

WWI - DBQ

**AP<sup>®</sup> WORLD HISTORY  
2018 SCORING GUIDELINES**

**Question 1 — Document-Based Question**

**Maximum Possible Points: 7**

“Evaluate the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.”

Points	Rubric	Notes
<b>A: Thesis/Claim (0-1)</b>	<p>Responds to the prompt with a historically defensible thesis/claim that establishes a line of reasoning. (1 point)</p> <p><i>To earn this point, the thesis must make a claim that responds to the prompt rather than restating or rephrasing the prompt. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.</i></p>	<p>The thesis must take a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"><li>• “Although many people in the colonies at first responded patriotically to the call to arms, their experiences during the war led to disillusionment and questioning of the colonial order.” <i>(responds to the prompt with an evaluative claim that establishes a line of reasoning)</i></li><li>• “The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars.” <i>(responds to the prompt with a minimally acceptable claim that establishes a line of reasoning)</i></li></ul>
<b>B: Contextualization (0-1)</b>	<p>Describes a broader historical context relevant to the prompt. (1 point)</p> <p><i>To earn this point, the response must relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.</i></p>	<p>To earn the point, the essay must accurately describe a context relevant to the role of the First World War in changing interactions between Europeans and colonized peoples.</p> <p><i>Example:</i></p> <ul style="list-style-type: none"><li>• “Britain and France had long recruited local troops in their colonies and used them to fight their colonial wars or suppress anticolonial revolts.” <i>(Relates broader events and developments to the topic)</i></li></ul>

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**Question 1 — Document-Based Question (continued)**

Points	Rubric	Notes
<b>C: Evidence (0-3)</b>	<p><b>Evidence from the Documents:</b>            Uses the content of at least <b>three</b> documents to address the <b>topic</b> of the prompt. (1 point)</p> <p style="text-align: center;"><b>OR</b></p> <p>Supports an <b>argument</b> in response to the prompt using at least <b>six</b> documents. (2 points)</p>	<p><i>To earn one point, the response must accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the First World War and the relationships between Europeans and colonized peoples.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• (Document 2) “Officer Kalyan Mukerji’s letter to a friend in India shows that the experience of the war has changed his views of England so that now he sees English-style nationalism as a bad thing.” (<i>describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt</i>)</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><i>To earn two points, the response must accurately describe—rather than simply quote—the content from at least six documents. In addition, the response must use the content from the documents to support an argument in response to the prompt.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• (Document 1): “John Chilembwe’s letter to the <i>Nyasaland Times</i> shows that Europeans’ need for African recruits has changed the relationship between colonizers and colonial peoples because the British in Nyasaland now have to appeal to Africans’ sense of duty and patriotism. But, after seeing how Europeans have treated their colonial subjects in peacetime, Africans aren’t buying it.” (<i>Connects the contents of the document to an argument about the ways in which the experience of the First World War changed the relationships between Europeans and colonized peoples.</i>)</li> </ul>
	<p><b>Evidence beyond the Documents:</b>            Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt. (1 point)</p> <p><i>To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>	<p><i>Statements credited as evidence from outside the documents will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.</i></p> <p><i>Typically, statements credited as contextualization will be more general statements that place an argument or a significant portion of it on a broader context.</i></p> <p><i>Example:</i></p> <ul style="list-style-type: none"> <li>• “The peace treaties that ended the war left the British and French empires untouched and actually expanded them through the Mandate system.” (<i>provides a piece of evidence not in the documents relevant to an argument that addresses the prompt</i>)</li> </ul>

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**Question 1 — Document-Based Question (continued)**

Points	Rubric	Notes
<b>D: Analysis and Reasoning (0-2)</b>	<p><b>Sourcing:</b> For at least <b>three</b> documents, explains how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument. (1 point)</p> <p>See document summaries for examples of possible sourcing</p>	<p><i>To earn this point, the response must explain—rather than simply identify—how or why the document’s point of view, purpose, historical situation, or audience is relevant to an argument that addresses the prompt for each of the three documents sourced.</i></p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• (Document 3): “Part of the French government’s purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country.” <i>(provides sourcing regarding the purpose of the postcard relevant to an argument addressing the prompt)</i></li> <li>• (Document 4): “Even though someone writing a private letter to his family can be expected to share their honest opinion of a situation, this was not always the case with soldiers’ letter during the war. The reason for that was that soldiers knew that government censors often read their letters and could decide not to deliver them if they thought they revealed something secret or could be bad for people’s morale. For example, Behari Lal’s letter says that what he is writing “is not a hundredth part” of what is on his mind, suggesting that his experiences were actually much worse than he reveals in the letter.” <i>(provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt)</i></li> </ul>
	<p><b>Complexity:</b> Demonstrates a complex understanding of the historical development that is the focus of prompt, using evidence to corroborate, qualify, or modify an argument that addresses the question. (1 point)</p> <p><i>This understanding must be part of the argument, not merely a phrase or reference.</i></p>	<p><i>Demonstrating a complex understanding might include:</i></p> <ul style="list-style-type: none"> <li>• Considering the totality of the evidence and perspectives presented in the documents as demonstrated <u>by creating</u> a complex argument, while at the same time recognizing that some documents corroborate, <u>qualify</u> or <u>modify</u> the overall argument</li> <li>• Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, <u>such as constructing an argument</u> that explains how the war both fostered and eroded colonial soldiers’ loyalty and patriotism for their colonial empires (as the early enthusiasm for the war gave way to disillusionment) or how wartime experiences sometimes challenged Europeans’ sense of cultural superiority over Africans and Asians and sometimes reinforced these prejudices.</li> <li>• Explaining relevant and insightful connections across time and space, such as <u>explaining how</u> the effects of the First World War on the relationship between colonial powers and colonial subjects compared to the effects of other military conflicts on colonial relationships (e.g. by comparing the experiences illustrated in the documents to the experiences of Latin American colonial subjects of Spain during the Napoleonic wars.)</li> </ul>
<b>If response is completely blank, enter - - for all four score categories A, B, C, and D</b>		

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**Question 1 — Document-Based Question (continued)**

**Document Summaries and Possible Sourcing**

<b>Document</b>	<b>Summary of Content</b>	<b>Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:</b>
1. John Chilembwe, letter to <i>Nyasaland Times</i> (1914)	<ul style="list-style-type: none"> <li>• Criticizes the duplicity of the British who, Chilembwe argues, have maintained that Africans cannot be equal to Europeans in peacetime but are now calling for Africans to share equally in the hardships and sacrifices of war.</li> <li>• There is stronger language regarding the existing exploitation of the colonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Within months of the outbreak of the war, the British have already begun recruiting African troops (situation)</li> <li>• The author, an educated African (as evidenced by his being an ordained minister) is well aware of the narratives used to justify imperialism (for example the claim that “Africa had nothing to do with the civilized world” and turns these narratives around to point out the duplicity of British calls that Africans share equally in the hardships of war (POV)</li> <li>• Because the letter is addressed to British settlers and colonial authorities in Nyasaland it states its objection in a relatively mild and measured way. (audience).</li> </ul>
2. Kalyan Mukerji, letter from the Iraq Front (1915)	<ul style="list-style-type: none"> <li>• Denounces patriotism and nationalism, which the author blames for the bloodshed of the war. Argues that Indian youth have turned to political violence because they have been taught the politics of patriotism by Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• The British used the colonial Indian army on multiple fronts, such as China (situation)</li> <li>• Because it is a private, front-line letter to a friend in India, the letter likely describes the author's real feelings about the war (audience). Alternatively, an essay may argue that the author knew all mail was read by censors, so he used the letter to convey his protest to the authorities</li> </ul>
3. French postcard of colonial troops in France (1915)	<ul style="list-style-type: none"> <li>• The postcard shows three Black French colonial troops sitting in a bench in a French town with two French civilians. Both the soldiers and the civilians are smiling and appear comfortable together</li> </ul>	<ul style="list-style-type: none"> <li>• Whether the photo was candid or staged, the fact that it was selected by the French government to print as a postcard suggests that it presents an idealized version of colonial troops wartime experiences (purpose/POV)</li> <li>• The postcard is a response to German propaganda claiming that by deploying colonial troops on the Western Front, the French (and the British) were turning Europe over to “savages.” The postcard counters that by suggesting that the real savages were the Germans - a common claim of French propaganda during the war (situation)</li> </ul>

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**Question 1 — Document-Based Question (continued)**

<b>Document</b>	<b>Summary of Content</b>	<b>Explains the relevance of point of view, purpose, situation, and/or audience by elaborating on examples such as:</b>
4. Behari Lal, letter from the Western Front (1917)	<ul style="list-style-type: none"> <li>Narrates the author’s experience being transported together with British troops in a truck; the British troops would not sleep next to him because he was Indian. The author claims that a German prisoner would not have been any worse, and expresses regret that the war is exacerbating the “hatred” between Europeans and Indians.</li> </ul>	<ul style="list-style-type: none"> <li>Written on the Western Front at a point in the war when it was clear that trench warfare with little or no gain would continue for a long time (situation)</li> <li>The author’s cautious analysis of the reasons for the increased “hatred” and his mention that he has more on his mind than he is letting on indicate that he knows his letter will be read by the censors and is being extra careful in what he says or does not say (audience/purpose)</li> </ul>
5. Egyptian protest song (1919)	<ul style="list-style-type: none"> <li>Addressing the British in general and General Maxwell in particular, the song recalls the contribution of Egyptian “laborers” to the British wartime effort in the Dardanelles campaign. The song claims that Egyptians are resilient and are “sons of Pharaohs” and highlights the Egyptians’ determination to “gain a constitution.”</li> </ul>	<ul style="list-style-type: none"> <li>Colonies’ dashed hopes of independence/autonomy in the aftermath of the war; resistance to colonial rule after the war (situation)</li> <li>The song seeks to rally ordinary Egyptians behind the cause of resisting the British by referring to Egypt’s past glory under the Pharaohs and praising the Egyptian national character (audience)</li> </ul>
6. Hubert Reid, petition to British colonial authorities in Jamaica (1935)	<ul style="list-style-type: none"> <li>Claims that the “worthless lands” that Jamaican war veterans had received from the British colonial government after years of protests are worthless because of their poor location, lack of infrastructure, and lack of government financial support for veterans.</li> </ul>	<ul style="list-style-type: none"> <li>Post-war veterans’ rights movements; unkept promises made by the colonial authorities to former troops (situation)</li> <li>Since the purpose is to convince the Jamaica colonial authorities to expand veteran aid, the letter likely portrays veterans’ fortunes as worse than they actually were (purpose)</li> <li>The author is not only a veteran himself, but also a leader of a veterans’ labor union, therefore he is likely to have a good grasp on the problems faced by Jamaican war veterans on the “macro” level - not just his own (POV)</li> </ul>
7. Nar Diouf, interview recalling post-war experiences in West Africa (1982)	<ul style="list-style-type: none"> <li>Recounts the author’s experiences in West Africa after he had served in the French Army during the war. The author argues his social standing was increased because of his wartime service and decorations. Other people in his village would ask him to represent them in their dealings with the French. The author narrates an episode in which he used the respect his service commanded to confront a French man being abusive to a blind African boy.</li> </ul>	<ul style="list-style-type: none"> <li>Interview for an oral history project, many decades after the end of the war; the elapsed time may have affected the accuracy of the memories (situation)</li> <li>The interviewee speaks from the point of view of someone important in his community and highlights the importance of his experience in the war in enhancing his social standing; he also speaks from the vantage point of the 1980s, so he sees his experiences under colonialism from the vantage point of post-colonial Africa (POV)</li> </ul>

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### Question 1 — Document-Based Question (continued)

#### Scoring Notes

Introductory notes:

- Except where otherwise noted, each point of these rubrics is earned independently, e.g., a student could earn a point for evidence without earning a point for thesis/claim.
- **Accuracy:** The components of this rubric require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, the essay may contain errors that do not detract from the overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam essays should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.

**Note: Student samples (when available) are quoted verbatim and may contain grammatical errors.**

#### A. Thesis/Claim (0-1 points)

Responses earn one point by responding to the prompt with a historically defensible thesis that establishes a line of reasoning about the topic. To earn this point, the thesis must make a claim that responds to the prompt rather than simply restating or rephrasing the prompt. The thesis must suggest at least one main line of argument development or establish the analytic categories of the argument.

The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.

The thesis must take a position on the extent to which the experience of the First World War changed relationships between Europeans and colonized peoples.

#### Examples of acceptable thesis: (hypothetical)

- “Although many people in the colonies at first responded patriotically to the call to arms, their experiences during the war led to disillusionment and questioning of the colonial order.” (*responds to the prompt with an evaluative claim that establishes a line of reasoning - claim foregrounds change*)
- “Despite the sacrifices of colonial troops, the war did not change the basic fact that Europeans continued to view colonized peoples as inferior and did not take any meaningful steps toward giving them greater rights or self-rule after 1918.” (*responds to the prompt with an evaluative claim that establishes a line of reasoning - claim foregrounds continuity*)
- “The experience of the First World War greatly changed the relationship between Europeans and colonized peoples because the war showed that Europeans needed colonial troops to fight their wars.” (*responds to the prompt with a minimally acceptable evaluative claim that establishes a line of reasoning*)

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### Question 1 — Document-Based Question (continued)

#### Example of unacceptable thesis: (hypothetical)

- “World War I brought great changes to the relationships between Europeans and colonized peoples.” (*merely repeats the wording of the prompt with a minor qualification, which does not amount to indicating a line of reasoning*)
- “Since the Great War was mostly a European conflict, it had almost no influence on European colonies or colonial peoples.” (*not a historically defensible claim.*)
- “The First World War was a major turning point in the relationships between Europeans and colonized peoples in Africa and Asia.” (*offers a historically defensible claim but offers no indication as to the line of reasoning that the essay will take*)

#### B. Contextualization (0-1 points)

Responses earn a point for contextualization by describing a broader historical context relevant to the prompt. To earn this point, the response must accurately and explicitly connect the context of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the time frame of the question. This point is not awarded for merely a phrase or reference.

To earn the point, the essay must accurately describe a context relevant to the role of the First World War in changing interactions between Europeans and colonized peoples.

#### Example of acceptable contextualization: (hypothetical)

- “Britain and France had long recruited local troops in their colonies and used them to fight their colonial wars or suppress anticolonial revolts.” (*Relates broader events and developments to the topic*)

#### Example of unacceptable contextualization: (hypothetical)

- “World War I was the first ‘total war.’” (*potentially relevant, but is merely a reference and does not meet the requirement of “describe.”*)
- “The Great War began as a relatively small conflict in the Balkans but quickly escalated. The systems of alliances, war strategies, and mobilization plans made it impossible to contain and stop the conflict before it had dragged all major European powers in.” (*potentially relevant, but has no clear link to colonized peoples and their wartime experiences*)

#### C. Evidence (0-3 points)

##### a) Document Content – Addressing the Topic (1 point)

In order to achieve the first point, the response must use the content of at least **three** documents to address the **topic** of the prompt (1 point). To earn one point for evidence from the documents, the response must accurately describe—rather than simply quote—the content from at least three of the documents to address the topic of the First World War and the relationships between Europeans and colonized peoples.

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### Question 1 — Document-Based Question (continued)

#### Example of describing the content of a document: (hypothetical)

- (Document 2) “Officer Kalyan Mukerji’s letter to a friend in India shows that the experience of the war has changed his views of England so that now he sees English-style nationalism as a bad thing.” (*describes the document accurately, and thus is credited as addressing the topic, but does not explicitly tie the description to an argument in response to the prompt*)

#### b) Document Content – Supporting an Argument (1 point)

In order to achieve the second point for evidence from the documents, the response needs to support an **argument** in response to the prompt by accurately using the content of at least **six** documents (2 points).

#### Example of supporting an argument using the content of a document: (hypothetical)

- (Document 1): “John Chilembwe’s letter to the *Nyasaland Times* shows that Europeans’ need for African recruits has changed the relationship between colonizers and colonial peoples because the British in Nyasaland now have to appeal to Africans’ sense of duty and patriotism. But, after seeing how Europeans have treated their colonial subjects in peacetime, Africans aren’t buying it.” (*connects the contents of the document to an argument about the ways in which the experience of the First World War changed the relationships between Europeans and colonized peoples.*)
- (Document 5): “The lyrics of the Egyptian protest song demonstrate how the experience of World War I has given Egyptians greater confidence to assert their demands before their British colonial government. The song reminds the British of the contributions Egyptians made during the war and forcefully demands that Britain grant Egypt its own constitution.” (*connects the contents of the document to an argument about the ways in which the experience of the First World War changed the relationships between Europeans and colonized peoples.*)

#### c) Evidence beyond the Documents (1 point)

The response must use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument that addresses the role of the First World War in changing the relationships between Europeans and colonized peoples (1 point). To earn this point, the evidence must be described, and must be more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.

Typically, statements credited as **contextualization** will be more general statements that place an argument or a significant portion of it in a broader context. Statements credited as **evidence from outside the documents** will typically be more specific details relevant to an argument, analogous to the function of evidence drawn from the documents.

#### Example of providing an example or additional piece of specific evidence beyond the documents relevant to an argument that addresses the prompt:

- “The peace treaties that ended the war left the British and French empires untouched and actually expanded them through the Mandate system.” (*provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)
- “Before WWI broke out, the British had used Indian troops in many campaigns, for example in China during the Boxer rebellion.” (*provides a piece of evidence not in the documents relevant to an argument that addresses the prompt*)



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### Question 1 — Document-Based Question (continued)

#### D. Analysis and Reasoning (2 points)

##### Document Sourcing (0-1 points)

For at least **three** documents, the response explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument that addresses the prompt (1 point). To earn this point, the response must explain how or why—rather than simply identifying—the document's point of view, purpose, historical situation, or audience is relevant to an argument addressing the prompt for each of the three documents sourced.

##### Example of acceptable explanation of the significance of the author's point of view:

- (Document 1): "As an ordained minister, John Chilembwe is probably opposed to wars in general, but in the case of the First World War he is particularly against the idea of Africans serving because he can see that there is no higher purpose to the war than European political and economic gain." (*provides sourcing regarding the POV of the author relevant to an argument addressing the prompt*)

##### Example of acceptable explanation of the significance of the author's purpose:

- (Document 3): "Part of the French government's purpose in printing this postcard may have been to reassure the French population that African troops serving in France can be friendly and trustworthy. So even though the card shows Africans and French civilians sitting next to each other and smiling, it probably indicates that ordinary French people continued to be biased against Africans, even those fighting for their country." (*provides sourcing regarding the purpose of the postcard relevant to an argument addressing the prompt*)

##### Examples of acceptable explanation of the relevance of the historical situation of a document:

- (Document 7): "Nar Diouf's experiences in the war are recorded in the 1980s as part of an oral history project. So he has the benefit of hindsight regarding both the end of the war and the end of French colonialism in Africa. From this perspective, it is understandable that Nar Diouf emphasizes the way in which being a veteran allowed him to be effective in helping his community resist the abuses of French colonizers." (*provides sourcing regarding the historical situation of the document relevant to an argument addressing the prompt*)

##### Examples of acceptable explanation of the significance of the audience:

- (Document 4): "Even though someone writing a private letter to his family can be expected to share their honest opinion of a situation, this was not always the case with soldiers' letter during the war. The reason for that was that soldiers knew that government censors often read their letters and could decide not to deliver them if they thought they revealed something secret or could be bad for people's morale. For example, Behari Lal's letter says that what he is writing "is not a hundredth part" of what is on his mind, suggesting that his experiences were actually much worse than he reveals in the letter." (*provides sourcing regarding the audience of the government report relevant to an argument addressing the prompt*)

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### Question 1 — Document-Based Question (continued)

#### **Demonstrating Complex Understanding (0-1 points)**

The response demonstrates a complex understanding how the experience of the First World War changed relationships between Europeans and colonized peoples, using evidence to corroborate, qualify, or modify an argument that addresses the question.

Demonstrating a complex understanding might include:

- Considering the totality of the evidence and perspectives presented in the documents as demonstrated by creating a complex argument, while at the same time recognizing that some documents corroborate, qualify or modify the overall argument
- Explaining the nuance of an issue by analyzing multiple factors or by considering diverse or alternative perspectives or evidence, such as constructing an argument that explains how the war both fostered and eroded colonial soldiers' loyalty and patriotism for their colonial empires (as the early enthusiasm for the war gave way to disillusionment) or how wartime experiences sometimes challenged Europeans' sense of cultural superiority over Africans and Asians and sometimes reinforced these prejudices.
- Explaining relevant and insightful connections across time and space, such as explaining how the effects of the First World War on the relationship between colonial powers and colonial subjects compared to the effects of other military conflicts on colonial relationships (e.g. by comparing the experiences illustrated in the documents to the experiences of Latin American colonial subjects of Spain during the Napoleonic wars.)

This understanding must be part of the argument, not merely a phrase or reference.