

DAY THREE: WRITING ESSAYS

DAY THREE: AP ESSAY WRITING

At the heart of most Advanced Placement courses is the essay or short response, free writing portion. This is true of AP social studies courses, all of which have writing portions. In AP World History as with all other AP social studies classes, the essays constitute fifty percent of the final score a student earns. One critical point to keep in mind is that if a student scores a three or higher on the multiple choice portion of the test but earns a two or less on the composite essay portion, he or she cannot receive a score of three or higher. The reverse however is not true. A student who scores three or higher on the essay portion but two or less on the multiple choice section, can receive at least a three out of five points for his or her AP score. Most colleges will award some credit for threes and higher.

As a measure of academic abilities, there are few things more useful than an essay. College admissions officials constantly acknowledge the weight and importance of student essays in the admissions process. Colleges and universities to whom students send their AP scores may request to read a student's AP essays. Often essays alone can make a difference in admissions or rejection on a college application. Consequently, the AP World History class – as well as all AP Social Studies and English Language and Literature classes – must devote a significant portion of the class to writing.

Writing in social studies is not the same as writing in the English Advanced Placement classes. And while the two disciplines share much in common, the styles demanded for essays are not the same. As a teacher, you must learn how to write and to grade essays to an A.P. World History standard.

DAY THREE DESCRIPTION

- I. The Big Picture Response**
- II. The Free Response Questions**
- III. GT Exercises: Teaching Pre-Writing Exercises and Thinking Strategies**
 - A. WHISTTOREEAAC**
 - B. Document Analysis**
 - C. Grouping**
 - D. Creative Thinking**
- IV. The Document Based Essay (DBQ) and Exercises**
- V. The Compare and Contrast Essay (C/C)**
- VI. The Change and Continuity over Time Essay (CCOT)**
- VII. Content: The Slave Trade and Two Slaveryes Compared – American and Muslim**

NAME: _____ DATE: _____ PERIOD: _____

BIG PICTURE QUESTION (BPQ) WRITING A THESIS STATEMENT

This strategy helps students deal with the great quality of reading and the volume of detail that they are expected to master. In more challenging courses such as Advanced Placement, it becomes increasingly important for students to be effective readers, connecting their reading to previous learning and building a framework to accommodate future knowledge.

The Big Picture Question (BPQ) assists by focusing ideas on the primary issue, most important concept, or reason for covering a particular unit of study. Good BPQ's are broad and open-ended and allow for interpretation. As students read assignments, record major facts, and discuss issues in class, they can form an answer to the BPQ. This process can give students direction as they begin to develop thesis statements for essay writing. Teachers may shorten this assignment by providing the BPQ

SURVEY THE CONTENT	Survey the content. Get a visual idea from clues as to what the assignment or topic is. This is often called previewing. Note subtitles and topics. List the topics in sequential order as you read/preview them.
FORMULATE THE BIG PICTURE QUESTION	Based on the list above, formulate an all encompassing thesis statement or Big Picture Question that encompasses all of the short preview statements.

Using your text _____, open to Chapter _____. Survey the topics and now write a big picture question below.

Source: TEA Lighthouse Project – Skills Matrix
<http://www.tealighthouse.org/socialstudies/skillscollecting.html>

THE FREE RESPONSE QUESTIONS

Although the College Board guides for the three A.P. history tests state that the two sections, the multiple choice questions and the free response essays, are equally weighted, the rule is that you must pass the essay portion in order to receive an acceptable score on the exam. That is to say, you cannot receive a three, four, or five on the test if you fail the essays but pass the multiple-choice section. This means that the essays are critical.

Before students begin to write any of the three essays, they should access the College Board's Advanced Placement Web site at <http://www.collegeboard.com/ap>. They should choose the links for "teachers," "subject," and "world history" and download the grading rubrics for each of the three essays. The rubrics are critical keys to what should be in each of the essays. It is not too strong to say that students should memorize and learn to use the rubrics to structure their essays.

Please note that all essays have a basic and an expanded core. *Students cannot earn points from the expanded core unless they have earned all of the points in the basic core.* Once students have earned all basic core points, they may attempt to earn expanded core points. If the student has a strongly developed thesis, consistently makes direct comparisons and relevant analytical deductions, and uses more than sufficient evidence (or in the case of the Document Based Essay, all documents), a student can easily earn expanded points.

All A.P. essays are graded according to a rubric. In order to have a chance to earn points from the expanded core, students must have all the points listed in the basic core. Once this has occurred, students can earn additional points from the expanded core. If students do certain things during the basic core criteria, it will be easier for them to earn expanded points. *All essays should have a comprehensive thesis with three points and with evidence and analysis grouped in three ways.* If students do this, their essays will be stronger.

There are three essays – the Document Based Question (DBQ), the Compare and Contrast Essay, and a Change over Time Essay. Students must practice essay writing prior to taking the test. They should begin as early as the school year starts. The College Board's national trainers and graders constantly relate stories about the clearly gifted student who had a very high multiple choice score on Section I, who failed because he or she could not write coherent essays. Ideally students have written essays in class, and the teacher has returned them graded and with comments. Or students can use an appropriate grid provided at the end of this guide, plan out an essay, and time permitting, write and grade their own essays.

W. H. I. S. T. T. O. R. E. E. A. A. C.

GRADE LEVEL

From the sixth grade onward, irrespective of the level of the course, students should write regularly. In Pre-Advanced Placement and Advanced Placement courses, writing must be a weekly event.

CLASSES

All Advanced Placement courses have essays or short answer problems. These essays count for a minimum of between forty and sixty percent of AP scores. Teachers, who do not teach writing in pre-AP and AP classes, are not following their curricula. *All students must write and the models are the new SAT essay test and the existing College Board Advanced Placement social studies and literature short response essays.* No longer is it the job of the English teachers alone to prepare students to write – it is the job of all teachers in all subjects.

PURPOSE

A ‘W. H. I. S. T. T. O. R. E. E. A. A. C.’ is an acronym for ‘*Write historical introductions (or hock into) substantiated theses, three organized responses elaborated examples analyzed and conclude.*’ It begins with an opened-ended, thought provoking writing prompt that cannot be answered with a yes or a no. They are all based on AP style prompts (although you may use a thought provoking statement to elicit or start critical thinking). While its format is a one paragraph warm-up or a check for understanding writing exercise, it teaches students to write critically, to think quickly, to elaborate, to support arguments with evidence, and to correct themselves and their classmate’s work. You can assign it after reading homework, after teaching a lesson, or to introduce a subject and provoke thought. Once mastered, its structure easily converts to a five-paragraph essay.

The main purpose of this exercise is to have students write *everyday*, but to reduce the amount of work a teacher has to grade. While every student writes, the teacher only grades (or records) a few students’ paragraphs each day. Feedback is instant and there are no papers to take home. Additionally, students are active learners in their own grading, as students, not you, correct other students’ work. And students learn to see various points of view because the exercise allows students to agree or disagree with the statement.

TEACHING THE CONTENT

This writing exercise can introduce a topic. Select a thought provoking statement or quotation that will spark debate or higher order thinking. If necessary, discuss the prompt to see if students understand it. It is a great way to introduce an occasional SAT-type word.

The same exercise can check for understanding after teaching a lesson or after assigning reading for homework. Books of quotations or sites on the Internet provide subject and topic specific examples. Or buy a book at a used bookstore to have handy in your class. One of my favorite examples is usable with tyrants, dictators, or overly greedy and scheming literary characters such as Hitler, Stalin, and Lord and Lady MacBeth. The quotation is “Power corrupts and absolute power corrupts absolutely.” I also use the points mentioned in the AP World History Course Guide after each chronological period.

Teach the format of the ‘W. H. I. S. T. T. O. R. E. E. A. A. C.’ by using the provided paragraph outline. While most of the outline is self-explanatory, the Hook Sentence is an attention grabbing one-liner such as a newspaper headline. It should reflect the prompt and the thesis. The thesis should include two elements: what the paragraph is about and three statements to support the main idea. A sample hook is “Eurasia united!” The thesis is “The Mongols burst out of Mongolia and overran much of Eurasia because of superior tactics, talented leadership, and policies of toleration.” The following sentences elaborate and develop the thesis or conclude. Under no circumstances should the hook, thesis and conclusion sentences be identical or paraphrases of each other.

PROCEDURES

Students should write in a 70-page spiral notebook, begin a new page for each prompt, copy the prompt down, and date their paragraphs. The paragraph is on the same page along with any remarks or corrections. It becomes a portfolio, shows progress, and is useful as a review tool. Keep the spirals in the classroom.

Write the prompt on the board before students arrive. Students know that with the bell, they are to begin writing. Students have between seven and ten minutes to write. I issue a one (1) minute warning and tell students to stop. No one may continue writing.

Call on students to read the paragraphs aloud. No one may refuse to read and all must listen. It does not matter if the student has finished. After a student has read, call on another student to critique the paragraph. This student must be able to paraphrase what the writer wrote, and tell the writer what he or she did well and what needs improvement. Always include tips for improvement. The grader assigns a grade from 0 to 100 (see the point scale on the outline). Writers may agree or disagree but they must say why. After the student critiques, you the teacher should make key points. I vary who does what. In any case, I am the final decider of the grade because students are much harsher on each other than am I. And I give grades to both the writer and the grader. The essay is based on points of the provided Rubric.

Common problems to listen for are lack of titles (they really are important as a signpost of what is to come), a well-developed thesis, sufficient supporting ideas and development, and a conclusion. Train students to listen for contradictions in logic. Additionally, the well-trained ear can hear misspellings (*the student stumbles while reading*), run-on sentences (*the student rambles*), and fragments (*you are waiting for a verb and some action*). Insist students maintain parallel sentence construction from their theses through their main ideas.

At first, students will be hesitant and nervous. Quality only comes through practice and with time. But of all the tools that I use in my class, this is by far the most useful. And it can actually be great fun, especially if the prompt is controversial and creative.

GRADING AND RECORDING

I have two columns in my grade book labeled ‘*W. H. I. S. T. T. O. R. E. E. A. A. C.*’ and *CORRECTIONS*, where I record the grade and make a mark each time we do this exercise. How heavily you weight the grades is your decision. My grades are daily exercise grades. Once I have a grade for a student in both columns, I will not call on the student again until all students have read or graded. In one grading period, we write at least once or twice a week and most students read two or three times. If I need to get a grade from a student (he or she was absent), I find the spiral and grade a few previous entries. I rarely give a zero or below a 70. If a student stumbles and messes up – who has not – after listening to the critiques, the student is allowed to rewrite the essay and hand it in before the end of class. Or I allow students to come after school. If no essay is corrected, only then do I give the failing grade.

This exercise has all students write, all students participate, and all students actively engaged in learning, but teachers do not have to take essays home to grade.

EXPANDING THE ESSAY INTO FIVE PARAGRAPHS

After sufficient practice, this essay exercise easily converts into a five-paragraph essay. The hook and thesis sentences become the introductory paragraph. The three statements of support become separate paragraphs requiring additional elaborations and support. The conclusion sentence expands into the conclusion paragraph.

A MNEMONIC DEVICE: THE HAND

If a student suffers a moment of forgetfulness, teach the students to use their hand as a mnemonic device. Using the right hand, the thumbnail is the hook and the knuckle is the thesis with the webbing between fingers being a transition. Your middle fingers are the three main paragraphs, where the nail is a sub-point (one of the three contained in the thesis statement); the first joint is your first major elaboration with the space between the first and second joint being an extension. The second joint is a second elaboration leading to a transition to the next theme. Your pinky represents the conclusion paragraph – the nail is a restate main idea and the two joints are major conclusions. And notice, since there is no webbing to another joint, you are done. It works for WHISTOREEAAC or longer essays.

W. H. I. S. T. T. O. R. E. E. A. A. C.

WRITE

HISTORICAL INTRODUCTIONS (OR HOOK INTO)

Introduce your thesis by describing the history leading up to the events in question – in effect tell a historical story. This is a hook to introduce the essay. There should be no more than two or three sentences prior to the thesis.

SUBSTANTIATED THESES

Your thesis must address the prompt without rephrasing or copying it. I recommend that you use WAHP3 which stands for “what is it about, how will you prove it, give three examples. You must qualify the prompt (WA) and quantify the response (HP3). To qualify is to answer what it is about with specifics or quantities.

THREE ORGANIZED RESPONSES

In your essay, arrange the discussion of each of the three points in parallel order. Each point begins with a detailed explanation above and beyond the simple statement in “HP1, 2, or 3.”

EXPLAIN EXAMPLES/ANALYSES

Include at least two explanations, examples, elaborations, or analyses per sub-point as required in the prompt. I suggest a D4 or E4 approach. D4 means “describe, detail, demonstrate and discuss” while E4 includes “explain, example, elaborate, examine.” It also includes comparisons, changes over time, references to global experiences as called for by the prompt.

AND CONCLUSIONS

All essays need a conclusion. The simplest conclusion is a compound sentence including the main sub-points of HP1, 2, and 3 with a new declarative statement, which does not repeat, paraphrase, or copy the thesis.

NAME: _____ PERIOD: _____ DATE: _____

WHISTTOREEAAC WRITING RUBRIC

BASIC CORE		EXPANDED CORE	
POINTS		POINTS	
1) Has an acceptable thesis. Thesis must specify both “what it is about” and “how you will prove it”. Must have 2-3 ways to prove thesis depending on prompt. Has a partial thesis which includes either “what” or “how” or only one way to prove thesis.	2 (1)	Expanded beyond the basic core of 1 to 8 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 4 points by doing any of the following. Each point adds 5 points to the basic score. ● Has a clear, analytical and comprehensive thesis. This is beyond the basic points. Can be in two sentences but must be next to each other. This may include a well-articulated introductory thesis. ● Analyzes prompt in additional groupings, comparisons, or syntheses. ● Gives additional facts or evidence to support thesis beyond basic requirement. ● Paper is general free of all grammatical mistakes including misspellings and avoids passive sentence construction. ● Uses a historical hook to introduce the writing. ● Addresses global context and themes beyond the prompt.	0 – 4
2) Organizes (groups) evidence in at least 2 or 3 ways relevant to the prompt. Best evidenced in a topic sentence per paragraph.	1		
3) Supports thesis with at two or more appropriate pieces of evidence or facts, and/or analyses per grouping. Analyses include comparisons and change over time references as appropriate. Supports thesis with at least one to two appropriate pieces of evidence or facts, and/or analyses per grouping. Supports thesis with less than one appropriate piece of evidence or fact per grouping.	3 (2) (1)		
5) Grammatical errors cannot distract from understanding. Errors include run-ons, fragments, subject-verb tense non-agreement. Do not use 1 st or 2 nd person (we, us, ours; I, me, mine).	1		
6) Writes a conclusion, which does not restate prompt.	1		
SUBTOTAL	8		
ADDITIONAL COMMENTS		TOTAL	
GRADES: 12 = 100, 11 = 95, 10 = 90, 9 = 85, 8 = 80; 7 = 75; 6 = 70; 5 = 65; 4 = 60, 3 = 50; 2 = 40; 1 = 30			

W. H. I. S. T. T. O. R. E. E. A. A. C. PARAGRAPH OUTLINE

I. TITLE

HI

II. HOOK SENTENCE

ST3

III. THESIS SENTENCE

1OR

A. FIRST ORGANIZED RESPONSE FROM THESIS

1. EXPLAIN EXAMPLE & ANALYSE

2. EXPLAIN EXAMPLE & ANALYSE

2OR

B. SECOND ORGANIZED RESPONSE FROM THESIS

1. EXPLAIN EXAMPLE & ANALYSE

3. EXPLAIN EXAMPLE & ANALYSE

3OR

C. THIRD ORGANIZED RESPONSE FROM THESIS

1. EXPLAIN EXAMPLE & ANALYSE

4. EXPLAIN EXAMPLE & ANALYSE

AC

IV. CONCLUSION SENTENCE

SOAPPS-Tone

Primary Document Analysis

SUBJECT	<i>What is the main topic or idea of the document? Be able to summarize the main idea in one sentence and no more.</i>
OCCASION	<i>Where and when was the document produced? What was happening during the time the document was written? This is often called historical context. How might this have influenced the writer?</i>
AUDIENCE	<i>For whom was the document written/produced? How might an audience have received this document and why?</i>
PURPOSE	<i>Why was the document produced? What did the producer hope to accomplish through his words?</i>
POINT OF VIEW	<i>What does the writer or producer believe? Interpret his writing and tell me why he holds these views.</i>
SPEAKER	<i>Who is the speaker or producer? What can you tell me about his background? How might his personal background have influenced his work?</i>
TONE	<i>What feeling or attitude does this document express? Use descriptive adjectives and adverbs.</i>

DOCUMENT ANALYSIS FORM

NAME: _____ PERIOD: _____ DATE: _____

Directions: Using the document provided, attempt to analyze it with no more than one sentence. You will have no more than five minutes per document. Write your answers below.

The Anglo-Saxon Chronicles, written by monks over a thousand years, describing events of the years 443 and 449 CE

A.D. 443. This year sent the Britons over sea to Rome, who begged assistance against the Picts (Scottish invaders); but they had none, for the Romans were at war with Attila, king of the Huns. Then sent the Britons to the Angles (German tribe), and requested the same from the nobles of that nation.

A.D. 449. This year Marcian and Valentinian assumed the emperorship of the Roman Empire, and reigned seven winters. In their days Hengest and Horsa, invited by Wurtgern, king of the Britons to his assistance, landed in Britain in a place that is called Ipwinesfleet; first of all they came to support the Britons, but they afterwards fought against them. The king directed them to fight against the Picts; and they did so; and obtained the victory wheresoever they came.

They then sent to the Angles, and desired them to send more assistance. They described the worthlessness of the Britons, and the richness of the land. They then sent them greater support. Then came the men from three powers of Germany; the Old Saxons, the Angles, and the Jutes. From the Jutes are descended the men of Kent, the Wightwarians (that is, the tribe that now dwelleth in the Isle of Wight), and that kindred in Wessex that men yet call the kindred of the Jutes. From the Old Saxons came the people of Essex and Sussex and Wessex. From Anglia, which has ever since remained waste between the Jutes and the Saxons, came the East Angles, the Middle Angles, the Mercians, and all of those north of the Humber. Their leaders were two brothers, Hengest and Horsa; who were the sons of Wihtgils; Wihtgils was the son of Witta, Witta of Wecta, Wecta of Woden. From this Woden arose all our royal kindred, and that of the Southumbrians also. And in their days Vortigern invited the Angles thither, and they came to Britain in three ceols, at the place called Wippidsfleet.

7. Subject

8. Occasion

9. Audience

10. Purpose

11. Point of View

12. Speaker

13. Tone

DOCUMENT ANALYSIS FORM

NAME: _____ PERIOD: _____ DATE: _____

Directions: Using the document provided, analyze each aspect with no more than one sentence. Write your answers below.

Antonio Herrera Tordesillas, columnist of the Kings Philip II and III of Castile and the Indies, family-General of the Inquisition, Secretary of the Inquisitions of Navarre and Valencia, from his *Historia de las Indias Occidentales*, written 1600 CE using information from the *Book of Chilán Balam of Mani*, a Mayan chronicle

“At Chichen Itza, ten leagues from Itzamal, the ancients say there reigned three lords, brothers, who came from the west, and gathered together many people, and reigned some years in peace and justice; and they constructed large and very beautiful edifices. It is said that they lived unmarried and very chastely; and it is added that in time one of them was missing, and that his absence worked such bad results that the other two began to be unchaste and partial; and thus the people came to hate them, and slew them, and scattered abroad, and deserted the edifices, especially the most stately one, which is ten leagues from the sea. Those who established themselves at Chichen Itza call themselves Itzas; among these there is a tradition that there ruled a great lord called Cuculcàn, and all agree that he came from the west; and the only difference among them is as to whether he came before or after or with the Itzas; but the name of the building at Chichen Itza, and what happened after the death of the lords above mentioned, show that Cuculcan ruled the country jointly with them. He was a man of good disposition, was said not to have had either wife or children, and not to have known woman; he was devoted to the interests of the people, and for this reason was regarded as a god. In order to pacify the land he agreed to found another city, where all business could be transacted. He selected for this purpose a site eight leagues further inland from where now stands the city of Merida, and fifteen leagues from the sea. There they erected a circular wall of dry stone, about a half quarter of a league in diameter, leaving in it only two gateways. They erected temples, giving to the largest the name Cuculcàn, and also constructed around the wall the houses of the lords among whom Cuculcàn had divided the land, giving and assigning towns to each. To the city he gave the name Mayapan, which means “the Standard of the Maya,” as Maya is the name of their language. By this means the country was quieted and they lived in peace for some years under Cuculcan, who governed with justice, until, having arranged for his departure, and recommending them to continue the wise rule he had established, he left them and returned to Mexico by the same route he had [120]come, remaining in Champoton some time, where, in memory of his journey, he erected a building in the sea, which remains to this day.

1. **Subject:**

2. **Occasion:**

3. **Audience:**

4. **Purpose:**

5. **Perspective:**

6. **Speaker:**

7. **Tone:**

ASAP-XY

Document Analysis for Essays

ONE SENTENCE	
ATTRIBUTE	<i>Write an attribution about the author of the document, i.e. “Qin Shih Huang-di, first emperor of China, 3rd century CE believed...”</i>
SUMMARY	<i>Summarize the document, i.e. “Confucian scholars were a threat to his rule.” Include the document number so it is easy to count and see if all have been used. Use parenthetical citation such as [Doc #].</i>
ONE SENTENCE	
ANALYZE	<i>Write out a description based on historical occasion, audience, purpose, point of view or tone as to why he believed the above summary.</i>
POINT OF VIEW	<i>“He believed this because he was attempting to centralize his rule and resented any opposition to his rule.”</i>
ONE SENTENCE	
EXTRA DOCUMENT	<i>Request a document to either support or refute the above document, i.e. “A document to support this accusation would be a note from a Confucian scholar....</i>
WHY NEEDED	<i>Tell why it is needed... “challenging or criticizing the First Emperor since a Confucian voice is not present.”</i>

DOCUMENT ANALYSIS FOR USE IN DBQ ESSAY

NAME: _____ PERIOD: _____ DATE: _____

Directions: Using the document provided, attempt to analyze it with no more than one sentence. You will have no more than five minutes per document. Write your answers below.

An Ngoni poem describing the Mfekane of Central Africa (Zimbabwe) by the Matabele, 1890 CE

They saw the clouds ascend from the plains:
It was the smoke of burning towns.
The confusion of the whirlwind
Was in the heart of the great chief of the blue-colored cattle.
 The shout was raised,
 "They are friends!"
 But they shouted again,
 "They are foes!"
"Till their near approach proclaimed them Matabele.
 The men seized their arms,
And rushed out as if to chase the antelope.
The onset was as the voice of lightning,
And their javelins as the shaking of the forest in the autumn storm

Note: Mfekane is the dispersal of peoples in Southern African caused by the rise of the Zulu Empire

1. ATTRIBUTION

2. SUMMARY

3. ANALYZE

4. POINT OF VIEW

5. EXTRA DOCUMENT

6. WHY NEEDED

OPPTIC

Evaluating Visuals

OVERVIEW	<i>Give a brief overview of the visual. Basically write a short descriptive one sentence summary about the visual. Be sure to include a historical overview.</i>
PARTS	<i>Focus on the parts of the visual. Divide the visual into 4 parts and examine each part separately. What details seem important?</i>
PERSPECTIVE	<i>What is the point of view or perspective? What does the artist want you to think or believe? Who is the intended audience?</i>
TITLES (WORDS)	<i>What is the visual's title? What does it have to say about the visual? Read all labels and any written words as they might identify historical themes.</i>
INTERRELATIONSHIPS	<i>Using the title, what big umbrella concept connects the whole visual? Bring its parts together into a coherent picture.</i>
CONCLUSION	<i>Draw a conclusion about the visual as a whole. What does it mean? Why is this visual important to what we are studying? Be able to summarize the visual in a few sentences or a paragraph at most.</i>

OPPTIC EXERCISE

NAME: _____ PERIOD: _____ DATE: _____

Directions: Using the document provided, attempt to analyze it with no more than one sentence for each of the items. Write your answers below.

<i>THE MECCA PILGRIMAGE OF 1880</i>	Arriving by Sea	Arriving by Land	Total Muslim population
Ottoman subjects including pilgrims from Syria and Iraq	8,500	1,000	22,000,000
Egyptians	5,000	1,000	5,000,000
Mahgreb Arabs from Algeria, Libya, Tunisia, Morocco.	6,000	...	18,000,000
Arabs from Yemen	3,000	...	2,500,000
Arabs from Oman and Hadramaut	3,000	...	3,000,000
Arabs from interior lands of Arabia, mostly Wahhabites	...	5,000	4,000,000
Arabs from Hejaz (Western Arabia around Mecca and Medina)	...	22,000	2,000,000
Negroes of the Sudan	2,000	...	10,000,000(?)
Negroes from Zanzibar	1,000	...	1,500,000
Malabari from the Cape of Good Hope	150	...	
Persians, Afghans and Beluchis	6,000	2,500	11,000,000
Indians (British subjects)	15,000	...	40,000,000
Malays, chiefly from Java and Dutch subjects	12,000	...	30,000,000
Chinese Muslims	100	...	15,000,000
Mongols from the Khanates of Central Asia	6,000,000
Lazis, Circassians, Tartars, etc. (Russian subjects)	5,000,000
Total of Pilgrims present at Arafat	93,250		175,000,000

1. Overview:

2. Parts:

3. Perspective:

4. Title:

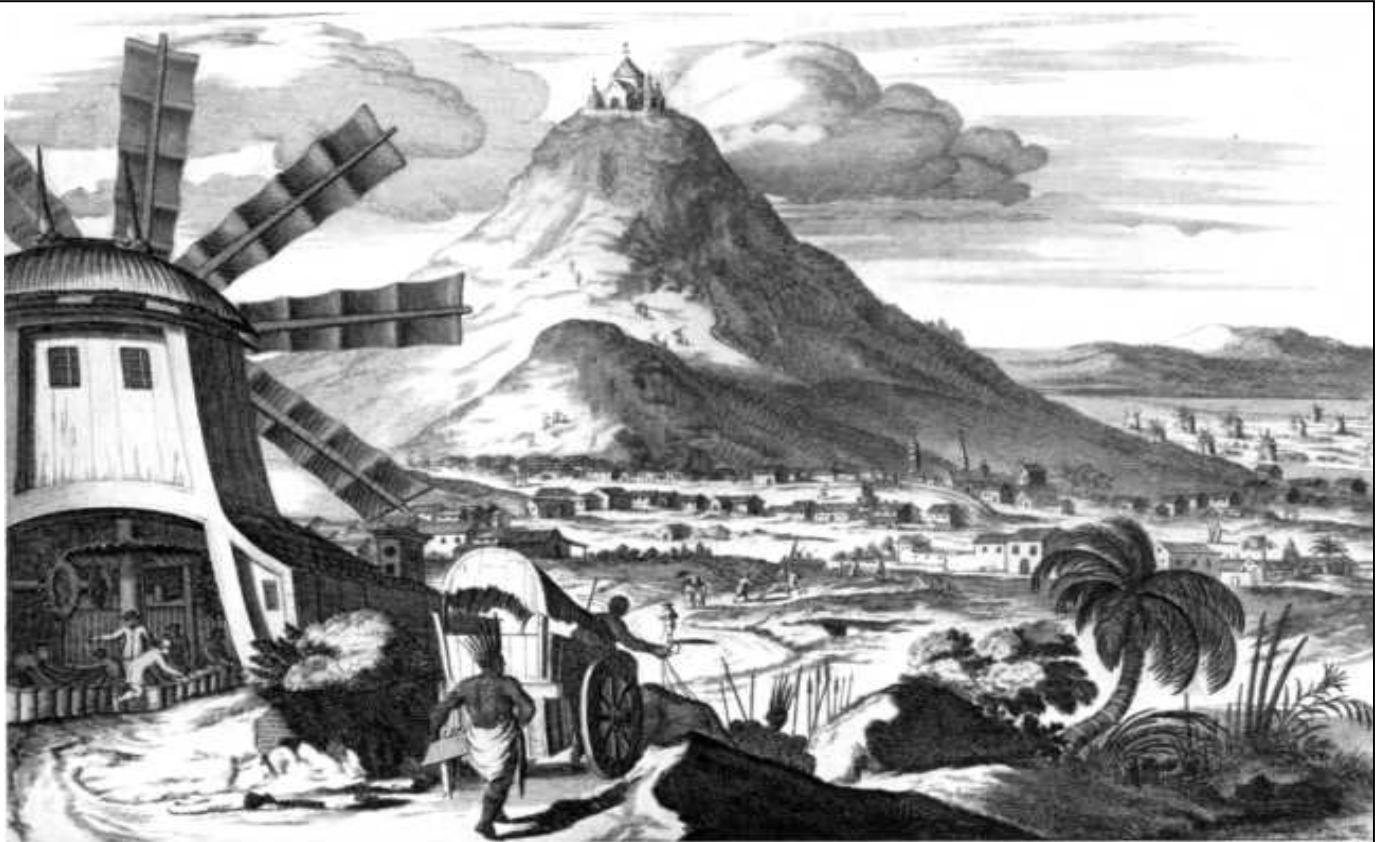
5. Interrelationships:

6. Conclusion

OPPTIC EXERCISE

NAME: _____ PERIOD: _____ DATE: _____

Directions: Using the document provided, attempt to analyze it with no more than one sentence. You will have no more than five minutes per document. Write your answers below.



POTOSÍ, IN BOLIVIA

The famous centre of the silver-mining region which supplied the Spanish Empire with bullion for three centuries.

From a seventeenth-century engraving

1. Overview:
2. Parts
3. Perspective
4. Title
5. Interrelationships
6. Conclusions

BASIC ESSAY TECHNIQUES

Essays begin with the prompt. Make sure students understand what the prompts are asking them to do. *Students may be asked to analyze, assess, evaluate, compare, contrast, describe, discuss, and explain. Know the difference between these words.* Additionally, prompts can be multi-tasking in that they ask the writer to perform several actions. Make sure students answer all parts of the prompt, or they may fail.

All essays should have five paragraphs. The first should be a thesis paragraph. It need consist of only one sentence – a thesis statement. If students have any other sentence, an attention grabber similar to the headlines of a newspaper called a hook should precede their thesis. Students should not waste time and effort on long theses' paragraphs. Students should come to the point – their thesis – immediately, and go on to prove their argument.

All theses should include their argument with three methods or points they will use to prove their argument. For example, if the prompt asks about the Mongols, a superior thesis would be *“The Mongols were efficient governors because of their political, economic, and social policies.”* The first portion of the thesis, *“The Mongols were efficient governors,”* is a simple, acceptable thesis. At the bare minimum, all essays should include this type of thesis. The second part, *“because of their political, economic, and social policies”* turns a simple thesis into a clear, analytical, and comprehensive thesis. Better essays follow this second format.

The conclusion paragraph need only consist of one sentence. While a conclusion resembles a thesis, students should not copy or paraphrase the thesis. They should write a sentence that sums up what they have learned or proven in their essay.

The other paragraphs form the body of the essay and are critical. Within three of the paragraphs, students prove their argument. *Set up body paragraphs in an order parallel to the structure within the thesis sentence.* Students should organize points from the strongest point to weakest point. Strength is based on the amount of evidence presented and the thoroughness of the argument. The weakest point should be last. Based on the above thesis, this means *“political policies”* should be the topic of the first body paragraph, while the second point will be *“economic policies”* and the last paragraph will cover *“social policies.”* The first sentence in the body paragraphs should expand upon the sub-point from the thesis. An example about the Mongols could be *“Politically, the Mongols were tolerant governors, who insisted upon honesty, efficiency, and equality in their policies.”* Within each paragraph, there should be two or three facts or pieces of historical support material.

While grammar is important, the essay is a rough draft. It does not have to be perfect. Graders know that 50 minutes does not allow students much time to perfect grammar, syntax, and diction. While it is imperative that the essay be readable and intelligible, national graders will not deduct for grammatical mistakes.

RECENT FREE RESPONSE ESSAYS FOR AP WORLD HISTORY

TIME PERIODS

1. Foundations Period to 600 CE
2. Post-Classical 600 to 1450 CE
3. Early Modern 1450 to 1750 CE
4. Modern 1750 to 1914 CE
5. Contemporary 1914 to Present

ESSAY TOPICS

I. DBQ

- A. CC Muslim and Christian Attitudes Toward Trade, Merchants to 1500 (2)
- B. Causes, consequences of Indentured Servitude after Abolition of Slave Trade (4)
- C. Analyze responses to the spread of Buddhism to China (2)
- D. Issues Muslim leaders confronted in defining their nationalism (4/5)
- E. Social, economic impacts of global silver trade 16th through 18th centuries (3)
- F. Analyze Han, Roman attitudes towards technology (1)
- G. Analyze Factors Shaping Modern Olympics 1896 – Present (5)
- H. Analyze African actions and reactions to European Scramble for Africa (4)
- I.

II. COMPARE AND CONTRAST

- A. Japan's and China's Responses to Western Imperialism (4)
- B. Roles of Women in any two regions 1750 – 1914 (4)
- C. World War I's Impact, Outcomes on two regions 1918 – 1939 (5)
- D. Political, Social Impact of Mongol rule on any two regions (2)
- E. Goals, outcomes of revolutionary process in two regions, 1910 – Present (5)
- F. Process of Spanish empire building w/Ottomans or Russians (3)
- G. Emergence of nation-states in 19th c. Latin America, with one 20th c. region (4/5)
- H. North American, Latin American racial ideologies, impacts 1500 – 1830 (3)(4)
- I.

III. CHANGE AND CONTINUITY OVER TIME

- A. Changing Relationship to Global Trade Patterns in 2 Regions, 1750 – Present (4/5)
- B. Social, political, economic impact of Islam on one Region, 1000 – 1750 (2/3)
- C. Changes, Continuities of Labor System in one region, 1750 – 1914 (4)
- D. Social, economic transformations in Africa, Europe, Americas 1492 – 1750 (3)
- E. Social, political changes, continuities in one classical civilization, 200 – 600 CE (1)
- F. Formation of national identities in 1 region 1914 – Present (5)
- G. Changes, continuities of trade, commerce in Indian Ocean from 650 – 1750 CE (2)
- H. Analyze patterns of interactions along Silk Road 200 BCE – 1450 CE (1)(2)
- I.

THE DOCUMENT-BASED QUESTION (DBQ)

Document based essays are designed to test a student's ability to use documents to support a historical argument. It corresponds roughly to writing a research paper and duplicates the work of historians, where the student is given the evidence and asked to write a paper – in one hour. And a DBQ essay *may* include compare and contrast, and/or change over time.

The Document-Based Question consists of a prompt with between five and nine primary source documents. *The question is not designed to test a student's knowledge about world history, so much as the student's ability to use documentary evidence to make and to support a written argument. Critical to this process are the concepts of bias (reliability) and use of all documents to support a thesis.* The graders will grade by the following criteria.

An *acceptable thesis* requires a simple thesis stating the point of argument, or what you will prove. An *expanded thesis*, which earns an additional point, requires a comprehensive thesis statement with point of argument and three ways you will prove it.

Students need to use all but may misinterpret one of the documents in the essay. Use is defined as citing, quoting, paraphrasing, listing, summarizing, mentioning, analyzing, interpreting, or critiquing the documents in any way. Students must *understand the basic meaning of the documents cited in the essay.* Students may misinterpret one document but two or more will cost one criterion point. Mistakes involving dates and names are not critical but misrepresenting a document can be fatal. Placing a document in a wrong group that leads to a wrong conclusion also counts as a misunderstanding.

Students must support the thesis with appropriate evidence from the documents. Students must analyze, interpret, and critique the documents. *Quoting, listing, summarizing, citing, or mentioning a document does not qualify for this criterion!* Students should support their thesis through the use of outside material not mentioned in their documents. If students know of facts and information relevant to the topic, which were not mentioned in the documents, they should include them. There is an upper and lower standard, namely uses all or all but one of the documents to support the essay, or uses all but two of the documents.

Analyze point of view in three documents. The rubric says students need to analyze only two documents but this is too few. Students should do three or more. In order to earn this point, students should attribute and analyze point of view, bias, purpose or intent, tone, or audience in an attempt to determine reliability. Analysis of point of view also constitutes supporting the thesis with appropriate evidence from the documents and using the documents, too! One method of analysis (and use) is based on the acronym, *S.O.A.P.P.S.*

Students must analyze documents by grouping them depending on the DBQ prompt. If the DBQ identifies groups in the prompt, students must use the mentioned groups. *Students must have three groups.* If the prompt only specifies two, students should create a third category. Once again, students must organize the evidence and arguments into three

groups. These groups could be mentioned in the thesis statement. The better writers will create their own groups or categories based on the documents. Nevertheless, students might use the acronym *P.E.R.S.I.A.N.* or *S.C.R.I.P.T.E.D.* to help structure their thoughts. Other methods of grouping include organizing by gender, time, social class, occupation, geography, nationality, similar points of view, or religion.

For writing purposes each body paragraph constitutes a group. And each group should begin with a topic sentence which delineates the group. Evidence should fit into these three categories. When grouping a document, each group must contain at least two documents. If possible, use three because it prevents a failed group if you misinterpret one document.

Students will be asked to identify one additional type of document they could have used to support the essay prompt. One useful way to accomplish this is to identify a point of view or group missing from the discussion. For example, an essay on gender rights that does not include a woman's point of view is weak. You should mention this failing. At the same time, if all of the documents in the same essay are by women, a man's point of view might help balance the essay. Students should decide what is missing and mention what specific type of document or point of view might improve the essay. And they should ideally state how it would help the essay. They should place this sentence in whichever body paragraph will be most effective. This could also include bringing in outside information relevant to the topic. Other typically missing documents include charts, maps, or statistical information, social classes, and opposite points of view.

Students will have 50 minutes to write their essays. They should use 10 minutes to read the documents and to structure or outline their essay. They should spend 30 minutes writing and 10 minutes reviewing what they have written. Student should make sure they have used all the documents, have three groups, and performed all activities they are required to do. They should especially check their prompt to see that they have addressed all parts required.

NAME: _____ PERIOD: _____ DATE: _____

CHART: DOCUMENT BASED ESSAY QUESTION (DBQ)

GROUPING THEMES (3): _____

Based on the prompt and the documents, select three groups from SCRIPTED or create your own groups based on the prompt and documents. If the prompt asks for Change and Continuities over Time, the comparison groups should be time periods.

THESIS			
Use at least 2 (TWO) documents per group!	Using some of techniques from a SOAPPS-Tone, analyze the documents as they relate to the thesis.	Analyze Point of View in at least one of the documents in the group	What document is missing from the group and why is it needed?
1 st Group's Topic Sentence			
2 nd Group's Topic Sentence			
3 rd Group's Topic Sentence			
CONCLUSION			

NAME: _____ PERIOD: _____ DATE: _____

ESSAY FORM

**HISTORICAL
INTRODUCTION**

SUBSTANTIATED THESIS (3)

SUB-TOPIC GROUP 1			SUB-TOPIC GROUP 2			SUB-TOPIC GROUP 3		
DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV		
DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV		
DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV			DOCUMENT ATTRIBUTE SUMMARY ANALYZE POV		
EXTRA DOCUMENT REASON NEEDED			EXTRA DOCUMENT REASON NEEDED			EXTRA DOCUMENT REASON NEEDED		
CONCLUSION								

Name: _____ Period: _____ Date: _____

BEGINNING DEFINITIONS AND MEANINGS

Before students plan and write essays, they must understand the tasks that the prompts ask them to perform. It will be disastrous if students misread or perform the wrong action. Using a dictionary, define these tasks. List close synonyms.

1. ASSESS

2. ANALYZE

3. COMPARE

4. CONTRAST

5. DESCRIBE

6. DISCUSS

7. EVALUATE

8. EXPLAIN

9. SYNTHESIZE

10. CRITIQUE

11. CONSTRUCT

12. CREATE

13. CONTEXTUALIZE

Name: _____ Period: _____ Date: _____

READING A PROMPT AND WRITING A THESIS

Use the following Document Based Question prompt to assist with these exercises.

Based on the documents, analyze the South Asian impact on and interactions with Southeast Asia during the Post-Classical period.

What types of additional documentation would help assess the importance and impact of Indian influence on Southeast Asia?

PART A: READING THE PROMPT

1. One of the most frequent and most fatal mistakes that students make is failure to *read the prompt in its entirety and answer all of its portions*. Explain why this is fatal?
2. What themes and topics does the prompt ask you the writer to discuss?

PART B: IDENTIFICATIONS AND DEFINITIONS.

1. Identify the key action verbs in the above prompt. What do they mean?
2. Does the prompt ask you to compare and contrast? If so, list them below.
3. Does the prompt indicate any evidence of change over time? If so, what is the evidence?

PART C: TWO CRITERIA AND THESIS WRITING

The “*Basic Core*” on all AP World History rubrics include an acceptable thesis based on the documents. The thesis must include any points mentioned in the prompt. It should be qualified and quantified. The thesis may also be split into two sentences provided they are next to each other. A “*Expanded Core*” thesis is best defined as a well-articulated thesis paragraph. This type of the thesis identifies at least three qualities or policies by name that support your argument, includes sufficient detail and often begins with a hook which introduces the thesis.

1. Write an acceptable thesis based on the prompt.

Name: _____ Period: _____ Date: _____

THE INTRODUCTION PARAGRAPH

The introduction paragraph is the single most important paragraph you will write; the second most important is the first body paragraph. These two contain the first ideas and proofs a grader will read. Introduction paragraphs need contain only two sentences – a hook and a thesis sentence. *In fact, a thesis paragraph need consist of only one sentence, a thesis.* But hook sentences add color and are the attention grabbers that start an essay. They most resemble newspaper headlines. *The best hooks tell the history of the essay prompt's topic leading up to that essay prompt.* One student in particular, in her essay on who would win a war between Sparta and Athens used this hook and thesis:

Once upon a time two boys were born in Ancient Greece. One was born in Athens and given a quill, a scroll and sent off to gymnasium; the other born in Sparta was given a sword and shield and sent off to army camp. While some dreamers argue that the pen is mightier than the sword, in the Peloponnesian War, Sparta's sword defeated Athen's pen for military, social, and economic reasons.

PART A: WRITING HOOK SENTENCES

Based on the essay prompt, can you think of some creative and interesting hooks about South Asian impacts on Southeast Asia? Please write two below.

- 1.
- 2.

PART B: WRITING A DBQ HOOK OR HISTORICAL INTRODUCTION

Read the provided DBQ's included documents. Compose two different hook sentences or historical introductions that cover ALL of the documents in the DBQ and address the prompt.

- 1.
- 2.

PART C: INTRODUCTION PARAGRAPH – A HOOK AND A THESIS

Ideally hook sentences should act as signposts to the thesis. They should not be cryptic or difficult to understand. Using the thesis sentences you wrote in Exercise 3, select one of the hooks written above and write an introductory paragraph.

Name: _____ Period: _____ Date: _____

ANALYSIS

In the DBQ, the College Board says students must *use* and *analyze* the documents. Students must use *a majority of the documents* and *interpret the documents correctly with no more than one error in the interpretation of the content of a document*. A misinterpretation is one that leads to an inaccurate statement or grouping, or a false conclusion. Most misinterpretations occur because students do not understand key words from the prompt.

I-China, Chinese Buddhist pilgrim from his travel journal describing Srivijaya, 671 CE

“In the fortified city of Fo-shih, here are more than a 1,000 Buddhist priests whose minds are bent on study and good works. They examine and study all possible subjects exactly as in Madhyadesa (India); their rules and ceremonies are identical with those in India. If a Chinese priest wishes to go to the west to understand and read the original Buddhist texts there, he would be wise to spend a year or two in Fo-shih and practice the proper rules there; and then go on to Central India.”

PART A: ANALYSIS AND INTERPRETATION (SOAPPS-TONE, OPTIC)

Do not summarize, paraphrase, quote, cite, or list documents. These actions do not constitute analysis. Instead do a SOAPPS-Tone or OPPTIC on the document. Using the above document, do the exercises below.

1. Identify the
 - a. Subject
 - b. Occasion
 - c. Audience
 - d. Purpose
 - e. Point of View
 - f. Speaker
 - g. Tone
2. Why do summaries, paraphrasing, quoting, citing or listing documents not constitute analysis?

Name: _____ Period: _____ Date: _____

POINT OF VIEW

One method of interpreting and analyzing documents involves the identification and discussion of point of view. *In a World History DBQ, the student must address at least TWO or more points of view.* These are opinions, biases, interpretations, prejudices, beliefs, and personal views held by the documents' authors. Collectively they are points of view. Students often mistakenly feel interpretations or analyses means restate the facts; they often do not critique the documents for bias, accepting the statements at face value and as absolutely accurate.

PART A: ATTRIBUTION

Attribution cites the authorship of the document by name of the writer, his or her social position or occupation, and tells something about the statement. The importance to attribution is that the student demonstrates that he or she knows it is the author's point of view rather than a fact. To be effective, the student must attribute all documents used in the essay.⁸ Examples are *Christopher Columbus, a Spanish explorer believed* or *John Calvin, a French Protestant theologian felt* . . .

Charles Lockyer, English merchant, from his *An Account of the Trade in India*, 1711.

"There are many Indians of the Coromandel (Tamil area of South India) coast ... slaves to the great men and merchants. To these the Aceheenes (Kingdom on the northern coast of Sumatra) owe the greatest part of their husbandry in managing their crops of rich, which was hardly known on this part of the island, until these men were driven here by the famine on the Coromandel coast."

Write an example of attribution.

PART B: POINT OF VIEW

Students must demonstrate that they understand that an author's point of view is influenced by many things, such as education, occupation, religion, social class, political persuasion, nationality, sex, and ethnicity. Note that some positions and occupations are more important than others. An example is *John Calvin, a French Protestant theologian, who had been a lawyer argued that the Bible was absolutely correct as written and popes were not infallible.*

Write an example of an author's point of view. Use the document from Part A.

PART C: TONE, PURPOSE, AUDIENCE

Students should point out how an author's tone, purpose, or intended audience influences the understanding of the issue. Tone may include emotion, mindset, or a general quality or atmosphere, which pervades the document. All authors speak or write with an intended audience in mind. Often this effects what is said. And authors tailor their speech or writing to achieve a particular end.

The Merit of Temple Building, from the Hindu *Agni Puranam*, religious texts dedicated to the god Vishnu; the Puranas deal with worship and everyday applications, c. 8th and 9th centuries CE

“By building temples for other gods, a man reaps the same fruit which he does by building one for Vishnu. By building temples for Shiva, Brahma, Lakshimi, one acquires religious merit. Greater merit is acquired by installing images. In the sacrifice attendant upon the setting up of an idol there is no end of fruits. One made of wood gives greater merit than one made of clay; one made of bricks yields more than a wooden one. One made of stone yields more than one made of bricks. Images made of gold and other metals yield the greatest religious merit. Sins accumulated are dissipated even at the very commencement. One building a temple goes to heaven; he never goes to hell.”

Give examples of the author's tone, purpose, or likely intended audience. Try an ASAP sentence.

PART D: THE ACRONYM A.S.A.P.

One technique I use is to teach students to use a document and write an analysis sentence, is to write an ASAP sentence or pair of sentences. Students attribute the summary and then analyze a point of view. For example, *Christopher Columbus, a Castilian explorer wrote in his diary that he believed he had found Asia – this was because the Europeans had no idea of the size of the globe or routes to Asia.*

Write an ASAP sentence below.

PART E: TONE VOCABULARY

Tone is defined as the manner of expression in written documents or speech. It includes a general overall quality or atmosphere. Tone is also strongly related to point of view. If a student can identify the document's tone, he or she may be able to establish what the writer's or speaker's view point is. Teaching the words below will help a student see Tone. Also some verbs convey tone.

POSITIVE TONE/ATTITUDE WORDS

LIGHTHEARTED
CONFIDENT
AMUSED
COMPLIMENTARY
HOPEFUL
CHEERY

ELATED
PASSIONATE
EXUBERANT
OPTIMISTIC
SYMPATHETIC
PROUD

ENTHUSIASTIC
LOVING
COMPASSIONATE
AMUSED
TOLERANT
REASONED

PIOUS
RESOLUTE
COSMOPOLITAN

NEGATIVE TONE/ATTITUDE WORDS

ANGRY
FURIOUS
IRRITATED
ACCUSING
DISGUSTED
WRATHFUL
INDIGNANT
BITTER
OUTRAGED
CONDEMNING
THREATENING
INFLAMMATORY
DEROGATORY
DISGRUNTLED
INSULTING
BELLIGERENT
BELLICOSE

SCORNFUL
SARCASTIC
CRITICAL
SATIRIC
BANTERING
TAUNTING
IRONIC
DISDAINFUL
CYNICAL
FACETIOUS
SARDONIC
IRREVERENT
INSOLENT
FLIPPANT
CONTEMPTUOUS
CONDESCENDING
PATRONIZING

POMPOUS
WHIMSICAL
SOMBER
SAD
SOLEMN
CONCERNED
GLOOMY
HOPELESS
ELEGIAC
DISTURBED
SERIOUS
FEARFUL
SOBER
STOIC
MELANCHOLIC
MOURNFUL
APPREHENSIVE

DESPAIRING
FOREBODING
RESIGNED
DISTRUSTFUL
HAUGHTY
ARISTOCRATIC
ARROGANT
INTOLERANT
JUDGEMENTAL
COMBATIVE
SANCTIMONIOUS
FALSE
ALIENATED
SEDITIONARY
PROVINCIAL

NEUTRAL TONE/ATTITUDE WORDS

FORMAL
CEREMONIAL
RESTRAINED
DETACHED
OBJECTIVE
CANDID
CLINICAL
QUESTIONING

INSTRUCTIVE
MATTER OF FACT
ADMONISHING
LEARNED
FACTUAL
DIDACTIC
INFORMATIVE
AUTHORITATIVE

INCREDULOUS
SHOCKED
BAFFLED
DISBELIEVING
URGENT
NOSTALGIC
REMINISCENT
SENTIMENTAL

LACONIC
INTUITIVE
CONCILIATORY
DIPLOMATIC
MARTIAL
SUBMISSIVE

OTHER /ATTITUDE WORDS

OPINIONATED
BIASED
PREJUDICED
SUBJECTIVE

NATIONALISTIC
PATRIOTIC

ASSERTIVE
PHILOSOPHICAL
DEFERENTIAL
JUDICIOUS

CIVIL
RIGHTEOUS

Name: _____ Period: _____ Date: _____

HOW TO ANALYZE VARIOUS MEDIA

The task all historians perform and the one which students must address is the determination of the validity and accuracy of sources. Not all sources are equal or of equal value. Students who accept sources' opinions as valid or facts make a mistake. Some types of documents are more valid and accurate; others more biased. Using examples obtained from Internet sources listed in the Appendix, or using examples from your text, read the passages below and analyze the respective type of media.

PART A: VISUAL MEDIA

Visuals are often difficult to interpret and to use. Although pictures are worth a thousand words, you do not have written words to interpret. Look for visual clues. Do an OPTIC.

Pictures, paintings, and photographs will depict a subject. You must decide what is depicted. How does it reflect time and place? Does it convey a point of view or perspective? What is the emotional impact (tone) of the work? Is the artist attempting to convey a special message? What is its title? This may be revealing.

Cartoons are satirical. Who are the characters in the cartoon? What are they doing? Are the characters realistic or exaggerated? If so, why? What are their expressions? What symbols are present? What is the overall impression of the cartoon? What is the title or caption? Who is the intended audience?

Posters are often political or artistic, or both. Who published it? For what reasons? What is the purpose? Is there any bias or specific perspective? What is the title or caption? And who is the intended audience?

PART B: MAPS, DATA, CHARTS, AND GRAPHS

Data, Charts, graphs, and maps represent factual information in a graphic form. While data is rarely biased, the decisions based on them are. Look for patterns, trends, implications, and relationships.

Maps deal with a specific period of geographical, political, or historical time. They focus on a specific topic, event, or development. Maps place the subject in a specific location. Remember to note the different types and purposes of maps.

Charts illustrate a relationship between subjects and trends over a specific period of time. Check title and category headings. Are the numbers percentages or absolute? Use the figures as given – do not refigure them. Check to see if the numbers are used in an abbreviated form. Are the illustrated changes or facts significant? If so, what is the importance? Remember the possible influence of outside historical events. Be aware of missing periods of time or data that was left out.

Tables compare facts between several groups of related items. Much of the same information about charts applies to tables and graphs. Tables need not represent time or time changes. They display great amounts of data in a simplified form. Diagrams and flowcharts summarize an idea through the illustration of an idea's parts. Check the title and labels; examine the parts.

Graphs use data to represent comparisons and changes, frequently over time. With graphs, read the key, notice the title, and look for dates. Look for trends or patterns over time. Circle or pie graphs represent the total quality (100%) of something. The portions or slices represent a percentage. Notice if any of the parts are larger or smaller than the rest. Look for relationships between the parts and compare parts to the whole. Read both axes of bar and line graphs. One represents a value. The other represents time. They also may compare several different items for a quantity or value. Bar graphs are drawn to make a comparison, so make one!

Time Lines show the passage of time and trends in chronological order. They may compare items, too. They may be printed horizontally or vertically. All have dates, and unless it says BCE, you may assume it is CE.

PART C: PRINTED MEDIA

The first instruments that dictators control are the various forms of mass media. Written media have been subject to extreme control or restrictions. Until recently, most media were censored. Additionally, dictators have often used the media to publicize their views and control populaces. All societies do the same to a greater or lesser degree. Be very observant to detail and biases. And remember, until recently, most humans could neither read nor write. Consequently, the printed media was often published for the more educated, richer, and socially important citizens.

Newspapers are a favorite DBQ document. But the parts of the newspaper vary in importance and reliability. What portion of the newspaper is depicted? Is it an editorial (opinion) or article (report of events and facts)? Before the 20th century it is hard to distinguish between the two. Remember, newspapers have no requirement to be accurate. Many are affiliated with political parties and display their points of view. Is it an interview? Interviews can be both opinionated and factual. Letters to the editors are another form of an editorial. Articles can reflect mass opinion or be an attempt to create it. Is there some evidence of a newspaper's economic or social bias? Is the paper an urban or a rural? Is the paper regional such as southern or western? Economic newspapers are for investors and the rich. Does the paper cater to a specific ethnic or religious group?

Magazines and pamphlets often address the same concerns and questions associated with newspapers. Both, but especially pamphlets, which are printed for mass distribution, can be very biased towards a specific view. What is the magazine's normal audience? Remember, readership is specific and less widely spread than a newspaper. The magazines people buy reflect the views people hold.

Books come in several types. Is the example fiction or non-fiction, and if non-fiction, what type is it? Generally non-fiction sources are more accurate, but this is not always true. Is the book a primary or secondary source? Primary source books are products of their times, while most writers of secondary sources, especially texts and academic treatises attempt to remain impartial. Then, too, secondary sources are reflective of their times. When was the book written? Is the writer an expert in his/her field? Is he or she opinionated? Is the book politically motivated? Novels can be very realistic about the life and times in which they are set.

Poems use language as an art and are not meant necessarily to convey information. Often they convey emotion. In point of fact, poems have much in common with paintings. They illustrate a spiritual, symbolic, or emotional event or idea. Notice the author and check for personal affiliations, biased, etc.

PART D: SPEECHES

Speeches are always public and before a crowd. You *must* determine who is the intended audience of speaker. Is the speech a rough, extemporaneous draft or professionally written? The first often more accurately represent the speaker's point of view, while the second is often polished and refined so it has an intended affect (or avoids backlash). Is the speech impromptu or was it formal, scheduled, public, or private? Is it a campaign speech? When you campaign, you say what gets you elected. If you know the speaker, does the speech reflect his beliefs or point of view?

PART E: PERSONAL DOCUMENTS

Personal by definition means private. Few people announce publicly what they will write in a private document. While the writings may be biased, you can assume that the opinions expressed are highly representative of the person's point of view. If it is published, it was probably edited for publication, It probably conforms to specific views and can be meant to arouse support. Hastily-written items without corrections are less refined and probably more representative of the writer's opinions.

Diaries or memoirs including autobiographies are private. People write what they feel or want or need in them. Generally, people do not seem to lie to diaries, but they do embellish memoirs. Note whether entries are before or after the fact? After the fact, people forget. They are not self-critical; people rarely criticize themselves. Memoirs are how the writers want to be remembered and they tender to be self-serving.

Letters can be private or public. If public, is it personal or official? Was the letter written to a subordinate or a superior? What is the relationship between the two people? Is the letter from an organization and for publication? Is the date significant? The purpose of the letter impacts its reliability.

PART F: POLITICAL STATEMENTS BY GROUPS AND PUBLIC RECORDS

Political statements represent the people, society, and group goals and policies in power. Or they represent their groups' goals as they would have them if they could achieve power. Remember all are biased to one point of view: the person or group making it. Public records usually include laws and statutes. In that they must be implemented and enforced, such documents are usually more realistic and reliable.

Party platforms or official party ideologies are critical. Decide if the party is important. Minority parties rarely carry the same weight as a mass party. If the platform is during an election, remember the candidate agrees with the platform if he/she is in the party. Additionally, party platforms are compromises between conflicting interests in the party. Smaller parties' ideologies are more argumentative and flamboyant. Conventions are pep-rallies to win. If the state is a dictatorship, party ideologies represent the view in power. And remember, politicians proclaim publicly what will keep them in power or get them reelected.

Laws, proclamations, orders, verdicts, legislative debates, parliamentary speeches, legal testimony, and legal statutes are all common documents in a DBQ. And they are official. They represent the legal point of view of the government in power or official finding of a court. To analyze, decide why the law was passed? Laws are passed to solve or prevent a problem. What does it represent? Laws are victories for the man/party in power. Laws are guides to actions allowed and prohibited. Laws are generally representative of the majority's opinion. Some laws are symbolic. Is the document a commentary by a higher court or official? What type of law is it: civil, criminal, business, canon, international? Who signed or authorized the law? The simplest way is to discuss who passed the law, what was the intent of the law, and who will be affected by the law. Politicians place into official records what they want the public to hear. Court testimony is usually under oath and few societies tolerate lies to courts.

Treaties are favorites of DBQs. Notice the date and countries signing the treaty. What are the conditions of the treaty? Why was it signed? Treaties attempt to solve existing problems or conflicts. What actions or conditions does the treaty specify for fulfillment. Does the treaty specify consequences for non-compliance. Does the treaty mention a previous agreement or action? Treaties are often signed by weaker states, which had no choice – they lost. Winners write the treaties. Treaties can be harsh and unrealistic. The language of treaties is highly formalized and VERY specific. Diplomats have a language all their own.

PART G: STUDENT PRESENTATIONS OF THE MEDIA

Based on the various types of media mentioned above, assign each student the task of locating one of them and presenting it to the class. Students should explain how they would analyze each “document.” Address its reliability, point of view, bias, etc.

Name: _____ Period: _____ Date: _____

USING DOCUMENTS TO SUPPORT THESIS

Students should use the documents in their essay. Students may accomplish this through an analysis using SOAPPS-Tone or OPTIC. You may cite documents by number, but remember this is not analysis. Citing by numbers helps the reader identify documents used. The best way to reference a document is to attribute what is said to the author and how he or she views the situation relative to the prompt. This method not only uses the documents, it supports the thesis with facts and evidence consistent with outside knowledge, and analyzes. If interpreted correctly, the student demonstrates understanding of the meaning of the documents used.

On the DBQ, the grading rubric's *Basic Core* requires students to “use all but one” of the documents. But the *Expanded Core* criteria award points for the use of “all the documents.” *Consequently, it is best to use all the documents in your essay.* If you do this from the beginning, you will never have to guess whether or not you used enough.

Part A: USING DOCUMENTS

For this exercise, students can analyze documents individually or in groups of twos or threes. If you use groups, assign certain portions or sentences to different groups. There is no correct answer for this exercise. Each document may be used differently and in numerous ways and locations.

(Re)read each of the documents in any DBQ. Using the individual documents of the DBQ, write a one-sentence analysis of each and place it on a separate three-by-five (3x5) card.

If you use the included DBQ, go back to the earlier exercise and copy your thesis statement onto a 3x5 card and put each of the three main points of thesis on individual cards, too. Now arrange your analyses of the documents to support each of the thesis' main points.

PART B: JIGSAWING PARAGRAPHS INTO A CLASS ESSAY

You will need one student to keep an official record of this. Beginning with any group's thesis, or a common class thesis, have students go to the board and write their supporting sentences underneath. Let them defend their interpretations and placements.

Decide as a class which documents are used and placed effectively and which are not. Remove the weaker sentences and support, and add stronger analyses. Look at the completed essay. Using the provided Document Based Question Essay Rubric, grade the essay for the College Board's criteria.

Name: _____ Period: _____ Date: _____

GROUPING DOCUMENTS

One method of analysis and interpretation in the essay is to group your evidence or the documents. The Official DBQ Rubric states that students should “organize documents by grouping them in one (or two or three) ways, depending on DBQ question,” while the Expanded Core gives additional points for additional groupings. Students must group the documents by *three* different categories. *Your groups should be the three main points included in your thesis statement. Additionally, a group must contain at least two or more documents.*

PART A: USE OF ACRONYMS TO TEACH GROUPING

Grouping is a higher level skill and, if done regularly in practice essays, students will have few or no problems doing it on the official exam. The simplest method is to use an acronym such as *PERSIAN*. Or use *SCRIPTED*, which is based on the themes of the College Board. Even if you do not use *PERSIAN* as a method of grouping, you must nevertheless group. All documents used in a DBQ will generally fall into three categories; some may fall into more than one category and students can use them in both places as appropriated provided they use all documents. Have students place the words in the categories below. What words do not fit? Why? What words or terms can you add to this list?

War, human-environment interaction, courts, philosophy, leaders, technology, ideas about play and work dance, maps, trade, tariffs, human groups, currency, movement, science, regions, festivals, businesses, jobs, military, morals, diplomacy, graphs, ideas of heaven and hell, treaties, holy books, classes, marriage and divorce, government, gender, paintings, music, architecture, literature, poetry, mathematics, environment, location, charts, laws, salvation, place.

POLITICS		SOCIAL	
ECONOMICS		CULTURE	
RELIGION		RELIGION	
SOCIAL		INTERACTIONS	
INTELLECTUAL		POLITICS	
ARTISTIC		TECHNOLOGY	
NATURE		ECONOMICS	
		DEMOGRAPHY	

PART B: GROUPING BY AUTHORS' SOCIAL CLASS

Documents used in DBQs always state the author or originator of the comments you read. One method of analysis and comparing documents is to group the authors by common social groups. Groups often share the same points of view on subjects and events.

1. Examine the authors of your documents. Do they fall into any distinctive social classes, occupations, or categories? If so, what are they?
2. What common viewpoints do the above groups share? How might this influence the authors' understanding of the prompt's issue(s)?

PART C: GROUP DOCUMENTS THROUGH POINTS OF VIEW

One strategy to help group documents is to match them up according to points of view. Some documents exhibit the same point of view on an issue while others take contradictory points of view on the same subject; they "pair up". You can analyze and interpret by comparing and contrasting different perspectives.

1. Read your documents. Try to match one document with a similar point of view.
2. Do any documents take a contradictory view on the same subject? If so, what is it?

PART D: GROUPING BY TIME PERIODS

Always read the dates on the documents – if they cover an expanse of time broader than one of AP World History's chronological periods, organize documents by time period.

1. Read your documents. Do they cover more than one time period? If so, indicate the time periods represented in the documents.
2. Group the documents according to time period. How do viewpoints change across time?

PART D: GROUPING BY GEOGRAPHIC LOCATION

Sometimes documents can group by similar geographic regions. A starting place is the AP World History cultural regions.

1. Do any of the documents for this exercise share a common geographic origin?
2. If so, do the documents have a common perspective on an issue? If so, what is it?

Name: _____ Period: _____ Date: _____

AN EXTRA DOCUMENT & OUTSIDE INFORMATION

When writing the DBQ, students are not expected to have prior knowledge of the topic. Nevertheless, *students must bring in relevant outside history.*

PART A: CALLING FOR EXTRA DOCUMENTS

AP World History expects students to mention one additional document or point of view, which could have been included to facilitate better understanding. This document is ideally a document which is missing from the discussion and which will throw additional light on the discussion. It can be a document or something such as a chart, map, or graph.

Look at the documents. Are the authors male? Call for a woman's point of view. Are the writers all wealthy? Call for a poor person's point of view. Typically, a woman, poor worker or peasant, specific nationality, or non-elite personS are missing. Additionally, you could call for a specific type of document such as a graph, chart, map, treaty, or tax code to support your argument or refute one of the document's include.

Then students **MUST** tell what document they need **AND** why it is necessary **OR** how it will impact or improve the discussion. Students should be careful not to ask for a type of document from a social group which they already have. It is wise to ask for two or three additional documents to avoid asking for a mistaken document. If two or three requests are all valid it becomes evidence for the expanded core. I use the acronym XY for what extra (x) document do you need and why (y) do you need it?

Using the teaching DBQ packet, look at all of the provided documents. Name at least two additional documents you could use to support your prompt. Why do you need them?

PART B: OUTSIDE INFORMATION

As you write your essay, bring in outside historical information. This can include historical facts you know about the topics and authors of the documents. This is elaboration. Additionally, never forget to mention relevant information from other academic disciplines, especially art, music, literature, and appropriate sciences.

Briefly summarize what outside information might be useful to assist with understanding your specific DBQ.

Name: _____ Period: _____ Date: _____

CONCLUSION PARAGRAPH

This is the least critical paragraph you will write. National graders insist you can forget a conclusion and still receive the highest score. But when you write research papers later in college classes, you will learn you cannot do this. It is the last time you can tell your reader what your thesis or main idea was. Therefore, learn to conclude in some appropriate manner. Whatever you do, do not waste an inordinate amount of time concluding. The time is better spent on analysis and interpretation.

Most critically, however, a conclusion can function as a thesis IF your thesis is missing or does not meet the criteria of the rubric for the point. Consequently, a conclusion is critical.

PART A: SIMPLE CONCLUSION

Conclusions can be one sentence. You can restate the prompt or paraphrase your thesis, which is adequate but simplistic. Your conclusion should resemble your thesis and contain what your essay was about and what three ideas you used to prove it. Reread your thesis used in previous exercises. Write a simple conclusion.

PART B: LONG CONCLUSION

Reread your thesis from the Expanded Core. A superior conclusion of one sentence should mirror this type of thesis. As my students repeatedly point out, this may mean a “compound, complex sentence.” Write a long conclusion.

PART C: ELABORATE CONCLUSION

Because of time constraints, elaborate conclusions are often too time-consuming to write. Nevertheless, they have their value and place. The best writers tend to follow this pattern. Restate your thesis. Take the most important subpoint or conclusion from each individual paragraph you wrote and restate it in your thesis. The last sentence foreshadows some future historical event, which your current DBQ influenced or is similar to the current DBQ. This means around five sentences.

Example: Hapsburg Spain fought Elizabethan England for political, economic, and religious reasons. Politically, Spain could not stand any rivals. Economically, England was poor and her queen needed income furnished by colonies and raids on the richer Spanish. Religiously, Spain was Catholic; Anglican England supported Spain’s religious rebels in the Netherlands and Protestant enemies in France. Eventually, England would win and go on to have the world’s largest empire and face her own revolts and rivals.

Name: _____ Period: _____ Date: _____

POLISHING TIPS

There are several other tips to writing a superior essay. Each is listed below. Read the following prompt and thesis sentence.

Based on the documents, analyze the South Asian impact on and interactions with Southeast Asia during the Post-Classical period.

In the early history of Southeast Asia around 200 BCE, interactions between Southeast and Southeast Asia already centered on trade and exchanges of goods. As the Post-Classical Age began and ended, South Asian exchanges expanded to include not only trade but warfare, movement of peoples and exchanges of ideas including philosophies and world views; all had significant local impacts.

PART A: PARALLEL STRUCTURE AND INTERNAL ORDER

Parallel structure organizes subsequent paragraphs based on the internal order of ideas outlined in the thesis sentence. When students write thesis sentences, *they should put their stronger points first and weaker points last*. Read the thesis above. Circle and number the points. Write the exact order below.

PART B: NUMBER OF PARAGRAPHS IN A DBQ

At the minimum, students need four paragraphs – the thesis, the conclusion, and at least two if not three body paragraphs. The body paragraphs should not conflate ideas into one paragraph. Different themes should be separated into their own paragraphs. The number of paragraphs should match the number of points in your thesis plus introduction and conclusion paragraphs. Based on the above thesis sentence, how many paragraphs would an essay require?

PART C: TIME TO PREPARE, TIME TO WRITE, TIME TO CORRECT

Students have one hour to read and to write the essay. Within this time, you must read and structure your essay. Spend fifteen minutes reading and organizing. Use forty minutes to write. But save time to reread the essay and to make corrections. Check to see that you have addressed all portions of the prompt. If you have left something out, and want to add ideas, insert them in the margin or at the end of the essay but find some way to tell the reader where the new portion goes.

DOCUMENT-BASED QUESTION:

SOUTHEAST ASIA DURING THE POST-CLASSICAL ERA

DIRECTIONS

The following question is based on the accompanying documents. (The documents have been edited for the purpose of this exercise). The question is designed to test your ability to work with and understand historical documents. Write an essay that:

Has relevant thesis and supports that thesis with evidence from the documents.

Uses all or all but one of the documents.

Analyzes the documents by grouping them in as many appropriate ways as possible and does not simply summarize the documents individually.

Takes into account both the sources of the documents and the authors' points of view.

ESSAY PROMPT

Based on the documents, analyze the South Asian impact on and interactions with Southeast Asia during the Post-Classical period.

What types of additional documentation would help assess the importance and impact of Indian influence on Southeast Asia?

HISTORICAL BACKGROUND

During the Foundations period of world history, the ancestors of the Mon-Khmer, Malay, Vietnamese, Burmese, and Thai migrated into Southeast Asia displacing the original Australnesian peoples and introduced the region to Neolithic culture. Due to the physical geography of the region – rivers, mountains, islands, and peninsulae – each culture often arose with limited outside contact. At the end of the Classical Age, contacts linked the region to both South and East Asia. Beginning with Funan, a succession of civilizations arose and flourished in the area including Pagan, Vietnam, Champa, the Khmer Empire, the Srivijayan Empire, Mahendra, Majapahit, and Malucca.

DOCUMENT 1

The Funanese Creation Myth as retold by Kang Tai and Chou Ying, two Chinese ambassadors to Funan, recorded in numerous Chinese chronicles, c. 245 – 250 CE

“The ruler of Funan was a woman name Liu-ye. She was young and robust and looked like a young man. To the south there was the kingdom of Chao (Java), a Brahmin called Kaundinya, devoted to the cult of spirits (Hinduism) who dreamed that a spirit (Shiva) gave him a bow, and led him to a merchant ship to take him to sea. He arrived before Funan. When Liu-ye and her people witnessed the arrival of the merchant vessel, they determined to seize it. Kaundinya shot his arrow and pierced the side of her vessel. Liu-ye was greatly afraid and submitted to Kaundinya. Kaundinya then taught Liu-ye to slip on a piece of cloth to never go about naked. Then he governed this kingdom and changed all the laws to conform according to the custom of India. He took Lin-ye to wife. He had a son, and on him conferred a part of the royal fief of seven cities.”

Note: Funan was the first civilization of Southeast Asia, ruling over parts of modern Cambodia, Thailand, and Vietnam.

DOCUMENT 2

Rajendracola I commemorating victories over Srivijaya and her colonies, from an Inscription of the Chola Empire, South India 1025 CE

“After having sent numerous ships into the midst of the rolling sea and seized Sangramavijayotlungavarman (king of Kadaram), Rajendracola conquered successively:

Srivijaya	(Palembang, Southern Sumatra)
Pannai	(Sumatra on Strait of Malucca)
Malaiyur	(Jambil)
Mayirudiingam	(Ilangasogam)
Mappappalam	(On the coast of Burma)
Mevilimbangam	(Isthmus of Ligor)
Valaippanduru	(fortress in Champa, Southern Vietnam)
Talaitakkolam	(Isthmus of Kra, Southern Thailand)
Madamalingam	
Mamuridesam	(Northern Sumatra)
Manakkavaram	(Nicobar Islands in Bay of Bengal)
Kadaram	(Kedah in Malaysia)

DOCUMENT 3

Sanskrit Inscription from a Stele on Java listing commercial relations of the Srivijayan Empire (Southern Sumatra and Java), early 11th century CE

Kling	(Indians of Kalinga, East coast of India)
Arya	(Non-Dravidian Aryan Indians)
Gola	(Gauda of Bengal)
Singhala	(Singhalese of Sri Lanka)
Karnataka	(Kanaresse, Southern India)
Cholika	(Cholas, Southern India)
Malyala	(Malabar Coast, Southern India)
Pandikira	(Pandayas, Keras of Southern India)
Dravida	(Tamils, Southern India)
Champa	(Chams of Southern Vietnam)
Remen	(Mons, Malay of Burma coast and Northern Sumatra)
Kmir	(Khmers of Cambodia)

DOCUMENT 4

I-China, Chinese Buddhist pilgrim from his travel journal describing Srivijaya, 671 CE

“In the fortified city of Fo-shih, here are more than a 1,000 Buddhist priests whose minds are bent on study and good works. They examine and study all possible subjects exactly as in Madhyadesa (India); their rules and ceremonies are identical with those in India. If a Chinese priest wishes to go to the west to understand and read the original Buddhist texts there, he would be wise to spend a year or two in Fo-shih and practice the proper rules there; and then go on to Central India.”

DOCUMENT 5

Charles Lockyer, English merchant, from his *An Account of the Trade in India*, 1711.

“There are many Indians of the Coromandel (Tamil area of South India) coast ... slaves to the great men and merchants. To these the Aceheenes (Kingdom on the northern coast of Sumatra) owe the greatest part of their husbandry in managing their crops of rich, which was hardly known on this part of the island, until these men were driven here by the famine on the Coromandel coast.”

DOCUMENT 6

The Merit of Temple Building, from the Hindu Agni Puranam, religious texts dedicated to the god Vishnu; the Puranas deal with worship and everyday applications, c. 8th and 9th centuries CE

“By building temples for other gods, a man reaps the same fruit which he does by building one for Vishnu. By building temples for Shiva, Brahma, Lakshmi, one acquires religious merit. Greater merit is acquired by installing images. In the sacrifice attendant upon the setting up of an idol there is no end of fruits. One made of wood gives greater merit than one made of clay; one made of bricks yields more than a wooden one. One made of stone yields more than one made of bricks. Images made of gold and other metals yield the greatest religious merit. Sins accumulated are dissipated even at the very commencement. One building a temple goes to heaven; he never goes to hell.”

DOCUMENT 7

Tome Pires, Portuguese merchant and Portuguese agent in the Indian Ocean, from his book, *Suma Oriental* describing Malacca and the East Indies, 1517

“Samudra (Northern Sumatra) used to have heathen (Hindu) kings and it must be a 160 years now since the said kings were worn out by the cunning of the merchant. Muslims lived there in the kingdom and the said Muslims held the sea coast and they made a Muslim king of the Bengali (Muslim province of India, Calcutta in the chief city) and from that time until now the kings of Samudra have always been Muslims.”

DOCUMENT 8

Lu Thai, Siamese (Thai) king of Sukhotai, writer of a famous treatise on Buddhist cosmology, from an inscription, 1437

“His Majesty has thoroughly studied the sacred scriptures. He has studied the Vinaya and the Abhidharma according to the system of the traditional masters, beginning with the Brahmans and ascetics. The king knows the Vedas, the treatises and traditions, the law and the maxims, beginning with the treatises on astronomy. His knowledge is unequalled. He knows the short years and the years with intercalary months, the days, and the lunar mansions. Using his authority, he has reformed the calendar. The king has reigned used the ten royal precepts (ten Buddhist guidelines for all rulers).”

DOCUMENT 9

Passage from the Chinese Chronicle, *The History of the Sui* about ambassadors comments on the rise of Chen-la, predecessor to the Khmer Empire, c. 589 CE

“The kingdom of Chenla is southwest of Lin-yi (Hinduized Champa). It was originally a vassal of Funan. The family name of the king was Kshatriya; his personal name was Chitrasena; his ancestors had gradually increased the power of the country, Chitrasena seized Funan and subdued it.”

GT EXERCISE – FRANK WILLIAM’S MODEL: ANALOGY

Content Form:	<i>Comparisons</i>
Process Purpose:	<i>Students must be able to identify and make comparisons.</i>
Content Purpose:	<i>Teach compare and contrast</i>
Teaching Format:	<i>Venn Diagrams; Compare and Contrast Essays</i>
Materials:	<i>Compare and Contrast Grid for Civilizations Compare and Contrast Essay Writing</i>

INTRODUCTION

Advanced Placement World History requires students to compare and contrast the structures, institutions, developments, and events from the different civilizations, time periods, and geographic regions. This ability culminates in comparative and analogy-like questions on the May for credit exam, as well as an in-depth essay.

PROCEDURES

The teacher should use key vocabulary terms from the current study. Pick any key term and write it on one side of the board. Based on this word, have students identify any related words, characteristics or concepts that they might see in ancient civilizations. Write a few down on the board and discuss the relationship between the words.

The teacher should then pick another related, but dissimilar term and write it on the other side of the board. Have students brainstorm words related to the new term. The teacher should explain that an analogy is a paired relationship between terms or concepts that seem dissimilar (unlike) but actually are alike or similar in many ways.

Have students working in groups of two create two or three additional analogies from the information on the board. Have each group present one to the class and explain the relationship. Once students have finished reading their chapters and understand analogies, teach the Venn Diagram and compare and contrast essay. Students create them in their notes, may write this in class or take it home, but they should not work with other students. Use the College Board’s AP World History rubric to grade any essays.

CLOSURE

At the essence of the historical process is the ability to make comparisons and understand differences. Many traditional world history courses do not make comparisons between geographically distant civilizations. Yet, one theme of Advanced Placement World History is the ability to see comparisons both within and amongst chronological periods and between different regions. In this exercise students learned to make comparisons through analogies, Venn Diagrams and compare and contrast essays.

Name: _____ Period: _____ Date: _____

THE COMPARE & CONTRAST ESSAY PACKET

UNDERSTANDING WORDS

Before students plan and write essays, they must understand the tasks that the prompts ask them to perform. This begins with understanding the words that prompts use.

Compare and Contrast prompts ask students to either compare and/or contrast. It is critical that students understand the difference so that they perform the correct tasks. The prompts may ask students to compare OR to contrast or to compare AND to contrast

PART A

Using a dictionary, define these words. Include any close synonyms.

1. COMPARE

2. CONTRAST

PART B

Answer the questions and be prepared to discuss your answers.

- 1. If a prompt asks a student to compare, what must he or she do in the essay?**
- 2. If a prompt asks a student to contrast, what must he or she do in the essay?**
- 3. Predict what will happen on the grade of the essay if a student is asked to contrast but compares OR if a student is asked to compare and only does differences?**

Name: _____ Period: _____ Date: _____

PARTS OF A PROMPT

Compare and contrast essays begin with a prompt. The prompt will specify the actions a student is required to perform. It will also specify a definite chronological period from World History and provide two to three geographical or cultural regions from which a student may choose. All compare and contrast essays will follow this format. It will also designate a specific historical theme used within the AP World History course guide.

In their essays, student must address all parts of the prompt. This means that in the course of the essay, a student has to have a comparison, a contrast, mention both regions/countries, and the time period. If the prompt specifies themes to discuss, then students will also have to discuss each of the themes at least once. There is a higher and lower standard on the rubric.

Use the following Compare and Contrast essay prompt to assist with these exercises.

Compare and contrast the treatment of women in any TWO Post-Classical societies:

1. *East Asia*
2. *Southwest Asia and North Africa*
3. *The Americas*

PART A: UNDERSTANDING THE PARTS OF A COMPARE & CONTRAST PROMPT

Answer the questions in the provided space.

1. What action verbs are used in the specific prompt?
2. What synonyms for these verbs could you use to accomplish the same action?

PART B: THE TIME PERIOD

Compare and Contrast Essays for AP World History will specify a time period. Students are expected to not only recognize the time periods, which are based on the chronological perimeters of the AP World History Course Guide but major developments within each period.

- a. What time period does the prompt specify?
- b. Summarize any developments during this time period that you can remember. If you cannot remember, use your text or the College Board subject guide and summarize major developments which you might need to know.

PART C: THEMES

Prompts will also identify one or more of the FIVE overarching themes used in the AP World History course guide (see page 5 of the 2007-2008 Guide). Two acronyms or mnemonic devices (SCRIPTED or PERSIAN) help students remember these themes – you need to teach one or the other, or both. The prompt may specify one only theme or it may specify two or three. If the prompt specifies a theme, a student must address that in his or her essay. However, if the prompt only identifies one or two themes it is always best for the student to divide the theme into some of its parts or sub-themes related to the prompt.

SCRIPTED	PERSIAN
SOCIAL STRUCTURES <ul style="list-style-type: none"> ▪ Economic, Social Classes ▪ Gender Roles, Relations ▪ Inequalities ▪ Family, Kinship ▪ Racial, Ethnic Constructs 	POLITICAL <ul style="list-style-type: none"> • Political Structures • Forms of Government • Empires • Nationalism, Nations • Revolts, Revolutions
CULTURE <ul style="list-style-type: none"> ▪ Cultural ▪ Intellectual ▪ Arts, Architecture ▪ Family, Lifestyles ▪ Literatures 	ECONOMIC <ul style="list-style-type: none"> • Agricultural, pastoral production • Economic Systems • Labor Systems • Industrialization • Capitalism, Socialism
RELIGION <ul style="list-style-type: none"> • Religion • World Views • Philosophy • Secularism, Atheism • Ideologies and “isms” 	1. RELIGIOUS <ul style="list-style-type: none"> • Religion • Belief Systems • Philosophies • Ideologies • Secularism, Atheism
INTERACTIONS <ul style="list-style-type: none"> ▪ War, Conflict ▪ Trade, Commerce ▪ Exchanges, Migrations ▪ Diplomacy, Alliances ▪ Transnational Organizations 	2. SOCIAL <ul style="list-style-type: none"> • Gender Roles, Relations • Family, Kinship • Racial, Ethnic Constructions • Social, Economic Classes • Lifestyles • Elites, inequalities
POLITICS <ul style="list-style-type: none"> ▪ Nations, nationalism ▪ Empires ▪ Forms of Government ▪ Revolts, Revolutions ▪ State-building, expansion 	3. INTERACTIONS <ul style="list-style-type: none"> • War • Exchanges • Globalization • Trade and Commerce • Regions, Transregional Structures • Diplomacy and Alliances
TECHNOLOGY <ul style="list-style-type: none"> ▪ Science and Industry ▪ Invention, Innovation ▪ Power ▪ Transportation ▪ Communication 	4. Arts and sciences <ul style="list-style-type: none"> • Art, Music, Writing, Literature • Technology, Innovations • Intellectual • Math & Science • Education
ECONOMICS <ul style="list-style-type: none"> ▪ Industrialization ▪ Economic Systems ▪ Capitalism, Socialism ▪ Business Organizations ▪ Labor, Labor Organizations 	5. NATURE <ul style="list-style-type: none"> • Demography, Settlement Patterns • Urbanization, Cities • Migration, movement • Human/Environment Interaction • Land Management Systems • Region
DEMOGRAPHY <ul style="list-style-type: none"> ▪ Demography, Disease ▪ Human, Environment Interaction ▪ Patterns of Settlement ▪ Geography, Region ▪ Agriculture, Pastoralism 	

1. Based on the prompt, what theme are required to discuss?
2. In the above prompt, there is only one broad theme. To fully discuss this theme it is best if you break it down into two or three sub-topics. What topics would you use to better discuss your answer from above?

PART D: THE GEOGRAPHIC FOCUS

Failure to understand cultural and political geography can be disastrous during the Compare and Contrast essays (as well as the Change, Continuity over Time). If a student is asked to write about East Asia and includes Vietnam, a Southeast Asian country in the essay, the essay could be invalid. Or if a prompt specifies Southwest Asia and a student includes India, a country of South Asia it will change the focus of the essay. All compare and contrast essays specify geographic or cultural regions that a student should use. This requires students to understand the cultural regions included in the AP World History Course Guide. But that is not all. Students need to know that the College Board often alternates between asking for a cultural region such as Latin America and a physical region such as Southeast Asia. A student needs to be careful not to confuse the two types of regions. Additionally regions change over time, which students are required to know. And students need to know at least two countries within the region. If you are not sure, please consult the map in the AP World History course guide and a map of modern countries.

1. What regions does the above prompt ask you to use?
2. Identify at least two major countries in each region?
3. If the essay prompt asks a student to use Sub-Saharan Africa, what smaller regions exist within this broad term? What one major AP World History cultural region is NOT included in this geographic term?
4. How does the term Latin America differ from the term “the Americas”? What major countries could you use to support a thesis about Latin America but not the Americas?
5. If the prompt asks you to use the Southwest Asia, what countries would qualify for this essay? How would the use of the region “the Middle East” differ from Southwest Asia? Does this differ from saying Southwest Asia and North Africa?
6. Most textbooks speak of the West while also identifying a region called Western Europe? How do the two differ? What countries might you include in the West but not Western Europe?
7. When speaking of Eastern Europe, what major historical states should you remember to discuss?

Name: _____ Period: _____ Date: _____

WRITING A THESIS

All essays must have an acceptable thesis, which address the issues and themes specified in the prompt. One of the simplest and most successful ways is to use a format called WAHP3 – “What is it about, how will you prove it - give me three ways?”

For instance if the prompt was “Compare and Contrast the formation of empires in any two Classical civilizations (a) the Mediterranean; (b) South Asia; and (c) East Asia” an acceptable thesis sentence would look something like this: *While both the Classical Roman and Han Empires centralized power and militarily expanded their frontiers, the Roman Empire did not utilize a political philosophy to structure and rule their empire while the Han Emperors used a blend of Legalism and Confucianism.* The “WA” part of the thesis is empire formation in Rome and Han China while the “HP3” includes (1) both centralized power and (2) both used militaries to expand; and one difference (3) different political philosophies. Please note that this thesis contains themes specified in the prompt (empire building), two regions (Rome and Han China), at least one comparison (there are two) and at least one difference, and the time period. Please note that is critical to include the time period because without it an essay might not be historical valid.

It is best in the thesis statement to make at least two significant and direct comparisons – one should be a similar and one a difference (if the prompt asks you to compare). It is not acceptable to simply say “the two civilizations were similar and different.” This is paraphrasing or copying the prompt. A student must qualify the prompt by fleshing it out in detail.

A thesis may constitute two sentences but they must be next to each other. Many of my students have separate “WA” and “HP3” sentences.

Use the following prompt to assist with these exercises.

Compare and contrast the treatment of women in any TWO Post-Classical societies:

1. *East Asia*
2. *Southwest Asia and North Africa*
3. *The Americas*

PART A: WRITE A THESIS

1. Based on the prompt, write a thesis using East Asia and Southwest Asia/N. Africa.

2. Based on the prompt, write a thesis using Southwest Asia/N. Africa and The Americas?

Name: _____ Period: _____ Date: _____

THE INTRODUCTION PARAGRAPH

As are the Document Based Question and Change and Continuity over Time essays, the Compare and Contrast essay in AP World History is graded through a process called Core Scoring. Students must earn all points of the Basic Core before earning points of the Expanded Core. *No matter how sophisticated an essay is if a student misses on indicator of the Basic Core, he or she cannot earn points of the Expanded Core.*

Some teachers teach students to write a simple thesis sentence. While it is true that a single sentence can earn the thesis indicator point on the rubric, good teachers and good students demand a higher level of performance. In AP World History, teach the student to write a thesis or introduction paragraph.

The introduction paragraph is the single most important paragraph you will write; the second most important is the first body paragraph. These two contain the first ideas and proofs a grader will read. The quality or lack of quality of these sentences can prejudice a reader about your whole essay. Introduction paragraphs need contain only two sentences – a hook and a thesis sentence. But hook sentences or historical introductions add color and are the attention grabbers that start an essay. They most resemble newspaper headlines. *The best hooks tell the history of the essay prompt's topic leading up to that essay prompt.* A thesis paragraph usually begins with a historical introduction. Students should tell the history of the topic and region leading up to their thesis statement.

One student in particular, in her essay on who would win a war between Sparta and Athens used this hook and thesis:

Once upon a time two boys were born in Ancient Greece. One was born in Athens and given a quill, a scroll and sent off to gymnasium; the other born in Sparta was given a sword and shield and sent off to army camp. While some dreamers argue that the pen is mightier than the sword, in the Peloponnesian War, Sparta's sword defeated Athen's pen for military, social, and economic reasons.

Based on the prompt “Compare and Contrast the formation of empires in any two Classical civilizations (a) the Mediterranean; (b) South Asia; and (c) East Asia” a thesis paragraph would look something like this:

Both the Roman Empire and Han China were the products of processes and historical states which preceded them. After 509 BCE the Roman Republic began the imperial process by conquering neighboring lands and peoples and settling colonies across the Mediterranean; on the other hand, the Han Chinese inherited the ruling philosophy of Legalism and borders of China from the Qin Dynasty. While both the Classical Roman and Han Empires centralized power and militarily expanded their frontiers, the Roman Empire did not utilize a political philosophy to structure and rule their empire while the Han Emperors used a blend of Legalism and Confucianism.

I also suggest a mnemonic device called “Hook it, hit it, three times, go out.” “Hook it” means introduce your topic with a hook or historical introduction; “hit it” means write a thesis; “three strikes” means elaborate on the thesis in three ways; and “go out” means go into your body paragraphs and begin discussing the thesis.

PART A: WRITING HOOK SENTENCES OR HISTORICAL INTRODUCTIONS

Compare and contrast the treatment of women in any TWO Post-Classical societies:

1. *East Asia*
2. *Southwest Asia and North Africa*
3. *The Americas*

Based on the essay prompt, can you think of some creative and interesting hooks or historical introductions about Post-Classical Women? Please write two below.

1.

2.

PART B: INTRODUCTION PARAGRAPH – BRINGING IT TOGETHER

Ideally hook sentences should act as signposts to the thesis. They should not be cryptic or difficult to understand. Using the thesis sentences and the hooks you wrote above, write out two introductory paragraphs.

Name: _____ Period: _____ Date: _____

ORGANIZING OF YOUR ESSAY

The body paragraphs which follow should compare and contrast three themes or groups. Do not create two paragraphs solely on the two geographic regions. Nor is it quality writing to create one paragraph on similarities and one on differences. Create paragraphs using themes from the College Board Course Guide (see SCRIPTED or PERSIAN) and within each compare and contrast your two regions or states. Maintain parallel order as articulated in your thesis sentence. And each paragraph should have a detailed and specific topic sentence.

Based on the prompt “*Compare and Contrast the formation of empires in any two Classical civilizations (a) the Mediterranean; (b) South Asia; and (c) East Asia*” our thesis paragraph was:

Both the Roman Empire and Han China were the products of processes and historical states which preceded them. After 509 BCE the Roman Republic began the imperial process by conquering neighboring lands and peoples and settling colonies across the Mediterranean; on the other hand, the Han Chinese inherited the ruling philosophy of Legalism and borders of China from the Qin Dynasty. While both the Classical Roman and Han Empires centralized power and militarily expanded their frontiers, the Roman Empire did not utilize a political philosophy to structure and rule their empire while the Han Emperors used a blend of Legalism and Confucianism.

The second paragraph or first body paragraph would discuss the similarities of centralized power in the Roman and Han Empires; the third paragraph would discuss the similarities of military expansion; and the last paragraph would deal with the differences between Han and Roman political philosophies.

Students must substantiate the thesis with appropriate historical evidence. It is not sufficient to make a statement without use of proof or evidence. Students should use evidence, which is clear and detailed. In each paragraph, students should cite include key vocabulary, dates, historical events, persons, trends, and occurrences. The simplest formula is to have one fact per comparison category; if the paragraph is on centralized power in the Roman and Han Empires, your paragraph should have at least one piece of evidence on Roman and one on Han. More is always warranted AND use comparative vocabulary. An example is

“In Classical Rome Augustus Caesar attempted to centralize power through the creation of an emperor. He controlled the military, oversaw the appointment of governors and their operations and appointed members to the Senate. Similarly, Han China’s emperors also oversaw the bureaucracy and centralized all functions within the state under his control. Both dispatched embassies and received ambassadors, and commanded armies in battle. However, the Han centralization differed from the Romans in that the Han had a professional bureaucracy answerable to the emperor and a more secure idea of dynastic succession; in Rome bureaucrats often came from the Roman elite or the military and their loyalty was questionable. Their primary concerns were not to the state or emperor but personal aggrandizement or future glory and rank. Additionally, for the 400 years of Han rule with the single exception of the rule of Wang Mang, all emperors came from the same dynasty unlike Rome where Augustus and his successors never clearly established a method for picking the next emperor and dynasties changed regularly. Emperors were often made by the revolt of legions or through complex deals between contenders.”

Name: _____ Period: _____ Date: _____

MAKING COMPARISONS

Students must make two or more relevant, direct comparisons between or among societies. Students should organize their essays by grouping in a relevant manner. The acronym P.E.R.S.I.A.N. or S.C.R.I.P.T.E.D. will suffice, and they should use three major groups. Within the groups, the student should compare and contrast the two civilizations. They set up directed comparisons. Often students fail to make direct comparisons or contrasts. One of the simplest ways is to use vocabulary which sets it up. Listed below are words denoting “similar” and “different.” There are variations based on word combinations and tenses but this list should provide some assistance in making directed comparisons.

SIMILARITY

*SIMILAR
SIMILARLY
THE SAME AS
IN COMPARISON
COMPARATIVELY
BOTH
ALSO
COMPARABLE*

*COMMENSURABLE
OF THE SAME ORDER
WORTHY OF
COMPARISON
MEASURE UP TO
MATCH UP WITH
PARALLEL
ANALOGOUS*

*ANALOGICAL
COLLATABLE
CORRELATIVE
LIKE
EQUAL
CORRESPONDING*

DIFFERENCES

*IN CONTRAST
DIFFERENTLY
ON THE OTHER HAND
EVEN THOUGH
ALTHOUGH
WHEREAS
BUT
INCOMPARABLE
INCOMMENSURATE*

*DISSIMILAR
UNLIKE
DISTINCT
DISTINCTIVE
OPPOSE
HETERODOX
DIFFERENCE
DISTINCTION
DISSIMILARITY*

*VARIES
VARIATION
DIVERGENCE
DISPARITY
INEQUALITY
CONTRARY
OTHERWISE
DISTINCT
PECULARLY*

PART A: USE OF COMPARATIVE VOCABULARY

In the passage below, circle or underline words which set up a compare and contrast.

“In Classical Rome Augustus Caesar attempted to centralize power through the creation of an emperor. He controlled the military, oversaw the appointment of governors and their operations and appointed members to the Senate. Similarly, Han China’s emperors also oversaw the bureaucracy and centralized all functions within the state under his control. Both dispatched embassies and received ambassadors, and commanded armies in battle. However, the Han centralization differed from the Romans in that the Han had a professional bureaucracy answerable to the emperor and a more secure idea of dynastic succession; in Rome bureaucrats often came from the Roman elite or the military and their loyalty was questionable. Their primary concerns were not to the state or emperor but personal aggrandizement or future glory and rank. Additionally, for the 400 years of Han rule with the single exception of the rule of Wang Mang, all emperors came from the same dynasty unlike Rome where Augustus and his successors never clearly established a method for picking the next emperor and dynasties changed regularly. Roman emperors were often made by the revolt of legions or through complex deals between contenders.”

Name: _____ Period: _____ Date: _____

ANALYSIS

Within a Compare and Contrast Essay, students must analyze at least two reasons for a similarity or difference identified in a direct comparison. Remember: the analysis point must begin with a direct comparison and explain why the similarity or difference arose or occurred. Such a construction could be:

France and Mali both had decentralized political structures yet for different reasons. France had to give local nobles power in order to repel Vikings and to halt invasions. Paris and the king were too distant to respond to local problems immediately and swiftly. Had power not been granted locally, France could have been destroyed in the early Post-Classical Age. Afterwards, the French kings tried to reclaim power. Mali however came about by conquest. The Sultan of Mali conquered an enormous area and established a tributary relationship with the defeated rulers. The defeated subjects had to pay yearly tribute but could continue ruling. The Sultan rarely intervened unless tribute was not paid. They had to fight to prevent their subject provinces from throwing off the sultan's rule.

PART A: ANALYSIS

Based on the thesis from previous exercises, write a comparative sentence with facts that analyzes why a similarity or difference occurred. In other words, prove what you write.

While both the Classical Roman and Han Empires centralized power and militarily expanded their frontiers, *the Roman Empire did not utilize a political philosophy to structure and rule their empire while the Han Emperors used a blend of Legalism and Confucianism.*

Explain a Similarity.

Explain a *Difference*.

Name: _____ Period: _____ Date: _____

CONCLUSION PARAGRAPH

This is the least critical paragraph you will write. National graders insist you can forget a conclusion and still receive the highest score. But when you write research papers later in college classes, you will learn you cannot do this. It is the last time you can tell your reader what your thesis or main idea was. Therefore, learn to conclude in some appropriate manner. Whatever you do, do not waste an inordinate amount of time concluding. The time is better spent on analysis and interpretation.

Most critically, however, a conclusion can function as a thesis IF your thesis is missing or does not meet the criteria of the rubric for the point. Consequently, a conclusion is critical.

PART A: SIMPLE CONCLUSION

Conclusions can be one sentence. You can restate the prompt or paraphrase your thesis, which is adequate but simplistic. Your conclusion should resemble your thesis and contain what your essay was about and what three ideas you used to prove it. Reread your thesis used in previous exercises. Write a simple conclusion.

PART B: LONG CONCLUSION

Reread your thesis from the Expanded Core. A superior conclusion of one sentence should mirror this type of thesis. As my students repeatedly point out, this may mean a “compound, complex sentence.” Write a long conclusion.

PART C: ELABORATE CONCLUSION

Because of time constraints, elaborate conclusions are often too time-consuming to write. Nevertheless, they have their value and place. The best writers tend to follow this pattern. Restate your thesis in a manner different than the beginning. And then tell what happens after the time period in question. For example

While both the Classical Roman and Han Empires created a centralized, militarily powerful state, Rome never relied on a philosophical framework for governance. In the end both Classical Rome and Han China experienced increasing decentralization and military decline as the center lost control of the provinces, in the Roman cases to Germans while the Han lost power to rebellious nobles and provincial governors. In the end, Legalism and Confucianism failed to save the Han state while a new philosophy, Buddhism began to spread in China. Likewise the Roman cultural idea of gravitas and veritas (seriousness and truthfulness) gave way to the Christian tenets of love God with all your heart, and your neighbor as yourself.

Name: _____ Period: _____ Date: _____

POLISHING TIPS

There are several other tips to writing a superior essay. Each is listed below. Read the following prompt and thesis sentence.

“Compare and Contrast the formation of empires in any two Classical civilizations (a) the Mediterranean; (b) South Asia; and (c) East Asia”

While both the Classical Roman and Han Empires centralized power and militarily expanded their frontiers, the Roman Empire did not utilize a political philosophy to structure and rule their empire while the Han Emperors used a blend of Legalism and Confucianism.

PART A: PARALLEL STRUCTURE AND INTERNAL ORDER

Parallel structure organizes subsequent paragraphs based on the internal order of ideas outlined in the thesis sentence. When students write thesis sentences, *they should put their stronger points first and weaker points last*. Read the thesis above. Circle and number the points. Write the exact order below.

PART B: NUMBER OF PARAGRAPHS

At the minimum, students need four paragraphs – the thesis, the conclusion, and at least two if not three body paragraphs. The body paragraphs should not conflate ideas into one paragraph. Different themes should be separated into their own paragraphs. The number of paragraphs should match the number of points in your thesis plus introduction and conclusion paragraphs. Also skip two lines between paragraphs. Based on the above thesis sentence, how many paragraphs would an essay require?

PART C: TIME TO PREPARE, TIME TO WRITE, TIME TO CORRECT

Students forty minutes to read, prepare and write Compare and Contrast essays. Spend five minutes organizing your essay with a brief outline. Use thirty minutes to write. But save five minutes to reread the essay and to make corrections. Check to see that you have addressed all portions of the prompt. If you have left something out, and want to add ideas, insert them in the margin or at the end of the essay but find some way to tell the reader where the new portion goes.

PART D: “I.E. vs E.G.”

In the prompt the College Board may use a terminology when identifying themes. In one recent essay it said “e.g. politics, social, and economics.” *E.G* means “for example” in Latin. *I.E.* means “that is.” When the College Board prompt uses ‘e.g.’ it means a student may use the examples provide. *If the prompt says ‘i.e.’ then the student MUST use these examples.*

Name: _____ Period: _____ Date: _____

PRACTICE MAKES PERFECT

Mastery requires students to practice the Compare and Contrast essay. Ideally this requires frequent opportunities to write essays and have teachers score them. When a student has a weakness or does not grasp a concept or perhaps cannot master one of the indicators the simplest way is repeat the above exercises using different prompts. Below are prompts based on the AP World History Subject Guide.

- A. Compare and contrast any of the following two religions or philosophical systems for gender systems and social hierarchies**
- | | |
|------------------------|---------------------------------|
| 1. Hinduism | 4. Judaism |
| 2. Confucianism | 5. Hellenic philosophies |
| 3. Buddhism | 6. Christianity |
- B. Compare the Hindu caste system with other systems of social inequality in the ancient and classical worlds of Rome, Greece, Mesoamerica, the Andes, or China.**
- C. Analyze the roles and functions of cities in major Post-Classical societies (Islamic, West European, East Asia, Western Africa, Eastern Africa).**
- D. Compare and contrast the Aztec OR Incan Empire with one Classical Civilization (e.g. Hellenic Greece, Roman Empire, Zhou China, Han China, Mauryan Empire, Guptan Empire).**
- E. Compare Russia's interactions with any two: Ottoman Empire, Ming/Ching China, Western Europe, and Eastern Europe.**
- F. Compare and contrast any two coercive systems of labor in the Modern Era**
- | | |
|---|--|
| 1. Caribbean Slavery | 5. West African slavery |
| 2. Slavery in English colonies | 6. Muslim slavery in S. W. Asia |
| 3. Slavery in Brazil | 7. India Hindu castes |
| 4. Spanish Mita in South America | 8. East European serfdom |
- G. Compare nationalism and nationalist movements during the Modern and Contemporary Eras in any two of the following pairs: China-Japan, Cuba-Philippines, Egypt-Nigeria, and India-Vietnam.**
- H. Compare and contrast patterns of decolonization in Africa, India, Southeast Asia or the former Soviet Union.**
- I. Compare the impact of Western consumer societies on any two nations outside of Western Europe and Anglo-North America.**

NAME: _____ PERIOD: _____ DATE: _____

CHART: COMPARE & CONTRAST TWO CIVILIZATIONS

COMPARISON REGION/EVENT: _____

COMPARISON THEMES (3): _____

(For themes, use SCRIPTED)

THESIS

	1ST Region or Event	2ND Region or Event	Key Similarities and Differences	Analyze one reason why each theme is similar/different
1st Topic Sentence				
2nd Topic Sentence				
3rd Topic Sentence				

CONCLUSION

SNAPSHOTS: TEACHING COMPARE AND CONTRAST UNITS

Most teachers will cover chapters and content in their classrooms in the sequential order provided by the textbook. For the purposes of the May Advanced Placement exam however teachers must learn to assess information in a format described by the Advanced Placement Course Guide. This involves writing essays in one of these three formats: compare and contrast, change over time, and the Document Based Question. Snapshots are all taken directly from the Advanced Placement Course Description for world history. In general they approximate most nearly the “Compare and Contrast” essay. While there are many missing cultures and civilizations, which could be included, because of time constraints those not included in the course description are probably best not used in your teaching and assessment. Nevertheless, I will identify in *red italics* cultures which you might want to include.

I. THE ANCIENT AND CLASSICAL WORLDS: TO 600 C.E.

For many reasons, the Mesoamerican and Andes cultural regions prior to 1521 are truly ancient and classical civilizations. I suggest teaching these civilizations at the same time you do the traditional ancient and classical Afro-Eurasian civilizations.

C. Compare and contrast Paleolithic and Neolithic cultures.

D. Compare and contrast any two of these cultures:

- | | |
|-------------------------------------|--------------------------------|
| <i>1. The Neolithic Revolutions</i> | <i>3. Pastoral nomadism</i> |
| <i>2. Early civilization</i> | <i>4. Shifting agriculture</i> |

E. Compare and contrast any of the following two religions or philosophical systems for gender systems and social hierarchies

1. Hinduism
2. Confucianism
- 3. Chinese and Japanese popular religion including religious Daoism, Shintoism*
- 4. Zoroastrianism*
5. Buddhism
- 6. Judaism*
7. Hellenic philosophies
8. Christianity
- 9. Generalized Polytheist religions including shamanism*

F. Compare and contrast the collapse of classical civilization in the Mediterranean, Southwest, South and East Asia; determine why the collapse was more severe in the Mediterranean than these other two regions.

G. Compare the Hindu caste system with other systems of social inequality in the ancient and classical worlds of Rome, Greece, Mesoamerica, the Andes, or China.

- H. Compare and contrast ancient and classical sedentary cultures based on cities with pastoral, nomadic societies.
- I. Compare and contrast the development of institutions and traditions (political, social, economic, or intellectual) in any two of these classical civilizations:
- | | |
|-----------|----------------|
| 1. China | 4. Rome |
| 2. India | 5. Mesoamerica |
| 3. Greece | 6. Andes |
- J. Compare any two of the interregional trading systems:
- | | |
|-------------------|---------------|
| 1. Mesoamerica | 4. South Asia |
| 2. Mediterranean | 5. East Asia |
| 3. Southwest Asia | |
- K. Compare and contrast the political and social structures of any two of the following ancient civilizations:
- | | |
|----------------------|--------------------------------|
| 1. Mesopotamia | 5. Shang China |
| 2. Egypt | 6. Mesoamerica (Olmecs, Mayan) |
| 3. <i>Kush-Meroe</i> | 7. Andean South America |
| 4. Indus Valley | |
- L. Compare and contrast the intellectual accomplishments of the classical Chinese and Mediterranean civilizations (Hellenic, Hellenistic, and Roman).*
- M. Compare and contrast the rise, development and spread of Buddhism and early Christianity.*
- N. Compare and contrast cultural and political developments in any two of these peripheral classical regions: Axum/Kush, Persia, SE Asia, and Mesoamerica*
- O. Compare and contrast the popular movements and settlement patterns of any two of these peoples: Indo-Europeans/Chariot Peoples, Germans, Polynesian, or Bantu.*

II. THE POST-CLASSICAL PERIOD: 600 TO 1450

- A. Compare and contrast Japanese and Western European feudalism. (*Note you might want to consider adding Zhou feudalism*).
- B. Compare and contrast political and social institutions in Western and Eastern Europe.
- C. Analyze the roles and functions of cities in major societies (Islamic, West European, East Asia, Western Africa, Eastern Africa).

D. Compare trading alliances and patterns of trade in any two of these regions:

- | | |
|--|--|
| <i>1. Northern Europe (Hansa)</i> | <i>5. Trans-Saharan Trade Route</i> |
| <i>2. Mediterranean (Venice, Genoa)</i> | <i>6. East Africa/ Swahili cities</i> |
| <i>3. Abbasid Muslim world</i> | <i>7. The Indian Ocean.</i> |
| <i>4. The Silk Road of Central Asia</i> | |

E. Compare *the roles of politics, social classes, and gender in* Christianity and Islam.

F. Analyze gender and social systems and any changes over time as caused by interactions and religions such as the impact of Islam and Neo-Confucianism.

G. Compare the Aztec and Inca Empire.

H. Compare European, Sub-Saharan African, *South Asian, and Southeast Asian* contacts with the Islamic world.

I. *Compare the impact of the Mongol Empire on cultures and institutions in Eastern Europe, Middle East, and East Asia.*

J. *Compare the impact of Turkish invasions on the Byzantines and Islamic worlds.*

K. *Compare Christian Crusades and Islamic Jihads during the Post-Classical Era..*

L. *Compare schisms in Christianity (Roman Catholic-Orthodox) and Islam (Sunni-Shia).*

M. Compare interactions in any two regions during this time period:

- | | |
|---|----------------------------------|
| <i>1. Pre-Columbian Americas</i> | <i>5. Islamic World</i> |
| <i>2. Eastern Europe</i> | <i>6. South Asia</i> |
| <i>3. Western Europe</i> | <i>7. East Asia</i> |
| <i>4. Sub-Saharan Africa</i> | <i>8. South East Asia</i> |

N. Compare the transformation of state forms and cultures in any two regions from 700 to 1450 CE.

- 1. Eastern Europe***
- 2. North India***
- 3. Mesoamerica***
- 4. West Africa***
- 5. Southeast Asia***

III. THE EARLY MODERN PERIOD: 1450 TO 1750

A. Compare and contrast state structures of 1 European and 1 Afro-Asiatic empire;

- | | |
|-------------|-------------------------------|
| 1. France | 8. Ottoman Empire |
| 2. Portugal | 9. Safavid Empire |
| 3. Spain | 10. Mughal Empire |
| 4. England | 11. Ming Chinese Empire |
| 5. Holland | 12. West African Forest State |
| 6. Russia | 13. West African Sahel State |
| 7. Austria | 14. Japanese Shogunate |

B. Compare Russia's interactions with any two: Ottoman Empire, Ming/Ching China, Western Europe, and Eastern Europe.

C. Compare and contrast systems of gender and social inequalities in the Early Modern Age in any two countries, one European or European colonial empire and one non-European state.

D. Compare the colonial administrations of any two of these nations: Spain, Portugal, England (UK), France or the Netherlands.

E. Compare Mesoamerican and Andean systems of economic exchange.

F. Compare and contrast any two coercive systems of labor

- | | |
|------------------------------------|---------------------------------|
| 1. Caribbean Slavery | 5. West African slavery |
| 2. Slavery, English North American | 6. Muslim slavery in S. W. Asia |
| 3. Slavery in Brazil | 7. India Hindu castes |
| 4. Spanish Mita in South America | 8. East European serfdom |

G. Compare economic systems and commerce of any two nations, one European and one non-European during the Early Modern Age.

H. Compare the process of empire-building of one European and one Afro-Asiatic empire (gun-powder empire);

- | | |
|-----------------------|-------------------------------|
| 1. France | 8. Ottoman Empire |
| 2. Portugal | 9. Safavid Empire |
| 3. Spain | 10. Mughal Empire |
| 4. England | 11. Ming Chinese Empire |
| 5. Holland | 12. West African Forest State |
| 6. Russia | 13. West African Sahel State |
| 7. Austria or Prussia | 14. Japanese Shogunate |

IV. MODERN ERA: 1750 TO 1914

- A. Compare the causes and phases on the Industrial Revolution in Great Britain or *the United States* with Russia or Japan.
- B. Compare the American or French Revolution with one of these revolutions: Haiti 1798; *Latin American 1820; Mehmet Ali in Egypt 1822; Mexico 1911, Russia 1905; Taiping Rebellion 1850; China 1911; or Iran 1910.*
- C. Compare the reactions to foreign interference of any two of these states: China, Japan, Ottoman Empire, Southeast Asia, and India.
- D. Compare nationalism and nationalist movements in any two of the following pairs: China-Japan, Cuba-Philippines, Egypt-Nigeria, and *India-Vietnam*.
- E. Compare forms of Western intervention in any two regions: Latin America, Sub-Saharan Africa, *and Southeast Asia*.
- F. Compare the roles of elite in Latin America with those of Western Europe before 1850.
- G. *Compare the spread of Christianity and Islam in Sub-Saharan Africa.*
- H. *Compare industrial development in Brazil or South America with economic developments in China, India, or Russia.*
- I. *Compare and contrast any two colonial empires including methods of government, economic development, and social changes: France, Great Britain, United States, Russia, and Japan.*
- J. *Compare the movement by populaces to settle interior lands in any two frontier societies: United States, Russia, Brazil, South Africa, Australia, and China.*
- K. *Compare the process and problems of urbanization in any two of these cities: Tokyo, London, Paris, New York, Shanghai, Hong Kong, Singapore, Bombay, Cairo, Constantinople, and Mexico City.*
- L. *Compare the process of modernization as opposed to Westernization in any two non-European nations in the 19th or 20th century.*
- M. *Compare and contrast the importance of trade and international economic relations on any two civilizations, one European and one non-European. Non-European can include Eastern Europe specifically Austria-Hungary and Russia. Non-European nations should include the Ottoman Empire, Argentina, Brazil, Mexico, India, Egypt, China, and Japan.*

V. THE CONTEMPORARY ERA: 1914 TO PRESENT

- A. *Compare and contrast the impact and consequences of World War I on any two regions: Eastern Europe, Middle East, South Asia, East Asia, and Sub-Saharan Africa.*
- B. *Compare and contrast the impact and consequences of World War II on any two regions: the Middle East, East Asia, Southeast Asia, South Asia, and Africa.*
- C. *Compare and contrast 20th century totalitarian movements or authoritarian ideologies in one European nation (Germany, Italy, or USSR) with one non-European nation (China, Japan, Argentina, Brazil, Mexico, Apartheid-era South Africa, contemporary Zimbabwe, Myanmar, Vietnam, Korea, Cuba, or Nicaragua). Hint: compare Fascist/Nazi like movements or Communist movements.*
- D. **Compare and contrast patterns of decolonization in Africa, India, *the former Soviet Union and Southeast Asia.* (Important countries include Algeria, Senegal, Ivory Coast, Ghana, Nigeria, Kenya, Tanzania, Democratic Congo, Rhodesia-Zimbabwe, Angola, Mozambique, India, Myanmar, Vietnam, Indonesia, and Philippines, Ukraine, Kazakhstan, Georgia, and the Baltic states). You might additionally consider how Egypt, Lebanon, Jordan, Syria, and Iraq compare/contrast).**
- E. **Pick two revolutions (Iranian, Russian, Cuban, Chinese) and compare their effects on the roles of women. *Consider adding Nicaragua and Vietnam.***
- F. *Pick any two contemporary revolutions (Russian, Chinese, Iranian, Cuban, Nicaraguan, Vietnamese, Algeria, India) and compare the causes and issues of the revolution and the groups who supported each.*
- G. **Compare the legacies of colonialism and patterns of economic development in two of three regional areas: Sub-Saharan Africa, Latin America, South Asia, and Southeast Asia.**
- H. **Compare ideas of nationalist ideologies and movements in contrasting European and colonial environments. (Compare one European nation – Great Britain, France, Germany, or Italy with one example of colonial nationalism such as India, China, Vietnam, Algeria, Ghana, Kenya, Tanzania, Egypt, or Kenya).**
- I. **Compare the different types of independence movements.**
- J. *Compare the role and problems associated with military rule in any two non-Western nations.*
- K. **Compare the impact of Western consumer societies on any two nations outside of Western Europe and Anglo-North America. *Examples can include Mexico, Brazil, Argentina, Egypt, Turkey, Saudi Arabia, Nigeria, Kenya, India, South Korea, Japan, Indonesia, and post-1992 Russia, China, and Eastern Europe.***

- L.** Compare major forms of 20th century warfare. *(Examples can include the US and France in Vietnam, the British in Malaya, the Chinese Civil War between the Nationalists and Communists, the Germans in Yugoslavia, the US and USSR in Afghanistan, the Israelis against the PLO and Palestinian Intifada, the Peruvians against the Maoist Shining Path. Other examples include trench warfare, unrestricted submarine warfare, total war, guerrilla war, blitzkrieg, and nuclear war.)*
- M.** *Assess proposals and models for economic growth in the developing world and their political and social consequences. Hint: this may include the North-South discussion and economic worlds' model.*
- N.** *Compare and contrast gender roles and women's rights movements during the 20th century in any two of these regions: Eastern Europe, Latin America, Sub-Saharan Africa, the Middle East, South Asia, Southeast Asia, and East Asia.*
- O.** *Compare and contrast the impact of technology on any two non-Western nations.*
- P.** *Compare and contrast contemporary trans-national organizations and their impact on international relations in any two non-Western countries. Organizations can include The League of Nations, The United Nations, military alliances such as SEATO, COMECON, ASEAN, the World Trade Organization, multi-national corporations, and other modern non-governmental agencies.*
- Q.** *Compare environmental concerns, problems, and policies in any two regions (Latin America, Sub-Saharan Africa, Southeast Asia, and Eastern Europe).*

Name: _____ Period: _____ Date: _____

CHANGE AND CONTINUITY ESSAY PACKET

UNDERSTANDING WORDS

This essay asks students to access how larger global issues and themes such as gender, trade, technology, and environment have changed and remained the same. If any one essay will give students difficulties, it is likely that this essay will. *Students will not only have to identify areas of change, but also areas of continuity across chronological periods, and will have to compare two or more chronological periods within one geographic area.* Students will all have the same prompt but will be able to choose between different geographic regions to answer the question.

Before students plan and write essays, they must understand the tasks that the prompts ask them to perform. This begins with understanding the words that prompts use.

PART A

Using a dictionary, define these words. Include any close synonyms.

1. CHANGE
2. CONTINUITY

PART B

Answer the questions and be prepared to discuss your answers.

1. If a prompt asks a student to address change, what should you do?
2. If a prompt asks a student to address continuity, what should you do?
3. Predict what will happen on the grade of the essay if a student addresses only changes but not continuities when asked to do both?

Name: _____ Period: _____ Date: _____

PARTS OF A PROMPT

All essays begin with a prompt. The prompt will specify the actions a student is required to perform. It will also specify a definite chronological period from World History and provide two to three geographical or cultural regions from which a student may choose. Occasionally the prompt may specify only one cultural region. It should also designate specific historical themes used within the AP World History course guide.

Use the following prompt for this exercise:

“Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions:

- 1. East Asia*
- 2. Eastern Europe*
- 3. Sub-Saharan Africa.”*

Students must address all parts of the prompts although not thoroughly or evenly. There are upper and lower standards. To receive two points, the student will need to address the whole time period from 1750 to 1914, change, continuity, economic structures and labor systems. Students should differentiate between the time periods and issues included in the prompt. This is best accomplished by dealing with the different parts in separate paragraphs. Within each paragraph discuss the global issues, changes and continuities. Then begin each paragraph with a sub-thesis based on one part of the thesis.

PART A: UNDERSTANDING THE PARTS OF A COMPARE & CONTRAST PROMPT
Answer the questions in the provided space.

1. What action verbs are used in the specific prompt?
2. What synonyms for these verbs could you use to accomplish the same action?

PART B: PERIODIZATION

Periodization is a broad concept whereby historians organize time into meaning units of study. Few historians will agree on all aspects of periodization but most can agree on broad delineations of time. The AP Subject Guide in World History provides specific information about topics within each period. For the Change and Continuity Essay students need to be proficient with periodization. Listed below are broad periods and common developments.

I. FOUNDATIONS 1,000,000 BCE TO 600 CE

A. PRE-HISTORY: PALEOLITHIC AND NEOLITHIC ERAS TO C. 5,000 BCE

This is the era of the Stone Age when societies went from hunter and gatherer to villages, sedentary farming, and pastoralism. This period ends at different times in different places. It is sub-divided between the two lifestyles: hunting and gathering as opposed to sedentary and/or pastoralism. Agriculture as the predominant lifestyle continues in most of the world until the 20th century and the Industrial Revolution.

B. RIVER VALLEY CIVILIZATIONS 5000 BCE TO 1200 BCE

This period represents the eras of the first civilizations with a culture based upon urban living, the rise of gender and social hierarchies including inequalities and institutions, technological advances including the Bronze Age and interactions within regions. This period can begin at different times in different places. Some places do not have this period and acquire civilizations from neighboring regions; an example would be Kush-Meroe of Axum. In other places such as the Olmecs of Veracruz, this period begins and ends later than other places in the world.

C. CLASSICAL CIVILIZATIONS 1200 BCE TO 600 CE

During this period often called the Iron Age and the Age of Classical Empires, civilizations tended towards trans-regional empires, trans-regional contacts, and cosmopolitan institutions especially religions and philosophies. All civilizations end through nomadic movements leaving behind cultures which form the basis of major traditions today. This period ends much later in the Americas than elsewhere in the world. The Classical Mayans and Teotihuacan represent the height of the Pre-Columbian classical civilizations which includes Chimu, Mohica, and other Andean Indian civilizations (note: some historians would not include many of the Andean cultures as civilizations).

II. POST-CLASSICAL CIVILIZATIONS 600 - 1450 CE

A. EARLY POST-CLASSICAL 600 TO 1000 CE

This sub-period saw the rise of Islam and the development of Dar al Islam. Counterbalancing the Muslim world was a revived China. Civilization spread to peripheral zones including Northern Europe, Eastern Europe, Southeast Asia, and Sub-Saharan Africa. This period is dominated by the spread of universalizing faiths, aristocratic traditions, and trans-regional exchanges such as trade and ideas.

B. HIGH POST-CLASSICAL 1000 - 1250 CE

During this sub-period, the larger cultural zones fragmented into regional groupings and developed regional styles yet all regions were linked through trade and other contacts. It is often considered an Age of Faiths especially in Western Europe, the Islamic World, and India.

C. LATE POST-CLASSICAL 1250 - 1450 CE

This period begins with the rise of the Mongols and the reorganization of Afro-Eurasia caused by their movements, trade connections, and expansion of technologies. It ends with the collapse of the Mongols, the Black Death and the end of many post-classical traditions including the only surviving classical civilization, the Byzantine Empire.

D. THE POST-CLASSICAL AMERICAS (C. 900 - 1521 CE)

The American civilizations in Meso-America (Post-Classical Mayans, Toltecs, and Aztecs) as well as the Incas represent the height of post-classical American development. Nevertheless their civilization is often not much advanced over the Classical Period and often not nearly as advanced as Post-Classical Civilizations in other parts of the world.

III. EARLY MODERN 1450 - 1750 CE

A. THE AGE OF GUNPOWDER EMPIRES 1450 - 1600 CE

Guns heralded the rise of centralizing state structures and new styles of rulers; consequently the name of this sub-period. Alternate names for the period are the Age of Reconnaissance (due to the circumnavigation of the globe and explorations), The Commercial Revolution, the First Age of Colonialism, and the Age of Columbian Exchanges. New institutions and traditions arose from commerce, intellectual pursuits, and changes in religion. It also represented the appearance of Europeans on the world stage, which however at this time they could not dominate except for the Americas. This period also saw a Demographic Transition in the Americas due to the massive deaths caused by disease.

B. THE BEGINNING OF EUROPEAN DOMINANCE 1600 - 1750 CE

European technology and institutions gradually began to give European states a predominant influence including in their commercial operations. Within Europe changes in state structures and institutions heralded many future revolutions. Globally this period was an Age of Absolutism as well as increased attempts to fend off European influences and advances. And the period saw the rise of a new great power, Russia and the decline of the Muslim world's great powers, the Ottoman and Mughal Empires.

IV. MODERN 1750 - 1914 CE

A. EARLY ATLANTIC REVOLUTIONS 1750 - 1800 CE

Beginning with intellectual revolutions, many nations in the Americas, Europe and Africa experienced political, economic or industrial, and social changes. This was also the height of the Slave Trade from Africa.

B. THE INDUSTRIAL REVOLUTIONS 1800 - 1870 CE

During this sub-period, Europe, the Americas including the United States, and Japan were transformed by industrial revolutions, numerous wars and revolutions as the Age of Steel began. These changes often provided the basis for future imperialistic expansion. The period saw the end of the Slave Trade as well as increased immigration around the world or to cities often as labor to replace former slave or serf systems. The period begins a worldwide period of intellectual transitions and developments covering all aspects of life including politics and economics, the arts, and sciences.

C. EUROPEAN HEGEMONY AND RESPONSES 1870 - 1914 CE

This era represents the second age of European global imperialism and the Asian, African, and Muslim responses to Westernization and Modernization. Three new actors on the international scene included the United States, Germany, and Japan. It is also the era of the Second Industrial Revolution. Alternative names for this period are the Age of Imperialism.

V. CONTEMPORARY 1914 CE – PRESENT

A. 1914 - 1945 THE ERA OF THE WORLD WARS

Two world wars and the intervening armistice of 20 years led to the shattering of European world hegemony and the rise of the United States and USSR to superpower status. It also represented increased attempts by non-Western peoples to organize their lives and cultures in light of western dominance and collapse. This period includes the Great Depression and continues intellectual developments from the previous period. Alternate names for this period include the Age of Totalitarianism.

B. 1945 - 1990 THE COLD WAR AND DECOLONIZATION

While the USA, USSR and their allies waged "cold" wars for international dominance among the new nations throwing off western dominance, the rest of the world rejected a bi-polar perspective and searched for a middle or third way encouraging modernization and industrialization without necessarily westernization. This period is dominated by ethnic tensions as peoples attempted to define their states and identities. It is also an Age of Consumerism and saw the rise of environmental issues and non-governmental organizations such as the United Nations.

C. 1990 - PRESENT GLOBALIZATION AND RESPONSES

Following the end of the Cold War, the collapse of the Soviet bloc, and the breakup of the USSR, nations became increasingly linked by globalizing influences as they struggled to maintain local identities. This era also represents the spread of democracy as a model for many nations. It is also a time of conflict between models of consumerism and secularization and older, more traditional systems.

PART C: WORKING WITH PERIODIZATION

Read the above passages over the Time Periods. In the space below summarize the broad changes from the beginning of history through the Contemporary Age for each theme.

SOCIAL STRUCTURES <ul style="list-style-type: none">▪ Economic, Social Classes▪ Gender Roles, Relations▪ Inequalities▪ Family, Kinship▪ Racial, Ethnic Constructs	
CULTURE <ul style="list-style-type: none">▪ Cultural▪ Intellectual▪ Arts, Architecture▪ Family, Lifestyles▪ Literatures	
RELIGION <ul style="list-style-type: none">• Religion• World Views• Philosophy• Secularism, Atheism• Ideologies and “isms”	
INTERACTIONS <ul style="list-style-type: none">▪ War, Conflict▪ Trade, Commerce▪ Exchanges, Migrations▪ Diplomacy, Alliances▪ Transnational Organizations	
POLITICS <ul style="list-style-type: none">▪ Nations, nationalism▪ Empires▪ Forms of Government▪ Revolts, Revolutions▪ State-building, expansion	
TECHNOLOGY <ul style="list-style-type: none">▪ Science and Industry▪ Invention, Innovation▪ Power▪ Transportation▪ Communication	
ECONOMICS <ul style="list-style-type: none">▪ Industrialization▪ Economic Systems▪ Capitalism, Socialism▪ Business Organizations▪ Labor, Labor Organizations	
DEMOGRAPHY <ul style="list-style-type: none">▪ Demography, Disease▪ Human, Environment Interaction▪ Patterns of Settlement▪ Geography, Region▪ Agriculture, Pastoralism	

PART D: PERIODIZATION IN THE ESSAY

Use the prompt below to answer the following questions.

“Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions:

- 1. East Asia*
- 2. Eastern Europe*
- 3. Sub-Saharan Africa.”*

1. What time period does the prompt specify?
2. Summarize relevant developments during this time period important to each region.
 - a.
 - b.
 - c.

PART E: THEMES

Prompts will also identify one or more of the FIVE overarching themes used in the AP World History course guide (see page 5 of the 2007-2008 Guide). Two acronyms or mnemonic devices (SCRIPTED or PERSIAN) help students remember these themes. The prompt may specify one only theme or it may specify two or three. If the prompt specifies a theme, a student must address that in his or her essay. However, if the prompt only identifies one or two themes it is always best for the student to divide the theme into some of its parts or sub-themes related to the prompt.

1. Based on the prompt, what theme are required to discuss?
2. In the above prompt, there are two broad themes. To fully discuss this theme it is best if you break it down into three sub-topics. What topics would you use to better discuss your answer from above?

PART D: THE GEOGRAPHIC FOCUS

Failure to understand cultural and political geography can be disastrous during Change and Continuity over Time essays. If a student is asked to write about East Asia and includes Vietnam, a Southeast Asian country in the essay, the essay could be invalid. Or if a prompt specifies Southwest Asia and a student includes India, a country of South Asia it will change the focus of the essay. All Change and Continuity essays specify geographic or broad cultural regions that a student should use. This requires students to understand the cultural regions included in the AP World History Course Guide.

But that is not all. Students need to know that the College Board often alternates between asking for a cultural region such as Latin America and a physical region such as Southeast Asia. A student needs to be careful not to confuse the two types of regions. Additionally regions change over time, which students are required to know. And students need to know at least two countries within the region. If you are not sure, please consult the map in the AP World History course guide and a map of modern countries.

1. What regions does the above prompt ask you to use?
2. Identify at least two major countries in each region?
3. If the essay prompt asks a student to use Sub-Saharan Africa, what smaller regions exist within this broad term? What one major AP World History cultural region should NOT be included in this geographic term? Why?
4. Sub-Saharan Africa can easily be split into two broader regions: West Africa and Central, South and East Africa. What historical developments permit this division?
5. East Africa and West Africa share some cultural characteristics which allow students to examine them together. What are they?
6. East Asia is composed of China, Japan and Korea. Briefly summarize how each state's history during this period would have been different and similar.
7. Eastern Europe consists of three smaller regions during this period: Austria-Hungary, Russia and the Balkans. How are they similar and different between 1750 and 1914?

Name: _____ Period: _____ Date: _____

WRITING A THESIS

All essays must have an acceptable thesis, which address the issues and themes specified in the prompt. If the prompt were “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley” an acceptable thesis would be “While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.” This thesis includes the time period – 5000 BCE to 1000 BCE (it is identified as Ancient Period to Classical Period); the region – Southwest Asia; a change – changing political structures; and a social continuity – ruling elites and gender structure. Please note two aspects of this thesis. One, students may use names for historical periods rather than specific dates and two, the division of political structures into type of states and social structures into ruling elites and gender. Both are sub-groups within the Themes of AP World History.

One easy method to write a thesis is to use a format called WAHP3 – “What is it about, how will you prove it - give me three ways?” The “WA” part of the thesis and global issue is the change of political structures and continuity of social traditions from the Ancient River Valley Civilizations to the Classical Age while the “HP3” includes small villages, city-states, and empires; ruling elites; and gender hierarchies. Please note that is critical to include the time period because without it an essay might not be historical valid. A thesis may constitute two sentences but they must be next to each other. Many of my students have separate “WA” and “HP3” sentences. And it is not acceptable to simply say “Politics and Society in Southwest Asia between 5000 BCE and 1000 BCE changed and remained the same.” A student must qualify the prompt by fleshing it out in detail.

PART A: WRITING A THESIS

“Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions:

- 1. East Asia*
- 2. Eastern Europe*
- 3. Sub-Saharan Africa.”*

1. Based on the prompt, write a thesis using East Asia.
2. Based on the prompt, write a thesis using Eastern Europe.
3. Based on the prompt, write a thesis using Sub-Saharan Africa.

Name: _____ Period: _____ Date: _____

THE INTRODUCTION PARAGRAPH

As are the Document Based Question and Compare and Contrast essays, the Change and Continuity essay in AP World History is graded through a process called Core Scoring. Students must earn all points of the Basic Core before earning points of the Expanded Core. *No matter how sophisticated an essay is if a student misses on indicator of the Basic Core, he or she cannot earn points of the Expanded Core.*

Some teachers teach students to write a simple thesis sentence. While it is true that a single sentence can earn the thesis indicator point on the rubric, good teachers and good students demand a higher level of performance. In AP World History, teach the student to write a thesis or introduction paragraph.

The introduction paragraph is the single most important paragraph you will write; the second most important is the first body paragraph. These two contain the first ideas and proofs a grader will read. The quality or lack of quality of these sentences can prejudice a reader about your whole essay. Introduction paragraphs need contain only two sentences – a hook and a thesis sentence. But hook sentences or historical introductions add color and are the attention grabbers that start an essay. They most resemble newspaper headlines. *The best hooks tell the history of the essay prompt's topic leading up to that essay prompt.* A thesis paragraph usually begins with a historical introduction. Students should tell the history of the topic and region leading up to their thesis statement.

Based on the prompt “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley” an acceptable thesis paragraph would be

“During the preceding Neolithic Age small villages dominated by village elders and the owners of the most land and herds dominated political and social structures. Beginning with the rise of the first cities and civilizations, this changed. While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.”

Note that the hook or historical introduction is italicized while the thesis is underlined. The use of the history preceding the topic of the prompt allows a student to identify the existing conditions or global issues when the time of the prompt begins – villages, elders, and social structures and introduces what will change and more importantly why – the rise of cities and civilizations.

PART A: WRITING HOOK SENTENCES OR HISTORICAL INTRODUCTIONS

“Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions:

- 1. East Asia*
- 2. Eastern Europe*
- 3. Sub-Saharan Africa.”*

Based on the essay prompt, can you think of some creative and interesting hooks or historical introductions about Economic Structures and Labor Systems? Please write two different hooks below based on different regions.

1.

2.

PART B: INTRODUCTION PARAGRAPH – BRINGING IT TOGETHER

Ideally hook sentences should act as signposts to the thesis. They should not be cryptic or difficult to understand. Using the thesis sentences and the hooks you wrote above, create two different (based on different regions) introductory paragraphs.

Name: _____ Period: _____ Date: _____

ORGANIZING OF YOUR ESSAY WITH SUPPORTING FACTS

Whereas the Document Based Question and Compare and Contrast Essays tend to organize by AP World History themes used in our SCRIPTED format, the Change and Continuity Essay presents a challenge. Ideally, the best way to address CHANGE and CONTINUITY OVER TIME is to organize by time periods. Students however often cannot organize effectively by this method and organize instead by themes. While themes may not be the best format in which to organize this essay, both methods can earn students high grades.

Based on the prompt “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley” our introduction paragraph was

“During the preceding Neolithic Age small villages dominated by village elders and the owners of the most land and herds dominated political and social structures. Beginning with the rise of the first cities and civilizations, this changed. While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.”

ORGANIZING BY TIME PERIODS

Students should differentiate between the time periods and issues included in the prompt. This is best accomplished by dealing with the different parts in separate paragraphs. The simplest way is to create three body paragraphs based on time periods – one beginning at 5000 BCE, one around 2500 BCE (a mid-point) and the third around 1000 BCE. Within each paragraph discuss the global issues, changes and continuities.

ORGANIZING BY THEMES

Another method is to organize the responses by three body paragraphs based on the global themes and address the whole time period of 5000 to 1000 BCE within the context of a theme. The three themes from the above thesis include villages, city-states and empires (political structures) and ruling elites and gender hierarchies (social developments).

PART A: ORGANIZING A RESPONSE

Use the prompt below to organize a response.

“Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions:

- 1. East Asia*
- 2. Eastern Europe*
- 3. Sub-Saharan Africa.”*

Based on the above prompt and your thesis paragraphs that you wrote, create two simple outlines organizing your responses, one by time periods and one by themes.

PART B: SUBSTANTIATING YOUR THESIS

Students must substantiate the thesis with appropriate historical evidence. It is not sufficient to make a statement without use of proof and evidence. Students should use evidence, which is clear and detailed. Appropriate vocabulary, persons, events, and individual states are critical. The first body paragraph if based on chronology should describe the situation.

For instance, “In 1750, Poland, Russia, Austria and the Ottoman Empires ruled Eastern Europe. All three tended to have weak industrial bases and large peasant populations including serfs. Commerce was neither encouraged nor discouraged and commercial classes remained small. Yet Russia had begun to develop industries as part of Peter the Great’s modernizations but the country remained dominated by serfs and almost devoid of a middle or commercial class. He and later rulers permitted economic innovation and rewarded economic success if it increased Russia’s military might and provided exportable commodities and if it did not disrupt the serfs or cause them to rebel. The Russian rulers declined to solve the issue of serfdom if the noble estate owners supported the ruler’s centralized control and economic policies.”

Based on the prompt “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley” and the introduction paragraph below, list historic changes and continuities which would support this paragraph.

“During the preceding Neolithic Age small villages dominated by village elders and the owners of the most land and herds dominated political and social structures. Beginning with the rise of the first cities and civilizations, this changed. While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.”

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Name: _____ Period: _____ Date: _____

ANALYSIS

*Students must analyze the process of change and/or continuity. This requires students to address the topic across **all** relative chronological periods, and show why changes and continuities occurred. Importantly, this requires students to explain at least one reason for any changes or continuities of the period.*

Having paragraphs based on chronology helps accomplish this. Continuing from the above paragraph, the analysis of why change occurred is underlined and why continuity persisted is italicized. Changes is underlined and *continuity is italicized*.

ANALYSIS BY CHRONOLOGY

“By 1850 however, Russia had begun to change both economically and in labor systems. In 1855 the Russians lost the Crimean War with France and Great Britain. Reformers believed that Russia had to modernize economically and socially if Russia were to remain a great power. In 1861, the serfs were emancipated to provide workers for future factories. Russia began to build railroads and infrastructure in an attempt to support industry and trade. However, while the serfs were freed, land reform did not occur and the serfs did not receive the best of land to farm. The best land remained in the possession of the landed elite. Nevertheless, agricultural interests continued to dominate Russia. While Western style capitalism struggled to be born, the Russian government tried to protect the economy from competition and too rapid of change. It financially supported the development of these industries and changes but often ignored the plight of the rural poor.

By 1914, like Japan, Germany, the United States, and parts of Austria, Russia had experienced the Second stage of the Industrial Revolution in many regions and sectors of the economy fueled by exports and foreign capital. Huge steel, coal mines, and cement factories arose in parts of the Ukraine and near St. Petersburg which included the rise of a class of factory workers. The Trans-Siberian Railroad spanning the continent was nearly complete. Additionally, commercial classes including bankers and professionals appeared as Russia became one of the largest exporters of grain, petroleum, coal, and minerals. However, the vast majority of Russians did not experience this change remaining largely disenfranchised peasants and tenant farmers existing at a near subsistence level. Peasants often feared change and remained quite conservative and suspicious of new ideas. And the state limited changes to the economic system out of fear of socialism and radical changes”

ANALYSIS BY THEME

“Russia had begun to change both economically and in labor systems. In 1855 the Russians lost the Crimean War with France and Great Britain. Reformers believed that Russia had to modernize economically and socially if Russia were to remain a great power. In 1861, the serfs were emancipated to provide workers for future factories. Russia began to build railroads and infrastructure in an attempt to support industry and trade. By 1914, like Japan, Germany, the United States, and parts of Austria, Russia had experienced the Second stage of the Industrial Revolution in many regions and sectors of the economy fueled by exports and foreign capital. Huge steel, coal mines, and cement factories arose in parts of the Ukraine and near St. Petersburg which included the rise of a class of factory workers. The Trans-Siberian Railroad spanning the continent was nearly complete. Additionally, commercial classes including bankers and professionals appeared as Russia became one of the largest exporters of grain, petroleum, coal, and minerals.

However, while Russia industrialized and the serfs were freed in order to make Russia a modern power capable of standing up to the United Kingdom and France, land reform did not occur and the serfs did not receive the best of land to farm. After 1861 the best land remained in the possession of the landed elite. Agricultural interests continued to dominate Russia. While Western style capitalism struggled to be

born and a small middle class began to emerge in some larger cities, the Russian government tried to protect the economy from competition and too rapid of change. It no more trusted the middle class with its western ideas than it did radicals and rampaging peasants. It financially supported the development of key industries and changes that strengthened Russia but often ignored the plight of the rural poor. Moreover, the vast majority of Russians did not experience this change remaining largely disenfranchised peasants and tenant farmers existing at a near subsistence level. Peasants often feared change and remained quite conservative and suspicious of new ideas. And the state limited changes to the economic system out of fear of socialism and radical changes. Only after the Revolution of 1905 did some reforms to benefit the peasants by Minister Stolypin occur but they were often too little, too late.”

PART C: ANALYSIS BY TIME PERIOD

Based on the prompt “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley,” the introduction paragraph below, and your list above, analyze changes and continuities with support material. In other words explain why change or continuity occurred in the below boxes.

“During the preceding Neolithic Age small villages dominated by village elders and the owners of the most land and herds dominated political and social structures. Beginning with the rise of the first cities and civilizations, this changed. While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.”

Explain Continuity.

By Chronology	By Theme

Explain Change.

By Chronology	By Theme

Name: _____ Period: _____ Date: _____

RELEVANT HISTORICAL AND GLOBAL CONTEXT

Students must use relevant historical and global context effectively to explain change over time and/or continuity. This includes discussing the wider world as it relates to the topic.

One way is to use one of the other regions mentioned in the prompt about which you did not write. In our prompt “*Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions: (1) East Asia, (2) Eastern Europe, or (3) Sub-Saharan Africa*” since we wrote about Eastern Europe mention however briefly similar changes or similar continuities in either East Asia or Sub-Saharan Africa.

In the second body paragraph (1850) a simple statement about a similar situation somewhere else in the world is enough to earn this point. For example, *Russia was not alone in these changes. Japan, too, had to abandon an older economic system based on hierarchy and tradition in favor a western-like industrial base including export industries, factory workers, and technical experts. Japan was forced open to western influence by Perry in 1854 and beginning with the Meiji Restoration began to industrialize and to modernize its economic and labor bases.*

Another way is to identify global trends which were common to the period AND impacted your essay topic. For example, including a statement such as “*This was the 2nd Industrial Revolution characterized by attention to steel, chemicals, and electricity. Russia along with Japan, the United States, India and Germany were major examples of this change.*” The period of the 2nd Industrial Revolution was a global trend. Or when you mention the Crimean War as a reason for Russia’s change, a similar comment about Western intervention in East Asia during the Chinese Opium War and Perry’s visit to Japan in 1854 also forced East Asia to consider changes.

PART A: INCLUDING GLOBAL AND HISTORICAL CONTEXT

Use the prompt below to answer the questions.

“Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley,”

1. What global events or historical processes were common to all three of these regions from 5000 to 1000 BCE?

Name: _____ Period: _____ Date: _____

CONCLUSION PARAGRAPH

And students need to conclude. While this is not an indicator point on the rubric, it is the least critical paragraph you will write. National graders insist you can forget a conclusion and still receive the highest score. However, a conclusion can function as a thesis IF your thesis is missing or does not meet the criteria of the rubric for the point. Therefore, learn to conclude in some appropriate manner.

Whatever you do, do not waste an inordinate amount of time concluding. Do not introduce any new information. Based on the prompt “*Between 1750 and 1914, trace the changes and continuities in economic structures and labor systems in any ONE of these regions: (1) East Asia, (2) Eastern Europe, or (3) Sub-Saharan Africa*” an appropriate conclusion would be:

While Russia eventually became an industrial nation with an important worker class and managerial class by 1914, much of Russia’s economic and laboring systems namely the predominance of the peasants and the lack of true economic competition from 1750 remained unchanged.

PART A: SIMPLE CONCLUSION

Conclusions can be one sentence and no more than two sentences. You can restate the prompt or paraphrase your thesis, which is adequate but simplistic. Your conclusion should resemble your thesis and contain what your essay was about and what three ideas you used to prove it. Reread your thesis used in previous exercises.

1. Write a simple conclusion.

PART B: ELABORATE CONCLUSION

Because of time constraints, elaborate conclusions are often too time-consuming to write. Nevertheless, they have their value and place. The best writers tend to follow this pattern. Restate your thesis in a manner different than the beginning including one change and continuity, the themes and the time period. And then tell what happens after the time period in question. For example

By 1914, technically Russia had become an industrial power with many modern industries, a new working class, a managerial class, and a new middle class. Change had occurred from above at the direction of the ruling elite, who tended to want minimal change as radical change threatened their power; consequently, a large, uneducated, marginalized serf class from 1750 persisted as a legally free, marginalized, backward peasant class. These economic and social conditions would eventually contribute to Russia’s losses in World War I and the Russian Revolutions of 1917.

1. Based on the above prompt and thesis, write an elaborated conclusion.

Name: _____ Period: _____ Date: _____

POLISHING TIPS

There are several other tips to writing a superior essay. Each is listed below. Based on the prompt “Trace the political and social developments in any ONE region from 5000 BCE to 1000 BCE (a) Southwest Asia; (b) The Yellow River; and (c) the Indus Valley” our thesis was

“During the preceding Neolithic Age small villages dominated by village elders and the owners of the most land and herds dominated political and social structures. Beginning with the rise of the first cities and civilizations, this changed. While political structures in the River Valley Civilization of Southwest Asia changed from small villages and city-states in the beginning of the Ancient Period to larger empires at the start of the Classical Age, social structures including ruling elites and gender hierarchies remained largely uniform.”

PART A: PARALLEL STRUCTURE AND INTERNAL ORDER

Parallel structure organizes subsequent paragraphs based on the internal order of ideas outlined in the thesis sentence. When students write thesis sentences, *they should put their stronger points first and weaker points last*. Read the thesis above. Circle and number the points. Write the exact order below.

PART B: NUMBER OF PARAGRAPHS

At the minimum, students need four paragraphs – the thesis, the conclusion, and at least two if not three body paragraphs. The body paragraphs should not conflate ideas into one paragraph. Different themes should be separated into their own paragraphs. The number of paragraphs should match the number of points in your thesis plus introduction and conclusion paragraphs. Also skip two lines between paragraphs. Based on the above thesis sentence, how many paragraphs would an essay require?

PART C: TIME TO PREPARE, TIME TO WRITE, TIME TO CORRECT

Students forty minutes to read, prepare and write Compare and Contrast essays. Spend five minutes organizing your essay with a brief outline. Use thirty minutes to write. But save five minutes to reread the essay and to make corrections. Check to see that you have addressed all portions of the prompt. If you have left something out, and want to add ideas, insert them in the margin or at the end of the essay but find some way to tell the reader where the new portion goes.

PART D: “I.E. vs E.G.”

In the prompt the College Board may use a terminology when identifying themes. In one recent essay it said “e.g. politics, social, and economics.” *E.G* means “for example” in Latin. *I.E.* means “that is.” When the College Board prompt uses ‘e.g.’ it means a student may use the examples provide. *If the prompt says ‘i.e.’ then the student MUST use these examples.*

Name: _____ Period: _____ Date: _____

PRACTICE MAKES PERFECT

Mastery requires students to practice the Change and Continuity essays. Ideally this requires frequent opportunities to write essays and have teachers score them. When a student has a weakness or does not grasp a concept or perhaps cannot master one of the indicators the simplest way is repeat the above exercises using different prompts. Below are prompts based on the AP World History Subject Guide.

- A. Trace changes and continuities from the Neolithic lifestyles and technology through the evolution of the first civilizations in any ONE region: (a) Southwest Asia and North Africa, (b) South Asia, and (c) East Asia.**
- B. Trace political and social changes and continuities in any ONE region from 1200 BCE to 1 CE: (a) the Mediterranean, (b) South Asia, and (c) East Asia.**
- C. Trace changes in interactions in any ONE region from 100 CE to 1450 CE: (a) Sub-Saharan Africa, (b) Southeast Asia, and (c) Central Asia.**
- D. Trace changes in any ONE religious or philosophical system beginning with the specified date and ending in 1000 CE: (a) Christianity beginning in 30 CE; (b) Buddhism beginning in 500 BCE; and (c) Hinduism beginning in 300 BCE.**
- E. Trace changes and continuities in political and social structures in any ONE region from 500 to 1450 CE: (a) Mesoamerica; (b) Sub-Saharan Africa; and (c) Eastern Europe.**
- F. Trace changes and continuities in any ONE region impacted by Western contacts from 1450 to 1750 CE: (a) The Americas; (b) Southeast Asia; and (c) Eastern Europe.**
- G. Trace the changes in intellectual structures and art in any ONE region from 1200 to 1750 CE: (a) Western Europe; (b) East Asia; and (c) South Asia.**
- H. Trace changes and continuities in labor structures in any ONE region from 1450 to 1850: (a) Latin America; (b) Eastern Europe; and (c) Sub-Saharan Africa.**
- I. Trace transformations in economic and commercial structures in any ONE region 1500 to 1900 CE: (a) Sub-Saharan Africa; (b) Southwest Asia; and (c) East Asia.**
- J. Trace the impact of Western imperialism and contacts on any ONE region from 1800 to 1914 CE: (a) Sub-Saharan Africa; (b) Southeast Asia, and (c) South Asia.**
- K. Trace changes and continuities in gender structures and social hierarchy in any ONE region 1850 to 2000 CE: (a) Western Europe and North America, (b) East Asia, and (c) Latin America.**

NAME: _____ PERIOD: _____ DATE: _____

CHART #1: CHANGE OVER TIME

COMPARISON THEMES (SCRIPTED): _____

TIME PERIODS: _____

THESIS			
BEGINNING TIME PERIOD'S TOPIC SENTENCE	Describe First Theme	Describe Second Theme	Describe Third Theme
INTERIM TIME PERIOD'S TOPIC SENTENCE	Key Changes and/or Continuities in each theme from previous period	Analyze the reasons for change or continuity	Global Context
END TIME PERIOD'S TOPIC SENTENCE	Key Changes and/or Continuities in each theme from previous period	Analyze the reasons for change or continuity	Global Context
CONCLUSION			

NAME: _____ PERIOD: _____ DATE: _____

CHART #2: CHANGE OVER TIME

COMPARISON THEMES (SCRIPTED): _____

TIME PERIODS: _____

THESIS				
	BEGINNING TIME PERIOD	INTERIM TIME PERIOD	END TIME PERIOD	GLOBAL CONTEXT
1st THEME'S TOPIC SENTENCE	Describe the theme at the beginning of the period	Key Changes and/or Continuities in theme from previous period	Key Changes and/or Continuities in theme from previous period	Make a statement about this topic in another region of the world.
		Analyze the reasons for change or continuity	Analyze the reasons for change or continuity	
2nd THEME'S TOPIC SENTENCE	Describe the theme at the beginning of the period	Key Changes and/or Continuities in theme from previous period	Key Changes and/or Continuities in theme from previous period	Make a statement about this topic in another region of the world.
		Analyze the reasons for change or continuity	Analyze the reasons for change or continuity	
3rd THEME'S TOPIC SENTENCE	Describe the theme at the beginning of the period	Key Changes and/or Continuities in theme from previous period	Key Changes and/or Continuities in theme from previous period	Make a statement about this topic in another region of the world.
		Analyze the reasons for change or continuity	Analyze the reasons for change or continuity	
CONCLUSION				

CHANGE AND CONTINUITY OVER TIME ESSAY TOPICS

Once students have completed studying at one historical period, they have the content knowledge to accomplish the change and continuity over time (CCOT) essay. Nevertheless, the CCOT Essay is often more effectively taught in the second semester during the first nine weeks and used as a review technique for the May AP Exam. The topics below correspond to the themes in the AP World History Subject guide.

All of these prompts are general and should be shortened to reflect the exact format of the CCOT used on the May AP Exam, that is they should be shortened to include a choice of three regions or ask the students to address ONE region.

1. Trace the change and continuities of interactions between any two contiguous periods in any historical region: Latin America; North America; Sub-Saharan Africa; SW Asia and North Africa; Western Europe; Eastern Europe; Central Asia; South Asia; Southeast Asia; and East Asia.
2. Trace the changes and continuities in world trade from 500 BCE to 1000 CE in any one of the following regions: the Mediterranean, the Silk Road (Central Asia, East Asia, Southwest Asia), the Indian Ocean, Sub-Saharan Africa.
3. Trace the changes and continuities in world trade from 500 to 1500 CE in any one of the following regions: North Africa and SW Asia; Western Europe; Mesoamerica; Sub-Saharan Africa; the Indian Ocean; Central Asia; East and Southeast Asia.
4. Trace the changes and continuities in world trade from 1450 to 1914 CE in any one of the following regions: Latin America; North America; Western Europe; Eastern Europe; Southwest Asia; Sub-Saharan Africa; South Asia; East and Southeast Asia.
5. Trace the transformation of warfare from 1500 BCE to 1000 CE in any of the following regions: Southwest Asia; the Mediterranean; Western Europe; and East Asia.
6. Trace the transformation of warfare from 1000 to 1918 CE in any one of the following regions: Latin America; Sub-Saharan Africa; Western Europe; Southwest Asia; East Asia; North America.
7. Trace the transformation of warfare from 1750 to 2000 CE in any one region: Western Europe, Eastern Europe, Sub-Saharan Africa, East Asia, Southeast Asia.
8. Trace the transformation of diplomacy and international organizations from 1450 to 2000 CE.
9. Trace the changes and continuities in state structures and political culture from the beginnings of ancient civilizations to the end of the Classical period in any one of the following regions: Southwest Asia; South Asia; East Asia; the Mediterranean; Sub-Saharan Africa.

- 10. Trace the transformation in functions and structures of states from the beginning of the Classical period to the end of the Post-Classical period in one region: Western Europe; Eastern Europe; SW Asia; Sub-Saharan Africa; East Asia; Southeast Asia; South Asia.**
- 11. Trace the transformation in state structures from 1750 to 2000 in any one region: North America; Latin America; Western Europe; Eastern Europe; South Asia; Southeast Asia; East Asia; Sub-Saharan Africa; Southwest Asia.**
- 12. Trace the change in attitudes towards states and identities including political parties in the 20th century in one region: Latin America; Western Europe; Eastern Europe; East Asia; Sub-Saharan Africa; SW Asia and North Africa; South Asia; and Southeast Asia.**
- 13. Trace the changes in environment and demography from the Paleolithic Age through the end of the Ancient period (1200 BCE) in any one river valley civilization: the Nile River, the Indus River, the Yellow River, and the Tigris-Euphrates River Valley.**
- 14. Trace the demographic shift from 1450 to 1914 in any one region: Latin America, Western Europe, North America, Sub-Saharan Africa, or East Asia.**
- 15. Trace any changes in environment and demography from 1914 to the present in any one region: Latin America; Sub-Saharan Africa; East Europe; South Asia; East Asia.**
- 16. Trace any demographic movements in any one region 1750 to 2000 CE: Latin America, North America, Sub-Saharan Africa, South Asia, East Europe, East Asia.**
- 17. Trace the transformation of technology including agriculture and weaponry from the beginning of the Neolithic Period to the end of the classical age in any one region: Southwest Asia; the Mediterranean; South Asia; East Asia.**
- 18. Trace the transformation and impact of technology including manufacturing, transportation and communications from 1750 to 2000 in any one region: North America; West Europe; East Europe; Sub-Saharan Africa; Southwest Asia and North Africa; South Asia; and East Asia.**
- 19. Trace the transformation of religion and philosophy from the beginning of the classical period through the end of the Post-Classical period in any one region: East Asia; South Asia; Southwest Asia and North Africa; Western Europe; Eastern Europe; and Sub-Saharan Africa.**
- 20. Trace the intellectual and artistic transformation from 600 to 1750 in any one region: East Asia; South Asia; Southwest Asia; West Europe; East Europe.**
- 21. Trace the changes and continuities in social systems from the beginnings of human societies through the rise of the first civilizations.**

- 22. Trace the changes and continuities in social structures from the Ancient through the end of the Classical civilizations in any one region: the Mediterranean; Southwest Asia; South Asia; and East Asia.**
- 23. Trace the transformation of social structures from 1000 to 1750 in any one region: Latin America; West Europe; Southwest Asia; Sub-Saharan Africa; South Asia; East Asia.**
- 24. Trace the transformation of social structures from 1750 to 2000 in any one region: Latin America, North America, West Europe, East Europe, Sub-Saharan Africa, Southwest Asia, South Asia, Central Asia, East Asia or Southeast Asia.**
- 25. Trace changes and continuities in gender roles from Neolithic cultures through the Classical Age in any one region: Southwest Asia, Central Asia, the Mediterranean, South Asia, or East Asia.**
- 26. Trace the transformation in gender roles from 600 to 1750 CE in any one region: the Muslim world, the Christian world, the Hindu world, the Confucian world, the world of the Central Asian nomad.**
- 27. Trace the transformation of social inequalities including labor and gender from 1000 to 1750 CE in any one region: West Europe; Southwest Asia and North Africa; Latin America; Sub-Saharan Africa; South Asia; and East Asia.**
- 28. Trace the changes and continuities in gender roles from 1750 to 2000 CE in any one region: Latin America; North America; West Europe; Southwest Asia; Sub-Saharan Africa; South Asia; and East Asia.**
- 29. Trace the transformation of labor systems from 1750 to 2000 in any one region: Latin America; North America; Sub-Saharan Africa; Western Europe; Eastern Europe; East Asia; South Asia.**
- 30. Trace the relationship between change and continuity across any two contiguous time periods in any one region: Latin America, North America, Sub-Saharan Africa, North Africa and Southwest Asia, West Europe, East Europe, Central Asia, South Asia, East Asia, Southeast Asia, the Pacific.**

GT EXERCISE – FRANK WILLIAM’S MODEL: ANALOGY COMPARISONS OF TWO SLAVERIES

Content Form:	<i>Comparisons of Muslim and American Slavery</i>
Process Purpose:	<i>Students must be able to identify and make comparisons, and draw conclusions.</i>
Content Purpose:	<i>Teach compare and contrast Higher Order Thinking Skills</i>
Teaching Format:	<i>Venn Diagrams Bloom’s Taxonomy: Making Inferences; Drawing Conclusions</i>

INTRODUCTION

Advanced Placement World History requires students to compare and contrast events from different geographic regions and draw conclusions. This ability culminates in comparative and analogy-like questions and an essay on the May for credit exam.

PROCEDURES

The teacher should begin this exercise with key vocabulary terms from the study on the slavery. Pick any key term and write it on one side of the board. Based on this word, have students identify any related words, characteristics or concepts that they might have read about slavery. Write a few down on the board and discuss the relationship between the words. Do this several times to create a comparative mindset. Teacher should suggest and use critical vocabulary.

The teacher should explain that an analogy is a paired relationship between terms or concepts that seem dissimilar (unlike) but actually are alike or similar in many ways. After making the comparisons and analogies, ask students to predict differences and similarities between slavery in the Americas, Africa and the Muslim world. Ask them to verbally defend their decision.

CLOSURE

At the essence of the historical process is the ability to make comparisons and predictions. Many traditional world history courses do not make comparisons between geographically distant civilizations. Yet, one theme of Advanced Placement World History is the ability to see comparisons both within and amongst chronological periods and between different regions. In this exercise students learned to make comparisons through Venn Diagrams.

ENRICHMENT

Have students research caste slavery in the Americas and India, African slavery as different from Muslim slavery, serfdom in Eastern Europe, and ancient slavery in Babylon, Greece and Rome.

VOCABULARY

1. SKLAVOS
2. DEBT-SLAVERY
3. BOND SLAVERY
4. INDENTURED SERVANTS
5. PRISONERS OF WAR
6. ENSERFMENT
7. CASTE SLAVERY: MAYANS, AZTECS, INCAS, HINDUS
8. CHILD ABANDONMENT AS SLAVERY
9. DOMESTIC SLAVES (HOUSE SLAVES)
10. FIELD SLAVES
11. MINE SLAVES
12. CHATTEL SLAVERY
13. INHERITED SLAVERY
14. SHARE CROPPING, TENANT FARMING
15. ENCOMIENDA, MITA SYSTEM
16. AFRICAN SLAVE TRADE
17. MEDITERRANEAN, BLACK SEA: RUSSIANS, ARABS, KHAZARS, MONGOLS, AND ITALIANS
18. TRANS-ATLANTIC SLAVE
19. MIDDLE PASSAGE
20. TRIANGULAR TRADE
21. SEASONING PERIOD
22. ASIEN TO
23. INDIES PIECE
24. LOUIS XIV: CODE NOIR
25. MULATTO
26. SALT WATER SLAVES
27. CREOLE SLAVES
28. INDIAN OCEAN SLAVE TRADE
29. ARAB SLAVE TRADE
30. THE QURAN (2.177; 2.178; 2.221; 4.92; 4.25; 16.75; 24.32; 24.33; 30.28; 58.3)
31. UMM WALAD
32. MAMELUKS
33. SLAVE SULTANATE OF DELHI; MAMELUK DYNASTY OF EGYPT
34. DEVSHIRME
35. JANISSARIES
36. PAUL'S LETTER TO PHILEMON
37. PAPAL BULLS DUM DIVERSAS (1452), ROMANUS PONTIFEX (1455); SUBLIMUS DEI (1537)
38. JOHN WESLEY AND THE METHODISTS

DOCUMENT-BASED QUESTION

AMERICAN AND MUSLIM SLAVERIES

DIRECTIONS

The following question is based on the accompanying documents. (The documents have been edited for the purpose of this exercise). The question is designed to test your ability to work with and understand historical documents. Write an essay that:

- Has relevant thesis and supports that thesis with evidence from the documents.
- Uses all or all but one of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible and does not simply summarize the documents individually.
- Takes into account both the sources of the documents and the authors' points of view.

ESSAY PROMPT

Compare the beliefs and practices of the slave systems in the Americas and in the Muslim states. What reasons would account for the differences in the two systems?

Based on the following documents, discuss the two slave trades. What types of additional documentation would help explain the differences in the two systems?

HISTORICAL BACKGROUND

Although American slavery and the Atlantic slave trade to the Americas are more widely studied, slavery is as old as the world's first civilizations. Contemporaneous to the era of the Atlantic slave trade were two other slave movements: one across the Sahara Desert and another along the East African coasts of the Indian Ocean. Both routes terminated in slave markets in the Muslim world. And over time there have been many different types of slavery and slave trades.

DOCUMENT 1

CHART: EMANCIPATION AND ABOLITION OF SLAVERY

THE AMERICAS		THE MUSLIM WORLD	
STATES	OFFICIAL END OF SLAVERY	STATES	OFFICIAL END OF SLAVERY
<i>UNITED STATES</i>	1865	<i>YEMEN</i>	1962
<i>MEXICO</i>	1829	<i>SAUDI ARABIA</i>	1962
<i>CUBA</i>	1886	<i>IRAN</i>	1929
<i>HAITI</i>	1794	<i>MAURETANIA</i>	1980
<i>VENEZUELA</i>	1854	<i>TUNISIA</i>	1846@
<i>PERU</i>	1854	<i>SUDAN</i>	1900@
<i>BRAZIL</i>	1888	<i>KUWAIT</i>	1947
<i>CHILE</i>	1823	<i>TURKEY</i>	1857
<i>ECUADOR</i>	1851	<i>ALGERIA</i>	1830-1850@
<i>PUERTO RICO</i>	1873	<i>EGYPT</i>	1882@
<i>BR. WEST INDIES</i>	1838@	<i>SOMALIA</i>	1903@
<i>FR. WEST INDIES</i>	1848@	<i>ZANZIBAR</i>	1873@
<i>COLOMBIA</i>	1851	<i>TANGANIKA</i>	1922@
<i>CENTRAL AMERICA</i>	1824	<i>FR. WEST AFRICA</i>	1903@
<i>BOLIVIA</i>	1831	<i>AFGHANISTAN</i>	1923
<i>URUGUAY</i>	1842	<i>IRAQ</i>	1924
<i>CANADA</i>	1832@	<i>JORDAN</i>	1929
<i>VIRIGN ISLANDS</i>	1848@	<i>OMAN</i>	1970

@ = Slavery ended as the result of European colonial occupation or action

DOCUMENT 2

Ahmed Baba, Muslim cleric from Timbuktu, Mali, his legal treatise, c. 1600 C.E.

“The origin of [Muslim] slavery is unbelief, and the black [slaves] are like Christians, except they are majus, pagans. The Muslims among them, like the people of Kano, Katsina, Bornu, Gobir, and all of Songhai, are Muslims, who are not to be owned. Yet some of them transgress on the others unjustly by invasion as do the Arabs, Bedouins, who transgress on free Muslims and sell them unjustly, and thus it is not lawful to own any of them. If anybody is known to have come from these [Muslim] countries, he should be set free directly, and his freedom acknowledged.”

DOCUMENT 3

A letter from an African slave in Virginia to the Bishop of London, 1723 C.E.

“Here it is to be noted that one brother is the slave of another and one sister to another, which is quite out of the way. And as for me, myself, I am my brother’s slave but my name is secret. We are commanded to keep holy the Sabbath day but we do hardly know when it comes for our taskmasters are as hard with us as the Egyptians were with the Children of Israel, God be merciful unto us. Here follows our severity and sorrowful service; we are hard used on every account. In the first place we are in ignorance of our salvation and in the next place we are kept out of the Church and matrimony is denied us and to be plain they do look no more upon us then we were dogs. We desire that our children be put to school and learned to read through the Bible, which is always at present with our prayers to God for its success before your honor these from your humble servants in the Lord. My writing is very bad, I hope your honor will take the will for the deed. I am but a poor slave that wrote it and has no other time but Sunday and hardly that at sometimes. My Lord archbishop of London, these with care, we dare not subscribe any man’s name to this for fear of our masters for if they knew, we have sent home to your honor we should go near to swing upon the gallows tree.”

DOCUMENT 4

THE USES OF SLAVES IN CUBA, 1825

USAGE OF SLAVES	# OF SLAVES	PERCENTAGE
<i>SUGAR PLANTATIONS</i>	50,000	19.45
<i>COFFEE PLANTATIONS</i>	50,000	19.45
<i>SMALL FARMS, CATTLE RANCHES</i>	31,065	12.08
<i>TOBACCO FARMS</i>	7,927	3.08
<i>DIVERSIFIED RURAL OCCUPATIONS</i>	45,000	17.51
<i>TOTAL RURAL OCCUPATIONS</i>	183,992	71.6
<i>VARIOUS URBAN OCCUPATIONS</i>	73,000	28.4
<i>TOTAL</i>	256,992	100.00

According to data gathered by Alexander von Humboldt, German geographer and scientist, 1811, and Ramon de la Sangra, Cuban botanist/demographer, 1830

DOCUMENT 5

Letter from the Turkish Grand Vizier Mustafa Reshid Pasha to the Governor of Tripoli (Libya), 1849 C.E.

“The Sultan has received, with sorrow, the shocking and evil news that a caravan which set out from Bornu in June with a great number of black slaves, bound for Fezzan, ran out of water on the way, so that 1,600 blacks perished. It is a well-known fact, which there is no need to state, and which was indeed sent in writing to your province in the time of your predecessor as governor, that while our Holy Law permits slavery, it requires that slaves be treated with fatherly care; those who act in a contrary or cruel manner will be condemned by God. Those people whose practice it is bring such slaves from inside Africa and make commerce with them, if they wish to bring thousands of God’s creatures from such far places and bring them through such vast deserts, then it is their human duty to procure the necessary food and drink for the journey, and ensure that these unfortunates suffer as little as possible on the way. When these people in no way accept this duty, and cause the death of so many human beings in misery and suffering, they are behaving in a way that is not compatible with humanity. The Sultan can neither condone nor forgive such cruel conduct, and such inhumane behavior is categorically forbidden. If slaves perish on the way, the people engaged in the trade will be subjected to various severe punishments.”

DOCUMENT 6

David Gomes Jardim, Brazilian doctor, from his report on Plantation Diseases and their Causes to the Medical Faculty in Rio de Janeiro, Brazil, 1847 C.E.

“We have constantly observed that work is assigned without concern for the strengths of the individuals; that the weak and the strong share the work alike. From this lack of consideration can come only one result, that which daily occurs: the weakest slaves are the first to die, and when they do they are completely emaciated. When I asked a planter why the death rate among his slaves was so exaggerated, and pointed out that this obviously did him great harm, he quickly replied that, on the contrary, it brought him no injury at all, since when he purchased a slave it was with the purpose of using him for only a single year to grow sugar or coffee, after which very few could survive; but that nevertheless he made them work in such a way that he not only recovered the capital employed in the purchase, but also made a considerable profit.”

DOCUMENT 7

Alfred von Kremer, Austrian scholar-diplomat, ex-ambassador to Egypt and the United States, from his published book, 1863

“The color prejudice that is maintained in so crude a form by the free sons of America, not only against genuine Africans but even against their descendants in the fourth and fifth degrees, is not known in the Orient (Middle East). Here a person is not considered inferior because he is a darker complexion. This can easily be explained from the nature of slavery in the Orient, where the slave is not separated by an insurmountable barrier from the family of his master, where the slave does not belong to a caste that is despised and barely considered human, but where in contrast, between master and slave, there is the most intimate and manifold relationship. In the Orient there can hardly be a Muslim family that is without slave blood.”

DOCUMENT 8

J. F. Keane, English visitor to Arabia, notes from his travel journals, 1881 C.E.

“The Negro is to be found here in his proper place, an easily-managed, useful worker. The Negroes are the porters, water-carriers, and performers of most of the manual and domestic labor in Mecca. Happy, well-fed, well-clothed, they are slaves, proud of their masters, in a country where a slave is honored only after his master. Slavery has an elevating influence over thousands of human beings, and but for it hundreds of thousands of souls must pass their existence in this world as wild savages, little better than animals; it, at least, makes men of them, useful men, too, sometimes even superior men. Could the Arab slave trade be carried on with safety, it might be executed more humanely; and it would, philanthropically speaking, do good to many of the human race. While every settled town under Turkish or native rule in all wide Arabia has a slave market to be stocked, our greatest efforts [to ban the slave trade] can but increase the demand and raise the markets. That there are evils in Arab slavery, I do not pretend to deny, though not affecting the Negro, once a slave. The exacting slave-driver is a character wholly unknown in the [Middle] East, and the slave is protected from caprice of any abuse of any cruel master in that he is transferable and of money value. The man who would abuse or injure his slave would maim and willfully deteriorate the value of his horse.”

DOCUMENT 9

Hans Sloan, from his Voyage to the Islands, 1706 describing conditions on the island of Barbados, 1706 C.E.

“The punishments for crimes of slaves are usually for rebellions [and include] burning them, by nailing them down on the ground with crooked sticks on every limb, and then applying the fire by degrees from the feet and hands, burning them gradually up to the head, whereby their pains are extravagant. For crimes of a lesser nature gelding (castration) or cropping off half of the foot with an axe are common. These punishments are suffered by them with great constancy. For running away they put iron rings of great weight on their ankles. For negligence they are usually whipped by the overseers with hard-wood switches, till they be all bloody. After they are whipped till they are raw, some put on their skins pepper and salt to make them smart. These punishments are sometimes merited by the slaves, who are a very perverse generation of people, and though they appear harsh, yet are scarce equal to their crimes, and inferior to what punishments other European nations inflict on their slaves in the East Indies.”

FOOTNOTES

1. Patrick Manning, *Slavery and African Life: Occidental, Oriental, and African Slave Trades*. (Cambridge, England: Cambridge University Press, 1990), 154.

Encyclopedia Americana: Grolier International Edition, vol. 25, *Skin to Sumac*. (Danbury, Connecticut: 2000), 24.

Bernard Lewis, *Race and Slavery in the Middle East: A Historical Inquiry*. (Oxford: Oxford University Press, 1990), 79-84 in passim.

Robert William Fogel and Stanley L. Engerman, *Time on the Cross: The Economics of American Slavery* (New York: W. W. Norton & Company, 1989), 33-34.

Susanne Everett, *History of Slavery* (Edison, New York: Chartwell Books, Inc., 1999), 249.

2. Robin Blackburn, *The Making of New World Slavery: From the Baroque to the Modern, 1492-1800*. (London: Verso, 1997), 81.
3. Blackburn 473.
4. Herbert S. Klein, *Slavery in the Americas: A Comparative Study of Cuba and Virginia*. (Chicago: The University of Chicago Press, 1967), 151-152.
5. Lewis 161.
6. Ronald Segal, *The Black Diaspora* (London: Faber and Faber, 1995), 76.
7. Lewis 99-100.
8. Lewis 83.
9. Blackburn 345.