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| **Contextualization** | **Thesis** | **Argument** **Development** | **Use of Evidence** | **Sourcing the Documents** | **Outside Evidence** | **Synthesis** |
| **1 point** | **1 point** | **1 point** | **1 point** | **1 point** | **1 point** | **1 point** |
| Situates the argument by **explaining the broader historical events, developments, or processes** immediately relevant to the question. Typically will consist of multiple sentences. | Has **acceptable** **thesis** that **makes a historically defensible claim** that responds to all parts of the question.Must be located in introduction or conclusion of essay. | **Develops and supports a cohesive argument** that recognizes and **accounts for historical complexity**. Essay shows a relationship among the sources through **contradiction, corroboration, and/or qualification.** | Specific and **accurate evidence is utilized from at least 6 of the sources** to appropriately address the prompt.Showing understanding is insufficient. **Sources must be “deployed” to support thesis.** | **Explains the significance** of the author’s point of view, author’s purpose, historical context, and/or audience **for at least four documents**.  | **Provides** an example or additional piece of **evidence beyond those found in the documents** to support or qualify the argument.Outside evidence cannot be simple facts; it **must be used to support and strengthen the argument**. | **Extends the argument** by FULLY explaining connections through either:1. **A different region** **2. A different time period** 3. **A different course theme or approach to history** that is not the focus of the essay.**Must be used to strengthen thesis.** |