

The Long Essay Question

Section II: Part A

Document Based — 1 Question | 55 Minutes (includes 15-minute reading period) | 25% of Exam Score

- Analyze and synthesize historical data.
- Assess written, quantitative, or visual materials as historical evidence.

Section II: Part B

Long Essay — 1 Question | 35 Minutes | 15% of Exam Score

- Students select one question among two.
- Explain and analyze significant issues in world history.
- Develop an argument supported by an analysis of historical evidence.

Students will choose one of two long essay questions to answer in writing. The long essay requires that students demonstrate their ability to use historical evidence in crafting a thoughtful historical argument. For the sample questions presented here, students will analyze an issue using the historical thinking skills of **argumentation** and **patterns of continuity and change over time**. As with any essay, a good response begins with the development of a relevant **thesis**. In the rest of the essay, the student should provide evidence in a manner that is convincing, thoughtful, and built on a sound knowledge of historical information relevant to the topic.

Long Essay – 5 Simple Rules

1. Read the question and underline important words (understand what Historical Skill is being assessed)
2. Organize outside information into Topic Paragraphs (Remember to support your Thesis)
3. Make sure you target the Historical Skill being assessed (CCOT, Comparison, Causation, Periodization).
4. First sentence in each Topic Paragraph should contain THE TOPIC AND HISTORICAL SKILL being assessed!!!
5. Synthesize your essay (EXTEND THE ARGUMENT; use another category; extend to another time period, geographical area, context or circumstance; use another field.
6. The Rubric is in the instructions!

DIRECTIONS FROM THE TEST

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

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 the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **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 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)
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology)

How to Write your 1st Paragraph

1. **1st Sentence:** Write an introductory sentence addressing things relevant to the question just prior to the time period (Tell A story in order to introduce your thesis).
2. **2nd Sentence:** Answer The Question (THESIS statement using all aspects of the question). Explain to the Reader which question you are answering along with the historical thinking skill and the time period in the question.
3. **3 – 5 Sentences:** Give the Reader some idea how you are going to ATQ by sharing a few of your sub-topics. This should be a road map for your Essay.

Attacking the Body

1. Choose your strongest Topic (that supports your thesis) and begin your first sentence of your topic paragraph with your Topic! You then will support your Topic with subtopics keeping in mind to use the historical thinking skill being assessed. Make sure that you explain in detail WHY (analysis) things are taking place.
2. End every topic paragraph with Analysis!!! This is done by ATQ keeping in mind the Historical Thinking skill being assessed. That is the key to getting a higher score on the Long Essay!!!
3. You can incorporate your Synthesis into a topic paragraph to get that point or wait until the conclusion.

Attacking the Conclusion

1. Restate your thesis and how you supported the thesis with examples.
2. This is your chance for the SYNTHESIS POINT!!!
 - Extend or modify the stated thesis or argument
 - Explicitly employs an additional appropriate category w/analysis.
 - Connect topic to other historical periods, geographical areas, contexts, or circumstances.
 - Draws appropriate idea and methods from different fields of inquiry or disciplines in support of the argument.

CONCLUSION

- Re-states the thesis without exact wording
- Briefly summarizes your argument
- Include Synthesis – Extend your argument
- And you're done!
- See? You can do it!

THOU SHALT NOT...

- ★ Start or end with:
 - “These are some of the reasons why...”
 - “There were many differences and similarities...”
- ★ Use:
 - I, me, you, we, us
 - B/C, W/O, cuz
 - Any number instead of spelling (“to” NOT 2)
 - Text message or email style



HOW TO: COMPARISON LEQ

- ★ ALWAYS do both (compare and contrast)
 - How were x and y the same?
 - How were x and y different?
- ★ Must be clear in your thesis
- ★ OK to not be even so long as BOTH are discussed
- ★ Example:
 - Han China and the Roman empire were similar in size and achievements, although the Romans are most remembered for technology such as the aqueduct while the Chinese are known for their silk trade.

HOW TO: COMPARISON LEQ

Example prompt:

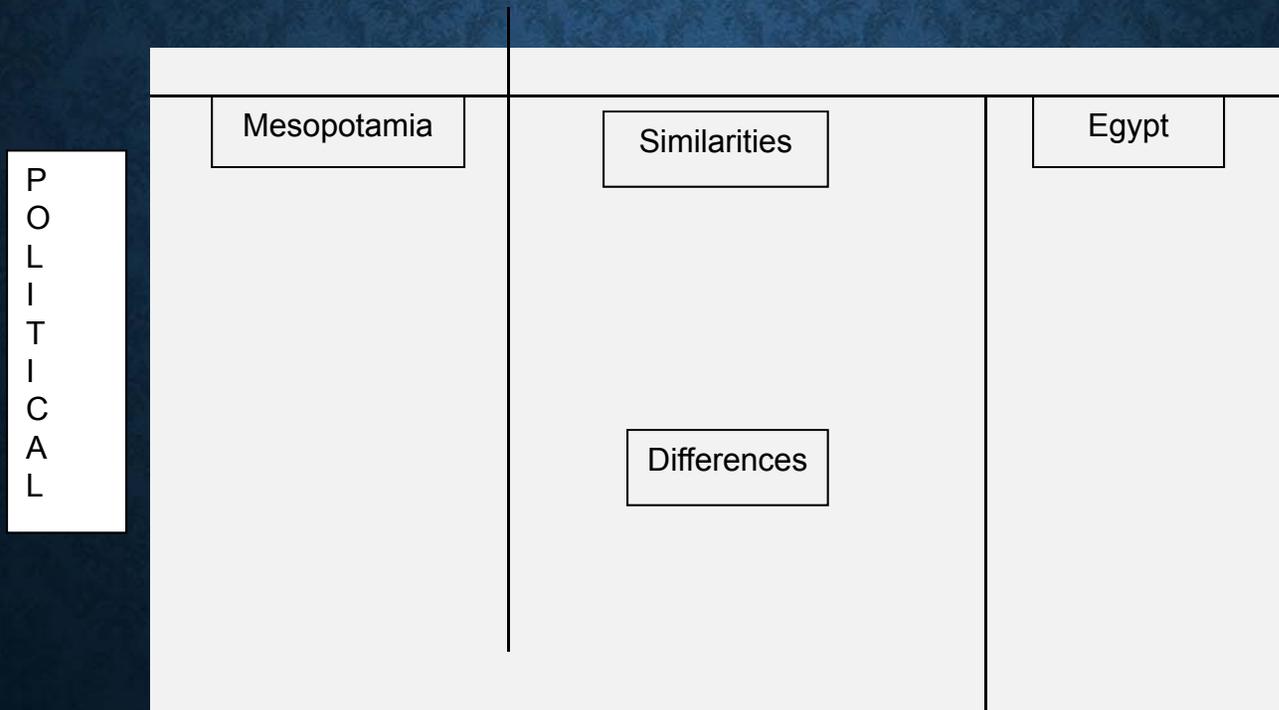
Compare the economic, social, and political characteristics of ancient Mesopotamia and ancient Egypt.

Remember is that when it says “compare,” what the prompt really means is for you to both “compare” and “contrast.” AP exam readers will expect you to know this! You will need to note both similarities and differences.

Finally- you must EXPLAIN why there was a similarity/differences.

HOW TO: COMPARISON LEQ

A quick planning strategy



HOW TO: CCOT LEQ CHANGE OVER TIME

The whole point of a CCOT (Change and Continuity over Time) is...

“What changed, what didn’t and why?”

CONTINUITY AND CHANGE OVER TIME

- 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.

CONTINUITY AND CHANGE OVER TIME:PRACTICE

- Make a timeline of your life. Include 8 events and identify start/end dates
- Write a sentence on what **continued** from one time period to the next. Be sure to include the dates! Explain why there were these continuities.
- Write a sentence on what **changed** from one time period to the next. Be sure to include the dates! Explain why there were these changes

CCOT ESSAY FORMAT

1. Thesis

■ Background Information

- Write 2-3 sentence to set up the time period

■ Thesis

- Put your thesis at the end of the paragraph
- Use your change and continuity words

2. Changes

What changed? Think PERSIAN themes to get you started

Why did these things change (analysis)

3. Continuities (or Continuities first- doesn't matter)

What stayed the same? (You may have to think big, broad themes here to come up with something)

Why did these things stay the same (analysis)

CCOT ESSAY FORMAT

4. Conclusion

- **Synthesis**- --Extend or modify the stated thesis or argument
- Explicitly employs an additional appropriate category w/analysis.
- --Connect topic to other historical periods, geographical areas, contexts, or circumstances.
- --Draws appropriate idea and methods from different fields of inquiry or disciplines in support of the argument.

Better Thesis(es)

■ Unacceptable:

- Islam as a political structure both changed and stayed the same during this period.
- Islam was the main religion until today.

■ Acceptable

- From 600-1258 Islam became the main focus for politics in Western Asia and North Africa, however it went from unity to fragmentation.

■ Excellent:

- While Islam became the foundation for political structure in Western Asia and North Africa from 600-1258, it varied from unity to fragmentation due to fractures from power legitimization and takeover.

Change & Continuity Words

CHANGE WORDS

now	before
gradually	until that time
Later	up to that time
Eventually	formerly
immediately	as things evolved
at once	in the ___ century
at this point	over time
Next	ironically
afterward	previously
soon	

CONTINUITY WORDS

carry on	persistent
Proceed	sustained
Stay	enduring
Persist	ongoing
Remain	constant
Unceasing	sustained
Preserve	maintained
Retain	uphold

Sample Timeline

Continuities

- Continuity #1
- Continuity #2
- Continuity #3

Changes

Beginning Date

End Date

622 CE

1258 CE



CHANGE AND CONTINUITY

- ★ ALWAYS discuss both
 - How did x change over time?
 - How did x stay the same over time?
- ★ Must be clear in your thesis
- ★ OK to not be even so long as BOTH are discussed
- ★ Example:
 - Trade goods such as spices in the Indian Ocean from 650 to 1450 remained constant. The technology to conduct business like the lateen sail, the compass, and the rudder allowed new goods such as silk and tea to be introduced.

HOW TO CAUSATION

Suggested writing time: 35 minutes

Directions: Choose EITHER Question 2 or Question 3.

In your response you should do the following.

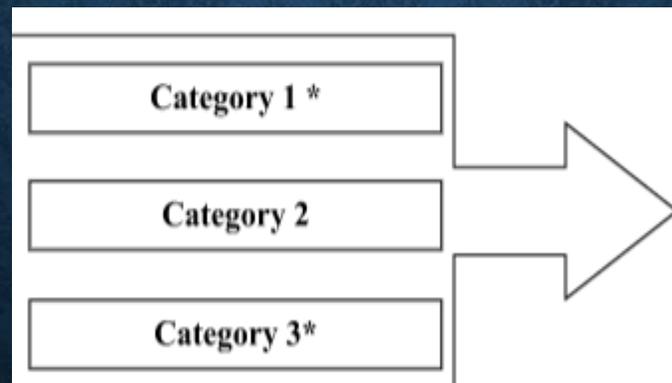
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HOW TO: CAUSATION

- **CAUSATION:**
- **1 Point**
- Describes causes *AND/OR* effects of a historical event, development, or process.
- **1 Point**
- Explains the reasons for the causes *AND/OR* effects of a historical event, development, or process. (If prompt requires both causes and effects, responses must have both for points)

HOW TO: CAUSATION

- a) **Step One**: Organize the causes around three Themes or Categories.
- b) **Step Two**: Rank or prioritize the categorized causes in order of importance, determine the two major causes (*) and the one minor cause.
- c) **Step Three**: Within the body of your essay, you must address *why* these were the causes of the topic under investigation.



HOW TO: PERIODIZATION

PERIODIZATION:

1 Point

- Describes the way in which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed.

1 Point

- **Explains** the extent to which the historical development specified in the prompt was different from and similar to developments that preceded AND/OR followed. *(If prompt requires evaluation of a turning point, responses must discuss developments that preceded AND followed. If the prompt requires evaluation of the characteristics of an era, responses can select preceded OR followed)*

HOW TO- PERIODIZATION: TURNING POINT LONG ESSAY

This essay is kind of a CCOT and Comparison question at the same time. The basic structure of this essay is: society/government, etc., was like *this* until a **turning point** happened, and then society/government, etc. changed to *that*. Why did they change? But some things remained the same from one era to the next. Why did those continue?

- **Paragraph 1:** (Thesis) “There were many reasons why *the topic of the question* (for example, a war) changed (society, government, etc). Some of these reasons were (a and b) but the greatest reason was (c). However, some things persisted, such as (d).” Include one sentence defining the turning point.
- **Paragraph 2:** Set the stage **before** the turning point. What was (society, politics, economics, the environment—whatever *the terms of the question* are) like in the era just before? Link your examples only to the terms of the question. Provide as many specific examples as you can.
- **Paragraph 3:** Discuss the turning point. What was it? **How** did it lead to changes in the next era? What was the greatest change in from one era to the next? **WHY?**
- **Paragraph 4:** This paragraph argues AGAINST the Turning Point. What DIDN'T change from one era to the next? Provide as many examples as you can think of. **WHY did some things stay the same, despite the Turning Point?**
- **Paragraph 5:** (2nd chance at Thesis) Conclude with a summary that accurately reflects all the terms of the question, with specificity. In other words, re-write your thesis in another way. **AND:** Compare this Turning Point to another Turning Point in history. (Must fit into your discipline—World, US or European History)

HOW TO- PERIODIZATION: “DEFINE THE ERA” LONG ESSAY

Like the “Turning Point” Long Essay, this is kind of a CCOT and Comparison question at the same time. The essay prompt will include an era—let’s say the Industrial Revolution. Discuss features that support the idea that there really was a revolution, and features that *didn’t* change, in other words, what wasn’t so revolutionary about this era. Pick a side: do you agree or not agree with the label of the era? **WHY?**

Paragraph 1: (Thesis): There were many reasons why *the era of the question* is correctly named, for example: (cite two examples), and the greatest reason why this era is aptly named is _____. However, one could argue that this label is incorrect because _____.

Paragraph 2: Provide a definition of the era and briefly include why historians gave it that name.

Paragraph 3: Provide as many examples as you can think of that support the idea that this era is correctly labeled. Which example **MOST** supports the label of the era? **WHY?**

Paragraph 4: What evidence counters the idea that the era is correctly labeled? **AND:** Discuss another era that would be a better “fit” for the label given the era in the question. **OR:** How did art or literature of the era reflect or counter the name of the era?

Paragraph 5: (2nd chance at Thesis) Conclude with a summary that accurately reflects all the terms of the question, with specificity. In other words, re-write your thesis in another way. **AND:** Compare this Turning Point to another Turning Point in history. (Must fit into your discipline—World, US or European History)