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| Thesis | **Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.** *To earn this point, the thesis must make a claim that responds to all parts of the question, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.* | \_\_/1 |
| Contextualization | **Situates the argument by explaining the broader historical context (events, developments, or processes) relevant to the prompt.** To earn this point, the response must relate the topic of the prompt to broader historical events, developments that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph. | \_\_/1 |
| Evidence | Evidence from the DocumentsA).Accurately ***Describes*** the content from at least THREE documents to address the topic of the prompt. Quotes are insufficient to earn this point. B).***Supports*** an argument in response to the prompt using at least six documents.These documents should meet and exceed the standard set for the description point.Evidence Beyond the DocumentsC). Uses at least one additional piece of specific historical information, (*Beyond that found in the documents)*, relevant to the argument about the prompt. This additional piece of evidence must be different to the evidence used to earn the point for contextualization.  | \_\_/1\_\_/1\_\_/1 |
| Analysis and Reasoning  | **For at least THREE documents, *Explain******h*ow or why the document’s point of view, purpose, historical situation, and/or audience is relevant to the argument.**To earn this point, the response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument about the prompt for each of the three documents sourced. **Demonstrates a *complex understanding* of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.** A response may demonstrate a complex understanding in a variety of ways, such as: * Explain nuance of an issue by analyzing multiple variables.
* Explaining both similarity and differences, or both continuity and change, or explain multiples causes, or explaining both causes and effects.
* Explain relevant and insightful connections within and across periods.
* Confirming the validity of an argument by corroborating multiple perspectives across themes.
* Qualifying or modifying an argument by considering diverse or alternative views or evidence.
 | \_\_/1\_\_/1 |
|   | Describes | Supports | Explains |  | Describes | Supports | Explains |
| Doc 1 |  |  |  | Doc 5 |  |  |  |
| Doc 2 |  |  |  | Doc 6 |  |  |  |
| Doc 3 |  |  |  | Doc 7 |  |  |  |
| Doc 4 |  |  |  |  Total Points: \_\_\_\_\_/7 Points |

Notes

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