

Embracing the complexity point for LEQs and DBQs!

Unicorns are Real!



Brief summary of part 1 available at
<https://youtu.be/3SPoimTa0II>



Matt Cone, Plano Senior High School

Beckie Richardson, Allen High School

Why are we here?

An **A** **G** **E** **N** **D** **A**...

1. Welcome to Best Practice → Complexity
2. What is the “unicorn?” → Introduction
3. What this the “unicorn?” → Breaking it down
4. Strategies for instruction → Empowering Students to Go Beyond Expectations
5. Skill Breakdown → C-C-CCOT
6. Accelerating analytical thinking → Simple thesis approach
7. Building the habit → Brainstorming
8. Complexity culture → Smells like cotton candy
9. Q & A



Many of the topics and sequencing evolved from concerns from teachers and students in recent years as well as experience in APSI instruction.

Rubric Recap

THESIS/CLAIM (1 point)

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

CONTEXTUALIZATION (1 point)

Describes a broader historical context relevant to the prompt.

EVIDENCE -- Support for Argument (2 points) Provides specific examples of evidence relevant to the topic of the prompt.

Supports an argument in response to the prompt using specific and relevant examples of evidence.

ANALYSIS AND REASONING

(2 points)

Uses historical reasoning (e.g., comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

Demonstrates a **complex understanding** of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

THESIS/CLAIM (1 point)

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

CONTEXTUALIZATION (1 point)

Describes a broader historical context relevant to the prompt.

EVIDENCE (3 points)

Uses the content of at least three documents to address the topic of the prompt. Supports an argument in response to the prompt using at least six documents. Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.

ANALYSIS AND REASONING

(2 points)

For at least three documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

Demonstrates a **complex understanding** of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

← The "unicorn" is complexity
For both LEQ and DBQ



What is the Unicorn?

What is the Unicorn?

It is one of the points available on the LEQ and DBQ rubrics, also known as complexity.

From the LEQ & DBQ rubrics:

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

It is NOT a reward for sophisticated writing; all essays are graded as rough drafts.

When I asked teachers across the country what they called this point, many of the answers were discouraging and a bit humorous. We hope this presentation will help more teachers embrace the point with positivity and enthusiasm.

What do you call it?



Unicorn or Pretty Pony Point

The Bad Ass Point

The No Chance Point

The CB can't really explain what it is point

The $_ \backslash _ (\text{ツ}) _ / _$ point

The I have no idea, it just looks pretty point

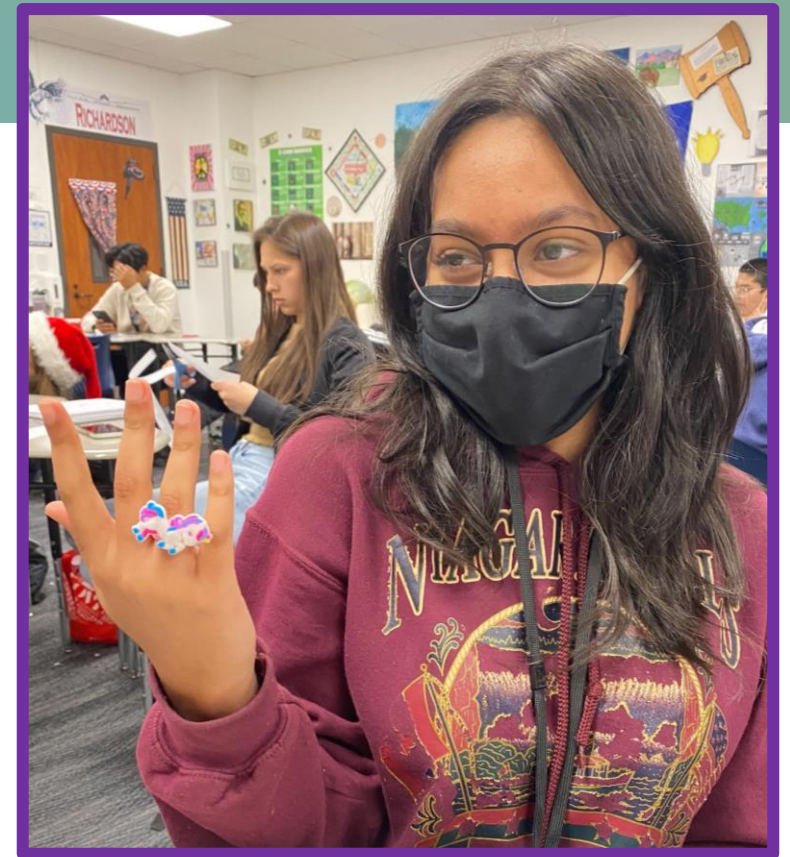
The first overboard point

The don't even worry about it point

The don't bother teaching it point

NOTE:

My students and I thoroughly enjoy calling the complexity point the “unicorn.” Some people discourage this term as it suggests impossibility. Therefore, the “Pretty Pony Point” may be a better name (since ponies are real). In my room... we simply say that unicorns are REAL! And they smell like cotton candy!



Ishita sporting her unicorn ring, a reward for her first complex essay!

Celebrate Complexity!



One of my goals is to encourage teachers and students to celebrate complexity and not be afraid of it. Many students naturally have the skill and empowering them to show off their skill is key. Many students approach essay writing in a very formulaic way, and when they have natural thoughts/connections they shut them down. Encourage them to write them down rather than shutting them down.

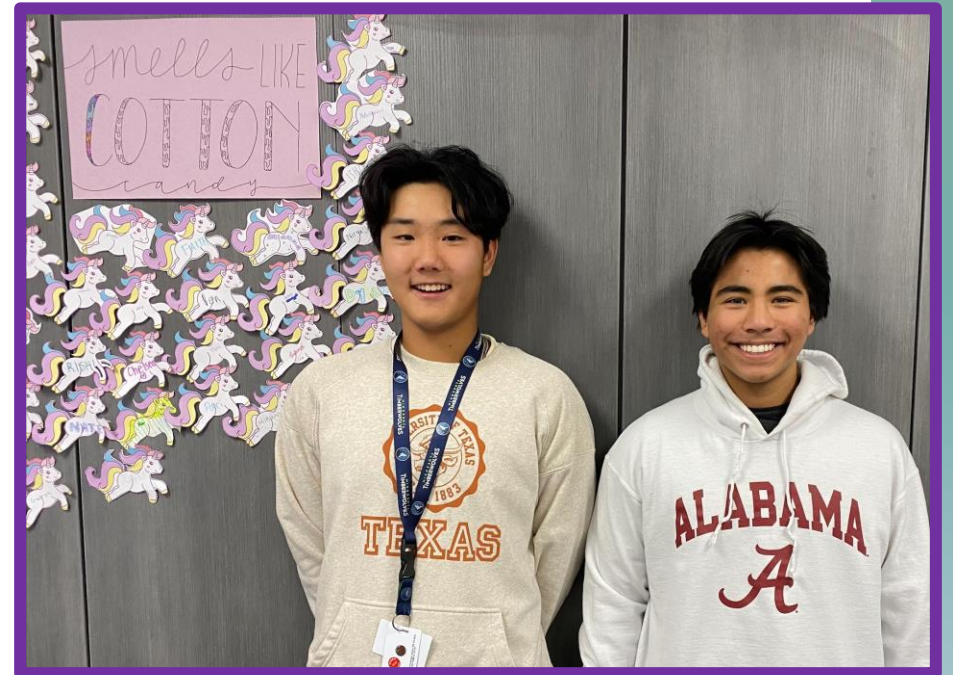


Aishu proudly adding her name to the wall.

Don't be scared. You can teach it and they can do it.

I believe that we should empower our students in every way possible to develop various historical analysis skills even when the mountain is high. We can climb it together. They are capable, we are capable, and the peak is reachable.

- Beckie Richardson



I have met countless teachers who state they don't teach this skill, tell their students not even to try for it, and/or don't truly understand what it is. Right after the redesign, I remember someone at the reading saying, "you'll know it when you see it." That never made sense to me. I had to break the rubric down, examine sample essays, and develop my own understanding before I could effectively teach it.

The road to complexity begins with a simple question: *How can you go beyond expectations?*

Prompt:

Evaluate the extent to which differing views on the Constitution caused the formation of the first two party system.

Expectations:

Causation, Strict vs. Loose Construction, Hamiltonian vs Jeffersonian views, etc. and the Federalist & Democratic-Republican Parties

Beyond Expectations:

Evaluate another cause such as the French Revolution, evaluate continuity from first to second party system, compare first two parties to modern day parties, explain Washington's views and the impact of his Farewell Address, etc.





Breaking It Down

LEQ Rubric

How do we get kids to do this?

ANALYSIS AND REASONING

Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

1 Point

OR

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

2 Points

To earn the second point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways, such as:

- *Explaining nuance of an issue by analyzing multiple variables*
- *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects*
- *Explaining relevant and insightful connections within and across periods*
- *Confirming the validity of an argument by corroborating multiple perspectives across themes*
- *Qualifying or modifying an argument by considering diverse or alternative views or evidence*

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Corroborates, modifies, or qualifies an argument using evidence to demonstrate a complex understanding of the historical development that is the focus of the prompt

Analysis & Reasoning: Break it Down

Now go backwards...

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Corroborates, modifies, or qualifies an argument using evidence to demonstrate a complex understanding of the historical development that is the focus of the prompt

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

- *Explaining nuance of an issue by analyzing multiple variables*
- *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects*
- *Explaining relevant and insightful connections within and across periods*
- *Confirming the validity of an argument by corroborating multiple perspectives across themes*
- *Qualifying or modifying an argument by considering diverse or alternative views or evidence*

Analysis & Reasoning: Break it Down

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

- *Explaining nuance of an issue by analyzing multiple variables*
- *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects*
- *Explaining relevant and insightful connections within and across periods*
- *Confirming the validity of an argument by corroborating multiple perspectives across themes*
- *Qualifying or modifying an argument by considering diverse or alternative views or evidence*

Part 2



Embracing the complexity point for LEQs and DBQs!

Unicorns are Real!

Explaining it to Students





Brief summary video of part two
available at

https://youtu.be/7wu540Lw_Fg

Explaining it to Students

What are the ways?

*“A response may demonstrate a **complex understanding** in a variety of ways”*



Emma was happy to have one finger free for her unicorn! 😊

From the Rubric:

Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

*To earn the second [analysis and reasoning] point, the response must demonstrate a **complex understanding**. This can be accomplished in a variety of ways, such as:*

- *Explaining **nuance** of an issue by analyzing **multiple variables***
- ***Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both causes and effects***
- *Explaining relevant and insightful **connections within and across periods***
- ***Confirming the validity** of an argument by **corroborating multiple perspectives** across themes*
- ***Qualifying or modifying** an argument by considering **diverse or alternative views or evidence** This understanding must be part of the argument, not merely a phrase or reference.*

From the Rubric:

Demonstrates a complex understanding of the historical development of the concept that is the focus of the prompt, using evidence to corroborate and/or modify an argument that addresses the question.

To earn the second [analysis and reasoning] level, students must demonstrate a **complex understanding**. This understanding includes ways, such as:

- Explaining *nuances* or *variables*
- **Explaining both continuity and change**, or explaining both causes and effects
- Explaining *meaningful connections within and across periods*
- **Conjuncting** an argument by **corroborating multiple perspectives** across periods
- **Qualifying or modifying** an argument by considering **diverse or alternative views or evidence**. This understanding must be part of the argument, not merely a phrase or reference.

Celebrate and Accentuate Students' Strengths!

Nuance and Modify, and Qualify

From the rubric: *Explaining **nuance** of an issue by **analyzing multiple variables**, **Qualifying or modifying** an argument by considering **diverse or alternative views or evidence** This understanding must be part of the argument, not merely a phrase or reference.*

Nuance: subtle difference in meaning

Modify – Alter or change an argument... aka...
discussing a differing viewpoint

Qualify – prove or make stronger an argument...
aka... providing further justification or evidence
to strengthen an argument



NOTE: I don't use these terms in class. They confuse more than they help. I do encourage them to acknowledge varying viewpoints. (They understand that!)

Nuance and Modify, and Qualify

From the rubric: Explaining *nuance* of an issue by *analyzing* variables, *Qualifying or modifying* an argument by considering the views or *evidence*. This understanding must be present in a phrase or reference.

Nuance: subtle differences

Modify

discuss

Qualify

aka...

to strengthen

Celebrate and Accentuate Your Strengths!

to get an argument...

justification or evidence

to strengthen argument



NOTE: I don't use these terms in class. They confuse more than they help. I do encourage them to acknowledge varying viewpoints. (They understand that!)

More on Qualifying

From the rubric: *Explaining nuance of an issue by analyzing multiple variables, **Qualifying** or modifying an argument by considering diverse or alternative views or evidence This understanding must be part of the argument, not merely a phrase or reference.*

Qualify – Some teachers focus on qualifying simply as “giving value to your claim.” For example, “a major cause,” “changed to a greater extent, Or “were different by only a small amount.” In a prompt, “to What extent” is a qualifier (or at least prompting students To qualify their argument).

As an AP reader, I have not seen consistent qualifying beyond expectations for the complexity point. However, if your students can do this well... encourage them to practice it regularly.



Both and Multiple

From the rubric: *Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect*

If the prompt asks for change... give them continuity and change!

If it asks for differences... give them similarities and differences!

If it asks for results... give them reasons for too!

For causation, students could go beyond base requirement of two pieces of outside evidence and discuss multiple.

NOTE: This is one of the “easiest” ways for students to extend their analysis, I’ve found. They understand it and can do it well.



Example of Both

CCOT Prompt:

To what extent did the roles of women **change** in American society between 1790 and 1860?

Although the roles of women in American society maintained continuity to a large extent from 1790 - 1860 as their opportunities beyond the home were very limited throughout the period, their roles also changed to smaller extent as more jobs became available.

Evidence for Continuity: Republican Motherhood, Cult of Domesticity, Property Rights, Voting Rights, Access to Higher Education

Evidence for Change: Women's Movement, Seneca Falls, Nursing, Teaching, Lowell Girls



**Expectation:
Evaluate changes**

**Go Beyond
Expectations:
Also evaluate
continuities!**

Example of Multiple

Causation Prompt:

Evaluate the extent to which the Second Great Awakening influenced American society from 1800-1860.

Brainstorm... and go beyond expectations:

Abolition and other reforms inspired by SGW

Increased roll of women with leadership in reform groups,

Grimke Sisters, Dorothea Dix,

Temperance, Increased focus on religion, New Churches,

Mormons, Utopias

The expectation is two pieces of evidence in an LEQ and one piece in DBQ.

Insightful Connections

From the rubric:

*Explaining relevant and **insightful connections** within and across periods*



Christopher is so proud of his unicorn ring; he wears it everyday.

Making Connections
can lead to Complexity!
Columbian Exchange

Horses to Americas
Potatoes to Europe
Smallpox to Americas

Plains Indians' culture,
American transportation, Italian food,
Irish potato famine, vaccines

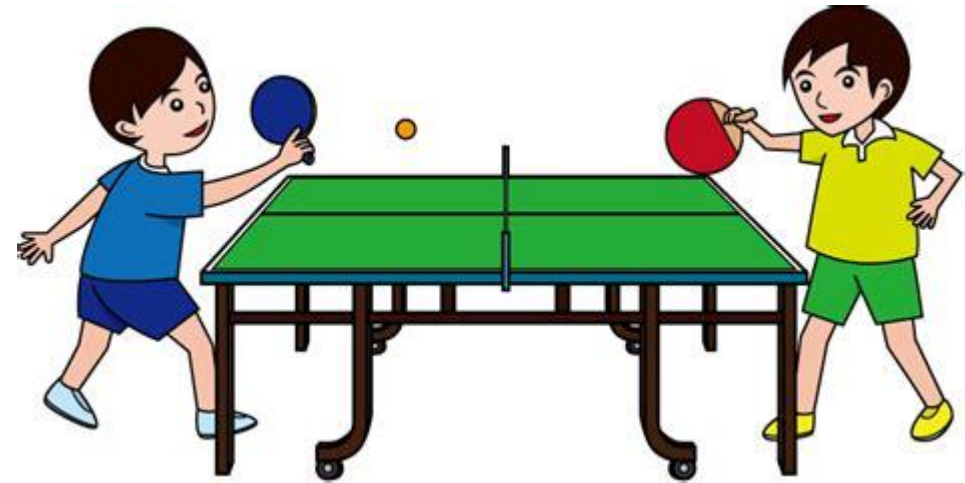
During lecture, discussion, or review sessions... ask students to "brain dump" not only what they know about a topic but also what else comes to mind. For example, don't simply discuss what the Columbian Exchange was or how it impacted the world during the Colonial Era. Ask them about modern times... is the horse significant to American culture? Is the tomato significant to European culture? What about potatoes? They may make a connection to ethnic foods or to the Potato Famine. If you start simply with discussions and encouraging them to recognize the connections they make... they can become comfortable including those thoughts in their writing. It doesn't have to be a priority. But encouraging them to go beyond the expectations or limitations of the prompt can empower them to do more!

From the rubric: Explaining relevant and **insightful connections** within and across periods

Ping Pong Complexity

Identify one key concept from your essay and then connect it to **a similar or different concept from another era or geographic region**. Define the concept, making sure it is relevant to your topic and thesis, and then shift across the table and do the same for the topic you're connecting to. Go back and forth at least three times, clearly explaining how your topic and thesis relates to that other topic/era/region.

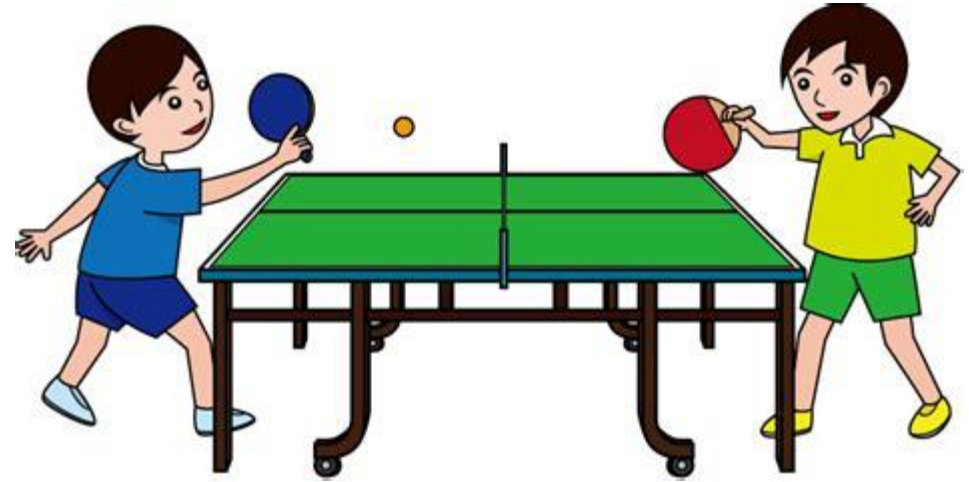
The ping-pong image illustrates going back and forth between two eras. Extending analysis and going beyond expectations by connecting to another time.



Sample Ping Pong

Prompt:

Evaluate the ways European contact with Native American societies impacted the cultures.



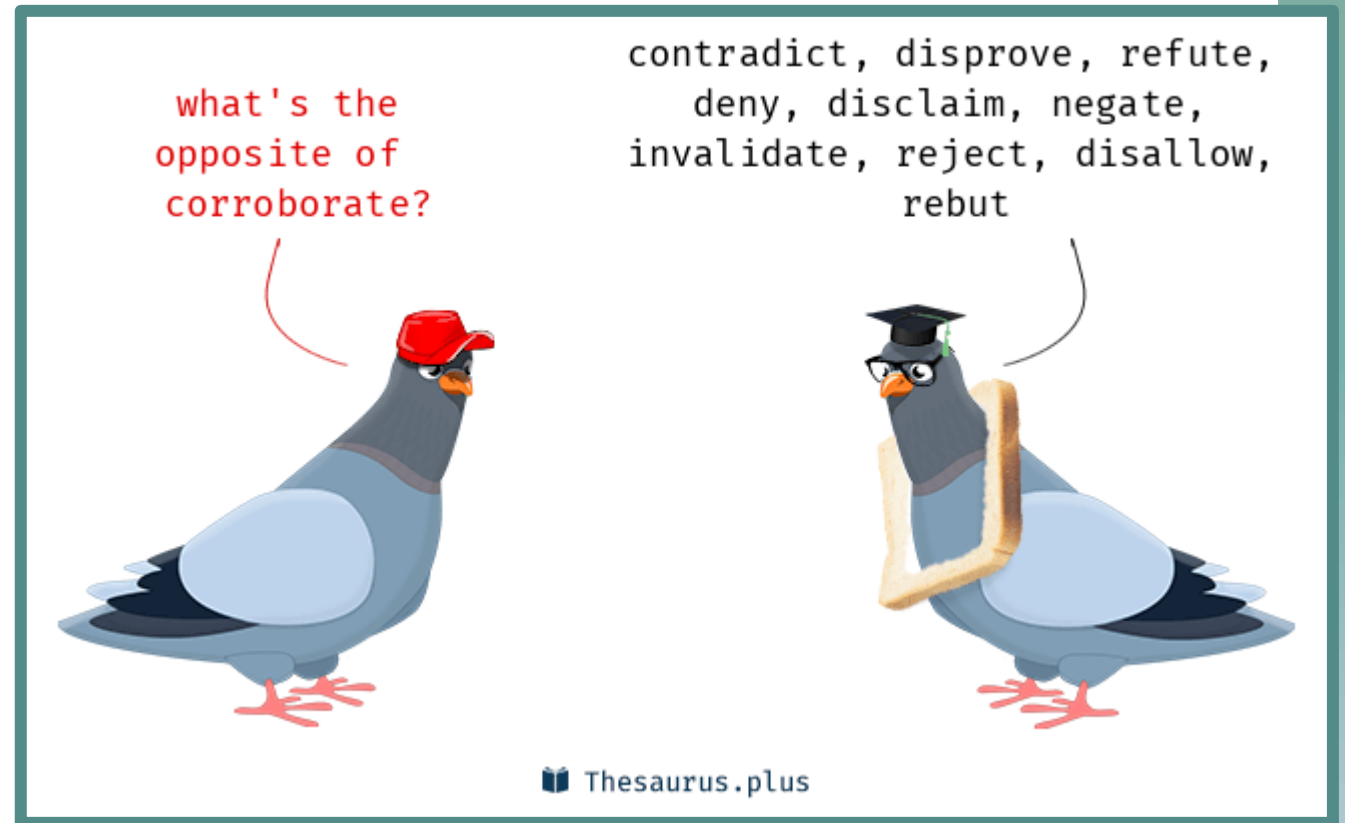
During the Colonial Era, the Columbian Exchange brought many animals to the New World such as the horse. The horse dramatically improved Native American culture as it helped them become more mobile and efficient hunters. In a later era, the 1800s, many of the highly skilled horsemen living on the plains were unable to adequately defend their territory as American expansion eventually enclosed the West. The horse was a great benefit to all that mastered it from Colonial times through later eras, but the advantages it provided were short lived as eventually most natives were forced onto reservations and the buffalo (American bison) they hunted nearly extinct.

Corroborating

From the rubric: *Confirming the validity of an argument by **corroborating multiple perspectives** across themes*

Corroborate:

To make more certain,
aka strengthen an argument
by presenting multiple pieces
of evidence or using multiple
documents to support the same
argument



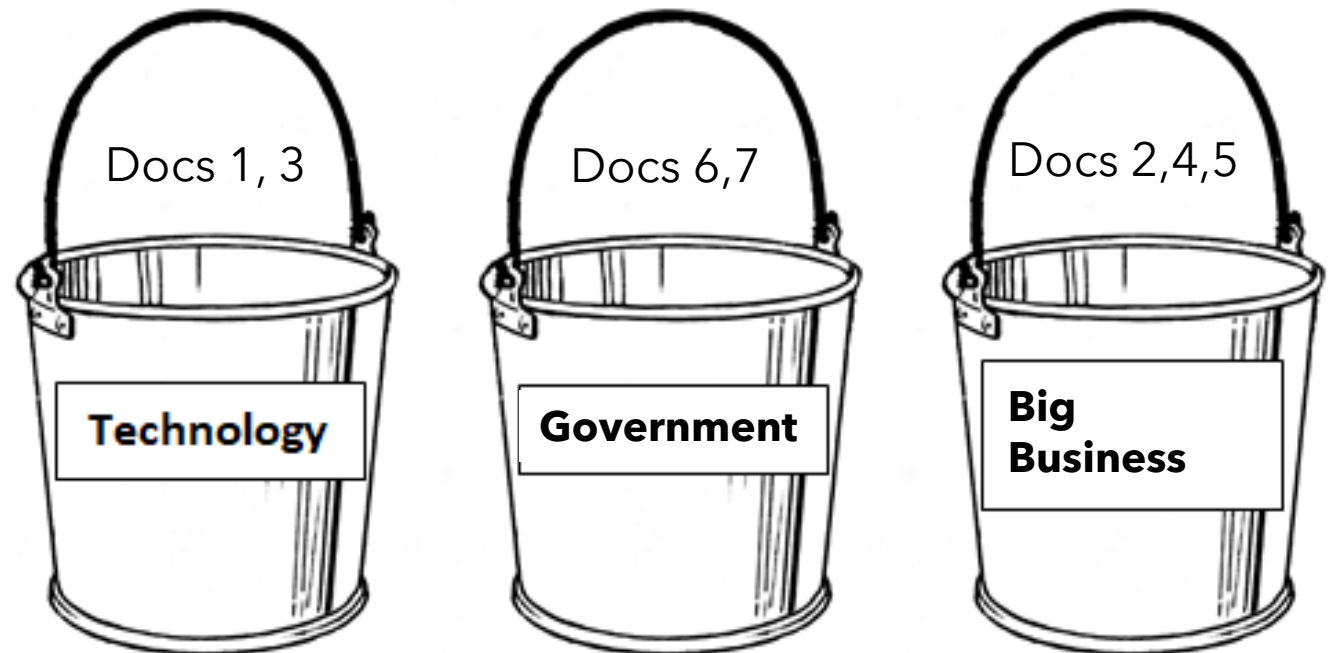
NOTE: This is a term I do use in class, mainly during DBQ practice.

To Group or not, hmmm... There is no "grouping point."

Some students learn to group from other courses and automatically use the strategy in APUSH DBQs. It is a great, higher-level strategy and skill... HOWEVER, it can eat up a lot of time for lower-level kids or kids with anxiety during a highly stressed, timed exam. For those that do group, have them explain why they are putting them together. Those two or three sentences can show the reader they are going beyond expectation by corroborating evidence. This would need to be done more than once, FYI.

Grouping can be time consuming for many.

For those who have that skill, coach them to explain why they are grouping.



Corroborating & Grouping Example

Doc. 1

Source: John C. Calhoun, address to Congress on Mexico, 1848.

We are anxious to force free government on all; and I see that it has been urged in a very respectable quarter, that it is the mission of this country to spread civil and religious liberty over all the world, and especially over this continent. It is a great mistake. None but people advanced to a very high state of moral and intellectual improvement are capable, in a civilized state, of maintaining free government; and amongst those who are so purified, very few, indeed, have had the good fortune of forming a constitution capable of

This sort of analysis needs to be done several times with multiple documents. Just one connection is not enough.

Doc. 2



Sample:

Territorial expansion impacted American society by increasing sectionalism. The Mexican-American War led to new territories being conquered, and the debate over whether slavery would be allowed in those new territories further split the nation. Calhoun's point of view was in favor of slavery, and he was happy to see it spread into places like Texas (Doc. 1). The territorial map illustrating the large state of Texas **validates the significance** of Calhoun's argument. (Doc. 2) These two documents **compliment each other** as they support the argument that territorial expansion and extending slavery into more territory was divisive and only increased sectional tensions.



Breaking Down the Skills

Breaking It Down: Causation

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900. (2018)

How might you demonstrate qualification, corroboration, or modification for this prompt?

Breaking It Down: Causation

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900. (2018)

How might you demonstrate qualification, corroboration, or modification for this prompt?

Four Elements

Extent

Cause

Effect

Time Period

Breaking It Down - CCOT

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from 1861 to 1900.

Qualification:

- How much actually changed? Were there limits on change?
- What examples can you provide to demonstrate limits (i.e. what kinds of things stayed the same)?

Breaking It Down - CCOT

Evaluate the extent to which **the Civil War fostered change** in the United States economy in the period from 1861 to 1900.

Corroboration

- Were there other factors that also contributed to change in this time period? What were they?

Modification

- Were any of these factors more important in bringing about change than the Civil War?

Breaking It Down - CCOT

Evaluate the extent to which the Civil War fostered **change in the United States economy** in the period from 1861 to 1900.

Corroboration

- Were there other aspects of American history impacted by the Civil War in this time period? What were they?

Modification

- Were any of results more important than changes in the economy in this period

Breaking It Down - CCOT

Evaluate the extent to which the Civil War fostered change in the United States economy in the period from **1861 to 1900**.

Corroboration

- Did the changes wrought in this time period continue to impact history in subsequent periods/today? How so?

Modification

- Were the changes wrought in this time period overshadowed by subsequent developments? Why? How so?

Breaking It Down: CCOT (and Comparison)

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

How might you demonstrate qualification, corroboration, or modification for this prompt?

Breaking It Down: CCOT (and Comparison)

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

How might you demonstrate qualification, corroboration, or modification for this prompt?

Three Elements

Extent

Historical Element

Time Period

Breaking It Down: CCOT (and Comparison)

Evaluate the extent of change in ideas about American independence from 1763 to 1783.

Qualification:

- How much actually changed? Were there limits on change?
- What examples can you provide to demonstrate limits (i.e. what kinds of things stayed the same)?

Breaking It Down: CCOT (and Comparison)

Evaluate the extent of change in **ideas about American independence** from 1763 to 1783.

Corroboration

- Were there other significant changes that occurred that might influence this time period? What were they?

Modification

- Were any of these changes more significant to this time period than changes in ideas about American independence?

Breaking It Down: CCOT (and Comparison)

Evaluate the extent of change in ideas about American independence from **1763 to 1783**.

Corroboration

- Did the changes that occurred in this time period have a lasting impact on subsequent periods? How so?

Modification

- Were the changes that occurred in later periods more important than the ones in this time period? How so?

Part 3



Embracing the complexity point for LEQs and DBQs!

Unicorns are Real!

Accelerating Analytical Thinking





Brief summary of part three available at
<https://youtu.be/oFJzFNAOj1I>

Accelerating Analytical Thinking

Some teachers have shared concerns that their students are struggling to earn 2 or 3 points, making complexity a low priority.

A simple thesis approach may help accelerate progression towards complexity.

A Simple Thesis in 3 steps:

- 1. Restate the prompt.**
- 2. Take a stand regarding the qualifier.**
- 3. Add a line of reasoning.**

Example Prompt: To what extent did Great Britain's new imperial policies following the French and Indian War create conflict?

I teach my students both the complex and simple thesis strategies. Approximately 30% of my students are writing their first historical essays (first AP class) and complex thesis writing can be intimidating and/or take up so much of their time they struggle to finish an essay. A simple thesis is adequate to earn the point on the rubric, and this approach can enable students to accelerate their planning and increase time to make connections.

A Simple Thesis in 3 steps:

1. **Restate the prompt.**
2. **Take a stand regarding the qualifier.**
3. **Add a line of reasoning.**

Example Prompt: To what extent did Great Britain's new imperial policies following the French and Indian War create conflict, resulting in the War for Independence?

[Step 1:] Great Britain's new imperial policies following the French and Indian War created conflict

[Step 2:] to a great extent

[Step 3:] because new taxes and acts led to rebellion.

*From the rubric: Explaining relevant and **insightful connections** within and across periods*

Great Britain's new imperial policies following the French and Indian War created conflict, resulting in the War for Independence to a great extent **because new taxes and acts led to rebellion.**

Evidence for essay

Stamp Act

Quartering Act

Explanations to defend argument

No taxation without representation

Rebelling/refusing

Connecting to another era

Shays Rebellion

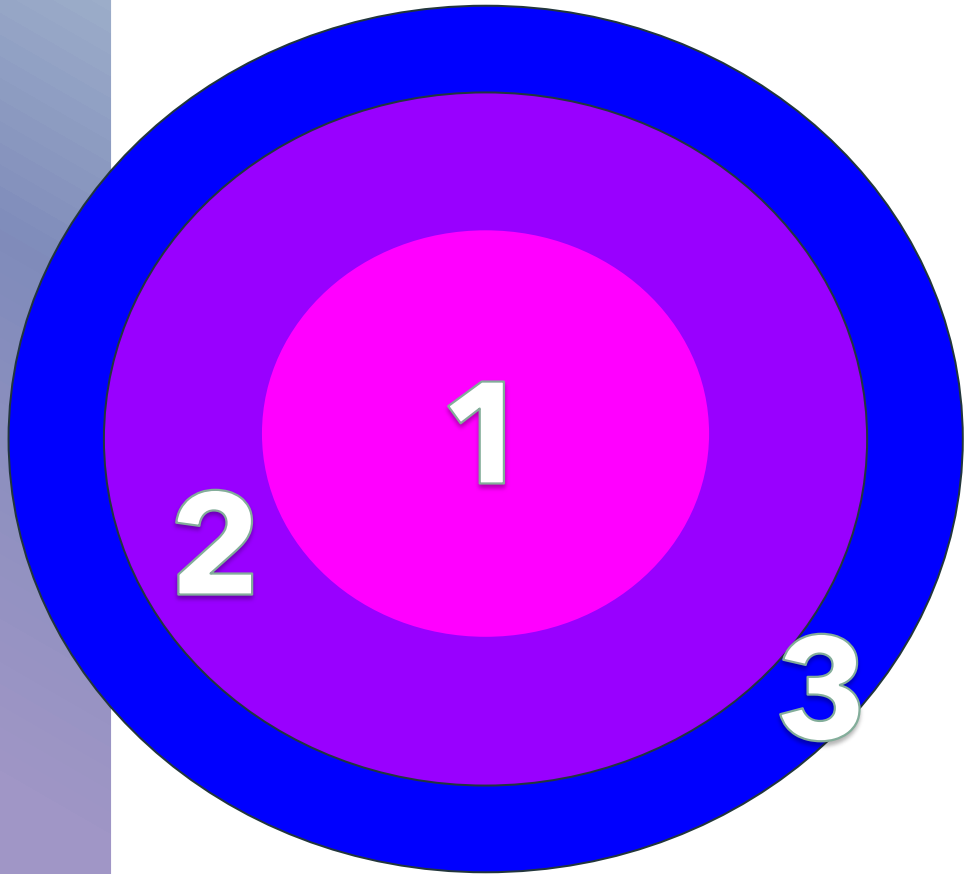
3rd Amendment / Bill of Rights

The policy of Quartering soldiers created resentment among many colonists. Because it contributed to feelings of rights being violated, it was important for the United States government to protect its citizens from such a violation. This is why the 3rd Amendment was included in the Bill of Rights. Therefore, new imperial policies not only created conflict resulting in war, they inspired new laws and efforts to protect American citizens.



Building this Habit

Building this Habit: Brainstorming



Level I Brainstorm:

What do you know about the topic at hand?
(Evidence)

Level II Brainstorm:

What do you know about the time period, or the period preceding it, that explains why this was a topic at this time? (Contextualization)

Level III Brainstorm:

What other elements would define a complex view of this history of this topic/time period? (Analysis and Reasoning)



Unicorn Culture

How I found my inner unicorn.

Reflections from two APUSH students.



I have also used online discussion boards where students paste their effective unicorns along with a description of how they "found it." Other students review their entries and set goals. I don't want any student to feel this point is out of reach.

When the magic happens... seek insight from your students!

How I found my inner unicorn.



Reflections from two APUSH student



"My first step when writing a DBQ or LEQ is to read the prompt and try to think about possible ways of approaching the essay. I focus specifically on the main topic of the essay and try to **find potential pieces of evidence as well as ways that the topic can be connected to other time periods**. It is helpful to approach the topic from a broader historical view that extends outside of the parameters of the prompt. I use the 'Although X, Y because' format as well which helps me organize my essay. I try to go beyond the one or two evidence requirements and write a well developed paragraph about the topic. **I also try to include causation skills in CCOT essays and CCOT skills in causation essays to add more complexity.** I also found that when writing DBQs, I could explain why all of the documents in the paragraph work to support my topic sentence/claim. I also found that it's best to **develop your own argument** and use the documents as support; it's harder and unnecessary to write an effective essay based solely on the documents. **At the end of my paragraphs, I like to make a connection to modern times or explain if the topic is a major continuity or change in American history to further add complexity.**"

-Semira

How I found my inner unicorn.



Reflections from two APUSH studen



"It finally clicked for me when I realized that I had more knowledge about each topic from past history units and current events. I decided to try connecting outside knowledge to the topics that I was analyzing. For me, this was especially helpful when I would demonstrate the purpose of, context of, and point of view of documents. **As I dissected the documents I could connect the main idea or topic to something I either learned in past units or something occurring in the present.** To connect my thoughts, I would first analyze the document with the three step process and then **add in my own observations.** While I wrote, I attempted to come up with at least one connection to each document and explain it thoroughly, connecting it back to the source and ultimately supporting my stance and my thesis. Other than including past and present comparisons, one thing that helped me was **constantly connecting my ideas to the topic/thesis.** Each time I unpacked another document/source, I would include the key words from the prompt and make sure to ATRP. This was carried on throughout my essay in all of my analysis paragraphs. Even more than referring to the topic, I connected each analysis with my own argument/stance, strengthening my viewpoint and remaining relevant. **In conclusion, for me it became easier to discover my inner unicorn as I reflected on my outside knowledge and constantly connected my thoughts to my thesis."**

-Ainsleigh₆₀

Ideas for building a unicorn celebration:

Unicorn rings:

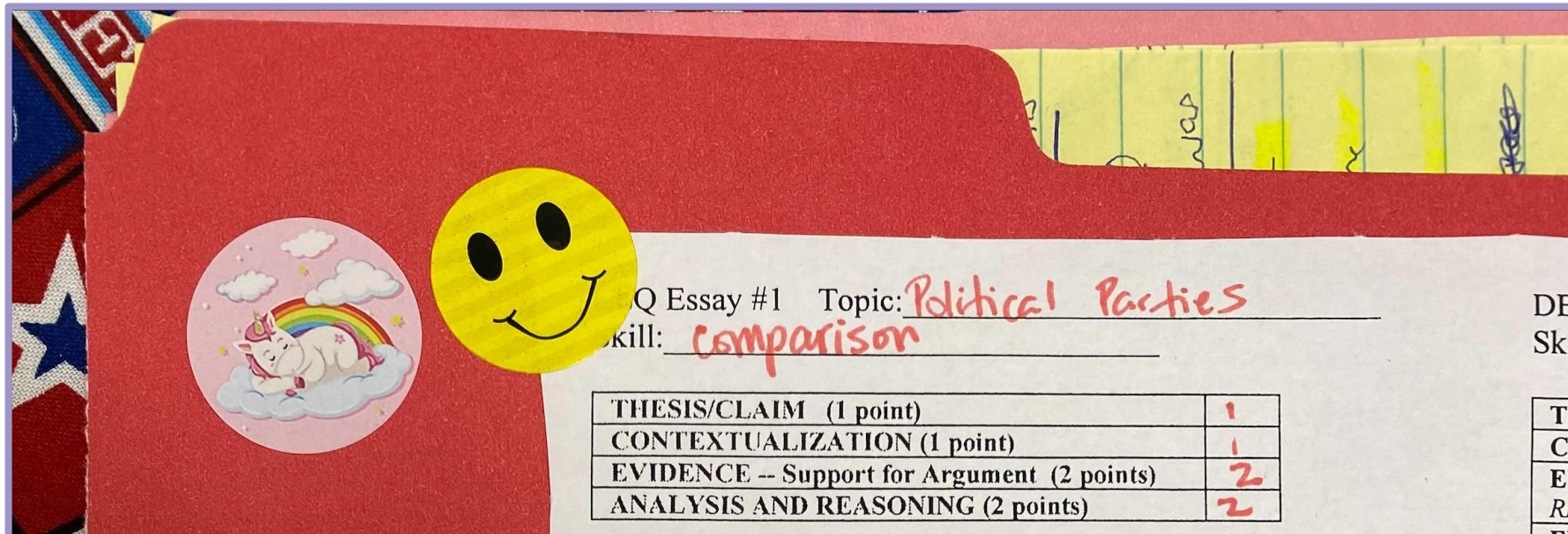
less than 50 cents each
on [Amazon](#), rewarded at
the time of the first
complex essay



It may seem simple or silly, but many teenagers get excited about stickers and such just as they did in their younger years. It is a celebration of accomplishment and something to work toward.

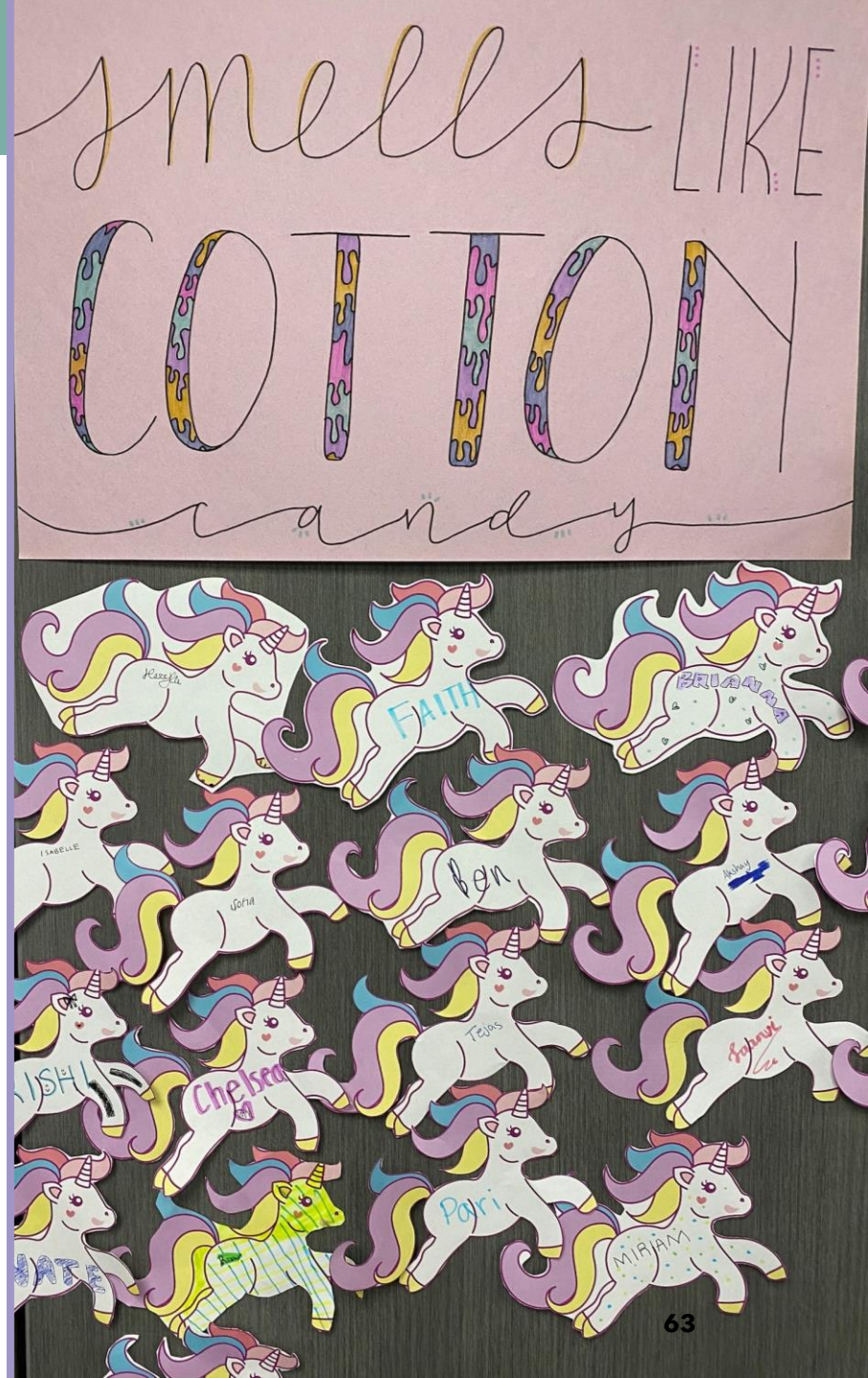
Ideas for building a unicorn celebration:

Unicorn stickers: Each time an essay scores 4 points or higher, a sticker is added to their essay folder. If they earn the unicorn point, a second sticker is added. I get my stickers from Dollar Tree except for the unicorns. They are available on [Amazon](#) (100 for about \$10 bucks).



Ideas for building a unicorn celebration:

Unicorn Celebration Wall: Using a clip art unicorn found online and a few titles created by students, we started a unicorn celebration wall. This didn't cost a dime and the students love it.



That's all, folks!

Good Luck!
&
Embrace The
Unicorn!

