A.P. World History Writing Packet

**Thesis Argument**: Every essay prompt has 3 parts:

* **Place(s)** – The where and when of the prompt. Don’t forget this includes the time period.
* **Task(s)** – What you must do to answer the question: compare and contrast, analyze documents, identify change and continuity over time, describe causes and effects.
* **Topic(s)** – The specific historical themes or events to be addressed in the answer: labor systems, social classes, attitudes toward technology, empire building, etc.

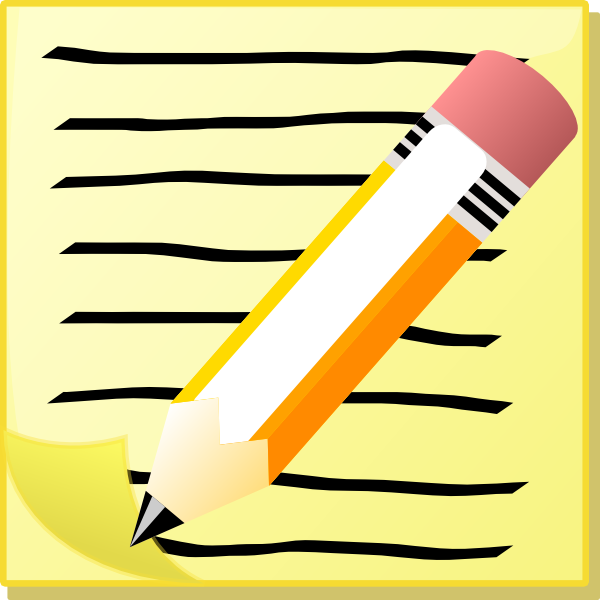
An acceptable thesis answers the question and clearly establishes the point of view of the author.

An acceptable thesis addresses all three parts of the question in one or two consecutive sentences.

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| **Types of A.P. World History Essays**   * DBQ Essay * LEQ Essay   + Comparative   + Change Over Time   + Causation |

The thesis point is one of the most challenging points to earn from the College Board, however, the thesis is not complicated if you keep a few factors in mind:

* **Break down the prompt into the places, tasks, time period and topic.**
* **An acceptable thesis addresses the prompts as it is written, not what you think it says, nor want it to say.**
* **An acceptable thesis is specific.**
* **An acceptable thesis takes a stand (no wishy-washiness allowed!)**

 **Writing the A.P. World History LEQ**

• **Comparison**: What are the similarities and differences between two things; are they more similar or different; explain why these similarities or differences occurred.

• **Historical Causation**: What were the major causes and effects of an event; what were the most important causes or effects of an event. These prompts may ask you to analyze how something developed or was created.

• **Continuity and Change over Time**: What things changed and what things stayed the same over a time period; was there more change or more continuity over that time period; why did things change or stay the same?

Rubric

1. **Thesis Statement (1 point)** – historically defensible claim – last sentence of introduction
2. **Contextualization (1 point)** – set the scene – should be written in your introduction. Must be multiple sentences.
3. **Evidence (1 point)** – specific evidence that is relevant to the topic – include at least 4 pieces of evidence
4. **Supports Argument (1 point)** – specific examples that support the thesis argument
5. **Historical Reasoning (1 point)** – uses comparison, causation or change over time to formulate essay
6. **Demonstrates complex understanding (1 point)** – uses evidence to corroborate, modify or qualify your argument

Essay Outline: Here is a generic outline to follow for the four types of LEQs.

**Introduction Paragraph** A couple of sentences that set up time, place, and context.

* Must include dates, region(s).
* Context means analysis of broader historical events and/or processes relevant to the question.
* Demonstrates understanding of the broader context of the question Thesis statement that answers the question and includes clear organizing categories relevant to the prompt:

• Similarities/Differences for a Comparison LEQ

• Causes/Effects for a Historical Causation LEQ

• Continuities/Changes for a Continuity and Change over Time LEQ

**Body Paragraph #1**

Topic sentence introducing the first organizing category

• Similarities for a Comparison LEQ

• Causes for a Historical Causation LEQ

• Continuities for a Continuity and Change over Time LEQ

At least FOUR pieces of specific, relevant, historical evidence supporting your thesis statement Analysis—explain why/how the evidence supports the thesis. You must explain WHY something was a similarity, or WHY something was a cause, or WHY something was a continuity, depending on the prompt. Cannot simply list pieces of evidence. COMMENT ON/DISCUSS your evidence.

**Body Paragraph #2**

Topic sentence introducing the second organizing category

• Differences for a Comparison LEQ

• Effects for a Historical Causation LEQ

• Changes for a Continuity and Change over Time

At least FOUR pieces of specific, relevant, historical evidence supporting your thesis statement Analysis—explain why/how the evidence supports the thesis. You must explain WHY something was a difference, or WHY something was an effect, or WHY something was a change, depending on the prompt. Cannot simply list pieces of evidence. COMMENT ON/DISCUSS your evidence.

**Conclusion Paragraph**: Summarize your main points from your essay.

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| Image result for pencil and pen cartoon **Writing the DBQ Essay** |

**DBQ Essay Outline** –

**Introduction Paragraph** - Contextualization (1 Point) and Thesis Statement (1 Point)

Three to four sentences that set up time, place, and context. Must include dates, region(s). Context means analysis of broader historical events and/or processes relevant to the question. Demonstrates understanding of the broader context of the question. Relates the topic of the prompt to historical events and/or processes that occur before, during, or continue after the time frame of the question. Demonstrates understanding of the broader context of the question.

Thesis statement must contain 2-3 organizing categories, based on the documents, that answer the question. Use the prompt as a guide for your categories.

Your categories/body paragraphs are how you will prove your point—they are the elements of your argument.

Everything that you write must support your argument.

**Body Paragraphs** - Evidence/Documents/Analysis/Reasoning (1-5 Points). Must use a minimum of 6 documents. You should try to use all of them. Use steps 1-7 below for EACH body paragraph (the categories of your thesis statement).

1. Topic sentence that introduces the topic of your body paragraph.

2. Evidence/Document: Connect it: Link what the document is proving to your position

- Write a sentence describing the piece of the topic that the document proves without mentioning it

3. Evidence/Document: Name it: State author’s name and type of document

- Example: Ashoka, in his edicts, … Gandhi’s speech… The Treaty of Versailles…

\*\*DO NOT WRITE Document 1 says/shows… / DO NOT QUOTE

4. **Evidence/Document**: Analyze it: Use HIPPO. Elaborate on ONE of the following: Historical Context, Audience, Point of view, Purpose:

- Historical Context--What events, trends surrounded this document (map, chart) ... proves the larger story of… … fits with…. … illustrates how…

- Intended Audience--Who is the intended primary audience? Who else would hear or see it? (Audience’s name), a man/woman/group who… but certainly ….. would also have read/heard…

- Point of View--What kind of author wrote this document? Adjectives to describe him/her/them? (Author’s name), a man/woman/group who…

- Purpose--What is the author trying to accomplish? Why?

- POSTIVE--Promote Outline Introduce Encourage Compliment Celebrate

- NEGATIVE--Expose Outrage Justify Insult Urge Disagree Question (action verb)….. because…

5. Evidence/Document: Cite it: Include a parenthetical citation of document number…end of sentence that references the document (Doc. #).

6. Outside evidence: Include another 1-2 APWH nouns (people, laws, events, etc.) not referenced in the documents to support each document or category. You should have one sentence of this in each body paragraph.

7. Analysis/Reasoning: show that you understand the historical development that is the focus of the prompt by

doing ONE of the following:

• Explaining nuance of an issue by analyzing multiple variables

• Explaining relevant and insightful connections within and across periods

• Confirming the validity of an argument by corroborating multiple perspectives across themes

• Qualifying or modifying an argument by considering diverse or alternative views or evidence

**Conclusion Paragraph**:

* Restate thesis
* Discuss the same topic in a different time period or region in world history.

**AP WORLD DBQ Rubric**

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| **Reporting Category** | **Scoring Criteria** | **Point** | **Points Earned** |
| **A      Thesis/Claim** | **1 point**  **Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning.**   * May not restate or rephrase the prompt * Must consist of 1 or more sentences together, either in intro or conclusion | **0-1** | **\_\_\_/1** |
| **B  Contextualization** | **1 point**  **Describes a broader historical context relevant to the prompt.**   * Cannot be a phrase or simple reference * Relate topic of prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of questions | **0-1** | **\_\_\_/1** |
| **C       Evidence** | **EVIDENCE from the DOCUMENTS**  **1 point              OR 2 points**  **Uses the content                         Supports an argument**  **of at least *three*                          in response to the prompt**  **documents to                             using at least *six* documents.**  **address the topic**  **of the prompt.**   * For 1 point, must describe not quote content from minimum of 3 documents * For 2 points, must describe not quote content from minimum of 6 documents.  Must use content of documents to support argument in response to the prompt   **EVIDENCE beyond the DOCUMENTS**  **1 point**  **Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.**   * Cannot be a phrase or simple reference * Must be different from the evidence used to earn the contextualization point | **0-2**    **0-1** | **\_\_\_/3** |
| **D    Analysis and**  **Reasoning** | **1 point**  **For at least *three* documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.**   * Must explain how or why the document’s point of view, purpose, historical situation, or audience is relevant to argument about the prompt for each of 3 documents sourced * Students should have topic sentences create “connective tissue” throughout the body paragraphs using connecting words to enhance their argument. These sentences should indicate how the documents and/or additional evidence relate to each other and how they relate to the prompt.   **-----------------------------------------**  **1 point**  **Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.**   * Response can—explain nuance of issue by analyzing multiple variables, explain both similarity and difference, or both continuity and change, or multiple causes, or both causes and effects, explain connections within & across periods, corroborate argument through multiple perspectives across themes, qualify/modify argument through diverse/alternative views/evidence * Cannot be a phrase or simple reference | **0-2** | **\_\_\_/2** |

**AP World LEQ Rubric**

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| **Reporting Category** | **Scoring Criteria** | **Point** | **Points Earned** |
| **A      Thesis/Claim** | **1 point**  **Responds to the prompt with a historically defensible thesis/ claim that establishes a line of reasoning.**   * May not restate or rephrase the prompt * Must consist of 1 or more sentences together, either in intro or conclusion | **0-1** | **\_\_\_/1** |
| **B  Contextualization** | **1 point**  **Describes a broader historical context relevant to the prompt.**   * Cannot be a phrase or simple reference * Relate topic of prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of question | **0-1** | **\_\_\_/1** |
| **C       Evidence** | **1 point                          OR 2 points**  **Provides specific examples       Supports an *argument* in**  **of evidence relevant to the        response to the prompt using**  **topic of the prompt.                   specific and relevant**  **examples of evidence.**   * For 1 point, must identify specific historical examples of evidence relevant to topic of prompt * For 2 points, must use specific historical evidence to support argument in response to prompt | **0-2** | **\_\_\_/2** |
| **D    Analysis and**  **Reasoning** | **1 point                       OR 2 points**  **Uses historical                             Demonstrates a complex**  **reasoning                                     understanding of the**  **(comparison,                               historical development**  **causation, CCOT)                       that is the focus of the**  **to frame or structure                 historical development that**  **an argument that                        is the focus of the prompt,**  **addresses the                               using evidence to**  **prompt.                                        corroborate, qualify, or**  **modify an argument that**  **addresses the question.**   * For 1 point, must demonstrate use of historical reasoning to frame/structure argument.  Reasoning might be uneven/imbalanced. * For 2 points, response can—explain nuance of issue by analyzing multiple variables, explain both similarity and difference, or both continuity and change, or multiple causes, or both causes and effects, explain connections within & across periods, corroborate argument through multiple perspectives across themes, qualify/modify argument through diverse/alternative views/evidence * For 2 points, cannot be a phrase or simple reference.  Must demonstrate complex understanding * Students should have topic sentences create “connective tissue” throughout the body paragraphs using connecting words to enhance their argument. These sentences should indicate how the documents and/or additional evidence relate to each other and how they relate to the prompt. | **0-2** | **\_\_\_/2** |