**AP—United States History**

**RUBRIC - Long Essay Question (LEQ) #1**

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Topic (circle one): 1 2 3 TOTAL Points** = \_\_\_\_ **/ 6** **Grade** \_\_\_\_\_

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| **Rubric Parts** | **Scoring Criteria** | | **Scoring Notes** |
| **Thesis/Claim**  \_\_\_\_ **/ 1 point** | Responds to the prompt with a historically defensible argument that establishes a line of reasoning.  **NOTE:** The Thesis should contain a minimum of TWO sentences that answers all parts of the question. | | * To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. * The thesis must consist of one or more sentences located in the introduction or the conclusion paragraphs. |
| **Contextualization**  \_\_\_\_ **/ 1 point** | Describes a broader historical context relevant to the question.  **NOTE:** Minimum of TWO separate “Contextualization” pieces that relates to the topic or the Thesis Statement to earn the point in this category. | | * To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the timeframe of the question. * This point is not merely awarded for a phrase or a reference. |
| **Evidence**  \_\_\_\_ **/ 2 points** | **1 point**  Provides **specific examples** of evidences relevant to the subject of the prompt.  **NOTE:** Need to include ONE piece of evidence that is relevant to each Claim made in the Thesis Statement. | **2 points**  Supports an **argument in response** to the prompt using specific and relevant examples of evidence.  **NOTE:** Need to include ONE piece of evidence that supports an argument for each Claim made in the Thesis Statement. | * To earn a point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. * To earn two points, the response must use specific historical evidence to support an argument in response to the prompt. |
| **Analysis and Reasoning**  \_\_\_\_ **/ 2 points** | **1 point**  Uses **historical reasoning** to frame or structure an argument that addresses the prompt (e.g. **compare/contrast**, **cause/effect**, or **continuity/change over time**).  **NOTE:** Need to include ONE Historical Reasoning piece (or argument) that relates to the topic or the Thesis Statement to earn this point. Identify as “**HR**” in the essay. | **2 points**  Demonstrates a complex **historical** **analysis** or understanding of the historical development that is the focus of the prompt, and uses evidence to corroborate, qualify, or modify an argument that addresses the prompt.  **NOTE:** Need to include TWO separate Complex Historical Analysis pieces from the “List of Five” that relates to the topic or the Thesis Statement to earn a point. Identify as “**HA1**, **HA2**, etc.” in the essay. | To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument (either as a Comparison, Causation, or Continuity/Change essay.  To earn the second point, the response must demonstrate a complex analysis or understanding. This can be accomplished in a variety of ways, such as:   * Explaining nuance (or fine distinction) of an issue by analyzing multiple variables. * Explaining both similarities and differences, or both continuity and change. * Explaining relevant and insightful connections within and across periods. * Confirming the validity of an argument by corroborating multiple perspectives across themes. * Qualifying or modifying an argument by considering diverse or alternative views or evidence.   **NOTE:** The Complete Analysis or Understanding must be part of the argument, not merely a phrase of reference. |

**General Guidelines to writing the Long Essay:**

* The purpose of writing the Long Essay is to measure your ability to incorporate your ideas into a coherent and well thought-out essay by bringing outside information to make a point and/or argument when writing an essay over a specific topic.
* The Long Essay is a five-paragraph essay.
* The Long Essay requires you to review a “prompt” (and related topics), and develop a thesis statement making a direct statement about the prompt and related topics. When writing your “thesis statement”, be sure to include all parts of the question. In APUSH, most prompts have two parts of the question you answer in 2-3 sentences.
* The Long Essay “Thesis Statement” should be underlined (write “Thesis” to the side) and is generally the last sentence in your Introduction Paragraph. The Thesis Statement requires you to take a position on the historical topics and provide 2-3 “Claims” supported by evidence.
* The Long Essay requires you to include outside information that is relative to the prompt and historical topics.
* The Long Essay requires generally three body paragraphs that serve to prove your point from the thesis statement. In the body paragraph, you need to include your claims and arguments that you are analyzing (as well as outside information related to your topic).
* The Long Essay requires two “Contextualization” items which require a 2-3 sentence statement related to the topic or prompt (write “C1,” “C2,” etc.) that shows that you understand the “big picture” of the topic.
* The Long Essay should contain a conclusion that restates your thesis. You have to show how you made your case related to the question.
* You will complete the Long Essay in 45 minutes.
* Write the Long Essay in third person. Do not use these types of words or other similar words in this essay: “I”, “my”, “we”, “you”, etc.

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| **Score** | **Points** |
| **6** | **91-100** |
| **5** | **86-90** |
| **4** | **81-85** |
| **3** | **71-80** |
| **2** | **61-70** |
| **1** | **0-60** |

**Comments:**