# HOW TO LEQ

Modified and updated from the work of Mr. Freeman (Freemanpedia!) who teaches in Virginia and "Mastering AP World History" by C. Peek, K. Nocca, and L. Ortega who teach in Houston, TX.

<table>
<thead>
<tr>
<th>There are SIX possible points on the DBQ:</th>
<th>1. Write a historically defensible claim (THESIS) that answers all parts of the question and establishes a line of reasoning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Thesis</td>
<td>○ Key phrase: Historically Defensible</td>
</tr>
<tr>
<td>- Contextualization</td>
<td>○ Answer all parts of the question</td>
</tr>
<tr>
<td>- Evidence</td>
<td>○ One (or more) sentences in the introduction or conclusion</td>
</tr>
<tr>
<td>- 1 point - Provides specific evidence</td>
<td>○ Must use the historical reasoning skills (Comparison, Causation, or CCOT) when developing your line of reasoning.</td>
</tr>
<tr>
<td>- relevant to the topic</td>
<td></td>
</tr>
<tr>
<td>- Historical Reasoning</td>
<td></td>
</tr>
<tr>
<td>- Complex Understanding</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Contextualize your argument in perspective.</th>
<th>3. Uses specific examples of evidence relevant to the topic of the prompt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ Put your argument in historical context</td>
<td>○ Evidence must be specific and accurate</td>
</tr>
<tr>
<td>■ Broader historical events, developments,</td>
<td>○ This is where you show your content knowledge about the topic</td>
</tr>
<tr>
<td>processes</td>
<td></td>
</tr>
<tr>
<td>○ What larger forces are at work?</td>
<td></td>
</tr>
<tr>
<td>■ Go beyond the info in the documents</td>
<td></td>
</tr>
<tr>
<td>○ Most writers put this at the beginning of their essay before the thesis.</td>
<td></td>
</tr>
<tr>
<td>■ Recommend adding some contextualization in the conclusion as well.</td>
<td></td>
</tr>
<tr>
<td>■ To give yourself even more opportunity for this point, add some contextualization to each body paragraph.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Uses specific and relevant examples of evidence to support your argument</th>
<th>5. Use historical reasoning to frame and argument</th>
</tr>
</thead>
<tbody>
<tr>
<td>○ For every general topic sentence, you should have at least 3 pieces of specific historical facts that you explain.</td>
<td>○ This is essential!!</td>
</tr>
<tr>
<td>○ The difference in earning this point is how effectively you explain how your evidence connects to your argument.</td>
<td>■ Before you begin writing your essay, it is crucial that you determine the historical thinking skill that must be demonstrated.</td>
</tr>
<tr>
<td></td>
<td>■ The prompt may guide your towards one of the three but you usually can make an argument using any of the three if you do so effectively.</td>
</tr>
<tr>
<td></td>
<td>■ Prompts are usually phrased “Evaluate the extent to which...”</td>
</tr>
<tr>
<td></td>
<td>○ Comparison (Similarities and Differences)</td>
</tr>
<tr>
<td></td>
<td>○ Causation (Cause and Effect)</td>
</tr>
<tr>
<td></td>
<td>○ CCOT (Change and Continuity)</td>
</tr>
</tbody>
</table>

6. Demonstrate complex understanding of the historical development of the prompt.  
○ Difficult point to earn; must be found throughout the essay not just in a phrase or reference  
○ This point can be earned in a variety of ways  
  ■ Explain nuance of an issue  
  ■ Explain both similarity AND difference  
  ■ Explain both change AND continuity  
  ■ Explain both cause AND effect  
  ■ Insightful connections within and across time periods  
  ■ Support an argument with multiple perspectives / themes  
  ■ Consider diverse or alternative views of evidence
# LEQ Quick Guide - Structure

<table>
<thead>
<tr>
<th>COMP</th>
<th>CAUSATION</th>
<th>CCOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Compare / Contrast)</td>
<td>(Cause / Effect)</td>
<td>(Continuity &amp; Change Over Time)</td>
</tr>
</tbody>
</table>

## Paragraph 1: Introduction
- Contextualization
- **Thesis** - Historically defensible claim with a clear line of reasoning
  - What similarities and differences are your addressing?

## 3 Body Paragraphs
- Clear topic sentences for each paragraph related to the thesis
  - 2 Similarities and 1 Difference
  - 2 Differences and 1 Similarity
- At least 3 pieces of specific evidence for each paragraph
- Clearly explain how the evidence supports your topic sentence & thesis
- Add complex understanding and/or contextualization to each paragraph if possible

## Paragraph 1: Introduction
- Contextualization
- **Thesis** - Historically defensible claim with a clear line of reasoning
  - What causes and effects are your addressing?

## 3 Body Paragraphs
- Clear topic sentences for each paragraph related to the thesis
  - 2 Causes and 1 Effect
  - 1 Cause and 2 Effects
- Consider both major and minor causes and effects as well as short-term and long-term causes and effects
- At least 3 pieces of specific evidence for each paragraph
- Clearly explain how the evidence supports your topic sentence & thesis
- Add complex understanding and/or contextualization to each paragraph if possible

## Paragraph 1: Introduction
- Contextualization
- **Thesis** - Historically defensible claim with a clear line of reasoning
  - What changes and continuities are your addressing?

## 3 Body Paragraphs
- Clear topic sentences for each paragraph related to the thesis
  - 2 Changes and 1 Continuity
  - 1 Change and 2 Continuities
- At least 3 pieces of specific evidence for each paragraph
- Clearly explain how the evidence supports your topic sentence & thesis
- Add complex understanding and/or contextualization to each paragraph if possible

## Paragraph 5: Conclusion
- Re-state your thesis
- Add complex understanding and/or contextualization to each paragraph if possible
- Extend your argument to another region or time
- If you don’t have time for this paragraph, it’s okay to skip it. You should be able to earn most of the points without it. However, it does give you a second chance to the thesis and contextualization points if you didn’t quite have it in the introduction
Contextualization – 1 Point Possible
___ Relates the topic of the prompt to broader historical events, developments, or processes that occurred before, during, or continued after the time frame of the question. (1)
    Improvement Needed
    ___ Attempts at contextualization are underdeveloped, lack explanation, or hastily phrased.
    ___ There are no attempts at contextualization.

Thesis/Claim – 1 Point Possible
___ Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1)
    Improvement Needed
     ___ Thesis is properly argumentative but is too simplistic and lacks the necessary level of specificity.
     ___ Thesis simply restates or rephrases the prompt.
     ___ Thesis contains awkward organization, may be off-topic, or contain inaccuracies.

Evidence – 2 Points Possible
___ One-Point Level: Provides specific examples of evidence relevant to the topic of the prompt. (1)
___ Two-Point Level: Supports an argument in response to the prompt using specific, relevant examples of evidence. (2)
    Improvement Needed:
     ___ Outside evidence is too vague.
     ___ Outside evidence lacks explanation, is inaccurate or irrelevant, or non-existent.

Analysis and Reasoning – 2 Points Possible
___ Essay uses historical reasoning, such as comparison, causation, and CCOT, to frame or structure an argument that addresses the prompt. (1)
___ Essay as a whole is coherent and employs effective use of historical reasoning and evidence to demonstrate complex understanding of the historical processes; essay may account for historical nuance, make connections within and across historical eras, and/or showcase alternative views or evidence (1)
    Improvement Needed:
     ___ Essay lacks the overall sophistication needed for this point.
     ___ Topic sentences are vague and/or unsupportive of thesis; one or more body paragraphs are ineffective.
     ___ Essay is too simplistic and/or incoherent.

Additional Feedback:
___ be specific!    ___ budget your time   ___ use past tense   ___ no shorthand
___ create more specific/effective topic sentences  ___ need more evidence  ___ oversimplifications
___ improve essay organization   ___ more depth   ___ inaccuracies   ___ writing needs more sophistication
___ see me for extra help  ___ need Contextualization    ___ Study more and be better prepared
# AP History LEQ Rubric (6 points)

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
<th>Decision Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A THESIS/CLAIM</strong></td>
<td>1 pt. Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>B CONTEXTUALIZATION</strong></td>
<td>1 pt. Describes a broader historical context relevant to the prompt.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C EVIDENCE</strong></td>
<td>1 pt. Provides specific examples of evidence relevant to the topic of the prompt.</td>
<td>To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</td>
</tr>
<tr>
<td></td>
<td>OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</td>
<td></td>
</tr>
</tbody>
</table>
| **D ANALYSIS AND REASONING**| 1 pt. 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. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:  
  - Explaining nuance of an issue by analyzing multiple variables  
  - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining 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  
  This understanding must be part of the argument, not merely a phrase or reference. |
|                             | OR 2 pts. 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. |                                                                                                                                                |