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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 is the final LEQ of the course. It should help you prepare for any written standardized end-of-year assessments you may have (whether in history or another course). Additionally, it will give you an opportunity to see how much your historical writing has grown from the beginning of the course until now.

## Process

### Day 1

1. It’s the last LEQ of the course! The question is: *What major revolution of the period c. 1750 to 1914 CE was most significant, or in other words, caused the greatest enduring change for the most people?*
2. To make sure you’re clear on what the prompt is asking, take out the Question Parsing Tool and deconstruct the prompt.
3. Once you have deconstructed the prompt, choose the relevant historical thinking tool to help you organize your research findings.
4. Now, it’s time to research. You can use materials from the course and conduct further research online for additional evidence. Make sure to keep track of your sources and citations as you do your research.
5. Use the evidence you gathered to help you form a thesis statement that directly responds to the question.
6. As always, wrap up by figuring out how to appropriately contextualize your response.

### 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 7 LEQ

**Directions**: Respond to the question 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 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.

*What major revolution of the period c. 1750 to 1914 CE was most significant, or in other words, caused the greatest enduring change for the most people?*

## 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 |