

MONDAY: IN CLASS DBQ!

**APUSH DBQ RUBRIC**  
Updated August 2016

Name: \_\_\_\_\_

DBQ: \_\_\_\_\_

**CONTEXTUALIZATION** Situates the argument by explaining the broader historical context that is immediately relevant to the question (2-3 sentences). Some prompts will only accept context that is *within the time frame of the prompt* (although for some prompts, the period *immediately* before may be appropriate).

10 pts

**THESIS** Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

~~**MUST be located in the introduction or conclusion** (first or last paragraph).~~

Last sentence of intro para.

10 pts

**DOCUMENT ANALYSIS (TWO POINTS)**

	Used	POV / CAP (Any) Context, Audience, Purpose
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		
Doc ____		

**CORRECTLY USES** the content of *at least SIX* of the documents to support the stated thesis (or a relevant argument).

(Describes the Doc)

10 pts

**EXPLAINS** the significance of author's POV, context, audience, and/or purpose (CAP) for *at least FOUR* documents. (analyze)

Students are advised to use ALL documents and do POV/CAP analysis on 5 in case of a mistake.

10 pts

**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 1) distinct from evidence used to earn other points and 2) more than a mere phrase or reference. Better safe than sorry! It's a good idea to encourage students to use at least TWO pieces of evidence.

use two 5 pts each

**ARGUMENTATION** Develops and supports a **cohesive argument** [typically supporting the thesis, if present] that recognizes and accounts for historical complexity by **explicitly illustrating relationships among historical evidence** such as contradiction, corroboration, and/or qualification. **Avoid "Trump" words!**

Basically, develop a coherent and consistent argument and put the documents in conversation with each other. In practice, this is often a capstone point for an excellently argued essay that impresses the reader.

10 pts

**SYNTHESIS** Extends the argument by explaining the connections between the argument and a similar development in a different historical period or geographical area.

Basically, take the **argument** beyond the prompt's time frame and/or geographical area.

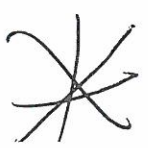
A student may also bring in a course theme and/or approach to history that is not the focus of the essay (political, social, etc.) to get the synthesis point, but this approach is less common than time/place synthesis.

5 pts

**NOTE:** Although there is no set rule, there is a consensus that *context* should appear in the first paragraph and that *synthesis* should appear at the end of the essay.

**TOTAL POINTS:**

165 pts



**DBQ PROMPT:**

Compare and contrast view of United States overseas expansion in the late nineteenth and early twentieth centuries. Evaluate how understandings of national identity, at the time, shaped these views.

