

Point based rubric explored
in class with emphasis
on Thesis and argument

AP Long Essay Rubric

CONTINUITY/CHANGE OVER TIME

A) THESIS (TWO POINTS)

- **Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in either the introduction or the conclusion.**

- **Crafts a thesis that explores the deeper complexity of the question by recognizing contradiction, context, qualification, and bias and carries that argument through the essay.**

B) TARGETED HISTORICAL THINKING SKILL (TWO POINTS)

- **Describes continuity AND change over time.**

- **Explains, with specific examples, the reasons for historical continuity AND change over time.**

C) EVIDENCE & SUPPORT FOR ARGUMENT (TWO POINTS)

- **Addresses the topic with specific examples of relevant evidence.**

- **Utilizes these specific examples to fully and effectively substantiate the thesis.**

Thesis
gains
2 pts
based
upon
complexity

D) SYNTHESIS (ONE POINT for any of the following)

- **Extends the argument by EXPLAINING the connection between the thesis and ONE of the following (must be more than a passing mention):**

- *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 (such as political, economic, social, cultural, or intellectual history).*

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E) WRITING (ONE POINT)

- **Demonstrates a college-level command of language, grammar, syntax, and flow in a clear and concise manner. The essay exhibits mature vocabulary and avoids cliché and slang.**

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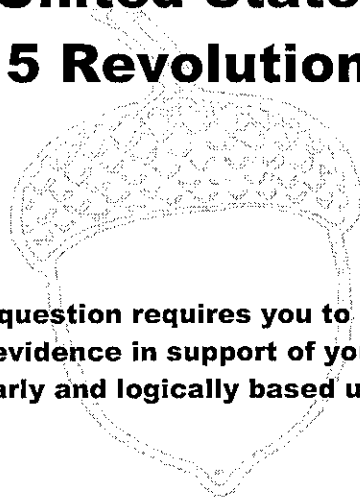
TOTAL POINTS:

/8

/8

Pelham Memorial High School
Mr. Scott

AP[®] United States History 2015 Revolution Exam



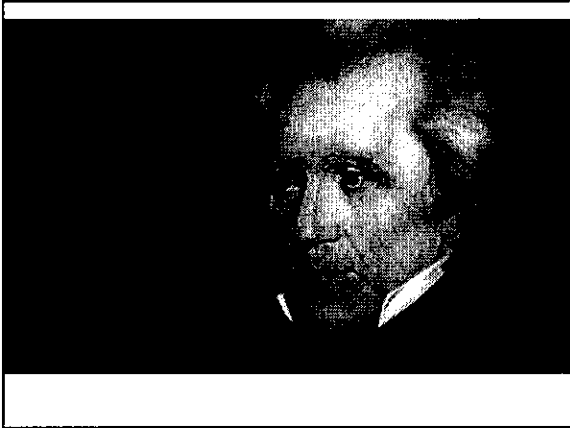
Directions: The following question requires you to construct a coherent essay that cites relevant historical evidence in support of your generalizations and presents your arguments clearly and logically based upon a standardized rubric.

Historians of the Consensus school of thought argue that the American Revolution stressed continuity with our British past. Other historians stress the changes brought by the conflict. To what degree did America change between 1754 and 1800 and to what degree did it remain similar?

Students had taken this essay exam,
but many had created very poor Theses,
often little more than "There were changes
socially, politically, and economically"

The class lesson explored the purpose and crafting of a Thesis

11/24/2015



- An introduction to an essay is merely life support for a thesis. Anything that appears in an intro that does not actively support the thesis is useless. Beware of including information that can only be described as "extra" or "background".
- In mature writing the intro does not have to be a set number of sentences or paragraphs.

Thesis

- Not a clear statement of fact
 - Must be debatable by someone who has seen the evidence
- Cannot leave the answer to the reader
 - Must be the opinion of the author
- Must include examples
- Must be clear

- The introduction to an essay can be no more than a thesis statement and this is often true with in-class writing
- The introduction and thesis should provide the reader with an idea of how the essay will progress. It should be an outline in sentence form.

- Andrew Jackson faced many challenges in his life
- Andrew Jackson faced many challenges amongst them his poor and humble origins
- Of the many challenges Andrew Jackson faced as president, overcoming the challenges of his poor and humble origins was the greatest
 - In what way?
 - How?
 - Why?

A higher-level thesis

- Andrew Jackson, our first president born west of the Appalachian Mountains, faced many challenges. None, though, was more challenging than overcoming his poverty-stricken Western origins. Jackson lacked the education many came to expect from presidents, he struggled to gain the respect of his East coast political peers who mocked his humble roots, and he was forced to defend social practices common on the frontier that clashed with more traditional eastern ethics.

A higher-level thesis

- Andrew Jackson, our first president born west of the Appalachian Mountains, faced many challenges. None, though, was more challenging than overcoming his Western origins. Jackson came to gain the respect of his eastern peers who most often were common on the frontier. He was forced to overcome traditional eastern ethics.

This essay contains 5 to 6 paragraphs. Based upon this thesis what would they be?

- TOPIC
- STANCE or CLAIM
- RATIONALE for this claim
- CONCESSIONS made to qualify the claim and acknowledge opposition.

Concession + Claim + Rationale = THESIS

Completed as group work
in class after The
Thesis Lesson

Read the passages below and evaluate them as theses. If you believe it is a thesis, please label it as such. If it is a weak thesis, explain what might make it stronger.

Historians hold varying views on the Age of Jackson. Those of the Marxist School tend to see Jackson as the champion of the working class against entrenched economic elites. Those of the Whig School praise Jackson's efforts to expand the franchise while criticizing his attempts to concentrate power into the Executive branch. New Left historians attack the Indian policies and the defense of slavery of the Jacksonian Democrats.



The success of Jackson and the failure of Van Buren prove that the Jackson appeal was personal rather than ideological or political.

Advocates of the National Bank believed the Supreme Court decision in *McCulloch v. Maryland* in 1819 had settled the question of the Bank's constitutionality. Jackson stated that he was not bound by this decision and had the power as president to veto the recharter.

Marxist historians are wrong in their interpretation of Andrew Jackson.

Critics charge the Jackson administration with hypocrisy for violating their states-rights beliefs in its response to the nullification crisis. While there is a degree of inconsistency, this argument is weakened by the Jacksonian support for state-based Indian Removal and the Charles River Bridge decision by Jackson appointee Roger Taney.

The Whig Party was less a party of ideals and more a party of opposition.

In Jackson's National Bank veto message he used as points of argument the National Bank's concentration of wealth, its possible influence on foreign policy, and its unconstitutionality.



Completed individually in class
The next day - can students
identify a thesis in a higher-level
setting?

“Whether Andrew Jackson’s presidency fostered an increase in democratic participation may be debated, but credit for an enlarged democracy may accrue to him by default, for his determination to carry out Indian removal generated the deepest political movement that the country had yet witnessed. It also ushered in a new age of popular politics that saw energized anti-removalists transfer their techniques of removal protest to the struggle against slavery; massive and continuous pamphleting and petitioning by both women and men, persistent reports in periodicals that sought to present slavery from the perspective of the slave, and a willingness to challenge laws that they believed were deeply unjust.”

Mary Hershberger, “Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s,” *Journal of American History* 86 (1999):15-40.

Read the passage above and identify the following:

Thesis:

Example 1:

Example 2:

Example 3:

On the back create an outline for this essay