Standards Addressed:
- SS-7: Present a position and support it with evidence and citation of sources
- SS-8: Analyze different perspectives on a topic obtained from a variety of sources.
  A. Compare the accuracy and point of view of different sources
  B. Construct a historical narrative using primary and secondary sources.

Lesson Objectives: (Students will be able to…)
- Generate a how or why question that will guide a paper about Benjamin Franklin.
- Use their question and primary source material along with information from their textbook to write a historical narrative that answers the question with evidence.

Journal Prompt:
- DAY ONE: What do you know about Benjamin Franklin so far?
- DAY TWO: Create a why or how question about Benjamin Franklin?
- NO PROMPTS FOR DAY THREE-FIVE

Procedure:
- Anticipatory Set:
  - Discuss journal prompt responses as a class.

  Body:
  - DAY ONE:
    - To provide students with additional information on Benjamin Franklin, have them watch portions of the PBS documentary *Benjamin Franklin: An Extraordinary Life. An Electric Mind.*
    - Have students take “doodle notes” as they watch the video clips. Explain that they are collecting information about Benjamin Franklin and to pay attention to documents that are used. Doodle notes are where students use images and text to take notes. There should be about 50-50 written to visual information in their notes.
    - Ask students to think about a question they have about Benjamin Franklin. They should write this down as an exit pass.
  - DAY TWO:
    - Share with students some of their exit passes from yesterday. Answer some of these questions and then compare them to the why and how questions they have created in their journal prompts today. Why are why and how questions more interesting?
    - Using the PBS website and the Benjamin Franklin Tercentenary website (BenFranklin300.org) and TeachingFranklin.org to have students investigate primary documents in connection to Franklin.
    - The teacher may choose to provide students with a selection of documents that are relevant and important to our study.
    - At this point, revise questions with students. If you choose, simply build one question together as a class for all students to use. This will, in a sense, provide you with a DBQ question. However, it is the question creation in connection to a document that is most difficult in this exercise.
    - Here are the criteria for effective Historical Thinking Questions from Bruce Lesh’s book “Why won't you just tell us the answer?”:
      - Does the question represent an important issue to historical and contemporary times?
● Is the question debatable?
● Does the question represent a reasonable amount of content?
● Will the question hold the sustained interest of elementary, middle, or high school students?
● Is the question appropriate given the materials available?
● Is the question challenging for the students you are teaching?
● What organizing historical concepts will be emphasized? (change overtime, continuity, causality, context, contingency?)

○ DAY THREE:
  ■ Using the Criteria for Effective Historical Thinking Questions listed above to help students continue to revise their question.
  ■ Students should pick a document to focus on.
  ■ As a class begin to construct thesis statements to answer the question and create an argument using the document.
  ■ Students should then outline their information into a plan for an essay. They can use the DBQ Outline that follows.

○ DAY FOUR:
  ■ Students write their historical narratives in class and finish for homework.

○ DAY FIVE:
  ■ In class, using the track changes function in Microsoft Word, have students submit their papers to their peers and the teacher for revision.
  ■ Revisions and final drafts are due ____________________.

● Conclusion:
  ○ After finishing the papers, have students share their information they gained, how they used the documents, and what they thought was difficult or easy in the process. Interestingly, most will find the question the hardest and actually writing the paper easier.

Materials Needed:
● PBS documentary Benjamin Franklin: An Extraordinary Life. An Electric Mind.
● Mobile Computer Lab
● DBQ Outline
● Internet Access
● Possible selection of primary documents

Assessment/Evaluation:
● Evaluate the questions and revision of the question to determine if it is specific enough to be answered with one or two documents.
● Use the outlines to help gauge student progress in organizing their information and using the document for evidence.
● Using the editing and track changes feature of Word have students submit their papers electronically for grading. Good outlines will lead to good papers.

Teacher Reflection:
Name: ________________________________

Document-Based Question (DBQ) Essay Outline

Topic: ______________________________________

- You may use the document packet, the webs, and/or document analysis sheets you have completed to help you write this essay outline.
- For full points on this DBQ essay outline you need to have **AT LEAST one complete sentence for each portion of the outline**. Sentences should explain relevant and supportive details that match the thesis and the topic of the paragraph in which it is used.
- When citing the source, **use the document name and author’s name**, not the document number.
- When writing your evidence sentences, **you may use quotes only if you ALSO explain them in your own words**.
- You must also use **at least 2 different documents** for each body paragraph.
- **You may use background knowledge** to help explain evidence in your analysis of a piece of evidence from one of the documents, but you **must connect it to one of the sources that you can cite from the document packet**.
- **This outline is due at the end of class**.

Use the following to help you remember that quote analysis has already been taught to you in Language Arts!

**Topic Sentence/Thesis Statement:** You should begin an analytical essay (DBQ) with a focused topic sentence and/or thesis statement (*what you will prove*). Do NOT use pronouns (I, my, you) when referring to characters and DO refer to the title and/or author of the text you are analyzing. **This is should be in your “C” section of your introductory paragraph on this outline and you should have a “baby thesis” for each body paragraph!**

**Introduction of Quote:** After stating your topic sentence or thesis statement, you should introduce a quote that will support or defend your statement. This means you need to give credit to the quote by stating the name of the person who made the statement, whether it was something a character actually said, OR words that the author used in the text. **This is completed on the outline by identifying the author and document title for each piece of evidence you use!**

**Quote:** Next, you should provide the quote itself- must be connected to your words (see above). Instead of re-rewriting the entire quote, re-evaluate and only use the part of the quotation that is necessary. You should also provide an explanation of the quote. This means you should be able to restate it in YOUR own words to prove you understand what it means. **This should be found on the outline three times per body paragraph in the evidence sections!**

**Analysis of Quote:** In several sentences, you should use a step-by-step process to explain to your reader how the quote you have included clearly proves your thesis or topic sentence to be correct. **This should be on the outline following each piece of evidence in each of the three body paragraphs!**

A

I. **Introductory Paragraph:**
   A. **Grabber and Background:** (How will you grab the reader’s attention and also provide brief background info?)

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

   B. **State the Question and define any key terms:** (Re-state the question in DBQ packet)

   ______________________________________________________
   ______________________________________________________

C. **Three-Pronged Thesis Statement:** (Answer the question and provide a list of the three main broad points you will make later…think of the chicken foot!)

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
II. Body Paragraph #1: Baby Thesis for this paragraph (1st prong of thesis statement + 3 pieces of evidence)

A. Evidence 1 Source: Author-________________________ Doc. Title-________________________________________
   1. What specific detail, example or quote from this source proves your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________

   2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________

B. Evidence 2 Source: Author-________________________ Doc. Title-________________________________________
   1. What specific detail, example or quote from this source proves your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________

   2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________

C. Evidence 3 Source: Author-________________________ Doc. Title-________________________________________
   1. What specific detail, example or quote from this source proves your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________

   2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
   __________________________________________________________________________________________________________
III. Body Paragraph #2: Baby Thesis for this paragraph (2nd prong of thesis statement + 3 pieces of evidence)

_________________________________________

A. Evidence 1 Source: Author-________________________ Doc. Title-_________________________________
   1. What specific detail, example or quote from this source proves your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

B. Evidence 2 Source: Author-________________________ Doc. Title-_________________________________
   1. What specific detail, example or quote from this source proves your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

C. Evidence 3 Source: Author-________________________ Doc. Title-_________________________________
   1. What specific detail, example or quote from this source proves your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

IV. Body Paragraph #3: Baby Thesis for this paragraph (3rd prong of thesis statement + 3 pieces of evidence)

_________________________________________

A. Evidence 1 Source: Author-________________________ Doc. Title-_________________________________
   1. What specific detail, example or quote from this source proves your point?
2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

B. Evidence 2 Source: Author-________________________ Doc. Title-________________________
   1. What specific detail, example or quote from this source proves your point?
       __________________________________________________________
       __________________________________________________________
       __________________________________________________________

2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

C. Evidence 3 Source: Author-________________________ Doc. Title-________________________
   1. What specific detail, example or quote from this source proves your point?
       __________________________________________________________
       __________________________________________________________
       __________________________________________________________

2. Analysis of Quote: How does this example connect to your thesis and/or prove your point?

V. Conclusion Paragraph:
   A. Restate main idea and question:
       __________________________________________________________
       __________________________________________________________

   B. Restate your thesis and sum up three broad points made in your body paragraphs: