

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
  - Describe a broader historical context relevant to the prompt.
  - Support an argument in response to the prompt using specific and relevant examples of evidence.
  - Use historical reasoning (e.g., comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
  - Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.
2. Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.
3. Evaluate the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s.
4. Evaluate the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period.

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**Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.**

**WHEN YOU FINISH WRITING, CHECK YOUR WORK ON SECTION II IF TIME PERMITS.**

## Question 2: Long Essay Question, French Revolution and 1848 Comparison

6 points

### General Scoring Notes

- Except where otherwise noted, each point of these rubrics is earned independently; for example, a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of these rubrics require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, essays may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

Evaluate the most significant similarity between the French Revolution of 1789–1799 and the Revolutions of 1848.

Reporting Category	Scoring Criteria	
Row A Thesis/Claim  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <b>Examples that do not earn this point:</b> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The most significant effect of the French Revolution was the overthrow and execution of King Louis XVI."</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between the French Revolution and the Revolutions of 1848 was that they both led to coalitions of hostile powers against France."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Both 1848 and the French revolution were major events in the history of Europe."</i></li> <li><i>"The French Revolution and the Revolutions of 1848 have a lot in common with one another, such as the wish to overthrow the pre-established authority."</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"The French Revolution and the Revolutions of 1848 were both very significant and shared important similarities."</i></li> <li><i>"The most significant similarity between the two is their goals and mindset."</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the most significant similarity between the French Revolution and the Revolutions of 1848. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> <p><b>Examples that earn this point:</b></p> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between the two revolutions was the conservative reaction against both, resulting in the violent suppression of liberal and nationalist movements."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between the French Revolution and the Revolutions of 1848 were the liberal causes of the revolts, such as looking for independence and seeking more rights for citizens."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between the two revolutions was the influence of economic problems in causing them."</i> (Minimally acceptable thesis/claim)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

Reporting Category	Scoring Criteria	
Row B Contextualization  (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Describes a broader historical context relevant to the prompt.
<b>Decision Rules and Scoring Notes</b>		
<p><b>Responses that do not earn this point:</b></p> <ul style="list-style-type: none"> <li>Provide an overgeneralized statement about the time period referenced in the prompt.</li> <li>Provide context that is not relevant to the prompt.</li> <li>Provide a passing phrase or reference.</li> </ul> <p><b>Examples that do not earn this point:</b></p> <p><b>Provide an overly generalized attempt at contextualization</b></p> <ul style="list-style-type: none"> <li><i>"There were numerous reasons why Europeans felt like revolting in the eighteenth century."</i></li> <li><i>"The Enlightenment was a major influence on European thought."</i></li> </ul> <p><b>Provide a passing phrase or reference</b></p> <ul style="list-style-type: none"> <li><i>"France had a lot of problems before the Revolution broke out."</i></li> </ul>	<p><b>Responses that earn this point:</b></p> <ul style="list-style-type: none"> <li>Accurately describe a context relevant to a similarity between the French Revolution and the Revolutions of 1848.</li> </ul>	<p><b>Examples of relevant context that earn this point include the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>Enlightenment critiques of monarchy</li> <li>Absolutism</li> <li>Liberal ideas</li> <li>Economic crisis in absolutist France</li> <li>Growing literacy and availability of printed materials</li> <li>The Congress of Vienna / Concert of Europe</li> <li>The "hungry 40s"</li> <li>Spread of industry / Industrialization</li> <li>Growth of nationalism</li> <li>Prior/other revolutions: Glorious, American, Haitian, Latin American, Greek</li> </ul> <p><b>Examples of acceptable contextualization:</b></p> <ul style="list-style-type: none"> <li><i>"Prior to the outbreak of the French revolution, the regime attempted to censor or suppress the publication of books by Enlightenment philosophes, in an effort to control the spread of ideas."</i></li> <li><i>"The 1840s were a period of economic stress, as industrialization pushed out traditional forms of production, and famines caused significant unrest."</i></li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>The response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.</li> <li>To earn this point, the context provided must be more than a phrase or reference.</li> </ul>		

Reporting Category	Scoring Criteria		
Row C Evidence  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Provides specific examples of evidence relevant to the <b>topic</b> of the prompt.	<b>2 points</b> Supports an <b>argument</b> in response to the prompt using specific and relevant examples of evidence.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>Identify a single piece of evidence.</li> <li>Provide evidence that is not relevant to the topic of the prompt.</li> <li>Provide evidence that is outside the time period or region specified in the prompt.</li> <li>Repeat information that is specified in the prompt.</li> </ul> <b>Examples that do not earn points:</b> <b>Provide evidence that is outside the time period</b> <ul style="list-style-type: none"> <li><i>"The Russian Revolution occurred because of that country's poverty."</i></li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li><u>Identify at least two specific historical examples</u> relevant to the topic of the similarity between the French Revolution and the Revolutions of 1848.</li> </ul> <b>Examples of evidence that are specific and relevant include the following (two examples required):</b> <ul style="list-style-type: none"> <li>The spread of popular nationalism in Europe</li> <li>The creation of the National Workshops</li> <li>Election of Napoleon III</li> <li>The Frankfurt Parliament</li> <li>The execution of Louis XVI</li> <li>The wars of the French Revolution</li> <li>The Terror / Committee of Public Safety</li> <li>The March on Versailles</li> <li>The Declaration of the Rights of Man and of the Citizen</li> <li>French Revolutionary ideals</li> <li>The Hungarian Revolution of 1848</li> </ul> <b>Example of a statement that earns one point for evidence:</b> <ul style="list-style-type: none"> <li><i>"The Germans in the German Confederation, the Italians and the Hungarians were all separated and didn't have a unified self-government."</i></li> <li><i>"The French Revolutionaries supported the ideas of liberty, equality and fraternity."</i></li> </ul>	<b>Responses that earn 2 points:</b> <ul style="list-style-type: none"> <li><u>Use at least two specific historical examples</u> to support an argument regarding the similarity between the French Revolution and the Revolutions of 1848.</li> </ul> <b>Examples that successfully support an argument with evidence:</b> <ul style="list-style-type: none"> <li><i>"Demands for a new constitution, such as those made in Germany and in the Habsburg empire, were similar to demands that led to the passage of the French constitutions of 1790 and 1793."</i> (Functions as part of an argument that constitutionalism was a similarity between the two revolutions)</li> <li><i>"Both Regimes faced financial issues. Louis XVI was in large amounts of debt due to funding the American Revolution and spending on Versailles."</i> (Presents a topic sentence making a general statement about economic issues faced by both regimes followed by specific evidence about the financial difficulties of one of them.)</li> <li><i>"The Revolutions of 1848 too were partially caused by economic issues. Many of the States had lots of people in poverty after a series of famines."</i> (Presents a piece of evidence about the Hungry 40s and links it to an argument about the economic motivations for revolutions.)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>Typically, statements credited as evidence will be more specific than statements credited as contextualization.</li> <li>If a response has a multipart argument, then it can meet the threshold of two pieces of evidence by giving one example for one part of the argument and another example for a different part of the argument, but the total number of examples must still be at least two.</li> </ul>			

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates 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.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the similarity between the French Revolution and the Revolutions of 1848, although the reasoning may be uneven, limited, or imbalanced.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"Marx and Engels published the Communist manifesto in response to the events of 1848."</i></li> <li><i>"Factory production spread across Europe from its home in Britain in the early 1800s."</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain significant cultural, religious, political, or intellectual similarities between the French Revolution and the Revolutions of 1848.</li> <li>Structuring an argument thematically to highlight similarities in different categories, such as economics, politics, social changes, culture, etc.</li> <li>Arranging an argument to recount developments over the course of the period showing continuity between the two revolutions.</li> </ul> <b>Examples of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"The widespread dissatisfaction with monarchical rule was a key similarity between France in the 1790s and in 1848."</i> (Uses comparative reasoning to explain a significant similarity between the French Revolution and the Revolutions of 1848. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li><i>"National minorities within large empires, such as the Hungarians, saw the outbreak of revolution as an opportunity to create their own nation-states."</i> (Uses comparative reasoning to explain a significant similarity between the French Revolution and the Revolutions of 1848. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining continuities in the criticisms of European monarchical government between the two Revolutions. (Provides insightful connections within and across periods)</li> <li>Explaining different effects of the Revolutions in different regions of Europe or within and outside of France. (Explains nuance, multiple variables)</li> <li>Evaluating whether the differences in the Revolutions were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>Considering political and economic similarities between the two Revolutions. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> <li>Explaining continuities between the French Revolution and the Revolutions of 1848 and the Russian Revolution. (Provides insightful connections across periods)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>			

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <b>Examples that do not earn this point:</b> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Industrialization was the most significant economic development in Europe during the 1800s."</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>"The most significant difference between western and eastern Europe was that the east was communist and the west was capitalist."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Serfdom persisted in eastern Europe well into the 1800s."</i></li> <li><i>"The level of industrialization is the most significant difference in economic development in western/central and eastern Europe."</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"The economic development of eastern Europe and western Europe was very different during the 1800s."</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the most significant difference between economic development in eastern Europe and economic development in western and central Europe in the 1800s. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> <b>Examples that earn this point:</b> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The most significant difference between eastern Europe and western Europe was that western Europe adopted industrialization faster than eastern Europe did."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The main difference that made eastern Europe fall behind western Europe economically was western Europe developing overseas trade and a colonial presence in Africa and Asia, which benefitted western Europe's industry and commerce."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The most significant difference between the two regions was Eastern Europe's much slower growth."</i> (Minimally acceptable thesis/claim)</li> </ul>	
	<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>	

Reporting Category	Scoring Criteria		
Row D Analysis and Reasoning  (0-2 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Uses historical reasoning (e.g., comparison, causation, continuity, and change) to frame or structure an argument that addresses the prompt.	<b>2 points</b> Demonstrates 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.
<b>Decision Rules and Scoring Notes</b>			
<b>Responses that do not earn points:</b> <ul style="list-style-type: none"> <li>May include evidence but offer no reasoning to connect the evidence to an argument.</li> <li>May assert the use of historical reasoning but do not use it to frame or structure an argument.</li> </ul>	<b>Responses that earn 1 point:</b> <ul style="list-style-type: none"> <li>Must demonstrate the use of historical reasoning to frame or structure an argument that addresses the differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s, although the reasoning may be uneven, limited, or imbalanced.</li> </ul>	<b>Responses that earn 2 points:</b> May demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none"> <li>Explaining the nuance of an issue by analyzing multiple variables.</li> <li>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects.</li> <li>Explaining relevant and insightful connections within and across periods.</li> <li>Confirming the validity of an argument by corroborating multiple perspectives across themes.</li> <li>Qualifying or modifying an argument by considering diverse or alternative views or evidence.</li> </ul>	
<b>Examples that do not earn points:</b>  <b>Provide evidence but offer no reasoning to connect the evidence to an argument</b> <ul style="list-style-type: none"> <li><i>"Distances between cities and resources were often greater in Eastern Europe."</i></li> <li><i>"Factory production spread across Europe from its home in Britain in the early 1800s."</i></li> </ul>	<b>Using a historical thinking skill to frame or structure an argument could include:</b> <ul style="list-style-type: none"> <li>Using comparative reasoning to explain significant differences between economic development in eastern Europe and economic development in western and central Europe in the 1800s.</li> <li>Structuring an argument thematically to highlight differences in different categories, such as trade, agriculture, manufacturing, etc.</li> <li>Arranging an argument to recount developments over the course of the period showing change over time in the differences between regions.</li> </ul> <b>Examples of acceptable use of historical reasoning:</b> <ul style="list-style-type: none"> <li><i>"The higher level of industrialization in western and central Europe was a key difference between the east and west in the nineteenth century."</i> (Uses comparative reasoning to explain a significant economic difference between eastern and western Europe in the nineteenth century. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li><i>"The continued power of the nobility in eastern Europe meant that the economic reforms that benefitted the middle classes in western Europe did not occur in eastern Europe."</i> (Uses comparative reasoning to explain a significant economic difference between eastern and western Europe in the 1800s. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b> <ul style="list-style-type: none"> <li>Explaining changes in the economic development of European regions over the course of the nineteenth century or extends the comparison into the twentieth century. (Provides insightful connections within and across periods)</li> <li>Explaining different levels of economic development within the different regions of Europe named in the prompt, such as differences between Britain and France and Spain and Portugal. (Explains nuance, multiple variables)</li> <li>Evaluating whether the similarities in economic development were more significant than the differences. (Qualifies or modifies an argument)</li> <li>Considering political and cultural differences between the two regions. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul> <b>Examples of acceptable complex understanding:</b> <ul style="list-style-type: none"> <li>Elaborating on the fact that although Britain's early industrial development made it the continent's economic powerhouse for much of the 1800s, Germany's embrace of the second Industrial Revolution enabled it to rival and even overtake Britain in several key sectors (steel, chemicals, electricity). (Explains nuance, multiple variables)</li> </ul>	

Reporting Category	Scoring Criteria	
Row A Thesis/Claim (0-1 points)	<b>0 points</b> Does not meet the criteria for one point.	<b>1 point</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.
<b>Decision Rules and Scoring Notes</b>		
<b>Responses that do not earn this point:</b> <ul style="list-style-type: none"> <li>Are not historically defensible.</li> <li>Only restate or rephrase the prompt.</li> <li>Do not respond to the prompt.</li> <li>Do not establish a line of reasoning.</li> <li>Are overgeneralized.</li> </ul> <b>Examples that do not earn this point:</b> <p><b>Do not focus on the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"Nazi Germany was responsible for the Holocaust."</i></li> </ul> <p><b>Do not provide a historically defensible claim</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between Nazi Germany and Russia was that they were both communist."</i></li> </ul> <p><b>Provide a historically defensible claim, but do not establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"Hitler and Stalin were two really brutal leaders of the twentieth century."</i></li> </ul> <p><b>Restate the prompt or are overgeneralized</b></p> <ul style="list-style-type: none"> <li><i>"Nazi Germany and the Soviet Union had similar governments."</i></li> <li><i>"The most significant similarity between Nazi Germany and Soviet Russia was that both had strong governments."</i></li> </ul>	<b>Responses that earn this point:</b> <ul style="list-style-type: none"> <li>Provide a historically defensible thesis or claim about the most significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. The thesis or claim must either provide some indication of the reasoning for making that claim OR establish the analytic categories of the argument.</li> </ul> <b>Examples that earn this point:</b> <p><b>Establish a line of reasoning that evaluates the topic of the prompt</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between Nazi Germany and the Soviet Union was that both adopted leadership cults centered on a supposedly all-knowing and unchallengeable leader."</i></li> </ul> <p><b>Establish a line of reasoning that evaluates the topic of the prompt with analytic categories</b></p> <ul style="list-style-type: none"> <li><i>"The main similarity between the regimes was in their willingness to commit mass murder in order to advance their political goals, even if those goals were in opposition to one another."</i></li> <li><i>"The most significant similarity between Nazi Germany and Soviet Russia in the interwar periods were that they were both totalitarian countries which were attempting to fix their damaged economies."</i></li> </ul> <p><b>Establish a line of reasoning</b></p> <ul style="list-style-type: none"> <li><i>"The most significant similarity between the two regimes was that they were both authoritarian systems of government."</i> (Minimally acceptable thesis/claim)</li> </ul>	
<b>Additional Notes:</b> <ul style="list-style-type: none"> <li>The thesis or claim must consist of one or more sentences located in one place, either in the introduction or the conclusion (which may not be limited to the first or last paragraphs).</li> <li>The thesis or claim must identify a relevant development(s) in the period, although it is not required to encompass the entire period.</li> </ul>		

<p><b>Examples that do not earn points:</b></p> <p><b>Provide evidence but offer no reasoning to connect the evidence to an argument</b></p> <ul style="list-style-type: none"> <li>• “The Bolsheviks were influenced heavily by Marx and Engels’ Communist Manifesto.”</li> <li>• “Hitler outlined many of his ideas in his book Mein Kampf.”</li> </ul>	<p><b>Using a historical thinking skill to frame or structure an argument could include:</b></p> <ul style="list-style-type: none"> <li>• Using comparative reasoning to explain significant similarities between the development of authoritarian regimes in Russia and Germany during the interwar period.</li> <li>• Structuring an argument thematically to highlight similarities in different categories, such as economic planning, foreign policy, or ideology.</li> <li>• Arranging an argument to recount developments over the course of the period showing change over time in the similarities between the two regimes.</li> </ul> <p><b>Examples of acceptable use of historical reasoning:</b></p> <ul style="list-style-type: none"> <li>• “The persecution of minorities was a key similarity between the two regimes in the interwar period.” (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> <li>• “The cult of personality around Hitler and Stalin was very similar in the 1930s.” (Uses comparative reasoning to explain a significant similarity between the regimes of Nazi Germany and Soviet Russia in the interwar period. This statement would need to be followed with at least a minimal elaboration of this reasoning.)</li> </ul>	<p><b>Demonstrating complex understanding might include any of the following if appropriate elaboration is provided:</b></p> <ul style="list-style-type: none"> <li>• Explaining continuities in the similarities between communist and fascist states later in the twentieth century. (Provides insightful connections within and across periods)</li> <li>• Explaining how their similarities contributed to cooperation between the two regimes in some cases in spite of their ideological antipathy. (Explains nuance, multiple variables)</li> <li>• Evaluating whether the differences between the two regimes were more significant than the similarities. (Qualifies or modifies an argument)</li> <li>• Considering different thematic similarities between the two regimes, such as economics, culture, etc. (Confirms the validity of an argument by corroborating multiple perspectives across themes)</li> </ul> <p><b>Example of demonstrating a complex understanding:</b></p> <ul style="list-style-type: none"> <li>• The response considers evidence of a counter-argument that acknowledges nuances in similarities. The response develops a discussion of the ideological <i>differences</i> between fascism and communism in addition to the similarities; this adds nuance and complexity to the argument made in the response. (Makes an argument that adds nuanced understanding)</li> </ul>
<p><b>Additional Notes:</b></p> <ul style="list-style-type: none"> <li>• This demonstration of complex understanding must be part of the argument, not merely a phrase or reference.</li> </ul>		