

# AP European History

## Student Packet

### Course Overview

AP European history covers European development from 1453 AD to approximately 2000 AD. Throughout the course, we will highlight intellectual, cultural, political, diplomatic, social, and economic developments. Our attempt will be to study each from a variety of perspectives in order to develop a well-rounded view of history.

Students must be aware up-front that this is a college-level course, meaning that the amount/difficulty of reading and depth of inquiry will be more intense than in other courses. Students will learn how to evaluate, analyze, and synthesize historical evidence and the interpretations presented in historical scholarship and primary sources (such as documentary material, maps, statistical tables, works of art, and pictorial and graphical materials). Each chapter will include a discussion on both primary and secondary sources. *Participation in these discussions is graded.*

For this course, we will use Spielvogel, Jackson J. *Western Civilization*. 5<sup>th</sup> ed. Belmont, CA: Wadsworth/Thomson. This will be our chief secondary document. The primary documents are also available in the text. We will also use additional texts in class.

### Additional Materials/Assistance

I am available before school from 7:30 to 8:00, after school from 2:50 to 3:10, and online at [www.historyofcrawford.com](http://www.historyofcrawford.com). I highly recommend students download my notes from my webpage before coming to class (the student labs at school welcome students to do so). My e-mail address is [aaron.crawford@besd.net](mailto:aaron.crawford@besd.net).

I will make every legally-required accommodation for students with 504 plans or IEPs. Please let me know of such requirements as soon as possible.

The course requires intensive memorization, reading, and writing. There is no way around this in an AP class. Those who have trouble in the above categories would probably prefer the World Civilizations class.

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# Document Analysis

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Author \_\_\_\_\_

Date \_\_\_\_\_

Position/Title of Author \_\_\_\_\_

Text of Document  
(Brief Summary) \_\_\_\_\_

\_\_\_\_\_

Intended Audience  
(Written to) \_\_\_\_\_

Purpose  
(Why Written) \_\_\_\_\_

Expected Point of View \_\_\_\_\_

\_\_\_\_\_

Recap Point of View  
*Who?* \_\_\_\_\_

*What?* \_\_\_\_\_

*Why?* \_\_\_\_\_

*Actual Point of View* \_\_\_\_\_

\_\_\_\_\_

Major Point \_\_\_\_\_

Document Support \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Artistic Document Analysis Worksheet

---

Name of Painting \_\_\_\_\_

Date \_\_\_\_\_

Artist \_\_\_\_\_

Subject of Painting \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Style of Painting \_\_\_\_\_

Painted for Whom \_\_\_\_\_  
(Ruler, Patron, Self)

Purpose of Painting \_\_\_\_\_  
(Why was it painted?)  
\_\_\_\_\_

Shown How? \_\_\_\_\_

Major Point #1 \_\_\_\_\_

Shown How? \_\_\_\_\_

Interesting Facts \_\_\_\_\_  
(Artist or Painting)  
\_\_\_\_\_

Historical Significance \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Thesis Development

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## *Essay Worksheet*

### Question

#### Breakdown of question (What is the question asking?)

What are the major components of the question?

|                  |          |         |          |          |
|------------------|----------|---------|----------|----------|
| Skills required? | Analyze  | Assess  | Compare  | Contrast |
|                  | Describe | Discuss | Evaluate | Examine  |

### Thesis Statement Development

Take a position (**What is most important?**)

Why is it most important?

### Thesis Statement

Sentence 1 – Introductory Statement (*Restate the Question*)

Sentence 2 – Position Statement (*Although Statement*) **Must create a tension!!**

Sentence 3 – How or Why Statement (*Explanatory Sentence*) **Why is it most important?!**

# Developing Topic Sentences

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## *Essay Worksheet*

### **Factors to develop**

- |            |    |    |    |
|------------|----|----|----|
| 1. Topic - | 1. | 2. | 3. |
| 2. Topic - | 1. | 2. | 3. |
| 3. Topic - | 1. | 2. | 3. |

### **Topic Sentence Development**

Topic Sentences are a MINI-THESIS. Be sure to look at your thesis and your topic sentences should be derived from it. Look at the *factors to develop* and use those as the basis of your topic sentences.

### Topic Sentence #1

### Topic Sentence #2

### Topic Sentence #3

# Developing the Facts

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## *Essay Worksheet*

**Question -**

**Thesis Statement -**

**Topic Sentence #1-**

Fact #1 –

Fact #2 –

Fact #3 –

Analysis -

**Topic Sentence #2-**

Fact #1 –

Fact #2 –

Fact #3 –

Analysis -

**Topic Sentence #3-**

Fact #1 –

Fact #2 –

Fact #3 –

Analysis -

Name: \_\_\_\_\_

Grade: \_\_\_\_/9

## FRQ Scoring Guide

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### Thesis /2

- Although Statement
- General Brilliance (rare)

### Paragraph #1 /2

- Topic Sentence
- Supporting Details      Fact #1       Fact #2       Fact#3
- Analysis (Why/Because)

### Paragraph #2 /2

- Topic Sentence
- Supporting Details      Fact #1       Fact #2       Fact#3
- Analysis (Why/Because)

### Paragraph #3 /2

- Topic Sentence
- Supporting Details      Fact #1       Fact #2       Fact#3
- Analysis (Why/Because)

### Expanded Basic Core /1

Outside information which provides information that expands the basic data presented in the paragraphs; must be developed in an analytical fashion.

# Ten Steps to Writing a Successful DBQ

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## I. Read the question carefully

- a. Read all parts of the question
- b. Look for context clues and key words

## II. Determine what the question is really asking

- a. What skill is the question asking you to use?
- b. Make sure you understand the wording of the question!

## III. Read and analyze the documents

- a. Make sure that you use the information that is “in the box” to help you with the “who” said “what” in the document!!

## IV. Now go back and read the documents looking for “Point of View”

- a. Why did the author say what they did?
- b. Remember that the type of document can aid you here!

## V. Group the documents to answer the question

- a. Remember that you must develop at least THREE groups to answer the question!

## VI. Write the thesis

- a. A DBQ thesis must include the additional document sentence as well as the three sentences in an FRQ.

## VII. Develop each body paragraph

- a. Using the groups you made in step 4, along with your thesis paragraph, create your body paragraphs.

## VIII. Write each body paragraph

- a. Begin with a topic sentence
- b. Each paragraph must contain at least *two* documents!

## IX. Re-read the question, then your answer

- a. Make sure you answered the question!
- b. Make sure you used all the documents!
- c. Make sure you analyzed all the documents!
- d. Make sure you Have three groups!
- e. Make sure you have multiple points of view!

## X. Use a mental picture of the DBQ Core Scoring Guide

- a. Don't forget the expanded core!

# DBQ Worksheet

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## Thesis Statement

## Topic Sentence #1

### Document Usage (Who said What? Why? [p.o.v.]

Documents 1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_

Who?

What?

Why?

## Topic Sentence #2

### Document Usage (Who said What? Why? [p.o.v.]

Documents 1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_

Who?

What?

Why?

## Topic Sentence #3

### Document Usage (Who said What? Why? [p.o.v.]

Documents 1\_\_\_\_\_ 2\_\_\_\_\_ 3\_\_\_\_\_

Who?

What?

Why?

Name: \_\_\_\_\_

Grade: \_\_\_\_/9

# DBQ Scoring Guide

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## Basic Core

1. Explicit thesis that directly addresses the question. Yes/No
2. Discusses a majority of the documents individually and specifically. Yes/No  
1 2 3 4 5 6 7 8 9 10 11 12 13 14
3. Demonstrates an understanding of the majority of the documents. Yes/No  
 (no more than one major error in interpretation) MAJOR ERRORS – DOC#\_\_\_\_ DOC#\_\_\_\_
4. Supports thesis with appropriate interpretation of majority of documents. Yes/No
5. Analyzes “point of view” or “bias” in at least three documents. Yes/No  
 Doc #\_\_\_\_ Doc #\_\_\_\_ Doc #\_\_\_\_ Doc #\_\_\_\_ Doc #\_\_\_\_ Doc #\_\_\_\_
6. Analyzes documents by organizing them into at least *three* distinct groups. Yes/No  
 Group #1                      Group #2                      Group #3

## Expanded Core

- 7  
 8  
 9

*Examples of points for expanded core (warning: subjective)*

1. Has a clear, analytical, and comprehensive thesis
2. Persuasive use of documents as evidence
3. ~~Uses all or almost all of the documents~~
4. Addresses all parts of the question thoroughly
5. Analyzes bias or point of view in at least four documents
6. Additional groupings or other forms of analysis
7. Brings in “relevant” outside historical content