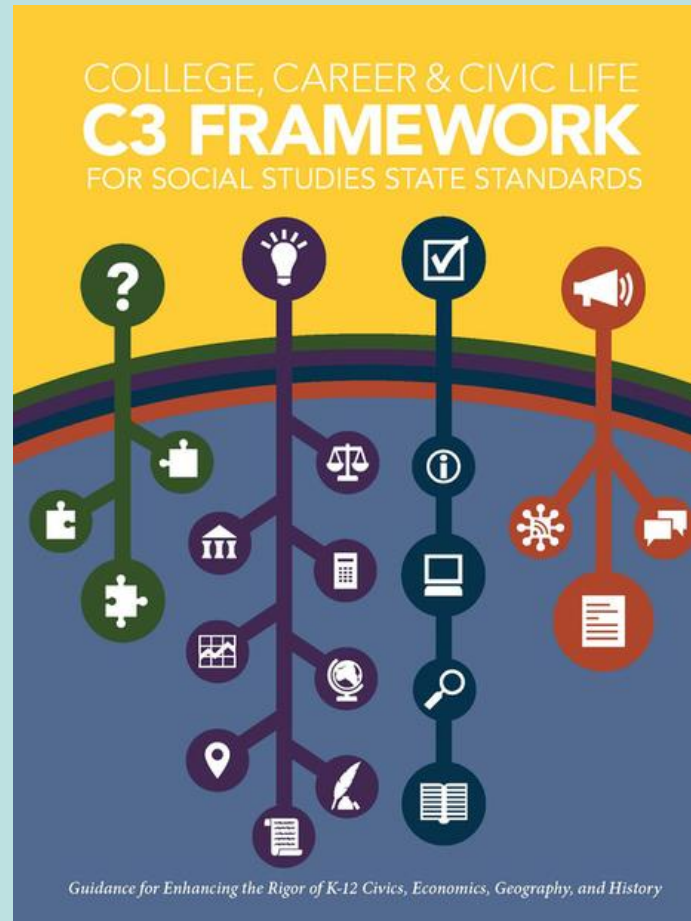


“How to Guide for the Brand New Social Studies Exam Format”



Terms You Need to Understand

- ✓ Student **Thoroughly** addresses all **Tasks**
- ✓ Essay is More **Analytical** than **Descriptive**
- ✓ Use of **Relative Outside Information**
- ✓ **Richly Supports** the Documents with Facts & Details



What's All This About a New Exam?

Before 2017

- 50 Multiple Choice Questions from any event between 50,000 BCE-1800 CE
- Global 10 Cumulative Regents Exam 50 Multiple Choice Questions from any event between 50, 000 BCE-Present Day
(2 Year Course)

New and Improved

- 30-35 Stimulus Based Multiple Choice Questions from any event between 50,000 BCE-1700 CE
- Global 10 Non Cumulative Regents Exam with 30-35 Stimulus Based Multiple Choice Questions from any event between 1700 CE-Present Day
(1 Year Course)

Part I: Multiple Choice Questions

Old

- 15 In the 1340s, the Black Death spread to Europe as a result of
- (1) trade with Asia
 - (2) the expansion of Christianity
 - (3) development of guilds in Italy
 - (4) the explorations of Vasco da Gama
- 16 What is one reason the Ming emperors did not expand China's economic influence across the Indian Ocean after the voyages of Zheng He?
- (1) Resources were needed to combat Japanese invaders.
 - (2) Developing trade networks with Russia was more profitable.
 - (3) Conquering European territories drained China's treasury.
 - (4) Foreign goods were considered inferior to those produced in China.
- 17 One way in which Akbar the Great and Suleiman the Magnificent are similar is that both leaders
- (1) centralized governmental power
 - (2) imposed a polytheistic religion
 - (3) implemented new systems of writing
 - (4) provoked ethnic tensions

New

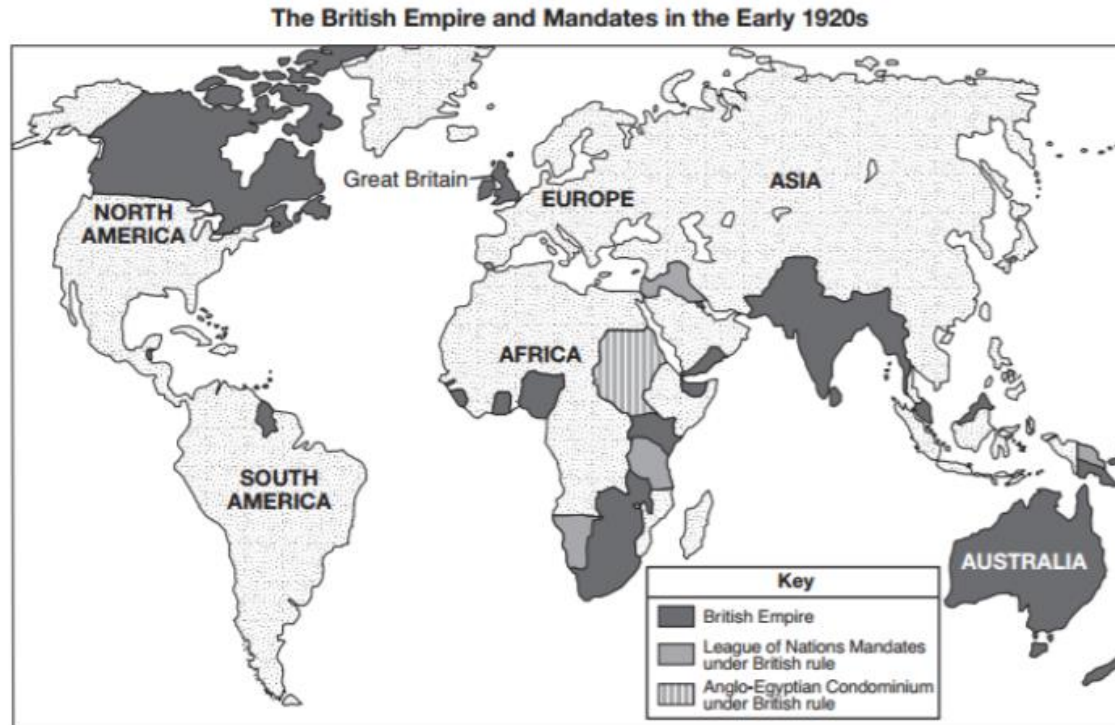
China—the Cake of Kings and ... of Emperors



Source: *The Little Journal*, published in France, January 16, 1898 (Bibliothèque Nationale de France)

1. In this cartoon, the Chinese are reacting to the process of
1. imperialism
 2. industrialization
 3. collectivization
 4. unification

Sample: Stimulus Based Question



Source: Encyclopedia Britannica Kids (adapted)

A Historian could best use this map to study which topic?

1. Détente
2. Imperialism
3. Transatlantic Slave Trade
4. United Nations Membership

Are you Ready? Lets Go....!!!

Unit 1: Historical Thinking

Base your answer to the question on the passage below and on your knowledge of social studies.

... Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past....

—Library of Congress

1. Based on this passage, historians should treat oral histories and oral traditions as
 1. persuasive arguments
 2. statistical data
 3. unbiased sources
 4. cultural evidence
2. There have been some early civilizations that were known for their oral history and story-telling. A griot was a story teller from which of the following regions?
 1. Africa
 2. Rome
 3. China
 4. United States

Part II: Prior to 2017

Part A

Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided.

Document 1

From Food Gathering To Food Producing

. . . Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., *Civilization: Past and Present*, Scott, Foresman and Company

1 According to the authors of this passage, what is *one* significant change that occurred between the Paleolithic Age and the Neolithic Age? [1]

9 Short Answer Documents (15 points)

- 3 Separate Topics with 3 Connecting Documents
- Pull information Directly from the Document

Part II: Paired Document Constructed Response Short Answer Questions

DOCUMENT

France: Population and Land Ownership Before the Revolution

Category	First Estate	Second Estate	Third Estate
Population by estate	5%	1.2%	88%
Land ownership	10%		

Using the above cartoon and graphs, explain the inequality of the Three Estates of pre-revolutionary France.

DOCUMENT: Henry James, *The Bostonians* (1886)

"The whole generation is womanized; the masculine tone is passing out of the world; it's a feminine, a nervous, hysterical, chattering, canting [whining] age, an age of hollow phrases and false delicacy... which will usher in a reign of mediocrity the flattest and most pretentious ever been. The masculine men dare and endure, to know reality, to look the world for what it is — a very base mixture — that is, or rather, as I may say, tell you that I don't in the becomes of you ladies who attempt."

How did the speaker view the changes that were taking place in his culture?

DOCUMENT:

UNCLE SAM: "I rather like your looks!"

How did this cartoon from the early 1900s reflect a new United States role in the world?

You will be given 2- 3 Paired Document Sets on the Following...

- Historical Context (timeline) - or - Geographic (where, AND why)
- Bias - or - Point of View - or - Audience - or - Purpose - or - Reliability
- Cause & Effect - or - Turning Point - or - Similarity/Difference

PART 2—SHORT ANSWER QUESTION SETS

Short Answer Question Set Structure

<p>Question 1</p> <p>Historical or Geographic Context (using doc 1)</p>	<p>Historical Context—the historical circumstances surrounding this event/idea/historical development.</p> <p>Using document 1, explain how the historical context affected a historical development in the document.</p> <p>OR</p> <p>Geographic Context—where this historical development is taking place, and why it is taking place there.</p> <p>Using document 1, explain the geographic context of the developments shown on the map.</p>
<p>Question 2</p> <p>Sourcing (using doc 2)</p>	<ol style="list-style-type: none">1. Identify bias, point of view, audience, or purpose.2. Explain how that factor affects the document as a reliable source of evidence.
<p>Question 3</p> <p>Relationship between documents:</p> <ul style="list-style-type: none">• Causation• Turning Point• Comparison <p>(using both docs)</p>	<p>Identify and explain a cause and effect relationship between the events or ideas found in these documents. (Set 1)</p> <hr/> <p>A turning point is a significant event, idea, or historical event that brings about change. It can be local, regional, national or global.</p> <p>Identify a turning point associated with the events or ideas found in these documents and explain why it is a turning point. (Set 2)</p> <hr/> <p>Identify and explain a similarity or a difference between the ideas presented in these documents. (Set 3)</p>



Part II: Paired Document Constructed Response Short Answer Questions

Document 1

Growth of the Japanese Empire, 1931–41



Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

Question 1

Geographic Context—where this historical development is taking place, and why it is taking place there.

Using document 1, explain how the geographic context affected the development of the Japanese Empire.

Part II: Paired Document Constructed Response Short Answer Questions

Document 2

Dr. Tatsuichiro Akizuki, recalling memories as a physician practicing medicine in Nagasaki, on August 9, 1945

There was a blinding white flash of light, and the next moment – *Bang! Crack!* A huge impact like a gigantic blow smote [struck] down upon our bodies, our heads and our hospital. I lay flat—I didn't know whether or not of my own volition [choice]. Then down came piles of debris, slamming into my back....

All the buildings I could see were on fire: large ones and small ones and those with straw-thatched roofs. Further off along the valley, Urakami Church, the largest Catholic church in the east, was ablaze. The technical school, a large two-storeyed wooden building, was on fire, as were many houses and the distant ordnance factory. Electricity poles were wrapped in flame like so many pieces of kindling. Trees on the near-by hills were smoking, as were the leaves of sweet potatoes in the fields. To say that everything burned is not enough. It seemed as if the earth itself emitted fire and smoke, flames that writhed up and erupted from underground. The sky was dark, the ground was scarlet, and in between hung clouds of yellowish smoke. Three kinds of colour – black, yellow, and scarlet loomed ominously over the people, who ran about like so many ants seeking to escape. What had happened? Urakami Hospital had not been bombed—I understood that much. But that ocean of fire, that sky of smoke! It seemed like the end of the world....

Source: Dr. Tatsuichiro Akizuki, *Nagasaki 1945*, Quartet Books

Question 2

- a. Using document 2, identify Dr. Tatsuichiro Akizuki's purpose for writing this account.
- b. Explain how purpose affects document 2 as a reliable source of evidence.

Part II: Paired Document Constructed Response Short Answer Questions

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Source: *Historical Maps on File*, Revised Edition, Volume II, Facts on File (adapted)

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Source: Dr. Tatsuiichiro Akizuki, *Nagasaki 1945*, Quartet Books

Question 3

A turning point is a significant event, idea, or historical event that brings about change. It can be local, regional, national or global.

Identify a turning point associated with the events or ideas found in these documents and explain why it is a turning point.



How to Play The '2-1-0' Game

As you answer the Short Answer Questions remember the following...

✓ Each question will either receive a....

2, 1, or 0

✓ In order to Receive a 2 make sure the Answer is in **Complete Sentences**, Does **NOT Restate the Question**, and is a min of **2 Sentences**.

SHORT ANSWER QUESTION SET #1

Document 1

Select Articles from the Treaty of Versailles

Article 159

The German military forces shall be demobilised and reduced as prescribed hereinafter.

Article 231

The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.

Article 232

The Allied and Associated Governments, however, require, and Germany undertakes, that she will make compensation for all damage done to the civilian population of the Allied and Associated Powers and to their property during the period of the belligerency of each as an Allied or Associated Power against Germany by such aggression by land, by sea and from the air, and in general all damage as defined in Annex I hereto.

Source: The Versailles Treaty June 28, 1919

DRAFT

QUESTION 1

Historical Context—the historical circumstances surrounding this event/idea/historical development.

Using Document 1, explain how the historical context affected the development of the Versailles Treaty.

Are you Ready? Let's Go....!!!

Unit 1: Short Answer Question Sets

Document 1

... Oral histories are as old as human beings. Before the invention of writing, information passed from generation to generation through the spoken word. Many people around the world continue to use oral traditions to pass along knowledge and wisdom. Interviews and recordings of community elders and witnesses to historical events provide exciting stories, anecdotes, and other information about the past....

— **Library of Congress**

Question 1

Using document 1, explain how the historical context affected the historical development in the document.

Are you Ready? Let's Go....!!!

Document 2

...It recounts the life of the officials, the notaries, the deputies, the proprietors of Indian labour, the priests, the miners and the Spaniards who travel from post to post along the roads and rivers of Peru; the visitors, the judges, the Indian chiefs and their subjects, including the very poor.

In my work I have always tried to obtain the most truthful accounts, accepting those which seemed to be substantial and which were confirmed from various sources. I have only reported those facts which several people agreed upon as being true....

— **Huamán Poma**, *Letter to a King: A Peruvian Chief's Account of Life Under the Incas and Under Spanish Rule*, E. P. Dutton

Question 2

- a. Identify any bias in the document.

- b. Explain how that factor affects the document as a reliable source of evidence.

Question 3

Identify and explain a similarity or a difference between the ideas presented in these documents.

Part III: How Many Essays Do I Have to Write?

- Students would complete 1 Document Based Question 5 Paragraph Essay based on the Previous 9 Short Answer Questions

NAME _____ SCHOOL _____

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. The question is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

Throughout history, many changes have occurred in the way food is produced. Some of the major changes occurred during the *Neolithic Revolution*, *Agrarian (Agricultural) Revolution*, and the *Green Revolution*. These changes in food production had political, social, and economic effects on societies and regions.

Task: Using the information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay in which you will be asked to

Select **two** food production revolutions mentioned in the historical context and for **each**

- Describe the change in food production during that revolution
- Discuss political, social, **and/or** economic effects the change in food production had on society or a region

In developing your answers to Part III, be sure to keep these general definitions in mind:

(a) **describe** means “to illustrate something in words or tell about it”

(b) **discuss** means “to make observations about something using facts, reasoning, and argument; to present in some detail”

Part III: How Many Essays?

Before 2017

- Students would complete 1 Thematic Essay
- Choose two topics in order to answer a 4 Paragraph Essay
- 2 Total Essays

Theme: Change — War

United States participation in wars has resulted in political, social, and economic changes for various groups of Americans. These changes have had varying impacts on American society both during and after each war.

Task:

Identify **two** different groups of Americans that were affected by United States participation in a war and for **each**

- Describe a social, political, **or** economic change the group experienced because of the war
- Discuss the extent to which that change affected American society

You may use any appropriate group from your study of United States history. Some suggestions you might wish to consider include enslaved persons during the Civil War, Native American Indians during the Indian Wars, women during World War I *or* World War II, Japanese Americans during World War II, and American college students *or* army draftees during the Vietnam War.

You are *not* limited to these suggestions.

Part III: Enduring Issue Essay



- Identify & Define an **Enduring Issue**, 3 will be hidden within the documents
- Total of **5 Documents**, unfortunately NO prompts!
- Must use evidence from at least **3 of the 5** documents AND Add Tons of Outside Info!

Enduring Issue Essay Topics

- **Conflict** - war, competition, disputes over land and power
- **Human Rights Violation** - injustice, inequality, discrimination
- **Scarcity** - lack of resources
- **Impact of Technology** - impact on jobs, culture
- **Human Impact on the Environment** - consequences of establishing political/physical boundaries,
- **Impact of Environment on Humans** - impact of access to resources, natural disasters

Enduring Issue Essay Topics

- **Impact of Urbanization** - overcrowding, waste, Power - shifts in authority, unfair distribution of power, social class tensions,
- **Impact of Industrialization** - labor conditions, unions, pollution, demand for resources,
- **Impact of Migration** - reaction to immigrants, jobs, citizenship, costs, cultural diffusion
- **Population Growth** - strain on resources,
- **Impact of Trade** - new ideas, cultural diffusion,
- **Impact of Cultural Diffusion** - loss of cultural identity, spread of disease, conflict,

Enduring Issue Essay Scoring

5,4,3,2,1 Rubric

Appendix B

REVISED DOCUMENT-BASED ESSAY GENERIC SCORING RUBRIC (February 2004)

Score of 5: = 100

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates* information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates substantial relevant outside information
- Richly supports the theme with many relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4: = 80

- Develops all aspects of the task but may do so somewhat unevenly
- Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- Incorporates relevant information from *at least xxx* documents
- Incorporates relevant outside information
- Supports the theme with relevant facts, examples, and details
- Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3: = 60

- Develops all aspects of the task with little depth *or* develops most aspects of the task in some depth
- Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- Incorporates some relevant information from some of the documents
- Incorporates limited relevant outside information
- Includes some relevant facts, examples, and details; may include some minor inaccuracies
- Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Enduring Issue Essay Scoring

5,4,3,2,1 Rubric

Score of 2: = 40

- Minimally develops all aspects of the task *or* develops some aspects of the task in some depth
- Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- Incorporates limited relevant information from the documents *or* consists primarily of relevant information copied from the documents
- Presents little or no relevant outside information
- Includes few relevant facts, examples, and details; may include some inaccuracies
- Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1: = 20

- Minimally develops some aspects of the task
- Is descriptive; may lack understanding, application, or analysis
- Makes vague, unclear references to the documents or consists primarily of relevant and irrelevant information copied from the documents
- Presents no relevant outside information
- Includes few relevant facts, examples, or details; may include inaccuracies
- May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

Fails to develop the task or may only refer to the theme in a general way; *OR* includes no relevant facts, examples, or details; *OR* includes only the historical context and/or task as copied from the test booklet; *OR* includes only entire documents copied from the test booklet; *OR* is illegible; *OR* is a blank paper

Sample Enduring Issue Essay

- To identify an Enduring Issue a student must:
 - Analyze each of the documents
 - Determine the issues in each document
 - Group those issues under a common category that encompasses all of these other issues

Sample Enduring Issue Essay

DOCUMENT 1

Julius Streicher, member of the Nazi Party, March 31, 1933

Impact of Nationalism

- manipulation of nationalistic feelings/ultra-nationalism (in yellow)

German national comrades! The ones who are guilty of this insane crime, this malicious atrocity propaganda and incitement to boycott, are the Jews in Germany. They have called on their racial comrades abroad to fight against the German people. They have transmitted the lies and calumnies abroad. Therefore the Reich leadership of the German movement for freedom have decided, in defense against criminal incitement, to **impose a boycott of all Jewish shops, department stores, offices, etc.**, beginning on Saturday, 1 April 1933, at 10 a.m. **We are calling on you, German women and men, to comply with this boycott. Do not buy in Jewish shops and department stores, do not go to Jewish lawyers, avoid Jewish physicians.** Show the Jews that they cannot besmirch Germany and disparage its honor without punishment. **Whoever acts against this appeal proves thereby that he stands on the side of Germany's enemies.** Long live the honorable Field Marshal from the Great War, Reich President Paul v. Hindenburg! Long live the Führer and Reich Chancellor Adolf Hitler! **Long live the German people and the holy German fatherland!**

Human Rights Violations:

- Jews denied the right to make a living (in blue)

Source: *Schulthess' europäischer Geschichtskalender. Neue Folge*, ed. by Ulrich Thürauf, Vol. 49 (Munich: Beck, 1933), p. 81

Sample Enduring Issue Essay

DOCUMENT 2

Miron Dolot, eyewitness account of growing up in Ukraine under Stalin's Soviet policy

But thanks to those meetings, those of us able to attend learned that sometime in January the Communist Party of the Soviet Union, after accusing Ukraine of deliberately sabotaging the fulfillment of grain quotas, had sent [Pavel] Postyshev, a sadistically cruel Russian chauvinist, as its viceroy to Ukraine. His appointment played a crucial role in the lives of all Ukrainians. It was Postyshev who brought along and implemented a new Soviet Russian policy in Ukraine. It was an openly proclaimed policy of deliberate and unrestricted destruction of everything that was Ukrainian. From now on, we were continually reminded that there were "bourgeois-nationalists" among us whom we must destroy. They were the ones causing our "food difficulties." Those hideous "bourgeois-nationalists" were starving us to death, and on and on went the accusations. At every meeting, we were told that the fight against the Ukrainian national movement was as important for the "construction of socialist society" as the struggle for bread. This new campaign against the Ukrainian national movement had resulted in the annihilation of the Ukrainian central government as well as all Ukrainian cultural, educational, and social institutions. There were also arrests in our village as a result of this new policy.

With the arrival of Postyshev, the grain collection campaign was changed into a Seed Collection Campaign. The fact that the farmers were starving did not bother the authorities at all. What they worried about was the lack of seed for the spring sowing. I remember one of Postyshev's speeches in which he instructed all Party organizations to collect seed with the same methods used in collecting grain. He also ordered the expropriation of grain seed which had supposedly been stolen or illegally distributed as food for the members of collective farms. It was made clear that the needed seed must be collected and delivered immediately and at all costs. But it was beyond our comprehension that the Communist authorities could so ruthlessly demand grain at a time when the bodies of starved farmers were littering the roads, fields, and backyards. As we listened to these harangues, we often thought that perhaps there was hidden sabotage at work to discredit the Communist Party. But we were naive. Devoid of all human emotions, the Party wanted grain from us; starvation was no excuse. The Party officials treated us with contempt and impatience. All this was heightened by the traditional Russian distrust and dislike of Ukrainian farmers. Thus we were forced to listen to the endless lies of these Russian officials that there was no famine; that no one was starving. Those who died were the lazy ones who refused to work at the collective farm. They deserved to die.

Source: Miron Dolot, *Execution by Hunger: The Hidden Holocaust*, 1985

Sample Enduring Issue Essay

DOCUMENT 3

Excerpt from unanimously adopted Resolution by the United Nations General Assembly, December 9, 1948

Article 1

The Contracting Parties confirm that genocide, whether committed in time of peace or in time of war, is a crime under international law which they undertake to prevent and to punish.

Article 2

In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:

- (a) Killing members of the group;
- (b) Causing serious bodily or mental harm to members of the group;
- (c) Deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- (d) Imposing measures intended to prevent births within the group;
- (e) Forcibly transferring children of the group to another group.

Source: United Nations General Assembly, December 9, 1948, Resolution 260 (III) A.

Sample Enduring Issue Essay

DOCUMENT 4

Debbie Wolfe writes about growing up as a white child under apartheid

I was born in South Africa, under apartheid - a white child with every privilege. It was the year 1969, five years after Nelson Mandela was sentenced to life in prison.

While my parents weren't wealthy, my dad was an engineer, and a graduate of the University of Cape Town. We had a pretty little townhouse in the suburbs of Cape Town. I had good food to eat. There were dolls to play with, and presents under the tree at Christmas. I went to ballet lessons, and my lovely preschool down the road.

I had never heard the name 'Nelson Mandela'. I was too little to understand what was happening in my country, or what apartheid meant. I got the faintest glimpse every couple of weeks, when we rode the train into Cape Town to meet my father for lunch.

Those were the only days that I actually saw black children. But it was always from far away, or through the window of a train. In the first six years of my life, I never got to speak or play with a child whose skin was a different colour than mine.

On those train rides, my mother and I waited on a platform designated for 'whites' waiting to board the train cars for 'whites'. There was a separate platform for 'blacks'. Once on the train, we'd pass parks and beaches clearly marked 'white' and 'black'. In Cape Town, if we needed to go to the bank, we'd approach a different counter than families with black children.

Human Rights Violations

- Apartheid
- Discrimination
- Inequality

Power

- Social class tensions
- Unfair distribution of power

Source: Debbie Wolf, *I Grew Up In South Africa During Apartheid*, Huffington Post, December 6, 2013

Sample Enduring Issue Essay

DOCUMENT 5



Source: https://en.wikipedia.org/wiki/File:Partition_of_India-en.svg (adapted)

The '2 Liter' Essay Design?



Use Your Sample Outline NOW!

Intro- Min 4 Sentences

- 1st Title of Enduring Issue**
- **Make a Claim and describe the Enduring Issue in your own Words**
 - **Link Back 1- 2 Events Prior to First Document**

Think of the 'Bottle Cap'

Body Paragraph Issues / Topics
Min of 3 or 1 for each Document

Document Evidence to Justify Your Claim	Outside Evidence to Justify Your Claim

Brainstorm at least **4-5 specific facts** not found in the Documents per Paragraph
7-10 Sentences Minimum

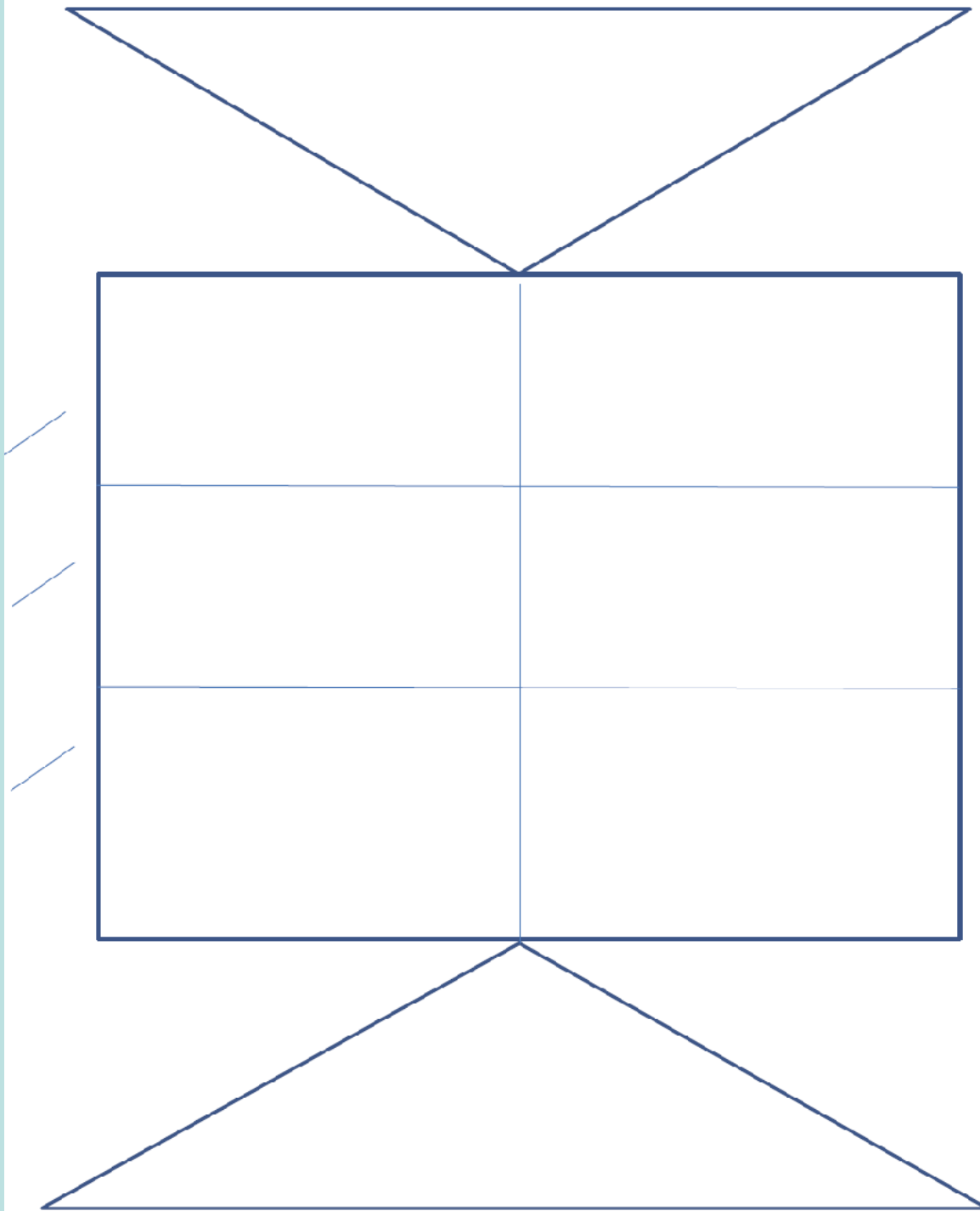
Conclusion Min 4 Sentences

Restate Your Claim then Either Link Enduring Issue to next Event after the documents or Relate the event to life today World Wide

Open the 'Bottle Cap'

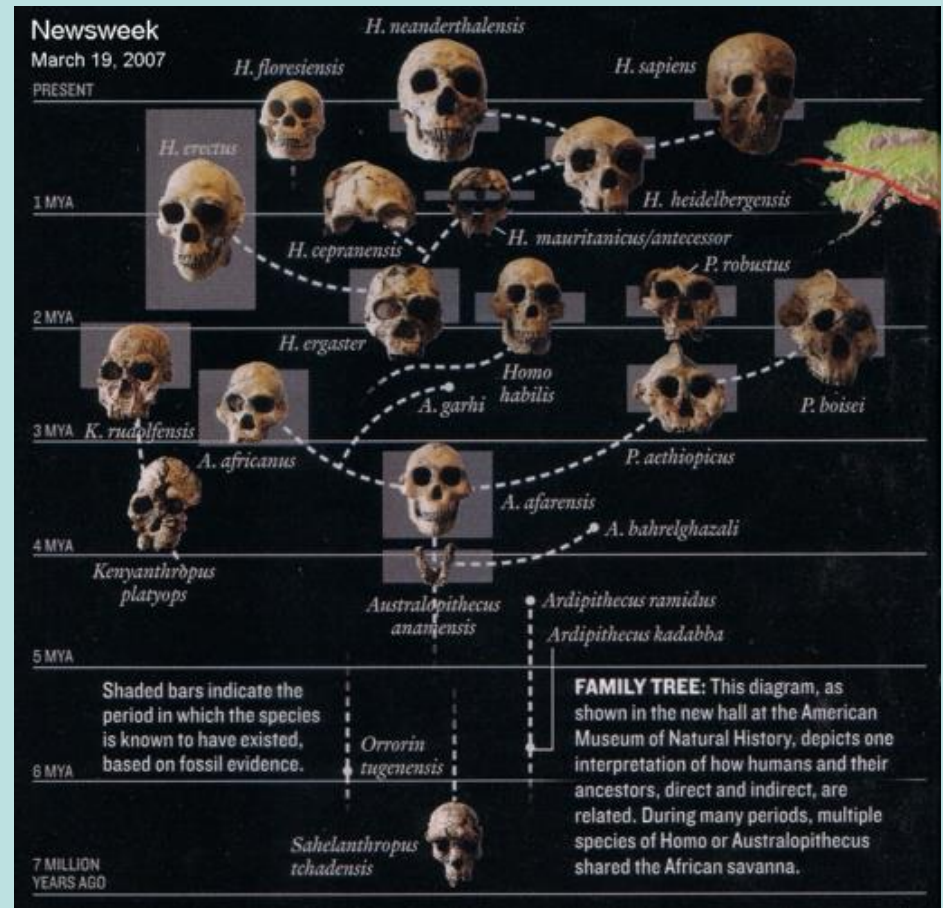
Enduring Issue Outline

- ❖ First Take out a Sheet of paper
- ❖ Quickly Draw a big Square, an Upside Triangle, & a Triangle
- ❖ Within the Square divide the object into 6 sections using 3 lines.



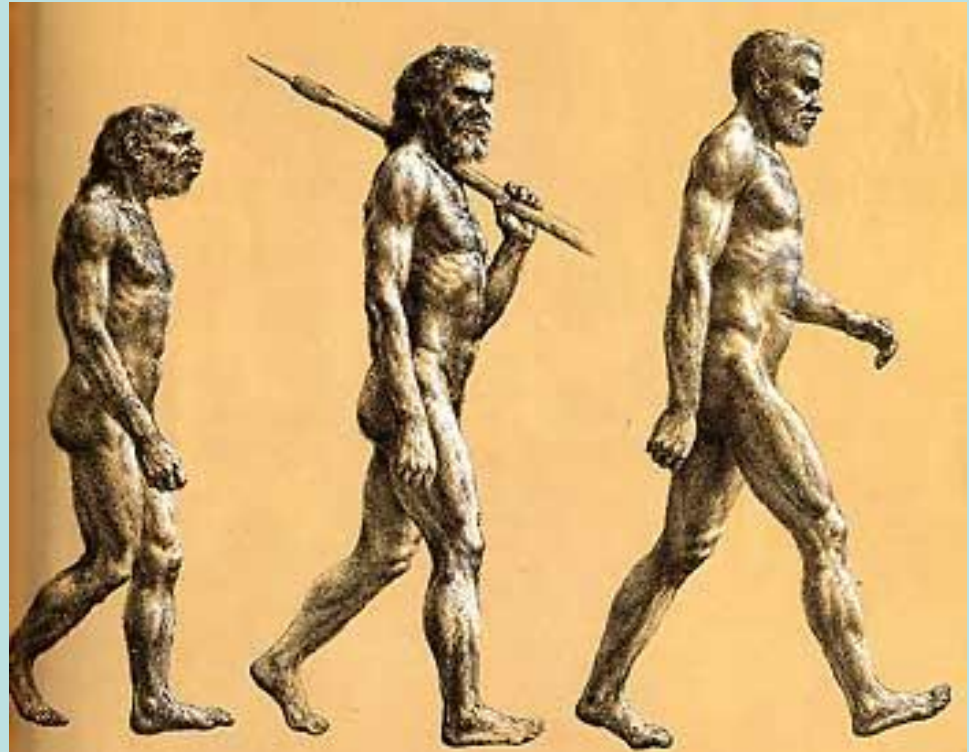
Reminders: Writing the Essay

1. Make sure the Intro and Conclusion does not consist of 'This is What I'm Going to Do' and 'This is What I just Wrote'
2. Be sure to Cite your documents by either saying 'In Doc 2' or (Doc 2) at the end of the sentence



Reminders: Writing the Essay

3. After you write a sentence make sure you can not ask yourself a Who, What, Where, When, Why, or How question. If so you didn't write with enough depth
4. Be sure to use your outside info along with your information found in the document to achieve 'Analysis'



Reminders: Writing the Essay

5. Check the grading rubric and self grade your essay 5,4,3,2,or 1 scale.
6. Did you answer the question?

