

# AP World History Practice Exam II

## Multiple Choice

Questions 1–3 refer to the passage below.

“And if you, my vassal, disobey or break this treaty, may the god Adad, the canal inspector of heaven and earth, put an end to all vegetation in your land. May his waters hit your land with a severe destructive downpour. May locusts devour your crops. May there be no sound of grinding stone in your houses. May the wild animals eat your bread, and may your spirit have no one to take care of it and pour offerings of wine for it.”

Excerpt from a treaty between an Assyrian king and the ruler of a subject city-state in northwestern Iran, circa 670 b.c.e.

1. The particular consequences invoked in the ritual curse in the treaty most strongly support which of the following statements about ancient Mesopotamia?  
(A) States' legitimacy was based on claims to secular authority.  
(B) Ongoing environmental degradation occurred as a byproduct of the spread of pastoralism.  
(C) Maintaining and expanding agricultural production was seen as a core task of governments.  
(D) The domestication of plants occurred before the domestication of animals.
2. A historian would most likely use this passage in the treaty to illustrate which of the following?  
(A) The precarious nature of early civilizations' relationship to their physical environment  
(B) The negative effect of overpopulation on urban sanitation and health  
(C) The emergence of social hierarchies supported by unequal distribution of surplus food  
(D) The nutritional deficiencies suffered by early agricultural populations
3. Which of the following was an important long-term effect of the expansion of the Assyrian Empire?  
(A) The diffusion of monotheistic religious beliefs to East Asia  
(B) The development of the Greek alphabet  
(C) The initial diffusion of advanced mathematical knowledge, such as algebra and trigonometry  
(D) The establishment of Jewish diasporic communities as a result of Assyrian military conquest

# World History Exam 2012 Multiple Choice

**Stephen Armstrong**



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*The Status of Social Studies* Jeff Passe,Paul G. Fitchett,2013-10-01 A team of researchers from 35 states across the country developed a survey designed to create a snapshot of social studies teaching and learning in the United States With over 12 000 responses it is the largest survey of social studies teachers in over three decades We asked teachers about their curricular goals their methods of instruction their use of technology and the way they address the needs of English language learners and students with disabilities We gathered demographic data too along with inquiries about the teachers training their professional development experiences and even whether they serve as coaches The enormous data set from this project was analyzed by multiple research teams each with its own chapter This volume would be a valuable resource for any professor doctoral student or Master's student examining the field of social studies education It is hard to imagine a research study topical article or professional development session concerning social studies that would not quote findings from this book about the current status of social studies With chapters on such key issues as the teaching of history how teachers address religion social studies teachers use of technology and how teachers adapt their instruction for students with disabilities or for English language learners the book's content will immediately be relevant and useful

*International Perspectives on Teaching Rival Histories* Henrik Åström Elmersjö,Anna Clark,Monika Vinterek,2017-04-04 This book presents a survey of approaches to dealing with rival histories in the classroom arguing that approaching this problem requires great sensitivity to differing national educational and narrative contexts Contested narratives and disputed histories have long been an important issue in history teaching all over the world and have even been described as the history or culture wars In this book authors from across the globe ponder the question what can teachers do and what are they doing to address conflicting narratives of the same past and puts an epistemological issue at the heart of the discussion what does it mean for the epistemology of history if it is possible to teach more than one narrative Divided into three sections that deal with historical cultures multicultural societies and multiperspectivity the chapters of the book showcase that dealing with rival histories is very much dependent on context and that diverse teaching traditions and societal debates mean that teachers' abilities in engaging with the teaching of rival narratives are very different The volume will be compelling reading for students and researchers in the fields of education history sociology and philosophy as well as practising teachers

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