
DISCOVERING OUR PAST: MEDIEVAL AND EARLY MODERN TIMES

California Standards Practice Student Workbook



New York, New York Columbus, Ohio Chicago, Illinois Peoria, Illinois Woodland Hills, California



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CONTENTS

Introduction	I-1
Test-Taking Techniques.....	I-2
Types of Questions	I-4
Test-Taking Tips.....	I-9
Grade 7 Standards	S-1
Standards Practice	1
Standard 7.1 Practice	2
Standard 7.2 Practice	6
Standard 7.3 Practice	10
Standard 7.4 Practice	14
Standard 7.5 Practice	18
Standard 7.6 Practice	22
Standard 7.7 Practice	26
Standard 7.8 Practice	30
Standard 7.9 Practice	34
Standard 7.10 Practice	38
Standard 7.11 Practice	42

INTRODUCTION

At the end of eighth grade, you will take a test called the History-Social Science Test for Grade 8. This is a test given to students all over the state of California. It will ask you about what you have learned about history and social studies in grades 6, 7, and 8.

This book gives you practice in answering the kinds of questions that you will see on tests such as the History-Social Science Test for Grade 8. The book has three sections.

1. Test-Taking Techniques and Tips
2. Grade 7 Standards
3. Standards Practice

The **Test-Taking Techniques and Tips** section shows you how to do well on tests such as the History-Social Science Test for Grade 8. It gives examples of the types of questions you will see on the test and shows you the best ways to answer them. It also gives you tips for how to do your best on test day. Be sure to review this section throughout the year and again just before test day.

The **Grade 7 Standards** section lists the specific standards that you will learn this year in your World History and Geography: Medieval and Early Modern Times class.

The **Standards Practice** section reviews the different standards you have learned. There are four pages of review for each standard, divided as follows:

1. A two-page Standards Practice section with ten multiple-choice questions about the content you have learned.
2. A one-page Skills Practice section with supplied information, such as a chart, map, time line, or quote—and three multiple-choice questions.
3. A one-page Writing Practice section, in which you will write about a specific topic.

You will be much better prepared to do a good job on tests such as the History-Social Science Test for Grade 8 after you complete this book.

TEST-TAKING TECHNIQUES

About Multiple-Choice Questions

All of the questions on the History-Social Science Test for Grade 8 are multiple-choice. Each question is followed by four answer choices. Your job is to decide which of the four is the best possible answer.

The main trick with multiple choice questions is: you must pay attention to *exactly* what is being asked. There's a difference, for example, between the questions "Are you going to the store?" and "Are you going to the store now?" The first question does not ask *when* you are going—but the second one does. You need to read each question carefully, paying attention to all the words.

Sometimes you absolutely know the answer to a question—the right answer just leaps out at you. Choose that answer. Then, go back and review the question and the four choices again, reading every word. The tricky thing about multiple-choice tests is that often the incorrect answer choices look just as good as the correct one. So how do you make the right choice?

The best technique for choosing the right answer is called the process of elimination. Let's say you're choosing the members of a basketball team—but you're not sure exactly who you want on the team. Using the process of elimination, you decide who you *don't* want first. You keep eliminating the people you don't want, until there are five people left—your team.

Look at how the process of elimination works on a question you might find on the History-Social Science Test for Grade 8.

Egyptians built pyramids to

- A** provide a place of learning for scribes.
- B** give Egyptians a place to worship.
- C** protect the bodies of the pharaohs.
- D** reflect the way their society was organized.

Don't worry if you can't remember exactly why the Egyptians built pyramids. Just follow these four steps of the process of elimination:

Step 1 **Read** every word of the question and all the answer choices.

Step 2 **Stop** for a moment and think of what you do know about the topic. **Pay attention** to what comes to mind first.

Step 3 **Read** each answer choice again. **Eliminate** the answer choices that you know are wrong.

Step 4 **Choose** the best answer from the remaining choices.

You are allowed to write in your test booklet. Cross off answer choices as you eliminate them.

Answer choice (A) states that Egyptians built pyramids to provide a place of learning for scribes. Do you remember anything about pyramids being schools (places of learning)? If not, cross off answer choice (A).

Answer choice (B) states that the pyramids were built to give Egyptians a place to worship. Again, do you remember reading about or seeing pictures of Egyptians worshiping in the pyramids? If not, cross off answer choice (B).

Answer choice (C) states that the pyramids were supposed to protect the bodies of pharaohs. What do you think of when you think of the pharaohs, such as Ramses II? You probably remember that the Egyptians thought their pharaohs were gods on earth. You probably also remember seeing pictures of mummies, who were usually pharaohs. Hold on to this answer choice, and look at the last one.

Answer choice (D) states that the pyramids reflected the way Egyptian society was organized. What is the shape of a pyramid? You know that the pharaohs ruled Egyptian societies, and that many people in a lower social class built the pyramids. So, maybe the shape of the pyramids—a point at the top, wide on the bottom—reflected the way the society was organized. Hold on to this choice as a possibility.

You now have two answer choices left: C and D. You've eliminated two answer choices. Even eliminating only one answer choice greatly increases your chances of choosing the correct answer.

Now you have to decide which one is probably the correct answer. Think of what you know about pyramids and pharaohs. Think of what you can remember about pyramids and how Egyptian society was organized. Which do you remember more about? You probably remember much more about the pharaohs. So, answer choice C is probably the best answer. And—it's the right answer!

Process of Elimination Tips

1. **Read the question carefully.** Don't try to answer the question until you are sure that you understand what it is asking.
2. **Always read every answer choice.** Sometimes you'll read the first answer choice and think it is definitely correct. Be careful! Read the other answer choices before marking your answer. Sometimes you'll find an even better answer choice than the first one you liked.
3. **Don't cross off an answer choice simply because you don't understand what it says.** If you can't understand it, hold on to it. Maybe the other three answer choices will be obviously wrong. Then the choice you don't understand will have to be the correct one.

The Three Question Types

There are only three basic question types that you will see on the History-Social Science Test for Grade 8: Knowledge Questions, Inference Questions, and Supplied Information Questions. You will use the process of elimination to answer all of them. Look at the example of each type of question and discuss how you should approach each of them.

Knowledge Questions

Knowledge Questions ask you to recall facts about history. For example, these questions might ask you to define a term or to describe the significance of a historical document.

Here's an example.

In A.D. 800, the pope crowned Charlemagne, giving him the title of

- A** King of England.
- B** Prince of Germany.
- C** King of the Catholic Church.
- D** Emperor of the Romans.

This is a typical Knowledge Question because it is simply testing your knowledge of a fact: What title did the pope give to Charlemagne? A Knowledge Question is easy when you know the fact it is testing. For example, you may know off the top of your head that, in A.D. 800, Pope Leo III crowned Charlemagne "Emperor of the Romans." Reading through each answer choice, you'll find that (D) is the best answer choice. (Remember, always read through every answer choice before making your decision.)

What if you don't know the answer? When you don't know the facts, Knowledge Questions can be very difficult. See how the process of elimination would help if you didn't already know the correct answer.

First, read the question for any clues that will help you eliminate answer choices. The question asks about a specific time—A.D. 800. It asks about two specific people in history—the pope, and Charlemagne. Keeping these clues in mind, look at the answer choices.

Answer choice (A) suggests that the pope gave Charlemagne the title of King of England. You probably recall that Charlemagne had a huge empire. He protected the pope from the Lombards in Italy, and he invaded Germany and Spain. But was he the king of England? He may have been—but his empire was much larger than just England. So this answer choice is probably wrong. Cross off (A).

Answer choice (B) suggests that the pope named Charlemagne Prince of Germany. You may remember that Charlemagne invaded Germany—so maybe this answer choice is correct. Hold on to it until you have read all the answer choices.

Answer choice (C) suggests that the pope named Charlemagne King of the Catholic Church. What authority did the pope have? He was the head of the Catholic Church. It seems unlikely, then, that he would have made someone else the king of the Catholic Church. And did the Catholic Church have kings? They had a pope, and bishops, and priests—but you probably do not remember hearing anything about a king of the Catholic Church. So, cross off (C).

Answer choice (D) suggests that the pope gave Charlemagne the title “Emperor of the Romans.” Is this possible? You may remember that the last Roman emperor fell from power hundreds of years before, in A.D. 476. You may also recall that the Catholic Church had wanted to restore the Western Roman Empire. What area would an Emperor of the Romans rule? Probably something similar to the original Roman Empire. So, answer choice (D) is a good possibility. Hold on to it.

The process of elimination has left you with only two answer choices: (B) and (D). Read both answer choices again. The question asks about what the pope did. Where did the pope have more power: in Rome, or in Germany? Probably Rome. And which title sounds more powerful: king or emperor? Emperor. Therefore, choice (D), Emperor of the Romans, must be correct.

Inference Questions

Inference Questions ask you to “infer”—or form an idea based on the facts you know. You probably remember the words “infer” and “inference” from your science classes. Inference Questions are quite different from Knowledge Questions because they ask you for more than just facts. They ask you to think about situations and to use your judgment and your knowledge of history to draw conclusions about them.

The tricky thing about Inference Questions is that more than one of the answer choices may be correct—but only one will be the best answer choice. You need to read the question and every answer choice carefully, paying attention to all the words. You can use the process of elimination with Inference Questions, much as you did with Knowledge Questions.

Look at the example below.

What did the early Arabs value most about oases?

- A** They served as the heads of the tribes.
- B** They provided water in the desert.
- C** They showed Bedouins the paths through the deserts.
- D** They had olive trees.

Make sure you note the word “most” in this question. It is very important. The question asks you to choose the number-one reason the Arabs valued oases—not just a reason. The word “most” gives you a clue about the answers: more than one of them may be correct—but only one will be the number-one reason. Oases are the only places to find water in the desert of the Arabian Peninsula. The oases also have trees, which provide shelter from the sun.

Keep this idea in mind when answering all Inference Questions on the History-Social Science Test for Grade 8. Always look for the best answer choice. Make sure to read every answer choice before making your final decision, and use the process of elimination to help you narrow the choices.

Look at how the process of elimination works on the oases question. Remember, you’re looking for the most important reason Arabs valued the oases—not just any reason. Answer choice (A) states that oases served as the heads of tribes. What do you think of when you think of oases? Do you think of people—or places? You probably think of places in the desert with trees and water. Heads of tribes are leaders of people. So, cross off (A).

Answer choice (B) states that oases provided water in the desert. You know that they provided water—but, until you read all the answer choices, you cannot know if this is the most important reason given for why the Arabs valued them. So, hold on to this answer choice and see if the other choices are any better.

Answer choice (C) states that the oases showed the Bedouins the paths through the deserts. Could this be true? What is a “path”? A path is a road or a trail. Were oases like roads through the deserts? No, they were places. Therefore, you can cross off answer choice (C).

Answer choice (D) states that the oases had olive trees. Did they? You probably remember that oases had trees—and trees provide shelter from the sun, which would be very important to someone traveling through the desert. But were the trees at the oases olive trees? Maybe, maybe not. Hold on to this answer choice for a moment.

The process of elimination has left you with two answer choices, (B) and (D). Now you need to read both again and decide which states the most important reason the Arabs valued oases.

You know both answers sound right—oases provide water, and they provide shelter from the sun. First, imagine that you have been traveling through the desert for hours and hours. Your skin is hot and your throat is very dry. If you had to choose between a drink of water or the shade of a tree, which would you choose? Probably the water. Read answer choice (D) again. You're not sure that the trees at the oases were olive trees. Since you are sure that answer choice (B) is correct, but you are not positive that answer choice (D) is correct, choose the one you feel most certain about, (B).

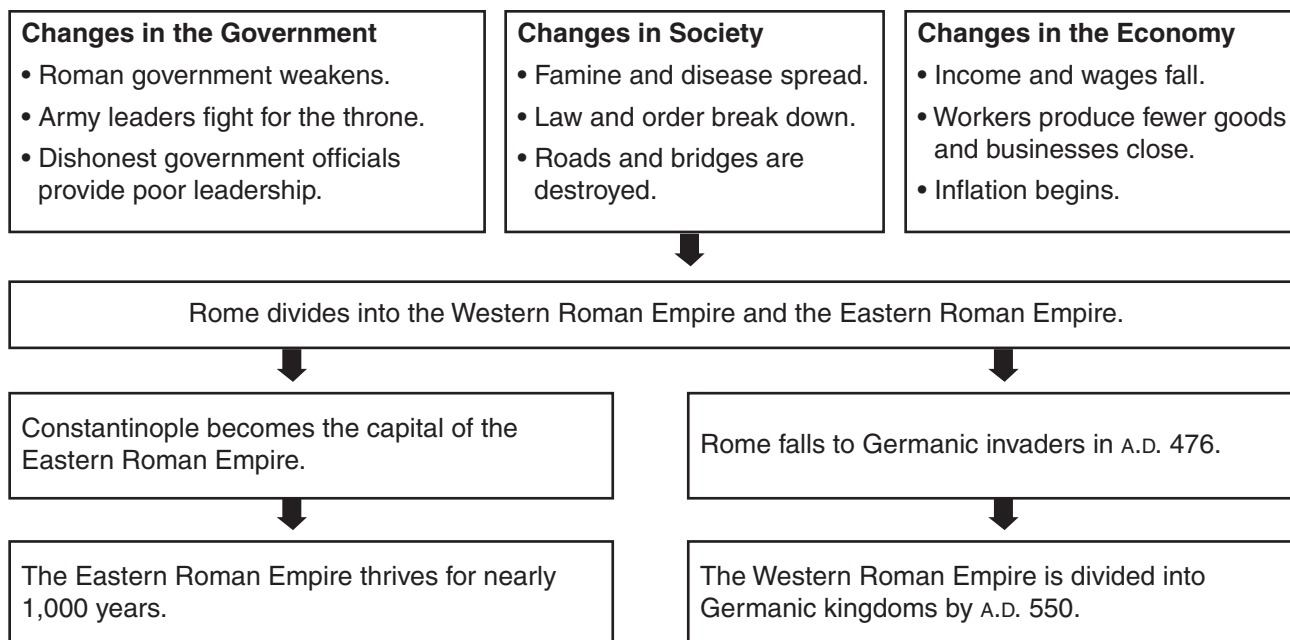
Supplied Information Questions

Some questions on the History-Social Science Test for Grade 8 ask you to respond to information that is supplied, or given to you, such as a map, chart, quote, or time line. Sometimes these questions test only your ability to understand the supplied information. Other times the questions test both your ability to understand that information and your ability to analyze it, using your knowledge of history.

Here is a Supplied Information Question that tests your ability to understand the information supplied in a chart.

As always, use the process of elimination to help you answer the question. Be sure to eliminate every answer choice that either contradicts the supplied information or your knowledge of history.

Decline of the Roman Empire



Based on the chart above, which of the following statements about the cause of the decline of the Roman Empire is most accurate?

- A The empire declined because of attacks by the Byzantines.
- B The empire declined because the government ran out of money.
- C The empire declined because of numerous problems within itself.
- D The empire declined because of attacks by invaders.

First, read the title of the chart to determine what information is being supplied: how the Roman Empire declined. Next, evaluate the data supplied in the chart.

Now evaluate the answer choices to see which one best explains what caused the decline of the Roman Empire. Answer choice (A) suggests that the Roman Empire declined because of attacks by the Byzantines. Who were the Byzantines? You'll probably remember that the Byzantine Empire was the eastern half of the Roman Empire—also called the Eastern Roman Empire. The emperor Constantine moved the capital of the Roman Empire from Rome to the Greek city of Byzantium in A.D. 330. In A.D. 395, the Roman Empire split into two separate empires.

Now look at the chart to see what information you can find about the Byzantine—or Eastern Roman—Empire. You will find three references. The first, in the second row of the chart, states that "Rome divides into the Western Roman Empire and the Eastern Roman Empire." Did this division cause the decline of the Roman Empire? No. The two empires did not fight—they just separated.

The second mention occurs in the third row of the chart: “Constantinople becomes the capital of the Eastern Roman Empire.” Next to this statement—in the same row—is another fact: “Rome falls to Germanic invaders in A.D. 476.” The chart illustrates that these two developments occurred at the same general time—but not that one caused the other. Answer choice (A) is looking pretty weak.

The last mention of the Byzantine Empire is on the fourth, or last, row of the chart: “The Eastern Roman Empire thrives for nearly 1,000 years.” There is no information in the chart about the Byzantines attacking anyone. So, cross out answer choice (A).

Answer choice (B) suggests that the Roman Empire declined because “the government ran out of money.” Pay attention to the exact wording here. Then look at the chart. What is written about money problems? In the top row, under the heading “Changes in the Economy,” you can read:

- Income and wages fall.
- Workers produce fewer goods and businesses close.
- Inflation begins.

Obviously, money was a problem—but none of these changes mean that the government ran out of money. So, cross off answer choice (B).

Answer choice (C) indicates that there was more than one cause for the decline of the Roman Empire—in fact, that there were many causes. Read over the chart again. Is more than one cause listed? Yes—there are many. The first row, alone, lists nine factors that weakened the empire. So, this answer choice sounds correct. Hold on to it.

The last answer choice, (D), states that attacks by invaders caused the fall of the Roman Empire. Is this true? You may recall that various Germanic groups invaded Rome—but the empire had grown much weaker before the Germanic invasions began. The invaders were able to attack because the empire was weak already. So, cross off answer choice (D).

TEST-TAKING TIPS

Pace Yourself

When you take the History-Social Science Test for Grade 8, it is important to pace yourself. If you work too quickly, you will be more likely to make mistakes. Instead, read each question and all the answer choices carefully. If there’s a question that you can’t answer, skip it and answer the next question. When you are done with the test, you can go back and reread those questions you did not understand.

Read Every Word

Pay extra attention to every word in the questions—particularly any italicized words. Just a word or two can change the meaning of a question. The question “Do you like chocolate ice cream?” is different from the question “Do you only like chocolate ice cream?” The second question is asking if you *only* like chocolate—and no other kind of—ice cream. So, if you like many kinds of ice cream, including chocolate, your answer to the two questions would be different.

Fill In the Bubbles Carefully

The History-Social Science Test for Grade 8 is scored by a machine. The machine looks for the answer bubbles that are filled in. When choosing an answer, make sure you darken the bubble completely. Don’t use an X or a check mark. You don’t want to have an answer marked wrong just because the machine couldn’t read your answer sheet properly.

If you want to change an answer, make sure you erase your first choice completely before filling in another bubble. Never leave any stray marks on the answer sheet.

Pay attention to *which* bubble you fill in. A common mistake students make is to fill in the wrong bubble. This is very easy to do, particularly if you are hurrying through the test. Always double-check that you have filled in the correct bubble for the correct question number.

Make Your Best Guess

When you reach the end of the test, there will probably be some difficult questions that you didn’t know the answers to and had to skip. Make sure you go back and answer every question before handing in your test. Any question left blank will be marked wrong, so it’s better to make your best guess. You may get the question correct. Remember to always use the process of elimination to narrow the possibilities. Then make your guess from the remaining choices.

Check Your Work

After you finish the test, go back to the beginning and check your work. Remember to also check that the correct bubble is filled in, for the correct question number.

Be Comfortable

To do your best on test day, you need to be rested, to have eaten, and be comfortable. Try to get plenty of sleep for several nights before the test. Make sure to eat a good breakfast and lunch on test day. Be prepared. Bring several pencils, a sharpener, a watch, and tissues (if you need them). Use the bathroom just before test time.

Try not to worry. After you finish this book, you should do quite well on the test.

World History and Geography:

Medieval and Early Modern Times

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500–1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).
2. Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.
3. Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.

7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.

1. Identify the physical features and describe the climate of the Arabian peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life.

2. Trace the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity.
3. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life.
4. Discuss the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language.
5. Describe the growth of cities and the establishment of trade routes among Asia, Africa, and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society.
6. Understand the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature.

7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

1. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan.
2. Describe agricultural, technological, and commercial developments during the Tang and Song periods.
3. Analyze the influences of Confucianism and changes in Confucian thought during the Song and Mongol periods.
4. Understand the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty.
5. Trace the historic influence of such discoveries as tea, the manufacture of paper, woodblock printing, the compass, and gunpowder.
6. Describe the development of the imperial state and the scholar-official class.

7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

1. Study the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves; and the growth of the Ghana and Mali empires.

2. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa.
 3. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law.
 4. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa.
 5. Describe the importance of written and oral traditions in the transmission of African history and culture.
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7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

1. Describe the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious, and philosophical influence of those countries on Japan.
 2. Discuss the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life during his reign.
 3. Describe the values, social customs, and traditions prescribed by the lord-vassal system consisting of *shogun*, *daimyo*, and *samurai* and the lasting influence of the warrior code in the twentieth century.
 4. Trace the development of distinctive forms of Japanese Buddhism.
 5. Study the ninth and tenth centuries' golden age of literature, art, and drama and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*.
 6. Analyze the rise of a military society in the late twelfth century and the role of the samurai in that society.
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7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

1. Study the geography of Europe and the Eurasian land mass, including their location, topography, waterways, vegetation, and climate and their relationship to ways of life in Medieval Europe.
2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
3. Understand the development of feudalism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order.
4. Demonstrate an understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV).

5. Know the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England).
6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.
8. Understand the importance of the Catholic church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").
9. Know the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms.

7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.

1. Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.
2. Study the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery.
3. Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.
4. Describe the artistic and oral traditions and architecture in the three civilizations.
5. Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).

2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
3. Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.
4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).
5. Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).

7.9 Students analyze the historical developments of the Reformation.

1. List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).
2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
4. Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.
5. Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).
6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.
7. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).

7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Discuss the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).
2. Understand the significance of the new scientific theories (e.g., those of Copernicus, Galileo, Kepler, Newton) and the significance of new inventions (e.g., the telescope, microscope, thermometer, barometer).
3. Understand the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas, and the coexistence of science with traditional religious beliefs.

7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).

1. Know the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
2. Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
3. Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
4. Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
5. Describe how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., John Locke, Charles-Louis Montesquieu, American founders).
6. Discuss how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence.

STANDARDS PRACTICE

Name: _____ Date: _____

1 At its height, the Roman Empire included North Africa and stretched from

- A Italy to Asia Minor.
- B southern Europe to India.
- C Gaul to Arabia.
- D northern Europe to Mesopotamia.

2 Why did Constantine establish Constantinople as the empire's new capital?

- A He wanted to escape the pope's influence over Rome.
- B The Roman Empire in the west was declining.
- C The Germanic tribes could not reach the new capital.
- D He wanted to gain control of one of the world's greatest cities.

3 Which event do historians often use to mark the end of the Western Roman Empire?

- A the capture of Rome by the Visigoths
- B the overthrow of the emperor by Odoacer
- C the creation of a Visigoth kingdom in Italy
- D the looting of Rome by the Vandals

4 How does the Latin language live on in the English language?

- A Judges and lawyers speak Latin in court.
- B Every person has a Latin name.
- C The English alphabet is the same as the Latin alphabet.
- D Many English words come from Latin.

1. Slaves are in the power of masters, a power derived from the law of nations: for among all nations it may be remarked that masters have the power of life and death over their slaves, and that everything acquired by the slave is acquired for the master.
2. But at the present day none of our subjects may use unrestrained violence towards their slaves, except for a reason recognized by law.

5 Read the text above. These are laws included in the Byzantine Empire's legal code, which was called the

- A Hagia Sophia.
- B Twelve Tables.
- C Justinian Code.
- D Tribonian.



Name: _____

Date: _____

6 Why did Theodosius order the division of the Roman Empire after his death?

- A His two sons fought over who would become the next emperor.
- B The eastern and western parts of the empire disagreed over religious practices.
- C He thought the empire would grow stronger if it had two good leaders.
- D The empire had grown too difficult to rule.

7 What idea do American citizens share with early Romans?

- A Republics made up of equal citizens are the best form of government.
- B Wealthy people should serve as the top government officials.
- C Serving on a jury is part of a citizen's duty.
- D Professionals run government better than citizens.

8 How did Constantine try to improve the Roman economy?

- A He set the prices of goods and the wages paid to workers.
- B He raised taxes on wealthy people.
- C He made the sons of workers follow their fathers' trades.
- D He refused to let workers change their jobs.

9 What legal idea did the United States adopt from Rome?

- A People are innocent until proven guilty.
- B All accused criminals have the right to a lawyer.
- C All citizens must vote in elections.
- D Accused criminals must convince the judge of their innocence.

- The emperor controlled the Church and the government.
- The patriarch and the pope were considered equals.
- Icons could be used in churches.

10 The list above presents

- A ways that Christianity spread in the Roman Empire.
- B problems in the Byzantine Empire.
- C religious ideas held by the Eastern Orthodox Church.
- D religious ideas held by Roman Catholics.



Name: _____ Date: _____

Changes in the Government

- Roman government weakens.
- Army leaders fight for the throne.
- Dishonest government officials provide poor leadership.

Changes in Society

- Famine and disease spread.
- Law and order break down.
- Roads and bridges are destroyed.

Changes in the Economy

- Income and wages fall.
- Workers produce fewer goods and businesses close.
- Inflation begins.



Rome divides into the Western Roman Empire and the Eastern Roman Empire.



Constantinople becomes the capital of the Eastern Roman Empire.



The Eastern Roman Empire thrives for nearly 1,000 years.



Rome falls to Germanic invaders in A.D. 476.



The Western Roman Empire is divided into Germanic kingdoms by A.D. 550.

11 Read the chart above. Based on the chart, which of the following statements about the cause of the decline of the Roman Empire is most accurate?

- A The empire declined because of attacks by the Byzantines.
- B The empire declined because the government ran out of money.
- C The empire declined because of numerous problems within itself.
- D The empire declined because of attacks by invaders.

12 Which of the following questions can be answered by the chart?

- A When did the Roman Empire split?
- B How did the breakdown of law and order affect Roman society?
- C What economic problems troubled the Roman Empire before it split?
- D What reform efforts did emperors try to help the Roman Empire?

13 What impact did Leo III have on life in the Byzantine Empire?

- A He forbade the use of icons.
- B He outlawed the iconoclasts.
- C He helped create new laws.
- D He ordered his patriarch to excommunicate the pope.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.





Name: _____

Date: _____

14 Although the Roman Empire suffered from many problems within the empire and its own government, foreign invasions brought about the final end of the Western Roman Empire. Explain the events that led to its disappearance from the map of the world.

*This question also provides practice for English Language Arts standards.



Name: _____ Date: _____

1 Why were oases important to the early Arab people?

- A They served as heads of the tribes.
- B They provided water in the desert.
- C They had olive trees.
- D They showed Bedouins the paths through the desert.

2 The Muslims believe the Quran is

- A the place where God's angel first visited Muhammad.
- B the collection of stories that tell about Muhammad's words and deeds.
- C the written word of God.
- D the law code all Muslims must follow.

- All people should be honest and fair.
- The rich should share their wealth with the poor.
- Children should honor their parents.
- Arabs should destroy the statues of their false gods.

3 Read the list above. It provides examples of the

- A teachings of Ibn Khaldun.
- B messages written on the Kaaba.
- C preachings of Muhammad.
- D lines from the poem the *Rubaiyat*.

4 Which group built and established Baghdad as a capital city?

- A Abbasids
- B Umayyads
- C Seljuks
- D Ottomans

5 Which of the following did Muslim scholars invent?

- A the astrolabe
- B algebra
- C Arabic numerals
- D the dome



Name: _____

Date: _____

6 What did Islam have in common with Judaism and Christianity?

- A a belief in an afterlife
- B the belief that Muhammad was God's final prophet
- C the belief that Muhammad was divine
- D a belief that worshippers must fulfill the Five Pillars

7 What was Ibn Sina's main accomplishment?

- A He was the founder of chemistry.
- B He showed how diseases spread from person to person.
- C He studied the effect of geography and climate on people.
- D He taught doctors how to identify diseases.

8 The Arab Empire, the Ottoman Empire, and the _____ were all Islamic empires.

- A Seljuk Empire
- B Mongol Empire
- C Byzantine Empire
- D Mogul Empire

9 During Muhammad's time, the term *Arab* meant only a person who came from Arabia. As the Arab armies conquered more land, the term *Arab* came to mean a person who

- A converted to Islam.
- B knew how to read Arabic writings.
- C spoke the Arabic language.
- D believed that Muhammad was a prophet.

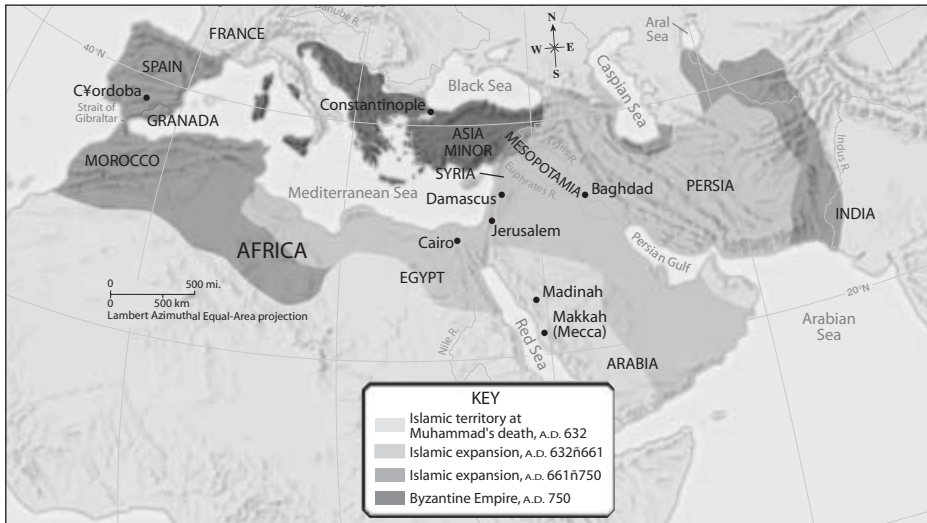
10 Sugar, lemons, spinach, oranges, and plums are all examples of

- A crops grown by Muslim farmers.
- B foods that made up the typical diet of Muslims.
- C crops carried by Islamic traders.
- D foods that Muslims introduced to the world.



Name: _____

Date: _____



11 Study the map above. By A.D. 661, Arab armies had conquered

- A Arabia, southwest Asia, and Egypt.
- B southwest Asia, northern Africa, and Spain.
- C Persia, northern Africa, Spain, and most of Arabia.
- D Arabia, southwest Asia, and the Byzantine Empire.

12 Under Ottoman rule, how did it benefit non-Muslims to convert to Islam?

- A Muslims could choose their own leaders.
- B Muslims did not have pay a special tax.
- C Muslims could make laws to run their own communities.
- D Muslims were not forced to serve in the sultan's army.

13 Which of the following statements is true about scholars in Muslim lands?

- A They contributed more to the world than scholars of any other culture.
- B They mainly excelled in mathematics and science.
- C They saved much of the learning of the ancient world.
- D They all were either born Muslim or converted to Islam.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 Both the Quran and the Sunna are important in the everyday lives of Muslims. Explain the differences between the Quran and the Sunna, as well as their similarities.

*This question also provides practice for English Language Arts standards.



Name: _____ Date: _____

- 1** What did the Tang, Song, and Ming rulers have in common?
- A They believed in ideas that came from Confucius.
 - B They promoted trade with other groups.
 - C They ruled from the Imperial City.
 - D They forced people to practice the official religion.
- 2** During their rule of China, the Mongols traded with other cultures through which of the following?
- A overland routes
 - B seagoing routes
 - C both overland and sea routes
 - D neither; the Mongols closed off China from contact with others
- 3** How did Tang rulers increase travel within and outside China?
- A They developed new methods of transportation.
 - B Rulers built new roads and waterways.
 - C They reopened the Silk Road.
 - D Construction began on the Grand Canal.

- 4** What change did neo-Confucianism bring to the Song dynasty?
- A Chinese rulers were convinced to ban Buddhism.
 - B Neo-Confucian officials introduced the idea of a merit system.
 - C Neo-Confucianism became the dynasty's official philosophy.
 - D Scholar-officials lost their place in Chinese society.
- 5** The mass production of paper led to innovations in
- A Chinese rice production.
 - B the Chinese steelmaking process.
 - C new forms of Chinese painting.
 - D the Chinese printing process.



Name: _____

Date: _____

6 Under the Tang dynasty, which area did Chinese armies invade and take control of?

- A Japan
- B Korea
- C Mongolia
- D all of the above

7 What helped the early spread of Buddhism in China?

- A The government opened schools to teach Buddhist beliefs and practices.
- B Buddhism became the empire's official religion.
- C Tang rulers supported the building of Buddhist temples.
- D The Chinese people respected monks and nuns for their hard work.

8 What changes did Zheng He's voyages bring to Asia?

- A Ming rulers fired their Confucian officials who disapproved of the voyages.
- B The Chinese court almost went bankrupt sponsoring the fleet.
- C China became a top shipbuilding nation.
- D Chinese merchants settled in Southeast Asia and India and spread Chinese culture.

9 The introduction of the civil service examinations eventually led to

- A the fall of the Song dynasty.
- B the rise of the scholar-official class.
- C the acceptance of Buddhism.
- D the expansion of the Chinese empire.

10 Chinese inventions had a strong impact on European civilizations. For example, the compass

- A let Europeans know that the Americas existed.
- B taught Europeans how to build better boats.
- C encouraged Europeans to explore the world.
- D allowed Europeans to build strong armor.



Name: _____ Date: _____

Rivers and mountains survive
broken countries.
Spring returns. The city grows
lush again.
Blossoms scatter tears thinking of
us, and this
Separation in a bird's cry startles
the heart.
Beacon-fires have burned
through three months.
By now, letters are worth ten
thousand in gold.
—Duo Fu, "Spring Landscape"

11 Read the poem above. Duo Fu wrote this poem

- A to describe the damage caused by severe winter weather.
- B to express the thrill of the seasons changing.
- C after a rebellion left the capital city in ruins.
- D after he nearly died of starvation.

"This religion is the most excellent of all teachings."
—from a legendary letter written by the emperor of Japan

12 Read the text above. To which religion was the emperor of Japan referring?

- A Confucianism
- B Islam
- C Buddhism
- D Christianity

13 Which dynasty ruled China before the Tang?

- A the Song
- B the Han
- C the Sui
- D the Yuan

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

A child is like a rare bird.
A child is precious like coral.
A child is precious like brass.
You cannot buy a child on the market.
—a Yoruba poet, "Praise of Child"

1 The poem above best expresses the importance of _____ to Africans.

- A women
- B education
- C family
- D literature

2 Besides the North Africans, with whom did Ghana trade?

- A the rain forest kingdoms
- B the Europeans
- C the kingdom of Saba
- D the empire of Mali

3 What did Askia Muhammad and Mansa Musa have in common?

- A They promoted the spread of Islam.
- B They made pilgrimages to Makkah.
- C They banned the Quran.
- D They were Songhai rulers.

4 From which part of Africa were most enslaved Africans taken?

- A eastern Africa
- B North Africa
- C southern Africa
- D West Africa

5 Who used stories to help West Africans remember their history and values?

- A sultans
- B librarians
- C griots
- D authors



Name: _____

Date: _____

6 What kingdom developed in Africa's rain forests?

- A Songhai
- B Zimbabwe
- C Axum
- D Kongo

7 What characteristic did Ghana and Mali share?

- A Kings divided their land into provinces for other leaders to rule.
- B Timbuktu was the main trading city.
- C Kings rewarded loyal citizens with gold, land, and horses.
- D They both owned many gold mines.

8 _____ became an important language in West Africa.

- A Swahili
- B Bantu
- C Arabic
- D English

9 What obstacle did the Berbers overcome in order to trade with West Africa?

- A the Sahara
- B the Great Rift Valley
- C the Niger River
- D the Mediterranean Sea

10 Why did some West African rulers convert to Islam?

- A It helped them trade with Muslim merchants.
- B Arab armies forced them to convert.
- C They wanted to keep the support of people in the countryside.
- D They hoped to make the pilgrimage to Makkah.



Name: _____

Date: _____

This excerpt from *Sundiata, the Hungering Lion* is based on fact and legend.

I am Sundiata's *griot*. O hear me, for I speak the truth!

Sundiata was born of Sogolon, who married Maghan Kon Fatt, the ruler of Mali, whose totem¹ was the lion. Sogolon was brought to the king as a maiden, disfigured by a hunchback and ill looks. But she was said to possess the mighty spirit of a buffalo, strong and courageous. . . .

When Sundiata was born, the king rejoiced. The great royal drums carried the news all over the kingdom. But his first wife, Sassouma, was jealous. Her son should inherit the throne! What need had her husband of another son? She vowed that Sundiata would never become a king.

¹**totem:** animal or plant serving as the symbol of a family or clan

11 Read the excerpt above. Which of the following is an opinion expressed in *Sundiata*?

- A The king was very happy when Sundiata was born.
- B The king did not need two sons.
- C Sundiata's *griot* never tells a lie.
- D The king thought his first-born son should inherit the throne.

12 What was one negative effect of the trade with Muslim merchants?

- A Africans were forbidden from practicing their traditional religion.
- B African kingdoms lost money as Muslim merchants came to the region.
- C The slave trade grew as trade with Muslim merchants increased.
- D People started speaking Arabic and forgot their native language.

13 Historians know little about how Sundiata ran Mali's government. What artifact, if uncovered, might help them learn more?

- A a description of Sundiata's court from a visiting Muslim trader
- B an oral story about Sundiata's birth
- C a painting showing Sundiata dressed in his royal costume
- D an iron weapon that Sundiata once used in battle

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 Many people would agree that the development of trade in West Africa changed the culture of the region. Some people believe that these changes benefited the West Africans. Write a persuasive essay that supports this point of view.



Name: _____ Date: _____

12. Do not let the local nobility levy [charge] taxes on the people. There cannot be two lords in a country; the people cannot have two masters. The sovereign [ruler] is the sole master of the people of the whole realm [empire], and the officials that he appoints are all his subjects. How can they presume [dare] to levy taxes on the people?

—Prince Shotoku
“The Seventeen Article Constitution”

1 Read the excerpt above. This section of Prince Shotoku’s new constitution emphasizes that

- A the people must obey their lord as well as their emperor.
- B nobles may raise money by taxing the people.
- C the emperor held all the power.
- D only the people are considered the emperor’s subjects.

2 What was the impact of *The Tale of Genji*?

- A It showed that women could be warriors.
- B It was one of the world’s first novels.
- C It persuaded the Japanese to give women a better education.
- D It used dramatic techniques to teach Buddhist ideas.

3 Who first brought Zen Buddhism to Japan?

- A students
- B diplomats
- C monks
- D traders

4 Japan began to transform into a military society when

- A nobles formed private armies of samurai.
- B it needed to drive back the invading Mongol armies.
- C a military leader became Japan’s emperor.
- D the emperor decided to conquer Korea.

- a system of writing
- building styles
- a government bureaucracy
- landscape painting

5 Read the list above. These are all examples of

- A ideas or skills that arose because of the Taika reforms.
- B achievements accomplished during the shogun era.
- C things that the Japanese people borrowed from China.
- D changes that came to Japan with the rise of the daimyo.



Name: _____

Date: _____

6 In feudal Japan, what did the samurai receive in return for their loyalty to the daimyo?

- A land
- B special servants called vassals
- C an education at samurai schools
- D castles

7 The samurai lived by a strict code of conduct called Bushido. What does the word *Bushido* mean?

- A “way of the spirits”
- B “emperor of heaven”
- C “full of suffering”
- D “the way of the warrior”

8 Which statement explains one way that geography helped shape society in early Japan?

- A Early settlers of Japan lived along the rich riverbanks and grew crops.
- B Most people in Japan lived away from the coast because they were afraid of waves caused by typhoons.
- C The surrounding ocean isolated Japan from other Asian cultures.
- D Since many of the islands were covered in erupting volcanoes, most Japanese lived on the two largest islands.

9 Why did Pure Land Buddhism become popular among many Japanese people?

- A It helped people control their bodies.
- B It was most similar to the traditional religion of Shinto.
- C It shared the message that a happy life after death was possible.
- D It taught people how to find inner peace.

10 Prince Shotoku sent officials to China because he wanted

- A to learn from China’s brilliant civilization.
- B to open up a new trade route with China.
- C to measure China’s strength for a possible invasion.
- D to teach China about the Shinto religion.



Name: _____ Date: _____

“When my brother Nobunari was a boy my father was very anxious to make [him] a good [scholar of Chinese], and often came himself to hear Nobunari read his lessons. I was always present, and so quick was I at picking up the language that I was soon able to prompt my brother whenever he got stuck. At this point my father used to sigh and say to me: ‘If only you were a boy how proud and happy I should be.’”

—Lady Murasaki Shikibu, from *Diary*, in *The Tale of Genji*

11 Read the excerpt above. What conclusion can be drawn about Chinese society from this excerpt?

- A All boys needed to be good at reading Chinese.
- B Education in women was not valued.
- C Girls became unpopular if they were too smart.
- D Children were eager to please their parents.

12 What question about Japan’s first settlers are historians unable to answer?

- A Which skills did the Yayoi learn from the Chinese and Koreans?
- B Who introduced farming to Japan?
- C What metals did the Yayoi use to make tools and weapons?
- D Why did the Yamato claim they had the right to rule Japan?

13 What is one example of how the spirit of Bushido continued into modern times?

- A The current emperor of Japan is a descendant of the first Yamato emperor.
- B Kyoto, formerly called Heian, has served as Japan’s capital for more than 1,000 years.
- C Many Japanese soldiers in World War II fought to the death instead of being captured or giving up.
- D Followers of Zen Buddhism still practice meditation and martial arts.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

1 What right did the English people gain under the Magna Carta?

- A the right to serve in Parliament
- B the right to receive fair trials by jury
- C the right to refuse to pay unfair taxes
- D the right to make the king step down from power

2 The struggle between Christians and Muslims on the Iberian Peninsula was called the

- A Hundred Years' War.
- B Inquisition.
- C *Reconquista*.
- D Crusades.

3 Which of the following had the strongest influence on daily life in medieval Western Europe?

- A trade
- B the plague
- C the manor
- D religion

4 What agreement was made by the Concordat of Worms?

- A The pope chose bishops, but the emperor gave them government jobs.
- B Christians and Muslims would share the rule of Jerusalem and Palestine.
- C Only the pope had the power to crown the Holy Roman emperor.
- D France would have a parliament called the Estates-General.

In 1346, the Black Death first appeared in Europe. The disease struck Caffa, a city on the Black Sea that was under the control of European merchants. A few merchants managed to escape the terrible plague and set sail. The following year, their ships had carried the plague to _____.

5 Read the text above. Which of the following places belongs in the blank in the sentence?

- A Sicily
- B China
- C France
- D London



Name: _____

Date: _____

6 Which geographic feature isolated Britain and Ireland from the rest of Europe?

- A the Alps
- B the English Channel
- C the North Sea
- D the Rhine River

7 Which pope asked monks to become missionaries and spread Christianity?

- A Pope Gregory VII
- B Pope Innocent III
- C Pope Urban II
- D Pope Gregory I

8 In feudal society, who made an oath “to keep faith and loyalty to you [the lord] against all others”?

- A a serf
- B a vassal
- C a king
- D a priest

Thomas Aquinas was born in 1225 in Italy. Before his twentieth birthday, he had decided to devote his life to religion. Aquinas spent his life serving the Church by studying and writing about theological questions. He died in 1274. Fewer than 50 years later, in 1323, he was made a saint.

9 Read the text above. What did Thomas Aquinas do?

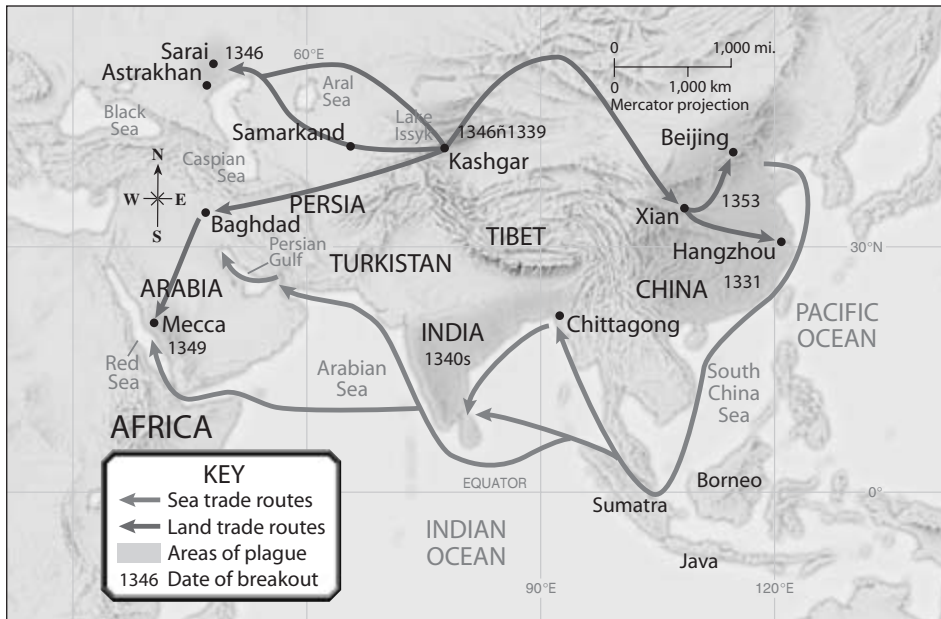
- A He established the first university in Europe.
- B He combined Church teachings with the ideas of Aristotle.
- C He converted the Irish people to Christianity.
- D He founded the group of friars called the Dominicans.

10 One effect of the Crusades was increased trade between Europe and the Middle East. What was another effect?

- A The Crusades weakened the power of the pope.
- B Europeans became more tolerant of non-Christians.
- C The Crusades helped break down feudalism.
- D Millions of Europeans died.



Name: _____ Date: _____



11 Refer to the map above. Around where did the Black Death begin?

- A Xian
- B Kashgar
- C Hangzhou
- D Chittagong

12 Without _____, the plague most likely would not have spread as rapidly as it did.

- A doctors
- B wars
- C trade
- D missionaries

13 Which event contributed to the rise of feudalism?

- A the Viking invasions
- B the growth of towns
- C the Crusades
- D the collapse of Charlemagne's empire

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 During the feudal era, many people lived as serfs on a lord’s manor. Describe the relationship between lords and serfs. Consider:

- the rights of serfs,
- the work that serfs did,
- the responsibilities of lords.

*This question also provides practice for English Language Arts standards.



Name: _____ Date: _____

1 Which of the following statements is true?

- A The Maya and the Inca developed in Mesoamerica, and the Aztec developed in South America.
- B The Maya and the Aztec developed in Mesoamerica, and the Inca developed in South America.
- C The Maya developed in Mesoamerica, and the Aztec and the Inca developed in South America.
- D The Aztec developed in Mesoamerica, and the Maya and the Inca developed in South America.

2 The Maya mainly went to battle in order to

- A get captives for sacrifice.
- B gain more land.
- C seize control of trading centers.
- D defeat neighboring city-states.

3 The Aztec used their 365-day calendar to

- A predict eclipses.
- B read messages from the gods.
- C keep track of religious rituals.
- D decide when to plant and harvest crops.

4 Why did early civilizations develop in Mesoamerica?

- A Long rainy seasons provided water for people and crops.
- B The land had rich, volcanic soil and a mild climate.
- C The dense forests protected people from the harsh sunlight.
- D Groups were able to fish in the Pacific Ocean.

5 In Aztec society, how could a commoner rise to the noble class?

- A by marrying a member of the noble class
- B by performing an act of bravery in war
- C by doing a good job at his assigned work
- D by paying money to the temple



Name: _____

Date: _____

6 The Maya obtained water from

- A wells that collected rainwater from the hills.
- B the region's many rivers and streams.
- C a system of underground rivers and streams.
- D irrigation canals that stored rainwater.

7 The Maya and the Aztec both built

- A large pyramids.
- B a network of roads.
- C huge stone sculptures.
- D floating gardens.

8 Which group developed the agricultural technique known as terraced farming?

- A the Maya
- B the Aztec
- C the Inca
- D all of the above

9 _____ helped the Spanish conquistadors defeat the Aztec Empire.

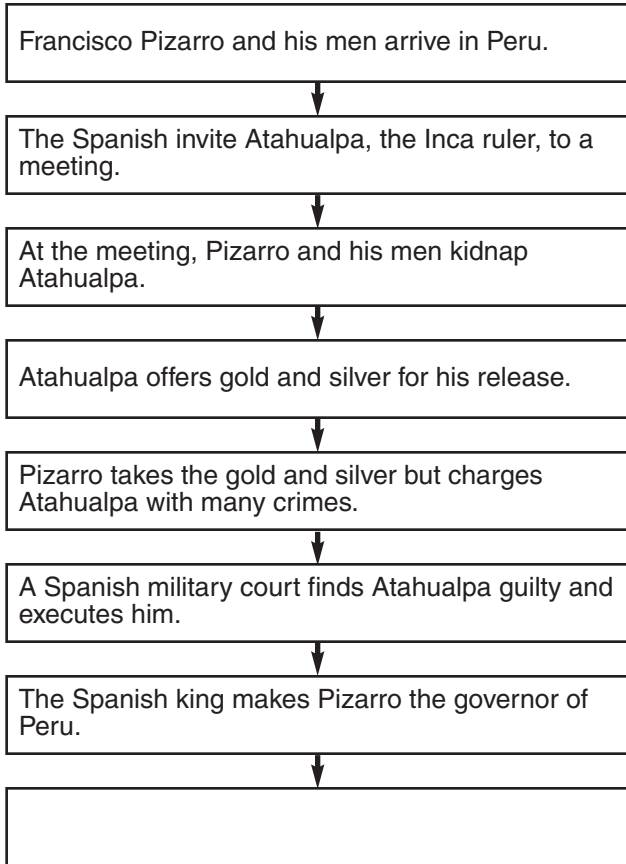
- A Guns
- B Guns and horses
- C Guns and European diseases
- D Guns, horses, and European diseases

10 In the Inca Empire, farmers, herders, and _____ stood at the bottom of society.

- A enslaved people
- B soldiers
- C unskilled laborers
- D women



Name: _____ Date: _____

The Conquest of the Inca

11 What belongs in the last box of the flow chart above?

- A Pizarro makes himself the new Inca emperor.
- B The Inca revolt and force Pizarro to leave Peru.
- C Pizarro chooses a new emperor for the Inca.
- D The Spanish destroy the Inca capital.

12 Today, archaeologists understand only some Maya hieroglyphs, but one day they may be able to read them all. If this happens, archaeologists may learn more about

- A the relationship between the Maya and the Moche.
- B the first Americans to arrive on the continent.
- C the decline of the Mayan civilization.
- D the people who lived in Teotihuacán.

13 Whose point of view is expressed in the following statement: “We have pounded our hands in despair against the adobe walls, for our inheritance, our city is lost and dead.”

- A a Maya ball player
- B an Aztec warrior
- C an American hunter-gatherer
- D a Spanish conquistador

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

"I was a great artist, but also one of the best scientists of the Renaissance. To learn anatomy, I examined corpses, and to learn about history, I studied fossils. I was also an inventor and dreamed about building a flying machine."

1 Read the excerpt above. Who is speaking in the text?

- A Michelangelo
- B William Shakespeare
- C Leonardo da Vinci
- D Niccolò Machiavelli

2 The humanists developed many new beliefs about society and the world around them. What was one of these beliefs?

- A The individual was important and could help improve the world.
- B People should focus only on reason and ignore the ideas of faith.
- C The needs of the individual were less important than the needs of society.
- D People should look to the future, not the past, as a source of learning.

3 Half of the 40,000 books printed in Europe by 1500 were

- A books about art.
- B literature.
- C scientific texts.
- D religious books.

4 Why is Albrecht Dürer famous today?

- A He invented the printing press.
- B He produced engravings and woodcuts.
- C Marco Polo took him to China.
- D He wrote several plays that are considered masterpieces.

The Renaissance began in Italy for three main reasons:

1. By the 1300s, Italian city-states had become very wealthy. Italian leaders could afford to pay artists to produce great works of art.
2. As the city-states competed with each other, nobles wanted artists to produce works that increased their cities' fame. The urban population also provided customers for art.
3. _____

5 What is the third main reason that belongs on the list above?

- A Italian city-states had better artists and writers than the rest of Europe did.
- B Italy had been the center of the Roman Empire, so ruins and art reminded the people of the ideas and accomplishments of the past.
- C Most people in Italian city-states could read, so they could understand the works of humanist scholars.
- D Fewer Italians had been killed by the Black Death, so the Italian city-states had spent less time rebuilding their society.



Name: _____

Date: _____

6 What did *The Canterbury Tales* and *The Divine Comedy* have in common?

- A They were written in the vernacular.
- B They describe the levels of English society.
- C They were long poems.
- D They were translated from ancient Greek.

7 Florence first earned wealth by trading cloth, especially wool. People soon discovered a new method for earning even more money. What was it?

- A building ships
- B making clothing
- C publishing books
- D banking

8 In the late 1400s, the Renaissance spread from Italy. The term *Northern Renaissance* refers to the art created in other places, including

- A Spain.
- B China.
- C Flanders.
- D Ireland.

9 During the Renaissance, advances in engineering allowed people to

- A build domes on cathedrals.
- B create better maps.
- C produce a basic tank.
- D make oil paintings.

Marco Polo published a book about his time in China called *Il milione*, or "The Million." In it, Marco Polo described meeting China's ruler, the great Kublai Khan. Kublai Khan asked many questions about European kings and emperors, including how they ruled and fought wars. Kublai Khan particularly wanted to know about the Catholic Church and its religious beliefs and practices.

10 Refer to the text above. What effect did Marco Polo's book have on Europe?

- A Europeans feared that China would attack Europe.
- B Marco Polo's stories increased an interest in China.
- C Europeans believed that China had the richest culture in the world.
- D Many missionaries decided to bring Christianity to China.



Name: _____

Date: _____

Toscanelli's 15th Century Map of the World



11 Study the map above. How is the influence of Ptolomy on Renaissance cartography shown on the map?

- A Ptolomy's system of latitude and longitude were influential in the science of mapmaking in Renaissance Europe.
- B Columbus was able to convince King Ferdinand and Queen Isabella that his route to India was faster than the route around Africa.
- C Henry the Navigator had cartographers study Ptolomy's theories at his research center.
- D Ptolomy invented the terms *Tropic of Cancer* and *Tropic of Capricorn*.

12 In what way did wealthy Italian families contribute to the rise of the Renaissance?

- A They paid artists to create paintings, sculptures, and buildings.
- B They sent artists to northern Europe.
- C They sponsored trips to lands in Asia.
- D They built schools for all children to attend.

13 Imagine that you are writing a historical account about Johannes Gutenberg's development of the movable type printing press. What detail would be most important to include?

- A The Chinese had already invented block printing.
- B It took Gutenberg two years to print his first book.
- C Gutenberg had worked as a goldsmith.
- D Gutenberg was born in Mainz, Germany.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 Renaissance art differed a great deal from the art created during the Middle Ages. Describe the new types of artwork produced during the Renaissance. Consider:

- the purpose of the artwork,
- the themes of the artwork,
- new techniques that were used.

*This question also provides practice for English Language Arts standards.



Name: _____ Date: _____

- 1** What event marked the start of the Reformation?
- A the Thirty Years' War
 - B the establishment of the Anglican Church
 - C the posting of the Ninety-Five Theses
 - D the civil war in France
- 2** What did the Council of Trent do?
- A set up rules for how bishops and priests should act
 - B gave German princes the right to pick their kingdoms' religion
 - C proclaimed that King Henry VII was no longer a Catholic
 - D made Catholicism the official religion of France
- 3** Maimonides, a Jew who lived in Muslim Spain, wrote
- A books about geography and cartography.
 - B poems about love, nature, and religion.
 - C commentaries on Aristotle.
 - D books about religion, medicine, and law.

- 4** Where did Jesuit missionaries have their greatest success?
- A North America
 - B the Philippine Islands
 - C Vietnam
 - D Japan
- 5** What was the first Protestant church formed during the Reformation?
- A Anglican
 - B Calvinist
 - C Huguenot
 - D Lutheran



Name: _____

Date: _____

6 Which region broke free from the Catholic Church and became Protestant?

- A Spain
- B France
- C England
- D Italy

7 What Calvinist idea helped promote democratic principles in England's American colonies?

- A Calvinists believed that every member of the congregation had the same rights, which built support for the idea that all people are equal under the law.
- B Calvinists wrote a charter for their new church, which built support for the idea that Americans should write the Declaration of Independence.
- C Calvinists had one leader in charge of all the congregations, which built support for the idea that the country should have one president.
- D Calvinists believed that the congregation should choose its own leaders, which built support for the idea that people should elect their political leaders.

8 What was one of John Calvin's religious beliefs?

- A People could only be saved through faith, not good works.
- B Priests, not the Bible, are the final source for truth about God.
- C No matter what a person does, God has already decided if he or she will go to heaven.
- D All people should be allowed to worship freely.

9 Which of the following was a problem in the Catholic Church that concerned many people before the Reformation?

- A Bishops behaved like they were kings.
- B The Church placed heavy taxes on peasants.
- C Many priests were unable to give good sermons.
- D All of the above.

10 What did Desiderius Erasmus, John Wycliffe, and William Tyndale all have in common?

- A They were tried and executed for heresy.
- B They believed that the Bible should be translated into the vernacular.
- C They defended the Reformation.
- D They did not think members of the clergy should earn money.



Name: _____ Date: _____

In 1505 Martin Luther began to study law at the University of Erfurt, but soon after, he changed his mind. Later, Luther explained that he came to this decision during a violent thunderstorm. As he was cast to the ground by a lightning bolt, he vowed to become a monk. Much to his father's dismay, he joined an order. Luther continued to study theology and came to realize that he disagreed with some of the practices of the Catholic Church, namely the selling of indulgences. In 1517 he prepared his Ninety-Five Theses. He wrote that the pope did not have the right to forgive people's sins.

11 Read the text above. What is a fact expressed in this narrative?

- A Martin Luther should have continued to study law.
- B The Catholic Church sold indulgences as pardons for sins.
- C Martin Luther was afraid of thunderstorms.
- D The pope should not have promoted the selling of indulgences.

12 Which of the following details from the narrative above is least important in a discussion of Luther's religious life?

- A Luther joined an order of Augustinian monks.
- B Luther's father wanted him to continue to study law.
- C Luther protested the sale of indulgences in the Ninety-Five Theses.
- D Luther realized he disagreed with some practices of the Church.

13 What year and event marked the end of the golden age of Spain?

- A 1469, when the marriage of Ferdinand and Isabella united Spain
- B 1492, when all non-Catholics were expelled from Spain
- C 1540, when Ferdinand and Isabella set up the Inquisition court
- D 1648, when the Thirty Years' War began

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 Because of the Reformation, Calvinism had spread in France. During the Counter-Reformation, Catholics and Protestants fought religious wars across Europe, including France. Describe the conflict that took place in France when a Protestant became king, how the conflict was resolved, and how religion was practiced in France afterwards.

*This question also provides practice for English Language Arts standards.



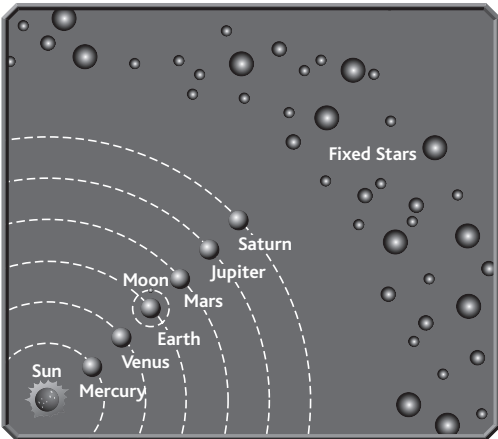
Name: _____ Date: _____

Changes in Medicine During the Scientific Revolution

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

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

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



2 Refer to the diagram above. Which scientist developed this model?

- A Ptolemy
- B Galileo
- C Hooke
- D Copernicus

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

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

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

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

5 What helped Europeans learn more about the size of the oceans and continents?

- A maps created in ancient Greece
- B the invention called the compass
- C the voyages from the age of exploration
- D a new scientific encyclopedia



Name: _____

Date: _____

6 Which scientific instrument helped Galileo study the planets?

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

7 In which area did scientists make the first discoveries of the Scientific Revolution?

- A astronomy
- B chemistry
- C medicine
- D physics

8 Galileo showed that an idea of Aristotle's was false by proving that

- A materials need oxygen to burn.
- B objects fall at the same speed regardless of their weight.
- C the force of gravity holds the solar system together.
- D all substances are made up of basic elements that cannot be broken down.

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

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

10 Rationalism is the belief that reason is the chief source of knowledge. Who is viewed as the founder of modern rationalism?

- A Bacon
- B Descartes
- C Newton
- D Aristotle



Name: _____ Date: _____

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

- 11** Read the text above. According to the paragraph, which detail from the biography might not be true?
- A Galileo continued to work up until his death.
 - B Galileo spent the last years of his life in Florence.
 - C Galileo said that the earth moved while he was being sentenced.
 - D Galileo admitted that the ideas he had included in his book were untrue.
- 12** Which of the following questions does the biography above answer?
- A What is one claim that Galileo made in his book?
 - B What discoveries did Galileo make in the last years of his life?
 - C How did Galileo come up with his theories about the heavens?
 - D Why did the pope pardon Galileo?

- 13** According to tradition, Isaac Newton came up with _____ after watching an apple fall to the ground.
- A the scientific method
 - B the humanist approach to science
 - C the idea of gravity
 - D a new scientific language

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 The scientific method is still used by scientists today. Write an essay defining the scientific method, describing its steps, and explaining its purpose.

*This question also provides practice for English Language Arts standards.



Name: _____ Date: _____

1 Which European leader carried out Enlightenment reforms by permitting greater freedom of speech and religious toleration?

- A Catherine II of Russia
- B Louis XIV of France
- C Frederick II of Prussia
- D Elizabeth II of England

2 _____ that began with the Scientific Revolution helped bring about the Enlightenment.

- A The use of reason
- B Scientific discoveries
- C The promotion of natural law
- D The rejection of Christian ideas

3 Maps created by geographers from the ancient and medieval worlds contributed to the European voyages during the age of exploration by

- A showing a sea route around Africa to Asia.
- B telling Europeans that America existed.
- C explaining the geography of East Africa and the Indian Ocean.
- D helping Europeans learn the best route for sailing around the globe.

4 The belief in mercantilism encouraged European countries to

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

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

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



Name: _____

Date: _____

6 Which explorer's crew was the first to sail around the world?

- A Ferdinand Magellan
- B John Cabot
- C Christopher Columbus
- D Jacques Cartier

7 The Magna Carta influenced the Declaration of Independence. Like the Magna Carta, the Declaration established the idea that

- A rulers had to treat citizens fairly.
- B the U.S. government would rely on popular sovereignty.
- C the best form of government was a confederation.
- D an absolute monarchy led to stable societies.

8 How did the Columbian Exchange affect people in Asia?

- A Enslaved Asians were forcibly moved to the Americas.
- B Native empires in India and Indonesia were destroyed.
- C Europeans made local rulers let them set up trading posts.
- D Europeans forced many Asians to convert to Christianity.

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

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

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

—The Declaration of Independence

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

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



Name: _____

Date: _____



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

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

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

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

13 When Columbus first landed on the Caribbean islands, where did he think he was?

- A North America
- B Africa
- C Asia
- D South America

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.



Name: _____ Date: _____

14 The Columbian Exchange was named after Christopher Columbus, who began the global transfer of goods, ideas, people, technology, and diseases. Describe how the Columbian Exchange changed life in the Americas. Consider both positive and negative effects.

*This question also provides practice for English Language Arts standards.

