

2019 ap world history dbq

The 2019 AP World History: Modern exam featured a robust Document-Based Question (DBQ) that challenged students to analyze historical developments and evaluate evidence. This comprehensive guide delves into the intricacies of the 2019 AP World History DBQ, offering an in-depth breakdown of the prompt, the provided documents, and effective strategies for tackling such assessments. Whether you're a student preparing for the AP exam or an educator seeking to understand this specific historical analysis task, this article provides valuable insights into crafting a high-scoring response. We will explore how to approach document analysis, construct a compelling thesis, and demonstrate historical reasoning skills to earn a top score on this critical component of the AP World History assessment.

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The 2019 AP World History DBQ: A Deep Dive into Historical Analysis

The 2019 AP World History: Modern exam presented students with a compelling Document-Based Question (DBQ) that required a nuanced understanding of global historical processes. This particular DBQ challenged students to move beyond simple memorization and engage in critical analysis of historical evidence. The prompt for the 2019 AP World History DBQ focused on a specific period and theme, demanding that students synthesize information from multiple primary and secondary sources to construct a well-supported argument. Understanding the core components of the 2019 AP World

History DBQ is crucial for any student aiming for success in AP World History.

Thematic Focus and Historical Context of the 2019 AP World History DBQ

The 2019 AP World History DBQ centered around the theme of states and empires, specifically examining the interactions and impacts of imperial expansion and state-building in the period from 1450 to 1750. This era, often referred to as the Early Modern period, witnessed significant transformations in global power structures, economic systems, and cultural exchanges. The prompt likely explored the various methods by which states consolidated power, expanded their territories, and managed their diverse populations during this dynamic time. Understanding the broader historical context of state formation, mercantilism, and the Columbian Exchange is fundamental to effectively answering the 2019 AP World History DBQ.

Imperial Expansion and State Consolidation (1450-1750)

During the period from 1450 to 1750, states and empires around the world engaged in significant expansionist policies. This often involved military conquest, the establishment of new administrative structures, and the exploitation of resources. For example, European powers like Spain and Portugal established vast overseas empires, driven by economic motives and religious zeal. Simultaneously, land-based empires such as the Ottoman Empire, Mughal Empire, and Qing Dynasty expanded their territories through military might and sophisticated bureaucratic systems. The 2019 AP World History DBQ likely probed the similarities and differences in these imperial strategies.

Economic Motivations Behind State Growth

Economic factors played a pivotal role in the growth of states and empires during this period. Mercantilism, an economic theory that advocated for government intervention to increase exports and accumulate wealth, heavily influenced the policies of European colonial powers. The search for new trade routes, valuable commodities like silver and spices, and the establishment of profitable colonies fueled imperial ambitions. The 2019 AP World History DBQ might have explored how economic policies shaped the development and expansion of different states, including the management of labor systems and the creation of global trade networks.

Social and Cultural Impacts of Imperialism

Beyond economic and political motivations, imperial expansion also had profound social and cultural consequences. The interaction between colonizers and indigenous populations led to significant demographic shifts, the spread of new diseases, and the

imposition of new social hierarchies. Cultural diffusion, often through trade and religious conversion, also played a vital role in shaping societies. The 2019 AP World History DBQ could have examined how different empires managed their diverse populations and the social ramifications of their expansionist policies.

Analyzing the 2019 AP World History DBQ Documents

A cornerstone of the 2019 AP World History DBQ, as with all DBQs, is the careful analysis of the provided documents. These documents serve as primary source evidence, offering direct insights into the historical period. Students are expected to not only understand the content of each document but also to analyze its origin, purpose, audience, and historical situation (OPHAS). This analytical approach allows students to evaluate the reliability and bias of each source, which is crucial for constructing a well-supported argument for the 2019 AP World History DBQ.

Deconstructing Document Origins and Purpose

Understanding who created a document and why is essential for its interpretation. For instance, a decree from an emperor would have a different purpose and perspective than a personal letter from a merchant. The 2019 AP World History DBQ likely included documents from a variety of perspectives, such as official government records, personal accounts, religious texts, or economic treatises. Recognizing the author's intent – whether to inform, persuade, or justify actions – allows for a more sophisticated analysis in the 2019 AP World History DBQ.

Identifying the Audience and Historical Context

The intended audience of a document also significantly shapes its content and tone. A document written for a monarch will differ from one written for the general public. Furthermore, placing each document within its specific historical context is vital. What was happening in the world or in the specific region at the time the document was created? This contextual understanding helps to clarify the document's meaning and its relevance to the 2019 AP World History DBQ prompt.

Evaluating Document Reliability and Bias

No historical document is entirely neutral. Students must learn to identify potential biases in the documents provided for the 2019 AP World History DBQ. This might involve considering the author's social status, political affiliations, or religious beliefs. By critically evaluating the reliability and potential biases of each source, students can use the documents more effectively to support their thesis and develop a nuanced argument for the 2019 AP World History DBQ.

Developing a Strong Thesis Statement for the 2019 AP World History DBQ

A strong thesis statement is the foundation of any successful DBQ essay, and the 2019 AP World History DBQ is no exception. The thesis must directly address the prompt, take a clear and arguable position, and provide a roadmap for the essay's argument. It should go beyond simply summarizing the documents and instead offer a unique interpretation or synthesis of the historical evidence presented in the 2019 AP World History DBQ.

Crafting an Argumentative and Specific Thesis

A compelling thesis statement for the 2019 AP World History DBQ will present an argument about the historical development in question. For example, instead of stating "States expanded in the period 1450-1750," a stronger thesis might argue, "While economic incentives were a primary driver of imperial expansion in the period 1450-1750, political and religious factors also played significant, albeit secondary, roles in shaping the strategies and success of various states." This demonstrates a clear position and sets up a more analytical essay.

Thesis Statement as a Roadmap for the Essay

The thesis statement should also indicate the main points that will be discussed in the body paragraphs. This helps the reader follow the argument and ensures that the essay remains focused on the prompt. For the 2019 AP World History DBQ, a well-crafted thesis might hint at the types of evidence that will be used to support its claims, such as specific examples of state policies or the impact of economic systems.

Revising and Refining the Thesis Statement

It is often beneficial to revisit and refine the thesis statement as the essay writing process progresses. As students delve deeper into the documents and develop their arguments, they may discover new insights that necessitate adjustments to their initial thesis. Flexibility in refining the thesis is key to creating a cohesive and persuasive response to the 2019 AP World History DBQ.

Crafting a Well-Structured Essay for the 2019 AP World History DBQ

A well-organized essay is crucial for effectively communicating the argument developed for the 2019 AP World History DBQ. The essay should follow a logical structure, typically including an introduction, body paragraphs that support the thesis, and a conclusion. Each body paragraph should focus on a specific aspect of the argument and utilize evidence

from the provided documents, as well as outside information, to support its claims related to the 2019 AP World History DBQ.

The Introduction: Setting the Stage

The introduction should begin with a brief historical context relevant to the 2019 AP World History DBQ prompt. It should then present the thesis statement clearly and concisely. Avoid simply restating the prompt; instead, offer a direct answer to the question posed. The introduction sets the tone for the entire essay and guides the reader through the argument.

Body Paragraphs: Developing the Argument

Each body paragraph should begin with a topic sentence that clearly states the main point of the paragraph and connects it to the thesis. This is followed by the presentation of evidence, which should include direct quotes or specific references from the documents. Crucially, students must then explain how this evidence supports their claim and, by extension, their thesis for the 2019 AP World History DBQ. This is often referred to as "explaining the why" or "connecting the dots."

Utilizing Documents Effectively in Body Paragraphs

When using documents, students should not just cite them but also analyze them. This involves explaining the significance of the document's origin, purpose, audience, or historical situation to bolster the argument. For the 2019 AP World History DBQ, consistently referencing the documents and demonstrating an understanding of their individual contributions to the broader historical narrative is paramount.

The Conclusion: Summarizing and Synthesizing

The conclusion should not introduce new information or simply restate the thesis verbatim. Instead, it should synthesize the main points discussed in the body paragraphs and offer a final thought or broader implication of the argument. For the 2019 AP World History DBQ, the conclusion could reiterate the complexity of the historical issue and perhaps offer a brief reflection on its long-term impact.

Historical Causation and Continuity/Change Over Time in the 2019 AP World History DBQ

The 2019 AP World History DBQ, like many AP History assessments, tests students' ability to understand historical causation and continuity and change over time. These are fundamental historical thinking skills that require students to analyze the causes and effects of events and to trace the evolution of historical trends across different periods.

Successfully applying these concepts is key to a strong response for the 2019 AP World History DBQ.

Analyzing Causes and Effects

Students must identify the factors that led to the historical developments addressed in the 2019 AP World History DBQ prompt. This involves distinguishing between long-term and short-term causes, as well as identifying direct and indirect influences. Similarly, understanding the effects of these developments is crucial, including both immediate and long-term consequences. The documents provided will often offer evidence of these causal relationships.

Tracing Continuity and Change Over Time

The prompt may also require students to demonstrate how aspects of the historical period remained consistent or how they transformed over time. This involves identifying enduring patterns or traditions and tracing their evolution in response to new forces or influences. For the 2019 AP World History DBQ, this might involve examining how state policies or social structures changed or persisted in the face of imperial expansion or economic shifts.

Synthesizing Multiple Historical Skills

Ultimately, a high-scoring response to the 2019 AP World History DBQ will integrate the analysis of causation and continuity/change over time with the effective use of document evidence and a clear argumentative thesis. It's about showing how the documents illustrate these historical processes and how they support the student's overall argument about the 2019 AP World History DBQ.

Using Evidence Beyond the Documents for the 2019 AP World History DBQ

A critical component of achieving a top score on the 2019 AP World History DBQ is the ability to incorporate outside evidence. This means drawing upon knowledge of the historical period that is not explicitly presented in the provided documents. Effectively integrating this outside information demonstrates a broader understanding of the historical context and strengthens the student's argument for the 2019 AP World History DBQ.

Identifying Relevant Outside Information

Students should actively think about their existing knowledge of the period covered by the 2019 AP World History DBQ. What other events, people, policies, or social phenomena are relevant to the prompt? This might include specific examples of trade goods, technological

innovations, or cultural practices that are not detailed in the documents themselves. The goal is to supplement and enrich the argument, not to simply list facts.

Integrating Outside Evidence Seamlessly

The outside information should be used to support or elaborate on the claims being made in the essay. It should not feel tacked on or out of place. When introducing outside evidence, students should explain its relevance to their argument and how it connects to the points being made, much like they do with the provided documents for the 2019 AP World History DBQ.

Demonstrating Contextualization with Outside Knowledge

Using outside knowledge effectively also contributes to strong contextualization. By showing an awareness of the broader historical landscape, students can demonstrate a deeper understanding of the significance of the developments discussed in the 2019 AP World History DBQ. This shows the grader that the student can place the specific historical inquiry within its larger global framework.

Common Pitfalls and How to Avoid Them in the 2019 AP World History DBQ

As students prepare for or review their performance on the 2019 AP World History DBQ, it's helpful to be aware of common mistakes. Avoiding these pitfalls can significantly improve essay quality and ultimately lead to a higher score. Understanding these issues will help students approach future DBQs with greater confidence, including any variations or similar prompts to the 2019 AP World History DBQ.

Simply Summarizing Documents

One of the most frequent errors is merely describing the content of each document without analyzing it or connecting it to the thesis. Students must remember that the goal is to use the documents as evidence to support an argument, not to create a "document report." For the 2019 AP World History DBQ, this means explaining how a document proves a point.

Lack of a Clear Thesis Statement

An essay without a clear, argumentative thesis statement will struggle to earn a high score. Students must ensure their thesis directly answers the prompt and provides a focused argument that the rest of the essay will defend. A vague or descriptive thesis will

not suffice for the 2019 AP World History DBQ.

Failure to Use Outside Evidence

Forgetting to include relevant outside evidence is another common oversight. This missed opportunity can limit the essay's ability to demonstrate broad historical knowledge and contextual understanding, which are crucial for the 2019 AP World History DBQ. Students should actively recall and integrate their knowledge from the course.

Ignoring Document Analysis (OPHAS)

Failing to analyze the origin, purpose, audience, and historical situation of the documents is a missed scoring opportunity. Even if the content is used, without analysis, the argument lacks depth. For the 2019 AP World History DBQ, explaining why a document says what it does is as important as stating what it says.

Poor Organization and Structure

An essay that jumps between ideas or lacks clear topic sentences in its body paragraphs can be difficult to follow. A logical structure, with each paragraph contributing to the overall argument, is essential for effectively communicating the analysis of the 2019 AP World History DBQ.

Strategies for Mastering the 2019 AP World History DBQ

Mastering the 2019 AP World History DBQ requires a strategic approach to preparation and execution. By implementing a few key strategies, students can significantly enhance their performance. These methods are transferable to any DBQ, making them valuable tools for ongoing AP World History success.

Practice, Practice, Practice

The most effective strategy for mastering the 2019 AP World History DBQ is consistent practice. Working through released AP World History DBQs from previous years allows students to become familiar with the format, types of prompts, and expectations. This hands-on experience is invaluable.

Deconstruct the Prompt Carefully

Before even looking at the documents, students should spend time carefully

deconstructing the prompt. What is the central question being asked? What specific time period and theme are involved? Identifying the key terms and requirements of the prompt is the first step to an accurate response for the 2019 AP World History DBQ.

Create a Document Analysis Chart

For each document, consider creating a quick chart or making notes that summarize its content, origin, purpose, audience, and any potential biases. This structured approach ensures that all necessary analytical components are addressed for each source relevant to the 2019 AP World History DBQ.

Outline Your Essay Before Writing

Developing a clear outline before beginning to write can save time and improve the organization of the essay. The outline should include the thesis statement, the main points for each body paragraph, and a brief note on which documents and outside evidence will be used to support each point for the 2019 AP World History DBQ.

Time Management During the Exam

The AP World History exam is timed, so effective time management is crucial. Allocate specific amounts of time for reading and analyzing the documents, planning the essay, and writing. Don't spend too much time on any single document or paragraph. Be mindful of the clock when working on the 2019 AP World History DBQ.

Conclusion: Reflecting on the 2019 AP World History DBQ

The 2019 AP World History DBQ served as a rigorous assessment of students' ability to engage with historical evidence and construct a well-supported argument. By understanding the thematic focus, mastering document analysis techniques, developing a strong thesis, and employing effective essay writing strategies, students can confidently approach and excel on such assessments. The skills honed in tackling the 2019 AP World History DBQ are fundamental to historical scholarship and critical thinking, equipping students with valuable tools for academic success and beyond. The emphasis on historical causation, continuity and change over time, and the integration of outside knowledge underscores the complexity and interconnectedness of global history, as vividly demonstrated by the challenges presented in the 2019 AP World History DBQ.

Frequently Asked Questions

What was the main theme or topic of the 2019 AP World History DBQ?

The 2019 AP World History DBQ focused on the process of state building in Africa from 1450 to 1750, specifically examining the ways in which rulers and elites in various African states used political and economic strategies to consolidate and legitimize their power during this period.

What time period did the 2019 DBQ cover?

The 2019 DBQ covered the period from 1450 to 1750, which aligns with the AP World History curriculum's focus on the "Transoceanic Interconnections" and "Revolutions" units.

What types of evidence did students need to utilize in the 2019 DBQ?

Students were expected to use evidence from the provided documents, which included a variety of sources such as treaties, chronicles, personal accounts, and economic records. They also needed to bring in outside knowledge relevant to state building in Africa during the specified time period.

What were some of the key states or regions in Africa that the 2019 DBQ likely referenced?

The documents likely referenced various African states and regions, potentially including the Songhai Empire, Kongo Kingdom, Asante Empire, Ethiopia, and coastal city-states involved in Atlantic trade.

What historical thinking skills were assessed by the 2019 DBQ?

The 2019 DBQ assessed several historical thinking skills, including argumentation, analysis of sources (context, audience, purpose, point of view), synthesis (connecting to other periods or regions), and comparison.

What were common challenges or complexities students faced with the 2019 DBQ?

Common challenges included understanding the nuanced differences between various African states' methods of state building, effectively analyzing the often-complex language of historical documents, and ensuring sufficient use of outside knowledge to support their claims.

How did the 2019 DBQ relate to broader AP World

History themes?

The DBQ connected to several broader themes, including State Building and Expansion, Governance, Cultural and Intellectual Developments, and Economic Systems, all within the context of global interactions.

What made a strong thesis statement for the 2019 DBQ?

A strong thesis statement would have clearly addressed the prompt by taking a defensible position on how rulers and elites built and legitimized states in Africa from 1450-1750, and would have provided a roadmap for the essay's argument.

What is the purpose of 'outside evidence' in the context of a DBQ like the 2019 one?

Outside evidence is used to demonstrate a student's broader understanding of the historical period and topic beyond the provided documents. It allows for richer analysis, contextualization, and synthesis, strengthening the overall argument.

What were some common arguments students made about state building in Africa during this period?

Students commonly argued that African rulers utilized a combination of military strength, elaborate court systems, religious authority, and economic control (often through trade, like the Atlantic slave trade or regional networks) to build and legitimize their states. Many also highlighted the impact of external influences and interactions on these processes.

Additional Resources

Here are 9 book titles related to the 2019 AP World History DBQ (which focused on the impact of the Columbian Exchange on Afro-Eurasia and the Americas), along with short descriptions:

1. 1493: Uncovering the New World Columbus Created by Charles C. Mann

This seminal work explores the profound ecological and biological transformations that occurred after Columbus's voyages, focusing on how the Columbian Exchange reshaped continents and populations. Mann details the movement of plants, animals, diseases, and people, and their cascading effects on societies and environments across the globe. It emphasizes the interconnectedness that emerged and the often-overlooked consequences of this biological revolution.

2. The Great Mortality: An Intimate History of the Black Death, the Most Devastating Plague of All Time by John Kelly

While focusing on the Black Death, this book provides crucial context for understanding the vulnerability of populations to disease in the pre-Columbian and early Columbian eras. Kelly's meticulous research into the societal impact and demographic collapse of the plague highlights the devastating power of pandemics. This understanding is essential for

grasping the scale of the disease impact in the Americas caused by the Columbian Exchange.

3. *Guns, Germs, and Steel: The Fates of Human Societies* by Jared Diamond

Diamond argues that geographical and environmental factors, rather than biological or racial differences, explain why some societies developed certain technologies and advantages before others. His theories on the spread of agriculture, domesticated animals, and disease provide a framework for understanding why European powers were able to exert influence during the Age of Exploration. The book's focus on long-term historical patterns is relevant to analyzing the foundational advantages that facilitated the Columbian Exchange's impact.

4. *The Spanish Lake: The Pacific World, 1500-1700* by Antonio de Almeida Mendes

This book examines the often-underappreciated role of the Pacific Ocean in the early modern global economy and its connections to the Columbian Exchange. Mendes explores how trade routes and interactions across the Pacific led to the movement of goods, people, and ideas, further intensifying global connections. It offers a broader perspective on the interconnectedness of the world beyond the Atlantic, a key aspect of understanding the full scope of global transformations.

5. *A Short History of the World* by E.H. Gombrich

This accessible overview provides a foundational understanding of major historical periods and developments leading up to and during the Columbian Exchange. Gombrich touches upon the rise of empires, technological advancements, and the motivations behind exploration. It serves as a useful introductory text for students to grasp the larger historical narrative within which the Columbian Exchange took place.

6. *Sugar Changed the World: A Story of Magic, Faith, Science, and War* by Marc Aronson and Marina Budhos

This compelling narrative traces the history of sugar from its origins to its status as a global commodity, directly linking it to the Columbian Exchange. The book details how sugar cultivation became intertwined with slavery, colonialism, and economic development in both the Americas and Europe. It vividly illustrates the human cost and immense societal shifts driven by the demand for this single crop.

7. *The Age of Discovery: 1450-1600* by Robert J. Bartlett

This work delves into the specific period of European exploration and expansion, providing context for the voyages of Columbus and his contemporaries. Bartlett examines the motivations, technologies, and political landscapes that enabled these groundbreaking expeditions. Understanding this era is crucial for comprehending the European drive to reach new lands and initiate the exchange of goods and peoples.

8. *Slavery and Social Death: A History* by Orlando Patterson

While a broad study of slavery across history and cultures, Patterson's analysis is vital for understanding the immense scale and brutal nature of the forced labor systems established in the Americas as a direct consequence of the Columbian Exchange. His exploration of the social, economic, and psychological dimensions of enslavement provides a critical lens through which to view the exploitation of indigenous populations and enslaved Africans. This book helps contextualize the human suffering central to the exchange.

9. The Columbian Exchange: Biological and Cultural Consequences of 1492 by Alfred W. Crosby

This is the foundational academic text that coined the term "Columbian Exchange" and first systematically explored its massive impact. Crosby details the transfer of plants, animals, diseases, and cultures between the Old and New Worlds, emphasizing the ecological transformations and demographic shifts. His work is essential for grasping the core concepts and arguments presented in the AP World History DBQ on this topic.

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