SKILL 1: DEVELOPMENTS AND PROCESSES: IDENTIFY AND EXPLAIN HISTORICAL DEVELOPMENTS AND PROCESSES

The first Historical Thinking Skill is developments and processes. Students will be expected to demonstrate this skill by completing the following:[4]

- Identify a historical concept, development, or process.
- Explain a historical concept, development, or process.

To understand the skill of analyzing historical developments and processes, it is necessary to understand the following terms as they relate to the field of history: concept, development, and process. **Historical concepts** are structures used by historians when studying a subject, and they provide a good model to investigate the details of that subject. Examples of historical concepts include ideas like change over time, human agency (capacity for individuals to act of their own volition and alter their environment), historical epoch (a period of time marked by a distinct beginning and end), causation, and significance (important events that serve as turning points in history). For a particular event, historians may ask questions using these concepts such as: How did change impact the historical event or actor? Was the change fast or slow? What was the significance of the historical change? Did the change have short-term or long-term importance?

The next two terms are very closely related. **Historical developments** are specific historical events or phenomena that evolve, such the rise of civilizations (the process by which a society reaches an advanced stage of development), revolutions (forcible overthrows of governments), or economics (for instance, the transitions from feudalism to mercantilism to capitalism). The general definition of a process is "a series of actions or steps taken in order to achieve a particular end."[5] **Historical processes** are the actions or steps taken that produce a particular historical development. These processes can take place over long or relatively short periods.

Using revolution as an example of a historical *development*, the historical *process* could be described by use of the following model. The scholar James DeFronzo explains the steps or series of actions necessary for the emergence of a revolution in his book *Revolutions and Revolutionary Movements.*

> The factors that can influence the development of revolutionary movements include … 1. Mass frustration resulting in popular uprisings … 2. Dissident elite

[4] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.

[5] "Process," English Oxford Living Dictionaries, en.oxforddictionaries.com/definition/process.

political movements … 3. Unifying motivations … 4. A severe political crisis … 5. A permissive world context …[6]

Using the historical *concept* of significance, along with DeFronzo's model, and applying it to the Chinese Revolution might result in the following questions: What severe political crisis resulted in the development of the Chinese Revolution? (The ousting of the Japanese after World War II intensified a civil war that brought the communists to power; see p. 688 in Chapter 13: The Three-World Order, 1940–1975.) What is the long-term political significance of the Chinese Revolution? (It exacerbated the Cold War and inspired future revolutions like the Vietnamese Revolution, see pp. 695–96.)

Practice: See p. 621 to practice analyzing historical developments and processes using modernization as your topic. Address the following:

- Identify and describe the development of modernization.
- Explain the processes that resulted in the emergence of modernization.
- Using historical evidence found in Chapter 12: Of Masses and Visions of the Modern, 1910–1939, explain the significance of the development of modernization.

SKILL 2: SOURCING AND SITUATION: ANALYZE SOURCING AND SITUATION OF PRIMARY AND SECONDARY SOURCES

Historical Thinking Skill number two is sourcing and situation. Students will be expected to demonstrate this skill by completing the following:[7]

- Identify a source's point of view, purpose, historical situation, and/or audience.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

Closely reading and analyzing the historical evidence is an important task for both historians and students of AP® World History. Consider this skill as being akin to the way police use evidence to solve a crime. In this case, you are the detective solving a historical mystery. To crack the case on the multiple-choice section, within the short-answer portion and in the document-based question (DBQ), you must display the ability to analyze evidence. Primary and secondary sources are the evidence that scholars use to make arguments about history.

[6] James DeFronzo, *Revolutions and Revolutionary Movements*, 3rd ed. (Boulder: Westview Press, 2007), 10–11.

[7] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.

Primary sources are items created in the period under consideration (during the historical event), whereas, *secondary sources* are items such as books, articles, and essays written by historians well after the historical event. Primary sources can take many forms, including written texts, speeches, photographs, maps, political cartoons, charts, data, art, or music. However, secondary sources are usually written texts meant to provide an interpretation of the historical past. Historians use primary sources as the basis of their research when creating secondary sources. During their exploration, they must practice effective historical analysis in their interpretation of the primary artifacts. This analysis can include placing the primary source in the proper context, examining the author's background and point of view, determining the purpose of the source, and thinking about how other historians have previously interpreted the item.

Primary Sources

Students often find that reading primary source material can be challenging. For the most part, textbooks and other secondary sources will inform the reader early on about what is essential in the text. Authors may include the main ideas in an introduction and will organize the material with the reader in mind. In comparison, because authors of primary sources did not have current-day students in mind when they created the items, they may not have designed a road map to help people navigate the document. The language of primary sources may be antiquated, and the references may be difficult to understand. You might find it even more tricky when the item is only a visual source or an excerpt or fragment of a complete document, such as those provided to AP® World History students. Therefore, when reading primary sources, you bear more of the responsibility to identify what is essential—a skill you can practice.

How should you approach the examination of primary sources? Before starting to read or write, ask yourself the following:

- What do I already know about this subject/historical event?
- What do I hope to achieve by reading this source?

Since you will need the documents either to answer multiple-choice questions or to support an essay response, it helps to have a structure in place to enable you to decipher them. Mnemonic devices are techniques that improve your ability to remember things. There are many mnemonic devices used to help students remember the ways in which to analyze sources. **SOAPSTone** is one popular mnemonic for history students. The following steps will help you begin the process of formulating a historical argument by understanding your sources:

S = Speaker/Author:

- Who is the speaker (author)? What is the author's age? Class? Gender? Ethnicity? Level of education? Religion?

- How does knowledge about the author's place in society (job, access to power or freedom, and so on) help you understand the person's point of view or outlook?
- Is the author an expert about the topic in the document?
- How does the author's point of view influence your understanding of the document?

O = Occasion/Context:

- How does knowing the occasion (context) of location, period, or surrounding historical events help you understand the document?
- What events could the document relate to?
- What were the belief systems in place that could shed light on the document?

A = Audience:

- What was the intended audience for the document?
- How and why might the author have wanted to persuade this particular audience?
- Based on the audience, can you determine if the document setting is informal or formal?

P = Purpose:

- What inferences can you make about why the author produced the document? Was the purpose to persuade? Was it a call to action? Was it to discredit an opponent?
- Can you read between the lines to determine any useful information?
- Was the item available to the public, or was the item private correspondence?

S = Significance of the Subject:

- Can you explain the subject in a few words?
- How does the document's subject matter help you answer the question at hand?
- How significant is this source?
- Does the document provide detail on the significance of a larger historical event or person?

T = Tone

- What is the author's attitude about the subject?
- What clues can you get from the word choice, sentence construction, or use of figurative language (simile, metaphor, and allusions)?

Secondary Sources

Historians write secondary sources to provide an interpretation of the historical past. These sources analyze primary documents and explain the significance of historical events well after the event has passed. Secondary sources may contain pictures, quotes, graphics, or quantitative data gathered from primary sources. They can take other events and consequences into consideration and place a primary source in its historical context. Although secondary sources are not evidence, they can provide valuable commentary on and discussion of evidence. By examining diverse historical interpretations, you will learn how historical interpretations can change over time. As an example, consider how American views on race and gender have evolved even over the past fifty years.

Just as you would do with primary sources, you should analyze secondary sources to understand both the author's interpretation and the usefulness of the source in understanding the topic. Once again, you can use SOAPSTone with some slight modifications:

S = Speaker/Author:

- Who is the speaker (author)? (Age? Class? Gender? Ethnicity? Level of education?)
- Is the author a scholar in the field, and does the author use a wide variety of primary and other secondary sources to support the writing?
- Does the author have an obvious bias?

O = Occasion/Context:

- How might the author's current context affect the claim or argument?
- Was the source published by a scholarly or reputable publisher?
- How does your current context influence your assumptions about this text?

A = Audience:

- Who is the intended audience for the document? (Other scholars? General audience?)
- How does the source reveal the targeted audience?

P = Purpose:

- What is the purpose of the text or the author's motive for writing it?
- What is the author's thesis (main idea/assertion)?
- How effective is the historical claim or argument?

S = Significance of the Subject:

- Can you explain the subject in a few words?
- How does the document's subject matter help you answer the question at hand? How significant is it?
- Does the book/text have a significant bibliography with verifiable citations?

T = Tone

- What is the author's attitude about the subject?
- What clues can you get from the word choice, sentence construction, or use of figurative language (simile, metaphor, and allusions)? Or, if the source is visual, about the media used?

The ability to ask and answer these questions is a vital habit of mind for students of history. Think of how much better off society would be if all citizens thought and questioned as historians do. However, for the AP® exam, students may be given only limited information regarding both primary and secondary sources, so it is essential to use all the information provided. SOAPSTone works to keep your mind focused on that task.

Just because authors have a particular background, you shouldn't assume that they will make obvious assertions. As you read the argument, cautiously look for evidence. If your initial guess about the author's viewpoint or bias isn't correct, you will need to change your theory. Or you might acknowledge that the historian doesn't appear to be influenced or biased in the way you might guess using limited information.

Developing a historical argument, which is the second major disciplinary practice for AP® World History, requires making inferences (or conclusions) drawn from both primary and secondary source evidence. The key is to think about the material being presented and to connect it to other material you have covered throughout your course or in your reading of this textbook.

Practice: Read p. 544 in Chapter 10: Nations and Empires, 1850–1914 and address the following questions. How does the scholar John Atkinson Hobson explain the negative aspects of imperialism? What are his main arguments?

SKILL 3: CLAIMS AND EVIDENCE IN SOURCES: ANALYZE ARGUMENTS IN PRIMARY AND SECONDARY SOURCES

The next Historical Thinking Skill is source claims and evidence. Students will be expected to demonstrate this skill by completing the following:[8]

- Identify and describe a claim or argument in a text-based or non-text-based source.
- Identify the evidence used in a source to support an argument.
- Compare the arguments or main ideas of two sources.
- Explain how claims or evidence support, modify, or refute a source's argument.

[8] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.

Skill number three is an extension of your ability to analyze primary and secondary sources. The main difference is that rather than just understanding the author, context, and purpose of the source, now you are being asked to make judgments about the validity of the material itself. Some of the tasks listed above this paragraph may be part of your analysis when using SOAPSTone. For example, identifying a text's claim or argument could fall under the "P = Purpose" component when determining the author's thesis. However, you will delve deeper into the documents by examining some specific aspects of the source material.

First, you must recognize the argument and the evidence used to support it, as well as any alternate claims that would support, modify, or refute that position. This ability provides a much more nuanced analysis of the source. It requires you to bring your outside knowledge of history to the forefront, which underscores the need for critical reading and strong note-taking practices.

Remember that many primary sources, even written ones, may not have a clear argument or thesis. While a public speech will have a main point (hopefully), a census record or a ship's manifest will not. You may have to describe a pattern found in the quantitative data of a table, chart, or graph. You might be given maps or images (a painting, drawing, cartoon, or photograph). When you're asked to analyze non-text-based materials, here are some guidelines that should aid your understanding.

Rules for Interpreting Non-Text-Based Sources:

- If the source is supplemented by written background material (for example, a caption, heading, map key/legend, and so on), read everything carefully to gain a clearer understanding of the source.
- Identify the historical context in which the source was created. While most maps or graphs in this textbook are secondary sources that were explicitly designed to further your historical knowledge, most of the cartoons, paintings, or photographs are primary sources. Therefore, determine who created them—and where and when.
- What was the original purpose of the source? Was it designed to entertain, persuade, or inform? Or, does it possibly have multiple purposes?
- Why does the source still exist? Does the fact that it was preserved and collected for future generations imply a certain point of view or agenda?
- Has the source been altered in the reproduction process (color, scope, size, and so on)? Or has it been altered/edited in any way from its original format?

Another way you might be asked to demonstrate this thinking skill is by comparing the main ideas found in two separate sources. In the above example, you analyzed a map on the breakup of the Soviet Union. Find the portion of that same chapter with an excerpt by the historian Robert Strayer from an essay titled "Decolonization, Democratization, and Communist Reform: The Soviet Collapse in Comparative Perspective." How do the arguments of these two documents compare? (See p. 771 in Chapter 14.)

The final means by which students can demonstrate Thinking Skill 3 is by explaining a source's limitations. For instance, a source could be biased, exaggerated, misleading, or inaccurate. Use your SOAPSTone mnemonic and your outside knowledge of history to make these determinations. Study the cartoon on page 524 in Chapter 10: Nations and Empires, 1850–1914 depicting the British imperialist Cecil Rhodes. As a primary source used to understand European colonization, what limitations does this image have? Despite the limitations, what value do images such as this have for understanding history? What additional source or information might help you understand this image more fully?

Practice: Refer to "The Boston Massacre" cartoon in Chapter 8 on page 407. This cartoon was produced at a time when some in the British North American colonies were attempting to gain support for their protest of British policies. Examine the cartoon and read the summary of events surrounding it. Next, address the following:

- Identify the claim made by this non-text-based source.
- Where do these events take place and who is involved?
- Based on the image, what might we assume about the creator's perspective toward Great Britain and their troops?

SKILL 4: CONTEXTUALIZATION: ANALYZE THE CONTEXT OF HISTORICAL EVENTS, DEVELOPMENTS, OR PROCESSES

The fourth Historical Thinking Skill is contextualization. Students will be expected to demonstrate this skill by completing the following:[9]

- Identify and describe a historical context for a specific historical development or process.
- Explain how a specific historical development or process is situated within a broader historical context.

[9] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.

In its simplest form, historical context refers to the date an event occurred or a document was created. However, there is much more to context than determining a year. Historians recognize that they can really understand any piece of historical evidence only when they know something about the world in that time and place.

The Oxford English Dictionary defines *context* as "the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood."[10] So, for your purposes, contextualizing a historical source requires paying attention to the following:

- Who produced the source and when?
- How might political, social, religious, or economic events occurring at the same time have influenced the production of the source?
- What do you know about the language, concepts, and terms used during that historical time? Are any terms/phrases within the document unclear? If so, is this because the meanings of those terms/phrases were different at that time?
- How might common beliefs or trends during this period have influenced the production of the source? Can the historical context be placed into either short-term/immediate or long-term/broad settings?

For example, when reading Léopold Sédar Senghor's "On Negritude" in Chapter 13 on page 722, note that it was written in 1959. What events in the preceding decade had altered African nations' standing on the world stage? After World War II, nations in Asia and Africa began a process of decolonization in an effort to establish independent nations. What events after World War II hampered some nation's efforts at decolonization? Note that the author explicitly states that he and his group are not Communist. Yet he also tries to distance himself from capitalist materialism, which he refers to as "the American way of life." Why do you think he calls it this? The long-term context of decolonization and the Cold War helps to explain the efforts made by Senghor to establish a "middle course."

SKILL 5: MAKING CONNECTIONS: USING HISTORICAL REASONING PROCESSES (COMPARISON, CAUSATION, CONTINUITY AND CHANGE), ANALYZE PATTERNS AND CONNECTIONS BETWEEN AND AMONG HISTORICAL DEVELOPMENTS AND PROCESSES

The fifth Historical Thinking Skill is making connections. Students will be expected to demonstrate this skill by completing the following:[11]

- Identify patterns among or connections between historical developments and processes.
- Explain how a historical development or process relates to another historical development or process.

The thinking skill of making connections reveals how historians comprehend historical developments by placing facts in a larger structure. There are times when you must first study multiple components independently before bringing them back together. Making connections among these independent pieces is a difficult task. You are challenged to pull together evidence, trends, or theories into a cohesive collection that furthers your historical understanding. To make these connections, historians often use evidence or theories from other scholarly fields such as psychology, economics, gender theory, or literary analysis. They may also compare historical data from an earlier time to a later period or even a different location.

The Great Depression can be used as an example of the importance of making connections. One contributing factor to worldwide economic decline was trade policies of industrialized nations (see pp. 635 in Chapter 12: Of Masses and Visions of the Modern, 1910–1939). In an effort to protect their economics, many governments raised tariff barriers against imports. While the goal was to help their own industries, the actual result was a decline in demand as other nations raised similar tariffs. As a result, manufacturers had to cut back production and lay off workers, further exacerbating the economic decline. Understanding the economics and government practices behind this phenomenon enables you to explain one of the causes of the Great Depression. Historians also use knowledge about past events—such as the effects of tariffs on the economy—to make predictions about current conditions.

Practice: The inventions of navigational aids, improved shipbuilding, and better mapmaking all contributed to improved maritime trade. But a complete understanding of these advances is not possible without making connections to other fields of study. After reading pp. 113–17 in Chapter 3: Becoming "The World," 1000–1300, what economic and demographic data help you understand the effects of these inventions? Write a sentence summarizing three significant economic results of these innovations in maritime tools.

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[11] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.

SKILL 6: ARGUMENTATION: DEVELOP AN ARGUMENT

The final Historical Thinking Skill is argumentation. Students will be expected to demonstrate this skill by completing the following:[12]

- Make a historically defensible claim.
- Support an argument using specific and relevant evidence.
  - Describe specific examples of historically relevant evidence.
  - Explain how specific examples of historically relevant evidence support an argument.
- Use historical reasoning to explain relationships among pieces of historical evidence.
- Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:
  - Explain nuance of an issue by analyzing multiple variables.
  - Explain relevant and insightful connections within and across periods.
  - Explain the relative historical significance of a source's credibility and limitations.
  - Explain how or why a historical claim or argument is or is not effective.

This final thinking skill, argumentation, brings together all of the reasoning processes and other thinking skills already addressed, because this is what history is at its core: an argument. The historian Norman J. Wilson has written that "History is best defined as a continual, open-ended process of argument. No question is closed because any problem can be reopened by finding new evidence or by taking a new look at old evidence."[13] And Eric Foner, wrote: "Who owns history? Everyone and no one—which is why the study of the past is a constantly evolving, never-ending journey of discovery." As people reexamine historical evidence with fresh eyes and the perspective of time, they often develop new arguments to explain the past.

Throughout your AP® World History course, your instructor should provide you with various opportunities to practice argumentation, whether through class discussions or informal writing activities. Argumentation is also part of the writing requirement for AP® World History. It is a difficult skill that you can develop with practice over time. You will master it if you put in the effort.

Like many of the other skills addressed here, the art of argumentation is based on a multi-step process. You can condense the maneuvers necessary for a solid argument into three actions: 1) understanding the question, 2) formulating a solid thesis, and 3) skillfully using evidence.

[12] *AP® World History Modern Course and Exam Description, Effective Fall 2019* (New York: College Board, 2019), 14. apcentral.collegeboard.org.
[13] Norman J. Wilson, *History in Crisis? Recent Directions in Historiography*, 3rd ed. (New York: Pearson International, 2014), 3.

Historical arguments always respond to a question, usually posed by your instructor or possibly the College Board®. Therefore, first understand the question by following these simple steps: 1) READ THE FULL QUESTION and 2) ANSWER THE FULL QUESTION. Any time you see a new prompt, remember RTFQ and ATFQ! You might be surprised how often students possess historical knowledge but do poorly addressing a question because they fail to respond clearly to the actual prompt.

For example, read this document-based question prompt from the 2019 exam: "Evaluate the extent to which the Portuguese transformed maritime trade in the Indian Ocean in the sixteenth century." If you were to circle the critical components of the question, you would focus on "evaluate," "extent to which," "the Portuguese," "maritime trade," and the time period. RTFQ so you can ATFQ.

Next, place the question in its historical context (often called "framing" the question). Framing will help you determine whether the question is part of a larger historical debate. If it is, you will want to know what the various sides of the debate are and where your answer might fit within that discussion. Then, you will want to address the "so what" question by explaining why this question is important. In the case of the 2019 document-based question, what is the broader context? What roles might technology, political influences, or religious turmoil have played in expanded sea-based trade networks?

Next, you'll need to formulate a thesis that will be the heart of your argument. You should place this brief yet clear statement of your main assertion at the beginning of your essay, typically in the introductory paragraph. The remainder of your writing is the argument that directly supports your thesis and responds to the question using evidence and reasoning. (Remember ATFQ!) You will draw your evidence from classroom learning, this textbook, other secondary sources, or primary sources (if they are provided).

Once you have created your thesis, you need to think about the organization of your essay. Writing an outline will help you structure your thoughts and present your evidence. Even a short outline with bullet points will keep you on track, especially given the time pressure of an AP® World History exam. As you put this outline together, consider both the length of the essay and the amount of time you have to write it. When you have primary sources, the outline will help you determine which ones to use (referencing all of them is recommended) and how to interpret and position them to convince the reader of your argument.

To summarize, you'll need to bring together reasoning processes, thinking skills, and evidence to create a cohesive response to the question or prompt. As you RTFQ, look at the wording of the prompt to determine which historical skill(s) to use. Often the prompt, particularly in AP® World History, will explicitly express which reasoning and thinking skills should be employed. The last step of argumentation is to prove your point by skillfully drawing on your historical knowledge and using various pieces of evidence. You cannot assume that the

reader interprets the evidence the same way you do. Especially when including primary sources, it is imperative that you explain the connections between the sources and how they help prove your thesis.

As with all the other skills presented here, historical writing is challenging and requires practice. You must use evidence effectively, demonstrate logical thinking, and convey ideas to the reader in a convincing way. As your writing becomes more sophisticated, you will learn to include interpretations that differ from your own. For AP® World History essays, it is crucial to be both clear and concise since the time constraints require you to write several pieces in a relatively short time. The next section of this handbook explains each of the writing tasks and suggests steps to help you write effective historical essays.