

APUSH LEQ RUBRIC

Causation

Name: _____

Explain the reasons social reform movements rose to prominence in the US between 1815-1850

CONTEXTUALIZATION (3 POINTS)

Describes a broader historical context relevant to the prompt <i>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 reference</i>	0-3
--	-----

THESIS (2 POINTS)

Presents a thesis that makes a historically defensible claim that establishes a line of reasoning. <i>Must consist of one or more sentences located in either the introduction or the conclusion. Intro should provide 1-2 additional sentences to "set the mood" of the era</i>	0-2
---	-----

EVIDENCE & SUPPORT FOR ARGUMENT (5 POINTS)

Addresses the topic of the question with <u>specific</u> examples of relevant evidence.	0-5
Evidence Used (Essay may contain errors that do not detract from overall quality)	

HISTORICAL THINKING SKILL (5 POINTS)

Thoroughly explains how the evidence supports the argument. Explains the causes of a historical event, development, or process.	0-5
Demonstrates a complex understanding of the historical development that is the focus of the prompt by doing one of the following <ul style="list-style-type: none">Evaluates the relative significance or nuance of an issue by analyzing multiple variables (3 body paragraphs)Explaining relevant and insightful connections within and across time periods – this must be a full paragraphQualifies the argument by considering diverse points of view (race, gender, ethnicity, social class, etc)	

TOTAL POINTS:

/15

APUSH LEQ RUBRIC

Periodization

Name: _____

Historians have traditionally labeled the period after the War of 1812 the “Era of Good Feelings”. Evaluate the accuracy of this label accounting for the rise of both nationalism and sectionalism.

CONTEXTUALIZATION (3 POINTS)

Describes a broader historical context relevant to the prompt <i>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 reference</i>	0-3
--	-----

THESIS (2 POINTS)

Presents a thesis that makes a historically defensible claim that establishes a line of reasoning. <i>Must consist of one or more sentences located in either the introduction or the conclusion. Intro should provide 1-2 additional sentences to "set the mood" of the era</i>	0-2
---	-----

EVIDENCE & SUPPORT FOR ARGUMENT (5 POINTS)

Addresses the topic of the question with <u>specific</u> examples of relevant evidence Evidence Used (Essay may contain errors that do not detract from overall quality)	0-5
---	-----

HISTORICAL THINKING SKILL (5 POINTS)

Thoroughly explains how the evidence supports the argument. Explains how the moniker is both accurate and inaccurate Demonstrates a complex understanding of the historical development that is the focus of the prompt by doing one of the following <ul style="list-style-type: none">Evaluates the relative significance or nuance of an issue by analyzing multiple variables (3 body paragraphs)Explaining relevant and insightful connections within and across time periods – this must be a full paragraphQualifies the argument by considering diverse points of view (race, gender, ethnicity, social class, etc)	0-5
--	-----

TOTAL POINTS:

/15

APUSH LEQ RUBRIC

Comparison

Name: _____

Compare and contrast the women’s rights movement and the abolitionist movement in the period 1815-1850.

CONTEXTUALIZATION (3 POINTS)

<p>Describes a broader historical context relevant to the prompt <i>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 reference</i></p>	<p>0-3</p>
---	------------

THESIS (2 POINTS)

<p>Presents a thesis that makes a historically defensible claim that establishes a line of reasoning. <i>Must consist of one or more sentences located in either the introduction or the conclusion. Intro should provide 1-2 additional sentences to "set the mood" of the era</i></p>	<p>0-2</p>
--	------------

EVIDENCE & SUPPORT FOR ARGUMENT (5 POINTS)

<p>Addresses the topic of the question with <u>specific</u> examples of relevant evidence</p> <p>Evidence Used (Essay may contain errors that do not detract from overall quality)</p>	<p>0-5</p>
--	------------

HISTORICAL THINKING SKILL (5 POINTS)

<p>Thoroughly explains how the evidence supports the argument. Explains both similarities and differences</p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt by doing one of the following</p> <ul style="list-style-type: none"> • Evaluates the relative significance or nuance of an issue by analyzing multiple variables (3 body paragraphs) • Explaining relevant and insightful connections within and across time periods – this must be a full paragraph • Qualifies the argument by considering diverse points of view (race, gender, ethnicity, social class, etc) 	<p>0-5</p>
--	------------

TOTAL POINTS:

/15

APUSH LEQ RUBRIC

Continuity and Change

Name: _____

Some historians have argued that Andrew Jackson’s election as President marked the beginning of a new age in American political history. Support, refute, or modify this statement after analyzing what changed and what stayed the same from the period 1825-1840

CONTEXTUALIZATION (3 POINTS)

<p>Describes a broader historical context relevant to the prompt <i>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 reference</i></p>	<table border="1"> <tr> <td data-bbox="1266 552 1347 598">0-3</td> <td data-bbox="1347 552 1427 672"></td> </tr> </table>	0-3	
0-3			

THESIS (2 POINTS)

<p>Presents a thesis that makes a historically defensible claim that establishes a line of reasoning. <i>Must consist of one or more sentences located in either the introduction or the conclusion. Intro should provide 1-2 additional sentences to "set the mood" of the era</i></p>	<table border="1"> <tr> <td data-bbox="1266 747 1347 798">0-2</td> <td data-bbox="1347 747 1427 875"></td> </tr> </table>	0-2	
0-2			

EVIDENCE & SUPPORT FOR ARGUMENT (5 POINTS)

<p>Addresses the topic of the question with <u>specific</u> examples of relevant evidence</p> <p>Evidence Used (Essay may contain errors that do not detract from overall quality)</p>	<table border="1"> <tr> <td data-bbox="1266 966 1347 1018">0-5</td> <td data-bbox="1347 966 1427 1157"></td> </tr> </table>	0-5	
0-5			

HISTORICAL THINKING SKILL (5 POINTS)

<p>Thoroughly explains how the evidence supports the argument. Explains both continuity and change</p> <p>Demonstrates a complex understanding of the historical development that is the focus of the prompt by doing one of the following</p> <ul style="list-style-type: none"> • Evaluates the relative significance or nuance of an issue by analyzing multiple variables (3 body paragraphs) • Explaining relevant and insightful connections within and across time periods – this must be a full paragraph • Qualifies the argument by considering diverse points of view (race, gender, ethnicity, social class, etc) 	<table border="1"> <tr> <td data-bbox="1266 1247 1347 1312">0-5</td> <td data-bbox="1347 1247 1427 1682"></td> </tr> </table>	0-5	
0-5			

TOTAL POINTS:

/15
