

# The DBQ APUSH INQUISITION

Mr. Peters - AP United States History

## Can Truman End Hurtful Oppressive Communism?

### INTRODUCTORY PARAGRAPH

CONTEXTUALIZATION		
The Broader Historical Context is the BIG PICTURE (before, present, or future) & must be relevant to the prompt.		
Limited Understanding, Limited Connections to Time Period, or Too General; Too Specific; is Merely a Phrase or a Reference; Too much like Thesis.	OR	Connects Argument to <b>Broader Historical Events</b> . The <b>BIG Picture</b> that is relevant to the prompt
<b>0 points</b>		<b>1 point</b> _____
THESIS Argumentation + Targeted Skill [Although X, Y because ABC]		
Make an historically defensible <b>CLAIM</b> with a line of reasoning, a preview of multiple points, & evaluation.		
Missing, Restates the Question, Poorly/Partially Developed, Too Specific, Too General, No or Weak Line of Reasoning/Skill Use. Needs to be Better Organized.	OR	Responds to the Question with <b>Evaluative Thesis/Claim</b> . Establishes a <b>Line of Reasoning (Addresses Skill)</b>
<b>0 points</b>		<b>1 point</b> _____

### SUPPORTING PARAGRAPHS

Evidence Address Question or Support Argument. Pull out ideas & perspectives/support your argument.								
No Documents or < 3 addressing documents; Describes/paraphrases; quoting.	OR	Document Content of <b>3+</b> ; NOT supporting argument	OR	Essay analyzes the content of <b>6+</b> of documents to <b>Support Thesis/Argument</b> = how/why content supports argument				
<b>0 points</b>		<b>1 point</b> _____		<b>2 points</b> _____				
<b>DOCUMENT CONTENT</b>		Doc 1	Doc 2	Doc 3	Doc 4	Doc 5	Doc 6	Doc 7
Offers plausible <b>analysis of the content</b> : A=Addressing or S=Supporting								
<b>HIPP Analyze Historical Sources. Establish the significance. (DO NOT QUOTE)</b>								
HIPP for < 3 of the Documents; NOT showing relevance; repeating content	OR	At least one of the following below for <b>3+</b> of Documents Historical Situation, Intended Audience, <u>Purpose</u> , <u>Point of View</u>						
<b>0 points</b>		<b>1 point</b> _____						
<b>DOCUMENT SOURCING</b>		Doc 1	Doc 2	Doc 3	Doc 4	Doc 5	Doc 6	Doc 7
HIPP: Analysis of each document								
Outside Information Evidence Beyond Documents. NO DOUBLE DIPPING.								
Does not include any Outside Evidence or doesn't advance argument; Only has evidence directly related to documents			OR	Provides <b>example(s) beyond</b> those found in the documents to support; Must be separate from Historical Situation or Contextualization				
<b>0 points</b>				<b>1 point</b> _____				

### CONCLUSION (Analysis & Reasoning)

COMPLEX UNDERSTANDING Argumentation	
Does the student take ownership, first, OR is the essay simply document driven?	
Does NOT address ALL PARTS of SKILL. Poorly written. Doesn't recognize exceptions or contradictions General/Simplistic Use of Documents. Poorly organized Not using to corroborate or qualify each other.	Explains <b>Both or Multiple Parts of SKILL</b> : Cause/Effect, CCOT, Compare/Contrast: and/or Qualifies or Modifies Argument <b>Connections of Evidence</b> = Use Evidence to corroborate or qualify each other <b>Explains Connections</b> = Within and Across Periods
<b>0 points</b>	<b>1 point</b> _____

NAME \_\_\_\_\_ Period \_\_\_\_\_

DBQ \_\_\_\_\_ Date \_\_\_\_\_