**Different Types of LEQ Questions:**

**Causation:** Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

**Example:***Evaluate how the French and Indian War impacted the relationship between Great Britain and the British colonies from 1754-1776*.

**Change and Continuity 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 lengths, as well as relating these patterns to larger historical processes or themes.

**Example:** *Evaluate the extent to which the Seven Years’ War (French and Indian War, 1754–1763) marked a turning point in American relations with Great Britain, analyzing what changed and what stayed the same from the period before the war to the period after it.*

**Periodization**: Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and modeling of past events.

**Example:***Evaluate the extent to which the Mexican-American War (1846–1848) marked a turning point in the debate over slavery in the United States.*

**Compare and Contrast:** Historical thinking 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 orders.

**Example:***Compare and Contrast the colonies in the Chesapeake with the New England colonies. Be sure to address two of the three areas in your essay: economic, political, and social.*

**Steps to Completing the LEQ:**

1. **Analyze the Question**
2. **Organize the Evidence**
3. **Develop a Thesis**
4. **Write the Introductory Paragraph**
5. **Write the Supporting Paragraphs and Conclusion**
6. **Evaluate Your Essay​**

**Step One**: **Analyze the Question​**

* Take the time to consider what the question really asks, which is often overlooked in the rush to start writing.
* Stop and ask yourself, "What is the targeted historical thinking skill in the question? Causation? Comparison? Continuity and change over time? Periodization?"
* You might try reading over the question or prompt three times. What is the key word(s) or phrase in the question? CIRCLE it. It could be verbs such as "analyze,“ "explain" or "support," "modify," or "refute."
* All questions have one thing in common: They demand the use of historical thinking skills and analysis of the evidence.
* A long-essay answer will not receive full credit by simply reporting information. Therefore, be on your guard for questions that start out with the verbs "identify" or "describe."
* Such a question is usually followed by "analyze“ or some other more demanding thinking skill.

**Step Two**: **Organize the Evidence**

* Identify what you know about the question and organize your information by making a brief outline of what you know.
* Write your outline in the test booklet.
* List facts pertaining to the question to help organize your thoughts.
* Ask yourself, do I have enough evidence to support my thesis? It is obviously not very productive to select an essay or take a position that you cannot support.

**Step Three**: **Develop a Thesis**

* A strong thesis is necessary in every APUSH essay answer.
* Don’t be afraid of making a mistake!
* The direction for the long-essay may give clear directions on the formation of the thesis, such as "support, modify, or refute" an interpretation.

**Step Four**: **Write the Introductory Paragraph**
Be sure to include these three elements:

* The setting, time, and place by providing the background or historical context for the question or your thesis.
* The thesis statement.
* The “blueprint” or “controlling ideas” to the main arguments of the essay, which will be developed in the body or supporting paragraphs.

**Step Five**: **Write the Supporting Paragraphs and Conclusion**

* The number and length of the supporting paragraphs forming the body of the essay should vary depending on the thesis (*not necessarily 5 paragraphs!*), the main points of your argument, and the amount of historical evidence.
* To receive the highest possible AP score, you must explain how specific historical evidence is linked to your thesis.
* Each essay will also have a targeted historical thinking skill, which should shape one argumentation and choice of evidence.

**Step Six: Evaluate Your Essay**

* More essay writing does not necessarily produce better essays.
* Breaking down the process into manageable and sequential steps is one key for improvement.
* Peer evaluation and self-evaluation both help students internalize the elements of an effective essay and learn ways to improve.