

**THE LEQ**

**AP WORLD  
HISTORY**

# About the LEQ

- You are required to answer one Long Essay Question on the exam. You have 40 minutes to do so.
- You will write it during the second portion of the exam (along with the DBQ).
- This section is 15% of your total exam score.
- Three prompt options, you will choose one.
  - All three will test the same skill (causation, comparison, or continuity and change over time).
    - 1<sup>st</sup> option = Period 1 and 2
    - 2<sup>nd</sup> option = Period 3 and 4
    - 3<sup>rd</sup> option = Period 5 and 6

# About the LEQ

- There are three kinds of LEQs that the AP can ask you.
  - LEQ 1: Comparison and Contrast
  - LEQ 2: Changes and Continuities Over Time
  - LEQ 3: Causation
- These are based on four of the Historical Thinking Skills that we will emphasize throughout the year

# About the LEQ: CC

1<sup>st</sup>

- Comparing and Contrasting:
  - Societies, regions, trade routes, etc.
  - Events.
  - Time periods.
  - Different perspectives.
- Must be able to analyze:
  - **Why similarities occurred**
  - **Why differences occurred**
  - **ARGUE the extent that two things were similar or different.**

# About the LEQ: CCOT

## 2<sup>nd</sup>

- Continuity and change over time.
- Recognize, analyze and evaluate:
  - What has remained the same (continuity).
    - **Why**
  - What changed.
    - **Why**
  - **ARGUE** the extent to which something stayed the same over time...or changed over time.

# About the LEQ: Causation

## 3<sup>rd</sup>

- What caused an event or development?
- What were the effects of an event or development?
- Must recognize long-term and short-term causes and effects.
- Historical events/developments happened for a reason (actually many reasons).
  - Not fate or destiny.
- **ARGUE** which cause or effect had the greater impact.

# LEQ Rubric

- The LEQ is scored out of six points.
- Thesis (1 point)
- Context (1 point)
- Evidence (up to 2 points)
  - Using specific evidence relevant to topic (1 point)
  - Uses specific evidence to support argument (1 point)
- Analysis and Reasoning (up to 2 points)
  - Uses reasoning tied to the historical skill required by the prompt to support your argument (1 point).
  - Goes deeper with analysis (corroborates, qualifies, or modifies an argument) (1 point).

Example Prompt:

“Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E.”

What historical thinking skill?

# LEQ Organization

- Introduction
  - Historical Context
  - Last sentence(s): Thesis
- Paragraph 1: Topic X
  - Topic Sentence
  - ECA –Provide evidence, commentary (explain how evidence proves topic sentence), analysis (why?)
- Paragraph 2: Topic Y
  - Topic Sentence
  - ECA –Provide evidence, commentary (explain how evidence proves topic sentence), analysis (why?)
- Paragraph 3: Topic Z
  - Topic Sentence
  - ECA –Provide evidence, commentary (explain how evidence proves topic sentence), analysis (why?)
- Conclusion
  - Restatement of thesis
  - Connect the topic of the essay to broader historical events.

# LEQ: Introduction

## CONTEXT

- What happened prior to the prompt, during, and even after the events within the prompt?
  - Set the stage – This is background (Assume your reader does not know anything about the topic. Write three sentences that will get him/her up to speed.)
- The prompt is specific, narrow. Context should give the reader more of a big picture.

## THESIS STATEMENT

- The LAST sentence(s) of the introduction will be the thesis.

# LEQ Rubric: Thesis

- Address prompt (make a historically defensible claim)
- Include place/time as stated in prompt (if given)
- Include a blueprint (some categories of analysis that will make up the topics of each body paragraph)

Note: Students may want to refer to thesis statement examples handout. It gives an example of a complex thesis for each historical thinking skill.

# Thesis example

“Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E.”

Your thesis should:

- Address prompt
- Include time and place
- Take a historically defensible position (have a strong opinion)
- Include three groups (categories of analysis)
- Include two empires.

**While on opposite sides of the world, both the Romans in the Mediterranean and the Han Dynasty in China successfully created powerful empires through a strong and cohesive central government, superior military technology and tactics, and the promotion of cultural unity in the period 600 B.C.E. to 600 C.E.**

Identify each component of this thesis from the checklist above.

# Topic Sentences

## LEQ Rubric: “Analysis and Reasoning”

Get this point in your topic sentences.

- What is topic of your paragraph? How does it answer the prompt? What is the main idea of this paragraph?
- Remember to be good writers (transitions).

“Using specific examples, analyze causes of imperial expansion and consolidation in the period circa 600 B.C.E. to 600 C.E.”

Example of a topic sentence:

**Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire.**

## LEQ Rubric: **Analysis and Reasoning:** **Deeper thinking**

- **How** does the particular topic of each paragraph answer the prompt?
- **Why** do you believe this group answers the question?
  - You are explaining and analyzing.

Topic sentence ➤

Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire.

**Centralized bureaucracies created uniformity in huge and broadly diverse empires. Experts could enact the policies of imperial leaders in a consistent way in every province in an attempt to provide for the citizenry and promote the agenda of those in power.**

# LEQ Rubric: Using Evidence

## Examples!

- Must have 9 pieces of evidence in the total paper (3+ pieces per paragraph)
- Include facts (what happened) and specific examples

Topic sentence

Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire.

**Evidence that could support this:**

**-Emperor Wu Di was instrumental in implementing a civil service exam, based on Confucianism, to choose qualified bureaucrats.**

**-Bureaucrats in both empires specialized, becoming experts in technology, the law, and the military.**

**-Bureaucrats in the Han Dynasty would be sent to individual provinces, but would not be sent to their home province.**

**What makes good evidence? Nouns, as specific as you remember.**

# LEQ Rubric: Analysis and Reasoning

## Effective substantiation!

- Must make clear how the evidence proves the topic sentence of the paragraph and your thesis.

Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire. Emperor Wu Di was instrumental in implementing a civil service exam, based on Confucianism, **ensuring that bureaucrats were highly qualified and were well-versed in the ideology that contributed to imperial power.**

# Body paragraph example

Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire. Emperor Wu Di was instrumental in implementing a civil service exam, based on Confucianism, ensuring that bureaucrats were highly qualified and were well-versed in the ideology that contributed to imperial power. Roman bureaucrats were often taken from the ranks of lawyers, which allowed for the enforcement of essential centralized legal policies in local regions with all of their differing customs. Bureaucrats in both empires specialized, becoming experts in technology, the law, and the military, allowing them to assist in the construction of aqueducts in Rome, the Great Wall in China, and in the building of roads in both empires. Centralized bureaucracies created uniformity in huge and broadly diverse empires. Experts could enact the policies of imperial leaders in a consistent way in every province in an attempt to provide for the citizenry and promote the agenda of those in power.

# Body paragraph example

[Another reason for the consolidation of the Hans and Romans in the Classical Period was the cohesion that strong centralized governments with qualified, highly trained bureaucracies provided for each empire]. Emperor Wu Di was instrumental in implementing a civil service exam, based on Confucianism, ensuring that bureaucrats were highly qualified and were well-versed in the ideology that contributed to imperial power. Roman bureaucrats were often taken from the ranks of lawyers, which allowed for the enforcement of essential centralized legal policies in local regions with all of their differing customs. Bureaucrats in both empires specialized, becoming experts in technology, the law, and the military, allowing them to assist in the construction of aqueducts in Rome, the Great Wall in China, and in the building of roads in both empires. Centralized bureaucracies created uniformity in huge and broadly diverse empires. Experts could enact the policies of imperial leaders in a consistent way in every province in an attempt to provide for the citizenry and promote the agenda of those in power.

# LEQ Conclusion

- Must have a conclusion
- Restate or rephrase your thesis
- Make broader connection by explaining...:
  - How the topic of the essay is related to events before and after its time period, or events in another region of the world.

# CONCLUSION

Restate thesis statement from introduction.

- Eg. Make a complex, single sentence statement into two or three shorter sentences.
- You've just written the essay, the thesis statement should be easier at the end.

LAST STAB AT ANALYSIS/REASONING POINT

Make broader connections:

- Take the topic and your arguments about it and connect it to a different time period and/or a different region within the time period.