

STUDYING FOR THE AP WORLD TEST

1. Read through [Overview of AP Test](#) and [AP Test Format](#) memorize [AP map regions](#)

2. Multiple Choice (40% of Test) and SAQs (20%)

- Practice, Practice, Practice, Practice Multiple Choice Questions (Princeton Review, Albert IO, AMSCO MC questions, MC questions in review books, AP Practice Test published on AP student site, do test corrections for the two practice AP tests you take in class in May)
- read through an AP review book (like Princeton Review or Barron's)
- read through [AP Worldipedia](#) (better for periods 1-4) and/or [Freeman-pedia](#), AP [Periodization/Historical Context Cheat Sheet](#), Mrs. Osborn's APWH Cram Packets: [Unit 1-2](#), [Period 3](#), [Period 4](#), [Period 5](#), [Period 6](#)
- Read through unit packets, memorize most illustrative examples (more than identify, be able to explain/define terms), you can also read through [AP Curriculum Guide](#) (which your unit packets were based on)

NOTE: some of the PPTs are long and have too much information. Focus on really knowing the Key Concepts and Terms in the Unit Packets. If you don't have those filled out, the PPTs can help as well as the two websites above and AP Review books.

Unit 1 Packet	Unit 1 PPT Long	Unit 2 PPT short	Unit 1 PPT Maps
Unit 2 Packet	Unit 2 PPT	Unit 2 PPT short	Unit 2 PPT Maps
Unit 3 Packet	Unit 3 PPT Long	Unit 3 PPT short	Unit 3 PPT Maps
Unit 4 Packet	Unit 4 PPT Long	Unit 4 PPT Short	
Unit 5 Packet	Unit 5 PPT long	Unit 5 PPT Short	
Unit 6 Packet	Unit 6 PPT long	Unit 6 PPT longer	Unit 6 PPT Short

Multiple Choice Test-Taking Strategies: Do two pass throughs through the test. Go through the whole test one time first, not spending too much time on each question and then go back to ones you weren't sure on and spend more time on those. Answer all questions since there is no penalty for guessing. Before reading passage or analyzing documents, look at source information and try to put documents in historical/time period context.

-YOU MUST PUT YOUR PENCIL DOWN WHEN THE PROCTOR CALLS TIME. If you don't your test may be invalidated. If you want to fill in any answers at the end to guess, make sure you do it before the 55 minutes is up.

-You can write in the test booklet but you must fill in the scantron as you go.

- Remember when answering SAQs, ANSWER THE QUESTION, RE-PHRASE the question as part of your answer, IDENTIFY AND EXPLAIN! You can also practice these as well and can and look at the ones you did this year in class that I kept in your folder.

3. LEQ (15%)

- a. **ANSWER THE PROMPT!!!! Use wording and dates of prompt in your thesis**
- b. **USE HEDGING LANGUAGE (may have, major, minor, long-term, short-term, avoid absolute wording)**

- c. Read through/memorize parts of the LEQ Essay Rubrics for EACH HISTORICAL THINKING SKILL below
 - [Comparison](#) (two differences, one similarity for sub-claims and thesis or vice versa)
 - [Causation](#) (if prompt asks for CAUSES and EFFECTS, must have two causes, one effect or vice versa for sub-claims and thesis)
 - [Continuity and Change over Time](#) (two changes, one continuity or vice versa for subclaims and thesis, or how three things continued and changed).
- c. memorize the points of the LEQ rubric- **(1 point for thesis, 1 point for historical context, 2 possible points for evidence, 2 possible reasoning points)**
- d. memorize the [structure of a 5 paragraph essay for LEQ](#) AND use that structure on the test
- e. read through your old essays/ and example student essays for each historical thinking skill (can come see these at school)
- f. know how/practice determining what historical thinking skill and content to base your thesis on with APs more generalized prompts/questions

4. DBQ (25%)

- a. **ANSWER THE PROMPT!!!! Use wording and dates of prompt in your thesis**
- b. **USE HEDGING LANGUAGE (may have, major, minor, long-term, short-term, avoid absolute wording)**
- c. Read through/memorize the [DBQ Essay Rubric](#)
- d. memorize the points of the DBQ rubric- **(1 point for thesis, 1 point for historical context, 2 points for evidence from documents, 1 point for sourcing documents with HAPPY (historical context, audience, purpose and/or point of view), 1 point for outside piece of evidence, 1 point for reasoning)**
- e. memorize the [structure of the DBQ](#) and use this structure for your DBQ essay on test
- f. read through your old essays/ and example student DBQ essays (can come see these at school)

G. Practice reading DBQ document sets of 7 (in 15 minutes), grouping them and writing a thesis for as many as you can before AP Test, there are DBQs in AMSCO, online, and in review books

[PPT for tips on LEQ and DBQ](#)

HOW TO STUDY FOR CONTENT/EVIDENCE TO USE ON SAQs and ESSAYS:

- 1. memorize SPICE chart cheat sheet below

Social	social classes, gender roles, distinctions based on race, ethnicity, kinship
Political	forms of gov't, factor that lead to states/empires rising and falling
Interaction with Environment	how people have impacted the envir. and how the envir. impacts human migration, human settlement and develop. of societies
Cultural	religion, philosophies, ideologies, arts, how technological and scientific innovation developed through interactions of cultures

Economic	modes of production and trade, labor systems, local, regional and global economic systems
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2. Memorize historical context/big picture of each time period using [Freeman-Pedia Key Concept Charts](#) and Period Overviews and Reviews in AMSCO or AP Review book, some Chapter Overviews may help in AMSCO too

3. KNOW TWO CIVILIZATIONS/EMPIRES REALLY WELL for possible comparison essay for periods 1-5

-create a SPICE chart for them and MEMORIZE the details

-can use AMSCO, chapter notes, Chapter PPTs for details-can find PPTs on the Semester

Calendars: [Semester 1 Calendar](#), [Semester 2 Calendar](#)

Period 1-Mesopotamia and Egypt [SPICE CHART KEY Unit 1](#)

4. [Continuity and Change Charts](#) for Each Period