**Long Essay Question**

Students will choose one of three 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, or CONTINUITY & CHANGE. 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.

**LEQ Writing Format**

|  |  |
| --- | --- |
| **1st Paragraph**   * Thesis   + Presents an accurate argument that answers the entire prompt.   + 2-3 sentences; use examples but not necessarily evidence | **Last Paragraph**   * Thesis   + Presents an accurate argument that answers the entire prompt.   + 2-3 sentences; use examples but not necessarily evidence |
| **Body Paragraphs** | |
| * Comparison Prompt   + Similarities Paragraph     - Topic Sentence     - 3+ sentences per similarity       * Identify similarity       * Explain similarity for each entity (empire, religion, etc)       * Use evidence to support the similarity       * Synthesis Sentence or two/ Analysis – bring it all together how does this similarity prove your argument. If its similar how did it differ, use outside information to help prove your point – make connections!   + Differences Paragraph     - Topic Sentence     - 3+ sentences per difference       * Identify difference       * Explain difference for each entity (empire, religion, etc)       * Use evidence to support the difference       * Synthesis Sentence or two/ Analysis – bring it all together how does this difference prove your argument. If its different in what ways are they similar, use outside information to help prove your point – make connections! * Continuities and Changes Over Time (CCOT) Prompt   + Continuities Paragraph     - Topic Sentence     - 3+ sentences per continuity       * Identify continuity       * Explain continuity focusing on WHY       * Use evidence to support the continuity       * Synthesis Sentence or two/ Analysis – bring it all together how does this continuity prove your argument. If it remained the same how did it change, use outside information to help prove your point – make connections!   + Changes Paragraph     - Topic Sentence     - 3+ sentences per change       * Identify change       * Explain change focusing on WHY       * Use evidence to support the change       * Synthesis Sentence or two/ Analysis – bring it all together how does this change prove your argument. If it remained changed did anything remain the same, use outside information to help prove your point – make connections! | * Causation Prompt   + One paragraph per each Cause and/or Effect     - Topic Sentence identifying cause/effect     - Explain cause/effect focusing on WHY     - Use evidence to support cause/effect     - Synthesis Sentence or two/ Analysis – bring it all together how does this cause/effect prove your argument. If it’s a cause/effect what was the opposite, use outside information to help prove your point – make connections! |
| **Your synthesis sentence or two/analysis:**   * Topic Sentence * Identify an issue from a different time, place, or theme * connect it to the issue in the prompt using evidence | |