Lesson Description

This lesson focuses on an original document-based question (DBQ) in order to teach the process of writing a DBQ and/or to reinforce historical thinking skills. This DBQ may also serve as a summative assessment for a unit about the development of cities, the Middle East, or Eurasian trade routes.

Objectives

- Working with a partner or in small groups, students will analyze a set of conceptually-related documents and determine how the documents can be utilized to answer the assigned prompt.

- Independently, students will construct a written response to the assigned prompt based on the results of their collaborative analysis of the set of documents.

Essential Questions

1. How do economic and political factors affect cities over time?
2. How is specific, relevant historical evidence used to support an argument?
World History Studies:

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:
   (D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;
   (I) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and

(7) History. The student understands the causes and impact of increased global interaction from 1450 to 1750. The student is expected to:
   (A) analyze the causes of European expansion from 1450 to 1750;
   (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;

(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:
   (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts;

(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
   (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
   (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:
   (C) analyze primary and secondary sources to determine frame of reference, historical context, and point of view;
   (D) evaluate the validity of a source based on bias, corroboration with other sources, and information about the author;
   (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
   (F) construct a thesis on a social studies issue or event supported by evidence.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
   (A) use social studies terminology correctly;
   (B) use effective written communication skills, including proper citations and avoiding plagiarism; and
   (C) interpret and create written, oral, and visual presentations of social studies information.
Prerequisite Knowledge and Skills

- Location of Syria
- Crusades
- Eurasian Trade Routes
- Document analysis skills—HIPPO strategy

Vocabulary

- Analyze
- Argumentation
- Book illumination
- Citadel
- Civil War
- Crusades
- Defector
- Economic
- HIPPO (Historical Context, Intended Audience, Purpose, Point Of View, Outside Evidence)
- Political
- Siege
- Syria
- Uprising
- Urbanization

Time Required

60-90 minutes, depending on how and when it will be utilized by the teacher:

- If used for assessment only, it is recommended that the DBQ be administered in 60 minutes, allowing 10 minutes for reading of the documents and 50 minutes for writing the essay.
- If used for instructional purposes as outlined in the “Procedure” below, a minimum of 90 minutes is recommended.

Materials Required

- Print or post an electronic copy of one or more of the following:
  a) “Aleppo DBQ” document
  b) “Aleppo Guided DBQ” document
  c) “WHAP DBQ Planning Process” PDF (for use with AP students)

  Contact Rachel Meyer at the Hemispheres office via email to request an electronic copy of documents ‘a’ and ‘b’ above.
rachelmeyer@austin.utexas.edu

- Internet access for the video in Doc. 7 and/or approval from district if students are to watch individually.
- Student supplies—pen and paper
Lesson Procedure: To use these documents for instructional rather than assessment purposes, start by pairing students together and providing each student with either the “Aleppo Guided DBQ” or the “WHAP DBG Planning Process” activity and the “Aleppo DBQ” handout that includes the necessary documents. *Contact Rachel Meyer at Hemispheres via email to request documents as needed.

Throughout this lesson, utilize a Me / We / Us process that requires students to a) read independently (me), b) discuss with their partner (we), and c) discuss analysis of the DBQ element as an entire class (us).

For example, you may instruct students they have 2 minutes to read the prompt, another 5 minutes to tell their partner what the prompt says in their own words and complete Step 1 of the activity, and finally turn their attention to the whole class in order to discuss the results of pairs’ discussion and analysis.

Allow for student questions and clarify as needed.

Follow the Me / We / Us process outlined above as students read through the documents, extending time for students to process the documents and complete Steps 2 and 3 on their own copy. Have students share their arguments¹ and discuss as a whole class.

After completing Steps 1-3, instruct students to write their draft thesis—Step 4.

Inform students that the next step is to complete a deeper analysis of the documents. Be sure to walk them through HIPP².

Direct students to read Doc. 1 independently, and then discuss with their partner. Together, they should complete the portion of Step 5 for Doc. 1. After following the process for Doc 1, instruct students to read and complete Step 5 for the remaining documents³, monitor students on their progress and adjust time accordingly.

When all pairs have completed Step 5, engage them in a brief review of the documents focusing on those that were most problematic for them.

Next, ask students to review the information they wrote in the last column for Step 5. If that information is covered in another document, instruct students

¹ Padlet is an excellent free resource that allows students on 1:1 campuses to anonymously share their ideas. Additionally, students can also write their argument on a sticky note (without names) and post it in a designated location so that the teacher can then review, categorize, and discuss student-generated questions with the class.
² This may require direct instruction if it is the first time you are teaching HIPP to students.
³ Document 7 includes a video link. This can be shown to the whole class or individually based on classroom/campus resources, or it may be replaced with the Alternate Document 7.
to put an X over that piece of information. Based on what students have remaining in that column, direct them complete Step 6.

When appropriate, proceed to Step 7 using Me / We / Us process as outlined and used throughout the lesson. Lastly, instruct students to work independently to write a final thesis statement, emphasizing that their draft thesis can change based on their current understanding of the prompt, documents, and their arguments.

This lesson can be assessed based on student completion of the “Guided” or “Planning” worksheet, or it may be extended to require students to write a partial essay—for example, a thesis and one body paragraph—or complete essay as the final assessment.

Lesson Adaptations:

The “Aleppo Guided DBQ” is provided to help students with document analysis, argumentation, and the writing process; it can be used to model how to approach and successfully answer a DBQ, as part of a differentiated lesson, or in place of the Aleppo DBQ as a summative assessment.

If this is not the first time students have worked through the DBQ process, the “Guided” or “Planning Process” activity could be assigned as an independent assignment.

If assigned as an assessment, provide students with a cover sheet that summarizes the grading rubric that will be used to assess their written work. When used as preparation for AP testing, this assessment must be given in a timed setting: 10 minutes to analyze the documents, 50 minutes to write.

More documents have been provided than College Board’s recommendation of seven. Removing Documents 4 and 7 and replacing them with the alternate documents will result in student arguments being limited to economic reasons for the importance of Aleppo, rather than both political and economic reasons. [Note: Students should not be framing their arguments/theses using the terms political and economic only—these terms must be elaborated upon.] Additionally, since Document 7 contains a video (not a typical DBQ source), the video or entire document can be replaced with alternate Doc. 7.

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4 It may be that some students do not have any usable information in the last column of the Step 5 chart. That is acceptable as students should still be able to complete Step 6 since students are often required to provide one piece of additional outside information relevant to the prompt and their argument.
Resources:


Covette, Robert, 1612. *A True and Almost Incredible Report of an Englishman, that (being cast away in the good ship called the Assention in Cambaya, the farthest part of the East Indies) travelled by land through many vnknowne kingdomes and great cities.* (pp. 61-63), London. Harry Ransom Center, University of Texas at Austin.


