



# NYS REGENTS EXAM

PART III B – Document Based Essay

# BEFORE WRITING ANYTHING

- Analyze and review all documents and your answers
- Remember, the documents provide a *framework* for your essay
- Use the details in the essay
- Use *parts I and II* to look for additional clues/outside info
- Write down anything that may be relevant from outside the documents
- Prepare an *outline*

# EASY OUTLINE

**THE INTRODUCTION: THESIS STATEMENT:** A single sentence explains the purpose and approach of the essay.

**MAIN POINTS:** The essay's main points are introduced, often with one sentence for each. This often outlines the paper.

POINT 1:

POINT 2:

POINT 3:

**THE FIRST MAIN POINT: TOPIC SENTENCE:** This paragraph addresses the first point listed in the thesis statement.

POINT 1:

SUPPORT 1:

POINT 2:

SUPPORT 2:

POINT 3:

SUPPORT 3:

- **Support** = quotations, logic, examples, ideas or explanations with as much relevant detail as possible.

- “because”
- “as shown”
- “demonstrated by”
- “the result was”

ABOVE: A partial screenshot of a basic outline

# OUTLINE

- Think about the direction of your answer before you write; know what your argument or stance is going to be or what it has to be
  - Think of a *minimum* of three main points that would support your argument, stance, or analysis
  - Use the documents and outside information to support each point
    - Each main point should have three supporting ideas that relate to the main point and are consistent with the main theme
  - Notate major quotes, ideas, facts, names, stats that go along with the main point (hopefully you did this when reviewing part III A)
- \*If something relevant is **given** to you in a document, you better use it!

# INTRODUCTIONS

- RULE #1 – Do not plagiarize the “Historical Context”
- RULE #2 – Create a **thesis** statement to guide the reader
  
- Introduction tips: You **must engage the reader**
  - Statistic
  - Fact
  - Quote
  - Startling Information
  - Set a tone and theme
  
- Use information from the DBQ itself! You may use pieces of the Historical Context

# INTRODUCTIONS

*Between 1914 and 1918 World War I resulted in over 37 million casualties and 16 million deaths affecting all regions of the world. For many countries, this loss of lives resulted in severe economic losses that would plague Europe for years to come and pave the way for World War II to begin in broken states damaged during the fighting.*

Has the *tone* been set?

What approach was taken for this introduction?

What can the reader expect to see in the essay?

# BODY PARAGRAPHS

- These are content driven
  - SPECIFIC information from the documents
    - Use names, dates, etc. that are **given**
    - Include accurate outside information (class, books, internet, etc.)
- Support the topic sentence/main point
  - Quotes, statistics, facts, etc.
- Use transitional sentences to lead to next paragraph.

accordingly	in other words
as a result	indeed
besides	instead
consequently	meanwhile
for example	moreover
for instance	nevertheless
furthermore	otherwise
however	that is
in fact	therefore

- Transitional help... <http://www.studygs.net/wrtstr6.htm>

# TRANSITIONING

- In the 1700's France's social system was based on three tiers known as the Estate System. The majority of France from the bourgeoisie (or middle class) to the peasants made up 98% of the population and the Third Estate. The First Estate consisted only of the Clergy and was the wealthiest and most powerful but only included .5% of the total population while claiming 10% of the land. The Second Estate was limited to the nobility and just 1% of the population owned an astounding 25% of the land leaving just 65% for the masses. Not only was the land and wealth distribution and issue, but the division of power would also be a major factor in the formation of the revolution.
- You can bet the next paragraph will be about the division of power!

# CONCLUSIONS

- Easy options
  - Lead into the next relevant historical event or era
  - Explain long term effects
  - Relate it to the modern day (not your personal life though)
- BAD start: So as you can see in this essay...
- GREAT start: Following these events...  
Long after...  
In the years to come...  
resulting in...

# SCORING 5/5

- Thoroughly develops *all* aspects of the task *evenly* and *in depth*.
- Essay is more analytical than descriptive
  - Analyze
  - Evaluate
  - Support
  - Draw relationships
- Incorporates information from 4 documents (accurately)
- Incorporates substantial outside information (relevant)
- Demonstrates a clear and logical plan of organization and goes beyond restating the theme/prompt

## Appendix B

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

#### Score of 5:

- Thoroughly develops all aspects of the task evenly and in depth
- Is more analytical than descriptive (analyzes, evaluates, and/or creates<sup>o</sup> 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:

- 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:

- 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

# SCORING 1/1

- 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



WHEN YOU'RE DONE...

- READ YOUR WORK!
- Did you answer the tasks?



I <3 Social Studies

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