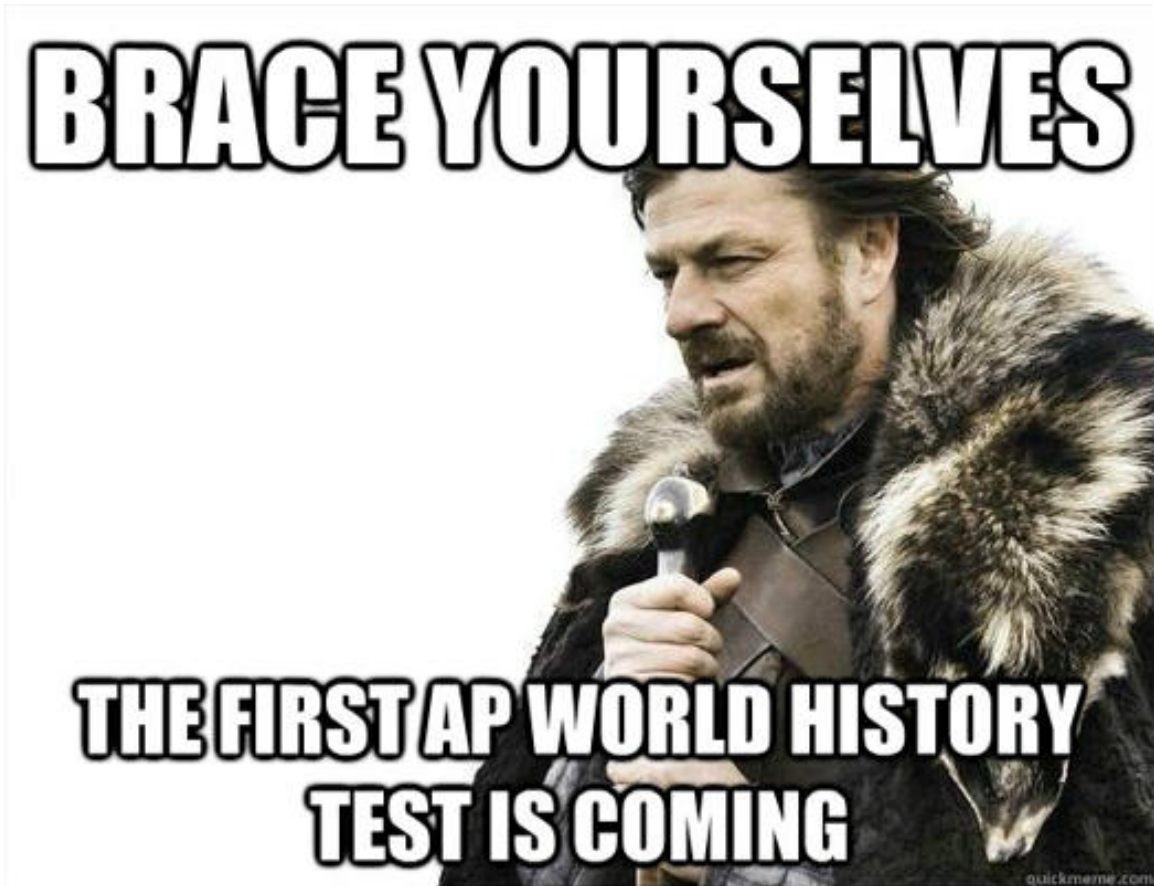


The Sultztonian Institute

Presents:
The Ultimate AP World History AP Writing Guide



AP Student Curriculum Review

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Writing Tips

Doing well on the AP World History exam really relies on your ability to understand patterns in history. By familiarizing yourself with trends in history as opposed to memorizing facts, you can get a 5 on the AP World History exam.

Thesis/Introductory Paragraphs for AP World History

1. Answer ALL of the question: Make sure your thesis addresses every single part of the question being asked for the free response section. Missing a single part can cost you significantly in the grading of your essay.

2. Lean one way: Trying to appease both sides creates an argument that's not nearly as strong as if you take a stance.

3. Lead your reader: Help your reader understand where you are going as you answer the prompt to the essay—provide them with a map of a few of the key areas you are going to talk about in your essay.

4. Organize with strength in mind: When outlining the respective topics you will be discussing, start from the topic you know second best, then the topic you know least, before ending with your strongest topic area. In other words, make your roadmap 2-3-1 so that you leave your reader with the feeling that you have a strong understanding of the question being asked.

5. Understand the word “Analyze”: When the AP exam asks you to analyze, you want to think about the respective parts of what is being asked and look at the way they interact with one another. This means that when you are performing your analysis, you want to make it very clear to your reader of what you are breaking down into its component parts. For example, what evidence do you have to support a point of view? Who are the important historical figures or institutions involved? How are these structures organized? How does this relate back to the overall change or continuity observed in the world?

Writing Rules

1. Before you look at a document take at **LEAST** five minutes to plan your essay. Cover the documents with writing paper. Focus on the historical thinking skill that is being assessed. If it is comparison, draw a Venn diagram. If it is a CCOT you must draw a timeline. A CCOT can quickly morph into a comparison essay. Make sure to use the words from the AP History Reasoning Skills (HRS). Think of as much outside evidence as possible. Brainstorm your contextualization information. The biggest mistake made is a complete reliance on the documents and the student's inability to put the information from the documents into their argument. Make sure you answer (with an adjective) “evaluate the extent...”

2. The thesis **MUST** be in the first paragraph and be multi-sentenced. The first sentence should answer prompt (“to a large extent...” and the second sentence must include at least two specific historical examples that support the argument made in your first sentence. Your thesis must answer all parts of the prompt with specific evidence (use the exact words from the prompt) with a historically defensible claim.

3. Start off **EACH** paragraph with the historical thinking skill that is in the prompt. For example: A main cause of the rise of the Roman Empire was, or The rise of Rome was extremely different than the Gupta Empire... or, The rise of the Ottoman Empire represented a significant change from the rise of the roman empire...

4. Do not write about the documents in order. This typically signifies a student's inability to answer prompt with the information from the document. You may use (and should) use more than one document per paragraph.

5. Refer to document by source and then put the document numbers in parenthesis for example, “According to Winston Churchill (doc 1)...

6. HIPP the document in the paragraph where you analyze the document. Do not use the documents to support your argument and then HIPP the docs at the end of the essay. HIPP must now be linked to the prompt. Attempt

to use the information from all 7 documents to answer the prompt and answer to **HIPP at least 4 (insurance)**. HIPP is difficult and should be multi-sentenced.

7. NEVER use personal pronouns and it may be best to avoid pronouns all together. Pronouns must ALWAYS be identified before they are used.

8. HIPP HELP! All parts of HIPP require knowledge not explicitly found in the document. The first thing you must do is use the information in the document to answer the prompt (No Quotes) then you HIPP the document.

H- Historical context (or historical situation)- When and where was the source produced? What contemporaneous events might have affected the author's viewpoint and/or messages? How does the context affect the reliability of the source?

I- Intended audience- Who was the source created for? How might the audience have affected the content of the source? You MUST explain the significance of the audience and go beyond what is in the source line. Who was the secondary audience? Often the audience ties to the author's purpose.

P- Purpose- Why did the author create the source? What is in it for the author? What does she/he have to gain? (fame/money/political power/prestige) What type of ACTION would the author want (do not write the purpose is to inform)? The purpose you analyze in HIPP must not be what is obvious in the document. This takes time and thought

P- Point of view- What was the author's point of view?

Start with the source line (CORNPEG) and EXPLAIN HOW this impacted or shaped the author's point of view.

C -Class

O-Occupation

R – Religion

N - Nationality

P - Political Position

E - Ethnicity and/or race

G - Gender

9. Helpful hints: When you are speculating uses phrases like “may have,” or “could be.” NO absolutes. You only need to use one of the four HIPP for three + 1 insurance of the seven documents. When writing a full DBQ, attempt to **HIPP four of the documents**. HIPP is hard and each HIPP should be **multi-sentenced**.

10. HIPP analysis. Some documents naturally lend themselves to **audience/purpose**. Charts and legal documents lend themselves to Historical Context.

11. Contextualize the essay: To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase of reference. This is often multi-sentenced and can serve as an introduction to the thesis. **I recommend it goes in your introduction prior to the thesis.**

12. Outside evidence: Write one paragraph with evidence NOT found in the document to answer the prompt. Explain the evidence and use it to ANSWER THE PROMPT. You are not writing an entire essay, so do not throw everything you know in this paragraph. Use one topic (or piece of evidence) and really develop it or explain how it answers the prompt.

13. ANSWER THE PROMPT with the evidence.

Analyze the documents. You first must demonstrate you understand the document WITHOUT QUOTING IT **AND** use the information from the document to **answer the prompt**. What is the author saying? Put this information in your own words. Make sure you use the information in the document to answer the prompt. **AP means Answer the Prompt!**

14. HIPP the Document: This will be multi-sentenced and make sure your HIPP analysis also answers the prompt/ You do NOT have to use all four parts of HIPP. Choose one part and really develop it. Remember you need to EXPLAIN the importance of the point of view or audience or purpose. Remember, with purpose, you must do more

than just re-state the document. HIPP three + 1 of the documents.

15. Reasoning: 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. *Explaining both a similarity and difference, or explaining both continuity and change, or explaining multiple causes or explaining both cause and effect.

AP World History DBQ Tips

1. Analyze documents with intent: One skill tested on the AP exam is your ability to analyze documents.

2. Charts and Tables: Sometimes you'll come across charts of statistics. If you do, ask yourself questions like where the data is coming from, how the data was collected, who released the data, etc. You essentially want to take a similar CORNPEG with charts and tables.

3. Assessing Maps: When you come across maps, look at the corners and center of the map. Think about why the map may be oriented in a certain way. Think about if the title of the map or the legend reveals anything about the culture the map originates from. Think about how the map was created—where did the information for the map come from. Think about who the map was intended for.

4 Assessing Cultural Pieces: If you come across more artistic documents such as literature, songs, editorials, or advertisements, you want to really think about the motive of why the piece of art or creative writing was made and who the document was intended for.

5. Be careful with blanket statements: Just because a certain point of view is expressed in a document does not mean that POV applies to everyone from that area. When drawing from the documents, you need to explicitly state which author and document you are citing.

6 Bias will always exist: Even if you're given data in the form of a table, there is bias in the data. Do not fall into the trap of thinking just because there are numbers, it means the numbers are foolproof.

7. Be creative with introducing bias: Many students understand that they need to show their understanding that documents can be biased, but they go about it the wrong way. Rather than outright stating, "The document is biased because [x]", try, "In document A, the author is clearly influenced by [y] as he states, "[quotation]". See the difference? It's subtle but makes a clear difference in how you demonstrate your understanding of bias.

8 Refer back to the question: As you write your DBQ essay, make sure to reference back to the question to show the reader how the argument you are trying to make relates to the overarching question. This is one way you clearly demonstrate that you spent a few minutes planning your essay in the very beginning.

9. Leave yourself out of it: Do not refer to yourself when writing your DBQ essays! "I" has no place in these AP essays.

10. Stay grounded to the documents: All of your core arguments must be supported through the use of the documents. Do not form the majority of your arguments on what you know from class. Use what you learned in class instead to bolster your arguments in relation to the documents presented.

DBQ Reading Period Cheat Sheet

Point of View

1. Analyze the prompt

Key terms -- what are you asked to do?
Historical Thinking Skill -- is the DBQ a comparison, CCOT, or causation?
Dates -- which time period(s)?

What to do: write the key phrase from the prompt at the top of each page of documents to remind yourself what to look for in each document

2. Contextualization

What was happening at the time the event happened or the document was created that might have had an influence?

What to do: think of the major 3-4 Key Concepts for each time period. Which KC does the prompt relate to? The other KCs can be used to support Contextualization

3. Close reading of the documents

You are reading for 3 things:

A. Evidence:

How does each document relate to the prompt?

What to do: find a specific phrase or idea that can be used to support an argument related to the prompt

B. Sourcing

How does what we know about the author influence how we use the understand the content of the document?

What to do: brainstorm sourcing arguments for at least three documents, based on the following HAPPY acrostic:

Historical situation

- When and where was the source produced?
- What contemporaneous events might have affected the author's viewpoint and/ or message?
- How does the historical situation affect the reliability of a source?

Audience

- Who was the source created for?
- How might the audience have affected the content of the source?
- How might the audience have affected the reliability of the source?

Purpose (of the author)

- Why did the author create the source?
- Why was the document created at this time?
- What does the choice of medium reveal about the author's intent?
- Why has it survived to the present?
- How does its purpose affect its reliability or usefulness?

- What was the author's point of view? [*Factors that may shape point of view include aspects of the creator's identity (e.g., gender, religion, ethnicity, political affiliation), the author's relation to the event (e.g., actor, bystander, critic), and the distance in time between the event and the document's creation.*]
- Does the author's point of view undermine the explicit purpose of the source?
- How can we tell, if at all, what other beliefs the author might hold?
- What might have limited the knowledge of the author (i.e. social status or position, education)?

Y Why does it influence the document?

- What particular wording choices does the author make because of the historical situation / audience / purpose / POV?
- How does your sourcing argument affect the reliability or credibility of the source for historians? (note: do not use the word "bias" in this explanation because all sources have many biases and the claim "this source is biased" is not specific enough)

C. Grouping

You should brainstorm how the documents "talk to each other." Find sets of documents that agree or disagree. You can also find sets of documents that agree, but not entirely. Look for how one source functions as an explicit or implicit critique of another. These groupings of documents will make up your body paragraphs.

What to do: Come up with at least three groupings of documents, with each group clearly relating back to the prompt. As you brainstorm groupings, think of an example of historical content not stated in the documents that would support one of your groupings. This is your evidence beyond the documents.

4. Thesis / Argument

During, and after, you read the documents, brainstorm how your groupings of documents can be used to create an argument. What is an argument? According to the College Board's AP Course and Exam Description, "A meaningful claim must be based in evidence, historically defensible, and evaluative; it must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying its assertions by looking at an issue from multiple perspectives or lenses...Historians therefore account for disparate, diverse, or contradictory evidence from a variety of sources when making their arguments and explain why the argument is the most persuasive way to understand the totality of the evidence."

What to do: Take the groupings you created in step 3 and use them to create a coherent, evaluative argument about the prompt.

Document Based Question Rubric

Element	Standard	Common Mistakes	Points
Thesis/Claim	Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.	No thesis. Thesis is a statement of fact- needs to be arguable Thesis is too vague, needs better organization, or simply restates the prompt. Thesis doesn't fully, directly, or clearly Answer the Question.	1
Contextualization	To earn this point, the response must situate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. Context must be thoroughly detailed, & more than a phrase/sentence	No context (put it in the intro or conclusion) Contextualization is too short. Provide more information. Contextualization doesn't relate to the topic of the essay.	1
Evidence from the Documents	To earn 1 pt. To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents.	You may have read and understood the documents, but you didn't cite them like this: "...(Doc. 3)." Make sure you read all documents carefully; your description didn't prove you understood at least 3 of them. Don't just write quotes from the documents. Describe them in your own words. At least 3 documents correctly described=1 pt At least 6 documents correctly described=2 pts	2
	To earn 2 pts: To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content of the documents to support an argument in response to the prompt.		
	Doc		
	1		
	2		
	3		
	4		
	5		
	6		
	7		
Evidence beyond the documents	To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.	No noticeable outside evidence is included. (Include it somewhere in a body paragraph) Explain how your outside evidence is relevant to the claim. Outside evidence needs to be specific: use course vocabulary! Outside evidence is inaccurate, unclear, or incorrect. Check your notes/HW.	1
Analysis & Reasoning: Analyzing Documents	To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the three documents sourced. Always attempt at least 4!	<input type="checkbox"/> Doc 1 H A P P <input type="checkbox"/> Doc 2 H A P P <input type="checkbox"/> Doc 3 H A P P <input type="checkbox"/> Doc 4 H A P P <input type="checkbox"/> Doc 5 H A P P <input type="checkbox"/> Doc 6 H A P P <input type="checkbox"/> Doc 7 H A P P	1
		For at least 3 documents, write about at least one of these: H: Historical context A: Audience P: Point of view P: Purpose	
Analysis & Reasoning : Essay Complexity & Quality	Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. A response may demonstrate a complex understanding in a variety of ways, such as: -Explaining nuance by analyzing multiple variables -Explaining relevant and insightful connections within and across periods -Confirming the validity of an argument by corroborating multiple perspectives across themes -Qualifying or modifying an argument by considering diverse or alternative views or evidence	To earn this point, you need to go a little deeper. Show that you have a nuanced, complex historical understanding. (a great way to earn this point is to think about the topic from an alternative perspective—whose story isn't being told in these documents? How do you think they might feel about what's going on?) This understanding must be part of the argument, not merely a phrase or reference.	1

How to Write a LEQ Essay in AP World History

When writing an effective LEQ, it's all about your brain and the HRS (Historical Reasoning Skill)! This is why we practice both content AND skills, in order to help you have the evidence you need to substantiate (back up) your thesis and your argument. You will use this organizer to help you get in the mindset, and plan an LEQ for AP World!

Step 1: Know what the question is asking - and the HRS! (Historical Reasoning Skill)

The LEQ will assess one of three possible “historical reasoning skills.” Just like in the SAQs and DBQ, the biggest mistake you can make is not understanding the question, and not answering it fully. Some people joke that “AP” stands for ANSWER THE PROMPT! You must answer the prompt based upon the targeted skill of the question at hand. Here are the possibilities:

- Causation (Cause and/or effect over a span of time, cause and/or effect of important historical processes or patterns)
- Comparison (Comparing two regions, ideas, religions... similarities, differences, or both depending on the question)
- Continuity and Change Over Time (what stays the same and what changes over a time span)

HRS: The Historical Reasoning Skill of this particular question is:	
What is it <u>specifically</u> asking?	

Step 2: Contextualization (1 Point)

This is typically the first part of your introduction. It is a few sentences (not one!) that sets up your argument.

- You are “situating the argument” by explaining the broader historical events, developments, or processes immediately relevant to the question.
- This is NOT a part of your argument, but what leads up to your argument!

Brainstorm: Jot down a few events, concepts, or movements that are occurring leading up time frame or in the time frame of the question.	
Contextualization Sentences: In this box, write two-three sentences describing what is going on in the world leading up to your argument.	

Step 3: Develop your ARGUMENT (2 points)

Use the historical reasoning skill to develop your argument and what evidence will support it. This is the most important part of planning your essay, as it is your detailed answer to the prompt. Have least two paragraphs, or a third if you have time.

- What is your CLAIM? This is your topic sentence.
- To earn the first point, your essay must answer the question asked, and ensure that you used the Historical Reasoning Skill in the question! (1 point)
- To earn the second point, your essay must show *complex understanding*. (1 point)
- Is it asking for a comparison? Then do similarities and differences. Is it asking about changes? Then do more than one change. Is it asking about change and continuity? Then do a change and a continuity. Is it a “to what extent” question? Then you need to decide if it is a lot, a little, etc. and plan accordingly. There’s a list of possibilities!

Argument Part 1 <u>Topic Sentence</u>	Argument Part 2 <u>Topic Sentence</u>	Argument Part 3 <u>Topic Sentence</u>

Step 4: Support your Argument with EVIDENCE (2 points)

Now, you have to back up your claims. You can't just make a statement and not support it!

- To earn one point, the response has to have specific historical examples of evidence relevant to the topic of the prompt (aka - nouns). (1 point)
- We will work on sentence structure and how to incorporate evidence appropriately in class, but let's start with finding **relevant** evidence that connects to the prompt.
- To earn two points you have to use the "specific historical evidence" to **support** your argument! How does it relate? How does it connect to your argument? To which part of your argument does it connect? (1 point)

Evidence/Specifics Supporting Argument Part 1	Connection to Argument
	→
	→
	→
	→

Evidence/Specifics Supporting Argument Part 2	Connection to Argument
	→
	→
	→
	→

Evidence/Specifics Supporting Argument Part 3	Connection to Argument
	→
	→
	→
	→

Step 5: Write the Thesis (1 point)

Most people don't think the thesis is last, but it is. The thesis is the concise statement of your argument.

- Use your arguments to make your thesis - don't go off script. **DO NOT HIJACK THE QUESTION!**
- Answer the question in your thesis – **ALL PARTS** of it! Remember that you should focus on the historical reasoning skill and the complex argument that you're making.
- Provide the reader with a “road map.” I should be able to visualize your body paragraphs from the thesis itself.

<p>Thesis: Must be a historically defensible claim, and it must respond to ALL parts of the question!</p>	
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<p style="text-align: center;">Contextualization (2-3 sentences minimum)</p> <p style="text-align: center;">Relate the prompt to broader historical context</p> <p><i>Ex: A long time ago, in a galaxy far, far, away it was a period of civil war. Rebel spaceships, striking from a hidden base, have won their first victory against the evil Galactic Empire. During the battle, rebel spies managed to steal secret plans to the Empire's ultimate weapon. Pursued by the Empire's sinister agents, Princess Leia escapes with the plans that can save her people and restore freedom to the galaxy</i></p>
<p style="text-align: center;">Thesis Statement (1-2 sentences maximum)</p> <p style="text-align: center;">An HISTORICALLY DEFENSIBLE CLAIM that can be argued</p> <p><i>Ex: Despite her best intentions, ultimately, the actions of Princess Leia and the rebels will lead to a massive loss of life and disruption of unity rather than creating peace and harmony in the galaxy.</i></p>
<p style="text-align: center;">Body Paragraph (4-7 sentences)</p> <p style="text-align: center;">Claim 1 in your essay Topic Sentence (should match your thesis) An Example of this is..... Explain the example The reason this happened is because.....</p> <p><i>Ex: During the period of galactic Civil War the rebellion movement led to massive loss of life. For example when Princess Leia is captured by Darth Vader after she steals the plans to the Empire's weapon, the Death Star, she refuses to reveal the location of these plans. As a result, Darth Vader is forced to destroy her home planet of Alderaan leading to the death of millions and a disruption of the Force. The reason this happened is because Princess Leia opted to join the Rebel movement rather than working with the Empire to maintain order in the universe.</i></p>
<p style="text-align: center;">Body Paragraph (4-7 sentences)</p> <p style="text-align: center;">Claim 2 in your essay Topic Sentence (should match your thesis) An Example of this is..... Explain the example The reason this happened is because.....</p>
<p style="text-align: center;">Body Paragraph (4-7 sentences)</p> <p style="text-align: center;">Claim 3 in your essay Topic Sentence (should match your thesis) An Example of this is..... Explain the example The reason this happened is because.....</p>
<p style="text-align: center;">Last Paragraph - Conclusion (2-3 sentences)</p> <p style="text-align: center;">Connect back to the thesis Do ONE of the following:</p>

Why is this important or historically significant?
 Can we connect what happened to some other time or place in history?
 What might be the COUNTER ARGUMENT and why is it weak?

Ex: Many historians might argue that the rebellion was justified in the face of the alleged human rights abuses and oppression of Empirical rule. Can the Empire's tyrannical rule be seen as forcing the actions of the Rebels and thus, the real blame for the loss of life in the galaxy lay at the doorstep of the Emperor and his minions. Such arguments shift blame away from the clear actions of the Rebels in participating in espionage, theft, and promoting open rebellion against a system that was legally put into place through the votes of the citizens of the Republic. Ultimately the blood of millions is on the hands of the Rebels.

1st Paragraph – Introduction - First Part

- Contextualization
 - o You are “situating the argument” by explaining the broader historical events, developments, or processes immediately relevant to the question.
 - o 2-3 sentences; this is NOT a part of your argument, but what leads up to your argument!

1st Paragraph - Introduction – Second Part

- Thesis
 - o Presents an accurate argument that answers the entire prompt.
 - o 1-2 sentences; use examples but not necessarily evidence

Body Paragraphs

Comparison Prompt

- o 2nd Paragraph - Similarities Paragraph
 - Topic Sentence (Should match your thesis)
 - 3+ sentences per similarity
- Provide example of similarity
- Explain example for each entity (empire, religion, etc)
- Use evidence to support the similarity
 - o 3rd Paragraph - Differences Paragraph
 - Topic Sentence
 - 3+ sentences per difference
 - Provide example of difference
 - Explain example for each entity (empire, religion, etc)
 - Use evidence to support the difference
 - o 4th Paragraph - Similarities or Differences Paragraph
 - Topic Sentence
 - 3+ sentences per similarity or difference
 - Provide example of similarity or difference
 - Explain example for each entity (empire, religion, etc)
 - Use evidence to support the similarity or difference

Continuities and Changes Over Time (CCOT) Prompt

- o 2nd Paragraph - Continuities Paragraph
 - Topic Sentence
 - 3+ sentences per continuity
- Identify continuity
- Explain continuity focusing on WHY
- Use evidence to support the continuity
 - o 3rd Paragraph - Changes Paragraph
 - Topic Sentence
 - 3+ sentences per change

- Identify change
- Explain change focusing on WHY
- Use evidence to support the change
 - o 4th Paragraph – Continuities or Changes Paragraph
 - Topic Sentence
 - 3+ sentences per continuity or change
 - Identify continuity or change
 - Explain continuity or change focusing on WHY
 - Use evidence to support the continuity or change

Causation Prompt

- o 2nd Paragraph – Cause Paragraph
 - Topic Sentence
 - 3+ sentences per cause
- Identify cause
- Explain cause focusing on WHY
- Use evidence to support the cause
 - o 3rd Paragraph – Effect Paragraph
 - Topic Sentence
 - 3+ sentences per effect
 - Identify effect
 - Explain effect focusing on WHY
 - Use evidence to support the effect
 - o 4th Paragraph – Cause or Effect Paragraph
 - Topic Sentence
 - 3+ sentences per cause or effect
 - Identify cause or effect
 - Explain cause or effect focusing on WHY
 - Use evidence to support the cause or effect

5th Paragraph – Conclusion

- Restate Thesis
 - o Presents an accurate argument that answers the entire prompt.
 - o 2-3 sentences; use examples but not necessarily evidence

AP WORLD HISTORY LEQ RUBRIC

CONTEXTUALIZATION

Describes a broader historical context relevant to the prompt.

To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question.

This point is not awarded for merely a phrase or a reference.

THESIS / CLAIM

Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning.

To earn this point, the thesis must make a claim that responds to the prompt, rather than merely restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

EVIDENCE & SUPPORT FOR ARGUMENT (Must Earn 1 to Earn 2)

1. Provides SPECIFIC EXAMPLES of evidence relevant to the topic of the prompt.

To earn one point, the response must identify two or more specific historical examples of evidence relevant to the topic of the prompt.

2. SUPPORTS AN ARGUMENT in response to the prompt using specific and relevant examples of evidence.

To earn two points the response must use specific historical evidence to support an argument in response to the prompt.

ANALYSIS & REASONING (Must Earn 1 to Earn 2)

1. Uses historical reasoning (e.g. comparison, causation, CCOT) to frame or structure an argument that addresses the prompt.

To earn the first point, the response must demonstrate the use of historical reasoning to frame or structure an argument, although the reasoning might be uneven or imbalanced.

2. Demonstrates a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question.

To earn the second point, the response must demonstrate a complex understanding, which must be part of the argument and not merely a phrase or reference. This could include:

- Explaining nuance by analyzing multiple variables
- Explaining both similarity and difference, both continuity and change, or multiple causes, or both causes and effects
- Explaining relevant and insightful connections within and across periods
- Confirming the validity of an argument by corroborating multiple perspectives across themes
- Qualifying or modifying an argument by considering diverse or alternative views or evidence

TOTAL POINTS: /6

AP World History HRS Sentence Frames

Global Context Sentence Frame

- Between _____ and _____, while _____ occurred in _____, _____ (introduce your topic.)

Periodization Thesis Frame

- _____ was a major/minor turning point in history because _____ (introduce your subtopics.)

Periodization HRS Frame

- Prior to ___(Turning Point)_____, _____(subtopic)_____ was _____, after ___(Turning Point)_____, _____(subtopic)_____ was _____.

CCOT Thesis Frame

- Between _____ change occurred in the areas of _____ (introduce your subtopics) _____, while _____(introduce your subtopics) _____ remained the same.

CCOT HRS Frame

- Prior to ___(Starting Date)_____, _____(subtopic)_____ was _____.
- Changes occurred in the areas of _____,
- The impact of those changes resulted in _____, so that by ___(end date)_____, _____(subtopic)_____ was _____.
- While changes occurred in _____, _____ remained unchanged, providing _____ to the _____.

Periodization Thesis Frame

- _____ was a major/minor turning point in history because _____ (introduce your subtopics.)

Periodization HRS Frame

- Prior to ___(Turning Point)_____, _____(subtopic)_____ was _____, after ___(Turning Point)_____, _____(subtopic)_____ was _____.

Causation Thesis Frame

Causes (no effects):

- The principle causes of _____ (introduce your subtopics) _____

Cause(s) & effect(s):

- The principle causes of _____ (introduce your subtopics) _____, which led to _____,

Causation HRS Frame

Cause & effect statement:

- _____ laid the foundation for _____ (cause) _____, which in turn resulted in _____, because _____.

Comparative Essay Sentence Frames Thesis Frame

- While _____ was similar in that _____, _____, they were very different in the areas of _____
_____.

HRS Direct Comparison Sentence Frames

Differences:

- Unlike the _____, the _____, were _____ because _____.
- While the _____ was _____, the _____ developed _____ due to _____.

Similarities:

- Similar to the _____, the _____ were _____ because of _____.
- Like the _____, the _____ developed _____ due to _____.

HRS Complexity Statement

- Similar to the _____ (your topic) _____, the _____ (comparison topic) _____ was _____ in that _____.

Comparing Different Time Periods and Events

No!: *This is similar to the Civil Rights Movement of the 1960s.*

Yes!: *Similar to the abolitionist movement, the Civil Rights movement of the 1950s and 1960s continued to promote better conditions and increased equality for African Americans. Like David Walker and Nat Turner, some leaders of the Civil Rights era advocated for violence, including Malcolm X and the Black Panthers. However, like the Free Soil Party and the orator Frederick Douglass, Civil Rights leaders like Martin Luther King Jr. and the Student Nonviolent Coordinating Committee supported peaceful and political tactics to bring attention to their goals of increased social equality and basic rights for African Americans.*

Note the dramatic difference. The first is an offhand vague reference that lacks evidence of a depth of understanding. The second example has specific pieces of information that provide substantial evidence of a connection between the two movements.

Comparing Different Geographic Regions

In addition to referencing similarities between different time periods, you can earn the synthesis point by comparing geographic areas. For example, if you are asked to identify the causes of industrialization before the Civil War, you could look at the lack of industrialization in the South in this same time period. One example of a solid student example is below:

“While the Northeast began rapid industrialization in the 1830s and 1840s, the South remained predominantly rural and agricultural. Large cities were few and far between, and with the invention of the cotton gin, the plantation economy and an emphasis on farming and agriculture was reasserted. The South shipped their cash crops to European and Northern factories, remaining mostly unindustrialized in the years before the Civil War. These economic differences created stark differences between the North and South on a variety of issues, including protective tariffs, which northern industrialists favored and southern consumer opposed. “

Making Connections to Different Course Themes

One effective strategy you can use to earn the synthesis point is to add an additional course theme (or category of analysis). This works best when the prompt explicitly calls for specific themes. For example, if a prompt calls for economic and political causes and effects of the Vietnam War, you could write an additional paragraph on social causes and effects. A good response for synthesis would include class tensions, war protesters, racial tensions in the armed forces, etc. In this scenario, you could also reference specific social documents if it is a DBQ. Again, it is crucial to make sure that you **don't do this in a drive-by sort of way**, but **go into depth with a variety of specific examples**.

Overall AP World History Essay Tips & Advice

1. Familiarize yourself with the time limits: Part of the reason why we suggest practicing essays early is so that you get so good at writing them that you understand exactly how much time you have left when you begin writing your second to last paragraph. You'll be so accustomed to writing under timed circumstances that you will have no worries in terms of finishing on time.

2. Learn the rubric: If you have never looked at an AP World History grading rubric before you enter the test, you are going in blind. You must know the rubric like the back of your hand so that you can ensure you tackle all the points the grader is looking for.

3. Read the historical background: You know that little blurb at the beginning of the document? The test takers don't put it there for no reason. The historical background is like a freebie—it can tell you the time period of the document and shed a little insight into the POV of the source. Read it!