

Chapter 2
Essay Basics and
How to Approach
the Short-Answer
Questions

OVERVIEW

As we discussed in Part III, there are three types of essay questions on the AP World History Exam: the Short-Answer Questions, the Document-Based Question (DBQ), and the Long Essay. In this chapter we will review some essay basics and discuss the Short-Answer Questions in a little bit more depth. In the chapters that follow, we will discuss the DBQ and the Long Essay more thoroughly.

ESSAY BASICS: WHAT ARE THE AP ESSAY GRADERS LOOKING FOR?

In conversations with those who grade AP World History Exams, it is clear that what they want above all else is for you to address the question. In some of your classes, you may have gotten into the habit of throwing everything but the kitchen sink into an essay without truly addressing the question at hand. Do not try to fudge your way through the essay. The graders are all experts in history, and you will not be able to fool them into thinking you know more than you actually do.

It is also very important to focus on the phrasing of the question. Some students are so anxious to get going that they start writing as soon as they know the general subject of the question, and many of these students lose points because their essays do not answer the question. Take, for example, an essay question that asks you to discuss the effects of technological advances on the ability of European explorers to travel more widely around the globe in the fifteenth century. If you are an over-anxious test taker, you might start rattling off everything you know about the Age of Exploration. No matter how well this essay is written, you will lose points for one simple reason—not answering the question!

Furthermore, a good essay does more than rattle off facts. Just as the multiple-choice questions seek to draw out certain general principles or the “big picture” of world history, the essay questions seek to do the same. The readers want to see that you understand some of the fundamental issues in world history and that you can successfully discuss this material in a coherent manner.

If all this sounds intimidating, read on! There are a few simple things you can do to improve your grade on the AP essays. Let’s first look at a few very general pointers about how to approach the longer essays in Section II of the exam.

Reasons to Be Cheerful

AP graders know that you are given very little time to write the DBQ and the long essay question. They also know that you don’t have enough time to cover the broad scope of the subject matter tested by the question. The fact is, many long books have been written about any one subject that you might be asked about on the DBQ and the long essay.

The College Board's AP World History Course Description (which can be downloaded from AP Students) advises students to write an essay that has a well-developed thesis, provides support for the thesis with specific examples, addresses all parts of the question, and is well organized. Therefore, expressing good ideas and presenting valid evidence in support of those ideas are hugely important. Making sure that you mention every single relevant piece of historical information is not so important.

Also, you should remember that graders are not given a lot of time to read your essays. When they gather to read the exams, the graders each go through more than one hundred essays per day. No one could possibly give detailed attention to all points in your essay when he or she is reading at such a fast clip. What he or she can see in such a brief reading is whether you have something intelligent to say and whether you have the ability to say it well. As many teachers and professors will tell you, when you read several bad essays (and there will be quite a few, even among AP students), you tend to give those that are not completely awful more credit than they possibly deserve.

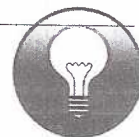
Things That Make Any Essay Better

There are two essential components to writing a successful timed essay. First, plan what you are going to write before you start writing! Second, use a number of tried-and-true writing techniques that will make your essay appear well organized, well thought out, and well written. This section is about those techniques.

Before You Start Writing

Read the question carefully. Underline key words and circle dates. Then brainstorm for one or two minutes. Write down everything that comes to mind in your test booklet. (There is room in the margins and at the top and bottom of the pages.) Look at your notes and consider the results of your brainstorming session as you decide what point you will argue in your essay; that argument is going to be your thesis. Tailor your argument to your information, but by no means choose an argument that you know is wrong or with which you disagree. If you do either of these things, your essay probably won't be a successful or effective one. Finally, sort the results of your brainstorm. Some of what you wrote down will be "big picture" conclusions, some will be historical facts that can be used as evidence to support your conclusions, and some will be irrelevant points that you can discard.

Next, make an outline. You should plan to write one paragraph for each of the Short-Answer Questions and five paragraphs each for the DBQ and Long Essay. Plan to go into special detail in each of the paragraphs on the DBQ. (Remember, you will have the documents and your outside knowledge to discuss on the DBQ. Plus, you will have more time.) For the essays in Section II of the exam, your first paragraph should contain your thesis statement, in which you directly answer the question in just a few sentences. Your second, third, and fourth paragraphs should



Circle Key Words

When you read a question, circle or underline key words and phrases that you can refer back to easily when you begin to create your outline and then write the essay.

each contain one argument (for a total of three) that supports that statement, along with historical evidence to support those arguments. The fifth paragraph should contain your conclusion and reiterate your answer to the question.

Before you start to write your outline, you will have to decide what type of argument you are going to make. Here are some of the classics.

1. Make Three Good Points

This is the simplest strategy. Look at the results of your brainstorming session, and pick the three best points supporting your position. Make each of these points the subject of one paragraph. Make the weakest of the three points the subject of the second paragraph, and save the strongest point for the fourth paragraph. If your three points are interrelated and there is a natural sequence to arguing them, then by all means use that sequence; otherwise, try to save your strongest point for last. Begin each paragraph by stating one of your three points, and then spend the rest of the paragraph supporting it. Use specific, supporting examples whenever possible. Your first paragraph should state what you intend to argue. Your final paragraph should explain why you have proven what you set out to prove.

2. Make a Chronological Argument

Many questions lend themselves to a chronological treatment. Questions about the development of a political, social, or economic trend can hardly be answered any other way. When you make a chronological argument, look for important transitions and use them to start new paragraphs. A five-paragraph essay about the events leading up to the French Revolution, for example, might start with an introductory discussion of France and the role of royal absolutism. This is also where you should state your thesis. The second paragraph might then discuss the economic crisis that led to the calling of the Estates-General. The third paragraph could deal with concern among members of the third estate that their interests might not be represented at Versailles, despite the vital economic role they played in eighteenth-century France. The fourth paragraph could be concerned with the events leading up to and including the King's agreement to meet the three estates as a National Assembly. Your conclusion in this type of essay should restate the essay question and answer it. For example, if the question asks whether the French Revolution was inevitable, you should answer "yes" or "no" in this paragraph.

3. Identify Similarities and Differences

Some questions, particularly on the long essay question, ask you to compare events, issues, and/or cultural practices. Very often, the way the question is phrased will suggest the best organization for your essay. Take, for example, a question asking you to compare the impact of three events and issues on the decision to execute the English monarch Charles I in 1649. This question pretty much requires you to start by setting the historical scene prior to the three events/issues you are about to discuss. Continue by devoting one paragraph to each of the three, and conclude by comparing and contrasting the relative importance of each. Again, be sure to answer the question in your final paragraph.

Other questions will provide options. If you are asked to compare Italian and Northern European humanism during the Renaissance, you might open with a thesis stating the essential similarity or difference between the two. Then, you could devote one paragraph each to a summary of certain trends and authors, while in the fourth paragraph you could point out the major similarities and differences between Italian and Northern European humanism. In the final paragraph, you could draw your conclusion (for example, “their similarities were more significant than their differences,” or vice versa). Or, using another angle altogether, you might start with a thesis, then discuss in the body of your essay three pertinent philosophical, religious, or political issues, then discuss how Italian humanists dealt with such questions, then move on to the Northern European humanists, and wrap up with an overview of your argument for your conclusion.

4. Use the Straw Dog Argument

For this technique, choose a couple of arguments that someone taking the position opposite yours would take. State those opposing arguments, and then tear them down. Remember that proving your opposition wrong does not mean that you have proved that you yourself are correct; that is why you should choose only a few opposing arguments to refute. Summarize your opponent’s arguments in paragraph two, dismiss them in paragraph three, and use paragraph four to make the argument for your side. Or, use one paragraph each to summarize and dismiss each of your opponent’s arguments, and then make the case for your side in your concluding paragraph. Acknowledging both sides of an argument, even when you choose one over the other, is a good indicator that you understand that historical issues are complex and can be interpreted in more than one way, something teachers and graders like to see.

Conclusion

No matter which format you choose, remember to organize your essay so that the first paragraph addresses the question and states how you are going to answer it. (That is your thesis.) The second, third, and fourth paragraphs should each be organized around a single argument that supports your thesis, and each of these arguments must be supported by historical evidence. Your final paragraph ties the essay up into a nice, neat package. Your concluding paragraph should also answer the question. And remember, stay positive!

As you are writing, observe the following guidelines:

- **Keep sentences as simple as possible.** Long sentences get convoluted very quickly and will give your graders a headache, putting them in a bad mood.
- **Throw in a few big words.** But don’t overdo it, because it will look like you are showing off. Remember that good writing does not have to be complicated; some great ideas can be stated simply. Don’t use a word if you are unsure of its meaning or proper usage. A malapropism (misuse of a word) might give your graders a good laugh, but it will not earn you any points, and it may even cost you.

Essay Essential

Don't underestimate the power of a neat essay. If your handwriting is questionable, try to print as clearly as possible.

- **Write clearly and neatly.** As long as we are discussing your graders' moods, here is an easy way to put them in good ones. Graders look at a lot of chicken scratch; it strains their eyes and makes them grumpy. Neatly written essays make them happy. When you cross out, do it neatly (better to erase). If you are making any major edits—if you want to insert a paragraph in the middle of your essay, for example—make sure you indicate these changes clearly.
- **Define your terms.** Most questions require you to use terms that mean different things to different people. One person's "liberal" is another person's "conservative" and yet another person's "extremist." What one person considers "expansionism," another might call "colonialism" or "imperialism." The folks who grade the test want to know what you think these terms mean. When you use them, define them. Take particular care to define any such terms that appear in the question. Almost all official College Board materials emphasize this point, so do not forget it. Be sure to define any term that you suspect can be defined in more than one way.
- **Use transition words to show where you are going.** When continuing an idea, use words such as *furthermore*, *also*, and *in addition*. When changing the flow of thought, use words such as *however* and *yet*. Transition words make your essay easier to understand by clarifying your intentions. Better yet, they indicate to the graders that you know how to make a coherent, persuasive argument.
- **Use structural indicators to organize your paragraphs.** Another way to clarify your intentions is to organize your essay around structural indicators. For example, if you are making a number of related points, number them ("First...Second...And last..."). If you are writing a compare/contrast essay, use the indicators *on the one hand* and *on the other hand*.
- **Stick to your outline.** Unless you get an absolutely brilliant idea while you are writing, do not deviate from your outline. If you do, you will risk winding up with an incoherent essay.
- **Try to prove one "big picture" idea per paragraph.** Keep it simple. Each paragraph should make one point and then substantiate that point with historical evidence and examples.
- **Back up your ideas with examples.** Yes, we have said it already, but it bears repeating: Do not just throw ideas out there and hope that you are right (unless you are absolutely desperate). You will score big points if you substantiate your claims with facts and specific examples.

- **Try to fill the essay form.** An overly short essay will hurt you more than one that is overly long.
- **Make sure your first and last paragraphs directly address the question.** Nothing will cost you points faster than if the graders decide you did not answer the question. It is always a safe move to start your final paragraph by answering the question. If you have written a good essay, that answer will serve as a legitimate conclusion.
- **Always place every essay into a historical context.** For example, if you are given an essay asking you to compare and contrast Newton's and Einstein's ideas on the universe, don't make it an essay on science. Instead, show how each of these men was a product of his respective time period, and show how their ideas influenced their contemporaries as well as future generations.

SHORT-ANSWER BASICS

The short-answer section of the exam (Part B of Section I) involves answering four short-answer questions. All of the questions will be tied to a primary source, historical argument, data or maps, or general propositions about world history. The questions may have multiple components, and you will be required to address all aspects of the questions. Since these are short-answer prompts, you are not required to develop and support a thesis statement.

Time Crunch

Perhaps the biggest challenge of the short-answer section is the time allotted. You have a total of 50 minutes to answer the four questions, which means you have about two minutes to brainstorm ideas and about ten minutes in which to write each one. You'll be given up to a page to write each essay, but it is not necessary to fill all of the provided space. Quality matters more than quantity, though a longer essay will look more impressive to the reader. So there is no time to dawdle on the short essays. You must keep brainstorming to a minimum, and keep your pencil moving!

Strategy for Answering the Short-Answer Questions

The short-answer questions will consist of multiple parts, which center on a key learning objective. Some questions may give you the opportunity to choose from among several topics. For the questions that do not give you the opportunity to pick from a list of choice topics, read the question and each of the parts carefully. Many of these questions will resemble the following example.

2. Use the image below and your knowledge of world history to answer all parts of the question that follows.



The image above shows the Greek Temple of Concordia in the Valley of the Temples, Sicily (Italy). The temple was constructed circa 440 B.C.E.

- a) Briefly explain how architectural monuments such as the one pictured above are evidence of Greek cultural influence across the Mediterranean world in the fifth century B.C.E.
- b) Briefly explain the role of temples such as the one pictured above in the religious beliefs and practices of classical Greek civilization.

Here's How to Crack It

1. Think.

You've probably seen photos of temples like this before. If you've been to Europe, the Middle East, or North Africa, you may have even seen such temples in person. The first step is to make sure to read the information provided under the photograph very carefully and glean whatever you can from that information. In the case of the photograph pictured above, note that we are dealing with a Greek temple in Italy, built in the middle of the fifth century B.C.E. Next, let's turn to the questions. Part (a) wants you to explain this photograph in terms of Greek cultural influence, while part (b) wants you to contextualize the photograph as it relates to ancient Greek religious beliefs and practices. Once you are sure that you understand the questions, brainstorm a little bit and jot down a few notes for yourself about key themes or concepts that relate to the questions asked.

For part (a), your brainstorming might look something like this:

- Ancient Greece: known for lots of temples, theaters, stadiums, etc.
- Greek architecture—marble
- Temples built to house statues?
- Greek culture spread throughout Mediterranean region and had a lot of influence on the Romans
- Greeks conquered parts of Italy
- Places conquered by Greece sometimes adopted Greek language and other stuff

For part (b), your brainstorming might look something like this:

- Temples built to house statues of the gods?
- Greek religion—polytheistic
- Sacrifices and rituals took place in/outside of temples
- Lots of myths and stories about the Greek gods
- Everyday life in ancient Greece dominated by religion

2. Write.

Here is a sample short-answer response using some of the ideas outlined above:

In ancient Greece, religion dominated most aspects of daily life. The Greeks were, for the most part, polytheistic, and had many myths and stories detailing the exploits and adventures of their gods and goddesses. Because religion was such an important aspect of classical Greece, the Greeks built temples in all of their major cities and towns in order to honor their deities. These temples often housed statues of the deities, and sacrifices and other religious rituals were performed outside of the temples. During the classical period, Greece expanded its influence around the Mediterranean region. Among other places, Greece conquered parts of Italy (including the island of Sicily). In places where the Greeks had conquered, Greek settlers had enormous cultural impact upon local populations. Some places adopted the Greek language, and many places were also influenced by Greek architecture, building temples, theaters, and other structures that were modeled on those found in Greece itself.



Summary

- Read questions carefully. Be sure you are answering the question that is asked. You must answer all parts of the question in order to get full credit.
- Do not start writing until you have brainstormed, chosen a thesis (except for the Short-Answer Questions), and written an outline.
- Follow your outline. On the longer essays, stick to one important idea per paragraph. Support your ideas with historical evidence.
- Write clearly and neatly. Do not write in long, overly complex sentences. Toss in a couple of “big” words you know you will not misuse. When in doubt, stick to simple syntax and vocabulary.
- Use transition words to indicate continuity of thought and changes in the direction of your argument.
- Provide a strong historical context. You may be faced with questions focusing on science, economics, philosophy, literature and art, religion, and other disciplines. Always remember that this is a history exam, so everything you discuss needs to be situated within a broader context.

Chapter 3
How to Approach
the Document-
Based Question
(DBQ)

IT'S ALL IN THE DOCUMENTS

The first essay you'll see in Section II of the AP World History Exam is the Document-Based Question (DBQ). As the name implies, this question is based on a bunch of documents (typically about seven) that cover one topic, usually in or around a particular period of time. For example, a DBQ may require you to analyze a set of documents about trading practices before and during the Age of Exploration. The documents may include a map of trade routes, a letter from a merchant to his ruler at home, or some codified laws regarding particular trade agreements. Your job is to work through the documents to determine how they relate to each other, what changes can be seen over time, how the author's background may have influenced the contents of the document, and so on.

Before the start of the essay portion of the exam, there will be a reading period for you to read the DBQ documents and question. It is suggested that you spend 15 minutes reading the documents and 40 minutes writing your response, but you may begin writing before the 15-minute reading period is over. To do well on this essay, you need to know exactly what to do with those 15 minutes. And to do that you need to know exactly what you are expected to write. Let's begin by looking at the directions and the scoring rubric for the DBQ.

What the Directions Say

Here is a sample of the directions for the DBQ.

Directions: Question 1 is based on the accompanying Documents 1–7. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least six of the documents to support the thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author’s point of view, author’s purpose, historical context, and/or audience for at least four documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

You may refer to historical information not mentioned in the documents.

What the Directions Mean

Here's what the directions are really asking you to do:

1. Create a relevant thesis and support that thesis with the documents. Did you answer the question that was asked? Make sure that your thesis directly addresses the question posed and accurately describes the contents of your essay. Be sure that the documents can be used to support your arguments—students often make the mistake of creating an interesting thesis only to find that the documents don't really support that thesis.
2. Analyze the documents. Your analysis must acknowledge the source of the documents and the author's point of view, which means that you must demonstrate that you understand who wrote each document and when it was written. You should also be able to explain the following:
 - What was the context (historical, political, or cultural environment) in which the document was authored? What else was going on around the author at the time this was written?
 - How does this author's perspective affect what he or she wrote and why? What is the author's position in society (gender, age, educational level, political or religious belief system)? How do these attributes inform what the author writes?
 - How does the content and tone of the document relate to that of the other documents? What does one document say that another doesn't? What accounts for these differences?
 - When was the document written? Who was the intended audience, and what was the author trying to express?
3. Identify and explain additional examples and evidence that are not represented in the documents, and use them to support or expand your argument in some way. When brainstorming outside evidence and how to use it in your essay, consider the following questions:
 - What types of evidence offer information that is not already present?
 - What points of view are missing that would make your argument stronger? Consider groups typically not represented (women, working class, peasants).
 - Why is this additional evidence important?

So to write a decent DBQ essay, you need to write an essay that opens with a thesis, support that thesis with all of the documents, analyze the documents, and include outside evidence and examples to bolster your argument.

How the DBQ Is Scored

The DBQ is graded on a 7-point scale. Here is how those points are earned:

DBQ Scoring Rubric		
(Note: Numbers marked with an asterisk [*] are based on a document-based question that contains 7 documents.)		
Task	Points Possible	Description
Thesis and Argument Development	2	<ol style="list-style-type: none"> 1. Presents a thesis that can be backed by historical evidence and responds to all parts of the question. The thesis must be at least one sentence, located in either the introduction or conclusion. (1 point) 2. Develops and supports a cohesive argument that addresses historical complexities and shows the relationships among historical evidence. (1 point)
Document Analysis	2	<ol style="list-style-type: none"> 1. Uses at least 6* of the documents to support the thesis or a relevant argument. (1 point) 2. Explains the significance of the author's point of view or purpose, audience, and/or historical context for at least 4* documents. (1 point)
Using Evidence Beyond the Documents	2	<ol style="list-style-type: none"> 1. <i>Contextualization</i>: Places the argument within the broader historical context—events, developments, processes, etc.—relevant to the question. Note that this requires an explanation (consisting of several sentences or a full paragraph), not just a brief mention. (1 point) 2. <i>Evidence Beyond the Documents</i>: Gives an example or additional piece of evidence beyond what is found in the documents to support an argument. Note that the example must be different from the evidence used to earn other points on the rubric, and include an explanation of how that evidence supports or qualifies the argument. (1 point)
Synthesis	1	<p>Extends the argument by explaining the connections between the argument and ONE of the following:</p> <ol style="list-style-type: none"> a. A development in a historical period, era, or geographical area that is different from the one in the question b. An AP World History course theme and/or approach to history (e.g., political, economic, cultural) that is not the focus of the essay c. A different discipline or field (e.g., economics, art history, anthropology)
		Maximum Points: 7

THE DOCUMENTS

Of course, before you can write anything, you need to work your way through the given documents. Effectively *working* the documents (not just reading them) is almost as important as writing the essay itself. Let's spend a few minutes learning exactly how to process the documents so that you can put together a high-scoring essay.

Give Me 15 Minutes and I'll Give You the World
Is 15 minutes really enough time to get through the documents? That depends on how well you know the topic. Most testers will need the full 15 minutes to work through the documents and prepare to write the essay. But if those 15 minutes are up and you haven't finished planning your essay, keep working the documents. The actual writing of your essay will take less time if you are well prepared when you begin. Use the 15 minutes you are given plus any additional time you need (up to 10 more minutes) to plan your essay. Once you've gotten a handle on the documents and organized your thoughts, it will probably take you only about 20 to 30 minutes to actually write the essay.

Work Those Documents

When the reading period begins, open up your test booklet to Part A of Section II (the DBQ). You do not need to read the directions thoroughly—you will have them memorized before you get to the testing room. Skim the directions quickly—they should be just like the ones you've used for practice, but do a quick scan just to be sure. You may not be instructed to use all of the documents, but you should anyway, just in case. Then get to the question.

Step 1: Process the Question

You cannot begin to think about the documents until you know what you are being asked to do. Read the question carefully. Underline the important stuff (such as time period, culture, location) and circle what you are supposed to analyze and the actions you need to take (for example, compare and contrast, change over time, and so on). You can also jot down any information about the question topic and time period that immediately springs to mind.

Look at the following example of a DBQ:

Question 1: Using the documents and your knowledge of world history, compare and contrast the attitudes toward women found in various cultures from about 1800 B.C.E. until the early 200s C.E.

Based on the question, what do you know the documents are about?

Attitudes toward women in various cultures during various periods.

What are you being asked to do?

Compare and contrast the attitudes and look for any changes over time.

What could additional evidence do?

Clarify how existing attitudes affected women's daily lives.

But Where?

For the essay portion of the test, you will receive a booklet that contains the essay questions, space to plan your essays, and a sealed answer booklet. Use the spaces in the question booklet to do your prep work—outlining, summarizing documents, brainstorming. Don't be shy about what you write in the booklet—the graders won't see your notes. It's important to remember that you will only receive credit for what you wrote in the answer booklet. Even if your teachers in school sometimes give you credit for outlining, AP readers will not.

Step 2: Build a Framework

Once you've gotten a handle on the question, use it to create a framework for processing the documents you are about to read. For example, if a question asks you to compare and contrast two major religions, you would create a compare-and-contrast chart of the two religions in question. You can fill in the chart as you work through the documents. If the question asks you if there was any change over time, create a space in which you can easily note any changes you come across. In the example above, the question asks you to both compare and contrast attitudes of different cultures and to look for any change over time. Your framework for this question might look like this:

Similarities in attitudes toward women	Differences in attitudes toward women

Changes in attitudes toward women?

These first two steps should take about two minutes. Then it's time to hit the documents.

Step 3: Work the Documents

Notice we didn't say "read the documents." *Reading* is too passive a word for what you need to do. As you read each document, summarize and analyze it in light of your framework (what you need to use it for). For example, look at the following document that goes with our example.

Document 1

Source: Hebrew Bible, Torah (Deuteronomy), primarily written in seventh century B.C.E. but based on ancient religious code.

When a man takes a wife and marries her, if then she finds no favor in his eyes because he has found some indecency in her, and he writes her a bill of divorce and puts it in her hand and sends her out of his house, and she departs out of his house, and if she goes and becomes another man's wife, and the latter husband dislikes her and writes her a bill of divorce and puts it in her hand and sends her out of his house, or if the latter husband dies, who took her to be his wife, then her former husband, who sent her away, may not take her again to be his wife, after she had been defiled; for that is an abomination before the Lord, and you shall not bring guilt upon the land which the Lord your God gives you for an inheritance.

First, circle the source, making note of the kind of text this is and its date. This document is from a book of laws in the ancient Hebrew Bible, which would become the Old Testament to Christians in later centuries. What is the document's attitude about women? The emphasis here is on female purity. A woman who has remarried after divorce is "defiled," so she cannot be taken back by her first husband. Ancient Hebrew culture emphasized the importance of ritual purity, especially for women. Notice also that men controlled the terms of divorce and remarriage in this society.

You Read a Document. Now What?

Be sure to circle the source of the document, and note the type of text it is.

Let's see how this compares to the second document.

Document 2

Source: The Code of Hammurabi, 1792–1750 B.C.E.

If a man's wife, who lives in his house, wishes to leave it, plunges into debt, tries to ruin her house, neglects her husband, and is judicially convicted: if her husband offers her release, she may go on her way, and he gives her nothing as a gift of release. If her husband does not wish to release her, and if he takes another wife, she shall remain as servant in her husband's house.

If a woman quarrels with her husband, and says: "You are not congenial to me," the reasons for her prejudice must be presented. If she is guiltless, and there is no fault on her part, but he leaves and neglects her, then no guilt attaches to this woman, she shall take her dowry and go back to her father's house.

This document came from the Code of Hammurabi, written from 1800–1700 B.C.E. What was the attitude toward women under the Code of Hammurabi? While women are still subordinate to male authority, they have a few more rights. For example, if she tells him he is a jerk and is proven right, she gets to go home with her dowry, guilt-free. Notice, too, the increased level of judiciary involvement. The decisions seem to be less at the whim of the husband.

Try working the next three documents.

Document 3

Source: Plutarch, excerpt from "Women's Life in Greece and Rome," *Moralia*, 242 C.E.

27. When music is played in two parts, it is the bass part which carries the melody. So in a good and wise household, while every activity is carried on by husband and wife in agreement with each other, it will still be evident that it is the husband who leads and makes the final choice.

Document 4

Source: Ban Zhou, leading female Confucian and imperial historian under Emperor Han Hedi, from *Lessons for a Woman*, an instruction manual in feminine behavior, 100 C.E.

If a husband be unworthy, then he possesses nothing by which to control his wife. If a wife be unworthy, then she possesses nothing with which to serve her husband. If a husband does not control his wife, then the rules of conduct manifesting his authority are abandoned and broken. If a wife does not serve her husband, then the proper relationship between men and women and the natural order of things are neglected and destroyed. As a matter of fact the purpose of these two [the controlling of women by men, and the serving of men by women] is the same.

Document 5

Source: Excerpt from “The Laws of Manu,” the Rig Vedas, 100 B.C.E.–200 C.E.

[In the Rig Vedas (collection of hymns to the Aryan gods) of Classical India, Manu is the father of humanity.]

74. A man who has business (abroad) may depart after securing a maintenance for his wife; for a wife, even though virtuous, may be corrupted if she be distressed by want of subsistence.
75. If (the husband) went on a journey after providing (for her), the wife shall subject herself to restraints in her daily life; but if he departed without providing (for her), she may subsist by blameless manual work.
76. If the husband went abroad for some sacred duty, (she) must wait for him eight years, if (he went) to (acquire) learning or fame six (years), if (he went) for pleasure three years.
77. For one year let a husband bear with a wife who hates him; but after (the lapse of) a year let him deprive her of her property and cease to cohabit with her.
78. She who shows disrespect to (a husband) who is addicted to (some evil) passion, is a drunkard, or diseased, shall be deserted for three months (and be) deprived of her ornaments and furniture.

What did you notice about these documents? Any differences or changes? Document 3, written in Greece and Rome in the third century C.E., shows clearly the attitudes of that time and culture—husband and wife are partners, but the husband is in command. Document 4 is the only document so far that was written by a woman. Notice how in Document 4 the woman is still subservient, but the discussion is about the responsibilities of both men and women. Document 5, which was written about the same time as Document 4, has far more detailed laws regarding the conduct of husbands and wives. Again, women are clearly subservient, yet men are charged with definite responsibilities to their wives.

You get the idea. A typical DBQ would have a few more documents, but let's just use these five to walk through the rest of the steps.

Step 4: Frame the Documents

Once you've worked the documents (or as you go along), fill in your framework from what you've read. For example, using the four documents we just read, try filling in the compare-and-contrast chart.

Your chart should look something like this:

Similarities in attitudes toward women	Differences in attitudes toward women
<p><i>All Documents—women subservient to men</i></p> <p><i>All Documents—women far fewer legal rights</i></p>	<p><i>Doc 1—men in control, emphasis on female purity</i></p> <p><i>Doc 3—women subservient but more on equal footing</i></p> <p><i>Doc 2 and 5—more laws regarding male conduct</i></p> <p><i>Doc 4 and 5—analysis of both male and female roles/responsibilities; husbands culpable for wives</i></p> <p><i>Doc 4—written by woman; tone different. "If husband unworthy."</i></p>

What are the changes that have occurred over time in our example so far? Women went from being mere possessions with men free to make decisions (like to divorce their wives) without any judicial involvement, to more laws governing male conduct and more rights for women (though meager). Although the question doesn't specifically mention it, we should also be aware of the influence of culture when it came to the treatment of women. Some differences that appear in these documents may be a result of not only a change in thought process over time but also a differing attitude of a particular culture. If we were to read the rest of the documents that accompany this question, we would likely see even greater changes in the attitudes toward and treatment of women.

Step 5: Analyze and Add

In order to get as many points as possible, you must analyze as many documents as possible; according to the DBQ scoring rubric, an essay will earn the most points if at least six documents (for a seven-document DBQ) are sufficiently discussed in your essay. You must also pull in outside examples and evidence that support your line of argumentation in some way.

Point of View

Analyzing the documents' points of view is an extremely important part of earning a high score on the DBQ. For example, in our sample documents, Document 4 was written by Ban Zhou, the leading female Confucian during the Han age in China. Could the fact that she is a woman coupled with the fact that she was a Confucian have influenced what she chose to write? Absolutely. Look at Document 4 again.

Document 4

Source: Ban Zhou, leading female Confucian and imperial historian under Emperor Han Hedi, from *Lessons for a Woman*, an instruction manual in feminine behavior, 100 C.E.

If a husband be unworthy, then he possesses nothing by which to control his wife. If a wife be unworthy, then she possesses nothing with which to serve her husband. If a husband does not control his wife, then the rules of conduct manifesting his authority are abandoned and broken. If a wife does not serve her husband, then the proper relationship between men and women and the natural order of things are neglected and destroyed. As a matter of fact the purpose of these two [the controlling of women by men, and the serving of men by women] is the same.

As you can see, the author focuses on worthiness and the interaction between husbands and wives. She even put their responsibilities on equal footing, something that we did not see in any of the other documents. She did not live in an age in which women questioned their subservient role. Therefore, instead of challenging the roles, she tried to find a way to make sense of the subjugation of women. The period in which she lived clearly influenced her point of view. These are the types of issues you want to bring into your analysis of point of view.

As mentioned above, you should pay attention to who wrote the documents and when they were written, as both of these factors can help you determine the point of view. Choose another sample document to analyze for point of view. How about Document 3? It pertains to Greek and Roman societies and was written in the third century C.E. Take a look at it again.

Document 3

Source: Plutarch, excerpt from “Women’s Life in Greece and Rome,” *Moralia*, 242 C.E.

27. When music is played in two parts, it is the bass part which carries the melody. So in a good and wise household, while every activity is carried on by husband and wife in agreement with each other, it will still be evident that it is the husband who leads and makes the final choice.

It reads almost as advice from one to another about how a marriage should be. Interestingly, the attitude of the Greeks and Romans toward women seems positive, yet clearly considered their role as secondary in a marriage. Could that be perhaps a result of the time and culture? Absolutely. The person (presumably a man) who wrote this was likely giving loving, caring advice to a friend, yet he does not acknowledge what a more modern reader would likely think about the subjugation of the woman in the marital relationship. This form of bias was imbedded in the culture of that time. This is therefore a good document to use to exemplify how context and culture can clearly influence a person’s perspective.

Outside Evidence and Examples

So as not to forget this step, make a note of it now, and then plan to include it as part of your opening thesis.

In order to assess how the attitudes of a culture affected women’s daily lives during a certain period, what types of additional evidence would be helpful? What about either other examples of texts written by women that reflected their thoughts or daily experiences, or examples that would illustrate the daily responsibilities of women in the given period? *Be sure to explain why you feel this evidence will add to your analysis;* just describing an example will not earn you the point.

Step 6: Organize the Documents

So far you've processed the question, built a framework, worked the documents to fill in that framework, analyzed the documents for purpose, audience, and point of view, and determined the type of additional evidence you need and why. Now it's time to organize your documents so that you know which ones you are using as support, which ones you are analyzing and exactly how you plan to use them in connection with one another. This last step will act as the outline for your essay.

Use the following chart to organize your essay.

Thesis	You will open your essay with a thesis. In your thesis, reference the strongest supporting documents. As part of your outline, decide which documents represent the core of your thesis and include them in your opening paragraph. Also, jot down a few brief notes about your thesis before moving on. (Be sure to make your notes on scratch paper—not in the essay booklet.)
Support	List the documents that you plan to use to support your thesis. Include all the documents you mention in your thesis (in the first paragraph). Also feel free to include any other document that will lend additional support.
Group One	First, group the documents in the most obvious way. For example, if you are asked to compare and contrast a set of documents, break the documents into two groups so that each group contains documents with similar features but the two groups clearly contrast each other.
Group Two	Regroup the documents in a way that shows some sort of insight into how the documents relate to each other. For example, if you first created groups by putting together documents with obvious similarities, regroup them in a way that shows something different or less obvious about the documents. If the question asks about change over time, regroup the documents to show how things changed over some period.
Number of Documents	Use this as a checklist to be sure you include all of the documents in your essay. List the number of documents you've been given, then go through each category and check off the document number as you come to it. If you finish your check and realize that you omitted one (or more) documents, go back to that document to determine how and where you can use it.
Outside Examples/Evidence	Once you've grouped your documents, consider what other kind or kinds of outside evidence would add something interesting to the analysis of the question posed. Be sure to include reasons why a particular piece of evidence would be useful.

Use our sample documents to fill in the organizational chart below.

DBQ Essay Organizational Chart

	Document Number(s)	Comments
Thesis		
Support		
Group 1		
Group 2		
Group 3		
Number		
Outside Examples/ Evidence		



Your Turn!

Use this handy chart to organize the sample documents and your notes on them. Consider creating a chart like this one on test day as a way to plan your essay and organize your thoughts before writing.

How did you do? Your chart should look something like the following:

DBQ Essay Organizational Chart

	Document Number(s)	Comments
Thesis	Doc 1—male control, ritual purity Doc 2—more laws Doc 5—still more laws and responsibilities	Attitudes toward women from 1800 B.C.E. up to approx. 200 C.E. definitely changed but men were still basically in control. Early times, female purity was emphasized and women were subordinate to men. Later, laws governing conduct of husbands that were slightly more fair to wives...
Support	Documents 1, 2, and 5 Document 3 softer yet holds women in same position Document 4 to show changes and difference in perspective	
Group 1	1 & 3 versus 2 & 5	Shows no law versus more laws and judicial involvement. Could include others.
Group 2	4 (and others) versus 1, 2, 3, & 5 (and others)	Written from the female perspective versus from the male perspective.
Group 3	1, 2, 3, 4, and 5 versus others	All define women only in terms of the role of wife. Other docs may not.
Number	1, 2, 3, 4, 5, __, __	Check off each as it is used in your outline so that you know that you have used them all.
Outside Examples/Evidence		A text that portrays a woman who lived during one of the periods mentioned (in the provided docs) showing her defining herself as a citizen or individual rather than just as a wife. Examples of women questioning their position in society, wanting more.

Remember that you will have more documents to use, which will make your essay groupings more diverse. The way you group the documents should support your thesis and show changes or contrast as well.

DBQ THESIS

To create an effective thesis, you must first make sure that you are answering the question asked. As we talked about in Chapter 2 (if you didn't read it before, now's a good time), there are some basic rules of good AP essay theses.

- **Give Them What They Want**—Answer the question by restating key phrases from the question. Don't simply rewrite what you were given; rather, write your response as an answer, but be sure to include the important phrases that were in the question.
- **Show Them Where You Got It**—AP World History Exam essays are all about the evidence. Use your framework to support your assertions right from the beginning. Remember that evidence in your thesis is merely introductory—save the details for the body of the essay.
- **Help Them Get There**—Make a clear transition from your thesis to the body of your essay by using a phrase like, “To better understand the differences between these two societies...” or “To better understand the changes that occurred...” One way to earn the point for including additional evidence is to suggest, describe, and justify the inclusion of the outside evidence or examples as part of this last sentence. That way you won't forget to include them, and they make for a good transition.

How Long Is 15 Minutes?

Right now this process may seem as if it will take two hours as opposed to 15 minutes. You need to practice doing it a few times to get a feel for how much time to spend on what. You may find that you can fill in your framework as you analyze the documents, or identify the documents' point of view as you go. The more you practice, the more efficient you will become. Remember, however, that analyzing the documents is as important as writing the essay. If you need to use the first five to ten minutes of your writing time to finish your analysis or outline, it will be time well spent.

For our example, your thesis would flow something like the following:

From a review of the five documents presented, it is clear that the role of women in various cultures from 1800 B.C.E. into the 200s C.E. was primarily one of servitude or worse in comparison to our contemporary ideas about the rights of women. However, there is also evidence that over time, women were seen less as subject only to the rule of law laid down by an individual (usually a husband) and more as people whose (albeit limited) rights were overseen by the rule of law. In earlier eras, women were seen more as property than as people, and that only men reserved the right to divorce with no lingering responsibility to care for their wives. However, some societies began to hold men more accountable for their treatment of women, a trend which eventually came to other societies as well, though at different times. With this added protection of the law, women are not only more protected, but are also held more accountable for their own conduct.

When you write your thesis paragraph, imagine that a reader will only read your essay if he or she is convinced to do so by your first paragraph (no pressure). Then, use your framework to write the body of your essay. Your framework can act as both your outline and your checklist—once you’ve written the bulk of your essay, quickly scan through to make sure you didn’t leave anything out. Finally, close with a recap of your points and get on to the next essay.

Before going on, try writing your own thesis and the rest of this DBQ essay on a separate piece of paper. When you have finished, take a moment to “grade” it using the DBQ rubric, or ask a classmate or parent to evaluate it using the rubric.

HOW LONG SHOULD THIS GO ON?

The AP folks suggest 55 minutes for the DBQ—15 minutes of reading time and 40 minutes of actual writing time. Note that you are allowed to begin writing before the 15-minute reading period is up, but we encourage you to use the full time to plan your essay. And if you’re still in the planning stages when the 15 minutes are up, we recommend you spend no more than 10 additional minutes working through the documents and planning your essay. In other words, you should begin writing by 10 minutes into the essay-writing part of the test. As we mentioned earlier, you can write a great DBQ essay in 20 to 30 minutes, but you don’t want to cut into writing time for the Long Essay (which we’ll cover in the next chapter).

AP essay graders tell us that spending too much time on the DBQ is an obvious problem for many students. Blowing off the Long Essay question will seriously endanger your score! Remember: the DBQ accounts for 25% of your score, and the Long Essay question accounts for 15% of your score, so be sure to leave yourself adequate time to get to both questions!

Don’t Dwell

Dwelling on a single essay question could cost you major points! Remember, all three essays are weighted equally.

PUT IT ALL TOGETHER

Now it's your turn to try out the DBQ process. Remember to use all the steps and not to shortchange the prework on the documents. The more comfortable you are with the documents, the easier it will be for you to write this essay. If you wish, you can keep track of your time. **Do not time yourself.** Rather, note your start time, then note how long it took you to analyze the documents. When you are finished with the essay, note the time you finished. This will give you a rough idea of how much time you would like to have for the essay and how much time you need to shave off in practice. (Remember, the DBQ can take up to 55 minutes—15 minutes for reading and 40 minutes for writing.)

When you have finished, ask a classmate to score your essay using the scoring rubric at the beginning of this chapter.

Directions: Question 1 is based on the accompanying Documents 1–6. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- **Thesis:** Present a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.
- **Argument Development:** Develop and support a cohesive argument that recognizes and accounts for historical complexity by explicitly illustrating relationships among historical evidence such as contradiction, corroboration, and/or qualification.
- **Use of the Documents:** Utilize the content of at least five of the documents to support the thesis or a relevant argument.
- **Sourcing the Documents:** Explain the significance of the author's point of view, author's purpose, historical context, and/or audience for at least four of the documents.
- **Contextualization:** Situate the argument by explaining the broader historical events, developments, or processes immediately relevant to the question.
- **Outside Evidence:** Provide an example or additional piece of specific evidence beyond those found in the documents to support or qualify the argument.
- **Synthesis:** Extend the argument by explaining the connections between the argument and ONE of the following.
 - A development in a different historical period, situation, era, or geographical area.
 - A course theme and/or approach to history that is not the focus of the essay (such as political, economic, social, cultural, or intellectual history).
 - A different discipline or field of inquiry (such as economics, government and politics, art history, or anthropology).

Question 1: Using the documents and your knowledge of world history, analyze the rise of nationalism in Egypt and India in the early twentieth century. What additional evidence would help your analysis of causes for the nationalist feelings in these nations?

Document 1

Source: Sir Rabindranath Tagore, *Nationalism*, 1918.

Rabindranath Tagore, Bengali poet, playwright, and novelist, who was one of the earliest non-European recipients of the Nobel Prize for literature, wrote the following:

Has not this truth already come home to you now when this cruel war has driven its claws into the vitals of Europe? When her hoard of wealth is bursting into smoke and her humanity is shattered on her battlefields? You ask in amazement what she has done to deserve this? The answer is, that the West has been systematically petrifying her moral nature in order to lay a solid foundation for her gigantic abstractions of efficiency. She has been all along starving the life of the personal man into that of the professional.

Document 2

Source: Mahatma Gandhi, 1909.

We hold the civilization that you support to be the reverse of civilization. We consider our civilization to be far superior to yours. If you realize this truth, it will be to your advantage and, if you do not, according to your own proverb, you should only live in our country in the same manner as we do. You must not do anything that is contrary to our religions. It is your duty as rulers that for the sake of the Hindus you should eschew beef, and for the sake of Mahomedans you should avoid bacon and ham. We have hitherto said nothing because we have been cowed down, but you need not consider that you have not hurt our feelings by your conduct. We are not expressing our sentiments either through base selfishness or fear, but because it is our duty now to speak out boldly. We consider your schools and courts to be useless. We want our own ancient schools and courts to be restored. The common language of India is not English but Hindi. You should, therefore, learn it. We can hold communication with you only in our national language.

Document 3

Source: Sarojini Naidu, *An Indian Nationalist Condemns the British Empire*, 1920.

I speak to you today as standing arraigned because of the blood-guiltiness of those who have committed murder in my country. I need not go into the details. But I am going to speak to you as a woman about the wrongs committed against my sisters. Englishmen, you who pride yourselves upon your chivalry, you who hold more precious than your imperial treasures the honor and chastity of your women, will you sit still and leave unavenged the dishonour, and the insult and agony inflicted upon the veiled women of the Punjab?

The minions of Lord Chelmsford, the Viceroy, and his martial authorities rent the veil from the faces of the women of the Punjab. Not only were men mown down as if they were grass that is born to wither; but they tore asunder the cherished Purdah, the innermost privacy of the chaste womanhood of India. My sisters were stripped naked, they were flogged, they were outraged. These policies left your British democracy betrayed, dishonored, for no dishonor were flogged, they were outraged. These policies left your British democracy betrayed, dishonored, for no dishonor clings to the martyrs who suffered, but to the tyrants who inflicted the tyranny and pain. Should they hold their Empire by dishonoring the women of another nation or lose it out of the chivalry for their honor and chastity? The Bible asked, "What shall it profit a man to gain the whole world and lose his own soul?" You deserve no Empire. You have lost your soul; you have the stain of blood-guiltiness upon you; no nation that rules by tyranny is free; it is the slave of its own despotism.

Document 4

Source: Taha Hussein, Muslim literary figure and Egyptian nationalist, *The Future of Culture in Egypt*, 1938.

Now that we have succeeded in restoring the honor and self-respect that come with independence, it is our plain duty to protect what we have won. We must rear a generation of Egyptian youth who will never know the humiliation and shame that was the lot of their fathers. Some Egyptians object to Europeanization on the grounds that it threatens our national personality and glorious heritage. I do not naturally advocate rejection of the past or loss of identity in the Europeans;... the only time that we might have been absorbed by Europe was when we were extremely weak, ignorant, and possessed of the notion that the hat was superior to the turban and the fez because it always covered a more distinguished head!... Although great powers imposed their will on us for many centuries, they were unable to destroy our personality. I am merely asking that the preservatives of defense, religion, language, art, and history be strengthened by the adoption of Western techniques and ideas.

Document 5

Source: Preamble to the Constitution of the Kingdom of Egypt, 1923.

We, the King of Egypt,

Having, since mounting the throne of our ancestors and vowing to keep safe the trust which God Almighty has entrusted to us, always done our utmost to pursue the good of our nation, and pursue the path which we know will lead to its welfare and advancement and to deriving the enjoyments of free and civilized nations;

And since such end cannot be properly attained unless in a constitutional system similar to the most advanced constitutional systems in the world, under which our nation can happily and satisfactorily live and pursue the path of an absolutely free life, and which ensures active participation in running state affairs and overseeing the drafting and enforcement of laws, and brings a sense of comfort and assurance about our nation's present and future, while maintaining the national qualities and distinctions which constitute the great historical heritage thereof;

And as the fulfillment of such end has constantly been our desire and one of the greatest endeavors we are determined to seek so as to help our People's rise to the highest of standards which the People is readily qualified and capable of meeting, which befit the ancient historical greatness of our People, and which enable our People to attain the appropriate status among peoples of civilized nations...

Document 6

Source: Female nationalist protesters in Cairo, Egypt, 1919.



Summary

- The DBQ is the first part of Section II of the exam. It is worth 25% of your total score.
- On the new AP World History Exam, you have a total of 55 minutes to write this essay: 15 minutes for reading/planning your essay, and 40 minutes for writing it. Remember to pace yourself and be mindful of the time.
- The 15-minute reading period is not mandatory, and you can begin writing your essay before the 15 minutes are up. However, we recommend you use the full time allotted. A well-planned essay is much easier to write.
- The DBQ directions will tell you exactly what your essay needs to do in order to get full credit. Be familiar with these directions before you sit down to take the test. This way, you won't need to waste any time reading the directions on exam day. Still, we recommend you give them a scan just to make sure that they align with the directions you've been practicing with.
- Make sure your essay has a clear thesis statement, which should be in the first paragraph. This thesis statement is the basis of your argument; the goal of the essay is to "prove" that argument using the documents and outside evidence.
- Use as many documents as possible. In a DBQ that contains seven documents, you should incorporate six into your response. And don't simply mention the document; you need to explain it and use it to support or qualify your argument in some way in order to get full credit.
- Don't forget about outside evidence! The AP essay graders want to see a firm grasp of the material and an ability to connect the documents to other historical events and topics you've learned about in class.

Summary

The first part of the summary discusses the importance of the research and the objectives of the study.

The second part of the summary describes the methodology used in the study, including the data collection and analysis techniques.

The third part of the summary presents the results of the study, highlighting the key findings and their implications.

The fourth part of the summary discusses the conclusions drawn from the study and provides recommendations for future research.

The fifth part of the summary provides a brief overview of the study's contribution to the field and its relevance to current research.

The sixth part of the summary discusses the limitations of the study and the potential for further exploration.

The seventh part of the summary provides a final summary of the study's findings and their significance.



Chapter 4

How to Approach the Long Essay

OVERVIEW OF THE LONG ESSAY

The second essay question in Section II of the exam is the Long Essay question. You will be given two essay prompts, and you must choose ONE to answer. These prompts may take the form of a historical statement or stance, which you must then support, modify, or refute in a written essay. As with the DBQ, you are required to develop and defend a relevant thesis. Many of the outlining approaches for the DBQ described in the previous chapter are also applicable for this essay. However, unlike the DBQ, the Long Essay does not include documents; your essay will instead be based entirely on your knowledge of AP World History and the themes and concepts discussed in your class. You will have 35 minutes to write this essay, which constitutes 15% of your total AP exam score.

A simple, defensible thesis accompanied by an organized essay that effectively analyzes the given subject should result in a high score. Do not write an essay that is simply descriptive, in which you regurgitate everything you know about the essay prompt. Purely descriptive essays rarely get scored well, as they fail to analyze, assess, and evaluate the historical issue or topic. Here is an example of a pair of Long Essay questions:

Question 2: Using specific examples, analyze continuities and changes in the dynamics of trade between China and other nations from 200 B.C.E. to 1500 C.E.

Question 3: Using specific examples, evaluate the relationships between the upper and lower classes in Europe from 1700 C.E. to the present.

As you can see, Long Essay questions are designed to prompt analysis and evaluation of subject matter that you have learned in class. The subjects should be familiar, and the questions are straightforward. The highest score you can earn on the Long Essay is 6 points. On the following page you'll find the scoring rubric, which you can also download from the College Board website.

Check for Exam Updates

While preparing for the AP World History Exam, it's important to check the College Board website regularly for test updates, including changes to the exam format and scoring.

Long Essay Scoring Rubric		
Task	Points Possible	Description
Thesis	1	Presents a thesis that can be backed up by historical evidence and that responds to all parts of the question. The thesis must be at least one sentence, located in either the introduction or conclusion.
Using Targeted Historical Thinking Skills	2	<p><i>Skill #1—Comparison:</i> Develops and supports an argument that:</p> <ol style="list-style-type: none"> Describes the similarities <u>and</u> differences among historical figures, developments, processes, or events. (1 point) Explains the reasons for the similarities <u>and</u> differences among historical figures, developments, processes, or events. <p>OR (depending on the essay prompt)</p> <p>Evaluates the significance of historical figures, developments, processes, or events. (1 point)</p> <p><i>Skill #2—Causation:</i> Develops and supports an argument that</p> <ol style="list-style-type: none"> Describes causes <u>and/or</u> effects of a historical event, development, or process. (1 point) Explains the reasons for the causes <u>and/or</u> effects of a historical event, development, or process. (1 point) <p><i>[Note: If the question asks about both causes and effects, you must discuss both in order to earn the full 2 points.]</i></p> <p><i>Skill #3—Continuity/Change over Time:</i> Develops and supports an argument that</p> <ol style="list-style-type: none"> Describes historical continuity <u>and</u> change over time. (1 point) Explains the reasons for historical continuity <u>and</u> change over time. (1 point) <p><i>Skill #4—Periodization:</i> Develops and supports an argument that</p> <ol style="list-style-type: none"> Describes how the historical development from the essay prompt is different from and similar to developments that preceded <u>and/or</u> followed it. (1 point) Explains the extent to which the historical development from the essay prompt is different from and similar to developments that preceded <u>and/or</u> followed it. (1 point)

(Rubric continues on the next page.)

Long Essay Rubric (continued)		
Using Evidence	2	1. Addresses the essay topic with specific examples and a broad range of evidence. (1 point) 2. Uses specific examples and a broad range of evidence to completely and effectively support or justify the stated thesis or a relevant argument. (1 point)
Synthesis	1	Extends the argument by explaining the connections between the argument and ONE of the following: <ol style="list-style-type: none"> A development in a historical period, era, or geographical area that is different from the one in the question An AP European History course theme and/or approach to history (e.g., political, economic, cultural) that is not the focus of the essay A different discipline or field (e.g., economics, art history, anthropology)
		Maximum Points: 6

Which Question to Choose

Choose the question about which you know the most, NOT the one that looks the easiest at first glance. The more you know about the subject, the better your final grade will be.

How to Write the Essays

We outlined a plan for writing longer essays in the previous chapter on the DBQ. These same directions apply here, though you will not, of course, need to worry about analyzing or incorporating specific documents into your response. As a refresher, here are the steps for structuring your essay:

1. Read the question and analyze it. Circle or underline important words and phrases in the question.
2. Create a grid or table in which to plan your essays and take notes.
3. Assess all of your notes and, based on that information, formulate a thesis statement.
4. Write a quick outline. Remember, you only have 35 minutes for the Long Essay, so your outline should be brief. Write just enough so that you have a general idea of how your argument will be organized.
5. Write the essay.

A FINAL NOTE

This chapter is short because we have already discussed what you need to know to write successful AP essays, not because the Long Essay question is unimportant. Many students are tempted to ease up or invest all of their time in the DBQ because it is so challenging. Do not make this mistake. Reach down for the last bit of energy and finish strong.



Summary

- The Long Essay is the last section of the test. It consists of a pair of questions; you must answer one question from the pair.
- Choose the question about which you know the most, not the one that looks the easiest.
- Analyze the question you choose. Circle and/or underline important words and phrases. Once you understand the question, create a grid or columns in which to organize your notes on the essay.
- Formulate a thesis; then write an outline for your essay.
- Follow your outline. Stick to one important idea per paragraph. Support your ideas with historical evidence.
- Write clearly and neatly. Do not write in overly complex sentences. Toss in a couple of “big” words that you know you will not misuse. When in doubt, stick to simple syntax and vocabulary.
- Use transition words to indicate continuity of thought and changes in the direction of your argument.