

SAQ PRACTICE – UNIT 1

Purpose

At this point in school, you've had some experience writing essays and responses to test questions. However, the SAQs are likely a bit different from other short-answer questions you've been asked in the past. The main difference is that on the AP exam, although you are asked to give a short answer, you are also expected to provide more details in answering those questions than you have probably been asked to do in the past.

Process

In this activity, you'll start off by matching SAQ prompts to sample responses. Then, as a class, you'll discuss and identify the elements of the ACE acronym in the responses. Finally, you'll do a second round of matching and ACE identification so you can apply what you've just learned.

Take out the SAQ Practice—Unit 1 worksheet. Either as a whole class or in small groups, match the first set of SAQ prompts to their responses. Be prepared to review your answers with the class, along with some reasons these make strong SAQ responses.

One way to craft a solid response to an SAQ is to make sure each element of the ACE acronym is reflected in your response.

Review the ACE acronym:

- **A** – answer the prompt/make a claim
- **C** – cite evidence
- **E** – explain how the evidence supports the claim (often referred to as reasoning)

Along with your class, identify the claim, the evidence, and the explanation of how the evidence supports the claim and annotate each according to the directions on the worksheet. After you've gone through the first set of examples on the worksheet with your class, work to complete the second set of SAQs and responses on the worksheet. As always, be prepared to discuss your answers with your class.

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Name: Date: **Directions:** Follow each of the steps below.**Step 1**

Draw lines from the SAQ prompt to the correct sample response, or cut them out and pair up the prompt and response that go together. **Note that these prompts and responses correspond to Topic 1.1 in the AP CED—Developments in East Asia from c. 1200 to 1450 CE.** Then, as a class, identify each element of the ACE acronym, marking the responses as follows:

- **A**nswer the prompt/make a claim: Put a star (★) next to the claim.
- **C**ite evidence: Underline the evidence.
- **E**xplain how the evidence supports the claim: Highlight the explanation.

| SAQ prompt | SAQ response |
|---|--|
| Identify ONE similar way Chinese dynasties developed and maintained their power up to c. 1200 CE. | After Buddhism spread from India through to Central Asia to China, this faith transformed into the it became known as the Mahayana branch or Chan Buddhism, which then spread to Japan and took the name Zen Buddhism. This type of Mahayana Buddhism emphasized easy to say prayers to bodhisattvas such as Guan Yin, which made this type of Buddhism very popular in East Asia. The Song Dynasty in China |
| Explain ONE effect of Chinese cultural traditions on East Asia up to c. 1200 CE. | One major innovation in China that eventually affected the whole world was the invention of paper money. The Song government was the first to issue currency printed on paper, which helped expand trade within its borders and promoted urban growth as well. By 1200 China had at least six cities with more than 100,000 residents each. |
| Explain ONE effect of an innovation on the Chinese economy up to c. 1200 CE. | Chinese dynasties like the Tang and Song used the traditional belief of filial piety in Confucianism to maintain support for the emperor as the father figure head of government. |

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Name: Date: **Step 2**

Draw lines from the SAQ prompt to the correct sample response, or cut them out and pair up the prompt and response that go together. **Note that these prompts and responses correspond to Topic 1.2 in the AP CED—Developments in Dar al-Islam from c. 1200 to 1450 CE.** Then, as a class, identify each element of the ACE acronym, marking the responses as follows:

- **A**nswer the prompt/make a claim: Put a star (★) next to the claim.
- **C**ite evidence: Underline the evidence.
- **E**xplain how the evidence supports the claim: Highlight the explanation.

| SAQ prompt | SAQ response |
|---|--|
| Identify ONE cause of the rise of Islamic states up to c. 1200. | As Muslim merchants brought the beliefs and practices of Islam via the Trans-Saharan routes to West Africa, the rulers and elites of the Mali Empire adopted these beliefs and often created syncretic faiths that combined local beliefs and customs with Islam they also brought the written language of Arabic and printed books with them leading to the creation of the immense library in the city of Timbuktu sponsored by the rulers of the Mali Empire. |
| Explain ONE effect of the beliefs and practices of Islam on ONE society in Africa or Asia to c. 1200. | Under the Mongol ruler Hulagu Khan, the Muslim scholar Nasir al-Din al-Tusi advanced mathematics with his development of spherical trigonometry, which enabled more accurate tracking of planetary movements. He also founded the Maragha Observatory where scholars from the Islamic world and East Asia came to study and contribute to the advancement of knowledge. |
| Explain ONE effect of an intellectual innovation in Dar al-Islam to c. 1200 CE. | One reason for the rise of Islamic states was the use of military conquest by the Umayyad and Abbasid in Persia, and then the adoption of Persian administrative structures and practices such as recruiting literate men to serve in bureaucratic departments of taxation as part of centralizing the power of the caliphate in the capital city of Baghdad. |