

KOREAN WAR MODULE

DAY 04



HISTORICAL THINKING SKILLS:

Argumentation

6.A Make a historically defensible claim.

6.B Support an argument using specific and relevant evidence.

- Describe specific examples of historically relevant evidence.
- Explain specific examples of historically relevant evidence to support an argument.

6.C Use historical reasoning to explain relationships among pieces of historical evidence.

6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

CONTENT:

Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.

D A Y 1

WAS THE KOREAN WAR A PRODUCT OF DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Structured Academic Controversy

Students will engage in a Structured Academic Controversy (SAC) to develop historical thinking skills in argumentation by making historically defensible claims supported by specific and relevant evidence.

AP ALIGNED ASSESSMENT: Thesis Statement

Students will analyze primary and secondary sources to construct arguments with multiple claims and will focus on creating a complex thesis statement that evaluates the extent to which the Korean War was a product of decolonization and the Cold War.

D

EVALUATE THE EXTENT TO WHICH HISTORICAL DEVELOPMENTS IN THE POST-

WAR PERIOD WERE CAUSED BY DECOLONIZATION OR THE COLD WAR?

CLASS ACTIVITY: Gallery Walk

Students will analyze multiple primary and secondary sources in a gallery walk activity. Students will evaluate to what extent each source reflects the historical developments of the Cold War or the process of Decolonization. Students will need to consider issues of sourcing and how the author supports his/her claim.

AP ALIGNED ASSESSMENT: Short Answer Question and Stimulus Based Multiple-Choice Question

Students will answer a short answer question and/or nine multiple-choice questions that focus on different interpretations of 20th-century historical developments and the influence of the process of Decolonization versus the impact of the Cold War.

HOW DID THE UNITED STATES AND THE SOVIET UNION DIFFER IN THEIR EFFORTS TO INFLUENCE KOREA BETWEEN 1949-1953?

CLASS ACTIVITY: Primary Source Analysis

Students will examine primary sources in order to analyze how the point of view, purpose, historical situation, and audience shape our understanding of what the document says. As an extension activity, students read and listen to veteran interviews in order to analyze how the veterans' experiences as remembered in oral histories shape our understanding of the causes and effects of the Korean War.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Evaluate the extent to which the United States and the Soviet Union differed in their efforts to influence Korea between 1949-1953.

EXPLAIN THE EXTENT TO WHICH THE EFFECTS OF THE COLD WAR WERE SIMILAR IN THE EASTERN AND WESTERN HEMISPHERES.

CLASS ACTIVITY: Argumentation Exercise & Gallery Walk

Students will practice three targeted document-based skills: argument construction, making a claim, and complexity. Students need a basic understanding of global Cold War developments. Teachers could alternatively assign students to write the full AP-aligned DBQ.

AP ALIGNED ASSESSMENT: Document-Based Question

Document-Based Question: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.

MODULE SOURCES

D
A
Y
1

AUTHOR	SOURCE	DATE
Dean Acheson	Memo to Harry Truman	1945
Soviet Officers	Report on Korea	1945
Kim Il Sung	Speech, 1st Congress of Korean Workers Party	1946
UN Resolution	The Problem of Independence of Korea	1947
U.S. Congress	Korean Aid Act of 1949	1949
Syngman Rhee	Correspondence MacArthur to Truman	1950
Herb Block	Cartoon "Those are the Flags..."	1950

D
A
Y
2

AUTHOR	SOURCE	DATE
Winston Churchill, et al	The Cairo Declaration	1943
Terenti Shtykov	Telegram between the Soviets and North Koreans	1950
Andrei Gromyko	On American Intervention in Korea	1950
Syngman Rhee	Asian Peoples' Anti-Communist Conference	1954
David M. Barrett	Sterilizing a "Red Infection"	1954
Mao Zedong	Minutes of First Meeting with Nehru	1954
Dwight Eisenhower	Press Conference	1954
Edwin Marcus	Darkest Africa	1955
Catholic Cat. Guild	The Red Iceberg	1960
US Depart. of State	Memo from Rusk to Kennedy: Congo Crisis	1961
Che Guevara	Pasajes de la Guerra Revolucionaria	1965
Mao Zedong	We Hope the Arab Countries Will Unite	1965
Kim Il Sung	Let Us Promote the World Revolution	1968
US Defense Depart.	The Pentagon Papers	1971
Wiki Graphics: Semhur	Cold War Map, 1959	2008

D
A
Y
3

AUTHOR	SOURCE	DATE
Winston Churchill, et al	The Yalta Conference/Agreement	February 11, 1945
Joseph Stalin	Notes of a meeting with Kim Il Sung	March 5, 1949
Captain Vyvyan Holt	Confidential report to Ernest Bevin	January 30, 1950
Joseph Stalin	Top secret telegram to Mao Zedong	May 14, 1950
Marguerite Higgins	Newspaper article	May 30, 1950
Harry S. Truman	Public statement	June 27, 1950
Joseph Stalin	Letter to Klement Gottwald	August 27, 1950
Chart	Troop strength during the Korean War	1950-1953
Harry S. Truman	Memoirs <i>Years of Trials and Hope</i>	1955
Jack Whelan	Interview, Korean War Legacy Foundation	2019
Charles Rangel	Interview, Korean War Legacy Foundation	2013
Glenn Paige	Interview, Korean War Legacy Foundation	2012
William F. Honaman	Interview, Korean War Legacy Foundation	2018

AUTHOR	SOURCE	DATE
W. Churchill, et al	Potsdam Conference Proceedings	1945
Clark Clifford	Certain Aspects of the Euro. Rec. Problem	1947
CIA	Factors Affecting the Desirability of a UN Military Conquest of all of Korea	1950
John B. Coulter	Letter to South Korean Pres. Syngman Rhee	1951
Cornell Capa	Photo of billboard in "Guatemala's Current Situation Can Traced back to the CIA-led Coup"	1954
Patrice Lumumba	TASS Interview	1960
Kwame Nkrumah	Letter to President Lyndon B. Johnson	1964
David Bonoir	House Congressional Record Report	1985

DAY 4

Based on a 60-minute class

Lesson Question: Evaluate the extent to which the effects of the Cold War on the eastern and western hemispheres were similar.

AP Curriculum Framework Reference

Unit 8 Learning Objective K: Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.

Historical Reasoning Skills: Argument

OVERVIEW

This activity is designed to engage students in three particular skills involved in writing a document-based question: argument construction, making a historically defensible claim, and developing complexity. The documents represent a broader coverage of global Cold War developments designed to reinforce connections across regions. Students should have a basic knowledge of global Cold War developments. Students will have the entire class period to engage with three skills involved in writing and evaluating the document-based question, which comprises 25% of their AP World History exam score. Teachers should note that they can expand the lesson to have students write a full DBQ if time permits.

Materials needed for:

Homework

- Copies of the [document-based question prompt and documents](#) for every student (Teachers may choose to replace one of the documents with the Potsdam supplemental document.)
- Copies of the [document analysis charts](#) for every student

In Class Activity

- 3 x 3 sticky notes (yellow, blue, green, pink)
- Large easel pads
- Markers

SEQUENCE OF INSTRUCTION

1. Prompt and document reading (homework)
2. [Document Organization and Analysis Chart](#) (homework)
3. Topic Identification and Argument Construction to identify body paragraphs and organize evidence
4. Thesis writing
5. Complexity work and thesis revision

HOMEWORK OVERVIEW

HOMEWORK (30 MINUTES):

The purpose of the homework is to:

1. Prepare students to understand the prompt and documents for organizing this DBQ.
2. Have students gain practice in three of the essential tasks for the DBQ.

Homework Document: Document-Based Question

3. Students will read the documents and complete the first three columns of the [Document Organization and Analysis Chart](#), organizing each document by topic as it relates to the similarities and differences of Cold War effects in the Eastern and Western hemispheres. They are advised to leave the complexity column blank.

Teacher Notes

If the teacher is not able to assign the DBQ as homework, students can take time in class to read over the DBQ documents and complete the chart in order to prepare the other activities. If students read the documents and complete the chart in class, the teacher will need to shorten the time allotments for the other activities.



Teaching Tip

Teachers may want their students to practice writing the full DBQ rather than just providing argument topics, thesis statements, and complexity. Teachers might choose to use two class periods in order to allow students to write a full DBQ. This lesson has been designed for flexibility so that teachers can make decisions based on the specific needs of their students. Other options include grouping students into groups of four for jigsawing document reading and analysis.

CLASS ACTIVITY: WARM UP/INTRODUCTION

WARM UP/INTRODUCTION (10 MINUTES):

Students will discuss the prompt and pair/share their chart responses to reinforce understanding of the content of the documents and evidence relating to the prompt. The graphic organizer will direct them to discussions, and they are urged to clarify their understanding of the documents as they work through the tasks. They should verify that their **summaries** provide specific **evidence** that may be used to respond to the prompt. Students can collaborate to clarify any misunderstandings of document meaning or ask the teacher. Teachers can encourage the discussion of differences in document use as evidence. Any and all documents can be used for multiple assertions, an important point to build on for identifying complexity in the second activity. Finally, the teacher will visit with pairs to determine if students can distinguish between summaries and evidence, reviewing the difference between summarizing documents and using them as evidence.

Teacher Notes

One common mistake in answering this prompt is that students incorrectly compare processes rather than effects. This is a good opportunity for teachers to eavesdrop on student group discussions to redirect any off-topic responses. If teachers notice difficulties distinguishing between summarizing documents and using them as evidence to support a larger claim, it may be necessary to re-teach by modeling an answer to Document 1 in the Organization and Analysis Chart.

CLASS ACTIVITY PART 1: Developing Evidence Based Claims

CLASS ACTIVITY (20 MINUTES):

STEP 1 (10 minutes): Students will discuss the prompt and brainstorm several ways to organize the documents in response to the prompt. In groups of three or four, students will use the warm-up part of the classroom organizer to discuss possible ways to organize an argument. They will write down ideas for topic paragraphs, topic sentences, and evidence from documents on the [Argument Construction and Thesis Writing document](#). (Note that the chart designates different color sticky notes for each document and evidence statement. For Activity 2, they will transfer their evidence to color-coded sticky notes to place on a large chart.)

STEP 2 (10 minutes): Students will use markers and large easel paper to create a chart that organizes documents by topic. They will use color-coded sticky notes to place their argument points and evidence statements. Sticky notes are color-coded to represent topics by location in body paragraphs. They also allow students to identify possible examples of complexity by using evidence from documents to build out more than one argument point. Further, they allow students to revise their placement of the documents as they order them for the body paragraphs. (See [Argument Construction and Thesis Writing document](#).)

Teacher Notes

Teachers may wish to use colored markers rather than colored sticky notes, but the point of sticky notes is to allow students to revise and reposition sticky notes as they organize each document within the larger argument.

CLASS ACTIVITY PART 2: Thesis Writing and Complexity

CLASS ACTIVITY (15 MINUTES)

- Step 1 (5 minutes) Students will use color-coded sticky notes to organize their topic sentences into order of importance and combine them into a thesis statement. They can write a draft on the smaller chart paper at first.
- Step 2 (5 minutes) Students will use pink sticky notes to note any nuances in the documents that might offer a qualification or contradiction to the topics in the body paragraphs. Students will review the complexity evidence points and determine their best location in the topics. They can attach the pink sticky notes to individual topic boxes or create a new topic box with another topic sentence.
- Step 3 (5 minutes). Students will determine whether the complexity should be noted in the thesis statement. Once they are confident about the wording and organization of the thesis statement, they will write it clearly at the bottom of the large easel paper.

Teacher Notes

The teacher should help students work through the difficult process of discussing complexity by listening to group observations and asking questions about what nuances the documents provide beyond their main evidence points. It may also be useful for the teacher to help students understand that time constraints may limit their ability to develop complexity. A sample of possible document interpretations can be found by clicking this [link](#).

CLASS ACTIVITY PART 3: Gallery Walk and Debrief

CLASS ACTIVITY (15 MINUTES)

ACTIVITY 1: Students will take a gallery walk to review other groups' organization and thesis statements. Students will place yellow sticky notes with positive feedback to the left of the page. Students will also write any questions on blue sticky notes and place them to the right of the page.

ACTIVITY 2: Students will return to their group's page to review comments and questions. They will share their observations and answer any questions or present questions to the larger group for help.

Teacher Notes

Teachers may wish to add sticky notes or "seed" questions for other students to reticent students to participate or to add important comments or questions missed during the gallery walk. This may help with clarification during the debrief.

Document-Based Question

Suggested reading and writing time: 1 hour

You should spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions

Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response, you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence from at least six documents.
- For at least three documents, explain how the author's point of view, author's purpose, historical situation, and/or audience is relevant to an argument.
- Explain how at least one additional piece of historical evidence beyond those found in the documents relates to an argument about the question.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

- 1. Evaluate the extent to which the effects of the Cold War were similar in the Eastern and Western hemispheres.**

SOURCE 1

DOCUMENT

Clark M. Clifford, White House presidential advisor analyzing aspects of the Marshall Plan, 1947

Further deterioration might be disastrous to Europe. It might well bring such desperate struggle for control over inadequate resources as to lead to widespread repudiation of the principles on which modern European civilization has been founded and for which, in the minds of many, two wars have been fought. The principles of law, of justice, and of restraint in the exercise of political power, already widely impugned and attacked, might then be finally swept away -- and with them the vital recognition that the integrity of society as a whole must rest on respect for the dignity of the individual citizen. The implications of such a loss would far surpass the common apprehensions over the possibility of "communist control". There is involved in the continuation of the present conditions in Europe nothing less than the possibility of a renunciation by Europeans of the values of individual responsibility and political restraint which has become traditional to their continent. This would undo the work of centuries and would cause such damage as could only be overcome by the effort of further centuries.

SOURCE 2

DOCUMENT

United States Central Intelligence Agency memorandum discussing potential effects of a UN military conquest of all of Korea, August 22, 1950.

Inasmuch as the USSR would regard the invasion of North Korea as a strategic threat to the security of the Soviet Far East, the invading forces might become involved, either directly or indirectly, in hostilities with Soviet forces. The USSR is now in a high state of readiness for general hostilities, and the Kremlin might well calculate that, with US mobilization set in motion, the USSR is better prepared now than it would be later for a full-fledged test of strength with the US. It could therefore place Soviet forces on the 38th parallel and oblige the US to initiate hostilities against Soviet forces under conditions which would alienate most of Asia from the US-UN cause in Korea, permit full exploitation of the propaganda theme that the South Koreans under US guidance opened the aggression against the North Koreans and other peace-loving peoples, and enable the USSR to neutralize and conquer most of Europe and the Near East before the impact of US industrial mobilization could be felt upon the defensive capabilities of those areas.

SOURCE 3

DOCUMENT

US Lieutenant General John B. Coulter, letter to South Korean President Syngman Rhee, Feb 14, 1951.

Dear Mr. President,

The northward movement of refugees, particularly in the battle zone, is so great at the present time, that they are seriously hampering the movement and combat employment of UN troops. This movement is not as great on main roads and trails in areas used by combat units.

The Army Commander considers the matter to be of such a serious nature that he has requested that I bring it to your attention, with the urgent request that civil and police action be taken without delay to stop all northward movement of refugees, with first priority to the forward area.

Yours respectfully,
John B. Coulter

SOURCE 4

DOCUMENT

Guatemalan billboard erected by President Jacobo Arbenz. Arbenz was democratically elected in 1954 and sought land reforms for farmers. He angered the United Fruit Company and was deposed in 1954 in a CIA-backed coup. He was replaced by an authoritarian leader whose policies incited a civil war.

Translation from Spanish: "President Arbenz delivers on his promise — Farmers: here is your land. Defend it, care for it, cultivate it." (1954)



Photo credit: Cornell Capa

SOURCE 5

DOCUMENT

Patrice Lumumba, leader of The Republic of the Congo, from an interview by a Soviet news agency correspondent in Washington, D.C., 1960. The region of Katanga had recently broken away from the main Congolese State with the support of Belgian military and mining interests.

Question: What is the situation in Katanga? What is your opinion of Katanga's so-called secession from the Congo recently announced by Mr. Tshombe?

Answer: There has never been a Katanga problem as such. The gist of the matter is that the imperialists want to lay their hands on our country's riches and to continue exploiting our people. The imperialists have always had their agents in the colonial countries. Tshombe, in particular, is an agent of the Belgian imperialists. Everything he says and writes is not his own. He merely mouths the words of the Belgian colonialists. It is well known that Tshombe is an ex-businessman who has long since thrown in his lot with the colonial companies in the Congo.

Question: What is the Congolese people's view of the Soviet Union's stand on the Congo's struggle to attain genuine independence and territorial integrity?

Answer: The Soviet Union was the only Great Power whose stand conformed to our people's will and desire. That is why the Soviet Union was the only Great Power which has all along been supporting the Congolese people's struggle. I should like to convey the heartfelt gratitude of the entire Congolese people to the Soviet people and to Prime Minister Nikita Khrushchov personally for your country's timely and great moral support to the young Republic of the Congo in its struggle against the imperialists and colonialists. I should also like to thank the Soviet Union for the assistance in food which it is extending to the Congo.

SOURCE 6

DOCUMENT

Kwame Nkrumah, leader of Ghanaian independence and Ghana's first elected president, letter to U.S. President Lyndon B. Johnson, 1964.

Mr. President, in my first meeting with President Kennedy, I explained how dangerous it is for the emergent States of Africa to take sides in the diplomatic maneuvers and political disputes among the Great Powers. One of our principal aims has been to protect ourselves from the dangers of involvement in these disputes. It follows from this that Ghana must establish good relations with all countries of the world, irrespective of the political systems of their governments.

Permit me to say a few words here about Ghana's socialist ideals and the place of foreign investment within the socialist structure which we intend to build. It should be obvious to anyone who has followed the history of Africa's development with impartiality that a planned economy and rapid industrial and agricultural development can be best achieved through a socialist course. The ravages of colonialism and its effect upon the territories now emerging from colonialism make it difficult and almost impossible for us in Africa to follow the traditional path of capitalist development. It is my primary ambition to secure and maintain the economic independence of Ghana in such a manner as to avoid the unequal distribution of economic power among our people.

Within the framework of this position there is an open door for foreign investment through the Ghana Investment Act. Ghana welcomes foreign investors in a spirit of partnership; they can earn their profits here, provided they leave us an agreed portion for promoting the welfare and happiness of the majority of our people.

SOURCE 7

DOCUMENT	United States House of Representatives' Congressional Record Report on United States policies in Nicaragua, 1985.
ANNOTATION	The Sandinistas (FSLN) came to power in 1979 by overthrowing the Somoza regime that had killed socialist reformer Augusto Sandino in the 1930s. The US supported Contra rebels against the Sandinista socialist reform government that also featured abuses and brutality.

The situation in Nicaragua has grown even worse. The Sandinistas have eliminated any pretense of civil liberties in Nicaragua, and instead have officially and formally suspended such liberties.... The United States faces the supreme test of its ability to advance the interests of freedom in the face of the expansion of Communism close to home. Our national interest requires both that we avoid a war involving the U.S. Armed Forces and that we effectively resist the establishment and expansion of Communism on the mainland of the Americas. Accordingly, giving full support to the Nicaraguan democratic resistance is the wisest course. I have mixed feelings about our involvement. I regret the expansion of intelligence activities. I am concerned about the use of trucks, radio equipment, and other things to facilitate the Contras war against the people and the government of Nicaragua. I am troubled each and every day when I pick up the morning newspaper and read of the literal slaughter of innocents in that troubled region of the world...

SOURCE 8 (Supplemental)

DOCUMENT

Potsdam Conference Proceedings. "A Decade of American Foreign Policy : Basic Documents, 1941-4"

Prepared at the request of the Senate Committee on Foreign Relations, By the Staff of the Committee and the Department of State,

(Washington, DC : Government Printing Office, 1950),

https://avalon.law.yale.edu/20th_century/decade17.asp

Proclamation Defining Terms for Japanese Surrender, July 26, 1945

(1) We-The President of the United States, the President of the National Government of the Republic of China, and the Prime Minister of Great Britain, representing the hundreds of millions of our countrymen, have conferred and agree that Japan shall be given an opportunity to end this war....

(6) There must be eliminated for all time the authority and influence of those who have deceived and misled the people of Japan into embarking on world conquest, for we insist that a new order of peace security and justice will be impossible until irresponsible militarism is driven from the world.

Document Organization and Analysis

Directions: As you read each document, record key ways it can be used to organize your argument.

Consider the prompt:

Compare the effects of the Cold War on the eastern and western hemispheres.

1. In Column 1, record the document numbers, authors, titles, and dates for the documents.
2. In Column 2, write each document's region represented, the prompt topic, and a quick summary of the document. The Prompt Topic will help you place each document into body paragraphs that represent your argument points.
3. In Column 3, write the evidence from the document that responds to the prompt. Write the evidence in the format of a direct answer to the prompt based on the topic identified in Column 2.)
4. Evidence: Look for documents that provide insight into two sides of the argument (for COMPLEXITY throughout the essay). You can further develop the Complexity column in class with fellow students, but try to identify a few yourself.

COLUMN 1 DOC # AUTHOR/ TITLE DATE	COLUMN 2 REGION PROMPT TOPIC (This can contribute to thesis writing and paragraph organization and development.) QUICK SUMMARY (Note that a summary does NOT count as evidence to support an argument.)	COLUMN 3 Evidence to Answer Prompt (What details support the claims you are making in the body paragraphs. Turn the evidence into a direct answer to the prompt based on the topic to which it applies.) <i>Hint: Remember that you are comparing EFFECTS, not processes.</i>	COLUMN 4 COMPLEXITY Does this document provide... <ul style="list-style-type: none"> • A nuance? • An insightful connection within and across periods? • Historical significance of the document's credibility or limitations? • Analysis of other arguments?
<i>Example and possible responses:</i> Doc 1 "Certain Aspects of the European Recovery Problem" 1947	Western Europe/ Economy and Political Structure/ US concern about the spread of communism in fragile Western Europe/Commitment to funding economies to protect democracy in the face of Communist threat	Backed by the US and Western nations, fragile war-torn western European nations were able to stabilize and rebuild their economies after WWII.	The claim that Western Europe has a tradition of protecting the individual is awkward - monarchies, empires, oppression of particular groups Or ComEcon offered the same type of economic to allies of the USSR to protect against capitalist threats to communist nations.

Doc 2			
Doc 3			
Doc 4			
Doc 5			
Doc 6			
Doc 7			

IN-CLASS ACTIVITY MATERIALS

Activity 1: Argument Construction

Directions: Use the topic identification column of your Document Organization and Analysis chart to create two (or more) strong argument points that show similarities and differences in the effects of the Cold War on the eastern and western hemispheres. Remember to revisit the prompt to stay on topic: Compare the effects of the Cold War on the eastern and western hemispheres.

1. Consolidate your topic ideas based on the notes you took in the first column of your homework chart. Write the topics in the appropriate boxes below, with your strongest topic listed first. Write a possible topic sentence to make that argument point.
2. Write the number of each document that applies to each topic in the left column on the appropriately-colored sticky note (yellow, blue, or green, with pink reserved for complexity). Write evidence sentences that use details from the documents to support your topic sentences. (As you build out your evidence statements, you may find you want to revise your topic sentences.) If a document can be used to argue multiple topics, use a pink sticky note to record any evidence that suggests qualification or nuance of an argument. If you are uncertain about where a pink sticky should be placed, you can decide where you will place it after your main topics are supported with evidence.

Activity 2: Argument Organization

Directions: Use the topic box graphic organizer as template. Transfer the Topic Sentences and Evidence chart onto a large piece of easel paper.

1. Place the **yellow** sticky notes (numbers and evidence statements) in the **first topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make. You may find that you want to change the order as you work on the next topic box.
2. Place the **blue** sticky notes (numbers and evidence statements) in the **second topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make and be open to changing the order to help your argument make more sense.
3. If your argument features a third topic, place the **green** sticky notes (numbers and evidence statements) in the **third topic box** on the easel paper. Organize them according to their level of importance or the natural flow of the points they make. Swap them to make your argument flow if needed. If you do not have a third topic, go to Activity 3.
3. If a document can be used for more than one topic box, put that document number on an additional **pink** sticky note and place it in the additional topic box to which it applies. The new evidence response should be different from the original evidence statement, so it should also be written on **pink** to designate that this is considered complexity and locate to which point it applies.

Part 3:

1. Once evidence sticky notes for all documents have been placed into topic boxes to respond to the topic sentence (and thus, the prompt), use the topics and any specific details needed to organize a thesis statement. (If your thesis statement contains all the topics from the body paragraphs, your thesis contains a clear path to follow as you write your essay.) Write the thesis statement at the bottom of your topic chart.
2. Combine into a thesis statement and write it at the bottom of this page. Once you are confident of your thesis statement, write it clearly on the large easel paper.

TOPIC 1

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 1 (yellow sticky note)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

TOPIC 2

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 2 (blue sticky note)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

TOPIC 3 (optional)

TOPIC SENTENCE

Document numbers and evidence/response sentence to match each document for Topic 2 (green or pink sticky notes)

Document number and evidence/response sentence to represent alternative or secondary use for a document (pink sticky note)

THESIS STATEMENT: