Use your social studies knowledge to help you succeed on Georgia’s Criterion-Referenced Competency Tests (CRCT).
Test-Taking Tips

• Go to bed early the night before the test. You will think more clearly after a good night’s rest.
• Read each problem carefully and think about ways to solve the problems before you try to answer the question.
• Relax. Most people get nervous when taking a test. It’s natural. Just do your best.
• Answer questions you are sure about first. If you do not know the answer to a question, skip it and go back to that question later.
• Think positively. Some problems may seem hard to you, but you may be able to figure out what to do if you read each question carefully.
• When you have finished each problem, reread it to make sure your answer is reasonable.
• Make sure that the number of the question on the answer sheet matches the number of the question on which you are working in your test booklet.
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Overview

What Is the Criterion-Referenced Competency Test?

The Criterion-Referenced Competency Tests are a series of tests administered by the state of Georgia to students in grades 1–8. Students in grades 1–8 are tested in the content areas of Reading, English Language Arts, and Mathematics. In grades 3–8, students are also tested in the content areas of Science and Social Studies. The Social Studies assessment is designed to measure your knowledge and skills in four strands: history, geography, civics, and economics.

How This Book Helps You Succeed on the CRCT

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

1. Diagnostic Test
2. Standardized Test Practice Lessons
3. Practice Test

The Diagnostic Test includes 50 multiple-choice questions. The purpose of the Diagnostic Test is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the CRCT.

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

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

Both the Diagnostic Test and the Practice Test questions have been correlated to meet the Georgia Performance Standards. These correlation codes are located inside boldfaced brackets below each test question.
Guide to Analyzing Graphics

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

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

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

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

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

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

**Tip:**
When you are preparing for the CRCT, look at newspapers, magazines, atlases, and textbooks for examples of charts, graphs, maps, and political cartoons. The more comfortable you are with finding information in a graphic, the more skilled you will be at answering a test question that uses one.
Georgia Performance Standards for Grade 7: Africa and Asia

In seventh grade, students conclude the study of major world regions. The four strands are integrated with history as the central strand. The history strand focuses on historical developments essential to understanding a specific region in the modern world. The geography strand relates the importance of geography to each region’s development. The civics strand examines the political structures in each region. The economics strand continues to build basic economic concepts and introduces students to the economic development of each region.

<table>
<thead>
<tr>
<th>AFRICA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Historical Understanding</td>
</tr>
<tr>
<td>SS7H1 The student will identify important African empires.</td>
</tr>
<tr>
<td>a. describe the development of African empires including Ghana, Mali, Songhai, and Ethiopia</td>
</tr>
<tr>
<td>b. explain the importance of cities such as Timbuktu as a center of learning and Djenne, one of the oldest cities in Africa, and Zanzibar as a center of commerce</td>
</tr>
<tr>
<td>c. describe the significance of Sundiata, Mansa Musa, Sayyid Sa’id ibn Sultan, and Zara Yakob</td>
</tr>
<tr>
<td>SS7H2 The student will explain the reasons for the Africa independence movement.</td>
</tr>
<tr>
<td>a. explain the origins of the slave trade in Africa and describe the grading routes to North Africa, Europe, and the Americas</td>
</tr>
<tr>
<td>b. describe the development of European empires in Africa including the reasons for colonization, partitioning of Africa, and the approach to empire by Great Britain, France, and Belgium</td>
</tr>
<tr>
<td>c. describe the nationalist movements in colonial Africa including Kenya and Nigeria, Ghana, and the Belgium Congo</td>
</tr>
<tr>
<td>d. analyze the impact of the colonial period on the development of Africa</td>
</tr>
<tr>
<td>SS7H3 The student will describe major developments in Africa since independence.</td>
</tr>
<tr>
<td>a. explain the problems faced after independence by countries such as Kenya and Nigeria</td>
</tr>
<tr>
<td>b. explain the experience of South Africa (apartheid) including the origins of and ending of apartheid and the roles of Nelson Mandela and F. W. deKlerk.</td>
</tr>
<tr>
<td>c. describe problems created by the health issues including AIDS, and starvation</td>
</tr>
<tr>
<td>d. explain the problems created by repeated civil war in Africa including Democratic Republic of the Congo (Zaire) and Rwanda</td>
</tr>
<tr>
<td>e. explain the problems created by governmental corruption and one-party rule as seen in Zimbabwe</td>
</tr>
<tr>
<td>f. explain the origins of the pan-Africa movement and its importance to the development of the African Union</td>
</tr>
</tbody>
</table>
### Geographic Understanding

**SS7G1** The student will be able to describe and locate the important physical and human characteristics of Africa.

- **a.** describe and locate major physical features to include Sahara, Savannah, Sahel, Tropic Rain Forest, Congo River, Nile River, Zambezi River, Niger River, East African Mountains (Ethiopian Highlands), Drakensberg Mountains, Atlas Mountains, Kalahari Desert, Lake Tanganyika, and Lake Victoria

- **b.** describe and locate the nations of South Africa, Zimbabwe, Tanzania, Rwanda, Mozambique, Democratic Republic of the Congo, Ghana, Mali, Mauritania, Sierra Leone, Sudan, Egypt, Ethiopia, Libya, Kenya, Chad

**SS7G2** The student will discuss the impact of government policies and individual behaviors on the African environment.

- **a.** explain how pollution has affected countries such as Kenya, Egypt, and South Africa and actions taken by government and individuals

- **b.** explain the impact of the extraction of natural resources on the environments of Kenya, Chad, and Nigeria

- **c.** explain the importance of water as a natural resource in countries such as Egypt, Sudan, Mali, and Chad

- **d.** explain ways in which countries such as Kenya, South Africa, and Mali have worked to improve the African environment

- **e.** explain the impact of deforestation and desertification on the environment in such countries as Cote d’Ivoire, Kenya, and Botswana

**SS7G3** The student will explain the impact of location, climate, physical characteristics, natural resources and population size on African countries.

- **a.** describe the impact location has on countries such as Chad, Egypt, South Africa, with regard to trade, migration, agriculture, and industry

- **b.** explain the impact of physical features such as deserts, mountains, rivers, and proximity to the ocean have on countries such as Ethiopia, Sudan, Morocco

- **c.** explain the distribution of natural resources in Africa and how that has affected the development of countries such as Chad, Sudan, and South Africa

- **d.** describe the effect the Sahara, Sahel, Savannah, and Tropical Rain Forest have on where people live, they type of work they do, and transportation

**SS7G4** The student will describe the cultural characteristic of different people who live in Africa.

- **a.** describe the religions, customs, and traditions of the Arab, Ashanti, Bedouin, Khoikhoi and the San, Ibo, and Swahili ethnic groups

- **b.** evaluate how the literacy rate of the countries such as Sudan, South Africa, and Egypt has affected their development

- **c.** trace the spread of the Bantu peoples and explain the impact this had on Africa

- **d.** explain the major literary (including literature Noble laureates Wole Soyinka, Nigeria; Naguib Mafuz, Egypt; Nadin Gordimer, South Africa; artistic, and music forms of people in the region
### Civics/Government Understanding

**SS7CG1** The student will demonstrate an understanding of the modern governments of Africa.

a. describe the structure of the national governments in the modern African nations of Morocco, Kenya, Libya, and South Africa including type of government, form of leadership, type of legislature, and the role of the citizen

b. explain the problem and impact of civil war and conflict in Africa

### Economic Understanding

**SS7E1** The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions: What to produce? How to produce? For whom to produce?

a. explain the basic types of economic systems found in South Africa, Egypt, Nigeria, and Morocco

**SS7E2** The student will give examples of how voluntary trade benefits buyers and sellers in Africa over time.

a. analyze the development of voluntary trade including trans-Saharan trade, Middle East and Asian trade routes

b. explain how trade barriers including the Sahara and the Tropical Rain Forest have affected development of trade within Africa

c. describe how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from nation such as Egypt, South Africa, Nigeria, and Chad

d. explain the function and purpose of South African Development Community (SADC) and the Economic Community of West African States (ECOWAS)

**SS7E3** The student will describe the factors that influence economic growth and examine their presence or absence in such African countries as Chad, South Africa, Nigeria, and Kenya.

a. describe the importance investment in human capital, including the health, education, and training of people

b. describe how factors such as political stability, education, and health issues inhibit or enhance investment in capital goods, including factories, machinery, and new technology

c. describe how natural resources, including land, air, water, minerals, time, and other gifts of nature have affected economic development

d. analyze the role of entrepreneurs who take the risks of organizing productive resources

**SS7E4** The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

### SOUTHWEST ASIA (Middle East)

### Historical Understanding

**SS7H4** The student will describe development of the three major religions that originated in the Middle East.

a. explain the origins of Judaism as seen in the Hebrew peoples

b. explain the origins and spread of Christianity to 312 CE
c. explain the origins and spread of Islam to 1258 CE including the religious, cultural, and military factors

d. explain the origins of the division between Sunni and Shia Muslims

SS7H5 The student will describe importance of the Ottoman Empire to Southwestern Asia.

a. describe the origins of the Ottoman empire

b. describe geographic expansion of Ottoman empire

c. explain the impact of the Ottoman Empire with regard to trade and religion on the region

d. discuss the importance of the break up of the Ottoman Empire after World War I

SS7H6 The student will describe major developments in the Middle East during the 20th century.

a. explain the historical reasons for the establishment of the modern state of Israel in 1948, including anti-Semitism in Europe, Zionism, and the Holocaust

b. describe the continuing conflicts between Israel and the Arab world.

c. explain the economic impact of oil on the region

d. explain U.S. involvement and interest in North Africa/Southwest Asia to include the Persian Gulf War, invasion of Afghanistan, and Operation Iraqi Freedom

Geographic Understanding

SS7G5 The student will be able to describe and locate important physical and human characteristics in Southwestern Asia (Middle East).

a. describe and locate major physical features of the Middle East to include Jordan River, Tigris River, Euphrates River, Golan Heights, West Bank, Gaza Strip, Suez Canal, Strait of Hormuz, Persian Gulf, Black Sea, Caspian Sea, Red Sea, and Arabian Sea

b. describe and locate the following nations in the Middle East: Israel, Jordan, Saudi Arabia, Iran, Iraq, Syria, Lebanon, Kuwait, and Afghanistan

SS7G6 The student will evaluate the impact of government policies and individual behaviors on Southwest Asia’s environment

a. describe the environmental issues facing the countries of the Middle East including industrial pollution, water rights, extraction of natural resources

b. explain the problems associated with developing governmental policies in the Middle East concerning environmental issues such as water rights and extraction of natural resources such as oil

SS7G7 The student will explain the impact of location, climate, physical characteristics, natural resources, and population size on various Southwestern Asian countries.

a. describe the impact of location on trade, agriculture, and industry of Middle Eastern countries such as Israel, Jordan, Iran, and Saudi Arabia

b. describe the impact climatic conditions have on the Middle East and how that has impacted the development of agriculture and increased the importance of water in the Middle East

c. explain the distribution of natural resources and how that has affected the development of countries such as Saudi Arabia, Israel, Jordan, Iraq, Iran, and Kuwait
d. describe how the geography of the Middle East has affected the population in terms of where people live, they type of work they do, and transportation

SS7G8 The student will describe the diverse cultural characteristic of the people who live in Southwestern Asia

a. describe the major Middle Eastern ethnic groups such as Arab, Jewish, Berbers, Druze, Bedouin, Kurds, Turks, Persians and Armenian, including where they live, their religion, customs, and traditions

b. evaluate the effect of the literacy rate on the development of Middle Eastern countries such as Syria, Iran, Israel, and Saudi Arabia

c. explain the major literary, artistic, and music forms of Israel, Saudi Arabia

Civics Understanding

SS7CG2 The student will describe the different political structures of the Middle East.

a. explain the basic structure of the national governments in Turkey, Jordan, Iran, Saudi Arabia, and Israel to include type of government, form of leadership, type of legislature, and the role of the citizen

b. explain the role of religion in governance in the Middle East

Economics Understanding

SS7E5 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions: What to produce? How to produce? For whom to produce?

a. explain the basic types of economic systems found in Israel, Saudi Arabia, and Turkey

SS7E6 The student will give examples of how voluntary trade benefits buyers and sellers across time.

a. analyze the importance of trade to Middle Eastern nations with regard to the exporting of oil and other natural resources and the importing of industrial and agricultural commodities.

b. define types of trade barriers that exist in the Middle East including both physical barriers such as limited rivers and deserts and political issues that produce trade barriers

c. illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from Israel, Saudi Arabia, and Jordan.

d. explain the significance of the Organization of Petroleum Exporting Countries (OPEC)

SS7E7 The student will describe the factors that influence economic growth and examine their presence or absence in Middle Eastern countries such as Israel, Lebanon, Turkey, Israel, Saudi Arabia, and Iran.

a. describe investment in human capital, including the health, education, and training of people

b. describe investment in capital goods, including factories, machinery, and new technology

c. describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature

d. analyze the role of entrepreneurs who take the risks of organizing productive resources
### Historical Understanding

**SS7H7** The student will explain the growth and development of Southern and Eastern Asia.

<table>
<thead>
<tr>
<th>a.</th>
<th>trace the origins and spread of Hinduism and Buddhism</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>explain the importance of the Silk Road in the movement of goods and ideas to other parts of the world</td>
</tr>
<tr>
<td>c.</td>
<td>describe the technological contributions of China including the development of paper, tea, and gunpowder and of India the use of cotton clothing, Arabic numeral system, and the game of chess</td>
</tr>
</tbody>
</table>

**SS7H8** The student will describe the policies of China that led to isolation and the reaction to western desire to trade with China.

<table>
<thead>
<tr>
<th>a.</th>
<th>explain why in the 15th century China ceased to trade with other parts of the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>describe the reaction of China to efforts by European nations to force relations with China including limited areas of trade and the leasing of Hong Kong to Great Britain</td>
</tr>
</tbody>
</table>

**SS7H9** The student will describe the major developments eastern Asia during the 20th century.

<table>
<thead>
<tr>
<th>a.</th>
<th>describe the condition of Japan, China, and Korea after WWII</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>explain the rise of Mao Zedong to power, including the long march, the establishment of communism, the Great Leap Forward, and the Cultural Revolution</td>
</tr>
<tr>
<td>c.</td>
<td>describe the collapse of colonialism in Asia including India and Indo-China</td>
</tr>
<tr>
<td>d.</td>
<td>describe the Korean War including the reasons for the existence of a North and South Korea</td>
</tr>
<tr>
<td>e.</td>
<td>describe the Vietnam War including the causes, results, and the reunification of Vietnam</td>
</tr>
<tr>
<td>f.</td>
<td>explain the rebuilding of Japan after World War II</td>
</tr>
</tbody>
</table>

### Geographic Understanding

**SS7G9** The student will be able to describe and locate important physical and human characteristics in Southern and Eastern Asia.

<table>
<thead>
<tr>
<th>a.</th>
<th>describe and locate major physical features in Southern and Eastern Asia to include Himalayan Mountains, Mekong River, Ganges River, Indus River, Brahmaputra River, Huang He (Yellow River), Yangtze (Chang Jiang) River, Gobi Desert, Indian Ocean, Bay of Bengal, Korean Peninsula, Bering Strait, Yellow Sea, Sea of Japan, South China Sea, and Honshu</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>describe and locate the following nations in Southern and Eastern Asia: India, Bangladesh, Pakistan, Vietnam, Myanmar, Sri Lanka, Thailand, Indonesia, Maylasia, China, Philippines, Japan, China, North and South Korean, Russia, and Georgia</td>
</tr>
</tbody>
</table>

**SS7G10** The student will evaluate the impact of government policies and individual behaviors on Southern and Eastern Asia's environment.

<table>
<thead>
<tr>
<th>a.</th>
<th>describe environmental problems nations such as India, Indonesia, Pakistan in Southern Asia are facing such as pollution of the Ganges River, air pollution, such as the Asia Brown Cloud, and over population</th>
</tr>
</thead>
<tbody>
<tr>
<td>b.</td>
<td>explain the problems nations in Southern Asia such as India, Pakistan and Indonesia have in developing policies concerning environmental issues such as pollution of rivers, industrial pollution, and the extraction of natural resources, including the destruction of the rain forest</td>
</tr>
</tbody>
</table>
c. describe the environmental problems, such as over population, industrial pollution, and flooding, facing countries in Eastern Asia including China, Japan, and South Korea

d. explain efforts by governments and industries in China, Japan, and South Korea to meet environmental problems such as over population, industrial pollution, and flooding.

SS7G11 The student will explain the impact of location, climate, physical characteristics, natural resources and population size on Southern and Eastern Asian countries.

a. describe the impact of location on trade, agriculture, and industry on India, Pakistan, Indonesia, China, and Japan

b. describe the impact climatic conditions have on the population distribution, agriculture and industrial development in Southern and Eastern Asia

c. explain the distribution of natural resources and how that has affected the development of countries such as Bangladesh, India, China, and Japan

d. describe how the geography of the Southern and Eastern Asia has affected the population in terms of where people live, they type of work they do, and transportation

SS7G12 The student will describe the diverse cultural characteristic of the people who live in Southern and Eastern Asia.

a. describe the predominant religious practices, customs, and traditions of the people of India, Indonesia, China, and Japan

b. evaluate the effect of the literacy rate on the development of countries such as India, Indonesia, China, and Japan

c. explain the major literary, artistic, and music forms of India, China, and Japan

Civics Understanding

SS7CG3 The student will demonstrate an understanding of modern governments of Eastern Asia.

a. describe the structure of the national governments of India, Indonesia, China, and Japan including the type of government, form of leadership, the type of legislature, and the role of the citizen

Economic Understanding

SS7E8 The student will describe different economic systems (traditional, command, market, mixed) and how they answer the basic economic questions: What to produce? How to produce? For whom to produce?

a. explain the basic types of economic systems found in India, China, and Japan

SS7E9 The student will give examples of how voluntary trade benefits buyers and sellers across time.

a. analyze how India has benefited from increased trade with other countries since 1991

b. analyze the impact of trade on modern Japan

c. explain the importance of the Pacific Rim in trade and economic development

d. describe why Southern and Eastern Asia are becoming a significant factor in international trade

e. define types of trade barriers that exist in the Southern and Eastern Asia, especially for countries such as India and Indonesia and how those barriers are being overcome

f. illustrate how international trade requires a system for exchanging currency between and among nations and identify examples of currencies from India, China, and Japan.
The student will describe the factors that cause economic growth and examine their presence or absence in Southern and Eastern Asian countries such as Pakistan, India, China, and Indonesia.

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a.</strong></td>
<td>describe investment in human capital, including the health, education, training of people, and the impact of poverty on economic development</td>
</tr>
<tr>
<td><strong>b.</strong></td>
<td>describe investment in capital goods, including factories, machinery, and new technology</td>
</tr>
<tr>
<td><strong>c.</strong></td>
<td>describe the role of natural resources, including land, air, water, minerals, time, and other gifts of nature</td>
</tr>
<tr>
<td><strong>d.</strong></td>
<td>analyze the role of entrepreneurs who take the risks of organizing productive resources</td>
</tr>
</tbody>
</table>
Diagnostic Test
1
What affect has the climate in Southwestern Asian countries had on the development of agriculture?

A. All countries in Southwestern Asia have developed ways to obtain more than enough water to meet their agricultural needs.
B. People only grow crops during the rainy seasons, which provide enough water for their agricultural needs.
C. People have adapted by growing crops better suited for the hot, dry climate and developing irrigation techniques to obtain more water.
D. Very few people in Southwestern Asian countries farm due to the harsh climate.

[SS7G7 b]

2
The independence movement in _____________, the first former British colony in Africa to gain independence in 1957, was lead by _____________.

A. Nigeria; Jomo Kenyatta
B. Ghana; Kwame Nkrumah
C. Guinea; Ahmed Sékou Touré
D. Kenya; Jomo Kenyatta

[SS7H2 c]

3
Pakistan’s major exports are _____________.

A. tea and coffee
B. jute and sugarcane
C. coal and oil
D. cotton and textiles

[SS7E10 c]

4
After Japan’s defeat in World War II, the country was ruled by _____________.

A. an all-powerful emperor
B. a Soviet-style government
C. Allied military forces
D. the United Nations

[SS7H9 a]
5

Based on the map above, what geographical feature is located northwest of the Drakensberg Range?

A. the Mozambique Channel
B. the Nubian Desert
C. the Serengeti Plain
D. the Kalahari Desert

[SS7G1 a]

6

Why is the Nile River important to Egyptians?

A. It is an important religious landmark.
B. It marks the site of important battles in gaining independence.
C. It is an important tourist attraction that helps draw many people to Egypt.
D. The Nile River supplies 85% of the country’s water.

[SS7G2 c]

7

What is China’s unit of currency called?

A. yuan
B. yen
C. Chinese dollar
D. rupee

[SS7E9 f]
Refer to the chart above. What was a main contributing factor in the development of the African empires Ghana, Mali, Songhai, and Ethiopia?

A. strong rulers
B. trade
C. irrigation
D. large, powerful armies

[SS7H1 a]

Which of the following countries has the highest literacy rate?

A. Iran
B. Israel
C. Syria
D. Saudi Arabia

[SS7G8 b]

What was the Six-Day War?

A. It was a conflict in which Egypt seized control of the Suez Canal from its European owners in a harsh six-day war.
B. It was a six-day war where Egypt attacked Israel in an attempt to recapture the Sinai Peninsula.
C. It was a war between Israel and the Arabs in which Israel destroyed Egypt’s air forces within six days.
D. It was a war between Iraq and Iran in the 1980s that cost thousands of lives.

[SS7H6 b]
11
What are some African countries doing to minimize the effects of drought and famine?

A. Governments are teaching people better ways to farm.
B. Governments are encouraging people to move to the cities.
C. Governments are buying company run farms to encourage the production of cash crops.
D. Governments are encouraging subsistence farming.

[SS7E3 a]

12
Today, descendants of the ____________ peoples inhabit most of Africa south of the Congo River.

A. Bantu-speaking
B. Tuareg
C. Nok
D. Hutu

[SS7G4 c]

13
What effect has the abundance of natural resources in South Africa had on its economy?

A. The economy has not developed as quickly as other African countries because South Africa lacks the necessary manufacturing centers.
B. The economy has not developed due to its inability to export more products.
C. The economy has developed due to the abundance of natural resources and its manufacturing of industrial and consumer goods.
D. The economy has developed due to its abundant resources despite its lack of manufacturing.

[SS7E3 c]

14
“One of [the] good features [of the Mali people] is their lack of oppression. They are the farthest removed of people from it and their king does not permit anyone to practice it. Another is the security throughout the entire country, so that neither traveler there nor dweller there has anything to fear from robbers or men of violence.”

—Said Hamdun and the Noel King, eds., 
Ibn Battuta in Black Africa, 1975

According to the passage, what did the Mali king not permit?

A. robbery
B. oppression
C. travelers
D. dwellers

[SS7H a]
15

Muhammad and his followers were able to spread Islam and create an Islamic state in ______________, which they renamed Madinah, after escaping from persecution in Makkah.

A. Yathrib  
B. Jerusalem  
C. Constantinople  
D. Baghdad

[SS7H4 c]

16

Osman created ____________________ in the late 1200s in the northwest corner of Asia Minor.

A. the Istanbul capital  
B. the Mogul empire  
C. the Delhi capital  
D. the Ottoman empire

[SS7H5 a]

17

Which of the following countries use the same form of currency?

A. Egypt, Libya, Algeria, Somalia  
B. Chad, Gabon, Mali, Niger  
C. Namibia, South Africa, Angola, Mozambique  
D. Nigeria, Cameroon, Tanzania, Madagascar

[SS7E2 c]
18
Japan has few mineral resources, so it must _________.

A. rely on the United States for foreign aid
B. import raw materials
C. depend on farming and food products for its national income
D. develop synthetic products in place of minerals

[SS7E9 b]

19
The sale of ________________ has helped some Middle Eastern countries obtain a higher standard of living.

A. livestock
B. gold
C. diamonds
D. oil

[SS7H6 c]

20
What is one agricultural problem many countries in the Middle East face?

A. over use of pesticides
B. lack of water sources
C. constant flooding
D. government controls the most fertile land

[SS7G7 a]

21
What is one lasting effect of European colonial rule in Africa?

A. Monuments built by Europeans are common throughout Africa.
B. Many European governments still enforce laws in most African countries.
C. Languages such as French, English, and Portuguese are common in business and government.
D. Western-style clothing has completely replaced traditional African clothing.

[SS7H2 d]
22
Study the map above. What body of water separates Egypt and Saudi Arabia?

A. Black Sea
B. Persian Gulf
C. Red Sea
D. Arabian Sea

[SS7G5 a]

23
Study the map above. Which countries share a border with Iraq?

A. Israel, Lebanon, Syria, Saudi Arabia
B. Yemen, Oman, Qatar, Kuwait, Saudi Arabia
C. Afghanistan, Jordan, Egypt, Israel, Lebanon, Kuwait
D. Turkey, Iran, Kuwait, Saudi Arabia, Jordan, Syria

[SS7G5 b]

24
The southern area of the Sahel is the most heavily populated area because _____________.

A. there are rivers and land to use for farming and grazing
B. there is better access to hospitals and medical care
C. there are large dams for irrigation
D. there are large, urban cities in this area

[SS7G3 d]
25
Who are the Bedouins?

A. They are people who have built permanent farming communities in Israel.
B. They are the ethnic group that lives in the high fertile interior of Yemen.
C. They are the largest ethnic group in Turkey.
D. They are nomadic people who live in the desert and follow a traditional way of life.
[SS7G8 a]

26
___________ has more followers of Islam than any other country in the world.

A. India
B. Indonesia
C. Malaysia
D. Sri Lanka
[SS7G12 a]

27
In which of the following countries do the citizens elect government officials?

A. Saudi Arabia
B. Israel
C. Jordan
D. Iran
[SS7CG2 a]

28
Why are some Middle Eastern nations trying to build a more varied economy?

A. They are not making enough money from the oil reserves.
B. Governments want to use their fertile farmland to export more crops.
C. Some countries feel their economy has become too dependent on the oil industry.
D. Some nations want to return to more traditional forms of economic activity.
[SS7E6 a]
29

Based on the map above, why would the Silk Road be a benefit to China’s economy?

A. All parts of China were linked in a common trade network.
B. China could trade more goods with the West.
C. China and Japan could exchange products more easily.
D. China enjoyed closer trading ties with Southeast Asia.

[SS7H7 b]

30

Which of the following are investments in human capital made by Saudi Arabia with money earned from the sale of oil?

A. Saudi Arabia has increased its number of oil refineries.
B. Saudi Arabia has built schools and hospitals.
C. Saudi Arabia has created more parks.
D. Saudi Arabia has improved jails and government buildings.

[SS7E7 a]
31
A result of the Vietnam War was the __________.

A. uniting of Vietnam under a communist government  
B. division of Vietnam into communist and non-communist parts  
C. the independence of Vietnam from French rule  
D. the formation of a democratic government in Vietnam  

[SS7H9 e]

32
The ____________ of 1900 aimed to remove foreign influences from China.

A. Boxer Rebellion  
B. Tai Ping Rebellion  
C. Opium War  
D. Meiji reforms  

[SS7H8 b]

33
What effect would Turkey’s construction of a dam on the Euphrates River have in Syria?

A. It would reduce the amount of water that flows into Syria that is used for irrigation and to generate hydroelectric power.  
B. It would create a reservoir of water large enough to provide the people of Syria with an abundance of water for irrigation.  
C. It would not affect Syria.  
D. It would cause the Euphrates River to flood many villages in Syria.  

[SS7G6 a]

34
Judaism originated from the belief of a small group of people called ________________, who spoke the Hebrew language and collected their history and beliefs in what became known as the ________________.

A. Muhammad; Quran  
B. Philistines; proverbs  
C. Phoenicians; alphabet  
D. Israelites; Hebrew Bible  

[SS7H4 a]
35
What happened to Korea after World War II?

A. Fighting among ethnic groups tore apart the country.
B. Communists set up a government in the north, and an American-backed government took over in the south.
C. China and Japan decided to divide Korea between them.
D. Korea won its independence from China.

[SS7H9 d]

36
What is one major effect of the AIDS health crisis on the population in many African countries?

A. Many children are orphans because they have lost their parents to the disease.
B. People are moving to other countries to escape the disease.
C. People are receiving better healthcare in an effort to help stop the epidemic.
D. Hospitals are filled to capacity with people seeking medical help.

[SS7H3 c]

37
The ________ mountain range forms India’s northern border.

A. Satpura
B. Himalaya
C. Ganges
D. Zagros

[SS7G9 a]

38
When the ________ come too late, crops often fail, and there is widespread hunger in South Asian countries such as India and Bangladesh.

A. hurricanes
B. cyclones
C. monsoons
D. typhoons

[SS7G11 b]
39
Indonesia’s efforts to stop the loss of forests are primarily hindered by the country’s reliance on ________.

A. more farmland to grow crops for its people
B. mines to produce gold for export
C. factories to manufacture goods for export
D. logging to provide valuable wood products for export

[SS7G10 b]

40
In what technology is Saudi Arabia investing in an effort to get more water?

A. moshav
B. desalination
C. aquifers
D. embargo

[SS7E7 b]

41
What step is China taking to stop flooding in the Yangtze River area?

A. building levees along the banks of the river
B. moving some of the river’s flow into tributaries
C. building the Three Gorges Dam to control water flow
D. building the Grand Canal to control flood waters

[SS7G10 d]

42
“The Egyptian Nile,” wrote one Arab traveler, “surpasses all the rivers of the world in sweetness of taste, in length of course and usefulness. No other river in the world can show such a continuous series of towns and villages along its banks.” In their “Hymn to the Nile,” Egyptians wrote of their reliance on the river: “The bringer of food, rich in provisions, creator of all good, lord of majesty, sweet of fragrance...[The Nile] makes the granaries wide, and gives things to the poor. He who makes every beloved tree to grow.”

—James B. Pritchard, Ancient Near Eastern Texts, 1969

According to the passage, how do Egyptians feel about the Nile?

A. sorrowful
B. fearful
C. unappreciative
D. grateful

[SS7G11 b]
43
Which Asian country is a constitutional monarchy?

A. India
B. Japan
C. China
D. Indonesia

[SS7CG3 a]

44
Which sentence best describes China’s present economic system?

A. The government has control over the economy, but allows individuals to set up businesses and keep the profits they make.
B. The government strictly controls the economy and forbids foreigners from investing in Chinese businesses.
C. The government has very few controls over the economy and allows unlimited contacts between the Chinese and foreigners.
D. The Chinese government is planning to end private ownership of businesses and return to strict government controls.

[SS7E8 a]

45
The fact that Japan has a high literacy rate shows that the Japanese place a high value on

A. manufacturing
B. religious training
C. science and mathematics
D. education

[SS7G12 b]

46
Foreign companies built factories in Indonesia because

A. the factories are near mines
B. port cities are located nearby
C. labor is inexpensive
D. the government is very stable

[SS7E10 b]
47
In which two countries has a civil war between the Hutu and Tutsi ethnic groups resulted in the deaths of hundreds of thousands of people and created approximately two million refugees?

A. Uganda and Kenya  
B. Sudan and Ethiopia  
C. Tanzania and Somalia  
D. Rwanda and Burundi

[SS7CG1 b]

48
The belief in Pan-Africanism and the organization of 32 African states into the Organization of African Unity led to the formation of ________________.

A. the Democratic Republic of Congo  
B. African Union  
C. African National Congress  
D. apartheid

[SS7H3 f]

49
Why are Taiwan, South Korea, and other East Asian countries known as "Asian tigers?"

A. They have powerful economies based on global trade.  
B. They are known for their military strength.  
C. Their governments are controlled by military officials.  
D. They have programs to protect endangered animals.

[SS7E9 d]

50
Which of the following is a result of the division of the Ottoman Empire after World War I?

A. Britain took control of Palestine and promised Zionists the area for a Jewish nation. Many Arabs were angered because they made up the majority of the population in the area promised.  
B. The United States acquired much of the former Ottoman Empire region. After many years, the United States made the area an independent, democratic country.  
C. France took control of the region and declared it a Muslim nation.  
D. Only a small portion of the Ottoman Empire was taken away. The empire continued to function as always.

[SS7H5 d]
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Standardized Test Practice Lessons
**ACTIVITY 1**
**Reading a Map Scale**

**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
Water, Climate, and Vegetation

ACTIVITY 2
Interpreting Diagrams

Social Studies Objective: The student will organize and interpret information from diagrams.

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.
The World’s People

ACTIVITY 3
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.

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
The United States

ACTIVITY 4
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 5
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.

The Canadian Economy

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.

<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.

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.
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.
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.
A
CTIVITY 8
Analyzing Graphs and Tables

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

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**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 9
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>Worshipped sun, moon, stars</td>
<td>Worshipped 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.

![Venn Diagram](image_url)

**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.
Europe—Early History

ACTIVITY 10
Making Generalizations

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

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.
A
CTIVITY 11
Interpreting Editorials

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?

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 12
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.

★ 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.

**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></td>
<td>Rome, Milan, Naples</td>
<td></td>
<td>116,320</td>
<td></td>
</tr>
<tr>
<td>Portugal</td>
<td></td>
<td>Lisbon</td>
<td></td>
<td>35,514</td>
<td></td>
</tr>
<tr>
<td>Spain</td>
<td></td>
<td></td>
<td></td>
<td>195,363</td>
<td></td>
</tr>
<tr>
<td>Greece</td>
<td></td>
<td></td>
<td></td>
<td>50,950</td>
<td></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 New Eastern Europe

ACTIVITY 13
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: ________________________________

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 14
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.

**Cause**
- Czars kept political power and rejected democracy.
- Stalin wants to make the Soviet Union into an industrial power.
- The Soviet Union expanded territory after World War II.
- Resentment of non-Russians and mounting economic problems

**Effect**
- Russian Revolution of 1917
- __________
- Millions were killed or put in camps
- __________
- People criticize government.
- __________

---

**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.
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.

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.
Birthplace of Civilization

ACTIVITY 16
Distinguishing Between Fact and Opinion

Social Studies Objective: The student will analyze information by distinguishing between fact and opinion (nonfact).

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

★ Learning to Distinguish Fact from Nonfact
Use the following guidelines to help you sift facts from nonfacts.

• Identify the facts. Ask yourself the following:
  Can these statements be proved? Where can I find information to verify them?
• Identify the nonfacts or opinions. Sometimes opinions contain phrases such as I believe, in my view, it is my conviction, or I think. The statements may also contain words like should, would, could, best, greatest, or always.
• Identify the statement’s purpose. What does the speaker or author want you to believe or do?

★ Practicing the Skill
DIRECTIONS: Read the following information and complete the activity that follows.

The achievements of ancient Egyptian civilization are well-known. Lesser known are the accomplishments of the ancient African kingdom of Kush, along the upper Nile River valley. The Kushites erected pyramids, built a great capital city named Meroë, and developed a written language. The civilization of Kush rivaled the splendors of Egypt.

The two following writers, Herodotus and Diodorus Siculus, refer to the Kushites as “Ethiopians.” Greeks and Romans used “Ethiopians” as a general term for black Africans.

Herodotus, about 450 B.C.

After the forty days journey on land from Egypt one takes another boat and. . . reaches a big city named Meroë. This city is said to be the capital of the Ethiopians. The inhabitants worship only the Gods of Zeus and Dionysus. . . There is an oracle of Zeus in the city, which directs the Ethiopians. . . The Ethiopians are said to be the tallest and handsomest men in the whole world. In their customs they differ greatly from the rest of mankind, and particularly in the way they choose their kings. They find out the man who is the tallest of all the citizens, and of strength equal to his height. They appoint this man to be their ruler.

Diodorus Siculus, about 50 B.C.

Historians tell us that the Ethiopians were the first of all men. [They] say that the black people of Kush were the first to be taught. . . to hold sacrifices and processions and festivals by which men honor the gods. It is generally held that the sacrifices practiced among the Ethiopians are those which are the most pleasing to heaven. . . [In] The Iliad, Homer describes both Zeus and the rest of the gods. . . on a visit to Ethiopia. The gods share in the sacrifices and the banquet. . . given annually by the Ethiopians for all the gods together.

DIRECTIONS: Remember that opinions often include expressions of approval or disapproval, or qualifying phrases. Study the readings about Kush. Then answer the following questions.

1. Identify the facts. Is there any way to prove that Meroë was the capital of Kush and that the inhabitants worshiped Zeus and Dionysus? Did Homer in *The Iliad* describe Zeus and the other gods on a visit with him to Ethiopia? What could you do to check these and other statements?

2. Notice the nonfacts or opinions. What phrases do the writers sometimes use to signal their own points of view?

3. What is the purpose of each writer? How does knowing the purpose of each writer help you distinguish fact and nonfact in their material?

Standardized Test Practice

DIRECTIONS: After reading the viewpoints of Herodotus and Diodorus Siculus, answer the following questions.

1. Which of the following is an opinion expressed in the accounts?
   
   A Meroë was the capital city of ancient Kush.
   
   B Kushite sacrifices were the most pleasing to heaven.
   
   C The Kushites chose their kings based on height and strength.
   
   D In *The Iliad*, Homer describes a visit to Kush.

2. Which of the following statements is a fact?
   
   F In 450 B.C., it took more than 40 days to travel from Kush to Egypt.
   
   G The Ethiopians were the tallest and handsomest men in the world.
   
   H Kushite customs differed greatly from the rest of mankind.
   
   J Meroë was the greatest city ever built in the Nile River valley.
**Social Studies Objective:** The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

Any information that proves a claim or conclusion is known as evidence on a source. There are four basic kinds of sources: oral accounts (eyewitness testimony); written documents (diaries, letters, books, articles); objects (artifacts); and visual forms (photographs, videotapes, paintings, drawings). These kinds of sources fall into one of two categories—primary sources and secondary sources. Participants or eyewitnesses to events produce primary sources. Secondary sources are produced later by those who did not experience events directly.

**Learning to Evaluate Sources**

*Use the following guidelines to help you identify and evaluate sources of information.*

- Clearly define the issue, claim, or conclusion.
- Use sources to support or disprove a conclusion.
- Compare the sources to see if they agree.
- Rate the sources on objectivity or bias.

**Practicing the Skill**

**DIRECTIONS:** Read the claim and study the sources below.

**Claim:** Egypt is the “Gift of the Nile.”

The lifeline of Egypt is the Nile River, which supplies 85 percent of the country’s water. The Nile River begins in East Africa. It flows north through the countries of Sudan and Egypt to the Mediterranean Sea. The Nile River’s length of 4,160 miles (6,693 km) surpasses the second-longest river in the world—the Amazon—which is 4,000 miles long (6,437 km).

Imagine you are looking down on Egypt from an airplane flying from south to north. Below you the Nile River and its banks appear as a narrow, green ribbon cutting through the vast desert.

The Nile River valley has rich soils formed by silt, or particles of earth deposited by the river. In ancient times, floodwaters left heavy deposits of silt every summer. Today dams control the river’s flow, and flooding no longer regularly occurs.

As you continue your flight, you see the Nile River spreading out into a broad wedge of farmland about 150 miles (240 km) from the Mediterranean Sea. You are viewing a delta, or triangle-shaped area of land at a river’s mouth.
DIRECTIONS: Sources of information appear in different forms. They can be written or visual. Use the map and the reading as a source to answer the following questions.

North Africa: Population Density

CITIES
City with more than 5,000,000 people
City with 1,000,000 to 5,000,000 people
City with 500,000 to 1,000,000 people
City with 100,000 to 500,000 people
City with less than 100,000 people

Ancient Egypt

One of the first advanced human civilizations developed along the banks of the Nile River. Ancient Egyptians viewed the river as mysterious—something to be worshiped as a god. The ancient Egyptians wrote hymns to the Nile.

The earliest rulers of ancient Egypt rose to power by organizing irrigation projects along the river’s edge. Water was trapped in ponds to be used when the water level of the river was at its lowest. Crops flourished and the population of ancient Egypt greatly increased.

Around 3100 B.C., a king known as Menes (or Narmer) united under the rule of Egypt all the lands along the Nile River with the lands of the river delta. Menes was crowned as the pharaoh, or ruler, of all Egypt. Under Menes and his successors, Egypt became wealthy and powerful. The pharaohs of Egypt built the famous pyramids and other tombs along the banks of the river. After thousands of years, the culture of ancient Egypt still fascinates historians, professional and amateur, alike.

1. On the following lines, provide data supporting the claim that Egypt is the “Gift of the Nile.”

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
2. Which of the following pieces of evidence is a secondary source?

A a lab report on water from the Nile River at various locations
B the excerpt from a textbook about the history of Egypt
C the description of the Nile in an ancient Egyptian document
D a quote from a photojournalist doing an article on the Nile

2. Which of the following pieces of evidence is a primary source?

F a television documentary on the ancient Egyptians
G a recent map of the ancient dams built along the Nile River
H the diary of an ancient Egyptian government official
J a magazine article about current Egyptian politics
Southwest Asia

ACTIVITY 18
Making Decisions

Social Studies Objective: The student will use decision-making skills, working independently and with others, in a variety of settings.

In problem solving, a choice made among two or more alternative courses of action is known as a decision. Your final decision should not conflict with your goals or values, so you must weigh each choice carefully.

★ Learning to Make a Decision

Use the following guidelines to help you make a decision.

• Find out what issue requires a decision.
• List the alternative decisions available to you.
• Identify the positive and negative consequences of each choice.
• Evaluate each choice and its consequences in light of your goals and values.
• Make a decision and put it into effect.

★ Practicing the Skill

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

The Arab-Israeli Conflict

From the 1960s through the early 2000s, Southwest Asia witnessed many sweeping changes. During this period, wars and terrorist acts brought conflict to the region. However, some of the nations and groups of the region also took steps toward peace.

As the 1960s opened, the most prolonged and bitter dispute was between Israel, its Arab neighbors, and the Palestinians. In their struggle for nationhood, the Palestinians in 1964 formed the Palestine Liberation Organization (PLO), whose goal was to eliminate Israel and to create a Palestinian state. Later, however, many Palestinians and Israelis came to accept a two-state solution: a state for Israel and a state for Palestinians.

A cease-fire between Israel and its Arab neighbors fell apart during the 1960s. Fearing possible Arab attack, Israel took the offensive in June 1967, capturing the Sinai Peninsula and the Gaza Strip from Egypt, as well as the Golan Heights from Syria. In this conflict, which came to be called the Six-Day War, Israel also took East Jerusalem and the West Bank of the Jordan River. The Palestinian Arabs who lived there now found themselves ruled by Israel.

In 1977 Egypt’s President Anwar el-Sadat acted independently to get a peace process moving. He accepted an invitation to visit Israel, becoming the first Arab leader to step in peace on Israel’s soil. In a speech given before Israel’s Parliament, Sadat called for Arab acceptance of Israel, a just solution to the Palestinian problem, and an end to hostilities between Israelis and Arabs.

The next year Sadat accepted an invitation from U.S. President Jimmy Carter to meet with Israeli Prime Minister Menachem Begin. The 12 days of meetings at Camp David in Maryland resulted in the Camp David Accords, the basis for an Egyptian-Israeli peace treaty.

Sadat and Begin signed the treaty in March 1979—the first time an Arab nation recognized Israel’s right to exist. In return, Israel gave up the Sinai Peninsula. Many nations applauded Sadat’s actions, but several Arab states broke ties with Egypt.
**DIRECTIONS:** Making decisions involves weighing the costs and benefits that each course of action may bring. Imagine that you are Egyptian President Anwar el-Sadat in 1977. For years, Egypt and Israel had been engaged in bitter conflict. Should Egypt take the lead in pursuing peace in the region and risk the anger of other Arab nations? Study the sources related to the Arab-Israeli conflict below and answer the questions that follow.

Palestinian National Charter

The partition of Palestine in 1947 and the establishment of the state of Israel are entirely illegal, regardless of the passage of time, because they were contrary to the will of the Palestinian people and to their natural right in their homeland, and inconsistent with the principles embodied in the Charter of the United Nations, particularly the right to self-determination.

— from *Article 19, The Palestinian National Charter, Resolutions of the Palestine National Council, July 1–17, 1968*

Israel’s Declaration of Independence

We offer peace and unity to all the neighboring states and their peoples, and invite them to cooperate with the independent Jewish nation for the common good of all.

— from *Declaration of Israel’s Independence, issued at Tel Aviv on May 14, 1948*

Camp David Accords

The historic initiative of President Sadat in visiting Jerusalem and the reception accorded to him by the parliament, government, and people of Israel, and the reciprocal visit of Prime Minister Begin to Ismailia, the peace proposals made by both leaders, as well as the warm reception of these missions by the peoples of both countries, have created an unprecedented opportunity for peace, which must not be lost if this generation and future generations are to be spared the tragedies of war.

1. Egypt and Israel state that the principles and provisions described below should apply to peace treaties between Israel and each of its neighbors—Egypt, Jordan, Syria and Lebanon.

2. Signatories shall establish among themselves relationships normal to states at peace with one another. To this end, they should undertake to abide by all the provisions of the UN Charter. Steps to be taken in this respect include:
   - full recognition;
   - abolishing economic boycotts;
   - guaranteeing that under their jurisdiction the citizens of the other parties shall enjoy the protection of the due process of law.

— from *The Mideast Peace Process Camp David Accords, September 17, 1978, The Framework for Peace in the Middle East*
1. How would you characterize the nature of relations between Egypt and Israel before 1978?

________________________________________________________________________

2. What position did the Palestinians take toward Israel in 1968?

________________________________________________________________________

3. What did Sadat risk by attending the Camp David Accords? What did he gain?

________________________________________________________________________

**Standardized Test Practice**

**DIRECTIONS:** Study the readings, and then answer the following questions by circling the letter of the correct answer.

1. What response did Sadat receive from other Arab nations to his decision to pursue peace initiatives with Israel?
   - A Palestinians supported him, but other Arab nations did not.
   - B All Arab nations supported him.
   - C Most Arab nations criticized his initiatives.
   - D Some Arab countries broke ties with Egypt.

2. In what way were the Camp David Accords a “first” in history?
   - F It was the first time an Arab nation recognized Israel’s right to exist.
   - G It was the first time the PLO recognized Israel’s right to exist.
   - H It was the first time Israel recognized the right of Egypt to exist.
   - J It was the first time the United States recognized Israel’s right to exist.

3. Which event took place in June 1967?
   - A Palestine Liberation Organization formed
   - B Six-Day War occurred
   - C Camp David meetings took place
   - D Egyptian-Israeli peace treaty signed

4. Which of the following is NOT a step that Israel and Egypt agreed to at Camp David?
   - F to end economic boycotts
   - G to recognize each other’s right to exist
   - H to divide Jerusalem between the Israelis and the Palestinians
   - J to guarantee legal protection to Israeli and Egyptian citizens
West Africa

ACTIVITY 19
Interpreting Graphs

Social Studies Objective: The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs.

* Drawings that present statistical data are known as graphs. Each kind of graph has certain advantages in presenting numerical facts. Line graphs are best for showing how statistics change over time. Bar graphs are better for making statistical comparisons. Circle graphs show relationships among parts of a whole.

★ Learning to Interpret Graphs

* Use the following guidelines to help interpret graphs.

- Read the graph’s title.
- Read data on the axes of bar graphs, follow the dot/lines on a line graph, or read the labels for each segment in a circle graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

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

West African nations like Côte d’Ivoire, Ghana, and Nigeria often depend heavily on agricultural exports of “cash crops.” Cash crops are grown specifically for exports and include cocoa, coffee, sugar, tea, and spices. These crops are well suited for the tropical growing conditions of these African nations.

Nigeria is fortunate enough to have large oil reserves. This makes it less dependent on cash crops. Even so, cash crops make up a significant portion of Nigeria’s economy. Like the other two African nations, Nigeria must compete with nations in South America and southern Asia to sell its exports.

Source: FAO Production Yearbook, 2000

Thousands of metric tons

Thousands of short tons

Côte d’Ivoire
Ghana
Indonesia
Brazil
Nigeria
Malaysia

Cash Crops Produced in One Year

Source: FAO Production Yearbook, 2000
**DIRECTIONS:** Use the information from the bar graph and table to make three circle graphs. Show the percentage of exports as wedges on your graphs. (Be sure to account for 100 percent in each of your three circle graphs.) To get you started, one circle graph has been completed for you.

<table>
<thead>
<tr>
<th>Country</th>
<th>Value of Export</th>
<th>Chief Exports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Côte d’Ivoire</td>
<td>$4.4 billion</td>
<td>cocoa 36%, coffee 22%, tropical woods 2%</td>
</tr>
<tr>
<td>Ghana</td>
<td>$2.2 billion</td>
<td>gold 39%, cocoa 35%, timber 9%</td>
</tr>
<tr>
<td>Nigeria</td>
<td>$17.3 billion</td>
<td>petroleum and petroleum products 95%, cocoa 5%</td>
</tr>
</tbody>
</table>

**Standardized Test Practice**

**DIRECTIONS:** Analyze the bar and circle graphs above and on the previous page. Then answer the following questions.

1. What do the exports of the three nations—Côte d’Ivoire, Ghana, and Nigeria—have in common?
   - **A** All are major oil-producing nations.
   - **B** All are about equal in wealth.
   - **C** All export more than they import.
   - **D** All are major cocoa-producing nations.

2. Based on the table and the graphs, which of the following statements is accurate?
   - **F** Ghana produces more cocoa than either Côte d’Ivoire or Nigeria.
   - **G** Côte d’Ivoire produces more cocoa than any other nation.
   - **H** Ghana’s economy is heavily dependent upon petroleum exports.
   - **J** Nigeria exports slightly more cocoa than petroleum.
**Central and East Africa**

**ACTIVITY 20**

**Identifying the Main Idea**

*Social Studies Objective:* The student will analyze information by identifying the main idea of a reading.

The question, “What is this writing about?” is answered in the **main idea**. Every section in the textbooks you read has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the **topic sentence** that can be at the beginning, in the middle, or at the end of the paragraph. Sometimes the topic is implied rather than stated.

**★ Learning to Identify the Main Idea**

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

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

**★ Practicing the Skill**

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

**Central African Republic and Cameroon**

Most people in the Central African Republic and Cameroon depend on farming for a living. In the Central African Republic, most farmers grow only enough food to feed their families. A few large plantations raise coffee, cotton, and rubber for export. Farmers in Cameroon raise cassava (a starchy, nutritious root vegetable), corn, millet, and yams. The chief cash crops are bananas, cacao, coffee, cotton, and peanuts.

The Central African Republic and Cameroon are only beginning to industrialize. Cameroon, however, has had greater success in this effort. It has coastal ports and many natural resources such as petroleum, bauxite (a principal source of aluminum), and forest products. With no seaports and limited resources, the Central African Republic can claim only diamond mining as an important industry.

Some people in these two countries herd livestock. They raise their animals in regions that are safe from tsetse flies. The bite of the tsetse fly causes a deadly disease called sleeping sickness in cattle. Tsetse flies can also spread this disease to humans.
DIRECTIONS: In searching for the main idea in a reading, you need to distinguish the topic sentence from other sentences. Using information from the selection on the previous page, answer the following questions.

1. What is the topic sentence of this reading?

2. Write two detail sentences that support the topic sentence.

3. Besides growing crops, what other farming activity takes place in these two countries?

4. Why is Cameroon more heavily industrialized than the Central African Republic?

Standardized Test Practice

DIRECTIONS: Based on the reading on the previous page, answer the following questions.

1. Based on the passage, crops like bananas, coffee, cacao, and cotton are grown primarily for what reason?
   - A to be used as food for farmers’ families
   - B to be sold as exports
   - C to be sold to local grocery stores
   - D to be used as feed for livestock

2. Based on the passage, what is the most important industry of the Central African Republic?
   - F diamond mining
   - G raising cotton, coffee, and cacao
   - H petroleum production
   - J mining of bauxite

3. Based on the reading, which of the following statements is accurate?
   - A The Central African Republic is more industrialized than Cameroon.
   - B Both nations are highly industrialized.
   - C Tsetse flies pose a threat only to cattle.
   - D Only Cameroon has coastal ports.

4. Based on the reading, what statement is NOT true?
   - F Farmers in Cameroon raise cassava.
   - G Most farmers in the Central African Republic are subsistence farmers.
   - H Cassava is a root vegetable.
   - J The Central African Republic has good ports.
Southern Africa—A Varied Region

ACTIVITY 21
Recognizing Forms of Propaganda

Social Studies Objectives: The student will identify propaganda in written, oral, and visual material.

In contrast to communication that is based on factual evidence, propaganda aims to persuade people to accept a viewpoint that may be good or bad. Through appeals to the emotions, propaganda attempts to force the public to accept a particular viewpoint without careful reflection.

★★ Learning to Recognize Propaganda
Use the following guidelines to help you recognize propaganda.

- Look for emotion-filled or alarmist words or images.
- Identify various techniques of propagandists.
- Find out who is the target for the propaganda.
- Draw conclusions about the use of propaganda to unite and motivate.

★★ Practicing the Skill

DIRECTIONS: Read the following selections and complete the activity that follows.

South Africa

The Republic of South Africa spreads across the southern end of Africa. It is a land of breathtaking scenery and great mineral wealth. It is also a land of great change. In recent years, South Africa’s people have experienced many changes in their lives and in their government.

South Africa has undergone many years of political and social unrest. This was due in large part to apartheid, a policy of the South African government. Under apartheid, South Africans were strictly segregated by race. For example, laws forced black South Africans to live in separate areas and attend different schools than European South Africans. People of non-European background could not vote; they had virtually no political rights.

For more than 40 years, people inside and outside of South Africa protested against the practice of apartheid. Many people died or were imprisoned during the long fight to end apartheid. In 1991 the South African government finally agreed to abolish apartheid. Then, in April 1994, South Africa had its first-ever election in which people of all ethnic groups could vote. South Africans elected their first black African president, Nelson Mandela.

One of the chief opponents to apartheid was Desmond Tutu, the archbishop of Cape Town. Tutu used his position as the general secretary of the South African Council of Churches to bring international attention to the unfairness of South Africa’s apartheid policy. For his peaceful efforts to end apartheid, Desmond Tutu was awarded the Nobel Peace Prize in 1984.
DIRECTIONS: People in many different professions, such as writing, advertising, and politics, often use propaganda. Propaganda is a way of persuading people to think or act in a certain way. Some common techniques used in propaganda are:

- using words or phrases that people respond to with strong emotions, such as justice and truth;
- using negative labels for a person or idea, or name-calling;
- using only those facts that support a certain point of view;
- using testimonials from famous or popular people;
- using false or misleading information.

After apartheid ended and South Africa established a democratic government, Desmond Tutu continued to work on behalf of his country. In the speech below, addressed to the people of the United States, Tutu encourages investment in South African business and industry.

“Dear Friends, we are seeing, unfolding before our very eyes a veritable [actual] miracle. It is as epoch-making, this thing that is happening in South Africa, as the collapse of communism. It is the birth of a new nation.

“No, we really are an incredible country. We are an incredible people. We are—I mean, with due respect to all of you here—God’s own country.

“We do have an infrastructure that you do not find easily in places where you are making a transition from repression to democracy. Our telephones, in fact, do work, you know.

“And we’ve got good roads. We have an economy that doesn’t depend on one commodity.

“And here is your chance for a spectacular success story out of that Africa which you have said is a dark continent.

“It’s got some tremendous things, beautiful things; it really has. But come, come, come and you are going to find that you are not doing us a favor. You will have done yourselves one of the greatest favors, because we are going to have a splendiferous economy. We are going to have an incredible country.”

1. What is the purpose of these remarks by Desmond Tutu?

2. What emotionally charged words or phrases do you find in the statement?

Standardized Test Practice

DIRECTIONS: Answer the following questions, based on the readings.

1. What is the “veritable miracle” to which Desmond Tutu refers?
   A. the construction of roads in South Africa
   B. the collapse of communism
   C. the South African infrastructure
   D. the birth of South Africa as a new nation

2. Which of the following techniques of propaganda does Desmond Tutu use in his speech?
   F. using negative labels for opponents
   G. using words that appeal to emotions
   H. using testimonials from famous people
   J. giving inaccurate information
ACTIVITY 22
Persuasive Writing About an Issue

Social Studies Objective: The student will support a point of view on a social studies issue or event.

A writer uses persuasion to express his or her opinion and to make readers agree with it, change their own opinion, or sometimes take action. Like other types of writing, persuasive writing consists of a topic, a main idea about the topic, and supporting details. However, your main purpose in persuasive writing is to influence other people. Therefore, you need to pay special attention to your audience, presenting your supporting ideas in a way that will persuade your audience to accept your opinion.

★ Learning to Write Persuasively

Use the following guidelines to help you write persuasively.

- Direct your argument to a particular audience.
- Present your viewpoint in a main idea statement.
- Support your main idea statement with facts and relevant opinions.
- Use supporting evidence that appeals to both reason and emotion.
- Anticipate and respond to possible opposing viewpoints.
- End by summarizing your ideas and, if appropriate, give a clear call to action.

★ Practicing the Skill

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

. . . Living coral reefs cover 360,000 square miles [of the earth’s surface], yet they are home to 25 percent of known ocean species. Along with tropical rain forests, these submarine animal forests are the most diverse ecosystems on the planet. . . . Colonies grow slowly, seldom more than a half-inch a year. Some atolls ... now stand almost a mile thick. But in just the past few decades, pollution, overfishing, dense coastal development, and other forces have destroyed a tenth of the earth’s coral reefs and seriously degraded almost a third. At this rate, scientists warn, nearly three-quarters could lie in ruins within 50 years.

Vacationers who swap snow shovels for snorkels are a vital source of income for many tropical countries. The reasons for keeping coral communities healthy extend well beyond saving colorful undersea gardens for tourists, or protecting wildlife for its own sake. . . . Reef fish make up perhaps 10 percent of the global fish catch. Together with mollusks, urchins, and other reef foods they support 30 to 40 million people. We’re talking about the survival of families, villages, whole cultures—about whether kids have sufficient protein to properly nourish growing brains.

Because reefs often grow close enough to the surface to break up incoming waves, their value in buffering lands from storm surges and daily erosion reaches beyond calculation. At the same time, the relatively calm back-reef areas foster sea grass beds and mangrove forests, two enormously productive habitats that serve as nurseries for the juvenile stages of still more fish and shellfish.

Humanity’s ties to the creatures living around coral reefs may multiply as medical
DIRECTIONS: Persuasive writing involves the use of facts or opinions that favor one side. Imagine you are a government official of the Maldives, a nation of only 300,000 people. Write a persuasive composition on the merits of protecting the coral reefs of your nation. Begin by completing the outline below.

TOPIC: __________________________________________________________

MAIN IDEA: __________________________________________________________

SUPPORTING DETAILS:
1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________

CONCLUSION: __________________________________________________________

Now use the outline to write your composition. Use a separate sheet of paper. Your composition should reflect the points listed in your outline.

Standardized Test Practice

DIRECTIONS: Use the reading on the previous page to answer the following questions.

1. According to the reading, which of the following is NOT a threat to coral reefs?
   A. overfishing of the waters around coral reefs
   B. dense building along coastal areas near coral reefs
   C. overpopulation of fish in the waters around coral reefs
   D. pollution caused by humans living in coastal areas near reefs

2. According to the reading, reef fish make up about how much of the global fish catch?
   F. 10 percent
   G. 33 percent
   H. 50 percent
   J. 75 percent
Activity 23
Classifying Facts and Details

Social Studies Objective: The student will identify relevant factual material and group data in appropriate categories.

A common way to organize information is by classifying it. Classifying involves sorting or grouping facts and details into general and/or specific common features. Nearly all data can be classified; most data can be classified in more than one way. When you are faced with a large list of facts and details, think about different sets of common features that are present.

★ Learning to Classify Facts and Details

Use the following guidelines to help you classify facts and details.

- Read and study the information.
- Select the data most relevant to the topic.
- Decide the different categories you will use to group data.
- Sort the data into categories and draw conclusions about similarities and differences.

★ Practicing the Skill

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

Many Chinese people do not practice one religion. Instead they draw on three religious traditions to give them guidance. These three religions are Confucianism, Daoism, and Buddhism.

Confucianism is based on the teachings of Kongfuzi (Confucius) who was born in 551 B.C. Some of his ideas are written down in the Lun Yu, also known as the Analects. Confucianism has sometimes been called a system of ethics rather than a religion. Relationships between people are important. Age and tradition are respected. Honesty and trustworthiness are important, as are humaneness toward others. Followers of Confucianism mark important stages of life with certain rituals. These stages include birth, maturity or adulthood, marriage, and death.

Daoism is another religion based on the teachings of an important Chinese philosopher, Laozi. Laozi searched for a way to avoid the conflicts that were part of Chinese life. He believed that people are basically good if left alone. Many Daoist beliefs are summarized in Tao-te-Ching or The Book of the Way, a book often attributed to Laozi.

The third great religion of China is Buddhism, a religion that began in India. Buddhists avoid devotion to deities. They concentrate on simple adherence to the teachings of Siddhartha Gautama. Known as the Buddha, or “Enlightened One,” Gautama taught that life is filled with suffering. Suffering is caused by desire, and freedom from desire—and the cycle of rebirth—is attained not by living a life of luxury nor a life of complete denial, but by following what Buddha called “The Middle Way.” If one follows The Middle Way, he or she may obtain a state of nirvana in which all suffering is eliminated. Meditation is important to help one achieve this goal. Good deeds are also important.
DIRECTIONS: A web is a convenient way to place facts and details in appropriate categories. Using the webs below, classify the major characteristics of Confucianism, Daoism, and Buddhism. Add additional lines to the webs as needed.

Confucianism

Daoism

Buddhism

Standardized Test Practice

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

1. According to the reading and webs, which of the following statements is accurate?
   - A. Buddhists believe in the cycle of rebirth.
   - B. Daoism was founded by Kongfuzi.
   - C. Confucianism began in India.
   - D. Daoist teachings are in a book called *Analects*.

2. According to the reading and webs, “yin and yang” refers to
   - F. the Confucianist belief in the cycle of rebirth.

3. Which religion emphasizes living a moderate life?
   - A. Confucianism
   - B. Daoism
   - C. Buddhism
   - D. all three of the religions

G. the Buddhist belief that suffering ends in nirvana.

H. the Daoist belief in balancing the opposites of nature.

J. the Buddhist belief in rituals for the stages of life.
Japan and the Koreas

ACTIVITY 24
Forming Hypotheses

Social Studies Objective: The student will analyze information and form hypotheses.

An educated guess, or hypothesis, is based on evidence that a person has about a situation, a problem, or a puzzle. Forming a hypothesis is a step in the scientific method. To prove or disprove a hypothesis, you must organize and analyze data and draw conclusions that are relevant to the situation.

★ Learning to Make and Test Hypotheses

Use the following guidelines to help you in making and testing hypotheses.

- Observe and ask a detailed question about your observation. Ask questions such as why, how, where, when, which, and if.
- Form a hypothesis by making an educated guess to answer the question.
- Gather and analyze data to prove or disprove your hypothesis.
- Challenge your hypothesis by testing and discarding irrelevant data.
- If necessary, modify your conclusion and retest.
- Interpret results and draw conclusions, using facts to prove or disprove it.

★ Practicing the Skill

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

Earthquakes in Japan

On January 17, 1995, a 7.5-magnitude earthquake struck central Japan, demolishing the city of Kobe, the country’s second-largest port. Within minutes the quake triggered landslides and raging firestorms. More than 6,000 people were killed, another 250,000 were made homeless, and the city experienced nearly $120 billion in damage. The quake was the worst to hit Japan in seven decades.

Japan lies in a region where three huge plates of the earth’s surface crunch against one another. The collisions are continuous, accounting for the thousands of earthquakes that are part of Japan’s geological makeup. Most of the quakes are short tremors. Every few years, however, a serious quake occurs. Major crunches usually cause several other natural catastrophes, such as landslides and tsunamis (tidal waves).
**DIRECTIONS:** Based on your knowledge and the reading, speculate about how the frequency and intensity of earthquakes in Japan affect daily life. Follow the steps listed below to formulate and test a hypothesis.

1. Ask a detailed question.

2. State a hypothesis about possible answers to your question.

3. Propose a test for your hypothesis to see if it fits the known facts and is correct.

4. State a conclusion about whether your hypothesis was correct.

**Standardized Test Practice**

**DIRECTIONS:** Read the paragraphs on the previous page and answer the following questions.

1. Which of the following is a reasonable hypothesis about how earthquakes affect the Japanese?
   - **A** Most Japanese people give little thought to the dangers of earthquakes.
   - **B** Most Japanese people believe that earthquakes are too unpredictable to require special construction techniques.
   - **C** Over the years, Japanese builders have developed techniques to make homes and public buildings more earthquake-safe.
   - **D** Many Japanese people have crowded into cities for safety from earthquakes.

2. A Japanese scientist hypothesized that traditional wooden houses are more earthquake-safe than houses made from other building materials. Which of the following would be the most reasonable and accurate way to test that hypothesis?
   - **F** Study the number of injuries and deaths in Kobe of people who lived in wooden houses compared to people in houses made of other materials.
   - **G** Take an opinion poll of a representative sample of Japanese people on which type of house they prefer.
   - **H** Study construction techniques in areas of the world where massive earthquakes caused few injuries or deaths.
   - **J** Wait for the next earthquake in Japan to make a count of injuries and deaths.
Activity 25
Drawing Conclusions

Social Studies Objective: The student will analyze information by drawing conclusions.

A judgment made after thinking about the facts is known as a conclusion. To be valid, a conclusion must be supported by logical and factual evidence. Drawing conclusions allows you to understand indirectly stated ideas, so you can apply your knowledge to a wide range of situations. Drawing conclusions is the last step in the process of reasoning.

★ Learning to Draw a Conclusion

Use the following guidelines to help you draw a conclusion.

- Make a list of the important facts or ideas in the reading, visual, or graphic you are studying.
- Study the list and ask what more needs to be known.
- Write down several conclusions that explain the meaning of the information.
- Test each conclusion against the facts.

★ Practicing the Skill

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

Angkor Wat

Angkor Wat is built on such a huge scale that it truly can be appreciated only from the air. Estimated to have taken 30 years to complete, the temple complex, encompassing 500 acres, is a gigantic representation of Mount Meru. Five towers made of stylized lotuses rise from the center, with the innermost tower soaring to a staggering 699 feet, about the same height as Notre Dame Cathedral in Paris. The sanctuary of this tower once contained a sacred image of Vishnu, to whom the temple was dedicated. The five central towers are surrounded by numerous courtyards, galleries, enclosures, and still more towers. The outermost towers are not as well preserved as the central five and are missing their topmost portions.

Angkor Wat is surrounded by a moat, measuring 1,400 to 1,600 yards across and representing the ocean surrounding the world. A causeway stretches across the moat to the temple complex, and a stone balustrade along the edge of the causeway is in the form of a snake. At various intervals the scaled body of the snake rears up to form a fan of five or seven snake heads. The snake fans are a distinctive feature of Khmer architecture and a hallmark of Khmer temples of this period.

In the outer galleries of Angkor Wat is the largest relief sculpture in the world, stretching one-half mile around an interior wall. The beautifully executed sculpture depicts scenes from the Hindu legends of the Mahabharata and Ramayana as well as depictions of heaven and hell.

Unlike most other Khmer temples, Angkor Wat is oriented to the west rather than to the east, stimulating a debate as to its function. Its orientation suggests funerary purposes, since the west, the direction of the setting sun, symbolizes death. Although a deep shaft was found at the center of the temple, it held only treasure and was not a tomb. As of yet, no tomb has been found at Angkor Wat.
**DIRECTIONS:** Review the guidelines for drawing conclusions. Write several facts related to each characteristic of the temple at Angkor Wat. Then write a conclusion about the temple.

The size:

________________________________________________________________________

________________________________________________________________________

The moat:

________________________________________________________________________

________________________________________________________________________

Towers:

________________________________________________________________________

________________________________________________________________________

Relief sculpture:

________________________________________________________________________

________________________________________________________________________

Other characteristics:

________________________________________________________________________

________________________________________________________________________

Conclusion:

________________________________________________________________________

________________________________________________________________________

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**Standardized Test Practice**

**DIRECTIONS:** Answer the following questions based on the data above.

1. According to the passage, which of the following is the best description of Angkor Wat’s function?
   
   A. It was a defensive fortress.
   
   B. It was a palace used by the nobility.
   
   C. Its function is not clear.
   
   D. It was used as a marketplace.

2. According to the passage, which of the following statements is accurate?
   
   F. Angkor Wat faces west.
   
   G. Angkor Wat was a tomb.
   
   H. No treasure has been found at Angkor Wat.
   
   J. Angkor Wat’s deep shaft held many bodies.
A viewpoint or set opinion that a person brings to a subject is called a bias. People have preconceived feelings, opinions, and attitudes that affect their judgment on many topics. For this reason, ideas presented as facts may actually be opinions. Detecting bias enables us to evaluate the accuracy of information.

★ Learning to Detect Bias
Use the following guidelines to help detect bias.

- Identify the writer’s or speaker’s purpose.
- Find emotionally charged visuals or words, such as exploit, terrorize, and cheat.
- Notice punctuation. The use of exclamation points may signify bias.
- Look for generalizations such as unique, honest, and everybody.
- Watch for opinions stated as facts.
- Analyze the material to see if it presents equal coverage of differing views.

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

Australia

Great Britain colonized Australia during the 1800s. The British brought their form of government with them. When Australia became an independent nation, it adopted this form of government. Thus, Australia, a former British colony, has a parliamentary democracy based on the British model.

Australia has been an independent nation since 1901 when it became part of the British Commonwealth of Nations. The queen of the United Kingdom is formally represented by an appointed official known as the governor-general. Australia, though, has its own parliamentary government. The three major parties are the liberal Australian Labor Party and the more conservative parties, the National Party and the Liberal Party. Each of the parties has written down their basic beliefs in an effort to gain the support of Australian voters. Major issues that separate the parties include the role of government in society, the relationship with the British Crown, policy toward Aborigines, and the amount of government involvement in the Australian economy.
DIRECTIONS: Usually factual statements answer the who? what? where? and when? questions. Statements of bias, on the other hand, reflect an emotion or opinion. Read the following statements from two of Australia’s major political parties. Then answer the questions that follow.

**Australian Liberal Party**

- We are the party of initiative and enterprise.
- We believe in the inalienable rights and freedoms of all peoples; and we work toward a lean government that minimizes interference in our daily lives; and maximizes individual and private sector initiative.
- We believe in government that nurtures and encourages its citizens through incentive, rather than putting limits on people through the punishing disincentives of burdensome taxes and the stifling structures of Labor’s corporate state and bureaucratic red tape.
- We believe in the most basic freedoms of parliamentary democracy—the freedoms of thought, worship, speech and association.
- We believe in a just and humane society in which the importance of the family and the role of law and justice is maintained.
- We believe in equal opportunity for all Australians; and the encouragement and facilitation of wealth so that all may enjoy the highest possible standards of living, health, education, and social justice.
- We believe that, wherever possible, government should not compete with an efficient private sector; and that businesses and individuals—not government—are the true creators of wealth and employment.
- We believe in preserving Australia’s natural beauty and the environment for future generations.
- We believe that our nation has a constructive role to play in maintaining world peace and democracy through alliance with other free nations.
- In short, we simply believe in individual freedom and free enterprise; and if you share this belief, then ours is the party for you.

**Australian Labor Party**

To achieve the political and social values of equality, democracy, liberty, and social cooperation inherent in this objective, the Australian Labor Party stands for:

- redistribution of political and economic power so that all members of society have the opportunity to participate in the shaping and control of the institutions and relationships which determine their lives.
- democratic control and strategic social ownership of Australian natural resources for the benefit of all Australians.
- the promotion of socially appropriate technology and the monitoring of its introduction to ensure that the needs and interest of the labor force, as well as the requirements of competitive industry and consumer demand, are taken into consideration.
- recognition and protection of fundamental political and civil rights, including freedom of expression, the press, assembly, association, conscience and religion; the right to privacy; the protection of the individual from oppression by the state; and democratic reform of the Australian legal system.
- recognition of the prior ownership of Australian land by Aboriginals and Islanders; recognition of their special and essential relationship with the land as the basis of their culture; and a commitment to the return of established traditional lands to the ownership of Aboriginal and Islander communities.
1. What are some words or phrases from the party positions that you think reflect bias?
   
   Liberal Party: ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   
   Australian Labor Party: __________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   
2. In what ways do the two parties agree?
   ____________________________________________
   ____________________________________________
   ____________________________________________
   
   **Standardized Test Practice**

   **DIRECTIONS:** Based on the party beliefs described on the previous page, answer the following questions.

   1. Which of the following beliefs of the Australian Labor Party distinguishes it from the Liberal Party?
      
      A. belief in freedom of speech
      B. belief in protecting the environment
      C. belief in returning land to the Aborigines
      D. belief in equal opportunity for all people

   2. The Labor Party’s main goal is to
      
      F. encourage free enterprise.
      G. protect minorities.
      H. achieve social equality.
      J. protect the environment.

   3. According to the two platforms, which of the following statements would be most accurate?
      
      A. Both parties favor government ownership of natural resources.
      B. The Liberal Party emphasizes free enterprise and individual initiative.
      C. The Labor Party opposes any kind of redistribution of wealth.
      D. Neither party believes the government should protect the environment.

   4. The Liberal Party hopes to
      
      F. achieve social equality.
      G. protect Aborigines.
      H. control natural resources.
      J. protect individual freedom.
Making accurate predictions depends on both gathering reliable facts and observing past behaviors in similar situations.

★ Learning to Predict Outcomes

* Use the following guidelines to help you predict outcomes.*

- Review what you already know by listing facts, events, and people’s responses. The list will help you recall important events and how they affected people.
- Define and analyze patterns. Try to determine what the patterns show.
- Incorporate your knowledge and observations of similar situations.
- Make a prediction.

★ Practicing the Skill

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

**Antarctica**

The first documented sighting of Antarctica occurred between 1772 and 1775, when British captain James Cook sailed around the continent. In 1908 Great Britain became the first country to claim territory on the continent. Since then, six other nations have claimed territory: Argentina, Australia, Chile, France, New Zealand, and Norway.

In 1957, 67 nations participated in a scientific study of the Antarctic continent. This study was called the International Geophysical Year. Research stations were established on the continent to study such topics as the aurora australis, the surrounding oceans, and global weather patterns. Scientists were interested in the effects of the Antarctic ice shelf on the rest of the globe.

The Antarctic Treaty was signed by 12 nations in 1959. The treaty protects wildlife and bans exploration for minerals. All nations are guaranteed free access to all research stations and the sharing of scientific information. The continent is to be used only for peaceful purposes.

Since 1959 many other nations have signed the treaty, which remains in effect until the year 2041. International meetings are held occasionally with 26 voting nations and 15 nonvoting nations participating.

Currently, 27 different nations have research stations in Antarctica. Much of this research is focused on the so-called “ozone hole.” The ozone layer in the stratosphere protects the earth’s atmosphere from harmful ultraviolet radiation. Just what has caused this hole in the ozone layer is uncertain, but air pollution from chlorofluorocarbons (CFCs) is often mentioned. CFCs are used in air conditioners, refrigerators, aerosol propellants, insulation, and packaging.

The effects of the “ozone hole” are also uncertain. Some scientists fear global warming, which could cause the melting of the polar ice caps. This would raise the ocean levels and threaten agriculture, freshwater supplies, and coastal living spaces in much of the world. Other scientists are concerned that the “ozone hole” may cause skin cancer and cataracts in humans.
DIRECTIONS: You can develop skills that will help you identify the logical outcomes of decisions or actions. Review the guidelines on the previous page for predicting outcomes. Then answer the questions that follow.

1. Based on the information about Antarctica and your own knowledge, what factors pose threats to Antarctica?

2. What protections does the Antarctic Treaty of 1959 provide for Antarctica?

3. Why might nations be interested in acquiring the land of Antarctica?

4. How likely is it that a nation will acquire Antarctica? Explain your answer.

5. How likely is it that research in Antarctica will continue? Explain.

Standardized Test Practice

DIRECTIONS: After reading the selection on the previous page, answer the following questions.

1. According to the reading, scientists are using Antarctica to study which of the following?
   A. the possibility of raising crops on Antarctica
   B. the effects of the “ozone hole” on global warming
   C. the possibility of building winter sports resorts
   D. the possibility of exploring for oil

2. What clue is given about the degree of interest in Antarctica by world governments?
   F. The number of nations signing the Antarctic Treaty has increased over time.
   G. Scientists are using Antarctica for important research.
   H. The current treaty will expire in 2041.
   J. The Antarctic Treaty prohibits exploration for minerals in Antarctica.
ACTIVITY 28
Outlining Information for Writing

Social Studies Objective: The student will organize information for a written composition using an outline.

Before writing a paper, you can start an outline. An outline is a summary of main points and supporting ideas. Outlining involves using a system of numbers and letters to organize your information in a logical order. Outlining can also be used as a method of note taking and organizing information you read.

★ Learning to Outline for Writing

Use the following guidelines to help you develop an outline for a paper.

- Organize your material into a few main topics. Use Roman numerals (I., II., III.) to label main headings.
- Decide on subtopics. Use capital letters (A., B., C.) for subtopics.
- Under subtopics, place related details to expand on the subtopics. Use Arabic numerals (1., 2., 3.) for these details.
- An “A.” subtopic should always be followed by a “B.” subtopic, and a “1.” detail should always be followed by a “2.” detail.
- Complete your research and prepare a final version of your outline that shows the organization of your paper.
- Write a sentence that expresses the main idea of your paper.

★ Practicing the Skill

DIRECTIONS: Study this partial outline, and then answer the questions that follow.

I. Greek Mythology
   A. Greek Gods and Goddesses
   B. Greek Oracles

II. Greek Poetry and Fables
   A. Homer's Epics
      1. Iliad
      2. Odyssey
   B. Aesop's Fables

III. Greek Drama
   A. Tragedies
      1. Aeschylus
      2. Sophocles
      3. Euripides
   B. Comedies of Aristophanes

1. What are the three main topics in this outline?

2. If you were to add two details about Greek gods, where would you place them? Would you use numbers or letters to label the details?
DIRECTIONS: Outlining helps you identify main ideas and group together related facts. Using the guidelines on the previous page, outline the information found in Section 4 of Chapter 5 of your textbook. The main topics will be “I. Greek Culture Spreads,” “II. Philosophy,” and “III. Greek Science and Math.” You add the subtopics and details.

I. Greek Culture Spreads

II. Philosophy

III. Greek Science and Math

Standardized Test Practice

DIRECTIONS: On a separate sheet of paper, prepare a working outline for a paper on some aspect of Greek civilization, such as Greek philosophy or the legacy of Alexander the Great. Before writing your outline, draft a sentence that describes the main idea of your paper.
Social Studies Objective: The student will analyze statistics to interpret social studies information.

Statistics are sets of tabulated information. They may be gathered through surveys and other sources. In statistics, a sample is the population or group being studied, to which the statistics apply. When there are two or more sets of data, the sets may be related or unrelated.

★ Learning to Analyze Statistics

Use the following guidelines to help you analyze statistics.

- Decide what population or group is being studied.
- Determine if the sets of data are related or unrelated.
- Draw conclusions about the meaning and importance of the data.

★ Practicing the Skill

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

The Atlantic Slave Trade

Slavery was not new in Africa, but two things happened in the 1400s that dramatically changed the trading of enslaved people. The Portuguese explorers put Europe in contact with Africa, and Columbus reached the Americas. As the Americas were colonized, the demand for enslaved people increased beyond anything that had been known before. Europeans turned to Africa to meet that demand.

Estimated Imports of Enslaved People into the Americas by Importing Region, 1451–1870

<table>
<thead>
<tr>
<th>Region/Country</th>
<th>1451–1600</th>
<th>1601–1700</th>
<th>1701–1810</th>
<th>1811–1870</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>British North America</td>
<td></td>
<td></td>
<td>348.0</td>
<td>51.0</td>
<td>399.0</td>
</tr>
<tr>
<td>Spanish America</td>
<td>75.0</td>
<td>292.5</td>
<td>578.6</td>
<td>606.0</td>
<td>1552.1</td>
</tr>
<tr>
<td>British Caribbean</td>
<td>263.7</td>
<td>1401.3</td>
<td></td>
<td></td>
<td>1665.0</td>
</tr>
<tr>
<td>French Caribbean</td>
<td></td>
<td>155.8</td>
<td>1348.4</td>
<td>96.0</td>
<td>1600.2</td>
</tr>
<tr>
<td>Dutch Caribbean</td>
<td>40.0</td>
<td></td>
<td>460.0</td>
<td></td>
<td>500.0</td>
</tr>
<tr>
<td>Danish Caribbean</td>
<td>4.0</td>
<td></td>
<td>24.0</td>
<td></td>
<td>28.0</td>
</tr>
<tr>
<td>Brazil</td>
<td>50.0</td>
<td>560.0</td>
<td>1891.4</td>
<td>1145.1</td>
<td>3646.8</td>
</tr>
<tr>
<td>Total</td>
<td>125.0</td>
<td>1316.0</td>
<td>6051.7</td>
<td>1898.1</td>
<td>9391.1</td>
</tr>
</tbody>
</table>

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

**Major Trends of the Atlantic Slave Trade 1450–1870**

1. What is the sample being studied?

2. What time period is covered by the table? by the graph?

3. Do the statistics in the table and graph support each other? How are they alike? How are they different? Write your answers on a separate sheet of paper.

---

**Standardized Test Practice**

**DIRECTIONS:** Study the table on the previous page and the graph above. Then answer the following questions.

1. To which area of the Americas were the most enslaved people taken from 1601 to 1810?
   - **A** British North America
   - **B** Brazil
   - **C** French Caribbean
   - **D** Dutch Caribbean

2. During which of the following time periods were the most Africans enslaved?
   - **F** 1600 to 1650
   - **G** 1650 to 1700
   - **H** 1700 to 1750
   - **J** 1750 to 1800

---

Practice Test
1
Which of the following is a direct result of desertification?

   A. Communities become more prosperous.
   B. Farmers are able to grow more crops.
   C. There is less land for animals to graze.
   D. Fewer diamonds are extracted from mines.

[SS7G2 e]

2
____________ made Islam stronger by building mosques and constructing libraries that collected books from all over the Muslim world.

   A. Mansa Musa
   B. Ibn Battuta
   C. Askia Muhammad
   D. Sunni Ali

[SS7H1 c]

3
Why is the Pacific Rim important in world affairs today?

   A. Its governments are models to newly developing countries.
   B. Its economies have a major influence in world trade.
   C. Political unrest there has alarmed western governments.
   D. Its cultures are spreading rapidly to other parts of the world.

[SS7E9 c]

4
What religion did the Arabs bring to North Africa in the A.D. 600s?

   A. Christianity
   B. Judaism
   C. Buddhism
   D. Islam

[SS7G4 a]
5
Because of _________ in the west, most of China’s people live on plains in the eastern and southern parts of the country.

A. mountains and deserts  
B. swamps and rain forests  
C. earthquakes and flooding  
D. monsoons  
[SS7G11 d]

6
What was the main reason for European colonization in Africa?

A. Europeans wanted to use the bodies of water in Africa to generate power.  
B. Population increases in Europe resulted in land shortages, forcing Europeans to look for additional places to live.  
C. Europeans did not realize people already lived on the land when they began to colonize in Africa.  
D. Europeans wanted to make money by controlling the natural resources in Africa.  
[SS7H2 b]

7
Who was the first African to win the Nobel Prize in literature?

A. Micere Githae Mugo  
B. Wole Soyinka  
C. Nelson Mandela  
D. Mobutu Sese Seko  
[SS7G4 d]

8
______________ was an important center of Muslim learning and contained 150 schools set up by Askia Muhammad that taught the Quran.

A. Makkah  
B. Timbuktu  
C. Mogadishu  
D. Zanzibar  
[SS7H1 b]
9

Based on the map above, which of the following countries is located along the Indian Ocean?

A. Tanzania  
B. Zimbabwe  
C. Chad  
D. Ghana  

[SS7G1 b]

10

The use of ___________ increased trade through the Sahara and led to the growth of cities in western Africa.

A. wagons  
B. water bottles  
C. camels  
D. mules  

[SS7E2 b]

11

Which statement describes Japan’s economy after World War II?

A. Japan grew wealthy from the export of coal, oil, and other raw materials.  
B. The Japanese enjoyed an economic boom with help from the United States.  
C. Japan’s factories produced fewer goods because of a fuel shortage.  
D. Japan prospered but fell behind China in producing manufactured goods.  

[SS7H9 f]
12
Trade routes in North Africa developed because of the demand for ________________.

A. salt and diamonds  
B. salt and gold  
C. gold and diamonds  
D. gold  

[SS7E2 a]

13
Why do the Egyptian people live on only 4% of the land?

A. Most of the county is desert that is not habitable.  
B. Most of the country contains tropical rain forests that inhibit where people live.  
C. The Nile River frequently floods, forcing people to live in a small section of the country.  
D. Egypt has very mountainous areas that are not habitable.  

[SS7G3 b]

14
Nelson Mandela fought to end ________________, which divided black South Africans from white South Africans for more than 40 years.

A. Pan-Africanism  
B. apartheid  
C. Nationalism  
D. civil disobedience  

[SS7H3 b]
“Great people of the Sudan [the Arab name for West Africa] lived [in Ghana]. They had traced a boundary which no one who sets out to them ever crosses. When the merchants reach this boundary, they place their wares and cloth on the ground and then depart, and so the people of the Sudan come bearing gold which they leave beside the merchandise and then depart. The owners of the merchandise then return, and if they were satisfied with what they had found, they take it. If not, they go away again, and the people of the Sudan return and add to the price until the bargain is concluded.”

—Tenth-century Arab traveler quoted in *Ancient African Kingdoms*

The main idea of the passage describes _______________.

A. how the Sudanese guard their borders  
B. how merchants coerced the people of West Africa  
C. how the people of Ghana sold their goods to others  
D. how the people of Ghana negotiated for goods

[SS7H1 a]

16

Why has the Democratic Republic of the Congo not been able to take full advantage of its rich natural resources?

A. The country does not have the equipment necessary to find many of the deposits of natural resources.  
B. Political unrest and civil war has hurt the country’s effort to develop its economy and export more natural resources.  
C. Most people are subsistence farmers and are not interested in working in mines.  
D. Most of the natural resources are located in protected areas that cannot be mined.

[SS7E3 b]

17

Which statement correctly identifies the reason for the split of Muslims into the Sunni and Shiites (Shia)?

A. Shiites believed the capital should be Damascus while the Sunni believed Baghdad should be the capital.  
B. Shiites supported the Abbasids as leaders while the Sunni supported the Umayyads as leaders.  
C. Shiites believed Ali and his descendants should be Muhammad’s successor while the Sunni supported the Umayyad caliphs as Muhammad’s successor.  
D. Shiites supported the Abbasid dynasty while the Sunni supported the Seljuk Turks.

[SS7H4 d]
18
Why did Paul’s journeys take him to the areas indicated on the map above?

A. Paul traveled to Italy and Spain to attempt to spread the Christian faith.
B. Paul focused his journeys on Egypt.
C. Paul traveled to areas with little Christian growth to help spread Christianity.
D. Paul traveled to areas with Christian growth to help unify the scattered groups.

[SS7H4 b]

19
Which of the following has been an effect of India’s increased trade and contact with other countries since the 1990s?

A. China is now India’s largest trading partner.
B. American computer companies have opened offices in India.
C. British companies now control large parts of India’s economy
D. The Indian government has placed controls on imports of manufactured goods.

[SS7E9 a]

20
Which of the following countries have a Republic form of government?

A. Kenya and Morocco
B. Libya and South Africa
C. Kenya and South Africa
D. Libya and Morocco

[SS7CG1 a]
21
Which event contributed to the United Nations creation of a Jewish state in Palestine in 1947?

A. the Six-Day War
B. the Suez crisis
C. Iran’s Islamic revolution
D. the Holocaust

[SS7H6 a]

22
What was the United States’s involvement in the Persian Gulf War?

A. The United States joined other countries in fighting Iraq after it Iraqi forces invaded Iran.
B. The United States joined other countries in fighting Iraq to prevent Iraq from taking control of the oil-rich country Kuwait.
C. The United States fought to secure peace between Israelis and Palestinians.
D. The United States invaded Iran in an effort to return Shah Mohammad Reza Pahlavi to power.

[SS7H6 d]

23
Which of the following countries is an Islamic Republic with a government run by Muslim religious leaders?

A. Iran
B. Kuwait
C. Israel
D. Saudi Arabia

[SS7CG2 b]

24
Most Indians live in __________, where the government has been working to provide electricity, drinking water, better schools, and paved roads.

A. coastal plains areas
B. crowded urban areas
C. rural villages
D. interior basin areas

[SS7E10 a]
25

- The Arabian Nights
- the Rubaiyat
- beautiful architecture
- carpet weaving

The artistic contributions to society listed above were made by

A. Romans.
B. Greeks.
C. Muslims.
D. Christians.

[SS7G7 c]

26

_________ has led to the increase of lung disease in China.

A. Air pollution caused by the burning of coal
B. Acid rain carried by winds from India and Tibet
C. A recent change in diet
D. The import of cigarettes from Russia

[SS7G10 c]

27

Why has Oman’s location made it important to the world oil market?

A. Oman has the largest number of oil reserves in the world.
B. Oman’s extensive river system makes it vital to the transportation of oil exports.
C. Aden, a major port for ships, is located in Oman.
D. Oil tankers must pass through the Strait of Hormuz in northern Oman to reach the Arabian Sea.

[SS7E6 b]

28

Indian _________, such as the Ramayana, tell about brave warriors and their heroic deeds.

A. novels
B. musical pieces
C. epics
D. sculpture

[SS7G12 c]
29
What is one major cause of the ethnic conflicts many African countries faced after gaining their independence?

A. Countries were invaded by neighboring countries after gaining independence and did not have the protection once provided by European countries.
B. Europeans had divided the countries without regard to ethnic and religious groups, forcing warring groups to live in the same area.
C. Countries began fighting over diamond and gold mines.
D. A large number of people migrating from rural to urban areas resulted in warring ethnic groups inhabiting the same areas.

[SS7H3 a]

30
What affect does the Organization of Petroleum Exporting Countries (OPEC) have on world oil prices?

A. They are able to change world oil prices by increasing or reducing supply.
B. They control all of the world’s oil production and can set their own prices.
C. They determine how many oil refineries countries are allowed to operate.
D. Because OPEC produces less than ten percent of the world’s oil they have little effect on oil prices.

[SS7E6 d]

31
Why are some Middle Eastern countries trying to incorporate more industry and agriculture into their economy?

A. They want to take advantage of the fertile farmland in their country.
B. They want to lower their unemployment rate by creating more job opportunities.
C. They are aware that someday their oil supplies will run out, and they will need to have other ways of generating money.
D. They realize they can generate more income by investing in industry than they can in oil.

[SS7E7 c]

32
The slave trade within Africa had existed for centuries, but the ________________ were one of the first groups to take enslaved Africans into Europe.

A. Americans
B. Italians
C. Japanese
D. Portuguese

[SS7H2 a]
33
Buddhism began in ________ in the 500s B.C. and later spread to other parts of Asia.

A. India  
B. Persia  
C. China  
D. Japan  
[SS7H7 a]

34
One of the major environmental challenges facing India is the ________.

A. increase of avalanches in the Himalayan ranges  
B. turning of grasslands into desert  
C. pollution of the Ganges River  
D. increase of acid rain in the Deccan Plateau  
[SS7G10 a]

35
How were non-Muslims in conquered territory treated by the Ottoman Empire?

A. The sultan did not allow non-Muslims to practice their religion and forced them to convert to Islam.  
B. Non-Muslims paid a tax to practice their religion and were able to select leaders to present their views to the sultan.  
C. Non-Muslims were forced to become slaves for the sultan.  
D. The sultan allowed non-Muslims to practice their religion without restrictions.  
[SS7H5 c]

36
“God has helped you at Badr, when you were a contemptible little band. So fear God and thus show your gratitude. Remember when you said to the Believers: ‘Is it not enough for you that your Lord helped you with 3,000 angels sent down? Yes, and if you remain firm and aright, even if the enemy should come against you here in hot haste, your Lord would help you with 5,000 angels on the attack.’”

—F.E. Peters, Muhammad and the Origins of Islam, 1994

According to the passage, what does God instruct Muslims to do?

A. follow the law of shari’ah  
B. fear God and show gratitude  
C. follow the Five Pillars of Islam  
D. defeat the enemies of Islam  
[SS7H4 c]
In the 1200s, a group of Turks in the northwest corner of Asia Minor began to build a new empire. These Turks became known as the Ottoman Turks. The Ottomans quickly conquered most of the land that today makes up the country of Turkey. They attacked the Byzantine Empire and pushed north into Europe. Ottoman armies also marched south, conquering Syria, Palestine, Egypt, Mesopotamia, and parts of Arabia and North Africa. They used guns and cannons to fight their battles and built a large navy to control the Mediterranean Sea.

According to the passage, what can you assume is true about the Ottomans?

A. The Ottoman army was not very powerful.
B. The Ottomans were not able to expand their territory into Europe.
C. The Ottoman army was very powerful and able to expand its territory.
D. The Ottomans did not expand their territory into North Africa.

In 1947, British-ruled India was divided into the independent states of India and ____________.

A. Bangladesh
B. Sri Lanka
C. Pakistan
D. Nepal

As a result of economic reforms, China now allows ____________.

A. foreign companies to invest in some Chinese industries
B. foreign companies to own most of China’s manufacturing industries
C. workers a greater voice in both political and economic affairs
D. only Communist officials to own and run industries
40
Which of the following countries is a group of islands off East Asia’s coast?

A. Sri Lanka
B. Myanmar
C. Malaysia
D. Japan

[SS7G9 b]

41
Which of the following sentences describes the effects of location on Japan’s industries?

A. Japan’s industries lie in a central plains area where mines are located.
B. Japan’s mountains limit industries to the narrow coastal plains.
C. Japan’s island location limits its trade and also its industrial production.
D. Japan’s industries lie in the south where the climate is warmer.

[SS7G11 a]

42
Why did many British settlers come to South Africa in the 1800s?

A. Most of the British settlers were hoping to escape religious persecution.
B. The discovery of an abundance of diamonds and gold brought increasing numbers of British settlers to South Africa.
C. British settlers came to South Africa because they were attracted to the beautiful mountains and geographic features.
D. British settlers came to South Africa to establish hunting communities to make money on the fur trade.

[SS7G3 c]

43
Why did Mao Zedong begin the Great Cultural Revolution?

A. He wanted China to become a republic free of Western influences.
B. He feared China was losing its communist revolutionary spirit.
C. He believed that China should develop a capitalist economy.
D. He wanted to overthrow the Chinese emperor.

[SS7H9 b]
44
How has the geography of the Middle East affected the people who live there?

A. Because of the lack of water in the region, most people live close to water resources.
B. Because of the abundance of oil and petroleum, most people live close to refineries where they work.
C. Most people live in desert areas because they have learned to live in the dry, barren regions.
D. Most people live in the Mediterranean area because of the climate.

[SS7G7 d]

45
What invention helped Chinese government officials record a growing amount of information?

A. the fountain pen
B. the abacus
C. ink
D. paper

[SS7H7 c]

46
Japan has disagreements with trade partners because it ________.

A. gives special treatment to East Asian countries over other countries
B. imports few finished goods from other countries
C. imports too many finished goods from other countries
D. has imposed a ban on trade with Europe and North America

[SS7E9 e]

47
Many people in African countries practice subsistence farming, which means___________________.

A. they only grow enough food to feed their families
B. they grow extra crops to sell at markets or to export
C. they only grow one crop
D. they rotate crops to keep the soil fertile

[SS7E1 a]
48
Why are there millions of refugees in Africa?

A. Millions of people have left villages in search of employment in cities and a better way of life.
B. Food shortages have caused millions of people to travel to other countries in search of food.
C. The discovery of diamond mines has caused millions of people to leave their homeland for the mines in the hope of getting rich.
D. Civil war and genocide have caused millions of people to flee their homelands in search of safety.

[SS7H3 d]

49
What is a kibbutz?

A. It is a type of farming settlement in Israel where all property is shared.
B. It is a settlement for subsistence farmers in Turkey where all property is shared.
C. It is a religious settlement in Israel where all property in communal.
D. It is a religious ceremony in Turkey celebrating the harvest.

[SS7E5 a]

50
In the 1400s, China ended its trade with the outside world because ______.

A. China’s merchants were making little money.
B. Europeans were threatening China’s coastline.
C. natural disasters had set back China’s economy
D. Chinese leaders feared new ideas brought to China from the outside world.

[SS7H8 a]
Name __________________________________ Date ____________________ Class ____________

1. A  B  C  D
2. A  B  C  D
3. A  B  C  D
4. A  B  C  D
5. A  B  C  D
6. A  B  C  D
7. A  B  C  D
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