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OBJECTIVES ADDRESSED IN THE ACTIVITIES

The objectives in this workbook are addressed in many standardized social studies tests. The activities in the workbook give you the opportunity to practice the skills related to these objectives.

You will:

- interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.
- organize and interpret information from diagrams.
- analyze information by making inferences.
- create written, oral, and visual presentations of social studies information.
- analyze information by using graphs.
- interpret the social and political messages of cartoons.
- identify participants’ points of view from the historical context surrounding an event.
- use decision-making skills in a variety of settings.
- analyze information by comparing and contrasting.
- analyze information by making generalizations.
- interpret editorial writing.
- interpret information on charts and tables.
- organize and interpret information on time lines and analyze information by sequencing events.
- analyze information by identifying cause-and-effect relationships.
- use problem-solving and decision-making skills.
- analyze information by distinguishing between fact and opinion (nonfact).
- recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.
- use decision-making skills, working independently and with others, in a variety of settings.
- use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- analyze information by identifying the main idea of a reading.
- identify propaganda in written, oral, and visual material.
- support a point of view on a social studies issue or event.
- identify relevant factual material and group data in appropriate categories.
- analyze information and form hypotheses.
- analyze information by drawing conclusions.
- identify bias in written, oral, and visual material.
- analyze social studies information by making predictions.
WORKBOOK OVERVIEW

This workbook helps you prepare for standardized tests. Standardized tests in social studies cover many types of skills, some of which overlap with the skills found in other subject areas, such as mathematics, reading, and writing.

These activities provide practice with the following social studies skills:

- map reading
- chart and graph reading, interpretation, and construction
- time line reading and construction
- graphic organizer reading and construction
- diagram interpretation
- political cartoon interpretation
- reading and writing about social studies topics
- critical thinking about social studies topics
- understanding historical and geographical concepts
- applying social studies knowledge to new situations
- primary and secondary source use
- making inferences and drawing conclusions
- understanding the main idea of a passage
- writing a unified essay
- detecting bias and analyzing propaganda

In addition, the activities in this workbook provide practice in three major question formats:

- multiple choice
- open-ended short response
- open-ended extended response
PREPARING FOR A STANDARDIZED TEST

Learning About the Test

Standardized tests differ from one another. You need to become familiar with the specific test you will be taking. How can you best do this? There are three steps to preparing for any test:

• read about the test.
• review the content covered by the test.
• practice on questions like those on the test.

Reading About the Test

To do your best on a test, it is important that you learn all you can about the test. You should:

• know that you can always prepare for a test. At the very least, become familiar with the format of the test, the types of questions that will be asked, and the amount of time you will have to complete the test.
• use materials from The Princeton Review and Glencoe to learn about the particular test.
• read any information the state or testing company releases. Sometimes the test-writers will release information through the school. If they do not, you and your parents can look for information on the testing company’s or state board of education’s Internet site.

Reviewing the Content Covered by the Test

In addition to learning about the format of the test, you will benefit from reviewing the subject matter covered on the test. This will ensure that you are ready for both what the test asks and how it does so.

If there are specific objectives or standards that are tested on the exam you must take, your teacher can help you review the facts or skills specified by each standard in advance to be sure you are proficient in them. This workbook can help you do this. Each activity focuses on a common social studies objective.

Practicing

The most important part of your preparation for any standardized test is extensive practice. Practice tests allow you to become familiar with the content and format of the real exam. Reviewing practice questions and tests also allows you to review specific areas covered by the exam, to understand why you chose wrong answers, and to learn to avoid choosing wrong answers in the future. You should:

• practice all the types of questions you will encounter on the test—multiple choice, short response, and extended response. You should practice on real released tests whenever possible.
• understand the guidelines that will be used to evaluate your responses. You cannot give the test scorers what they want if you don’t know what the test scorers are looking for.
Test-Taking Tips

Four tips when taking the standardized test are to pace yourself, use the order of difficulty when it is applicable, guess when it is beneficial, and use the process of elimination to score your highest.

Pacing

Pace yourself depending on how the test is administered.

• If the test is timed, work carefully, but do not allow yourself to become stuck on any one question.
• If the test is untimed, work slowly and carefully. If you have trouble with an item, mark it and come back to it later. Keep in mind that you have no time limit, so you should not let yourself speed up unnecessarily.

Using the Order of Difficulty

Although not common, some standardized tests are arranged in order of question difficulty.

• If the test questions are arranged in order of difficulty, then the questions run from easy to medium to difficult, in that order. Get the easy and medium questions correct before moving on to the most difficult questions.
• As you enter the difficult sections of a test that progresses from easy to difficult, be aware that answer choices will become trickier. The obvious answer choice is probably not the correct answer to a difficult question.
• If the questions are not arranged in order of difficulty (that is, any question at any point could be easy, medium, or difficult), you should skip through the test, answering all the easier questions. Then go back and answer the more difficult items.

Guessing

Some tests impose a penalty for incorrect answers, usually a fraction of a point. Others do not. Find out if the test you are taking imposes a guessing penalty.

• If there is no penalty for incorrect answers, then you should answer every single question, even if you don’t have time to read it.
• If there is a penalty for incorrect answers, then you should only answer a question if you have read it, understood it, and are able to eliminate at least one answer choice.
Using the Process of Elimination

For any multiple choice question, you should know how to quickly and effectively use the process of elimination to narrow down the possible answer choices. Even when you are certain you know which answer is best, always confirm your knowledge by reading the other choices and eliminating them.

What is the capital of Western Samoa?
A Peru
B Paris
C London
D Vila
E Apia

The question above might be difficult to answer. However, you can easily eliminate choices A, B, and C, leaving you with a 50 percent chance of guessing correctly. If you do not eliminate any answer choices, you have only a 20 percent chance of guessing correctly.

Physically cross out answer choices you have eliminated (whenever the testing situation allows) so that you do not mistakenly fill in an answer oval for a choice you have mentally eliminated. Crossing out eliminated choices also ensures that you will not waste time rereading an answer that you know is wrong.

If a test has a definite order of difficulty, be aware that toward the end of the test it will be harder to eliminate choices, since the questions will become trickier and may involve vocabulary and/or concepts with which you are unfamiliar. Eliminate only those choices you understand completely and are certain are incorrect.

Right Before the Test

Be sure to do the following:

- get at least eight hours of sleep each night for the week leading up to the test.
- eat a nutritious breakfast.
- bring any necessary paperwork with you to the test, such as identification and registration forms.
- have plenty of sharpened pencils and erasers available.
- complete a few easy warm-up questions the morning of the test, allowing yourself to get into test-taking gear.
Social Studies Objective: The student will interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.

Cartographers draw maps to scale. On each map, a measured distance will represent a fixed distance on the earth. For example, one inch on a map may represent 100 miles; however, on another map, one inch might represent 1,000 miles. This relationship, or scale of distance, often is shown on a map scale—a line with numbers specifying the unit of measurement and the number of miles or kilometers this unit represents. On some maps, the scale appears as a fraction.

**Learning to Use a Map Scale**

To measure distances on a map, use the following guidelines.

- Find the map scale or scale fraction on the map.
- Identify the unit of measurement and the distance that unit represents.
- Using this unit of measurement, measure the distance between two points on the map.
- Multiply that number by the number of miles or kilometers represented by each unit.

**Practicing the Skill**

DIRECTIONS: Study the map on this page and complete the activity.

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 and towns.

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

The compass rose is a direction marker. This map symbol tells you where the cardinal directions—north, south, east, and west—are positioned. An intermediate direction, such as southeast, may also be on the compass rose. Intermediate directions fall between the cardinal directions.
DIRECTIONS: Study the map on the previous page to answer the following questions.

1. What is the purpose of a map scale?

2. On the map “Germany: Political,” where is the scale located?

3. What is the scale of miles on this map?

4. Suppose you are a merchant traveling from Munich to Frankfurt. About how far (in miles and kilometers) would you travel from one city to the other?

5. About how many inches long is the distance between Stuttgart and Dresden? How many miles is this measurement?

Standardized Test Practice

DIRECTIONS: Using the map on the previous page, answer the following questions by circling the letter of the correct answer.

1. 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

2. The distance between Dresden and Hamburg is about 350 kilometers. What is the approximate distance in miles?
   - F about 100 miles
   - G about 150 miles
   - H about 225 miles
   - J about 500 miles

3. In which direction would you travel on a trip from Berlin to Frankfurt?
   - A northwest
   - B southwest
   - C northeast
   - D southeast

4. How much farther is it from Munich to Dresden than from Munich to Stuttgart?
   - F about 250 miles
   - G about 200 miles
   - H about 150 miles
   - J about 80 miles
A simplified drawing that shows how something works is called a diagram. Some diagrams use arrows to show movement or relationships. For example, the diagram in this activity shows the movement of water in the water cycle.

**Learning to Interpret a Diagram**

*Use the following guidelines to help you interpret diagrams.*

- Read the diagram’s title to find out the subject or concept.
- Study the information on the diagram, noting the direction of the arrows.
- Identify the relationships among the parts of the diagram.

**Practicing the Skill**

**DIRECTIONS:** Read the selection below and complete the activity that follows.

The **Water Cycle**

The earth today has as much water as there ever was and as much as there ever will be. This is because all of the water that is used eventually makes it way back to the oceans. The regular movement of water from ocean to air to ground to ocean is called the **water cycle**.

The cycle begins with evaporation—the changing of liquid water into vapor, or gas. The sun’s heat causes evaporation. Water vapor rising from the oceans, other bodies of water, and plants is gathered by the air. The amount of moisture that can be carried by the air depends mainly on the temperature. Warmer air carries more moisture than cooler air.

When moisture-filled warm air rises, it cools and forms clouds. Certain clouds release moisture, which returns to the earth as precipitation. Because of gravity, returned water flows downhill toward the ocean. It forms streams, rivers, and lakes. It sinks into the ground and becomes groundwater. Sometimes it forms ice caps and glaciers. Eventually, however, the water returns to the ocean and the cycle starts over again.

The amount of water that evaporates is approximately the same amount that falls back to the earth. This amount varies little from year to year. Thus, the total volume of water in the cycle is more or less constant.
DIRECTIONS: Diagrams provide insights about geographic relationships. Study the diagram below and answer the following questions.

1. What is the subject of the diagram?

2. What do the arrows indicate?

3. How does water get from the oceans to the air?

4. What is precipitation?

5. How do you think the water cycle affects where people live?

Standardized Test Practice

DIRECTIONS: Answer the following questions based on the diagram above.

1. What process results in water being gathered by the air?
   A. precipitation
   B. surface runoff
   C. evaporation
   D. groundwater

2. Rain, sleet, snow, and hail are different forms of
   F. transpiration.
   G. groundwater.
   H. surface runoff.
   J. precipitation.
ACTIVITY
Making Inferences

Social Studies Objective: The student will analyze information by making inferences.

Using diagrams, charts, and other data sources requires careful reasoning skills. Sometimes you may have to make inferences based solely on the evidence in the source itself. Making an inference involves combining the limited facts at hand and your general knowledge to form a reasonable conclusion.

Learning to Make Inferences

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

• Observe the key features and details of the source.
• 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

DIRECTIONS: Read the paragraphs below and complete the activity that follows.

Humans and Their Environment

Wherever humans have lived or traveled, they have changed their environment, or natural surroundings. The way people interact with their environment depends on their culture. Culture describes the way of life of a group of people. In some cultures, people live in ways that result in few changes to the environment. In other places, the culture supports large-scale changes in the environment. People have blasted through mountains to build roads, cut down forests, set up houses, and have used grasslands to graze herds. Some human actions have damaged the natural environment, and some have not. Areas of high population density often pose the greatest threats to the environment.

Geographers are interested in how people adapt to their environments. For example, people wear light clothing in hot places and heavy clothing in cold places. Geographers are also interested in how people change their environments. For example, at one time deserts were considered by many people to be undesirable places to live. Today people use irrigation to change desert land into farmland.

Geographers are also concerned with how people have created problems in their environments. Among these problems are air pollution, water pollution, and the creation of waste materials that are hazardous to living things.
**DIRECTIONS:** Observing details can help you make inferences. Analyze the map below that shows population density and major cities on the continents of the world, and then answer the following questions.

**World Population Density**

1. Based on the map, what observations can you make about population density and land area on the world’s continents?

2. What inference(s) can you make about population density and land area from the map and the reading?

---

**Standardized Test Practice**

**DIRECTIONS:** Answer the following questions based on the reading on the previous page, the map, and your knowledge of social studies.

1. Based on the information in the reading and the map, what inference can you make regarding population density on the world’s continents?
   - A People will move to less densely populated areas to avoid crowding.
   - B Threats to the environment are greater in Asia than in Australia.
   - C People will never live in Antarctica.
   - D The least densely populated areas have the highest standards of living.

2. Population density is greatest in which latitudes of the earth’s surface?
   - F the low latitudes near the Equator
   - G the mid-latitudes of the Northern Hemisphere
   - H the high latitudes of the polar regions
   - J the coastal areas of the Americas
ACTIVITY
Interpreting a Visual Image

Social Studies Objective: The student will create written, oral, and visual presentations of social studies information.

Paintings, illustrations, and photographs are visual data that can be useful sources for writing a descriptive composition. Descriptive writing tells what something is like. Good descriptive writing depends on the effective use of details, and the organization of those details into meaningful patterns.

Learning to Write Descriptively About a Visual

Use the following guidelines to help you write a composition describing a visual.

- Decide what subject the artist has chosen to portray.
- Study the details of the visual and how they are arranged.
- Think about the central impression created by the visual and how that impression is communicated.
- Write down your thoughts about the visual, directing them to a particular reader or audience.
- Arrange your description of the visual’s details in spatial order—for example, left to right—or according to importance.
- Organize details around a topic sentence.

Practicing the Skill

DIRECTIONS: Read the selections below. Then complete the activity that follows.

The Florida Everglades

The Everglades of Florida cover an area of over a million and a half acres. The shallow marshy area is created by slow moving water that travels from Lake Okeechobee to the Gulf of Mexico. Much of the Everglades is covered by saw grass interrupted by other forms of vegetation, including ferns, cypress, live oaks, pines, palms, mangroves, and many other large and small plants.

An abundance of wildlife can be found in the Everglades. Different species of alligators are joined by the American crocodile, manatees, turtles, the Florida panther, black bear, and small mammals. Bird varieties include the bald eagle, heron, egret, hawks, osprey, grebe, cormorant, and many other species.

San Francisco

San Francisco is a city of more than 770,000 people, making it the twelfth-largest city in the United States. It is an important Pacific port for cargo ships as well as ocean cruise liners. The city is also a major financial center and is the home to several major banks and insurance companies. Tourism is a major industry in San Francisco. Many visitors ride the city’s famous cable cars.

The climate of San Francisco is mild. Rarely does the temperature rise above 80 degrees or fall below 40 degrees. Fog is common in the mornings.

Perhaps the most famous landmark is the Golden Gate Bridge, one of the longest single-span suspension bridges ever built. Its total length is 8,981 feet (2,737 meters), and it spans the entrance to San Francisco Bay.
DIRECTIONS: Photographs provide visual clues about physical features and human influence on the environment. Based on the readings on the previous page and your analysis of the photographs, answer the questions below.

1. What are the subjects of the two photographs?

2. What details are shown in the photographs?

3. How are the details in the photographs arranged? Why?

4. In writing about the photographs, what topic sentences would you use?

Standardized Test Practice

DIRECTIONS: Imagine that you are a tour guide for either of the two locations in the photographs. You are addressing a tour group that is about to tour the area in the photo. On a separate sheet of paper, draft a paragraph describing to the group what they will be seeing. Include your personal reactions.
ACTIVITY
Using a Bar Graph to Interpret Data

Social Studies Objective: The student will analyze information by using graphs.

You can use a bar graph to compare different items or changes in the same item over time. The horizontal and vertical axes of a bar graph provide the structure for the data. When these axes represent numbers, each amount of space along the axis should represent the same unit or number.

★ Learning to Make a Bar Graph

Use the following guidelines when making bar graphs.

• Collect statistical data necessary for the bar graph.
• Create a grid with horizontal and vertical axes. Label the axes.
• Describe how each axis will be divided numerically. Label each unit.
• Give the graph a title and create bars by filling in data.

★ Practicing the Skill

DIRECTIONS: Read the following paragraphs and study the table. Then complete the activity that follows.

Canada

Canada’s economy is very similar to that of the United States. Canada has rich farmland, many natural resources, and skilled workers. Service industries, manufacturing, and farming are the country’s major economic activities. Canada, like the United States, has an economy based on free enterprise. The Canadian government, however, plays an active part in some economic activities, such as broadcasting, transportation, and health care.

The heartland of Canada overflows with resources. The Prairie Provinces are Manitoba, Saskatchewan, and Alberta. Farming and raising cattle are major economic activities in this region. The Prairie Provinces are important wheat producers.

Canada is one of the world’s leading wheat producers. Look at the table below to see where Canada ranks among other nations in wheat production.

The Canadian Economy

<table>
<thead>
<tr>
<th>COUNTRIES</th>
<th>METRIC TONS OF WHEAT PRODUCED, 2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>91,290,240</td>
</tr>
<tr>
<td>India</td>
<td>71,814,304</td>
</tr>
<tr>
<td>Russia</td>
<td>50,557,000</td>
</tr>
<tr>
<td>United States</td>
<td>43,992,312</td>
</tr>
<tr>
<td>France</td>
<td>38,986,000</td>
</tr>
<tr>
<td>Germany</td>
<td>20,817,740</td>
</tr>
<tr>
<td>Canada</td>
<td>15,689,900</td>
</tr>
<tr>
<td>Argentina</td>
<td>12,500,000</td>
</tr>
</tbody>
</table>

Source: FAOSTAT Database (online)
DIRECTIONS: Bar graphs allow you to view statistical data in a visual form. The bars may be drawn vertically or horizontally. Study the table on the previous page as well as the guidelines for making a bar graph. In the area below, draw horizontal bars to represent the amount of wheat produced in each country.

<table>
<thead>
<tr>
<th>Country</th>
<th>Metric Tons of Wheat Produced (in millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td></td>
</tr>
<tr>
<td>India</td>
<td></td>
</tr>
<tr>
<td>Russia</td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>Argentina</td>
<td></td>
</tr>
</tbody>
</table>

1 How many metric tons of wheat did Canada produce?
   A 38,986,000
   B 15,689
   C 15,689,900
   D 20,817,740

2 According to the graph, which of the following statements is accurate?
   F Canada is the world’s leading producer of wheat.
   G Canada produces more wheat than Argentina.
   H Canada produces more wheat than the United States.
   J Canada and China produce about the same amount of wheat.
ACTIVITY
Analyzing a Political Cartoon

Social Studies Objective: The student will interpret social and political messages of cartoons.

Expressions of opinion are often presented visually in the form of political cartoons. Using caricature and symbols, political cartoons help readers see relationships and draw conclusions about personalities and events. (A caricature is a drawing that exaggerates actions, parts, or features of the subject.)

★ Learning to Analyze a Political Cartoon

Use the following guidelines to help analyze political cartoons.

- Determine the main theme or subject of the cartoon.
- Find out what the cartoon’s caricatures and symbols represent.
- Identify the issues that are addressed.
- Draw conclusions about the cartoonist’s point of view.

★ Practicing the Skill

DIRECTIONS: Read the paragraphs below and complete the activity that follows.

Mexican Industrialization

Over the past 50 years, Mexico has industrialized. It has become less a country of farms and villages and more a country of factories and cities. Many challenges arise with industrial growth, however. They include conserving land, controlling pollution, creating new jobs, and increasing trade with other countries.

Industrial growth affects the surrounding environment. Mexico City, for example, is surrounded by mountains. The mountains block the flow of air. Mexico City’s many factories and cars pollute the air, leaving a thick haze of smog to settle over the city.

Schoolchildren wear masks at recess to filter out the pollution, and sometimes the city completely shuts down because people must stay indoors.

To make matters worse, Mexico’s population is growing twice as fast as the population of the United States. Mexico City, with a population of about 22 million people, has become one of the most densely crowded cities in the world. Today it has a population density equal to that of Tokyo and New York City, with 1,000 rural immigrants arriving each day.
**DIRECTIONS:** The old saying, “A picture is worth a thousand words,” is a good description of political cartoons. For special effect, cartoonists often use symbols or figures to represent ideas. Study the political cartoon below and answer the questions that follow.

1. What is the theme of the cartoon?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. What symbols or figures are used in the cartoon?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. What message is the cartoonist trying to convey?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

---

**Standardized Test Practice**

**DIRECTIONS:** Answer the following questions about the cartoon above by circling the letter of the correct answer.

1. Which of the following most accurately describes the mood of the cartoon?
   - A congratulatory
   - B cheerful
   - C pessimistic
   - D admiring

2. Based on the reading, how does the cartoon relate to Mexico City?
   - F Mexico City is located on a polluted beach.
   - G Mexico City has a significant air pollution problem.
   - H Mexico City’s population is growing rapidly.
   - J Many workers are needed to clean up Mexico City’s pollution.
**ACTIVITY**

**Recognizing a Point of View**

**Social Studies Objective:** The student will identify participants’ points of view from the historical context surrounding an event.

A person’s point of view affects the way he or she interprets topics or events. There are a number of factors that affect a person’s point of view, including age, gender, ethnic background, and religion. The ability to interpret points of view will help you determine the objectivity of an argument or the accuracy of a description.

**Learning to Recognize a Point of View**

*Use the following guidelines to help you recognize a point of view.*

- Read the material and identify the general subject.
- Identify the tone or attitude that the author takes toward the subject.
- Identify aspects of the topic that the author has emphasized or excluded.
- Identify any words or phrases suggesting a personal opinion.

**Practicing the Skill**

**DIRECTIONS:** Read the following introduction and articles. Then answer the questions that follow.

On March 4, 1998, the United States House of Representatives voted to approve a plebiscite (election) in Puerto Rico to decide the island’s future. Since 1948, Puerto Rico has been a commonwealth of the United States. The plebiscite would decide if Puerto Rico would remain a commonwealth, would become an independent nation, or would apply to become the fifty-first state. The two readings below were written after the vote in the House of Representatives and before a similar vote was to be taken in the United States Senate.

**The Providence Journal**

It may seem appealing to let Puerto Ricans express their preference about their status, but it could have dangerous implications.

. . . if Puerto Ricans express a preference for statehood, the United States should not be expected to consider itself bound by such a vote. After all, the nation has the right to determine its own future.

Puerto Rico has a distinctive cultural heritage. Puerto Ricans, as individuals, are welcome to live on the mainland, and many do. But that’s very different from trying to absorb the entire island and all its inhabitants. . . .

Needless to say, Puerto Rico’s situation may change sufficiently to make statehood a reasonable alternative. But that is a relatively distant prospect. The danger is that the political and emotional “spin” being given to the proposed referendum may lure Puerto Ricans into supporting statehood prematurely, and may pressure Congress into automatically rubber-stamping such a preference.
Albuquerque Journal

The Senate should follow suit on the House of Representatives’ approval of a bill authorizing a plebiscite [election] on statehood for Puerto Rico. New Mexico’s senators ought to take the lead in having this measure considered due to important similarities between our state and the island.

Currently there are no plans to take action in the Senate, but when the bill is considered, it will probably face strong opposition. The House passed the measure by a razor-thin margin—209 to 208.

. . . Critics opposed to statehood fear language differences would be too great to overcome. This was also a concern back in 1912 when New Mexico achieved statehood. Today Spanish is still spoken in New Mexico, but English is unquestionably the dominant language in the state.

. . . Should the residents of Puerto Rico choose statehood, it would benefit the United States, much like Hawaii, a unique state with tremendous tourist appeal. Puerto Ricans are the ones who would decide their fate under this proposal. But the U.S. Senate first needs to approve that option.

DIRECTIONS: Identifying a point of view helps you determine the accuracy of a description or statement. Review the guidelines for recognizing a point of view and answer the following questions.

1. What is the general subject of the two articles?

2. What words or phrases indicate the point of view of The Providence Journal?

3. What words or phrases indicate the point of view of the Albuquerque Journal?

Standardized Test Practice

DIRECTIONS: After reading the articles on the Puerto Rican plebiscite, answer the following questions by circling the letter of the correct answer.

1. Which of the following statements is most accurate?
   A. The Providence Journal is in favor of Puerto Rican statehood.
   B. The Albuquerque Journal is in favor of Puerto Rican statehood.
   C. Both newspapers are opposed to statehood for Puerto Rico.
   D. Both newspapers are in favor of statehood for Puerto Rico.

2. In the plebiscite, Puerto Ricans had the opportunity to vote for all of the following options EXCEPT
   F. remaining a commonwealth of the United States.
   G. becoming an independent nation.
   H. becoming part of the state of Florida.
   J. applying to become the fifty-first state.
Social Studies Objective: The student will analyze statistics to interpret social studies information.

Sets of tabulated information, or statistics, may be gathered through surveys and other sources. In statistics, a sample is the population or group under study and to which the statistics apply. A biased sample is one that does not represent the whole population being studied, and an unbiased sample, also called a representative sample, does represent the whole population.

Learning to Analyze Statistics

Use the following guidelines to help you in analyzing statistics.

• Decide what population or group is under study.
• Determine if there is a biased or an unbiased sample.
• Draw conclusions about the importance of the data.

Practicing the Skill

DIRECTIONS: Read the selection and study the table below. Then complete the activity that follows.

Organization of Petroleum Exporting Countries

Eleven countries belong to an oil cartel (alliance) called OPEC, established in 1960, that controls 40 percent of the world’s oil production. With the exception of Venezuela, Nigeria, and Indonesia, all other OPEC members are from Southwest Asia or North Africa. The purpose of OPEC is to control the global supply of oil. In doing so, OPEC members influence the price of oil.

OPEC countries meet twice a year to set quotas for production. They normally meet in Vienna, Austria, headquarters of the organization. In the meetings, each member nation negotiates to adopt a policy that is beneficial to its own economy. Ecuador and Gabon are two former members that left the organization because they felt that membership was no longer beneficial. In recent meetings, Mexico, Oman, and Russia have met with the OPEC nations.

Economic Profiles of Selected OPEC Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Population</th>
<th>Government</th>
<th>Per Capita GNP</th>
<th>Petroleum as % of Total Exports</th>
<th>Major Trading Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>VENEZUELA</td>
<td>25.7 million</td>
<td>republic</td>
<td>$3,480</td>
<td>80%</td>
<td>U.S., Brazil, Colombia, Italy, Spain</td>
</tr>
<tr>
<td>SAUDI ARABIA</td>
<td>24.1 million</td>
<td>monarchy</td>
<td>$7,150</td>
<td>90%</td>
<td>U.S., Japan, South Korea, Singapore, India</td>
</tr>
<tr>
<td>KUWAIT</td>
<td>2.4 million</td>
<td>constitutional monarchy</td>
<td>$17,390</td>
<td>95%</td>
<td>Japan, India, South Korea, U.S., Singapore</td>
</tr>
<tr>
<td>IRAN</td>
<td>66.6 million</td>
<td>Islamic republic</td>
<td>$1,780</td>
<td>85%</td>
<td>Japan, China, Italy, South Korea, Greece</td>
</tr>
</tbody>
</table>

DIRECTIONS: Based on the map and graph below and the table on the previous page, answer the questions that follow.

1. Which region has the least amount of oil reserves?

2. What relationship might exist between OPEC oil reserves and oil prices in the future?

3. Based on the table, which country is probably most dependent on its production of oil? How could this benefit or harm that country?

4. How is the government of Venezuela different from the other OPEC members profiled?

Standardized Test Practice
DIRECTIONS: Study the table on the previous page and the graph above. Then answer the questions that follow by circling the letter of the correct answer.

1. What percentage of Venezuela’s total exports comes from petroleum?
   A 25 percent
   B 50 percent
   C 80 percent
   D 95 percent

2. Based on the graph, “Proved World Oil Reserves,” which of the following statements is accurate?
   F The largest oil reserves are in South America.
   G Together, Mexico and the United States have more oil reserves than South America.
   H Africa has greater oil reserves than South America.
   J Except for Southwest Asia and North Africa, South America has the greatest oil reserves.
The Andean Countries

Activity
Comparing and Contrasting

Social Studies Objective: The student will analyze information by comparing and contrasting.

When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different. Writing about comparisons and contrasts, however, involves more than stating similarities and differences. You also explore relationships and draw conclusions.

★ Learning to Compare and Contrast

Use the following guidelines to help you compare and contrast.

• Identify or decide what subjects will be compared and contrasted.
• Determine common categories, or areas, in which comparisons and contrasts can be made.
• Look for similarities and differences within these areas.
• Organize your comparisons and contrasts by creating a graphic organizer.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

Native Americans came to the Western Hemisphere thousands of years ago. Years before Christopher Columbus arrived in the Americas in 1492, three Native American civilizations— the Maya, the Aztec, and the Inca—emerged.

The Maya created an empire in Central America and southern Mexico. They built many cities, the greatest of which was Tikal, located in present-day Guatemala. Pyramid-shaped temples, terraces, and courts stood in these cities. Priests and nobles ruled the cities and surrounding areas. The Maya based their economy on trade and agriculture.

Skilled in mathematics, the Maya used a number system based on 20 and developed a symbol for the mathematical concept of zero. Basing their calculations on the orbit of the earth around the sun, they created a calendar of a little more than 365 days.

The Aztec were originally wanderers. In the 1300s, they finally built a permanent capital city called Tenochtitlán on an island in the center of a large lake. Farmers grew crops of beans and maize on chinampas, or floating artificial islands. They made the islands by building large rafts and covering them with mud.

The Aztec developed a complex political system headed by an emperor. They worshiped many gods and goddesses and held ceremonies to win the gods’ favor and to guarantee good harvests.

At about the same time the Aztec were building their empire, the Inca were establishing a civilization. The Incan Empire stretched along the Andes from Ecuador to Chile. The Inca built their capital, Cuzco, in Peru and ruled their lands through a central government headed by an emperor.

Incan farmers cut terraces into the slopes of the Andes to keep soil from eroding and built irrigation systems to bring water to desert areas.

The Inca, known for their building skills, constructed roads, temples, and fortresses. Incan buildings were often adorned with gold and silver. The Inca had no written language. They kept records and sent messages using a quipu, a rope with knotted cords of various lengths and colors.
**DIRECTIONS:** When comparing and contrasting, you may find two kinds of graphic organizers—a comparison frame and a Venn diagram—particularly useful.

**Comparison Frames** If you know the categories you want to compare and contrast, you may wish to use a chart known as a comparison frame. To create a comparison frame, write the subjects as headings across the top. Then list on the left side the categories that you will compare and contrast. Finally, list the relevant information in the boxes. Below is an example of a comparison frame that compares and contrasts the Maya, the Aztec, and the Inca.

<table>
<thead>
<tr>
<th></th>
<th>Maya</th>
<th>Aztec</th>
<th>Inca</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cities</strong></td>
<td>Tikal; Chichén Itzá</td>
<td>Tenochtitlán</td>
<td>Cuzco; Quito</td>
</tr>
<tr>
<td><strong>Religion</strong></td>
<td>Worshiped sun, moon, stars</td>
<td>Worshiped sun; chief god was Huitzilopochtli</td>
<td>Centered around king, who Incas thought was descended from sun god</td>
</tr>
<tr>
<td><strong>Contributions</strong></td>
<td>Math (concept of zero), architecture, calendar</td>
<td>Floating gardens (chinampas), causeways, trade</td>
<td>Architecture, roads, government organization</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>System of writing using glyphs</td>
<td>System of writing using glyphs</td>
<td>No formal system of writing; quipus used for record keeping</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>City-states; no large-scale system of government</td>
<td>Ruled by emperor with priests and noble class</td>
<td>Ruled by king with noble class and complex central government bureaucracy</td>
</tr>
<tr>
<td><strong>Decline</strong></td>
<td>Sudden decline around A.D. 900; cause unknown</td>
<td>1521—defeated by Spanish under Hernán Cortés</td>
<td>1532—defeated by Spanish under Francisco Pizarro</td>
</tr>
</tbody>
</table>
**Venn Diagrams** To explore similarities and differences between two or more subjects, you can also create a Venn diagram. Suppose you want to create a Venn diagram of the Maya, Aztec, and Inca. Draw three intersecting circles, each representing a particular civilization. Where all three circles overlap, place the characteristics that all three civilizations have in common. Where two circles overlap, place the characteristics that the two civilizations have in common. In the area of the circle where no other civilization overlaps, place the characteristic that is found only in that one civilization.

Study the information in the comparison frame. Then construct a Venn diagram of Mayan, Aztec, and Incan civilizations in the three intersecting circles below.

**Standardized Test Practice**

**DIRECTIONS:** Answer the following questions based on the reading and graphic organizers by circling the letter of the correct answer.

1. Based on the reading and comparison frame, in which two Native American civilizations were the governmental systems similar?
   - A  the Maya and Aztec
   - B  the Aztec and Inca
   - C  the Inca and Maya
   - D  the Spanish and Aztec

2. Based on the reading and comparison frame, which of the following statements is accurate?
   - F  All three Native American civilizations had developed complex formal systems of writing.
   - G  None of these Native American civilizations had developed any appreciable skill in trade or commerce.
   - H  All three Native American civilizations were defeated by the Spanish.
   - J  All three Native American civilizations demonstrated significant architectural achievements.
A generalization is a broad statement drawn from a group of facts about a topic. To be valid, a generalization must be based on evidence that is logical and factual. If you say, “We have a great baseball team,” you are making a generalization. If you also say that your team is undefeated, you are supporting your generalization with evidence.

learning to make a generalization

Use the following guidelines to help you make valid generalizations.

- Identify the subject matter.
- Collect factual information and examples that relate to the topic.
- Identify similarities among the facts you collected.
- Use these similarities to form some general ideas about the subject. The generalization must state a relationship between the similarities and must be consistent with most of the supporting facts.

practicing the skill

DIRECTIONS: Read the selection below and complete the activity that follows.

Serfs in the Middle Ages

Most people in the Middle Ages lived on feudal estates known as manors. The manor was made up of all the lands owned by a noble or knight as well as the people who were under his rule, known as serfs. The manor was a small community made up of a castle or manor house, a church, the village, and the surrounding farmland.

The serfs lived in small huts that were located close to the manor house or in the village. These huts were made with timber. Spaces between the boards were filled with wattle (a network of twigs) and daub (a mixture of clay and straw). The huts were not very secure and could easily be broken into by thieves. The few possessions of a serf included a table, a bench, a chest for clothes, and a few pots and tools for cooking.

Serfs spent most of their days working the land. Their day started at dawn and was spent plowing, planting, and harvesting the lord’s land, as well as tending the livestock. It was hard, physical work that did not end until dusk. Their children also worked by completing simple jobs and were given more responsibilities as they got older. Some serfs had to work almost every day for the lord.

The serfs did not usually own the land they farmed. The lord gave them permission to use the land in exchange for rent. Few serfs had any money, so they gave their lord a portion of their crops to pay the rent. Also, in return for their service to the lord, the serfs were given protection during wartime.

Most serfs were uneducated and unable to read. Although serfs were not slaves, they had few rights. Serfs had to gain the lord’s permission to leave the manor, change jobs, or even get married. However, if a lord sold his lands to another lord, the serfs were guaranteed the right to keep working the land for the new lord.
DIRECTIONS: You can also make generalizations from diagrams. Study the diagram below. Consider what conclusions you might draw from it. Based on the reading and diagram, make a generalization about serfs in the Middle Ages.

Social Classes in the Middle Ages

KING
NOBLES/KNIGHTS
SERFS

Standardized Test Practice

DIRECTIONS: Answer the following questions based on the reading and diagram above.

1. Based on the reading, which of the following generalizations apply to the serfs?
   A. Most serfs were well educated.
   B. Serfs worked the lord’s land in exchange for food and protection.
   C. Serfs lived in well-constructed, sturdy homes.
   D. Serfs enjoyed many rights and privileges.

2. Based on the diagram, what generalizations can you make?
   F. The king was at the bottom of the social classes.
   G. There were fewer serfs than nobles.
   H. Both the nobles and serfs were under the rule of the king.
   J. The serfs were the upper class in the Middle Ages.
Social Studies Objective: The student will interpret editorial writing.

An editorial is an article written for publication that expresses the writer’s opinion on an issue. In some editorials, the writer may present only his or her opinion. In other editorials, the writer may first present several viewpoints. Then the writer presents his or her own position on the issue. The purpose of an editorial is to sway public opinion. It is also intended to get the public to talk about an issue.

★ Learning to Interpret and Write an Editorial

Use the following guidelines to help you write editorials.

- Focus on the subject and purpose of the writing.
- Familiarize yourself with the pros and cons of the subject as well as the facts that support both sides of the argument or subject.
- Develop your own viewpoint with information that will add authority and interest to your writing.
- Present the information in order of importance. Start with the most important points.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

European Union

Over the past ten years, several European nations came together to form the European Union (EU). This union was formed to help industries in Europe compete with the United States and Japan. As part of the plan, a new currency, or money, system called the euro was introduced on January 1, 1999. Instead of each nation having its own currency, they would use the euro as their currency. Twelve European nations agreed to this plan. The individual currencies of these nations, such as the Italian lira, were no longer in use by 2002.

Many European companies have tried to become more efficient and productive. They want their products to be able to compete on the world market. Some people who study the economy suggested that the governments reduce or cut social welfare programs. These types of programs cost a lot of money to run. Many Europeans do not agree with these suggestions. They think that cutting these programs would only cause more problems during a time when people are losing their jobs.

The change to a single economy has been difficult. However, the European Union continues to work toward the goal of a stronger single economy.
**DIRECTIONS:** Editorials use both reason and emotion to persuade people to accept a different viewpoint. Editorials can take different forms. They can be written opinions or a graphic such as a cartoon. Study the editorial below and answer the questions that follow.

*Albuquerque Journal* (Albuquerque, New Mexico, January 5, 1999):

Monday’s launch [introduction] of the euro . . . should be marked as a historic date on par with the collapse of Communism. With the launch of the euro, . . . a single unit of exchange suddenly simplifies the financial interaction [dealings] of the European community.

. . . It becomes the first serious alternative to the American dollar as an international . . . currency for central banks around the world.

. . . It makes Europe a much easier market for outsiders as well. Instead of having 11 different currency exchange rates to deal with, an American exporter now has but one.

Not all of the European community [nations] signed on. Great Britain, Sweden, and Denmark opted [chose] not to participate in the launch. Greece* failed to qualify because its national deficit, inflation, and public debt were too high.

The unified currency marks a major tightening of the bonds uniting the European Union. . . . The course of the euro’s development could ultimately signal that Europe is ready to move closer to political union. . . .

The direction in which the euro changes the course of economic history will become clear only in the months and years ahead.

*Note: After this article was written, Greece also adopted the euro.*

1. What is the subject of the editorial?

2. What is the main idea of the editorial?

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**Standardized Test Practice**

**DIRECTIONS:** Answer the following questions based on the editorial by circling the letter of the correct answer.

1. According to the editorial, which of the following statements is accurate?
   - A  The euro will have a negative effect on the economies of European nations.
   - B  All of the nations in Europe have agreed to use the euro as their currency.
   - C  The euro’s effect on economic history will not be known for some time.
   - D  The introduction of the euro was not a significant event.

2. According to the editorial, what effect will the euro have on nations outside of Europe?
   - F  Europe will be a much easier market for nations outside of Europe.
   - G  It will discourage other nations from trading with European nations.
   - H  Trade among European nations will become more difficult.
   - J  Only Asian nations will be able to trade with Europe.
Western Europe Today

ACTIVITY Interpreting Charts and Tables

Social Studies Objective: The student will interpret information on charts and tables.

Charts or tables are often used to organize data. After studying the data in a chart or table, you will be able to analyze trends or patterns. A chart or table, for example, may show population trends over a period of time. Information in a chart or table may also compare different types of data.

Learning to Interpret Charts and Tables

Use the following guidelines to help you interpret data in tables and charts.

- Read the title of the chart or table 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

DIRECTIONS: Read the selections below and study the map on the next page. Then complete the activity that follows.

The People of Greece

About 59 percent of Greece’s 11 million people live in urban areas. Athens, the capital and largest city, is home to more than 750,000 people. Another 2.5 million live in its suburbs or in surrounding areas.

The population of Athens has mushroomed because many Greek farmers have left their villages to look for jobs in the city. Some Greeks have emigrated, or moved to live in other countries. Today more than 3 million people of Greek descent make their homes in the United States, Australia, and western Europe.

More than 95 percent of the Greek population are Eastern Orthodox Christians. Religion influences much of Greek life, especially in rural areas. Easter is the most important Greek holiday. Traditional holiday foods include lamb, fish, and feta cheese—cheese made from sheep’s or goat’s milk.

The People of Italy

To many around the world, Italy’s capital, Rome, is the “Eternal City.” It is the site of historic ruins, ancient monuments, and beautiful churches and palaces. About 70 percent of Italy’s population of 57.2 million live in towns and cities. Three cities in Italy—Rome, Milan, and Naples—have populations of more than 3 million each.

Celebrating the religious festivals of the Roman Catholic Church is a widely shared part of Italian life. More than 95 percent of Italy’s population is Roman Catholic. Vatican City, in Rome, is the headquarters of the Roman Catholic Church.
The People of Portugal and Spain

If you lived in Portugal today, you would most likely live in a rural village. About two-thirds of Portugal’s 10.4 million people are villagers. Lisbon, with a population of about 2 million, is Portugal’s capital and major city.

In contrast, more than three-fourths of Spain’s nearly 41.3 million people live in cities and towns. A city of nearly 5 million people, Madrid ranks as one of Europe’s leading cultural centers.

Barcelona, along the Mediterranean coast, is Spain’s leading seaport and industrial center. About 3 million people live there. The people of Portugal are about 97 percent Roman Catholic; the people of Spain are 99 percent Roman Catholic.

Southern Europe: Population Density

DIRECTIONS: Refer to the readings and the map above to complete the table below. Then answer the questions that follow.

The People of Southern Europe

<table>
<thead>
<tr>
<th>Nation</th>
<th>Population (in millions)</th>
<th>% of Population in Urban Areas</th>
<th>Largest Cities</th>
<th>Land Area in Square Miles</th>
<th>Major Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
<td>61,520</td>
<td>85%</td>
<td>Rome, Milan, Naples</td>
<td>116,320</td>
<td>Roman Catholic</td>
</tr>
<tr>
<td>Portugal</td>
<td>39,410</td>
<td>91%</td>
<td>Lisbon</td>
<td>35,514</td>
<td>Roman Catholic</td>
</tr>
<tr>
<td>Spain</td>
<td>41,290</td>
<td>85%</td>
<td></td>
<td>195,363</td>
<td>Roman Catholic</td>
</tr>
<tr>
<td>Greece</td>
<td>110,220</td>
<td>59%</td>
<td></td>
<td>50,950</td>
<td>Roman Catholic</td>
</tr>
</tbody>
</table>
1. What advantage does the table have over the information in the readings?


2. What other information might be included in the chart to help describe the people of Spain, Portugal, Italy, and Greece?


3. Study the data in each column and row. What observations can you make from the data in the chart?


4. Which country has the most large cities? Explain how you found your answer.


**Standardized Test Practice**

**DIRECTIONS:** Use the chart on the previous page to answer the following questions by circling the letter of the correct answer.

1. Which country has the largest percentage of rural population?
   - A  Spain
   - B  Portugal
   - C  Italy
   - D  Greece

2. Which nation’s predominant religion is different from the other nations?
   - F  Spain
   - G  Portugal
   - H  Italy
   - J  Greece

3. Which country is the largest in land area?
   - A  Italy
   - B  Portugal
   - C  Spain
   - D  Greece

4. How many more people does Italy have than Portugal?
   - F  40 million more
   - G  40 billion more
   - H  46.8 million more
   - J  4,680 more
The World and Its People

ACTIVITY
Using Time Lines

Social Studies Objective: The student will organize and interpret information on time lines and analyze information by sequencing events.

A time line is a graphic illustration that shows events in order of occurrence over a particular period of time. It is easier to understand the order of events and their relationships to one another if the events are seen in chronological sequence on a time line. Creating your own time lines can also help you better understand how to read the time lines that you see on standardized tests.

★ Learning to Sequence Events and Read Time Lines

Use the following steps to understand how events are arranged in sequential order on a time line.

• Read the time line’s title to determine its purpose.
• Look at the span of years and the number of events on the time line.
• Identify the relationships among the events.
• Draw conclusions or inferences from your study.

★ Practicing the Skill

DIRECTIONS: Study the example of a time line below and complete the activity that follows.

Hungarian History

- 1241 Mongolian invasion destroys Hungary
- 1682–1699 Austria takes control of Hungary
- 1867 Austrian emperor proclaimed king of Hungary
- 1914–1918 Austria-Hungary joins Central Powers in World War I
- 1918 Hungary becomes independent state
- 1945 Soviet Union occupies Hungary at close of World War II
- 1956 Hungarian revolution put down by Soviet Union
- 1989 Communist government collapses; Republic of Hungary created
- 1991 Last Soviet troops leave Hungary
**DIRECTIONS:** Time lines can be either vertical, like the one on the previous page, or horizontal. In the space provided below, create a time line of your life. List at least five events, from birth to present, with the first event at the left and the most recent event at the right.

**Title:** ________________________________

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**Standardized Test Practice**

**DIRECTIONS:** Using the time line on the previous page, answer the following questions by circling the letter of the correct answer.

1. Which event occurred first?
   - A Hungarian revolution
   - B Soviet occupation of Hungary
   - C World War I
   - D Austrian control of Hungary

2. Which of the following events was the last to occur?
   - F Republic of Hungary created
   - G Soviet Union occupies Hungary
   - H Austria-Hungary joins Central Powers
   - J Mongolian invasion of Hungary

3. Which of the following sequences of events is correct?
   - A • Austrian emperor proclaimed king of Hungary
     • Hungary becomes independent state
     • Hungarian revolution put down by Soviet Union
   - B • Republic of Hungary created
     • Mongolian invasion of Hungary
     • Hungary becomes independent state
   - C • Last Soviet troops leave Hungary
     • Hungary becomes independent state
     • Mongolian invasion of Hungary
   - D • Austrian emperor proclaimed king of Hungary
     • Last Soviet troops leave Hungary
     • Hungarian revolution put down by Soviet Union
Russia’s Landscape and History

ACTIVITY
Perceiving Cause-and-Effect Relationships

Social Studies Objective: The student will analyze information by identifying cause-and-effect relationships.

Any condition or event that makes something happen is known as a cause. What happens as a result of a cause is an effect. Cause-and-effect relationships explain why things happen and how actions produce other actions. Cause-and-effect relationships can be simple or complex. Sometimes several different causes produce a single effect. At other times, one cause can produce several effects.

★ Learning to Perceive Cause and Effect

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

• Select an event.
• Compare the situation at the time of the event with conditions before it 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, when, and therefore indicate cause-and-effect relationships.
• Describe the causes and effects of the event.
• Look for other relationships between the events. Check for other, more complex, connections beyond the immediate cause and effect.

★ Practicing the Skill

DIRECTIONS: Read the selection below and complete the activity that follows.

Russia’s Dramatic Past

Over the centuries, Russia grew as its czars (emperors) conquered other lands. Czars such as Peter I and Catherine II pushed the empire’s borders westward and southward. They also tried to make Russia more like Europe. A new capital—St. Petersburg—was built in the early 1700s to look like a European city.

The actions of the czars, however, had little effect on ordinary citizens. Most Russians were serfs, or laborers who were bound to the land. In 1861 Czar Alexander II freed the serfs.

Russia, however, did not progress politically. The czars clung to their power and rejected democracy. Revolution brewed. In 1917 the political leaders and workers forced Czar Nicholas II to give up the throne. At the end of the year, a group of Communists led by Vladimir Ilyich Lenin came to power. They set up a Communist government and soon moved its capital to Moscow. In 1922 the Communists formed the Union of Soviet Socialist Republics, or the Soviet Union.

During the late 1920s, Joseph Stalin became the ruler of the Soviet Union and set out to make it a great industrial power. To reach this goal, the government took control of all industry and farming. Stalin, a cruel dictator, put down any opposition to his rule. Millions of people were either killed or sent to prison labor camps.

After World War II, the Soviet Union further expanded its territory and extended communism to eastern Europe. From the late 1940s to the late 1980s, the Soviet Union and the United States waged a Cold War. They
competed for world influence without actually waging war on each other.

In 1985 Mikhail Gorbachev came to power in the Soviet Union. In addition to economic changes, he supported a policy of *glasnost*, or openness. He wanted people to speak freely about the Soviet Union’s problems. Gorbachev’s efforts, however, failed to stop the collapse of the Soviet Union. Many of the non-Russian nations had long resented Russian rule and wanted independence. By late 1991, the Soviet Union had broken apart and Russia had a new leader, Boris Yeltsin. Economic and social problems continue as Russia seeks to move to a free market economy.

**DIRECTIONS:** When studying details about a long period of time like the history of Russia, a graphic organizer can help in understanding causes and effects. Fill in the graphic organizer below with information you just read. Fill in the missing causes or effects of various events in Russian history. To get you started, one cause-and-effect relationship has been given.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Czars kept political power and rejected democracy.</td>
<td>Russian Revolution of 1917</td>
</tr>
<tr>
<td>Stalin wants to make the Soviet Union into an industrial power.</td>
<td>Millions were killed or put in camps</td>
</tr>
<tr>
<td>The Soviet Union expanded territory after World War II.</td>
<td>People criticize government.</td>
</tr>
<tr>
<td>Resentment of non-Russians and mounting economic problems</td>
<td></td>
</tr>
</tbody>
</table>

**Standardized Test Practice**

**DIRECTIONS:** After reading the selection on the previous page, answer the following questions by circling the letter of the correct answer.

1. **What was the primary reason for the Russian Revolution of 1917?**
   - A Czar Alexander II built the Trans-Siberian Railroad.
   - B Czar Alexander II freed the serfs and initiated reforms.
   - C Czar Nicholas II clung to power and rejected reforms.
   - D Russia expanded its territory by conquering other lands.

2. The policy of *glasnost* refers to
   - F Czar Alexander II freeing the serfs.
   - G building a transcontinental railroad.
   - H expanding Russian territory.
   - J democratic reforms under Mikhail Gorbachev.
ACTIVITY
Solving a Problem

Social Studies Objective: The student will use problem-solving and decision-making skills.

Solving a problem requires you to develop a logical sequence of steps. When you develop these steps, you first look closely at the problem and analyze its causes and effects. Then you create detailed steps to reach a possible solution.

★ Learning to Solve a Problem

Use the following guidelines to help you solve a problem.

• Identify the problem and its probable causes and effects.
• Study possible solutions and evaluate the pros and cons of each solution.
• Identify the steps needed to solve the problem. Arrange the steps in chronological order. Explain one step at a time.
• Provide supporting information.
• Use transition words such as first, next, then, and finally to point the way as you write.
• Check to make sure that your explanation is complete and accurate.
• Suggest or carry out the solution and evaluate its effects.

★ Practicing the Skill

DIRECTIONS: Russia, like many other countries, encourages large companies to build plants and open offices within its borders. Russia needs to create more jobs for its workers and needs foreign investment to improve its economy. You have just learned that your parent’s or guardian’s company is transferring your family to Moscow. Study the information below about life in Russia. Then complete the activity that follows.

Living in Moscow

Moscow is a large, interesting city. The people speak Russian, travel by subway, and most live in small apartments. You will find a wide variety of restaurants, including American fast-food restaurants. Shops with familiar name brands can be found, but the prices will be high. Most shops are located in shopping districts, not in malls.

Mail services both inside Russia and from overseas are unreliable. Letters are generally delivered, but may take a long time. Packages may be opened and items removed. Only reliable, private delivery services can be used to ship important goods in and out of Russia. Internet service is available in Moscow. You will be able to use this modern method to keep in touch with friends in the United States.

To get newspapers and magazines in English, you will likely need to travel to a hotel. There you can pick up several free newspapers and magazines printed in English. You can also purchase some English-language magazines in a few bookshops.

Cable TV will allow you to pick up about 20 English-language channels, but many of these focus on European events. You will also be able to find a few English-language radio stations, but do not expect a wide variety of music. You may find a Russian radio station that plays the styles of music you enjoy.

You will likely attend one of several English-language schools. There you will encounter students from around the world who are living in Moscow.
**DIRECTIONS:** Solving a problem involves comparing different types of information. Study the information on the previous page. After analyzing this data, answer the following questions that will help you develop a problem-solving process.

1. Select a problem that you might encounter on moving with your family to Moscow, Russia. State your problem by completing the graphic organizer below.

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Causes:

Problem:

Effects:
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2. What steps would you propose to solve the problem? Briefly list the steps of a problem-solving process.

A. ______________________________________  C. ______________________________________

B. ______________________________________  D. ______________________________________

Standardized Test Practice

**DIRECTIONS:** On a separate sheet of paper, write a two- or three-paragraph explanation of your process for solving the problem of living in a different culture. Assume that your audience is made up of other students who might have some of the same concerns about living in Moscow.