**World History**

**CRQ Construction**

* CRQ’s are meant to demonstrate the ability of the writer to bring together in a logical and fluid manner information from both outside sources as well as primary and secondary sources.
* The following construction is good template of how a CRQ should be set up

**PI – Introduction**

S1 - **Universal Statement/Sentence –** sets historical period/narrative

S2-3 **Bridge Sentences -** whittle down from universal to Thesis

S4 - **Historical Question –** paraphrase prompt to focus reader on Thesis

S5 - **Thesis –** main point, what writer is trying to prove, answers the HQ

**P2-4/5 - Body of Essay**

S1 – **Topic Sentence –** what the paragraph is about/main point, emphasis

S2-4/5 **Historical Content**

1. 1-2 Outside Knowledge (what writer actually knows to be true)
2. 1-2 Documents – must use docs from packet

S5 - **Transition Sentence -** wrap up paragraph and start move to next topic

\*Transition sentences can also be used within a paragraph dealing with two

or more ideas

**P5/6 - Conclusion**

S1-4 - **Restate Thesis** - paraphrase it

\* DO NOT INTRODUCE NEW MATERIAL IN THE CONCLUSION

**Construction and Grammar – Do’s and Do Not’s**

Correct Spelling, Punctuation

Do Not Use Contractions

Stay Away from the Use of 1st Person (use one – one might believe, one might view, etc.)

**Typing**

Cambria or Times New Roman

Size 12

Double Spaced

1” Margins

**Citing Documents within Essay – Examples**

\* When a document is used in the essay it MUST BE CITED!

Examples

in Document 1 the writer states that “….”

Dickens (Doc. 2) believes “..............”

The population chart (Doc. 5) verifies that there was a direct correlation between the use of scientific farming during the latter half of the eighteenth century and a sustained rise in population. (Document is being paraphrased)

In Smith’s work *The Wealth of Nations* (Doc. 1) ………..

“….the picture (Doc. 3) shows overcrowded conditions, ….”