

# Essay Writing Tips for APUSH

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## U.S. History Essay Writing Information

The **AP U.S. History Exam** is three hours and five minutes long. In Section I, students are given 55 minutes to answer 80 multiple-choice questions. In Section II, students are given a 45-minute exercise in the use of historical evidence (the document-based question or DBQ), which includes a 15-minute reading period; then students select 2 other essays to write on (one essay will be from the first half of the course, the other will be from the second half of the course).

	% of Grade	Number of Questions	Time Allotted	Reading Period
<b>Section I</b>	50%	80	55 minutes	
<b>Section II</b>	50%	3 Essay Questions		
<b>Part A</b>	25%	1 DBQ Essay	45 minutes	15 minutes
<b>Part B</b>	12½%	1 FRQ Essay	30 minutes	5 minutes
<b>Part C</b>	12½%	1 FRQ Essay	30 minutes	5 minutes

### AP United States History Exam - Writing Requirement

Part A: Document Based Question (DBQ) Essay  
Part B: Free Response Question (FRQ) from the 1<sup>st</sup> half of the course  
Part C: Free Response Question (FRQ) from the 2<sup>nd</sup> half of the course

#### Fact:

IT IS **IMPOSSIBLE** TO WRITE A GOOD ESSAY ON A TOPIC ABOUT WHICH YOU KNOW NOTHING.

The three essays on the AP exam count 50% of your score. You will not be successful on the exam if you cannot write quality essays, and quality essays require historical knowledge.

#### WRITING FOR HISTORY

**First of all, remember your AUDIENCE: You are writing for history teachers and historians.**

One of the first things students must realize is that people change the way they communicate based on their audience. The instructions given here are for writing about history for history. It may be different from what you learn in English.

#### How to tackle the essay prompts for HISTORY

**1. Read the question or prompt carefully:** The basic purpose is to answer the question. Read the question **three** times and be able to paraphrase the question and know the essential task demanded by it. Answering the question will be the central focus of your essay. Many essay prompts will "suggest" a particular format to follow for organizing your response. Create a framework or hypothesis for answering the question.

- Break the question down with dates, points asked for, make sure you are aware of the entire question
- Be mindful of the verb – what exactly are you supposed to do? Be sure that you understand the required task.
- Look for words that need defining: words like "effective", liberal/conservative, imperialism, etc.
- Look for ways to answer the question in a sophisticated manner; not with a simple yes or no, or right or wrong – it is more comfortable to stick with black and white; as historians we must learn to dwell in the gray
- Look for multiple points of view.

**2. Brainstorm on paper everything that comes to mind regarding the topic at hand.** What do you know about the topic? Put this down on paper to get your brain in gear for writing the essay.





3. Organize your thesis, develop three main points (if not already provided), and put your brainstormed information in a chart format for your three body paragraphs.

4. Write your introductory paragraph. Your introduction is essentially your thesis... nothing more. No flowery set up, no meaningless elaboration. Just your THESIS!

An excellent Thesis Formula:

X. However, A, B, and C. Therefore, Y.

'X' represents the strongest point against your argument OR explanation of the complexity of topic.

'A, B, and C' represent the three strongest points for your argument.

'Y' represents the position you will be taking – in other words, your stand on the prompt.

Your introductory paragraph should include all of these elements. It includes your **thesis** (your answer/your position), your **expansion** or acknowledgement of the complexity or significance of history, and your **list**.

A. **Thesis statement** - A critical factor present in the opening paragraph is the THESIS. Exam readers appreciate reading the thesis sentence at the very beginning of the essay. Simply put, the thesis statement does two things:

a. Serves as the student's answer to the question

b. Acknowledges that the student is aware of the complexity of the question

B. **Expansion** - Brief explanation of any key theme or complex idea contained in the thesis. Or, a brief acknowledgement of an opposing view. This may also be where you put the question into historical context or explain why it is worth answering. DO NOT EVER REWRITE PROMPT AS PART OF YOUR INTRODUCTION!

C. **List** - A quick listing of the main organizational points that will be used to structure and present the data used to defend the thesis. In your brainstorm, you fleshed out three categories of information or three key points – list them here so the reader knows where you are going.

**NO STORY TELLING! YOU MUST JUDGE AND ANALYZE! THIS IS VERY IMPORTANT!**

5. Students should stay away from absolutes (**never, always, and completely**). Remember, historians dwell in the "gray areas" of history. Hence, students should think of issues in terms of a scale of 0-10 when providing analysis of historical issues. Anybody can answer "true or false." Good students of history address "**how true**" or "**how false**."

## SUPPLEMENTARY PARAGRAPHS

The number, order, and nature of these paragraphs will be determined by the organizational list in the introductory paragraph. Generally, students should expect three body paragraphs unless the essay guides the student to do less or more. When in doubt, ALWAYS ALWAYS ALWAYS **ANSWER THE QUESTION!!!** If the question asks you for two paragraphs, do what it says.

1. **SUPPLEMENTARY PARAGRAPHS SHOULD BE ARRANGED IN DESCENDING ORDER OF IMPORTANCE.** The only exception to this rule would be in the case where you were going to address topics **chronologically**. Even then, you would be well-served to be sure to get your strongest point down on paper first.

2. **SUPPLEMENTARY PARAGRAPHS SHOULD HAVE CLEAR AND RELEVANT TOPIC SENTENCES THAT FOLLOW THE ORGANIZATIONAL LIST IN THE INTRODUCTORY PARAGRAPH.** The supplementary paragraphs can be quite cluttered. For the National Exam it is imperative that students unleash an avalanche of names, dates, people, bills, pieces of literature, and ideas that are relevant to the essay. Your thesis must be backed up with facts! This is what separates thoughtful essays from random musings and pontification. This said, students should not simply laundry list or data dump without taking into consideration the element of judgment and analysis. Make sure there is relevance to the thesis!

3. **THE ESSAYS FOR THE NATIONAL EXAM ARE TO BE EXPOSITIONS AND NOT JUST NARRATIVE ESSAYS.**

Expositions state a thesis. Again, there is one possible pitfall to some of the ideas in the preceding section. Don't just tell a story and spit out tons of details... present those details with the context of a thesis.

- 4. STUDENTS SHOULD DISPLAY AN APPRECIATION OF THE COMPLEXITY OF HISTORY.** There are a plethora of events, emotions, and ideas that impact human history. As a result, students should reveal their appreciation of the fragile and complex nature to human history by avoiding overtly simplistic comments in their essays, such as something is "bad", "good", "great", or "fantastic." As stated above, students should stay away from absolute phrases and the idea of single causation.
- 5. THE VOCABULARY AND NARRATIVE STYLE OF THE ESSAY SHOULD BE ATTENDED TO.** The verbs used in an essay are a critical element in presenting a more sophisticated and descriptive essay. In conjunction with their adjectives and other descriptive tools, the students should strive to go beyond the more mundane verbs. For example  
"The assassination caused the war..." *Versus* "The assassination provoked the outbreak of war..."  
"The diary showed the prejudice..." *Versus* "The diary vividly illustrates the deep prejudice..."

Do not use the verbs SHOW, FEEL, or BELIEVE! Instead... use verbs like... **REVEALS, ILLUSTRATES, PORTRAYS, EXEMPLIFIES, DEPICTS, IMPLIES, DEMONSTRATES, INDICATES, SYMBOLIZES**

The choice of verb reveals judgment and analysis as well as the relevance and merit of the information. Students should also employ additional modifiers to enhance the descriptive power of their essay. Adjective and adverbs are sadly lacking in most student expositions. For example: "Smith's letter to Abernathy strongly portrays Jackson's belligerent attitude towards the Bank of the U.S."

- 6. STUDENTS MUST AVOID THE USE OF FIRST PERSON IN AN EXPOSITION!** It is understood that the thoughts and ideas within the essay are theirs or those sources cited.

