Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_

**AP World LEQ Organizer**

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)

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| --- | --- |
| **HTS:** The Historical Thinking Skill of this particular question is: |  |
| What is it specifically asking? |  |

**Step 2: Contextualization (1 Point)**

This is typically your introduction.

* It sets up the argument. It is multiple sentences long, not just a phrase or a few words. You are “situating the argument” by explaining the broader historical events, developments, or processes immediately relevant to the question. Remember to make this broad, it’s a “big picture” situation.

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| --- | --- |
| **Contextualization**:  What are the main events/ideas/ movements that take place around this time?  What are the “big picture” events?  Why is it directly relevant to the question? |  |

**Step 3: Develop your ARGUMENT (2 points)**

Once you know the skill, you can begin to develop your argument and what evidence will support this argument. This is the most important part of planning your essay, as it is your detailed answer to the question. Have least two paragraphs in order to show complexity.

* To earn the first point, your essay must demonstrate the use of the Historical Reasoning Skill in the question! (1)
* To earn the second point, your essay must show *complex understanding*. (1)
  + 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 Topic:** | **Argument Part 2 Topic:** |
|  |  |

**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)
* To earn two points you have to actually use that “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?
* We will work on sentence structure and how to incorporate evidence appropriately in class, but let’s start with finding relevant evidence that connects to the prompt. (1)

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| --- | --- | --- | --- |
| **Supporting Argument Part 1 from Above** | | **Supporting Argument Part 2 from Above** | |
| **Evidence/Specifics** | **Connection to Argument** | **Evidence/Specifics** | **Connection to Argument** |
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**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.
* 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.
* DO NOT HIJACK THE QUESTION! ☺
* Provide the reader with where you’re headed – aka a “road map.” I should be able to visualize your body paragraphs from the thesis itself.

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