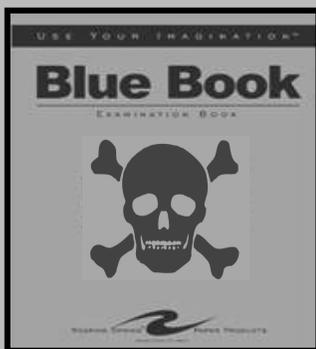


**SERIOUSLY, WHAT WERE YOU THINKING?**



**HONORS' HISTORY**  
*A Survival Guide*

**ΜΟΛΩΝ ΛΑΒΣ**



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© 2008 Dr. Hartnell's Scramblin' Thru History  
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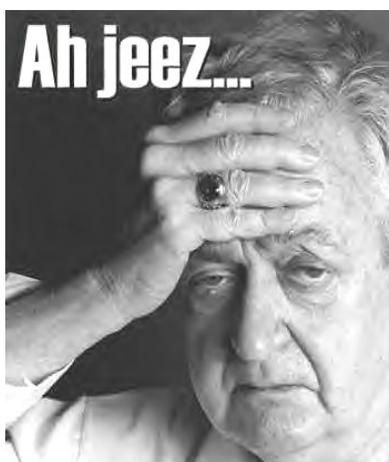
Welcome to the...  
**TOUGHEST. CLASS. EVER!!!**

**Nutty the A.D.D. Squirrel  
presents...  
Scramblin' thru History**

**DID YOU  
KNOW ?**

- A Blue Book is a small, stapled packet of wide-rule notebook paper with a blue cover.
- Blue Books were first used at Yale, which is why the covers are sky blue in color.
- For this class, you MUST select Blue Books that measure 8.5" x 7" and contain 8 sheets (16 pages if you count front-and-back). Larger sizes, or ones with more sheets, will NOT be permitted during examinations.
- Blue Books are available at any college book store and at our school store. You will need at least 12 Blue Books for the entire year, which includes additional ones for practice.

**A.D.D. Survival Guide: Introduction**



Welcome to **Dr. Hartnell's** Honors' history class. First things first... "What were you thinking?!!!"

We don't take "tests" in this class... we take "exams"! And we don't just take "exams"... we take "Blue Book Exams".

I pride myself in the fact that I was the first high school Honors' teacher *in this state* to use Blue Books. It has been proven that my Honors' students become some of the best writers at Westerville North... but it's not without a lot of work.

I'll be honest. My Blue Books will be the hardest exams you take this year and possibly the toughest you take your *entire* high school career. (Just say "Locke and Hobbes" to previous students... and then watch them drop to the ground and begin to convulse. *It's priceless...*)

Now, before you go racing to your counselor to drop this Honors' class, I implore you to read on. Running will not make the big, bad Blue Book Exams "go away". It'll only anger them, and they WILL find you... in college.

While I know Blue Books are not customary in high school, I feel students transitioning from middle school should be exposed to this sort of writing and critical thinking. We have become accustomed to memorizing dates and facts and regurgitating them on a standard "plug-and-chug" test. After surviving these exams in college, and after reading University of Florida's Dr. Robert A. Hatch's article "Like, What's a Blue Book, Dude?", I decided to introduce Blue Books to Westerville.

Let's begin...

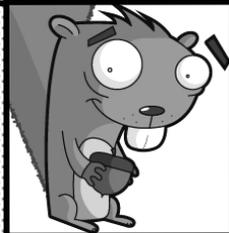
**GIVE UP**

**My Golden Retriever  
is smarter than  
your honor student**



**HOPE**  
MAY NOT BE WARRANTED AT THIS POINT.





# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Why are you doing this?*

According to Dr. Hatch, "Blue Book Exams are a normal part of academic life. Academic life, of course, is not normal. But, it does present a socially acceptable way to focus on personal skills. Properly pursued, the whole process aims to bring about change we associate with learning. As one of many academic avenues, Blue Books offer a way to approach yourself and to confront what you know and how well you communicate your thoughts and beliefs. What is sometimes most scary is that we don't like what we find. What we want for ourselves and what we have are different. Learning focuses on this difference, and Blue Book Exams provide a practical and periodic way to organize what you have learned and what is missing. It is designed to challenge. If you've taken an in-class essay before, you have a fair idea of how difficult it is to write persuasive prose under pressure. Time will fly, and you will not be able to write as much as you know. If you have not taken a Blue Book Exam before, get ready. Blue Books ask that you present your understanding and interpretations of course material in lucid, persuasive prose. This 'Blue Book Challenge' is not designed for fun. But the process can be gratifying."



- Dr. Hatch hit it on the head.
- Like his examinations, my Blue Book Exams are not designed for enjoyment.
- Rather, they are designed to be rigorous and as a way to truly push your limits as an Honors' student.
- Being able to write... and write well... is such an important skill to possess.
- While it'll help you pass all future essay exams in high school and beyond, it'll also allow you to be a functioning (and productive) member of society.
- And that is a skill far more rewarding than any "A" in a history class.

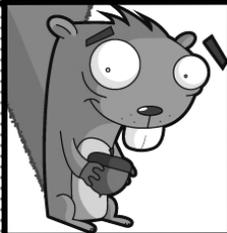


# EFFORT

HARD WORK NEVER KILLED ANYBODY,  
BUT IT IS ILLEGAL IN SOME PLACES.



ΜΟΛΩΝ ΛΑΒΣ



# A.D.D.



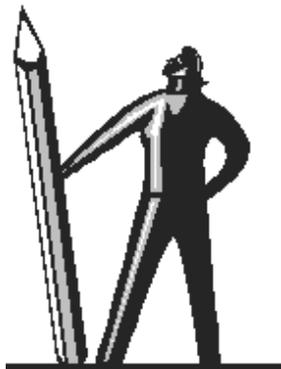
## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Why are you doing this?*

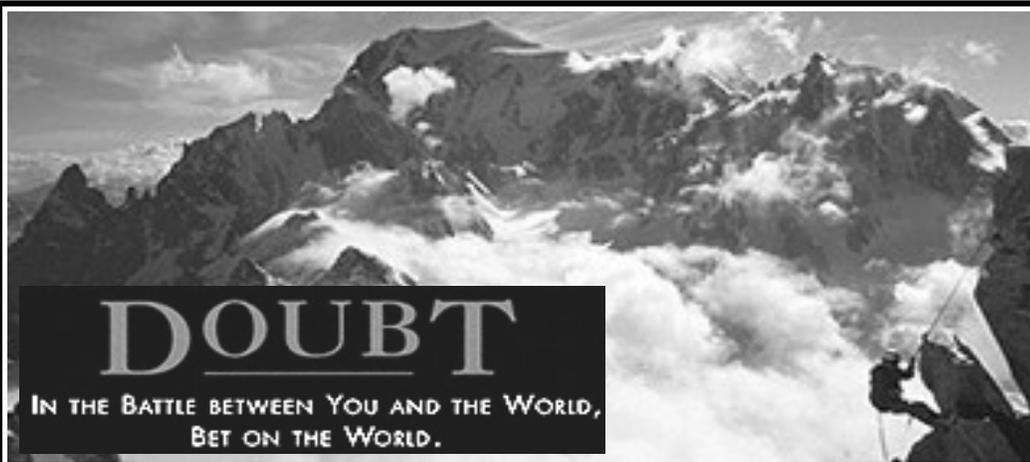
For the time being, however, it's hard to be a "functioning member of society" when you're dead. And dead is what you'll be if you don't figure out a way to pass one of my exams. First, allow me to show you the kind of beast you are up against... then Dr. Hatch and I will rattle off ways to prepare for the dreaded Blue Book Exam. My standard Blue Books are scored out of 100 points (with 40 points coming from the raw mechanics via your 10 Blue Book strands) and consist of one main question, which you may answer in pen or pencil. *More specifically...*

Your Blue Book consist of one of three possible essay questions that you received at the start of the unit. Sometimes there are two possible essays; sometimes there's only one. Smart students prepare all prompts because on the day of the exam, I will randomly distribute one of the questions (i.e. the student in front, behind, to the left, or to the right of you might have a different question). Because the questions are given to you in advance, it is essential that your essay be well-organized, well-expressed, and well-defended with examples and arguments from the readings, lectures, and discussions. Be specific and write as much intelligent prose as time allows. Explain yourself by stating your thesis in order to provide structure and argument. Use appropriate examples to defend your position if there are opinions to be made. However, NEVER use "I think...", "I feel...", or "I believe..." anywhere in your essay! Instead of writing, "I believe Rome fell because..." you should put "Rome fell because...". Make sure to watch the clock carefully so you have enough time (and space) to finish.



• NEVER do the following in your Blue Book introductions/conclusions...

1. **APOLOGIZE:** *Never suggest that you don't know what you're talking about or that you're not enough of an expert that your opinion should count. Your reader (ME!) will quickly turn to something else, like a better Blue Book Exam. Avoid phrases like: "I'm not sure about this, but..." or "I don't really know for sure, but..." Many times these are followed by the dreaded "I think...", "I feel..." or "I believe..." statements that should be avoided at all costs!*



ΜΟΛΩΝ ΛΑΒΣ



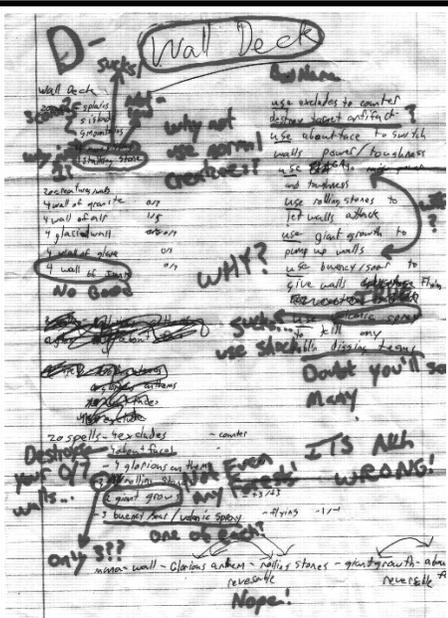
# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

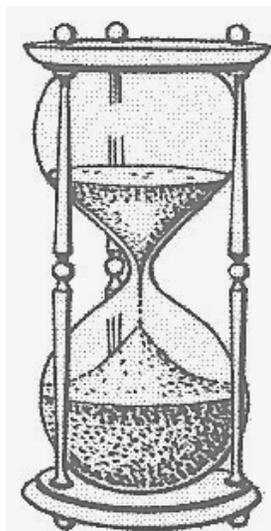
### A.D.D. Survival Guide: Why are you doing this?



So far so good?

Here's the challenge... it's all got to fit inside one Blue Book and be done in one class period! In other words, should you fill up the Blue Book, you are DONE with the exam. No additional pages may be added. Any answers written in the margins or on the covers of the Blue Book will not be read, and therefore not graded. (Don't worry... I do take into consideration the size of your handwriting so accommodations can be figured out.)

Unless arrangements have been made, you must stop writing when the bell rings. It amazes me how everyone is always so anxious to jet out of class once



the bell rings... until Blue Book day, when suddenly everyone wants to hang around a little longer. Imagine that! Sorry, but you may NOT remain after the bell to "finish a few more sentences". While I certainly appreciate the company, in a way, I feel "used" when students do this. Most students receive a healthy "kick-in-the-teeth" dose of reality after their first Blue Book Exam. Don't lose hope! As you become accustomed to Blue Books, you'll learn to finish on time. The phrase "Quality, not quantity" will make sense by the end of the year. Again, I will MAKE you a better writer... and learner.

• NEVER do the following in your Blue Book introductions/conclusions...

#### 2. ANNOUNCE YOUR INTENTIONS:

There are ways to let the reader know what you are going to discuss without flatly telling her/him. Avoid phrases like: "In this essay I will..." or "The purpose of this essay is to..."

#### 3. TELL US WHAT YOU CHOSE:

I already know what essay you chose... because I gave it to you! Avoid phrases like: "I chose to write my essay on..." This sort of introduction is better suited for presentations in 3rd Grade.



# DILIGENCE

You can sleep when you're dead.



## ΜΟΛΩΝ ΛΑΒΣ



# A.D.D.



## Scramblin' thru History...

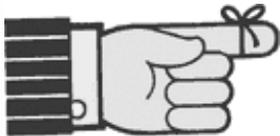
## DID YOU KNOW ?

### A.D.D. Survival Guide: *Begin preparing early!*



Taking a Blue Book Exam is the academic equivalent of going to war. Here are several tips that can be applied to the Blue Books:

**(1) BEGIN EARLY.** It should be no blinding revelation that you, gentle reader, are the central element in your education (no matter who you may be). If this is the night before your exam, what follows may be too late. If this turns out to be an "all-nighter", please consider the following suggestion... in the future, make every effort to stick with the program. Read the syllabus... don't be absent... keep up with the readings... ask questions. If you need help, ask! Preparation for the next Blue Book begins the night after you take your last Blue Book. Work on your reading, writing, and study skills. You are the principal player in your education. Accept YOUR responsibility.

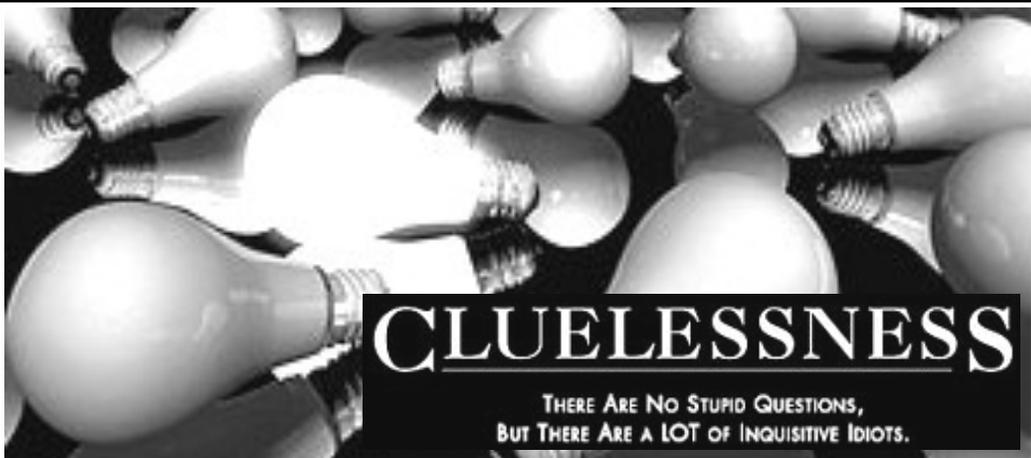


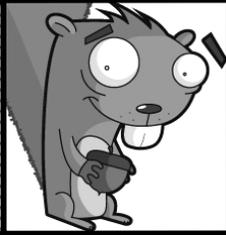
**FREE TIP...** *It takes two to learn, and I am here to help you! A good question from you during class would be welcomed. If you have any other problem, discuss it with me before or after class. Communicate any and all concerns you may have. In the meantime, do your job. Learn to listen critically, develop skills in taking notes, and develop good study habits.*

• NEVER do the following in your Blue Book introductions/conclusions...

**4. DILLY-DALLY:**

*Hello? Anyone out there? Yoo-hoo? Move confidently into your essay. Many writers incorrectly write a warm-up paragraph (or two, or three, or four, or...) to get them in the "mood" of their essay before getting to their introduction. Sometimes writers pump as much information into these random paragraphs that they essentially present their entire argument BEFORE they begin. Bad idea. You're wasting valuable time. Don't do that.*





# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Make an outline!*



**FREE TIP...** While many people shy away from “study groups”, these can often help you from feeling as though you’re alone in this class! I am a firm believer that if you can take something you’ve been taught and teach someone else, you’re good to go. Study groups can help you discuss potential responses. Just don’t be a “leach”... make sure you contribute!



**FREE TIP...** If your schedule allows it, attend EVERY review session that I hold! While I won’t divulge any state secrets, I use this review time to discuss what I expect and critique any outlines that you might have with you. You will get out of these review sessions what you put in them. If nothing else, it does benefit you to have a place where you can go and say, “Help!”

**(2) MAKE AN OUTLINE.** You were given the actual questions verbatim at the start of the unit. Hopefully, the night before the exam isn't the first time that you look at them. Take time to outline each question. This will help you get your thoughts systematized and let you write clearly. After all, your essay should have good organization. As the Greek philosopher Aristotle suggested: “A Beginning; A Middle; An End”. If “The Philosopher” and “Master of Those Who Know” doesn't impress you (after all, he is just another dead white guy), then follow the standard issue of the U.S. Army:

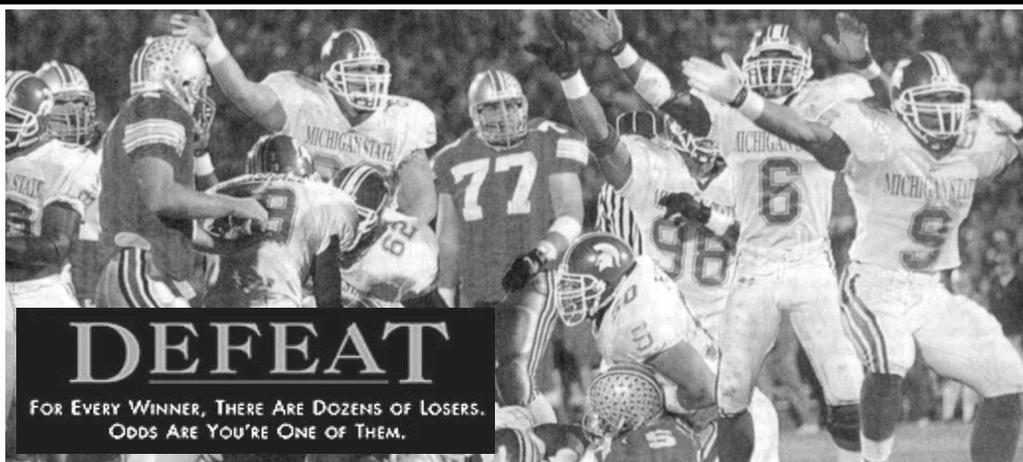


- a. Tell 'em what you're gonna tell 'em;
- b. Tell 'em;
- c. Tell 'em what you told 'em.

• **NEVER** do the following in your Blue Book introductions/conclusions...

#### 5. USE DICTIONARY/ENCYCLOPEDIA

**DEFINITION:** This is the **WORST** way to start **ANYTHING!** Avoid phrases like: “Webster’s defines...” or “According to Encyclopedia Britannica...” Although definitions are useful, you want to avoid this hackneyed beginning. You may begin with a definition, just don’t add “Webster’s defines such-and-such as...”. Save this for your Best Man’s speech that I will boo at your wedding. (And yes, I am invited.)



**ΜΟΛΩΝ ΛΑΒΣ**



# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Thanksgiving Analogy*



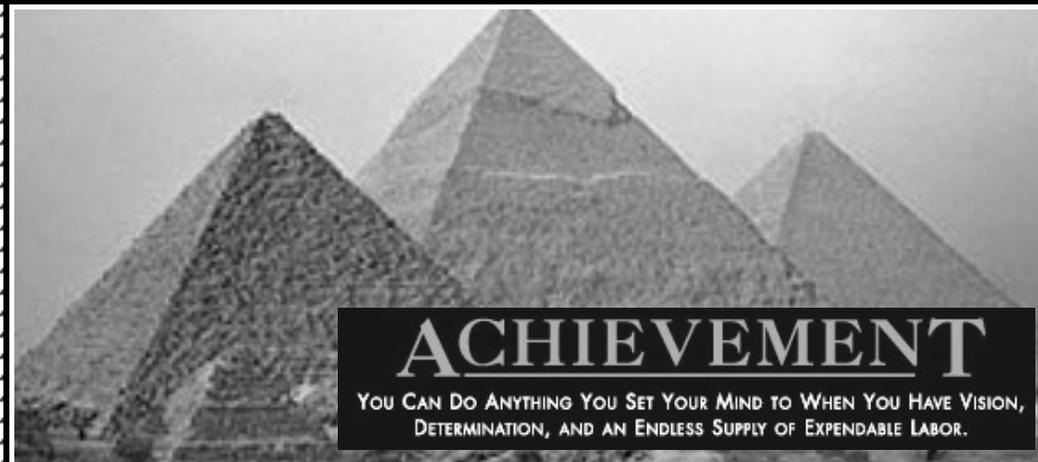
Follow my Thanksgiving Analogy. Because I love to eat, I can best explain writing an essay like sitting down to Thanksgiving with the Hartnells. Just like a good meal has a great smell, a good essay has a great thesis. While it generally restates part of the question, a thesis does more than just that. It lets the reader know

what to expect by teasing her/him with bits and pieces of the whole picture. However, make sure to deliver on all promises! In this introduction, don't tell the reader something s/he can expect in the paper and then forget to include it! The same is true with smelling Thanksgiving dinner. We've all come to identify certain smells with Thanksgiving: turkey, potatoes, and pumpkin pie. When you first arrive at grandma's house, the only thing you get while you wait for the meal to finish cooking is that tantalizing aroma coming from the kitchen. (*Hungry yet?*) If the aroma turns out to be fish, asparagus, and mincemeat pie, then we go to McDs. The same holds true for the reader. And when the reader is ME, that's a problem. Don't tease me. EVER.



• NEVER do the following in your Blue Book conclusion...

6. **SAY YOU HAD FUN OR LEARNED A LOT:** *No you didn't. Please don't finish your Blue Book with such a bold face lie. You did NOT have fun spending your evenings and weekends prepping for the exam, especially on a topic you couldn't choose. It's probably a given that you had much better things you'd rather be doing. And while you may have learned some new information, you most likely didn't "blow your mind" or make some sort of revelation. So, don't do it... liar.*



## ACHIEVEMENT

YOU CAN DO ANYTHING YOU SET YOUR MIND TO WHEN YOU HAVE VISION, DETERMINATION, AND AN ENDLESS SUPPLY OF EXPENDABLE LABOR.



MOLON LABS



# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Thanksgiving Analogy (still)*



A good essay then gets into what English teachers tiredly call the supporting or body paragraphs. I prefer to call these paragraphs the “*meat ‘n’ taters*”. This is the good stuff. Time for me to strap in and fill up! This is where you support or prove your thesis by providing carefully selected examples. With historical writing, there is no need to adhere strictly to the five paragraph essay format (which is one introductory, three supporting, and one conclusion). Why? It’s simple. You’re going to need more than three supporting paragraphs! In my Honors’ class, as long as you have the introductory and conclusion paragraphs, you may have as many “*meat ‘n’ taters*” paragraphs as you see fit. However, just like with Thanksgiving dinner, you don’t want to overload on the details (*a.k.a. butter and gravy*), or you’ll run out of room for the pumpkin pie. Academically speaking, if you have too many supporting paragraphs, you’ll bog down your essay and run out of room!



Lastly, just as a good meal ends with a great burp, so, too, a good essay ends with a great conclusion. This part of the essay is meant to summarize what the reader has just been told throughout by the supporting paragraphs. Simply put, a well-written conclusion keeps the “*taste*” of the essay in the reader’s mouth. (*We’re talking about a “good taste”, not the kind you get burping up Taco Bell for six hours after consuming it.*) In this final paragraph, you want to restate your thesis (but NOT word-for-word), include any final remarks, and then be on your merry way.

- In order for it to be “legit”, your paragraphs should have a minimum of five sentences. Try not to exceed 10-15 sentences in one paragraph.
- The introductory paragraph MUST include the thesis statement AND be underlined, although it doesn’t have to be the first sentence.
- The last sentence of this paragraph should contain a transitional “hook” that moves the reader to the first paragraph of the paper’s body.
- Like with the Thanksgiving analogy, this “hook” would be the meal’s aroma. Good smells (or “hooks”) will make people/readers stick around!





# A.D.D.



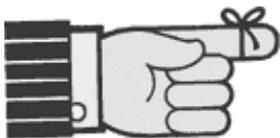
## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Practice! Practice! Practice!*



**FREE TIP...** 45 minutes is "not a lot of time" to write an essay. Because time is NOT on your side, your essay should show economy of expression. Be specific when it calls for it. Avoid trying to "impress" me with your vast historical knowledge. I can distinguish peppercorns from mouse droppings... so keep fertilizer to a minimum.

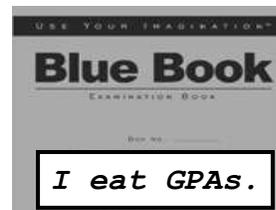


**FREE TIP...** If part of your response is "opinionated", make sure to leave out any uses of "I" or "we". I'll know if it was an opinionated question because I gave it to you, so there's no need to remind me that it's your opinion! Opinions involve responsibility, so you must mean what you say. The value of what you say depends on the argument and evidence you provide.

**(3) PRACTICE:** No matter how many in-class essay tests you took in middle school, practicing is the best way to help you write more clearly and persuasively when it comes time for the Blue Book. As much as you'd rather not do this, you need to practice writing all three essay questions. Put 45 minutes on the clock and try to write one within the time limit. The first time through, your essay probably won't be as strong or as persuasive as you had hoped. Read it again. Perhaps you thought you understood the material better. Perhaps you felt you didn't have enough time and that you had more to say than time to write. No matter how clever or lucky you may be, you will have to *think about* what you write. And you will not have much time to think about things *during* the exam. That's the "Blue Book Challenge"! That's why you must be prepared in advance. No list, no parade of facts, no memorization, and no factoid flashbacks will do. You must prepare *thoughtfully*. The best form of preparation is continuous. Like with anything in life, if you practice every day... you'll feel better every morning.



- I spend so much time writing the same comments on Blue Book Exams that I should get rubber stamps that say the following: *Be Specific; Explain; Give Examples; Too Vague.*
- The most common mistake in writing essays is ignoring, overlooking, or giving only short notice to major issues, concepts, or historical figures. Your essay must be balanced. Consider where the greatest amount of time, effort, and emphasis was placed in class.
- If you find yourself thinking, "Gee, Dr. Hartnell mentioned that 12 times...", then it'd be a safe bet to work it into your essay.



# PESSIMISM

EVERY DARK CLOUD HAS A SILVER LINING,  
BUT LIGHTNING KILLS HUNDREDS OF PEOPLE EACH YEAR WHO ARE TRYING TO FIND IT.



## ΜΟΛΩΝ ΛΑΒΣ



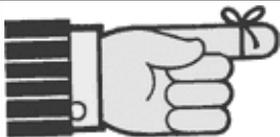
# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Seriously... Practice. A lot.*



**FREE TIP...** Avoid being “cutsie” with your conclusion. Doing such can ruin the overall “taste” of your essay. It’s sort of like adding sundae toppings, peanut butter, and marshmallow cream to your piece of pumpkin pie. It’s overkill... and you’ll throw up later. Don’t do that to your essay. Besides, if you make me throw up, I will wipe my mouth with your essay.

When you do eventually write a practice essay under the time limit and one that meets the requirements, DON'T try to memorize the entire thing. It can't be done, especially with multiple essay possibilities. If you want to memorize something, memorize your thesis statement for each of the essays. Other than that, what you should do instead is figure out what you did *right* when you wrote it. Then apply it come the day of the exam.

Trust me.

After a few Blue Book Exams, the idea of practicing will make more sense. Please bring in your practice essays for me to read. Time permitting, I'll gladly point out mistakes and where stuff needs to be added/subtracted. Essentially, when I read your Blue Book on test day... it shouldn't be for the first time.

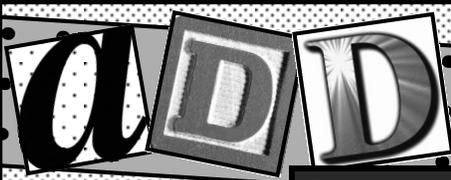
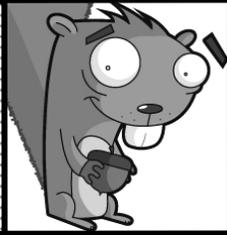
And one last time... memorization is not the key—organization is!



- It takes one full week to grade your Blue Books. If I happen to have two Honors' classes, then it will take me two weeks.
- It takes this long because I read each Blue Book four times, using the final two readings to start grading and determining your mastery level.
- I will post the grades on-line, but not until everyone has taken the exam.
- You are encouraged to make arrangements to meet with me to review your Blue Book Exam together, namely because unlike I have done in past years, your actual exams will no longer be passed back to you to keep... or burn.



MOLON LABS



### Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Honors' & EQs*

In my Honors' class, grades come from 3 components: **Blue Books**, **Multiple Choice Tests**, and **Essential Questions (EQs)**. When it comes time to assess mastery, students take a Blue Book Exam and a Multiple Choice Test. The value of these tests increases with every unit. This means Unit #1's Blue Book Exam and Multiple Choice Test are each worth 25 points; Unit #2's assessments are worth 50 points, Unit #3's assessments are worth 75 points, Unit #4 and all units from that point on are worth 100 points. Each unit's Blue Books are comprised of 10 EQs that are geared solely toward the Blue Books and are labeled as such. They are listed below:

**BB EQ 1.** Was the thesis underlined? Did it provide a proper (but brief) snapshot of the entire paper?

**BB EQ 2.** Was the paper properly organized and structured? Did it contain an appropriate introduction that successfully began the student's presentation/argument?

**BB EQ 3.** Was the proper amount of information included to answer the question and demonstrate sufficient knowledge of the topic – but not too much so as to bog down the "flow" of the paper?

**BB EQ 4.** Did the student provide specific (and correct) examples of the who, the what, the when, the where, and the WHY throughout the paper?

**BB EQ 5.** Did the paper contain an appropriate number of supporting/body paragraphs that contained the necessary information?

**BB EQ 6.** Did the paper contain a proper conclusion that summarized the entire paper in a sufficient (but brief) paragraph?

**BB EQ 7.** As a whole, did the paper flow from paragraph-to-paragraph and not come across as "choppy"? Was it logically and systematically presented?

**BB EQ 8.** Was the paper (relatively) free of grammatical and spelling mistakes? Did it follow basic guidelines? (In other words, the student did not say "I think", "I feel", or "I believe", or commit other classroom faux pas throughout their presentation.)

**BB EQ 9.** Did the student demonstrate proper time management in finishing the Blue Book in the designated time?

**BB EQ 10.** Overall, was the student's Blue Book a successful and well-written presentation? Did it demonstrate their mastery of the material?

- Read the "SBG for Dummies" handout.





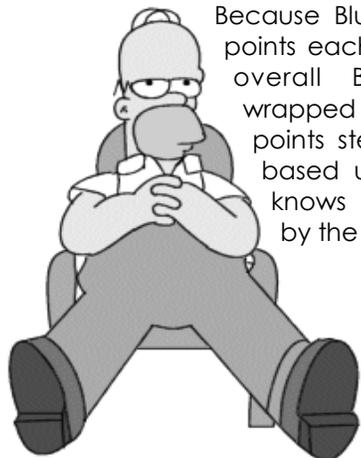
# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *Honors' & SBG*



Because Blue Book EQs are worth 4 points each, 40 of the points for the overall Blue Book grade are wrapped up in these. The other 60 points stem from an overall score based upon how well a student knows the information covered by the Blue Book question.

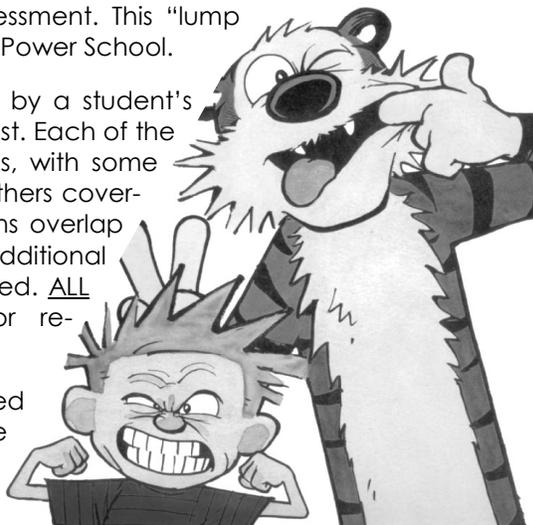
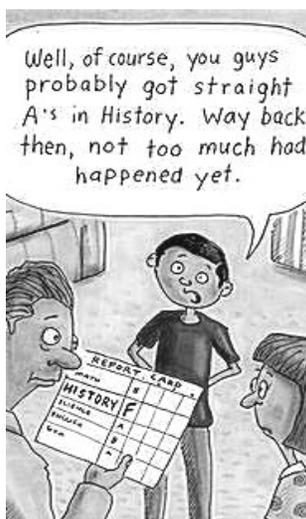
To avoid "double jeopardy", this 60-point "Information Score" will not be used to determine a student's mastery of specific unit strands. When added

together, you get 100 points that are not "open" for re-assessment. This "lump grade" will appear out of 100 points on Power School. Despite the fact that this SBG-classroom revolves around re-assessment, these 100 points are NOT up for re-assessment. The reason for this is simple: these points are an indication of where a student's writing abilities stand at that moment, which is crucial in an Honors' class, especially since my goal is to improve writing skills.

An additional 100 points come from the Multiple Choice Test. The 50 test questions (2 points each) are pulled from the Unit EQs, which students receive at the start of every unit or can download from [www.drhartnell.com](http://www.drhartnell.com). This grade is calculated like any standard Multiple Choice Test, and, like the Blue Book Exam grade, is not "open" for re-assessment. This "lump grade" will appear out of 100 points on Power School.

Mastery of the unit EQs is determined by a student's performance on the Multiple Choice Test. Each of the 50 questions are linked to specific EQs, with some questions covering only one EQ and others covering as many as 10 EQs. Many questions overlap the various EQs, which allows for additional chances for mastery to be demonstrated. ALL of these unit EQs are "open" for re-assessment.

An example of how mastery is calculated from these Multiple Choice Tests can be found in my "SBG for Dummies" hand-out.



- Read the "SBG for Dummies" handout.





# A.D.D.



## Scramblin' thru History...

## DID YOU KNOW ?

### A.D.D. Survival Guide: *How do I drop this class?*



**YOU CAN'T!** Mwah! Ha! Ha! Ha! Okay, seriously, you can drop the course, but there's a process involved well beyond you up and deciding that you don't want to commit to the work load. I understand that this Honors' class is NOT the only class you're taking. I understand that you have outside factors that play heavily into your lives (sports, school-related activities, church groups, work, etc.). I understand that you're freshmen. HOWEVER, when you decide to take an Honors' class, you're making it known that you're willing to be challenged. For many of you, grades have come easy. You've been able to coast through subjects with little energy. Many of you don't know HOW to study because you've never really had to do extensive pre-planning, pre-writing, and research for school work... let alone for tests. Conversely, I can guarantee you that if you put the time into my Honors' class, you WILL leave with a whole new set of writing and studying skills—the likes of which you won't see until college. But, in the event that you still "want out", you need to complete the **Honors' Drop Form**. This form is available on Page #14 of this guide and can be downloaded from my class website at [www.drhartnell.com](http://www.drhartnell.com). Fill it out, give it to me, and then schedule a face-to-face conference with me. (Your parent/guardian may attend this conference.) Please understand that many times you can't drop the course until the end of the quarter/semester (depending on when your request is granted by Administration and the Guidance Office).



If you drop this class...



...God will kill a kitten.



**POTENTIAL**  
NOT EVERYONE GETS TO BE AN ASTRONAUT WHEN THEY GROW UP.



ΜΟΛΩΝ ΛΑΒΣ



**Scramblin' thru History...**

**A.D.D. Survival Guide: *Honors' Drop Form***

Why did you sign up for Honors' History?

What are your reasons for requesting to drop this class?

Was this course not what you expected? If not, why?

Student Name (printed):

Date:

Student Name (signature):

Date:

Guardian Name (signature):

Date:



What is your current grade?

What did you score on your last Blue Book?

Did you do any practice outlines and/or essays for this Blue Book?

Yes / No

If yes, how many?



**SURVIVAL**

**BEARD**

