**Principles of a good thesis:**

1. States an argument (opinion)

2. Answers the question or *relates to the theme:* ***Exploration, Encounter, Exchange in History****.*

3. Is proven in your project

4. Is the main idea of the project

5. Mentions 3 areas of focus

Is the right length – one or two sentences and no more than 60 words

*Conjunctions are central in joining ideas:*

Contrasting Conjunctions Comparing Conjunctions

But Although And

Yet While Nor

Cause-and-effect Conjunctions Under Conditions

For Since Until

So Because Unless

After In order If

When Due to

Exploring History Day Thesis Statements

***Exploration, Encounter, Exchange In History***

1. In 1765, after American colonists *encountered* unfair tax increases from England, the **Stamp Act Congress** *explored* possible collective actions, *exchanging* their former role as separate colonies for a new identity – more independent of the mother country, and more united with each other.

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| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_\_\_\_\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_\_\_\_ If so, the connection to theme should be strong. Is it? \_\_\_\_\_\_\_
4. What words signal *cause and effect?* (required)\_\_\_\_\_\_\_\_ *Contrast?*(optional)\_\_\_\_\_\_\_\_\_
5. If there is *contrast,* did it create *conflict? \_\_\_\_\_\_\_\_\_\_\_\_* Something else?\_\_\_\_\_\_\_\_
6. What is necessary to prove the thesis in a project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Are there three areas of focus? \_\_\_\_\_\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_\_\_\_\_\_\_\_\_\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_\_\_\_\_\_\_

***Look for the 5 W’s plus H:***

Who: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. When **Joan of Arc** *encountered* visions from God in 1425, she *explored* unexpected roles for an uneducated peasant girl: military leader and martyr. Her religious fervor caused the French people to *exchange* apathy for nationalism, inspiring patriots in every succeeding century.

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| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

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Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. When **Mansa Musa** made his pilgrimage from Mali to Mecca in 1324, he *explored* the achievements of many regions, *encountering* architects, scholars, and others who were willing to *exchange* their knowledge for wealth in a new city. The result was a new world cultural center: Timbuktu

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

***Look for argument and organization:***

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What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. When Massachusetts abolitionist **Thomas Wentworth Higginson** *encountered* African Americans seeking freedom, he *explored* both illegal and legal routes to emancipation, first by supporting radical activists in the 1850’s, and next by leading the nation’s first black Civil War regiment. Finally, he wrote about his experiences, hoping to *exchange* common stereotypes about black character for a broader, more complete, human understanding.

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| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

***Look for argument and organization:***

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What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. In 1636, when **Roger Williams** *encountered* opposition to his demands for separation of church and state, he left Massachusetts to *explore* territories in Rhode Island, finally *exchanging* a community that restricted freedom of conscience for one that encouraged it.

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| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

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Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. When Chinese explorer **Zheng He** *explored* the Indian Ocean with a massive fleet and a magnetic compass, he *encountered* nations willing to pay tribute and *exchange* valuable minerals and exotic animals for Chinese goods, establishing a system of trade throughout the region.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

***Look for argument and organization:***

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Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. *Build a Thesis from Chunks*:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  While *exploring* the territory around Jamestown |  | *ENCOUNTER:*  **Captain John Smith** *encountered* several native tribes |  | *EXCHANGE OF:*  much-needed food and even land  *FOR:*  English manufactured goods |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_\_\_\_\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
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5. If there is *contrast,* did it create *conflict? \_\_\_\_\_\_\_\_\_\_\_\_* Something else?\_\_\_\_\_\_\_\_
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***Look for the 5 W’s plus H:***

Who: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. *Build a Thesis from Chunks:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  Mongol leader Hulagu *explored* the limits of his power in **1258** |  | *ENCOUNTER:*  he *encountered* resistance in **Baghdad**, so he sacked the city |  | *EXCHANGE OF:*  *exchanging* libraries for  crowded markets for  and flowing aqueducts for  *FOR:*  ink-stained rivers;  pools of blood  sandy ruins |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_\_\_\_\_\_  
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5. If there is *contrast,* did it create *conflict? \_\_\_\_\_\_\_\_\_\_\_\_* Something else?\_\_\_\_\_\_\_\_
6. What is necessary to prove the thesis in a project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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8. Are the three areas of focus *balanced,* or will one be more dominant? \_\_\_\_\_\_\_\_\_\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_\_\_\_\_\_\_

***Look for the 5 W’s plus H:***

Who: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. *Build a Thesis from Chunks:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  three African Americans *explored* a route to freedom by seeking out the Union Army at **Fort Monroe** in May 1861 |  | *ENCOUNTER:*  they *encountered* soldiers willing to accept their participation in the war effort |  | *EXCHANGE OF:*  *exchanging* their status as “property” first  *FOR:*  “contraband of war” and  finally “citizen.” |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_\_\_\_\_\_  
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4. What words signal *cause and effect?* (required)\_\_\_\_\_\_\_\_ *Contrast?*(optional)\_\_\_\_\_\_\_\_\_
5. If there is *contrast,* did it create *conflict? \_\_\_\_\_\_\_\_\_\_\_\_* Something else?\_\_\_\_\_\_\_\_
6. What is necessary to prove the thesis in a project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Are there three areas of focus? \_\_\_\_\_\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_\_\_\_\_\_\_\_\_\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_\_\_\_\_\_\_

***Look for the 5 W’s plus H:***

Who: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TEACHER KEY: Exploring History Day Thesis Statements

***Exploration, Encounter, Exchange In History***

Model: I do.

1. In 1765, after American colonists *encountered* unfair tax increases from England 1, the **Stamp Act Congress** *explored* possible collective actions2, *exchanging* their former role as separate colonies for a new identity 3– more independent of the mother country, and more united with each other.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  the **Stamp Act Congress** *explored* possible collective actions |  | *ENCOUNTER:*  In 1765, after American colonists *encountered* unfair tax increases from England |  | *EXCHANGE OF:*  *exchanging* their former role as separate colonies  *FOR:*  a new identity – more independent of the mother country, and more united with each other |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_\_\_\_ If so, the connection to theme should be strong. Is it? \_yes\_\_
4. What words signal *cause and effect?* (required)\_after, exchanging\_ *Contrast?*(optional)\_more\_\_
5. If there is *contrast,* did it create *conflict? \_implied result of exchange\_* Something else?\_\_\_\_\_
6. What is necessary to prove the thesis in a project? Unified action at Congress; separate before
7. Are there three areas of focus? \_yes\_ Number and highlight them. *(See superscripts and highlights.)*
8. Are the three areas of focus *balanced,* or will one be more dominant? \_#3 is strongest\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? OK\_

***Look for the 5 W’s plus H:***

Who: \_\_Stamp Act Congress\_\_\_

What: exchanged former role for new identity

Where: \_America\_\_\_\_

When: \_1765\_\_\_\_\_\_  
  
Why: \_\_encountered unfair tax policies\_\_\_\_

How: \_explored collective actions\_\_

Model: I do. TEACHER KEY

2. When **Joan of Arc** *encountered* visions from God in 14251, she *explored* unexpected roles for an uneducated peasant girl: military leader and martyr2. Her religious fervor caused the French people to *exchange* apathy for nationalism3, inspiring patriots in every succeeding century.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  she *explored* unexpected roles for an uneducated peasant girl: military leader and martyr |  | *ENCOUNTER:*  When **Joan of Arc** *encountered* visions from God in 1425 |  | *EXCHANGE OF:*  apathy  *FOR:*  nationalism |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* yes If so, the connection to theme should be strong. Is it? \_yes
4. What words signal *cause and effect?* (required)\_caused\_ *Contrast?*(optional)\_\_exchanged\_
5. If there is *contrast,* did it create *conflict? Implied - war\_\_* Something else?\_patriotism\_
6. What is necessary to prove the thesis in a project? \_visions, military action, her later role as a patriotic symbol\_\_
7. Are there three areas of focus? \_yes\_\_ Number and highlight them. *(See superscripts and highlights.)*
8. Are the three areas of focus *balanced,* or will one be more dominant? \_Visions are smallest.\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_yes\_

***Look for the 5 W’s plus H:***

Who: \_Joan of Arc\_\_\_\_\_\_

What: people exchanged apathy for nationalism

Where: \_France\_\_\_\_\_

When: \_1425\_\_\_\_\_  
  
Why: \_She saw visions from God\_

How: explored new roles (military, martyr)

Guided: We do. TEACHER KEY  
3. When **Mansa Musa** made his pilgrimage from Mali to Mecca in 1324, he *explored* the achievements of many regions1, *encountering* architects, scholars, and others2 who were willing to *exchange* their knowledge for wealth in a new city. The result was a new world cultural center: Timbuktu3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  he *explored* the achievements of many regions |  | *ENCOUNTER:*  *encountering* architects, scholars, and others |  | *EXCHANGE OF:*  knowledge  *FOR:*  wealth |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_Yes: pilgrimage led to cultural development.\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_yes\_ If so, the connection to theme should be strong. Is it? \_yes\_
4. What words signal *cause and effect?* (required)\_when, result\_\_\_\_\_\_\_ *Contrast?*(optional)\_new\_\_\_
5. If there is *contrast,* did it create *conflict? \_no\_\_\_\_* Something else?\_cultural enrichment\_
6. What is necessary to prove the thesis in a project? Connection between pilgrimage and culture
7. Are there three areas of focus? yes\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? Encounters are smallest.
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_yes\_

***Look for the 5 W’s plus H:***

Who: \_Mansa Musa\_\_\_\_\_

What: \_cultural development, new city\_\_\_\_\_

Where: \_Timbuktu\_\_

When: \_\_1324\_\_\_\_\_\_\_\_\_\_  
  
Why: \_encountered scholars, architects\_\_\_

How: explored while on pilgrimage\_

Guided: We do. TEACHER KEY

4. When Massachusetts abolitionist **Thomas Wentworth Higginson** *encountered* African Americans seeking freedom1, he *explored* both illegal and legal routes to emancipation, first by supporting radical activists in the 1850’s, and next by leading the nation’s first black Civil War regiment2. Finally, he wrote about his experiences3, hoping to *exchange* common stereotypes about black character for a broader, more complete, human understanding.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  he *explored* both illegal and legal routes to emancipation, first by supporting radical activists in the 1850’s, and next by leading the nation’s first black Civil War regiment |  | *ENCOUNTER:*  When Massachusetts abolitionist **Thomas Wentworth Higginson** *encountered* African Americans seeking freedom |  | *EXCHANGE OF:*  common stereotypes about black character  *FOR:*  a broader, more complete, human understanding |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_yes\_ If so, the connection to theme should be strong. Is it? \_ yes \_\_
4. What words signal *cause and effect?* (required)\_when, hoping to\_ *Contrast?*(optional)\_stereotypes, broad human understanding
5. If there is *contrast,* did it create *conflict? \_No; it resulted from conflict\_\_* Something else?\_\_
6. What is necessary to prove the thesis in a project? \_Participation in illegal, legal emancipation efforts, black military service; images of black culture (both stereotypes and realistic)\_
7. Are there three areas of focus? yes\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_First is smallest.\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? OK but don’t add words!\_

***Look for the 5 W’s plus H:***

Who: \_Thomas Wentworth Higginson\_\_\_  
What: \_Emancipation\_

Where: \_Massachusetts, Civil War US\_\_\_

When: \_1850’s, Civil War\_\_\_  
Why: \_\_people sought freedom\_\_

How: \_radical activism, military, writing\_\_

**Independent: Partner Work** TEACHER KEY

5. In 1636, when **Roger Williams** *encountered* opposition to his demands for separation of church and state1, he left Massachusetts to *explore* territories in Rhode Island2, finally *exchanging* a community that restricted freedom of conscience for one that encouraged it3.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  he left Massachusetts to *explore* territories in Rhode Island |  | *ENCOUNTER:*  when **Roger Williams** *encountered* opposition to his demands for separation of church and state |  | *EXCHANGE OF:*  a community that restricted freedom of conscience  *FOR:*  one that encouraged it |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_ yes \_ If so, the connection to theme should be strong. Is it? \_ yes \_\_
4. What words signal *cause and effect?* (required)\_when, exchanging *Contrast?*(optional)\_restricted, encouraged, freedom, opposition
5. If there is *contrast,* did it create *conflict? yes\_* Something else?\_new settlement\_
6. What is necessary to prove the thesis in a project? \_Evidence of opposition; causes for conflict; evidence of freedom in RI\_
7. Are there three areas of focus? \_ yes \_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_balanced\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_ yes \_\_

***Look for the 5 W’s plus H:***

Who: \_Roger Williams\_\_\_\_

What: explored Rhode Island, new community\_\_\_

Where: \_Rhode Island\_

When: \_1636\_\_\_\_\_  
Why: \_sought separation of church & state\_\_

How: \_left (exiled from) Massachusetts\_\_\_

**Independent: Partner Work** TEACHER KEY

6. When Chinese explorer **Zheng He** *explored* the Indian Ocean with a massive fleet and a magnetic compass, he *encountered* nations willing to pay tribute and *exchange* valuable minerals and exotic animals for Chinese goods, establishing a system of trade throughout the region.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION* |  | *ENCOUNTER:* |  | *EXCHANGE OF:*  *FOR:* |

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_\_\_\_\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_\_\_\_ If so, the connection to theme should be strong. Is it? \_\_\_\_\_\_\_
4. What words signal *cause and effect?* (required)\_\_\_\_\_\_\_\_ *Contrast?*(optional)\_\_\_\_\_\_\_\_\_
5. If there is *contrast,* did it create *conflict? \_\_\_\_\_\_\_\_\_\_\_\_* Something else?\_\_\_\_\_\_\_\_
6. What is necessary to prove the thesis in a project? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. Are there three areas of focus? \_\_\_\_\_\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_\_\_\_\_\_\_\_\_\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_\_\_\_\_\_\_

***Look for the 5 W’s plus H:***

Who: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Where: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
  
Why: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Model: You do. TEACHER KEY

7. *Build a Thesis from Chunks*:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  While *exploring* the territory around Jamestown between 1607-1612 |  | *ENCOUNTER:*  **Captain John Smith** *encountered* several native tribes |  | *EXCHANGE OF:*  much-needed food and even land  *FOR:*  English manufactured goods |

While *exploring* the territory around Jamestown1 between 1607-1612, **Captain**

**John Smith** *encountered* several native tribes2 who later *exchanged* much-

needed food and even land for English manufactured goods3.

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes, but it could be stronger  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_ yes If so, the connection to theme should be strong. Is it? \_ yes \_
4. What words signal *cause and effect?* (required)\_later\_ *Contrast?*(optional)\_native, manufactured
5. If there is *contrast,* did it create *conflict? None mentioned here\_* Something else?\_survival\_
6. What is necessary to prove the thesis in a project? \_Maps show exploration, natives; food, trade goods
7. Are there three areas of focus? \_yes\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_balanced\_\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_yes\_

***Look for the 5 W’s plus H:***

Who: \_Capt. John Smith\_\_

What: traded manufactured goods for food, land

Where: \_\_Jamestown\_\_\_\_

When: 1607-1612  
Why: \_they needed food\_\_\_

How: \_explored\_\_\_\_

Guided: We do. TEACHER KEY

8. *Build a Thesis from Chunks:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  Mongol leader Hulagu *explored* the limits of his power in **1258** |  | *ENCOUNTER:*  he *encountered* resistance in **Baghdad**, so he sacked the city |  | *EXCHANGE OF:*  *exchanging* libraries for  crowded markets for  and flowing aqueducts for  *FOR:*  ink-stained rivers;  pools of blood  sandy ruins |

When Mongol leader Hulagu *explored* the limits of his power in **1258**,1 he *encountered*

resistance in **Baghdad**,2 so he sacked the city, *exchanging* libraries for ink-stained rivers,

crowded markets for pools of blood, and flowing aqueducts for sandy ruins.3

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_Yes; negative judgment\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_yes If so, the connection to theme should be strong. Is it? \_ yes \_\_
4. What words signal *cause and effect?* (required)\_when, so\_ *Contrast?*(optional)\_for, for, for\_\_
5. If there is *contrast,* did it create *conflict? No\_\_* Something else?Contrast was a *result* of conflict.
6. What is necessary to prove the thesis in a project? \_Resistance, destruction, impacts of destruction
7. Are there three areas of focus? \_ yes \_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_Last one will dominate\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_ yes \_

***Look for the 5 W’s plus H:***

Who: \_Mongol leader Hugalu\_\_

What: \_Sack of city\_\_

Where: \_Baghdad\_\_\_

When: \_1258\_\_\_\_\_\_\_\_\_  
Why: \_Baghdad did not submit right away\_

How: \_Destroyed buildings, killed people\_\_

Independent: Partner Work. TEACHER KEY

9. *Build a Thesis from Chunks:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *EXPLORATION*  three African Americans *explored* a route to freedom by seeking out the Union Army at **Fort Monroe** in May 1861 |  | *ENCOUNTER:*  they *encountered* soldiers willing to accept their participation in the war effort |  | *EXCHANGE OF:*  *exchanging* their status as “property” first  *FOR:*  “contraband of war” and  finally “citizen.” |

When three African Americans *explored* a route to freedom by seeking out the Union

Army at **Fort Monroe** in May 1861,1 they *encountered* soldiers willing to accept their

participation in the war effort,2 *exchanging* their status as “property” first for “contraband of war” and finally “citizen.”3

***Look for argument and organization:***

1. Box any words that convey an interpretation. Does it state a claim? \_yes\_\_  
   Underline words that relate to the theme, “*Exploration, Encounter, Exchange in History*.”
2. Use the chart to determine how *exploration* and *encounter* lead to *exchange*.
3. Is there at least one example of *exploration,* one *encounter,* and one *exchange?* \_ yes If so, the connection to theme should be strong. Is it? \_ yes \_
4. What words signal *cause and effect?* (required)\_When, exchanging *Contrast?*(optional)\_property, contraband, citizenship\_\_
5. If there is *contrast,* did it create *conflict? No\_* Something else?\_Resolved conflict\_
6. What is necessary to prove the thesis in a project? \_Encounter with soldiers; contraband policy
7. Are there three areas of focus? \_yes\_\_ Number and highlight them.
8. Are the three areas of focus *balanced,* or will one be more dominant? \_balanced\_
9. Is the length satisfactory (one-to-two sentences and fewer than 60 words)? \_ yes \_

***Look for the 5 W’s plus H:***

Who: \_Three African American fugitives, soldiers\_

What: \_African American military participation\_

Where: \_Fort Monroe\_\_

When: \_\_\_1861\_\_\_\_\_\_  
Why: \_Soldiers willing to accept them\_\_\_

How: \_Fugitives sought out Union Army\_