

# AP US History

Semester 1: 1491-877

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



# Why study history?

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

Marcus Garvey

“History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again.”

Maya Angelou

## Snoop Dogg thinks Game of Thrones is true history

By David Pescovitz at 10:37 am Tue, May 12, 2015

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Snoop Dogg on why he likes Game of Thrones:

“I watch it for historic reasons, to try to understand what this world was based on before I got here... I like to know how we got from there, to here, and the similarities between then and now.”

(Yahoo! Music)







"That it is possible to not only get a good grade but also I can do well on the test. It is a very beneficial class for essay skills and history. Review with the review videos."

"I wish I had a set schedule for reading, reading guides, and video guides to make sure I follow it all the time and don't cram right before the quiz."

"That you should do test corrections asap."

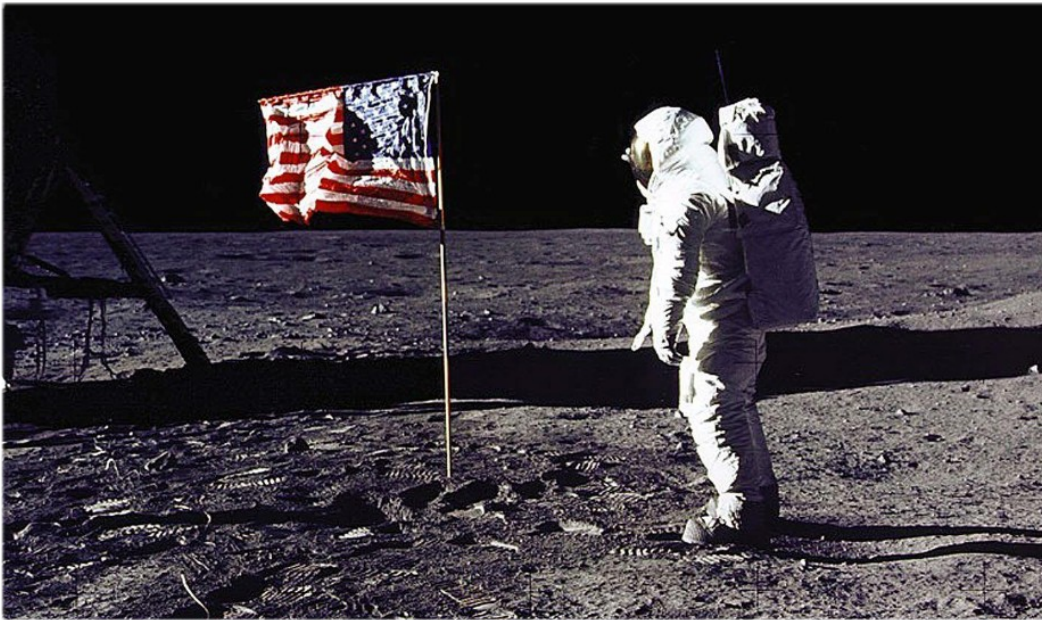


**What is one thing you know now that you wish you knew at the beginning of the year?**



"APUSH curriculum can't be easily compared to APEuro curriculum so have a clear mind going into it... And even though it's American history and there [are] already things I know there is a greater amount of things I don't know."

# The single best advice I would give to future APUSH students would be...



**“If you just do the homework everything else will be much easier”**

“Watch video guides and reviews because those help a lot”

“Study and definitely stay on top of it. You can't fail because you truly are given the resources to pass and understand the content. But it's up to you to use it wisely as a junior grade student.”



**“Do the review videos!** The ten minute reviews are a good idea before the tests you take throughout the year.”



**“READ THE TEXTBOOK AND PAY ATTENTION IN CLASS”**



**“Do your reading over several nights and TAKE GOOD NOTES”**

**“STAY ON TOP OF WORK AND TAKE THE WONDERFUL OPPORTUNITIES HARTLAUB GIVES YOU TO GET A GOOD GRADE.”**

**“STAY UPDATED ON WORK”**

**“TAKE NOTES IN CLASS”**

# APUSH Writing Guidelines & Historical Thinking Skills

The AP history courses seek to apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning historical content. Students must develop historical thinking skills by investigating the past in ways that reflect the discipline of history, most particularly through the **exploration and interpretation** of a rich array of primary sources and secondary texts and through the regular development of **historical argumentation in writing**.

## A. THE EXAM!

The AP U.S. History Exam is 3 hours and 15 minutes long and includes both a 100-minute multiple-choice / short-answer section (Part I) and a 95-minute free-response section (Part II). Each section is divided into two parts, as shown in the table below. A majority of your points will come from writing... and understanding these skills is extremely important in ensuring you are prepared for the prompts! Skills are also necessary in interpreting multiple choice questions.

Section	Question Type	Number of Questions	Timing	Percentage of Total Exam Score
I	Part A: Multiple-choice questions	55 questions	55 minutes	40%
	Part B: Short-answer questions	4 questions	50 minutes	20%
	BREAK			
II	Part A: Document-based question	1 question	55 minutes	25%
	Part B: Long essay question	1 question (chosen from a pair)	35 minutes	15%

**B. THE SKILLS!** This section presents the historical thinking skills that students should develop in all AP history courses.

The **nine** historical thinking skills are grouped into four categories:

1. Analyzing Sources and Evidence,
2. Making Historical Connections,
3. Chronological Reasoning, and
4. Creating and Supporting a Historical Argument.

The first table [page 2 of this document] describes how each skill demonstrates historical thinking from the perspective of a history practitioner. The second table lists the proficiency expectations for each of the nine historical thinking skills. **Every AP Exam question will assess one or more of the skill-based proficiency expectations as well as one or more of the thematic learning objectives.**

Although there are 9 skills, there are only four “big skills” students will directly address in their essays. Other skills are important for *how you write* your essays or *how you analyze* multiple choice prompts and short answer questions.

### ***The BIG Four!***

1. **Historical Causation** (Explaining causes and/or evaluating impact of events)
2. **Patterns of Continuity and Change over Time** (Explaining how & why things change or remain the same)
3. **Periodization** (Analyzing turning points and characterizing eras)
4. **Comparison** (Explaining how and why events are similar and/or different)

**The next two pages explain the historical thinking skills. Mastering these skills will enable students to write high quality historical essays, as well as interpret and address multiple choice and short answer questions. The APUSH exam requires skill... regurgitating facts is not enough. Remember NOT to simply memorize facts... you must understand the how and why... and you must be able to interpret and explain history on your own.**



## Skill Category #1 – ANALYZING HISTORICAL SOURCES AND EVIDENCE

### PRIMARY SOURCES

#### **Analyzing Evidence: Content and Sourcing**

Historical thinking involves the ability to describe, select, and evaluate relevant evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and draw conclusions about their relevance to different historical issues. A historical analysis of sources focuses on the interplay between the content of a source and the authorship, point of view, purpose, audience, and format or medium of that source, assessing the usefulness, reliability, and limitations of the source as historical evidence.

### SECONDARY SOURCES

#### **Interpretation**

Historical thinking involves the ability to describe, analyze, and evaluate the different ways historians interpret the past. This includes understanding the various types of questions historians ask, as well as considering how the particular circumstances and contexts in which individual historians work and write shape their interpretations of past events and historical evidence.

## Skill Category #2 – MAKING HISTORICAL CONNECTIONS

#### **Comparison**

Historical thinking involves the ability to identify, compare, and evaluate multiple perspectives on a given historical event in order to draw conclusions about that event. It also involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts.

#### **Contextualization**

Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place as well as broader regional, national, or global processes.

#### **Synthesis**

Historical thinking involves the ability to develop understanding of the past by making meaningful and persuasive historical and/or cross-disciplinary connections between a given historical issue and other historical contexts, periods, themes, or disciplines.

## Skill Category #3 CHRONOLOGICAL REASONING

#### **Causation**

Historical thinking involves the ability to identify, analyze, and evaluate the relationships among historical causes and effects, distinguishing between those that are long term and proximate. Historical thinking also involves the ability to distinguish between causation and correlation, and an awareness of contingency, the way that historical events result from a complex variety of factors that come together in unpredictable ways and often have unanticipated consequences.

#### **Patterns of Continuity and Change over Time**

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying length, as well as the ability to relate these patterns to larger historical processes or themes.

#### **Periodization**

Historical thinking involves the ability to describe, analyze, and evaluate different ways that historians divide history into discrete and definable periods. Historians construct and debate different, sometimes competing models of periodization; the choice of specific turning points or starting and ending dates might accord a higher value to one narrative, region, or group than to another.

## Skill Category #4 – CREATING AND SUPPORTING AN ARGUMENT

#### **Argumentation**

Historical thinking involves the ability to create an argument and support it using relevant historical evidence. Creating a historical argument includes defining and framing a question about the past and then formulating a claim or argument about that question, often in the form of a thesis. A persuasive historical argument requires a precise and defensible thesis or claim, supported by rigorous analysis of relevant and diverse historical evidence. The argument and evidence used should be framed around the application of a specific historical thinking skill (e.g., comparison, causation, patterns of continuity and change over time, or periodization). Furthermore, historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.

#### **Argumentation: Using Evidence to Support an Argument**

Historical thinking involves the ability to examine multiple pieces of evidence in concert with each other, noting contradictions, corroborations, and other relationships among sources to develop and support an argument.



# HISTORICAL THINKING SKILL PROFICIENCY EXPECTATIONS

**Students will be able to...**

## **ANALYZE EVIDENCE...**

1. Explain the relevance of the author's point of view, author's purpose, audience, format or medium, and/or historical context as well as the interaction among these features, to demonstrate understanding of the significance of a primary source.
2. Evaluate the usefulness, reliability, and/ or limitations of a primary source in answering particular historical questions.

## **INTERPRET DOCUMENTS...**

1. Analyze a historian's argument, explain how the argument has been supported through the analysis of relevant historical evidence, and evaluate the argument's effectiveness.
2. Analyze diverse historical interpretations.

## **COMPARE & CONTRAST...**

1. Compare diverse perspectives represented in primary and secondary sources in order to draw conclusions about one or more historical events.
2. Compare different historical individuals, events, developments, and/ or processes, analyzing both similarities and differences in order to draw historically valid conclusions. Comparisons can be made across different time periods, across different geographical locations, and between different historical events or developments within the same time period and/ or geographical location.

## **CONTEXTUALIZE...**

1. Situate historical events, developments, or processes within the broader regional, national, or global context in which they occurred in order to draw conclusions about their relative significance.

## **SYNTHESIZE...**

1. Make connections between a given historical issue and related developments in a different historical context, geographical area, period, or era, including the present.
2. Make connections between different course themes and/or approaches to history (such as political, economic, social, cultural, or intellectual) for a given historical issue.

## **ANALYZE CAUSES AND EFFECTS...**

1. Explain long and /or short-term causes and/or effects of an historical event, development, or process.
2. Evaluate the relative significance of different causes and/or effects on historical events or processes, distinguishing between causation and correlation and showing an awareness of historical contingency.

## **ANALYZE PATTERNS OF CONTINUITY AND CHANGE OVER TIME...**

1. Identify patterns of continuity and change over time and explain the significance of such patterns.
2. Explain how patterns of continuity and change over time relate to larger historical processes or themes.

## **ANALYZE HISTORICAL PERIODS...**

1. Explain ways historical events and processes can be organized into discrete, different, and definable historical periods.
2. Evaluate whether a particular event or date could or could not be a turning point between different, definable historical periods, when considered in terms of particular historical evidence.
3. Analyze different and/or competing models of periodization.

## **CREATE AND DEFEND AN ARGUMENT...**

1. Articulate a defensible claim about the past in the form of a clear and compelling thesis that evaluates the relative importance of multiple factors and recognizes disparate, diverse, or contradictory evidence or perspectives.
2. Develop and support a historical argument, including in a written essay, through a close analysis of relevant and diverse historical evidence, framing the argument and evidence around the application of a specific historical thinking skill (*e.g., comparison, causation, patterns of continuity and change over time, or periodization*).
3. Evaluate evidence to explain its relevance to a claim or thesis, providing clear and consistent links between the evidence and the argument.
4. Relate diverse historical evidence in a cohesive way to illustrate contradiction, corroboration, qualification, and other types of historical relationships in developing an argument.

# WRITING GUIDELINES AND TIPS FOR SUCCESSFUL ESSAYS!

## 1. THESIS/CONTEXT... THE INTRODUCTION

### **Creating Your Argument...The Thesis Statement – What are you defending?**

Your thesis is not only your answer or stand on a question; it is your entire introductory paragraph which includes your answer/stand, analysis of an opposing or alternate viewpoint, context, and organizational categories/themes. Your introduction will typically be between 2 and 5 sentences, and it should clearly communicate your answer/stand and what you will be expounding upon in your body paragraphs.

### **The Thesis Formula:**

**LC & BC. Although X, Y because AB. or LC & BC. X. However A and B. Therefore, Y.**

‘**LC**’ and ‘**BC**’ represents the local and broad ‘context’ of your topic, process, or event. This is “setting the scene” for you essay, and on the DBQ essay there is a separate point on the rubric for contextualization. Your contextualization needs at least one specific piece of evidence that is not found in the body paragraphs or synthesis.

‘**X**’ represents the strongest point against your argument. We call this the counter-argument. It can also be a alternate viewpoint. This X needs to be explained (with evidence) in your introduction.

‘**A, B**’ represents the two strongest points for your argument. We call these your organization categories.

‘**Y**’ represents the position you will be taking – in other words, your stand on the prompt. Your Y must be clear and AFTP... *address the full prompt!*

For example, if you were addressing the prompt, “Evaluate the extent to which westward migration in the later nineteenth century contributed to maintaining continuity as well as fostering change in the United States,” your thesis might include the following:

LC: Indian Wars, enclosure of the west, expansion of agriculture and ranching, internal migration

BC: competition over land and resources, continuation of Manifest Destiny

Y: fostered more change than maintained continuity

AB: fostered change geographically and economically to a great extent

X: maintained continuity in the relationship between the government and American Indians to a great extent

**Weak Thesis:** **There was a lot of westward migration in the later nineteenth century. Although westward migration maintained continuity, it fostered change to a greater extent.**

*Don't simply restate the prompt... and be sure you have categories and some explanation; i.e. "because..."*

**Strong Thesis:** **Westward migration in the 1800s was motivated by agriculture, mining, and ranching. This desire for land and resources continued the conflict created by competition over resources that was a hallmark of American history from the 1600s onward. Much of the competition for resources in this latter era led to many battles which ultimately ended nomadic Indian culture. Although westward migration in the later 19<sup>th</sup> century maintained continuity to a great extent as the spirit of manifest destiny and white dominance led to completion of the reservation system which began earlier in the century, migration westward in the latter half of the 19<sup>th</sup> century fostered geographic and economic change to a greater extent.**

*“Set the scene by describing the context of your context. What is going on at this time? What is a key theme? Connect to something you know about the era and explain the local and broad context. This needs to be several sentences that explain the context, and you must have at least one piece of specific evidence in this portion. When you explain your X and Y, be sure to have categories and address the prompt directly. If the prompt has a qualifier such as “to what extent,” be sure you directly address it in your thesis.*

## Tweaking the Formula for the BIG FOUR Skills

The formula is essentially the same for any type of question, and you can move the variables around. Below you will find some different ways to use it depending on what type of question you are answering. When you analyze a prompt, be sure to identify the skill being tested if it is not indicated in the directions.

### Historical Causation:

What are the major causes or consequences of “event” and what were the most important causes or consequences of “event”?

X = least important cause or consequence, with an explanation why; explained thoroughly with a piece of specific evidence or example

A, B = most important causes / consequences, explanations why, broken up into organizational categories

Y = your assertion statement regarding the most significant causes or consequences

### Continuity and Change over Time:

What are the major patterns of continuity or change over the time period and was there more continuity or change over that time period?

X = continuity or change, what there was less of, your counter-argument explained thoroughly with a piece of specific evidence or example

A, B = continuity or change during the specified time period, what there was more of, broken up into organizational categories

Y = your assertion statement regarding more change or more continuity

### Compare and Contrast:

What similarities and differences are there between the two things, are there more similarities or differences, and why, account for those similarities or differences?

X = more or less similar or different, your counter-argument explained thoroughly with a piece of specific evidence or example

A, B = similarities or differences between the two things, broken up into organizational categories

Y = your assertion statement including more of similarities or differences

### Periodization | (or Take a Position):

Evaluate whether something was a turning point or a major marking period in history, noting what things were like before and after that period.

X = counter argument, why something was or was not a turning point explained thoroughly with a piece of specific evidence or example

A, B = argument, why something was a turning point broken up into organizational categories (or why you support, refute, modify)

Y = your assertion statement, including if it was or was not a major turning point (or support, refute, modify)

## 2. Writing the BODY PARAGRAPHS

***In the Long Essay...*** Each body paragraph will focus on a category or theme and contain your exposition (defending your thesis) with specific, historical evidence and reasons relevant to your topic. Your goal is to have at least two pieces in your body paragraphs that are NOT found in your introduction (contextualization or thesis) and NOT found in your conclusion (synthesis). I advise you shoot for three to five just in case you do not get credit for some of your evidence. Remember your evidence needs to remain within the parameters of your prompt.

***In the DBQ...*** If you are including document analysis, remember you still need outside evidence independent from the documents. You must have at least one piece of outside evidence in the DBQ body paragraphs... thoroughly explained in several sentences. I recommend you make your outside evidence its own paragraph. For the DBQ, you will also need to extend your argument and analysis by illustrating contradictions, corroborations, and/or qualifications.

***For both... One last thing about your body paragraphs... end each one with “Close the Loop!”***

Closing the loop means to explain *how or why* your evidence supports your thesis... always connect back to your thesis!

Closing the loop is a simple thing that makes a huge difference!

## How to Reference the Documents in the DBQ Body Paragraphs

Most students fail to earn the document analysis points on the DBQ because they simply string together facts they pull from documents, and say things like “Document 1 describes how tobacco impacted the economy in Virginia...” This is not historical analysis! It is okay to say “In Document 1,” however I recommend you simply cite your documents as you would in a research paper. (Doc. 1)

**DO NOT quote the documents and DO NOT describe the documents.**

You will have seven documents and you must use at least 6; however, I advise you to use all just in case you do not get credit for one. Use the HIPP strategy to analyze the documents ... and then apply your analysis to your essay. Start with the H and connect to your own knowledge about the topic, person, or era. How does each document support your thesis or support an opposing view? THAT is analysis! Then choose one of IPP to add for at least four documents.

**H: Historical Context**

**I: Intended Audience**

**P: Purpose**

**P: Point of View**

Suppose you had a document that was excerpt from the Clayton Antitrust Act. Your **HIPP** may look something like this:

**H: Historical Context** – Progressive Era, President Wilson signed, Act of Congress to limit monopolies

**I: Intended Audience** – The United States of America (adding new laws) and businesses

**P: Purpose** - help the government break up trusts/monopolies, fix the problems of the earlier Sherman Anti-Trust Act

**P: Point of View** – It is in the nation’s best interest to support competition and fair business practices, therefore government needs the power to force trusts to bust up

**What would it look like in an essay?** If you had a paragraph addressing ways the federal government implemented progressive reform in the early 1900s, you could include the document like this: “The historical context of the Clayton Antitrust Act was the Progressive Era in the early 1900s when Wilson’s administration supported progressive legislation as they were desperately seeking help in enforcing anti-trust legislation under a relatively inefficient Sherman Antitrust Act. The purpose was to give some enforcement power over anti- trust legislation to the federal government.”

### 3. Writing Your Conclusion – the SYNTHESIS

**Conclusion Formula: BC is similar/different from OC, because E.**

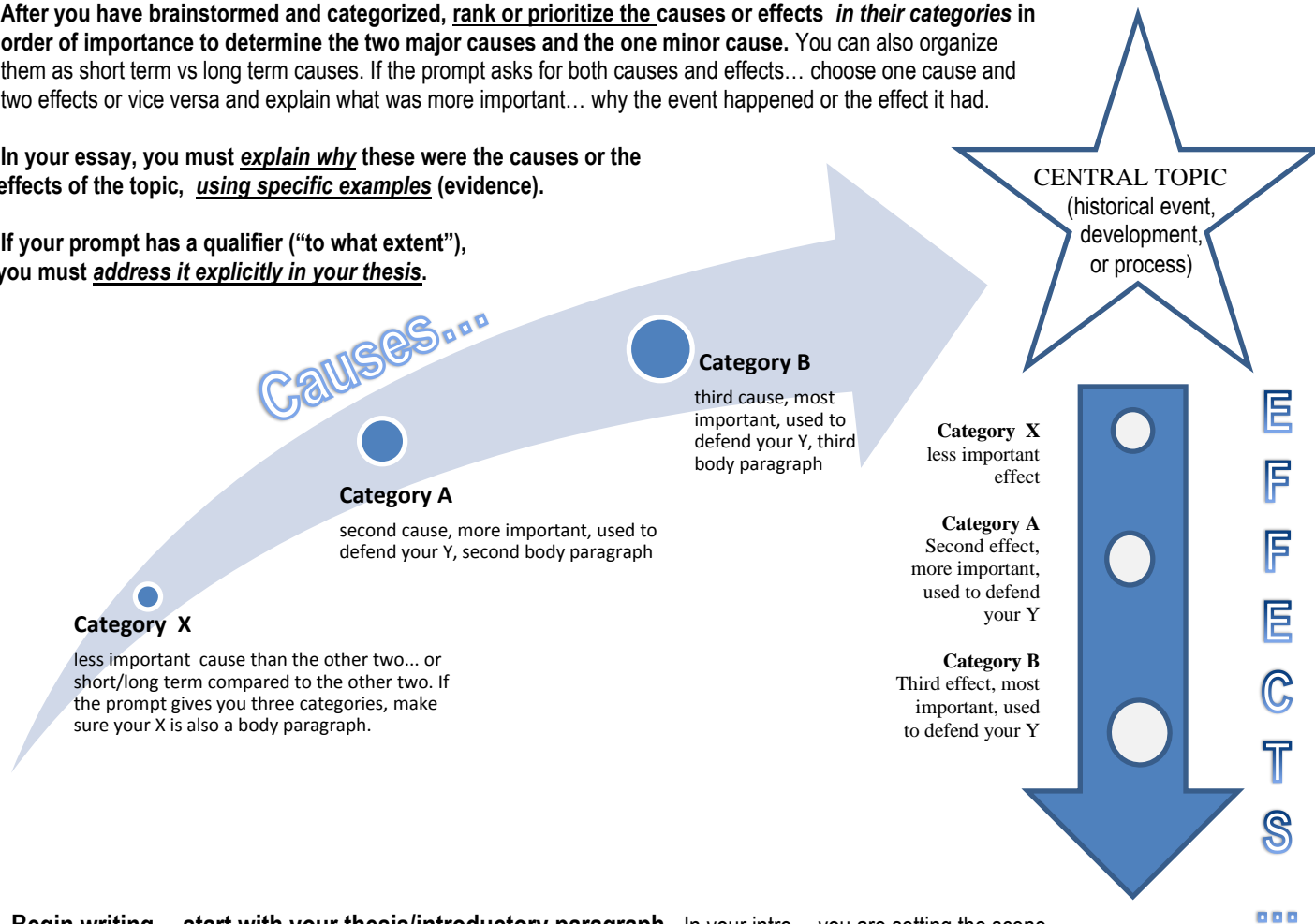
BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs

OC = *Synthesis*... or *Other Context* (similar in kind but in a different time or in a different geographical region)

First of all, your synthesis paragraph does not have to be your last. However, I advise that you use the skill to develop a sophisticated closing. This concluding paragraph should NOT simply restate your thesis. **NOTHING in your introduction can be included in your conclusion! Your synthesis is an extension!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then thoroughly explain, in several sentences, with at least one piece of specific and relevant evidence how or why the two are similar or different.

## Planning for your Long Essay - CAUSATION

1. Read the prompt **three times**. Make sure you understand your purpose, topic, and skill! Identify your parameters!
2. **Brainstorm...** write down everything you know about the topic/era. *Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion!* If the prompt gives you categories, categorize your evidence using those that are given. If the prompt does not give you categories, develop your own. You need specific evidence to back up your argument as well as strong generalizations (reasons) to defend your thesis. Remember you need evidence for your contextualization, your X (opposing view), at least two within the body paragraphs, and at least one in your conclusion from this era. (at least five total)
3. After you have brainstormed and categorized, **rank or prioritize the causes or effects in their categories in order of importance to determine the two major causes and the one minor cause.** You can also organize them as short term vs long term causes. If the prompt asks for both causes and effects... choose one cause and two effects or vice versa and explain what was more important... why the event happened or the effect it had.
4. In your essay, you must **explain why** these were the causes or the effects of the topic, **using specific examples** (evidence).
5. If your prompt has a qualifier ("to what extent"), you must **address it explicitly in your thesis.**



6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then identifying the causes/effects, the reasons for those causes/effects, and your stand on which was more significant.

**Thesis Formula: LC & BC. Although X, Y because AB.**

...make sure you ATFP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

X = least important cause or consequence, with brief explanation why

A, B = most important causes / consequences, with brief explanation why

Y = your assertion statement, including a qualifier if applicable

7. When writing your **body paragraphs**, be sure you have at least 2 **pieces of specific, relevant evident from the era... AND clearly connect to your thesis.** You also need **reasons/generalizations for all categories.** Remember to **close the loop!** **Your purpose is to defend your thesis... not to story tell!**
8. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then **thoroughly explain**, in **several sentences**, **with evidence** how or why the two are similar or different.  
**Conclusion Formula: BC is similar/different to OC, because E.**  
BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs  
OC = *Synthesis... or Other Context* (similar in kind but in a different time or in a different geographical region)  
E = *Explanation*... *how* or *why* your theme/topic is similar or different than that same theme/topic in a different era/region.







## College Board Directions for the Long Essay (what you will likely see on the AP exam)

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question. (they may identify and describe the skill be tested)
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following:
  - \* A development in a different era or geographic area.
  - \* A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

*On the AP exam, you will NOT be provided with a rubric. Use the directions above to help you link to the essential components on the rubric. Strategically target each point.*

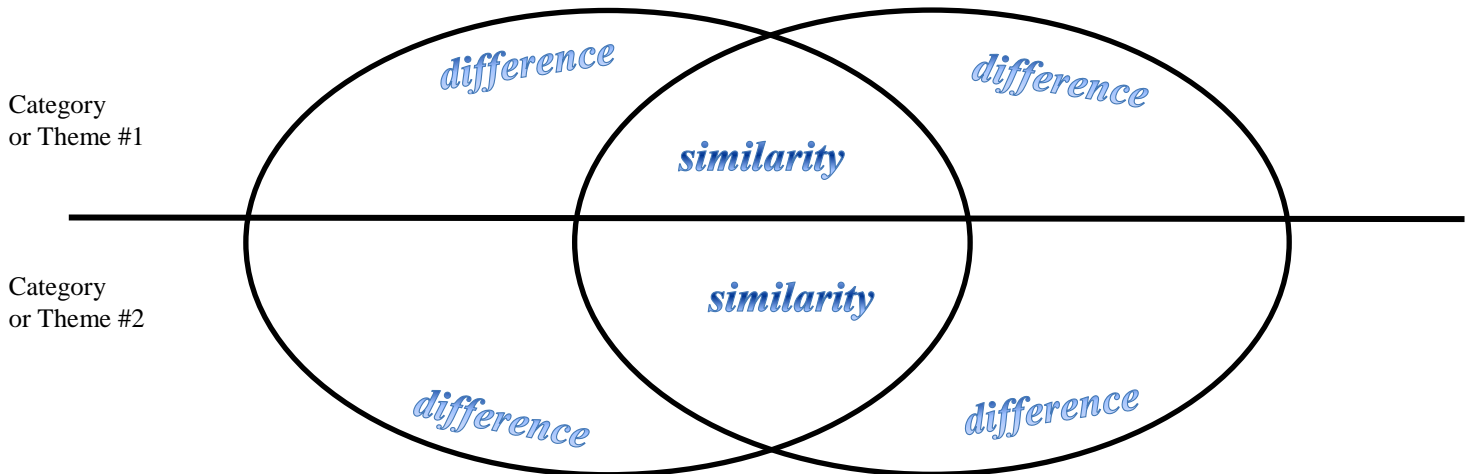
### CAUSATION Long Essay (LE) Rubric, 6 possible points

<p><b>Thesis (1 point)</b></p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. It must do more than restate the question; it must include analysis. It must be included in the introduction or in the conclusion.</p>	
<p><b>Support for Argument – Evidence (2 points)</b></p> <p>Addresses the topic of the question with <i>specific examples</i> of relevant evidence.</p> <p>Utilizes specific examples of evidence to <i>fully and effectively substantiate the stated thesis or relevant argument. (close the loop!)</i></p>	 
<p><b>Targeted Skill – Argumentation, Causation (2 points)</b></p> <p><i>Describes causes and/or effects</i> of a historical event, development, or process.</p> <p><i>Clearly and specifically explains reasons for the causes and/or effects</i> of the historical event, development, or process. (close the loop!) If the prompt asks for both causes and effects, both must be addressed. If they prompt only asks for one then both are not required.</p> <p><b>Scoring Note:</b> <i>If the prompt requires discussion of both causes and effects, responses must address both causes and effects in order to earn both points.</i></p>	 
<p><b>Synthesis (1 point)</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ol style="list-style-type: none"> <li>A development in a different historical period, situation, era, or geographical area.</li> <li>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ol> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is <u>not awarded for merely a phrase or reference</u>. Synthesis includes an explanation of the connections (several sentences, explain how or why the two things are similar or different), and <u>no part of the synthesis is present in the introductory paragraph</u>.</i></p>	



## Planning for your Long Essay - COMPARISON

1. Read the prompt **three times**. Make sure you understand your purpose, topic, and skill! Identify your parameters!
2. **Brainstorm...** write down everything you know about the topic/era. *Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion!* If the prompt gives you categories, categorize your evidence using those that are given. If the prompt does not give you categories, develop your own. Focus on two categories unless the prompt gives you three. You need specific evidence to back up your argument as well as strong generalizations (reasons) to defend your thesis. Remember you need evidence for your contextualization, your X (opposing view), at least two within the body paragraphs, and at least one in your conclusion from this era. (at least five total)



3. After you brainstorm, consider what YOU know... are there *more similarities* or *more differences* for each category? Why? (consider the reasons and be ready to explain how or why there were more similarities or more differences in your body paragraphs)
4. In your essay, you must **explain why** there were more/less similarities and differences using specific examples (evidence).
5. If your prompt has a qualifier ("to what extent"), you must **address it explicitly in your thesis**.
6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then identifying the similarities/differences, the reasons for those similarities, and your stand on which one there was more of.  
**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATFP! (Address the Full Prompt)  
LC & BC = local and broad context – what your central topic is about  
X = more similar or different, your counter-argument -- or your alternative viewpoint for argumentation  
Y = more similar or different, your assertion statement  
A, B = similarities or differences between the two things, broken up into organizational categories
7. When writing your **body paragraphs**, be sure you have at least 2 **pieces of specific, relevant evident from the era...** AND **clearly connect to your thesis**. You also need **reasons/generalizations for all categories**. Remember to *close the loop!* **Your purpose is to defend your thesis... not to story tell!**
8. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then *thoroughly explain*, in *several sentences*, *with evidence* how or why the two are similar or different.  
**Conclusion Formula: BC is similar/different to OC, because E.**  
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### COMPARISON Long Essay (LE) Rubric, 6 possible points

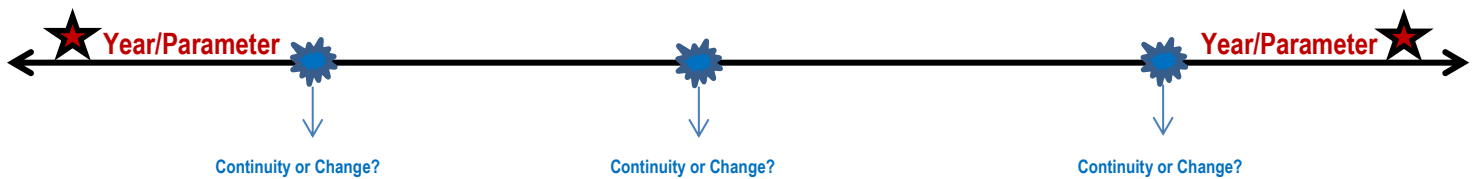
<p><b>Thesis (1 point)</b></p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. It must do more than restate the question; it must include analysis. It must be included in the introduction or in the conclusion.</p>	
<p><b>Support for Argument – Evidence (2 points)</b></p> <p>Addresses the topic of the question with <i>specific examples</i> of relevant evidence.</p> <p>Utilizes specific examples of evidence to <i>fully and effectively substantiate the stated thesis or relevant argument</i>. (close the loop!)</p> <p>-----</p>	 
<p><b>Targeted Skill – Argumentation, Comparison (2 points)</b></p> <p><i>Describes similarities AND differences</i> among historical individuals, events, developments, or processes.</p> <p><i>Explains the reasons for similarities AND differences</i> among historical individuals, events, developments, or processes (close the loop!)</p> <p><b>OR, DEPENDING ON THE PROMPT</b></p> <p><i>Evaluates the relative significance</i> of historical individuals, events, developments, or processes.</p>	 
<p><b>Synthesis (1 point)</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> <li>c) A development in a different historical period, situation, era, or geographical area.</li> <li>d) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ul> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is <u>not awarded for merely a phrase or reference</u>. Synthesis includes an explanation of the connections (several sentences, explain how or why the two things are similar or different), and <u>no part of the synthesis is present in the introductory paragraph</u>.</i></p>	

## Planning for your Long Essay – CONTINUITY AND CHANGE OVER TIME (CCOT)

1. **Read the prompt three times. Make sure you understand your purpose, topic, and skill! Identify your parameters!**
2. **Brainstorm...** write down everything you know about the topic/era. *Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion!* You need specific evidence to back up your argument as well as strong generalizations (reasons) to defend your thesis. Remember you need evidence for your contextualization, your X (opposing view), at least two within the body paragraphs, and at least one in your conclusion from this era. (at least five total)

Create a timeline including the years defining the parameters of your question. Then, identify at least **three key events** within these parameters that relate to the event/process/development. Place them on your timeline and identify them as illustrations of continuity or change. You must have a 2/1 ratio; two continuities/changes and one of the other.

MAIN TOPIC: \_\_\_\_\_



3. **After you brainstorm, consider what YOU know...** Does your evidence reveal *more* continuities or changes? [Remember to have 2/1 ratio! You must discuss BOTH!] To what extent? Why? (consider the reasons and be ready to explain how or why there were more continuities or changes in your body paragraphs)
4. **In your essay, you must explain why these three events maintained more/less continuities or fostered more/less change in regards to the main topic of the essay... using specific examples (evidence) within the parameters of the prompt.**
5. **If your prompt has a qualifier ("to what extent"), you must address it explicitly in your thesis.**
6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then explaining the major patterns of continuity or change over the time period and whether there were more continuities or changes over that time period.

**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATFP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

X = continuity or change, what there was less of, your counter-argument explained thoroughly with reference to one of your events/reasons

A, B = continuity or change during the specified time period, what there was more of, linked to two of your events/reasons

Y = your assertion statement regarding more change or more continuity (and extent)

7. When writing your **body paragraphs**, be sure you have at least 2 **pieces of specific, relevant evident from the era...** AND **clearly connect to your thesis**. You also need **reasons/generalizations for all categories**. Remember to close the loop! **Your purpose is to defend your thesis... not to story tell!**
8. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then thoroughly explain, in several sentences, with evidence how or why the two are similar or different.

**Conclusion Formula: BC is similar/different to OC, because E.**

BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs

OC = *Synthesis...* or *Other Context* (similar in kind but in a different time or in a different geographical region)

E = *Explanation*... *how* or *why* your theme/topic is similar or different than that same theme/topic in a different era/region.







## College Board Directions for the Long Essay (what you will likely see on the AP exam)

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question. (they may identify and describe the skill be tested)
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following:
  - \* A development in a different era or geographic area.
  - \* A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

*On the AP exam, you will NOT be provided with a rubric. Use the directions above to help you link to the essential components on the rubric. Strategically target each point.*

### CCOT Long Essay (LE) Rubric, 6 possible points

<p><b>Thesis (1 point)</b></p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. It must do more than restate the question; it must include analysis. It must be included in the introduction or in the conclusion.</p>	
<p><b>Support for Argument – Evidence (2 points)</b></p> <p>Addresses the topic of the question with <i>specific examples</i> of relevant evidence.</p> <p>Utilizes specific examples of evidence to <i>fully and effectively substantiate the stated thesis or relevant argument. (close the loop!)</i></p>	 
<p><b>Targeted Skill – Argumentation, Periodization (2 points)</b></p> <p><i>Describes</i> historical continuity AND change over time.</p> <p><i>Explains the reasons for</i> historical continuity AND change over time.</p>	 
<p><b>Synthesis (1 point)</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ol style="list-style-type: none"> <li>A development in a different historical period, situation, era, or geographical area.</li> <li>A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ol> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is <u>not</u> awarded for merely a phase or reference. Synthesis includes an explanation of the connections (several sentences, explain how or why the two things are similar or different), and <u>no part of the synthesis is present in the introductory paragraph.</u></i></p>	









## College Board Directions for the Long Essay (what you will likely see on the AP exam)

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question. (they may identify and describe the skill be tested)
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following:
  - \* A development in a different era or geographic area.
  - \* A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

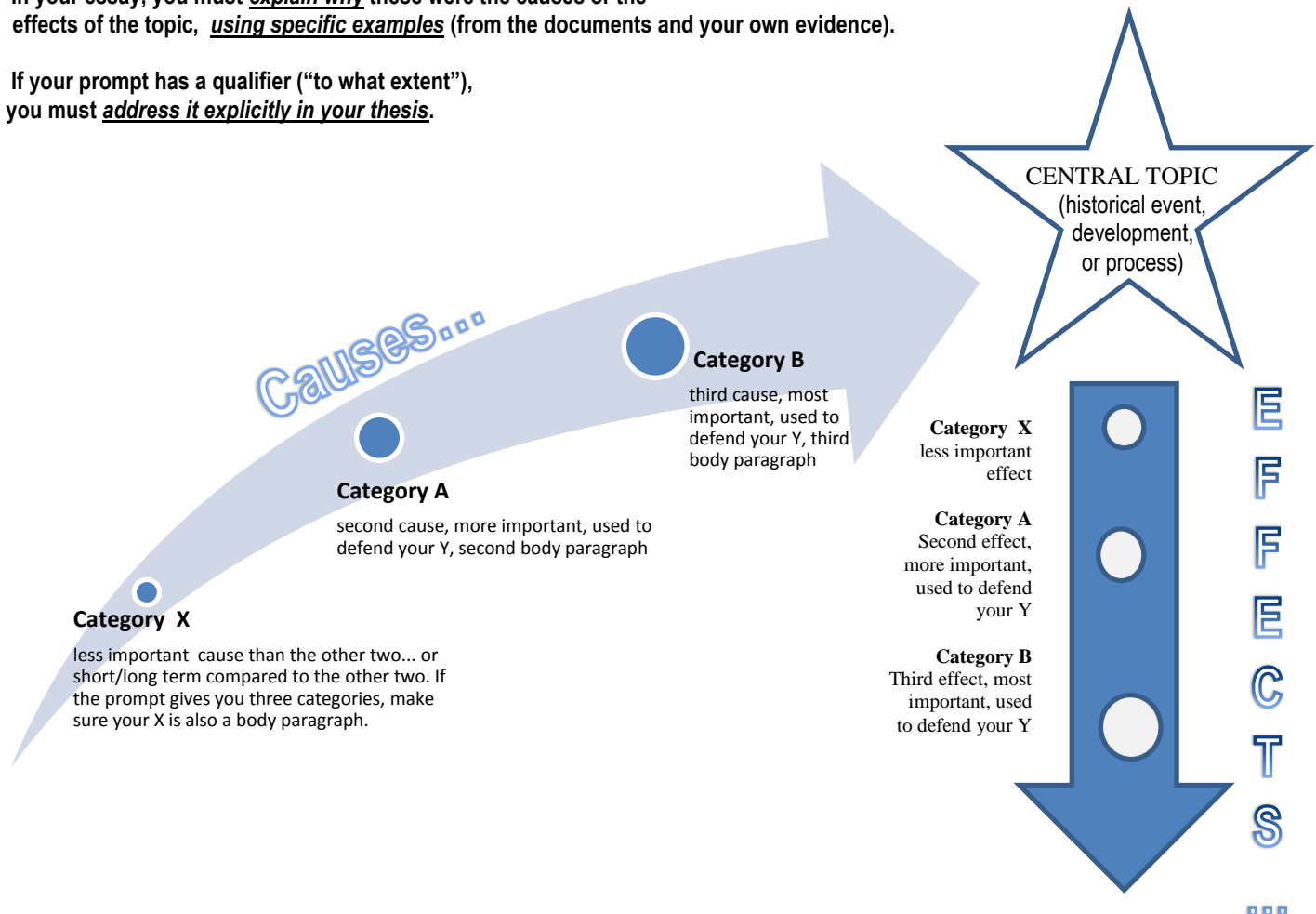
*On the AP exam, you will NOT be provided with a rubric. Use the directions above to help you link to the essential components on the rubric. Strategically target each point.*

### PERIODIZATION Long Essay (LE) Rubric, 6 possible points

<p><b>Thesis (1 point)</b></p> <p>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. It must do more than restate the question; it must include analysis. It must be included in the introduction or in the conclusion.</p>	
<p><b>Support for Argument – Evidence (2 points)</b></p> <p>Addresses the topic of the question with <i>specific examples</i> of relevant evidence.</p> <p>Utilizes specific examples of evidence to <i>fully and effectively substantiate the stated thesis or relevant argument.</i> (close the loop!)</p>	 
<p><b>Targeted Skill – Argumentation, Periodization (2 points)</b></p> <p><i>Describes the ways in which the historical development specified in the prompt was different from and similar to developments that preceded and/or followed.</i></p> <p><i>and</i></p> <p><i>Clearly and thoroughly explains <u>the extent to which</u> the historical development specified in the prompt was different from and similar to other developments that preceded and/or followed.</i> (close the loop!)</p> <p><b>Scoring Note:</b> <i>For both points, if the prompt requires evaluation of a turning point, then responses must discuss developments that preceded AND followed. For both points, if the prompt requires evaluation of the characteristics of an era, then responses can discuss developments that EITHER preceded OR followed.</i></p>	 
<p><b>Synthesis (1 point)</b></p> <p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> <li>c) A development in a different historical period, situation, era, or geographical area.</li> <li>d) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ul> <p><b>Scoring Note:</b> <i>The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is <u>not awarded for merely a phase or reference.</u> Synthesis includes an explanation of the connections (several sentences, explain how or why the two things are similar or different), and <u>no part of the synthesis is present in the introductory paragraph.</u></i></p>	

## Planning for your response to the Document Based Question - CAUSATION

1. Read the prompt three times. Make sure you understand your purpose, topic, and skill! Identify your parameters!
2. Read and analyze the documents. As you do this, group them by context or theme. If the prompt provides categories, use them when grouping your documents. (NOTE: If you took A.P. World History... please note that there is NO point on the rubric for grouping. This is simply a strategy to help you analyze the documents before using them to defend an argument. Also, please do NOT talk about "missing voice" ... that is NOT on the APUSH rubric)
  - a. For each document, identify context, point of view, purpose, or intended audience. Even though you only need to explicitly do this for four documents, completing this step for all of them will help you connect to your own knowledge and go beyond the obvious.
  - b. For each document identify how it connects to your topic/prompt. Ask yourself, "according to this document, what is the answer to the prompt?" Make inferences, and do not state the obvious. Don't quote documents!!
  - c. For each group, identify reasons why they are linked. You may also want to note any documents that contradict each other.
3. When you finish analyzing the documents, identify three pieces of evidence NOT given to you in the documents. Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion! Remember you need evidence for your contextualization, your X (opposing view), one body paragraph/independent evidence, and at least one in your conclusion from this era. (at least four total)
4. After you have your documents grouped/categorized, rank or prioritize the causes or effects in their categories in order of importance to determine the two major causes and the one minor cause (or effect/depending on the prompt). You can also organize them as short term vs long term causes/effects. (If the prompt asks for both causes and effects... choose one cause and two effects or vice versa and explain what was more important... reasons for the event or the effect it had.)
5. In your essay, you must explain why these were the causes or the effects of the topic, using specific examples (from the documents and your own evidence).
6. If your prompt has a qualifier ("to what extent"), you must address it explicitly in your thesis.





7. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then identifying the causes/effects, the reasons for those causes/effects, and your stand on which was more significant. For a DBQ... you can earn a separate point for the contextualization of your topic. So, make sure your LC & BC include several sentences, a piece of outside evidence, and thorough explanation of the significance of your topic or prompt.

**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATFP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

X = least important cause or consequence, with brief explanation why and one piece of outside evidence

A, B = most important causes / consequences, with brief explanation why

Y = your assertion statement, including a qualifier if applicable

8. **When writing your body paragraphs, start by using your document analysis to defend your X or Y... use your HIPP strategy, and don't forget to close the loop!** If you are grouping documents into two or three paragraphs, be sure to explain why you are grouping them (how do they support each other?) This step will help you earn the argumentation point. **Your purpose is to defend your thesis... not to story tell!** **Avoid quoting documents or describing documents.** *Focus on your analysis of them (inferences, connections, etc.) You must successfully use at least six of the seven documents to defend your thesis and you must successfully identify HIPP for at least four. I highly recommend you use all seven documents and complete HIPP for at least five.*
9. **For your piece of independent evidence (something NOT found in the documents and not mentioned anywhere else in your essay), create another body paragraph and defend your thesis with several sentences that thoroughly explain how or why your piece of evidence supports your thesis.**
10. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then *thoroughly explain*, in *several sentences*, *with evidence* how or why the two are similar or different.
- Conclusion Formula: BC is similar/different to OC, because E.**
- BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs
- OC = *Synthesis*... or *Other Context* (similar in kind but in a different time or in a different geographical region)
- E = *Explanation*... *how* or *why* your theme/topic is similar or different than that same theme/topic in a different era/region.

## College Board Directions for the DBQ (what you will likely see on the AP exam)

*You are advised to spend 15 minutes reading the documents and 40 minutes writing. Note: You may begin writing your response before the reading period is over.*

*Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.*

*In your response you should do the following.*

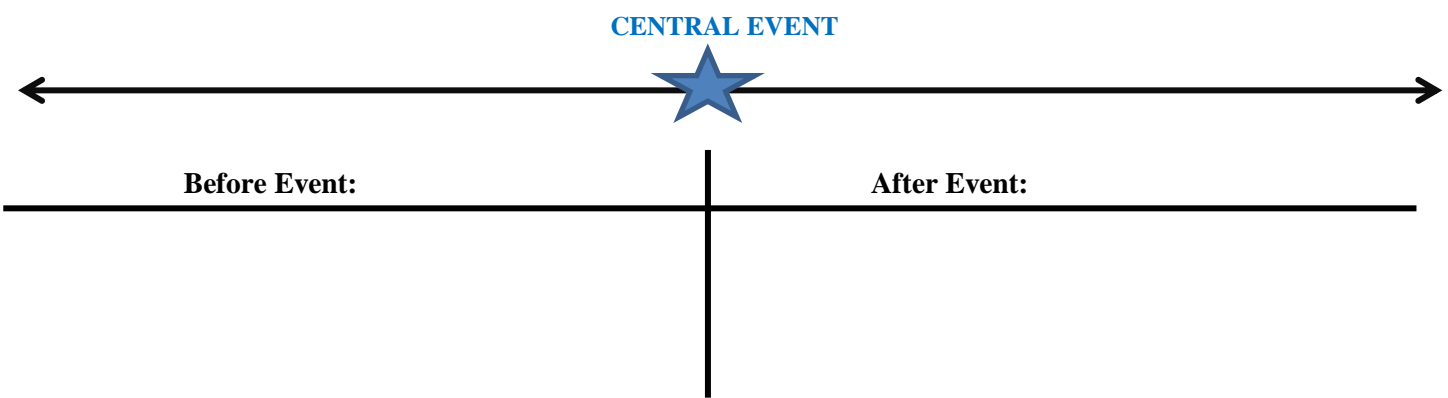
- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the questions.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

*On the AP exam, you will NOT be provided with a rubric. Use the directions above to help you link to the essential components on the rubric. Strategically target each point.*



## Planning for your response to the Document Based Question - PERIODIZATION

1. Read the prompt **three times**. Make sure you understand your purpose, topic, and skill! Identify your parameters!
2. Read and analyze the documents. As you do this, group them by context or theme. If the prompt provides categories, use them when grouping your documents. (NOTE: If you took A.P. World History... please note that there is NO point on the rubric for grouping. This is simply a strategy to help you analyze the documents before using them to defend an argument. Also, please do NOT talk about "missing voice" ... that is NOT on the APUSH rubric)
  - a. For each document, identify context, point of view, purpose, or intended audience. Even though you only need to explicitly do this for four documents, completing this step for all of them will help you connect to your own knowledge and go beyond the obvious.
  - b. For each document identify how it connects to your topic/prompt. Ask yourself, "according to this document, what is the answer to the prompt?" Make inferences, and do not state the obvious. Don't quote documents!!
  - c. For each group, identify reasons why they are linked. You may also want to note any documents that contradict each other.



3. When you finish analyzing the documents, identify three pieces of evidence NOT given to you in the documents. Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion! Remember you need evidence for your contextualization, your X (opposing view), one body paragraph/independent evidence, and at least one in your conclusion from this era. (at least four total)
4. After you have your documents grouped/categorized, clarify that you have evidence from both before and after your event. Use the graphic above to help you plan your essay. Remember you must explain why the event was or was not a major turning point (or why you support, refute or modify the statement) using evidence from the documents (your analysis) from both BEFORE and AFTER the event.
5. If your prompt has a qualifier ("to what extent" or "support, refute or modify"), you must address it explicitly in your thesis.
6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then evaluating whether something was a turning point or a major marking period in history, noting what things were like before and after that period. For a DBQ... you can earn a separate point for the contextualization of your topic. So, make sure your LC & BC include several sentences, a piece of outside evidence, and thorough explanation of the significance of your topic or prompt.

**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATEP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

X = counter argument, why something was or was not a turning point explained thoroughly with a piece of specific evidence or example

A, B = argument, why something was a turning point broken up into organizational categories (or why you support, refute, modify)

Y = your assertion statement, including if it was or was not a major turning point (or support, refute, modify)

7. **When writing your body paragraphs, start by using your document analysis to defend your X or Y... use your HIPP strategy, and don't forget to close the loop!** If you are grouping documents into two or three paragraphs, be sure to explain why you are grouping them (how do they support each other?) This step will help you earn the argumentation point. **Your purpose is to defend your thesis... not to story tell!** **Avoid quoting documents or describing documents.** Focus on your analysis of them (inferences, connections, etc.) You must successfully use at least six of the seven documents to defend your thesis and you must successfully identify HIPP for at least four. I highly recommend you use all seven documents and complete HIPP for at least five.
8. **For your piece of independent evidence (something NOT found in the documents and not mentioned anywhere else in your essay), create another body paragraph and defend your thesis with several sentences that thoroughly explain how or why your piece of evidence supports your thesis.**
9. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!**  
Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then thoroughly explain, in several sentences, with evidence how or why the two are similar or different.  
**Conclusion Formula: BC is similar/different to OC, because E.**  
BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs  
OC = *Synthesis*... or *Other Context* (similar in kind but in a different time or in a different geographical region)  
E = *Explanation*... how or why your theme/topic is similar or different than that same theme/topic in a different era/region.

## College Board Directions for the DBQ (what you will likely see on the AP exam)

*You are advised to spend 15 minutes reading the documents and 40 minutes writing. Note: You may begin writing your response before the reading period is over.*

*Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.*

*In your response you should do the following.*

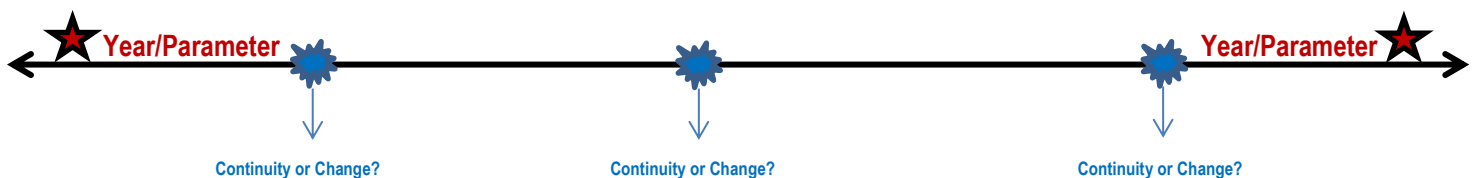
- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the questions.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

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## Planning for your response to the Document Based Question – CONTINUITY AND CHANGE OVER TIME (CCOT)

1. Read the prompt **three times**. Make sure you understand your purpose, topic, and skill! Identify your parameters!
2. Read and analyze the documents. As you do this, group them by context or theme. If the prompt provides categories, use them when grouping your documents. (NOTE: If you took A.P. World History... please note that there is NO point on the rubric for grouping. This is simply a strategy to help you analyze the documents before using them to defend an argument. Also, please do NOT talk about “missing voice” ... that is NOT on the APUSH rubric)
  - a. For each document, identify context, point of view, purpose, or intended audience. Even though you only need to explicitly do this for four documents, completing this step for all of them will help you connect to your own knowledge and go beyond the obvious.
  - b. For each document identify how it connects to your topic/prompt. Ask yourself, “according to this document, what is the answer to the prompt?” Make inferences, and do not state the obvious. Don’t quote documents!!
  - c. For each group, identify reasons why they are linked. You may also want to note any documents that contradict each other.
3. When you finish analyzing the documents, identify three pieces of evidence NOT given to you in the documents. Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion! Remember you need evidence for your contextualization, your X (opposing view), one body paragraph/independent evidence, and at least one in your conclusion from this era. (at least four total)
4. Create a timeline including the years defining the parameters of your question. Then, identify at least **three key events** within these parameters that relate to the event/process/development. You can use evidence from the documents to help you identify these. Place them on your timeline and identify them as illustrations of continuity or change. You must have a 2/1 ratio; *two continuities/changes and one of the other*.

MAIN TOPIC: \_\_\_\_\_



5. If your prompt has a qualifier (“to what extent”), you must **address it explicitly in your thesis**.
6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then explaining the major patterns of continuity or change over the time period and whether there were more continuities or changes over that time period. For a DBQ... you can earn a separate point for the contextualization of your topic. So, make sure your LC & BC include several sentences, a piece of outside evidence, and thorough explanation of the significance of your topic or prompt.

**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATFP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

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A, B = continuity or change during the specified time period, what there was more of, linked to two of your events/reasons

Y = your assertion statement regarding more change or more continuity (and extent)

7. **When writing your body paragraphs, start by using your document analysis to defend your X or Y... use your HIPP strategy, and don't forget to close the loop!** If you are grouping documents into two or three paragraphs, be sure to explain why you are grouping them (how do they support each other?) This step will help you earn the argumentation point. **Your purpose is to defend your thesis... not to story tell! Avoid quoting documents or describing documents.** Focus on your analysis of them (inferences, connections, etc.) You must successfully use at least six of the seven documents to defend your thesis and you must successfully identify HIPP for at least four. I highly recommend you use all seven documents and complete HIPP for at least five.
8. **For your piece of independent evidence (something NOT found in the documents and not mentioned anywhere else in your essay), create another body paragraph and defend your thesis with several sentences that thoroughly explain how or why your piece of evidence supports your thesis.**
9. **Write your conclusion/synthesis.** Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!**  
Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then thoroughly explain, in several sentences, with evidence how or why the two are similar or different.

**Conclusion Formula: BC is similar/different to OC, because E.**

BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs

OC = *Synthesis*... or *Other Context* (similar in kind but in a different time or in a different geographical region)

E = *Explanation*... *how* or *why* your theme/topic is similar or different than that same theme/topic in a different era/region.

## College Board Directions for the DBQ (what you will likely see on the AP exam)

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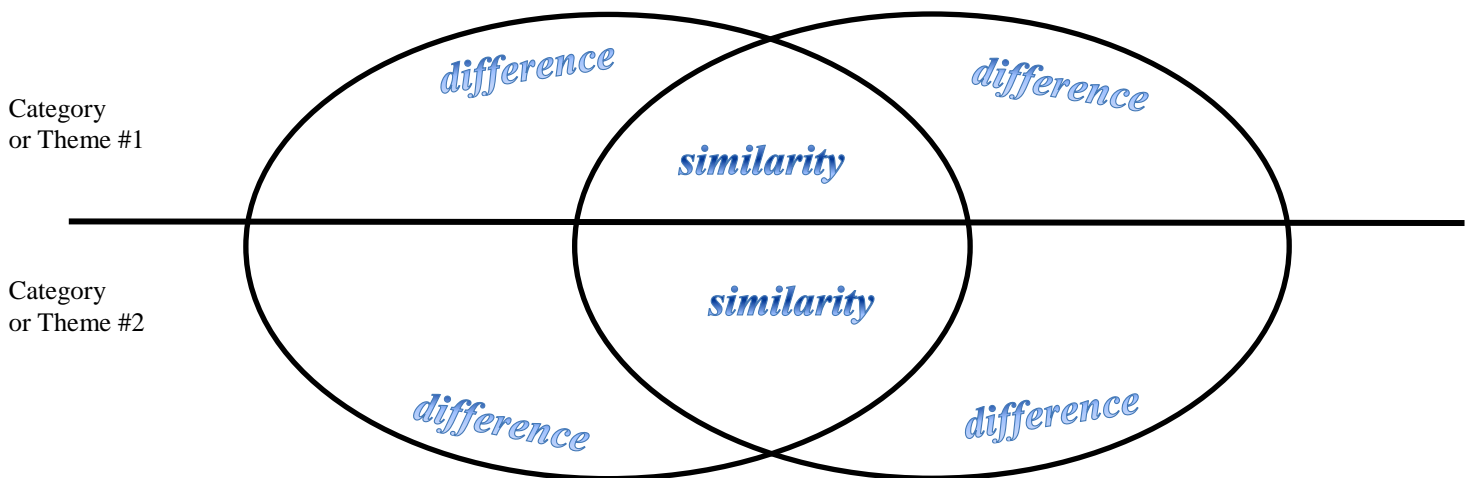
*In your response you should do the following.*

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the questions.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)

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## Planning for your response to the Document Based Question – COMPARISON

1. **Read the prompt three times. Make sure you understand your purpose, topic, and skill! Identify your parameters!**
2. **Read and analyze the documents. As you do this, group by context or theme. If the prompt provides categories, use them when grouping your documents.** (NOTE: If you took A.P. World History... please note that there is NO point on the rubric for grouping. This is simply a strategy to help you analyze the documents before using them to defend an argument. Also, please do NOT talk about “missing voice” ... that is NOT on the APUSH rubric)
  - a. For each document, identify context, point of view, purpose, or intended audience. Even though you only need to explicitly do this for four documents, completing this step for all of them will help you connect to your own knowledge and go beyond the obvious.
  - b. For each document identify how it connects to your topic/prompt. Ask yourself, “according to this document, what is the answer to the prompt?” Make inferences, and do not state the obvious. Don’t quote documents!! Add the documents to your Venn Diagram.
  - c. For each group, identify reasons why they are linked. You may also want to note any documents that contradict each other.
3. **When you finish analyzing the documents, identify three pieces of evidence NOT given to you in the documents.** Stay within your parameters! The only time you can go outside the parameters of your question is the synthesis/conclusion! Remember you need evidence for your contextualization, your X (opposing view), one body paragraph/independent evidence, and at least one in your conclusion from this era. (at least four total)



4. **After you read the documents and have considered what YOU know... determine if there are there *more similarities or more differences for each category?* Why? (consider the reasons and be ready to explain how or why there were more similarities or more differences in your body paragraphs) **In your essay, you must explain why there were more/less similarities and differences using specific examples from your document analysis (evidence).****
5. **If your prompt has a qualifier (“to what extent”), you must address it explicitly in your thesis.**
6. **Begin writing... start with your thesis/introductory paragraph.** In your intro... you are setting the scene (contextualization) and then identifying the similarities/differences, the reasons for those similarities, and your stand on which one there was more of. For a DBQ... you can earn a separate point for the contextualization of your topic. So, make sure your LC & BC include several sentences, a piece of outside evidence, and thorough explanation of the significance of your topic or prompt.

**Thesis Formula: LC & BC. Although X, Y because AB.** ...make sure you ATFP! (Address the Full Prompt)

LC & BC = local and broad context – what your central topic is about

X = more similar or different, your counter-argument -- or your alternative viewpoint for argumentation

Y = more similar or different, your assertion statement

A, B = similarities or differences between the two things, broken up into organizational categories

7. **When writing your body paragraphs, start by using your document analysis to defend your X or Y... use your HIPP strategy, and don't forget to close the loop!** If you are grouping documents into two or three paragraphs, be sure to explain why you are grouping them (how do they support each other?) This step will help you earn the argumentation point. **Your purpose is to defend your thesis... not to story tell! Avoid quoting documents or describing documents.** Focus on your analysis of them (inferences, connections, etc.) You must successfully use at least six of the seven documents to defend your thesis and you must successfully identify HIPP for at least four. I highly recommend you use all seven documents and complete HIPP for at least five.
8. **For your piece of independent evidence (something NOT found in the documents and not mentioned anywhere else in your essay), create another body paragraph and defend your thesis with several sentences that thoroughly explain how or why your piece of evidence supports your thesis.**
9. Write your conclusion/synthesis. Use the formula! And remember **NOTHING in your introduction can be included in your conclusion!** Summarize a big idea or broad context from your body paragraphs. If you are comparing to a different era, identify both eras and both big ideas then thoroughly explain, in several sentences, with evidence how or why the two are similar or different.

**Conclusion Formula: BC is similar/different to OC, because E.**

BC = *Broad Context*... one of the big ideas you focused on in your body paragraphs

OC = *Synthesis*... or *Other Context* (similar in kind but in a different time or in a different geographical region)

E = *Explanation*... *how* or *why* your theme/topic is similar or different than that same theme/topic in a different era/region.

## College Board Directions for the DBQ (what you will likely see on the AP exam)

*You are advised to spend 15 minutes reading the documents and 40 minutes writing. Note: You may begin writing your response before the reading period is over.*

*Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.*








*In your response you should do the following.*

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or in the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of Documents:** Utilize the content of at least six of the documents to support the stated thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the questions.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
  - A development in a different historical period, situation, era, or geographical area.
  - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history)



*On the AP exam, you will NOT be provided with a rubric. Use the directions above to help you link to the essential components on the rubric. Strategically target each point.*

## DOCUMENT BASED QUESTION (DBQ) Rubric, 7 possible points

<p><b>Thesis AND Argument Development (2 points)</b></p> <p><b>Presents a thesis that makes a historically defensible claim and responds to all parts of the question. It must do more than restate the question; it must include analysis. It must be included in the introduction or in the conclusion.</b></p> <p><b>Develops and supports a cohesive argument that <i>recognizes and accounts for historical complexity</i> by explicitly <i>illustrating relationships among historical evidence</i> such as contradiction, corroboration, and/or qualification.</b></p>	 
<p><b>Document Analysis – Analyzing Evidence, Content Sourcing, and Argumentation (2 points)</b></p> <p><b>Utilizes the content of at least six of the documents to support the stated thesis or a relevant argument.</b></p> <p><b>Explains the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.</b></p>	 
<p><b>Using Evidence Beyond the Documents – Contextualization and Argumentation (2 points)</b></p> <p><b>Situates the argument by <i>explaining the broader historical events, developments, or processes immediately relevant to the question.</i></b></p> <p><i>Scoring Note: Contextualization requires using knowledge not found in the documents to situate the argument within broader historical events, developments, or processes immediately relevant to the question. The contextualization point is not awarded for merely a phrase or reference, but instead requires an explanation, typically consisting of multiple sentences or a full paragraph.</i></p> <p><b>Provides an example or <i>additional piece of specific evidence beyond those found in the documents</i> to support or qualify the argument.</b></p> <p><i>Scoring Notes: This example must be different from the evidence used to earn other points on this rubric such as for contextualization and synthesis. This point is not awarded for merely a phrase or reference. Responses need to reference an additional piece of specific evidence and explain how that evidence supports or qualifies the argument. (several sentences; thoroughly explained)</i></p>	 
<p><b>Synthesis (1 point)</b></p> <p><b>Extends the argument</b> by explaining the connections between the argument and ONE of the following:</p> <ul style="list-style-type: none"> <li>a) A development in a different historical period, situation, era, or geographical area.</li> <li>b) A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).</li> </ul> <p><i>Scoring Note: The synthesis point requires an explanation of the connections to different historical period, situation, era, or geographical area, and is <u>not awarded for merely a phrase or reference</u>. Synthesis includes an explanation of the connections (several sentences, explain how or why the two things are similar or different), and no part of the synthesis is present in the introductory paragraph.</i></p>	

### **On Accuracy and Clarity:**

Remember your essay is graded as a rough draft. There are no penalties for grammatical or spelling errors unless they obscure the successful demonstration of the content knowledge and skills. If your essay contains factual errors that do not detract from the overall quality, there is no penalty for those errors. Keep in mind, however, that you must have accurate information advancing your argument in order to succeed.





# ACE the SAQ

## HOW TO ACE THE SAQ

- ACE it
  - **A** - Answer
  - **C** - Cite
  - **E** - Expand
- 
- **A = Answer.** You directly answer the question by identifying your claim.
  - **C = Cite.** You briefly define/describe your claim.
  - **E = Expand.** You connect your claim through historical context.

## EXAMPLE

- Prompt (i.e. Part A): Briefly explain ONE important political development of the sectional conflict over slavery during the 1850's.
- **ANSWER:** The Kansas Nebraska Act in 1854 was another attempt to settle the sectional conflict over slavery during the 1850's.
- **CITE:** The act split the Nebraska Territory into two new territories, Nebraska and Kansas, and allowed each territory to determine free state or slave state through popular sovereignty.
- **EXPAND:** Although the Kansas Nebraska Act attempted to settle the conflict over slavery through a more democratic means, it consequently allowed slavery to expand beyond the Missouri Compromise line of 36°30' and was considered a political victory for "slave power."



# ACE the SAQ

Historian Interpretation



# HOW TO ACE THE SAQ: HISTORIAN INTERPRETATION

- ACE it
  - A - Answer
  - C – Cite
  - E – Expand
- 
- **A = Answer.** You directly answer the question by identifying your claim.
  - **C = Cite.** You briefly define/describe your claim. You can “snag” a word from the historian’s interpretation, but do not quote.
  - **E = Expand.** You logically connect the historical relationship of the claim to relevant historical developments.



# SAMPLE PROMPT

## HISTORIAN INTERPRETATION

... Protesting Indian removal encouraged antiremovalists to challenge slavery directly. The Indian Removal Act made abolitionists bolder in acting against slavery and more determined to achieve their goals... It also ushered in a new age of popular politics that saw energized antiremovalists transfer their techniques of removal protest to the struggle against slavery: massive and continuous pamphleting and petitioning by both women and men, persistent reports in periodicals that sought to present slavery from the perspective of the slave, and a willingness to challenge laws that they believed were deeply unjust. – **Mary Hershberger**, *Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s* (1999)

As a result of the Second Great Awakening of the 1820s and early 1830s, a millennial spirit pervaded efforts at transforming United States society... American middle-class radicalism of the 1830s and 1840s evolved in a religious context, one in which the regeneration of individuals would precede – and assure – the salvation of society. Women played a central role both in the ideology and in the means of the proposed national transformation. Viewed as inherently moral, women were to instruct by example and to participate in movements for social, or moral, change. – **Lori D. Ginzberg**, *“Moral Suasion is Moral Balderdash:” Women, Politics, and Social Activism in the 1850s* (1986)

**A:** Briefly explain ONE specific historical difference between Hershberger’s and Ginzberg’s interpretations.

**B:** Briefly explain how ONE specific historical event or development from the period 1820 to 1855 not explicitly mentioned in the excerpts could be used to support Herberger’s interpretation.

**C:** Briefly explain how ONE specific historical event or development from the period 1820 to 1855 not explicitly mentioned in the excerpts could be used to support Ginzberg’s interpretation.



## SAMPLE RESPONSE: PART A HISTORIAN INTERPRETATION

... Protesting Indian removal encouraged antiremovalists to challenge slavery directly. The Indian Removal Act made abolitionists bolder in acting against slavery and more determined to achieve their goals... It also ushered in a new age of popular politics that saw energized antiremovalists transfer their techniques of removal protest to the struggle against slavery: massive and continuous pamphleting and petitioning by both women and men, persistent reports in periodicals that sought to present slavery from the perspective of the slave, and a willingness to challenge laws that they believed were deeply unjust. – Mary Hershberger, *Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s* (1999)

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**PART A:** Briefly explain ONE specific historical difference between Hershberger’s and Ginzberg’s interpretations.

**A:** Hershberger believes reformers used political techniques to achieve further democratization while Ginzberg argues middle-class women used their moral authority to enact social reforms.

**C:** Hershberger notes how protestors used petitions and periodicals to popularize their social reform goals whereas Ginzberg focuses on the inherent morality of women in their quests to improve society.

**E:** Hershberger argues reformers took advantage of their political rights of protest to pressure the government to assure equality and liberty yet Ginzberg believes women led reforms based on spiritual and moral transformation.



## SAMPLE RESPONSE: PART B HISTORIAN INTERPRETATION

... Protesting Indian removal encouraged antiremovalists to challenge slavery directly. The Indian Removal Act made abolitionists bolder in acting against slavery and more determined to achieve their goals... It also ushered in a new age of popular politics that saw energized antiremovalists transfer their techniques of removal protest to the struggle against slavery: massive and continuous pamphleting and petitioning by both women and men, persistent reports in periodicals that sought to present slavery from the perspective of the slave, and a willingness to challenge laws that they believed were deeply unjust. – **Mary Hershberger**, *Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s* (1999)

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**PART B:** Briefly explain how ONE specific historical event or development from the period 1820 to 1855 not explicitly mentioned in the excerpts could be used to support Herberger’s interpretation

**A:** William Lloyd Garrison launched *The Liberator* in 1831.

**C:** Garrison published *The Liberator* as an abolitionist newspaper.

**E:** *The Liberator* printed weekly issues actively and strongly advocating for the immediate emancipation of slavery intended to fuel anti-slavery sentiments and laws.



## SAMPLE RESPONSE: PART C HISTORIAN INTERPRETATION

... Protesting Indian removal encouraged antiremovalists to challenge slavery directly. The Indian Removal Act made abolitionists bolder in acting against slavery and more determined to achieve their goals... It also ushered in a new age of popular politics that saw energized antiremovalists transfer their techniques of removal protest to the struggle against slavery: massive and continuous pamphleting and petitioning by both women and men, persistent reports in periodicals that sought to present slavery from the perspective of the slave, and a willingness to challenge laws that they believed were deeply unjust. – **Mary Hershberger**, *Mobilizing Women, Anticipating Abolition: The Struggle Against Indian Removal in the 1830s* (1999)

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**PART C:** Briefly explain how ONE specific historical event or development from the period 1820 to 1855 not explicitly mentioned in the excerpts could be used to support Ginzberg’s interpretation

**A:** Teetotalers formed the American Temperance Society in 1826.

**C:** The American Temperance Society advocated for abstinence from alcohol consumption.

**E:** The American Temperance Society organized their efforts through meetings at churches and from the efforts of women concerned with the impact of alcohol abuse on the family.



## APUSH QUIZ/TEST CORRECTIONS

In order to receive half credit for each missed, you must complete the following template to the best of your ability. Please note: You can only complete quiz corrections if you have completed the chapter notes FULLY, and you can only complete the test corrections if you have turned in all missing work.

**Reflection: Check off the following strategies you used to study for the exam. Circle one that you plan to try for the next test.**

- Re-read text and notes
- Created and used flash cards
- Wrote out answers to all questions on study guide
- Created possible test questions and answered them
- Spent more than one night studying
- Took online quizzes

Question Number	Your Answer (Write out the entire answer)	Why did you choose this answer?	Correct Answer (Write out the entire answer)	Why is this the correct answer?

<b>Question Number</b>	<b>Your Answer (Write out the entire answer)</b>	<b>Why did you choose this answer?</b>	<b>Correct Answer (Write out the entire answer)</b>	<b>Why is this the correct answer?</b>



## DEVELOPING QUESTIONS FOR HARKNESS DISCUSSIONS

As part of your preparation for Harkness Discussions, you are expected to create two questions for the discussion. Guidelines for the questions are below:

1. These questions should be related to the larger essential question, and should be based on the Bloom's Taxonomy Question levels (see below).
2. The question must be directly related to 1-2 specific key concepts (see the first page of each chapter in your textbook for key concepts).
3. Questions should be written on an index card and ready to be checked at the beginning of the class period. Questions account for 25% of your discussion grade.

Below are the upper three levels of Bloom's Taxonomy. Your questions must belong in these levels to receive credit. You may use these sentence structures, or use the individual words to write a new question.

<b>4</b> Analysis	analyze categorize classify compare	contrast debate deduct determine the factors	diagram differentiate dissect distinguish	examine infer specify
Separating a whole into component parts	What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____.		How does ____ compare/contrast with ____? What evidence can you present for ____?	
<b>5</b> Synthesis	change combine compose construct create design	find an unusual way formulate generate invent originate plan	predict pretend produce rearrange reconstruct reorganize	revise suggest suppose visualize write
Combining ideas to form a new whole	What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?		What solutions would you suggest for _____? What might happen if you combined _____ with _____?	
<b>6</b> Evaluation	appraise choose compare conclude	decide defend evaluate give your opinion	judge justify prioritize rank	rate select support value
Developing opinions, judgements, or decisions	Do you agree that _____? Explain. What do you think about _____? What is most important?		Prioritize _____ according to _____? How would you decide about _____? What criteria would you use to assess _____?	

## **GUIDELINES FOR HARKNESS DISCUSSIONS**

While some students are “talkers” and others are more hesitant, it is important that all students take responsibility for the overall quality of the class. Harkness Discussions are a way to help you do that, while also checking for understanding of the material.

Although Harkness Discussions are a team effort (meaning you all work to make it a good experience), each of you will receive an individual grade. There will be a tracking sheet that each of you will use to assess your participation. During discussions, keep the following in mind:

1. Students who do not participate at all will be marked down.
2. Other students who are truly exceptional in their contributions in a manner that benefits the group - not just as a display of their own knowledge - will be eligible for additional points.
3. Students who fail to submit discussion questions will be marked down accordingly.
4. Students caught using technology inappropriately will receive a failing grade.

An “A” discussion would look like this:

1. Everyone participates, more or less equally. (“Three before me!”)
2. The pace allows for clarity and thoughtfulness.
3. There is a sense of balance and order: focus is on one speaker and one idea at a time.
4. There is an attempt to resolve questions and issues before moving on to new ones.
5. There is a clear sense of what the group has covered and to what extent.
6. Students are attentive and respectful of others’ opinions and questions.
7. Students tackle tough questions and push towards deeper and/or broader levels of thinking about the text.
8. Students back up what they say with examples, quotations, etc.
9. All students come well prepared.
10. The text is referred to often, but not simply re-read.

*As you can tell, receiving an A in Harkness Discussions requires the entire group to participate. You are all relying on each other, and unwilling students cannot hide or be carried by other students.*



Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

Essential Question:

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Put first names with last initial around the circle. During the discussion, draw a line from each speaker to each new participant who comments. We want to encourage the “Three Before Me” rule and don’t interrupt anyone speaking.

- If the new remark is a question, put a ? next to their name
- If the new remark is an opinion or logical interpretation, put an O next to their name
- If the remark contains specific and relevant facts not mentioned so far, put a \* by their name
- If they factually support a statement made by themselves or another, mark an F
- If they challenge a point made by someone and include factual evidence, put a C.

