Improving the Level of Knowledge of Students in Asian Culture through Expeditionary Learning (El) Approach

[1]Junior A. Amodo, [2]Jasper Kim M. Rabago

[1]Part-Time Instructor, University of Northern Philippines, Vigan City, Ilocos Sur

[2]Associate Professor I, Mariano Marcos State University

ABSTRACT

Expeditionary Learning (EL) Approach has a positive impact and has great help to both teachers and students. This pretest and posttest design aimed to improve the level of knowledge of the Grade 7 students on Asian Culture, particularly on Ilocano culture through the use of Expeditionary Learning (EL) Approach during the second grading period of the school year 2021-2022. A teacher-made test was used to measure the knowledge of students and a frequency, mean and t-test are the tools used in treating the gathered data.

Based on the results, it was revealed that the level of knowledge of the students on Asian Culture may tend to be good initially, but exhibited improvement after employing Expeditionary Learning (EL) Approach through QR code scanning as an intervention measure. More so, Expeditionary Learning (EL) Approach improved the level of knowledge of students on Asian culture, particularly Ilocano culture.

Based from the findings of this study, the researchers recommended the use of Expeditionary Learning (EL) Approach not only in Araling Panlipunan but also to other learning areas. Similar study may also be undertaken to further strengthen the effectiveness of the Expeditionary Learning (EL) Approach in other disciplines.

Keywords: Expeditionary Learning Approach, Asian Culture, Ilocano Culture, Araling Panlipunan, and QR Code Scanning.

INTRODUCTION

Students nowadays had a short span of time listening and are bored suddenly during linear instruction. This is one of the problems being faced by educators to hook up the attention of the students and create interactive and lively instruction.

Teaching is a crucial profession because it requires extended patience, extensive understanding, and planned lessons. The main goal of teaching is to hand over the necessary knowledge and skills to students. Diverse strategies have been employed by educators to achieve an interactive classroom to attain the main objectives of teaching.

Teaching strategies give "life" to teaching and learning process because they facilitate and make the course discussion active and interactive. Social studies teachers tend to struggle in choosing the best and appropriate strategies due to the notion that "social studies subjects are boring". This is why educators are searching and experimenting with strategies to break the notion of the people toward social studies. Effectiveness of teaching depends on teachers' knowledge, attitudes, strategies, and skills to develop a more engaging discussion with students. Various researches arise which is a huge help to teachers in facilitating an active learning environment.

One of which is expedition learning, which is anchored on "learning by doing" and places a strong focus on student personal responsibility (Harvey, 2020)

The study conducted by Tan and Vicente (2019), concluded that 95% of the participants' population found that this new method is effective in terms of applying theory to a real-life situation, improving the ability to identify needs and opportunity, and developing actual product and services.

On the other hand, Valdez (2016) stated that Expeditionary Learning is not enough to attain quality education. However, it ignites the key to quality education if the institution or school administrators will strengthen and continuously integrate this approach inside the classroom. This conforms the study of Van Donge (2018), which suggested that authentic learning experiences do contribute to the overall motivation and engagement of students to find intrinsic value in their work. The study shows students who received the experiential learning treatment produced higher creativity scores that were domain specific. In addition, they scored higher in their practical use of knowledge when compared to their direct instruction counterparts.

Moreover, Expeditionary Learning has a positive impact on the students to learn the best lesson. It helps them to understand the concept better if they are able to experience it themselves. As evident, in a classroom, students become active in participating in the class discussion when teachers let them perform the activity given, which strengthens the teaching and learning process. Undeniably, Expedition Learning has great help to both teacher and the students because the realization of the learning objectives is being met all throughout the course discussion. In addition to the study of Clarke (2016), Expeditionary Learning is not only a robust learning model but is also a whole school approach to learning, not just a technique. The evidence collected shows that learners do make more rapid progress in their learning. Their experience was that they become masters of their own learning are able to critique their work effectively, and work collaboratively as members of a team.

In this digital era, teachers need to integrate and utilize technology to promote Social Studies values to the students. Technology integration into Social Studies is one of the learning innovations in the global-digital era and powerfully supports the National Council for Social Studies (NCSS) as stated in their visions: meaningful, powerful, value-based, challenging, and active. Likewise, it strongly supports the development of three core skills of the 21st-century, including learning and innovation skills; information, media and technology skills; and life and career skills (Farisi,2016).

As quoted in the study of Barrow et. al. (2017), students were asked to create their own digital storyboard of Humans of the Civil War. This lesson idea uses available technology to engage students in more meaningful instruction that goes beyond lectures. Doing so allows teachers to transform their lessons using technology in authentic ways that help students become more active agents in their learning which is anchored to Expeditionary Learning (EL) Approach. Likewise, students are motivated to be more active and to learn more by learning how to apply approaches, methods, and techniques instead of only reading theories. The students have the chance to involve their personal experiences in learning how to be teachers and how to function as teachers based on real-life classrooms. The students have developed a deep understanding of the course through simulation. (*Redirect Notice*, n.d.-c, (2017),

Thus, teaching Social Studies in this modern day is a challenge to many. In the study of Austria (2019), result showed that the teachers who have the K to 12 trainings have perceived and manifested the effectiveness of the seminars and trainings in their teaching strategies and classroom activities. The use of innovation in differentiated instructions was effective in aiding the gap of the students and teachers in the modern day.

Today, Social Studies teachers of all ages are embracing the advantages of technology in the delivery of instruction. As the schools shifted to flexible learning, technology is the best partner of teachers to continue their mission. Novice teachers have now the ability to manipulate technologies and utilizes applications to progress the learning of the students. Moreover, it was efficient as they can multitask and leave the students with activities that can instantly recorded.

Statement Of The Problem

This action research sought to identify the role of expeditionary learning in improving the level of knowledge of students on Asian culture.

Specifically, it sought answers to the following research questions:

1. What is the level of knowledge of the students on Asian culture before and after employing Expeditionary Learning?

2. What is the effect of Expeditionary Learning (EL) Approach on the level of knowledge of the students on Asian culture?

METHODOLOGY

This study employed a pretest and posttest design wherein the researchers conducted a pretest and posttest to assess the level of knowledge of grade 7 students towards Asian Culture. To gain a deeper understanding, the researchers created teacher-made test with 25 items to measure the knowledge of the students on Asian culture. Every test item has four choices. Test items were a mixture of Asian and Ilocano culture and it was validated by experts. The pretest and posttest were made to know the level of knowledge of the students on Asian culture, particularly Ilocano cultures. According to Pretest–Posttest Designs, (2018) states that pretest measured before the intervention while posttest was used to attest the effectiveness of the intervention used. Similar to Levitas (2021) pretest and posttest was a quasi-experiment where participants are studied before and after experimental manipulation. Purposive Sampling was used by the researchers based on the Curriculum Guide (CG) to what grade level that has Asian Culture topic. Data collection conducted through employing pretest, afterwards the researchers used Expeditionary Learning Approach as an intervention strategy to improve the Level of Knowledge of students in a form of QR code scanning then posttest was conducted. Although scanning a QR code might appear to be a straightforward technological action, it can be viewed as a contemporary kind of exploration. An expedition is typically a journey to discover new information and explore uncharted territory. Similarly, reading a QR code is a conscious move into the unknown. The code's embedded content is concealed until it is scanned. After scanning, the user is taken on a digital adventure that could result in interactive platforms, documents, films, or webpages.

In contrast to conventional information gathering techniques like going to offices, reading printed materials, or asking questions in person, QR codes provide immediate access to a large amount of data without requiring physical travel. The procedure becomes quicker and more effective when the exploration moves from a physical location to a virtual one. Unlike traditional methods of gathering information—such as visiting offices, reading printed materials, or conducting face-to-face inquiries—QR codes allow instant access to vast amounts of data without physical travel. The exploration shifts from a physical space to a virtual environment, making the process faster and more efficient. In this sense, scanning a QR code constitutes a digital expedition: a purposeful act of discovery that opens new pathways to knowledge in just a matter of seconds. Additionally, to measure the level of knowledge of students to Asian Culture the researchers used frequency count and percentage to determine the level of knowledge of students in Asian culture.

RESULTS AND DISCUSSION

This section presents and discusses the findings of the study, which aimed to determine the level of students' knowledge of Asian culture through the Expeditionary Learning (EL) Approach. The participants were Grade 7–Gabriela Silang students.

The Level of Knowledge of the Students on Asian Culture

The table presents the results between the pretest and posttest and the level of knowledge of the students from Grade 7- Gabriela Silang that was seen on the succeeding pages.

Table 1 Summary of the results of Pretest and Post Test of Grade 7- Gabriela Silang using Expeditionary Learning (EL) Approach

Score	Level	PRETEST		POSTTEST	
		F	%	*f*	%
21-25	Outstanding (O)	1	3.03	9	27.27

16-20	Excellent (E)	6	18.18	17	51.52
11-15	Good (G)	16	48.49	6	18.18
6-10	Poor(P)	10	30.30	1	3.03
0-5	Need for Improvement (NI)	-		-	
Total		33	100.00	33	100.00
Mean		12.48		17.78	
Descriptive Rating		**Good (G)**		**Excellent (E)**	

Table 1 presents the summary of the pretest and posttest results. Prior to the implementation of the EL Approach, students obtained a mean score of 12.48, described as **Good**. Most students (48.49%) fell under the "Good" category, while only 3.03% achieved an "Outstanding" rating.

After the intervention, the mean score increased to 17.78, interpreted as **Excellent**. More than half of the class (51.52%) achieved an "Excellent" rating, and only 3.03% remained in the "Poor" category. The shift in distribution of scores indicates a noticeable improvement in students' knowledge after exposure to the EL Approach.

These findings support Baker and Robinson (2016), who found that experiential learning enhances students' practical application of knowledge. Similarly, Voukelatou (2019) emphasized the positive impact of experiential learning on knowledge acquisition and cultural appreciation. The results also align with Gönen and Zeybek (2021), who highlighted the effectiveness of integrating technology, such as QR codes, in enhancing learning experiences.

Significant Difference between Pretest and Posttest Mean Score

Table 2 shows the results of the t-test in the difference of the pretest and the posttest. It also showed the effect of the Expeditionary Learning (EL) Approach on improving the level of knowledge of the students on Ilocano culture.

Table 2 Results of the t-test in the Difference between the Pretest and Posttest using Expeditionary Learning (EL) Approach

Statistic	**Pretest**	**Posttest**
Mean	12.48	17.78
Mean Difference	4.7	
Df	32	
Computed t-value	1.34	
Computed Critical Value	1.69	
Decision	Reject Ho	

Table 2 presents the t-test results comparing pretest and posttest scores. Although the posttest mean (17.78) was higher than the pretest mean (12.48), the computed t-value (1.34) was lower than the critical value (1.69) at 32 degrees of freedom. Therefore, the study **failed to reject the null hypothesis**, indicating that the difference was not statistically significant at the chosen level of significance.

Despite the lack of statistical significance, the increase in mean scores suggests a positive trend in students' performance. This observation is consistent with Filgona et al. (2020), who emphasized that active and experiential approaches enhance student engagement and understanding. Likewise, Dolotallas (2015) and Kociuba (2018) affirmed that expeditionary learning strategies contribute to improved academic performance and meaningful learning experiences.

Overall, the findings suggest that the Expeditionary Learning Approach has potential in enhancing students' knowledge of Asian culture, although further studies with larger samples or extended implementation periods may provide stronger statistical evidence.

CONCLUSION

The findings of the study underscore the crucial role of the Expeditionary Learning (EL) approach in improving the level of knowledge of students in Asian Culture. Through experiential learning students may tend to engage in class discussion that results to their appreciation to Asian culture. In addition, integration of technology during the discussion unfolds the essential role of modern technology in holding the attention of the students. The Quick Response (QR) code as a tool was used to keep the students engaged during the intervention strategy. Furthermore, the students' score in posttest are higher than the pretest as interpreted the level of knowledge of the students on Asian culture may tend to be good.

RECOMMENDATION

In the light of findings and conclusion, the researchers recommended the following; the College of Teacher Education-Laboratory Schools faculty can employ innovative teaching methods in Social Studies, such as the Expeditionary Learning (EL) Approach. This approach's effectiveness can be extended to other learning areas, and further research could explore its application and impact across various disciplines to enhance its overall effectiveness.

REFERENCES

1. Baker, M. A., & Robinson, J. S. (2016). The effects of KolB's experiential learning model on successful intelligence in secondary agriculture students. Journal of Agricultural Education, 57(3), 129–144. https://doi.org/10.5032/jae.2016.03129
2. Barrow, E. C., Anderson, J., & Horner, M. (2017). The Role of Photoblogs in Social Studies Classroom: Learning about the People of the Civil War. Contemporary Issues in Technology and Teacher Education, 17(4), 504–521. https://www.learntechlib.org/primary/p/173111/
3. Clarke, J. (2016). The impact of expeditionary learning schools in inner city areas in the usa.wcmt.org.uk.https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.wcmt.org.uk/sites/default/files/reportdocuments/Clarke%2520J%2520Report%25202016%2520Final.pdf&ved=2ah UKEwjz14CBxNvtAhW7KqYKHSu7CU8QFjADegQIDRAB&usg=AOvVaw3myeiFpD9WzdFxusm YIdMh.
4. Dolotallas, A. (2015). The effect of experiential learning approach on the students' performanceinFilipino.jespnet.com.http://jespnet.com/journals/Vol_2_No_6_December2015/9.pdf.
5. Farisi, M. I. (2016). DEVELOPING THE 21ST-CENTURY SOCIAL STUDIES SKILLS THROUGH TECHNOLOGY INTEGRATION. Turkish Online Journal of Distance Education, 0(0). https://doi.org/10.17718/tojde.47374
6. Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020). Motivation in learning. Asian Journal of Education and Social Studies, 16–37. https://doi.org/10.9734/ajess/2020/v10i430273
7. Gönen, S. İ. K., & Zeybek, G. (2021). Using QR code enhanced authentic texts in EFL extensive reading: a qualitative study on student perceptions. Education and Information Technologies, 27(2), 2039–2057. https://doi.org/10.1007/s10639-021-10695-w
8. Harvey A. (2020). What is 'expedition learning'?.naturalpod.https://naturalpod.com/what-is-expedition-learning/. Kociuba, J. M. (n.d.). Teacher Perceptions of Instruction as an Expeditionary Learning Core

Practice - ProQuest. https://www.proquest.com/openview/ afa8dae6d3de5c348c 2517358579b994/1?pq-origsite=gscholar&cbl=18750

9. Levitas,J. (2021). Pretest-posttest design:definition & example. Study.com. https://study.com/academy/lesson/pretest-posttest-design-definition-example.html

10. Pretest–Posttest designs. (2018). The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation. https://doi.org/10.4135/9781506326139.n538

11. Tan, T. a. G., & Vicente, A. J. (2019). An innovative experiential and collaborative learning approach to an undergraduate marketing management course: A case of the Philippines. The International Journal of Management Education, 17(3), 100309. https://doi.org/10.1016/j.ijme.2019.100309

12. Valdez, A. (2016). An expedition to quality education. https://www.researchgate.net/publication/311648972_An_Expedition_to_Quality_Education_Anabelie_V_Valdez_PhD_Mindanao_State_University_Keynote_Paper_2nd_International_Conference_in_Education_Training_Universitas_Negeri_Malang_Indonesia_Marawi_City_Phil.

13. Van Donge, R. (n.d.). Authentic Learning Experiences: Investigating how teachers can lead their students to intrinsic motivation in meaningful work. Dordt Digital Collections. https://digitalcollections.dordt.edu/med theses/119/

14. Voukelatou, G. (2019). The contribution of experiential learning to the development of cognitive and social skills in secondary Education: a case study. Education Sciences, 9(2), 127. https://doi.org/10.3390/educsci9020127

APPENDX

Pre-Test And Post Test

Panuto: Basahin at unawaing mabuti ang mga tanong sa bawat bilang. Piliin ang titik ng tamang sagot.

1. Kilala ang Sumer bilang isa sa mga unang umusbong na kabihasnan sa mundo. Anong tawag sa sistematikong paraan ng pagsusulat ng mga Sumerian?

a. Hieroglyphics

b. Calligraphy

c. Cuneiform

d. Vedas

2. Si Pedro ay naatasan na gumawa ng tula para sa kanyang ina. Nakagawa lamang siya ng tatlong taludtod na binubuo ng limang pantig, sinundad ng pitong pantig at limang pantig. Anong uri ng tula ang ginamit ni Pedro?

a. Malayang taludturan

b. Tanaka

c. Sonnet

d. Haiku

3. Ang akdang ito ay tungkol sa pakikipagsapalaran ni Gilgamesh. Ano ang tawag sa kauna- unahang akdang pampanitikan sa buong daigdig?

a. Ramayana at Mahabrata

b. Epic of Gilgamesh

c.   Biag ni Lam-ang

d.   Epic of Ibalon

4.   Ang sinaunang kabihasnan na umusbong sa Asya ay kilala bilang matatalino sa larangan ng panitikan. Anong panitikang Iloco ang kilala na sumasalamin sa buhay ng isang batang si Lam-Ang?

a.   Biag ni Lam-ang

b.   Ang Hiligaynon

c.   Ibong Adarna

d.   Lam-ang

5.   Anong pangungusap ang nagsasaad ng Golden Rule ni Confucius?

a.   Si Marlou tumutulong sa kanyang kapatid upang matapos ang kanyang modules pero may hinihintay na kapalit.

b.   Si Marc ay tumutulong sa kanyang mga kaibigan na mayroong mga consequences.

c.   Si Carl ay tumutulong sa kanyang mga kababata na may karampatang bayad.

d.   Si Angelo na tumulong sa isang matanda na dumaan sa kalsada.

6.   Ang mga sinaunang kabihasnan ay na nabuo sa Mespotamia ay kilala bilang magaling na magsasaka. Alin sa mga napakahalagang kontribusyon ang nagpadali sa pagtatanim ng mga ito?

a.   Gun powder

b.   Water clock

c.   Caravan

d.   Araro

7.   Ang panahon metal ay nahati sa tatlong panahon ito ay ang panahong tanso, bronse at bakal. Alin sa mga sumusunod ang nagpapakita sa pagpapahalaga ng mga Hittite sa bakal para sa kanilang pagpapalakas?

a.   Si Angelo na ginamit ang bakal bilang dekorasyon sa kanilang mga palasyo.

b.   Ang mga magsasaka ay gumamit ng bakal na araro.

c.   Si Melchor na ginamit ang bakal bilang sandata.

d.   Si Rolly na ginamit ang bakal bilang palamuti.

8.   Kilala ang Asya sa matagumpay na pagpapalaganap ng pilosopiya sa mundo.Sino ang humubog sa kaisipang "Golden Rule" na "Do not do unto others what you don't want others do unto you"?

a.   Confucious

b.   Socrates

c.   Lao Tzu

d.   Aristotle

9.   Sa Mesopotamia ang lunsaran ng mga kabihasnan sa mundo, isa na dito ang Indus. Paano pinapakita ng mga Indiano ang pagmamahal nila sa kanilang Diyos?

a.   Si Marcel na ibinibilang ang mga diyos sa kanyang mga likhang sining.

b.   Si Ahmed ay nag-aalay ng limang beses na panalangin sa isang araw.

c.   Si Anthony na hindi nagsisimba pero laging nagdarasal.

d.   Si Niko na laging nagsisimba bawat lingo.

10.   Ang mga Indus ay mayaman sa mga literatura na kinilala sa buong mundo. Anong panitikan ang tumutukoy sa makasaysayang digmaang pantribo ng India?

a.   Mahabharata

b.   Ramayana

c.   Ayurveda

d.   Vedas

11.   Sa mga nagdaang kabihasnan sa daigdig ay nakabuo ang bawat isa ng kani-kanilang wika. Ano ang itinuturing na pamanang linggwistiko sa daigdig?

a.   Calligraphy

b.   Cuneiform

c.   Sanskrit

d.   Caravan

12.   Relihiyoso ang mga umusbong na sinaunang kabihasnan sa Asya patunay ang mga istrukturang ginawa nilang bilang bahay dasalan. Ano ang nagsisilbing templo at tahanan ng isang lungsod?

a.   Ayurveda

b.   Ziggurat

c.   Edubba

d.   Haiku

13.   Sa larangan ng literatura at panitikan ay kilala ang mga sinaunang kabihasnan sa ambag nito sa kasalukayan. Anong klase ng tula ang gumagamit ng 5/7/5 na pantig at tatlong taludturan?

a.   Tanaga

b.   Malaya

c.   Tugma

d.   Haiku

14. Sa kasalukuyan ang ating bansa ay mayroon konstitusyon at batas na nagpaparusa sa mga lumalabag sa karapatang pantao. Sa pagsibol ng mga sinaunang kabihasnan ay mayroon din silang naging konstitusyon na naglalaman ng 282 na batas na nauukol sa paksang sibil,kriminal at pangkalakalan. Anong batas ang tawag dito?

a. Batas Hammurabi

b. Batas Military

c. Batas Malolos

d. Kontitusyon

15. Mayaman ang literatura ng mga sinaunang kabihasnan. Ano ang isang tula mula sa kabihasnang Indus na pinagbibidahan ni Rama?

a. Mahabharata

b. Ramayana

c. Gilgamesh

d. Lam-ang

16. Isa sa ga problema ng mga sinaunang kabihasnan ang sistemang pagsulat ngunit noong nadiskubre ito ay yumabong lalo ang literatura. Paano isinabuhay ng sinaunang kabihasnan ang sistemang pagsulat nila?

a. Ang mga Babylonian ay gumawa ng kodigo na batas kung saan nakasaad ang mga dapat na sundin ng mga tao.

b. Ginmit ng mga Sumer ang kanilang sistemang pagsulat upang palawigin ang kanilang nasasakupan.

c. Ang mga Tsino ay pinalawig ang kanilang wika sa pamamagitan ng paggamit nito sa araw-araw.

d. Ang mga Assyrian ay gumawa ng mga pahayagan para sa mabilisang anunsyo ng hari.

17. Nakagawian na bawat taon sa bansa ang magdiwang ng mga piyesta. Alin sa mga sumusunod ang nagpapakita ng tunay pagdiriwang sa bayan ng Ilocos Sur?

a. Si Patrick na laging dumadalo tuwing gabi para panoorin ang paborito niyang artista.

b. Si Marjorie na pumupunta sa food trade para bumili ng paborito niyang EXO sticker.

c. Ang UNP-LS students ay palagiang nag-eensayo para sa taunang street dancing.

d. Ang mga kabataan ay dumadalo sa food trade para magpicture.

18. Malaking ang ambag ng sinaunang kabihasnan sa larangan ng arkitektura. Paano nakaimpluwensiya ang larangan ito sa mga Ilokano?

a. Ang Provincial Government of Ilocos Sur ay binibigyan ng kalayaan ang mga kabahayan sa Calle Crisologo na magtayo ng bahay batay sa sariling disenyo.

b. Ang Provincial Government of Ilocos Sur ay pinapanatili ang orihinal na disenyo.

c. Ginagawang lunsaran ng mga lokal na produkto ang mga kabahayan.

d. Ginagawang turismo ang mga kabahayan sa Calle Crisologo.

19.   Mayroong aktibiti ang ipinapagawa ng inyong guro sa musika. Anong awitin ang iyong aawitin para ipakita ang kulturang mayroon ka?

a.   Manang Biday

b.   Pamulinawen

c.   Bahay Kubo

d.   Sitsiritsit

20.   Hindi maikakaila kung gaano kahusay ang mga sinaung kabihasnan sa larangan ng arkitektura. Aling arkitektura sa kasalukyan ang nananatili pa ring matatag na nakikita mula sa outer space?

a.   Hanging Gardens of Babylon

b.   Great Wall of China

c.   Pyramid of Giza

d.   Stonehenge

21.   Naatasan ka na ng iyong guro na magpresenta ng lumang gawain na nakagawian na sa inyong lugar. Alin sa mga susunod ang inyong gagawin na pamamaraan?

a.   Gagayahin ang mga steps sa street dancing ng Panagbenga Festival.

b.   Ikaw ay magsasagawa ng video kung paano gumaw ng "burnay".

c.   Ikaw ay magprepresenta ng Sinulog Festival ng Cebu.

d.   Guguhit ka ng larawan tungkol sa Pamulinawen Festival.

22.   Bilang isang pinuno ng isang partikular na lugar. Aling imbensyon ng mga sinaunang kabihasnan ang iyong gagamitin upang mapagtagumpayang proteksyunan ang iyong nasasakupan?

a.   Paggawa ng matatayog na ziggurat

b.   Paggamit ng mga batong sandata

c.   Paggawa ng mataas na bakod

d.   Paggawa ng istriktong batas.

23.   Kilala ang sinaunang kabihasnan bilang relihiyosong mamamayan. Ano ang arkitektura ang ginamit ng mga sinaunang kabihasnan bilang kanilang bahay-dasalan?

a.   Mosque

b.   Simbahan

c.   Ziggurat

d.   Tore

24.   Sa kasalukuyang panahon, paano natin pinapahalagahan ang mga pamana ng mga sinaunang kabihasnan?

a.   Sa pamamagitan ng paghahalintulad sa kanilang ambag sa kasalukuyan.

b.   Sa pamamagitan ng paghanga at pagpapanatili sa kanilang pamana.

c.   Sa pamamagitan ng paggawa ng mga kahanga-hangang bagay.

d.   Sa pamamagitan ng pagsasaulo sa kanilang mga nagawa.

25.   Paaano nakatulong ang kalakalan sa pamumuhay ng mga tao sa sinaunang panahon?

a.   Natutugunan nito ang iba pang pangangailangan ng tao.

b.   Nagkakaloob ito ng kaayusan at katahimikan ng lipunan.

c.   Dito lamang nakadepende ang yaman ng bansa.

d.   Nakasalalay dito ang pag-unlad ng agrikultura.