

This is AP World

History

Please click next after the music is done.. But if you're scared... Maybe you should reconsider about this class...

Teaching AP World History



This Is The Teacher



Fun Facts about Josh Hofford

- I "unliked" Mr. Hofford on Facebook... my computer crashed
- Mr. Hofford once owned a dog, we call that dog Clifford.
- Santa Claus goes to the mall to sit on Mr. Hofford.

Today's Lesson



- Today, class, we are going to learn about the Classical Era: 1000 BCE – 500 CE in Persia, China, India, Greece, and in Rome, and also about the Cornell Notes, SCRIPTED Chart, ASAP-XY, SOAPPSTone, OPPTIC, DBQ, CC, and the CCOT Essays as well.

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Basic structure of Cornell Notes

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Main Idea:

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Summary:

Here you will write your summary

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Example Cornell Notes

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Joshua Hofford

Making Freshman cry

Main Idea:
1st day: Strike
terror into their
very souls

1. Talk about how hard life is
2. Talk about how hard this class will be
3. Mention bacon ☺

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Summary:

SUMMARY

NAME

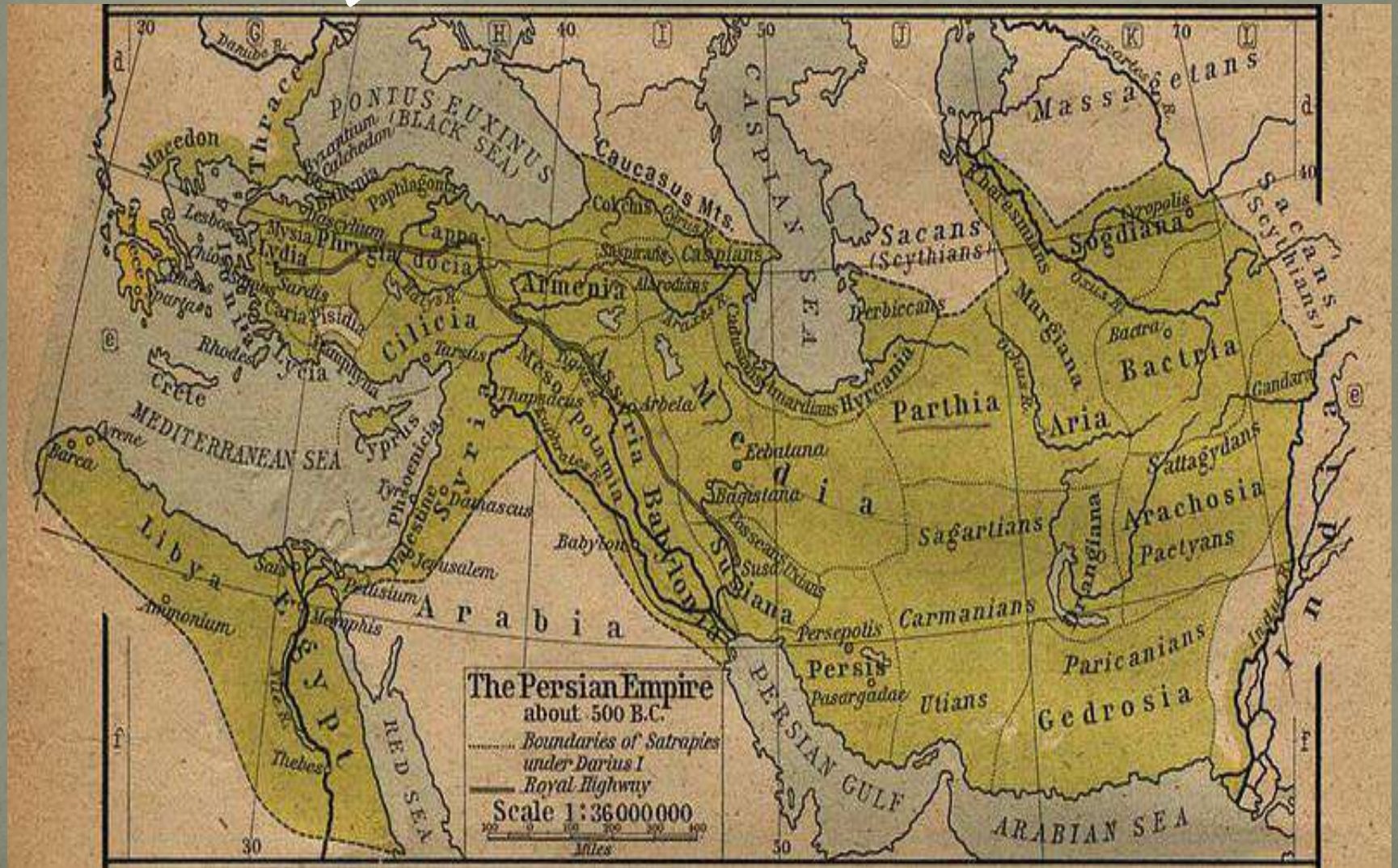
Real Structure of Cornell Notes

Title

Jenny Bui	Chapter 9: Mediterranean Society-The Greek Phase
<div data-bbox="158 458 450 682">Early Development of Greek Society</div> <div data-bbox="235 786 285 1285">MAIN IDEAS</div>	<div data-bbox="523 458 1823 1108"> <ol style="list-style-type: none"> I. Inhabitants of the Balkan region and Greek Peninsula 2. 3rd millennium B.C.E- Met/mingled with peoples from different societies who traveled and traded in the Mediterranean Basins 3. Built societies under influence of Mesopotamians, Egyptians and Phoenicians 4. Beginning of the 9th century B.C.E., the Greek organized city-states. <ol style="list-style-type: none"> II. Inhabitant of Island Crete 1. Developed Minoan society with Minos as King 2. 2000 and 17000 B.C.E. – Built series of lavish palaces 3. Knossos palaces were central to society and residences of rulers and where officials collected taxes </div> <div data-bbox="523 1196 1846 1428"> <p>Summary:</p> <p>Under the influence of the Romans, the Mediterranean Basin had become a tightly integrated society. The Roman society had provided a political system for faraway lands like Mesopotamia and Britain. First the Roman Empire started off as a kingdom, but soon changed to a republic due to disposing the last Etruscan king. Later, the empire changed to a centralized government because of Iulius Caesar's reign....</p> </div>

Here you will write your summary....

Rise of the Classical Persians



Rise of the Achaemenid Empire

550-330 B.C.E

- The rise of the Classical Persians had first started off with what is known as the Achaemenid Empire. The Achaemenid Empire was the first of the Persian Empires to rule over significant portions of Persia or what is known now as present day Iran. It followed the Median Empire as the second great empire of the Iranian people. At the height of its power, the Achaemenid Empire had about 7.5 million square kilometers and was territorially the largest empire of classical antiquity.
- The founder of the Achaemenid Empire was Cyrus the Great (558-530 B.C.E.), a tough leader and outstanding military strategist.
- After Cyrus's rule, his son, Darius the Great extended the empires both east and west and eventually took over the India Kingdom of Gandhara, Thrace, Macedonia, and the western region of the Black Sea in the Southeastern Europe. However, he was more of a administer than a conqueror. He established Persepolis as the capital of the Achaemenid Empire with advisors, ministers, diplomats, scribes, accounts, and translators. Persepolis was intended to serve as an administrative center.
- As Darius's administration, governments are appointed to serve as the central administration and to oversee affairs in various regions. He had divided his realm into 23 satrapies. Each Satrapy had military officers and tax collectors to serve on their power. The satrapies had also benefited by tribute from other lands. Persian rulers had also created imperial spies known as "The eyes and the ears of the king" to maintain the balance of the empire.

The Fall of the Persian Empires

100-63 B.C.E

- Despite their balance of government, the Persians had failed to control the Greeks for more than 150 years. The Ionian Greeks that had fallen under Darius's Persian government had revolted in 500 B.C.E. As a result, Darius had attempted to conquer the wealthy Greek cities, but had failed to conquer them in the battle of Marathon and then later in the Reign of Xerxes, who was Darius's successor.
- Circa 334 B.C.E., Alexander the Great had invaded Persia with an army of Macedonians. In 331 B.C.E., they defeated the Achaemenid forces at the battle of Gaugamela and won. As a result, the Macedonians robbed, burned, and destroyed the capital, Persepolis, and Alexander the Great became the new Achaemenid ruler.
- When Alexander the Great died in 323 B.C.E., his empire had divided into 3 realms by three of his best generals. The Seleucid, Parthian, and Sasanid empires had succeeded him.
- Seleucus (305-281 B.C.E.), one of Alexander's great generals, had gained the Seleucid Empire which contained most of the former Achaemenid empire. However, the Seleucid empire was met with opposition from native Persians and their ruling classes. The satraps also had revolted for their own independence. The Seleucid empire had weakened even more in 83 C.E. under Roman conquerors, which ultimately lead to it's decline in 63 B.C.

The Fall of the Persian Empires

247 B.C.E.-224 C.E.

- The Parthians took over Iran next during the 3rd century B.C.E. Their greatest conqueror, Mithradates I came to throne in 171 B.C.E. In 155 B.C.E., Minthradates had his hold on Iran and extended his rule to Mesopotamia. The Parthians didn't have a centralized government, but their empire was organized by leaders. They had also restored rule in Persian tradition and built capital city at Ctesiphon on the Euphrates River, following the Achaemenid's example.
- The Parthians were skillful warriors since they would often face constant threats from nomadic people and have well-trained horses to aid their military. Parthian satraps had fought independence from the Seleucids around 238 B.C.E.
- Internal rebellions by the Sasanid satraps had weakened the Parthian empire in the 3rd century B.C.E and had also fallen to Roman conquerors who took their capital, Ctesiphon. (Quite similar to the Seleucid Empire)
- After the Parthian Empire, the Sasanid empire rose. They had toppled the Parthians in 244 C.E. and ruled until 651 C.E. During the reign of Shapur I, the Sasanids had stabilized their western frontier and created buffer states between themselves and the Roman empire;. As a result, they had defeated several roman armies and devoted them to build roads and dams which connected with the Roman Empires in the west. The Sasanid Empire fell when the Arabs had killed the last Sasanid ruler in 651 C.E.

Society of the Persians

- Many individuals engaged in trade and specialized labor which led to social distinct. Slavery was also common.
- Social structures of the Persians were similar to the Aryans in India that consisted of warriors, priests (Called magis), and peasants. Family and relationships were also very important in Persia. Male Persian warriors headed the clans.
- The main Persian Religion was Zoroastrianism. Cults of the sun, moon, water, and especially fire were created. Zoroastrianism also had similar gods and rituals like the Aryans. It was believed that humans souls undergo judgment to receive rewards or punishments for their thoughts, words, and deeds. Persian priests performed religious rituals, organized calendars, and organized Zoroastrian values and doctrines.
- Zarathrustra was a priest and a aristocrat. His teachings had led to Zoroastrianism. His works and hymns were known as the Gathas. Early Zoroastrian teachings had perished since they were transmitted orally by priests (magis). The Seleucids had preserved religious texts in writings and the Sasanids had gathered the scriptures in a holy book called Avesta.

Society of the Persians



Society of the Persians



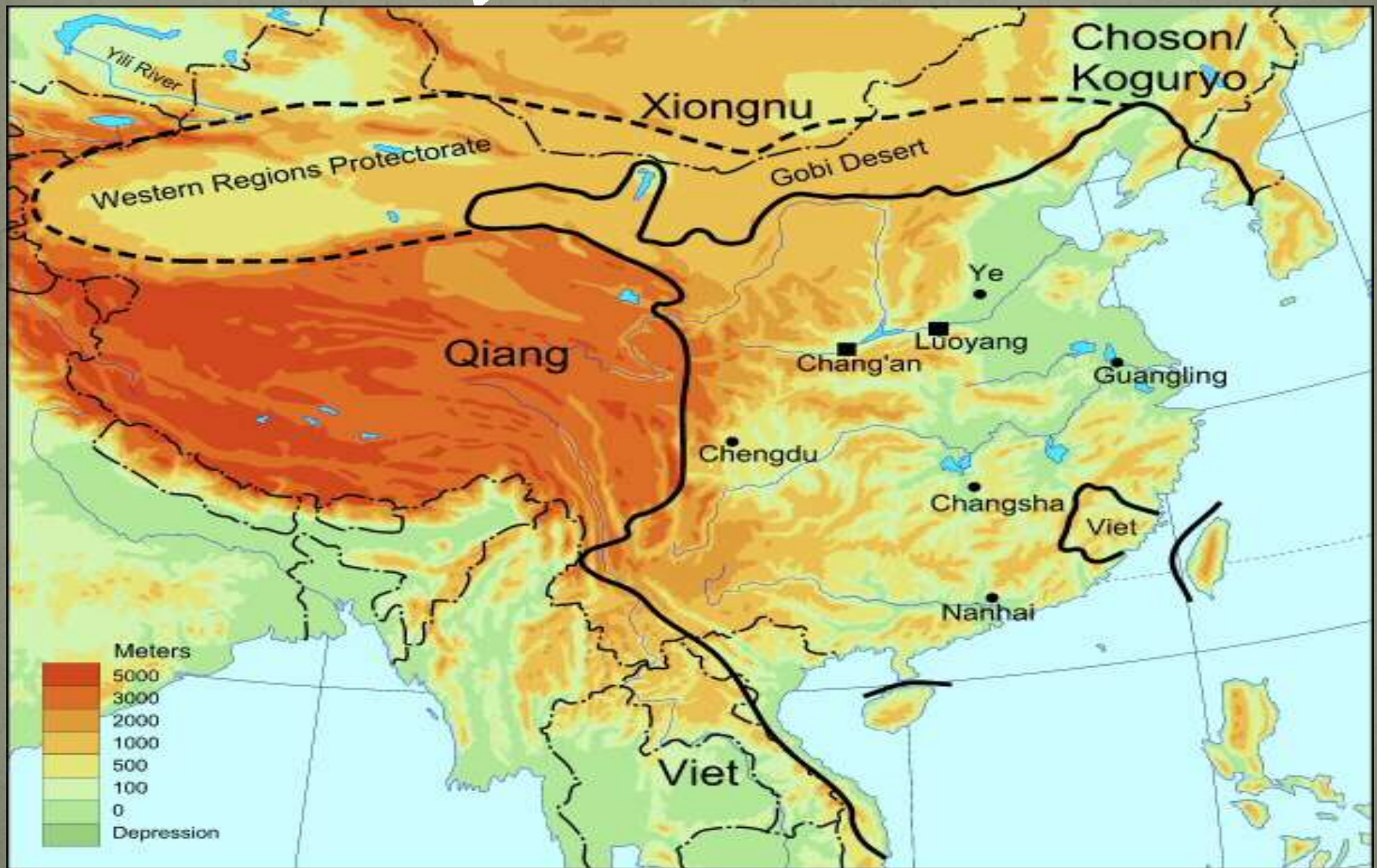
Society of the Persians



Society of the Persians



Rise of Classical China



Rise of Classical China

~ Chinese Philosophies ~

- The Zhou Dynasty, 1046–256 BCE, brought forth political confusion to China which led to the Period of the Warring States. As a result, three schools of thought were developed amongst the chaos, influencing Chinese political and cultural traditions: Confucianism, Daoism, and Legalism.
- Kong Fuzi, a Chinese philosopher known as Confucius, had started Confucianism. His sayings and teachings were stored in a book called the Analects. He doesn't address philosophical questions or deal with religious questions because he believes they are beyond moral human intelligence.
- However, he is more concerned with the structures of the state and the formation of the junzi ("superior individuals") and the 3 popular qualities: Ren (Courteous, respect, diligence, and loyalty), Li (People being in good behavior, courteous to others and showing respect to elders), and Xiao (Respectful to parents, other family elders, and remembering their ancestors); All to ensure a stable society.
- Mencius, another philosopher, had also contributed to Confucianism with emphasis on ren to levy light taxes, avoid wars, support education, and by encouraging harmony and cooperation.
- Xunzi, another philosopher, believed that humans selfishly pursue their own interests, no matter the effect on others. He also promoted Social Discipline with the quality Li which limited individual interest and punished those who neglected their obligations.
- The school of thought, Daoism, was also promoted by wanting to bring harmony to society as a whole; The founder of Daoism was a philosopher named Laozi.
- The doctrine of Wuwei came from Daoism as it required disengagement from affairs of the world, advanced education, personal strive, and harmony with nature.
- The school of thought, Legalism, was also promoted. It's purpose was to devote to statecraft with Strict laws and strict punishments. There was no concern with ethnics, morality, or propriety, and principles of governing the world or place of humans.
- Shang Yang, the chief minister to the duke of the Qin Dynasty in western China, had promoted Legalism by writing policies in the Book of Lord Shang. Han Fezi had also supported Legalism.

Qin Dynasty

221 to 206 B.C.E

- The Qin Dynasty was the first ruling dynasty of Imperial China. The strength of the Qin state was greatly increased by the legalist reforms of Shang Yang in the 4th century B.C.E. The Qin Dynasty went through economy, political, and military development. The Qin Dynasty had also established centralized imperial and bureaucratic rule. China was also divided into administrative provinces and districts.
- Through the Qin Dynasty, new agriculture wealth was devoted to military with effective weapons. Roads were also encouraged for communication and for movement of the armies. A massive defensive barrier was also ordered to be built by the first emperor of China, Qin Shihuangdi.
- Qin Shihuangdi had also ordered the burning of all books of philosophy, ethics, history and literature and execution to those who criticized his regime (Mostly Confucians and daoisms).

Han Dynasty

206 B.C.E - 220 C.E.

- The Han Dynasty had rose with Liu Bang, the head of the Han Dynasty. He had Restored order throughout China. Liu Bang's attempted to decentralized the government; He wanted to follow between the political alliances of the Zhou and the centralized state of the Qin. As a result, he divided his empire into administrative districts which was governed by officials. When an army of nomadic Xiongnu warriors attempted to kill him, he lost trust in his reliance on family, and in the end, he carried out a centralized, imperial rule of administrative bureaucracy.
- When the Han Dynasty was interrupted by Wang Mang, a Han minister that served as a regent that replaced the 2-year-old boy as emperor, the dynasty was divided into 2: Former Han (When the emperors ruled from Chan'an, the capital) and Later Han (When the capital is moved east to Luoyang).
- Wang Mang was known as a socialist Emperor, who limited land property and amount of land a family could have and ordered officials to break up large estates for landless individuals to cultivate.
- During the later Han Dynasty, the government is centralized again with administrations and state bureaucracy.

The Fall of Classical China

- Wealth led to social tensions and social tensions led to distinctions in the Han Dynasty. The wealthy wore silk garments, leather, shoes, and jewelry of jade and gold, the poor wore hemp clothing and mere sandals. The wealthy ate pork, fish, fowl, and fine aged wine, while the poor ate grain/rice with small quantities of vegetables and meat.
- Vast social distinctions led to the Yellow Turbans, A Peasant revolt throughout China during the 2nd century C.E.
- Soon enough, the Collapse of the Han Dynasty was in session, unable to prevent factions of courts that paralyzed the central government. As a result, the Han emperor became a mere puppet and 3 generals ruled regions with their armies. As a result of instability, the empire was divided into 3 large kingdoms.

The Society of the Chinese

- Throughout China, Iron Metallurgy was promoted. From the Zhou times, plows with iron tips were created.
- Later, fine utensils for domestic and military uses were made. Shovels, picks, hones, sickles, and spade with iron parts enabled more food production and larger population which had promoted agricultural surplus and fine manufactured goods.
- As a result of a production of fine manufactures goods, mass trade took place in the Silk Roads, where China traded with India, Persia, Mesopotamia, and even the distant Roman empire. Monsoons and sea-lanes had also aided trade.
- Currency had also changed in China. In Earlier times, Chinese scribes had written on bamboo strips, silk fabrics, oracle bones, and bronze wares, but before 100 C.E., the Chinese had begin to fashion hemp, bark, and textile fibers into sheets of paper money which was less expensive than silk and easier to write on than bamboo.

The Society of the Chinese



The Society of the Chinese



The Society of the Chinese

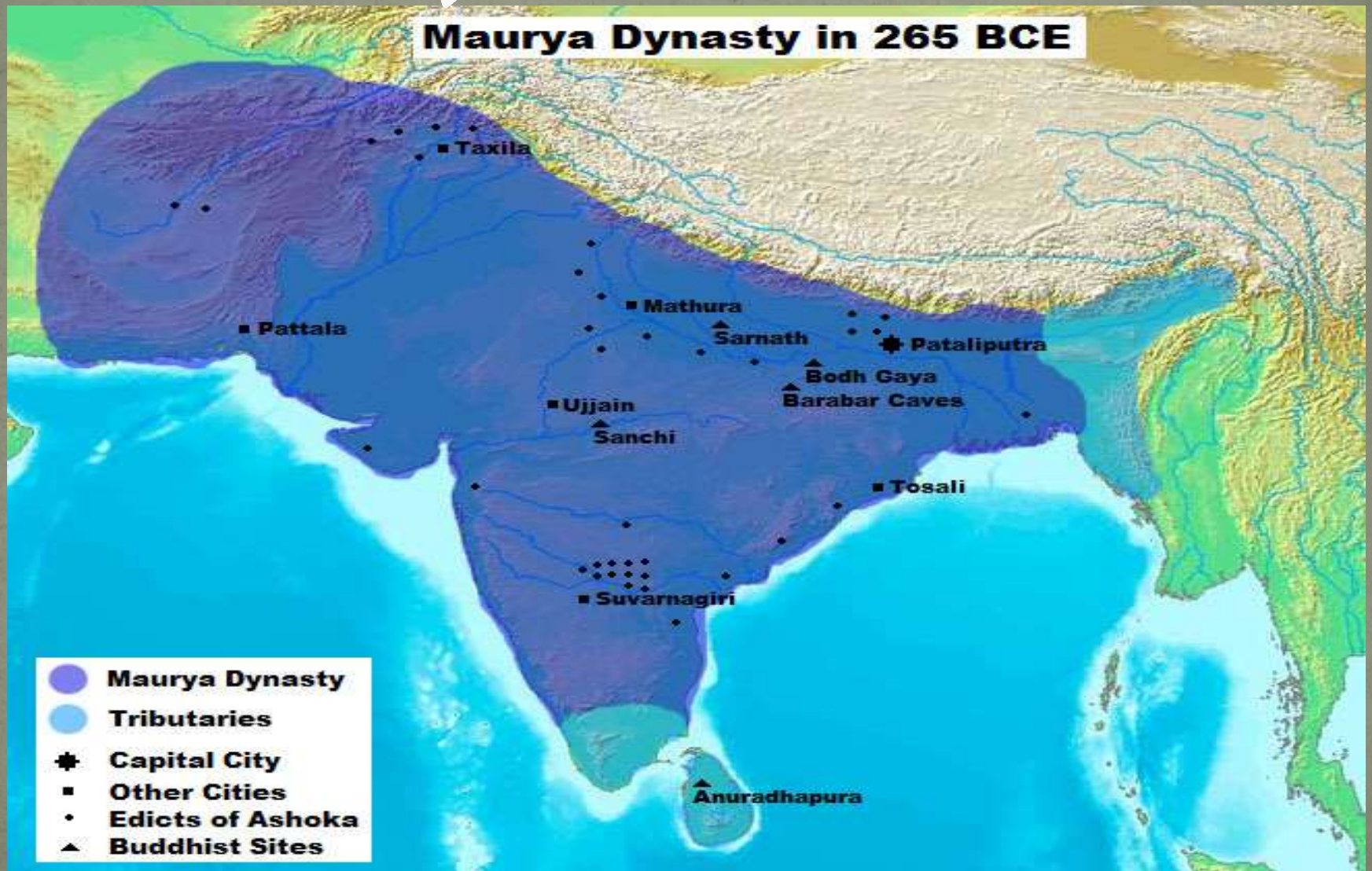


The Society of the Chinese



The Rise of the Classical Indians

Maurya Dynasty in 265 BCE



The Maurya Dynasty

321 to 185 B.C.E

- After 1500 B.C.E., there were many migrations to India. The Aryans had established series of small kingdoms throughout the subcontinent of India. As they fought with one another, wars of expansions resulted in larger regional kingdoms.
- Chandragupta Maurya, an ambitious adventurer, had laid out foundations for the Mauryan empire which was the 1st state to bring centralized and unified government to India subcontinent.
- Ashoka Maurya, his son. had established capital at Pataliputra with a centralized bureaucracy. He made subcontinent of India an expanding economy and stable government and had even expanded the agriculture and irrigation systems, which enabled trade.
- Ashoka had also converted to Buddhism and encouraged a lot of followers. He had rewarded Buddhists with grants of land, built monasteries, and sent missionaries to Bactria and Ceylon. The Epics was created, illustrating Hindu values and literature. The Bhagavad Gita, a short poem, had also illustrated the expectations of Hinduism and promise of salvation. The religions of Jainism, Buddhism, Mahayana Buddhism and Hinduism had diffused to converters all across India.
- The decline of the Mauryan empire had taken effect immediately after the death of Ahsoka, The Mauryan Dynasty had ultimately fell to Greek-speaking rulers in Bacteria.

Gupta Dynasty

320 to 600 C.E.

- Later on the Gupta Dynasty was founded by Chandra Gupta, who recovered the previous capital. He had left local government and administration and making of policy to allies in various regions of the empires, which resulted in a moment of stability and prosperity. Later, Chandra Gupta II became the next successor.
- The Gupta Dynasty had started to fall due to the invasions of the White Huns from central Asia. For the first half of the 5th century, the Guptas repelled the White Huns, but the defense had cost them valuable resources.
- During the Mauryans Era, the people of India had engaged in the Indian Ocean Basin Trade. They used monsoon winds for seaborne trade, traveled to Indonesia and SE Asia to exchange pearls, cotton, black pepper, and Indian manufactured goods for spices and exotic goods and bullion from western lands and silk from China.,
- As a result of the Aryans spreading their influence across India, the caste system: was formed. It was meant to maintain social order where individuals who work in the same craft or trade form a guild/sub caste/jati live in the same quarter of town, talk amongst themselves, and intermarried.

Rise of Classical Greeks



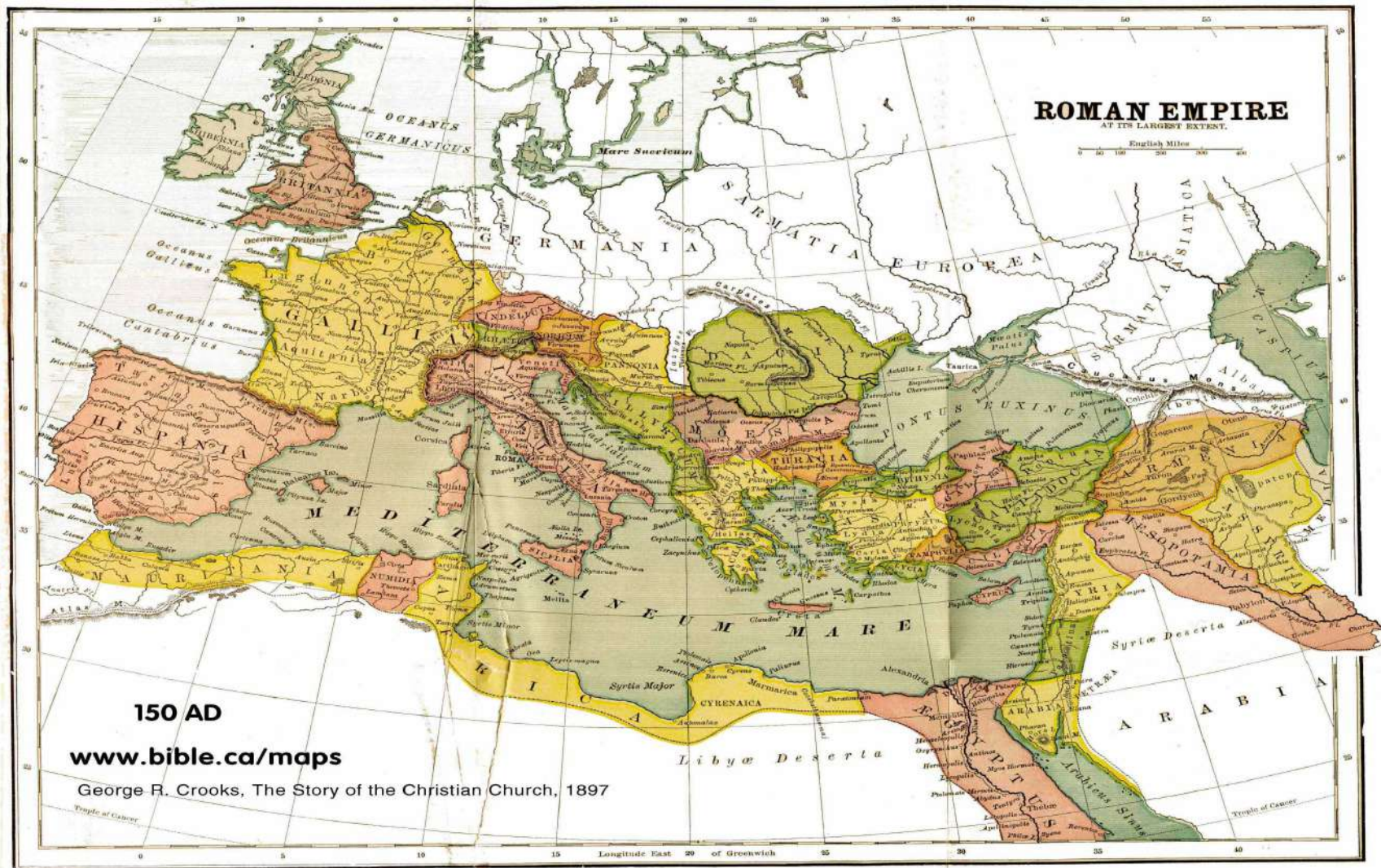
Rise of the Classical Greeks

- The rise of the Classical Greeks began with Knossos, where inhabitants of island of Crete developed a Minoan society with Minos as their king. Later on the Mycenaean Society excelled the Minoan Society, expanding their influence around 1500-1100 B.C.E. During 1200 B.C.E., the Mycenaean fought with the city of Troy in Anatolia in the Trojan War. Chaos started to spread throughout the eastern Mediterranean region during 100 to 800 B.C.E. until invasions, civil disturbances, their unstable government, and their failing agricultural society condemned their society into ruins.
- As more and more people seek for refuge during war and emergencies, poleis (Greek City-states) were created. Amongst the Greek city-states, Sparta and Athens were the most prominent. They both attracted great population and became ceremonial centers. They levied taxes, benefitted from agricultural surpluses, and emerged independently, but under the rule of local notables or tyrants.
- Sparta had devoted most resources to maintain a powerful disciplined military. In theory, all Spartan citizens are equal in status. Distinction came by prowess, discipline, and military talent, not by wealth and social classes.
- All Spartan boys left home at the age of 7 and went to live in military barracks, at the age of 20 they began military service, and at the age of 30, they could live with their wives and children. Girls had physical exercise in order to bear strong kids; In Sparta, women were more independent than in other Greek societies.
- In Athens, they established government on democratic principles and citizenship was open to all, and even government offices were available to all citizens. Athens would often negotiated while Spartans exerted order by military. Pericles, the most popular Athenian leader from 443 B.C.E-929 B.C.E., made the Athenian democracy.
- Throughout the 5th century B.C.E., the Persian Wars broke out (500-479 B.C.E.) when Cyrus and Darius claimed tightly on Anatolia. Around 500 B.C.E., the Greeks revolted against Persian rule and expelled the Achaemenid administration. As a result, Darius sent a fleet of ships to attack Athens but failed. In the end the Athenian fleet conquered the Persian navy.

The Fall of the Classical Greeks

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- After the Persian conflict, the poleis had created an alliance, known as the Delian league, to discourage any further Persian actions in Greece. Athens became the leader of the alliance due to its superior fleet and supplied military force and other poleis gave financial support that mostly went to Athens; Athens became much more powerful which only sparked even more conflict.
- During the Peloponnesian wars, conflict broke out within Greece; The poleis was divided into 2 armed camps: Athens and Sparta . However in 404 B.C.E, the Spartans and their allies forced the Athenians to unconditional surrender.
- During 350 B.C.E., Philip of Macedon took over northern Greece during the Persian Wars and by 338, all of Greece was under his control. As his son as his successor, Alexander the Great invaded the Persians empire and conquered the empire, becoming the new emperor of the Persian empire. After Alexander's death, the empire was divided into 3 large empires, which became known as the Hellenistic Era. Alexandria soon became the cultural capital of Hellenistic world. Greeks from all parts come to participate in the Panhelic festival. Many festivals are athletic, literary, or musical. The Olympics were the best of Panhelic festival where Greek communities sent their best to participate. Winners receive olive wreaths, and became celebrated heroes in their home polis.

Rise of the Classical Romans



Rise of the Classical Romans

- The city of Rome was originally a small city-state ruled by a single king. Romulus found the city of Rome and became the 1st king.
- But during the late 6th century B.C.E., the city's aristocrats deposed the king and ended the monarchy instituted republic. At the heart of the city, a political and civic center filled with temples and public buildings.
- There are 2 consuls who wield civil and military power. Consuls were elected by hereditary aristocrats and wealth classes (known as the patricians) to serve for a year.
- The senate consists with mostly aristocrats with political experience and advised consuls. Senates and consuls both controlled the public affairs in Rome which led to conflict with the common people (Known as the plebeians.)
- As result of the conflicts between the Patricians and the Plebeians the patricians gave the plebeians the right to elect officials and veto. BY the 4th century B.C.E., the plebeians became eligible to hold almost all state offices and have consuls from their own states.
- During the Punic wars, the Romans clashed with the Carthages and enter 3 wars for Sicily where most of grain comes from. Conflict ended when Roman forces razed the city of Cathage and salted the earth, making it unfit for agriculture. Survivors were forced into slavery and Carthaginian possessions were taken.

The Fall of the Romans



- Effects of imperial expansion brought unequal wealth and power to Rome, causing class tensions and conflict over political and social policies.
- During the 1st century B.C.E., and the 1st century C.E., the republican constitution was dismantled and a centralized form of government became active.
- Land distribution caused serious political and social tensions in Rome as well. Conquered lands fell largely to wealthy elites who organized large plantations (Called latifundia).
- The Gracchi brothers both supported land reforms, agreeing that a large amount of land shouldn't go to the wealthy; Both brothers died trying.
- Marius and Sulla had also disagreed on land distribution; Both men recruited an army to destroy their enemies which lead to an outbreak of civil war. Despite the disagreement, latifundia continued to pressure small farmers who left the country. Poverty and the price of grain increased.
- Amidst the chaos, Julius Caesar became emperor. He sponsored public spectacles to win popularity. He centralized political and military functions and confiscated land for his supporters, launching large-scale for employment for the urban poor, extending Roman citizenship.

The Fall of the Romans

- As Julius Caesar was assassinated in 44 B.C.E., Augustus, known as Octavian, became his successor. For 45 years, he reigned, fashioning a monarchy disguised as a republic.
- During Augustus's reign, a long era of peace known as the Pax Romana, was brought to Rome and the civil disturbances that plagued the city for more than a century. As a result of the peace, trade and communication (Such as the Roman Roads) was facilitated throughout the region from Mesopotamia to the Atlantic Ocean. As a result of mass trade and communication, the Mediterranean Ocean became known as the Roman lake, Mare nostrum ("Our Sea").
- External pressures and internal decay caused the fall of Rome. From 235 to 284 C.E., there were no fewer than 26 claimants to the imperial throne. Barracks emperors, generals who seized power, were briefly displaced by their rivals or their own troops; There was no stability within the empire.
- Diocletian divided the Roman empire into 2 administrative districts. A co-emperor ruled each district with the aid of a powerful lieutenant and 4 officials to administer the vast empire.
- The son of Diocletian's co ruler, Constantine, had defeated most of his rivals. He ordered the construction of a new capital city, Constantinople. However, administrative difficulties, population declination, a constricted economy, and threats slowly led to the fall of the Romans.
- The Roman empire had also faced military threat from migratory Germanic peoples. By the 5th century C.E., the Germanic invasions brought the end of the Roman authority in the western land.

Classical Romans

- During 450 B.C.E., Twelve Tables was created, the basic Roman law for Roman citizens. Jurists established principles that defendants are innocent until proven guilty. Defendants have the right to challenge their accusers before the judge.
- Just as many classical societies, authority was vastly concentrated in the male heads of the Roman families (Pater Families).
- Roman religion and philosophy was derived from Greek thought and philosophy.
- Paul of Tarsus was a principal figure in expansion of Christianity; Christianity was also diffused across the Roman Roads, despite persecution from Roman officials.

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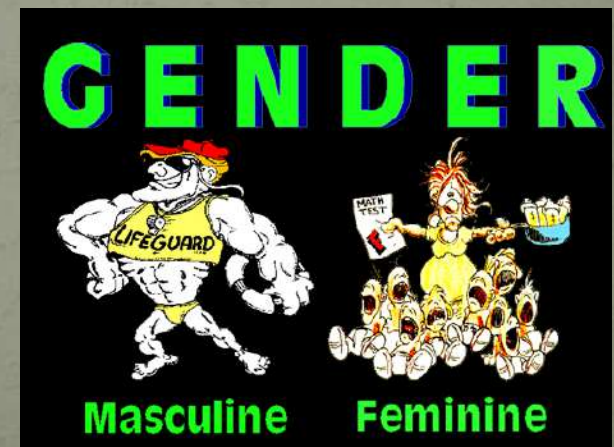


- S - Social structures
- C - Culture
- R - Religion
- I - Interactions
- P - Politics
- T - Technology
- E - Economics
- D - Demography

As we say what each letter
stands for, feel free to browse
through the slides!

SCRIPTED

- **S** - Social structures:
- Economics, Social Classes
- Gender Roles, Relations
- Inequalities
- Family, Kinship
- Racial, Ethnic Constructs

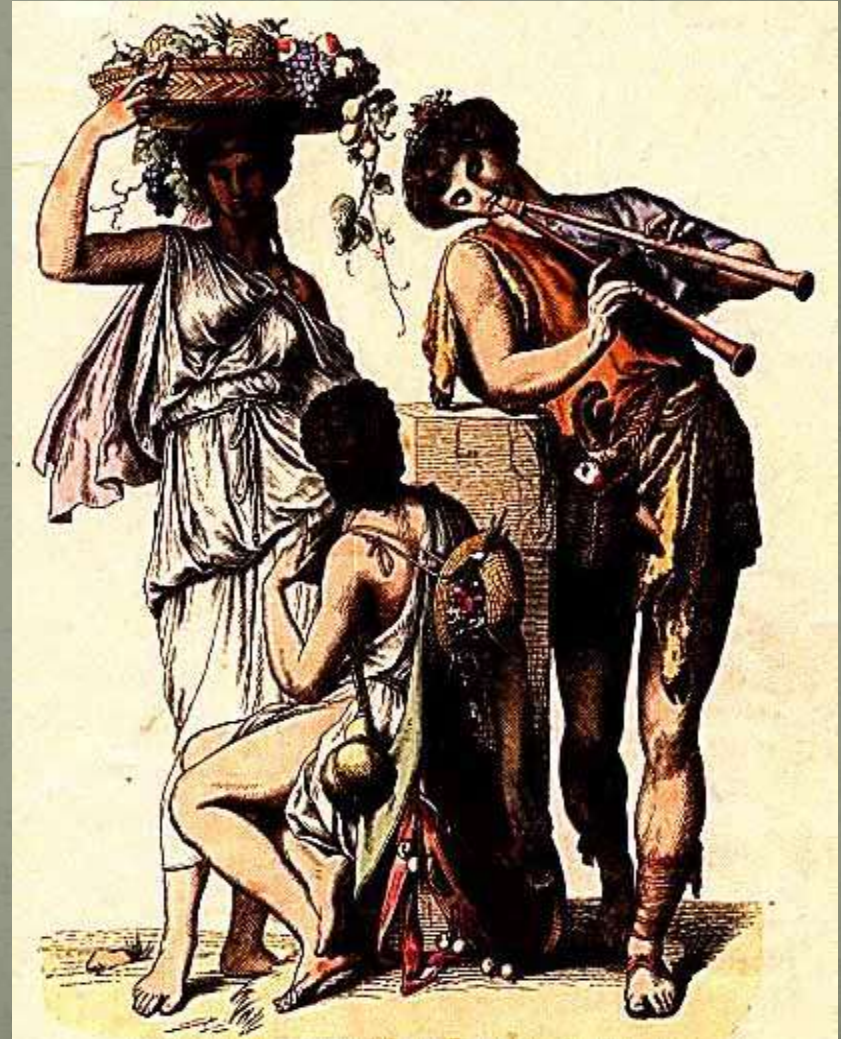


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- C – Culture:
- Cultural
- Intellectual
- Arts,
architecture
- Family,
Lifestyles
- Literatures



Greek
Sculpture



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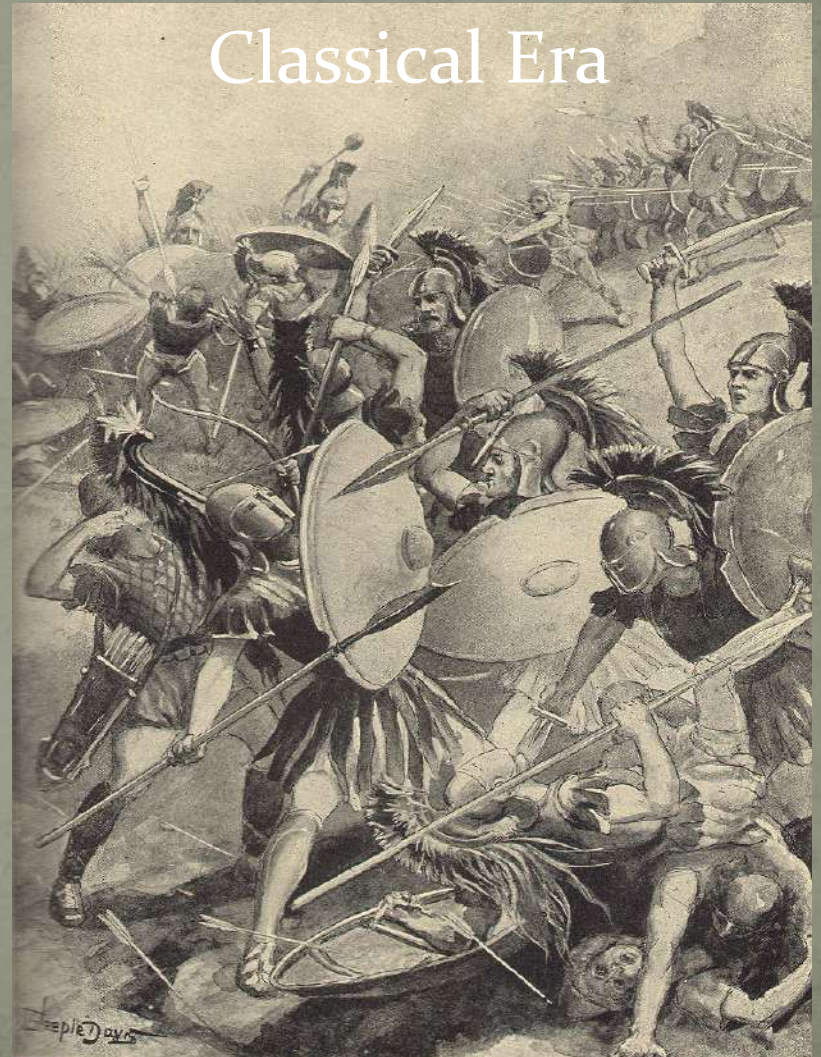
- **R** – Religion:
- Religion
- World views
- Philosophy
- Secularism, Atheism
- Ideologies and “isms”



SCRIPTED

- I – Interactions:
- War, Conflict
- Trade, Conflict
- Exchanges Migrations
- Diplomacy, Alliances
- Transnational Organizations

Classical Era



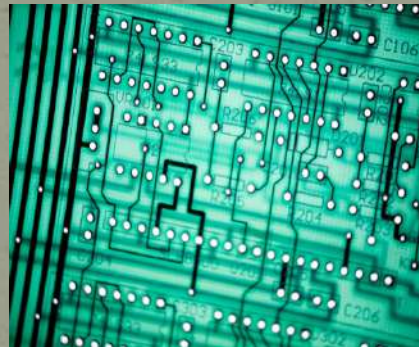
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- **P** – Politics:
- Nations, Nationalism
- Empires
- Forms of Government
- Revolts, Revolutions
- State-Building, Expansion



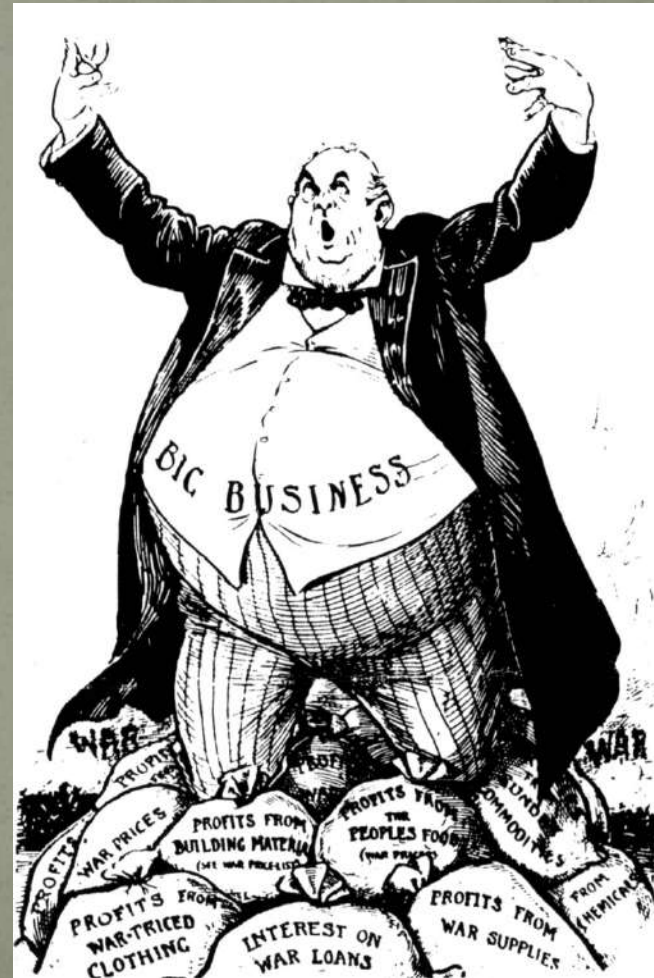
SCRIPTED

- T- Technology:
- Industry
- Science, Invention, Innovation
- Power
- Transportation
- Communication



SCRIPTED

- **E** – Economics:
- Industrialization
- Economic Systems
- Capitalism, Socialism
- Business Organizations
- Labor, Labor Organizations



SCRIPTED

- D – Demography:
- Demography, Disease
- Human, Environment Interaction
- Patterns of Settlement
- Geography, Region
- Agriculture, Pastoralism





Basic structure of OPPTIC:



O - Overview: Give a brief summary of the image.

P - Parts of the image: What are the 4 parts of the image?

P - What is the point of the view of the image?

T - What is the title of this image? Does it have one?

I - What is the interrelation of the image? What does it relate/connect to?

C - What is the conclusion of this image?



Example Structure of OPTTC:

O - This image is a Persian painting, displaying Alexander the Great and his Persian men.

P - The 4 parts of this image is Alexander the Great, the scholars, the man in the golden clothes, and the stick/rod in Alexander the Great's hands.

P - The point of view of this image is how the artist displays Alexander in bold, strong leader, showing just how great and influential of a leader he really is.

T - This image is without a title.

I - Superiority connects Alexander the Great, the scholars, the man in the golden clothes, and the stick/rod which symbolizes Alexander's great power.

C - This image is significant because it shows how great of a leader Alexander is because of how he cooperates with

SOAPPS Tone

- **S** – Subject: What is the main topic/idea of the document?
- **O** – Occasion: Where was this document taken place?
When was it produced?
- **A** – Audience: For whom was this document written/produced?
- **P** – Purpose: Why was this document produced?
- **P** – Point of View: What does the writer/producer believe?
- **S** – Speaker: Who is the speaker/producer of this document?
- **T** – Tone: What feeling or attitude does this document express? Use descriptive adjectives and adverbs.

SOAPPSTone

- Here is a document to practice SOAPPST on:
- Ho Kung, Chinese doctor, 281 – 361 CE , from his observations recorded in his book

“The people say the fourth year of yung-hui, this pox spread from west to east and spread into the seas. If the people boiled edible mallows, mixed them with garlic and ate the concoction, the epidemic would stop. If when first contracting the disease one ate the concoction with a small amount of rice to help it down, this too would effect a cure. Because the epidemic was introduced in the time of the emperor Chien-wu (c.317), when Chinese armies attacked the barbarians at Nan-yang, it was given the name of the “barbarian box”.

S – The subject of this document is about the spreading of disease throughout China.

O – This document takes place in China during the Classical Age.

A – This document is produced for educated historians, physicians, and students.

P – This document is produced to describe the catastrophes of the disease in China.

P – The point of view of this document is that the author is trying to explain the effects of the disease and the possible treatment of it.

S – The speaker of this document is Ho Kung, a Chinese doctor.

T – This document expresses a frantic, urgent, and concern tone.

ASAP-XY

- In order to do ASAP-XY, you need 3 sentences in total.
- A – Attribute: When you say the author's name, what he does for a living, and the year the document currently takes place.
- S – Summary: Give a small overview of what the document is about.
- A – Analyze: Read the document and write a description about it.
- P – Point of View: Why do you think the author produced the document? What is he trying to prove/show? What does he believe?
- X – Extra Document: Call for another extra document to support your explanations.
- Y – Why: Tell/describe why you need that extra document. How does that extra document help you?

ASAP-XY

- First, in **ASAP-XY**, you start out with **AS**, which stands for **A** – Attribute and **S** – Summary as mention in the previous slide. The **AS** part of the **ASAP-XY** should only be **ONE** sentence.
- **A** – Attribute: When you say the **author's name**, what he does for a living, **the year the document currently takes place**, and the **document number**.
- **S** – Summary: Give a small overview of what the document is about.
- Here is a document to perform **AS** on:

Document 2: Francisco Hernandez, Spanish naturalist, from his notes, describing the use of the Maguey plant in the Valley of Mexico, early 16th century.

- “This plant has innumerable uses. The plant itself serves as firewood and for fencing fields. Its leaves serve to cover roofs, as roof tiles, as plates or as dishes, to make paper, and to make thread for footwear, cloth, and all kinds of garments. They make nails and tacks from the thorns. From the juice that drops out into the plants central cavity when the interior leaves are cut out with stone knives, they make wine, honey, vinegar and sugar.”
- Example of **AS**:
According to **Document 2**, **Francisco Hernandez**, Spanish naturalist of **early 16th century**, had believed that the plant had helped the valley of Mexico thrive.

ASAP-XY

- When doing the **AP** part of the ASAP-XY, the **AP** only requires one sentence.
- **A** – Analyze: Read the document and write a description about it.
- **P** – Point of View: Why do you think the author produced the document? What is he trying to prove/show? **What does he believe?**
- By using the document as shown in the previous, use it to find the **AP**:
“This plant has innumerable uses. The plant itself serves as firewood and for fencing fields. Its leaves serve to cover roofs, as roof tiles, as plates or as dishes, to make paper, and to make thread for footwear, cloth, and all kinds of garments. They make nails and tacks from the thorns. From the juice that drops out into the plants central cavity when the interior leaves are cut out with stone knives, they make wine, honey, vinegar and sugar.”
- Example of **AP**: **Francisco Hernandez had believed that the plant had helped the valley of Mexico thrive due to the way the plants had provided many uses of the society of the valley of Mexico.**

ASAP-XY

- When doing the XY part of the ASAP-XY, it requires yet another sentence.
- **X** – Extra Document: Call for another extra document to support your explanations.
- **Y** – Why: Tell/describe why you need that extra document. How does that extra document help you?
- Use the previous document for XY:
- Document 2 - “This plant has innumerable uses. The plant itself serves as firewood and for fencing fields. Its leaves serve to cover roofs, as roof tiles, as plates or as dishes, to make paper, and to make thread for footwear, cloth, and all kinds of garments. They make nails and tacks from the thorns. From the juice that drops out into the plants central cavity when the interior leaves are cut out with stone knives, they make wine, honey, vinegar and sugar.”
- Example of XY:
- A document to support Doc. #2 would be another report about the Valley of Mexico from a travelling merchant who brought/trades one of the plant’s uses such as paper, footwear, cloth, and etc. This would support the belief by showing the plant’s benefits to the Valley of Mexico.

ADVANCED PLACEMENT COMPARATIVE
ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question. For example, deals with similarities but not differences.	2 (1)	<ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate evidence.	2 (1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97. 8=92. 7=87. 6=82. 5=77. 4=72. 3=67. 2=62. 1=57. 0=50

cc

- 1) In order to get the **thesis point**, you need to get all the required elements from the prompt such as the 3 categories. You can get these categories from the SCRIPTED Chart.

Example Prompt: Analyze similarities and differences in Classical Greece and the Roman Empire.

Example: The empire of Classical Greece and the Roman Empire contrast in the areas of politics, but correspond in the areas of interactions, and social structures.

ADVANCED PLACEMENT COMPARATIVE
ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly.	2	<ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	
Addresses most parts of the question. For example, deals with similarities but not differences.	(1)		
3) Substantiates the thesis with 6 pieces of appropriate evidence.	2		
Partially substantiates thesis with 4 pieces of appropriate evidence.	(1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

cc

2) **Example Prompt:** Analyze similarities and differences in Classical Greece and the Roman Empire.

Just answer the prompt and your thesis thoroughly with evidence, comparisons, reasons for similarities and differences, and categories. If you exceed the standards, you can receive an expanded core point.

ADVANCED PLACEMENT COMPARATIVE ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	<p>Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.</p> <ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly.	2		
Addresses most parts of the question. For example, deals with similarities but not differences.	(1)		
3) Substantiates the thesis with 6 pieces of appropriate evidence.	2		
Partially substantiates thesis with 4 pieces of appropriate evidence.	(1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97. 8=92. 7=87. 6=82. 5=77. 4=72. 3=67. 2=62. 1=57. 0=50

cc

- 4) **Example Prompt:** Analyze similarities and differences in Classical Greece and the Roman Empire.

Be sure to include direct comparisons in the beginning of your body paragraphs. You should be able to do this 3 times.

Example: Both empires are different in politics due to the way they had contrasting aspects and outlooks on government and how their different governments maintain political order within their society.

ADVANCED PLACEMENT COMPARATIVE
ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question. For example, deals with similarities but not differences.	2 (1)	<ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate evidence.	2 (1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97. 8=92. 7=87. 6=82. 5=77. 4=72. 3=67. 2=62. 1=57. 0=50

cc

- 3) **Example Prompt:**
Analyze similarities and differences in Classical Greece and the Roman Empire.

Be sure to support your thesis with 6 evidences/facts!!! If you include more than 6 evidence/facts, then you are able to receive an expanded core point.

ADVANCED PLACEMENT COMPARATIVE
ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question. For example, deals with similarities but not differences.	2 (1)	<ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate evidence.	2 (1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97. 8=92. 7=87. 6=82. 5=77. 4=72. 3=67. 2=62. 1=57. 0=50

CC

- 5) **Example Prompt:** Analyze similarities and differences in Classical Greece and the Roman Empire.

Be sure to explain why the empires are different or why the empires are similar in each category.
You should do this at least 2 times.

Example: Both empires are different in politics due to the way they had contrasting aspects and outlooks on government and how their different governments maintain political order within their

ADVANCED PLACEMENT COMPARATIVE
ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
1) Has an acceptable thesis. Addresses comparisons of the issues and themes specified in the prompt.	1	Expands beyond the basic core of 1 to 7 points. A student <i>MUST</i> earn seven points in the basic core area <i>BEFORE</i> earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question. For example, deals with similarities but not differences.	2 (1)	<ul style="list-style-type: none"> Has a clear, analytical and comprehensive thesis. Addresses all parts of the question (as relevant): comparisons, chronology, causation, connections, themes, interactions, content. Provides ample historical evidence to substantiate thesis. Shows the ability to relate comparisons to larger global context. Shows similarities and differences amongst groups. Makes direct comparisons consistently between or among societies. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate evidence.	2 (1)		
4) Makes at least two relevant, direct comparisons between or among societies.	1		
5) Analyzes at least two reasons for a similarity or difference identified in a direct comparison.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97. 8=92. 7=87. 6=82. 5=77. 4=72. 3=67. 2=62. 1=57. 0=50

cc

- 5) **Example Prompt:** Analyze similarities and differences in Classical Greece and the Roman Empire.

If you get all the basic core points, you are able to get expanded core points!

Don't limit yourself to just basic core points, aim higher! Set your standards higher!

CC Essay Example

- **Example Prompt:** Analyze the similarities and differences in Social structures and politics of Classical Greece and the Roman Empires.

- **Example Essay:**

In Classical Greece, the poleis served as the political order in the society while in the Romans, they had a centralized government. In the field of interaction, both societies had civil wars and traded in the Mediterranean Basin. And, both societies had a men-dominated society. The empire of Classical Greece and the Roman empires are different in the areas of politics, but corresponded similarly in the areas of interactions and social structures.

Classical Greece and the Roman Empire differed in the area of politics. In early Greece, the poleis, Greek city-states, has served to restore political order in Greece, while in the later time of the Roman Empire, after the reign of Julius Caesar, they had a centralized government with a mix of monarchy. In Greece, the poleis had represented like individual states, while in Rome, the centralized government just had centralized politics and military. In Rome, the Romans had expanded by conquering people and gaining land (such as the Punic Wars where they clashed with Carthage), while the Greeks expanded by colonizing. The Greeks expanded by establishing colonies in Cyprus, through the Mediterranean and the Black Sea. The early Greek society, the Mycenaean, had also established it's colonies in Anatolia, Sicily, and Southern Italy. However, the Romans still continued to expand by conquering cities such as Carthage. Roman roads had also contributed in the expansion of the Roman Empire, promoting trade and communication, while the colonization of the Greek colonies had sponsored communication, trade, and interaction among them and other regions. Both societies were different in politics due to different aspects and outlooks on government and how to maintain their society under political order because of different governments.

The Roman Empire and the Greek Empire were similar in the field of interactions in many ways. Both the Romans and the Greeks had involved themselves in civil wars. The Greeks involved themselves in the Peloponnesian War whereas Spartans and Athenians fought against each other and the Romans had also fought against themselves when Marius placed the city of Rome under military occupation. Both empires had traveled to the Mediterranean to trade and exchange goods. Both empires had traveled by sea to trade in the Mediterranean Basin; Greece traveling to Anatolia, Phoenicia, and Egypt to exchange Cretan wine, olive oil, and wool for grains, textiles, and manufactured goods and Rome traveling to Syria, Palestine to Spain and North Africa to trade, improving their agricultural production, and allowing them to expand. Both empires had preferred to trade by sea because the empires had both settled near bodies of water that could be used to transport and trade. Both societies had similar conflicts and wars because they both had revolted against inequalities that was pushed against them, like how only Athenians seemed to have benefited during the Delian League in Greece and how the poor Romans suffered from inequalities in Rome; Both had unfair government.

The empires of Rome and Greece were also similar in social structures. In Greece, male family heads ruled the households and in Rome, the eldest male ruled the household as pater familias, "father of the family"; Both empires had a strong patriarchal family in their society. Male households had the right to abandon their newborns in Greece and male households had the right to sell their children into slavery and execute them in Rome; Both societies had allowed male households to control and have power over their families. In Rome, women had supervised domestic affairs in the households; In Greece women had also spent most of their time indoors, performing domestic affairs. Women in both societies were limited and didn't participate in politics. However, in Sparta of Greece, all citizens were considered equal, therefore different from other Greek women. Both empires were similar because both empires had an agrarians society where only men can take the occupation of farmers and warriors; Both prominent roles of the Greek and Roman society.

Both empires were different in politics due to different government and different aspects and prospective on how to maintain political order. Both empires had similar interactions due to conflicts/wars over inequalities that the empires faced. Both empires were also similar in social structures due to their patriarchal families where only men could take on prominent roles that were important to the empires. The empires of Classical Greece and the Roman Empires differed in the area of politics, but were similar in the areas of interactions and social structures.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following: <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 1) In order to get the **thesis point**, you need to get all the required elements from the prompt such as the 3 categories. You can get these categories from the **SCRIPTED Chart**.

Example Prompt: Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Example: The roles of the development of Mesoamerican society from the Ancient through the Post-Classical Periods are characterized in the areas of Technology, Economy, and Culture.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following: <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 2) **Example Prompt:** Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Be sure to include **ALL** documents. If you do, you would receive an expanded core point.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following: <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 3) **Example Prompt:** Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Be sure to support thesis with great evidence! If you got beyond the standards, you are able to get an expanded core point for: 4) Shows careful, insightful analysis of the documents or even 7) Brings in relevant “outside” historical content.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following: <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 4) **Example Prompt:** Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Be sure to analyze the author's point of view for 3 documents. If you exceed the standards, you can receive an expanded core point.

***REVIEW THE AP OF THE ASAP-XY IF YOU ARE HAVING TROUBLE**

Example:

According to Document 2, Francisco Hernandez, Spanish naturalist of early 16th century, had believed that the plant had helped the valley of Mexico thrive.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following:	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1	<ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 5) **Example Prompt:** Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Be sure to have 3 categories in your essay. You can get those categories from the **SCRIPTED** Chart. If you are confused, please view the **SCRIPTED** Chart slide.

You are supposed to use the 3 categories that you have used in your thesis in order to answer your prompt.

Thesis: The roles of the development of Mesoamerican society from the Ancient through the Post-Classical Periods are characterized in the areas of Technology, Economy, and Culture.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following: <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	0-2
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

- 6) **Example Prompt:** Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Here, you are supposed to do XY of the **ASAP-XY**. Please view **ASAP-XY**, if you need refreshing. If you do more than just 3, you have exceeded the standards and will get an expanded core point.

Example: A document to support Doc. #2 would be another report about the Valley of Mexico from a travelling merchant who brought/trades one of the plant's uses such as paper, footwear, cloth, and etc. This would support the belief by showing the plant's benefits to the Valley of Mexico.

ADVANCED PLACEMENT DBQ HISTORY RUBRIC

BASIC CORE		EXPANDED CORE	
	Points		Points
1) Has an acceptable thesis.	1	<p>Expanded beyond the basic core of 1 to 7 points. A student <u>MUST</u> earn seven points in the basic core area <u>BEFORE</u> earning points from the expanded core area. Students may earn from 0 to 2 points by doing any of the following:</p> <ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Uses all documents. ● Uses documents persuasively as evidence. ● Shows careful, insightful analysis of the documents. ● Analyzes bias or point of view in most or all documents. ● Analyzes documents in additional ways – groupings, comparisons, syntheses. ● Brings in relevant “outside” historical content. ● Explains why additional documents or types of sources are needed. 	
2) Understands the basic meaning of documents. Uses all but may misinterpret one.	1		
3) Supports thesis with appropriate evidence from all of the documents. (Supports thesis with appropriate evidence from all but one of the documents.)	2 (1)		
4) Analyzes point of view of three documents.	1		
5) Analyzes documents by grouping them in three ways depending on the prompt.	1		
6) Identifies and explains the need for three types of additional document or source.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			
			9

GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50

DBQ

Example Prompt: Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

If you get all the basic core points, you are able to get expanded core points!

As mentioned before, don't limit yourself to just basic core points, aim higher! Set your standards higher!

DBQ Essay Example

Example Prompt: Identify the roles played by technology and intellectual accomplishments in the development of Mesoamerican society from the Ancient through the Post-Classical Periods.

Example Essay:

The roles in the development of Mesoamerican society could be involved in inventions and innovations. Other roles could be labor organizations and industries. And the roles could also affect the lifestyles of girls and boys and literatures. The roles of the development of Mesoamerican society from the Ancient through the Post-Classical Periods are characterized in the areas of Technology, Economy, and Culture.

The roles in the development of Mesoamerican society could be identified in the area of Technology. According to Doc. #2, Francisco Hernandez, Spanish naturalist of early 16th century, had believed that the plant had helped the Valley of Mexico thrive. He had believed this because the plant had provided many uses to the society of the Valley of Mexico. A document to support Doc. #2 would be another report about the valley of Mexico from a traveling merchant who brought one of the plant's uses (paper, footwear, cloth, and etc.). This would support the belief by showing the plant's benefits to the Valley of Mexico. According to Doc. #3, it can be concluded that the Mayas were really advanced by possessing a steady fast bow, a swift arrow, and a form of body armor. In Doc. #7, Hernan Cortes, Spanish conqueror of the Aztec Empire of 1521, had believed that the Aztecs were just thriving and prospering and completely advanced. He believed this because by using the term "multitude of canoes" and floating islands, it shows how truly advanced the Aztecs are and how skilled they are, Roles expressed by technological accomplishments play into the development of Mesoamerican society. A document to support this would be a report from the Aztecs themselves. This would support this belief by showing the insights and thought of an Aztec about his/her own home and whether or not the Aztecs were prospering or not.

The roles of the developments of the Mesoamerican society can be played into the area of Economy. In Doc. #6, it expresses about the products being processed by different labor organizations and by industries. In Doc. #9, the artist of the image of Mesoamerican Indians in 8000 B.C.E., had believed that by planting and harvesting corn and by having an agricultural economic system, their society could progress and develop. He believed this because by growing and harvesting crops, it could lead to an agricultural surplus and stabilize the growing populations of the Mesoamerican Indians. A document to support this would be a personal entry from a Mesoamerican Indian. This would support this belief by showing the effects of an agricultural society on a Mesoamerican Indian and their society.

The roles of the development of the Mesoamerican society could also be processed in the area of culture. In Doc. #1, it describes about the lifestyle of a clay griddle maker in great detail and how they even make it. In Doc. #4, the unknown author of early 16th century, had believed that as the development of the Aztec society progresses lifestyles/roles of boys and girls differ and contribute to the whole Aztec society. He believed this because boys were taught how to hunt, battle, and other hand labors while girls only stayed in the houses and did household chores. A document to support this would be an entry from a girl or boy. This would support this belief by sharing insights and views of the development of the Aztec society through their eyes. In Doc. #5, it describes how an astronomer was and their lifestyles and intellectuals are. And in Doc. #8, it also shows how the scribes lived, how and what they do and their lifestyles. As the societies develops, it also affects the outcomes of many lifestyles.

The roles in the development of Mesoamerican society can be affected by inventions and innovations. The developments of different kinds of labor organizations or economic systems could lead to developments as well. And developments could affect outcomes of peoples' lifestyles. Roles of the development of Mesoamerican society can be characterized in the areas of Technology, Economy, and Culture.

NAME: _____ PERIOD: _____ DATE: _____

ADVANCED PLACEMENT CHANGE OVER TIME ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
Points		Points	
1) Has an acceptable thesis. Addresses the global issues and the time period(s) specified.	1	Expands beyond the basic core of 1 to 7 points. A student MUST earn seven points in the basic core area BEFORE earning points from the expanded core area below.	0-2
2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question: for example, addresses changes but not continuity.	2 (1)	<ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Addresses all parts of the question (as relevant): global, issues, chronology, causation, change, continuity, content. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate historical evidence.	2 (1)	<ul style="list-style-type: none"> ● Addresses all parts of the question evenly. ● Provides ample historical evidence to substantiate thesis. ● Provides links with relevant ideas, events and trends in an innovative way. 	
4) Uses relevant historical and global context effectively to explain change over time and/or continuity.	1		
5) Analyzes the process of change over time and/or continuity.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			9
GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50			

C C O T

- 1) In order to get the **thesis point**, you need to get all the required elements from the prompt such as the 3 categories, **region**, and **time period**. You can get these categories from the **SCRIPTED** Chart and the region and time period from the prompt.

Example Prompt: Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

Example: In **North America** from **1750 to 2000**, the aspects of Gender Roles and ethnic constructs had differentiated while social classes remained consistent.

NAME: _____ PERIOD: _____ DATE: _____

ADVANCED PLACEMENT CHANGE OVER TIME ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
	Points		Points
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2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question: for example, addresses changes but not continuity.	2 (1)		
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate historical evidence.	2 (1)		
4) Uses relevant historical and global context effectively to explain change over time and/or continuity.	1		
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SUBTOTAL	7		2
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CCOT

2) **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

Be sure to answer the prompt thoroughly with region, time period, and 3 categories. Be sure to separate your categories into **continuities** and **changes**.

Thesis: In North America from 1750 to 2000, the aspects of Gender Roles and ethnic constructs had differentiated while **social classes remained consistent**.

NAME: _____ PERIOD: _____ DATE: _____

ADVANCED PLACEMENT CHANGE OVER TIME ESSAY RUBRIC

BASIC CORE (Shows competence)		EXPANDED CORE (Shows excellence)	
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2) Addresses all parts of the question, though not necessarily evenly or thoroughly. Addresses most parts of the question: for example, addresses changes but not continuity.	2 (1)	<ul style="list-style-type: none"> ● Has a clear, analytical and comprehensive thesis. ● Addresses all parts of the question (as relevant): global, issues, chronology, causation, change, continuity, content. 	
3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate historical evidence.	2 (1)	<ul style="list-style-type: none"> ● Addresses all parts of the question evenly. ● Provides ample historical evidence to substantiate thesis. ● Provides links with relevant ideas, events and trends in an innovative way. 	
4) Uses relevant historical and global context effectively to explain change over time and/or continuity.	1		
5) Analyzes the process of change over time and/or continuity.	1		
SUBTOTAL	7		2
ADDITIONAL COMMENTS			9
GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50			

CCOT

- 3) **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

Be sure to include 6 evidence/facts to support your thesis that answers your prompt!

Any more than 6, you can earn an expanded core point.

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ADVANCED PLACEMENT CHANGE OVER TIME ESSAY RUBRIC

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3) Substantiates the thesis with 6 pieces of appropriate evidence. Partially substantiates thesis with 4 pieces of appropriate historical evidence.	2 (1)		
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ADDITIONAL COMMENTS			9
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CCOT

- 4) **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

Be sure to include global connections in your essay!

Be sure that your global connection is within your time frame asked on the prompt and from different region than asked from the prompt.

Example: During this time, the Indian custom of “Sati”, the practice of burning widows with their husbands, had showed the wife’s devotions to her husband, but was eventually banned in 1829.

NAME: _____ PERIOD: _____ DATE: _____

ADVANCED PLACEMENT CHANGE OVER TIME ESSAY RUBRIC

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ADDITIONAL COMMENTS			9
GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50			

CCOT

- 5) **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

Be sure to analyze the reason how it changed or how it remained the same.

Example: The area of racial and ethnic constructs had differentiated because the blacks are were starting to get recognized in the American Society.

NAME: _____ PERIOD: _____ DATE: _____

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1) Has an acceptable thesis. Addresses the global issues and the time period(s) specified.	1	Expands beyond the basic core of 1 to 7 points. A student MUST earn seven points in the basic core area BEFORE earning points from the expanded core area below.	0-2
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GRADES: 9=97, 8=92, 7=87, 6=82, 5=77, 4=72, 3=67, 2=62, 1=57, 0=50			

CCOT

- 5) **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.

If you get all the basic core points, you are able to get expanded core points!

As mentioned before, don't limit yourself to just basic core points, aim higher! Set your standards higher!

CCOT

- **Example Prompt:** Trace the changes and continuities in gender roles from 1750 to 2000 C.E. in North America.
- **Example Essay:**
- In North America from 1750 to 2000, the aspects of Gender Roles and ethnic constructs had differentiated while social classes remained consistent.
- Circa 1750 to 186, women had tried to fight for their rights. Eventually some women were allowed to pursue careers over marriages. Canadians had frequently married native women, having a me'tis child. North America was generally a patriarchal society around this time. During this time, the Indian custom of "Sati", the practice of burning widows with their husbands, had showed the wife's devotion to her husband, but was eventually banned in 1829. In the aspects of social classes, slaves had found their way to Canada. Natives were located at the bottom of the class, and usually had low wages and lived in reserves in poverty. And at the top of the society were the financiers and captains. In the area of Racial and Ethnic Constructs, slaves were treated harshly during the Civil War. Even though the Emancipation Proclamation was passed, the blacks were still treated harshly, through now they had voting rights. The natives were also still treated differently and lived in poverty.
- Circa 1868 to 1920, the aspects of Gender Roles and Ethnic Constructs begin to change, while Social classes remained constant. In the areas of Gender Roles, women were still pretty much limited since no women can become president, but had increasingly gain more rights due to education, therefore the roles of women were beginning to differentiate. In the areas of social classes, natives had depended on the government for education and health care. The natives were still inferior to the Americans. In the areas if Ethnic Constructs, distaste for foreigners begin to increase. In 1992, the U.S., had ordered to halt immigration. Due to the huge population of immigrants, the American society had begin to have a diversity in their ethnic constructs. During this time, the Europeans had nearly colonized the entire continent of Africa, greatly influencing the ethnic constructs of the region.
- Circa 1921 to 2000, the aspects of gender roles and ethnic constructs had taken another step in progression while social classes had remained remotely similar. As the 19th amendments was passed in America, women had gained even more rights such as the legal right to finally vote. The women's role in America was also prominent in America during World War II as they ensemble weapons for the men. In gender roles, the role of a women had started to become more prominent and independent. In 1929, the Great Depression became in session. The rich become poor and the poor became EVEN poorer. In the area of Social Classes, the natives, blacks, and the poor largely remained at the bottom of the social group. In 1957, segregation of the blacks and whites had become illegal. In 1955, Rosa Parks had refused to give up her seat to the whites and started a group of followers that believe that blacks and whites were equal. The blacks had also participated in World War II; This shows the increasingly role of the blacks. The area of Racial and Ethnic Constructs had differentiated because the blacks were starting to get recognize in the American Society. During this time, Nazi German women had found themselves having less opportunities; The roles of women and men were distinct and separated.
- Gender Roles and Ethnic Constructs had differed during 1750-2000 in the region of North America, but the area of Social Classes had remained largely the same.

Credits

- Music:
- *For the Rise of Classical China* – Hanfu Han Fu Dream
- *For the Rise of Romans* - Synaulia
- *For the Fall of Romans* - Verdi Requiem Dies Irae
- And... Good luck... You really need it...