

## DBQ for AP World History

The printing press was transformed by Johann Gutenberg, a German goldsmith, and more than 8 million books were printed in Western Europe between 1450 and 1500. This invention had an effect with the Protestant Reformation. It not only furthered the knowledge of geography, but it also expanded knowledge throughout the countries and whether you were wealthy or poor, printing made books available to the general public.

By 1560, many people were either Catholic, Protestant, or mixed (Doc. 5). Non-Catholic Western European Christians were the followers of Luther. Luther's goal was to stir debate around the issue of indulgences. He believed that it was wrong how the churches would encourage indulgences onto the people. Written in one of the 95 Theses, if people bought indulgences, then they would be "eternally damned" and because of the printing press, the 95 Theses were known throughout Europe (Doc. 3). Luther would compare criminals to the Popes to get his point across. In document 4, Luther used the word "robbers".

Robbers steal and he used this word against the popes. The popes were taking money from the people in exchange of an indulgence. Lucas Cranach, a close friend of Luther, made a woodcut to demonstrate not only the comparison between a pope and Jesus, but also how money was a key factor (Doc. 4). Having a point of view from a Catholic German pope in 1521 could give details and evidence of how indulgences were for the better of the people and not for the pope himself.

In 1471, the printing press was not known widely. About thirty years later, the invention spread and along with it was a letter (Doc. 2). Christopher Columbus wrote about his experience of inhabited islands he found in the letter and because of the printing press, his letter spread throughout Western Europe (Doc. 6). He wrote this to keep the king of Spain updated and to let the public know his findings. Columbus was a skilled voyager. He wanted to find new routes and to bring back goods. In 1489, Martellus, a German, was able to create a world map and Columbus was able to improve the map accurately with his travels.

Then almost a hundred years later, Abraham Ortelius, a German, was able to create an accurate world map (Doc. 7). In document 6, it is noted that Columbus was believed to have written most of the letter coming back from America. Having a statement from an eyewitness boarding Christopher's vessel between 1492 and 1493 could provide a detailed or accurate description on when he wrote the letter.

At first, a scribe would be writing a book by hand from the dictation of a scholar. Then in the mid-1500s, print shops would be built (Doc. 1). Just like the evolving of printing and books, knowledge was expanded and it evolved as well. Isaac Newton was able to use previous

# 2006 Ap World History Dbq Essay Sample

**JS Bruner**

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Cracking the AP World History Exam 2006-2007 Princeton Review (Firm),2006-01-10 Provides test taking strategies a subject review and practice tests    Writing a DBQ: AP US History ,2007 This PowerPoint presentation consists of 94 slides showing a step by step method for formulating and composing a response to the AP U S history DBQ It is accompanied by a binder containing printouts of the slides with lecture notes and reproducible student handouts The printouts and handouts are also available on the CD ROM as PDF files    **History** Robert Blackey,2011-02-01 This book includes 14 essays written by the author that provide practical advice for teachers and students to assist both in achieving the best results for teaching learning and writing about history Part 1 offers suggestions for enlivening classroom presentations Part 2 addresses the problems of teaching students to write and part 2 focuses on history tests and exams including ways to construct and respond to essay questions

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from managing the prior learning of students to developing their metacognition and creating synthesis at the end of a unit of study It includes introducing topics by creating a conceptual overview helping students collect and analyze evidence and engaging students in multiple kinds of learning including factual procedural conceptual and metacognitive This book is a must have resource for teachers and students of teaching interested in improving their instructional skills building historical literacy and being at the forefront of the evolving field of history education    **The American Archivist** ,2007 Includes sections Reviews of books and Abstracts of archive publications Western and Eastern Europe

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