

Applied Practice in

Early Belief Systems

AP* World History Series **RESOURCE GUIDE** **Unit 1, Volume 4**

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A NOTE FOR TEACHERS

We hope you will find this booklet helpful as you work to prepare your students for the Advanced Placement Exam in World History. The *Applied Practice in AP World History* series was designed as an instructional supplement to major units in the AP* World History curriculum. As you teach each unit, your students will have the opportunity to practice and to develop those skills required on the exam while mastering course content.

Each book in the series includes:

- 70 multiple-choice questions with detailed answer explanations for each question, 4 free-response questions, and 1 document-based question replicating the format of the AP* World History exam.
- Creative teaching activities that can be adapted for a wide variety of content. Era specific teaching supports and organizers are also included.
- Graphic organizers that accompany the free-response questions and document based question that are content specific and designed to support students in organizing and analyzing course content.

We offer a few suggestions and explanations to help you receive maximum benefit from our materials.

1. Applied Practice booklets do not purport to duplicate exactly an Advanced Placement Examination. However, questions are modeled on those typically encountered on the exam. Thus, students using these materials will become familiar and comfortable with the format, question types, and terminology used on the AP* World History exam.
2. Information sheets are provided for each free-response essay. These are modeled on the scoring guides provided to readers on the AP* exam. Teachers may use these information sheets for the purpose of evaluating essays. Graphic organizers are also included for each question to help train students to outline free-response essays.
3. The multiple-choice questions can be used in a variety of ways: warm-up activities, brief quizzes, culminating unit assessments, or test-preparation lessons for the AP* exam toward the end of year. Because different teachers may emphasize different aspects of the same AP* World History course outline, it is not suggested that all 70 questions be used in a timed test setting. Instead, teachers should use the questions that best reflect their unique classroom instruction.
4. The free-response questions can be used in a timed setting. Students should be allotted 40 minutes per essay (5 minutes for planning and 35 minutes for writing), the same amount of time given on the AP* World History Exam. A free-response scoring rubric, modeled on the AP generic scoring rubric, has been included in the resource guide materials.

5. Students should be given guidance in their early practices until they become more familiar with terminology, format, and question types used on the exam. Later, students can work more independently.
6. The Teaching Activities section will help instructors create classroom activities that are engaging for students while they focus on the content and skills needed to be successful on the AP* World History exam.

Thank you for using Applied Practice materials in your classroom. We always welcome comments and suggestions.

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Teaching the DBQ

Students can work on this question alone or may be divided into partnerships or groups of three. As students become more comfortable with the format, they should be encouraged to work alone.

1. Give students 20 minutes to analyze and summarize briefly the important point(s) in each document. Students should make a three-column chart on a separate piece of paper as they examine the documents. In the column on the left they should note the letter of the document and identify it. They should then briefly scan all the documents.
2. Then students should go back and consider the documents more carefully. Questions they should ask themselves in creating their quick summary-analysis of each document are:
 - a. What does the document show? What's the point?
 - b. Why is the document important?
 - c. What is the document's frame of reference? What do I know about the document that will help explain why it is important?
 - d. Where does this document come from?
 - e. If the document is a chart, graph, or map, or from a secondary source, the student should ask why this information is being included. Again, what's the point?

The answers to these questions are placed in the middle column.

Students will use this essential information later in the context of their essay.

A sample graphic organizer is provided for the teacher to use later in pooling the information from the class as a whole.

3. In the process of analysis, students will recall background information. This factual information can include the names of people, places, and events in world history, which help to clarify and understand what the document is saying. This information should be listed in the third column.

Students will use these facts later in constructing their essays.

The teacher will continue to guide the completion of the graphic organizer based on student input.

Directions: Choose the best answer for each question.

1. Many of the major religions began their formation prior to the period known as the middle ages. What major religion of today would emerge in the 7th century CE?
 - (A) Hinduism
 - (B) Islam
 - (C) Judaism
 - (D) Christianity
 - (E) Shinto

2. By the late fourth century CE, the Roman Empire declared its official religion to be
 - (A) Polytheism
 - (B) Emperor worship
 - (C) Christianity
 - (D) Lares
 - (E) Sol

3. Data about early belief systems are available through
 - I. a known pattern of dates
 - II. limited written documents
 - III. archeological artifacts
 - (A) I only
 - (B) II only
 - (C) I and II only
 - (D) II and III only
 - (E) I, II, and III

4. In the caste system, priests are members of the
 - (A) Brahman
 - (B) Kshatriya
 - (C) Vaishya
 - (D) Shudra
 - (E) Harijan

5. One commonality among Judaism, Christianity, and Islam is
- (A) identical food preparation guidelines
 - (B) development during the same time period
 - (C) a belief in only one God
 - (D) a prohibition against women in the clergy
 - (E) identical stories of creation
6. In the study of early belief systems, communications from a deity are referred to as
- (A) decrees
 - (B) commands
 - (C) directions
 - (D) doctrine
 - (E) revelations
7. The Maccabean revolt of 167-164 BCE is commemorated by
- (A) Rosh Hashanah
 - (B) Hanukkah
 - (C) The Last Supper
 - (D) Easter
 - (E) Hajji
8. In India, the period from 1500 BCE to 500 BCE is known as
- (A) Vedic
 - (B) Brahman
 - (C) Rajah
 - (D) Aryan
 - (E) Mystic
9. The ancient Egyptian god of mummification, Anubis, was represented by the
- (A) ibis
 - (B) eagle
 - (C) jackal
 - (D) cat
 - (E) fish

FREE-RESPONSE QUESTION #2

Directions: For each question, respond in an organized and coherent essay. You should plan to spend the first 5 minutes planning the essay, then the next 35 minutes writing the answer. Make sure you cite relevant historical evidence in support of any generalizations and present your answer in a clear, logical manner.

How did the Roman Empire's stance toward religion change over time?