

Friday, May 8

DJ: none

HW: 1) Study :)

Ann: 1) MC Final 5/12 2) Review Sessions M-W!!!

Today:

1) Unit 6

2) Review POV, Cont/Change, &  
Comparison Stems

AP Exam--  
Snack \$\$  
T 5/12

## AP World History

### Techniques for Discussing Point of View, Reliability, or Usefulness of Documents

#### 1. Based on who the author is.

- Because the author is a(n) \_\_\_\_\_, then \_\_\_\_\_.
- Possible characteristics for space 1:
  - Occupation, social class, gender, religion, age, nationality, ethnicity, political beliefs, ...
- Examples:
  - *“Because the author is a Marxist, he clearly would be very critical of the capitalist system. Being a Marxist might make the author ignore or omit facts that make capitalism look good.”*

#### 2. Based on the type of document, audience, or purpose of the document.

- Because the document is a(n) \_\_\_\_\_, then \_\_\_\_\_.
- Possible characteristics for space 1:
  - Advertisement, diary, memoir, speech, government statistical chart, letter to spouse, ...
- Examples:
  - *“Because the document is a personal diary, it is very credible. The author would have no reason to lie to his own journal.”*
  - *“Because the document is an advertisement, it is trying to persuade people in some way and is most likely only telling part of the story.”*
  - *Because President Truman wanted the American people to respect his decision, he did not reveal all of his true reasons for dropping the Atomic bomb on Japan in his radio address to the American people. The minutes of a meeting between his closest cabinet members would reveal a more honest description of Truman’s true reasons for using the bomb.”*

#### 3. Based on when the document was written.

- Because the document was written long after the event occurred, then ...
  - ... the author may not accurately remember the event.
  - ... the author may think of the event in a very nostalgic way, making it sound better than it really was.
- Examples:
  - *“Because Mr. Jones was telling his grandkids the story about his greatest touchdown ever, 30 years after it happened, he made it sound a lot better than it really was.”*
  - *“Because Mr. Jones was telling his grandkids the story about his greatest touchdown ever, 30 years after it happened, he mistakenly said that he made an 80 yard run when it really was a 6 yard run.”*

#### 4. Based on the proximity of the author to the events being discussed.

- Because the author only knows about what happened in their part of the world, then we get a very narrow view of the situation.
- Examples:
  - *“Because the woman only experienced the working conditions in her Maquiladora factory, her story only tells one perspective of a much larger picture. It is possible that other Mexican women working in other factories have different experiences. It is also possible that factories in other countries besides Mexico had different working conditions.”*

## POINT OF VIEW

There are 3 important parts to P.O.V.

### 1. Why?

Use BECAUSE or some other analysis word to explain WHY the document shows POV.

EXAMPLE:

“Because the author is the Chinese Emperor whose power is based on Confucian values ...”

### 2. Impact?

Use HEDGING LANGUAGE to explain how the cause identified above impacts or shapes what was said in the document.

EXAMPLE:

“it is possible that the Emperor is exaggerating the negative aspects of Buddhism in order to protect his power.”

### 3. Hedging Language

Hedging language shows that we do not know for sure if the information in a source is fully trustworthy.

- it is possible that
- maybe
- exaggerate
- it could be that
- it is potentially true that
- possibly
- it is likely that
- the author could have embellished
- may only be providing part of the information

Use the guidelines above to write three POV sentences from three different documents.

**Possible/Common CCOT Essay Structures**

Below are some common essay structures students use for the CCOT. There is no universal "best" structure. The specific wording of the question requires students to be flexible in organizing their response.

**Geographic**  
 Region #1  
 Changes  
 Continuities  
 Analysis of Region #1's relationship to global context (RGC)  
 Region #2  
 Changes  
 Continuities  
 Analysis of Region #2's RGC

**Categorical**  
 Category #1 (Social)  
 Global Context  
 Changes, Continuities, and analysis vis à vis RGC  
 Category #2 (Economic)  
 Global Context  
 Changes, Continuities, and analysis vis à vis RGC  
 Category #3 (Political)  
 Global Context  
 Changes, Continuities, and analysis vis à vis RGC

**Chronological**  
 Beginning  
 Global Context  
 Region/Category #1, including analysis of RGC  
 Region/Category#2, including analysis of RGC  
 Middle (with emphasis on how changes develop from beginning through to end)  
 Global Context  
 Region/Category#1, including analysis of RGC  
 Region/Category #2, including analysis of RGC  
 End  
 Global Context  
 Region/Category #1, including analysis of RGC  
 Region/Category#2, including analysis of RGC

**Changes, then Continuities**  
 Changes  
 Region/Category #1  
 Region/Category #2  
 Analysis of changes' RGC  
 Continuities  
 Region/Category #1  
 Region/Category #2  
 Analysis of continuities' RGC

**Flexible / Generic<sup>11</sup>**  
 1. Beginning Situation (start date)  
 2. Cause of Change  
 a. There *might* be a specific date of the cause, or "turning point."  
 b. a specific date when the change is observable, or "tipping point," but the cause of the change was gradual with no specific date of onset  
 or  
 c. a series of factors leading to change, each with different onset dates or no clear onset date of all, which caused gradual change in an un-dramatic fashion.  
 3. Date by which Change is Observable (end date)  
 a. What were the changes in contrast with the Beginning Situation  
 b. What were the continuities from the Beginning Situation  
 These three items can be graphically organized in essay pre-writing using a three-bar parallel chart:  
 Beginning | Cause | Change  
 Note: Make sure to relate all change(s) to the Global Context

<sup>11</sup> Charles Ryder's AP World History EDG message, 9/25/2005.