



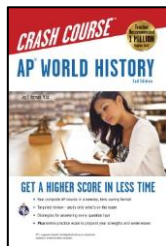
Dear REA Crash Course® Customer,

Since the early printings of REA's *Crash Course® for AP® World History (2nd ed.)* went to press, the College Board has announced updates to the AP® World History exam that will be reflected on the 2018 exam and beyond. In the interest of ensuring you have the latest and most relevant information, REA produced this supplement to bring you completely up to speed.

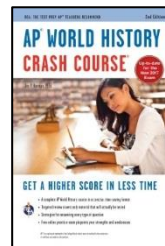
The APWH revisions for 2018 span the short-answer questions, the DBQ, and the long-essay question – and include how the DBQ and long essay are scored.

The update provided here is necessary only for purchasers of early printings of the 2nd Edition.

To determine whether you need this update, compare your book to the cover images below.



No Update Required



Update Required

We suggest you print the enclosed updated pages, which replace the corresponding pages in your book.

If you have any further questions, we invite you to write us at studycenter@rea.com. Also be sure to check the College Board's AP website at <https://collegeboard.org/ap>.

Sincerely,

The REA Editorial Team

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Eight Keys to Success on the AP World History Exam

“So . . . what do I need to know?” you’re asking yourself. Oh, not much . . . only more than ten *thousand* years of history. Wait, don’t throw away this book and run screaming from the room. First, take a deep breath and examine the facts: Approximately 300,000 high school students just like you will take the AP World History exam this school year and about half of them will earn college credit. *Why not you?* You’re clearly a clever and motivated person—after all, you’re reading this *Crash Course* study guide.

Good news: You don’t have to know *everything* from the beginnings of humans to the early twenty-first century to do well on the AP World History exam. By studying efficiently and strategically, you can get college credit and add that special AP-credit sparkle to your transcripts. Use the following keys to success:

1. Know the Content and Format of the Exam

The AP World History exam content is broken down into the following chronological categories. The column “Weight on Test (Percent)” refers to the percentage of the exam that will come from each historical period.

	Historical Periods	Weight on Test (Percent)
Period 1	Technological and Environmental Transformations, to c. 600 BCE	5
Period 2	Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE	15

	Historical Periods	Weight on Test (Percent)
Period 3	Regional and Interregional Interactions, c. 600 CE to c. 1450	20
Period 4	Global Interactions, c.1450 to c. 1750	20
Period 5	Industrialization and Global Integration, c. 1750 to c. 1900	20
Period 6	Accelerating Global Change and Realignment, c. 1900 to the present	20

By studying the chart and knowing that there are 55 multiple-choice questions, you might deduce that there aren't many questions from Period 1. This helps you focus your plan of study. In addition, though the AP World History exam states that it covers human history "to the present," the reality is that you won't be expected to know much beyond the end of the Cold War in the early 1990s.

The latest updates to AP World History exam content and structure can be found at <http://apcentral.collegeboard.org>.

2. Know Your Competition

Don't be intimidated by your competition—you have an advantage over most of them by paying attention to the advice in this book. About 70 percent of students who take the AP World History exam are sophomores, and most of them are taking their first AP exam. The next biggest group is composed of seniors, then juniors and freshmen. You already read that about *half* of all AP World History test-takers pass the exam and get college credit by scoring a 3, 4, or 5 on a scale of 1 to 5.

Caution: Don't get overconfident and think you've got it made just because you've read this far. Taking an AP exam and receiving college credit takes *a lot* of focused work. You need serious, organized preparation to be successful.

3. Know How the Exam Is Scored

The AP World History exam has two main parts: Section 1, which consists of multiple-choice questions and short-answer questions, and Section 2, which has two essay questions. The multiple-choice portion is scored by machine, contains 55 questions, and must be completed in 55 minutes. It is worth 40% of the total exam score. Just like any multiple-choice test, you will answer some questions very quickly and others will take more time. When the multiple-choice part of the exam is over, you will then answer three out of four short-answer questions in 40 minutes, worth 20% of the total exam score. Then you will have a short break and return for the essay part of the exam. Bring a snack and a bottle of water for the break.

In Section 2 of the exam, you will write two essays: a document-based question (DBQ) and a long essay. You will have 100 minutes to complete both essays. The DBQ is worth 25% of your overall score and the long essay is worth 15%. Each essay is read and scored by a trained AP World History teacher or a World History college professor. Your essay scores are then added to your Section 1 scores to arrive at your final AP score.

You'll find more tips about tackling the multiple-choice and short-answer questions, as well as the essays, in the discussions about test-taking strategies found in Part IV of this book.

4. Know What Your Final Score Means

The College Board uses a formula to rank your combined multiple-choice, short-answer, and free-response score into five categories:

5 = Extremely Well Qualified

4 = Well Qualified

3 = Qualified

2 = Possibly Qualified

1 = No Recommendation

A passing grade on all AP exams is a 3. About 10 percent of AP World History test takers earn a score of 5, but keep reading—the scoring range is more generous than you think. If you get about half of the exam’s multiple-choice questions right and score average on the short-answer and essay parts of the exam, you should reach a “3.” That doesn’t mean the exam is easy—the opposite is true.

In AP World History, about half of all exam takers make a “3” or better. Many colleges give course credit with a score of 3; other colleges take nothing below a 4, while still others give college credit only for 5s. Be aware that colleges and universities can change their AP acceptance policies whenever they want. Stay up-to-date by checking college AP policies on their websites.

5. **Know How AP World History Is Different from Traditional World History**

You might think that history is history, but AP World History is different from traditional approaches: Learning lists of “Kings and Wars” or “The West and the Rest” doesn’t cut it. The AP World History test developers want you to see the big picture. They want you to make connections across the globe and across time and to analyze common human experiences like migration, trade, religion, politics, and society. Think of it this way: Studying AP World History is like learning American History. You don’t examine the histories of 50 individual states—instead you learn about the important themes, people, and events of the fifty states. The same idea applies to AP World History: think globally, not nationally, and in most cases you’ll do well. **A big tip:** If your World History textbook doesn’t say “Advanced Placement” or “AP” on the cover, look at the introduction to see if the authors discuss concepts like global history and making connections between civilizations across time and place. If not, you may need to find a different textbook that explains history in these ways.

6. **Know What You Don’t Need to Know**

Nobody expects you to know everything about World History in order to do well on the AP exam. First, AP World History is

about the *human* experience, so you won't need to know when the Big Bang was or what killed the dinosaurs. AP World History is more about the big picture than the little details, so you also don't need to memorize all the monarchs of England, the battles of the Crimean War, or the name of Alexander the Great's horse (Bucephalus, by the way).

Second, 95 percent of the AP World History exam covers 600 BCE to the present, so you don't need to memorize the entire Code of Hammurabi from Babylon, but you *do* need to know the importance of codes of law from early civilizations.

Third, what is "BCE" anyway? That's fast becoming the way historians denote the traditional term "BC." It stands for "Before the Common Era," so naturally the Common Era, or "CE," is how the AP World History exam refers to the traditional "AD."

7. **Know How to Use This *Crash Course* to Build a Plan for Success on the AP World History Exam**

This *Crash Course* is based on a careful study of the trends in both course study and exam content.

In Part I, you'll be introduced to the AP World History course and exam. In Chapter 2, you'll find a list of key terms and concepts that you *must* know for success.

In Part II—Chapters 3 through 19—you will find chronological reviews of important political, economic, cultural, environmental, and social connections in world history. These reviews are based on the current AP World History Curriculum Framework—the College Board's guide for teachers and exam creators.

Part III, Key Concepts and Themes (Chapters 20 through 26), includes helpful charts and tables designed to show you connections across time and place.

Finally, Part IV (Chapters 27 through 31) prepares you to take the exam by giving you insider test-taking strategies for the multiple-choice questions, the short-answer questions, the Document-Based Question (DBQ), and the long-essay question.

8. Know How to Supplement This *Crash Course*

This *Crash Course* contains what you need to do well on the AP World History exam, but an exceptional student like yourself will want to make use of everything that can help. Visit the College Board's AP Central website for more information and practice.

Nineteen Key Concepts in AP World History

By now, you know that AP World History is about keeping the big picture in mind at all times. The AP World History curriculum framework helps you do that by providing nineteen key concepts for world history. These concepts were covered in more detail in Part II, “Chronological Review,” but in keeping with our big-picture theme, they are provided here in shorter form. Each historical period has only three or four key concepts.

As you review the key concepts, recall the specific information you’ve already studied in Chapters 2 through 20. For example, look at Period 1, Key Concept 1.1 below, and write down specific terms that come to mind when you read that key concept. Next, look back at Chapters 2 and 3 and see how you did. Repeat this process for all nineteen key concepts and you’ll be another step closer to AP World History success.

PERIOD 1: TECHNOLOGICAL AND ENVIRONMENTAL TRANSFORMATIONS, to c. 600 B.C.E.

Key Concept 1.1: Big Geography and the Peopling of the Earth

Key Concept 1.2: The Neolithic Revolution and Early Agricultural Societies

Key Concept 1.3: The Development and Interactions of Early Agricultural, Pastoral, and Urban Societies

PERIOD 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES, c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions

Key Concept 2.2: The Development of States and Empires

Key Concept 2.3: Emergence of Interregional Networks of Communication and Exchange

PERIOD 3: REGIONAL AND INTERREGIONAL INTERACTIONS, c. 600 C.E. to c. 1450 C.E.

Key Concept 3.1: Expansion and Intensification of Communication and Exchange Networks

Key Concept 3.2: Continuity and Innovation of State Forms and Their Interactions

Key Concept 3.3: Increased Economic Productive Capacity and Its Consequences

PERIOD 4: GLOBAL INTERACTIONS, c. 1450 to c. 1750

Key Concept 4.1: Globalizing Networks of Communication and Exchange

Key Concept 4.2: New Forms of Social Organization and Modes of Production

Key Concept 4.3: State Consolidation and Imperial Expansion

PERIOD 5: INDUSTRIALIZATION AND GLOBAL INTEGRATION, c. 1750 to c. 1900

Key Concept 5.1: Industrialization and its Global Effects

Key Concept 5.2: Imperialism and its Global Effects

Key Concept 5.3: Revolutions, Nation-State Formation, and Reforms

Key Concept 5.4: Global Migration

PERIOD 6: ACCELERATING GLOBAL CHANGE AND REALIGNMENTS, c. 1900 to the Present

Key Concept 6.1: New Technologies and their Global Effects

Key Concept 6.2: Global Conflicts and Their Consequences

Key Concept 6.3: New Conceptualizations of Economy, Society, and Culture

AP History

Disciplinary Practices, Reasoning Skills, and Themes

The AP World History course is organized to help you prepare for success on the exam. The exam creators understand very well how difficult studying 10,000 years of history can be, so they have categorized historical skills and content into manageable groups. The well-prepared AP World History student will begin to see the big picture of history after studying these must-know practices, skills, and themes.

I. AP History Disciplinary Practices

- A. A good historian can analyze historical evidence and develop a claim or argument based on that evidence. The AP World History course (and for that matter, the AP U.S. History and AP European History courses) expects you to do so as well. These practices are not only useful for writing the exam's essays and the short-answer responses, but will also help you choose the right answers to multiple-choice questions on the exam.
1. When working with primary sources, use these disciplinary practices:
 - Describe historical information and/or arguments found in a source.
 - Explain how a source provides information about the broader historical setting of the time period.
 - Explain how a source's point of view, purpose, historical situation and/or audience might affect a source's meaning.

- Explain the significance of a source’s point of view.
 - Evaluate the credibility of a source.
2. When working with secondary sources, use these disciplinary practices:
- Describe the claim or argument of a secondary source.
 - Describe and analyze patterns found in historical charts and graphs.
 - Explain how a historian’s claim is supported with specific evidence.
 - Explain how the times in which the historian lives shapes their claims.
 - Evaluate the effectiveness of a historical argument.
- B.** Students must also develop historical arguments of their own when answering the short-answer questions, the document-based question, and the long essay. To do this correctly, students must:
- Make a historically defensible claim in the form of a thesis.
 - Support their arguments using specific and relevant evidence.
 - Use historical reasoning (see below) to explain relationships among historical documents.
 - Cite alternate evidence to challenge or modify an argument.

Find tips for addressing these disciplinary practices in Part IV of this book, Test-Taking Strategies.

II. AP History Reasoning Skills

- A.** In addition to applying the above disciplinary practices, AP history students must be able to incorporate four “reasoning skills,” especially when writing essays. Applying these skills is

especially important when writing the long essay. Reasoning skills include:

1. Contextualization

Contextualization means putting historical evidence or an argument in the correct historical context. This means, “What is happening in the essay question’s world?” Paint a written picture of the things going on at the time of the question, outside the specific question itself. For example, many governments go through periods of accepting or rejecting immigrants. What was happening at the time that influenced those decisions?

2. Comparison

In history, *comparison* means identifying both similarities and differences. Religions often share common concepts, but they differ in important ways. Why did these similarities and differences exist?

3. Causation

Causation means explaining and analyzing the *causes* of a significant event or process in history. It also means explaining and analyzing the *effects* of a significant event or process in history. In addition, be ready to explain their relative significance. In other words, when discussing an effect of, say the Industrial Revolution, explain which was the biggest effect and why.

4. Continuity and Change Over Time

Yes, history is about change, but a lot of things stay the same too. Be ready to write about both in an AP essay. For example, dynasties in China changed throughout its history, but many customs and methods of power stayed the same. Why?

III. Five Thematic Learning Objectives in AP World History

As you study these overarching themes that weave in and out of all of world history, recall specific examples that you’ve learned from Part II, “Chronological Review,” in this book. When you can provide

specific answers to each of the overarching thematic questions below, you will be on the road to success.

A. Interaction Between Humans and the Environment

This theme addresses how humans have shaped the environment and vice-versa. For example, migrating humans tend to travel through mountain passes, not over mountains. Be prepared to address these overarching questions: (1) How have people used tools and technologies to adapt to and affect the environment? (2) How has human migration and settlement been influenced by the environment? (3) How has the environment changed because of human population growth and urbanization? (4) How have industrialization and expanding global connections interacted with the environment?

B. Development and Interaction of Cultures

As you might expect, this theme covers religions and philosophies, ideologies, the arts and technology. Patriarchy in its different forms is addressed here as well. Overarching questions for you to focus on include: (1) How and why have religions, philosophies, and ideologies developed and changed as they spread? (2) How have religions, philosophies, and ideologies affected societies over time? (3) How were technologies adapted and transformed as they spread? (4) How do the arts reflect specific societies?

C. State-building, Expansion, and Conflict

It should come as no surprise that this theme is about governments and what they do, including the roles of rulers, their interactions with their subjects, diplomacy and war, trade, and causes and consequences of their rise and fall. Overarching questions for this theme include: (1) How have different kinds of governments developed over time? (2) How have governments interacted with economies, societies, cultures and the environment? (3) How have trade, war and alliances influenced the building, expansion, and fall of governments?

D. Creation, Expansion, and Interaction of Economic Systems

This theme studies the ways that humans have produced, distributed, and consumed goods and services across time and place. Exchanges of trade goods across various webs of connections is a favorite topic on AP World History essays.

Overarching questions about economics include: (1) How and to what extent have methods of production and exchange changed over time? (2) How have labor systems developed and changed over time? (3) How have economic systems and their ideologies and institutions influenced each other over time? (4) What relationships developed among local, regional, and global economic systems over time?

E. Development and Transformation of Social Structures

This theme is about relationships between humans: Roles within families, gender, race, and attitudes about their place in society.

Overarching questions about society include: (1) How have distinctions based on families, ethnicity, class, gender, and race influenced development of and changes in social hierarchies, i.e., who is on the top and who is on the bottom? (2) In what ways have social categories, roles, and practices stayed the same and changed over time? (3) How have political, economic, cultural, and demographic changes affected social hierarchies over time?

How to Tackle the Short-Answer Questions

After you triumph over the multiple-choice section of the exam, you will move on to conquer the short-answer questions. You will have 40 minutes to answer three questions. Some questions will have stimulus items, such as a map, a historical document or possibly quotes from historians with different points of view on an important development in history. You will be asked to respond to the question based on your knowledge of world history and on your ability to use the Historical Thinking Skills you have developed. The short-answer section is worth 20% of the exam.

Questions 1 and 2 are required and will come from periods 3–6 (see chapters 9–17). Question 1 will assess your ability to work with a secondary source, such as a historian’s argument. Question 2 will ask about continuity and change over time or comparison, and will have a primary source for you to read.

You will then choose to answer either question 3 (from periods 1–3) or question 4 (from periods 4–6). Both will cover either continuity and change over time or comparison. Neither will cover the same skill as question 2.

Each short-answer questions has 3 parts: a, b, and c. Each part is worth 1 point. It will help the exam grader (and therefore, yourself) to label your answers a), b), and c) and write *only* the response for that particular question. You don’t need a thesis statement; just answer questions a, b, and c *exactly*.

Usually, short-answer questions ask you to *explain* something. That means you must include some “why” in your answer. Look at the sample below. The second and third sentences in “a” include an explanation.

Also, you must write *only inside the box* that is provided for that question. Graders are not allowed to read anything outside the box. Picture a text box about three-fourths of a page long, with lines. You don’t have to fill in the whole box as long as you are fully answering the question, but remember, like the DBQ and the long essay, the short-answer questions are scored based on what you get right, and the wrong stuff is ignored. So write! After you finish the short-answer section, you will have a brief break. Then it’s on to the essays.

Here is an example of a short-answer question and a good response:

Question:

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

“[The soldier] stood upon a little mound,
Cast his lethargic eyes around,
And said beneath his breath:
‘Whatever happens we have got
The Maxim Gun, and they have not.’
He marked them in their rude advance,
He hushed their rebel cheers;
With one extremely vulgar glance
He broke the Mutineers....
We shot and hanged a few, and then
The rest became devoted men....
While they support us, we should lend
Our every effort to defend,
And from a higher point of view
To give the full direction due
To all the native races.”

—Hilaire Belloc, British author and politician,
The Modern Traveler, 1898

- a) Briefly explain the historical context of this poem.
- b) Describe ONE specific example of native resistance in Africa to the events depicted in this poem.
- c) Describe ONE specific example of native resistance in Asia to the events depicted in this poem.

Sample Response

- a) The historical context of this poem is 19th century European imperialism of Africa and Asia. Europeans believed themselves to be superior to natives and felt they had a right to conquer them. Social Darwinism and strong nationalism fueled this attitude.
- b) One example from Africa was when the Zulu warriors attacked British outposts in southern Africa. Even though the Africans won a major battle, the British did not leave the region. This represented the peak of Zulu resistance.
- c) One example from Asia was the Indian Mutiny, or Sepoy Rebellion in the 19th century, when anti-British Indian soldiers fought pro-British Indians and the British army. As in Africa, this rebellion failed to get the British to leave, partly because Britain had the support of some Indian soldiers.

Mastering the Document-Based Question

Your multiple-choice and short-answer sections have been turned in; you've had a short break. Now it's time for you to write two essays: the Document-Based Question (DBQ) and the long-essay question. The DBQ is the first essay you'll encounter, and it is also the most difficult to master. However, thousands of students do well on it—why not you?

The Document-Based Question is just that—a question with documents. Your job is to incorporate the documents and your knowledge of world history into an essay that addresses *all* parts of the question. It is worth 25% of your total score. You will have 60 minutes to write it, which includes a 15-minute prep period. The College Board says there will be seven *and only seven* documents. The DBQ will focus on periods 3–6.

It's easy to check on your progress as you work through the DBQ and the Long Essay. Just above the question on the exam, you will see bulleted reminders of the scoring rubric. Check off each bullet as you complete the corresponding task in your essay.

The DBQ is scored on a scale of “dash” to 7. A “dash” score is given to essays that don't even try to address the question. A score of “0” goes to those essays that try to address the question, but earn no points. The scoring rubric is based on a system of 7 points. Few essays earn a “7,” so don't worry about that. Just follow these tips, practice, and do your best.

The basic version of the rubric is:

- Essay has a **thesis** with a historically defensible claim that responds to all parts of the question. The thesis must be in one place, either at the beginning or the end of the essay: 1 point
- Essay places the question in the correct historical **context**: 1 point (see paragraph 2 below)
- Essay uses the content of at least **three** documents to address the prompt: 1 point
- Essay supports an argument in response to the prompt in at least **six** documents: 1 point
- Essay uses **evidence beyond the documents** (“outside information”) in its argument: 1 point
- Essay explains **Point of View** in at least 3 documents: 1 point
- Essay demonstrates a complex understanding of the focus of the prompt: 1 point (This means you’ve gone above and beyond the “good” essay into “exemplary” land.)



AP World History exam readers don't start at 7 points and knock off points for mistakes. They start at zero and add points for things you do correctly. They understand that this is a high-pressure exam and that your essay is a first draft. They read beyond your mistakes and assign points based on what you did right.

Mastering the DBQ takes practice. Keep this guide handy to help you through every DBQ you write. **Important:** *In your essay, you must use 6 or all 7 of the documents, and include some outside information.* Name the source of each document (who created it?) and include point-of-view (POV) (why did they create it? how do they know what they're talking about? who is the intended audience?) to at least 3 documents.

FIRST:

Read the question. Pause. Take a deep breath. Read it again, slower this time. Make sure you *understand and underline all the tasks of the question.*

SECOND:

Write down everything that pops into your head from the era of the question. You will use this as a source of outside information in the essay.

The DBQ Essay

Paragraph 1, Thesis: includes (1) all parts of the question with specific examples and (2) makes a historically defensible claim.

Example:

“There were many (causes and consequences, similarities and differences, factors, responses, effects, issues, etc., depending on the historical skill that is the focus of the question) in ... repeat the prompt. For example, (example 1) and (example 2). The most important is ... pick another example ... because....”
However ... (make a counterargument).

Huh? For a practical example: A prompt that asks you to evaluate the cultural effects of Westernization in East Asia in the 20th century might start with this thesis:

“There were many cultural effects of Westernization in East Asia in the 20th century. For example, Western sports and music became increasingly popular, but the greatest social effect was the acceptance of Western fashion. However, East Asian religions largely remained the same.”

Of course, the content of the documents will guide you through your thesis.

Paragraph 2, Context: Briefly put the topic of the question in historical context.

1. Define the focus of the question. In this example, briefly define the term, “westernization,” and how it got to East Asia in the 19th and 20th centuries.
2. In addition, you could briefly describe other big social/political/economic/environmental things that were happening in the era of the question. This information must connect to the question in some way.

Paragraph 3, First Argument Group:

- A. Name this group/argument with a topic sentence that introduces this paragraph;
- B. Use the documents and outside information to address the terms of the question. Tip: The “source” line in the document and the document itself will provide big hints for outside info.
- C. Name the source of each document (who said/wrote it?)
- D. Tell the reader what each document is saying in your own words. Quoting the document is not necessary. (This shows you are “wrestling” with the document—AP readers like that.)
- E. Attach point-of-view (POV) to at least one document in this group (Why was this document written? In what context? Who is it intended for? How does the author’s status affect his/her opinions in this document?)

Paragraph 4, Second Argument Group (repeat the structure of paragraph 3):

- A. Name this group/argument with a topic sentence that introduces this paragraph.
- B. Use the documents and use outside information to address the terms of the question. Tip: The “source” line in the document and the document itself will provide big hints for outside info.
- C. Name the source of each document (who said/wrote it?)
- D. Tell the reader what each document is saying in your own words. Quoting the document is not necessary. (This shows you are “wrestling” with the document—AP readers like that.)
- E. Attach point-of-view to at least one document in this group (Why was this document written? In what context? Who is it intended for? How does the author’s status affect his/her opinions in this document?)

Paragraph 5, Third Argument Group (repeat the structure of paragraphs 3 and 4):

Remember, the minimum standard is discussing 3 documents for the POV point, but if you attempt explaining the POV in 6 or 7 documents, you leave yourself room to get a couple wrong and still get 3 right, and if you do a lot of POV, and have many examples of outside information, you might earn the difficult-to-get 7th DBQ point.

Paragraph 6, Write a conclusion that includes:

- A. All parts of the question; and
- B. Three named groups of documents based on the prompt of the question.

(This will substitute for your opening thesis paragraph in case it is insufficient.)

Be sure you finish your essay with a brief conclusion that addresses all parts of the question. It might count as your thesis if the one at the beginning of your essay falls short.

If you finish your essay ahead of the 60-minute time frame, go back and review your work and make any necessary corrections. Readers understand it's a first-draft essay in a high-pressure situation. If you have extra time, don't waste it—add information, cross stuff out, and rewrite whole paragraphs, if you need to.

Tips for Writing the Long Essay

The kinds of long essays that you might see on the AP World History exam include: Comparison (similarities and differences), Causation (cause and/or effect), and Continuity and Change Over Time.

On the exam, you are given three long essay prompts, but you only have to write one essay. Instructions will tell you to pick *one* long essay prompt from periods 1–2, *or* periods 3–4, *or* periods 5–6. All three essay questions will be the same type; for example, all the choices would be Comparison essays, or all would be Continuity and Change Over Time essays.

The long essay is graded on a 6-point scale. You are allotted 40 minutes to prepare and write it, and it is worth 15% of your overall grade. Here are the basic rubric points for the long essay:

- ▶ **Thesis/Claim (1 point):** Present a thesis that makes a historically defensible claim that 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.
- ▶ **Contextualization (1 point):** Relate the topic of the prompt to broader historical events, developments, or processes that occur before, during, or continue after the timeframe of the question.
- ▶ **Evidence (1 or 2 points):** Provide specific examples of evidence relevant to the topic of the prompt (1 point); support an argument in response to the prompt, using specific and relevant examples of evidence. (1 point).
- ▶ **Analysis and Reasoning (1 or 2 points):** Use historical reasoning (such as comparison, causation, or CCOT) to

frame an argument that addresses the prompt (1 point) and demonstrate a complex understanding of the historical development that is the focus of the prompt, using evidence to corroborate, qualify or modify an argument that addresses the question. (For example, use additional reasoning skills in an argument, explain connections across time periods, or consider alternate views or evidence) (1 point)

The 6th point, under Analysis and Reasoning, is awarded to the rare long essay that is so thorough and stellar, it makes the AP reader get misty-eyed and want to share the essay with another reader. Just do your best.

All of these Long Essays are **argumentation essays** because you must take a stand based on the prompt (“a historically defensible claim”) and provide evidence and arguments to support your stand. For example, a prompt in *AP World History* could be:

“Evaluate the extent to which technology influenced change in Europe in the era c. 1750–c. 1900.”

A successful essay could argue that technology fostered a lot of change (“a lot of” being a minimal “extent to which” argument) in Europe c. 1750–c.1900, but you must also provide examples of things that didn’t change because of technology (“On the other hand, not everything changed in Europe in this era because of technology. For example....”) That “extent to which” business in the prompt is telling you to pick a side to argue, but you have to acknowledge the opposite argument, briefly.

It doesn’t matter which side you pick as long as you can back up your argument with facts. The idea here is to show complexity in your thinking, and not write about history all one way or the other.

Students often ask, “How many specific pieces of evidence do I need?” The answer is: as many as you can think of. AP history is not about how little you can do and get credit. AP history is about showing how much you know. If some of your “evidence” is wrong, graders don’t count points off. They only score what you get right. So load up on evidence.

Avoid terms like “everyone,” “always,” “all,” “nobody,” “never,” and “none.” Instead, use terms like “most,” “usually,” “sometimes,” “rarely,” and “a few.” For example, “Everyone

in China feared the invading Mongols.” Really? You know for a fact that every ... single ... person in China feared the Mongols? NOBODY was pro-Mongol? That’s why, “Many people in China feared the invading Mongols” is a more defensible argument.

The next section includes “how to” guides for success on the AP World History Long Essay question. Walk through them one at a time to get comfortable with the requirements for the different types of Long Essays.

“HOW TO” GUIDES FOR SUCCESS ON THE AP HISTORY LONG ESSAY

Important! You must adapt these suggestions to fit the terms of the question.

1. The Comparison Long Essay

Paragraph 1 (thesis): “There were many similarities and differences in (name the two things/eras/events being compared). For example, there were similarities in (provide an example or two) and differences in (provide an example or two). Perhaps the greatest (sim or diff) was (provide an example of your greatest sim or diff).”

Paragraph 2: Put the question in historical context. What was happening in this question’s world? Define key terms of the prompt, too.

Paragraph 3: “Perhaps the greatest similarity between (name the two things) was _____ because _____. Other similarities include (name as many similarities as you can think of). They were similar because _____.”

Paragraph 4: “Perhaps the greatest difference between (name the two things) was _____ because _____. Other differences include (discuss as many differences as you can think of). They were different because _____.”

Paragraph 5 (2nd chance at thesis): Conclude with a summary that accurately reflects all the terms of the question, with specificity. In other words, re-write your thesis in another way.

2. The Causation Long Essay (causes and/or effects of an event or movement, for example)

Paragraph 1 (thesis): “There were many causes (or effects) of (name the event). Causes (or effects) include (name two). Perhaps the most important cause (or effect) was (name a third cause/effect) because of its impact on history.”

You should also offer a counterargument at this point in your essay. For example, “However, (the event) had little effect on _____.”

Paragraph 2: Define the event itself and put it in historical context. What was happening in this question’s world? Define key terms of the prompt as well.

Paragraph 3: Discuss as many causes and/or effects (depending on the question) of the event as you think of. Name the *most* significant cause (or effect) and tell *why* it is significant. What else was going on in this time period?

Paragraph 4: “However, (the event) had little effect on (insert something that was *not* affected by the event) because _____.”

Paragraph 5 (2nd chance at thesis): Write a conclusion that summarizes all the parts of the question, with specificity, like in your thesis, but worded differently. If your thesis is not “all there,” but your conclusion is, it could count for a thesis point.

3. The Continuity and Change Over Time Long Essay

Paragraph 1 (thesis): “There were many continuities and changes in (insert the topic of the question) in the era (insert the years of the question). Continuities included (one specific example) and changes were in (one specific example). Perhaps the greatest (continuity or change) was in _____.”

Paragraph 2: Define the topic and put it in historical context. What was happening in this question's world? Define key terms of the prompt too.

Paragraph 3: "Continuities in (insert the terms of the question) in this era included: (discuss as many specific examples you can think of). Perhaps the most important continuity was _____ because _____. These largely remained the same over time because _____." Provide as many relevant examples as possible.

Paragraph 4: "Changes in (insert all tasks of the question) in this era included _____." Discuss as many specific examples you can think of. "Perhaps the greatest change was _____ because _____. This changed over time because _____." Provide as many relevant examples as possible.

Paragraph 5 (2nd chance at thesis): Conclude with a summary that accurately reflects all the terms of the question, with specificity. In other words, re-write your thesis in another way.

Final Note: *It is to your advantage to repeat the terms of the question throughout your essay.*

Don't get fancy with synonyms for similarities and differences, cause or effect, or continuity and change. You want the essay reader to concentrate on your arguments, not fancy synonyms.