UPDATED AUGUST 2016



Click a historical thinking skill to access the appropriate rubric:

Causation



<u>Continuity &</u> <u>Change</u>

<u>Comparison</u>

Name: _____

Causation

LEQ: _____

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

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| the | |
| | |

The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (causation).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

EXPLAINS the reasons for

effects of a historical event,

This is typically (though not always)

the capstone point – the icing on the

development, or process.

cake of an amazing essay.

the causes AND/OR

HISTORICAL THINKING SKILL

DESCRIBES causes AND/OR effects of a historical event, development, or process.

If the prompt asks for causes AND effects, then both must be addressed in some way to earn this point.

EVIDENCE & SUPPORT FOR ARGUMENT

3

2

Addresses the topic in question with <u>specific</u> example<u>s</u> of <u>relevant</u> evidence.

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

near the end of the essay.

Synthesis requires more than a passing

mention or comparison. It needs to be

fleshed out in multiple sentences. It

typically has its own paragraph at or

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Another point is earned if, in addition, the student

Another point is

earned if, in

addition, the

student

Utilizes specific evidence to **fully and effectively substantiate the thesis** (or relevant argument).



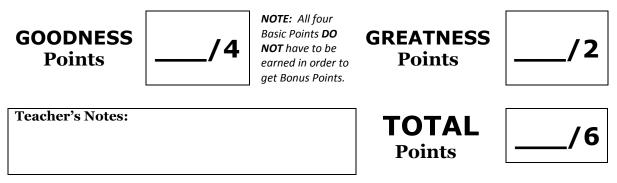
6

This evidence must have breadth and depth in addition to being used effectively to argue a point.

Acceptable Synthesis Categories:

- A development in a different historical period, situation, era, or geographical area. *
- A course theme and/or approach to history that is not the focus of the essay.

*About 90% of valid synthesis attempts fall into the first category of synthesis.



Periodization

| Name: | |
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LEQ: _

THESIS

A substantive thesis must meet ALL of the requirements to the right of the box.

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2

The Thesis MUST:

- Make a historically defensible claim.
- Address all parts of the question (similarity AND difference).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

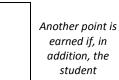
HISTORICAL THINKING SKILL

It is key here that if the prompt says that

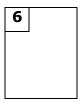
addressed that they are both addressed.

the periods before AND after must be

DESCRIBES the ways in which the historical development in the prompt was different from **AND** similar to developments that preceded and/or followed



ANALYZES the extent to which the historical development specified in the prompt was different from **AND** similar to developments that preceded and/or followed, providing **specific examples** to support



This is typically (though not always) the capstone point – the icing on the cake of an amazing essay.

EVIDENCE & SUPPORT FOR ARGUMENT

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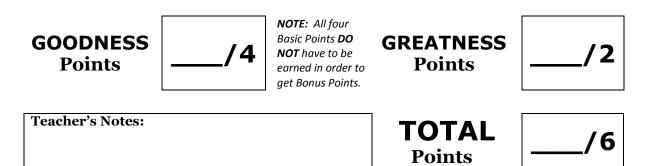


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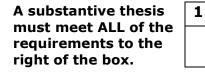
For more instructional materials, visit *tomrichey.net*.

Continuity & Change Over Time

| Name: | |
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LEQ:

THESIS



| The Thesis I |
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MUST:

- Make a historically defensible claim.
- Address all parts of the question (continuity AND change).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES historical continuity **AND** change over time.

To earn this point, it is not necessary

to do both well, but both must be

| Another point is |
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| earned if, in |
| addition, the |
| student |

ANALYZES specific examples that illustrate historical continuity AND change over time.



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EVIDENCE & SUPPORT FOR ARGUMENT

3

2

Addresses the topic in question with specific examples of relevant evidence.

addressed in some way.

To earn this point, the student must use at least TWO (2) pieces of relevant, specific evidence.

SYNTHESIS

Extends the argument to make a connection beyond the scope of the prompt.

near the end of the essay.

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Another point is earned if, in addition, the student

Utilizes specific evidence to fully and effectively substantiate the thesis (or relevant argument).

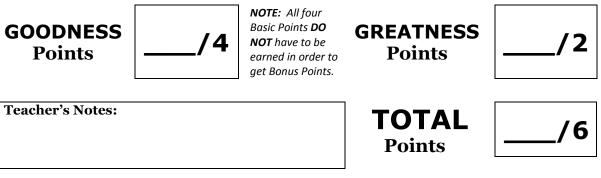


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Comparison

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LEQ: _

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2

The Thesis MUST:

• Make a historically defensible claim.

- Address all parts of the question (compares AND contrasts).
- Do more than just re-state the prompt.
- Appear in one place in the introduction or conclusion.

HISTORICAL THINKING SKILL

DESCRIBES similarities **AND** differences among historical individuals, events, developments, or processes.

addressed in some way.

To earn this point, it is not necessary

to do both well, but both must be



Another point is earned if, in addition, the student

Another point is

earned if, in

addition, the

student

EXPLAINS the reasons for similarities **AND** differences among historical individuals, events, developments, or processes.

Utilizes specific evidence to

substantiate the thesis

(or relevant argument).

fully and effectively



5

Some prompts may as the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes.

EVIDENCE & SUPPORT FOR ARGUMENT

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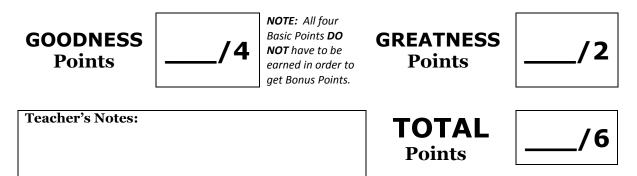
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