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**SAMPLER**

# *Writing Through Time*

## AP\* World History Skillbook

Advanced FRQ and DBQ Essay-Writing Skills for AP\* World History



**Updated for the  
2012 Exam!**

- Continuity and Change Over Time
- Compare and Contrast
- Document Analysis



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**Barbara Brun-Ozuna**

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# To The Teacher

You are teaching one of the most enjoyable and interesting courses any high school teacher could possibly wish to teach. In this course, you will help your students understand the essence of historical thinking. You will also teach them how to present that thinking by crafting clearly-worded essays covering broad themes and large time periods. You will expect your students not only to analyze similarities and differences, but to analyze changes and continuities over time. You will also expect them to be able to analyze a prompt, formulate a succinct (and correct) response, and be able to corroborate that answer with specific facts.

I have had the unbelievable good fortune of teaching AP World History since its inaugural year in 2001 in a very good Title I urban high school. Despite being pushed to stretch themselves academically, students often arrive in their first AP class having written comparatively little in the essay format. Many students do not fully understand yet the mechanics of how to write, how to address a prompt, how to craft a thesis, and how to corroborate with evidence. These are skills I must teach them, along with a great deal of content. I have found that when the basic steps are laid out, and students get an opportunity to practice, most develop confidence and increase their skill levels. After using this book, students will leave your class as they leave mine: confident that they can understand a prompt and know how answer it. They will have mastered the basic mechanics of addressing an Advanced Placement prompt appropriately. This mastery gives the average student an opportunity to succeed in world history, and it certainly (and more importantly) sets your students up for success in many academic endeavors, a goal for which all teachers strive.

With Regards,  
Barbara Brun-Ozuna



# Lesson Guide

## EXERCISE 13

### Tracking Positive and Negative Changes As Well As Continuities: Mesopotamia, East Asia

#### Guided Practice

For the prompt below, fill in the missing information in the chart, then write a thesis that addresses the prompt and reflects the information you have listed in the chart. Do you remember the lesson on parallelism that you learned in the Comparison and Contrast section? The same lesson applies here—meaning that you can only compare *like to like*.

#### Prompt:

Analyze the major political and economic continuities and changes that occurred in Mesopotamia from 8,000 BCE to 600 CE.

#### Step 1: Determine Key Words:

Political and economic continuities and changes that occurred in Mesopotamia from 8,000 to 600 CE.

#### Step 2: Create and fill in the chart.

	Positive changes	Negative changes	Continuities
Political		Although society was more protected because of city walls, etc., a sedentary lifestyle meant people were more vulnerable when attacks occurred.	Most people continued a nomadic, and thus clan-based, fairly egalitarian lifestyle.
	Ruling class had many privileges.		Most people—whether they were nomadic or sedentary—never had an opportunity to rule, and were at the mercy of those who did.
Economic	Farming began, and there was a division of labor. Trade occurred between city-states and between pastoralists and agriculturalists.		Most people continued a nomadic lifestyle. In fact, migration still occurred even when pastoralists became more prevalent than hunter-gatherers.
	Eventually, surplus of food.	In times of war and drought, food could become very scarce. Many more hours of labor were needed to grow food than to engage in hunting and gathering.	Hunting and gathering continued on the periphery. Many people began to domesticate animals in addition to hunting and gathering. People continued to wander.

### GUIDED PRACTICE

Each exercise begins with a Guided Practice section that will introduce you to the essential skills needed to write high-scoring essays on the AP® World History exam.

### FREE-RESPONSE QUESTION ESSAY PROMPTS

Dozens of practice FRQ essay prompts will help to familiarize you with the types of questions you will encounter on the exam.

### GRAPHIC ORGANIZERS

These simple but effective graphic organizers will help you plan strong, well-structured essays. They are designed to be easy enough to recreate from memory.

# Lesson Guide

## Step 3: Ensure a parallel structure:

Look at the chart you helped to create and check to see that all the rows are filled with facts about the same type of information.

## Step 4: Write a thesis based on the prompt and on the information in the chart:

Carefully read the sample thesis statement shown below. Compare the thesis statement with the chart on the previous page:

Mesopotamia changed between 8,000 BCE and 600 CE with the domestication of animals and the invention of agriculture. These innovations led to the creation of city-states led by strong leaders and to the beginning of trade. Despite all these changes, most people continued to live in clan-based communities on the periphery of these city-states and continued to hunt and gather for sustenance.

## Independent Practice

Now it's your turn to write a thesis statement for a CCOT essay. Using the prompt below and the Continuity and Change Over Time chart provided by your teacher, fill in the information for your essay. Then, create a thesis statement.

### Prompt:

Analyze the major continuities and changes that occurred in East Asia from 500 BCE to 200 CE.

## Step 1: Determine key words.

## Step 2: Decide which categories are appropriate.

## Step 3: Fill out the graphic organizer.

## Step 4: Ensure a parallel structure. Look over your chart. Is each piece of evidence based on the same basic theme?

## Step 5: Write a thesis statement based on the graphic organizer.

## Homework

Try writing a topic sentence for one of your categories in the graphic organizer in the Guided Practice section above. The topic sentence should support the thesis while summarizing the information in your graphic organizer.

## INDEPENDENT PRACTICE

This section will help you put into use the skills you are learning. Each exercise targets an essential essay-writing skill. By the end of each unit, you will be ready to write clear, analytical essays.

## HOMEWORK

Each lesson contains additional practice exercises to reinforce the skills you have learned.

## Independent Practice

Now it's your turn! Use the now familiar DBQ to help you learn how to complete the graphic organizer.

### Prompt:

Using the documents provided, analyze the roles of trade centers. What additional document might be helpful in furthering your analysis?

**Historical Background:** Trade has been an important source of exchange for centuries. Because of the importance of markets, trade centers transformed into administrative, educational, and diplomatic hubs in addition to commercial centers.

### Document 1

**Source:** Anonymous painting showing the reception of two Venetian ambassadors to Syrian Damascus late 15th century.



### Document 2

**Source:** Leo Africanus, Moorish diplomat and author, recounting his impressions of Timbuktu in *Description of Africa*, 1550.

Corn, cattle, milk, and butter this region yieldeth in great abundance, but salt is very scarce here. I saw one camel's load of salt sold for 80 ducats. [In Timbuktu] are great store of doctors, judges, priests, and other learned men, that are bountifully maintained at the kings cost and charges. And hither are brought diverse manuscripts or written books out of Barbary, which are sold for more money than any other merchandise.

## DOCUMENT-BASED ESSAY PROMPTS

These DBQs have been carefully constructed to help you refine the skills needed to write high-scoring DBQ essays.

## DOCUMENTS

Practice your DBQ skills using a variety of primary source documents. You will be guided step-by-step on how best to approach the difficult task of document analysis.



# Lesson Guide

## Independent Practice

Now try to analyze a document using the SOAPStone technique on your own. Use the documents and charts below to complete the exercise.

### Document 2

**Source:** Han Feizi (d. 233 BCE); Advisor to the first Qin Emperor. Studied under the Confucian scholar Hsun-tzu and became the major theorist of the Legalist school. From his book *The [Book of] Master Han Fei*.

"When a sage governs a state, he does not rely on the people to do good out of their own will. Instead, he sees to it that they are not allowed to do what is not good. If he relies on people to do good out of their own will, within the borders of the state not even ten persons can be counted on [to do good]. Yet, if one sees to it that they are not allowed to do what is not good, the whole state can be brought to uniform order. Whoever rules should consider the majority and set the few aside: He should not devote his attention to virtue, but to law."

**Subject:**

**Occasion:**

**Audience:**

**Purpose:**

**Speaker:**

**Tone:**

### Document 3

**Source:** Tale of a shipwrecked sailor to his master to explain his prolonged absence, as written by Ameni-amirrenaa, a scribe in ancient Egypt around 2200BCE.

The sailor then answered, "Now I shall tell that which has happened to me, to my very self. I was going to the mines of Pharaoh, and I went down on the sea in a ship of one hundred and fifty cubits long and forty cubits wide, with one hundred and fifty sailors of the best of Egypt who had seen heaven and earth, and whose hearts were stronger than lions. They had said that the wind would not be contrary, or that there would be none. But as we approached the land, the wind arose, and threw up waves eight cubits high. As for me, I seized a piece of wood; but those who were in the vessel perished, without one remaining. A wave threw me on an island, after that I had been three days alone, without a companion beside my own heart. I laid me in a thicket, and the shadow covered me. Then stretched I my limbs to try to find something for my mouth. I found there figs and grain, melons of all kinds, fishes, and birds. Nothing was lacking. And I satisfied myself; and left on the ground that which was over, of what my arms had been filled withal. I dug a pit, I lighted a fire, and I made a burnt offering unto the gods."

## DOCUMENT ANALYSIS SKILLS

Using mnemonic devices, such as SOAPStone and OPTIC, you will learn how best to approach the difficult but necessary task of document analysis. Through a series of focused exercises, *Writing Through Time* will help you develop and refine the skills you will need to master the Document-Based Question.

# Common Skills Necessary for Successful Essay Writing

## Introduction to “Trunk Exercises”

As noted, this text will concentrate on two essay types: The Comparison and Contrast essay, and the Change and Continuity Over Time essay.

Although each essay focuses on different habits of mind, both require you to be equipped with three basic skills: (1) an understanding of the content of the prompt, that is, that you understand the specific historical data the prompt refers to; (2) an understanding of the expectations of the prompt, that is, that you understand how you are to work with that historical data; and (3) the ability to address the prompt with a clearly written thesis that is supported in a well-crafted, comprehensible essay.

We will focus on these skills in this first section. Writing Skill One will focus on how to analyze the prompt for *key words* that will help guide your essay planning. Writing Skill Two will help you further deconstruct the prompt to glean the *categories* you should include in your thesis. Writing Skill Three will help you work on recognizing *good thesis* statements. Writing Skill Four will help you find ways to put information into *graphic organizers* for the purpose of organizing your essay.

### EXERCISE 1

#### Task Verbs in an Essay Prompt: *Empires and Migration*

#### Guided Practice

One of the most important first steps in responding to an essay question is knowing what the prompt asks you to do. There are, of course, many verbs that could appear in an essay prompt. Here are some of the most common:

**Explain:** This verb asks you to make clear, make plain, or make something known in detail. For example:

Explain how the invention of agriculture led to sedentary civilizations.

This prompt asks you to discuss how agriculture led people to eventually change from being semi-nomadic to living permanently in one place. Living in one place is a “sedentary” lifestyle, which led eventually to class structures, food surpluses, population growth, and finally, to the creation of cities (the famous city-states of old).

When you explain, you really aren’t elaborating *why* or *where* a process occurred, you are simply discussing *how* it happened.

**Evaluate:** This verb asks you to judge the value or character of something, or give an opinion regarding the value of something. For example:

Evaluate the following statement: Sedentary agriculture led to patriarchal societies.

This prompt expects you to ask yourself “Did sedentary agriculture lead to patriarchy?” If yes, was it the only factor or were there other factors? If there were other factors, was it the most important factor? Your response, then, might begin with something like this: “Although agriculture was an important factor in the development of patriarchal societies, the rise of religion and the increased use of codes of law proved equally important in this regard.”

As you can see, you are making a series of decisions when asked to evaluate.

Now, become familiar with the words below.



## Independent Practice

Using a dictionary, define these task verbs by explaining exactly what you are to do when using each one. Work with a partner or a group if your teacher allows it. Write these responses in your notebook.

1. ANALYZE
2. ASSESS
3. COMPARE
4. DESCRIBE
5. DISCUSS



Use the prompts below and the definitions above to explain exactly what you are to do in order to address each prompt correctly. When you are done, share your answers with a partner. Again, be sure you put these answers in your notebook.

1. Analyze the social and economic changes and continuities that occurred as a result of the Neolithic revolution.
2. Assess the social and cultural changes and continuities that occurred in China during its classic period from 200 BCE to 300 CE.
3. Compare the cultural and economic factors that shaped the Han and the Roman empires, respectively.
4. Describe the changes and continuities that helped the Bantu migrate across Africa.
5. Discuss the similarities and differences between sedentary and pastoral civilizations.

## Homework

Now that you have had some practice, try to explain how to address the prompts below.

1. Describe the similarities and differences between the rights of women in pastoral societies and those of women in agricultural societies.
2. Assess the political and social changes and continuities that occurred as a result of the fall of the Western Roman Empire.



### Guided Practice

This exercise focuses on the thesis statement, the most crucial sentence in any essay. The thesis statement sets the stage for the entire essay. It can be one sentence or multiple sentences, and should come very near the beginning of the essay. A good thesis statement has two functions. The first is that it directly addresses the prompt in one or more concise sentences. The other is that it provides the framework for the subsequent essay. In other words, a thesis statement provides not just an answer, but also a roadmap. For instance:

**Prompt 1:**

Compare and contrast the role of law in Han China and in the Roman Empire.

From your practice thus far, you know that you should discuss the similarities and differences between the Han and the Roman empires, focusing on the role of law in both. So, what would a good thesis statement look like? Here are two—which one is better?

*Thesis One:* There are a few similarities, but mostly differences, in the way the Romans and Han viewed the role of law.

*Thesis Two:* While the Romans saw law as a great equalizer between social classes, the Han minimized laws in favor of highly educated, ethical individuals. In terms of similarities, both civilizations relied heavily on bureaucrats to run the respective empires.

The second thesis is better than the first. Why is this the case? The second one gives not only a specific answer to the prompt, but also gives the reader a pretty good idea of what will be discussed in the essay. The first thesis, on the other hand, gives only a vague answer and does not really indicate to the reader what will be discussed later in the essay.

Repeat the previous exercise with a different prompt:

**Prompt 2:**

Analyze the changes and continuities that occurred in trade between the early river valley civilizations and the classic empires.

*Thesis One:* Trade between sedentary civilizations began to be important during the time of the river valley civilizations and continued its importance into the time of the classic empires, while the intensity of trade also increased as time went on.

*Thesis Two:* Trade intensity changed from the time of river valley civilizations to the time of classic empires, while trade remained the same.

In this case, Thesis One is better because the second half is more detailed than is the second half of Thesis Two. Although both theses address the prompt, it is Thesis One that accomplishes the second function of a good thesis, which is to provide a roadmap for the rest of the essay.



## Independent Practice

Now, try this exercise by yourself by considering merits of the thesis statements below. Once you pick the thesis that you think is better, write the justification in your notebook. Then, discuss with a classmate whether you got the same answer and what your reasons were.

### **Prompt 1:**

Compare and contrast the economic activities of pastoral nomads and those of sedentary populations.

*Thesis One:* While both economies relied on animal husbandry, the sedentary societies also relied on agriculture and trade.

*Thesis Two:* While both pastoral and sedentary economies relied on animal products and trade, sedentary societies also relied heavily on agriculture.

### **Prompt 2:**

Trace the changes and continuities in Indian Ocean trade between 600 CE and 1450 CE.

*Thesis One:* Although Indian Ocean trade connected Africa, India, and Arabia throughout the time period, the value of maritime trade changed by increasing dramatically from 600 CE–1450 CE.

*Thesis Two:* Although Indian Ocean trade continued to be important from 600 CE–1450 CE, it was never as important as was the trade along the Silk Road.

### **Prompt 3:**

Trace the changes and continuities in the Mediterranean Sea trade from 100 CE to 1000 CE.

*Thesis One:* While the Mediterranean continued to be an important area of cultural and commercial interaction throughout the time period, the volume of trade decreased with the fall of the Western Roman Empire and then increased again as time went on.

*Thesis Two:* Although the Mediterranean Sea continued being an important conduit for cultural and commercial exchange, its significance waned shortly after 300 CE and then increased after the Muslim Caliphates and the Italian city-states resumed maritime trading.



## Homework

Now that you have had some practice picking out the better thesis, try to do the same at home with the two sets of thesis statements below.

**Prompt 1:**

Compare and contrast the respective roles of women in sedentary and nomadic societies.

*Thesis One:* While women in both sedentary and nomadic societies fulfilled similar household roles such as raising children and preparing food, women's roles in nomadic societies are perceived to have been more positive than their corresponding roles in sedentary societies.

*Thesis Two:* Although viewed differently, women's roles were very similar in both societies.

Which thesis above do you like better? Why?

Let's try one more.

**Prompt 2:**

Compare and contrast the social structure of agricultural societies to that of nomadic societies.

*Thesis One:* Although both types of society were ruled by men, agricultural social structures tended to be very hierarchical and based on land ownership, while nomadic social structures tended to be clan- or tribe-based and were fairly egalitarian.

*Thesis Two:* Agricultural societies were based on land while nomadic societies had social structures based on how well a person could take and hold on to power.

Which thesis do you like better? Why?

# The Comparison and Contrast (CC) Essay

## Introduction to Comparison Exercises

Now that you are fairly comfortable with the basics of writing an essay, it is time to focus on one of the free response essay types found in the world history exam—the Comparison Contrast essay. Comparison essays focus on the how civilizations are similar and how they differ. It is very important that, when making these statements, you concentrate on comparing or contrasting *like* items. For example, if you are comparing the economies of two civilizations, you should think in terms of specific categories for comparison, such as trade items, trade routes, or the methods used for manufacturing specific trade items. This technique, known as *parallelism*, is a crucial habit of mind. To organize Comparison Contrast essay, it is helpful to use a graphic organizer.

There are various types of graphic organizers. The Venn diagram is probably the one you are most familiar with. Others are simple three column charts. For World History, the comparative PERSIAN chart helps you to isolate and compare specific pieces of historical data.

This section will provide practice using all three of these charts. Eventually, you will be able to determine which type of chart would be most helpful for the specific prompt you are working on. You should *always* preplan your essay using some type of graphic organizer. The extra time you spend planning out your essay will pay off ten-fold in the quality of essay you produce. Preparing ahead of time will help you to construct a thesis that thoroughly responds to the prompt, and a solid thesis will help you to produce intelligent topic sentences and analysis sentences. All of these sentences will help demonstrate your understanding of the prompt and the specific area of history that it deals with.

## EXERCISE 5

### PERSIAN Charts and Comparison and Contrast Essays: *Empires and Trade*

As you learned in the introduction to this book, the PERSIAN chart is an easy way to ensure that you are working within the themes of the world history course. PERSIAN is an acronym for concepts of Political, Economic, Religious, Social, Intellectual/Arts and Natural (geographic/environmental) attributes of a culture. The PERSIAN chart is also a good way to force yourself into a very rigid parallel structure, which is a perfect approach when you are working with comparison and contrast essays for the first time. Keep in mind the description of parallelism in the introduction to this section: It is important that when making assessments, you concentrate on comparing or contrasting *like* items. For example, if you compare the economies of two civilizations, you should discuss trade items for both, or trade routes used for both, or how both manufactured trade items.

### Guided Practice

Notice how the PERSIAN chart has been filled in below the following prompt.

**Prompt:**

Compare and contrast the changes that occurred in Song China and in the Byzantine Empire as a result of nomadic incursions.



	Song Empire	similarities	Byzantine Empire
<b>Political</b> Leaders/groups State structures War Diplomacy/treaties Courts/laws	Song empire was forced further and further south	Empire got Smaller	Byzantine Empire was getting smaller as Dar-al-Islam, Mongols, and Ottomans encroached
<b>Economic</b> Type of system Technology/Industry Trade/Industry Capital/money Types of businesses	As Song empire weakened, became more interested in commercial activity	International (trans-continental) trade	Byzantine empire always interested in trade because of its strategic location
<b>Religious</b> Holy books Beliefs/teachings Conversion Sin/salvation Deities	Confucian philosophy. Daoism and Legalism. Not very influence by other religions long-term. Buddhism came to China but did not remain influential long-term.	New religious influences, especially Islam, from nomads, and merchants.	Eastern (Greek) orthodox Christians and Jews converted to Islam as Muslims advanced.
<b>Social</b> family gender relations social classes entertainment life styles	Very hierarchical. Women had very little power. Nomads and Chinese were completely separate socially.	Nomads had very little long-term influence on these very sophisticated societies, but absorbed lots from the societies.	Women did not have much power. Very hierarchical. Ottomans and Mongols adapted Byzantine ideas.
<b>Intellectual/Arts</b> Art and Music philosophy writing/literature math and science education architecture	Exam system Nature painting Poetry Canals for trade and transportation	Nomads had very little long-term influence on these very sophisticated societies, but absorbed lots from the societies.	Mosaics Iconography Greek is the language of the Learned.
<b>Near (Geography)</b> physical movement location human/environment region	In East Asia. Nomads pushed from North to South.	Nomads were a constant threat and reduced the amount and types of resources controlled by both empires.	In Eastern Mediterranean. Nomads pushed from east to west.

— **Step 1: Determine key words: Compare, Contrast, Changes, Nomadic Incursions, China, and Byzantine.**

— **Step 2: Fill in the PERSIAN chart.**

— **Step 3: Choose the two or three categories by asking yourself which two or three areas appear to be the most interesting to use for the essay.** In this case, perhaps, political, economic and religious might be best because those three areas show real differences between the Chinese and Byzantine empires, despite some general similarities. Those three parts of the chart also show the effect of nomads on the three civilizations.

— **Step 4: Choose a thesis statement based on the chart.** Based on the choices discussed above, what would your thesis statement be? Remember, it must be comprehensive, compact, and must provide a roadmap for the essay.

**Possible thesis statement:** Although both the Song and Byzantine empires grew smaller and eventually fell due to the stresses put upon them by nomadic incursions, the two empires reacted differently economically and religiously as a result of the interaction with nomads.



## Independent Practice

Using the prompt below, fill in the PERSIAN chart your teacher has copied for you. Then choose the two to three areas you wish to write about and write a thesis based on the chart and the prompt. Follow the steps below:

**Prompt:**

Compare and contrast two of the following: The Ottoman Empire, the Safavid Empire, and the Mughal Empire.

— **Step 1: Determine key words:**

— **Step 2: Fill in the PERSIAN chart.** Use the comparative PERSIAN chart your teacher has provided you. Remember, you need to work on only two of the three empires listed above.

— **Step 3: Choose the two or three general areas for which you have the most information.** Which two to three did you choose? Why did you choose these areas?

**Step 4: Write your thesis statement based on the chart.** Then, share your thesis with a partner and analyze its qualities. Does it match the categories you chose to use in your chart? Does it provide a roadmap for your subsequent essay? Is it specific enough to clearly address the prompt, yet general enough that you are not writing your entire essay in the thesis paragraph?

## Homework

Take the civilization above that you did *not* choose and fill in the PERSIAN chart for it. Then determine how this new civilization is similar to the two that you have worked on and how it is different. Write a thesis statement that reflects these similarities and differences.



## EXERCISE 7

### Using Generic Comparison and Contrast Charts to Set Up Comparison and Contrast Essays: Aztecs, Incas, Merchants

Now that you have practiced with a PERSIAN chart and Venn diagram, we continue with the generic three-column chart. This chart is a simple yet flexible way to sketch out an essay. Simplicity and flexibility are important when you are working on a timed essay.

### Guided Practice

Look at the filled-in chart below the following prompt:

**Prompt:**

Compare and contrast the economic and political characteristics of the Aztec and Inca empires from around 1200 CE–1492 CE.

— **Step 1: Determine key words: Compare, Contrast, Economic, Political, Aztecs, Inca, Spaniards.**

— **Step 2: Fill in the generic chart.** To fill in the chart correctly, put the entities being compared and contrasted (i.e., Aztecs and Incas) across the top, while putting the categories of items to be compared (i.e., economic and political) on the side. Thus, the chart will look like this:

	Aztecs	similarities	Inca
P O L I T I C A L	<ul style="list-style-type: none"> <li>• Written language</li> <li>• Warfare Important</li> <li>• Emperor</li> </ul>	<ul style="list-style-type: none"> <li>• Divine Leadership</li> <li>• Regional Languages</li> <li>• Coercive Tribute Empires</li> <li>• Priests were important to leaders</li> <li>• Warriors and priests were at the top of the social structure</li> <li>• Human sacrifice</li> </ul>	<ul style="list-style-type: none"> <li>• No written language-language of knots called Quipu</li> <li>• Sapa Inca was leader</li> <li>• After death, leaders were mummified and ruled as part of the court of the dead.</li> </ul>
E C O N O M I C	<ul style="list-style-type: none"> <li>• Had to rely on human labor because there were no beasts of burden</li> <li>• Used turquoise road to exchange feathers, obsidian, Maize for turquoise, copper and salt</li> <li>• Spread religion, maize, squash and beans to North and South America</li> </ul>	<ul style="list-style-type: none"> <li>• Agricultural societies</li> <li>• Trade was far-flung</li> <li>• Trade promoted cultural diffusion</li> </ul>	<ul style="list-style-type: none"> <li>• Domesticated Llamas and alpacas for wool and transportation</li> <li>• Communal economy. Sapa Inca controlled trade</li> <li>• Went up and down mountains for trade (vertical trade)</li> <li>• Marine (shellfish, fish) important</li> <li>• Grew potatoes and eventually corn and beans</li> </ul>

**Step 3:** Based on the chart above, what would your thesis statement be? Remember, your thesis must be comprehensive, compact, and capable of providing a roadmap for the entire essay.

**Thesis Statement:** The Aztecs and the Incas placed a similar emphasis on long distance trade, and both created coercive-tribute empires led by powerful men. The Incas, however, exercised more central control than did the Aztecs.



## Independent Practice

Analyze the prompt below and fill in the generic comparison/contrast chart your teacher has copied for you. Then, write a thesis based on the chart and the prompt.

**Prompt:**

Compare and contrast the status of merchants in China and in Dar-al-Islam from 600 CE–1450 CE.

— **Step 1: Determine key words:**

— **Step 2: Decide which areas of this prompt to emphasize.** Remember that you need at least two areas for the chart.

— **Step 3: Fill in the chart given to you by your teacher.**

— **Step 4: Write a thesis statement based on the information you chose to include in your chart.** Then, share your thesis with a partner and analyze its qualities. Does it match the categories you chose to use in your chart? Does it provide a roadmap for your subsequent essay? Is your thesis specific enough to clearly address the prompt, yet general enough that you are not writing your entire essay in the thesis paragraph?

## Homework

Choose one of the civilizations from the Independent Practice section above and compare the status of merchants in it with the status of merchants in feudal western Europe during the same time period (i.e., 600 CE–1450 CE). Write a thesis statement that reflects these similarities and differences.



## EXERCISE 9

### Comparison and Contrast: Topic Sentence and Analysis in *Song China and the Byzantine Empire*

The final step in converting an ordinary Comparison and Contrast essay into a proper World History AP essay is to pay close attention to topic sentences, analysis sentences, and clincher sentences. These three types of sentences are important because they pertain to the “core” points in the world history rubric. These sentences are also important because they provide the reader with an overt structure. Remember, as the writer, you must convince your reader that you know what you are doing. Solid topic sentences and analysis sentences help you to do so.

This task may be easier said than done, however. *Learning* how to write solid topic sentences and analysis sentences is much easier than *doing* so correctly every time, because doing so requires you to have an extensive amount of knowledge about the topics in world history. The only way to gain that knowledge is to do a lot of reading.

Topic sentences are found at the beginning of each body paragraph. An analysis sentence should immediately follow the topic sentence. Once you have constructed both of these sentences, you should incorporate specific pieces of evidence from your graphic organizer. Finally, finish by restating your topic sentence and transitioning to the next paragraph. Here is the structure that should be adhered to for each body paragraph:

1. The topic sentence should reflect a portion of the thesis statement and should summarize the information in the paragraph. The topic sentence should be comparative and contrasting in nature.
2. There should be an analysis sentence to explain why the comparative or contrasting statement says what it does.
3. Corroborative details are essential. Provide them in clear sentences that relate to the topic sentence.
4. A good clincher sentence restates the main point of the comparison/contrast, and assists the transition from one paragraph to the next.

### Guided Practice

Using the information in the Guided Practice section of Exercise 5, write a topic sentence and an analysis sentence that go with the information. Remember that in Exercise 8, you wrote an outline for Exercise 5 when we converted the chart from Exercise 5 into an outline for the essay. You can use both the chart in Exercise 5 and the outline in Exercise 8 to complete the topic and analysis sentences. Remember, your topic sentences and clincher sentences should reflect what your previously created thesis statement says.

**Prompt:**

Compare and Contrast the changes that occurred in Song China and in the Byzantine Empire as a result of nomadic incursions.

**Body paragraph 1:** According to the outline written in exercise 8, body paragraph 1 is about the political reactions of both the Song and the Byzantine Empires to nomadic incursions. Our details indicate that one similarity is that both empires got smaller while a difference is that the Song Empire collapsed more quickly than did the Byzantine Empire.

*Topic sentence* — Although both the Song and the Byzantine Empires eventually succumbed to the military assaults of the nomads, the Song Empire collapsed much more quickly than did the Byzantine Empire.

*Analysis sentence(s)* — The quicker collapse of the Song Empire can probably be attributed to the fact that the scholar gentry of the Song Empire were put in charge of the military. This arrangement meant that military leaders were hampered by interference from civilian officers and thus lost many battles with the northern nomads.

*Clincher sentence* — Although the political reactions proved to be fairly similar in that both empires fell to nomads, the economic results of nomadic invasions were vastly different in the Song and Byzantine Empires.



### Independent Practice

Look at the remaining two (perhaps three) body paragraphs referred to in the outline from Exercise 8 that is referenced above. Using the information in the outline, create a topic sentence, an analysis sentence, and a clincher sentence for each paragraph.

**Body paragraph 2:**

**Topic sentence:**

**Analysis sentence:**

**Clincher sentence:**

**Body Paragraph 3:**

**Topic sentence:**

**Analysis sentence:**

**Clincher sentence:**

Now that you have written many of the sentences you will need for your essay, try to map out your Comparison and Contrast essay. Make sure that the essay truly addresses the prompt, gives substantial information, creates a parallel structure, and analyzes reasons for similarities and differences. The first paragraph has been outlined/written for you below.

Below is a body paragraph plan for an essay based on the following prompt: “Compare and contrast the changes that occurred in Song China and in the Byzantine Empire as a result of nomadic incursions.” A good thesis statement to guide the creation of the body paragraphs would be:

Although both the Song and Byzantine Empires grew smaller and eventually fell because of stresses put upon them by nomadic incursions, the two empires reacted differently, both economically and religiously, as a result of their respective interactions with nomads.

**Body Paragraph 1: Political Reactions**

**Topic sentence:** — Although both the Song and the Byzantine Empires eventually succumbed to the military assaults of the nomads, the Song Empire collapsed much more rapidly than did the Byzantine Empire.

**Analysis sentences:** — (Note that the analysis sentences conclude by mentioning similarities and differences.) The quicker collapse of the Song Dynasty can probably be attributed to the fact that the Song scholar gentry were put in charge of the military. This arrangement meant that military leaders were hampered by interference from civilian officers and thus lost many battles with the northern nomads. While both empires got smaller, the Song Empire was pushed south fairly quickly, and the Byzantine Empire gradually lost ground from the east.

**Clincher sentence:** — Although the political reactions proved to be fairly similar in that both empires fell to nomads, the economic results of nomadic invasions were vastly different.

**Paragraph 2:**

**Paragraph 3 (if needed):**

**Conclusion:**

## Homework

Choose another chart you have been working with and create a paragraph outline like the one above for that chart and for its prompt.



## EXERCISE 12

### Creating Bookend Date Markers for Remembering Time Periods: *Neolithic Revolution, Empires, Industrialization*

Thus far, we have looked at changes and continuities regionally and thematically. Now we will create markers that will help you to remember what occurred during each time period. As with the two previous exercises, the point of this exercise is to help you internalize what changed and what stayed the same throughout history.

#### Guided Practice

For each time period, list two or three events that mark the beginning and the end of the period. These “bookends” will help you to remember what happened in each period. The Foundations period has been started for you. Can you list what happened to end the period? Remember, the Foundations period began in 8,000 BCE and ended in 600 CE.

**Foundations:** *Beginning:* Neolithic revolution (beginning of agriculture)  
*End:*

A correct answer would include the end of classical empires, the fall of Rome and the fall of the Han and the Gupta empires, respectively.

#### Independent Practice

Now that you have seen how to identify markers, see whether you can identify the rest of the bookend dates. Write them in your notebook and share them with a partner, then check to see if your partner has similar bookend events.

Remember, you might not be able to work on all the time periods at once. Eventually, you will have covered all time periods, and the technique of creating markers to help you remember remains the same.

**600 CE–1450 CE:** *Beginning:*  
*End:*

**1450 CE–1750 CE:** *Beginning:*  
*End:*

**1750 CE–1914 CE:** *Beginning:*  
*End:*

**1914 CE–present:** *Beginning:*  
*End:*

## Homework

Think about the events you have listed here as changes. Now, look at the summaries in the charts you created in Exercise 10. See whether the events you listed in Exercise 10 roughly match the events you have listed here. If they do not, spend the time necessary to rewrite one or more of them so that they match and are accurate.

**EXERCISE 13**

**Tracking Positive and Negative Changes As Well As Continuities:  
Mesopotamia, East Asia**

**Guided Practice**

For the prompt below, fill in the missing information in the chart, then write a thesis that addresses the prompt and reflects the information you have listed in the chart. Do you remember the lesson on parallelism that you learned in the Comparison and Contrast section? The same lesson applies here—meaning that you can only compare *like to like*.

**Prompt:**

Analyze the major political and economic changes and continuities that occurred in Mesopotamia from 8,000 BCE to 600 CE.

— **Step 1: Determine Key Words: Political and economic changes and continuities that occurred in Mesopotamia from 8,000 to 600 CE.**

— **Step 2: Create and fill in the chart. For the chart below, find and fill in the missing information.**

	Positive changes	Negative changes	Continuities
<b>Political</b>		Although society was more protected because of city walls, etc., a sedentary lifestyle meant people were more vulnerable when attacks occurred.	Most people continued a nomadic, and thus clan-based, fairly egalitarian lifestyle.
	Economic		Most people—whether they were nomadic or sedentary—never had an opportunity to rule, and were at the mercy of those who did.
<b>Economic</b>	Farming began, and there was a division of labor. Trade occurred between city-states and between pastoralists and agriculturalists.		Most people continued a nomadic lifestyle. In fact, migration still occurred even when pastoralists became more prevalent than hunter-gatherers.
	Farming began, and there was a division of labor. Trade occurred between city-states and between pastoralists and agriculturalists.	In times of war and drought, food could become very scarce. Many more hours of labor were needed to grow food than to engage in hunting and gathering.	Hunting and gathering continued on the periphery. Many people began to domesticate animals in addition to hunting and gathering. People continued to wander.



— **Step 3: Ensure a parallel structure: Look at the chart you helped to create and check to see that all the rows are filled with facts about the same type of information.**

— **Step 4: Write a thesis based on the prompt and on the information in the chart:**

Mesopotamia changed between 8,000 BCE and 600 CE with the domestication of animals and the invention of agriculture. These innovations led to the creation of city-states led by strong leaders and to the beginning of trade. Despite all these changes, most people continued to live in clan-based communities on the periphery of these city-states and continued to hunt and gather for sustenance.



## Independent Practice

Now it's your turn to write a thesis statement for a CCOT essay. Using the prompt below and the Change and Continuity Over Time chart provided by your teacher, fill in the information for your essay. Then, create a thesis statement.

**Prompt:**

Analyze the major changes and continuities that occurred in East Asia from 500 BCE to 200 CE.

— **Step 1: Determine key words.**

— **Step 2: Decide which categories are appropriate.**

— **Step 3: Fill out the graphic organizer.**

— **Step 4: Ensure a parallel structure. Look over your chart. Is each piece of evidence based on the same basic theme?**

— **Step 5: Write a thesis statement based on the graphic organizer.**

## Homework

Try writing a topic sentence for one of your categories in the graphic organizer in the Guided Practice section above. The topic sentence should support the thesis while summarizing the information in your graphic organizer.

## EXERCISE 17

### Writing the Change and Continuity Over Time (CCOT) Topic Sentence and CCOT Analysis Sentences: *Mesopotamia, the Americas*

The final step in preparing to write the Change and Continuity Over Time (CCOT) essay is to pay close attention to topic sentences, analysis sentences, and clincher sentences. These three sentence types are important because they pertain to the core points in the world history rubric. They are also important because they provide the reader with an overt structure. Remember, you must convince your reader that you know what you are doing. Solid topic sentences and analyses do this job.

Because you spent time working on cause-and-effect chains in an earlier exercise, creating these analyses will not be as hard as you might think. Before we begin, though, let's briefly review what was covered in the Compare and Contrast essay section.

As you remember, topic sentences appear at the beginning of each body paragraph. An analysis sentence (or sentences) should immediately follow the topic sentence. Then, you incorporate specific pieces of evidence from your chart and finish by restating your topic sentence and transitioning it to the next paragraph. Thus, here is the structure for each paragraph:

1. The topic sentence reflects a portion of the thesis statement and should summarize the information to be found in the paragraph. The topic sentence should be comparative and contrasting in nature.
2. The analysis sentence delineates the cause and effect of either a change or a continuity.
3. Corroborative details are essential.
4. The clincher sentence allows for a smooth transition from one paragraph to the next.

### Guided Practice

Using the information in the Guided Practice section of Exercise 13 as well as the skills you learned in Exercise 15, write a topic sentence, an analysis sentence (or sentences), and a clincher sentence that answer the prompt below. Your topic sentence and your clincher sentence should both reflect the thesis statement that you created in Exercise 13.

**Prompt:**

Analyze the major political and economic changes and continuities that occurred in Mesopotamia from 8,000 BCE to 600 CE.

**Body Paragraph 1:** Changes (political and economic)

*Topic sentence:* The domestication of animals and the invention of agriculture that occurred in some regions of Mesopotamia led to changes such as the creation of city-states led by strong leaders and to the beginnings of trade.

*Analysis sentences:* These changes caused a diversification of labor, a gap between those in control and those who were being controlled. These changes also led to an increase in the importance of land ownership. The stratifying of society along with little diversity in crops also led to an increase in the desire for trade goods, which could only be afforded by the upper class.

*Clincher sentence:* Although new methods of economic production caused many changes in Mesopotamia, many economic and political traditions remained unchanged.



## Independent Practice

Using the information in the Guided Practice section above, create a topic sentence, an analysis sentence (or sentences), and a clincher sentence for the second paragraph.

### **Body paragraph 2:**

*Topic sentence:*

*Analysis sentence(s):*

*Clincher sentence:*

Now, go to Exercise 14, look at the prompt in the Guided Practice section there, and repeat the process.

### **Prompt:**

Analyze the changes and continuities between 1492 CE and 1750 CE that resulted from the “discovery” of the Americas.

### **Body paragraph 1**

*Topic sentence:*

*Analysis sentence(s):*

*Clincher sentence:*

## Homework

Complete the second paragraph for the “Discovery of the Americas” prompt for homework. Make sure to use all the skills you have learned thus far. Does your new paragraph match the thesis? Does it address the prompt? If not, go back and rework it.



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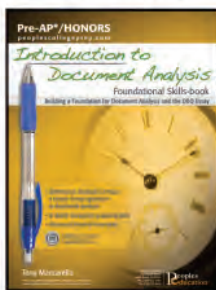
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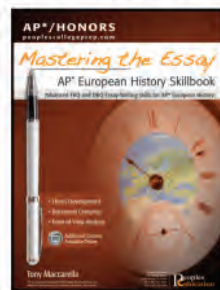
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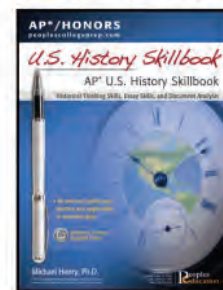
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