

## Gen Ed 110

### Study Guide Exam I

The exam will have three parts: a map section (20 points), identifications (30 points), and a take-home essay question (50 points).

**Part I Map Section (20 points)** You will locate 10 locations for 2 points each.

**Part II Short Identifications (30 points)** Five of the following terms will appear on the exam and you will be asked to identify **three** of your choice. For each term, write a short paragraph that (a) locates the term in time (when); (b) locates it in space (where); and (c) discusses its historical significance (explains its impact). For time, you only have to determine which century or millennium B.C.E. or C.E. Each term is worth 10 points: 1 point each for time and location and 8 points for significance.

Example: **Bantu migrations**

Speakers of the Bantu language began to migrate from their homeland in West Africa sometime around the 4th millennium B.C. (*It is also just fine to say they migrated from their homeland in West Africa from 2000 B.C.E.–1000 C.E., as stated on the map on page 83, or give the date 3000 B.C. from the text on the bottom of page 82*). As they slowly and gradually migrated to southern and eastern Africa, these farmers and herders traded with the local hunter/gatherer population—the forest peoples—and the Bantu either absorbed the locals into their own agricultural society or displaced them. The most important effects of the Bantu were the establishment of agricultural societies throughout most of sub-Saharan Africa. Besides cultivating yams and oil palms, the Bantus also introduced sheep, pigs, and cattle to the region.

Paleolithic age	<i>Book of the Dead</i>	<i>Popol Vuh</i>
Neolithic age	Samsara	Austronesians
Fertile Crescent	Upanishads	<i>Book of Songs</i>
Flores Man	Moksha	
<i>Epic of Gilgamesh</i>	Dravidians	
Ziggurats	Caste	
Sargon of Akkad	Brahman	
Hammurabi	Brahmins	
Abraham	Brahman-Atman	
Moses	Shang dynasty	
<i>Torah</i>	Zhou dynasty	
Osiris	Mandate of heaven	
Isis	Oracle bones	
Horus	Hatshepsut	
Kush	Olmecs	
Aten	Maya	

### **Part III: Take-Home Essay**

Answer the question below in a three- to four-page (double-spaced, 12-point font, Times New Roman, one-inch margins) essay that contains an introduction, thesis, and conclusion. **BE SURE TO CITE ALL YOUR SOURCES** from the Bentley textbook (page numbers), handouts, and lecture notes (lecture title). Do not use outside sources as we do not have the time to check numerous references. Sources may be cited within the body of the essay or at the end of the paragraph.

**Analyze the similarities of *three* ancient civilizations (pick three from Mesopotamia, Egypt, the Hebrews, sub-Saharan Africa, China, India, and the Mayas) and argue why these similarities are significant.**

Essays will be graded according to the following scale:

**45–50 A EXCELLENT:** An A is reserved for outstanding work. This essay has an insightful and inspired introductory paragraph that clearly identifies the major problems and/or concerns of the question. It contains a thesis statement followed by a general description of the body of the essay. The body of the essay offers well-chosen evidence and uses many **SPECIFIC EXAMPLES** (names, dates, places, events) from both the text *and* lecture, as well as any pertinent handouts and/or films. Overall, this essay is clearly organized (introduction, body, and short conclusion) and demonstrates that the student has a solid command of the course material.

**40–44 B GOOD:** This essay contains an introduction that adequately addresses the question. It contains many good specific examples that pertain to the topic. However, it contains fewer specific examples than an A paper, and perhaps, overall this essay does not contain the depth of analysis present in an A essay.

**35–39 C AVERAGE:** This essay identifies a few of the key problems and concerns, yet it fails to provide an adequate introductory paragraph and it disregards the most important and obvious examples. The thesis is weak and/or vague. A C essay typically makes **BROAD GENERALIZATIONS** and fails to back them up with appropriate **SPECIFIC EVIDENCE**. It may also suffer from a combination of problems including insufficient depth of analysis, poor grammar and organization, and a conversational or casual tone that is inappropriate in formal writing.

**32–34 D POOR:** This essay demonstrates that the student has some awareness of the material but fails to address the assigned question or topic. It lacks a thesis. It contains very little or inappropriate specific evidence.

**Below 32 F FAIL:** This essay demonstrates that the student has little understanding of the course material and offers insufficient or inappropriate evidence.

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