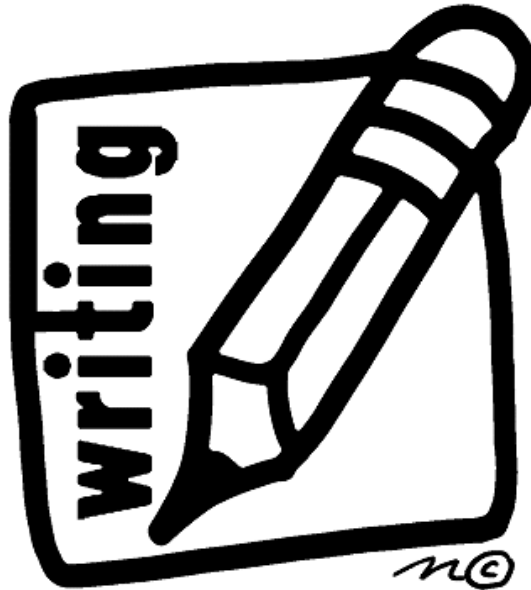


AP World History Writing Packet



*Put this in your notebook and bring it to
class everyday!*

Comparative: Pages 2-9

DBQ: Pages 10-15

CCOT: Pages 16-27

WHAP Comparative Essay

Generic Core-Scoring Guide

(Score Scale 0-9)

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has acceptable thesis (Addresses 3 comparisons of the issues or themes specified)	1	Expands beyond basic core of 1-7. The basic score of 7 must be achieved before a student can earn expanded core points. Examples: <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Addresses all parts of the question thoroughly (as relevant): comparisons, chronology, causation, connections, themes, interactions, content • Provides ample historical evidence to substantiate thesis • Relates comparisons to larger global context • Makes several direct comparisons consistently between or among societies • Consistently analyzes the causes and effects of relevant similarities and differences 	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, deals with differences but not similarities.)	2 (1)		
3) Substantiates thesis with appropriate (9 pieces) historical evidence. (Partially substantiates thesis with appropriate historical evidence.)	2 (1)		
4) Makes at least one relevant, direct comparison between/among societies. (Need 2 additional pieces of evidence.)	1		
5) Analyzes at least one reason for a similarity or difference identified in a direct comparison. (Need 2 additional pieces of evidence.)	1		
Subtotal	6	Subtotal	2
		TOTAL	9

***Make sure to specifically state if something is a difference! For example: you can NOT just write a paragraph about the Han and a paragraph about Rome and assume your reader knows those are differences.

WHAP Comparative Essay-Planning Chart

Circle one for each category		Evidence 1	Evidence 2	Evidence 3	Evidence 4
Similarity or difference?	Category 1 <hr style="width: 50%; margin: 5px 0;"/>				
Why similar or different?					
Similarity or difference?	Category 2 <hr style="width: 50%; margin: 5px 0;"/>				
Why similar or different?					
Similarity or difference?	Category 3 <hr style="width: 50%; margin: 5px 0;"/>				
Why similar or different?					
Thesis					

WHAP COMPARATIVE ESSAY INSTRUCTIONS

General Tips

1. Decide what you are to do: read and highlight the prompt.
 - a. Task or directive words
Compare, contrast
Highlight in **YELLOW**
 - b. Words and numbers that you MUST address in your essay
Dates, Times, places, persons, count
1900s, Han China, Aztecs, migration, 3 examples, etc.
Highlight in **PINK**
 - c. Social studies terms
Nationalism, gender, revolution, social, etc.
Highlight in **BLUE**
2. Create a graphic organizer based on the key words and numbers.
Brainstorm information into your graphic organizer.
3. Create thesis. ANSWER THE PROMPT using the words and numbers in the prompt.
Directly address at least one similarity and one difference
The thesis can only be counted as the thesis and not also as a direct comparison

Concession (these can help with your thesis)		
Although Even if Even though	Granted that In spite of Notwithstanding	Though Whereas While While it may be true

4. Write the essay and highlight it.
 - a. Highlight in **GREEN** every word and number from the prompt
 - b. Categories to be addressed?
Address at least 2 similarities and 1 difference OR 1 similarity and 2 differences
Highlight in **ORANGE** the general categories (NOT whole sentences)
 - c. Do NOT just list evidence. Instead constantly discuss DIRECT comparisons, analyzing the causes and effects of relevant similarities and differences.

DO NOT DIGRESS INTO AREAS NOT REQUESTED IN THE PROMPT
JUST BECAUSE YOU KNOW SOMETHING ABOUT THAT AREA!

Writing !!

1. Follow **ALL grammar** rules!
2. **Do not use first or second person** . . . I, we, us, our, ours, you, your, yours
3. **Do not use** always, all, only, never, nothing, or none unless you prove that in your essay.
4. **Do NOT** give advice or use colloquialism!
5. Use **linking comparative words** to help set up direct comparisons

Phrases that Show Comparison	Phrases that Show Contrast	Phrases that Show Causation
<p> Alike Also Analogous to As well Both Compared to Equally In addition In like fashion In like manner In the same way Like Likewise One connection between Resemble Shared Similar to Similarly The same Too </p>	<p> Although At the same time But, Contrarily Conversely Differ Differently Disagree Either Even though However, In contrast In contrast to In opposition to In spite of Instead On the other hand Nevertheless Notwithstanding On one hand On the contrary On the other hand One difference between Though Unlike Whereas While Yet </p>	<p> As a result Because Because of Consequently One cause of One effect of One reason that explains Why...was </p>

Sample Theses

Compare empire-building in Spain with one of the following: Ottoman Empire or Russia.

Sample Thesis	Commentary
Though both [Spain and the Ottoman Empire] began to develop economically, political, and socially, their underlying strategies for this process differed greatly.	Yes. Both empires are included. Statement is relevant to the process of empire building, and both the similarity and difference are qualified/categorized.
The Russian Empire and the Spanish Empire were politically and socially different but economically both needed to expand to get the materials they needed	Yes. Minimally acceptable thesis qualifies (“PERSIA” category) similarities & differences.
While Spain and Russia both built empires between 1450-1800, they created them in different areas and different ways.	No. The similarity of “both built empires” is a restatement of the prompt, and the different “ways” is too vague.
In the 350 years after 1450, Spain and Russia built their empires, each with different locations, political structures, and goals.	No. Differences, but no sims re: empire building.
The very few similarities between the two empires would be that they were both monarchies that didn’t have a huge problem with succession. They both had a majority Christian population and had governments that would sponsor works projects. Like the building of St. Petersburg in Russia.	No. Thesis doesn’t address any differences, and even the similarities are not relevant to the process of empire building.
The Russian and Spanish empires had a lot of differences in the way they came about and had very few similarities. But both had impacts none the less.	No. Includes both similarities and differences, but too vague in tying to the process of empire building.
Both the Spanish and the Russians participated in this empire-building, however there were many differences. Spanish expansionism occurred across the globe and had deep implications for the indigeous people subjected to foreign rule and the Europeans back home while the Russian expansion was confined to the Eurasian landmass.	No. The differences are sufficiently qualified, but the only qualification of the similarities (“both participated”) is a redundant rephrasing of the question
In the Spanish Empire during the 16 th century they had a very good economy because of all their silver. The Ottomans also had a good economy because of their big empire they had many trade routes and contact with many other Empires	No. Addresses both countries; empire-building process; and similarities. No differences are included.

How to Write a Comparison Essay

Paragraph 1

(Thesis) “Many similarities and differences exist between ***name the 2 societies of the question*** in regards to ***name THE tasks of THE question***. For example, there were similarities in ***provide an example*** and differences in ***provide an example***.

Paragraph 2

(Addresses Similarities) “Similarities between ***name the 2 societies of the question*** include (Evidence) ***discuss as many relevant, specific examples as possible***. (Follow one or more examples with Analysis): They were similar because _____. (Make sure at least one example is a Direct Comparison, with) Like ***society 1, society 2*** also....

Paragraph 3

(Addresses Differences) “Differences between ***name the 2 societies of the question*** include (Evidence) ***discuss as many relevant, specific examples as possible***. (Follow one or more examples with Analysis): They were different because _____. (Make sure at least one example is a Direct Comparison, with) Unlike ***society 1, society 2*** different in that....

Paragraph 4

(2nd chance at Thesis) Write a conclusion that summarizes all parts of the question, with specificity, like in your thesis but worded differently.

WHAP Comparative Essay Outline Form

I. INTRO PARAGRAPH

A. THESIS (address at least one similarity and one difference)

MINI-THESES (topics of body paragraphs) (2 similarities and 1 difference OR 1 similarity and 2 differences)

B. FIRST MINI-THESIS

C. SECOND MINI-THESIS

D. THIRD MINI-THESIS

II. 1ST BODY PARAGRAPH

A. TOPIC SENTENCE (1st of your 3, **either** a similarity or difference)

B-D *Evidence* showing a similarity or difference.

B.

C.

D.

E. Commentary to **analyze why** the similarities/differences.

III. **2ND BODY PARAGRAPH**

A. TOPIC SENTENCE (2nd of your 3, **either** a similarity or difference)

B-D *Evidence* showing a similarity or difference.

B.

C.

D.

E. Commentary to **analyze why** the similarities/differences.

IV. **3RD BODY PARAGRAPH**

A. TOPIC SENTENCE (3rd of your 3, **either** a similarity or difference)

B-D *Evidence* showing a similarity or difference.

B.

C.

D.

E. Commentary to **analyze why** the similarities/differences.

V. **CONCLUDING PARAGRAPH**

A. MENTION OF ORIGINAL THESIS

WHAP DBQ Essay

Generic Core-Scoring Guide

(Score Scale 0-9)

BASIC CORE Competence		Points	EXPANDED CORE Excellence		Points
1. Has acceptable thesis.		1	Expands beyond basic core of 1–7 points. A student must earn 7 points in the basic core area before earning points in the expanded core area. Examples: <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Shows careful and insightful analysis of the documents. • Uses documents persuasively as evidence. • Analyzes point of view in most or all documents. • Analyzes the documents in additional ways—groupings, comparisons, syntheses. • Brings in relevant “outside” historical content. • Explains why additional types of document(s) or sources are needed. 	0–2	
2. Addresses all of the documents and demonstrates understanding of all or all but one.		1			
3. Supports thesis with appropriate evidence from all or all but one document.		2			
(Supports thesis with appropriate evidence from all but two documents.)		(1)			
4. Analyzes point of view in at least two documents.		1			
5. Analyzes documents by grouping them in two or three ways, depending on the question.		1			
6. Identifies and explains the need for one type of appropriate additional document or source.		1			
Subtotal		7	Subtotal		2
TOTAL 9					

WHAP DBQ Essay-Planning Chart

	Group _____	Group _____	Group _____	Group _____ (optional)
Document				
Document				
Document				
Document				
Missing document, including how and why				
Summary Topics				
Thesis				

WHAP DBQ ESSAY INSTRUCTIONS

1. Decide what you are to do: read and highlight the prompt.
 - a. Task or directive words -- Highlight in **YELLOW**
Analyze, Assess/Evaluate, Compare, Contrast, Describe, Discuss, Explain, Identify, To what extent
 - b. Words and numbers that you MUST address in your essay -- Highlight in **PINK**
Dates, Times, places, persons, count
1900s, Han China, Aztecs, migration, 3 examples, etc.
 - c. Social studies terms -- Highlight in **BLUE**
Nationalism, gender, revolution, social, etc.
2. Identify the point of view of each source—the author’s bias—by noting evidence in source citation.
 - a. Look for how he/she was influenced by:
 - i. **class**
 - ii. **occupation**
 - iii. **religion**
 - iv. **nationality**
 - v. **political position**
 - vi. **ethnic identity**
 - vii. or **gender**
 - b. Look for continuity and/or similarities and differences
3. Read each document after you analyze its source, GISTing and POVing it in the margins.
4. Brainstorm information into your graphic organizer based on the key words and numbers.
5. Write the essay
 - a. Create thesis. ANSWER THE PROMPT using the words and numbers in the prompt
 - b. Offer at least 3 groupings of documents. (**Group has at least 2 documents!!**)
 - c. Use all of the documents.
 - i. Cite the documents by source, i.e. Marco Polo..., a governor of Baghdad
 - ii. Place document number in parentheses at the end of your reference, i.e. (2).
 - iii. Paraphrase (GIST) the documents.
 - iv. Discuss the POV on at least 4 documents.
 - d. Explain the need for at least one additional type of document.
6. Highlight every word and number from the prompt in **GREEN**
 - a. Highlight categories in **ORANGE** the general topics (NOT whole sentences)
 - b. Do NOT just list evidence. Analyze (how/why) and make connections
7. Deal with the prompt that is given, not the one you wish it were.
8. Constantly double-check that your essay is addressing the prompt.

CORNPEG

DON'TS

1. Don't list the documents (laundry-listing).
2. Don't quote from documents!!

General Tips:

1. Make sure that your thesis and intro paragraph answer the prompt using the words of the prompt.
2. Make sure that the order of your mini-theses matches the order of your 3 body paragraphs.
3. Make sure that **each body paragraph has at least 3 pieces of specific evidence and analysis**.
4. This is **FORMAL writing**.
 - a. **Follow ALL grammar rules!**
 - b. **Do not use first or second person . . . I, we, us, our, ours, you, your, yours**

- c. Do not use “always, all, only, never, nothing, none” unless you prove that in your essay.
- d. Do not give advice or use colloquialism (“raining cats and dogs”, “dead as a doornail”, “There’s more than one way to skin a cat.”, “got to rambling”, “get dumped on”, “You can’t teach an old dog new tricks.”, “lost their temper”)

Point Of View Wording

Basic form: Attribution , as a(an) CORNPEG who would believe, think, act , truly was/did when he/she believed, thought, acted .

- ♣ ... a sympathizer with ... would likely ...
- ♣ ... are supposed to be ...
- ♣ ... expect someone to ...
- ♣ ... natural animosity towards ... could have influenced his statement
- ♣ ... tries to gain support by...
- ♣ ... was a perfect example of ... when he...
- ♣ ... who would seemingly comment on ... as an observer
- ♣ as a ... his background would be with ...
- ♣ as a ... one would expect him to be ...
- ♣ Be mindful that this is ... speaking
- ♣ being ... he must ... to help himself
- ♣ Being ... leads ... to have a biased opinion towards ...
- ♣ being a ... he would be heavily influenced by...
- ♣ his ... colors ...
- ♣ his opinion is ... leading to his bias because ...
- ♣ His religion colors strongly the commentary on ...
- ♣ however, he was a ... so he disliked ...
- ♣ However, one must not question the validity of this statement because ...
- ♣ Immediately the fact that she was ... made her POV clear
- ♣ likewise he has a disdain for ... , which could affect his POV
- ♣ of course, ... thought ... because ...
- ♣ Of course, being the ... would allow ...
- ♣ The key here is that ... was a ...
- ♣ these documents are only... people
- ♣ This explains his view because ...
- ♣ This hint of propaganda ...
- ♣ this is a ... and may be biased or exaggerated
- ♣ Viewing ... as ...

WHAP DBQ Essay Outline Form

Each underlined area MUST be a sentence. Areas with just letters (B, C, D, and E) can be fragments.

I. INTRO PARAGRAPH

A. THESIS

MINI-THESES

B. FIRST MINI-THESIS

C. SECOND MINI-THESIS

D. THIRD MINI-THESIS

II. 1ST BODY PARAGRAPH

A. TOPIC SENTENCE

B-D *Evidence* based on documents and analysis (how/why)

B.

C.

D.

E. *Missing document and why*

III. **2ND BODY PARAGRAPH**

A. TOPIC SENTENCE

B-D *Evidence* based on documents and analysis (how/why)

B.

C.

D.

E. ***Missing document and why***

IV. **3RD BODY PARAGRAPH**

A. TOPIC SENTENCE

B-D *Evidence* based on documents and analysis (how/why)

B.

C.

D.

E. ***Missing document and why***

V. **CONCLUDING PARAGRAPH**

A. MENTION OF ORIGINAL THESIS

Continuity And Change Over Time Essay (CCOT)

BASIC CORE Competence	Points	EXPANDED CORE Excellence	Points
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	Expands beyond basic core of 1–7 points. The basic core score of 7 must be achieved before a student can earn expanded core points. Examples: <ul style="list-style-type: none"> • Has a clear, analytical, and comprehensive thesis. • Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. • Provides ample historical evidence to substantiate thesis. • Provides links with relevant ideas, events, trends in an innovative way. 	0–2
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. (Addresses most parts of the question: for example, addresses change but not continuity.)	2 (1)		
3. Substantiates thesis with appropriate historical evidence. (Partially substantiates thesis with appropriate historical evidence.)	2 (1)		
4. Uses relevant world historical context effectively to explain continuity and change over time.	1		
5. Analyzes the process of continuity and change over time.	1		
Subtotal	7	Subtotal	2
TOTAL 9			

WHAP CHANGE AND CONTINUITY ESSAY INSTRUCTIONS

General Tips

- Decide what you are to do: read and highlight the prompt.
 - Task or directive words -- Highlight in **YELLOW**
Analyze, Assess/Evaluate, Compare, Contrast, Describe, Discuss, Explain, Identify, To what extent
 - Words and numbers that you MUST address in your essay -- Highlight in **PINK**
Dates, Times, places, persons, count
1900s, Han China, Aztecs, migration, 3 examples, etc.
 - Social studies terms -- Highlight in **BLUE**
Nationalism, gender, revolution, social, etc.
- Plan the essay, starting with a timeline organizer. Write any continuities above the timeline, changes below.
- Create a graphic organizer, placing your timeline information into your graphic organizer.
- Create your thesis. ANSWER THE PROMPT using the words and numbers in the prompt. **Directly** address at least one specific change and one specific continuity. The thesis can only be counted as the thesis and not also as evidence.
- Write the essay and highlight it.
 - Highlight in **GREEN** every word and number from the prompt
 - Categories to be addressed?
Highlight in **ORANGE** the general categories (NOT whole sentences)
 - Do NOT just list evidence. Instead constantly discuss change and continuity, analyzing the process of change and continuity AND discussing the historical context of your discussion.
Within each paragraph:
 - At the beginning of each describe the beginning situation (before you begin to describe changes, start with “changing from what?” so the reader can recognize the later changes in the paragraph)
 - Discuss continuity, including what characteristics of this topic exist throughout the entire time period
 - Discuss changes, including description of the type of change (sudden, gradual, etc.) and specific evidence of change
 - Terms to use for change:
previously, before, until that time, up to that time, formerly, from that point forward, over time, as things evolved, in the [fill in the blank] century, or then comes the period of time when [such and such happened].
 - Terms to use for continuity:
throughout this period, continued to, persistent, lasting, enduring, ongoing, constant, sustained, or maintained.
 - Offer analysis of the process of change:
What caused the changes? What were the later effects? How did these changes propel history into the next chronological era?
 - Compare to larger world context during same time period or during next time period. Brainstorm at least one example of world context for each topic.

General Tips:

- Make sure that your thesis and intro paragraph answer the prompt using the words of the prompt.
- Make sure that the order of your mini-theses matches the order of your 3 body paragraphs.
- Make sure that **each body paragraph has at least 3 pieces of specific evidence and analysis**.
- This is **FORMAL writing**.
 - Follow ALL grammar rules!**
 - Do not use first or second person . . . I, we, us, our, ours, you, your, yours**
 - Do not use “always, all, only, never, nothing, none” unless you prove that in your essay.**
 - Do not give advice or use colloquialism (“dead as a doornail”, “You can’t teach an old dog new tricks.”, “lost their temper”)**

The Complexity of Change and Continuity (adapted from Bill Strickland)

You'd want to be sure to make clear the nature of each change or continuity in your life, and specifically note the amount, pace, location, and significance of whatever changes you described. You also need to note the characteristics of your life that *haven't* changed, because it is those fundamental continuities in your life that form the background and context for understanding and interpreting the changes in your life. Lastly, good writing would require you to analyze the *reasons* for the continuities and changes (What *caused* each continuity or change? *Why* were some changes sudden, while others were gradual?)

Now convert these principles from the autobiographical timeline example to an actual CCOT essay and you'll quickly realize why the CCOT has earned a reputation as the hardest essay on the APWH exam. It requires students to quantify the nature, amount, and timing of continuity and change. Merely *acknowledging* continuity and change isn't sufficient. Essays should note the amount, timing, location, causes, and effects of continuity and change relevant to the question. The more specific you can be about these characteristics, the better your score

WHAP CCOT Essay-Planning Timeline

Write any Continuities above the timeline, Changes below

Continuities

Beginning Date
End Date

0
2
4
6
8
10
12
14
16

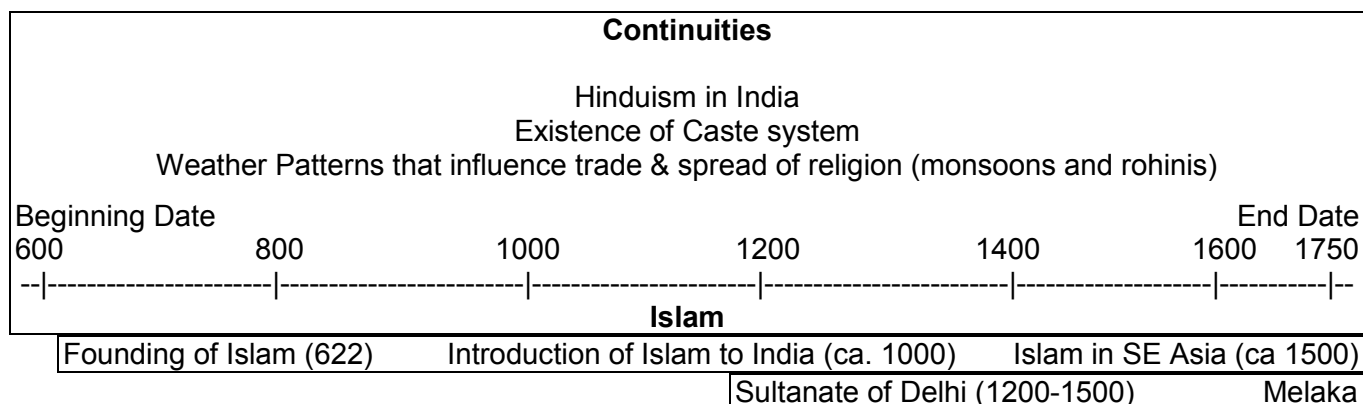
Changes

WHAP CCOT Essay-Planning Chart

	Beginning	Middle	End	Summaries
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Thesis				

Here is an historical sample:

Analyze the factors that influenced the transmission and interaction of religions in the Indian Ocean basin from 600 to 1750 c.E.



Here's a chart that graphically represents the same organizational content printed above.

Topical Structure			
Topic	Beginning/Early	Middle	End/Late
Paragraph #1:Hinduism			
Paragraph #2:Buddhism			
Paragraph #3: Islam			
Paragraph #4: Other Religions			
Advantage(s) of Structure		Disadvantage(s)/Dangers of Structure	
<ul style="list-style-type: none"> · Periodization of 'Middle' section in each paragraph can easily change from paragraph to paragraph. · Organizing each paragraph by topic encourages analytical cause-effect statements <i>within</i> each paragraph. (Why did A cause B?) · Easy to include continuities in each paragraph. 		<ul style="list-style-type: none"> · Requires students to know chronological order · Difficult to make cause-effect analysis <i>between</i> paragraphs. (Why did A in the last paragraph cause B in this paragraph?) 	

Sample Thesis:

While Hinduism and the Hindu caste system strongly influenced the Indian subcontinent throughout 600-1750 C.E., Hinduism slowly lost its near monopoly of followers as Buddhism, Islam, Christianity, and syncretic faiths gradually moved in and across the Indian Ocean basin by 1750 C.E.

Mini-thesis #1 Hinduism:

Nevertheless, Hinduism did spread from northern India through southern (Deccan) India to SE Asia. The caste system endured from 600-1750, even as the well-established varna developed new jati (sub-castes).

Mini-thesis #2 Buddhism:

Buddhism actually lost ground to Hinduism and Islam in its native India only to slowly gain influence in SE Asia.

Mini-thesis #3 Islam:

Founded shortly after 600, Islam steadily expanded through from Arabia all the way to Indonesia, propelled by military, missionary, and economic factors.

Mini-thesis #4 Other Faiths:

Other faiths like Christianity, Sikhism, and Akbar's "Divine Faith" enjoyed limited, temporary success without spreading widely through the population.

World, historical context:**Unacceptable**

- Hinduism and Buddhism both continue to exist today.

(This is outside the time period 600-1750 C.E. The World, Historical Context must somehow relate to the period in the question)

Acceptable

- Hinduism was spreading along the Indian Ocean rim, just as Christianity was attempting to expand along the African Atlantic coast.

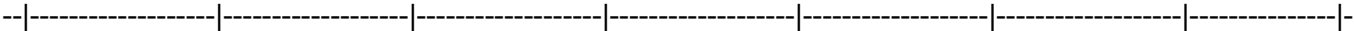
WHAP CCOT Essay-Planning Timeline

Write any Continuities above the timeline, Changes below

Continuities

Beginning Date

End Date



Changes

WHAP CCOT Essay-Planning Chart

	Beginning	Middle	End	Summaries
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Topic _____ (continuity or change)				
World, historical context <i>(at least one per topic)</i>				
Thesis				

How to Write a CCOT Essay

Paragraph 1

(Thesis) There were many continuities and changes in the era ***dates of the question*** in ***insert all tasks of the question***. Continuities included ***specific example*** and changes were in ***specific example***.

Paragraph 2

(Addresses Continuities) Continuities in ***insert the terms of the question*** in this era included (Evidence) ***discuss as many specific examples you can think of***.

(Analysis) This remained the same because _____. ***Provide as many relevant examples as possible***

Paragraph 3

(Addresses Changes) Changes in ***insert all tasks of the question*** in this era included (Evidence) ***discuss as many specific examples you can think of***.

(Analysis) This changed over time because _____. ***Provide as many relevant examples as possible***

(World Historical Context): In your change paragraph, discuss a group or social movement or technology that came into the region of the question that effected a change in this era.

Paragraph 4

Conclude with a summary that accurately reflects all the terms of the question, with specificity. In other words, re-write your thesis in another way.

WHAP Change and Continuity Essay Outline Form

Each underlined area MUST be a sentence. Areas with just letters (B, C, D, and E) can be fragments.

I. **INTRO PARAGRAPH**

A. **THESIS** (address at least one continuity and one change)

MINI-THESES (topics of body paragraphs)

B. **FIRST MINI-THESIS** (continuity, change, or both)

C. **SECOND MINI- THESIS** (continuity, change, or both)

D. **THIRD MINI- THESIS** (continuity, change, or both)

II. **1ST BODY PARAGRAPH**

A. **TOPIC SENTENCE** (continuity, change, or both)

B-D *Evidence* of continuity or change

B.

C.

D.

E. **Analysis** of continuity or change

F. **World, historical context** for at least one piece of evidence

III. **2ND BODY PARAGRAPH**

A. TOPIC SENTENCE (continuity, change, or both)

B-D *Evidence* of continuity or change

B.

C.

D.

E. Analysis of continuity or change

F. World, historical context for at least one piece of evidence

IV. **3RD BODY PARAGRAPH**

A. TOPIC SENTENCE (continuity, change, or both)

B-D *Evidence* of continuity or change

B.

C.

D.

E. Analysis of continuity or change

F. World, historical context for at least one piece of evidence

V. **CONCLUDING PARAGRAPH**

A. MENTION OF ORIGINAL THESIS
