Includes:

Skill lessons and test-taking strategies to help you prepare for success when taking standardized tests

Helps you by providing:

- Test-Taking Tips
- Chapter Activities Specific to *Exploring Our World: People, Places, and Cultures* and Correlated to Social Studies Objectives

Strategies to Help You Succeed on Standardized Tests
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The objectives below are addressed in many standardized social studies tests. The activities in this workbook give you the opportunity to practice the skills related to these objectives.

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<td>Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change</td>
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<td>Locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information</td>
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<td>10</td>
<td>Interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change</td>
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<td>11</td>
<td>Interpret social and political messages of cartoons</td>
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<td>12</td>
<td>Interpret social studies information in charts and tables</td>
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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, language arts, and science.

The activities in this workbook 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
- Political cartoon interpretation
- Reading and writing about social studies topics
- Critical thinking about social studies topics
- Understanding historical and geographic 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
- Identifying cause-and-effect relationships
- Making generalizations
- Writing descriptively
- Detecting bias
- 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
Learning About the Test

Standardized tests differ from one another. You need to familiarize yourself with the specific test you must take. How can you do this? There are three steps to preparing for any test. You should:
• Read about the test.
• Review the content covered by the test.
• Practice on questions similar to those that will be on the test.

Reading About the Test

Several sources are available for you to learn about the test. You should:
• Familiarize yourself 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.
• Read any information the state or testing company releases. Sometimes the test writers will release information through the school. If they do not, you can look for information on the test company’s or state board of education’s Web 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 what the test asks and how it does so.

If specific objectives or standards are tested on the exam you must take, review in advance the facts or skills specified by each standard to be sure you are proficient in them. This workbook can help you do this. Each activity focuses on a common social studies objective. Your teacher will assign the activities either in chapter order or in the order of those that are most important for the test you will take.

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, format, and timing of the real exam. Completing the practice 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 real test—multiple choice, short response, and extended response. Practice on real, released tests whenever possible.
• Understand the guidelines that will be used to evaluate your constructed responses. You cannot give the test scorers what they want if you do not know what they want.

Taking the Standardized Test

Pacing

How quickly you answer questions depends on how the test is administered. If the test is timed, you should work carefully but not allow yourself to become stuck on any one question. As you practice taking tests, try to increase the number of questions you can complete correctly within the time limit.

If the test is not timed, you should work slowly and carefully. If you have trouble with an item, you should mark it and come back to it later. Keep in mind that, with no time limit, you should not let yourself speed up unnecessarily.
Preparing for a Standardized Test

Using the Order of Difficulty

Not all standardized tests are arranged in order of question difficulty, but some are. If the test questions are arranged in order of difficulty, then the questions run from easy to medium to difficult, in that order. You should be extra certain that you get the easy and medium questions correct before moving on to the most difficult questions.

As you enter the difficult sections of a test, you should be aware that answer choices will become trickier. The obvious answer 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 first. Then you can 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 will take imposes a guessing penalty. If there is no penalty for incorrect answers, you should answer every single question, even if you do not have time to read it. If there is a penalty for incorrect answers, you should answer a question only 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, you should always confirm your knowledge by reading the other answer choices and eliminating them.

What is the capital of Samoa?
A Paris
B London
C Suva
D Apia

The question above might be difficult for you to answer. However, you will be able to eliminate choices A and B easily, leaving you with a 50 percent chance of guessing correctly. If you do not eliminate any answer choices, you have only a 25 percent chance of guessing correctly.

You should 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, you should be aware that toward the end of the test, answer choices will be harder to eliminate. The questions become trickier and many involve vocabulary and/or concepts with which you are unfamiliar. You should be sure to eliminate only those choices you understand completely and are certain are incorrect.

Right Before the Test

You should do the following before you take any test:
• Get at least eight hours of sleep each night for the week leading up to the test.
Preparing for a Standardized 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 on the morning of the test, which allows you to get into a test-taking mode.
Prior to 1884, towns set their official clock each day at noon when the sun reached its highest point. Because the sun was overhead at a different time for each town, the time varied. Sir Sandford Fleming, a Canadian railway engineer, cleared up the confusion in 1878. He proposed a plan to keep trains on time—a worldwide standard time.

Earth rotates 360° each day. Dividing by 24 hours, Sir Fleming suggested that 24 standard time zones be set for each 15° longitude. All the towns in a particular zone would set their clocks to the same time. By 1884, the International Prime Meridian Conference selected Greenwich, England, as the Prime Meridian from which time would be measured worldwide.

Time zones do not neatly follow this 15° spacing. They are set to avoid splitting major cities or island countries into two zones. Vast China sets only one time for the entire country. In Australia and some Southwest Asian and South Asian countries, time zones may vary by only a half hour.

As you travel, you can go ahead or back in time one day by crossing the International Date Line. This imaginary line marks one day from the next.
1. **Identifying**  Which large Asian country uses only one time zone for the whole country?

2. **Identifying**  When it is Sunday in South America, what day is it in Australia?

3. **Calculating**  When it is 8 p.m. in Greenwich, England, what time is it in Moscow?

4. **Calculating**  When it is 1 a.m. on Monday in Greenwich, England, what day is it in the United States?

5. **Making Connections**  When you are eating lunch at around noon today, what will students in China be doing?
Applying the Skill

Directions: Study the map below. Then answer the questions that follow.

Time Zones in the United States

- **Eastern**: subtract 5 hours from GMT
- **Central**: subtract 6 hours from GMT
- **Mountain**: subtract 7 hours from GMT
- **Pacific**: subtract 8 hours from GMT
- **Alaska**: subtract 9 hours from GMT
- **Hawaii**: subtract 10 hours from GMT

1. Calculating Because time zones are about 15° longitude wide, about how many degrees of longitude wide is the mainland United States?

2. Calculating When it is 3 p.m. in Greenwich, England, what time is it in the following cities?
   - ✅ Cincinnati, Ohio
   - ✅ Anchorage, Alaska
   - ✅ Phoenix, Arizona
   - ✅ Honolulu, Hawaii

3. Making Connections When a student is boarding a school bus at 7:30 a.m. in Maine, what is a student in Oregon probably doing?
Standardized Test Practice

1. Time zones
   A differ by exactly one hour around the world.
   B follow lines of longitude exactly.
   C are determined from the Prime Meridian in Greenwich, England.
   D are separated by 15° latitude.

2. When it is noon at 0° longitude, it is
   F 8 P.M. in Washington, D.C.
   G 5 A.M. in Denver, Colorado.
   H 8 A.M. in Los Angeles, California.
   J 6 P.M. in Dallas, Texas.

3. Which U.S. time zone is farthest from Greenwich Mean Time?
   A Eastern
   B Pacific
   C Alaska
   D Hawaii
Interpreting Editorials

Learning the Skill

An editorial is an article that expresses the writer’s opinion on an issue. The purpose of an editorial is to sway public opinion. It is also intended to get the public to talk about an issue. Most editorials use a combination of reason and emotion to accomplish their purpose.

In some editorials, the writer may first present several viewpoints before giving his or her position on the issue. In other editorials, the writer may present only his or her opinion.

To interpret an editorial, follow these steps:
• Read the editorial and identify the issue or subject.
• Identify aspects or sides of the issue that the writer has emphasized or left out.
• Identify any words or phrases that indicate a personal opinion or that appeal to readers’ emotions.
• Draw conclusions about the writer’s position on the issue.

Practicing the Skill

Directions: Read the editorial below. Then answer the questions that follow.

The warnings are coming from frogs and beetles, from melting ice and changing ocean currents, and from scientists and responsible politicians around the world. And yet what is the U.S. government doing about global warming? Nothing. That should shock the conscience of Americans . . .

Every week brings new evidence that global climate change is real and that it’s advancing more rapidly than scientists had expected. This past week brought a report in Science that the Antarctic is losing as much as 36 cubic miles of ice a year. Last month researchers reported that glaciers in Greenland are melting twice as fast as previously estimated. . . .

. . . [H]arlequin frogs found in Latin America are dying at alarming rates because of a fungus that seems to be linked to global warming. Doug Struck explained last week in The Post that climate change is helping the ravenous [very hungry] mountain pine beetle devour forests in British Columbia, killing more trees than wildfires or logging. . . .

. . . History will not forgive political leaders who failed to act on this issue, and neither should voters.

Applying the Skill

Directions: Read the editorial below, and then answer the questions that follow.

. . . The real truth is that we don’t know enough to relieve global warming, and—barring major technological breakthroughs—we can’t do much about it . . . . Let me explain.

From 2003 to 2050, the world’s population is projected to grow from 6.4 billion people to 9.1 billion, a 42 percent increase. If energy use per person and technology remain the same, total energy use and greenhouse gas emissions . . . will be 42 percent higher in 2050. But that’s too low, because societies that grow richer use more energy. Unless we condemn the world’s poor to their present poverty—and freeze everyone else’s living standards—we need economic growth. With modest growth, energy use and greenhouse emissions more than double by 2050 . . . .

The practical conclusion is that if global warming is a potential calamity [disaster], the only salvation is new technology . . . . The trouble with the global warming debate is that it has become a moral crusade [battle] when it’s really an engineering problem. The inconvenient truth is that if we don’t solve the engineering problem, we’re helpless.

Standardized Test Practice

1. **Identifying** What is the subject of this editorial?

2. **Analyzing** What aspect(s) of the issue has the writer emphasized?

3. **Finding the Main Idea** What is the writer’s main point?

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**Standardized Test Practice**

**Directions:** Use the editorials on the previous pages to answer the questions below.

1. Which of the following statements best describes the writer’s position in the *first* editorial?
   - A Plenty of evidence exists for global warming, so we must act now.
   - B The U.S. government is taking appropriate steps to deal with global warming.
   - C Scientists around the world disagree about the causes of global warming.
   - D Global warming is such a huge problem that we can’t do much about it.

2. According to the writer of the *second* editorial, global warming
   - F is really a moral problem.
   - G is largely an engineering problem.
   - H is not a major problem.
   - J can be easily fixed.

3. The writers of both editorials would probably agree that the U.S. government should
   - A wait for more evidence that global warming is real.
   - B fund research to develop new technologies.
   - C ignore the problem of global warming.
   - D take actions now to stop global warming.
Using a Map Key

Learning the Skill

To understand what a map is showing, you must read the map key. The map key is sometimes called a map legend. It explains the meaning of special colors, patterns, symbols, and lines on the map. For example, colors or patterns on the map key might represent different climate areas or languages. Symbols might indicate capitals or other large cities. Lines might show rivers, routes, or boundaries.

To use a map key, follow these steps:
- Locate the map key on the map.
- Read the map key to find out what special information it gives.
- Find examples of each map key color, pattern, line, or symbol on the map.
- Compare the colors, patterns, lines, or symbols on the map to the explanations on the map key.

✔ Practicing the Skill

Directions: Study the information below and the map on the next page. Then answer the questions that follow.

Each year, the United Nations Development Programme publishes the Human Development Report. This report ranks countries based on their level of human development. The rankings take into account three features of development: a long and healthy life, knowledge, and a decent standard of living. Countries that rank highest in the report have higher life expectancies, higher literacy rates, and higher incomes than countries that rank lower in the report. The map on the previous page is based on the rankings in the most recent Human Development Report.
Standardized Test Practice
continued

Human Development

1. **Categorizing** Into what three groups does the map divide the countries of the world?

2. **Differentiating** How does the map distinguish between the three groups?

3. **Analyzing** Most of North America has what level of human development?
Applying the Skill

Directions: Gross domestic product (GDP) is the value of all final goods and services produced within a country in a given year. Study the map below, and then answer the questions that follow.

1. Analyzing Visuals What do the patterns on the map key indicate?

2. Analyzing Visuals What does the dark border around certain countries indicate?

3. Making Generalizations Name two things about Africa that you can learn from this map.
**Standardized Test Practice**

4. **Making Connections**  Compare the two maps in this activity. Is agriculture a larger part of the GDP in countries with high or low human development?

**Directions:** Use both maps to answer these questions.

1. Which two continents have the largest percentage of people living on less than $1 per day?
   - A  North America and South America
   - B  Africa and Asia
   - C  Africa and South America
   - D  Europe and Asia

2. In the United States, agriculture accounts for what percent of the GDP?
   - F  about 25 percent
   - G  more than 20 percent
   - H  8 to 20 percent
   - J  less than 8 percent

3. According to the two maps, Australia
   - A  ranks high in human development.
   - B  ranks low in human development.
   - C  has many people living on less than $1 per day.
   - D  depends on agriculture for most of its GDP.
Drawing Conclusions

Learning the Skill

“Elementary, my dear Watson!” Detective Sherlock Holmes often said these words when he unlocked the key to a mystery. Holmes would examine all the available evidence, or facts, and draw conclusions to solve the case.

Drawing conclusions allows you to understand ideas that are not stated directly. To draw conclusions, use the available facts and your own knowledge and experience to form a judgment or an opinion about the material. To be valid, a conclusion must be supported by logical and factual evidence. Drawing conclusions is the last step in the process of reasoning.

To draw a conclusion, follow these steps:
• Make a list of the important facts or ideas in the reading, visual, or graphic you are studying.
• Study the list and ask what else needs to be known.
• Use your knowledge and insight to develop several reasonable conclusions, or deductions, that explain the meaning of the facts.
• Look for new information to check the accuracy of your conclusions.

Practicing the Skill

Directions: Read the article below, and then answer the questions.

Ecuador’s Condor Bioreserve

Ecuador’s Condor Bioreserve is located high in the Andes. East of Quito, the reserve’s 5.4 million acres hold protected areas, farms, ranches, and indigenous territories that include grasslands, rain forests, cloud forests, volcanoes, and numerous water sources. The varied habitats make the reserve home to a wide diversity of animals: spectacled bears, Andean tapirs, six different cat species, several poisonous frog species, and more than 700 types of birds—including the mountain gull, the gray-breasted mountain-toucan, and, of course, the Andean condor.

The region provides freshwater for 1.5 million people living in and around Quito. The water has been jeopardized by slash-and-burn farming, however, in which the land is cleared by cutting and burning the vegetation. Badly planned roads and the diversion of water sources also were harming the reserve’s watersheds. Other problems included poaching and inappropriate logging, which threatened endangered species.

Conservationists have established programs that focus on protecting the region. One encourages private landowners to create limited-development corridors between protected areas. These corridors will help preserve wildlife habitats and protect watersheds, which will ensure that people continue to have safe drinking water. Another program works with Native American communities to preserve their territories and maintain their culture.
Conservationists have achieved much in the reserve. Poaching has declined drastically. Fewer intentionally set fires are destroying habitats. And Native American communities are learning how to earn a living while preserving their surroundings.

1. **Identifying** Why are conservationists working in the Condor Bioreserve?

2. **Listing** What obstacles did conservationists in the reserve have to overcome?

3. **Drawing Conclusions** Who stands to gain the most from the work of conservationists in the Condor Bioreserve? Explain your answer.

**Applying the Skill**

**Directions:** Read the information below and study the map of the Condor Bioreserve. Then answer the questions that follow.

**Ecotourism in the Condor Bioreserve**

One of the main principles of ecotourism—nature-based tourism that minimizes the impact on the ecology—is to teach local communities how to benefit from it. Programs teach people living near Ecuador’s Condor Bioreserve how to create economic opportunities from tourist activities such as nature hikes, sport fishing, and camping. Because conservation projects have regulated tourism, illegal hunting and fishing have been reduced.

Other programs have taught farmers to recognize the spectacled bear’s habitat, enabling them to find safer locations for...
1. **Analyzing**  How do people who live near the reserve benefit from ecotourism?

2. **Explaining**  Why have bear attacks on local farmers’ cattle declined in recent years?

3. **Drawing Conclusions**  Do you think ecotourism education programs in the Condor Bioreserve have been successful? Explain.

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**Standardized Test Practice**

**Directions:** Use the information on the previous pages to answer these questions.

1. Ecuador’s Condor Bioreserve region provides water for about how many people?
   - A about 15,000
   - B about 150,000
   - C about 1,500,000
   - D about 15,000,000

2. Which is a valid conclusion about ecotourism in the Condor Bioreserve?
   - F Because the city is a great distance from the reserve, few tourists from Quito visit there.
   - G Used properly, ecotourism is a valuable tool for protecting ecologically sensitive areas such as the reserve.
   - H Once plentiful, the spectacled bear is rarely seen in the reserve today.
   - J The biggest obstacle in promoting ecotourism in the region comes from the local inhabitants themselves.

raising their livestock. Since the programs began, bear attacks on cattle have declined.

With support from conservation groups, nearby communities encourage tourists to enjoy local attractions such as thermal springs and cloud forest habitats. If these environmental assets are managed wisely, they can become important sources of income to residents.
Classifying Facts and Details

Learning the Skill

A common way to organize many details and facts is by classifying them. Classifying involves sorting or grouping information into categories. Nearly all data can be classified; most data can be classified in more than one way. For example, apples and oranges can be classified as fruits. Oranges can be classified further as a tropical fruit.

To classify facts and details, follow these steps:
• Read and study the information.
• List the facts and details that are present.
• Study the facts for common features. Make these common features your categories.
• Sort the facts and details into their correct categories.
• Draw conclusions about similarities and differences among the details and facts.

Practicing the Skill

Directions: Read the information about Bolívar, San Martín, and Pedro II below. Classify facts and details into the chart that follows.

Revolutions swept through South America in the early 1800s as colonies sought independence from colonial rule. Three men dominated this transitional period.

Son of a Venezuelan aristocrat, Simón Bolívar was educated in Europe. There, he read about and admired the independence movement in the United States, and he vowed to liberate his native country from Spanish rule. He dreamed of establishing a constitutional republic in Venezuela.

Bolívar returned to Venezuela in 1810. He organized rebel armies, won victories and suffered defeats, and often was forced to retreat into neighboring colonies. Bolívar’s vision of independence changed to include all of South America. By 1819, Bolívar had freed most of New Granada—Colombia, Venezuela, Ecuador, and Panama—from Spanish rule. In 1821 he finally liberated Venezuela from Spain.

Building on a campaign started by José de San Martín, Bolívar helped free Peru in 1824 and agreed to become its dictator. Upper Peru became the country of Bolivia in 1825. Bolívar wanted the Latin American states to form a union like the United States. However, New Granada began to break up. Bolívar, known as “The Liberator,” stepped down in 1830.

Although Argentina was his homeland, José de San Martín was educated in Spain and fought for Spain. In 1812 he resigned to fight for Argentina against Spain. A great military leader, he helped free Argentina. He then expanded South America’s struggle for independence by crossing the Andes to fight the Spanish in Chile. From there, he moved north to battle Spain’s armies in Peru. By 1821, the Spanish had fled Peru, and San Martín was named protector. After meeting with Bolívar to discuss Peru’s future, San Martín resigned.
and went into exile in Europe. Argentina still honors José de San Martín as the “Knight of the Andes.”

Brazil took a different path. Pedro I declared Brazil’s independence from Portugal in 1822 and became emperor. When he failed to support a parliamentary government, he lost popularity. He abdicated the throne in 1831 and left the country to his five-year-old son, Pedro II. After he was old enough to govern, Pedro II proved to be a generous, caring emperor. He promoted education, diversified the economy, and constructed railroads and telegraph lines. After he freed Brazil’s 700,000 slaves, however, the plantation owners opposed him. Military and church leaders also resisted his reforms. He abdicated his power and position in 1889 so that Brazil could establish a republic. Because of Pedro II, Brazil remained a stable government during its transition from colony to republic.

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<th>Birthplace and Education</th>
<th>Goal(s)</th>
<th>Countries Affected</th>
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<td>José de San Martín</td>
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<td>Pedro II</td>
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**Applying the Skill**

**Directions:** Refer to your textbook to gather facts and details about the Moche, Nazca, and Inca civilizations. Study the facts for common features. Make these common features your categories, and write them at the top of each column in the following table. Classify your facts and details into the appropriate columns and rows.
1. Which of the following statements is accurate?
   A  Pedro II began reigning in 1822.
   B  Bolívar led rebel forces into Paraguay.
   C  Bolívar, San Martín, and Pedro II all ultimately stepped down.
   D  New Granada included Colombia, Ecuador, Panama, Peru, and Chile.

2. Which of the following statements is accurate?
   F  The Inca cut large outlines of geometric shapes into the earth.
   G  The Nazca adopted Moche culture.
   H  The Moche lived in Bolivia and central Chile.
   J  In the 1500s, Pizarro captured the Inca ruler and killed him.

3. Which of the following is the best way to classify Bolívar, San Martín, and Pedro II?
   A  South American emperors
   B  South American generals
   C  South American visionaries
   D  Spanish revolutionaries
Recognizing Propaganda

Learning the Skill

*I’ll believe that with a grain of salt.* This old expression means “be skeptical of what you hear or read.” In particular, be aware of propaganda, or half-truths and misinformation. Advertisers use propaganda to convince you to buy something. Politicians use propaganda to get people to vote a certain way. Propaganda appeals to people’s emotions. It tries to convince people to do something or accept a particular viewpoint without thinking.

Some propaganda techniques include:
- **Symbols**—Using general words or themes that people will respond to with strong emotions, such as safety, justice, and truth
- **Name-Calling**—Using negative labels for people or ideas the propagandist wants others to reject
- **Bandwagon**—Convincing people that everyone else agrees, so they should too
- **Endorsement**—Using supportive statements from famous people
- **Stacked Cards**—Using facts and statistics that support only one side of the issue

Follow these steps to recognize propaganda:
- Look for words or images that are filled with emotion or used as warnings.
- Look for negative words and their targets.
- Look for positive words and their targets.
- Analyze whether both sides of the issue or argument are present.
- Draw conclusions about what you are being asked to do or think.

Practicing the Skill

Directions: Read the information below. Then answer the questions that follow.

In 1946 Juan Perón was elected president of Argentina with 56 percent of the popular vote. He mastered the use of propaganda to promote his philosophy, now known as Perónism. He appealed to *descamisados*, the “shirtless ones.” He showered underprivileged workers with wage increases and fringe benefits. He claimed his Third Position was a superior form of government between communism and capitalism.

Like other dictators, he silenced any opposition. In 1951 he seized control of *La Prensa*, a prominent Spanish-language newspaper. For four years, it served as his official propaganda newspaper. He also employed strong-arm squads to silence anyone who disagreed with him. In 1955 military officers—unhappy with the inflation, corruption, and oppression of the government—forced him to resign.

During his rule, his wife Eva served as his most effective promoter. She even wrote a book about her husband—*History of Perónism*. In it, she praised Perón’s actions:
"The working class forces have triumphed, thanks to the humble, good men and the workers who saw in Perón not only the social reformer, but also the patriot, the man who brought security to the nation, the man who would fight so that when he retired the country would be bigger, happier, and more prosperous than when he found it... We have pledged to be missionaries of Perón; to do this is to expand his doctrine, not only within our own country, but to offer it to the world as well, as a hope of the rewards always wished for by the working classes.

General Perón has defeated both capitalism and communism... La Prensa, that capitalistic cancer, was not suppressed by Perón, but by the paperboys and the working force... The working classes, by supporting Perón, support the leader of the Argentine workers and not the leader of any political party. Perón is the nation, Perón is work, and Perón is well-being."

1. **Identifying** Circle the words or phrases that put Perón or his followers in the best possible light. Underline the words or phrases that put his opponents in the worst possible light.

2. **Analyzing** Based on the excerpt, what do you think Eva Perón’s purpose was in writing the *History of Perónism*?

3. **Applying** Read the propaganda techniques listed at the beginning of the activity. Give two examples of techniques that were used in this excerpt.

虱**Applying the Skill**

**Directions:** Read the passage below, and then answer the questions that follow.

The divisive final days of the 2006 Venezuelan presidential campaign mirrored people’s feelings toward incumbent Hugo Chávez. Venezuelans are split between those who say Chávez has empowered the poor and stimulated economic growth, and those who say he is autocratic and has mismanaged the economy. During the campaign, challenger Manuel Rosales—who drew considerable support from the middle- and upper-classes—promised to address the concerns of poor Venezuelans while respecting democracy and social justice.

In a Caracas rally one week before the election, Rosales declared that the “true polls”—as opposed to those “manipulated” by the Chávez government—showed that “within a few days, Venezuela will have a new President... And if you don’t agree,” he added, “then take a look at this ace of spades, there’s been another live poll from today, at this time, the Caracas poll,” referring to the throng of supporters cheering before him.
Rosales’s speech called on voters to “dare to change”—the campaign’s official slogan—and criticized Chávez’s foreign policy of selling oil abroad at discounted and preferential financing rates.

For his part, Chávez repeatedly characterized his opponents as the corrupt guard of yesteryear, with little concern for poor Venezuelans—Chávez’s main constituency.

Two days before the election, some Venezuelan government workers received a photo of Rosales in their e-mail inbox. The photo was accompanied by text accusing Rosales and other opposition leaders of crimes against the Chávez government, including threatening to kidnap and assassinate Chávez. Below the text was the phrase: “If you dare, you will regret.”

On election day, Chávez won 63 percent of the vote to Rosales’s 37 percent. Still, Rosales and the opposition chalked up their loss under the win category for garnering a sizeable chunk of the voting population by legitimate means.

1. **Categorizing** Which propaganda technique(s) did Rosales employ in his speech at the Caracas rally?

2. **Categorizing** Which propaganda technique(s) were used by Chávez and his supporters?

3. **Analyzing** How does the phrase “If you dare, you will regret” relate to the Rosales campaign?

Standardized Test Practice

Directions: Use the excerpts on the previous pages to answer these questions.

1. Which of the following statements is accurate?
   A. Chávez was declared president of Argentina in 2006.
   B. Both Perón and Chávez won with 56 percent of the vote.
   C. Both Perón and Rosales appealed to the poorer workers of their country.
   D. Poor Venezuelans helped Chávez win the 2006 election.

2. Which of the following statements is accurate?
   F. Perón ruled as dictator of Argentina for decades.
   G. The paperboys took over La Prensa in 1951.
   H. Some Venezuelan government workers were warned to vote for Chávez.
   J. Rosales claimed that Chávez had “stolen” the 2006 presidential election.

3. Which of the following statements is propaganda?
   A. Perón claimed his Third Position was a superior form of government.
   B. Chávez will use his 2006 election victory to crush all opposition and become dictator of Venezuela.
   C. Though he lost the election, Manuel Rosales was cheered by his strong showing.
   D. Like other dictators, Perón silenced any opposition.
Using a Bar Graph to Interpret Data

Learning the Skill

Graphs allow you to look at statistical information in a visual way. Bar graphs show information in bars, or wide lines. They allow you to compare quantities at a glance. Each bar on a bar graph represents an amount—the longer the bar, the larger the amount. The bars may be drawn either vertically or horizontally. Labels on the vertical and horizontal axes tell you what the bars represent.

To read a bar graph, follow these steps:
• Read the title to find out the subject of the graph.
• Study the information on the side and bottom of the graph to find out what the bars represent.
• Compare the lengths of the bars to draw conclusions about the subject of the graph.

To make a bar graph, follow these steps:
• Collect the statistical data you will need for the bar graph.
• Create a grid with horizontal and vertical axes. Label the axes.
• Decide how each axis will be divided numerically. Each amount of space along the axis should represent the same unit or number. Label each unit.
• Give the graph a title and a key.
• Using the statistics you collected, create bars that represent the items being compared.

Practicing the Skill

Directions: Read the paragraphs below and study the bar graph on the next page. Then answer the questions that follow.

Climate Change and Carbon Dioxide Emissions in Europe

Many Europeans are concerned about the climate changes taking place in parts of the world. In Europe, mountainous and coastal areas are most at risk from climate changes. The mountainous areas have already seen a loss in snow cover due to temperature increases. Coastal areas are in danger from increases in sea levels and storm activity.

Many scientists believe that climate changes are due to the release of carbon dioxide and other gases into the atmosphere. The result is global warming. European countries are taking steps now to reduce the amount of carbon dioxide they produce. One of the most important steps involves burning less fossil fuels. This will reduce much of the carbon dioxide released into the atmosphere.

The graph on the next page shows the amount of carbon dioxide released by selected countries in Europe.
1. **Identifying** Which of the countries shown on the graph produced the most carbon dioxide? The least amount?

2. **Calculating** About how much more carbon dioxide did the United Kingdom release than Italy?
Applying the Skill

Directions: Study the table below, as well as the guidelines for making a bar graph. Then, complete the bar graph that follows, showing the total amount of energy used by France, Germany, Italy, and the United Kingdom.

<table>
<thead>
<tr>
<th>Country</th>
<th>Fossil Fuels</th>
<th>Nuclear</th>
<th>Hydroelectric</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>6.27</td>
<td>4.37</td>
<td>0.56</td>
<td>0.00</td>
</tr>
<tr>
<td>Germany</td>
<td>12.21</td>
<td>1.56</td>
<td>0.14</td>
<td>0.28</td>
</tr>
<tr>
<td>Italy</td>
<td>7.20</td>
<td>0.00</td>
<td>0.40</td>
<td>0.40</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>8.33</td>
<td>1.08</td>
<td>0.00</td>
<td>0.40</td>
</tr>
</tbody>
</table>


Total Energy Used

- France
- Germany
- Italy
- United Kingdom

Quadrillion BTUs
Standardized Test Practice
continued

✔ Standardized Test Practice

Directions: Answer the questions below based on the information in the bar graphs and table.

1. About how many metric tons of carbon dioxide did France produce?
   A 850 million
   B 550 million
   C 400 million
   D 350 million

2. About how many more total BTUs of energy did France use than did the United Kingdom?
   F 1.4 quadrillion
   G 2.06 quadrillion
   H 3.0 quadrillion
   J 3.2 quadrillion

3. Italy produced more carbon dioxide than France. This can best be explained by the fact that
   A Italy used more energy than France.
   B Italy used more fossil fuels than France.
   C Italy used more nuclear power than France.
   D Italy used more hydroelectric power than France.
Using Time Lines to Sequence Events

Learning the Skill

When events are sequenced, they are placed in the order in which they occurred. A time line is a type of graphic that shows a sequence of events over a particular period of time. It is often easier to understand the sequence of events and their relationships to one another if the events are in chronological order on a time line.

To read a time line, follow these steps:
• Read the time line’s title to determine its focus.
• Look at the span of years and the number of events on the time line.
• Read the information for each event.
• Identify relationships among the events.
• Draw conclusions about the individual events and their relationships.

To make a time line, follow these steps:
• Determine the focus of your time line.
• Decide on the starting and ending dates for your time line.
• Analyze the information you have about events during this period and decide what the key events are.
• Place these events and their dates in chronological order on the time line.
• Title the time line to explain its focus.

Practicing the Skill

Directions: Study the time line below, and then answer the questions that follow.

Decline of the Roman Empire

- **A.D. 350** Constantine moves the capital of the empire to Constantinople
- **A.D. 378** Germanic Visigoths defeat the Romans
- **A.D. 410** Visigoths capture Rome
- **A.D. 476** Germanic leaders overthrow last emperor in Rome; Western Roman Empire comes to an end
- **A.D. 455** Germanic Vandals invade Rome
- **A.D. 395** Emperor Theodosius dies; Roman Empire splits in two
- **A.D. 300**
Standardized Test Practice
continued

1. **Identifying** In what year did the Roman Empire split?

2. **Naming** Who was the last emperor to rule a united Roman Empire?

3. **Naming** Name two Germanic groups that invaded Rome.

4. **Analyzing** For how many years did the Western Roman Empire survive after the empire split?

5. **Determining Cause and Effect** What effect did the invasion of Germanic groups have on the Western Roman Empire?

---

**Applying the Skill**

**Directions:** Read the passage below. Then complete the activity that follows.

**Luxembourg’s History**

Luxembourg is one of the world’s smallest nations and one of the oldest in Europe. It was founded in A.D. 963 when Siegfried, Count of Ardenne, acquired a castle where the city of Luxembourg is today. Luxembourg gets its name from this castle, which was called Lucilinburhuc.

During its long history, Luxembourg was controlled by many other nations and empires. In 1477 it became part of the Hapsburg Empire. By 1556 it was under the control of the Spanish Hapsburgs. Then in 1684, Luxembourg was conquered by France during Louis XIV’s rule. After 13 years, France returned Luxembourg to the Spanish, who later granted it to the Austrian Hapsburgs.

In 1795 the French regained control of Luxembourg and continued to rule it until 1814. A year later, the Congress of Vienna made Luxembourg a grand duchy under the Netherlands. In 1839 Luxembourg lost more than half of its territory to Belgium but gained more independence in the process. Finally in 1867, Luxembourg became a fully independent nation.

Luxembourg was considered a neutral country for many years. However, when Germany invaded it in both World Wars, Luxembourg decided to end its neutrality. It joined the North Atlantic Treaty Organization (NATO) in 1949. Six years later it became one of the founding members of the European Economic Community. Today many of the offices of the European Union are located in Luxembourg.
**Activity**

**Directions:** Study the guidelines for making a time line. Then, in the area below, create a time line of events about Luxembourg. Sequence the events from earliest to most recent.

---

**Standardized Test Practice**

**Directions:** Answer the questions below based on the information in the Luxembourg time line.

1. **When did Luxembourg become a fully independent nation?**
   - A 963
   - B 1839
   - C 1867
   - D 1957

2. **How many total years did France control Luxembourg?**
   - F 13
   - G 19
   - H 23
   - J 32

3. **Which of the following is a correct sequence of events in Luxembourg’s history?**
   - A becomes a grand duchy; is controlled by the French; becomes part of the Hapsburg empire
   - B ends its neutrality; becomes fully independent; loses territory to Belgium
   - C joins NATO; becomes fully independent; ends its neutrality
   - D ends its neutrality; joins NATO; becomes a member of the European Economic Community
Evaluating Primary and Secondary Sources

Learning the Skill

Information can be categorized into two types. A primary source is a record of an event by a person who was a participant or eyewitness to it. Primary sources include letters, journals, diaries, legal documents, autobiographies, drawings, and photographs. A secondary source is information that is written later by someone who was not present at the event.

To evaluate sources, follow these steps:
• Identify the author of the source.
• Determine when and where the source originated.
• Analyze what kind of information the source provides (for example, facts, opinions, only one side of the issue, and so on).
• Find other sources that support or disprove the first source.
• Compare the sources to see if they agree.
• Determine whether the sources are credible, or able to be trusted. Consider the authors’ personal beliefs and attitudes.

Practicing the Skill

Directions: Read the information below. Then answer the questions that follow.

Background: In April 1992, civil war broke out in Bosnia after it declared its independence from Yugoslavia. Serb forces immediately invaded Sarajevo, the capital of Bosnia. Below are two accounts of one day during that siege.

Narrative of Events [on May 2, 1992, in the city of Sarajevo]:

Fighting erupted in the morning after Serb mortar shells began falling near the city’s old Muslim quarter. A major artillery attack began soon after 1:00 p.m. and fighting continued well into the night. Mortar and tank shells were fired for hours directly into the main business and shopping district. . . . Hundreds of people walking in the downtown area were caught in the streets when the attack began. They ran for shelter into bars, basements, and entrance halls. . . . At dusk, with the fighting continuing, reporters on the scene described blazing government buildings, bodies of fighters and civilians lying on the street for hours after the fighting began, artillery and mortar shells coming from the hills, and of close-range fighting in the narrow alleys of . . . the old Muslim city.

**Background:**  Zlata Filipovic was an 11-year-old girl living in Sarajevo when the siege began. She recorded events during the siege in her diary, which she called “Mimmy.”

Dear Mimmy, [Saturday, May 2, 1992]

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

. . . We listened to the pounding shells, the shooting, the thundering noise overhead. . . . We heard glass shattering in our street. Horrible. I put my fingers in my ears to block out the terrible sounds. . . . At around 8:00 we went back up to our apartment. Almost every window in our street was broken. Ours were all right, thank God. I saw the post office in flames. A terrible sight. . . . The whole apartment smelled of the burning fire . . .


1. **Categorizing** What two sources are presented? Are they primary or secondary sources? Explain.

2. **Comparing and Contrasting** In what ways are the two accounts the same? In what ways are they different?

3. **Evaluating** Do you think the sources are credible? Explain.
Applying the Skill

Directions: Using information from the sources on the previous pages and from the table below, write a short paragraph to support the following claim:

In the spring of 1992, Sarajevo became a “city of violence.”

<table>
<thead>
<tr>
<th>Casualties Reported in Sarajevo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>April</td>
</tr>
<tr>
<td>May</td>
</tr>
<tr>
<td>June</td>
</tr>
</tbody>
</table>


Standardized Test Practice

Directions: Answer the questions below by circling the letter of the correct answer.

1. Which of the following would be a secondary source?
   A an encyclopedia article about the siege of Sarajevo
   B a quote from a journalist who was present in Sarajevo during the siege
   C a photograph showing buildings destroyed during the siege
   D a letter from a boy in Sarajevo to a friend in another country

2. Which of the following would be a primary source?
   F a television documentary on the war in Bosnia
   G a map showing the places in Sarajevo that were targets during the war
   H the autobiography of a citizen of Sarajevo who lived during the siege
   J a magazine article describing current conditions in Sarajevo
Using a Map Scale

Learning the Skill

Cartographers draw maps to scale. This means that one inch on a map may represent 100 miles (161 km). On another map, one inch might represent 1,000 miles (1,609 km). This relationship, or scale of distance, is usually shown on a map scale—a line that shows the unit of measurement and the number of miles or kilometers this unit represents.

To use a map scale, follow these steps:
- Find the map scale on the map.
- Identify the line of measurement and the distance the line represents. (You may want to trace the line onto a small piece of paper.)
- Use this unit of measurement to measure the distance between two points on the map.
- Add the number of units it took to get from one point to the other.
- Multiply this number by the number of miles or kilometers represented by a single unit.

✔ Practicing the Skill

Directions: Study the map below, and then answer the questions on the next page.
**Standardized Test Practice**

continued

1. **Locating** On the map titled “Russia’s Trans-Siberian Railroad,” where is the scale located?

2. **Specifying** What is the scale of miles on the map?

3. **Calculating** Suppose you traveled from Yekaterinburg to Omsk by train. About how far (in miles and kilometers) would you travel from one city to the other?

4. **Calculating** About how many miles is it from Moscow to Novosibirsk?

---

**Applying the Skill**

**Directions:** Study the map on the right, and use it to complete the table that follows. The first row has been completed for you.
Directions: Use the map on the previous page to answer the questions below.

1. Moscow is about 500 miles from Kyiv. What is the approximate distance in kilometers?
   A about 500 kilometers
   B about 800 kilometers
   C about 1,000 kilometers
   D about 1,200 kilometers

2. The distance from Moscow to Budapest is about 1,600 kilometers. What is the approximate distance in miles?
   F about 550 miles
   G about 770 miles
   H about 1,000 miles
   J about 1,500 miles

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

4. How much farther is it from Moscow to Warsaw than from Moscow to Minsk?
   F about 100 miles
   G about 200 miles
   H about 300 miles
   J about 400 miles
Analyzing a Political Cartoon

Learning the Skill

Ideas and opinions can be expressed visually in the form of political cartoons. Political cartoonists often use symbols or figures to represent their ideas. They may also use caricatures—drawings that exaggerate actions, parts, or features of the subject. Political cartoons help readers see relationships and draw conclusions about people and events. The old saying “A picture is worth a thousand words” is a good description of political cartoons.

To analyze a political cartoon, follow these steps:

- Identify any people portrayed in the cartoon.
- Identify any symbols in the cartoon, and find out what they represent.
- Read the cartoon’s caption, if any, and decide how it relates to the rest of the cartoon.
- Determine the main theme or subject of the cartoon.
- Draw conclusions about the cartoonist’s point of view.

Practicing the Skill

Directions: Study the cartoon here, and then answer the questions on the next page.

1. Making Connections  This cartoon was published in 1991.
What happened to the Soviet Union that year?

2. Identifying  Name the four famous people portrayed in this cartoon.
What do these four people have in common?

3. Interpreting  What does the hammer and sickle symbolize?

4. Drawing Conclusions  The small figures near the bottom of the cartoon
are carrying a coffin. Why is the coffin labeled “communism”?

5. Speculating  Why do you think Gorbachev is shown at the front of
the funeral procession?

6. Making Inferences  Which of the figures is saying, “I can’t believe
my eyes!”? What can he not believe?

7. Identifying Central Issues  What is the main idea of the cartoon?
Applying the Skill

Directions  The cartoon below was created by the same cartoonist in 1991. Study the cartoon and compare it to the previous one. Then answer the questions that follow.


1. Naming  Who is the figure in this cartoon? (Clue: It is one of the figures in the previous cartoon.)

2. Identifying  What is the object on the ground?
Standardized Test Practice

Directions: Use the cartoons to answer the questions below.

1. What do the broken pieces in the second cartoon symbolize?
   A the effects of nuclear war
   B the results of a major earthquake in the Soviet Union
   C the importance of agriculture in the Soviet Union
   D the crumbling of Soviet unity and power

2. Based on the two cartoons, the cartoonist most likely believed that
   F the Soviet Union would continue to be a superpower.
   G the Soviet Union would remain a Communist country.
   H communism in the Soviet Union had come to an end.
   J Gorbachev had strengthened the Soviet Union.
Interpreting Data in Tables

Learning the Skill

Tables are often used to organize data. After studying the data in a table, you can often see trends or patterns. For example, a table may show population trends over a period of time. Information in a table may also compare different types of data.

To interpret the data in a table, follow these steps:
• Read the title of the table to determine its subject.
• Read each column heading to see what categories are being compared.
• Study the data from the top down in each column and across rows.
• Identify relationships and draw conclusions.

✅ Practicing the Skill

Directions: Study the table below, and then answer the questions.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>20.4</td>
<td>24.2</td>
<td>26.3</td>
</tr>
<tr>
<td>Brazil</td>
<td>184.2</td>
<td>228.9</td>
<td>259.8</td>
</tr>
<tr>
<td>Canada</td>
<td>32.2</td>
<td>36.0</td>
<td>36.9</td>
</tr>
<tr>
<td>China</td>
<td>1,303.7</td>
<td>1476.0</td>
<td>1437.0</td>
</tr>
<tr>
<td>India</td>
<td>1,103.6</td>
<td>1363.0</td>
<td>1628.0</td>
</tr>
<tr>
<td>Russia</td>
<td>143.0</td>
<td>130.2</td>
<td>110.5</td>
</tr>
<tr>
<td>United States</td>
<td>296.5</td>
<td>349.4</td>
<td>419.9</td>
</tr>
</tbody>
</table>


1. Identifying What is the subject of the table?

2. Identifying What are the table’s column headings? Row labels?
3. **Analyzing**  Which country had the largest population in 2005?

4. **Analyzing**  Which country is projected to have the largest population in 2050?

5. **Analyzing**  According to the projected figures, how many people will Russia have in 2025? In 2050?

6. **Contrasting**  How is the population trend in Russia different from the population trends in the other countries in the table?

---

**Applying the Skill**

**Directions:** Read the paragraph below and study the table. Then answer the questions that follow.

Population figures tell you how many people live in a country or region. Population *density* figures tell you how crowded a country or region is. Population density is the average number of people per square mile. If a country has a large land area, its population density may be low, even if it has a large population. Russia, for example, has a fairly low population density because it has the largest land area of any country in the world.

<table>
<thead>
<tr>
<th>Country</th>
<th>Area (square miles)</th>
<th>Population Density per Square Mile, 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>2,988,888</td>
<td>7</td>
</tr>
<tr>
<td>Brazil</td>
<td>3,300,154</td>
<td>56</td>
</tr>
<tr>
<td>Canada</td>
<td>3,849,670</td>
<td>8</td>
</tr>
<tr>
<td>China</td>
<td>3,696,100</td>
<td>353</td>
</tr>
<tr>
<td>India</td>
<td>1,269,340</td>
<td>869</td>
</tr>
<tr>
<td>Russia</td>
<td>6,592,819</td>
<td>22</td>
</tr>
<tr>
<td>United States</td>
<td>3,717,796</td>
<td>80</td>
</tr>
</tbody>
</table>

**Source:** 2005 World Population Data Sheet.
1. What was Russia’s population density in 2005?

2. Which country in the table had the lowest population density?
The highest?

✅ Standardized Test Practice

Directions: Use the tables on the previous pages to answer these questions.

1. Russia’s population in 2005 was about
   A 6 million.
   B 22 million.
   C 143 million.
   D 296 million.

2. Based on the first table, Russia’s population density will most likely _____ from 2005 to 2050.
   F decrease
   G increase slightly
   H increase greatly
   J remain the same

3. Russia’s population density in 2005 was less than half the population density of Brazil. This could be explained by the fact that
   A Brazil had three times more people than Russia.
   B Russia’s land area is nearly twice as large as Brazil’s.
   C More people live in cities in Brazil than in Russia.
   D all of the above