

Online Course Title: Creating and Implementing DBQ's in Your Classroom

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1) Dates of Course

This course is set to run: (TBD)

2) Course Description: In this class we will explore various resources for teachers, create a DBQ, evaluate DBQ's and Primary Sources and discuss the skills and steps necessary to complete DBQ's successfully.

Document-based questions are for all students, from elementary school through high school. They prepare students to compare and contrast particular issues by:

- considering multiple perspectives
- reconciling differing positions
- evaluating the strength of particular arguments
- providing authentic opportunities at a high level of thinking
- developing skills

Traditional document-based questions require students to interpret historical records and express their understanding effectively through well-written essays. In this class, we will explore many sites that will aid you and your students in finding information for dbq's.

3) Course Goals, Outcomes and Objectives:

Week 1

Objectives:

- Participants will be able to become familiar Caucus System.
- Participants will be able to meet and greet with one another about their experiences with DBQ's and the use of the internet.
- Participants will be able to read and reflect on an article on DBQ's and discuss it as a class.

Outcomes:

- Participants will be more comfortable using the posting system to discuss issues with each other and their instructor.
- Participants will understand the course requirements and be able to navigate Caucus.
- Participants will gain background knowledge on DBQ's and reflect about them.

Essential Question: Has our thinking changed when it comes to DBQ's?

Week 2

Objectives:

- Participants will be able to identify the various types of primary documents and explain why we use them.
- Participants will be able to use technology resources to enhance the use of primary documents in DBQ's.
- Participants will be able to locate and explore a plethora of websites that contain primary documents.
- Participants will be able to identify authentic primary documents

Outcomes:

- Participants will look at various types of primary documents on the web and discuss how and why they will use them.
- Participants will navigate the web to find specific websites and share their findings.
- Participants will locate primary documents that would be useful in their classrooms and they will choose the documents they will use in their DBQ.
- Participants will analyze primary documents for authenticity.

Essential Questions: How can primary documents be used effectively?

Week 3

Objectives:

- Participants will be able to explore many websites that give sample DBQ questions and articles and to actively respond to them and others in the class.
- Participants will be able to create a 'workable' DBQ question.
- Participants will also be able to choose a task for the students to complete and write it in a question format

Outcomes:

- Participants will explore existing DBQ questions and discuss them.
- Participants will be asked to create a DBQ questions based on sample questions we will be looking at and rules to follow.
- Participants will be asked to look at the quality of their question.
- Participants will explore the various tasks that they can ask students to complete. (essay...so on)

Essential Question: Has our thinking changed when it comes to DBQ's?

Week 4

Objectives:

- Participants will be able to properly cite a primary document.
- Participants will be able to put together their entire DBQ assignment in one word document.

Outcomes:

- Participants will choose a primary document and learn how to use citations properly.
- Participants will be asked to bring their whole DBQ question, task and primary document selection together in a word document template.

Essential Question: Are you citing your words?

Week 5

Objectives:

- Participants will be able to create or locate an appropriate grading rubric for their DBQ.
- Participants will be able to rate essays properly according to their rubric.

Outcomes:

- Participants will look on the state website for samples of grading rubrics and tailor one to their question.
- Participants will look at five essays and follow an online quiz to see if they rate it the same as the 'guru' that is rating the essay.

Essential Question: Why are pre-written expectations so important?

Week 6

Objectives:

- Participants will be able to effectively share ideas and sites with colleagues through online communication. Participants will discuss their thoughts (including how they feel their students connect to history using DBQ's) on DBQ's through online communication.

Outcomes:

- Participants will review various DBQ's found online and those created by their classmates.

Essential Question: How can DBQ's help us to explore history?

4) My name is Joan Carrozza and I am an online course instructor. I taught in the classroom for about 11 years and then switched to staff development and some administration work. I have a Masters Degree in Early Childhood Education and another in Administration and Supervision both from Fordham University.

5) NYS Standards Addressed : Social Studies Standards 1 and 2. .

6) Contact Information (Make sure this is information you want public-many instructors create a special email account on yahoo or Google for this purpose)

7) Prerequisite Skills/Requirements: You must have access to the internet and be able to use email.

8) Software: Microsoft Word and a current e-mail address

9) Recommendation for in-service credit will be give if participants complete all work for class and actively participate for the assigned class hours.