

# HISTORICAL ARGUMENT WRITING

## ESSAY OUTLINE

The outline below is designed to help you *organize* your thinking and planning for structuring your essay. **Your final product should not simply be a response to each of the steps below.** You are still responsible for creating an essay that is fluid and clear. Do not let the outline below force you to create a rigidly worded essay.

### INTRODUCTION (6 sentences maximum)

- (1.) Recap the event or issue (include who, what, when, and where)
- (2.) Explain or ask the central historical question.
- (3.) Explain why people disagreed about the dilemma or events.
- (4.) Write an answer (**claim statement**) in response the central historical question, beginning your answer with the word “Although...”

### SUPPORTING PARAGRAPH #1 (8 sentences maximum)

- (1) Introduce your argument
- (2.) Look to your evidence pool, and introduce the strongest piece of evidence (*ie document title, topic, type, etc*) that supports your argument
- (3.) Introduce your strongest use of evidence that will convince a skeptic of your argument AND state who/where this evidence comes from.
- (4.) Explain how your evidence (*sourcing-based, contextualization-based or close-reading-based*) supports your argument by judging the the *author’s reliability* **OR** (b) the *influence of context* **OR** (c) the *quality of the author’s claim(s)*

### REBUTTAL PARAGRAPH (6 sentences maximum)

- (1.) Look to your evidence pool and introduce the strongest reason working against your argument
- (2.) Introduce a piece of evidence that someone who has the opposite perspective might agree with.
- (3.) Rebut or reject the opposing evidence by explaining your judgment of (a) the *author’s reliability* **OR** (b) the *influence of context* **OR** (c) the *quality of the author’s claim(s)*

### CONCLUSION (4 sentences maximum)

- (1.) Restating your answer (**claim statement**) to the historical question by comparing the two documents
- (2.) Connect your ideas to what the debate implies about the historical context

# STYLISTIC PHRASES FOR WRITING HISTORICAL ARGUMENTS

**\*\*The phrases below are in place only as potential ideas for you when writing your essay.\*\***

INTRODUCTION	
(1.) Recapping the event or issue	<ul style="list-style-type: none"> <li>- “In [day, month, year, or century], the [event/issue] in [location]... (example – In January of 1921, the debate over women’s rights skyrocketed in the state of Missouri)</li> <li>- “In a [date of document] [type of document] to [intended audience] (example. – In a 1921 letter to Thomas Edison...)</li> </ul>
(2.) Explaining or asking the central historical question	<ul style="list-style-type: none"> <li>- “The primary question at hand is....”</li> <li>- “Resulting from the event/issue one must beg the question....”</li> </ul>
(3.) Explaining why people disagreed about the event/issue	<ul style="list-style-type: none"> <li>- “The disagreement existed around the fact that...”</li> <li>- “Conflict over [event/issue] existed because...”</li> </ul>
(4.) Writing an answer in response to the central historical question	<ul style="list-style-type: none"> <li>- “Although [explain other side of the argument], a closer look at the available evidence suggests/reveals/demonstrates...”</li> <li>- “While one could believe that [explain the other side of the argument], one must consider the fact that....”</li> <li>- “Regardless of [explain other side of the argument]...available evidence concludes...”</li> </ul>

SUPPORTING PARAGRAPH #1	
(1.) Introducing your argument	<ul style="list-style-type: none"> <li>- “The truth is clear, [state your position]...”</li> <li>- “The existing evidence...”</li> <li>- “After close examination of evidence from both sides....”</li> </ul>
(2.) Introducing the strongest piece of evidence (ie document title, topic, type, etc) that supports your argument	<ul style="list-style-type: none"> <li>- “[Name of person or groups]’ speech, diary, letter provides one with several reasons why [something about the controversy/debate] happened</li> <li>- “A valuable reason to consider why [your argument] is the truth is that...[explain an idea that supports your thinking]</li> </ul>
(3.) Introducing your strongest use of evidence	<p><b><u>SOURCING-BASED ARGUMENT:</u></b></p> <ul style="list-style-type: none"> <li>- “One only has to consider who [author of document]...in order to understand [your argument]</li> <li>- “In consideration of [author of document’s background/audience of document/purpose/ location / date of creation of document] ...one can see how...</li> </ul> <p><b><u>CONTEXTUALIZATION-BASED ARGUMENT</u></b></p> <ul style="list-style-type: none"> <li>- “In order to truly believe (your argument) one must look at the surrounding circumstances....”</li> <li>- “Looking at the historical context brings (your argument) to light”</li> <li>- “With only a look into the timeframe of the event, one can easily believe...”</li> </ul> <p><b><u>CLOSE READING-BASED ARGUMENT</u></b></p> <ul style="list-style-type: none"> <li>- “In [name of location/date], [name of person] wrote/stated that...”</li> <li>- “In [name of location/date], [name of group of people declared/commented..</li> </ul>
(4.) Explain how your evidence (sourcing-based, contextualization-based or close-reading-based) supports your argument by judging the:	<p><b><u>SOURCING-BASED EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>- [Author of document’s background / audience of document / purpose of document / location of document / date of creation of document] supports the idea that [your argument] <b>because...</b></li> <li>- “Noting how [Author of document’s background / audience of document / purpose of document / location of document / date of creation of document] illustrates the fact <b>because...</b></li> <li>- “Once can rely on this [author name] because..”</li> <li>- “The value of [author]’s perspective comes to light when....”</li> </ul>

<b>SUPPORTING PARAGRAPH #1 (continued)</b>	
<p>(4.) Explain how your evidence (<i>sourcing-based, contextualization-based or close-reading-based</i>) supports your argument by judging the:</p> <p>(a) author's reliability OR            (b) the influence of context OR            (c) the quality of the author's claim(s)</p>	<p><b><u>CONTEXTUALIZATION-BASED EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>- "Compared to other people's views at the time/in this place, one can believe the argument that (state your argument) <b>because...</b>"</li> <li>- "Given what else was going on at this time/place, the author's argument is valid <b>because...</b>"</li> <li>- "Considering the surrounding circumstances..., it is plausible to believe [your argument] <b>because...</b>"</li> <li>- "In light of the context of [event/issue], one must consider..., the idea that [your argument] is proven true <b>because...</b>"</li> </ul> <p><b><u>CLOSE READING-BASED EVIDENCE</u></b></p> <ul style="list-style-type: none"> <li>- "The author's claims are convincing <b>because...</b>"</li> <li>- "This point rings true <b>because...</b>"</li> <li>- "The author supports this point by showing that..."</li> <li>- "The author backs up their claims by stating..."</li> </ul>
<p><b>**ADDING TO WHAT YOU HAVE ALREADY WRITTEN**</b></p>	<ul style="list-style-type: none"> <li>- "Another reasons why this is true is that..."</li> <li>- "Moreover..."</li> <li>- "Further..."</li> <li>- "In addition..."</li> </ul>

<b>REBUTTAL PARAGRAPH</b>	
<p>(1.) Introducing the strongest reason against your argument</p>	<ul style="list-style-type: none"> <li>- "However..."</li> <li>- "It may also be argued that..."</li> <li>- "While..."</li> <li>- "Yet, (<i>name of person/event suggesting an opposing view</i>) shows or illustrates..."</li> </ul>
<p>(2.) Introducing a piece of evidence that someone who has the opposite perspective might agree with</p>	<p>- <b>**SEE SECTION #4 OF SUPPORTING PARAGRAPH #1 FOR IDEAS**</b></p>
<p>(3.) Rebutting or rejecting the opposing evidence</p>	<ul style="list-style-type: none"> <li>- "Regardless, this evidence is primarily not useful because..."</li> <li>- "However, this position is flawed because of the fact that..."</li> <li>- "Yet, the weakness in this evidence is..."</li> <li>- "Still, this position is problematic because..."</li> </ul>

<b>CONCLUSION</b>	
<p>(1.) Restating your claim statement</p>	<ul style="list-style-type: none"> <li>- "When all of the facts on both sides are considered, one can still believe that... <b>{your argument}</b>"</li> <li>- "While it may never be answered conclusively, the available evidence suggests..."</li> <li>- "In light of the evidence, the fact still remains that..."</li> <li>- "In summation, in evaluating the available evidence, it appears..."</li> </ul>
<p>(2.) Connecting your ideas to what the debate implies about the historical context</p>	<ul style="list-style-type: none"> <li>- "Overall, the controversy implies that..."</li> <li>- "The existence of the dilemma further suggests that..."</li> </ul>

# HISTORICAL ARGUMENT WRITING

## GOAL GUIDELINE

<b>STRUCTURE</b>	<b>CLARITY</b>	<b>ANALYSIS</b>
<ul style="list-style-type: none"> <li>- Student structures their essay in a format that is recognizable and easy to follow</li> <li>- Student opens their essay with a brief, well-worded &amp; ordered introduction</li> <li>- Student follows their introduction with a supporting paragraph that is structured in a format that is recognizable and easy to follow</li> <li>- Student follows their supporting paragraph with a rebuttal paragraph, addressing the opposing argument in a format that is recognizable and easy to follow</li> <li>- Student ends their essay with a concise, well-worded &amp; ordered introduction</li> </ul>	<ul style="list-style-type: none"> <li>- Student incorporates multiple stylistic phrases of historical argument writing</li> <li>- Student creates transitions between main points &amp; ideas in a manner that is not confusing</li> <li>- Student uses specific, historical language and avoids vague and general language such as “they,” “them,” “he/she,” etc.</li> <li>- Student reinforces their ideas with relevant examples that explicitly connect and explain how the example illustrates/proves their point</li> <li>- Student is concise in their writing and avoids using too many words to explain their point</li> </ul>	<ul style="list-style-type: none"> <li>- Student uses evidence that is relevant to the argument</li> <li>- Student fully explains the value of the selected evidence</li> <li>- Student considers <i>sourcing-based information</i> as a way to use evidence to support argument OR</li> <li>- Student considers <i>contextualization-based information</i> as a way to use evidence to support argument OR</li> <li>- Student considers <i>close-reading-based information</i> as a way to use evidence to support argument</li> <li>- Student addresses and analyzes the weakness of evidence supporting an opposing perspective</li> </ul>