DBQ 1 Pager Review

# Rubric Parts and where they should go in your essay-

1. Contextualization- 2-3 sentences in your introduction
2. Thesis- Last part of your introduction (though it will count in the conclusion as well)

# General Reader Tips

1. Make sure that your ideas are communicated CLEARLY. If it doesn’t speak for itself, you can’t explain it. If you have to default to the formula, do so until you get down the content of the essay.
2. Labeling or circling what you are trying to do doesn’t hurt- It lets you know what you have covered so far and what is missing from the rubric and it lets me know what you are attempting to do so I can either reward you with a point or have a more streamlined conversation about where you’re going wrong.
3. Use the Writing Packet to help you review all of the skills in full!!!

## Evidence Usage

1. Doc. Usage-3 documents used correctly- Body Paragraphs
2. Doc. Usage + connection to argument- (6 documents total- BUT USE ALL 7 TO BE SAFE!)
3. Evidence Outside the Document, connected to the argument- 1 piece total (one per paragraph to be safe) End of body paragraph OR distinct from extended document analysis

## Analysis

1. Extended Document Analysis- (3 times successfully, use 4-5 documents to be safe)- immediately after document usage in the body of your essay.
2. “Complexity”- Throughout the essay (to show evaluation of multiple variables to an argument) or separate paragraph to show continues + changes, similarities + differences

# Thesis Statement Formula

X. However, A and B. Therefore, Y. (These are not necessarily standalone sentences, they are CONCEPTS.

X= Least important cause, Continuity or Change (depending on the question), Similarity or Difference (depending on question

A and B= the two **STRONGEST POINTS** for your argument. These are your organization categories.

Y= the position you are taking, your stand on the prompt. (most significant cause/effect, Similarity or Difference, Continuity or Change.

# HIPP Categories

Usage- The content of the document- what is the main idea of the document and its author?

**Historical Context**- What is happening around the time of the creation of the document and why is this significant to your argument?

**Intended Audience**- Who was this document written for, how does this impact the tone/what is said, why is this significant to your argument.

**Purpose**- What does the author want the audience to do after reading the document NOTE: NOT A RESTATEMENT OF THE CONTENT OF THE DOCUMENT OR ITS ARGUMENT + why is this significant to your argument.

**Point of View**- Who wrote the document, how does this impact what they are writing, why is this important to your argument?

# Document Usage Structure

* Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
---------------Document usage
* \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
-----------------------Usage + Connection to argument
* The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.

An additional piece of evidence that supports the argument of \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

# Sample Outline

1. Introduction
2. Pre-Context (see Irish Writing Packet) (2 sentences approx.)
3. Thesis (1-2 Sentences)
4. Argument 1- most significant argument
	1. Topic Sentence (restate your argument)
	2. Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
	3. \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
	4. The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.
	5. Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
	6. \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
	7. The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.
	8. An additional piece of evidence that supports the argument of \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
5. Argument 2- Less significance
	1. Topic Sentence (restate your argument)
	2. Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
	3. \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
	4. The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.
	5. Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
	6. \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
	7. The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.
	8. An additional piece of evidence that supports the argument of \_\_\_\_\_\_\_\_\_ is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Argument 3 AND/OR Counterargument

1. Topic Sentence (restate your argument)
2. Document (\_) says/shows \_\_\_\_(your description)\_\_\_\_\_\_\_\_\_\_.
3. \_\_\_\_(Your description)\_\_ is important to the argument of \_\_\_\_\_\_\_\_\_\_\_because of \_\_(significance)\_\_\_.
4. The \_\_(H.I.P.P. Category)\_\_ of Document (\_) is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which is significant because of \_\_\_\_\_\_\_\_\_\_\_\_.
5. Conclusion- Post-Context (see Irish)/Conclusion and restate thesis
	1. Post- Context- What comes next?
	2. Restate thesis