**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).

**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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<th>Used</th>
<th>POV / CAP (Any) Context, Audience, Purpose</th>
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**CORRECTLY USES** the content of **at least SIX** of the documents to support the stated thesis (or a relevant argument).

**EXPLAINS** the significance of author’s POV, context, audience, and/or purpose (CAP) for **at least FOUR** documents.

Students are advised to use **ALL** documents and do **POV/CAP** analysis on 5 in case of a mistake.

**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.

**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.*

**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.) to get the synthesis point, but this approach is 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.

**TOTAL POINTS:** 7

For more information about the APUSH DBQ, visit my website: [www.tomrichey.net](http://www.tomrichey.net)