Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

**APUSH PERIOD \_\_\_\_\_ DBQ Essay Outline**

**THESIS** *– Make a historically defensible claim that establishes a line of reasoning and responds to all parts of the question. Do not simply re-state the question. Consider using the thesis formula:* **X. However, A and B. Therefore Y.**

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**CONTEXTUALIZATION –** *Describe a broader historical context relevant to the prompt. Must relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during or continue after the time frame of the question. Must go beyond a phrase or a reference.*

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**EVIDENCE & DOCUMENT ANALYSIS**

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| --- | --- | --- | --- |
| **DOC #** | **MAIN IDEA****(One sentence summary of document)** | **DOCUMENT ANALYSIS****(Circle *one* and write out analysis below)** | **ORGANIZATION****(How can this doc. Act as evidence to support the argument in your thesis?)** |
| **1** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |
| **2** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |
| **3** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |
| **DOC #** | **MAIN IDEA****(One sentence summary of document)** | **ANALYSIS OF DOCUMENT****(Circle *one* and write out analysis below)** | **ORGANIZATION****(How can this doc. Act as evidence to support the argument in your thesis?)** |
| **4** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |
| **5** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |
| **6** |  | Historical Context Intended Audience Purpose Author’s Point of View  |  |

**EVIDENCE BEYOND THE DOCUMENTS** – *Provide at least one additional piece of evidence beyond those found in the documents to support or qualify the thesis.* *Must be different from evidence used to earn other points in this essay, and must go beyond a phrase or a reference.*

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**ANALYSIS & REASONING: COMPLEX UNDERSTANDING** – Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.Must go beyond a phrase or a reference. Such as:

1. *Explain both similarity and difference, or explain both continuity and change, or explain multiple causes, or explain both cause and effect*
2. *Explain relevant and insightful connections within and across periods*
3. *Confirm the validity of an argument by corroborating multiple perspectives across themes*

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