

Note to teachers:

This Annotated Rubric is specifically designed for the College Board's AP World History course, but could also be helpful in any world history survey course. The best source of information about how to teach essay skills is the AP World History Course Description, (aka the "Acorn" Book), published every 2 years by the College Board. It can be downloaded for no cost at [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/4484.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/4484.html)

Another great source of learning how to teach good writing skills is by being an Essay Reader. You'll have direct, first-hand experience reading essays, and get an unforgettable amount of insight into the most common writing techniques, both effective and otherwise. You'll also enjoy meeting other dedicated, talented, and resourceful World History teachers from around the world who will encourage and challenge you in a myriad of ways. You can apply to be an AP Reader at <http://apcentral.collegeboard.com/apc/public/homepage/4137.html>

The discussions on the AP World History Electronic Discussion Group (EDG) heavily influenced the comments & insights in this Annotated Rubric. The EDG is a great way to ask questions of 1,800+ world history professionals. You can register for the EDG at <http://apcentral.collegeboard.com/apc/public/homepage/7173.html>

This Annotated Rubric is by no means intended as a "turn-key" solution to improving your students' writing. If you want the *real* training as to how to teach a good AP World History course, go to an 1-day AP Workshop or a 5-day Summer Institute. See <http://apcentral.collegeboard.com/apc/Pageflows/InstitutesAndWorkshops/InstitutesAndWorkshopsController.jspf>

### How to use this Annotated Rubric

The overall goals for this document are to help students improve their writing and to reinforce the "Habits of Mind" discussed in the Acorn book. In my high school, I am fortunate to have an excellent English department that teaches students the importance of clear thesis state-

ments and good writing mechanics. My job is made far easier in that "all" I have to do is to show the students how to apply what they've already learned in their English classes to AP World History.

I've tried to show 3 levels of answers to each Rubric category: 1) an unacceptable response that fails to meet the criteria; 2) an acceptable response; and 3) an excellent response that demonstrates mastery of the required skill. Only you know your students' writing strengths and weaknesses. The danger here is that some students may see the excellent examples and give up, thinking, "I can't possibly do that." Encourage them to take it one step at a time, to improve incrementally towards mastery, and eventually they WILL master the subject. Keep in mind that there are five different categories on the Generic CCOT Rubric, with seven possible points. The national median score, at the *end* of the academic year, was 3.40.<sup>1</sup> 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 2005 test, I've used the Generic Rubric from the current Acorn book to illustrate the grading criteria. Given that this is the direction the World History Test Development Committee is moving, I think it's only appropriate to use the current standards, even though the actual rubric at the time was slightly different.

I hope this teaching tool helps your students to write and think better, and helps you enjoy grading their writing more.

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[http://moodle.egrps.org/mod/resource/view.php?id=1855&subdir=/Annotated\\_Rubrics](http://moodle.egrps.org/mod/resource/view.php?id=1855&subdir=/Annotated_Rubrics)

<sup>1</sup> [http://apcentral.collegeboard.com/apc/members/exam/exam\\_questions/2090.html](http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html)

Question: Analyze the social and economic transformations that occurred in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
1 Thesis	<p>Has acceptable thesis.</p> <p><i>The thesis must be located at the beginning or the end of the essay. No “split” thesis (½ in opening paragraph, ½ in closing paragraph)</i></p> <p><i>Must be more than a simple restatement of the question.</i></p> <p><i>The thesis must address social AND economic transformations AND the ‘Atlantic world.’</i></p> <p><i>Thesis cannot simultaneously count for transformation, evidence, or global context.</i></p>	<p><b>Unacceptable</b> “There were many transformations in the Atlantic world as a result of new contacts among Western Europe, Africa, and the Americas from 1492 to 1750.” <i>This is merely a rephrasing of the question. “Many” is a virtually meaningless qualifier. Be more specific!</i><sup>2</sup></p> <p>“Columbus’ discovery of the New World had a huge impact on the future of the Atlantic world.” or “Europe dominated the Americas through military technology and political absolutism.” <i>Off topic. The question asks the reader to focus on the <u>social and economic transformations</u>, NOT the degree of Columbus’ impact, or military &amp; political developments. This illustrates why it is so important to read the question carefully and spend time organizing the essay BEFORE actually writing. Not only would this not earn the Thesis point, it might also distract the writer from earning point #3 (Evidence). Make sure to answer precisely what the question asks.</i></p> <p>Europe was going through a social and economic transformation from 1492-1750 as it moved beyond feudalism and into the modern era. <i>Off topic. This thesis reflects a ‘European history’ point of view. Europe’s relationship to Africa and the Americas <u>is</u> a key <u>part</u> of this question, but a thesis devoted solely to only <u>one</u> continent is irrelevant. Too often students devote considerable effort to the Renaissance, Scientific Revolution, Reformation, Absolute Monarchy, English Civil War, etc. without relating it back to the rest of the Atlantic world.</i></p> <p><b>Minimally Acceptable</b> “Between 1492-1750 Europe grew both socially and economically, while Africa and the Americas suffered.” <i>Bare minimum of acceptability. It does address both social and economic considerations, but only vaguely.</i></p> <p><b>Acceptable</b> As Europe came to economically dominate trans-Atlantic trade, their influence over social customs also expanded. <i>This thesis sentence answers exactly what the question asks.</i></p> <p><b>Excellent</b> Although Europe quickly dominated the economic aspects of the Columbian Exchange, their social influence in Africa and the Americas developed more slowly. <i>This thesis analyzes and differentiates specific categories of the two types of transformations, and would be eligible for the “Expanded Core” (Extra Credit) as a “clear, analytical, and comprehensive thesis.”</i></p>

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

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
2 Parts of the Question	<p>Addresses all parts of the question, though not necessarily evenly or thoroughly. <b>2 pts</b></p> <p><i>For 2 Points: Essay must accurately describe FOUR social and economic transformations that occurred as a result of new contacts in the Atlantic world from 1492-1750. At least ONE must be social, and at least ONE must be economic.<sup>3</sup></i></p> <p>(Address most parts of the question) <b>1 pt</b></p> <p><i>For 1 Point: describe ONE social and ONE economic transformation.</i></p> <p><i>Note: 3 economic transformations would earn 0 points (there must be at least 1 social transformation)</i></p>	<p><i>Note: The nature of this question makes it difficult to distinguish between a “<u>transformation</u>” and “<u>evidence</u>.” General long-term trends (Columbian Exchange, spread of diseases) usually counted as a transformation, while specific examples (potatos, smallpox) counted as evidence. Readers paid close attention to the <u>verb</u> to identify transformations. Statements that indicated a conclusion, connection, or cause &amp; effect were the most obvious transformational verbs, and often indicated analysis (point #5) as well. Likewise, the distinction between <u>social</u> and <u>economic</u> transformations was subtle. Often the context of the statement framed readers’ interpretation.</i></p> <p><b>Unacceptable</b> <i>Students often rephrased a single transformation, repeating it in a later paragraph. Each transformation could only count ONCE. Readers had to pay close attention to the <u>substance</u> of the statement.</i></p> <p><b>Acceptable</b> “As the slave trade increased, it changed the native population.” = <i>social trans.</i> “As the slave trade increased, it changed the native standard of living.” = <i>economic trans.</i></p> <p><b>Common Social Transformations (w/ Evidence)</b></p> <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• slave trade</li> <li>• Spanish rule (encomienda, repartimento)</li> <li>• spread of diseases (smallpox, measles, syphilis)</li> <li>• social stratification (peninsulars, creoles, mestizos, mulattos, zambos, etc.)</li> </ul> <p><b>Common Economic Trans. (Evidence)</b></p> <ul style="list-style-type: none"> <li>• Columbian Exchange</li> <li>• slave trade</li> <li>• Spanish rule (encomienda, repartimento)</li> <li>• triangle trade</li> <li>• mercantilism</li> <li>• prerequisites for industrial revolution<sup>4</sup></li> </ul> <p><b>Excellent</b> <i>An essay that addresses all parts of the question thoroughly or evenly.</i></p>

<sup>3</sup> When this question was administered in 2005, for 2 points, the rubric required the writer to not only describe 4 transformations, but also analyze one of those transformations. The Generic CCOT Rubric has since made Analysis a distinct category, so I separated out the analysis requirement for this annotated rubric. This is the only difference between how the question was actually graded and how it would be graded now, given the newer rubric.

<sup>4</sup> Some students legitimately discussed the precursors for the LATER Industrial Revolution. However, an essay that incorrectly placed a fully developed Industrial Revolution before 1750 C.E. did not earn any credit.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
3 Evidence	<p>Substantiates thesis with appropriate historical evidence. <b>2 pts</b></p> <p><i>Include FOUR pieces of historical evidence related to social and economic transformations. The student must cite at least ONE piece of evidence for a social transformation and ONE piece of evidence for an economic transformation.</i></p> <p>Partially substantiates thesis (1 pt)</p> <p><i>Include TWO pieces of historical evidence related to social and economic transformations. The student must cite at least ONE piece of evidence for a social transformation and ONE piece of evidence for an economic transformation.</i></p> <p><i>The minimum requirement for how many transformations is determined by the reader/teacher, NOT the student.<sup>5</sup></i></p>	<p><i>Note: The nature of this question makes it difficult to distinguish between a “<u>transformation</u>” and “<u>evidence</u>.”</i></p> <p><b>Unacceptable</b> The exchange of ideas caused both the American and French Revolutions. <i>This ‘evidence’ is outside the time frame (post-1750).</i></p> <p><i>Numerous weak essays seemed to be borrowed from students’ US history class experiences, (John Smith, Pocahontas, Jamestown, Pilgrims, Plymouth Rock, or Thanksgiving).</i></p> <p><b>Acceptable</b> “The spread of diseases among the native Americans motivated Europeans to find an alternative labor source, which they satisfied with the introduction of the African slave trade. <i>(disease = transformation, slave trade = supporting evidence)</i></p> <p>“The interactions of the Atlantic world caused a population decline in the Americas while Africa’s population increased. The Aztecs and the Incas, for example, were not immune to new diseases such as smallpox which wiped out much of their society.” <i>In this case, the transformation is the American population decline of which disease is a point of evidence.</i></p> <p>“As a result of interactions in the Atlantic World, new cultural traditions appeared in the Americas. The slave trade brought Africans to the Americas where Africans mixed with native Americans and Europeans to form new languages and religions.” <i>In this case, “new cultural traditions” constitutes the transformation while the slave trade becomes evidence of that transformation.</i></p> <p><i>Note how the evidence should relate back to the thesis (from p. 1). It shouldn’t just “hang out there” unrelated to anything else in the essay.</i></p> <p><b>Excellent</b> <i>An essay that provides abundant historical evidence substantiating the thesis.</i></p>

<sup>5</sup> This illustrates an important teaching point. The Generic Rubrics published in the Acorn book are designed to give teachers a range of what grading standard will be enforced at the official Reading. The precise “minimum acceptability” for each Generic Rubric category is determined by the Chief Reader at the Reading based on a sampling of student responses to that specific question. The minimum will fluctuate each year on each question within the range allowed in the Generic Rubric. (e.g. one year the minimum may be “supports thesis with two pieces of evidence related to social and economic transformations” while the next year the minimum may be “three pieces of evidence...”) In the classroom, teachers should aim higher. Ideally, students should do every part of this rubric to every question or document they ever read. That is part of the teacher’s responsibility in training students in the historian’s craft. So how many Changes, Continuities etc. should students aim for? College Board Consultant Bard Keeler’s advice is the “Rule of 3.” No matter what the category, give three examples. 3 Changes & 3 Continuities, 3 pieces of evidence, 3 similarities & 3 differences (for Compare & Contrast essays) 3 POV’s, 3 Groupings, (for DBQs) etc.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
4 Global Context	<p>Uses global historical context effectively to show continuity OR change.<sup>6</sup></p> <p><i>The student uses global historical context effectively to show change OR continuity in the Atlantic world from 1492 to 1750 by:</i></p> <ul style="list-style-type: none"> <li>• <i>Placing the Atlantic world in the context of world history,</i> <i>OR</i></li> <li>• <i>Connecting the Atlantic world to global processes,</i> <i>OR</i></li> <li>• <i>Describing the interactions between at least two regions</i></li> </ul>	<p><i>This part of the rubric is based on the Habit of Mind, “Seeing global patterns over time and space while also acquiring the ability to connect local developments to global ones.”<sup>7</sup> 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><b>Unacceptable</b> The slave trade was an example of an Atlantic world transformation from 1492-1750. The essay must explicitly describe the interaction between two specific regions. Simply rephrasing this statement to “The slave trade <u>from Africa to the Americas</u> was an example ...” would have earned the point.</p> <p><b>Acceptable</b> Note: Virtually any accurate, relevant statement that described a relationship linking Europe, Africa, and the Americas between 1492-1750 would satisfy this requirement. Readers anticipated that this would be the easiest point to earn. Unfortunately, approx. 10% of essays (in this reader’s experience) did not meet even this minimal requirement.</p> <p><b>Excellent</b> 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.</p> <p>The social status of women remained constant from 1492-1750 as European social customs were transplanted to the Americas. <i>While a few students wrote about continuities, the vast majority did not. Thus, no continuities were required for the “Core” scoring. Continuities were included in the Expanded Core (Extra Credit).</i></p>

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

<sup>7</sup> 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.”<sup>8</sup> Once students can place events into the proper “Era” (e.g. Foundations, 1750-1914, etc.) they can then proceed to describe and analyze the changes WITHIN that era.
- 2) **Orders of Magnitude, or “Ripple Effects” (Where?)** My students like to use vague adjectives. (“many, big, large, huge” etc.) I try to discourage this habit, particularly in the thesis. Instead, I ask students to numerically conceive of *how ‘big’* of an impact any historical event had on a hypothetical scale of 1-10,000.

Level	Number	Historical and Hypothetical Examples
<b>1. Local</b>	1-10 or 10 <sup>1</sup>	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.
<b>2. Regional / Provincial</b>	10-100 or 10 <sup>2</sup>	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.
<b>3. National / Continental</b>	100-1,000 or 10 <sup>3</sup>	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.
<b>4. Global</b>	1,000-10,000 or 10 <sup>4</sup>	Political - The nation-state becomes the most common structure around the world. Economic - The Great Depression reduces international trade by 50% between 1929-1933. Social - The band’s music spreads to another continent, growing even bigger there than back home.

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

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<sup>8</sup> 2008-09 AP World History Course Description “Acorn Book,” p. 3.

Point #	Official Description <i>Commentary</i>	Examples and <i>Commentary</i>
5 Analyze Change or Continuity	Analyzes the process of change over time and/or continuity.  <i>Analyze at least one social or economic transformation.</i>	<b>Unacceptable</b> <i>Most essays didn't include ANY analysis, only simple narrative that listed events in seeming isolation from each other. Analysis is a complex 'Habits of Mind' skill that teachers need to stress more in daily lessons.</i>  <b>Acceptable</b> <i>See Sample Paragraph A on page 8.</i>  <b>Excellent</b> <i>An essay that consistently analyzes social and economic transformations. See Sample Paragraph B on page 8.</i>

"Power Words" for Analytical Writing <sup>9</sup>								
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	lots	
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						

<sup>9</sup> This list inspired by Jenny Schinleber of Cypress Creek HS, Orlando, FL

## What *IS* Analysis?

The pursuit of Analysis is a perennial quest of AP students (and teachers). Students who consistently analyze earn high marks on the AP World History Exam. Monica Bond-Lamberty, a teacher at James Madison Memorial High School in Madison, WI, and a member of the AP World History Test Development Committee puts it this way:<sup>10</sup>

Analyze: determine their component parts; examine their nature and relationship.<sup>11</sup> Bloom's Taxonomy refers to "the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of parts or components, examination of the relationship between parts, recognition of hidden meanings and detection of the organizational principles or patterns involved."

So when doing historical analysis what is being done is breaking down the item being analyzed into its parts which generally include (depending on what is being analyzed):

- historical actors: events, processes, institutions, ideas, etc. (examination of multiple causation which looks at cause and effect relationships)
- evidence (determining the significance and reliability of various perspectives like when point of view is analyzed)
- interpretations of what happened (comparing and contrasting changing versions of developments or theories)

- underlying structures (determining how all the processes, institutions, ideas, events, actors, motives, evidence, interpretations are connected and related and affect each other)
- overall process of change and continuity (connecting different regions and eras)

This is different from just explaining because of the need to look at multiple causation.

For example: if with the [2005 CCOT question] we had asked students to explain a transformation that took place, [it] would have been okay with a single description - ("*the population of the Americas declined*"). Instead we required students to go further with looking at why the population declined, ideally several steps forward and backward.

If we asked students to explain the causes of the demographic change in the Americas from 1450-1750, simply describing the Atlantic slave trade and European colonization would cut it; whereas if we asked students to analyze demographic change in the Americas we would want students to also look at why they needed the slave trade, why there was colonization and the differences in which genders were involved?

We need to work with students to help students distinguish between analysis and just a simple explanation of causation or a really good description.

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<sup>10</sup> Monica Bond-Lamberty's AP World History EDG message, 7/1/2005.

<sup>11</sup> 2006-07 AP World History Course Description, p. 32.  
[http://apcentral.collegeboard.com/repository/05821apcoursdescworld\\_4332.pdf](http://apcentral.collegeboard.com/repository/05821apcoursdescworld_4332.pdf)



**Sample Paragraph A<sup>12</sup>**

The mercantalistic economies established in Europe redefined the economies of not only of European nations, but of American and African ones as well. Under mercantilism, European colonies in the new world were limited to trade only with their mother countries to ensure profit. The European monarchs would finance gold and silver expeditions in the Americas so that their national treasure would grow. In order to ensure productivity not only in American mines, but on plantations as well, Europe began to enslave Africans and send them to the Americas via the Middle Passage. The Middle Passage was part of a great trading triangle linking Europe, Africa, and America. African slaves were sent to America to work in captivity. America sent raw good to Europe and Europe sent money and good to allied African tribes to pay for slaves. The goods and money exchanged on the Great Circuit profited many European nations and African tribes. Plantation owners in America also became very wealthy. However, the exchange of goods, and not to mention people on the Great Circuit, also reshaped societies socially.

**Sample Paragraph B<sup>13</sup>**

By 1492, Europe was on the verge of an economic explosion and Africa and America were relatively quiet in the global economy. Long before European contact in Africa, slaves and trans-Saharan slave trade were in existence. Portugese explorers came upon Africa to find this institution. An institution once belonging to Africa would become globalized. Europeans soon began to export slaves to their countries and eventually to the American economies. The slave trade put Africa on the map as a contending economic power. The slave workers fueled the American economies soon thereafter. The Europeans had difficulty in finding and maintaining native-American labor - slaves filtered into the Caribbean, Brazil, and the southern U.S. to serve on plantations. The sugar industry was growing in Europe and the slaves satisfied the Portugese sweet-tooth on the “engenhos” and in other lands. By creating the triangular slave trade, the Americans entered the global economy and Europe morphed into a more powerful one.

**Commentary<sup>14</sup>**

*Analysis in this paragraph is limited, but is present in the connection between the requirements of mercantilism and the productivity of plantations in the Americas.*

*European motives (and trade restrictions) for trade are explored.*

*The context of the Middle Passage within the larger trade patterns is described, but there is no evaluation or assessment of the slave trade.*

*This paragraph weaves together multiple good writing characteristics.*

- *It places each continent into global context at the beginning of the time period.*
- *The institution of slavery over time is nicely described within the larger framework of global trade patterns.*
- *The slave trade’s effect on Africa’s place in global community is directly noted, as well as the economic effect the slave trade had on the Americas, reinforcing the changing relationship among the three continents.*
- *Europeans’ motives are explored, and the paragraph finishes with a succinct summarization of the slave trade’s overall effect on both Europe and the Americas.*

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<sup>14</sup> Teachers, after students read these paragraphs, have them underline all the verbs, adverbs, & adjectives in each sentence. This will highlight Sample B’s analytical “voice” and sense of change over time.

<sup>12</sup> [http://apcentral.collegeboard.com/apc/members/exam/exam\\_questions/2090.html](http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html) Sample Essay 2A

<sup>13</sup> [http://apcentral.collegeboard.com/apc/members/exam/exam\\_questions/2090.html](http://apcentral.collegeboard.com/apc/members/exam/exam_questions/2090.html) Sample Essay 2B

Below are some common essay structures students use for the CCOT. Note: There is no universal “best” essay 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, analysis vis á vis RGC

Category #2 (Economic)

Global Context

Changes, Continuities, analysis vis á vis RGC

Category #3 (Political)

Global Context

Changes, Continuities, analysis vis á vis RGC

**Chronological**

Beginning

Global Context

Region/Category #1, including RGC analysis

Region/Category #2, including RGC analysis

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

Global Context

Region/Category #1, including RGC analysis

Region/Category #2, including RGC analysis

End

Global Context

Region/Category #1, including RGC analysis

Region/Category #2, including RGC analysis

**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 / Generic<sup>15</sup>**

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

<sup>15</sup> Charles Ryder's AP World History EDG message, 9/25/2005.