**APUSH Long Essay Question Structure**

***What is the Long Essay Question?*** In essence, the LEQ is a more “traditional” essay than the DBQ, probably more similar to essays you have written in other classes. You must craft an argument and prove that argument with detailed evidence in your body paragraphs. The structure of the intro paragraph is exactly the same as the DBQ with Contextualization and a Thesis using the Thesis Formula. The body paragraphs are different in that you are not provided with documents to use as evidence. You have to come up with the evidence on your own. The conclusion, like in the DBQ is not required, but would consist of an example of Synthesis which is connecting the prompt to another time period with specific pieces of evidence. Just think about the prompt’s time period and how it is significant to future events.

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| **Type of Paragraph** | ***What is included in the paragraph?*** |
| **Introduction****Paragraph** | 1. *Contextualization*
* “Setting the Stage”
* What was going on during the time preceding the prompt?
* 3-4 sentences
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| 1. *Thesis (Use Thesis Formula…Categories of Analysis…Social, Political, Economic, Religious, Military or MAGPIES)*
* **Counterargument** (minimize importance)
* **Thesis**…However, more significantly…(typically three categories of evidence)
* **Therefore**…(direct response to prompt)
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| **Body Paragraphs** | 1. *Topic sentences/Contextualization*
* Provide background info based on Categories of Analysis and set the stage for the discussion in the paragraph
	+ Economic paragraph=economic contextualization
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| 1. *Examples/Evidence…*
* Include direct and specific examples…AGAIN, PROVIDE SPECIFIC DETAILS AND EXPLAIN COMPLETELY…it is not a list (fewer examples fully explained is better than a lot of examples with little explanation)
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| 1. *Analysis*
* Argue why your examples support your thesis and thus the Historical Thinking Skill (Comparison, Causation, CCOT)
* **Always** connect back to thesis at the end of paragraphs
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| **Synthesis/ Conclusion** | *To include synthesis, do ONE of the following things in your concluding thoughts…significance relative to future events!* |
| 1. Use disparate themes (go “above and beyond” to address other skills beyond the targeted skill, include other historical themes…e.g. political, economic, social, cultural, geographical, race/ethnicity, gender)
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| 1. ***Connect the issue in the prompt to other historical periods, geographical areas, historical contexts, or circumstances (i.e. connect the prompt to the “Big Picture” of American history)***
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