

AMSCO®

ADVANCED PLACEMENT® EDITION

WORLD HISTORY: MODERN [1200-PRESENT]



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Introduction

Advanced Placement® courses can be challenging and demanding and you already have a lot of pressures in high school. So why take an AP® course like this one in world history? A growing number of students are enrolling in AP® classes because they realize the many benefits they provide, including:

- They are a great preparation for college. AP® courses require independent work, like research and analysis, and you have to cover a lot of material in a short time. Taking college level courses can help ease the transition from high school to college.
- They strengthen your college application. College admissions officers value how AP® courses show that you are ready for college level work. They indicate that you are serious about education and are able to handle a challenge.
- They can increase your chance of getting scholarship aid. Nearly one-third of colleges consider AP® work when deciding on who will get academic merit assistance.
- They save time and money. Getting college credit for classes will enable you to graduate sooner. This saves not only on tuition, but on room and board, and living expenses.
- They are associated with greater college success. Students who take AP® courses and exams have a higher likelihood than other students of academic achievement and completing college on time.
- They provide greater flexibility in college. With basic coursework handled through AP® credit, you will be free to explore elective studies, study abroad and still graduate on time, and add variety to your academic plan.

Advanced Placement® classes are a good choice whatever your academic goals are—getting into college, saving time and money, and succeeding in and enjoying your college career. The placement and credits offered will vary from college to college. The College Board’s website provides a comprehensive list of colleges and universities that accept AP® examinations and the credits they award for passing scores. The rewards of taking on the challenges of an AP® program go beyond the scores and placement. They include the development of lifelong reading, reasoning, and writing skills, as well as an increased enjoyment of history.

This introduction will help you understand the structure, content organization, and question types of the AP® World History: Modern exam.

Overview of the AP[®] World History Exam

This textbook was created to help you learn world history at the level assessed on the AP[®] World History: Modern exam. The exam emphasizes the historical thinking skills used by historians such as analyzing primary and secondary sources, making connections between ideas, and developing historical arguments. It asks students to apply three reasoning processes: explaining comparisons, explaining causation, and explaining continuity and change. The AP[®] World History: Modern exam is 3 hours and 15 minutes long. The details of the exam, including exam weighting and timing, are outlined below:

Section	Question Type	Number of Questions	Exam Weighting	Timing
I	Part A Multiple-Choice Questions	55	40%	55 minutes
	Part B Short-Answer Questions <ul style="list-style-type: none">• Question 1: Secondary source(s)• Question 2: Primary source <i>Students select one of the following:</i> <ul style="list-style-type: none">• Question 3: No stimulus• Question 4: No stimulus	3	20%	40 minutes
II	Free-Response Questions	2		
	Document-Based Question <ul style="list-style-type: none">• Question 1		25%	60 minutes (includes 15-minute reading period)
	Long Essay Question <i>Students select one of the following:</i> <ul style="list-style-type: none">• Question 2• Question 3• Question 4		15%	40 minutes

Source: Adapted from AP[®] World History: Modern Course and Exam Description

AP[®] Scoring

Each of these exam components will be explained in this introduction. AP[®] exams score student performance on a five-point scale:

- 5: Extremely well qualified
- 4: Well-qualified performance
- 3: Qualified
- 2: Possibly qualified
- 1: No recommendation

An AP[®] score of 3 or higher is usually considered evidence of mastery of course content similar to that demonstrated in a college-level introductory course in the same subject area. However, the requirements of introductory courses may vary from college to college. Many schools require a 4 or a 5.

The AP[®] exams are built differently than typical classroom tests. For example, the developers of the AP[®] exams want to generate a wider distribution of scores. They also want higher reliability, which means a higher likelihood that test takers repeating the same exam will receive the same scores. In addition, AP[®] exams are scored differently. The cutoff for a “qualified,” or level 3, score varies from year to year depending on how well a group of college students who take the test do on it.

The writers of the AP[®] exam also design it to be more difficult. If you take a practice exam before you have fully prepared for the test, don’t be surprised if you have difficulty with many of the questions. More importantly, don’t be discouraged. AP[®] World History: Modern is challenging. But like many challenges, it can be mastered by breaking it down into manageable steps.

How This Book Can Help

The goal of this textbook is to provide you with the essential content and instructional materials needed to develop the knowledge and the historical reasoning and writing skills needed for success on the exam. You can find these in the following parts of the book:

- **Introduction** This section introduces the thinking skills and reasoning processes, six course themes, and nine units of the course. A step-by-step skill development guide provides instruction for answering (1) the multiple-choice questions, (2) the short-answer questions, (3) the document-based essay question, and (4) the long essay question.
- **Concise History** The nine units, divided into 72 topics of essential historical content and accessible explanation of events, are the heart of the book. Each unit begins with an overview that sets the context for the events in the unit and a list of the learning objectives covered in each topic.
- **Maps and Graphics** Maps, charts, graphs, cartoons, photographs, and other visual materials are also integrated into the text to help students practice analytical skills.
- **Historical Perspectives** Each unit includes a section that introduces significant historical issues and conflicting interpretations.
- **Key Terms by Themes** To assist reviewing, each topic ends with a list of key terms organized by theme.
- **Multiple-Choice Questions** Each topic contains one set of three multiple-choice questions to assess your historical knowledge and skills using a variety of sources.

- **Short-Answer Questions** Each topic contains two short-answer questions to provide practice writing succinct responses.
- **Document-Based Questions** Each unit includes one DBQ for practice.
- **Long Essay Questions** Each unit contains long essay questions based on each of the reasoning processes.
- **Practice Examination** Following the final unit, the book includes a complete practice examination.
- **Index.** The index is included to help locate key terms for review.

A separate Answer Key is available for teachers and other authorized users of the book and can be accessed through the publisher’s website.

The Study of AP[®] World History: Modern

Historians attempt to give meaning to the past by collecting historical evidence and then explaining how this information is connected. They interpret and organize a wide variety of evidence from primary sources and secondary texts to understand the past. AP[®] World History: Modern should develop a student’s ability to think like a historian: to analyze and use evidence, and to deal with probing questions about events, individuals, developments, and processes from 1200 to the present. Often there is no one “answer” for historical questions any more than one historical source can provide a complete answer for a question. Rather, AP[®] teachers and readers are looking for the student’s ability to think about history and to support ideas with evidence.

AP[®] candidates should appreciate how both participants in history and historians differ among themselves in their interpretations of critical questions in world history. Each unit of this book includes a Historical Perspectives feature to introduce some of the issues raised and debated by historians. The AP[®] World History: Modern exam does not require an advanced knowledge of historiography—the study of ways historians have constructed their accounts of the past—which some refer to as “the history of history.” Nevertheless, prior knowledge of the richness of historical thought can add depth to your analysis of historical questions.

Students planning to take the AP[®] World History: Modern exam also need to become familiar with and then practice the development of 1) historical thinking skills, 2) the reasoning processes to apply when engaging in historical study, 3) thematic analysis, and 4) the concepts and understandings of the nine units that provide the organization of the course content. These four course components are explained below for orientation and future reference.

Don’t become overwhelmed with this introduction, or try to comprehend all the finer points of taking the AP[®] exam in the first few days or weeks of studying. Mastery of these skills and understanding takes time and is an ongoing part of the study of AP[®] history. This introduction will become more helpful as a reference after you have studied some historical content and have begun to tackle actual assignments.

The Historical Thinking Skills and Reasoning Processes

Advanced Placement® history courses encourage students to become “apprentice historians.” The College Board, which creates the AP® exams, has identified six historical thinking skills and three historical reasoning processes for this course. Every question on the exam will require you to apply one or more of these skills or processes. Questions and features at the end of each topic and unit provide frequent opportunities to use them.

Historical Thinking Skills

Throughout the AP® World History: Modern course, students develop the complex skills that historians exhibit, and benefit from multiple opportunities to acquire these skills. These six skills are:

- 1. Identify and explain **historical developments and processes**.**
This involves, based on the historical evidence, identifying the characteristics and traits of a historical concept, development, or process. Using specific historical evidence, it requires explaining how and why a historical concept, development, or process emerged.
- 2. Analyze **sourcing and situation** of primary and secondary sources.**
This requires identifying the point of view, purpose, historical situation, or audience of a historical source and describing its significance and limitations.
- 3. Analyze **claims and evidence** in primary and secondary sources.** This involves identifying what a source is trying to prove and the evidence used to support the argument, comparing the arguments of at least two sources, and explaining how the evidence affects the argument.
- 4. Analyze the **context** of historical events, developments, or processes.**
This entails identifying and explaining how a specific historical development or process fits within a historical context.
- 5. Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and **connections** between and among historical developments and processes.** This skill allows students to connect all concepts by identifying patterns among historical developments and processes and explaining how one historical development or process relates to another one.
- 6. Develop an **argument**.** This requires: making a historically defensible claim; supporting an argument with evidence; using historical reasoning to explain relationships within pieces of evidence; and corroborating, qualifying or modifying an argument.

Historical Reasoning Processes

Historical reasoning processes are taught in AP[®] World History: Modern and tested on the exam. These are the basic cognitive methods that historians use to understand the past and connect with the historical thinking skills. They include:

- 1. Comparison** This skill is the ability to describe, compare, contrast, and evaluate two or more historical events or developments in the same or different eras or periods, or in the same or different locations. It requires an ability to identify, compare, contrast, and evaluate a given historical event or development from multiple perspectives.
- 2. Causation** This skill is the ability to identify, analyze, and evaluate the relationships among many historical events and developments as both causes and effects. Not all causes and effects are equally important. A key task of a historian is to determine which causes and effects are primary, and which are secondary. Showing persuasive evidence of causation is difficult. Many events are simply correlated, which means they occur at the same time or one occurs right after the other, but there is no persuasive evidence that one caused the other.
- 3. Continuity and Change over Time** This skill is the ability to recognize, analyze, and evaluate the dynamics of history over periods of time of varying lengths, often investigating important patterns that emerge. The study of themes in history (explained later in this introduction) is often the tool of choice to understand continuity and change over time.

Course Themes

Each AP[®] World History: Modern exam question is also related to one or more of six course themes. The strong focus on these six themes and related concepts will help you think about the main ideas and deepen your understanding of world history. They help identify trends and processes that have developed throughout centuries in different parts of the world:

- 1. Humans and the Environment** The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
- 2. Cultural Developments and Interactions** The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

- 3. Governance** A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.
- 4. Economic Systems** As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.
- 5. Social Interactions and Organization** The process by which societies group their members, and the norms that govern the interactions between these groups and between individuals, influence political, economic, and cultural institutions and organizations.
- 6. Technology and Innovation** Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

Source: Adapted from AP[®] World History: Modern Course and Exam Description

Understanding and applying the themes will enable you to make connections across units (explained below) and to think about broad historical ideas and trends.

Course Units

The AP[®] World History: Modern course is divided into nine units that are arranged in a sequence frequently used in college texts. Chronological periods are covered in two or three specific units although the dates are not intended to be limiting. Events, processes, and developments may begin before, or continue after, the dates assigned to each unit. Each unit will include examining the topics using historical thinking skills and reasoning processes. The units are further broken down into topics. The nine historical units are:

- **The Global Tapestry (c. 1200 to c. 1450)** This unit's topics address developments in East Asia, Dar al-Islam, South and Southeast Asia, and Europe, and state building in the Americas, as well as comparisons of these various developments.
- **Networks of Exchange (c. 1200 to c. 1450)** This unit's topics address important trade and cultural interchange developments including the Silk Roads, the Mongol Empire, and the Indian Ocean and trans-Saharan trade. The unit discusses the cultural and environmental consequences of these exchanges and suggests economic comparisons of the various networks.

- **Land-Based Empires (c. 1450 to c. 1750)** This unit describes and compares the expansion, administration and belief systems of various land-based empires.
- **Transoceanic Interconnections (c. 1450 to c. 1750)** This unit includes: the technological innovations of that time; the causes and events connected to exploration in that period; the trade of natural resources, populations, technology, and diseases between the Americas, Europe, and Africa after Columbus' explorations; and the establishment, maintenance and development of maritime empires. It addresses challenges to state power and changes in social hierarchies and focuses on a discussion of continuity and change during this period.
- **Revolutions (c. 1750 to c. 1900)** This unit first deals with the Enlightenment, nationalism, and revolutions during this period. It then focuses on the Industrial Revolution: its beginnings, spread, and the associated technologies. The unit further addresses the role of governments, economic developments, reactions to the industrial economy, and societal changes in the age of industrialization. Finally, it concentrates on examining continuity and change during this period.
- **Consequences of Industrialization (c. 1750 to c. 1900)** This unit addresses the rationales for imperialism and describes the state expansion at that time, as well as the indigenous populations' response to it. Global economic development and imperialism are topics, and the causes and effects of migration are discussed. This unit emphasizes causation as an essential reasoning process in historical analysis.
- **Global Conflict (c. 1900 to the Present)** This unit examines the global power shifts after 1900 and the causes and conduct of World War I. It explores the economy between the two world wars, the tensions following World War I, and the causes and conduct of World War II. The unit also discusses the mass atrocities after 1900 and examines causation in global conflict.
- **Cold War and Decolonization (c. 1900 to the Present)** This unit begins with the antecedents of the Cold War and decolonization. It discusses the period of the Cold War, its effects, and its end. It addresses the spread of communism and decolonization, including resistance to established power structures and newly independent states. It finally focuses on causation in this period.
- **Globalization (c. 1900 to the Present)** This unit examines advances and limitations of technology after 1900. It considers economics in the global age as well as the calls for reform. Globalized culture and institutions are addressed and the resistance to globalization is reviewed. The final topic emphasizes continuity and change in the era of globalization.

The following table specifies the weight given to each unit in the AP[®] exam.

Unit	Chronological Period	Exam Weighting
Unit 1: The Global Tapestry	c. 1200 to c. 1450	8–10%
Unit 2: Networks of Exchange	c. 1200 to c. 1450	12–15%
Unit 3: Land-Based Empires	c. 1450 to c. 1750	12–15%
Unit 4: Transoceanic Interconnections	c. 1450 to c. 1750	12–15%
Unit 5: Revolutions	c. 1750 to c. 1900	12–15%
Unit 6: Consequences of Industrialization	c. 1750 to c. 1900	12–15%
Unit 7: Global Conflict	c. 1900 to the present	8–10%
Unit 8: Cold War and Decolonization	c. 1900 to the present	8–10%
Unit 9: Globalization	c. 1900 to the present	8–10%

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Answering the AP[®] Exam Questions

History, like any field of study, is a combination of subject matter and methodology. The history thinking skills, reasoning processes, and themes are methods or tools to explore the subject matter of history. One cannot practice these skills without knowledge of the historical content and understanding of specific historical evidence.

The following section provides suggestions for development of another set of skills useful for answering the questions on the AP[®] exam. Again, the “mastery” of these skills, particularly writing answers to AP[®] questions, takes practice. This section will suggest how to develop the skills related to each different kind of question on the exam:

- multiple-choice questions
- short-answer questions
- document-based questions
- long essay questions

The AP[®] exam assesses six historical thinking skills.

Historical Thinking Skill	Multiple-Choice Questions	Free-Response Questions
Skill 1: Developments and Processes	Multiple-choice questions assess students' ability to identify and explain historical developments and processes.	The short-answer questions, document-based question, and long essay question assess students' ability to identify and explain historical developments and processes.
Skill 2: Sourcing and Situation	Multiple-choice questions assess students' ability to analyze sourcing and situation of primary and secondary sources. Students will need to identify and explain a source's point of view, purpose, historical situation and audience, including its significance. Additionally, students will need to explain how the sourcing and situation might limit the use(s) of a source.	Short-answer questions 1 and/or 2 assess students' ability to analyze the sourcing or situation in primary or secondary sources. The document-based question assesses students' ability to analyze how the point of view, purpose, historical situation, and/or audience is relevant to an argument.
Skill 3: Claims and Evidence in Sources	Multiple-choice questions assess students' ability to analyze arguments in primary and secondary sources, including identifying and describing claims and evidence used. Additionally, students will need to compare arguments and explain how claims or evidence support, modify, or refute a source's argument.	Short-answer questions 1 and/or 2 assess students' ability to analyze arguments in primary or secondary sources. The document-based question also provides opportunities for students to analyze arguments in primary sources.
Skill 4: Contextualization	Multiple-choice questions assess students' ability to identify and describe a historical context for a specific historical development or process as well as explain how a specific development or process is situated within a broader historical context.	The document-based question and long essay question assess students' ability to describe a broader historical context relevant to the topic of the question. One or two of the short-answer questions may also assess this skill.
Skill 5: Making Connections	Multiple-choice questions assess students' ability to analyze patterns and connections between and among historical developments and processes using historical reasoning (e.g., comparison, causation, continuity and change).	The document-based question, long essay question, and one or more of the short-answer questions all assess this skill.
Skill 6: Argumentation	No multiple-choice questions explicitly assess the argumentation skill.	The document-based question and long essay question assess argumentation.

Source: AP[®] World History: Modern Course and Exam Description

Section I: Part A—Multiple-Choice Questions (MCQs)

The College Board asks 55 multiple-choice questions on the AP® World History: Modern exam, and students have 55 minutes to complete this section. Questions will be related to the analysis of a stimulus—a primary or secondary source, such as a passage, image, map, or table. Each question will have one best answer and three distracters. The questions will emphasize the student's ability to analyze the source and use the historical reasoning skill the question requires. This textbook provides preparation for the multiple-choice questions section of the exam through items at the end of each topic and on the Practice Exam at the end of the book. The MCQs in this book are similar in form and purpose to those appearing on the AP® exam but are also designed to review the content and understanding of the topic. A plan of action for answering multiple choice questions consists of several steps:

- **Analyzing the Stimulus** On the AP® exam, multiple-choice questions will be introduced with a stimulus. When analyzing a stimulus, ask yourself basic questions to spark your thinking: Who? What? When? Where? and Why? Beyond these questions, one of the most important questions to ask is, “What is the point of view of the author, artist, or speaker?” The multiple-choice questions about an excerpt will test your understanding of it. In addition, the questions will focus on one or more historical thinking skills.
- **Making a Choice** You need to read the stem (the question or statement before the choices of possible answers) and all four choices carefully before you choose your answer. More than one choice may appear to be correct at first, but only one will be the best answer. If you are confident which answer is best, eliminate answers you recognize as incorrect. Choices that include words that reflect absolute positions, such as always or never are seldom correct, since historical evidence can rarely support such clarity. Make judgments about the significance of a variety of causes and effects. Since the exam format does not deduct for incorrect answers, you get no penalty for guessing wrong. So you should answer every question. Obviously, though, the process of first eliminating a wrong answer or two before guessing increases your chances of choosing the correct answer.
- **Budgeting Your Time** The exam allows 55 minutes to answer the 55 questions. Fifty-five minutes does not allow enough time to spend 2 or 3 minutes on difficult questions. For questions involving a passage, chart, or picture, read the question first. If you find a question is hard, make a guess and then come back to it later if you have time.

Recommended Activities Practicing sample multiple-choice questions is important before the exam, if for no reason other than to reduce the number of surprises about the format of the questions. However, for many students, the review of content through multiple-choice questions is not the most productive

way to prepare for the exam. The purpose of the chapter content in this text is to provide a useful and meaningful review of the essential concepts and evidence needed for the exam. By reviewing the essential facts in the historical content, you will better recall and understand connections between events, which is extremely important for applying the historical reasoning skills.

Section I: Part B—Short-Answer Questions (SAQs)

The AP[®] World History: Modern exam will include four SAQs. No thesis is required in the SAQ answers. You will have 40 minutes to answer three of them. Each question consists of three parts, labeled A, B, and C.

- Short-answer question 1 is required and includes a secondary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.
- Short-answer question 2 is required and includes a primary source stimulus. The topic of the question will include historical developments or processes between the years 1200 and 2001.
- Students may select either short-answer question 3 or 4, neither of which includes a stimulus. Short-answer question 3 will focus on historical developments or processes between the years 1200 and 1750. Short-answer question 4 will focus on historical developments or processes between the years 1750 and 2001.

Section II: Free Response Questions— Document-Based Question (DBQ)

The exam includes one document-based question (DBQ) that includes seven documents. The topic of the DBQ will include historical developments or processes between the years 1450 and 2001. The answer should do the following:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Use the provided documents to support an argument in response to the prompt.
- Use historical evidence beyond the documents relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Source: AP[®] World History: Modern Course and Exam Description

In short, you should state a clear thesis and provide support for it from the documents. To receive a top score, you will need to refer to at least six of the documents in your analysis. To strengthen the probability of earning the maximum point value for this question, however, use all seven documents. In addition, you should analyze one or more of these elements of three documents:

- the creator’s point of view
- the creator’s purpose
- the historical situation when the document was produced
- the intended audience for the document

Some teachers refer to this analysis of the elements as “sourcing” the document. Earning credit for sourcing a document requires more than a simple statement such as “The intended audience is the elite class.” You will also need to state the significance of this analysis. In other words, give a reason or further explanation of the significance for the point of view, purpose, historical situation, or intended audience. To determine significance, ask yourself, “What is the creator’s point of view?” “Why did the creator produce the document?” “In what historical situation was the document created?” “What audience was the creator addressing?” The answers to these questions are often overlapping.

Besides using evidence stated in the documents, you should include outside knowledge in your response. This consists of additional examples, details, and analysis that provide context or clarify what is in the documents or that provide new information that supports your thesis. Answering a DBQ builds on the skills for writing responses to the essay questions. (These are discussed in more detail in the following section on the long essay question.) The same skills apply here:

- Write a thesis statement that addresses all parts of the question.
- Provide historical context for your argument.
- Build argumentation supported by relevant specific evidence.
- Use the historical thinking skill targeted in the question.
- Use evidence in a compelling way.

The most important difference between a DBQ response and a long essay is that your DBQ response should refer to specific sources to support arguments. A common mistake writers make in answering a DBQ is to write little more than a descriptive list of the documents. The order of the documents in the DBQ should not control the organization of the essay. Rather, group the documents based upon how they support your thesis. Analyze the documents for evidence they provide, and integrate them into an organized and persuasive essay.

In a strong essay, a writer groups pieces of evidence from the documents that relate to each other. However, grouping requires more than simply placing related evidence within the same paragraph. It also requires seeing commonalities and contradictions in the evidence, and explaining how they both fit your argument. Words and phrases such as *similarly*, *in addition*, and *as well as* alert the reader that you see a common element among the documents. Phrases such as *in contrast to* or *this is different from* alert the reader that you see contradictory evidence in the documents.

Use the practice DBQs to develop your historical reasoning skills as well as the writing skills needed for answering the DBQ on the exam. Here are some tips for writing an effective DBQ:

1. Use the 15-minute reading period to make marginal notes on the documents. Underline key parts of the prompt to help keep you on track. Before writing, formulate a thesis that addresses all parts of the question.
2. Keep references to the documents brief. Because the exam readers know the content of the documents, you do not need to quote them. A reference to the document's author or title is enough. Many writers simply cite the document number in parentheses, such as (Doc. 1). Readers like this system as well because it is simple and clear.
3. Use all of the documents. However, recognize that each document represents a point of view, and some might contain information that is not accurate.
4. Address contradictory evidence. Your thesis should be complex enough to account for evidence that does not support your argument, and you should demonstrate that you understand other points of view and the context in which documents were created. Demonstrate your judgment about the sources based on your knowledge of the historical period.

Recommended Activities As a prewriting activity for the DBQs, work with a small group of classmates to read and discuss a contemporary primary source document and two historical ones. For each, discuss the author's point of view, intended audience, purpose, and historical context. Following is a practice scoring guide for DBQs based on the College Board's grading rubric. (Check apcentral.collegeboard.com for the full rubric and any updates.) Use this guide to evaluate your work and to internalize the criteria for writing a strong DBQ essay.

Scoring Guide for a Document-Based Question Answer

A. Thesis/Claim: 0–1 Point

- 1 point for a historically defensible thesis/claim that establishes a line of reasoning to address the question and does not merely restate it. The thesis must be at least one sentence and located in one place, either in the introduction or in the conclusion.

B. Contextualization: 0–1 Point

- 1 point to describe the broader historical context of the question, such as developments either before, during, or after its time frame. Describing the context requires more than a mere phrase or reference.

C. Evidence: 0–3 Points

Evidence from the Documents: 0–2 Points

- 1 point for accurately describing the content of three documents that address the question.

OR (Either the 1 point above or the 2 points below, but not both.)

- 2 points for accurately describing the content of six documents and using them to support the arguments used in response to the question. Using the documents requires more than simply quoting them.

Evidence Beyond the Documents: 0–1 Point

- 1 point for using at least one additional piece of specific historical evidence beyond those found in the documents that is relevant to the arguments for the question. The evidence must be different from evidence used for the contextualization point and more than a mere phrase.

D. Analysis and Reasoning: 0–2 Points (Unlike the LEQ scoring, both points can be gained)

- 1 point for using at least three documents to explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument used to address the question.
- 1 point for demonstrating a complex understanding of the historical developments by analyzing the multiple variables in the evidence. This can include analyzing more than one cause, both similarities and differences, both continuity and change, and/or the diversity of evidence that corroborates, qualifies, or modifies an argument used to address the question.

Source: AP® World History: Modern Course and Exam Description

Section II: Free Response Questions

Long Essay Questions (LEQs)

In forty minutes, test takers will answer one of three questions with a long essay. All three options focus on the same reasoning process, but on historical developments and processes in different time periods. The first period is from 1200 to 1750, the second from 1450 to 1900 and the third from 1750 to 2001.

Before you begin to write, take a few minutes to identify key points and plan the structure of your essay. Your essay responses will be evaluated on the argument you present. It is important to provide a clear thesis and support it with evidence.

Development of Essay Writing Skills

Begin developing your writing skills as soon as the course starts. Rather than simply writing and rewriting complete essays, break down the skills needed to write an effective AP[®] history essay into sequential steps and work on one of them at a time. Following are basic steps in writing an essay:

- Analyze the question.
- Organize the evidence.
- Take a position and express it in a thesis and introductory paragraph.
- Write the supporting paragraphs and conclusion.
- Evaluate the essay.

1. Analyze the Question Some students rush to start writing and fail to grasp the question fully. Before writing, ask yourself two questions:

- What is the topic?
- What is the historical reasoning skill?

Read over the question or prompt two or more times. What are the key words or phrases in the question? Underline them. They could be verbs such as *evaluate*, *analyze*, *explain*, *support*, or *refute*. All questions have one thing in common: They demand the use of historical reasoning skills and analysis of the evidence. An essay answer will not receive full credit by simply reporting information: You need to demonstrate that you can use the targeted historical reasoning skill.

An essay that fails to deal with all parts of the question will receive a lower score than one that addresses the entire question. The few seconds you take to identify the topic and key reasoning process will help you avoid the mistake of writing a clear, information-rich essay that receives little or no credit because you answered a question that was not asked.

Recommended Activity As an initial skill-building activity, analyze essay questions provided throughout this book. Underline the key words that indicate what the writer should do, and circle the words that indicate the specific parts or aspects of the content that need to be addressed.

2. Organize the Evidence Directions for the AP[®] World History: Modern exam advise students to spend some time planning before starting to answer the essay question. This advice emphasizes how critical it is to first identify what you know about the question and then organize your information. A recommended practice is to spend five minutes to create a brief outline, table, or other graphic organizer summarizing what you know about the question.

Recommended Activity Practice identifying the type of evidence you will need to answer questions by creating an outline, table, Venn diagram, or other graphic organizer for a provided sample essay question.

3. State Your Thesis in the Introductory Paragraph After you organize the evidence that you know, you can write a thesis statement that you can support. A strong thesis, or argument, is an essential part of every long essay answer. Writers usually state the thesis in the first paragraph and they often restate it in the final paragraph.

A thesis must be more than a restatement of the question. A thesis requires taking a position on the question. In other words, it must be evaluative. Many students have difficulty taking a position necessary to build a strong argument. Sometimes they are afraid of making a mistake or taking a position they think the readers will disagree with. But think about the nature of history. History does not offer the certitude of mathematics or the physical sciences. Disagreement over the interpretation of historical evidence develops because of the limitations of the evidence available and the differing perspectives of both participants and historians. AP[®] readers are looking not for the “right answer” but for a writer’s ability to interpret the evidence and use historical support for that interpretation. If you think that you can write an essay without making some judgment that results in a thesis statement, you have not understood the question.

Recommended Activity Work with one or two partners. Each of you should write a prompt that might appear on a test based on a current event in the news. Exchange prompts. Then write a thesis statement in response to your partner’s prompt. Compare and discuss your thesis statements using these guide questions:

- Does the thesis take a position?
- Does the thesis offer an interpretation of the question?
- Does the thesis help organize ideas for an essay?

The main point of the first paragraph is to state clearly a thesis that addresses the question. Readers will look for a clear thesis that sets the organization for the rest of the essay. An effective introductory paragraph may also provide the context of the question and a preview of the main arguments that will be developed in the subsequent paragraphs. However, this additional information should not distract from the thesis statement.

One classic model for making an argument is the five-paragraph essay. It consists of a one-paragraph introduction, three paragraphs of support, and a one-paragraph conclusion that ties back to the introduction. This model shows the importance of the introductory paragraph in shaping the full essay, including the arguments to be developed. However, the total number of paragraphs in your essay is for you to determine. Your introduction and your conclusion might each require more than one paragraph, and you are likely to need more than three paragraphs of support.

Recommended Activity Practice writing introductory paragraphs for the sample essay questions. Next, follow up the introductory paragraph with an outline of the supporting paragraphs. For each paragraph, list historical evidence that you will link to the thesis. The exercise of writing an introductory paragraph and an outline of your supporting paragraphs helps in two ways.

- It reinforces the connection of the main points in the introduction to the supporting paragraphs.
- It requires you to think in terms of historical evidence before you start writing a complete essay.

4. Write the Supporting Paragraphs and Conclusion The number and lengths of the paragraphs forming the body of the essay will vary depending on the thesis, the main points of your argument, and the amount of historical evidence you present. To receive the highest score, you must also explain how specific historical evidence is linked to the thesis. Each essay also will have a targeted historical reasoning skill that you should use to analyze the historical development or process you identified in your thesis.

The list that follows shows the main focus of an essay based on key words in the prompt.

- **Compare:** Provide a description or explanation of similarities and/or differences.
- **Describe:** Provide the relevant characteristics of a specified topic.
- **Evaluate:** Judge or determine the significance or importance of information, or the quality or accuracy of a claim.
- **Explain:** Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning. Explaining “how” typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explaining “why” typically requires analysis of motivations or reasons for the relationship, process, pattern, position, situation, or outcome.
- **Identify:** Indicate or provide information about a specified topic, without elaboration or explanation.
- **Support an Argument:** Provide specific examples and explain how they support a claim.

Source: AP[®] World History: Modern Course and Exam Description

Besides your ability to address the targeted reasoning process, your essay will be assessed on how well you develop your argument. Readers will consider how well you use specific historical evidence, recognize the historical context, and include evidence from outside the theme and time period of the question prompt. Your goal is not to fill a specific number of pages but to write an insightful, persuasive, and well-supported answer. Many students fail to achieve the full potential of their essay because they simply list a few generalities or a “laundry list” of facts, and they do not answer the full question.

Keep in mind that the readers of your essay are not looking for a retelling of history, or “stories.” They will be grading you on your ability to craft an analytical essay that supports an argument with specific evidence. A short yet concise essay in which every word has a purpose is better than an essay bloated with fillers, flowery language, and interesting stories.

Your conclusion should restate the thesis. In addition, it should answer the larger question of “So what?” That is, the conclusion should provide the context and explain why the question is relevant in a broader understanding of history.

General Writing Advice Here are some tips to keep in mind as you start practicing the writing of history essays for the exam.

- Write in the third person. Avoid using first-person pronouns (I, we). Write your essay in the third person (it, they, she, etc.).
- Write in the past tense. Use past tense verbs, except when referring to sources that currently exist (e.g., the document implies).
- Use the active voice. Readers prefer the active voice (“The Mongols conquered China.”) over the passive voice (“China was conquered by the Mongols.”) because it states cause and effect more clearly.
- Use precise words. Use words that clearly identify persons, factors, and judgments. Avoid vague verbs such as felt. Use stronger verbs instead such as insisted, demanded, or supported. Also, avoid vague references, such as they and others, unless you are clearly referring to people already identified. Use specifics, such as Louis XVI of France. Use verbs that communicate judgment and analysis, such as reveal, exemplify, demonstrate, imply, and symbolize.
- Explain key terms. The majority of questions will deal with specific terms, and an essential part of your analysis should be an explanation of these terms.
- Anticipate counterarguments. Consider arguments against your thesis to show that you are aware of opposing views. The strongest essays confront conflicting evidence by explaining why it does not undercut the thesis. The statement of counterarguments is known as the concession or the conciliatory paragraph. Writers often present it directly following the introduction.
- Remain objective. Avoid opinionated rhetoric. The AP® test is not the place to argue that one group was the “good guys,” while another was the “bad guys.” And do not use slang terms such as “bad guys”!
- Communicate your organization. Each paragraph in your essay should develop a main point that is clearly stated in the topic sentence. It is also good practice to provide a few words or a phrase of transition to connect one paragraph to another. Each paragraph should also include a sentence that links the ideas in the paragraph to the thesis statement.
- Return to the thesis. Writers often restate their thesis in the final paragraph in a fresh and interesting manner or explain its significance. The conclusion should not try to summarize all the data or introduce new evidence. If you are running out of time, but have written a well-organized essay with a clear thesis that is supported with evidence, your conclusion can be very short. As noted earlier, including your thesis in the first and the last paragraph helps you make sure you have stated it clearly.

Recommended Activity Your first effort to write an AP® World History: Modern essay will be a more positive experience if it is an untimed assignment. After gaining confidence in writing the essay, you should try your hand at a timed test similar to that of the AP® exam (40 minutes for the essay). The purpose of such practice is to become familiar with the time constraints of the exam and to learn ways of improving the clarity as well as the efficiency of your writing and to gain insight into the type of information needed. The feedback from these practice tests—whether from teachers, peers, or self-evaluation—is essential for making progress.

5. Evaluate Your Essay Peer evaluation, as well as self-evaluation, can also help you internalize the elements of an effective essay and learn ways to improve. Breaking down the process into manageable steps is one key for improvement. The use of the essay-evaluation techniques can help students better understand the characteristics of an excellent essay.

Recommended Activity The following activity provides a set of questions about how effectively an essay achieves the elements that the AP® readers look for in their grading:

- 1. Introductory Paragraph** Underline the thesis and circle the structural elements identified in the introduction. How effectively does the introductory paragraph prepare the reader for the rest of the essay? How might you improve the introductory paragraph?
- 2. Thesis** Is the thesis clear? Does it take a position and address all parts of the question?
- 3. Analysis** Does the body of the essay provide analysis of the question? Does the body reflect the argument and controlling ideas stated in the introductory paragraph? Does the body acknowledge opposing points of view? How could the analysis be improved?
- 4. Evidence** Is the thesis supported clearly with substantial, relevant information? Is the evidence clearly connected to the stated thesis through strong paragraph topic sentences? What significant additional information or evidence could have been used for support?
- 5. Errors** What minor or major errors in fact or analysis does the essay display?
- 6. Presentation** How well organized and persuasive is the essay? Do the supporting paragraphs and their topic sentences address all parts of the essay prompt and stated thesis? Do paragraph composition, sentence structure, word choice, and spelling add to or detract from the essay? Identify areas that need improvement.

Recommended Activity Evaluation by a teacher and self-evaluation of essay work may be initially less threatening than peer evaluation, but once a level of confidence is established, peer evaluation can help you become a better writer and is often the most useful form of feedback.

This scoring guide for the long essay question is based on the College Board’s grading rubric. (Check apcentral.collegeboard.com for the full rubric and any updates.) Use the guide to evaluate your work and internalize the characteristics of a strong long essay.

Scoring Guide for a Long Essay Question Answer

A. Thesis/Claim: 0–1 Point

- 1 point for a historically defensible thesis/claim that establishes a line of reasoning to address the question and not merely restate it. The thesis must be at least one sentence and located in one place, either in the introduction or in the conclusion.

B. Contextualization: 0–1 Point

- 1 point to describe the broader historical context of the question, such as developments either before, during, or after its time frame. Describing the context requires more than a mere phrase or reference.

C. Evidence: 0–2 Points

- 1 point for identifying specific historical examples of evidence relevant to the question.
- OR** (Either the 1 point above or the 2 points below, but not both.)
- 2 points for using specific and relevant historical examples of evidence that support the arguments used to address the question.

D. Analysis and Reasoning: 0–2 Points

- 1 point for using historical reasoning to frame or structure the arguments that address the question, such as causation, comparison, or continuity and change over time. Reasoning may be uneven or not as complex as needed to gain 2 points.
- OR** (Either the 1 point above or the 2 points below, but not both.)
- 2 points for using historical reasoning and demonstrating a complex understanding of the historical developments by analyzing the multiple variables in the evidence. This can include analyzing more than one cause, both similarities and differences, both continuity and change, and/or the diversity of evidence that corroborates, qualifies, or modifies an argument used to address the question.

Source: AP® World History: Modern Course and Exam Description

Review Schedule

Plan how you will prepare to take the AP[®] World History exam. Set a schedule for your review of each unit. You might spread your review over a long or a short amount of time. Many students find that study groups are helpful. The following is a sample of a review schedule using this text. It assumes the review will take place over six weeks:

- Week 1: Review writing skills
- Week 2: Period 1, (Units 1–2)
- Week 3: Period 2, (Units 3–4)
- Week 4: Period 3, (Units 5–6)
- Week 5: Period 4, (Units 7–9)
- Week 6: Complete and review the Practice Exam

Staying with a schedule requires discipline. A study group that chooses a specific time and place to meet and sets specific objectives for each meeting can reinforce the discipline of all its members. Some individuals may find it more productive to create a review schedule for themselves. If this review text has been used in conjunction with a history course, your familiarity with the essential content and skills developed in this book should make it an even more convenient and efficient review tool.