

The Writing Process

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- As an A.P. U.S. History student you will be required to write essays regularly. You will be required to write essays on the A.P. exam as well.
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- On the exam you will be required to write 3 essays in 2 hours and 10 minutes. There are two different types of essays, Documents Based Questions (DBQ) and Free Response Questions (FRQ).
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- ❑ DBQ's require you to analyze 8-10 primary source documents and incorporate them into your response.
 - ❑ These documents may be text, they may graphs, charts, tables, political cartoons, works of art, etc.
 - ❑ You will have 15 minutes to analyze the documents and 45 minutes to write your responses.
 - ❑ We will talk about DBQ's in greater depth later in the weeks to follow.
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- ❑ FRQ's are more like what you would typically think an essay question would look like.
 - ❑ On the national exam there are 4 FRQ's. Two of these are from the pre-Civil War time period and two are from the post-Civil War period.
 - ❑ You must select one essay from each pair.
 - ❑ You will be allowed 5 minutes to plan each essay and 30 minutes each to write.
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- Essays are scored on a scale of 1-9.
(See Rubrics)
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Paragraph 1: Thesis (Introductory) Paragraph

- This is an extremely important paragraph. It should include your Thesis Statement.
 - A **thesis statement** is a 1-2 sentence answer to the question.
 - Your thesis paragraph should do the following:
 - Answer the Question
 - Take a stand
 - Establish a framework for your essay (Road Map)
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- Question: Although New England and the Chesapeake region were both settled by people of English origin, by 1700 the regions had evolved into two distinct societies. Why did this difference in development occur?
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Thesis Paragraph Example

- Due to a number of factors including each group's motives for coming to America, different patterns of settlement, and differences in the make-up of the people who came to each of the colonies the New England and Chesapeake regions developed two distinct societies. This occurred even though settlers in both regions shared a common heritage.
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- Where is the thesis in the previous paragraph?
 - Thesis example: Due to a number of factors including motives for coming to America, different patterns of settlement, and differences in the people who came to each of the colonies the New England and Chesapeake regions developed two distinct societies.
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- Does the thesis in the previous slide:
 1. Answer the question?
 2. Take a stand?
 3. Provide a framework for organizing the essay?
 - I call #3 the Road Map. Just like a map you follow it from point A to point B to Point C to get where you want to go.
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Body of your essay

- ❑ **Remember a paragraph must contain **ONE MAJOR IDEA ONLY!****
If you introduce a new idea, you must begin a new paragraph.
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Paragraph 1

- The most significant factor explaining the development of differences between New England and Chesapeake societies can be found in the motives people in each colony had for coming to America. Massachusetts Bay Colony was founded by the Puritans who came to America to escape religious persecution. In coming to America these people hoped to establish a model society, a “city upon a hill” free of control by the Church of England. By contrast Jamestown was founded by people seeking a profit. The colonial charter for the Virginia Company was granted in hopes that the colony would prove to be financially profitable. Those who came to Jamestown came with the belief that they would find gold. Motivated by a desire for wealth, the colonists in Virginia still considered themselves to be British subjects. By signing oaths of allegiance to the King and the Church of England these people demonstrated that they had no desire to make a complete break from England. Clearly the reasons for coming to America played a prominent role in the development of each colonial society.
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The first sentence in each paragraph is called the topic sentence.

- The most significant factor explaining the development of differences between New England and Chesapeake societies can be found in the motives people in each colony had for coming to America.
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- ❑ Notice, the topic for the first paragraph is the first idea mentioned in my thesis.
 - ❑ You can think of the topic sentence as a mini-thesis for the paragraph.
 - ❑ What would be the main idea of my second paragraph?
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- Notice how every piece of evidence included in the paragraph supports the topic sentence.
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Linking Sentences

- Look at your rubric. What factors make the difference between an essay that earns a score of 2-4 and one that earns a score of 5-7?
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- The final sentence in each paragraph should be a **linking sentence**. The **linking sentence** serves as the conclusion for the paragraph. It also ties the paragraph back to the **thesis**.
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Linking Sentence

- Clearly the reasons for coming to America played a prominent role in the development of each colonial society.
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Conclusion

- ❑ Your conclusion should summarize the major points of your arguments and briefly explain how they supported your thesis.
 - ❑ A weak conclusion is better than no conclusion at all.
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Some General Rules

- Do not write in the first person.
- Always write in the past tense.
- If you are unsure about a name or date, be somewhat vague.

Example: Roosevelt was president during the Great Depression during the first half of the twentieth century.

- Pay careful attention to any dates or time periods included in the question. It is ok to go outside of the time period but you must make it clear to the reader that you know you are doing so.
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Question on restrictions placed on the liberties of the freedmen during the Reconstruction period.

- Example: While the Jim Crow laws of the post-Reconstruction period were far more restrictive of the liberties of former slaves, the Black Codes put in place during Reconstruction presented many obstacles to the freedmen as they attempted to enjoy their newly gained status as citizens.
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The Jim Crow laws passed throughout the south made life difficult for the freedmen.
