CONTENTS

Introduction ................................................................. I-1

  Test-Taking Techniques .............................................. I-2
  Types of Questions .................................................. I-4
  Test-Taking Tips ..................................................... I-10

Grade 6 Standards ..................................................... S-1
Grade 7 Standards ..................................................... S-7
Grade 8 Standards ..................................................... S-13

Standards Practice ................................................... 1

  Standard 6.1 Practice .................................................. 2
  Standard 6.2 Practice .................................................. 6
  Standard 6.3 Practice .................................................. 10
  Standard 6.4 Practice ................................................... 14
  Standard 6.5 Practice ................................................... 18
  Standard 6.6 Practice ................................................... 22
  Standard 6.7 Practice ................................................... 26
  Standard 7.1 Practice ................................................... 30
  Standard 7.2 Practice ................................................... 34
  Standard 7.3 Practice ................................................... 38
  Standard 7.4 Practice ................................................... 42
  Standard 7.5 Practice ................................................... 46
  Standard 7.6 Practice ................................................... 50
  Standard 7.7 Practice ................................................... 54
  Standard 7.8 Practice ................................................... 58
  Standard 7.9 Practice ................................................... 62
  Standard 7.10 Practice .................................................. 66
  Standard 7.11 Practice .................................................. 70
  Standard 8.1 Practice ................................................... 74
  Standard 8.2 Practice ................................................... 78
  Standard 8.3 Practice ................................................... 82
  Standard 8.4 Practice ................................................... 86
  Standard 8.5 Practice ................................................... 90
  Standard 8.6 Practice ................................................... 94
  Standard 8.7 Practice ................................................... 98
  Standard 8.8 Practice .................................................. 102
  Standard 8.9 Practice .................................................. 106
  Standard 8.10 Practice ............................................... 110
  Standard 8.11 Practice ............................................... 114
  Standard 8.12 Practice ............................................... 118
INTRODUCTION

At the end of this year, 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. Standards for Grade 6, Grade 7, and Grade 8
3. Standards Practice for Grade 6, Grade 7, and Grade 8

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 **Standards** section lists the specific standards that you will learn in your World History and Geography: Ancient Civilizations, World History and Geography: Medieval and Early Modern Times, and United States History and Geography: Growth and Conflict classes.

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

Here’s an example.

**What happens if the president vetoes a bill?**

A  The bill goes back to Congress for debate.

B  Congress can override the veto with a two-thirds majority vote of the Senate.

C  The Supreme Court can override the president’s veto.

D  Congress can override the veto with a two-thirds majority vote of the members of both houses.

This is a typical Knowledge Question because it is simply testing your knowledge of a fact: If the president vetoes a bill, what happens? 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, if a president vetoes a bill, the bill will not become a law—unless Congress decides to vote again on the bill, and two-thirds of them approve it. In this way Congress can “override” (overrule) the veto. 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.

Answer choice (A) suggests that, if the president vetoes a bill, it goes back to Congress for debate. You probably remember how a bill becomes a law: it is introduced in Congress, and usually evaluated by a committee. Once the committee approves a bill, it goes to Congress for debate and then for a vote. When both houses of Congress—the Senate and the House of Representatives—pass a bill, it goes to the president, who can either sign it into law, or veto it.

But let’s say you do not remember this process. Does it seem logical that, if the president vetoes a bill, it would go back to Congress to be debated? The president has vetoed (canceled) the bill—so what would Congress debate? Even if you do not remember that Congress debates a bill before it goes to the president, this would seem unlikely. So, this answer choice is probably wrong. Cross off (A).

Answer choice (B) suggests that, if the president vetoes a bill, Congress can override that veto if two-thirds of the Senate vote in favor of the bill. You may remember that a two-thirds majority vote in Congress can, in fact, override a presidential veto. But read every word in the answer choice. It suggests that a two-thirds vote in the Senate can override a veto. The Senate is not the entire Congress, but rather one of the two houses of Congress. Does it seem likely that the Senate alone can override a president’s veto? Hold on to (B) until you have read all the answer choices.

Answer choice (C) suggests that the Supreme Court can override the president’s veto. Think of what you know about the Supreme Court. You probably remember that there are three main branches of the federal government in the United States: the legislative branch, the executive branch, and the judicial branch. Each branch has “separate but equal” powers. The Supreme Court is part of the judicial branch. It interprets laws and can declare a law unconstitutional. But, if a president vetoes a bill, it does not become a law, unless two-thirds of Congress vote to override the president’s veto. So, the Supreme Court could not pass judgment on something that has not become a law. You can cross off (C).

Answer choice (D) suggests that Congress can override the veto with a two-thirds majority vote of the members of both houses. This answer choice seems very similar to (B). Read (B) and (D) again, carefully. What is the difference between the two choices? (B) suggests that a two-thirds vote in the Senate can override a presidential veto. (D) suggests that a two-thirds vote of both houses—the Senate and the House of Representatives—is needed to override a veto. Which choice makes more sense? You may remember that all bills must go through both the House and Senate before reaching the president. It seems more logical that the members of both houses of Congress would have to vote to override the president—not just one. Therefore, choice (D) 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. Look at the example below.

Which of the following most likely would have been a theme addressed by a transcendentalist writer?

A the problems of city life
B a person’s love of nature
C the growth of American democracy
D the importance of following the law

First, read all the words in the question, looking for clues. Notice that the question asks you to choose the “most likely” theme a transcendentalist writer would have addressed. The words “most likely,” “would have been” and “a” give you three important clues: (1) you are not being asked to remember a fact—something that “was”—but rather to determine something hypothetical—what “would have been;” (2) you are being asked to figure out the “most likely” theme—so, more than one of the answer choices will probably be “likely,” but only one will be the “most” likely; (3) you are being asked about “a” transcendentalist writer—not a specific individual.

Keep in mind, when answering all Inference Questions on the History-Social Science Test for Grade 8, that there may be more than one good answer choice. Your job is to always look for the best answer choice. Make sure to read every 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 transcendentalist question. Remember, you’re looking for the most likely theme that a transcendentalist writer would have addressed.

Think of what you recall about the transcendentalists. You probably remember learning that, beginning in the 1820s, American writers and artists developed their own style and explored uniquely American themes. The transcendentalists were not an organized group, but rather a number of different writers and philosophers. Two famous transcendentalists were Ralph Waldo Emerson, who wrote the famous essay, “Self-Reliance,” and Henry David Thoreau, who lived alone in the woods.
on Walden Pond in Massachusetts while he wrote “Walden,” and who went to jail rather than obey a law he thought was unjust. Many transcendentalists wrote about human beings’ relationship to nature, and about the importance of each person’s conscience.

Answer choice (A) states that a transcendentalist writer would have addressed the theme of the problems of city life. Thoreau, who lived in the woods and wrote about nature, probably thought the cities had problems. But would this have been the “most likely” theme of a transcendentalist? Possibly. Hold on to (A) and read the other answer choices.

Answer choice (B) suggests that a person’s love of nature would have been the most likely theme of a transcendentalist writer. You know that at least one transcendentalist, Thoreau, wrote about his love of nature—so this is a possibility. But he also wrote about the importance of individual conscience and peacefully protesting unjust laws. Margaret Fuller, another transcendentalist writer, wrote about women’s rights. So, (B) is a possibility—but it may not be the best answer. Hold on to it and read the remaining choices.

Answer choice (C) suggests that the most likely transcendentalist theme would have been the growth of democracy. You know that, in the first half of the 19th century, American democracy was, indeed, spreading across the country. But can you remember any writing by any transcendentalist about the growth of democracy? Thoreau, Emerson, and Fuller wrote about personal freedom and rights—but not about the expansion of democracy. So, you can cross off (C).

Answer choice (D) suggests that a transcendentalist probably would have written about the importance of following the law. Think about this for a moment. Thoreau went to jail to protest a law he thought was unjust. Fuller supported women’s rights—which were not yet law. So, following the law was probably not the most likely theme of a transcendentalist writer. Cross off (D).

The process of elimination has left you with two answer choices, (A) and (B). Now you need to read both again and decide which states the most likely theme a transcendentalist writer would have addressed.

You know both answers sound good—a transcendentalist might have written about the problems of city life or about a person’s love of nature. You probably can remember that transcendentalist writers such as Thoreau wrote about nature—but can you remember any writings about city life? Probably not. Therefore, answer choice (B) is your best bet.
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, graph, 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 line graph.

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.

First, read the title of the line graph to determine what information is supplied: imports and exports, 1800–1820. Whenever dates are given in a question or on a graph or chart, try to think of what was happening in the country at that time in order to provide yourself with context for the question. In the early 1800s, many Americans depended on foreign trade for their livelihoods. But there were various threats to that trade—the pirates off the Barbary Coast, the war between Britain and France that began in 1803—and the British practice of impressment, or stopping American ships at sea and forcing American sailors into service for the British navy.

Next, evaluate the data supplied in the line graph. A line graph is often used to show changes over a period of time. On the bottom (the horizontal axis) are the years, here divided into 5-year increments. On the left (the vertical axis) are the dollar amounts of the imports and exports, shown in increments of 20 million dollars.
Now look at the key, in the box on the lower left-hand corner of the graph. It indicates that three elements are being plotted here: exports (1), imports (2), and the balance of trade (3). Look at the graph and trace each of these three elements, noting how they change over time (the bottom, or horizontal, axis).

Now read the question and answer choices:

**What was the result of the Embargo Act, as shown in the graph?**

A  The United States entered an economic depression.
B  The value of American trade dropped sharply.
C  Exports grew while imports declined.
D  There was a large gap in the U.S. balance of trade.

Do you remember what the Embargo Act was, and what effect it had? Perhaps you recall that the British intercepted an American ship, the *Chesapeake*, off the coast of Virginia in June 1807, demanding to search it for British deserters. The *Chesapeake*’s captain refused. The British opened fire, killing three people and wounding 18. In December, Congress passed the Embargo Act, banning imports from and exports to all foreign countries. The hope was that Britain, dependent on American agriculture, would stop the impressment of American sailors—and that war would be avoided.

Answer choice (A) suggests that, as a result of the Embargo Act, the United States entered an economic depression. To evaluate this choice, look at the line graph. The Embargo Act (in 1807) is clearly marked. You can see that imports (line 2) and exports (line 1) clearly fell sharply soon after that. But did this fall equal a “depression”? Perhaps. Hold on to answer choice (A), and read the other choices.

Answer choice (B) states that, after the Embargo Act, the value of American trade dropped sharply. What does the “value of American trade” mean? “Trade” is the exchange of goods—imports and exports. The “value” of that trade would be how much it is worth. Look at the graph. After 1807, when the Embargo Act was passed, was the dollar value (the left-hand, vertical axis) higher or lower than before 1807? Lower. In fact, it plunged, from around 170 million to around 58 million. So, answer choice (B) is a distinct possibility. Hold on to it and read the remaining answer choices.

Answer choice (C) states that exports grew while imports declined after the Embargo Act. Look at the graph: Does line (1) rise after 1807, while line (2) falls? No—they both take a nose dive. Eliminate answer choice (C).
The last answer choice, (D), states that there was a large gap in the U.S. balance of trade after the Embargo Act. What does “balance of trade” mean? Look at the key; it says: (3), Balance of Trade: difference between the value of a nation’s exports and its imports. Looking at the graph, you will notice the number (3) around the Panic of 1819. At that point in time, the gap between exports (line 1) and imports (line 2) is large. Look at the gap between these two lines around 1807, the Embargo Act: is it large? No. There is some distance between the two lines—but nothing as large as the distance between them in 1819. So, you can eliminate choice (D).

The process of elimination has left us with two answer choices: (A) and (B). Reread both choices. (A) states that, as a result of the Embargo Act, the United States entered an economic depression, whereas (B) states that, after the Embargo Act, the value of American trade dropped sharply. Looking again at the graph, it is clear that exports and imports both dropped after the Embargo Act in 1807. Looking at the left side of the graph, you can see that the total amount paid for exports and imports between 1807 and 1810 fell. But was this fall a depression? Since we don’t know, answer choice (B) is the best choice.

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: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.

1. Describe the hunter-gatherer societies, including the development of tools and the use of fire.

2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

1. Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
2. Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.
3. Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.
4. Know the significance of Hammurabi’s Code.
5. Discuss the main features of Egyptian art and architecture.
6. Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley.
7. Understand the significance of Queen Hatshepsut and Ramses the Great.
8. Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
9. Trace the evolution of language and its written forms.

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.
4. Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.
5. Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.

1. Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.

2. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles’ Funeral Oration).

3. State the key differences between Athenian, or direct, democracy and representative democracy.

4. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer’s Iliad and Odyssey, and from Aesop’s Fables.

5. Outline the founding, expansion, and political organization of the Persian Empire.

6. Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.

7. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.

8. Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).

6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.

1. Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization.

2. Discuss the significance of the Aryan invasions.

3. Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.

4. Outline the social structure of the caste system.

5. Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.

6. Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka.

7. Discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.

1. Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.

2. Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.

3. Know about the life of Confucius and the fundamental teachings of Confucianism and Daoism.

4. Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.

5. List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty.

6. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire.

7. Cite the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.

8. Describe the diffusion of Buddhism northward to China during the Han Dynasty.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

1. Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.

2. Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty).

3. Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.

4. Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.

5. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
6. Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).

7. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

8. Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.
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.

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.

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.
Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America’s role in the war. After reviewing the development of America’s democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”).

3. Analyze how the American Revolution affected other nations, especially France.

4. Describe the nation’s blend of civic republicanism, classical liberal principles, and English parliamentary traditions.

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

1. Discuss the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.

2. Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
3. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause.

4. Describe the political philosophy underpinning the Constitution as specified in the *Federalist Papers* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution.

5. Understand the significance of Jefferson’s Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

6. Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.

7. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights.

### 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.

2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.

3. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution’s clauses on interstate commerce, common coinage, and full-faith and credit.

4. Understand how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding and assumption of the revolutionary debt).

5. Know the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays’ Rebellion, the Whiskey Rebellion).
6. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups).

7. Understand the functions and responsibilities of a free press.

8.4 Students analyze the aspirations and ideals of the people of the new nation.

1. Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

2. Explain the policy significance of famous speeches (e.g., Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, John Q. Adams’ Fourth of July 1821 Address).

3. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law).

4. Discuss daily life, including traditions in art, music, and literature, of early national America (e.g., through writings by Washington Irving, James Fenimore Cooper).

8.5 Students analyze U.S. foreign policy in the early Republic.

1. Understand the political and economic causes and consequences of the War of 1812 and know the major battles, leaders, and events that led to a final peace.

2. Know the changing boundaries of the United States and describe the relationships the country had with its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

3. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.

1. Discuss the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction).
2. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay’s American System).

3. List the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine).

4. Study the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.

5. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann’s campaign for free public education and its assimilating role in American culture.

6. Examine the women’s suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony).

7. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, Henry Wadsworth Longfellow).

8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

1. Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and discuss the significance of cotton and the cotton gin.

2. Trace the origins and development of slavery; its effects on black Americans and on the region’s political, social, religious, economic, and cultural development; and identify the strategies that were tried to both overturn and preserve it (e.g., through the writings and historical documents on Nat Turner, Denmark Vesey).

3. Examine the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War.

4. Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.
8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.

1. Discuss the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, policy of Indian removal, opposition to the Supreme Court).

2. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., the Lewis and Clark expedition, accounts of the removal of Indians, the Cherokees’ “Trail of Tears,” settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades.

3. Describe the role of pioneer women and the new status that western women achieved (e.g., Laura Ingalls Wilder, Annie Bidwell; slave women gaining freedom in the West; Wyoming granting suffrage to women in 1869).

4. Examine the importance of the great rivers and the struggle over water rights.

5. Discuss Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies.

6. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today.

8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.

1. Describe the leaders of the movement (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass).

2. Discuss the abolition of slavery in early state constitutions.

3. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River.

4. Discuss the importance of the slavery issue as raised by the annexation of Texas and California’s admission to the union as a free state under the Compromise of 1850.
5. Analyze the significance of the States’ Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay’s role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), and the Lincoln-Douglas debates (1858).

6. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

---

8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.

1. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.

2. Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.

3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.

4. Discuss Abraham Lincoln’s presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his “House Divided” speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).

5. Study the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments.

6. Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, and General Lee’s surrender at Appomattox.

7. Explain how the war affected combatants, civilians, the physical environment, and future warfare.

---

8.11 Students analyze the character and lasting consequences of Reconstruction.

1. List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.

2. Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).
3. Understand the effects of the Freedmen’s Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.

4. Trace the rise of the Ku Klux Klan and describe the Klan’s effects.

5. Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.

8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.

2. Identify the reasons for the development of federal Indian policy and the wars with American Indians and their relationship to agricultural development and industrialization.

3. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.

4. Discuss entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford).

5. Examine the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, the conservation movement).

6. Discuss child labor, working conditions, and laissez-faire policies toward big business and examine the labor movement, including its leaders (e.g., Samuel Gompers), its demand for collective bargaining, and its strikes and protests over labor conditions.

7. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy; explain the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and discuss the new wave of nativism.

8. Identify the characteristics and impact of Grangerism and Populism.

9. Name the significant inventors and their inventions and identify how they improved the quality of life (e.g., Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright).
STANDARDS PRACTICE
1 Which region of the world was affected by the Ice Age?
A Europe  
B Australia  
C South America  
D Africa

2 What is one key feature of hunter-gatherer societies?
A They developed after the Ice Age.  
B They were nomads.  
C They lived in small settlements.  
D They sought shelter in caves.

3 One theory about how people learned to farm explains that they may have
A noticed that some seeds that fell on the ground began to grow.  
B studied the way plants grew and made a logical guess.  
C tried planting seeds when they had gathered extra ones.  
D seen that some seeds they had stored in dirt pits had sprouted.

4 Read the information above. During which period did this prehistoric man live?
A the Paleolithic Age  
B the Mesolithic Age  
C the Neolithic Age  
D the Bronze Age

5 How did the use of fire improve the lives of Paleolithic people?
A They burned their fields to make the soil more fertile.  
B Fire scared the wild animals from their shelters.  
C A fire god became an important religious figure.  
D They used the ash from the fire as paint.
6 In what ways did Paleolithic people and Neolithic people differ?

A Paleolithic hunters did not use tools, but Neolithic hunters did.

B Paleolithic people created forms of art, but Neolithic people did not.

C Paleolithic people did not domesticate animals, but Neolithic people did.

D Paleolithic men and women did the same jobs, but Neolithic men and women did different jobs.

7 Paleolithic hunter-gatherers become more successful at acquiring food when they

A domesticated animals.

B invented farm tools.

C created spears, traps, and bows and arrows.

D crafted pottery.

8 Archaeologists call the prehistoric period of human history the Stone Age because

A people built their homes from stone.

B people used stone to make tools and weapons.

C Paleolithic means “Old Stone Age.”

D people inscribed written records on flat stone slabs.

9 How did the domestication of plants affect the Neolithic people?

A People settled in one place and built villages.

B People returned to hunting and gathering to get food.

C People lived as nomads as they searched for grass to feed their herds.

D People had fewer plant fibers from which to make clothing.

10 During the Ice Age, people adapted to their environment by

A changing their diet.

B building sturdier shelters.

C making warm clothing out of animal furs.

D all of the above.
**Skills Practice**

**Standard 6.1**

Name: ___________________________  Date: ________________

"Ancient Communities"

Çatal Hüyük  
- settled around 6700 B.C.  
- located at present-day Turkey

Jericho  
- settled around 8000 B.C.  
- located in present-day West Bank, between Israel and Jordan

**What question can be answered by the Venn diagram above?**

A  Was Çatal Hüyük or Jericho founded first?

B  Were the fields more fertile in Turkey or the West Bank?

C  How long did Çatal Hüyük survive?

D  Was Jericho one of the world’s oldest communities?

**Imagine that archaeologists just recently have completed a dig around Çatal Hüyük. Which of the following discoveries would change the way they look at the beginnings of the ancient city?**

A  artifacts that date from after the Stone Age

B  clothing worn by hunter-gatherers

C  traces of crops of barley and flax

D  evidence of buildings constructed about 8000 B.C.

**What happened to bring an end to the Mesolithic Age and open the Neolithic Age?**

A  People learned how to use copper.

B  People began to domesticate animals so they stopped living as nomads.

C  People started building villages and claiming land for farms.

D  People developed the specialization of jobs.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.*
Statement: The ability to tame fire was one of the most important discoveries ever made by humankind.

Think about this statement. Then explain whether you agree or disagree with it. Use details from the text to support your answer.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
1. Where did the earliest-known civilization develop?
   A. in Egypt along the Nile River
   B. in Babylon by the Euphrates River
   C. in Kush along the upper Nile River
   D. in Mesopotamia in the valleys of the Tigris and Euphrates Rivers

2. What was the significance of Hammurabi’s code?
   A. It made other groups of people want to move to Babylon.
   B. It encouraged people to commit less dangerous crimes.
   C. It forced people to follow the law and influenced later law codes.
   D. It demonstrated that Hammurabi was a cruel ruler.

3. Why did Egyptians build pyramids?
   A. to give Egyptians a house of worship
   B. to remind people of their place in society
   C. to provide a safe place for scribes to learn their work
   D. to protect the dead bodies of the pharaohs

4. Refer to the map below. In which region was the Kush kingdom located?
   A. 1
   B. 2
   C. 3
   D. 4

5. What were the achievements of Ramses II?
   A. As a reformer, he introduced a new religion that got rid of the old gods and goddesses.
   B. He made Egypt great again by rebuilding the empire and constructing major temples.
   C. He gained great wealth for the empire through trade and tribute.
   D. As the ruler of Upper Egypt, he overtook Lower Egypt and united the kingdoms.
6 What is the name of the first form of writing?
A hieroglyphics  
B cuneiform  
C papyrus  
D cataract

7 Under Hatshepsut’s rule, Egypt traded wheat to other civilizations in return for
A wood.  
B paper.  
C gold.  
D enslaved people.

8 What allowed Mesopotamian farmers to grow crops in a hot, dry climate?
A They used buckets to carry the water from the river to the fields.  
B They prayed to the gods to bring the annual floods.  
C They dug deep wells to find the water under the earth.  
D They built irrigation waterways and ditches to bring water to their fields.

9 What did Mesopotamia, Egypt, and Kush have in common?
A They were ruled by pharaohs.  
B They used hieroglyphics for writing.  
C They were located along rivers.  
D They worshiped the same gods and goddesses.

10 Mesopotamians and Egyptians both believed that the gods
A ruled in the human form of the king.  
B controlled the forces of nature and human activities.  
C owned almost all of the lands.  
D were easy to anger.
During her reign Hatshepsut sent a fleet of five ships to Punt, a town along the African coast near the southern end of the Red Sea. At Punt, Egyptian traders exchanged goods for a variety of exotic items, including myrrh trees that later were planted in front of Hatshepsut’s temple. Details of this expedition were recorded in words and pictures on the walls of the queen’s tomb:

“... all goodly fragrant woods of God’s-Land, heaps of myrrh resin, with fresh myrrh trees, with ebony and pure ivory, with green gold of Emu, with cinnamon wood, khesyt wood, with two kinds of incense, eye-cosmetics, with apes, monkeys, dogs, and with skins of the southern panther, with natives and their children. Never was brought the like of this for any king who has been since the beginning.”

11 Read the information above. What conclusion can be drawn from this text?

A) Traders returned from Punt with animals Egyptians had never seen.
B) The expedition from Punt was one of the largest ever to return to Egypt.
C) Hatshepsut planned to keep all the valuable goods for herself.
D) The myrrh tree was the most treasured of all items in Egypt.

12 Which of the following shows the influence of Egypt on Kush?

A) The rulers of Kush made their people call them pharaoh.
B) The Kushites adapted the Egyptians’ iron weapons.
C) Egypt and Nubia cooperated to create a new kingdom called Kush.
D) The capital of Meroë was built to resemble an Egyptian city.

13 Why did the ancient Egyptians treat their pharaoh like a god on earth?

A) The pharaoh carried out sacred rituals.
B) The pharaoh wore a double crown.
C) Th pharaoh was thought to be the son of Re.
D) The pharaoh lived in grand palaces.
Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! ... Your young men, your children applaud you and render unto you royal homage."

Think about these words from an ancient Egyptian hymn. Then explain why the Egyptians celebrated the Nile River.

---

*manifest: to show
*homage: honor and respect

**This question also provides practice for English Language Arts standards.**
1. Where did the religion that became known as Judaism begin?
   A. Canaan
   B. Jerusalem
   C. Egypt
   D. Babylon

2. According to the Bible, what did Moses give to the Israelites?
   A. the Torah
   B. the Old Testament
   C. the Dead Sea Scrolls
   D. the Talmud

3. The Pharisees were a group of Jews who taught that
   A. only priests had to follow the Ten Commandments.
   B. God would deliver the Jews from the Romans.
   C. all Jews should obey the teachings of the Torah.
   D. Jews should leave Jerusalem and live in the desert.

4. What city was considered to be the center of Judaism, and why?
   A. Samaria, which was the capital of the kingdom of Israel
   B. Damascus, where God told Abraham to go to Canaan
   C. Jericho, where the Israelites defeated the Canaanites to regain their homeland
   D. Jerusalem, where Solomon’s Temple was built

5. Read the excerpt above. What do these words demonstrate?
   A. the acceptance of Judaism by many Romans
   B. the reasons the Israelites moved to Canaan
   C. the importance of family love
   D. the main ideas of the Torah

“Wherever you go, I will go; wherever you lodge, I will lodge; your people shall be my people and your God my God.”
—The Book of Ruth, 1:16
According to the Bible, God sent 10 plagues to Egypt. The last of these plagues convinced the pharaoh to free the Israelites. As they fled across the desert from Egypt, the pharaoh changed his mind and sent his army to chase them. The Bible says that God parted the Red Sea to let the Israelites through. Then the water flowed back as the Egyptians followed, drowning the pharaoh’s soldiers.

6 To what event does the narrative above refer?
A  Exodus
B  Diaspora
C  Babylonian Captivity
D  the Lost Tribes of Israel

7 Religious laws told the Jewish people
A  what foods to eat.
B  what clothes to wear.
C  how to copy sacred texts.
D  all of the above.

8 The faith practiced by the ancient Israelites was different from other religions at that time because most other people
A  were Christians.
B  believed in the Greek and Roman gods.
C  worshiped many gods and goddesses.
D  had no written texts.

9 Why did the Israelites move to Egypt?
A  The Chaldeans exiled them from Jerusalem.
B  They needed to survive after a drought hit their homeland.
C  They hoped to convert the Egyptians to their religion.
D  The Roman conquerors forbade them to stay in Judah.

10 What development helped the Jewish religion survive after the destruction of the Temple of Jerusalem?
A  Rabbis taught and interpreted the Torah.
B  The Jews renamed the land Palestine.
C  The Jews battled the Romans.
D  Some Jews made Jerusalem a center for study.
Refer to the chart above. Where did the Jews go after the fall of Judah?

A. to Israel  
B. to Jerusalem  
C. to Babylon  
D. to Canaan

Which of the following questions can be answered from the chart?

A. Why did other groups want control of Israel and Judah?  
B. How did the “lost tribes” continue to practice their religion?  
C. When was the Israelite empire divided?  
D. What was King David’s most important accomplishment?

The Jews lived in many places in the eastern Mediterranean region. Which of the following lists the correct order of Jewish migration after Abraham and his followers first left Mesopotamia until the Romans exiled the Jews from Jerusalem?

A. Canaan, Egypt, Canaan, Babylon, Judah  
B. Egypt, Canaan, Judah, Persia, Israel  
C. Canaan, Babylon, Israel, Judah, Jerusalem  
D. Egypt, Canaan, Babylon, Rome, Palestine

These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Compare and contrast the period of the Babylonian Captivity and the period of the Jews’ final exile from Jerusalem. Write about:

• the groups of people involved,
• the length of time of each period,
• the causes and effects of both events.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
1. How was Athenian direct democracy different from the representative democracy practiced today in the United States?

A. Athenian citizens voted for officials to make laws on their behalf.
B. Athenian citizens gathered at mass meetings and voted on laws.
C. The council made laws for all the people.
D. The Athenian law-making body met only once a year.

2. What changes did Darius bring to the government of the Persian Empire?

A. He gave everyone citizenship.
B. He divided the empire into satrapies, each ruled by a satrap.
C. He gave the Immortals more power.
D. He created a government based on an oligarchy.

3. How has the work of Euclid affected modern civilizations?

A. He stressed the importance of having accurate facts when writing history.
B. He proved that the world followed universal laws.
C. He wrote a book about plane geometry.
D. He introduced the idea that government should be fair and just.

4. Pericles made Athens more democratic by

A. giving women the right to vote.
B. making the assembly larger.
C. opening the School of Greece.
D. allowing lower-class citizens to run for office.

5. Geography discouraged Greek unity because people were divided by

A. rivers and plateaus.
B. mountains and seas.
C. deserts and steppes.
D. hills and craters.
6 Why were myths so important to the ancient Greeks?
A Myths expressed their beliefs about their gods and goddesses.
B Priests and priestesses read myths to understand how to speak to the gods.
C The people read myths hoping to learn the location of Mount Olympus.
D Through myths, people were able to consult the oracles.

7 What happened as a result of Alexander the Great’s conquests?
A The Greeks waged the Peloponnesian War against Alexander.
B Democracy spread throughout much of Asia and North Africa.
C Greek culture reached southwest Asia and Egypt.
D Macedonia became one of the most important cities in the ancient world.

8 Why did the Greek city-states establish colonies?
A They no longer produced enough food for their people.
B They wanted to learn about other cultures.
C They hoped to grow wealthy through trade.
D They sent criminals from home as punishment.

9 What feature did most Greek city-states have in common?
A They were built on top of mountains for safety.
B They had an acropolis and an agora.
C They had large populations of more than 300,000 people.
D They had democratic governments.

10 Which of the following statements is true about Athens and Sparta?
A In both Athens and Sparta, women served in the army.
B Sparta was run by a tyrant, and Athens was run by an oligarchy.
C Sparta built its military, while Athens built its democracy.
D Both Spartans and Athenians studied literature.
According to the myth above, Minos built the maze because he wanted
A to see why Daedalus was so famous.
B a place to keep the Minotaur.
C to trick the people of Crete.
D a jail for men and women who displeased him.

Which question about the myth could be answered by looking in an encyclopedia?
A Where was the island of Crete?
B How much money did Minos pay Daedalus?
C How did Minos’s reputation for wickedness spread?
D When did Minos hire Daedalus?

At the beginning of the Persian Wars, a Persian commander and his soldiers waited on the plain of Marathon for the Athenians to attack. After waiting for several days, the commander decided to sail south and attack Athens directly. The cavalry were the first troops he boarded. What happened next?
A The Athenians sent a messenger home to Athens to warn them of the upcoming military strike.
B The Athenian navy waited for all Persian troops to board and then surrounded and attacked their ships.
C The Athenians charged onto the plain of Marathon and defeated the remaining Persian foot soldiers.
D The Persian foot soldiers boarded the ship and then they all set sail for Athens.
14 Athens and Sparta developed into two of the most powerful city-states in early Greece. Which city-state do you think was more successful? Write an essay explaining your ideas. Include information about:

• their forms of government,
• their social institutions,
• their roles in the Persian Wars and the Peloponnesian War.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
1. The ultimate goal of Hinduism is to
   A. achieve enlightenment.
   B. be born into a higher caste.
   C. be united with the Brahman.
   D. avoid harming any living thing.

2. Before he became the Buddha, Siddhartha Gautama was
   A. a prince.
   B. a priest.
   C. an untouchable.
   D. an emperor.

3. Which statement below is true about Emperor Asoka?
   A. He was a strong military leader and launched invasions on nearby countries.
   B. He became a Buddhist but allowed his subjects to continue practicing Hinduism.
   C. He ruled India during its golden age of mathematics.
   D. He founded the Mauryan empire.

4. Study the map below. In which region of India are the Indus and Ganges Rivers located?
   A. southern
   B. northern
   C. eastern
   D. western

5. How did the development of Sanskrit improve life in ancient India?
   A. by contributing to mathematicians’ invention of algorithms
   B. by allowing people to write down prayers, hymns, poems, and stories
   C. by teaching Indians to care more about the sufferings of others
   D. by creating a new caste group that served as priests

Go on
6. What did the Aryans bring to India?
   A. the skill of ironworking
   B. the religion of Buddhism
   C. the Bhagavad Gita
   D. Hindu-Arabic numerals

7. To which caste did most Indians belong?
   A. Brahman
   B. Kshatriya
   C. Vaisya
   D. Sudra

8. Brahmanism and Hinduism shared a belief in
   A. one god.
   B. the state of nirvana.
   C. nonviolence.
   D. the universal spirit.

9. What did Gupta mathematicians invent?
   A. early forms of computers
   B. the zero
   C. long division
   D. geometry

10. How were the Mauryan and Gupta empires alike?
    A. They had Hindu rulers.
    B. They tried to change the caste system.
    C. They ruled from Pataliputra.
    D. They conquered northern and central India.
Once upon a time, a tiger was caught in a trap. He tried in vain to get out through the bars, and rolled and bit with rage and grief when he failed. By chance a poor Brahman came by. “Let me out of this cage, oh pious one!” cried the tiger. “Nay, my friend,” replied the Brahman mildly, “you would probably eat me if I did.” “Not at all!” swore the tiger with many oaths; “on the contrary, I should be for ever grateful, and serve you as a slave!” Now when the tiger sobbed and sighed and wept and swore, the pious Brahman’s heart softened, and at last he consented to open the door of the cage.

11 The passage above tells about the way a person should act according to the

A Four Noble Truths.
B Bhagavad Gita.
C Eightfold Path.
D Ramayana.

12 Read the excerpt above. Which of the following statements is an opinion about the story?

A The tiger tried hard to get free from the trap.
B The tiger sobbed, sighed, and wept to get what he wanted.
C The Brahman’s heart was too soft to ignore the tiger.
D The tiger would probably eat the Brahman if he got out of the cage.

13 In what country did a special kind of Mahayana Buddhism develop that mixed Buddhist beliefs with ideas from traditional religions and Hinduism?

A Tibet
B Ceylon
C China
D Thailand

“He speaks the truth, is devoted to the truth, reliable, worthy of confidence, no deceiver of men.”

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
For hundreds of years, India’s Untouchables have been called Pariahs. The word *pariah* refers to a person who is cast out by the rest of society. Today, India’s Untouchables call themselves *Dalit*, which means “oppressed.” Write a paragraph describing why the Untouchables were called Pariahs. Why do you think the Untouchables prefer to call themselves Dalit rather than Pariahs?
1. What is one example of an action Qin Shihuangdi took to unify China?
   A. He made everyone follow the same religion.
   B. He built roads and a huge canal.
   C. He built the Great Wall.
   D. He shut down the Silk Road.

2. What did Han Wudi introduce into Chinese government?
   A. the civil service examination system
   B. the idea of filial piety
   C. the use of acupuncture
   D. the Mandate of Heaven

3. How was Chinese civilization along the Huang He similar to the civilization of ancient Egypt?
   A. Both developed in a river valley that flooded the land and made it rich.
   B. Both experienced constant invasions by foreign groups of people.
   C. Both developed a writing system based on hieroglyphics.
   D. Both built a large bureaucracy to rule the kingdom.

4. Who was most responsible for introducing Buddhism to China?
   A. Indian kings and emperors
   B. merchants and teachers
   C. Zhang Qian
   D. the Buddha

5. Read the quote above. What did Daoism teach the Chinese people?
   A. to put their family first
   B. to accept harsh laws to improve the empire
   C. to give up their worldly desires
   D. to work hard to improve the world

“Higher good is like water: the good in water benefits all, and does so without contention.”
—Laozi, Dao De Jing
6 Which of the following isolated the Chinese people from most other peoples?
A  the Great Wall
B  the South China Sea and the East China Sea
C  mountain ranges and deserts
D  the Chang Jiang

7 The Silk Road was important to China because it
A  allowed China to learn about better ways of governing.
B  brought China into contact with other civilizations.
C  taught the Chinese how to follow Western customs.
D  made the Chinese court wealthy from trade.

8 Throughout much of its early history, China experienced the rule of
A  priests.
B  dynasties.
C  bureaucrats.
D  philosophers.

9 How did life change during the Han dynasty?
A  The Chinese population tripled.
B  The empire grew smaller.
C  Farmers gained more of the land from the aristocrats.
D  More people moved to China along the Silk Road.

10 What do historians call the time period in which the ideas of Confucius took hold?
A  the Way of the Dao
B  the Period of the Warring States
C  the Middle Kingdom
D  the Mandate of Heaven
Based on the map above, which of the following statements is true?

A. Because of bandits, many merchants used trade routes other than the Silk Road.
B. The Silk Road connected all of the markets throughout Asia.
C. The Silk Road extended all the way to the Roman Empire.
D. Trade routes allowed China to send its goods to other lands.

Which good did China trade?

A. gold
B. oils
C. papyrus
D. cotton

What event led to the development of the Silk Road?

A. The Romans built the road to trade with markets in Asia.
B. Several merchants sailed to China, impressing the emperor with their goods.
C. China encouraged trade after a general discovered a faraway kingdom with large horses.
D. Buddhist missionaries wanted an easier route to places in Asia.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Read these statements made by Confucius. This philosopher believed that if the Chinese people followed Confucianism, they could restore peace and order to China. Write an essay explaining why Confucius thought this was true.

“Do unto others as you would have them do unto you.”
“. . . measure the feelings of others by one’s own.”
“. . . within the four seas all men are brothers.”
—Confucius

This question also provides practice for English Language Arts standards.
1. In the early days of the Roman Republic, the patricians
   A. were nobles who served as the top government officials.
   B. were farmers who could serve in the Senate.
   C. made up the largest group in society and had fewer rights than others.
   D. owned all the land and made laws for all the people.

2. Who ended the civil wars and transformed Rome into an empire?
   A. Augustus
   B. Constantine
   C. Caesar
   D. Antony

3. Read the statement above. This is a law included in Rome’s first legal code, which was called
   A. the Roman Confederation.
   B. the Twelve Tables.
   C. the Justinian Code.
   D. the First Triumvirate.

4. Study the map above. Rome’s founders chose its location because
   A. the Apennines would protect them from invasion by sea pirates.
   B. they wanted to be right on the Adriatic Sea for trading and defense.
   C. the Tiber River provided a source of water and a way to reach the sea.
   D. the Adriatic Sea offered an outlet to the Mediterranean and Africa.

5. 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.
What helped the Romans rule their large empire?
A. a common currency
B. a system of aqueducts
C. ports in many territories
D. a network of roads

Which group of people had a duty to bring and teach Christianity to people who did not believe?
A. monks
B. missionaries
C. bishops
D. patriarchs

Why did all the Jews leave Judaea in A.D. 132?
A. They wanted to follow the messiah.
B. The Romans offered them land elsewhere in the empire.
C. The Romans forbade them to remain in their homes in Jerusalem.
D. They did not agree with the rule of the procurator.

What legal ideal did Americans get 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.

Who stressed the age-old Jewish teaching, “Love your neighbor as yourself”?
A. the Good Samaritan
B. Jesus
C. the Zealots
D. Josephus
Two different legends explain the origins of Rome. One legend says that twin brothers Romulus and Remus—who were the sons of the god Mars—built the city in 753 B.C. However, they quarreled over a city wall, and Romulus attacked and killed Remus. Then Romulus named the new city Rome, after himself, and became its first king.

Virgil also describes Rome’s beginnings in the Aeneid. According to Virgil, the Trojan hero Aeneas led a group of his countrypeople in search of a new home. They landed at the Tiber River. Through warfare and Aeneas’s marriage to the local Latin king’s daughter, the Trojans united with the Latins. Thus Aeneas became the “father” of the Romans.

Historians tell a different story, however. Around the 1000s B.C., groups of Latins probably built the first permanent settlements in the area of Rome. Sometime between 800 and 700 B.C., the Latins decided to band together for protection into one settlement. This community they created became known as Rome.

12 From the narrative, what conclusion can be drawn about the beginnings of Rome?
A The Aeneid was written down, so it more likely to be accurate than the story of Romulus.
B Virgil was able to explain the origins of Rome because he witnessed Aeneas and the Trojans build it.
C Until more information is discovered, Rome’s exact origins are uncertain.
D It is likely that Rome was founded by heroes and gods.

13 The Roman statesman Marcus Cato is reported to have closed every speech he made to the Senate with these words: “Carthage must be destroyed.” Which event brought Cato his wish?
A the war against the Gauls
B the end of the Roman Republic
C the schism with the Byzantine Empire
D the Third Punic War

These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
In A.D. 30 in Galilee and Judaea, Jesus preached the teachings that became the basis of a new religion called Christianity.

By A.D. 325 Christianity had spread to Rome, Constantinople, the eastern Mediterranean, pockets of Europe, and parts of northern Africa and western Asia.

In A.D. 392 Christianity became the official religion of the Roman Empire.

Explain how Christianity made such progress in little more than 300 years. Think about the people who spread Christianity, how they did so, and why others accepted the new religion.
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.

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.
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.

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.
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.

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?

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.
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.
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.

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
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.
Study the map above. By A.D. 750, 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.

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 to 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.

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.
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.
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.
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.
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
In the 1600s, Sir Francis Bacon, one of the leading minds of his time, wrote “Printing, gunpowder, and the magnet have changed the whole face and state of things throughout the world.” Describe the uses the Chinese had for printing and gunpowder as well as their impact on other cultures of the world.
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
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.
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 totem 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.

‘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.
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.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

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.

Who first brought Zen Buddhism to Japan?

A students
B diplomats
C monks
D traders

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.

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.
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.
“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.
Prince Shotoku changed Japan’s government through a series of reforms. After his death, government officials continued reform efforts. Explain these reforms and what it was hoped they would accomplish. Consider:

- ideas that influenced Shotoku,
- specific governmental changes,
- the effects of the reforms.
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.

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

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 _____.

Go on
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.


**SKILLS PRACTICE**

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.
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.
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
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, herdsmen, and _____ stood at the bottom of society.
    A. enslaved people
    B. soldiers
    C. unskilled laborers
    D. women
The Conquest of the Inca

Francisco Pizarro and his men arrive in Peru.

The Spanish invite Atahualpa, the Inca ruler, to a meeting.

At the meeting, Pizarro and his men kidnap Atahualpa.

Atahualpa offers gold and silver for his release.

Pizarro takes the gold and silver but charges Atahualpa with many crimes.

A Spanish military court finds Atahualpa guilty and executes him.

The Spanish king makes Pizarro the governor of Peru.

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
Statement: The Mayan religious beliefs shaped almost every aspect of their culture.

Think about this statement. Then explain whether you agree or disagree with it. Use details from the text to support your answer.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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
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.
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 lighting 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.
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.
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
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
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.
The scientific method is still used by scientists today. Write an essay defining the scientific method, describing its steps, and explaining its purpose.
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
Which explorer’s crew was the first to sail around the world?
A  Ferdinand Magellan  
B  John Cabot  
C  Christopher Columbus  
D  Jacques Cartier

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.

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.

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

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
**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

**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

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

A  North America  
B  Africa  
C  Asia  
D  South America
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.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
1 Some Virginia colonists elected the members of the House of Burgesses, which was an early colonial example of a
   A royal assembly.
   B proprietary government.
   C constitutional government.
   D representative assembly.

2 Which effect of the Great Awakening had a later impact on the rise of revolutionary fervor?
   A For the first time, colonists felt they had the right to religious freedom.
   B For the first time, colonists were united for a common cause.
   C For the first time, colonists could vote for their leaders.
   D For the first time, colonists felt a deeper sense of faith.

3 The ideas of ____ influenced the writing of the Declaration of Independence.
   A Jonathan Edwards
   B Roger Williams
   C William Penn
   D John Locke

4 Read the articles above. In 1789, French rebels launched a revolution and wrote the document that includes these articles. This document shares several important principles with which other document?
   A U.S. Constitution
   B Olive Branch Petition
   C Declaration of Independence
   D Royal Charter

5 Which colony created the first written constitution?
   A Rhode Island
   B Pennsylvania
   C Connecticut
   D Massachusetts
6 Which document helped the Pilgrims govern their new colony in Massachusetts?
   A the Mayflower Compact
   B the Magna Carta
   C the English Bill of Rights
   D the Act of Toleration

7 The people of _____ were inspired to revolt by the American Revolution.
   A Greece
   B Spain
   C Saint Domingue (present-day Haiti)
   D Greece, Spain, and France

8 In a representative government, such as the British Parliament, people elect delegates to
   A choose a king or queen.
   B make laws.
   C create charter colonies.
   D decide what goods to trade.

9 Virginia’s House of Burgesses was patterned after
   A the English Parliament.
   B the U.S. Congress.
   C the General Court.
   D the Puritan Congregation.

10 What effect did the American Revolution have on France?
    A It turned the French and the Americans into enemies.
    B It encouraged the start of the French revolution.
    C It led France to free its American colonies.
    D It inspired many French people to learn English.
Skills Practice

We hold these truths to be self-evident, that all men are created equal, that they are endowed1 by their Creator with certain unalienable2 Rights, that among these are Life, Liberty and the pursuit of Happiness.
That to secure these rights, Governments are instituted among Men, deriving3 their just powers from the consent of the governed.
That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.
—Declaration of Independence

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

11 Read the excerpt above. Which line from the Declaration of Independence reflects the principle that government exists to protect the rights of the people?

A . . . all men are created equal, that they are endowed by their Creator with certain unalienable Rights . . .

B That to secure these rights, Governments are instituted among Men . . .

C That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it . . .

D . . . organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

12 Thomas Jefferson, the writer of the Declaration of Independence, believed that

A people have the right to form a new nation.

B monarchy was the best form of government.

C only American colonists should fight in the American Revolution.

D the new country should create its own parliament.

13 One American colonist wrote, “The right of voting for representatives is the primary right by which other rights are protected. To take away this right is to reduce a man to slavery, . . .” The man who wrote this was probably a

A Loyalist.

B minuteman from Massachusetts.

C Patriot.

D signer of the Declaration of Independence.
The American colonies derived many of their ideas about representative government from English traditions. Write a persuasive essay explaining why the forms of representative government in the American colonies would not have developed without these English traditions.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
1. What is the main principle of federalism?
   A. A system of checks and balances keeps any branch of government from becoming too powerful.
   B. The executive branch, including the president, has more power than the legislative and judicial branches.
   C. Power is shared between the federal and state governments.
   D. The power of the federal government is checked by the state governments.

2. In which of the following documents is the passage above found?
   A. the Declaration of Independence
   B. the Federalist Papers
   C. the Bill of Rights
   D. Common Sense

3. What main issue did the Great Compromise settle?
   A. A bill of rights would be included in the Constitution.
   B. Five slaves would count as three for the purposes of determining taxation and state representation in Congress.
   C. Congress would not interfere with the slave trade until 1808.
   D. Congress would be a two-house legislature, with one house having two representatives per state and the other having a varying number of representatives, according to the population of a state.

4. Who wrote Virginia’s Statute of Religious Freedom?
   A. George Washington
   B. James Madison
   C. Gouverneur Morris
   D. Thomas Jefferson

5. What was a weakness of the Articles of Confederation?
   A. inability to establish western land policies
   B. inability to elect delegates to Congress
   C. inability to make British troops withdraw from American soil
   D. all of the above

“A feeble executive implies a feeble execution of the government. A feeble execution is but another phrase for a bad execution; and a government ill executed, whatever may be its theory, must be, in practice, a bad government.”

Go on
6 In creating the Constitution, what idea did the Framers take from the Magna Carta?
   A the concept of a Bill of Rights
   B the idea that the law-making body should have some control over the executive
   C the concept of natural rights
   D the idea that the best government includes a system of checks and balances

7 Which branch of the federal government has the power to make laws?
   A legislative branch
   B executive branch
   C judicial branch
   D all of the above

8 Which is a right guaranteed in the Bill of Rights?
   A freedom of voting
   B the right to make money
   C the right to serve in Congress
   D freedom of speech

9 Which type of powers are those that belong only to the state governments?
   A enumerated powers
   B concurrent powers
   C implied powers
   D reserved powers

10 Which is an example of checks and balances at work in the federal government?
   A The judicial branch appoints the Cabinet to help the executive branch.
   B The executive branch impeaches a judge.
   C The legislative branch declares a law carried out by the president unconstitutional.
   D The president vetoes legislation passed by the Congress.
**SKILLS PRACTICE**

Name: ___________________________     Date: __________________

<table>
<thead>
<tr>
<th>Articles of Confederation</th>
<th>U.S. Constitution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Had no executive branch</td>
<td>• Has an executive branch</td>
</tr>
<tr>
<td>• Congress was small.</td>
<td>• Congress is large.</td>
</tr>
<tr>
<td>• Federal government had the power to declare war, coin money, manage foreign affairs, and establish a postal system.</td>
<td>• Federal government has the powers granted by the Articles of Confederation as well as the power to impose taxes, regulate trade, organize a court system, and take other necessary actions to run the federal government.</td>
</tr>
</tbody>
</table>

**11** Read the above information. How were the Articles of Confederation and the U.S. Constitution similar?

A Both created weak central governments.
B Both federal governments had the power to coin money.
C Both were led by a president.
D Both had strong Congresses.

**12** What important event took place in the summer of 1787?

A the Constitutional Convention
B the American Revolution
C Shays's Rebellion
D the ratification of the Constitution

**13** What happened to the American economy under the Articles of Confederation?

A The new Congress raised taxes to pay off the country's war debts.
B Britain opened trade in the West Indies to American merchants.
C The United States went through a depression.
D The value of American currency rose.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.*
14 Write a short story about the Constitutional Convention. Consider:

- the delegates who participated,
- the plans for government that were introduced,
- the compromises made,
- the final results of the convention.

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

This question also provides practice for English Language Arts standards.
1. What view did Alexander Hamilton hold about the states’ war debt?
   A. The states should be responsible for paying back the money themselves.
   B. The country should not pay back the money it owed to other nations.
   C. The national government should pay the states’ debts.
   D. The states should borrow money from the National Bank to pay their debts.

2. What happens if the president vetoes a bill?
   A. The bill goes back to Congress to be rewritten.
   B. Congress can override the veto with a vote of 2/3 of its members.
   C. The bill cannot be proposed as a law again.
   D. The Supreme Court can override the president’s veto.

3. Shays’s Rebellion and the Whiskey Rebellion both arose as a result of
   A. anti-British feelings.
   B. Federalist protests.
   C. Native American attacks.
   D. new taxes.

4. To improve trade between the states, the Constitution allowed the new government to regulate commerce. As part of this regulation, what changes took place?
   A. Trade barriers between states were eliminated.
   B. States were required to respect the laws of other states.
   C. The national government developed a common currency.
   D. All of the above.

5. Under new state constitutions, most state governments
   A. had a bicameral legislature, a governor, and a court system.
   B. failed to protect individual liberties through a bill of rights.
   C. gave African Americans and women the right to vote.
   D. had a unicameral legislature and a system of courts.
6. Which state was part of the Northwest Territory?
   A. Pennsylvania
   B. Iowa
   C. Kentucky
   D. Ohio

7. Under the Constitution, citizens have many duties and responsibilities. What is one way that citizens can influence the political process?
   A. paying taxes
   B. joining an interest group
   C. sitting on a jury
   D. serving in the army

8. Freedom of the press allows
   A. journalists to criticize the government in print.
   B. people to gather at political events.
   C. citizens to send petitions to the government asking to change a law.
   D. political parties to give speeches on television and at conventions.

9. What principle outlined in the Constitution emphasizes the role that citizens play in the American government?
   A. limited government
   B. checks and balances
   C. republicanism
   D. separation of powers

Leader: Thomas Jefferson
Favored:
- Rule by the people
- Strong state governments
- Emphasis on agriculture
- Strict interpretation of the Constitution
- French alliance
- State banks
- Free trade

10. Which political system of the late 1700s does the above chart describe?
    A. the Federalist Party
    B. the British House of Parliament
    C. the Hartford Convention
    D. the Democratic-Republican Party
### SKILLS PRACTICE*

#### Name: ___________________________  Date: ___________________________

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Committee Action</th>
<th>Floor Action</th>
<th>Enactment into Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most bills begin as similar proposals in the House and Senate</td>
<td>Committee holds hearings, makes changes, recommends passage</td>
<td>All bills must go through both House and Senate before reaching the president</td>
<td>President signs bill into law*</td>
</tr>
<tr>
<td>Bill introduced in the House</td>
<td>Referred to House Committee</td>
<td>House debates and passes its form of bill</td>
<td>If necessary, House and Senate members confer and reach a compromise on a single bill, which is then approved by the House and Senate</td>
</tr>
<tr>
<td>Bill introduced in Senate</td>
<td>Referred to Senate Committee</td>
<td>Senate debates and passes its form of bill</td>
<td>President signs bill into law*</td>
</tr>
</tbody>
</table>

*President may sign a bill into law or veto it. Congress may override veto by two-thirds majority vote.

**Study the chart above. Which of the following questions does the chart answer?**

**A** Why might a president refuse to sign a bill into a law?
**B** What happens after the House and the Senate pass their forms of a bill?
**C** Why would a House or Senate committee make changes to a bill?
**D** Does the House or the Senate introduce a bill first?

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

**"[W]ere it left to me to decide whether we should have a government without newspapers or newspapers without a government, I should not hesitate a moment to prefer the latter."**

—Thomas Jefferson

**Read the excerpt above. Which individual freedom is Thomas Jefferson referring to?**

**A** freedom of the press
**B** freedom of religion
**C** freedom of assembly
**D** freedom of speech

**Why did President Washington send troops to the Northwest Territory in 1791?**

**A** to put down the Whiskey Rebellion
**B** to defend white settlers from Native American attacks
**C** to make British troops leave the forts
**D** to end Shays’s Rebellion

---

84 California Standards Practice Workbook
14 Alexander Hamilton was one of the leading political figures during the Federalist era. Write a biography of Hamilton, explaining his influence on the early days of the nation. Include information about his role in the American Revolution, the Continental Congress, and President Washington’s administration.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
“Wherever the standard of freedom and Independence has been or shall be unfurled, there will her heart, her benedictions, her prayers be.”
— Secretary of State John Quincy Adams, in a speech given to Congress on July 4, 1821

1. Read the quote above. What did Adams mean by these words?
   A. The United States should support colonies that wanted to gain their freedom.
   B. The United States would not let European nations interfere with affairs in Latin America.
   C. The United States should help the revolutionaries in the French Revolution.
   D. The United States should remain neutral in all matters of foreign policy.

2. What political party did President Washington belong to?
   A. the Federalists
   B. the Democratic-Republicans
   C. the Antifederalists
   D. none of the above

3. In which Supreme Court case did the court rule that federal law takes precedence over state law in interstate transportation?
   A. Plessy v. Ferguson
   B. Marbury v. Madison
   C. McCulluch v. Maryland
   D. Gibbons v. Ogden

4. Washington Irving is well known as
   A. a writer of frontier tales.
   B. a painter of Native Americans.
   C. an author who set stories in rural New York.
   D. an architect who designed buildings in Washington, D.C.

5. Refer to the map. What location did Zebulon Pike explore in the early 1800s?
   A. W
   B. X
   C. Y
   D. Z
6 Who said in his inaugural address, “We are all Republicans, we are all Federalists”?
   A George Washington
   B Thomas Jefferson
   C James Madison
   D Alexander Hamilton

7 Why did President Jackson oppose the National Bank?
   A He thought it weakened the country’s economy.
   B He believed the Bank’s bankers were corrupt.
   C He believed that it made wealthy people richer.
   D He thought it was too costly to run.

8 What patriotic song was written to honor an American victory in the War of 1812?
   A “America the Beautiful”
   B “Swanee River”
   C “My Old Kentucky Home”
   D “The Star-Spangled Banner”

9 After the War of 1812 ended, the United States entered the
   A Age of Jefferson.
   B Era of Good Feelings.
   C Age of Jackson.
   D Federalist Era.

10 Which statement is true about American education in the early 1800s?
    A Only Massachusetts and Philadelphia had free public schools.
    B Most children attended dame schools.
    C Free education was available for children in most states.
    D Children in the South were taught at home.
**SKILLS PRACTICE**

**Name:** __________________________  **Date:** __________________________

11 Refer to the map above. With the acquisition of the _____ in 1803, the United States doubled its size.

A Oregon country  
B Spanish Territory  
C Indiana Territory  
D Louisiana Territory

12 What happened as a result of the Louisiana Purchase?

A Fearing the United States would want its land holdings in North America, the Spanish declared war.

B Jefferson sent out the Lewis and Clark expedition to explore the land.

C Great Britain and the United States signed a treaty settling the territory’s northern border.

D Because they opposed the purchase, the Federalists seceded from the Union.

13 Read the quotes above. These are from

A George Washington’s “Farewell Address.”  
B James Madison’s War Message to Congress.  
C the Federalist Papers.  
D John Adams’s Inaugural Address.

• “It [the spirit of the political party] serves always to distract the public councils and enfeeble [weaken] the public administration.”

• “[O]bserve good faith and justice toward all nations.”

• “Tis our true policy to steer clear of permanent alliances with any portion of the foreign world...”

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Imagine that you are a European traveling through the United States in the early 1800s. Create a narrative describing the different ways of life of Southerners and Northerners.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
What British practice led to the U.S. declaration of war in 1812?

A arming Native Americans in Florida
B blockading major seaports along the East Coast
C impressing native-born and naturalized American citizens
D seizing American forts on the frontier

In the 1840s, conflict existed between the United States and Mexico over

A control of California.
B the border between Texas and Mexico.
C Stephen Austin’s land grants.
D the U.S. government’s treatment of Mexicans in Texas.

What was settled by the Convention of 1818?

A the U.S.-Canadian boundary of the Louisiana Territory
B the terms of the treaty that ended the war with Mexico
C limits on the number of American and British naval vessels on the Great Lakes
D full possession of Oregon by the United States

Refer to the map above. Which treaty gave this Native American land, indicated by shading, to the United States?

A the Treaty of Greenville
B the Rush-Bagot Treaty
C Pinckney’s Treaty
D the Treaty of Ghent

Read the excerpt above. This quote is taken from

A the Declaration of Independence.
B the Monroe Doctrine.
C the Mexican Cession.
D the U.S. Constitution.
6 Why did the Republican Congress pass the Embargo Act in 1807?
   A to weaken the Barbary pirates by keeping American merchant ships from sailing the seas
   B to strengthen the U.S. economy by discouraging imports and encouraging exports
   C to hurt Britain by not allowing trade with the nation
   D to frustrate the Federalists in Congress who opposed the embargo

7 What did the Adams-Onís Treaty, signed in 1819, do?
   A It ended the War of 1812.
   B It gave western lands in British Canada to the United States.
   C It allowed the United States to send its army into Latin America.
   D It made the United States a transcontinental power.

8 Which American commander in the War of 1812 led naval forces around the Great Lakes?
   A Andrew Jackson
   B George Prevost
   C Anthony Wayne
   D Oliver Hazard Perry

9 Read the quote above. What happened as more and more white settlers moved into these lands guaranteed to Native Americans?
   A The United States made the settlers move off these lands and leave the Native Americans in peace.
   B Tecumseh built a confederacy among Native American nations in the Northwest.
   C France made an alliance to give the Native Americans weapons.
   D The settlers and the Native Americans learned to coexist.

10 Between 1821 and 1830, many Americans had settled in Texas. At that time, Texas was
   A an independent republic.
   B controlled by Spain.
   C part of Mexico.
   D a U.S. state.
11 Refer to the graph. What was the result of the Embargo Act, as shown in the graph?

A The United States entered an economic depression.
B The value of American trade dropped sharply.
C Exports grew while imports declined.
D There was a large gap between the U.S. balance of trade.

12 What was one consequence of the War of 1812?

A a change in the U.S.-Canadian border
B the retreat of Britain from Canada
C decreased trade between the United States and Britain
D increased American nationalism

13 Why did the Battle of New Orleans take place even though the War of 1812 had already ended?

A Jackson wanted to become a war hero for his future political career.
B Some British soldiers rebelled against the peace treaty and attacked the Americans.
C News of the peace treaty had not reached the United States yet.
D The Federalists encouraged the battle in hopes of damaging the Republican leaders in Congress.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Imagine that you are an aide-de-camp, or secretary, to one of the American commanders serving in the War of 1812. Write a narrative describing the progress of the war. Focus on the key events from the outbreak of the war to the final battle.
1. What is one effect that the Industrial Revolution had on the Northeast?
   A. Older cities became centers of commerce and trade.
   B. An economic system called capitalism developed.
   C. More people left the cities to work on the farms.
   D. The cottage industry arose.

2. In the early 1800s, ____ built many new turnpikes.
   A. the federal government
   B. private companies
   C. the state governments
   D. the western settlers

3. Why did most Irish immigrants move to the United States in the mid-1800s?
   A. They wanted to escape religious persecution.
   B. A democratic revolution had failed in Ireland.
   C. A new anti-Catholic political party forced them to flee Ireland.
   D. A potato famine in Ireland left many people without food.

4. What did Samuel Cornish and John B. Russwurm establish?
   A. the first law firm in the United States to employ African Americans
   B. the first college for African American students
   C. the first African American newspaper
   D. the first trade union in the Northeast to allow African Americans to join

5. Many free African Americans, including former slaves, moved to Northern cities. What steps did they take to improve their lives?
   A. They founded their own churches, schools, and mutual-aid societies.
   B. They refused to have anything to do with white people.
   C. They participated in political life.
   D. They left the cities to go work on farms.
Study the charts above. According to the pie charts, which of the following statements is true?

A The number of British immigrants stayed the same for both periods.
B Between 1841 and 1860, Germans made up the second-largest group of immigrants.
C The percentage of Irish immigrants fell between 1841 and 1860.
D Germans made up the majority of immigrants for both periods.

Which of the following would most likely have been a theme addressed by a transcendentalist writer?

A the problems of city life
B a person’s love of nature
C the growth of American democracy
D the importance of following the law

Which women’s rights leaders organized the Seneca Falls Convention?

A Susan B. Anthony and Elizabeth Blackwell
B Mary Lyon and Lucretia Mott
C Elizabeth Cady Stanton and Lucretia Mott
D Emily Dickinson and Elizabeth Cady Stanton

Refer to the chart above. This chart describes some of the positive and negative things about life in

A frontier towns.
B Western agricultural communities.
C Southern towns.
D Northeastern cities.

How did the population change in western areas of the country, such as Ohio, between 1800 and 1840?

A It decreased by a little.
B It increased dramatically.
C It stayed about the same.
D First it rose, but then it dropped.
“Over there [Germany] common sense and free speech lie in shackles. . . . I invite you to come over here, should you want to obtain a clear notion of genuine public life, freedom of people, and a sense of being a nation. . . . I have never regretted that I came here, and never! never! again shall I bow my head under the yoke of despotism and folly.”
—from a letter written by a German immigrant in 1838
quoted in News from the Land of Freedom

11 Read the above excerpt. What fact does this writer express about life in the United States?
   A Germany should include freedom of speech in its bill of rights.
   B The writer is happy to have come to the United States.
   C The United States is a better place to live than Germany.
   D More Germans should move to the United States.

12 Which could be considered the first important step in introducing the Industrial Revolution to the United States?
   A Samuel Slater built a cotton mill in Rhode Island.
   B Eli Whitney invented the cotton gin.
   C Sarah G. Bagley founded a female worker’s trade union.
   D Francis Cabot Lowell opened a textile plant in Massachusetts.

13 Read the quote above. Who most likely wrote these words?
   A a member of the women’s rights movement
   B a temperance reformer
   C a trade union organizer
   D a factory worker

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Write a short story that tells about the Seneca Falls Convention. Be sure to include as many historical details as possible.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

*This question also provides practice for English Language Arts standards.
1. Which state produced the most cotton in 1860?
   A. Florida
   B. Virginia
   C. Alabama
   D. North Carolina

2. Where did most white Southerners live?
   A. in large cities
   B. on farms
   C. on plantations
   D. in small towns

3. What characteristic reflected the ways of life of free African Americans in the South and the North?
   A. African Americans were not allowed to learn to read or write.
   B. African Americans built their own churches and institutions.
   C. African American men took part in political life.
   D. All of the above.

4. Read the quote above. Which of the following people might have written a letter such as the one above?
   A. a yeoman from the Deep South
   B. a poor rural white Southerner
   C. an enslaved African on a large plantation
   D. a tenant farmer on a landlord’s estate

5. How did Nat Turner try to resist slavery?
   A. by running away
   B. by leading a rebellion in Virginia
   C. by forming the Underground Railroad
   D. by planning a slave revolt in South Carolina
What is the main reason that Southern cities grew more slowly than Northern cities?
A) More immigrants settled in the cities of the Northeast.
B) Many enslaved African Americans settled in Northern cities.
C) Few Southerners wanted to move to the cities.
D) There were fewer major rail routes for commerce and settlement.

Which is an example of a slave code?
A) Slaves must practice Christianity.
B) Slaves may not share traditional African folk stories.
C) Slaves may not assemble in large groups.
D) All of the above.

The _____ made up the largest groups of whites in the South.
A) yeomen
B) planters
C) rural poor
D) tenant farmers

In both the South and North, many free African Americans lived
A) in rural areas.
B) on farms.
C) on plantations.
D) in cities.

What shortage in the South would bring negative consequences during the Civil War?
A) cotton shortage
B) shortage of young men
C) shortage of military training
D) railway shortage
Harriet Tubman, The Moses of Her People, by Sarah Bradford

[a] In the spring of 1860, Harriet Tubman was requested by Mr. Gerrit Smith to go to Boston to attend a large Anti-Slavery meeting. [b] On her way, she stopped at Troy to visit a cousin, and while there the colored people were one day startled with the intelligence that a fugitive slave . . . was already in the hands of the officers, and was to be taken back to the South. [c] The instant Harriet heard the news, she started for the office of the United States Commissioner, scattering the tidings as she went. [d] An excited crowd was gathered about the office, through which Harriet forced her way, and rushed up stairs to the door of the room where the fugitive was detained. [e] A wagon was already waiting before the door to carry off the man, but the crowd was even then so great, and in such a state of excitement, that the officers did not dare to bring the man down. [f] On the opposite side of the street stood the colored people, watching the window where they could see Harriet's sun-bonnet, and feeling assured that so long as she stood there, the fugitive was still in the office. [g] Time passed on, and he did not appear. [h] “They’ve taken him out another way, depend upon that,” said some of the colored people. [i] “No,” replied others, “there stands ‘Moses’ yet, and as long as she is there, he is safe.” [j] The lane was opened, and the man was brought out . . . walking between the U. S. Marshal and another officer, and behind him his . . . master.

11 Read the excerpt above. Which is an opinion included in this excerpt?

A Harriet was asked to attend an antislavery meeting in New York.
B The African Americans of Troy were surprised to learn that a fugitive slave had been captured.
C The African Americans considered Harriet to be the “Moses” of her people.
D The fugitive would remain safe as long as Harriet remained near the office.

12 Which sentence from the above excerpt expresses Harriet’s concern for the fugitive slave?

A sentence f
B sentence a
C sentence e
D sentence c

13 The cotton gin helped farmers produce more cotton because it

A formed bales of cleaned cotton faster than could be done by hand.
B created furrows in the land so it was easier to bury the cotton seeds during planting.
C removed seeds from cotton fibers much more quickly than could be done by hand.
D harvested the cotton so it no longer had to be done by hand.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
Think about the different social groups of white Southerners. Then write a short story about the life of either a planter or a yeoman.
1. In which state did the Cherokee begin the Trail of Tears, and where did they go?
   A. They went from Florida to the Indian Territory.
   B. They went from Georgia to Florida.
   C. They went from Illinois to the West.
   D. They went from Georgia to the Indian Territory.

2. In the early to mid-1800s, what problem faced almost all pioneers who were headed west?
   A. battles with Mexican settlers
   B. length and difficulty of the journey
   C. problems obtaining food and water
   D. Native American attacks

3. _______ was a key feature of the 1828 presidential election and became a permanent part of American politics.
   A. The absence of political parties
   B. States’ rights
   C. The use of nominating conventions
   D. Mudslinging

4. Which of the following rivers played an important role to many western settlers?
   A. the Columbia River
   B. the Colorado River
   C. the Nueces River
   D. the Sacramento River

5. In which reform movement did Annie Bidwell take part?
   A. the women’s suffrage movement
   B. the development of agriculture
   C. the temperance movement
   D. all of the above
6 Which Americans reached the Oregon country first?
A farmers
B gold miners
C fur traders
D missionaries

7 In the early 1830s, American settlers in Texas feared that the Mexican government might
A try to end slavery in the territory.
B invade the territory.
C force them off the land.
D annex the land.

8 Read the above information. In most cases, what was the result when an American settler and a Californio claimed the same land?
A The state of California took the land.
B The Californio lost the land.
C The American settler and the Californio split the land.
D The Californio kept the land.

9 Which of the following events was a result of the spirit of Manifest Destiny?
A the settlement of Mormons in Utah
B the arrival of thousands of immigrants in California in 1849
C the attempt to purchase California and New Mexico from Mexico
D the establishment of the Whitman mission in Oregon

"John Marshall has made his decision. Now let him enforce it."

10 Read the information above. Andrew Jackson is reported to have made this statement about John Marshall, the Chief Justice of the Supreme Court. Why would he have uttered these words?
A Marshall had ruled that the Bank of the United States must stay open.
B Marshall had ruled that Georgia had no legal right to remove the Cherokee.
C Marshall had ruled that the Tariff of Abominations was unconstitutional.
D Marshall had ruled that Jackson must stop practicing the spoils system.
Background to War

By 1845, the relationship between the United States and Mexico had grown strained. Mexico declared that the United States' annexation of Texas was illegal. Also, the two countries argued over their border at Texas. The United States insisted the border was at the Rio Grande. Mexico, on the other hand, claimed that the Nueces River, 150 miles farther north, formed the boundary. To protect Texas, President Polk sent an army across the Nueces River, and ordered them to build a fort in the disputed area and advance toward the Rio Grande. In response, in the spring of 1846, Mexican troops crossed the Rio Grande and attacked the Americans. When he got word, Polk addressed Congress. He declared, “Mexico has passed the boundary of the United States, has invaded our territory and shed American blood upon American soil. War exists, and, notwithstanding all our efforts to avoid it, exists by the act of Mexico herself.” In May 1846, the two nations went to war.

11 Read the information above.
Imagine that a letter from Polk has just been discovered in which he wrote that the boundary between the two countries was really the Nueces River. What is the most likely effect that this letter would have?

A People would know that Polk had spoken honestly to Congress.
B People would ask Congress to give the land of the Mexican Cession back to Mexico.
C People would think that the reasons for the declaration of war were unfair.
D People would believe that the war had been fought fairly.

12 Which of the following cultures had the strongest influence on California and New Mexico?

A French
B Spanish
C British
D Russian

13 After Texas gained independence from Mexico, it

A asked to be annexed by the United States.
B outlawed slavery.
C created the Bear Flag Republic.
D declared war against the United States.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
During Andrew Jackson’s eight years as president, the United States became more democratic. Write a persuasive essay to convince someone of this fact who thinks that the United States did not allow enough Americans to participate in the government during that time.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

1. What was the goal of the first large-scale antislavery effort?
   A. to pass a constitutional amendment abolishing slavery
   B. to resettle African Americans in Africa or the Caribbean
   C. to force the South to leave the Union if it did not free its slaves
   D. to end the slave trade in the United States

2. The map above shows the American states and territories that allowed slavery after
   A. the Missouri Compromise.
   B. the Dred Scott decision.
   C. the Compromise of 1850.
   D. the Kansas-Nebraska Act.

3. Who was known as the “Moses of her people”?
   A. Angelina Grimké
   B. Sojourner Truth
   C. Bridget Mason
   D. Harriet Tubman

   “There shall be neither slavery nor involuntary servitude in [the] territory.”

4. Read the above information. This clause marked the United States’s first attempt to stop the spread of slavery. What document is it from?
   A. the Northwest Ordinance
   B. the Constitution
   C. Washington’s “Farewell Address”
   D. the First Amendment

5. What hardships did many free African Americans living in the North face in the early to mid-1800s?
   A. They were prevented from migrating from other states.
   B. They were excluded from most jobs.
   C. They were not allowed to take part in the abolition movement.
   D. They were forbidden from doing any work but farming.
6 Why did many Northern members of Congress oppose the Kansas-Nebraska Act?
   A It opened up a great deal of land to slavery.
   B It prohibited slavery in any land acquired from Mexico.
   C It canceled the Wilmot Proviso.
   D It introduced the idea of popular sovereignty.

7 Read the above information. What is this excerpt from?
   A Abraham Lincoln’s Inaugural Address
   B John Quincy Adams proposed constitutional amendment
   C William Lloyd Garrison’s The Liberator
   D the Dred Scott decision

8 What did the Missouri Compromise do?
   A It let Missouri voters decide whether to allow slavery.
   B It accepted Missouri as a slave state and Maine as a free state.
   C It prohibited slavery in any lands west of the Missouri River.
   D It abolished the slave trade in Washington, D.C.

9 Which of the following statements is true about the end of slavery in the North?
   A The Northern states outlawed slavery in their original state constitutions.
   B The Northern states abolished slavery after the War of 1812.
   C In the late 1700s and early 1800s, many Northern states passed laws gradually ending slavery.
   D Many Northern states never wrote laws banning slavery, but few Northerners owned slaves.

10 Who proposed the series of measures known as the Compromise of 1850?
    A Henry Clay
    B Daniel Webster
    C Stephen A. Douglas
    D John C. Calhoun
11 Read the time line above. Which of the following questions can the time line answer?

A How would the balance of free states and slave states in Congress change if California became a state?

B Did Congress pass the Wilmot Proviso?

C What antislavery laws were passed in Congress after Texas joined the Union?

D What position on slavery did members of the Free Soil Party support?

12 What impact did the *Dred Scott* decision have on the slavery issue?

A It settled the debate for more than 20 years.

B It divided the country over slavery even more.

C It convinced the North to threaten secession from the Union.

D It caused the president to impeach the chief justice.

13 The Quakers in Pennsylvania formed the first American antislavery society in 1774. With which person would the founders of the society most likely have agreed?

A John C. Calhoun

B Jefferson Davis

C John Brown

D William Lloyd Garrison

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.*
Imagine that you are the abolitionist Angelina Grimké. Write your autobiography.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
Read the excerpt above.
Abraham Lincoln addressed these words to the people.
He spoke them
A during the Lincoln-Douglas debates.
B in his first Inaugural Address.
C as part of the Gettysburg Address.
D as he signed the Emancipation Proclamation.

When was the idea of nullification expressed for the first time?
A in the Virginia and Kentucky Resolutions
B during the tariff controversy
C when the South seceded from the Union
D at the Hartford Convention

What event caused the beginning of the Civil War?
A The Union army invaded the South.
B President Lincoln issued the Emancipation Proclamation.
C The South attacked Fort Sumter.
D Abraham Lincoln was elected president.

What did Robert E. Lee and Ulysses S. Grant have in common?
A They both graduated at the top of their class in West Point.
B They both made careers out of being in the military.
C They both fought in the war against Mexico.
D They both were born into wealthy families.

Who said that federal authority was greater than state authority?
A Jefferson Davis
B Robert Y. Hayne
C Daniel Webster
D John C. Calhoun

—in your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. . . . You can have no conflict without being yourselves the aggressors. You have no oath registered in heaven to destroy the Government, while I shall have the most solemn one to ’preserve, protect, and defend it.’ . . . We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory . . . will yet swell the chorus of the Union . . . .“

Copyright © by The McGraw-Hill Companies, Inc.
California Standards Practice Workbook
Name: ____________________________ Date: ____________________________

<table>
<thead>
<tr>
<th>Union Victories</th>
<th>Confederate Victories</th>
</tr>
</thead>
<tbody>
<tr>
<td>• April 1862: Battle of Shiloh</td>
<td>• July 1861: First Battle of Bull Run</td>
</tr>
<tr>
<td>• April 1862: Capture of New Orleans</td>
<td>• March 1862: Seven Days' Battle</td>
</tr>
<tr>
<td>• Sept. 1862: Battle of Antietam</td>
<td>• Aug. 1862: Second Battle of Bull Run</td>
</tr>
<tr>
<td>• July 1863: Battle of Gettysburg</td>
<td>• Dec. 1862: Battle of Fredericksburg</td>
</tr>
<tr>
<td>• Summer 1863: Siege of Vicksburg</td>
<td>• May 1863: Battle of Chancellorsville</td>
</tr>
</tbody>
</table>

6 Study the chart above. Which battle in the East was a turning point for the Union?
   A Siege of Vicksburg
   B First Battle of Bull Run
   C Battle of Shiloh
   D Battle of Gettysburg

7 What were the four border states?
   A the states that bordered Washington, D.C.
   B the states that refused to take sides in the Civil War
   C the states that allowed slavery but remained in the Union
   D the states that bordered the Mississippi River

8 According to Southerners, the U.S. Constitution
   A provided a guide for how state governments should rule.
   B was a contract among the independent states.
   C was the supreme law of the land.
   D had been created by abolitionists.

9 What effect did the war have on the South?
   A More than 600,000 Southern soldiers died.
   B About two-thirds of the South's transportation was ruined.
   C The Southern state governments freed all enslaved people.
   D All of the South's major cities were destroyed.

10 How did President Lincoln respond to the Union's defeat at the First Battle of Bull Run?
   A He ordered a naval blockade of the Southern coastline.
   B He tried to negotiate with the South to end the war.
   C He asked Robert E. Lee to command the Union armies.
   D He signed bills requesting 1 million soldiers.
11. Refer to the graph above. What resource did the North and the South have in the closest amounts?
   A. population
   B. number of farms
   C. exports
   D. manufactured goods

12. What helped the Union win the Battle of Antietam?
   A. The Union army encircled the Confederate soldiers while they were asleep.
   B. Union soldiers found a copy of the Confederates’ battle plans in a field in Maryland.
   C. The Northern soldiers hid behind a stone wall and then launched a surprise attack.
   D. A Union ironclad anchored in the harbor fired on the Confederates.

13. What happened after the Union army captured the capital of the Confederacy?
   A. General Lee surrendered at Appomattox Court House.
   B. A Confederate army attacked Washington, D.C.
   C. Abraham Lincoln was re-elected as president.
   D. General Sherman launched total war against Richmond.

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
14 Some of the greatest American military leaders fought in the Civil War. Write a wartime biography of Robert E. Lee or Ulysses S. Grant. Focus on either man’s military background and experiences during the war.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

*This question also provides practice for English Language Arts standards.
1. Why did Congress impeach President Johnson?
   A. Congress thought he had been involved in Lincoln’s assassination.
   B. Johnson violated the Tenure of Office Act.
   C. Johnson ordered the end of Reconstruction.
   D. Congress wanted Ulysses S. Grant to step into the presidency.

2. What was a task of the Freedmen’s Bureau?
   A. to set up schools for African Americans
   B. to help pro-Union Southerners
   C. to provide medical services for African Americans
   D. all of the above

3. The Ku Klux Klan used _____ to deny rights to freed men and women.
   A. poll taxes
   B. corrupt legal practices
   C. fear and violence
   D. unfair laws and decrees

4. The statement above was made during the debate over the plan for Reconstruction. Which group of political leaders would have agreed with this quote?
   A. Liberal Republicans
   B. Southern Democrats
   C. Northern Copperheads
   D. Radical Republicans

5. What is one reason that Congress passed the Fifteenth Amendment?
   A. to limit the effect of the black codes
   B. to abolish slavery in the United States
   C. to stop violence against Southern African Americans
   D. to gain more Republican voters

“The South] must be broken up and relaid, or all our blood and treasure have been spent in vain.”
6. One of the main goals of Lincoln’s plan for Reconstruction was
   A. punishing the South.
   B. giving African Americans equal rights.
   C. compromising with the Radical Republicans.
   D. healing the nation.

7. What did Southerners use to keep African Americans from voting?
   A. the *Plessy v. Ferguson* decision
   B. grandfather clauses
   C. the bayonet rule
   D. literacy tests

8. Which of the following statements is true about the four regiments of African American soldiers known as “Buffalo Soldiers”?
   A. They received the same pay as white soldiers.
   B. They first served on the western frontier.
   C. They encouraged African American migration out West.
   D. They served side by side with white soldiers.

9. Jim Crow laws in the South called for
   A. the separation of the races.
   B. the sharecropping system.
   C. new voting practices.
   D. increased industry.

10. What did Johnson’s plan for Reconstruction require of Southern states?
    A. ratification of the U.S. Constitution
    B. an oath of loyalty
    C. African American suffrage
    D. payment of a special tax
**SKILLS PRACTICE**

Name: ___________________________ Date: ________________________

![Map of Southern States](image)

11. Study the map above. What does it show?
   A. the results of the election of 1877
   B. the order in which the Southern states rejoined the Union
   C. the South under the Ten Percent Plan
   D. the division of the South under the Reconstruction Act of 1867

12. Which Amendment would be used in the future to benefit women?
   A. the Thirteenth Amendment
   B. the Fourteenth Amendment
   C. the Fifteenth Amendment
   D. all of the above

13. What kept Southern agriculture from advancing in the years after the Civil War?
   A. the system of sharecropping
   B. a lack of workers
   C. an abundance of cash crops
   D. a lack of processing plants

*These questions also provide practice for Historical and Social Sciences Analysis Skills standards.*
Southern African Americans faced many changes during Reconstruction. Write a short story about an African American living in the South during this period. Include information about:

- economic and social changes,
- challenges and hardships,
- the effects of new constitutional amendments.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
1. In which of the following regions did sodbusters use a new approach called dry farming?
   A. California  
   B. the Southeast  
   C. the Great Plains  
   D. the Northeast

2. What did the U.S. government provide to encourage the construction of the transcontinental railroad?
   A. government workers  
   B. land grants  
   C. cash bribes  
   D. supplies of steel and iron

3. Upton Sinclair wrote *The Jungle* to expose the terrible conditions in which Chicago industry?
   A. automobile  
   B. textile  
   C. oil  
   D. meatpacking

4. How were the National Grange and the Farmers’ Alliances alike?
   A. They proposed a plan for the federal government to lend money to the farmers.  
   B. They rose to their greatest strength in the 1880s.  
   C. They sponsored cooperatives for farmers to buy and sell products from each other.  
   D. They established the Populist Party to pass laws favoring farmers.

5. Which of the following was a driving force behind the country’s economic growth in the late 1800s?
   A. the railroads  
   B. agriculture  
   C. the steel industry  
   D. the “new” immigrants
6 What was one of the effects of the growth of cities?
A the spread of disease
B the rise of tenements
C the establishment of settlement houses
D all of the above

9 Which man transformed the Standard Oil Company into a monopoly?
A John D. Rockefeller
B Cornelius Vanderbilt
C Leland Stanford
D Andrew Carnegie

10 Which group was part of the wave of “new” immigrants that arrived in the United States in the 1880s?
A English
B Italians
C Germans
D Irish
Read the excerpt above. It is an excerpt from

A  the Chinese Exclusion Act of 1882.

B  a Populist speech given in the election of 1896.

C  an article in a nativist newspaper.

D  the *Plessy v. Ferguson* decision.

Which of the following questions could most likely be answered by the writings of muckrakers in the early 1900s?

A  Why did the United States build the Panama Canal?

B  What unfair business practices were used by large corporations and trusts?

C  How did the U.S. government help construct the national rail system?

D  What was the result of the mining boom out West in the late 1800s?

What political reform was adopted from Populist ideas?

A  women’s suffrage

B  the ban of child labor

C  citizenship for Native Americans

D  the federal income tax

These questions also provide practice for Historical and Social Sciences Analysis Skills standards.
As a child, Thomas Edison was interested in anything that related to science. He grew up to develop inventions that changed the world. Write a short biography that focuses on Edison’s early life as well as his career as an inventor.