**Instructions for Long Essay Questions of the AP Test (LEQ)**

1. The Particulars
	1. Students will write one essay. They will have three questions from which to choose. Select the one in which you are most confident.
		1. One option will be from periods 1-3 (1491-1800)
		2. One option will be from periods 4-6 (1800-1898)
		3. One option will be from periods 7-9 (1890-Present)
		4. All three will use the same historical thinking skill.
	2. The LEQ will be scored on a 0-6 point analytic rubric.
	3. They have 40 minutes to write. I would recommend they plan for five minutes, leaving 35 minutes to write.
		1. Proctors are instructed to not communicate to you when to end the DBQ writing and start the LEQ writing. You must manage your own time.
	4. The LEQ is worth 15% of the overall grade on the AP exam.
2. Structure of the Essay
	1. **Thesis**: (1 point)
		1. It must respond to what the question asks, addressing all parts of the question. It must be a defensible claim. It cannot simply restate the question.
		2. It is important for your thesis to contain **WHY** you have reached the conclusion about what the question asks.
		3. E.g. If the question asks if Jefferson was an effective president. Your thesis must answer the question… “Jefferson was an effective president.” This, however, is not enough. Tell me why he was effective. “Thomas Jefferson was an effective president because his expansion policy and his strong belief in limited federal government helped to strengthen America.”
		4. Your thesis should be the last sentence(s) in the intro.
		5. **Historical Thinking Skills** - Apply historical thinking skills as directed by the question in your thesis and as the structure of the essay. There are three types of historical thinking skills that you might encounter in a DBQ. They are…
			1. Comparison – describe similarities AND/OR differences among historical events
			2. Causation - Describes causes AND/OR effects of a historical development
			3. Continuity and change over time - Describes historical continuity AND/OR change over time
	2. **Contextualization:** Accurately and explicitly connect the argument to broader historical events, developments or processes from the time period. This is worth 1 point.
		1. Usually placed in the introduction
		2. Provides the reader information as to what is happening in the region, in America, or in the world in the same timeframe as the question to establish some frame of reference for the reader.
		3. To get the point you cannot simply write a phrase. You must write an explanation of the context typically consisting of multiple sentences.
		4. The context must use information outside of the documents.
	3. **Evidence**: This is where you use specific evidence/examples from your knowledge of US history to support your argument. You must clearly and consistently state how the evidence supports the thesis. This is worth 2 points.
		1. If you simply provide two pieces of evidence relevant to the question without tying it to the thesis, they will give you 1 point. This is undesirable.
		2. To earn two points, the response must use at least two pieces of evidence relevant specific historical evidence that supports an argument in response to the thesis.
	4. **Analysis and Reasoning:** There are two parts to this. It is worth two points.
		1. Part 1
			1. Must use historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the question. This is worth one point.
			2. It is important to do what the historical thinking skill is asking. For example, let’s say a question asks to compare Northern and Southern attitudes toward slavery. Too often students will write a paragraph about Northern attitudes and then write another paragraph about Southern attitudes. They will cite all sorts of examples, which is good. What they fail to do is compare the Northern and Southern attitudes, they simply list them. This is not good.
		2. Part 2
			1. Demonstrates a complex understanding of the historical development that is the focus of the question, using evidence to corroborate, qualify, or modify an argument that addresses the question. This is worth 1 point.
			2. This must be part of an argument in a body paragraph.
			3. So, how can you do this?
				1. Explaining nuance of an issue by analyzing multiple variables.

Discuss some of the things that you learned that demonstrate your knowledge of the period, support your argument and are insightful. Don’t just list a bunch of facts, discuss what was happening historically, how people thought, and relate it to your thesis or argument(s).

For example, if you are discussing the colonial angst toward taxes in the pre-revolution period, specifically the Tea Act, you might want to expound on that by discussing how it was not simply the tax that led to colonial frustration, but the monopoly that the British created and how that could establish a precedent that would give parliament the authority to create more monopolies.

* + - * 1. Reflecting the historical thinking skill of the question, explain

both similarities and differences or

both continuity and change, or

both causes and effects.

The question will likely ask for one, for example a question might ask for the causes of a war. To fulfill the complex knowledge requirement, you might want to discuss the impact or unintended consequences of the war to reflect an effect.

Tie this to the argument or thesis.

* + - * 1. Explaining relevant and insightful connections within and across periods

Compare what you are arguing to another time period in American history (or something that had an impact on American history). Tie it to your argument or thesis.

For example, the sentiments of the Revolutionary-era American colonials could be compared to the feelings that Southerners felt during the secessions of 1860-1861 …breaking from a tyrannical government.

* + - * 1. Confirming the validity of an argument by corroborating multiple perspectives across themes.

This would reflect using a different historical genre to corroborate your argument.

E.g. if you argued that the creation of a national bank was harmful to the United States from an economic perspective, you could cite evidence to support that claim by using cultural evidence and say that the bank led to the formation of American industry, taking men out of the home and forcing women into gender roles that ultimately led to economic stagnation.

* + - * 1. Qualifying or modifying an argument by considering diverse or alternative views or evidence

You would be addressing the opposite side of the argument.

E.g. You might argue that the Louisiana Purchase was a positive for the formation of America in that it allowed us to expand and removed a foreign power from our borders. But, on the other hand, it did not have federalist support as they felt it violated the Constitution since Jefferson did not get Congressional approval and the territory would not likely be part of the US in the future.