Tips from the mock reading

LEQ
- **Easiest 3 points:**
    - **Thesis**
    - **Context**
    - **Evidence**
- **Knowing history is not the same as using history**
    - **Readers want you to use history**
- **Look at prompt and think before they write**
    - **10 minutes to brainstorm and organize**
    - **Outlines below the prompt**
    - **What do I know about this topic**
- **Context**
    - **Opening paragraph**
    - **Start broad and dial in and set the stage for the prompt**
    - **Think of timelines: What do the dates start and stop as they do**
    - **Depending on the prompt, they can talk about things before, during, or after the dates of the prompt.**
- **Thesis**
    - **Last two sentences of context paragraph**
    - **One sentence for claim/one for line of reasoning**
    - **If feeling uncertain, rewrite the thesis at the end (if you have time)**
    - **Should not be descriptive….must be a direct claim about an event, process, or concept.**
    - **Be prepared in Complex Understanding paragraph to modify or qualify your thesis…"On the other hand…"**
    - **Avoid SPICE groupings...need to think deeper than this.**
    - **Use synonyms for basic words...instead of saying "a lot", say this is significant, unprecedented, continuous, inclusive, incontrovertible, the driving factor, unparalleled, monumental, moderate, radical, minimal, transformative, complex, gargantuan, inclusive, encompassing, inevitable**
    - **Line of Reasoning: If X is you claim, the claim follows through Y and Z.**
- **You can't double-dip for points**
    - **Can't use the same piece of evidence for two categories on the rubric**

- **Evidence**
    - **Must be relevant to the prompt**
    - **Think Proper Nouns and specific data**
    - **Never say "you" or "it" or "they" anywhere in your essay.**
    - **Need two pieces of evidence to get points, but you need 4-7 pieces of evidence to get argument point IF you actually make an argument**
    - **Don't quote anything in LEQ's and DBQ's.**
- **Argument**
    - **Support argument and tie every piece of evidence to thesis**
    - **Should be qualitative and quantitative…**

- **Historical Reasoning**
    - **Need to make sure they're not correlating coincidences**
    - **Infer: "For Sale, baby shoes, never worn".**
    - **Don't over-worry if you're making enough comparisons/contrasts or changes/continuities or causes/effects. Simply answer the prompt well and you'll do these things.**
    - **Knowing history is not the same as using history...readers want to see you use history.**
- **Complexity**
    - **Nuance, nuance, nuance...Did I say nuance?**
    - **The Grey Area….The whole last paragraph you modify or qualify (challenge) your argument.**
    - **Think of a prompt is a sliding scale.**
    - **Your thesis is one point on the scale.   Discuss another point on the scale.**
    - **Avoid black/white arguments. Events were not all or nothing, they were significant or moderate or minimal.**
    - **Use the sentence stem "on the other hand".**
    - **This is why history is NOT math.**
    - **Tell me why X is true. Now, tell me why X is false.**
    - **Think about who things changed for and who things didn't change for….social classes, for example**
- **Readers take 1½ to 2 minutes per LEQ and 3 minutes per DBQ.**
- **When you brainstorm, MAKE CONNECTIONS! Your teachers should model this often.**
    - **Make a visual map**
    - **Make a web**
    - **Do these during Socratic Seminars**

DBQ tips (A score of a 4 or 5 is GREAT)
- **Tips for context and thesis are the same for LEQ.**
- **The documents and dates are clues for what your argument should be. You must infer information from the sources to see connections.**
- **The biggest mistake is to offer what the document says without analyzing the document. Be minimal on these descriptions.**
- **Brainstorm and think of possible answers to the prompt BEFORE you read the documents. Then use the documents to begin to form groupings and a thesis.**
- **Complex understanding**
    - **Should be sophisticated, not superficial, descriptions**
    - **It good to use outside evidence here as you offer more nuanced or "on the other hand" arguments.**
- **Topic sentences and transitions are really important to get the Complex Reasoning points**
- **Some sentence stems for complex understanding:**
    - **However…**
    - **On the other hand…**
    - **Despite (my thesis), x can still be argued.**
    - **My thesis is complicated when X us is taken into account.**
    - **A modification of this argument is….**
    - **X is a turning point because….**
    - **It is important to note…**
- **When you use HAPP (Historical Situation (Context), Audience, Purpose, POV) in the body of your essay, it needs to aid the thesis.**