**Long Essay and Short Answer Assignment**

**Rationale:** *As part of the AP United States History exam students will write a long essay. For the actual exam, students are given the choice to select one of two long essay prompts. Students will have 35 minutes to complete this section of the exam and it is worth 15% of the total grade. The long essay portion is the last portion of the exam that you will complete, and in some respects is the most difficult. The difficulty is largely due in part to the fact that students will have to recall specific, factual information (SFI) from the entire course curriculum.*

*To create an enriching experience for students in light of Mr. Arnesen’s absence, students will be given three long essay questions for this class period. Students are to complete* ***TWO*** *of the three long essay prompts.*

*This assignment will also cover two short answer prompts. Students must answer* ***BOTH*** *of the short answer format questions. On the AP exam, students will answer four short answer prompts during a 45 minute time-frame. Short answers count as 20% of the total grade for the AP exam.*

*Students will have the duration of the class period and can use their books, notes, and any other supplemental materials to answer the questions.* **This assignment is due on test day:** October 21st, 2014**.**

**Scoring Rubric for the Long Essay(s):**

The maximum score you can receive for the long essay question is 6. This grade is based on the following rubric:

* *Thesis* (Skills assessed: Argumentation and targeted skill): 0-1 point
	+ The thesis must do more than restate the question. Your thesis must argue in relation to the targeted historical thinking skill
	+ Historical Thinking Skills: Historical Causation, Patterns of Continuity and Change, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Evidence, Interpretation, and Synthesis.
* *Support for argument* (Skills assessed: Argumentation and use of appropriate historical evidence): 0-2 points
	+ Support your thesis with SFI
* *Application of targeted historical thinking skill*: 0-2 points
	+ Support the thesis using one of the above historical thinking skills.
	+ Example: Continuity and change over time: you will receive 1 point for describing historical continuity AND change over time. For the additional point you must also analyze specific examples that illustrate continuity AND change over time.
* *Synthesis*: 0-1 point
	+ Connect all elements of the essay together: argument, use of evidence, and contextualization.

**Question Choices (choose TWO)**

1. Assess the historical causation of British imperial policies on increasing colonial resistance to British rule and their commitment to republican values between 1763 and 1776. (Historical Causation)
2. How did Americans sense of national identity change between 1763 and 1800? (Patterns of Continuity and Change over Time)
3. Compare the effectiveness of founding fathers such as George Washington, John Adams and Thomas Jefferson in establishing a stable government following the adoption of the Constitution of 1787. (Periodization)

**Scoring Rubric for the Short Answer Questions**

The maximum score you can receive for the short answer question is 3.

**Questions (answer BOTH)**

1.

1. Briefly explain how ONE of the first presidents from 1788-1808 helped to establish a stable government. Provide at least one piece of evidence from the period to support your explanation.
2. Briefly explain why one of the other options are not as persuasive as the one you chose.

2.

1. Briefly explain how arguments between political parties created factionalism in the United States after 1797.
2. Briefly explain how arguments between political parties impacted domestic affairs after 1797.
3. Briefly explain how arguments between political parties impacted foreign affairs after 1797.

**\*\*\*\*BONUS**: Answer all three essay questions to receive bonus credit for this assignment.\*\*\*\*