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Grade: 9-12
Subject: Global History & Geography
Duration 1 Class Period

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Lesson Plan – Introduction Paragraph Writing Using the DRL Formula

Unit of Study: Regents Review

Instructional Goal: Students will be reviewing the steps necessary for writing a successful introduction paragraph using the DRL formula. The students will utilize the workshop model to successfully investigate different choices for vocabulary for use in re-writing the theme in a thematic essay or DBQ essay. The students will examine, justify and compare and contrast different vocabulary choices and wording to establish a rewrite of the historical context or theme that is beyond a restatement of the theme of historical context. The students will complete an introduction using the DRL formula as an assessment grade.

AIM: What are the important steps writing an introduction for a thematic or DBQ Essay to maximize points on the NYS Regents exam?

New York State Standards:

Standard 2: World History: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 2.2: World History: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

- investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.

Common Core Standards:

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Rationale: We have been reviewing imperialism in the 19th and 20th century a topic which appears frequently in questions on the NYS Regents exam in Global History and Geography. Imperialism affected many countries and their populations. The lesson incorporates the content knowledge of imperialism with a writing strategy for completing an introduction paragraph for a thematic or DBQ essay for the NYS Regents exam.

Content:

Imperialism occurs when a strong nation takes over a weaker nation or region and dominates its economic, political, or cultural life.

This type of foreign policy was practiced by European nations and Japan throughout the 1800s and early 1900s. In every case, a nation would experience industrialization prior to practicing imperialism on a foreign nation or region. This was due to the nearly insatiable demand for cheap raw materials and the need for markets to buy manufactured goods.

D.R.L. Strategy:

The introduction to the essay response should communicate what it is that the essay will show or prove. The thematic essay generic scoring rubric states that to earn a five, the essay, “Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the Task and concludes with a summation of the theme or problem.”

Most points are lost on the introduction. For this reason, we have developed a formula for completing an introduction that would give you the highest amount of points.

DRL Formula

Define, ReWrite, List

Define

Define the main idea or topic.

ReWrite

ReWrite the historical context or theme given in your own words. You may use the WRS (Word Replacement Strategy) below to ReWrite your theme.

WRS (Word Replacement Strategy}

How to re-write an introduction from the theme or historical context

1. Read the theme or historical context
2. Circle the important words.

3. Think of replacements for the most of the important words and phrases. (Multiple replacements may be necessary)
4. Paraphrase (put into your own words) the theme or historical context using the replacement words.

List

List the topics and/or items you will discuss in your body paragraphs.

Instructional Procedures:

1. Students will be given a worksheet with a Do Now: What are the steps used in the DRL formula?
2. Students will be given a couple of minutes to answer this question on the worksheet/Quiz.
3. The teacher will ask the students to answer the Do Now Quiz:
 - a. What does the "D" represent in DRL?
 - b. What does the "R" represent in DRL?
 - c. What does the "L" represent in DRL?
4. The teacher will then review with a PowerPoint presentation "DRL Formula"
5. The teacher will distribute the class activity worksheet. Students can work in pairs or individually for this workshop model.
6. The teacher will then ask a student to read the theme aloud.
7. The teacher will ask the students to interpret the theme and give a one word answer as to the topic or theme of the essay they will be writing. (Imperialism)
8. The students will be asked to define the theme, Imperialism, and write it on their activity sheet.
9. The teacher will ask for a definition of imperialism.
10. The teacher will explain that the activity consists of finding synonyms for replacing the words in the theme.
11. The teacher will ask "What is a synonym?"
12. After taking a few responses, the teacher will confirm or explain what a synonym is.
13. The teacher will call on students to circle words in the theme that can be replaced without replacing the theme word itself.
14. The students will then be asked for a list of words and/or phrases that will be replaced and to write them in the space on their worksheet on the left.
15. As a class using the workshop model the teacher will ask the students to complete their worksheet by finding synonyms. Each word should have 2-3 synonyms.
16. The teacher will then ask the students to rewrite their theme using the synonyms and the Word Replacement Strategy (WRS).
17. The teacher will then ask the students for some examples for the rewritten theme.
18. The Students will be asked to complete the "D"efine step in DRL that they have previously defined on their worksheet as their first sentence.
19. The students will be asked to complete the "R"ewrite step in DRL by writing the theme that they have rewritten as their 2nd sentence.
20. The students will be asked to choose a topic for imperialism; a controlling country and a country or region being controlled from their chart from the previous lesson.
21. Students will be directed to complete the "L"ist step in DRL by writing the topic as their last sentence to their paragraph.

22. Students will be chosen to list their sentences on the Whiteboard for class review.
23. A class discussion regarding the DRL formula will close the lesson.
24. Students will be handed their homework assignment (time permitting) and begin working on their body paragraphs.

Statement of Objectives:

- To review the imperialism (**Knowledge, Comprehension Levels**)
- To explain the procedure for completing an introduction using the DRL formula (**Knowledge, Comprehension Levels**)
- To review, evaluate, and synthesize, the different synonyms available for using the WRS (Word Replacement Strategy) for rewriting the theme or historical context on a thematic or DBQ essay. (**Knowledge, Comprehension, Application, Evaluate, Synthesis Levels**)
- To study , evaluate, and synthesize, using the DRL formula for a thematic or DBQ essay. (**Knowledge, Comprehension, Application, Evaluate, Synthesis Levels**)

Teacher Input: Teacher will lead the discussion of the review and model the procedure as well as direct the class in completing their introduction paragraphs for a thematic or DBQ introduction using the workshop model.

Closure: The teacher will end with the class discussion on the importance of the using the DRL formula in conjunction with the essay rubrics for the NYS Regents exam in Global History & Geography.

Evaluation: Based Upon Classwork and Discussion

Materials:

- PowerPoint Presentation: *DRL - Introduction Review*
- Do Now: *DRL Quiz*
- Student Worksheet – *DRL Introduction Worksheet*
- *Regents Writing Formula Handout*