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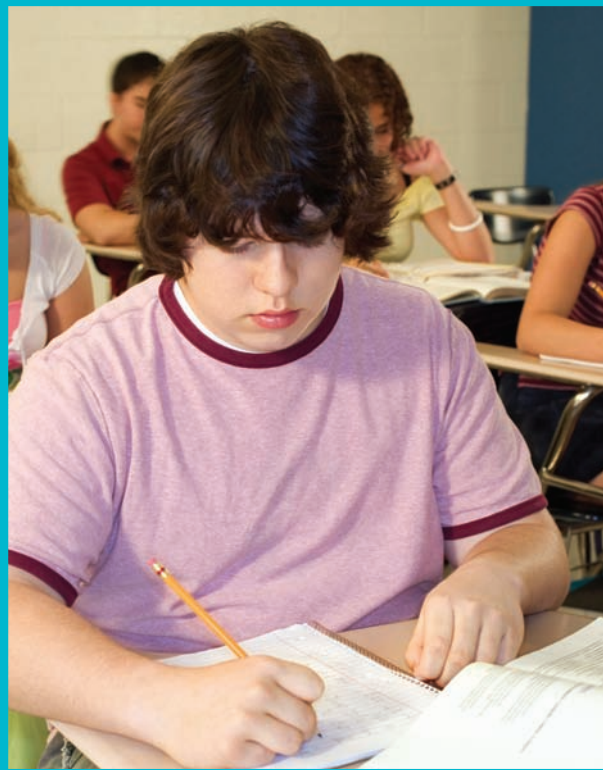
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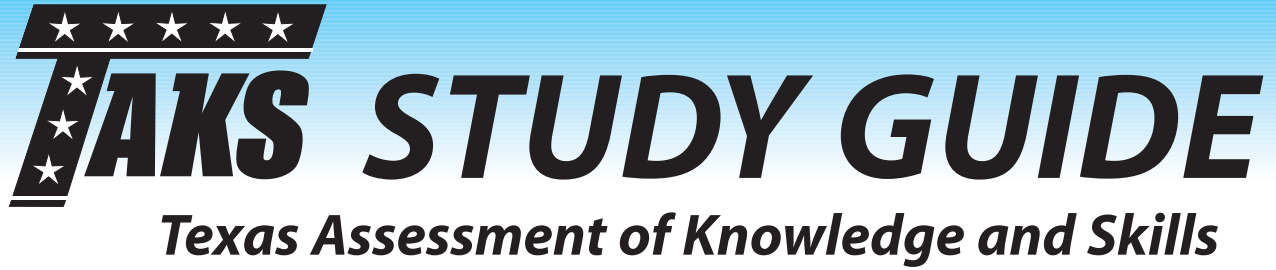
STUDY GUIDE

Texas Assessment of Knowledge and Skills

Social Studies



A Student and Family Guide to Grade 10 Social Studies



Grade 10

Social Studies

A Student and Family Guide

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Dear Student and Parent:

The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. TAKS replaces the Texas Assessment of Academic Skills (TAAS) and is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. In addition, the test can provide valuable feedback to students, parents, and schools about student progress from grade to grade.

Students are tested in mathematics in grades 3–11; reading in grades 3–9; writing in grades 4 and 7; English language arts in grades 10 and 11; science in grades 5, 8, 10, and 11; and social studies in grades 8, 10, and 11. Every TAKS test is directly linked to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. By developing the academic skills specified in the TEKS, students can build a strong foundation for future success.

The Texas Education Agency has developed this study guide to help students strengthen the TEKS-based skills that are taught in class and tested on TAKS. The guide is designed for students to use on their own or for students and families to work through together. Concepts are presented in a variety of ways that will help students review the information and skills they need to be successful on the TAKS. Every guide includes explanations, practice questions, detailed answer keys, and student activities. At the end of this study guide is an evaluation form for you to complete and mail back when you have finished the guide. Your comments will help us improve future versions of this guide.

There are a number of resources available for students and families who would like more information about the TAKS testing program. Information booklets are available for every TAKS subject and grade. Brochures are also available that explain the Student Success Initiative promotion requirements and the new graduation requirements for eleventh-grade students. To obtain copies of these resources or to learn more about the testing program, please contact your school or visit the Texas Education Agency website at www.tea.state.tx.us.

Texas is proud of the progress our students have made as they strive to reach their academic goals. We hope the study guides will help foster student learning, growth, and success in all of the TAKS subject areas.

Sincerely,



Lisa Chandler
Director of Student Assessment
Texas Education Agency

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SOCIAL STUDIES

Overview of the Texas Assessment of Knowledge and Skills (TAKS) Tests

The TAKS tests are administered throughout the state of Texas to measure academic achievement. Satisfactory performance on the exit level TAKS tests is a requirement for receiving a high school diploma. The Grade 10 TAKS tests are designed so that your scores should indicate how prepared you are to take the exit level tests. All questions on the social studies TAKS tests use the multiple-choice format.

Purpose of This Book

This study guide is designed to help strengthen your understanding of the knowledge and skills tested on the Grade 10 TAKS Social Studies test. **It does not discuss every topic eligible for testing.** This study guide provides you with information about broad concepts and skills that may be tested. Sample test questions and practice test questions provide insight into the kinds of questions you may be required to answer on the actual test.



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Organization of This Book

This study guide is organized according to the five objectives that make up the social studies TAKS assessments.

- The first part covers Objective 1, which requires you to demonstrate an understanding of issues and events in U.S. history. This objective includes topics such as important dates in early American history and the roles that George Washington and Thomas Jefferson played in the American Revolution.
- The second part covers Objective 2, which requires you to demonstrate an understanding of geographic influences on historical issues and events. This objective includes topics such as how maps, charts, and graphs communicate geographic information and how geographic factors influenced major events in world history.
- The third part covers Objective 3, which requires you to demonstrate an understanding of economic and social influences on historical issues and events. This objective includes topics such as the main characteristics of different economic systems and the social and economic consequences of major turning points in world history.
- The fourth part covers Objective 4, which requires you to demonstrate an understanding of political influences on historical issues and events. This objective includes topics such as the development of representative government in colonial America and fundamental principles of the U.S. Constitution and the Bill of Rights.
- The fifth part covers Objective 5, which requires you to use critical-thinking skills to analyze social studies information. This objective includes topics such as how to interpret written and visual sources of social studies information.

In addition, throughout this guide you will find activities and sample questions that will help you strengthen your knowledge and skills in social studies.

World Studies Questions

Many of the questions on the Grade 10 TAKS test are designed to assess your mastery of world studies, or important skills and concepts that are taught in both world geography and world history courses in Texas high schools. If you have taken only one of these courses, don't worry; the questions are designed so that a student who has taken either world geography or world history should have had a chance to learn the skills and information necessary to answer the questions correctly. You can find more information about how world studies questions are designed in the *TAKS Information Booklet for Social Studies* (see below).

Finding More Information About Social Studies

To refresh and add to your knowledge of social studies even further, you may want to review your social studies textbooks and class notes. You can also find interesting and helpful information in your school or local library and on websites on the World Wide Web. Additionally, the Texas Education Agency has published the *TAKS Information Booklet for Social Studies* that contains useful information about the tests and more sample questions. You can find a copy of the information booklet at your school or on the TEA website (www.tea.state.tx.us).

Objective 1

The student will demonstrate an understanding of issues and events in U.S. history.

What Major Events Led to the Founding and Growth of the United States?

The early history of the United States of America is an interesting story. The American Revolution, which began in 1775, pitted American colonists against Great Britain, one of the world's mightiest military powers. The Declaration of Independence, written in 1776, listed the reasons why the colonists were no longer willing to live under British rule. It also expressed colonists' desire for a democratic, representative government. After several years of warfare, the colonists defeated the British army.

Following this victory, the United States created a government based on a document called the Articles of Confederation. This system of government had several problems, and after a few years people decided it needed to be changed. Americans created a new set of laws, the U.S. Constitution, in 1787. They then elected and inaugurated their first president, George Washington. The Constitution established the basic structure and purpose of the U.S. government. For instance, it established the three branches of the federal government—executive, legislative, and judicial. It also guaranteed citizens specific freedoms through the Bill of Rights, which was ratified in 1791. Less than a century after the Constitution was created, however, the issues of slavery and states' rights divided the North and the South. No compromise was found to settle these disagreements, and from 1861 to 1865, the United States fought a bloody civil war.

The following paragraphs go into more detail about the information you need to know to answer questions based on Objective 1.



Courtesy of the Office of the Architect of the Capitol, Washington, D.C.

The Constitutional Convention, 1787

Important Dates

Objective 1 requires you to answer questions about the significance of the following dates in American history: 1776, 1787, and 1861–1865. While many different events occurred during these three time periods, you will be tested on only the most important ones. Examine the graphic organizer below to see these events:

1776
<ul style="list-style-type: none">● The Declaration of Independence is signed on July 4.
1787
<ul style="list-style-type: none">● The Constitutional Convention meets in Philadelphia, Pennsylvania, and drafts the U.S. Constitution. The Constitution creates the basic structure of the federal government.
1861–1865
<ul style="list-style-type: none">● Southern states establish the Confederate States of America (1861).● Abraham Lincoln is inaugurated as president of the United States (1861).● Confederate forces bombard Fort Sumter in South Carolina, marking the beginning of the Civil War (1861).● President Lincoln issues the Emancipation Proclamation, which frees slaves in areas controlled by the Confederacy (1863).● The Union army wins the Battle of Gettysburg in Pennsylvania (1863).● Confederate general Robert E. Lee surrenders to Union general Ulysses S. Grant at Appomattox Court House, Virginia (1865).● President Lincoln is assassinated in Washington, D.C. (1865).

After you have studied the graphic organizer on the previous page, ask yourself, “What was the significance of each of these time periods?” For instance, you should remember that the signing of the Declaration of Independence in 1776 marked the formal beginning of the United States as a country. You should also remember that the Constitution, which was drafted in 1787, created the basic structure of the government of the United States. This basic structure remains in place today. Finally, you should remember that the Civil War, perhaps the greatest test that the U.S. government ever faced, was fought from 1861 to 1865.

Now let’s look at a practice question that asks about some of the information you just read.

Which of the following events occurred in 1861?

- A The issue of the Emancipation Proclamation
- B The attack on Fort Sumter
- C The Battle of Gettysburg
- D The assassination of President Abraham Lincoln

Explanation of answer choices

- A Incorrect. President Abraham Lincoln issued the final version of the Emancipation Proclamation on January 1, 1863.
- B **Correct.** The first military engagement of the Civil War began on April 12, 1861, when Confederate cannons began firing on Fort Sumter. Fort Sumter was a Union outpost in the harbor of Charleston, South Carolina. The Union commander of the fort surrendered the next day because of a lack of supplies.
- C Incorrect. The Battle of Gettysburg, a turning point of the Civil War, was fought in July 1863.
- D Incorrect. President Lincoln was shot while watching a play in Washington, D.C., on April 14, 1865. He died the next day.

Objective 1

George Washington and Thomas Jefferson

Objective 1 also requires you to be aware of the roles that George Washington and Thomas Jefferson played during the Revolutionary era. In order to determine what you know about these two men, match each of the following accomplishments with either 1) George Washington or 2) Thomas Jefferson:

- A Wrote the first draft of the Declaration of Independence in 1776
- B Served as commander in chief of the Continental army during the American Revolution
- C Defeated the British general Cornwallis in the Battle of Yorktown
- D Served as minister to France from 1785 to 1789
- E Served as the third president of the United States
- F Encouraged the United States to stay neutral during the French Revolution
- G Sent negotiators to arrange the Louisiana Purchase in 1803
- H Served as the first president of the United States

Answers: 1. B, C, F, H 2. A, D, E, G

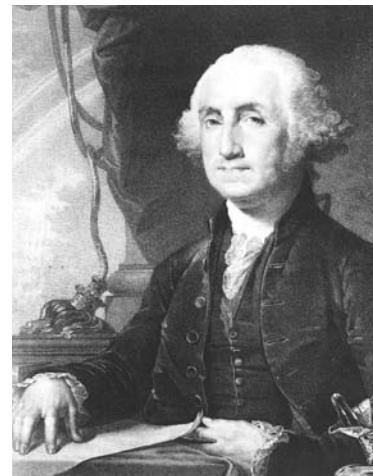


Courtesy of the Library of Congress

George Washington's leadership during the American Revolution made him a popular figure even before he was elected president.

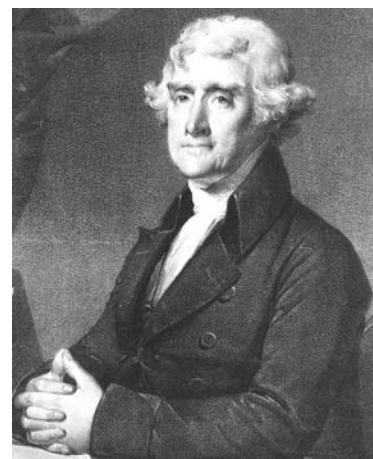
How did you do on this brief quiz? To refresh your memory about the contributions of George Washington and Thomas Jefferson, read the following biographical information.

George Washington was selected by the Second Continental Congress to serve as commander in chief of the Continental army in 1775. His troops defeated the British army in the Battle of Trenton in 1776 and in the Battle of Princeton in 1777. Later in 1777 Washington was forced to withdraw from Philadelphia. He established a winter camp at Valley Forge, Pennsylvania. While there he and his troops endured hardships, including food shortages and brutal weather. Washington went on to defeat the British general Cornwallis in the last major battle of the American Revolution, the Battle of Yorktown, in 1781. He then served as the first president of the United States from 1789 to 1797. During his two terms as president, Washington supported making the federal government responsible for state war debts and encouraged the United States to avoid becoming overly involved in foreign affairs. He also called out militias in 1794 to stop a riot by angry farmers, known as the Whiskey Rebellion, in western Pennsylvania. Washington died in 1799.



Courtesy of the Library of Congress
George Washington

Thomas Jefferson was a member of the Second Continental Congress and wrote the first draft of the Declaration of Independence in 1776. He also served as the governor of Virginia from 1779 to 1781 and as the U.S. minister to France from 1785 to 1789. When Jefferson returned from France, he served as secretary of state under President Washington and later ran for president against John Adams in 1796. After narrowly losing this election, Jefferson became the vice president, in keeping with the procedure for presidential elections at the time. Jefferson won the presidential election of 1800 and served two terms in office, from 1801 to 1809. As president, Jefferson authorized diplomats to negotiate the Louisiana Purchase in 1803 and sent the Lewis and Clark expedition to explore the newly acquired territory. After leaving office, Jefferson founded the University of Virginia. He died on July 4, 1826, the 50th anniversary of the signing of the Declaration of Independence.



Courtesy of the Library of Congress
Thomas Jefferson

From the Articles of Confederation to the U.S. Constitution

Objective 1 also requires you to know about a document called the Articles of Confederation. The Articles of Confederation were approved by Congress in 1777. The document was the first national constitution of the United States. By 1781 it had been ratified by all 13 states and was the law of the land. The Articles created a single national governing body called the Confederation Congress. Each state had one vote in the Confederation Congress and was required to contribute money to the national treasury. Congress had the power to make laws and treaties with the approval of nine of the 13 states. However, the Articles had a number of weaknesses that kept the Confederation Congress from governing the nation effectively. These weaknesses included the following:

- the inability of Congress to amend the Articles without the approval of all 13 states
- the lack of an executive branch
- the inability of Congress to regulate trade between the states
- the inability of Congress to impose taxes

By 1787 many Americans had become dissatisfied with the way the national government functioned under the Articles of Confederation. On May 25, 1787, the Constitutional Convention was convened in Philadelphia to revise the Articles. However, the result of this convention was the creation of an entirely new document: the U.S. Constitution.

Now let's look at a practice question that asks about some of the information you just read.

Which of the following powers was granted to the national government under the Articles of Confederation?

- A The power to make laws
- B The power of the executive branch to veto legislation
- C The power to tax
- D The power to control trade between the states

Explanation of answer choices

- A **Correct.** Under the Articles of Confederation, the Confederation Congress possessed the power to make laws with the approval of nine of the 13 states.
- B **Incorrect.** Under the Articles of Confederation, there was no separate executive branch. The national government consisted of the Confederation Congress, in which each of the 13 states had a single vote.
- C **Incorrect.** Under the Articles of Confederation, the national government could not impose taxes.
- D **Incorrect.** Under the Articles of Confederation, the national government could not control trade between the states.

The Creation of the U.S. Constitution

Finally, Objective 1 requires you to demonstrate your knowledge about the creation of two important documents—the Constitution and the Bill of Rights—and to demonstrate your understanding of how these documents address the complaints listed in the Declaration of Independence. As you just read, the Constitution of the United States was created during the Constitutional Convention of 1787. However, this document could not become law until nine of the 13 states ratified, or approved, it. During the months that followed the submission of the Constitution to the states, Americans were divided over whether to support ratification. Those who supported the Constitution were known as Federalists. Others who argued against its ratification were called Anti-Federalists. Federalists favored the concept of a relatively strong national government. Anti-Federalists believed that the Constitution gave too much power to the national government and took too much power away from the states. Anti-Federalists also called for more specific protections of individual rights. After much negotiation a number of Anti-Federalists finally agreed to approve the Constitution. By 1788 nine states had ratified it. In April of the next year, George Washington was inaugurated as the first president of the United States, and the First Congress met.

One of the goals of the Constitution was to address grievances that were listed in the Declaration of Independence. As you will review in the section on Objective 4, the Declaration of Independence presented a long list of complaints about the British government's mistreatment of American colonists. The Constitution incorporated a number of measures designed to keep the new government from committing similar abuses. For example, the colonists had complained that the British had limited their right to trial by jury. The Sixth Amendment to the Constitution, which is part of the Bill of Rights, specifically gives people accused of a crime the right to a jury trial. You will learn much more about the Constitution and the Bill of Rights in the section on Objective 4.

Review Activity

This activity will help you review several important pieces of information related to Objective 1. In the column on the left are colonists' complaints about British rule, as stated in the Declaration of Independence. In the column on the right are provisions in the Constitution and Bill of Rights that were designed to keep the U.S. government from committing those same abuses. Match each grievance with its remedy. If you need more information to complete this activity, you may want to consult a U.S. history textbook.

Grievances	Remedies in the Constitution and Bill of Rights
<ol style="list-style-type: none"> 1. "He [King George III] has made judges dependent on his will alone, for the tenure of their offices, and the amount and payment of their salaries." 2. "He has refused his assent to laws, the most wholesome and necessary for the public good." 3. "He has kept among us, in times of peace, standing armies without the consent of our legislatures." 4. "...depriving us in many cases, of the benefits of trial by jury..." 5. "...imposing taxes on us without our consent..." 	<ol style="list-style-type: none"> ___ A. Soldiers cannot be quartered without consent in people's homes during times of peace. (Third Amendment) ___ B. Congress has the power to collect revenue. (Article I, Section 8) ___ C. Congress can override a presidential veto. (Article I, Section 7) ___ D. Judges' salaries cannot be cut during their term in office. (Article III, Section 1) ___ E. A person accused of a crime has the right to a speedy and public trial by jury. (Sixth Amendment)

Answers: 1. D, 2. C, 3. A, 4. E, 5. B

Now It's Your Turn

Question 1

Which of the following was written primarily by Thomas Jefferson?

- A *The Federalist Papers*
- B *Common Sense*
- C The Declaration of Independence
- D The U.S. Constitution



Answer Key: page 84

Question 2

What was George Washington's official title during the American Revolution?

- A Commander in chief of the Virginia forces
- B Member of the Virginia House of Burgesses
- C Commander in chief of the Continental army
- D President of the United States



Answer Key: page 84

Question 3

The main purpose of the Bill of Rights was to —

- A protect citizens from possible abuses by the national government
- B list the American colonists' objections to British rule
- C establish the three separate but interrelated branches of the federal government
- D abolish the slave trade



Answer Key: page 84

Question 4

Which of the following statements about the Declaration of Independence is true?

- A The Declaration of Independence supported the idea of giving unlimited power to the king.
- B The Declaration of Independence established the basic structure of the U.S. government.
- C The Declaration of Independence marked the establishment of the United States as an independent country.
- D The Declaration of Independence was the second major document issued by the United States as an independent nation.



Answer Key: page 84

Question 5

In which year did the Civil War end?

- A 1787
- B 1803
- C 1861
- D 1865



Answer Key: page 84

Question 6

Which of the following was a major weakness of the Articles of Confederation?

- A The individual states were not given enough authority.
- B The U.S. government set taxes unbearably high.
- C The Articles were never ratified by all 13 states.
- D The national government was not given enough authority.



Answer Key: page 84

Objective 2

The student will demonstrate an understanding of geographic influences on historical issues and events.

How Has Geography Influenced Events in World History?

You open your mailbox to find a thick manila envelope, and on the back is a picture of a man on a bicycle holding up his arms triumphantly. You raise the envelope high in the air and exclaim, “It’s finally here—my registration for the Louisiana Classic Bike Race is finally here!” As you turn around to go back inside your house, a thought suddenly flashes across your mind: “Wait a minute! This race is in Shreveport, Louisiana, and I’ve never been outside Texas in my life!” Then, just as quickly, a calming thought comes to you: “I’m sure they have enclosed a map.”

Why do maps provide us with a sense of assurance? Mainly, it’s because they use pictures to show us where we are and where we are going. If we study a map closely, we can tell the exact distance between our point of departure and our destination, as well as many other important pieces of information. Just as maps are useful in our daily lives, they can also enhance our understanding of history and geography. Geography is the study of Earth and its features and the ways in which humans interact with their environment.

Understanding Maps, Tables, and Graphs

Maps come in a variety of sizes, colors, and patterns. Some maps will show areas that you will recognize right away. Other maps might show areas that you are not familiar with. The first step in examining any map is to look at the title. In most cases the title will tell you what the map is trying to show you—the purpose of the map. Next, look at the map’s key. This is an explanation of the symbols that are used in the map. There may also be labels on the map itself. Common examples of things that may be labeled are the names of countries, cities, rivers, and mountains.

Many maps contain a **scale**. A scale defines the relationship between distance on a map and actual distance on Earth. The scale can be expressed in several ways. The simplest way states the relationship in written form, such as “1 inch equals 1 mile,” which means that one inch on the map represents one mile in actual distance. The scale can also be shown graphically or as a ratio. The line below the ratio can be used like a ruler to determine the distance between two points on the map. You might want to practice this skill by using the scale on a road map.

Many maps are marked with lines of latitude and longitude, which form an imaginary grid to describe the location of points on Earth. The following boxes contain more information about lines of latitude and longitude.

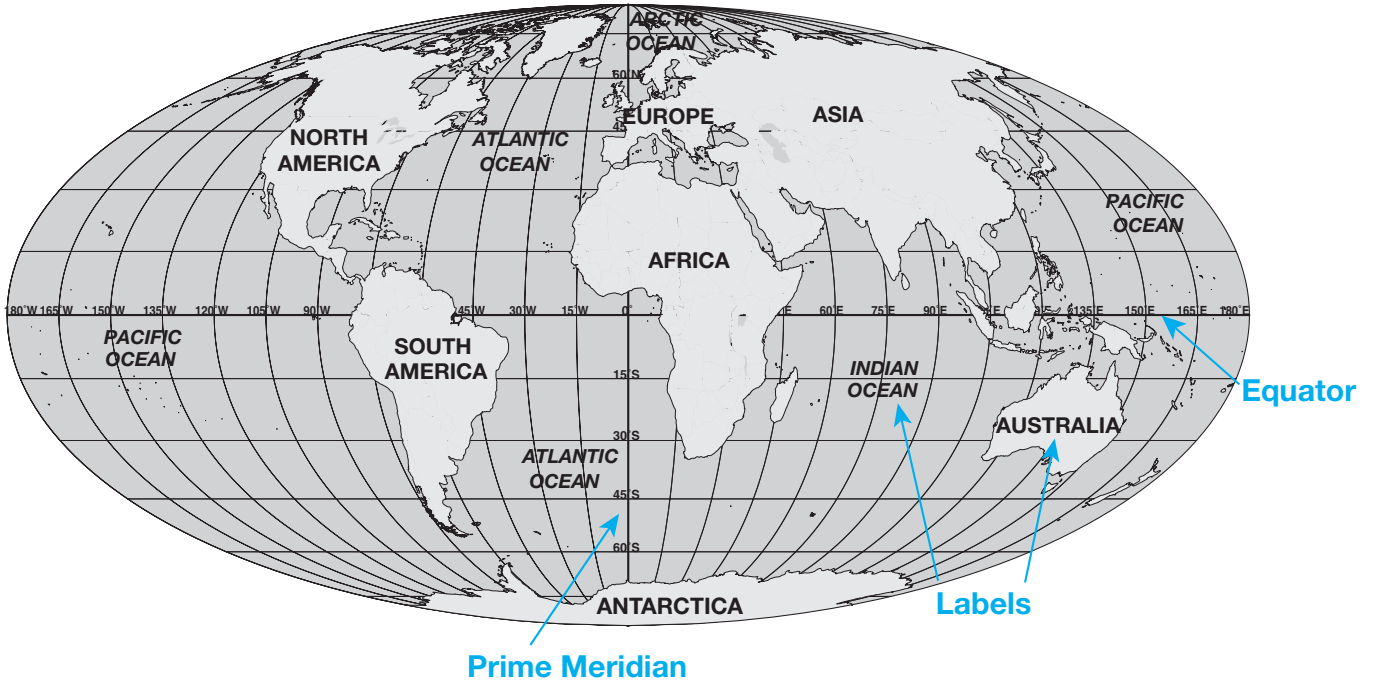
Latitude lines (also called parallels) run east to west. Latitude lines measure a location's distance from 0 to 90 degrees north or south of the equator. The equator is located at 0 degrees, the South Pole is at 90 degrees south (90° S), and the North Pole is at 90 degrees north (90° N). The half of the Earth that is north of the equator is the Northern Hemisphere. The half that is south of the equator is the Southern Hemisphere.

Longitude lines (also called meridians) run north to south. Longitude lines measure the distance east or west of a line known as the prime meridian, which is located at 0 degrees longitude and runs through Greenwich, England. Longitude lines are numbered from 0 to 180 degrees both east and west of the prime meridian. Since the prime meridian is 0 degrees longitude, the line on the opposite side of the globe is 180 degrees longitude. The half of the Earth that is west of the prime meridian is the Western Hemisphere. The half that is east of the prime meridian is the Eastern Hemisphere.

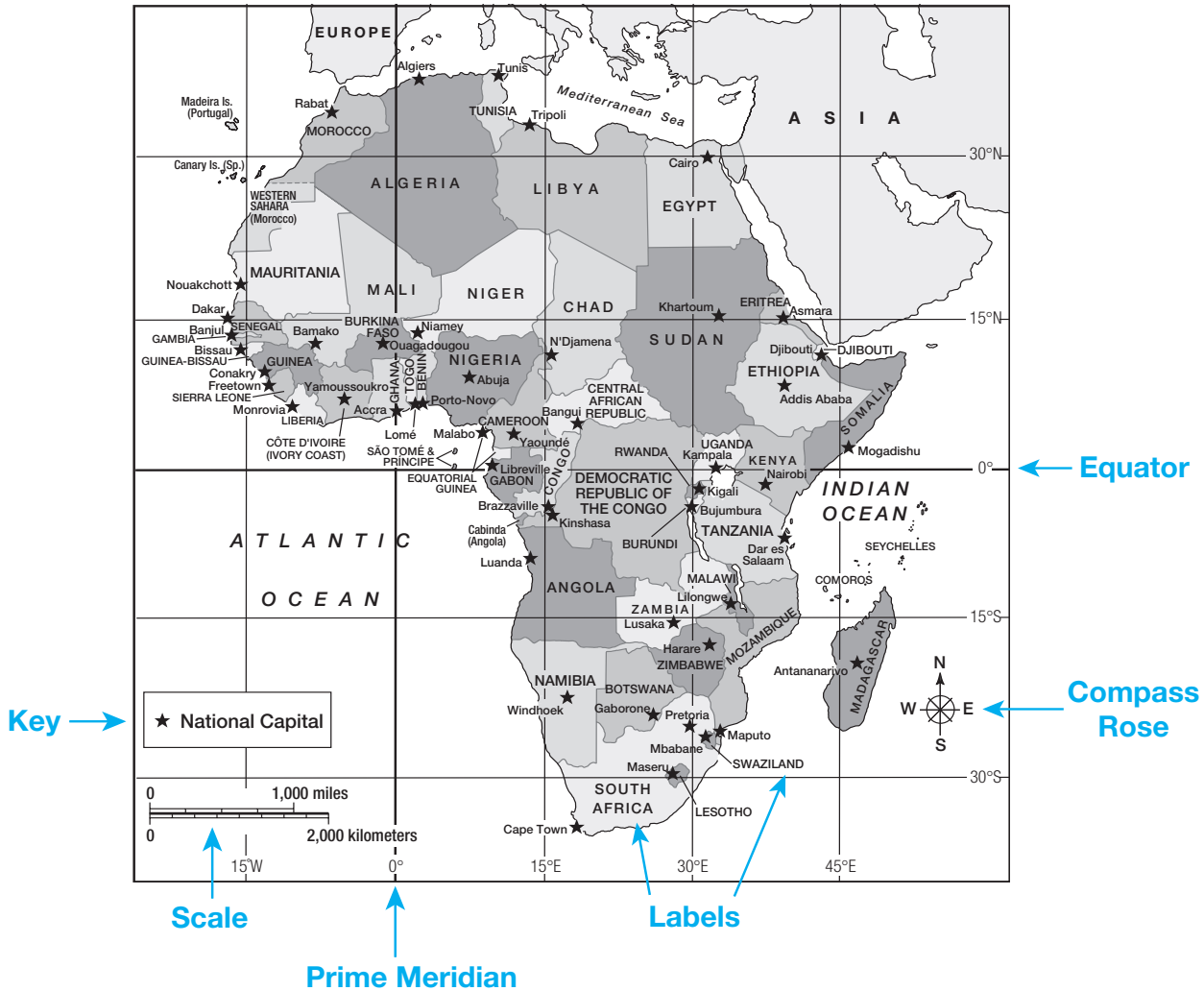
Objective 2

Study the features of the maps on this and the next page.

Title → **World: Physical**



Title → Africa: Political



Like maps, tables and graphs are often used to present geographical information. Tables present data in the form of words and numbers, usually organized into a grid of columns and rows. Graphs present data in the form of lines, bars, or circles to make the information easier to understand. Although tables and graphs are different from maps, all three serve the same basic purpose: to communicate information visually. They can even be used to show the same information in different formats.

Objective 2

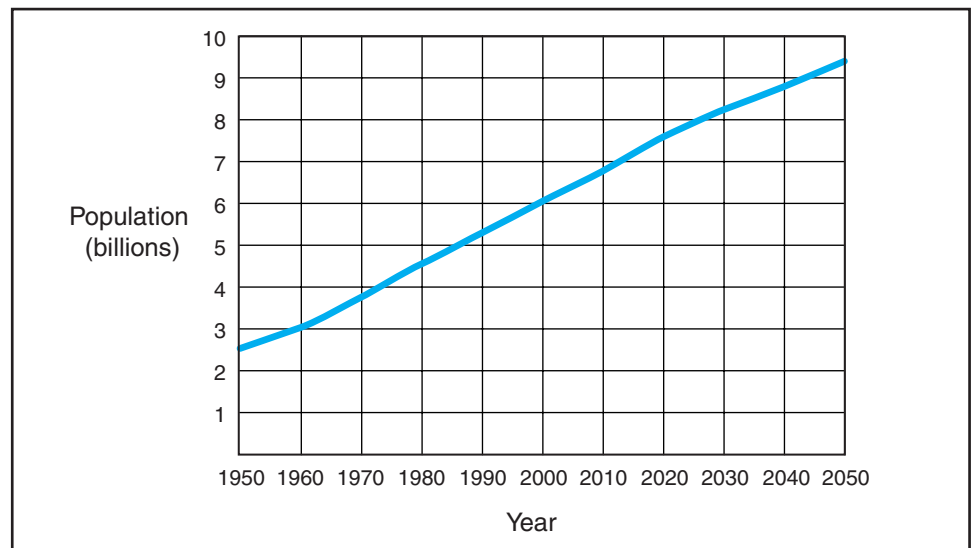
Maps, tables, and graphs are especially useful for demonstrating connections between geography and history.

- They can show how Earth's physical features have affected human activities. For example, a map is a good way to show how access to water sources has influenced the location of cities.
- They can show how human geographic factors have affected historical processes and events. For example, a line graph that shows the volume of U.S. exports during the 1910s and 1920s can be used to show how the opening of the Panama Canal affected the U.S. economy.
- They can show how changes in technology have affected the ways people live and work. For example, a table can be used to list different inventions and discoveries related to farming, when each occurred, and how each changed the way farmers grow their crops.

The first two skills that Objective 2 asks you to demonstrate are closely related. First, you should be able to understand how maps, tables, and graphs represent geographic information. Second, you should be able to answer questions about history and geography by interpreting these graphics.

Examine the graph below. The first thing you should look at is the title, which tells you the subject of the graph. This graph is titled “World Population Growth: 1950–2050.”

World Population Growth: 1950–2050



Source: U.S. Census Bureau

After reading the title of a graphic, you should look for any labels or symbols. These are also important tools for understanding the graphic. The vertical axis of this graph is labeled “Population (billions),” and the horizontal axis is labeled “Year.” These labels, along with the title, tell you that the graph will show the population of the world over a 100-year span. Because part of that time span is in the future, you can conclude that part of the graph shows an estimate, or projection, of world population.

Finally, look at the diagonal line on the graph. You can tell that the line generally goes up from left to right. From this you can deduce that world population has increased and is expected to keep increasing in the future. Congratulations! You have just demonstrated the first skill for Objective 2.

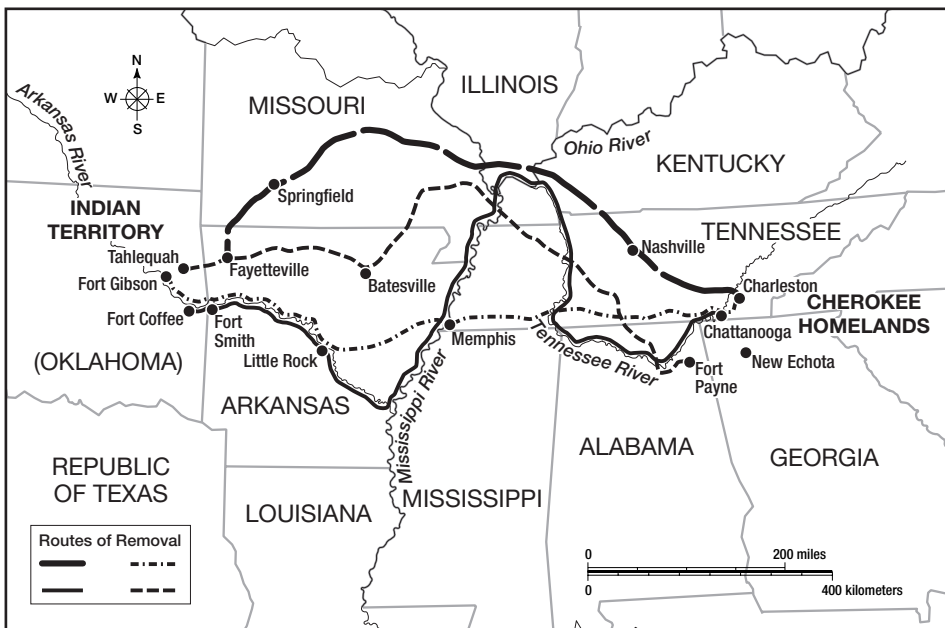
To practice this skill, examine the graph and write down the approximate increase in the world population between 1980 and 2000 and the projected increase between 2000 and 2020. Estimate your answers to the nearest tenth of a billion. Then write a sentence describing the pattern or trend you see when comparing the growth in those two 20-year spans.

Answer: 1980 to 2000 = 1.6 billion; 2000 to 2020 = 1.5 billion.
 You should observe that world population is expected to grow at a slightly slower rate in the near future than it has in the recent past.

Geographic Influences on Historical Events

Objective 2 also requires you to understand how Earth’s physical features have affected important events in world history, such as the migration of large groups of people. Practicing this skill will require you to study the map below, which shows the forced migration of Cherokee Indians in 1838–1839, known as the Trail of Tears.

The Trail of Tears, 1838–1839



Source: William L. Anderson, ed., *Cherokee Removal: Before and After*, Univ. of Georgia Press, 1991

Objective 2

Several geographic factors were important in the events surrounding the Trail of Tears. The Cherokee homelands in the southeastern United States included fertile farmland, and many Americans wanted to settle there. When gold was found in the region in 1830, Americans put even more pressure on the U.S. government to open these lands to white settlement. That same year the U.S. government passed the Indian Removal Act. This act called for Native Americans living east of the Mississippi River to be relocated to lands in the West.

Some Native American groups moved voluntarily, but others resisted. Beginning in 1838, the U.S. Army forced more than 15,000 Cherokee to move from their homelands to Indian Territory in what is now Oklahoma. It was a journey of more than 1,000 miles. Much of this journey took place in winter. The Cherokee did not have enough food or clothing, and during the trip thousands died from exhaustion, disease, and exposure. This event became known as the Trail of Tears.

Notice how the map presents some important facts surrounding the Trail of Tears. For example, you can see how far the Cherokee were forced to travel. To understand how geographic features affected the movement of the Cherokee, look at the four routes shown on the map. Three of them required the Cherokee to cross at least two major rivers, including the Mississippi River. How might these rivers have added to the hardships faced by the Cherokee as they traveled from their homelands to Indian Territory?

Answer: The depth, width, and current of the rivers posed severe dangers to the Cherokee who were forced to cross them. Because much of the journey took place in winter, ice floes often made crossing the rivers even more difficult. The Cherokee who traveled the longest of the four routes—the one that follows the Tennessee, Ohio, and Mississippi Rivers—avoided some of these particular problems by traveling by boat.

The Columbian Exchange

Objective 2 also requires you to understand how human activities have affected the physical environment. A good example is the **Columbian Exchange**, or the transfer of plants, animals, diseases, and cultures between Europe, Asia, and Africa (the Old World) and North and South America (the New World). This exchange started with the journey of Christopher Columbus to the Americas in 1492 and continued in the years that followed. The table below shows where some plants and animals that were part of the Columbian Exchange originated.

The Columbian Exchange	
The Americas (New World)	Europe, Asia, and Africa (Old World)
<p><i>Animals</i></p> <ul style="list-style-type: none"> • gray squirrels • guinea pigs • hummingbirds • potato beetles • turkeys 	<p><i>Animals</i></p> <ul style="list-style-type: none"> • chickens • cows • goats • hogs • horses • house cats • rabbits • sheep • sparrows
<p><i>Food Plants</i></p> <ul style="list-style-type: none"> • avocados • beans • cocoa beans • corn • peanuts • peppers • pineapples • potatoes • pumpkins/squash • sweet potatoes • tomatoes • vanilla beans • wild rice 	<p><i>Food Plants</i></p> <ul style="list-style-type: none"> • Asian rice • bananas • barley • coffee • grapes • lemons • lettuce • oats • okra • olives • onions • oranges • soybeans • sugarcane • watermelons • wheat
<p><i>Other Plants</i></p> <ul style="list-style-type: none"> • cotton • marigolds • tobacco 	<p><i>Other Plants</i></p> <ul style="list-style-type: none"> • crabgrass • daisies • dandelions • roses

Objective 2

The Columbian Exchange dramatically changed the way people lived. For example, the food crops introduced into Europe and Asia from the New World, such as beans and potatoes, improved nutrition for the people living there and helped support larger populations. European settlers in turn brought many new breeds of animals to the Americas. The introduction of horses to the Great Plains transformed native societies in that area, changing hunting methods and increasing mobility.

Like certain plants and animals, smallpox and several other diseases that were common in Europe were unknown in the New World before the Columbian Exchange began. People living in the Americas had no immunity to these diseases. This made the diseases much deadlier; they spread quickly and killed millions of people. This population loss made it much easier for Europeans to conquer and colonize North and South America. Of course, humans also spread from place to place as part of the Columbian Exchange, bringing with them their technology, languages, religions, and cultures. For example, the Spanish language spread through much of the Americas as a result of the Columbian Exchange.

The Columbian Exchange is an example of spatial diffusion. **Spatial diffusion** is the process of people, things, or ideas spreading through geographic space. The spread of a disease, the growth of a city, and the transfer of a new invention from one society to another are all examples of spatial diffusion.

Technological Innovations

Finally, Objective 2 requires you to understand how major technological innovations have changed the ways people interact with their physical environment. The word *technology* may make you think of relatively recent inventions such as the computer. However, technological innovations include any use of knowledge that gives humans new capabilities. Two very old examples of technology are fire and stone tools. Fire helped people live in colder places, cook their food, and protect themselves from animals. Stone tools helped people hunt, carve wood, and process new kinds of food. These are all ways in which technology changed how humans interacted with their environment.

Technology can come in the form of a device, such as the automobile, or a new method or process, such as the assembly line. Automobiles, which engineers learned to build quickly and cheaply on assembly lines in the early 1900s, gave people greater freedom to travel. This led people to modify the physical environment by building highways. Cars needed gasoline, which is made from oil. The need for oil led people to build more oil wells, refineries, and pipelines.

Vast amounts of steel, rubber, glass, and other raw materials were also needed to build cars. Producing, processing, and transporting these materials led people to modify the environment even more. A completely new kind of business, the gas station, was suddenly needed as well, and thousands of such stations sprang up across the United States.

Of course, new technology doesn't change only the landscape. It changes societies, too. It is estimated that the average American in 1900 traveled about 1,200 miles in his or her lifetime. By 2000, the average American adult traveled about 12,000 miles by automobile every year. The automobile gave Americans a new sense of mobility and freedom that affected our nation's culture and economy in many ways.

Now let's look at a practice question that asks about some of the information you just read.

The introduction of the automobile to U.S. society in the early 20th century —

- A led to a shortage of coal
- B opened the western United States for settlement
- C played a major role in making oil a highly valuable resource
- D helped create a unified national economy in the United States

Explanation of answer choices

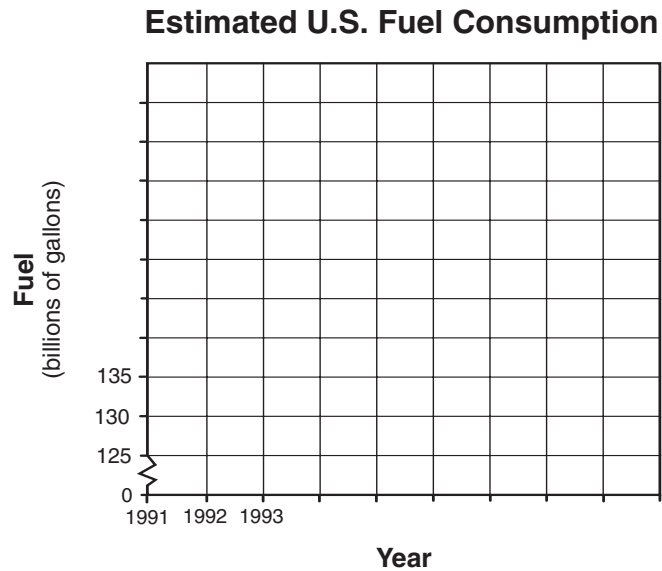
- A Incorrect. Automobiles were not powered by coal, and there was no shortage of coal at that time.
- B Incorrect. The western United States had been opened for settlement in the 1800s. The steamboat and the railroad had contributed to this process.
- C **Correct.** The spread of gasoline-powered automobiles increased the demand for oil, making it more valuable. Major discoveries of oil helped provide a steady supply of inexpensive gasoline.
- D Incorrect. The spread of railroads and canals in the 1800s had already helped create a unified national economy in the United States.

Review Activity

Graph the statistical data in the table below on the axes provided. Once you have plotted the data, describe the overall trend you see in the graph on the lines below.

Estimated U.S. Fuel Consumption	
Year	Fuel (billions of gallons)
1991	129
1992	133
1993	137
1994	141
1995	144
1996	147
1997	150
1998	155
1999	161
2000	162

Source: Federal Highway Administration





Answer Key: page 85

Now It's Your Turn

Question 7

Which of these best describes how transcontinental railroad systems affected the U.S. economy?

- A** U.S. industrial production decreased because people were traveling more.
- B** U.S. industrial production increased, and agricultural production decreased.
- C** Many industries failed because the cost of shipping goods by train was too high.
- D** Farming, ranching, and mining grew rapidly in western areas.



Answer Key: page 85

Question 8

Most scientists believe that the Bering land bridge —

- A** was a barrier that prevented people and animals from moving into North America
- B** allowed people to migrate from Asia to North America thousands of years ago
- C** connected Southeast Asia and the island of Sumatra
- D** was constructed by early humans using simple levers, ramps, and pulleys



Answer Key: page 85

Use the information in the table and your knowledge of social studies to answer the following question.

Question 9

Which of the following conclusions is supported by this table?

- A The majority of Americans were migrating eastward in 1890.
- B Massachusetts had a larger population than California in 1890.
- C Westward migration was not an important trend in 1890.
- D New York had a smaller population than Pennsylvania in 1890.

Selected State Populations, 1890

California	1,208,130
Massachusetts	2,238,943
New York	5,997,853
Oregon	313,767
Pennsylvania	5,258,014
Utah	207,905
Washington	349,390

Source: U.S. Census Bureau



Answer Key: page 85

Question 10

In recent decades English has become increasingly popular as a second language around the world. This process —

- A is mostly a result of the immigration of U.S. and British citizens to other countries
- B is partly a result of the popularity of U.S. and British movies, television, and radio
- C is the first known example of a language spreading to new areas
- D has been limited to the countries that once made up the British Empire



Answer Key: page 85

Use the map and your knowledge of social studies to answer the following question.

The 13 Colonies



Question 11

According to the map, what formed the western boundary of the 13 colonies?

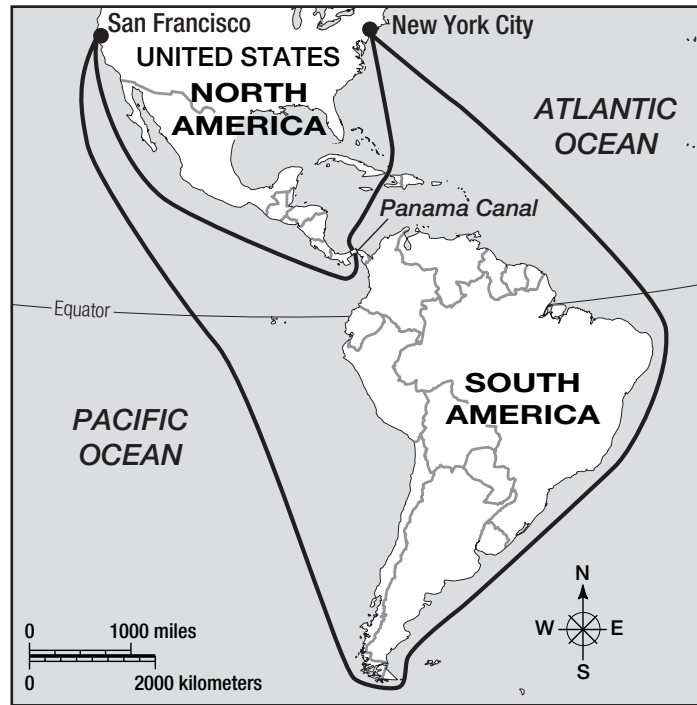
- A The Atlantic Ocean
- B Lake Erie and Lake Ontario
- C French territory
- D The Proclamation Line of 1763



Answer Key: page 85

Use the map and your knowledge of social studies to answer the following question.

Western Hemisphere Water Routes



Question 12

According to the map, the opening of the Panama Canal —

- A shortened the water route from New York to Panama
- B allowed ships to sail around the tip of South America faster and more safely
- C shortened the water route from New York to San Francisco
- D allowed people to travel by water from San Francisco to Panama

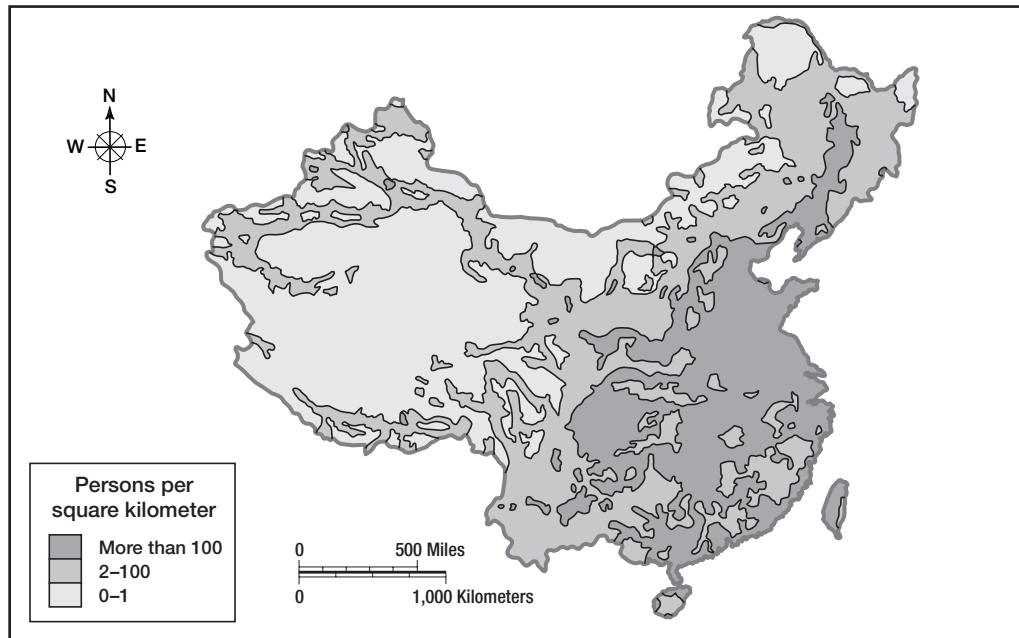


Answer Key: page 85

Objective 2

Use the map and your knowledge of social studies to answer the following question.

China: Estimated Population Density in 1983



Source: Central Intelligence Agency

Question 13

According to the map, which statement about China's population is true?

- A Eastern China is the most densely populated part of the country.
- B Most of southern China is uninhabited.
- C China's population has decreased rapidly in the past 100 years.
- D China does not have enough resources to support its large population.



Answer Key: page 86

Question 14

How was Napoleon's invasion of Russia in the early 1800s affected by geography?

- A** Russia's natural resources provided Napoleon's forces with adequate food and supplies.
- B** Russia's vastness and cold winter weather made supplying Napoleon's troops difficult.
- C** Russia's mountains allowed for frequent and devastating surprise attacks.
- D** Russia's rivers allowed Napoleon's troops to move quickly to Moscow by boat.



Answer Key: page 86

Objective 3

The student will demonstrate an understanding of economic and social influences on historical issues and events.

How Have Economic and Social Factors Affected Events in World History?

Living in the United States, we're used to a wide range of choices when we shop. Think of your last trip to the grocery store. Most likely there were hundreds of different products on the shelves. As part of our economic system, we have the freedom to choose what to buy. The companies that make those products understand this. They use colors, flavors, styles, sizes, price, and many other special features to try to get people to choose their product instead of another brand. Now imagine what it would be like in a country where the government sets rules about what products companies can make, how many they can sell, and how much money they can charge. Do you see why this would probably lead to limited choices for the people in that country?

This is just one example of how economics—in this case, a country's economic system—affects different aspects of people's lives.

Objective 3 tests your knowledge of the influence of both economic and social factors on world geography and world history. To demonstrate this knowledge, you must be able to do three basic things. First, you must be able to identify and compare the major characteristics of different economic systems. Second, you must be able to analyze economic and social data to compare the standard of living in nations with different economic systems. Third, you must be able to identify some major turning points in world history and describe their economic, social, and political consequences.

The following paragraphs will go into more detail about the information you need to know to answer questions based on Objective 3.

Economic Systems

Objective 3 requires you to identify and compare the characteristics of different economic systems. To do this, you need to be familiar with three basic types of economic systems: **traditional**, **command**, and **market**.

The oldest and simplest of the three economic systems is the traditional economic system.

Characteristics of a Traditional Economic System

- **Simple economic activity:** Traditional economies are based on simple economic activities such as farming or hunting and gathering.
- **Reliance on custom and tradition:** Traditional economies are based on customs passed down from generation to generation. These economies undergo very little change over time.
- **Technology:** Traditional economies rely on simple technology such as the horse and plow. Few technological changes occur in traditional economies over time.
- **Family labor and gender roles:** Traditional economies often rely on the labor of the entire family. Men and women usually have distinct economic roles.
- **Examples:** Traditional economies are becoming less common but can still be found in some parts of Africa, Asia, and South America.



Courtesy of Dr. Dale Lightfoot

In some parts of the Middle East, families in traditional economies still make a living by herding livestock.

The other two basic types of economic systems are the command economic system and the market, or capitalist, economic system. Command and market economies are more complex than traditional economies. They are also less dependent on the customs and traditions of earlier generations and adapt to changing circumstances more easily than traditional economies do. While these two systems are different from traditional economic systems, they are different from each other as well.

Characteristics of a Command Economic System

- **Government ownership of economic resources:** In a command economy the government or some other central authority owns most economic resources, such as factories and farms.
- **Government control of economic resources:** In a command economy the government decides how goods and services are produced and distributed. For example, the government decides how many units of a certain product should be made.
- **No profit motive and no business competition:** In a command economy businesses are not run for the purpose of making a profit. As a result, there is little or no competition between businesses.
- **Reduced individual economic freedom:** Individuals in a command system have little economic freedom because the government controls the economy. For example, people who sell goods do not have the freedom to set prices.
- **Examples:** Historical examples of countries with command economies include the Soviet Union and Soviet-bloc countries during the Cold War. Today command economies are less common than market economies. Present-day examples of countries with command economies include Cuba and North Korea.



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Government control of the former Soviet Union's command economy often led to shortages of food and consumer goods.

Characteristics of a Market (Capitalist) Economic System

- **Individual ownership of economic resources:** In a market economy individuals or corporations—not the government—own most economic resources, such as factories and farms.
- **Individual control of economic resources:** In a market economy individuals decide how goods and services are produced and distributed. Usually these decisions are made in an attempt to maximize profits.
- **Profit motive and business competition:** In a market economy businesses are run for the purpose of making a profit. As a result, they compete with one another to supply the goods and services that consumers demand.
- **Significant individual economic freedom:** Individuals in a market system have significant economic freedom because they make their own economic decisions. For example, they can decide where to work and what goods and services to buy.
- **Examples:** Today most developed countries, such as the United States and Japan, have market-based economies.



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In a market economy customers are free to choose what products to buy. The choice can be based on factors such as price, selection, and quality.

Objective 3 also requires you to compare the methods that people use to produce goods in different economic systems. The most important production methods are **subsistence agriculture**, **market-oriented agriculture**, **cottage industry**, and **commercial industry**. Here is a summary of the main characteristics of each type of production.

Methods of Production

- **Subsistence agriculture:** Subsistence agriculture involves farming for home use instead of for the market. A farmer who practices subsistence agriculture produces all or almost all the goods his or her family needs, with little or nothing left over to sell. Subsistence agriculture is most commonly associated with traditional economic systems.
- **Market-oriented agriculture:** Market-oriented agriculture involves the production of farm goods for sale on the commercial market instead of for home use. Market-oriented agriculture is associated with both market and command economic systems.
- **Cottage industry:** Cottage industry is also known as home industry. In a cottage-industry system, goods are produced in people's homes, often by adults and older children working together. The goods they produce are then sold. Cottage industry typically involves the use of simpler equipment and manufacturing techniques than commercial industry does. Cottage industry is most associated with traditional economic systems.
- **Commercial industry:** Commercial industry involves the large-scale production of goods. Goods are usually produced in factories with machinery and a large number of workers. Commercial industry is a more complex production method than cottage industry. Commercial industry is associated with both market and command economic systems.



©CORBIS

Cottage industry is still practiced in many parts of the world. This Iranian woman is weaving a traditional carpet by hand.

Now let's look at a practice question that asks about some of the information you just read.

An economic system in which most of the means of production, such as factories and farms, are owned by individuals or corporations is known as —

- A a capitalist system
- B a command system
- C a subsistence-agriculture system
- D a mass-production system

Explanation of answer choices

- A **Correct.** In a capitalist, or market, system, most factories and farmland are owned by individuals or corporations.
- B **Incorrect.** In a command system the government controls most of or all the means of production.
- C **Incorrect.** Subsistence agriculture is a system in which a farmer produces enough food for his or her family, with little or nothing left over for sale.
- D **Incorrect.** Mass production is a method of large-scale manufacturing.

Analyzing Social and Economic Data

Objective 3 also requires you to use social and economic data to compare the levels of development and the standard of living of countries with different economic systems. Let's begin by defining the term *standard of living* and discussing its relationship to a country's level of development. Standard of living generally relates to the overall quality of life among the citizens of a country. A major component of a country's standard of living is the amount and quality of goods and services available to its people. Standard of living also includes factors such as the availability of public services and the quality of the environment.

Level of development is a measurement of how advanced a country's overall economy is. Economic development usually includes industrialization and the establishment of a well-educated, technically skilled workforce. Countries are often described as "developed" or "developing." In general, developed countries have a higher standard of living than developing countries do.

Here are some basic types of statistical data that can be used to determine a country's level of development and standard of living.

- **Gross domestic product (GDP) per capita:** GDP per capita is the yearly value of a country's total output of goods and services divided by the number of people living in the country. (*Per capita* means "per person.") Developed countries have higher GDPs per capita than developing countries. You will also see that some sources refer to gross national product (GNP) per capita. This statistic is very similar to GDP per capita, except GNP per capita includes the income a country's citizens gain from investments abroad.
- **Per capita income:** Per capita income is the average yearly income of a country's inhabitants. Developed countries have higher per capita incomes than developing countries.
- **Population growth:** Population growth is the ratio of births to deaths in a country per year. Developed countries usually have lower rates of population growth than developing countries.
- **Literacy rates:** A country's literacy rate is the percentage of its population that can read and write. Developed countries generally have more-extensive educational facilities, and therefore higher literacy rates, than developing countries.
- **Percentage of workforce engaged in agriculture and mining:** Because developed countries are usually more industrialized and produce a greater variety of goods and services than developing countries, a smaller percentage of their workforces are employed in agriculture and mining.
- **Life expectancy:** Life expectancy refers to the average life span of a country's inhabitants. Because they usually have access to better nutrition and health care, people in developed countries usually have longer life expectancies than people in developing countries.

Now let's look at a practice question that asks about some of the information you just read.

Use the information in the table and your knowledge of social studies to answer the following question.

Selected Data for Four Asian Countries

Country	GDP per Capita	Life Expectancy (years)	Literacy Rate	Population-Growth Rate
Kazakhstan	\$5,900	63	98%	0.1%
Pakistan	\$2,100	62	43%	2.1%
South Korea	\$18,000	75	98%	0.9%
Uzbekistan	\$2,500	64	99%	1.6%

Source: *CIA World Factbook*, 2002

Which of the four countries listed in the table most likely has the highest standard of living?

- A Kazakhstan
- B Pakistan
- C South Korea
- D Uzbekistan

Explanation of answer choices

- A** Incorrect. While Kazakhstan does have a high literacy rate and low population growth, its low GDP per capita and low life expectancy indicate a low standard of living.
- B** Incorrect. Pakistan has a low GDP per capita, life expectancy, and literacy rate and a high rate of population growth. These traits indicate a low standard of living.
- C** **Correct.** South Korea's relatively high GDP per capita, life expectancy, and literacy rate and its low rate of population growth indicate that it has the highest standard of living of the countries in the table.
- D** Incorrect. While Uzbekistan does have a high literacy rate, its low GDP per capita and life expectancy and high rate of population growth indicate a low standard of living.

Turning Points in World History

Finally, Objective 3 requires you to identify some major turning points in world history and describe their economic, social, and political consequences. You will be tested only on events and processes that had a major impact on world history. The information that follows will help you become familiar with many of these events and processes.

- **Agricultural revolution (ca. 8000–5000 B.C.):** The agricultural revolution refers to the time period when humans first domesticated plants and animals. Scientists believe this process occurred independently in several different parts of the world. The agricultural revolution allowed people to switch from hunting and gathering for their food to farming and herding.
- **Origin of civilizations (ca. 3500 B.C.):** The establishment of farming and herding societies in river valleys encouraged the development of civilizations. The main characteristics of civilizations include cities, commercial activity, written language, and complex forms of government and religion.
- **The classical period (ca. 1000 B.C.–A.D. 500):** The classical period refers to the development and expansion of very large civilizations. Examples include ancient China, ancient Greece, and the Roman Empire. The main characteristics of the classical civilizations were extensive trade networks, expansion through military conquest, and the emergence of many of the world's major religions, including Judaism, Christianity, Hinduism, and Buddhism.
- **The development of complex societies in the Americas (ca. A.D. 300–1535):** Over the span of this period, several highly advanced societies rose and fell in the Americas. The most well known of these groups are the Maya and Aztec, who inhabited parts of Mexico and Central America, and the Inca of South America. Achievements of these societies included systems of writing, highly accurate calendars, far-reaching trade networks, densely populated cities, and massive stone buildings.
- **The Middle Ages (ca. A.D. 450–1450):** Following the fall of the Roman Empire, Europe entered the Middle Ages. During much of the Middle Ages, the main political and economic system of political power in Europe was feudalism. Under feudalism, monarchs and landowning nobles depended on each other for political, economic, and military support. The Roman Catholic Church also played a major role in European politics and society. During this same time period, the religion of Islam emerged and spread rapidly through Southwest Asia, North Africa, and parts of Europe. Beginning around 1100, European Christians engaged in the Crusades, a series of wars to recapture Jerusalem from Islamic control. Another major event during the Middle Ages was the spread of bubonic plague. Approximately one-third of Europe's population died of this disease in the mid-1300s.

- **The Renaissance (ca. A.D. 1300–1600):** As the Middle Ages ended, Europe gradually entered the Renaissance, a word that means “rebirth.” Renewed interest in classical Greek and Roman knowledge sparked many advances in the arts and sciences. During the Renaissance political power in many parts of Europe shifted from nobles to centralized governments headed by national monarchs. At the same time, the growth of international trade encouraged the exchange of goods and ideas among many different parts of the world.
- **Protestant Reformation (ca. 1500–1650):** The Protestant Reformation began as a movement to reform the Roman Catholic Church in Europe. The most lasting impact of the Reformation was the founding of a new form of Christianity known as Protestantism. The Reformation was related to the scientific revolution, which encouraged people to question long-held beliefs; the invention of the printing press, which allowed ideas to spread quickly in written form; and the colonization of the Americas, which was motivated in part by competition between Catholic and Protestant countries.
- **Scientific revolution (ca. 1500–1700):** During this period a surge of scientific discoveries occurred in Europe. These discoveries were made in fields such as astronomy, physics, and biology. The scientific revolution helped lead to other major turning points in world history, such as the Industrial Revolution.
- **Age of exploration and colonization (ca. 1450–1900):** During this period Europeans explored the world and conquered major portions of it. In the beginning their main goal was to find a trade route to Asia. Later they explored and set up colonies in North and South America to gain wealth and convert native peoples to Christianity. Europeans also sailed into the Pacific and Indian Oceans and explored parts of Asia, Australia, and Africa. Colonizers established European-style governments and economies around the world. In many regions colonization caused major disruptions to existing societies and led to war and oppression. One such effect of colonization was the Atlantic slave trade, in which millions of Africans were enslaved and transported across the Atlantic Ocean to work on plantations in the Americas and the Caribbean region.
- **Industrial Revolution (ca. 1750–1900):** The Industrial Revolution refers to the shift from agricultural production to industrial production that originated in Great Britain and then spread to the United States and much of Europe. The main causes of this shift were the development of steam-powered machinery and the factory system. The Industrial Revolution had many lasting effects, including the rapid growth of cities and increased global trade.

Objective 3

- **Age of democratic revolution (ca. 1750–present):** The age of democratic revolution refers to the rise of democracy, a political system based on the ideal of government by the people. The age of democratic revolution began with the American and French Revolutions and then spread through much of Europe and the Americas. Democracy continues to be a powerful force in many parts of the world today.
- **The era of world wars (1914–1945):** World War I and World War II were major turning points of the 20th century. World War I led to the end of several European monarchies. It also helped lead to the Russian Revolution, which established the communist-led Union of Soviet Socialist Republics, or Soviet Union. The political settlements following World War I helped promote the principle of self-determination, or the right of groups of people to create their own nations. World War II was fought between an alliance of totalitarian countries (Germany, Japan, and Italy) and an alliance led by the United States, Great Britain, and the Soviet Union. The defeat of the totalitarian alliance took almost six years and cost approximately 50 million lives. Both world wars spurred many technological breakthroughs, including radar, jet aircraft, antibiotics, guided rockets, and nuclear weapons.
- **The Cold War (1945–1991):** The United States and the Soviet Union emerged from World War II as the world's strongest nations—the superpowers. The two sides had completely different political and economic systems, and each side tried to increase its global influence and undermine the power of the other. Throughout the Cold War, the superpowers avoided open warfare because each side feared the terrible effects of nuclear weapons. The Cold War ended when the people of Eastern Europe overthrew their communist governments and the Soviet Union broke apart into 15 independent countries.

Review Activity

Use the data in the table to answer the questions below.

Country	GDP per Capita	Life Expectancy (years)	Literacy Rate
Belarus	\$8,200	68	98%
Denmark	\$28,000	77	100%
Hungary	\$12,000	72	99%
Ukraine	\$4,200	66	98%

Source: *CIA World Factbook*, 2002

- Rank the countries from highest to lowest according to their GDP per capita.

1. Denmark, Hungary, Belarus, Ukraine

- Rank the countries from highest to lowest according to their life expectancies.

2. Denmark, Hungary, Belarus, Ukraine

- Rank the countries from highest to lowest according to their literacy rates.

3. Denmark, Hungary, Belarus and Ukraine (tied)

- Using the statistics in the table and your own judgment, rank the four countries in overall standard of living. Then write a short paragraph explaining how you used the different statistical rankings to arrive at your conclusion.

4. You should have ranked Denmark highest, Hungary second, Belarus third, and Ukraine fourth. Your paragraph should explain how GDP per capita, life expectancy, and literacy rate all provide clues about the overall quality of life in the different countries.

Now It's Your Turn

Question 15

A farmer who produces crops to feed his or her family with little left over for sale is engaging in —

- A cottage industry
- B commercial agriculture
- C division of labor
- D subsistence agriculture



Answer Key: page 86

Question 16

Eastern Europe's economies and governments have followed which general trends since the early 1990s?

- A Toward market economies and communist governments
- B Toward command economies and more-democratic governments
- C Toward command economies and military dictatorships
- D Toward market economies and more-democratic governments



Answer Key: page 86

Question 17

An economic system in which all the means of production, such as factories and farms, are owned by the government is known as —

- A a capitalist system
- B a command system
- C a subsistence-agriculture system
- D a democratic system



Answer Key: page 86

Question 18

Which of the following is a major contributor to urbanization in developing countries?

- A Most governments encourage their citizens to move to cities, where people can be governed more efficiently.
- B On average, industrial workers earn more than farmers do, and most industries are located in cities.
- C Demand for food is decreasing, so there is less reason for farmers to stay in rural areas.
- D Many rural residents do not have enough formal education to become farmers, so they move to cities.



Answer Key: page 86

Question 19

Which of the following contributed to the Protestant Reformation?

- A Several European countries established colonies in the Americas.
- B The printing press encouraged the rapid spread of ideas.
- C The Industrial Revolution changed the way goods were manufactured.
- D The first European cities along the Mediterranean coast developed.



Answer Key: page 86

Question 20

The Industrial Revolution began in —

- A France
- B Italy
- C Russia
- D Great Britain



Answer Key: page 87

Use the information in the table and your knowledge of social studies to answer the following questions.

Selected Indicators of Standard of Living for Four Countries

Country	GDP per Capita	Unemployment Rate	Life Expectancy (years)
Uruguay	\$9,200	15%	76
Guyana	\$3,600	9%	63
Chile	\$10,000	10%	76
Colombia	\$6,300	17%	71

Source: CIA World Factbook, 2002

Question 21

According to the information in the table, which country has the lowest standard of living?

- A Uruguay
- B Guyana
- C Chile
- D Colombia



Answer Key: page 87

Question 22

If the gross domestic product (GDP) per capita rose steadily in all four countries over several years, which of the following would be the most likely result?

- A The life expectancy in Guyana would increase.
- B The unemployment rate in Chile would increase.
- C The standard of living in Colombia would decrease.
- D The life expectancy in Colombia would decrease.



Answer Key: page 87

Objective 4

The student will demonstrate an understanding of political influences on historical issues and events.

On What Fundamental Principles Is Our Government Based?

When we read about a presidential election or see a news report about a Supreme Court decision, sometimes we wonder about the structure and function of our national government. Studying the early political history of the United States can help us better understand our government. We should look at the American Revolution, the Declaration of Independence, the Articles of Confederation, the U.S. Constitution, and the Bill of Rights. We should also study early challenges to the authority of the national government, such as the Nullification Crisis and the Civil War. By learning more about these important documents and events, we will gain a deeper knowledge about political influences on historical issues and events.

The Growth of Representative Government

Objective 4 requires you to know how representative government developed in the colonial period. This process began long before the United States became independent. Many settlers originally came to the colonies in search of greater freedom, particularly religious freedom. Another factor contributing to the development of democracy was a European philosophical movement known as the **Enlightenment**. This movement began in Europe during the 1700s and encouraged the use of reason to make government and society better. The ideas of the Enlightenment, which included free speech and representative government, were a major influence on American political leaders before and after the American Revolution.

Of course, most of the colonists were familiar with the British system of government. Under this system, British citizens were represented by an elected legislature called the House of Commons. The colonists wanted to carry on this tradition of democracy in North America. Each colony established its own government with a legislative assembly that was elected by property-owning male colonists. These assemblies played an important political role in the colonies, but their power was limited. The distance from Great Britain was too great for the king to govern the colonies on a day-to-day basis. As a result, most colonies had a governor who was appointed by the king to manage everyday affairs. In this way colonial governments combined democracy with monarchy, much as Parliament and the king shared power in Great Britain.

The Declaration of Independence

Objective 4 also requires you to know the fundamental principles of the Declaration of Independence. In June 1776—more than a year after the Battles of Lexington and Concord—the Second Continental Congress appointed a five-person committee to write a formal statement of independence from Great Britain. Thomas Jefferson was the main author of this first draft. The Continental Congress made some changes to the draft, and a final document was prepared. On July 4, 1776, many members of Congress signed the final version of the Declaration of Independence, making it official. This is why we celebrate the Fourth of July as Independence Day.

The Declaration of Independence has three main sections. The first section asserts that people create governments to secure their **unalienable rights**. These rights include a person's entitlement to life, liberty, and the pursuit of happiness. The first section also asserts that if a government fails to guarantee these rights to its people, then it is the "right of the people to alter or to abolish it, and to institute new government."

The second section of the Declaration of Independence accuses King George III, the monarch of Great Britain in 1776, of failing to uphold the unalienable rights of the colonists. The specific grievances that the document levels against the king include the following:

- Imposing taxes on colonists without their approval
- Forcing colonists to house British soldiers during peacetime
- Denying colonists the right to a trial by jury in many cases
- Preventing colonists from trading with nations other than Great Britain
- Denying colonists legislative representation in Parliament

The final section of the Declaration of Independence announces that the American colonies are officially free and independent of Great Britain. To this day the Declaration of Independence is one of the world's most influential and widely known political documents.

The U.S. Constitution

As you read in the section on Objective 1, the first constitution of the United States was a document called the Articles of Confederation. This document called for a weak national government, leaving a great deal of power to the states. By 1787 many of the nation's political leaders had decided that government under the Articles of Confederation was not working and that changes needed to be made. Objective 4 requires you to demonstrate knowledge of the document that replaced the Articles of Confederation—the U.S. Constitution.



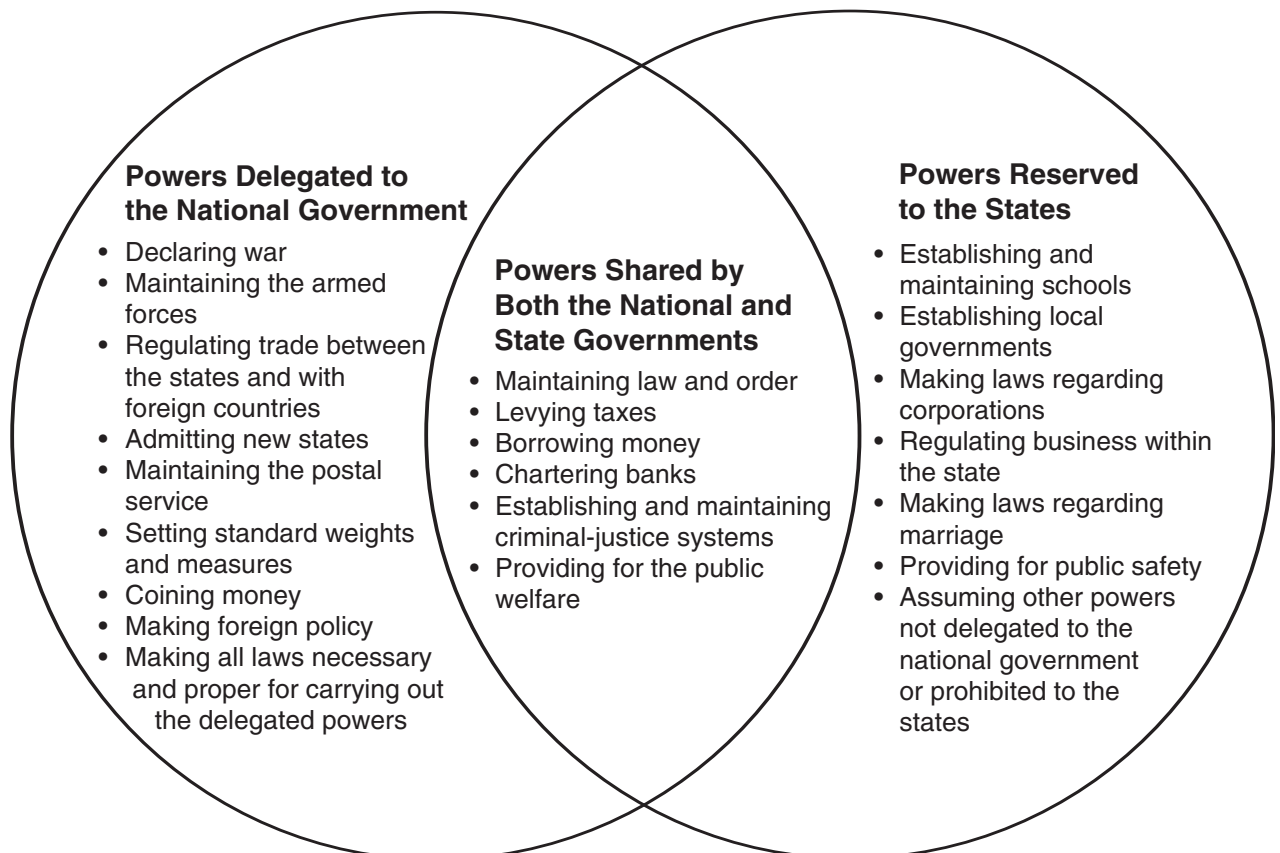
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Congress meets in the U.S. Capitol. Which branch of the federal government is Congress part of?

The U.S. Constitution provides for **popular sovereignty**, a principle that ensures that the people hold the final authority in all matters. To make this principle workable on a day-to-day basis, the Constitution also provides for **republicanism**—a form of government in which the people elect representatives to create and enforce laws. To understand in more depth how the republican government of the United States operates, study the constitutional principles described below.

- **Limited government:** The Constitution grants a variety of powers to the national and state governments, but it also places limits on those powers. For example, state governments are specifically not allowed to coin their own money or enter into treaties with foreign countries. In addition, the Tenth Amendment to the Constitution limits the power of the federal government by reserving to the states and the people all powers not specifically granted to the federal government.
- **Federalism:** Federalism is the division of power between the national and state governments. The Constitution states which powers are delegated exclusively to the federal government, such as the right to maintain an army and navy. Other powers, such as the authority to establish schools, are reserved to the states. Some powers, such as the power to operate court systems, are assigned to both the national and state governments. These are known as **concurrent**, or shared, powers.

The Federal System Under the U.S. Constitution



- **Separation of powers:** This term describes the division of the national government into the legislative, executive, and judicial branches. The **legislative branch**—Congress—is in charge of making laws. The **executive branch**—the president and the agencies under his control—enforces those laws. The **judicial branch**—the system of federal courts, including the U.S. Supreme Court—interprets laws.



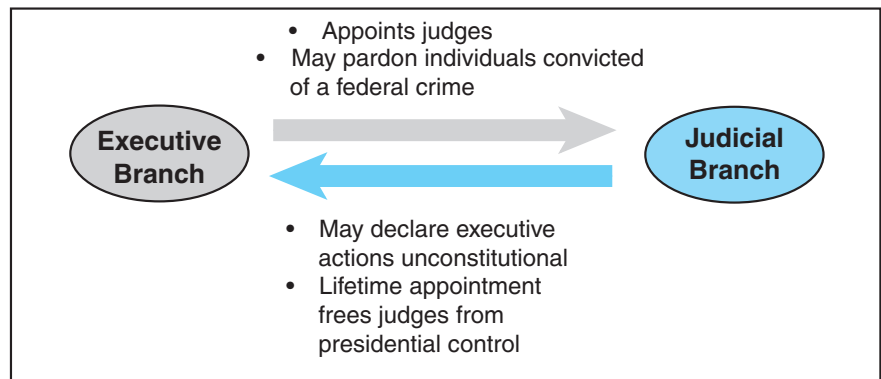
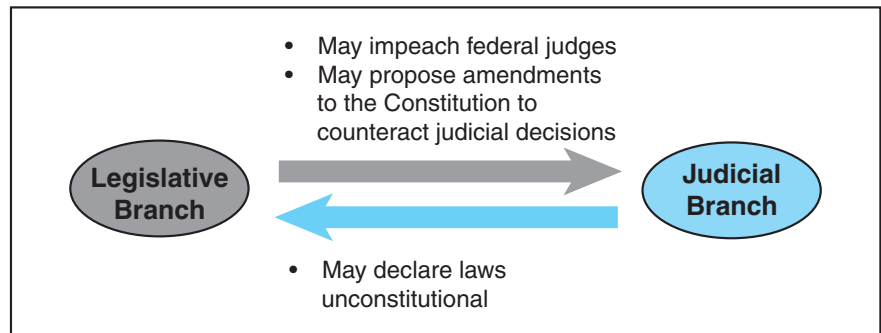
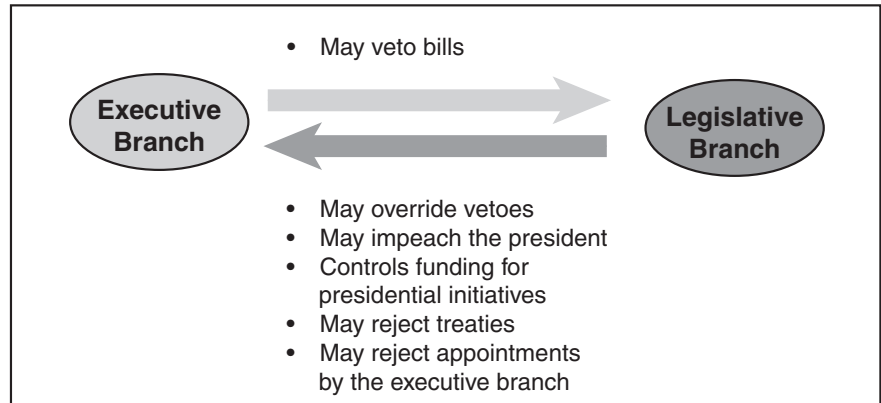
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The Supreme Court Building faces the U.S. Capitol. Which branch of the federal government is the Supreme Court part of?

Objective 4

- **Checks and balances:** This system in the Constitution provides ways for each branch of the national government to check, or restrict, the actions of the other two branches. For instance, the executive branch can check the power of the legislative branch through the president's ability to veto laws passed by Congress.

Checks and Balances in the Federal Government



- **Individual rights:** The Constitution contains many crucial guarantees for the protection of individual rights, or civil liberties. Many of these individual rights are specified in the Bill of Rights, which you will read about next.

The Bill of Rights

As we discussed in the section on Objective 1, not all 13 states immediately ratified the U.S. Constitution. Some states refused to accept the document at first because they thought it did not address the issue of individual rights strongly enough. Eventually, an agreement was made to add amendments that would specifically protect the rights of individuals from abuses by the national government. These states then ratified the Constitution. Objective 4 requires you to know the basic principles of these 10 amendments, collectively known as the Bill of Rights.

Basic Principles of the Bill of Rights

1. Freedom of speech, press, religion, assembly, and the right to petition the government
2. The right to bear arms
3. The guarantee that civilians will not be forced to house soldiers
4. Protection against unreasonable searches by law-enforcement officers
5. The right of a person under arrest to know why he or she has been arrested and to refuse to testify against himself or herself in a court of law
6. The right to a speedy and public trial by a jury of one's peers in criminal cases
7. The right to a trial by jury in civil cases involving substantial amounts of money
8. Protection against excessive bail and cruel and unusual punishment
9. The guarantee that rights not specifically listed in the Constitution are not automatically denied to the people
10. The guarantee that the people and the states are to keep powers not specifically granted to the federal government



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Demonstrators march to the Louisiana state capitol to protest university budget cuts. Which constitutional amendment guarantees their right to do this?

Now let's look at a practice question that asks about some of the information you just read.

Which of the following statements is supported by the Bill of Rights?

- A** People who have been convicted of a crime have given up all their rights.
- B** People have the right to speak freely and gather peacefully in public places.
- C** Government officials have the right to search people's homes and seize their property for any reason.
- D** People who are not in the military do not have the right to own weapons.

Explanation of answer choices

- A** Incorrect. The Eighth Amendment prohibits cruel and unusual punishment for people convicted of crimes.
- B** **Correct.** Freedom of speech and assembly are guaranteed in the First Amendment.
- C** Incorrect. The Fourth Amendment protects people from unreasonable search and seizure.
- D** Incorrect. The Second Amendment states that people have the right to keep and bear arms.

The Nullification Crisis

Finally, Objective 4 requires you to understand some major disputes that arose between southern states and the national government over the principle of federalism. These disputes involved differing views of **states' rights**, or the idea that states had the right to limit the power of the national government. The first of these disagreements was the **Nullification Crisis**, which began in 1832 after the United States imposed a tariff, or import tax, on manufactured goods. The tariff, which had the effect of raising prices for consumers, was supposed to encourage Americans to buy American-made manufactured products instead of foreign-made products. This was good news for manufacturers, who were mostly located in the Northeast. On the other hand, because there were few manufacturers located in the South, southerners felt they were being unfairly forced to pay for something that benefited only northerners. Feeling betrayed, southerners became angry.

In 1832 political leaders from South Carolina declared that they did not have to obey a federal law they did not support. They announced that South Carolina would nullify, or refuse to accept, the federal tariff. They even threatened to secede, or break away from, the United States over this issue. President Andrew Jackson threatened to use military force if South Carolina tried to secede from the Union. However, a compromise was reached, and both sides backed down. Congress passed a lower tariff, and South Carolina repealed its decree nullifying the federal law.



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The White House is the home of the president and a symbol of the executive branch.

The Civil War

Controversy about the division of power between the federal and state governments resulted in another crisis in 1860. Abraham Lincoln, running for president under the banner of the Republican Party, stated his intention to prevent slavery from spreading to any new territories. Southerners suspected that Lincoln would try to eliminate slavery in the South as well. Lincoln won the election, and even before he was sworn in, seven southern states announced their secession from the Union. These states, which were soon joined by four more, declared themselves a new country. They formed the Confederate States of America, often called the Confederacy. The constitution for this new country asserted that states would possess greater power than the national government and that slavery would remain lawful. This time there was no room for compromise with the U.S. government, and it took years of war to finally settle the issue. The remaining states of the United States, known as the Union, eventually defeated the Confederacy. The Union's victory in the Civil War made it clear that the federal government would assert its power over state governments. It also ensured that no state could secede from the Union in the future.



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The U.S. Congress commissioned the creation of the Lincoln Memorial in Washington, D.C., in 1922.

After the Civil War ended, there was still the question of how the southern states should be brought back into the Union. Over time they were allowed to rejoin, but first they were required to agree to the conditions of the 13th, 14th, and 15th Amendments to the U.S. Constitution. These amendments officially ended the institution of slavery, guaranteed equal protection of the laws to African Americans, and gave African American men the right to vote.

The Reconstruction Amendments

13th Amendment (1865)	14th Amendment (1868)	15th Amendment (1870)
<ul style="list-style-type: none"> Abolishes slavery in the United States 	<ul style="list-style-type: none"> Declares that all persons born in the United States are citizens States that all citizens are guaranteed equal protection of the laws 	<ul style="list-style-type: none"> States that citizens cannot be denied the right to vote because of “race, color, or previous condition of servitude”

Now let's look at a practice question that asks about some of the information you just read.

The main purpose of the 13th, 14th, and 15th Amendments to the U.S. Constitution was to —

- A** prevent state governments from limiting the rights of African Americans
- B** establish freedom of speech and religion and the right to peaceable assembly
- C** give the right to vote to women
- D** protect individuals who have been arrested from illegal searches, excessive bail, and cruel and unusual punishment

Explanation of answer choices

- A** **Correct.** The main purpose of the 13th (1865), 14th (1868), and 15th (1870) Amendments to the U.S. Constitution was to protect the rights of former slaves in southern states following the Civil War. The 13th Amendment prohibits slavery in the United States. The 14th Amendment prohibits states from denying any individual equal protection under the law. The 15th Amendment keeps states from denying any person the right to vote based on race, color, or previous condition of servitude.
- B** **Incorrect.** The First Amendment guarantees these rights for U.S. citizens.
- C** **Incorrect.** The 15th Amendment ensured that African American men had the right to vote. The 19th Amendment (1920) gave women the right to vote.
- D** **Incorrect.** The Fourth Amendment provides protection against illegal searches. The Eighth Amendment prohibits cruel and unusual punishment and excessive bail.

Review Activity**The First Amendment to the U.S. Constitution**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Of the amendments in the Bill of Rights, the First Amendment may be the most well known. In your own words, describe what the First Amendment guarantees. Then explain why this amendment was added to the U.S. Constitution and why it is important. You may first want to look at resources on the First Amendment, such as a U.S. history textbook.

Now It's Your Turn

Question 23

The governments of the 13 colonies varied, but most featured an assembly that —

- A was appointed by the king
- B had seized power by force
- C was elected by eligible colonists
- D had no real authority



Answer Key: page 87

Question 24

What does the U.S. Constitution specify in regard to representation in the two houses of Congress?

- A Each state sends legislators to both houses of Congress, with the number of legislators sent to each house based on the state's population.
- B The president assigns each state the number of legislators it can send to each house of Congress.
- C The number of legislators each state sends to one house of Congress is based on population, while in the other house each state has two legislators.
- D Each state sends two legislators to one house of Congress and one legislator to the other house.



Answer Key: page 87

Question 25

Which of the following statements about the 13th Amendment is true?

- A It requires that white and African American students be allowed to attend the same schools.
- B It outlaws the mistreatment of slaves.
- C It bans the institution of slavery.
- D It gives African Americans the right to serve in the armed forces.



Answer Key: page 87

Question 26

What event came to be known as the Nullification Crisis?

- A** South Carolina refused to accept a tariff passed by Congress and threatened to secede.
- B** The United States threatened to use military force to prevent European countries from setting up colonies in the Americas.
- C** Several southern states broke away from the United States and formed their own government.
- D** Several states refused to ratify the U.S. Constitution, leaving them without a government until terms could be agreed to.



Answer Key: page 88

Question 27

Which is the clearest example of your unalienable rights being violated?

- A** The price of a ticket at your favorite movie theater goes up by a dollar.
- B** You do not get into the college that you wanted to attend.
- C** You are put in jail without being accused of a crime.
- D** A tree falls onto your car during a storm and destroys it.



Answer Key: page 88

Use the excerpt and your knowledge of social studies to answer the following question.

Question 28

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

From which of the following is the text above taken?

- A The Preamble to the U.S. Constitution
- B The Magna Carta
- C The Declaration of Independence
- D The First Amendment to the U.S. Constitution



Answer Key: page 88

Question 29

Which statement best explains why freedom of speech and freedom of the press are important in a democratic society?

- A These freedoms lead to competition among newspapers and other media, which creates jobs and increases commerce.
- B These freedoms allow government leaders to speak to the public.
- C These freedoms give everyone the right to express and debate opinions on any subject.
- D These freedoms allow people to be entertained by movies, books, and magazines.



Answer Key: page 88

Question 30

Which of the following would be a violation of freedom of speech and freedom of the press, which are protected by the First Amendment to the U.S. Constitution?

- A Congress places a ban on a controversial book.
- B A mother forbids her child to read a book with mature themes.
- C A man buys a book he strongly disagrees with and burns it in his front yard.
- D A store owner chooses not to sell a popular book.



Answer Key: page 88

Use the excerpt and your knowledge of social studies to answer the following question.

Question 31

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside. No state shall deny to any person within its jurisdiction the equal protection of the laws.

This excerpt is taken from the —

- A Emancipation Proclamation
- B Declaration of Independence
- C 14th Amendment
- D First Amendment



Answer Key: page 88

Objective 5

The student will use critical-thinking skills to analyze social studies information.

What Skills Do You Need to Study History?

Historians are like detectives. Detectives piece together clues to solve crimes and catch criminals. Historians analyze clues to learn about what happened in the past. Objective 5 tests your ability to use some of the same critical-thinking skills that historians use. The following paragraphs go into more detail about the information and skills you need to answer questions based on Objective 5.

Understanding Sources

In order to answer questions based on Objective 5, you must understand the difference between primary and secondary sources. A source is any item a historian uses to learn about and interpret the past. Examples of sources include letters, court records, statistics, maps, photographs, and the work of other historians. Sources can be organized into two main categories—primary and secondary.

A **primary source** is something made at or near the time of a historical event by someone close to the event. Primary sources are usually written records of some kind, but they can also be other types of evidence, such as photographs, songs, and posters. Physical objects from the period under study, such as a Revolution-era musket, can also be primary sources. An 1850s newspaper article describing working conditions in a factory is an example of a primary source on the impact of the Industrial Revolution on workers' lives. Primary sources about African Americans living in the South during Reconstruction might include census records, photographic images, letters, and diaries. Remember, primary sources are items created during or around the time of an event by someone who observed the event firsthand.

Historians also use secondary sources to understand the past. A **secondary source** is a secondhand description or interpretation of an event that is created after some time has passed. Secondary sources are based mainly on evidence found in primary sources, although they can also be based on other secondary sources. Examples of secondary sources include a recently published history of the American Revolution, a documentary film on the history of baseball, an encyclopedia article on the Civil War, and a map or table based on statistical information collected by a government agency.

The differences between primary and secondary sources are outlined below.

Differences Between Primary and Secondary Sources

<p>I. Primary Sources</p> <p>A. Definition: an item made at or near the time of a historical event by someone who observed the event firsthand</p> <ol style="list-style-type: none"> 1. Usually a written record 2. Can also include visual evidence and physical objects <p>B. Examples: newspaper articles, census records, letters, diaries, photographs, maps, and sound recordings</p>	<p>II. Secondary Sources</p> <p>A. Definition: an item that provides a secondhand interpretation of an event after some time has passed</p> <ol style="list-style-type: none"> 1. Often based on primary sources 2. Can also use other secondary sources <p>B. Examples: history books, reference books, maps, and tables based on other sources</p>
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Identifying Point of View and Bias

You will need to be able to use different critical-thinking skills to analyze primary and secondary sources. First, you will need to be able to recognize the point of view expressed in a primary source.

Participants in historical events naturally have different points of view, or opinions, on the causes and meanings of events. For instance, suppose you were examining primary sources to determine the causes of the Civil War. An 1861 editorial from a southern newspaper might state that the main cause of the Civil War was the threat to states' rights posed by Abraham Lincoln's election to the presidency. On the other hand, a diary written by a Union soldier might state that the main cause of the Civil War was the institution of slavery. You should be able to determine a primary source's point of view and analyze why participants in a historical event differed in their opinions on the event's causes or meaning.

Objective 5

Another skill that will help you analyze sources is the ability to recognize **bias** in a primary or secondary source. A source is biased if it supports its point of view by using prejudices, stereotypes, or distortions of facts. A biased source is usually one-sided. Bias can be used to describe a person or event in either a positive or negative way. Bias can be found in all types of sources.

To practice looking for bias, let's analyze a short excerpt from a historical document. The following text comes from Georgia's declaration of the reasons why it was seceding from the Union in 1861. The first step in determining bias in a written excerpt is to look at the author, time, and place of the excerpt. In this case, knowing what the document is and when it was written will give you an important clue about the point of view of the authors even before you begin reading.

We had acquired a large territory by successful war with Mexico; Congress had to govern it; how, in relation to slavery, was the question then demanding solution.... Northern anti-slavery men of all parties asserted the right to exclude slavery from the territory by Congressional legislation and demanded the prompt and efficient exercise of this power to that end. This insulting and unconstitutional demand was met with great moderation and firmness by the South.... The case of the South was impregnable [unbeatable]. The price of the acquisition was the blood and treasure of both sections—of all, and, therefore, it belonged to all upon the principles of equity and justice.

— *Georgia's Declaration of Causes, Jan. 29, 1861*

Source: U.S. Historical Documents Archive

In the excerpt, the authors strongly disagree with the North's belief that slavery should not be allowed in the western territories. Phrases such as "asserted the right" and "insulting and unconstitutional" are used to describe the position of anti-slavery politicians. On the other hand, the pro-slavery position is described as one of "moderation and firmness." Which position do you think the authors of this document held?

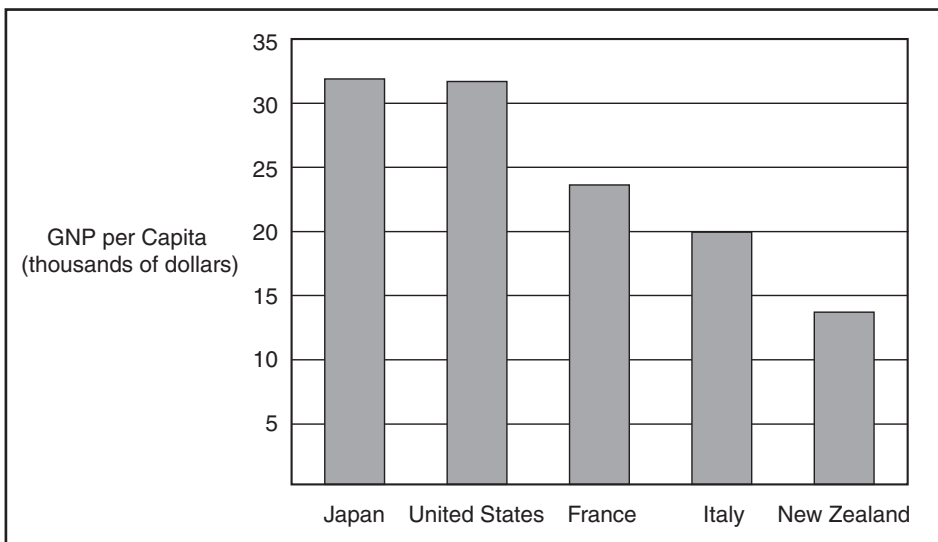
The authors base the argument for slavery in the territories on the fact that southerners, along with northerners, had fought in the Mexican War, and therefore southerners had the right to settle with their slaves in the new territories.

Interpreting Maps, Tables, and Graphs

Objective 5 also requires you to interpret information from maps, tables, and graphs. You may want to review the section on Objective 2, which discusses some of the ways maps and graphs can help you learn about history and geography.

A graph is a visual representation that shows connections and relationships in a set of data. Two common types of graphs are bar graphs and circle graphs. A bar graph plots data along two perpendicular lines, or axes. Examine the bar graph below, which shows the gross national product (GNP) per capita of selected countries in 1999. As you learned in Objective 3, GNP per capita is the total value of goods and services created by a country's citizens in a year, divided by the number of citizens.

GNP per Capita of Selected Countries, 1999



Source: *The New York Times Almanac*, 2001

The horizontal axis of the graph is labeled with the names of different countries. The vertical axis of the graph shows GNP per capita. Each bar on the graph shows the GNP per capita of a country listed on the horizontal axis. For example, the second bar on the graph shows the GNP per capita of the United States, which was about \$32,000.

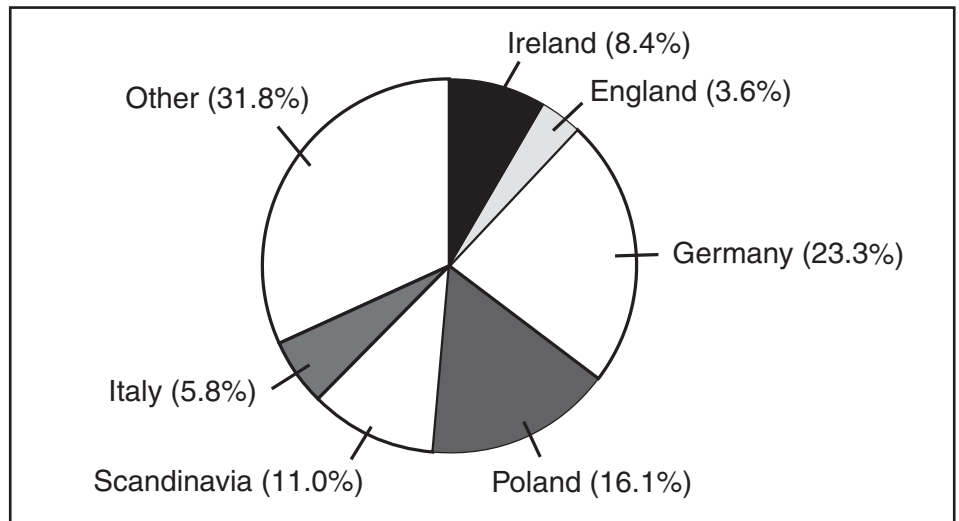
The information on the graph can be used for a variety of purposes. For instance, you could use the graph to help compare the countries' standards of living. (You may remember from Objective 3 that GNP per capita is an important indicator of standard of living.) Which of the countries on this graph most likely has the lowest standard of living?

Answer: New Zealand

Objective 5

A circle graph is another way to show data. A circle graph resembles a pie cut into pieces. Each slice of the pie represents a percentage of the whole. The circle graph below shows the countries of origin of immigrants living in Chicago in 1910.

Origin of Chicago's Immigrant Population, 1910



Source: *The Routledge Historical Atlas of Women in America*, 2000

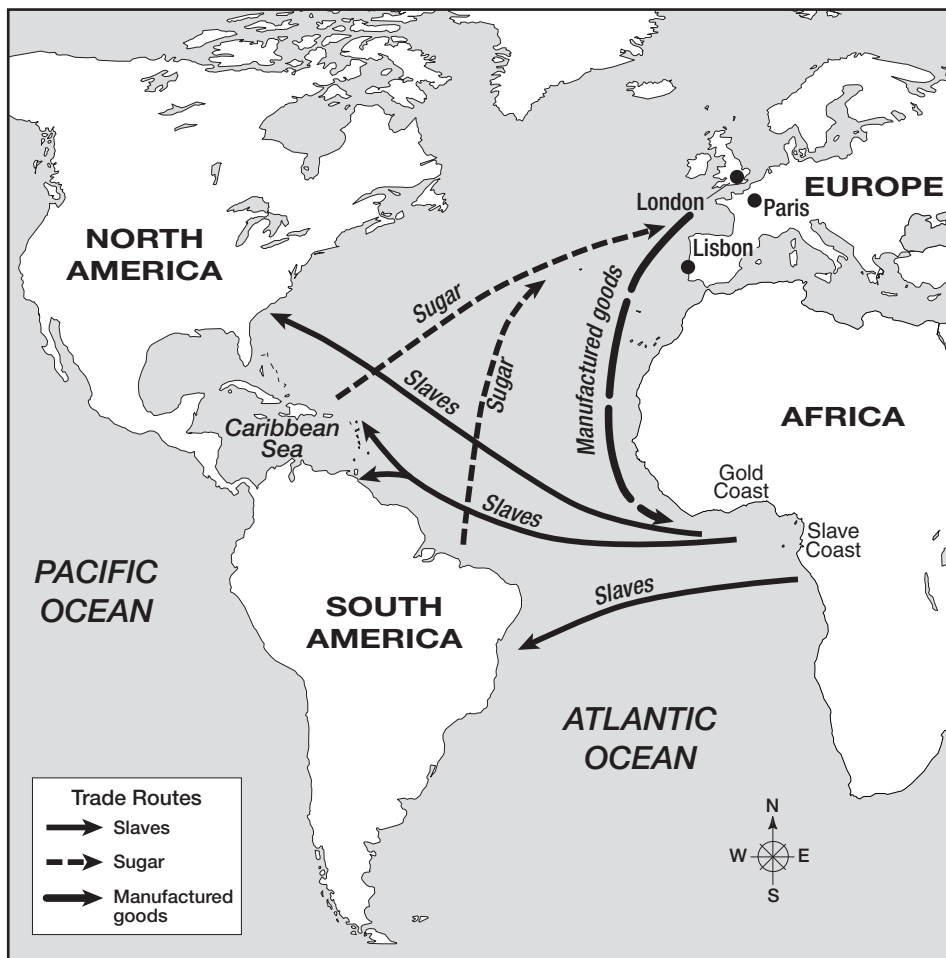
According to the graph, about 8 percent of Chicago's immigrant population in 1910 was from Ireland. Now use the graph to identify the percentage of Chicago's immigrant population that was from Germany.

Answer: About 23%

As with graphs, people use maps to organize and display historical data. There are many different types of maps, but most show the economic, political, geographic, or social characteristics of a specific area. For instance, some maps show the location of cities or mountain ranges, while others may illustrate where certain economic activities, such as cotton farming or automobile manufacturing, take place. You may sometimes see two maps placed side by side for comparison. This can be a good way to show change over time in one area, or to show how two regions are similar or different.

The map below shows a somewhat simplified version of trade patterns between Europe, Africa, the Americas, and the Caribbean region during the early stages of the Atlantic slave trade.

The Atlantic Slave Trade



The box in the bottom left corner of the map is the key, or legend. You learned in the section on Objective 2 that the key explains the meanings of the symbols used on the map. This map has a relatively simple key: the arrows show the directions in which slaves, sugar, and manufactured goods were transported. Now look at the map. As you can see, goods manufactured in Europe were transported to Africa, where they were traded for slaves. Slaves were then transported to Brazil and islands in the Caribbean before being sold or traded for sugar. Sugar was then shipped to Europe. Can you see why this trade network is sometimes called the triangular trade?

Now let's look at a practice question that asks about some of the information you just read.

Use the map and your knowledge of social studies to answer the following question.

Which statement describes Europe's role in the Atlantic slave trade, according to information on the map?

- A** Europe imported slaves and exported sugar.
- B** Europe imported sugar and exported manufactured goods.
- C** Europe imported slaves and exported manufactured goods.
- D** Europe imported manufactured goods and exported sugar.

Explanation of answer choices

- A** Incorrect. The map does not show that slaves were transported to Europe, and it shows that sugar was shipped to, not from, Europe.
- B** **Correct.** Europe was a center of manufacturing and had a great demand for sugar. The map shows that Europe imported sugar and exported manufactured goods.
- C** Incorrect. The map does show that Europe exported manufactured goods, but it also shows that slaves were transported to Brazil and the Caribbean, not to Europe.
- D** Incorrect. The map shows that Europe was exporting manufactured goods, not importing them, and was importing, not exporting, sugar.

Review Activity

Look at the data in this table:

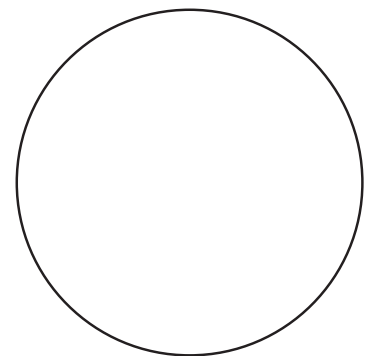
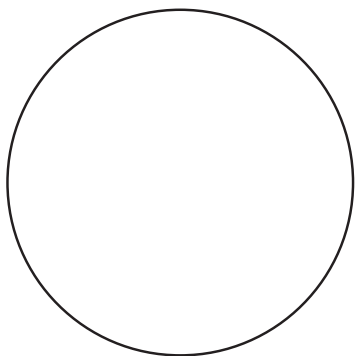
Spring Fish Catch (pounds)

	March	April	May	Three-Month Total
Halibut	100	50	50	200
Tuna	50	25	100	175
Herring	50	25	150	225
Total	200	100	300	600

There are several ways this data could be represented graphically. A circle graph would be useful for comparing the amounts of different kinds of fish caught in one month. Take the data for March and convert them into a circle graph using the circle at the lower left. This “pie” will have three “slices.” Be sure to label each “slice” and write “Total catch = 200 pounds” underneath the graph.

Next, use the axis below to create a bar graph showing the different amounts of tuna caught during the three months. Label the vertical axis “Pounds” and make marks for 25, 50, 75, and 100 pounds. Label the horizontal axis with the months. Then draw bars to represent the amount of tuna caught in each month. What would be the best title for this graph?

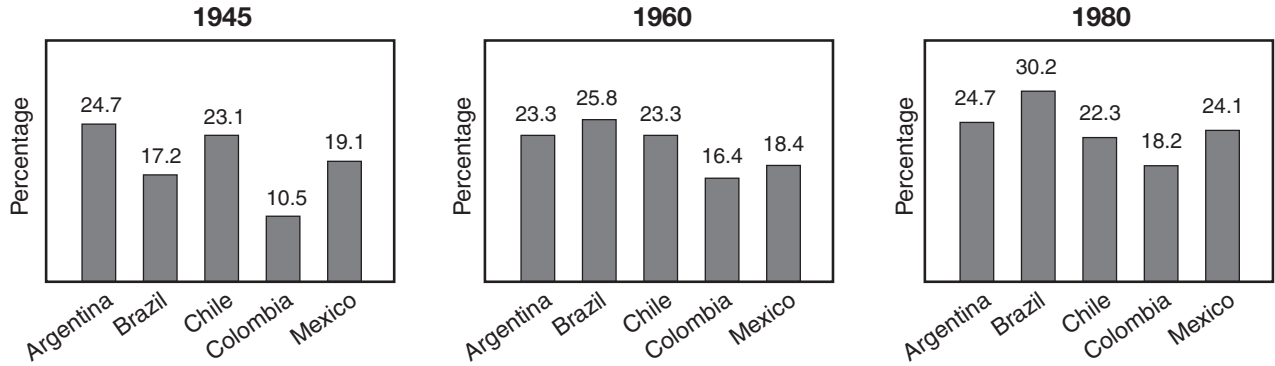
Finally, use the circle at the lower right to create another circle graph that shows how much of the spring catch was caught during each month. Title the graph “Spring Fish Catch by Month.” Each “slice” of the graph will represent the amount of fish of all kinds caught in each month. Label each segment with the month it represents. The circle as a whole will represent the three-month total (600 pounds).



Now It's Your Turn

Use the graphs and your knowledge of social studies to answer the following question.

Manufacturing as a Percentage of Gross Domestic Product (GDP)



Source: *Oxford Atlas of World History*

Question 32

According to the graphs, the manufacturing sector of which Latin American country grew the most as a percentage of GDP from 1945 to 1980?

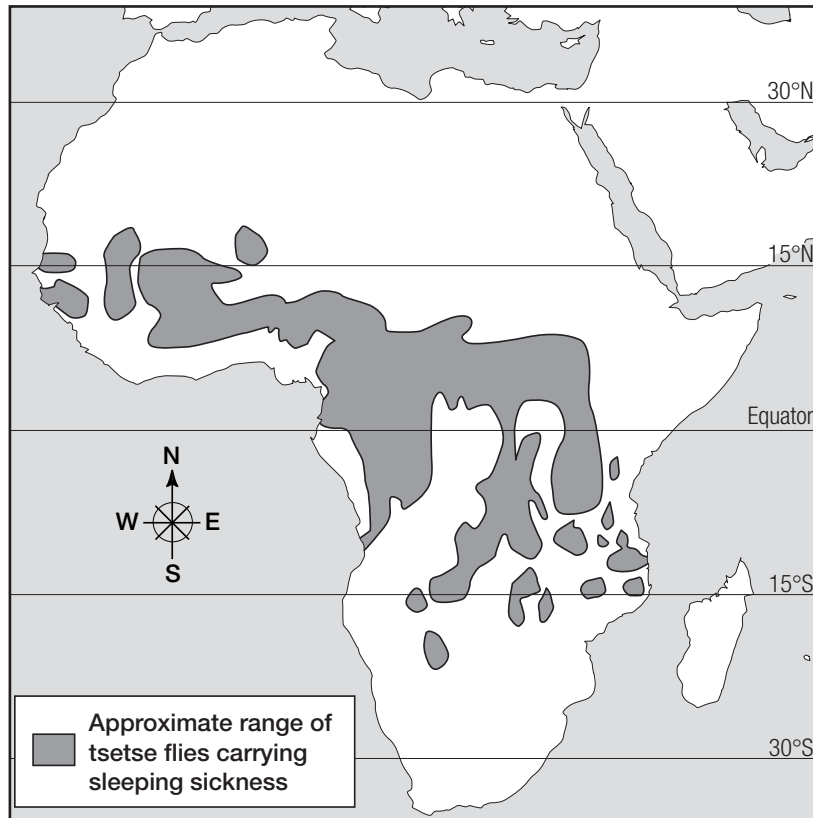
- A Argentina
- B Brazil
- C Colombia
- D Mexico



Answer Key: page 89

Use the map and your knowledge of social studies to answer the following question.

Tsetse Flies in Africa



Courtesy of Richard C. Hunt, M.A., Ph.D.

Question 33

Tsetse flies carry the deadly disease known as sleeping sickness. Based on the map, what can you conclude about the geographic distribution of tsetse flies in Africa?

- A Tsetse flies are found in inland areas but not in coastal areas.
- B Tsetse flies migrate with the seasons over a range of several hundred miles.
- C Tsetse flies are found mostly in the area between the 15th parallels north and south of the equator.
- D Tsetse flies are found throughout the continent of Africa.



Answer Key: page 89

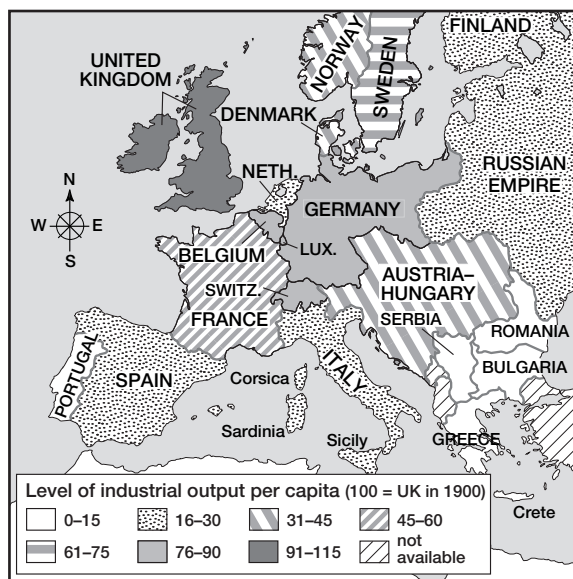
Objective 5

Use the maps and your knowledge of social studies to answer the following question.

European Industrialization in 1860



European Industrialization in 1913



Source: Oxford Atlas of World History

Question 34

Which European country had the greatest growth in industrial output per capita from 1860 to 1913?

- A United Kingdom
- B Portugal
- C Norway
- D Germany



Answer Key: page 89

Use the table and your knowledge of social studies to answer the following questions.

Saudi Arabia: Facts and Statistics

Location:	Middle East, bordering the Persian Gulf and the Red Sea
Climate:	Harsh, dry desert with great extremes of temperature
Natural resources:	Petroleum, natural gas, iron ore, gold, copper
Land use:	<i>Arable land: 2%</i> <i>Permanent crops: 0%</i> <i>Permanent pastures: 56%</i> <i>Forests and woodland: 1%</i> <i>Other: 41%</i>
Natural hazards:	Frequent sand and dust storms
Current environmental issues:	Desertification; depletion of underground water resources; a lack of permanent bodies of freshwater, prompting the development of seawater desalination facilities; coastal pollution from oil spills

Source: CIA World Factbook, 2001

Question 35

Based on the information about Saudi Arabia in the table above, it can be concluded that —

- A agriculture is a major part of the country's economy
- B wood is one of the country's major exports
- C the country has no access to seaports
- D the country receives small amounts of rain



Answer Key: page 89

Question 36

According to the table, what problem occurs along Saudi Arabia's coast?

- A Oil spills are a source of pollution.
- B There are not enough desalination plants to meet demand.
- C Frequent hurricanes cause heavy damage.
- D Gold and copper mines are a major source of pollution.



Answer Key: page 89

Question 37

Which of the following events was most beneficial to U.S. commerce and defense at the time it occurred?

- A The opening of the Panama Canal
- B The invention of the steam engine
- C The opening of the Suez Canal
- D The invention of the submarine



Answer Key: page 90

Question 38

Which of the following sources would be most useful in comparing the size of the U.S. military during the War of 1812 to the size of the U.S. military during the Mexican War?

- A The diary of a U.S. soldier who fought in the Mexican War
- B The personal website of an amateur historian
- C Copies of newspapers published during the War of 1812
- D A government website with statistics about the U.S. military budget from 1800 to the present



Answer Key: page 90

Use the map and your knowledge of social studies to answer the following question.

The Middle East



Question 39

Several countries around the Persian Gulf are leading exporters of oil. All oil tankers passing out of the Persian Gulf must pass through —

- A the Suez Canal
- B the Caspian Sea
- C the Red Sea
- D the Strait of Hormuz



Answer Key: page 90

Use the map and your knowledge of social studies to answer the following questions.

Japanese Conquests in Asia, 1928–1942



Source: *Hammond Concise Atlas of World History*, Fifth Edition

Question 40

According to the map, which of the following areas were under Japanese control in 1933?

- A Thailand and Mongolia
- B Korea and Manchuria
- C Taiwan and Burma
- D French Indochina and India



Answer Key: page 90

Question 41

Which of the following conclusions can be drawn from this map?

- A Japan occupied French Indochina after taking control of Manchuria.
- B The Japanese army treated the people they conquered with brutality.
- C Japan took over these areas because it needed new sources of oil.
- D Japan eventually took over all of China.



Answer Key: page 90

Use the excerpt and your knowledge of social studies to answer the following question.

Everything is Quiet here Except that the Rebs Still continue to Come in & Surrender themselves & take the Oath. There is no Rebs of any Consequence North of the Arkansas River & West of the Miss River now, They having all or nearly So Come in to our Forces & Taken the Oath.

— *Newton Scott*

Question 42

The excerpt above was most likely written by —

- A a Union soldier in the Civil War
- B a Confederate soldier in the Civil War
- C an American soldier in the Revolutionary War
- D a Confederate army nurse



Answer Key: page 90

Social Studies Answer Key

Objective 1

Question 1 (page 16)

- A Incorrect. *The Federalist Papers* were written by Alexander Hamilton, James Madison, and John Jay. These essays were intended to generate support for the new U.S. Constitution.
- B Incorrect. In 1776 Thomas Paine wrote a political pamphlet titled *Common Sense*. It encouraged American colonists to rebel against British rule.
- C **Correct.** In June 1776 the Continental Congress appointed a committee to write a document listing colonial grievances and declaring the colonies' independence from British rule. Thomas Jefferson, a member of the committee, wrote the first draft and submitted it to Congress. The Continental Congress then debated and amended the draft. The Declaration of Independence was approved on July 4, 1776.
- D Incorrect. Delegates from 12 of the 13 states met in Philadelphia from May 25 to September 17, 1787, and designed the U.S. Constitution. Jefferson was not present because he was serving as a diplomat in France.

Question 2 (page 16)

- A Incorrect. Washington was an officer in the Virginia militia during the French and Indian War in the 1750s, before the Revolution.
- B Incorrect. Washington served in the Virginia House of Burgesses from 1759 to 1774, before the Revolution.
- C **Correct.** Washington was selected to serve as the commander in chief of the Continental army by the Second Continental Congress in 1775.
- D Incorrect. Washington served as the first president of the United States from 1789 to 1797, after the Revolution.

Question 3 (page 16)

- A **Correct.** The Bill of Rights consists of the first 10 amendments to the U.S. Constitution. These amendments protect individual rights from government abuses.
- B Incorrect. The Declaration of Independence describes the grievances of American colonists against British rule.

- C Incorrect. The basic structure of the U.S. government is established in the first three articles of the Constitution, not the Bill of Rights.
- D Incorrect. The importation of slaves was banned by Congress in 1808. The trading of slaves among southern states continued through the Civil War.

Question 4 (page 17)

- A Incorrect. The signers of the Declaration of Independence were influenced by the Magna Carta, which limited the power of the monarchy.
- B Incorrect. The U.S. Constitution established the basic structure of the U.S. government.
- C **Correct.** When fighting first began between the colonists and British troops in 1775, the colonists claimed that they were fighting for their rights as British subjects. By 1776, however, colonists increasingly felt they had to break away and become independent. The Declaration of Independence marked the formal separation of the colonies from the British Empire.
- D Incorrect. The Declaration of Independence formally created the United States as an independent country, so it could not have been the second major document issued by the United States.

Question 5 (page 17)

- A Incorrect. The Constitutional Convention took place in 1787.
- B Incorrect. The United States purchased the Louisiana Territory from France in 1803.
- C Incorrect. The Civil War began in 1861 with the Confederate attack on Fort Sumter.
- D **Correct.** The Civil War ended in 1865 with the Union's victory over the Confederacy.

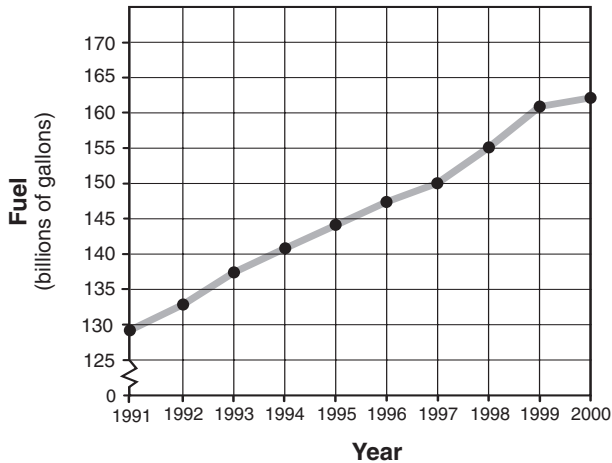
Question 6 (page 17)

- A Incorrect. Under the Articles of Confederation, the states had a great deal of authority.
- B Incorrect. The Articles did not give the U.S. government the power to tax.
- C Incorrect. By 1781 the Articles of Confederation had been ratified by all 13 states.
- D **Correct.** The Articles gave the national government little authority compared to the states. The need to correct this weakness led to the Constitutional Convention in 1787.

Objective 2

Review Activity (page 29)

Estimated U.S. Fuel Consumption



Answer: The graph rises from left to right, showing that U.S. fuel consumption increased steadily between 1991 and 2000.

Question 7 (page 30)

- A Incorrect. Railroads made travel faster and easier, but this did not cause industrial production to decrease.
- B Incorrect. Industrial production increased, but agricultural production increased as well.
- C Incorrect. Many industries expanded because railroads made transporting goods cheaper and faster.
- D **Correct.** The ability to ship products to markets cheaply and quickly by rail created a boom in these economic sectors.

Question 8 (page 30)

- A Incorrect. The Bering land bridge was not a barrier, and it allowed people and animals to cross. Today this strip of land is submerged under the water of the Bering Strait.
- B **Correct.** Scientists believe prehistoric people crossed the Bering land bridge from Asia to North America. These migrations probably happened between 12,000 and 20,000 years ago.
- C Incorrect. The Strait of Malacca separates the Malay Peninsula and the island of Sumatra.
- D Incorrect. The Bering land bridge was a natural land feature, not made by humans.

Question 9 (page 31)

- A Incorrect. The table does not provide information about migration patterns.
- B **Correct.** The table shows that Massachusetts had a larger population than California in 1890.
- C Incorrect. The table does not provide information about the importance of westward migration.
- D Incorrect. The table shows that New York had a larger population than Pennsylvania in 1890.

Question 10 (page 31)

- A Incorrect. The number of U.S. and British citizens who have moved to foreign countries in recent decades has been relatively small. This has had little impact on the popularity of English as a second language around the world.
- B **Correct.** U.S. and British media make the English language available and attractive to millions of people.
- C Incorrect. There are many known examples of languages spreading to new areas.
- D Incorrect. English is a popular second language in many countries that were never part of the British Empire.

Question 11 (page 32)

- A Incorrect. The map shows that the Atlantic Ocean formed the eastern boundary of the 13 colonies.
- B Incorrect. The map shows that Lake Erie and Lake Ontario did not serve as the western boundary of the 13 colonies at this time.
- C Incorrect. No French territory is shown on the map.
- D **Correct.** The map shows that the Proclamation Line of 1763 served as the western boundary of the 13 colonies.

Question 12 (page 33)

- A Incorrect. The Panama Canal did not shorten the water route from New York to Panama.
- B Incorrect. The Panama Canal did not make the passage around South America faster or safer; it made it unnecessary for many ships.
- C **Correct.** Before the completion of the Panama Canal, ships had to sail around the southern tip of South America to go from the Atlantic coast to the Pacific coast.
- D Incorrect. It was possible to sail from San Francisco to Panama before the Panama Canal was completed.

Question 13 (page 34)

- A Correct.** The map shows that eastern China is more densely populated than the rest of China.
- B Incorrect.** The map shows that most of southern China is inhabited.
- C Incorrect.** The map shows only population density. It provides no information about population levels over time.
- D Incorrect.** The map does not show information about China's resources.

Question 14 (page 35)

- A Incorrect.** Napoleon's troops were not able to gather enough food in Russia to support themselves, partly because the Russians burned their fields and homes as they retreated.
- B Correct.** Napoleon's troops captured Moscow, but they ran short of supplies and had to retreat in harsh winter conditions.
- C Incorrect.** Mountains were not a major factor in Napoleon's campaign.
- D Incorrect.** Napoleon's army did not travel by boat but marched overland to Moscow.

Objective 3

Question 15 (page 48)

- A Incorrect.** Cottage industry involves individuals making goods at home, not farming.
- B Incorrect.** In commercial agriculture a farmer grows crops exclusively to sell, using the money earned to buy food and supplies for his or her family.
- C Incorrect.** Division of labor is a way to split jobs among different people to increase efficiency.
- D Correct.** In subsistence agriculture a farmer produces enough food for his or her family, with little or nothing left over for sale.

Question 16 (page 48)

- A Incorrect.** The trend has been toward market economies and away from communist governments in Eastern Europe.
- B Incorrect.** In general, economic reforms and democracy have advanced together.
- C Incorrect.** Most of these countries have replaced their command economies and military dictatorships with market economies and more-democratic governments.

- D Correct.** Most countries in Eastern Europe have moved toward freer markets and democracy.

Question 17 (page 48)

- A Incorrect.** In a capitalist system most factories and farms are owned by individuals or corporations, not by the government.
- B Correct.** In theory the citizens in a command system should share property equally. In practice this means the government controls all or most of the means of production.
- C Incorrect.** Subsistence agriculture is a system in which a farmer produces enough food for his or her family, with little or nothing left over for sale. It is not related to government ownership of the means of production.
- D Incorrect.** Democracy, which is government by the people, is a political system. It is not an economic system.

Question 18 (page 49)

- A Incorrect.** Most governments have not encouraged urbanization. In fact, in some countries urbanization has occurred despite government efforts to block or slow it.
- B Correct.** Wages in industry are generally higher than those in farming. Industries tend to locate in cities, and the jobs they offer there tend to attract people from rural areas.
- C Incorrect.** The population in most developing countries is increasing, so demand for food tends to increase. However, technological changes such as tractors and chemical fertilizers have made farmers more productive. This reduces the number of farmers needed in the countryside.
- D Incorrect.** Many rural residents in developing countries do not have formal education, but they can learn how to farm.

Question 19 (page 49)

- A Incorrect.** Although the age of colonization began at about the same time as the Reformation, colonization did not contribute to the Reformation.
- B Correct.** The invention of the printing press in the mid-1400s allowed ideas to be distributed quickly and inexpensively to a wide audience. Printed materials were used to spread criticism of the Catholic Church.
- C Incorrect.** The Industrial Revolution began in the mid-1700s, long after the Reformation.

D Incorrect. The first European cities along the Mediterranean coast developed centuries before the Reformation.

Question 20 (page 49)

- A** Incorrect. France industrialized later and more slowly than Great Britain.
- B** Incorrect. Italy was not a unified country until 1870, and it lagged behind Great Britain in industrialization.
- C** Incorrect. Russia lagged far behind Great Britain and did not become heavily industrialized until the 1900s.
- D** **Correct.** Great Britain had several advantages that helped it take the lead in industrialization. Great Britain had rich deposits of coal and iron, as well as overseas colonies that provided markets for manufactured goods. The British tried to protect their lead by forbidding the export of machinery and skilled workers.

Question 21 (page 50)

- A** Incorrect. Uruguay's GDP per capita and life expectancy are higher than Guyana's. This indicates that Uruguay's overall standard of living is higher than Guyana's, even though Uruguay's unemployment rate is higher.
- B** **Correct.** Guyana's GDP per capita and life expectancy are the lowest of the four countries. This indicates that Guyana's overall standard of living is the lowest.
- C** Incorrect. Chile's GDP per capita and life expectancy are the highest among these four countries, and its unemployment rate is the second-lowest. This indicates that Chile's overall standard of living is definitely not the lowest.
- D** Incorrect. Colombia's GDP per capita and life expectancy are higher than Guyana's. This indicates that Colombia's overall standard of living is higher than Guyana's, even though Colombia's unemployment rate is higher.

Question 22 (page 50)

- A** **Correct.** Life expectancy generally reflects the quality of nutrition and health care in a country. The countries in the chart with higher GDP per capita have better nutrition and health care, so they have higher life expectancies. As its GDP per capita rises, Guyana's life expectancy will probably rise also.

- B** Incorrect. Unemployment rates fluctuate because of many economic factors. The unemployment rate in Chile will not necessarily rise if GDP per capita rises.
- C** Incorrect. Overall standard of living is linked to GDP per capita. If GDP per capita goes up, standard of living will probably rise, not fall.
- D** Incorrect. If GDP per capita goes up, life expectancy will probably rise, not fall.

Objective 4

Question 23 (page 64)

- A** Incorrect. Colonial assemblies were elected, not appointed by the king.
- B** Incorrect. Colonial assemblies did not seize legislative control violently.
- C** **Correct.** Colonial assemblies were elected, although generally only property-owning white men were allowed to vote.
- D** Incorrect. Colonial assemblies grew to have significant authority, although they shared power with the governor.

Question 24 (page 64)

- A** Incorrect. The number of legislators a state sends to the House of Representatives is based on population. In the other house, the Senate, each state has two legislators.
- B** Incorrect. The president does not assign any state's number of legislators.
- C** **Correct.** The number of legislators each state sends to the House of Representatives is based on population. Each state sends two legislators to the Senate.
- D** Incorrect. Each state sends two legislators to the Senate, while the number of legislators sent to the House of Representatives is based on population.

Question 25 (page 64)

- A** Incorrect. In many areas white and African American children did not attend the same schools until the Civil Rights movement of the 20th century.
- B** Incorrect. The amendment abolished slavery, eliminating the question of mistreatment.
- C** **Correct.** The amendment banned the institution of slavery.

- D** Incorrect. African Americans had served in the military before the passage of the 13th Amendment.

Question 26 (page 65)

- A** Correct. The tariff benefited northern manufacturers more than southern farmers, and South Carolina refused to obey the tariff law. The federal government was prepared to use force, but Congress finally compromised and lowered the tariff.
- B** Incorrect. The Nullification Crisis did not involve foreign governments. The Monroe Doctrine had already declared that the United States would oppose European countries interfering in the Americas.
- C** Incorrect. South Carolina acted alone in the Nullification Crisis, and no states actually broke away from the United States at this time.
- D** Incorrect. The Nullification Crisis occurred in the 1830s, well after the Constitution had been ratified.

Question 27 (page 65)

- A** Incorrect. The new price might not make you happy, but a price increase is not a violation of your unalienable rights.
- B** Incorrect. Unless the college rejects you because of your race, your religion, or a similar reason, your rights have not been violated.
- C** Correct. Unless you have been accused of a crime, being jailed violates your unalienable right to liberty.
- D** Incorrect. If a person intentionally destroys your car, your rights might be considered violated. But natural accidents such as this one are not considered violations of rights.

Question 28 (page 66)

- A** Incorrect. The Preamble briefly lays out the purpose of the U.S. Constitution. It does not discuss the powers of the government or the specific rights of the people under the new government.
- B** Incorrect. The Magna Carta, written in 1215, placed limitations on the power of the English monarch. It did not refer to Congress or to rights such as freedom of religion or freedom of speech.
- C** Incorrect. The Declaration of Independence marked the founding of the United States as an

independent country. It did not set up a new government.

- D** Correct. This is the First Amendment, which became part of the U.S. Constitution in 1791.

Question 29 (page 66)

- A** Incorrect. Jobs and money might be generated through the media, but that is not the main reason these freedoms are important in a democratic society.
- B** Incorrect. Even in dictatorships, government leaders are able to speak to the public.
- C** Correct. Freedom of speech and freedom of the press give the citizens of a democracy the right to freely express and debate opinions on all subjects.
- D** Incorrect. These media do provide entertainment, but that does not represent their special importance in a democratic society.

Question 30 (page 67)

- A** Correct. The First Amendment prevents the government from limiting speech or the press.
- B** Incorrect. A mother's choices about what her child may read do not violate freedom of speech or freedom of the press.
- C** Incorrect. The First Amendment would most likely protect this protest as an expression of free speech.
- D** Incorrect. A store owner has the right to choose what products his or her business will sell.

Question 31 (page 67)

- A** Incorrect. The Emancipation Proclamation, issued during the Civil War, stated that all slaves living in states that were fighting against the Union were free. However, the Emancipation Proclamation did not free all slaves. Slaves living in Union territory were not freed.
- B** Incorrect. The Declaration of Independence marked the beginning of the United States as an independent nation.
- C** Correct. Southern states wishing to rejoin the United States after the Civil War were required to agree to the conditions of the 14th Amendment. This amendment places the following restrictions on states: 1) a state is forbidden from passing laws that limit the rights of any U.S. citizen residing within its boundaries; 2) a state cannot take away a person's life, liberty, or property without due

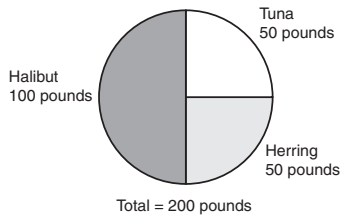
process of law; and 3) a state must give all its citizens equal protection under its laws.

- D** Incorrect. The First Amendment established the rights to freedom of speech, religion, and peaceful assembly.

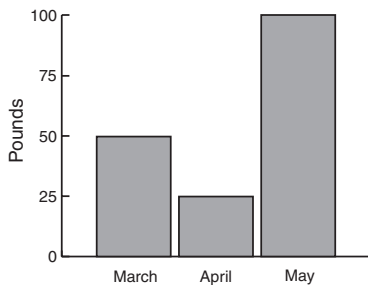
Objective 5

Review Activity (page 75)

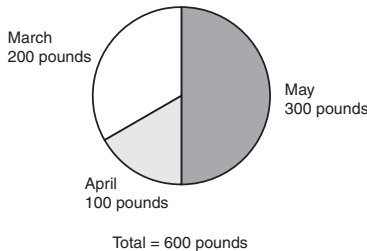
March Fish Catch



Tuna Catch by Month



Spring Fish Catch by Month



Question 32 (page 76)

- A** Incorrect. The graphs show that manufacturing as a percentage of GDP in Argentina was the same in 1945 as it was in 1980.
- B** Correct. The graphs show that manufacturing as a percentage of GDP in Brazil increased from 17.2% in 1945 to 30.2% in 1980, an increase of 13%.
- C** Incorrect. The graphs show that manufacturing as a percentage of GDP in Colombia increased from 10.5% in 1945 to 18.2% in 1980, an increase of 7.7%.
- D** Incorrect. The graphs show that manufacturing as a percentage of GDP in Mexico increased from 19.1% in 1945 to 24.1% in 1980, an increase of 5%.

Question 33 (page 77)

- A** Incorrect. The map shows that the flies are found in inland and coastal areas.
- B** Incorrect. The map does not indicate that the flies migrate.
- C** Correct. The map shows that the flies are limited roughly to the 15 degrees on either side of the equator.
- D** Incorrect. The map shows that the flies infest an area near the equator but generally do not infest parts of Africa north of 15° north latitude or south of 15° south latitude.

Question 34 (page 78)

- A** Incorrect. The maps show that the United Kingdom's industrial output per capita increased from 61–75 units in 1860 to 91–115 units in 1913. This was a significant increase, but it was not the greatest.
- B** Incorrect. The map shows that Portugal's industrial output per capita was in the range of 0–15 units in 1860 and 1913. This shows that industrial output in Portugal grew slowly, if at all.
- C** Incorrect. Norway's industrial output per capita increased from 0–15 units in 1860 to 31–45 units in 1913. This was a significant increase, but it was not the greatest.
- D** Correct. Germany had the greatest growth. Its industrial output per capita increased from 0–15 units in 1860 to 76–90 units in 1913.

Question 35 (page 79)

- A** Incorrect. Only 2% of Saudi Arabia's land is arable, so agriculture is probably not a major part of the country's economy.
- B** Incorrect. Only 1% of Saudi Arabia's land is forest and woodland, making wood an unlikely resource for the country to export.
- C** Incorrect. Because Saudi Arabia has an extensive coastline, one cannot conclude that it has no access to seaports.
- D** Correct. A harsh, dry desert climate, sandstorms, and a lack of freshwater bodies indicate that the country receives small amounts of rain.

Question 36 (page 79)

- A** Correct. The table lists pollution from oil spills as a current environmental issue.

- B** Incorrect. The table says that desalination plants have been built because of a lack of freshwater resources. It does not say whether there are enough plants to meet demand.
- C** Incorrect. The table makes no mention of hurricanes.
- D** Incorrect. The table mentions pollution from oil spills. It does not mention pollution from gold and copper mines.

Question 37 (page 80)

- A** **Correct.** The opening of the Panama Canal in 1914 not only shortened commercial shipping routes between the East Coast and West Coast but also allowed U.S. warships to travel quickly between the Atlantic and Pacific Oceans.
- B** Incorrect. The development of a practical steam engine in the early 1800s was important to U.S. commerce but did not affect U.S. defense for many years.
- C** Incorrect. Egypt's Suez Canal, while useful for U.S. commerce, was not important for U.S. defense when it was completed in 1869. It became more significant to the U.S. Navy after the United States became a world power.
- D** Incorrect. The invention of the submarine was an important event in naval warfare, but it was not especially important to U.S. commerce.

Question 38 (page 80)

- A** Incorrect. Although a soldier's diary is a primary source, there is no reason to believe that one would contain this kind of information.
- B** Incorrect. In general, personal websites are not reliable sources of facts and figures.
- C** Incorrect. Since the Mexican War was fought after the War of 1812, there is no way newspapers from 1812 could contain this information.
- D** **Correct.** Even though it would contain additional information that is not relevant to these two wars, this source would provide all the required information.

Question 39 (page 81)

- A** Incorrect. The Suez Canal connects the Mediterranean Sea and the Red Sea. Not all ships that leave the Persian Gulf pass through the Suez Canal.
- B** Incorrect. The Caspian Sea and the Persian Gulf are not connected. Tankers could not sail from the Persian Gulf to the Caspian Sea.

- C** Incorrect. The Red Sea is not directly connected to the Persian Gulf. Not all ships that leave the Persian Gulf pass through the Red Sea.
- D** **Correct.** The Strait of Hormuz connects the Persian Gulf and the Arabian Sea. All ships that sail out of the Persian Gulf must pass through this narrow body of water.

Question 40 (page 82)

- A** Incorrect. According to the map, Thailand came under Japanese influence by 1942, but Mongolia did not come under Japanese control.
- B** **Correct.** According to the map, Korea was under Japanese control by 1928, and Manchuria was under Japanese control by 1933.
- C** Incorrect. According to the map, Taiwan was under Japanese control by 1928, but Burma was not under Japanese control by 1933.
- D** Incorrect. According to the map, French Indochina was not occupied by the Japanese until after 1933, and India did not come under Japanese control.

Question 41 (page 82)

- A** **Correct.** The map shows that Japan occupied Manchuria by 1933 and took over French Indochina by 1942.
- B** Incorrect. The map shows only the areas Japan took over. It gives no information about how the Japanese army treated the people in these areas.
- C** Incorrect. The map does not indicate why Japan conquered these areas.
- D** Incorrect. The map shows that Japan had conquered only a portion of China by 1942. Japan did not succeed in taking over all of China.

Question 42 (page 83)

- A** **Correct.** The references to "Rebs"—a term commonly used by Union soldiers to describe Confederate soldiers—surrendering suggest that the author was in the Union army.
- B** Incorrect. The references to "Rebs" coming in to surrender suggest that the author was not in the Confederate army.
- C** Incorrect. The references to "Rebs" and the areas "North of the Arkansas River & West of the Miss River" show that the author cannot be writing about the Revolutionary War.
- D** Incorrect. Nothing in the letter indicates that it was written by a supporter of the Confederacy.

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