

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, (a.k.a. the "Acorn" Book), published every 2 years by the College Board. It can be downloaded for no cost at http://apcentral.collegeboard.com/repository/05821apcoursedesworld_4332.pdf

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.

Many of the comments & insights in this Annotated Rubric were heavily influenced by discussions on the AP World History Electronic Discussion Group (EDG). This is a great way to ask questions of 1,000+ world history professionals. You can register for the EDG at <http://apcentral.collegeboard.com/article/0,3045,149-0-0-7173,00.html>

This Annotated CCOT 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 AP Workshop (usually 1 day) or a 5-day Summer Institute. For a list of current Workshops and Institutes, see <http://apcentral.collegeboard.com/teachers/0,,153-0-0-34486,00.html>

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 statements and the mechanics of good writing. 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 on this question, at the *end* of the academic year, was approximately 1.49.¹ 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 2007 test, I've used the Generic Rubric from the 2008, 2009 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 (very) 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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¹ http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html

Question: Analyze major changes and continuities in the formation of national identities in ONE of the regions listed below from 1914 to the present. Be sure to include evidence from specific countries in the region selected. Middle East, Southeast Asia, Sub-Saharan Africa

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 specify both changes and continuities in the global issue of national identity.</i> • <i>Must be about the formation of national identity/nationalism & must be from the time period.</i> • <i>Must address the formation of national identity/nationalism either in the Middle East, SE Asia, or Sub-Saharan Africa (and must use these terms for the regions).</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>Cannot count (“double-dip”) for any other rubric points.</i> 	<p>Unacceptable</p> <ul style="list-style-type: none"> • There were many changes and continuities in the formation of national identities in the Middle East from 1914 to the present. <i>This merely repeats the question. Be more specific!</i>² • From 1914 to present day, the borders of Middle East nations have stayed the same while the ideals within have changed until national identities were formed. <i>This statement addresses both a change and a continuity, but is factually incorrect. (Political borders have changed since 1914.)</i> • From 1914 to the present, there was a growth in national identities in the region of Sub-Saharan Africa. Ghana is a key example of the growth of Negritude in the region. A continuity for discussion is that most of the region remained in a state of poverty. <i>All of this information is true, but the continuity is not related to national identity.</i> <p>Acceptable</p> <ul style="list-style-type: none"> • From 1914 to the present, Sub-Saharan Africa has become independent nations with growing political democracy while still having to work through social unrest between people of different groups within the same nation. • There are many changes and continuities in SE Asia after 1914. The world war fueled independence movements. Regardless of political changes, Buddhism remained a constant reminder of traditional values in the new nations. • After WWI nationalism was an important factor in the growing independence movements of Sub-Saharan Africa. Changes include the desire for independence and self-reliance while a continuity was artificial borders which often cut across tribal ties, creating fractured communities. <p>Excellent A <i>“clear, analytical, and comprehensive thesis.”</i></p>

² I have a rule in my classroom, “Any thesis that contains the words ‘very,’ ‘many,’ ‘things,’ ‘lots,’ or ‘stuff’ is automatically vetoed.” Possibly the hardest skill to learn is the ability to form a sophisticated, complex thesis. One strategy I’ve learned (from Geri McCarthy of Barrington, RI) is to require students to begin their thesis with either “While”, “Although”, or “Despite/In spite of.” These words strongly encourage students to formulate a mature thesis that helps structure the rest of their essay. Once students can consistently write a competent thesis sentence, then I concentrate on having them develop an essay preview/outline of later paragraphs. The result should be a thesis paragraph that is several sentences long (the paragraph should NOT just be a single sentence).

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
2 Parts of the Question	<p>Addresses all parts of the question, though not necessarily evenly or thoroughly. 2 pts</p> <p><i>For 2 Points: Addresses BOTH change AND continuity in national identity/nationalism accurately for the whole region or for a country or countries in that region.</i></p> <p>(Address most parts of the question) 1 pt</p> <p><i>For 1 Point: Addresses EITHER change OR continuity.</i></p> <p><i>A Continuity:</i></p> <ul style="list-style-type: none"> • <i>Exists at the start of the time period</i> • <i>Remains throughout the time period</i> • <i>Continues to be true at the end of the time period</i> 	<p><i>The biggest obstacle students faced was in focusing their essays within their chosen geographic region. This often affected students' scores both in Category #2 (Parts of the Question) and #3 (Evidence). See pages 4-8 for a list of what Evidence and Countries were relevant for each geographic region.</i></p> <p>Unacceptable</p> <ul style="list-style-type: none"> • <i>Change continued to happen. or There was continuous change. Change is change. Continuity is LACK of change, not perpetual change. "The only thing permanent is change" kind of writing doesn't qualify.</i> • <i>In 1914, China was still under British influence and in truth had lost much of the influence it once had over southeast Asia. Off topic. China is not part of southeast Asia.</i> • <i>European influence remained constant throughout the time period in Sub-Saharan Africa. This statement is true, but is not linked to national identity.</i> <p>Minimally Acceptable</p> <ul style="list-style-type: none"> • <i>Many Sub-Saharan countries gained independence after WWII; however European influence remained constant throughout the time period.</i> <p>Acceptable</p> <ul style="list-style-type: none"> • <i>Many Sub-Saharan countries gained independence after WWII. However European influence remained constant throughout the time period and complicated efforts at nation building. Concise & relevant to issue of national identity, a solid example of good writing.</i> • <i>Social unrest and tensions remained a problem throughout Sub-Saharan Africa. Tensions between European and Africans which had been a problem since the Europeans' arrival did not change.</i> <p>Excellent</p> <ul style="list-style-type: none"> • <i>Analyzes all issues of the question (as relevant): global context, chronology, causation, change, continuity, effects, content.</i>

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
3 Evidence	<p>Substantiates thesis with appropriate historical evidence. 2 pts</p> <p><i>Provides 4 pieces of accurate evidence of change and continuity.</i></p> <ul style="list-style-type: none"> • <i>evidence for change must be a concrete example related to a specific country.</i> • <i>continuity evidence may be general to the selected region</i> • <i>at least one piece of evidence must be about change and one about continuity.</i> <p>Partially substantiates thesis with appropriate historical evidence. (1 pt)</p> <p><i>Provides 3 pieces of accurate evidence of change and continuity.</i></p> <ul style="list-style-type: none"> • <i>evidence for change must be related to a country/countries.</i> <p><i>The minimum requirement for evidence is determined by the reader/teacher, NOT the student.</i></p>	<p>Note:: <i>See the pages 4-8 for a list of what evidence was acceptable.</i></p> <p>Unacceptable</p> <ul style="list-style-type: none"> • <i>These newly liberated lands would be the breeding ground for several nationalist movements. Not tied to a specific country.</i> • <i>Later in the 19th century there was the Armenian Genocide. This happened because the Turks started blaming everything on the Armenians. Both outside the time period and historically inaccurate.</i> <p>Acceptable</p> <ul style="list-style-type: none"> • <i>In 1979, the revolution led by the Ayatollah Khomeini created Iran in its current form, an Islamic theocracy.</i> • <i>In 1948, by way of the British Balfour Declaration, the state of Palestine, alter to become Israel, was going to become a Jewish state.</i> <p><i>Evidence should relate back to the thesis, rather than 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 identifying differentiating evidence relevant and accurate to the time period, country, and the issue of national identity. This list is NOT exhaustive.

Middle East³

1. Turkey (Sunni majority)
 - A. 1919 Mustafa Kemal formed a nationalist government in central Anatolia
 - 1) expelled hundreds of thousands of Greeks
 - 2) abolished the sultanate and declared Turkey a secular republic
 - 3) introduced European laws; suppressed Muslim courts, schools, and religious orders
 - 4) replaced the Arabic alphabet with the Latin one
 - 5) women-civil equality including the right to vote and to be elected to national assembly
 - 6) forbade polygamy, instituted civil marriage and divorce, discouraged the veil and fez
 - 7) Armenian genocide
 - B. Lord Cromer directed British policy in Egypt
 - 1) He attempted economic reforms
 - 2) The greater landlords (ayan) were able to extend their control farther into the countryside under the British administration
 - 3) Resistance emerged from within the ranks of the Egyptian business classes.
 - C. WWI: the British suspended the new constitution and imposed martial law
 - 1) great hardships on the peasantry
 - D. (1922-1936) British forces were progressively withdrawn to the Suez Canal zone, although they reserved their right to defend their interests in Egypt
 - E. Gamal Abdul Nasser (Egypt)-took power after a military coup in 1952
 - 1) 1954-all political parties were abolished; used dictatorial powers to force radical reforms
 - a) ordered redistribution of land to peasants & subsidized food prices
 - b) provided free education, created employment
 - c) limited foreign investment & nationalized some foreign properties
 - 2) 1956-Suez Crisis: France, Great Britain, and Israel took the Canal zone by force, but Egyptians used US and USSR to make them leave
 - 3) corruption, lack of adequate capitalization, and poor government planning.
 - a) The Aswan Dam project, the cornerstone of economic development in Nasser's Egypt, actually had more negative than positive results
 - F. Anwar Sadat sought more profitable relationship with the West & ended war with Israel
 - G. Hosni Mubarak (Sadat's successor) continued the trend to capitalism
2. Egypt (Sunni majority)
 - A. British occupation left the Egyptians with both the Turkish khedives and the British as overlords
 - B. Lord Cromer directed British policy in Egypt
 - 1) He attempted economic reforms
 - 2) The greater landlords (ayan) were able to extend their control farther into the countryside under the British administration
 - 3) Resistance emerged from within the ranks of the Egyptian business classes.
 - C. WWI: the British suspended the new constitution and imposed martial law
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 - F. Anwar Sadat sought more profitable relationship with the West & ended war with Israel
 - G. Hosni Mubarak (Sadat's successor) continued the trend to capitalism
3. Iran (Shia majority)
 - A. Not formally colonized, but remained a European sphere of influence prior to 1945
 - B. Under the Pahlavi shahs, a program of Westernization and economic development was undertaken.
 - 1) The Shah's failure to observe religious rituals alienated the Islamic leaders of his nation

³ Includes the following countries: Bahrain, Egypt, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, Turkey, UAE, Yemen. Does NOT include Afghanistan, Pakistan, India, Libya, or Algeria.

- 2) Acceptance of Western capitalization also cost him the support of the Iranian middle class.
- C. 1978-Ayatollah Khomeini instituted a radical government based on Islamic religious leaders
 - 1) eradicated Western cultural and economic influences
 - 2) few social or economic reforms could be imposed because Saddam Hussein, the leader of neighboring Iraq, invaded Iran's borders
 - 3) war devastated Iranian economy
 - 4) 1988-Khomeini accepted armistice
 - a) The war incapacitated Iran and left the nation isolated diplomatically.
- 4. Iraq (Shia majority, but Sunni ruled)
 - A. 1979 Saddam Hussein came to power and ruled based on secular, Arab-nationalist philosophy and longstanding friendship with the USSR. Hussein started a war with Iran in 1980 and attacked Iraqi Kurds because they allied with Iran. Iraq invaded Kuwait in early 1990s and was repulsed by UN Security Council forces.
- 5. The Mandate System
 - A. Arabs expect self-determination having contributed to the Allied victory, but the French and British still have a colonial attitude
 - B. Compromise between Wilson's Fourteen Points and colonization
 - C. Arab resistance to the mandate system was common (Syria, Iraq, and Lebanon)
 - 1) a British and French sent troops the Middle East
 - 2) Class C mandates: colonies in Southern Africa:
 - 3) Class B mandates: other German colonies in Africa
 - 4) Class A mandates: in the Middle East
 - a) Palestine, trans-Jordan, and Iraq -British; Syria, Lebanon - French
- 6. Arab-Israeli Conflicts (Most Palestinians are Sunni)
 - A. Arab regions of the Ottoman Empire understood the 14 Points to mean they got independent states
 - B. Jews were excited for establishment of Palestine as a Jewish state as promised by the Brits
 - C. Balfour Declaration (1917)
 - 1) Zionism remained a largely East European movement until 1894, when Theodor Herzl mobilized West European Zionism and formed the World Zionist Organization.
 - 2) Lord Balfour had promised Zionists that the British would support a Jewish homeland in Palestine after the end of WWI
 - 3) Arabs believed that the promises to them and the Jews were incompatible
 - a) Arabs in Palestine remained virtually without a voice in diplomatic negotiations concerning the fate of their region.
 - D. Post WWI Mid East society underwent many changes
 - 1) Nomads disappeared from deserts (b/c of trucks)
 - 2) Rural pop grew drastically .. landless moved to cities
 - 3) Urban and mercantile mid class took on European style and education
 - 4) Cairo began to look more European (buildings, roads, etc)
 - E. 1920-Arab resistance to Jewish settlement in Palestine forced British to limit Jewish immigration.
 - F. 1937: British commission proposed partition of Palestine-endorsed by the UN 1948
 - 1) The Arab states surrounding the newly formed Israel immediately attacked.
 - 2) Israelis were able to defend their new nation and expand at the expense of their Arab neighbors. a Israel vs. Palestine (vs. Jordan vs. Egypt vs. Syria)
 - G. Israel statehood 1948
 - H. Rival claims to Israel continue to plague the region (PLO)
 - I. Oil in Saudi Arabia, Iran, Iraq, Kuwait, Qatar, Bahrain, and the U.A.E. realized post-WWII ... formation of OPEC 1960

Southeast Asia⁴

1. General Trends

A. Post WWII: British rapidly conceded independence in Asian colonies Burma and Ceylon

- 1) As a result, the French, Dutch, and US also began the process of decolonization in Asia
 - a) U.S.-the Philippines
 - b) Dutch-Indonesia
 - c) French continued to hold Indochina until forced to withdraw
 - d) Indonesia declared independence 1945

2. The Pacific Rim: Singapore is the only Southeast Asia example

A. Cultural traits: group loyalty in preference to individualism, an ethos of hard work, limited consumer demands, continued tradition of Confucian morality, Government central planning & authoritarianism, special contacts with the West (either Britain or the U.S.)

B. Singapore suffered from Japanese occupation during World War II.

- 1) Japan's ability to dislodge European colonialists from Asia during World War II opened the way to new developments in the region.
- 2) Independence in 1959 from the British along with Malaysia, then became its own nation state in 1965
- 3) Lee Kuan Yew: authoritarian, political opposition not permitted

3. Vietnam

A. Early 20th C., French colonize Indochina and get rid of resistance and old Confucian elite

- 1) Emergence of Western-educated middle class
- 2) educate youth in French ideals (equality and democracy)
- 3) also learn about communism from Chinese communists
- 4) emergence of 2 resistance movements
 - a) Vietnamese Revolutionary Youth League-Ho Chi Minh

b) Vietnamese Nationalist Party-Nguyen Thai Hoc

B. WWII-Japanese control

C. 1945: Viet Minh controlled the northern capital of Hanoi and proclaimed an independent Vietnam

- 1) French attempted to restore their hold over southern Vietnam.
- 2) 1954: Vietnam split by French w/ Viet Minh in control of the north

D. US (supported the French) determined to halt the advance of communism in Asia

- 1) US took over fight against communism in North (Vietnam split in 1954 by UN); elections promised but not held for fear the Vietnamese Communist Party would win
- 2) country reunified in 1976 under North control
- 3) U.S. selected Ngo Dinh Diem, a nationalist leader, to create a new government in the south
- 4) When it appeared Diem might fail, the U.S. approved a military coup in the south.

E. 1975: U.S. withdrew from the war & Communists reunited Vietnam

F. Diplomatic isolation imposed by the US and border clashes with China (1979) made it difficult for the Communist government to make much headway in the post-war program of development

G. Heads of the party in Vietnam expended much effort in eliminating enemies and attempted to maintain a strongly centralized economic system-little progress.

H. 1980s: govt. began to liberalize the economy and to permit investment from the West and industrialized nations of Asia.

4. Cambodian genocide, 1975

⁴ Includes the following countries: Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar (Burma), Papua New Guinea, the Philippines, Singapore, Thailand, Vietnam. Does NOT include China, Japan, the Koreas, Taiwan (ROC) Australia, or India.

Sub-Saharan Africa⁵

1. General Trends

- A. WWI: bolstered nationalist movements by weakening the European powers
 - 1) Colonies served as sources of food and raw materials
 - 2) African troops conscripted for European armies
 - 3) Africans began to fill posts previously reserved for European masters.
 - a) most Western-educated African elites remained loyal to the colonial regimes
- B. post WWI: Europeans kept few promises of economic improvement leading to African-led strikes and civil disobedience
- C. As the depression took hold during the 1930s, dissatisfaction with colonialism spread
- D. Traditional religious beliefs couldn't explain ill effects of foreigners-many turned to Christianity and Islam
 - 1) Christianity: Ethiopia (indigenous), South and West Africa strongest Euro influence
- E. Nationalist movements appeared in the 1920s in the guise of unworkable pan-African organizations
 - 1) Regions youth embraced idea of self-rule
- F. Charismatic African-American leaders had significant roles in the formation of pan-African movements (Garvey, DuBois)
 - 1) French Africa-negritude movement
 - 2) British colonies-more direct political organization
- G. 1950s-1960s: cities that hosted colonial authorities-educated African nationalists used the languages introduced by colonial governments

⁵ Includes the following countries: Angola, Benin, Botswana, Burkina-Faso, Cabinda, Cameroon, Central African Republic, Democratic Republic of Congo, Djibouti, Equatorial Guinea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Ivory Coast, Kenya, Liberia, Malawi, Mozambique, Namibia, Nigeria, Rwanda, Senegal, Sierra Leone, Somalia, South Africa, Tanzania, Togo, Uganda, Zambia, Zimbabwe. Does NOT include Egypt, Libya, Tunisia, Algeria, or Morocco.

to help build multi-ethnic coalitions within the artificial colonial boundaries

H. Two paths to decolonization in Africa

- 1) Radical movements in British colonies-Mau Mau (1950s) in Kenya, Kwame Nkrumah (Ghana 1957); Jomo Kenyatta (1963), coffee planter protests
- 2) Gradual path-French colonies
- 3) Only Portugal and Belgium attempted to retain control of its African possessions.

I. Settler colonies with substantial white populations resisted the process of decolonization (South Africa, Kenya)

- J. politically repressive military regimes sought to enrich themselves rather than introduce reforms
 - 1) i.e. Uganda and Zaire; Rwanda and Congo collapsed into ethnic warfare that killed millions 1994 Tutsi and Hutu

2. South Africa

- A. Larger white population than elsewhere
- B. Afrikaner population had no European homeland for retreat-regarded themselves as white Africans
 - 1) To maintain political superiority, depended on racist systems
- C. West-educated lawyers and journalists founded the African National Congress in 1909 to defend the interests of the Africans
 - 1) 1930s & 1940s-Afrikaner National party dominated the political scene
 - a) Independence in 1961-apartheid, a rigid system of racial discrimination, Afrikaner minority imposed economic and political discrimination on blacks, mixed-race peoples, and Indians living in South Africa. A police state enforced the dictates of apartheid.
- D. Govt. declared black political organizations (ANC) illegal
 - 1) imprisoned leaders (Nelson Mandela & Walter Sisulu) & killed others
 - 2) promoted ethnic differences among the black community to lessen the possibility of joint action against apartheid.
- E. UN Arms embargo against South Africa in 1963 and 1972

- F. 1970s and 1980s: global boycott of SA began to force a softening of the government's attitudes
- 1) Moderate Afrikaner leaders (F. W. De Klerk) pressed for reforms
 - 2) Mandela released 1990; govt. began to negotiate with black groups to provide political rights for the majority of South African citizens
 - 3) Elections (1994)-end to apartheid
- G. Today: Problems remain; ethnic rivalries among blacks periodically result in violence
- 1) White supremacists still seek to undermine the concept of majority rule
3. Congo
- A. Belgium granted independence in 1960 after African assertions of political demands and rioting
 - B. Lumumba elected prime minister; followed by armed mutiny/
Mobutu led rebellion
 - 1) Lumumba fought with Kasavubu (president) and both fought with Katanga secessionists (disagreements as to who was on what side...Belgium, US/CIA, UN)
- C. Example of problems of weak, poor, new nations being torn apart by Cold War and tyrannical leadership; violent independence and then rebellion in 1965 by Mobutu Sese Seko (overthrown in 1997 problems continue today)
4. Mozambique, Angola, and Guinea
- A. Portugal held on in Africa longer than any other country
 - B. Gave up Mozambique and Angola in 1974 only after gov't coup in Portugal
 - C. Press censored; people had terrible work conditions; passbooks
 - D. Supported by whites in South Africa, Portugal battled guerilla freedom fighters in all three countries
 - 1) Angola and Mozambique guerilla movements against Portuguese that led to Port. Army overthrowing Port. Government. ..new government granted independence to Angola and Mozambique in 1975

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4 Continuity & Change Over Time / Global Context	<p>Uses relevant world historical context effectively to explain continuity and change over time.⁶⁷</p> <p><i>Relates a global or trans-regional process to a change OR continuity that affected the formation of national identity.</i></p> <ul style="list-style-type: none"> • (e.g. imperialism/colonization, world wars, cold war, globalization, decolonization) <ul style="list-style-type: none"> ▶ 19th C imperialism can count if the student connects it to the time period 1914-present. <p><i>Global context may be on a regional level OR on a country level.</i></p>	<p><i>This part of the rubric is based on the Habit of Mind, “Assess issues of change and continuity over time and over different world regions.”⁸ 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>Unacceptable</p> <ul style="list-style-type: none"> • The Cold War was the dominant foreign event that permeated all domestic affairs in southeast Asia. <i>Not tied to the formation of national identities.</i> <p>Acceptable</p> <ul style="list-style-type: none"> • Many nations became independent from their European mother countries promoting a change in the political, economic, and social structures of each new nation. • WWI effectively spelled the end for the Ottoman Empire, as they would quickly fade into oblivion afterwards. <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>

⁶ This Generic Rubric description is from the 2008, 2009 Acorn book. I “retrofitted” it for this 2007 CCOT, even though the actual text at the time (“Uses relevant world historical context effectively to explain change over time and/or continuity.”) was slightly different.

⁷ For good advice and perspective on teaching the Habits of Mind inherent in CCOT essays, see Peter Stearns’ “Strategies for the Change Over Time Question,” at <http://apcentral.collegeboard.com/members/article/1,3046,151-165-0-40896,00.html>, and Sharon Cohen’s “The Change-over-Time Question: Teaching Techniques, at <http://apcentral.collegeboard.com/members/article/1,3046,151-165-0-44828,00.html>.

⁸ 2008, 2009 AP World History Course Description “Acorn Book,” p. 9.

Prerequisite CCOT Skills:

- 1) **Periodization (When?)** What IS “periodization?” Most students have difficulty understanding periodization. Time may ‘flow,’ but change (and the significance to historians that change brings with it) is anything BUT constant & predictable. Periodization “explains the differences [between] the period just covered [and] the period to come. For all periods, major interpretative issues, alternative historical frameworks, and historical debates are included. [Periodization] forms an organizing principle for dealing with change and continuity throughout the course.”⁹ 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 sub-category 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.

⁹ 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> <p><i>Explains a reason for a change or continuity in national identity during the time period in a region or country/countries.</i></p>	<p><i>Virtually any ‘cause–effect’ or ‘X happened because ...’ statement qualified as acceptable Analysis. Unfortunately most essays didn’t include ANY analysis, only a 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</p> <ul style="list-style-type: none"> • In 1948, by way of the British Balfour Declaration, the state of Palestine, alter to become Israel, was going to become a Jewish state. This occurred because of the Zionist movement to establish a Jewish homeland in the place where the Hebrews originally lived. <p>Excellent <i>An essay that consistently analyzes cultural and political changes and continuities.</i></p>

“Power Words” for Analytical Writing ¹⁰								
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						

¹⁰ This list inspired by Jenny Schinleber of Cypress Creek HS, Orlando, FL

Below are some common essay structures students use for the CCOT. 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.