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World Literature

Learn about the beliefs and experiences of people who lived in other times and places through excerpts from world literature.

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Charts, Graphs, and Time Lines
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No two historical events or periods are exactly alike, but there are common themes that can be traced through all of human history. As you read Human Legacy, look for the eight themes described below. They appear again and again, not just in this textbook, but throughout history. These themes help you see ways all peoples and societies are alike and ways they are different.

**Arts and Ideas**

Some of the noblest human aspirations and achievements have been enshrined in artworks and in ideas. The arts can inspire us, and ideas can move us to action.

- What ideas unite and motivate a society?
- How does a culture express itself through its arts and ideas?
- How do the arts of different societies express enduring human needs and beliefs?

**Belief Systems**

Beliefs can be powerful forces for societies as well as individuals. Religious beliefs, for instance, have inspired great works of devotion, sacrifice, and art. They can also serve to define and divide people.

- What do people believe about the nature of the universe?
- What do people believe about how society should be ordered and governed?
- How do beliefs motivate people?

**Economic Systems**

Because resources are scarce and people’s needs and wants are many, every society needs an economic system by which to allocate available resources. Economic systems may change—from a simple barter system to today’s complex global capitalism—but the need to order the exchange of goods, services, and resources remains a constant in human history.

- How are scarce resources allocated in a society?
- Why have some people or groups of people had more resources than others?
- How do economic systems affect political and social systems?
- How do different systems strive to ensure efficiency? fairness?

**Geography and Environment**

Geography and environment influence the way societies develop. A desert society develops different economic and social practices than a sea faring one. People both modify their environment and adapt to it in order to best meet their needs.

- How do people change their environment and make changes to their environment?
- In what ways do geography and environment influence a society?
**Government and Citizenship**

Today, most people believe that a government’s power comes from the consent of the governed—that in government, citizens are the ultimate authority. But that belief is relatively new. Different societies—in the past and even today—adopt different forms of government.

- What is the proper form of government?
- Who should be a citizen? Why has that question had different answers at different times?
- What is the relationship between those who govern or rule and those who are governed or ruled?

**Migration and Diffusion**

From the days of the earliest humans in Africa, people have been on the move, hunting animals, looking for fresh fields to plant, and seeking new places for trade. The movement of peoples, goods, and ideas has the power to transform and even destroy empires and nations.

- What are the large patterns of movement that shape human history?
- How are new ideas, ways of doing things, and diseases spread?
- What motivates people to seek new lands?

**Science and Technology**

Humans use science to try to understand their environment, and they use technology to try to shape and control it. The urge to understand the world and to invent new tools to shape it is a fundamental aspect of human nature.

- What are the different concepts that people have had about the world? How have they changed over time?
- How have the tools people used changed over time, often radically reshaping the limits of human possibility?
- How have technological advances given one society advantages over another?

**Society**

The complex pattern of relationships—political, economic, cultural—that bind people together make a society. In any historical period, these patterns may be loosely defined or they may be embodied in institutions such as governments and churches.

- What are the social classes that make up a society?
- How is political and economic power distributed?
- What are the customs and norms that unite a society?
How to Use Your Textbook

Holt World History: Human Legacy was created to make your study of world history an enjoyable, meaningful experience. Take a few minutes to become familiar with the book’s easy-to-use organization and special features.

Unit

Unit Openers list the chapter titles and the years the chapters cover. Each unit opener identifies the main themes covered in the unit. A historic painting or photograph illustrates the time period you are about to explore.

Themes and Global Connections features end each unit. Graphic organizers and tables show how each unit theme relates to the period of history covered in the unit. A Global Connections box helps you examine the global impact of key developments in history.

Chapter

Chapter Openers include an introduction called The Big Picture, a time line for the years covered in the chapter, and a painting or photograph. A chapter theme is also highlighted.

Chapter Review pages provide a full array of assessments, including writing prompts.
Section
Each section begins with a Main Idea statement, Focus Questions, and Key Terms and People. In addition, each section includes the following special features:

Taking Notes graphic organizers help you record key ideas as you read.

The Inside Story begins the section with an on-the-scene story from history.

Reading Check questions provide frequent opportunities to review and assess your understanding.

Section Assessment questions help you check your understanding of a section’s main ideas. There is also assessment practice online.

Test Prep and Practice
Holt World History: Human Legacy provides many opportunities to help you prepare for standardized tests.

Document-Based Investigation features appear at the end of every chapter. They allow you to analyze and write about historical documents.

Standardized Test Practice tests appear at the end of every unit. They follow a format like the kind used on many standardized tests.
Holt World History: Human Legacy opens a window on the past. Before you begin your journey into the past, take a minute to familiarize yourself with this book and its contents.

**On a separate piece of paper,** write the answers to the Scavenger Hunt questions below. Enjoy your journey.

1. How many units and chapters are in the book? How do you know?
2. Where in *Human Legacy* do you find the atlas?
3. The Reading Like a Historian section in the front of the book offers students instruction in various skills, such as analyzing primary sources. Name two other places in *Human Legacy* where you find additional Reading Like a Historian skills practice.
4. Where and how do you find key terms and people for Chapter 22, Section 3?
5. Where do you find time lines to help you understand the chronology of events?
6. Where do you find important academic vocabulary words defined?
7. Where do you find review questions to help you study?
8. If you want help with test-taking strategies, where do you look?
9. Where do you look to find a list of all of the primary sources used?
10. Where can you find a map that gives you an introduction to Chapter 18?
Skills Handbook

with Test-Taking Strategies

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Do you read a letter or email from a friend the same way you read a newspaper article? What about a poem and the instructions to an exam? Or a novel and a textbook? Chances are the answer is no: you read differently depending on your purpose for reading. When you are reading for information, such as when you are reading a textbook, you have a different purpose than when you are reading just for fun.

A different purpose calls for a different way of reading. In a textbook, especially a history book, there are a lot of facts, concepts, and unfamiliar words and names. You can’t expect to absorb all that if you just let the words slide by. You have to be an active reader—questioning what you read, anticipating, making connections, stopping to review.

_Human Legacy_ is structured to help you be an active reader. Sections, for example, are organized in outline format, with main heads and subheads to help you navigate the material. There are frequent review questions to help you assess whether or not you are absorbing the main points. Take a moment to familiarize yourself with some of the ways that this textbook facilitates reading comprehension.

1. **Reading Focus and Reading Check** The Reading Focus questions act as a type of outline for each section. The Reading Check questions offer opportunities to assess what you have learned as you go.

2. **Key Terms and People** At the beginning of each section you will find a list of terms, people, places, and events that you will need to know. Watch for these words as you read.

3. **Reading Skills** Good readers use a number of reading skills and strategies to make sure they understand what they are reading. In the margins, look for questions that reinforce the reading skills you will be learning in this handbook.

4. **Academic Vocabulary** When we use a word that is important in all classes, not just in social studies, we define it in the margin under the heading Academic Vocabulary. You will see these words in other textbooks, so you should learn what they mean while reading this book.

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**U.S. Involvement** Cuba’s move toward communism during the Cold War resulted in U.S. involvement in the island nation. The United States preferred that Cuba stay part of the Western Hemisphere, not rule by a US-backed Communist government. The Cold War was being fought in Cuba.

Great Britain also intervened during the 1930s and 1940s. In 1937, Britain and France helped arm the government to fight a Cuban revolution. But the government lost the war, and Britain and France withdrew their support.

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**Recent Events** In 2006, Fidel Castro, who had ruled Cuba as a communist state since 1959, announced that he would retire as prime minister. His brother, Raúl Castro, was named successor. Fidel Castro, a leading figure in the Cuban Revolution of 1959, died on November 25, 2016.

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**Key Dates**

- 1959: Fidel Castro leads the Cuban Revolution.
- 1961: The United States imposes an economic embargo on Cuba.
- 1998: The United States and Cuba sign an agreement to reduce weapons production and trade.
- 2014: Cuba and the United States normalize relations.
- 2017: The United States begins to lift travel and trade restrictions.

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**Key Terms and People**

- **Contra** - A group of counterrevolutionaries who fought against the Sandinista government in Nicaragua.
- **Sandinista** - A group of left-wing political parties in Nicaragua that supported the Sandinista government.
- **Fidel Castro** - Cuban revolutionary who led the Cuban Revolution and governed Cuba as a communist state.

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**Reading Focus: Revolution and Intervention**

**Before You Read**

**Main Idea**

In 1959, Fidel Castro and his followers overthrew the Cuban government and established a communist state. The United States does not recognize the government.

**Key Terms and People**

- **Fidel Castro**
- **Raúl Castro**
- **Contra**
- **Sandinista**

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**Reading Skills: Identify Cause and Effect**

- **Identify Cause and Effect**

**Taking Notes**

- **Key Dates**
  - 1959: Fidel Castro leads the Cuban Revolution.
  - 1961: The United States imposes an economic embargo on Cuba.
  - 1998: The United States and Cuba sign an agreement to reduce weapons production and trade.
  - 2014: Cuba and the United States normalize relations.
  - 2017: The United States begins to lift travel and trade restrictions.

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**Academic Vocabulary**

- **Election**
- **Revolution**
- **Intervention**
- **Vocabulary**
Read Like a Skilled Reader

How can you become a more skilled reader? For starters, you first need to think about how to become a better reader. You also can use the following ideas and strategies.

Skilled readers . . .

- Preview what they are supposed to read before they begin reading. They look for titles of chapters and sections, listings of main ideas and focus questions, vocabulary words and key terms, information in the margin such as Academic Vocabulary, and visuals such as charts, graphs, maps, and photographs.
- Construct tables or K-W-L charts into which they organize ideas from the reading. They write notes in the tables or charts as they read.
- Use clues from the text, such as the signal words shown below, to help determine or cement understanding.
  - **Sequencing words:** first, second, third, before, after, soon, later, next, then, following that, earlier, finally
  - **Cause and effect words:** because, so, since, due to, as a result of, the reason for, therefore, brought about, led to, thus, consequently
  - **Comparison and contrast words:** likewise, similarly, also, as well as, unlike, however, on the other hand

Active Reading

Successful readers are active readers. Active readers know that it is up to them to figure out what the text means. Here are some steps you can take to become an active and successful reader.

**Predict** what will happen next on the basis of what already has happened in the text. When your predictions do not match what happens in the text, reread to clarify meaning.

**Question** what is happening as you read. Constantly ask yourself why events happen, what certain ideas mean, and what causes events to occur.

**Summarize** what you are reading frequently. Do not try to summarize an entire chapter! Instead, break a chapter into smaller parts. Read some of the text and summarize. Then move on.

**Connect** events in the text to what you already know or have read.

**Clarify** your understanding by pausing occasionally to ask questions and check for meaning. You may need to reread to clarify or read further to collect more information before you gain understanding.

**Visualize** people, places, and events in the text. Envision events or places by drawing maps, making charts, or taking notes about what you are reading.
Building Your Vocabulary

_Holt Human Legacy_ helps you build your vocabulary by highlighting two types of vocabulary words. Key terms and people are listed at the beginning of every section. These are words you need to know to master the social studies content. You will encounter the definitions of the terms as you read the section. You can also turn to the Glossary for definitions. Academic vocabulary are words you need to know for other classes. They appear in the margins of sections. Below is a list of these academic vocabulary words, along with their definitions.

<table>
<thead>
<tr>
<th>Academic Word/Definition</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>administer</td>
<td>to manage or to run</td>
</tr>
<tr>
<td>allocate</td>
<td>to distribute for a particular purpose</td>
</tr>
<tr>
<td>amendment</td>
<td>a written change to a legal document</td>
</tr>
<tr>
<td>assessed</td>
<td>evaluated or determined</td>
</tr>
<tr>
<td>assume</td>
<td>believe to be true</td>
</tr>
<tr>
<td>blockade</td>
<td>to isolate an enemy by using troops or warships</td>
</tr>
<tr>
<td>commerce</td>
<td>trade or the exchange of goods</td>
</tr>
<tr>
<td>commission</td>
<td>to order the creation of something such as a piece of art</td>
</tr>
<tr>
<td>component</td>
<td>part or element</td>
</tr>
<tr>
<td>constraints</td>
<td>limitations</td>
</tr>
<tr>
<td>currency</td>
<td>money</td>
</tr>
<tr>
<td>cycle</td>
<td>to alternate among two or more things or events</td>
</tr>
<tr>
<td>despite</td>
<td>in spite of</td>
</tr>
<tr>
<td>deviate</td>
<td>to turn away from a course or topic</td>
</tr>
<tr>
<td>discrimination</td>
<td>the act of treating a person differently because of race, gender, or national origin</td>
</tr>
<tr>
<td>displace</td>
<td>to cause a person, animal, or thing to move from its usual place</td>
</tr>
<tr>
<td>distribution</td>
<td>the spread of something among a group of people</td>
</tr>
<tr>
<td>diverse</td>
<td>made up of many elements, varied</td>
</tr>
<tr>
<td>domestic</td>
<td>relating to the home or to household activities</td>
</tr>
<tr>
<td>entity</td>
<td>having an independent or separate distinction</td>
</tr>
<tr>
<td>ethnic</td>
<td>common background or culture</td>
</tr>
<tr>
<td>export</td>
<td>an item sent to other regions for trade</td>
</tr>
<tr>
<td>framework</td>
<td>the context or background for an action or event</td>
</tr>
<tr>
<td>fundamental</td>
<td>basic</td>
</tr>
<tr>
<td>generation</td>
<td>group of people born and living about the same time</td>
</tr>
<tr>
<td>hypothesis</td>
<td>assumption or theory</td>
</tr>
<tr>
<td>ideology</td>
<td>a system of ideas, often political</td>
</tr>
<tr>
<td>immigrate</td>
<td>to move to another country to live</td>
</tr>
<tr>
<td>import</td>
<td>bring into a place or country</td>
</tr>
<tr>
<td>incorporated</td>
<td>combined or made into one body or unit</td>
</tr>
<tr>
<td>infrastructure</td>
<td>public works, such as buildings and roads, that are needed to support a population</td>
</tr>
<tr>
<td>initiate</td>
<td>to begin</td>
</tr>
<tr>
<td>institute</td>
<td>to originate and establish</td>
</tr>
<tr>
<td>integrate</td>
<td>to blend or join together</td>
</tr>
<tr>
<td>intermittent</td>
<td>happening from time to time, not constant</td>
</tr>
<tr>
<td>intervene</td>
<td>to enter into an event to affect its outcome</td>
</tr>
<tr>
<td>invest</td>
<td>to commit money in order to make a financial return</td>
</tr>
<tr>
<td>irrelevant</td>
<td>not appropriate or related to the subject</td>
</tr>
<tr>
<td>labor</td>
<td>work</td>
</tr>
<tr>
<td>legislation</td>
<td>laws or rules passed by a governing body</td>
</tr>
<tr>
<td>legitimacy</td>
<td>the right to rule</td>
</tr>
<tr>
<td>liberal</td>
<td>supporter of political and social reform</td>
</tr>
<tr>
<td>maintain</td>
<td>keep up or support</td>
</tr>
</tbody>
</table>
Historians like to fix exact dates on events, but that isn’t as easy as it seems. Different cultures and different historical eras use different methods for dating events. The ancient Romans, for example, measured dates by the years in the reign of an emperor.

The system of dating used in the West began around AD 525, though it did not gain general acceptance in Europe until the 1200s. *Holt Human Legacy* follows this common usage. The table below shows some of the terms used in dating events and their meanings.

**Chronological Terms**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BC</td>
<td>short for “Before Christ,” it refers to dates before the birth of Jesus</td>
</tr>
<tr>
<td>BCE</td>
<td>short for “Before the Common Era,” it refers to dates before the birth of Jesus</td>
</tr>
<tr>
<td>AD</td>
<td>short for Anno Domini, Latin for “in the Year of the Lord,” it refers to dates after the birth of Jesus</td>
</tr>
<tr>
<td>CE</td>
<td>short for “Common Era,” it refers to dates after the birth of Jesus</td>
</tr>
</tbody>
</table>
Identifying Main Ideas and Details

Define the Skill

The main idea is the central thought in a passage. It is a general statement that conveys the key concept the author wants the reader to know. The main idea can come at the beginning, middle, or end of a passage, although it is most often found at the beginning. The main idea can be one or two sentences and can be implied or directly stated.

Details are statements that support or explain the main idea. Details are specific and provide additional information to the reader, such as the who, what, when, where, why, and how of the main idea. Details include statements, statistics, examples, explanations, and descriptions.

Learn the Skill

Read the passage below and note how the details support the main idea.

France continued to grow and change during the era of the Third Republic. Officials wrote a new constitution under which the government would have a two-house legislature and a president. Public education laws required free education for children between the ages of 6 and 13. Union membership became legal. All men now had the right to vote.

Apply the Skill

Turn to Section 4 of the chapter titled Reforms, Revolutions, and War and locate the blue head titled "Effects on Native Americans." Use a graphic organizer like the one above to identify the main idea and details of the passage.

1. Identify the main idea in the passage. Restate it in your own words.
2. What details support the main idea?
3. Explain how the details add to the main idea.
Sequencing

Define the Skill

Placing events in chronological order is called sequencing. By sequencing, you can gain a greater, more accurate understanding of the events that took place. Learning to sequence can also help you to understand relationships among events, including how a past event can influence present and future events.

Learn the Skill

Days, months, and years can help in determining sequence. Clue words, such as before, after, then, by, first, and next, can also help.

Apply the Skill

Identify the three main events in the passage below and place them in correct chronological order. List the clue words or dates that signal the order of the events.

By 1914 conditions in Russia were so bad that the arrival of World War I provided some relief for Nicholas and his top government officials. In late 1915 Czar Nicholas II decided to take personal command of the Russian forces. After the czar took command of the troops, things grew even worse for Russia. By the end of 1916, Russia was once again on the edge of a revolution. Change finally arrived in Russia on March 8, 1917 as unhappy citizens took to the streets of Petrograd, the Russian capital, to protest the lack of food.

1. In what year did the British launch the offensive near Ypres?
2. What happened in November 1917?
3. How long did the Battle of Ypres last?
The Treaty of Versailles, which ended World War I, had seriously damaged the German economy. The terms of the treaty left the Germans feeling humiliated. Adolf Hitler wanted the nation to have more “living room” in which the German people could grow and prosper. In other words, Hitler wanted more territory for Germany.

Identifying Causes and Effects

Define the Skill

By understanding causes and effects and seeing connections between them, you can determine why certain events occurred and whether events are related. A cause is something that makes something else happen. Often times a cause will be directly stated in the text. Occasionally, a cause will be implied—or stated indirectly. An effect is something that happens as the result of a cause. One cause may have more than one effect and, similarly, an effect may have several causes. Identifying causes and effects can help you better understand what you have read.

Learn the Skill

Identify the causes and effects in the passage. Start by identifying a cause and then look for one or more of the effects. Look for clue words such as since, because, therefore, and however.

First cause

The Treaty of Versailles, which ended World War I, had seriously damaged the German economy. The terms of the treaty left the Germans feeling humiliated. Adolf Hitler wanted the nation to have more “living room” in which the German people could grow and prosper. In other words, Hitler wanted more territory for Germany.

Last effect

At the end of the war, much of Europe and Asia lay in ruins. Tens of millions of people had died in the war, many of them civilians. In many areas the physical devastation was nearly complete. Entire cities, villages, and farms had been destroyed or damaged heavily, and national economies were near collapse.

1. What were the effects of the war on civilians?
2. What caused the collapse of national economies?
3. Identify one effect of the war on cities and villages.
Many Enlightenment philosophers shared the belief that governmental organization was something that should be analyzed closely. But, they did not all agree on what type of government was the best. Thomas Hobbes believed that society needed a strong central authority to control and contain the natural barbarism of humans. John Locke, however, held the belief that people were naturally reasonable and that the purpose of government was to protect people’s natural rights. The ideas of both philosophers were used in creating new governments.

Apply the Skill

Read the following passage and answer the questions using what you have learned about comparison and contrast.

Two of the most important scholars who helped develop the scientific method were Francis Bacon and René Descartes. In England, Francis Bacon wrote in 1620 that the only true way to gain scientific knowledge was through experimentation—observing, measuring, and verifying. In France, meanwhile, René Descartes placed more emphasis on reason. He believed that everything should be doubted until it could be proven by reason. Descartes relied on mathematics and logic to prove basic truths.

1. How did the philosophy of Bacon compare with that of Descartes?
2. What did Bacon and Descartes help to develop?
Making Inferences

Define the Skill
Sometimes reading effectively means understanding both what the writer tells you directly and what the writer implies. By filling in the gaps, you are making inferences, or educated guesses. Making inferences involves using clues in the text to connect implied ideas with ideas that are stated. You also draw on your own prior knowledge and use common sense to make inferences.

Learn the Skill
To make an inference, study what the passage says. Think about what else you know about the subject, and then make an educated guess about the implied meaning.

Apply the Skill
Read the following passage and then use the three steps described above to make an inference about it.

The worst day was October 29, known as Black Tuesday. On that single day, investors sold off 16 million shares. With few people wanting to buy the stocks that flooded the Market, stock prices collapsed completely. Many investors who had borrowed money to buy stocks were forced to sell at a loss to repay their loans.

1. On Black Tuesday, what economic crisis did the United States face?
2. Using the reading and your prior knowledge, explain the effects that a major economic crisis can have on a country's people.
3. What can you infer about the effects of the stock market crash?
In spite of international agreements, people around the world continue to suffer human rights abuses. Arbitrary arrest, torture, slavery, and even killing are daily occurrences in some countries. The United Nations works to protect human rights by monitoring areas of concern, investigating abuses, and working with national governments to improve conditions. Moreover, as globalization advances, stronger economic conditions can help foster adherence to human rights standards. Not only do opportunities increase, helping children to get an education and more women to find jobs, but businesses gain an incentive to follow practices that will help them avoid potentially ruinous publicity.

Define the Skill

Throughout history, people have faced problems and sought solutions to those problems. As a result, historians describing historical events often structure their writing by identifying a problem and then describing its actual or possible solutions. By identifying problems and solutions, you can better understand the challenges that people have faced over time and the means by which they have resolved such difficulties.

Learn the Skill

Look for problems that are identified in the reading and then determine what solutions were or are being pursued. Most problems have more than one solution.

Apply the Skill

Use a graphic organizer like the one above to identify the problems and solutions in the following passage.

During recent years, the number of worldwide terrorist attacks has increased, as has the violence of these attacks. After September 11, 2001, the United States government took many actions to prevent future terrorist attacks. It sought to strengthen its international and domestic intelligence services. It increased its focus on the security of the nation’s borders and transportation networks. It sought to find and cut off the funding sources for terrorist networks.

1. What problem does the U.S. face from terrorism in recent years?
2. Identify two solutions that the U.S. used to address these problems after September 11.
Drawing Conclusions

Define the Skill
Historical writing provides you with facts and information. But often you have to determine the meaning of events on your own. You need to combine the facts and information, along with your prior knowledge, to draw conclusions about the reading. In drawing conclusions, you analyze the reading and form opinions about its meaning.

Learn the Skill
To draw conclusions, combine the information you find in the reading with what you already know. Look for a common link or theme. Then put it all together.

Draw on the work of Faraday and Swan, Thomas Edison developed the first usable and practical lightbulb in 1879. The new invention caused a sensation. Having created a demand for lightbulbs, Edison then needed to supply the electricity that powered them. So he built the world’s first central electric power plant in New York City. The plant illuminated several city blocks. As a result of Edison’s work, life during the Industrial Age became easier and more convenient.

Apply the Skill
Read the following sentences. Think about what you know about telephone usage today. Use the process above to draw conclusions about the passage.

One day, Bell and his assistant Thomas Watson were working on a new device. Bell suddenly yelled, “Mr. Watson, come here, I need you!” Watson was pleased to hear Bell’s voice not just from across the room, but through the device’s receiver as well. The telephone was born.

During the 1880s, demand for telephones increased, and telephone companies quickly laid thousands of miles of phone lines in every region of the United States. By 1900 almost 1.5 million telephones were in American homes and offices. The telephone was on its way to becoming the ubiquitous instrument it is today.

1. When did telephone usage become commonplace in the United States?
2. What information can you conclude about the importance of the telephone in creating modern communications?
Making Generalizations

Define the Skill

A generalization is a statement that applies to different examples or situations not just to one. When making generalizations, you collect different examples, identify what they have in common, and then make a statement that applies equally to all examples.

Learn the Skill

In the passage, identify examples that have something in common. Then try to make a generalization that applies to all the examples.

For many years, right-wing military dictatorships ruled Argentina. They struggled with declining industry as well as rising unemployment, inflation, and foreign debt. Meanwhile, they cracked down on dissent by severely limiting personal freedoms.

In Brazil, as opposition to their military dictatorship grew, the economy crashed. Oil prices rose in the 1970s and the economy fell into debt and hyperinflation, a very high level of inflation that grows rapidly in a short period of time. The inflation rate exceeded 2,500 percent by 1993.

Apply the Skill

Using the process described above, make a generalization about the struggles in Latin America.

In El Salvador, a civil war broke out in which Communist-supported groups battled the army. Villagers were often caught in the middle as the government’s army roamed the countryside killing civilians suspected of aiding the opposition.

In Nicaragua, control was in the hands of the Somoza family who had ruled for four decades. The Somozas’ anticommunist views kept them in favor with the United States, but their corruption and violent repressive tactics alarmed many Nicaraguans. An anti-Somoza movement gained strength.

1. What conflict took place in El Salvador?
2. What was a problem of the Somoza family in Nicaragua?
3. Make a generalization about Latin American political struggles.
Define the Skill

A **time line** organizes events that occurred during a specific period of time into chronological order. It has a beginning date and an ending date. The **time span** is the years between the beginning date and the ending date. **Time intervals** mark shorter increments of time within the time span. They appear at regular intervals, for example, every 5 or 10 years. Two time lines can be used to list events that happened within a certain time span but at different places. These are called **parallel time lines**. There are parallel time lines at the beginning of each chapter in this book.

By organizing events chronologically, time lines can help you see how events are related. Seeing how events are related can help you find cause-and-effect relationships between the events. Time lines also allow you to compare, contrast, and draw conclusions about historical events.

Learn the Skill

Use the following strategies to read the time line.

1. **Identify the time span of the time line.**
   Look at the beginning date and the ending date to determine the time period.

2. **Determine the time intervals of the time line.**
   Check to see whether the years are evenly spaced. Determine whether the time is divided by decades, by centuries, or by another division.

3. **Analyze the events on the time line.**
   Recognize the types of events that the time line describes and determine how they are related.

Apply the Skill

1. What is the time span of the time line?
2. What are the time intervals of the time line?
3. How are the events on the time line related?
Interpreting Line and Bar Graphs

Define the Skill

Graphs are diagrams that present statistical or numeric data. They can display amounts, trends, ratios, or changes over time. A **line graph** is a visual representation of data organized so that you can see a pattern of change over time. In most cases, the **vertical axis** of a line graph shows quantities while the **horizontal axis** shows time. A **bar graph** compares quantities. A single bar graph compares one set of data, while a double bar graph compares two sets of data.

Knowing how to interpret line graphs and bar graphs can help you recognize historical trends.

Learn the Skill

Use the following strategies to interpret the line graph.

1. **Read the title of the graph.** The title tells you the subject or purpose of the graph.

2. **Read the horizontal and vertical axis labels.** The labels explain what the graph measures and gives the units of measurement.

3. **Analyze the information on the graph.** Look at the slant of the line. The closer the line is to being parallel to the horizontal axis, the slower the change. The closer the line is to being perpendicular to the horizontal axis, the quicker the change.

Apply the Skill

1. What information does the line graph compare?
2. What information does the bar graph compare?
3. What conclusion can you draw from the data in the bar graph?
Interpreting Pie Graphs

Define the Skill

A pie graph is a circular chart that shows how individual parts relate to the whole. The circle of the pie symbolizes the whole amount. The slices of the pie represent the individual parts of the whole. Knowing how to interpret pie graphs will allow you to better understand and evaluate historical data as well as to recognize historical trends.

Learn the Skill

Use the following strategies to interpret the pie graph.

1. Read the title of the graph. The title tells you the subject or purpose of the graph.

2. Read the percentages. Compare the sizes of each piece within the graph.

3. Analyze the information on the graph. Determine what the percentages tell about the subject of the pie graph.

Apply the Skill

1. What information does the pie graph compare?
2. Which branch of Christianity has the fewest number of followers?
3. What percentage of Christians are Roman Catholic?
Interpreting Charts

Define the Skill
Charts are visual representations of information. Historians use charts to organize, condense, simplify, and summarize information in a convenient, easy-to-read format.

Simple charts combine or compare information. Tables classify information by groups. Numbers, percentages, dates, and other data can be classified in the columns and rows of a table for reference and comparison. Diagrams illustrate the steps involved in a process so that the information is easier to understand. Knowing how to read and use charts allows you to interpret, compare, analyze, and evaluate historical information.

Learn the Skill
Use the following strategies to interpret the chart.

1. **Read the title of the chart.** The title tells you the subject of the chart.
2. **Look at the way the information is organized.** Charts can be organized alphabetically, chronologically, or by topic.
3. **Analyze the information found in the chart.** Interpret, compare, and contrast the information in the chart to draw conclusions and make inferences or predictions.

Apply the Skill
1. How is the information in the chart organized?
2. How many events are listed on the chart?
3. According to the chart, what major event occurred in Japan in 1931?

<table>
<thead>
<tr>
<th><strong>MAJOR JAPANESE EVENTS</strong></th>
<th><strong>1929 TO 1940</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1929</strong></td>
<td>The Great Depression hits Japan.</td>
</tr>
<tr>
<td><strong>1931</strong></td>
<td>Japan takes control of Manchuria, China.</td>
</tr>
<tr>
<td><strong>1933</strong></td>
<td>Japan withdraws from the League of Nations.</td>
</tr>
<tr>
<td><strong>1934</strong></td>
<td>Japan announces it will no longer submit to limits on its navy.</td>
</tr>
<tr>
<td><strong>1936</strong></td>
<td>Japan signs agreement with Germany.</td>
</tr>
<tr>
<td><strong>1937</strong></td>
<td>Japanese troops kill hundreds of thousands of civilians in Nanjing, China.</td>
</tr>
<tr>
<td><strong>1940</strong></td>
<td>Japan attempts to expand its power in Asia by proposing an economic alliance of Asian nations.</td>
</tr>
</tbody>
</table>
Interpreting Movement Maps

Define the Skill
Different types of maps are used for different purposes. Movement maps show travel from one point to another. They can track sea voyages, explorations, or migrations. They can span a week, a few months, or thousands of years. Understanding how to read and interpret a movement map can help you learn more about historical events, their chronology, and the geographical locations they have affected.

Learn the Skill
Use the following strategies to interpret movement maps.

1. Read the title and legend. The title tells you the subject of the map. The legend explains what the symbols and the colors on the map mean.

2. Identify the patterns of movement shown on the map. Trace the path of movement from start to finish.

3. Analyze the information on the map. Draw conclusions based on the information provided in the map.

Apply the Skill
1. What was the path of the slave trade?
2. Which continents were directly involved in the slave trade?
3. To which continent were most enslaved people sent?
Interpreting Historical Maps

Define the Skill

**Historical maps** provide information about a place at a certain time in history. You can use historical maps to locate historical events, to learn how geography influences history, or to trace human interaction with the environment. Historical maps can show information such as population density, economic activity, political alliances, battles, and movement of people and goods. Historical maps can help you learn how places have changed over time.

Learn the Skill

Use the following strategies to interpret historical maps.

1. **Read the title and legend.** The title will help you identify the subject and the purpose of the map. The legend explains the meaning of the symbols and the colors on the map.

2. **Identify the areas that have changed.** Note which parts of the map changed as time passed.

3. **Analyze how places have changed over time.** Compare and contrast the differing areas and think about the historical events that led to these changes.

Apply the Skill

1. What is the purpose of these historical maps?
2. How did the United States change from 1803 to 1853?
Analyzing Costs and Benefits

**Define the Skill**

A **cost-benefit analysis** is a process that measures whether a project or a policy is worthwhile by calculating its benefits and comparing those benefits to its costs. Businesses large and small as well as government agencies all conduct cost-benefit analyses before deciding on a course of action.

Historians have the benefit of hindsight. They can look at events that have already happened and make cost-benefit analyses to determine whether a decision was the right one. The process is relatively straightforward when costs and benefits can be expressed in terms of money or basic economic indicators such as employment figures, gross domestic product, and inflation. Some costs and benefits, however, such as time or safety, are not easily measured by how much money is earned or lost. Also, people may disagree about the value of the costs and benefits.

**Learn the Skill**

Use the following strategies to analyze costs and benefits.

1. **Identify the costs.**
   - Determine the costs of this project.

2. **Identify the benefits.**
   - Determine the benefits of the proposed project.

3. **Analyze the costs and the benefits and draw conclusions.**
   - Compare the costs with the benefits.

**Building Versailles**

<table>
<thead>
<tr>
<th>COSTS</th>
<th>BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cost five percent of the country’s annual revenue&lt;br&gt;• Created resentment among the people&lt;br&gt;• Palace uncomfortable and crowded</td>
<td>• Kept court safer from Paris crowds&lt;br&gt;• Was clear symbol of king’s power&lt;br&gt;• Palace had many grand and beautiful features.</td>
</tr>
</tbody>
</table>

**Apply the Skill**

1. What was one cost of building Versailles?
2. What was one benefit of this project?
3. Based on the cost-benefit chart, do you think it was a good investment to build the palace? Explain.
Evaluating Information on the Internet

Define the Skill

The Internet is an international computer network that connects schools, businesses, government agencies, and individuals. Every Web site on the Internet has its own address called a URL. Each URL has a domain. The domain tells you the type of Web site you are visiting. Common domains in the United States are .com, .net, .org, .edu, and .gov. A Web site with the domain .edu means that it is sponsored by an educational institution. A Web site with the domain .gov means that it is sponsored by a government institution.

The Internet can be a valuable research tool. Evaluating the content found on the Internet will help you determine its accuracy and reliability.

Learn the Skill

Use the following strategies to evaluate information on the Internet.

1. **Identify the Web site’s domain.** Determine who sponsors the Web site. Web sites sponsored by reputable organizations, educational institutions, and government agencies usually provide accurate and reliable information.

2. **Understand the purpose of the site.** Find out whether the purpose of the site is to inform, to persuade, or to entertain.

3. **Identify the author and check for bias.** Not all sites provide you with an author. If the site does, try to determine the author’s credentials. If the site does not, decide whether the Web site presents balanced information or is overly biased toward a certain point of view.

Apply the Skill

1. What is the domain of the Web site? Do you think the information on the Web site will be reliable? Why or why not?
2. What is the purpose of this Web site?
3. Do you think this Web site presents a balanced point of view or a biased point of view? Explain your response.
Reading like a Historian

What does it mean to read like a historian? When I asked a group of 10th graders, they were stumped. "Maybe it's like having a mind that spins around like a computer, crammed with dates and facts and stuff," answered one. "Remembering everything you've ever read—you know, like a photographic memory," said another.

The truth is that historians are not computers and they have no better memories than the rest of us. While many historians know a lot about their areas of expertise, when you ask them questions about topics and eras they haven't studied, they seem pretty much like anyone else. So, if historians are not walking encyclopedias, what makes them distinctive?

How they read.

History as an Argument

When historians sit down to read a letter from a 16th century Spanish cleric, a novel from a 19th century Russian writer, or even a chapter from the textbook you are now holding, they approach it as an argument. Not in the sense of a brawl or street fight. But in the sense of someone making a claim, stating a position, trying to convince us that his or her description of events should be believed.

Historians rely on primary sources, such as nonfiction and literary works, to tell their stories—and to bolster their arguments.

**The Treatment of Native Americans**

*Reminiscences of Las Casas* vol. 2, p. H25

Las Casas was a vocal opponent of the treatment of Native Americans by Europeans. In his Brief Account of the Destruction of the Indies, Las Casas described the terrible methods that the Native Americans endured in Spanish colonies, despite orders from the king of Spain that they be protected and taught Christianity.

The Indians were totally deprived of their freedom and were put to the hardest, dirtiest, most horrible servitudes and captivity which no one who has not seen it can understand. Even foreigners没见过 them when they are allowed to gaze in the fields. When the Indians were allowed to go home, they often found it deserted and had no other recourse to them than to go out into the woods to find food and drink. When they fell ill, which was very frequently because they are a delicate people uninformed to each work, the Spaniards did not believe them and philosophy called them lazy dogs, and kicked and beat them, and when this was apparent they sent them home as useless. Sometimes it is only when they are upon dead bodies on my way, and upon others who were gagging and moaning in their death agony, repeating "Hungry, hungry." And how was the freedom, the good treatment, and the Christianity that Indians received?

1. Analyze According to Las Casas, how were the Spanish treated Native Americans in this passage?
2. Draw Conclusions What evidence does this passage provide of the treatment of Native Americans by Europeans?

1. **PRIMARY SOURCES**
2. **Writing like a Historian**

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**World Literature**

*War and Peace* by Leo Tolstoy

*War and Peace* is Leo Tolstoy's greatest novel. It follows the lives of five Russian families during the Napoleonic Wars. The novel explores the themes of love, war, and society during this time. In the passage below, two of the novel's characters, Pierre Bezukhov and Prince Andrew Bolkonsky, argue about whether or not people should live their lives to help others or to help themselves.

When we read like a historian we notice things we've never seen before. Look at the name of the book you're holding, *Holst World History: Human Legacy*. Even the two little words "human legacy" form an argument—or the beginning of one.

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1. Describe how you would describe Prince Andrew's attitude toward Russia?
2. Interpret Literature as a Source Do you think the novel accurately portrays the events of the Napoleonic Wars? Why or why not?
Consider this: the Industrial Revolution occurred in England during the years 1780 to about 1830. While historians might dicker over the precise dates of the Industrial Revolution, few dispute that something big and important took place. But the moment we turn from this fact to the question of “why”—why did the Industrial Revolution occur in England and not, for example, in China or India—we’ve landed ourselves in the middle of a raucous argument.

On one side are the historians who claim that the key factor in the birth of the Industrial Revolution was chance and something called “contingency.” According to their argument, the British were lucky enough to have vast coal deposits in their soil, which fueled the ravenous industrial machine by providing a steady stream of cheap fuel. England also had a convenient source of cheap cotton and a ready market for finished textiles in her American colonies. These factors, so the argument goes, were not destined or preordained but were contingent: They happily came together at the right time and the right place to produce the Industrial Revolution. There’s only one reason why China and India didn’t industrialize before England, according to this reasoning. In the words of one historian: “They simply did not have colonies or coal.”

Historians must read sources critically. That requires understanding a source’s historical context—the knowledge and beliefs of the people at the time.
CHAPTER 33

Document-Based Investigation

Genetically Modified Crops

Historical Context: The documents below provide information about the debate over genetically modified crops.

Task: Examine the documents and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay about genetically modified crops. You will need to use evidence from these selections and from this chapter to support the position you take in your essay.

Skill S

H24

Reading like a Historian

What happened over millennia. these time differences decade or a century—while others may try to capture the same thing, one may focus on what occurred during a shorter time frame. Because historians focus on different time frames, there are sometimes interpretive differences come about that came together at the right time. Scale determines not only what historians call differences in scale. Where historians come down on the issue of the technological progress represented by the Industrial Revolution will depend on whether their focus is a 50 year period or a 500 year one. Scale determines not only what historians see but what they choose to look at.

Even though historians argue over the meaning of the past, they often draw on the same concepts in doing so. At the heart of almost every historical interpretation is the notion of continuity and change: the idea that the world before us is both the same and different from the one inhabited by people in the past. We see the interplay of continuity and change when we compare the world today with the world around 1500. Then, as now, most of the world's population lived on just under seven percent of the earth's 60 million square miles of land. Over the past 500 or so years, that hasn't changed much: 70% of the world still lives on the same 4.25 million square miles. But consider this change: Since 1500, the world's population has mushroomed from 350 million to 6 billion, an increase of 1700%. Most of these people are crammed into the same inhabited territory that was known to the world in 1500!

Making Historical Judgments

How do you know which is right? Here's where it gets dicey. There is no single right answer to big questions of historical interpretation like there is in math. Interpretations aren't right or wrong as much as they are better and worse. Better interpretations account for more of the evidence and are able to explain more of the big picture—incorporating social, geographical, cultural, and political factors in so doing. Weaker interpretations ignore pieces of evidence or use ideology as a substitute for hard thinking.

Sometimes interpretive differences come about because historians focus on different time frames. Even though they may seem to be arguing about the same thing, one may focus on what occurred during a decade or a century—while others may try to capture what happened over millennia. These time differences are what historians call differences in scale. Where historians come down on the issue of the technological progress represented by the Industrial Revolution will depend on whether their focus is a 50 year period or a 500 year one. Scale determines not only what historians see but what they choose to look at.

Even though historians argue over the meaning of the past, they often draw on the same concepts in doing so. At the heart of almost every historical interpretation is the notion of continuity and change: the idea that the world before us is both the same and different from the one inhabited by people in the past. We see the interplay of continuity and change when we compare the world today with the world around 1500. Then, as now, most of the world's population lived on just under seven percent of the earth's 60 million square miles of land. Over the past 500 or so years, that hasn't changed much: 70% of the world still lives on the same 4.25 million square miles. But consider this change: Since 1500, the world's population has mushroomed from 350 million to 6 billion, an increase of 1700%. Most of these people are crammed into the same inhabited territory that was known to the world in 1500!

Why History Matters

Why should we care about any of this—continuity and change, scale, contingency, the role of ideas, or even how to read like a historian? We should care because our images of the past—how things got to be the way they are—are guide the decisions we make in the present. If we think that the West owes its technological superiority to certain ways of thinking and a particular set of cultural institutions, our positions and policies toward others will be different than if we attribute our advantage to a set of environmental and historical factors that came together at the right time.

Put differently, how we interpret the past shapes the reality we create in the present. Our reality in the present, in turn, gives birth to the world we'll inhabit in the future.

And nothing could be more important than that!
Analyzing Primary Sources

Define the Skill

Primary sources are documents or other artifacts created by people present at historical events either as witnesses or participants. Usually, you can identify a primary source by reading for first-person clues such as I, we, and our. These types of sources are valuable to historians because they give information about an event or a time period.

Learn the Skill

Use the following strategies to analyze this primary source.

1. Identify the author or creator of the primary source and the date in which it was created.
   The date gives you a historical context in which to place the primary-source document.

Vladimir Lenin issued his “Call to Power” speech on October 24, 1917, urging Russians to rise up and seize power from the provisional government. The Bolshevik Revolution began the next day.

“... I am writing these lines on the evening of the 24th. The situation is critical in the extreme. In fact it is now absolutely clear that to delay the uprising would be fatal.

With all my might I urge comrades to realize that everything now hangs by a thread; that we are confronted by problems which are not to be solved by conferences or congresses (even congresses of Soviets), but exclusively by peoples, by the masses, by the struggle of the armed people.

... [W]e must not wait. We must at all costs, this very evening, this very night, arrest the government, having first disarmed the officer cadets, and so on.

We must not wait! We may lose everything! ...

2. Compare details in the primary source to what you know about the historical event or time period.
   The time frame of the primary source allows you to make connections between your previous knowledge and the information the document provides.

3. Determine what the author’s intentions are in creating the primary source.
   The document has a particular purpose and can be used by its author to inform, persuade, direct, or influence the audience.

Apply the Skill

1. What is Lenin’s point of view?
2. How would this source help a historian write a historical interpretation of the Russian Revolution?
Analyzing Visuals

Define the Skill

Visuals, including paintings, drawings, photographs, and political cartoons, are another type of primary source. Like any primary source, they need to be analyzed critically. Sometimes visuals offer an accurate portrayal of the details of a historical figure or event. In other instances, they represent an exaggerated or biased point of view. Knowing and understanding an artist or photographer’s point of view can sometimes reveal more to a historian than the actual image itself. By analyzing visuals, we are given an opportunity to see historical events through the eyes of the artist or photographer.

Learn the Skill

Use the following strategies to analyze visuals.

1. Identify the subject and determine the medium that is being used. Visuals can be a photograph, a piece of fine art, an advertisement, or a cartoon. The type of visual being used can help you determine the audience.

2. Identify the credit line and title. The credit line tells you who created the image and the title can give you clues as to what the artist intended the image to show.

3. Examine the details and the way in which the subject is depicted. The details in the visual that surround the main subject can help you determine how the subject is depicted and what the artist wants you to know about the subject.

4. Place the image in a historical context. The time frame in which the image was created gives you an idea of what the artist’s possible intentions were in creating the image. You can draw on your knowledge of that particular time period to help further your understanding of the image.

Apply the Skill

1. What details of Marat’s death are shown in this painting?
2. How does the artist portray Marat’s death? What might his purpose be in portraying Marat in such a manner?
Interpreting Political Cartoons

Define the Skill

Political cartoons are another kind of visual used to help us understand a particular historical time period. These differ from visuals such as photographs and fine art because political cartoons express a point of view. They often exaggerate characteristics of subjects or events in order to convey a specific message, either about politics in particular or society in general. Historians use political cartoons to understand how a certain person or event was perceived at the time. To interpret political cartoons, examine all the elements while considering the social, political, and historical context of the time.

Learn the Skill

Use the acronym BASIC to interpret political cartoons.

B Background Knowledge
Place the political cartoon in its historical context. Use your prior knowledge of what is being depicted to analyze the cartoon’s message about that particular event or person.

A Argument
Determine what the artist is trying to say in the political cartoon. Analyze the message that the artist is sending to the audience.

S Symbolism
Analyze any symbols in the cartoon. Symbols can be used to represent large groups that can’t be depicted easily or to stand for a person or an event. Symbols can also be used to simplify the cartoon or make its message clearer to the audience.

I Irony
Examine the irony that is present in the cartoon. Irony is the use of words to express something different from their literal meaning. Sometimes in political cartoons, examples of irony are implied through the various symbols and pictures.

C Caricature (or exaggeration)
Often in political cartoons, facial features or people’s bodies are exaggerated. Analyze any exaggerations present in the cartoon and consider what the meaning of such exaggerations might be.

Apply the Skill

1. Who are the parties being depicted in this cartoon?
2. What is the artist trying to say about the relationship between NAFTA and Mexican industries?
Interpreting Literature as a Source

Define the Skill

Historians can sometimes use literature written during a particular time period to gain detailed insights into certain people, places, and events. For example, a poem set in the Middle Ages, such as Chaucer’s Canterbury Tales, can provide historical details about the lifestyle of people in England in the 1300s. However, because most literature is fiction, it needs to be approached with special caution. Literature, even historical fiction, cannot be taken at face value or treated as a reliable source of information.

Learn the Skill

Use the following strategies to interpret literature.

1. Identify the author and time period of the piece.
   The time period allows you to place the literary work into a historical context. You can then draw on your knowledge of that time period to interpret the meaning of the piece.

2. Look for descriptive passages that help you determine the author’s tone, or manner of expression.
   The author’s tone helps us to understand how the author feels about the subject he or she is writing about. In historical literature the tone can be used to demonstrate a widely felt emotion of people during that particular time period.

3. Determine whether the literature is meant to describe a certain historical event or to elicit an emotional response.
   Writers often try to elicit an emotional response from their audiences. Analyze the passage and decide whether or not the author is trying to make you feel one way or another about the subject matter.

Apply the Skill

1. What is the author’s point of view?
2. What is the goal of the literature selection?
3. What can historians learn about social classes in Russia by reading this selection?
Recognizing Bias in Primary Sources

Define the Skill

To develop an effective analysis of primary sources, historians must learn to recognize bias and the source of bias in primary sources. A bias is a preference or inclination that inhibits a person from making an impartial judgment. A person’s bias can be influenced by political, social, cultural, or personal beliefs. Most primary sources reflect some type of bias, either from the person who created the source or the person viewing the source. Bias can give clues about an author’s intent or background. For example, the author may be trying to justify an action or sway an opinion.

Sometimes an author expresses a personal view without knowing that it is biased. Bias can help historians understand the different attitudes during a certain time in history. To avoid bias, a historian must look at many sources on the same incident or issue.

Learn the Skill

Use the following strategies to recognize bias.

1. Identify the speaker or author.
   The author’s place in the context of a historical event or time period will give you an idea of what sort of bias he or she might have toward the subject.

   Carelton Smith, visitor to the Lancashire mines, 1833

   “The children, boys and girls, earned their wages by drawing the coals in tubs along the galleries by means of a belt and chain, which passed along their waists. Many girls were thus employed, and after a time became crooked and deformed.”

2. Examine the author’s point of view.
   Analyze what beliefs the author is trying to convey to his or her audience.

3. Compare the primary source with other sources and with historical evidence.
   Look to other sources available on this particular subject. Use a variety of sources to develop your own conclusions regarding the event or time period.

Apply the Skill

1. What is the author’s goal in writing this passage?
2. Explain how a historian might use this document in preparing a historical account of child labor in coal mines.
Analyzing Secondary Sources

Define the Skill

A secondary source is an account that is produced after a historical event by people who were not present at the actual event. These people rely on primary sources in order to write their secondary-source accounts. Secondary sources often contain summaries and analyses of events and time periods. Your textbook can be considered a secondary source.

Depending on the sorts of questions we ask, a document that we might have initially considered to be a secondary source can actually be a primary source. For example, a history textbook from the mid-1800s is normally considered to be a secondary source. But if we use that book to look at the ways in which history was written in the mid-1800s, the history text then becomes a primary source. It is important to pay attention to the ways in which a document is presented to us before determining whether it is a primary or secondary source.

Learn the Skill

Use the following strategies to analyze secondary sources.

1. **Identify the source.** The author and the date give you a historical context for the source.

   Einhard, the official biographer of Charlemagne, *The Life of Charlemagne*, 830

   “Charlemagne practised the Christian religion with great devotion and piety. . . As long as his health lasted he went to church morning and evening with great regularity, and also for early-morning Mass, and the late-night hours.”

2. **Analyze the summary of historical events provided by the source.**

   The author of a secondary source usually offers a summary of events or a time period.

3. **Primary-source possibilities.** Determine whether or not this secondary source could also be considered a primary source. Use the date and your knowledge of the speaker to help you draw conclusions about how this source could be both primary and secondary.

Apply the Skill

1. What important information about Charlemagne can be found in this passage?
2. In what ways could this secondary source be viewed as a primary source?
Recognizing Bias in Secondary Sources

Define the Skill

Most secondary sources, like most primary sources, contain some sort of bias based on the author’s beliefs. Many secondary sources take a position on a historical event or time period and use that position to interpret the events that took place. Even secondary-source accounts that are meant to be neutral can reflect a bias of some sort. It is important to be able to notice when bias exists in a secondary source so that you can make your own assessment of the source’s legitimacy.

Learn the Skill

Use the following strategies to recognize bias in secondary sources.

1. Identify the author and his or her purpose in writing the text. Secondary sources are written with a distinctive purpose toward the author’s audience.

This excerpt is taken from a Chinese History textbook and is compiled by the Peoples’ Education Company.

After the fight curtain was drawn back, the headquarters of the 29th troop of [the] Chinese defending army issued an order that they had to hold fast to Lugouqiao. Before this command was issued, the soldiers could not hold back their anger. So when the command reached them, the soldiers instantly ran out of the countryside, wishing they could wipe out the enemy immediately. The two lines of Chinese soldiers defended either side of the railroad bridge. Facing hundreds of Japanese attackers, they were not cowed in the least, and they engaged in intense hand-to-hand fights with [the] enemies. Nearly all of them died at the end of the battle of the bridge. Seeing their comrades fall in the battle, other soldiers, without showing much sorrow, clenched their teeth. They fought forward. Even the wounded who were ordered to retreat were still charging ahead.

2. Analyze the words the author uses to describe people, places, and events.

The words or phrases that the author uses have a great deal to do with how he or she feels about the subject. Identify and analyze these words in order to recognize what sort of bias the author has.

3. Determine the author’s opinion about the subject being discussed.

The author is looking at these events with particular feelings towards his or her subject. By analyzing where the author is coming from, you can recognize the bias in the writing.

Apply the Skill

1. What is the source?
2. Are there examples of emotional language in the excerpt? If so, what are they?
3. Is there bias in this passage? Explain your answer.
Evaluating Historical Interpretation

Define the Skill
Historians and others evaluate historical interpretations to determine the credibility, level of bias, and relevance of the material. A historical interpretation is a way to explain the past. These interpretations can change over time as historians learn more about the people and events of the past.

Learn the Skill
Use the following strategies to evaluate historical interpretation.

1. Identify the author or publisher of the source to determine credibility.
   The introduction tells you the author's name and his profession. You may have to do additional research to find out what the author's background is in order to determine credibility.

2. Consider when the source was created.
   The more current the publishing date is, the more recent the scholarship is and, therefore, the more credible the source.

3. Examine the level of bias in the interpretation.
   The author or authors of historical interpretations take a position on the particular time period or event that they are discussing. Analyze the way in which their bias affects their interpretation of the event or time period.

Apply the Skill
1. Who are the authors of the interpretation?
2. When was the source created? How does this affect the scholarship?
3. How does bias affect the interpretation?
Analyzing Points of View

Define the Skill
Interpretations of past events often come from differing points of view. Two historians given the same primary-source documents may, and often do, look at the historical event or time period in two completely different ways. These differing interpretations may reflect an extreme bias for one view or another, or they may reflect two different schools of thought. Historians are often faced with alternative points of view of a time or an event in the past when conducting their research. Good historians do additional research to find the accuracies in each account.

Learn the Skill
Use the following strategies to analyze points of view.

1. Identify information given about the authors and the time during which their research was conducted. Knowing the authors' background and when they conducted their work gives you an insight into where their scholarship lies in the grand scheme of the subject material.

2. Define and analyze the main points in each argument. Determine what each author is saying about the topic.

3. Compare the points of view. Based on the time period of their study and their conclusions, analyze the author's alternative points of view in order to draw conclusions about the topic.

Apply the Skill
1. What is the main point of each selection?
2. Which source do you feel has more credibility? Why?
CREATING WRITTEN PRESENTATIONS

Biographical Writing

A biography is the story of a person's life as told by someone else. Historical accounts usually include a great deal of biographical writing. Personalizing history in this way makes it more interesting and easier to understand for many people. Follow these steps when you write a biography.

1. Prewrite

Identifying the Subject Sometimes you will be assigned a subject; sometimes you will have a choice. When choosing, pick a person who interests you, one that you would like to know more about. Be sure to get your choice approved by your teacher.

Identifying a Thesis Decide on your point of view toward the person. Is he or she a leader, an artist, a scientist? Was he or she a hero, a failure; famous or infamous? Focus your thoughts in a single statement, which can serve as your thesis statement. A thesis statement tells what your paper will be about.

Gathering Information and Details You will be able to find information about your subject in encyclopedias and other reference books, in articles, on CD-ROMs and Web sites, and through other informational sources. You want to check with your teacher or librarian to make sure your sources are reliable and objective. Choose facts, examples, anecdotes, and other details that relate directly to your thesis. It’s better to have a few paragraphs of carefully explained, related information than a running list of dates and other facts.

Organizing Information and Details Almost all biographical writing is organized in chronological, or time, order. Use an outline to gather specific details under a main idea for each paragraph in your paper. Be prepared to revise your thesis as you gather information and learn more about your subject. You will not be able to use all the information you find. Pick only what best supports and illustrates your thesis and main ideas.

2. Write

Use a Writer’s Framework to create a draft.

Introduction
• Start with a quotation, anecdote or fascinating fact.
• Identify your subject, giving facts and details that reflect your point of view toward him or her.
• Clearly express the main focus, or thesis, of your paper in a single statement.

Body
• Choose three or four main events from the person’s life to develop into paragraphs supporting your thesis.
• Give specific facts and examples that directly support the main idea in each paragraph.
• Use chronological order to organize your paper.

Conclusion
• Restate the main focus (thesis) of your paper.
• Give additional biographical information about the person to strengthen or expand your thesis.
• Relate the person to historical events at that time or to someone else in history.

3. Revise and Publish

Evaluating and Revising Look back at each paragraph. Revise wording or sentence structure to strengthen the links between your thesis and the supporting information.

Proofreading and Publishing Double-check the spelling of all names of people, places, and events. Also, check all dates.

Many historical societies, service clubs, and other groups sponsor essay contests. Check the guidelines for entering any such contests.
CREATING WRITTEN PRESENTATIONS

Expository Writing

Essay questions on tests, book reports, and other assignments that require you to explain or present information about a particular subject are types of expository writing—explaining or giving information about a topic. The specific information you give and what you say about it depends on not only your topic, but also the organization, or structure, of your writing. Follow these steps when you write an expository paper.

1. Prewrite

Identifying a Topic  Most expository writing assignments include a topic or choice of topics. Often, the structure is assigned, too. Much of your expository writing will involve at least one of the following three common structures, shown here with example topics.

Comparison-contrast topic:  Explain three ways that the United Nations is like the League of Nations, and three ways they differ.

Cause and effect topic:  How did industrialization change British social structure, and what results of those changes are seen in today’s society?

Sequence of events topic:  Trace the history of European exploration of the Americas.

Writing a Thesis Statement  Your response to your topic will guide the wording of your thesis statement. In a single sentence, state the main idea behind what you will write about the topic.

Comparison-contrast thesis:  Though similar in origin, aims and hopes, the United Nations and the League of Nations differed in organization, scope, and authority.

Gathering and Organizing Information  Some expository writing assignments involve research. Books, CD-ROMs, the Web, and other information sources can provide facts, examples, and other details about your topic. As a rule, you will want to organize your information in an outline according to the structure you chose or were assigned.

Organize by comparison-contrast:  Sometimes you will want to give all your points of comparison first, then all the contrasting points. In other cases, you will give a point of comparison, then a contrast; then the next comparison, followed by the next contrast, etc.

Organize by cause and effect:  Usually, you will give the cause(s) first, then the effect(s).

Organize by sequence of events:  In most cases, you will use chronological, or time, order to organize a sequence of events.

2. Write

Use a Writer’s Framework to create a draft.

Introduction

• Introduce your topic, providing any details or description readers will need to understand it.
• Briefly explain how you will develop your topic.
• Clearly state your thesis for your paper.

Body

• Follow your outline in presenting examples, facts, and other information in each paragraph.
• Use transitional words such as then, as a result, and rather than to relate ideas and information clearly.

Conclusion

• Briefly summarize (in a sentence or two) the key ideas and information in the body of your paper.
• Use information from the body of your paper to restate your thesis in more specific words.
• Expand on your thesis by explaining the importance, predicting future developments, or exploring some other aspect of your topic.

3. Revise and Publish

Evaluate and Revise  Make sure that you have clearly introduced both your topic and the structure of your paper. Replace any weak transitional words with more precise words or phrases.

Proofread and Publish  Proofread your paper to be sure that it is free of errors in punctuation, usage, and spelling. Transitional words often need to be set off by punctuation, so check them with special care.
**Prewrite**

**Identifying an Issue** One requirement for persuasion is a topic about which people disagree. If everyone agrees, there is no need to persuade. If you are asked to create a persuasive essay, an editorial, or a persuasive speech, start by identifying an issue with these characteristics:
1. You have an opinion about it.
2. There are clearly defined pro and con arguments about the issue.

**Identifying a Thesis** Once you have an issue, write a sentence that defines your opinion or position on it.

*Example thesis:* Wealthier countries should help poorer countries develop their economies.

**Building an Argument** The support provided for an opinion or thesis is called an argument. A persuasive argument must be based on logical proof and evidence. It may also include appeals to emotions or to a person’s ethics.

*Evidence:* Facts, statistics, anecdotes, expert testimony, and precise examples

*Emotional Appeals:* Appeals to ideas people care about, such as love of country or human life and welfare

*Ethical Appeals:* Appeals to the readers’ sense of right and wrong

**Gathering and Organizing Support** Unless you have already studied your topic, you will have to do some research for reasons and information to support your opinion. You can check online sources, textbooks, newspapers, etc.

Once you have gathered the support, you’ll need to think about the order in which you should present it. Sometimes you will want to put the strongest and most compelling information or reason first, to capture your reader’s attention. At other times you may want to save it for the end, to make a strong final impression.

**Write**

**Use a Writer’s Framework to create a draft:**

**Introduction**
- Start with a question, quotation, or interesting fact.
- Clearly state your thesis.
- Give background information so readers understand the issue.

**Body**
- Include at least three reasons to support your thesis.
- Support each reason with evidence, emotional appeals, or ethical appeals.
- Organize the reasons by order of importance—most to least or least to most.

**Conclusion**
- Summarize your argument.
- Restate your thesis in different words.
- Include a call to action—a sentence that tells readers what you want them to do.

**Revise and Publish**

**Evaluate and Revise** Turn the statements in the Writer’s Framework into questions and ask yourself what changes you need to make. For example, “Do I have a clear statement of my thesis in the introduction to my paper?”

**Proofread and Publish** Proofread your paper to be sure that it is free of errors in punctuation, usage, and spelling. If you have a computer with spell-check, be sure to use it. You also need someone to read what you have written. You could submit a persuasive paper to the editorial page of your school or local newspaper.
1. Prewrite

**Identifying a Topic and Research Question**
In some cases, your teacher will assign the general subject, or topic, of your report. Other times, you will choose your own. Topics often include time periods, places, people, and events in history. To shape your topic, turn it into a research question. For example, if your topic were the Bolshevik Revolution, you might ask “What were the causes of the Bolshevik Revolution?”

**Gathering and Recording Information**
To answer your research question, you will need to seek information about your topic in sources such as books, articles, and CD-ROMs. Information from all sources needs to be factual, up-to-date, logical, and objective.

Keep a numbered list of the sources you use. Record each note on a separate piece of paper or note card, including the source number and the page number(s) where the information appears.

**Writing a Thesis Statement**
Gathering information will guide you in answering your research question. That answer can serve as a statement of the main idea, or thesis, you will develop in your report.

Example thesis: *The primary cause of the Bolshevik Revolution was long-term social unrest.*

**Organizing Your Information**
Sort your notes into several major categories; then divide them further into subtopics. Organize all of these in an outline, according to how you want to present the information.

Depending on your thesis, you might organize by order of importance, chronological order, comparison and contrast, or cause and effect. With the example thesis on the Bolshevik Revolution, you might arrange causes in their order of importance or simply discuss causes before effects.

2. Write

**Use a Writer’s Framework to create a draft:**

**Introduction**
- Grab readers’ interest by opening with an interesting fact or anecdote.
- Give background information to acquaint readers with your topic and the research you’ve done.
- Clearly state your thesis.

**Body**
- Devote at least one paragraph to each main idea in your outline.
- Quote sources accurately and enclose all direct quotations in quotation marks.
- Insert a parenthetical source citation after each piece of research information that you use.

**Conclusion**
- Summarize your main points.
- Restate your thesis, relating it to your research.
- Create a Works Cited page listing your sources.

3. Revise and Publish

**Evaluating and Revising**
Double check all quotations to make sure they’re accurate. Where you have summarized or paraphrased information, make sure you have used your own words.

**Proofreading and Publishing**
Proofread to be sure that you have enclosed each direct quotation in quotation marks. Check to be sure that you have given a parenthetical citation for the source for each piece of information used in your report.
1. Prepare the Speech

Identifying an Issue or Topic  Sometimes you will be assigned a historical topic or issues for a speech. Other times you will be able to choose your own.

Identifying your Purpose
To Inform  Expository, or informative speeches, provide facts about and/or explain a historical event or situation.
To Persuade  Persuasive speeches attempt to change listeners’ opinions about an issue on which there are clearly defined pro and con arguments. In addition to facts and examples, persuasive speeches rely on emotional appeals.

Identifying a Thesis  A thesis statement is the statement of your main idea. You may be able to identify it as soon as you have a topic or an issue, but you may also wait until after you have done some research and gathered information. Here are examples of thesis statements.

Expository thesis  Napoleon’s Russian Campaign was troubled from the beginning, and it ended in failure.
Persuasive thesis  Napoleon’s ego and pride were the cause of his failure in the Russian Campaign.

Gathering Information  Use reference books, history books, primary sources, and other sources to gather information. Persuasive speeches need facts, statistics, anecdotes, expert testimony, and precise examples just as much as expository speeches.

Organizing Your Notes  Review the information you have gathered and identify the main points you want to make—the points that relate to and support your thesis. Then select a way to organize your presentation.

Typical ways to organize an informative speech include:

Organize by cause and effect  Discuss the cause(s) before the effect(s).
Organize by sequence  Discuss stages or actions in chronological order.
Organize by comparison-contrast  You might discuss one event or person and then discuss the other event and person. You can also organize by points of comparison. For example, you might compare two kings on political skills, military skills, and finally on their legacy to the world.

For a persuasive speech, you would typically:

Organize by order of importance  Save the most important and/or most dramatic point for last, to make a final impact on your audience.

Making Note Cards  In most situations, you need to speak from a few note cards rather than a written paper. Make a separate card for:
• Each major point. Add reminder notes about facts, examples, or ideas you want to use to support that point.
• Direct quotations to be read word for word.
• When to show a map, chart, or other visual material to support your points.

Main Point: The Grand Army Dissolves

Describe how Napoleon’s army dissolved on its retreat from Russia.

• Conditions  Winter; horrible, mud-soaked roads; no food, attacks from Russian army and partisans.
• How long  October to December
• Statistic  From 600,000 soldiers to 94,000
• Setup quote

Key Facts:
• With no food, soldiers killed and ate their horses, which meant they had to walk.
• With no shoes, soldiers’ feet bled on the snow
• Because many soldiers were not French, they more quickly abandoned the army
2. Practice the Speech

Practice will help build your self-confidence as well as help you spot and correct mistakes. You need to practice more than once, evaluating and changing your speech as you go.

Rehearse If possible, practice your speech in front of an audience—friends or family members. It is also helpful to practice in front of a mirror or make a video of your practice session. That way you can listen to the speech as well as observe the way you handled yourself while speaking.

Verbal Communication In a speech, it is not just the words that are important, it is also how the words are expressed. As you rehearse, adjust how well you do the following:
• Speak clearly and slowly
• Project your voice more loudly than in normal speech
• Stress words related to the main points
• Use small silences to suggest important points or give listeners time to think

Nonverbal Communication We use nonverbal signals whenever we speak, but when giving a speech, it is especially important to control and use these signals effectively. Practice controlling the following:
  Facial Expressions: Frowning, smiling, etc. signal your feelings
  Eye Contact: Maintaining eye contact with your audience makes them feel as though you are communicating directly to them
  Gestures: Move your arms, hands, or head to emphasize your verbal message

Using Audiovisual Media Audiovisual media can make your speech more interesting and clarify your ideas. Audiovisual media include audio recordings, films, maps, charts, graphs, pictures, illustrations, power point presentations or anything else stored on a personal computer.
• Use visuals that are large enough for everyone in the audience to see and read.
• If you are going to use media as you present your speech, you need to include it when you rehearse.

3. Deliver the Speech

No matter how well you have planned and researched your topic—and you should know your topic inside and out—and how much you have practiced your presentation, actually standing in front of an audience and giving the speech is a challenge. Almost everyone is a little bit nervous when giving a speech, even people who have made a career as a speaker. Here are some things you can do to make speaking easier:

Check Your Audiovisual Media: Before the speech, make sure all electronic equipment is cued up and ready to go.

Read the Audience: Do they seem to be agreeing or disagreeing with the points you are making? Are they going to sleep or whispering to one another? You may need to adjust your verbal and nonverbal signals.

Slow Down: Force yourself to control the pace of your speech. Don't rush through it to get to the end.

Focus on What You Want to Say: Concentrate on your purpose for speaking. Don't be distracted or wander.

Finish with Finesse: Close your speech with emphasis on your main idea or point.
Multiple Choice

One of the most common questions you might see on a test is a multiple-choice question. These questions consist of a stem and several answer options. Use the strategies below to answer multiple-choice questions.

1. Read the stem carefully and review each of the answer options.
2. Examine the question for key words and facts that indicate what the question is asking.
3. Pay careful attention to questions that are phrased in the negative. Some questions contain words such as not and except. In these cases, look for the answer option that is not true.
4. Eliminate answer options that you know are incorrect. This will help you narrow down your choices.
5. Consider options such as all of the above and none of the above as you would any other possible response.
6. Watch for modifiers. Answer options that include absolute words such as always or never are sometimes incorrect.
7. Consider the options that remain and select the best. If you are not sure of the answer, select the option that makes the most sense.

1. Which of the following best explains why Henry VIII broke away from the Catholic Church?
   A. The pope refused to grant him an annulment.
   B. He was a close friend and follower of Martin Luther.
   C. He wanted to be head of the church.
   D. He strongly opposed the sale of indulgences.

2. Which of the following was not a writer associated with the Renaissance?
   A. William Shakespeare
   B. Christine de Pisan
   C. Miguel de Cervantes
   D. Johannes Gutenberg

3. The Catholic Counter-Reformation led to
   A. improved relations between Catholics and Protestants.
   B. the formation of new religious orders.
   C. the creation of the Lutheran Church.
   D. all of the above.

4. Which of the following accurately describes Renaissance art?
   A. Renaissance art never focused on individuals.
   B. Renaissance art always had a religious theme.
   C. Renaissance artists rarely created sculptures.
   D. Renaissance paintings used a technique known as perspective.

The word best indicates that you should look for the option that best explains why Henry broke from the church.

You can eliminate option C if you recall that the Lutheran Church was a result of the Protestant Reformation.

Absolute words such as always, never, all, none, and every often signal an incorrect option.

Answers: 1 (A), 2 (D), 3 (B), 4 (D)
**Ferdinand Magellan**

Magellan’s greatness stands out, despite all attempts to disparage him. He not only had the gift of making the right decision at the right time; he was able to outwit enemies who were plotting to kill him, and to keep the loyalty of his men. And, as the Portuguese sailor who wrote the Leiden Narrative recorded, he was “an industrious man, and never rested,” the kind of sea captain who slept little and woke at a moment’s notice for anything like a change of wind.

As a mariner and navigator he was unsurpassed; and although he did not live to complete the greatest voyage of discovery in the world’s history, he planned it, and discovered the “Strait that shall forever bear his name,” as well as the Marianas and the Philippines where no European had touched before.


1. Which of the following correctly identifies an accomplishment of Ferdinand Magellan?
   A He wrote the Leiden Narrative.
   B He was the first European to reach the Marianas and the Philippines.
   C He was the greatest explorer who ever lived.
   D He discovered a sea route from Europe to Asia.

2. What is the author’s point of view toward the subject?
   A The author believes that Magellan’s voyage was not very important in world history.
   B He thinks that Europeans were wrong to colonize the Americas.
   C The author thinks highly of Ferdinand Magellan.
   D He believes that Magellan was a better sailor than Columbus.
Political Cartoons

Another common type of test question asks you to analyze a political cartoon. Political cartoons are primary sources that use images and symbols to make a point about political figures or issues. Because cartoons often provide insight into the opinions and values of a historical period, exams use political cartoons to test your knowledge of a particular period. Use the strategies below to answer test questions that deal with political cartoons.

1. **Identify the cartoon’s subject.**
   Read the cartoon’s title and caption to help determine its subject. Information that indicates when the cartoon was created can also help you identify the subject matter.

2. **Interpret symbols and images used in the cartoon.**
   Political cartoons often use symbols to express ideas. For example, an olive branch might represent the idea of peace. Exaggerated images or facial expressions often indicate emotions.

3. **Determine the cartoonist’s point of view.**
   Examine the cartoon to understand what point the artist is trying to make. Recognize whether the subject is portrayed positively or negatively. Does the cartoonist agree or disagree with the issue?

4. **Read the questions carefully and study the political cartoon to find the answers.**

---

**Taille, Impots et Corvee (Tithes, Taxes, and Labor), France late 1700s**

1. The title, place, and date of the cartoon help us identify the subject as France on the eve of the French Revolution.

2. The priest and nobleman were common symbols of France’s First and Second estates. The man under the rock represents the peasants and laborers of the Third Estate.

3. Showing the peasant being literally crushed might indicate that the artist believed the Third Estate was suffering.

---

1. The cartoon likely represents
   - A France’s economic difficulties under King Louis XVI.
   - B religious disagreements that led to the French Revolution.
   - C political reasons for Napoleon’s rise to power.
   - D social problems before the French Revolution.

2. What point is the artist most likely trying to make in this cartoon?
   - A The First and Second estates oppress the Third Estate.
   - B The First and Second estates share their wealth with the Third Estate.
   - C Members of the Third Estate should not pay their taxes.
   - D The three estates should work together to solve the country’s economic problems.

**Answers:** 1 (D), 2 (A)
Line and Bar Graphs

Other test questions assess your ability to read graphs. Graphs are used to show statistical or numerical information in a visual way. **Line graphs** illustrate how quantities and trends change over time. **Bar graphs** compare groups of numbers within categories and sometimes show change over time. Use the strategies below to answer questions that cover line and bar graphs.

**LEARN**

1. **Read the title of the graph to determine its main idea.**
2. **Read the questions that accompany the graph.**
   Reading the questions first will help you focus in on the most important part of the graph.
3. **Study the label on the vertical axis.**
   The vertical axis generally indicates what the graph measures.
4. **Examine the label on the horizontal axis.**
   The horizontal axis usually tells you the time period the graph covers.
5. **Read any legends or additional labels on the graph.**
   Legends and additional labels provide information about what the colors, patterns, or symbols on the graph mean.
6. **Identify any trends or patterns that the graph reveals.**
7. **Re-read the questions and review the graph to find the answers.**

---

**1. Which statement best summarizes the information in the line graph?**

   A. The Irish population declined dramatically around 1900.
   B. The population of Ireland has always been smaller than that of Great Britain.
   C. Ireland's population increased dramatically as a result of the Industrial Revolution.
   D. After years of population growth, the Irish population declined rapidly around the time of the Great Famine.

   **Answer:** D

---

**2. According to the graphs, between 1890 and 1913, Germany's**

   A. coal production declined as a result of the Great Depression.
   B. steel production and coal production both experienced dramatic increases.
   C. coal production declined, while steel production increased.
   D. economy was relatively stable.

   **Answer:** B
Pie Graphs

Some tests include questions that require you to interpret information in pie graphs. A **pie graph** shows how parts are related to a whole. Slices of a pie graph should add up to 100% and are proportional to the percentage each represents. Sometimes exams will have two pie graphs side by side in order to show a comparison. Use the strategies below to answer questions about pie graphs.

### LEARN

1. **Read the title of the graph to learn the topic and time period it covers.**
2. **Read the questions that accompany the pie graph.** Reading the questions first will help you focus in on the most important aspect of the graph.
3. **Identify the different “slices” into which the pie graph is divided.** Look for a legend or labels to explain what the different slices represent. What percentage does each slice represent?
4. **Draw conclusions about the information presented in the graph.** Consider why some slices are larger or smaller than others. What does the data tell you about the topic of the graph?
5. **If there are two graphs, compare and contrast them to identify and understand trends.**
6. **Re-read the questions and review the graph to find the answers.**

### PRACTICE

#### WORLD JEWISH POPULATION BY COUNTRY, 2005

- **Israel** 34%
- **United States** 40%
- **Other** 9%
- **Russia** 5%
- **France** 4%
- **Argentina** 3%
- **Canada** 3%
- **United Kingdom** 2%

Source: Jewish Virtual Library

1. In 2005 the majority of the world’s Jewish population lived
   A. in Europe.
   B. in Israel.
   C. outside Israel.
   D. outside the United States.

2. Which of the following conclusions can accurately be drawn from the graph above?
   A. In 2005 Jews lived in many different parts of the world.
   B. Jews make up the largest religious group in Israel today.
   C. A large number of Jews lived in Europe in 2005.
   D. In 2005 Judaism was the third largest religion in the world.

Answers: 1. (C), 2. (A)
**Political and Thematic Maps**

Questions asking you to interpret maps frequently appear on tests. **Political maps** show countries and the political divisions within them. They may also highlight physical features such as mountains or bodies of water. **Thematic maps** focus on a specific topic and often show patterns of movement, distribution of resources, or location of events. Special symbols, such as icons or arrows, are often used on thematic maps. Use the strategies below to answer questions about political and thematic maps.

**LEARN**

1. **Identify the map's subject and read the questions that accompany the map.**
   The map's title will often indicate the subject. Reading the questions will help you identify information you need to focus on.

2. **Study the map legend.**
   The legend will help you identify what the different colors and symbols mean. These can give you details about the purpose of the map.

3. **Examine the map's compass rose and scale.**
   The compass rose can help you determine direction, while the scale can help you estimate the distance between two places.

4. **Study the information provided on the map.**
   Read all the labels and study the other information, such as colors, borders, or symbols.

5. **Re-read the questions carefully and review the map to find the answers.**

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**MUGHAL EMPIRE, 1526–1707**

1. In 1530 the Mughal Empire was centered
   - A around coastal cities.
   - B in the Himalayas.
   - C in northern India.
   - D in southern India.

2. Why might European trading posts have been located along India’s coasts?
   - A to be close to valuable natural resources
   - B to be near shipping routes
   - C to be protected from invaders
   - D to be nearby large cities

**Answers:** 1 (C), 2 (B)
**Constructed Response**

Some tests include constructed-response questions. Constructed-response questions ask you to interpret a source and answer open-ended, short-answer questions. Unlike multiple-choice questions, the answers are not given. You have to construct them. Use the strategies below to answer constructed-response questions.

1. **Identify the subject of the document and read the questions that accompany it.**
   Examine the title and any other information that might indicate the subject of the document. Reading the questions help you identify the information you need to focus on.

2. **Study the document carefully.**
   Documents can include written excerpts, graphs, charts, political cartoons, maps, or other visuals. Identify information presented in the document such as facts, figure, opinions, or points of view.

3. **Read the directions that accompany the questions.**
   Make sure you understand what you are expected to do to answer the questions. Some questions require answers that can easily be found in the source. Others ask you to connect pieces of information from different parts of the source. Others may require you to make inferences using information not in the source.

4. **Re-read the questions and then use the document and your knowledge of the subject to find the answers.**

5. **Write your answers.**
   Use the space provided to write your answers to each question.

---

**Directions**

Examine the line graphs carefully and answer the questions that follow in complete sentences.

1. **What country had the highest unemployment rate between 1929 and 1933?**
   Germany had the highest unemployment rate.

2. **How might the decline in world trade have affected the unemployment rate?**
   The drop in world trade could have caused a decline in the number of available jobs.

3. **What caused the decline of world trade and the rise of unemployment rates?**
   The Great Depression caused world trade to decline and unemployment rates to rise.
Extended Response

Extended-response questions are similar to constructed-response questions in that they ask you to analyze information presented in a document such as a chart, graph, or map and then to write a response. Extended-response answers, however, usually consist of a paragraph or essay. You will be assessed partly on your ability to write a coherent, grammatically correct response. In addition to your interpretation and analysis of the document, your answer should also include some prior knowledge of the topic.

To analyze and interpret the document, use the strategies you have already learned. To answer the question, use the strategies below.

**Learn**

1. **Read the directions and question carefully to determine the purpose of your answer.** Be clear about what the question is asking you to do.

2. **Identify the subject and purpose of the document.** Examine the title, labels, and other details that can indicate a document’s subject and purpose.

3. **Study the document carefully.** Read the text and note facts or details that might help you answer the question.

4. **Use the question and your notes to create a topic sentence.** Questions often point towards an effective topic sentence. However, avoid simply restating the question as a sentence.

5. **Develop an outline or graphic organizer to help organize your main points.**

6. **Write your answer in complete sentences.** Start with your topic sentence. Then refer to your outline as you write. Be sure to use correct grammar, spelling, and punctuation.

**Major Trade Organizations and Agreements**

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
<th>Members (in 2006) and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Agreement on Tariffs and Trade (GATT)</td>
<td>125 members (in 1995); worked to reduce tariffs and other international trade barriers; replaced by WTO</td>
</tr>
<tr>
<td>World Trade Organization (WTO) [1995]</td>
<td>Nearly 150 members; promotes lower trade barriers</td>
</tr>
<tr>
<td>Group of Eight (G-8) [1975, as G-6]</td>
<td>8 major industrial democracies; discuss international economic, environmental, and other issues</td>
</tr>
<tr>
<td>Organization of Petroleum Exporting Countries (OPEC) [1960]</td>
<td>11 major oil exporting countries, most in Middle East; coordinate oil policies of members</td>
</tr>
<tr>
<td>European Union (EU) [1993]</td>
<td>25 European nations; work for European economic and political integration</td>
</tr>
</tbody>
</table>

**Directions** Use the table and your knowledge of world trade to write an essay that answers the question below.

1. How have regional and international trade organizations affected world trade? What are the advantages and disadvantages of such organizations?

   For the most part, international trade organizations have served to boost world trade. Some organizations, like the GATT were created to boost trade. Others, like OPEC, were created to strict oil sales of its members so that each will receive a high price for their products.
Document-Based Questions

Document-based questions ask you to analyze written and visual documents. Document-based questions usually consist of two parts. The first part asks short-answer questions about each document. The second part asks students to use their answers and information from the documents to produce an essay on a given topic. Use the strategies below to answer document-based questions.

1. **Read the Historical Context information carefully.**
   This section will help you understand the background of the issue and documents that you will read.

2. **Review the Task information.**
   The task provides you with directions for answering the document-based question.

3. **Read the essay question carefully.**
   Be sure to pay attention to what the question is asking you to do.

4. **Skim each of the documents in Part A.**
   Briefly examine each document to get an idea of the issues it presents. Only two documents are shown here. Typically, document-based questions involve between four and eight documents.

5. **Carefully examine and study each document.**
   Look for points that might help you answer the essay question. If you are allowed to mark up the exam, underline or otherwise identify key points. You may also want to make notes in the margin.

### Historical Context

In 1917 the United States was debating whether or not to enter World War I, then raging in its third year in Europe. There was strong sentiment to maintain neutrality.

### Task

Using information from the documents and your knowledge of world history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to:

**Discuss the positions both pro and con for United States entry into World War I and describe the eventual course of events.**

### Part A: Short-Answer Questions

Study each document carefully. Then answer the question or questions that follow each document in the space provided.

**Document 1**

16 January 1917

“We intend to begin unrestricted submarine warfare on the first of February. We shall endeavor in spite of this to keep the United States neutral. In the event of this not succeeding, we make Mexico a proposal of an alliance on the following basis: Make war together, make peace together, generous financial support, and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona....”

Zimmermann

1. What did the Zimmermann telegram propose to Mexico?

   The Zimmermann telegram proposed that Mexico join in an alliance with Germany against the United States.
We intend to begin unrestricted submarine warfare on the first of February. We shall endeavor in spite of this to keep the United States neutral. In the event of this not succeeding, we make Mexico a proposal of an alliance on the following basis: Make war together, make peace together, generous financial support, and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona....

Zimmermann

Part B: Essay

Using information from the documents and your knowledge of world history, write a well-organized essay recounting the debate over the United States's policy of neutrality in World War I and the events that altered that policy.

It makes the point that American patience is wearing thin.
Preparing for Standardized Tests

Everyone wants to ace the big test, but doing well takes preparation and practice. *Holt World History: Human Legacy* provides many opportunities for you to prepare for the standardized tests.

### Countdown to Testing

The Countdown to Testing section will help you study and prepare during the weeks before your test.

Before handing in your test, there are 24 weeks of practice questions. There is one question for each day of the week.

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### Other Test Prep and Practice

Other opportunities to practice and prepare for standardized tests include:
- Test-Taking Strategies Handbook in the Student Edition
- Unit-level Standardized Test Practice in the Student Edition
- Test Preparation Workbook

### Test-Taking Tips

- **Use the Countdown to Testing questions to help you prepare.** Spend a few minutes every day answering that day’s question.
- **Get plenty of sleep the night before the test.** A rested mind thinks more clearly and will help you focus during the test.
- **Arrive at the test prepared.** Remember your pencil and eraser and anything else you may need on test day.

- **Read each question carefully.** Be sure you know exactly what the question is asking.
- **Answer the easy questions first.** If you don’t know the answer to a question, skip it and come back to it later.
- **Review your answers.** Before handing in your test, take a minute to look over your answers.
COUNTDOWN TO TESTING

**Week 1**

**MONDAY**

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**

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**

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**

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**

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**

“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**

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**

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**

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**

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.
**MONDAY**

1. **(Chapter 4.1)**

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

**TUESDAY**

2. **(Chapter 4.1)**

   After the decline of the Indus civilization, what new civilization arose in India?
   A. Aryan civilization
   B. Buddhist civilization
   C. Sumerian civilization
   D. Varnas civilization

**WEDNESDAY**

3. **(Chapter 4.2, 4.3)**

   One similarity between Hinduism and Buddhism is that they both
   A. encourage the practice of yoga to aid in meditation.
   B. believe in rebirth.
   C. believe Brahma created and preserves the world.
   D. spread throughout Africa.

**THURSDAY**

4. **(Chapter 4.4)**

   According to China’s Mandate of Heaven
   A. a powerful god created the first Chinese civilization.
   B. rulers should obey the gods’ wishes.
   C. the gods would not allow corrupt rulers to govern.
   D. peasants should not participate in government.

**FRIDAY**

5. **(Chapter 4.3)**

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

---

**WEEK 4**

**MONDAY**

1. **(Chapter 5.1)**

   The map above illustrates
   A. the earliest known Greek civilizations.
   B. Greek colonies in Asia Minor.
   C. the empire of Alexander the Great.
   D. the most powerful city-states in Greece.

**TUESDAY**

2. **(Chapter 5.1)**

   Loyalty, bravery, and discipline are values that would have been most highly prized by citizens of which city-state?
   A. Athens
   B. Corinth
   C. Macedonia
   D. Sparta

**WEDNESDAY**

3. **(Chapter 5.3)**

   Aristotle is best known for his
   A. discovery that Earth is round.
   B. emphasis on thinking for oneself.
   C. recording of the teachings of Socrates.
   D. logical study of most fields of science.

**THURSDAY**

4. **(Chapter 5.4)**

   Alexander the Great’s empire extended from
   A. Italy to Persia.
   B. Asia Minor to the Caspian Sea.
   C. Greece to the Indus River.
   D. Egypt to Mesopotamia.

**FRIDAY**

5. **(Chapter 5.2)**

   The government of the United States differs from that of ancient Athens in that
   A. U.S. citizens elect representatives to vote for them.
   B. U.S. leaders can serve as many terms as they wish.
   C. U.S. government is made up of only one branch.
   D. foreigners cannot become citizens of the United States.
The government of the Roman Republic resembles today's U.S. government in that
A both give veto power to legislative leaders.  
B both appoint powerful dictators in times of emergency.  
C both are made up of only two branches.  
D both use a system of check and balances.

The shift from republic to empire in Rome is credited to the efforts of
A Augustus  
B Constantine  
C Diocletian  
D Julius Caesar

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.

The structure in the photo above is an example of the Romans' skill in
A military conquest.  
B engineering.  
C law.  
D science.

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.
**MONDAY**

(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**

(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**

(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**

(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— invented paper

**FRIDAY**

(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.

**MONDAY**

(Chapter 9.1)

1. Why did Muhammad leave Mecca for Yathrib, or Medina?  
   A. to avoid a war between the two cities  
   B. his teachings had angered many people in Mecca  
   C. he believed Medina was a holy city  
   D. to relocate his trade business

**TUESDAY**

(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**

(Chapter 9.2)

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

**THURSDAY**

(Chapter 9.2)

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

**FRIDAY**

(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**
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**
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

2. In what general direction did the Bantu migration routes travel?
   A. southeast
   B. southwest
   C. northeast
   D. northwest

**WEDNESDAY**
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**
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**
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**
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**
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**
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**
4. The chief religion in early Japan was
   A. Buddhism
   B. Shinto
   C. Confucianism
   D. Heian

**FRIDAY**
5. China influenced the development of Japan’s
   A. military.
   B. social classes.
   C. written language.
   D. geography.
1. The Byzantine Empire emerged from
   A the eastern portion of the Roman Empire.
   B Rus settlements along the Baltic Sea.
   C the union of the Angles and the Saxons.
   D barbarian tribes in Italy.

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

3. Over time, the culture of the Byzantine Empire was increasingly influenced by
   A China.
   B Greece.
   C Russia.
   D Western Europe.

4. What led to the spread of Orthodox Christianity into Eastern Europe and Russia?
   A the Byzantines’ conquest of Kiev
   B Alexander Nevski’s defeat of the Teutonic Knights
   C the development of the Cyrillic alphabet
   D the split between the Catholic Church and the Orthodox Eastern Church

5. Which of the following is an example of Byzantine influence on Russia?
   A the founding of Kiev
   B the rise of the Golden Horde
   C the establishment of the Russian Orthodox Church
   D the development of canon law

6. This quote most likely reflects the attitudes of what members of the feudal system?
   A kings
   B vassals
   C peasants
   D lords

7. Christians in what country defeated the Muslims and drove them from power in the Reconquista?
   A France
   B Spain
   C Norway
   D Italy

8. Which of the following explains the great power of medieval popes?
   A Popes controlled the religious lives of almost everyone in Asia.
   B Popes developed the feudal system.
   C Popes had the power to name kings and emperors.
   D Popes held influence over politics and religion.

9. What effect did the Crusades have on the economy of Europe?
   A led to an increase in trade between East and West
   B ended the feudal system in Europe
   C led to the decline of towns and cities
   D introduced Islam to Europe

10. Historians believe the Black Death originated in
    A Central Asia.
    B the Americas.
    C Italy.
    D Northern Europe.

11. “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
### Week 13

#### MONDAY

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

2. What Renaissance technique is illustrated by this painting?
   - A. humanism
   - B. movable type
   - C. perspective
   - D. predestination

#### WEDNESDAY

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

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

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

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

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

#### WEDNESDAY

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

#### THURSDAY

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

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**

**(Chapter 18.3)**

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

**(Chapter 18.2, 18.4)**

2. Which of the following is a similarity between Louis XIV and Peter the Great?
   A. They both fought wars to expand their empires.
   B. They both made efforts to westernize their empires.
   C. They both believed the people should have a say in government.
   D. They both ruled with the help of the pope.

**(Chapter 19.1)**

3. Which of the following was a characteristic of the Scientific Revolution?
   A. the Inquisition
   B. the belief in progress and the power of reason
   C. the development of mass transportation systems
   D. a growing desire to explore unknown parts of the world

**(Chapter 19.2)**

4. Which Enlightenment thinker argued that people were born with certain natural rights?
   A. Adam Smith
   B. Baron de Montesquieu
   C. John Locke
   D. Thomas Hobbes

**(Chapter 19.3)**

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

**WEEK 16**

**(Chapter 20.1)**

1. All of the following were causes of the French Revolution except
   A. economic problems
   B. support for Enlightenment ideas
   C. social inequalities
   D. the desire for a strong ruler

**(Chapter 19.3, 20.2)**

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

**(Chapter 20.2)**

3. Which of the following areas did not experience counterrevolutionary activity?
   A. Arras
   B. Bordeaux
   C. Nantes
   D. Paris

**(Chapter 20.4)**

4. Which event played the greatest role in Napoleon's defeat?
   A. the Russian campaign
   B. the Continental System
   C. the Congress of Vienna
   D. the Battle of the Nile

5. Which of the following was a result of the Congress of Vienna?
   A. It established democratic governments throughout Europe.
   B. It created a powerful European Army.
   C. It led to the downfall of Napoleon.
   D. It restored monarchies to power in Europe.
**WEEK 17**

**MONDAY**

(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**

(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**

(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**

(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**

(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**

(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**

(Chapter 23.2)

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**

(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**

(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**

(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.

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> “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”
C

Countdown to Testing

Week 19

MONDAY

1 Great Britain’s most valuable colony was
A China.
B Egypt.
C India.
D Vietnam.

TUESDAY

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

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 tension between Japan and China.
D It led to war between Japan and Great Britain.

THURSDAY

“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

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

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

2 Which of the following is an example of total war?
A Governments tell factories what to produce for the war effort.
B Civilians are drafted into the military.
C Governments spend millions to develop more powerful weapons.
D Neutral nations sell weapons to countries on both sides of the war.

WEDNESDAY

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

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

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
**MONDAY**  
(Chapter 27.1)  
1 After World War I nationalist movements in European colonies increased as a result of  
A the fear that colonists might be pulled into another costly war.  
B the lack of financial support from Europe.  
C the fear that European nations would demand more resources to rebuild after the war.  
D the colonists’ belief that they had earned their freedom by fighting in the war.  

**TUESDAY**  
(Chapter 27.2)  
2 Which of the following was a cause of the U.S. stock market crash in 1929?  
A increasing speculation in the stock market  
B economic troubles brought on by the high cost of maintaining colonies  
C government regulation of the economy  
D lack of confidence in the government  

**WEDNESDAY**  
(Chapter 27.2)  
3 How did the Great Depression in the United States affect foreign nations?  
A U.S. companies stopped exporting goods abroad.  
B Nations were forced to borrow money from the United States.  
C World trade slowed dramatically.  
D It had little effect on most nations.  

**THURSDAY**  
(Chapter 27.3, 27.4)  
4 In what way were Germany and Japan similar during the 1930s?  
A Both joined an alliance with the Soviet Union.  
B Both established colonies in the Pacific.  
C Both built up their military forces.  
D Both had Communist governments.  

**FRIDAY**  
(Chapter 27.4)  
5 Which of the following tactics did Joseph Stalin use to further his plan for economic modernization?  
A He worked to improve political rights for women.  
B He instituted a policy of collectivization of small farms.  
C He loosened government control of industry.  
D He encouraged capitalist ideas and beliefs.  

---  

**MONDAY**  
(Chapter 28.1)  
1 Which of the following is an example of German aggression prior to World War II?  
A Germany remained neutral.  
B Germany reclaimed and militarized the Rhineland.  
C Germany gave up control of Austria.  
D Germany signed a treaty with Russia.  

**TUESDAY**  
(Chapter 28.1)  
2 What event triggered World War II?  
A Germany invaded Poland.  
B Italy attacked North Africa.  
C Japan bombed Pearl Harbor.  
D Germany and the Soviet Union signed a nonaggression pact.  

**WEDNESDAY**  
(Chapter 28.2)  
3 Which battle was a turning point in the war in the Pacific?  
A Battle of El Alamein  
B Battle of the Bulge  
C Battle of Midway  
D Battle of Stalingrad  

**THURSDAY**  
(Chapter 28.3)  
4 What was the likely cause of the population change depicted in the graph above?  
A the dropping of atomic bombs  
B the Nazi’s Final Solution  
C the London Blitz  
D the invasion of the Soviet Union  

**FRIDAY**  
(Chapter 28.4)  
5 What two countries emerged from World War II as the world’s most powerful nations?  
A the United States and Japan  
B Great Britain and the United States  
C the Soviet Union and Germany  
D the United States and the Soviet Union
**WEEK 23**

**MONDAY**

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

**TUESDAY**

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

**WEDNESDAY**

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

**THURSDAY**

4 The fall of the Berlin Wall in 1989 has become a symbol of  
A the Cold War.  
B Germany’s economic collapse.  
C the collapse of communism.  
D ethnic tensions in Eastern Europe.

**FRIDAY**

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

**WEEK 24**

**MONDAY**

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

**TUESDAY**

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

**WEDNESDAY**

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

**THURSDAY**

4 The process by which countries are linked through trade and culture is known as  
A urbanization.  
B international cooperation.  
C globalization.  
D free trade.

**FRIDAY**

5 According to predictions, what percent of the world will be urbanized by 2020?  
A less than 30 percent  
B about 40 percent  
C about 60 percent  
D over 50 percent
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. 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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Objective 1.04, 1.06 (Chapter 1.2)</th>
<th>Objective 1.05, 2.01 (Chapter 1.3)</th>
<th>Objective 1.06 (Chapter 1.3)</th>
<th>Objective 2.07 (Chapter 3.3)</th>
<th>Objective 6.01 (Chapter 2.1)</th>
</tr>
</thead>
</table>
| WEEK 1 | How might the punishments in the quote differ? | If he put out the eye of a man's slave, or break the bone of a man's slave, or put out the tooth of a man's slave, or injure the bone of a man's slave, he shall be put out . . .

_—Hammurabi's Code_

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<tr>
<th>WEEK 2</th>
<th>Why did the Egyptians put the construction of pyramids?</th>
<th>Why did the Egyptians paint their pharaohs' faces on the Nile?</th>
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References at the end of each question direct you to relevant material in your textbook.
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.

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

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

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.

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

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.

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

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.

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.

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

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

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

The Shang made many advances to civilization, such as
A making paper.
B creating a precise lunar calendar.
C the specialization of labor.
D using an alphabet.

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

Mycenean kings built great monuments to
A raise money.
B appease the gods.
C make people proud of their Greek heritage.
D show off their strength.

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

Aristotle is best known for his
A discovery that Earth is round.
B emphasis on thinking for oneself.
C recording of the teachings of Socrates.
D logical study of most fields of science.

Alexander the Great’s empire extended from
A Italy to Persia.
B Asia Minor to the Caspian Sea.
C Greece to the Indus River.
D Egypt to Mesopotamia.

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

2. The shift from republic to empire in Rome is credited to the efforts of
   A. Augustus.
   B. Constantine.
   C. Diocletian.
   D. Julius Caesar.

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.

4. The structure in the photo above is an example of the Romans' skill in
   A. military conquest.
   B. engineering.
   C. law.
   D. science.

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.

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.

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.

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

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

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**

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.

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.

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.

**TUESDAY**

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—invented paper

**WEDNESDAY**

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

**THURSDAY**

6. 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.

**FRIDAY**

7. 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.

**WEEK 8**

**MONDAY**

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.

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.

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

4. 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.

**TUESDAY**

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   - A. Iran.
   - B. Turkey.
   - C. Saudi Arabia.
   - D. Iraq.

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   - 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)**

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  
   A. the eastern portion of the Roman Empire.  
   B. Rus settlements along the Baltic Sea.  
   C. the union of the Angles and the Saxons.  
   D. barbarian tribes in Italy.

**TUESDAY**  
Objective 2.06 (Chapter 12.1)
2. Why was Justinian’s law code significant?  
   A. It outlawed slavery in the empire.  
   B. It gave Justinian the title of emperor.  
   C. It established Christianity as the official religion of the Byzantine Empire.  
   D. 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  
   A. China.  
   B. Greece.  
   C. Russia.  
   D. Western Europe.

**THURSDAY**  
Objective 8.01 (Chapter 12.2)
4. What led to the spread of Orthodox Christianity into Eastern Europe and Russia?  
   A. the Byzantines’ conquest of Kiev  
   B. Alexander Nevski’s defeat of the Teutonic Knights  
   C. the development of the Cyrillic alphabet  
   D. 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?  
   A. the founding of Kiev  
   B. the rise of the Golden Horde  
   C. the establishment of the Russian Orthodox Church  
   D. the development of canon law

---

**WEEK 12**

**MONDAY**  
Objective 1.02, 3.02 (Chapter 13.3)
1. This quote most likely reflects the attitudes of what members of the feudal system?  
   A. kings  
   B. vassals  
   C. peasants  
   D. lords

**TUESDAY**  
Objective 6.01 (Chapter 13.3)
2. In the manorial system, serfs  
   A. had all the same rights as peasants.  
   B. could be bought and sold like slaves.  
   C. were not full citizens and had few rights.  
   D. could not have children.

**WEDNESDAY**  
Objective 3.02 (Chapter 13.5)
3. Which of the following explains the great power of medieval popes?  
   A. Popes controlled the religious lives of almost everyone in Asia.  
   B. Popes developed the feudal system.  
   C. Popes had the power to name kings and emperors.  
   D. 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?  
   A. led to an increase in trade between East and West  
   B. ended the feudal system in Europe  
   C. led to the decline of towns and cities  
   D. introduced Islam to Europe

**FRIDAY**  
Objective 3.02, 8.03 (Chapter 13.4)
5. The ideas of the Magna Carta  
   A. widened the king’s power.  
   B. helped form ideas that are part of modern democracies.  
   C. made nobles more powerful than the king.  
   D. 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, 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.

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

2. Why did Henry VIII create the Protestant Church of England?
   A. to destroy Parliament’s power
   B. as a statement of war against the Catholic Church
   C. to divorce his first wife
   D. to show that he had divine rights

3. Which of the following is a benefit of the Scientific Revolution?
   A. advances in physics, biology, and chemistry
   B. Boyle’s Revolution
   C. The Middle Ages
   D. The Inquisition

4. Which Enlightenment thinker argued that people were born with certain natural rights?
   A. Adam Smith
   B. Baron de Montesquieu
   C. John Locke
   D. Thomas Hobbes

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

1. All of the following were causes of the French Revolution except
   A. economic problems
   B. support for Enlightenment ideas
   C. social inequalities
   D. the desire for a strong ruler

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

3. Which of the following areas did not experience counterrevolutionary activity?
   A. Arras
   B. Bordeaux
   C. Nantes
   D. Paris

4. Which event played the greatest role in Napoleon’s defeat?
   A. the Russian campaign
   B. the Continental System
   C. the Congress of Vienna
   D. the Battle of the Nile

5. Which of the following was a result of the Congress of Vienna?
   A. It established democratic governments throughout Europe
   B. It created a powerful European Army.
   C. It led to the downfall of Napoleon.
   D. 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)

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.
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)
4 “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

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 22

MONDAY  Objective 5.03  (Chapter 28.1)
1 Which of the following is an example of German aggression prior to World War II?  
A Germany remained neutral.  
B Germany reclaimed and militarized the Rhineland.  
C Germany gave up control of Austria.  
D Germany signed a treaty with Russia.

TUESDAY  Objective 5.03  (Chapter 28.1)
2 What event triggered World War II?  
A Germany invaded Poland.  
B Italy attacked North Africa.  
C Japan bombed Pearl Harbor.  
D 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?  
A Battle of El Alamein  
B Battle of the Bulge  
C Battle of Midway  
D Battle of Stalingrad

THURSDAY  Objective 5.03, 6.02  (Chapter 28.3)
4 What was the likely cause of the population change depicted in the graph above?  
A the dropping of atomic bombs  
B the Nazi’s Final Solution  
C the London Blitz  
D 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?  
A the United States and Japan  
B Great Britain and the United States  
C the Soviet Union and Germany  
D the United States and the Soviet Union

COUNTDOWN TO TESTING  NC17
**WEEK 23**

**MONDAY**  
Objective 5.04 (Chapter 29.1)

1. Which of the following was a cause of the Cold War?  
   A. The Soviet Union set up Communist governments in Eastern Europe.  
   B. The United States refused to force Germany to pay reparations.  
   C. Soviet officials were charged with war crimes during the Nuremberg Trials.  
   D. 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  
   A. permanently divide Europe between East and West.  
   B. rebuild the war-torn nations of Eastern Europe.  
   C. remove Stalin from power in the Soviet Union.  
   D. 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  
   A. the Cuban missile crisis.  
   B. the development of a nuclear arms race.  
   C. the creation of Israel.  
   D. the Red Scare.

**THURSDAY**  
Objective 5.04 (Chapter 29.3)

4. The fall of the Berlin Wall in 1989 has become a symbol of  
   A. the Cold War.  
   B. Germany’s economic collapse.  
   C. the collapse of communism.  
   D. 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  
   A. the Middle East.  
   B. Southeast Asia.  
   C. Eastern Europe.  
   D. 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?  
   A. African natives gained political strength by ruling the colonies during the war.  
   B. The cost of the war made European nations more determined to hang on to their colonies’ wealth.  
   C. Independence movements emerged as European countries lost power after the war.  
   D. 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  
   A. the creation of a Jewish state in Palestine.  
   B. the Persian Gulf War.  
   C. the Iranian Revolution.  
   D. 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  
   A. support the rights of the poor.  
   B. gain valuable natural resources.  
   C. stop the spread of communism.  
   D. 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  
   A. urbanization.  
   B. international cooperation.  
   C. globalization.  
   D. free trade.

**FRIDAY**  
Objective 3.02 (Chapter 33.2)

5. According to predictions, what percent of the world will be urbanized by 2020?  
   A. less than 30 percent  
   B. about 40 percent  
   C. about 60 percent  
   D. over 50 percent