**Approaching the Long Essay Question**

After 2015, the APUSH exam became more focused on students ability to defend a historical argument. Over the years, College Board has created more user-friendly prompts and rubrics, but what they haven’t changed is the requirement of both the long essay question (LEQ) and the Document Based Question (DBQ). Both essays are similar in the fact that they are argumentative essays. These essays are not judged on your perfect grammar or structure, but instead are more focused on the fact that you take a stand and defend it with evidence that is both SPECIFIC (proper nouns) & RELEVANT (needed information about the topic not just a random fact!)!

With today’s activity, I am asking you to take on the preparation for this type of essay on your own. What I am looking for is not that you write the full essay, but instead that you plan out the essay and explain your rational as to how you would approach planning the LEQ. Before I teach you anything about this style of essay, I want to know what kinds of skills and tactics you already use, so that I do not ruin what you may already be doing correctly. The only wrong answer on this assignment is if you don’t complete it!

***Before you begin anything today, first read the prompt and rubric!***

**Prompt: Evaluate the extent to which the Seven Years’ War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.**

**LEQ Rubric:**

**CONTEXTUALIZATION**

**Describes a broader historical context relevant to the prompt.**

*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.*

**THESIS / CLAIM**

**Responds to the prompt with a historically defensible thesis/claim**

**that establishes a line of reasoning.**

*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.***

**EVIDENCE & SUPPORT FOR ARGUMENT** *(Must Earn 1 to Earn 2)*

1. **Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.**

*To earn one point, the response must identify* ***two or more*** *specific historical examples of evidence relevant to the topic of the prompt.*

1. **SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.**

*To earn two points the response must use specific historical evidence to support an argument in response to the prompt.*

**ANALYSIS & REASONING** *(Must Earn 1 to Earn 2)*

1. **Uses historical reasoning** (e.g. comparison, causation, CCOT) **to frame or structure an argument that addresses the prompt.**

*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.*

1. **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.**

*To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:*

* *Explaining nuance by analyzing multiple variables*
* *Explaining both similarity and difference, both continuity and change, or multiple causes, or 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*

You should answer the following questions on a separate sheet of paper – title it **LEQ Practice** and answer the following questions. Jot dots are fine, unless otherwise noted.

**Step 1: Breaking Down the Prompt**

**Prompt:** Evaluate the extent to which the Seven Years’ War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.

1. What is the prompt asking you to do (in your own words)?
2. After determining what the prompt is asking you to do, what would you do next? Are there other questions you would ask yourself or is there another step you would do before moving on?

**Step 2: Writing Your Argument (thesis)**

1. How would you approach determining your argument? In other words, how would you determine what you are arguing for or against?
2. How do you approach writing a thesis statement?
3. Write your thesis statement for this essay prompt. (Write in a complete sentence)

**Step 3: Planning Your Essay**

1. After writing your thesis, what would you do next to prepare to write your essay?
2. What kind of evidence do you need to respond to this prompt?
3. How would you organize an essay for this prompt? (Think about how many paragraphs, where you would put certain pieces of evidence, etc.)

**Check-in**

1. Were there any steps that you would not normally do in your own planning for an essay? Are there other steps you would have taken instead?
2. How did this activity go for you? What did you find difficult? What questions do you have? (Try to be as specific as possible!)