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| **A. Thesis and Argument Development (0-2 Points)** |
|  \_\_\_\_Thesis makes a historically defensible claim and directly addresses all parts of the question in either the introduction or conclusion.  | **1 Point** |
|  \_\_\_\_Develops and supports a cohesive argument that accounts for historical complexity by explicitly illustrating relationships among historical evidence (contradiction, corroboration, and/or qualification | **2 Points** |

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| **B. Document Analysis (0-2 Points)**  |

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| \_\_\_\_Uses at least SIX of the documents to support the stated thesis or argument | **1 Point** |
| \_\_\_\_Explains the significance of the author’s **point of view,** historical **context**, **audience,** and/or **purpose** for at least four documents | **2 Points** |

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| **C. Using Evidence Beyond the Documents (0-2 Points)**  |
| ­­­\_\_\_\_ **CONTEXTUALIZATION**Accurately and explicitly connects the argument to broader historical events, developments, and/or processes (using information not found in the documents and requires an explanation) | **1 Point** |
| \_\_\_\_ **EVIDENCE BEYOND THE DOCUMENTS**Essay uses Outside Information (beyond the documents) to support the stated thesis and/or argument (Must be different from evidence used to earn other points and requires an explanation) | **1 Point** |

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| **D. Synthesis (0-1 Point)** |
| **Explains the connections between the argument and ONE of the following:**\_\_\_\_ Developments in other time periods, situations, eras, or geographic areas (EXPLAIN)\_\_\_\_A course theme and/or approach to history that is not the focus of the essay\_\_\_\_Draws on appropriate ideas and methods from different fields of inquiry or disciplines in support of the subject (for EH and WH only) | **1 Point** |