

Writing in APUSH

[Updated for 2019 – 2020]



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Exam Overview

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 95-minute multiple-choice and short-answer section (Section I) and a 100-minute free-response section (Section II). Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: MCQ (multiple-choice)	55 questions	55 min	40%
	Part B: SAQ (short-answer)	3 questions Required: Q1: periods 3-8 Secondary, Historical Interpretation Required: Q2: periods 3-8 Primary, Causation OR Comparison Choice: Q3: periods 1-5 No Stimulus, Causation OR Comparison Choice: Q4: periods 6-9 No Stimulus, Causation OR Comparison	40 min	20%
II	Part A: DBQ (document-based)	1 question	60 min (includes a 15-min reading period)	25%
	Part B: LEQ (long-essay)	1 question Choice: Q2: periods 1-3 Q3: periods 4-6 Q4: periods 7-9	40 min	15%

Short Answer Questions

Short-Answer Questions **Historical Thinking Skills** **Source Type** **Periods**

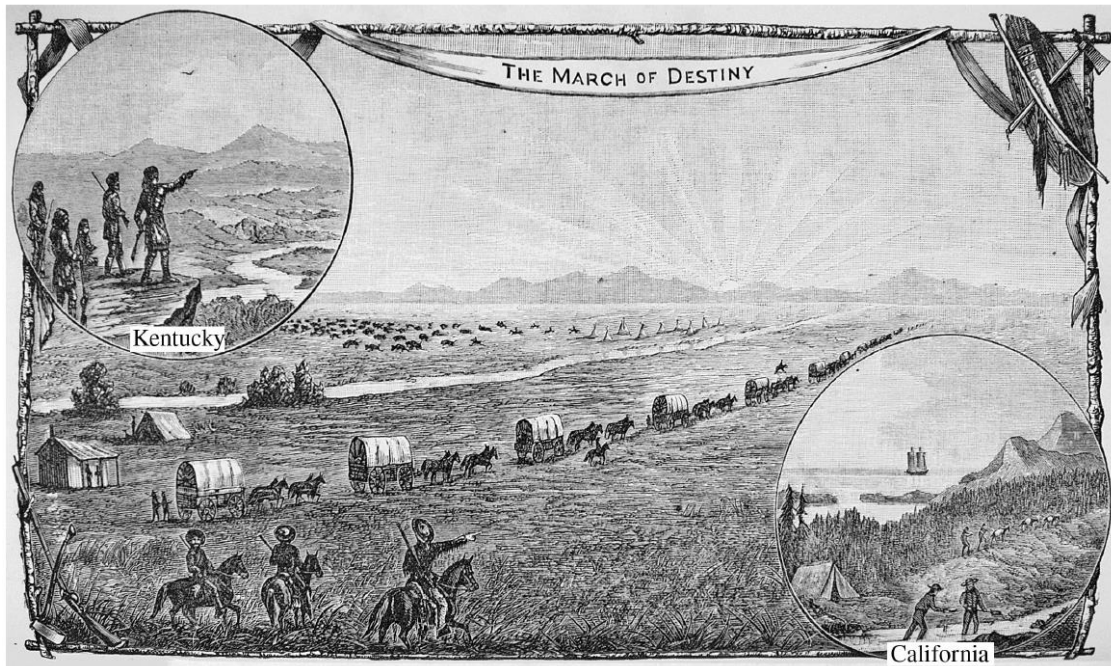
Students are required to answer short-answer 1 AND short-answer 2			
1	Analyzing Secondary Sources	Secondary Source	P 3-8
2	Causation OR Comparison	Primary Source	P 3-8
Students select short-answer 3 OR short-answer 4			
3	Causation OR Comparison (different skill from SAQ 2)	No Stimulus	P 1-5
4	Causation OR Comparison (same skill as SAQ 3)	No Stimulus	P6-9

Irish's Rules for the SAQs

- ALWAYS **label your answers** (e.g., (a), (b), and (c))
- WRITE **3-4 solid sentences** per task (so a total of 9-12 solid sentences per SAQ set)
- **IDEA your answers** (esp. when it calls for specific):
 - **I** = identify a proper noun
 - **D** = describe / define your proper noun
 - **E** = explain connection of your proper noun to the task
 - **A** = then you have answered the question
- ANSWER the tasks in ORDER
- ALWAYS stay INSIDE the box
- ALWAYS write in PEN
- DON'T panic, you got THIS

Example of an SAQ response using IDEA

Frank Triplett, "The March of Destiny," 1883



Courtesy The Newberry Library, Chicago

2. Using the image above, which depicts the first half of the nineteenth century, answer (a), (b), and (c).
 - a) Briefly describe ONE historical perspective expressed in the image.
 - b) Briefly explain how ONE specific event or development in the period from 1800 to 1850 contributed to the process depicted in the image.
 - c) Briefly explain ONE specific historical effect in the period from 1844 to 1890 that resulted from the process depicted in the image.

(A) Manifest Destiny is viewed as a positive experience and expression of the American spirit. The unprecedented opportunities available to settlers in the West is portrayed, the artist presents the journey as one of ease, although there are hints at potential opposition with the existence of Tepees in the background. Overall the image presents a positive view that Americans should continue their westward march across the continent.

(B) The California Gold Rush caused settlers to pick up and move west. The Gold Rush began in 1848 when gold was found in California. The news brought hundreds of thousands of people to the state of California. The sudden influx of money reinvigorated the economy and brought a sudden population increase to California resulting in statehood in 1850.

(C) The Exodusters were African Americans who migrated west following the Civil War. Beginning in the 1870s, as African Americans were freed, the west provided potential opportunities for former slaves looking for freedom and a new start. The taming of the west provided these individuals opportunities to leave the South, as a result, thousands of individuals headed for Kansas, Oklahoma, and Colorado.

The Essays (DBQs and LEQs)

The Essays on the APUSH Exam will take the form of three types: Causation, Continuity and Change, or Comparison. All three have commonalities, but all three are also different historical thinking skills and require students to approach them a bit differently. Each type has a particular way of organizing the information. Each type requires the students to **use the themes of the course to organize their answer** and each type requires the student to construct an argument.

The Course Themes:

Theme 1: American and National Identity

This theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America as well as on related topics, such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

Theme 2: Work, Exchange, and Technology

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

Theme 3: Geography and the Environment

This theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.

Theme 4: Migration and Settlement

This theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

Theme 5: Politics and Power

This theme focuses on how different social and political groups have influenced society and government in the U.S. as well as how political beliefs and institutions have changed over time.

Theme 6: America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period and on the influence of the U.S. on world affairs.

Theme 7: American and Regional Culture

This theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.

Theme 8: Social Structures

This theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on the broader society.

Causation

- Describe causes and/or effects of a specific historical development or process.
- Explain the relationship between causes and effects of a specific historical development or process.
- Explain the difference between primary and secondary causes and between short- and long-term effects.
- Explain how a relevant context influenced a specific historical development or process.
- **Explain the relative historical significance of different causes and/or effects.**

Possible Cause/Effect Essay Prompts:

T1 Causation: “Evaluate the relative importance of causes which led to ____.”

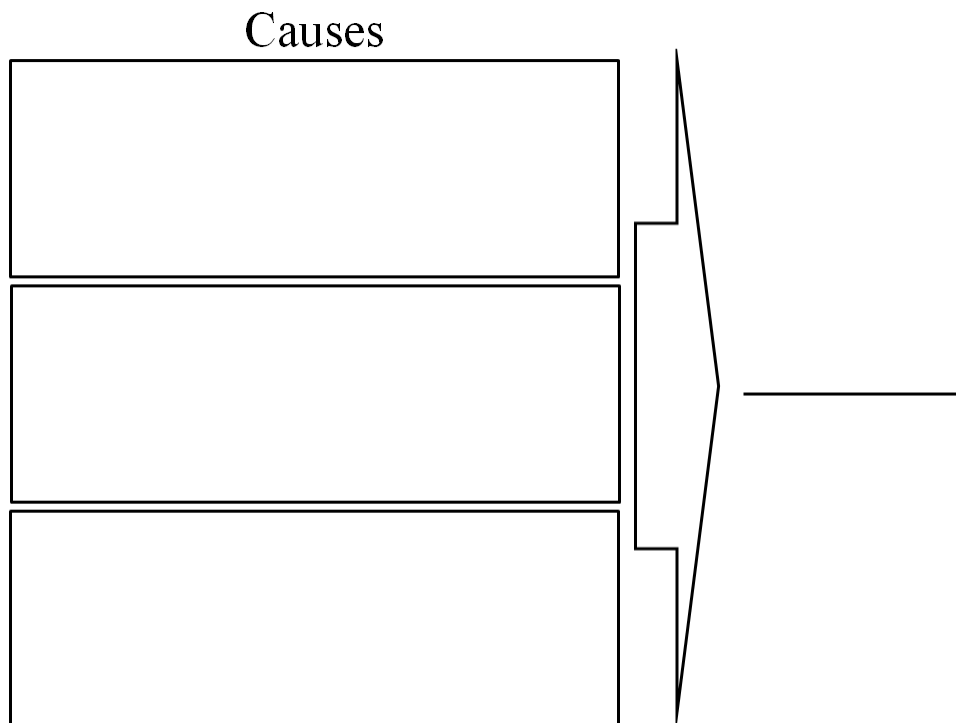
T1 Effect: “Evaluate the relative importance of effects which resulted from ____.”

T2 Causation: “Evaluate the extent to which ____ caused ____.”

T2 Effect: “Evaluate the extent to which ____ resulted from ____.”

The differences between T1 and T2 is that in T1 students are not given a theme (or organizational category) to write on, so they can chose what they want. In T2 students are given a specific theme to write on.

Organizing a Cause/Effect Essay Prompt:



The different boxes represent a theme (or organizational category) for which the essay must organize information with regard to the prompt. The essay should **ALWAYS have three types of causes/effects** that is being used to answer the prompt.

Concrete Example of a Causation Prompt:

Consider the following prompt:

“Evaluate the relative importance of different causes for the expanding role of the United States in the world in the period from 1865 to 1910.”

The student should ask themselves several things when they first encounter an essay prompt:

First, what is the historical thinking skill being assessed? *CAUSATION*

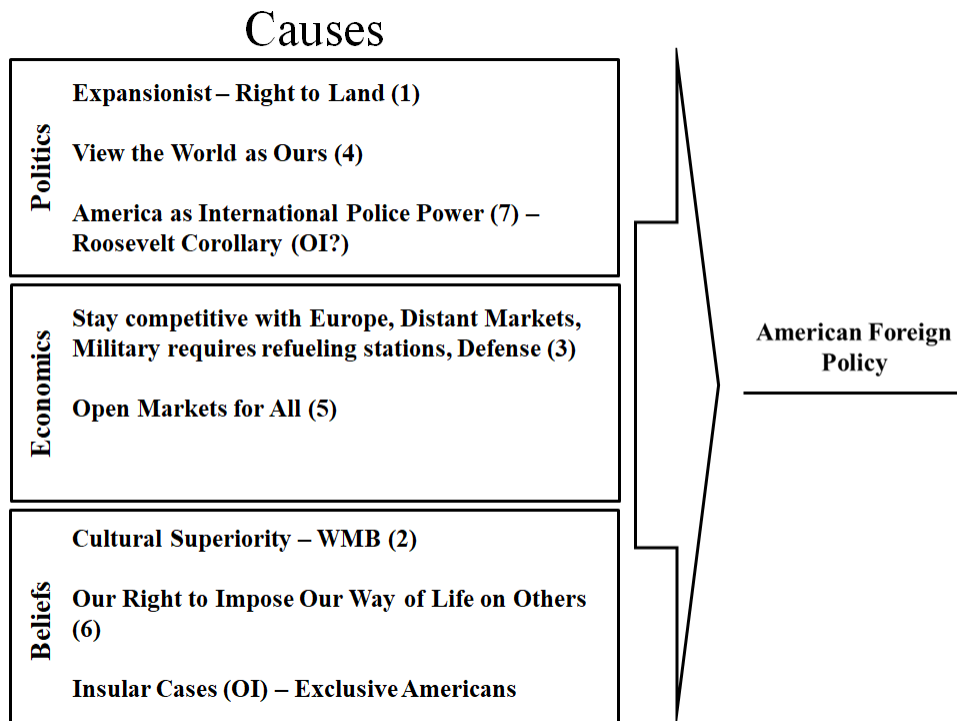
Second, what is the overall topic of the essay prompt? *AMERICA IN THE WORLD*

Third, are there any themes that are given to me that I am required to write on? *NO*

Fourth, what are the parameters (time constraints) of the essay prompt? *1865 - 1910*

Organizing a Causation Prompt:

Because this was a DBQ, I have documents that I am to use in order to answer the essay prompt. The first thing that I do is to go through the documents and see what, if any, patterns emerge, then determine those patterns and then organize my documents around three themes. I have selected the three themes of: Politics (politics and power), Economics (work, exchange, and technology), and Beliefs (American and regional culture). **NOTE: any themes work, there is no right or wrong way to organize the essay.** The important part is how you support and defend your essay. I have noted the different documents and what each document is about in the different boxes.

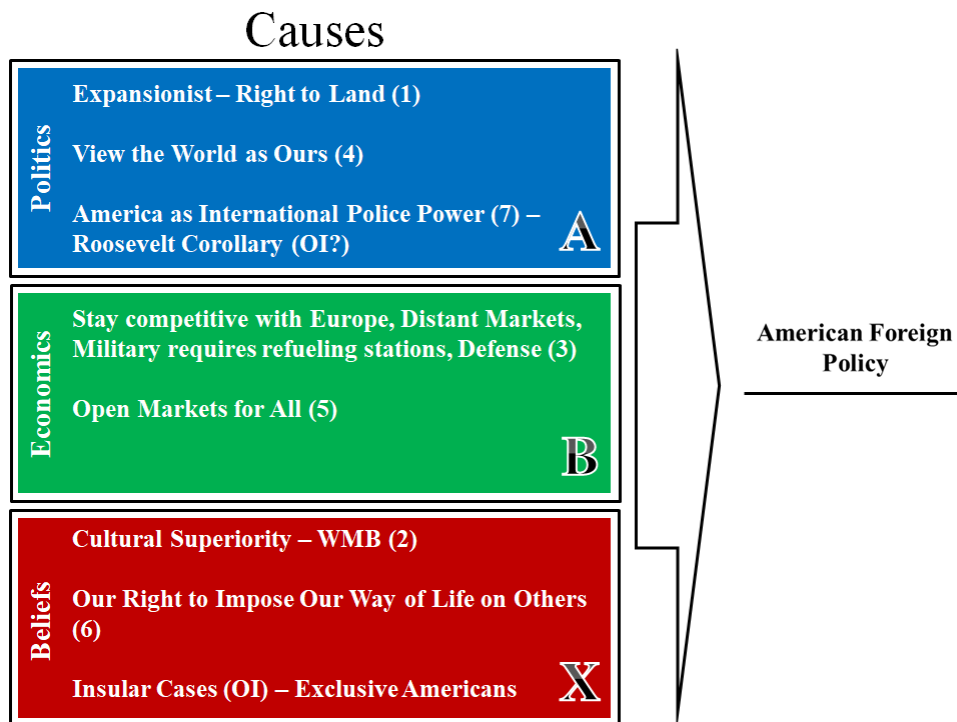


Determining the argument in a Causation Prompt:

Once the information is organized, (in an LEQ, the essay will not have documents, so all the information that is included will be what the student came up with on their own) the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “relative importance of causes.” This is the key to understanding what the argument is going to be. Evaluate the relative importance of causes asks the **student to rank the different causes** that they came up with. NOTE: in a T2 causation essay prompt, one theme is given to you, so you are required to write on that, but you then come up with two more themes to organize your information around. **So in a causation essay, the student will rank the three causes, from most important to least important (this is true of a T1 or T2 and is true of a DBQ or an LEQ).**

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a **2/1 ratio for their argument**. So for a causation essay, because they are ranking the causes, they need to have 2 most important causes (indicated as A, in blue, and B, in green, on the chart) and 1 least important cause (indicated as X, in red, on the chart).



Comparison

- Describes similarities and/or differences between different historical developments or processes.
- Explain relevant similarities and/or differences between specific historical developments and processes.
- **Explain the relative historical significance of similarities and/or differences between different historical developments or processes.**

Possible Comparison Essay Prompts:

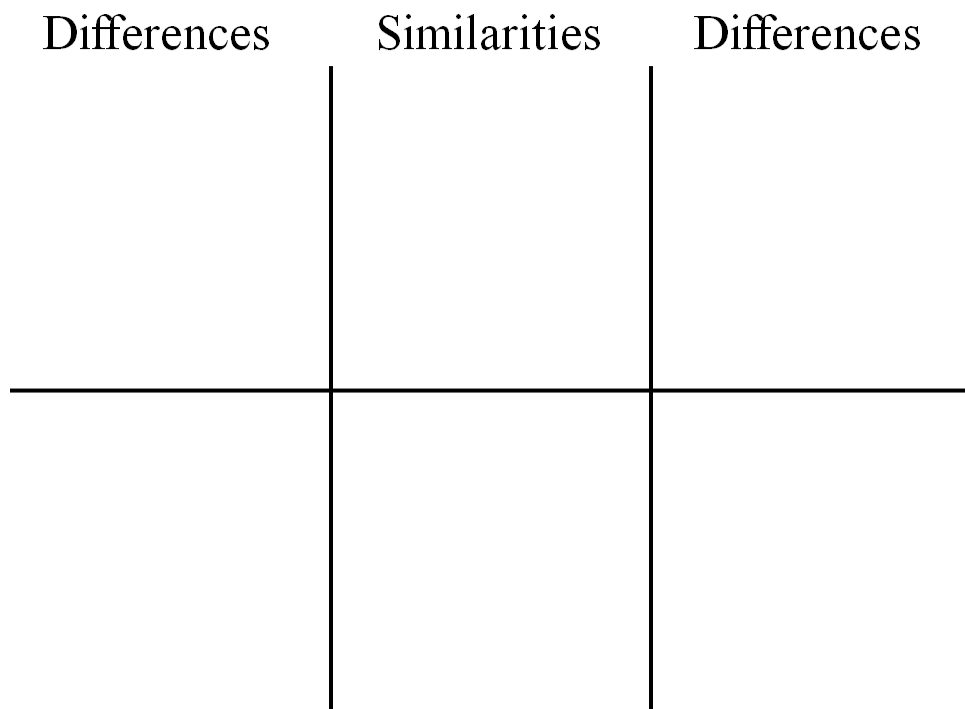
T1 Similarities: “Evaluate the extent of similarities between _____ and _____.”

T1 Differences: “Evaluate the extent of differences between _____ and _____.”

T2 Similarities: “Evaluate the extent of _____ similarities between _____ and _____.”

T2 Differences: “Evaluate the extent of _____ differences between _____ and _____.”

Organizing a Comparison Essay Prompt:



The graphic organizer for a comparison essay is similar to a Venn Diagram. **The vertical lines separate information which is about the similarities and differences between the two objects under investigation.** The space in the middle, the student notes similarities between the two objects under investigation. The spaces on the outside boxes, the student notes differences between the two objects under investigation. **The horizontal line separates the two themes that students will use to organize that information.** Just like in a Venn Diagram, the middle space represents the similarities, and the outside spaces represent differences.

Concrete Example of a Comparison Prompt:

Consider the following prompt:

“Evaluate the extent of similarities between the Chesapeake and the New England colonies in North America from 1607 to 1754.”

The student should ask themselves several things when they first encounter an essay prompt:

First, what is the historical thinking skill being assessed? *COMPARISON*

Second, what is the overall topic of the essay prompt? *COMPARING DIFFERENT GEOGRAPHIC REGIONS*

Third, are there any themes that are given to me that I am required to write on? *NO*

Fourth, what are the parameters (time constraints) of the essay prompt? *1607 - 1754*

Organizing a Comparison Prompt:

Because this was not a DBQ, I have no documents, so I have to come up with the specific information on my own. I also have to think about the course themes and consider which two I think are the most relevant to the essay prompt. NOTE: there is no right or wrong way of organizing this essay. As has been noted before, it all depends on how you use the specific information to support your argument. I have selected the two themes of: Geography and Migration and Politics and Power.

	Chesapeake	New England	
Geography / Migration	<p>Settled along the Chesapeake Bay River</p> <p>Migrated as mostly young single males</p> <p>Established a plantation and agricultural economy</p>	<p>Fled England for Economic Hardships</p> <p>Migrated Over in the first half of the 17th century</p> <p>Established friendly relations with Natives, at first</p>	<p>Settled in New England, Plymouth and Massachusetts Bay</p> <p>Migrated in family units</p> <p>Subsistence farming and trade as primary economy</p>
Politics / Power	<p>Fled England for Economic Hardships</p> <p>Middle and younger males, laws of Primogeniture and Entail</p> <p>Limited rights for women</p>	<p>Set up political bodies to help govern colonies: House of Burgesses / Town Hall Meetings</p>	<p>Religious Dissenters, Protestants fleeing the Catholic Church</p> <p>Some left Holland because of concerns over “Dutchification” of children</p> <p>Patriarchal Society</p>

Determining the argument in a Comparison Prompt:

Once the information is organized the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “extent of similarities.” This is the key to understanding what the argument is going to be. To evaluate the extent of similarities or differences, **the student is being asked to argue whether they believe there are more similarities or differences between the two objects under investigation.**

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a **2/1 ratio for their argument.** So for a comparison essay, because they are determining whether there are more similarities or differences, they need to have 2 themed organized differences (indicated as A, in blue, and B, in green, on the chart) for 1 similarity (indicated as X, in red, on the chart). Or vice versa, if the student is going to argue that there are more similarities (then they would have 2 similarities to 1 difference).

	Chesapeake	New England	
Geography / Migration	Settled along the Chesapeake Bay River Migrated as mostly young single males Established a plantation and agricultural economy A	Fled England for Economic Hardships Migrated Over in the first half of the 17 th century Established friendly relations with Natives, at first X	Settled in New England, Plymouth and Massachusetts Bay Migrated in family units Subsistence farming and trade as primary economy A
Politics / Power	Fled England for Economic Hardships Middle and younger males, laws of Primogeniture and Entail Limited rights for women B	Set up political bodies to help govern colonies: House of Burgesses / Town Hall Meetings X	Religious Dissenters, Protestants fleeing the Catholic Church Some left Holland because of concerns over “Dutchification” of children Patriarchal Society B

Continuity and Change

- Describes patterns of continuity and/or change over time.
- Explain patterns of continuity and/or change over time.
- **Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.**

Possible Continuity and Change Essay Prompts:

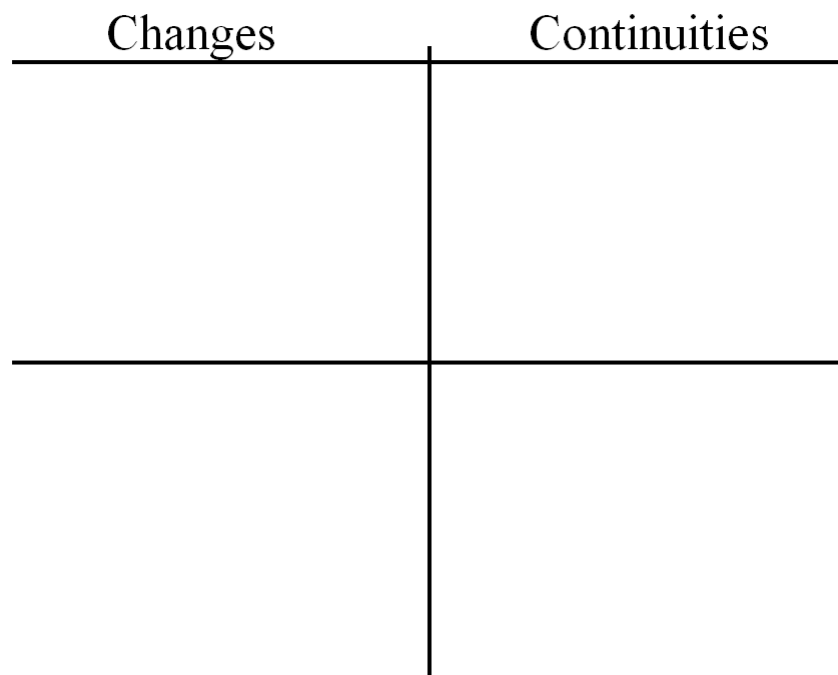
T1 Continuities: “Evaluate the extent of continuities of _____.”

T1 Changes: “Evaluate the extent of changes of _____.”

T2 Continuities: “Evaluate the extent of _____ continuities of _____.”

T2 Changes: “Evaluate the extent of _____ changes of _____.”

Organizing a Comparison Essay Prompt:



The graphic organizer for a Continuity and Change Essay Prompt is a T-chart. **The vertical line separates the differences between continuities and changes with the topic under investigation. The horizontal line separates the two themes that students will use to organize that information.** This graphic organizer is similar to the graphic organizer that students will use to organize a Comparison essay prompt.

Concrete Example of a Continuity and Change Prompt:

Consider the following prompt:

“Evaluate the extent of change in the United States foreign policy in the period 1783 to 1828.”

The student should ask themselves several things when they first encounter an essay prompt:

First, what is the historical thinking skill being assessed? *CONTINUITY AND CHANGE*

Second, what is the overall topic of the essay prompt? *AMERICA IN THE WORLD*

Third, are there any themes that are given to me that I am required to write on? *NO*

Fourth, what are the parameters (time constraints) of the essay prompt? *1783 - 1828*

Organizing a Comparison Prompt:

Because this was a DBQ, I have documents that I am to use in order to answer the essay prompt. The first thing that I do is to **go through the documents and see what, if any, patterns emerge, then determine those patterns and then organize my documents around two themes**. I have selected the two themes of: America in the World and American and National Identity. NOTE: any themes work, there is no right or wrong way to organize the essay. The important part is how you support and defend your essay. I have noted the different documents and what each document is about in the different boxes. For this prompt, I also noted a smaller theme within each box.

	Changes	Continuities
America in the World	Interventionism War of 1812 (6) Barbary Pirates (4)	Isolationism George Washington Farewell Address (1) Jefferson’s Embargo (5) Monroe Doctrine (OI)
Identity		Expansionism Jay’s Treaty (3) – right to “our” land Treaty of Greenville (2) Support Freedom and Independence JQA (7) Louisiana Purchase & Northwest Ordinance (OI)

Determining the argument in a Continuity and Change Prompt:

Once the information is organized the student needs to determine what his/her argument is going to be with regard to the prompt. Remember, the prompt asked for the student to determine the “extent of change.” This is the key to understanding what the argument is going to be. To evaluate the extent of continuities or changes, the **student is being asked to argue whether they believe there are more continuities or changes of the event or historical phenomenon under investigation.**

2/1 Ratio in ALL Essay Prompts (A, B, and X):

In all essay prompts, the student needs to come up with a **2/1 ratio for their argument.** So for a continuity and change essay, because they are determining whether there are more continuities or changes, they need to have 2 themed organized continuities (indicated as A, in blue, and B, in green, on the chart) for 1 change (indicated as X, in red, on the chart). Or vice versa, if the student is going to argue that there are more changes (then they would have 2 changes to 1 continuity).

	Changes	Continuities
America in the World	Interventionism X War of 1812 (6) Barbary Pirates (4)	Isolationism A George Washington Farewell Address (1) Jefferson’s Embargo (5) Monroe Doctrine (OI)
Identity		Expansionism B Jay’s Treaty (3) – right to “our” land Treaty of Greenville (2) Support Freedom and Independence JQA (7) Louisiana Purchase & Northwest Ordinance (OI)

The Thesis Statement

All essays must contain a thesis statement, it must respond to the prompt with a **historically defensible claim that establishes a line of reasoning**. The thesis must NOT restate or rephrase the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion. I require all my students to develop their thesis in the introduction.

Thesis Formula:

X. However, **A** and **B**. Therefore, Y.

X = the counter-argument or the concession statement

A = the first organizational theme

B = the second organizational theme

Y = the assertion with regard to the prompt

Alternative Formula: Although **X**, **A** and **B**, therefore Y.

Causation Thesis:

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

At the end of the nineteenth century the United States showed a superior attitude toward other areas around the globe. This view, associated with the idea of the "white man's burden" was used to justify intervention in international affairs. However, the desire for foreign economic markets along with the belief that America was the world's police power were stronger causes leading to an expanding role in world affairs from 1865 to 1910.

Comparison Thesis:

Evaluate the extent of similarities between the Chesapeake and New England colonies in North America from 1607 to 1754.

Both the Chesapeake and New England colonies fled England for hardships and once in North America tried to establish friendly relations with the American Indians. However, patterns of settlement as well as cultural demographics between the two colonial areas were drastically different. Therefore, despite some similarities, there were greater differences between the two colonies.

Continuity and Change Thesis:

Evaluate the extent of change in the United States foreign policy in the period 1783 to 1828.

In the first half of the nineteenth century the United States engaged in some military excursions and international intervention. However, a precedent was established early on in the founding of the country with regard to isolationism and neutrality toward European affairs. The Americans also continued a continental expansionist policy. Therefore, despite a few instances of military intervention, the Americans continued to pursue policies of isolationism and expansionism.

Levels of Specificity in the Thesis Statement

It is important that students **achieve the appropriate level of specificity in the thesis statement**. There are three specific ways of understanding specificity with regard to information.

LEVEL ONE: this is information that is very specific and detailed. Lots of proper nouns are found in this level of specificity.

LEVEL TWO: this is information which is just right, it strikes a balance between too specific and too general and vague.

LEVEL THREE: this is information that is very vague and general.

Consider the following examples of thesis statements. We will start with the thesis, which most students who do not earn the thesis point, write for their essays.

LEVEL THREE:

There were a few examples of political continuities with regard to U.S. foreign policy during the first half of the nineteenth century. However, there were significant economic and ideological changes which took place during the period 1783 to 1828, therefore there were more changes than continuities.

LEVEL ONE:

During the first half of the nineteenth century the U.S. got involved with the Barbary pirates and was involved in another war with Britain during the War of 1812. However, George Washington established a position of neutrality with his Farewell Address and the Monroe Doctrine determined our foreign relationship with other world powers. Therefore, despite a few instances of intervention, there were more continuities from 1783 to 1828.

LEVEL TWO:

In the first half of the nineteenth century the United States engaged in some military excursions and international intervention. However, a precedent was established early on in the founding of the country with regard to isolationism and neutrality toward European affairs. The Americans also continued a continental expansionist policy. Therefore, despite a few instances of military intervention, the Americans continued to pursue policies of isolationism and expansionism.

Contextualization

All essays must describe a broader historical context which is relevant to the prompt. To contextualize within the essay the student must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.

Pre-Contextualization (opening paragraph):

Pre-contextualization is information which occurred **BEFORE** the time frame of the question. This is to set the stage of the essay for the reader. It must include information which came BEFORE the essay topic. It must be relevant to the essay topic and the argument. Students should think of this in terms of a TV show. Often on shows, the episode will contain some pre-context information.

“Previously on . . .” Many shows connect previous content to the current episode.

Post-Contextualization (closing paragraph):

Post-contextualization is information which occurred **AFTER** the time frame of the question. This is to continue the argument of the essay for the reader. It must include information which came AFTER the essay topic. It must be relevant to the essay topic and the argument. Students should think of this in terms of a TV show. Often on shows, the episode will contain some post-context information. It might also be helpful to understand this component as an “effect” of the essay argument.

“Next time on . . .” Many shows connect the current content to future episodes.

Opening Paragraph (pre-context + thesis):

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

Prior to the conclusion of the Civil War in 1865, America was amidst the industrial revolution. New technologies and advancements, such as the establishment of factories and mass production techniques, the development of the transcontinental railroad and telegraph, and the growth of cities helped stimulate the economy. The Mexican Cession and Gadsden Purchase in the mid-19th century played a role in fulfilling Manifest Destiny. The 13th amendment freed slaves from bondage, changing race relations in America, especially the South. America's desire for economic growth and the acquisition of new territories led to the expansion of the United States' role in the world from 1865 – 1910. However, America's belief of its own racial and cultural superiority as compared to non-white nations and America's desire to protect "civil liberties" and play the world police played larger roles in the expansion of the United States influence in the world. Therefore, although the desire for economic growth influenced America's expanding role in the world, the notion of racial supremacy and the desire to protect human rights worldwide were more important causes for the expanding role of the United States in the world.

Closing Paragraph (post-context):

Evaluate the relative importance of different causes for the expanding role of the U.S. in the world in the period from 1865 to 1910.

Following 1910, world tensions were increasing, resulting in the outbreak of World War I in the late 1910s. America joined the war effort and ultimately won the war and restored world peace. America then entered a period of economic prosperity in the "roaring 20s" of the 1920s, as consumer culture stimulated the economy. Additionally, nativist sentiments persisted in America as whites believed they were superior to other groups, leading to the formation of groups like the Ku Klux Klan, which sought to intimidate blacks and other groups in America for the benefit of the white population. As America entered into the first half of the twentieth century it continued to struggle with the same issues which plagued it during the second half of the nineteenth century. America finally realized, after continuing to toy with isolationism, that it, once and for all, was a world power.

Document Usage in the DBQ

Students have (potentially) **THREE things to do with the documents** (or to be clearer, there are 3 points associated with document usage in the DBQ). First, they are asked to use 3 documents and relate those documents to the topic of the essay. If a student successfully achieves this, they can earn 1 point on the DBQ Rubric. Second, they are asked to use 6 documents and relate those documents to the argument of the essay. If a student successfully achieves this, they can earn 2 points on the DBQ Rubric. They are given credit for the first and then are awarded a second point. There are both quantitative and qualitative shifts between those two things. The move to 6 documents is a quantitative shift and is a much higher bar to achieve. Then asking the student to support their argument, as opposed to using the content of the documents to address the topic of the essay, is a major qualitative move. Then, students can use **HIPP** (**H**istorical situation, **I**ntended audience, **P**urpose, and **P**oint of view) on 3 documents (they only have to do one HIPP on 3 documents, so in other words, just do historical situation on 3 different documents) **AND** the HIPP must be related to the essay argument, to earn an additional point.

My students are encouraged to focus on the **HISTORICAL SITUATION**. It is the easiest to teach, to practice, and it is applicable to all documents.

Playing It Safe and Minimum Document Usage

As was noted above, the minimum requirement is 3, 6, 3.

THREE documents in which the essay uses the content to address the topic of the prompt.

SIX documents in which the essay supports an argument in response to the prompt.

THREE documents in which the essay uses HIPP (only one per document) and making it relevant to the argument of the essay.

But in order to be safe, in other words, what if the student misinterprets one of the documents or uses it incorrectly, the student is encouraged to think of this more as **4, 7, 4**.

Documents in the Paragraphs

It is strongly recommended that each paragraph be balanced with documents and specific information. Try and shoot for 2 documents per paragraph. Sometimes that is not possible, depending on the documents, but in general the essays should be balanced.

Evidence Beyond the Documents (Outside Information)

Strong essays (in the DBQ, because the LEQ does not contain any documents, all information is provided by the student and is Outside Information) utilize outside information to support their argument. There is 1 point on the DBQ Rubric which rewards essays which use one additional piece of specific historical evidence beyond that found in the documents and uses it in a way that is relevant to the essay argument.

Complexity in the DBQ and LEQ

The final point on the DBQ and LEQ Rubrics is what I call the “complexity point.” It is called that because it **rewards essays which develop complex arguments**. There are a number of ways that essays can demonstrate complexity. If an essay follows the writing program laid out in this writing packet that would be one way of attempting to achieve complexity. In fact, it is not just one way, but attempts to achieve complexity in four different ways! Complexity is a difficult point to get, so attempting to achieve this point in multiple ways will go a long way to helping a student at least potentially receive this point.

Complexity can be achieved **FOUR** different ways by using this writing program:

First: establishing a complex argument by following the **THESIS FORMULA**. The X statement potentially hits bullet #2 and/or #5 on the Rubrics.

Second: establishing a complex argument by organizing the information around the APUSH course themes. This corroborates **multiple perspectives across different themes**. This potentially hits bullet #4 on the Rubrics.

Third: establish a complex argument by **developing a conclusion which continues the effect** of the essay argument (this can also go toward contextualization). This potentially hits bullet #2 on the Rubrics.

Fourth (and this is new): establish a complex argument by **juxtaposing two documents** (or in the case of the LEQ, bringing in two **opposing pieces of evidence and reconciling them**) in the same paragraph. This potentially hits bullet #1 on the Rubrics.

Putting It All Together

All essays must be **FIVE** paragraph essays! This is not an option. Each paragraph serves a specific function and purpose designed to maximize points on the History rubric.

Paragraph One: pre-context + thesis statement

Paragraph Two: X paragraph (necessary in order to develop and write a complex essay)

Paragraph Three: A paragraph (elaboration of your first theme)

Paragraph Four: B paragraph (elaboration of your second theme)

Paragraph Five: post-context (effects of the argument)

DBQ Rubric

Reporting Category	Scoring Criteria	Decision Rules		
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>		
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i>		
C EVIDENCE (0–3 pts)	Evidence from the Documents	<i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i> <i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.</i>		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;">1 pt. Uses the content of at least three documents to address the topic of the prompt.</td> <td style="width: 10%; text-align: center; vertical-align: middle;">OR</td> <td style="width: 40%; vertical-align: top;">2 pts. Supports an argument in response to the prompt using at least six documents.</td> </tr> </table>		1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR
	1 pt. Uses the content of at least three documents to address the topic of the prompt.	OR	2 pts. Supports an argument in response to the prompt using at least six documents.	
Evidence beyond the Documents	1 pt. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.	<i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i>		
D ANALYSIS AND REASONING (0–2 pts)	1 pt. For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.	<i>To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</i>		
	1 pt. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	<p><i>A response may demonstrate a complex understanding in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> • <i>Explaining nuance of an issue by analyzing multiple variables</i> • <i>Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect</i> • <i>Explaining relevant and insightful connections within and across periods</i> • <i>Confirming the validity of an argument by corroborating multiple perspectives across themes</i> • <i>Qualifying or modifying an argument by considering diverse or alternative views or evidence</i> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>		

DBQ GRADE SCALE for ESSAY SCORES

DBQ: 7 = 100 – 94 | 6 = 93 – 87 | 5 = 86 – 80 | 4 = 79 – 73 | 3 = 72 – 66 | 2 = 65 – 60 | 1 = 59 – 50

LEQ Rubric

Reporting Category	Scoring Criteria	Decision Rules
A THESIS/CLAIM (0–1 pt)	1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
B CONTEXTUALIZATION (0–1 pt)	1 pt. Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.</i>
C EVIDENCE (0–2 pts)	1 pt. Provides specific examples of evidence relevant to the topic of the prompt.	<i>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.</i> <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>
D ANALYSIS AND REASONING (0–2 pts)	1 pt. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.	<i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.</i> <i>To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:</i> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence <i>This understanding must be part of the argument, not merely a phrase or reference.</i>

LEQ GRADE SCALE for ESSAY SCORES

LEQ: 6 = 100 – 90 | 5 = 89 – 80 | 4 = 79 – 70 | 3 = 69 – 60 | 2 = 59 – 50 | 1 = 49 – 40