

“I find your lack of faith disturbing”

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2019 AP® WORLD HISTORY FREE-RESPONSE QUESTIONS

WORLD HISTORY

SECTION II

Total Time—1 hour and 40 minutes

Question 1 (Document-Based Question)

Suggested reading and writing time: 1 hour

It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Note: You may begin writing your response before the reading period is over.

Directions: Question 1 is based on the accompanying documents. The documents have been edited for the purpose of this exercise.

In your response you should do the following.

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

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Document 1

Source: Advice given in 1500 by the Muslim merchants of Calicut to the Hindu ruler of Calicut concerning the arrival of the second Portuguese expedition to the city. Recorded in the *History of the Discovery and Conquest of India by the Portuguese* by Fernão Lopes de Castanheda, a Portuguese historian, published in 1551.

Your Majesty: we are astonished that you should lower yourself by receiving these Portuguese enemies into your kingdom, who seem to be pirates rather than merchants. We, your Muslim subjects, have always been loyal to you and have brought valuable foreign merchandise to this country and have exported its native products to increase your revenue greatly. You appear to forget all this, by receiving those newcomers into your favor as if your own numerous and faithful subjects were incompetent for the purpose. In this you dishonor yourself, and embolden these strangers to hold your power in contempt.

The true intent of the Portuguese in coming into these seas is to take possession of your city, and not to trade for spices as they pretend. The place you have given them for a trading post, they will convert into a fort, from where they will make war on you when you least expect it. We say these things to you out of good will rather than out of any desire for profit; for if you do not listen to our advice, there are other cities on India's Malabar Coast from which we can conduct our trade in spices.

Document 2

Source: Duarte Barbosa, government official employed in a Portuguese trading-post on the Malabar Coast, travel narrative published in Portugal in 1516.

The Muslims in Calicut are rich, and live well, and they used to control all the sea trade from that town. Indeed, if the king of Portugal had not discovered India, Malabar would already have been in the hands of the Muslims.

In addition to the local Muslims, there are also foreign Muslims in Calicut such as Arabs, Persians, and Gujaratis. They are great merchants, sail to all parts of the world with their goods, and have their own Muslim leader who rules over them and disciplines them as necessary, without the Hindu king of Calicut meddling with them. And before the king of Portugal discovered the country, the Muslim traders were so numerous and powerful in the city of Calicut that the Hindus did not dare to enter into disputes with them.

And after the king of Portugal made himself master there, and these Muslims saw that they could not defend their position there, they began to leave Calicut, so that very few of them remain today.

DBQ (Document Based Questions)

- You will be given a (probably a relatively random) prompt and seven documents that will help you answer the prompt



60 minutes

READING =
15min.





**KEEP
CALM
JOIN
THE DARK
SIDE**

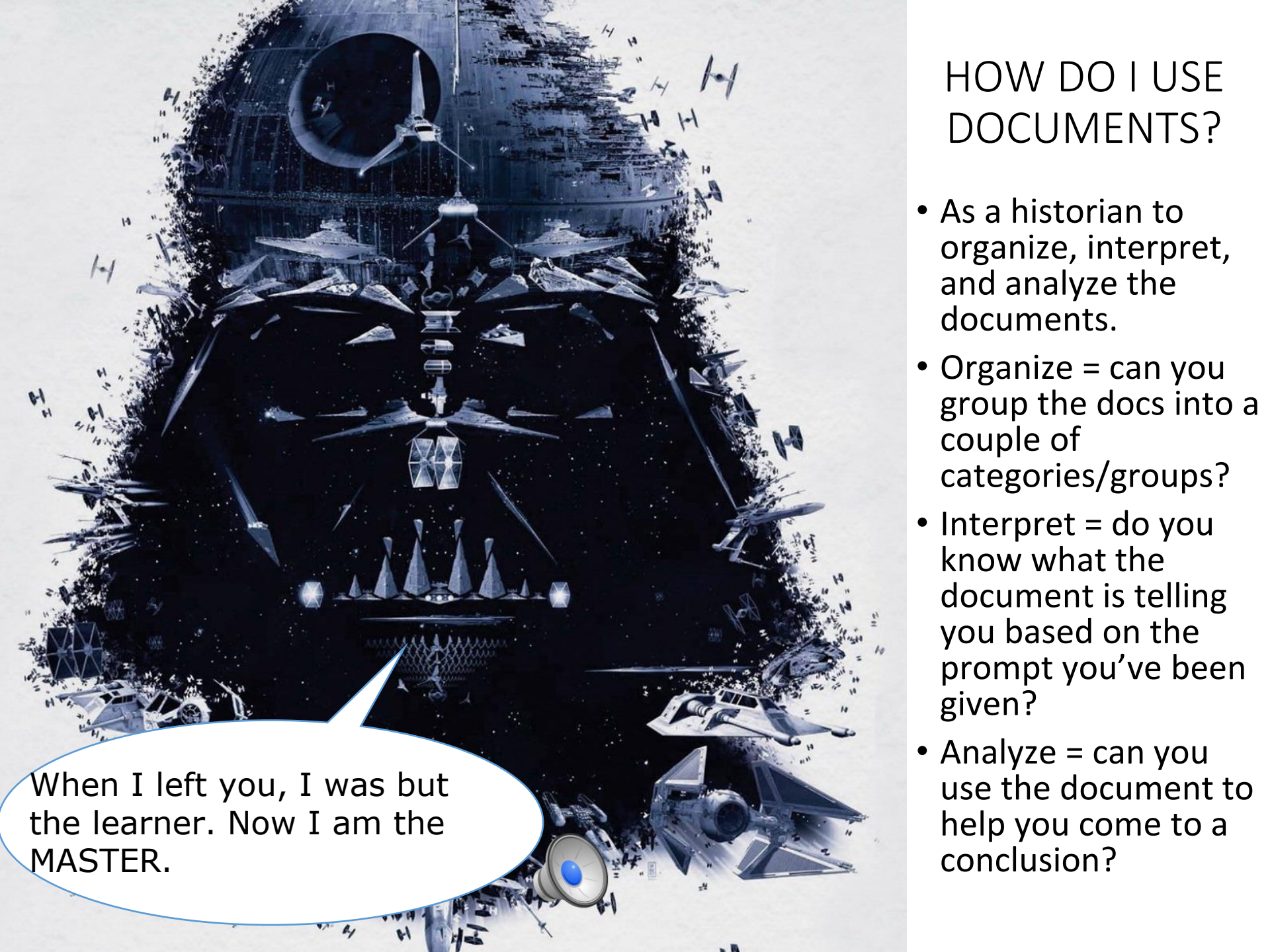


HERE'S THE KICKER

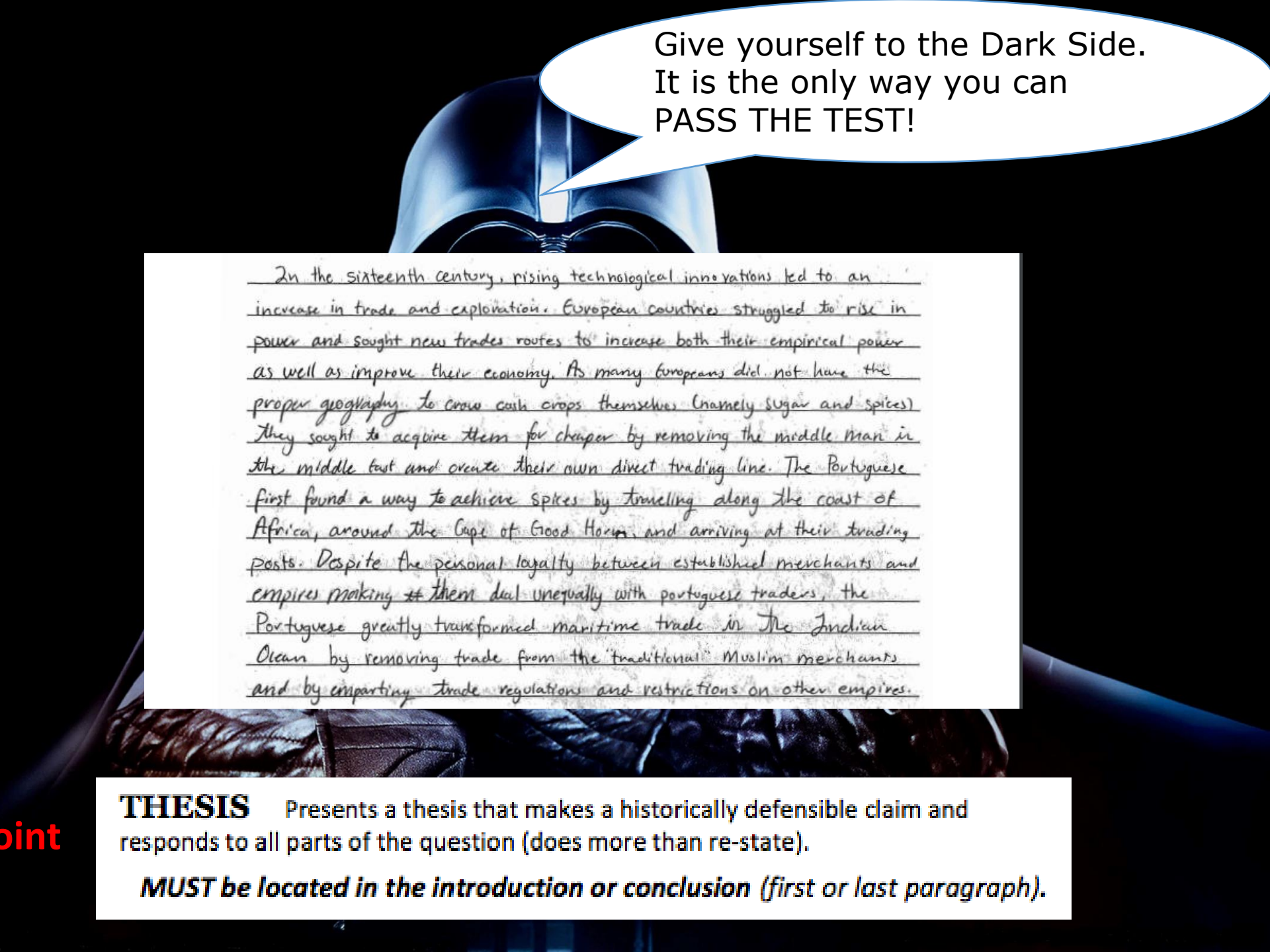
- The DBQ is not about you answering the question correctly.
- The DBQ is about you being a historian
 - You will be using these documents to draw a conclusion related to the prompt
 - And based on the evidence you collect from the documents; you write your essay.

HOW DO I USE DOCUMENTS?

- As a historian to organize, interpret, and analyze the documents.
- Organize = can you group the docs into a couple of categories/groups?
- Interpret = do you know what the document is telling you based on the prompt you've been given?
- Analyze = can you use the document to help you come to a conclusion?



When I left you, I was but the learner. Now I am the MASTER.




Give yourself to the Dark Side.
It is the only way you can
PASS THE TEST!

In the sixteenth century, rising technological innovations led to an increase in trade and exploration. European countries struggled to rise in power and sought new trade routes to increase both their empirical power as well as improve their economy. As many Europeans did not have the proper geography to grow cash crops themselves (namely sugar and spices) they sought to acquire them for cheaper by removing the middle man in the middle east and create their own direct trading line. The Portuguese first found a way to achieve spices by traveling along the coast of Africa, around the Cape of Good Hope, and arriving at their trading posts. Despite the personal loyalty between established merchants and empires making ~~it~~ them deal unequally with portuguese traders, the Portuguese greatly transformed maritime trade in the Indian Ocean by removing trade from the traditional Muslim merchants and by imparting trade regulations and restrictions on other empires.

THESIS Presents a thesis that makes a historically defensible claim and responds to all parts of the question (does more than re-state).

MUST be located in the introduction or conclusion (first or last paragraph).



-THE JOY-

CONTEXTUALIZATION
(0–1 pt)

1 pt.

Describes a broader historical context relevant to the prompt.

To earn this point, the response must refer to the prompt to broader historical events, or processes that occur before, during, or after the time frame of the question. This point is not earned for merely a phrase or reference.



HOW TO DBQ

CONTEXTUALIZATION Situates the argument by explaining the broader historical context that is immediately relevant to the question (2-3 sentences).

1 point

Reporting Category	Scoring Criteria	Decision Rules
C. EVIDENCE (0–3 pts)	<p>Evidence From the Documents</p> <p>1 pt. Uses the content of at least three documents to address the topic of the prompt.</p> <p>OR 2 pts. Supports an argument in response to the prompt using at least four documents.</p>	<p><i>To earn one point, the response must accurately describe — rather than simply quote — the content from at least three of the documents.</i></p> <p><i>To earn two points, the response must accurately describe — rather than simply quote — the content from at least four documents. In addition, the response must use the content of the four documents to support an argument in response to the prompt.</i></p>
	<p>Evidence Beyond the Documents</p> <p>1 pt. Uses at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.</p>	<p><i>To earn this point, the response must describe the evidence and must use more than a phrase or reference. This additional piece of evidence must be different from the evidence used to earn the point for contextualization.</i></p>





Furthermore, the Portuguese ~~changed~~ greatly changed the maritime trade in the Indian Ocean by creating new roles for empires who wanted to trade ~~in it~~ by means of the ocean. Continuing in their removal of Muslim merchants, the Portuguese King was warned to not create a peace treaty with the Ottoman Empire. The two years it took the Portuguese to complete a trade run would be seen as unnecessary if the Ottomans could trade within India as they would require "less than half" of what the Portuguese went through (Doc 3). Thus, by preventing existing trade agreements (Ottomans and Muslims) to continue, the Portuguese set themselves up to hold a monopoly on products and become the most important players in the spice trade. Additionally, the Portuguese created an embargo where they would claim any goods passing through "their"



Muslim merchants who were "rich" and "live[d] well" (Doc 2), the Portuguese were able to step into the vacuum of merchants. However, when Barbosa claims that there are "very few of [the Muslim merchants] remain[ing] today", he is influenced by his desire to keep his job as a government official and probably felt obligated to tell what his ruler wanted to ~~know~~ hear. Additionally, the Portuguese were aware that the alliance between the Turks and the local Muslims made the Turks "better informed" and "better organized" than the Portuguese (Doc 3). Thus, removing Muslim merchants from trading power was essential in improving Portuguese trade. By accomplishing their goal, the Portuguese increased the change they caused on the Indian Ocean trading network by removing its traditional trading powers.

Furthermore, the Portuguese greatly changed the maritime trade in the Indian Ocean by creating new roles for empires who wanted to trade ~~to~~ by means of the ocean. Continuing in their removal of Muslim merchants, the Portuguese king was warned to not create a peace treaty with the Ottoman Empire. The two years it took the Portuguese to complete a trade run would be seen as unnecessary if the Ottomans could trade with India as they would require "less than half" of what the Portuguese went through (Doc 3). Thus, by preventing existing trade agreements

Reporting Category

Scoring Criteria

Decision Rules

D. ANALYSIS AND REASONING (0-2 pts)

1 pt.
For at least two documents, explains how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.

To earn this point, the response must explain how or why (rather than simply identifying) the document's point of view, purpose, historical situation, or audience is relevant to an argument about the prompt for each of the two documents sourced.



1 pt.

Demonstrates a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.

A response may demonstrate a complex understanding through sophisticated argumentation that is relevant to the prompt. This may be done in a variety of ways, such as:

- *Explaining multiple themes or perspectives to explore complexity or nuance; OR*
- *Explaining multiple causes or effects, multiple similarities or differences, or multiple continuities or changes; OR*
- *Explaining both cause and effect, both similarity and difference, or both continuity and change; OR*
- *Explaining relevant and insightful connections within and across periods or geographical areas. These connections should clearly relate to an argument that responds to the prompt.*

A response may demonstrate a complex understanding through effective use of evidence relevant to an argument that addresses the prompt. This may be done in a variety of ways, such as:

- *Effectively using **seven** documents to support an argument that responds to the prompt; OR*
- *Explaining how the point of view, purpose, historical situation, and/or audience of at least **four** documents supports an argument that responds to the prompt; OR*
- *Using documents and evidence beyond the documents effectively to demonstrate a sophisticated understanding of different perspectives relevant to the prompt.*

This complex understanding must be part of the argument and may be demonstrated in any part of the response.

While it is not necessary for this complex understanding to be woven throughout the response, it must be more than merely a phrase or reference.

