

WRITING THE AP WORLD HISTORICAL IDENTIFICATION

The acquisition of relevant, factual data from our study of world history is one part of this course, a part that will hopefully serve you well in both the multiple choice and essay writing portion of the AP exam.

While it may be deemed tedious, it is without a doubt one of the activities that former WHAPers report played a significant if not absolutely crucial role in prepping them for the test and helping them to pass the AP exam. Those who work hard at this all year long and follow the guidelines below will inevitably be better prepared than those who don't. True story.

Beyond the AP test in May, these weekly IDs serve as a partial study guide for the weekly quizzes we take, so doing them helps to ensure relative success on those performances. But don't forget to read the text (more on that later ...), as part of the weekly quizzes is based on your close reading of that week's chapter(s).

- Do IDs from a list provided by me at the beginning of each unit and available on the unit home page on G. Web.
 - IDs need to be word processed
 - Turnitin.com due date every Tuesday night at 11:59 PM for each week's IDs.
 - Feel free to create your own flashcards FOR studying
 - Use 3x5 or 4x6.
 - Or make use of the interactive glossary on the Bentley textbook site: http://highered.mcgraw-hill.com/sites/0073534536/student_view0/index.html
 - Or buy flashcards from a commercial source, easily found on the web
 - The heading of the ID should include
 - the concept, term, or idea to be defined
 - reference to the P.E.R.S.I.A. theme(s) this concept, term, or idea best fits with
 - *note: categorizing data is a process that will help you recall facts during crunch time ... that's why we take this step.*
 - page number in text where it came from

THE DEFINITION:

There are two parts you need to consider when writing historical identifications for this class. The simple definition is, as the name suggests, a brief and concise definition of the term, concept, or idea that you've been given. It should be PARAPHRASED from the text.

THE ANALYSIS/SIGNIFICANCE:

The second part of an ID is as important as the first. Beyond just the definition, you must strive to explain the term, concept, or idea's significance in world history AND/OR (preferably both) to the society in which it is relevant. This should be more than an expanded definition; it should answer the question, "How or why is this significant, particularly as it relates to the P.E.R.S.I.A. category you've assigned it to?" Explaining the term in this context will lead you eventually to better and more concise analysis.

ID EXAMPLES:

Caesaropapism

Theme – Political, Religious

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This term refers to the tradition in the Byzantine empire of having a ruler who was the head of the church, overseeing all secular activities, and who wielded absolute political power. This blending of political and religious power is significant in that it represents a new and important trend of tying political power to religious systems and doctrine.

Slash and Burn

Theme – Economics, Intellectual

p. 22

One of the earliest techniques of cultivation in which field was burned then crops were planted in rich ashes. Required frequent movement on the part of farmers due to rapid depletion of soil. An example of man adapting technology to alter environment and find a faster and more efficient way to get things done.

Çatal Hüyük

Theme – Political, Social, Economic, Intellectual

p. 24-25

Important Neolithic settlement of up to 8000 people in Anatolia or modern day Turkey from 7250-6150 B.C.E. Shows how people, as a direct result of agricultural food surplus, started living in close proximity to one another and how they developed specialized labor such as pottery, metallurgy, and textile production.

The Epic of Gilgamesh

Theme – Intellectual

p. 8

A cycle of stories that recount the adventures of Gilgamesh and his friend Enkidu and explore themes of friendship, loyalty, fear of death, and longing for immortality. An example of intellectual development of writing which, with the death of Gilgamesh's friend, Enkidu, provides a basis for allowing people to process and ponder universal truths, such as that death is the ultimate fate of all human beings.

ALTERNATIVE ID FORMATS:

From time to time you'll be given a set of terms, concepts, or ideas that fall under a larger topic or category and are grouped together. When this happens, feel free to write out a separate ID for each OR you may compose a paragraph in which you define these as a whole in a narrative. In discussing the larger topic of this term, concept, or idea, you inevitably cover and define the subset of information related to it. The analysis for these terms can be woven in the body of this paragraph OR at the end in a single, collective statement. If you choose this method, just be sure to cover all the terms, concepts, or ideas, **bolding** each word as you use it in the paragraph. Kind of like this:

ALTERNATIVE ID FORMAT EXAMPLES:

Tools of Empire: Suez Canal, railroads and steamships, breech loading weapons, rifled guns, telegraph

Theme: Economic, Intellectual

p. 938

The Suez Canal was built between 1859 and 1869. **Railroads** and **steamships** helped the imperial powers to move people and goods quickly over long distances. **Breech loading weapons** are different from muzzle loading weapons because the bullet is put into the back end of the gun. These breech muskets were more accurate and reliable. **Rifled guns** like the Maxim allowed for rapid and devastating fire. The **telegraph** was invented in the 1830s, and people figured out how to lay undersea cables in the 1850s. The telegraph allowed two stations to communicate through a system of dots and dashes. **SIGNIFICANCE-** The Suez Canal made steamships more effective. This allowed for increased trade, which increased economic might. Railroads and steamships helped imperial powers to maintain their political and economic control. Breech loading weapons are significant because they were more accurate so they gave the imperial empires a military advantage. Rifled guns also gave European armies a serious upper hand. Because of this military dominance, resistance was futile for any colony. The telegraph allowed people to send messages quickly over long distances, when before it could have taken a month or more.

Scramble for Africa: King Leopold II, Congo Free State, Boers/Afrikaners, Berlin Conference (1884)

Theme - Political, Economic

p. 944

Belgium's **King Leopold** began the "**Scramble for Africa**" by sending Henry Morton Stanley to establish a colony in the African Congo known as the **Congo Free State**. The rubber tree farm that he created made Congo the Belgian Congo, despite its allowance of free trade. This free trade zone is known as the Congo Free State, and sounds a whole lot better than it was. The taxes were high-priced, and the people of the plantation were abused. In South Africa, the imperial new arrivals were known as **Boers and Afrikaners**. They utilized the diamond mines until Britain discovered them, and instigated the Boer War. They won and seized control of the new Union of South Africa. Eventually many other European countries tried to get in on ownership of African land. During the **Berlin Conference** of 1884-1885, they established guidelines for who would have colonial control over what. Africa was a prime example of a strictly exploitable colony. It was not used for much else. It represents how industrial nations used and abused resource colonies and their people for their own selfish, imperialist purposes.

ADDITIONAL GUIDELINES & REMINDERS:

Simply cutting and pasting and/or copying from the text will result in low weekly scores at first, followed by zeroes if the problem isn't corrected. Please avoid using web resources like Wikipedia, and not because many folks say Wikipedia isn't a reliable source (I actually disagree). The reason why we avoid it or any other non-AP World source is that the specific AP World context of the ID is often overlooked when you rely on these resources alone. While you might get a definition that's

close and technically “correct” in a purely historical sense, it’s typically not tied into the narrative of WHAP text, thus it’s not connected or couched in the context of other stuff AP World stuff we’re studying that week or in the unit that might help you remember it. So the definition/analysis from this often ends up being “useless” ... and you are far too busy to waste your time on unproductive endeavors. So just say no.

There’s a world of difference between doing the weekly ID assignment and actually studying the assignment and material you covered in the assignment.

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A typical scenario for “studying” early in the year is looks like this:

Joe/Jane Papermaker AP World student has worked diligently at completing their IDs for that week, starting the assignment just after dinner on Tuesday night, madly and frantically looking up all the terms from the index and scanning the margins of the chapter for the “freebies”. They mostly followed all the directions and guidelines for the IDs, not paraphrasing terribly well nor doing very deep analysis, but they do submit the IDs on time to turnitin.com, with at least two minutes to spare. Yes! Success! The night before the quiz they get out their work from this assignment and “look it over” or simply place it nearby what they’re doing, i.e. updating their myspace profile and/or posting a bulletin, etc. (the theory of nearby: proximity facilitates osmosis of content) They walk into class on Friday blurry eyed and panicked. They borrow the printed out chapter outline from their neighbor and quickly review the content, but there’s an impending sense of doom building in their gut and they can’t quite put their finger on it. They take the quiz and score about 4 to 6 out of 10. I don’t get it, they say, totally miffed and befuddled. I did the assignment. I read the outline ... what gives?

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An alternate scenario for studying from later in the year:

Joe/Jane Papermaker AP World has had a long week, but Saturday morning, while eating cereal and watching cartoons in a catatonic stupor with or without other family members, they preview the next week’s chapter for AP World. This takes only about 10 minutes, since all they’re really doing do is skimming the cool intro story, scanning topic sentences and captions, and checking out the pictures, maps, documents, timelines, etc. On Sunday they actually sit down and read the 15-20 page chapter in the AP text in no more than two to three sittings, a process that takes, in sum, about an hour or so. Monday after school they do the first half of the IDs, using the knowledge from their weekend reading and class notes from that day’s introduction lecture to complete that portion. Tuesday night after dinner the second half of the IDs are a breeze, especially after that day’s class and since they know there are only half the terms to complete; indeed, it goes very quickly; they submit their IDs to turnitin.com with plenty of time to spare. Wednesday they chill and/or work on stuff for other classes. Thursday night they get out the assignment they submitted on Tuesday and they begin the process of studying. As they read through the ID document, one of their definitions isn’t clear, so they use the page number reference and go back to the text and reread the section where they got that ID from. When they’re done with this first step, they visit the text web site and create or add to their study pile of digital flash cards in the interactive glossary feature, working these for no more than 5-10 minutes. Next, they play the matching and who am I? games on the website. Cheesy, yes, but helpful. And, finally, they take the multiple choice quiz on the website, analyzing their results and checking the text if necessary for clarification. The entire Thursday night ritual has taken no more than 30-40 minutes. They walk into class on Friday rested and prepared. They notice their friends around them (the ones who haven’t figured it out yet) frantically reading printed out outlines from the website in the hopes that something on the outline will show up on the test. They smile knowingly and compassionately at them, remembering a time in the not-so-distant-past when they used to do the same sort of thing. Joe/Jane Papermaker AP World takes the test and scores in the 8-10 out of 10 range on the test, probably much closer to 10 on average than not. The hard work paid off. I rule, they say, brimming with confidence and poise.

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One last closing thought: SIMPLY DOING THE WEEKLY IDENTIFICATIONS IS NOT A SUBSTITUTE FOR READING THE TEXT. THEY ARE TWO SEPARATE AND DISTINCT ACTIVITIES, EACH WITH A SPECIFIC PURPOSE. While you may read large portions of the text in doing the IDs, this often gives you a fragmented understanding of the ideas and issues presented in the narrative of the text. Without a firm understanding of that, you will struggle mightily and more than likely make it VERY difficult for you to pass the weekly quizzes and the AP World exam. Really. Another true story.