

LEQ Simple Strategies

May the Force be with APUSH!

Shout Out to Matt Cone
who inspired this
presentation with his
CRAWL. 😊



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FFAPUSH.com



How to slay the rubric
with simple strategies!

STAR WARS

AGENDA:

1. Simple strategies for LEQ writing
2. Sample use of strategies on 2022 LEQ2

Part 1 video:

<https://youtu.be/T8oqDoEJ2Xw>

THESIS/CLAIM (1 point)

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

To earn this point, the thesis must **make a claim** that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either **in the introduction** or the conclusion.

CONTEXTUALIZATION (1 point)

Describes a **broader historical context** relevant to the prompt. (Consider the "backstory")

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or a sentence. **(Three sentences, at least!)**

Don't forget to **LINK** it to the topic of the essay!

EVIDENCE -- Support for Argument (2 points)

Provides **specific** examples of evidence **relevant to the topic** of the prompt.

To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt.

"Stuff Happened"

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

(close the loop!)

To earn two points the response must use specific historical evidence to support an argument in response to the prompt. "Stuff Happened Because... and this supports the argument because..."

ANALYSIS AND REASONING --Targeted Skill – Argumentation, Causation/CCOT/Comparison (2 points)

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

To earn the first point, the response must demonstrate the use of historical reasoning to **frame or structure an argument**. The reasoning might be uneven or imbalanced.

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 point, the response must demonstrate a complex understanding. This can be accomplished in a variety of ways:

- 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.

LONG ESSAY DIRECTIONS

REMEMBER TO USE THE LONG ESSAY INSTRUCTIONS AS CHECKLIST WHEN PLANNING!!!! IT WILL HELP CONNECT YOU TO THE RUBRIC AND HELP YOU PLAN FOR MAXIMUM POINTS!

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 and presents a line of reasoning.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes relevant to the prompt that occur before, during, or continue after the time frame of the question.
- **Application of Historical Thinking Skills:** Develop and support an argument that applies historical thinking skills as directed by the question. (they may identify and describe the skill being tested) Demonstrate historical reasoning and complex understanding of the historical development.
- **Supporting the Argument with Evidence:** Utilize specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument.

If you run out of time, be strategic and target at least 4 points that you know how to get!

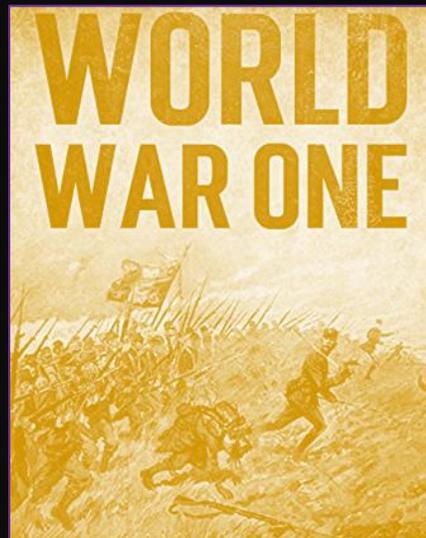
If you feel your DBQ is weak... make sure you have time to earn 5 or 6 of these points to compensate!

**Evaluate the extent
to which the First World
War fostered change in
America's role in the world.**

Evaluate the extent to which the First World War fostered change in America's role in the world.

1. IDENTIFY THE TOPIC OF THE ESSAY AND CONSIDER IT YOUR PRIMARY "STORY." (ANALYSIS)

TOPIC



THE STAR WARS CRAWL...

Episode IV

A NEW HOPE

It is a period of civil war. Rebel spaceships, striking from a hidden base, have won their first victory against the evil Galactic Empire.

During the battle, Rebel spies managed to steal secret plans to the Empire's ultimate

**2. CHOOSE A TOPIC FROM THE PRELUDE
TO CENTER YOUR CONTEXTUALIZATION ON.**

CONTEXTUALIZE

- 1. DEFINE YOUR TOPIC.**
- 2. EXPLAIN THE HISTORICAL
SIGNIFICANCE.**
- 3. LINK IT TO THE TOPIC OF ESSAY.**

2. CHOOSE A TOPIC FROM THE PRELUDE TO CENTER YOUR CONTEXTUALIZATION ON.

THE SPANISH-AMERICAN WAR WAS FOUGHT IN 1898 AND WAS A VICTORY FOR AMERICA. THIS IS SIGNIFICANT BECAUSE IT ELEVATED THE U.S. TO WORLD POWER AND LED TO OVERSEAS EXPANSION. THIS HISTORICAL CONTEXT RELATES TO THE TOPIC OF WWI, BECAUSE THE U.S. HAD REACHED A LEVEL OF POWER TO HAVE A SIGNIFICANT IMPACT ON THE OUTCOME OF THE WAR.

THE SPANISH-AMERICAN WAR WAS FOUGHT IN 1898 AND WAS A VICTORY FOR AMERICA. THIS IS SIGNIFICANT BECAUSE IT ELEVATED THE U.S. TO WORLD POWER AND LED TO OVERSEAS EXPANSION. THIS HISTORICAL CONTEXT RELATES TO THE TOPIC OF WWI, BECAUSE THE U.S. HAD REACHED A LEVEL OF POWER TO HAVE A SIGNIFICANT IMPACT ON THE OUTCOME OF THE WAR.

What does the rubric say about contextualization?

CONTEXTUALIZATION (1 point)

Describes a broader historical context relevant to the prompt. (*Consider the “backstory” or “Star Wars crawl!”*)
To earn this point, the response must *relate the topic of the prompt* to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is *not awarded for merely a phrase or a reference*. (Try for three sentences) Don't forget to LINK it to the topic of the essay!

1. DEFINE YOUR TOPIC.
2. EXPLAIN THE HISTORICAL SIGNIFICANCE.
3. LINK IT TO THE TOPIC OF ESSAY.

3. WRITE YOUR THESIS.

HYPERSPACE APPROACH



1. RESTATE THE PROMPT.

2. TAKE A STAND ON THE QUALIFIER.

3. PROVIDE A LINE OF REASONING.

3. WRITE YOUR THESIS.

HYPERSPACE APPROACH



THE FIRST WORLD WAR FOSTERED CHANGE IN AMERICA'S ROLE IN THE WORLD TO A LARGE EXTENT, BECAUSE THE U.S. JOINED AN ALLIANCE AND BECAME INVOLVED IN A EUROPEAN CONFLICT.

What does the rubric say about the thesis point?

THESIS/CLAIM (1 point)

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

*To earn this point, the thesis must **make a claim** that responds to the prompt, rather than merely restating or rephrasing the prompt.*

*The thesis must consist of one or more sentences located in one place, either **in the introduction** or the conclusion.*



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Part 2!

Part 2 video:

<https://youtu.be/YWpWsnhKcL8>

3. WRITE YOUR THESIS.

COMPLEX APPROACH



1. IDENTIFY THE SKILL BEING TESTED.

2. ADDRESS BOTH SIDES OF THE SKILL, MAKING ONE YOUR X AND ONE YOUR Y.

3. GIVE DIFFERENT VALUES TO X & Y.

4. PROVIDE A LINE OF REASONING & ENSURE YOU ARE ATFP.

Thesis Formula for Causation

Although X, Y because AB.

What are the major causes or consequences of “event” and what were the most important causes or consequences of “event”?

X = least important cause or consequence, with an explanation why – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = most important causes / consequences linked to Y, explanations why, broken into organizational categories

Y = your assertion statement (with any additional analysis depending on complexity of prompt)

Remember if you are answering a Causation Prompt... you must evaluate... give value... Which cause or which effect was the MOST significant or GREATEST... Or which impact was SHORT term versus one that was LONG term.

Thesis Formula for Comparison

Although X, Y because AB.

What similarities and differences are there between/among two or more things, are there more similarities or differences, and why, account for those similarities or differences?

X = less similar or different, your counter-argument – linked to a theme or organizational category which will also be topic of first body paragraph

A, B = more similar or different between the things linked to your Y, broken up into organizational categories

Y = your assertion statement (with any additional analysis depending on complexity of prompt)

Remember if you are answering a Comparison Prompt... you must evaluate... give value... Did the items have MORE in common? (Similarities) Or, did they have MORE differences? Don't just describe how they were alike or different... evaluate significance and degree!

Thesis Formula for Continuity and Change over Time

Although X, Y because AB.

What are the major patterns of continuity or change over the time period and was there more continuity or change over that time period?

*...make sure you **ATFP!** (Address the Full Prompt)*

X = continuity or change, what there was less of, your counter-argument explained thoroughly with reference to one of your events/reasons

A, B = continuity or change during the specified time period, what there was more of, linked to categories or events/reasons

Y = your assertion statement regarding more change or more continuity (and extent)

Remember on CCOT essays, you will see lingo such as “foster change” and/or “maintain continuity.” They may only ask for one... address both anyway!

Remember with CCOT you must evaluate what there was MORE of... did it foster MORE change or maintain MORE continuity?

3. WRITE YOUR THESIS.

COMPLEX APPROACH



ALTHOUGH THE FIRST WORLD WAR MAINTAINED CONTINUITY BECAUSE THE U.S. QUICKLY RETREATED TO NEUTRALITY AFTER ONLY TWO YEARS OF INVOLVEMENT, IT FOSTERED CHANGE IN AMERICA'S ROLE IN THE WORLD TO A GREATER EXTENT AS IT FURTHERED AMERICAN INFLUENCE.

3. CHOOSE TWO PIECES OF EVIDENCE.



“MAKE THE WORLD SAFE FOR DEMOCRACY”

14 POINTS

AMERICAN EXPEDITIONARY FORCES

TREATY OF VERSAILLES

LEAGUE OF NATIONS

WOODROW WILSON

3. WRITE YOUR BODY PARAGRAPHS



1. TOPIC SENTENCE INTRODUCING ARGUMENT.
2. PROVIDE A PIECE OF EVIDENCE.
3. EXPLAIN HOW OR WHY.
4. CLOSE THE LOOP.

THE FIRST WORLD WAR MAINTAINED CONTINUITY IN AMERICA'S ROLE IN THE WORLD, BECAUSE JUST AS IT HAD DONE BEFORE THE WAR THE U.S. RETREATED TO NEUTRALITY AFTER TWO YEARS FIGHTING. PRESIDENT WOODROW WILSON HOPED THE U.S. WOULD HELP LEAD THE WORLD INTO A MORE PEACEFUL FUTURE AS THE CREATOR AND MEMBER OF THE LEAGUE OF NATIONS, BUT THE AMERICAN PEOPLE WERE NOT READY FOR SUCH A GLOBAL ROLE OR GLOBAL ORGANIZATION. THE U.S. DID NOT JOIN THE LEAGUE. THEREFORE, THE WAR MAINTAINED CONTINUITY BECAUSE AMERICAN DID NOT DRAMATICALLY CHANGE ITS APPROACH TO FOREIGN POLICY.

What does the rubric say about the evidence?

EVIDENCE -- Support for Argument (2 points)

Provides ***specific*** examples of evidence ***relevant to the topic*** of the prompt.

*To earn one point, the response must identify specific historical examples of evidence relevant to the topic of the prompt and ***within the parameters*** of the prompt.*

“Woah...Stuff Happened”

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

(close the loop!)

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

“Stuff Happened Because... and this supports the argument because...”

What does the rubric say about the skill?

ANALYSIS AND REASONING --Targeted Skill – Argumentation, Causation/CCOT/Comparison (2 points)

The first point here is the “skill” point. The second point is the “unicorn” point.

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

*To earn the first point, the response must demonstrate the use of historical reasoning to **frame or structure an argument**, although the reasoning might be uneven or imbalanced.*

Causation

Comparison

Continuity and Change Over Time

4. ADD COMPLEXITY

1. ADDRESS BOTH SIDES OF THE SKILL WITH EVIDENCE/ANALYSIS.
2. PING-PONG TO A DIFFERENT ERA/TOPIC.



PING-PONG:

THE FIRST WORLD WAR WAS SIMILAR TO THE SECOND WORLD WAR, BECAUSE IN BOTH WARS THE UNITED STATES JOINED THE ALLIES AND DEFEATED THE ENEMY. BOTH WARS INCLUDED INITIAL NEUTRALITY FOLLOWED BY ENTERING WAR, AND BOTH WARS INCLUDED EFFORTS TO REDUCE THE THREAT OF WAR IN THE FUTURE. AFTER WWI, THE LEAGUE OF NATIONS FAILED, BUT AFTER WWII THE UNITED NATIONS SUCCEEDED.

What does the rubric say about complexity?

ANALYSIS AND REASONING --Targeted Skill – Argumentation, Causation/CCOT/Comparison (2 points)

The first point here is the “skill” point. The second point is the “unicorn” point.

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 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.***

LEQ Strategies... Steps for Success RECAP...

- 1. Identify the topic of the essay and consider it your primary “story” (analysis).**
- 2. Choose a topic from the “prelude” to center your contextualization and create your “crawl”.**
 - a. Define your topic.**
 - b. Explain the historical significance of that topic.**
 - c. Explain how that context relates to the topic of the essay.**

LEQ Strategies... Steps for Success RECAP Continued...

3. Write your thesis.

a. Hyperspace (Simple Approach):

i. Restate the prompt.

ii. Take a stand on the qualifier.

iii. Provide a line of reasoning.

b. Battle Approach (Complex Approach): Thesis Formula: Although X, Y because...

i. Identify the skill being tested.

ii. Address both sides of the skill, making one your X & one your Y.

iii. Give different values to X and Y.

iv. Provide a line of reasoning & ensure you are ATFP

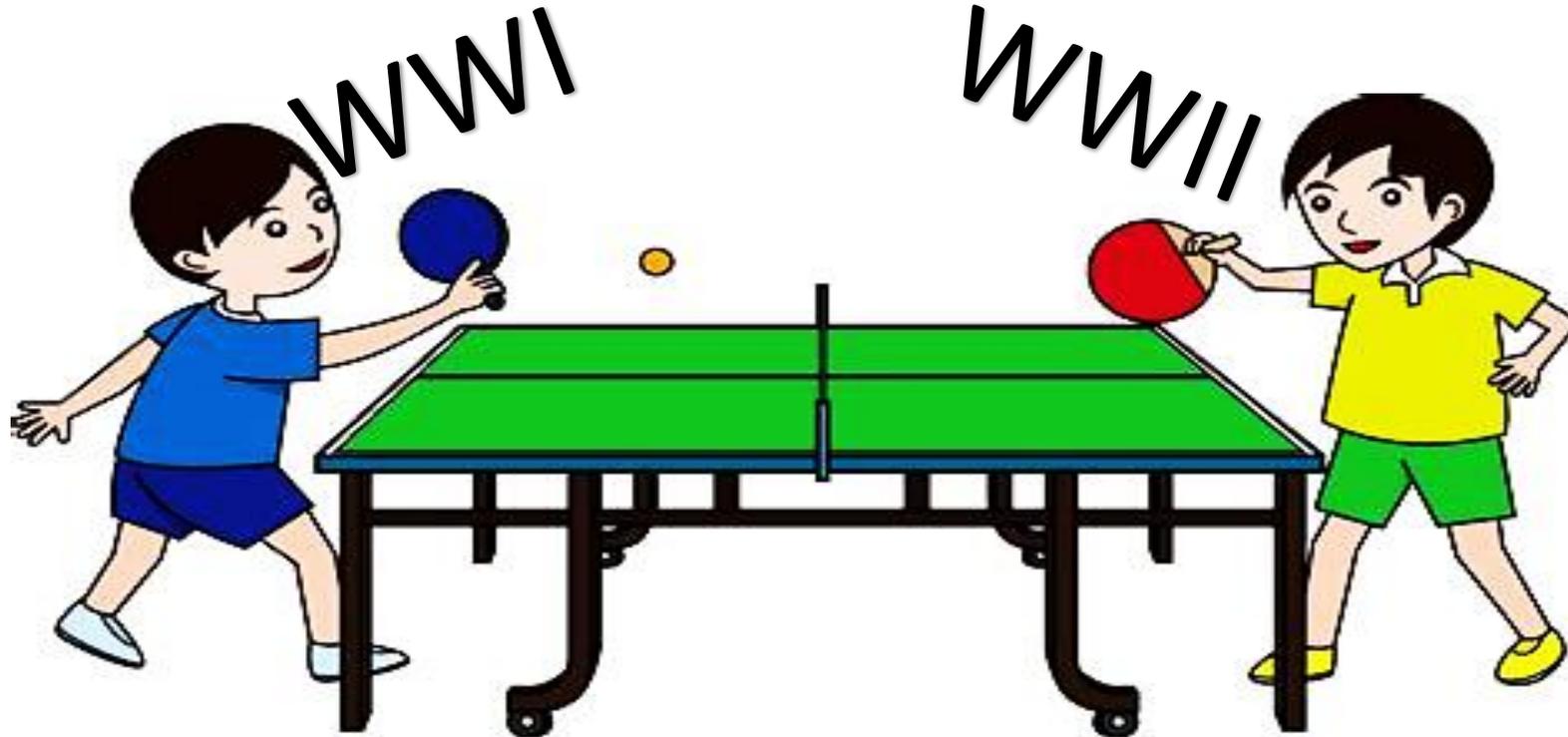
LEQ Strategies... Steps for Success RECAP... Continued

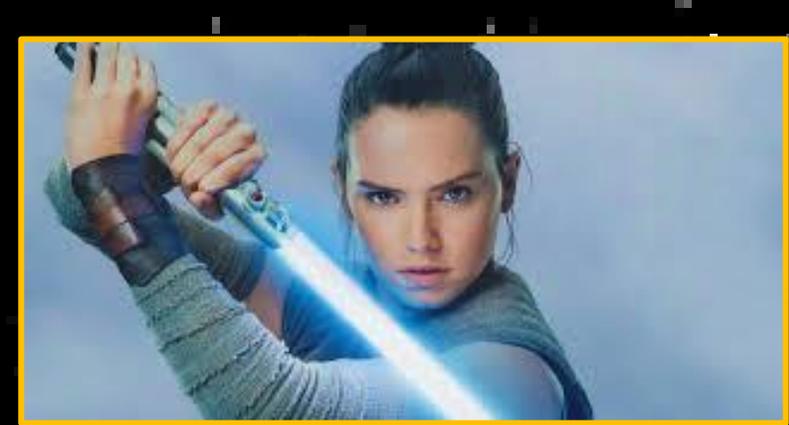
4. Choose two pieces of evidence from within the parameters of the prompt.
5. Write your body paragraphs.
 - a. Topic sentence introducing argument (Turn thesis into topic sentence or pull your X or Y statement from complex thesis and turn it into a topic sentence).
 - b. Provide a piece of evidence.
 - c. Explain how that evidence supports your argument (explain how or why).
 - d. Close the loop with a final “Therefore...”

LEQ Strategies... Steps for Success RECAP... Final Consideration

6. Add complexity.

- a. Address both sides of the skill with evidence/analysis.
- b. Ping-Pong to a different era/topic.





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STAR WARS

Part 3!

Part 3 video:

<https://youtu.be/0zmqofgFFgo>

NOTE:

The following slides contain sample prompts and sample writing. None of the writing samples are from AP exams. All samples are from my own students in class or my own creation to demonstrate how to use a strategy.

Prompt:

To what extent did interpretations of the Constitution during the Era of the Common Man (1828-1840) foster change in American politics?

During the early years of the U.S., debates over how to interpret the Constitution led to the formation of the first two political parties. The Democratic-Republicans believed in strict interpretation and the Federalists believed in loose interpretation. This historical context relates to the Era of the Common Man, because those debates continued to divide people into political parties.

Prompt:

To what extent did interpretations of the Constitution during the Era of the Common Man (1828-1840) foster change in American politics?

Hyperspace Approach:

Interpretations of the Constitution during the Era of the Common Man (1828-1840) fostered change in American politics to a large extent because they led to a new two-party system.

Complex Approach:

Although interpretations of the Constitution during the Era of the Common Man fostered change in American politics because it fueled growth of a new two-party system, they maintained continuity to a greater extent because it was part of a long-term trend beginning with the ratification of the Constitution.

Prompt:

To what extent did interpretations of the Constitution during the Era of the Common Man (1828-1840) foster change in American politics?

Interpretations of the Constitution during the Era of the Common Man fostered change in American politics because it led to a new two-party system. The Democratic Party formed and was led by Andrew Jackson who was the champion of the common man. Jackson believed internal improvements were unconstitutional. He vetoed a bill that the opposing party, the Whigs, wanted which would have led to government funding of a road as “necessary and proper” for economic development. Therefore, such debates fostered change.

Prompt:

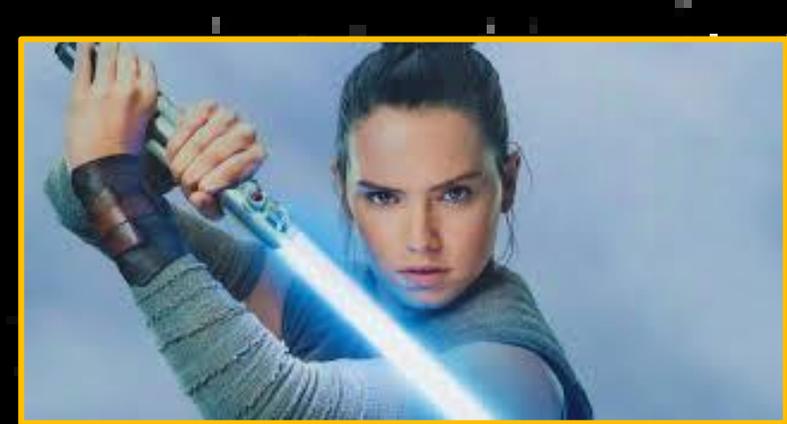
To what extent did interpretations of the Constitution during the Era of the Common Man (1828-1840) foster change in American politics?

The Second Two Party system included debates over the Second Bank of the United States. Jackson and the Democrats felt the bank was unconstitutional. This is *similar to* the first two-party system. The Democratic-Republicans felt the First Bank of the United States was unconstitutional, as well, and the issue divided the first parties. During the Era of the Common Man, the conflict over the bank was even more intense and Jackson ended up dismantling the bank before the charter expired.

Target at least 4 of 6 points!



THESIS/CLAIM (1 point)	
CONTEXTUALIZATION (1 point)	
EVIDENCE -- Support for Argument (2 points)	
ANALYSIS AND REASONING (2 points)	



How to slay the rubric
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STAR WARS

Part 4!

Part 4 video:

<https://youtu.be/JeolqdZzkA0>

NOTE:

The following slides contain sample prompts and sample writing. None of the writing samples are from AP exams. All samples are from my own students in class or my own creation to demonstrate how to use a strategy.

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.★

Identify the topic of the essay and consider it your primary “story” (analysis). MIGRATION (population movement to BRITISH America)

Break down the prompt further:

What is the qualifier? Skill being tested? Parameters? (Magic Years tip)

MAGIC YEARS

Memorizing years is not required for mastery of U.S. history; however it is useful if you can identify the following years by sight... and be able to explain how each

MAGIC YEARS...Continued...

1863 – Battle of Gettysburg, **Gettysburg Address**, Battle of Vicksburg,

MAGIC YEARS

Memorizing years is not required for mastery of U.S. history; however it is useful if you can identify the following years by sight... and be able to explain how each is an important turning point in history. **RED ITEMS INDICATE SPECIFIC YEARS EXPLICIT ON FRAMEWORK. BLUE ITEMS ALSO EXPLICIT.**

1492 – Columbus “discover” America, Spanish colonization begins, **Columbian Exchange begins**

1607 – First permanent English colony – **Jamestown on Chesapeake Bay**

1619 – First slaves arrive in Jamestown & House Of Burgesses

1620 – Plymouth founded (**Puritans**) in New England

1676 – Bacon’s Rebellion

1754 – **French and Indian War begins (Seven Years War)**

1763 – Treaty of Paris - **French and Indian War ends, Pontiac’s Rebellion and Proclamation Line**

1854 – **Kansas Nebraska Act** (pop-sov. in territories, bleeding Kansas), **Republican Party** replaces **Whig Party** which split over slavery

1857 – **Dred Scott vs Sanford**

1860 – **Election of Abraham Lincoln, secession begins**

1861 – beginning of **Civil War**, Battle of Fort Sumter

1862 – Homestead Act, Pacific Railway Act, Treasury System, Morrill Act

1989 – Berlin Wall falls, end of **Cold War** with U.S.S.R.

2000 – election of George W. Bush, **Bush vs Gore**

2001 – **September 11th attacks on Pentagon and World Trade Center**; Osama Bin Laden; Patriot Acts, Department of

Homeland Security, NSA

2008 – election of Barack Obama, the Great Recession of 2008

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Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

CONTEXTUALIZATION SAMPLES

In 1492 Christopher Columbus “discovered” the Americas while searching for a direct route to Asia. Once news of this discovery spread, several European nations began exploring and colonizing the area. Britain was one of several nations that migrated to America.

After the Reformation created violent unrest in Europe, many people sought a new life in America. England experienced cultural division that often resulted in persecution for those not conforming to the religion selected by the king or queen. This relates to the topic of migration, because this unrest contributed to population movement.

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

THESIS SAMPLES

The relative importance of causes of population movement to colonial British America in the period from 1607 to 1754 was divided between economic causes and religious causes.

Although religion was an important cause for population movement to British America from 1607-1754 because people seeking freedom from persecution created several colonies, economic gain was a far more important cause for movement.



Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

Sample Body Paragraph

Escaping religious persecution was an important cause for population movement. The Puritans left Europe in order to find a place they could develop a lifestyle free from persecution and free from outside influences. They settled in New England. Other groups such as Quakers and Catholics also migrated for this reason. Maryland was set up as a haven for Catholics and Pennsylvania was founded by Quakers. This was important, because later when the United States was created the 1st Amendment secured the concept of freedom of religion. Therefore, religious reasons was an important cause for migration.

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

Sample Body Paragraph

Economic gain was a more important cause of population movement. Jamestown was established in 1607 and the goal was to find gold. Once they realized there was no gold, cash crop agriculture became the goal and spread throughout the South. Economic gain is more important than religion as a cause, because even those coming to America for religious freedom like the Catholics in Maryland had economic goals that were significant. This is important because for over 100 years following independence, the U.S. was primarily an agricultural nation. Therefore, economic reasons were more important than religious reasons.

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

Sample Conclusion/Ping Pong Complexity

Despite the drive for religious freedom for Puritans, Quakers, Catholics and others during the colonial era, religious persecution was common. The Puritans persecuted all other religions and dissenters. **This trend continued into later centuries when Irish immigrants were persecuted for being Catholic. Many businesses in the 1800s refused to hire Irish people.** Even in modern times, you can see religious persecution such as how Muslims were treated after 9-11. Many mosques were vandalized, and people were threatened just because of their faith. **These examples of persecution are similar to how people were persecuted in England and in the colonies.**

Evaluate the relative importance of causes of population movement to colonial British America in the period from 1607 to 1754.

Sample Both Sides of the Skill Complexity

The effects of population movement to British America were devastating for the Native Americans. As the colonies increased, more and more native land was seized. Warfare and disease killed countless natives as Europeans took claim to the continent. Despite trying to fight back in battles such as King Phillip's War, the natives were unsuccessful in preventing the European takeover. Therefore, the effects of this population movement are just as significant and the causes of them.

After the Reformation created violent unrest in Europe, many people sought a new life in America. England experienced cultural division that often resulted in persecution for those not conforming to the religion selected by the king or queen. This relates to the topic of migration, because this unrest contributed to population movement. Although religion was an important cause for population movement to British America from 1607-1754 because people seeking freedom from persecution created several colonies, economic gain was a far more important cause for movement.

Escaping religious persecution was an important cause for population movement. The Puritans left Europe in order to find a place they could develop a lifestyle free from persecution and free from outside influences. They settled in New England. Other groups such as Quakers and Catholics also migrated for this reason. This was important because later when the U.S. was created the 1st Amendment secured the concept of freedom of religion.

Economic gain was a more important cause for movement. Jamestown was established in 1607 and the goal was to find gold. Once they realized there was no gold, cash crop agriculture became the goal. Economic gain is more important than religion as a cause, because even those motivated

by religion like the Catholics in Maryland had economic goals that were significant.

The effects of population movement to British America were devastating for Native Americans. As the colonies increased, more and more native lands were seized. Warfare and disease killed countless natives as Europeans took claim to the continent. Despite trying to fight back in battles such as King Phillip's War, the natives were unsuccessful in preventing the European takeover.

Target at least 4 of 6 points!

Fight Fiercely!



Be Strategic!

FFAPUSH.com!

THESIS/CLAIM (1 point)	
CONTEXTUALIZATION (1 point)	
EVIDENCE -- Support for Argument (2 points)	
ANALYSIS AND REASONING (2 points)	