



# SAQ Breakdown

## AP U.S. HISTORY QUICK REFERENCE WRITING GUIDE



### SAQ OVERVIEW

- 3 SAQs in 40 minutes
- SAQ 1: Secondary Source, KP3-8
- SAQ 2: Primary Source, KP3-8
- SAQ 3/4 (CHOICE): No stimulus, KP1-5 OR KP6-9
- Each questions has 3 parts (a,b,c)
- 1 point for each part → 3 points/SAQ → 9 points total
- Worth 20% of total exam score

### How-To: SAQ

**STEP 1:** Break Down the Prompt

**STEP 2:** Determine the Question Type

**STEP 3:** ACE Your Answer!

### REMEMBER:

- Answer in complete sentences!
- Label each answer!
- **BE CONCISE!** You have limited space to write.

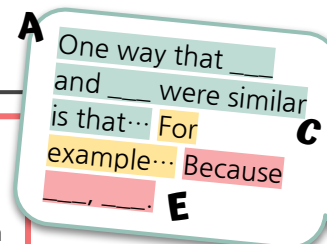
STEP 1	STEP 2	STEP 3
<b>BREAK DOWN THE PROMPT</b>	<b>DETERMINE THE QUESTION TYPE</b>	<b>ACE YOUR ANSWER!</b>
<ul style="list-style-type: none"> <li>• <b>VERB:</b> what the prompt asks you to do</li> <li>• <b>SKILL:</b> historical thinking skill &amp; parameters</li> <li>• <b>TOPIC:</b> what, who, where, when</li> </ul>	<p>Each question will ask you to describe examples of historical evidence. Q1 and Q2 will also assess your analysis skills.</p> <ul style="list-style-type: none"> <li>• <b>IDENTIFY:</b> I just want to know!</li> <li>• <b>DESCRIBE:</b> Give me <u>D</u>etails!</li> <li>• <b>EXPLAIN:</b> <u>E</u>laborate with the how or why</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ANSWER:</b> Restate the question and provide an answer/claim.</li> <li>• <b>CITE:</b> Give a piece of evidence to prove your answer/claim.</li> <li>• <b>EXPLAIN:</b> Give details of your evidence and how it answers the question</li> </ul>

### QUESTION TYPE NOTES:

**Q1:** You will be responding to a historian's argument - most likely asked to identify their POV. This question often asks you to compare two different historians arguments about an event or time period.

**Q2:** You will be responding to a primary source (usually an image) - most likely asked to address causation, comparison, and/or continuity/change over time

**Q3/4:** Both prompts will address the same skill and similar themes, but from different eras.





# DBQ Breakdown

## AP U.S. HISTORY QUICK REFERENCE WRITING GUIDE

**DBQ OVERVIEW**

- 15 minutes planning + 45 minutes writing = 60 minute DBQ
- Broad topic from KP3-8
- Includes 7 documents to be analyzed
- 7 possible points; 25% of total exam score



**REMEMBER:**

- Answer **ALL** parts of the prompt
- Include **x+1** of whatever is required in the rubric
- Make sure to **cite** the documents (Doc 2)
- **DO NOT** quote the documents - **ANALYZE** them!
- **Explain** your ideas!

STEP 1	STEP 2
<b>BREAK DOWN THE PROMPT</b>	<b>DETERMINE THE QUESTION TYPE</b>
<ul style="list-style-type: none"> <li>• <b>VERB:</b> what the prompt asks you to do</li> <li>• <b>SKILL:</b> historical thinking skill &amp; parameters</li> <li>• <b>TOPIC:</b> what, who, where, when</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ANALYZE:</b> Break it <b>A</b>part!</li> <li>• <b>EVALUATE:</b> Give me a <b>VALUE</b>!</li> <li>• <b>EXPLAIN:</b> <b>E</b>laborate with the how or why</li> </ul>
STEP 3	STEP 4
<b>ANALYZE THE DOCUMENTS</b>	<b>BRAINSTORM AND OUTLINE</b>
<ul style="list-style-type: none"> <li>• <b>SOURCE:</b> Look at the source. It may tell you nothing, it may tell you everything!</li> <li>• <b>SKIM:</b> Skim the document for the main idea/topic</li> <li>• <b>ANALYZE:</b> Choose the HIPP analysis that would best support this document</li> <li>• <b>EXTEND:</b> Determine outside information that would connect to this document</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>REVIEW</b> your goal/job in the essay               <ol style="list-style-type: none"> <li>a. Look at your prompt!</li> <li>b. Review the Historical Thinking Skill</li> </ol> </li> <li>2. <b>SEPARATE</b> the documents into 2-3 groups               <ol style="list-style-type: none"> <li>a. These will create your body paragraphs</li> <li>b. Make sure you know how you would link them together</li> </ol> </li> </ol>

### EXAMPLE ESSAY STRUCTURE:

- P1: INTRO**
- Contextualization (“Long ago, in a galaxy far, far away...”)
  - Thesis
- P2: BODY PARAGRAPH** } **Topic Sentence**
- P3: BODY PARAGRAPH** } **Evidence**
- P4: BODY PARAGRAPH** } **Analysis**
- P5: CONCLUSION (OPTIONAL)**
- Re-state your argument
  - Summarize main points
  - Show complex understanding
    - Connect to another event/time frame/theme
    - Explain nuance of your argument or topic
- For each document or outside evidence used
- End each paragraph with outside evidence. You only need one to score the point, but this gives you multiple chances.

### ESSAY SENTENCE STEMS:

CONTEXTUALIZATION	THESIS	EVIDENCE	ANALYSIS
<p>2-3 sentences + explanation</p> <ul style="list-style-type: none"> <li>• Prior to...</li> <li>• In the years before...</li> </ul>	<p>Defensible claim + topics</p> <p>(MAIN ARGUMENT), because/as evident in/by (EXPLANATION + TOPICS)</p>	<ul style="list-style-type: none"> <li>• The (author/ Doc) argues/ indicates...</li> <li>• According to (Doc/author)...</li> <li>• Based on the document...</li> </ul>	<ul style="list-style-type: none"> <li>• This is significant because...</li> <li>• This supports/ demonstrates...</li> <li>• Based on this...</li> </ul>
HISTORICAL CONTEXT	INTENDED AUDIENCE	PURPOSE	POINT OF VIEW
<ul style="list-style-type: none"> <li>• During this time/era...</li> <li>• At the time this document was written...</li> <li>• [EVENT/DEVELOPMENT] influenced [DOCUMENT/ AUTHOR] by...</li> </ul>	<ul style="list-style-type: none"> <li>• This document was aimed at...</li> <li>• Doc/Author was reaching out to...</li> <li>• The document/ author addressed...</li> </ul> <p><b>FOLLOWED BY</b> ...Because/which shows/as a result of...</p>	<ul style="list-style-type: none"> <li>• The author’s intention was...</li> <li>• The author wrote this for...</li> <li>• The author hoped/aimed to...</li> </ul> <p><b>FOLLOWED BY</b> ...Because/which shows/as a result of...</p>	<ul style="list-style-type: none"> <li>• The author believed...</li> <li>• Considering the author was...</li> <li>• From the author’s perspective...</li> </ul> <p><b>FOLLOWED BY</b> ...Because/which shows/as a result of...</p>

# LEQ Breakdown

## AP U.S. HISTORY QUICK REFERENCE WRITING GUIDE

### LEQ OVERVIEW

- 40 minute LEQ
- Choose 1 prompt
  - KP1-3
  - KP4-6
  - KP7-9
- All options address the same skill and theme
- 6 possible points; 15% of total exam score

### REMEMBER:

- Answer ALL parts of the prompt
- Include x+1 of whatever is required in the rubric
- Explain your ideas!

STEP 1	STEP 3
<b>BREAK DOWN THE PROMPT</b>	<b>BRAINSTORM AND OUTLINE</b>
<ul style="list-style-type: none"> <li>• <b>VERB:</b> what the prompt asks you to do</li> <li>• <b>SKILL:</b> historical thinking skill &amp; parameters</li> <li>• <b>TOPIC:</b> what, who, where, when</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>REVIEW</b> your goal/job in the essay                     <ol style="list-style-type: none"> <li>a. Look at your prompt!</li> <li>b. Review the Historical Thinking Skill</li> </ol> </li> <li>2. <b>SEPARATE</b> your topics into 2-3 groups                     <ol style="list-style-type: none"> <li>a. These will create your body paragraphs</li> <li>b. Make sure you know how you would link them together</li> </ol> </li> </ol>
STEP 2	<div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block;"> <p><b>ALL LEQS ADDRESS ONE OF THE 3 C'S</b></p> <ul style="list-style-type: none"> <li>• CAUSATION</li> <li>• COMPARISON</li> <li>• CONTINUITY/CHANGE</li> </ul> </div>
<b>DETERMINE THE QUESTION TYPE</b>	
<ul style="list-style-type: none"> <li>• <b>ANALYZE:</b> Break it <b>A</b>part!</li> <li>• <b>EVALUATE:</b> Give me a <b>VALUE!</b></li> <li>• <b>EXPLAIN:</b> <b>E</b>laborate with the how or why</li> </ul>	

## WRITING FOR THE 3 C'S



### CAUSATION



### COMPARISON



### CONTINUITY/CHANGE

SIGNAL WORDS	CAUSATION	COMPARISON	CONTINUITY/CHANGE
	<i>Cause, effect, affected, led to, resulted in, as a result of, because of, as a consequence of, due to</i>	<i>Compare, contrast, similar, different, despite, in spite of, as opposed to</i>	<i>Change, continuity, same, different, initially, after, later</i>
<b>BRAINSTORMING IDEAS TO CONSIDER</b>	<ul style="list-style-type: none"> <li>• Long term vs. immediate causes</li> <li>• Long term vs. immediate effects</li> <li>• How significant were they?</li> </ul>	<ul style="list-style-type: none"> <li>• What is similar?</li> <li>• What is different?</li> <li>• What caused the similarity or difference?</li> <li>• How significant was it?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the same?</li> <li>• What has changed?</li> <li>• What caused it to stay the same or change?</li> <li>• How significant was it?</li> </ul>
<b>SAMPLE BODY PARAGRAPH STRUCTURE</b>	<ul style="list-style-type: none"> <li>• Topic Sentence (<i>steal from thesis</i>)</li> <li>• Identify cause/effect</li> <li>• Explain the cause/effect, focusing on WHY</li> <li>• Use evidence to support the cause/effect</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence (<i>steal from thesis</i>)</li> <li>• Identify similarity/difference</li> <li>• Explain the similarity/ difference, focusing on WHY</li> <li>• Use evidence to support the similarity/difference</li> </ul>	<ul style="list-style-type: none"> <li>• Topic Sentence (<i>steal from thesis</i>)</li> <li>• Identify the continuity/ change</li> <li>• Explain the continuity/ change, focusing on WHY</li> <li>• Use evidence to support the continuity/change</li> </ul>