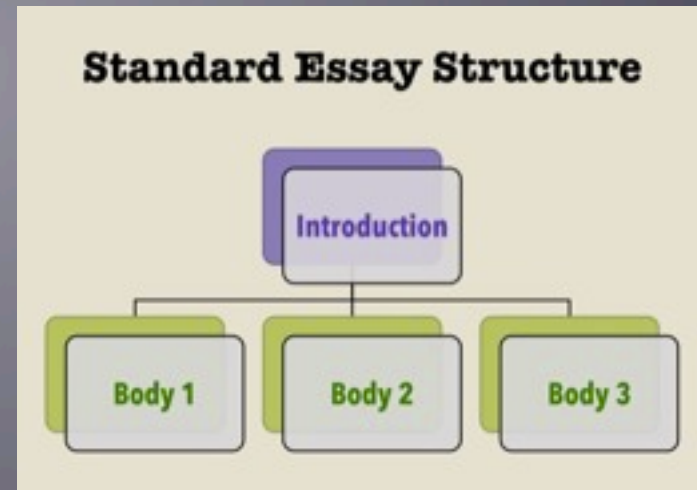
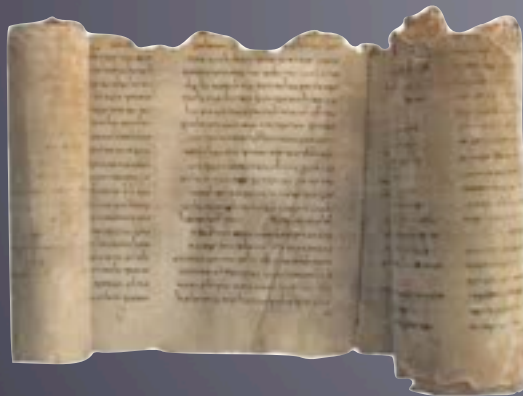




Writing Tips for Essays and DBQs



EXAMINE THE PROMPT



- What type of prompt is it?
 - Comparison, Cause and Effect, Evaluate/Assess
 - Read carefully the question prompt and the historical background. Underline the tasks demanded and the terms which are unique to the question.
 - What are the “value” words used in the prompt?
 - It is your responsibility to apply a definition to the historical topic

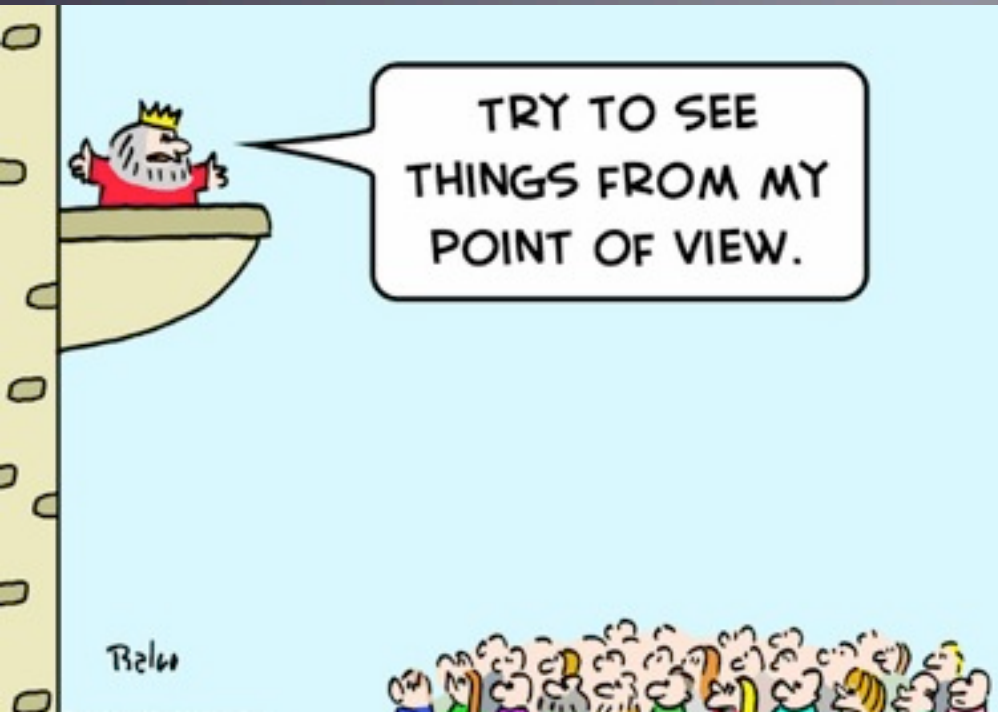


Central Historical Question:
Who won the first day of the Battle of the Somme?

EXAMINE THE PROMPT



- Analyze the Documents
 - a. Make sure that you understand the content of the document.
 - b. What is the author's Point of View (POV).
 - c. Where is the tension?
 - 1. Are there people from the same place with differing POV?
 - 2. Is a Frenchman critiquing the French or is it an Englishman?
 - Which is biased? Which has great knowledge?



EXAMINE THE PROMPT

Writing
Prompt

- Use the Documents
 - a. Use most of the documents (omitting no more than 1 or 2).
 - b. No "laundry list"
 - IMPOSE order on the documents.
 - Find groupings for the documents
 - What is the OVERALL picture presented by the documents?
 - c. Mark up the documents:
 - Write notes on the documents or in the margins.
 - Underline key parts of the documents.
 - Organize the documents and sketch out an outline.



Essay Structure

Develop the funnel Introduction



- **Create a HOOK**
 - Must be within the framework of the historical topic
- **Generate 3 complete sentences “Themes”**
 - Outlines major points in order they will appear
 - support your thesis
- **Write a complete THESIS that incorporates the overall purpose, timeframe (when appropriate), the “how” or “why”**
 - The THESIS has to be able to “stand alone!”
 - Remember to answer the freakin question



Essay Structure

Body Paragraphs

- Body paragraphs must correspond to the topic sentences in the introductory paragraph
- Use at least 5 pieces of specific examples/evidence in each body paragraph
- With each piece of evidence, include the “so what”...how does it prove/relate to the topic?
- Cite documents with abbreviated title, your commentary, and the document letter in parenthesis
 - ...According to *Thomas Jefferson the Declaration of Independence* was meant to “frustrate the British Parliament and inspire American troops.” It may have played a role in the struggle at Valley Forge or the victory at Saratoga (Doc B). In addition... “
- Sneak in “outside information”
- Do not quote the documents
- Use refutation when appropriate
- Conclude paragraph with one sentence summary.



Essay Structure

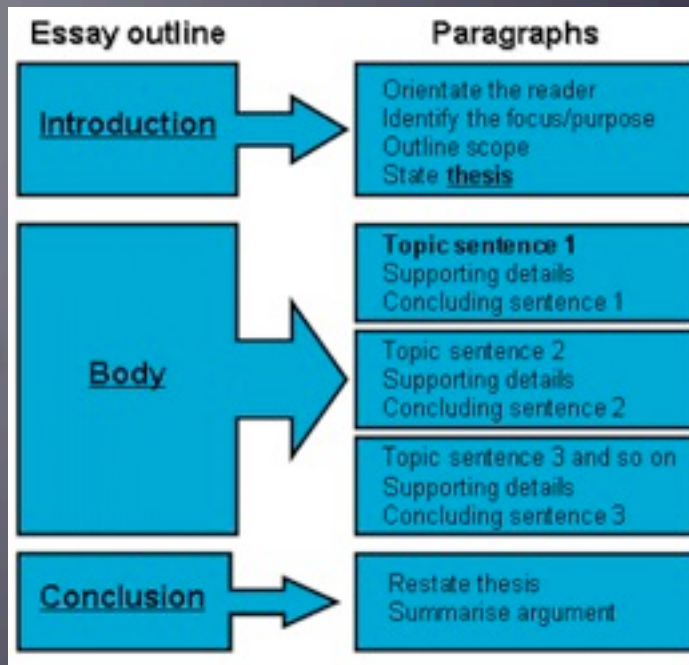
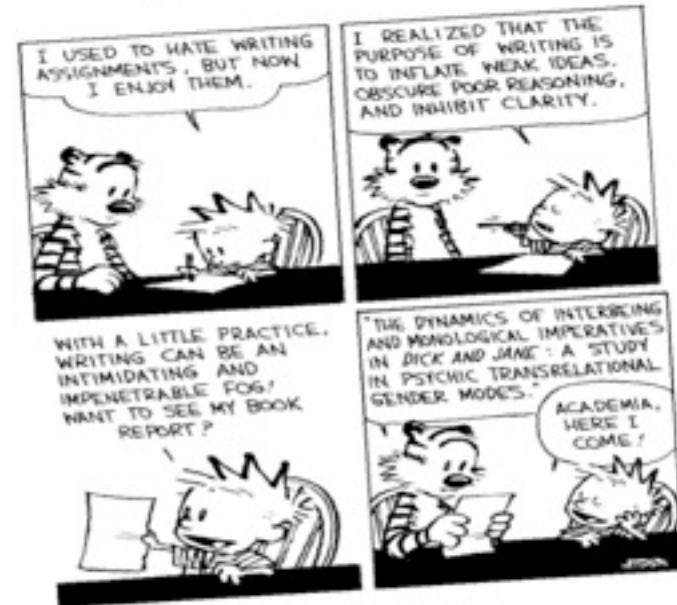
Specifics for Writing

- ATFQ
- Refer to the content or the author of the document specifically in your text
- Use all the documents
- Use short quotations or none at all
- Draw conclusions from the documents; don't list
- Cite your sources
- "Indicators of good analysis":
 - Use proper essay structure
 - Organize evidence in categories
 - Frequently reference terms in the question
 - Recognize contradictions or ambiguities in documents
 - Reference point of view & purpose of the document


Conclusion

- Reminds reader how thesis was proved
- Pulls together main ideas

An analytical essay: What does it look like?



DBQ ESSAYS Absolutes

Include	DO <u>NOT</u> Include
<ul style="list-style-type: none">• Use third person• Correct spelling, grammar, word usage, punctuation• Timeframe• Write in past tense• Consider using “although” or “however” for comparison theses	<ul style="list-style-type: none">• First person• Contractions• Slang• Absolutes• Extended quotations• Evidence in intro paragraph• Limit pronouns, value, and empty words 



MAP 10: World War I Battle of the Somme Simulation

Overview: On Tuesday, November 18, you will engage in a WWI simulation in your History/English MAP class. This simulation will have several steps, and it will ultimately culminate in the Battle of the Somme a sock war and an investigation of how to analyze a document based question.

Students will participate in a “sock war” reenacting World War I. The desks will be built into trenches; one on each side of the room with “No Man’s Land” will be in the middle of the room. The lights will be off and students will throw socks at each other with the objective of the game to steal the other team’s pie AS well as protect your own pie from being stolen.

Preparation: Students will bring as many socks as they want. Please bring socks that are distinctive so that you can get them back at the end! Students may also bring one unwashed, grungy, and nasty sock tied up in a plastic bag – this will be used for the gas warfare round. Each team needs one pair of swim or ski goggles, so please bring a pair if you have one.

Rules of Engagement:

- You are hit if a thrown sock from the other team hits you. You cannot catch a sock. The only exception are “head shots”—they are illegal and you cannot die from one.
- Socks can be re-thrown during the round.
- In between rounds, no socks can be thrown.
- No “hoarding” socks to build up your supply.
- If you are hit, go stand at the whiteboard and wait for 2 minutes.
- If, in the opinion of Emperor Davey, Grand Sultan Weaver, or Ms. Herzman you violate any of the above rules, you will sit-out the activity and lose participation points.

Round 1: Learn how to decipher and answer a document-based question?

Round 2: Work with a partner to synthesize the document information on your pre-write form.

Round 3: Write an introductory paragraph and one body paragraph with a partner.

Round 4: Set up Trenches under the direction of Lts. Weaver (Fr), Herzman (G), and Davey (British)

Round 5: Explain Activity, Train, and eat. To determine how many bonus socks each team will get, each participant must throw their sock at a standard target on the board. If you miss, the sock(s) you brought for the activity go into “No Man’s Land.” Beware of “training accidents.”

Round 6: Poetry: Listen to letters home, poetry, and conduct (sky) ceiling study

Round 7: Regular warfare: Both sides will be engaged in throwing socks at each other but the British will get more equipment. This round will last 7 minutes. You can move throughout the room but I would encourage some sort of strategy planning.

Round 8: Charge against the enemy trenches.

Round 9: Debrief and video clip

Round 10: Peer evaluation based on rubric.

Central Historical Question:

Who won the first day of the Battle of the Somme?

Central Historical Question:
Who won the first day of the Battle of the Somme?



but do we know who won the first day?

Round



The Answer?

