

- A. Identify one way a hot dog can be considered a sandwich
- B. Identify a **SECOND** way a hot dog can be considered a sandwich
- C. Explain why a hot dog is **NOT** considered a sandwich



Students, write your response!

HOW TO S.A.Q.



RULE #1:
**FOCUS
THE
LENS**

A detailed illustration of a light microscope with a black eyepiece, objective lenses, a stage, and a base. A small orange and white circular object is on the stage.

RULE #2:
**CHECK
THE
STIMULUS**

A stylized illustration of two large, white, cartoonish eyes with black pupils and eyelashes, looking forward.

RULE #3:
**ANSWER
THE
PROMPT**

A cartoon illustration of a man with black hair, wearing a light blue button-down shirt, sitting at a desk and writing on a piece of paper with a black pen. A small robot head icon is visible in the bottom right corner.

WHAT THE COLLEGE BOARD SAYS



1. THE SECOND PART OF SECTION I OF THE AP EXAM ALSO INCLUDES THREE REQUIRED SHORT-ANSWER QUESTIONS.
2. SHORT-ANSWER QUESTION 1 IS REQUIRED AND INCLUDES A SECONDARY SOURCE STIMULUS. THE TOPIC OF THE QUESTION WILL INCLUDE HISTORICAL DEVELOPMENTS OR PROCESSES BETWEEN THE YEARS 1200 AND 2001.
3. SHORT-ANSWER QUESTION 2 IS REQUIRED AND INCLUDES A PRIMARY SOURCE STIMULUS. THE TOPIC OF THE QUESTION WILL INCLUDE HISTORICAL DEVELOPMENTS OR PROCESSES BETWEEN THE YEARS 1200 AND 2001.
4. STUDENTS MAY SELECT SHORT-ANSWER QUESTIONS 3 OR 4, NEITHER OF WHICH INCLUDES A STIMULUS.
5. SHORT-ANSWER QUESTION 3 WILL FOCUS ON HISTORICAL DEVELOPMENTS OR PROCESSES BETWEEN THE YEARS 1200 AND 1750.
6. SHORT-ANSWER QUESTION 4 WILL FOCUS ON HISTORICAL DEVELOPMENTS OR PROCESSES BETWEEN THE YEARS 1750 AND 2001. ALL FOUR HISTORICAL PERIODS ARE REPRESENTED AMONG THE FOUR SHORT-ANSWER QUESTIONS



TL;DR

TOO LONG; DIDN'T READ



1. 4 QUESTIONS (YOU ANSWER 3)
2. 3 PARTS TO EACH QUESTION (A, B, C).
3. THEY'LL GIVE YOU SOME STIMULUS
(LIKE THE MULTIPLE CHOICE) OR JUST
A REGULAR PROMPT AND 3 QUESTIONS
ABOUT IT.
4. NO THESIS NEEDED.





TIMING:

3 QUESTIONS
x3 PARTS (a.b.c.)

9 THINGS TO DO

4:26 PER PART





SHORT ANSWER QUESTIONS



Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to **SECTION I: PART B, QUESTION 1** on this page only.

Q1

End of response area for Q1

**YOUR ENTIRE
ANSWER MUST
FIT IN THIS BOX**





SHORT ANSWER QUESTIONS



Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to SECTION I: PART B, QUESTION 1 on this page only.

← LABEL YOUR
B. ← RESPONSES: A. B. C.
C. ←





SHORT ANSWER QUESTIONS



Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to **SECTION I: PART B, QUESTION 1** on this page only.

You **MUST** write in complete sentences (like this).

B. Not like this.





SHORT ANSWER QUESTIONS



Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to **SECTION I: PART B, QUESTION 1** on this page only.

Aim to write 2 - 4 sentences

B. per letter (ABC). 'Explain'

C. prompts will need more writing.





SHORT ANSWER QUESTIONS



Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

Write your answer to **SECTION I: PART B, QUESTION 1** on this page only.

For each question they will only
B. ask you to do one of two things:
C. IDENTIFY or EXPLAIN.

THEY'VE ONLY EVER ASKED IDENTIFY OR EXPLAIN. HERE'S HOW TO RESPOND TO:

IDENTIFY

1. INDICATE/PROVIDE INFORMATION ABOUT A SPECIFIC TOPIC
2. WITHOUT ELABORATION OR EXPLANATION

TREAT IT LIKE A COURTROOM



IS THE ANSWER HERE IN THE COURTROOM? CAN YOU IDENTIFY IT?

THEY'VE ONLY EVER ASKED IDENTIFY OR EXPLAIN. HERE'S HOW TO RESPOND TO:

EXPLAIN

PROVIDE INFORMATION
AS TO HOW OR WHY
SOMETHING OCCURS

TREAT IT LIKE A COURTROOM



CAN YOU EXPLAIN YOUR ANSWER TO ME LIKE I WAS AN 8-YEAR OLD?

RULE #1:

FOCUS THE LENS



Use the passage below to answer all parts of the question that follows.

“The Mongol conquests have been defined as the last chapter of the Eurasian transformations of the tenth [through the] thirteenth centuries. Yet with the same, or even better, justification they can also be regarded as the first chapter of a new era, perhaps the early-modern one. . . . The Mongol period was a significant step towards closer integration of the old world, both inside and outside the empire’s realm. Certainly the vast dimensions of the empire contributed to that, but the role of the Mongols was not limited to [being] the passive medium through which [their] subjects learned from one another. Instead they actively promoted inter-cultural exchange.”

Michal Biran, historian, “The Mongol Transformation: From the Steppe to Eurasian Empire,” article published in 2004

1. a) Identify ONE economic development that would support Biran’s argument in the passage regarding the Mongols and the “integration of the old world.”
b) Explain how ONE piece of evidence would **challenge** Biran’s argument regarding the Mongols and “the first chapter of a new era.”
c) Explain how ONE intercultural transfer or exchange resulted from the Mongol conquests.

RULE #1:

**FOCUS
THE
LENS**



SKIP THE STIMULUS!!!

-Jump straight to the A.B.C.s

-Annotate (write on) the prompt

-Focus on what to look for in the prompt

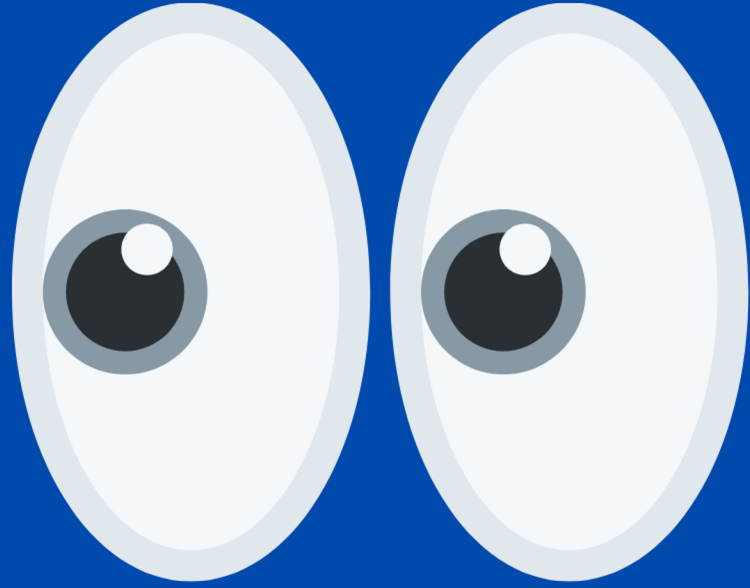


RULE #2:

CHECK

THE

STIMULUS



Use the passage below to answer all parts of the question that follows.

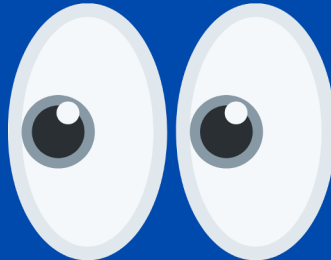
“The Mongol conquests have been defined as the last chapter of the Eurasian transformations of the tenth [through the] thirteenth centuries. Yet with the same, or even better, justification they can also be regarded as the first chapter of a new era, perhaps the early-modern one. . . . The Mongol period was a significant step towards closer integration of the old world, both inside and outside the empire’s realm. Certainly the vast dimensions of the empire contributed to that, but the role of the Mongols was not limited to [being] the passive medium through which [their] subjects learned from one another. Instead they actively promoted inter-cultural exchange.”

Michal Biran, historian, “The Mongol Transformation: From the Steppe to Eurasian Empire,” article published in 2004

1. a) Identify ONE economic development that would support Biran’s argument in the passage regarding the Mongols and the “integration of the old world.”
b) Explain how ONE piece of evidence would **challenge** Biran’s argument regarding the Mongols and “the first chapter of a new era.”
c) Explain how ONE intercultural transfer or exchange resulted from the Mongol conquests.

RULE #2:

**CHECK
THE
STIMULUS**



IT'S STIMULUS TIME!

- You know what to look for...
- Annotate (write on) the stimulus
- only SAQ 1 & 2 will have Stimuli



RULE #3:

**ANSWER
THE
PROMPT**



Use the passage below to answer all parts of the question that follows.

“The Mongol conquests have been defined as the last chapter of the Eurasian transformations of the tenth [through the] thirteenth centuries. Yet with the same, or even better, justification they can also be regarded as the first chapter of a new era, perhaps the early-modern one. . . . The Mongol period was a significant step towards closer integration of the old world, both inside and outside the empire’s realm. Certainly the vast dimensions of the empire contributed to that, but the role of the Mongols was not limited to [being] the passive medium through which [their] subjects learned from one another. Instead they actively promoted inter-cultural exchange.”

Michal Biran, historian, “The Mongol Transformation: From the Steppe to Eurasian Empire,” article published in 2004

1. a) Identify ONE economic development that would support Biran’s argument in the passage regarding the Mongols and the “integration of the old world.”
b) Explain how ONE piece of evidence would **challenge** Biran’s argument regarding the Mongols and “the first chapter of a new era.”
c) Explain how ONE intercultural transfer or exchange resulted from the Mongol conquests.

RULE #3:

**ANSWER
THE
PROMPT**



LABEL A... B... C... & GO!

-You've looked at ABC before...

-You've read/seen the stimuli...

-Label A: Write in complete sentences...

-Label B: Repeat. **WRITE IN THE BOX!!!**



Think of the acronym “AGE” when responding to a prompt:

Answer the question

Give an example

Explain your reasoning



Non-content Example

- A. Explain one specific reason for La Porte High School's implementation of student's wearing an I.D. policy.
 - B. Explain one way implementing this policy is easy for La Porte High School
 - C. Explain one way implementing this policy is difficult for La Porte High School
-
- A. La Porte High School implements a strict I.D. wearing policy in efforts to increase school safety **(A)**. For example, other schools in the country such as Robb Elementary School in Uvalde, Texas and Stoneman Douglas High School in Parkland, Florida have endured tragic mass-violence inflicted by individuals who did not belong inside of the school building **(G)**. Because of these events, La Porte High School hopes that implementing this I.D. wearing policy will allow staff to have a constant knowledge of those who are permitted to be inside of the building as an effort to keep students safe **(E)**.



Non-content Examples

- A. Identify one way that the Internet made quarantine from COVID-19 more enjoyable
- B. Explain how the Internet worsened the COVID-19 pandemic
- C. Identify and Explain one other time in History when a new innovation has dramatically changed common people's quality of life

Other silly prompt examples:

- Explain what is the best breakfast cereal in the United States
- Explain which day of the week is the best
- Explain one way freshmen year of high school differs from sophomore year



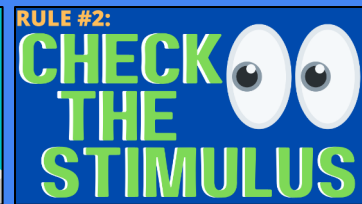
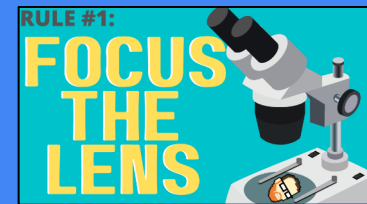
PRACTICE-PRACTICE-PRACTICE-PRACTICE



A. Identify ONE way in which African states or societies changed as a result of the spread of Islam in the period circa 1200 to 1450.

B. Explain how ONE specific African region was affected by the spread of Islam in the period circa 1200 to 1450.

C. Explain ONE way in which existing African religious or cultural traditions influenced the practice of Islam in Africa in the period 1200 to 1450.



PRACTICE-PRACTICE-PRACTICE-PRACTICE



A. Identify ONE way in which African states or societies changed as a result of the spread of Islam in the period circa 1200 to 1450.

Task A: Identify ONE way in which African states or societies changed as a result of the spread of Islam in the period circa 1200 to 1450.

Some examples that would earn credit include:

- The spread of Islam in Africa brought African societies into much closer contact with the broader Muslim world, increasing trade with the Mediterranean / the Indian Ocean / the Middle East.
- The spread of Islam often increased the centralized authority of elites in various parts of Africa.
- The spread of Islam introduced new scholarship / ideas / sciences to Sub-Saharan Africa.



PRACTICE-PRACTICE-PRACTICE-PRACTICE



B. Explain how ONE specific African region was affected by the spread of Islam in the period circa 1200 to 1450.

Some examples that would earn credit include:

- Mali became a prominent Muslim empire that traded across the Sahara. Goods such as salt, gold, or ivory travelled between Mali and the Middle East / North Africa.
- The Swahili coastal trading cities adopted Islam and participated in the Indian Ocean trading world of Muslim merchants prior to 1450.
- Mansa Musa was a famous Malian king who made the hajj or pilgrimage to Mecca. His travel brought huge amounts of African wealth to the Middle East, even causing prices to rise.



PRACTICE-PRACTICE-PRACTICE-PRACTICE



C. Explain ONE way in which existing African religious or cultural traditions influenced the practice of Islam in Africa in the period 1200 to 1450.

Some examples that would earn credit include:

- In Sub-Saharan Africa Islam was often practiced in ways that blended Islam with African animism and local cultural practices. Such African Muslims tended to prefer Sufism over orthodox Muslim practices.
- Some Muslims from regions in Sub-Saharan Africa held different social attitudes regarding gender. When Arab travelers like Ibn Battuta visited, they found women's roles in these Sub-Saharan African societies to be very different from those in Arab societies.
- In Sub-Saharan Muslim societies Islam is generally mixed with traditional African forms of spiritualism such as animism.

