

**L**

**LONG**

**E**

**ESSAY**

**Q**

**QUESTION**



# LEQ

THE LONG ESSAY QUESTION IS YOUR FINAL CHALLENGE ON MAY 10. 40 MINUTES FOR 15% OF YOUR SCORE.

Section	Question Type	Number of Questions	Exam Weighting	Timing
<b>I</b>	<b>Part A: Multiple-choice questions</b>	<b>55</b>	<b>40%</b>	<b>55 minutes</b>
	<b>Part B: Short-answer questions</b>	<b>3</b>	<b>20%</b>	<b>40 minutes</b>
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	<b>Students select one:</b>			
	Question 3: No stimulus			
	Question 4: No stimulus			
<b>II</b>	<b>Free-response questions</b>	<b>2</b>		
	Question 1: Document-based		25%	60 minutes (includes 15-minute reading period)
	<b>Students select one:</b>		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

## LONG ESSAY QUESTION

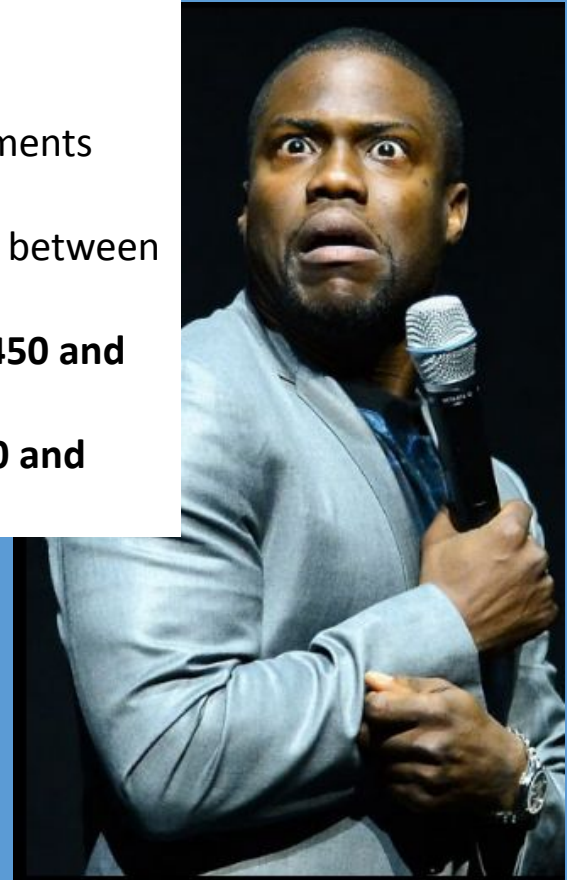
The long essay question requires students to do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Students **must select one of the three long essay questions.**

Each question focuses on the same reasoning process, but historical developments and processes in different time periods.

- The first option focuses primarily on historical developments or processes between **1200 and 1750.**
- The second primarily on historical developments or processes between **1450 and 1900.**
- The third primarily on historical developments or processes between **1750 and 2001.**





**GOOD NEWS:  
YOU WILL HAVE A CHOICE...**

***“STUDENTS  
WILL CHOOSE  
ONE OF THREE  
LONG ESSAYS  
TO ANSWER IN  
WRITING.”***

# BAD NEWS:

*Students must use  
ONE of the THREE  
HTS to answer the  
prompt:*

- COMPARISON*
- CAUSATION*
- CONTINUITY &  
CHANGE*



# Past Essay Topics...look at the wording.

2022 - LEQ: Develop an argument that **evaluates the extent** to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

2022 - LEQ: Develop an argument that **evaluates the extent** to which military conflict or conquest was the main cause of religious change in this period.

2022 - LEQ: Develop an argument that **evaluates the extent** to which the spread of free-market ideas led to economic change during this period.

Describe

How Much

# AP History Long Essay Question Rubric

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## AP History LEQ Rubric (6 points)

Reporting Category	Scoring Criteria	Decision Rules
<b>A. THESIS/CLAIM (0–1 pt)</b>	<b>1 pt.</b> Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	<i>To earn this point, the thesis must make a claim that responds to the prompt, rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i>
<b>B. CONTEXTUALIZATION (0–1 pt)</b>	<b>1 pt.</b> Describes a broader historical context relevant to the prompt.	<i>To earn this point, the response must describe broader historical events, developments, or processes that occur before, during, or continue after the time frame of the prompt that are relevant to the topic. This point is not awarded for merely a phrase or a reference.</i>
<b>C. EVIDENCE (0–2 pts)</b>	<b>1 pt.</b> Provides specific examples of at least <b>two</b> pieces of evidence relevant to the topic of the prompt. <b>OR 2 pts.</b> <b>Supports an argument</b> in response to the prompt using at least <b>two</b> pieces of specific and relevant evidence.	<i>To earn one point, the response must identify specific historical examples relevant to the topic of the prompt.</i>  <i>To earn two points the response must use specific historical evidence to support an argument in response to the prompt.</i>

continued on next page



Reporting Category	Scoring Criteria	Decision Rules
<p><b>D. ANALYSIS AND REASONING</b> <b>(0–2 pts)</b></p>	<p><b>1 pt.</b> Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.</p> <p><b>OR 2 pts.</b> Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>	<p><i>To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced, or the evidence may be overly general or lacking specificity.</i></p> <p><i>To earn the second point, the response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Explaining multiple themes or perspectives to explore complexity or nuance; OR</i></li> <li>▪ <i>Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR</i></li> <li>▪ <i>Explaining both cause and effect, both similarity and difference, or both continuity and change; OR</i></li> <li>▪ <i>Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.</i></li> </ul> <p><i>A response may demonstrate a complex or nuanced understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:</i></p> <ul style="list-style-type: none"> <li>▪ <i>Explaining how multiple pieces of specific and relevant evidence (at least <b>four</b>) support a nuanced or complex argument that responds to the prompt; OR</i></li> <li>▪ <i>Using evidence effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.</i></li> </ul> <p><i>This complex understanding must be part of the argument and may be demonstrated in any part of the response.</i></p> <p><i>While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.</i></p>



# Historical Thinking Skills (HTS)

Comparison

Similarities/  
Differences

Causation

Cause/Effect

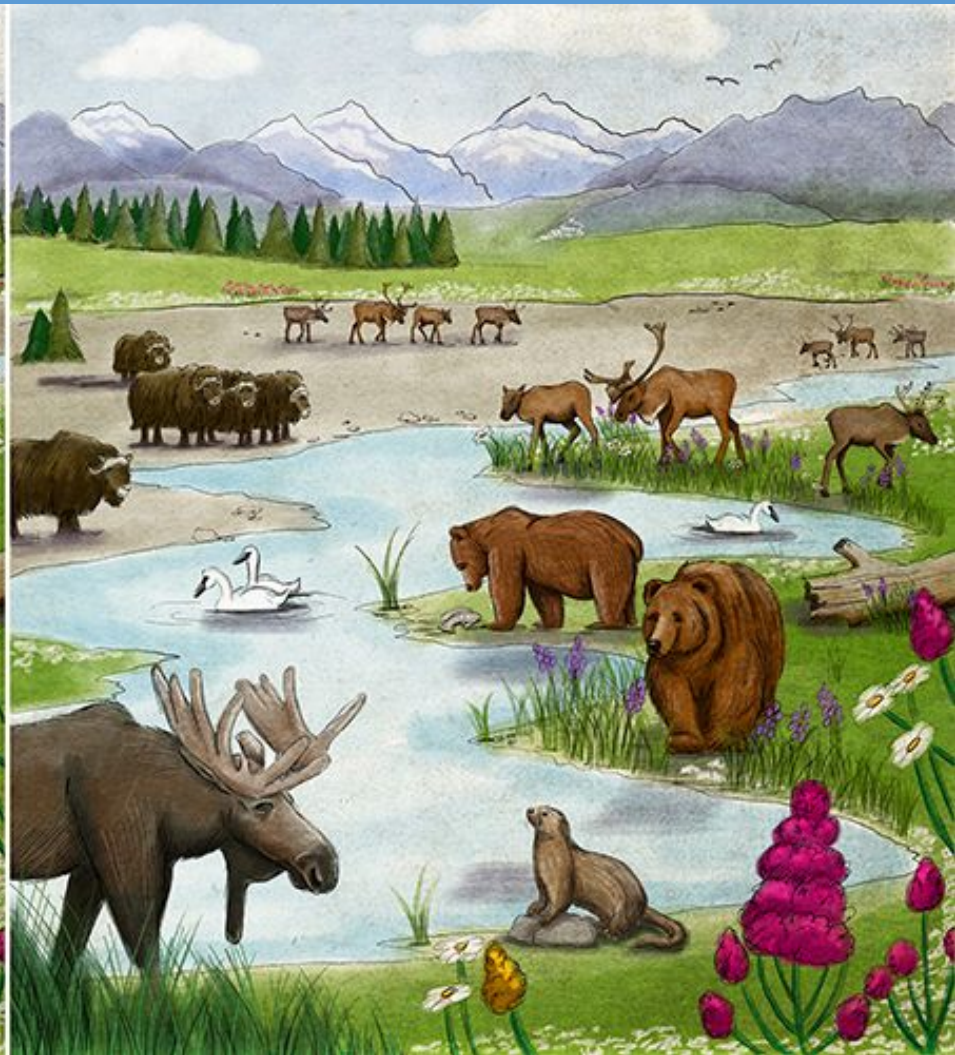
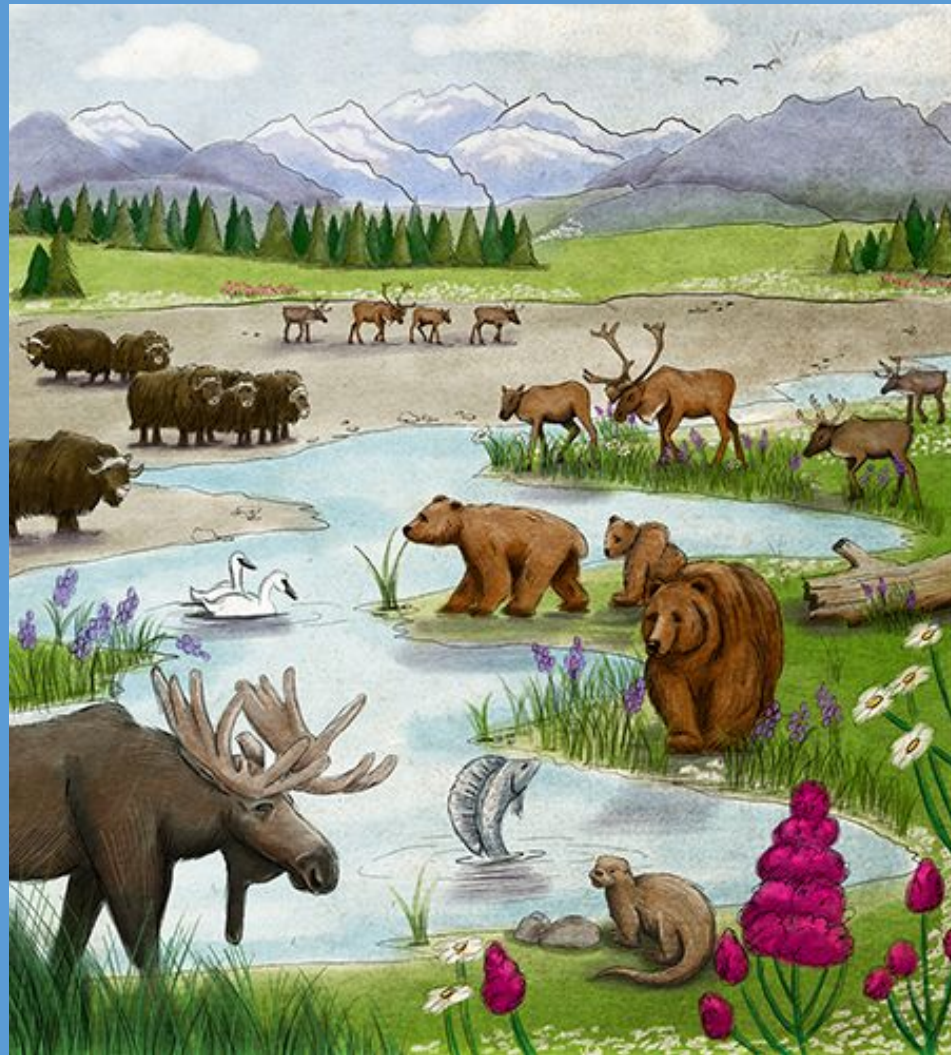
Continuity & Change

Patterns of  
something constant/  
patterns of change

# COMP

COMPARE/CONTRAST

LET'S WARM UP YOUR COMPARISON SKILLS...  
FIND AS MANY SIMILARITIES & DIFFERENCES  
IN THESE TWO PICTURES IN 3 MINUTES.





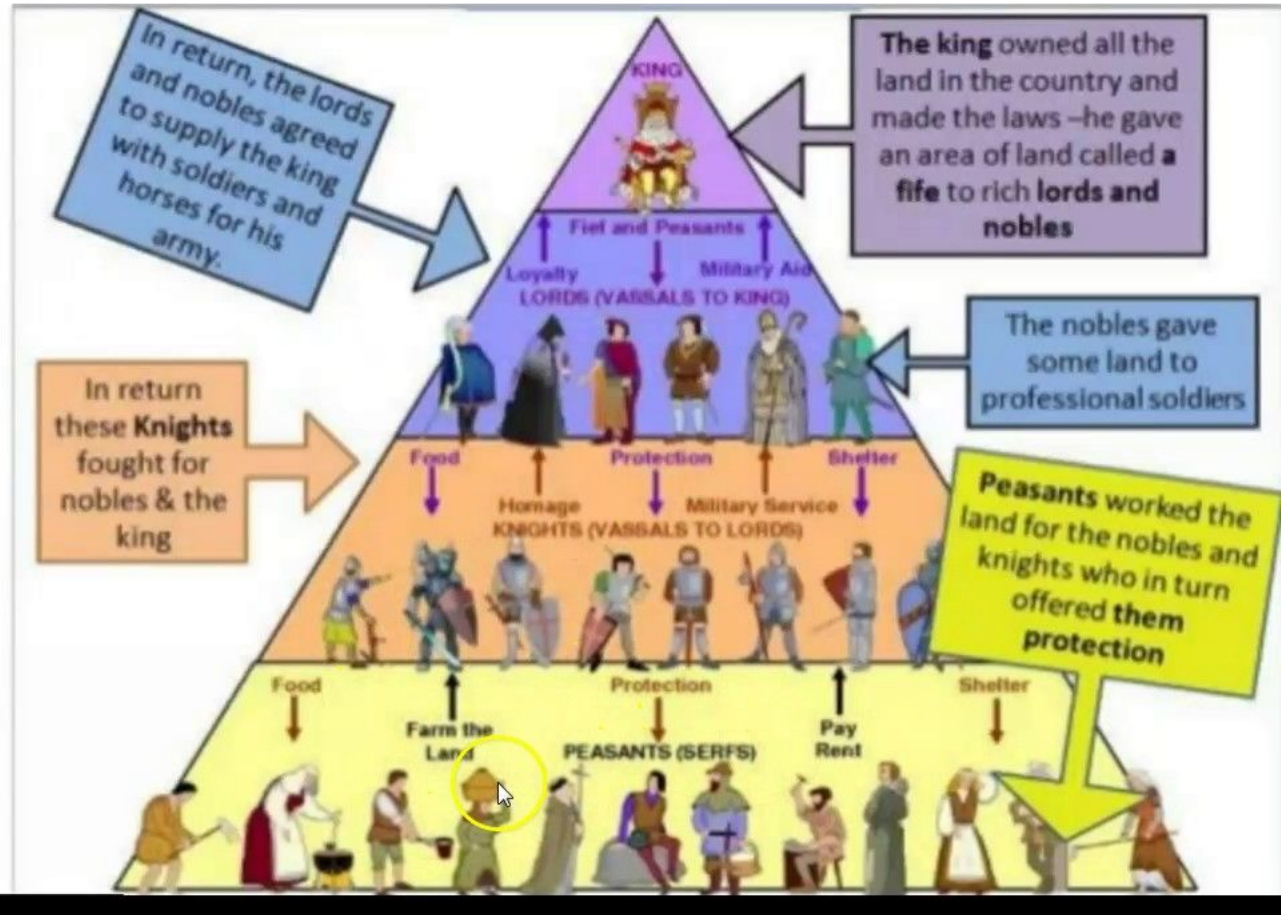
# CAUSE

CAUSATION

CAUSATION ASKS YOU TO LOOK AT THE CAUSES & EFFECTS OF SOMETHING. LIST 3 CAUSES & 3 EFFECTS OF THIS IMAGE...

## Feudal Society

- King
- Nobles & Lords
- Knights
- Peasants/Serfs



# CCOT

CONT/ CHANGE OVER TIME

USING SPECIFIC EXAMPLES, ANALYZE THE CONTINUITY & CHANGE OVER TIME OF THIS MUSIC VIDEO...



Begin your response to each question at the top of a new page. Do not skip lines.

In the period before circa 1500, Afro-Eurasia was home to growing trade networks and maritime technology. This technology eventually led to Spanish State-sponsored exploration across the Atlantic, which led to the 'discovery' of the Americas. They were surprised at what they found, because there were pre-existing states with different religions, arts, and governments than their own. The Incas, for example, were successful to a great extent in consolidating and centralizing ~~the~~ <sup>their</sup> authority during this period by the creation of infrastructure that connected their empire, and by ~~splitting their empire into sections so it could more easily be governed~~ using religion to justify rule.



In the period circa 1500, pre-Columbian states had been ~~many~~ <sup>known to</sup> huge ~~achievements~~ <sup>innovations</sup>, such as the Chinampas of the Aztec Empire, ~~or~~ or astronomical discovery in the Mayans. However, from a political standpoint the Incas were extremely impressive as they consolidated their empire and were able to rule over a vast expanse of land. One way they did this was through the usage of the Cerro Narí, which spanned the entirety of the Incan empire and allowed for more efficient transport, trade, and communication. By this state-sponsored infrastructure, the Incas developed a method for ~~connecting~~ connecting the whole empire, and boosting the economy, ~~the~~ helping consolidate and centralizing their authority.



Begin your response to each question at the top of a new page. Do not skip lines.

A continuity across multiple empires in this time period is using religion as a justification to rule, such as the mandate of heaven in China and the Divine Right of Kings in Britain. We see this in the Incan Empire as well, as rulers are said to be related to the Great Sun. Rulers were something not just to be respected, but admired and a little feared as well. Religion in Latin American pre-Columbian states almost always had a distinction for the sun, or a special veneration for that particular deity. Also, we see human sacrifice for religious reasons occur. ~~The Aztecs were~~

While the Incas didn't partake in this activity as much as the Aztecs, (who made <sup>one of</sup> the primary tributaries of their tributary system people) the Incas still occasionally partook in it.

After

States in the Pre-Columbian period were ~~the~~ highly accomplished, reflected in the ~~that~~ consolidation and centralization of authority in the Incas facilitated by religion as a justification to rule, as well as advanced infrastructure to connect the empire. However, perhaps it is less fit to say that the Incas were most successful in centralizing authority, and more fit to say that they were effective at governing over the entirety of the territory, even facilitating the invention of the quipu, a spectacular method recording quantitative data.

~~Historically~~, if put this into context, while the Incas flourished in their time, the arrival of the Europeans brought small-pox which would decimate their population and ultimately lead to the fall of the Incan Empire and many other native peoples as well. However, pre-1500, the Americas was home to a vast expanse of states with a vast expanse of

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Begin your response to each question at the top of a new page. Do not skip lines.

architecture or governance such as the Cahokia mound in the Mississippi Valley, Pueblo architecture and the state of Aztecs, or the Aztecs' extremely representative systems. The Pre-Columbian states had rich histories and cultures before the Spaniards and other Europeans arrived.

# Essay Format

- I. Thesis + Context
- II. Body Paragraph 1
  - A. FIRST *Similarity/Difference*, **Continuity/Change**, Cause/Effect.
- III. Body Paragraph 2
  - A. SECOND *Similarity/Difference*, **Continuity/Change**, Cause/Effect.

## Body paragraph format

II. Topic sentence (directly from thesis)

Explain argument, use specific evidence, support argument with evidence. REPEAT