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| Name: |  | Date: |  |

## Preparation

* Have the [Comparison](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Comparison-Tool), [CCOT](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-CCOT-Tool), and [Causation](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Causation-Tool) tools available
* Download the [WHP Writing Rubric](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Writing-Rubric)

## Purpose

This LEQ is another opportunity for you to write in response to a historical prompt. It will help foster your general research and writing skills and will give you a formal opportunity to see how your writing abilities are advancing. It will also help you recall and reinforce some of the important content you’ve learned in this unit.

## Process

### Day 1

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 this prompt: *Develop an argument that evaluates the extent to which states responded to societal and state collapse after the fall of the Roman Empire and Han Dynasty China up to c. 1200 CE*.
2. 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.
3. Now, it’s time for some research! You can use materials from the course and conduct further research online for additional evidence.
4. As you gather evidence for your essay, write it on the tool you chose. Also, make sure to track your sources so you are ready to properly cite them when writing your essay.
5. Use the evidence you gathered to help you form a thesis statement that directly responds to the question. Make sure your thesis statement is relevant to what was asked of you!
6. Finally, it’s time to contextualize. As you know, ALL historical essays require you to contextualize. As needed, you can use the Contextualization Tool to help with this part of the process.

### Day 2

1. 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.
2. Make sure you have a copy of the WHP Writing Rubric available to remind you of what’s important to include in your essay.
3. 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.
4. Your teacher will give you a time limit for completing your five- to six-paragraph essay responding to the LEQ.

## Unit 5 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 of the WHP Writing Rubric, make sure to contextualize (describe the broader historical context relevant to the prompt). Think of the entire time period, not just the time immediately preceding the historical event or process. Also be sure to source and cite any evidence you use to support your claim.

*Develop an argument that evaluates the extent to which states responded to societal and state collapse after the fall of the Roman Empire and Han Dynasty China up to c. 1200 CE.*

## 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 practice and composition questions.

1. **Prompt**:

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1. Rewrite the prompt in your own words:

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1. **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).

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

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

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

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

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## Key

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| Historical Reasoning Practice | 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 |