

SAQ PRACTICE: UNIT 3

Purpose

The chief reason students don't get full points for SAQ responses is that they don't clearly answer the prompt. Instead, they tend to provide facts related to the topic. By analyzing and scoring prompts, you'll be able to see the difference between providing some relevant facts or vague claims as opposed to fully responding to each prompt. In this activity, you'll take a break from rewriting and responding to prompts, and will instead analyze other students' work, which will give you a clearer understanding of what a high-quality SAQ response looks like.

Process

In this activity, you're going to analyze and score actual student responses to SAQ prompts. This will give you a much better idea of what makes a strong response so you know what to aim for on the AP® World History: Modern exam. You'll read the SAQ prompts and responses on pg. 2, or your teacher may post them around the room. Your job is to read the SAQ prompts and responses, evaluate the response using the ACE acronym, and decide whether each response should have earned a score of 0 or 1.

How should you evaluate the responses? You can use the same ACE acronym that you've been using to write your SAQ responses. So, you'll check to make sure that the student authors did each of the following in their responses:

- **A** – Answered the prompt/made a claim
- **C** – Cited evidence
- **E** – Explained how the evidence supports the claim (often referred to as reasoning)

For each response you analyze make sure that the response:

1. *Actually* answers the prompt and makes a claim
2. Cites evidence
3. Provides a clear and understandable explanation for the evidence and *how* the evidence supports the claim

You may want to read through a few prompts and responses before deciding upon your scores—comparing and contrasting will help you get a better sense of what constitutes a high- or low-quality response.

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Directions: Read the following SAQ prompt responses and then complete the table on pg. 3:

Prompt 1: Explain ONE way belief systems positively affected the development of one land-based empire in the period 1450–1750.

- Manchu emperors' use of the belief in obedience in the social hierarchy promoted by Confucianism helped them gain legitimacy with the Han Chinese officials whose training was based on Confucian ideas that, during the Qing dynasty, required them to be loyal and obedient to the Manchu emperors.

Prompt 2: Explain ONE way belief systems negatively affected the development of one land-based empire in the period 1450–1750.

- Some of the Muslim rulers of the Mughal Empires discriminated against the local Hindu rajas by tearing down their Hindu temples in order to impose Mughal central authority in South Asia.

Prompt 3: Identify ONE difference in the way that belief systems affected TWO land-based empires in the period 1450–1750.

- While the Manchu emperors used Han Chinese Confucianism to legitimize their rule over the Qing dynasty, some Mughal Muslim rulers discriminated against the local Hindu leaders.

Prompt 4: Explain ONE way in which ethnic diversity positively affected the development of one land-based empire in the period 1450–1750.

- One way ethnic diversity positively affected the Ottoman Empire was how the Ottoman Muslim rulers benefited economically and militarily from allowing Jews to live relatively freely because the Jewish merchants paid higher taxes, which enabled the Ottoman sultans to continue waging war against their neighbors, especially the Hapsburg and Safavid empires.

Prompt 5: Explain ONE way in which ethnic diversity negatively affected the development of one land-based empire in the period 1450–1750.

- One way ethnic diversity negatively affected an empire was when the Safavid Empire rulers tried to eliminate the practice of Sunni Islam among their subjects who were from Central Asia and the Middle East, creating resentment and rebellions among those Sunni Muslims in the Safavid Empire.

Prompt 6: Identify ONE similarity in the way that TWO land-based empires adopted policies to accommodate the ethnic diversity of their populations in the period 1450–1750.

- Muslim rulers of the Ottoman Empire and Mughal Empire encouraged ethnic and religious diversity among their subjects in order to support economic activity that came from connections between their subjects and trade diasporas of diverse ethnic and religious groups in the Indian Ocean and Silk Road networks, including Jews and Armenian Christians.

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	Prompt #1	Prompt #2	Prompt #3	Prompt #4	Prompt #5	Prompt #6
<i>Did the response meet the ACE criteria? Write Yes/No for each prompt</i>						
A – Answered the prompt/made a claim						
C – Cited evidence						
E – Explained how the evidence supports the claim						
Overall score (0 or 1)						
Explain your score						