

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 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 our schools, we are fortunate to have excellent English departments that teach students the importance of clear thesis statements and good writing mechanics. Our job is 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 five different categories on the Generic CCOT Rubric, with seven possible points. The national median score, at the *end* of the academic year, was 2.46.¹ A student who scores "only" two points on their first CCOT 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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¹ http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

<p>Question: Analyze the changes and continuities in labor systems between 1750-1914 in ONE of the following areas. In your analysis, be sure to discuss the causes of the changes and the reasons for the continuities.</p> <p style="text-align: center;">Latin America and the Caribbean Russia Sub-Saharan Africa</p>		
Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
1 Thesis	<p>Has acceptable thesis.</p> <ul style="list-style-type: none"> • <i>May be at beginning or end of essay, but may not be split</i> • <i>May be a number of contiguous sentences</i> • <i>Must be more than a simple restatement of the question.</i> • <i>Cannot count (“double-dip”) for any other rubric points.</i> 	<p>Unacceptable “There were many changes in the labor systems of Russia from 1750 to 1914, but also some continuities.” <i>This is merely a rephrasing of the question. “Many” is a virtually meaningless qualifier. Specify what <u>kind</u> of changes happened.²</i></p> <p>“There was a drastic change in slave trade to Latin America and the Caribbean when the British banned slave trading in the early 1800’s.” <i>This thesis is off topic. It discusses the <u>slave trade</u>, which is not a labor system. <u>Slavery</u> is a labor system, but it was not necessarily changed due to the banning of slave trade. This was one of the most prevalent errors from students who wrote about this region.</i></p> <p>Minimally Acceptable “Over time, Latin America’s labor system went from slavery to indentured servitude. <i>This thesis passes the bare minimum of acceptability.</i></p> <p>Acceptable “In Latin America and the Caribbean mita, slavery and wage labor were evident as labor systems in 1750, but by 1914 wage labor became the dominant labor system” <i>This thesis sentence answers what the question asks, and the issue of continuity is addressed implicitly.</i></p> <p>Excellent “As a result of European conquest and colonization there was a dramatic shift in African labor from agriculture, trade, bronzing and certain specialized crafts to mine labor and felling forests. There were also certain things that remained the same, like the use of slave labor, though the magnitude of the severity and amount drastically increased.” <i>This thesis addressed both change and continuity, and connected African labor systems to a larger global trend. This would be eligible for the “Expanded Core” as a “clear, analytical, and comprehensive thesis.”</i></p>

² I have a rule in my classroom, “Any thesis that contains the words ‘very,’ ‘many,’ ‘things,’ ‘lots,’ ‘stuff,’ or ‘ways’ 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 Parts of the Question	<p>Addresses all parts of the question, though not necessarily evenly or thoroughly.</p> <p style="text-align: right;">2 pts</p> <p><i>For 2 Points: Essay must</i></p> <ul style="list-style-type: none"> • <i>accurately describe BOTH change and continuity specific to labor systems in Latin America and the Caribbean, or Russia, or sub-Saharan Africa from 1750-1914.</i> <p style="text-align: center;"><i>AND</i></p> <ul style="list-style-type: none"> • <i>Analyze EITHER the causes of change OR the reasons for continuity specific to labor systems in one of the above regions.³</i> <p>(Address most parts of the question) (1 pt)</p> <ul style="list-style-type: none"> • <i>For 1 Point: Essay must accurately describe BOTH change and continuity specific to labor systems in one of the above regions.</i> 	<p><i>Note: This essay highlighted the importance of addressing BOTH change and continuity in the CCOT essays. Although students only had to address either change or continuity in the thesis, the body of the essay needed to address both aspects.</i></p> <p>Unacceptable <i>Students only addressed issues of change in labor systems of the selected region, but did not address the issue of continuity.</i></p> <p><i>“Latin American and Caribbean labor system changed to wage labor because of their rapid industrialization in the late 1700’s.” This statement is inaccurate because the region did not undergo rapid industrialization during the specified period. The statements needed to be historically accurate to gain a point.</i></p> <p>Acceptable <i>“Although the serfs had been freed and given limited rights, they continued to suffer poor working conditions as the majority of the work force in factories as Russia began to industrialize.” This statement recognizes both the change of serfdom as the primary labor system in Russia to wage labor, and addresses the continuities of poor conditions for the lower class of peasants/workers.</i></p> <p><i>“There was a huge change in the slave labor system in most of Latin America by the middle of the 1800’s, but wage labor increased and haciendas continued to be in existence because of the need for cheap agricultural workers. Again, this statement addresses both parts of the question, and offers the cause for continuity (need for cheap labor) that would count for Analysis (Rubric category #5).</i></p> <p>Excellent <i>An essay that addresses all parts of the question thoroughly or evenly.</i></p>

³ When this question was administered in 2004, for 2 points the rubric required the writer to not only describe BOTH the change and continuity, but also analyze causes of change or reasons for continuity. The current Generic CCOT Rubric has since made Analysis a distinct category, so the analysis requirement for this annotated rubric is placed separately. This is the only difference between how the question was actually graded and how it would be graded now, given the newer rubric. See 2004 Student Performance Q&A for Question 2: http://apcentral.collegeboard.com/apc/public/repository/ap04_qa_world_hist_38556.pdf

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
3 Evidence	<p>Substantiates thesis with appropriate historical evidence. 2 pts</p> <p><i>Include FIVE pieces of accurate historical evidence related to labor systems in the specified region in the period 1750-1914 (Evidence may be implicit.)</i></p> <p>Partially substantiates thesis with appropriate historical evidence. (1 pt)</p> <p><i>Include THREE pieces of accurate historical evidence related to labor systems in the specified region in the period 1750-1914 (Evidence may be implicit.)</i></p> <p><i>The minimum requirement for how many pieces of evidence is determined by the reader/teacher, NOT the student.⁴</i></p>	<p>Unacceptable Latin America and the Caribbean started to use African slave labor. <i>The usage of African slave labor started in the 16th century, and thus this evidence is outside the time frame. However, if reworded, this evidence could be used the support continuity of slave labor in that region.</i></p> <p><i>Other weak essays used evidence that was out of the time frame. A common error for essays on Russia was the inclusion of Peter the Great, communism, Stalin or Russia being industrialized in 1750. Essays on sub-Saharan Africa referred to the Atlantic slave trade, but not in the context of labor systems in Africa.</i></p> <p>Acceptable “From the mid-1800’s, large numbers of Indian, Chinese and African indentured workers were sent to Latin America and the Caribbean to replace labor lost due to the emancipation of slaves.” <i>This shows specifically how one labor system, slavery, was replaced by another labor system, indentured servitude.</i></p> <p>“In 1861, Czar Alexander II reformed Russian society by emancipating the serfs, but the newly freed peasants still had limited mobility.” <i>This shows the major change in the status of peasants in Russia and is supporting evidence of change in the labor system.</i></p> <p>“European colonial governments imposed a tax system on Africans which had to be paid in cash or cash crops, so this forced free African farmers to virtually work for the European colonists.” <i>This shows the increased coercive labor systems forced upon Africans during the colonial period.</i></p> <p><i>Note: All evidence should relate back to the thesis (from p. 1). For this essay, all the evidence also needed to relate explicitly or implicitly to labor systems.</i></p> <p>Excellent <i>An essay that provides specific historical evidence to substantiate the thesis.</i></p>

⁴ 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 should teachers demand in the classroom as ‘enough’? College Board Consultant Bard Keeler’s advice is the “Rule of 3.” No matter what the category, give three examples: 3 Changes & 3 Continuities; 3 pieces of evidence for each category; 3 POV’s; 3 Content Analyses/Groups; (for DBQ essays) 3 similarities & 3 differences (for Compare & Contrast essays) 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).

Latin America & the Caribbean	Russia	Sub-Saharan Africa
<p>1750</p> <ul style="list-style-type: none"> • Coercive labor systems, in mining, agriculture or public works under harsh conditions • Encomienda (ended in Mexico and Peru in late 1500s, Venezuela 1600s, Chile 1791, Paraguay 1800s) • Replaced by repartimiento in Mexico and mita in Peru until 1823 -- “unofficial slavery” • Slavery from Africa, with majority going to Caribbean and Brazil, used on plantation system • Some indentured workers, early 1600’s in L. Am & Caribbean, but replaced by slaves in Caribbean • Wage labor esp. on large agricultural estates (haciendas) began throughout all Latin Am. <p>By 1850</p> <ul style="list-style-type: none"> • Change: No more encomienda, mita, repartimiento, or slavery in most of Latin America, except slavery in Cuba & Brazil until 1880s. • Continuities: Wage labor continues and increases b/c of freed slavers and massive European immigration. Haciendas and indentured workers continue • Change: Between 1834-1870 larger numbers of Indians, Chinese and African indentured workers to area <p>By 1914</p> <ul style="list-style-type: none"> • Changes: End of slavery in Cuba/Brazil; Industrialization begins in Argentina in late 19th C, poor working conditions; Economic imperialism by US companies/poor treatment of workers; Debt peonage develops in Mexico – ½ of rural pop. is landless by 1910; Massive immigration influences labor mvts in Mex & Argent. • Continuities: Wage labor, indentured workers, hacienda, racism against slaves/foreign laborers/peasants, oppressive conditions 	<ul style="list-style-type: none"> • 1725: Peter the Great expands mining (out of time frame, but can be used for continuity) • 1762-96: Catherine II: serfdom expands • 1855-81: Alexander II: Great Reforms • 1861 – Emancipation of serfs: limited mobility; peasants legally free but tied to village communes (mirs); redemption payments added peasants’ debts; continued trad. agric. methods on small plots • Some new skills through military experience and new job technology • 1870s: Extensive RR network construction: expands Russia’s iron and coal sectors • 1880s on: Industrialization • Modern factories beginning in Moscow, St. P • State support for industry and enterprises • Industrial class remains small but growing • Skilled artisans in the city and semi-skilled industrial labor force • Protective factory laws, but little enforced; harsh regulations, severe conditions of early industrialization • Labor still agricultural, troubled countryside • 1892 – 1903: Count Witte, minister of finance, secures foreign loans to expand RR/industry • Trans-Siberian RR • Growing semi-skilled labor force recruited from countryside • Urban unrest: coercive legislation to prevent unions • 1900: half of Russian industry foreign-owned; Russia, 4th ranked in steel prod, 2nd to US petroleum & refining; Low tech, poorly trained labor force; Urban working class =2.3 million • 1914: approx. 1.3 mil workers, strike of 40% work <p>Continuities:</p> <ul style="list-style-type: none"> • Oppressive labor conditions: agric./mining • Low levels of tech. and skill/educa. In labor force • Exploitative labor conditions 	<p>1750</p> <ul style="list-style-type: none"> • Most Africans were free peasant farmers • Slavery in Africa by Africans • Boer farmers/cattle ranchers enslaved Africans in southern Africa • 1815 British in S. Africa, deeply committed to eradicating slavery (no exceptions for Boers) <p>By 1840</p> <ul style="list-style-type: none"> • Slave trade ends, but slavery increases (virtual enslavement by Boers in Orange Free State/Transvaal) • Emancipation of slaves in British S. Africa changed former slaves into wage workers, but not land owners <p>By 1880’s and Imperialism</p> <p>Continuity: Free African farmers (grew cash crops, like cocoa & peanuts, & sold for low prices)</p> <p>Changes:</p> <ul style="list-style-type: none"> • European authorities (Congo, Angola, Mozambique) farmed out huge pieces of land to private concession companies w/ right to tax Africans (Taxes paid in cash or cash crops that Europeans could export, this forced them to work for Europeans) • Rhodesia had the chibaro system • Africans recruited to work on plantations, railroads, etc., while best jobs reserved for whites. • In S. African mines, Africans paid, on average, one-tenth as much as Europeans • Discovery of diamonds in Kimberly, 1868, lured Africans looking for work. <p>By 20th Century and Imperialism</p> <p>Changes:</p> <ul style="list-style-type: none"> • 1913 Natives Land Act of S. Africa closed 87% of land to African ownership • Tenancy w/o wages (sharecropping) in Kenya, N. Rhodesia, Nyasaland, Angola • Indentured laborers from India, China, SE Asia along coast for sugar plantations <p>Continuities: Peasant farming, coerced labor,</p>

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
4 Global Context	<p>Uses relevant world historical context effectively to explain continuity and change over time.^{5,6}</p> <p><i>The student uses global historical context effectively to show change OR continuity in labor systems within the specified region through:</i></p> <ul style="list-style-type: none"> • <i>Connection to global processes,</i> <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • <i>Interaction among 2 or more regions,</i> <p style="text-align: center;"><i>OR</i></p> <ul style="list-style-type: none"> • <i>Comparisons to other regions.</i> 	<p><i>This part of the rubric is based on the Habit of Mind, “Assess issues of change and continuity over time and over different world regions.”⁷ Students should know how ‘Specific Example A’ relates with ‘Global Trend #1.’ (e.g. Does the example reflect or contradict the overall global trend? What are the major milestones/ turning points in the development of the global trend?) This requires students to know what the global trends ARE, and then be able to cite specific examples that support their topic sentences.</i></p> <p>Unacceptable “The change within Africa was an internal system of trade in slaves to trading with Europeans and then a ban of slave trading altogether.” <i>Although this makes a connection with Europeans, the slave trade is NOT a labor system and does not address the changes to the internal labor system in Africa. The other issue is that the trading of enslaved Africans with Europeans began earlier than 1750’s.</i></p> <p>Acceptable “As much of the African continent came under European imperial control, Africans were recruited to work on plantations, railroads and mines through coercive means.” <i>This shows a connection to the global trend of imperialism by Europeans. Note: Virtually any accurate, relevant statement that described a relationship linking one of the regions with the outside world would satisfy this requirement. Readers anticipated that this would be the easiest point to earn and it did not seem to be a major issue for this essay.</i></p> <p>Excellent <i>Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content. An essay that provides innovative links with relevant ideas, events, and trends would qualify for Expanded Core points.</i></p>

⁵ This Generic Rubric description is from the 2008, 2009 Acorn book. I “retrofitted” it for this question, even though the actual text at the time (“Uses relevant world historical context effectively to explain change over time and/or continuity.”) was slightly different.

⁶ For good advice and perspective on teaching the Habits of Mind inherent in CCOT essays, see Peter Stearns’ “Strategies for the Change Over Time Question,” at http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/40896.html, and Sharon Cohen’s “The Change-over-Time Question: Teaching Techniques, at http://apcentral.collegeboard.com/apc/members/courses/teachers_corner/44828.html

⁷ 2008, 2009 AP World History Course Description “Acorn Book,” p. 9.

Prerequisite COT Skills:

- 1) **Periodization (When?)** What IS “periodization?” Most students have difficulty understanding periodization. Time may ‘flow,’ but change (and the significance to historians that change brings with it) is anything BUT constant & predictable. Periodization “explains the differences [between] the period just covered [and] the period to come. For all periods, major interpretative issues, alternative historical frameworks, and historical debates are included. [Periodization] forms an organizing principle for dealing with change and continuity throughout the course.”⁸ Once students can place events into the proper “Era” (e.g. Foundations, 1750-1914, etc.) they can then proceed to describe and analyze the changes WITHIN that era.
- 2) **Orders of Magnitude, or “Ripple Effects” (Where?)** My students like to use vague adjectives. (“many, big, large, huge” etc.) We try to discourage this habit, particularly in the thesis. Instead, we ask students to numerically conceive of *how ‘big’* of an impact any historical event had on a hypothetical scale of 1-10,000.

Level	Number	Historical and Hypothetical Examples
1. Local	1-10 or 10 ¹	Political - Your town elects a new mayor. Economic - A local grocery store goes out of business, laying off 50 employees. Social - A cool new nightclub opens in your city, featuring a local band you really like.
2. Regional / Provincial	10-100 or 10 ²	Political - Your state elects a new governor. Economic - Favorable tax policies convince 1,000s of people to relocate to your state. Social - The band’s music is played across a regional network of radio stations.
3. National / Continental	100-1,000 or 10 ³	Political - A revolution overthrows the government Economic - NAFTA, creating a free trade zone between Canada, the United States, and Mexico. Social - The band is featured on national TV, attracting millions of fans.
4. Global	1,000-10,000 or 10 ⁴	Political - The nation-state becomes the most common structure around the world. Economic - The Great Depression reduces international trade by 50% between 1929-1933. Social - The band’s music spreads to another continent, growing even bigger there than back home.

- 3) **Merge the “When” and “Where”** Next, students must merge the “when” (based on periodization) and the “where” (from the ripple effect). Only then can they accurately place a change in history, and in what degree or context it occurred.
- 4) **Principle Learning** In my classroom experience, my students often fail to understand history because they don’t know that ‘X’ is a subcategory of ‘Y.’ (e.g. “That’s not a dog, it’s a golden retriever.”) If students can understand the hierarchical/categorical nature of historical knowledge, they have a great advantage. AP World History concentrates on the Global processes that affect millions of people. Students should try to cite evidence that is as specific as possible. Thus, don’t lump “all” of a nationality together, as if “they” are all alike in every respect.

⁸ 2008-09 AP World History Course Description “Acorn Book,” pp. 3.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
5 Analyze Change or Continuity	Analyzes the process of change over time and/or continuity.	<p>Unacceptable <i>Most essays didn't include ANY analysis, only simple narrative that listed events in seeming isolation from each other. Analysis is a complex 'Habits of Mind' skill that teachers need to stress more in daily lessons.</i></p> <p>Acceptable <i>"This change was mainly a result of the declining slave trade and rebellions against colonial powers." Attributes change to a larger context of what was happening. See below for further discussion of "What IS analysis?"</i></p> <p>Excellent <i>An essay that consistently analyzes changes in labor systems.</i></p>

"Power Words" for Analytical Writing ⁹								
Verbs			Adverbs/Time Qualifiers		Adjectives			
assert	portray	change	now	gradually	impressive	subtle	proud	
compliment	reflect	continue	later	eventually	despicable	ironic	very	
demonstrate	reveal	transform	immediately	at once	contemplative	rude	tot	
embrace	signify	evolved	at this point	next	authoritative	haughty	many	
exemplify	strengthen	emerge	afterward	soon	humble	dutiful	big	
illustrate	symbolize	revolutionize	then	ironically	creative	traditional	small	
indicate	undermine	connect						

⁹ This list inspired by Jenny Schinleber of Cypress Creek HS, Orlando, FL

Analysis Examples

Sample Paragraph A¹⁰

In 1750 Catherine the Great of Russia was at the height of her reign. Although she considered herself an enlightened despot and selectively tried to expose Russia to Western techniques she was hesitant to let Western advances threaten her power. During this time Russia was still relying on a method of serfdom that had been present in the country for many previous years. Catherine, during her reign, imposed tighter restrictions on the serf population, extracting labor from the masses and giving them little to no voice in affairs of the State. While she continued the method of serfdom in Russia, her reforms and restrictions on serfdom further exploited the working labor masses of her country which heightened their unrest.

Sample Paragraph B¹¹

Then European colonization began and the best examples of this colonialism are: the Belgian Congo and [Cecil] Rhodes' Rhodesia. In these colonies, natives were generally coerced, (more often forced) into working for the European invaders, who, generally desired to extract mineral resources and raw goods from Africa. The main way of extracting these resources was mining. So African laborers were forced to abandon their traditional focus on herding, agriculture, trade... and focus on mining and occasionally, building a mining infrastructure. African laborers were thus forced out of traditional self-sufficient agricultural systems, the nomadic herding life or elaborate trading culture and forced into brutal, menial labor involving industrial instruments and foreign powers who would benefit. African labor went from being focused on sustaining African communities through traditional methods to modern methods of labor for the sake of foreign powers.

Commentary

Analysis in this paragraph is limited, but does connect the reasons for the continuity of serfdom during Catherine's reign while establishing how her policies would lead to further unrest in the future and thus change in the labor structure.

There is a connection to the larger global context of Russia's modernization, the concept of enlightened despotism and why this gave Catherine motives to further suppress serfs

This paragraph weaves together multiple good writing characteristics that are important in CCOT essays.

It places the rise of labor systems in sub-Saharan Africa into global context at the beginning of the time period thus gaining the point for "global context" as well.

It not only recognized the European imperialism changed African society, but also gives the rationale as to why colonization changed African labor structures.

It showed the outcome of the change of labor structure – from one that benefitted the native community to one that now benefitted colonial powers.

¹⁰ http://apcentral.collegeboard.com/apc/public/repository/ap04_world_history_q2_38774.pdf

Sample Essay 2AAA

¹¹ http://apcentral.collegeboard.com/apc/public/repository/ap04_world_history_q2_38774.pdf

Sample Essay 2PPP

Below are some common essay structures students use for the COT. There is no universal “best” structure. The specific wording of the question requires students to be flexible in organizing their response.

Geographic

Region #1

Changes

Continuities

Analysis of Region #1's relationship to global context (RGC)

Region #2

Changes

Continuities

Analysis of Region #2's RGC

Categorical

Category #1 (Social)

Global Context

Changes, Continuities, and analysis vis á vis RGC

Category #2 (Economic)

Global Context

Changes, Continuities, analysis vis á vis RGC

Category #3 (Political)

Global Context

Changes, Continuities, and analysis vis á vis RGC

Chronological

Beginning

Global Context

Region/Category #1, including analysis of RGC

Region/Category#2, including analysis of RGC

Middle (with emphasis on how changes develop from beginning through to end)

Global Context

Region/Category#1, including analysis of RGC

Region/Category #2, including analysis of RGC

End

Global Context

Region/Category #1, including analysis of RGC

Region/Category#2, including analysis of RGC

Changes, then Continuities

Changes

Region/Category #1

Region/Category #2

Analysis of changes' RGC

Continuities

Region/Category #1

Region/Category #2

Analysis of continuities' RGC

Flexible / Generic¹²

1. Beginning Situation (start date)

2. Cause of Change

a. There *might* be a specific date of the cause, or “turning point,”

b. a specific date when the change is observable, or “tipping point,” but the cause of the change was gradual with no specific date of onset

or

c. a series of factors leading to change, each with different onset dates or no clear onset date of all, which caused gradual change in an un-dramatic fashion.

3. Date by which Change is Observable (end date)

a. What were the changes in contrast with the Beginning Situation

b. What were the continuities from the Beginning Situation

These three items can be graphically organized in essay pre-writing using a three-bar parallel chart:

Beginning | Cause | Change

Note: Make sure to relate all change(s) to the Global Context

¹² Charles Ryder's AP World History EDG message, 9/25/2005.