

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.jspf>

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 my high school, I am fortunate to have an excellent English department that teaches students the importance of clear thesis state-

ments and good writing mechanics. My job is made far easier in that "all" I have to do is to show the students how to apply what they've already learned in their English classes to AP World History.

I'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 3.91.¹ A student who scores "only" three points on their first DBQ 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 2005 test, I'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, I think it's only appropriate to use the current standards, even though the actual rubric at the time was slightly different.

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

Bill Strickland

East Grand Rapids HS
East Grand Rapids, MI

bstrickl@egrps.org

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

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

2005 Annotated DBQ Rubric: 20th C Muslim Nationalism Issues

Question: Analyze the issues that twentieth-century Muslim leaders in South Asia and North Africa confronted in defining their nationalism. What **additional kind of document(s)** would be most helpful in furthering your analysis?

Historical Background: In 1947 British-controlled South Asia was partitioned to form the Islamic state of Pakistan and the secular state of India. In North Africa, Egypt gained partial independence from Great Britain in 1922, but the British kept control of the Suez Canal until 1954. Algeria gained independence from France in 1962.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
Question		<i>This question is about the ISSUES that Muslim leaders had to confront when DEFINING their nationalism, NOT about nationalism per se,. Once again, it is crucially important to read the question carefully in order to understand exactly what it is asking.</i>
Historical Background		The Problem <i>[A] common error arose from the historical background, which noted that “in 1947 British-controlled South Asia was partitioned to form the Islamic state of Pakistan and the secular state of India.” Many students reading this appeared to have begun their essays based upon this information instead of first proceeding to the documents themselves.²</i>

² 2005 Student Performance Q&A. http://apcentral.collegeboard.com/apc/public/repository/ap_qa05_world_histor_47383.pdf

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
1 Thesis	<p>Has acceptable thesis.</p> <p><i>The thesis must appear at the beginning (introduction) or end (conclusion) of the essay and may be found in multiple sentences. Thesis must refer to the specific ways in which Muslim leaders confronted and/or defined their nationalist sentiments.</i></p>	<p>Unacceptable “There were many issues Muslim leaders confronted when defining their nationalism.” <i>Thesis is too vague. “Many” is a virtually meaningless qualifier. Be more specific!</i>³</p> <p>“Muslim leaders of S. Asia and N. Africa found it difficult to hold together their countries and to promote nationalism when they were being carved up by European and American powers.” <i>Inaccurate statement. This is an incorrect summarization of the documents.</i></p> <p>Nationalism had a big influence on Muslim leaders. <i>Off topic. The question asks the reader to focus on the issues leaders <u>confronted</u> when <u>defining</u> their nationalism, NOT nationalism’s <u>amount of influence</u>. This is an example of why it is so important to read the question carefully. Not only would this ‘thesis’ not earn the Thesis point on the DBQ Rubric, it might distract the author from earning other points (#3 Evidence, #5 Analysis by Grouping). Make sure you answer precisely what the question asks.</i></p> <p><i>Too many students’ theses can basically be summed up as “‘A’ had a huge effect on ‘B’.” Readers are not easily impressed with qualifiers like “large, huge, big, lots, many” etc. Be more specific! Use <u>quantitative</u> descriptors. If there were 3 effects, <u>name</u> the 3, rather than “many.”</i></p> <p>Acceptable “Political leaders had to wrestle with both cultural and religious issues when defining their nationalism.” <i>There are two categories (cultural and religious), although it would help if the writer qualified them more. (e.g. “Traditional” vs. “modern” definitions of Islam, ‘pro- vs. anti-western imperial powers policies, etc.)</i></p> <p>“Muslim leaders in each nation or region custom tailored the definition of ‘Islam’ and attitude toward western imperial powers to suit their own individual situation.” <i>This thesis shows the student understands the question, and has framed an appropriate response.</i></p> <p>Excellent “As Muslim leaders in N. Africa and S. Asia organized, they were confronted with the unenviable task of prioritizing several thorny factors. Which is more effective at unifying and motivating the masses, religion or ethnic/national identity? Are the west’s technological, educational, and military accomplishments to be admired and imitated, or contemptuously rejected as hostile to traditional Muslim values?” <i>Excellent! This thesis succinctly sums up the dilemmas facing Muslim leaders, and also previews the POV several documents will be analyzed by later in the essay. This thesis would likely be eligible for the “Expanded Core” (Extra Credit) as a “clear, analytical, and comprehensive thesis.”</i></p>

³ I have a rule in my classroom, “Any thesis that contains the words ‘very,’ ‘many,’ ‘things,’ ‘lots,’ or ‘stuff’ is automatically vetoed.” Possibly the hardest skill to learn is the ability to form a sophisticated, complex thesis. One strategy I’ve learned (from Geri McCarthy of Barrington, RI) is to require students to begin their thesis with “While”, “Although”, or “Despite/In spite of.” These words strongly encourage students to formulate a mature thesis that helps structure the rest of their essay. Once students can consistently write a competent thesis sentence, then I concentrate on having them develop an essay preview/outline of later paragraphs. The result should be a thesis paragraph that is several sentences long (the paragraph should NOT just be a single sentence).

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
2 Meaning	<p>Addresses all of the documents and demonstrates understanding of all of all but one.⁴</p> <p><i>Students must exhibit understanding of the basic meaning of at least five of the six documents.</i></p> <p><i>An essay may NOT simply list numbers of documents.</i></p>	<p><i>Students clearly had difficulty ...understanding the full meaning of the documents. The density and complexity of some of the documents seemed difficult for students to deal with in the time that was available. Above all, the subtleties contained within the documents caused numerous mistakes. One common mistake was to isolate a single sentence embedded within a document and use it exclusively, thus misrepresenting the document's broader meaning.</i>⁵</p> <p>Unacceptable [discussing Doc #6, Ahmed Ben Bella] “Muslim’s relationship with the Christian world, which has often been a relationship of confrontation...” <i>This quotation of Doc #6 is out of context. The true meaning in the next few sentences reveals that this one selection is NOT the thrust of the author’s argument.</i></p> <p>[Doc #2, Ahmad Lutfi as-Sayyid] “...our forefathers were those who maintained that the land of Islam is the fatherland of all Muslims.” <i>as-Sayyid is trying to refute this attitude, not reinforce it. Interpreting the document’s tone reveals the author’s disagreement with this one sentence.</i></p> <p>Acceptable <i>There are a myriad of acceptable interpretations of doc’s. Readers take notes and familiarize themselves thoroughly with the documents. Suffice to say that readers will know a correct interpretation of a doc’s meaning when they see it.</i></p> <p>Excellent <i>Essay shows careful and insightful interpretation of the documents.</i></p>

⁴ Note: This Rubric category has changed since this DBQ was administered. I have “retrofitted” it to reflect the current Rubric. Teachers should be careful to note that the while students can misinterpret the meaning of one document, they must at least *attempt* to interpret ALL documents. This Rubric Category requires two students to demonstrate two skills: 1) Acknowledge the existence of ALL relevant documents in their essay; and 2) Correctly interpret all or all but one of those documents. Students who correctly interpret all but one document but ignore the remaining document will not earn credit for this “Meaning” Rubric Category.

⁵ 2005 Student Performance Q&A. http://apcentral.collegeboard.com/apc/public/repository/ap_qa05_world_histor_47383.pdf

Document Interpretations & Evidence

Given that students had such difficulty correctly interpreting the documents, readers at the National Essay Reading were given a précis of each document's relevant information that was most commonly used as evidence to support the thesis.

<p>Doc #1 - Syed Ahmad Khan Title: Letter of Sir Syed Ahmad Khan Position of Significance: Founder of Muhammadan Anglo-Oriental College Place: India Year: (pre) 1900</p> <p>Positions: Pro-education: “[Muhammad] also said that the Muslims should seek knowledge even if they have to go to China” Pro-Western methods: “Europe has made such remarkable progress in science that it would be suicidal not to make an effort to acquire that knowledge. How can we remain true Muslims if we sink into ignorance?” East-West Compatibility: “The adoption of the new [British] system of education does not mean the renunciation of Islam. It means its protection.”</p>	<p>Doc #2 - Ahmad Lufti as-Sayyid Title: Memoirs Position of Significance: Founder of the Egyptian People's Party Place: Egypt Year: 1907</p> <p>Positions: Anti-Colonialist: “Our love of Egypt must be free from all [both Islamic and British] conflicting associations. We must suppress our propensity for anything other than Egypt because patriotism, which is love of fatherland, does not permit such ties.” Pro-Nationalism: Our Egyptian-ness demands that our fatherland be our <i>quibla</i> and that we not turn to any other.</p>	<p>Doc #3 - Abul Kalam Azad Title: Muslim Newspaper article Position of Significance: Indian Muslim leader Place: India Year: 1912</p> <p>Positions: Pro-Islamic Unity: “Both [traditionalists and modernists] are ignorant of religion and both are paralyzed limbs of the community.”</p>
<p>Doc #4 - Taha Husayn Title: The Future of Culture in Egypt Position of Significance: Muslim literary figure Place: Egypt Year: 1938</p> <p>Positions: East-West Compatibility: “We Egyptians must not assume the existence of intellectual differences ... between the Europeans and ourselves, or infer that the East mentioned by Kipling ... applies to us.” Pro-Western methods: “We must therefore use the same means that the Europeans and Americans use to defend their national economies.” Anti-Imperialist: “We want ... to be able to say to our English friends ‘thank you, you may go, for we can now defend the Suez Canal.’”</p>	<p>Doc #5 - Moufdi Zakaria Title: Speech to Fourth Congress of the North African Student Association Position of Significance: Algerian Nationalist Place: Algeria Year: 1935</p> <p>Positions: Anti-Imperialist: “We respect the Europeans established among us, as long as they make no assault on our liberties, on our dignity, and on the riches of our country.” Pro-Islamic Unity: “Every Muslim in North Africa, believing in the oneness of North Africa, believing in god and in his Prophet is my brother and shares my sould. I make no distinction between a Tunisian, an Algerian, or a Moroccan ...”</p>	<p>Doc #6 - Ahmed Ben Bella Title: Speech to Islamic Council Position of Significance: First Prime Minister of Algeria Place: Algeria Year: 1985</p> <p>Positions: East-West Compatibility: “But this relationship [with the Christian world] is not linear, is not made merely of confrontations. There were also great moments of synthesis, or opening toward the other, of spaces opened for great comprehension.”</p>

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
3 Evidence	<p>Supports thesis with appropriate evidence from all or all but one document. 2 pts</p> <p>(Supports thesis with appropriate evidence from all but two documents.) (1 pt)</p> <p><i>The minimum requirement for how many documents are to be used to support the thesis is determined by the reader, NOT the student.⁶</i></p> <p><i>Students must support thesis utilizing at least three documents by including why a document is significant or how it supports their thesis (analysis that displays a deeper grasp of the document), NOT to merely quote, summarize, paraphrase, or attribute something to a document.</i></p>	<p>Unacceptable In doc #1 Syed Ahmad Khan of India was attempting to convey to the people that it was necessary for them to adopt the education system that the British had put in place. Because Muhammad the prophet of Islam had said “knowledge is the heritage of the believer and that he should acquire it wherever he can find it.” <i>This is merely a (correct) summary of the document’s meaning, NOT evidence used IN SUPPORT OF a thesis. The quotation accurately supports the summarization, not a thesis statement.</i></p> <p>In doc #2 Ahmad as-Sayyid promotes a feeling of nationalism for Egypt, because he claims that the colonial formula has made the traditional Islamic formula useless and therefore has no reason to exist. The traditional Islamic formula must then be replaced by nationalism and love for Egypt. <i>This is also mere document summarization. Any essay paragraph that begins, “Doc #X says ...” is almost sure to be nothing more than summarization, paraphrasing, or quotation. Students MUST understand that the graders/readers have already read the documents.</i></p> <p>Acceptable Integration of new knowledge into Islamic nations brought stiff resistance among some, while others proclaimed it essential. This disagreement brought about two conflicting sides—sides that made unification under nationalism difficult. Among those who thought new learning a necessity was Syed Ahmad Khan (Doc 1) an educator and founder of a college, who would embrace new knowledge under his profession. Khan argued that Islam must assimilate foreign knowledge or fall into a pit of ignorance from which it would never recover. <i>The evidence from a document is used to support the thesis/topic sentence. The document is used to support the essay, rather than the other way around.</i></p> <p>Excellent Essays that recognized temporal differences, change over time, or historical context of the documents, or that analyzed all documents well.</p>

⁶ This illustrates an important teaching point. The Generic Rubrics published in the Acorn book are designed to inform teachers of what range (such “all or all but one”) 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 evidence from all documents” while the next year the minimum may be “all but one document.”) 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 POV’s, Content Analyses, 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 POV’s, 3 Content Analyses, 3 pieces of evidence, 3 similarities & 3 differences (for Compare & Contrast essays) 3 Changes & 3 Continuities (for the COT essay) etc. This “Rule of 3” not only helps students earn full credit for Evidence, but also requires students to Address all Parts of the Question (Point #2).

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
4 POV (External Evidence)	<p>Analyzes Points of View (POV) in at least two documents.</p> <p><i>Students must include analysis of the author's POV in at least one document.</i></p> <p><i>For additional suggestions on how to analyze documents, see the APWH Course Description ("Acorn" Book) p. 34⁷</i></p>	<p>Unacceptable "Syed Ahmad Khan (Doc #1) is biased because he is an educator." or "Ahmed Ben Bella (Doc #6) is biased because he was a military leader." <i>Too many students simply stated that "an individual is biased because they are X, Y, or Z" and then believed they had fulfilled the requirements for that point. Instead, students must go beyond a mere description of an individual or defining characteristic and explain why this fact is significant in the analysis of the document. It is key when addressing point of view to explain how the author's background or experiences influenced their ideas.</i>⁸</p> <p>Acceptable "Syed Ahmad Khan's views should be viewed in the context that is was the founder of a pro-western college."⁹ <i>This statement would apply toward rubric categories #2 (Meaning), #3 (Evidence) & #5 (Source Analysis/POV) simultaneously.</i></p> <p><i>The official definition (aka "operational rubric") that readers used to define 'POV' for this question was:</i></p> <ul style="list-style-type: none"> • <i>POV explains why this particular person might have this particular opinion OR what particular feature informs the author's POV.</i> • <i>Students must move beyond mere description of that individual by considering and explaining the tone, the characteristics of the author, the intended audience, and/or how the intended outcome may have influence the author's opinion.</i> • <i>Mere attribution (copying or repeating information verbatim from the source line of the document) is not sufficient.</i>

⁷ "Awareness of the documents' sources and their authors' points of view requires students to demonstrate the analytic skills of understanding context, point of view, and frame of reference. Students should pay attention to both internal evidence (the context and tone of each document in relation to the others) and external evidence (identification of author, purpose or intended audience, and the date when each document was written)."

⁸ 2005 Student Performance Q&A. http://apcentral.collegeboard.com/apc/public/repository/ap_qa05_world_histor_47383.pdf

⁹ This also brings up an important point. Note how in this example this student cited *the author* as the source, NOT just the document #. While this may seem an unimportant distinction, students who recognize that documents are created *by people* are more likely to consistently practice good POV analysis skills. *Documents* don't have POV, *people* do.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
5 Grouping (Internal Evidence)	<p>Analyzes documents by grouping them in one or two or three ways, depending on the question.</p> <p><i>In this case, students had to group documents in at least <u>two</u> ways. Note: other DBQ's may require 3, 2, or only 1 group. The minimum requirement for how many grouping analyses is determined by the reader/teacher, NOT the student.¹⁰</i></p> <p><i>Look for some characteristic that more than one document share, then create a group under the title of that characteristic.</i></p>	<p><i>Most students grouped the documents appropriately, with the majority of the essays highlighting the documents' pro-/anti-Western attitudes. However, relatively few were able to identify a third grouping to go beyond simple pro and con statements.¹¹</i></p> <p>Unacceptable “Doc’s 1, 4, and 5 all support pro-western policies, but Doc #2 is suspicious of western powers’ policies toward Muslim nationalism.” <i>A single doc cannot be a “group.”</i></p> <p>Acceptable “Syed Ahmad Khan and Taha Husayn (Doc’s #1 and 4) support a pro-western policy, while Ahmad Lufti as-Sayyid and Abul Kalam Azad (Doc #2 & #3) oppose western influence. Moufdi Zakaria (Doc #5) has elements of both views, acknowledging the negative influence that western contact has brought in the past, but reflecting a ‘live and let live’ philosophy.” <i>Note: A single doc CAN belong to more than one group.</i></p> <p>Excellent An essay that analyzes the documents in additional ways—groupings, comparisons, synthesis. <i>Superb examples of content analysis could include multiple groupings, comparisons of specific characteristics of documents, or synthesizing information in the documents.</i></p> <p>Example(s) of common document groupings:¹² Issues could include:</p> <ul style="list-style-type: none"> • backwardness, and religion vs. politics, definition of “nationalism” • Geography (N. Africa vs. S. Asia) • Economic (Doc #4 merged w/ Culture) • Redefining of the Fatherland (Docs 2 & 5)

¹⁰ This illustrates an important teaching point. This rubric is designed to spell out the bare minimum that students must do to get a point when the national exam is graded. 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 POV’s, Groupings, 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 POV’s, 3 Groups, 3 pieces of evidence, 3 similarities & 3 differences (for Compare & Contrast essays) 3 Changes & 3 Continuities (for the COT essay) etc. This “Rule of 3” not only helps students earn full credit for Evidence, but may well also aid students in earning points in other rubric categories.

¹¹ http://apcentral.collegeboard.com/repository/_ap_qa05_world_histor_47383.pdf

¹² These examples are from the official Scoring Guidelines at http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
6 Additional Document	<p>Identifies and explains the need for one type of appropriate additional document or source..</p> <p><i>Students must identify an additional document or type of document and explain why that document is appropriate for their argument. The additional document must provide a perspective other than those found in the documents AND offer an explanation as to what this additional document would add to the analysis.</i></p>	<p>Unacceptable “It would be good to have a document from a peasant.” <i>WHY would it be good to hear from a peasant? How do you think a peasant might have thought about these issues DIFFERENTLY from any of the given documents? What questions would an historian be able to answer with a peasant’s perspective that aren’t possible to answer now?</i></p> <p>“None of these documents represent a woman’s perspective.” <i>True, but be more explicit. How do you anticipate women felt DIFFERENTLY from men? What difference would a woman’s perspective make to an historian?</i></p> <p>Acceptable “It would be nice to see a document from a Muslim farmer/peasant during the time of political instability, in order to see how their views on the obstacles facing their nation’s drive toward full independence compares with the motives of the more elite authors.” <i>This takes the unacceptable answer above and simply adds a rationale for how it would aid an historian.</i></p> <p>“It would help to have a document from a western imperial power, to see if “the west” viewed itself as an impediment to Muslim nationalism in the same way that several given doc’s authors did.” <i>Simple, effective description of an additional document and an explanation of the use/need of it.</i></p> <p>Excellent <i>An essay that explains why additional types of document(s) or sources are needed. The essay should identify and explain the need for more than one appropriate additional document or source.</i></p> <p>Common examples of Additional Documents often asked for:¹³</p> <ul style="list-style-type: none"> • non-elite, female, or non-Muslim perspectives to demonstrate a degree of contrast with the elite male documents.

¹³ These examples are from the official Scoring Guidelines at http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

Suggested Generic DBQ Structure

Thesis Paragraph

- Background/Context
- Thesis Statement
- “Road Map” (outline of later categories of document Groupings/Analysis)
- Additional Document (Optional)

Body Paragraph #1 (1st Group of Analyzed Doc’s)

- Topic Sentence (what characteristic do these doc’s share, and how does that support the thesis?)
- Evidence Doc #1 (what text from doc #1 supports this paragraph’s topic/thesis?)
POV/Analysis of doc #1
- Evidence Doc #2 (what text from doc #2 supports this paragraph’s topic/thesis?)
POV/Analysis of doc #2
- Evidence Doc #3 (what text from doc #3 supports this paragraph’s topic/thesis?)
POV/Analysis of doc #3
- How these doc’s relate/compare to each other. (The fullest understanding of any particular document emerges only when that document is viewed within the wider context of all the documents.)
- Additional Doc (be sure to relate how/why this doc would be useful in answering question)
- Conclusion

Additional Body Paragraphs as needed

- Check to make sure that all doc’s are included, with discussion of Evidence and POV from each doc.

Conclusion

- Include Additional Doc (if not included previously)
- Restatement/Summarization of Thesis

Writing Tip: Avoid any sentence in your essay that begins, “Doc #___ says ‘...’” This is merely summarizing the document. Your teacher/reader already knows that information better than you do. Your job is to *interpret* the information in the doc’s to *make an argument* or *draw a conclusion*.

Document Analysis Organization Technique

When students sit for the APWH exam, they obviously don't have unlimited time and space in which to write their notes re: the documents. Below is a suggested note-taking system¹⁴ that students can use to quickly summarize and organize their notes.

Additional Document

(think of some more information that would help “flesh out” the information contained in this document.)

SOAPSTONE or AP PARTS

(List of significant characteristics from this document, noting of doc meaning and evidence to be referenced later.)

Source: Abul Kalam Azad, Indian Muslim leader, imprisoned several times by the British for political activism, article in a Muslim newspaper, India, 1912

It drives me mad today to see the deplorable sight among Muslims where there are only two kinds of leaders. For the traditionalists there are the *ulama**; for the modernist group, the Western-educated intellectuals. Both are ignorant of religion and both are paralyzed limbs of the community. The first group is beset by religious superstitions, prejudices, and stagnancy, while the other is caught in atheism, imitation of the West, and love of power and position.

*Islamic scholars

Grouping

What characteristics does this document share with other documents?

POV

What is the POV of this document?

If students are trained to write their comments on each document in a uniform manner they will find it much easier to organize their paragraphs. (“What’s my topic sentence for next paragraph? [Look at notes written *to the right* of each document.] Need to include the POV from a document? [Refer to your notes written *below* each document.] etc.”)

¹⁴ Adopted from Bill Zeigler’s “Hot Topics in AP World History” presentation at the 2006 AP Annual Conference, July 15, 2006.