

College Board's Historical Thinking Skills



**I WANT YOU
TO PASS THE
APUSH EXAM!**

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity and Change Over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	<p>Explain the relationship between causes and effects of a specific historical development or process.</p> <p>Explain the difference between primary and secondary causes, and between short- and long-term effects.</p>	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence

Practice 2: Argument Development

Students will be assessed on their ability to...

Primary Sources

- Describe historically relevant information and/or arguments within a source.
- Explain how a source provides information about the broader historical setting within which it was created.
- Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning.
- Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
- Evaluate a source's credibility and/or limitations.

Secondary Sources

- Describe the claim or argument of a secondary source, as well as the evidence used.
- Describe a pattern or trend in quantitative data in non-text-based sources.
- Explain how a historian's claim or argument is supported with evidence.
- Explain how a historian's context influences the claim or argument.
- Analyze patterns and trends in quantitative data in non-text-based sources.
- Evaluate the effectiveness of a historical claim or argument.

- Make a historically defensible claim in the form of an evaluative thesis.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

2017 LEQ

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and one of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).

What is that skill?

2. Evaluate the extent to which the market revolution marked a turning point in women's lives in the United States.

In the development of your argument, explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850. (*Historical thinking skill: Periodization*)

3. Evaluate the extent to which the ratification of the Nineteenth Amendment to the Constitution, which guaranteed women the right to vote, marked a turning point in United States women's history.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the ratification of the amendment (1865–1920) to the period immediately after (1920–1940). (*Historical thinking skill: Periodization*)

1. Periodization & Turning Points

Periodization involves the ability to analyze and organize history into blocks of time or periods.

Periods in history are often identified as starting or ending with significant turning points, such as the start or end of a war.

<http://ap.gilderlehrman.org/>

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Periodization & Turning Points

To understand why it's a turning point, you must consider what happened before and after (Periodization). This is a great resource below:

<http://www.apushreview.com/apush-turning-points/>

French and Indian War

Mexican-American War

Spanish-American War

Progressive Era

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2. Causation

Analyze the extent to which TWO of the following transformed American society in the 1960s and 1970s.

The Civil Rights movement

The antiwar movement

The women's movement

*So to get that 6th and last point on the LEQ rubric, make sure you address not only SFI that proves how they caused a transformation in society, but also explain with SFI the effects of that transformation.

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Cause and Effect of Civil War/Secession

Long Term Causes	Short Term Causes
Sectionalism, slavery, differences in regional economies, ideological differences, Abolition Movement	Election of Lincoln (Secession) Fort Sumter (CW begins)

Long Term Effects	Short Term Effects
Uncertainty of Reconstruction, “Solid South”, “Home Rule” argument and acceptance	Abolition, Southern states being readmitted into the Union, “Federal Supremacy” reaffirmed

*So to get that 6th and last point, make sure you address not only SFI that explains short term causes or effects, but also explains with SFI long term causes or effects.

3. Continuity and Change Over Time

Analyze the impact of the American Revolution on both slavery and the status of women in the period from 1775-1800.

(2004)

Life in the colonies CHANGED as there was now independence from Great Britain and the denial of rights such as trial by jury, property protection, the lack of representation in their govt, and various other reasons cited in the Declaration's grievances. However, upon the creation of a new govt, blacks and women CONTINUED to experience inequality throughout the earlier years of the republic.

*So to get that 6th and last point on the LEQ rubric, make sure you address not only SFI that proves that little changed for these two groups, but also explain with SFI that there were some opportunities for both groups.

From 1914 to the present, the main trend in the relationship between the central government and the states has been toward concentration of power in the federal government. Discuss with reference to such areas of governmental power as regulation of business, social welfare, and civil rights.

Continuity and change over time

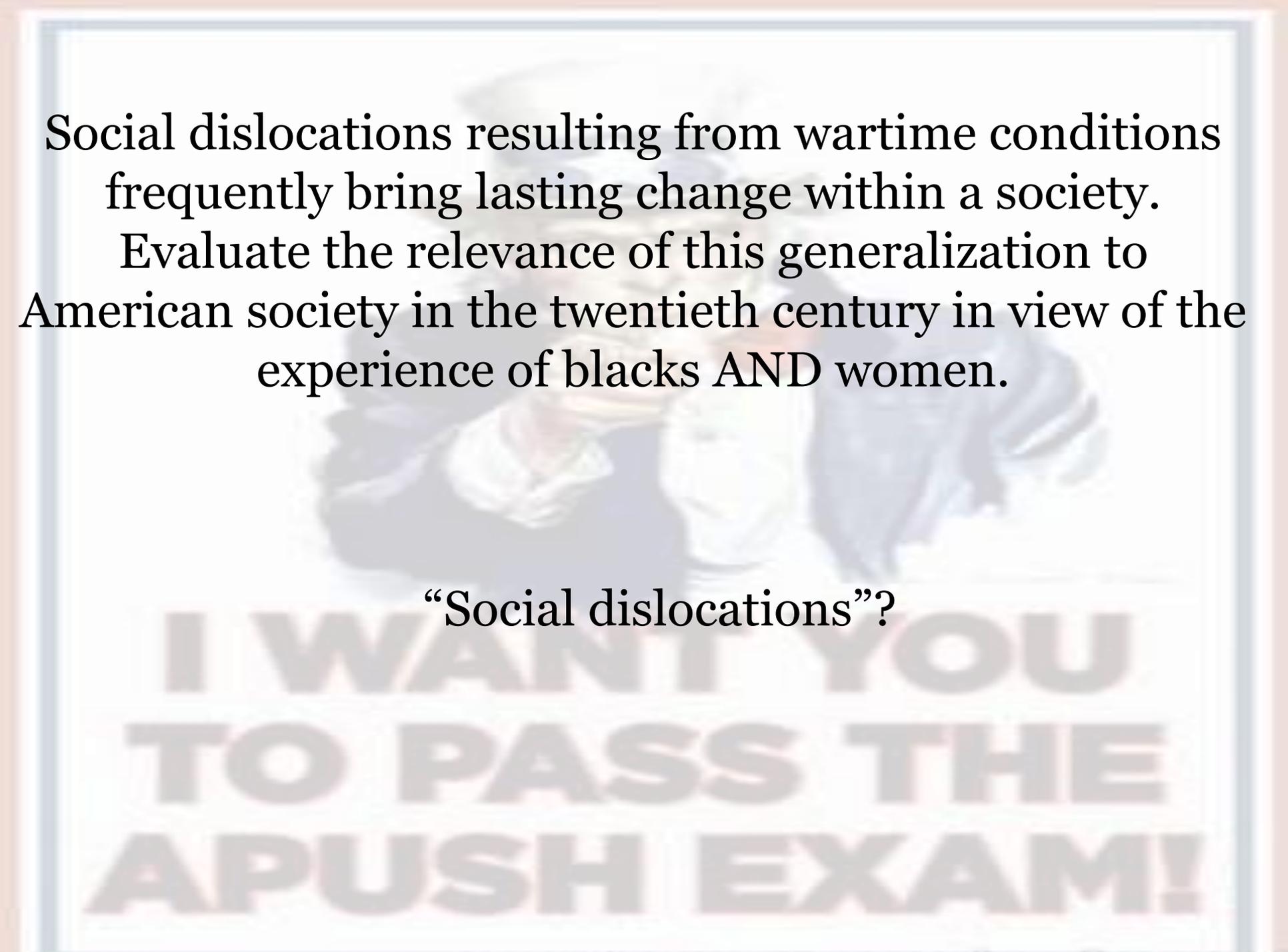
2016

Evaluate the extent to which the ratification of the 14th and 15th Amendments marked a turning point in the history of U.S. politics and society.

In the development of your argument, explain what changed and what stayed the same from the period immediately before the amendments to the period immediately following them.

Continuity and change over time (with the use of “Periodization”)

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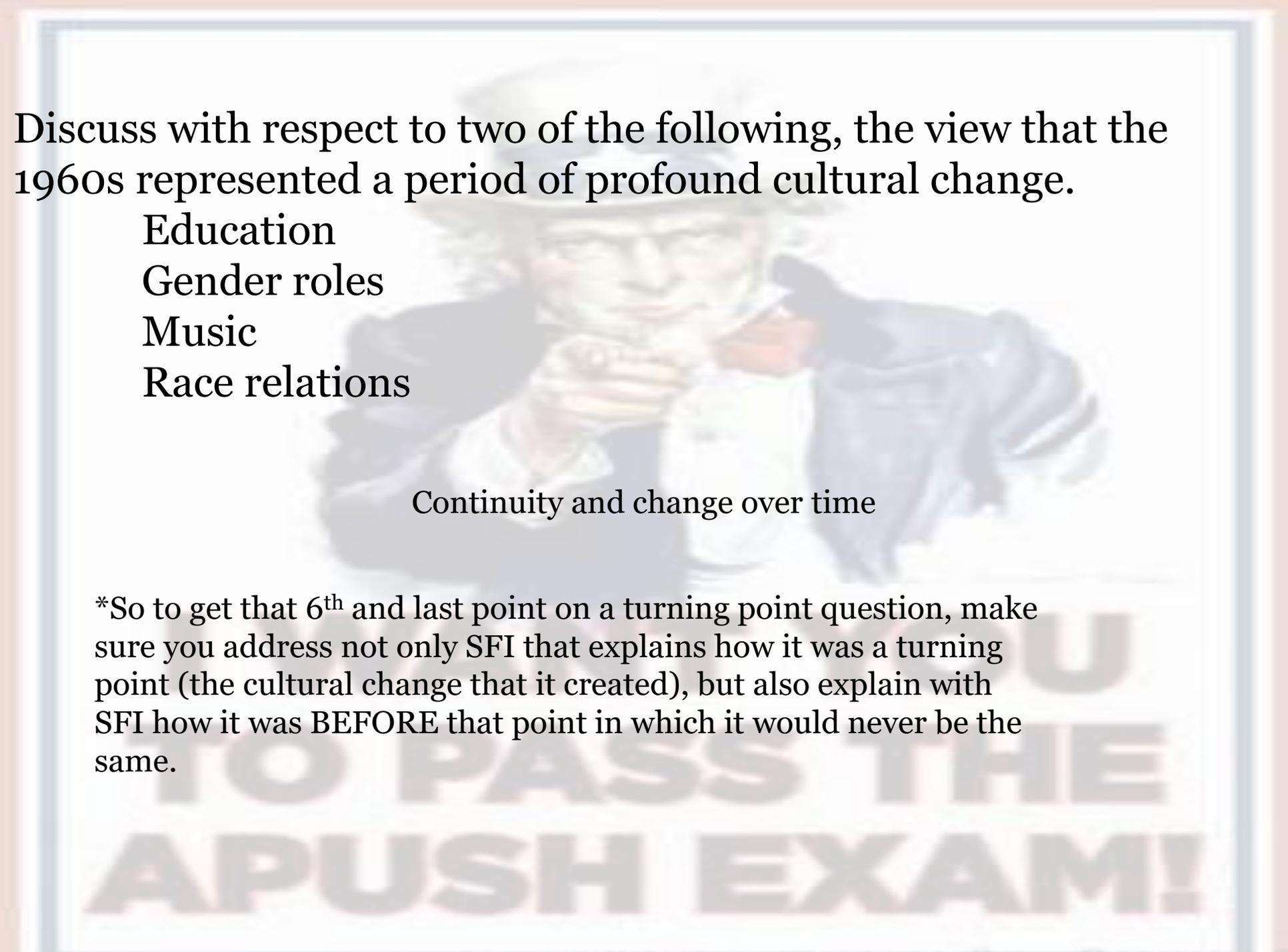


Social dislocations resulting from wartime conditions frequently bring lasting change within a society.

Evaluate the relevance of this generalization to American society in the twentieth century in view of the experience of blacks AND women.

“Social dislocations”?

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Discuss with respect to two of the following, the view that the 1960s represented a period of profound cultural change.

Education

Gender roles

Music

Race relations

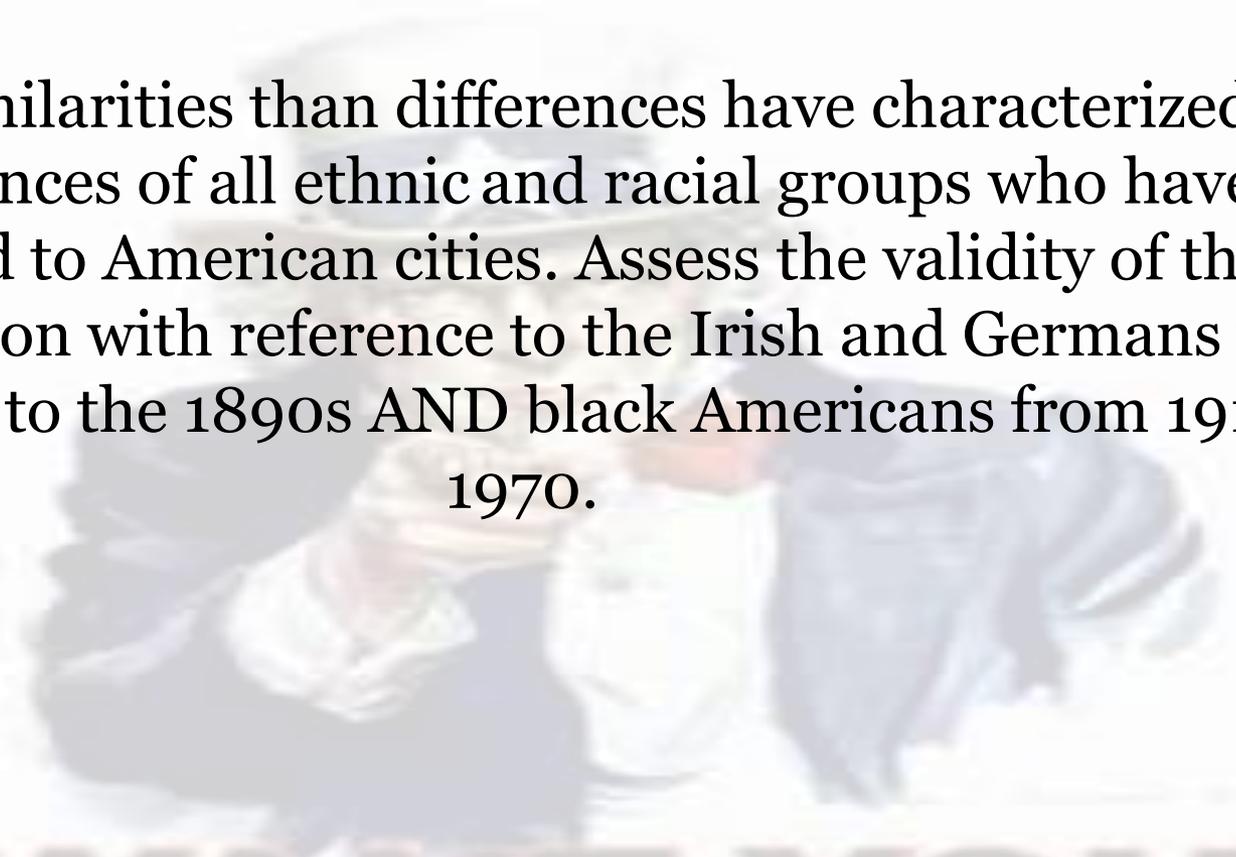
Continuity and change over time

*So to get that 6th and last point on a turning point question, make sure you address not only SFI that explains how it was a turning point (the cultural change that it created), but also explain with SFI how it was BEFORE that point in which it would never be the same.

4. Compare and Contrast Reconstruction and the Civil Rights Movement

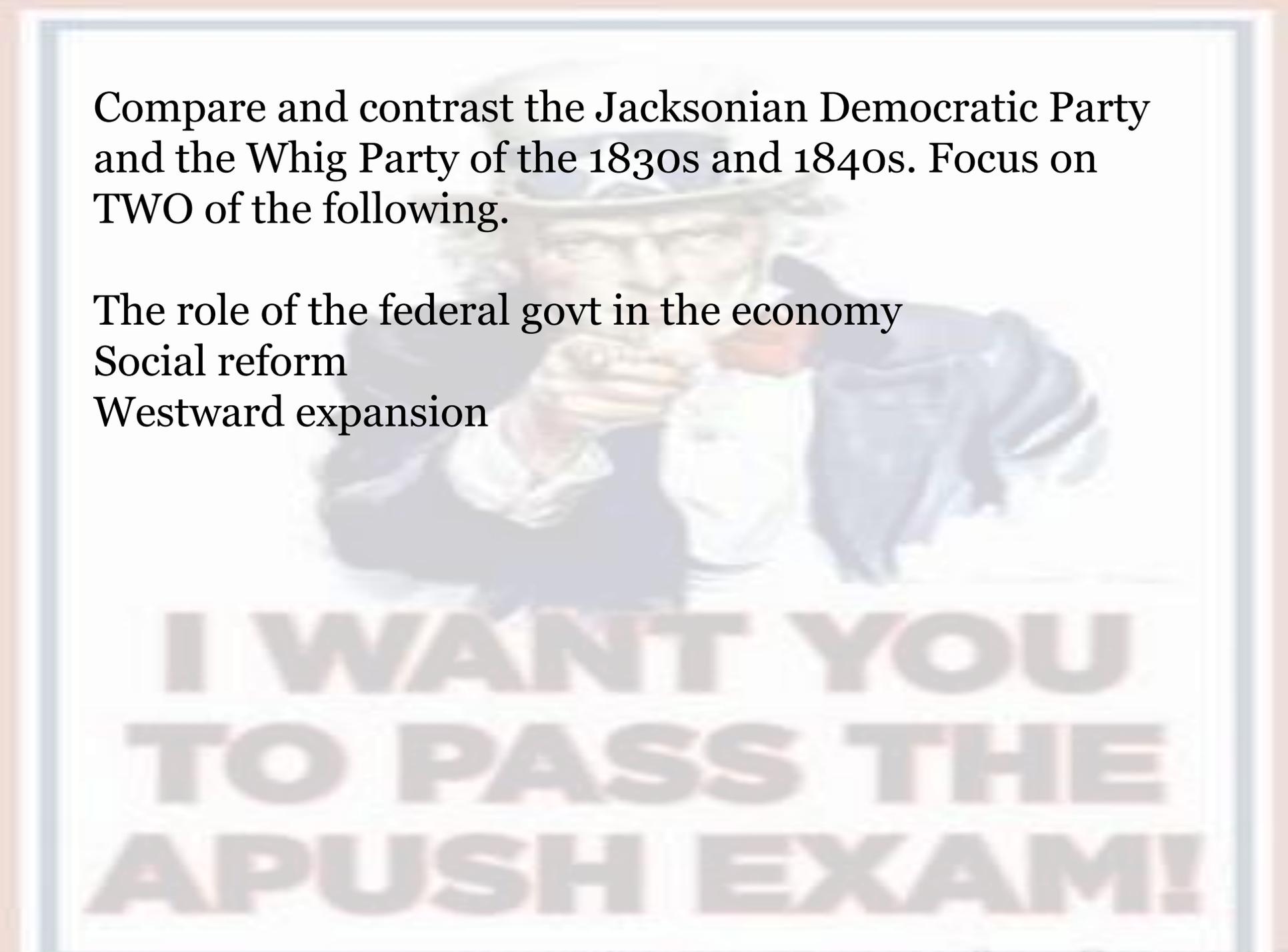
Similarities	Differences
Both look to expand minority rights	Reconstruction was concerned with rights for newly-freed blacks
Both were met with fierce resistance to deny upward social mobility	Civil Rights Act of 1964 included women and other minorities
	Many Reconstruction reforms were ignored by the white South
	Although, the Equal Rights Amendment failed for women during the Civil Rights Era in the 70s
	Reconstruction achieved the passage of the Civil War Amendments

*So to get that 6th and last point, make sure you address not only similarities (with SFI) but also explain (with SFI) the differences.



Greater similarities than differences have characterized the experiences of all ethnic and racial groups who have migrated to American cities. Assess the validity of this generalization with reference to the Irish and Germans from the 1840s to the 1890s AND black Americans from 1915 - 1970.

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Compare and contrast the Jacksonian Democratic Party and the Whig Party of the 1830s and 1840s. Focus on TWO of the following.

The role of the federal govt in the economy

Social reform

Westward expansion

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Helpful Links

This is College Board's recent take on the Historical Thinking Skills:

<https://apcentral.collegeboard.org/courses/resources/ap-history-disciplinary-practices-and-reasoning-skills>

The Jocz tutorial can be found on my "Resources" tab:

<https://leiningr.weebly.com/resources1.html>

Kaplan also has a good "read-through" tutorial here:

<https://www.kaptest.com/study/ap-us-history/how-to-approach-the-ap-u-s-history-long-essay-question/>

This link takes you to a list of all the released SAQs, DBQs, and LEQs by Period:

<https://fiveable.me/us/apush-essay-prompts/>