**Writing In AP US History**

2014-15 JMHS

U.S. History Essay Writing / Exam Information

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 100-minute multiple-choice / short-answer section (Part I) and a 95-minute free-response section (Part II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score. AP Scores are 5 – 1.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Question Type** | **Number of Questions** | **Timing** | **Percentage of Total Exam Score** |
| I | Part A: Multiple-choice questions | 55 questions | 55 minutes | 40% |
|  | Part B: Short-answer questions | 4 questions | 45 minutes | 20% |
| **BREAK** |
| II | Part A: Document-based question (DBQ) | 1 question | 60 minutes | 25% |
|  | Part B: Long essay question (LEQ) | 1 question (chosen from a pair) | 35 minutes | 15% |

College Board Historical Thinking Skills

**Historical Argumentation**: Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence—not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze and evaluate the arguments of others in light of available evidence.

**Use of Relevant Historical Evidence**: Historical thinking involves the ability to identify, describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions and other primary sources), with respect to content, authorship, purpose, format and audience. It involves the capacity to extract useful information, make supportable inferences and draw appropriate conclusions from historical evidence while also understanding such evidence in its context, recognizing its limitations and assessing the points of view that it reflects.

**Historical Causation**: Historical thinking involves the ability to identify, analyze and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

**Patterns of Continuity and Change Over Time**: Historical thinking involves the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as relating these patterns to larger historical processes or themes.

**Periodization**: Historical thinking involves the ability to describe, analyze, evaluate and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and modeling of past events.

**Compare and Contrast**: Historical thinking involves the ability to describe, compare and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare and evaluate multiple perspectives on a given historical experience.

**Contextualization**: Historical thinking involves the ability to connect historical developments to specific circumstances in time and place, and to broader regional, national or global processes.

**Interpretation**: Historical thinking involves the ability to describe, analyze, evaluate and create diverse interpretations of the past — as revealed through primary and secondary historical sources — through analysis of evidence, reasoning, contexts, points of view and frames of reference.

**Synthesis**: Historical thinking involves the ability to arrive at meaningful and persuasive understandings of the past by applying all the other historical thinking skills, by drawing appropriately on ideas from different fields of inquiry or disciplines and by creatively fusing disparate, relevant (and perhaps contradictory) evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

**The Big Four Essay Types – Simple and Complex**

1. **Historical Causation** (Cause and Effect): CE

Pre-Write Conceptual Framework: Cause and Effect Chart (some typical examples below, but not a complete list)



Essay Examples:

Simple:

-Explain the major causes and consequence of the American Civil War.

-Evaluate the extent to which westward expansion led to the development of sectionalism prior to 1860.

-Explain the three most important causes leading to the Regan Revolution in 1980.

Complex:

-Explain the major political and economic causes and consequences for the growth of big business in American society from 1870 to 1900.

2. **Continuity and Change over Time**: COT

Pre-Write Conceptual Framework: Timeline (some typical examples below, but not a complete list)



Essay Examples:

Simple:

-Identify and analyze the changing role of women within American society from the American Revolution to the Civil War.

-Evaluate the extent to which trans-Atlantic interactions from 1600 to 1763 contributed to maintaining continuity as well as fostered change in labor systems in the British North American colonies.

-Evaluate the extent to which increasing integration of the U.S. into the world economy contributed to maintaining continuity as well as fostering change in U.S. society from 1945 to the present.

Complex:

-Evaluate major changes and continuities in the social and economic experiences of African Americans who migrated from the rural South to urban areas in the North in the period 1910–1930.

3. **Compare and Contrast**: CC

Pre-Write Conceptual Framework: Venn diagram (some typical examples below, but not a complete list)



Essay Examples:

Simple:

-Compare and contrast the New England colonies with the colonies in the Chesapeake.

-Immigration has always played an important role in the history of the United States, compare immigration during the 1840’s / 50’s with immigration during the 1870’s / 80’s.

Complex:

-Compare and contrast the New England colonies with the colonies in the Chesapeake. Be sure to address two of the three characteristics in your answer: political, economic, and social patterns.

-Immigration has always played an important role in the history of the United States. Compare and contrast immigration during the 1840’s / 50’s with immigration during the 1870’s / 80’s. Be sure to address two of the three in your answer: patterns of settlement, reasons for immigrating, reactions of nativist.

4. **Periodization**: P or **Take a Position**: TAP

Pre-Write Conceptual Framework: T-Chart (some typical examples below, but not a complete list)



Essay Examples:

Simple:

-To what extent were the Articles of Confederation successful in dealing with the problems faced by the new nation after the American Revolution?

-Evaluate the extent to which the Spanish-American War was a turning point in foreign policy in the United States.

Complex:

-To what extent was the Containment Doctrine, after the Second World War, successful in dealing with the problems during the Cold War. Be sure to address both domestic and foreign issues.

-Historians have argued that the Era of Good Feelings was a misnomer. To what extent is this true politically and economically?

**Themes**

The content learning objectives for the APUSH course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the APUSH course. These themes will help you focus and understand major historical issues and developments, recognize broad trends and processes that have emerged over centuries in what has become the United States. Just remember BAGPIPE! The themes are:

|  |  |  |
| --- | --- | --- |
| Belief Systems: Ideas, Ideologies, Culture • Ideas • Religion and Philosophy • Art and Literature • Cultural Values • Science • Morality and Moral Values  | America in the World: Global Context • Competition for Resources • Foreign Policy and Diplomacy • Expansionism and Imperialism • Global Conflicts (World Wars) • Military and Economic  | Geography & Environment: Physical and Human • Climate, Environment, and Geography • Natural Resources • Exchanges: plants, disease, animals  |
| Peopling: Movement & Migrations • Movement to, from, within the U.S. • Nativism • Immigrant groups impact on Society  | Identity: Gender, Class, Racial, Ethnic Identities • Gender • Class • Racial and Ethnic Identities • National and Regional Identities • Nationalism and Patriotism • Assimilation  | Politics and Power • Role of State in Society • Political Process • Role of Political Parties • Struggles over / for Freedom • Federalism • Liberty and Rights • Citizenship • Authority and Power  | Economy: Work, Exchange, Trade, Technology • Agriculture and Manufacturing • Commerce and Trade • Technology and Innovations • Labor Systems • Transportation • Land Distribution  |

**Writing the Essays (LEQ & DBQ)**

**Thesis Statements**

AP History uses complex thesis statements, where you have a detailed response to the question with two to three organizational categories. Thesis statements depend on the question, but the basic formula can be remembered as “ATQ + A, B, & C”

Practice creating thesis statements for the three questions below:

1. Analyze the cultural and economic responses of TWO of the following groups to the Indians of North America before 1750.
	* 1. British
		2. French
		3. Spanish

Thesis:

1. Compare and contrast the British, French, and Spanish imperial goals in North America between 1580 and 1763.

Thesis:

1. Compare the ways in which religion shaped the development of colonial society (to 1740) in TWO of the following regions:
	* 1. New England
		2. Chesapeake
		3. Middle Atlantic

Thesis:

Creating Strong Thesis Organizational Categories

**Although New England and the Chesapeake regions were both settled by people of English origin, by 1700 the regions had evolved into two distinct societies. Explain how they were different and why it occurred. (Political, Social, Economic Analysis)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Too broad** | Political | Social | Economic |
| **Just Right** |  |  |  |
| **Too narrow** | House of Burgesses & Colonial Assemblies | Puritan & Anglicans | Subsistence & cash crops |

Now, revise your organizational categories for the three questions above.

**Outlining the Essay**

**I. Introduction**

A. The best preparation for writing any essay is to master the subject matter. A structured essay format is also useful. When the format of the essay becomes second-nature, you can concentrate on factual knowledge rather than structure. The following model provides a clear, repeatable format designed to both simplify the writing process and showcase your knowledge.

Read the prompt and translate it into your own words. Make sure what the question is asking is understood, especially words like evaluate, analyze, characterize, etc.

* 1. Evaluate = which is the most important and why
	2. Analyze = break something apart and explain How and Why
	3. Characterize = describe or be representative of how something/someone looks or behaves

**II. Thesis**

A. Begin with a well-developed thesis statement that does three things:

1. Directly answers the question

2. Utilizes the language of the question

3. States a position (interpretation)

 Persuasive component

4. Establishes organizational categories (OC)

 For example: political, social, and economic (but you have to narrow those…)

5. Thesis options

 State the thesis in the first sentence

 Funnel down to a thesis at the end of an introductory paragraph.

o As long as the thesis statement directly answers the question, utilizes the language of the question, states a position does the above three things, the placement doesn’t matter.

Thesis Sentence Stems…

* Set the stage- include all required components of prompt
	+ Date range, location, topic – *Before… During… After... Between…*
	+ Overview and background of topic
* Provide the road map- create reasoned, supported argument
	+ State clear position on the continuum- *extremely… some what… a little... mostly not... definitely not…*
	+ Provide categories- *social, political, economic, religious, geographic, cultural*
* Recognize contrary evidence and complexity involved in topic
	+ *Although… Even though… Despite…*
	+ *On the contrary… On the other hand…*
	+ *To a lesser extent….. To a greater extent…*

**Body Paragraphs**

**I. Topic Sentences**

A. Begin each paragraph with a topic sentence that does three things: (Think of topic sentences as a baby thesis about one organizational category)

1. Directly addresses the question

2. Introduces a particular category

3. Takes a position on that category

B. The topic sentence should always relate to something you will prove with factual support in the paragraph. When you don’t have a position to argue, the tendency is to merely list or describe factual information, rather than synthesizing a cohesive and persuasive analysis, which addresses the essay question.

EX: If OC = “*economic developments that protected the lower and middle classes*,” then TS = “*Common men were protected during the Jacksonian Era by many economic developments including new inventions, industrialization and the veto of the National Bank*.”

* + 1. The three examples for the body paragraphs can be briefly mentioned in the topic sentence, just like organizational categories in the thesis.

**II. Paragraph Construction**

A. Each paragraph should contain four components:

1. Topic sentence (components listed above)

2. Relevant specific factual information (as much as the student can bring to bear)

3. Interpretative commentary (analysis) that states how and/or why the factual information supports the thesis (this should occur throughout the paragraph)

4. Clincher sentence (ties the entire paragraph directly back to the thesis) or a transition statement (creates a logical link between paragraphs)

1. Outline the ideas behind each of the three examples in each body paragraph by coming up with SFI and being able to explain HOW and WHY each example helps answer the topic sentence and thesis.
	1. What new inventions = mechanical reaper, interchangeable parts, steel plow, cotton gin 🡪 common men were able to farm more land easier and without more hired help, and buy cheaper products (from the parts), new transportation like roads, canals, steamboats and railroads helped move goods and people to new areas faster and cheaper
		1. ANALYSIS: How does this protect them?
2. Create transition sentences that …
	1. Sum up the overall idea behind the three examples of that paragraph like a conclusion for the paragraph (was it positive or negative? Help prove the thesis)
		1. EX: “*Reform movements like X, Y, and Z helped elevate common men to a status they never could have enjoyed in an earlier era*.”
	2. OR makes a logical transition to the big idea of the next paragraph
		1. EX: “*While reform movements of the time helped elevate the common man to a new status, new economic developments did more to hinder the common man than benefit*.”

**III. Use of Specific Factual Knowledge**

A. Make sure to fully develop your ideas by making direct connections between the factual information and your thesis throughout the body paragraphs, not simply in the last sentence.

B. The number of paragraphs should be dictated by the question and the organizational categories. Essays do not always have to be five paragraphs long. AP readers suggest a length of three hand-written pages for a DBQ.

**IV. Conclusion**

a. Synthesizes the topic sentences of each paragraph

b. Directly answers the question (a reiteration of the thesis statement in different words). Don’t just repeat the organizational categories…expand on them with analysis from the body paragraph about them.

**NUANCES FOR BETTER SOPHISTICATION**

1. WRITE IN THIRD PERSON ONLY- Never use “I” or “I think” or “My opinion.” That is all implied. Because it is YOUR essay, it is YOUR opinion.
2. NEVER use the phrase “as you can see…” It is a tacky phrase, irritating to the reader. If your point/conclusion is obvious then the reader will be able to tell. It you have to point it out and it is not obvious, the phrase won’t help you.
3. Don’t try to impress readers with “SAT” words. Keep your analysis clear and concise. Trying to impress you reader will only turn them off, especially if you use the word incorrectly. Of course, don’t be so simplistic that it sounds like a sixth-grader wrote the essay.
4. Don’t use pronouns. When referring to America, use the phrase “the United States” or “America,” don’t use “we,” “our” or “us.”
5. The first time you use a name use the first and last name, and title, such as President, if appropriate. After you mention a person once, it is fine to use just their last name.
6. DO NOT call historical figures by their first name. You are a student and these are historical figures to be treated with respect.
7. Do not use derogatory terms when describing even the worst of people (i.e. Adolf Hitler). Remain objective, let the facts speak for you.
8. Do not try to be funny. Many historians (especially college professors) do not have a sense of humor…(somewhat kidding on that part but humor usually falls flat).
9. WRITE IN PAST TENSE! You are analyzing the past and chances are the people you are writing about are DEAD and should be discussed in past tense. Forget what your English teacher says…good historical essays are always PAST TENSE!!!
10. Write in active voice. The subject should be doing the action (should have done).
	1. Examples:
	2. Active voice: Abraham Lincoln issued the Emancipation Proclamation.
	3. Passive Voice: The Emancipation Proclamation was issued by Abraham Lincoln.
11. Avoid “general” terms. When discussing a particular person, use their last name (after the first time mentioned)…don’t say “he” or “she” or “they.” DON’T EVER USE THE WORD “THINGS!!!!”
12. Leave creative writing to your English class – Example: “Sandwiched between the carnage of World War I and the misery of the Great Depression, the 1920s were like a ray of sunlight shining through dark storm clouds.” - Don’t do this!
13. Use HISTORICAL TERMINOLOGY where appropriate. Don’t describe the idea, use the term. Instead of “the time Britain ignored the American colonies” SAY “salutary neglect.”

**Sentence Stems**

When stuck on how to include the skills and documents in your writing…

Causation (LEQ, DBQ)

This lead to… Immediately causing… A proximate cause being…. The deep-rooted causes…

… which spurred… Underneath it all was…

A change took place between… and … because…

The underlying causes of….. had been… If it were not for……, Consequently, …

The main/only reason…. happened is because…. This was stemming from… This sparked….

Continuity and Change Over Time (LEQ, DBQ)

Dating back to… As seen as far back as… Though it evolved into…., it still…

…. still persisted in the form of… One thing that remained constants was...

Eventually… Over time… This all changed when…

Comparison (LEQ, DBQ)

Similarly, … Likewise… Of the same thread/belief….. …. can be grouped with….

…. bears much the same idea as….. ….. would agree/disagree with…..

Although… Even though… Despite…

In contrast/contrary, …. On the other hand, … To a much lesser extent…

Periodization (LEQ)

The real turning point of ….. was … ….. can be considered the beginning/end of…

….. can all be classified within the ……… era/period…

The ….. era/period can be considered one of….. The true beginning of…. is…

…. was a time of… … and… serve as the beginning and end of the period because…

Contextualization (Required on DBQ)

This makes sense because nationally/internationally at the time…

Meanwhile…. Elsewhere…. The theme of ….. is seen…

…. was a time of ….. because across the nation/world…. …. serves as a great example of…

The larger story of….. This fits into…. …. is representative of….

…. exemplifies the larger/continual/emerging trend of…

**2014-15 Long Essay (LEQ) Rubric**

1. **Thesis (0-2 Points Possible)**

|  |  |
| --- | --- |
| Missing OR only partially developed OR just restates the question | 🞏 0 points |
| Sets up the argument, directly answers the question, AND addresses the targeted skill | 🞏 1 point |
|  | 🞏 2 points |

1. **Support for Argument (0-2 Points Possible)**

|  |  |
| --- | --- |
| Uses no specific evidence OR provides specific evidence that does not support the stated thesis/topic | 🞏 0 points |
| Supports the stated thesis (or makes a relevant argument) using specific evidence (min of 10 SFI per paragraph) | 🞏 1 point |
| Supports the state thesis (or makes a relevant argument) using specific evidence, clearly and consistently stating how the evidence supports the thesis or argument, and establishing clear linkages between the evidence and the thesis or argument | 🞏 2 points |

1. **Application of Targeted Historical Thinking Skill (0-2 Points Possible)**

|  |
| --- |
| **Continuity and Change Over Time** |
| Describes historical continuity AND change over time | 🞏 1 point |
| Describes historical continuity AND change over time, AND analyzes specific examples that illustrate historical continuity AND change over time | 🞏 2 points |
| **Comparison** |
| Describes similarities AND differences among historical developments | 🞏 1 point |
| Describes similarities AND differences among historical developments AND* Analyzes the reasons for their similarities AND/OR differences
* OR (depending on prompt) evaluates the relative significance of the historical developments
 | 🞏 2 points |
| **Causation** |
| Describes causes AND/OR effects of a historical development | 🞏 1 point |
| Describes causes AND/OR effects of a historical development AND analyzes specific examples that illustrate causes AND/OR effects of a historical development | 🞏 2 points |
| **Periodization** |
| Describes the ways in which the historical development specified in the prompt was different from OR similar to developments that preceded and/or followed | 🞏 1 point |
| Analyzes the extent to which the historical development specified in the prompt was different from AND similar to developments that preceded and/or followed, providing specific examples to illustrate the analysis | 🞏 2 points |

1. **Contextualization (0-1 Points Possible)**

|  |  |
| --- | --- |
| Does not connect the essay with broader historical themes of the time period | 🞏 0 points |
| Essay accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes. I.e. Places events in the essay into a broader theme of history | 🞏 1 point |

1. **Synthesis (0-1 Points Possible)**

|  |  |
| --- | --- |
| Response synthesizes the argument, evidence, an analysis of documents, and context into a coherent and persuasive essay by accomplishing **one or more** of the following:* Appropriately extends or modifies the stated thesis or argument (provides a counter-argument)
* Explicitly employs appropriate categories of analysis (ex. Political, economic, social, geographical, etc.) beyond what is called for in the prompt
* Appropriately connects the topic of the question to other historical periods, geographical areas, contexts or circumstances (it gets the bigger picture)
 | 🞏 1 point |

**Major/minor errors \_\_\_\_\_ (-1) Style: \_\_\_\_\_ (0-1)**

 **AP Score \_\_\_\_\_\_ / 8**

**General Teacher Comments:**

\_\_\_be specific! \_\_\_budget your time \_\_\_use past tense \_\_\_no shorthand \_\_\_see sample \_\_\_study hist. skills

\_\_\_more evidence \_\_\_more analysis \_\_\_more depth \_\_\_oversimplifications \_\_\_improve organization

**Class Conversion**

6/6 = 98 (A) 5/6 = 93 (A-) 4/6 = 88 (B) 3/6 = 81 (C) 2/6 = 75 (D) 1/6 = 68 (F) 0/6 = 53

**The DBQ**

**How to analyze the documents…**

|  |
| --- |
| Document Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Author & Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_One Sentence Summary of Main Idea:Key Words/SFI: |
| Historical Context: |
| Intended Audience: |
| Point of View: |
| Purpose: |
| Organization: (How is the work organized?) |
| Significance:  |

Use of Evidence: Primary Sources

**Historical Context**- What is the context that this message has been created?

* What has just happened? What is on the verge of happening?
* What proximate or deep-rooted issues are causing this document to be created?
* How does this document represent this era/period?

**Intended Audience**- Who is the intended primary audience? Who else would hear or see it?

* Person, group, sector in society?
* Is this audience one in which the speaker belongs?
* Is there a reason this audience has been targeted in particular?

**Point of View**- Who is the author of the document? What does (s)he believe or want? How does the author’s personhood impacted what they wrote? Is his/her POV limited or strengthened in some way?

* Race, gender, age, ethnicity, religion, other general background
* Education level, profession, role in the issue or society
* Personality, values, viewpoints on the issue
* Does the author have ulterior motives? Does the author’s background make it hard for him/her to understand the opposing viewpoint or be convincing in his/her argument?
* Does the author’s background strengthened their effectiveness?

**Purpose**- What is the author trying to accomplish? Do they have ulterior motives?

* Persuade Compliment Discredit Disagree Warn Encourage Promote Urge
* Apologize Question Outrage Solicit Clarify Demand Outline Hint
* Oppose Inspire Expose Intensify Reflect Argue Assert Compromise
* Connect Prove Illustrate Introduce Offer Predict Suggest Compliment
* Establish Justify Qualify Distinguish Propose Honor Contrast Question

Interpretation: Secondary Sources

**Argument**-What is the main argument the historian is making?

* (Author’s name) argues in his/her essay, ….., argues that…

*Barbara Welter argues in her essay, ‘The Cult of True Womanhood”, that women were held to a higher standard than men in antebellum America culture, especially in regards to religion, sexual, household, and family obligations.*

**Outside Evidence**- What kinds of facts support the argument made by the historian?

* The …. is another example of …. because … strengthens his/her arguments because….

*The fact that women did not have the right to vote, nor could hold property or exercise many other basic rights as well as held limited formal education opportunities are examples of how women were expected to exist within the sphere of the home because they were not suppose to engage in politics or the discussion of ideas.*

**Reflection**- What has the argument(s) added to your own understanding? Who makes a stronger argument? What large themes does this fit into? What is a question you still have about the topic?

* (Author’s last name)’s essay showed …. It, along with ………….., makes a strong/weak/better argument because… This topic is just one in the larger story of…. because…

*Welter’s essay showed how these standards were not only in place clearly in society, but were such a blatant double standards that truly limited women. Welter makes well-rounded argument, but what do women’s diaries and private documents say about how women felt about theses social standards and if they accepted them deep down. This topic fits in the story of American women as it shows the continuation of oppression even upper class white women faced.*

**How to Reference the Documents in the DBQ?**

The most unsophisticated way to reference a document in a DBQ essay is to do the following, “According to ‘Document 1’ blah, blah, blah.” “Document 1 says this, document 2 says this . . . etc.” Instead, you should show the reader that you understand the documents and use them effectively within the argument of your paper. DO NOT quote the documents. In order to get full credit (3 points) for document usage on the DBQ, you must be HIPP and you must use ALL or ALL BUT ONE document. Document usage in the DBQ will include (at least one of the levels of analysis must be employed):

H: Historical Context

I: Intended Audience

P: Purpose

P: Point of View

Here is what it would look like: “The historical context of the Clayton Antitrust Act was passed under Wilson’s administration when progressives were desperately seeking help in enforcing anti-trust legislation under a relatively inefficient Sherman Antitrust Act. The purpose was to give some enforcement power over anti-trust legislation to the federal government.”

**An Opportunity for Synthesis – Where Does It Go?**

There are several ways of getting the Synthesis Point in the LEQ or the DBQ.

For the DBQ it can involve the following:

1. Extending or modifying the thesis or argument,

2. Recognizing and accounting for contradictory evidence in crafting a coherent argument, or

3. Connecting the topic to other historical periods, geographical areas, contexts, or circumstances.

For the LEQ it can involve the following:

1. Extending or modifying the thesis or argument,

2. Employing an additional category or analysis beyond that called for in the prompt, or

3. Connecting the topic to other historical periods, geographical areas, contexts, or circumstances.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Essay** | **Synthesis Type** | **Where Does It Go?**  | **Example**  |
| DBQ | 1 | After the Opening Paragraph  | 1st body paragraph, pointing out the counter-example to your thesis  |
| DBQ | 2 | Anywhere in the Essay  | Combining (rectifying) contradictory evidence to support your argument  |
| DBQ | 3 | In the Conclusion Paragraph  | Conclusion paragraph, reaching back or forward, or beyond the given  |
| LEQ | 1 | After the Opening Paragraph  | 1st body paragraph, pointing out the counter-example to your thesis  |
| LEQ | 2 | Last Body Paragraph  | Additional paragraph expanding the categories of analysis  |
| LEQ | 3 | In the Conclusion Paragraph  | Conclusion paragraph, reaching back or forward, or beyond the given  |

Synthesis Sentence Stems

**Adding a Category- another period, group, geographic area, lens (social, political, economic)**

An additional way….. Also, this affected… Unlike the….., another………

Later, during the…… This continues/evolves into….. When looking through the view of …..

This theme isn’t new; it goes as far back as… with… This theme persists; see also in…

**Counter/Opposing Argument**

However, when looking at….. While…. was occurring, others were……

Despite….., it can be also argued…. but… According to…… it could be argued …

While most/many historians argue, others have… Some scholarly work suggests….

Alternately, …. The opposite is true as seen with….. An opposing viewpoint is…

However, from looking at… Much lesser know was……..

DBQ Historical Context – Broader, Other, and Local Historical Events / Periods?

Think of the Historical Context in Part C of the DBQ rubric in terms of concentric circles. Suppose you have a DBQ on the American Revolution…



* Contextualization is achieved by connecting it to the BROADER historical period by situating it within the Social Contract Theory of the Enlightenment.
* Synthesis (3rd column on the CB rubric) is achieved by connecting it to an OTHER historical period by connecting it to the Southern argument during the Civil War.
* LOCAL is related to specific documents and typically would involve the HIPP analysis.

**2014-15 DBQ Scoring Rubric**

1. **Thesis (0-2 Points Possible)**

|  |  |
| --- | --- |
| Missing OR only partially developed OR just restates the question | 🞏 0 points |
| Sets up the argument, directly answers the question, AND addresses the targeted skill | 🞏 1 point |
|  | 🞏 2 points |

1. **Analysis of historical evidence and support of argument (0-4 Points Possible)**

|  |  |
| --- | --- |
| Outside Information (SFI)* Essay does not include any outside information
* Outside information is irrelevant or does not advance the argument
 | 🞏 0 points |
| Outside Information (SFI)* Essay offers plausible analysis of information not contained in the documents
* Information supports a thesis or plausible argument
 | 🞏 1 point |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Analysis of Documents (0-3 Points Possible)** | **Doc 1** | **Doc 2** | **Doc 3** | **Doc 4** | **Doc 5** | **Doc 6** | **Doc 7** |
| Offers plausible analysis of the content of the document to support thesis or a relevant argument |  |  |  |  |  |  |  |
| **Extended Analysis** | **Essay should do one of the following for each document** |
| Intended Audience |  |  |  |  |  |  |  |
| Purpose |  |  |  |  |  |  |  |
| Historical Context |  |  |  |  |  |  |  |
| Author’s Point of View |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Offers analysis of the content of **three or fewer** documents or analysis does not support the thesis | 🞏 0 points |
| Offers analysis of the content of a majority (**at least 4)** of the documents to support the thesis but **does not** extended the analysis on a majority of the documents | 🞏 1 point |
| Offers analysis of the content of **at least 4** documents to support the thesis **AND** extends the analysis for **at least 4** documents | 🞏 2 points |
| Offers analysis of the content of **ALL or ALL BUT ONE** of the documents to support the thesis and extends the analysis for **ALL or ALL BUT ONE** of the documents | 🞏 3 points |

1. **Contextualization (0-1 Points Possible)**

|  |  |
| --- | --- |
| Does not connect the essay with broader historical themes of the time period | 🞏 0 points |
| Essay accurately and explicitly connects historical phenomena relevant to the argument to broader historical events and/or processes. I.e. Places events in the DBQ into a broader theme of history | 🞏 1 point |

1. **Synthesis (0-1 Points Possible)**

|  |  |
| --- | --- |
| Response synthesizes the argument, evidence, an analysis of documents, and context into a coherent and persuasive essay by accomplishing **one or more** of the following:* Appropriately extends or modifies the stated thesis or argument
* Recognizes and effectively accounts for disparate, sometimes contradictory evidence from primary sources and/or secondary works in crafting a coherent argument
* Appropriately connects the topic of the question to other historical periods, geographical areas, contexts, or circumstances
 | 🞏 1 point |

**Major/minor errors \_\_\_\_\_ (-1) Style: \_\_\_\_\_ (0-1)**

 **AP** **Total: \_\_\_\_\_\_\_\_\_ /9**

**Additional Feedback:**

\_\_\_be specific! \_\_\_budget your time \_\_\_use past tense \_\_\_no shorthand \_\_\_see sample \_\_\_no quoting

\_\_\_more evidence \_\_\_more analysis \_\_\_more depth \_\_\_oversimplifications \_\_\_improve organization

\_\_\_improve doc usage and analysis \_\_\_ cite documents \_\_\_historical context has to connect to your topic

7/7 = 98 (A) 6/7 = 93 (A-) 5/7 = 88 (B) 4/7 = 83 (C+) 3/7 = 80 (C) 2/7 = 75 (D) 1/7 = 68 (F) 0/7 = 53

Contributions:

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