

LEQ: STATE ORGANIZATIONS, C. 1200–1450 CE

Preparation

- [Download the WHP LEQ Rubric](#)
- Have the Comparison, CCOT, and Causation tools available (find all resources on the [Student Resources page](#))

Purpose

This assessment helps prepare you for the LEQ you will encounter on the AP® World History: Modern exam. It also gives you an opportunity to develop your general research and writing skills. You will practice conducting research and using evidence to support written arguments, which will not only help you in this class, but most classes you take! Furthermore, you will write four more LEQ responses while taking this course, which will give you a chance to see how your skills are developing related to this particular type of research and writing.

Practices

Contextualization, sourcing, reading, writing

All LEQs require you to contextualize, research, and source documents, and of course as part of this, read and write.

Process

Day 1

In this activity, you're going to prepare to respond to an LEQ, or long essay question. To do this, you will conduct research and think about any relevant information you've learned so far in the course to help you form a response to the question. This particular LEQ asks you to respond to the following prompt: *Develop an argument that evaluates the similarities and differences in the ways states were organized in different parts of the world from c. 1200 to 1450 CE.* To make sure you're clear on what the prompt is asking, take out the Question Parsing Tool. Work with your classmates to deconstruct the prompt. Once you have deconstructed the prompt, choose the relevant historical thinking tool to help you organize your research findings.

Now, it's time for some research! You can use materials from the course and conduct further research online for additional evidence. As you gather evidence for your essay, write it on the tool you chose. Be prepared to share your findings with the class. Next, use the evidence you gathered to help you form a thesis statement that directly responds to the prompt. One common mistake students often make in responding to LEQs is not directly answering the prompt—so, in creating your thesis, make sure it's relevant to what was asked of you!

Finally, it's time to contextualize. Remember that ALL historical essays require you to contextualize. To refresh your memory: Contextualization is the process of placing a document, an event, a person, or process within its larger historical setting, and includes situating it in time, space, and sociocultural setting. Contextualization will often come at the beginning of your essay, or at least in the first paragraph, either before or after your thesis statement. As needed, you can use the Contextualization Tool for this part of the process.

Day 2

This second day is your writing day. Feel free to use your tools and notes from any prewriting work you completed as you craft your essay response. Make sure you have a copy of the WHP LEQ Writing Rubric available to remind you of what's important to include in your essay. And don't forget to contextualize! In doing so, think of the entire time period, not just the time immediately preceding the historical event or process you are writing about. Your teacher will give you a time limit for completing your five- to six-paragraph essay responding to the LEQ.

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Name:

Date:

UNIT 1 LEQ

Directions: Respond to the prompt below, using what you have learned about this historical time period to help support your claim. In your response, in addition to meeting the criteria on the LEQ WHP Writing Rubric, you should do the following:

- ☐ Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- ☐ Describe a broader historical context relevant to the prompt.
- ☐ Support an argument in response to the prompt using specific and relevant examples of evidence.
- ☐ Use historical reasoning (such as comparison, causation, or continuity and change) to frame or structure an argument that addresses the prompt.
- ☐ Demonstrate a complex understanding of the topic by using advanced argumentation and/or effective use of evidence.

Develop an argument that evaluates the similarities and differences in the ways states were organized in different parts of the world from c. 1200 to 1450 CE.

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Question Parsing Tool

Directions: Follow the steps to parse the prompt you are presented with. Use the key at the bottom to help you with the historical reasoning process and composition questions.

1. **Prompt:**

2. Rewrite the prompt in your own words:

3. **Periodization:** What is the time period you are being asked to consider? Write out the years if you are given something in terms of century (for example, twentieth century = 1900s).

4. **Location:** What areas of the world are included in this prompt?

5. **Topic:** What is the main topic being asked about in this prompt?

6. **AP Theme:** What AP theme is the prompt asking you to address as part of your response? Please explain your reasoning. PIECES is a helpful reminder for the AP themes.

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7. **Historical reasoning process:** What historical reasoning process is this prompt asking you to engage in? Provide justification for why you chose the one you did.

8. **Composition:** What is the prompt stem asking you to do as part of your response? Remember the prompt stem is usually a verb.

Key

Historical Reasoning Process	Words/Phrases to Look For
Causation	Cause, effect, led to, lead to, emergence, resulted, bring about, give rise to, be the cause of, result in, produce, generate, spawn, precipitate, prompt, induce, promote, foster, provoke, trigger
Comparison	Similarities, differences, compare, contrast, set side-by-side, juxtapose, differentiate, liken, equate
CCOT	Continuities, changes, continuation, persistence, consistent, over time, two points in time
Prompt Stem Examples	What It's Asking in Simpler Language
To what extent	Weigh, evaluate, assess
Evaluate, assess	How much—needs a quantitative answer/thesis/claim (Note: A quantitative answer is one that includes an amount or a number. For example: a lot, a little)
Analyze, develop	Describe and explain
Argue, argument	Make a claim