

The DBQ APUSH INQUISITION

Mr. Peters - AP United States History

Could Thor Eventually Hit On Captain Marvel?

INTRODUCTORY PARAGRAPH

CONTEXTUALIZATION	
Bring the reader into the time-period or prior to it. The Broader Historical Context is the BIG PICTURE & 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.	Connects Argument to Broader Historical Events . The BIG Picture that is relevant to the prompt
0 points	OR 1 point _____
THESIS Argumentation + Targeted Skill [Although X, Y because ABC]	
Make an historically defensible CLAIM 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.	Responds to the Question with Evaluative Thesis/Claim . Establishes a Line of Reasoning (Addresses Skill)
0 points	OR 1 point _____

SUPPORTING PARAGRAPHS

Evidence Address Question or Support Argument. Pull out ideas & perspectives/support your argument.	
No Documents or < 3 addressing documents; Describes/paraphrases; quoting.	Document Content of 3+; NOT supporting argument
0 points	OR 1 point _____ OR 2 points _____
DOCUMENT CONTENT	
	Doc 1 Doc 2 Doc 3 Doc 4 Doc 5 Doc 6 Doc 7
Offers plausible analysis of the content: A=Addressing or S=Supporting	
HIPP Analyze Historical Sources. Establish the significance. (DO NOT QUOTE)	
HIPP for < 3 of the Documents; NOT showing relevance; repeating content	At least one of the following below for 3+ of Documents Historical Situation, Intended Audience, Purpose, Point of View
0 points	OR 1 point _____
DOCUMENT SOURCING	
	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	Provides example(s) beyond those found in the documents to support; Must be separate from Historical Situation or Contextualization
0 points	OR 1 point _____

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 Both or Multiple Parts of SKILL: Cause/Effect, CCOT, Compare/Contrast: and/or Qualifies or Modifies Argument Connections of Evidence = Use Evidence to corroborate or qualify each other Explains Connections = Within and Across Periods
0 points	OR 1 point _____

NAME _____ Period _____

DBQ _____ Date _____