

# 2015 AP<sup>®</sup> WORLD HISTORY FREE-RESPONSE QUESTIONS

## WORLD HISTORY SECTION II

**Note:** This exam uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

### Part A (Suggested writing time—40 minutes) Percent of Section II score—33 $\frac{1}{3}$

**Directions:** The following question is based on the accompanying Documents 1-9. (The documents have been edited for the purpose of this exercise.) Write your answer on the lined pages of the Section II free-response booklet.

This question is designed to test your ability to work with and understand historical documents.

Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents.
- Uses all of the documents.
- Analyzes the documents by grouping them in as many appropriate ways as possible. Does not simply summarize the documents individually.
- Takes into account the sources of the documents and analyzes the authors' points of view.
- Identifies and explains the need for at least one additional type of document.

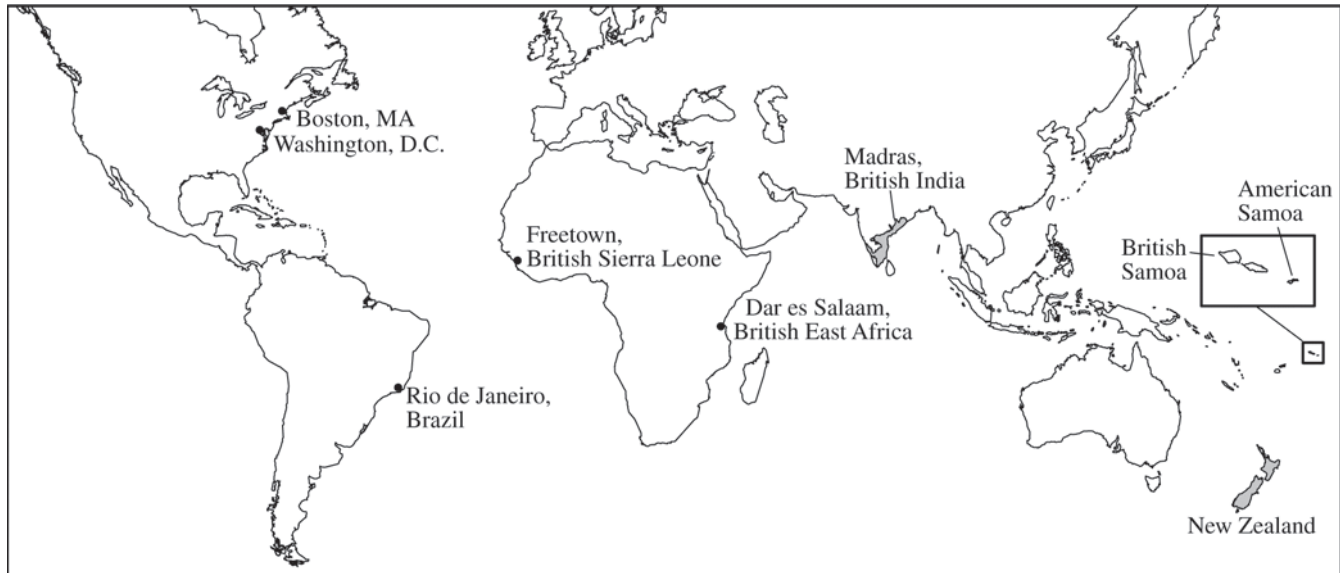
You may refer to relevant historical information not mentioned in the documents.

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1. Using the following documents, analyze responses to the spread of influenza in the early twentieth century.

Historical Background: The influenza pandemic of 1918–1919 killed an estimated 50 million people, many more than the total fatalities of the First World War. Approximately 20%–40% of the global population became ill.

1918–1919  
Sites of Influenza Outbreaks Mentioned in the Documents



### Document 1

Source: Medical doctor, letter to a friend, Camp Devens, United States Army base near Boston, Massachusetts, 1918.

Camp Devens has about 50,000 men, or it did before the epidemic broke loose. The epidemic started about four weeks ago, and has developed so rapidly that the camp is demoralized and all ordinary work is held up till it has passed. All assemblages of soldiers are taboo. We have been averaging about 100 deaths a day, and still keeping it up.

The normal number of doctors here is about 25 and that has been increased to over 250, all of whom have temporary orders. The little town nearby is quite a sight. It takes special trains to carry away the dead. For several days there were no coffins and the bodies piled up something fierce. We used to go down to the morgue and look at the boys laid out in rows. It beats any sight they ever had in France after a battle.

And you can imagine what the paper work alone is—fierce—and the Government demands all paper work be kept up in good shape. So you can see that we are busy.

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### Document 2

Source: Lutiant van Wert, Native American female volunteer office worker, letter to a friend at an Indian school in Kansas, Washington, D.C., 1918.

Katherine and I just returned last Sunday evening from Camp Humphreys “Somewhere in Virginia” where we helped nurse soldiers sick with the Influenza. We were there at the camp for ten days among some of the very worst cases and yet we did not contract it. We had intended staying much longer than we did, but the work was entirely too hard for us. We worked from seven in the morning until seven at night with only a short time for luncheon and dinner. Our chief duties were to give medicines to the patients, take temperatures, fix ice packs, feed them at “eating time,” rub their back or chest with camphorated sweet oil, make egg-noggs, and a whole string of other things that I can’t begin to name. Male orderlies carried the dead soldiers out on stretchers at the rate of two every three hours.

Repeated calls come from the Red Cross to do volunteer work right here in D.C. I volunteered again, but as yet I have not been called and am waiting. They are certainly desperate for nurses—even me can volunteer as a nurse in a camp or in Washington.

All the schools, churches, theaters, dancing halls, etc. are closed here also. There is a bill today in the Senate authorizing all the wartime government workers to stay home for the duration of the epidemic. It has not passed the House of Representatives yet, but I can’t help but hope it does.

### Document 3

Source: “Report on the Epidemic of Influenza in Sierra Leone,” British colonial government of Sierra Leone, West Africa, 1918.

Amongst those most unfortunately situated were those from out of town who lodged with others in [the capital] Freetown. In a number of cases these people, when they became sick, were simply turned out on to the streets. As the epidemic progressed it became apparent that a number of patients were suffering from want of attention and were dying from insufficient care and treatment, either because all the people in a house were sick or because the patients had been deserted by the other residents. In some cases the patients had been actually turned out to the street by the other occupants of the house.

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### Document 4

Source: Sanitary Commissioner's report on the influenza epidemic, Madras, British India, 1918.

People, mostly in the interior, were averse in the beginning to resorting to a medical treatment under a superstitious belief that the epidemic was a visitation of the Hindu Goddess Amman and that no treatment by drugs should be attempted.

### Document 5

Source: Editorial, *Christian Science Monitor*, Boston, Massachusetts, 1918.

Yet, at the very moment when the churches should be filling the minds of the people with peace, and reassuring them of the impotency of evil, it is proposed that these churches shall be shut, and that the admission shall be made that it is dangerous for men and women to congregate to worship God, for fear the Lord's arm is so shortened that He cannot contend with microbes.

On the other hand if people believe that God sends pestilence into the world, for the good of the world, what right have they to protect themselves against this pestilence, and to attempt by the drinking of drugs, by methods of segregation, or by any means at all, to prevent the anger of the Lord from taking effect.

### Document 6

Source: Editorial, Brazilian newspaper, Rio de Janeiro, 1918.

The first thing that took us by surprise was our public health agency's unbelievable ignorance regarding this sickness, which was sweeping Europe in epidemic fashion. Every day the newspapers were filled with telegraphic information on the spread of the illness, on its spread through the Old World, but our public health agency remained unaware of it all and let ships that had departed from questionable ports arrive in Brazil without any sanitary prevention measures. The cases of the naval squadron and the medical mission eventually were reported and only then did the apathy of the Public Health bureaucracy come to an end!

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### Document 7

Source: Two women recalling events from their childhood during 1918 and 1919 in New Zealand, excerpt from a radio show, 1967.

[First Speaker]:

Mother would come home and she would boil up and make the most beautiful vegetable and meat soups, and then I would take them in thermos flasks to people who were too ill to perhaps warm their own food. And I wasn't allowed to enter the house, I just placed it on the doorstep and then went back to my pony. Most of these people were barely able to come to the door and pick up the container that was left for them.

[Second Speaker]:

I was living with my sister, and she would have a fire set ready for me to light with sulfur sprinkled all over the wood. Before I mixed with the family, I went to this room, lit the fire and bent over it and inhaled some of the fumes and was also fumigated at the same time. We kept away from crowds and never took home books from libraries.

### Document 8

Source: C. T. Stoneham, British soldier who served in East Africa, about a British military base in Dar es Salaam in 1919, book, *Africa All Over*, published in England, 1934.

Native and Indian *fundi*\* made coffins by lamplight and wondered if they themselves would occupy them. Rumors spread throughout the base that this was THE END: that a God weary of war had determined to wipe humanity off the world by means of a plague more fatal than man's destructiveness.

\**fundi* (Swahili): a skilled craftsman

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### Document 9

Source: American resident of British Samoa, account published in *The Evening Post*, a New Zealand newspaper, Wellington, 1919.

*The Samoa Times* admits that 8,000 of our small population in British Samoa have died, but in my own view this is probably too few. Many people insist that the deaths exceed 9,000. We had news of the approach of the influenza about a week before it arrived. The ship *Talune* came in with sickness raging on board. Within four days the infection was on the island of Savaii, and had spread all over. Samoans died on the roads, on the beaches, and near water holes, where they went to bathe their fevered bodies.

The disease, however, was readily kept out of American Samoa, and no one here blames the American Governor John Poyer for keeping out the boat from British Samoa by imposing five days' isolation. Had British Samoa been similarly guarded we would have continued a safe and prosperous community.

**END OF PART A**

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**WORLD HISTORY  
SECTION II**

**Part B**

**(Suggested planning and writing time—40 minutes)**

**Percent of Section II score—33 1/3**

**Directions:** You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
  - Addresses all parts of the question.
  - Uses world historical context to show continuities and changes over time.
  - Analyzes the process of continuity and change over time.
2. Analyze continuities and changes in labor systems in ONE of the following regions within the time period 1450 to 1900.
- Latin America and the Caribbean
- North America

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### Question 1

#### BASIC CORE (competence)

0-7 Points

##### 1. Has acceptable thesis.

1 Point

- The thesis must address **TWO RESPONSES** to the spread of influenza in the early 20<sup>th</sup> century plausibly drawn from the documents.
- The thesis must be explicitly stated in the introduction or specified conclusion of the essay.
- The thesis may appear as one sentence or as multiple consecutive sentences.
- A thesis that merely restates the prompt is unacceptable.
- The thesis **CANNOT** count in any other category.

##### 2. Understands the basic meaning of documents.

1 Point

- Students must address **ALL NINE** of the documents.
- Students must demonstrate an understanding of the basic meaning of **AT LEAST EIGHT** documents.
- Students may demonstrate understanding of the basic meaning of a document by grouping it in regard to **A RESPONSE** to the spread of influenza.
- Merely restating verbatim or quoting the content of the documents without context does not adequately demonstrate an understanding of basic meaning.

##### 3. Supports thesis with appropriate evidence from all or all but one document.

1-2 Points

###### For 2 points:

- Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of eight documents.
- A document that is simply listed does not count as using the document as evidence.

###### For 1 point:

- Specific and accurate evidence of **A RESPONSE** to the spread of influenza. Must be explicitly drawn from a minimum of seven documents.
- A document that is simply listed does not count as using the document as evidence.

##### 4. Analyzes point of view in at least two documents.

1 Point

Students must correctly analyze point of view in **AT LEAST TWO** documents.

- Point of view explains why this individual might have this opinion or what feature informs the author's point of view.
- Students must move beyond mere description by explaining a document's tone, the characteristics of the author, the intended audience, or how the intended outcome may have influenced the author's opinion (or some combination of these).
- Students may challenge the veracity of the author's opinion or point of view, but they must move beyond a mere statement that the author is "biased" by providing some plausible analysis of how or why.
- Mere attribution is not sufficient. Attribution is copying or repeating information verbatim from the source line of the document.



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## 2015 SCORING GUIDELINES

### Question 1 (continued)

**5. Analyzes documents by grouping them in three ways.** **1 Point**

- Students must explicitly and correctly group the documents in three ways demonstrating **A RESPONSE** to the spread of influenza.
- An extended discussion of a minimum of two documents (used appropriately) constitutes a group or subgroup.

**6. Identifies and explains the need for one type of appropriate additional document or source.** **1 Point**

- Students must identify an appropriate additional document, source, or voice **and** explain how or why the document or source will contribute to analysis of **A RESPONSE** to the spread of influenza.

**Subtotal** **7 Points**

**EXPANDED CORE** (excellence) **0-2 Points**

Expands beyond basic core of 1-7 points. A student must earn **7 points** in the basic core area before earning points in the expanded core area.

**Examples:**

- Provides consistent discussion of responses to the spread of influenza.
- Has a clear, analytical, and comprehensive thesis that goes well beyond the minimally acceptable thesis.
- Shows careful and insightful analysis of most documents.
  - Recognizes the historical context of the documents.
  - Explains corroboration and links between documents.
- Uses documents persuasively as evidence.
- Analyzes point of view in more than the required number of documents and/or provides thoughtful analysis of author's background, intended audience, tone, or historical context.
- Includes appropriate groupings beyond the three required.
- Brings in accurate and relevant "outside" historical context.
- Explains why additional types of document(s) or sources are needed.
  - Identifies more than one type of appropriate additional document.
  - Provides a sophisticated explanation of why the additional document will contribute to analysis of a relationship.
  - Request for additional document(s) is woven into the essay and integrated into a broader analysis.

**Subtotal** **2 Points**

**TOTAL** **9 Points**