



# APUSH ESSAYS

DBQ and LEQ

# PART 2: ESSAYS

## DBQ

- 55 minutes total- Advised 15 minutes planning, 40 minutes writing
- Cannot be specifically from Period 1 or 9 but can be from multiple periods which might include period 1 or 9 (ex. 1-2 or 7-9)
- Always 7 documents

## LEQ

- 35 minutes
- Cannot be specifically from Period 1 or 9 but can be from multiple periods which might include period 1 or 9 (ex. 1-2 or 7-9)
- 2 choices given---pick one to write

# ESSAYS: RUBRIC POINTS

## DBQ

- 7 Points Available
- Thesis-1
- Argument Development-1
- Document Analysis- uses content of at least 6 of 7 documents to support thesis-1
- Extended Analysis of Documents- HIPP (historical context, intended audience, perspective, point of view) for at least 4 documents-1
- Contextualization- 1
- Outside information- 1
- Synthesis- 1

## LEQ

- 6 Points Available
- Thesis- 1
- Argumentation- Comparison, Causation, CCOT (continuity and change over time), or Periodization- 2
- Argument Development Using Evidence- must relate back to thesis- 2
- Synthesis- 1

# DBQ: CONTEXTUALIZATION (1 POINT)

- \*Should you have Contextualization in your LEQ even if you don't get a point for it? Yes, it's good writing!
- Where should it go in your essay? The introduction is the best place for it. Remember, your introduction can technically be two paragraphs.
- What is Contextualization?
  - *Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance. (College Board AP Course and Exam Description, AP US History, Fall 2015)*
  - **Provide background information of what was happening at the time of the essay prompt.**
- Contextualization vs. Historical Context: Contextualization gives the background for the essay topic as a whole while the Historical Context gives the background for a specific document.

# EXAMPLES OF CONTEXTUALIZATION

- Prompt: Evaluate the extent in which the Civil War was a turning point in the lives of African Americans in the United States. Use the documents and your knowledge of the years 1860-1877 to construct your response.
- **Incorrect** (too vague): *The Civil War was a bloody event that led to the death of thousands of Americans.*
- **Incorrect** (lacks detail or understanding): *Slavery had existed for hundreds of years in the United States. It was a terrible thing that had to be abolished.*
- **Correct:** *The peculiar institution of slavery had been a part of America's identity since the founding of the original English colony at Jamestown. In the early years, compromise was key to avoiding the moral question, but as America entered the mid 19th century sectional tensions and crises with popular sovereignty, Kansas, and fugitive slaves made the issue increasingly unavoidable. When the Civil War began, the war was transformed from one to simply save the Union to a battle for the future of slavery and freedom in the United States.* Source: [https://www.albert.io/blog/how-to-earn-the-contextualization-point-on-the-apush-dbq/?utm\\_source=sendy&utm\\_campaign=ap-us-history-blog-post](https://www.albert.io/blog/how-to-earn-the-contextualization-point-on-the-apush-dbq/?utm_source=sendy&utm_campaign=ap-us-history-blog-post)

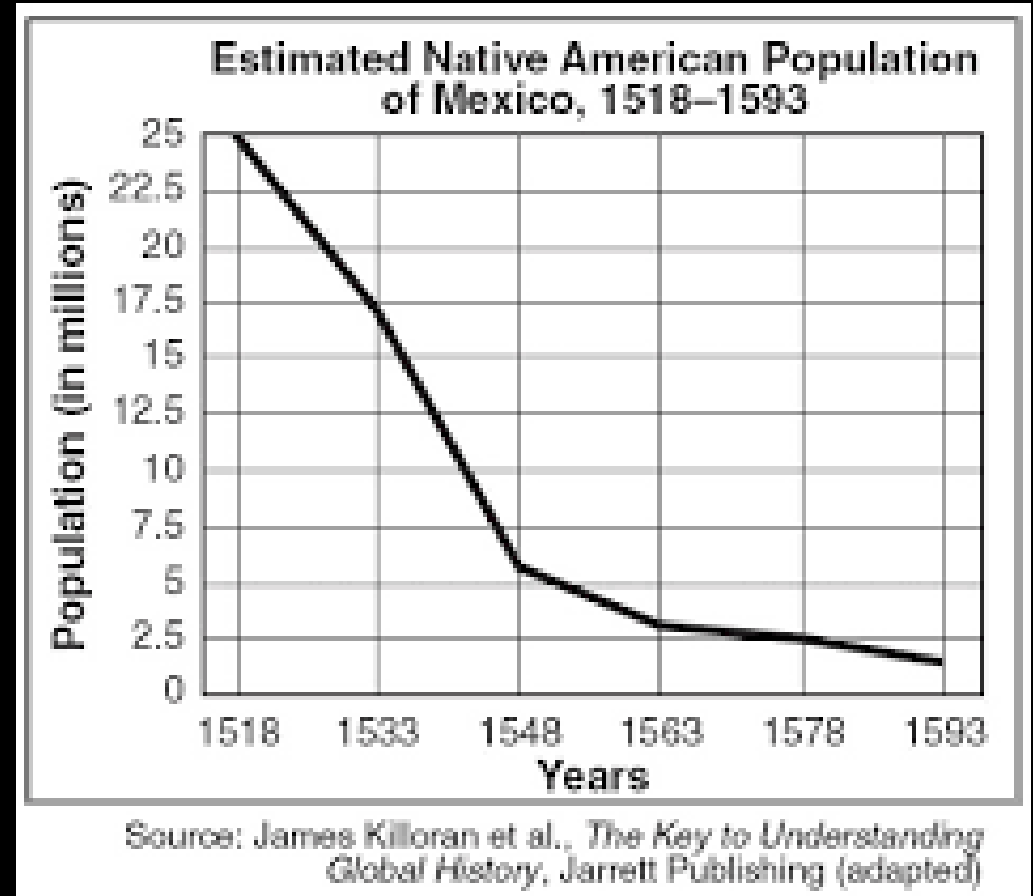
# THESIS (1 POINT- BOTH DBQ AND LEQ)

- **Rubric language: Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.**
- X, however, A, B, and C. Therefore, Y.  
OR
- Although X, Y because A, B, C.
- X- represents the strongest point against your argument (counter-argument)
- A, B, and C- represent the three strongest points for your argument (organizational categories)
- Y- represents the position you will be taking (your stand on the prompt)



# DBQ: DOCUMENT ANALYSIS (1 POINT)

- Must use content of at least 6 of 7 documents to support thesis
- DO NOT SUMMARIZE DOCUMENTS!
- **Incorrect:** Doc 1 shows that the Native American population dropped from 1518 through 1593.
- **Correct:** The declining population of Native Americans was further evidence of the Spanish' detrimental impact on the Native society (Doc 1).



## DBQ: HIPP-O (2 POINTS)

- **Must HIPP 4 Documents**
- **H- Historical Context**---what was going on when this document was written?
- **I- Intended Audience**---who does the author expect to inform or influence?
- **P- Point of View**---who is the author and what is their relationship to the event and how does it impact their understanding of the event?
- **P- Purpose**---why did the author create this source?
- **O- Outside Information**---what specific historical information outside of the document can you connect to the document?



- **Historical Context-** America rejected the Treaty of Versailles following World War I and thus refused to join the League of Nations.
- **Intended Audience-** The cartoon was intended to persuade the public that the reason why the League of Nations was failing was that the United States was not participating.
- **Point of View-** The cartoon was written from the perspective of someone who opposed isolationism and believed that the US should join the League of Nations.
- **Purpose-** The cartoon was created to illustrate that the US was a vital part in the success of the League of Nations.
- **Outside Information-** The League of Nations was the brain child of Woodrow Wilson and was part of his Fourteen Point Plan to prevent future wars. It was the only part of his plan that was adopted.



THE GAP IN THE BRIDGE.

# DBQ: ARGUMENTATION (1 POINT)

- From the rubric: *Develops and supports a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.*
  - **Make sure that you continually relate your information back to your thesis**
- How can you do this?
  - Include clear topic sentences in for each of your paragraphs which explain how the information you are going to discuss relates to the thesis.
  - Have a concluding sentence at the end of your paragraph which ties up your thoughts and relates back to the thesis.
- **Key---let the reader know you have kept the thesis in mind as you have written your essay.**

# LEQ: ARGUMENTATION HTS (2 POINTS)

- There are different Historical Thinking Skills which are targeted in the LEQ: Comparison, Causation, CCOT, and Periodization.
- 1<sup>st</sup> Point:
  - **Comparison**- describes the similarities AND differences among historical individuals, events, developments, or processes OR evaluate the significance of historical individuals, events, developments, or processes
  - **Causation**- describes causes AND/OR effects of a historical event, development, or process
  - **CCOT** (Continuity and Change Over Time)- describes historical continuity AND change over time
  - **Periodization**-describes the ways in which the historical development specified in the prompt was different and similar to developments that preceded AND/OR followed. If the prompt asks about a turning point, developments from BOTH prior and after the turning point must be addressed. If the prompt asks about the characteristics of an era than EITHER events prior or after the prompt can be discussed
- 2<sup>nd</sup> Point
  - It's the "why" point. Why did the the particular HTS happen (why did things change, why did they remain the same, etc.)?

# LEQ: ARGUMENTATION WITH EVIDENCE (2 POINTS)

- From the rubric:
  - 1<sup>st</sup> Point: Addresses the topic of the question with specific examples and relevant evidence
  - 2<sup>nd</sup> Point: Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument
- It's the "why" point. Why does your evidence support your topic sentence/thesis?



# LEQ: ARGUMENTATION EXAMPLE: GETTING THE 4 POINTS

Prompt: Antebellum developments of sectional crisis leading to Civil War (causation)

THESIS: Aggressive expansionism fueled sectional conflict prior to the Civil War.

The Mexican Cession caused controversy over expansion of slavery.

- 1 Point HTS Causation Argument
- 1 Point Outside Evidence

Slave Power dominated the Democratic Party and drove its expansionist platform to further spread slavery and its plantation aristocracy. Inspired by Manifest Destiny, the Democrat James K. Polk pursued war with Mexico and acquired the Mexican Cession lands under the Treaty of Guadalupe-Hidalgo. The acquisition of these new southwestern territories reignited and echoed debates about expansion of slavery from the Missouri Compromise.

- 1 Point Describing Causation
- 1 Point Explaining Causation
- 1 Point Outside Evidence
- 1 Point Outside Evidence Supports Argument

# SYNTHESIS (1 POINT BOTH DBQ AND LEQ)

- **Rubric Language:** Extends the argument by explaining the connections between the argument and **ONE** of the following
- **A) A development in a different historical period, situation, era, or geographical area.**
- **B) 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) \*\*\*aka BAGPIPE**
- Where should it go in the essay? I can go anywhere but it is often found in the conclusion.
- Visit here:  
[http://www.mrsclemens.com/uploads/4/6/5/8/4658148/apush\\_synthesis.pdf](http://www.mrsclemens.com/uploads/4/6/5/8/4658148/apush_synthesis.pdf) and
- <https://www.albert.io/blog/how-to-earn-the-synthesis-point-on-the-dbq-and-leq/>



# BASIC ESSAY OUTLINES

## DBQ

- Introduction
  - Contextualization
  - Thesis
- Body Paragraphs (any order is acceptable within the paragraph)
  - Argumentation
  - Document Analysis
  - Extended Document Analysis
  - Outside Information
  - Synthesis\* (if it works there)
- Conclusion
  - Synthesis (if you haven't used it elsewhere in your essay)
  - Restate thesis if needed

## LEQ

- Introduction
  - Contextualization (even though it's not worth a point, it's good practice)
  - Thesis
- Body Paragraphs (any order is acceptable within the paragraph)
  - Argumentation with Historical Thinking Skill
  - Explanation of why the HTS happened
  - Argumentation with evidence
  - Argumentation which relates back to the thesis
  - Synthesis\* (if it works here)
- Conclusion
  - Synthesis (if you haven't used it elsewhere in your essay)
  - Restate thesis if needed