

2004 Compare & Contrast Annotated Rubric: Effects of World War I Outside of Europe

Note to teachers:

This Annotated Rubric is specifically designed for the College Board's AP World History course, but could also be helpful in any world history survey course. The best source of information about how to teach essay skills is the [AP World History Course Description](#), (aka the "Acorn" Book), published every 2 years by the College Board. It can be downloaded for no cost at

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

Another great source of learning how to teach good writing skills is by being an Essay Reader. You'll have direct, first-hand experience reading essays, and get an unforgettable amount of insight into the most common writing techniques, both effective and otherwise. You'll also enjoy meeting other dedicated, talented, and resourceful World History teachers from around the world who will encourage and challenge you in a myriad of ways. You can apply to be an AP Reader at

<http://apcentral.collegeboard.com/apc/public/homepage/4137.html>

The discussions on the AP World History Electronic Discussion Group (EDG) heavily influenced the comments & insights in this Annotated Rubric. The EDG is a great way to ask questions of 1,800+ world history professionals. You can register for the EDG at

<http://apcentral.collegeboard.com/apc/public/homepage/7173.html>

This Annotated DBQ Rubric is by no means intended as a "turn-key" solution to improving your students' writing. If you want the *real* training as to how to teach a good AP World History course, go to an 1-day AP Workshop or a 5-day Summer Institute. See

<http://apcentral.collegeboard.com/apc/Pageflows/InstitutesAndWorkshops/InstitutesAndWorkshopsController.jsp>

How to use this Annotated Rubric

The overall goals for this document are to help students improve their writing and to reinforce the "Habits of Mind" discussed in the Acorn book. In our schools, We are fortunate to have an excellent English department that teaches students the importance of clear thesis statements and good writing mechanics. Our jobs are made far easier in that

"all" we have to do is to show the students how to apply what they've already learned in their English classes to AP World History.

We've tried to show 3 levels of answers to each Rubric category: 1) an unacceptable response that fails to meet the criteria; 2) an acceptable response; and 3) an excellent response that demonstrates mastery of the required skill. Only you know your students' writing strengths and weaknesses. The danger here is that some students may see the excellent examples and give up, thinking, "I can't possibly do that." Encourage them to take it one step at a time, to improve incrementally towards mastery, and eventually they WILL master the subject. Keep in mind that there are six different categories on the Generic DBQ Rubric, with seven possible points. The national median score, at the *end* of the academic year, was 2.03.¹ A student who scores "only" two points on their first C&C attempt should be heartily encouraged, and should not despair that they'll never achieve all seven points on the generic rubric.

Even though this question was from the 2004 test, we've used the Generic Rubric from the current Acorn book to illustrate the grading criteria. Given that this is the direction the World History Test Development Committee is moving, we think it's only appropriate to use the current standards, even though the actual rubric at the time was slightly different.

We hope this teaching tool helps your students to write and think better, and helps you enjoy grading their writing more.

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http://moodle.egrps.org/mod/resource/view.php?id=1855&subdir=/Annotated_Rubrics

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¹ http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

Question: Compare & contrast how the First World War and its outcomes affected TWO of the following regions in the period from the war through the 1930's: East Asia, Middle East, South Asia.

Acceptable countries within regions/broader definition of "regions": Middle East = Countries of Northern Africa, West Asia, & Turkey
 East Asia = Vietnam, SE Asia, Russian Far East (but NOT just Russia) South Asia = India, Pakistan (including modern Bangladesh)

Point #	Generic Description <i>Explanation/Commentary</i>	Examples and <i>Commentary</i>
1 Thesis	<p>Has acceptable thesis. (1 pt)</p> <p>(Addresses comparison of the issues or themes specific to the question.)</p> <ol style="list-style-type: none"> 1. Must connect two of the regions and make reference to the ways WWI and its outcomes affected each region. 2. Must stay within the time frame of WWI through 1930's. 3. May appear anywhere in the essay and may be split (two non-consecutive sentences). 4. May elect to address the regions as a whole or select specific countries within the regions. 	<p>Unacceptable</p> <ul style="list-style-type: none"> • World War One affected the Middle East and South Asia similarly and differently. <i>This merely parrots the question, and is too vague to count for anything.</i> • World War One greatly affected East Asia and the Middle East. <i>This doesn't answer the question. (The question <u>doesn't</u> ask "Did WWI have a small or great effect?")</i> • The First World War affected the entire world although its reach was weaker in some areas than in others. The Middle East was more deeply affected than East Asia. <i>There should be some categorical description of the war's effect, not just "weaker" or "deeply." Was the Middle East deeply affected <u>politically</u>, while East Asia was weakly affected <u>economically</u>?</i> <p>Acceptable</p> <ul style="list-style-type: none"> • India and the Middle East were affected by the war and its outcomes socially, economically, and politically. <i>This thesis is weak, but marginally acceptable.</i> • WWI affected the Middle East and South Asia in similar ways. They both formed new countries as a result. They also both lost men to the War. <i>While this thesis doesn't address differences, it does directly tie the war to two regions.</i> • Although East Asia and South Asia both fought on the same side during the First World War due to their alliances with the West, the outcomes in each region differed due to politics such as government control and their economies. <i>Solid, focused, and answers the question!</i> <p>Excellent</p> <ul style="list-style-type: none"> • In the aftermath of WWI, the entire world was a very different place than it had been before the war. In particular, the Middle East and East Asia were greatly affected by the conflicts as it caused a fundamental change in the political and economic structures of the regions. • The First World War and its consequences echoed around the world, causing important ideological and political shifts everywhere. Though these effects appear more gradually in East Asia and South Asia than elsewhere, several interesting parallels and contrasts arise in those two locations.

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2 Parts of the Question	<p>Addresses all parts of the question, though not necessarily evenly or thoroughly. (2 pts)</p> <p><i>Two points requires that students accurately demonstrate how the outcomes of the war affected BOTH regions through the 1930's.</i></p> <p>(Addresses most parts of the question: for example, deals with differences but not similarities.) (1 pt)</p> <p><i>One point requires that students accurately demonstrate how the outcomes of the war affected ONE region through the 1930's.</i></p> <p>-----</p> <p><i>Students CANNOT use thesis statement as this point.</i></p> <p><i>Broad generalizations here (without specific evidence) are acceptable, but the link to the war must evident.</i></p>	<p><i>Note: "Addresses all parts of the question" is a broad description. Satisfying this requirement could be accomplished in a single sentence, but often students used an entire paragraph to deal with one region.</i></p>

Point #	Generic Description <i>Explanation/Commentary</i>	Examples and <i>Commentary</i>
<p>3 Evidence Support</p>	<p>Substantiates thesis with appropriate historical evidence. (2 pts)</p> <p><i>Minimum of THREE pieces of relevant and defensible evidence about the effect of the war with at least ONE piece of evidence in EACH area.</i></p> <p>(Partially substantiates these with appropriate historical evidence. 1 pt)</p> <p><i>Minimum of TWO pieces of relevant and defensible evidence about the effect of the war (in either or both areas)</i></p> <p>-----</p> <p><i>Note: Evidence CAN appear in the same sentences that are counting towards “Addresses Parts of the Question” OR “Direct Comparisons.”</i></p> <p><i>The minimum requirement for how many pieces of evidence is determined by the reader/teacher, NOT the student.²</i></p>	<p>Inappropriate/Inaccurate Examples</p> <ul style="list-style-type: none"> • India <u>gained</u> its independence. <i>India didn’t gain its independence until 1947. “India <u>campaignned</u> for full independence,” would be acceptable.</i> • China <u>turned</u> to Communism. <i>While Mao Zedong & Chiang Kai-shek (Jiang Jieshi) battled each other during the 1930’s, Mao’s communist forces didn’t win until 1949. For each of these examples, the verb takes the statement past the allowable time frame. “China <u>began to move toward</u> Communism,” would be acceptable.</i> • Japan attacked Taiwan (1895), Korea (1910), or Hong Kong (1941). • OPEC founded (1960) <i>These are simply outside the time frame.</i> <p>Common Appropriate Examples <i>(see next page for a more complete list)</i></p> <ul style="list-style-type: none"> • League of Nations mandate status • Balfour Declaration (1917) • Gandhi & Salt March(es) • Rise of nationalism in India • Japan invades Manchuria • Great Depression (effects/lack of effects of Great Depression on the region in question.) <p><i>Evidence must support the thesis. It can’t just “hang out there” unrelated to anything else in the essay.</i></p>

² This illustrates an important teaching point. The Generic Rubrics published in the Acorn book are designed to give teachers a range of what grading standard will be enforced at the official Reading. The precise “minimum acceptability” for each Generic Rubric category is determined by the Chief Reader at the Reading based on a sampling of student responses to that specific question. The minimum will fluctuate each year on each question within the range allowed in the Generic Rubric. (e.g. one year the minimum may be “supports thesis with two pieces of evidence” while the next year the minimum may be “three pieces of evidence”) In the classroom, teachers should aim higher. Ideally, students should do every part of this rubric to every question or document they ever read. That is part of the teacher’s responsibility in training students in the historian’s craft. So how many Changes, Continuities etc. should students aim for? College Board Consultant Bard Keeler’s advice is the “Rule of 3.” No matter what the category, give three examples. 3 similarities & 3 differences, 3 pieces of evidence, 3 POV’s, 3 Groupings, (for DBQs), 3 Changes & 3 Continuities, (for COT essays) etc.

Examples of Relevant Evidence & Information

Often students feel that teachers are unreasonable demanding “too many” specific examples by name. Below is a list that AP Readers used as a guide to the most common historical evidence examples students used. It is NOT exhaustively complete. Obviously, no student could possibly include ALL of these examples. The point is that there’s more than enough evidence available for students to use.

East Asia

- 1914 Japan declares war on Germany
 - Soon thereafter Japan occupies German possession in China (Qingdo (Tsingtao) in Shangdong Province) and German holding in Pacific.
 - French employ laborers from China & French Indochina as laborers behind trenches.
- 1915 Japan secretly present the 21 Demands to China
- 1917 China declares war against Germany
- 1919 At Versailles Allies agree to transfer former German holdings in Asia to Japan
 - Demonstration in Beijing in reaction to Versailles decision break out in Beijing
 - May Fourth Movement: Intellectual call for end to the social and customary restrictions placed on people’s lives by traditional Chinese culture.
- 1919 Chinese Communist Party formed (with Mao Zedong as founding member)
- 1921 Washington Conference: Ends Anglo-Japanese Alliance, forms 4-power Pacific Treaty (US, UK, Japan, France, & Italy)
 - Naval armaments treaty establishes a ratio of ships for each nation of: 5-5-3-1.67-1.67
- 1922 Sun Yat-sen (Sun Zhongshan) revives Guomindang (Kuomintang) Party (KMT)

- 1927 Chiang Kai-shek (Jiang Jieshi) assumes leadership of KMT and leads Northern Expedition uniting China.
- 1931 Manchurian Incident leading to Japanese occupation of key sites
 - 1931 Japan puppet state of Manchukuo established
 - 1933 Lytton Report, critical of Japan’s role in Manchuria, filed in the League of Nations prompting Japan’s withdrawal from the League
- 1937 Japan invades China
 - Dec. 1937, Rape of Nanjing (Nanking)

Middle East

- 1914 Ottoman entry into WWI
 - great strain on society & economy (2500% inflation in cost of living)
 - British troops in Mesopotamia to protect the oil pipeline from Iran
- 1917 Balfour Declaration and the promise of a Jewish homeland in Palestine
- 1919 Atatürk (Mustafa Kemal) arrives and plays crucial role in creation of an independent secular state (1922)
 - Reza Khan emulated Atatürk
- 1920 April 12-26 San Remo Conference of Allied powers to discuss and assign League of Nations Class A Mandates (specifically Palestine, Syria, & Iraq)

- British and French mandates angered Arab and Jewish nationalists who viewed the mandates as extensions of imperial rule
- 1920-21 Palestine riots between Arabs & Jews
- 1922 Egypt independent but Britain reserves right to station troops along the Suez to protect its link to India

South Asia

- 1914 British employed large numbers of Indian Hindus & Muslims in the war effort. Nationalist movement inactive during the war
- 1919 Repressive British measures led to violence: Amritsar Massacre
- Indian National Congress moved from collaboration to resistance in the quest for self-rule
 - INC formed in 1885; 1906 the congress joined forces with All-India Muslim League
- Non-Cooperation & Civil Disobedience Movements organized in opposition to British rule
 - 1919 Rowlatt Acts (anti-sedition/anti-agitators measures)
 - 1930 Gandhi leads salt march
- 1937 Government of India Act organized a self-governing state but proved unworkable due to differences between Hindus & Muslims. Muslim League leader Muhammad Ali Jinnah proposes two states

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4 Direct Comparisons	<p>Makes at least 1 or 2 relevant, direct comparisons between or among societies. (1 pt)</p> <p><i>Makes at least ONE relevant and substantiated DIRECT comparison or contrasting regarding the effect of WWI on the two regions selected.</i></p> <p><i>Students CANNOT use the thesis statement as Comparison point.</i></p> <p><i>The key words here are “relevant” and “direct.” The comparison(s) cannot be implied or tangential to the thesis.</i></p>	<p>Unacceptable</p> <ul style="list-style-type: none"> • The similarity between these two regions [is] that they started out before the war as one thing and became something else after the war. <i>If the next few sentences described more specifically what “thing” each region was both before and after the war, that would count. By itself, though, this sentence is simply too vague.</i> • Both regions were greatly affected by WWI, but they were affected in different ways, instead of similar. <i>This sentence seems to want to be <u>both</u> a Thesis and a Comparison, but is so vague that it is neither.</i> • The Middle East was divided up by European colonial powers. East Asia came under the domination of a new, non-European imperial power. <i>This is an example of parallel construction. The comparison is <u>implied</u> (‘This happened here. That happened there,’) without any <u>direct</u> linkage between ‘this’ and ‘that,’ ‘here’ and ‘there.’ A small change can make this comparison direct/explicit. Instead of a period between these two sentences, substitute a comma, and add “while.”</i> <p>Acceptable</p> <ul style="list-style-type: none"> • The Balfour Declaration, which promised a Jewish state in Palestine, angered the Arabs, particularly the inhabitants of Palestine who were overwhelmingly Muslim. Similarly, in East Asia, European influences increased in the wake of the war. • Overall, however, the Middle East and East Asia were very similar in that one of the primary objectives in both regions was liberation from European dominance. • An obvious difference between China and India in this period is that China [was] not ruled by foreigners (as it had been during the Ch’ing dynasty) and did not need to vie for independence) unlike India where foreign English were in power and Ghandi stressed non-violent means of gaining independence from the British. <p>Excellent <i>An essay that consistently analyzes the causes and effects of relevant similarities and differences.</i></p>

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5 Analysis ³	Analyzes at least one reason for a similarity or difference identified in a direct comparison.	<p>Unacceptable <i>Virtually any narrative that can be summarized as ‘This happened. That happened,’ without breaking down the reasons behind the events is NOT analysis.</i></p> <p><i>See the next page for a more complete discussion of “What is Analysis?”</i></p> <p>Acceptable <i>During WWI India carried out its duties as a loyal member of the British empire, for Indian nationalism was in its infancy. This example explores the reasons behind India’s support during WWI.</i></p> <p>Excellent <i>The Washington Naval Conference’s recognition of Japan’s place relative to France & Italy both legitimized Japanese militarism and encouraged later imperialistic expansionism. This not only delves into the reasons behind Japan’s policy, but also links that policy to later events in a mature and sophisticated manner.</i></p>

³ When this question was administered in 2004, Analysis was not included in the official rubric. The 2006-07 Generic C&C Rubric has since made Analysis a distinct category, so we’ve attempted to create an Analysis category, along with relevant examples. This is our interpretation of what ‘Analysis’ is, and should NOT be considered part of the College Board’s official grading criteria.

What *IS* Analysis?

The pursuit of Analysis is a perennial quest of AP students (and teachers!) Students who consistently analyze earn high marks on the AP World History Exam. Monica Bond-Lamberty, a teacher at Northwood High School in Silver Spring, MD, and a member of the AP World History Test Development Committee puts it this way:⁴

Analyze: determine their component parts; examine their nature and relationship.⁵ Bloom's Taxonomy refers to "the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts or components, examination of the relationship between parts, recognition of hidden meanings and detection of the organizational principles or patterns involved."

So when doing historical analysis what is being done is breaking down the item being analyzed into its parts which generally include (depending on what is being analyzed):

- historical actors: events, processes, institutions, ideas, etc. (examination of multiple causation which looks at cause and effect relationships)
- evidence (determining the significance and reliability of various perspectives like when point of view is analyzed)
- interpretations of what happened (comparing and contrasting changing versions of developments or theories)

- underlying structures (determining how all the processes, institutions, ideas, events, actors, motives, evidence, interpretations are connected and related and affect each other)
- overall process of change and continuity (connecting different regions and eras)

This is different from just explaining because of the need to look at multiple causation.

For example: if with this year's COT we had asked them to explain a transformation that took place, [it] would have been okay with a single description - ("*the population of the Americas declined*"). Instead we required them to go further with looking at why the population declined, ideally several steps forward and backward.

If we asked them to explain the causes of the demographic change in the Americas from 1450-1750, simply describing the Atlantic slave trade and European colonization would cut it; whereas if we asked them to analyze demographic change in the Americas we would want them to also look at why they needed the slave trade, why there was colonization and the differences in which genders were involved?

We need to work with students to help them distinguish between analysis and just a simple explanation of causation or a really good description.

⁴ Monica Bond-Lamberty's AP World History EDG message, 7/1/2005.

⁵ AP World History Course Description, p. 32.
http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html

General Notes

Most students have been writing Compare and Contrast essays for several years, but often don't understand how to structure/organize their essay. Ellen Bell, an AP World History Consultant from Houston, TX has analyzed the overall structure of common Compare and Contrast essays. Her notes below (with our *italicized comments*) can help virtually every aspect of students' writing.

Compare & Contrast Essay Organizational Structures		
Geographic Lump	Similarities and Differences	Categorical Split
<ul style="list-style-type: none"> • Thesis • Body paragraph 1- region 1 Political Economic Social⁶ • Body paragraph 2—region 2 Political Economic Social <p>Note: When writing body paragraph 2 you MUST make comparisons and contrasts back to information in body paragraph 1.</p>	<ul style="list-style-type: none"> • Thesis • Body paragraph 1—similarities between regions Political Economic Social • Body paragraph 2—differences between regions Political Economic Social <p>Note: There may not be similarities and differences in all three categories.</p>	<ul style="list-style-type: none"> • Thesis <u>Paragraph</u> (chooses 3 categories: e.g. political, economic, and social) • Body paragraph 1 <u>Political</u> (similarities AND differences between BOTH regions) • Body paragraph 2 <u>Economic</u> (similarities AND differences between BOTH regions) • Body paragraph 3 <u>Social</u> (similarities AND differences in BOTH regions)
<p><i>This is the most common (and usually least effective) structure students use. While it CAN work effectively, all too often students forget or fail to make <u>direct comparisons</u> between the regions. (Most comparisons are implied, at best.) Frequently, students are so eager to begin writing they fail to adequately develop their thesis. Also, there's nothing in the overall structure that inherently encourages analysis.</i></p>	<p><i>Students are more likely to initially feel comfortable listing similarities and differences, so this structure might be less intimidating than the Categorical Split.</i></p> <p><i>Good analysis though is more likely to come <u>if/when</u> students proceed to the next level of categorization (political, economic, social, etc).</i></p>	<p><i>Effective pre-writing is vitally important. The Categorical Split structure requires students to spend considerable time planning their thesis and organization. Because the thesis contains categories, it is usually more sophisticated and often automatically helps structure later paragraphs. It may even be good enough for "extra credit" (Expanded Core). Students are more likely to include <u>analysis</u> and numerous direct comparisons. In short, there's nothing like a strong thesis to help everything else.</i></p>

⁶ The "political, economic, and social" categories are illustrative only. Obviously, if the question called for religious, cultural, and technological evidence then those categories would apply.