

Grade 7



Journey Across Time

PACT Practice Workbook

Use Your social studies knowledge to help you succeed on the South Carolina Palmetto Achievement Challenge Test in Social Studies!

Test-Taking Tips

- Go to bed early the night before the test. You will think more clearly after a good night's rest.
- Read each problem carefully and think about ways to solve the problems before you try to answer the question.
- Relax. Most people get nervous when taking a test. It's natural. Just do your best.
- Answer questions you are sure about first. If you do not know the answer to a question, skip it and go back to that question later.
- Think positively. Some problems may seem hard to you, but you may be able to figure out what to do if you read each question carefully.
- When you have finished each problem, reread it to make sure your answer is reasonable.
- Make sure that the number of the question on the answer sheet matches the number of the question on which you are working in your test booklet.



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Overview

What Is the Palmetto Achievement Challenge Test?

The Palmetto Achievement Challenge Test includes a series of tests administered by the state of South Carolina to students in Grades 3–8. Students in Grade 7 are tested in the subjects of English language arts, mathematics, science, and social studies. The social studies assessment is designed to measure your knowledge and skills in four categories: government, economics, geography, and history.

How This Book Helps You Succeed on the Grade 7 PACT

This book is designed to help you practice for the grade 7 PACT by reviewing and applying social studies content and practicing test-taking skills. This book includes the following sections:

1. Diagnostic Test
2. Standardized Test Practice Lessons
3. Practice Test

The **Diagnostic Test** uses the same format as the grade 7 PACT. It includes 50 multiple-choice and constructed response questions. The purpose of the Diagnostic Test is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the PACT.

The **Standardized Test Practice Lessons** will help you review specific skills you need to do well on the PACT. Each lesson leads you step-by-step toward finding the correct answer, with strategies on how to interpret and answer the practice question. After this assistance, there are additional practice questions at the end of each skill lesson.

The **Practice Test** contains another 50 practice questions that will help you determine how your test-taking skills are improving and what you are learning in this book.

Both the Diagnostic Test and the Practice Test questions have been correlated to meet the grade 7 indicators of the South Carolina Social Studies Academic Standards. These correlation codes are located inside boldfaced brackets below each test question.

Guide to Analyzing Graphics

On the PACT, you may need to refer to graphs, charts, maps, and political cartoons to help you correctly answer questions. For any question that involves a graphic, take the following steps:

1. **Look closely at all the details.** You will find a great deal of information in the graph, chart, or map if you look at the specifics as well as the big picture.
2. **If there is text, read it carefully.** Any text that goes with a graph, chart, map, or political cartoon is provided to give the reader an understanding of the information in the graphic.
3. **Read the question and answers carefully.** Read the question carefully to find out exactly what you need to find from the graphic. Also, always read the answer choices closely to ensure that you choose the best possible answer from your choices.
4. **Decide if there is a special way the graph, chart, or map presents the information.** For example, look to see if there is a time order on a graph, or examine a map to see if it is current or not.
5. **Determine the point of view of a political cartoon.** Ask yourself the following questions: What event is the cartoon about? What are the two sides of the event? Which side does the cartoon represent?

Tip:

When you are preparing for the PACT, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphs, maps, and political cartoons. The more comfortable you are with finding information in a graphic, the more skilled you will be at answering a test question that uses one.

South Carolina Social Studies Academic Standards for Grade 7

Contemporary Cultures: 1600 to the Present

Standard 7-1: The student will demonstrate an understanding of the colonial expansion of European powers and their impact on world government in the seventeenth and eighteenth centuries.

7-1.1	Use a map or series of maps to identify the colonial expansion of European powers in Africa, Asia, Oceania, and the Americas through 1770. (G, H, P)
7-1.2	Explain how technological and scientific advances, including navigational advances and the use of gunpowder, affected various parts of the world politically, socially, and economically and contributed to the power of European nations. (H, G, P, E)
7-1.3	Compare how European nations exercised political and economic influence differently in the Americas, including trading-post empires, plantation colonies, and settler colonies. (H, G, P, E)
7-1.4	Summarize the characteristics of European colonial power and explain its effects on the society and culture of African nations, including instances of participation in and resistance to the slave trade. (H, G, P, E)
7-1.5	Summarize the characteristics of European colonial powers in Asia and their effects on the society and culture of Asia, including global trade patterns and the spread of various religions. (H, G, P, E)
7-1.6	Explain the emergence of capitalism, including the significance of mercantilism, a developing market economy, an expanding international trade, and the rise of the middle class. (E, H, P)

Standard 7-2: The student will demonstrate an understanding of the concept of absolute monarchies and constitutional government in the seventeenth and eighteenth centuries.

7-2.1	Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government's power and how authoritarian and totalitarian systems are considered unlimited governments. (P, H)
7-2.2	Summarize the ideas of the Enlightenment that influenced democratic thought and social institutions throughout the world, including the political philosophies of John Locke, Jean-Jacques Rousseau, and Baron de Montesquieu. (P, H)
7-2.3	Outline the role and purposes of a constitution, including such functions as defining a relationship between a people and their government, describing the organization of government and the characteristics of shared powers, and protecting individual rights and promoting the common good. (P, H)

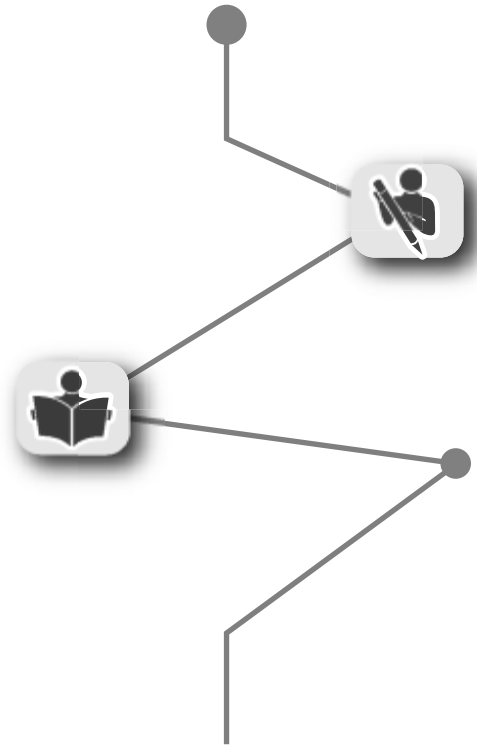
Standard 7-3: The student will demonstrate an understanding of political, social, and economic upheavals that occurred throughout the world during the age of revolution, from 1770 through 1848.

7-3.1	Summarize the achievements and contributions of the scientific revolution, including its roots, the development of the scientific method, and the interaction between scientific thought and traditional religious beliefs. (H)
7-3.2	Explain the causes, key ideas, and effects of the French Revolution, including the influence of ideas from the American Revolution and the Enlightenment and ways that the Revolution changed social conditions in France and the rest of Europe. (P, H)

7-3.3	Compare the development of Latin American independence movements, including the Haitian revolution, the role of Simón Bolívar in different independence movements, and the role of Father Miguel Hidalgo in the Mexican Revolution of 1810. (P, H, G)
7-3.4	Explain the causes and course of the Industrial Revolution in Europe, Japan, and the United States, including the reasons that England was the first nation to industrialize, the impact of the growth of population and the rural-to-urban migration, the changes in the organization of work and labor, and the development of socialism. (E, H, G)
7-3.5	Explain the impact of the new technology that emerged during the Industrial Revolution, including changes that promoted the industrialization of textile production in England and the impact of interchangeable parts and mass production. (E, H)
7-3.6	Compare the emergence of nationalist movements across Europe in the nineteenth century, including the unification of Italy, the unification of Germany, and Napoleon's role in the spreading of nationalism. (H, P, G)
Standard 7-4: The student will demonstrate an understanding of the impact of imperialism throughout the world in the late nineteenth and early twentieth centuries.	
7-4.1	Summarize the economic origins of European imperialism, including the conflicts among European nations as they competed for raw materials and markets and for the establishment of colonies in Africa, Asia, and Oceania. (H, E, G)
7-4.2	Use a map to illustrate the geographic extent of European imperialism in various regions, including Africa, Asia, the Middle East, South America, Australia, New Zealand, Siberia, and Canada. (G, H)
7-4.3	Explain the causes and effects of the Spanish-American War and its reflection of the United States' interest in imperial expansion, including this nation's acquisition of the Philippines, Puerto Rico, and Guam; its temporary occupation of Cuba; and its rise as a world power. (G, H)
7-4.4	Compare differing views with regard to colonization and the reactions of people under colonial rule in the late nineteenth and early twentieth centuries, including the Zulu War, the Sepoy Rebellion, and the Boxer Rebellion. (H)
7-4.5	Summarize the significant features and explain the causes of Japan's imperial expansion in East Asia, including the defeat of the Russians in the Russo-Japanese War, the reasons for the expansion in Korea and Manchuria, and the rise of Japan as a world power. (H, G, E)
Standard 7-5: The student will demonstrate an understanding of the causes and effects of world conflicts in the early twentieth century.	
7-5.1	Explain the causes and key events of World War I, including the rise of nationalism, ethnic and ideological conflicts in different regions, political and economic rivalries, the human costs of the mechanization of war, the Russian Revolution, and the entry of the United States into the War. (H, P, G, E)
7-5.2	Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E)
7-5.3	Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain. (E, H)

7-5.4	Summarize aspects of the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union, including Fascist aggression and the responses of major powers and the rise of Joseph Stalin. (H)
7-5.5	Explain the causes, key events, and outcomes of World War II, including the German, Italian, and Japanese drives for empire; the role of appeasement and isolationism in Europe and the United States; the major turning points of the war and the principal theaters of conflict; the importance of geographic factors; the roles of political leaders; and the human costs and impact of the war both on civilizations and on soldiers. (H, G, P, E)
7-5.6	Summarize the Holocaust and its impact on European society and Jewish culture, including Nazi policies to eliminate the Jews and other minorities, the “Final Solution,” and the war crimes trials at Nuremberg. (H)
Standard 7-6: The student will demonstrate an understanding of international developments in the post-World War II world, including the impact of the Cold War on the world.	
7-6.1	Summarize the political and economic transformation of Western and Eastern Europe after World War II, including the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community (EEC). (H, P, E, G)
7-6.2	Summarize the events of the Cold War, including the Soviet domination of Eastern Europe; the rise of the Communist party in China; the building of the Berlin wall; the economic and political competition for influence in Vietnam and Korea; the Cuban missile crisis; the revolutionary movements in Africa; the development of new military, nuclear, and space technology; and the threat of nuclear annihilation. (H, P)
7-6.3	Explain the causes and major features of the political and social change that occurred in the Middle East in the post-World War II period, including the role of nationalism, the creation of the state of Israel, and ongoing conflicts in the region. (H, P, G)
7-6.4	Compare features of nationalist and independence movements in different regions in the post-World War II period, including Mohandas Gandhi’s role in the nonviolence movement for India’s independence and the emergence of nationalist movements in African and Asian countries. (H, P)
Standard 7-7: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes and advancements that took place throughout the world from the beginning of the twentieth century to the present day.	
7-7.1	Illustrate on a time line the events that contributed to the collapse of the Soviet Union and other communist governments in Europe, including economic failures and the emergence of new leaders. (H, E, P)
7-7.2	Explain the significance and impact of the information, technological, and communications revolutions, including the role of television, satellites, computers, and the Internet. (H)
7-7.3	Explain global influences on the environment, including the effects of increases in population, the growth of cities, and efforts by citizens and governments to protect the natural environment. (G)
7-7.4	Summarize global efforts to advance human rights, including the United Nations’ adoption and proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system. (H, G, P)

7-7.5	Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by particular religions. (H, G, P, E)
7-7.6	Explain the impact of increasing global economic interdependence in the late twentieth century and the early twenty-first century, including the significance of global communication, labor demands, and migration; the European Economic Community (EEC) and other trade agreements; and the oil crisis of the 1970s. (E, G, H, P)
7-7.7	Summarize the dangers to the natural environment that are posed by population growth, urbanization, and industrialization. (G, E, P, H)



Diagnostic Test

1

What Enlightenment idea is included in the U.S. Constitution?

- A. separation of powers
- B. popular sovereignty
- C. limited government
- D. all of the above

[7-2.2]

2

The U.S. depression that began in 1929 spread to other parts of the world because

- A. Americans withdrew money from European stock markets.
- B. war broke out between Greece and Turkey.
- C. France occupied the Ruhr Valley in western Germany.
- D. Europeans stopped investing in the U.S. stock market.

[7-5.3]

3

Who invented the telegraph in the 1830s?

- A. Michael Faraday
- B. Samuel Morse
- C. Thomas Edison
- D. Alexander Graham Bell

[7-3.5]

4

What was the first cash crop of the English colonies grown on plantations?

- A. corn
- B. rice
- C. sugarcane
- D. tobacco

[7-1.3]



5

Why did European countries practice imperialism?

[7-4.1]

6

John Locke believed governments were based on a(n) _____ between rulers and the people.

- A. social contract
- B. covenant
- C. appreciation
- D. natural law

[7-2.2]

7

What influence did the Enlightenment have on the French Revolution?

- A. Many people wanted to create a democratic government.
- B. The Enlightenment created a desire to expand the country's borders.
- C. Many people desired the freedom and equality that were ideals of the Enlightenment.
- D. The Enlightenment did not affect the French Revolution.

[7-3.2]

8

What aided Joseph Stalin's rise to power after the death of Lenin?

- A. The Soviet people overwhelmingly supported Stalin.
- B. Lenin appointed Stalin as his successor prior to his death.
- C. Stalin had appointed many government officials who now supported him.
- D. The army aggressively supported Stalin.

[7-5.4]





9

Study the map above. Whose voyage led to Spain's creation of an empire in South America?

- A. Hudson
- B. Cabral
- C. Pizarro
- D. Magellan

[7-1.1]

10

Which two women were major political leaders in Asia during the last half of the twentieth century?

- A. Golda Meir and Empress Wu
- B. Indira Gandhi and Aung San Suu Kyi
- C. Empress Suiko and Indira Gandhi
- D. Eva Perón and Golda Meir

[7-7.5]

11

Which of the following statements might a deist scientist have said?

- A. "God never existed."
- B. "God created the universe according to mathematical laws."
- C. "Science and faith cannot exist together."
- D. "God runs the universe."

[7-3.1]

12

The United States Constitution set up a federal system that

- A. gave sole power to the national government.
- B. divided powers between the national government and the states.
- C. gave most power to the states with little interference from the national government.
- D. gave absolute power to the president.

[7-2.3]

13

Why did the United States enter World War I?

- A. The United States and Great Britain were allies.
- B. The Archduke Franz Ferdinand was shot and killed.
- C. The Japanese were threatening the Hawaiian Islands.
- D. German submarines were sinking American ships.

[7-5.1]

14

Napoleon tried to improve social conditions by

- A. creating new schools and a new legal system.
- B. allowing free speech and freedom of the press.
- C. appointing himself First Consul.
- D. banning the tax system.

[7-3.2]

15

How were the people revolting in Haiti different from those revolting in Mexico?

- A. They were enslaved Africans fighting for their freedom.
- B. They were aristocracy that no longer wanted to pay taxes to France.
- C. They were mainly women and children.
- D. They were free citizens that wanted to govern themselves.

[7-3.3]



16

Explain the reasons for the oil crisis in the U.S. during the 1970s.

[7-7.6]

17

During the mid-1800s, which form of transportation was able to carry raw materials, finished goods, and people faster and cheaper than any other form of transportation?

- A. steam-powered boat
- B. stagecoach
- C. steam-powered locomotive
- D. airplane

[7-3.5]

18

In the 1600s, Christianity was banned in Japan and all missionaries were forced to leave after

- A. Jesuits began to assume positions in government.
- B. Jesuits destroyed sacred temples.
- C. Jesuits criticized Japanese rulers.
- D. Jesuits began to clash with people who believed in Buddhism and Shintoism.

[7-1.5]

19

What method did Mohandas K. Gandhi use to challenge British rule in India?

- A. organizing Indians to vote in national elections
- B. forming a resistance army to fight the British
- C. calling for nonviolent protests against unjust laws
- D. disrupting meetings of British officials

[7-6.4]



20

After winning independence for the present-day countries of Venezuela, Colombia, Panama, Ecuador, and Bolivia, Simón Bolívar successfully defeated the Spanish in Peru with the help of

- A. José María Morelos.
- B. Miguel Hidalgo.
- C. José de San Martín.
- D. François-Dominique Toussaint-Louverture.

[7-3.3]

21

In 1997, thirty-eight nations signed the Kyoto Protocol promising to reduce pollution that might be causing

- A. the spread of cancer.
- B. the loss of forested areas.
- C. global warming.
- D. various animal and plant diseases.

[7-7.7]

22

The southern German states agreed to join the Prussian Empire because

- A. they feared the power of France.
- B. France had won the Franco-Prussian War.
- C. they were Protestant like the Prussians.
- D. Italy was becoming a unified country.

[7-3.6]

23

What danger did the European system of alliances create?

- A. More than one country competed for the same area as its colony.
- B. An attack on one nation would involve many countries in that war.
- C. The Austro-Hungarian and Ottoman Empires contained many groups that wanted independence.
- D. The alliances created a balance of power among European nations.

[7-5.1]



But when a long train of abuses . . .
evinces [displays] a design to reduce
them [the American colonists] under
absolute Despotism [tyranny], it is their
right, it is their duty, to throw off such
Government

—The Declaration of Independence

24

Read the text above. Whose idea about the rights of rulers and the people influenced the writing of the Declaration of Independence?

- A. John Locke
- B. Baron Montesquieu
- C. Jean-Jacques Rousseau
- D. Thomas Hobbes

[7-2.2]

25

What effect did the Industrial Revolution have on migration?

- A. More people moved to the country to escape the congestion and fumes of factories.
- B. The Industrial Revolution did not affect migration.
- C. More people moved to the country in search of employment.
- D. More people moved to urban areas in search of employment.

[7-3.4]

26

Which scientific instrument helped Galileo study the planets?

- A. the barometer
- B. the microscope
- C. the thermometer
- D. the telescope

[7-1.2]

27

Which of the following is an example of appeasement?

- A. the invasion of Ethiopia to regain the glory of the ancient Romans for Italy
- B. the treaty between the Soviet Union and Germany that they would not attack each other
- C. the building of a Japanese empire in Asia in the 1930s
- D. the agreement to let Germany keep the Sudetenland in exchange for an end to German expansion

[7-5.5]

28

The Spanish-American War is also known as the War of 1898. What was one cause of this war?

- A. the American overthrow of the Hawaiian government
- B. the building of the Panama Canal
- C. the Cuban revolution, which had started in 1895
- D. the explosion of the U.S. battleship *Maine* in Havana harbor

[7-4.3]

29

Why did the Industrial Revolution begin in Britain?

- A. available workforce, capital to invest, and British inventions
- B. large shipping industries and growing demand for British products
- C. available workforce, thriving farms, and decline of textile industry
- D. large shipping industries and a decline in the demand for textiles

[7-3.4]

30

British rule brought order and new inventions to India. How did many Indians view British rule?

- A. as a means of pushing the French out of the country
- B. as an attempt to change their culture
- C. as support for the long-awaited change from food to cotton production
- D. as support for the local textile industry

[7-4.4]



**Changes in Medicine During the
Scientific Revolution**

- detailed account of the human body
- proof that blood flowed through the body
- discovery of cells in living material

31

Study the list above. Which group of scientists was responsible for these changes?

- A. Andreas Vesalius, William Harvey, Robert Hooke
- B. Isaac Newton, Andreas Vesalius, Marie Lavoisier
- C. Francis Bacon, Isaac Newton, René Descartes
- D. William Harvey, Robert Hooke, René Descartes

[7-3.1]

32

The process of uniting Italy began

- A. when France helped King Victor Emmanuel of Piedmont defeat Austria.
- B. after Rome agreed to become part of the future nation of Italy.
- C. because Austria agreed to let its Italian territories unite.
- D. as the result of a war between Britain and Austria.

[7-3.6]

33

Which organization was formed by the United States, Canada, and 10 West European countries?

- A. the European Union
- B. the European Economic Community
- C. the North Atlantic Treaty Organization
- D. the United Nations

[7-6.1]

34

What idea did Kepler contribute to the understanding of the planets?

- A. The planets move around the sun.
- B. Larger planets weigh more than smaller ones.
- C. The solar system has nine planets.
- D. The planets move in ellipses, not circular paths.

[7-1.2]

35

Where did Chiang Kai-shek set up a Nationalist government, claiming it ruled all of China?

- A. Beijing
- B. Nanjing
- C. Taiwan
- D. Hong Kong

[7-6.2]

36

The Japanese expanded into Korea and Manchuria because

- A. the Russians wanted them, not the Chinese, to control those areas.
- B. they believed Japan needed colonies to be strong.
- C. they had defeated the Russian navy.
- D. they were allies of the Chinese.

[7-4.5]

37

What happened to the Austro-Hungarian Empire after World War I?

- A. It became a major power in Europe.
- B. Part of its lands were given to Germany.
- C. It gained land from the Russian Empire.
- D. It was divided into several new nations.

[7-5.2]



38

After World War II, a major issue for women in the United States was

- A. winning the right to vote.
- B. gaining admission to colleges and universities.
- C. winning equality with men in the workplace.
- D. gaining the right to serve in the military.

[7-7.5]

39

Why did Nazism appeal to many Germans?

- A. They wanted to help unemployed Jewish people.
- B. They thought that Hitler could win World War I.
- C. They were worried about the economy.
- D. They thought that a dictator could solve Germany's problems.

[7-5.3]

40

The Constitution includes a Bill of Rights to

- A. replace the Articles of Confederation.
- B. explain the system of checks and balances.
- C. detail what is expected of citizens.
- D. detail certain rights that the government cannot violate.

[7-2.3]

41

The scientific method is still used by scientists today. Define the scientific method by describing its steps and explaining its purpose.

[7-3.1]



42

_____, or the clearing of the forest, is one negative effect of population growth.

- A. Global warming
- B. Acid rain
- C. Deforestation
- D. Forestation

[7-7.3]

43

The belief in mercantilism encouraged European countries to

- A. establish banks.
- B. create joint-stock companies.
- C. import many goods.
- D. set up colonies.

[7-1.6]

44

What was the purpose of the trials in Nuremburg, Germany, after World War II?

- A. to try Britain and France for their policy of appeasement
- B. to establish an international peace organization
- C. to determine the causes of World War II
- D. to try Nazi leaders for “crimes against humanity”

[7-5.6]

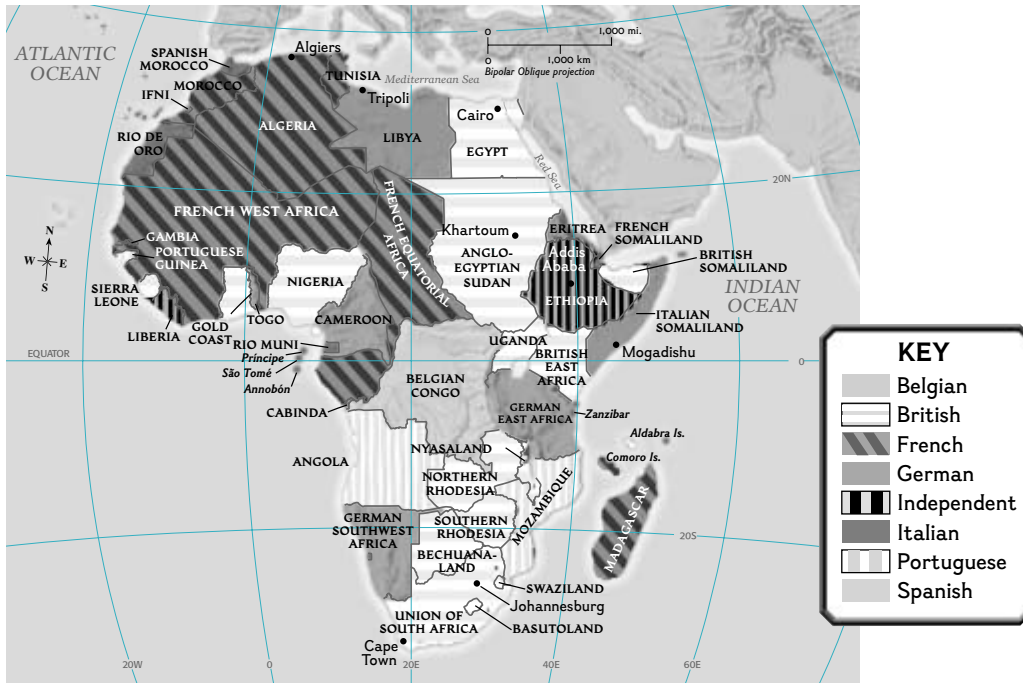
45

In 1964, who became the leader of the new Palestine Liberation Organization, or PLO?

- A. Golda Meir
- B. Gamal Abdel Nasser
- C. Anwar el-Sadat
- D. Yasir Arafat

[7-6.3]





46

According to the map, what African countries were independent in 1914?

- A. Algeria, Libya, and Egypt
 - B. Ethiopia and the Union of South Africa
 - C. Liberia and Ethiopia
 - D. Angola and Madagascar
- [7-4.2]

47

Which of the following countries peacefully ended communist rule in 1989?

- A. Yugoslavia
 - B. China
 - C. Soviet Union
 - D. Czechoslovakia
- [7-7.4]

48

Why did European colonies bring slaves to the Americas?

- A. to work as fur traders
 - B. to start their own colonies
 - C. to work on plantations
 - D. to help fight Native Americans
- [7-1.4]



49

Which Serbian leader was overthrown, arrested, and brought to trial before an international court?

- A. Josip Broz Tito
- B. Slobodan Milosevic
- C. Lech Walesa
- D. Vaclav Havel

[7-7.1]

50

After World War II, Achmed Sukarno and his nationalists declared the East Indies independent from the Netherlands. The country was renamed

- A. Pakistan.
- B. Bangladesh.
- C. Cambodia.
- D. Indonesia.

[7-6.4]





Standardized Test Practice Lessons



Standardized Test Skills Practice

ACTIVITY 1

Using Time Lines

Social Studies Objective: The student will organize and interpret information on time lines and analyze information by sequencing events.

A time line is a graphic illustration that shows events in the order they take place over a period of time. A time line can be a simple list in order by date, or it can be an actual line with events shown on it in order. A time line helps you understand the order of events and their relationships to one another. It can help you understand how to read the time lines that you see on standardized tests if you know how to create one.

★ Learning to Use Time Lines

Use the following steps to help you understand how events are arranged on a time line in the sequence that they occurred.

- Read the time line's title to determine its purpose
- Look at the span of years and the number of events.
- Identify the relationships among the events.
- Draw conclusions from your study.

★ Practicing the Skill

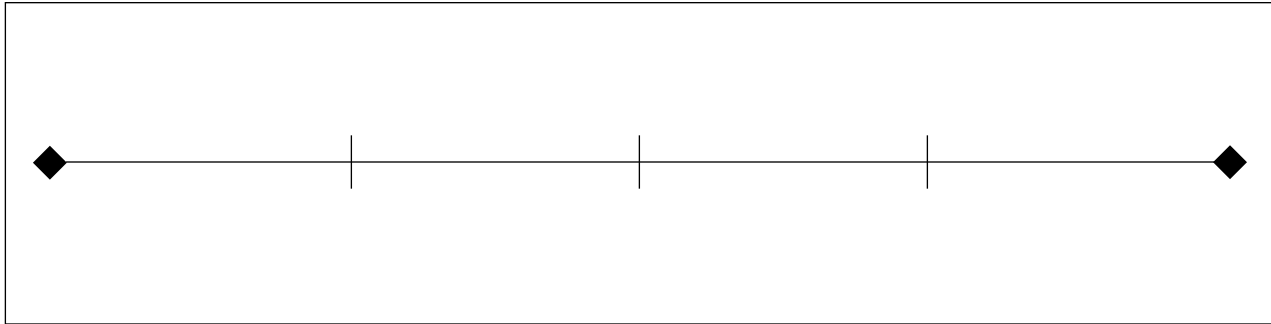
DIRECTIONS: Study the example of a time line below and complete the activity that follows.

Prehistoric Times

—	c. 2,500,000 B.C.	Paleolithic Age begins
—	c. 1,400,000 B.C.	Early humans discover fire
—	c. 100,000 B.C.	Last Ice Age begins
—	c. 50,000 B.C.	Early humans acquire language
—	c. 8,000 B.C.	Neolithic Age begins
—	c. 5,500 B.C.	Humans invent writing
—	c. 4,000 B.C.	Humans begin to use bronze and Neolithic Age ends

DIRECTIONS: Time lines can be either vertical, like the one on the previous page, or horizontal. In the space provided below, create a time line of your life. List at least five events, from birth to the present, with the first event at the left and the last event at the right.

Title: _____



A horizontal timeline template consisting of a long horizontal line with a diamond at each end. There are three vertical tick marks along the line, dividing it into four equal segments.



Standardized Test Practice

DIRECTIONS: Using the time line on the previous page, answer the following questions.

- 1** Which event occurred first?
 - A** beginning of Neolithic Age
 - B** discovery of fire
 - C** beginning of last Ice Age
 - D** invention of writing

- 2** Which event occurred during the Neolithic Age?
 - A** discovery of fire
 - B** invention of writing
 - C** acquiring of language
 - D** last Ice Age

- 3** Which sequence of events is correct?
 - A**
 - Early humans discover fire
 - Early humans acquire language
 - Humans invent writing
 - B**
 - Paleolithic Age begins
 - Neolithic Age begins
 - Last Ice Age begins
 - C**
 - Last Ice Age begins
 - Early humans discover fire
 - Neolithic Age begins
 - D**
 - Neolithic Age begins
 - Humans begin to use bronze
 - Humans invent writing

Standardized Test Skills Practice



ACTIVITY 2 Descriptive Writing About a Visual

Social Studies Objective: The student will respond appropriately in a written composition to the purpose/audience specified in a given topic.

Paintings, illustrations, and photographs are **visuals** that can be useful sources for writing a descriptive composition. **Descriptive writing** tells what something is like. *Good* descriptive writing depends on the effective use of details and the organization of those details into meaningful paragraphs.

★ Learning to Write Descriptively About a Visual

Use the following guidelines to help you write a composition describing a visual.

- Decide what subject the artist has chosen to portray.
- Study the details of the visual and how they are arranged.
- Think about the central impression created by the visual and how that impression is communicated.
- Write down your thoughts about the visual, directing them to a particular reader or audience.
- Arrange your description of the visual's details in spatial order—for example, left to right—or according to importance.
- Organize details around a topic sentence.

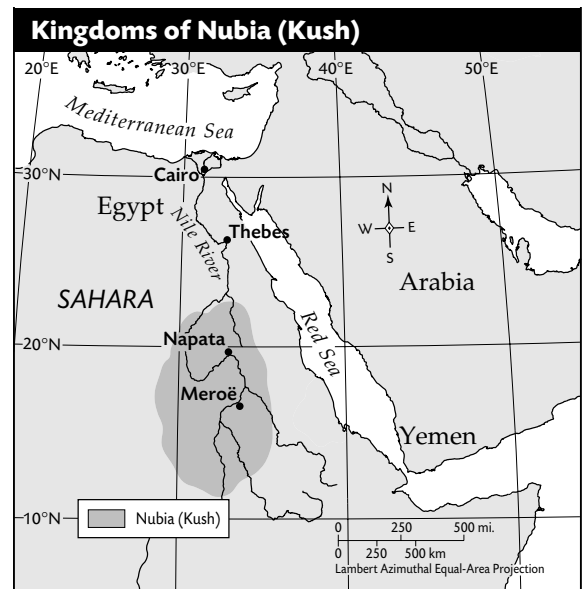
★ Practicing the Skill

DIRECTIONS: Read the selection and study the map below. Then complete the activity that follows.

Ancient Nubia

At about the same time that the earliest pharaohs ruled Egypt, another great African civilization began to develop on the Upper Nile River. This area came to be known as Nubia. Even though the Upper Nile does not have the flat, fertile valley of the Lower Nile, the Nubians prospered. The reason they did well was because they were skilled at metal and pottery making. Also, they traded cattle, ivory, and gold.

Powerful kings ruled Nubia, which eventually became known as Kush. The Kushite king Kashta and his son Piye conquered Egypt between 750 B.C. and 728 B.C. After this victory, Kushite kings ruled both Egypt and Kush from the city of Napata. The city had white sandstone temples, monuments, and pyramids similar to those of the Egyptians.



DIRECTIONS: Paintings provide visual clues about past civilizations. Study this photograph of a wall painting from a Nubian tomb. It shows four Nubian princes presenting gold gifts to an Egyptian ruler. Based on the short introduction on the previous page and your analysis of the wall painting, answer the following questions.



1. What is the painting's subject?

2. What details are shown in the painting?

3. How are details in the painting arranged? Why?

4. In writing about the painting, what topic sentence would you use?

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Standardized Test Practice

DIRECTIONS: Imagine that you are a tour guide in a museum. You are addressing a tour group, and you will be showing them this wall painting. On a separate sheet of paper, draft a paragraph that describes the painting, as well as your personal reactions to it.

Standardized Test Skills Practice

ACTIVITY 3

Interpreting Charts and Tables

Social Studies Objective: The student will interpret information on charts and tables.

Charts or **tables** are often used to organize data. After studying the data in a chart or table, you will be able to analyze trends or patterns. A chart or table, for example, may show population trends over a period of time. Information in a chart or table may also compare different types of data.

★ Learning to Interpret Charts and Tables

Use the following guidelines to help you interpret data in tables and charts.

- Read the title of the chart or table to determine its subject.
- Read each column's heading and each row's label.
- Study the data from the top down in each column and across the rows.
- Identify relationships and contrasts and draw conclusions.

★ Practicing the Skill

DIRECTIONS: Use the information in the chart below to complete the activity that follows.

Selected Peoples of Ancient Southwest Asia

	Phoenicians	Israelites	Assyrians
Economic Activities	Traders and sailors	Herders and traders	Farmers and traders
Contributions	Used alphabet of 22 characters for record keeping	Ten Commandments shaped the moral laws of many nations	Built roads and one of the world's first libraries
Government	Confederation of city-states	12 tribes united under one king	Empire divided into provinces
Expansion	Established cities around the Mediterranean Sea	Exiled in Babylon; scattered throughout the Mediterranean	Conquered lands from Mesopotamia to Egypt

DIRECTIONS: Breaking down a chart into its elements or parts will help you to interpret the chart. Using the chart on the previous page, answer the following questions about the elements of a chart.

1. What is the subject of the chart?

2. What are the chart's column headings? row labels?

3. Study the data in each column and row. What generalization can you make from the data in the chart?



Standardized Test Practice

DIRECTIONS: Use the chart on the previous page to answer the following questions.

1 What economic activity did all three civilizations have in common?

- A herding
- B sailing
- C farming
- D trading

2 Which of the peoples represented on the chart were empire builders?

- F only the Israelites
- G only the Phoenicians
- H both the Phoenicians and the Israelites
- J only the Assyrians

Standardized Test Skills Practice

ACTIVITY 4

Identifying the Main Idea

Social Studies Objective: The student will analyze information by identifying the main idea of a reading.

The question “What is this writing about?” is answered in the **main idea**. Every section in the textbooks you read has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the **topic sentence** that can be at the beginning, in the middle, or at the end of the paragraph. Sometimes the topic is implied rather than stated.

★ Learning to Identify the Main Idea

Use the following guidelines to help you identify the main idea.

- Read the selection carefully.
- Look for the main idea and jot it down in your own words.
- Look for the same idea in a topic sentence. Remember that the topic may be implied.
- Reread the selection to see whether other sentences support the main idea.

★ Practicing the Skill

DIRECTIONS: The following is an excerpt from the *Iliad* by Homer. Read the selection below and complete the activity that follows.

Now the Greeks, with the help of the goddess Athena, decided to play a trick on the Trojans. They built a gigantic wooden horse and pretended it was an offering to the gods. But secretly, under cover of night, [Greek warriors were] fully armed, inside the wooden horse. . . .

The Trojans stood amazed when they found the horse outside their city gates. . . . They placed wheels under the base of the horse, ropes were stretched about its neck. And . . . it rolled onward, upward, into Troy. . . .

Meanwhile, night rushed over the city and soon the Trojans lay deep in quiet sleep. At once, the Greek warriors hidden in the horse rushed out and upon the sleeping city . . . with sword and flame.

So fell the ancient city, a queenly city for long years. And the bodies of her children lay scattered in great numbers in the streets.



DIRECTIONS: In searching for the main idea in a reading, you need to distinguish the topic sentence from the other sentences. Using information from the selection on the previous page, fill in the spaces below.

1. Topic sentence:

2. Detail sentence:

3. Detail sentence:

4. Concluding sentences:



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the reading on the previous page.

- 1 Which of the following sentences best states the main idea of the reading?
- A The goddess Athena opened the gates of Troy for the Greeks.
 - B The Greeks built a wooden horse to please the gods.
 - C The Greeks came up with a plan to get inside the city of Troy.
 - D Many years of warfare had weakened the ancient city.

- 2 Which of these sentences best states a lesson that can be learned from this excerpt from the *Iliad*?
- F People should be happy when they receive gifts from their enemies.
 - G Hospitality is a good thing to offer both friends and enemies.
 - H It is important to sleep after working hard.
 - J It is best to be cautious when your enemy offers you a gift.

Standardized Test Skills Practice



ACTIVITY 5

Outlining Information for Writing

Social Studies Objective: The student will organize information for a written composition using an outline.

Before writing a paper, you can start an outline. An **outline** is a summary of main points and supporting ideas. Outlining involves using a system of numbers and letters to organize your information in a logical order. Outlining can also be used as a method of note taking and organizing information you read.

★ Learning to Outline for Writing

Use the following guidelines to help you develop an outline for a paper.

- Organize your material into a few main topics. Use Roman numerals (I., II., III.) to label main headings.
- Decide on subtopics. Use capital letters (A., B., C.) for subtopics.
- Under subtopics, place related details to expand on the subtopics. Use Arabic numerals (1., 2., 3.) for these details.
- An “A.” subtopic should always be followed by a “B.” subtopic, and a “1.” detail should always be followed by a “2.” detail.
- Complete your research and prepare a final version of your outline that shows the organization of your paper.
- Write a sentence that expresses the main idea of your paper.

★ Practicing the Skill

DIRECTIONS: Study this partial outline, and then answer the questions that follow.

- I. Greek Mythology
 - A. Greek Gods and Goddesses
 - B. Greek Oracles
- II. Greek Poetry and Fables
 - A. Homer’s Epics
 - 1. *Iliad*
 - 2. *Odyssey*
 - B. Aesop’s Fables
- III. Greek Drama
 - A. Tragedies
 - 1. Aeschylus
 - 2. Sophocles
 - 3. Euripides
 - B. Comedies of Aristophanes



1. What are the three main topics in this outline?

2. If you were to add two details about Greek gods, where would you place them? Would you use numbers or letters to label the details?

DIRECTIONS: Outlining helps you identify main ideas and group together related facts. Using the guidelines on the previous page, outline the information found in Section 4 of Chapter 5 of your textbook. The main topics will be “I. Greek Culture Spreads,” “II. Philosophy,” and “III. Greek Science and Math.” You add the subtopics and details.

I. Greek Culture Spreads

II. Philosophy

III. Greek Science and Math



Standardized Test Practice

DIRECTIONS: On a separate sheet of paper, prepare a working outline for a paper on some aspect of Greek civilization, such as Greek philosophy or the legacy of Alexander the Great. Before writing your outline, draft a sentence that describes the main idea of your paper.

Standardized Test Skills Practice



ACTIVITY 6

Classifying Facts and Details

Social Studies Objective: The student will identify important facts and group data in appropriate categories.

A common way to organize information is by classifying it. **Classifying** involves sorting or grouping **facts** and **details** by common features. Nearly all data can be classified; most data can be classified in more than one way. When you are faced with a large list of facts and details, think about different sets of common features that are present.

★ Learning to Classify Facts and Details

Use the following guidelines to help you classify facts and details.

- Read and study the information.
- Identify the different categories you will use to group data.
- Sort data into categories and draw conclusions about similarities and differences.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

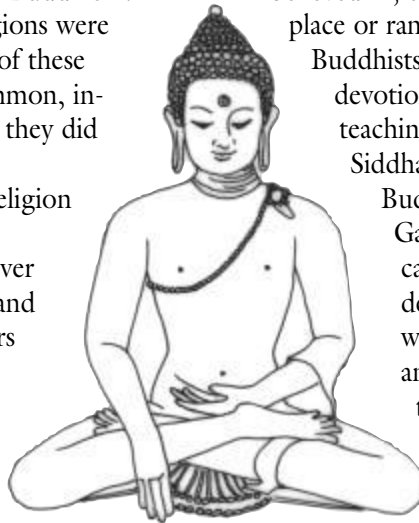
India today is a land of many religions, including Hinduism, Islam, Jainism, Sikhism, Zoroastrianism, Christianity, and Buddhism. In early India the two great religions were Hinduism and Buddhism. Both of these faiths shared many beliefs in common, including reincarnation. However, they did have their differences.

Hindus did not trace their religion to a historical founder. Instead, Hinduism developed gradually over the centuries from many beliefs and practices. Although some thinkers emphasized the oneness of the universe, Hindus usually worshipped many gods. They taught it was not necessary to go through cycles of rebirth if a person fasted, meditated, and did

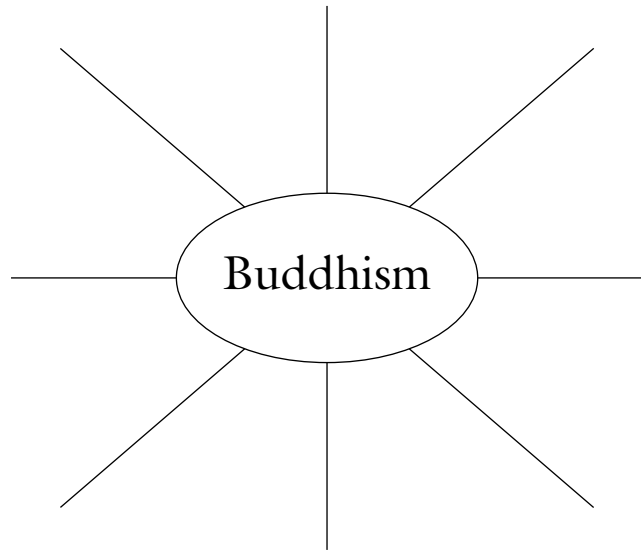
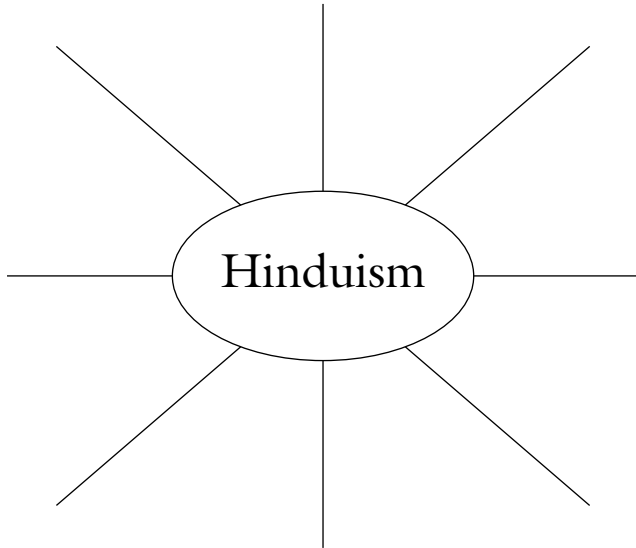
good deeds. Hindus also practiced grand rituals of worship. According to the social system they believed in, each person was assigned his or her place or rank in life at birth.

Buddhists, on the other hand, avoided devotion to gods. They followed the teachings of their religion's founder, Siddhartha Gautama. Known as the Buddha, or "Enlightened One," Gautama taught that suffering was caused by desire. Freedom from desire—and the cycle of rebirth—was attained by fasting, self-denial, and meditation. Buddhists rejected the Hindu system of ranking.

Instead, they believed that a person's place in life depended on the person, not on the person's birth.



DIRECTIONS: A web is a convenient way to place facts and details in appropriate categories. Using the webs below, classify the major characteristics of Hinduism and Buddhism.



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the data above.

- | | |
|---|--|
| <p>1 What belief or practice do Hinduism and Buddhism have in common?</p> <ul style="list-style-type: none">A a person's rank based on birthB meditationC worship of many godsD elaborate rituals | <p>2 Which characteristic below is true of Buddhism, but not of Hinduism?</p> <ul style="list-style-type: none">F belief in reincarnationG origins in IndiaH emphasis on fastingJ a historical founder |
|---|--|

Standardized Test Skills Practice

ACTIVITY 7

Interpreting Diagrams

Social Studies Objective: The student will organize and interpret information from diagrams.

A simplified drawing that shows how something works is called a **diagram**. Some diagrams use arrows to show movement or relationships. For example, the diagram in this activity shows the movement of goods between Asia and Europe.

★ Learning to Interpret a Diagram

Use the following guidelines to help you interpret diagrams.

- Review the diagram's title to find out the subject or concept.
- Study the information on the diagram and note the direction of the arrows.
- Identify how parts of the diagram relate to each other.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

The Silk Road is the name given to the great caravan routes that linked Asia and Europe during pre-modern times. Trade along these routes actually began before 100 B.C.

The earliest stretch of the route was in the west, ending at Constantinople and other cities in south-west Asia. The city of Changan in China became the most important trading center at the eastern end.

The Silk Road was the passageway for products that included silk, jade, and fruit. Ideas also spread along this route. For example, the Buddhist and Islamic religions came to China by way of the Silk Road.

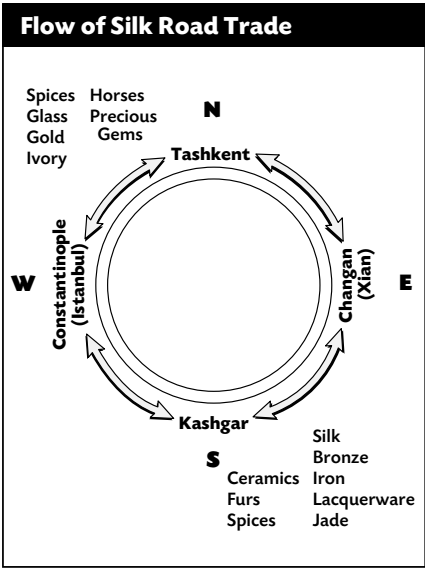
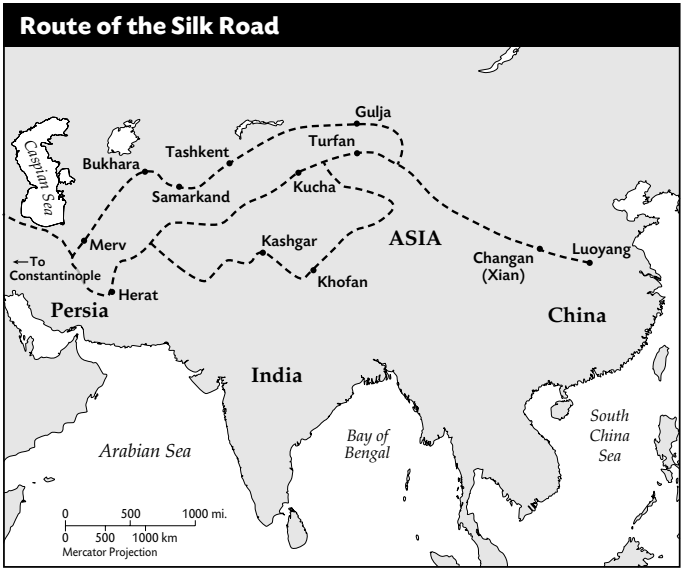
At its height, the Silk Road was really many roads. Caravans along the roads passed over and

around some of the harshest landscapes on earth. There were hot, dry deserts and cold, rugged mountains. Nevertheless, people founded settlements around oases on the route and earned incomes from the passing traders. Kashgar, in western China, became the crossroads of trade along the route.

After the fall of Rome, the Silk Road became increasingly unsafe. Fewer people traveled on it. In the A.D. 1200s and A.D. 1300s, the route was revived under the Mongols. The European explorer Marco Polo may have used the road to travel to China.

Today you can travel the Silk Road and find evidence of the travelers from long ago and their ideas and goods. It is still possible to see how poles and rocks formed the boundaries of the route.

DIRECTIONS: Diagrams and maps together provide insights about historical movements and relationships. Study the map and diagram below and answer the following questions.



1. What information is show on the map and diagram?

2. What do the arrows indicate?

3. How do you think trade along the Silk Road affected the cultures of Asia and Europe?



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the data above.

- | | |
|--|---|
| <p>1 Which of the following goods was carried on the Silk Road by caravans from the west?</p> <ul style="list-style-type: none"> A glass B jade C ceramics D silk | <p>2 Which of the following goods was carried on the Silk Road by caravans from the east?</p> <ul style="list-style-type: none"> F glass G jade H gold J ivory |
|--|---|

Standardized Test Skills Practice

ACTIVITY 8

Making Inferences

Social Studies Objective: The student will analyze information in written texts and diagrams in order to make inferences.

Using diagrams, charts, and other data sources requires careful reasoning skills. Sometimes you may have to draw conclusions based solely on the evidence in the source itself. This is known as making an **inference**. Making an inference involves combining the facts you have with your knowledge to form a reasonable conclusion.

★ Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe the key features and details of the source.
- Decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information to support your inference.

Practicing the Skill

DIRECTIONS: Read the paragraph and study the outline below. Then complete the activity that follows.

A Roman Archaeological Dig

The remains of Roman buildings, aqueducts, and roads are found throughout Europe. In the Middle Ages, scholars studied the ruins that could be seen aboveground.

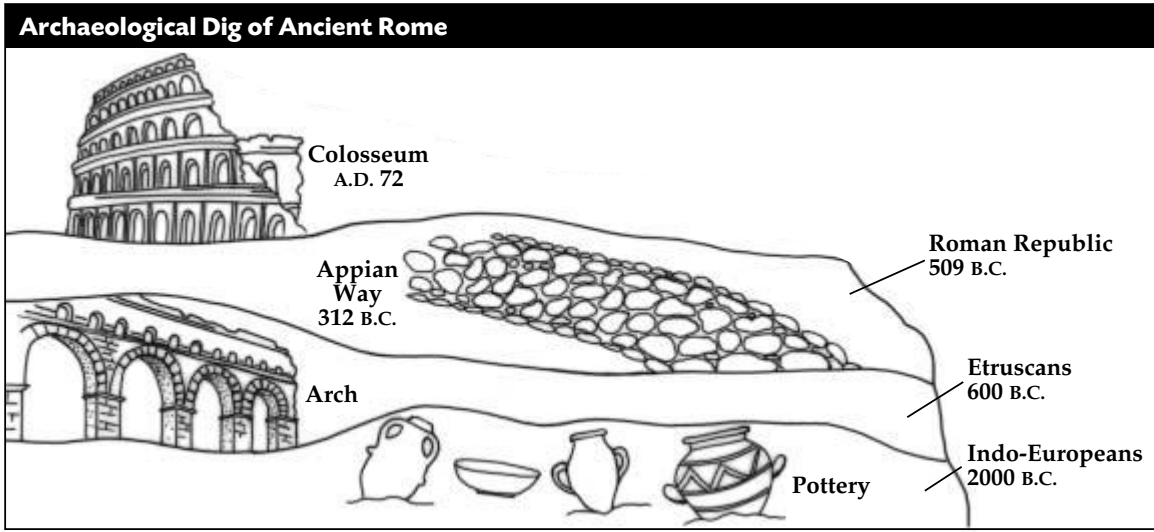
In the early modern period, the science of archaeology was born. Today, archaeologists use

scientific methods and tools to study remains that often lie many feet below the street level of cities. They carry out their work in Europe and throughout the rest of the world.

Read the following short outline of their working technique.

- I. Collecting Data
 - A. Locating site by satellite, radar, or probes
 - B. Laying out a grid
 - C. Digging away soil with specialized tools
- II. Analyzing Artifacts
 - A. Dating artifacts by various methods
 - B. Describing and classifying artifacts
- III. Synthesizing
 - A. Drawing conclusions about artifacts
 - B. Making inferences about ancient societies

DIRECTIONS: Analyze the diagram below of imaginary Roman ruins. Answer the questions that follow based on this diagram and the information on the previous page.



1. What details and key features are shown on the diagram?

2. What information do you already know about ancient Rome that might help in drawing conclusions about the diagram?

3. What inferences can you make about ancient Roman society?

4. What inferences can you make about the work of archaeologists from the diagram and the reading?



Standardized Test Practice

- | | |
|--|---|
| <p>1 What inference can you make about the Roman world between the time of the Indo-Europeans and the rise of the Roman Republic?</p> <p>A People became wealthier and engaged in building projects.</p> <p>B The Romans were conquered by other peoples.</p> <p>C Roman rulers fought and lost many wars.</p> <p>D The Romans made few advances.</p> | <p>2 What conclusion can you draw from the diagram and the reading?</p> <p>F Archaeologists work mainly in areas where humans no longer live.</p> <p>G Archaeologists do not need to use specialized tools.</p> <p>H Archaeologists have a scientific process for locating, collecting, and analyzing artifacts.</p> <p>J Archaeologists damage many of the artifacts as they dig.</p> |
|--|---|

Standardized Test Skills Practice



ACTIVITY 9

Comparing and Contrasting

Social Studies Objective: The student will analyze information by comparing and contrasting.

When you **compare** two or more subjects, you explain how they are similar. When you **contrast** them, you explain how they are different. Writing about comparisons and contrasts does involve more than just stating similarities and differences. You also explore relationships and draw conclusions.

★ Learning to Compare and Contrast

Use the following guidelines to help you compare and contrast.

- Identify or decide what subjects will be compared and contrasted.
- Determine common categories, or areas, to use for comparing and contrasting.
- Look for similarities and differences within these areas.
- Organize your comparisons and contrasts by creating a graphic organizer.

★ Practicing the Skill

DIRECTIONS: When comparing and contrasting, you may find graphic organizers such as a comparison frame useful.

Comparison Frames

If you know the categories you want to compare and contrast, you may wish to use a chart known as a comparison frame. To create a comparison frame, write the subjects as headings across the top. Then list on the left side the categories that you will compare and contrast. Finally, list the important facts in the boxes. On the next page there is a comparison frame that compares and contrasts the Roman, Byzantine, and Eastern Slavic civilizations. Using your text, fill in any of the empty categories.

	Roman Empire	Byzantine Empire	Eastern Slavs
Principal Cities	<ul style="list-style-type: none"> Rome, and later Constantinople 		<ul style="list-style-type: none"> Kiev and Moscow
Life and Culture	<ul style="list-style-type: none"> Women ran households Artisans produced jewelry 	<ul style="list-style-type: none"> Women ran households Artisans produced icons and jewelry 	<ul style="list-style-type: none"> Women ran households Artisans produced icons and jewelry
Religion	<ul style="list-style-type: none"> Many gods and goddesses; Roman emperors worshipped as gods Christianity adopted later 		<ul style="list-style-type: none"> Eastern Orthodox Christianity Close union of church and state
Government		<ul style="list-style-type: none"> Roman law codified into civil law known as Justinian code Powerful empire 	
Economy	<ul style="list-style-type: none"> Farming, various industries System of roads and a common currency encouraged trade 		<ul style="list-style-type: none"> Farming Center of trade between Black Sea and Scandinavia and western Europe and central Asia
Contributions		<ul style="list-style-type: none"> Preserved classical philosophy Used dome in architecture Created mosaics and icons 	
Decline	<ul style="list-style-type: none"> Fell to Germanic invaders 		<ul style="list-style-type: none"> Conquered by Mongols; eventual rise of Moscow



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the reading and graphic organizers.

- 1** Based on the reading and comparison frame, in which civilizations was the religion the same?
- A** the Roman and the Byzantine
 - B** the Byzantine and the Eastern Slav
 - C** the Eastern Slav and the Roman
 - D** all three civilizations had the same religion

- 2** Based on the reading and the comparison frame, which of the following statements is accurate?
- F** Trade was important to all three civilizations.
 - G** Artisans produced the same goods in all three civilizations
 - H** Constantinople was a principal city in all three civilizations.
 - J** All three civilizations used the same alphabet.

Standardized Test Skills Practice



ACTIVITY 10

Reading a Map Scale

Social Studies Objective: The student will interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.

Cartographers draw maps to **scale**. That is, one inch may represent 100 miles on a map. On another map one inch might represent 1,000 miles. This relationship, or **scale of distance**, often is shown on a **map scale**. Typically, a line with numbers represents the unit of measurement and the number of miles or kilometers.

The map **key** unlocks the information presented on the map. For example, dots may mark cities and lines may mark routes. The **compass rose** is a symbol that shows you on the map the **cardinal directions**—north, south, east, and west. Any intermediate direction, such as **southeast**, would fall between the cardinal directions.

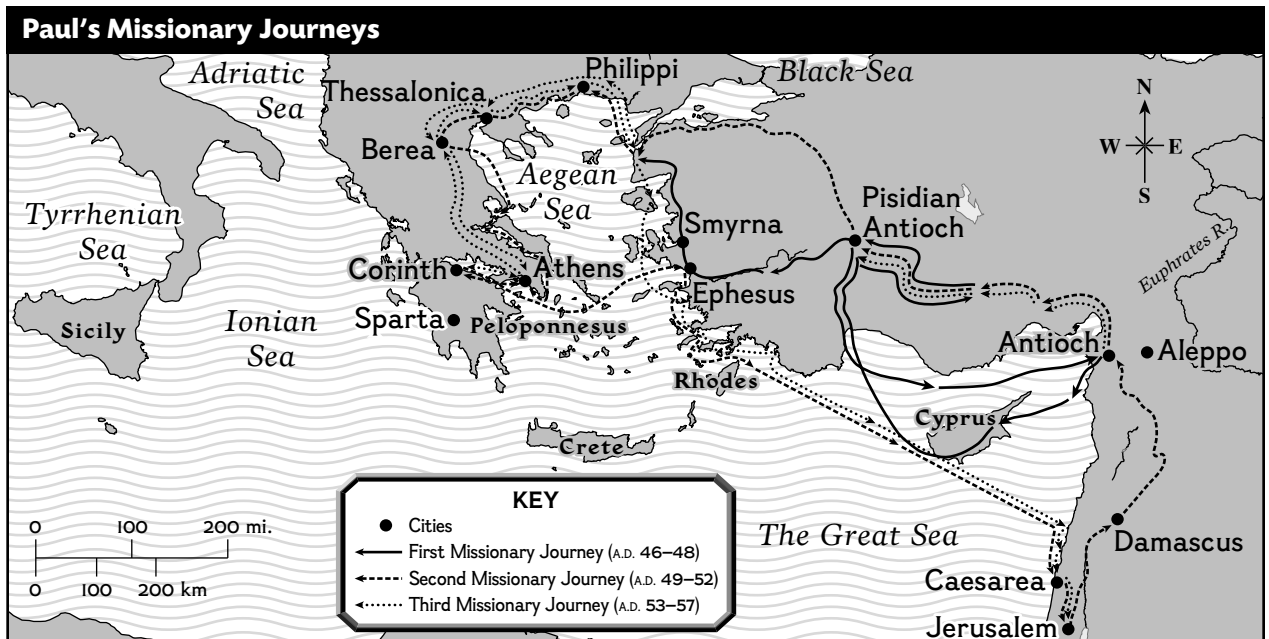
★ Learning to Use a Map Scale

To measure distances on a map, use the following guidelines.

- Find the map scale.
- Identify the unit of measurement and the distance that unit represents.
- Using this unit of measurement, measure the distance between two points on the map.
- Multiply that number by the number of miles or kilometers represented by each unit.

★ Practicing the Skill

DIRECTIONS: Study the map on this page and then complete the activity that follows.



DIRECTIONS: A map scale will often have two different units of measurement, such as miles and kilometers. Study the map on the previous page to answer the following questions.

1. What is the purpose of a map scale?

2. On the map "Paul's Missionary Journeys," where is the scale located?

3. What is the scale of miles on this map?

4. About how many inches on the map is the distance from Athens to Ephesus by sea? How many miles does this measurement represent?

5. When Paul traveled from Jerusalem to Damascus, about how far (in miles and kilometers) did he travel?



Standardized Test Practice

DIRECTIONS: Using the map on the previous page, answer the following questions.

- | | |
|---|--|
| <ol style="list-style-type: none">1 Berea was about 100 miles from Philippi. What is the approximate distance in kilometers?
A about 160 kilometers
B about 250 kilometers
C about 320 kilometers
D about 400 kilometers2 The distance between Damascus and Antioch was about 320 kilometers. What is the approximate distance in miles?
F about 100 miles
G about 200 miles
H about 250 miles
J about 500 miles | <ol style="list-style-type: none">3 In what direction would a person have traveled on a trip from Ephesus to Sparta?
A northwest
B southwest
C northeast
D southeast4 How much farther was it from Jerusalem to Damascus than it was from Jerusalem to Caesarea?
F about 50 miles
G about 100 miles
H about 150 miles
J about 200 miles |
|---|--|

Standardized Test Skills Practice

ACTIVITY 11

Drawing Conclusions

Social Studies Objective: The student will analyze information by drawing conclusions.

A judgment made after thinking about the facts is known as a **conclusion**. A conclusion needs to be supported by logical and factual evidence. Drawing conclusions allows you to understand ideas that are stated indirectly, so that you can apply your knowledge to a wide range of situations. Drawing conclusions is the last step in the process of reasoning.

★ Learning to Draw a Conclusion

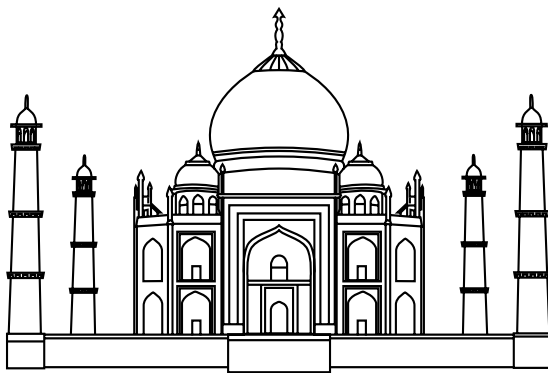
Use the following guidelines to help you draw a conclusion.

- Make a list of the important facts or ideas in the reading, visual, or graphic you are studying.
- Study the list and ask what more you need to know.
- Write down several conclusions that explain the meaning of the information.
- Test each conclusion against the facts.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

The Taj Mahal



One of the most fascinating buildings in the world is the Taj Mahal in Agra, India. It was built between 1630 and 1648 by Shan Jahan as a symbol of his love for his favorite wife, Mumtaz Mahal, after her death. Many people think that the Taj Mahal is the world's most beautiful

structure. A nineteenth-century visitor was so impressed that he said all people in the world should be divided into two groups. The groups should be those who had seen the Taj and those who had not.

The Taj Mahal seems to change color throughout the day. Its marble looks blue in the morning, white in the afternoon, and glowing pink at dusk. Inside the building, the tomb of Mumtaz Mahal is also made of white marble. It was originally inlaid with jewels.

The Taj Mahal's perfectly balanced shape shows a Persian influence. However, the Taj Mahal was a unique architectural creation of the Moguls. They were the Muslim dynasty that conquered large areas of India in the 1500s. Some people think that the haystacks in the surrounding fields were the inspiration for the Taj Mahal's great dome.

DIRECTIONS: Review the guidelines for drawing conclusions. Write several facts about the Taj Mahal. Then write a conclusion about the building.

1. Location

2. When built

3. Why built

4. Description

5. Influences/Inspirations

6. Conclusion



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the data above.

1 According to the passage, which of the following is the best description of the Taj Mahal's function?

- A It was a palace used by the shahs.
- B It was a tomb.
- C It was a mosque.
- D Its function is not clear.

2 According to the passage, which of the following statements is accurate?

- F The Taj Mahal's perfectly balanced shape shows that it was created by the Moguls.
- G The Taj Mahal is made of white marble.
- H The Taj Mahal once burned to the ground.
- J The Taj Mahal was created by the Persians.

Standardized Test Skills Practice

ACTIVITY 12

Making Generalizations

Social Studies Objective: The student will analyze social studies information by making predictions.

A broad statement drawn from a group of facts is called a **generalization**. Learning to make generalizations will help you develop conclusions and identify trends. An example of a generalization is “Only tall people play basketball well.” Can this be supported by facts? If not, it is not a valid generalization.

★ Learning to Make Generalizations

Use the following guidelines to help you make generalizations.

- Collect facts about a topic.
- Classify the facts into categories.
- Identify the relationships among the facts.
- Make a generalization that states a relationship and agrees with most of the supporting facts.
- Write a paragraph using the generalization and its supporting facts.
- Examine how your generalization relates to cause-and-effect relationships.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

China During the Tang Dynasty

The Tang dynasty lasted from A.D. 618 until A.D. 907. The early Tang rulers were reformers who strengthened China’s government and re-stored the civil service examination. They brought peace to the countryside and gave more land to farmers. Farmers made improvements in farming techniques and grew more food. With more food, the number of people in China increased.

China regained much of its power and Tang armies moved north into Korea and south into Vietnam. They also pushed west into central Asia, invaded Tibet, and took control of the Silk Road. As a result, Chinese merchants were able to trade

with people in other parts of Asia. The Chinese traded silk fabric, porcelain, steel, paper, and tea in exchange for gold, silver, precious stones, and fine woods. Travelers from other parts of Asia introduced foreign fashions, music, and forms of entertainment.

Early Tang rulers allowed Buddhism to be practiced in China. However, by A.D. 845 Tang officials felt threatened by Buddhism’s growing popularity and had many Buddhist monasteries and temples destroyed. The Tang dynasty gave its support to a new kind of Confucianism called neo-Confucianism.

DIRECTIONS: Generalizations are made from supporting facts. Study the chart below and the reading selection on the previous page. Then make a generalization about the Tang dynasty. Write your sentences on a separate sheet of paper.

The Tang Dynasty

Government	Monarchy with a large bureaucracy; empire divided into provinces, districts, and villages; government based on Confucian principles; government officials chosen by civil service examinations
Economy	Trade and manufacturing grew dramatically, but economy still based primarily on farming; more farmland and new farming techniques led to an abundance of food
Expansion	Armies moved north into Korea, south into Vietnam, west into Central Asia and Tibet
Technological Developments	Steelmaking; cotton for clothing; gunpowder for explosives; invention of printing
Cultural Developments	Great age of poetry; porcelain perfected; new forms of entertainment, such as playing cards, chess, and polo
Religion	Buddhism increased in popularity, but Tang rulers began to fear its growing power and had many Buddhist monasteries and temples destroyed; official support given to neo-Confucianism



Standardized Test Practice

DIRECTIONS: Answer the following questions based on the reading and the chart.

- | | |
|--|--|
| <p>1 Which of the following statements about the Tang dynasty is accurate?</p> <ul style="list-style-type: none"> A During the Tang dynasty, China was isolated from the outside world. B Farming became less important during the Tang dynasty. C Buddhism was the official religion in China during the Tang dynasty. D The Tang dynasty was the great age of Chinese poetry. | <p>2 Which of the following generalizations about the Tang dynasty is supported by the facts?</p> <ul style="list-style-type: none"> F The Tang dynasty was the greatest period in Chinese history. G The Tang dynasty was an inventive and outward-looking period in Chinese history. H The Tang were too interested in new discoveries to concern themselves with religion. J There were no problems during the Tang dynasty. |
|--|--|

Standardized Test Skills Practice



ACTIVITY 13

Analyzing Statistics

Social Studies Objective: The student will analyze statistics to interpret social studies information.

Statistics are sets of tabulated information. They may be gathered through surveys and other sources. In statistics, a **sample** is the population or group being studied, to which the statistics apply. When there are two or more sets of data, the sets may be related or unrelated.

★ Learning to Analyze Statistics

Use the following guidelines to help you analyze statistics.

- Decide what population or group is being studied.
- Determine if the sets of data are related or unrelated.
- Draw conclusions about the meaning and importance of the data.

★ Practicing the Skill

DIRECTIONS: Read the selection and study the table below. Then complete the activity that follows.

The Atlantic Slave Trade

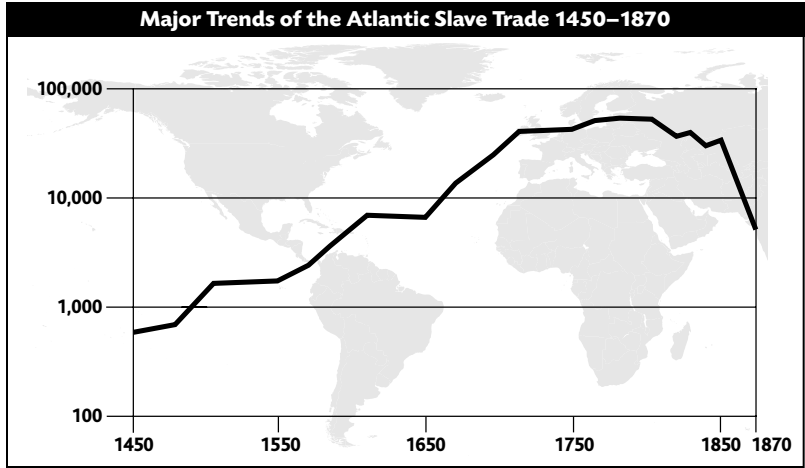
Slavery was not new in Africa, but two things happened in the 1400s that dramatically changed the trading of enslaved people. The Portuguese explorers put Europe in contact with Africa, and Columbus reached the Americas. As the Americas were colonized, the demand for enslaved people increased beyond anything that had been known before. Europeans turned to Africa to meet that demand.

**Estimated Imports of Enslaved People into the Americas
by Importing Region, 1451–1870
(in thousands)**

Region/Country	1451–1600	1601–1700	1701–1810	1811–1870	Total
British North America			348.0	51.0	399.0
Spanish America	75.0	292.5	578.6	606.0	1552.1
British Caribbean		263.7	1401.3		1665.0
French Caribbean		155.8	1348.4	96.0	1600.2
Dutch Caribbean		40.0	460.0		500.0
Danish Caribbean		4.0	24.0		28.0
Brazil	50.0	560.0	1891.4	1145.1	3646.8
Total	125.0	1316.0	6051.7	1898.1	9391.1

Source: Philip D. Curtin. *The Atlantic Slave Trade: a Census*. Madison: University of Wisconsin Press, 1969.

DIRECTIONS: Based on the table on the previous page and the graph below, answer the questions that follow.



Source: Philip D. Curtin. *The Atlantic Slave Trade: a Census*. Madison: University of Wisconsin Press, 1969.

1. What is the sample being studied?

2. What time period is covered by the table? by the graph?

3. Do the statistics in the table and graph support each other? How are they alike? How are they different? Write your answers on a separate sheet of paper.



Standardized Test Practice

DIRECTIONS: Study the table on the previous page and the graph above. Then answer the following questions.

- | | |
|--|---|
| <p>1 To which area of the Americas were the most enslaved people taken from 1601 to 1810?</p> <p>A British North America</p> <p>B Brazil</p> <p>C French Caribbean</p> <p>D Dutch Caribbean</p> | <p>2 During which of the following time periods were the most Africans enslaved?</p> <p>F 1600 to 1650</p> <p>G 1650 to 1700</p> <p>H 1700 to 1750</p> <p>J 1750 to 1800</p> |
|--|---|

Standardized Test Skills Practice



ACTIVITY 14

Perceiving Cause-And-Effect Relationships

Social Studies Objective: The student will analyze information by identifying cause-and-effect relationships.

Any condition or event that makes something happen is known as a **cause**. What happens as a result of a cause is an **effect**. **Cause-and-effect relationships** explain why things happen and how actions produce other actions. Cause-and-effect relationships can be simple or complex. Sometimes several different causes produce a single effect. At other times, one cause can produce several effects.

★ Learning to Perceive Cause and Effect

Use the following guidelines to help you perceive cause-and-effect relationships.

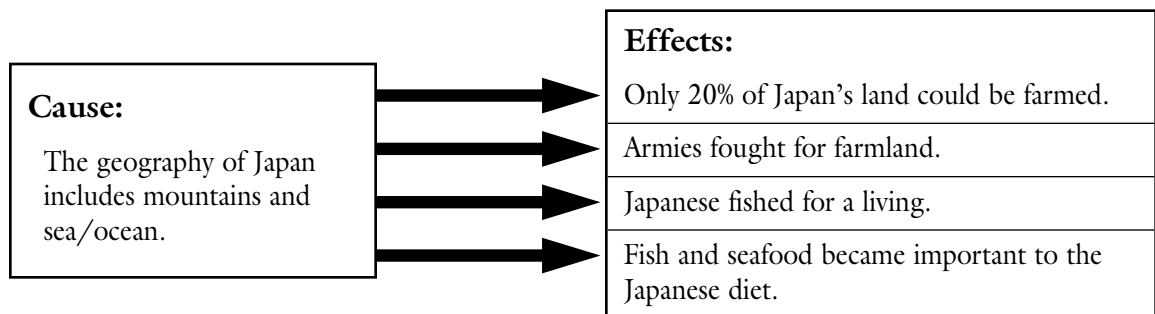
- Select an event.
- Compare the situation at the time of the event with conditions before it happened (*causes*) and after it happened (*effects*).
- Look for vocabulary clues to help you decide whether one event caused another. Words or phrases such as *brought about, produced, made, resulted in, because of, therefore, and as a result* indicate cause-and-effect-relationships.
- Describe the causes and effects of the event.
- Look for other relationships between the events. Check for other, more complex, connections beyond the immediate cause and effect.

★ Practicing the Skill

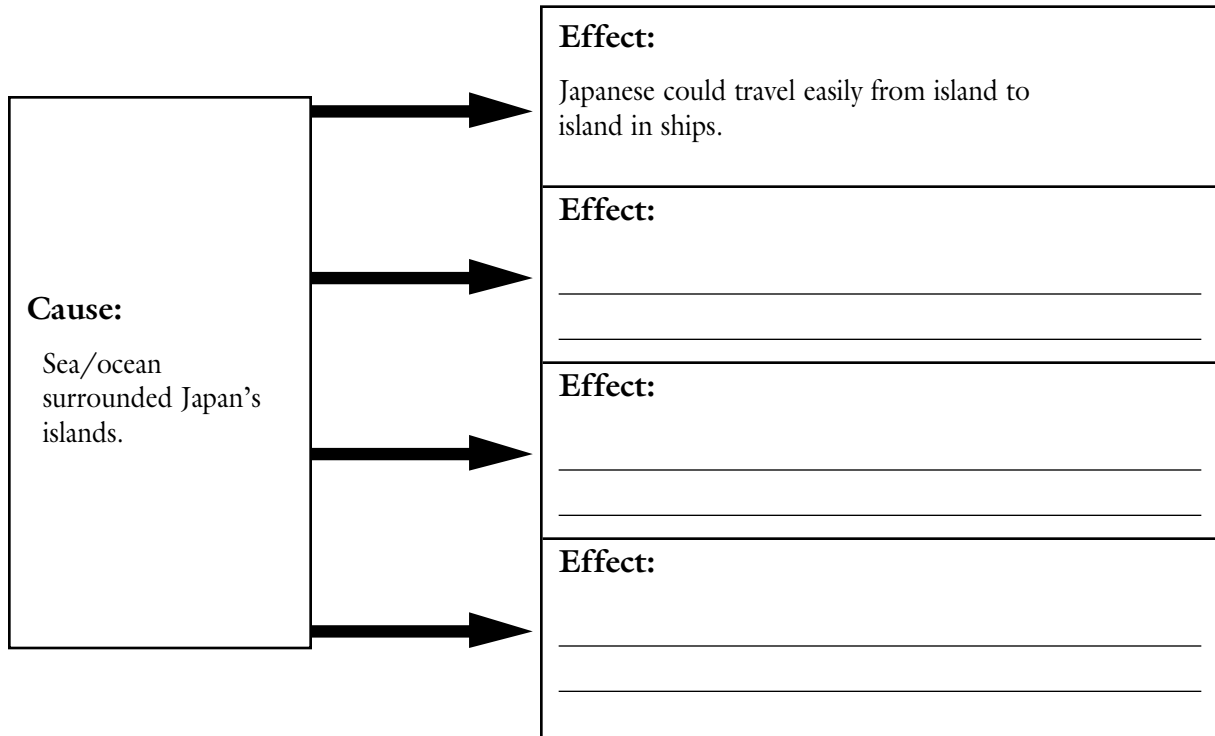
DIRECTIONS: When studying details about history, graphic organizers can help in understanding causes and effects. Study the graphic organizer below. Then complete the activity that follows.

Japan's Geography

Japan is a chain of islands surrounded by the Sea of Japan and the Pacific Ocean. The islands are actually the tops of underwater mountains. So much of Japan's land is rugged. Japan's geography has shaped its history and culture. The following graphic organizer shows some of the results (effects) of Japan having mountains.



DIRECTIONS: Refer to p. 485 in your textbook and read about the effects that the sea and ocean have had on Japan’s history and culture. Then fill in the graphic organizer below with information from that page. To get you started, one effect has been given.



Standardized Test Practice

DIRECTIONS: Study the map on pages R22 and R23 and the graphic organizers above. Then answer the following questions.

- | | |
|--|---|
| <p>1 Based on the information in the graphic organizers, which of the following statements about Japan is accurate?</p> <ul style="list-style-type: none"> A The Japanese could travel easily by ship, so they had a lot of contact with the outside world. B Because only a small amount of Japan’s land could be farmed, the Japanese relied on trade with other countries to get their food. C The Japanese borrowed most of their customs from other cultures. D The Japanese were isolated and developed their own unique culture. | <p>2 Based on the information in the map, which of the following countries would you expect has had the greatest influence on Japan’s culture?</p> <ul style="list-style-type: none"> F China G India H Korea J Both China and Korea |
|--|---|

Standardized Test Skills Practice



ACTIVITY 15 Interpreting Graphs

Social Studies Objective: The student will use appropriate mathematical skills to interpret social studies information such as maps or graphs.

Drawings that present statistical data are known as **graphs**. Each kind of graph has certain advantages in presenting numerical facts. Line graphs are best for showing how statistics change over time. Bar graphs are better for making statistical comparisons. Circle graphs show relationships among parts of a whole.

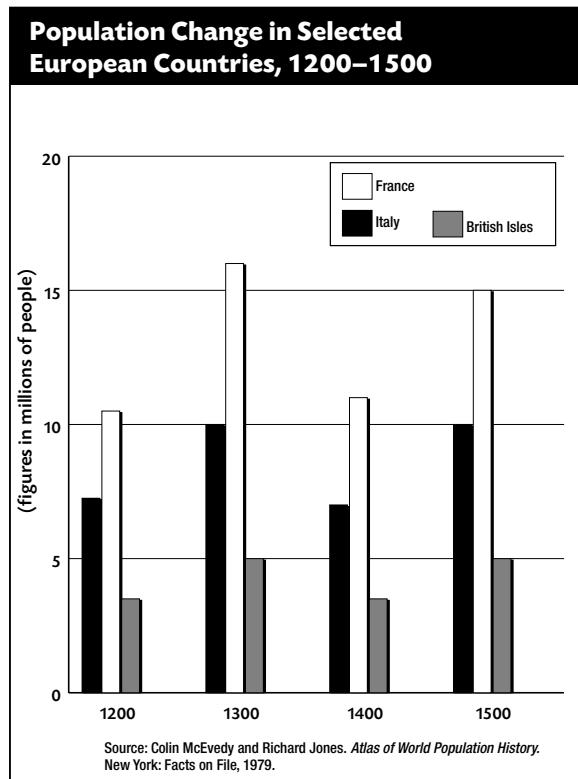
★ Learning to Interpret Graphs

Use the following guidelines to help you interpret graphs.

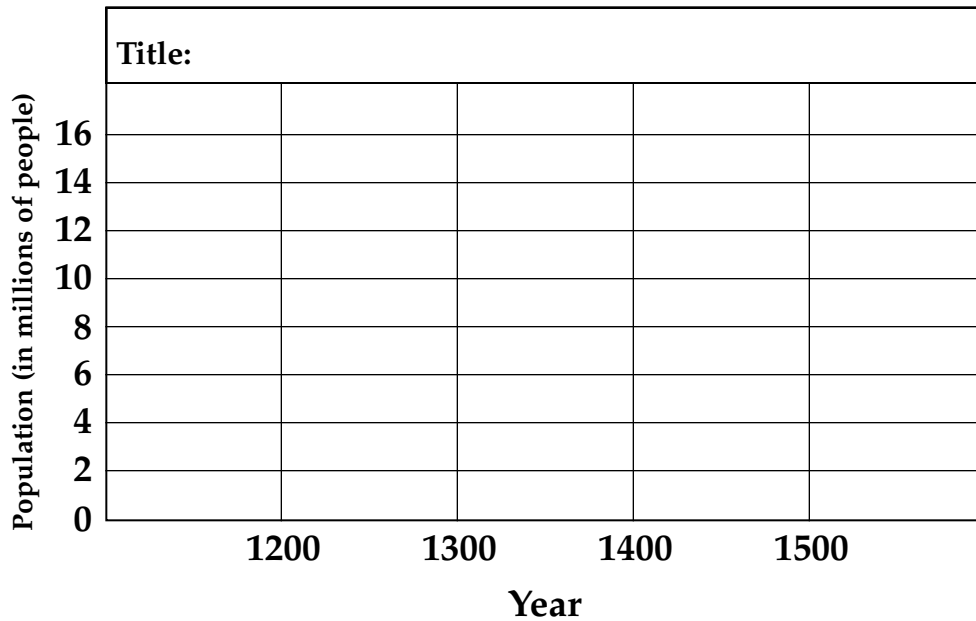
- Read the graph's title.
- Read data on the axes of bar graphs, follow the dots/lines on a line graph, or read the labels for each segment in a circle graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

DIRECTIONS: Study the bar graph below to discover population changes in European countries during the Middle Ages.



DIRECTIONS: Use the information on the bar graph on the previous page to make a line graph in the space provided below. On a line graph, numbers usually appear on the vertical axis, while time is usually shown on the horizontal axis. Lines on the graph show whether the numbers go up or down over time. On your line graph, show population changes that occurred in European countries over time. Place a title on the horizontal axis. Select and compare two countries, using two lines of different colors. Then draw conclusions about the populations of these countries during the Middle Ages.



Standardized Test Practice

DIRECTIONS: Analyze the bar graph and table on the previous page, and then answer the following questions.

- | | |
|--|---|
| <p>1 What was the approximate population of France in 1300?</p> <p>A 10 million</p> <p>B 10.5 million</p> <p>C 11 million</p> <p>D 16 million</p> | <p>2 Which of the countries on the bar graph was the most heavily populated in 1500?</p> <p>F France</p> <p>G British Isles</p> <p>H Italy</p> <p>J Poland</p> |
|--|---|

Standardized Test Skills Practice**ACTIVITY 16**
Predicting Outcomes

Social Studies Objective: The student will identify relationships and recognize outcomes in a variety of written texts.

A prediction involves foretelling the results of a future event based on reliable information. Accurate predictions depend both on gathering reliable facts and on observing past behaviors in similar situations.

★ Learning to Predict Outcomes

Use the following guidelines to help you predict outcomes.

- Review what you already know by listing facts, events, or people's responses. The list will help you recall important details and how they affected people.
- Define and analyze patterns. Determine what the patterns show.
- Combine your knowledge and observations of similar situations.
- Make a prediction.

★ Practicing the Skill

DIRECTIONS: Read the following selection and complete the activity that follows.

Two Archaeological Treasures

Two of the finest archaeological sites in the Americas are located high in the Andes of Peru. One of these is Cuzco. It was the ancient capital of the Inca, an early civilization. Cuzco has been named the Archaeological Capital of South America and a Cultural Treasure of Humanity. When the Spanish conquistador Francisco Pizarro first saw Cuzco, he wrote to the king of Spain: "This city is the greatest and finest seen in this country or anywhere in the Indies. We can assure your majesty that it is so beautiful and has such fine buildings that it would be remarkable even in Spain."

The second and even more magnificent site is Machu Picchu. This abandoned Incan city was

only rediscovered in 1911. Machu Picchu is so remote that even today it can only be reached by hiking trails and a small railroad. Yet many thousands of visitors come each year to view this site and hike the Inca Trail. The houses and temples of Machu Picchu are built of stone on top of a mountain and are connected by narrow stone walkways. Machu Picchu has been named a Historic National Sanctuary.

The problem today is that people damage the ruins' sites by going off trail, eroding trails through overuse, and chipping away souvenirs. They also litter the trails and set campfires that get out of control.

DIRECTIONS: You can develop skills that will help you identify the logical outcomes of decisions or actions. Review the guidelines on the previous page for predicting outcomes. Study the map and photo below. Then answer the following questions about the problems facing many historical sites.



1. Based on the information about the sites in Peru and on your knowledge of other sites, what factors often pose threats to historic places?

2. What steps do you think governments and private groups will take to remedy the problems?



Standardized Test Practice

DIRECTIONS: After reading the selection on the previous page, answer the following questions.

- | | |
|--|--|
| <p>1 The selection gives you reason to believe that the Peruvians will</p> <ul style="list-style-type: none"> A ignore the problems faced by Cuzco and Machu Picchu. B ban tourists from the historical sites. C take steps to preserve the sites while allowing some tourism. D hand the sites over to the United Nations. | <p>2 In what way have Peruvians shown their concern for the future of these sites?</p> <ul style="list-style-type: none"> F They have banned hiking on the Inca Trail. G They have named the sites a cultural treasure and a national sanctuary. H They discourage tourism in the Andes. J The residents of Machu Picchu have banned littering. |
|--|--|

Standardized Test Skills Practice

ACTIVITY 17

Recognizing a Point of View

Social Studies Objective: The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

A person's **point of view** is the way in which he or she interprets topics or events. There are a number of factors that affect a person's point of view, including age, gender, ethnic background, and religion. It will help you to be able to interpret different points to know how fair an argument is or how accurate a description is.

★ Learning to Recognize a Point of View

Use the following guidelines to help you recognize point of view.

- Read the material and identify the general subject.
- Gather background information on the topic and the author.
- Identify information on topic that the author has emphasized or excluded.
- Identify any words or phrases suggesting a personal opinion.

★ Practicing the Skill

DIRECTIONS: Read the following introduction and excerpt on Leonardo da Vinci written by an art critic. Then answer the questions that follow.

Leonardo da Vinci was an artist who lived from 1452 to 1519. He represented the greatest achievements of the Italian Renaissance. A master of painting, sculpture, anatomy, architecture, geometry, and technology, Leonardo was considered a “universal man,” a person who excelled in many different fields. In 1550, the noted writer and art critic Giorgio Vasari wrote the following about Leonardo:

Leonardo da Vinci

“ . . . [Leonardo] practiced not one art only, but all those in which drawing played a part; and having an intellect so divine and marvelous that he was also an excellent geometrician . . . he made drawings both of ground-plans and other designs of buildings. . . . Since he wished that his profession should be painting, he studied drawing after nature. . . . No one has ever equaled him in perfection of finish; and I have

one, [a drawing of] a head . . ., which is divine. . . . He was continually making models and designs to show men how to remove mountains with ease . . . and by means of levers, windlasses [hoisting machines], and screws, he showed the way to raise and draw great weights, together with methods for emptying harbors, and pumps for removing water from low places, things which his brain never ceased from devising.”

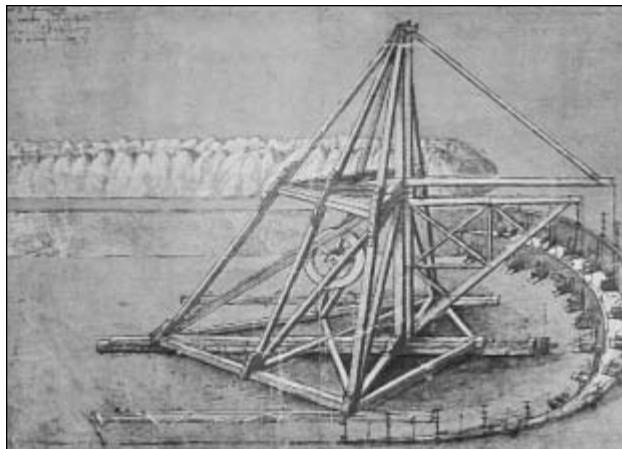
DIRECTIONS: Identifying point of view helps you determine the accuracy of a description. Review the guidelines for recognizing point of view and answer the following questions.

1. What is the general subject of the excerpt by the art critic?

2. Why is it important to know the author is an art critic?

3. What words or phrases indicate his point of view?

4. Do you agree or disagree with the viewpoint of the critic? Explain.



Standardized Test Practice

DIRECTIONS: After reading the selection on the previous page, answer the following questions.

1 You can tell from the excerpt that the art critic regarded Leonardo as a

- A reformer.
- B genius.
- C misguided artist.
- D borrower of others' ideas.

2 Read the information in the excerpt and the illustrations. Which point of view is displayed about Leonardo?

- F Leonardo could not write or play a musical instrument.
- G Leonardo had no interest in classical scholarship or philosophy.
- H Nature was of no interest to Leonardo.
- J Leonardo was interested in all aspects of life.

Standardized Test Skills Practice

ACTIVITY 18

Forming Hypotheses

Social Studies Objective: The student will analyze information and form hypotheses.

A hypothesis is an educated guess based on evidence about a situation, a problem, or a puzzle. Forming a hypothesis is a step in the scientific method. To prove or disprove a hypothesis, you must organize and analyze data and draw conclusions.

★ Learning to Make and Test Hypotheses

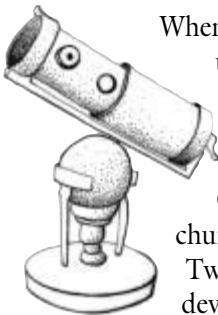
Use the following guidelines to help you in making and testing hypotheses.

- Observe and ask a detailed question about your observation. Ask questions such as why, how, where, when, which, and if.
- Form a hypothesis by making an educated guess to answer the question.
- Gather and analyze data to prove or disprove your hypothesis.
- Question your hypothesis by testing and discarding unimportant information.
- If necessary, modify your conclusion and retest.
- Interpret results and draw conclusions, using facts to prove or disprove it.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

The Scientific Method



When the scientific method started being used, it swept away the inaccurate ideas of earlier philosophers and scientists.

One of the first thinkers to question ancient ideas was the scientist Galileo Galilei. His writings questioned the

church's beliefs about the universe.

Two more thinkers responsible for developing the scientific method were

Francis Bacon and René Descartes. Bacon and Descartes wrote that truth must be reached through reason. Bacon believed that ideas based solely on tradition or unproven facts should be

discarded completely. Descartes began his search for knowledge by doubting everything except his own existence. He believed that he had found one self-evident truth in the statement, "I think, therefore I am."

Isaac Newton used the scientific method as he studied mathematics and science. He said, "Asking the correct question is half the problem. Once the question is formulated there remains to be found only proof. . . ." The application of the scientific method to understanding the world was probably the most important discovery of the 1600s.

DIRECTIONS: Based on the selection on the previous page and your textbook, think about the steps Isaac Newton might have used to develop his idea about the movement of the planets.

1. Question:

2. Hypothesis:

3. Testing:

4. Conclusion:



Standardized Test Practice

DIRECTIONS: Read the paragraphs on the previous page and answer the following questions.

- 1 Which question might Newton have asked as he developed a hypothesis about gravity?
 - A How does the apple fall from the tree?
 - B What makes up white light?
 - C What prevents the polar ice caps from melting?
 - D Why does every action have an opposite reaction?

- 2 Review the steps in the scientific method. Which of the following steps would you take after modifying your conclusion?
 - F Discard unrelated data and modify the conclusion.
 - G Form a hypothesis, analyze data, and challenge the hypothesis.
 - H Retest, interpret results, and draw conclusions.
 - J Ask a question, form a hypothesis, and gather data.

Standardized Test Skills Practice

ACTIVITY 19

Analyzing a Political Cartoon

Social Studies Objective: The student will interpret the social and political messages of cartoons.

Political cartoons are a visual way to express an opinion or point of view. Cartoonists use symbols and caricatures to represent their ideas. A caricature is a drawing that exaggerates actions, parts, or features of the subject. Political cartoons may be positive or negative, depending on the cartoonist's point of view. The cartoons help readers see how people and events are related. They also help readers draw conclusions about people and events.

★ Learning to Analyze a Political Cartoon

Use the following guidelines to help analyze political cartoons.

- Determine the main theme or subject of the cartoon.
- Find out what the cartoon's caricatures and symbols represent.
- Identify the issues that are addressed.
- Draw conclusions about the cartoonist's point of view.

★ Practicing the Skill

DIRECTIONS: Read the paragraphs below and complete the activity that follows.

The Communist Manifesto

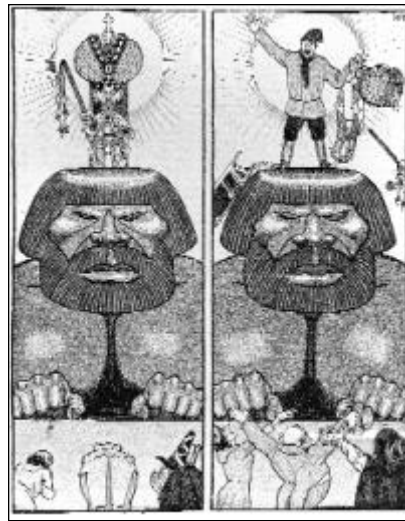
The German thinkers Karl Marx and Friedrich Engels called on the workers of the world to unite in revolt against the ruling classes. In their pamphlet *The Communist Manifesto*, they appealed: "Let the ruling classes tremble at a communist revolution. The proletarians [workers] have nothing to lose but their chains. They have a world to win. Working men of all countries, unite!"

Marx and Engels believed that the ruling classes had taken advantage of workers. They believed that conflicts between property owners

and workers who did not own property would continue until capitalism was destroyed. Their goal was a society in which all people would be equal and all goods would be held in common.

History did not turn out the way Marx thought it would, however. By 1900, conditions had improved for many western European workers. These workers were able to use democratic means to achieve their goals. The first Marxist revolution did not take place in an industrial society. Rather, it took place in Russia, where most of the people farmed.

DIRECTIONS: The cartoon below shows the working class overthrowing the ruling class. Study the cartoon and then match the cartoon's figures to the ideas they represent.



Figures in the Cartoon

- _____ 1. the figure at the top of the first cartoon box who is sitting on a throne and has a crown
- _____ 2. the large bearded figure in the center of both cartoon boxes
- _____ 3. the figures at the bottom of both cartoon boxes
- _____ 4. the figure at the top of the second cartoon box who is holding the figure from the top of the first cartoon box

Ideas Represented by the Figures

- A.** the masses of workers (proletarians)
- B.** the ruling class
- C.** other social classes
- D.** the victorious worker



Standardized Test Practice

DIRECTIONS: After studying the cartoon above, answer the following questions.

- | | |
|---|--|
| <p>1 Which of the following statements about the cartoon is accurate?</p> <ul style="list-style-type: none"> A The ruling class bows before the masses of workers. B The social classes bow before the ruling class, but then rejoice when it is overthrown. C The ruling class overthrows the other social classes. D After the victorious worker overthrows the ruling class, the other classes bow before it. | <p>2 Which of the following statements best tells the cartoonist's point of view?</p> <ul style="list-style-type: none"> F The cartoonist supports the ruling class. G The cartoonist opposes the working class. H The cartoonist supports the workers. J The cartoonist does not believe in Marx's theory of class struggle. |
|---|--|

Standardized Test Skills Practice

ACTIVITY 20

Making Decisions

Social Studies Objective: The student will use decision-making skills and recognize outcomes in a variety of written texts.

In problem solving, making a choice between two or more possible courses of action is known as a **decision**. Making decisions involves thinking about good things or bad things that each course of action may bring.

★ Learning to Make a Decision

Use the following guidelines to help you make a decision.

- Find out what problem requires a decision.
- List the courses of action you might take.
- Think about the good and bad sides to each course of action.
- Think about how each course of action will help you reach your goals.
- Make a decision and put it into effect.

★ Practicing the Skill

DIRECTIONS: Study the following statements about United States foreign policy during World War I. Then complete the activity that follows.

Wilson Wants the U.S. to Stay Out of the War

August 19, 1914

“The effect of the war upon the United States will depend upon what American citizens say and do. Every man who really loves America will act and speak in the true spirit of neutrality [not taking sides]. . . . Some will wish one nation, others another, to succeed in the momentous struggle. . . . Such divisions . . . might seriously stand in the way of the proper performance of our duty as the one great nation at peace. . . .”

Wilson’s Note to the German Ambassador

May 13, 1915

“In view of recent acts of the German authorities in violation of American rights on the

high seas which culminated [resulted] in the torpedoing and sinking of the British steamship *Lusitania* on May 7, 1915, . . . it is clearly wise and desirable that [our governments] should come to a clear and full understanding as to the grave situation which has resulted.”

Wilson’s Address to Congress

April 19, 1916

“[I]f it is still its purpose to prosecute [create] . . . warfare against vessels of commerce by the use of submarines . . . the Government of the United States is at last forced to the conclusion that there is but one course it can pursue . . . to sever [cut] diplomatic relations with the Government of the German Empire altogether.”

Germany Tries to Gain Mexico's Help

(The Zimmerman Note January 19, 1917, from the German Foreign Secretary to the German Ambassador in Mexico)

"[W]e intend to begin submarine warfare unrestricted. In spite of this, it is our intention to endeavor [try] to keep neutral the United States

of America. If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona."

DIRECTIONS: Imagine that you are U.S. President Woodrow Wilson in the spring of 1917. Should the United States become involved in WWI—a conflict 3,000 miles away? Use the sources you just read and your textbook to answer the following questions.

1. What was President Wilson's policy on the war in 1914?

2. How did events from 1914 to 1917 change this policy?

3. On a separate sheet of paper, list the possible courses of action that the United States had in 1914 to 1917. Then list the positive and negative consequences of each action. If you were President Wilson, what decision would you make?



Standardized Test Practice

DIRECTIONS: After completing the activity, answer the following questions.

- 1 What actions by Germany in 1915 and 1916 caused official American protests?
- A invasions of other European nations
 - B use of submarines to sink commercial and passenger ships
 - C German efforts to win allies in Asia
 - D German mistreatment of Russian prisoners

- 2 What additional action by Germany in 1917 helped bring the United States into the war?
- F Germany's attempt to get Mexico to be its ally
 - G German agreements with Russia and France
 - H German invasion of Belgium
 - J German terrorist activity in the Americas

Standardized Test Skills Practice

ACTIVITY 21

Recognizing Forms of Propaganda

Social Studies Objective: The student will identify propaganda in written, oral, and visual material.

Propaganda is communication that aims to convince people to accept a viewpoint that may be good or bad. It is not based on factual evidence. Propaganda tries to appeal to people's emotions. By doing this, it attempts to convince people to accept a certain viewpoint—sometimes without giving it careful thought.

★ Learning to Recognize Propaganda

Use the following guidelines to help you recognize propaganda.

- Look for words or images that are filled with emotion or used to alarm the reader.
- Identify various techniques of propagandists.
- Find out who is the target for the propaganda.
- Draw conclusions about the use of propaganda to unite and motivate.

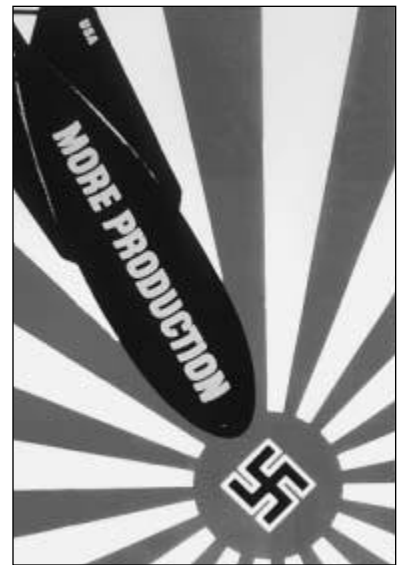
★ Practicing the Skill

DIRECTIONS: Read the following selection, study the poster, and complete the activity on the following page.

The Use of Propaganda in War Time

“Guns, tanks, and bombs were the principal weapons of World War II, but there were other, more subtle, forms of warfare as well. Words, posters, and films waged a constant battle for the hearts and minds of the American citizenry just as surely as military weapons engaged the enemy. Persuading the American public became a wartime industry, almost as important as the manufacturing of bullets and planes. The Government launched an aggressive propaganda campaign to galvanize [stir up] public support, and some of the nation's foremost intellectuals, artists, and filmmakers became warriors on that front.”

(Source: *Introduction to "Powers of Persuasion" Exhibit, National Archives Building, Washington, D.C.*)



During World War II, the most effective propaganda posters were those that made a direct, eye-catching appeal.

DIRECTIONS: Propaganda appeals to people’s hopes, fears, and biases. In World War II, the Axis Powers and the Allies used propaganda. Read the following statements made by Adolf Hitler and Winston Churchill. Answer the questions below that relate to propaganda used during World War II.

Adolf Hitler

“The victor will not be asked afterward whether he told the truth or not. In starting and waging a war it is not right that matters, but victory. Close your hearts to pity! Act brutally! Eighty million people must obtain what is their right. . . . The stronger man is right. . . . Be harsh and remorseless! Be steeled against all signs of compassion! Whoever has pondered over this world order knows that its meaning lies in the success of the best means of force. . . .”

Winston Churchill

“We have before us an ordeal of the most grievous kind. You ask, what is our policy? I will say: it is to wage war against a monstrous tyranny, never surpassed in the dark, lamentable [sad] catalogue of human crime. That is our policy. You ask, what is our aim? I can answer with one word: Victory—victory at all costs, victory in spite of terror, victory, however long and hard the road may be; for without victory, there is no survival.”

1. What is the general purpose of propaganda?

2. What emotion-filled words and phrases do you find in the two statements above?

3. Briefly state how propaganda is used or described in the two statements.



Standardized Test Practice

DIRECTIONS: Based on the readings and the poster, answer the following questions.

- 1 The aim of the U.S. war poster on the previous page was to
 - A promote unity among the Allies.
 - B encourage people to buy war bonds.
 - C persuade volunteers to join the armed forces.
 - D urge workers to increase production and win the war.

- 2 In his speech, Winston Churchill aims to boost British support for the war effort by
 - F recalling past British military victories.
 - G describing the war as a struggle for survival against evil.
 - H disguising the horror and struggle of war.
 - J appealing to German sympathizers.

Standardized Test Skills Practice

ACTIVITY 22

Interpreting Editorials

Social Studies Objective: The student will interpret editorial writing.

An article written for publication that expresses the writer's opinion on an issue is known as an **editorial**. "Letters to the Editor" found in newspapers are also examples of editorials. Like political cartoons, editorials try to influence public opinion and get people to discuss issues.

★ Learning to Interpret an Editorial

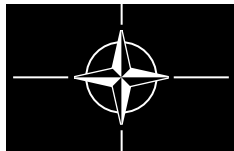
Use the following guidelines to help you interpret editorials.

- Read the editorial and identify the issue or subject being discussed.
- Identify aspects of the issue or points of view that the writer has emphasized or excluded.
- Identify any words or phrases that indicate a personal opinion.
- Draw conclusions about the writer's position on the issue.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

The North Atlantic Treaty Organization (NATO)



The North Atlantic Treaty Organization (NATO) is a political and military alliance that was formed in 1949 by the United States, Canada, and ten Western European countries. It was originally created to prevent the spread of communism into Western Europe. The North Atlantic Treaty that established NATO stated that an attack against any member of NATO would be considered an attack on all members.

Twelve nations signed the North Atlantic Treaty in 1949. They were Belgium, Great

Britain, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United States. Other nations, including Greece, Turkey, Spain, and West Germany (eventually became a united Germany), later were admitted to NATO as members.

After the Cold War ended, NATO made its forces available for peacekeeping missions to non-NATO countries. It also began to cooperate with former Warsaw Pact members. In the late 1990s, several of these formerly Communist countries began to seek membership in the NATO alliance. By the end of March 2004, there were 26 NATO members.

DIRECTIONS: Editorials appeal to both reason and emotion to persuade people to accept a particular position on an issue. In early 1998, a debate began on whether or not the United States should support NATO membership for former Communist nations. Poland, Hungary, and the Czech Republic were three of these nations. Study the following editorial from the *Dallas Morning News*, March 2, 1998, and answer the questions that follow.

The Senate should ratify [approve] NATO membership for Poland, Hungary, and the Czech Republic.

If it declines, those nations would inhabit a “gray zone” of insecurity between NATO and Russia, increasing the risk of instability and the likelihood that the United States would be drawn into another European war. . . .

One benefit would be psychological. At last, the artificial line dividing West and East would be erased. As NATO members, Poland, Hungary, and the Czech Republic would retake their place in the community of Euro-Atlantic democracies, from which they were forcibly separated after World War II.

NATO is emerging as something radically new. Don’t think of it anymore as a lot of tanks, troops, and airplanes congregated along a long front. Think of it as projecting stability and managing crises. . . .

Cold War or no Cold War, there is value in collective [shared] defense. Like it or not, the United States needs allies who share its values. The Senate should ratify expansion, and by more than the required two-thirds majority.

1. What is the subject of the editorial?

2. Does the writer present all sides of the issue, or does he take a particular position on this issue?



Standardized Test Skills Practice

DIRECTIONS: Answer the following questions based on the editorial.

- | | |
|--|--|
| <p>1 According to the writer of the editorial, what is the main argument for adding new members to NATO?</p> <ul style="list-style-type: none"> A The cost of expanding NATO is not significant. B NATO provides a defense against instability and crises. C Russia is no longer a threat to NATO. D NATO needs financial support from new members. | <p>2 Which of the following statements best describes the writer’s position?</p> <ul style="list-style-type: none"> F Because the Cold War is over, there is no need for NATO. G The line dividing West and East should be maintained. H Former Communist nations should not be admitted to NATO. J Poland, Hungary, and the Czech Republic should be given membership in NATO. |
|--|--|



Practice Test

1

According to the Meiji, what was most important thing that Japan had to do to become a great power?

- A. build a modern army and navy
- B. write a new constitution
- C. industrialize
- D. expand education opportunities

[7-4.5]

2

The U.S. Constitution reflects the Enlightenment principle of popular sovereignty, which means

- A. states hold more power than the national government.
- B. powers are limited by a system of checks and balances.
- C. the government receives its power from the people.
- D. the people are ruled by an elected president.

[7-2.3]

3

How did the scientists of the Islamic Empire contribute to the Scientific Revolution?

- A. They preserved much of the scientific writing of the Greeks and Romans.
- B. They came up with the idea of doing experiments to test new ideas.
- C. They invented the microscope and telescope.
- D. They developed a new way of understanding the world called humanism.

[7-3.1]

4

Isaac Newton combined the scientific breakthroughs of which three scientists when he discovered the idea of gravity?

- A. Copernicus, Kepler, and Galileo
- B. Copernicus, Ptolemy, and Galileo
- C. Descartes, Ptolemy, and Galileo
- D. Descartes, Kepler, and Ptolemy

[7-1.2]

5

Britain's main competitor for control of India was

- A. the Netherlands.
- B. the United States.
- C. Portugal.
- D. France.

[7-4.1]

6

Why did the Spanish colonize mainly in the Caribbean, Mexico, and South America?

[7-1.3]

7

What aided the rise of totalitarian governments in Italy and Germany?

- A. prosperous economies and surplus of goods
- B. prosperous economies and the desire to expand borders
- C. economic problems and a strong commitment to democratic values
- D. economic problems and little loyalty to democratic values

[7-5.4]

8

Which Enlightenment idea gave African Americans and women the right to vote?

- A. the idea of an individual's right to liberty
- B. the idea of equality under the law
- C. the idea of the social contract
- D. the idea of natural law

[7-2.2]



9

Why did the French establish trading posts in Canada?

- A. to trade fur
- B. to trade Native American goods
- C. to trade tobacco
- D. to trade gold and silver

[7-1.3]

10

How did the “Glorious Revolution” change England’s government?

- A. It provided a Bill of Rights.
- B. Parliament took over all power.
- C. It became a democracy.
- D. Parliament signed a social contract.

[7-2.1]

11

What was the goal of the Boxer Rebellion?

- A. to overthrow the Chinese emperor
- B. to end the sale of opium in China
- C. to drive foreigners out of China
- D. to establish spheres of influence in China

[7-4.4]

12

Which of the following was a cause of the French Revolution?

- A. the Third Estate’s dissatisfaction with the government
- B. widespread famine
- C. invasion from Austria
- D. men between the ages 18 and 25 required to join the army

[7-3.2]

Changes in Medicine During the Scientific Revolution

- detailed account of the human body
- proof that blood flowed through the body
- discovery of cells in living material

13

Study the list above. During what period did these changes in medicine come about?

- A. the 1500s
- B. the 1500s and 1600s
- C. the 1600s and 1700s
- D. the 1700s

[7-3.1]

14

In 1969 Golda Meir of Israel became the first

- A. female prime minister of a Middle Eastern country.
- B. woman to travel in outer space.
- C. woman to climb Mount Everest, the world's tallest mountain.
- D. woman to represent a Middle Eastern country at the United Nations.

[7-7.5]

15

What was the "Final Solution"?

- A. the German invasion of the Soviet Union
- B. the Allies' strategy to win World War II
- C. the Nazi program to kill all European Jews
- D. the alliance of Germany, Italy, and Japan during World War II

[7-5.6]



16

How did enslaved Africans maintain their culture after they were uprooted from their homeland?

[7-1.4]

17

Who developed the scientific method?

- A. René Descartes
- B. Francis Bacon
- C. Isaac Newton
- D. Marie Lavoisier

[7-3.1]

18

What was a result of the development and use of new weapons, such as the machine gun and poison gas?

- A. tanks, flamethrowers, and huge artillery guns
- B. the development of total war
- C. hundreds of thousands of casualties in a major battle
- D. the Russian Revolution

[7-5.1]

19

The Spanish-American War is also known as the War of 1898. As a result of this war, the United States gained territory

- A. in the Pacific Ocean and the Caribbean.
- B. in the Indian Ocean.
- C. in the northern part of the Atlantic Ocean.
- D. in Panama.

[7-4.3]



20

The United States and other countries have agreed to ban chemicals suspected of harming the _____, a part of the atmosphere that shields Earth from the sun's radiation.

- A. stratosphere
- B. mesosphere
- C. doldrums
- D. ozone layer

[7-7.7]

21

Who was a Catholic priest that encouraged Mexicans to fight for their freedom from Spain?

- A. José María Morelos
- B. Simón Bolívar
- C. Miguel Hidalgo
- D. both A and C

[7-3.3]

22

French thinker Baron Montesquieu believed England's government was better because

- A. it was an absolute monarchy.
- B. it had a separation of powers.
- C. it had a parliament.
- D. it was a democracy.

[7-2.2]

23

What was a major result of the 1978 Camp David Accords?

- A. Egypt recognized Israel's right to exist.
- B. Israel agreed to return all captured Arab territories.
- C. Arab states agreed to sell oil to the U.S. again.
- D. all of the above

[7-6.3]



Galileo disturbed the Catholic Church when he published a book explaining his idea that the earth moved around the sun. This theory went against the teachings of the Church, which said that the earth was the center of the universe. In 1633, Galileo was called to Rome to appear before an Inquisition court. Under threat, Galileo rejected the claims in his book. The court found him guilty of heresy and sentenced him to spend the rest of his days imprisoned at home. Legend says that while hearing his punishment, Galileo whispered about the earth, "It moves." Galileo continued to work from his home in Florence—and make important discoveries—until his death in 1642. More than 340 years later, the pope pardoned Galileo, and the Church accepted his teachings about the workings of the universe.

24

Read the text above. According to the paragraph, which detail from the biography might not be true?

- A. Galileo continued to work up until his death.
- B. Galileo spent the last years of his life in Florence.
- C. Galileo said that the earth moved while he was being sentenced.
- D. Galileo admitted that the ideas he had included in his book were untrue.

[7-1.2]

25

Which Europeans did the Zulus in South Africa fight in an attempt to keep their lands?

- A. the British and the French
- B. the Boers and the Spanish
- C. the Italians and the French
- D. the British and the Boers

[7-4.4]

26

_____ is the term for the spread of nuclear weapons, which is a threat to everyone.

- A. Nuclear proliferation
- B. Globalism
- C. Nuclear powers
- D. Industrialization

[7-7.7]

27

What provided 13 billion dollars worth of supplies, machinery, and food for Western Europe following World War II?

- A. the Truman Doctrine
- B. the Marshall Plan
- C. the New Deal
- D. the Berlin Airlift

[7-6.1]

28

Which of the following contributed to the success of the Industrial Revolution in Britain?

- A. an abundance of food and advances in medicine
- B. Britain's abundance of natural resources
- C. technological advances in the United States
- D. decrease in landowner's income due to the Enclosure Movement

[7-3.4]

29

What was one major cause of the Great Depression?

- A. the crash of the U.S. stock market
- B. the creation of the Dawes Plan
- C. the rise of Nazism in Germany
- D. Roosevelt's New Deal program

[7-5.3]

30

How did industrialization lead to the development of socialism?

- A. Socialism developed as a way to counteract the growth of industries and increasing urbanization.
- B. Industrialization had no effect on the development of socialism.
- C. Industrialization led to the development of factories and a need for raw materials, capital, and land, which are the means of production socialists believed society should control.
- D. Many children began working in factories during the Industrial Revolution and socialism developed as a way of protecting children.

[7-3.4]





31

According to the map, European countries and the United States controlled all of southern and southeast Asia EXCEPT

- A. the Philippines, China, India, and Australia.
- B. China, Thailand, Nepal, Bhutan, and Afghanistan.
- C. Thailand, the Dutch East Indies, and New Guinea.
- D. Afghanistan, India, Australia, and Ceylon.

[7-4.2]

32

Which of the following *best* describes where battles were fought during World War II?

- A. Europe and Asia
- B. Africa and South America
- C. Asia, Africa, and Europe
- D. North America and Africa

[7-5.5]

33

What effect did the discovery of changing iron ore into iron have?

- A. Iron became cheaper and production increased.
- B. Iron became more expensive and production decreased.
- C. Iron became cheaper but there was no affect on production.
- D. The discovery of this process had no affect.

[7-3.5]



34

What forced other nations to recognize that Japan was a world power?

- A. the defeat of the main Russian fleet by the Japanese navy
- B. the opening of Japan to trade with other nations
- C. Admiral Perry's visit to Japan
- D. the establishment of a constitutional monarchy in Japan

[7-4.5]

35

In the 1600s, the seaports of _____ became very successful as trade brought greater commercial opportunities.

- A. the Mediterranean
- B. Italy
- C. northern Europe
- D. southern Europe

[7-1.6]

36

What was Britain's largest African colony that won its freedom in 1960?

- A. Angola
- B. Mozambique
- C. Zaire
- D. Nigeria

[7-6.4]

37

To help Italy unite, Garibaldi first gained control of the island of Sicily and then

- A. northern Italy.
- B. the lands of the pope.
- C. lands on the southern mainland.
- D. the city of Rome.

[7-3.6]





38

According to the map, what European country controlled most of northwestern Africa in 1914?

- A. France
- B. Britain
- C. Belgium
- D. Italy

[7-4.2]

39

The Treaty of Versailles

- A. supported the continuance of the Ottoman and Austro-Hungarian Empires.
- B. forced Germany to pay huge war damages to the Allies.
- C. ended the Russian Revolution.
- D. was against forming the League of Nations.

[7-5.2]

40

In 1997, thirty-eight nations signed the Kyoto Protocol promising to

- A. increase aid to developing nations in Asia and Africa.
- B. increase production of automobiles that run on fossil fuels.
- C. reduce the buildup of nuclear weapons.
- D. reduce pollution that might be causing global warming.

[7-7.3]



41

The northern German states agreed to join the Prussian Empire after Bismarck

- A. defeated France.
- B. threatened to attack them.
- C. defeated Denmark and Austria.
- D. strengthened the Prussian navy.

[7-3.6]

42

Which country placed long-range missiles in Cuba creating the Cuban Missile Crisis?

- A. the United States
- B. the Soviet Union
- C. North Korea
- D. Germany

[7-6.2]

43

What event started the collapse of the Soviet Union?

- A. the United States, policy of Détente
- B. Boris Yeltsin elected as president of Russia
- C. Berlin Wall torn down
- D. glasnost and perestroika reforms

[7-7.1]

44

Explain how the computer has changed from the 1960s to the present.

[7-7.2]



45

In 1947, the United Nations divided _____ into a Jewish state and an Arab state.

- A. Israel
 - B. Palestine
 - C. Jordan
 - D. Syria
- [7-6.3]
-

46

Where did the first successful Latin American revolt against European rule occur?

- A. Mexico
 - B. Haiti
 - C. Cuba
 - D. Nicaragua
- [7-3.3]
-

47

How were European trading posts set up across Asia?

- A. Trading posts were established in areas where there were no settlements.
 - B. Europeans used guns and powerful ships to force local rulers to allow the establishment of trading posts.
 - C. Local rulers allowed the European trading posts because they benefited from the trade.
 - D. Europeans did not set up trading posts in Asia.
- [7-1.5]
-

48

Within South Africa, blacks and other non-Europeans organized to bring an end to apartheid, a system that

- A. strengthened British rule in South Africa.
 - B. treated different groups separately and unequally.
 - C. divided South Africa into separate colonial territories.
 - D. allowed only military leaders to rule South Africa.
- [7-7.4]
-

49

During the Industrial Revolution, unsafe working conditions developed in factories. To protect workers, _____ formed.

- A. the Enlightenment
- B. labor unions
- C. political parties
- D. factories

[7-3.4]

50

Which of the following international organizations made it easier for businesses to invest in other countries?

- A. United Nations (UN)
- B. International Monetary Fund (IMF)
- C. European Union (EU)
- D. North Atlantic Treaty Organization (NATO)

[7-7.6]



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