Long Essay Question (LEQ)
You will have a choice of **TWO** long essay questions to answer in writing.

- You have 35 minutes to write the essay.
  - 5 minutes suggested planning
- The essay is scored on a 6 point rubric.
- You MUST use **BLACK** pen.
• The LEQ:
  • Measures the use of historical thinking skills to explain and analyze significant issues in world history.
  • Requires students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument.
In your response you should do the following:

- **Thesis**: Present a thesis that makes a historically defensible argument and responds to **ALL** parts of the prompt.
- **Application of Historical Thinking Skills**: Develop and support an argument that applies historical thinking skills as directed by the prompt.
- **Support the Argument with Evidence**: Utilize specific examples of evidence to fully and effectively substantiate the thesis or argument.
In your response you should do the following:

- **Synthesis:** Extend the argument by explaining the connections between the argument and **ONE** of the following:
  1. A development in a different historical period, situation, era, or geographical area.
  2. A course theme and/or approach to history that is **NOT** the focus of the essay (such as political, economic, social, cultural or intellectual history - think **SPICE**).
  3. A different discipline or field of inquiry (such as economics, government, politics, art history or anthropology).
6 Points

- Thesis – 1 point
- Historical Thinking Skill - 2 points
- Evidence – 2 points
- Synthesis - 1 point
Historical Thinking Skills

- Changes and Continuity over Time (CCOT) – What Changed? What Stayed the Same?
- Causation – Cause & Effect
- Comparison – Similarities & Differences
- Periodization — Turning Points in History
LEQ Strategies

1. **READ**: Read the prompt, read the prompt, and read the prompt! Many students begin their essay after only a careless glance of the question. The difference between a response that receives a “1” and one that receives a “6” is sometimes determined by a simple thing: Did the student answer the question/prompt as it was presented?

2. **PLAN**: Write an outline, brief structural plan, or list of ideas to convey that would answer the prompt. An outline will help organize your thoughts and create a path for where your essay will go. Write down corresponding events, key vocabulary, and facts that will serve as evidence to support your thesis.
3. **THESIS**: Write a solid, well-worded thesis that answers the prompt. This is the central component of your essay. Keep referring back to your thesis whenever you as you write. The body paragraphs back up and prove your thesis.

4. **WRITE**: Notice it is in step 4 that we finally begin writing. Without the first 3 steps, your essay has no structure, accuracy, or guidance. Be sure to write clearly and concisely. Do not get lost in your ideas. Coherent essays earn a good score.

5. **NEAT**: Write legibly. If the "readers" are not able to understand your ideas—they will not give you credit for them!
Thesis **MUST** haves:

- Answer the prompt (AP)
- Time/Place
- 3 Categories
• The thesis **CANNOT** be split and must be located in either the introductory paragraph or the conclusion.
• It cannot simply repeat the question.
1. Do NOT use words you are not familiar with. Misuse of words makes you appear desperate.
2. Do NOT write about what you believe. Write about what you can PROVE!
4. Do NOT abbreviate.
5. Write neat and legibly.
6. Use correct spelling, grammar, and punctuation. However, AP readers will not deduct points for this if meaning is clear.
HISTORICAL THINKING SKILL: Comparison
Comparison

• Compare & Contrast topic

• Does NOT have to be 50/50

• Every time you compare – tell WHY
• There must be some minimal qualification of BOTH differences and similarities to be an acceptable thesis.

1. “There were many similarities and differences…..” is not acceptable.

2. "There were economic similarities but political differences" is minimally acceptable
Comparison Thesis

- Try to begin Thesis with:
  - While...
  - Although...
  - Despite...
  - In spite of...

*I DON'T KNOW WHAT I'M WRITING ABOUT*
Sample format:

- TOPIC 1 and TOPIC 2 are similar in CATEGORY 1 but differ in CATEGORY 2 and CATEGORY 3.
- Add TIME and PLACE
- You MUST make a direct comparison!
• **Direct comparison** is a sentence that mentions both topics that you are comparing and the specific comparison.

• **Example:**
  “Japan and China both developed civilizations that were lead by emperors. They did this because...”
• Don’t say:
  • China followed traditions and Japan modernized economically.

• Instead:
  • Although China and Japan had similar political motivations, they differed in their following of traditions and economic modernization.
**Direct Comparison: ANALYSIS**

**a·nal·y·sis**

/əˈnaləsəs/

*noun*

detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation.

"statistical analysis"

*synonyms:* examination, investigation, inspection, survey, study, scrutiny; More

- the process of separating something into its constituent elements.

*synonyms:* examination, investigation, inspection, survey, study, scrutiny; More

- the identification and measurement of the chemical constituents of a substance or specimen.

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**Trigger Words For...**

**SIMILARITIES AND DIFFERENCES**

<table>
<thead>
<tr>
<th>SIMILARITY</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared</td>
<td>However</td>
</tr>
<tr>
<td>Since</td>
<td>In contrast to</td>
</tr>
<tr>
<td>Also</td>
<td>When compared to</td>
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<tr>
<td>Moreover</td>
<td>Note the difference</td>
</tr>
<tr>
<td>As well as</td>
<td>Either</td>
</tr>
<tr>
<td>Likewise</td>
<td>Unlike</td>
</tr>
</tbody>
</table>

**Showing Analysis**

![Diagram](image)
Direct Comparison:
ANALYSIS

• Analysis - Use this formula!
  • “This similarity/difference was most likely due to the fact that…”
  • “This was because…”

• Analyze why there was a similarity and/or difference. What led to their commonalities?
• Why did they have distinctions (maybe their geography?)
• Think Cause and Effect!
• Intro
  • Thesis

• Body P X 3
  • Topic sentence = Direct Comparison of Topic 1 to Topic 2
  • Analysis – why the similarity/difference existed
  • Evidence – at least 3 pieces (more the better)
  • Synthesis – Connect to larger global theme or context

• Conclusion
  • Restate thesis
1. 3 Groups
2. 3 Direct Comparisons
3. 3 Analysis
4. 3 Synthesis