

**Essay Writing**

**Tips on Essay Writing**

1. **Analyze the prompt carefully by underlining the key words**
2. **Create a graphic organizer based on the key words**
3. **Brainstorm information into your graphic organizer**
4. **Create a thesis and plan of attack from your graphic organizer**
5. **Write the essay, periodically checking to make sure you are still addressing the prompt.**
  - Use specifics in your essay
    - Don't just say "leaders gained power"; say "Henry VIII gained control of the Church in England, thus gaining all church land."
  - Just because you say something in an essay does not mean that it is true. You must defend your statements.

**Change over time essays . . .**

- **Describe the status quo at the beginning and the end of the time designated in the prompt**
  - Compare the beginning and end
- **Address whether there was change over time or not**
  - Identify what the change was
  - Explain the change in terms of its context from what was before and what was after
  - Identify major developments/stimuli that occurred to encourage or stifle the change

***Remember Grammar!***

- Do not use first or second person . . . I, we, us, our, ours, you, your, yours
- Don't sue "they" without a clear **plural** antecedent
- Do not use *always, all, never, nothing, or none* unless you prove that in your essay

**Do NOT digress into areas not requested in the prompt just because you know something about the area!!!!**

(It won't help your score, and it will only use valuable time that could be of use elsewhere on the test.)

## A.P. European History

Schumann – Fall 2009

### Essay Directive Words

(from A.P. Central)

<b><u>Assess/Evaluate</u></b>	<ul style="list-style-type: none"><li>• Judge the value or character of something</li><li>• Appraise</li><li>• Evaluate the positive points and negative ones</li><li>• Give an opinion regarding the value of</li><li>• Discuss the advantages and disadvantages of</li></ul>
<b><u>To what extent</u></b>	<ul style="list-style-type: none"><li>• The range over which something extends</li><li>• Scope</li><li>• The point, degree, or limit to which something extends</li><li>• Magnitude</li></ul>
<b><u>Discuss</u></b>	<ul style="list-style-type: none"><li>• Talk over</li><li>• Write about</li><li>• Consider or examine by argument or from various points of view</li><li>• Debate</li><li>• Present different sides of</li></ul>
<b><u>Analyze</u></b>	<ul style="list-style-type: none"><li>• Determine their component parts</li><li>• Examine their nature and relationship</li></ul>
<b><u>Compare</u></b>	<ul style="list-style-type: none"><li>• Examine for the purpose of noting similarities and differences</li></ul>
<b><u>Contrast</u></b>	<ul style="list-style-type: none"><li>• Examine in order to show dissimilarities or points of difference</li></ul>
<b><u>Explain</u></b>	<ul style="list-style-type: none"><li>• Make clear or plain</li><li>• Make clear the causes or reasons for</li><li>• Make known in detail</li><li>• Tell the meaning of</li></ul>
<b><u>Describe</u></b>	<ul style="list-style-type: none"><li>• Give an account of</li><li>• Tell about</li><li>• Give a word picture of</li></ul>
<b><u>Identify</u></b>	<ul style="list-style-type: none"><li>• Cite specific events and phenomena, and who connection</li></ul>