Long Essay Question: LEQ

Reminder of the AP World History Exam Structure:

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
1	Part A: Multiple- choice questions	55 questions	55 minutes	40%
	Part B: Short- answer questions	4 questions	50 minutes	20%
II	Part A: Document- based question	1 question	55 minutes (includes a reading period with a suggested time of 15 minutes)	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

LEQ Requirements:

Students will choose **one of two** long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. Students will analyze an issue using the historical thinking skills of **COMPARISON**, **CAUSATION**, **CONTINUITY & CHANGE**, **or PERIODIZATION**. As with any good essay, a good response begins with the development of a relevant THESIS. In the rest of the essay, students should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

<u>F</u>	COMP COMPARE/CONTRAST	CAUSE CAUSATION	CCOT CHANGE OVER TIME	PERIOD PERIODIZATION	
ONE POINT	THESIS MAK	ES A HISTORIO	CALLY DEFENS	SIBLE CLAIM	
ONE POINT	DESCRIBES SIMILARITIES <u>AND</u> DIFFERENCES!	DESCRIBES CAUSES AND/OR EFFECTS	DESCRIBES HISTORICAL CONTINUITY & CHANGE O.T.	DESCRIBES HOW HISTORICAL DEVELOPMENT IN THIS ERA WAS SIMILAR/DIFFERENT COMPARED TO PREVIOUS OR FOLLOWING ERA	
ONE POINT	EXPLAINS <u>REASONS</u> FOR SIMILARITIES/DIFFERENCES	EXPLAINS <u>REASONS</u> FOR CAUSES AND EFFECTS	EXPLAINS <u>REASONS</u> FOR C.C.O.T.	EXPLAINS THE EXTENT OF THE ABOVE	
ONE POINT	ADDRESSE	S THE TOPIC	W/SPECIFIC	EVIDENCE	
ONE POINT	UTILIZES SPECIFIC EVIDENCE TO SUBSTANTIATE THESIS				
ONE POINT	SYNTHESIZE ARGU	MENT BY EXTENDING	IT TO ANOTHER ARE	A, TIME, FIELD, ETC.	

Long Essay Question Rubric: Targeted Skill - <u>COMPARISON</u>

Category		Description		Points
A. Thesis	Presents a thesis that makes a historically defensible			1
(Targeted AP Skill:	claim and responds to all parts of the question. o The thesis must consist of one or more sentences located			
Argumentation)	o The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.			
B. Argument	Develops and supports an argument that:			
Development	Develops and supporte	an argument that.		
Using the	COMPARISON:			
Targeted				
Historical		larities AND differenc	J	1
Thinking Skill	individuals, events,	, developments, or pro	cesses.	
SKIII	EXPLAINS the reasons for similarities AND differences			
(Targeted AP Skill:		asons for similarties A idividuals, events, deve		1
Argumentation &	processes.	idividuais, events, deve	nopincints, or	_
Comparison)	processes			
		PENDING ON THE		
			cal individuals, events,	
C. American and	developments, or proc		• 🗝 1 C	
C. Argument Development	• Addresses the topic of the question with specific examples of relevant evidence.			1
Using	relevant evidence.			
Evidence	Utilizes specific exa	amples of evidence to f	ılly and effectively	1
	_	ated thesis or a relevant	· ·	
(Targeted AP Skill:	24224411414 6110 264664 6110210 61 411010 4114 41284110114			
Argumentation)	Scoring Note: To fully and effectively substantiate the stated			
	thesis or a relevant argument, responses must include a broad			
	range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.			
D. Synthesis		ent by EXPLAINING	the connections	1
		ent and ONE of the fo		_
(Targeted AP Skill:			0	
Synthesis)	a) A development	b) A course theme	c) A different	
	in a different	and/or approach	discipline or	
	historical period,	to history that is not the focus of	field of inquiry	
	situation, era, or geographical	the essay (such	(such as economics,	
	area.	as political,	government and	
		economic, social,	politics, art	
		cultural, or	history or	
		intellectual	anthropology)	
		history)		
	Scoring Note: The synthesis point requires an explanation of the			
	connections to different historical periods, situation, era, or			
	geographical area, and is not awarded for merely a phrase or			
	reference.			
	Total	Points		6

Long Essay Question Rubric: Targeted Skill - <u>CAUSATION</u>

Category		Description		Points
A. Thesis	Presents a thesis that makes a historically defensible			1
(Thomas I al AD Chill		ds to all parts of th		
(Targeted AP Skill: Argumentation)	o The thesis must consist of one or more sentences located			
	in one place, either in the introduction or the conclusion. Develops and supports an argument that:			
B. Argument Development	Develops and supports a	an argument that:		
Using the	CAUSATION:			
Targeted	CAUSATION.			
Historical	DESCRIBES causes AND/OR effects of a historical event,			1
Thinking	development, or pro-	•	,	
Skill				
(TI LAD CL'II	• EXPLAINS the reas	sons for the causes A l	ND/OR effects of a	
(Targeted AP Skill: Argumentation &	historical event, deve	elopment, or process.		1
Causation)	C			
	Scoring Notes: If the		•	
	and effects, responses n order to earn both poin		ises ana ejjecis in	
C. Argument		of the question with ${f s}$	nacific ayamples of	1
Development	relevant evidence.	of the question with s	pecific examples of	•
Using	Tolevalle evidence.			
Evidence	Utilizes specific examples of evidence to fully and effectively		1	
	substantiate the stated thesis or a relevant argument.			
(Targeted AP Skill: Argumentation)				
Argumentation	Scoring Note: To fully			
	thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies			
			expιanaπon, justījies	
D. Synthesis	 the stated thesis or a relevant argument. Extends the argument by EXPLAINING the connections 			1
D. Synthesis		nt and ONE of the fol		•
(Targeted AP Skill:	between the argumen	in una OTTE of the for	nowing.	
Synthesis)	d) A development	e) A course theme	f) A different	
	in a different	and/or approach	discipline or	
	historical period,	to history that is	field of inquiry	
	situation, era, or	not the focus of	(such as	
	geographical	the essay (such	economics,	
	area.	as political,	government and	
		economic, social, cultural, or	politics, art history or	
		intellectual	anthropology)	
		history)		
	Scoring Note: The synthesis point requires an explanation of the			
connections to different historical periods, situation, era, or				
	geographical area, and is not awarded for merely a phrase or			
reference.				6
Total Points				

Long Essay Question Rubric: Targeted Skill - \underline{CCOT}

Category	Description	Points		
A. Thesis	• Presents a thesis that makes a historically defensible	1		
(Towns of all AD Chill	claim and responds to all parts of the question.			
(Targeted AP Skill: Argumentation)	o The thesis must consist of one or more sentences located			
	in one place, either in the introduction or the conclusion.			
B. Argument	Develops and supports an argument that:			
Development				
Using the	CHANGE AND CONTINUITY OVER TIME (CCOT):			
Targeted Historical	DESCRIBES historical continuity AND change over time.	1		
Thinking	• DESCRIBES historical continuity AND change over time.	1		
Skill	• EXPLAINS the reasons for historical continuity AND change			
	over time.			
(Targeted AP Skill: Argumentation &		1		
CCOT)				
C. Argument	• Addresses the topic of the question with specific examples of	1		
Development Using	relevant evidence.			
Evidence	Itilizes specific examples of exidence to fully and effectively.	1		
LVIGENCE	• Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.			
(Targeted AP Skill:	substantiate the stated thesis of a relevant argument.			
Argumentation)	Scoring Note: To fully and effectively substantiate the stated			
	thesis or a relevant argument, responses must include a broad			
	range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument.			
	the stated thesis of a relevant argument.			
D. Synthesis	Extends the argument by EXPLAINING the connections	1		
(TI I I A D CL'II	between the argument and ONE of the following:			
(Targeted AP Skill: Synthesis)		1		
	g) A development in a different and/or approach i) A different discipline or			
	in a different and/or approach discipline or historical period, to history that is field of inquiry			
	situation, era, or not the focus of (such as			
	geographical the essay (such economics,			
	area. as political, government and			
	economic, social, politics, art			
	cultural, or history or intellectual anthropology)			
	history)			
	Scoring Note: The synthesis point requires an explanation of the			
connections to different historical periods, situation, era, or geographical area, and is not awarded for merely a phrase or reference.				
				rejerence.
	Total Points	6		

Long Essay Question Rubric: Targeted Skill - <u>PERIODIZATION</u>

Claim and responds to all parts of the question.	Category	Description			Points
### Comment	A. Thesis				1
B. Argument Development Using the Targeted Historical Thinking Skill: Argumentation & Periodization) Descrips the transposes the topic of the question with specific examples of relevant evidence. C. Argument Development Using Evidence (Targeted AP Skill: Argumentation) C. Argument Development Using Evidence (Targeted AP Skill: Argumentation) Descrips the prompt was different from and similar to developments that preceded AND/OR followed. Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND/OR followed. Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND/OR followed. Scoring Notes: For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that preceded OR followed. C. Argument Development Using Evidence (Targeted AP Skill: Argumentation) • Addresses the topic of the question with specific examples of relevant evidence. • Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. Extends the argument by EXPLAINING the connections between the argument and ONE of the following: [j] A development in a different historical period, situation, era, or geographical area. area. A course theme D county of the politics, art history or intellectual area. A course theme D county of the politics, art history or intellectual history. A course theme D county of the politics, art history or intellectual area, and is not awarded for merely a phrase or reference.	(T) I A D CI 'II				
B. Argument Development Using the Targeted Historical Thinking Skill: Argumentation & PERIODIZATION: **EXPLAINS the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed **EXPLAINS the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. **EXPLAINS the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. **Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that EITHER preceded OR followed. **Addresses the topic of the question with specific examples of relevant evidence. Using Evidence **Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **In the					
Development Using the Targeted Historical Thinking Skill (Targeted AP Skill: Argumentation & Periodization) **EXPLAINS** the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed **EXPLAINS** the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. **Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. **Scoring Notes: For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EPHER preceded OR followed. **C. Argument Development Using Evidence** (Targeted AP Skill: Argumentation) **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument. **Scoring Note: To fully and effectively substantiate the stated thesis or a relevant		1 '			
PERIODIZATION: Targeted Historical Thinking Skill	•	Develops and supports	an argument that:		
### Targeted Historical Thinking Skill * DESCRIBES the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed * DESCRIBES the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. **EXPLAINS** the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. **Scoring Notes: For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed. **C. Argument Development Using Evidence** **C. Argumentation** **C. Argumentation** **C. Argument Using Evidence** **C. Argument State Preceded OR followed.** **C. Argument State Preceded OR foll		PERIODIZATION:			
## OESCRIBES the ways in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed **Periodization** **Per	•	T LIGODIZATION.			
Skill Skill Specified in the prompt was different from and similar to developments that preceded AND/OR followed		• DESCRIBES the v	wavs in which the histo	rical development	1
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• Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument. D. Synthesis (Targeted AP Skill: Synthesis) • Extends the argument by EXPLAINING the connections between the argument and ONE of the following: j A development	_	relevant evidence.			
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Scoring Note: To fully and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or a relevant argument. D. Synthesis					
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• Extends the argument by EXPLAINING the connections between the argument and ONE of the following: j A development					
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Scoring Note: The synthesis point requires an explanation of the connections to different historical periods, situation, era, or geographical area, and is not awarded for merely a phrase or reference.			•		
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