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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name: Block:** | | | | | | | | | **Score (1 each)** |
| **Thesis** | Responds to the entire prompt with a historically defensible thesis/claim that establishes a line of reasoning…in intro or conclusion…does more than restate the prompt | | | | | | | | 0 or 1 |
| **Contextualization** | Situates the argument by explaining the broader historical events, developments, or processes immediately relevant to the question. NOTE: *This must be more than a phrase or reference – use multiple sentences.* | | | | | | | | 0 or 1 |
| **Document Analysis** | Doc 1 | Doc 2 | Doc 3 | Doc 4 | Doc 5 | Doc 6 | Doc 7 | |  |
| ***Evidence****…response must accurately describe — rather than simply quote — the content from at least* ***three*** *of the docs* |  |  |  |  |  |  |  | | 0 or 1 |
| ***Evidence****…response must accurately describe — rather than simply quote — the content from at least* ***six*** *documents…In addition, the response must use the content of the documents to support an argument in response to the prompt* |  |  |  |  |  |  |  | | 0 or 1 |
| ***HIPP Analysis****…response must explain how or why (rather than simply identifying) the document’s point of view, purpose, historical context, or audience is relevant to an argument about the prompt for each of the* ***three*** *documents sourced* |  |  |  |  |  |  |  | | 0 or 1 |
| **Outside Evidence** | Provides an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument. *Must be more than a mere phrase or reference.* ***(2 examples)*** | | | | | | | | 0 or 1 |
| **Analysis and Reasoning** | 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:  • *Explaining nuance of an issue by analyzing multiple variables*  *• Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect*  ***• Explaining 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*  This understanding must be part of the argument, not merely a phrase or reference. | | | | | | | | 0 or 1 |
|  | | | | | | | | Total Score: \_\_\_\_\_/ 7 | |

DBQ RUBRIC