

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 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 five different categories on the Generic CCOT Rubric, with seven possible points. The national median score, at the *end* of the academic year, was 3.02.¹ 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 2006 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.

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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

Question: Analyze the cultural and political changes and continuities in ONE of the following civilizations during the last centuries of the classical era. Chinese, 100 C.E. to 600 C.E.; Roman, 100 C.E. to 600 C.E.; Indian 300 C.E. to 600 C.E.

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>Must address both change and continuity within the time period.</i> • <i>Both change & continuity must be qualified.</i> • <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>Global reference is not necessary</i> • <i>Thesis must address relevant cultural and/or political developments.</i> 	<p>Unacceptable “There were many cultural and political changes and continuities in the Roman empire from 100-600 C.E.” <i>This merely rephrases the question. “Many” is meaningless. Be more specific!</i></p> <p>“Culture and politics both changed and continued in China between 100-600 C.E.” <i>While this statement addresses both culture & politics, it does not make clear what changed vs. what continued.</i></p> <p>“There were more changes than continuities ...” <i>There needs to be some minimal qualification of the type of changes and continuities. If the next sentence(s) described what changed vs. what continued, then that would count as an acceptable thesis.</i></p> <p>“From 100-600 C.E., Rome underwent a series of political and cultural changes. An examination of these political and cultural changes reveals that increasing nomadic invasions and economic strains led to growing political instability and ultimately division within the empire, while the spread of and change in attitude towards Christianity influenced many Romans to become Christians.” <i>This is an excellent summarization of the major political and cultural changes relevant to the question, but doesn’t address ANY continuities.</i></p> <p>Minimally Acceptable “[Chinese/Roman/Indian] politics changed while culture remained the same.” <i>This was the ‘absolute minimum’ sentence to earn thesis credit. It gives a bare-bones qualification of both change and continuity.</i></p> <p>Acceptable “Between 100-600 C.E., the Roman Empire experienced steady decline and eventually a fall, although in the east the Byzantine Empire kept alive many of Rome’s political and cultural traditions.” <i>This thesis sentence answers exactly what the question asks.</i></p> <p>Excellent “China experienced the fall, absence, and eventual re-establishment of imperial authority while Confucianism pervaded all levels of society throughout the period 100-600 C.E.” <i>This thesis analyzes and differentiates specific categories of the question, and would be eligible for the “Expanded Core” (Extra Credit) as a “clear, analytical, and comprehensive thesis.”</i></p>

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. 2 pts</p> <p><i>For 2 Points: Address BOTH change AND continuity.</i></p> <p>(Address most parts of the question) 1 pt</p> <p><i>For 1 Point: Address EITHER change OR continuity.</i></p> <p><i>The change or continuity addresses does NOT have to be historically accurate.²</i></p>	<p><i>The biggest obstacle students faced was in focusing their essays within the 100-600 C.E. time period. This often affected students' scores both in Category #2 (Parts of the Question) and #3 (Evidence). See p. 4 for examples of common acceptable and unacceptable changes and continuities.</i></p> <p>Unacceptable "Change continued to happen." or "There was continuous change." <i>Change is change. Continuity is LACK of change, not perpetual change. "The only thing permanent is change" kind of writing doesn't qualify.</i></p> <p>Acceptable "At the 600s, Hinduism was still practiced a lot and the challenge from the Buddhists and Muslims was pretty much ignored. There were still territorial battles going on in the country between the three religions. Therefore, the only changes that really occurred in India were the establishment of two new religions." <i>This is an example of an inaccurate but relevant attempt to address change. While this paragraph would earn no Evidence points due to its inaccuracy, it does recognize and attempt to address the task the question is asking students to complete.</i></p> <p>"Culturally, Rome was polytheistic until Constantine changed the official religion to Christianity." <i>Concise & relevant to the time period, a solid example of good writing.</i></p> <p>Excellent "The importance of religion as a politically unifying force holding the allegiance of the Roman empire's population remained constant from 100-600 C.E., even as that religion changed from polytheism to monotheism by the early 300s." <i>This example accurately distinguishes change within continuity, avoiding the vague "change continued to happen" mentioned above.</i></p>

² This illustrates an important teaching point. The Generic Rubrics published in the Acorn book are designed to give teachers a general description (such as "addresses both change and continuity") 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 2 pieces of accurate, relevant evidence" while the next year the minimum may be "3 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 Changes & 3 Continuities, 3 pieces of evidence, 3 POV's, 3 Groupings, (for the DBQ essay) 3 similarities & 3 differences (for Compare & Contrast essays) etc.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
<p>3 Evidence</p>	<p>Substantiates thesis with appropriate historical evidence. 2 pts</p> <p><i>Provides accurate and specific evidence of <u>both</u> culture and politics within the time period.</i></p> <p>Partially substantiates thesis with appropriate historical evidence. (1 pt)</p> <p><i>Provides accurate and specific evidence of <u>either</u> culture or politics within the time period.</i></p> <p><i>The minimum requirement for evidence is determined by the reader/teacher, NOT the student.</i></p> <p><i>The definition of “culture” was very broad, including virtually any accurate social, religious, or artistic example.</i></p>	<p>Note:: <i>An exceptionally large percentage of students had difficulty citing examples <u>within the Chronological time period</u>. See the next page for a list of what evidence was “unacceptable” vs. “acceptable.”</i></p> <p>Unacceptable <i>“Many dynasties had gone by when the sage Confucius made his appearance on the scene of China, urging a strong centralized government and a patriarchal society that used violence only when necessary. ... When the Zhou dynasty fell apart, it was replaced by Shi Huangdi’s dynasty, the Qin. He accepted the strong central government, but all other aspects of Confucianism were thrown out, especially the emphasis on nonviolence.” This ‘evidence’ is outside the time frame. Perhaps the biggest frustration Readers faced was ample evidence that was inadmissible. Students wrote extensively of Julius Caesar, Augustus, Nero, Alexander the Great, the Republic, or even Romulus & Remus.</i></p> <p>Acceptable <i>“As the era of the Barracks Emperors, a time of great unrest, came to a close, Diocletian, the final Barracks Emperor, split the empire to East and West as a last ditch effort to preserve the great Rome.” This is a common example of political evidence that students cited to support the ‘change’ part of their essays.</i></p> <p><i>Note how evidence should relate back to the thesis (from p. 1). It shouldn’t just “hang out there” unrelated to anything else in the essay.</i></p> <p>Excellent <i>An essay that provides abundant specific historical evidence to substantiate the thesis.</i></p>

Relevant Changes, Continuities, & Evidence

Below is a list that Readers used at the Official Reading. One of the challenges in grading the exams fairly and consistently was differentiating evidence relevant to the time period from evidence outside the time period. This list is NOT exhaustive.

Rome	China	India			
<ul style="list-style-type: none"> • 100 C.E. Pax Roman: strength, road-building, law, cities, trade • 100 C.E. Christianity persecuted, but growing; missionaries, communities in cities • Problems of Roman Empire: too large, high and uneven taxes, epidemics, factions (many generals as emperors, 235-284 “barracks emperors”), external invasions • Diocletian (294-305): divided empire into two parts, economic reforms • Constantine (306-313-337) built Constantinople, accepted Christianity • More external invasions 4th-5th c: Huns, Germanic, Visigoths, Vandals, Ostrogoths, • Western empire ends in 476 C.E., eastern empire (Byzantium) continues • Christianity spreads more widely, becomes more centralized, bureaucratic, hierarchical, powerful; development of papacy • Patriarch continued-women legally disadvantaged • Slavery continued 	<ul style="list-style-type: none"> • Han Empire, 206 B.C.E.-220 C.E.; centralization, bureaucracy • Fell due to internal problems, esp. factionalism at court, soldiers’ rebellions (Yellow Turban rebellion), conflicts with peoples from north (Xiongnu), epidemics • Social problems, esp. greater concentration of land ownership, peasant rebellions • 220-589 C.E. regional kingdoms, warlords, disorder • 589-618 C.E. Sui Dynasty • 618-907 C.E. Tang Dynasty-reunified • Buddhism became more popular, coming in on Silk Road • Resurgence of Daoism • Confucianism continued, though became more fragmented (both change & cont.) • Continued patriarchy, filial piety, veneration of ancestors • Continued examination system, and became more open to non-elites under Sui • Continued expansion of Great Wall 	<ul style="list-style-type: none"> • Gupta empire, 320-550 C.E., founded by Chandra Gupta—stable and prosperous • Fell with invasions of Huns, 5th-6th cent. • No centralized empire replaced it until much later • Gupta emperors supported Hinduism, math, and science • Elaboration of caste system, <i>varna</i> and <i>jati</i> (can be both change and continuity) • Gradual decline of Buddhism in India, spread beyond India • “Southernization” cultural influences from India to SE Asia • Continued patriarchy-child marriage • Continued strength of Hinduism • Continued trade by land and sea 			
Evidence Outside the Time Period (Irrelevant, Not Counted)					
Julius Caesar Roman Republic Split between Catholicism & Eastern Orth. Islam	Caesar Augustus Alexander the Great	Mongols Zhou & Qin Dynasties Confucius (<i>though Confucianism was allowed</i>) founding of Legalism, Daoism	foot-binding neo-Confucianism Mulan	Asoka Akbar Mauryan Empire	Gandhi British colonial era

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
4 Change Over Time / Global Context	<p>Uses global historical context effectively to show continuity OR change.³</p> <ul style="list-style-type: none"> • Provides accurate and relevant world historical context for <u>either</u> change or continuity. • This context may relate to broad world historical patterns or to specific global historical developments. 	<p><i>This part of the rubric is based on the Habit of Mind, “Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones and to move through levels of generalizations from the global to the particular.”⁴ In other words, students should know how ‘Specific Example A’ compares 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><i>In the case of this question, Global Context credit was earned by EITHER a geographical OR a chronological connection. (e.g. students could connect Rome geographically to Han China, or chronologically to the continuity of Roman Catholicism in Europe.)</i></p> <p>Unacceptable “The Pope of Rome and the Patriarch of Byzantium excommunicated each other leading to the churches that exist today.” <i>This is outside the time period 100-600 C.E. The Global Connection must somehow relate to the period 100-600 C.E.</i></p> <p>Acceptable “The cultural division that began with the east-west division of the Roman empire around 300 further deepened until the Roman Pope and Byzantine Patriarch mutually excommunicated each other in 1054 C.E.” <i>Unlike the previous example, this sentence places the split between eastern and western Christianity in the context of events within the time 100-600 C.E. period.</i></p> <p><i>“Eventually, Rome fell to foreign invasions by Germanic tribes, notably the Visigoths.” This is a simple acknowledgment of the existence of forces outside of Rome and their role in influencing events within the Roman empire.</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.</i></p>

Prerequisite COT Skills:

³ For good advice and perspective on teaching the Habits of Mind inherent in COT 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.

⁴ 2008, 2009 AP World History Course Description “Acorn Book,” p. 9.

- 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.”⁵ 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, lots, big, large, huge” etc.) I try to discourage this habit, particularly in the thesis. Instead, I ask students to numerically conceive of *how ‘big’* of any 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.

⁵ 2006-07 AP World History Course Description “Acorn Book,” pp. 4 & 11.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
5 Analyze Change or Continuity	<p>Analyzes the process of change over time and/or continuity.</p> <ul style="list-style-type: none"> • Analyze (with accuracy and specificity) the causes of <u>either</u> change or continuity across the majority⁶ of the time period. • Analysis may be split. • Analysis may NOT count as the thesis point. 	<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>See Sample Essay on page 8.</i></p> <p>Excellent <i>An essay that consistently analyzes cultural and political changes and continuities.</i></p>

"Power Words" for Analytical Writing ⁷								
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						

⁶ "Majority" of the time period was defined as such: For Rome, there were three main phases: 1) the height and glory of the Roman Empire; 2) the decline and eventual fall of Rome in 476 C.E.; and 3) the post-476 rise of Byzantium as Rome's political and cultural successor. For students to earn the Analysis point, their analysis had to cover at least 2 of these 3 eras.

⁷ This list inspired by Jenny Schinleber of Cypress Creek HS, Orlando, FL

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 James Madison Memorial High School in Madison, WI, and a member of the AP World History Test Development Committee puts it this way:⁸

Analyze: determine their component parts; examine their nature and relationship.⁹ 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 the [2005 COT question] we had asked students 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 students to go further with looking at why the population declined, ideally several steps forward and backward.

If we asked students 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 students to analyze demographic change in the Americas we would want students 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 students distinguish between analysis and just a simple explanation of causation or a really good description.

⁸ Monica Bond-Lamberty's AP World History EDG message, 7/1/2005.

⁹ 2006-07 AP World History Course Description, p. 32.

http://apcentral.collegeboard.com/repository/05821apcoursdescworld_4332.pdf

Sample Essay

In the year 100 C.E., the Mediterranean region and, indeed, most of Europe, was experiencing the Pax Romana, a time of relative peace and security. This, however, would not last for long. Between 100-600 C.E., the Roman Empire experienced steady decline and eventually a fall, although the Byzantine Empire in the east kept alive many of Rome's political and cultural traditions.

At 100 C.E., Rome was about at its height in terms of size and strength, controlling the Mediterranean basin and most of Europe, extending north to Britain and west to the Atlantic. This was an impressive area, and that presented a number of problems for the empire. While Roman legions were successful at maintaining stability and security for a time, the empire was simply too big to administer effectively, in spite of an impressive series of roads and aqueducts. Rome's size also made it difficult to defend, and the Huns and other nomadic invaders refused to make it easy for the Romans. Other changes were taking place inside of Rome. The Emperor Constantine had made Christianity the empire's official religion and moved the capitol from Rome to Byzantium, which he renamed Constantinople. Constantine was a strong ruler but, although he temporarily revived the empire, it was not enough to halt the decline. Rome effectively split into east and west and the Western Empire collapsed by 476.

With that, Europe entered a new era. In the post-classical period, the Roman empire no longer existed to provide order and stability. Many areas of Europe had had considerable autonomy under the Romans, and now they had no choice but to rule themselves. This led to the development of several small, regional kingdoms. Christianity, which had been in place as the official religion since Constantine, moved forward to take over both the political and social control in post-Rome Europe.

To the east, empire survived. The Byzantine Empire had come out of the Eastern Roman Empire, and it shared its basic organization and several characteristics with its predecessor, providing a number of continuities in the region. Christianity was still the official religion, although it differed from the Catholic Christianity to the west, leading eventually to the Great Schism, in which the Catholic Pope and the Eastern Orthodox Patriarch mutually excommunicated each other.

The Byzantine Empire would never achieve the power and stature of Rome, although it remained a dominant power in the region well beyond the year 600. During the mid-500s, the Emperor Justinian led a number of conquests that looked like they might just rebirth the Roman Empire, but it could not last. The Roman Empire was gone forever. Between 100-600 C.E., the Roman civilization experienced traumatic changes, going from one of the mightiest empires in the world's history to being nothing in the west and specter of its former self in the east, surviving through the Byzantine Empire. In the west, Europe experienced what would later be termed the "Dark Ages," a period without political or social unity that would last longer and be more severe than the Post-Classical Age in China or India. During that time, however, and beginning well before 600, the foundations for a new, vibrant society were being laid.

Commentary¹⁰

There are several analytical writing characteristics in this essay.

- *It "sets the stage" well for the rest of the essay, giving the reader a "preview" of how later paragraphs support the thesis.*
- *Interpretation of Rome's borders. ("impressive area")*
- *Rome's strengths and weaknesses are both acknowledged, and evaluated in comparison to each other.*
- *Constantine's actions are nicely summarized, but it would help if the writer discussed Constantine's motives for moving the capitol as well.*
- *The transitions from era to era, and the reader's overall sense of change over time are clear throughout the essay.*
- *There are multiple connections to Global Historical Events, both geographical and chronological.*
- *Roughly equal weight is devoted to the major time periods within the question.*
- *Byzantium's accomplishments are evaluated and compared to Rome's.*
- *Good cause-effect relationship between the fall of Rome and the later impact on Europe.*
- *Nice comparison to the "Post-Classical Age in China and India."*

¹⁰ Teachers, after students read this sample, have them underline all the verbs, adverbs, & adjectives in each sentence. This will highlight the analytical "voice" and sense of change over time.

Possible/Common COT Essay Structures

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, and 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 / Generic¹¹

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

¹¹ Charles Ryder's AP World History EDG message, 9/25/2005.