

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pop Quiz! ANSWER SHEET

This test WILL NOT count toward your grade, but instead will serve as an evaluation to see one's individual progress.

### READING SECTION

#### **Agriculture, Iron, and the Bantu Peoples**

There is evidence of agriculture in Africa prior to 3000 BCE. It may have developed independently, but many scholars believe that the spread of agriculture and iron throughout Africa linked it to the major Near East and Mediterranean world. The drying up of what is now the Sahara desert had pushed many peoples to the south into sub-Saharan Africa. These peoples settled at first in scattered hunting-and-gathering bands, although in some places near lakes and rivers, people who fished, with a more secure food supply, lived in larger population concentrations. Agriculture seems to have reached these people from the Near East, since the first domesticated crops were millets and sorghums whose origins were not African, but West Asian. Once the idea of planting diffused, Africans began to develop their own crops, such as certain varieties of rice, and they demonstrated a continued receptiveness to new imports. The proposed areas of the domestication of African crops lie in a band that extended from Ethiopia across southern Sudan to West Africa. Subsequently, other crops, such as bananas, were introduced from Southeast Asia.

Livestock also came from outside Africa. Cattle were introduced from Asia, as probably were domestic sheep and goats. Horses were apparently introduced by the Hyksos invaders of Egypt (1780-1560 BCE.) and then spread across the Sudan to West Africa. Rock paintings in the Sahara indicate that horses and chariots were used to traverse the desert and that by 300-200 BCE., there were trade routes across the Sahara. Horses were adopted by peoples of the West African savannah, and later their powerful cavalry forces allowed them to carve out large empires. Finally, the camel was introduced around the first century CE. This was an important innovation, because the camel's ability to thrive in harsh desert conditions and to carry large loads cheaply made it an effective and efficient means of transportation. The camel transformed the desert from a barrier into a still difficult, but more accessible, route of trade and communication.

Iron came from West Africa, although its routes of diffusion were somewhat different than those of agriculture. Most of Africa presents a curious case in which societies moved directly from a technology of stone to iron without passing through the intermediate stage of copper or bronze metallurgy, although some early copper-working sites have been found in West Africa. Knowledge of iron making penetrated into the forests and savannahs of West Africa at roughly the same time that iron making was reaching Europe. Evidence of iron making has been found in Nigeria, Ghana, and Mali.

This technological shift caused profound changes in the complexity of African societies. Iron represented power. In West Africa the blacksmith who made tools and weapons had an important place in society, often with special religious powers and functions. Iron hoes, which made the land more productive, and iron weapons, which made the warrior more powerful, had symbolic meaning in a number of West African societies. Those who knew the secrets of making iron gained ritual and sometimes political power.

Unlike in the Americas, where metallurgy was a very late and limited development, Africans had iron from a relatively early date, developing ingenious furnaces to produce the high heat needed for production and to control the amount of air that reached the carbon and iron ore necessary for making iron. Much of Africa moved right into the Iron Age, taking the basic technology and adapting it to local conditions and resources.

The diffusion of agriculture and later of iron was accompanied by a great movement of people who may have carried these innovations. These people probably originated in eastern Nigeria. ■ Their migration may have been set in motion by an increase in population caused by a movement of peoples fleeing the desiccation, or drying up, of the Sahara. ■ They spoke a language, proto-Bantu ("bantu" means "the people"), which is the parent tongue of a large number of Bantu languages still spoken throughout sub-Saharan Africa. Why and how these people spread out into central and southern Africa remains a mystery, but archaeologists believe that their iron weapons allowed them to conquer their hunting-gathering opponents, who still used stone implements. ■ Still, the process is uncertain, and peaceful migration-or simply rapid demographic growth-may have also caused the Bantu explosion. ■.

1. According to paragraph 1, why do researchers doubt that agriculture developed independently in Africa?
  - a. African lakes and rivers already provided enough food for people to survive without agriculture.
  - b. The earliest examples of cultivated plants discovered in Africa are native to Asia.**
  - c. Africa's native plants are very difficult to domesticate.

- d. African communities were not large enough to support agriculture.
2. In paragraph 1, what does the author imply about changes in the African environment during this time period?
- The climate was becoming milder, allowing for a greater variety of crops to be grown.
  - Although periods of drying forced people south, they returned once their food supply was secure.
  - Population growth along rivers and lakes was dramatically decreasing the availability of fish.
  - A region that had once supported many people was becoming a desert where few could survive.**
3. According to paragraph 2, camels were important because they
- Were the first domesticated animal to be introduced to Africa.
  - Allowed the people of the West African savannahs to carve out large empires.
  - Helped African peoples defend themselves against Egyptian invaders.
  - Made it cheaper and easier to cross the Sahara.**
4. The word **profound** in the passage is closest in meaning to
- Fascinating
  - Far-reaching**
  - Necessary
  - Temporary
5. The word **ritual** in the passage is closest in meaning to
- Military
  - Physical
  - Ceremonial**
  - Permanent
6. According to paragraph 4, all of the following were social effects of the new metal technology in Africa EXCEPT:
- Access to metal tools and weapons created greater social equality.**
  - Metal weapons increased the power of warriors.
  - Iron tools helped increase the food supply.
  - Technical knowledge gave religious power to its holders.
7. Which of the sentences below best expresses the essential information in the **highlighted sentence** in the passage? Incorrect choices change the meaning in important ways or leave out essential information.
- While American iron makers developed the latest furnaces, African iron makers continued using earlier techniques.
  - Africans produced iron much earlier than Americans, inventing technologically sophisticated heating systems.**
  - Iron making developed earlier in Africa than in the Americas because of the ready availability of carbon and iron ore.
  - Both Africa and the Americas developed the capacity for making iron early, but African metallurgy developed at a slower rate.
8. Paragraph 6 mentions all of the following as possible causes of the “Bantu explosion” EXCEPT:
- Superior weapons
  - Better hunting skills**
  - Peaceful migration
  - Increased population
9. Look at the four squares ■ that indicate where the following sentence can be added to the passage.  
**“These people had a significant linguistic impact on the continent as well.”**  
1, 2, 3, 4

10. This is a multiple choice multiple selection question. When you have chosen the maximum number of selections, the remaining options will be disabled. However, you may de-select a previous selection to change your answer.
- Directions:** An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the three answer choices that express the most important ideas in the passage. Some sentences do not belong in the summary because they express ideas that are not presented in the passage or are minor ideas in the passage. **This question is worth 2 points.** Remember to **select THREE answer choices.**
- Once Africans developed their own native crops, they no longer borrowed from other regions.
  - The harshness of the African climate meant that agriculture could not develop until after the introduction of iron tools.
  - The use of livestock improved transportation and trade and allowed for new forms of political control.**
  - As the Sahara expanded, the camel gained in importance, eventually coming to have religious significance.
  - The spread of iron working had far-reaching effects on social, economic, and political organization in Africa.**
  - Today's Bantu-speaking peoples are descended from a technologically advanced people who spread throughout Africa.**

## LISTENING SECTION

Listen to the conversation between the student and teacher.

- Why does the man go see the professor?
  - To hand in a late assignment
  - To find out about jobs in the department
  - To discuss Dean Adams' current research
  - To volunteer to help organize an event**
- How did the man learn about Dean Adams' retirement?
  - He read about it in an email message
  - It was posted on a bulletin board
  - He heard other students discussing it**
  - Dean Adams announced it in her class.
- Why does the professor refuse the man's offer to help with a party? *Select 2 answers.*
  - Two people are already working on it**
  - She prefers that he spend his time on another project
  - The party does not require much preparation**
  - Dean Adams is not permanently leaving the department.
- Why does the professor talk about speciation?
  - To describe the main focus of the work she needs help with
  - To tell the man about a new research area in ethnology
  - To explain what Dean Adams chose to work on in Indonesia
  - To demonstrate how varied Dean Adams' research has been**
- Listen again to part of the recording and then answer. Why does the professor say this:*
  - To express doubt about the man's qualifications for the project
  - To ask the man if he would be willing to work on the project**
  - To ask the man to recommend someone for the project
  - To apologize for not being able to offer the project to the man.

## WRITING SECTION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

You have 45 minutes to plan, write, and revise your essay with a word count of approximately 300 words.

1. Do you agree or disagree with the following statement? It is more important for students to understand ideas and concepts than it is for them to learn facts. Use specific reasons and examples to support your answer.

**MEDIUM Response:**

Basically, I agree with the idea that it is more important for students to understand ideas and concepts than it is for them to learn facts. There are two reasons to make my view convincing. That is because only learning facts is easy to get a main point in wrong ways and students are easy to lose their concentration for studying.

There are some people who just want to get facts to reduce their learning time. However, it is really dangerous idea and could be a temporary and impermanent knowledge. For instance, when people learn English, they just memorize vocabulary and the grammar. This makes people, even though they have studied English for more than 10 years, unable to communicate with foreigners. That is because they might learn focused on the facts such as a score of an English test, not trying to study what these words came from such as prefixes and stems of English. If someone in the same method. In turn, it could be a serious problem, especially if it were the educational case. Furthermore, students who concentrate on only the facts are easy to lose their interest in studying. If they could learn how it came from or how it works, that encourages students to study harder and allows them to develop more creative hypothesis. For instance, when I had a history class in college, there are two kinds of distinctive teachers. One helps me to teach how to get a good grade in terms of history class teaching only the facts, the other taught me both the answer such as the name of the war and all processing of the history such as why a specific war has to be, or what was the problem between the two countries. I still remember parts of the history the second teacher though, although it is not really related to my current major. When students learn something with the concepts and main idea, it will go longer than getting the information about only the facts.

As stated above, I agree with the idea that the student should learn something both the concepts and the facts together, That is because it is possible for students to study in the wrong way which might be dangerous, and getting only facts will lead student to get a lack of interest in studying. It is impossible to overstate the importance of both the process and the result in getting some knowledge.

**HIGH Response:**

It is a well-known tradition for students to dislike dates. Therefore, it seems that maybe they don't like learning facts, which seems harder than "just" understanding an idea or concept.

Indeed, once you have understood the idea of something, theoretically, it remains in your mind, whereas facts are easily forgotten. You can then re-use the concept you have learned before, only because you understood how it worked, why it was important for the students, if they don't really remember the exact words their teacher used to explain the concept, they can make up something of their own, which may still be accurate.

On the contrary, you cannot do the same with facts. Facts, as it is implied, are precise, occurred in special situations, and were followed by special consequences. For example, you can explain to someone what is the concept of epicure's philosophy, even if you don't really remember all the aspects of it, eventually your explanation may still be valuable for the other person. It is more complicated with facts; indeed, you cannot imagine how Henry VIII left the Catholic Church to create the Church of England, unless you know the facts, dates, consequences, and so on.

As far as I am concerned, I think that facts are as important as concepts or ideas. Facts are needed to understand concepts, and concepts are needed to foresee facts' consequences, for example.

Concepts may sometimes be too abstract for students, and the vocabulary is generally used to explain a "concept" is not really words that we use in everyday's life, and it may be a problem for some students. Here, facts can help the teacher (or the person explaining) making the ideas clearer for the others.

To conclude, I would say that there is a very close relationship between understanding ideas and learning facts; none is more important than the other, and when you are studying, you need to do both to succeed.