

Step 1: Know the Format

1. Familiarize yourself with the College Board Rubric. There are 7 potential points:

a. Thesis and Argument Development (2 points)

- i. Includes a thesis that fully addresses all aspects of the prompt and provides an historically defensible argument (*Introduction*)
- ii. Develops a tenable argument that accounts for historical complexity by illustrating relationships between historical evidence, including qualification, contradiction, and/or corroboration (*Body paragraphs*)

b. Document Analysis (2 points)

- i. Uses the content of at least 6 documents in support of thesis statement (*body paragraphs*)
- ii. Explains the significance of the author's point of view, author's purpose, and/or audience for at least 4 documents (*body paragraphs*)

c. Using Evidence Beyond the Document (2 points)

- i. Situates the argument within the broader historical context by addressing the developments, events, or processes immediately relevant to the prompt (*introduction*)
- ii. Provides an additional piece of specific evidence beyond those found in the documents to support or qualify the argument (*body paragraphs*)

d. Synthesis (1 point)

- i. Connects the argument to a development in a different historical period or geographic area, or to a course theme or approach that is not the focus of the essay, i.e. political, economic, social, cultural, intellectual history (*conclusion*)

2. Keep in mind that the basic structure will follow the LEQ format that we have been practicing, and will address the same historical thinking skills of change and continuity over time, comparison, causation, and periodization. *The primary difference will be the integration of primary source evidence, thus the Document - Based Question!*

Step 2: Develop Your Argument

1. Brainstorm

Start with a Fact/Idea List pertaining to what you already know about the topic. This will provide a framework for your argument, help you identify supporting evidence in the documents, and provide you with outside evidence to integrate into your essay.

2. Analyze the Documents

Once you have established what you already know, turn to an analysis of the documents. As you read the documents, *briefly* summarize the argument in the margins and develop your analysis, focusing on the following questions:

- a. How does who the author is impact what he or she says, and where can you see that in the document (evidence)?**
 - i. Consider gender, class, ethnicity, occupation, religious affiliation, political affiliation, age, historical context, relationship to the event described, etc.
- b. What is the author's purpose in writing or creating the document, and how can you see that in the document (evidence)?**
 - i. Consider: Is it meant to defend something? Persuade or convince someone? Influence the outcome of something? Analyze, describe, or record something?
 - ii. Depending on the above, is the tone of the document persuasive? Guarded? Formal? Conciliatory? Impassioned? Angry? Balanced?

c. Who is the intended audience, and how might that impact what is being said or how it is being said?

- i. Consider: Is the audience public or private? Political or personal? Large or small? In agreement with or in opposition to the author?
- ii. Depending on the above, is the tone of the document persuasive? Guarded? Formal? Conciliatory? Impassioned? Angry? Balanced?

d. What kind of source is it, and how might that impact what is being said or how it is being said?

- i. Consider: Is it a piece of art, a chart, map, graph, text, letter, speech, political cartoon, article, etc.? A primary source or secondary source? (For instance, political cartoons often rely on satire and caricature, speeches on impassioned language and persuasive rhetoric, letters between friends on familiarity and trust, diplomatic texts on formality and implied understandings, etc.)

Two Key Things to Keep in Mind about Document Analysis:

1. You do not have to answer all of the questions above for each document! Chances are that one approach (POV, Purpose, Audience, Medium) will jump out at you; use the one that seems most appropriate for the document and that you can most easily address in your essay.
2. Make note of what documents and analyses do the most to strengthen your argument, qualify your argument, or lessen the validity of a potential counter-argument.

For example, you may find that a person's background or approach strengthens the validity of your argument, or that their biases limit the efficacy of a potential counter-argument that could be raised by the evidence or by a reader. These are the kinds of things that you will want to address in your essay as they will strengthen your overall argument and earn you the second argumentation point!

3. Organize Your Evidence

Depending on the type of historical thinking skill addressed, you may wish to group the documents in one of the following ways to help you develop your thesis statement in the format that we have been working on:

Change and Continuity: changes and continuities - make sure to place the sources in chronological order in order to identify both changes and continuities and to consider what context might explain them

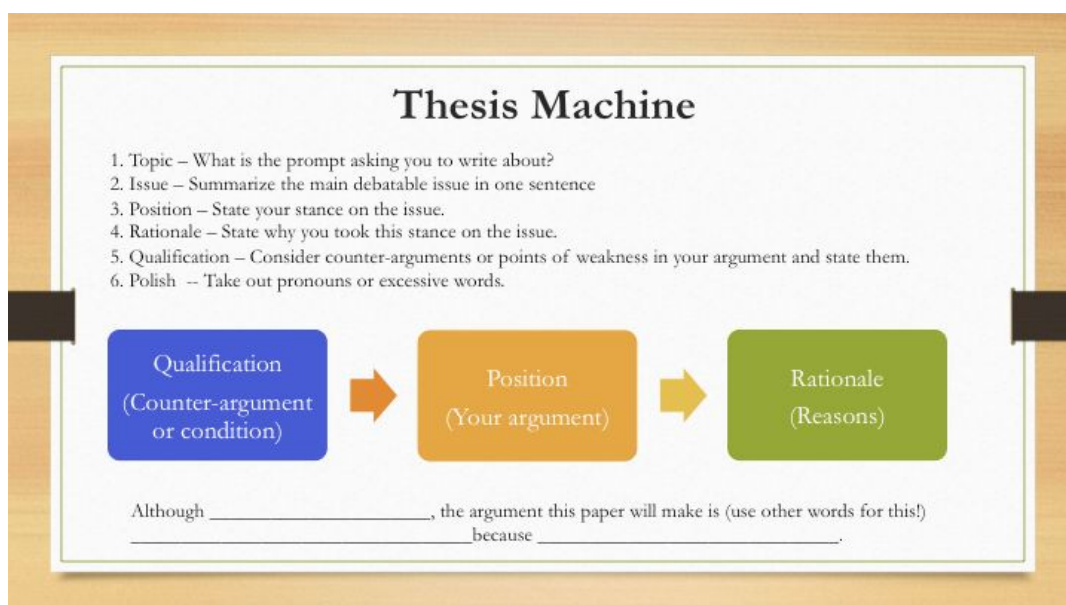
Comparison: similarities and differences

Causation: causes and effects; short-term causes/effects vs. long term causes/effects; political, social, economic causes/effects

Periodization: reasons for which it is a turning point / distinct historical period vs. reasons for which is not a turning point / distinct historical period

4. Write your Thesis

Based on your analysis and the grouping of the documents, write your thesis statement using our thesis machine format! This will not only organize and outline your essay, but it will also ensure that you are accounting for historical complexity by qualifying your argument.



Step 3: Write your Essay

Your essay will be in the following format:

Introduction

Your intro will establish the historical context for the question and provide an answer to the prompt in the form of a thesis statement.



2-3 Body Paragraphs

Your body paragraphs will develop the argument presented in the introduction, providing evidence and corresponding analysis from the primary sources provided and your outside knowledge.

Depending on your argument and how you structure it, your essay will follow one of the following formats:

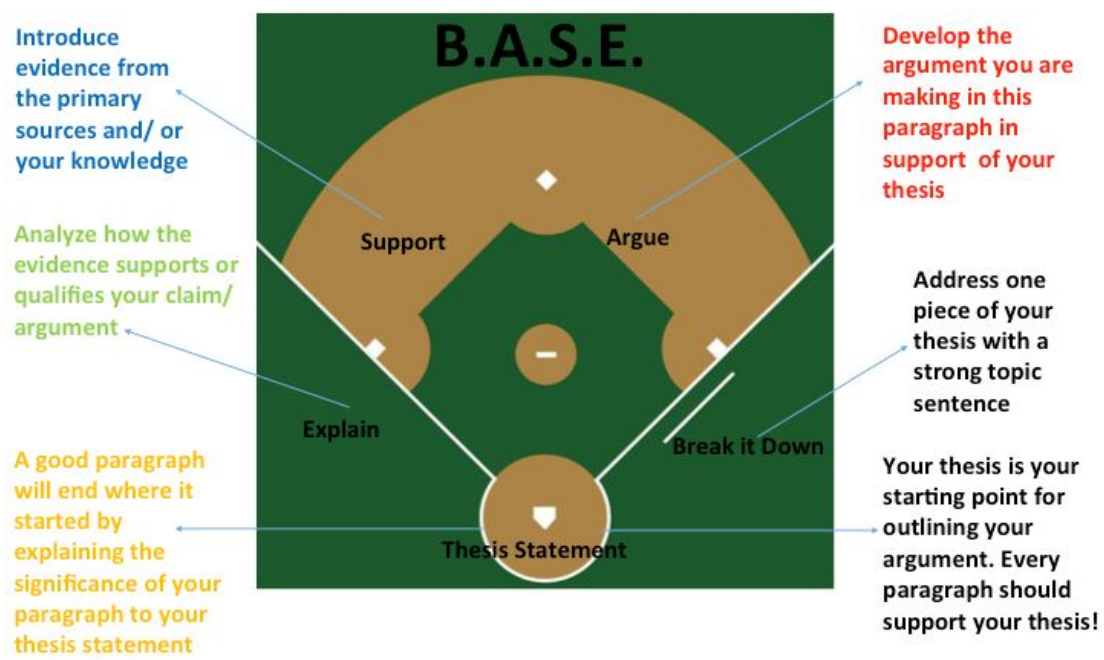
1. One qualification paragraph and one position paragraph
 - Utilize this format if you must both compare and contrast, or address both changes and continuities.
 - You may also wish to use this format if you have equally strong evidence for both your qualification and position.
2. One qualification paragraph and two position paragraphs
 - Utilize this format if you have three natural groupings for your documents and/or three strong arguments to make.

3. Two position paragraphs

- Utilize this format if you do not have a stand-alone qualification paragraph, or if you have two very strong position points to make and not enough time to write a third body paragraph.
- Remember, if you are asked to address both changes and continuities, or both similarities and differences, you must have a qualification paragraph. If, however, you are only asked to address changes or differences, you may wish to acknowledge that there were continuities and similarities in your thesis but only write about what the prompt asks for in your body paragraphs.

For each paragraph, you'll want to ask and answer the following questions in order:

1. **What is my argument?**
2. **What is the evidence for my argument?**
3. **How does my evidence support or qualify my argument?**
4. **What is the significance of the argument in this paragraph to my overall thesis?**



3 Key Things to Keep in Mind about Document Integration

1. You must address at least 6 of the documents in your essay and analyze the point of view of the author, the author's purpose, or the intended audience for at least 4 of those used.
2. Do not state "in document #__." Rather, introduce the author or the source by name or description.
3. You may either directly quote the source (make sure to use quotation marks when doing so) or paraphrase it. Either way, you must cite the source at the end of the sentence in which you referred to it using parenthetical citation: (Doc 1).

Conclusion

Your conclusion will recap the argument made and provide synthesis by connecting your argument to a development in a different historical period or geographic area, or to a course theme or approach that is not the focus of the essay (i.e. political, economic, social, cultural, intellectual history).

