

HISTORICAL ARGUMENTATION & CCOT... *The Missouri Compromise*

From the 2017 Revised Rubrics and Skills:

Patterns of Continuity and Change over Time

Students will be able to...

- Describe patterns of continuity and/or change over time.
- Explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

LEQ RUBRIC - ANALYSIS AND REASONING --Targeted Skill – Argumentation, CCOT (2 points)

Uses historical reasoning to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to **frame or structure an argument**, although the reasoning might be uneven or imbalanced.

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

To earn the second point, the response must demonstrate a **complex understanding**. This can be accomplished in a variety of ways, such as:

- Explaining nuance of an issue by analyzing multiple variables
- **Explaining both continuity and change**
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.

How can you demonstrate complex understanding throughout your essay?

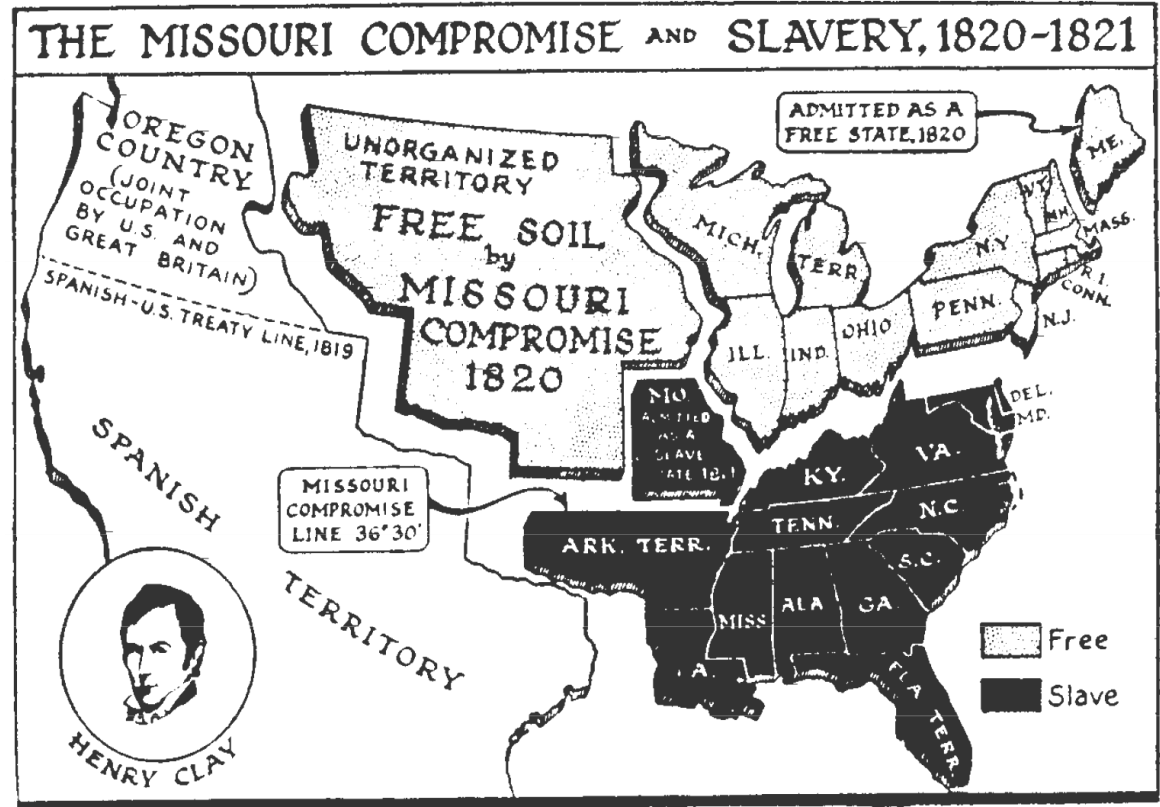
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From the 2015 Revised Framework:

Key Concept 4.3: The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

II. The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

- A) As over-cultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.
- B) Antislavery efforts increased in the North, while in the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- C) Congressional attempts at political compromise, such as the **Missouri Compromise**, only temporarily stemmed growing tensions between opponents and defenders of slavery.



POL-2.0: Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions.

WXT-1.0: Explain how different labor systems developed in North America and the United States, and explain their effects on workers' lives and U.S. society.

CUL-4.0: Explain how different group identities, including racial, ethnic, class, and regional identities, have emerged and changed over time.

GEO-1.0: Explain how geographic and environmental factors shaped the development of various communities, and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.

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Step #1 Read the question or prompt carefully & identify the skill being tested.

Read the question three times and be able to paraphrase the question and know the essential task demanded by it.

Answering the question will be the central focus of your essay, and you want to be sure to **ATFP: Address The Full Prompt**.

Prompt: To what extent did the Missouri Compromise of 1820 maintain continuity and foster change in the regional and group identities among those living in the United States during the early 19th century?

Step #2 Brainstorm below everything that comes to mind regarding the topic at hand. Aim for at least 5 specific things.

What do you know about the topic? What is the era/context? What are your parameters? What stayed the same? What changed? Put this down on paper to get your brain generating ideas and content before writing the essay. Once you have ample information, categorize it by theme. (Did the prompt provide categories? If so, use them!)

Step #3 Clarify your thesis/view and identify an opposing view. Use the formula, and make sure your thesis ATFP! Don't restate the prompt! Include EXTENT! When you're sure you're ready... write your thesis.

Extension:

On a separate sheet of paper, write a complete contextualization for this essay. Try to make a connection to an era that precedes or follows the parameters of this prompt but remains focused on the broad context of this essay.