

APWH 2019-20

## LEQ: Pre-writing Outline

Use this to help organize and plan LEQs for APWH. Items may shift depending on the historical process being to be demonstrated in the essay i.e. C/C, Causation, or CCOT. Check to make sure you have addressed the prompt DIRECTLY in your context, thesis, and claim sentences. Check that the thesis includes TIME and PLACE and is actually an argument. Is your thesis historically defensible? Make strong and clear connections and complexity throughout the essay. Do you support your claims and establish a clear line of reasoning? The more time and effort spent on developing your argument and planning the stronger the writing will be.

### A. INTRODUCTION-Contextualization and Argument/Thesis

**Contextualization**-explains broader historical events, developments, or processes immediately relevant to the prompt/ argument. 3-4 sentences with specific evidence. What does the reader need to know to understand the argument? Time period and brief historical background.

**Argument/Thesis**-develop a historically defensible argument, including a counterargument, addresses the prompt and establishing a line of reasoning i.e. "Although X, however A and B, therefore Y." Must be defensible and must be specific. Must signal historical reasoning skill- C/C, Causation, or CCOT). Include TIME and PLACE.

X=Counterargument

A and B=Evidence

Y=Your position

(Thesis video under Essay tab on website)

### B. BODY PARAGRAPHS (Usually 3x, including 1 counterargument paragraph)

**1. Claim/Mini-Thesis**-introducing part of argument; addresses historical process (C/C, Causation, CCOT); is defensible; includes how and why (b/c statement). (Comparison must address BOTH of items being discussed i.e. both empires, both events, etc.) This is the focus of paragraph. Give each paragraph a TOPIC TITLE e.g. Stability Through Established Succession of Power

**2. Support and Evidence (Concrete Details)**-At least two strong pieces of specific evidence to support the claim. Evidence includes, events, wars, treaties, books and writings, specific concepts ideas, and ideologies, etc. Strive to have at least 2-3 pieces of evidence per body paragraph.

**3. Analysis/Evaluation-(Commentary)** following each piece of evidence there must be an analysis/EXPLANATION of "why" each piece of evidence is significant and related to the argument. This is the line of reasoning! Why does this selected piece of evidence specifically support the claim?

#### **EXAMPLE 1:**

Empires-Consolidation of power and effective rule

Paragraph Topic: Use of belief systems/ideology to establish stability

EVIDENCE- The established ideology of Confucianism Han China directly facilitated effective rule and relative stability.

EXPLANATION/ANALYSIS- As a result of the Han dynasty incorporating Confucian values into the bureaucracy, such as emphasis on ritual, social order, education, and the civil service exam, China's government contained more qualified bureaucrats than other empires at the time. For example, civil servants were required to pass a test based on Confucian values therefore lessening unqualified and corrupt bureaucrats serving in government. In addition, social order was achieved between society and the ruler through reciprocal relationships. Subjects acting in the proper role within the family was mirrored in society, as well as in the relationship between ruler and subject resulting in trust and obedience of elders and trust in rulers and government. This practice of Confucian filial piety allowed for social and political stability contributing the 400-year rule of the Han dynasty.

**EXAMPLE 2:**

Columbian Exchange and major impacts

Paragraph Topic: Diseases led to many deaths in both the New and Old Worlds.

EVIDENCE- Diseases brought into the New World included smallpox and measles.

EXPLANATION-Smallpox decimated the Native American population. With few Native Americans left, unique cultures and languages were lost. Smallpox led to European conquest and the beginning of European rule. For example, Spanish conquistadors Cortes and Pizarro overthrew advanced Mesoamerican civilizations within a few years. Those remaining behind were under the rule of Europeans, and they were abused and/or enslaved in European systems such as the Spanish encomienda. This facilitated the growth of Europe as a dominant world power.

**Transition and link body paragraphs. They should build upon each other to strengthen the argument you are making and supporting. Can you identify the link between each paragraph?**

**D. Conclusion**-mirror or restate argument and LOR. Also add synthesis-connections to future or past, long term consequences or implications, insights, etc.

**\*\*Complexity**-Demonstrate a complex understanding through a variety of ways, such as: extend essay BEYOND the time period [but MUST be the SAME region/nation]; explain relevant and INSIGHTFUL connections across regions [must be DIFFERENT region, SAME TIME period]; a counterargument; to what extent (basically, who did it better/more effective); across different themes (SPICES-T). This should be throughout your essay. If you structure your essay with a counterargument, this is complexity if you develop.

**\*\*Always create an outline before writing so you know where you are going. You would never get in a car to drive somewhere without at least having a basic plan, including a map, to know where you are going and how you are going to get there!**