

Addressing the Long Essay Question (LEQ)

AP US History

Both the AP US History course and the AP US History exam will require you to respond to long essay questions (LEQs). Long essay questions will be used throughout the entirety of this course. The AP exam will provide three different writing prompts (each one covering different time periods), from which the student will respond to one. Students will have a total of 100 minutes to write the LEQ and DBQ. It is therefore recommended that five minutes be spent planning the LEQ response, and thirty minutes be spent writing the final LEQ response. **The long essay comprises 15% of your final AP exam score.**

- Three options to choose from when responding to the LEQ—choose one!
 - Option 1: Periods 1-3
 - Option 2: Periods 4-6
 - Option 3: Periods 7-9
- Point Breakdown
 - 1 point for contextualization (explain what is happening in the time period!)
 - 1 point for a thesis statement
 - 2 points for evidence supporting your thesis
 - 1 point for use of reasoning (cause OR effect; compare OR contrast; change OR continuity)
 - If using causation—two causes and one effect OR three causes, and list the most important cause last. Support with evidence
 - 1 point for analysis

→On the LEQ, use the telephone planning method

Topic:	_____	
Reasoning Skill:	(ex. Similarity)	(ex. Difference)
	-Topic: -Drop down 1 -Drop down 2 -Drop down 3	-Topic: -Drop down 1 -Drop down 2 -Drop down 3
	-Topic: -Drop down 1 -Drop down 2 -Drop down 3	-Topic: -Drop down 1 -Drop down 2 -Drop down 3

***Remember, if using three causes, explain two causes and then, “however, the most important cause...” –still use examples of each to support your response!

- Format of the LEQ
 - The first five sentences of the LEQ should provide contextualization
 - One sentence of what happened before the time period; three sentences of what is happening during the time period, and one sentence of what will happen after the time period. **Stay within 20 years of the prompt.**

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- You could begin with, “It is a period of...”
- Cue the reader as to what is coming up!
 - ~~Contextualization~~ or ~~Thesis~~

You can write these terms so the reader knows what is coming up—cross it out, though. Anything crossed out cannot be scored, but it still lets the reader know what point you’re trying to get across---easier way to get more points if done correctly!

- The sixth sentence should be your thesis statement!
 - Use a reasoning skill to explain which questions will be answered and take a position!
 - The reader doesn’t have to agree with you—you just have to justify your response!
- The seventh-eighth sentences of the first paragraph is your road map
 - Briefly explain to the reader the skill used and how you will respond
- The ninth sentence—“however,…” –give an opposing viewpoint
- Body Paragraphs—5-8 sentences
 - Introduce the topic and reasoning skill and time period to the reader
 - Reasoning Skills: compare/ cause/ Change and continuity over time
 - Second through eighth sentences—defend your response and **answer the question!**
 - The more supportive evidence you provide, the better!
 - The last sentence should restate the topic sentence

Tell them what you’re going to tell them

Tell Them

Tell them what you told them

- Conclusion—no points or real requirements, but use it to solidify your response!
 - Maybe use syntheses? (similar in kind, but different in time)
 - Ex: War of 1812 and Korean Wars are “forgotten,” follow a major war
 - OR explain what will happen next (3-4 sentences)-←Easier!

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Example

Question:

Evaluate the extent to which trans-Atlantic interactions fostered change in labor systems in the British North American colonies from 1600-1763.

Response:

~~CONTEXTUALIZATION~~ It was a period of exploration and colonization between 1492 and 1607. Many European nations began a journey to the New World seeking God, Gold and Glory. As they began to come, European rivalries will help to drive this exploration and colonization of the New World. The Spanish, French and Portuguese will dominate the New World until the Spanish Armada id destroyed in 1588. By 1607 the British will begin to dominate the colonization of the East coast of North American leading to the introduction of indentured servants and slavery in the British North American colonies. Following 1763 you will see a movement of the American colonists push against the tyrannical British government which will lead to the start of the American Revolution. ~~THESIS~~ Between 1600-1763 Trans-Atlantic interactions in the British North American colonies will foster major changes in labor systems. The introduction of the indentured servant will change the Chesapeake Region into a destination of many people seeking a new life in the New World. Slavery will be another change introduced to the new World in 1619 by the Dutch in Jamestown. However, a major continuity will exist in British North American colonies the New England colonies will not use the institution of slavery as much as the Southern colonies.