

## Common Core Writing Standards

- CCSS.ELA-LITERACY.WHST.11-12.7
  - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.WHST.11-12.8
  - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.WHST.11-12.9
  - Draw evidence from informational texts to support analysis, reflection, and research.

## THE TEMPLATE

- In looking at (x) \_\_\_\_\_, we will examine (y) \_\_\_\_\_, to find (z) \_\_\_\_\_.
- X = topic of essay
- Y = historiography concept(s) [will become the parts/sections of essay]
- Z = thesis of essay

In looking at (x)  
[topic of the essay]

In looking at

*Rosa Park's refusal to give up her seat to a white passenger and the subsequent desegregation of buses,*

We will examine (y) [Concept(s) → parts or sections of essay]

We will examine

*to what extent the outcome was dependent on her and her actions, or rather, on the actions of civil rights organizations and participants of the boycott,*

Concept = Causation

To find (z)  
[thesis of essay]

To find (z)

*that although it often takes one person or one event to spark change, it is the participation by the many that determines its success.*

Possible re-written, separate thesis statement

*The actions of nameless organizers and participants in the Montgomery Bus Boycott led to the successful desegregation of buses.*

(topic, point of view, consequence?)

Possible re-written, separate thesis statement

*The actions of nameless organizers and participants in the Montgomery Bus Boycott led to the successful desegregation of buses and showed how change could be brought about.*

(topic, point of view, consequence)

#### EXAMPLE #1

- **In looking at** the Civil Rights Act of 1964,
- **we will examine** the problems it was designed to solve, aspects of the Civil Rights Act intended to address those problems, and the nature of the success the act achieved
- **to find** that progress was made to narrow the economic and social disparities that divided many Americans, although some inequalities still remain across social groups.

Concept = Impact

#### REWRITE "Z" AS A COMPLETE SEPARATE SENTENCE (THESIS)

The Civil Rights Act of 1964 helped narrow the economic and social disparities that divided many Americans, although some disparities still remain across social groups.

(topic, point of view, consequence?)

#### LIST THE DIVISIONS OF THE ESSAY

(Each division easily may be more than one paragraph.)

- I. Introduction: Topic, divisions, thesis
- II. Body:
  - A. Explanation of the problems that faced African-Americans and other social groups in the early 1960s.
  - B. Description of the various components of the Civil Rights Act to address the problems.
  - C. The impact of those components. (Or B and C can be combined. During a description of each component, a discussion of its impact could be included. A single component and its impact might take 1 or 2 or even 3 paragraphs to explain.)
- III. Conclusion: Reiterate the short and long term effects of the law. Restate thesis as part of this. Perhaps leave the reader with what still needs to be done to reduce the inequalities.