



Social Studies Virtual Learning

Period 1 Review: Writing on the AP Exam

April 9, 2020



AP European History

Lesson: April 9, 2020

Objective/Learning Target: The student will be able to write an effective thesis and support it with effective evidence.

Warm Up

What key terms from lessons 1-3 relate to gender, race, or class?

In what ways do those terms/ideas help explain the way that gender, race, or class affected the way that people interacted with society as a whole?

If you are using flashcards, pull the related flashcards aside. If you have guided notes/other materials set those aside for our LEQ (long essay question) practice.

Lesson/Activity

Today we will practice some writing skills for the AP exam. The prompt we will use for this period is:

Explain THREE ways that ethnicity, race, or class have defined the relationship between the individual and society.

Lesson/Activity

We will not be writing an entire LEQ today, but rather practicing two specific pieces of it. Those pieces will be:

- 1) An effective thesis
- 2) Strong supporting evidence

[Here is another link](#) to the College Board's AP Writing Rubrics for history. Page 2 has the DBQ rubric, and we'll be working on points for part A (Thesis) and part C (Evidence). If you prefer Tom Richey's rubric, you can [find it here](#).

Lesson/Activity

Writing your thesis

Considering the prompt: “Explain THREE ways that ethnicity, race, or class have defined the relationship between the individual and society,” create what you believe to be a strong argument using the guidelines laid out in part A of the rubric. Remember, a solid thesis (particularly for an essay this short) should:

- Generally be a single sentence.
- Stake a claim (don’t just restate the prompt)

An example thesis for this prompt might be: **The European colonization of the New World and the interactions between Europeans, indigenous American cultures, and African slaves are key in understanding New World society.**

Lesson/Activity

Using evidence

Considering the prompt and your thesis, what evidence best proves your point? Look at part C of the rubric. What historical examples help you make your claim? It is important to not only lay out your evidence, but to also explain how it helps you prove your point. While a DBQ gives you some evidence in the form of primary and secondary documents, it is important to provide evidence *beyond the documents* as well. Some examples of evidence for the example thesis might be:

- **The implementation of chattel slavery--mostly African--in order to replace the decimated native population**
- **The Encomienda system and its racial/ethnic hierarchy**
- **The “God, Guns, and Glory” of early Latin American colonization vs. the religious freedoms sought in early New England colonization**

Practice

Write out your thesis and lay out at least three pieces of historical evidence you could use to support it for the prompt:

Explain THREE ways that ethnicity, race, or class have defined the relationship between the individual and society.

Partner up with someone from class and trade your thesis statements and evidence over email for peer review. Compare what they have to the rubrics--there are three points available between the thesis and evidence in your essays.

Reply to their email with feedback based on the rubric. What would you score their thesis and evidence as? Why? Feel free to reach out to your teacher for help if you need it.