



# Florida PIRATES

## AP Writing Packet

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- ❖ Types of AP World History Essays
  - Document Based Question (DBQ)
  - Continuity and Change Over Time (CCOT)
  - Comparative (C/C)
- ❖ Thesis Writing
  - Every essay prompt has 3 parts
    - ✍ Place(s) – The where and when of the prompt. Don't forget this includes the time period (you may add "Time Period" as a 3<sup>rd</sup> "T" if you need to remember).
    - ✍ Task(s) – What you must do to answer the question: compare and contrast, analyze documents, identify change and continuity over time.
    - ✍ Topic(s) – The specific historical themes or events to be addressed in the answer: labor systems, social classes, attitudes towards technology, empire building, etc. Be mindful of complex topics! Some prompts may require you to address particular topics that are linked: political effect on society, religious influence on culture, etc.
  - An acceptable thesis answers the question and clearly establishes the point of view of the author.
  - An acceptable thesis addresses all three parts of the question in one or two consecutive sentences.
  - An acceptable thesis uses only proper nouns!
- ❖ Follow the Rule of Three! (Inspired by Bard Keeler)
  - 3 parts to every prompt = 3 parts to every thesis.
  - DBQ 3 Point of View (POV)
  - DBQ 3 groupings
  - DBQ 3 pieces of additional evidence
  - CCOT 3 pieces of evidence for each continuity and change
  - CCOT 3 explanations to justify continuity and/or change
  - C/C 3 direct comparisons
  - C/C 3 pieces of evidence per society to illustrate contrasts
  - C/C 3 explanations to justify comparisons and/or contrasts
- ❖ Point of View
  - Most evidence that historians analyze reflect the opinions of the author in one way or another. It represents a certain perspective from one person or group along with culture and time. Every piece of evidence and every source must be read or viewed skeptically and critically. Evidence cannot be taken at face value.
  - Tips for analyzing Point of View
    - 📖 Who created the source and why?
    - 📖 Did the author have firsthand knowledge of the event, or did they report what others saw or heard?
    - 📖 Did the author have opinions or interests that might have influenced what was written down?
    - 📖 Did the author have any reasons to be honest or dishonest?
    - 📖 What cultural and historical influences of the time period need to be considered? How does the author's role in society, in this culture, at this time influence the author?



# *Let's Play Thesis or Thes-less!!* How to **Tell an Acceptable Thesis from an Unacceptable Thesis**

The thesis point is one of the most challenging points to earn from the College Board, however, the thesis is not complicated if you keep a few key factors in mind:

- 1. Break down the prompt into the Places, Tasks and Topics (don't forget the Time Period!).**
- 2. An acceptable thesis addresses the prompt as it is written, not what you think it says, nor want it to say!**
- 3. An acceptable thesis is specific. It only uses proper nouns. No pronouns allowed!**
- 4. An acceptable thesis takes a stand (no wishy-washiness allowed!).**

## *The DBQ Thesis*

The key to the DBQ thesis is grouping! Read the documents then group them according to the topic(s) of the prompt.

**Prompt:** *Using the following documents, analyze the causes and consequences of the Green Revolution in the period from 1945 to the present.*

**There were many causes and consequences that started the Green Revolution in 1945 and that continue to today.**

This is an unacceptable thesis because it has not specifically addressed the topics. What are the causes and consequences of the Green Revolution? What are the document groups? From this statement you do not know. This author has not taken a stand. This statement leaves more questions than answers.

**Beginning in 1945, the consequences of the Green Revolution impacted food supply, women and the economy and are still happening now.**

This is an unacceptable thesis because it does not address all of the topics identified in the prompt. What are the causes of the Green Revolution? This author has provided three specific groups but only discusses consequences, not causes. Since causes is one of the topics of the prompt, this statement cannot count as a thesis.

**The problems of world hunger and land productivity led to the Green Revolution beginning in 1945, however the impact resulted in social changes and negative effects on the environment.**

This is an acceptable thesis! It specifically addresses two causes being world hunger and land productivity, as well as two consequences being social changes and harm to the environment. This identifies 4 groups for the documents to then be used as evidence which is the task of the DBQ. The author has identified clear and specific answers to the topics as well as addressing the place and time period.

## ***The DBQ POV (Point of View)***

The key to the DBQ POV is explaining the reasoning behind the document! This is about reading between the lines; it is not about what the documents says, but why it says it.

### **Document 6**

Source: Mrs. Dula, wife of a Mexican agricultural official, in a conversation with a United Nations official, circa 1970.

If you fly from Tucson, Arizona, to Hermosillo, Mexico, what you are going to see is a type of agriculture that makes you rich, so rich. You will see houses like you've never seen in Mexico City, swimming pools and everything. They have such a lot of money. The ladies of these rich Mexican farmers like to save, so they form a club, and once a month they go to Tucson to shop. Some saving!

**Mrs. Dula is not a farmer and therefore does not understand what is happening with the Green Revolution.**

This is an unacceptable POV statement because Mrs. Dula does have a valid connection to the Green Revolution. She is the wife of a Mexican Agricultural official and because she has lived in the time and place of the Green Revolution she has witnessed its impact on promoting wealth. There are no trick documents. All of the documents provided are there because they are helpful to analysis of the prompt.

**Mrs. Dula thinks that the Green Revolution is positive for Mexico because everyone is making so much money. Mrs. Dula is the wife of a Mexican Agricultural Official so that makes her biased.**

This is an unacceptable POV statement because the first sentence is merely a summary of the document which only shows understanding. The second sentence is a situation from the source line that does not take into consideration how being the wife of an official would influence Mrs. Dula's statements.

**As the wife of an agricultural official in Mexico, Mrs. Dula's position is influencing what she witnesses of the Green Revolution. Also, because she is speaking with a United Nations official, she would like to make the Green Revolution in Mexico appear to be extremely positive. In short, she may be bragging.**

This is an acceptable POV statement! It is more than a simple statement of the source. This statement explains not simply Mrs. Dula's opinions, but why she may have those opinions. It takes into account the impact of her social position on the understanding of the Green Revolution and also accounts for how her audience impacts what she is stating.



## ***The DBQ Additional Evidence***

The key to the DBQ Additional Evidence is to request a source that must be specifically identified and explained as to how it will provide helpful additional information.



**There should be a document showing middle class ideas on the Green Revolution which would provide a more rounded view of the effects of the revolution.**

This is an unacceptable additional evidence statement because there is no specific source requested nor is there any explanation for why the middle class needs to be heard. There is also no evidence provided from a new source tied to answering the prompt.

**Another source of evidence written by an unbiased author from a nation not influenced by the Green Revolution would be helpful in balancing some of the biased opinions in the documents.**

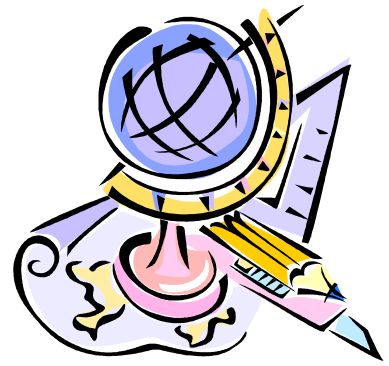
This is an unacceptable additional evidence statement because there is no specific source requested. There is no clear perspective of an additional author, as biased or unbiased is not enough to understand point of view. Also, there is no need to hear from someone not affected by the Green Revolution as they would have no relevance to the prompt.

**Accounting records from the point of view of a merchant who sells crops grown by Green Revolution farmers would provide information on the changes in price of food plus how it affected their customers. It could also include how much of a surplus they had at the end of the season.**

This is an acceptable additional evidence statement! There is a specific source requested. The point of view of the potential source is provided. This additional evidence request also specifically explains how this new source will provide new information that will contribute to the understanding of the impact of the Green Revolution.

## ***The CCOT Thesis***

The key to the CCOT thesis is the task! Regardless of the topic, the task is crucial to this essay and this thesis. Make sure to focus on the continuities and changes specifically.



**Prompt:** *Analyze changes and continuities in long distance migrations in the period from 1700 to 1900. Be sure to include specific examples from at least TWO different world regions.*

**There are many continuities and changes in long distance migrations in the period from 1700 to 1900.**

This is an unacceptable thesis. What are the places involved? What has changed in long distance migration? What has stayed the same? The author has not addressed the places, tasks, and topics of the prompt. This is simply a restatement of the prompt which is not a thesis.

**Forced labor migration continued throughout the period of 1700 to 1900, however the African slave trade was outlawed bringing an end to this specific forced migration in the 1800s.**

This is an unacceptable thesis because the prompt asked for two world regions. Place in this prompt was a choice which means it is up to the author to select the two regions they will address in their thesis. This statement only directly addressed one region, Africa. In addition, the topic of this thesis statement is too narrow and only allows the author to discuss forced migration. Lastly, it argues that forced migration is both a continuity and a change.

**Migrations for labor and job opportunities continued throughout 1700 to 1900 bringing many Europeans, Africans, and Asians to the Americas, however, the type of jobs available for migrants evolved and the forced migration of African slaves to the Americas ended.**

This is an acceptable thesis! This thesis identifies Europe, Africa, Asia, and the Americas as the regions linked by migration. Two specific continuities addressed are labor and job opportunities while the two specific changes are the types of jobs and end of the slave trade. The author has taken a clear stance on migration and has correctly addressed changes and continuities for the time period.

## *The CCOT Change with Analysis*

The key to the CCOT change with analysis is to clearly state what specifically changed and explain the historical reasons why that change occurred.

**Migration to the Americas changed in the 1800s because of the potato famine. Large amounts of Irish started to migrate from Europe to the Americas due to the lack of food.**

This is an unacceptable CCOT change with analysis because there is no specific change identified. The statement tells us what it changed to but not what it was at the beginning. There is an acceptable migration between two regions with an explanation for the migration however it does not count as a change because it does not state the status of migration at the opening of the time frame.

**Prior to colonization there was limited movement between Europe and the Americas, such as the Viking voyages. However, after Columbus's voyage, groups of Europeans like the Dutch and Spanish began to move to the Americas. This change occurred due to advancements in ship building and mapmaking as a result of Columbus's discovery.**

This is an unacceptable CCOT change with analysis because it is out of the time period. While there is a specific change of migration identified between two world regions and this change is explained correctly, the statement would never earn a point since these events occurred prior to the time frame given in the prompt (1700-1900).

**Imperialism caused the migration of humans to change. In the 1700s, many Europeans went to Africa for trade but by the 1800s, many Europeans began to move to Africa in order to take over. The Industrial Revolution led the Europeans to believe in their right to conquer others because of their advanced technology.**

This is an acceptable CCOT change with analysis! It specifically states the change for the motivation of Europeans to migrate and the historical reason for the change to occur. It links the two world regions and is in the time period given in the prompt.



*(Continuity with Analysis statements follow a similar format as Change with Analysis statements. Continuity with Analysis statements clearly and correctly identify a PIRATES theme that remains constant throughout the time period given in the prompt, then provides an accurate historical explanation for why this theme persisted during this era.)*

## *The C/C Thesis*

The key to the C/C thesis is the topic! Similarities and differences must be directly addressed in the thesis statement however, these are organized based on the topic.

**Prompt:** *Analyze the similarities and differences in methods of political control in TWO of the following empires in the Classical period.*

*Han China (206 B.C.E. – 220 C.E.)*

*Mauryan/Gupta India (320 B.C.E. – 550 C.E.)*

*Imperial Rome (31 B.C.E. – 476 C.E.)*

**Han China and Imperial Rome had similar political systems and trade routes however, they are different because of their belief systems.**

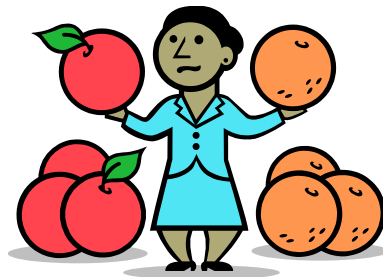
This is an unacceptable thesis because it does not correctly address the topic of the prompt. Even if the author includes similarities and differences, the prompt requires a specific discussion of methods of political control. This statement introduces an essay that will describe the political systems, trade routes, and belief systems of Han China and Imperial Rome which is not what is called for by the prompt.

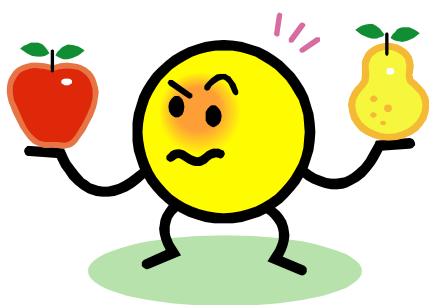
**Imperial Rome evolved from a republic to an empire while Han China was always an empire. Both Han China and imperial Rome lost control of their empire leading to its division and decline.**

This is an unacceptable thesis because it involves information outside of the time period as well as not addressing the specific task and topic of the prompt. The Roman Republic is not part of the time period given in the prompt therefore any information regarding the Republic is irrelevant. The prompt calls for an analysis of methods of political control not the loss of control or the evolution of control.

**Both Mauryan India and Han China centralized their power through military build up, national works projects, and a centralized belief system. Their individual belief systems established their unique means of political administration as well as their control of social classes.**

This is an acceptable thesis! This thesis correctly discusses similarities and differences in methods of political control in Mauryan India and Han China. The similarities identified are military buildup, national works projects, and a centralized belief system. The differences include political administration and social control. This author makes a clear argument that stays within the Classical time period.





### *The C/C Direct Comparison with Analysis*

The key to the C/C direct comparison with analysis is comparing two of the same topics and explaining why they share that relationship.

**Both the Roman and Han Empires conquered previously autonomous peoples and forced them to pay money as tribute states and parts of the empire.**

This is an unacceptable direct comparison with analysis because there is no analysis. The direct comparison is acceptable however there is no explanation of why the empires forced tribute on these states therefore the statement is lacking analysis.

**Although Imperial Rome did grant citizenship to conquered peoples near the end of this existence, the conquered generally remained separate entities from the empire culturally, linguistically, and even religiously. This lack of assimilation and inequality contributed to disunity within the Roman Empire.**

This is an unacceptable direct comparison with analysis because there is no comparison. There is a very good analysis of the Roman Empires issues with inequality due to their cultural diversity however there is no contemporary counterpart given for the Han Empire.

**The Han and Roman Empires emphasized a divine right for an Emperor to rule, these empires exercised control over their subjects by building and utilizing extensive road systems. These roads made transportation over the vast empires relatively easy, allowing the bureaucracies to function effectively.**

This is an acceptable direct comparison with analysis! It directly compares the method used by Han and Roman governments to control the people through divine right. It explains how the divine emperors could use their power to build road systems. These roads were then used by the governments to control the people.



# The DBQ

## PIRATES' RUBRIC: DBQ

BASIC CORE COMPETENCE	PTS	EXPANDED CORE EXCELLENCE
1. Essay plan is present and complete.	*	A student must earn 7 points in the basic core area before earning points in the expanded core. Examples: •Awesome thesis •Analyzes point of view in most or all of the documents •Brings in relevant "outside" historical content
2. Acceptable thesis: Address all 3 parts of the prompt: Place(s), Task(s), Topic(s) in one or two consecutive sentences.	1	
3. Uses all of the documents	1	
4. Understands all of the documents	1	
5. Supports thesis with appropriate evidence from all of the documents	1	
6. Analyses point of view in at least 3 of the documents, once per group	1	
7. Analyses documents by grouping them in at least 3 ways	1	
8. Identifies and explains the need for 3 appropriate additional pieces of evidence, one per group	1	
<b>SUBTOTAL</b>	<b>7</b>	<b>SUBTOTAL 2</b>
<b>TOTAL 9</b>		

## QUICK GUIDE TO A DBQ

Intro:

Historical Setting → Orient the reader in time and place.

Thesis/Answer → Address all 3 parts of the prompt: Place(s), Task(s) and Topic(s). The document groups are the Prompt! how you answer the prompt, therefore they must be identified in the thesis.

Body paragraphs (by Topic):

Topic sentence → Main Idea of the group. How does this group prove your thesis?

Evidence → Use the documents as evidence to prove your thesis. You must explain what the document says and how it is proof for your thesis. Use "Analysis Clue Words" to help you with evidence.

POV → Who is the author of the document? What is the opinion of the author? Why do they have that opinion? **What is influencing what is being said in the document?** (Do POV when you use the document.)

+Evidence → What specific type of additional resource would help to clarify this group of documents and information? What specific information would the additional source provide? How would you use it to help prove your thesis?

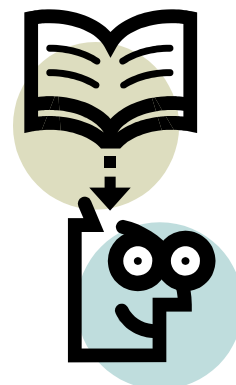
Conclusion:

Restate thesis. Bring in "outside" relevant historical context.

## Generic Core-Scoring Guide for AP World History Document-Based Question

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis.	1	➤ Argumentation ➤ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
2. Addresses all of the documents and demonstrates understanding of all or all but one.	1	➤ Use of Historical Evidence
3. Supports thesis with appropriate evidence from all or all but one document. [Supports thesis with appropriate evidence from all but two documents.]	2 (1)	➤ Argumentation ➤ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
4. Analyzes point of view in at least two documents.	1	➤ Use of Historical Evidence
5. Analyzes documents by grouping them in two or three ways, depending on the question.	1	➤ Argumentation ➤ Use of Historical Evidence ➤ Depending on the topic of the question: • Historical Causation • Comparison • Patterns of Continuity and Change Over Time
6. Identifies and explains the need for one type of appropriate additional document or source.	1	➤ Argumentation ➤ Use of Historical Evidence
Subtotal	7	Essay as a whole: Synthesis

Expanded Core awards 1 or 2 additional points for Excellence in Historical Thinking Skills beyond the requirements of the Basic Core. Expanded Core cannot be earned until all of the Basic Core is met.



**Generic Core-Scoring Guide for AP World History  
Continuity and Change-Over-Time Essay**

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses the global issues and the time period(s) specified.)	1	➤ Argumentation ➤ Patterns of Continuity and Change Over Time
2. Addresses all parts of the question, though not necessarily evenly or thoroughly.  [Addresses most parts of the question; for example, addresses change but not continuity.]	2  (1)	➤ Argumentation
3. Substantiates thesis with appropriate historical evidence.  [Partially substantiates thesis with appropriate historical evidence.]	2  (1)	➤ Argumentation
4. Uses relevant world historical context effectively to explain continuity and change over time.	1	➤ Contextualization
5. Analyzes the process of continuity and change over time.	1	➤ Patterns of Continuity and Change Over Time ➤ Causation
Subtotal	7	Essay as a whole: Synthesis

**PIRATES' RUBRIC: CCOT**

BASIC CORE COMPETENCE		PTS	EXPANDED CORE EXCELLENCE
1.	Essay plan is present and complete.	*	A student must earn 7 points in the basic core area before earning points in the expanded core. Examples: <ul style="list-style-type: none"> <li>• Awesome thesis</li> <li>• Provides links with relevant ideas, events, trends in an innovative way</li> </ul>
2.	Acceptable thesis: Address all 3 parts of the prompt: Place(s), Task(s), Topic(s) in one or two consecutive sentences.	1	
3.	Addresses all parts of the question evenly and thoroughly (one if not even or thorough)	2 (1)	
4.	Substantiates the thesis with 3 appropriate pieces of historical evidence per topic. (One if partial, or inaccurate history)	2 (1)	
5.	Uses relevant world historical context effectively to justify continuity and change over time.	1	
6.	Analyzes the process (justifies the reason) for continuity and change over time	1	
<b>SUBTOTAL</b>		<b>7</b>	<b>SUBTOTAL 2</b>
<b>TOTAL 9</b>			

Expanded Core awards 1 or 2 additional points for Excellence in Historical Thinking Skills beyond the requirements of the Basic Core. Expanded Core cannot be earned until all of the Basic Core is met.



## QUICK GUIDE TO A CCOT

**Intro:**

Historical Setting	→ Orient the reader in time and place.
Thesis/Answer	→ Address all 3 parts of the prompt: Place(s), Task(s) and Topic(s)
The Prompt!	During <u>(time period)</u> <u>(society/societies)</u> _____ changed, however _____ stayed the same.

**Body paragraphs (by Task):**

Topic sentence	→ Summarize the change or continuity topic for this paragraph.
Evidence	→ Provide specific pieces of historical evidence of the continuity or change you are addressing in this paragraph. There should be at least 3 pieces of evidence for each change or continuity.
Justify	→ Identify the reasons for each change or continuity identified by your evidence. Explain what happened historically that caused a change or continuity.
Global Context	→ Link the evidence between specific geographic locations and/or times.

**Conclusion:**

Restate thesis. Provide links with relevant ideas, events, trends in an innovative way.

# The c/c

## Generic Core-Scoring Guide for AP World History Comparative Essay

Basic Core: Competence	Points	Historical Thinking Skills Assessed
1. Has acceptable thesis. (Addresses comparison of the issues or themes specified.)	1	➤ Argumentation ➤ Comparison
2. Addresses all parts of the question, though not necessarily evenly or thoroughly. [Addresses most parts of the question; for example, deals with differences but not similarities.]	2 (1)	➤ Argumentation
3. Substantiates thesis with appropriate historical evidence. [Partially substantiates thesis with appropriate historical evidence.]	2 (1)	➤ Argumentation
4. Makes at least one relevant, direct comparison between/among societies.	1	➤ Comparison
5. Analyzes at least one reason for a similarity or difference identified in a direct comparison.	1	➤ Comparison ➤ Causation
Subtotal	7	Essay as a whole: Synthesis

BASIC CORE COMPETENCE	PTS	EXPANDED CORE EXCELLENCE
1. Essay plan is present and complete.	*	A student must earn 7 points in the basic core area before earning points in the expanded core. Examples: • Awesome thesis • Relates comparisons to larger global context
2. Acceptable thesis: Address all 3 parts of the prompt: Place(s), Task(s) and Topic(s) in one or two consecutive sentences.	1	
3. Addresses all parts of the question evenly and thoroughly (one if not even or thorough)	2 (1)	
4. Substantiates the thesis with 3 appropriate pieces of historical evidence per society, per comparative category (One if partial, or inaccurate history)	2 (1)	
5. Makes at least 3 relevant, direct comparisons between/among societies	1	
6. Analyzes a reason/justification for a similarity or difference addressed in each of the direct comparisons (3 justifications total)	1	
<b>SUBTOTAL</b>	<b>7</b>	<b>SUBTOTAL 2</b>
<b>TOTAL 9</b>		

Expanded Core awards 1 or 2 additional points for Excellence in Historical Thinking Skills beyond the requirements of the Basic Core. Expanded Core cannot be earned until all of the Basic Core is met.



### QUICK GUIDE TO A C/C

- Intro:
- Historical Setting → Orient the reader in time and place.
  - Thesis/Answer → Address all 3 parts of the prompt: Place(s), Task(s) and Topic(s)
  - The Prompt! \_\_\_\_\_ and \_\_\_\_\_ share \_\_\_\_\_, however they are distinct because \_\_\_\_\_.
- Body paragraphs (by Topic):
- Topic sentence → Direct comparison
  - Evidence → Provide 3 specific pieces of historical evidence per society, per discussion of comparison and contrast. Minimum of 6 per paragraph.
  - Justify → Why are these societies similar or different in regards to your direct comparison? What are the reasons for the similarities or differences?
- Conclusion:
- Restate thesis. Relate to the larger global context of the time.

## THESIS KILLER WORDS

(These words will automatically disqualify your thesis)

Very  
Many  
Things  
Lots  
Stuff  
Ways  
Several

**Pronouns!**

## Thesis Starter Words

(These words will get you started on your thesis)

Although  
While  
However  
Despite  
In spite of

## Analysis "Clue Words"

(This is not a complete list.)

Proves  
Disproves  
Clarifies  
Explains  
Defends  
Determines  
Justifies  
Prioritizes

Alternatively  
Differentiates  
Because  
Led to  
Shapes  
Shows  
Caused  
Due to

Affected  
Impacted  
Came from  
As a result  
Consequently  
In order to

## Synonyms of *continuity*:

All the way through  
Constant  
Continued  
Endured  
Established  
Maintained  
Persevere

Persisted  
Remained  
Secure  
Stable  
Stayed  
Still  
Survived

The entire time  
Throughout  
"Stayed the same,"  
"Remained unchanged"  
"Continued *throughout*"  
"Most people *still*,"

## Synonyms of *change*:

Adjusted  
Altered  
Amend  
Appeared  
Became known  
Destroyed  
Developed

Eliminate  
Emerge  
Eradicate  
Materialize  
Modify  
Purged  
Reallocate

Revolutionized  
Shift  
Surfaced  
To do away with  
Transferred  
Transformed  
Varied

## Synonyms for *said*:

*(Remember documents don't talk!)*

Accredited	Declared	Stated
Acknowledged	Deliberated	Thought
Alleged	Held	Understood
Assumed	Implicit	
Believed	Recognized	

## Synonyms for *grouping*:

Affiliated	Bonded	Joined
Aligned	Cohesive	Organized
Alliance	Collectively	Relationship
Assemblage	Connected	Tied
Association	Coupled	Together
Attached	Interconnected	United

## Types of Documents

(Anything that has been created by humans is a historical document)

Accountant Records	Equation	Play
Advertisement	Eulogy	Pledge
Announcement	Fairy Tale	Poetry
Anthem	Film	Police Report
Application	Flyer	Poster
Architecture	Folk Songs	Prayer
Article	Folk Tale	Proclamation
Autobiography	Graffiti	Public Notice
Biography	Graph	Questionnaire
Blog	Greeting Card	Recording
Book	Interview	Report
Brochure	Invitation	Resume
Building	Job Description	Riddle
Business Letter	Joke	Satire
Campaign Speech	Lab Report	Sculpture
Cartoon	Laws	Sermon
Children's Story	Legal Brief	Ship's Log
Children's Poem	Letter	Slogan
Classified Ad	List	Sonnet
Cloths/Fashion	Map	Statue
Coins	Memo	Survey
Comic	Memoir	Tax records
Commercial	Minutes of a meeting	Telegram
Complaint	Movies	Text Message
Confession	Music	Travelogue
Debate	Myths	TV News Broadcast
Dialogue	Oath	Undercover
Diary	Obituary	surveillance report
Dictionary Entry	Painting	Wanted Poster
Editorial	Pamphlet	War Correspondence
Email	Petition	Will
Epitaph	Photographs	

