
Rubrics for AP Histories

+ History Disciplinary
Practices and
Reasoning Skills

Effective Fall 2017

HISTORICAL THINKING SKILLS

CHRONOLOGICAL REASONING

HISTORICAL CAUSATION

How & Why Something Happens?

CONTINUITY & CHANGE OVER TIME

What is the Same & Different Over Time?

PERIODIZATION

What time Period/Era does it fit into?

COMPARISON & CONTEXTUALIZATION

COMPARISON

What are the Similarities & Differences?

CONTEXTUALIZATION

Why did it Matter at that given Time in History?

HISTORICAL INTERPRETATION & SYNTHESIS

INTERPRETATION

What is it saying & what does it mean?

SYNTHESIS

So What?! Why does it matter?



KEEP CALM AND

READ YOUR APUSH BOOK

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CRAFTING HISTORICAL ARGUMENTS

HISTORICAL ARGUMENTATION

What is Your Position?

APPROPRIATE USE OF RELEVANT HISTORICAL EVIDENCE

How will you use evidence to support your argument & stance on a historical topic?

Poster Created By: Heidi M. Link

Free-Response Essay Questions

Below are fifteen essay questions based on the information contained in one or more of the charts. To measure your comprehension of the facts and concepts presented in the charts, select several questions and write a three- to five-minute essay about the topic. (On the Advanced Placement examination, thirty-five minutes is recommended for each of the free-response essays.)

If you are using this book in class as a supplement along with your textbook, your teacher will give you directions about which questions to answer and instructions about your testing conditions. He or she will also provide guidance about the themes and information you should include in your essay. If, on the other hand, the book is being used in a study group, you and your colleagues should select the same questions to answer and write timed responses to them. Your group should agree to stay within a thirty-five minute time limit on each question. Once everyone has completed the essay, the group should reassemble to read and discuss each answer.

1. How did political and religious dissent shape colonial development in New England and the Chesapeake regions from 1619 to 1740?
2. America's greatest presidents transformed and strengthened the relationship between the government and the people. Evaluate this statement by analyzing the presidencies of TWO of the following:
Thomas Jefferson
Abraham Lincoln
Franklin Roosevelt
3. Historians often consider Thomas Jefferson a "liberal" and Alexander Hamilton a "conservative" during the 1790s. How valid is this assessment of the two men's political philosophies and actions during that era?
4. Evaluate the effectiveness of TWO of the following compromises in resolving the problems they were designed to address.
Great Compromise
Missouri Compromise
Compromise of 1850
5. To what extent did the struggle between liberals and conservatives from 1840 to 1860 reflect the presidential legacy of Franklin Roosevelt?

6. Explain how the policies and actions of TWO of the following political parties contributed to the coming of the Civil War from 1840 to 1860.
The Liberty/Free Soil Party
The American Party
The Republican Party
7. In what ways and to what extent did the Federalist Party influence American economic development from 1790 to 1825?
8. To what extent was war an effective tool of American diplomacy during the nineteenth century?
Consider TWO of the following conflicts in your answer:
War of 1812
Mexican-American War
Spanish-American War
9. How effective were the abolitionists' and women's movements in expanding democracy during the nineteenth century?
10. How did Congress and the Supreme Court help the South "win the peace" after the Civil War?
Consider the years 1870-1900.
11. Compare and contrast the roles of TWO of the following leaders in combating the Jim Crow system between 1890 to 1925.
Booker T. Washington
W.E.B. Du Bois
Marcus Garvey
12. To what extent did the economic programs of the Square Deal/New Freedom and New Deal promote social justice in America?
13. Assess the validity of this statement: From 1920 to 1941, America pursued a policy of isolationism toward the world.
14. Evaluate the contributions of TWO of the following individuals in the crusade for civil rights between 1945 and 1970.
Harry Truman
Martin Luther King Jr.
Lyndon Johnson
Malcolm X
15. Compare and contrast the containment policies of ONE of the following pairs of presidents from 1945 to 1974.
Harry Truman and Dwight Eisenhower
Dwight Eisenhower and John Kennedy
Lyndon Johnson and Richard Nixon

AP History Document-Based Question and Long Essay Question Rubrics

The rubrics for the AP History Document-Based Question (DBQ) and Long Essay Question (LEQ) have been modified for the 2017–18 school year, using feedback received from AP teachers and Readers and in tandem with recently announced changes to the *Course and Exam Description* for each course.

Introductory notes:

- Except where otherwise noted, each point of the rubric is earned independently. For instance, a student could earn a point for evidence beyond the documents without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric each require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, a response may contain errors that do not detract from its overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described in the rubrics.

APUSH DBQ RUBRIC

Updated July 2017

Name: _____

DBQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

The thesis must make a claim that responds to the prompt, 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.

DOCUMENTS, EVIDENCE, & ANALYSIS

	DESCRIBES	SUPPORTS	EXPLAINS
Doc ___			
Doc ___			
Doc ___			
Doc ___			
Doc ___			
Doc ___			
Doc ___			

Accurately **DESCRIBES** the content of **at least THREE** documents to address the topic of the prompt. Quotes are insufficient to earn this point.

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.

For **at least THREE** documents, **EXPLAINS HOW** or **WHY** the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

The response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

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.

The response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- 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

**TOTAL
POINTS:**

/7

Based on DBQ guidelines released by the College Board July 2017.

For more materials, visit www.tomrichey.net.

APUSH LEQ RUBRIC

Updated July 2017

Name: _____

LEQ: _____

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

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 the prompt, 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.

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.

To earn one point, the response must identify two or more specific historical examples of evidence relevant to the topic of the prompt.

2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

ANALYSIS & REASONING

(Must Earn 1 to Earn 2)

1. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

2. 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.

To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- 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

**TOTAL
POINTS:**

/6

Based on LEQ guidelines released by the College Board July 2017.

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