

*Fighting Fiercely  
For Fives*

**A Final Message to my fabulous  
APUSHERs!**



Repeat after me: Not today, test anxiety! 😊



**You can't change the prompt!**

Reminders:

1. Last minute strategies!
2. What to bring with you! **Snack, drink, mints, gum, pencil!**
3. Simple tips to remember!

**What happens in Contextualization Stays there!**

**Close the Loop!**  
**Address the Skill!**

**Skills are just as important as Content!**

**Unicorns are real!**

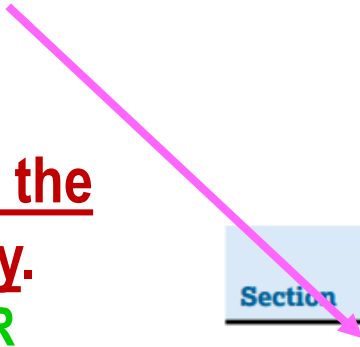
**Be Confident!**

**You CAN do this!**

Hear me in the distance yelling, "Fight Fiercely!" 😊

# Multiple choice reminders

- Read and analyze the document carefully.
- DO NOT SEARCH FOR ANSWERS in the document.
- Read the question carefully. Pay more attention to the question than you do to the answers.
- Identify the skill, the theme, and the era.
- Don't over-analyze!
- Don't change your mind or second guess yourself!
- There is no guessing penalty.



Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	<b>Students select one:</b>			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	<b>Students select one:</b>		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

“In 1739 arrived among us from Ireland the Reverend Mr. [George] Whitefield, who had made himself remarkable there as an itinerant preacher. He was at first permitted to preach in some of our churches; but the clergy, taking a dislike to him, soon refused him their pulpits, and he was obliged to preach in the fields. The multitudes of all sects and denominations that attended his sermons were enormous. . . . It was wonderful to see the change soon made in the manners of our inhabitants. From being thoughtless or indifferent about religion, it seemed as if all the world were growing religious, so that one could not walk thro’ the town in an evening without hearing psalms sung in different families of every street.”

Benjamin Franklin, *The Autobiography of Benjamin Franklin*

Whitefield’s open-air preaching contributed most directly to which of the following trends?

- (A) The growth of the ideology of republican motherhood
- (B) Greater independence and diversity of thought
- (C) Movement of settlers to the backcountry
- (D) The pursuit of social reform

**Remember MOST questions require you to blend your document analysis skills WITH your knowledge of history.**

**This question requires you to understand that the document is describing a revival movement, The First Great Awakening. AND... it requires you to understand the impact of that movement which included new churches, individual rebellion against some clergy, growth of individualism, etc.**

Respond to **parts a, b, and c.**

- a. Briefly describe one way that one Native American society adapted to its environment prior to European contact.
- b. Briefly explain one similarity in how Native American societies in two regions adapted to European contact from 1492 to 1763.
- c. Briefly explain one difference in how Native American societies in two regions adapted to European contact from 1492 to 1763.

**Step 1: Use the lingo (key words) of the prompt to set up your answer...**

get the pen moving and ensure you're ATFP!

**Step 2: Include one piece of historical evidence relevant to the prompt.**  
*(if comparison, you need two!)*

**Step 3: Explain how or why!** ... ensure you are showing your analysis and not just making a statement!



# Two Source SAQ

Also Known As  
The  
Dueling Historians!

- Use the lingo to set up your answer! Ensure you are ATFP (Address the Full Prompt).
- Include one piece of specific evidence or analysis NOT in the document or prompt. Shoot for proper nouns!
- Explain HOW or WHY your evidence supports/answers the question! If you are using “this is significant because” make sure your statement is explaining!

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

For two-source SAQs- clearly identify each historian’s interpretation and HOW they differ from each other. DO NOT QUOTE unless it is brief, and you are using it to explain how “this is evident because.”



# Primary Source SAQ

**TIP:**  
**DO NOT REPEAT YOURSELF!**  
You will not get credit for “double dipping.”

Also Known As  
Stimulus Based SAQ!

The documents *stimulates* your mind!

The document will have something in it that stimulates your thinking... let it connect to your knowledge and the prompt... combine both in your response.

Pay attention to the source line and dates... you may see a magic year!

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A: Multiple-choice questions	55	40%	55 minutes
	Part B: Short-answer questions	3	20%	40 minutes
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	Students select one:			
	Question 3: No stimulus			
	Question 4: No stimulus			
II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	Students select one:		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

# Simple SAQ

*Identify the skills being tested and the topics/eras.  
Keep your answers focused on what is being tested.  
Choose carefully! Consider if you have three pieces  
of evidence and which era you understand best!*

Section	Question Type	Number of Questions	Exam Weighting	Timing
<b>I</b>	<b>Part A: Multiple-choice questions</b>	<b>55</b>	<b>40%</b>	<b>55 minutes</b>
	<b>Part B: Short-answer questions</b>	<b>3</b>	<b>20%</b>	<b>40 minutes</b>
	Question 1: Secondary source(s)			
	Question 2: Primary source			
	<b>Students select one:</b>			
	<u>Question 3: No stimulus</u>			
	<u>Question 4: No stimulus</u>			
<b>II</b>	<b>Free-response questions</b>	<b>2</b>		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	<b>Students select one:</b>		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			

Also Known As  
Non-Stimulus SAQ!

You will get a choice between two; from different eras but similar skills.



# 10-minute break then ESSAYS!

Essay is ONE chunk of time.

You must manage your time!

Consider knocking the LEQ out quickly/first. You can score high with only three or four paragraphs.

Then focus remaining time on DBQ.

II	Free-response questions	2		
	Question 1: Document-based		25%	60 minutes (includes a 15-minute reading period)
	<b>Students select one:</b>		15%	40 minutes
	Question 2: Long essay			
	Question 3: Long essay			
	Question 4: Long essay			



**Don't underestimate  
the power of planning!**

# LEQ



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

**May the Force Be With You!**

- 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.

**Don't forget to LINK it!**

**Thesis is low bar point!  
ATFP! Provide a line of reasoning  
that is not a generic category!**

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.

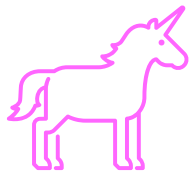
b. Battle Approach (Complex Approach): Thesis Formula: Although X, Y because...

- 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

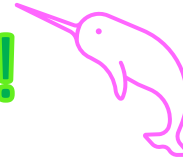
## LEQ Strategies... Steps for Success RECAP... Continued

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...”

**Close the loop!**



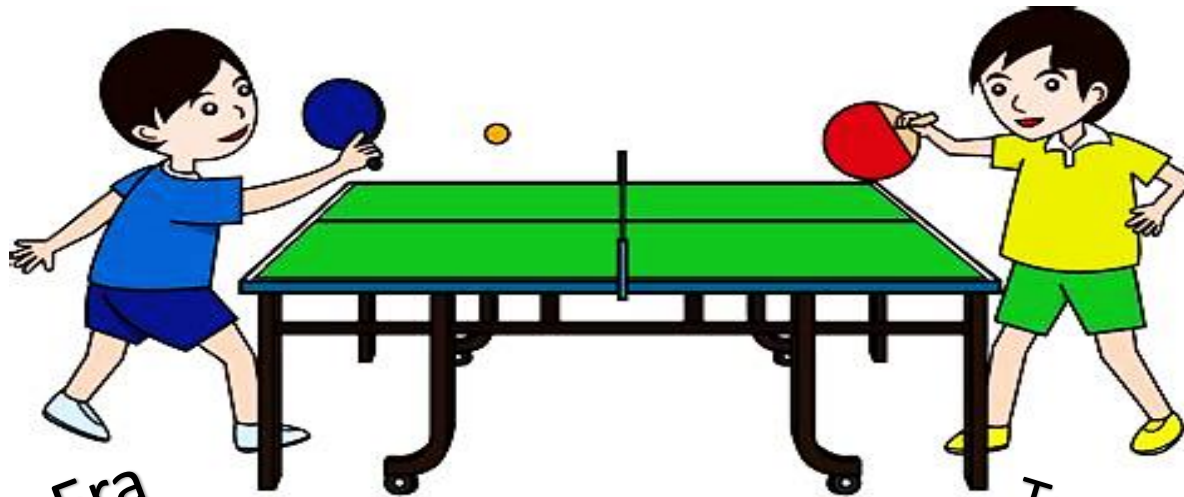
# Unicorns are Real!



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.



Topic & Era  
of essay

Topic and era  
You are  
connecting to

# *4 of the LEQ points apply to DBQ, too!*

Thesis  
Contextualization  
Evidence  
Unicorn

## **II Free-response questions 2**

Question 1: Document-based	25%	60 minutes (includes a 15-minute reading period)
<b>Students select one:</b>	15%	40 minutes
Question 2: Long essay		
Question 3: Long essay		
Question 4: Long essay		

**For both essays...**  
**FOUR points is GOLD!**



## 3-Step Plan for Analyzing Documents

**Step 1:** Describe the document and explain how it relates to the topic.

**Step 2:** Use the HIPP strategy to analyze the documents and explain how they are relevant to the thesis.

**Step 3:** Apply your analysis to your essay!

# Step 1

**Describe the document... then explain how or why it relates to the main topic of your essay.**

**“Document #\_\_\_ shows/explains....**

*(Identify the document and describe it GBO.)*

**This document relates to \_\_\_\_\_ because...”**

*(Identify the topic of essay.)      (Explain how or why it relates.)*

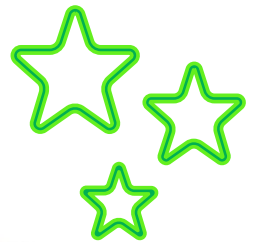
## Step 2

**Use the HIPP strategy to analyze the documents.  
Then... explain how or why the HIPP relates to  
your argument/thesis.**

**“The \_\_\_\_\_ of document #\_\_\_ was.... because...”**  
*(purpose/POV/audience/context) (Identify doc.) (describe HIPP.) (Explain how/why HIPP is evident.)*

**This is relevant to the argument that ... because...”**  
*(Identify X or Y from your thesis or other relevant argument connected to it.)  
(Explain how or why the HIPP relates to your argument/thesis)*

**The HIPP point is sometimes called  
the second unicorn!**



# Step 3

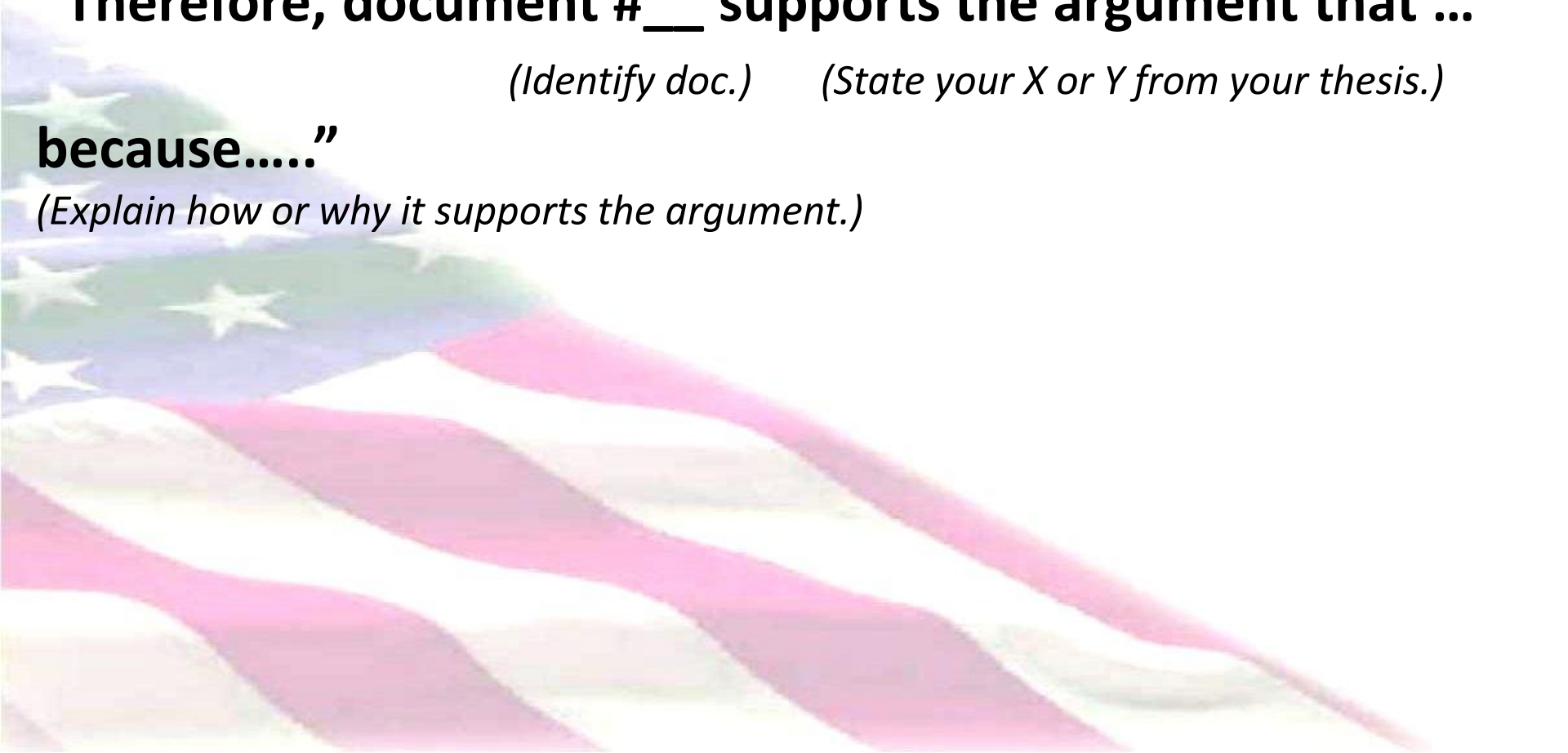
**Apply your analysis to your essay.**

**“Therefore, document #\_\_ supports the argument that ...**

*(Identify doc.)      (State your X or Y from your thesis.)*

**because.....”**

*(Explain how or why it supports the argument.)*





**FIGHT FIERCELY!**