

Task 6

Do it Yourself DBQ.

Project 1. In partnership develop and construct a Data Based Question. Present in Power Point format.

Content Standards:

1. *Assess* data and draw inferences
2. *Present* all information in a clear and concise written/ format.
3. *Collect* and *evaluate and employ* information from primary source material.
4. *Identify* bias and prejudice within historical documents.
5. *Construct* and test hypotheses.
6. *Present* all information in a clear and concise written format.
7. *Assess* data and draw inferences.
8. *Demonstrate* understanding of historical cause and effect.
9. *Relate* the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.
10. *Interpret* past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.

Process Standards:

1. Has a clear, analytical, and comprehensive question.
2. Uses documents strategically as means to gather evidence

3. Shows careful and insightful analysis of the documents.
4. Analyzes documents in additional ways — additional groupings or other.
5. Consistently and actively work toward group goals.
6. Is sensitive to the feelings and learning needs of your partner
7. Willingly accepts and fulfill individual role within the partnership
8. Consistently and actively contributes knowledge, opinions, and skills.
9. Values the knowledge, opinion and skills of partner and encourages their contribution.

General Task Description:

Students will be required to construct their own 10-14 Document Based Question.

Students are to use appropriate content. The following information must be provided

Bibliography,

Glossary,

Time line of the event,

List of Key Figures

Web-links used in the construction of this DBQ.

Students are also to provide **rubric** for the grading on essays that would be used in answering this question. All presentation will be done using Power Point software. Dates of presentation will be assigned by next Wednesday. A rubric will handed out so as to offer guidelines and later used for peer grading. The teacher will use the same rubric for each presentation. Each group will have approx 2 weeks in the Computer Lab and Library to complete task.

Rubric:Teacher rubric for Research Activity. A slight modification maybe used when

students are grading the projects. Depends on the appropriate level of students.

Rubric for a Research Project. Name(s)_____

	Question	Information	Analysis	Synthesis	Documentation
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research.	Student(s) gathered information from a variety of quality electronic and print sources,	Student(s) carefully analyzed the information collected	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources.	Student(s) documented all sources, including visuals, sounds, and animations. Sources Are properly cited
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources- -print and electronic	Student (s) product shows good effort was made	Student(s) logically organized the product and made good connections	Student(s) documented sources with some care, Sources are cited,
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence..	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in Documenting sources. Documentation was poorly constructed or absent.
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Documentation was absent.

