

ASSESSMENT – UNIT 2 LEQ

Preparation

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

Purpose

This assessment helps prepare you for LEQs (long-essay questions) you may encounter on exams. 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 two 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

Causation, 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 question: *What were the economic, social, and intellectual origins of the political revolutions of the long nineteenth century (c. 1750–1914 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. Also, make sure to track your sources so you are ready to properly cite them when writing your essay. 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 question. 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 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.

ASSESSMENT – UNIT 2 LEQ

Name:

Date:

UNIT 2 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.

IMPORTANT: Please type your essay in word-processing software first (Word or Google docs). Make sure your teacher has your completed essay, and then copy and paste it into the Unit 2 LEQ Assignment form.

What were the economic, social, and intellectual origins of the political revolutions of the long nineteenth century (c. 1750–1914 CE)?

ASSESSMENT – UNIT 2 LEQ

Name: Date:

Writing Rubric

	Advanced	Proficient	Developing	Emerging
Claim and Focus* Make a clear claim about the topic early in the essay and focus on proving it.	The essay makes a precise and significant claim based on the topic and/or source(s). The essay maintains a strong focus on defending a directly stated position, using the whole essay to support and develop the claim and counterclaims while thoroughly addressing the demands of the prompt.	The essay makes a clear claim based on the topic and/or source(s). The essay maintains focus on defending an identifiable position, using most of the essay to support and develop the claim and counterclaims while addressing the demands of the prompt.	The essay makes a claim based on the topic and/or source(s), but it may not fully address the demands of the prompt. Counterclaims may not be acknowledged, and the essay may not stay focused on the purpose and task.	The essay makes an overly simplistic or vague claim, or a position on the topic and/or source(s) may not be stated. Counterclaims are not acknowledged, and the essay does not address the purpose, task, or demands of the prompt.
Analysis and Evidence Choose the right evidence and explain how it supports the claim and analysis.	The essay cites the most appropriate and valid evidence to support its claim, drawing information substantively from multiple sources to defend its position and effectively refute counterclaims. The essay demonstrates insightful reasoning and careful understanding of the sources, acknowledging inconsistencies or weaknesses in evidence, and fully explains the relationship between claims and support.	The essay cites sufficient and appropriate evidence to support its claim, drawing information from multiple sources to defend its position and refute counterclaims. The essay demonstrates reasoning and understanding of the sources, potentially acknowledging inconsistencies or weaknesses in evidence, and adequately explains the relationship between claims and support.	The essay cites evidence to support its claim, but it may be insufficient or draw unevenly from available sources. Support may be inadequate in defense of the position and refutation of the counterclaim or rely too heavily on summary. The essay demonstrates some reasoning and/or understanding of the sources, though explanations of the relationship between claims and support are not always clear.	The essay cites minimal or irrelevant evidence to support its claim. Support may rely primarily on opinion, reasoning, or summary of the source(s) without clear cited evidence. The essay demonstrates little to no reasoning and/or understanding of the sources. An explanation of the relationship between claims and support is not present.
Organization Present ideas in a structure that enhances the analysis. Use transitions throughout the essay to make connections clear.	The essay incorporates precise transitions within a sophisticated organizational structure that enhances the relationships between and among ideas and promotes cohesion and clarity. A well-executed, logical progression of ideas is clearly constructed, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay employs an organizational structure that shows the relationships between and among ideas, yielding a cohesive analysis. Clear transitions support a logical progression of ideas, including an effective introduction and a conclusion which follows from and supports the claim and analysis.	The essay uses a simplistic organizational structure, though relationships between ideas may not be consistently clear. Use of transitions is sparse, repetitive, and/or does not show the connections among sections of the text. A progression of ideas is evident, however, the introduction and/or conclusion may not be fully developed or follow from and support the claim and/or analysis.	An organizational structure is not evident, and relationships between ideas are not consistently clear. The essay may read as a series of unrelated ideas, as the absence of transitions makes it difficult to see connections among sections of the text. An introduction and/or conclusion is missing from the essay.

ASSESSMENT – UNIT 2 LEQ

Name: Date:

	Advanced	Proficient	Developing	Emerging
Language and Style Use specific, interesting language and clear sentence structure to communicate ideas.	The essay has an established, formal style and objective tone that is maintained throughout. The essay uses varied sentence structure, precise language, and domain-specific vocabulary in a way that addresses the complexity of the topic. Few errors are present, and they do not interfere with meaning.	The essay has an established, formal style that is maintained throughout. The essay uses mostly correct, varied sentence structure and generally uses precise language and domain-specific vocabulary in a way that generally addresses the complexity of the topic. The essay may have some errors, but they do not interfere with meaning.	The essay attempts to establish a formal style that may not be maintained throughout. The essay attempts to vary sentence structure and uses some precise language that may be domain-specific at times but may address the complexity of the topic inconsistently. The essay contains some errors that may interfere with meaning.	The essay does not establish and/or maintain a formal style. The essay uses little variety in sentence structure, and the language is general and not domain-specific. The essay contains errors that interfere with meaning.
Applying WHP Concepts† Choose and accurately apply the relevant WHP concepts in a way that shows understanding, and further supports the argument and evidence presented in the essay.	The essay applies at least two WHP course-level concepts and/or unit-level concepts or content. The concepts or content are connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying WHP concepts or content, and the essay demonstrates a clear understanding of the topic and the concepts. The essay might include information about the overall time period discussed in the essay and might make use of broader historical content than is located in the course.	The essay applies one WHP course-level concept and/or unit-level concept or content. The concept or content is connected to the argument or evidence in the essay, and misconceptions are avoided. There are no errors in applying WHP concepts or content to illustrate or support concepts and claims, or to inform the essay.	The essay tries to apply at least one WHP course-level and/or unit-level concept or content, but does not fully articulate the concept's meaning or connection to the argument and/or evidence. It does avoid explicit misconceptions of the concept but may make an occasional minor error in applying WHP facts or concepts to illustrate or support concepts and claims, or to inform the essay.	The essay incorrectly or inappropriately mentions at least one WHP course-level concept and/or unit-level concept or content, and it may include misconceptions of that concept. The essay may make many minor errors or a major error in applying WHP facts or concepts.

*Turnitin, LLC, created the first four rows of this rubric for use with their Revision Assistant and Turnitin tools.

†The “Applying WHP Concepts” row of the rubric should be used by teachers and students to assess student learning and understanding in this area. *Teachers should not assess student writing using Turnitin reports exclusively.*

ASSESSMENT – UNIT 2 LEQ

Name:

Date:

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:**

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?

ASSESSMENT – UNIT 2 LEQ

Name: Date:

6. **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.

7. **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 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