

Around the timestamps of each video, the instructors in these videos will discuss CONTEXTUALIZATION and THESIS STATEMENTS.

- At the *end of one video* they will introduce a 'prompt' and discuss that prompt a bit.
- At the *beginning of the next video* they will discuss student samples of both contextualization and thesis statements.

★ The 2020 AP Euro Test had a *modified DBQ*. Contextualization and Thesis Statements were treated the same.

### Review Video #1: AP European History: The Italian and Northern Renaissance, c.1450-1648

- [YouTube Channel Links](#)
- Thesis and Contextualization → **roughly 45:45-end**

Practice

**Prompt:** Evaluate the extent to which the Renaissance transformed European cultures in the 15th and 16th centuries

**Contextualization:**

**Claim/Thesis:**

### Review Video #2: AP European History: New Monarchies and the Age of Exploration, c.1450-1648

- [YouTube Channel Links](#)
- Listen to the Warm-Up → **roughly 1:50-7:00**

Discussion regarding previous video's practice

- What do you notice about the student samples?
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### Review Video #4: AP European History: The Reformations and Wars of Religion, c.1450-1648

- [YouTube Channel Links](#)
- AP Exam Practice → **roughly 33:00**

**Introductory Paragraph: Contextualization and Thesis**

**Prompt:** Evaluate the most significant response to the Protestant Reformation

**Contextualization:**

**Thesis:**

## Review Video #5: AP European History: English Civil War and the Glorious Revolution, c.1648-1815

- [YouTube Channel Links](#)
- Warm-Up - Contextualization and Thesis Feedback → roughly 2:30

### Discussion regarding previous video's practice

- What do you notice about the introduction's **CONTEXTUALIZATION**? What do you notice about the *volume* of writing, the *depth* of writing, the *specificity* of writing, and/or the *clarity* of the writing?  
How
  -
- What do you notice about their thesis statements? The line of reasoning? The clarity? The clear distinction of ideas (body paragraph 1 AND body paragraph 2 being evident)
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## Review Video #9: The Rise of Global Markets and Britain's Ascendancy, c.1648-1815

- [YouTube Channel Links](#)
- starting roughly @ 38:05

### Contextualization and a Thesis

**Prompt: Evaluate the most significant effect of population growth in Europe within the period 1700-1800**

**Effect 1 (lesser argument):**

**Effect 2 (greater argument):**

Between 1700-1800, Europe saw population effect of (**reason 1**) leading to (**insert line of reasoning here**). More significantly, however, (**reason 2**) had a greater effect because (**insert line of reasoning here**) creating a (**what impact does it have?**)

## Review Video #10: The French Revolution and Napoleon, c.1648-1815

- [YouTube Channel Links](#)
- Contextualization and Thesis → roughly 2:05

### Discussion regarding previous video's practice

**What's worth noting from their discussion of student samples?**

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## Review Video #16: Darwinism, Social Darwinism, and Modernity and Progress, c.1815-1914

- [YouTube Channel Links](#)
- EXAM PRACTICE - Contextualization and Claim/Thesis → roughly @ 22:30

Write both!

- **Prompt: Evaluate the most significant difference between the unification of Germany and the**

unification of Italy in the 19th century.

**Contextualization**

- **Geo:**
- **Social:**
- **Political:**
- **Religious:**
- **Intellectual:**
- **Technological:**
- **Economic:**

**Thesis:**

- **Difference A:**
  - **Line of Reasoning:**
- **Difference B:**
  - **Line of Reasoning:**
- **Which 'Difference' was MOST significant and why:**

**Review Video #17: New Imperialism, Motivations, Methods, and Global Effects,  
c.1815-1914**

- [YouTube Channel Links](#)
- Previous Day was an Optional Video - PRACTICE → starting roughly @ **2:30**

Discussion regarding previous video's practice

**What's worth noting from their discussion of student samples?**

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