

# HISTORIAN'S TOOLBOX

## Analyzing Textual Evidence Using the ICE Method

Paragraph organization for a body paragraph (6-8 sentences). Number indicates number of sentences.

1-Topic sentence (this states your main point/argument)

1-Introduce quote/source

1-Cite quote

2-4. Explain the quote

1-Conclusion sentence (this should connect to the “big picture”/overall significance of the topic)

**I** = introduce the quote or source in your own words by giving context or background information about the quote or source. Note: this is **not** your topic sentence or a repeat of what will be said in the quote.

**C** = cite the quote by blending it into your writing using a sentence starter. Use the following pattern for the citation sentence:

**TRANSITION + INDICATOR + VERB + QUOTE + CITATION**

For example, For instance, To illustrate,	the author the article Smith	implies suggests argues	that, “. . .”	(MLA citation).
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More verbs: ↓

MLA citation basics: ↓

notes	demonstrates	asserts	proves
remarks	acknowledges	assumes	thinks
observes	emphasizes	explains	claims
confirms	shows	infers	concludes
denies	suggests	illustrates	describes
admits	agrees	adds	states

-If author is given, use last name -If no author, use shortened version of document title -Do not use references such as Document A -see owl.english.purdue.edu for more info on MLA format
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**E** = explain/analyze the quote in your own words. Pick specific ideas from the quote to discuss more fully, and connect the quote to your answer/topic sentence/argument. This is where you explain how your quote proves your point.

Example:

**topic sentence**

**I**

**C**

**E**

Slave resistance in the early 1800s illustrated the growing opposition against the institution of slavery. One African-American journalist in the North published an editorial calling for slaves to resist the slave owners. To motivate them, he declares, “Remember that thousands of your friends in the Free States...are anxiously awaiting for you to demonstrate your desire for freedom” (Hodges). *This quote shows how abolitionists supported equality and freedom for slaves. With that support, slaves were inspired to fight for that freedom, which indicates their defiance against the idea that they were racially inferior. In addition, slave resistance showed that the slaves saw themselves as equal human, rather than property.* Ultimately, this defiance contributed to regional differences that caused the Civil War.

**concluding sentence**