

## AP WORLD HISTORY SEMESTER I EXAM QUIZ

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1. Forgiveness of past sins, an *indulgence*, might be given for any of the following reasons *except*  
[A] becoming a monk. [B] a pious act. [C] a donation to the Church.  
[D] saying a particular prayer. [E] making a pilgrimage.
2. The Chinese acquired silk by  
[A] raising silk worms, and pioneering silk cloth production.  
[B] conquest of the neighboring Mongol regions.  
[C] hiring Japanese labor to work in textile mills.  
[D] importing raw silk from Europe.  
[E] encouraging Chinese "silk pirates" who raided merchant shipping.
3. The economic wealth of the early Roman State was based on  
[A] farming. [B] fishing. [C] the military. [D] mining. [E] mercantilism.
4. *Muslim* means  
[A] one who makes submission. [B] holy people.  
[C] the one true religion. [D] chosen for purity. [E] first followers.
5. During the Shang period, ancestor worship became important because  
[A] it allowed people to claim specific inheritance of property.  
[B] matrilineal descent was important for fertility.  
[C] ancestors had special influence with the gods.  
[D] ancestors were necessary to ensure the birth of male children.  
[E] it determined the social structure.
6. The Silk Road was a trade route connecting  
[A] Russia and Indonesia. [B] China and Japan.  
[C] India and Central Asia. [D] China and the Middle East.  
[E] India and the Mediterranean.
7. The Mongol leader, the khan,  
[A] deferred to the Mongol Parliament. [B] had his decisions ratified by a council.  
[C] was a figurehead only. [D] had no power to make decisions but retained a veto.  
[E] had absolute power in decision making.
8. The Renaissance began in  
[A] southern England. [B] eastern France. [C] northern Italy.  
[D] Austria. [E] southern Russia.
9. What well-traveled Muslim scholar left a journal that has become a valuable historical source?  
[A] Abu Bakr [B] Edward Said [C] Ibn Battuta  
[D] Mansa Musa [E] King Sumanguru
10. The Chinese family was considered to include  
[A] only those living within the father's household. [B] local government officials.  
[C] every person of Chinese descent. [D] all generations, living and dead.  
[E] the immediate family, servants, and slaves.

# Common Core Questions World History

**Diana B. Turk, Laura J. Dull, Robert  
Cohen, Michael R. Stoll**



## **Common Core Questions World History:**

**Common Core Curriculum: World History, Grades 3-5** Great Minds,2014-03-10 Comprehensive Common Core curriculum for World History Grades 3 5 The Alexandria Plan is Common Core s curriculum tool for the teaching of United States and World History It is a strategic framework for identifying and using high quality informational texts and narrative nonfiction to meet the expectations of the Common Core State Standards CCSS for English Language Arts ELA while also sharing essential historical knowledge drawn from the very best state history and civics standards from around the country The curriculum is presented in this four volume series Common Core Curriculum United States History Grades K 2 Common Core Curriculum World History Grades K 2 Common Core Curriculum United States History Grades 3 5 and Common Core Curriculum World History Grades 3 5 Features of each book include Learning Expectations which articulate the key ideas events facts and figures to be understood by students in a particular grade span Suggested anchor texts for each topic In depth text studies comprised of text dependent questions student responses and assessments based on a featured anchor text Select additional resources Concise Era Summaries that orient both teachers and students to the historical background The curriculum helps teachers pose questions about texts covering a wide range of topics This volume Common Core Curriculum World History Grades 3 5 introduces upper elementary students to 18 key eras in world history from the discovery of fire to modern globalization through stories that they will treasure forever

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*Inquiry-Based Lessons in World History* Jana Kirchner,Andrew McMichael,2021-09-03  
Spanning the time period from 15 000 BCE to 1500 CE Inquiry Based Lessons in World History Vol 1 focuses on creating

global connections between people and places using primary sources in standards based lessons With sections on early humans the ancient world classical antiquity and the world in transition this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10

**Teaching Recent Global History** Diana B. Turk,Laura J. Dull,Robert Cohen,Michael R. Stoll,2014-03-05 Teaching Recent Global History explores innovative ways to teach world history beginning with the early 20th century The authors unique approach unites historians social studies teachers and educational curriculum specialists to offer historically rich pedagogically innovative and academically rigorous lessons that help students connect with and deeply understand key events and trends in recent global history Highlighting the best scholarship for each major continent the text explores the ways that this scholarship can be adapted by teachers in the classroom in order to engage and inspire students Each of the eight main chapters highlights a particularly important event or theme which is then complemented by a detailed discussion of a particular methodological approach Key features include An overarching narrative that helps readers address historical arguments Relevant primary documents or artifacts plus a discussion of a particular historical method well suited to teaching about them Lesson plans suitable for both middle and secondary level classrooms Document based questions and short bibliographies for further research on the topic This invaluable book is ideal for any aspiring or current teacher who wants to think critically about how to teach world history and make historical discussions come alive for students

**Teaching Global History** Alan J. Singer,2019-10-28 This updated edition of Teaching Global History challenges prospective and beginning social studies teachers to formulate their own views about what is important to know in global history and why This essential text explains how to organize curriculum around broad social studies concepts and themes as well as student questions about humanity history and the contemporary world All chapters feature lesson ideas a sample lesson plan with activity sheets primary source documents and helpful charts graphs photographs and maps This new edition includes connections to the C3 framework updates throughout to account for the many shifts in global politics and a new chapter connecting past to present through current events and historical studies in ways that engage students and propel civic activism Offering an alternative to pre packaged textbook outlines and materials this text is a powerful resource for promoting thoughtful reflection and debate on what the global history curriculum should be and how to teach it

The Industrial Turn in World History Peter Stearns,2016-09-13 In The Industrial Turn in World History Peter N Stearns presents a concise yet far reaching overview of the worldwide shift from agricultural societies to industrial societies over the past two

centuries Putting the implications for individuals and societies in global context while simultaneously considering the limits of generalization across cultures Stearns's text explores the nature of industrialization across national and regional lines Rather than portraying the Industrial Revolution as primarily a Western early 19th century development this new narrative argues that the move to industrial societies is an ongoing and truly global shift Taking a largely social and cultural approach Stearns engages with the leading edge approach of looking at emotion historically allowing readers to ask questions about the impact of industrial society on emotional experience and happiness levels This innovating framing allows for use in a variety of courses including world history economic history and more general courses on the Industrial Revolution

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**Social Studies for Secondary Schools** Alan J. Singer, 2014-10-08 Now in its 4th edition this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula units lessons projects and activities A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society history and the purpose of social studies education Advocating an inquiry and activity based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience it offers systematic support and open honest advice for new teachers Each chapter addresses a broad question about social studies education sub chapters begin with narrower questions that direct attention to specific educational issues Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms Chapters include highlighted Learning Activities Teaching Activities and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies and conclude with recommendations for further reading and links to on line essays about related social studies topics Activities are followed by four categories Think it over Add your voice to the discussion Try it yourself and It s your classroom All of these are supported with online teaching material Designed for undergraduate and graduate pre service social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text

**Proceedings of the Association of History Teachers of the Middle States and Maryland** Association of History Teachers of the Middle States and Maryland, 1927 **World History in Brief** Peter N. Stearns, 2007 With its brief global rather than West centered approach World History in Brief Sixth Edition seeks to show how different civilizations developed in a global context Rather than overwhelm students the chief goal of World History in Brief is to present the big picture to facilitate comparison and assessment of change and to highlight the major developments in the world s history This text also

emphasizes the global interactions of major civilizations so that students can compare and assess changes in the patterns of interaction and the impact of global forces such as migration and technology exchange The compact size of this text gives instructors the opportunity to take advantage of additional supplementary readings McGraw-Hill's 500 World History Questions, Volume 1: Prehistory to 1500: Ace Your College Exams Jon Sterngass,2012-04-30 A wealth of essential facts in the Q and A format that you want This book is the ideal way to sharpen your skills and prepare for exams Get the question and answer practice you need with McGraw Hill s 500 College World History I Questions to Know by Test Day Organized for easy reference and intensive practice the questions cover all essential college world history topics and include detailed answer explanations The 500 practice questions are similar to course exam questions so you will know what to expect on test day Each question includes a fully detailed answer that puts the subject in context This additional practice helps you build your knowledge strengthen test taking skills and build confidence From prehistory to 1500 this book covers the key issues in world history Prepare for exam day with 500 essential college world history questions and answers organized by subject Detailed answers that provide important context for studying Content that follows the current college 101 course curriculum

The World's History: Pre-history. America and the Pacific ocean Hans Ferdinand Helmolt,1901 **Teaching American History in a Global Context** Carl J. Guarneri,Jim Davis,2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources **Milestone Documents in World History** Brian Bonhomme,Cathleen Boivin,2010 Milestone Documents in World History represents a unique and innovative approach to history reference Combining full text primary sources with in depth expert analysis the 125 entries in the 4 volume set cover important and influential primary source documents from the third millennium BCE to the twenty first century and include documents that range from laws and legal codes to letters from treaties to constitutions from royal edicts to political speeches *The World's History: The Mediterranean nations* Hans Ferdinand Helmolt,1902 An English adaptation of Helmolt s Weltgeschichte with a rejection of sections which did not seem quite adequate from the point of view of its English readers Publisher s note **Minutes of the Annual Convention** Middle States Council for the Social Studies,1926 **Documents in World History: The great traditions, from ancient times to 1500** Peter N. Stearns,1988 *Historical Outlook* ,1923 *The World's History:*

*Oceania, Eastern Asia, and the Indian ocean* Hans Ferdinand Helmolt, 1904



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