

AP World LEQ Guatemala Paper

Prompt:

When writing an effective LEQ, it's all about your brain and the HRS (Historical Reasoning Skill)! This is why we practice both content AND skills, in order to help you have the evidence you need to substantiate (back up) your thesis and your argument. You will use this organizer to help you get in the mindset, and plan an LEQ for AP World!

Step 1: Know what the question is asking - and the HRS! (Historical Reasoning Skill)

The LEQ will assess one of three possible “historical reasoning skills.” Just like in the SAQs and DBQ, the biggest mistake you can make is not understanding the question, and not answering it fully. Some people joke that “AP” stands for ANSWER THE PROMPT! You must answer the prompt based upon the targeted skill of the question at hand. Here are the possibilities:

- Causation (Cause and/or effect over a span of time, cause and/or effect of important historical processes or patterns)
- Comparison (Comparing two regions, ideas, religions... similarities, differences, or both depending on the question)
- Continuity and Change Over Time (what stays the same and what changes over a time span)

HRS: The Historical Reasoning Skill of this particular question is:	Causation Cause/Effect	Comparison Sims/Diffs	CCOT <u>Change/Cont</u>
What is it <u>specifically</u> asking?			

Step 2: Contextualization (1 Point)

This is typically the first part of your introduction. It is a few sentences (not one!) that sets up your argument.

- You are “situating the argument” by explaining the broader historical events, developments, or processes immediately relevant to the question.
- This is NOT a part of your argument, but what leads up to your argument!

Contextualization Sentences: In this box, write two-three sentences describing what is going on in the world leading up to your argument.	

Step 3: Develop your ARGUMENT (2 points)

Use the historical reasoning skill to develop your argument and what evidence will support it. This is the most important part of planning your essay, as it is your detailed answer to the prompt. Have least two paragraphs, or a third if you have time. :).

- What is your CLAIM? This is your topic sentence.
- To earn the first point, your essay must answer the question asked, and ensure that you used the Historical Reasoning Skill in the question! (1 point)
- To earn the second point, your essay must show *complex understanding*. (1 point)
 - Is it asking for a comparison? Then do similarities and differences. Is it asking about changes? Then do more than one change, or a change and a continuity. Is it a “to what extent” question? Then you need to decide if it is a lot, a little, etc. and plan accordingly. There’s a list of possibilities!

Argument Part 1 <u>Topic Sentence</u>	Argument Part 2 <u>Topic Sentence</u>	Argument Part 3 <u>Topic Sentence</u>

Step 4: Support your Argument with EVIDENCE (2 points)

Now, you have to back up your claims. You can’t just make a statement and not support it!

- To earn one point, the response has to have specific historical examples of evidence relevant to the topic of the prompt (aka - nouns). (1 point)

- To earn two points, you have to use the “specific historical evidence” to **support** your argument! How does it relate? How does it connect to your argument? To which part of your argument does it connect? (1 point)

Argument Part 1: Change –

Evidence	 Tie to Thesis – How does evidence this prove your argument?  

Argument Part 2:

Evidence	 Tie to Thesis – How does evidence this prove your argument?  

Argument Part 3: Change –

Evidence	 Tie to Thesis – How does evidence this prove your argument?  

Step 5: Write the Thesis (1 point)

Most people don't think the thesis is last, but it is. The thesis is the concise statement of your argument.

- Use your arguments to make your thesis - don't go off script. DO NOT HIJACK THE QUESTION!
- Answer the question in your thesis – **ALL PARTS** of it! Remember that you should focus on the historical reasoning skill and the complex argument that you're making.
- Provide the reader with a “road map.” I should be able to visualize your body paragraphs from the thesis itself.

Thesis: Must be a historically defensible claim, and it must respond to ALL parts of the question!	
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