



# AP HISTORY

*Essay Writing Course*

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AP U.S. HISTORY  
AP WORLD HISTORY  
AP EUROPEAN HISTORY

## Document-Based Question Quick Facts:

- *Every DBQ has a prompt followed by seven documents*
- *Time allowed for writing: 60 minutes*
  - *15 minutes for reading the documents and planning your essay*
  - *45 minutes for writing*
- *The essay is scored 0-7*

## **CONTEXTUALIZATION:**

*(Enter notes on the video below)*

## Examples of Contextualization from other AP Histories:

### **AP U.S. History** prompt from 2017 Exam:

*Evaluate the extent of change in ideas about American independence from 1763 to 1783.*

#### Unacceptable Contextualization:

1. "This tax along with the end of Salutary Neglect was a shock to the colonists and caused anger."
2. "As the American colonies were being constructed and an American government formed, its inhibitors began to seek independence from Great Britain. This period was called, the Enlightenment Era."

#### Acceptable Contextualization:

1. "The French and Indian War caused Britain to increase involvement in the affairs of the American colonies. British leaders, such as George Grenville, believed that the colonists, who had been beneficiaries of the war, be required to assist in paying the debt incurred by it. This was achieved through a series of taxes imposed upon the colonists."
2. "Prior to the fight for independence from 1763 to 1783, colonists were not properly enforced to follow certain laws, such as the Navigation Acts, a restriction on colonial trade. Britain's treatment towards the colonists is described as Salutary Neglect, which contributed to a sense of freedom and rights for the colonists."

### **AP World History** Prompt from 2017 Exam:

*"Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation."*

#### Unacceptable Contextualization:

"During the years 600 B.C.E. to 1500 C.E. in Eurasia, religions were being created and they were becoming popular because they were spreading through trade, empires were also becoming stable and stronger." (This response is too vague to earn the contextualization point; it lacks specific examples of religions or empires and, therefore, does not provide sufficient context to the topic.)

#### Acceptable Contextualization:

"The time period 600 B.C.E.-1500 C.E. is extremely important. During this time period we see many things happen including the rise and fall of Rome, the start of new dynasties in China and the spread of many different religions including Christianity, Buddhism, Islam, Judaism and Confucianism. We also see how things can differ in terms of religion and government standpoints on wealth and how these things should be handled."

## **THESIS**

*(Enter notes on the video below)*

## Examples of Theses from other AP Histories:

### **AP World History** DBQ Prompt from the 2017 Exam:

*"Evaluate the extent to which religious responses to wealth accumulation in Eurasia in the period circa 600 B.C.E. to 1500 C.E. differed from state responses to wealth accumulation."*

#### Unacceptable Thesis:

*Religious responses to wealth accumulation in Eurasia in the period 600BCE–1500CE differed from state responses to wealth accumulation.*

#### Acceptable Thesis:

1. *"Religious and state responses to wealth accumulation differ in that religious responses encouraged the rejection of wealth to obtain salvation or create harmony, while state responses were to regulate the accumulation of wealth through administrative functions or state sponsored hierarchies."*

2. *"States responded to wealth accumulation by creating bureaucracies and laws that protected trade. This differed from religious responses which encouraged the wealthy to redistribute wealth and strengthen the religious organization."*

### **AP European History** DBQ Prompt from the 2017 Exam:

*"Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment."*

#### Unacceptable thesis:

*"While the Glorious Revolution did have some similar ideas of the Enlightenment, it cannot be considered part of the Enlightenment itself due to the fundamental nature of the Revolution and reasoning behind it."*

#### Acceptable Thesis:

1. *"The Glorious Revolution of 1688 is a part of the Enlightenment due to its focus on the ideals of liberty, constitutional government, and the rights of the people."*

2. *"The Glorious Revolution of 1688 in England should be considered a part of the Enlightenment because it gave citizens of Great Britain rights and vowed to protect them, however, it cannot fully be considered a part of the Enlightenment due to the lack of religious tolerance by some of the people who supported this revolution."*

**EVIDENCE—Part 1:**

*(Enter notes on the video below)*

**EVIDENCE—Part 2:**

*(Enter notes on the video below)*

## **EVIDENCE BEYOND THE DOCUMENTS (OUTSIDE EVIDENCE)**

*(Enter notes on the video below)*

## Examples of Outside Evidence from other AP Histories:

### **AP European History** 2017 Exam prompt:

*"Evaluate whether or not the Glorious Revolution of 1688 can be considered part of the Enlightenment."*

#### Unacceptable Use of Evidence Beyond the Documents:

*Two major developments occur regarding religion. The Renaissance, a rebirth to classical antiquity marked by individualism and secularism, as well as the Reformation, a split amongst Christians. Similarly, Europe experienced the Enlightenment, an intellectual movement characterized as a belief in individual rights, as well as the rise of nationalism. These two developments also characterized war during their time period ... Thus, this period involved conflicts over the role of religion in society and for the individual. (An excellent exposition of these concepts, but they fall outside the time period and thus cannot count toward the outside evidence point).*

#### Acceptable Use of Evidence Beyond the Documents:

- 1. "In the Bill of Rights it states that the royals cannot dismiss Parliament or the laws it creates without consent, which is a change from Cromwell's displacing Parliament and taking complete power before this with Cromwell's Protectorate, showing the huge step in Enlightenment ideals." (A historical event not referenced in the documents is used to explain some provisions of the Bill of Rights and linked to Enlightenment ideals.)*
- 2. "Freedom of speech and the end of cruel punishments were extremely important aspects of the Enlightenment. Cesare Beccaria, an important Enlightenment figure, often spoke out against the use of torture and cruel punishment." (A relevant Enlightenment figure not mentioned in the documents is referenced to support an Enlightenment principle present in the Glorious Revolution.)*
- 3. "Influenced by earlier English documents, such as the Magna Carta which outlined natural rights, the Glorious Revolution guaranteed freedom." (An additional fact that further supports the argument that the Glorious Revolution was a step on the road to the Enlightenment.)*



**COMPLEXITY**

*(Enter notes on the video below)*

## **EVIDENCE**

*(Enter notes on the video below)*

## Examples of Evidence from other AP Histories:

### AP U.S. History Exam (2017)

*Evaluate the extent to which the market revolution marked a turning point in women's lives in the United States.*

*In the development of your argument explain what changed and what stayed the same for women as a result of the market revolution within the period 1800–1850.*

#### Unacceptable IDENTIFICATION of Evidence:

*"With more and more women in the work force, there came needs for efficiency. A great symbol of women's work force involvement was Rosie the Riveter." (The response is too vague and does not have relevant examples in the correct time period.)*

#### Acceptable IDENTIFICATION of Evidence:

- 1. "With the mills came Lowell Mill girls. Lowell Mill girls worked in the mills that produced textiles. Lowell Mill girls tended to work long extensive hours in terrible conditions. They made money, but it wasn't much."*
- 2. "Women worked many different kinds of factory jobs, but they were most commonly seen working with textiles. The lives of women in these jobs were incredibly difficult. . . . Although the amount of responsibility for women changed, traditional gender roles remained constant."*

#### Unacceptable ARGUING WITH EVIDENCE:

*"The new manufacturing business, such as the Lowell Mills in Massachusetts, were predominantly staffed by young women ... This was seen two ways — through advocacy groups of political equality at the Seneca Falls Convention in 1848 as well as the social reforms lead by women during this time." (Although the response utilizes specific examples, it does not fully and effectively substantiate an argument about the extent of change to merit the second point.)*

#### Acceptable ARGUING with Evidence:

- 1. "The market revolution was successful in exposing women to the workforce, pushing them away from the early idea of "cult of domesticity" in colonial days that claimed a woman's job was to watch the household and take care of the their children and husband. However, injustice was prevalent as women got paid less, and still did not have the right to vote."*
- 2. "The market revolution following the American Revolution established an increase in women's participation in the work force. Many established jobs in textile mills and helped propel the Northern economy. Additionally due to the development of technologies such as the interchangeable parts by Eli Whitney, more women joined the work force to increase the production of goods in the North. The creation of the Lowell System gave women the opportunity to be housed while working and obtain some amount of currency as income, but this was exceptionally low compared to the wage earning men."*

## Examples of Evidence from other AP Histories (cont'd):

### AP World History Exam (2018):

*In the period circa 400–1450 C.E., the decline and reconstitution of empires in regions such as the Mediterranean, Middle-East, and East Asia, affected the expansion or decline of cities across Afro-Eurasia.*

*Develop an argument that evaluates how the process of decline and reconstitution of empires led to changes in urban development in Afro-Eurasia in the period circa 400–1450 C.E.*

### Unacceptable IDENTIFICATION of Evidence:

*"The fall of the Han dynasty led to a period in Chinese history marked by many warring states fighting for power. There was chaos as different states tried to gain the upper hand, so urban development was pushed to the sidelines for the time being." (This example fails to earn a point because it does not fall within the given time period.)*

### Acceptable IDENTIFICATION of Evidence:

*"The Abbasids were able to rule their empire from 750-1258 until the mongols invaded and sacked Baghdad which was one of the largest trading cities in the world. The Tang (618-907) and Song (960 1279) Dynasties grew and flourished with the help of trading and their golden age. "*

### Unacceptable ARGUING with Evidence:

*"Rome is an example of an empire that fell hard. In 476, Rome had officially collapsed and thousands of people were without homes/without a centralized government that enforced rules. Without rules, Rome had become a savage and very disorganized place, until the RCC arrived. The RCC (Roman Catholic Church) grew very quickly because people just needed something to latch onto and be protected by. This was very successful, as the RCC soon took over much of the land previously owned by the Roman empire, and became the new government."(None of the evidence in this response is used to support an argument about urban development.)*

### Acceptable ARGUING with Evidence:

*"The Song used great agricultural surpluses which was a result of the discovery of champa rice which had a higher yield than rices indigenous in the area. The surpluses in food allowed more people to leave farming and move into cities to have more specialized jobs. The movement of people into cities caused mass urbanization. The ultimate result of the development of cities through the rise of the Song was the most urbanized empire China had ever seen." (The evidence about champa rice, its higher yield than indigenous rice, and the Song becoming the most urban society in Chinese history to that point all support the argument about increased agricultural yield leading to urbanization.)*

## **HISTORICAL THINKING SKILL**

*(Enter notes on the video below)*

## **SHORT ANSWER QUESTION**

*(Enter notes on the video below)*