

SAQ Hotsheet

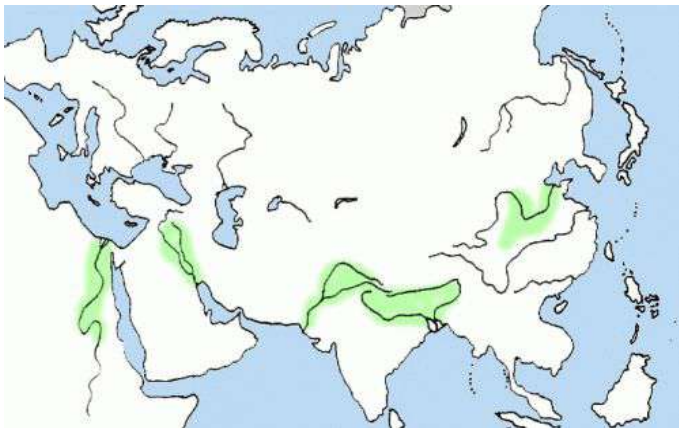
Short Answer Questions

- The AP World History Test will include 3 Short Answer Questions that students will have 40 Minutes to complete which will equal 20% of their Exam Score.
 - The first question primarily assesses the skill of **analyzing secondary sources**, asking students to respond in writing to a historian's argument. This question addresses content from periods 3-6 of the course.
 - The second question primarily assesses either the skill of **comparison or continuity and change over time**, and asks students to respond in writing to a primary source written text or to a visual sources such as images, charts or maps. This question also addresses content from periods 3-6 of the course.
 - Students choose to answer either the third or fourth short-answer question, which deal with periods 1-3 or 4-6 respectively. These questions ask students to respond in writing to general propositions about world history and they primarily assess the same skill, either **comparison or continuity and change over time**; neither of them will primarily assess the same skill as the second short answer question.

Format

- Each SAQ will have 3 parts - each part is worth 1 point.
- Students receive either a 0 or a 1 for each part of the question.

SAQ Question Example:



- A. Identify & explain ONE specific geographic advantage shared by these first civilizations.
- B. Identify & describe how ONE of these first civilizations was able to trade with another prior to 600 BCE.
- C. Create an argument and support with evidence which ONE of these early civilizations had the best geographic advantage compared to the others.

SAQ Sample Response:

A. One example of a specific geographic advantage shared by these first civilizations would be their access to water. Egyptian society arose in the Nile River valley while those in Mesopotamia emerged between the Tigris & Euphrates River Valleys. Harappan society settled on the Indus River and early Chinese society was near the Yellow River. While each of the rivers were uniquely different with the Nile and Indus Rivers being more predictable and calm compared to the Tigris & Yellow Rivers, all of them provided a stable water source for early civilizations to be successful at agricultural production and developing into prominent early civilizations.

B. An example of a civilization trading with another before 600 BCE would those in Mesopotamia and the Indus River Valley. Archaeologists found clay seals with Harappan script located in Mesopotamia as evidence of this merchant activity. These civilizations would have been able to trade with each other through the use of wheeled carts that first emerged in Sumer and caused by their desire for luxury goods. As civilizations had a surplus of agriculture, specialization of labor allowed the rise of merchant classes.

C. The civilization that had the best geographic advantage prior to 600 BCE would have been the Egyptians. The Nile River Valley was calm and exceedingly productive and fertile. Unlike Mesopotamia where there would be erratic flooding, the Nile followed a predictable flooding schedule and was easily navigable. Furthermore, Egypt became one of the most advanced early civilizations with their monumental structures like the Great Pyramid at Giza and lasted longer than the other four river valleys on the map.

SAQ Tips:

- Students should label each answer with A, B & C.
- Students must write in complete sentences and no bullet points.
- Look for plural words which are looking for more than one. For example: Reasons vs. Reason or Examples vs. Example. These require two of each.
- Responses must stay within the writing space on the test - a box with 23 lines. Text outside of the box will not be graded.

Sample Grading Rubric

Points	Skills:
0 1	Answers the Question: <ul style="list-style-type: none">• Uses correct historical reasoning skill identified in the prompt.• Creates a claim sentence that restates the correct historical reasoning skill and a valid, factual statement.
0 1	Cites Evidence <ul style="list-style-type: none">• Provides relevant historical evidence to support the claim stated in the first sentence.• If using a source or photo, alludes to specifics from the source while also adding outside evidence.
0 1	Explains & Analyzes <ul style="list-style-type: none">• Evidence is thoroughly explained as to how it supports the claim sentence and connects to the prompt.• May extended the argument or provide deeper analysis.
+/-	Grammar <ul style="list-style-type: none">• Utilizes solid grammar, capitalizes proper nouns, writes in full sentence form and proper punctuation.



SHORT ANSWER QUESTIONS



ANNOTATE & ANSWER

- Annotate prompt and find key words to direct your answer.
- Answer the prompt with a clear claim. Re-phrase prompt to start this claim sentence.



CITE EVIDENCE

- Cite factual historical evidence to support your claim sentence.
- Be specific. Use terms, people and events to support your claim.



EXPLAIN CONNECTIONS

- Explain how your evidence proves your claim.
- Make your explanation clear and concise as you connect your claim and evidence.

LEDQ Hotsheet

Break Down Prompt

- Pay attention to the verbs and themes of the prompt. Summarize the focus and the historical reasoning skills that claims will need to specifically address - Comparison, Causation, or Change & Continuity Over Time.

Planning Your Thesis + Argument Development

- Plan up to 2-3 claims based upon the prompt. If something is plural, be sure to have at least two examples.

Claim #1

Claim #2

Claim #3

Paragraph #1: Introduction - Thesis

Thesis:

1-2 sentence statement that contains your 2-4 claims that you plan to defend and prove.

Thesis Templates:

- Comparison:**

While (Civilization A) and (Civilization B) were both similar in that _____, they were distinct in that _____ and _____.

(Civilization A) _____ and (Civilization B) _____ resemble each other in that they both _____ and _____; however, they are contrasting in terms of _____.

- Causation:**

_____ (claim) and _____ (claim) were both causes of (theme from prompt), another key reason for (verb from prompt) is _____ (claim).

While _____ (causation claim) is a major cause of (theme from prompt), the consequences included _____ (effect) and _____ (effect).

- Continuity & Change Over Time:**

From (date), changes such as _____ and _____ occurred in (civilization/theme in prompt). However, _____ continued to occur due to _____.

Paragraph #2-4: Body Paragraphs

Topic Sentence with Claim using Historical Reasoning Skill

- Start paragraph with topic sentence which is a “mini-thesis” that summarizes the claim you are going to argue and support in that paragraph.
- This claim should address the historical reasoning skill identified in the prompt.

Support with Historical Evidence

- Use specific historical examples to directly support and prove your claim in the paragraph.
- Must be a specific noun - person, place, thing, vocabulary term.
- Try to use a minimum of 3+ pieces of evidence in each claim paragraph.

Supports Argument

- The concrete and historical examples that are utilized support the claims asserted associated with the historical reasoning skill of the prompt.
- Three pieces of evidence are good practice to earn the point (total of 6 for two claim paragraphs)
- To earn the complexity point, students demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. Complexity of argument is demonstrated by showing an in-depth understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. A response may demonstrate a complex understanding in a variety of ways, such as doing in-depth analysis, giving multiple valid claims such a multiple similarities and differences, continuities and changes, or causes and effects. You can also explain relevant and insightful connections within and across periods or by corroborating multiple perspectives across themes.

Paragraph #5 - Conclusion

- Conclusion paragraph should contain a restatement of your thesis and argument. Be clear and specific.
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Thesis Killer Words:

Very Many Things Stuff Lots / A lot Ways	I think In this essay I will I'm going to tell you about The people Never Always Major
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Synonyms for Similar:**Synonyms for Different:**

alike akin comparable congruent correlate corresponding in agreement related much the same parallel resembling parallel	contrasting distinct divergent diverse particular peculiar contrary contrasting opposing unlike unequal rivaling
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Direct Comparison Words:

Whereas Although While As opposed to As well as By comparison Compared with Conversely Despite Different from Either...or Even though Equally important	However In comparison In contrast In like manner In spite of In the same way In spite of Instead of Just as Likewise Neither...nor Nevertheless Nonetheless	Notwithstanding On the contrary Not only...but also On the other hand Rather than Regardless Same as Similarly Unlike Unless Whereas While Yet
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Direct Comparison Templates:

While (Civilization A) _____ had/was/lacked/used/etc _____, (Civilization B) _____ had/was/lacked/used/etc _____.

Whereas (Civilization A) _____ was _____, (Civilization B) _____ differed as they _____.

Both (Civilization A) and (Civilization B) were centered/drew/engaged/sought after/etc _____.

Analysis & Cue Words:

Because Led to Caused by Affected Impacted	Came from In order to As a result Consequently Therefore
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LEQ Rubric

Thesis		
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt.	1	
Contextualization		
Describes a broader historical context relevant to the prompt. Situates the argument by explaining the broader historical events, developments, or processes that occur before, during or continue after the time frame of the question. This should be multiple sentences not a mere phrase or reference.	1	
Evidence		
Provides specific examples of evidence relevant to the topic of the prompt. (1 point)	1-2	
Supports an argument in response to the prompt using specific and relevant examples of evidence. (2 points)		
Analysis & Reasoning		
Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt. To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.	1	
Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.	1	
A response may demonstrate a complex understanding in a variety of ways, such as: <ul style="list-style-type: none">Explaining nuance of an issue by analyzing multiple variablesExplaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effectExplaining relevant and insightful connections within and across periodsConfirming the validity of an argument by corroborating multiple perspectives across themesQualifying or modifying an argument by considering diverse or alternative views or evidence		
TOTAL:	6	

DBQ Hotsheet

Break Down Prompt

- Pay attention to the verbs and themes of the prompt. Summarize the focus of the DBQ that claims will need to specifically address.

Planning Your Thesis + Argument Development

- Read documents and plan argument of your essay within 15 minutes.
- Group your documents into 2-3 different claims that answer the prompt.

Claim #1

Claim #2

Claim #3

Paragraph #1: Introduction - Thesis + Contextualization

Thesis:

1-2 sentence statement that contains your 2-3 claims that you plan to defend and prove.

- _____ (verb from prompt - spread/changed/impacted/affected/led to/reacted because of/by _____ (claim #1), _____ (claim #2) and _____ (claim #3).
- _____ (claim #1) was the most remarkable accomplishment/reason/impact/effect while _____ (claim #2) and _____ (claim #3) were other reasons for _____ (question of prompt).

Example: "Hammurabi's Code was not just because it treated different social classes unfairly, had harsh punishments for crimes, and discriminated against women."

Contextualization:

Big "C" contextualization explains a broader historical context and background of events, developments or processes that occur before, during or continue after the time frame of the question and are relevant to the prompt. This can be anywhere in the introduction paragraph. Essentially, big "C" contextualization situates your argument within history.

- This requires **outside** information and at least a **three sentences explanation**.

Example: The broader context of this time period included the emergence and development of early river valley civilizations. The Babylonian civilization was within the area of the Fertile Crescent which was one of many civilizations like those near the Nile, Indus or Yellow River Valleys. All of these civilizations moved towards new government structures, complex social structures, monumental architecture and codifying law codes. Similarly to Hammurabi's Code, the later development of the Hebrew Ten Commandments also appeared during this time.

Paragraph #2-4: Claim Paragraphs

Topic Sentence with Claim

- Start paragraph with topic sentence which is a “mini-thesis” that summarizes the claim you are going to argue and support in that paragraph.

“Hammurabi’s Code was unjust because it treated social groups differently.”

Support with Evidence from Documents + Outside Evidence

- Use specific instances from documents to directly support and prove your claim in the paragraph.

“When reading Hammurabi’s Code it states that if a man knocks out the eye of another man, then his eye should also be knocked out. However if the same thing happened to a slave, there is a different punishment. In this case, you pay only half the value of the slave (Doc E). This demonstrates how people were treated differently based on their role and position within the social hierarchy.

- Include evidence that goes beyond the documents that you know from this course. As with the LEQ, include your own personal knowledge about the topic that wasn’t included in any of the documents. Use specific examples of people or events and link it to the DBQ topic.
- Weave and link together ideas from the documents and outside information to prove your claim in the topic sentence.

Argument Cue Words:

Supports Corroborates Links Similarly On the other hand Contradicts Differs Conflicts Demonstrates

Cite the Documents

- After utilizing a document, be sure to cite the document at the end of the sentence --> (Doc A).

Analyze the Significance of the Documents Used using HAPP-Y.

- Analyze the significance of the documents in one of the following ways for each document used:
 - Historical Context of Document - Where is this document coming from? Often referred to as little “c” context, writers should point out how the local realities affected the content or reliability of the document. Connect why this historical context is important to understanding the document.

“Hammurabi’s Code was created around 1754 BCE and was used as a way to ensure rule and order within the context of the Babylonian empire. It was posted at the entrance of the city so those who entered understood the local culture, customs and rules. This demonstrates how important these laws were to the people in Babylon.”

- Audience - Who is the audience of the document? Who is it written for? Connect why the audience of the source is important to understanding the document.

“This document’s intended audience were those living within Babylonian society. As it was posted for all to see, it was reasonable to expect all citizens to abide by its decrees”

- Point of View - How does the author’s perspective affect what was said? Understand how the person’s background, occupation, gender, social status, etc may impact what the author wrote.

“As a _____, the author _____.”

“Because the author is a _____, he/she believes _____.”

“As a king who desired to keep order and provide justice, Hammurabi created this law code and published it to provide a clear set of rules for the local community”

- Purpose - What is the purpose of this document? What is the point? Be sure to dig into the unstated purpose, not the obvious purpose of what it says.

“The purpose of this document is to publish the 282 law codes so all people within the society would understand them as well as the specific consequences for violating them.

Complexity:

- How does the topic of this essay fit into history in other ways? Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. A response may demonstrate a complex understanding in a variety of ways, such as doing in-depth analysis, giving multiple valid claims such a multiple similarities and differences, continuities and changes, or causes and effects. You can also explain relevant and insightful connections within and across periods or by corroborating multiple perspectives across themes.

“While the Code of Hammurabi was considered one of the first law codes published for the general public, this concept of memorializing legal codes continues throughout history. Within the United States, the Constitution and the Bill of Rights is displayed and widely published for all citizens to understand. The question of whether the Constitution is fair and just continues to be debated and critiqued as evidenced by the amendments that altered the Constitution to extend voting rights to African Americans and women.”

Paragraph #5 - Conclusion

- Conclusion paragraph should contain a restatement of your thesis and argument. Be clear and specific.

Other Tips for DBQ Writing:

- **Introducing What an Author Says:**

X states that _____.

X acknowledges that _____.

X argues that _____.

X believes that _____.

X denies that _____.

X claims that _____.

X demonstrates that _____.

X insists that _____.

X questions whether that _____.

X reminds us that _____.

- **Using Quotations:**

Quotations should be less than 5 words to highlight a key phrase, word or small statement. Use only if the words carry more power than summarizing the statement.

“Hammurabi states that he is trying to protect the people as “king of righteousness” (Doc B)”

DBQ Rubric

Thesis/Claim		
Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.	1	
Contextualization		
Describes a broader historical context relevant to the prompt. Situates the argument by explaining the broader historical events, developments, or processes that occur before, during or continue after the time frame of the question.	1	
Evidence		
<p>Uses the content of a least three documents to address the topic of the prompt. (1 point)</p> <p>Supports an argument in response to the prompt using at least six documents. (2 points)</p> <p>Documents Used: 1 2 3 4 5 6 7</p>	1-2	
Uses at least one additional piece of the specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.	1	
Analysis & Reasoning		
<p>Explains the significance of the author's point of view, author's purpose, historical context, and/or audience for at least three documents. The response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced.</p> <p>Documents Sourced: _____</p>	1	
<p>Complexity - Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.</p> <p>A response may demonstrate a complex understanding in a variety of ways, such as:</p> <ul style="list-style-type: none"> • Explaining nuance of an issue by analyzing multiple variables • Explaining both similarity and difference, or explaining both continuity and change, or explaining multiple causes, or explaining both cause and effect • Explaining relevant and insightful connections within and across periods • Confirming the validity of an argument by corroborating multiple perspectives across themes • Qualifying or modifying an argument by considering diverse or alternative views or evidence 	1	
TOTAL:	7	