



# Argument and Adventure!

## T.R.E.C.S.

History/Social Studies Argument Text-Based Writing Rubric  
Based on CCSS Writing 1 Grade 6-8



### What is the **Significance or Importance** of your argument?

4	<b>Skeptical or Close Reading:</b> Challenge the author/scholar/claim/evidence through mention of values, bias, or frame of reference.	<b>Start by choosing a reason for your argument adventure:</b>  1. My reason for this argument is to correct false information or bias on the issue or topic in question.  2. My reason for this argument is to combine ideas on the issue or topic in question.  3. My reason for this argument is to provide a new outlook on the issue or topic in question.  4. My reason for this argument is to demonstrate how or why it matters to my generation or people today (contemporary society).
4	<b>Sourced:</b> Critique a source's argument/claim/evidence by discrediting the source, using the source's date, the authors purpose, or the authors point of view.	
4	<b>Contextualized:</b> Use historical context/time period to infer additional information/meaning for evidence.	
4	<b>Corroboration:</b> Compare and contrast evidence to support your argument.	

## REASON #1:

To correct false, bias, or incorrect assumptions or information about the issue or topic in question.

How will you <b>Structure your Argument.</b>		
<b>T</b>	<p><b>Thesis argument:</b> is clear and directly answers the prompt.</p> <p><b>* Answer the prompt or question so that it connects to your reason for arguing.</b></p>	<p>T. Power has been fought for in the United States throughout history. Although scholars/citizens/the media have said that power is held by _____, this is false/bias, because _____. What is true is that _____ has the power in the United States.</p>
<b>R</b>	<p><b>Refine and explain:</b> Thesis/claim has been refined, explained, and words defined.</p>	<p>R. If power means _____, then _____ has the power, because _____.</p>
<b>E</b>	<p><b>Evidence:</b> support your thesis argument with relevant facts, examples, and evidence from many sources.</p>	<p>E. For example, in document___ /art piece___ / ___book / article___ /, when _____, then _____.</p> <p>In addition, document ___ / art piece ___ / book ___ / article ___ / , if _____, then _____.</p> <p>Concurrently / Conversely, in document ___ / chart ___ / art piece ___ / cartoon ___ / article ___ /, _____ resulted in _____.</p>
<b>C S</b>	<p><b>Concluding statement</b> that supports the argument.</p> <p><b>Counter argument:</b> Thesis/claim has been compared and contrasted from other possible theses/claims</p> <p><b>Significance:</b> Mentions how and why your argument is significant.</p>	<p>C. Regarding the topic of _____, it seems that _____ is assumed to be true. However, I think this assumption is incorrect, because _____. Through close observation of the documents / facts / information, the evidence proves that _____, because _____. Thus, I propose a new understanding and refute the false / bias argument _____.</p>

## REASON #2:

To combine ideas on the issue or topic in question.

How will you <b>Structure your Argument.</b>		
T	<p><b>Thesis argument:</b> is clear and directly answers the prompt.</p> <p><b>* Answer the prompt or question so that it connects to your reason for arguing.</b></p>	<p>T. Power has been fought for in the United States throughout history. Although some scholars / citizens / media / _____ / have said that power is held by _____, and others have said that power is held by _____. The answer is actually a combination of _____ and _____, because _____. What is true is that _____ and _____ have the power in the United States.</p>
R	<p><b>Refine and explain:</b> Thesis/ claim has been refined, explained, and words defined.</p>	<p>R. If power means _____, then _____ has the power, because _____. If power means _____, then _____ has the power, because _____. Therefore, power is shared / merged / held by _____.</p>
E	<p><b>Evidence:</b> support your thesis argument with relevant facts, examples, and evidence from many sources.</p>	<p>E. For example, in document ___ / art piece ___ / ___ book / article ___ /, when _____, then _____. Which is also true for _____.</p> <p>In addition, document ___ / art piece ___ / book ___ / article ___ /, if _____, then _____. Which can also be seen in / from _____.</p> <p>Concurrently / Conversely, in document ___ / chart ___ / art piece ___ / cartoon ___ / article ___ /, _____ resulted in _____. Another example that relates to _____.</p>
C S	<p><b>Concluding statement</b> that supports the argument.</p> <p><b>Counter argument:</b> Thesis/ claim has been compared and contrasted from other possible theses/claims</p> <p><b>Significance:</b> Mentions how and why your argument is significant.</p>	<p>C. Many scholars have attempted to answer the question of _____, but in this argument I have combined pieces of different scholars' arguments in a new way. In my approach to the question, I am combining _____'s theory about _____ with _____'s theory about _____. From my research, it appears that the particular combination of theories that I have put together has not been argued before, which is unfortunate because my thesis makes an important contribution to the debate because it _____.</p>

## REASON #3:

To provide a new outlook on the issue or topic in question.

How will you <b>Structure your Argument.</b>		
<b>T</b>	<p><b>Thesis argument:</b> is clear and directly answers the prompt.</p> <p><b>* Answer the prompt or question so that it connects to your reason for arguing.</b></p>	<p>T. Power has been fought for in the United States throughout history. Although some scholars / citizens / media / _____ / have said that power is held by _____, and others have said that power is held by _____, neither have said that power is held by _____. Yet power in the United States is also _____.</p>
<b>R</b>	<p><b>Refine and explain:</b> Thesis/ claim has been refined, explained, and words defined.</p>	<p>R. If power means _____, then _____ has the power, because _____.</p>
<b>E</b>	<p><b>Evidence:</b> support your thesis argument with relevant facts, examples, and evidence from many sources.</p>	<p>E. For example, in document ___ / art piece ___ / ___ book / article ___ /, when _____, then _____.</p> <p>In addition, document ___ / art piece ___ / book ___ / article ___ /, if _____, then _____.</p> <p>Concurrently / Conversely, in document ___ / chart ___ / art piece ___ / cartoon ___ / article ___ /, _____ resulted in _____.</p>
<b>C S</b>	<p><b>Concluding statement</b> that supports the argument.</p> <p><b>Counter argument:</b> Thesis/ claim has been compared and contrasted from other possible theses/claims</p> <p><b>Significance:</b> Mentions how and why your argument is significant.</p>	<p>C. Regarding the question of _____, I have noticed that while some scholars argue _____, and other scholars argue that _____, no scholars (as far as my own research has determined) have argued that _____. I want to provide this new outlook on the question because I think it is important to explore/ show that _____. By failing to show that _____, scholarship on this issue is lacking or problematic because _____.</p>

## REASON #4:

To demonstrate how or why my argument matters to my generation or people today.

How will you <b>Structure your Argument</b> .		
T	<p><b>Thesis argument:</b> is clear and directly answers the prompt.</p> <p><b>* Answer the prompt or question so that it connects to your reason for arguing.</b></p>	<p>T. Power has been fought for in the United States throughout history. Although some scholars / citizens / media / _____ / have said that power is held by _____, and others have said that power is held by _____, neither have said that power is held by _____ . People today / People of my generation believe that power is held / shared / _____ / by _____.</p>
R	<p><b>Refine and explain:</b> Thesis/ claim has been refined, explained, and words defined.</p>	<p>R. If power means _____, then _____ has the power, because _____.</p>
E	<p><b>Evidence:</b> support your thesis argument with relevant facts, examples, and evidence from many sources.</p>	<p>E. For example, in document ___ / art piece ___ / ___ book / article ___ / , when _____, then _____.</p> <p>In addition, document ___ / art piece ___ / book ___ / article ___ / , if _____, then _____.</p> <p>Concurrently / Conversely, in document ___ / chart ___ / art piece ___ / cartoon ___ / article ___ / , _____ resulted in _____.</p>
C S	<p><b>Concluding statement</b> that supports the argument.</p> <p><b>Counter argument:</b> Thesis/ claim has been compared and contrasted from other possible theses/claims</p> <p><b>Significance:</b> Mentions how and why your argument is significant.</p>	<p>C. Regarding the question _____, I have observed that current scholarship on the issue does not take into account how _____ affects people today / my generation. While _____ argues that _____, and _____ argues that _____, they have both failed to recognize that _____ has caused _____ for people today / my generation. I think filling in this omission is important because _____, and if scholars don't consider _____'s impact on _____, we risk _____.</p>