**Period 1: Compare and contrast the European imperial goals in North America between 1580 and 1763.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

Period 2: **Explain how intellectual and religious movements impacted the development of colonial North America from 1607 to 1776.**

**Example** This prompt is: causation Your essay development ideas

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| Thesis (1) Thesis example: *The two major movements of the colonial period, the Enlightenment and the Great Awakening, both impacted the direction in which the colonies were headed. The Enlightenment helped solidify ideas about independence while the Great Awakening produced ideas that were more democratic than the hierarchical systems of previous time periods.* | Causation: describes causes AND/OR effects of a historical event, development, or process. (1) |  |
| Causation: Explains the reasons for the causes AND/OR effects of a historical event, development, or process. (1) |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

\* If prompt asks cause AND effect, you must have both within the above rubric in order to get full points

**Period 3: Explain the major political, economic, and diplomatic causes and consequences for the call for the ratification of the U.S. Constitution and its adoption in 1787.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

**Period 4: Compare and contrast views of the role of the federal government and westward expansion between different political parties from 1800 to 1848.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

**Period 5: Explain the causes which led to a shift in political power as a result of the impact of the Civil War on the federal government from 1861 to 1877.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

**Period 6: Evaluate the extent to which the American West was a land of opportunity for various groups from 1865 to 1890.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

**Period 7: Explain the ways that technological advances and war maintained continuity as well as fostered change in the lives of women in the United States during the twentieth century.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |

**Period 8-9: Explain the major causes and consequences of protest among different members of the counter culture from 1945 to 1975.**

**This prompt is:** comparison CCOT causation periodizationYour essay development ideas

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| Thesis (1) | HTS- |  |
| HTS- |  |
| Evidence: Addresses the topic of the question with specific examples of relevant evidence. (1) |  |
| Evidence: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. (1) |  |
| Synthesis: extends the argument by explaining the connections between the argument and ONE of the following:  a) A development in a different historical period, situation, era, or geographical area.  b) 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). (1) |  |