



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 1456 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

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**Jo Ann Robinson, Troy Polite, Jacqueline
E. Taylor**

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Cracking the AP European History, 2002-2003 Edition Kenneth Pearl, Princeton Review (Firm), 2002-01-29 The Princeton Review realizes that acing the AP European History exam is very different from getting straight As in school The Princeton Review doesn't try to teach students everything there is to know about European history only the techniques they'll need to score higher on the exam There's a big difference In *Cracking the AP European History* TPR will teach test takers how to think like the test makers and Eliminate answer choices that look right but are planted to fool test takers Score higher on the multiple choice section by using the chronological arrangement of questions as clues Crack the document based question by knowing the right way to organize the essay Earn more points by reviewing the European history most likely to be tested This book includes 2 full length simulated AP European History exams All of The Princeton Review practice test questions are like the ones test takers will see on the actual exam and every solution is fully explained *2003-2004 Guide to Educational Credit by Examination* Jo Ann Robinson, Troy Polite, Jacqueline E. Taylor, 2003 **Kaplan AP World History 2004** Kaplan, Mark Bach, 2004 As colleges continue to become more selective students who want to do well on the AP World History exam will rely on Kaplan to help them score higher and stand out from the competition Teaching With Text-Based Questions Kevin Thomas Smith, 2014-03-14 Help your students navigate complex texts in history social studies and English language arts This book shows you how to use a key tool text based questions to build students literacy and critical thinking skills and meet the Common Core State Standards You'll learn how to ask text based questions about different types of nonfiction and visual texts including primary and secondary sources maps charts and paintings You'll also get ideas for teaching students to examine point of view write analytical responses compare texts cite textual evidence and pose their own high level questions The book is filled with examples that you can use immediately or modify as needed Each chapter ends with a reflection section to help you adapt the ideas to your own classroom What's Inside Helpful information on teaching different types of nonfiction texts including literary nonfiction informational texts primary and secondary sources and visual texts Ideas for locating primary sources Questions students should ask about every text Techniques for soliciting higher order questions from students Ways to get students to think critically about the relationships between texts Strategies to help students integrate information from different types of sources a skill that will help students respond to performance tasks on the PARCC and SBAC assessments and DBQs on AP exams Tips for teaching students to write good responses to text based questions including how to cite sources and incorporate point of view Ideas for using rubrics and peer grading to evaluate students responses Connections to the informational reading standards of the Common Core State Standards for English Language Arts for grades 3-12 and of the Common Core State Standards for Literacy in History Social Studies Science and Technical Subjects New Directions in Assessing Historical Thinking Kadriye Ercikan, Peter Seixas, 2015-02-20 New technologies have radically transformed our relationship to information in general and to little bits of information in

particular The assessment of history learning which for a century has valued those little bits as the centerpiece of its practice now faces not only an unprecedented glut but a disconnect with what is valued in history education More complex processes historical thinking historical consciousness or historical sense making demand more complex assessments At the same time advances in scholarship on assessment open up new possibilities For this volume Kadriye Ercikan and Peter Seixas have assembled an international array of experts who have collectively moved the fields of history education and assessment forward Their various approaches negotiate the sometimes conflicting demands of theoretical sophistication empirically demonstrated validity and practical efficiency Key issues include articulating the cognitive goals of history education the relationship between content and procedural knowledge the impact of students language literacy on history assessments and methods of validation in both large scale and classroom assessments New Directions in Assessing Historical Thinking is a critical research oriented resource that will advance the conceptualization design and validation of the next generation of history assessments

Teaching with DBQs Kevin Thomas Smith, 2018-03-09 Help your students navigate complex texts in history and social studies This book shows you how to use document based questions or DBQs to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams DBQs can be implemented year round and can be adjusted to meet your instructional needs With the helpful advice in this book you ll learn how to use DBQs to teach nonfiction and visual texts including primary and secondary sources maps and paintings You ll also get ideas for teaching students to examine different points of view and write analytical responses Topics include Using the SOAPSETone Speaker Occasion Audience Purpose Subject Evidence and Tone technique to to analyze visual and nonvisual texts Teaching students to distinguish between primary and secondary sources Working with multiple texts and learning to recognize the relationships between them Formulating DBQs to suit different types of assessment including short answer questions multiple choice questions and in class essay prompts Evaluating student responses and providing constructive feedback

Academic Moves for College and Career Readiness, Grades 6-12 Jim Burke, Barry Gilmore, 2015-01-28 Depth matters Can a mere fifteen words turn today s youth into the innovative ambitious thinkers we need Yes contend Jim Burke and Barry Gilmore because these are the moves that make the mind work and students must learn if they re to achieve academically With Academic Moves Jim and Barry distill each of these 15 powerhouse processes into a potent concision that nevertheless spans core subject areas Before during and after sections offer essential questions lesson ideas and activities Student samples illustrate what to look for and the process for getting there Culminating tasks include producing an analytic essay argument and more Reproducible rubrics assist with assessment

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