

STRATEGIES for TAKING STANDARDIZED TESTS

This section will help you develop and practice the skills you need to study social studies and to take standardized tests.

Part 1, **Strategies for Studying Social Studies**, shows you the features of this book. It also shows you how to improve your reading and study skills.

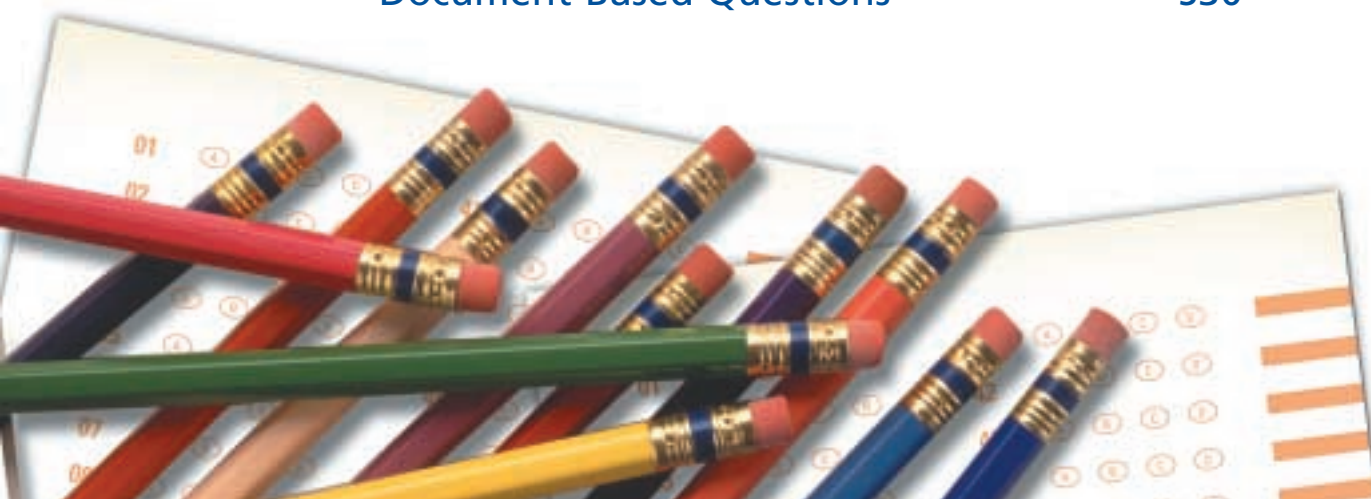
Part 2, **Test-Taking Strategies and Practice**, gives you strategies to help you answer the different kinds of questions that appear on standardized tests. Each strategy is followed by a set of questions you can use for practice.

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Part 1: Strategies for Studying Social Studies

Reading is important in the study of social studies or any other subject. You can improve your reading skills by practicing certain strategies. Good reading skills help you remember more when you read. The next four pages show how some of the features of *World Cultures and Geography: Eastern Hemisphere* can help you learn and understand social studies.

Preview Chapters Before You Read

Each chapter begins with a two-page chapter opener. Study these pages to help you get ready to read.

- 1 Read the chapter title. Read the section titles. These tell what topics will be covered in the chapter.
- 2 Look at the art and photographs. Use the illustrations to help you identify themes or messages of the chapter.
- 3 Study the **Focus on Geography** feature. Use the questions to help you think about the information you might find in the chapter.





Preview Sections Before You Read

Each chapter has three, four, or five sections. These sections cover shorter time periods or certain themes.

- 1 Study the sentences under the headings **Main Idea** and **Why It Matters Now**. These headings tell what's important in the material you're about to read.
- 2 Look at the **Terms & Names** list. This list tells you what people and issues will be covered in the section.
- 3 Read the feature titled **Dateline**. It tells about a historical event as if it were happening today.
- 4 Skim the pages to see how the section is organized. Red headings are major topics. Blue headings are smaller topics or subtopics. The headings provide an outline of the section.
- 5 Skim the pages of the section to find key words. These words will often be in **boldface** type. Use the **Vocabulary** notes in the margin to help you with unfamiliar terms.

TERMS & NAMES

Mikhail Gorbachev
parliamentary
republic
coalition government
ethnic cleansing
Duma



The Breakup of the Soviet Union

Mikhail Gorbachev's reforms did not solve the problems of the Soviet Union. The economy continued to get worse. When Gorbachev did let free the countries of Eastern Europe to become Communist, this further depressed many Communists.

Vocabulary
In 1991, a group of more traditional Soviet leaders tried to take over the Soviet government. Thousands of people opposed this coup d'état (overthrow). The coup failed. Then, one by one, the Soviet republics declared independence. The Warsaw Pact was dissolved. By the end of 1991, the Soviet Union no longer existed. The large country had become 11 different nations.

4 Modern Eastern Europe

Each former Soviet republic set up its own new Communist government. The countries of Eastern Europe that had been under Soviet control held democratic elections, and many were to revised their constitutions.

In some countries, such as the Czech Republic, former Communists were banned from important government posts. In other countries, such as Bulgaria, the former Communists reorganized themselves into a new political party and have won elections. Many different ethnic groups also tried to create new states within a nation or to re-establish old states that had not existed in many years.

Parliamentary Republics Today, most of the countries of Eastern Europe are parliamentary republics. A **parliamentary republic** is a form of government in which the head of the political party with the most members in parliament. The head of government, usually a prime minister, proposes the programs that the government will undertake. Most of these countries also have a president who has ceremonial, rather than political, duties.





Use Active Reading Strategies As You Read

Now you're ready to read the chapter. Read one section at a time, from beginning to end.

- 1 Begin by looking at the **Reading Social Studies** page. Consider the questions under the **Before You Read** heading. Think about what you know already about the chapter topic and what you'd like to learn.
- 2 Review the suggestions in the **Read and Take Notes** section. These will help you understand and remember the information in the chapter.
- 3 Ask and answer questions as you read. Look for the **Reading Social Studies** questions in the margin. Answering these questions will show whether you understand what you've just read.
- 4 Study the **Background** notes in the margin for additional information on people, places, events, or ideas discussed in the chapter.

CHAPTER 6

READING SOCIAL STUDIES

BEFORE YOU READ

>> What Do You Know?

Before you read the chapter, think about what you already know about Europe. Do you have family, friends, or neighbors who were born in Europe? Have you read books, such as the Harry Potter series, that take place in Europe? Think about what you have seen or heard about Italy, England, France, or Germany in the news, during sporting events, and in your other classes.

>> What Do You Want to Know?

Decide what you know about Europe today. Then, in your notebook, record what you hope to learn from this chapter.

2

READ AND TAKE NOTES

Reading Strategy Comparing Comparing is a useful strategy for understanding how events change societies. As you read this chapter, compare Eastern Europe under communism with Eastern Europe after communism. Use the chart below to take notes.

- Copy the chart into your notebook.
- As you read, notice how government, economics, and culture differ under the old and new systems.
- After you read each section, record key ideas on your chart.

Aspect	Under Communism	After Communism
Government		
Economy		
Culture		

Notes: Europe was the most stable region of economic unity in Europe.

Notes: Some Christians in Ukraine dye Easter eggs brilliant colors.

In 1995, the Serbs, Croats, and Muslims of Bosnia signed a peace treaty. In 1999, Milosevic began using ethnic cleansing to get the Serbs and Albanians of Kosovo to live together in peace. In 2000, public protests led to Milosevic's removal. He was subsequently arrested and tried for war crimes by the United Nations.

Modern Russia

Life in Russia has improved since the breaking of the Soviet Union. Russian citizens can elect their own leaders. They enjoy freedom of speech. New businesses have sprung up. And some Russians have become wealthy.

Unfortunately, Russia still faces serious problems. Many leaders are dishonest. The nation has been slow to reform its economic system. Most of the nation's new wealth has gone to a small number of people, so that many Russians remain poor. The crime rate has grown tremendously. The government has also fought a war against Chechnya (CHECH-en-yah), a region of Russia that wants to become independent.

Russian Culture The fall of communism helped most Russians to more freely follow their cultural practices. Russians gained the freedom to practice the religion of their choice. They can also buy and read the great works of Russian literature that once were banned. At the beginning of the 21st century, writers and other artists also have more freedom to express themselves.

New magazines and newspapers are published. Even new history books are published. For the first time in decades, these publications are telling more of the truth about the Soviet Union.

Russia's Government Russia has a democratic form of government. The president is elected by the people. The people also elect members of the Duma (DOO-mah), which is part of the legislature.

Reading Social Studies

B. Identifying Problems What are the main problems that face Russia today?

3

Identifying Problems What are the main problems that face Russia today?

4

Background

One of the most popular pastimes in Russia is the game of chess. In fact, many of the world's greatest chess players, such as Boris Spassky, have been Russian.

BACKGROUND

One of the most popular pastimes in Russia is the game of chess. In fact, many of the world's greatest chess players, such as Boris Spassky, have been Russian.



Review and Summarize What You Have Read

When you finish reading a section, review and summarize the information you have learned. Reread any information that is still unclear.

- 1 Look again at the red and blue headings for a quick summary of the section.
- 2 Study the photographs, maps, charts, graphs, and illustrated features in the section. Think about how these visuals relate to the information you've learned.
- 3 Answer the questions in the **Assessment** section. This will help you think critically about what you've just read.

Connections to Science

Pollution: Some leaders thought that industry would improve life for everyone. Limiting industry was so important that the Soviet government did not worry about pollution. Now laws were passed to protect the environment.

In the 1970s and 1980s, there was too much money in industry to reduce pollution. Some areas also could not afford proper sewage systems or recycling plants. Today, leaders fight for some of the worst pollution problems in the continent.

1 War in the Balkan Peninsula

Since the late 1980s, much of Eastern Europe has been a place of turmoil and struggle. Yugoslavia, one of the countries located on Europe's Balkan Peninsula, has experienced terrible wars, extreme hardships, and great change.

Under Tito After World War II, Yugoslavia came under Marshal Tito's (TITO-see) dictatorship. Tito controlled all of the country's many different ethnic groups, which included Serbs, Croats, and Muslims. His rule continued until his death in 1980. Slobodan Milosevic (sloh-boh-DON mahl-LOW-suh-veech) became Yugoslavia's president in 1989, after years of political turmoil.

Milosevic Slobodan Milosevic, a Serb, wanted the Serbs to rule Yugoslavia. The Serbs in Bosnia began fighting the Croats and Muslims living there. The Bosnian Serbs murdered many Muslims so that living there would be in the majority. The Serbs called these killings of members of minority ethnic groups **ethnic cleansing**. Finally, NATO attacked the Bosnian Serbs and ended the war.

2 The Balkan States, 1914 and 1991

Geography Skillbuilder: Interpreting a Map

1. **Location:** a place

2. **Region:** a group of countries separated from neighboring ones

3

2

3

Assessment

Form & Name

1. **Identify**

a. **Michael Gorbachev**

b. **ethnic cleansing**

c. **perestroika**

d. **glasnost**

Using Notes

2. Use a flow chart like this one to outline the changes in Eastern Europe and Russia from 1989 through 2000.

1989

1990

1991

1992

1993

1994

1995

1996

1997

1998

1999

2000

Main Ideas

3. **do** What happened to the governments of the former Soviet Republics after independence?

4. **do** How have the economies of Eastern European countries changed now that they are free?

5. **do** In what ways has life in Russia improved since the leadership of the Soviet Union?

Critical Thinking

4. **Make inferences**

Why do you think many Eastern European countries would like to join NATO?

Final Thought

• what happened to the Warsaw Pact

• the economies of Eastern Europe

• the relationship between Eastern Europe and Russia

Activity

Research the information in the Spotlight on Eastern Europe. Write a short, personal story that describes a special family, school, workplace, or holiday celebration in which you participated.



STRATEGIES

Part 2: Test-Taking Strategies and Practice

Use the strategies in this section to improve your test-taking skills. First read the tips on the left page. Then use them to help you with the practice items on the right page.

Multiple Choice

A multiple-choice question is a question or incomplete sentence and a set of choices. One of the choices correctly answers the question or completes the sentence.

- 1 Read the question or incomplete sentence carefully. Try to answer the question before looking at the choices.
- 2 Look for key words in the question. They may help you figure out the correct answer.
- 3 Read each choice with the question. Don't decide on your final answer until you have read all the choices.
- 4 Rule out any choices that you know are wrong.
- 5 Watch answers with words like *all*, *never*, and *only*. These answers are often incorrect.
- 6 Sometimes the last choice is *All of the above*. Make sure that the other choices are all correct if you pick this answer.
- 7 Be careful with questions that include the word *not*.

- 1 1 The Sahara is mostly.
- 3 choices
- A sand, rocks, and gravel.
- B boulders and sand.
- C cliffs and gulleys.
- D grasses and bushes.

Words like *mostly* or *partly* are key words in multiple choice. Look for answers that are mostly true or partly true about the subject.

You know that if the Sahara is a desert, D is incorrect. A desert cannot be mostly covered with grass and bushes.

- 2 Over hundreds of years, Bantu people migrated from West Africa to
- A South and Southwest Asia.
- B every continent on earth.
- C East and South Africa.
- D all of North Africa and Arabia.

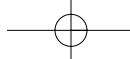
Watch for answers that have words like *all*, *never*, *always*, *every*, and *only*. These answers are often incorrect.

- 3 The people of West Africa passed on their history by
- A painting pictures.
- B telling stories.
- C creating dances.
- 6 D All of the above

- 4 Which of the following is not one of the nations in southern Africa?
- A Zimbabwe
- B Nigeria
- C Mozambique
- D Namibia

First rule out all the answers that name southern African countries. The answer that remains is the correct choice.

answers: 1 (A); 2 (C); 3 (D); 4 (B)



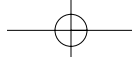
Directions: Read each question carefully. Choose the *best* answer from the four choices.

- 1 Which of the following was *not* a result of the Black Death?
 - A Cities worked together during the plague.
 - B Europe lost one-third of its population.
 - C The Church lost its prestige among the people.
 - D The economies of many countries were ruined.

- 2 Martin Luther started a reform movement when he
 - A published the New Testament in German.
 - B criticized some of the Church's practices.
 - C wrote his 95 Theses and made them public.
 - D All of the above

- 3 The Ottoman Empire reached its greatest size and glory under the rule of
 - A Mehmet II.
 - B Selim the Grim.
 - C Suleiman the Lawgiver.
 - D Timur the Lame.

- 4 During the 1700s, England controlled which of the following?
 - A the sugar trade
 - B the Atlantic slave trade
 - C the cotton trade
 - D the coconut trade



STRATEGIES

Primary Sources

Sometimes you will need to look at a document to answer a question. Some documents are primary sources. Primary sources are written or made by people who either saw an event or were actually part of the event. A primary source can be a photograph, letter, diary, speech, or autobiography.

- 1 Look at the source line to learn about the document and its author. If the author is well known and has been quoted a lot, the information is probably true.
- 2 Skim the article to get an idea of what it is about.
- 3 Note any special punctuation. For example, ellipses (. . .) indicate that words and sentences have been left out.
- 4 Ask yourself questions about the document as you read.
- 5 Review the questions. This will give your reading a purpose and also help you find the answers more easily. Then reread the document.

Good Government

Chap 2.20 Lord Ji Kang asked, “What should I do in order to make the people respectful, loyal, and zealous [hard-working]?” The Master said: “Approach them with dignity and they will be respectful. Be yourself a good son and kind father, and they will be loyal. Raise the good and train the incompetent, and they will be zealous.”

2

4

Chap. 13.2 Ran Yong . . . asked about government. The Master said: “Guide the officials. Forgive small mistakes. Promote [people] of talent.” “How does one recognize that a [person] has talent and deserves to be promoted?” The Master said: “Promote those you know. Those whom you do not know will hardly remain ignored.”

3

The *Analects* is a book of thoughts and ideas by Confucius. He was a scholar and teacher in ancient China.

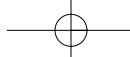
—*The Analects of Confucius*

1

- 1 Confucius is giving advice on
 - A how to be a gentleman.
 - B how to be a good ruler.
 - C how to become wealthy.
 - D how to raise a good family.
- 2 Which sentence *best* expresses the idea of these paragraphs?
 - A The wise ruler governs people through fear.
 - B People should obey their rulers no matter what.
 - C A good ruler gives a lot of orders to people.
 - D If rulers do things well, people will follow them.

5

answers: 1 (B); 2 (D)



PRACTICE

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Directions: Read this passage from Magna Carta. Use the passage and your knowledge of social studies to answer the questions.

No constable or other bailiff [officer] . . . shall take anyone's grain or other chattels [property] without immediately paying for them in money. . . .

No sheriff or bailiff, or any one else, shall take horses or wagons of any free man . . . except on the permission of that free man.

Neither we nor our bailiffs will take the wood of another man for castles, or for anything else . . . except by the permission of him to whom the wood belongs. . . .

—Magna Carta (1215)

- 1 These paragraphs place limits on the
 - A rights of the king.
 - B powers of officials to take property.
 - C rights of nobles to tax people.
 - D power of Parliament.

- 2 The rights guaranteed by the Magna Carta are similar to those listed in the Bill of Rights of
 - A France.
 - B the Netherlands.
 - C the United States.
 - D Germany.



STRATEGIES

Secondary Sources

A secondary source is an account of events by a person who did not actually experience them. The author often uses information from several primary sources to write about a person or an event. Biographies, many newspaper articles, and history books are examples of secondary sources.

- 1 Read the title to get an idea of what the passage is about. (The title here indicates that the passage is about the religion of Islam.)
- 2 Skim the paragraphs to find the main idea of the passage.
- 3 Look for key words that help you understand the passage.
- 4 Ask yourself questions as you read. (You might ask yourself: Why are poor and physically challenged people excused from making the pilgrimage to Mecca?)
- 5 Review the questions to see what information you will need to find. Then reread the passage.

answers: 1 (D); 2 (A)

1 The Five Pillars of Islam

Muslims—people who follow Islam—have five duties. These are called the “Pillars of Islam” because the faith is based on them. 2

The first duty is to profess faith in God. Muslims must say the sentence, “There is no God but Allah, and Muhammad is his prophet.” They must say this in public at least once during their lives.

3 Note that each paragraph describes one of the five duties.

The second pillar is to pray five times a day. These prayers must be said while facing toward the holy city of Mecca in Saudi Arabia.

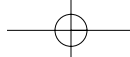
The third is to give support to the poor and needy. Charity to those in need has been an important part of Islam from the beginning.

The fourth duty is to fast—to not eat or drink—from dawn to sunset during the holy month of *Ramadan*.

The final duty is the *hajj*, or pilgrimage to Mecca. Every Muslim who can do so is expected to travel to Mecca at least once in his or her life. People who are physically unable or too poor to do so are excused from this requirement. 4

Recall that Mecca is the holiest city of Islam.

- 1 What is the first Pillar of Islam?
 - A making the *hajj*
 - B giving charity to the poor
 - C praying five times a day
 - D professing faith in God
- 2 What particular duty must Muslims perform during the holy month of *Ramadan*?
 - A fasting from dawn to sunset
 - B praying five times a day
 - C giving charity to the poor
 - D professing faith in God



Directions: Read this passage. Use the passage and your knowledge of social studies to answer the questions.

Before World War I

In 1892, France and Russia had become military allies. Later, Germany signed an agreement to protect Austria. If any nation attacked Austria, Germany would fight on its side. France and Russia had to support each other as well. For instance, if France got into a war with Germany, Russia had to fight Germany, too. This meant that in any war, Germany would have to fight on two fronts: France on the west and Russia on the east.

If a war broke out, what part would England play? No one knew. It might remain neutral, like Belgium. It might, if given a reason, fight against Germany.

- | | |
|--|---|
| <p>1 If Russia and Germany went to war, which country had to help Russia?</p> <p>A England
B Belgium
C Austria
D France</p> | <p>2 When World War I broke out, what part did England play?</p> <p>A It remained neutral, like Belgium.
B It sided with Germany and Austria.
C It joined France in fighting Germany.
D It fought Russia after its revolution.</p> |
|--|---|



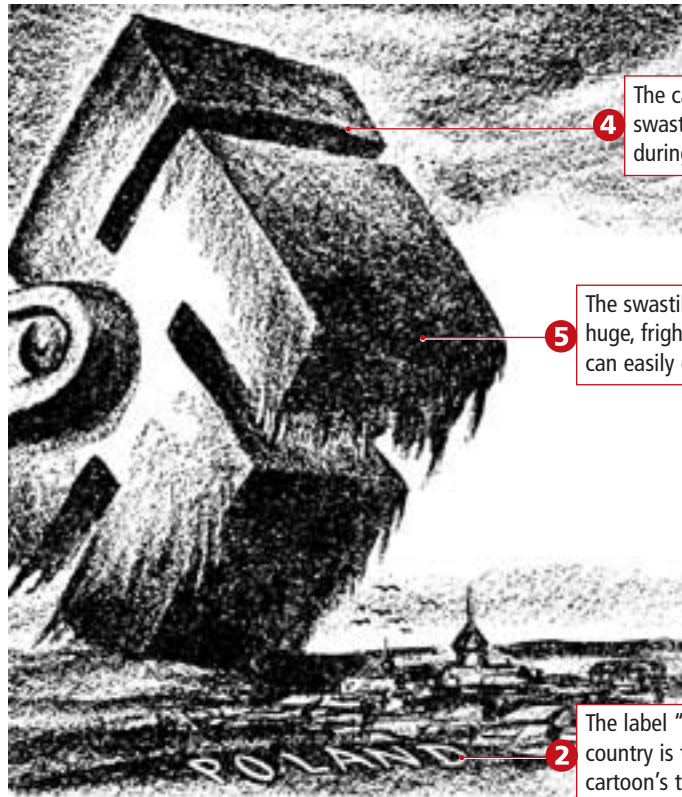
STRATEGIES

Political Cartoons

Cartoonists who draw political cartoons use both words and art to express opinions about political issues.

- 1 Try to figure out what the cartoon is about. Titles and captions may give clues.
- 2 Use labels to help identify the people, places, and events represented in the cartoon.
- 3 Note when and where the cartoon was published.
- 4 Look for symbols—that is, people, places, or objects that stand for something else.
- 5 The cartoonist often exaggerates the physical features of people and objects. This technique will give you clues as to how the cartoonist feels about the subject.
- 6 Try to figure out the cartoonist's message and summarize it in a sentence.

1 NEXT!



Daniel Fitzpatrick / *St. Louis Post-Dispatch*, August 24, 1939.

- 3 The date is a clue that the cartoon refers to the beginning of World War II.

4 The cartoonist uses the swastika, a symbol used during World War II.

5 The swastika looks like a huge, frightening machine. It can easily crush Poland.

2 The label "Poland" tells what country is the subject of the cartoon's title.

1 What does the swastika in the cartoon stand for?

- A the Soviet Union
- B Nazi Germany
- C the Polish army
- D the Austrian military

2 Which sentence *best* summarizes the cartoonist's message?

- A Germany will attack Poland next.
- B Poland should stop Germany.
- C Germany will lose this battle.
- D Poland will fight a civil war.

answers: 1 (B); 2 (A)



PRACTICE

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Directions: Study this cartoon. Use the cartoon and your knowledge of social studies to answer the questions.

The Barber Wants to Cut Off an Old Believer's Beard



The Granger Collection, New York

- 1 This cartoon shows Peter the Great of Russia as a barber. He is cutting off the beard of a Russian nobleman. The shaving of beards was part of Peter's program of
 - A westernization.
 - B nationalization.
 - C modernization.
 - D democratization.
- 2 This cartoon shows Peter forcing change on his subjects. What kind of government does this represent?
 - A absolute monarchy
 - B constitutional monarchy
 - C democracy
 - D plutocracy

STRATEGIES

Charts

Charts present facts in a visual form. History textbooks use several different types of charts. The chart that is most often found on standardized tests is the table. A table organizes information in columns and rows.

- 1 Read the title of the chart to find out what information is represented.
- 2 Read the column and row headings. Sometimes further information on headings is provided in footnotes.
- 3 Notice how the information in the chart is organized.
- 4 Compare the information from column to column and row to row.
- 5 Try to draw conclusions from the information in the chart.
- 6 Read the questions and then study the chart again.

1 Steel Production for Selected Countries (in Thousands of Metric Tons)

Year	China	Germany*	Japan	Korea	Russia/ USSR	United Kingdom
1900	—	6,646	1	—	2,214	4,979
1910	—	13,699	250	—	3,444	6,476
1920	—	8,538	845	—	162	9,212
1930	—	11,511	2,289	—	5,761	7,443
1940	—	19,141	7,528	—	19,000	13,183
1950	61	12,121	4,839	—	27,300	16,553
1960	1,866	34,100	22,138	—	65,292	24,695
1970	1,779	45,041	93,322	—	115,886	28,314
1980	3,712	43,838	111,935	8,558	148,000	11,278
1990	6,535	44,022	110,339	23,125	154,414	17,896
1995	92,968	42,051	101,640	36,772	51,323	17,655

* Figures from 1950 through 1990 are for West Germany only.

Source: Japan Iron and Steel Federation

Information in the chart suggests that Asian countries are rapidly becoming the world's leading steel producers.

You might trace the change in steel production over the years for each country.

- 1 Which country produced the most steel between 1980 and 1995?
 - A China
 - B Germany
 - C Japan
 - D Russia/USSR
- 2 According to information in the chart, in 1995 the largest share of steel was being produced in
 - A Africa.
 - B Asia.
 - C Europe.
 - D North America.

You can eliminate A and D because no African or North American countries are listed in the chart.

answers: 1 (D); 2 (B)



Directions: Read the chart carefully. Use the chart and your knowledge of social studies to answer the questions.

Ancient Civilizations				
Feature	China	Egypt	Indus Valley	Mesopotamia
Location	River valley	River valley	River valley	River valley
Period	2000 B.C.-400 B.C.	3200 B.C.-600 B.C.	2500 B.C.-1500 B.C.	3500 B.C.-2000 B.C.
Specialized workers	Priests; government workers, soldiers; craft workers in bronze and silk; farmers	Priests; government workers, scribes, soldiers; workers in pottery, stone; farmers	Government officials; priests; workers in pottery, bricks; farmers	Priests; government officials, scribes, and soldiers; workers in pottery, textiles; farmers
Institutions	Walled cities; oracle-bone reading	Ruling class of priests, nobles; education system	Strong central government	Ruling class of priests and nobles; education for scribes
Record keeping	Pictographic writing	Hieroglyphic writing	Pictographic writing	Cuneiform writing
Advanced technology and artifacts	Writing; making bronze and silk; irrigation systems	Papyrus; mathematics; astronomy, engineering; pyramids; mummification; medicine	Irrigation systems; indoor plumbing; seals	Wheel; plow; sailboat; bronze weapons

- Which civilization appeared first?
A China
B Egypt
C Indus Valley
D Mesopotamia
- The Indus Valley civilization did *not* have
A an irrigation system.
B walled cities.
C government officials.
D indoor plumbing.

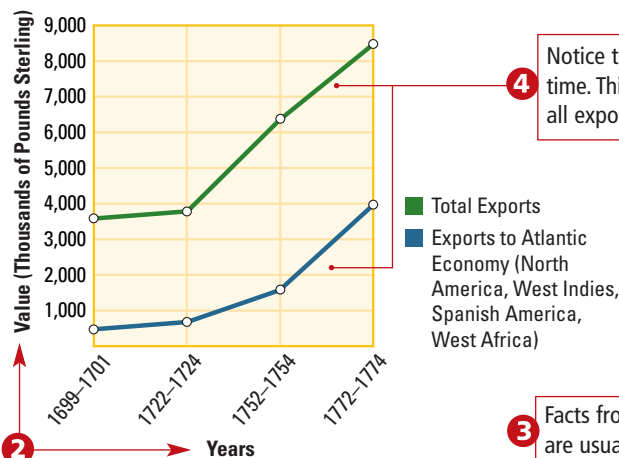
STRATEGIES

Line and Bar Graphs

Graphs are often used to show numbers. Line graphs often show changes over time. Bar graphs make it easy to compare numbers.

- 1 Read the title of the chart to find out what information is represented.
- 2 Study the labels on the graph.
- 3 Look at the source line that tells where the graph is from. Decide whether you can depend on the source to provide reliable information.
- 4 See if you can make any generalizations about the information in the graph. If the graph shows information over time, note how the numbers change.
- 5 Read the questions carefully and then study the graph again.

1 Exports of English Manufactured Goods, 1699–1774



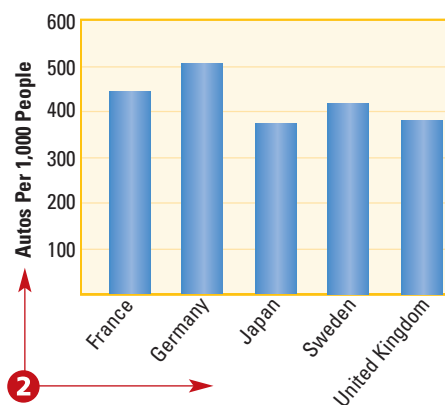
Notice that both lines rise over time. This means the value of all exports increased.

Facts from scholarly journals are usually reliable.

Source: R. Davis, "English Foreign Trade, 1700–1774," *Economic History Review* (1962)

- 1 Which of the following is a true statement?
 - A Exports to the New World declined over time.
 - B Total exports stayed the same over time.
 - C Total exports rose sharply after 1724.
 - D Exports to the New World fell sharply after 1754.

1 Automobiles per 1,000 People for Selected Countries, 1997



Facts from government agencies usually are reliable.

Source: *Statistical Abstract of the United States*

- 2 Which country had the most automobiles per 1,000 people in 1997?
 - A France
 - B Germany
 - C Sweden
 - D United Kingdom

answers: 1 (C); 2 (B)

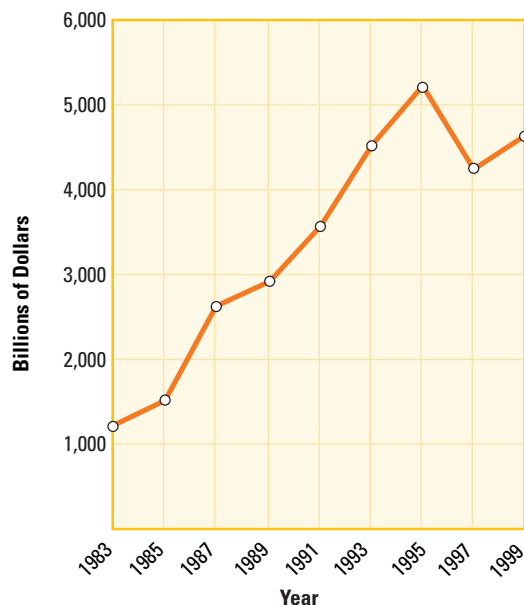
PRACTICE

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TEST PRACTICE
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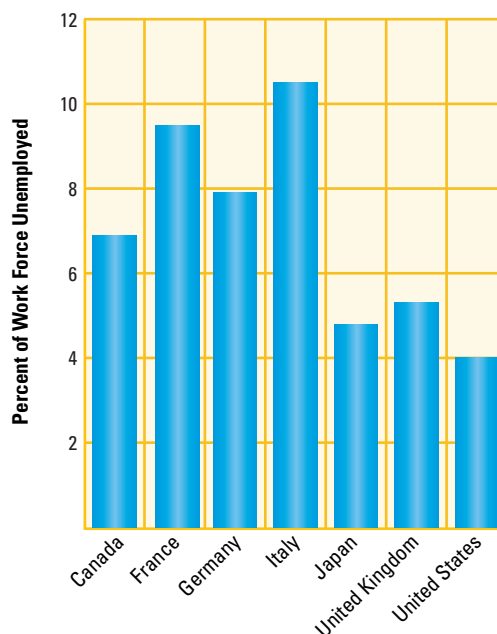
Directions: Read the graphs carefully. Use the graphs and your knowledge of social studies to answer the questions.

Japan: Gross Domestic Product, 1983–1999



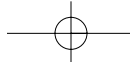
Source: *Annual Report on National Accounts 2001*, Cabinet Office of the Government of Japan

Unemployment Rates for Selected Countries, 2000



Source: Organization for Economic Cooperation and Development

- Japan's gross domestic product grew in every period except
 - 1983 to 1985.
 - 1987 to 1989.
 - 1995 to 1997.
 - 1997 to 1999.
- Which country had the highest unemployment rate in 2000?
 - Italy
 - France
 - Germany
 - Canada



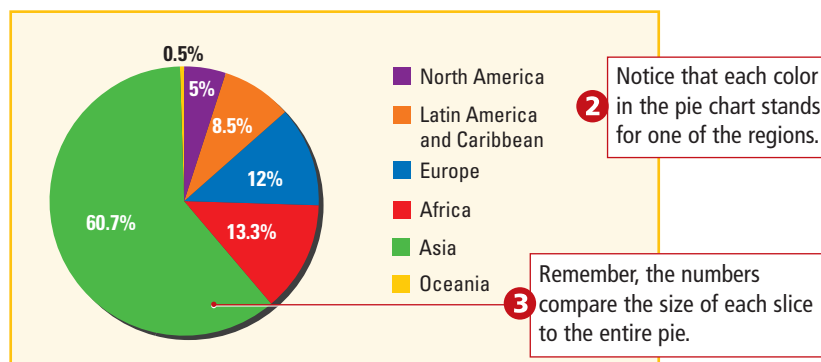
STRATEGIES

Pie Graphs

A pie, or circle, graph shows the relationship among parts of a whole. These parts look like slices of a pie. Each slice is shown as a percent of the whole pie.

- 1 Read the title of the chart to find out what information is represented.
- 2 The graph may provide a legend, or key, that tells you what different slices represent.
- 3 The size of the slice is related to the percentage. The larger the percentage, the larger the slice.
- 4 Look at the source line that tells where the graph is from. Ask yourself if you can depend on this source to provide reliable information.
- 5 Read the questions carefully, and study the graph again.

1 World Population by Region, 2000



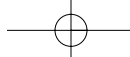
The Population Reference Bureau studies population data for the United States and other countries.

4 Source: Population Reference Bureau

- 1 Which region accounts for nearly two-thirds of the world's population?
 - A Africa
 - B North America
 - C Europe
 - D Asia
- 2 Two regions have nearly the same percentage of the world's population. They are
 - A Africa; Latin America and Caribbean.
 - B Europe; Africa.
 - C Latin America and Caribbean; Europe.
 - D North America; Europe.

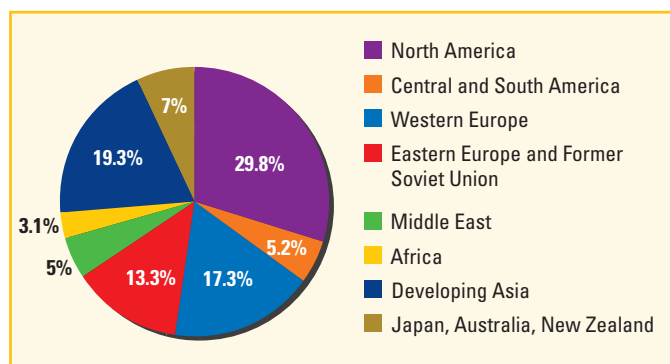
To answer this question, find the two percentages in the pie graph that are almost the same.

answers: 1 (D); 2 (B)



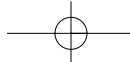
Directions: Read the pie graph. Use the graph and your knowledge of social studies to answer the questions.

World Energy Consumption by Region



Source: "Earth Pulse," *National Geographic* (March 2001)

- 1 Which region uses the least energy?
 - A Western Europe
 - B Developing Asia
 - C Africa
 - D Eastern Europe and Former Soviet Union
- 2 Japan, Australia, and New Zealand are grouped together because they
 - A are in the same part of the world.
 - B have about the same number of people.
 - C are roughly the same size.
 - D use the same power sources.



STRATEGIES

Political Maps

Political maps show the divisions within countries. A country may be divided into states, provinces, etc. The maps also show where major cities are. They may also show mountains, oceans, seas, lakes, and rivers.

- 1 Read the title of the map. This will give you the subject and purpose of the map.
- 2 Read the labels on the map. They also give information about the map's subject and purpose.
- 3 Study the key or legend to help you understand the symbols and/or colors on the map. (The legend shows the colors that indicate the three empires.)
- 4 Use the scale to estimate distances between places shown on the map. Maps usually show the distance in both miles and kilometers.
- 5 Use the North arrow to figure out the direction of places on the map.
- 6 Read the questions. Carefully study the map to find the answers.

1 Empires in South and Southwest Asia, 1500–1660



- 1 Which city was within the Mughal Empire by 1530?
 - A Bombay
 - B Delhi
 - C Madras
 - D Pondicherry
- 2 Which empire controlled part of Europe?
 - A Ottoman
 - B Safavid
 - C Mughal
 - D All of the above

answers: 1 (B); 2 (A)



Directions: Study the map carefully. Use the map and your knowledge of social studies to answer the questions.

The Roman Empire, A.D. 400



- 1 Which area was part of the Eastern Roman Empire?
 A Spain
 B Gaul
 C Anatolia
 D All of the above
- 2 The most northern country in the Western Roman Empire was
 A Syria.
 B Gaul.
 C Spain.
 D Britain.

STRATEGIES

Thematic Maps

Thematic maps focus on special topics. For example, a thematic map might show a country's natural resources or major battles in a war.

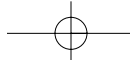
- 1 Read the title of the map. This will give you the subject and purpose of the map.
- 2 Read the labels on the map. They give information about the map's subject and purpose.
- 3 Study the key or legend to help you understand the symbols on the map. (The arrows show where Buddhism started and where it spread.)
- 4 Ask yourself whether the symbols show a pattern.
- 5 Read the questions. Carefully study the map to find the answers.

1 The Spread of Buddhism



- 1 Where did Buddhism start?
 - A Japan
 - B India
 - C Borneo
 - D Afghanistan
- 2 Buddhism spread from China to
 - A Japan and Tibet.
 - B Tibet and Korea.
 - C Korea and Japan.
 - D All of the above

answers: 1 (B); 2 (C)



PRACTICE

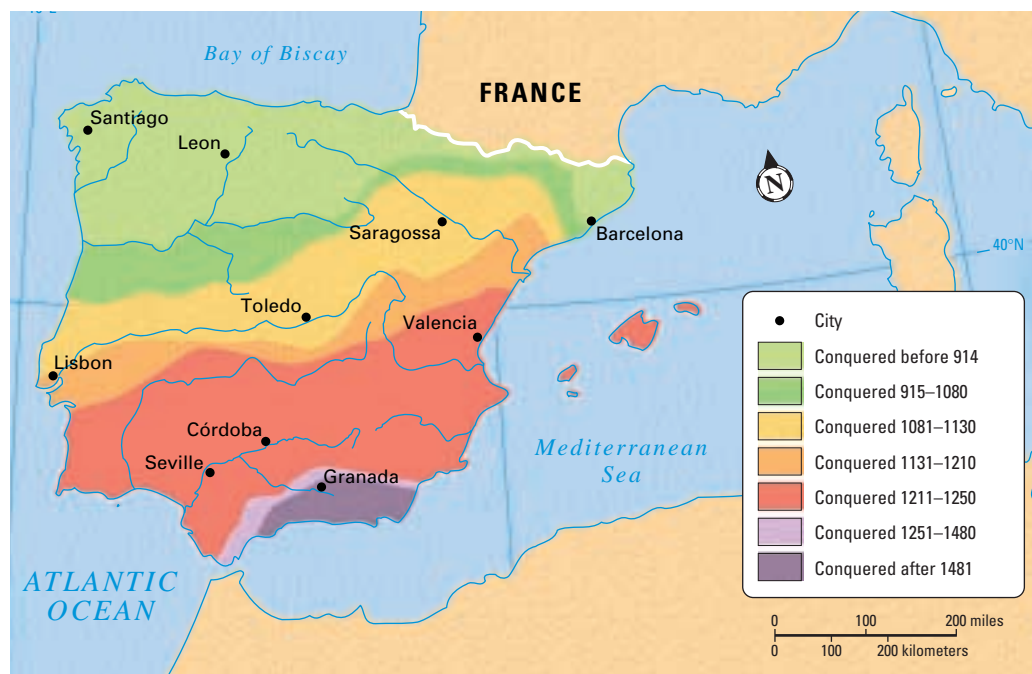
For more test practice online . . .



TEST PRACTICE
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Directions: Read the map carefully. Use the map and your knowledge of social studies to answer the questions.

The Christian Conquest of Muslim Spain



1 By A.D. 1250, how much of Spain did Christians control?

- A** Only a small portion
- B** About one third
- C** About one half
- D** Almost all the land

2 When did Spain recover Granada?

- A** 1000
- B** 1150
- C** 1450
- D** 1492

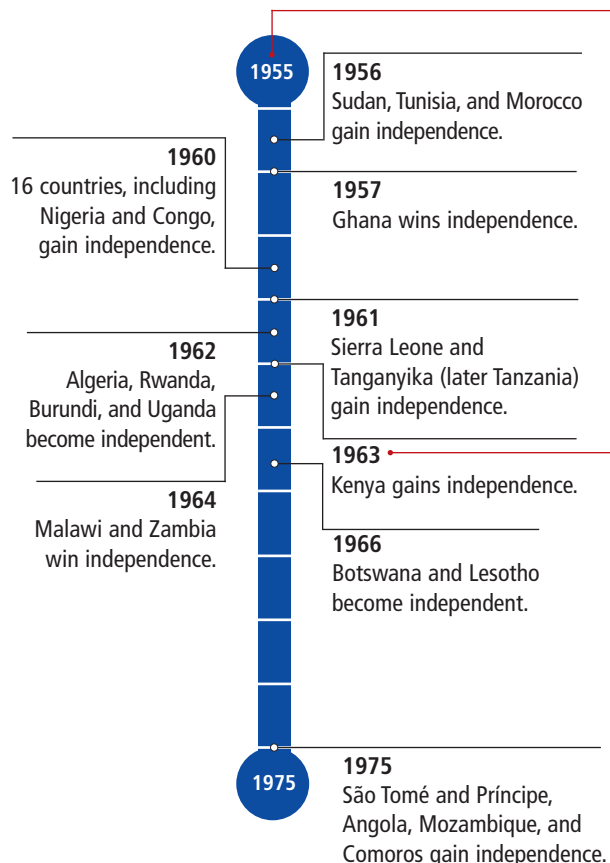
STRATEGIES

Time Lines

A time line is a chart that lists events in the order in which they occurred. Time lines can be vertical or horizontal.

- 1 Read the title to learn what period of time the time line covers.
- 2 Note the dates when the time line begins and ends.
- 3 Read the events in the order they occurred.
- 4 Think about what else was going on in the world on these dates. Try to make connections.
- 5 Read the questions. Then carefully study the time line to find the answers.

1 The End of Colonialism in Africa



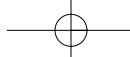
Vertical time lines show the earliest date at the top. Horizontal time lines show the earliest date on the far left.

Notice that many African countries won independence in the early 1960s.

Notice that the time line is for the period after World War II.

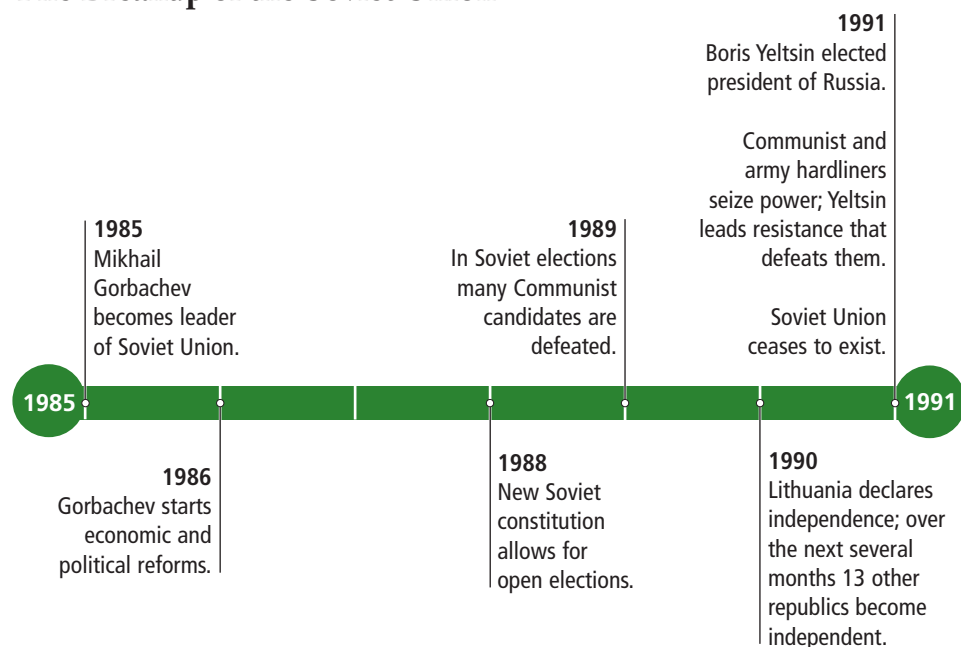
- 1 Which correctly states the countries' rank from first to last in gaining independence?
 - A Algeria, Botswana, Ghana
 - B Malawi, Nigeria, Uganda
 - C Congo, Kenya, Mozambique
 - D Morocco, Rwanda, Sudan
- 2 Why do you think so many countries won their independence after World War II?
 - A European nations were weaker after the war.
 - B All Europeans in Africa moved back to Europe.
 - C Europe no longer wanted to own colonies.
 - D Europe gave each colony its own army after the war.

answers: 1 (C); 2 (A)



Directions: Read the time line. Use the information shown and your knowledge of social studies to answer the questions.

The Breakup of the Soviet Union



- | | |
|---|---|
| <p>1 What happened after Lithuania became independent?</p> <p>A Gorbachev started economic and political reforms.</p> <p>B Many other republics became independent.</p> <p>C A new constitution allowed for open elections.</p> <p>D Gorbachev defeated Yeltsin in a new election.</p> | <p>2 In which year did Communist and army hardliners try to seize power?</p> <p>A 1985</p> <p>B 1988</p> <p>C 1990</p> <p>D 1991</p> |
|---|---|



STRATEGIES

Constructed Response

Constructed-response questions focus on a document, such as a photograph, cartoon, chart, graph, or time line. Instead of picking one answer from a set of choices, you write a short response. Sometimes, you can find the answer in the document. Other times, you will use what you already know about a subject to answer the question.

- 1 Read the title of the document to get an idea of what it is about.
- 2 Study the document.
- 3 Read the questions carefully. Study the document again to find the answers.
- 4 Write your answers. You don't need to use complete sentences unless the directions say so.

1 The Salt March



2 This document is a photograph showing Mohandas K. Gandhi leading a demonstration.

Copyright © Hulton Archive

Mohandas Gandhi and poet Sarojini Naidu lead Indians in a march down the west coast of India. They are protesting the Salt Acts of 1930.

- 1 Mohandas Gandhi was an important leader in what country?

4 India

- 2 Read the title of the photograph. What was the Salt March?

It was a protest against the Salt Acts. These acts said that Indians could buy salt only from the British. They also had to pay sales taxes when they bought salt.

- 3 What principle did Gandhi follow to win independence for India? Describe the ways he put this principle into action.

3 The question uses the plural "ways." Your answer must include more than one way.

passive resistance, civil disobedience, or nonviolence. He led peaceful marches against unjust laws. He organized boycotts of British goods. He also told people not to cooperate with the British government.



Directions: Read the following passage from *Zlata's Diary*. Use the passage and your knowledge of social studies to answer the questions. You do not need to use complete sentences

Saturday, May 2, 1992

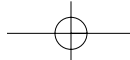
Dear Mimmy,

Today was truly, absolutely the worst day ever in Sarajevo. The shooting started around noon. Mommy and I moved into the hall. Daddy was in his office, under our apartment, at the time. We told him on the intercom to run quickly to the downstairs lobby where we'd meet him. . . . The gunfire was getting worse, and we couldn't get over the wall to the Bobars', so we ran down to our own cellar.

The cellar is ugly, dark, smelly. Mommy, who's terrified of mice, had two fears to cope with. The three of us were in the same corner as the other day. We listened to the pounding shells, the shooting, the thundering noise overhead. We even heard planes. At one moment I realized that this awful cellar was the only place that could save our lives. Suddenly, it started to look almost warm and nice. It was the only way we could defend ourselves against all this terrible shooting. We heard glass shattering in our street. Horrible. I put my fingers in my ears to block out the terrible sounds. I was worried about Cicko. We had left him behind in the lobby. Would he catch cold there? Would something hit him? I was terribly hungry and thirsty. We had left our half-cooked lunch in the kitchen.

—Zlata Filipovic, *Zlata's Diary: A Child's Life in Sarajevo* (1994)

- 1 In the early 1990s, war broke out in the Balkans. Why were people fighting in Bosnia and Herzegovina?
- 2 What does Zlata say is happening in the city of Sarajevo?
- 3 How does the war affect Zlata and her family?



STRATEGIES

Extended Response

Extended-response questions, like constructed-response questions, focus on a document of some kind. However, they are more complicated and require more time to complete. Some extended-response questions ask you to present the information in the document in a different form. You might be asked to present the information in a chart in graph-form, for example. Other questions ask you to complete a document such as a chart or graph. Still others require you to apply your knowledge to information in the document to write an essay.

- 1 Read the title of the document to get an idea of what it is about.
- 2 Carefully read directions and questions.
- 3 Study the document.
- 4 Sometimes the question may give you part of the answer. (The answer given tells how inventions were used and what effects they had on society. Your answers should have the same kind of information.)
- 5 The question may require you to write an essay. Write down some ideas to use in an outline. Then use your outline to write the essay. (A good essay will contain the ideas shown in the sample response to the right.)

Read the column heads carefully. They offer important clues about the subject of the chart. For instance, the column head "Impact" is a clue about why these inventions were so important.

1 Inventions of the Industrial Revolution

Invention	Impact
Flying shuttle, spinning jenny, water frame, spinning mule, power loom	Spun thread and wove cloth faster; more factories were built and more people hired
Cotton gin	<i>Cleaned seeds faster from cotton; companies produced more cotton</i>
Macadam road, steamboat, locomotive	<i>Made travel over land and water faster; could carry larger, heavier loads; railroads needed more coal and iron</i>
Mechanical reaper	<i>Made harvesting easier; increased wheat production</i>

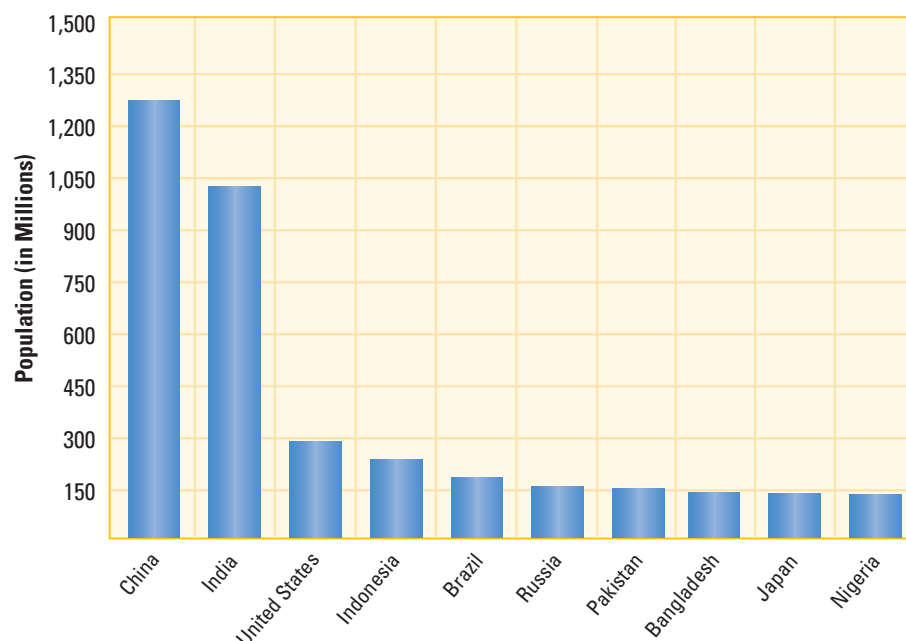
- 1 Read the list of inventions in the left-hand column. Then in the right-hand column briefly state what the inventions meant to industry. The first item has been filled in for you.
- 2 The chart shows how some inventions helped create the Industrial Revolution. Write a short essay describing how the Industrial Revolution changed people's lives.

- 5 **Sample Response** The best essays will point out that progress in agriculture meant that fewer people were needed to work the farms. As a result, many farm workers went to the city looking for work in factories. As cities grew, poor sanitation and poor housing made them unhealthy and dangerous places to live. Life for factory workers was hard. They worked long hours under very bad conditions. At first, the Industrial Revolution produced three classes of people: an upper class of landowners and aristocrats; a middle class of merchants and factory owners; and a large lower class of poor people. Over the long term, though, working and living conditions improved even for the lower class. This was partly because factory goods could be sold at a lower cost. In time, even lower classes could afford to buy many goods and services.



Directions: Use the graph and caption below and your knowledge of social studies to answer the following question.

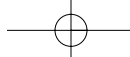
The World's Ten Most Populous Countries



Source: *World Almanac and Book of Facts* (2001)

Six of the top ten most populous countries in the world—China, India, Indonesia, Pakistan, Bangladesh, and Japan—are located in Asia.

- 1 Write a brief essay about the impact of high population on the countries of Asia. Focus on the conditions that are found in these countries and the challenges that these countries face.



STRATEGIES

Document-Based Questions

To answer a document-based question, you have to study more than one document. First you answer questions about each document. Then you use those answers and information from the documents as well as your own knowledge of history to write an essay.

- 1 Read the “Historical Context” section. It will give you an idea of the topic that will be covered in the question.
- 2 Read the “Task” section carefully. It tells you what you will need to write about in your essay.
- 3 Study each document. Think about the connection the documents have to the topic in the “Task” section.
- 4 Read and answer the questions about each document. Think about how your answers connect to the “Task” section.

Introduction

- 1 **Historical Context:** For hundreds of years, Mongol nomads lived in different tribes. They sometimes fought among themselves. In the late 1100s, a new leader—Genghis Khan—united these tribes. He turned the Mongols into a powerful fighting army.
- 2 **Task:** Discuss how the Mongols conquered Central and East Asia and how their rule affected Europeans’ lives.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

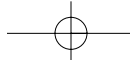
3 Document 1: Mongol Warrior



Victoria & Albert Museum, London/Art Resource, New York.

4 What were the characteristics of a Mongol Warrior?

The Mongols were great horsemen who could ride a long way without rest. They attacked without warning, and showed no mercy. They used clever tricks to frighten their enemies. Also, they borrowed or invented new weapons of war.



Document 2: The Mongol Empire



**What route linked the Mongol Empire to Europe?
What was the main purpose of this route?**

Silk Road; as a trade route between Asia and Europe

Document 3: The Great Khan's Wealth

... All those who have gems and pearls and gold and silver must bring them to the Great Khan's mint. ... By this means the Great Khan acquires all the gold and silver and pearls and precious stones of all his territories [lands]. ...

... The Great Khan must have, as indeed he has, more treasure than anyone else in the world. ... All the world's great [rulers] put together have not such riches as belong to the Great Khan alone.

—Marco Polo, *The Travels of Marco Polo* (c. 1300)

Why do you think Marco Polo's travels made Europeans want to see East Asia?

Europeans were interested in the treasure of the Great Khan and East Asia.

Part 2: Essay

- 5** Write an essay discussing how the Mongols conquered Central and East Asia and how their rule affected Europeans' lives. Use information from the documents, your short answers, and your knowledge of social studies. **6**

- 5** Read the essay question carefully. Then write a brief outline for your essay.
- 6** Write your essay. The first paragraph should introduce your topic. The middle paragraphs should explain it. The closing paragraph should restate the topic and your conclusion. Support your ideas with quotations or details from the documents. Add other supporting facts or details from your knowledge of world history.
- 7** A good essay will contain the ideas in the sample response below.

- 7 Sample Response** The best essays will describe how the Mongols' tactics, fierce will, and strong military organization enabled them to conquer Central and East Asia. (Documents 1 and 2). The essays will also state that Mongol rule brought a period of peace and unity to regions that had been divided. This peace allowed trade to start again along the Silk Road (Document 2). This trade brought new ideas and products to Europe. Stories of the immense wealth in Mongol lands made Europeans want to tap into those riches (Document 3).



PRACTICE

Introduction

Historical Context: For many centuries, kings and queens ruled the countries of Europe. Their power was supported by nobles and armies. European society began to change. In the late 1700s, those changes produced a violent revolution in France.

Task: Discuss how social conflict and new ideas contributed to the French Revolution and why the Revolution turned radical.

Part 1: Short Answer

Study each document carefully. Answer the questions that follow.

Document 1: Social Classes in Pre-Revolutionary France



This cartoon shows a peasant woman carrying women of nobility and the Church. What does the cartoon say about the lives of the poor before the revolution?



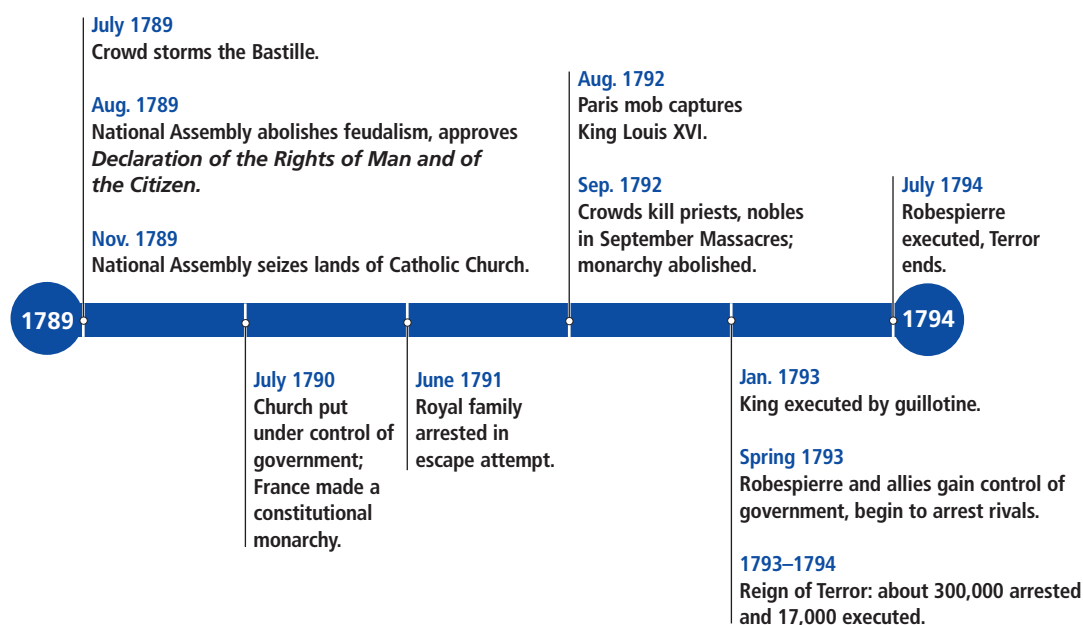
Document 2: A Declaration of Rights

1. Men are born and remain free and equal in rights. . . .
2. The aim of all political association is the preservation of the natural and [unlimited] rights of man. These rights are liberty, property, security, and resistance to oppression. . . .

— *Declaration of the Rights of Man and of the Citizen* (1789)

According to this document, what rights belong to all people?

Document 3: The French Revolution — Major Events



Over time, the revolution became more violent. How does the information in the timeline show this?

Part 2: Essay

Write an essay discussing how social conflict and new ideas led to the French Revolution and why it became so violent. Use information from the documents, your short answers, and your knowledge of social studies to write your essay.