

FRQ TYPE 4: ARGUMENTATION ESSAY PROMPTED TASK TEMPLATE

The argumentation essay will take one of two forms.

The **SCENARIO** will state that an individual or group is being asked to take a position on an issue.

The **ARGUMENT** will give students two or more choices from which they will need to prefer one of those choices.

Note: The choices to which the students will respond will be linked to content found in “Essential Knowledge” (EKs) and not LOs or EUs.

FRQ Part	Points Available	<p>After reading the question, develop an argument. DO NOT LABEL THE PARTS OF THIS ESSAY.</p>
A	0-1	<p>A: Articulate a defensible claim or thesis that responds to the question and establishes a line of reasoning.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Note: The “A” point is earned by making a claim. Presenting facts is not the same as articulating claims.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Note: The claim just include a restatement of the prompt, the position that the student is taking and why or how the student is taking their position.</i></p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><i>Articulate: Outline or present a defensible claim in 1-2 sentences</i></p> </div>
		<p>B. Support your claim or thesis with at least two pieces of accurate and relevant information. At least ONE piece of evidence must be from one of a list of 2-3 of the nine foundational documents.</p> <p style="text-align: center;">_____</p>
B1	0-3	<p>B1. Evidence #1 is eligible for two points.</p> <p>B1/Point 1 in Evidence #1 is earned by students demonstrating their knowledge of the relevant part of the required foundational document that connects with the topic of the question.</p> <p>B1/Point 2 in Evidence #1 is earned by students demonstrating their knowledge of the relevant part of the foundational document that connects with their claim articulated in Part A.</p>

		<p><i>Note: The names of the 2-3 foundational documents from which the first piece of evidence must be drawn from one document will be provided. Students will NOT be given the actual documents as part of the exam.</i></p> <p><i>Note: Students who do not articulate a defensible claim in Part A are eligible for the B1/Point 1 point only and none of the other five points. (Reminder: B1/Point 1 requires that the student demonstrate that they can connect the topic of the question to their chosen foundational document).</i></p> <p><i>Support your Claim: Provide a depiction or portrayal of a phenomenon or its most significant characteristics. “Support your Claim” takes the same approach as “Describe”, or the answer to “How do you know”?</i></p>
C	0-1	<p>B2. Evidence #2 is eligible for one point.</p> <p>The Evidence #2 point is earned by the student identifying one piece of evidence and providing support that connects their evidence to their claim articulated in Part A.</p> <p>Evidence #2 is entirely left up to the student to identify and support.</p> <p><u>Students will be given three choices as to the source of their second piece of evidence:</u></p> <p>Source 1: A foundational document from the list of 2-3 foundational documents provided with the argumentation prompt that was not used to complete B1.</p> <p>Source 2: Any other document whether from among the nine required foundational documents for the course, or any other document whether historical or contemporary.</p> <p>Source 3: Evidence linked to a specific course component, phrased as “your study of...” (e.g., the legislative process, political parties, the Electoral College, etc.).</p>

C	0-2	<p>Support your Claim: Provide a depiction or portrayal of a phenomenon or its most significant characteristics. “Support your Claim” takes the same approach as “Describe”, or the answer to “How do you know”?</p> <p>C. Use reasoning to explain why your evidence supports your claim/thesis</p> <p>The “C” point does not require or expect the student to introduce new content. Rather, the student must tie together the three points that they just earned (see “B” above) to their argument.</p> <p>Note: The focus of the “Use Reasoning” point is on HOW the evidence connects with the argument. No new content is introduced for the “C” point. The “C” point is the “glue” that turns this FRQ from a short answer question into an essay as the “C” point establishes links between the claim and the evidence used to support that claim.</p> <p>Use Reasoning: Draw connections between the claim and the evidence provided to support the claim.</p>
D	1	<p>D. Respond to an opposing or alternate perspective using refutation, concession or rebuttal</p> <p>Note: The student does not need to identify if they are refuting, rebutting or conceding.</p> <p>Note: New evidence need not be introduced to complete the “D” point although content should be introduced to demonstrate that they know something about the alternate perspective that they are bringing into their argument.</p> <p>Note: Students must relate their refutation, concession or rebuttal back to their original argument in order to contrast their original argument (“A”) with their refutation, concession or rebuttal.</p> <p>Refute: Proving a statement or claim is false</p> <p>Concede: Yielding a point or fact (giving in)</p> <p>Rebut: Contradict or nullify a perspective already presented</p>
Tips		<ul style="list-style-type: none"> ● Answer the question: Repeat prompt as statement and provide answer. ● Vanquish pronouns: Use proper nouns when discussing actors, processes, and institutions

- **Action verbs:** Identify action taken in scenarios using present tense verbs.