

## Struggle for Democratic Participation

Comparative

**Prompt:** Evaluate the extent to which (select group) and (select group) were similar in their struggles to engage in American democracy from 1760 - 1885. (Colonists, Indigenous Peoples, African Americans, etc.)

### Step 1: Prompt Breakdown

- Task (Command Terms):
- Historical Thinking Skill:
- Theme:
- Time Period:

**Step 2: Brain Dump** Pull evidence/vocabulary words from **at least 3** documents/sources from the unit that help you respond to this historical thinking skill and themes.

	Group 1	Group 2
Type of struggle		

**Step 3: Choose your BUCKET, organize these vocabulary terms into buckets of your choice (SPRITE Buckets):**

	Group 1	Group 2
Bucket #1 -		

---

Bucket #2 -		
-------------	--	--

**Step 4: Intro: Setting (aka. Contextualization) Partition, Thesis**

<b>Contextualization</b> (Establish the setting of the essay. Briefly introduce the reader to the subject and time frame. The setting should give the reader context for the time period. This should be 3-4 sentences):	
<b>Partition 1:</b> (Provide a partition that establishes a major sub-topic you plan to discuss and the argument that you will make for each sub-topic.): <b>Sentence that introduces your argument for BUCKET 1.</b>	<b>Partition 2:</b> (Provide a partition that establishes a major sub-topic you plan to discuss and the argument that you will make for each sub-topic.): <b>Sentence that introduces your argument for BUCKET 2.</b>
<b>Thesis: Overarching reason why both groups STRUGGLE TO ENGAGE IN DEMOCRACY</b> (Finish the paragraph with a clear thesis statement that establishes the argument of your essay. Your thesis should answer the question in its entirety and be analytical. In other words, it should answer the why question [why did this occur?] OR the effect question [what is the effect/significance of this?].):	

**Step 5: Body Paragraphs:**

<b>Bucket/Mini Thesis (This should be based on the partition from the intro): 1 sentence long</b>	
<b>Contextualization (This should be different from the contextualization in your intro. Furthermore, it should be focused based on the SPRITE category you will be working on):</b>  What was going on in American history that led to this point?	<b>Evidence #1: (ACE Format - 3 -4 sentences long)</b> <ul style="list-style-type: none"><li>- Introduce an argument in regards to your evidence</li><li>- cite evidence (Author's last name).</li><li>- explain how this connects to mini thesis and overall argument</li></ul>
<b>Evidence #2: (ACE Format - 3 -4 sentences long)</b>	<b>Evidence #3: (ACE Format - 3 -4 sentences long)</b>

<b>Bucket/Mini Thesis (This should be based on the partition from the intro):</b>	
<b>Contextualization (This should be different from the contextualization in your intro. Furthermore, it should be focused based on the SPRITE category you will be working on):</b>	<b>Evidence #1: (ACE Format - 3 -4 sentences long)</b>
<b>Evidence #2: (ACE Format - 3 -4 sentences long)</b>	<b>Evidence #3: (ACE Format - 3 -4 sentences long)</b>

## American Institutions

Unit by U.S. History Teachers in Chicago Public Schools, part of the 2021 cohort of *The 1619 Project* Education Network

---

1619 | Education Network

Color code based on the following:

<b>Contextualization</b>	Red
<b>Partitions</b>	Orange
<b>Thesis</b>	Highlighted Yellow
<b>Mini Thesis</b>	Green
<b>Argument &amp; Evidence</b>	Blue
<b>Explanation</b>	Purple

**Type your final draft here based on the coding from above:**

## Writing Component #1: Argument (Partitions and Thesis)

4	<ul style="list-style-type: none"> <li>Makes a <b>historically defensible</b> claim that <b>answers all parts of the prompt</b></li> <li>Responds to the proper <b>historical thinking skill</b> rather than simply restating or rephrasing the prompt</li> <li><b>Partitions</b> explains organization/themes of the essay and examines all sides of an argument</li> <li><b>Thesis</b> (for CCOT and compare/contrast prompts) explains <b>HOW</b> and <b>WHY</b> <ul style="list-style-type: none"> <li>Why the similar and/or difference occurs; or</li> <li>Why the continuity and/or change occurs</li> </ul> </li> <li>Partition and/or thesis should address <b>nuance/complexity</b> of the prompt           <ul style="list-style-type: none"> <li>Compare <b>AND</b> contrast; or</li> <li>Continuity <b>AND</b> change; or</li> <li>Cause <b>AND</b> effect</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>Makes a <b>historically defensible</b> claim that answers all parts of the prompt</li> <li>Responds to the proper <b>historical thinking skill</b> rather than simply restating or rephrasing the prompt</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>Meets TWO of the criteria listed above</li> </ul>
2	<ul style="list-style-type: none"> <li>Makes a <b>historically defensible</b> claim that answers all parts of the prompt</li> <li>Responds to the proper <b>historical thinking skill</b> rather than simply restating or rephrasing the prompt</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>Meets ONE of the criteria listed above</li> </ul>
1	<ul style="list-style-type: none"> <li>Makes a <b>historically defensible</b> claim that answers all parts of the prompt</li> <li>Responds to the proper <b>historical thinking skill</b> rather than simply restating or rephrasing the prompt</li> </ul>
0	<ul style="list-style-type: none"> <li>Does not make a historically defensible claim</li> </ul>

For the next essay work on the following:

## Writing Component#2: Contextualization

4	<p>Describes broader historical context relevant to the argument being made. Contextualization <b>must be present in ALL paragraphs</b> (introduction and body paragraphs) and should do <b>ALL</b> of the following:</p> <ul style="list-style-type: none"> <li>Contain <b>AT LEAST 3-4 sentences in introduction</b> that sets the stage of the time period and/or theme of the essay and extends the claim being made in the thesis</li> <li>Provide context in body paragraphs by answering the proper <b>WHY QUESTION</b>:           <ul style="list-style-type: none"> <li>Why does the continuity/change occur; or</li> <li>Why does the similarity/difference occur; or</li> <li>What is the “cause of the cause”</li> </ul> </li> <li>Consist of <b>AT LEAST 3-4 sentences in body paragraphs</b> that answers the appropriate “why question”</li> <li>Use a <b>specific piece of factual information</b> to support the context in body paragraphs. Evidence cannot be “double dipped” with outside information.</li> <li>Please make sure to label contextualization</li> </ul>
3	Describes broader historical context and extends the claim being made in the thesis. Contextualization <b>is present in ALL but one of the paragraphs</b> (introduction and body paragraphs) and meets the criteria listed above.
2	Describes broader historical context and extends the claim being made in the thesis. Contextualization <b>is present in one of the paragraphs</b> (introduction or body paragraphs) and meets the criteria list above.
1	Provides broader historical context relevant to the argument being made. Contextualization <b>is present in AT LEAST one of the paragraphs</b> (introduction or body paragraphs) and meets <b>SOME</b> of the criteria listed above.
0	<ul style="list-style-type: none"> <li>Does not provide contextualization in intro or body paragraphs</li> </ul> <p style="text-align: center;"><b>OR</b></p>

## American Institutions

Unit by U.S. History Teachers in Chicago Public Schools, part of the 2021 cohort of *The 1619 Project* Education Network

1619 | Education Network

- Essay attempts to provide context; however, attempt does not provide broader historical context relevant to the prompt or argument being made.

**Contextualization / Work on the following:**

**Writing Component #3: Use of Outside Evidence/Specific Factual Information (for LEQ)**

<b>4</b>	Accurately identifies and explains <b>6-8 pieces of specific factual information</b> that support the argument being made.
<b>3</b>	Accurately identifies and explains <b>4-5 pieces of specific factual information</b> that support the argument being made.
<b>2</b>	Accurately identifies and explains <b>2-3 pieces of specific factual information</b> that supports the argument being made.
<b>1</b>	Identifies and explains <b>1 piece of specific factual information</b> . Explanation may contain minor errors or may not explain how the piece of information supports the argument.
<b>0</b>	Does not accurately identify or explain any information that supports the argument being made.

**Outside Evidence Used / Work on the following:**