

Structure for writing the APUSH Long Essay

Introduction Paragraph

1. Contextualization
 - “Setting the Stage”
 - What was going on during the time period?
 - 2-3 sentences
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2. Thesis
 - set up the argument,
 - address all parts of the question,
 - directly address the targeted skill (Causation, Comparison, Periodization, CCOT, etc.)
 - Follow Formula with three categories
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Three Body Paragraphs

1. Topic sentences
 - Connect events of the era into your argument (more contextualization)
 - Directly address historical themes
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2. Evidence
 - Include direct and specific examples (evidence)
 - 3-5 per paragraph
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3. Analysis
 - Argue why your examples support your point
 - Connect details with historical themes
 - Connect analysis with the targeted historical skill
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Be specific and have clear evidence in your body paragraphs

Synthesis/ Conclusion Paragraph

To include synthesis, do ONE of the following three things in your concluding thoughts:

1. Use disparate themes (go “above and beyond” to address other skills beyond the targeted skill, include other historical themes)
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2. Use a position contrary to the one you argued above (address and analyze a counter-argument)
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3. Connect the issue in the prompt to other historical periods, geographical areas, historical contexts, or circumstances (i.e. connect the prompt to the “Big Picture” of American history)