Exam Overview

<table>
<thead>
<tr>
<th>Section</th>
<th>Question Type</th>
<th>Number of Questions</th>
<th>Number of Minutes</th>
<th>Portion of Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Part A: Multiple-choice questions (MCQ)</td>
<td>55</td>
<td>55 min</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>Part B: Short-answer questions (SAQ)</td>
<td>3</td>
<td>40 min</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Part A: Document-based question (DBQ)</td>
<td>1</td>
<td>60 (includes 15 min. to read)</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Part B: Long Essay Question (LEQ)</td>
<td>1</td>
<td>40</td>
<td>15%</td>
</tr>
</tbody>
</table>
Scoring Scale and Guide
15 minutes for reading, and 45 minutes to write

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
<td>Respond to the prompt with a historically defensible thesis/claim that establishes a line of reasoning</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Context</td>
<td>Describe a broader historical context relevant to the prompt</td>
<td>0-1 point</td>
</tr>
<tr>
<td>Evidence</td>
<td>Use the content of at least three documents to address the topic, or support the thesis with at least six documents</td>
<td>0-2 points</td>
</tr>
<tr>
<td>Outside Info</td>
<td>Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to the thesis</td>
<td>0-1 points</td>
</tr>
<tr>
<td>Analysis</td>
<td>For at least three documents, explain how/why the point of view, purpose, situation, and/or audience is relevant to the thesis</td>
<td>0-1 points</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Demonstrate a complex understanding of the prompt, using evidence to corroborate, qualify, or modify the argument</td>
<td>0-1 points</td>
</tr>
</tbody>
</table>

The Question

What is the question asking me to do?

- You will have 60 minutes, which includes 15 minutes to read the documents.
- Identify the topic (what the question is really about).
  - Is it about the political or social causes of the Civil War?
- Determine the time frame. (It will be from periods 3-8.)
  - Is it about the events leading up to the Civil War, the war itself, or the results of the war?
- Underline all things the question is asking.
  - Is it asking about the political and social causes of the war?
Pre-Writing

Outlining the Question

- Do a scratch outline before reading the documents.
- Jot down outside evidence to use in the body.
- Organize things just like an LEQ:
  - Introduction with pre-contextualization and an XABY thesis
  - Three main points with a body paragraph for each
  - Closing paragraph with a summary and post-contextualization

Pre-Writing

“HIPPo” Each Document

- Do NOT use quotes from the documents.
- In the 15 minutes, note how each document supports an aspect of the thesis.
- Also note one of the following things in each document:
  - Historical context
  - Intended audience
  - Purpose
  - Point of view

Example:

“Washington’s farewell address gave warnings and instructions about political parties, international relations, credit and commercial policies. The purpose was to establish general principals that would help the young nation develop, while at the same time protect it from harm.”

IMPORTANT
Be sure to review the source info for each document.
In the broad context, the American Revolution was a small part of an overarching goal of Britain to maintain control over its colonies. This power struggle would determine the fate of the British (and other European nations) as a world power. Taxes and raw materials from the colonies were necessary requirements to maintain Britain’s position in the world. Therefore, the Revolution was not simply a minor rebellion within a tiny colony, but a major shakeup which ultimately led to the downfall of the greatest nation in the world and would lead to a new world power.

The secret formula: $X$; however, $A$ and $B$. Therefore $Y$.

- These are not necessarily standalone sentences. They are concepts.
- $X$ represents the strongest counterpoint to your argument. This can be an alternative argument or a qualification.
- $A$ and $B$ represent the two strongest points for your argument.
- $Y$ represents the position you will be taking on the prompt. This is your historically defensible claim.
The Body

Evidence

- Use the content of at least three documents to earn one point.
- Or, support the thesis with evidence from at least six documents to earn two points.
- Earn an additional point by supporting the thesis with at least one piece of information not in the documents.

In each body paragraph...

- Introduce the main point (X, A or B) in an introductory sentence.
- Use examples from at least two different documents per paragraph.
  - Use in-text notations to identify documents—(Doc B).
- Explain a HIPPo point from each document used.
- Give a piece of outside evidence in each paragraph.
  - CITE and EXPLAIN each example.
- End with a sub-conclusion that connects directly to the thesis.
  “Given these factors, the (main point) is valid because (sub-conclusion).”
AP U.S. History Exam The Document-Based Essay Question

The Conclusion

Use the following structure:

• Give an overall summary that goes something like this:
  - “Given these points (summary of sub-conclusions), the thesis (restate thesis) is valid because of (overall conclusion).”

• Provide three sentences of post-contextualization that:
  - have information going to about 20 years after the essay topic.
  - explain the significance of the topic in the broader historical context.

AP U.S. History Exam Document-Based Essay Questions

Summary

The outline of the essay:

• Introduction
  - Pre-contextualization
  - Complexity formula that identifies the main points
  - Historically defensible claim

• Body
  - Paragraph for each main point
  - Topic sentence to start each paragraph
  - 3-4 supporting examples that are cited and explained
    - At least two from the documents (at least 6 total)
    - At least one from outside the documents
    - Discuss the HIPP of the documents (at least 4 total)
  - Sub-conclusion

• Conclusion
  - Summary
    • sub-conclusions
    • overall conclusion
  - Post-contextualization