Assessment Tips

• Read each problem carefully and think about ways to solve the problems before you answer.
• Relax. Most people get nervous when they are being assessed. It’s natural. Just do your best.
• Answer questions you are sure about first. If you do not know the answer to a question, skip it and go back to it later.
• Think positively. Some problems may seem hard at first, but you may be able to figure out what to do if you read each question carefully.
• When you have finished each problem, reread it to make sure your answer is reasonable.
• Make sure that the number of the question on the answer sheet matches the number of the question you are working on.
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Overview

What Is the CST?

The CST, or California Standards Test, is a series of multiple-choice tests administered by the state of California. All California high school students must pass the CST in order to graduate. Currently the subjects that are tested by the CST include Reading Comprehension and Language, Mathematics, Science, and Social Studies. You have several opportunities during your high school years to pass the CST, beginning in Grade 10.

How This Book Helps You Succeed on the CST

This book is designed to help you practice for the CST by reviewing and applying world history content and practicing test-taking skills. This book includes the following sections:

1. Assessing Your Knowledge
2. Standards Practice Lessons
3. Final Assessment

Assessing Your Knowledge uses the same format as the CST. It includes 50 multiple-choice questions. The purpose of the Assessing Your Knowledge section is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the CST.

The Standards Practice will help you review specific skills you need to do well on the CST. Each lesson leads you step-by-step toward finding the correct answer, with strategies on how to interpret and answer the practice question. After this assistance, there are additional practice questions at the end of each skill lesson.

The Final Assessment contains another 50 practice questions that will help you determine how your test-taking skills are improving and what you are learning in this book.

Both Assessing Your Knowledge and Final Assessment questions have been correlated to meet the standards tested on the CST. These correlation codes are located inside boldfaced brackets below each test question.
Guide to Analyzing Graphics

On the CST you may need to refer to graphs, charts, maps, and political cartoons to help you correctly answer questions. For any question that involves a graphic, take the following steps:

1. **Look closely at all the details.** You will find a great deal of information in the graph, chart, or map if you look at the specifics as well as the big picture.

2. **If there is text, read it carefully.** Any text that goes with a graph, chart, map, or political cartoon is provided to give the reader an understanding of the information in the graphic.

3. **Read the question and answers carefully.** Read the question carefully to find out exactly what you need to find from the graphic. Also, always read the answer choices closely to ensure that you choose the best possible answer from your choices.

4. **Decide if there is a special way the graph, chart, or map presents the information.** For example, look to see if there is a time order on a graph, or examine a map to see if it is current or not.

5. **Determine the point of view of a political cartoon.** Ask yourself the following questions: What event is the cartoon about? What are the two sides of the event? Which side does the cartoon represent?

Tip:
When you are preparing for the CST, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphs, maps, and political cartoons. The more comfortable you are with finding information in a graphic, the more skilled you will be at answering a test question that uses one.
History-Social Science Standards

The California Grade 10 Content Standards tell you what you need to learn and be able to do as you complete your course in World History, Culture, and Geography: The Modern World. The course is designed to cover important events that have shaped the modern world, from the late 1700s to the present. Reading through these standards with a family member will help you understand the goals for your course—and help you to achieve them.

GRADE TEN

World History, Culture, and Geography: The Modern World

<table>
<thead>
<tr>
<th>10.1</th>
<th>Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</th>
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<tr>
<td>10.1.1</td>
<td>Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.</td>
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<tr>
<td>10.1.2</td>
<td>Trace the development of the Western political ideas of the rule of law and the illegitimacy of tyranny, drawing from the selections from Plato’s <em>Republic</em> and Aristotle’s <em>Politics</em>.</td>
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<tr>
<td>10.1.3</td>
<td>Consider the influence of the U.S. Constitution on political systems in the contemporary world.</td>
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<table>
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<tr>
<th>10.2</th>
<th>Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</th>
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<tr>
<td>10.2.1</td>
<td>Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison).</td>
</tr>
<tr>
<td>10.2.2</td>
<td>List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</td>
</tr>
<tr>
<td>10.2.3</td>
<td>Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</td>
</tr>
<tr>
<td>10.2.4</td>
<td>Explain how the ideology of the French Revolution lead France to develop from constitutional monarch to democratic despotism to the Napoleonic Empire.</td>
</tr>
<tr>
<td>10.2.5</td>
<td>Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and the Concert of Europe until the Revolution of 1848.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>10.3</th>
<th>Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</th>
</tr>
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<tbody>
<tr>
<td>10.3.1</td>
<td>Analyze why England was the first country to industrialize.</td>
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<tr>
<td>10.3.2</td>
<td>Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).</td>
</tr>
<tr>
<td>10.3.3</td>
<td>Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</td>
</tr>
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### History-Social Science Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tr>
<td>10.3.4</td>
<td>Trace the evolution of work and labor, including the demise of the slave trade and effects of immigration, mining and manufacturing, division of labor, and the union movement.</td>
</tr>
<tr>
<td>10.3.5</td>
<td>Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.</td>
</tr>
<tr>
<td>10.3.6</td>
<td>Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.</td>
</tr>
<tr>
<td>10.3.7</td>
<td>Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.</td>
</tr>
<tr>
<td>10.4</td>
<td>Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.</td>
</tr>
<tr>
<td>10.4.1</td>
<td>Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).</td>
</tr>
<tr>
<td>10.4.2</td>
<td>Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.</td>
</tr>
<tr>
<td>10.4.3</td>
<td>Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</td>
</tr>
<tr>
<td>10.4.4</td>
<td>Describe the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.</td>
</tr>
<tr>
<td>10.5</td>
<td>Students analyze the causes and course of the First World War.</td>
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<tr>
<td>10.5.1</td>
<td>Analyze the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing citizen population in support of “total war.”</td>
</tr>
<tr>
<td>10.5.2</td>
<td>Examine the principles theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate).</td>
</tr>
<tr>
<td>10.5.3</td>
<td>Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.</td>
</tr>
<tr>
<td>10.5.4</td>
<td>Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.</td>
</tr>
<tr>
<td>10.5.5</td>
<td>Discuss human rights violations and genocide, including the Ottoman government’s actions against Armenian citizens.</td>
</tr>
<tr>
<td>10.6</td>
<td>Students analyze the effects of the First World War.</td>
</tr>
<tr>
<td>10.6.1</td>
<td>Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson’s Fourteen Points, and the causes and the effects of United States’ rejection of the League of Nations on world politics.</td>
</tr>
<tr>
<td>10.6.2</td>
<td>Describe the effects of the war and resulting peace treaties on population movement, the international economy, and the shifts in the geographic and political borders of Europe and the Middle East.</td>
</tr>
</tbody>
</table>
### 10.6.3 Understand the widespread disillusionment with prewar institutions, authorities, and values that results in a void that was later filled by totalitarians.

### 10.6.4 Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the “lost generation” of Gertrude Stein, Ernest Hemingway).

### 10.7 Students analyze the rise of totalitarian governments after the First World War.

#### 10.7.1 Understand the causes and consequences of the Russian Revolution, including Lenin’s use of totalitarian means to seize and maintain control (e.g., the Gulag).

#### 10.7.2 Trace Stalin’s rise to power in the Soviet Union and the connection between economic politics, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).

#### 10.7.3 Analyze the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union, noting their common and dissimilar traits.

### 10.8 Students analyze the causes and consequences of World War II.

#### 10.8.1 Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939.

#### 10.8.2 Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

#### 10.8.3 Identify and locate the Allied and Axis powers on a map and discuss the major turning points of the war, and the principles of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

#### 10.8.4 Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower).

#### 10.8.5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution and the Holocaust resulted in the murder of six million Jewish civilians.

#### 10.8.6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China, and Japan.

### 10.9 Students analyze the international developments in the post-World War II world.

#### 10.9.1 Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control of Eastern European nations, and the economic recoveries of Germany and Japan.

#### 10.9.2 Analyze the causes of the Cold War, with the free world on one side and the Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
### History-Social Science Standards

| 10.9.3 | Understand the importance of the Truman Doctrine and Marshall Plan, which established the pattern for America’s postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War), Cuba, and Africa. |
| 10.9.4 | Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising). |
| 10.9.5 | Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries’ resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control. |
| 10.9.6 | Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs. |
| 10.9.7 | Analyze the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics. |
| 10.9.8 | Discuss the establishment and work of the United Nations and the purposes and influences of the Warsaw Pact, SEATO, and NATO, and the Organization of American States. |
| 10.10 | Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico, and other parts of Latin America, and China. |
| 10.10.1 | Understand the challenges in the regions, including geographical, cultural, military, and economic significance and the international relationships in which they are involved. |
| 10.10.2 | Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns. |
| 10.10.3 | Discuss the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy. |
| 10.11 | Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers). |
Assessing Your Knowledge
1 Which of the following best defines the Cold War between the United States and the Soviet Union that took place after the end of World War II?

A A single battle over free elections in Poland
B An era of competition and confrontation
C The United States invasion of Cuba
D The division between Capitalist East Germany and Communist West Germany

[WH10.9.2]

2 What does the timeline suggest about the effect of Americans on the war effort?

A Americans were unable to affect the stalemate that had developed.
B Americans helped turn the war in favor of the Allies.
C Americans were unable to make up for the loss of Russia.
D American inexperience caused heavy damage to the Allies.

[WH10.5.3]

3 Social Darwinism is BEST defined as which of the following?

A Social Darwinism is the policy that the government should interfere as little as possible in the nation’s economy.
B Social Darwinism is an organization of workers formed for the purpose of advancing its members’ interests.
C Social Darwinism is a belief in the “survival of the fittest,” meaning the strong will survive and the weak will not.
D Social Darwinism is extreme nationalism marked by aggressive foreign policy.

[WH10.4.1]
June 28, 1914
HEIR TO AUSTRIA’S THRONE IS SLAIN WITH HIS WIFE BY A BOSNIAN YOUTH TO AVENGE SEIZURE OF HIS COUNTRY

4. The situation referred to in the headline was one of the main causes of
   A. the Great War.
   B. the Russo-Japanese War.
   C. the Hundred Years’ War.
   D. the League of Nations.
   [WH10.5.1]

5. The formation of the Catholic Church was influenced most by?
   A. the Greeks
   B. the Egyptians
   C. the Mesopotamians
   D. the Romans
   [WH 10.1.1]

6. Which of the following BEST completes the diagram?
   A. Sinking of the Maine
   B. Discovery of sugarcane on Cuba
   C. Yellow journalism
   D. Spanish control of the Philippines
   [WH10.4.1, WH10.4.2]

7. Factors that allowed the British to pioneer the first Industrial Revolution included
   A. a mercantilist system and a large workforce.
   B. a large supply of capital and plentiful natural resources.
   C. a strong king and plentiful natural resources.
   D. many outlets for goods in their colonies and a mercantilist system.
   [WH10.3.1]
One of the occurrences that pushed American opinion toward war in 1917 was the Zimmermann telegram, which was intercepted by British intelligence. What was the subject of this telegram?

A. In the Zimmermann telegram, Germany promised Mexico that it would regain Texas, New Mexico, and Arizona if it supported Germany.

B. This telegram made it clear to the United States that Germany intended to resume unrestricted submarine warfare against American merchant ships.

C. The Zimmermann telegram promised German support for Japan if Japan would attack U.S. territories in the Pacific.

D. The Zimmermann telegram proposed to the allies of Germany how Europe would be divided after the war, eliminating England and France as independent countries.

Which of the following BEST completes the diagram?

9

Which of the following BEST completes the diagram?

A. Loss of German territory

B. Establishment of the League of Nations

C. Breakup of Ottoman Empire

D. Annexation of colonial territories by the Allies

Why was the League of Nations unable to maintain peace in Europe?

A. There were not enough member countries.

B. It could use only economic sanctions to stop aggression.

C. There was conflict with the Warsaw Pact.

D. The Great Depression led to economic self-interest.

A major cause of the Great Depression was

A. overproduction, leading to inexpensive goods which flooded the market but left underpaid factory workers unable to consume the surplus.

B. underproduction, which left workers unemployed while demand still existed for more goods.

C. price hikes for manufactured goods, leading to surpluses when underpaid factory employees could not buy the goods they produced.

D. importation of too many foreign goods, resulting in lower demand for competing domestic goods.
Sales of American goods abroad were damaged in 1930 due to the
A ban on imports from abroad.
B ban on sales of exports abroad.
C Hawley-Smoot Tariff.
D Tariff of Abominations.

[WH10.8.2]

The diagram is BEST completed by which of the following?
A Crime
B Increased dependence on agriculture
C World War II
D Homelessness

[WH10.8.2]

“... the only thing we have to fear is fear itself. . . .”
—Franklin D. Roosevelt, Inaugural Address

In 1933, what problem(s) had made the United States fearful?
A High unemployment and weak economy
B A German invasion of the U.S. homeland
C Woman suffrage
D Temperance and conservation

[WH10.8.2]
According to the map, why did John F. Kennedy consider Cuba’s building of missile sites to be a threat to the United States?

A  Nuclear weapons were new and dangerous.
B  The Cuban missiles were untested.
C  Nuclear weapons could reach the United States.
D  Nuclear weapons could not reach the United States.

[WH10.9.2]

Based on the charts and your own knowledge, which of the following statements is TRUE?

A  The United States relied mostly on European tanks during World War II.
B  Producing tanks to help win the war took precedence over producing automobiles.
C  Labor strikes damaged wartime production.
D  Americans had little use for automobiles during the war.

[WH10.8.3]

The organization founded to promote a global economy was

A  WTO.
B  NATO.
C  NAFTA.
D  SEATO.

[WH10.11]
18 What was unique about the casualties of World War II compared to World War I?

A  More women died than men in World War II.
B  In World War II, more men died in the USSR than in the United States.
C  In World War II, more civilians died than soldiers.
D  More people died after World War II ended than during the war itself.

[WH10.8.6]

19 The events listed on the time line are associated with

A the Vietnam War.
B the United States invasion of China.
C World War II’s Pacific Front.
D the Korean War.

[WH10.9.3]

“You have a row of dominoes set up, you knock over the first one, and what will happen to the last one is certainly that it will go over very quickly. . . . Asia, after all, has already lost 450 million of its peoples to the Communist dictatorship, and we simply can’t afford greater losses. . . .”

—President Dwight Eisenhower

20 The above passage defines what is best known as

A the Geneva Accords.
B guerrilla warfare.
C the Domino Theory.
D the Red Scare.

[WH10.9.3]
21 The combination of economic crises and weak central governments in Germany and Italy after World War I led to the acceptance of _______ regimes.

A democratic
B communist
C Fascist
D authoritarian

[WH10.6.3]

22 Study the following list.

- Anti-Communism Pact with Japan, 1936
- Munich Agreement, 1938
- Nonaggression pact with Soviet Union, 1939

The above events led to the aggressive expansion of which nation?

A Germany
B Italy
C China
D Japan

[WH10.8.3]

23 Chinese revolutionary Sun Yat-sen promoted a three-stage reform process for eventual democracy in China that included

A a military takeover, a transitional period to prepare for democracy, and then a constitutional democracy.
B a military takeover, a brief period of socialism, and finally a constitutional democracy.
C a brief period of socialism that eventually becomes a military dictatorship.
D none of the above.

[WH10.4.4]

24 The above list shows the reasons why the Allies chose Normandy for the site of the D-Day invasion. Which of the following choices BEST completes the list?

A Access to German infantry
B Element of surprise
C Swift winds and currents
D Access to French resistance

[WH10.8.3]

25 What is one area in which the United States and the Soviet Union competed for superiority during the Cold War?

A Human rights
B Automobile production
C Housing development
D Space exploration

[WH10.9.2]

26 Japan’s postwar government divided the balance of power into the executive, legislative, and judicial departments. What document was influential in the development of this style of government?

A The Magna Carta
B The Bill of Rights
C The Declaration of Independence
D The Constitution

[WH10.1.3]
Military leaders during World War I attempted to break the stalemate on the Western front by 
A  digging trenches.
B  launching huge offenses.
C  protecting trenches with barbed wire.
D  mobilizing additional men to the area.
[WH10.5.2]

What was Truman’s rationale for dropping the atomic bomb on Japan during World War II? 
A  It would serve as a retaliation for Pearl Harbor.
B  It would save American lives by preventing a ground invasion of Japan.
C  It would save Russian lives by preventing a Russian attack.
D  The atom bomb had already been used with less destructive consequences.
[WH10.8.3, WH10.8.4]

Study the list below.

- Nationalism
- Social Darwinism
- Racism

All of the above terms can be linked to which of the following?
A  Imperialism
B  Conservatism
C  Liberalism
D  Realism
[WH10.4.1]

― “Let people do as they choose”
- Rely on supply and demand, rather than the government, to regulate prices and wages
- Free markets lead to greater efficiency and more wealth for everyone
- Low taxes ensure that private individuals, not the government, will decide how the nation’s wealth is spent
- Free trade

Supporters of the above list would most likely agree with 
A  the Democrats.
B  Socialism.
C  high tariffs on foreign goods.
D  laissez-faire.
[WH10.2.1]
31 The Marshall Plan provided
A money to struggling domestic farmers.
B subsidies to collapsing domestic industries.
C economic aid to European nations.
D sales of arms to anti-communists’ war efforts.
[WH10.9.1, WH10.9.3]

32 The Spanish-American War began due to uprisings in which Spanish Territory?
A Guam
B The Philippines
C Puerto Rico
D Cuba
[WH10.4.2, WH10.4.3]

33 What social class was created as a result of industrialization in the late 1800s?
A upper class
B middle class
C working class
D poor farmers
[WH10.3.5]

34 Study the following passage.

“The . . . one dollar a day [our mother] fed and clothed an ever-growing family. She took in boarders. Sometimes this helped; at other times it added to the burden of living. . . . She made all our clothes. She walked blocks to reach a place where meat was a penny cheaper, where bread was a half cent less. She collected boxes and old wood to burn in the stove. . . .”
—Zalmen Yoffeh, How We Lived

The above passage most likely describes life as a member of which of the following?
A middle class
B working class
C upper class
D poor farmers
[WH10.3.5]
Factors Contributing to Unionization
- Concern about working conditions
- Concern about pay
- Concern about job security
- ?

35 The above list shows the factors that led to an increase in unions in the late 1800s. Which of the following BEST completes the list?

A Larger immigrant population
B Economic challenges such as deflation
C The Haymarket Riot
D Rise in popularity of anarchy

[WH10.3.4]

36 Study the following passage.

“In the very act of coming and traveling to reach his destination, he [the immigrant] adds . . . to the immediate prosperity and success of certain lines of business. . . . Not only do the ocean steamers . . . get very large returns in carrying passengers of this description, but . . . the railroad companies also derive great benefit and their passenger traffic is greatly swelled. . . . These immigrants not only produce largely . . . but, having wants which they cannot supply themselves, create a demand for outside supplies. . . .”

—Editorial, Commercial and Financial Chronicle, 1882

The writer of the above editorial believes that

A immigration is helpful to the U.S. economy.
B immigration enriches American culture and diversity.
C immigration is detrimental to the U.S. economy.
D immigration threatens the culture of the United States.

[WH10.3.4]

37 The United Nations divided Palestine into a Jewish state and an Arab state in

A 1939.
B 1945.
C 1948.
D 1967.

[WH10.10.1]
The diagram lists the features of the U.S. political system set up after the Revolutionary War. Which of the following BEST completes the diagram?

A  Declared the right to own slaves  
B  Established freedom of religion  
C  Updated Articles of Confederation  
D  Established a transitional monarchy  

[WH10.2.3]

Study the following list.

- The majority will represent what is best for the entire community  
- Individuals who wish to follow their own self-interest must be forced to abide by the general will  
- People had been enslaved by government and could only free themselves by allowing the interests of the majority to rule

The above list presents elements of

A  the League of Nations.  
B  Rousseau’s Social Contract Theory.  
C  the Magna Carta.  
D  the English Bill of Rights.  

[WH10.2.1]

Go On
40 Study the following list.

- Reason
- Deism
- Religious toleration
- Separation of powers
- Laissez-faire
- Natural law
- Social Contract
- Progress

All of the concepts in the list are major ideas of

A the Declaration of Independence.
B the French Revolution.
C the Enlightenment.
D the Renaissance.

[WH10.2.1]

41 Study the following passage.

“Whenever a very important matter or a great emergency is presented before the Confederate Council [that] affects the entire body . . . the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council.”

The above passage is taken from the following document:

A Magna Carta
B Declaration of the Rights of Men
C Constitution of the Five Iroquois Nations
D Declaration of Independence

[WH10.2.2]

42 The United States assisted Panama in its quest for independence from Colombia because the United States

A wanted to build a canal there.
B refused to sign a treaty with Colombia.
C favored smaller countries over larger ones.
D opposed Colombia’s human rights violations.

[WH10.4.2, WH10.4.3]
John Locke asserted that the people were justified in overthrowing the monarchy if the monarchy

A was of a different religion than the people.
B did not have any heirs.
C violated the people’s rights.
D refused to sign the Magna Carta.

[WH10.2.1]

Which statement below best describes the movement and school of thought called the Enlightenment?

A Thinkers and writers of the Enlightenment felt that natural laws governed social, poetical, and economic relationships.
B Proponents of the Enlightenment felt that God was the source of knowledge.
C The Enlightenment was a European movement, which taught that kings received their power from the people, not from God.
D The Enlightenment was a movement that stressed an individual’s devoutness and personal relationship with God.

[WH10.2.1]

Study the following passage.

“If we calmly consider the nature of the thing itself, nothing can well be imagined more directly contrary to common sense than to suppose that millions of people should be subjected to the arbitrary, precarious pleasure of one single man who has naturally no superiority over them in point of authority.”

—Jonathan Mayhew, 1759

The author of the above passage would likely agree with

A the Articles of Confederation.
B absolutism.
C John Locke’s theories of the natural rights of man.
D theory of divine right.

[WH10.2.1]

What country was denounced for its participation in the genocide of the Armenian people during World War I?

A The Ottoman Turks
B The Germans
C The British
D The Italians

[WH10.5.5]
“The work which the English race began when it colonized North America is destined to go on until every land... that is not already the seat of an old civilization shall become English in its language, in its religion, in political habits and traditions, and to a predominant extent in the blood of its people.”

—John Fiske, Expansionists of 1898

47 A supporter of the above quote would most likely agree with

A  labor unions.
B  socialism.
C  laissez-faire.
D  imperialism.

[WH10.4.3]

48 During the early Industrial Revolution, cities grew most rapidly where

A  there were strong nation-states.
B  there were coal and iron resources.
C  there were already some urbanized areas.
D  all of the above.

[WH10.3.2]

49 After the Spanish-American War, the U.S. acquisition of the Philippines provided the U.S. with

A  a base for trade with China.
B  a base for planned attacks against Japan.
C  a plantation-base colony.
D  a strategic position for trade with Oceania.

[WH10.4.1]

50 What did President Theodore Roosevelt believe was the role of the U.S. in the world?

A  Roosevelt believed that the U.S. should concentrate on domestic issues.
B  Roosevelt wanted to increase the influence of the U.S. around the world and become a world power.
C  Roosevelt was concerned only with maintaining good relationships with Europe.
D  Roosevelt did not really have a well-defined policy, which was a disadvantage to the United States.

[WH10.4.1, WH10.4.2]
Many of the questions on the test may ask you to recall facts and definitions. Eliminating wrong answer choices can help you to answer these questions. Use the process of elimination when you do not know the correct answer to a multiple-choice question. First, rule out answer choices you know are wrong. Then, choose the best answer from the answer choices that remain. Learn how to use the process of elimination by completing the following practice questions.

★ Learning to Use the Process of Elimination

Use the following guidelines to help you eliminate wrong answer choices.

- Eliminate a statement that doesn’t make sense.
- Eliminate an answer that states just the opposite of what the paragraph says.
- Look for something in the answer choice that is not mentioned in the paragraph.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

The Great Flu Epidemic

A flu epidemic at the end of World War I proved disastrous to people all over the world. Some observers believe that it began among American soldiers in Kansas. When they were sent abroad to fight, they carried the virus to Europe. By the end of 1918, many soldiers in European armies had been stricken with the flu.

The disease spread quickly throughout Europe. The three chief statesmen at the peace conference—the American president Woodrow Wilson, the British prime minister David Lloyd George, and the French premier Georges Clemenceau—all were sick with the flu during the negotiations that led to the Treaty of Versailles.

The Spanish flu, as this strain of influenza was called, was known for its swift and deadly action. Many people died within a day of being infected. Complications also arose from bacterial infections in the lungs, which caused a deadly form of pneumonia.

In 1918 and 1919, the Spanish flu spread around the world with devastating results. Death tolls were enormous; in Russia, 450,000; in India, at least 6,000,000; in the United States, 550,000. It has been estimated that 22 million people, or more than twice the number of people killed in World War I, died from the great flu epidemic between 1918 and 1919.
Choose the correct answer:

1. What was the Spanish flu?
   - A a deadly disease that killed many Spaniards
   - B a deadly virus that spread through the world in 1918 and 1919
   - C a deadly virus that disrupted the peace meetings to end World War I
   - D a virus that ended World War I

Step 1. Read the passage and then look back at it to answer the questions. Finding the keyword from the question will help you choose the right answer. Now you can use the process of elimination. Is answer choice (A) correct?
   - ☐ Yes, it is correct. I’ll read the other answer choices just in case.
   - ☐ No, it is not correct because ______________________________. Eliminate it.
   - ☐ I don’t know. I’ll keep it and read the other answer choices.

Step 2. Is answer choice (B) correct?
   - ☐ Yes, it is correct. I’ll read the other answer choices just in case.
   - ☐ No, it is not correct because ______________________________. Eliminate it.
   - ☐ I don’t know. I’ll keep it and read the other answer choices.

Step 3. Use the same process of elimination for answer choices (C) and (D).

Step 4. Which answer choices remain? ______________________________

If more than one answer remains, reread the paragraph again to answer the question. Choose the most logical answer.

Standards Practice

2. Where is it believed the Spanish flu began?
   - A in Russia
   - B in Kansas
   - C in Spain
   - D in France

3. What is the estimated number of deaths from the Spanish flu?
   - A six million
   - B 450,000
   - C twice the number of fatalities of World War I
   - D 550,000
LESSON 2
Interpreting Maps to Answer Questions

A test question may ask you to read and interpret a map in order to determine the correct answer. You know from your textbook that general purpose maps can direct you down the street, across the country, or around the world. These maps show a wide range of general information about a particular area. Sometimes maps will also be paired with a reading or a chart that gives you more information.

★ Learning to Read Maps to Answer Questions

- Determine what kind of map is presented by reading the map title and the map key.
- Look for special symbols in the map key, if it exists, that represent information on the map.
- Read any additional material that accompanies the map.
- Read the test question and decide what it is asking you, then examine the map to find the answer.

★ Practicing the Skill

Examine the map. Complete the activity that follows.

There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts. The map key unlocks the information presented on the map. On this map of Germany, for example, dots mark cities.

A measuring line called the map scale shows you that distance on the earth is represented by the measurement on the scale bar. Map scale is usually given in both miles and kilometers.

On a road map, the key tells what map lines stand for paved roads, dirt roads, and interstate highways. A pine tree symbol might represent a park, while an airplane is often the symbol for an airport.

The compass rose is a symbol that tells you where the cardinal directions—north, south, east, and west—are positioned on a map. An intermediate direction, such as southeast, may also be on the map. Intermediate directions fall between the cardinal directions.
Bonn is about 150 miles from Nuremberg. What is the approximate distance in kilometers?

A about 240 kilometers
B about 500 kilometers
C about 600 kilometers
D about 750 kilometers

Tip
Maps that appear in tests are often special purpose maps that are made to present specific kinds of information, such as the population density of a region, the distribution of natural resources, or historical information. Pay special attention to the title of the map and the map key to determine what it is showing.

Step 1. The question asks you to determine the distance in kilometers from Bonn to Nuremberg. For this question, you can use the process of elimination to determine the best answer choice.

☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because _____________________________________________________.
   Eliminate it.
☐ I don’t know. I’ll keep it and read the other answer choices.

Step 2. Is answer choice (B) correct?

☐ Yes, it is correct. I’ll read the other answer choices just in case.
☐ No, it is not correct because _____________________________________________________.
   Eliminate it.
☐ I don’t know. I’ll keep it and read the other answer choices.

Step 3. Use the same process of elimination for answer choices (C) and (D).

Step 4. Which answer choices remain? ____________________________________________
If more than one answer remains, look back at the map again and choose the most logical answer.

Standards Practice

In which direction would you travel on a trip from Berlin to Frankfurt?

A northwest
B southwest
C northeast
D southeast

How much farther is it from Munich to Dresden than from Munich to Stuttgart?

A about 50 miles
B about 200 miles
C about 250 miles
D about 100 miles
A test question may ask you to locate and use information that is presented in a chart or table. After studying the data in a chart or table, you will be able to analyze patterns or compare information. For example, one chart may show population trends over a period of time. Another chart may compare the population during certain time periods with its average life span.

★ Learning to Interpret Charts and Tables
- Read the chart’s or table’s title to determine its subject.
- Read each column’s heading and each row’s label.
- Study the data vertically in each column and horizontally across the rows.
- Identify relationships and draw conclusions.

★ Practicing the Skill
Examine the table below. Complete the activity that follows.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Health</td>
</tr>
<tr>
<td>Australia</td>
<td>388,462</td>
<td>6.0</td>
</tr>
<tr>
<td>Brazil</td>
<td>601,733</td>
<td>2.9</td>
</tr>
<tr>
<td>Canada</td>
<td>706,647</td>
<td>6.6</td>
</tr>
<tr>
<td>Germany</td>
<td>1,866,131</td>
<td>7.9</td>
</tr>
<tr>
<td>Indonesia</td>
<td>150,196</td>
<td>0.8</td>
</tr>
<tr>
<td>Singapore</td>
<td>91,473</td>
<td>1.2</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1,429,670</td>
<td>5.8</td>
</tr>
<tr>
<td>United States</td>
<td>9,810,200</td>
<td>5.7</td>
</tr>
</tbody>
</table>

Source: Based on 2003 World Development Indicators Database, World Bank.

★ Tip
Questions about charts and tables sometimes require outside knowledge to arrive at the correct answer. If the answer to the question is not stated directly in the chart, use the process of elimination to find the answer choice that is best supported by the data in the chart.
Examine the countries shown in the table and the data included in that table. Which country listed in the table spends the most in total dollars for health care?

A Germany
B the United Kingdom
C the United States
D Canada

Step 1. Breaking down a chart into its specific elements or parts will help you to interpret the chart. Examine the Public Expenditures data in the table on the previous page. What is the subject of the chart? What are the chart’s column headings? Row labels? Make sure you have a complete awareness of the data being presented in the table and how the table is organized before you proceed with answering the question.

Step 2. To answer question 7, you’ll need to perform some calculations. Notice that the question is asking you to compare the total expenditures for health care in dollars—not in percentage. So, in order to provide a correct answer to this question, you’ll need to figure out what dollar value each percentage represents.

Step 3. Examine the countries listed in the answer choices and calculate each of their expenditures on health care.

\[
\text{GDP} \times (\% \text{ spent on health care}) = \text{Total dollars spent on health care}
\]

Answer choice (A) 
Answer choice (B) 
Answer choice (C) 
Answer choice (D) 

Step 4. Compare the amounts and choose the correct answer from the possible choices.

**Standards Practice**

8 Which country spends the least in total dollars on education?

A Indonesia
B the United States
C Brazil
D Singapore

9 Which country spends the highest percentage of its GDP on public expenditures?

A Germany
B the United Kingdom
C Singapore
D the United States
**LESSON 4
Reading and Interpreting Graphs**

Drawings that present statistical data are known as graphs. Different kinds of graphs may be used to show different kinds of information. Line graphs show how statistics change over time. Bar graphs compare data. Circle graphs show relationships among parts of a whole. Some of the questions on the test may ask you to draw conclusions from the information presented in a graph. Sometimes you may also be asked to calculate an answer from this data.

**★ Learning to Interpret Graphs to Answer Questions**

- Read the graph’s title and determine which type of graph is presented.
- Read all the labels identifying parts of the graph.
- Analyze the data, make comparisons, and draw conclusions.

**★ Practicing the Skill**

Study the map, bar graph, and table below. Answer the question that follows.

---

**Industrial Revolution: Great Britain**

**Population Growth in Selected British Cities, 1685–1880**

<table>
<thead>
<tr>
<th>Year</th>
<th>Liverpool</th>
<th>Sheffield</th>
<th>Worcester</th>
<th>Manchester</th>
<th>Birmingham</th>
<th>Norwich</th>
<th>Bristol</th>
</tr>
</thead>
<tbody>
<tr>
<td>1685</td>
<td>4</td>
<td>4</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>1760</td>
<td>40</td>
<td>30</td>
<td>11</td>
<td>35</td>
<td>30</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>1880</td>
<td>552</td>
<td>284</td>
<td>40</td>
<td>384</td>
<td>400</td>
<td>80</td>
<td>206</td>
</tr>
</tbody>
</table>

Figures in thousands of people


Which industrial city grew the most from 1685 to 1880?

A. Liverpool  
B. Sheffield  
C. Manchester  
D. Birmingham
Step 1. The question asks you to determine which city grew the most between 1685 and 1880. Use the process of elimination to determine the best answer choice based on the data presented. Is answer choice (A) correct?

☐ Yes, it is correct. I’ll read the other answer choices just in case.

☐ No, it is not correct because __________________________. Eliminate it.

☐ I don’t know. I’ll keep it and read the other answer choices.

Step 2. Is answer choice (B) correct?

☐ Yes, it is correct. I’ll read the other answer choices just in case.

☐ No, it is not correct because __________________________. Eliminate it.

☐ I don’t know. I’ll keep it and read the other answer choices.

Step 3. Is answer choice (C) correct?

☐ Yes, it is correct. I’ll read the other answer choices just in case.

☐ No, it is not correct because __________________________. Eliminate it.

☐ I don’t know. I’ll keep it and read the other answer choices.

Step 4. Is answer choice (D) correct?

☐ Yes, it is correct. I’ll read the other answer choices just in case.

☐ No, it is not correct because __________________________. Eliminate it.

☐ I don’t know. I’ll keep it and read the other answer choices.

Step 5. Which answer choice remains?

---

**Standards Practice**

11 Which country in the United Kingdom contained the greatest number of coal fields?

A Wales
B England
C Ireland
D Scotland

12 It can be concluded from the information in the graph and map that most centers of industry in Great Britain developed as a result of

A the availability of cheap labor.
B the American Revolution.
C the availability of natural resources.
D their locations near bodies of water.
The test may include questions that are based on time lines. A time line is a visual way to show in what order key events happened during a certain period of history. Time lines are divided into sections that mark different periods of time, and time lines can represent short periods such as individual years or long periods such as centuries. Each event on a time line appears beside or linked to the date when the event took place. Time lines can also be horizontal or vertical.

★ Learning to Read a Time Line

- Read the time line’s title to determine its purpose.
- Look at the span of years the time line covers and note the time between dates on the time line.
- Study the order of the events.
- Analyze the relationship among the events or look for trends.

★ Practicing the Skill

Study the time line below. Complete the activity that follows.

Africa and the Middle East

1948 — Israel declares statehood
1957 — First British African colony gains independence
1962 — Nelson Mandela arrested and imprisoned
1963 — Organization of African Unity formed
1964 — Palestine Liberation Organization formed
1967 — Six-Day War begins
1979 — Israel and Egypt sign the Camp David Accords
1984 — Desmond Tutu wins Nobel Peace Prize
1990 — Iraqi attack on Kuwait leads to Persian Gulf crisis
1994 — Nelson Mandela becomes South Africa’s first black president
2003 — United States and its allies overthrow Iraqi dictator
Choose the correct answer:

According to the time line, which of the following events happened earliest?

A Nelson Mandela becomes first black president of South Africa
B Iraqi dictator is overthrown
C Palestinian Liberation Front is organized
D Israel and Egypt sign the Camp David peace accords

★ Tip

Before you answer a question associated with a time line, study the time line and be sure you know which event is associated with which date. Dates on a time line are always in order, so events associated with these dates will also appear in the correct sequence.

Step 1. The question asks you to determine which event on the list happened first. This means that you should check each event’s position on the time line and then determine whether it occurred earliest of this group.

Step 2. It is helpful to go through each answer one at a time. First ask, is the answer choice (A) close to the earliest date on the time line?

☐ Yes, it is very close. I’ll read the other answer choices just in case.
☐ It is not close at all to the earliest date, so I’ll eliminate it for now.

Step 3. Is answer choice (B) close to the earliest date on the time line?

☐ Yes, it is very close. I’ll read the other answer choices just in case.
☐ It is not close at all to the earliest date, so I’ll eliminate it for now.

Step 4. Go through the same questions for the remaining answer choices (C) and (D).

Step 5. Which answer choice(s) are left? _____________________________

Step 6. Compare these answer choices. Which one came earliest? _____________________________

Standards Practice

14 According to the time line, which of the following statements is true?

A Six-Day War begins after Nelson Mandela was imprisoned.
B Iraq attacked Kuwait because of the Persian Gulf crisis.
C The Six-Day War was fought before Israel declared statehood.
D Tutu becomes South Africa’s first black president.

15 Which of the following events is out of order?

A Nelson Mandela arrested.
B Six-Day War begins.
C Israel declares its statehood.
D Israel and Egypt sign the Camp David Accords.
Most of the time, the answers to test questions can be found in the reading passage or on the map or chart. Sometimes, however, you have to infer. Inferring means that you must think beyond the information in the passage or graphic. To answer a question by inferring, you must analyze the information in the passage or graphic and decide which answer makes the most sense. You may have to use information you already know to answer the question.

Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe key features and details, then decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

Practicing the Skill

Read the passage below. Complete the activity that follows.

Two Archaeological Treasures

The two finest historical and archaeological sites in the Americas are located high in the Andes mountains of Peru. One of these is Cuzco, the ancient capital of the Inca. Built on the huge rock foundations of earlier civilizations, Cuzco has been named the Archaeological Capital of South America and a Cultural Treasure of Humanity. When the Spanish conquistador Francisco Pizarro first saw Cuzco, he wrote to the king of Spain: “This city is the greatest and finest seen in this country or anywhere in the Indies. We can assure your majesty that it is so beautiful and has such fine buildings that it would be remarkable even in Spain.”

The second and even more magnificent site, one which Pizarro never found, is that of Machu Picchu, the abandoned Incan city that was only rediscovered in 1911. Machu Picchu, a Historic National Sanctuary, is so remote that even today it can only be reached by hiking trails and a small narrow-gauge railroad. Yet many thousands of visitors come each year to view its grandeur and hike the Inca Trail. Situated on top of a mountain and surrounded by terraces for growing crops and aqueducts for water, the houses and temples are built of stone connected by narrow stone walkways. Archaeologists and historians have commented that the masonry was the work of master artisans.

The problem today is that the increasing number of visitors is posing a danger to both Cuzco and Machu Picchu. People damage the ruins by chipping away souvenirs. They also litter the trails and set campfires that get out of control. Extreme weather conditions—excessive rainfall followed by dry spells—also have taken their toll. Erosion has worn away terraces and damaged stone construction. What can be done to protect these priceless areas and yet allow people to enjoy their splendors?
Answer the following question:

16 The selection gives you reason to believe that the Peruvians will
   A ignore the problems faced by Cuzco and Machu Picchu.
   B ban tourists from the historical sites.
   C take steps to preserve the sites while allowing some tourism.
   D hand the sites over to the United Nations.

★ Tip
You infer every day. When you see a friend with a smile on her face, you infer that something good has happened to her. Seeing snow on the ground in the morning, you infer that it snowed over night. The thinking you do every day will help you answer questions by inferring.

How to determine the best answer:
You know after you have looked at the possible answers that this question involves inferring. Refer back to the reading and underline key words and phrases to help you see what makes the most sense.

Step 1. The reading explains that Cuzco and Machu Picchu have both been designated as sites of historical significance. Answer A would not make sense in that context.

Step 2. The reading ends asking about the balance between preserving the areas and allowing people access to them, not about banning tourism. Answer B is probably incorrect.

Step 3. The reading ends asking about the balance between preserving the areas and allowing people access to them. Answer C may be correct.

Step 4. The reading does not mention United Nations involvement. Answer D can’t be right.

Step 5. Answer C is therefore correct.

Standards Practice

Answer the following questions on the paragraphs above by using inference.

17 Why do tourists damage these historic areas?
   A They wish to be the only persons allowed to see them.
   B They are exerting political pressure on Peru to open the areas to more tourism.
   C They are careless about how they act in these areas and treat their resources.
   D Tourists do not damage the areas.

18 What might be important about resolving this dilemma for the government of Peru?
   A It wishes to remain in good graces with the rest of the world.
   B It can determine how to attract more tourists.
   C It has other historic areas that may see the same problems.
   D If it can reduce tourism, it can develop the land around these areas.
Some questions on the test may ask you to identify the similarities or differences between two or more items. When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different. You also explore relationships and draw conclusions.

★ Learning to Compare and Contrast

*Identify or decide what subjects are being compared or contrasted.*

*Determine common categories in which comparisons or contrasts can be made.*

*Look for similarities and differences in these areas.*

*You may organize your comparisons/contrasts with a graphic organizer.*

★ Practicing the Skill  

Read the passage and answer the question that follows.

International Women’s Conferences

As women around the world organized movements to change the conditions of their lives, an international women’s movement emerged. Especially in the 1970s, much attention was paid to a series of international conferences on women’s issues. Between 1975 and 1985, the United Nations celebrated the Decade for Women by holding conferences in such cities as Mexico City, Copenhagen, and Nairobi.

The conference made clear how women in both industrialized and developing nations were organizing to make people aware of women’s issues. They also made clear the differences between women from Western and non-Western countries.

Women from Western countries spoke about political, economic, cultural and sexual rights. In contrast, women from developing countries in Latin America, Africa, and Asia focused on bringing an end to the violence, hunger, and disease that haunts their lives.

At the International Women’s Year Tribunal in Mexico in 1974, sponsored by the United Nations, Dimitila Barrios de Chungara, a miner’s wife from Bolivia, expressed her lack of patience with professional women at the conference. She said, “So, I went up and I spoke. I made them see that they don’t live in our world. I made them see that in Bolivia human rights aren’t respected...Women like us, housewives, who get organized to better our people well, they [the Bolivian police] beat us up and persecute us.”
How to determine the best answer:
Step 1. The question is asking that you compare and contrast. One way you can explore similarities and differences is to use a Venn diagram. Draw two circles that overlap as shown.

Step 2. Where the two circles overlap, place characteristics that Western and non-Western women have in common. Where there is no overlap, place characteristics of only the women labeled.

Step 3. Use the process of elimination to rule out some answer choices. If more than one answer remains, choose the most logical answer.

Standards Practice

20 What were the concerns of non-Western women?
A talking to professional women
B end violence, hunger and disease that affected their lives
C enjoying political and economic equality
D how to get to the women’s conferences

21 What was the U.N. designation for the years between 1975 and 1985?
A Decade of Women
B International Women’s Conferences
C International Women’s Year Tribunal
D United Nations Year of Women
LESSON 8
Relating Cause and Effect

An event or condition that makes something happen is known as a cause. What happens as a result is called the effect. Some questions on the test may ask you to identify cause-and-effect relationships. Learn how to answer these questions by completing the following activities.

★ Learning Cause-and-Effect Relationships

Use the following guidelines to help you perceive cause-and-effect relationships.

• Select an event.
• Compare what it was like before the event happened (causes) and after it happened (effects).
• Look for vocabulary clues to help decide whether one event caused another. Words or phrases such as brought about, produced, resulted in, and therefore indicate cause-and-effect relationships.
• Describe the causes and effects of the event.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

Chinese Society in Transition

When European traders began to move into China in greater numbers in the mid-1800s, Chinese society was already in a state of transition. The growth of industry and trade was especially noticeable in the cities, where a national market for such commodities—marketable products—as oil, copper, salt, tea, and porcelain had appeared. Faster and more reliable transportation and a better system of money and banking had begun to create the foundation for a money economy. New crops brought in from abroad increased food production and encouraged population growth. The Chinese economy had never been more productive.

The coming of Westerners to China affected the Chinese economy in three ways. Westerners: (1) introduced modern means of transportation and communications; (2) created an export market; and (3) integrated the Chinese market into the nineteenth-century world economy.

To some, these changes were beneficial. Shaking China out of its old ways quickened a process of change that had already begun in Chinese society. Western influences forced the Chinese to adopt new ways of thinking and acting.

At the same time, however, China paid a heavy price for the new ways. Its local industry was largely destroyed. Also, many of the profits in the new economy went to foreign countries rather than back into the Chinese economy.

During the first quarter of the twentieth century, the pace of change in China quickened even more. After World War I, which temporarily drew foreign investment out of the country, Chinese businesspeople began to develop new ventures. Shanghai, Wuhan, Tianjin, and Guangzhou became major industrial and commercial centers with a growing middle class and an industrial working class.
Which of the following was a major cause of changes in the Chinese economy in the mid—1800s?

A growth of a middle class
B destruction of local businesses
C the coming of Westerners to China
D the end of World War I

Tip

Some standardized test practice questions may ask you to recall the results of a certain event. In these questions, first determine that it is a cause-and-effect question. Then use the process of elimination to help you choose the correct response.

How to determine the best answer:

Step 1. When studying complex historical movements such as Chinese society in transition, a graphic organizer can help in understanding multiple causes and effects. Create a graphic organizer like the one below to organize the information you just read:

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effect (Cause)</th>
<th>Effects</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td><strong>Chinese Society in Transition</strong></td>
<td></td>
</tr>
</tbody>
</table>

You can “fill in” the graphic organizer with each answer in turn to see whether it fits. Since this question gives you multiple answer choices, you can use the process of elimination, too.

Standards Practice

Which of the following was NOT a major effect of Westerners coming to China?

A introduction of modern means of transportation and communication
B brought the Chinese market into the nineteenth-century world economy
C local industry largely destroyed
D temporarily drew foreign investment out of China
The question “What is this writing about?” is answered in the main idea. Every section in your textbook has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the topic sentence of the paragraph. Sometimes the main idea is implied rather than stated.

★ Learning to Identify the Main Idea

Use the following guidelines to help you identify the main idea.

- Read the selection carefully.
- Look for the main idea and jot it down in your own words.
- Look for the same main idea in a topic sentence.
- Reread the selection to see whether other sentences support the main idea.

★ Practicing the Skill

Read the selection below. Complete the activity that follows.

The Zapatistas

Although Mexico won its independence from Spain in 1821, life was hard for the Mexican masses, made up mostly of poor, landless peasants. In 1910, after years of dictatorship, the Mexican people overthrew their leader, Porfirio Díaz. Several revolutionary leaders then vied for power. One was Emiliano Zapata, who led a group of peasants and workers called the Zapatistas.

Proudly wearing the white pants and white shirts that marked them as farm laborers and shouting “Land and Liberty!,” the Zapatistas swept from estate to estate. When a landowner held out, Zapata’s anger could not be held back. Once inside, his men would destroy the entire estate, burning buildings and crops. Whenever a landowner surrendered, Zapata would take the estate and divide the land among the peasants. He was regarded as a true champion of the peasants’ right to own the land on which they labored.

In 1919, Zapata died violently at the hands of his enemies. However, the ideals for which he fought lived on and shaped the course of Mexican history. Gradually, the goals of Mexico’s revolution began to be realized through law instead of conflict. Although the Mexican Revolution did not end poverty and illiteracy, it did bring political stability, economic progress, and a measure of social justice.
Determining the main idea:
Using the information from the selection, fill in the spaces below.

1. Topic sentence:

   • Detail sentence:

   • Detail sentence:

2. Concluding sentences:

   • Detail sentence:

Standards Practice
Based on the reading selection, answer the following questions.

24 Which of the following sentences best states the main idea of the reading?

A  The history of Mexico is one that other Americans should study.

B  The Zapatistas shaped the course of Mexican history.

C  Peasants in many countries should revolt against their leaders.

D  Mexican government should return to a more stable dictatorship.

25 What does the painting by José Clemente Orozco portray?

A  Mexican peasants who are prepared to fight

B  the death of Emiliano Zapata

C  the surrender of Zapatistas to Spain

D  the conditions of dictatorship under Porfirio Díaz
Lesson 10: Distinguishing Fact from Opinion

Learning to distinguish fact from nonfact can help you make reasonable judgments about what others say. A fact is a statement that can be proven by evidence such as records, documents, statistics, or historical sources. A nonfact, often expressed as an opinion, is a statement that may contain some truth but also contains a personal view or judgment.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

Transforming Beijing

In the 20-some years since Deng Xiaoping’s experiment in free enterprise began [in Beijing], the blocky Soviet–style monuments built by Mao have been overtaken by the bright lights of McDonald’s, Kentucky Fried Chicken, and thousand of private restaurants and nightclubs catering to foreign visitors and investors.

The building boom has swept away much of what was once a major characteristic of the old city: the low, walled alleyways called butong. Some of the family compounds were hundreds of years old and housed three generations. The government is moving more than 2 million of the city’s 11 million residents out to the suburbs to make room for new tourism centers, department stores, and expensive apartment compounds.

As one long-time Beijing resident put it, “The old city is gone. Old things like the Forbidden City or a temple are scattered between skyscrapers like toys thrown here and there. Old Beijing is dismembered.”

Along with all the tearing down and building up that has occurred in the last two decades, China’s production has climbed steadily. Per capita annual income for city dwellers has almost doubled since 1990 to more than $600. Foreign businesses hoping for a share of the vast Chinese market have rushed in.

Not all of these entrepreneurs have been welcomed by Beijing’s residents, however. A mammoth complex called the Oriental Plaza, for example, has been the focus of controversy. Built by a Hong Kong business partnership, the complex contains eight office towers, two apartment towers, and a five-star international hotel. It also includes more than a million square feet (93,000 square m) of retail mall and a parking structure for 2,000 cars and 10,000 bicycles.

Even for a city of large monuments, the Oriental Plaza is beyond big. Residents complain that the project destroys the character of the old city, dwarfing as it does The Gate of Heavenly Peace.
Which of the following is an OPINION in the article?

A Many foreign businesses are now part of Beijing’s economy.

B Many Soviet-style monuments have been replaced by Western retail buildings.

C Some Beijing residents don’t care for the new shopping and business complexes.

D Many new building projects in Beijing are eyesores.

★ Tip

Sometimes opinions are supported by facts, which can make the opinions in a reading passage also seem true. Read carefully and ask yourself, can this be proved? Where could I find information to verify this statement?

Which of the following is a FACT in the article?

A Beijing is no longer a beautiful historical Chinese society.

B Old Beijing is dismembered.

C Beijing’s building boom has done away with the city’s old, low walled alleyways.

D The new Oriental Plaza destroys the character of the old city.
Original records of events made by eyewitnesses are called primary sources. Primary sources include letters, journals, autobiographies, legal documents, drawings, speeches, photographs, maps, and other objects made at the time. Each primary source can give some kinds of information but not necessarily the whole picture. For example, a letter from an immigrant to another country might tell about the difficult journey but will not tell how many people immigrated.

★ Practicing the Skill

Read the passage and answer the question that follows.

Stirrings of Nationalism

An Indian nationalist named Dadabhai Naoroji admired British self-government. He feared, however, that colonial policies might prevent this system from ever coming to India. In 1880, he described these policies and their effect on India in a strongly worded memo to British officials.

Europeans occupy almost all the higher places in every department of government. . . . While in India they acquire India’s money, experience, and wisdom, and when they go they carry both away with them, leaving India so much poorer. . . . Thus India is left without, and cannot have, those elders in wisdom and experience who in every country are the natural guides of the rising generations. . . .

Every European is isolated from the people around him. . . . For any . . . guidance or sympathy with the people, he might just as well be living in the moon. The people know not him, and he knows not nor cares for the people. Some honorable exceptions do now and then make an effort to do some good, . . . but in the very nature of things, these efforts are always feeble . . . and of little permanent effect. . . .

The Europeans are not the natural leaders of the people. They do not belong to the people. They cannot . . . sympathize with their joys or griefs. . . .

There may be very few social institutions started by Europeans in which natives, however fit and desirous to join, are not deliberately and insultingly excluded. The Europeans . . . make themselves strangers in every way. . . .

. . . The thousands [of Indians] that are being sent out by the universities every year find themselves in a most [difficult] position. There is no place for them in their motherland. They may beg in the streets or break stones on the roads, for aught the rulers seem to care. . . .

. . . If the present material and moral destruction of India continues, a great convulsion must inevitably arise by which either India will be more and more crushed under the iron heel of despotism and destruction, or may succeed in shattering the destroying hand and power [that holds it down]. Far, far is it from my earnest prayer and hope that such should be the result of the British rule.

Like most visitors to a foreign land, the British sent postcards and bought souvenirs that reminded them of India. The postcard on the left from the 1890s shows a British traveler in India. The photo below shows the Victoria Memorial, built by the British in Calcutta.
What is the general subject of Dadabhai Naoroji’s memo to British officials?

What key words or phrases are used?

Based on your knowledge of social studies, and the effects of colonialism, explain why you disagree or agree with his declarations.

**Standards Practice**

What was a primary reason Naoroji wrote his memo to British officials?

A  He wanted to convince the British that if they did not allow Indians self-governance, they might be overthrown in India.

B  He wished to persuade the British to allow him to become part of the governing body in order to make necessary changes.

C  He tried to influence the British to crack down more strongly on Indians who were asking for independence.

D  He wanted to manipulate the passions of Indian revolutionaries so that they would overthrow the British government in India.
Historical illustrations and political cartoons show attitudes toward specific events or issues. Sometimes they can make people laugh or make them think. Symbols can also be used: for example, Uncle Sam represents the United States, and a dove stands for peace.

★ Learning to Interpret Primary Sources

- Is the illustration funny or serious?
- Look for symbols and figures. Are they used to stand for something else?
- Read any words that are included.
- Decide what the cartoonist is trying to say and put the message into your own words.

★ Practicing the Skill

Read the passage and study the illustration, then answer the question that follows.

Hong Kong

Hong Kong, an excellent natural harbor on the southern coast of China, became a dependency of the United Kingdom in the 1840s. In 1898 China leased Hong Kong and the Kowloon Peninsula (called the New Territories) to the United Kingdom for 99 years. Under British control, Hong Kong grew and prospered. Its low taxes and free port status—no duties are collected on imported goods—made it a center of trade. Hundreds of banks as well as stock exchanges made Hong Kong one of the world’s major financial centers.

The Chinese Communists, who came to power in 1949, never officially recognized British rule of Hong Kong. When the New Territories lease expired in 1997, the British honored a 1984 agreement by returning all of Hong Kong to China.

Berlin

In the late 1980s, the Communist nations of Eastern Europe were plagued with reduced production, decreased labor productivity, high inflation, and large trade deficits. The highly centralized economies, out of touch with consumer needs, caused widespread food shortages.

In 1989, as economic and political instability increased, Communist regimes either resigned or were overturned in East Germany, Czechoslovakia, Hungary, Poland, Romania, and Bulgaria. Mikhail Gorbachev, the leader of the Soviet Union, astounded the world by not only refusing to intervene in democratic uprisings but actually encouraging reform.

In 1961 the Communist East German government had built a concrete wall in Berlin to keep East Germans from fleeing to the West.

In November 1989, the East German government attempted to defuse the unrest there by opening the Brandenburg Gate at the Berlin Wall and allowing travel. In the following days, people on both sides of the wall attacked it with picks and shovels, opening huge holes. Finally, the government ordered the rest of the wall torn down, eventually reuniting East and West Germany.
What is the theme of the cartoon?

What do the cartoon’s figures and symbols represent?

What is the cartoonist’s interpretation of the two events?

Is the cartoonist supporting or opposing the return of Hong Kong to Communist China?

What is a similarity between Hong Kong and Berlin expressed in the reading and cartoons?

A Both are Communist cities and have active and vital ports.
B Neither of them resides within the United States or Europe.
C Both cities are controlled by countries other than those in which they are located.
D Neither city recognizes the currency and laws of the other.

★ Tip
Political cartoons are meant to cause debate. If you are asked to analyze an illustration on your test, make sure you describe it rather than agreeing or disagreeing with it. Take some time to study the illustration before answering the question.

What do the two men in the “German Reunification” cartoon represent?

A Germans and Americans
B East Germans and West Germans
C Germans and Chinese
D Communists and Capitalists

Which of the following is the most accurate statement about the cartoons?

A They favor Communist China’s position.
B They take a neutral stance on both Berlin and Hong Kong.
C They favor events in Berlin over events in Hong Kong.
D They favor events in Hong Kong over events in Berlin.
Final Assessment
According to the map, between 1890–1930 most immigrants to the United States came from

A  Eastern Europe.
B  Southern Europe.
C  Central Europe.
D  Asia.

[WH10.3.4]

Causes of the American Entrance into World War I

• Loss of innocent lives
• Loss of trade
• Defense of democracy against dictatorship
• Freedom of the seas
• The Zimmermann telegram
• ?

Which of the following BEST completes the list?

A  Trench warfare
B  Historical/cultural ties to British/French
C  The Red Scare
D  Japan gains rights in Chinese territory

[WH10.5.1]
“Mr. President, the times call for candor. The Philippines are ours forever. And just beyond the Philippines are China’s unlimited markets. We will not retreat from either. We will not abandon an opportunity in [Asia]. We will not renounce our part in the mission of our race, trustee, under God, of the civilization of the world.”

—Senator Albert Beveridge, 1900

3. The ideals presented in the above passage can **BEST** be defined as
   
   A. realism.
   B. laissez-faire.
   C. emancipation.
   D. imperialism.

   [WH10.4.3]

4. The above diagram shows the major issues covered in President Wilson’s Fourteen Points. Which of the following **BEST** completes the chart?

   A. Germany stripped of armed forces
   B. Creation of the League of Nations
   C. Germany pays reparations
   D. Colonial rewards to Allies

   [WH10.6.1]
5. Which U.S. president decided to drop the atomic bomb on two Japanese cities in order to prevent heavy U.S. casualties in the event of an invasion of the Japanese mainland?

A. Harry S. Truman  
B. Theodore Roosevelt  
C. Winston Churchill  
D. Dwight D. Eisenhower  

[WH10.8.3]

6. The United States under Roosevelt originally followed a policy of neutrality during the tensions leading up to World War II because of the belief that

A. war is bad for business.  
B. World War I arms sales had brought the U.S. into that war.  
C. tensions were not bad enough to produce a war.  
D. involvement in the conflict would make shipping U.S. goods overseas difficult.  

[WH10.8.2]

7. Use the map and your own knowledge to finish the statement below.

The Americans adopted the policy of island-hopping to

A. acquire bases to move supplies and troops closer and closer to Japan.  
B. spy on Japanese military activity.  
C. acquire natural resources to further the war effort.  
D. force Germany to fight a war on more than one front.  

[WH10.8.3]
8. The Soviet leader who collectivized agriculture to promote rapid industrial growth was
   A. Vladimir Lenin.
   B. Nikita Khrushchev.
   C. Joseph Stalin.
   D. Leon Trotsky.
   [WH10.7.2]

9. In August 1900, an international force that included U.S. troops squashed what attack on foreign embassies in China?
   A. The Boxer Rebellion
   B. The Open Door policy
   C. The Tiananmen Square uprising
   D. The Japanese Rebellion
   [WH10.4.3]

10. Tensions leading to World War I began with the expansion of what empire?
    A. Holy Roman
    B. German
    C. Russian
    D. Ottoman
    [WH10.5.1]

11. Trench warfare during World War I quickly became best known for being
    A. a system for swift troop movements.
    B. a safe environment from enemy fire.
    C. a way to easily attack the enemy using infantry.
    D. a deadly stalemate.
    [WH10.5.4]

12. After the Holocaust of World War II, the United Nations created a Jewish state within
    A. the United States.
    B. Palestine.
    C. Poland
    D. Germany.
    [WH10.9.6]

13. The Tet Offensive demonstrated to Americans that
    A. the Vietcong won a major victory.
    B. the Vietnam War was almost over.
    C. the Vietcong was stronger than expected.
    D. their soldiers pillaged and burned villages.
    [WH10.9.3]

14. What made it possible for the Organization of Petroleum Exporting Countries (OPEC) to keep the price of oil high in the 1970s?
    A. OPEC negotiated high prices through collective bargaining.
    B. The worldwide demand for oil was high.
    C. OPEC paid its employees well.
    D. The supply of oil throughout the world was high.
    [WH10.10.2]

15. The three major parts of Napoleon’s Grand Empire were
    A. the First Estate, the Second Estate, and the Third Estate.
    B. France, Morocco, and Algeria.
    C. the French Empire, the dependent states, and the allied states.
    D. Austria, Prussia, and Serbia.
    [WH10.2.4]

16. What were the two major reasons that Napoleon’s Grand Empire collapsed?
    A. Napoleon’s greed and laziness within his bureaucracy
    B. The survival of Great Britain and the force of nationalism
    C. The resentment of the clergy and the plotting of the accountants
    D. France’s weak economy and the drain of Napoleon’s many wars
    [WH10.2.5]
The Declaration of the Rights of Man and the Citizen proclaimed
A equal rights for all men, but no political rights for women.
B an end to the monarchy and the abolishing of a National Assembly.
C equal rights for all citizens, including equal political rights for women.
D an end to the National police force.
[WH10.2.4]

The British novelist Charles Dickens became very successful with his
A romantic novels focusing on the pastoral life of Britain’s farming community.
B Gothic novels showing the dangers of man’s attempt to dominate nature.
C secular novels portraying criminals who were evil.
D realistic novels focusing on the lower and middle classes in Britain.
[WH10.3.7]

The regional pact formed in response to the American-led NATO alliance was
A NATO
B The Warsaw Pact
C CENTO
D SEATO
[HW 10.9.8]

Under__________ the Bolsheviks made peace with Germany during World War I.
A the Treaty of Versailles
B the Treaty of Brest-Litovsk
C the Munich Agreement
D the Treaty of Tordesillas
[WH10.7.1]

One form of Marxist socialism was eventually called
A Engelism.
B Euroism.
C communism.
D proletariatism.
[WH10.3.6]
22. A political ideology of the 1920s and 1930s that was aggressively nationalistic and opposed to Communism was
   A. authoritarianism.
   B. Fascism.
   C. capitalism.
   D. democracy.
   [WH10.7.3]

23. In 1930, the Muslim League was beginning to believe in the creation of a separate Muslim state of
   A. Nehru.
   B. Islamabad.
   C. Pakistan.
   D. Manchuria.
   [WH10.4.3]

24. The term “final solution” referred to which of the following?
   A. The United States’s entrance into World War II
   B. The development of trench warfare
   C. The Treaty of Versailles
   D. The extermination of Jews in Nazi death camps
   [WH10.8.5]

25. The above diagram lists the events that shifted American opinion from neutrality toward helping the Allies in World War II. Which of the following BEST completes the diagram?
   A. Congress passes the Lend-Lease Act
   B. The Holocaust
   C. Sinking of the Lusitania
   D. Japan’s attack on Pearl Harbor
   [WH10.8.3]
26 Why did Japan join the Axis during World War II?

A Germany invaded the Soviet Union  
B United States embargoed Japan  
C China joined the Allies  
D Hitler threatened Japan  
[WH10.8.1, WH10.8.2]

27 Gandhi encouraged his followers to protest British laws by all of the following means EXCEPT

A withholding of taxes.  
B boycotting British goods.  
C using homemade salt.  
D blowing up British railroad tracks.  
[WH10.4.3]

28 In Plato’s just state, people are divided into three groups:

A citizens, resident foreigners, and slaves.  
B warriors, landowners, and farmers.  
C philosopher-kings, warriors, and producers.  
D philosopher-kings, merchants, and farmers.  
[WH10.1.2]

29 Study the following passage.

“The storm has died away, and we are still restless, uneasy, as if the storm were about to break. Almost all the affairs of men remain in terrible uncertainty. We think of what has disappeared, and we are almost destroyed by what has been destroyed; we do not know what will be born, and we fear the future. . . . Doubt and disorder are in us and with us. There is not a thinking man, however shrewd or learned he may be, who can hope to dominate this anxiety, to escape from this impression of darkness.”

—Paul Valery

The passage describes what feeling following World War I?

A Nationalism  
B Disillusionment  
C Liberalism  
D Realism  
[WH10.6.4]
Nationalism is BEST defined as

A  the unique cultural identity of a group based on common language, religion, and national symbols.
B  a movement to end slavery.
C  a belief in the equal rights of men.
D  the extension of a nation’s power over other lands.

Study the headline below.

LUSITANIA SUNK
  Boston Evening Globe
  May 7, 1915

The situation referred to in the headline had what impact on world affairs?

A  It started World War I.
B  It ended World War I.
C  It turned world opinion against Great Britain.
D  It was one factor that drew the U.S. into World War I.

In 1903 Phillipe Bunau-Varilla staged a revolt in Panama so that America could gain rights to what?

A  The Strait of Magellan
B  The Mississippi River
C  The Panama Canal
D  The Suez Canal

Social Darwinists explained economic progress as a consequence of

A  privilege and opportunity.
B  the strong and the fit growing wealthy while the inferior fall into poverty.
C  historical consequences.
D  the survival of the physically fit.
34 The American industrial workforce of the late 1800s was fueled by substantial population growth due to immigration from
   A  Eastern Europe and China, where socioeconomic conditions were difficult at the time.
   B  Mexico, where drought made agricultural workers seek land elsewhere.
   C  Western Europe, where economic recession drove workers overseas in search of jobs.
   D  Great Britain, where urban crowding after the Industrial Revolution made living conditions unpleasant.

[WH10.3.4]

35 By the late 1800s most European nations had made it easy to immigrate to the United States. The flood of immigrants into the country caused several new organizations to appear. One was called the American Protective Society. What was the goal of this group?
   A  These groups were established to make sure that the rights of the new immigrants were protected under the law after they arrived in America.
   B  Groups such as the American Protective Society encouraged and helped people immigrate to the United States.
   C  The American Protective Society was anti-immigrant and sought to stop immigration to the United States.
   D  The American Protective Society was an organization of Irish and German immigrants established to help new immigrants from those countries get established in the United States.

[WH10.3.4]

36 Colonial rule in Africa did not generally end, as many African leaders had hoped, after
   A  World War I.
   B  World War II.
   C  the Indian National Congress.
   D  the Ottoman Empire collapsed.

[WH10.6.2]
### New Social Classes of the Industrial Revolution

<table>
<thead>
<tr>
<th>Industrial Middle Class</th>
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<tbody>
<tr>
<td>• Included professionals and laborers</td>
<td></td>
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<tr>
<td>• Characterized by vision, ambition, and greed</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Industrial Working Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Included men, women, and children</td>
<td></td>
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<tr>
<td>• ?</td>
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#### 37 Which of the following BEST completes the chart above?

A. Fought for social change  
B. Lived in the suburbs  
C. Faced wretched working conditions  
D. Enjoyed excellent living conditions and good pay  

[WH10.3.3, WH10.3.4]

#### 38 One of the reasons that democratic reforms happened in some Latin American countries during the 1980s was

A. the unwillingness of some military leaders to deal with debt problems.  
B. the rampant spread of feudalism through Latin America.  
C. the closing of the gap between rich and poor.  
D. the growth of foreign markets for Latin American goods.  

[WH10.10.2]

#### 39 After the establishment of the OAS in 1948, the United States did all of the following EXCEPT

A. stop interfering in Latin American affairs.  
B. provide military aid to anti-Communist regimes.  
C. take action against pro-Communist governments.  
D. become more anxious about the spread of Communist regimes.  

[WH10.10.1]
### Reasons for Immigrating

**Push Factors**
- Farm poverty and worker uncertainty
- Wars and compulsory military service
- Political tyranny
- Religious oppression

**Pull Factors**
- Plenty of land and plenty of work
- Higher standard of living
- Democratic political system
- ?

The above chart lists the reasons people left their homelands to immigrate to the United States. Which of the following BEST completes the chart?

A. Opportunity for social advancement  
B. Luxury of voyage overseas  
C. Freedom of education  
D. Improved agricultural technology  

[WH10.3.4]

Most leaders of the newly independent African nations came from

A. the church.  
B. the industrial working class.  
C. the peasant farming class.  
D. the urban middle class.  

[WH10.10.2]
42 The African Union (AU) aims to
A promote the construction of fast-food restaurants.
B create a forum for arms-reduction talks.
C provide educational opportunities for African students.
D promote democracy and economic growth in Africa.
[WH10.10.3]

44 The _____ controlled the major groups within Mexican society, thereby giving it enormous control over the Mexican presidency.
A Mexican People’s Front
B Institutional Revolutionary Party
C People’s Liberation Army
D Chapel of Agriculture
[WH10.10.2]

43 In China, in order to fight the larger Nationalist Army, the Communists
A forced peasants to join their army.
B began using guerrilla tactics.
C went on the Long March to recruit new soldiers.
D refused to fight on the weekend.
[WH10.9.4]

45 Revolts against Communism in Poland, Hungary, and Czechoslovakia came as a result of
A the arms race with the United States.
B Nikita Khrushchev’s appointment as general secretary of the Communist Party.
C Communist intervention in the Korean War.
D economic exploitation and poor living conditions.
[WH10.9.5]
Jean-Jacques Rousseau believed people had adopted law and order in government in order to
A. preserve their personal property.
B. maintain a high moral standard.
C. avoid rebellion.
D. secure their natural rights.
[WH10.2.1]

The Berlin Wall was built in order to
A. stop the flow of supplies from West Germany to West Berlin.
B. prevent food from entering Poland.
C. prevent the smuggling of arms to anti-Soviet forces.
D. prevent East Germans from defecting to West Germany.
[WH10.9.2]

John Locke stated that government was formed to protect our
A. natural rights.
B. property.
C. health.
D. pursuit of happiness.
[WH10.8.3]
By 1980, the Soviet Union was ailing from all of the following causes EXCEPT one. Which one?

A  A declining economy  
B  Rising infant mortality  
C  Poor working conditions  
D  Too many political reforms  

[WH10.9.7]

During the 1980s, many Latin American governments came to believe all of the following EXCEPT that

A  Latin American governments controlled too many industries.  
B  peasants should grow more food for home consumption.  
C  industrialization had been too rapid.  
D  increasing their debt would help Latin American economies.  

[WH10.10.2]
<table>
<thead>
<tr>
<th></th>
<th>A</th>
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<th>C</th>
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