

# North Carolina Standard Course of Study: SOCIAL STUDIES: NINTH GRADE WORLD HISTORY

World History at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.<sup>2</sup> An historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics and United States History*.

**Strands:** Geographic Relationships, Historic Perspectives, Economics and Development, Government and Active Citizenship, Global Connections, Technological Influences and Society, Individual Identity and Development, Cultures and Diversity



**COMPETENCY GOAL 1** Historical Tools and Practices—The learner will identify, evaluate, and use the methods and tools valued by historians, compare the views of historians, and trace the themes of history.

### **OBJECTIVES**

- 1.01** Define history and the concepts of cause and effect, time, continuity, and perspective.
- 1.02** Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.
- 1.03** Relate archaeology, geography, anthropology, political science, sociology, and economics to the study of history.
- 1.04** Define the themes of society, technology, economics, politics, and culture and relate them to the study of history.
- 1.05** Trace major themes in the development of the world from its origins to the rise of early civilizations.
- 1.06** Examine the indicators of civilization, including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

**COMPETENCY GOAL 2** Emerging Civilizations—The learner will analyze the development of early civilizations in Africa, Asia, Europe, and the Americas.

### **OBJECTIVES**

- 2.01** Trace the development and assess the achievements of early river civilizations, including but not limited to those around the Huang-He, Nile, Indus, and Tigris-Euphrates rivers.
- 2.02** Identify the roots of Greek civilization and recognize its achievements from the Minoan era through the Hellenistic period.
- 2.03** Describe the developments and achievements of Roman civilization and analyze the significance of the fall of Rome.

**2.04** Examine the importance of India as a hub of world trade and as a cultural and religious center during its Golden Age.

**2.05** Assess the distinctive achievements of Chinese and Japanese civilizations.

**2.06** Describe the rise and achievements of the Byzantine and Islamic civilizations.

**2.07** Describe the rise and achievements of African civilizations, including but not limited to Axum, Ghana, Kush, Mali, Nubia, and Songhai.

**2.08** Evaluate the achievements of the major civilizations of the Americas during the pre-Columbian epoch including, but not limited to, the Aztecs, Incas, and Mayas.

**COMPETENCY GOAL 3** Monarchies and Empires—The learner will investigate significant events, people, and conditions in the growth of monarchical and imperial systems of government.

### **OBJECTIVES**

- 3.01** Trace the political and social development of monarchies and empires including, but not limited to, the Ming and Manchu dynasties, the Mongol Empire, the Ottoman Empire, the Moghul Empire, and the British Empire.
- 3.02** Describe events in Western Europe from the fall of Rome to the emergence of nation-states and analyze the impact of these events on economic, political, and social life in medieval Europe.
- 3.03** Trace social, political, economic, and cultural changes associated with the Renaissance, Reformation, the rise of nation-states, and absolutism.
- 3.04** Examine European exploration and analyze the forces that caused and allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, and the Americas.
- 3.05** Cite the effects of European expansion on Africans, pre-Columbian Americans, Asians, and Europeans.

**3.06** Compare the influence of religion, social structure, and colonial export economies on North and South American societies.

**3.07** Evaluate the effects of colonialism on Africa, the Americas, Asia, and Europe.

**COMPETENCY GOAL 4 Revolution and Nationalism**—The learner will assess the causes and effects of movements seeking change, and will evaluate the sources and consequences of nationalism.

#### **OBJECTIVES**

**4.01** Analyze the causes and assess the influence of seventeenth to nineteenth century political revolutions in England, North America, and France on individuals, governing bodies, church-state relations, and diplomacy.

**4.02** Describe the changes in economies and political control in nineteenth century Africa, Asia, Europe, and the Americas.

**4.03** Evaluate the growth of nationalism as a contributor to nineteenth century European revolutions in areas such as the Balkans, France, Germany, and Italy.

**4.04** Examine the causes and effects of the Russian Revolution and its effect on Russia and the world.

**4.05** Evaluate the causes and effectiveness of nineteenth and twentieth century nationalistic movements that challenged European domination in Africa, Asia, and Latin America.

**COMPETENCY GOAL 5 Global Wars**—The learner will analyze the causes and results of twentieth century conflicts among nations.

#### **OBJECTIVES**

**5.01** Analyze the causes and course of World War I and assess its consequences.

**5.02** Assess the significance of the war experience on global foreign and domestic policies of the 1920s and 1930s.

**5.03** Analyze the causes and course of World War II and evaluate it as the end of one era and the beginning of another.

**5.04** Trace the course of the Cold War and assess its impact on the global community including but not limited to the Korean War, the satellite nations of Eastern Europe, and the Vietnam War.

**5.05** Examine governmental policies, such as the Kellogg-Briand Pact, which were established and the role of organizations including the League of Nations, and the United Nations to maintain peace, and evaluate their continuing effectiveness.

**COMPETENCY GOAL 6 Patterns of Social Order**—The learner will investigate social and economic organization in various societies throughout time in order to understand the shifts in power and status that have occurred.

#### **OBJECTIVES**

**6.01** Compare the conditions, racial composition, and status of social classes, castes, and slaves in world societies and analyze changes in those elements.

**6.02** Analyze causes and results of ideas regarding superiority and inferiority in society and how those ideas have changed over time.

**6.03** Trace the changing definitions of citizenship and the expansion of suffrage.

**6.04** Relate the dynamics of state economies to the well being of their members and to changes in the role of government.

**6.05** Analyze issues such as ecological/environmental concerns, political instability, and nationalism as challenges to which societies must respond.

**6.06** Trace the development of internal conflicts due to differences in religion, race, culture, and group loyalties in various areas of the world.

**COMPETENCY GOAL 7 Technology and Changing Global Connections**—The learner will consider the short- and long-term consequences of the development of new technology.



## OBJECTIVES

- 7.01** Assess the degree to which discoveries, innovations, and technologies have accelerated change.
- 7.02** Examine the causes and effects of scientific revolutions and cite their major costs and benefits.
- 7.03** Examine the causes and effects of industrialization and cite its major costs and benefits.
- 7.04** Describe significant characteristics of global connections created by technological change, and assess the degree to which cultures participate in that change.

**COMPETENCY GOAL 8 Patterns of History**—The learner will assess the influence of ideals, values, beliefs, and traditions on current global events and issues.



## OBJECTIVES

- 8.01** Trace developments in literary, artistic, and religious traditions over time as legacies of past societies or as cultural innovations.
- 8.02** Compare major Eastern and Western beliefs and practices, including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, and locate their regions of predominance.
- 8.03** Classify within the broad patterns of history those events that may be viewed as turning points.

**8.04** Characterize over time and place the interactions of world cultures.

**8.05** Analyze how the changing and competing components of cultures have led to current global issues and conflicts, and hypothesize solutions to persistent problems.

**8.06** Analyze the meanings of “civilization” in different times and places and demonstrate how such meanings reflect the societies of which they are a part.

# NORTH CAROLINA

# Countdown to Testing

## How does Holt World History: Human Legacy, North Carolina Edition, help me practice the state goals and objectives?

*Holt World History: Human Legacy, North Carolina Edition*, provides complete coverage of the North Carolina Goals and Objectives for Ninth Grade World History. To help you use your textbook to learn and practice the standards, use the at-home practice tests for each week.

### How can I use the Countdown to Testing tests?

- Each week has a practice test. You will see that each week's test focuses on one or two of the Competency Goals from the North Carolina Standard Course of Study.
- As you study the book with your class, ask yourself the questions on the practice test.
- There is one question for each day of the week. Each of these questions addresses one of the Objectives under that week's Competency Goal.
- If you have trouble answering the question, each one refers to the section of the chapter where you can read the answer.

WEEK 1		WEEK 2	
MONDAY	Objective 1.06 (Chapter 1.1)	MONDAY	Objective 6.01 (Chapter 2.1)
1 Tools such as spears, nets, and bows and arrows were developed	A during the Stone Age B by industrial civilizations C after the French Revolution D by workers in the first civilizations	“If a man put out the eye of another man, his eye shall be put out . . . If he put out the eye of a man's slave, or break the bones of a man's slave, he shall pay one-half of its value.”	— Hammurabi's Code
TUESDAY	Objective 7.01 (Chapter 1.2)	TUESDAY	Objective 2.01 (Chapter 3.1)
2 Which of the following developments helped lead to the beginnings of agriculture?	A the rapid increase in population B the use of advanced tools C the emergence of new plants as the climate grew warmer D the establishment of permanent settlements	1 Why might the punishments in the quote above be different?	A Crimes involving injury were not tolerated. B Free people were valued more than slaves. C Slaves were valued more than free people. D Crimes against slaves were not punished.
WEDNESDAY	Objective 7.01 (Chapter 1.2)	WEDNESDAY	Objective 2.07 (Chapter 3.3)
3 The development of farming brought about which of the following changes?	A the first chariots B the construction of permanent settlements C long-distance migration D the ability to control fire	2 On what was the power of Egypt's pharaohs based?	A royal control of irrigation B their great wealth C the belief that pharaohs were divine D the construction of pyramids
THURSDAY	Objective 1.05, 2.01 (Chapter 1.3)	THURSDAY	Objective 2.07 (Chapter 3.3)
4 The earliest civilizations likely emerged along river valleys because	A powerful rivers provided protection for early settlements B rivers made the transportation of animals easier C many early religious practices were centered on the worship of water D the fertile soil in river valleys allowed settlers to grow plentiful crops.	3 How did Egyptian civilization influence the Kingdom of Kush?	A Egyptian leaders taught Kushites how to raise cattle. B Egypt sent Christian missionaries to Kush. C Kushites learned to make iron from Egyptians. D Kushites modeled their pyramids after those in Egypt.
FRIDAY	Objectives 1.04, 1.05 (Chapters 1.1, 1.2)	FRIDAY	Objectives 8.02 (Chapter 2.3)
5 The division of society into merchants, artisans, and priests is an example of which characteristic of a civilization?	A advanced government B division of labor C food surplus D large cities	4 How did Judaism differ from other religions in the ancient Near East?	A Jewish leaders served as political and religious rulers. B Judaism forbade the building of elaborate temples. C Jewish religious traditions had little influence on daily life. D Judaism developed as a monotheistic religion.

COUNTDOWN  
TO TESTING

References at the end of each question direct you to relevant material in your textbook.

There are 24 weeks of practice questions. There is one question for each day of the week.

## WEEK 1

### MONDAY



**Objective 1.06** (Chapter 1.1)

**1 Tools such as spears, nets, and bows and arrows were developed**

- A during the Stone Age.
- B by industrial civilizations.
- C after the Neolithic Revolution.
- D by workers in the first civilizations.

### TUESDAY



**Objective 7.01** (Chapter 1.2)

**2 Which of the following developments helped lead to the beginnings of agriculture?**

- A the rapid increase in population
- B the invention of advanced tools
- C the emergence of new plants as the climate grew warmer
- D the establishment of permanent settlements

### WEDNESDAY



**Objective 7.01** (Chapter 1.2)

**3 The development of farming brought about which of the following changes?**

- A the first chariots
- B the construction of permanent settlements
- C long-distance migration
- D the ability to control fire

### THURSDAY



**Objective 1.05, 2.01**  
(Chapter 1.3)

**4 The earliest civilizations likely emerged along river valleys because**

- A powerful rivers provided protection for early settlements.
- B rivers made the transportation of animals easier.
- C many early religious practices were centered on the worship of water.
- D the fertile soil of river valleys allowed settlers to grow plentiful crops.

### FRIDAY



**Objective 1.04, 1.06**  
(Chapter 1.3)

**5 The division of society into merchants, artisans, and priests is an example of which characteristic of a civilization?**

- A advanced government
- B division of labor
- C food surplus
- D large cities

## WEEK 2

### MONDAY



**Objective 6.01** (Chapter 2.1)

*"If a man put out the eye of another man, his eye shall be put out . . .*

*If he put out the eye of a man's slave, or break the bones of a man's slave, he shall pay one-half of its value."*

—Hammurabi's Code

**1 Why might the punishments in the quote above be different?**

- A Crimes involving injury were not tolerated.
- B Free people were valued more than slaves.
- C Slaves were valued more than free people.
- D Crimes against slaves were not punished.

### TUESDAY



**Objective 2.01** (Chapter 3.1)

**2 On what was the power of Egypt's pharaohs based?**

- A royal control of irrigation
- B their great wealth
- C the belief that pharaohs were divine
- D the construction of pyramids

### WEDNESDAY



**Objective 2.07** (Chapter 3.3)

**3 How did Egyptian civilization influence the Kingdom of Kush?**

- A Egyptians taught Kushites how to raise cattle.
- B Egypt sent Christian missionaries to Kush.
- C Kushites learned to make iron from Egyptians.
- D Kushites modeled their pyramids after those in Egypt.

### THURSDAY



**Objective 8.02** (Chapter 2.3)

**4 How did Judaism differ from other religions in the ancient Near East?**

- A Jewish leaders served as political and religious rulers.
- B Judaism forbade the building of elaborate temples.
- C Jewish religious traditions had little influence on daily life.
- D Judaism developed as a monotheistic religion.

### FRIDAY



**Objective 1.06**  
(Chapters 2.1, 2.2, 3.2)

**5 Sumerian cuneiform, Egyptian hieroglyphics, and the Phoenician alphabet were important because they**

- A allowed people to keep records.
- B led to the establishment of towns and cities.
- C aided in the development of farming in the Near East.
- D led to advanced technologies.

## WEEK 3

## MONDAY

 Objective 1.03, 2.01  
(Chapter 4.1)

- 1** Excavations at Mohenjo Daro and Harappa indicate that early Indian civilizations
- practiced monotheism.
  - constructed large temple-pyramids.
  - built large, advanced cities.
  - were destroyed by invaders from Egypt.

## TUESDAY

 Objective 1.03 (Chapter 4.1)

- 2** Why are many details about Indus Society still a mystery?
- There is not much archaeological evidence.
  - They had no writing system.
  - They had too many city-states.
  - Historians have not been able to read their writing.

## WEDNESDAY

 Objective 8.02  
(Chapter 4.2, 4.3)

- 3** One similarity between Hinduism and Buddhism is that they both
- encourage the practice of yoga to aid in meditation.
  - believe in rebirth.
  - believe Brahman created and preserves the world.
  - spread throughout Africa.

## THURSDAY

 Objective 2.05 (Chapter 4.4)

- 4** The Shang made many advances to civilization, such as
- making paper.
  - creating a precise lunar calendar.
  - the specialization of labor.
  - using an alphabet.

## FRIDAY

 Objective 8.01 (Chapter 4.3)

- 5** Which of the following correctly describes the spread of Buddhism?
- Buddhism originated in India but later spread to Southeast Asia, China, and Japan.
  - Japanese missionaries introduced Buddhism to Southeast Asia.
  - Chinese merchants are credited with spreading Buddhism to India.
  - Buddhism originated in China and later spread to India.

## WEEK 4

## MONDAY

 Objective 2.02 (Chapter 5.1)



- 1** Mycenaean kings built great monuments to
- raise money.
  - appease the gods.
  - make people proud of their Greek heritage.
  - show off their strength.

## TUESDAY

 Objective 2.02 (Chapter 5.1)

- 2** Loyalty, bravery, and discipline are values that would have been most highly prized by citizens of which city-state?
- Athens
  - Corinth
  - Macedonia
  - Sparta

## WEDNESDAY

 Objective 2.02 (Chapter 5.3)

- 3** Aristotle is best known for his
- discovery that Earth is round.
  - emphasis on thinking for oneself.
  - recording of the teachings of Socrates.
  - logical study of most fields of science.

## THURSDAY

 Objective 2.03 (Chapter 5.4)

- 4** Alexander the Great's empire extended from
- Italy to Persia.
  - Asia Minor to the Caspian Sea.
  - Greece to the Indus River.
  - Egypt to Mesopotamia.

## FRIDAY

 Objective 2.02 (Chapter 5.2)

- 5** The government of the United States differs from that of ancient Athens in that
- U.S. citizens elect representatives to vote for them.
  - U.S. leaders can serve as many terms as they wish.
  - U.S. government is made up of only one branch.
  - foreigners cannot become citizens of the United States.

## WEEK 5

### MONDAY



**Objective 6.03** (Chapter 6.2)

**1 How could people earn citizenship in Rome's early years?**

- A They had to be born as citizens.
- B They could perform special services to the government and might be rewarded with it.
- C They had to own enough slaves.
- D They had to serve in the government.

### TUESDAY



**Objective 2.03** (Chapter 6.2)

**2 The shift from republic to empire in Rome is credited to the efforts of**

- A Augustus.
- B Constantine.
- C Diocletian.
- D Julius Caesar.

### WEDNESDAY



**Objective 2.03** (Chapter 6.4)

**3 Emperor Constantine's conversion to Christianity helped**

- A him win a decisive battle.
- B introduce Christianity to non-Jews.
- C Christianity spread more rapidly throughout the empire.
- D strengthen the Roman Empire.

### THURSDAY



**Objective 2.03** (Chapter 6.3)



**4 The structure in the photo above is an example of the Romans' skill in**

- A military conquest.
- B engineering.
- C law.
- D science.

### FRIDAY



**Objective 2.03, 6.04**  
(Chapter 6.5)

**5 Which of the following was a key cause of the economic troubles that led to Rome's collapse?**

- A A new capital was constructed at Constantinople.
- B The Visigoths sacked the city of Rome.
- C Emperors minted new coins that were not as valuable as they previously had been.
- D Diocletian split the empire into two parts.

## WEEK 6

### MONDAY



**Objective 1.03, 2.08**

(Chapter 7.2)

**1 The discovery of elaborate tombs, giant stone head monuments, and pyramids in Olmec settlements *most likely* led scholars to believe that**

- A the Olmec were skilled hunters.
- B Olmec society was highly organized.
- C the Olmec were polytheistic.
- D Olmec towns served as religious and ceremonial centers.

### TUESDAY



**Objective 2.08**  
(Chapter 7.2, 7.3)

**2 Which of the following is a similarity between the Aztec and Inca civilizations?**

- A Both created large and powerful empires.
- B Trade played an important role in both civilizations.
- C Slaves made up the lowest social class in both civilizations.
- D Both civilizations were located in what is now Central Mexico.

### WEDNESDAY



**Objective 2.08** (Chapter 7.2)

**3 Which of the following is an example of Aztec achievements in astronomy?**

- A the development of a writing system
- B the creation of a 365-day calendar
- C the use of *chinampas*
- D the development of the concept of zero

### THURSDAY



**Objective 1.01, 2.08**  
(Chapter 7.1, 7.2, 7.3)

**4 Which of the following identifies Mesoamerican civilizations from earliest to latest?**

- A Anasazi, Aztec, Chavín, Inca
- B Olmec, Maya, Aztec
- C Zapotec, Aztec, Maya, Inca
- D Maya, Hopewell, Aztec

### FRIDAY



**Objective 1.01, 2.08**  
(Chapter 7.3)

**5 One way in which the Inca helped unify their large empire was to**

- A build an extensive system of roads.
- B demand a labor tax from all citizens.
- C develop a uniform system of writing.
- D maintain a powerful military.

## WEEK 7

## MONDAY



**Objective 3.01, 8.02**  
(Chapter 8.1)

- 1 Under Emperor Wudi, Confucianism became the official government philosophy. Why might Confucianism have appealed to Wudi?**
- A It encouraged the use of strict laws and harsh punishments.  
 B It promoted the unification of the empire.  
 C It emphasized obedience and loyalty.  
 D It stressed the importance of trade.

## TUESDAY



**Objective 3.01** (Chapter 8.2)

- 2 The Silk Roads played an important role during the Han dynasty because they**
- A brought China into a global trade network.  
 B helped bring silk production to China.  
 C allowed China to export goods and ideas to Japan.  
 D helped to protect northern China from invaders.

## WEDNESDAY



**Objective 2.04** (Chapter 8.3)

- 3 During his rule, Ashoka contributed to Indian society through all of the following ways except**
- A by improving roads and transportation.  
 B through his policy of taxation.  
 C in the construction of stone pillars.  
 D in his efforts to spread Buddhism.

## THURSDAY



**Objective 2.05**  
(Chapter 8.1, 8.2, 8.3, 8.4)

- 4 Which of the following correctly identifies an empire or dynasty with its achievement?**
- A Han—created the civil-service system  
 B Gupta—built the Great Wall  
 C Maurya—invented the wheelbarrow  
 D Qin—invited paper

## FRIDAY



**Objective 2.04** (Chapter 8.4)

- 5 During the Gupta period Indian trade helped link**
- A the Mediterranean world and China.  
 B rich and poor.  
 C Hindus and Buddhists.  
 D north India and south India.

## WEEK 8

## MONDAY



**Objective 6.06, 8.05**  
(Chapter 9.2)

- 1 The conflict between Sunni and Shia Muslims began**
- A when Muhammad died.  
 B before Muhammad was born.  
 C with the Abbasid Dynasty.  
 D when Muslims built Mecca.

## TUESDAY



**Objective 8.02** (Chapter 9.1)

- 2 Which of the following is a similarity between Islam, Judaism, and Christianity?**
- A Each religion originated in Arabia.  
 B Each teaches followers to fast during its holy month.  
 C Each is a monotheistic religion.  
 D Each believes that Muhammad is the last of God's prophets.

## WEDNESDAY



**Objective 2.06** (Chapter 9.2)

- 3 The Muslim Empire expanded to all of the following areas except**
- A Spain  
 B Egypt  
 C Persia  
 D Russia

## THURSDAY



**Objective SCG.3.01**  
(Chapter 9.2)

## SUNNI AND SHIA DISTRIBUTION



- 4 According to the map, the country with the most Shia Muslims is**
- A Iran.  
 B Turkey.  
 C Saudi Arabia.  
 D Iraq.

## FRIDAY



**Objective 2.06** (Chapter 9.3)

- 5 What role did Muslims play in global trade?**
- A They traded gold to the rest of the world.  
 B They connected traders in the East and the West.  
 C They did not participate in global trade.  
 D They were the first to use coins in trade.

## WEEK 9

### MONDAY

#### Objective 2.07 (Chapter 10.1)

**1** Which of the following played the *most important role* in early African society?

- A village priests
- B the individual
- C kings and queens
- D the family

### TUESDAY

#### Objective SCG.3.01 (Chapter 10.1)

##### BANTU MIGRATIONS



**2** In what general direction did the Bantu migration routes travel?

- A southeast
- B southwest
- C northeast
- D northwest

### WEDNESDAY

#### Objective 1.03, 2.07 (Chapter 10.2)

**3** What made the East African coast a center of world trade?

- A valuable trade items such as silk and glass
- B its location on the Indian Ocean
- C large cities with walls for protection
- D powerful armies in Aksum and Ethiopia

### THURSDAY

#### Objective 2.07 (Chapter 10.3)

**4** The power of West African kingdoms such as Ghana and Mali was largely based on their

- A use of camels for transportation.
- B conversion to Islam.
- C control of the salt and gold trades.
- D location along major trade routes.

### FRIDAY

#### Objective 2.07 (Chapter 10.3)

**5** Mansa Musa's pilgrimage to Mecca was significant because it

- A brought Mali's great wealth to the attention of other kingdoms.
- B caused the price of gold to rise.
- C brought great riches to the people of Mali.
- D introduced camels to Arabia and Europe.

## WEEK 10

### MONDAY

#### Objective 3.01 (Chapter 11.1)

**1** The Tang and Sui dynasties strengthened the power of the central government by

- A outlawing the production of weapons.
- B banning the export of silk.
- C reforming the bureaucracy.
- D encouraging new farming techniques to increase rice production.

### TUESDAY

#### Objective 2.05 (Chapter 11.1)

**2** The compass and paper money were Chinese innovations that resulted from

- A the introduction of advanced warfare.
- B contact with Japan and Korea.
- C the creation of the civil-service system.
- D the increased importance of trade.

### WEDNESDAY

#### Objective 2.05 (Chapter 11.2)

**3** Which of the following was an effect of Mongol rule in China?

- A an increase in international trade
- B the spread of Mongol culture and religion
- C the invention of gunpowder
- D the introduction of horses to China

### THURSDAY

#### Objective 2.05, 8.02 (Chapter 11.3)

**4** The chief religion in early Japan was

- A Buddhism
- B Shinto
- C Confucianism
- D Heian

### FRIDAY

#### Objective 8.04 (Chapter 11.3)

**5** China influenced the development of Japan's

- A military.
- B social classes.
- C written language.
- D geography.

## WEEK 11

## MONDAY



Objective 2.06 (Chapter 12.1)

- 1** The Byzantine Empire emerged from
- the eastern portion of the Roman Empire.
  - Rus settlements along the Baltic Sea.
  - the union of the Angles and the Saxons.
  - barbarian tribes in Italy.

## TUESDAY



Objective 2.06 (Chapter 12.1)

- 2** Why was Justinian's law code significant?
- It outlawed slavery in the empire.
  - It gave Justinian the title of emperor.
  - It established Christianity as the official religion of the Byzantine Empire.
  - It collected Roman laws into a simple and clear system of law.

## WEDNESDAY



Objective 2.06 (Chapter 12.1)

- 3** Over time, the culture of the Byzantine Empire was increasingly influenced by
- China.
  - Greece.
  - Russia.
  - Western Europe.

## THURSDAY



Objective 8.01 (Chapter 12.2)

- 4** What led to the spread of Orthodox Christianity into Eastern Europe and Russia?
- the Byzantines' conquest of Kiev
  - Alexander Nevski's defeat of the Teutonic Knights
  - the development of the Cyrillic alphabet
  - the split between the Catholic Church and the Orthodox Eastern Church

## FRIDAY

Objective 2.06, 8.04  
(Chapter 12.2)

- 5** Which of the following is an example of Byzantine influence on Russia?
- the founding of Kiev
  - the rise of the Golden Horde
  - the establishment of the Russian Orthodox Church
  - the development of canon law

## WEEK 12

## MONDAY

Objective 1.02, 3.02  
(Chapter 13.3)

*"I . . . shall be to you both faithful and true, and shall owe my Fidelity unto you, for the Land that I hold of you, and lawfully shall do such Customs and Services, as my Duty is to you, at the times assigned."*

—from *The Manner of Doing Homage and Fealty*

- 1** This quote *most likely* reflects the attitudes of what members of the feudal system?

- kings
- vassals
- peasants
- lords

## TUESDAY



Objective 6.01 (Chapter 13.3)

- 2** In the manorial system, serfs

- had all the same rights as peasants.
- could be bought and sold like slaves.
- were not full citizens and had few rights.
- could not have children.

## WEDNESDAY



Objective 3.02 (Chapter 13.5)

- 3** Which of the following explains the great power of medieval popes?

- Popes controlled the religious lives of almost everyone in Asia.
- Popes developed the feudal system.
- Popes had the power to name kings and emperors.
- Popes held influence over politics and religion.

## THURSDAY

Objective 3.02, 8.03, 8.04  
(Chapter 14.1)

- 4** What effect did the Crusades have on the economy of Europe?

- led to an increase in trade between East and West
- ended the feudal system in Europe
- led to the decline of towns and cities
- introduced Islam to Europe

## FRIDAY

Objective 3.02, 8.03  
(Chapter 13.4)

- 5** The ideas of the Magna Carta

- widened the king's power.
- helped form ideas that are part of modern democracies.
- made nobles more powerful than the king.
- are no longer important.

## WEEK 13

### MONDAY

 Objective 3.03 (Chapter 15.1)

- 1 Renaissance art, literature, and education were greatly influenced by**
- A the invention of the compass.
  - B ancient Greek and Roman achievements.
  - C the love of beauty.
  - D a renewed emphasis on religion.

### TUESDAY

 Objective 3.05 (Chapter 16.4)



- 2 The voyage of enslaved Africans across the Atlantic Ocean was known as the**
- A Middle Passage.
  - B African-American Passage.
  - C Long Voyage.
  - D Passage of the Enslaved.

### WEDNESDAY

 Objective 3.03, 8.03  
(Chapter 15.3)

- 3 Whose actions helped spark the Protestant Reformation?**
- A Michelangelo's
  - B Lorenzo de Medici's
  - C John Calvin's
  - D Martin Luther's

### THURSDAY

 Objective 3.04 (Chapter 16.1)

- 4 Which of the following was a reason for European overseas exploration?**
- A the desire to spread Christianity
  - B the need for more land for Europe's growing population
  - C the lack of resources in Europe
  - D the drive to compete with Chinese explorers

### FRIDAY

 Objective 3.05 (Chapter 16.3)

- 5 How did the Columbian Exchange impact life in the Americas?**
- A Thousands of farmers in the Americas were left without lands to farm.
  - B Population in the Americas boomed as a result of the introduction of new foods.
  - C European diseases devastated the Native American population.
  - D Native empires were overthrown in the search for gold.

## WEEK 14

### MONDAY

 Objective 3.01, 3.02  
(Chapter 17.1)

- 1 In the 1300s what Muslim empire expanded into Europe?**
- A the Ottoman Empire
  - B the Safavid Empire
  - C the Mughal Empire
  - D the Ming Empire

### TUESDAY

 Objective 3.01, 3.02  
(Chapter 17.2)

- 2 By the 1500s Muslim empires controlled all of the following regions except**
- A the Byzantine Empire.
  - B India.
  - C Japan.
  - D Persia.

### WEDNESDAY

 Objective 3.01 (Chapter 17.3)

- 3 Under what dynasty did China expand to its largest size?**
- A Ming
  - B Qing
  - C Tokugawa
  - D Yuan

### THURSDAY

 Objective 3.01 (Chapter 17.3)

- 4 China's Zheng He is significant because he**
- A created laws to limit contact with foreigners.
  - B moved the Chinese capital to Beijing.
  - C led the rebellion that overthrew the Yuan dynasty.
  - D led several voyages of exploration and trade.

### FRIDAY

 Objective 3.01, 6.01  
(Chapter 17.4)

- 5 Japanese feudalism differed from European feudalism in that it featured**
- A no code of ethics for samurai to follow.
  - B a shogun as a powerful central authority.
  - C a class of strong professional warriors.
  - D no exchange of land between lords and vassals.

## WEEK 15

## MONDAY

 Objective 3.03, 4.01  
(Chapter 18.3)

- 1** The English Bill of Rights is an important document because it
- sparked the English Civil War.
  - limited the power of the monarch.
  - restored the English monarch to power.
  - created the Estates General.

## TUESDAY

 Objective 3.01 (Chapter 18.3)

- 2** Why did Henry VIII create the Protestant Church of England?
- to destroy Parliament's power
  - as a statement of war against the Catholic Church
  - to divorce his first wife
  - to show that he had divine rights

## WEDNESDAY

 Objective 7.02 (Chapter 19.1)

- 3** Which of the following is a benefit of the Scientific Revolution?
- advances in physics, biology, and chemistry
  - Boyles Revolution
  - The Middle Ages
  - The Inquisition

## THURSDAY

 Objective 6.02 (Chapter 19.2)

- 4** Which Enlightenment thinker argued that people were born with certain natural rights?
- Adam Smith
  - Baron de Montesquieu
  - John Locke
  - Thomas Hobbes

## FRIDAY

 Objective 4.01 (Chapter 19.3)

- 5** How did the American Revolution express the ideals of the Enlightenment?
- American Patriots supported absolute monarchy.
  - Colonists revolted against a government that failed to protect their rights.
  - The Patriots wanted to establish a free market economy.
  - The new American government granted equal rights to women.

## WEEK 16

## MONDAY

 Objective 4.01 (Chapter 20.1)

- 1** All of the following were causes of the French Revolution except
- economic problems
  - support for Enlightenment ideas
  - social inequalities
  - the desire for a strong ruler

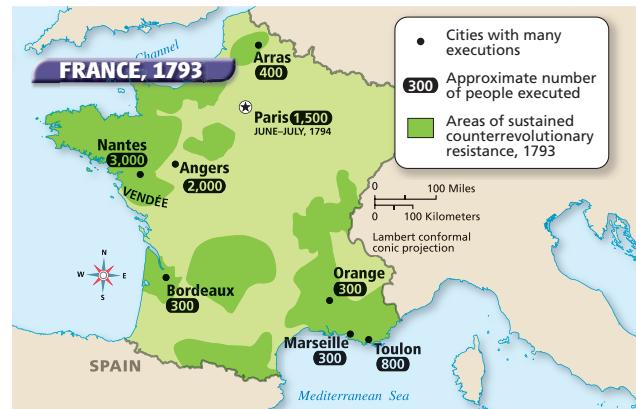
## TUESDAY

 Objective 4.02  
(Chapter 19.3, 20.2)

- 2** One similarity between the French and American revolutions was that they both
- led to a period of terror and violence.
  - resulted in the execution of the monarch.
  - established basic rights and freedoms.
  - led to the establishment of constitutional monarchies.

## WEDNESDAY

 Objective SCG.3.01  
(Chapter 20.2)



- 3** Which of the following areas did not experience counterrevolutionary activity?
- Arras
  - Bordeaux
  - Nantes
  - Paris

## THURSDAY

 Objective 4.01 (Chapter 20.4)

- 4** Which event played the greatest role in Napoleon's defeat?
- the Russian campaign
  - the Continental System
  - the Congress of Vienna
  - the Battle of the Nile

## FRIDAY

 Objective 4.02 (Chapter 20.4)

- 5** Which of the following was a result of the Congress of Vienna?
- It established democratic governments throughout Europe.
  - It created a powerful European Army.
  - It led to the downfall of Napoleon.
  - It restored monarchies to power in Europe.

## WEEK 17

### MONDAY



**Objective 4.02, 7.03**  
(Chapter 21.1)

- 1** What factor explains Great Britain's industrialization?

- A improvements in social equality
- B growth of private investment
- C increasing political instability
- D expansion of cottage industries

### TUESDAY



**Objective 7.03** (Chapter 21.2)

- 2** Which of the following *most likely* explains the rise of labor unions?

- A Factory owners wanted better-trained workers.
- B Governments began regulating businesses.
- C The need for more workers was increasing.
- D Workers wanted their interests heard.

### WEDNESDAY



**Objective 1.03** (Chapter 21.3)

- 3** Which statement describes a market economy?

- A Strict regulations govern businesses.
- B Businesses and individuals are free to compete for trade.
- C The government dictates what factories will produce.
- D Skilled workers are in high demand.

### THURSDAY



**Objective 1.03** (Chapter 21.3)

- 4** In contrast to capitalism, socialism proposed that

- A there should be no industry.
- B businesses and individuals should own and control industry.
- C society or the government should own and control industry.
- D the workers should own and control industry.

### FRIDAY



**Objective 7.03** (Chapter 22.3)

- 5** Which of the following was a result of the increase in leisure time?

- A the demand for entertainment increased
- B the number of factory workers decreased
- C mass transportation improved
- D suburbs developed

## WEEK 18

### MONDAY



**Objective 7.03** (Chapter 23.1)

- 1** How did industrialization lead to reform movements?

- A Factory owners called for economic reforms.
- B The lack of industrialization in some industries led to a call for change.
- C The increased prosperity of factory workers and middle-class citizens led them to demand political change.
- D Industrialization did not affect the reform movement.

### TUESDAY



**Objective 6.06** (Chapter 23.2)

*"It is a crime to punish the minds of the lowly and the humble, to exasperate the passions of reaction and intolerance, while seeking shelter behind odious [horrible] anti-Semitism, which, if not suppressed, will destroy the great liberal France of the Rights of Man."*

—Emile Zola, "J'accuse"

- 2** Emile Zola was inspired to write "J'accuse" by what event in the late 1890s?

- A nationalism
- B Zionism
- C the Civil War
- D the Dreyfus Affair

### WEDNESDAY



**Objective 4.05** (Chapter 23.3)

- 3** Unlike the French revolutions of the 1800s, the revolutions in Latin America sought

- A independence.
- B a return to absolute monarchy.
- C Communist government.
- D improvements in factory conditions.

### THURSDAY



**Objective 4.03** (Chapter 24.1)

- 4** What two European countries experienced unification movements in the mid-1800s?

- A France and Germany
- B Portugal and Poland
- C Germany and Italy
- D Austria and Spain

### FRIDAY



**Objective 4.04** (Chapter 24.4)

- 5** Which of the following was a reform of Czar Alexander II?

- A He funded the construction of the Trans-Siberian railroad.
- B He freed the Russian serfs.
- C He established a constitutional monarchy.
- D He granted women the right to vote.

## WEEK 19

## MONDAY



Objective 3.07 (Chapter 25.1)

**1 Why did India stop exporting textiles to Asia in the 1800s?**

- A Britain closed India's textile factories.
- B Other Asian countries boycotted India.
- C It was better for India to export raw materials.
- D India's cotton crop suffered from a drought.

## TUESDAY



Objective 3.04 (Chapter 25.1)

**2 What allowed European empires to gain a foothold in Asia and Africa?**

- A Asian and African rulers were eager to trade.
- B European rulers negotiated for trade rights.
- C Asian and African leaders began converting to Christianity.
- D European leaders took advantage of their military superiority.

## WEDNESDAY



Objective 3.05 (Chapter 25.2)

**3 What effect did the opening of foreign trade have on Japan?**

- A It encouraged Japan to modernize.
- B It led to the establishment of democracy.
- C It created tensions between Japan and China.
- D It led to war between Japan and Great Britain.

## THURSDAY

Objective 1.02, 3.04  
(Chapter 25.3)

*"My desire is to open a path to this district [of Africa], that civilization, commerce, and Christianity might find their way there."*

—David Livingstone's Cambridge Speech of 1857

**4 What reasons does Livingstone give for wanting to colonize Africa?**

- A trade, religion, and to civilize the Africans
- B gold, land, and slaves
- C expansion of the slave trade and control of trade routes
- D formation of alliances and trade

## FRIDAY

Objective 3.04, 3.06  
(Chapter 25.4)**5 During the age of imperialism, in what part of the world did the United States most frequently exert its influence?**

- A Africa
- B Latin America
- C China
- D Russia

## WEEK 20

## MONDAY



Objective 5.01 (Chapter 26.1)

**1 What event triggered World War I?**

- A Germany's invasion of Russia
- B the assassination of Austria's archduke
- C the sinking of the *Lusitania*
- D the invention of trench warfare

## TUESDAY



Objective 5.01 (Chapter 26.2)

**2 Tanks and aircrafts were first used during which war?**

- A French Revolution
- B Russian Revolution
- C World War I
- D World War II

## WEDNESDAY

Objective 4.04, 5.01  
(Chapter 26.3)**3 What effect did the Russian Revolution have on World War I?**

- A It forced Russia to withdraw from the war.
- B It left Germany with no more allies.
- C It led to the defeat of Austria-Hungary.
- D It encouraged the United States to enter the war.

## THURSDAY



Objective 4.04 (Chapter 26.3)

**4 Why is Vladimir Lenin a significant figure in Russian history?**

- A He created Russia's first legislative body.
- B He instituted a Communist regime in Russia.
- C He curbed the government's control of the Russian economy.
- D He was the commander of Russian forces in World War I.

## FRIDAY

Objective 5.01, 5.03  
(Chapter 26.4)**5 What was the main purpose of the Treaty of Versailles?**

- A to ensure that another world war could not take place
- B to punish Germany for its role in the war
- C to punish Russia for withdrawing from the war
- D to reward the United States for entering the war

## WEEK 21

### MONDAY



**Objective 5.01** (Chapter 27.1)

- 1 After World War I nationalist movements in European colonies increased as a result of**
- the fear that colonists might be pulled into another costly war.
  - the lack of financial support from Europe.
  - the fear that European nations would demand more resources to rebuild after the war.
  - the colonists' belief that they had earned their freedom by fighting in the war.

### TUESDAY



**Objective 6.04** (Chapter 27.2)

- 2 How did the U.S. government respond to people's troubles under President FDR?**
- lowered taxes
  - did not change in any way
  - helped people emigrate from the country
  - created public works programs and gave people jobs

### WEDNESDAY



**Objective 5.03** (Chapter 27.2)

- 3 How did the Great Depression in the United States affect foreign nations?**
- U.S. companies stopped exporting goods abroad.
  - Nations were forced to borrow money from the United States.
  - World trade slowed dramatically.
  - It had little effect on most nations.

### THURSDAY



**Objective 5.02, 5.03**  
(Chapter 27.3, 27.4)

- 4 In what way were Germany and Japan similar during the 1930s?**
- Both joined an alliance with the Soviet Union.
  - Both established colonies in the Pacific.
  - Both built up their military forces.
  - Both had Communist governments.

### FRIDAY



**Objective 4.04** (Chapter 27.4)

- 5 Which of the following tactics did Joseph Stalin use to further his plan for economic modernization?**
- He worked to improve political rights for women.
  - He instituted a policy of collectivization of small farms.
  - He loosened government control of industry.
  - He encouraged capitalist ideas and beliefs.

## WEEK 22

### MONDAY



**Objective 5.03** (Chapter 28.1)

- 1 Which of the following is an example of German aggression prior to World War II?**
- Germany remained neutral.
  - Germany reclaimed and militarized the Rhineland.
  - Germany gave up control of Austria.
  - Germany signed a treaty with Russia.

### TUESDAY



**Objective 5.03** (Chapter 28.1)

- 2 What event triggered World War II?**
- Germany invaded Poland.
  - Italy attacked North Africa.
  - Japan bombed Pearl Harbor.
  - Germany and the Soviet Union signed a nonaggression pact.

### WEDNESDAY



**Objective 5.03** (Chapter 28.2)

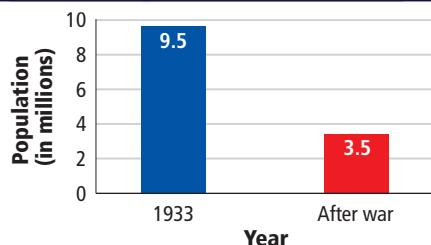
- 3 Which battle was a turning point in the war in the Pacific?**
- Battle of El Alamein
  - Battle of the Bulge
  - Battle of Midway
  - Battle of Stalingrad

### THURSDAY



**Objective 5.03, 6.02**  
(Chapter 28.3)

### EUROPE'S JEWISH POPULATION



Source: United States Holocaust Memorial Museum

- 4 What was the likely cause of the population change depicted in the graph above?**
- the dropping of atomic bombs
  - the Nazi's Final Solution
  - the London Blitz
  - the invasion of the Soviet Union

### FRIDAY



**Objective 5.03** (Chapter 28.4)

- 5 What two countries emerged from World War II as the world's most powerful nations?**
- the United States and Japan
  - Great Britain and the United States
  - the Soviet Union and Germany
  - the United States and the Soviet Union

## WEEK 23

## MONDAY



Objective 5.04 (Chapter 29.1)

- 1 Which of the following was a cause of the Cold War?**
- The Soviet Union set up Communist governments in Eastern Europe.
  - The United States refused to force Germany to pay reparations.
  - Soviet officials were charged with war crimes during the Nuremberg Trials.
  - The United States refused to loan money to the Soviet Union after the war.

## TUESDAY



Objective 5.05 (Chapter 29.1)

- 2 The goal of the Truman Doctrine was to**
- permanently divide Europe between East and West.
  - rebuild the war-torn nations of Eastern Europe.
  - remove Stalin from power in the Soviet Union.
  - prevent the spread of communism.

## WEDNESDAY



Objective 5.04 (Chapter 29.2)

- 3 All of the following are results of the U.S.-Soviet rivalry during the Cold War except**
- the Cuban missile crisis.
  - the development of a nuclear arms race.
  - the creation of Israel.
  - the Red Scare.

## THURSDAY



Objective 5.04 (Chapter 29.3)

- 4 The fall of the Berlin Wall in 1989 has become a symbol of**
- the Cold War.
  - Germany's economic collapse.
  - the collapse of communism.
  - ethnic tensions in Eastern Europe.

## FRIDAY

Objective 5.05, 8.05  
(Chapter 29.4)

- 5 Since the end of the Cold War, the United States has been chiefly involved in conflicts in**
- the Middle East.
  - Southeast Asia.
  - Eastern Europe.
  - Africa.

## WEEK 24

## MONDAY



Objective 4.05 (Chapter 31.1)

- 1 What impact did World War II have on independence movements in Africa and Asia?**
- African natives gained political strength by ruling the colonies during the war.
  - The cost of the war made European nations more determined to hang on to their colonies' wealth.
  - Independence movements emerged as European countries lost power after the war.
  - The atrocities of the war led many Africans to oppose foreign control.

## TUESDAY



Objective 8.05 (Chapter 31.3)

- 2 The Zionist movement, immigration into Palestine, and the Holocaust led to**
- the creation of a Jewish state in Palestine.
  - the Persian Gulf War.
  - the Iranian Revolution.
  - the OPEC oil embargo.

## WEDNESDAY



Objective 5.04 (Chapter 32.1)

- 3 During the Cold War, the United States became involved in Latin America in order to**
- support the rights of the poor.
  - gain valuable natural resources.
  - stop the spread of communism.
  - end the rule of brutal dictators.

## THURSDAY



Objective 8.04 (Chapter 33.1)

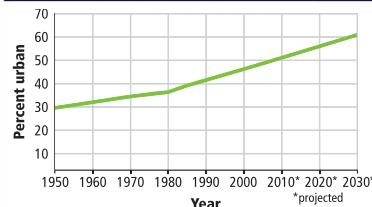
- 4 The process by which countries are linked through trade and culture is known as**
- urbanization.
  - international cooperation.
  - globalization.
  - free trade.

## FRIDAY



Objective 3.02 (Chapter 33.2)

## WORLD URBANIZATION, 1950–2030



Source: United Nations Population Fund

- 5 According to predictions, what percent of the world will be urbanized by 2020?**
- less than 30 percent
  - about 40 percent
  - about 60 percent
  - over 50 percent