

# The LEQ APUSH INQUISITION

Mr. Peters - AP United States History

## Can Truman End 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 FILES Argument and Use of Evidence			
No/Little Specific Evidence Too General/Vague Not Relevant to Thesis/Topic Too Many Errors	OR	Some Specific Evidence = <b>Relevant to Topic</b> Some Examples = Referenced, Defined Not Used to Support Argument or Inconsistent Examples = General Statements & References Some Minor Mistakes	OR
		Specific Evidence = <b>Supports Thesis</b>  <b>Specific Historical Evidence</b> = Connects Evidence & Thesis/Argument Clearly, Consistently, Effectively	
<b>0 points</b>		<b>1 point</b> _____	<b>2 points</b> _____

### CONCLUSION (ANALYSIS & REASONING --COMPLEXITY)

COMPLEX UNDERSTANDING Argument & Line of Reasoning (Causation, Comparison, or CCOT)			
Does NOT Use Line of Reasoning No/Incorrect Structure to Argument Limited/Incorrect Understanding Only Addresses One Part of Skill Poor Organization	OR	Use of Reasoning = <b>Structures Argument</b> Uneven or Imbalance in Applying Skill Doesn't Address = Multiple Causes/Effects, or Both Similarity/Difference, or Both Continuity/Changes Organization Issues = Confusing Order No/Few Connections = Simplistic Analysis Evidence "tells" More Than It "supports" Some Minor Mistakes	OR
		Use of Reasoning = <b>Complex Argument Structure Addresses Skill</b> = Consistently Explains Both or Multiple Parts = Multiple or Both Causes/Effects, or Both Similarity/Difference or Both Continuity/Change <b>Explains Connections</b> = Within and Across Time Periods <b>Connections of Evidence</b> = Corroborates Argument Across Themes Qualifies or Modifies Argument w/diverse view of evidence	
<b>0 points</b>		<b>1 point</b> _____	<b>2 points</b> _____

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

LEQ \_\_\_\_\_ Date \_\_\_\_\_