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| **AP EURO DBQ RUBRIC**  *Updated August 2016* | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **DBQ: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

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| **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). |  |

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| **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)****.*** |  |

**DOCUMENT ANALYSIS (TWO POINTS)**

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|  | **Used** | **POV / CAP** (Any)  *Context, Audience, Purpose* |  | **CORRECTLYUSES** the content of  *at least***SIX** of the documents to support the stated thesis  (or a relevant argument). |  |
| **Doc \_\_\_** |  |  |
| **Doc \_\_\_** |  |  |  |
| **Doc \_\_\_** |  |  |  |  |
| **Doc \_\_\_** |  |  | **EXPLAINS** the significance of author’s POV, context, audience, and/or purpose (CAP) for *at least* **FOUR** documents. |  |
| **Doc \_\_\_** |  |  |
| **Doc \_\_\_** |  |  |  |
| **Doc \_\_\_** |  |  | **Students are advised to use ALL documentsand  do POV/CAP analysis on 5 in case of a mistake.** | |

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| **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.*

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| **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. |  |

*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.*

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| **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.) or to a different academic discipline (e.g., political science, art history, or anthropology)   
to get the synthesis point, but these approaches are less common than time/place synthesis.

**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.

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| **TOTAL POINTS:** | **/7** |