

AP World History

Workshop Handbook

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AP World History Workshop

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Lesson 1: AP History Disciplinary Practices and Reasoning Skills and the AP World History Course

The AP World History course and exam emphasize the development of thinking skills used by historians and align with current scholarly perspectives on major issues in World History. The course is designed to encourage students to become apprentice historians who are able to use historical facts and evidence in order to build deeper conceptual understandings of critical developments in World History.

Directions:

On the following three pages are exam questions from an AP World History practice exam. Work with your group to create a chart that outlines the content and skills students would need to successfully answer each of the exam questions.

Document-Based Question (DBQ)

Using the documents and your knowledge of world history, analyze the degree to which communist movements affected women’s struggle for rights in the twentieth century.

Documents associated with this DBQ can be found in the AP World History Practice Exam.

What content does the question address?	What skills will students need to successfully answer this question?

Long Essay Question (LEQ)

Analyze economic continuities and changes in trade networks within Afro-Eurasia in the period from 600 C.E. to 1450 C.E..

What content does the question address?	What skills will students need to successfully answer this question?

Short-Answer Question (SAQ)

- 1. Identify ONE similarity in the way elites used art or architecture in Europe and in Asia during the period 1450-1750.
- 2. Explain ONE difference in the way elites used art or architecture in Europe and in Asia during the period 1450-1750.
- 3. Explain ONE reason for the difference in the way elites used art or architecture in Europe and in Asia during the period 1450-1750.

What content does the question address?	What skills will students need to successfully answer this question?

AP History Disciplinary Practices and Reasoning Skills

The AP World History course, along with the AP European History and AP U.S. History courses, seek to apprentice students to the practice of history by explicitly stressing the development of AP History Disciplinary Practices and Reasoning Skills while learning about the past.

There are different types of AP History Disciplinary Practices and Reasoning Skills:

I. Analyzing Historical Evidence

II. Argument Development

III. Historical Reasoning

The Analyzing Historical Evidence skills focus on reading, analyzing and interpreting text, quantitative data, visual sources, and artifacts in the same way historians do when they study the past.

The skill of Argument Development focuses on the skills used by historians when they construct historical arguments about the past.

The Historical Reasoning skills focus on “thinking historically,” or the habits of mind historians use when they approach the past in a critical way.

The AP History Disciplinary Practices and Reasoning Skills can be found in the AP History Disciplinary Practices and Reasoning Skills table in the *AP World History Course and Exam Description* (CED).

Take a few minutes to review the AP History Disciplinary Practices and Reasoning Skills and their definitions, which can be found in the Course and Exam Description. It is also reproduced below for you. As you read, note key points about each practice and/or skill.

Notes:

AP History Disciplinary Practices

Practice 1: Analyzing Historical Evidence		Practice 2: Argument Development
Students will be assessed on their ability to...		
Primary Sources <ul style="list-style-type: none"> Describe historically relevant information and/or arguments within a primary source. Explain how the source provides information about the broader historical setting within which it was created. Explain how a source's point of view, purpose, historical situation, and/or audience might affect a source's meaning. Evaluate a source's credibility and/or limitations. Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience. Secondary Sources <ul style="list-style-type: none"> Describe the claim or argument of a secondary source, as well as the evidence used. Explain how a historian's claim or argument is supported with evidence. Describe a pattern or trend in quantitative data in non-text-based sources. Evaluate the effectiveness of a historical claim or argument. Explain how the historian's context influences the claim or argument. Analyze patterns and trends in quantitative data in non-text-based sources. 		<ul style="list-style-type: none"> Make a historically defensible claim in the form of an evaluative thesis. Support an argument using specific and relevant evidence. Use historical reasoning to explain relationships among pieces of historical evidence. Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

AP History Reasoning Skills

Skill 1: Contextualization	Skill 2: Comparison	Skill 3: Causation	Skill 4: Continuity & Change Over Time
Describe an accurate historical context for a specific historical development or process.	Describe similarities and/or differences between different historical developments or processes.	Describe causes or effects of a specific historical development or process.	Describe patterns of continuity and/or change over time.
Explain how a relevant context influenced a specific historical development or process.	Explain relevant similarities and/or differences between specific historical developments and processes.	Explain the relationship between causes and effects of a specific historical development or process. Explain the difference between primary and secondary causes, and between short and long-term effects.	Explain patterns of continuity and/or change over time.
Use context to explain the relative historical significance of a specific historical development or process.	Explain the relative historical significance of similarities and/or differences between different historical developments or processes.	Explain the relative historical significance of different causes and/or effects.	Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Discussion

Based on the sample questions you just reviewed, what is the relationship between content and skills? Can a student answer these questions without having both content AND skills? Explain.

What impact will this have on how you plan and design your instruction?

Reflect

What experiences are your students likely to have had with AP History Disciplinary Practices and Reasoning Skills? Which historical practices and reasoning skills are most difficult to teach? Why?

Which AP History Disciplinary Practices and Reasoning Skills are most difficult for students to develop? Why?

Did You Know

Did you know there are multiple forms of the AP Exam? Each year, the AP Program creates multiple versions of the AP Exam for each AP subject, with each version of the exam developed to the same specifications (i.e., the same format, number of questions, and type of questions). This means that on regularly-scheduled testing dates, some schools, or students within the same school, in the United States will receive a version of the exam in selected subjects that is different from the most commonly administered version.

Lesson 2: Understanding the Thematic Learning Objectives and Key Concepts

The AP World History course outline is structured around the investigation of course themes and key concepts in six chronological periods.

Review the six periods in the AP World History course outline, which can be found in the AP World History Course and Exam Description.

Respond to the following questions, and then discuss your responses with your partner.

1. What are the periods in the AP World History course?

2. Why might the AP World History course be divided into periods in the way it is?

3. What is the significance of these periods?

Thematic Learning Objectives

The learning objectives of the AP World History course are organized around five major themes and combine content and skills, providing benchmarks for understanding the “big picture” historical issues, developments, trends, and processes.

The thematic learning objectives can be found in the AP Course and Exam Description. Take a few moments to look over the themes. Then, review the learning objectives associated with each theme.

The learning objectives can be useful for framing lessons and/or units and for helping students see the big picture.

Directions

Now that you have looked at the historical periods and themes in AP World History, think about how each theme is expressed in each period. Complete the chart on the next page by indicating topics and content that you might teach while studying each historical period.

	Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.	Period 2: Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.	Period 3: Regional and Interregional Interactions, c. 600 C.E. to c. 1450	Period 4: Global Interactions, c. 1450 to c. 1750	Period 5: Industrialization and Global Integration, c. 1750 to c. 1900	Period 6. Accelerating Global Change and Realignments, c. 1900 to the Present
Theme 1: Interaction Between Humans and the Environment						
Theme 2: Development and Interaction of Cultures						
Theme 3: State Building, Expansion, and Conflict						
Theme 4: Creation, Expansion, and Interaction of Economic Systems						
Theme 5: Development and Transformation of Social Structures						

The Concept Outline

In the AP World History Course and Exam Description, you will see the full list of key concepts from the curriculum framework. The curriculum framework states: Teachers use the key concepts within the various periods to build students' understanding of the learning objectives, which will be assessed on the AP Exam.

Take a few minutes to read through the key concepts on your own. Based on your observations, write down a few characteristics of key concepts.

"Key Concept" Definition

Now, review the tables that link the key concepts to the thematic learning objectives. These tables can be found in the AP World History Course and Exam Description.

What is the relationship between the learning objectives and the broader understanding of history?

How can the learning objectives help you as you plan your course?

Did You Know

Did you know that the College Board and Khan Academy have partnered to provide students with free, personalized SAT practice? Students get individualized study recommendations, access to thousands of practice questions, video lessons, helpful hints, and instant feedback to check progress.

Review the image below, and note the different aspects of the learning objectives and the tables describing them.

Sample Table of Thematic Learning Objectives

The learning objectives in this column articulate expectations for student performance on the AP World History Exam.

Each learning objective is supported by historical examples and processes that are explained in the concept outline in Section IV. This part of the table describes the correlations between the learning objective and the concept outline.

Learning Objectives <i>Students are able to ...</i>	Relevant Topics in the Concept Outline		
ENV-1 Explain how different types of societies have adapted to and affected their environments.	1.1.I	Human migration	
	1.2.I	Neolithic Revolution; farming and irrigation	
	1.2.II	Agriculture and pastoralism	
	1.3.I	Environmental settings	
	1.3.II	Environmental settings	
	1.3.III	Iron use; weapons and modes of transportation; first states	
	2.1.II	Architecture	
	2.1.IV	Daoism	
	2.2.II	Shamanism	
	2.2.IV	Walls and roads	
	2.3.I	Mobilization of resources	
	2.3.II	Effect of climate and geography on shaping emerging trade routes	
	2.3.III	Long-distance trade and communication	
	ENV-2 Explain how environmental factors, disease, and technology affected patterns of human migration and settlement over time.	1.1.I	Big geography
		1.2.I	Neolithic Revolution
1.2.II		Agriculture and pastoralism	
1.3.I		Environmental settings	
1.3.II		First states; transportation and warfare	
1.3.III		Architecture	
2.1.II		Daoism	
2.1.IV		Shamanism	
2.2.I		Expansion of empires	
2.2.II		Walls and roads	
2.2.IV		Mobilization of resources; expansion of empire	
2.3.I		Effect of climate and geography on shaping emerging trade routes	
2.3.II		Long-distance trade and communication	
2.3.III		Farming and irrigation	

The learning objectives are coded to the corresponding theme (ENV) and numbered consecutively.

These numbers refer to specific sections of the concept outline that follows. This particular example refers to the third supporting concept (Roman numeral) statement under Key Concept 2.3.

The information in this column clarifies which topics within the concept outline correlate to the learning objective.

Notes

Understanding the Thematic Learning Objectives

Directions

Use the chart below to explore what a student would need to know and do to gain an understanding of one of the thematic learning objectives below related to Theme 2: Development and Interaction of Cultures (CUL). Also consider what historical reasoning skill(s) the question draws upon.

CUL-3: Explain how cross-cultural interactions resulted in the diffusion of culture, technologies and scientific knowledge.

Focusing on the time period assigned by your workshop leader, brainstorm:

What would a student have to **know** (related to Development and Interaction of Cultures) to engage in this inquiry?

What would a student need to be able to **do** to engage in this inquiry?

KNOW	DO	Historical Reasoning Skill(s)
What connections can you make to other historical periods?		

KNOW	DO	Historical Reasoning Skill(s)
What connections can you make to other historical periods?		

In 2016-2017, the most common reason for a syllabus to be rejected by the AP Course Audit was due to Curricular Requirement 4: Students are provided opportunities to apply learning objectives in each of the themes throughout the course.

The AP Course Audit Syllabus Development Guide for AP World History states that a “syllabus must include five student assignments or activities, each of which is related to one of the five themes. Each activity or assignment must be labeled with a specific learning objective.

As you did with this activity, make sure your course syllabus makes explicit connections between the themes and the learning objectives.

Applications to Your Classroom

Directions

Now, it is your chance to explore a thematic learning objective on your own. Thinking about your classroom and the students you will teach, choose one of the learning objectives that is a challenge for you and/or your students.

Then, indicate below the learning objective, and two historical periods, as well as the content and skills you can use to teach that learning objective.

Once you have completed your list, share your ideas with the other members of your group. Discuss your ideas and how you might incorporate ideas from other members of your group into your classroom.

Learning Objective:

Historical Periods (include an explanation of how the two periods connect):

Content:

Skills:

Reflect

How will you use the thematic learning objectives and key concepts to organize your course?

Lesson 3: Analyzing Primary Sources

Primary sources, both textual and visual, provide historians with valuable information about the past and allow them to make arguments about historical events and process. However, no primary source is without complication, and therefore historians must analyze these sources using a set of specific practices and skills.

What do students need to think about when they analyze primary sources?

Understanding Purpose and Point of View

As students engage with sources, it is important for them to understand that the author's purpose and point of view provide important information that might change how they understand the meaning of the document. They need to understand that when analyzing sources, the author and the context matter.

Directions

Read document 1 together as a group. Ask participants the questions below; after hearing their responses, model how you would answer them:

Document 1: Letter, advisor Colonel E.M. House, Berlin, to President Wilson, Washington, D.C., May 29, 1914

The situation is extraordinary. It is militarism run stark mad. Unless someone acting for you can bring about a different understanding, there is some day to be an awful cataclysm. No one in Europe can do it. There is too much hatred, too many jealousies. Whenever England consents, France and Russia will close in on Germany and Austria. England does not want Germany wholly crushed, for she would then have to reckon alone with her ancient enemy, Russia; but if Germany insists upon an ever increasing navy, then England will have no choice.

Where and when was this document written? Who wrote it?

What was the historical situation at the time this document was written?

How does an awareness of the document's historical situation shape our understanding of it?

Directions

Now, read Document 2 and respond to the questions.

Document 2: Letter, Austrian Emperor Franz Joseph to German Kaiser Wilhelm II, July 5, 1914

Serbia whose policy has for years been animated by hostility toward Austria Hungary, and which is completely under Russian influence, has achieved an increase of territory and of population that exceeded, by much, her own expectations. ...

The thought of freeing the Christian Balkan people from Turkish rule, in order to use them as a weapon against central Europe, has been for a long time the secret thought of Russian policy... In these latter days has been developed the idea, put forward by Russia and taken up by France, of uniting the Balkan States into a Balkan alliance, in order by this means to put an end to the military superiority of the Triple Alliance. ...

To destroy, with the assistance of the Balkans, the military superiority of the two Imperial powers is the objective of Russia....The policy of Russia is determined by an unchanging situation, and is consequently constant and foresighted. Russia's policy of encirclement directed against the (Austro-Hungarian) Monarchy, which does not pursue a world policy, has for its final aim to make it impossible for the German Empire to resist the aims of Russia or her political and economic supremacy....

Austria-Hungary has not been lacking in good will and in the spirit of conciliation, to bring about reasonably good relations with Serbia, but it has just been shown that these efforts have been completely impotent and that the Monarchy must expect in the future to deal with the bitter, irreconcilable and aggressive enmity of Serbia.

Where and when was this document written? Who wrote it?

What was the historical situation at the time this document was written?

What was the point of view of this document?

What was the purpose of this document?

How does an awareness of the document's point of view and purpose shape our understanding of it?

Once your small group has finished these questions, go back to Document 1 and answer the following question:

What was the purpose of this document?

How does an awareness of the document's situation, point of view, and purpose shape our understanding of it?

Directions

Working with your small groups, read and answer the questions in sequence below. As you finish with each document, go back and reevaluate the documents you have previously read. How does noting aspects of authorship and sourcing in other documents change how you understand the meaning of each document in turn?

	DOCUMENT 3	DOCUMENT 4	DOCUMENT 5
Where and when was this document written? Who wrote it?			
What was the historical situation at the time this document was written?			
What was the point of view of this document?			
What was the purpose of this document?			
What was the audience for this document?			
How does an awareness of the document's historical situation, <u>point of view</u> , <u>purpose</u> , and/or <u>audience</u> shape our understanding of it?			
How does awareness of these issues affect your understanding of the documents you previously read?			

Document 3: Telegram, German Imperial Chancellor, Berlin, to German Ambassador, Vienna, July 6, 1914

[A]s far as concerns Serbia, His Majesty, of course, cannot interfere in the dispute now going on between Austria-Hungary and that country, as it is a matter not within his competence [authority]. The Emperor Francis Joseph may, however, rest assured that His Majesty will faithfully stand by Austria-Hungary, as is required by the obligations of his alliance and of his ancient friendship.

Document 4: Note, German Ambassador to Serbian Minister, Vienna, July 23, 1914

The Royal Serbian Government ...has tolerated the criminal activities of the various unions and associations directed against the Monarchy, the unchecked utterances of the press, the glorification of the authors of assassinations, the participation of officers and officials in subversive intrigues; it has tolerated an unhealthy propaganda in its public instruction; and it has tolerated, finally, every manifestation which could betray the people of Serbia into hatred of the Monarchy and contempt for its institutions. ...

The results brought out by the inquiry no longer permit the Imperial and Royal (Austro-Hungarian) Government to maintain the attitude of patient tolerance which it has observed for years toward those agitations which center at Belgrade and are spread thence into the territories of the Monarchy. Instead, these results impose upon the Imperial and Royal Government the obligation to put an end to those intrigues, which constitute a standing menace to the peace of the Monarchy.

In order to attain this end, the Imperial and Royal Government finds itself compelled to demand that the Serbian Government give official assurance that it will condemn the propaganda directed against Austria-Hungary, that is to say, the whole body of the efforts whose ultimate object it is to separate from the Monarchy territories that belong to it; and, that it will obligate itself to suppress with all the means at its command this criminal and terroristic propaganda.

Document 5: Memorandum, Council of Ministers to Russian Tsar Nicholas II, July 24, 1914

...[T]he Austro-Hungarian Government has turned upon the Serbian Government with demands which appear, in fact, to be quite unacceptable to the Serbian Government as a sovereign State, and which were drawn up in the form of an ultimatum calling for a reply within a definite time, expiring tomorrow....

Therefore, foreseeing that Serbia would turn to us for advice, and perhaps also for aid, there arose a need to prepare an answer which might be given to Serbia....

The Council of Ministers decreed:

To approve the proposal of the Minister of Foreign Affairs to get in touch with the Cabinets of the Great Powers in order to induce the Austro-Hungarian Government to grant a postponement in the matter of the answer to the ultimatum ... so that it might be possible for the Governments of the Great Powers to become acquainted with and to investigate the documents on the Sarajevo crime....

To authorize the Ministers of War and of Marine... to beg your Imperial Majesty to consent...to order the mobilization of the four military districts of Kiev, Odessa, Moscow, and Kazan, and the Baltic and Black Sea fleets.

Discussion

What did you notice about how considering aspects of authorship changed your understanding of each document? Of the onset of World War I as a whole?

What did reading the documents recursively, in conjunction with one another, tell you about their meaning to contemporaries?

How will you help your students reach an understanding about the importance of considering aspects of authorship in their analysis of sources?

Analyzing Primary Sources

One goal of analyzing sources is to understand the author's point of view and how it helps us develop a meaningful response to our questions about the past. Therefore, when analyzing a document we must take into account a number of factors:

- ▶ What is the question we are responding to? Which thinking skills, themes and concepts will help us answer the question?
- ▶ What is the historical context shaping the issue in the question? Which of the Key Concepts can help us understand the larger historical context?
- ▶ What is the author's point of view? How does the author's background (culture, political views, religion, social status, gender, etc.) likely to affect the way the author views the issue and context addressed in the question?
- ▶ What is the relationship between the author and the event? How might this relationship influence the author's point of view? Does this relationship make the source more or less credible?
- ▶ Who was the intended audience? How did their background affect the author's approach to the issue?
- ▶ What did the author hope the audience would think, feel or do in response to the document?
- ▶ What is the format? Is it a poem or a news article? Will this require using different types of readings, such as metaphorical?

Together, we will practice analyzing two documents. Below are two documents that describe the same incident that occurred in 1524 between the Spanish, led by Pedro de Alvarado, and the Kaqchikel Maya. First, read the two documents and complete the Primary Source Analysis chart for them. Then, answer the questions that follow the chart.

"And I saw that by occupying their land and burning it I could bring them into the service of His Majesty. Thus I decided to burn the lords who, at the time I desired to burn them, as would appear in their confessions, admitted that they were the ones who had ordered and carried on the war... Therefore since I knew them to have such ill will toward the service of His Majesty, and for the good and tranquility of the land, I burned them, and I commanded to be burned the town of [Q'uma'rkaj] to its foundations, for it was dangerous and strong... All they that were taken prisoners of war were branded and made slaves."

~Pedro de Alvarado in a report to Hernan Cortes, 1524

“Then [the Spaniards] went forth to the city of Q’uma’rkaj, where they were received by the [K’iche’] kings, and the K’iche’ paid them tribute. Soon the kings were tortured by Tunatiuh (the name given to Alvarado). On the day 4 K’at [March 7, 1524] the kings and the K’iche’ were burned by Tunatiuh. The heart of Tunatiuh was without compassion for the people during the war.”

~*Annals of the Kaqchikel*, written by the Kaqchikel and published in the late 16th/early 17th century

	Alvarado	<i>Annals of the Kaqchikel</i>
Period		
Theme(s)		
Key Concept(s)		
What is the historical context shaping the issue in question?		
What is the author’s point of view? How does the author’s background (culture, political views, religion, social status, gender, etc.) likely affect the way the author views the issue and the situation or context addressed in the question?		
What is the relationship between the author and the event? How might this relationship influence the author’s point of view? Does this relationship make the source more or less credible?		
Who was the intended audience? How did their background affect the author’s approach to the issue?		
What did the author hope the audience would think, feel, or do in response to the document?		
What is the historical situation or context shaping the issue in question?		

Note: A blank copy of the table is in the appendix.

Next, identify the key concepts associated with the two documents.

Key Concepts:

How can we use these concepts to set the context for the documents?

How do these two documents help us understand what happened between the Spanish and the Kaqchikel Maya?

What other information might help us determine what happened? How could it help us?

Directions

With a partner, analyze the documents provided to you. Then, complete the chart and the questions that follow.

Document A	Document B	Document C
What is the historical situation or context shaping the issue in question?		
What is the author's point of view? How does the author's background (culture, political views, religion, social status, gender, etc.) likely affect the way the situation or author views the issue and the context addressed in the question?		
What is the relationship between the author and the event? How might this relationship influence the author's point of view? Does this relationship make the source more or less credible?		
Who was the intended audience? How did their background affect the author's approach to the issue?		
What did the author hope the audience would think, feel, or do in response to the document?		
What is the format? Will this require using different types of reading, such as metaphorical?		

Reflect

Analyze the document provided to you and respond to the questions that follow.

Compare the documents. In what ways are they the same? In what ways are they different?

What accounts for the differences between them?

Which is more accurate? Why?

How can you use a similar activity in your classroom to build your students' proficiency with analyzing primary sources?

Lesson 4: Analyzing Secondary Sources

Students should be presented with a variety of secondary sources throughout the course. Conflicting secondary sources help students understand that the criteria used by different historians can lead to very different interpretations of the past, including different causes, and effects.

In this lesson we will investigate how the situation or context in which a historian writes can influence his or her interpretation of the past. We will also see how other disciplines can offer insights into the past, which can help historians build their interpretations.

Historians' Context

Edward Gibbon (1737-1794) was an English historian in the late 18th century. He began writing *Decline and Fall of the Roman Empire* in 1770 and published the first volume in 1776. Gibbon was writing when the Enlightenment was a mature and significant intellectual movement throughout Europe and the Americas. Heavily influenced by Enlightenment thinking, Gibbon saw religious institutions as a hindrance to the long-term health of the state.

Henri Pirenne (1862-1935) wrote most of his historical works during World War I, while he was imprisoned in Germany. In Pirenne's time, history came under significant scrutiny. The hard sciences (physics, chemistry, etc.) made significant gains in understanding the world. History, on the other hand, began to look more like fictional writing than science. Therefore, Pirenne turned from writing cultural histories because they could not be verified in a scientific way. Pirenne, instead, focused on aspects of the past that could be quantified, such as economic activity. Pirenne's writing shows a major shift in how historians interpreted the past.

Fernand Braudel (1902-1985) was a French historian who spent time teaching in Brazil with anthropologist Claude Levi-Strauss. When he returned to France during World War II, he was captured and held prisoner from 1940-45. Braudel thought historians needed to examine not just social, political, and economic factors but geographic as well. According to Braudel, the relationship between humans and their geography barely changed over long cycles of time, which he called the *longue duree*.

1. How might each historian's context have impacted his work?

2. Based on what you know about them, why would each historian have a different date for the fall of the western Roman Empire?

Analyzing Secondary Sources

As you read through the following excerpts from three different historians, answer the following questions on your graphic organizer:

- ▶ Does the excerpt contain a thesis or claim? If so, what is the claim?
- ▶ What analysis does the author offer in terms of causes and effects? What theme does the author focus on to explain the event?
- ▶ What kinds of evidence does the author provide to support the analysis?

	Gibbon	Pirenne	Braudel
Does the excerpt contain a thesis or claim? If so, what is the claim?			
What analysis does the author offer in terms of causes and effects? What themes does the author focus on to explain the event?			
What historical reasoning (i.e., causation, continuity and change over time, comparison, and contextualization) does the author use in his or her interpretation?			
What kinds of evidence does the author provide to support the analysis?			

Note: A blank copy of the table is in the appendix.

“As the happiness of a future life is the great object of religion, we may hear, without surprise or scandal, that the introduction, or at least the abuse, of Christianity had some influence on the decline and fall of the Roman empire... the active virtues of society were discouraged; and the last remains of the military spirit were buried in the cloister; a large portion of public and private wealth was consecrated to the specious demands of charity and devotion; and the soldiers' pay was lavished on the useless multitudes of both sexes, who could only plead the merits of abstinence and chastity ... the church, and even the state, were distracted by religious factions, whose conflicts were sometimes bloody, and always implacable; the attention of the emperors was diverted from camps to synods ... and the benevolent temper of the gospel was strengthened, though confined, by the spiritual alliance of the Catholics.”

~*Decline and Fall of the Roman Empire*, Edward Gibbon (1776)

“In all of this is clearly manifest the vigorous continuity of the commercial development of the Roman Empire after the Germanic invasions. They did not put an end to the economic unity of antiquity. By means of the Mediterranean and the relations kept up thereby between the West and the East, this unity, on the contrary, was preserved with a remarkable distinctiveness ... Yet what was then natural and reasonable to predict was not to be realized. The world-order which had survived the Germanic invasions was not able to survive the invasion of Islam ... The Mediterranean had been a Roman lake; it now became, for the most part a Moslem lake. From this time on it separated, instead of uniting, the East and the West of Europe. The tie which was still binding the Byzantine Empire to the Germanic kingdoms of the West was broken.”

~*Medieval Cities: Their Origins and the Revival of Trade*, Henri Pirenne (Princeton University Press, 1969)

"Mountains, civilizations, and religions. The mountains are as a rule a world apart from civilizations, which are an urban and lowland achievement. Their history is to have none, to remain almost always on the fringe of the great waves of civilization... To these hilltop worlds... out of touch with the towns, even Rome itself, in all its years of power, can have meant very little, except perhaps through the military camps that the empire established for security reasons in various places on the edges of unconquered mountain lands... Neither did Latin as a language take root in the hostile masifs of North Africa, Spain, or elsewhere, and the Latin or Italic house type remained a house of the plains. In a few places it may have infiltrated locally, but on the whole the mountains resisted it... Later, when the Rome of Emperors had become the Rome of Saint Peter, the same problem remained.

~*The Mediterranean and the Mediterranean World in the Age of Philip II*, Fernand Braudel (University of California Press, 1995)

How do the arguments made by each historian reflect the historical context in which they lived?

Other than context, what factors might account for the historians' different interpretations?

Given these three different interpretations, how do we know when and why Rome fell?

Next, read the excerpt from Williams and Friell, complete the table, and answer the questions that follow the excerpt. Then, discuss your thoughts with a partner.

Williams and Friell	
Does the excerpt contain a thesis or claim? If so, what is the claim?	
What analysis do the authors offer in terms of causes and effects? What themes do the authors focus on to explain the event?	
What historical reasoning (i.e., causation, continuity and change over time, comparison, and contextualization) do the authors use in their interpretation?	
What kinds of evidence do the authors provide to support the analysis?	

The old attitude still prevails in some quarters that what we know of as the Roman Empire was dismembered in the fifth century, and that what survived in the East was something different... This quite misleading picture is often accompanied by another: that the survival of the Eastern half in the terrible fifth century, when the West went under, was a more or less natural development - even unconsciously anticipated by Constantine's wise foundation of his new capital in the wealthier, more urbanised East.

The reality of course was very different. Despite the administrative division into East and West, which predated Constantine, the empire was everywhere seen as one and indivisible. At the beginnings of the fifth century both halves faced similar chronic problems: immature or inept emperors, rebellious armies, external barbarian invaders and the large and dangerous settlements of barbarian "allies" within imperial territories. By difficult expedients and innovations the East was eventually able to overcome these problems, while the West was not.

The East had certain long-term advantages: a strategically placed capital, shorter vulnerable frontiers, a wealthier agricultural base. But it demanded a high order of statecraft to overcome all the external and internal threats of the fifth century. Individually, its leaders were no more skillful than their Western counterparts, but they managed to evolve institutions and practices which applied these skills and perpetuated them...these enabled the East to avoid the unravelling process of diminishing control which occurred in the West.

~Williams, Stephen and Gerard Friell, "The Survival of the Eastern Roman Empire," *History Today*, November 1998, pp. 40-46.

What new information do Williams and Friell tell us about the fall of Rome?

How does this information help us better understand the event?

Reflect

Other than comparing historians' interpretations of the same event, as we did here, in what other ways could you help students develop proficiency with reading and analyzing historians' interpretations?

Lesson 5: Argument Development

Analyzing and crafting historical arguments is an essential skill in any serious history class. Making a plausible and persuasive argument requires the ability to create a clear and comprehensive thesis, marshal supporting evidence, and analyze the evidence in a way that connects it back to the thesis.

Many students come to class not yet equipped to do these tasks and will benefit from concrete activities and graphic organizers.

It is important to recognize how the skill of argument development requires students to engage with the historical reasoning skills of causation, continuity and change over time, comparison, and contextualization. One or more of these “habits of mind” will be addressed in every exam question and essay.

Facts or Arguments?

Below are several thesis statements. Read each statement and determine if each makes a claim in service of an argument or only shares a fact.

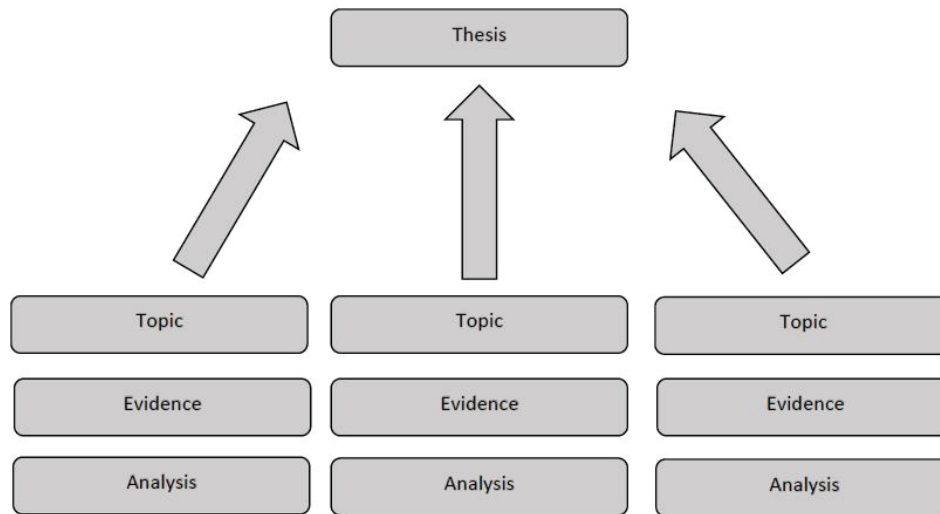
1. There were multiple causes of the Russian Revolution which was led by Lenin and took place in 1917.
2. Religious and philosophical belief systems have played a significant role in the development and perpetuation of inequality.
3. One of the major trade networks was the Indian Ocean network.
4. Although the Industrial Revolution produced many positive results, it also worsened living conditions in many cities and led to increased poverty among laborers.
5. As technology has advanced, the exchange of ideas has become quicker and easier than in the past, leading to more cultural and social exchange.

Characteristics of strong claims:

How might you rewrite the statements above to be stronger claims?

Components of an Argument

Using the model shown below, describe the components of an argument.



Thesis:

Topic Sentence:

Evidence:

Analysis:

Organizational Strategies

There are many different ways to organize an essay, and the organization can often be chosen based on the purpose of the essay. Below are the historical reasoning skills with the rhetorical purpose of the essay and an organizational strategy that suits that purpose.

Comparison: Considers or weighs similarities and/or differences.

Option 1: Subject-by-subject. Begin by saying everything about one subject, point by-point, and then move onto the next subject.

Option 2: Point-by-point. Discuss one point of comparison at a time and how it applies to each subject before moving on to the next point.

Causation: Analyzes and evaluates the interaction of multiple causes and/or effects.

Option 1:

Thesis: One main cause that led to several effects.

- › Effects
- › Effects
- › Effects

Option 2: Thesis: Several causes that led to a historical development.

- › Cause and its effect
- › Cause and its effect
- › Cause and its effect

Continuity and Change Over Time: Analyzes and evaluates historical patterns of continuity and change over time.

Option 1: Chronological. The paper starts by talking about the continuities and changes at the beginning of the time period. Then it moves on to the continuities and changes at the middle of the time period, and it ends with the continuities and changes at the conclusion of the time period.

Option 2: Topical. The paper discusses specific topics and the continuities and changes between the two periods associated with that topic.

Comparison Argument

Below is a body paragraph in an essay comparing Indian and Chinese social structures between 600 B.C.E. and 600 C.E. Annotate the paragraph to locate the claim, evidence, and analysis.

The Chinese and South Asians both had societies that were hierarchical. For example, in China scholar bureaucrats had a higher status than most people and merchants were looked down upon. As in China, Indian society was unequal with priestly and warrior castes at the top and laborers at the bottom. Both societies also had patriarchy. The reason for this is that both societies had strong belief systems that supported inequality. In China, Confucianism taught that civilization would fall apart if people did not maintain their proper hierarchical relations with others. In India, Hinduism taught that one's duty, or dharma, was to fulfill the duties of one's caste. These unequal casts were enforced by their religious writings.

Now, we will contrast the social structures of India and China. In the spaces below, note some claims, evidence, and analyses that you and other participants offer in the discussion.

Claims:

Evidence:

Analysis:

This lesson could be recreated with your own classes to teach argument development. There are many previous free-response questions that could work well, including:

- ▶ Analyze similarities and differences in methods of political control in TWO of the following empires in the Classical Period:

Han China

Mauryan/Gupta India

Imperial Rome

- ▶ Analyze continuities and changes in patterns of interactions along the Silk Roads from 200 B.C.E. to 1450 C.E.
- ▶ Analyze similarities and differences in how TWO of the following empires used religion to govern before 1450.

Byzantine Empire

Islamic Caliphates

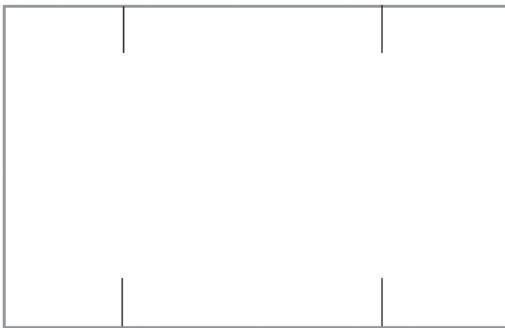
Mauryan/Gupta Empires

Building an Argument Tower

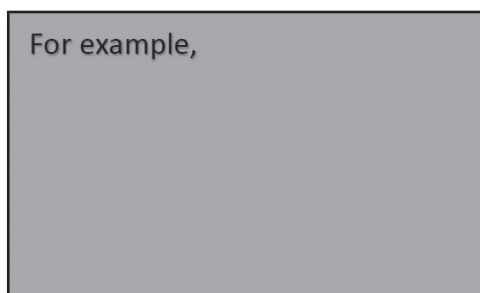
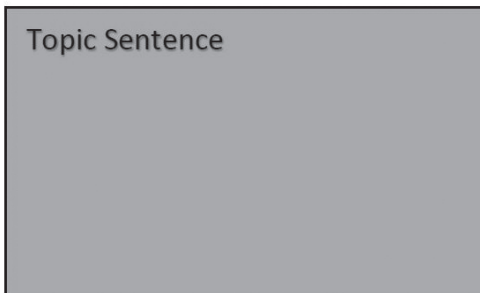
You will now build an argument tower related to a free-response question. In small groups, you will be provided with a question and a set of note cards, which you will use to build your argument tower.

Free-response Question:

Cut four slits in the note cards as shown in the image below.

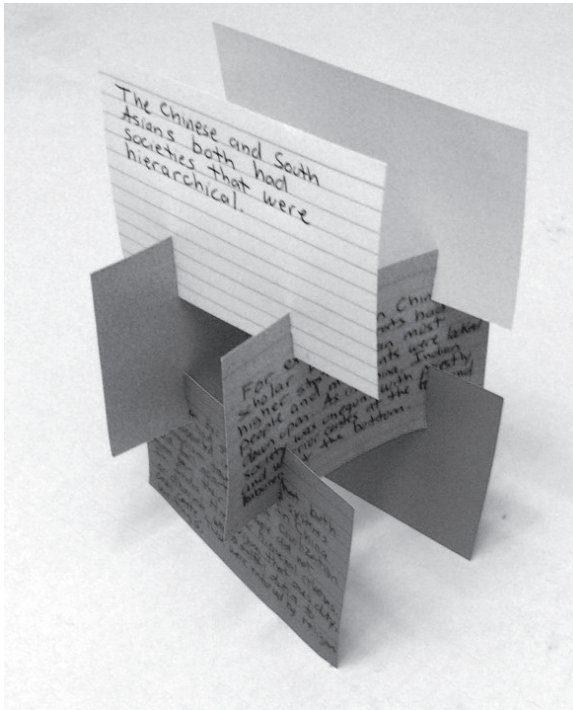


Label three of your note cards as indicated below.



The reason for this is . . .

Then, connect three layers of two cards each as shown in the photo below. If done correctly, you will have two assertions, two sets of evidence, and two sets of analysis for each argument tower. The assertions from three towers combine to create a thesis for an essay.



Reflect

Take a few moments to reflect on the argument tower activity and respond to the following questions.

1. How can an activity like this help your students write better arguments? Why?

2. What additional supports might your students need in order to complete this activity or to transfer what they learn in it?

3. How can you provide those supports?

In 2016-2017, two common reasons for a syllabus to be rejected by the AP Course Audit were the Curricular Requirement that states: Students are provided opportunities to articulate a historically defensible and evaluative claim (thesis) and the Curricular Requirement that states: Students are provided opportunities to develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument.

The AP Course Audit Syllabus Development Guide for AP World History states that a “syllabus must describe an assignment or activity in which students focus on developing a historically defensible and evaluative claim (thesis) based on evidence,” and also that a “syllabus must describe at least two essay assignments in which students develop and substantiate an argument using historical reasoning, considering ways diverse or alternative evidence could be used to support, qualify, or modify the argument.”

Did You Know

Did you know there's a landing page called Share AP that has a wealth of free materials you can use to introduce students and parents to AP? Visit collegeboard.org/shareap

Appendices

Sources

Periplus

Departure from Egypt for all these “far-side” ports of trade is around the month of July, that is Epeiph. To these “far-side” ports of trade it is also common to ship in from the inner regions of Ariake and Barygaza goods from those places that find a market: grain; rice; ghee; sesame oil; cotton cloth, the monache and the sagmatogene [types of cotton cloth from India]; girdles; cane sugar. Some ships sail principally to these ports of trade but some follow the coast and take on whatever cargoes come their way. The area is not ruled by a king but each port of trade is administered by its own chief.

Beyond Opone, with the coast trending more to the south, first come what are called the Small and Great Bluffs of Azania ... six runs by now due southwest, then the Small and Great Beaches for another six, and beyond that, in a row, the runs of Azania: first the so-called Sarapion run; then the Nikon; after that numerous rivers and also harbors, one after the other, numbers of them separated by daily stops and runs, seven in all, up to the Pyralaoi Islands and what is called the Canal; from here a little more towards the west, after two night and day runs, lying due west ... comes Menuthias Island, about 300 stades from the mainland. It is low and wooded and has rivers, a wide variety of birds, and mountain tortoise. There are no wild animals at all except crocodiles; these, however, are not harmful to humans. The island has sewn boats and dugout canoes that are used for fishing and for catching turtles. The inhabitants of this island also have their own way of going after these with baskets, which they lower instead of nets around the mouths of [? rocky inlets].

Two runs beyond this island comes the very last port of trade on the coast of Azania, called Rhapta [“sewn”], a name derived from the aforementioned sewn boats, where there are great quantities of ivory and tortoise shell. Very big-bodied men, tillers of the soil, inhabit the region; these behave, each in his own place, just like chiefs. The region is under the rule of the governor of Mapharitis, since by some ancient right it is subject to the kingdom of Arabia as first constituted. The merchants of Muza hold it through a grant from the king and collect taxes from it. They send out to it merchant craft that they staff mostly with Arab skippers and agents who, through continual intercourse and intermarriage, are familiar with the area and its language.

The principal imports into these ports of trade are: spears from Muza of local workmanship; axes; knives; small awls; numerous types of glass stones. Also, to certain places, wine and grain in considerable quantity, not for trade but as an expenditure of the good will of the Barbaroi. The area exports: a great amount of ivory but inferior to that from Adulis; rhinoceros horn; best quality tortoise shell after the Indian; a little nautilus shell.

These are just about the very last ports of trade on the coast of Azania to the right of Berenice. For, beyond this area lies unexplored ocean that bends to the west and, extending on the south along the parts of Ethiopia and Libya and Africa that turn away, joins the western sea.

Written by a Greek resident of Alexandria in Egypt during the first century BCE, this text is one of the oldest surviving accounts of the countries on Africa's east coast.

Herodotus: On the Customs of the Persians, c. 430 B.C.E.

Now the Persian nation is made up of many tribes. Those which Cyrus assembled and persuaded to revolt from the Medes were the principal ones on which all the others are dependent. These are the Pasargadae, the Maraphians, and the Maspians, of whom the Pasargadae are the noblest. The Achaemenidae, from which spring all the Perseid kings, is one of their clans. The rest of the Persian tribes are the following: the Panthialaeans, the Derusiaeans, the Germanians, who are engaged in husbandry; the Daans, the Mardians, the Dropicans, and the Sagartians, who are nomads.

The customs which I know the Persians to observe are the following: they have no images of the gods, no temples nor altars, and consider the use of them a sign of folly. This comes, I think, from their not believing the gods to have the same nature with men, as the Greeks imagine. Their wont, however, is to ascend the summits of the loftiest mountains, and there to offer sacrifice to Zeus, which is the name they give to the whole circuit of the firmament. They likewise offer to the sun and moon, to the earth, to fire, to water, and to the winds. These are the only gods whose worship has come down to them from ancient times. At a later period they began the worship of Urania, which they borrowed from the Arabians and Assyrians. Mylitta is the name by which the Assyrians know this goddess, whom the Arabians call Alitta, and the Persians Mitra.

To these gods the Persians offer sacrifice in the following manner: they raise no altar, light no fire, pour no libations; there is no sound of the flute, no putting on of chaplets, no consecrated barley-cake; but the man who wishes to sacrifice brings his victim to a spot of ground which is pure from pollution, and there calls upon the name of the god to whom he intends to offer. It is usual to have the turban encircled with a wreath, most commonly of myrtle. The sacrificer is not allowed to pray for blessings on himself alone, but he prays for the welfare of the king, and of the whole Persian people, among whom he is of necessity included. He cuts the victim in pieces, and having boiled the flesh, he lays it out upon the tenderest herbage that he can find, trefoil especially. When all is ready, one of the Magi comes forward and chants a hymn, which they say recounts the origin of the gods. It is not lawful to offer sacrifice unless there is a Magus present. After waiting a short time the sacrificer carries the flesh of the victim away with him, and makes whatever use of it he may please.

Of all the days in the year, the one which they celebrate most is their birthday. It is customary to have the board furnished on that day with an ampler supply than common. The richer Persians cause an ox, a horse, a camel, and an ass to be baked whole and so served up to them: the poorer classes use instead the smaller kinds of cattle. They eat little solid food but abundance of dessert, which is set on table a few dishes at a time; this it is which makes them say that “the Greeks, when they eat, leave off hungry, having nothing worth mention served up to them after the meats; whereas, if they had more put before them, they would not stop eating.” They are very fond of wine, and drink it in large quantities. To vomit or obey natural calls in the presence of another is forbidden among them. Such are their customs in these matters.

It is also their general practice to deliberate upon affairs of weight when they are drunk; and then on the morrow, when they are sober, the decision to which they came the night before is put before them by the master of the house in which it was made; and if it is then approved of, they act on it; if not, they set it aside. Sometimes, however, they are sober at their first deliberation, but in this case they always reconsider the matter under the influence of wine. When they meet each other in the streets, you may know if the persons meeting are of equal rank by the following token: if they are, instead of speaking, they kiss each other on the lips. In the case where one is a little inferior to the other, the kiss is given on the cheek; where the difference of rank is great, the inferior prostrates himself upon the ground. Of nations, they honor most their nearest neighbors, whom they esteem next to themselves; those who live beyond these they honor in the second degree; and so with the remainder, the further they are removed, the less the esteem in which they hold them. The reason is that they look upon themselves as very greatly superior in all respects to the rest of mankind, regarding others as approaching to excellence in proportion as they dwell nearer to them; whence it comes to pass that those who are the farthest off must be the most degraded of mankind. Under the dominion of the Medes, the several nations of the empire exercised authority over each other in this order. The Medes were lords over all, and governed the nations upon their borders, who in their turn governed the States beyond, who likewise bore rule over the nations which adjoined on them. And this is the order which the Persians also follow in their distribution of honor; for that people, like the Medes, has a progressive scale of administration and government.

There is no nation which so readily adopts foreign customs as the Persians. Thus, they have taken the dress of the Medes, considering it superior to their own; and in war they wear the Egyptian breastplate. As soon as they hear of any luxury, they instantly make it their own: and hence, among other novelties, they have learnt unnatural lust from the Greeks. Each of them has several wives, and a still larger number of concubines. Next to prowess in arms, it is regarded as the greatest proof of manly excellence to be the father of many sons. Every year the king sends rich gifts to the man who can show the largest number: for they hold that number is strength. Their sons are carefully instructed from their fifth to their twentieth year, in three things alone---to ride, to draw the bow, and to speak the truth. Until their fifth year they are not allowed to come into the sight of their father, but pass their lives with the women. This is done that, if the child die young, the father may not be afflicted by its loss.

They hold it unlawful to talk of anything which it is unlawful to do. The most disgraceful thing in the world, they think, is to tell a lie; the next worst, to owe a debt: because, among other reasons, the debtor is obliged to tell lies. If a Persian has the leprosy he is not allowed to enter into a city, or to have any dealings with the other Persians; he must, they say, have sinned against the sun. Foreigners attacked by this disorder, are forced to leave the country: even white pigeons are often driven away, as guilty of the same offence. They never defile a river with the secretions of their bodies, nor even wash their hands in one; nor will they allow others to do so, as they have a great reverence for rivers. There is another peculiarity, which the Persians themselves have never noticed, but which has not escaped my observation. Their names, which are expressive of some bodily or

mental excellence, all end with the same letter---the letter which is called San by the Dorians, and Sigma by the Ionians. Any one who examines will find that the Persian names, one and all without exception, end with this letter.

Thus much I can declare of the Persians with entire certainty, from my own actual knowledge. There is another custom which is spoken of with reserve, and not openly, concerning their dead. It is said that the body of a male Persian is never buried, until it has been torn either by a dog or a bird of prey. That the Magi have this custom is beyond a doubt, for they practice it without any concealment. The dead bodies are covered with wax, and then buried in the ground.

The Magi are a very peculiar race, different entirely from the Egyptian priests, and indeed from all other men whatsoever. The Egyptian priests make it a point of religion not to kill any live animals except those which they offer in sacrifice. The Magi, on the contrary, kill animals of all kinds with their own hands, excepting dogs and men. They even seem to take a delight in the employment, and kill, as readily as they do other animals, ants and snakes, and such like flying or creeping things. However, since this has always been their custom, let them keep to it. Buying and selling in a marketplace is a custom unknown to the Persians, who never make purchases in open marts, and indeed have not in their whole country a single market-place.

From: William Stearns Davis, Readings in Ancient History: Illustrative Extracts from the Sources, Vol. 2: Greece and the East (Boston: Allyn and Bacon, 1912), pp. 58-61. Retrieved from the Ancient History Sourcebook <http://legacy.fordham.edu/Halsall/ancient/herodotus-persians.asp>

Casta Painting



Source: Album / Art Resource, NY

Adam Smith: The Principle of the Mercantile System, 1776

Some of the best English writers upon commerce set out with observing, that the wealth of a country consists, not in its gold and silver only, but in its lands, houses, and consumable goods of all different kinds. In the course of their reasoning, however, the lands, houses, and consumable goods seem to slip out of their memory, and the strain of their argument frequently supposes that all wealth consists in gold and silver, and that to multiply those metals is the great object of national industry and commerce. The two principles being established, however, that wealth consisted in gold and silver, and that those metals could be brought into a country which had no mines only by the balance of trade, or by exporting to a greater value than it imported; it necessarily became the great object of political economy to diminish as much as possible the importation of foreign goods for home consumption, and to increase as much as possible the exportation of the produce of domestic industry. Its two great engines for enriching the country, therefore, were restraints upon importation, and encouragements to exportation....

BY restraining, either by high duties, or by absolute prohibitions, the importation of such goods from foreign countries as can be produced at home, the monopoly of the home market is more or less secured to the domestic industry employed in producing them. Thus the prohibition of importing either live cattle or salt provisions from foreign countries secures to the grazers of Great Britain the monopoly of the home market for butcher's meat. The high duties upon the importation of grain, which in times of moderate plenty amount to a prohibition, give a like advantage to the growers of that commodity. The prohibition of the importation of foreign woollens is equally favorable to the woollen manufacturers. The silk manufacture, though altogether employed upon foreign materials, has lately obtained the same advantage. The linen manufacture has not yet obtained it, but is making great strides towards it. Many other sorts of manufacturers have, in the same manner, obtained in Great Britain, either altogether, or very nearly a monopoly against their countrymen.... That this monopoly of the home-market frequently gives great encouragement to that particular species of industry which enjoys it, and frequently turns towards that employment a greater share of both the labor and stock of the society than would otherwise have gone to it, cannot be doubted. But whether it tends either to increase the general industry of the society, or to give it the most advantageous direction, is not, perhaps, altogether so evident....

THOUGH the encouragement of exportation, and the discouragement of importation, are the two great engines by which the mercantile system proposes to enrich every country, yet with regard to some particular commodities, it seems to follow an opposite plan: to discourage exportation and to encourage importation. Its ultimate object, however, it pretends, is always the same, to enrich the country by an advantageous balance of trade. It discourages the exportation of the materials of manufacture, and of the instruments of trade, in order to give our own workmen an advantage, and to enable them to undersell those of other nations in all foreign markets; and by restraining, in this manner, the exportation of a few commodities, of no great price, it proposes to occasion a much greater and more valuable exportation of others. It encourages the importation of the materials of manufacture, in order that our own people may be enabled to work them up

more cheaply, and thereby prevent a greater and more valuable importation of the manufactured commodities....

Consumption is the sole end and purpose of all production; and the interest of the producer ought to be attended to, only so far as it may be necessary for promoting that of the consumer. The maxim is so perfectly self-evident, that it would be absurd to attempt to prove it. But in the mercantile system, the interest of the consumer is almost constantly sacrificed to that of the producer; and it seems to consider production, and not consumption, as the ultimate end and object of all industry and commerce....

In the system of laws which has been established for the management of our American and West Indian colonies the interest of the home-consumer has been sacrificed to that of the producer with a more extravagant profusion than in all our other commercial regulations. A great empire has been established for the sole purpose of raising up a nation of customers who should be obliged to buy from the shops of our different producers, all the goods with which these could supply them. For the sake of that little enhancement of price which this monopoly might afford our producers, the home-consumers have been burdened with the whole expense of maintaining and defending that empire. For this purpose, and for this purpose only, in the two last wars, more than two hundred millions have been spent, and a new debt of more than a hundred and seventy millions has been contracted over and above all that had been expended for the same purpose in former wars. The interest of this debt alone is not only greater than the whole extraordinary profit, which, it ever could be pretended, was made by the monopoly of the colony trade, but than the whole value of that trade, or than the whole value of the goods, which at an average have been annually exported to the colonies. It cannot be very difficult to determine who have been the contrivers of this whole mercantile system; not the consumers, we may believe, whose interest has been entirely neglected; but the producers, whose interest has been so carefully attended to; and among this latter class our merchants and manufacturers have been by far the principal architects.

The importation of gold and silver is not the principal much less the sole benefit which a nation derives from its foreign trade. Between whatever places foreign trade is carried on, they all of them derive two distinct benefits from it. It carries out that surplus part of the produce of their land and labor for which there is no demand among them, and brings back in return for it something else for which there is a demand. It gives a value to their superfluities by exchanging them for something else, which may satisfy a part of their wants, and increase their enjoyments. By means of it, the narrowness of the home market does not hinder the division of labor in any particular branch of art or manufacture from being carried to the highest perfection. By opening a more extensive market for whatever part of the produce of their labor may exceed the home consumption, it encourages them to improve its productive powers and to augment its annual produce to the utmost, and thereby to increase the real revenue and wealth of the society.

From: Adam Smith, The Wealth of Nations, (London, 1776), pp. 342, 346, 348-349, 424, 444-445. Retrieved from The Modern History Sourcebook, <http://legacy.fordham.edu/Halsall/mod/1776asmith-mercsys.asp>

President Harry S. Truman, Address before a Joint Session of Congress, March 12, 1947

Mr. President, Mr. Speaker, Members of the Congress of the United States:

The gravity of the situation which confronts the world today necessitates my appearance before a joint session of the Congress. The foreign policy and the national security of this country are involved.

One aspect of the present situation, which I wish to present to you at this time for your consideration and decision, concerns Greece and Turkey. The United States has received from the Greek Government an urgent appeal for financial and economic assistance. Preliminary reports from the American Economic Mission now in Greece and reports from the American Ambassador in Greece corroborate the statement of the Greek Government that assistance is imperative if Greece is to survive as a free nation.

I do not believe that the American people and the Congress wish to turn a deaf ear to the appeal of the Greek Government. Greece is not a rich country. Lack of sufficient natural resources has always forced the Greek people to work hard to make both ends meet. Since 1940, this industrious and peace loving country has suffered invasion, four years of cruel enemy occupation, and bitter internal strife. When forces of liberation entered Greece they found that the retreating Germans had destroyed virtually all the railways, roads, port facilities, communications, and merchant marine. More than a thousand villages had been burned. Eighty-five per cent of the children were tubercular. Livestock, poultry, and draft animals had almost disappeared. Inflation had wiped out practically all savings. As a result of these tragic conditions, a militant minority, exploiting human want and misery, was able to create political chaos which, until now, has made economic recovery impossible.

Greece is today without funds to finance the importation of those goods which are essential to bare subsistence. Under these circumstances the people of Greece cannot make progress in solving their problems of reconstruction. Greece is in desperate need of financial and economic assistance to enable it to resume purchases of food, clothing, fuel and seeds. These are indispensable for the subsistence of its people and are obtainable only from abroad. Greece must have help to import the goods necessary to restore internal order and security, so essential for economic and political recovery.

The Greek Government has also asked for the assistance of experienced American administrators, economists and technicians to insure that the financial and other aid given to Greece shall be used effectively in creating a stable and self-sustaining economy and in improving its public administration.

The very existence of the Greek state is today threatened by the terrorist activities of several thousand armed men, led by Communists, who defy the government's authority at a number of points, particularly along the northern boundaries. A Commission appointed by the United Nations Security Council is at present investigating disturbed conditions in northern Greece and alleged border violations along the frontier between Greece on the one hand and Albania, Bulgaria, and Yugoslavia on the other.

Meanwhile, the Greek Government is unable to cope with the situation. The Greek army is small and poorly equipped. It needs supplies and equipment if it is to restore the authority of the government throughout Greek territory. Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply that assistance. We have already extended to Greece certain types of relief and economic aid but these are inadequate. There is no other country to which democratic Greece can turn. No other nation is willing and able to provide the necessary support for a democratic Greek government.

The British Government, which has been helping Greece, can give no further financial or economic aid after March 31. Great Britain finds itself under the necessity of reducing or liquidating its commitments in several parts of the world, including Greece.

We have considered how the United Nations might assist in this crisis. But the situation is an urgent one requiring immediate action and the United Nations and its related organizations are not in a position to extend help of the kind that is required.

It is important to note that the Greek Government has asked for our aid in utilizing effectively the financial and other assistance we may give to Greece, and in improving its public administration. It is of the utmost importance that we supervise the use of any funds made available to Greece; in such a manner that each dollar spent will count toward making Greece self-supporting, and will help to build an economy in which a healthy democracy can flourish.

No government is perfect. One of the chief virtues of a democracy, however, is that its defects are always visible and under democratic processes can be pointed out and corrected. The Government of Greece is not perfect. Nevertheless it represents eighty-five per cent of the members of the Greek Parliament who were chosen in an election last year. Foreign observers, including 692 Americans, considered this election to be a fair expression of the views of the Greek people.

The Greek Government has been operating in an atmosphere of chaos and extremism. It has made mistakes. The extension of aid by this country does not mean that the United States condones everything that the Greek Government has done or will do. We have condemned in the past, and we condemn now, extremist measures of the right or the left. We have in the past advised tolerance, and we advise tolerance now.

Greece's neighbor, Turkey, also deserves our attention. The future of Turkey as an independent and economically sound state is clearly no less important to the freedom-loving peoples of the world than the future of Greece. The circumstances in which Turkey finds itself today are considerably different from those of Greece. Turkey has been spared the disasters that have beset Greece. And during the war, the United States and Great Britain furnished Turkey with material aid. Nevertheless, Turkey now needs our support.

Since the war Turkey has sought financial assistance from Great Britain and the United States for the purpose of effecting that modernization necessary for the maintenance of its national integrity. That integrity is essential to the preservation of order in the Middle East.

The British government has informed us that, owing to its own difficulties can no longer extend financial or economic aid to Turkey. As in the case of Greece, if Turkey is to have the assistance it needs, the United States must supply it. We are the only country able to provide that help.

I am fully aware of the broad implications involved if the United States extends assistance to Greece and Turkey, and I shall discuss these implications with you at this time. One of the primary objectives of the foreign policy of the United States is the creation of conditions in which we and other nations will be able to work out a way of life free from coercion. This was a fundamental issue in the war with Germany and Japan. Our victory was won over countries which sought to impose their will, and their way of life, upon other nations.

To ensure the peaceful development of nations, free from coercion, the United States has taken a leading part in establishing the United Nations. The United Nations is designed to make possible lasting freedom and independence for all its members. We shall not realize our objectives, however, unless we are willing to help free peoples to maintain their free institutions and their national integrity against aggressive movements that seek to impose upon them totalitarian regimes. This is no more than a frank recognition that totalitarian regimes imposed on free peoples, by direct or indirect aggression, undermine the foundations of international peace and hence the security of the United States.

The peoples of a number of countries of the world have recently had totalitarian regimes forced upon them against their will. The Government of the United States has made frequent protests against coercion and intimidation, in violation of the Yalta agreement, in Poland, Rumania, and Bulgaria. I must also state that in a number of other countries there have been similar developments.

At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. One way of life is based upon the will of the majority, and is distinguished by free institutions, representative government, free elections, guarantees of individual liberty, freedom of speech and religion, and freedom from political oppression. The second way of life is based upon the will of a minority forcibly imposed upon the majority. It relies upon terror and oppression, a controlled press and radio; fixed elections, and the suppression of personal freedoms.

I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way. I believe that our help should be primarily through economic and financial aid which is essential to economic stability and orderly political processes.

The world is not static, and the status quo is not sacred. But we cannot allow changes in the status quo in violation of the Charter of the United Nations by such methods as coercion, or by such subterfuges as political infiltration. In helping free and independent nations to maintain their freedom, the United States will be giving effect to the principles of the Charter of the United Nations.

It is necessary only to glance at a map to realize that the survival and integrity of the Greek nation are of grave importance in a much wider situation. If Greece should fall under the control of an armed minority, the effect upon its neighbor, Turkey, would be immediate and serious. Confusion and disorder might well spread throughout the entire Middle East.

Moreover, the disappearance of Greece as an independent state would have a profound effect upon those countries in Europe whose peoples are struggling against great difficulties to maintain their freedoms and their independence while they repair the damages of war.

It would be an unspeakable tragedy if these countries, which have struggled so long against overwhelming odds, should lose that victory for which they sacrificed so much. Collapse of free institutions and loss of independence would be disastrous not only for them but for the world. Discouragement and possibly failure would quickly be the lot of neighboring peoples striving to maintain their freedom and independence. Should we fail to aid Greece and Turkey in this fateful hour, the effect will be far reaching to the West as well as to the East. We must take immediate and resolute action.

I therefore ask the Congress to provide authority for assistance to Greece and Turkey in the amount of \$400,000,000 for the period ending June 30, 1948. In requesting these funds, I have taken into consideration the maximum amount of relief assistance which would be furnished to Greece out of the \$350,000,000 which I recently requested that the Congress authorize for the prevention of starvation and suffering in countries devastated by the war.

In addition to funds, I ask the Congress to authorize the detail of American civilian and military personnel to Greece and Turkey, at the request of those countries, to assist in the tasks of reconstruction, and for the purpose of supervising the use of such financial and material assistance as may be furnished. I recommend that authority also be provided for the instruction and training of selected Greek and Turkish personnel.

Finally, I ask that the Congress provide authority which will permit the speediest and most effective use, in terms of needed commodities, supplies, and equipment, of such funds as may be authorized.

If further funds, or further authority, should be needed for purposes indicated in this message, I shall not hesitate to bring the situation before the Congress. On this subject the Executive and Legislative branches of the Government must work together.

This is a serious course upon which we embark. I would not recommend it except that the alternative is much more serious. The United States contributed \$341,000,000,000 toward winning World War II. This is an investment in world freedom and world peace. The assistance that I am recommending for Greece and Turkey amounts to little more than 1 tenth of 1 per cent of this investment. It is only common sense that we should safeguard this investment and make sure that it was not in vain. The seeds of totalitarian regimes are nurtured by misery and want. They spread and grow in the evil soil of poverty and strife. They reach their full growth when the hope of a people for a better life has died. We must keep that hope alive.

The free peoples of the world look to us for support in maintaining their freedoms. If we falter in our leadership, we may endanger the peace of the world -- and we shall surely endanger the welfare of our own nation. Great responsibilities have been placed upon us by the swift movement of events. I am confident that the Congress will face these responsibilities squarely.

AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP[®] programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underserved.

Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

Primary Source Analysis

Primary Source Analysis		
Period		
Theme(s)		
Key Concept(s)		
What is the historical situation or context shaping the issue in question?		
What is the author's point of view? How does the author's background (culture, political views, religion, social status, gender, etc.) likely affect the way the author views the issue and the situation or context addressed in the question?		
Who was the intended audience? How did their background affect the author's approach to the issue?		
What did the author hope the audience would think, feel, or do in response to the document?		
What is the format? Will this require using different types of reading, such as metaphorical?		

Secondary Source Analysis

Secondary Source Analysis		
Does the excerpt contain a thesis or claim? If so, what is the claim?		
What analysis does the author offer in terms of causes and effects? What themes does the author focus on to explain the event?		
What historical reasoning (i.e., causation, continuity and change over time, comparison, and contextualization) does the author use in his or her interpretation?		
What kinds of evidence does the author provide to support the analysis?		



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