HOW TO LEQ

Writing the LONG ESSAY QUESTION
BACKGROUND

• Last 40 minutes of test
• Worth 15%
**RUBRIC**

- **Total of 6 Points**
- **Rough draft**
- **Spelling**
- **Grammar**
- **organization**

### AP History LEQ Rubric (6 points)

<table>
<thead>
<tr>
<th>Reporting Category</th>
<th>Scoring Criteria</th>
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<tr>
<td><strong>A. THESIS/CLAIM</strong></td>
<td>1 pt. Responds to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.</td>
<td>To earn this point, the thesis must make a claim that responds to the prompt, rather than merely 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.</td>
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<td><strong>B. CONTEXTUALIZATION</strong></td>
<td>1 pt. Describes a broader historical context relevant to the prompt.</td>
<td>To earn this point, the response must restate the topic of the prompt in broader historical terms, events, developments, or processes that occur before, during, or continue after the time-frame of the question. This point is not awarded for merely a phrase or a reference.</td>
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<tr>
<td><strong>C. EVIDENCE</strong></td>
<td>1 pt. Provides specific examples of evidence relevant to the topic of the prompt. OR 2 pts. Supports an argument in response to the prompt using specific and relevant examples of evidence.</td>
<td>To earn one point, the response must identify specific historical evidence to support an argument. To earn two points, the response must use specific historical evidence to support an argument in response to the prompt.</td>
</tr>
</tbody>
</table>
| **D. ANALYSIS AND REASONING** | 1 pt. Uses historical reasoning (e.g., comparison, cause-and-effect, COT, CTOT) to frame or structure an argument that addresses the prompt. OR 2 pts. 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. | 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. To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:  
  - Explaining nuance of an issue by analyzing multiple variables  
  - Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects  
  - Explaining relevant and insightful connections within and across periods  
  - Confirming the validity of an argument by coordinating multiple perspectives across themes  
  - Qualifying or modifying an argument by considering diverse or alternative views or evidence  
  This understanding must be part of the argument, not merely a phrase or reference. |
• In the period 600 B.C.E. to 1450 CE., different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity.
• Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.
• 1 pt
• Responds to the **prompt** with a **historically defensible** thesis/claim that establishes a line of reasoning.
• To earn this point, the thesis must make a claim that **responds to the prompt**, rather than merely 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.
• **Political Disorder**
  • Warring States ➔ Confucianism / Daoism / Legalism

• **Influenced by dominant cultures**
  • China ➔ Confucianism spreads to East Asia
  • India ➔ Spreads to SE Asia

• **Growth of trade routes**
  • Merchants spread Buddhism along the silk road, Islam in Indian Ocean

• **Military Conquest**
  • Islam ➔ Arab and Turkish Conquest
There were many factors that led to the emergence or spread of new religions during 600 BCE-1450 CE.

Periods of political disorder led to new religions. For instance, the Warring States Period in China led to Confucianism.

Also, religions and philosophies were spread from culturally dominant areas such as China spreading ideas to East Asia and India doing the same with SE Asia in the form of Conf. and Hind/Budd.

In addition, the emergence of new trade routes, such as the Silk Road, helped spread new religions like Buddhism and Islam.

Finally, religions spread through conquest such as those from Arab and Turkish conquest (Islam).
• 1 pt
• Describes a broader historical context relevant to the prompt.
• To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a reference.
It is a period of civil war. Rebel spaceships, striking from a hidden base, have won their first victory against the evil Galactic Empire.

During the battle, Rebel spies managed to steal secret plans to the Empire's ultimate weapon, the DEATH STAR, an armored space station with enough power to destroy whole planets.
Must relate somehow to spread and emergence of new religions

- New trade routes forming and expanding
  - Silk Road, Indian Ocean, Mediterranean, Saharan
- New states, a lot bigger, empires
  - How to control such big stuff dude
- Larger conflict.
  - Searching for meaning in death
- Muslims Conquest
• 1 pt
  • Provides specific examples of evidence relevant to the topic of the prompt.

• 2 pt
  • Supports an argument in response to the prompt using specific and relevant examples of evidence.

• To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt. To earn two points the response must use specific historical evidence to support an argument in response to the prompt.
• 1 pt
  • Words associated with new religions / spread. *Eightfold Path, the Dao, Mahayana and Theravada, 5 Principle Relationships*, etc.

• 2 pt
  • **Constantine** legalized Christianity with the *Edict of Milan* and converted to Christianity and encouraged followers to convert as well. He did this to earn the support of commoners (**Plebeians**) as many had converted to Christianity and Rome was becoming more difficult to rule. This clearly led to the spread of Christianity amongst Romans.
EVIDENCE PRACTICE

1 pt
- Words associated with new religions / spread. *Eightfold Path, the Dao, Mahayana and Theravada, 5 Principle Relationships*, etc.

2 pt
- During the **Warring States** period China is searching for order, **Confucius** brings order to China with his concepts of **filial pieaty and 5 relationships** which hold together Chinese society from the family to the emperor. It also affected government by way of **civil service exams and bureaucracy**.
ANALYSIS AND REASONING

• 1 pt
  • Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

• 2 pt
  • 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.
Evaluating the impact of state support on religious proliferation over the period 600 B.C.E. to 1450 C.E.

- **Analyzing** historical reasoning, essays must explain how various factors contributed to the emergence or spread of religions during this time.

- **Examples** of applying historical reasoning include:
  - Explaining how state support facilitated the spread of specific religions or belief systems.
  - Examining shifts in trading patterns and volumes that influenced religious dissemination.
  - Investigating how diverse or comparable factors led to the propagation of religions in different locales.
ANAALYSIS AND REASONING PRACTICE

• Essays must use historical reasoning to explain how different factors led to the emergence or spread of religions in the period 600 B.C.E. to 1450 C.E.

• Examples of using historical reasoning might include:

  • Explaining how state support led to the spread of a religion or a belief system
  • Explaining how changes in trading patterns or volumes influenced the spread of religions or belief systems
  • Explaining how different or similar factors led to the spread of one or more religions or belief systems in different places
• Demonstrating complex understanding might include:
  • Explaining the nuance of an issue by analyzing multiple variables or by considering diverse or alternative perspectives or evidence, such as constructing an argument about the interaction of multiple factors in the spread of religious or cultural tradition in this period
  • Qualifying or modifying the main argument of the essay to demonstrate awareness of historical complexity, such as constructing an argument that political or economic factors led not only to the spread but sometimes also to the transformation of religious traditions through cultural syncretism
  • Explaining relevant and insightful connections across time and space, such as explaining how the same factors that led to the spread of religions or belief systems in the period from 600 B.C.E. to 600 C.E. also led to the spread of religions or belief systems before or after that time period
EXAMPLES FROM COLLEGE BOARD

Introduction (1 paragraph)

**THESIS:** (just an example yours can be different)

There were many factors that led to the emergence or spread of new religions during 600 BCE-1450 CE. **Political Disorder, State Support of Leaders, Growth of trade**

**CONTEXTUALIZATION:** What’s happening during the time period that relates to the prompt. (ex: rise of new large states and trade networks, etc.)

Body Paragraphs (2-3 Paragraphs)

**Arg 1** (Has its own paragraph) RESTATE YOUR argument
- Explain the argument with examples (Warring states, Confucianism, etc.)
- Walk through your explanation
  - China had political disorder with the Warring States Period. From that disorder Conf/Leg/Daoism were born to bring harmony back to China
  - Talk about the history afterwards (Qin, Han, Etc.)

**Arg 2** (Has its own paragraph) REPEAT THE PROCESS

**Arg 3** (Has its own paragraph) REPEAT THE PROCESS FOR Cut if out of time

Conclusion (1 paragraph) *Cut if out of time*
- Reword the **THESIS**