

## **First a Word About Historical Thinking Skills**

The AP test will assess your Historical Reasoning Skills:

- ◆ Causation
- ◆ Comparison
- ◆ Continuity and Change Over Time (CCOT)

**You will see ALL of these types of questions on the exam (in the SAQs or the LEQs)**

## **ISSUES WITH THE LEQ PROMPTS**

- ⇒ There is a choice of prompts on the exam!
  - ⇒ 3 Options
  - ⇒ Pick 1 to answer
- ⇒ Only do what the prompt asks
  - ⇒ **Example** — Continuity **or** Change, Causes **or** Effects, Compare **or** Contrast
  - ⇒ You should be able to do this in four paragraphs
- It may not be immediately apparent what historical thinking question is being asked. Some of them may require you to decide which one you want to employ to answer the question.
  - This does NOT mean you can answer the LEQ using whatever HTS you want. It really does depend on the question!!!!!!
  - There may be multiple ways to approach a question!!

## **4 Paragraph BASIC LEQ SETUP**

**INTRODUCTION PRAGRAPH (4-6 Sentences) — SAME AS THE DBQ!**

- ◆ Historical Context (1 point) — **EXACTLY LIKE THE DBQ**
  - ◆ What's going on in the world that leads to the prompt?
  - ◆ 2–3 sentences and **MUST** relate back to the prompt
- ◆ Thesis (1 points)
  - ◆ 2-3 sentences. Making it clear what historical thinking skill you are using!
  - ◆ Try to have an A, B, and C point to your thesis (A & B will make up the first two body paragraphs of your essay and C will be the last paragraph)
  - ◆ You **MUST** make sure that your thesis is in the **TIME PERIOD** of the question!

### **BODY PARAGRAPH 1**

- ◆ This is the A point of your thesis. Make your argument and back it up with stuff from actual history — **you NEED at least ONE** piece of evidence/paragraph. Then make the connection to **HOW** it proves your thesis (again, this is sort of like the DBQ).
  - ◆ Be **CLEAR** and **DIRECT** in the topic sentence for your paragraph what Historical Thinking Skill (HTS) you are using (pick up an easy point).
  - ◆ You don't need to have exact dates or people — general chronology will work.
  - ◆ **EXAMPLE**—"Confucius lived from 551—479 BCE and he came up with a philosophy that valued the family and was at the center of Chinese culture from the 6th century BCE to the present." is probably overkill (but if you can do this, by all means please do so!) Instead, "Confucianism's focus on the family was a key and constant part of Chinese culture throughout history" would count as a piece of evidence.

### **BODY PARAGRAPH 2**

- ◆ Explain the B point of your thesis. See above.

### **BODY PARAGRAPH 3**

- ◆ This is the C part of the thesis. Here is where you demonstrate to the reader that you have a complex understanding of the prompt. We suggest the following:
  - ◆ Write the opposite — if it's a change question write a continuity paragraph!
  - ◆ Try to use 4 or more pieces of evidence to back up your argument!

**EXAMPLE  
THESIS  
STATEMENTS**

*Y because A & B, but C makes it complicated*

Y = your assertion statement

Soccer is the best high school sport because it provides students a chance to be active (A) and make new friends (B), but basketball might be a better choice for taller students (C).

*Although C, A and B therefore Y.*

Although France has a good soccer team (C), Argentina will win the World Cup because they have Messi (A) and a more cohesive tactical plan (B) therefore Argentina is the better team.

**HOW TO SET UP A BODY PARAGRAPH**

**M.E.A.L**

**M - Main idea (a.k.a. the Topic Sentence)**

1 Sentence

Should present your argument—Either part A, B or C of your thesis (this one argument will be the focus of the paragraph).  
Make sure to make it clear what HTS you are using!

**E - Evidence / Example**

1-2 sentences

Provide evidence (example/evidence) to support your argument.  
This is something that ACTUALLY happened in history.

**A - Analysis**

2-3 Sentences

Your analysis of the evidence in support of your argument

Why is your evidence/example important? How does it relate to the thesis? How does it prove your point?

**L - Link**

1-2 Sentences

Conclude your paragraph by *linking it back to your thesis*

Also acts as a transition to the next paragraph

⇒ You may see the word “circa” or c. in a prompt. This just means AROUND or NEAR a date.

⇒ Make sure you know what big things happened in each historical period (Units 1 & 2 = 1200—1450 / Units 3 & 4 = 1450—1750 / Units 5 & 6 = 1750—1900 / Units 7,8,9 = 1900 = 2001). If you talk about things outside the time period of the question it might count as Historical Context but it will really limit the points you can earn on the essay.

⇒ The AP readers in KC are actively looking to give you points (really!) BUT are spending only 2 minutes reading it so make sure you are being clear and to the point.

⇒ Use words the show analysis — shows, proves, demonstrates, illustrates, therefore, substantiates, underlines, validates, distinguishes, bolsters

**Thoughts from someone who graded over 2,000 LEQ's at the AP Reading**

# LEQ RUBRIC

	TYPE H.R.S.	COMPARISON Similarities/differences, compare	CAUSATION Cause, effect, impact, influence	CCOT Continuity and Change Over Time
	1 Point	<b>HISTORICAL CONTEXT connects the ‘big picture’ <u>to the prompt</u>.</b> 2-3 sentences in the introduction.		
	1 Point	<b>THESIS responds to the prompt with a <u>historically defensible claim</u>.</b> 2-3 sentences in the introduction.		
E v i d e n c e	1 Point OR 2 points	Comparing two historical topics <b>with 2 pieces of SPECIFIC EVIDENCE</b> that relates to the topic	Explaining causes OR effects <b>with 2 pieces of SPECIFIC EVIDENCE</b> that relates to the topic	Explaining continuity OR change over time <b>with 2 pieces of SPECIFIC EVIDENCE</b> that relates to the topic
		<b>SUPPORTS AN ARGUMENT with EVIDENCE</b> To gain two points, your evidence must not <u>just</u> relate to the topic. It has to support your claim.		
A n a l y s i s	1 point OR 2 points	Uses COMPARISON to frame/structure an argument (similarity <u>OR</u> difference)	Uses CAUSATION to frame/structure an argument (cause <u>OR</u> effect)	Uses CCOT to frame/structure an argument (continuity <u>OR</u> change)
		<b>Demonstrates a COMPLEX UNDERSTANDING of the topic</b> using evidence to corroborate, qualify, or modify an argument that addresses the question / uses and supports the argument with <u>FOUR (4)</u> or more pieces of evidence		