Prompt: “In the early nineteenth century, Americans sought to resolve their political disputes through compromise, yet by 1860 this no longer seemed possible. Analyze the reasons for this change.”

STEP 1: Read the prompt. What is the task? / What is the prompt asking you to determine or answer?
- Create your conceptual framework
- Brainstorm SPECIFIC background information. Place as much SPECIFIC info in the space provided below.
- “Note: The brainstorm list and a conceptual framework have been started for you.

Need 15 outside items to receive credit
This cannot include anything directly from documents.
**STEP 2:** Read and Analyze the Documents. Remember, you must use as many of the documents as possible when you write your essay. Do not neglect any more than one or two. After you have gone through the documents, put the information on your content frame.

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- Need 5 H.I.P.P. documents used correctly to receive credit
- Need 8 H.I.P.P. documents used correctly to receive additional credit
STEP 3: Create your thesis statement using the formula. “X. However, A, B, and C. Therefore Y.”

“X” represents the strongest point against your argument
“A, B, and C” represent the three strongest points (categories) for your argument
“Y” represents the position you will be taking - in other words, your stand on the prompt.

Step 4: Create your concluding paragraph.

Must include these two parts in your concluding paragraph to receive credit.
Unit ________ Essay

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Levels of Specificity / Developing a Thesis Statement- How much Do I Say?

Suppose we are at a field trip in England and someone asks you, “Where do you go to school at?” There are a number of answers you can give them; the best answer to this question in this particular situation would be “I go to school in the United States.” Now consider the following new situation, suppose we are on a fieldtrip in Washington, D.C., the answer “I go to school in the United States” would be wholly inadequate to answer the question. You have not given the person enough information. In other words, your information was too general. Suppose you told them, “I go to school at Westmoore High School.” This is probably too specific information unless they are familiar with the Moore area; they will have no clue where you are talking about. A more appropriate response for this situation might be “I go to school in Oklahoma City, OK.” Now consider the following new situation, suppose we are at a field trip in Oklahoma City with all Oklahoma City/Moore residents attending. An appropriate answer might be, “I go to school at Westmoore High School in Oklahoma City.” So the situation will call for different levels of specificity in order to be properly understood.

How much specificity to include in the Thesis Statement should be a balancing act, on the one hand, you don’t want to be too general (Level Three Generalization), but on the other hand you don’t want to be too specific (Level One Specification). Let them know where you are going, but don’t give away all your information. We want to keep reading! We will call the right amount of specificity Level Two Specificity.

**Level Three Thesis (not enough):** The French and Indian War did not fundamentally change the relationship between Britain and the American Colonies. However, there were change politically, economically, and ideologically relationships between 1740-1766. Therefore the war did alter the relationship between the two sides.

**Level Two:** (Just Enough)

The British pursued a policy of salutary neglect towards its colonies prior to the French and Indian War. The colonist had a generally friendly attitude toward the British overall since they enjoyed the benefits of a relationship without restrictions. However the relationship was dramatically altered by the French and Indian War of 1754-63 politically they felt distant from the motherland, economically they felt that the new taxes were damaging, and ideologically they felt they were becoming different than the British. Therefore war itself significantly affected the political, economical, and ideological relationships of the colonist.

**Level One (too much):** The French and Indian War did not fundamentally change the relationship between Britain and the American Colonies. However during the period of 1740-1766 Salutatory Neglect ended, blah, blah, blah, blah ,blah, blah, blah, blah, blah, blah, blah ,blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah, blah and blah. Therefore the war did alter the relationship between the two sides.
How to Reference the Documents in the DBQ?

The most unsophisticated way to reference a document in a DBQ is to do the following, “According to Document 1 blah, blah, blah.” Document 1 says this; document 2 says this...etc.” Instead, you should show the reader that you understand the documents and use them effectively within the argument of your paper. DO NOT quote the documents. In order to get full credit (3 points) for document usage on the DBQ, you must be HIP and you must use ALL or ALL BUT ONE document. Document usage in the DBQ will include (at least one of the levels of analysis must be employed):

### Forms of Analysis and Learning Objectives- BAGPIPE

#### Belief Systems: Ideas, Ideologies, Beliefs, Culture
- Ideas
- Religion & Philosophy
- Art and Literature
- Cultural Values
- Science
- Morality & Moral Values

#### America in the World: Global Context
- Competition for Resources
- Foreign Policy and Diplomacy
- Expansionism and Imperialism
- Global Conflicts (World Wars)
- Military and Economic

#### Geography & Environment: Physical and Human
- Climate, Environment, and Geography
- Natural Resources
- Exchanges: plants, disease, animals

#### Peopling: Movement & Migrations
- Movement to, from, within the U.S.
- Nativism
- Immigrant groups impact on Society

#### Identity: Gender, Class, Racial, Ethnic
- Gender
- Class
- Racial and Ethnic Identities
- National and Regional Identities
- Nationalism and Patriotism
- Assimilation

#### Politics and Power
- Role of State in Society
- Political Process
- Role of Political Parties
- Struggles over/for Freedom
- Federalism
- Liberty and Rights
- Citizenship
- Authority and Power

#### Economy: Work, Exchange, Trade, Technology
- Agriculture and Manufacturing
- Commerce and Trade
- Technology and Innovations
- Labor Systems
- Transportation
- Land Distribution

Here is what it would look like: “The historical context of the Clayton Antitrust Act was passed under Wilson’s administration when progressives were desperately seeking help in enforcing anti-trust legislation under a relatively inefficient Sherman Antitrust Act. The purpose was to give some enforcement power over antitrust legislation to the federal government. (Document 1)
DBQ Essay Outline

I Intro Paragraph: Thesis
A. Thesis with X. However A B C. Therefore Y.: _____________________________________________
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II Body Paragraphs: Support for Argument & Outside examples (in order from thesis...X. then weakest to strongest) (Must include ALL H.I.P.P. Documents)
A. First Body Paragraph (X)
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B. Second Body Paragraph (A)
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C. Third Body Paragraph (B)
Topic Sentence:________________________________________________________________________
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D. Fourth Body Paragraph (C)
Topic Sentence: ________________________________________________________________

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III. Concluding Paragraph: Historical Context & Synthesis
Circle One: Beliefs | America/World | Geography | Peopling | Identity | Politics | Environment

Explain the BROADER Historical Context:

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