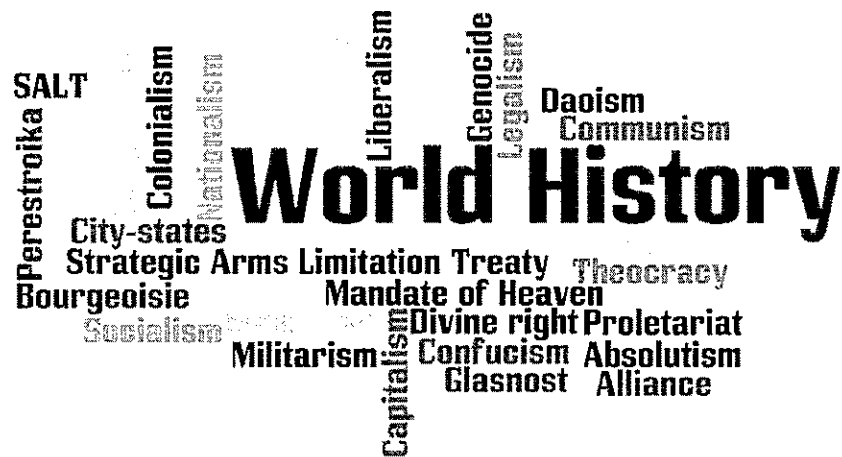


*Ms. Best*  
*AP World History*

*Survival Packet*



## Historical Thinking to Develop Effective Historical Arguments

### A. Table of contents:

1. Becoming Active Readers	pg. 1
2. Developments and Processes	pg. 2
3. Analyzing and Sourcing Secondary and Primary Docs.	pp. 3-13
4. Claims and Evidence	pg. 14
5. Contextualization	pg. 15
6. Making Connections	pg. 16
7. Comparison	pg. 17
8. Causation	pg. 18
9. Continuity and Change Over Time	pg. 19
10. Argumentation	pp. 20-23
11. Task Verbs	pg. 24

**X KEEP ALL YEAR.**

## AP COLLEGE BOARD: BECOMING ACTIVE READERS OF HISTORICAL TEXTS

The table below provides examples of types of strategies students can use to become active readers of historical texts.

Before Reading	<ul style="list-style-type: none"><li>➤ Focus on essential question that the text helps answer</li><li>➤ Preview the text to determine the topic and the text's structure and purpose (e.g. argument, narrative, explanation)</li><li>➤ Use the title and preview of the text to activate prior knowledge</li><li>➤ Develop questions about the text and/or its topic that might be answered when reading</li></ul>
During Reading	<ul style="list-style-type: none"><li>➤ Monitor reading to ensure comprehension</li><li>➤ Answer the questions developed before reading</li><li>➤ Annotate the text for main ideas, answers to questions, interesting or surprising aspects of the text, and parts of it that are difficult to understand</li><li>➤ Periodically stop and reflect on what's being read and how it fits with prior knowledge and other parts of the text</li></ul>
After Reading	<ul style="list-style-type: none"><li>➤ Respond to the questions developed before and after reading</li><li>➤ Reflect on the text, what it means, and whether it supports or refutes prior ideas and understandings</li><li>➤ Draw conclusions and devise generalizations</li><li>➤ Make connections to other texts, key concepts, and overarching ideas</li><li>➤ Discuss the text with peers to ensure understanding and have remaining questions answered.</li></ul>

\*\*\*While you read documents and text, you should be annotating with purpose. Generate questions you have, circle key terms, underline line of reasoning, historically evidence, etc.

View documents and text as voices and narratives. Imagine them at a dinner party-who would be saying what, when, why? Where would everyone be sitting? What is their actual intended purpose of being an active participant in the conversation? Who would care about what is being discussed at this party? Who is NOT at the party? What is the topic and purpose of this or these conversations being conducted? What is the actual occasion for this dinner party? Is there a constant tone or changing tone at the party? Would this interpretation of this conversation if witnessed by something else?

## #1-Using Historical Thinking to Develop Effective Historical Arguments: DEVELOPMENTS and PROCESSES

Historical Reasoning Skill #1

**What:** Identify and explain historical developments and processes.

**Explanation:**

Historical knowledge is gained from a variety of formats: knowledge transfer from a teacher, reading textbooks, analyzing primary and secondary sources, and from other media. In order to perform a historical analysis and argumentation, students should establish a depth of knowledge about historical events, processes, and people and their actions. This skill allows students to gain empirical knowledge that they can apply using more sophisticated skills.

Skill	Tasks/Questions
<b>1. A: Identify a historical concept, development, or process.</b>	<ul style="list-style-type: none"><li>➤ Identify the characteristics and traits of a concept, development, or process.</li><li>➤ What does the historical evidence tell you about a concept, development, or process?</li></ul>
<b>1. B: Explain a historical concept, development, or process.</b>	<ul style="list-style-type: none"><li>➤ Begin to think about causation and patterns of continuity and change over time.</li><li>➤ Using specific historical evidence, explain how and why a historical concept, development, or process emerged.</li></ul>

## ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

The analysis of a primary source requires more than a mere description or summary of its content. When a historian analyzes a source, he or she thinks critically about not only the content of the source but also who the author and presumed audience of the source were, why the source was produced, and what factors influenced the production of that source. All of these factors contribute to the usefulness of the source for a historian in answering particular historical questions. In analyzing primary sources, therefore, several different features need to be considered, including:

- Its content,
- Authorship,
- Authors point of view,
- Authors purpose,
- Audience,
- Format and,
- Historical context.

Analyzing these features helps establish the **reliability** of the source and its **possible limitations** for historians. A rigorous analysis of sources focuses on the interplay/conversation between all of these features of a source, allowing one to effectively evaluate its usefulness in answering a particular historical question.

The information below will guide you in document analysis to help you extract useful information, make supportable inferences, and draw appropriate conclusions from sources-all of which are necessary when using primary sources to create and support a historical argument.

---

### 1. CONTENT

#### Underlying Questions

- What point(s) is the document trying to make?
- What does the document not say (i.e. does it selectively include and/or exclude information?)
- What of its content is usable by a historian?

#### Why are the questions significant for analysis?

- Documents of every type are incomplete.
  - They may consist of the best information available at the time and place.
  - They may be limited by time or resources available to creator.
- Valid interpretation can only be based on awareness of what document says and what it does not say.

#### Strategies

- Paraphrase main points the document asserts
- State what the document does not say on the topic it supposes to address
- Identify what content a historian would need to double-check before using it to make an argument.

## 2. FORMAT/MEDIUM

### Underlying Questions

- What is the format of the source: archaeological artifact, text, image, art, newspaper article, letter, cartoon, lyrics, etc.?
- What does the choice of medium reveal about the author's intent?
- Does the source's format or genre (novel, romantic poetry, impressionist painting, cartoon) add meaning to what the source explicitly states?

### Why are the questions significant for analysis?

- When an author wishes to communicate something, he or she must decide what format to use.
  - A petition, a newspaper article, and a cartoon might all be used to make the same point, but the way in which they make it is very different.
- Readers have certain assumptions about certain media; for example, that government-produced statistics are always accurate or that private petitions to a government are always biased.
- We may share these assumptions, and so we need to be aware of them when reading a given document.
- Furthermore, the format of a document contributes to its overall meaning.

EX: A fictional account of the wealth created by the slave trade and a table documenting that wealth numerically could be created by the same author with the same purpose of ending slavery, but the first might seek to do so by having a rapacious plantation owner communicate the information, while the second might be juxtaposed with a table documenting the number of Africans who died on the Middle Passage.

### Strategies/Approaches

- Analyze different types of documents concerning the same event. Compare the way in which the information about the event is communicated in each source.
- What assumptions could you make about each of document based on the format or genre to which it belongs?
- Analyze and engage with a visual source and identify how it conveys meaning. How is this different than text?

# ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

## 3. AUTHORSHIP

### Underlying Questions

- Who wrote the document, and what is his or her relationship to the historical event being addressed?
- What was the author's position in society?
- Do we know anything about this person beyond what is provided in the source that would affect the reliability of the document?

### Why are the questions significant for analysis?

- The author of every document is a unique individual with a unique point of view.
- The author's relationship to an event (such as distance in time or experience from that event) affects his or her understanding of that event.
- Even an author who seeks to write an objective and truthful account of an event will be limited by his or her ability to understand what happened, to accurately remember the event, and to determine what was significant about the event and what can be left out of the account.
- To make generalizations about the past, we must first understand who the author of any given document was. If we do not know who the author was, we must make an educated guess.

### Strategies/Approaches

- What do you know about the author?
- If author is unknown, what does the content and/or format, along with the date the document was produced suggest about the authorship?
- How might authors of different political status, social status, etc. or varying points of view might respond the document?
- What types of information about an author might render the document less reliable as an objective account?

5

## 4. AUTHOR'S POINT OF VIEW (POV)

### Underlying Questions

- What was the author's point of view?
- 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 may hold?

### Why are the questions significant for analysis?

- All sources **have a purpose**, which the author is usually aware of. However, he or she may not be aware of how his or her point of view shapes a document.
- **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

### Strategies/Approaches

- Compare two accounts of the same event by authors whom a good deal of information is known. Identify the differences in the accounts and discuss how what we know about the authors of these sources can explain these differences.
- Identify possible differing perceptions or perspectives, how might a reader who might share these perspectives and a reader who may not might respond to the source.



# ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

## 5. AUTHOR'S PURPOSE

### Underlying Questions

- Why did the author create the source?
- Why was the document created at this time?
- Why has it survived to the present?
- How does its purpose affect its reliability or usefulness?

### Why are the questions significant for analysis?

- When an author creates a source—whether it is a diary entry, a political treaty, or a painting—he or she has a purpose in mind:
  - to record the events of the day, to end a war, or to paint an image that a patron would want to purchase.
  - This purpose might involve convincing another person, controlling the actions of many people, or serving as a reminder to oneself.
- As time goes by, the purpose of the document may affect whether or not it is preserved.
- Documents deemed unimportant (a child's diary) or controversial (a record of collaboration during World War II) often do not survive.
- Understanding purpose helps historians understand historical processes, as each document not only tells us about the past but is also the result of an action taken by one or more people in the past.

### Strategies/Approaches

- After identifying the author's POV, what do you believe the author hopes to accomplish by creating the document?
- Identify what was happening during the year and in the region in which the document was created. Why is this essential to understanding the purpose of the document?
- Why do you believe the document survived while others did not? What other documents may have been created but not preserved that could have helped understand the same event?
- Identify ways in which the purpose of the document might make it less reliable for historians.

# ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

## 6. HISTORICAL SITUATION/CONTEXT

### Underlying Questions

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

### Why are the questions significant for analysis?

- Each document was created at a specific moment in time and a specific place.
- Identifying this time and place helps us understand purpose, but in order to understand the situation or context of a document, we need to go beyond simple identification.
- When a historian talks about situation or context, **he or she is referring to specific historical processes and events that can explain both the author's reasons for writing the document and the ways in which contemporaries understood the document.**
  - For example, Ho Chi Minh, the founder of the Indochinese Communist Party, delivered a speech in Hanoi on September 2, 1945, that came to be the Vietnamese Declaration of Independence. International attention was then focused upon tensions between the Soviet Union and the United States. Unaware that President Truman had decided to support the French reoccupation of Vietnam from the Japanese, Ho Chi Minh's declaration drew upon the language and tone of Thomas Jefferson's Declaration of Independence.
  - Knowing this context helps us understand Ho Chi Minh's purpose as well as his presumed audience and content.

### Strategies/Approaches

- If documents are missing dates and authorship, what elements of the document can serve as reliable clues to the situation?
- Identify the processes or events that were occurring at the time of the writing of the documents. What influence did these processes or events have on the author and the audience?
- How does time change the situation or account of an event and which would be more reliable? Why? For example: two accounts of the Cold War one from the 1950s and one from current times. How does the context of time affect the interpretation of the document and the reliability of its content?

## 7. AUDIENCE

### Underlying Questions

- 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?

### Why are the questions significant for analysis?

- Every document is created with an audience in mind, even if that audience is oneself.
- When creating a document, authors make decisions based on what they think the audience already knows and what they want the audience to know and believe.
- In doing so, the author might leave certain information out, emphasize some points rather than others, or adopt a specific tone or point of view.
- Understanding who the audience was presumed to be and what impact the author wished to have on them helps us better understand the content and purpose of a document.

### Strategies/Approaches

- After identifying authorship and purpose, identify a possible audience for the document. how do you know this? Why are some audiences more plausible than others?
- How might the author recast the content for a different audience?
- How might different types of documents-private letter vs. speech-might impact the author's tone towards different audiences? Which source is more reliable and revealing? How does this impact the strength or impact of the argument being made by the author?

## 8. LIMITATIONS

### Underlying Questions

- What does the document not tell me?
- What might have limited the knowledge of the author (e.g., social status or position, education)?
- What other kinds of sources might fill in the content gaps?
- What other documents might offer alternatives to the author's point of view?
- What other documents might help to better

### Why are the questions significant for analysis?

- When reading a new document, readers tend to mentally add information that helps them make sense of it.
- Historians are conscious of this and seek out other documents or information that could explain the source's meaning.
- In addition, a historian must be aware that the meaning of a document often lies in what it does not say, as much as what it says.
  - For example, gaps often give us clues to the author's point of view.

### Strategies/Approaches

- After reading a document, identify three things you (still) do not know.
- How does the document provide a limited perspective on the event described?
- Which sources would best fill in the gaps in the conversation between documents?
- Which document would historians prefer to use as a reliable alternative point of view?
- Brainstorm the "perfect source" that would be to help better understand the author's point of view. Would this source likely to have been produced at the time?

# ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

## ANALYZING SECONDARY SOURCES

- You will be presented with a variety of secondary sources throughout the course.
- Conflicting secondary sources will help you understand that criteria used by different historians can lead to very different interpretations of the past, including different causes, and effects.
- **Situations or context** in which the historian writes can influence these interpretations of the past.
- Approaching history through different disciplines can offer insights into the past and build historical interpretations.
- Analyzing secondary sources involves:
  - Evaluating the different ways historians interpret the past
  - Finding patterns and trends in quantitative data sources, e.g. tables, charts, and maps, and considering the implications of those patterns and trends.
- In order to interpret secondary sources, you must understand how a historian uses evidence to support their arguments.
  - Rely on incomplete primary sources
  - Make inferences from explicit or implicit information in primary source material and assume relationships between sources that were produced independently of one another.
  - Historical narratives require identifying and evaluating how the historian has interrupted and combined sources to make them tell a coherent story.
  - Serves as connective tissue in every historical narrative.

## ANALYZING AND SOURCING PRIMARY AND SECONDARY DOCUMENTS

### Underlying Questions:

- What is the main idea, or argument, of the excerpt written by each historian?
- What is one piece of information from this time period that supports the argument of the historian?
- What is one piece of evidence that undermines the argument?
- Why might make a different historian make a different argument concerning the same event or development?

### Why are the questions significant for analysis?

- History as a discipline is inherently interpretative creating competing and vary perspectives and arguments about past events.
- This perspective reflects a historian's best understanding of the past, however history is always changing, as new information and new ways of looking at the past become available.
- Important to understand that all accounts of historical evets are interpretations of those events.

### Strategies/Approach:

- Break down historical account into two parts:
  - What a source used by the historian actually contains?
  - What the historian says it means or the implications he or she draws from it?
- Identify the main argument of the secondary documents
- Find evidence that supports the author's argument and that challenges it
- Understand how and why historians have varying perspectives and interpretations on the same events and processes.

# APWH SOAPSTONE ANALYSIS

Speaker	Is there someone identified as the speaker? Can you make some assumptions about this person? What class does the author come from? What political, social, or cultural bias can be inferred? What gender? Is the speaker reliable?
Occasion	What may have prompted the author to write this piece? What event led to its publication or development?
Audience	Does the speaker identify an audience? What assumptions can you make about the audience? Is it a mixed group in terms of race, politics, gender, social class, relation, etc.? Who was the document created for? Does the speaker use language that is specific for a unique audience? Does the speaker allude to any particular time in history (ancient times, provincial/urbanized, classical, pre-modern, industrial, etc.)?
Purpose	What is the speaker's purpose? In what ways does the author convey this message? What seems to be the emotional state of the speaker? How is the speaker trying to spark a reaction in the audience? How is this document supposed to make you feel?
Subject	What is the subject of the piece? How do you know this? How has the subject been selected and presented by the writer?
Tone	What is the author's attitude toward the subject? How is the writer's attitude revealed? What words or phrases show the speaker's tone?

## Examples of Tone Words:

Afraid	Contemptuous	Inspiring	Seductive
Allusive	Defensive	Irreverent	Sentimental
Angry	Detached	Joking	Sharp
Apologetic	Didactic	Joyful	Shocking
Audacious	Dramatic	Mocking	Silly
Benevolent	Dreamy	Nostalgic	Somber
Bitter	Encouraging	Objective	Sweet
Boring	Fanciful	Peaceful	Sympathetic
Candid	Frivolous	Pitiful	Tired
Celebratory	Giddy	Poignant	Upset
Childish	Happy	Proud	Urgent
Cold	Hollow	Provocative	Vexed
Complimentary	Horrific	Restrained	Vibrant
Condescending	Humorous	Sad	Zealous
Confused	Inflammatory	Sarcastic	

Once you've analyzed the document with all the lenses of SOAPSTone, you're ready to ask your own questions and make assertions of your own.

- What else would you like to know about the author/speaker, or about the society/historical era in which he/she lived?
- Based on all of the above, what are potential biases that the document contains?
- What other types of documents would you need in order to better understand the document's point of view?

### #3-Using Historical Thinking to Develop Effective Historical Arguments: CLAIMS AND EVIDENCE IN SOURCES

Historical Thinking Skill # 3

**What:** Analyze arguments in primary and secondary sources.

**Explanation:** Because historians rely on primary and secondary sources to serve as evidence to support their claims, they need to closely analyze these sources. This analysis includes investigating what the source does not communicate, determining the argument established by a source, and identifying the evidence the author use to support that argument.

Skill	Tasks/Questions
<b>3.A: Identify and describe a claim and/or argument in a text-based or non-text-based source.</b>	<ul style="list-style-type: none"><li>➤ What is the author trying to prove in the source?</li></ul>
<b>3.B: Identify the evidence used in a source to support an argument.</b>	<ul style="list-style-type: none"><li>➤ What is the source's argument?</li><li>➤ What specific examples does the author use to support the argument?</li></ul>
<b>3.C: Compare the arguments or main ideas of two sources.</b>	<ul style="list-style-type: none"><li>➤ Identify the argument or main idea in each source.</li><li>➤ What are the similarities between the arguments or main ideas in each source?</li><li>➤ What are the differences between the arguments or main ideas in each source?</li></ul>
<b>3.D: Explain how claims or evidence support, modify, or refute a source's argument.</b>	<ul style="list-style-type: none"><li>➤ Explain the source's claim.</li><li>➤ Explain the evidence presented in the source.</li><li>➤ Explain how the outside evidence supports the claims in the source.</li><li>➤ Explain how the outside evidence contradicts the source's claim.</li></ul>



## #4-Using Historical Thinking to Develop Effective Historical Arguments: CONTEXTUALIZATION

**What:** Analyze the context of historical events, developments, or processes.

**Explanation:** Historical events, developments, and processes do not happen in a vacuum. They cannot be understood without proper examination within the relevant context or historical situation. While students are often taught to focus on comparison, causality, and patterns of continuity and change over time as ways to look at these events, historical context also plays a part. Analyzing historical events using context helps students see the big picture and make the connections they will need to make when developing thoughtful arguments. These skills guide students through the process of contextual analysis.

Skill	Tasks/Questions
4.A: Identify and describe a historical context for a specific historical development or process.	<ul style="list-style-type: none"><li>➤ What events led up to the one we are studying?</li><li>➤ What else is happening in the world at this time?</li></ul>
4.B: Explain how a specific historical development or process is situated within a broader historical context.	<ul style="list-style-type: none"><li>➤ Use historical reasoning to explain how the event related to a broader process.</li><li>➤ Why are the events related?</li><li>➤ How does the relationship help us understand the event we are studying?</li></ul>

## #5: Using Historical Thinking to Develop Effective Historical Arguments: MAKING CONNECTIONS

**What:** Using historical reasoning processes (comparison, causation, continuity and change over time), analyze patterns and connections between and among historical developments.

**Explanation:** Analyzing patterns and making connections is the bridge between all of the previous historical thinking skills. This skill pulls everything together and allows students to connect all concepts. Whether they are using sources or their own historical knowledge, students will use the historical reasoning processes to identify and explain patterns and connections between historical events and developments.

Skill	Tasks/Questions
5.A: Identify patterns among or connections between historical developments and processes.	<ul style="list-style-type: none"> <li>➤ What historical developments or processes are described in the source?</li> <li>➤ What are the causes of this development or process?</li> <li>➤ What are the effects of the development or process?</li> <li>➤ Where does the development or process fit into a pattern of continuity or change over time?</li> <li>➤ What are the similarities and differences between this development or process and another?</li> <li>➤ What does the data in a non-text based source show?</li> <li>➤ What trends and patterns can you identify from data?</li> </ul>
5.B: Explain how a historical development or process relates to another historical development or process.	<ul style="list-style-type: none"> <li>➤ What historical developments or processes are described in the source?</li> <li>➤ How or why are the causes of this development or process related to another historical development or process?</li> <li>➤ How or why are the effects of this development or process related to another historical development or process?</li> <li>➤ How or why does the development or process fit into a pattern of continuity or change over time?</li> <li>➤ How or why are developments and processes similar and/or different?</li> </ul>

# Using Historical Reasoning Process to Develop Effective Historical Arguments: COMPARISON

Reasoning Process Skill #1

Students should be able to:

- Describe similarities and/or differences between different historical developments or processes.
- Explain relevant similarities and/or differences between specific historical developments and processes.
- Explain the relative historical significance of those similarities and/or differences between different historical developments or processes.

## Underlying Questions

- How is one development like/unlike another development from the same time/a different time? Why?
- Why did an event or development affect different groups in different ways? So what?
- How does a viewpoint (from a historical actor or historian) compare with another when discussing the same event or historical development?

## Why are the questions significant for analysis?

- To make sense of specific events or developments, historians often put them in a comparative context in order to see a larger picture.
- Comparison also helps in understanding the complexity of historical change, since different groups in society often have different experiences of the same event or same development.
- Comparison is a skill used on a daily basis by historians, who must always take into account differences among sources, both primary and secondary.

# Using Historical Reasoning Process to Develop Effective Historical Arguments:

## CAUSATION

Reasoning Process #2

### Students should be able to:

- Describe **causes or effects** of a specific historical development or process.
- Explain the **relationship** between causes and effects of a specific historical development or process.
- Explain the **difference** between primary and secondary causes, and between short and long-term effects.
- Explain how a **relevant context** influenced a specific historical development or process.
- Explain the **relative historical significance** of different causes and/or effects.

### Underlying Questions:

- What were the reasons for this event? What factors contributed to a specific pattern or trend? What prompted this person/group to act/react this way?
- What resulted from this event, pattern, or action? What were the short-term effects? What were the long-term effects?
- What cause seemed to be the most significant? What effect seemed to be the most significant and why?
- How do the assessments of historians concerning causation differ from those who experienced the event, pattern, or action?
- How might the chain of cause and effect have changed and at what point? What causes were contingent on previous effects? What individual choice(s) made a significant difference in the lead up to a particular event or trend? Was there a moment of chance that influenced the chain of events?

### Why are the questions significant for analysis?

- Every event, pattern or trend, or action has a cause—a reason or set of reasons why it happened.
- Historians **do not simply arrange events in chronological order**; instead, they seek to understand why things happened, as well as what effect an event, **pattern or trend**, or action had. Most events, actions, or trends **have many causes**.
- Historians seek to identify the most significant **short- and long-term causes and effects**. Significance can be understood in different ways.
  - Sometimes, the most significant causes and effects are those that are the most direct.
  - Sometimes, they are defined as those that contributed the most.
  - Other times, historians look for specific types of causes and effects, such as political causes or economic effects.
- Additionally, historians understand that events are **not the result of predetermined outcomes or inevitable progress**.
  - Events are **contingent** on many factors, from individual choices to unforeseeable events—change one of these factors and history could have been very different.
  - Focusing on contingency, historians explore concepts of agency and individual action when discussing the significance of a particular cause or effect.

# Using Historical Reasoning Process to Develop Effective Historical Arguments: CONTINUITY AND CHANGE OVER TIME (CCOT)

Reasoning Process Skill #3

## Students should be able to:

- Describe patterns of continuity and/or change over time (CCOT).
- Explain patterns of continuity and/or change over time.
- Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change over time.

## Underlying Questions:

- What has changed within a specific time period? Why?
- What has remained the same within a specific time period? Why?
- What can explain why some things have changed and others have not? So what?
- How are continuity and change represented in different types of sources; for example, in graphs, charts, political cartoons, and texts? What might be the reasons behind different depictions of continuity and change?

## Why are the questions significant for analysis?

- Both change and continuity are important to historians.
  - In moments of tremendous change i.e. the fall of the Roman Empire, many social and family attitudes will stay the same while political structures will dramatically shift.
- Some of the most interesting questions that historians investigate ask why, at the same moment in history, some things change while others do not.

## #6 Using Historical Thinking to Develop Effective Historical Arguments: ARGUMENTATION

What: Develop and argument.

Explanation: Writing claims is often the first argumentation skill that students practice, but claims are difficult to develop without prompting. Using prompts will help develop this skill. The prompt will **establish parameters** that require students to **take a position**, either by choosing one or two presented alternatives or by assessing the extent to which a **given proposition or scenario is valid**.

In order to develop a historically defensible claim (THESIS point), students must first need to know what evidence is available to support that claim. Students will practice writing claims using just knowledge as evidence, as they will in the long essay questions. Students will also write claims using documents, to practice both evidence and sourcing (a few at first, then build quantity as gain skills and confidence), as they will in the document-based question (DBQ).

The reasoning processes will help students develop historical reasoning needed to appropriately connect their evidence to their claims.

There is no simple way to learn to develop complex arguments. Students will need a mastery of the course content, source analysis, a high developed understanding of historical context, and the ability to make connections between and among events to demonstrate this skill. This is the culminating skill for AP World History. All the other skills build toward being able to develop and express arguments.

## #6 Using Historical Thinking to Develop Effective Historical Arguments: ARGUMENTATION

Skill	Tasks/Questions
<b>6. A: Make a historically defensible claim (THESIS).</b>	<ul style="list-style-type: none"> <li>➤ What do you know about the development or processes established the prompt?</li> <li>➤ What are your options regarding positions to take?</li> <li>➤ What historical reasoning process is indicated (or best fits the structure of the essay you plan to write)?</li> <li>➤ Based on the prompt and the evidence (either provided or from your own knowledge). Which position will you take?</li> </ul>
<b>6. B: Support an argument using specific and relevant evidence.</b> <ul style="list-style-type: none"> <li>○ Describe specific examples of historically relevant evidence.</li> <li>○ Explain how specific examples of historically relevant evidence support an argument.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Brainstorm relevant evidence that relates to the development or process established in the prompt.</li> <li>➤ Hone your initial list of evidence by describing specific examples that support the argument.</li> <li>➤ If practicing a DBQ, evaluate the evidence provided.</li> <li>➤ Determine whether the evidence supports, refutes, or modifies each of the possible positions.</li> </ul>
<b>6. C: Use historical reasoning to explain relationships among pieces of historical evidence.</b>	<ul style="list-style-type: none"> <li>➤ Which reasoning process(es) is indicated in the prompt (comparison, causation, CCOT)?</li> <li>➤ If comparison is indicated, establish relevant categories in which to compare the evidence.</li> <li>➤ If causation is indicated, how does the evidence show a pattern of causes and/or effects?</li> <li>➤ If CCOT is indicated, identify patterns and developments that indicate change and/or continuity and draw conclusions in support of your claim.</li> </ul>

## #6 Using Historical Thinking to Develop Effective Historical Arguments: ARGUMENTATION

6. D: Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This might:

- Explain nuance of an issue by analyzing multiple variables.
  - Which categorical variables (such as commercial, political, religious, etc.) have a significant effect on the development or process?
  - How does the development or process relate to or how was it affected by the categorical variables you identified?
- Explain relevant and insightful connections within and across periods.
  - How does this development or process significantly similar to or different from a related development or process?
  - Is this development or process a significant catalyst for a development or process within or across time periods?
  - Does this development or process represent a significant change or continuity over time?
  - Does this development or process provide evidence of a significant pattern in world history?
- Explain the relative historical significance of a source's credibility and limitations.
  - How or why is the source's POV, purpose, historical situation, or audience relevant to the argument?
  - How would this affect the use of the source in developing an argument?
- Explain how or why a historical claim or argument is or is not effective.
  - Evaluate the historical claim.
  - How does the evidence support the claim?
  - What evidence goes against this claim?
  - What evidence-based counterarguments exist?
  - Refute the counterargument by using evidence to explain why it is not as effective.



# HISTORICAL ARGUMENTATION

## Formulating a Claim and Reasoning

In order to develop a historical argument, historians formulate a claim, or thesis, based on logical historical reasoning. A meaningful claim must be based in **EVIDENCE, HISTORICALLY DEFENSIBLE, and EVALUATIVE**. Meaning it must take a stance on an issue that could plausibly be argued differently, and go beyond simply listing causes or factors, qualifying assertions by looking at an issue from multiple perspectives. The reasoning used in the thesis often sets up the structure of the argument in the essay that follows. These might include:

- Weighing the relative significance of regional, national, or global contexts for understanding a historical event. (Contextualization)
- Identifying areas of similarity or difference between historical phenomena, in order to consider possible underlying reasons for similarity or difference. (Comparison)
- Considering both the immediate causes or effects of an event as well as long-term causes or effects, and assigning a relative significance to each. (Causation)
- Identifying ways that a historical development might be part of a long-term pattern (continuity) or mark a moment of departure from such patterns (change).

## Using Evidence to Support an Argument

Historians use historical reasoning in tandem with their analysis of historical evidence in order to develop and support a historical argument. As historians:

- Analyze primary and secondary sources and consider how they might be used to SUPPORT, QUALIFY, or MODIFY an argument about the past;
- Organize the evidence in meaningful ways and persuasive ways to support thesis;
- Acknowledge that not all sources necessarily support the argument, and there may be other plausible ways to understand historical development;
- Account for multiple perspectives within sources and contradictory and/or diverse evidence from a variety of sources when making an argument; and
- Explain why the argument is the most persuasive way to understand all the evidence presented or analyzed;

**\*\*Consider how historical evidence affects the argument**

**\*\*You must develop arguments throughout the entire essay and not simply in your introduction or thesis.**

## Possible ways to develop ability to use diverse historical evidence (multiple perspectives) to support, qualify, or modify argument:

- ✓ Think about differences in opinions as you read and analyze sources.
- ✓ Clearly state how one perspective or argument might undermine another or lead to different conclusions.
- ✓ Look for relationships between sources and be attentive to the ways in which different sources might approach the same topic from very different perspectives.
- ✓ Demonstrate (show) how one source functions as an explicit or implicit critique of another.

**THIS IS THE "HOWEVER PARAGRAPH" and/or "HOWEVER STATEMENT."**

# **Task Verbs Used in Free-Response Questions**

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The following task verbs are commonly used in the free-response questions:

**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.

Explain "how" typically requires analyzing the relationship, process, pattern, position, situation, or outcome, whereas explain "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.

## APWH Information: Essays, Geography, and Glossary

### B. Table of Contents

1. Document Analysis and Sourcing	pg. 25
2. FRQ Directions	pg. 26-27
3. Past FRQs	pg. 28-30
4. Essay Outline	pg. 31
5. Transitions	pg. 32-34
6. World Regions	pg. 35-37
7. Textbook Guidelines	pg. 38
8. Periodization Activity	pg. 39
9. Time Conversions	pg. 40
10. APWH Glossary	pg. 41-52

# Document Analysis

Adapted from the InterWeb

What to look for:

1. Historical Context
2. Intended Audience
3. Purpose
4. Point of View
5. Outside Information
6. Synthesis

How to find it:

H	Historical Context	What was going on when the author wrote this document? What larger events shaped the writing of this document? (Try to use vocabulary terms from the "Must Know Vocabulary" list within this explanation.) How does understanding the context help you better interpret the source?
I	Intended Audience	Identify the person or group the author expects to inform or influence. How does this impact the author's message?
P	Purpose	Why did the author create this source?
P	Point of View	Who is the author? How did the author's background (race, gender, social class, upbringing) impact their writing? What broad historical themes influenced the author in creating this document?
O	Outside Information	What specific historical information outside of this document can you connect to the document? Try to connect this document to something that came before, something concurrent, and something that comes after. Explain these connections.
S	Synthesis	Student extends the analysis by explaining one of the following: 1) A development from a different historical time period, situation or era that is connected to this document. Explain the connection. 2) A course theme that is not the focus of the document. How is this theme connected? 3) A different discipline that may use the document. How might this document be used?

**AP World History Exam: Free Response Questions Directions**  
**(SAQ, LEQ, DBQ)**

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**SAQ: Section 1, Part B** (after MC section)

Time-40 Minutes

**Directions:** Answer Question 1 and Question 2. Answer either Question 3 or Question 4.

Write your responses in the Section 1, Part B: Short Answer Response booklet. You must write your response to each question on the lined page designated for that response. Each response is expected to fit within the space provided.

In your response, be sure to address all parts of the questions you answer. Use complete sentences; an outline or bulleted list alone is not acceptable. You may plan your answers in this exam booklet, but no credit will be given for notes written in this booklet.

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**Section 2 (DBQ and LEQ)** (After MC and SAQ-Section1- and break)

Total Time-1 hour and 40 minutes (for DBQ and LEQ)

**Question 1-DBQ**

**Suggested reading and writing time: 1 hour**

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

**Directions:** Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following:

- Response 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.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in 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.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

**Question 2, 3, or 4 (Long Essay)**

**Suggested writing time: 40 minutes**

**Directions:** Answer Question 2 or Question 3 or Question 4.

In your response you should do the following:

- Response 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.
- Support an argument in response to the prompt using specific and relevant examples of evidence.
- Use historical reasoning (e.g. comparison, causation, continuity or change over time) to frame or structure an argument that addresses the prompt.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

# APWH Essay Prompts: Past DBQ and LEQ Questions

\*\*2017 and 2018 NEW EXAM

Below you will find past essay questions from 2002-2018, all of which are available online on the AP Website. Go through these questions and categorize and align with specific units, topics, and skills. I utilize these questions to create free response questions throughout the year (as well as the Key Concepts).

## Comparison

2016	Analyze the similarities and differences in the causes of TWO of the following revolutions. American French Revolution Haitian Revolution
2015	Analyze similarities and differences in TWO of the following trade networks in the period 600 C.E. to 1450 C.E. Your response may include comparisons of biological, commercial, or cultural exchanges. Indian Ocean Silk Roads Trans Saharan
2014	Analyze similarities and differences in how TWO of the following empires used religion to govern before 1450. Byzantine Empire Islamic Caliphates Mauryan/Gupta Empires
2013	Analyze similarities and differences between the role of the state in Japan's economic development and the role of the state in the economic development of ONE of the following during the late nineteenth and early twentieth centuries. China Ottoman Empire Russia
2012	Compare demographic and environmental effects of the Columbian Exchange on the Americas with the Columbian Exchange's demographic and environmental effects on ONE of the following regions between 1492 and 1750. Africa Asia Europe
2011	Analyze similarities and differences in the rise of TWO of the following empires. A West African Sudanic Empire The Aztec Empire The Mongol Empire
2010	Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical period. Han China (206 BCE-220 CE) Mauryan/Gupta India (320 BCE-550 CE) Imperial Rome (31 BCE-476 CE)
2009	For the period from 1500 to 1830, compare North American racial ideologies and their effects on society with Latin American/Caribbean racial ideologies and their effects on society.
2008	Compare the emergence of nation-states in nineteenth-century Latin America with the emergence of nation-states in ONE of the following regions in the twentieth-century. Sub-Saharan Africa The Middle East
2007	Within the period from 1450 to 1800, compare the processes (e. g., political, social, economic) of empire building in the Spanish Empire with the empire-building processes in ONE of the following empires. The Ottoman Empire OR the Russian Empire
2006	Compare and contrast the goals and outcomes of the revolutionary process in TWO of the following countries, beginning with the dates specifically. Mexico 1910 China 1911 Russia 1917
2005	Compare and contrast the political and economic effects of Mongol rule on TWO of the following regions: China Middle East Russia
2004	Compare and contrast how the First World War and its outcomes affected TWO of the following regions in the period from the war through the 1930s. East Asia Middle East South Asia
2003	Compare/contrast the roles of women in TWO of the following regions during the period from 1750 to 1914. East Asia Latin America Sub-Saharan Africa Western Europe
2002	Analyze and compare the differing responses of China and Japan to western penetration in the 19 <sup>th</sup> century.

# APWH Essay Prompts: Past DBQ and LEQ Questions

\*\*2017 and 2018 NEW EXAM

## CCOT

2017	Describe and explain a significant continuity and a significant change in the labor migration in the period 1450-1750 CE.
2016	Analyze economic continuities and changes in trade networks within Afro-Eurasia in the period from 600 CE to 1450 CE.
2015	Analyze continuities and changes in labor systems in ONE of the following regions within the time period 1450 to 1900. Latin America and the Caribbean      North America
2014	Analyze continuities and changes in the ways ONE of the following regions participated in interregional trade during the period circa 1500 to 1750. Latin America, including the Caribbean      Sub-Saharan Africa      Southeast Asia
2013	Analyze how political transformations contributed to continuities and changes in the cultures of the Mediterranean region during the period circa 200 C.E. to 1000 C.E.
2012	Analyze continuities and changes in trade networks between Africa and Eurasia from circa 300 C.E. to 1450 C.E.
2011	Analyze changes and continuities in long-distance migrations in the period from 1700 to 1900. Be sure to include specific examples from at least TWO different world regions.
2010	Describe and explain continuities and changes in religious beliefs and practices in ONE of the following regions from 1450 to the present. Sub-Saharan Africa      Latin America/Caribbean
2009	Analyze the continuities and changes in patterns of interactions along the Silk Roads from 200 BCE to 1450.
2008	Analyze the changes and continuities in commerce in the Indian Ocean region from 650 CE to 1750 CE.
2007	Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected. Middle East      Southeast Asia      Sub-Saharan Africa
2006	Analyze the cultural and political changes and continuities in ONE of the following civilizations during the last centuries of the classical era. Chinese 100-600 CE      Roman 100-600 CE      Indian 300-600 CE
2005	Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.
2004	Analyze the changes and continuities in labor systems between 1750 and 1914 in ONE of the following areas. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities. Latin America and the Caribbean      Russia      Sub-Saharan Africa
2003	Describe and analyze the cultural, economic, and political impact of Islam on ONE of the following regions between 1000 CE and 1750 CE. Be sure to discuss continuities as well as changes. West Africa      South Asia      Europe
2002	Choose TWO of the areas listed below and analyze how each area's relationship to global trade patterns changed from 1750 to the present. Be sure to describe each area's involvement in global patterns around 1750 as your starting point. Lat Am      E Asia      E Eur      NAm      Sth/SE Asia      Sub-Saharan Africa      Middle East



# APWH Essay Prompts: Past DBQ and LEQ Questions

\*\*2017 and 2018 NEW EXAM

## DBQs

2018	Evaluate the extent to which railroads affected the process of empire-building in Afro-Eurasia between 1860 and 1918.
2017	Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 BCE to 1500 CE differed from the state response to wealth accumulation.
2016	Analyze the relationships between gender and politics in twentieth-century Latin America.
2015	Analyze responses to the spread of influenza in the early twentieth century.
2014	Analyze the relationship between Chinese peasants and the Chinese Communist Party between circa 1925 and circa 1950.
2013	Analyze connections between regional issues and the European struggles for global power in the mid-eighteenth century.
2012	Analyze the relationship between cricket and politics in South Asia from 1880 to 2005.
2011	Analyze the causes and consequences of the Green Revolution in the period from 1945 to the present.
2010	Analyze similarities and differences in the mechanization of the cotton industry in Japan and India in the period from the 1880s to the 1930s.
2009	Analyze African actions and reactions in response to the European Scramble for Africa.
2008	Analyze factors that shaped the modern Olympic movement from 1892 to 2002.
2007	Analyze Han and Roman attitudes toward technology.
2006	Analyze the social and economic effects of the global flow of silver from the mid-16 <sup>th</sup> century to the early 18 <sup>th</sup> century.
2005	Analyze the issues that 20 <sup>th</sup> century Muslim leaders in South Asia and North Africa confronted in defining their nationalism.
2004	Analyze the responses to the spread of Buddhism in China. (100-900 CE)
2003	Analyze the main features, including causes and consequences, of the system of indentured servitude that developed as part of global economic changes in the 19 <sup>th</sup> and into the 20 <sup>th</sup> centuries.
2002	Compare and contrast the attitudes of Christianity and Islam toward merchants and trade from the religions' origins until about 1500. Are there indications of change over time in either case, or both?

## NEW APWH EXAM 2018-LEQ-Choose one.

1. In the period 600 BCE to 600 CE, different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity. (*causation*)

Develop and argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.

2. In the period 1450-1750, oceanic voyages resulted in the Columbian Exchange, which transformed the Eastern and Western Hemispheres.

Develop and argument that evaluates how such factors affected peoples in the Americas in this time period.

3. In the period 1900-2002, people and states around the world adopted political ideologies such as communism, fascism, or nationalism to challenge the existing political and/or social order.

Develop and argument that evaluates how one or more of these political ideologies challenged the existing political and/or social order.

# Essay Outline

## **Introduction**

- ♦ Students should make a claim regarding the prompt by developing a thesis that:
  - ♦ answers the entire prompt
  - ♦ provides the place and time of the response, and
  - ♦ creates an organization through categories of analysis.
- ♦ Students should also set their claim within a historical framework by providing background details that demonstrate the students' understanding of a broad historical context.
- ♦ Students must include a however statement and address this in a separate paragraph within their essay.

### **Thesis Musts**

1. – AP
2. – Place/Time
3. –Categories of Analysis

## **Body**

- ♦ Students must address the skill that is called for in the prompt, either Comparison, Continuity/Change, Causation, or Periodization.
- ♦ Students must analyze the reasons for the similarity/difference, continuity/change, cause/effect, or turning point.
- ♦ Students must provide specific examples of relevant evidence.
- ♦ Students must provide analysis of the evidence to substantiate their claim.
- ♦ Students should include a corroboration, qualification, or modification paragraph that recognizes and explains a “however.” This needs to be expressed in the thesis.

## **Conclusion**

- ♦ Students must restate their thesis, using new terms.
- ♦ Make connections to broader themes, geographical regions, or time periods.

### Addition and Conclusion

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and	equally important	in the same way
moreover	much more interesting	then, too
of even greater appeal	next	consequently
in fact	just as surely	thus
likewise	at the outset	again
as a result	as I have said	for
further	more specifically	inasmuch as
also	undoubtedly	so that
therefore	indeed it is certain	hence
too	in truth	for this reason
accordingly	last[lastly]	under these conditions
in other words	over and above	in addition to
furthermore	to conclude	another
besides	finally	in summary
in conclusion	second[secondly]	to summarize
on the whole	at the same time	

### Comparison (and Contrast)

---

but	rather	or
however	conversely	nor
yet	although	neither
whereas	though	either
on the contrary	as	quite as evident
as if	on the other hand	equally important
much more interesting	as though	still
notwithstanding	in spite of	of even greater appeal
in contrast to	otherwise	likewise
nevertheless	similarly	in the manner
at the same time	just as surely	for all that
despite		

### Emphasis and Repetition

---

for	for example	in particular
for instance	in other words	in fact
in the same way	that is to say	certainly
indeed	undoubtedly	as I have said
more specifically	of course	to be sure
on the account	thus	therefore
naturally	obviously	emphatically
most important	in truth	

### Time

---

soon	immediately	when
not long after	instantly	whenever
at length	at this instant	next
at last	suddenly	as
finally	now	once
some time	without delay	since
later	in the first place	occasionally
afterwards	forthwith	henceforward
presently	straightaway	then
from this time on	quickly	meanwhile
from time to time	at this point	thereupon
a few minutes later	after	in the meantime
before	formerly	sometimes
until	yesterday	in a moment
at present	later in the day	shortly
all of a sudden	since then	whereupon
in the future	while	during
in future	subsequently	

### Place

---

from	where	beyond
over	in the middle	around
here	there	near
in front of	in the distance	farther
here and there	above	below
at the right	before	between
in the foreground	on this side	beside
whenever	opposite	

### Reason, Condition, Purpose and Result

---

inevitably	inasmuch as	in order that
as a result	under these conditions	because
for this purpose	in this way	since
hence	if	thus
provided that	so that	for this reason
therefore	granted that	on that account
admittedly	notwithstanding	in case that
with a view to	unless	consequently
on account of	owing to	accordingly

## Qualifying Terms for Writing Arguments

### ABSOLUTE

### QUALIFIED

Will

May, might, could

Forms of "be" (am, is, are, was, were)

May be, might have been, may have been

All

Many, most, some, numerous, countless, a majority

Every

(Same as "all")

None/no

Few, not many, a small number, hardly any, a minority

Always

Often, frequently, commonly, for a long time, usually, sometimes, repeatedly

Never

Rarely, infrequently, sporadically, seldom

Certainly

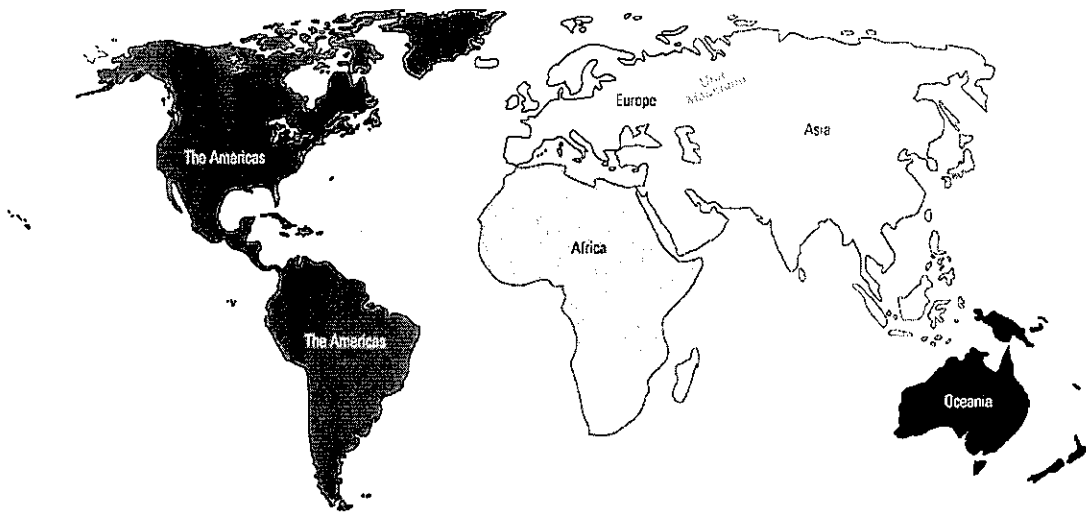
Probably, possibly

Impossible

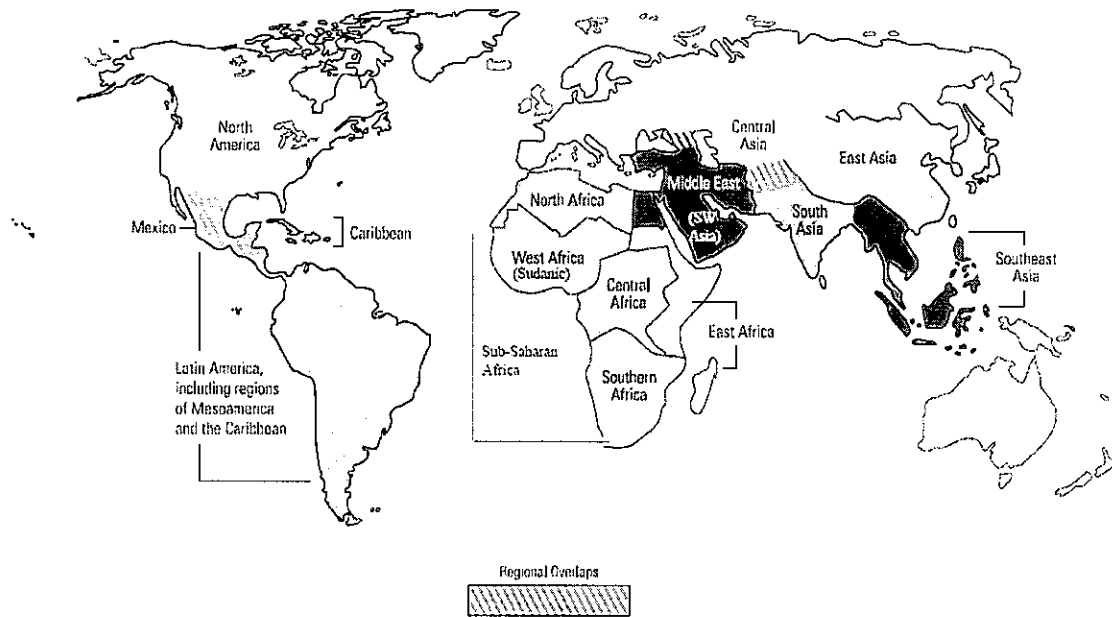
Unlikely, improbable, doubtful

# AP World History Map

## AP World History: World Regions — A Big Picture View



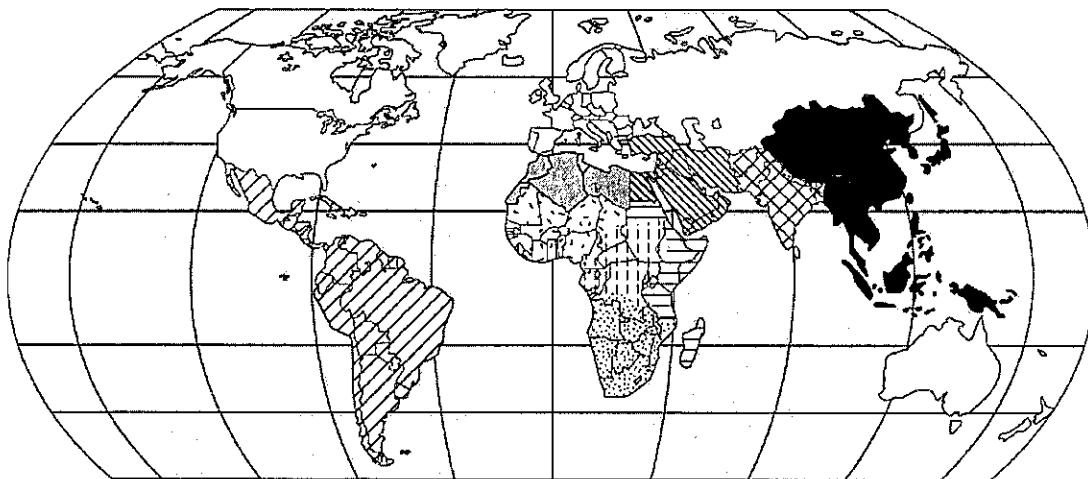
## AP World History: World Regions — A Closer Look

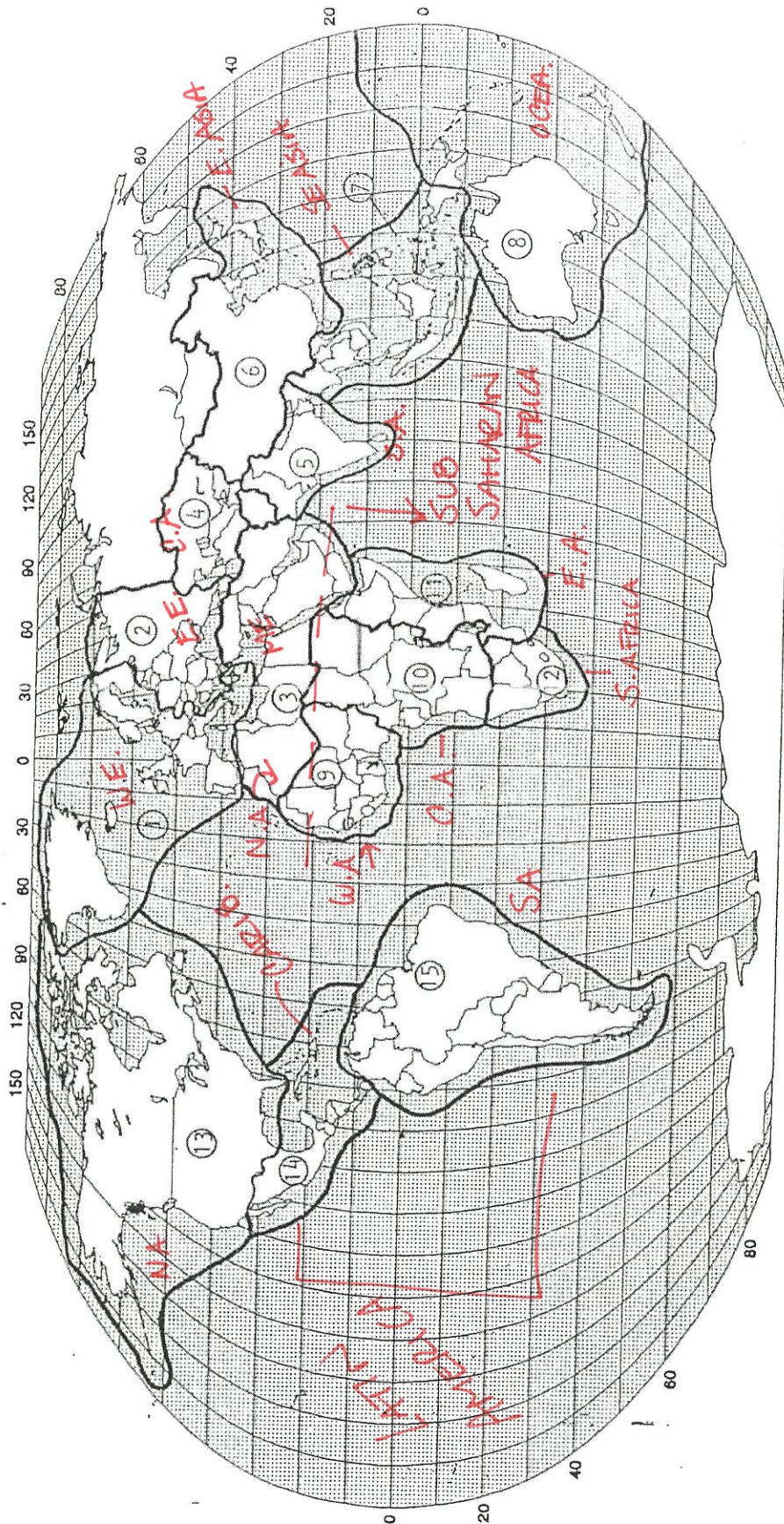


**AP World Geographical Regions and Respective Focus Countries**  
*This is not meant to be a complete list of every country in each region, nor is every region of the world represented.*

NORTH AMERICA	LATIN AMERICA (Mesoamerica, Central America, South America)	SOUTH ASIA
USA Canada Caribbean	Mexico Guatemala Nicaragua Panama Columbia Venezuela Peru Argentina Chile Brazil	India Pakistan (Middle East) Afghanistan (Middle East)
EAST ASIA	SOUTHEAST ASIA	SUB-SAHARAN AFRICA
China Japan Korea Mongolia	Vietnam Cambodia Laos Thailand Indonesia Malaysia Singapore Myanmar	<i>Any country "below" the Sahara Desert and North Africa</i>
NORTH AFRICA	MIDDLE EAST	WEST AFRICA
Egypt Libya Algeria Morocco	Israel Syria Iraq Iran Saudi Arabia Kuwait Jordan Lebanon Egypt	Ghana Nigeria Mali Sierra Leone
EQUATORIAL AFRICA	SOUTH AFRICA	EAST AFRICA (Swahili Coast)
Rwanda Democratic Republic of Congo	South Africa Angola Zimbabwe	Kenya Somalia Rwanda
WESTERN EUROPE	EASTERN EUROPE	OCEANIA
England/Great Britain Ireland France Spain Belgium Germany (Holy Roman Empire) Italy	Russia/Soviet Union Poland Czech Republic Serbia Croatia Austria Ukraine Hungary	Hawaii Easter Island Tahiti Australia New Zealand

**SELECTED WORLD REGIONS**





Robinson Projection  
1994

Geography Department  
University of Georgia



# Textbook Guidelines

This is just a suggested way to read the textbook. I realize that some of the things that I will suggest will seem to be impossible or repetitious, but each of the following steps will help you to read and understand the text. You should modify the suggestions to meet your needs or style of learning. After you have tried this and you feel that you are still having problems, talk to me. Together we should be able to figure something out. Don't wait until the last minute or until your grade is an F-! Talk to me when you see the beginnings of a problem.

History books tend to be written in outline form: thesis, main heading, sub-headings, topic sentences, and main points.

By using this information, you can quickly look at what the chapter has to offer before you read, giving you a better chance of remembering some of the important ideas. What you want to do is keep the information fresh. You can do this by referring to the text over a period of days.

Don't try to consume a whole chapter the night before! The times are just suggested. You need to create your own plan.

## 1. Browsing

Look through the chapter. Read the headings of the chapter, sections, and sub-sections. Read and look at all of the maps, drawings, paintings, graphs, and charts. Just "look around" at what you will be reading. You may absorb some things, but again, all you really want is a quick glance. Do not read the chapter at this point, just look. (15-20 minutes)

## 2. Skim-and-Scan

Read the opening remarks of the chapter. Read the first paragraphs of each section and sub-section. Find the thesis for the chapter and section. Read the first sentence of every other paragraph. Read the captions to the maps, graphs, etc. That's all. (30-45 minutes)

## 3. Careful Reading

Now read the chapter from start to finish. Carefully read every sentence and word. Re-read all captions. Be sure to spend time reading the whole chapter. I suggest you do this in one, but not more than two, settings. (1-3 hours)

## 4. Skim-and-Scan with Note-taking

With pen in hand, skim-and-scan again. Take outline notes with headings matching those in the chapter. Don't rewrite the book. Take quick notes of things you will need to remember. Jot down page numbers of important paragraphs. You may also wish to start notecards. (1 hour)

## 5. Reminding

This is a skim-and-scan technique that uses both the text and your notes. Let the notes remind you what is in the text, referring to the text only when you need to. This is a final check before you study for the exam. (30-45 minutes)

I would suggest that you use the day before the exam as a rest and a final checkup. Don't spend a lot of time studying the text, but use your time wisely checking your notes. Reread the introduction and conclusion to each chapter. These are good reviews.

Train yourself to rely on good notes that reflect the important parts of the text.

After you have received the test back, go over the questions and answers. Check your notes. Why did you miss this question? What should you do to change your reading or notes to better prepare for the test? What part of the reading schedule was best for you? worst? How can you change to meet the needs that you have found? Do this evaluation after every test. By concentrating on your test-taking habits early on you will be prepared for the time when you will be tested over a greater amount of material.

Don't forget: don't ever give up! Always search for ways to better yourself and your techniques!

Name:

## Periodization:

Creating a framework to understand the past

*Historians decide when a new period in world history starts based on three factors:*

1. Transformative events or historical processes take place that bring about major, significant changes that affect the lives of large numbers of people for a long period of time.
2. The transformative events or processes influence more than one region of the world.
3. The transformative events lead to more long distance interactions between cultures, nations, and/or states.

*Why do historians use periodization?*

1. To distinguish one cluster of interrelated historical events from another in order to discover patterns of change
2. To identify significant shifts in those patterns in terms of discontinuities or turning points, which serve as the start and end of periods
3. To highlight trends or events that appear dominant or important during a particular span of time

## Matching Activity-

*Match the groups or sets of transformative historical events below with the approximate beginning of the time periods below. Use your textbook and knowledge of world history to help you.*

~10,000 BCE to 600 BCE

600 BCE to 600 CE

600 to 1450

1450 to 1750

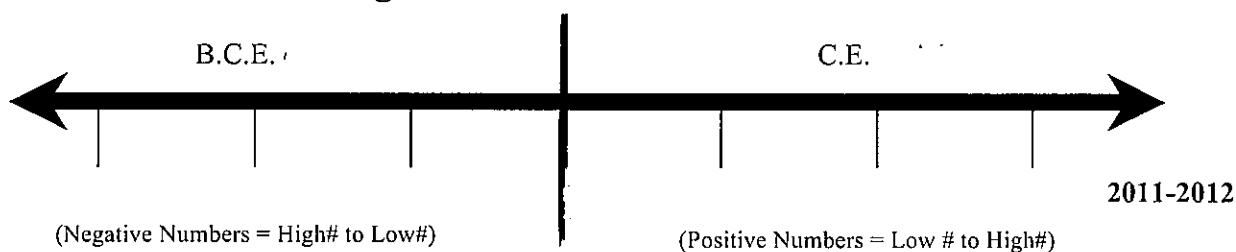
1750 to 1900

1900 to the present

- a. No transformative events-beginning of the study of APWH; Humans are nomadic hunter-gathers
- b. Industrial Revolution; US War for Independence or Revolution; French and Haitian Revolutions
- c. Rise of Islam; Southeast Asian sea trade increases through the Straits of Malacca; Teotihuacan at height of regional power and influence-trade to current US Southwest.
- d. Confucius creates philosophy to address problems of political and social disorder in China; Daoism and Legalism emerge as philosophies in China; Siddhartha Gautama (the Buddha) established Buddhism; Greek city-states mostly change from tyrants to oligarchies- and Spartan reforms; Persian Empire expansion under Cyrus and Darius
- e. Increasingly rapid developments in science, technology, transportation, communication, and medicine; Japan and the US emerge as new great powers, using military and transportation tech.; Women's suffrage movements in Europe and the US
- f. Chinese and European maritime revolutions; Ottoman and early European imperialism' European Scientific Revolution

Name \_\_\_\_\_ Date \_\_\_\_\_ Period \_\_\_\_\_

## Changes in Time & Time Conversions



The AP World History course uses B.C.E. and C.E. to address time periods.

B.C. =

A.D. =

B.C.E. =

C.E. =

Absolute Chronology:

Relative Chronology:

### General Rules of Time Conversions:

The higher the B.C.E. number, the earlier in time it occurred; the higher the C.E. number, the later it occurred.

### Correct Chronology:

Which date comes first: 700 C.E. or 8,000 B.C.E.? \_\_\_\_\_

Which date comes first: 100 B.C.E. or 500 B.C.E.? \_\_\_\_\_

Which date comes first: 223 C.E. or 450 C.E.? \_\_\_\_\_

Eras of Time: Use these general guidelines or rules to determine the correct era or time period.

**Century to Years:** Go down 100 years. (Example: 17<sup>th</sup> century → 1600s)

**Years to Century:** Go up 100 years. (Example: 1800s → 19<sup>th</sup> century)

7<sup>th</sup> century \_\_\_\_\_

1000s \_\_\_\_\_

9<sup>th</sup> century \_\_\_\_\_

300s \_\_\_\_\_

21<sup>st</sup> century \_\_\_\_\_

1900s \_\_\_\_\_

Range of Dates: In converting a range of dates, use x99 – x00 for B.C.E. dates and x00 – x99 for C.E. dates.

3<sup>rd</sup> century B.C.E. \_\_\_\_\_

3<sup>rd</sup> century C.E.. \_\_\_\_\_

8<sup>th</sup> century C.E. \_\_\_\_\_

8<sup>th</sup> century B.C.E. \_\_\_\_\_

15<sup>th</sup> century B.C.E. \_\_\_\_\_

15<sup>th</sup> century C.E. \_\_\_\_\_

## APWH Glossary

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Ex- "Account for the similarities and differences..."

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**Discuss**-Offer a considered review which may include explanations, illustrations, arguments, factors, and evidence; present pros and cons of an issue; debate, argue in words, including definitions and explanations of topic at hand; present both sides of an issues and evaluate and present findings.

**Diversity**-this term refers to the multiplicity of cultures, languages, ethnic groups, trade relations, and lifestyles, in most societies around the globe. Diversity refers to the norms of existence on the planet and challenges ethnocentric notions of human history. It has usually been when societies are most diverse and cosmopolitan that they have also been in their "golden ages." For example, the following places were at their zenith point during moments of historical diversity: 5<sup>th</sup> century Hellas, Tang China, Timbuktu, and Baghdad.

**Document Based Question (DBQ)**- Long Essay Question (LEQ) to be answered based on interpretation of both primary and secondary documents, sourcing of documents, and crafting an argument based on information synthesized from sources.

**Dynasty**-ruling family, usually passed down through sons; historical examples-Egypt and China

**Economic system**-an organized way in which a state or a nation allocates its resources and apportions goods and services in the national community.

**Empire**-political structure governing both a homeland and outlying areas.; the homeland is the region from which the ruling power emerged, and where its power is most legitimate. The outlying areas are typically conquered or otherwise incorporated, and are typically marginal in their loyalty to the central power. People of the home area generally have more rights than those in outlying areas. Empires have been ruled as monarchies, as republics, as military dictatorships, or as bureaucracies.

**Explain (commentary)**- Give a detailed account, by offering reasons or adding details, to make something plain.

**Enumerate**-List several ideas, aspects, events, qualities, characteristics, reasons, etc.

**Evaluate**-to determine or set the value or amount of; appraise; to judge or determine the significance, worth, or quality of; assess

**Fact**-a thing that has actually happened or is true; something asserted to have happened or to have existed. Facts are usually events or achievements, though they may be processes (e.g. emancipation of slaves is a fact). Something asserted to be a fact may be disputed, so that we sometime hear of "true facts" though not often

**Globalization**-the process of integrating the entire globe into a singular unit. The term has come into a wide use in recent times to refer to the current growth of global connections in communications, the economy and the environment. It is also applied to changes from the 19<sup>th</sup> century in transportation, communication, and European colonization. Globalization is usually seen as a new phenomenon, but one may also argue that globalization has taken place at a slower pace over a very long time (proto-globalization).

**Interaction of humans and environment (theme)**-sub-themes include: demography and disease, migration patterns of settlement, technology. The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but increasingly human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the Earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the 20th century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a "green" movement to protect and work with the natural world instead of exploiting it.

**Identify (concrete detail)**- State a clear, concise, and specific answer.

**Illustrate**-give concrete examples; explain clearly by using comparison/contrast.

**Imperialism, colonialism, and decolonization**-These three terms refer to a world historical process that many argue began in the 15<sup>th</sup> century. Essentially, imperialism represents the territorial, economic, political and cultural expansion and domination of a kingdom, or polity of some kind, over another area of the world. Traditionally, imperialism has been viewed as a process for securing the territorial claims over an area of the world by military occupation, which then leads to the development of colonialism. Colonialism is the actual settling or governing of the new territory, which usually results in the development of a bureaucratic administration to govern the "colony" or periphery. Decolonization is the process which occurs when the indigenous population of the "colony" periphery begins a form a resistance and rebellion against foreign, imperial control of land, which results in the end of colonial rule either through a revolutionary war, or some form of mutually agreed process for securing independence of a colony to create a new nation-state.

**Interaction**-a term used to signal a two-way street of contact and change.

**Inference/infer**- to draw a reasonable conclusion from the information presented. When a multiple-choice question asks for an inference to be drawn from a passage, the most direct, most reasonable inference is the safest answer choice. If an inference is implausible, it's unlikely to be the correct answer. *Note that if the answer choice is directly stated, it is not inferred and it is wrong.* You must be careful to note the connotation – negative or positive – of the choices.

**International organizations**-organizations having an existence in more than one nation. These may include, state organization (treaty organizations, UN, WTO) or non-governmental organizations (NGOS), including firms (Shell Oil), humanitarian organizations (Red Cross), and educational and cultural associations. International organizations have existed for some time, but great with particular rapidity in the late 20<sup>th</sup> century (due to WWI and WWII).

**Interpret/Interpretation**-to give or provide meaning of; explain; in history, a selection and explanation of past events and processes, usually from a particular perspective.

**LEQ (Long Essay Question)**-essay appears on APWH exam; either as a comparison changes over time, or causation skill.

**Master Narrative**- a narrative of the past that explains the main line of history-the broadcast patterns of the most significant events. A master narrative is presumed to incorporate the more specific narratives of local histories, and the local narratives are presumed to be consistent with the master narrative. Some historians contest the notion that there can be a valid master narrative summarizing the history of all. Exempts possible perspectives of indigenous peoples, marginalized groups within societies, those who control writing and policy, as well as those that "lose" in world history.

**Migration**-the movements of people from one area to another consisting of push and pull factors; can be elective/voluntary, the result of economic and political desperation and persecution, or forced, such as slavery. Migrations can be individual occurrences for any number reasons, or a by-product of wider trends that result in entire communities leaving their "homeland" in search of economic opportunities, religious freedom, or political asylum. Migrations are one of the CONSTANTS of world history.

**Modernization**-an interpretation of recent history in which change in all societies is seen as progressing in the direction of technological advance and social rationality. In this interpretation, the differences among societies are in the rate at which they create or accept modernization (different than Westernization).

**Narrative**- the telling of a story or an account of an event or series of events; a sequential presentation of the past that conveys an interpretation by ordering events and processes; narratives range from simple listings of events to nuanced presentations ranging from chronology to philosophy (story and voices).

**Nation-state**- (modern) is a society unified by a common government, a set of national institutions, and a shared national culture. "Nation" as a term is applied to a people of common identity such as ethnicity and language.

**Nationalism (modern)**-an ideology that gradually emerged with the development of nation-states beginning in the 18<sup>th</sup> century, but really taking clear shape in the 19<sup>th</sup> and 20<sup>th</sup> centuries. As an ideology, nationalism levels class differences and assumes common "national" goals regardless of individual socio-economic conditions. Nationalism refers to the cultural, linguistic, and

political identity of a nation-state with an emotional support system-patriotism-that can foster a cohesive bond between individuals and the national government in the pursuit of public policy.

**Nomads**-people whose lifestyle requires moving from place to place (usually) due to the herding of their animals. Pastoral nomads of Asia and Africa, living from cattle, camels, sheep, goats, and horses, have sometimes been dominant and other time subordinate in history. Asian nomads have been a significant factor in the facilitation of trade and cross-cultural exchange being in contact with "city dwellers" to have access to their agricultural goods and products (sometimes willing and sometimes forced). There has been a historical narrative, which has propagated the false idea that these peoples were "barbarian" and marginal in nature compared to the urban dwellers.

**Outline**-describe main ideas in an abbreviated form highlighting major claims and support without writing in full paragraph/prose format.

**People**-a term used in many ways by historian, from the simple use as the plural of person to use of "people" to mean an ethnic group (the Igbo people), a national group (The Iranian people) or to distinguish commoners from the elite.

**Periodization**-choices made by historians to segment history; Varying schemes of periodization lead to widely different interpretations of the past. Transformative events/turning points that segment or organize history for studying or analyzing patterns.

**Perspective**-in history, the outlook of a participant in or interpreter of history; the same facts of a battle may look different may look different to a warrior on the field, to an observing child of that warrior, to an historian celebrating the victory a century later, and to a historian in still later times, after the victory had been reversed; historical thinking involves ability to analyze and evaluate these breaks in history. The choice of specific turning points or starting and ending dates might accord a higher value to one narratives, region or group than to another.

**Political (Theme)** sub-themes include: state-building, expansion and conflict, political structures and forms of governance empires, nations and nationalism, revolts and revolutions, regional, transregional, and global structures and organizations This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability, on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

**Point of view (POV)**- one option of required sourcing for DBQ essay; addresses questions: What was the author's point of view? Does the author's POV undermine the explicit purpose of the source? How can we tell, if at all, what other beliefs the author might hold? All sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her POV shapes a document. Factors that may shape POV include aspects of the creators identify (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.

**"Rise of the West"**-interpretations of world history in the past few centuries often focus on explaining how the nations of Western Europe and North America came to be a dominant force in the world. William McNeill took this as the title of his first broad interpretation of world history.

**Refutation**- the action of proving a statement wrong; provide counterargument or counterevidence; disproof, rebuttal; something (as an argument) that serves to disprove.

**Qualify/Qualifying an argument**- To reduce from a general to a particular form; sometimes involves reducing "all" to "some" or from a general group to a particular group. To limit or restrict a position (for or against), or to make less strict.

45



**SAQs (short answer questions)**-short answer questions will directly address one or more of the thematic learning objective for the course. There will be THREE questions with three parts each (A,B,C), usually with some open-nature and internal choice, providing opportunities for students to demonstrate what they know best. All of the SAQs will require students to use the history disciplinary skills and reasoning skills as outlined by the AP College Board skills to respond to a primary source, a secondary source (possibly a historian's argument) and non-textual/visual source such as picture, data or maps, or general propositions about world history. Parts of the question will spiral from basic to complex and build upon each other.

**Social (theme)**-subthemes includes: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes. This theme is about relations among human beings. All human societies develop ways of grouping their members as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations and hierarchies of gender, race, wealth and class. The study of world history requires analysis of the processes through which social categories; roles and practices were created, maintained and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression and human ecology.

**Society**-generally, a community of interdependent individuals. Arnold Toynbee used "society" to refer to very large groups usually called civilizations. "Society" is also used to refer to empires, nations, and ethnic groups both large and small. Historians often tend to assume that societies are bounded and homogenous. But there have been many people who could be considered as members of more than one society, and the differences and conflicts within societies have usually been significant.

**State**- a formal political system with specialized rulers and a system for administration and consulation. States include monarchies, republics, empires, etc. World History focuses heavily on the study of states-their rise and fall-but need to be limited to states. Many people have lived without states, in societies organized by lineage or the story of government. Cultural, social, environments; and health histories, for instance, depend only partly on the state.

**Summarize**-give brief, condensed account; avoid unnecessary details; include a conclusion

**Syncretism**-the mixing/blending of elements from two or more cultures that result in something new. What specific elements mixed (SPICE)? WHY? End result? the combination or conciliation of differing beliefs in religion or philosophy. Historians use the term to refer to a wide range of cultural mixing. Note that in syncretism, the original elements remain unchanged but are differently mixed into a result that is complex but not integrated; in fusion, the original elements are changed and made into a newly integrated result.

**Themes**-subjects or topics on which a person writes or speaks. In world history, one may explore various categories of themes. First is a set of themes corresponding to the scholarly disciplines: politics, economics, social life, culture, and environment. More specific themes include the impact of disease in human history, industrialization in the modern world, or changing conceptions of the relations between man and God. (SPICE)

**Tone** (interpretation of documents/sources)- Similar to mood, tone describes the author's attitude toward his material, the audience, or both. Tone is easier to determine in spoken language than in written language. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are *playful, serious, businesslike, sarcastic, humorous, formal, ornate, sardonic, somber*, etc.

**Trace**-show the order of events or progress of a subject or event. Chronology is important-what happened first, second and so on. Make connection between these events to demonstrate their relation to each other.

**Undermine**-erode the base of; damage or weaken

**Underpin**- to support, justify, or basis of

**Urbanization**-this refers to the process of village communities growing into large population centers with specialized forms of labor, hierarchies, centralized administrations, legal codes, systems for settling disputes, and connections to land and/or overseas trade routes. The first major urban centers are reported to have emerged in the Nile and Tigris/Euphrates River Valleys in the 4<sup>th</sup> millennium BCE and the process of people migrating into congested population centers has continued to the present day.

46

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**Describe-**provide a representation in words of the basic attributes or characteristics of something.

**Diffusion-** the spread of an item or a pattern from one area to another without changing the process; "Diffusion" refers to one-way street of historical change, and may be contrasted with more complex processes of change. In addition to material goods, ideas and non-material goods can also be diffused through the cross-cultural exchanges of people, including migrations, missionaries, trade and commerce, disease, etc. Can be both intentional and unintentional.

**Discuss**-Offer a considered review which may include explanations, illustrations, arguments, factors, and evidence; present pros and cons of an issue; debate, argue in words, including definitions and explanations of topic at hand; present both sides of an issues and evaluate and present findings.

**Diversity**-this term refers to the multiplicity of cultures, languages, ethnic groups, trade relations, and lifestyles, in most societies around the globe. Diversity refers to the norms of existence on the planet and challenges ethnocentric notions of human history. It has usually been when societies are most diverse and cosmopolitan that they have also been in their "golden ages." For example, the following places were at their zenith point during moments of historical diversity: 5<sup>th</sup> century Hellas, Tang China, Timbuktu, and Baghdad.

**Document Based Question (DBQ)**- Long Essay Question (LEQ) to be answered based on interpretation of both primary and secondary documents, sourcing of documents, and crafting an argument based on information synthesized from sources.

**Dynasty**-ruling family, usually passed down through sons; historical examples-Egypt and China

**Economic system**-an organized way in which a state or a nation allocates its resources and apportions goods and services in the national community.

**Empire**-political structure governing both a homeland and outlying areas.; the homeland is the region from which the ruling power emerged, and where its power is most legitimate. The outlying areas are typically conquered or otherwise incorporated, and are typically marginal in their loyalty to the central power. People of the home area generally have more rights than those in outlying areas. Empires have been ruled as monarchies, as republics, as military dictatorships, or as bureaucracies.

**Explain (commentary)**- Give a detailed account, by offering reasons or adding details, to make something plain.

**Enumerate**-List several ideas, aspects, events, qualities, characteristics, reasons, etc.

**Evaluate**-to determine or set the value or amount of; appraise; to judge or determine the significance, worth, or quality of; assess

**Fact**-a thing that has actually happened or is true; something asserted to have happened or to have existed. Facts are usually events or achievements, though they may be processes (e.g. emancipation of slaves is a fact). Something asserted to be a fact may be disputed, so that we sometime hear of "true facts" though not often

**Globalization**-the process of integrating the entire globe into a singular unit. The term has come into a wide use in recent times to refer to the current growth of global connections in communications, the economy and the environment. It is also applied to changes from the 19<sup>th</sup> century in transportation, communication, and European colonization. Globalization is usually seen as a new phenomenon, but one may also argue that globalization has taken place at a slower pace over a very long time (proto-globalization).

**Interaction of humans and environment (theme)**-sub-themes include: demography and disease, migration patterns of settlement, technology. The interaction between humans and the environment is a fundamental theme for world history. The environment shaped human societies, but increasingly human societies also affected the environment. During prehistory, humans interacted with the environment as hunters, fishers and foragers, and human migrations led to the peopling of the Earth. As the Neolithic revolution began, humans exploited their environments more intensively, either as farmers or pastoralists. Environmental factors such as rainfall patterns, climate, and available flora and fauna shaped the methods of exploitation used in different regions. Human exploitation of the environment intensified as populations grew and as people migrated into new regions. As people flocked into cities or established trade networks, new diseases emerged and spread, sometimes devastating an entire region. During the Industrial Revolution, environmental exploitation increased exponentially. In recent increased with the development of more sophisticated technologies, the exploitation of new energy sources and a rapid increase in human populations. By the 20th century, large numbers of humans had begun to recognize their effect on the environment and took steps toward a "green" movement to protect and work with the natural world instead of exploiting it.

**Identify (concrete detail)**- State a clear, concise, and specific answer.

Illustrate-give concrete examples; explain clearly by using comparison/contrast.

**Imperialism, colonialism, and decolonization**-These three terms refer to a world historical process that many argue began in the 15<sup>th</sup> century. Essentially, imperialism represents the territorial, economic, political and cultural expansion and domination of a kingdom, or polity of some kind, over another area of the world. Traditionally, imperialism has been viewed as a process for securing the territorial claims over an area of the world by military occupation, which then leads to the development of colonialism. Colonialism is the actual settling or governing of the new territory, which usually results in the development of a bureaucratic administration to govern the "colony" or periphery. Decolonization is the process which occurs when the indigenous population of the "colony" periphery begins a form a resistance and rebellion against foreign, imperial control of land, which results in the end of colonial rule either through a revolutionary war, or some form of mutually agreed process for securing independence of a colony to create a new nation-state.

**Interaction**-a term used to signal a two-way street of contact and change.

**Inference/infer**- to draw a reasonable conclusion from the information presented. When a multiple-choice question asks for an inference to be drawn from a passage, the most direct, most reasonable inference is the safest answer choice. If an inference is implausible, it's unlikely to be the correct answer. *Note that if the answer choice is directly stated, it is not inferred and it is wrong.* You must be careful to note the connotation – negative or positive – of the choices.

**International organizations**-organizations having an existence in more than one nation. These may include, state organization (treaty organizations, UN, WTO) or non-governmental organizations (NGOS), including firms (Shell Oil), humanitarian organizations (Red Cross), and educational and cultural associations. International organizations have existed for some time, but great with particular rapidity in the late 20<sup>th</sup> century (due to WWI and WWII).

**Interpret/Interpretation**-to give or provide meaning of; explain; in history, a selection and explanation of past events and processes, usually from a particular perspective.

**LEQ (Long Essay Question)**-essay appears on APWH exam; either as a comparison changes over time, or causation skill.

**Master Narrative**- a narrative of the past that explains the main line of history-the broadcast patterns of the most significant events. A master narrative is presumed to incorporate the more specific narratives of local histories, and the local narratives are presumed to be consistent with the master narrative. Some historians contest the notion that there can be a valid master narrative summarizing the history of all. Exempts possible perspectives of indigenous peoples, marginalized groups within societies, those who control writing and policy, as well as those that "lose" in world history.

**Migration**-the movements of people from one area to another consisting of push and pull factors; can be elective/voluntary, the result of economic and political desperation and persecution, or forced, such as slavery. Migrations can be individual occurrences for any number reasons, or a by-product of wider trends that result in entire communities leaving their "homeland" in search of economic opportunities, religious freedom, or political asylum. Migrations are one of the CONSTANTS of world history.

**Modernization**-an interpretation of recent history in which change in all societies is seen as progressing in the direction of technological advance and social rationality. In this interpretation, the differences among societies are in the rate at which they create or accept modernization (different than Westernization).

**Narrative**- the telling of a story or an account of an event or series of events; a sequential presentation of the past that conveys an interpretation by ordering events and processes; narratives range from simple listings of events to nuanced presentations ranging from chronology to philosophy (story and voices).

**Nation-state**- (modern) is a society unified by a common government, a set of national institutions, and a shared national culture. "Nation" as a term is applied to a people of common identity such as ethnicity and language.

**Nationalism (modern)**-an ideology that gradually emerged with the development of nation-states beginning in the 18<sup>th</sup> century, but really taking clear shape in the 19<sup>th</sup> and 20<sup>th</sup> centuries. As an ideology, nationalism levels class differences and assumes common "national" goals regardless of individual socio-economic conditions. Nationalism refers to the cultural, linguistic, and

50

political identity of a nation-state with an emotional support system-patriotism-that can foster a cohesive bond between individuals and the national government in the pursuit of public policy.

**Nomads**-people whose lifestyle requires moving from place to place (usually) due to the herding of their animals. Pastoral nomads of Asia and Africa, living from cattle, camels, sheep, goats, and horses, have sometimes been dominant and other time subordinate in history. Asian nomads have been a significant factor in the facilitation of trade and cross-cultural exchange being in contact with "city dwellers" to have access to their agricultural goods and products (sometimes willing and sometimes forced). There has been a historical narrative, which has propagated the false idea that these peoples were "barbarian" and marginal in nature compared to the urban dwellers.

**Outline**-describe main ideas in an abbreviated form highlighting major claims and support without writing in full paragraph/prose format.

**People**-a term used in many ways by historian, from the simple use as the plural of person to use of "people" to mean an ethnic group (the Igbo people), a national group (The Iranian people) or to distinguish commoners from the elite.

**Periodization**-choices made by historians to segment history; Varying schemes of periodization lead to widely different interpretations of the past. Transformative events/turning points that segment or organize history for studying or analyzing patterns.

**Perspective**-in history, the outlook of a participant in or interpreter of history; the same facts of a battle may look different may look different to a warrior on the field, to an observing child of that warrior, to an historian celebrating the victory a century later, and to a historian in still later times, after the victory had been reversed; historical thinking involves ability to analyze and evaluate these breaks in history. The choice of specific turning points or starting and ending dates might accord a higher value to one narratives, region or group than to another.

**Political (Theme)** sub-themes include: state-building, expansion and conflict, political structures and forms of governance empires, nations and nationalism, revolts and revolutions, regional, transregional, and global structures and organizations This theme refers to the processes by which hierarchical systems of rule have been constructed and maintained and to the conflicts generated through those processes. In particular, this theme encourages the comparative study of different state forms (for example, kingdoms, empires, nation-states) across time and space, and the interactions among them. Continuity and change are also embedded in this theme through attention to the organizational and cultural foundations of long-term stability, on one hand, and to internal and external causes of conflict on the other. Students should examine and compare various forms of state development and expansion in the context of various productive strategies (for example, agrarian, pastoral, mercantile), various cultural and ideological foundations (for example, religions, philosophies, ideas of nationalism), various social and gender structures, and in different environmental contexts. This theme also discusses different types of states, such as autocracies and constitutional democracies. Finally, this theme encourages students to explore interstate relations, including warfare, diplomacy, commercial and cultural exchange, and the formation of international organizations.

**Point of view (POV)**- one option of required sourcing for DBQ essay; addresses questions: What was the author's point of view? Does the author's POV undermine the explicit purpose of the source? How can we tell, if at all, what other beliefs the author might hold? All sources have a purpose, which the author is usually aware of. However, he or she may not be aware of how his or her POV shapes a document. Factors that may shape POV include aspects of the creators identify (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.

**"Rise of the West"**-interpretations of world history in the past few centuries often focus on explaining how the nations of Western Europe and North America came to be a dominant force in the world. William McNeill took this as the title of his first broad interpretation of world history.

**Refutation**- the action of proving a statement wrong; provide counterargument or counterevidence; disproof, rebuttal; something (as an argument) that serves to disprove.

**Qualify/Qualifying an argument**- To reduce from a general to a particular form; sometimes involves reducing "all" to "some" or from a general group to a particular group. To limit or restrict a position (for or against), or to make less strict.

**SAQs (short answer questions)**-short answer questions will directly address one or more of the thematic learning objective for the course. There will be THREE questions with three parts each (A,B,C), usually with some open-nature and internal choice, providing opportunities for students to demonstrate what they know best. All of the SAQs will require students to use the history disciplinary skills and reasoning skills as outlined by the AP College Board skills to respond to a primary source, a secondary source (possibly a historian's argument) and non-textual/visual source such as picture, data or maps, or general propositions about world history. Parts of the question will spiral from basic to complex and build upon each other.

**Social (theme)**-subthemes includes: gender roles and relations, family and kinship, racial and ethnic constructions, social and economic classes. This theme is about relations among human beings. All human societies develop ways of grouping their members as well as norms that govern interactions between individuals and social groups. Social stratification comprises distinctions based on kinship systems, ethnic associations and hierarchies of gender, race, wealth and class. The study of world history requires analysis of the processes through which social categories; roles and practices were created, maintained and transformed. It also involves analysis of the connections between changes in social structures and other historical shifts, especially trends in political economy, cultural expression and human ecology.

**Society**-generally, a community of interdependent individuals. Arnold Toynbee used "society" to refer to very large groups usually called civilizations. "Society" is also used to refer to empires, nations, and ethnic groups both large and small. Historians often tend to assume that societies are bounded and homogenous. But there have been many people who could be considered as members of more than one society, and the differences and conflicts within societies have usually been significant.

**State**- a formal political system with specialized rulers and a system for administration and consulation. States include monarchies, republics, empires, etc. World History focuses heavily on the study of states-their rise and fall-but need to be limited to states. Many people have lived without states, in societies organized by lineage or the story of government. Cultural, social, environments; and health histories, for instance, depend only partly on the state.

**Summarize**-give brief, condensed account; avoid unnecessary details; include a conclusion

**Syncretism**-the mixing/blending of elements from two or more cultures that result in something new. What specific elements mixed (SPICE)? WHY? End result? the combination or conciliation of differing beliefs in religion or philosophy. Historians use the term to refer to a wide range of cultural mixing. Note that in syncretism, the original elements remain unchanged but are differently mixed into a result that is complex but not integrated; in fusion, the original elements are changed and made into a newly integrated result.

**Themes**-subjects or topics on which a person writes or speaks. In world history, one may explore various categories of themes. First is a set of themes corresponding to the scholarly disciplines: politics, economics, social life, culture, and environment. More specific themes include the impact of disease in human history, industrialization in the modern world, or changing conceptions of the relations between man and God. (SPICE)

**Tone (interpretation of documents/sources)**- Similar to mood, tone describes the author's attitude toward his material, the audience, or both. Tone is easier to determine in spoken language than in written language. Considering how a work would sound if it were read aloud can help in identifying an author's tone. Some words describing tone are *playful, serious, businesslike, sarcastic, humorous, formal, ornate, sardonic, somber*, etc.

**Trace**-show the order of events or progress of a subject or event. Chronology is important-what happened first, second and so on. Make connection between these events to demonstrate their relation to each other.

**Undermine**-erode the base of; damage or weaken

**Underpin**- to support, justify, or basis of

**Urbanization**-this refers to the process of village communities growing into large population centers with specialized forms of labor, hierarchies, centralized administrations, legal codes, systems for settling disputes, and connections to land and/or overseas trade routes. The first major urban centers are reported to have emerged in the Nile and Tigris/Euphrates River Valleys in the 4<sup>th</sup> millennium BCE and the process of people migrating into congested population centers has continued to the present day.