

Look-Fors In Document Based Questioning 4-5

Format: Students explore primary source documents designed to encapsulate historical thinking and writing skills. Students engage in close analysis and interrogation of documents, deep reading for understanding, and powerful evidence-based, argumentative writing in both a whole group and a small group setting.

Purpose: Students should be able to engage in a clear, spiraling set of thinking and writing experiences that address their current social studies and literacy standards. Students should engage in complex text, and should be provided opportunities to grapple with a variety of primary and secondary sources.

Document Based Questioning Components	Teacher /Student Actions
<p>Facilitating the “Hook Exercise.”</p>	<p>Students: Discuss hook situations in pairs or small groups, debate responses, ask questions, and make real-life connections to text.</p> <p>Teacher: Delivers directions, facilitates discussions, formatively assesses, and asks probing questions to students.</p>
<p>Reading and Understanding The Background Essay</p>	<p>Students: Ask questions of the text, annotate text, practice literacy strategies, craft 2-3 sentence summaries of the background essay including time, place, and story.</p> <p>Teacher: Asks scaffolded questions, models literacy strategies, models text annotation, and monitors student literacy practice.</p>
<p>Understanding the Question and Pre-Bucketing</p>	<p>Students: Rewrite the essential question in their own words and make predictions.</p> <p>Teacher: Asks probing questions, models dissection and interpretation of the question, and facilitates prediction lists.</p>
<p>Document Analysis</p>	<p>Students: Formulate questions for documents; work with scaffolded questions, discuss documents in groups, and record evidence on document analysis sheets.</p> <p>Teacher: Models the use of document analysis steps, and the use of document analysis sheets. Utilizes the Gradual Release of Responsibility Method, and models the annotation process of the documents.</p>

<p>Bucketing</p>	<p>Students: Label buckets and sort documents. Revisit prediction lists to finalize bucket labels, and utilize the chickenfoot for thesis creation.</p> <p>Teacher: Models bucket development and sorts documents. Conducts formative checks throughout the lesson to gauge student understanding.</p>
<p>Thrash Out (Accountable Talk/Debate)</p>	<p>Students: Debate with other students, revise document analysis notes, and support views with document evidence.</p> <p>Teacher: Facilitates debate, encourages students to use documents as evidence to support views.</p>
<p>Opinion/Argumentative Essay</p>	<p>Students: Rainbow highlight sample essays, review self-scoring rubrics, utilize outline guides, and write essays using notes, document analysis sheets, and outline guides.</p> <p>Teacher: Defines the opinion/argumentative essay, reviews the elements of an argumentative essay, reviews parts of a proficient essay, differentiates instruction.</p>