CHAPTER 2
Strategies for Success

HOW TO USE THIS REVIEW GUIDE

The review book you now hold is not intended as a replacement for whatever materials, including your text, your teacher has provided you. It is a supplement that should be consulted as frequently as you find useful. First, you should make sure that you are familiar with the structure of the curriculum and the AP Exam. Also, the study strategies covered here should improve your comprehension as you move through your daily reading and prepare for quizzes and exams. Another way you can employ this guide is to use Section 2 to review material prior to any assessment, particularly the AP Exam. After reading through content reviews, you may wish to try the multiple-choice questions at the end of each chapter. To help you develop your all-important writing skills, each chapter features a sample free-response question with an explanation of the score the essay received. As you try these, your skill in determining the score for each sample received should improve. This indicates that you are gaining an understanding of the features of a powerful essay response.

As you approach the exam, perhaps starting with your spring break or around late March, you should become more serious about breaking down what you have learned into more manageable chunks for review. Go back to those chapters that you have already covered and refresh your memory with some practice questions. As you near the test date, you should attempt a full practice test with only the scheduled 5- to 10-minute break after the multiple-choice section. This is important for you to get a feel for the emotional and psychological stresses of the test. Finally, one of the last items you should review is the full chronological scope of the course, including the timelines in the Appendix. Make sure you can place art movements, social developments, intellectual changes, wars, and so on in the appropriate chronological period. Like any resource, this review guide should prove as helpful as you are willing to make it. Realize, too, that it is one of many tools for the motivated student.

READING STRATEGIES

Your primary source of information for this course is likely to be your textbook. Chances are, you will find yourself spending about 30 to 60 minutes per day reading about 7 to 10 pages in it. It is important that you get the most out of the time you spend reading. My experience as a teacher has shown me that many students do not read as effectively as possible because they lack strategies that can increase their comprehension. Such strategies need not add significantly to your homework, but the extra 5 minutes or so that you spend with them will often pay dividends in the long run, both in your performance and in saving time later.

First, you will need to find a time and place that is conducive to your studying. For many students, this is a quiet place with few distractions, but not necessarily the most comfortable, such as your bed, where you are liable to become drowsy or lose concentration. Experiment with places and times of day when your brain is most active, so that you don't find yourself continually rereading passages because your attention has wandered.

One way for you to make reading and studying more interesting is to avoid reading passively, as if it were a story that "speaks for itself." Certainly there is element of story and drama in history, particularly at its best, but this is usually not the format of most textbooks. Most are written in a

fairly standard format with a set of "cues," which, with some practice, you can pick up on and become adept at deciphering.

A textbook chapter often begins with a "hook"—a story, personality, event, work of art—that is designed to grab the reader's attention. Beneath the flowery language, the authors are trying to convey the themes, or main ideas, of the chapter. Challenge yourself to identify what the big picture is before you continue with your reading. Others texts, such as *A History of the Modern World,* begin with a more standard introduction to the chapter content and themes. Perhaps it would be helpful to write out one or two sentences based on this introduction that summarize the key points covered in the chapter. This could be done immediately after reading the introduction or after completing the entire chapter.

Though there are numerous strategies, not all work as well for each student. Find those that work well for you, and feel free to experiment until you discover what those are. Whatever you do, make sure that you are *actively* reading your text, much as a builder constructs a scaffolding or framework of a house, before moving on to the siding, roof, and interior. The difference is that your scaffolding acts as an analytical structure for your understanding of the entire chapter. To assist you in this process, several specific strategies follow to get you started. Keep in mind that there is nothing magical about these; their positive effect depends more on your perseverance in developing your skills of historical analysis and working at connecting the specific content of the course to the major ideas, themes, and concepts of each unit.

Scaffolding and Annotating

How do you get started with a scaffold? History is often more about asking productive questions than about always having the right answers. So begin your reading each night with an overarching question that you will attempt to answer when you've finished with the reading. This question will generally lead to further subquestions. Remember, you will invariably find the answers to your questions within the text itself.

Suppose that you are reading about the Italian Renaissance. The chapter begins with a vignette about Brunelleschi's creation of the dome over the Florence Cathedral and then moves into the following headings: "The Economic and Social Context," "Italian City-States," "Renaissance Humanism," and "The Artist as Hero." Each one of these headings is a clue to how the chapter fits together. Let's take a look at a section of the vignette about Brunelleschi.

This topic sentence establishes one of the key points of the introduction—the rise of Europe during the Renaissance, in contrast with its relatively weak position before then.

A sequence of sentences identifies those upheavals of the fourteenth century that set the stage for the Renaissance.

In 1300 Europe was a relative cultural backwater. China was more advanced intellectually and technologically. For centuries Europeans had borrowed Arab knowledge in mathematics, science, and medicine, and it was the Islamic world that had kept alive the classics of ancient Greece and Rome. In America the Aztecs had developed a modern sewage system to grace their capital city of Tenochtitlan, while Europeans sat in slop. The fourteenth century seemed to offer little prospect for advance. Not only did the Black Death and Hundred Years' War kill off 30–50% of Europe's population, but the Roman Catholic Church was racked by a decades-long schism over papal succession. Class revolts bred fear and violence. Yet Europe was on the verge

of a breakthrough thanks to several major developments. There was an underlying dynamism present in European culture.

To conclude the paragraph, the author returns to the theme of how the Renaissance indicates a new spirit in Europe.

In 1418, one hundred and thirty years after its ground-breaking, the cathedral of Santa Maria del Fiore stood incomplete, for few architects were willing to risk their reputations on roofing the massive structure with the largest dome in the world. To demonstrate the significance of their city, the center of the Renaissance, the Florentine city fathers had determined that their cathedral needed a dome—the perfect geometric shape—which would recall the greatness of Rome by imitating the famous Pantheon. Fillipo Brunelleschi had a daring and secret plan and suggested that whoever could make an egg stand upright on a flat marble surface should build the dome. When the last of Brunelleschi's competitors failed in his attempt, he handed the egg to Brunelleschi, who promptly cracked the end with a blow to the marble and made it stand. So it was resolved, and Brunelleschi drew up a brief outline of his plan.

A major architectural achievement of the Florentine Renaissance.

These statements refer to the importance of civic humanism, or the identification of each individual with the reputation of his/her city-state.

The creator of "Il Doumo" and a major architect and intellectual of the Renaissance.

Architecture is the most public of the arts, for it requires not only the vision of a single person but a city's collective spirit and craftsmanship. That the cathedral of Florence was begun in the Middle Ages and completed in the Renaissance is telling. Brunelleschi drew on the elements of the Middle Ages' Gothic style while incorporating geometric principles and motifs from classical Greece and Rome to achieve a striking new design. Though the dome was completed before his death in 1446, Brunelleschi did not live to see the lantern, which holds the dome together and adorns it, publicly unveiled in 1482. The cathedral and the dome stand as a testament to the civic spirit of every Florentine citizen and the individual genius of one man—both powerful legacies of the Italian Renaissance.

Perhaps these two sentences are the crux of the chapter's theme—the importance of both civic humanism and individual accomplishment as legacies of the Renaissance.

A metaphorical link that shows how the Renaissance also built on the heritage of the Middle Ages.

The concluding sentence returns to the theme of the topic sentence.

In this chapter introduction, I have underlined important terms and analytical statements that help clarify the main points of the chapter. Any introduction will include one or more of such statements. At first, these may be more difficult for you to locate, particularly if you are accustomed to thinking of history as "fact driven" rather than "analysis" and "interpretation driven" as historians do. Try to avoid simply highlighting your text obsessively in the hopes that you won't miss anything. You are unlikely to catch the embedded meaning of the chapter as you float by with your highlighter. Though the annotations to the introduction just given are fairly detailed, for purposes of economy try your hand at using simple phrases, such as "civic

humanism" or "individual greatness," that will serve to remind you of these themes when later you return to study this material. Try to think of yourself as creating meaning rather than absorbing it. Comprehension depends, again, on asking productive questions and then seeking the answers to those questions.

Here are some questions you might ask about the previous vignette:

- Why was it so important for the Florentines to put a dome on their cathedral?
- How was the civic environment important to the culture of the Renaissance?
- How do Brunelleschi's achievements and corresponding status reflect the changing role of the artist during the Renaissance?
- To what extent and in what ways did the Renaissance differ culturally from the Middle Ages?
- How does this story illustrate the major themes of the Renaissance?

At first, it may be useful to write out such questions, and then jot down brief responses to them. As you progress with your analytical skills, prompts like these will come naturally to you, as will your skill in identifying responses to them as you read. Four basic questioning strategies can be easily applied to just about any unit of study:

1. What causes, both long- and short-term, led to the event or development in question?
2. How does this person, development, event, or work reflect the major ideas of this chapter or unit?
3. How is this development or area related to the other topics covered in this chapter or unit?
4. What was the impact, both short- and long-term, of this event or development?

Let's now take these general strategies and see how they might apply to the chapter headings listed earlier, which might roughly correspond to your own textbook, so you might wish to follow along with it in front of you:

Social and Economic Context:

- How did economic developments support the development of Renaissance culture?
- How appropriate is the term "Renaissance" as applied to social, family, and civic life?
- What was the connection between trade and the spread of humanistic ideas?

The Italian City-States

- Why was the city-state environment essential to the development of the humanism?
- How did the Renaissance city-states alter diplomacy?
- What happened to the Renaissance as the city-states declined in the sixteenth century?
- How do Machiavelli's ideas reflect both Renaissance humanism and the political situation in Italy?

Renaissance Humanism

- What factors led to the development of humanism first in Italy?
- Identify four or five concepts related to Renaissance humanism.
- How did humanism change attitudes toward the following: the individual, education, religion, society?

The Artist as Hero

- What new features characterized Renaissance art and architecture?
- Identify five or six important artists and analyze how their art reflected the ideals of Renaissance humanism.
- How had the social status of the artist changed as a result of the Renaissance?

These questions represent a high level of analysis and thinking for a student just beginning this course. Think of them as a goal at which to aim. Keep in mind that you need not specifically write out the answers to each question, though as you can see from the earlier annotation that questions of this nature were in mind as I marked up the text. As a general rule, you should spend 2 to 3 minutes prior to reading constructing such questions and about 5 minutes when you've completed the reading creating a brief outline to review what you have read. Simply rushing through the reading and flipping your book closed is of little use in the long run. Reviewing immediately after reading will reinforce what you have learned and help you more easily erect future scaffolding for the next reading assignment. As you've probably discovered when you try to remember an important meeting or errand without reinforcing it several times—usually immediately—that item is forgotten in the rush of your daily life. To assist you in your efforts at creating useful yet easily managed outlines, I have included a sample at the end of this imagined chapter section.

"Brunelleschi and His Dome"—civic humanism and individual accomplishment
Social and Economic Context
+ commercial recovery after Black Death
+ emergence of new elites—merchant and nobles merge
+ patriarchal family structure, marriage as economic arrangement

The Italian City-States
+ Five Major States: Florence, Venice, Milan, Papal States, Naples
+ Civic humanism
+ Renaissance diplomacy: balance-of-power and Machiavelli

Renaissance Humanism
+ concepts: secularism, individualism, classics, human-centered, power
+ figures: Petrarch, Bruni, Mirandola, Castiglione, Alberti
+ spread to North

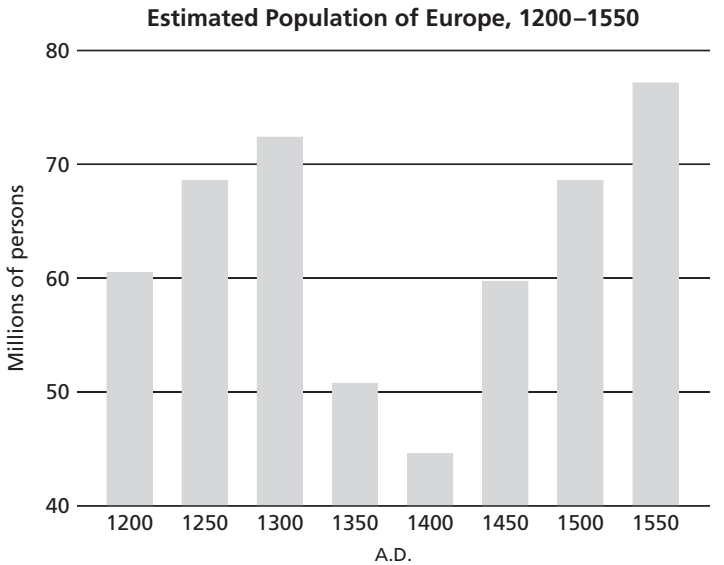
Artist as Hero
+ from craftsman to genius
+ perspective, oil-based paints, portraits, classical themes, proportion
+ Donatello, Masaccio, Brunelleschi, da Vinci, Michelangelo, Raphael, Titian

An outline of this type can be completed briefly as you read, though you should avoid making it too extensive, because this can render it less effective as a study tool later, and, at some point, adding to it defeats its purpose as a distillation of what you have read. You may also wish to complete such an outline immediately after reading to briefly reinforce what you have learned.

Before we move on to other strategies, we need to address another often-neglected feature of most textbooks—visuals such as maps, charts, cartoons, and primary sources. Many students tend to view these items as pleasant breaks from the monotony of a full page of double-column text. Though they do offer such a break, they also serve an important purpose in reinforcing the major themes of the unit. It is a truism that we learn best by what we hear and see, rather than either by itself. Think of these nontext items as visual cues for the historical era under study. Again, you can ask useful questions and jot down the answers next to the sources themselves.

- How does this map represent the political situation of Europe in _____?
- What about this painting reflects the concerns of the era?
- How does this political cartoon illustrate conflicts or issues important to this period?
- What data in this chart helps me understand the developments of this chapter?
- Why was this primary source chosen as a representation of chapter themes?

About 20 percent of the multiple-choice questions on the exam include a visual stimulus. If you have embedded that work of art, map, quote from an important document, or map from an important era of diplomacy in your mind, you are much more likely to know and select the correct answer, not to mention improve your skills of critical thinking when it comes to the analysis of primary sources for the DBQ or should an FRQ begin with a visual prompt.



Source: M. K. Bennett, *The World's Food* (New York: Harper, 1954).

Consider what use you might make of the graph above. This simple population chart provides you with some essential information regarding demographic changes over several centuries. Population movements coincide with economic, political, and social developments. Try to identify and explain the factors that caused the decline and then recovery of population in this chart. By linking visuals to content in this way, you both hone your skills of visual analysis and reinforce your thematic understanding of a particular period in history.

Timelines and the Importance of Chronology

Perhaps like many of my students, one of the first questions you asked in your AP European history class was, "Do we have to know dates?" When I answer this question, I always choose my words carefully to make sure I convey my message accurately. There are two parts to the answer. First, the course and the exam do not test your knowledge of trivia. Dates and the events that occurred on them are generally not important in and of themselves. That's the easy answer. The second part is more nuanced. Chronology *is* essential to the understanding of history; in fact, without it, the fundamental historical tasks of analyzing cause-effect relationships, making connections across topic areas, and establishing interpretations would be impossible. So yes, you must have a strong grasp of chronology to perform well in the course and on the exam. This will involve knowledge of historical periods, as well as some dates.

To see why chronology plays this key role in your understanding, let's look at a free-response question:

Identify the features of European global trade and analyze its impact on European diplomacy and society in the period 1650–1763.

Clearly, if you have little or no knowledge of the developments in this period, you will be unable to address this question. There are few cues in the prompt itself, other than an assumption that economic developments influenced society and diplomacy. The dates in the question were chosen with a purpose, probably to encompass a particular historical era. What is the significance of 1650? This is approximately when the last of the religious wars (Thirty Years' War) ended, and it marks the beginning of the Age of Absolutism, also named after its dominant personality—the Age of Louis XIV. The latter date (1763) ends the Seven Years' War, the last of the major colonial conflicts prior to the French Revolution.

If you happened to remember that the seventeenth and eighteenth centuries roughly corresponded with the Commercial Revolution, then you would be off to a good start in being able to handle this prompt. This question, then, wants you to deal with the effects of the Commercial Revolution on diplomacy and society in the Age of Absolutism. With the competition for colonies and resources, along with the economic philosophy of mercantilism that emphasized scarcity, nations engaged in near-constant warfare to advance their power. These conflicts are often called the Commercial Wars. You needn't remember all of them, simply their nature and general results, for example, on the balance of power. For the second part of the question (effects on society), think in terms of demographics (the study of populations), classes, and standard of living.

Don't be concerned if you can't recall all of the details. It is enough for you to begin your essay with some specific historical context. This context serves as a useful way to begin your introductory paragraph and establish your control of the question. A good portion of your studying, then, should involve reviewing the events and developments that define historical eras. If someone asked, "What significant intellectual development occurred in the eighteenth century?" you should be able to respond with: "the Enlightenment." This knowledge will act as your key to entering any given free-response or multiple-choice question.

To assist you in your mastery of historical chronology, the Appendix includes three different timelines, one of which is divided into topic areas, so that you can see not only the important developments but also how these topics are connected. As you review the timelines, you will find it helpful to define the characteristics of an historical era (e.g., explain how Baroque art reflected the religious and political climate of seventeenth-century Europe). Remember that dates are markers—important primarily for how they delineate and define historical eras. Also keep in mind that many questions will refer to centuries rather than dates. A century refers to the hundred years numerically prior to the number of the century; for example, the sixteenth century covers the 1500s.

Following is a "slice" of chronology, about 70 years in length, that highlights developments in each of the topic areas addressed in the course. As you peruse the data, try to look across the chart to establish some themes, or threads, that tie together developments. Along with the dates and events, a row marked "themes" is provided for you to write out significant features of historical eras. The example that follows is already filled in to model the process, and as you make your way through the review section, you should improve your analysis and ability to make conclusions regarding historical periodization. Ultimately, the goal of a timeline is to help connect the "big picture" with the specific content of a unit, much like a tree trunk supports its branches. The latter are not possible without the former.

Topic	**1450 1460 1470 1480 1490 1500 1510**			
Political/ Diplomatic	End of the Hundred Years' War (1453) Wars of the Roses (1455–1485) Fall of Constantinople (1453) Peace of Lodi (1454) Ferdinand and Isabella unite Spain (1479) Columbus's discovery of New World (1492) Jews expelled from Spain (1492) Military revolution RISE OF NEW MONARCHS *Reconquista* completed (1492) Vasco de Gama reaches India (1498) Cortez conquers Aztecs (1519–1521) Charles V as HRE (1519–1556)			
Religious	Spanish Inquisition established (1478) Martin Luther's "95 Theses" (1517) RENAISSANCE PAPACY (1417–1540s)			
Social	Decline of feudalism POPULATION INCREASE (to ca. 1600) Rise of nobility of the robe			
Cultural	Development of printing press (1450s) da Vinci born (1452) Sistine Chapel built (1473) Michelangelo's masterpieces High Renaissance—centered in Rome Spread of Renaissance to northern Europe			
Intellectual	Navigational and mapmaking advances Machiavelli's *The Prince* (1513) Erasmus and More's works on Christian humanism			
Economic	Hanseatic League Global trade begins with exploration Price Revolution			
Themes	Decline of feudal political structures, including medieval "imperial" Papacy, gives way to centralization under New Monarchs.	Political stability and commercial expansion returns, supporting population increase.	Height of Renaissance in Italy spreads to North, but threatened by invasion fed by rivalry among New Monarchs.	Secular concerns of Renaissance Papacy lead to calls for Church reform, Christian humanism, and ultimately, the Protestant Reformation.

This timeline, which could be filled with more or less detail, provides cues that help you place the major events and developments in time and that characterize this particular slice of chronology. As is clear, the events and developments here mark those important movements that began your course—the Renaissance and Protestant Reformation. Just as you use landmarks and maps to guide your movement around geographical space, dates and timelines will assist you in marking historical eras, cause-and-effect patterns, and the themes of a historical period. You may find it helpful to make your own timelines, varying from general (perhaps for broad social developments) to more specific (the religious wars and French Revolution). Just keep in mind that the goal is always for you to see the big picture and how the trees make up the forest.

STRATEGIES FOR THE MULTIPLE-CHOICE QUESTIONS

Though Section I takes only 55 minutes of the exam's total time, the multiple-choice questions count for 50 percent of your grade overall. For some, this is a source of comfort, for others, fear. If you struggle with objective assessments, the goal of this review guide is not to persuade you that you prefer them to writing, only that you can create confidence and achieve improved scores with the right approaches. As you attempt the questions that follow, read through all of the choices before committing to one of them; though there will only be one correct answer, there will be several appealing choices. Always choose the *best* answer from the available choices.

First, let's look at the type of questions that appear on AP Exams. There are several basic types: identification, visual interpretation, quotation interpretation, and general analysis. In addition, you will likely encounter some cross-chronological and "*except*" questions, the latter of which can sometimes prove tricky to students.

Identification Questions

Identification questions are the most common type, accounting for somewhere between 40 and 50 percent of the test. These questions range from the most basic (e.g., naming the author of a famous work) to the somewhat more complex (e.g., identifying a tenet of a political ideology). You may be asked to identify the accomplishment of a historical figure, a major feature of an intellectual movement, or the result of a treaty. Simply because the question is specific and well defined does not mean that it is easy. Make sure you read *all* the choices before deciding on the key; there is often more than one appealing choice. Often, you will find two or perhaps three choices that you can eliminate quickly because they are (1) out of the time period, (2) involve absolute phrases ("never," "always," "complete"), or (3) have little to do with the question stem. Here is an example of an identification question:

What was the immediate result of World War I?

(A) a return to normalcy and peace across Europe
(B) the breakup of the Soviet Union
(C) complete acceptance of peace terms by the defeated powers
(D) dissolution of empires in Central and Eastern Europe
(E) a United States boycott of the peace conference

The answer here is D. The situation in Europe at the end of World War I was chaotic and resulted in revolutions in several nations, most notably Russia. Thus, A is eliminated, as is C, because you might recall that the grievances left by the peace negotiations fed into World War II; Germany only grudgingly accepted the Treaty of Versailles. As the Soviet Union did not break up until 1991, we can eliminate B. If you chose B, perhaps you might have confused the break-up of Russia with its later counterpart. That's why you need to read the question carefully before choosing. Choice E is also incorrect because President Wilson played a central role at Versailles.

Analysis Questions

To assess your powers of historical understanding, about 20 percent of Section I consists of analysis-type questions. These tend to be somewhat more complex than the identification questions in that they ask you to make a conclusion or judgment about a particular topic. Oftentimes, you will be asked to assess the impact of a movement or judge the most important cause

of a political event. Then again, the question may involve the most appropriate characterization of something—a political leader's policies, the features of a cultural movement, or how population changed over time. Unlike the previous sample question, which clearly had a correct answer and was narrow in scope, the analysis question that follows calls for you to pull in more historical context and understanding:

Which of the following best characterizes the Enlightenment attitude toward organized religion?
(A) a desire to eliminate all public religious practice
(B) skepticism toward religious dogmatism
(C) acceptance of its important role in morality
(D) rejection of religious toleration for minority faiths
(E) celebration of the progressive role of the Catholic clergy

Once again, we concentrate on avoiding those responses that involve overstated phrases, such as A. While some philosophés wished to maintain a natural religion ("deism") for purposes of public morality, most did not associate organized religion with improved morality, so choice C is eliminated. A major thrust of Enlightenment thinking was the extension of religious toleration to minorities; thus, D is incorrect. Choice E should obviously ring false, as philosophés such as Voltaire condemned the clergy in particular for their perceived fanaticism and support for tradition and hierarchy. We are left with B as the key. Please note that B is the virtual opposite of choices D and E. When you see two or more responses that are opposites, chances are one of those is the right answer. Why? When test-makers create multiple-choice questions, they first identify the right answer and then include at least one obviously wrong answer, often the opposite of the correct response. Though several of these choices may have appealed to you, this question aimed at the *characteristic* Enlightenment attitude toward religion.

Visual Interpretation

Here is where your increased attention to the visual supplements in your text pays off. About 20 percent of questions are of this type, and their numbers have increased over the years. You are provided with a visual stimulus—map, graph, chart, political cartoon, painting—and are asked to make some conclusion about it. The visual may seem obscure. Don't worry; the purpose of the question is not the picture itself. Most likely, the visual represents an important trend, conflict, or issue that was covered in your course. Put the visual in context and pay particular attention in cartoons to symbolism and irony. Try your hand at the following question. See the cartoon on page 19.

This nineteenth-century British cartoon is a commentary on which of the following?
(A) dangerous working conditions in textile factories
(B) the improved standard of living produced by inexpensive cloth
(C) the injustice of denying the working class the vote
(D) British dominance of the Indian textile industry
(E) the negative impact of a free trade treaty with France

Don't be fooled by the caption of the cartoon. Like many political cartoons, this one aims at a tone of ironic commentary on social issues. You might recall that a major issue for Great Britain in the nineteenth century was the negative side effects of industrialization. There are several choices that convey this criticism—A, C, and E. We can exclude D because the cartoon gives no indication relating to India. This is vital with visual interpretation. Even though there is some basis in fact for D, you must always choose an answer *that can be determined from the visual itself.* Choice B can also be excluded because the symbolism of the skeletons and the "fat-cat" over-

"Cheap Clothing" *Punch Magazine*

seer preclude this being a positive commentary. While C and E also have some basis in fact, they are not addressed directly by the cartoon. That leaves A, which is the answer. A cartoon like this was selected specifically to highlight an important theme of the course—the social cost of industrialization—not because the cartoon itself was important.

Recall this logic when it comes to other visual sources. If you find a map from a specific year, it should cue you to a significant treaty, situation prior to a war, or a shift in the balance of power. Further, should an area of the map be highlighted, expect it to be a nation or region that was important or contested during the period in question. The goal of the multiple-choice question is not to fool you or gauge your grasp of random facts, but rather to use specific content as a wedge into the significant concepts and themes of the course. Again, make sure that the answer you choose is not simply correct but is a correct reading of the visual.

Quotations

Approximately 5 to 10 percent of questions will employ a quotation for you to interpret or place in context. At first the quote may seem obscure or involve some complex wording. If you recall that the quotation represents some significant idea or development of the course, the correct choice should become clearer. Look for a significant phrase that might be associated with an important thinker or movement. For example, if you see some variation of the term "class struggle," chances are the question relates to Karl Marx or another socialist. Let's attempt one:

The quote below represents which of the following writers and contexts?

(A) Darwin's concern for the "survival of the fittest"
(B) Charles V's effort to combat the Ottoman Turks
(C) Hitler's call for a racially pure Germany
(D) Pasteur's explanation of the germ theory of disease
(E) Mazzini's condemnation of foreign rule of Italy

"Blood mixture and the resultant drop in the racial level is the sole cause of the dying out of old cultures; for men do not perish as a result of lost wars, but by the loss of that force of resistance which is contained only in pure blood."

As you might have determined, this fairly straightforward question's correct answer is C. To arrive at this choice, all we need do is focus on the primary concept in the question: race. Of the writers and contexts listed above, which was motivated mainly by racial concerns? Though all might have addressed racial ideas, only Hitler placed it at the center of his (Nazi) ideology. Quotation questions on the AP Exam may be more difficult than this, but they will play on a central theme of the course and likely include a key phrase that should cue you to the correct answer.

Cross-Chronological and "Except" Questions

Both of these types of questions are rare but do comprise about 5 to 10 percent of the overall multiple-choice section. Cross-chronological questions involve choices that range across time periods; you are expected to have a broad enough grasp of topic to locate the trend in time. In fact, the quotation question given here is an example of a cross-chronological question. Here is another:

In which two consecutive centuries did Europe experience first a decrease in population, and then in the next a steady population increase?

(A) fifteenth and sixteenth centuries
(B) sixteenth and seventeenth centuries
(C) seventeenth and eighteenth centuries
(D) eighteenth and nineteenth centuries
(E) nineteenth and twentieth centuries

Only if you are familiar with general patterns in European population—a topic that does appear on the exam regularly—will you be able to handle this question. You can narrow your choices considerably if you can recall that only in one century covered in the course (1450–present) did Europe's population experience an overall decrease—the seventeenth. Therefore, the answer to this question is C.

Though the Test Development Committee has reduced the number of "except" questions in recent years, you can expect several to appear on the exam. If you are attuned to their structure, these questions shouldn't present you undue difficulty. When you see "except" in the stem that means all of the subsequent statements are true, except one. Keep that in mind for this question:

All of the following helped cause the French Revolution EXCEPT:

(A) a government budget crisis that the king was unable to resolve.
(B) criticism by Enlightenment philosophés of the inequality of the Old Regime.
(C) a subsistence crisis that led to high bread prices.
(D) increased aristocratic opposition to royal absolutism.
(E) the threat of foreign invasion by a British-led alliance.

The four distracters were chosen because they indicate major causes of the French Revolution, both long and short term. Long-term social, intellectual, and political causes are represented by choices B and D. Choices A and C constitute short-term economic and financial problems that drove Louis XVI to call the Estates General, setting in motion the events of the revolution. We are left with E as the key. France did face the threat of foreign invasion and opposition from Great Britain, but only after the revolution had commenced and European nations feared its spread.

Exam Organization, Pacing, and Guessing

As you attempt the practice multiple-choice questions at the back of this book, you may notice that they are organized roughly chronologically. This corresponds to the actual organization of the AP Exam. The exam usually begins with a question from the early part of the course and moves up to more recent history, then back again to an earlier period. As you proceed through the exam, you will process through about 7 to 9 of these groups, ranging from about 4 to 15 questions in a set. It is important to realize that this is only a *general* guideline, and you should not be thrown by a somewhat different organization. Knowledge of this organization may occasionally help you make more informed guesses. Let's see how:

11. Which of the following accurately describes a development in family life in the eighteenth century?
    (A) a rapid increase in the birth rate
    (B) a rise in the number of illegitimate births
    (C) decline of the nuclear family structure
    (D) a significant rise in the average age at marriage
    (E) the establishment of female equality in marriage

    - An emphasis on emotion
    - Interest in the unique individual
    - Themes of nationalism
    - Portrayal of nature

12. Which of the following artistic movements is best characterized by the list above?
    (A) Renaissance
    (B) Baroque
    (C) neo-Classical
    (D) Romanticism
    (E) Expressionism

13. Which of the following were major new industries that developed in the latter half of the nineteenth century?
    (A) textiles and electricity
    (B) petroleum and glassware
    (C) textiles and steel
    (D) bleaching and railroads
    (E) petroleum and electricity

Question 11 addresses an eighteenth-century topic, whereas question 13 deals with a late-nineteenth-century topic. Between these two is a cross-chronological question, with choices ranging from the fifteenth to the twentieth centuries. Knowing the general chronological organization of the exam may help you to narrow the period of question 12 to the early nineteenth century. If so, you may know that Romanticism (D) dominated the art world in the period 1800–1850. Keep in mind that this general guideline never replaces your understanding of history and should only be used when you find that you are forced to guess between two or more choices (note on answers: 11: B, 13: E).

Unlike many of the history tests you may have taken, the AP multiple-choice questions range significantly in difficulty level. Almost 95 percent of students will get the easiest questions correct, whereas only 10 to 15 percent will choose correctly for the most challenging questions. If you

find that you must guess frequently or have little familiarity with some of the topics, it may help to know that very few students will achieve a perfect score on this section of the exam, and further, the usual 90-80-70-60 percent grading scale does not apply. The AP Exam is a standardized test, and the College Board wants to distinguish between smaller increments of understanding than a standard scale.

Most of the questions you encounter will be in the 40 to 70 percent difficulty range, or are of medium difficulty. As a general rule, the test tends to get somewhat harder as you move through the questions. Because of this, it is important that you pace yourself and also maintain your concentration. Factoring in 55 minutes for 80 questions gives you about 40 seconds for each question. You are likely to need more time on the second half of the test, so when you hit question 40, more than half of your time should be left.

As mentioned earlier, the AP Exam also employs a 1.25-point penalty for guessing. Statistically it is in your interest, then, to guess on any question in which you can eliminate even one of the choices. In the vast majority of the cases, you will be able to do this. Even if you get, say, only 30 percent of these questions correct, you are still ahead in the long run. At the same time, if you encounter a question of which you have no knowledge and all the choices look equally appealing, then don't think twice about leaving it blank. There is no magic number of questions to leave blank. Some students may feel confident enough to answer every single question; others may leave 5 to 10 blank. Both are fine. Just remember that the more you leave blank, the more you are denying yourself the opportunity to earn points overall.

Given the nature of the test, it is vital that you establish an appropriate pace and rhythm. Half of success on any test, particularly multiple-choice tests, depends on your confidence and mental approach (the other half being what you know and understand). As you attempt the multiple-choice practice questions in this book, keep in mind and try to follow these guidelines:

- Do not get bogged down or frustrated over any one question.
- Read the question carefully to make sure you understand what it is asking.
- Eliminate those choices you know to be incorrect.
- Look over the remaining choices, and then pull the trigger!
- Put that question out of your mind and move immediately on to the next.
- If you have time at the end, check over your previous responses.

Students often ask whether they should change answers they have already entered. There are differing views on this. My experience and, it seems to me, a majority of my students' is that one should not change answers already entered, *unless you find that you misread the question.* Think of your mind as having two parts—the instinctive part that knows the answer and the doubting part that fears getting it wrong. Trust yourself that you know the answer. Furthermore, do not confuse yourself by assuming the key is too easy. Many students overanalyze questions that are intended to be straightforward. Difficult questions are distinguished by the complexity of the concepts they test, not the trickiness of the choices. Confidence comes with success, so practice and establish an approach that works for you.

STRATEGIES FOR THE ESSAY QUESTIONS

Dissecting the Prompt: Answer the Question Asked!

Having read thousands of essays as a College Board consultant, I know first-hand that the primary reason for student underachievement in writing is the inability to address effectively the

question that was asked. As your quivering hands grasp the newly opened green booklet of essay prompts, there is a tendency to fly right into the writing process. Resist this impulse. If planning a road trip, you would consult a map and only *then* decide on a route. Writing is no different.

Before writing, spend 5 minutes planning out your approach. First, make sure you understand what the question is asking you to accomplish, especially as it relates to (1) chronological scope, (2) geographic scope, and (3) topical scope (e.g., economics, politics, culture, etc.). The Test Development Committee employs standard essay-writing "prompt-tasks," which I list and explain as follows:

- *Analyze:* Establish how something is put together, how and why its elements relate to one another. Example: "Analyze the subject matter and style of modern art and how it reflected the political and intellectual concerns of the post-WWII period."
- *Assess* OR *evaluate:* Make a conclusion (*not* an opinion) about; weigh the pros and cons of; judge the value, success, or importance of. Example: "Assess the degree to which Napoleon I promoted the principles of the French Revolution."
- *Compare and contrast:* Address the similarities and differences between/among two or more things (make sure you do both if prompted!). Example: "Compare and contrast the participation of and impact on women in/of the Renaissance and Protestant Reformation."
- *Describe* OR *discuss:* Provide an account of; consider the varying arguments and positions regarding. Example: "Discuss the impact of the unification of Italy and Germany on the European balance of power in the period 1871 to 1914."
- *Explain:* Demonstrate the connection between related things; clarify the causes, effects, or reasons for. Example: "Explain how absolutism was evident in the political, economic, and religious policies of France under Louis XIV, 1650–1715."
- *Identify:* Give the features of; point out events, causes, effects. Example: "Identify the issues raised by industrialization in Great Britain and the responses to those issues in the second half of the nineteenth century."
- *To what extent:* Make a judgment regarding the scope or degree of. Example: "To what extent did the Enlightenment employ the methods of the Scientific Revolution in addressing issues of social and political in the eighteenth century?"

Let's take a closer look at one of these prompts:

Assess the degree to which Napoleon I promoted the principles of the French Revolution.

To ensure that you understand the tasks involved in the question, underline the relevant tasks and terms as I have done here. This should lead to the identification of a thesis and any appropriate examples as you take your 5 minutes to organize your approach. Recall that "assess" means to make a judgment or conclusion about, in this case regarding Napoleon's commitment to the ideals of the revolution. Though the chronological scope is not specified, it is implied—that is, the reign of Napoleon I (1799–1815). In addition, you will need to make reference to the French Revolution, if only broadly, to pick up the "principles" part of the question.

Organize Your Ideas

After you are sure you understand your goal, begin organizing the essay. Keep in mind that this is a brainstorming process of limited time, not a research paper. Think of all the examples and specifics related to the topic. If you end up with an unmanageable amount of information,

select those most relevant to the prompt and consider how you can use them to support a thesis. Here is an example of what your notes might look like:

> Principles of French Revolution
> "Liberty, equality, fraternity"—the last can be construed as "nationalism."
>
> Napoleon's policies
> *Liberty*—secret police, censorship, manipulation of public opinion, allowed freedom of worship, conquest of foreign lands, ending of feudalism and serfdom in conquered lands. (*Assessment:* on balance, Napoleon did not promote liberty, ruled dictatorially posing as a "man of the people.")
>
> *Equality*—Napoleonic Code, restricted rights for women, abolition of feudalism and serfdom, establishment of schools, creation of uniform bureaucracy, "careers open to talent," nepotism, reestablished slavery in colonies. (*Assessment:* in general, Napoleon's life and policies represent commitment to equality, but excluded women and compromised when it suited his power.)
>
> *Fraternity*—Promoted nationalism in army, used revolutionary warfare, rewarded service with Legion of Honor, indirectly fed nationalism in conquered foreign lands. (*Assessment:* Napoleon used nationalism effectively to gain and maintain power, but his indirect promotion of nationalism in foreign lands led to his downfall.)

This outline may be more detailed than time or your immediately recalled knowledge will allow. Don't worry. A student could easily write a top-notch essay with less detail than is given here. More important than simply facts is that you demonstrate an understanding of the question and provide a clear and direct thesis in response to the prompt.

Start Strong: The Introduction and Thesis

You've probably heard it from your teachers before: "Make sure your essay has a thesis." "Where's your thesis?" "Your thesis needs to be clearer." An explicit thesis statement gives your essay direction and provides something on which to hang the evidence. A thesis is a (usually) one-sentence statement of the main arguments or points you will develop in your essay. Unfortunately, many essays lack such specificity and direction. As you practice your writing, work to develop your skills in articulating a thesis for your essays. What, then, makes for a powerful thesis?

First, a strong thesis does more than simply restate the question. Let's say you are responding to this essay prompt: "Identify and analyze the economic, geographic, and social factors that promoted the Industrial Revolution in Great Britain, 1750–1850." In their rush to get into the question with examples, many students will produce the following generic statement: "There were many economic, geographic, and social factors that led to the Industrial Revolution in Great Britain." This is merely a restatement of the prompt, and it adds little to your essay. Think of it this way: Imagine you watched the presidential debate last night between the Republican and Democratic candidates, while I missed it. Now I'd like you to tell me what each candidate stood for, so I have a better idea for whom to vote. If you simply say, "There were

many issues discussed in the debate last night," that isn't going to help me much. In fact, I might think you were joking. Your essay is no place to play such a joke.

A strong thesis is specific in relation to the question. Because you were asked to *identify* factors in each area, you should be specific. If you characterize the British lead in each area, you would be on better footing. At this point, numerous examples are not necessary; save them for your body paragraphs. Stop and allow yourself time to recollect what you know about the topic. The following is more germane to the question:

Economic: Britain boasted important institutions that helped raise capital and promoted industry—Bank of England; strong navy; commercial empire; productive agriculture
Geographic: abundant natural resources; easy access to the sea; security from invasion
Social: mobile and surplus labor force; elites open to money-making; strong inventive tradition from Scientific Revolution and Enlightenment

Make sure to allow time for this brainstorming process. Again, do not be concerned if you generate less in the way of examples. Try to identify for each area in one sentence *how* developments there contributed to Great Britain's advantage. Once this is done, you are ready to formulate your thesis. But first, let's look at how to structure an effective introduction.

No one strategy works like magic, yet there is a formula that can serve you well. Begin your introduction with one or two sentences of relevant historical context. Avoid philosophizing or taking your question too far outside the time period. For the question given here, you might begin like this:

> Prior to 1750, Great Britain was a major commercial power, passing rivals like the Dutch and Spain. While most of Europe, 1750–1850, was involved in revolutions, Great Britain used its advantages to become the major industrial nation.

This context serves as a trajectory into the question and establishes with solid chronological foundations that you have control of the question. Now you are ready to take the brainstorming topics generated and formulate a thesis—in this case, one that has three parts (economic, geographic, and social):

> The British used capitalistic economic institutions, such as the Bank of England, a secure geographic position with many resources, and a society that focused on invention and profit to become the world economic leader by 1850.

For added punch, finish off your introduction with a "clincher" that pulls the thesis together with a powerful interpretation. Consider the overall importance of the topic or its impact in the sweep of the course. In this case, Britain influenced other nations to adopt similar production strategies, leading eventually to Europe's economic dominance and imperial control of world trade:

> Over the next century, other European nations followed the British and developed their own economies to compete for trade and power all across the world.

Remember that this model is a process that you will need to hone in your class and as you use the practice questions in this book. The most important lesson you should take from our discussion is not that your thesis need be beautifully articulate (though that's an added bonus), rather that you are specific in addressing the question that is being asked. Avoid

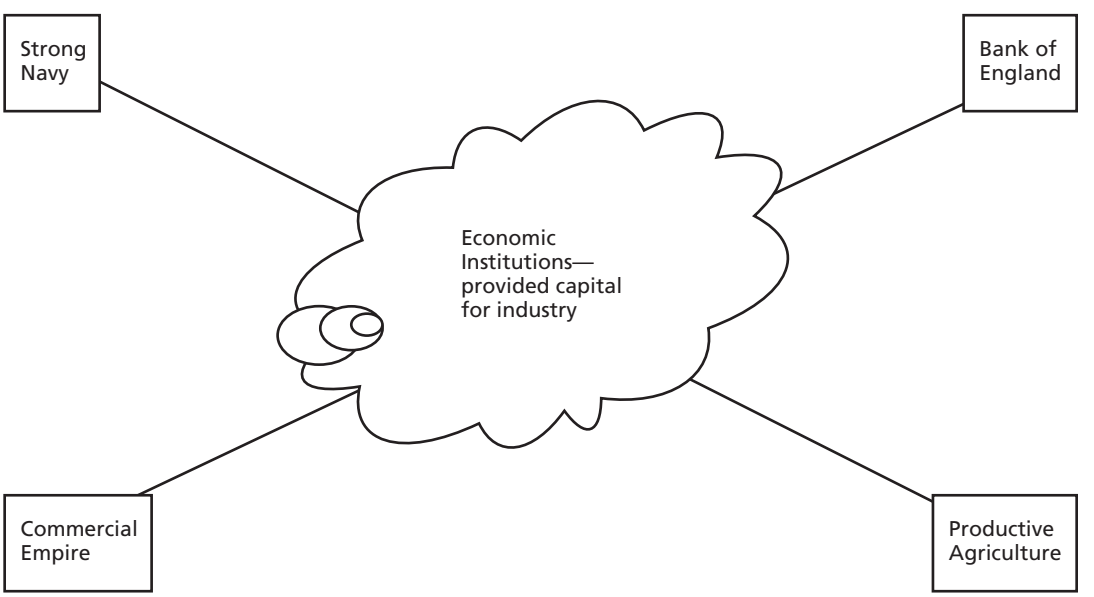
simply restating the question, which adds little to your essay and gives you no direction when you compose your body paragraphs.

The Body Paragraphs: Fleshing Out Your Thesis

Though an introduction provides direction and focus to your essay, the meat of it is the body paragraphs. As you write the body of your essay, however, you should always have one eye on your thesis. Often, students get caught up in telling a story or "data dumping," which has no relation to the ultimate point of the essay. All AP prompts are designed to gauge your *understanding*, not simply your factual recall. Keep focused on connecting your evidence/examples to the thesis, at the same time avoiding tangential issues and concerns.

An effective body paragraph always begins with a strong topic sentence that goes beyond restating the topic. If we take the essay on Britain and industrialization, our first body paragraph might be on economic factors. Keep in mind that you need to show *how* and *why* these factors assisted Britain in industrializing. Statements of this nature are insufficient: "Now I will talk about economics" OR "Economic factors also helped Great Britain to industrialize." Aim to capture the primary role that factor played: "Great Britain's supportive economic institutions provided the capital it needed to industrialize." This conclusion now gives the remainder of the paragraph, and your examples, the direction you need to analyze, rather than simply list or describe.

When it comes to support for conclusions, you must make selections. "More" is not necessarily better. Several well-chosen examples that are clearly and explicitly connected to the topic sentence, and ultimately the thesis, are preferable to an unorganized or unexplained catalogue. As you write, try to think of yourself as establishing connections between the examples and the concept. Schematically, the body paragraph will appear as follows, with explanations running along each line that connects the example to the topic sentence. For example, along the line from "strong navy" to the central idea of the paragraph, we might have: "England's strong navy allowed it to establish new colonies and defeat rival powers. The trade that resulted from England's colonial empire allowed entrepreneurs to finance industry back in the home country."



These four examples provide ample support for this paragraph. In fact, for each body paragraph, aim for approximately three or four examples as support. But always keep in mind that more is not always better. Fully explained examples show your control of the question and ability to develop a central idea, the thesis. Finally, to conclude your body paragraph, write a transitional sentence that sets up your next paragraph, such as: "While these institutions were important, perhaps they would not even have existed without Britain's favored geographic location." Sentences like this help take a reader systematically through an argument and show how each component part fits with the others. If you made it this far, sometimes, as with speaking, the most important task is to know when and how to stop.

The Conclusion: When and How to Stop Writing

Think of the conclusion of your essay as a dismount in a gymnastic routine—a last chance to influence the scorer positively. It is important here that you *add* to what you've already written. Therefore, avoid repeating the introductory paragraph or reiterating a point already made. If you follow a clear strategy and know exactly what you wish to accomplish with it, your conclusion will add significantly to your essay. In fact, a powerful conclusion will likely tip an AP reader in your favor who may be hovering between two scores.

Though your essay should be focused on the question asked, the conclusion is your opportunity to venture outside the bounds of the question slightly to make some additional analytical points. Remember that the test makers chose these questions because they believed them to represent some of the most important themes of the course. Now you can show that you recognize that importance.

Let's look at a specific example from another question:

Evaluate the economic and political factors that account for the failure of the German Weimar Republic, 1918–1933.

First, the dates in the question should cue you right into setting up both your introduction and conclusion. The year 1918 marks the end of World War I, and 1933, the appointment of Adolph Hitler as Chancellor of Germany. This chronological context will form the structure of our response: this topic is bracketed by the two world wars of the twentieth century. In fact, it was probably chosen as a question for the purpose of gauging your understanding of a significant theme of the course by examining a specific example.

Your recognition of the question's importance and place in the sweep of the course should make its way into your introduction and conclusion. Now, we'll focus on the conclusion, so we take our starting point as 1933 and consider how that date represents the failure of the Weimar Republic and context of the two world wars. Here is one way we might approach the conclusion of this essay.

> The Weimar Republic was born in a time of chaos and revolution after the First World War. Considering this, it never had much chance of success. Economic problems like reparations and the Depression, along with Germany's lack of a democratic history and anger over the Versailles Treaty, proved almost unsolvable. Weimar's failure was significant. Because Germany was unable to establish democracy, Hitler came to power in 1933 and quickly worked to undo the Treaty of Versailles. These policies led eventually to a conflict even larger and more violent—the Second World War.

At this point in the exam, you may feel pressed for time, so limit your conclusion to four to six sentences. There are, of course, several legitimate strategies to conclude your essay. I favor showing the importance of the topic because it allows you, the student, to demonstrate one final time your control of the question, as well as tells the reader that you grasp the importance of the topic as part of the AP European History curriculum.

How long should your essay be? As already mentioned, longer essays do not necessary equate with higher scores. With that in mind, most AP FRQ responses end up about two to three handwritten pages. Of course, this should serve as a guideline not a hard-and-fast rule.

MASTERING THE FREE-RESPONSE QUESTIONS

What Should I Expect?

"Expect the unexpected." Though this may be a cliché, it is good advice for the free-response questions. With a course as broad as AP European history, you will certainly encounter topics that will surprise you. Sure, there will likely be some old chestnuts as topics: the Renaissance, Protestant Reformation, French Revolution, and so on. However, these may be wrapped in unique packages. A question may focus on a particular feature of a wider and more familiar movement or event. One way to prepare for this is not to neglect particular areas of history. Simply because military history stimulates your interest—or perhaps the opposite, battles are a bore but family life fascinates you—doesn't mean you can ignore areas of little interest or focus exclusively on those of great interest. Though it applies to all areas, Leon Trotsky's quote is *apropos* here: "Just because you aren't interested in war doesn't mean that war isn't interested in you."

Even if you wouldn't have chosen any of the questions on the test yourself, the first rule is not to panic. Other students across the nation are experiencing the same feelings as you. Read the questions carefully and then decide, based on what you *do* know, which you are best equipped to answer. As noted previously, the questions will likely be divided either chronologically (three or so questions pre-1800 and three or so questions post-1800) or topically (three questions on political-diplomatic-economic topics and three questions on social-cultural-intellectual topics). Though it is difficult to predict which questions will show up on any given year (don't spend much effort on prophecy), there are some topics that seem to recur. Here are a few suggestions (in no particular order) to which you might dedicate some extra time and energy in your studies:

- Italian Renaissance or Protestant Reformation
- Women's or family history
- A significant intellectual or cultural movement, e.g., Scientific Revolution, Enlightenment, or the 1850–1914 period (Marx, Darwin, Freud)
- Post-1945
- Commercial or Industrial Revolutions
- Anything related to Russia
- Diplomacy or politics from 1789 to 1871

This is by no means intended to be an exhaustive list. You are best served by preparing for the entire sweep of the course and not counting on lucky guesses. If you prepare well, you will find a topic on which you can write effectively.

Selecting the Right Questions

Choose those questions you are best prepared to answer. Before you choose, however, make sure you read the question carefully. Though it may be on a topic you enjoy or know much about (say, the French Revolution), it may involve tasks for which you are not well-prepared. If so, avoid it and pick another. Make certain that you can devise a clear and focused thesis. Factual knowledge alone is not enough for an effective essay. Allow time to think before choosing. Perhaps your class completed a project or spent extra time on one of the topics. If so, try to recall what you learned from these extended activities and how you might incorporate them into your essay.

It's unlikely, but you may find that you are not confident about any of your choices. If that's the case, you should still try to choose the essay, of the ones you don't like, that you feel best equipped to answer. Brainstorm all the examples you can, and then try to make the most out of them. If you have learned some of the techniques of focused and clear writing from your course and this review guide, then you are in probably much better shape than you might fear.

Managing Your Time

When you get to the FRQs, you may feel fatigued, bored, or stressed. This is normal. Managing your time effectively can help immensely in reducing such feelings. Make sure you don't get bogged down in any one essay (especially the DBQ). Bring a watch and keep track of how much time is recommended for each essay question. Students often write much less on the second FRQ, as well as make more errors of fact and interpretation. A strategy that many students use can help you here. It's called the "5-5-5."

Remember that at the beginning of your 2 hours, 10 minutes on the essays there was a 15-minute reading period. The proctor might characterize this as time to read through the documents and develop your outline for the DBQ. Instead, consider spending the 15 minutes in the following way:

- 5 minutes to choose and organize your response for FRQ 1
- 5 minutes to choose and organize your response for FRQ 2
- 5 minutes to begin reading the documents for the DBQ (and then continue with DBQ until completed)

The purpose of this system is to account for your fatigue and stress at the end of the exam. If you have already chosen and outlined your two free-response questions, you are less likely to be rushed for time and make foolish or easily avoidable mistakes. If you do employ this system, keep in mind that your time will be "off" of the official timers a bit. For example, when the proctor recommends that you move from the DBQ to the FRQs, you will be 10 minutes behind. That is because you "gained' the 10 minutes at the beginning and will be "paying" for them by not taking the recommended 5 minutes to organize each FRQ (because you've already done that).

Final Tips for Writing an Effective Essay

Before moving on to the unique features of the document-based question, let's pull together the suggestions for effective writing, some of which apply to both the FRQs and DBQ. AP readers will think of your essays as a first draft, so spelling errors, grammar, and less-than-elegant penmanship generally do not detract from your score. With that said, there is no doubt that a clear, cogent writing style can only assist in conveying your understanding. It is in your interest to

work at making your writing as tight as possible, that is, making every word count with no wasted motion. AP readers want to see your performance, not your warm-up routine. To assist in improving your writing style, a brief yet essential resource is William Strunk and E. B. White, *The Elements of Style* (Needham Heights, MA: Allyn & Bacon, 2000). This short primer on usage and style will give your writing power and clarity. So should the following suggestions:

- Allow yourself about 5 minutes (FRQ) to brainstorm and determine a clear direction for your essay.
- Get to your point as quickly as possible; avoid flowery prose, rhetorical questions, and dramatic scene-setting.
- Be specific in identifying your thesis; do not simply restate the question.
- Establish your control of the question with appropriate historical context (remember your chronology).
- Provide topic sentences to your body paragraphs that specifically relate to your thesis.
- *Apply* examples to the thesis, rather than simply mentioning or listing them.
- Steer clear of value judgments or opinions. Your role is as an impartial historian.
- Write directly and clearly. Try to avoid too many or needlessly complex prepositional phrases. Choose "action" verbs, such as *advanced, opposed,* and *established,* whenever possible.
- Manage your time effectively. Allow approximately equal time for both FRQs.
- Finish strong. Show that you understand the importance of the topic in the conclusion.

Even if you lose track of time or are rushed, don't panic. Several years ago, I had a student who found himself with only 12 minutes at the end of our final exam (a full AP Exam) to complete his last FRQ. He approached me and asked, "What should I do?" My response was, "Go back and write as much as you can in those 12 minutes." He complied and earned a 6 on his response. Not that I would recommend putting yourself under pressure, but it might boost your confidence to know that you don't have to be perfect on all components of the exam to score highly. However, you should try to make the most of your opportunities.

HOW TO APPROACH THE DOCUMENT-BASED QUESTION (DBQ)

Purpose of the DBQ

The document-based question is designed to test your skill in using historical sources—finding patterns among evidence, evaluating evidence for bias, noting multiple perspectives on an issue, detecting nuance, irony, and purpose in a document, and applying different techniques of analysis for different types of sources. In the current information age, we are bombarded by images, many connected to product sales, lofty advertising promises, high political rhetoric, and unsubstantiated claims by bloggers. As a citizen, you need to be able to sort fact from fiction, recognize the agendas behind the words, and appreciate that there can be many ways of looking at an issue. By practicing such skills with historical sources, it is hoped that you not only appreciate how historians arrive at interpretations and explanations, but translate these skills into whatever field you choose.

The Core Scoring Tasks

As noted earlier, it is unlikely a student could score well on the DBQ without knowing the scoring rubric. The rubric is not difficult to learn, and your continued practice with DBQs will build

mastery and fluency. In fact, if there is one of area of the AP Exam where practice can do the most to improve your score, it is on the DBQ. Unlike U.S. history, the European history DBQ requires no "outside knowledge" (i.e., beyond what's in the documents themselves); everything you need to address the question will be directly in front of you. Though the topic may be one for which you have little or no knowledge, this need not concern you. It should actually help focus your attention on the documents. You may be tempted to wander off on tangents or name-drop from your studies. Resist that temptation, and *let the documents drive your essay.*

Before continuing, I urge you to refresh your memory on the core scoring rubric (see p. 5). Please remember that the rubric acts as a checklist, or gatekeeper. You MUST adequately address the six tasks in the rubric to be considered for additional points in the expanded core. What does this mean? Even if you perform admirably on five of the tasks, but neglect, say, to include three groups (perhaps two groups with another group that contains only one document or is inaccurate), the highest score you will receive is a 5. Should another student meet these core tasks at a barely minimal level, that student will score at least a 6. Inability to meet any of the six core tasks keeps one outside the "gate" and from the possibility of a higher score. You should also be aware that lapses in one core area can affect others; for example, if you fail to use a majority of the documents, you will not earn core points 2, 3, and 4. The only way to avoid slipping up on the core is practice, and more practice.

To assist you in mastering the core tasks, an extended example has been included here with a detailed analysis of how to approach it. In addition, you will find sample responses that illustrate the "do's" and "don'ts" of writing an effective response.

General Directions

1. You will have 60 minutes to complete the DBQ, of which 15 minutes is allotted for reading the documents and planning your response (if you use the 5-5-5 method).
2. Make sure that you read the question precisely, underlining key words and tasks you are charged to complete.
3. Read the documents completely and carefully; oftentimes, you will encounter a document that shifts tone or that outlines an argument with which the author *disagrees,* and then lays out his own perspective.
4. As you read, consider how each document helps you address the question. You should also begin formulating potential groups for the documents.
5. Pay careful attention to the authors and source attribution. Brainstorm approaches on how to use this information to address point of view and bias.
6. When you are finished reading the documents, make a brief outline that includes your (at least) THREE groups, along with the appropriate documents in support of that paragraph.
7. As you begin writing, keep referring back to the question to ensure that you are addressing it explicitly and by using the documents.

Practice DBQ Exercise

Directions: The prompt that follows is based on Documents 1-12 and will gauge your ability to comprehend and evaluate historical documents. Make sure in your essay that you:

- Provide an explicit thesis directly addressing all parts of the question.
- Discuss specifically a majority of the documents.
- Demonstrate a grasp of the essential meaning of a majority of the documents.
- Support your thesis with accurate interpretations of a majority of the documents.
- Analyze the sources by grouping them clearly and accurately in at least three ways.
- Take into account both the authors' points of view and biases.

You may refer to relevant historical context not addressed in the documents.

Analyze the views that affected the adoption of the potato as a major European crop and how these views changed in the period 1600–1850.

Historical Background: Following the period of European exploration, many New World crops were introduced into Europe. Among these was the potato, which was first cultivated in Spain and then gradually spread to the rest of Europe by the eighteenth and nineteenth centuries, becoming the major crop in several regions and nations. Its ease of cultivation, high caloric yield per acre, and complex nutritional value made it an important addition to the European diet wherever it was introduced. Ireland, in particular, relied heavily on the potato for nutrition, which resulted in a widespread famine there from 1845–1851 when blight destroyed the crop.

Document 1

Source: Town Council of Besançon, France, edict, early 1600s.

In view of the fact that the potato is a pernicious substance whose use can cause leprosy, it is hereby forbidden, under pain of fine, to cultivate it.

Document 2

Source: Tobias Venner, English physician and medical writer, *A treatise wherein the right way and best manner of living for attaining a long and healthful life is clearly demonstrated,* 1620.

The nutriment which potatoes yield is, though somewhat windy, very substantial, good and restorative, surpassing for nourishment all other roots and fruits. They are diversely prepared, according to every man's taste and liking—roasted in embers, sopped in wine which is especially good, but in whatever manner, they are very pleasant to the taste and do wonderfully comfort, nourish, and strengthen the body. They are very wholesome and good for every age and constitution, especially for the elderly.

Document 3

Source: William Salmon, English physician, *The English Herbal: or History of Plants,* 1710.

The Virtues of Potatoes

- They stop fluxes [diarrhea] of the bowels, nourish, and restore
- They increase seed and provoke lust, causing fruitfulness in both sexes
- They restore the lungs from atrophy [weakening], tuberculosis, and ulceration

Document 4

Source: Denis Diderot, French philosopher and writer of the Enlightenment, *The Encyclopedia,* 1751.

This root, no matter how much you prepare it, is tasteless and floury. It cannot pass for agreeable food, but it supplies a food sufficiently abundant and sufficiently healthy for men who ask only to sustain themselves. The potato is criticized with reason for being windy, but what matters windiness for the vigorous organisms of peasants and laborers?

Document 5

Source: Message from the town of Kolberg, to King Frederick II, upon being ordered by him to eat potatoes for relief of famine, 1774.

These things [potatoes] have neither smell nor taste, not even the dogs will eat them, so what use are they to us?

Document 6

Source: Arthur Young, English writer and agricultural reformer, *A Tour in Ireland,* 1780.

The food of the common Irish—potatoes and milk—have been produced more than once as an instance of the extreme poverty of the country, but this I believe is an opinion embraced with more willingness than reflection. I have heard it stigmatized as being unhealthy, and not sufficiently nourishing for the support of hard labor, but this opinion is very amazing in a country, many of whose poor people are as athletic in their form, as robust, and capable of enduring labor of any upon earth. The idleness seen among many when working for those who oppress them [English landlords] is a very contrast to the vigor and activity with which the same people work when they alone reap the benefits of their labor.

I will not assert that potatoes are a better food than the bread and cheese of the Englishman; but I have no doubt of a bellyful of the one being much better than half a bellyful of the other.

Document 7

Source: Guillaume-Charles Faipoult, prefect* for the Department of Escaut, memorandum to national government of France, 1801.

It is to the potato alone that the region owes the advantage of producing enough subsistence to feed its large population and also an abundance of grain for the distilleries and breweries, and sometimes even for export. However, abundance is less constant in potatoes than in wheat and rye. Two months of drought can reduce the harvest of a potato field to almost nothing.

Frequent periods of distress may result for a population that would exclusively base its means of subsistence on an uncertain crop. I am inclined to believe that by comparison with other crops, which should not be weakened too much, the cultivation of the potato has been carried about as far as sound judgment permits.

* a prefect is a local official representing the central government

Document 8

Source: Leopold Cuvier, French naturalist, *Elegy to Parmentier,* 1813.

Parmentier* looked forward to seeing full use made of the potato in France, notwithstanding the fact that some of the old-fashioned doctors still renewed the accusations of the seventeenth century against it. It was not of leprosy now but of 'fever' they complained. The famines in the south had produced epidemics, and these they had attributed to the one thing—the potato—which had proved the only means of preventing these disasters.

* Antoine Augustin Parmentier wrote a pamphlet and cookbook to promote potato cultivation in France.

Document 9

Source: John Christian Curwen, member of the British Parliament, businessman, agricultural reformer, *State of Ireland,* 1818.

The potato, which in some points of view, may justly be regarded as one of the greatest blessings to our species, is capable of operating the greatest calamities, when it exclusively furnishes the food on which a community is content to exist. The cultivation of a single statute acre may successfully and easily be attended by one individual, and its produce on average would give food for at least ten persons the year round, at 7 pounds each day, which may be considered as an abundant allowance. What chance, then, is there for manual exertion in such a society among whom an inherited aversion to labor and a habitual attachment to idleness rise above every other consideration?

Document 10

Source: William Cobbett, British journalist and social reformer, *A Year's Residence in America,* 1818.

Nor do I say it is filthy to eat potatoes. I do not ridicule the using of them as a sauce. What I laugh at is the idea of them as a salvation; of their going further than bread; of the cultivating of them in place of wheat as human sustenance of a country. As food for cattle, sheep or hogs, this is the worst of all the green and root crops; but of this I have said enough before; and therefore, I now dismiss the Potato with the hope, that I shall never again have to write the word, or see the thing.

Document 11

Source: Report of the Devon Commission to the British Parliament to Investigate Rural Conditions in Ireland, 1845.

The potato enabled a large family to live on food produced in great quantities at trifling cost, and, as a result, the increase of the people has been gigantic. There had, however, been no corresponding improvement in their material and social condition, but the opposite.

Document 12

Source: "A Potato Dinner" in Co. Kerry, Ireland, *The Illustrated London News,* February 22, 1846.

Interpreting the Question

As you probably noticed from this question, DBQ topics do not always address mainstream issues from the course. Don't let this alarm you. After all, your response will be guided primarily by the documents themselves. Any additional outside information you can include to put the documents in context or to understand the authors' potential biases is all to the good but is not necessary to earn a top score. Just remember: outside information should be related as much as possible to the documents. Avoid "name-dropping" figures or works that you studied if that takes you away from the primary task of analyzing the documents.

Notice that this prompt has two parts. You are to (1) analyze the views regarding the potato as a crop AND (2) show how these views might have changed over time. DBQ prompts will occasionally require this second intellectual task. This should not be surprising, as a major concern of historians involves interpreting patterns of change over time. For this prompt, you should be looking for the change as you read through the documents. It will not be enough simply to state in your introduction, "views changed over time." That is assumed by the question; your thesis and response should add new information. Try to be more specific than simply restating the question. Start thinking in terms of "pro" and "con" views. Don't stop there, though. The authors of these documents articulated bases for their views, whether good, bad, or ambivalent. See if you can be specific in identifying the ground of each author's position.

Interpreting the Documents

Most DBQs will include different types of documents: letters, speeches, books, articles, pamphlets, diaries, cartoons, charts, and illustrations. In one way your task is the same for each document: explain how it relates to your thesis. In another way, each document offers a different

opportunity to address the author's bias, tone, or point of view. Often this will vary based on the type of document. For example, consider how you might address a teacher differently than a small gathering of your friends. In which situation—making a speech before a political gathering or writing a personal letter—would a politician more likely be forthright in explaining his true motives and intent? Political cartoonists boast a rich history of poking fun at the high and mighty. Illustrators and even photographers (in the manner of how they choose and compose their subjects) act as effective propagandists for and against political movements.

Each of the scenarios highlights an essential theme of your AP European history course: history is not simply "facts" but a contested story seen from multiple perspectives. Your job in the DBQ is to demonstrate that you can see through the smokescreen of bias, hidden motives, and between-the-lines motives. When addressing point of view, you may speculate as to the authors' motives and reliability. Just make sure that you explain the reasons for your assertions. Simply stating that "the author of Document 3 is biased" is insufficient and will not earn you credit for point of view. The document summaries below will give you an idea of different interpretations and ways to back those assertions.

Before we look at each document individually, let me add two more caveats. First, every document included is relevant to the exercise; there are no "trick" documents. Though the relevance of some documents may be harder for you to see than others, each can be related to the thesis and grouped with others, which leads to the next point. In any DBQ, two or three more subtle and nuanced documents will be included. Their purpose is to separate the average or above-average response from those that offer sharp and detailed insight into how the documents support the thesis. Take a moment to look through the following chart for ways in which the documents support the thesis or can be analyzed for bias/point of view. **(Note: if you wish to take the practice DBQ with less assistance, either skip down to "General Strategies" until after you've finished your response or read only one or two examples to get an idea of how to interpret documents and address point of view.)**

Document 1—Town Council of Besancon, France, edict, early 1600s: This document establishes an early negative view of the potato—from fear of the unknown, that it might cause disease. While you probably don't know anything about the council of this town, consider the job of local officials. Perhaps they are concerned about maintaining local order in the midst of fear and lack of information about this new crop.

Document 2—Tobias Venner, English physician and medical writer, *A treatise wherein the right way and best manner of living for attaining a long and healthful life is clearly demonstrated,* 1620: Now we get an almost opposite *positive* view. While the author notes the potato's tendency to cause gastric upset, he is more enthusiastic about its potential to "nourish and strengthen" the body. Moreover, the potato is easy to prepare and pleasant to the taste. How can you use the author's medical status for point of view? Perhaps this document is more reliable *because* the author is a physician and therefore would be in a better position to have direct knowledge of the potato's beneficial effects. On the other hand, the grandiose title of his treatise suggests that he is overdoing his endorsement of the potato. Either perspective would work.

Document 3—William Salmon, English physician, *The English Herbal: or History of Plants,* 1710: Salmon is another English physician, but in this case, he seems to convey folk wisdom rather than medical judgments. Certainly the claims in the document seem farfetched (potatoes provoking lust?!), so perhaps the author relies on word-of-mouth evidence rather than experiment. While the document promotes potatoes, it is similar to Document 1 in being unscientific.

Document 4—Denis Diderot, French philosopher and writer of the Enlightenment, *The Encyclopedia*, 1751: You will probably be familiar with Diderot and *The Encyclopedia,* which you can use to your benefit. Diderot notes the tendency for the potato to cause "windiness," but concludes this does not outweigh its benefits as a food for the lower classes. You may give added credence to Diderot as a philosopher or the editor of a major work of the Enlightenment. If so, you get credit for point of view. On the other hand, you could also note his high status and barely concealed scorn for the lower classes.

Document 5—Message from the town of Kolberg, to King Frederick II, upon being ordered by him to eat potatoes for relief of famine, 1774: This document can be seen from two perspectives: the continuing suspicion of common folk toward the potato OR the realization by rulers and others of the potential economic benefits of the potato. The rationale for bias in the document will be similar to that of Document 1.

Document 6—Arthur Young, English writer and agricultural reformer, *A Tour in Ireland*, 1780: Here is one of our more complex documents. Young notes the stereotype of the potato being associated with poverty, especially in Ireland, where it was widely adopted because of its ease of cultivation. Young rejects this notion, and claims that the Irish people are fit and robust, and further, if they are "idle," it is only because they are oppressed by their English landlords. When the Irish work for themselves, they are as industrious as any Englishman. For bias, you will be inclined to give credit for reliability to this document. The author visited Ireland and writes on agricultural issues as his profession. On the other hand, he is English—and thus perhaps biased in favor of the Irish and against his own country, which oppresses them. In addition, as a reformer, he would want to highlight issues of reform, and thus may exaggerate his account.

Document 7—Guillaume-Charles Faipoult, prefect for the Department of Escaut, memorandum to national government of France, 1801: This is another more complex document. Faipoult begins by acknowledging the benefits of the potato in producing an agricultural surplus, but then he warns of taking cultivation of the crop too far, as the potato is more susceptible to drought than traditional wheat or rye. In this way, the document foreshadows the later Irish potato famine. As a local official, the author is likely in a position to have direct information regarding the facts he reports. Moreover, the author's job is to provide impartial information to the national government so it can make intelligent policies. Finally, the tone of the document itself seems detached and impartial.

Document 8—Leopold Cuvier, French naturalist, *Elegy to Parmentier*, 1813: This document focuses on the work of another figure identified by an asterisk. It seems as if the author wishes to vindicate the reputation of Parmentier, who, we can assume, spent a lifetime advocating the benefits of the potato. Cuvier claims that while "old-fashioned" doctors (as in Documents 2 and 3?) continued to associate the potato ignorantly with disease, in reality, it was the only measure keeping France from famine. An "elegy" is a tribute to the deceased, so perhaps the author, though in a position to know about the potato as a naturalist, overstates his case in an effort to celebrate the work of a friend or colleague.

Document 9—John Christian Curwen, British member of Parliament, businessman, agricultural reformer, *State of Ireland*, 1818: While the author gives an initial boost to the potato, the remainder of the document focuses on what he considers its negative influence on the character of the Irish. Its ease of cultivation promotes idleness, which he sees as being an "inherited" and "habitual" condition of the Irish. This last comment clearly demonstrates bias, which might be

expected as the author is an English politician and businessman, and therefore helps rule over the subdued Irish with a political and economic interest. In fact, the tone of the document toward the Irish suggests condescension.

Document 10—William Cobbett, British journalist and social reformer, *A Year's Residence in America,* 1818: This document suggests an intriguing tone of disgust and frustration with the grandiose claims that some apparently make for the potato. We infer from the author's references that he has written negatively about the potato before. If so, this indicates a bias the author may have. On the other hand, the document nicely prefigures the future troubles in Ireland for those who rely too heavily on the potato for their sole food source.

Document 11—Report of the Devon Commission to the British Parliament to Investigate Rural Conditions in Ireland, 1845: A short document that ties in well with the documents before and after. The major concern of the report is the effect of the potato on the population of Ireland: allowing it to support more people without improving their material condition. As a government report, the tone of the document is, again, detached and seemingly impartial, suggesting that it is reliable.

Document 12—"A Potato Dinner" in Co. Kerry, Ireland, *The Illustrated London News,* February 22, 1846: Now we encounter the only visual source. Portrayed is a small Irish family, seemingly poor, huddled around a fire, feeding along with their pig on a basket of potatoes. The scene suggests the negative effects on Ireland of reliance on the potato. In addition, you can use information from the historical background to connect the image to the Irish potato famine. Note that this is not a photograph, so it is impossible to determine if the image was fabricated to "illustrate" a national calamity, create pity for the Irish, or implicitly condemn the Irish way of life (it's an English publication)—any of these efforts at point of view would count to your advantage.

General Point-of-View/Bias Strategies

You may have noticed some strategies in addressing point of view in the previous examples. Here are some general questions to ask about the documents you encounter:

1. How might the author's identity (race, ethnic background, occupation, social class, age, nationality, religion) influence his/her position?
2. Does this source have first-hand knowledge about what it is he or she is reporting? In other words, how reliable is the source?
3. What is the context or occasion in which the author is writing? Is this a public or private document? This may affect whether the author's true intent or purpose is explicit. Does the document have a clear purpose, perhaps as propaganda (especially useful for visual sources)?
4. How close in time to the events being reported was this document written or published? Could the author's memory be faulty or idealized by nostalgic reflection?
5. What is the tone of the document? Are there strong words that suggest an explicit bias?

Tone Words

One way to demonstrate your mastery of point of view is to employ adjectives or verbs, other than "says" or "states," to capture the tone of the document. Try some of these to characterize the tone of the document:

condemned	doubted
encouraged	excoriated
praised	embraced
sarcastic	rejected
extolled	challenged
satirized	depicted
ridiculed	exalted
informed	claimed
patronizing	rationalized
dismissive	compared
speculated	exemplified
condoned	typified
mocked	implied
attacked	postulated
questioned	exhorted
idealized	showed
stereotyped	berated
generalized	modified
ignored	adapted
overlooked	issued
glorified	decreed
contrasted	suggested
recorded	categorized
noted	classified
observed	defended
criticized	

To receive credit on the core-scoring rubric for point-of-view analysis, you must provide THREE explicit examples. Again, avoid simply asserting bias without explaining your rationale. And remember, if you want to earn points in the expanded core, aim for *more* than three examples of point of view.

Grouping the Documents

To demonstrate your mastery of the document-based exercise, you must detect patterns among the documents. The core-scoring rubric requires that students "group the documents in as many appropriate ways possible." Almost always this will mean at least THREE groups. What should determine the logic of the grouping? There are many ways to earn credit for this point, though some strategies may be better or more convenient than others. First, one of the surest strategies is to divide the documents based on the types of arguments they advance. In our sample question, you may have noticed any of the following perspectives on the potato:

- as causing or preventing disease—Documents 1, 3, 8
- as providing important nutrition—Documents 2, 4
- as an appropriate food for the lower classes—Documents 4, 6
- ease of cultivation/uses—Documents 2, 4
- the "image" of the potato—Documents 5, 10
- its association with poverty—Documents 6, 9
- as affecting the character of those who rely on it—Documents 6, 9

- as a subsistence crop to ward off famine—Documents 7, 8
- overdependence on the potato—Documents 7, 9, 10, 12
- its effect on population growth—Documents 9, 11, 12

Of course, a straightforward grouping might also be: pro, con, and ambivalent. If you decide to group the documents according to positive and negative views, just ensure that you provide at least three groups. Remember that when you group as in the previous list, you will still discuss positive, negative, and ambivalent views *within* each of the paragraphs. Also notice that documents may fit in more than one group; this is more than acceptable, and in fact demonstrates your recognition that a particular perspective may be relevant to more than one interpretation or use. Finally, it is not necessary to include *all* of these groups. They are provided here to illustrate the many possible ways in which you can categorize the documents to yield at least three groups.

In addition to this fairly standard manner of grouping, it may also be appropriate to group the documents based on the common characteristics of the authors, which yields:

- French authors—Documents 1, 4, 7, 8
- English/British authors—Documents 2, 3, 6, 9, 10, 11, 12
- German authors—Document 5
- Physicians/doctors—Documents 2, 3
- Government officials—1, 5, 7, 9, 11
- Philosophers/scientists—Document 4, 8
- Reformers—Documents 6, 9, 10
- Journalists/writers/newspapers—Documents 2, 4, 6, 10, 12
- Businessmen—Document 9

A group is defined as having TWO or more documents, so "German authors" and "businessmen" would not count as a group were you to use them. You should avoid this type of grouping, however, if you are unable to find a common thread among these authors' views.

Let's not forget the other element of this question: change over time. When you see the word "change" in the prompt, look for a chronological evolution of views. This may produce another logic for your grouping. It may be that views proceeded in stages, and thus the documents could be grouped into, let's say, early, middle, and later perspectives. If you employ this approach, try to identify specifically the concerns about the potato at each stage. The first chart given here with the grouping based on views may suggest a chronological organization.

- early views—concerned with health effects, possible nutritional advantages
- middle views—more widespread adoption of the potato, usefulness as subsistence crop for lower classes, its image associated with poverty
- later views—inducing laziness in those who rely on it, concern with overdependence, and ultimately leading to disaster with the Irish potato famine

While reading through the documents, it may help your organization to create a chart. In keeping with the first organization choice, it may look like this:

	Positive Views	Negative Views
Medical/nutrition issues		
Subsistence/famine issues		
Poverty/population issues		

If you adopt this grouping format, don't forget to address the "change over time" issue *within* each body paragraph. Students often forget to address all parts of the prompt (Note: This is the first core-scoring task!).

To ensure that you address the chronological charge of the question, you may wish to adopt a chronological organization, which is simple enough to organize.

	Positive Views	Negative Views
Early period		
Middle period		
Later period		

Let me add one caution to the issue of chronology. Every DBQ places the documents in chronological order. Don't assume that the question calls for analysis of change over time unless that phrase appears in the prompt OR if you notice an explicit pattern in the documents. By no means should you simply list the documents in order ("Document 1 says," "Document 2 says," and so on) unless you have established a clear change-over-time format. A serial list, without analysis or a clear grouping logic, is a sure tip-off to the reader that the essay lacks a thesis and is simply summarizing the documents.

Writing the Introduction and Thesis

As with the FRQs, begin your introductory paragraph with one or two sentences of *brief* historical context, but avoid simply reiterating the information provided in the historical background. Move quickly into your thesis, which should identify your THREE explicit groups. At all costs, avoid simply restating the question or providing only vague descriptors, such as "some were for the potato, some against, and some were unsure." This would not count as an adequate thesis. For the change-over-time element of the question, use explicit cues to indicate

your understanding of chronological development: "at first, many believed," "as time went on," "around the early eighteenth century," "by the end of this period."

Don't get bogged down in the introductory paragraph; it should be no more than five to seven sentences. Resist the temptation to provide extensive background or commentary on the topic. The focus of your essay will be the body paragraphs and treatment of the documents.

Effective Body Paragraphs Using the Documents

Begin your body paragraphs with a powerful topic sentence that indicates how that paragraph fits into your thesis. Avoid simply stating the topic: "Another argument had to do with economics." Give the reader more direction: "Observers were divided over the potato's nutritional value, though over time, it became accepted as an essential part of the European diet." Next, move into your documents. When you use a document, cite the author and the title or type of source. This is the first step toward addressing point of view. It is also a good practice to put the document number in parentheses after using it, for example (Doc. 4), to make it easy for the reader to count the documents should she be in doubt whether you used a majority.

Think of the documents as being part of a conversation or dialogue. Employ transition words to indicate (dis)agreement among sources: "this document is supported by," "on the other hand," "his view is directly contradicted by," "the author agrees, but for a different reason." For each document, you should (1) explain how it relates to the topic sentence of that paragraph and (2) potentially address bias or point of view. Though it is not necessary to address both with each document, and you probably won't have time, attempt at least four or five fairly substantial analyses. Conclude your paragraph by transitioning into the next paragraph; this is especially important if you are addressing change over time.

More so even than in FRQs, clear paragraphs are essential to an effective DBQ. Your paragraphs are your groups. If at the end of your response, you find that you have less than THREE body paragraphs and/or less than TWO documents per paragraph, the essay will not earn the core-scoring point for grouping. As you write, keep referring back to the question and your outline. There are a lot of tasks to juggle, but with practice, these will become hard-wired in your consciousness.

The "Ten Commandments" of DBQ Writing

1. Avoid long quotations from the documents. This adds little to the analysis and wastes time you could be spending on other higher-level tasks. Refer to specific information or use brief quotes and phrases.
2. The question is designed to gauge your skills of historical analysis, not articulating your own position on the issues. Avoid indicating your own opinion and using "I" words.
3. Make sure you address *all* parts of the question throughout your essay.
4. Cite the documents appropriately. Identify the author, source (this can be abbreviated if it's especially long), and put the document number in parentheses.
5. Make the structure of your argument clear by employing a direct thesis, strong topic sentences, and clear groupings.
6. Use the documents explicitly to advance your argument. Avoid simply quoting and paraphrasing without any connection to the thesis.
7. Be explicit in explaining your rationales for bias or point of view. Simply stating, "The author is biased," is insufficient. Aim for at least four or five examples of bias analysis.

8. Try to use all or almost all of the documents to support your response. It is acceptable to spend more time on a document that offers rich opportunities for analysis, but avoid getting bogged down with any particular document. Try to be efficient in using the documents to support your answer.
9. Include appropriate outside information, especially if it helps put the documents in context or assists with point of view. If you notice authors with whom you are familiar, exploit any knowledge to assist in your analysis of the document.
10. Think of the DBQ exercise as your reporting on a conversation or debate on an important topic. Identify the terms of the debate, the different sides, and, at the end (your conclusion), try to indicate the significance of this argument.

Practice Writing

Now you should be ready to begin writing the sample DBQ. Take 15 or so minutes to read through the documents and plan your response. To improve the focus and direction of your response, use one of the organizational charts provided. Once you begin writing (you have 45 minutes), stay focused on the question. When you are finished, compare your response to the samples that follow, which also have commentary included. Use the core-scoring rubric (on p. 5) to evaluate your essay. Remember that this is a first effort, so you may feel a time crunch. Don't worry, that's common and you will improve your efficiency with each effort.

Sample Essays

Sample A

During the period of European exploration, many new items and crops were brought to Europe. The potato was one of these crops that had a major impact on European life, especially in Ireland. During the years from 1600–1850, the potato gained an increasingly significant place in the daily life of Europeans, and effected how they lived daily, as many came to rely on it. Those who liked the potato were happy that it had become so prevalent in society, saying it was healthy and nutritious, abundant, and that it also had a good taste. Those opposed to the potato, however, thought that it was not healthy, overused, not dependable, had a bad taste, and, also, that it didn't improve the conditions of the people in Europe.

The potato had many benefits in European society. Tobias Venner, an English physician and medical writer, wrote that potatoes were a wholesome food, helping to "comfort, nourish, and strengthen the body" (Doc. 2). Document 3 also shows, in a book by William Salmon, an English physician, that potatoes have major health benefits. These men are trustworthy sources on the health effects of potatoes, because they are physicians and are experienced in the health field. Along with being healthy, potatoes were also very abundant and easy to cultivate. This helped the lower class avoid starvation. Guillaume-Charles Faipoult explained in a memorandum that the sole reason that the large population of its region was able to be sufficiently fed was the potato (Document 7). His point of view should be reflective of his town because he is a prefect in government. The French naturalist Leopold Cuvier explains in Document 8 that potatoes have helped cure famine in Europe. Also, the potato is good because along with being nutritious and preventing famine, it also tastes good, like Tobias Venner said in Doc. 2, which explained the diverse ways in which it could be prepared. Clearly, as more was learned about the potato from science and experience, people accepted it as a viable crop.

Although many people thought that the potato was a good crop for Europe, some people did not prefer to eat it. The Town Council of Bescancon in France issued an edict (Doc. 1) that forbid the cultivation of potatoes because they were *unhealthy.* However, this view at the time does not seem to have much medical backing. Denis Diderot, although in agreement that it was abundant and healthy, wrote that the potato could "not pass for an agreeable food" (Document 4). He probably had this point of view because he was a writer in France and did not need the potato to live off of. When ordered to eat potatoes to relieve famine, the townspeople of Kolberg sent a message (Document 5) that potatoes were no use to them because they had a bad taste. This shows that even though they had health benefits, people in some places refused to eat them because of their taste.These people might have a negative view of the potato because they were ordered to eat them and not given a choice. Finally, William Cobbett, in his, "A Year's Residence in America," expressed his tiredness of everything being about the potato in society. He thought that they were used too much and people considered them "salvation" (Doc. 10). By this time, many relied on the potato—mostly the poor—but some of the upper class still viewed it as a "lowly" crop.

Along with the strong supporters and criticizers of potatoes, there were some people who liked the potato but thought it had one major downfall. It was not reliable, but people still depended on it. Faipout explains in Document 7 that 2 months of drought can almost wipe out a potato field, and that, for this reason, they shouldn't be relied on. He is biased because he works for the government and is probably worried about possible crises in the regions of his government. More observers feared overreliance on the potato as time went on. Documents 9 and 10 also explain that people were only relying on the potato to feed them, and because of this, they were becoming lazy and their economic situations hadn't improved much. Potato famines, especially in Ireland, were a major consequence of the increasing reliance on potatoes.

The potato had benefits and downfalls. It was healthy, abundant, easy to prepare, and easy to harvest. However, it was also used in excess, and it was very unreliable. Finally, it made people lazy, because they just depended on one crop for everything. The potato was introduced during Europe's great period of exploration, and quickly caught on as a favorite crop throughout Europe. Between the years of 1600 and 1850, the potato was everywhere to be found in Europe. Whether it was believed to be good, bad or both, the potato had a significant impact on the lives of Europeans during this time period.

This essay meets all six core tasks. It addresses both parts of the question, by identifying specifically the views affecting the potato's adoption and how these views changed over time. Though the essay is not organized chronologically, the student efficiently incorporates references to change over time in each paragraph. Nine documents are referenced (Documents 7 and 10 are each used twice), which earns the student the core point, but none in the expanded core. Also, the response clearly employs the documents in support of the thesis and has no major errors. The student follows up the clear thesis with three explicit groupings based on the views toward the potato. As for point of view, the student provides five to six examples, depending on how these are counted. Documents 2 and 3 are addressed collectively (as physicians), which counts as one example. There are two separate treatments of bias related to Document 7 in two different paragraphs, which count as two examples. Point of view is also addressed with Documents 1, 4, and 5. In addition to the clear thesis, this extra point of view earns the students two additional points in the expanded core. Score: 8.

Sample B

From 1600 to 1850, the potato developed into the most prominent crop in Europe. The potato was always a very controversial crop—many people believed it saved numerous Europeans' lives. Others thought it caused their demise. Not only was there controversy on whether the potato should be grown, but also regarding its effect on society and the economy, which some people viewed as positive; however, others attributed Europe's despair to the potato. Over time, the potato came to be accepted but caused problems in places like Ireland.

An immense amount of people supported the prominence of the potato especially doctors. Tobias Venner, an English physician and medical writer, discussed all of the potato's benefits—they provide the most nourishment out of all the roots and fruits, they strengthen the body, and they are tasty especially because there are so many ways to prepare them (Doc. 2). Venner is a very credible source seeing as he is a physician; however, he may not know about the problem with later famines since he wrote this in 1620. In addition, William Salmon, another English physician, took a more professional stance regarding potatoes. He listed all the diseases and bodily functions that potatoes positively effect (Doc. 3). Salmon is even more credible than Venner because he wrote this in 1710, ninety years after Venner, during which time there were many scientific and medical advancements. In another field, Diderot discusses the practicality of the potato, saying that although it is tasteless, it helps people survive (Doc. 4). A French naturalist, Leopold Cuvier, discussed the lack of logic in blaming potatoes for leprosy or fever. He recognizes that potatoes saved people more than they hurt them (Doc. 8). He is a credible source because his job is to observe nature and its effects on people. Finally, the painting "A Potato Dinner" shows the appreciation of the people for potatoes (Doc. 12). The family is praying and thanking God for the food, a sign of how far the potato had come.

Moreover, there were a myriad of people on the opposite side of the fence. The town council of Besancon in France dubbed the potato as dangerous and the cause of leprosy (Doc. 1). The town council has no knowledge in this field of work (before the Scientific Revolution) and must come up with a scapegoat so the people of France don't panic. King Frederick II refused to eat the potatoes because he said they have no smell nor taste; he is a noble higher than all others and just refuses to eat potatoes because it is the food the commoners eat (Doc. 5). Arthur Young, an English writer and agricultural reformer, thinks the potato is very unhealthy and insufficient to provide nourishment for hard working laborers (Doc. 6). However, Young doesn't seem to understand that without potatoes, the laborers wouldn't have anything to eat. Cobbett agrees with Young saying that it is foolish to think potatoes can save people (Doc. 10). Cobbett's view is flawed because the potato did extend the lives of many Europeans from 1600 to 1845, but some grew angry with the excessive claims of the potato.

Not only is there controversy regarding whether or not potatoes should be grown but also on their effect. In France, a local official praised the potato saying it is the savior of their population. He also discussed its positive effect on breweries (allowed an abundance of grain) and its assistance in increasing exports, which thus, improved the economy (Doc. 7). Although he believes the potato also immensely helped France, he knows that if the potato is all France relies on there will be problems because of the frequent periods of distress that potatoes cause. On the contrary, two views from the Irish criticize the potato. Curwin, a

member of Parliament, a businessman, and an agricultural reformer discussed the calamities caused by the potato. He said it caused an increased amount of laziness and corrupted the work ethic of Ireland's citizens (Doc. 9). His view is biased because he is Irish, and they experienced the worst famine of all. Other counties may view the effects differently. On the same note, a report to the commission to Parliament about an investigation in Ireland also criticized the social effects saying it didn't benefit the Irish at all (Doc. 11). His view is biased because he saw the effect only in Ireland, again the worst case scenario of potato famine in Europe occurred there. Concern over the effects of the potato is shown as we get closer to the potato famine in Ireland.

Many people debated over the potato in this period. Clearly, more people adopted the crop over time, though there was always concern over its taste, medical effects, and impact on the agricultural system. Supporters thought it was a nutritious crop that should be adopted just like traditional grains. Opponents at first claimed it caused disease but later tried to stop people from overusing it. The result was a disaster in Ireland.

There is much merit in this essay: it is clearly written, offers a strong thesis, and engages consistently in point of view. Clearly, the student deals with both parts of the question, and as with Sample A, the change over time is subtly embedded within the discussion of the documents. In addition, the response exploits all 12 documents explicitly in support of the thesis. Though the groups are somewhat awkward—positive and negative on adoption, effects—they work. The main issue with this response is errors. Mistakenly, the student refers to the source of Document 5 as Frederick II and attributes the negative views toward the potato to him, rather than the town of Kolberg responding to him. Also, the interpretation of Arthur Young (Document 6) mischaracterizes him as negative toward the potato, when in fact, he denounces the opinion that the potato has caused the poverty and idleness of the Irish. That's why it is important for you to read the *entire* document carefully before categorizing it. Finally, the author of Document 9 is mislabeled as being Irish, an error which negates the point of view also attributed to this document. In the context of this otherwise fine essay—with point of view provided for Documents 2, 3, 8, 1, and 11—these errors stand as a regrettable example of how missing even one of the core tasks can undermine your score. Score: 5.