

SAQ PRACTICE: UNIT 2

Materials

- Three colors of highlighters

Purpose

Learn about a four-step strategy that will help you tackle SAQ prompts with primary or secondary text sources—an essential skill you’ll need to be successful on the AP® exam.

Process

Each SAQ on the AP® World History: Modern exam is based on a source or stimulus that students analyze alongside their historical knowledge. The first question includes one or more secondary sources. The second question includes a primary source. The final question includes a primary or secondary nontext source such as an image, chart, or graph.

This activity introduces you to the SAQ Practice Tool, which is a four-step method that gives you a process you can use when conducting historical analysis while answering SAQs. You’ll practice this four-step method throughout the year in preparation for the exam. When it’s time to take the exam, you should have this process internalized, which will help you tackle these types of questions with confidence.

Start by taking out the SAQ Practice Tool. As a class, you’re going to work through a four-step process that will help you expertly respond to SAQs. The steps of the process are:

1. Rewrite the prompts.
2. Review the content.
3. Analyze and annotate.
4. Answer the prompts.

Step 1: Rewrite the following prompts in your own words:

- Prompt A: Identify ONE innovation that facilitated trade in the Indian Ocean network in the period from c. 1200 to 1450 CE.
- Prompt B: Explain ONE political factor that influenced trade in the Indian Ocean network in the period from c. 1200 to 1450 CE.
- Prompt C: Explain ONE cultural factor that influenced trade in the Indian Ocean network in the period from c. 1200 to 1450 CE.

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Step 2: It's time to start thinking about how to respond to the prompts. While it's tempting to first look at the source provided along with the prompts, you'll probably have more success if you first try to recall what you already know about the topic so that the source doesn't limit your thinking. To do this, organize your review using the AP themes. For this activity, you're asked to recall what you remember about Indian Ocean trade in terms of innovation, politics, and culture. Go through each of these themes with your class and add historical details you remember in the tool. As needed, you can go back to Unit 2 to review, but remember that you won't be able to do this on the exam. For now, however, the process is the most important thing to focus on.

Step 3: Once you've organized what you remember into the themes, it's time to move on to analyzing and annotating the source. As a class, you're going to read through the source and try to identify any factors that may have helped trade in the Indian Ocean network. As you work through the source, each time you identify a factor, see if you can connect it to one of the themes from step 2. When you do, highlight that section of text with the corresponding highlight color from step 2.

Step 4: Now it's time to answer the prompts. Using the ideas your class came up with in step 2, along with the annotations from step 3, you should be just about ready to construct your responses. First, look at the highlighted paragraph to see how the themes align to each prompt. Try to see if you can match the specific theme/evidence to each of the prompts. Choose the theme that will help you construct the strongest response to each prompt.

- Answer the prompt/make a claim.
- Cite evidence.
- Explain how the evidence supports the claim (often referred to as reasoning).

Your teacher will walk you through constructing a response. To wrap up, review the SAQ Practice Tool's four-step process with your class and be sure to ask any questions you have—you'll be using this tool all year, so the sooner you get comfortable with it, the better.

SAQ PRACTICE: UNIT 2 WORKSHEET

Directions: Follow each of the steps below.

Step 1 – Rewrite the Prompts

Rewrite the SAQ prompts. Put them into your own words and make sure to rephrase the task verbs “describe,” “identify,” and “explain,” using the College Board definitions as your starting point. Here are the definitions:

- **Describe:** “Provide a description or explanation of similarities and differences.”
- **Identify:** “Indicate or provide information about a specified topic, without elaboration or explanation.”
- **Explain:** “Provide information about how or why a relationship, process, pattern, position, situation, or outcome occurs, using evidence and/or reasoning.”

Prompt A: Identify ONE innovation that facilitated trade in the Indian Ocean network in the period from c. 1200 to 1450 CE.

Rewritten Prompt A:

Prompt B: Explain ONE political factor that influenced trade in the Indian Ocean network in the period from c. 1200 to 1450 CE.

Rewritten Prompt B:

Prompt C: Explain ONE cultural factor that influenced trade in the Indian Ocean network in the period c. 1200 to 1450 CE.

Rewritten Prompt C:

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Step 2 – Review the Content

Choose three themes that the prompt connects to (remember the PIECES acronym) and write down any relevant information from this time period or topic that aligns to the AP themes.

AP Theme:

AP Theme:

AP Theme:

Step 3 – Analyze and Annotate

Read the primary source provided as part of the SAQ and highlight any text that may help you respond to the prompt. Color code each section according to the theme from step 2 that it represents.

The following excerpt is from a historical chronicle written circa 1442 CE by Shah Rukh's Muslim ambassador, Abd-al-Razzāq Samarqandī.

In pursuance of the orders of God, I received orders from Shah Rukh to depart for India. His majesty provided me with provisions and post horses and I began my journey from southern Khurasan, arriving at the port of Bandar Abbas in southern Iran before departing by ship to the port city of Hormuz.*

Hormuz is a port situated in the middle of the Persian Gulf and does not have an equal on the surface of the globe. Merchants from Egypt, Syria, Anatolia, Iraq, Iran, Central Asia, China, India, and Southeast Asia bring rare and precious articles by sea. Bargains are made either by

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money or by exchange. Persons of all religions are found in this city, and no injustice is permitted toward any person whatsoever. I stayed here for two months until the favorable time came for departing by sea.

We then sailed from Hormuz to Calicut along the southwestern coast of India. Like Hormuz, Calicut brings together merchants from every city and from every country, and precious articles are brought there from maritime countries, especially from East Africa. From time to time, ships arrive there from Mecca and other parts of Arabia. The town is inhabited mostly by Hindus, but it contains a considerable number of Muslims who are permanent residents and have built two mosques in which one they meet every Friday to pray.

**The Muslim ruler of the Timurid Empire who governed parts of Iran and Central Asia from 1405 to 1447.*

Step 4 – Answer the Prompts

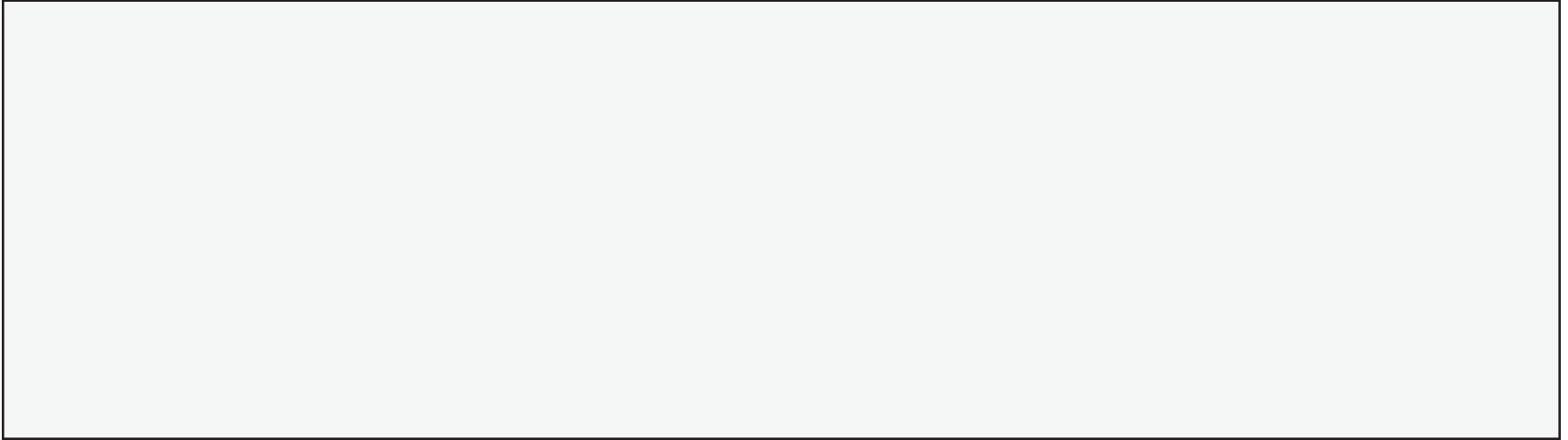
Use your ideas from step 2 as well as evidence from the excerpt to help you answer the prompts. Don't forget to use ACE (see below) to help you construct your response to each prompt.

- Answer the prompt/make a claim.
- Cite evidence.
- Explain how the evidence supports the claim (show your reasoning).

Prompt A

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Prompt B



Prompt C

