Section Quizzes and Chapter Tests
To The Teacher

Glencoe offers resources that accompany Glencoe World History: Modern Times to expand, enrich, review, and assess every lesson you teach and for every student you teach. Now Glencoe has organized its many resources for the way you teach.

HOW THIS BOOK IS ORGANIZED

Section Quizzes and Chapter Tests offers assessment blackline masters at unit, chapter, and section levels. We have organized this book so that all quizzes and tests appear at the point when you will most likely use them—section quizzes followed by chapter tests, followed by unit tests.

A COMPLETE ANSWER KEY

A complete answer key appears at the back of this book. This answer key includes answers for every quiz and test in this book, in the order in which they appear in the book.

Creating a Customized File

There are a variety of ways to organize Glencoe Social Studies teaching aids. Several alternatives in creating your own files are given below.

- Organize by category (all activities, all tests, etc.)
- Organize by category and chapter (all Chapter 1 activities, all Chapter 1 quizzes and tests, etc.)
- Organize sequentially by lesson (activities, quizzes, tests, for Chapter 1/Section 1, Chapter 1/Section 2, etc.)

No matter what organization you use, you can pull out individual worksheets from these booklets for your files, or you may photocopy directly from the booklet and file the photocopies. You will then be able to keep the original booklets intact and in a safe place.
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**Answer Key** ............................................................... 313
Section Quiz 1-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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</thead>
<tbody>
<tr>
<td>1. period before writing was developed</td>
<td>A. nomads</td>
</tr>
<tr>
<td>2. humans and other creatures that walk upright</td>
<td>B. systematic agriculture</td>
</tr>
<tr>
<td>3. “new stone” in Greek</td>
<td>C. prehistory</td>
</tr>
<tr>
<td>4. the keeping of animals and the growing of food</td>
<td>D. neolithic</td>
</tr>
<tr>
<td>5. people who move from place to place</td>
<td>E. hominids</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. By 30,000 b.c., Neanderthals had been replaced by
   A. Homo sapiens.     C. Homo erectus.  

7. Paleolithic humans were able to do all of the following EXCEPT
   A. create simple stone tools.     C. create cave paintings.  
   B. use fire.                      D. create crude metal tools.  

8. Some historians think the most important development in human history was
   A. the use of bronze tools.       
   B. the agricultural revolution.  
   C. the use of fire.              
   D. the creation of the wheel.    

9. The most complete definition of a civilization is
   A. any culture that practices art and religion.     
   B. the gathering of humans in farms, settlements, and villages.  
   C. a social structure based on economic power.      
   D. a complex culture in which a large number of humans share several common elements.  

10. Which of the following did NOT lead to the growth of government?
    A. the need to build walls for defense  
    B. growing numbers of people          
    C. the rise of religion                
    D. the need to maintain food supplies  

Glencoe World History: Modern Times
Section Quiz 1-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. Sumerian writing system
2. family of rulers whose right to rule is passed on within the family
3. early Egyptian writing that means “priest-carvings”
4. belief in one god
5. sustained the Persian Empire

Column B
A. hieroglyphics
B. communication system
C. dynasty
D. cuneiform
E. monotheism

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The most famous epic poem in Mesopotamian literature is
   A. the Scribe.
   B. the Code of Hammurabi.
   C. The Epic of Gilgamesh.
   D. Ziggurat.

7. The Egyptians learned about making bronze tools and using chariots from the
   A. Hyksos.
   B. Sumerians.
   C. “Sea Peoples.”
   D. Assyrians.

8. The Nile Delta is called
   A. the Cradle of Civilization.
   B. Lower Egypt.
   C. Upper Egypt.
   D. the Fertile Crescent.

9. The people known as the Israelites
   A. were a major factor in the politics of the Mediterranean area.
   B. used iron weapons to establish an empire.
   C. invented an alphabet of 22 characters representing sounds.
   D. were a distinct group of tribes who established a united kingdom.

10. The Persian ruler Cyrus was called “the Great” because he
    A. showed no mercy to enemies.
    B. thought Persian culture was superior to others.
    C. was a large man.
    D. showed wisdom and compassion.
## Section Quiz 1-3

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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</thead>
<tbody>
<tr>
<td>1. valley where India’s early civilization emerged</td>
<td>A. Mandate of Heaven</td>
</tr>
<tr>
<td>2. Indo-Europeans who advanced into northern India</td>
<td>B. karma</td>
</tr>
<tr>
<td>3. force that determines how a person will be reborn, according to Hinduism</td>
<td>C. Indus</td>
</tr>
<tr>
<td>4. Zhou dynasty’s claim to rulership</td>
<td>D. Han</td>
</tr>
<tr>
<td>5. dynasty that made China into a vast empire</td>
<td>E. Aryans</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. The priestly class of Indian society was the
   - A. Vaisyas.
   - B. Brahmins.
   - C. Sudras.
   - D. Kshatriyas.

7. Reincarnation is a Hindu belief that the individual soul
   - A. is reborn in a different form.
   - B. serves the god Vishnu.
   - C. is itself a god.
   - D. emanates from the Buddha.

8. The Mauryan Empire flourished under Aśoka, who did all of the following EXCEPT
   - A. convert to Buddhism.
   - B. build up India’s regional trade.
   - C. set up hospitals.
   - D. conquer China.

9. The Mandate of Heaven meant that the Chinese king
   - A. could take as many wives as he wanted.
   - B. had authority from heaven to command.
   - C. lived a life of luxury.
   - D. should live high above his people.

10. One of the most important concerns of Confucianism is
    - A. human behavior.
    - B. worshiping nature.
    - C. building temples.
    - D. obeying its gods.
The First Civilizations and Empires

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
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<tbody>
<tr>
<td>_____ 1.</td>
<td>expanded China into present-day Vietnam</td>
<td>A. Zhou</td>
</tr>
<tr>
<td>_____ 2.</td>
<td>invented cuneiform, the oldest form of writing</td>
<td>B. Akkadians</td>
</tr>
<tr>
<td>_____ 3.</td>
<td>collections of Aryan hymns and religious ceremonies</td>
<td>C. Hammurabi</td>
</tr>
<tr>
<td>_____ 4.</td>
<td>their leader, Sargon, established the world’s first empire</td>
<td>D. Asoka</td>
</tr>
<tr>
<td>_____ 5.</td>
<td>used terror as an instrument of warfare</td>
<td>E. Qin Shihuangdi</td>
</tr>
<tr>
<td>_____ 6.</td>
<td>known for his mercy for conquered people</td>
<td>F. Vedas</td>
</tr>
<tr>
<td>_____ 7.</td>
<td>known for his law code, a collection of 282 laws</td>
<td>G. Cyrus the Great</td>
</tr>
<tr>
<td>_____ 8.</td>
<td>first dynasty to claim to rule with Mandate of Heaven</td>
<td>H. Han</td>
</tr>
<tr>
<td>_____ 9.</td>
<td>built walls to keep out northern nomadic raiders</td>
<td>I. Assyrians</td>
</tr>
<tr>
<td>_____ 10.</td>
<td>considered the greatest ruler in India’s history</td>
<td>J. Sumerians</td>
</tr>
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</table>

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

_____ 11. Paleolithic peoples were nomads because they had no choice but to
   A. flee from the woolly mammoth.
   B. move to higher ground when rivers flooded.
   C. escape the pollution they caused.
   D. follow animal migrations and vegetation cycles.

_____ 12. The ability to acquire food on a regular basis meant that humans
   A. had less control over their environment.
   B. could give up their nomadic way of life and live in settled communities.
   C. could use animals as pets.
   D. could use fire to cook their food.

_____ 13. The Neolithic Revolution can best be described as
   A. a series of wars between Neolithic and Paleolithic peoples.
   B. the development of writing systems to record history.
   C. the growing of crops and the taming of animals by early humans.
   D. the use of fire by early humans to change their environment.
14. The first civilizations emerged in river valleys by the year
   A. 10,000 B.C.   C. 5000 B.C.
   B. 8000 B.C.   D. 3000 B.C.

15. The history of Egypt began when
   A. the Nile River flooded, destroying the Old Kingdom.
   B. the first pyramid collapsed.
   C. Menes united Upper and Lower Egypt.
   D. Egyptians drove out the Hyksos, ending the Old Kingdom.

16. How did Judaism differ from other religions of ancient time?
   A. It taught that there was one God for all peoples.
   B. It taught that only the priests had access to divine will.
   C. It taught that the Hebrew king was part god.
   D. It taught that reincarnation led to the end of suffering.

17. India’s _____ drew on the idea of the Aryans.
   A. sewer system
   B. educational system
   C. caste system
   D. monetary system

18. In Buddhism, the way to end suffering and desire is to follow
   A. the Four Noble Truths.
   B. the Eightfold Path.
   C. the Royal Road.
   D. the Vedas.

19. The system of _____ provided a religious basis for rigid class divisions
   in India.
   A. a multitude of gods
   B. manual labor
   C. enlightenment
   D. reincarnation

20. The Silk Road was
   A. a road covered in silk that only the king could travel upon.
   B. a trade route that reached from China to Mesopotamia.
   C. also known as the Royal Road.
   D. a trade route that followed the course of the Great Wall of China.

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. What changes in human history led to the development of civilization? Discuss each change.

22. In what ways were duty and humanity expressed in the Confucian view of the Dao?
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

### Comparing Life in Mesopotamia and Egypt

<table>
<thead>
<tr>
<th></th>
<th>Mesopotamia</th>
<th>Egypt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Fertile Crescent (Southwest Asia)</td>
<td>Africa</td>
</tr>
<tr>
<td>Rivers</td>
<td>Tigris and Euphrates</td>
<td>Nile</td>
</tr>
<tr>
<td>Natural Barriers</td>
<td>Flat plains</td>
<td>Deserts, seas, cataracts</td>
</tr>
<tr>
<td>Religion</td>
<td>Polytheistic</td>
<td>Polytheistic</td>
</tr>
<tr>
<td>Government</td>
<td>City-states; theocracy; large bureaucracy; kings ruled</td>
<td>Rural villages; dynasties; divine kings ruled</td>
</tr>
<tr>
<td>Social Structure</td>
<td>Nobles, commoners, slaves</td>
<td>Upper classes, merchants, artisans, peasants</td>
</tr>
<tr>
<td>Economy</td>
<td>Farming and trade</td>
<td>Farming and trade</td>
</tr>
<tr>
<td>Written Language</td>
<td>Cuneiform</td>
<td>Hieroglyphics</td>
</tr>
</tbody>
</table>

_____ 23. The civilizations of Egypt and Mesopotamia

A. were polytheistic in religion and had similar social structures.
B. were polytheistic in religion and were located in Asia.
C. were located in Africa and were polytheistic in religion.
D. had written languages and were landlocked.

“If he [the son] goes astray and does not carry out your instruction, so that his manners in your household are wretched, and he rebels against all that you say, while his mouth runs on in the most wretched talk, quite apart from his experience, while he possesses nothing, you should cast him off: he is not your son at all. . . . He is one whom god has condemned in the very womb.”

—The Instruction of the Vizier Ptah-hotep, 2450 B.C.

_____ 24. According to Vizier Ptah-hotep, what should a father do if his son rebels against him?

A. disown him
B. punish him
C. teach him better manners
D. None of the above
25. According to the passage, what was ‘1470’?
   A. a hominid  
   B. a cranium  
   C. a ravine  
   D. an excavation site

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. According to the passage, when would the punishment be an “eye for an eye?”

27. According to the passage, how were people valued in this society?
The First Civilizations and Empires

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. ruled by Cyrus the Great
2. “wedge-shaped” writing
3. one of the first women to become pharaoh
4. trade route from China to Mesopotamia
5. known for pharaohs who cared for people
6. known for building of the pyramids
7. calculated area and volume and used geometry
8. king of Israel during the height of its power
9. Babylonian ruler known for his law code
10. the way to end desire in Buddhism

Column B

A. Silk Road
B. Middle Path
C. Middle Kingdom
D. Egyptians
E. cuneiform
F. Solomon
G. Old Kingdom
H. Hammurabi
I. Hatshepsut
J. Persians

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The real change in the Neolithic Revolution was the
   A. movement away from eating only fruits and grains to eating meat.
   B. systematic use of fire to cook foods.
   C. shift from hunting and gathering to systematic agriculture.
   D. development of the first law codes carved in stone.

12. Growing crops on a regular basis in Mesopotamia could only be done
   A. after the nomadic Akkadians had been driven out of the area.
   B. when people controlled the flow of the rivers.
   C. when warring city-states worked together.
   D. after the invention of the iron plow.

13. Which leader extended the Persian Empire into Europe to become the largest empire the world had yet seen?
   A. Cyrus the Great
   B. Darius
   C. Ashurnasirpal
   D. Hatshepsut

14. In ancient India, the Untouchables were the
   A. priests, considered sacred beings.
   B. warriors, considered invincible in battle.
   C. peasants, one-fifth of the population.
   D. lowest level of society, considered impure.
15. The Buddha believed that suffering is caused by  
   A. violating the laws of God.  
   B. denying material reality.  
   C. the desire to satisfy oneself.  
   D. the Mandate of Heaven.

16. One element in the Confucian view of the Dao is the idea of  
   A. selfishness, and that society prospers when all are guided by self-interest.  
   B. bringing humans to the right path by harsh laws and stiff punishments.  
   C. humanity, consisting in a sense of compassion and empathy for others.  
   D. union with the Great World Soul by acceptance of the Four Noble Truths.

17. Who was Siddhārtha Gautama?  
   A. a disciple of Confucius  
   B. the Aryan conqueror of the Indus civilization  
   C. the author of the Vedas  
   D. the Buddha, the founder of Buddhism

18. The Sumerians are known for establishing  
   A. the first city-states.  
   B. the first empire.  
   C. the first dynasty.  
   D. the first monarchy.

19. In ancient China, the ruler known as Qin Shihuangdi  
   A. led the first flourishing Chinese civilization.  
   B. founded a dynasty that lasted nearly 900 years.  
   C. defeated the Shang dynasty and brought bronze vessels to China.  
   D. unified the Chinese world and built walls to keep out the Xiongnu.

20. Filial piety refers to the duty of  
   A. family members to subordinate their needs to the male head.  
   B. parents to subordinate their needs to their educated children.  
   C. Hindus to accept their position in the social order.  
   D. Israelites to follow the Ten Commandments.

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. How did the Neolithic Revolution lay the foundation for the specialization of labor?

22. Discuss the political concept of the Mandate of Heaven as used by the Zhou.
23. According to the Venn diagram above, which religion claims that a single force governs the universe?

A. Hinduism  
B. Buddhism  
C. Both A and B  
D. None of the above

24. What emotion is reflected in the passage?

A. despair  
B. jealousy  
C. pride  
D. joy

“Ur is destroyed, bitter is its lament. The country’s blood now fills its holes like hot bronze in a mould. Bodies dissolve like fat in the sun. Our temple is destroyed, the gods have abandoned us, like migrating birds. Smoke lies on our city like a shroud.”

25. According to the “Hymn to the Nile,” how do Egyptians feel about the Nile?
A. sorrowful  B. fearful  C. unappreciative  D. grateful

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. Based on the description in the passage, where do you think the author was when she saw the paintings of animals?

“Ahead was a big, dark hole like a doorway. Beyond it was a huge long room. I held my lantern high for a better look. Then, suddenly, I saw big red-and-black animals all over the ceiling. I stood amazed, looking at them.”


27. This passage from The Code of Hammurabi describes different punishments for the same crime, with the punishment depending on who the victim of the crime was. What does this illustrate about the values of Mesopotamian society?

If a free man has destroyed the eye of a member of the aristocracy, they shall destroy his eye. . . . If he has destroyed the eye of a commoner or broken the bone of a commoner, he shall pay one mina of silver. . . . If he has destroyed the eye of a free man’s slave or broken the bone of a free man’s slave, he shall pay one-half his value.”

—From The Code of Hammurabi
### Section Quiz 2-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. poet who wrote the <em>Iliad</em></td>
<td>A. ephor</td>
</tr>
<tr>
<td>2. fortified area on a hilltop</td>
<td>B. Aristotle</td>
</tr>
<tr>
<td>3. elected member of Sparta’s oligarchy</td>
<td>C. acropolis</td>
</tr>
<tr>
<td>4. Athenian ruler at the height of Athenian power</td>
<td>D. Homer</td>
</tr>
<tr>
<td>5. Plato’s student</td>
<td>E. Pericles</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The <em>Iliad</em> describes the sacking of Troy by the</td>
<td></td>
</tr>
<tr>
<td>A. Greeks.</td>
<td>C. Cretans.</td>
</tr>
<tr>
<td>B. Mycenaeans.</td>
<td>D. Romans.</td>
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<td></td>
<td></td>
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<tr>
<td>7. A Spartan warrior was told to return from war</td>
<td></td>
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<tr>
<td>A. after he married.</td>
<td></td>
</tr>
<tr>
<td>B. after he turned 20.</td>
<td></td>
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<tr>
<td>C. with his shield or on it.</td>
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<tr>
<td>D. to repay his debts.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8. The war between Sparta and Athens is called the</td>
<td></td>
</tr>
<tr>
<td>A. Trojan War.</td>
<td></td>
</tr>
<tr>
<td>B. Battle of Sparta.</td>
<td></td>
</tr>
<tr>
<td>C. Persian War.</td>
<td></td>
</tr>
<tr>
<td>D. Great Peloponnesian War.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Plato believed that</td>
<td></td>
</tr>
<tr>
<td>A. individuals should live in a just and rational state.</td>
<td></td>
</tr>
<tr>
<td>B. an ideal government should be ruled by dictators.</td>
<td></td>
</tr>
<tr>
<td>C. democracy was the best form of government.</td>
<td></td>
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<tr>
<td>D. men and women should not have the same education.</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>10. After the death of Alexander the Great, all of the following happened</td>
<td></td>
</tr>
<tr>
<td>EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. four Hellenistic kingdoms emerged.</td>
<td></td>
</tr>
<tr>
<td>B. his united empire continued.</td>
<td></td>
</tr>
<tr>
<td>C. Macedonian generals struggled for power.</td>
<td></td>
</tr>
<tr>
<td>D. Greek culture spread through Southwest Asia.</td>
<td></td>
</tr>
</tbody>
</table>
## Section Quiz 2-2

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. landowners who were the ruling class</td>
<td>A. Augustus</td>
</tr>
<tr>
<td>2. it means “the revered one”</td>
<td>B. Trajan</td>
</tr>
<tr>
<td>3. apartments for the poor</td>
<td>C. Constantine</td>
</tr>
<tr>
<td>4. created a program to assist poor parents</td>
<td>D. <em>insulae</em></td>
</tr>
<tr>
<td>5. his capital was called the “New Rome”</td>
<td>E. patricians</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. During the early Roman Republic, plebeians were allowed to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. marry patricians.</td>
</tr>
<tr>
<td></td>
<td>B. serve in the Roman army.</td>
</tr>
<tr>
<td>7. Rome’s first code of law was the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Council of the Plebs.</td>
</tr>
<tr>
<td>8. In 73 B.C., the gladiator Spartacus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. wrote a history of Rome.</td>
</tr>
<tr>
<td></td>
<td>B. led a slave revolt.</td>
</tr>
<tr>
<td></td>
<td>C. became a Roman senator.</td>
</tr>
<tr>
<td></td>
<td>D. overthrew the emperor.</td>
</tr>
<tr>
<td>9. The Gospels were all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. some of the sayings of Jesus in writing.</td>
</tr>
<tr>
<td></td>
<td>B. a record of Jesus’s life.</td>
</tr>
<tr>
<td></td>
<td>C. the core of the New Testament.</td>
</tr>
<tr>
<td></td>
<td>D. written during Jesus’s lifetime.</td>
</tr>
<tr>
<td>10. Diocletian divided his empire</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. into four units.</td>
</tr>
<tr>
<td></td>
<td>B. into north and south.</td>
</tr>
<tr>
<td></td>
<td>C. into provinces.</td>
</tr>
<tr>
<td></td>
<td>D. among his sons.</td>
</tr>
</tbody>
</table>
Ancient Greece and Rome

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(3 points each)*

**Column A**
- 1. first emperor of the Roman Empire
- 2. military state and chief rival of Athens
- 3. built on site of Byzantium as capital in the east
- 4. cultural center and home to poets, scholars, and scientists
- 5. one of the five good emperors
- 6. leader of Athens at the height of its power
- 7. divided empire into four units, but held ultimate authority
- 8. defeated Persian Empire and moved into India
- 9. classical Greek temple dedicated to Athena
- 10. Carthaginian general

**Column B**
- A. Alexander
- B. Alexandria
- C. Augustus
- D. Constantinople
- E. Diocletian
- F. Hannibal
- G. Parthenon
- H. Pericles
- I. Sparta
- J. Trajan

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

- 11. Which Athenian ruler created a council of 500 to propose laws to the assembly, and gave the assembly final authority to pass laws?
  - A. Cleisthenes
  - B. Pericles
  - C. Alexander
  - D. Solon

- 12. How did the Great Peloponnesian War end?
  - A. Pericles prevailed, expanding the Athenian Empire throughout the Greek Peninsula.
  - B. The Athenians were defeated at Aegospotami and Athens eventually surrendered.
  - C. Thebes rose to power and allied with Alexander to conquer Athens.
  - D. Sparta prevailed and established a short-lived empire.

- 13. What reflects an appreciation for ideal forms, balance, and harmony?
  - A. Classical Greek art
  - B. Hellenistic art
  - C. Mycenaean art
  - D. the Socratic method

- 14. In Plato’s just state, people are divided into three groups:
  - A. citizens, resident foreigners, and slaves.
  - B. warriors, landowners, and farmers.
  - C. philosopher-kings, warriors, and producers.
  - D. philosopher-kings, merchants, and farmers.
15. The Greek language and culture spread to Southwest Asia during
   A. the Age of Pericles.  C. the Athenian Empire.
   B. the Classical Age.  D. the Hellenistic Era.

16. The Roman Republic was weakened by all of the following EXCEPT
   A. wealthy families competing for power in the Senate.
   B. recruitment of armies who swore loyalty to the general, not the state.
   C. a series of wars against Rome’s chief rival, Carthage.
   D. civil wars as individuals competed for power.

17. In 509 B.C., Rome
   A. overthrew its last emperor and established a republic.
   B. overthrew its last Etruscan king and established a republic.
   C. was master of the Mediterranean and at the height of its power.
   D. established its first law code, the Twelve Tables.

18. Which is NOT true of slavery in the Roman Empire?
   A. Slaves had political representation in the assembly.
   B. Slaves were doctors, tutors, and musicians.
   C. Slaves could be from all nationalities.
   D. Slaves built roads and public buildings.

19. Virgil’s epic poem that portrays the qualities of the ideal Roman is
   A. The Republic.  C. the Aeneid.
   B. the Iliad.  D. the Insulae.

20. The Romans borrowed the _____ from Greek architecture.
   A. arch  C. colonnade
   B. vault  D. dome

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. What were the main philosophical contributions of Socrates, Plato, and Aristotle?

22. Describe Rome’s rise from a simple farming society to master of the Mediterranean.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What would be the correct sequence for the cause-and-effect chart?
   A. A, B, C, D
   B. B, D, A, C
   C. D, A, C, B
   D. D, B, C, A

24. According to this passage, where did the plague begin?
   A. Athens
   B. Piraeus
   C. Africa
   D. Italy

25. According to the passage, what was the talent of the Romans?
   A. oration
   B. sculpture
   C. ruling
   D. astronomy

(The passage text is not visible in the image.)

(continued)
"But the majority opinion favoured killing him while he sat in the Senate, where he would be by himself since non-Senators would not be admitted, and where the many conspirators could hide their daggers beneath their togas. This plan won the day. Chance, too, played a part, for it made him settle on a definite day for the Senate to meet to discuss his intended measures."

—Nicolaus of Damascus, *Caesar Is Assassinated*

26. According to the passage, how would going to the Senate that day make Caesar vulnerable to assassination?
   
   A. Caesar would be sitting alone.
   
   B. The conspirators would be wearing togas, and they could easily hide their weapons.
   
   C. Both A and B
   
   D. None of the above

"The city was thrown into a state of turmoil, and the general alarm was as great as if Rome herself were surrounded. The situation evidently called for a dictator, and, with no dissenting voice . . . Cincinnatus was named for the post. Now I would solicit the particular attention of those numerous people who imagine that money is everything in this world, and that rank and ability are inseparable from wealth: let them observe that Cincinnatus, the one man in whom Rome reposed all her hope of survival, was at that moment working a little three-acre farm west of the Tiber."

—From Livy, *The Early History of Rome*

27. What is the author’s main message in the passage?

   A. Rank and ability are inseparable from wealth.
   
   B. Money is everything in this world.
   
   C. A dictator must be wealthy.
   
   D. A person can have great ability and achieve high rank without having wealth.
Ancient Greece and Rome

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. author of *The Republic*, concerned with ideal forms
2. author of *Politics*, analysis based on observation
3. thought that the unexamined life was not worth living
4. author of the *Iliad* and the *Odyssey*
5. created the foundation for democracy in Athens
6. great landowners, ruling class
7. most distinguished poet of Augustan Age
8. almost 200 year period of peace and prosperity
9. made Christianity the official religion
10. farmers, artisans, merchants, less wealthy landowners

**Column B**

A. Aristotle  
B. Cleisthenes  
C. Homer  
D. patricians  
E. *Pax Romana*  
F. Plato  
G. plebeians  
H. Socrates  
I. Theodosius the Great  
J. Virgil

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The Hellenistic kingdoms of Macedonia, Syria, Pergamum, and Egypt
   A. remained united long after the death of Alexander the Great.  
   B. were all conquered by the Romans.  
   C. fought against each other in the Great Peloponnesian War.  
   D. each developed a type of representative government.

12. Which style of art is characterized as more emotional and realistic than previous styles?
   A. Hellenistic style  
   B. Neo-classical style  
   C. Classical style  
   D. Athenian style

13. Which of these works shows a desire to analyze and classify things based on observation and investigation?
   A. the *Oresteia*  
   B. *Politics*  
   C. *The Republic*  
   D. the *Odyssey*

14. In the world of the Greek tragedies,
   A. people enjoy gladiatorial contests more than protecting individual rights.  
   B. escaping one’s fate is possible when one uses reason to outsmart the gods.  
   C. striving to do the best thing is a worthy endeavor even if one fails.  
   D. those who fail to think rationally are punished by divine forces.
15. The Great Peloponnesian War
   A. led to the dominance of Sparta in Greek affairs.
   B. led to the expansion of the Athenian Empire and direct democracy.
   C. was a conflict between Greece and Rome.
   D. weakened the Greek states and left them vulnerable to attack.

16. The struggle between the patricians and the plebeians
   A. dragged on for almost a hundred years.
   B. led to the enslavement of the plebeians.
   C. led to the formation of the council of the plebs.
   D. led to the decline of the Roman Confederation.

17. The accused is innocent until proven guilty is one principle that was part of
   A. the Twelve Tables.
   B. Roman civil law.
   C. the centurial assembly.
   D. the Law of Nations.

18. One way Roman statues were unlike Greek statues was that they
   A. showed even unpleasant physical details.
   B. were larger than life, rather than life-sized.
   C. were often worshipped as gods.
   D. did not depict the human form.

19. Romans viewed Christianity as harmful to the state because Christians
   A. believed that people could achieve eternal life.
   B. wanted to establish their own kingdom independent from Rome.
   C. refused to serve in the Roman army.
   D. refused to worship Roman gods.

20. After the fall of the Western Roman Empire, the Eastern Roman Empire
   A. fell to Germanic peoples.
   B. went into decline.
   C. continued to thrive.
   D. conquered the Visigoths.

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. How did Alexander’s conquests result in the Hellenistic Era?

22. What contributions to government and law were made by Greece and Rome?
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<table>
<thead>
<tr>
<th>Patricians</th>
<th>Plebeians</th>
</tr>
</thead>
<tbody>
<tr>
<td>ruling class</td>
<td>majority</td>
</tr>
<tr>
<td>great landowners</td>
<td>small landowners, craftspeople, merchants,</td>
</tr>
<tr>
<td></td>
<td>farmers</td>
</tr>
<tr>
<td>originally, only patricians served in Senate</td>
<td>served in council of the plebs</td>
</tr>
<tr>
<td>and held public office</td>
<td></td>
</tr>
</tbody>
</table>

23. Which statement accurately describes the patricians?
   A. They were a ruling class of merchants.
   B. They made up the vast majority of the population.
   C. They served in the Senate and owned large estates.
   D. They chose mainly to keep to their estates rather than mix in politics.

“The disease began, it is said, in Ethiopia beyond Egypt, and then descended into Egypt and Libya and spread over the greater part of the King’s territory. Then it suddenly fell upon the city of Athens, and attacked first the inhabitants of the Peiraeus. . . . I shall describe its actual course, explaining the symptoms, from the study of which a person should be best able, having knowledge of it beforehand, to recognize it if it should ever break out again. For I had the disease myself and saw others sick of it.”

—Thucydides, *Plague in Athens*

24. How did Thucydides know about the symptoms of the plague?
   A. He had it himself.
   B. He saw others afflicted with it.
   C. He had seen it before.
   D. Both A and B

“But the majority opinion favoured killing him while he sat in the Senate, where he would be by himself since non-Senators would not be admitted, and where the many conspirators could hide their daggers beneath their togas. This plan won the day. Chance, too, played a part, for it made him settle on a definite day for the Senate to meet to discuss his intended measures.”

—Nicolaus of Damascus, *Caesar Is Assassinated*

25. What is being plotted in the passage?
   A. the murder of a non-Senator
   B. the crowning of Caesar
   C. the assassination of Caesar
   D. the overthrow of the Senate
“Let others fashion from bronze more lifelike, breathing images—
For so they shall—and evoke living faces from marble;
Others excel as orators, others track with their instruments
The planets circling in heaven and predict when stars will appear.
But, Romans, never forget that government is your medium!
Be this your art: to practise men in the habit of peace,
Generosity to the conquered, and firmness against aggressors.”


26. How does the author recommend treating conquered peoples?
   A. with generosity         C. with mercy
   B. with harshness          D. with aggression

“A lavish meal, served on silver trenchers, was prepared for us and the other barbarians, but Attila just had some meat on a wooden platter, for this was one aspect of his self-discipline. For instance, gold or silver cups were presented to the other diners, but his own goblet was made of wood. His clothes, too, were simple, and no trouble was taken except to have them clean. The sword that hung by his side, the clasps of his barbarian shoes and the bridle of his horse were all free from gold, precious stones or other valuable decorations affected by the other Scythians.”

—Priscus, *Dinner with Attila the Hun*

27. How did Attila treat his guests?
   A. more lavishly than himself         C. less lavishly than himself
   B. the same as himself              D. None of the above
Section Quiz 3-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. holy book of Islam
2. pilgrimage to Makkah
3. the first caliph
4. means “holder of power”
5. he wrote a medical encyclopedia

Column B

A. Abū Bakr
B. Ibn Sīnā
C. Quran
D. hajj
E. sultan

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Muslims consider Muhammad to be
   A. divine.
   B. a prophet.
   C. immortal.
   D. an angel.

7. At the beginning of the eighth century, Arab armies crossed the Strait of Gibraltar and occupied southern
   A. Italy.
   B. Egypt.
   C. Spain.
   D. Africa.

8. In 1258, the Abbasid caliphate at Baghdad was brought to an end by
   A. the Mongols.
   B. its own greed.
   C. the Seljuk Turks.
   D. the Umayyads.

9. Ibn-Rushd wrote a commentary on the works of
   A. Plato.
   B. Ibn Sīnā.
   C. Hārūn al-Rashīd.
   D. Aristotle.

10. Muslim mathematicians adopted a numerical system from
    A. the Greeks.
    B. India.
    C. the ancient Egyptians.
    D. the Romans.
Section Quiz 3-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. Axum king who converted to Christianity
2. the founder of Mali
3. created a Songhai dynasty
4. dialect that came from the Niger River region
5. bronze and iron statues created here

Column B
A. Bantu
B. 'Ezañana
C. Sundiata Keita
D. Ife
E. Sunni Ali

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Ghana traded its gold for all of the following EXCEPT
   A. salt.
   B. textiles.
   C. camels.
   D. metal goods.

7. Most of Mali’s people were
   A. Berbers.
   B. traders.
   C. nomads.
   D. farmers.

8. Under Muhammad Ture, the Songhai Empire stretched a thousand miles along the
   A. west coast of Africa.
   B. Congo River.
   C. Niger River.
   D. east coast of Africa.

9. Which of the following is true about eastern Africa?
   A. It was strongly influenced by Christianity.
   B. Europeans developed a string of ports along the coast.
   C. It was invaded by hordes of people from the Niger region.
   D. Muslims began to settle there in the eighth century.

10. The basic building blocks of African society were
    A. religious beliefs.
    B. lineage groups.
    C. villages.
    D. rulers.
Section Quiz 3-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. hired by Tang rulers to fight for the dynasty</td>
<td>A. Uighurs</td>
</tr>
<tr>
<td>2. means “strong ruler”</td>
<td>B. kami</td>
</tr>
<tr>
<td>3. warrior code</td>
<td>C. Angkor Wat</td>
</tr>
<tr>
<td>4. Shinto spirits</td>
<td>D. Bushido</td>
</tr>
<tr>
<td>5. a temple in Southeast Asia</td>
<td>E. Genghis Khan</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The era from the beginning of the Sui dynasty to the end of the Song dynasty lasted
   A. almost 1,000 years.  
   B. over 200 years.     
   C. nearly 700 years.   
   D. only 50 years.      

7. The Yuan dynasty was founded by
   A. Genghis Khan.       
   B. Kublai Khan.        
   C. Zhu Yuanzhang.      
   D. Li Bo.              

8. What term means “great names” and referred to the Japanese noble families of the fourteenth and fifteenth centuries?
   A. daimyo               
   B. samurai              
   C. shoguns              
   D. Ashikaga             

9. Islam spread to India for all of the following reasons EXCEPT
   A. India was in a state of political disunity.
   B. the Gupta Empire had collapsed.
   C. the Rajputs converted to avoid a conflict.
   D. Mahmud of Ghazni wanted to extend his rule.

10. The first great Burmese state was the kingdom of
    A. Pagan.               
    B. Angkor.             
    C. Vietnam.            
    D. Indonesia.
Section Quiz 3-4

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. living the life of a monk</td>
<td>A. infidel</td>
</tr>
<tr>
<td>2. grant of land to a vassal</td>
<td>B. fief</td>
</tr>
<tr>
<td>3. relationship exchanging protection for services</td>
<td>C. common law</td>
</tr>
<tr>
<td>4. law used throughout a kingdom</td>
<td>D. feudalism</td>
</tr>
<tr>
<td>5. unbeliever</td>
<td>E. monasticism</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. European civilization was formed by the coming together of all of the following EXCEPT
   A. Germanic people settling the Western Roman Empire.
   B. the legacy of the Romans.
   C. the rise of the Christian church.
   D. the death of Charlemagne.

7. The major obligation of a vassal to his lord was to
   A. perform military service.
   B. pay taxes.
   C. give up his land when asked.
   D. provide food from his land.

8. The Magna Carta was important because it
   A. was the first constitution.
   B. created the English Parliament.
   C. strengthened the idea that a monarch’s power was limited, not absolute.
   D. made every male in England a “free man.”

9. Frederick I created a new empire consisting of Germany and Italy, which was called the
   A. Byzantine Empire.
   B. Holy Roman Empire.
   C. Frankish Empire.
   D. Western Roman Empire.

10. What was NOT a reason for the start of the Crusades?
    A. Jerusalem fell to Muslim forces under Saladin.
    B. The Byzantine emperor asked Europeans for help against the Seljuk Turks.
    C. Pope Urban II wanted a great cause to prove his leadership.
    D. Europeans wanted to capture Jerusalem and Palestine from the Muslims.
### Regional Civilizations

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B.  Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. became independent of Egypt around 1000 b.c.</td>
<td>A. Frederick II</td>
</tr>
<tr>
<td>2. dynasty that overthrew Mongol rule</td>
<td>B. Hārūn al-Rashīd.</td>
</tr>
<tr>
<td>3. expanded power of English royal courts</td>
<td>C. Henry II</td>
</tr>
<tr>
<td>4. Hindu warriors opposed to Muslim advances</td>
<td>D. Ibn-Rushd</td>
</tr>
<tr>
<td>5. his conquests gave Songhai control of trading empire</td>
<td>E. Kush</td>
</tr>
<tr>
<td>6. increased power of French monarchy</td>
<td>F. Ming</td>
</tr>
<tr>
<td>7. ruled at the height of Abbasid Empire</td>
<td>G. Philip II Augustus</td>
</tr>
<tr>
<td>8. dynasty that was overthrown by the Mongols</td>
<td>H. Rajputs</td>
</tr>
<tr>
<td>9. wanted to establish strong rule in Italy</td>
<td>I. Song</td>
</tr>
<tr>
<td>10. wrote commentary on Aristotle’s works</td>
<td>J. Sunni Ali</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The first caliph was Muhammad’s  
   A. wife Khadija.  
   B. father-in-law Abū Bakr.  
   D. daughter Fatimah.

12. The effect of Muslim culture on Europe was  
   A. seen most clearly in Spain, under Islamic rule.  
   B. minimal, as Arabs did not trade with Europe.  
   C. non-existent before the First Crusade.  
   D. a direct result of Muhammad.

13. The first year of the Muslim calendar marks the  
   A. birth of Muhammad.  
   B. death of Muhammad.  
   C. migration to Madinah.  
   D. appearance of the angel Gabriel.
14. The _____ were nomads who carried goods across the desert with camel caravans.
   A. Bushidos  
   B. Benin  
   C. Bantus  
   D. Berbers

15. What served as the basic building blocks of African society?
   A. feudal contracts  
   B. lineage groups  
   C. slaves  
   D. camel caravans

16. Peasants’ lives began to improve during the Tang dynasty because they were
   A. provided with free education.  
   B. given land and the peace necessary to farm it.  
   C. provided with free military training.  
   D. finally allowed to take the civil service exam.

17. Despite the death of Genghis Khan, by 1279 China was conquered by the
   A. Abbasids.  
   B. Seljuk Turks.  
   C. Khmer.  
   D. Mongols.

18. When Muslims ruled India they
   A. separated themselves into a ruling class apart from the native Hindus.  
   B. imposed Islam as the only accepted faith.  
   C. tried to merge Islamic and Hindu features into a unique Indian culture.  
   D. refused to impose Islamic customs on Hindu society.

19. European civilization was formed by Germanic peoples, the Christian church, and the
   A. legacy of the Muslims.  
   B. legacy of the Romans.  
   C. legacy of the Mongols.  
   D. legacy of the Aryans.

20. All of the following are true of the Crusades EXCEPT
   A. Alexius I asked Europe for military aid against Seljuk Turks.  
   B. Urban II wanted Europe to liberate the Holy Land from Muslims.  
   C. Italian port cities prospered from supplying Europeans in Palestine.  
   D. Crusader kingdoms finally freed Jerusalem in 1187, defeating Saladin.

DIRECTIONS: Essay   Answer one of the following questions on a separate sheet of paper. (10 points)

21. Identify achievements made by Islamic scholars during the Arab Empire.

22. Describe the contact between the Arabs and the peoples of Africa.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. If Muslims follow all five pillars, they can expect
   A. to live a long life.          C. to gain great wealth.
   B. to end life in poverty.     D. a place in paradise.

24. Which word best describes Ibn Sīnā in this passage?
   A. religious                  C. learned
   B. undisciplined              D. wealthy

"By the time I was [ten] I had mastered the Quran and a great deal of literature. There followed training in philosophy . . . [and] then I took to reading texts by myself . . . mastering logic, geometry and astronomy. I now occupied myself with mastering the various texts and commentaries on natural science and metaphysics, until all the gates of knowledge were open to me. Next I decided to study medicine, and proceeded to read all the books that have been written on this subject. At the same time I continued to study and dispute on law, being now sixteen years of age."

—Ibn Sīnā, Autobiography
25. During times of war, foreign merchants were
   A. allowed to travel freely.
   B. held as prisoners of war.
   C. forced to leave immediately.
   D. executed as traitors.

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. How is William the Conqueror described in this passage?

   “William, too, was equally ready to encourage by his voice and by his presence; to be the first to
   rush forward; to attack the thickest of the foe. Thus everywhere raging, everywhere furious, he lost
   three choice horses, which were that day pierced under him. The dauntless spirit and vigor of the
   intrepid general, however, still persisted, though often called back by the kindly remonstrance of his
   bodyguard; he still persisted, I say, till approaching night crowned him with complete victory. And no
   doubt the hand of God so protected him, that the enemy should draw no blood from his person.”

   —William of Malmesbury, *Chronicle of the Kings of England*

27. According to the passage, what does Ramadan mark?

   “Ramazan [Ramadan] . . . is an occasion during which believers are thought to be closer to God.
   Ramazan is a month-long period of fasting, somewhat like Lent only more stringent. It is a time of
   atonement. It is the month in which the [Quran] was allegedly revealed to [Muhammad]. It is said:
   ‘When the noble time of Ramazan comes, the doors of heaven are opened, the doors of hell closed,
   and the devils tied down.’ In other words, people’s souls are opened to God and closed to seytan
   (devils); they are sustained by God as by food.”

Regional Civilizations

**DIRECTIONS:** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(3 points each)*

**Column A**

1. accepted Catholicism and its Latin culture
2. capital of the Abbasid dynasty
3. capital of the Umayyad dynasty
4. captured Abbasid capital in 1055
5. completed conquest of China, advanced into Vietnam
6. founded by Arabs, combined African and Arab cultures
7. his descendants became leaders of Russia
8. Mongol ruler who raided Delhi then withdrew
9. unified the Mongols, given title “strong ruler”
10. wealthy trading state in southern Africa

**Column B**

A. Timur Lenk
B. Kublai Khan
C. western Slavs
D. Axum
E. Zimbabwe
F. Seljuk Turks
G. Genghis Khan
H. Baghdad
I. Alexander Nevsky
J. Damascus

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

11. The departure of Muhammad from Makkah for Madinah is called the
   A. Hijrah.
   B. Kaaba.
   C. Quran.
   D. hajj.

12. Who wrote a medical encyclopedia stressing the contagious nature of disease?
   A. Ibn Battuta
   B. Ibn-Rushd
   C. Ibn Sīnā
   D. Abū Bakr

13. Who ruled Songhai at the height of its power?
   A. Mansa Mūsā
   B. Sundiata Keita
   C. Sunni Ali
   D. Muhammad Ture

   A. Ghana
   B. Benin
   C. Great Zimbabwe
   D. Songhai

(continued)
15. The emphasis on landscape in Chinese painting reflects the
   A. Daoist search for balance in nature.
   B. interest in showing realistic shapes.
   C. loss of lands to the Mongols.
   D. medicinal use of plants and herbs.

16. Why did the people of the Malay Peninsula and Indonesian Archipelago not unite into a single state?
   A. The region lacked trade.
   B. The peoples were from different ethnic backgrounds.
   C. The region was in constant civil war.
   D. The peoples were divided into separate communities.

17. In 1281, a Mongol fleet invading Japan
   A. destroyed the city of Kyoto.
   B. was destroyed by a typhoon.
   C. was aided by a dust-storm.
   D. overthrew the Kamakura shogunate.

18. Especially important in defining Catholic Church doctrine was the
   A. church council.
   B. parish priest.
   C. Holy Roman emperor.
   D. First Crusade.

19. Primarily intended to protect feudal rights, the Magna Carta eventually
   A. gave the king the freedom to tax nobles without their consent.
   B. eliminated the power of the monarchy.
   C. guaranteed the rights of all English people.
   D. placed the governing authority within the House of Commons.

20. The legal heritage of Rome was preserved in *The Body of Civil Law*, compiled under order of
   A. Henry II.
   B. Charlemagne.
   C. Justinian.
   D. Alfred the Great.

**DIRECTIONS: Essay**  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the chief features of Chinese society and culture of the Tang dynasty.

22. What was feudalism? Explain its origins and identify its key elements.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

---

23. Based on the chart, which of the following statements is true?
   A. African kingdoms grew strong by trading in luxury goods.
   B. The slave trade was essential to a strong empire.
   C. The longest-lived empire was Axum.
   D. Only African kingdoms with coastlines were able to become powerful.

---

“...They [the Arabs] were aided by the weakness of the two contemporary empires, the Sassanian (Persian) and the Byzantine, which had largely exhausted themselves by their wars on one another. ... Nor were these Arabs simply zealots fired by the ideal of a Holy War. They were by long tradition tough fighters, accustomed to raiding out of hunger and want; many or perhaps even most of them were not ardent followers of Muhammad. Yet there can be little question that what got the Arabs started, and kept them going, was mainly the personality and the teaching of the Prophet.”

—Herbert J. Muller, The Loom of History, 1958

24. According to the passage, the weakness of which empire aided the Arabs?
   A. Persian Empire
   B. Roman Empire
   C. Byzantine Empire
   D. Both A and C
25. According to the passage, what does God instruct Muslims to do?
   A. follow the law of *shari’ah*
   B. fear God and show gratitude
   C. follow the Five Pillars of Islam
   D. defeat the enemies of Islam

   **DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.
   (4 points each)

26. According to the passage, what concerned the city-dwellers the most?

   “Perhaps . . . another kind of explanation can be given for the acceptance of Arab rule by the population of the conquered countries. To most of them it did not much matter whether they were ruled by Iranians, Greeks or Arabs. Government impinged for the most part of the life of cities . . . city-dwellers might not care much who ruled them, provided they were secure, at peace and reasonably taxed. The people of the countryside . . . lived under their own chiefs and . . . with their own customs, and it made little difference to them who ruled the cities. For some, the replacement of Greeks and Iranians by Arabs even offered advantages.”


27. How is Belisarius described in the first sentence of this passage?

   “Belisarius, then, as mentioned, had a mighty reputation and outstanding mental ability; his plans were formed to benefit the Emperor’s affairs and carried out with a mind of his own. Other generals, being more on a par with each other and only thinking of their personal gain in their conduct of operations, began to plunder the Romans and to subject the citizens to the will of the soldiers, never considering their duty or keeping the troops obedient to their commands. So they made many mistakes, and in a very short time the whole Roman Empire fell down in ruins about them.”

   —Procopius, *Belisarius, Justinian’s Virtuous General*
Section Quiz 4-1

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. most highly regarded subject for university study</td>
<td>A. heresy</td>
</tr>
<tr>
<td>2. struggled against papal supremacy</td>
<td>B. Hildegard of Bingen</td>
</tr>
<tr>
<td>3. denial of basic Church doctrines</td>
<td>C. Henry IV</td>
</tr>
<tr>
<td>4. abbess of a German religious house</td>
<td>D. Philip Augustus</td>
</tr>
<tr>
<td>5. tried to have his marriage annulled</td>
<td>E. theology</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

| 6. Cities in _____ took the lead in the revival of trade. | A. Spain | C. England |
| B. France | D. Italy |

| 7. The Black Death devastated Europe in the | A. twelfth century. |
| B. thirteenth century. |
| C. fourteenth century. |
| D. fifteenth century. |

| 8. Most of the learned women of the Middle Ages were | A. nuns. |
| B. professors. |
| C. artisans. |
| D. merchants. |

| 9. One factor aiding the development of farming in medieval Europe was the | A. use of water and wind power. |
| B. formation of guilds. |
| C. growth of cities. |
| D. decline of Church power. |

| 10. What lasted from 1378 to 1417 and resulted in a decline of Church power? | A. the Hundred Years’ War |
| B. the Black Death |
| C. the Great Schism |
| D. the Inquisition |
Section Quiz 4-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. built cities around a central pyramid
2. built a major road through the Andes
3. a people native to North America
4. their farmers built Chinampas
5. their capital was located at Tula

Column B
A. Inca
B. Aztec
C. Maya
D. Toltec
E. Mound Builders

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. One feature of the Aztec civilization is
   A. a complex hieroglyphic writing system.
   B. stone roadways linking islands to the mainland.
   C. a sacred ball court in each city.
   D. power vested in the hands of a council of elders.

7. When did the Olmec appear?
   A. c.A.D. 400
   B. c.400 B.C.
   C. c.2100 B.C.
   D. c.1200 B.C.

8. What group of people could read and interpret the Maya calendar?
   A. priest
   B. rulers
   C. nobles
   D. farmers

9. Which civilization featured city-states ruled by a hereditary ruling class?
   A. Aztec
   B. Inca
   C. Maya
   D. Toltec

10. The Inca state was built on
    A. commerce.
    B. travel.
    C. farming.
    D. war.
Toward a New World

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. flourished between A.D. 300 and 900</td>
<td>A. Aztec</td>
</tr>
<tr>
<td>2. an agricultural estate</td>
<td>B. bourgeoisie</td>
</tr>
<tr>
<td>3. tip of South America</td>
<td>C. Cape Horn</td>
</tr>
<tr>
<td>4. a peasant legally bound to the land</td>
<td>D. guild</td>
</tr>
<tr>
<td>5. declined around 400 B.C.</td>
<td>E. Great Schism</td>
</tr>
<tr>
<td>6. people living in a “walled enclosure”</td>
<td>F. manor</td>
</tr>
<tr>
<td>7. lived in the Valley of Mexico</td>
<td>G. Maya</td>
</tr>
<tr>
<td>8. played a leading role in economic life of cities</td>
<td>H. Olmec</td>
</tr>
<tr>
<td>9. began with election of French pope and Italian pope</td>
<td>I. serf</td>
</tr>
<tr>
<td>10. began to decline around A.D. 1125</td>
<td>J. Toltec</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

| 11. Generally, medieval cities were ____ ancient cities.               | A. larger than |
|                                                             | C. older than |
|                                                             | D. about the same size as |

| 12. Medieval universities were guilds or ____ that produced educated individuals. | A. “enclosures” |
|                                                                                   | C. manors |
|                                                                                   | D. corporations |

| 13. In which century did the Catholic Church have the most political power? | A. eleventh |
|                                                                         | C. thirteenth |
|                                                                         | D. fourteenth |

| 14. The Hundred Years’ War was a conflict between                      | A. Germany and England. |
|                                                                 | B. France and Germany. |
|                                                                 | C. England and France. |
|                                                                 | D. Avignon and Rome. |
15. Popular religious practices in the Middle Ages included all EXCEPT
   A. Church sacraments.
   B. veneration of saints.
   C. daily Bible study.
   D. pilgrimages to holy shrines.

16. The Maya civilization arose in
   A. Peru.
   B. Guatemala.
   C. the Yucatán Peninsula.
   D. Lake Texcoco.

17. The decline of the Maya may have been due to any of these EXCEPT
   A. no immunity to European diseases.
   B. internal revolt.
   C. invasion.
   D. reduced crop yields due to overuse of land.

18. The decisive period of Inca expansion began during the rule of
   A. Montezuma.
   B. Pachacuti.
   C. Quetzalcoatl.
   D. Huitzilopochtli.

19. The Aztec founded their capital on an island in Lake Texcoco in
   A. 595.
   B. 865.
   C. 1105.
   D. 1325.

20. The most prominent peoples after the Maya were the
   A. Inca.
   B. Toltec.
   C. Aztec.
   D. Olmec.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Identify and describe some consequences of the revival of trade on medieval Europe.

22. Discuss the main social and cultural achievements of the Maya.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Harvesting was done during which two seasons?
   A. spring and summer
   B. autumn and winter
   C. summer and autumn
   D. winter and spring

24. Machu Picchu was built in the 15th century. The Indians Bingham describes were most likely living in
   A. 1500.
   B. 1510.
   C. 1560.
   D. 1900.

“The Indians living here say that they have been here four years. They have planted corn and vegetables among the ruins and on some of the terraces. One or two families live in ancient buildings on which they have built roofs. There are also three huts of recent construction. The climate seems to be excellent. We noticed growing sweet and white potatoes, maize, sugar-cane, beans, peppers, tomatoes, and a kind of gooseberry.”

—Hiram Bingham, *Machu Picchu Is Discovered*, 1911
25. According to this statement, the pope is
   A. accountable to rulers.
   B. limited in power.
   C. all powerful.
   D. a servant of the people.

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. According to the passage, what is the first thing necessary in order for a war to be just?

27. According to the passage, why should a private individual not declare war?
Toward a New World

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
_____  1. Aztec sun god
_____  2. known for combating heresy
_____  3. example of Cistercian monastic spiritualism
_____  4. Aztec capital city
_____  5. pope during height of Church’s political power
_____  6. large Maya urban center
_____  7. asserted right of Church to appoint clergy
_____  8. a people native to North America
_____  9. missionaries in Europe and the Muslim world
_____ 10. Inca capital city

Column B
A. Anasazi
B. Cuzco
C. Dominicans
D. Franciscans
E. Gregory VII
F. Innocent III
G. Huitzilopochtli
H. Saint Bernard
I. Tenochtitlán
J. Tikal

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

_____ 11. Investing for the purpose of profiting is the idea behind
   A. medieval feudalism.
   B. “new manorialism.”
   C. a money economy.
   D. commercial capitalism.

_____ 12. Female intellectuals of the Middle Ages often
   A. attended universities.
   B. joined monastic orders.
   C. formed their own guilds.
   D. questioned heretics.

_____ 13. In which Italian city did the first European university appear?
   A. Bologna
   B. Genoa
   C. Pisa
   D. Venice

_____ 14. The Romanesque style of church construction featured
   A. barrel vaults.
   B. a basilica shape.
   C. pointed arches.
   D. stained glass windows.

(continued)
15. All of the following are true of the Black Death EXCEPT
   A. bubonic plague was the most common form of plague during the Black Death.
   B. infested black rats spread the bacterium of the Black Death.
   C. Spanish merchants from Madrid brought the plague to Europe from North Africa.
   D. the Black Death caused entire villages to simply disappear from history.

16. The earliest Central American civilization was that of the
   A. Olmec.
   B. Maya.
   C. Aztec.
   D. Toltec.

17. The _____ created a sophisticated writing system based on hieroglyphs.
   A. Olmec  C. Aztec  D. Toltec
   B. Maya

18. Maya civilization was composed of
   A. serfs, vassals, lords, and the emperor.
   B. a federation of peoples descended from the Toltec.
   C. trading states governed by a money economy.
   D. city-states governed by a ruling class.

19. An achievement of the Aztec is the creation of
   A. a calendar based on a belief of cycles of creation and destruction.
   B. an empire that encompassed nearly half of South America.
   C. stone roadways linking islands to the mainland.
   D. an elaborate system of roads 24,000 miles long.

20. All of the following are characteristics of Maya society EXCEPT
   A. a separation of political and religious authority.
   B. skilled artisans, officials, and merchants.
   C. a class of nobles and scribes who helped the rulers.
   D. a majority of people who were farmers.

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain how the population of Europe was able to increase from 38 million to 74 million in the High Middle Ages.

22. Describe the Inca Empire, including its extent, chief features, and collapse.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

**23.** In his passage, Aquinas bases his criteria on
   
   A. practicality.  
   B. reason.  
   C. morality.  
   D. divine right.

**24.** What did Boccaccio believe caused the plague?
   
   A. God caused it as a punishment.  
   B. poor public health conditions  
   C. conditions in the Levant  
   D. The cause was unknown.

—I answer that, in order for a war to be just, three things are necessary. First, the authority of the sovereign by whose command the war is to be waged. For it is not the business of a private individual to declare war, because he can seek for redress of his rights from the tribunal of his superior. Moreover it is not the business of a private individual to summon together the people, which has to be done in wartime. And as the care of the common weal is committed to those who are in authority, it is their business to watch over the common weal of the city, kingdom or province subject to them.”

—Thomas Aquinas, *Summa Theologica*

“In the year then of our Lord 1348, there happened at Florence, the finest city in all Italy, a most terrible plague; which, whether owing to the influence of the planets, or that it was sent from God as a just punishment for our sins, had broken out some years before in the Levant, and after passing from place to place, and making incredible havoc all the way, had now reached the west. There, spite of all the means that art and human foresight could suggest, such as keeping the city clear from filth, the exclusion of all suspected persons, and the publication of copious instructions for the preservation of health; and notwithstanding manifold humble supplications offered to God in processions and otherwise; it began to show itself in the spring of the aforesaid year, in a sad and wonderful manner.”

—Giovanni Boccaccio, *The Decameron*, 1353
25. From his first view of Tenochtitlán, Diaz could conclude that
   A. slave labor had been used to build the stone towers.
   B. the people living there were water-worshipers.
   C. he saw evidence of a developed civilization.
   D. the people living there had a strong king.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. What was the effect of flying buttresses in Gothic architecture?

27. How were Romanesque and Gothic styles different?
The World Before Modern Times

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ancient Aztec capital, now the location of Mexico City</td>
<td>A. Tenochtitlán</td>
</tr>
<tr>
<td>2. the first emperor of the Roman Empire</td>
<td>B. Genghis Khan</td>
</tr>
<tr>
<td>3. overthrew the Mongol dynasty in China in 1368</td>
<td>C. Tang</td>
</tr>
<tr>
<td>4. form of government involving the rule of the few</td>
<td>D. Ming</td>
</tr>
<tr>
<td>5. comes from the Greek word meaning “love of wisdom”</td>
<td>E. Edict of Milan</td>
</tr>
<tr>
<td>6. proclamation of tolerance of Christianity issued by Constantine</td>
<td>F. Olmec</td>
</tr>
<tr>
<td>7. Chinese dynasty during which printing was invented</td>
<td>G. Sumerians</td>
</tr>
<tr>
<td>8. created a cuneiform system of writing</td>
<td>H. Augustus</td>
</tr>
<tr>
<td>9. early peoples thought to be first Mesoamerican civilization</td>
<td>I. oligarchy</td>
</tr>
<tr>
<td>10. gradually unified the Mongols</td>
<td>J. philosophy</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The shift from hunting and gathering to raising animals and growing food on a regular basis is called
   A. the Neolithic Revolution.         C. domestication.
   B. systemic agriculture.             D. hominids.

12. The new Greek age known as the Hellenistic Era was created by the conquests of
   A. Alexander the Great.              C. Philip.

13. teaches that sorrow, pain, and poverty are caused by attachment to possessions and things of this world.
   A. Hinduism
   B. Materialism
   C. Buddhism
   D. Catholicism

14. An early Roman body of law with legal principles still recognized today is the
   A. Ten Commandments.
   B. Twelve Tables.
   D. *Pax Romana.*
15. It was through Muslim scholars that
   A. the astrolabe was invented, which enabled Europeans to sail to the Americas.
   B. the lost libraries of Alexandria and Persia were discovered.
   C. Europeans were able to obtain products from China and Egypt.
   D. the first system of writing developed.

16. Italian port cities such as Genoa, Pisa, and Venice benefited from
   A. the Magna Carta.
   B. the Crusades.
   C. Muslim expansion in the Holy Roman Empire.
   D. the establishment of Christianity in the Arab nations.

17. The huge increase in European population in the High Middle Ages was caused by
   A. better communication between lords and vassals.
   B. increased peace and stability, which led to better food production.
   C. more use of animals to do farm work.
   D. a peasant revolt.

18. All of the following statements about the Toltec are false EXCEPT
   A. the Toltec were peaceful people.
   B. the Toltec were ruled by Pachacuti.
   C. the Toltec built pyramids and palaces.
   D. the Toltec were defeated by Cortés.

19. Which country emerged as the first great trading state in West Africa?
   A. Songhai
   B. Bantu
   C. Ghana
   D. Nubia

20. The medical encyclopedia written by _____ became a basic medical textbook for university students in medieval Europe.
   A. Abū al-`Abbās
   B. Abū Bakr
   C. Ibn-Rushd
   D. Ibn Sīnā

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (20 points)

21. Compare the origins of Hinduism and Buddhism.

22. Compare the rise in Christianity on the Roman Empire and medieval Europe.
The World Before Modern Times

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

Column A
1. first law code of the Roman Empire  
2. Homer’s epic poems of early Greece  
3. believed in the political rule they called the Mandate of Heaven  
4. earliest humanlike creatures  
5. took religious activism to people outside the monastery  
6. wrote about his ideas concerning government in The Republic  
7. pilgrimage to Makkah  
8. the age that saw the expansion of the Greek language and ideas to the non-Greek world  
9. overthrown by the Mongols  
10. greatly expanded the Frankish Empire and created what became known as the Carolingian Empire

Column B
A. Charlemagne  
B. Cistercians  
C. Hellenistic Era  
D. the Iliad and the Odyssey  
E. Hajj  
F. Plato  
G. Song Dynasty  
H. hominids  
I. the Twelve Tables  
J. Zhou Dynasty

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The growing of crops and taming of animals by early humans are characteristic of
   A. the Ice Age.  
   B. the Paleolithic Age.  
   C. the Neolithic Revolution.  
   D. ancient Rome.

12. The expansion of the Greek language and culture to Southeast Asia and beyond was a result of
   A. the Trojan War.  
   B. the teachings of Greek philosophers.  
   C. the conquests of Alexander the Great.  
   D. Octavian’s taking control of the Roman world.

13. The ____ teaches that all people have to subordinate their own interests to the broader needs of family and community.
   A. Middle Path  
   B. Confucian view of the Dao  
   C. the Five Pillars of Islam  
   D. Quran

(continued)
14. The _____ turned their backs on the outside world and discouraged foreigners from visiting.
   A. Spartans
   B. Athenians
   C. Carthaginians
   D. Five Good Emperors

15. In 287, the _____ received the right to pass laws for all Romans.
   A. centuriate assembly
   B. council of the plebs
   C. tribunes of the plebs
   D. Senate

16. _____ abandoned his life of wealth to live and preach in poverty.
   A. Saint Bernard
   B. Hildegard of Bingen
   C. Pope Gregory VII
   D. Saint Francis of Assisi

17. Under feudalism, a man who served a lord in a military capacity was called a
   A. knight.
   B. serf.
   C. fief.
   D. vassal.

18. City-states, each governed by a hereditary ruling class, were characteristic of
   A. Ancient Rome.
   B. the Toltec Empire.
   C. Maya civilization.
   D. the Mongol Dynasty.

19. A court created by the Catholic Church to find and try those who denied basic church doctrines was called the
   A. Inquisition.
   B. sacraments.
   C. guild.
   D. Great Schism.

20. All the following statements about the Black Death are true EXCEPT
   A. nearly 38 million people died.
   B. it was spread by black rats.
   C. trade increased due to the need for medicine and food to keep people healthy.
   D. in England and Germany, entire villages were wiped out.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (20 points)

21. Compare the spread of Islam in the Arab Peninsula and in Africa.

22. Compare Roman and Islamic art and architecture.
**Section Quiz 5-1**

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td></td>
<td>A. secular</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>B. <em>The Book of the Courtier</em></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>C. renaissance</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>D. dowry</td>
</tr>
<tr>
<td>5.</td>
<td></td>
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<td>5.</td>
<td></td>
<td>E. <em>The Prince</em></td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. The Renaissance was all of the following EXCEPT
   - A. an urban society.
   - B. an age of recovery from the plagues, political upheaval, and decline of Church authority.
   - C. the end of poverty.
   - D. a higher regard for the value of the individual human.

7. The city-state that was led by a group of wealthy merchant-aristocrats was?
   - A. Rome.
   - B. the Papal States.
   - C. Milan.
   - D. Venice.

8. Machiavelli encouraged rulers and would-be rulers to believe that
   - A. human nature was self-centered.
   - B. human nature was to be truthful.
   - C. women were superior to men.
   - D. the Church should be discredited.

9. According to Castiglione’s book, *The Book of the Courtier*, a noble should do all of the following EXCEPT
   - A. fulfill certain ideals.
   - B. perform military exercises.
   - C. gain a classical education.
   - D. farm the land.

10. What turning point caused Charles VIII of France to lose the Italian wars?
    - A. the invasion and sack of Rome in 1527
    - B. the return to power of the Medici family
    - C. the influence of *The Prince* on the leaders of that time
    - D. the political dominance of the Sforza family
Section Quiz 5-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B.  Write the correct letters in the blanks.  (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. study of ancient classics</td>
<td>A. classical</td>
</tr>
<tr>
<td>2. form of Latin used by the ancient Romans</td>
<td>B. humanism</td>
</tr>
<tr>
<td>3. Dante’s masterpiece</td>
<td>C. fresco</td>
</tr>
<tr>
<td>4. a painting done on fresh, wet plaster</td>
<td>D. Michelangelo</td>
</tr>
<tr>
<td>5. painter of the Sistine Chapel ceiling</td>
<td>E. the <em>Divine Comedy</em></td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question.  (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The Renaissance artists of northern Europe painted which of the following?</td>
<td>A. frescoes</td>
</tr>
<tr>
<td></td>
<td>B. detailed books of illustrations</td>
</tr>
<tr>
<td></td>
<td>C. church ceilings and walls</td>
</tr>
<tr>
<td></td>
<td>D. ships</td>
</tr>
</tbody>
</table>

| 7. All of the following are associated with painting during the High Renaissance EXCEPT | A. Machiavelli. |
|   | B. Raphael. |
|   | D. Michelangelo. |

| 8. Paintings and sculptures of the Renaissance were more | A. abstract. |
|   | B. realistic. |
|   | C. Chinese-like. |
|   | D. simple. |

| 9. Humanist educators of the Renaissance stressed all of the following EXCEPT | A. liberal arts. |
|   | B. physical education. |
|   | C. rhetoric. |
|   | D. practical tool skills. |

| 10. Renaissance women were educated in which of the following? | A. mathematics |
|   | B. rhetoric |
|   | C. religion and morals |
|   | D. hunting |
Section Quiz 5-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. belief in the ability of humans to reason and improve themselves
2. acceptance into heaven
3. release from punishment for sin
4. Luther’s attack on abuses of the Church
5. title held by Charles V

Column B

A. salvation
B. the Ninety-five Theses
C. Holy Roman emperor
D. indulgence
E. Christian humanism

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Charles V ruled all of the following lands EXCEPT
   A. France.
   B. Spain.
   C. the Austrian lands.
   D. the Low Countries.

7. The division of Christianity in Germany into Catholic and Lutheran states was recognized by which of the following?
   A. the Treaty of Rome
   B. the Peace of Luther
   C. the Peace of Augsburg
   D. the Edict of Worms

8. Luther taught that
   A. the clergy should remain celibate.
   B. good works, not faith alone, bring salvation.
   C. the sacraments promoted the gospel.
   D. the selling of indulgences was wrong.

9. Luther taught that justification by faith (being made right before God) was
   A. an abuse used by Catholicism.
   B. not sufficient to be saved.
   C. acceptable for selling by churches.
   D. the central idea of Protestantism.

10. Erasmus taught that Christianity should
    A. provide a more complex system of beliefs.
    B. show people how to lead good lives.
    C. sell more relics and indulgences.
    D. encourage more pilgrimages and fasting.
Section Quiz 5-4

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the belief that God determined in advance who would be saved</td>
<td>E. predestination</td>
</tr>
<tr>
<td>2. the damned</td>
<td></td>
</tr>
<tr>
<td>3. declare a marriage invalid</td>
<td>A. annul</td>
</tr>
<tr>
<td>4. believers in adult baptism</td>
<td></td>
</tr>
<tr>
<td>5. meetings that reaffirmed Catholic teachings</td>
<td>B. the reprobate</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. King Henry VIII did all of the following EXCEPT
   A. conquer lands in France.
   B. dissolve Catholic monasteries.
   C. have Thomas More beheaded.
   D. have his marriage to Catherine ruled “null and void.”

7. The Anabaptists believed that
   A. church and state should be separate.
   B. just wars should be supported.
   C. church and state should be unified.
   D. ministers should be appointed by Martin Luther.

8. John Calvin believed in which of the following?
   A. the sale of relics and indulgences
   B. good works as the way to gain salvation
   C. the “eternal decree” of an all-powerful God
   D. the separation of church and state

9. Because Calvinists believed they were doing God’s work, they
   A. remained Catholic to be safe.
   B. were determined to spread their faith to other people.
   C. paid tribute to the Church of England.
   D. stayed in Geneva.

10. Calvin’s Consistory did all of the following EXCEPT
    A. punish people who misbehaved.
    B. oversee Genevans’ moral life and doctrinal purity.
    C. maintain close ties with German princes.
    D. operate as a court.
**Renaissance and Reformation, 1350–1600**

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(3 points each)*

**Column A**

1. conquered Milan after the death of the last Visconti ruler  
2. took control of Florence from the Medici family  
3. based on the study of the literary works of Greece and Rome  
4. his masterpiece in the Italian vernacular was the *Divine Comedy*  
5. major goal was the reform of the Catholic Church  
6. best known of all the Christian humanists  
7. made Martin Luther an outlaw in the Holy Roman Empire  
8. belief that God had determined in advance who would be saved and who would be damned  
9. established the Church of England in 1534  
10. regarded as dangerous radicals by Protestants and Catholics

**Column B**

A. Edict of Worms  
B. Henry VIII  
C. Christian humanism  
D. Girolamo Savonarola  
E. predestination  
F. Francesco Sforza  
G. Desiderius Erasmus  
H. humanism  
I. Anabaptists  
J. Dante

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

11. The war between France and Spain for control of Italy ended when the  
   A. Italian people rose up and drove out both armies.  
   B. French army occupied Nice in 1494.  
   C. Spanish mercenaries were let loose to sack the city of Rome.  
   D. Medici family negotiated a peace that divided up the country and left themselves in control of Sicily.

12. Leonardo da Vinci was an excellent example of Renaissance Italy’s social ideal because he  
   A. was a politician, and politicians were considered the pinnacle of human achievement.  
   B. came from a wealthy family and greatly improved his family’s status in society.  
   C. wrote grand romantic poetry and insightful political treatises.  
   D. was a painter, sculptor, architect, inventor, and mathematician.

13. Christine de Pizan is best known for her  
   A. passionate love affair with Hannibal.  
   B. works written in defense of women.  
   C. defense of the poor.  
   D. long hair.
14. The frescoes painted by _____ have long been regarded as the first masterpieces of early Renaissance art.
   A. Michelangelo
   B. Pablo Picasso
   C. Masaccio
   D. Filippo Brunelleschi

15. Christian humanists believed that
   A. if people read the classics, and especially the basic works of Christianity, they would become more pious.
   B. by studying biology, one could assure one’s salvation.
   C. God did not intend man to know more than what was written in the Bible.
   D. society should return to simpler ways and not focus on gaining wealth and material possessions.

16. Which of the following was the first Protestant faith?
   A. Calvinism
   B. Zoroastrianism
   C. Christian humanism
   D. Lutheranism

17. The Peace of Augsburg formally
   A. made Martin Luther the patron saint of the Holy Roman Empire.
   B. accepted the division of Christianity in Germany.
   C. established the doctrine of Lutheranism.
   D. ended the war between France and Morocco.

18. Part of Calvin’s reformation of the city of Geneva included
   A. the formation of the Consistory.
   B. exiling all Catholics.
   C. the execution of Thomas More.
   D. requiring all citizens to cut cabbage.

19. Despite their importance in developing a new view of the family, Protestants
   A. took a dim view of divorce and made even stricter policies against it.
   B. were unable to agree on the role of children in the household.
   C. had little impact on most other aspects of society.
   D. did nothing to change women’s subordinate role in society.

20. Which of the following founded the Society of Jesus, also known as the Jesuits?
   A. Pope Paul III
   B. The Council of Trent
   C. Ignatius of Loyola
   D. The Act of Supremacy of 1534

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the political philosophy set forth in Machiavelli’s The Prince.

22. Describe the treatment of women at the humanist schools.
23. What event occurred in 1534?
   A. Alexander the Great is born.
   B. Spartacus leads a slave revolt.
   C. Muhammad is born.
   D. The Church of England separates from Rome.

“Everyone realizes how praiseworthy it is for a prince to honor his word and to be straightforward rather than crafty in his dealings; nonetheless experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles. . . . A prince, therefore, need not necessarily have all the good qualities I mentioned above, but he should certainly appear to have them. . . . He should not deviate from what is good, if that is possible, but he should know how to do evil, if that is necessary.”

—The Prince, George Bull, trans., 1981

24. According to the passage, a prince must appear to be
   A. clear.
   B. manipulative.
   C. good.
   D. cunning.
According to the passage, a good spiritual life results from
A. daily prayer.  
B. kindness to one’s neighbor.  
C. strict obedience to Church direction.  
D. reading the Bible.

**DIRECTIONS:** Answer the following questions on a separate sheet of paper.
(4 points each)

**25.** What does Luther say are women’s religious duties?

“The rule remains with the husband, and the wife is compelled to obey him by God’s command. He rules the home and the state, wages war, defends his possessions, tills the soil, builds, plants, etc. The woman on the other hand is like a nail driven into the wall... so the wife should stay at home and look after the affairs of the household, as one who has been deprived of the ability of administering those affairs that are outside and that concern the state. She does not go beyond her most personal duties.”

—Martin Luther

26. What philosophy do the ideas expressed in this passage reflect?

“You, constrained by no limits in accordance with your own free will, shall ordain for yourself the limits of your nature. We have set you at the world’s center that you may from there more easily observe whatever is in the world. We have made you neither of heaven nor of earth, neither mortal nor immortal, so that with freedom of choice and with honor, as though the maker and molder of yourself, you may fashion yourself in whatever shape you shall prefer.”

—The Renaissance Philosophy of Man, Ernst Cassier, Paul Dristeller, and John Randall, Jr., eds., 1948
Renaissance and Reformation, 1350–1600

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. This family controlled the government of Florence from behind the scenes.
2. wrote the influential political book *The Prince*
3. the father of Italian Renaissance humanism
4. wrote *The Book of the City of Ladies*
5. a release from all or part of the punishment for sin
6. began the Protestant Reformation
7. downplayed religious dogma and stressed the need to follow the teachings of Jesus
8. introduced Protestant reforms in Zürich
9. published the *Institutes of the Christian Religion*
10. a special body for enforcing moral discipline

**Column B**

A. indulgence  
B. the Modern Devotion  
C. John Calvin  
D. Medici  
E. Petrarch  
F. Martin Luther  
G. Consistory  
H. Christine de Pizan  
I. Ulrich Zwingli  
J. Niccolò Machiavelli

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. In 1528, Baldassare Castiglione wrote *The Book of the Courtier*, which
   A. was an epic novel of idealized heroism and became a model for Italian men.
   B. described the characteristics of a perfect Renaissance noble.
   C. instructed rulers to abandon morality as the basis for political activity.
   D. taught a new type of recreational badminton.

12. Parents in Renaissance Italy carefully arranged marriages, often to
   A. prevent their sons and daughters from marrying below their class.
   B. have attractive in-laws.
   C. strengthen business or family ties.
   D. produce the perfect child.

13. Chaucer’s *The Canterbury Tales* is an important work because
   A. Chaucer’s use of the English vernacular was important in making his dialect the chief ancestor of the modern English language.
   B. it was the first work in French to be published in England and France, opening those countries up to England’s culture and language.
   C. it was the first collection of short stories by a single author to be published.
   D. his poignant portrayal of the English lower class evoked a change in English society, allowing families to break the hereditary cycle of poverty.
14. The _____ movement had a profound effect on education.
   A. Renaissance  
   B. humanist  
   C. liberal  
   D. vernacular

15. The High Renaissance in Italy is associated with which three artists?
   A. Leonardo da Vinci, Jan van Eyck, and Albrecht Dürer  
   B. Raphael, Donatello, and Jose Saurez  
   C. Masaccio, Donatello, and Filippo Brunelleschi  
   D. Leonardo da Vinci, Raphael, and Michelangelo

16. Which of the following was the best known of all Christian humanists?
   A. Desiderius Erasmus  
   B. Filippo Brunelleschi  
   C. Martin Luther  
   D. Albrecht Dürer

17. The publication of Martin Luther’s Ninety-five Theses
   A. was immediately seen as a threat by local businesses.  
   B. attacked the abuses in the sale of indulgences, beginning the Protestant Reformation.  
   C. was largely ignored until decades after Luther’s death.  
   D. became the central text for Anglicanism.

18. Calvin agreed with Luther on most important doctrines EXCEPT
   A. who spoke better German.  
   B. the leadership of the Catholic Church.  
   C. predestination.  
   D. the sale of indulgences.

19. Both Catholics and Protestants considered the _____ to be dangerous radicals.
   A. Anglicans  
   B. Moravians  
   C. Calvinists  
   D. Anabaptists

20. The final decrees of the Council of Trent
   A. reaffirmed traditional Catholic teachings in opposition to Protestant beliefs.  
   B. empowered the Jesuits to find and try heretics, including anyone who was Protestant.  
   C. stated that Christians should be nice people.  
   D. were ultimately meaningless, since they were never put into practice.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe how the humanist movement took a new direction in Florence at the beginning of the fifteenth century.

22. Describe the Renaissance style of painting and its two major developments.
**Chapter 5 Test, Form B**

**DIRECTIONS:** Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What event occurred in 1498?
   A. Savonarola is sentenced to death for heresy.
   B. Thomas Aquinas writes the Summa Theologica.
   C. Charlemagne dies.
   D. King John signs the Magna Carta.

24. According to the passage, Martin Luther opposes
   A. the Scripture.
   B. the Word of God.
   C. the monarchy.
   D. the authority of popes and councils.

---

“Since then Your Majesty and your lordships desire a simple reply, I will answer without horns and without teeth. Unless I am convicted by Scripture and plain reason—I do not accept the authority of popes and councils, for they have contradicted each other—my conscience is captive to the Word of God. I cannot and I will not recant anything, for to go against conscience is neither right nor safe. Here I stand, I cannot do otherwise. God help me. Amen.”

—*Here I Stand: quoted in A Life of Martin Luther*, Roland Bainton
25. What is the most appropriate conclusion about this author’s point of view?
   A. The Catholic Church is supreme to the teachings of Jesus Christ.
   B. Catholic doctrine always agrees with the teachings of Jesus Christ.
   C. Catholics use their best judgment to decide between differences in Christ’s teachings and Catholic doctrine.
   D. The teachings of the Catholic Church should be followed without question.

DIRECTIONS: Answer the following questions on a separate sheet of paper.
(4 points each)

26. According to the passage above, what principle must be followed in religion?

27. How are the events of 1540 and 1545 related?
Section Quiz 6-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spanish conquerors of the Americas</td>
<td>A. Columbian Exchange</td>
</tr>
<tr>
<td>2. the right to use Native Americans as slaves</td>
<td>B. Hernán Cortés</td>
</tr>
<tr>
<td>3. plants and animals exchanged between the Old and New worlds</td>
<td>C. conquistadors</td>
</tr>
<tr>
<td>4. Spanish conqueror of Mexico</td>
<td>D. Francisco Pizarro</td>
</tr>
<tr>
<td>5. Spanish conqueror of the Inca Empire</td>
<td>E. encomienda</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6. European expansion was driven by all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. wealth and trade.</td>
<td>C. political ambition.</td>
</tr>
<tr>
<td></td>
<td>7. Portugal maintained a colonial or trade interest in all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. North America.</td>
<td>C. West Africa.</td>
</tr>
<tr>
<td></td>
<td>B. South America.</td>
<td>D. India.</td>
</tr>
<tr>
<td></td>
<td>8. The Treaty of Tordesillas in 1494 gave Spain control of almost all of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Africa.</td>
<td>C. Europe.</td>
</tr>
<tr>
<td></td>
<td>B. Asia.</td>
<td>D. the Americas.</td>
</tr>
<tr>
<td></td>
<td>9. The Aztec rulers of Mexico fought against the forces of which Spanish warrior?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Hernán Cortés</td>
<td>C. Bartholomeu Dias</td>
</tr>
<tr>
<td></td>
<td>B. Francisco Pizarro</td>
<td>D. Pedro Cabral</td>
</tr>
<tr>
<td></td>
<td>10. The English established colonies or trade relations in all of the following locations EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Massachusetts.</td>
<td>C. New York.</td>
</tr>
<tr>
<td></td>
<td>B. Brazil.</td>
<td>D. northwestern India.</td>
</tr>
</tbody>
</table>
Section Quiz 6-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. the pattern of trade connecting Europe, Africa, and the American continents
2. the journey of slaves from Africa to America
3. large agricultural estates
4. crop introduced to Europe from Southwest Asia
5. seventeenth-century economic theory

Column B
A. sugarcane
B. Middle Passage
C. triangular trade
d. mercantilism
e. plantations

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Which of the following is NOT a reason why slaves from Africa were needed in the Caribbean islands?
   A. Importing and paying Europeans for labor upset the balance of trade.
   B. Growing sugarcane was labor intensive.
   C. Spain respected the Native Americans and did not want to use them as slaves.
   D. The Native American population was small due to diseases brought from Europe.

7. All of the following were impacts of the slave trade on African societies EXCEPT
   A. increased warfare.
   B. depopulation of some areas.
   C. deterioration of art and culture.
   D. transfer of European political ideas.

8. Why did slave owners in the sixteenth century discourage slaves from having offspring?
   A. They believed that buying a new slave was less expensive than raising a child.
   B. They thought that if the slaves had children, they would revolt.
   C. The infant mortality rate for children in the New World was too high.
   D. They did not have the heart to enslave children.

9. King Afonso of Congo wrote a letter in 1526 to the king of Portugal describing
   A. his desire to be included in the colonization of the New World.
   B. his gratitude regarding Portugal’s new open trade policy.
   C. the corruption of the slave trade and how it was depopulating his country.
   D. the benefits of increased trade between Portugal and Asia.

10. Slaves from Africa were obtained by Europeans from
    A. King Afonso of Bakongo.
    B. African slave merchants.
    C. Italian traders.
    D. Brazil.
Section Quiz 6-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Spanish and Portuguese officials born in Europe</td>
<td>A. Brazil</td>
</tr>
<tr>
<td>2. dominated by Portugal in the 1500s</td>
<td>B. mestizos</td>
</tr>
<tr>
<td>3. offspring of Europeans and Native Americans</td>
<td>C. peninsulares</td>
</tr>
<tr>
<td>4. allowed authorities to draft native workers</td>
<td>D. creoles</td>
</tr>
<tr>
<td>5. descendants of Europeans born in Latin America</td>
<td>E. mita</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Colonial America was divided into all the following social classes EXCEPT
   A. *peninsulares.*
   B. Moluccas.
   C. mulattoes.
   D. mestizos.

7. How did the Catholic missionaries aid the European powers in exploiting the Native Americans?
   A. They brought Native Americans together in villages where they were taught trades and encouraged to grow crops.
   B. They supplied most of the firearms to the conquistadors.
   C. They encouraged the idea of divine right between the conquistadors and the Native Americans.
   D. They ensured that Native Americans were drafted to work in the silver mines.

8. Spanish and Portuguese kings appointed _____ to help them rule their empires in the New World.
   A. viceroy
   B. vizier
   C. mestizos
   D. Native Americans

9. Sor Juana Inés de la Cruz wrote
   A. government documents that opposed the authority of the king.
   B. the most popular novellas in the New World.
   C. the first concise history of Native Americans.
   D. poetry and prose and urged that women be educated.

10. Jesuit missions in the New World
    A. provided centers of gossip for the Native Americans.
    B. were often visited by the pope and German bishops.
    C. were well-organized and profitable.
    D. provided women with writing skills needed for marriage.
The Age of Exploration, 1500–1800

**DIRECTIONS: Matching**  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. southern coast of West Africa
2. established a line of demarcation between Spanish and Portuguese territories
3. Venetian seaman who explored the New England coastline
4. the right of Spanish settlers to use Native Americans as laborers
5. the journey of slaves from Africa to America
6. king of Congo
7. African society that was ruined because of the slave trade
8. draft of Native American labor
9. urged that women be educated
10. top social class in the New World

**Column B**

A. Afonso
B. *peninsulares*
C. John Cabot
D. Benin
E. *encomienda*
F. Sor Juana Inés de la Cruz
G. Gold Coast
H. *mita*
I. Treaty of Tordesillas
J. Middle Passage

**DIRECTIONS: Multiple Choice**  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Vasco da Gama’s discovery of a route to India by sea proved to be
   A. very profitable, since da Gama returned with a cargo of spices and made a profit of several thousand percent.
   B. far too costly to be sailed on a regular basis.
   C. the only time any Portuguese vessel sailed the route, as Aborigines later attacked any ship that attempted the journey.
   D. much longer than the route to India by land.

12. Which of the following believed he had discovered a westward passage to Asia, when in fact he had actually discovered the Americas?
   A. Amerigo Vespucci
   B. John Cabot
   C. Christopher Columbus
   D. Alfonso de Albuquerque

13. What was the name of the set of principles that dominated economic thought in the seventeenth century?
   A. commercial capitalism
   B. consumerism
   C. speculation
   D. mercantilism
14. Who were the first European settlers of the Hudson River valley?
   A. the English  C. the French
   B. the Spanish  D. the Dutch

15. Who expressed concern about the impact of the slave trade on the well-being of his society?
   A. the king of Portugal  C. the king of Benin
   B. the king of Congo  D. the king of Spain

16. Originally, African slaves were brought to the Americas to supply labor for the
   A. sugarcane plantations.  C. molasses industry.
   B. rubber plantations.  D. tobacco fields.

17. The Moluccas were known to Europeans as the
   A. Gold Coast.  C. Spice Islands.
   B. Middle Passage.  D. West Indies.

18. Spanish and Portuguese colonies in the Americas were divided into all of the following social classes EXCEPT
   A. mestizos.
   B. peninsulares.
   C. mulattoes.
   D. mitas.

19. What is the correct list of social classes from colonial Latin America?
   A. missionaries, viziers, mestizos, Native Americans
   B. peninsulares, creoles, mestizos, mulattoes
   C. Native Americans, mestizos, peninsulares, viceroys
   D. kings, viceroys, Native Americans, missionaries

20. Sixteenth-century Spanish colonial holdings in America included all of the following EXCEPT
   A. Cuba.
   B. Peru.
   C. Brazil.
   D. Mexico.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the pattern of triangular trade that developed in the 1500s.

22. Describe the impact of the slave trade on Benin.
**Chapter 6 Test, Form A**

**DIRECTIONS:** Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What nation sponsored the first successful circumnavigation of the globe?
   - A. Portugal
   - B. England
   - C. France
   - D. Spain

24. What did Columbus intend to do with the natives he describes in this letter?
   - A. defend them
   - B. educate them
   - C. send them to England
   - D. convert them to Christianity

---

“Most powerful sovereigns: all of Christendom should hold great celebrations, and especially God’s Church, for the finding of such a multitude of such friendly peoples, which with very little effort will be converted to our Holy Faith, and so many lands filled with so many goods very necessary to us in which all Christians will have comfort and profits, all of which was unknown nor did anyone speak of it except in fables.”

—Letter from Christopher Columbus, March 4, 1493

(continued)
"If we had not found this strait, the captain-general had decided to go as far as seventy-five degrees toward the . . . Pole. Now in such a latitude, in the summertime, there is no night, or very little. And likewise in winter there is no day, or very little. And that all may believe that this is so, when we were in the said strait, the night lasted only three hours in the month of October."
—Antonio Pigafetta

25. Based on the information in the quotation above, we can tell that Pigafetta was sailing
   A. in the Mediterranean Sea.
   B. off the southeastern coast of North America.
   C. off the southern tip of South America.
   D. near Japan.

The different ways in which the Spanish, French, and English explored and colonized the Americas reflect their differing perceptions of the regions. Spanish explorers were enticed to search for legendary cities such as El Dorado, where the streets were said to be paved with gold, and the Seven Cities of Cibola, which allegedly held enormous treasures. . . . French explorers, however, looked at North America as a place where fortunes could be made from the fur trade. Settlements were temporary hunting communities, quite different from English farming colonies, where families have migrated to start a new life in a new land.

26. What was the difference between French and English settlements?
   A. French settlements were temporary.
   B. French settlements consisted of large family groups.
   C. French settlements supported explorers looking for treasures.
   D. French settlements were always surrounded by farmland.

"On this trip, Cartier continued up the northern coast of the Gaspé Peninsula and entered a large bay on the feast day of Saint Lawrence. In honor of the saint, Cartier named the bay Saint Lawrence Bay. He also found the mouth of a great river he named after the saint. Cartier continued his exploration up the river to the foot of the mountain, which he named Mount Réal (Mount Royal). It became the site of the city of Montreal."

27. Cartier explored the region within present-day
   A. Cuba.
   B. Canada.
   C. New Mexico.
   D. Virginia.
The Age of Exploration, 1500–1800

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. sailed around the Cape of Good Hope to India
2. discovered the Americas
3. wrote many letters describing his voyages to the New World
4. seized by the English and renamed New York
5. the pattern of trade that connected Europe, Africa, and the American continents
6. society ruined because of slave trade
7. known to Europeans as the Spice Islands
8. African slaves supplied labor for them.
9. controlled the Spice Islands
10. formed the East India Company and West India Company

Column B

A. Amerigo Vespucci
B. Moluccas
C. Portuguese
D. Vasco da Gama
E. sugarcane plantations
F. Christopher Columbus
G. Benin
H. triangular trade
I. Dutch
J. New Netherland

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. To Portuguese explorers, the southern coast of West Africa became known as the
   A. Cape of Good Hope.
   B. land of salt.
   C. Gold Coast.
   D. Burning Land.

12. The Treaty of Tordesillas, signed in 1494,
   A. put an end to the war between Portugal and Turkey.
   B. established a line of demarcation between territories controlled by Portugal and those controlled by Spain.
   C. ended the violence between Portuguese and Muslim traders.
   D. made Portuguese the official language of the Americas.

13. Which of the following explored the New England coastline of the Americas for England?
   A. Amerigo Vespucci
   B. Christopher Columbus
   C. John Cabot
   D. Vasco d’Aquillera

14. According to mercantilists, the prosperity of a nation depended on
   A. a large supply of bullion, or gold and silver.
   B. a healthy flow of coffee coming into the nation.
   C. conquering new territories and expanding the nation’s intellectual resources.
   D. finding and maintaining a supply of cheap labor, preferably slaves.
15. What was the name for the journey of slaves from Africa to America?
   A. the Voyage of Sorrow  
   B. the Bering Crossing  
   C. the Africa-America Run  
   D. the Middle Passage

16. The African society of _____ was changed from a brilliant society to a corrupt and brutal place by the slave trade.
   A. Algeria  
   B. Benin  
   C. Congo  
   D. Ibo

17. The Portuguese and Spanish profited from their colonies in Latin America from all of the following EXCEPT
   A. Native American arts and crafts.  
   B. gold and silver.  
   C. farming and landowning.  
   D. trade with Europe.

18. Who aided the European powers in exploiting the Native Americans?
   A. African slaves  
   B. Montezuma  
   C. Catholic missionaries  
   D. Marco Polo

19. Which explorer is remembered as the first to circumnavigate the globe?
   A. Vasco da Gama  
   B. Christopher Columbus  
   C. John Cabot  
   D. Ferdinand Magellan

20. Which of the following is the difference in value between what a nation imports and what it exports over time?
   A. ideal of mercantilism  
   B. triangular trade  
   C. gross national product  
   D. balance of trade

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the impact of the Spanish settlers on the native population of the Americas.

22. Explain the theory of mercantilism as it applies to Europe in the seventeenth century.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Where did the English establish a permanent settlement in America in the seventeenth century?
   A. New Amsterdam  
   B. New Netherland  
   C. Jamestown  
   D. Morristown

“Having no laws and no religious faith, they live according to nature. They understand nothing of the immortality of the soul. There is no possession of private property among them, for everything is in common. They have no boundaries of kingdom or province. They have no king, nor do they obey anyone. Each one is his own master. There is no administration of justice, which is unnecessary to them, because in their code no one rules.”

—Amerigo Vespucci, 1502

24. Vespucci’s comments about the native people of the Americas are evidence that
   A. they have no written language.  
   B. they have no religion.  
   C. Vespucci knows little about their society.  
   D. they have low intelligence.

(continued)
25. In this writer’s view, Columbus’s attitude toward Native Americans is
   A. respectful.    
   B. exploitative.  
   C. open.         
   D. fearful.      

26. According to the passage, how did Spanish goals in the Americas differ from English goals?
   A. The Spanish established permanent settlements to control the maximum amount of geography.
   B. The Spanish established farming colonies to have products to import.
   C. The Spanish sought riches and treasures.
   D. The Spanish migrated south, looking for hunting grounds.

27. How did Cartier select the name for the bay he found?
   A. He named it after the king of France.
   B. He used the Native American name for the bay.
   C. He named it after the saint whose feast day was celebrated on the day he entered the bay.
   D. He named it after a river he had named on an earlier expedition.
Section Quiz 7-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

___ 1. combative
___ 2. French grant of rights to Huguenots
___ 3. fleet of warships
___ 4. named Elizabeth governor of church and state
___ 5. anti-Huguenot party

Column B

A. Edict of Nantes
B. ultra-Catholics
C. Act of Supremacy
D. armada
E. militant

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

___ 6. When Henry of Navarre became Henry IV, he
   A. invaded England.
   B. attacked Spain.
   C. converted to Catholicism.
   D. converted to Protestantism.

___ 7. During the late Middle Ages, Spain did all of the following EXCEPT
   A. reconquer Muslim areas.
   B. expel the Jews.
   C. protect Catholicism.
   D. invade England.

___ 8. One of the richest parts of Philip II’s empire was
   A. Morocco.
   B. the Spanish Netherlands.
   C. Cuba.
   D. Ireland.

___ 9. Elizabeth Tudor tried to do which of the following?
   A. avoid war with France and Spain
   B. provoke a war with France and Spain
   C. destroy Protestantism
   D. give Catholics special rights

___ 10. The French kings of the sixteenth century managed to
    A. stop the spread of Protestantism.
    B. do little to stop the spread of Protestantism.
    C. stop the French nobility from becoming Protestant.
    D. crush the kingdom of the Bourbons.
Section Quiz 7-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. rising prices</td>
<td>A. inflation</td>
</tr>
<tr>
<td>2. magic in traditional European village culture</td>
<td>B. Roundheads</td>
</tr>
<tr>
<td>3. William and Mary’s 1688 “invasion” of England</td>
<td>C. Puritans</td>
</tr>
<tr>
<td>4. parliamentary forces in the 1642 civil war</td>
<td>D. Glorious Revolution</td>
</tr>
<tr>
<td>5. English Calvinist Protestant group</td>
<td>E. witchcraft</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<table>
<thead>
<tr>
<th></th>
<th>6. James I of England strongly believed in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. sharing power with Parliament.</td>
</tr>
<tr>
<td></td>
<td>B. the Puritan religion.</td>
</tr>
<tr>
<td></td>
<td>C. Catholicism.</td>
</tr>
<tr>
<td></td>
<td>D. the divine right of kings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>7. The civil war in England was a conflict between which of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Catholics and Puritans</td>
</tr>
<tr>
<td></td>
<td>B. Catholics and the Church of England</td>
</tr>
<tr>
<td></td>
<td>C. peasants and nobles</td>
</tr>
<tr>
<td></td>
<td>D. the king and Parliament</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>8. The Rump Parliament did all of the following EXCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. behead Charles I.</td>
</tr>
<tr>
<td></td>
<td>B. restore Catholicism.</td>
</tr>
<tr>
<td></td>
<td>C. abolish the monarchy.</td>
</tr>
<tr>
<td></td>
<td>D. declare England a republic or commonwealth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>9. William and Mary were offered the throne of England to</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. improve relations with Holland.</td>
</tr>
<tr>
<td></td>
<td>B. prevent succession by a Catholic monarch.</td>
</tr>
<tr>
<td></td>
<td>C. stop Parliament’s rule.</td>
</tr>
<tr>
<td></td>
<td>D. restore the monarchy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10. The Bill of Rights did all of the following EXCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. abolish Parliament.</td>
</tr>
<tr>
<td></td>
<td>B. recognize Parliament’s right to make laws.</td>
</tr>
<tr>
<td></td>
<td>C. prevent monarchs from raising armies.</td>
</tr>
<tr>
<td></td>
<td>D. recognize the right to jury trials.</td>
</tr>
</tbody>
</table>
Section Quiz 7-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A  | Column B
--- | ---
1. idea that rulers hold total power  | A. czar
2. Louis XIV’s court location  | B. the boyars
3. Russian word for caesar  | C. Versailles
4. members of the Prussian landed aristocracy  | D. absolutism
5. members of the Russian nobility  | E. the Junkers

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Peter the Great wanted to do which of the following?
   A. westernize, or Europeanize, Russia
   B. remove European influences
   C. reduce the size of the army
   D. share power with his nobles

7. The Romanov dynasty in Russia was
   A. originally from Holland.
   B. focused on restoring Catholicism.
   C. chosen by the national assembly.
   D. based on Islamic ideals.

8. The Hapsburg Empire did all of the following EXCEPT
   A. take control of Hungary, Croatia, and Slavonia.
   B. lose their Holy Roman Empire in Germany.
   C. remain a collection of territories.
   D. establish a centralized, absolutist state.

9. The Commissariat established by Frederick William in Prussia became
   A. the overseer of the army.
   B. an agency of civil government.
   C. both a military and civil agency.
   D. a court to persecute heretics.

10. The royal court at Versailles was NOT used by Louis XIV
    A. as his personal household.
    B. as the first university.
    C. as the center for state offices.
    D. to have powerful subjects visit to seek favors.
Section Quiz 7-4

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. Thomas Hobbes’s political work
2. novel by Cervantes
3. author of Two Treatises of Government
4. Spanish playwright
5. English playwright

Column B

A. Leviathan
B. de Vega
C. John Locke
D. Don Quixote
E. Shakespeare

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Thomas Hobbes claimed that any ungoverned society made human life
   A. solitary, poor, nasty, brutish, and short.
   B. communal, rich, pleasant, civil, and long.
   C. freer.
   D. more religious.

7. John Locke argued that before society was organized, humans
   A. had natural rights.
   B. had no rights.
   C. did not need rights.
   D. did not want rights.

8. Locke’s arguments were used in the eighteenth century to
   A. support demands for constitutional government.
   B. support demands for absolutism.
   C. restore papal influence.
   D. justify slavery.

9. Hobbes’s arguments were used to
   A. help write the U.S. Constitution.
   B. help write the French constitution.
   C. justify absolute power.
   D. help people live in nature.

10. William Shakespeare was all of the following EXCEPT
    A. French by birth.
    B. an actor.
    C. a master of the English language.
    D. a shareholder in a theater company.
Crisis and Absolutism in Europe, 1550–1715

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th></th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>French Protestants influenced by John Calvin</td>
<td>A. Toleration Act of 1689</td>
</tr>
<tr>
<td>2.</td>
<td>recognized Catholicism as the official religion of France</td>
<td>B. El Greco</td>
</tr>
<tr>
<td>3.</td>
<td>officially ended the Thirty Years’ War</td>
<td>C. Charles I</td>
</tr>
<tr>
<td>4.</td>
<td>His execution horrified much of Europe.</td>
<td>D. Cardinal Richelieu</td>
</tr>
<tr>
<td>5.</td>
<td>the invasion of England by William of Orange</td>
<td>E. Edict of Nantes</td>
</tr>
<tr>
<td>6.</td>
<td>granted Puritans, but not Catholics, the right of free public worship</td>
<td>F. Peter the Great</td>
</tr>
<tr>
<td>7.</td>
<td>Louis XIII’s chief minister</td>
<td>G. “Glorious Revolution”</td>
</tr>
<tr>
<td>8.</td>
<td>sought to increase France’s wealth and power by following the ideas of mercantilism</td>
<td>H. Huguenots</td>
</tr>
<tr>
<td>9.</td>
<td>His work reflected the high point of Mannerism.</td>
<td>I. Jean-Baptiste Colbert</td>
</tr>
<tr>
<td>10.</td>
<td>introduced Western customs and ways of doing things to Russia</td>
<td>J. Peace of Westphalia</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>By the end of King Philip II’s reign, Spain had</td>
<td>A. become the wealthiest empire in the world.</td>
<td>C. become the most populous empire in the world.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>12.</td>
<td>Philip II of Spain was known as the</td>
<td>A. “Huguenot King.”</td>
<td>C. “King of the World.”</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>B. “Most Catholic King.”</td>
<td>D. “Papal King.”</td>
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<tr>
<td>13.</td>
<td>James I of England believed in the divine right of kings, which is</td>
<td>A. the belief that a king was granted the wisdom of God upon ascending to the throne, and therefore was faultless.</td>
<td></td>
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<tr>
<td></td>
<td>B. the concept that kings were equal to God, and therefore did not have to live by the laws of the Church.</td>
<td></td>
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<tr>
<td></td>
<td>C. the theory that kings alone could know the mind of God, and therefore could determine the future through divination.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>D. the idea that kings receive their power from God and are responsible only to God.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. Which of the following were Protestants in England who were inspired by Calvinist ideas?
   A. Puritans  
   B. Royalists  
   C. Roundheads  
   D. Cavaliers

15. Oliver Cromwell’s defeat of the king’s forces allowed him to
   A. restore the French monarchy to the throne.  
   B. execute the members of Parliament that disagreed with his policies and beliefs.  
   C. take control of England and eventually establish a military dictatorship.  
   D. return England to Catholicism and establish an entirely pro-Catholic Parliament.

16. The foundation for a constitutional monarchy in England was laid by the
   A. Toleration Act of 1489.  
   B. Bill of Rights.  
   C. “Glorious Revolution.”  
   D. Rump Parliament.

17. Absolutism is
   A. the practice by monarchs of undergoing daily absolution to keep states free of the burden of sin.  
   B. the belief that all citizens within a state must conform to one religion.  
   C. an offshoot of Islam, in which it is believed that baptism absolves all past and future sins.  
   D. a system of government in which a ruler holds total power.

18. Louis XIV maintained complete authority as monarch by
   A. executing the previous monarch’s entire family.  
   B. maintaining a network of spies to find conspirators against him.  
   C. distracting the nobles and royal princes with court life, to keep them out of politics.  
   D. bestowing lavish riches on any serf who supported his right to rule.

19. The style of painting known as ____ reflected a search for power.
   A. gauche  
   B. Realism  
   C. baroque  
   D. Mannerism

20. The work of William Shakespeare is perhaps the best example of ____ literature.
   A. Elizabethan  
   B. baroque  
   C. Gothic  
   D. Mannerist

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the impact of the Peace of Westphalia on Germany and the Holy Roman Empire.

22. Explain the importance of the English Parliament’s Bill of Rights.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. According to this passage, why did Queen Elizabeth order Parliament to meet?
   A. to discuss the heir to the throne  
   B. to discuss financial matters  
   C. to discuss plans for war  
   D. to discuss a recently passed law

24. According to this passage,
   A. people are better off in a state of nature.  
   B. absolute monarchy is the best form of government.  
   C. experience tells us that democracy is best.  
   D. people need a recognized authority in the form of government.
25. How did the Hapsburgs try to unify the people they ruled?
   A. by converting them to Catholicism
   B. by allowing Bohemians to stay in their homeland
   C. by allowing civil war to settle disputes
   D. by making the pope the ruler of the Holy Roman Empire

DIRECTIONS: Answer each of the following questions on a separate sheet of paper. (4 points each)

<table>
<thead>
<tr>
<th>France</th>
<th>Spain</th>
<th>England</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>monarchy</td>
<td>monarchy</td>
</tr>
<tr>
<td>Religion</td>
<td>Catholic</td>
<td>Catholic</td>
</tr>
<tr>
<td>Politics</td>
<td>French civil wars;</td>
<td>Battle of Lepanto,</td>
</tr>
<tr>
<td></td>
<td>Armada attacked</td>
<td>revolt in Netherlands</td>
</tr>
</tbody>
</table>

26. What did France, Spain, and England have in common?

27. How were the reigns of Henry of Navarre and Elizabeth I similar?
Crisis and Absolutism in Europe, 1550–1715

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. anti-Huguenot party
2. the “Most Catholic King”
3. the idea that kings receive their power from God
4. Protestants in England inspired by Calvinist ideas
5. soldiers in the New Model Army of Oliver Cromwell
6. laid the foundation for a constitutional monarchy in England
7. system of government in which a ruler holds total power
8. fostered the myth of himself as the Sun King
9. marked the end of the artistic Renaissance
10. wrote the novel Don Quixote

Column B
A. Independents
B. ultra-Catholics
C. Louis XIV
D. divine right of kings
E. absolutism
F. Puritans
G. Miguel de Cervantes
H. Bill of Rights
I. Philip II
J. Mannerism

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Seven percent of the total French population were
   A. Catholics.
   B. Huguenots.
   C. Canadians.
   D. Jesuits.

12. The Edict of Nantes recognized Catholicism as the official religion of France, and
   A. gave the Huguenots the right to worship and to enjoy all political privileges.
   B. was intended to bring about an end to the battles between the Catholics and the Spanish, but actually only served to inflame tensions.
   C. declared all Huguenots to be enemies of the state.
   D. was largely ignored by the Huguenots, and served only to appease the pope.

13. The Thirty Years’ War involved all the major European powers except which nation?
   A. France
   B. Spain
   C. England
   D. Germany

(continued)
14. The Rump Parliament was
A. the government established by Charles V that consisted of nothing but Catholics.
B. what was left after Cromwell purged the members who did not support him.
C. the corrupt body that took power under James II and nearly bankrupted England.
D. a group of feminists that tried to wrest power away from the Parliament.

15. What was the “Glorious Revolution”?
A. the agricultural revolution that improved food supplies in England
B. the battle between the Roundheads and the Cavaliers for control of England
C. the establishment of Protestantism as the English state religion
D. the invasion of England by William of Orange, which overthrew James II with almost no bloodshed

16. Which of the following granted Puritans, but not Catholics, the right of public worship?
A. the Toleration Act of 1689
B. the Bill of Rights
C. the Council of Trent
D. the Peace of Westphalia

17. Cardinal Richelieu strengthened the power of the monarchy by
A. promising cake to the masses.
B. convincing the English that a strong monarch would strengthen their power.
C. eroding the power of nobility and buying the loyalty of military leaders.
D. taking away the Huguenots’ political and military rights and executing conspirators.

18. Which of the following sought to increase the wealth and power of France by following the ideas of mercantilism?
A. Louis XXIV
B. Cardinal Richelieu
C. Jean-Baptiste Colbert
D. Cardinal Mazarin

19. Saint Peter’s Basilica in Rome is an example of the work of
A. Artemesia Gentileschi.
B. Gian Lorenzo Bernini.
C. El Greco.
D. Bocelli.

20. The ideas of ____ can be found in the American Declaration of Independence and the United States Constitution.
A. Thomas Wilson
B. John Calvin
C. Miguel de Cervantes
D. John Locke

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the origins of the witchcraft hysteria of the sixteenth and seventeenth centuries, and explain the factors that led to its decline.

22. Compare and contrast the political thinking of Thomas Hobbes and John Locke.

(continued)
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

“The Queen has reigned already twenty-six years, and during her reign Parliament has never been held. This year she enters her fifty-third year, as it is said, and she has sent orders through the whole realm to convoke Parliament. The principal cause is, I am told, that the English do not wish the King of Scotland, who is the next to the throne, to be King of England, and wish to know who after the queen’s death is to wear the crown. I have forgotten the exact date, but I believe the opening of Parliament took place on November 25th.”

—Leopold von Wedel, 1584

23. According to this passage, what had never happened during Queen Elizabeth’s twenty-six year reign?
   A. The members of Parliament had never gathered.
   B. England had never gone to war.
   C. Laws had never been passed.
   D. Treaties had never been signed.

“Hence it is evident that absolute monarchy, which by some men is counted the only government in the world, is indeed inconsistent with civil society, and so can be no form of civil government at all; for the end of civil society being to avoid and remedy those inconveniences of the state of nature which necessarily follow from every man being judge in his own case, by setting up a known authority, to which everyone of that society may appeal upon any injury received or controversy that may arise, and which everyone of the society ought to obey.”

—John Locke, Second Treatise of Government, 1690

24. According to this passage, how did Locke describe “the state of nature”?
   A. Recognized authority serves to guide decisions.
   B. Everyone is free to make his or her own decisions.
   C. Monarchs who rule by divine right
   D. An elite few that rule over many

(continued)
As the leaders of the Holy Roman Empire, the Hapsburgs of Austria tried to unify the countries under their rule by converting their populations to Catholicism. In Bohemia (present-day Czech Republic), Catholics and Protestants had once coexisted in peace. However, when a Hapsburg monarch closed the Protestant churches there, civil war broke out. This conflict ignited the Thirty Years’ War, which raged from 1618 to 1648.

25. According to this passage, where had Catholics and Protestants once lived in peace?
   A. Bohemia
   B. Austria
   C. Bavaria
   D. Moravia

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

<table>
<thead>
<tr>
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<td>Catholic</td>
<td>Catholic</td>
</tr>
<tr>
<td>Politics</td>
<td>French civil wars; Armada attacked</td>
<td>Battle of Lepanto, revolt in Netherlands</td>
</tr>
</tbody>
</table>

26. In what way was England different from both France and Spain?

27. How were the reigns of Henry of Navarre and Philip II similar?
Section Quiz 8-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. elite guard of the Ottoman Turks
2. empires united by outside conquerors
3. residence of a sultan and his wives
4. chief official of a sultan
5. Ottoman religious, legal, and educational advisers

Column B
A. harem
B. grand vizier
C. the ulema
D. gunpowder empires
E. janissaries

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Ottoman Turks conquered all of the following EXCEPT
   A. Constantinople.
   B. the Balkans.
   C. Spain.
   D. North Africa.

7. The Ottoman Empire preferred to
   A. administer its lands through local rulers and pashas.
   B. avoid violent conquest.
   C. force all conquered peoples to follow Islam.
   D. follow English law.

8. The Ottoman Empire after the death of Süleyman was hurt by all of the following EXCEPT
   A. lack of training for officials.
   B. rise of a privileged group.
   C. cost of constant wars.
   D. the sack of Constantinople.

9. Ottoman Turk mosques were designed with which of the following?
   A. flat roofs
   B. domes and minarets
   C. stained-glass windows
   D. central courtyards

10. Ottoman art included which of the following?
    A. distinctive woven rugs
    B. wooden statues
    C. Gothic cathedrals
    D. religious paintings
Section Quiz 8-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks.  (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Persian king</td>
<td>A. Shia</td>
</tr>
<tr>
<td>2. Islamic group to which the Safavids belonged</td>
<td>B. religious orthodoxy</td>
</tr>
<tr>
<td>3. conformity to traditional religious beliefs</td>
<td>C. anarchy</td>
</tr>
<tr>
<td>4. political disorder</td>
<td>D. Persian</td>
</tr>
<tr>
<td>5. type of carpets highly prized in the West</td>
<td>E. shah</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question.  (10 points each)

<table>
<thead>
<tr>
<th>6. The shah himself claimed to be</th>
<th>A. divine.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. the spiritual leader of all Islam.</td>
</tr>
<tr>
<td></td>
<td>C. a servant of the nobles.</td>
</tr>
<tr>
<td></td>
<td>D. immortal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Safavid shahs did all of the following EXCEPT</th>
<th>A. follow Roman laws.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. be more available to their subjects.</td>
</tr>
<tr>
<td></td>
<td>C. seize landed estates.</td>
</tr>
<tr>
<td></td>
<td>D. appoint officials based on merit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Trade goods in the Safavid empire were carried on a road system that was</th>
<th>A. traveled by ox-cart.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. made of brick.</td>
</tr>
<tr>
<td></td>
<td>C. in excellent condition.</td>
</tr>
<tr>
<td></td>
<td>D. fairly safe.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Paintings by Riza-i-Abbasi characteristically had which of the following?</th>
<th>A. religious themes with vivid images</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. images of moors from the south of Spain</td>
</tr>
<tr>
<td></td>
<td>C. portraits of great Ottoman sultans</td>
</tr>
<tr>
<td></td>
<td>D. soft colors and flowing movements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Shah Abbas did all the following for the Safavid dynasty EXCEPT</th>
<th>A. strengthen the army with the latest weapons.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B. conquer the Ottoman Empire in 1612.</td>
</tr>
<tr>
<td></td>
<td>C. return Azerbaijan to the dynasty.</td>
</tr>
<tr>
<td></td>
<td>D. heighten intellectual freedom.</td>
</tr>
</tbody>
</table>
Section Quiz 8-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. founder of Mogul dynasty in India
2. private group representing the British crown
3. underground prison used in 1756
4. considered the most beautiful building in India
5. combined Persian-Indian motifs style of painting

Column B
A. Black Hole of Calcutta
B. Taj Mahal
C. the East India Company
D. Babur
E. “Akbar style”

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Moguls in India were foreigners who were also
   A. Confucians.
   B. Buddhists.
   C. Muslims.
   D. Christians.

7. By the late eighteenth century, Mogul prosperity was shaken by which of the following?
   A. the rise of women
   B. the coming of the British
   C. new architectural styles
   D. Shah Jahan

8. Local, lower-ranking officials called zamindars did all of the following EXCEPT
   A. receive farm plots.
   B. keep part of the taxes they collected.
   C. exercise considerable power.
   D. command small armies.

9. Babur’s forces entered India through
   A. the Khyber Pass.
   B. the port of Chennal.
   C. the state of Bengal.
   D. Fort William.

10. The British successes in India were achieved through the military genius of
    A. Agra.
    B. Jahangir.
    C. Sir Robert Clive.
    D. Shah Jahan.
The Muslim Empires, 1450–1800

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the greatest of all Ottoman architects</td>
<td>A. Mogul</td>
</tr>
<tr>
<td>2. Under his leadership, the Ottomans conquered Constantinople.</td>
<td>B. grand vizier</td>
</tr>
<tr>
<td>3. empires formed by outside conquerors who unified the regions they conquered</td>
<td>C. “Akbar style”</td>
</tr>
<tr>
<td>4. sultan’s chief minister</td>
<td>D. Mehmet II</td>
</tr>
<tr>
<td>5. dynasty founded by Shâh Esmâ’îl</td>
<td>E. Akbar</td>
</tr>
<tr>
<td>6. famous painter of the Safavid Era</td>
<td>F. Safavid</td>
</tr>
<tr>
<td>7. dynasty that unified the subcontinent of India in the 1600s</td>
<td>G. Sinan</td>
</tr>
<tr>
<td>8. expanded his empire to rule almost all of India</td>
<td>H. Riza-i-Abbasi</td>
</tr>
<tr>
<td>9. local Mogul official who kept part of the taxes in lieu of a salary</td>
<td>I. zamindar</td>
</tr>
<tr>
<td>10. combined Persian with Indian motifs</td>
<td>J. “gunpowder empires”</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Ottoman expansion in the early fourteenth century eventually led to their control over
   A. the Danube Valley.  
   B. the Bosporus and the Dardanelles.  
   C. Italy.  
   D. the Hungarian plain.

12. Recruited from the local Christian population in the Balkans, the janissaries were
   A. a guerrilla army that sought to drive out the Ottoman Turks.  
   B. religious zealots who sought to convert Muslims to Mohommadism.  
   C. used to teach sports to the sultan’s children.  
   D. converted to Islam and trained as foot soldiers or administrators to serve the sultan.

13. The Ottoman central government appointed officials called
   A. politicos.  
   B. viziers.  
   C. pashas.  
   D. ulemas.
14. The hereditary nature of the position of sultan
   A. added stability to the Egyptian Empire, a major factor in its long life.
   B. led to struggles over succession between the sons of the sultan.
   C. resulted in inbreeding, which caused the ultimate decay of the Ottoman Empire.
   D. formed the basis of democracy in the Ottoman Empire.

15. What was the name of the group of Ottoman religious advisers that administered the legal system and schools for educating Muslims?
   A. pasha
   B. vizier
   C. politicos
   D. ulama

16. Under Shah Abbas, the Safavid dynasty
   A. reached the high point of its glory.
   B. rapidly declined until it was too weak to fight off its many enemies.
   C. suffered an invasion by Moroccan peoples, who captured the capital of Isfahan.
   D. witnessed a relaxation of traditional religious beliefs.

17. The Safavids differed from many of their Islamic neighbors because they were ardent
   A. Sunnis.
   B. Catholics.
   C. Shias.
   D. pacifists.

18. Who established the Mogul dynasty?
   A. Akbar
   B. Babur
   C. Lex Khan
   D. Timur

19. Sir Robert Clive was an aggressive British empire builder who
   A. allowed the Dutch to take over British forts because of his shortsightedness.
   B. mismanaged the British South India Company until it went broke.
   C. angered the British government by falsely acting as its representative.
   D. was empowered by the British crown to fight any force that threatened the East India Company’s power in India.

20. Why is Aurangzeb considered to be one of India’s most controversial rulers?
   A. He brought the Mogul Empire to its greatest physical size, yet it was plagued by religious intolerance and constant warfare.
   B. He was a Muslim ruling a largely Hindu population.
   C. He allowed the most freedom for women, which put him at odds with the religious right.
   D. He brought the Mogul Empire to its greatest heights, yet the lack of a competent heir brought the empire into complete ruin.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the changes in the Safavid dynasty during the reign of Shah Abbas.

22. Describe the treatment of women in Mogul India.

(continued)
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. From where were the Jews who lived in Constantinople expelled?
   A. Hungary       C. Germany
   B. Spain         D. Italy

24. What was the sultan forced to do when the janissary force grew too large?
   A. fire its members  C. kill its members
   B. invade the Balkans D. split it into different groups

25. During the winter, the janissaries worked
   A. in the ruling class.  C. as merchants.
   B. as peasants.          D. as artisans.

“There are in the city besides the Turks, countless Jews, or Marrani expelled from Spain; these are they who have taught and who are teaching every useful art to the Turks; and the greater part of the shops and arts are kept and exercised by these Marrani. There is a place which is called Bezestan, where they sell and buy all sorts of cloth and Turkish wares, silks, stuffs, linens, silver, wrought gold, bows, slaves, and horses; and in short all the things that are to be found in Constantinople are brought there to market: this, except for Friday, is open every day.”

—Benedetto Ramberti

The janissary corps were the elite soldiers and administrators of the sultan’s army. They were young Christian boys chosen because of their “good appearance and good physical build.” This policy of recruiting janissaries lasted until 1634. After 1634, new recruits came from the sons of janissaries and were less disciplined. To minimize the impact on the Ottoman treasury, the janissaries took jobs in the winter (when they were usually not fighting) as artisans. By 1826, the janissary force had grown so large—135,000 strong—and so powerful that the sultan was forced to massacre all its members. The demise of the janissaries corresponded with the decline of the Ottoman Empire.
DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. What empires bordered the Safavid Empire to the east and west?

<table>
<thead>
<tr>
<th>Ruler</th>
<th>Contribution</th>
<th>Effect on Empire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mehmet II</td>
<td>captured Constantinople</td>
<td>gave empire dominance over Balkans and Anatolian Peninsula</td>
</tr>
<tr>
<td>Selim I</td>
<td>captured Mesopotamia, Egypt, Arabia, North Africa</td>
<td>gave empire control of holy cities</td>
</tr>
<tr>
<td>Süleyman I</td>
<td>led attacks on Europe</td>
<td>Europeans defeated Ottomans.</td>
</tr>
</tbody>
</table>

27. What effect did Mehmet II’s capture of Constantinople have on the Ottoman Empire?
The Muslim Empires, 1450–1800

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. separates the Bosporus and the Dardanelles
2. an elite Turkish guard in the Balkans
3. officials appointed by the central government
4. Ottoman leader with supreme authority
5. group of religious advisers who administered the legal system and schools for educating Muslims
6. Safavids reached their high point under this leader.
7. established the Mogul dynasty
8. one of the most controversial rulers in India’s history
9. site where Sir Robert Clive’s army defeated Mogul force
10. built by Shah Jahan

Column B
A. ulema  
B. Plassey  
C. pashas  
D. Shah Abbas  
E. sultan  
F. Aurangzeb  
G. Taj Mahal  
H. Sea of Marmara  
I. Babur  
J. janissaries

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. In the late thirteenth century, a new group of Turks under their leader Osman began to build power in
   A. Syria.  
   B. the western end of the Danube Valley.  
   C. the northwest corner of the Anatolian Peninsula.  
   D. the eastern end of India.

12. Under the leadership of _____, the Ottomans conquered Constantinople and gained dominance over the Balkans and the Anatolian Peninsula.
   A. Mehmet II  
   B. Sultan Selim I  
   C. Ali  
   D. Sinan

13. “Gunpowder empires” were empires that
   A. were maintained only by the constant presence of a heavily armed force.  
   B. were formed by outside conquerors who unified the regions they conquered.  
   C. disintegrated almost as quickly as they were formed.  
   D. encountered zero resistance.

(continued)
14. During the meetings of the imperial council, the sultan
   A. was often advised by the queen mother.
   B. sat at a raised table that allowed him to oversee all of his councilors.
   C. spied on his councilors with help from their mistresses.
   D. sat behind a screen and privately indicated his desires to the grand vizier.

15. The greatest of all Ottoman architects, built 81 mosques.
   A. Mehmet II
   B. Sinan
   C. Outmar the Wise
   D. Sultan Selim I

16. Which of the following brought an era of unity to the subcontinent of India in the 1600s?
   A. Christians
   B. Moguls
   C. Muslims
   D. Mongols

17. Riza-i-Abbasi, the most famous painter of the Safavid Era,
   A. created immense murals that were tributes to the glory of the Safavid rulers.
   B. created works of such incredible realism that they amaze artists today.
   C. used vibrant beads in his complex works.
   D. created exquisite works with soft colors and flowing movement.

18. What two elements aided Akbar in gaining control of almost all of India?
   A. heavy artillery and successful negotiators
   B. advanced weaponry and fierce warriors
   C. superior strategy and rebellious generals
   D. his fearsome reputation and sharp knives

19. Local officials, known as ______, kept a portion of the taxes paid by the peasants in lieu of a salary.
   A. suttees
   B. amirates
   C. janissaries
   D. zamindars

20. What Mogul school of painting combined Persian with Indian motifs?
   A. “Agra style”
   B. the Wumlot school
   C. “Akbar style”
   D. rococo

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper.  (10 points)

21. Describe the rights of women in the Ottoman Empire.

22. Describe the increase of Shia religious elements in the Safavid dynasty after the death of Shah Abbas.
**Chapter 8 Test, Form B**

**DIRECTIONS: Graphics and Document-Based Questions** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

---

**23.** According to this passage, what is Bezestan?

- A. a government building  
- B. a mosque  
- C. a market  
- D. a private residence

---

**24.** What was significant about the battle described in the passage?

- A. It marked the first time the Safavids had antagonized the Ottomans.  
- B. The Ottomans’ use of artillery was a decisive tactical advantage.  
- C. As a result of the battle, the Safavid capital was moved from Tabriz to Qazvin.  
- D. It marked the first battle of many between present-day Iran and Turkey.
25. Where did the Ottoman and Safavid armies meet in 1514?
   A. Tabrız
   B. Qazvin
   C. Istanbul
   D. Chaldiran

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. What geographic feature did the foreign trading forts in India have in common?

<table>
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<th>Effect on Empire</th>
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</thead>
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<tr>
<td>Süleyman I</td>
<td>led attacks on Europe</td>
<td>Europeans defeated Ottomans.</td>
</tr>
</tbody>
</table>

27. What was Selim I’s contribution to the Ottoman empire?
Section Quiz 9-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manchu fighting units</td>
<td>A. Zheng He</td>
</tr>
<tr>
<td>2. leader of exploration and trading voyages</td>
<td>B. Ming</td>
</tr>
<tr>
<td>3. active Christian missionaries in China</td>
<td>C. banners</td>
</tr>
<tr>
<td>4. dynasty founded by Ming Hong Wu</td>
<td>D. Qing</td>
</tr>
<tr>
<td>5. ruling dynasty from 1644 until 1911</td>
<td>E. Jesuits</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<table>
<thead>
<tr>
<th>6. All of the following contributed to the downfall of the Ming dynasty EXCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. weak rulers.</td>
</tr>
<tr>
<td>B. peasant unrest.</td>
</tr>
<tr>
<td>C. poor crop yields.</td>
</tr>
<tr>
<td>D. European political ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. The emperor Kangxi was generally</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. opposed to arts and scholarship.</td>
</tr>
<tr>
<td>B. tolerant of Christian missionaries.</td>
</tr>
<tr>
<td>C. lazy and unskilled.</td>
</tr>
<tr>
<td>D. unable to calm unrest along the frontiers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. The first Europeans to make contact with the Ming dynasty were the</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Portuguese.</td>
</tr>
<tr>
<td>B. Spanish.</td>
</tr>
<tr>
<td>C. English.</td>
</tr>
<tr>
<td>D. French.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Accomplishments of the Ming emperors included which of the following?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. expelling Christian missionaries</td>
</tr>
<tr>
<td>B. decentralizing the bureaucracy</td>
</tr>
<tr>
<td>C. renovating the Grand Canal</td>
</tr>
<tr>
<td>D. inventing eyeglasses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Reports from early Christian missionaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. discouraged interest in Chinese civilization.</td>
</tr>
<tr>
<td>B. made Europeans more curious about China.</td>
</tr>
<tr>
<td>C. led to establishing the Chinese school system.</td>
</tr>
<tr>
<td>D. encouraged invaders from Manchuria.</td>
</tr>
</tbody>
</table>
Section Quiz 9-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. private business based on profit</td>
<td>A. Imperial City</td>
</tr>
<tr>
<td>2. painful practice for Chinese women</td>
<td>B. commercial capitalism</td>
</tr>
<tr>
<td>3. walled compound inside Beijing</td>
<td>C. clan</td>
</tr>
<tr>
<td>4. most famous of Ming Era arts</td>
<td>D. footbinding</td>
</tr>
<tr>
<td>5. group of many related families</td>
<td>E. blue-and-white porcelain</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. All of the following changes occurred in China between 1500 and 1800 EXCEPT
   A. an increase in population.  
   B. improvements in the food supply.  
   C. growth in manufacturing and trade.  
   D. an increase in available farmland.  

7. Private business-for-profit did not increase in China for all of the following reasons EXCEPT
   A. government control of manufacturing and trade.  
   B. heavy taxes on manufacturing.  
   C. disrespect for farming as a profession.  
   D. Chinese attitudes toward trade and manufacturing.  

8. The ideal family unit in Qing China consisted of which of the following?
   A. the extended family  
   B. two parents and one child  
   C. male children plus parents  
   D. one-parent households  

9. Between 1500 and 1800, 85 percent of Chinese people were
   A. bureaucrats.  
   B. farmers.  
   C. merchants.  
   D. soldiers.  

10. The Forbidden City was
    A. closed to women.  
    B. closed to foreigners.  
    C. closed to commoners.  
    D. shunned by Christians.
Section Quiz 9-3

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

**Column A**

1. heads of noble families
2. territories or domains
3. shogunates’ method of control
4. crops grown for sale
5. Japanese social outcasts

**Column B**

A. hostage system
B. hans
C. eta
D. daimyo
E. cash crops

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. Much of the prose literature of the Tokugawa Era was
   A. lighthearted and entertaining.
   B. serious and uplifting.
   C. imported from China.
   D. written for and by the eta.

7. What was the order of the four main classes during the Tokugawa Era?
   A. merchants, artisans, warriors, peasants
   B. peasants, warriors, artisans, merchants
   C. artisans, merchants, warriors, peasants
   D. warriors, peasants, artisans, merchants

8. The Japanese warrior class consisted of all of the following EXCEPT
   A. shogun.
   B. peasant farmers.
   C. ronin.
   D. daimyo.

9. The first Jesuit missionary who came to Japan in 1549
   A. was Francis Xavier.
   B. sold weapons to the daimyo.
   C. converted the shogun to Christianity.
   D. was Chinese.

10. Which of the following is NOT true?
    A. Hideyoshi prohibited Christian activities.
    B. Dutch ships were limited to one visit per year.
    C. Initially, traders and missionaries were welcomed.
    D. Europeans were interested in buying Japanese weapons.
Section Quiz 9-4

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. part of the continent
2. fabled gateway to the Spice Islands
3. Dutch homeland
4. nonelected government officials
5. Europeans name for the Spice Islands

Column B
A. bureaucracy
B. Netherlands
C. mainland states
D. Melaka
E. Moluccas

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Southeast Asian states evolved into four styles of monarchy, including all of the following EXCEPT
   A. Vietnamese emperors.  
   B. Christian kings.  
   C. Islamic sultans.  
   D. Buddhist kings.

7. The Islamic trade network developed in the Malay Peninsula and the Indonesian Archipelago because
   A. Muslim missionaries attracted high numbers of converts.  
   B. the new sultanate at Melaka was greedy.  
   C. Muslim merchants wanted to trade spices.  
   D. the Khmer monarchy crumpled and then disappeared.

8. The Vietnamese emperor ruled
   A. as a mortal with special qualities.  
   B. as a superior human being with a sacred quality.  
   C. according to the teachings of Confucius.  
   D. None of the above

9. What group of explorers first found the gateway to the Spice Islands?
   A. Dutch.  
   B. Calicutans.  
   C. English.  
   D. Portuguese.

10. Why were spices highly valued and sought out so eagerly?
   A. They had medicinal uses and preserved meat for winter.  
   B. They created colors that many kings and queens used to symbolize their power.  
   C. They were the only offering that Portuguese gods would accept.  
   D. They were rumored to restore youth to all who used them.
The East Asian World, 1400–1800

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. led the voyages of exploration during the Ming dynasty</td>
<td>A. Kabuki</td>
</tr>
<tr>
<td>2. the Qing hairstyle dictated for men</td>
<td>B. banners</td>
</tr>
<tr>
<td>3. separate Manchu military units, which became the chief</td>
<td>C. queue</td>
</tr>
<tr>
<td>Qing fighting force</td>
<td>D. The Dream of the Red Chamber</td>
</tr>
<tr>
<td>4. consisted of dozens, or even hundreds, of related families</td>
<td>E. clan</td>
</tr>
<tr>
<td>5. considered to be the first realistic social novel</td>
<td>F. Yi</td>
</tr>
<tr>
<td>6. generally considered even today to be China’s most</td>
<td>G. The Golden Lotus</td>
</tr>
<tr>
<td>distinguished popular novel</td>
<td>H. Zheng He</td>
</tr>
<tr>
<td>7. completed the restoration of central authority in Japan</td>
<td>I. ronin</td>
</tr>
<tr>
<td>8. warriors without masters</td>
<td>J. Tokugawa</td>
</tr>
<tr>
<td>9. form of entertainment that emphasized action, music, and</td>
<td></td>
</tr>
<tr>
<td>dramatic gestures</td>
<td></td>
</tr>
<tr>
<td>10. Korean dynasty that remained in power during the entire</td>
<td></td>
</tr>
<tr>
<td>Tokugawa Era in Japan</td>
<td></td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Who initiated construction of the Imperial City in Beijing?
   A. Ming Hong Wu
   B. Yong Le
   C. Zheng He
   D. Low Mien

12. The overthrow of the Ming dynasty allowed
   A. the peasants to reclaim lands stolen from them by Russians.
   B. the Mongol dynasty to regain power in Ceylon.
   C. Manchus to seize power and establish the Qing dynasty.
   D. Europeans to seize key centers of trade in southern China for their own.

13. During the reign of Qianlong,
   A. the Qing dynasty showed the first signs of internal decay.
   B. China’s physical size decreased.
   C. the efforts of Christian missionaries reached their height.
   D. Manchu invaders captured the city of Singapore.
14. The footbinding of Chinese women was
   A. a way of punishing wives who were bad cooks.
   B. considered a status symbol in Qing society.
   C. a method used by landowners to keep female slaves from escaping.
   D. a custom imported from Europe by Marco Polo.

15. Which of the following was the author of the Chinese novel *The Dream of the Red Chamber*?
   A. Cao Xuegin
   B. Yong Le
   C. Madam Woo
   D. Zheng He

16. What was the Japanese name for the heads of noble families?
   A. hari kari
   B. shogun
   C. osaka
   D. daimyo

17. Why were the mainland states of Southeast Asia able to resist European intrusion?
   A. They were surrounded by water.
   B. They had distinct political entities.
   C. They had large quantities of spices.
   D. They already had trade and missionary centers.

18. Who is considered to be the greatest Japanese poet?
   A. Konichi Wa
   B. Kabuki
   C. Matsuo Basho
   D. Sapphora

19. Japanese pottery makers borrowed techniques and designs from _____ to create handsome ceramic pieces.
   A. the Maldive Islands
   B. Korea
   C. Europe
   D. Vietnam

20. Because its rulers tried to keep it isolated from the rest of the world, Korea
   A. earned the name “the Hermit Kingdom.”
   B. was not able to trade for the superior kinds of clay its enemies possessed.
   C. never developed commercial capitalism until nearly a century after its neighbors.
   D. was in turn shunned by European and Tunisian merchants.

**DIRECTIONS:** Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the role of women in Chinese society during the Ming and Qing dynasties.

22. Describe the effects of economic changes in the Tokugawa Era on Japanese peasants.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What bladed weapons does the samurai carry?
   A. naginata, sashimono, and metal helmet  
   B. wakizashi and sashimono  
   C. naginata, katana, and wakizashi  
   D. katana and sashimono

24. What does the passage mean by stating that Emperor Kangxi punishes offenders "with marvelous impartiality"?
   A. His punishments are marvelously creative. 
   B. He punishes people only occasionally. 
   C. He punishes all offenders the same, without consideration of class. 
   D. He avoids punishing anyone.

“This emperor [Kangxi] [punishes] offenders of the highest as well as lowest class with marvelous impartiality, according to their misdeeds, depriving them of rank and dignity. . . . On this account men of all ranks and dignities whatsoever, even the nearest to him in blood, stand in his presence with the deepest awe, and recognize him as sole ruler. . . . The same goodwill he showed us on many other occasions, to wit, infrequently sending us dishes from his own table to ours. He even ordered us sometimes to be entertained in his own tent.”

—Sources of World History, Mark A. Kishlansky, ed., 1995
25. How does the author of this passage view peasants?
   A. with respect
   B. with hatred
   C. with condescension
   D. with fear

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. What was the shogunate capital?

27. Why do you think the Tokaido Road was important to the shogun?
The East Asian World, 1400–1800

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. initiated construction of the Imperial City in Beijing
2. led the peasant revolt that overthrew the Ming dynasty
3. rejected Britain’s request for more liberal trade policies
4. nonelected government officials
5. author of The Dream of the Red Chamber
6. heads of noble Japanese families
7. began the restoration of central authority in Japan
8. author of Five Women Who Loved Love
9. borrowed techniques and designs from Korea
10. “the Hermit Kingdom”

Column B

A. Ihara Saikaku
B. Oda Nobunaga
C. Cao Xuein
D. Yong Le
E. Korea
F. bureaucracy
G. Li Zicheng
H. Japanese pottery makers
I. Qianlong
J. daimyo

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Who led the Ming dynasty’s naval voyages of exploration?
   A. Hong Wu
   B. Kee Yo Zui
   C. Xiao He
   D. Zheng He

12. In order to identify rebels who opposed Manchu rule, the government
   A. ordered all Chinese males to shave their foreheads and braid their hair into a pigtail called a queue.
   B. set up a vast network of spies and informers.
   C. established a special fighting unit called the Gang of Four.
   D. created a secret police force called the Triads.

13. Perhaps the greatest emperor in Chinese history, ______ took charge of the government while still in his teens and reigned for 61 years.
   A. Hong Wu
   B. Kangxi
   C. Zong “Iron Fist” Lee
   D. Zheng He

14. Beyond the extended Chinese family was the ______, which consisted of dozens, or even hundreds, of related families.
   A. queue
   B. tribe
   C. group
   D. clan

(continued)
15. The Chinese novel _____ is considered by many to be the first realistic social novel.
   A. The Dream of the Red Cucumber  
   B. The Tale of Genji  
   C. The Golden Lotus  
   D. Raise the Red Lantern

16. Perhaps the most famous of all the arts of the Ming Era was
   A. the crossword puzzles of the period, which were popular even in Europe.
   B. blue-and-white porcelain, which Europeans collected in great quantities.
   C. the construction of large, elaborate palaces, the finest example of which is the Imperial City in Beijing.
   D. high-quality berber rugs, which are still popular today.

17. Which rulers completed the restoration of central authority in Japan in the early 1600s?
   A. Tokugawa  
   B. Nobunaga  
   C. Hideyoshi  
   D. Osaka

18. Under the Tokugawa class system, the eta were
   A. members of the warrior class without masters, who traveled abroad seeking employment.
   B. a part of the artisan class, mainly made up of carpenters.
   C. at the bottom of the social hierarchy because they profited from the labor of others.
   D. outcasts whose places of residence, dress, and hairstyles were regulated by severe laws.

19. Fearing Kabuki could corrupt the nation’s morals, Japanese government officials
   A. outlawed Kabuki and made performances a crime punishable by long imprisonment.
   B. limited performances to twice per year, once in the winter and once in the fall.
   C. forbade women from appearing on stage, creating a new professional class of male actors.
   D. created a strict code that forced actors to perform only comedies.

20. During their “March to the South,” the _____ had subdued the rival state of Champa.
   A. Portuguese  
   B. Vietnamese  
   C. Thai  
   D. Burmese

**DIRECTIONS:** Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the role of women in Tokugawa society.

22. Explain why the kind of commercial capitalism that was emerging in Europe did not develop in China.

(continued)
**DIRECTIONS:** Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

___ 23. What is the name of the long sword a samurai wears on his hip?

A. katana  
B. sashimono  
C. naginata  
D. wakizashi

“This emperor [Kangxi] [punishes] offenders of the highest as well as lowest class with marvelous impartiality, according to their misdeeds, depriving them of rank and dignity. . . . On this account men of all ranks and dignities whatsoever, even the nearest to him in blood, stand in his presence with the deepest awe, and recognize him as sole ruler. . . . The same goodwill he showed us on many other occasions, to wit, infrequently sending us dishes from his own table to ours. He even ordered us sometimes to be entertained in his own tent.”

—*Sources of World History*, Mark A. Kishlansky, ed., 1995

___ 24. According to the passage, how did Emperor Kangxi treat his guests?

A. with suspicion  
B. with authority  
C. with ill will  
D. with goodwill
25. According to the passage, what should happen if a wife neglects her household duties?

A. She should be arrested.
B. She should be divorced.
C. She should be forgiven.
D. She should be reprimanded.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. What are the effects of Chinese printing?

27. According to the passage, what is the one advantage of Chinese printing?
Section Quiz 10-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sun-centered model of the universe</td>
<td>A. Galileo</td>
</tr>
<tr>
<td>2. egg-shaped</td>
<td>B. Kepler</td>
</tr>
<tr>
<td>3. law of universal attraction</td>
<td>C. elliptical</td>
</tr>
<tr>
<td>4. His observations suggested that planets had substance.</td>
<td>D. gravity</td>
</tr>
<tr>
<td>5. He developed laws of planetary motion.</td>
<td>E. heliocentric</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Francis Bacon’s scientific method was all of the following EXCEPT
   A. a systematic procedure.
   B. based on collecting and analyzing evidence.
   C. reliant on the use of ancient authorities.
   D. crucial to the evolution of science.

7. Inductive reasoning involved which of the following?
   A. proceeding from the particular to the general
   B. using ancient wisdom
   C. using Church authority to find truth
   D. using the Bible to prove ideas

8. René Descartes believed in one absolute truth,
   A. his own existence.
   B. the existence of matter.
   C. the Ptolemaic system.
   D. planetary rotation.

9. Rationalism is the belief that
   A. the human mind is divine.
   B. matter matters.
   C. the human mind is perfect.
   D. reason is the chief source of knowledge.

10. Francis Bacon, who developed the scientific method, was a
    A. mathematician.
    B. philosopher.
    C. scientist.
    D. priest.
Section Quiz 10-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
____  1. philosophers, writers, economists, social reformers
____  2. system of political limits and controls
____  3. to let (people) do (what they want)
____  4. idea that God lets the universe run by its own laws
____  5. allows for a society to be governed by its general will

Column B
A. laissez-faire
B. philosophes
C. deism
D. social contract
E. separation of powers

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____  6. In The Wealth of Nations, Adam Smith gave all of the following roles to government EXCEPT
   A. protection (the army).
   B. defense (the police).
   C. economics (the bank).
   D. public works (roads and canals).

____  7. Rousseau argued that society should be governed by which of the following?
   A. the military
   B. the church
   C. a monarch
   D. a social contract

____  8. Rousseau believed in all of the following EXCEPT
   A. balance of heart and mind.
   B. rule by laws and government
   C. rule of the general will.
   D. education fostering natural instincts.

____  9. Diderot’s Encyclopedia was used to
   A. attack religious superstition.
   B. attack capital punishment.
   C. support Islamic teachings.
   D. suppress Enlightenment ideas.

____  10. Montesquieu’s ideas were used in which of the following?
   A. religious reform
   B. the United States Constitution
   C. Ptolemy’s geocentric model
   D. the theories of Copernicus
Section Quiz 10-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. highly secular artistic style popular by the 1730s</td>
<td>A. rococo</td>
</tr>
<tr>
<td>2. ruler of Russia from 1762 to 1796</td>
<td>B. Maria Theresa</td>
</tr>
<tr>
<td>3. monarchical rule by Enlightenment principles</td>
<td>C. diplomatic revolution of 1756</td>
</tr>
<tr>
<td>4. traditional Austrian empress</td>
<td>D. Catherine II</td>
</tr>
<tr>
<td>5. led to a worldwide war</td>
<td>E. enlightened absolutism</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 6. All of the following were outcomes of the Seven Years’ War in North America EXCEPT | A. France gave Louisiana to Spain.  
B. Spanish Florida came under British control.  
C. Canada became British.  
D. the thirteen colonies became British. |
| 7. In the War of the Austrian Succession, | C. France invaded Spanish Madras.  
D. Austria invaded Prussian Louisbourg. |
| B. England invaded the Austrian Netherlands. |
| 8. The concern of eighteenth-century monarchs for a balance of power basically involved the desire to | A. prevent domination by one state.  
C. expand territory.  
D. create worldwide peace. |
| B. build larger armies. |
| 9. Catherine the Great of Russia did all of the following EXCEPT | A. favor the landed nobility.  
C. enlarge the Russian Empire.  
D. reform the law code. |
| B. expand serfdom. |
| 10. Frederick the Great of Prussia | C. replaced aristocratic officers.  
D. eliminated religious toleration. |
| A. abolished serfdom.  
B. enlarged the army. |
Section Quiz 10-4

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First Continental Congress in September 1774</td>
<td>A. Lexington</td>
</tr>
<tr>
<td>2. final surrender of British army in 1781</td>
<td>B. Yorktown</td>
</tr>
<tr>
<td>3. fighting between colonists and British army in April 1775</td>
<td>C. federal system</td>
</tr>
<tr>
<td>4. British tax on certain printed materials</td>
<td>D. Philadelphia</td>
</tr>
<tr>
<td>5. sharing of power between national and state governments</td>
<td>E. Stamp Act</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

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<table>
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<tr>
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<tbody>
<tr>
<td>6.</td>
<td>The first American constitution was the</td>
</tr>
<tr>
<td></td>
<td>A. Bill of Rights.</td>
</tr>
<tr>
<td></td>
<td>B. Articles of Confederation.</td>
</tr>
<tr>
<td></td>
<td>C. Stamp Act.</td>
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<td>D. Congress.</td>
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<tr>
<td>7.</td>
<td>The three branches of the national government were the</td>
</tr>
<tr>
<td></td>
<td>A. judicial, executive, and legislative.</td>
</tr>
<tr>
<td></td>
<td>B. Senate, House of Representatives, and Supreme Court.</td>
</tr>
<tr>
<td></td>
<td>C. president, Senate, and judiciary.</td>
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<td></td>
<td>D. executive, Senate, and Constitutional Convention.</td>
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<tr>
<td>8.</td>
<td>The first constitution gave the national government</td>
</tr>
<tr>
<td></td>
<td>A. too much power.</td>
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<tr>
<td></td>
<td>B. the right amount of power.</td>
</tr>
<tr>
<td></td>
<td>C. too little power.</td>
</tr>
<tr>
<td></td>
<td>D. the Bill of Rights.</td>
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</tbody>
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<tbody>
<tr>
<td>9.</td>
<td>The second Continental Congress approved a</td>
</tr>
<tr>
<td></td>
<td>A. tax on printed documents.</td>
</tr>
<tr>
<td></td>
<td>B. declaration of allegiance to Britain.</td>
</tr>
<tr>
<td></td>
<td>C. new colony.</td>
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<td></td>
<td>D. declaration of independence.</td>
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<tbody>
<tr>
<td>10.</td>
<td>The union of England and Scotland in 1707 created which of the</td>
</tr>
<tr>
<td></td>
<td>A. the United States</td>
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<td></td>
<td>B. an independent parliament</td>
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<tr>
<td></td>
<td>C. Canada</td>
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<tr>
<td></td>
<td>D. the United Kingdom of Great Britain</td>
</tr>
</tbody>
</table>
Revolution and Enlightenment, 1550–1800

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. Earth at the center of a series of concentric spheres
2. first European to study stars by using a telescope
3. the intellectuals of the Enlightenment
4. father of modern rationalism
5. style that emphasized grace and charm
6. idea that the state should not interfere with the economy
7. architect of the Church of the Fourteen Saints
8. commander in chief of the Continental Army
9. the American nation’s first constitution
10. ten amendments that guaranteed certain freedoms

Column B

A. Balthasar Neumann
B. rococo
C. Bill of Rights
D. René Descartes
E. Ptolemaic system
F. Articles of Confederation
G. Galileo Galilei
H. laissez-faire
I. George Washington
J. philosophes

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Which of the following was the first to argue that the sun, not Earth, was the center of the universe?
   A. Ptolemy
   B. Nicolaus Copernicus
   C. Johannes Kepler
   D. Martin Luther

12. Isaac Newton’s universal law of gravitation
   A. was denounced by the Anglican Church as the work of the Devil.
   B. refuted Galileo Galilei’s theory of universal movement.
   C. was laughed at by Galileo, Kepler, and Copernicus.
   D. showed how one law could explain all motion in the universe.

13. Francis Bacon, an English philosopher, believed scientists should
   A. use inductive reasoning.
   B. rely solely on the Bible.
   C. leave nature alone.
   D. use chance to study nature.

14. John Locke’s ideas suggest that people were
   A. born either good or evil.
   B. inherently self-centered.
   C. naturally inclined to be stupid.
   D. molded by their experiences.
15. To Voltaire and many other philosophes, the universe was
   A. a divine creation.  
   B. unknowable at all.  
   C. like a clock.  
   D. constructed like a flower.

16. In Jean-Jacques Rousseau’s concept of a social contract,
   A. an entire society agrees to be governed by its general will.  
   B. punishments are not exercises in brutality, and capital punishment is discarded.  
   C. the government should not interfere in economic matters.  
   D. women should be granted rights nearly equal to those of men.

17. Which of the following composed The Marriage of Figaro, The Magic Flute, and Don Giovanni, three of the world’s greatest operas?
   A. Franz Joseph Haydn  
   B. Wolfgang Amadeus Mozart  
   C. Johann Sebastian Bach  
   D. George Frederick Handel

18. As a result of the Treaty of Paris in 1763,
   A. France gained control of Great Britain’s holdings in India in exchange for French territories in North America.  
   B. Austria regained control of Silesia from Prussia.  
   C. Maria Theresa of Austria was able to effect a diplomatic revolution and win France as an ally.  
   D. Great Britain had become the world’s greatest colonial power.

19. Which of the following was the first country to grant diplomatic recognition to the new American state?
   A. France  
   B. Prussia  
   C. Spain  
   D. Austria

20. The Constitutional Convention began as
   A. a meeting to draft a declaration of independence from British rule.  
   B. the result of a vote by the new Congress to adopt amendments that guaranteed certain freedoms.  
   C. a meeting of delegates to revise the Articles of Confederation.  
   D. a plan to divide up the lands of the thirteen colonies into states.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe Descartes’s principle of the separation of mind and matter and explain its significance.

22. Describe the impact of Diderot’s Encyclopedia on the society of the Enlightenment period.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What was the dominant religion in western Europe during the Enlightenment?
   A. Eastern Orthodox Christian  
   B. Muslim  
   C. Catholic  
   D. Protestant

24. According to the passage, how does a person increase the public wealth?
   A. by pursuing his own interests  
   B. by voting for government regulation  
   C. by investing abroad  
   D. by sharing his wealth with his fellow citizens

“As every individual, therefore, endeavours as much as he can both to employ his capital in the support of domestic industry, and so to direct that industry that its produce may be of the greatest value; every individual necessarily labours to render the annual revenue of the society as great as he can. He generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.”

—Adam Smith, The Wealth of Nations, 1776
DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

25. Which celestial body did Ptolemy believe was at the center of the universe, and what is the term for that system?

26. In this passage, what is the function of the “invisible hand”?

“As every individual, therefore, endeavours as much as he can both to employ his capital in the support of domestic industry, and so to direct that industry that its produce may be of the greatest value; every individual necessarily labours to render the annual revenue of the society as great as he can. He generally, indeed, neither intends to promote the public interest, nor knows how much he is promoting it. By preferring the support of domestic to that of foreign industry, he intends only his own security; and by directing that industry in such a manner as its produce may be of the greatest value, he intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his intention.”

—Adam Smith, The Wealth of Nations, 1776

27. According to the passage, what gives people the right to abolish their government?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their powers from the consent of the governed. That whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it and to institute new Government.”

—Declaration of Independence
Revolution and Enlightenment, 1550–1800

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. France</td>
</tr>
<tr>
<td>2.</td>
<td>B. Voltaire</td>
</tr>
<tr>
<td>3.</td>
<td>C. Nicolaus Copernicus</td>
</tr>
<tr>
<td>4.</td>
<td>D. George Frideric Handel</td>
</tr>
<tr>
<td>5.</td>
<td>E. Jean-Jacques Rousseau</td>
</tr>
<tr>
<td>6.</td>
<td>F. Francis Bacon</td>
</tr>
<tr>
<td>7.</td>
<td>G. London</td>
</tr>
<tr>
<td>8.</td>
<td>H. Padua</td>
</tr>
<tr>
<td>9.</td>
<td>I. Isaac Newton</td>
</tr>
<tr>
<td>10.</td>
<td>J. John Locke</td>
</tr>
</tbody>
</table>

11. According to the Ptolemaic system,  
   A. the moon is the center of the universe, and Earth and the stars revolve around it.  
   B. Earth revolves around the moon, and the moon revolves around the sun.  
   C. the universe is a series of concentric spheres with Earth fixed at the center.  
   D. the sun, Earth, and the moon all revolve around Saturn, the sun god.

12. Galileo’s observations seemed to indicate that  
   A. Copernicus and Kepler were wrong in their beliefs about the moon goddess.  
   B. the Catholic Church’s beliefs about the heavens were correct.  
   C. Plato was correct about the way the planets were arranged.  
   D. the heavenly bodies were composed of material substance just like Earth, not pure orbs of light.
13. Which of the following wrote *Observations Upon Experimental Philosophy*, which presented a criticism of the belief that humans were the masters of nature?
   A. Shakespeare  
   B. Margaret Cavendish  
   C. René Descartes  
   D. Robert Boyle

14. Who has been rightly called the father of modern rationalism?
   A. Chaucer  
   B. Francis Bacon  
   C. René Descartes  
   D. Robert Boyle

15. Montesquieu’s most lasting contribution to political thought was his
   A. analysis of the governmental system of checks and balances.  
   B. identification of the natural laws that governed human society.  
   C. theory that the government should interfere with religious matters.  
   D. idea that punishments should be brutal to be effective.

16. Adam Smith believed in laissez-faire, by which he meant that
   A. the assets of the rich should be taken.  
   B. the state should not regulate the economy.  
   C. those who are able to work should help to support those who cannot work.  
   D. the state should monitor the economy and impose regulations to keep it healthy.

17. The work of _____ shows the use of enchantment in the rococo style.
   A. Alexander Dumas  
   B. Antoine Watteau  
   C. Henry Fielding  
   D. Giovanni Battista Tiepolo

18. Which British head of cabinet acquired Canada and India?
   A. Robert Walpole  
   B. William Pitt the Elder  
   C. Maria Theresa  
   D. Queen Anne

19. The American nation’s first constitution was called the
   A. Rights of Man.  
   B. Constitution of the United States of America.  
   C. Articles of Confederation.  
   D. Bill of Rights.

20. The Treaty of Paris in 1783 granted the Americans control of
   A. the western territory from the Appalachians to the Mississippi River.  
   B. the eastern seaboard from Canada to Florida.  
   C. the entire continent of North America.  
   D. little beyond the land that made up the thirteen original colonies.

**DIRECTIONS:** Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe John Locke’s influential ideas.

22. Explain Mary Wollstonecraft’s argument for women’s rights.

*(continued)*
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What religion was dominant in Scandinavia during the Enlightenment?
   A. Protestant
   B. Catholic
   C. Eastern Orthodox Christian
   D. Muslim

24. According to the passage, how does the mind acquire knowledge?
   A. from teachers
   B. from nature
   C. from God
   D. from experience

“Let us then suppose the mind to be, as we say, white paper, void of all characters, without any ideas. How comes it to be furnished? Whence has it all the materials of reason and knowledge? To this I answer, in one word, from experience. . . . Our observation, employed either about external sensible objects or about the internal operations of our minds perceived and reflected on by ourselves, is that which supplies our understanding with all the materials of thinking.”

—John Locke, “Essay Concerning Human Understanding”
DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

25. Whose system of the universe was most accurate, and what is the term for that system?

26. What major theme of the Enlightenment do the ideas presented in this passage express?

27. What does the writer say people should do to prevent future religious intolerance?

“I say, there is scarce any city or borough in Europe, where blood has not been spilled for religious quarrels: I say, that the human species has been perceptibly diminished, because women and girls were massacred as well as men. I say that Europe would have a third larger population if there had been no theological disputes. In fine, I say, that so far from forgetting these abominable times, we should frequently take a view of them, to inspire eternal horror for them. . . . It is our age to make amends by toleration, for this long collection of crimes, which has taken lace through the lack of toleration during sixteen barbarous centuries.”

—Voltaire, quoted in Aboltsim to Revolution 1648–1848, Herbert H. Rowen, ed., 1963
## Section Quiz 11-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. status group</td>
<td>A. bourgeoisie</td>
</tr>
<tr>
<td>2. merchants, bankers, industrialists, professionals</td>
<td>B. commune</td>
</tr>
<tr>
<td>3. France’s chief tax</td>
<td>C. sans-culottes</td>
</tr>
<tr>
<td>4. “without breeches,” members of the Paris Commune</td>
<td>D. estate</td>
</tr>
<tr>
<td>5. popularly run city council</td>
<td>E. taille</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6. The Second Estate did all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. own from 25 to 30 percent of the land.</td>
</tr>
<tr>
<td></td>
<td>B. hold high positions in government and the military.</td>
</tr>
<tr>
<td></td>
<td>C. not pay taxes.</td>
</tr>
<tr>
<td></td>
<td>D. harvest crops for the clergy.</td>
</tr>
<tr>
<td>7. The Paris Bastille was which of the following?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. a tennis court</td>
</tr>
<tr>
<td></td>
<td>B. an armory and prison</td>
</tr>
<tr>
<td></td>
<td>C. Louis’s palace</td>
</tr>
<tr>
<td></td>
<td>D. a restaurant</td>
</tr>
<tr>
<td>8. The Declaration of the Rights of Man and the Citizen proclaimed all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. an end to tax exemptions.</td>
</tr>
<tr>
<td></td>
<td>B. freedom of speech.</td>
</tr>
<tr>
<td></td>
<td>C. equal rights for women.</td>
</tr>
<tr>
<td></td>
<td>D. freedom of the press.</td>
</tr>
<tr>
<td>9. The National Assembly’s Constitution of 1791</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. set up a limited monarchy.</td>
</tr>
<tr>
<td></td>
<td>B. abolished the monarchy.</td>
</tr>
<tr>
<td></td>
<td>C. gave all men a vote.</td>
</tr>
<tr>
<td></td>
<td>D. satisfied the priests and lower classes.</td>
</tr>
<tr>
<td>10. The Paris Commune demonstrated, then seized power for all of the following reasons EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. defeats in war with Austria.</td>
</tr>
<tr>
<td></td>
<td>B. economic shortages.</td>
</tr>
<tr>
<td></td>
<td>C. loyalty to Prussia.</td>
</tr>
<tr>
<td></td>
<td>D. anger with the monarchy.</td>
</tr>
</tbody>
</table>
Section Quiz 11-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Minister of Justice for the Paris Commune</td>
<td>A. coup d’état</td>
</tr>
<tr>
<td>2. individuals qualified to vote</td>
<td>B. Georges Danton</td>
</tr>
<tr>
<td>3. sudden overthrow of a government</td>
<td>C. Council of Elders</td>
</tr>
<tr>
<td>4. dissenting groups</td>
<td>D. factions</td>
</tr>
<tr>
<td>5. upper legislative house under the Constitution of 1795</td>
<td>E. electors</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Reign of Terror set up revolutionary courts to prosecute
   A. Austrian prisoners.  
   B. the sans-culottes.  
   C. counterrevolutionaries.  
   D. Robespierre’s followers.

7. The two dissenting groups within the National Convention were the
   A. Girondins and the Mountain.  
   B. Jacobins and the Marats.  
   C. Commune and the Paris mob.  
   D. Dantons and the Robespierres.

8. During its rule, the government of the Directory was opposed by which of the following?
   A. Robespierre  
   B. conservatives and radicals  
   C. the Jacobins  
   D. moderates

9. The Directory was eventually toppled by which of the following?
   A. Robespierre  
   B. Louis XVI  
   C. the Jacobins  
   D. Napoleon Bonaparte

10. The Committee of Public Safety originally implemented the Reign of Terror to
    A. defend France against foreign armies.  
    B. oppose the sans-culottes.  
    C. guard Marie Antoinette.  
    D. eliminate the king.
Chapter 11

Section Quiz 11-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Napoleon’s government after 1799</td>
<td>A. dependent states</td>
</tr>
<tr>
<td>2. Napoleon’s unified law system</td>
<td>B. the consulate</td>
</tr>
<tr>
<td>3. Napoleon’s birthplace</td>
<td>C. Waterloo</td>
</tr>
<tr>
<td>4. Napoleon’s relatives ruled</td>
<td>D. Corsica</td>
</tr>
<tr>
<td>5. Napoleon’s final defeat</td>
<td>E. Civil Code</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Napoleon’s Continental System was designed to</td>
<td></td>
</tr>
<tr>
<td>A. defeat Prussia.</td>
<td>C. unify Italy.</td>
</tr>
<tr>
<td>B. stop British trade with Europe.</td>
<td>D. conquer Protestantism.</td>
</tr>
<tr>
<td>7. Napoleon’s military force was called the</td>
<td></td>
</tr>
<tr>
<td>A. Grand Army.</td>
<td>C. Dependent States.</td>
</tr>
<tr>
<td>8. Promotion within Napoleon’s government and military was based on which of the following?</td>
<td></td>
</tr>
<tr>
<td>A. rank</td>
<td>C. bribery</td>
</tr>
<tr>
<td>B. birth</td>
<td>D. ability</td>
</tr>
<tr>
<td>9. Napoleon’s agreement with the Catholic Church did all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. recognize Catholicism as the majority religion of France.</td>
<td></td>
</tr>
<tr>
<td>B. return church lands to the pope and clergy.</td>
<td></td>
</tr>
<tr>
<td>C. make those who had purchased church land his supporters.</td>
<td></td>
</tr>
<tr>
<td>D. restore some stability to France.</td>
<td></td>
</tr>
<tr>
<td>10. Napoleon’s Civil Code treated women</td>
<td></td>
</tr>
<tr>
<td>A. as legal equals to men.</td>
<td></td>
</tr>
<tr>
<td>B. as less than equal to men.</td>
<td></td>
</tr>
<tr>
<td>C. as co-owners of property with their husbands.</td>
<td></td>
</tr>
<tr>
<td>D. equal in divorce proceedings.</td>
<td></td>
</tr>
</tbody>
</table>
The French Revolution and Napoleon, 1789–1815

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. France’s chief tax  
2. demanded equal political rights for women from the new French National Assembly  
3. lawmaking body established by the Constitution of 1791  
4. radical political group made up of the sans-culottes  
5. representatives who convinced the Convention to condemn Louis XVI to death  
6. radical Jacobin  
7. a sudden overthrow of the government  
8. preserved most of the revolutionary principles  
9. island off the coast of Italy, where Napoleon was first exiled  
10. site of Napoleon’s final defeat

**Column B**

A. Elba  
B. Legislative Assembly  
C. Maximilien Robespierre  
D. Olympe de Gouges  
E. Napoleonic Code  
F. taille  
G. Waterloo  
H. Paris Commune  
I. coup d’état  
J. the Mountain

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The French National Assembly swore the Tennis Court Oath, which was  
    A. a promise to destroy all of the nation’s tennis bracelets.  
    B. a vow to continue to meet until they had produced a French constitution.  
    C. an oath of loyalty to Jean Valjean, an outspoken lawyer that called for doing away with the relics of feudalism.  
    D. a promise not to rest until all members of the clergy were tried and executed.

12. Louis XVI was forced to accept the National Assembly’s decrees because  
    A. the army turned against him and threatened to execute him.  
    B. it was the only way he would be allowed to remain mayor of Paris.  
    C. thousands of armed Parisian women descended on the palace and captured him and his family.  
    D. his attempt to escape to Poland had failed.

13. According to the Civil Constitution of the Clergy,  
    A. bishops and priests were to be elected by the people and paid by the state.  
    B. the Church was to be separate from the government.  
    C. the Methodist Church was to replace Catholicism as the state religion.  
    D. the Church was to take over the Legislative Assembly.
14. The term sans-culottes, meaning “without breeches,” implied that the members of this political group were
A. women, because they wore skirts.  C. pacifists who did not use guns.
B. very poor and could not afford pants.  D. ordinary patriots without fine clothes.

15. The Committee of Public Safety was given broad powers to
A. drain all the canals.  B. defend France from threats.
C. protect the Paris Commune from thieves.  D. restore order to Brussels.

16. In its attempts to create a new order that reflected its belief in reason, the National Convention
A. declared new national holidays celebrating great French cuisine.
B. ordered the building of several new libraries and universities, even though the treasury was empty.
C. pursued a policy of de-Christianization, going so far as to adopt a new calendar.
D. drafted yet another constitution to reflect the ideas of the Enlightenment.

17. Napoleon’s coup d’état overthrew the to establish his consulate.
A. Directory  C. British government
B. city mayor  D. Legislative Assembly

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

19. What were the two major reasons that Napoleon’s Grand Empire collapsed?
A. Napoleon’s greed and laziness within his bureaucracy
B. the survival of Great Britain and the force of nationalism
C. the resentment of the clergy and the plotting of the accountants
D. France’s weak economy and the drain of Napoleon’s many wars

20. In his final battle, Napoleon was defeated by
A. the bitter Russian winter.  C. the Duke of Wellington.
B. a combined French and Swiss army.  D. the superior British navy.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)


22. Describe the strategy used by Russia to defeat Napoleon’s Grand Army.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What percentage of land was owned by the clergy?
   A. 1.5%
   B. 65%
   C. 25%
   D. 10%

24. Which French government lasted the longest during the period from 1789 to 1815?
   A. Consulate
   B. Empire
   C. Directory
   D. National Convention
“Of all Napoleon’s actions . . . the one that has perhaps had the most enduring and significant consequences was one that was almost irrelevant to his main plans. In 1803, Napoleon sold a vast tract of land to the United States. He realized that the French possessions in North America might be difficult to protect from British conquest, and besides he was short of cash. The Louisiana Purchase, perhaps the largest peaceful transfer of land in all of history, transformed the United States into a nation of near-continental size.”

—The 100: A Ranking of the Most Influential Persons in History, Michael H. Hart

25. According to the passage, why did this action have the most enduring and significant consequences?
   A. It gave Napoleon influence over the Catholic Church.
   B. It made Napoleon the wealthiest monarch in Europe.
   C. It allowed France to bargain peace with England.
   D. It gave the United States significant territorial power.

26. Why did Napoleon sell French land to the United States?
   A. He was afraid the British would be able to take it.
   B. He needed the United States as an ally.
   C. He was forced to by his government.
   D. France had too many overseas possessions.

Robespierre made the most of his opportunity to help the common people. He spoke at debates and won a reputation as a strong supporter of democracy. In September 1792, he was elected to the National Convention and demanded that Louis XVI be executed as a traitor. The Convention agreed, and on January 18, 1793, ordered the king’s death. By early June, Robespierre controlled the convention.

27. How did Robespierre gain support to win election to the National Convention?
   A. He publicly demanded the execution of Louis XVI.
   B. He marched an army to the Assembly meeting place.
   C. He spoke out and was a defender of democracy.
   D. He bribed election officials.
The French Revolution and Napoleon, 1789–1815

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attacking this began the French Revolution.</td>
<td>A. Continental System</td>
</tr>
<tr>
<td>2. wife of King Louis XVI</td>
<td>B. Bastille</td>
</tr>
<tr>
<td>3. mandated that clergy were to be elected by the people</td>
<td>C. sans-culottes</td>
</tr>
<tr>
<td>4. members of the Paris Commune</td>
<td>D. Directory</td>
</tr>
<tr>
<td>5. used by the revolutionaries to execute opponents</td>
<td>E. Republic of Virtue</td>
</tr>
<tr>
<td>6. democratic nation composed of good citizens, which the Committee of Public Safety tried to establish</td>
<td>F. St. Helena</td>
</tr>
<tr>
<td>7. government overthrown by Napoleon’s coup d’état</td>
<td>G. guillotine</td>
</tr>
<tr>
<td>8. prominent critic of Napoleon’s rule</td>
<td>H. Marie Antoinette</td>
</tr>
<tr>
<td>9. Napoleon’s plan to weaken the British economy</td>
<td>I. de Staël</td>
</tr>
<tr>
<td>10. island to which Napoleon was exiled after his final defeat</td>
<td>J. Civil Constitution of the Clergy</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

| 11. Which of France’s estates was NOT exempt from the taille? | A. the First Estate |
| | B. the Second Estate |
| | C. the Third Estate |
| | D. the Fourth Estate |

| 12. The Declaration of the Rights of Man and the Citizen proclaimed | A. equal rights for all men, but no political rights for women. |
| | B. an end to the monarchy and the abolishing of a National Assembly. |
| | C. equal rights for all citizens, including equal political rights for women. |
| | D. an end to the National police force. |

| 13. Under the Constitution of 1791, the ______ would make the laws. | A. king |
| | B. House of Commons |
| | C. National Assembly |
| | D. Legislative Assembly |

| 14. Who seized political power from the Legislative Assembly? | A. National Assembly |
| | B. Henry VIII |
| | C. Paris Commune |
| | D. Marie Antoinette |
15. The difference between the Girondins and the Mountain was that
A. the Girondins were members of the Tennis Court, while the Mountain was not.
B. the Girondins leaned toward keeping the king alive, while the Mountain wanted the king executed.
C. the Girondins were radicals in the city of Amsterdam, while the Mountain represented Germany.
D. the Girondins were legitimately elected by the people, while the Mountain seized power by force.

16. Which of the following was guillotined on July 28, 1794?
A. Maximilien Robespierre
B. Jean-Paul Marat
C. Jean Valjean
D. Victor Hugo

17. The most important of the seven legal codes established by Napoleon was
A. the Religious Code.
B. the Food Code.
C. the Merchant Code.
D. the Civil Code.

18. Promotion within Napoleon’s new bureaucracy was
A. based on height.
B. given to those Napoleon favored, but taken away as soon as they fell out of favor.
C. based on ability only, not rank or birth.
D. designed to benefit the nobility and keep the middle class from obtaining high-ranking positions.

19. The Russians defeated Napoleon’s superior Grand Army by
A. retreating hundreds of miles and burning their own villages and countryside.
B. waiting to attack during the brutal Russian winter.
C. splitting their meager forces in half and attacking from two sides.
D. making an alliance with Egypt, which launched an attack on Turkey to draw Napoleon out of Russia.

20. The Duke of Wellington defeated Napoleon at
A. Annecy in France.
B. Waterloo in Belgium.
C. the Black Forest in Germany.
D. Moscow in Russia.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain how the army of the French Republic ultimately changed the nature of modern warfare.

22. Describe the rights of women under Napoleon’s Civil Code.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What percentage of the population was nobility?
   A. 65%
   B. 98%
   C. 1.5%
   D. 0.5%

24. About what percentage of time did the Consulate rule France?
   A. 85%
   B. 2%
   C. 50%
   D. 17%
25. According to the passage, are all citizens given public office?
   A. Yes; all citizens are equal and given public office.
   B. No; only 50 percent of the citizenry are given public office.
   C. No; all citizens are equal, but some with more talent and skill earn public office.
   D. Yes, but only if they pay for access to the public office.

26. How, according to the passage, is law an expression of the general will?
   A. The king, as the people’s leader, defines the law.
   B. The nobles ensure that the law meets the needs of all people.
   C. Old laws are changed to meet new needs.
   D. All citizens are able to influence the law’s creation.

27. What does this passage suggest about Napoleon?
   A. His life was full of lucky breaks.
   B. He shaped his life according to his own plan.
   C. He was pessimistic about his skills and choices.
   D. He felt he needed constant improvement.
The Early Modern World, 1400–1800

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

Column A

1. book describing the characteristics of a perfect Renaissance noble
2. his masterpiece in the English vernacular was called The Canterbury Tales
3. the chief teaching of the Protestant Reformation
4. ended religious warfare in Germany in 1555
5. reaffirmed traditional Catholic teachings
6. taxes to keep foreign goods from entering a country
7. the most noticeable effect of the European presence in Africa between 1500 and 1800
8. chief source of spices, also known as the Spice Islands
9. French Protestants influenced by John Calvin
10. recognized Catholicism as official religion of France

Column B

A. slave trade
B. Edict of Nantes
C. Huguenots
D. the Moluccas
E. The Book of the Courtier
F. Peace of Augsburg
G. tariffs
H. Council of Trent
I. Geoffrey Chaucer
J. justification by faith

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Which of the following is NOT characteristic of Renaissance society?
   A. urban and secular
   B. interest in ancient culture
   C. a high regard for human worth
   D. fewer intellectual and artistic achievements

12. By 1685, Akbar had
   A. brought Hinduism to Pakistan.
   B. brought Mogul rule to most of India.
   C. established a new religion in India.
   D. defeated the Buddhists of India.

13. The Mogul culture brought together _____ and _____ influences.
   A. Indian, Pakistani
   B. African, Indian
   C. Persian, Indian
   D. Egyptian, Indian

(continued)
14. The author of *The Dream of the Red Chamber* was
   - A. Cao Xuein.
   - B. Zheng He.
   - C. Kangxi.
   - D. Qianlong.

15. Which of the following brought the “Great Peace” and centralized Japanese authority?
   - A. Oda Nobunaga
   - B. Toyotomi Hideyoshi
   - C. Tokugawa Ieyasu
   - D. Kyoto Edo

16. Margaret Cavendish was critical of the seventeenth-century belief that
   - A. humans could never master nature.
   - B. humans, through science, were masters of nature.
   - C. nature is too powerful to be mastered by anyone.
   - D. humans can master anything they put their minds to.

17. René Descartes, the father of modern rationalism, said,
   - A. “Wherever you go, there you are.”
   - B. “I think not.”
   - C. “To be or not to be, that is the question.”
   - D. “I think, therefore I am.”

18. Which of the following used the scientific method to discover the natural laws that govern the social and political relationships of human beings?
   - A. Francis Bacon
   - B. Montesquieu
   - C. Maria Winklemann
   - D. John Locke

19. Mary Wollstonecraft was an eighteenth-century thinker who declared that
   - A. if women became educated, they would quickly neglect their duties at home.
   - B. women should not have the same rights as men.
   - C. women needed to be ruled by men.
   - D. Enlightenment ideals entitled women to the same rights as men had.

20. The Duke of Wellington
   - A. defeated Napoleon at Waterloo.
   - B. invaded Russia in 1789.
   - C. executed King Louis XVI.
   - D. was defeated by Napoleon at Waterloo.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (20 points)

21. Describe the agreement Napoleon made with the Catholic Church.

22. Explain how the Native American population was affected by Spanish colonization.
The Early Modern World, 1400–1800

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

Column A
1. an economic problem that leads to rising prices
2. stated in 1648 that all German states could determine their own religion
3. line of English rulers that followed the Tudor line
4. Stuart king who was beheaded
5. created when Parliament abolished the monarchy and the House of Lords, declaring England a republic
6. known as the Sun King
7. contributed to the rise of absolutism in Europe
8. famous English playwright
9. For this political thinker, absolute power was needed to preserve order in society.
10. ruler of the Ottoman Empire during its high point

Column B
A. commonwealth
B. Louis XIV
C. inflation
D. standing armies
E. Thomas Hobbes
F. Peace of Westphalia
G. William Shakespeare
H. Stuarts
I. Süleyman I
J. Charles I

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Masaccio’s frescoes are regarded as the first masterpieces of
   A. the Classical period.
   B. Renaissance art.
   C. the Baroque period.
   D. Greek art.

12. Mercantilism dominated economic thought in the _____ century.
   A. fifteenth
   B. sixteenth
   C. seventeenth
   D. eighteenth

13. The survival of Great Britain was one of two major reasons that Napoleon’s Empire collapsed. What is the other major reason?
   A. the force of nationalism
   B. the resentment of the clergy
   C. France’s weak economy
   D. the plotting of the nobility

14. The defeat of the king’s forces allowed _____ to lead England.
   A. Martin Luther
   B. Albrecht Dürer
   C. Francis Bacon
   D. Oliver Cromwell

(continued)
15. Matsuo Basho is considered to be
   A. the greatest ruler of Japan in the eighteenth century.
   B. the greatest Japanese poet.
   C. one of the most brutal conquerors in Japan’s history.
   D. a brilliant Japanese architect.

16. Occupying most coastal forts throughout the Indian Ocean was one way
the _____ drove other traders out of the spice market.
   A. Dutch
   B. British
   C. Spanish
   D. Germans

17. Babur established the
   A. Qing dynasty.
   B. Indian Empire.
   C. Mogul dynasty.
   D. Mongol Empire.

18. Niccolò Machiavelli wrote
   A. the Ninety-five Theses.
   B. the Divine Comedy.
   C. Don Quixote.
   D. The Prince.

19. Signed in 1494, the _____ divided control of new territories between
Spain and Portugal.
   A. Treaty of Tordesillas
   B. Pact of Portugal
   C. Treaty of Donatello
   D. Gomez Agreement

20. The balance of trade is
   A. the number of countries with which a country trades.
   B. the difference between what a nation imports and exports.
   C. an economic theory that determines per capita annual income.
   D. an arrangement with other countries to ensure that many different items
are traded.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (20 points)

21. Explain how the nature of modern warfare was changed by the army of the
French Republic.

22. Explain the factors that led to the origin and decline of the witchcraft hysteria of
the sixteenth and seventeenth centuries.
Section Quiz 12-1

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. seekers of new business opportunities</td>
<td>A. capital</td>
</tr>
<tr>
<td>2. money supply</td>
<td>B. cottage industry</td>
</tr>
<tr>
<td>3. production method using rural at-home workers</td>
<td>C. socialism</td>
</tr>
<tr>
<td>4. governmental ownership and control of production</td>
<td>D. spinning jenny</td>
</tr>
<tr>
<td>5. invention that improved thread production</td>
<td>E. entrepreneurs</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Which of the following did NOT contribute to Britain’s Industrial Revolution?
   A. powerful monarchy
   B. improved food supplies
   C. large labor force
   D. abundant money supply
   E. entrepreneurial spirit

7. The textile industry met its last major challenge to full mechanization with the development of
   A. the flying shuttle
   B. the water-powered loom
   C. improvements to the steam engine
   D. the spool

8. The spread of the factory system resulted in all of the following EXCEPT
   A. the movement away from home production
   B. poorer quality of iron
   C. the need for more power
   D. increased exports of British cotton goods

9. The Industrial Revolution created new jobs in all of the following EXCEPT
   A. railroad construction
   B. coal mining
   C. factory production
   D. farming

10. The steam engine, used to drive machinery, was improved by
    A. James Hargreaves
    B. James Watt
    C. Robert Owen
    D. Edmund Cartwright
Section Quiz 12-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
— 1. belief in tradition and social stability
— 2. right of powerful countries to maintain order throughout Europe
— 3. belief that people should be free from government restraint
— 4. voting rights for all adult men
— 5. collection of different peoples under the same government, as in the Austrian Empire

Column B
A. conservatism
B. liberalism
C. universal male suffrage
D. multinational state
E. principle of intervention

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

— 6. In 1848 revolutions took place in all of the following EXCEPT
   A. Britain.
   B. France.
   C. the German states.
   D. Italy.

— 7. Which of the following was the first president of the Second Republic in France?
   A. Napoleon Bonaparte
   B. Louis-Napoleon
   C. Metternich
   D. Louis-Philippe

— 8. The peace settlement that followed the defeat of Napoleon was developed at the
   A. Second Republic.
   B. Frankfurt Assembly.
   C. Congress of Vienna.
   D. Germanic Confederation.

— 9. After Napoleon, France was governed until 1830 by
   A. a king.
   B. an emperor.
   C. a constitutional monarchy.
   D. the Constituent Assembly.

— 10. Metternich claimed, after Napoleon’s defeat, that
    A. lawful monarchs should be restored.
    B. all monarchies should be abolished.
    C. liberal ideas should be encouraged.
    D. Napoleon had the correct vision.
Section Quiz 12-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. emperor</td>
<td>A. militarism</td>
</tr>
<tr>
<td>2. Bismarck’s theory of practical, as opposed to idealistic, governance</td>
<td>B. secede</td>
</tr>
<tr>
<td>3. reliance on military strength</td>
<td>C. kaiser</td>
</tr>
<tr>
<td>4. law that freed Russian serfs</td>
<td>D. emancipation edict</td>
</tr>
<tr>
<td>5. withdraw from or choose not to be part of</td>
<td>E. realpolitik</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Compromise of 1867 did all of the following EXCEPT
   A. create the dual monarchy of Austria-Hungary.
   B. create a single monarch to govern both Austria and Hungary.
   C. establish a common Austria-Hungary army.
   D. allow Huns within the empire to vote.
   
7. Louis-Napoleon assumed the title of Napoleon III, Emperor of France, and at first he
   A. limited civil liberties.
   B. expanded freedoms.
   C. restored the monarchy.
   D. formed a shared empire with Hungary.

8. Which of the following was a major threat to American national unity during the nineteenth century?
   A. the Revolutionary War
   B. the War of 1812
   C. slavery
   D. liberalism

9. Bismarck faced challenges to his authority from all of the following EXCEPT
   A. German Catholics.
   B. France.
   C. the legislature.
   D. the Prussian army.

10. Britain avoided any form of revolution in 1848 by
    A. giving the industrial middle class the vote.
    B. giving women the vote.
    C. building up the British army.
    D. expanding railroads.
Section Quiz 12-4

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. emphasis on using feelings and emotions over reason
2. literary movement that stressed ordinary characters and precise description
3. theory that some organisms are more adaptable
4. indifference to religion
5. theory that life forms develop from simpler forms

Column B

A. natural selection
B. realism
C. romanticism
D. secularization
E. organic evolution

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Through music, literature, and painting, the romantic artists attempted to
   A. make people fall in love.
   B. express their love for women.
   C. stir the emotions.
   D. get people to reject modern innovations.

7. What do the writers Walter Scott, Mary Shelley, Edgar Allan Poe, and William Wordsworth have in common?
   A. They were all men.
   B. They were all English.
   C. They were all French.
   D. They were all romantic writers.

8. Romantic painters aimed to
   A. mirror the artist’s imagination.
   B. re-create nature.
   C. meet the highest standards of the École des Beaux-Arts.
   D. focus on the deplorable conditions of the urban poor.

9. Louis Pasteur proposed
   A. the concept of atomic weight.
   B. the germ theory of disease.
   C. a theory of electricity.
   D. that Darwin be excommunicated.

10. The realist novels of Flaubert and Dickens
    A. portrayed the world by using the authors’ emotions and imaginations.
    B. criticized aspects of nineteenth-century life.
    C. argued for “survival of the fittest.”
    D. condemned Darwin as “godless.”
Chapter 12 Test, Form A

Industrialization and Nationalism, 1800–1870

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. developed a steam engine that could drive machinery
2. crucial element in Britain’s Industrial Revolution
3. built the first paddle-wheel steamboat
4. system in which society owns and controls the means of production
5. political philosophy based on tradition and social stability
6. raised an army called Red Shirts
7. popular vote
8. established the Austro-Hungarian Empire
9. proposed the germ theory of disease
10. author of Madame Bovary

Column B

A. Compromise of 1867
B. Robert Fulton
C. conservatism
D. plebiscite
E. steam engine
F. Gustave Flaubert
G. James Watt
H. Louis Pasteur
I. socialism
J. Giuseppe Garibaldi

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The production of _____ was one of the first industries to be affected by the Industrial Revolution.
   A. automobiles
   B. cotton cloth
   C. toys
   D. furniture

12. The factory created a new labor system in which
   A. products were produced by an assembly line of workers and animals.
   B. workers had to adjust to periods of hectic work, followed by periods of inactivity.
   C. machines were valued more highly than the workers who ran them.
   D. workers had to work regular hours and do the same work over and over.

13. By 1830 the British cotton industry’s workforce was mostly
   A. rural farm families who had moved to the city from Canada.
   B. immigrants from France and Belgium.
   C. women and children.
   D. enslaved people from Africa and South America.
14. Prince Klemens von Metternich’s claim that he was guided by the principle of legitimacy meant
   A. territories would only be returned to those who had a legitimate claim to them.
   B. lawful monarchs from the royal families that had ruled before Napoleon would be restored to power.
   C. he was the legitimate and lawful heir to the throne of Denmark.
   D. the old tensions that had existed prior to Napoleon would resurface.

15. Which of the following is the belief that people should be as free as possible from government restraints?
   A. nationalism
   B. monoculturalism
   C. industrial capitalism
   D. liberalism

16. Otto von Bismarck practiced realpolitik, which was
   A. a theory of politics based on practical matters rather than theory or ethics.
   B. the view that military might equaled political might.
   C. a belief that animals have political rights.
   D. the study of the governments of other nations, both past and present.

17. The formation of the Confederate States of America was sparked by
   A. the battle at Fort Sumter.
   B. the decision of the Kentucky convention to secede from the United States.
   C. the election of Abraham Lincoln as president of the United States.
   D. the assassination of Abraham Lincoln by John Wilkes Booth.

18. Which of the following emphasized feelings and imagination as sources of knowing?
   A. rationalism
   B. romanticism
   C. conservatism
   D. realpolitik

19. According to Darwin, which of the following was central to organic evolution?
   A. natural selection
   B. genetic engineering
   C. natural production
   D. organic selection

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

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain the importance of the steam engine to Britain’s Industrial Revolution.

22. Explain the failure of Czar Alexander II’s emancipation edict to help Russian peasants.  

(continued)
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<table>
<thead>
<tr>
<th>Inventor</th>
<th>Invention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Cort</td>
<td>process of puddling</td>
</tr>
<tr>
<td>Edmund Cartwright</td>
<td>water-powered loom</td>
</tr>
<tr>
<td>Robert Fulton</td>
<td>paddle-wheel steamboat</td>
</tr>
<tr>
<td>James Hargreaves</td>
<td>spinning jenny</td>
</tr>
<tr>
<td>James Watt</td>
<td>steam engine used to drive machinery</td>
</tr>
</tbody>
</table>

23. What consumer good(s) do you think the inventions of Watt, Hargreaves, and Cartwright were used to manufacture?
   A. cotton cloth       C. appliances
   B. handicrafts        D. ships

24. Based on the charts, which of the following is true?
   A. The population of the United States grew more rapidly than did the population of Britain.
   B. Britain had fewer railroads in 1830 than the United States had.
   C. The growth rate in the miles of railroad tracks from 1830 to 1900 was the same for both countries.
   D. In 1870, the United States had more people per square mile than Britain had.
25. Based on the passage, one would conclude that
   A. the supply of workers is plentiful.
   B. it is hard to find workers.
   C. employers must offer many benefits to keep good workers.
   D. employee satisfaction is a high priority of this company.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Discovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pasteur</td>
<td>germ theory of disease</td>
</tr>
<tr>
<td>Mendeleyev</td>
<td>classification of elements by atomic weights</td>
</tr>
<tr>
<td>Faraday</td>
<td>primitive generator laid the foundation for use of electricity</td>
</tr>
<tr>
<td>Darwin</td>
<td>organic evolution and natural selection</td>
</tr>
</tbody>
</table>

26. Which scientist do you think collected species of plants and animals from all over the world?

“Like many of my friends, I was dominated by the feeling that at last the great opportunity had arrived for giving to the German people the liberty which was their birthright and to the German fatherland its unity and greatness, and that it was now the first duty of every German to do and to sacrifice everything for this sacred object.”

—Carl Schurz, Reminiscences

27. What “sacred object” does Schurz refer to in the passage?
## Chapter 12 Test, Form B

### Industrialization and Nationalism, 1800–1870

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. production done by individuals in their homes</td>
<td>A. romanticism</td>
</tr>
<tr>
<td>2. developed puddling</td>
<td>B. nationalism</td>
</tr>
<tr>
<td>3. economic system based on industrial production</td>
<td>C. cottage industry</td>
</tr>
<tr>
<td>4. meeting in 1814 of the great powers of Europe</td>
<td>D. Charles Darwin</td>
</tr>
<tr>
<td>5. meetings of the great powers of Europe to maintain peace</td>
<td>E. industrial capitalism</td>
</tr>
<tr>
<td>6. belief that people owe loyalty to a nation</td>
<td>F. Concert of Europe</td>
</tr>
<tr>
<td>7. politics based on practical matters rather than theory or ethics</td>
<td>G. Gustave Courbet</td>
</tr>
<tr>
<td>8. emphasized feelings and imagination as sources of knowing</td>
<td>H. Henry Cort</td>
</tr>
<tr>
<td>9. published <em>On the Origin of Species by Means of Natural Selection</em></td>
<td>I. realpolitik</td>
</tr>
<tr>
<td>10. French painter from the realist school</td>
<td>J. Congress of Vienna</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Who developed a steam engine that could drive machinery?
   - A. James Hargreaves
   - B. Edmund Wilson
   - C. James Watt
   - D. Henry Cort

12. The ______ was crucial to Britain’s Industrial Revolution.
   - A. bicycle
   - B. flying shuttle
   - C. water-powered loom
   - D. steam engine

13. The social change brought about by the Industrial Revolution was evident in the
   - A. emergence of the middle class and the working class.
   - B. growing death rates, due to accidents on the highways.
   - C. thick air pollution that choked the British Isles.
   - D. widespread famines caused by families abandoning their farms.

14. The pitiful conditions created by the Industrial Revolution gave rise to
   - A. the Iron Workers’ Revolt of 1886.
   - B. the organization of charitable groups.
   - C. socialism, in which society owns and controls the means of production.
   - D. a cry for rights for animals that worked in coal mines.
15. According to the principle of intervention, the great powers of Europe had the right to
   A. borrow food from one another in times of economic crisis within their countries.
   B. send armies into countries where there were revolutions in order to restore legitimate monarchs to power.
   C. take one another’s territories without asking.
   D. have representatives with voting privileges in one another’s governments.

16. The effect of the Crimean War was to
   A. destroy the gold fields in the Crimea.
   B. force the Estonian economy into a decline that lasted 20 years.
   C. strengthen the Concert of Europe with the addition of France.
   D. destroy the Concert of Europe and leave Austria without friends among the great powers.

17. Britain managed to remain stable during the first half of the nineteenth century for all of the following reasons EXCEPT
   A. the rising Irish nationalist movement.
   B. the continued social and political reforms.
   C. voting rights for industrial middle class males.
   D. prosperity for the working class.

18. Among other things, the romantics valued
   A. individualism, the belief in the uniqueness of each person.
   B. socialism, a system in which society owns and controls the means of production.
   C. conservatism, the political philosophy based on tradition and social stability.
   D. neoism, the belief that the past should be discarded and society should be completely rebuilt.

19. Who proposed the germ theory of disease?
   A. Farhid Molotof
   B. Michael Faraday
   C. Louis Pasteur
   D. Charles Darwin

20. ____ was a literary and visual arts movement that rejected romanticism.
   A. Evolutionism
   B. Nationalism
   C. Secularism
   D. Realism

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the Compromise of 1867 between Austria and the Hungarians.

22. Describe the impact of Darwin’s ideas on the society of his time.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which of the following was true of Britain’s population in the nineteenth century?
   A. It grew the most between 1850 and 1870.
   B. It grew more rapidly than the population of the United States.
   C. It grew less rapidly than the population of the United States.
   D. It grew the most between 1830 and 1870.

24. According to the passage, how many hours did workers spend working each day?
   A. 13 hours
   B. 11 hours
   C. 9 hours
   D. 8 hours

“The normal working day begins at all seasons at 6 A.M. precisely and ends, after the usual break of half an hour for breakfast, an hour for dinner and half an hour for tea, at 7 P.M. . . . Workers arriving 2 minutes late shall lose half an hour’s wages; whoever is more than 2 minutes late may not start work until after the next break, or at least shall lose his wages until then. . . . No worker may leave his place of work otherwise than for reasons connected with his work. . . . All conversation with fellow-workers is prohibited. . . .”

—Sidney Pollard and Colin Holmes, Documents of European Economic History, 1968
“The first principle to be followed by the monarchs, united as they are by the coincidence of their desires and opinions, should be that of maintaining the stability of political institutions against the disorganized excitement which has taken possession of men’s minds. . . . The first and greatest concern for the immense majority of every nation is the stability of the laws, and their uninterrupted action—never their change. Therefore, let the governments govern, let them maintain the groundwork of their institutions, both ancient and modern; for it is at all times dangerous to touch them.”

—Prince Klemens von Metternich, Alexander Napler, trans., Memoirs, 1881

25. What does Metternich describe as the most important concern for a nation?
   A. its monarch
   B. the stability of its laws
   C. the public’s desires and opinions
   D. None of the above

“Like many of my friends, I was dominated by the feeling that at last the great opportunity had arrived for giving to the German people the liberty which was their birthright and to the German fatherland its unity and greatness, and that it was now the first duty of every German to do and to sacrifice everything for this sacred object.”

—Carl Schurz, Reminiscences

26. What does Schurz want for the German people?
   A. opportunity
   B. liberty
   C. sacrifice
   D. a sacred object

“The debate was closing at half-after twelve; and the main argument of the opponents was that if two hours’ labor from these children, under eighteen years of age, were taken off, the consequences, on a national scale, might be ‘truly dreadful’! It might, and would, destroy manufacturing capital; prevent us from carrying on competition with foreign manufacturers; reduce mills to a small part of their present value; and break up, as it were, the wealth and power of the country; render it comparatively feeble; and expose it to be an easy prey to foreign nations.”

—William Cobbett

27. Which of the following was NOT an argument made against child labor reform?
   A. It would harm competition with foreign countries.
   B. It would reduce the value of business.
   C. It would leave too many children homeless.
   D. It would reduce the wealth of the nation.
### Section Quiz 13-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the working class</td>
<td>A. strikes</td>
</tr>
<tr>
<td>2. Marxists who rejected violent revolution</td>
<td>B. dictatorship</td>
</tr>
<tr>
<td>3. organized work stoppages called by unions</td>
<td>C. revisionists</td>
</tr>
<tr>
<td>4. absolute governmental power by an individual or a group</td>
<td>D. internal-combustion</td>
</tr>
<tr>
<td>5. engine type fired by oil and gasoline</td>
<td>E. proletariat</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. What elements made possible the Second Industrial Revolution?</td>
<td>A. textiles, railroads, iron, coal</td>
</tr>
<tr>
<td></td>
<td>B. steel, chemicals, electricity, petroleum</td>
</tr>
<tr>
<td></td>
<td>C. earth, air, fire, water</td>
</tr>
<tr>
<td></td>
<td>D. concrete, timber, silk, spices</td>
</tr>
<tr>
<td></td>
<td><strong>A.</strong> textiles, railroads, iron, coal</td>
</tr>
<tr>
<td>7. According to Marx, the means of production were owned by</td>
<td>A. the ruling class oppressors.</td>
</tr>
<tr>
<td></td>
<td>B. the working class oppressed.</td>
</tr>
<tr>
<td></td>
<td>C. the government.</td>
</tr>
<tr>
<td></td>
<td>D. the proletariat.</td>
</tr>
<tr>
<td></td>
<td><strong>B.</strong> the working class oppressed.</td>
</tr>
<tr>
<td>8. The Second International was</td>
<td>A. the trade group formed by Western nations.</td>
</tr>
<tr>
<td></td>
<td>B. a German socialist party.</td>
</tr>
<tr>
<td></td>
<td>C. Marx’s famous publication.</td>
</tr>
<tr>
<td></td>
<td>D. an association of socialist groups.</td>
</tr>
<tr>
<td></td>
<td><strong>A.</strong> the trade group formed by Western nations.</td>
</tr>
<tr>
<td>9. One form of Marxist socialism was eventually called</td>
<td>A. Engelism.</td>
</tr>
<tr>
<td></td>
<td>B. Euroism.</td>
</tr>
<tr>
<td></td>
<td>C. communism.</td>
</tr>
<tr>
<td></td>
<td>D. proletariatism.</td>
</tr>
<tr>
<td></td>
<td><strong>C.</strong> communism.</td>
</tr>
<tr>
<td>10. The under-industrialized nations of southern and eastern Europe</td>
<td>A. reverted to monarchism.</td>
</tr>
<tr>
<td></td>
<td>B. provided food and raw materials for the industrial countries.</td>
</tr>
<tr>
<td></td>
<td>C. embraced the teachings of Marx.</td>
</tr>
<tr>
<td></td>
<td>D. built automobiles for the Americas.</td>
</tr>
</tbody>
</table>
|    | **B.** provided food and raw materials for the industrial countries.
Section Quiz 13-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the right to vote</td>
<td>A. unskilled labor</td>
</tr>
<tr>
<td>2. central institution of middle-class life</td>
<td>B. literacy</td>
</tr>
<tr>
<td>3. movement for women's rights</td>
<td>C. the family</td>
</tr>
<tr>
<td>4. workers without training or experience</td>
<td>D. feminism</td>
</tr>
<tr>
<td>5. the ability to read</td>
<td>E. suffrage</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Compulsory elementary education eventually created a new demand for all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. teachers.</td>
</tr>
<tr>
<td></td>
<td>B. female colleges.</td>
</tr>
<tr>
<td></td>
<td>C. newspapers.</td>
</tr>
<tr>
<td></td>
<td>D. religious freedom.</td>
</tr>
<tr>
<td>7. Public education helped make people</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. more patriotic.</td>
</tr>
<tr>
<td></td>
<td>B. more blue-collar.</td>
</tr>
<tr>
<td></td>
<td>C. less nationalistic.</td>
</tr>
<tr>
<td></td>
<td>D. more leisure oriented.</td>
</tr>
<tr>
<td>8. Urban populations grew for all of the following reasons EXCEPT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. more jobs brought people to the cities.</td>
</tr>
<tr>
<td></td>
<td>B. improved living conditions helped people survive living close together.</td>
</tr>
<tr>
<td></td>
<td>C. medical officers and building inspectors watched for hazards.</td>
</tr>
<tr>
<td></td>
<td>D. the desire to return to nature.</td>
</tr>
<tr>
<td>9. The new wealthy elite in Europe consisted of aristocrats and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. the clergy.</td>
</tr>
<tr>
<td></td>
<td>B. industrialists, bankers, and merchants.</td>
</tr>
<tr>
<td></td>
<td>C. unions.</td>
</tr>
<tr>
<td></td>
<td>D. teachers.</td>
</tr>
<tr>
<td>10. The European middle classes tended to believe in the ideals of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. servitude and women's rights.</td>
</tr>
<tr>
<td></td>
<td>B. tradition and classicism.</td>
</tr>
<tr>
<td></td>
<td>C. hard work and etiquette.</td>
</tr>
<tr>
<td></td>
<td>D. leisure and religion.</td>
</tr>
</tbody>
</table>
Section Quiz 13-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
____ 1. French lower house
____ 2. German lower house
____ 3. site of the “Bloody Sunday” Russian massacre
____ 4. Russian legislative assembly
____ 5. 1907 alliance among Great Britain, France, and Russia

Column B
A. Reichstag
B. Chamber of Deputies
C. Duma
D. St. Petersburg
E. Triple Entente

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____ 6. Russia opposed Austria-Hungary over the 1908 annexation of
   A. Japan.
   B. Serbia.
   C. Romania.
   D. Bosnia.

____ 7. The members of the Triple Alliance were
   A. Germany, Austria-Hungary, and Italy.
   B. Russia, France, and England.
   C. Greece, Serbia, and Montenegro.
   D. Bosnia, Herzegovina, and Italy.

____ 8. The strongest power in Europe by 1888 was
   A. the Germanic Confederation.
   B. the Germanic states.
   C. Germany.
   D. Prussia.

____ 9. The principle of ministerial responsibility states that
   A. the prime minister is responsible to the monarch.
   B. the prime minister is responsible to the legislative, not executive, body.
   C. ministers must support executive officers.
   D. ministers are responsible to bishops.

____ 10. Great Britain had a two-party system by the late nineteenth century. What were the parties?
   A. Cavaliers and Roundheads
   B. Socialists and Royalists
   C. Democrats and Republicans
   D. Liberals and Conservatives
**Chapter 13**

Section Quiz 13-4

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. idea that social progress comes from survival of the strong and fit</td>
<td>A. modernism</td>
</tr>
<tr>
<td>2. hostility and discrimination directed at Jews</td>
<td>B. Social Darwinism</td>
</tr>
<tr>
<td>3. art movement that rejected traditional styles</td>
<td>C. pogroms</td>
</tr>
<tr>
<td>4. scientific method pioneered by Freud</td>
<td>D. psychoanalysis</td>
</tr>
<tr>
<td>5. organized massacres</td>
<td>E. anti-Semitism</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6. What do Monet, Renoir, Morisot, and van Gogh have in common?</td>
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<tr>
<td>A. They contributed to the study of atomic particles.</td>
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<tr>
<td>B. They contributed to Einsteinian physics.</td>
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<tr>
<td>C. They did research to assist Freud.</td>
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<tr>
<td>D. They were all Impressionist or postimpressionist painters.</td>
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<p>| | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>7. Einstein’s theory of relatively stated that</td>
<td></td>
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<tr>
<td>A. the family is at the center of human consciousness.</td>
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<tr>
<td>B. relatives carry similar genes.</td>
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<tr>
<td>C. time, space, and matter are objective realities.</td>
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<tr>
<td>D. space and time are relative to the observer.</td>
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<p>| | | | | |</p>
<table>
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</thead>
<tbody>
<tr>
<td>8. According to Freud, human experience was strongly determined by</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A. past experiences.</td>
<td></td>
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<td></td>
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<tr>
<td>B. Newtonian physics.</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>C. atomic structure.</td>
<td></td>
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<tr>
<td>D. the natural rights of humankind.</td>
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</tbody>
</table>

<p>| | | | | |</p>
<table>
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<th></th>
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</thead>
<tbody>
<tr>
<td>9. Einstein’s theories led to all of the following conclusions EXCEPT</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. matter is a form of energy.</td>
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<tr>
<td>B. the atom contains vast energies.</td>
<td></td>
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<td></td>
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<tr>
<td>C. gene manipulation is possible.</td>
<td></td>
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<tr>
<td>D. time and space depend on matter.</td>
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</tbody>
</table>

<p>| | | | | |</p>
<table>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>10. Scientific discoveries in the late nineteenth and early twentieth centuries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. increased uncertainty about the universe.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. led to belief in a universe with certainty and precision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. confirmed Newton’s ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. confirmed Ptolemy’s ideas.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. sent the first radio waves across the Atlantic</td>
<td>A. ministerial responsibility</td>
</tr>
<tr>
<td>2. provided a new source of power in transportation</td>
<td>B. working class</td>
</tr>
<tr>
<td>3. Marxists who rejected the revolutionary approach</td>
<td>C. Marie Curie</td>
</tr>
<tr>
<td>4. made up nearly 80 percent of the European population in the early 1900s</td>
<td>D. revisionists</td>
</tr>
<tr>
<td>5. founded the Women’s Social and Political Union</td>
<td>E. Emmeline Pankhurst</td>
</tr>
<tr>
<td>6. idea that the prime minister is responsible to the legislative body and not to the king or president</td>
<td>F. Sigmund Freud</td>
</tr>
<tr>
<td>7. Germany, Austria-Hungary, and Italy</td>
<td>G. Guglielmo Marconi</td>
</tr>
<tr>
<td>8. discovered the first radioactive element, radium</td>
<td>H. Claude Monet</td>
</tr>
<tr>
<td>9. published major new theories of human behavior in The Interpretation of Dreams</td>
<td>I. internal-combustion engine</td>
</tr>
<tr>
<td>10. Impressionist painter who sought to capture the interplay of light, water, and sky</td>
<td>J. Triple Alliance</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>In the Second Industrial Revolution, what led the way to new industrial frontiers?</td>
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<td></td>
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<tr>
<td>12.</td>
<td>According to Karl Marx, the ____ , or working class, was oppressed by the middle class.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>By 1914 trade unions in Great Britain had</td>
</tr>
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<td></td>
</tr>
</tbody>
</table>
14. Although they made up only 5 percent of the population, which class controlled 30 to 40 percent of the wealth?
   A. the new working poor
   B. the new elite
   C. the middle class
   D. the working class

15. Which of the following founded the Female Association for the Care of the Poor and Sick in Hamburg, Germany?
   A. Florence Nightingale
   B. Amelia Earhart
   C. Emmeline Pankhurst
   D. Amalie Sieveking

16. What was the name of the legislative assembly created by Czar Nicholas II?
   A. Duma
   B. Marxist Social Soviet Party
   C. Magyar
   D. Red Parliament

17. The alliance between Great Britain, Russia, and France was known as the
   A. Western Advance.
   B. Triple Entente.
   C. Allied Powers.
   D. League of Nations.

18. According to Albert Einstein’s special theory of relativity,
   A. if all material things disappear out of the universe, only other stuff would remain.
   B. only space and time exist independently of the human experience.
   C. if all material things disappear out of the universe, time and space would disappear with them.
   D. matter and energy are two separate, distinct monads.

19. Symbolists believed that the world was a collection of symbols that
   A. reflected the true reality, which was the individual human mind.
   B. could only be interpreted by Freudian psychoanalysis.
   C. reveal the secrets of the Free Masons.
   D. did not always represent what they appeared to represent.

20. Functionalism was the idea that
   A. artists should forego traditional studios and paint in the countryside.
   B. artists should paint with only three colors.
   C. art could use geometric designs to re-create reality in the viewer’s mind.
   D. buildings, like the products of machines, should be useful and lack unnecessary ornamentation.

**DIRECTIONS:** Essay  Answer one of the following questions on a separate sheet of paper. (10 points)


22. Explain the role of the camera in the decline of realism in painting.

(continued)
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

---

<table>
<thead>
<tr>
<th>Revolution in the Arts and Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
</tr>
<tr>
<td>Literature</td>
</tr>
</tbody>
</table>
| Music                 | Romanticism   | • Impressionism
                       |               | • Chromaticism
                       |               | • Expressionism |
| Painting              | Realism       | • Impressionism
                       |               | • Postimpressionism
                       |               | • Cubism
                       |               | • Abstract expressionism |
| Physics               | Newton’s mechanical universe |
| Psychology            | Conscious awareness | Freud’s unconscious mind |

23. What was the new view in architecture called?
   - A. ornamentalism
   - B. functionalism
   - C. impressionism
   - D. chromaticism

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<table>
<thead>
<tr>
<th>Artists and Their Movements</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Art</td>
</tr>
<tr>
<td>Impressionism</td>
</tr>
<tr>
<td>Postimpressionism</td>
</tr>
<tr>
<td>Cubism</td>
</tr>
<tr>
<td>Abstract expressionism</td>
</tr>
</tbody>
</table>

24. Which painting movement uses squares, triangles, and circles to re-create reality?
   - A. Cubism
   - B. Impressionism
   - C. Abstract expressionism
   - D. Postimpressionism

(continued)
25. In what year was the U.S. rural population at about 25 million?
   A. 1900       C. 1840
   B. 1860       D. 1880

26. According to the chart, which of the following is true?
   A. Rural population was increasing at a greater rate than urban population.
   B. Between 1900 and 1920, the total population declined.
   C. Between 1900 and 1920, urban population increased at a greater rate than rural population.
   D. Urban population grew more quickly before the Civil War.

27. How do those in the caravan announce that they are coming?
   A. They send a messenger ahead to tell the others.
   B. They fire muskets to make noise.
   C. They build a fire.
   D. None of the above

“Well, we are but a mile from Ujiji now, and it is high time we should let them know a caravan is coming; so ‘Commence firing’ is the word passed along the length of the column, and gladly do they begin. They have loaded their muskets half full, and they roar like the broadside of a line-of-battle ship. Down go the ramrods, sending huge charges home to the breech, and volley after volley is fired. The flags are fluttered; the banner of America is in front, waving joyfully; the guide is in the zenith of his glory.”

—Henry M. Stanley, 1871
Mass Society and Democracy, 1870–1914

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. written by Karl Marx and Friedrich Engels
2. the working class
3. helped workers achieve better working conditions
4. made up 5 percent of the population, but controlled 30 to 40 percent of the wealth
5. German nursing pioneer
6. Russian legislative assembly created by Nicholas II
7. Great Britain, France, and Russia
8. developed the special theory of relativity
9. applied to human society in a radical way by nationalists
10. created the style of painting called cubism

Column B
A. Amalie Sieveking
B. Triple Entente
C. The Communist Manifesto
D. Duma
E. Albert Einstein
F. trade unions
G. Pablo Picasso
H. new elite
I. Social Darwinism
J. proletariat

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Which of the following sent the first radio waves across the Atlantic in 1901?
   A. Alexander Graham Bell
   B. Thomas Edison
   C. Guglielmo Marconi
   D. Joseph Swan

12. The internal-combustion engine gave rise to
   A. conveyor belts and factory lights.
   B. automobiles, airplanes, and improved ocean liners.
   C. streetcars and subways powered by electricity.
   D. a true American economy.

13. Which of the following were Marxists who rejected the revolutionary approach in favor of a more political approach?
   A. Social Soviets
   B. Unionists
   C. Proletariats
   D. Revisionists

14. During the Second Industrial Revolution, how much of the European population belonged to the working class?
   A. 40 percent
   B. 62.5 percent
   C. 80 percent
   D. 98 percent

(continued)
15. Emmeline Pankhurst and her daughters founded the
   A. Women’s Social and Political Union.
   B. Red Cross.
   C. Young Women’s Christian Association.
   D. Society for the Advancement of Women.

16. The principle of ministerial responsibility is the idea that
   A. church ministers should be responsible for a portion of the legislative process.
   B. the prime minister is responsible to the popularly elected legislative body and not to the executive officer.
   C. high-ranking government officials are legally accountable for the actions of the president and his family.
   D. elected officials are responsible to the people and should act in the people’s best interest.

17. The alliance of Germany, Austria-Hungary, and Italy was known as the
   A. Austro-Germany Empire.
   B. Axis Powers.
   C. Triple Alliance.
   D. Eastern Powers.

18. Whose discovery of radium changed the world’s view of the atom?
   A. Albert Einstein’s
   B. Marie Curie’s
   C. Friedrich von Bernhardi’s
   D. Houston Stewart Chamberlain’s

19. According to Sigmund Freud, human behavior was
   A. ruled by two related emotions: love and pity.
   B. determined by the physical makeup of the brain and could not be altered.
   C. the one factor that made human beings superior to all other animals.
   D. strongly determined by repressed experiences.

20. Which of the following was a Postimpressionist painter for whom art was a spiritual experience?
   A. Vincent van Gogh
   B. Claude Monet
   C. Pierre-August Renoir
   D. Berthe Morisot

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)
21. Describe the role of working-class women in the Second Industrial Revolution.
22. Describe the impact of Albert Einstein’s special theory of relativity on society.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which of the following statements is TRUE?
   A. A premier leads the government in the United States.
   B. The legislature is appointed in France.
   C. A representative democracy is characteristic of both France and the United States.
   D. There are two major political parties in France.

24. What old view in physics was replaced with Einstein’s relative universe?
   A. Newton’s relative universe
   B. Freud’s unconscious mind
   C. Newton’s mechanical universe
   D. None of the above

(continued)
25. From where had the electric waves been sent?
   A. Britain
   B. space
   C. the Atlantic Ocean
   D. Italy

26. This passage by Sylvia Pankhurst shows what characteristic of the women’s suffrage movement?
   A. determination
   B. pride
   C. sorrow
   D. joy

27. What is this young immigrant’s problem?
   A. Her beloved does not earn a good living.
   B. She is not allowed to marry because her older sisters are not yet engaged.
   C. Her parents do not like her beloved.
   D. She and her beloved do not speak the same language.


Section Quiz 14-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. extension of a nation’s power over other lands
2. governing by working with existing political elites
3. replacement of local rulers with officials from the mother country
4. political unit dependent on another for protection
5. “city of the lion”

Column B

A. direct rule
B. Singapore
C. imperialism
D. protectorate
E. indirect rule

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Spanish-American War resulted in
   A. a humiliating defeat for the United States.
   B. an important peace conference.
   C. war with Thailand.
   D. new territories for the United States.

7. All of the following came under French control EXCEPT
   A. Vietnam.
   B. Cambodia.
   C. Thailand.
   D. Laos.

8. In 1800, the only two societies in Southeast Asia that were under European rule were
   A. the Philippines and the Dutch East Indies.
   B. Singapore and Laos.
   C. Laos and Thailand.
   D. Vietnam and Japan.

9. In Burma, the British
   A. engaged in activities that led to the collapse of the Burmese monarchy.
   B. allowed the local king to rule on their behalf.
   C. agreed with France to let the country remain an independent buffer state.
   D. made King Mongkut emperor.

10. Colonial powers harmed their colonies by
    A. keeping wages low and taxes high.
    B. building railroads and highways.
    C. creating an entrepreneurial class.
    D. allowing some sharing of profits.
Section Quiz 14-2

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

**Column A**

1. “lifeline to India”
2. medical missionary and explorer in Africa
3. nineteenth-century Egyptian ruler
4. Dutch settlers in South Africa
5. incorporate a country within another state

**Column B**

A. Muhammad Ali
B. David Livingstone
C. Afrikaners
D. annex
E. Suez Canal

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. All of the following powers had colonies in West Africa by 1900, EXCEPT
   A. Britain.
   B. Germany.
   C. the United States.
   D. France.

7. After the opening of the Suez Canal in 1869, Britain
   A. sold its share in the canal to France.
   B. took an active interest in Egypt.
   C. seized Morocco and Tunisia.
   D. removed all troops from Egypt.

8. After its defeat in Ethiopia in 1896, Italy
   A. abandoned its interest in colonialism.
   B. negotiated indirect rule.
   C. attacked the Suez Canal.
   D. seized Tripoli.

9. In the late nineteenth century, the real driving force behind colonization of Central Africa was
   A. Germany.
   B. Leopold II of Belgium.
   C. British queen Victoria.
   D. Italy.

10. By 1914 the only independent states in Africa were
    A. Liberia and Ethiopia.
    B. Rhodesia and Egypt.
    C. South Africa and Congo.
    D. Togo and Sudan.
Section Quiz 14-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
____ 1. Indian soldiers hired by the British East India Company
____ 2. British monarch’s representative rulers
____ 3. Queen Victoria’s “Jewel in the Crown”
____ 4. Indian independence champion
____ 5. ruling British power in India before 1876

Column B
A. viceroys
B. Mohandas Gandhi
C. British East India Company
D. sepoys
E. India

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____ 6. What the British called the Sepoy Mutiny, Indians called the
   A. First War of Independence.
   B. Great Rebellion.
   C. Sepoy Offensive.
   D. Kanpur Massacre.

____ 7. In 1876 Queen Victoria assumed the title of
   A. Ruler of Kanpur.
   B. Manager of the East India Company.
   C. Empress of India.
   D. Queen of Hindus.

____ 8. British rule of India brought Indian society all of the following benefits EXCEPT
   A. order and stability.
   B. a new school system.
   C. railroads and telegraphs.
   D. tea.

____ 9. British rule hurt India in all of the following ways EXCEPT
   A. the corrupt tax collection system.
   B. the destruction of local industries.
   C. the introduction of slavery of the Moguls.
   D. the reduction of food production.

____ 10. The Indian National Congress
   A. demanded independence from Britain.
   B. asked to share the governing process.
   C. fought the Hindus.
   D. was a railroad connecting Nepal and Bombay.
**Section Quiz 14-4**

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. most privileged Latin American class</td>
<td>A. caudillos</td>
</tr>
<tr>
<td>2. guarantee by the United States to protect Latin America from Europe</td>
<td>B. Santa Anna</td>
</tr>
<tr>
<td>3. leaders of newly formed Latin American republics</td>
<td>C. <em>peninsulares</em></td>
</tr>
<tr>
<td>4. Mexican ruler from 1833 to 1855</td>
<td>D. Benito Juárez</td>
</tr>
<tr>
<td>5. Mexican reform leader</td>
<td>E. Monroe Doctrine</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

| 6. The Mexican reform movement from 1855 to 1876 brought about all of    | A. separation of church and state. |
| the following EXCEPT                                                  | B. land distribution to the poor.  |
|                                                                | C. an education system.            |
|                                                                | D. voting rights for women.        |
| 7. José de San Martín and Simón Bolívar led South American independence | A. Spain.                          |
| movements against                                                   | B. Portugal.                       |
|                                                                | C. the United States.              |
|                                                                | D. Mexico.                         |
| 8. Miguel Hidalgo, a hero of Mexican independence after 1810, had studied | A. Marxist writings.               |
|                                                                | B. the French Revolution.          |
|                                                                | C. Prussian militarism.            |
|                                                                | D. Freud’s theories.               |
| 9. Wealth, social prestige, and political power during the nineteenth  | A. trade.                          |
| century in Latin America were based on                              | B. capital.                        |
|                                                                | C. land.                           |
|                                                                | D. religion.                       |
| 10. Which of the following dominated the economy of Latin America in   | A. Spain                           |
| the nineteenth century?                                              | B. Portugal                        |
|                                                                | C. Britain                         |
|                                                                | D. Mexico                          |
**The Height of Imperialism, 1800–1914**

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. the moral responsibility of Europeans to civilize primitive peoples
2. leader of a movement for independence in the Philippines
3. Ottoman officer who seized power in Egypt and established a separate Egyptian state
4. talented ruler who carved out an empire for the Zulu people
5. Indian revolt known to the British as the Sepoy Mutiny
6. group that called for a share in the governing process of India
7. Indian author who worked for human dignity, world peace, and the mutual understanding and union of East and West
8. led the revolt in the French colony of Saint Domingue
9. hailed as one of the “Liberators of South America”
10. brought liberal reforms to Mexico, including land distribution to the poor

**Column B**

A. Muhammad Ali
B. Benito Juárez
C. François-Dominique Toussaint-Louverture
D. Shaka
E. Emilio Aguinaldo
F. First War of Independence
G. José de San Martín
H. “white man’s burden”
I. Indian National Congress
J. Rabindranath Tagore

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Who established the colony of Singapore?
   A. Sir Stamford Raffles
   B. King Mongkut
   C. Commodore George Dewey
   D. King Chulalongkorn

12. If a colony was run by _____, local elites were removed from power and replaced with Western officials.
   A. divine rule
   B. colonial rule
   C. direct rule
   D. Queensbury rule

13. Originally sent to Africa to find David Livingstone, Henry Stanley was
   A. killed going down the Congo River.
   B. hired by King Leopold II of Belgium.
   C. a liar and a thief.
   D. the author of many cartoons.

14. The only free states remaining in Africa by 1914 were
   A. Liberia and Ethiopia.
   B. Nigeria and Rhodesia.
   C. Egypt and Morocco.
   D. Rhodesia and Algeria.
15. Lord Macaulay designed a new school system in India to
   A. better educate Indians to take over the governing of the country.
   B. westernize the Indian population with the hopes of eliminating Hinduism.
   C. civilize the population, which the British colonists deemed backward.
   D. train Indian children to serve in the colonial government and army.

16. Which of the following set up a nonviolent movement with the aim to
    force the British to aid the poor and grant independence to India?
   A. Rabindranath Tagore
   B. The Indian National Congress
   C. Mohandas Gandhi
   D. Lord Thomas Macaulay

17. In the Latin American colonial system, who were the mestizos?
   A. top of the social classes; held all the important positions
   B. the largest group; worked as servants and laborers
   C. controlled land and business; regarded as second class citizens
   D. the native peoples; enslaved by the African colonists

18. Which of the following joined José de San Martín’s forces to complete the
    liberation of Peru?
   A. Agustín de Iturbide
   B. Miguel Hidalgo
   C. Montezuma
   D. Simón Bolívar

19. By seizing control of Mexico from Porfirio Díaz, Francisco Madero
    A. opened the door to a wider revolution led by Emiliano Zapata.
    B. ended one of the most brutal dictatorships in all of history.
    C. began a long period of peace by signing a treaty with Canada.
    D. ended 10 years of Mexican prosperity and plunged the country into poverty
       once again.

20. As a result of the prosperity that came from increased exports, Latin
    America
    A. built bigger armies, resulting in wars in Latin America.
    B. witnessed a growth in the middle sectors of Latin American society.
    C. became a target of aggressive Japanese traders, who cheated the young nations in
       unfair trade contracts.
    D. generally saw no need to industrialize as they already had done so.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of
paper. (10 points)

21. Explain why Westerners began to increase their search for colonies after 1880.

22. Explain the differences between the French and British systems of colonial rule
    in Africa.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

### European Countries in Africa

<table>
<thead>
<tr>
<th>Controlling Country</th>
<th>Part of Africa</th>
</tr>
</thead>
<tbody>
<tr>
<td>France, Great Britain</td>
<td>West Africa</td>
</tr>
<tr>
<td>France, Great Britain, Italy</td>
<td>North Africa (including Egypt)</td>
</tr>
<tr>
<td>Belgium, France</td>
<td>Central Africa</td>
</tr>
<tr>
<td>Great Britain, Portugal, Germany, Belgium</td>
<td>East Africa</td>
</tr>
<tr>
<td>Great Britain</td>
<td>South Africa</td>
</tr>
</tbody>
</table>

23. Which European country controlled the greatest area in Africa?
   A. Spain
   B. Great Britain
   C. Germany
   D. France

24. Which was an effect of the Europeans’ conquering Africa?
   A. Africans retained the right to rule themselves.
   B. Africans could vote.
   C. Africans worked for higher European wages.
   D. Africans were forced to adopt European customs.
25. The author quoted here believes that
   A. all cultures are equally valuable.
   B. Britain will be best able to rule India if the study of Arabic and Sanskrit is encouraged.
   C. works in Sanskrit have little value.
   D. respect should be shown to subject peoples.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

Panama Canal Facts
- In 1534, Holy Roman Emperor Charles V ordered the first survey of a proposed canal route across the Isthmus of Panama. The survey came back “impossible.”
- The canal was constructed in two stages: between 1881 and 1888 by a French company and between 1904 and 1914 by the United States.
- The canal is 51 miles (82 kilometers) long. The average time a ship spends in transit is 8 to 10 hours.
- There are 6 pairs of locks, or a total of 12 locks. Each lock is 1,000 feet (305 meters) long and 110 (34 meters) wide. The lock system lifts ships 85 feet (26 meters) above sea level.
- About 140 million tons (127 million metric tons) of commercial cargo pass through the canal each year.

26. According to the information in the list, how long is the system of locks in the Panama Canal?

27. According to the passage, what is the relationship between Java and the Netherlands (the Dutch)?
The Height of Imperialism, 1800–1914

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. promoted Western learning in Thailand
2. allowed local rulers to maintain positions of authority in the new colonial setting
3. spent 30 years exploring uncharted regions of Africa
4. man who influenced British policy in South Africa in the 1880s
5. governor who ruled as a representative of a monarch
6. formed a nonviolent movement to force improvements for the Indian poor and gain Indian independence
7. held all the important positions in colonial Latin America
8. guaranteed the independence of the new Latin American nations and warned against any European intervention
9. ruled by military force, supported by the landed elites
10. led the Mexican Revolution, seizing wealthy estates

**Column B**

A. Mohandas Gandhi
B. Emilio Zapata
C. indirect rule
D. *peninsulares*
E. Cecil Rhodes
F. caudillos
G. King Mongkut
H. David Livingstone
I. Monroe Doctrine
J. viceroy

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. What was the “white man’s burden”?
   A. the idea that bigger, stronger Europeans could carry more baggage
   B. the belief that Europeans had a moral responsibility to civilize primitive peoples
   C. the crowded urban living conditions created by the Second Industrial Revolution
   D. the unpopular belief that Europeans were responsible for the mass destruction of many African cultures

12. Which of the following led a movement for independence in the Philippines?
   A. Albert Beveridge
   B. King Chulalongkorn
   C. Emilio Aguinaldo
   D. Commodore George Dewey

13. Which of the following seized power in Egypt in 1805 and established a separate Egyptian state?
   A. Muhammad Ali
   B. Ferdinand de Lesseps
   C. Muhammad Ahmad
   D. General Charles Gordon
14. The Boers were descendants of
   A. the indigenous Zulu peoples of South Africa.
   B. Watusi nomads, who had been driven south by German colonists.
   C. the original Dutch settlers of Cape Town and the surrounding areas.
   D. German colonists who pushed the Zulu peoples out of Nigeria.

15. In 1857 a growing Indian distrust of the British led to
   A. the British replacing indirect rule with divine rule.
   B. a treaty between Great Britain and India, restoring independence to India.
   C. the British establishing a fort at Kanpur.
   D. the First War of Independence, which the British called the Sepoy Mutiny.

16. What was the goal of the Indian National Congress?
   A. immediate independence for India and Pakistan
   B. a share in the governing process of India
   C. a revolution that was embraced by both Hindus and Muslims
   D. a new constitution and the violent overthrow of British rule

17. Who was the Indian author who was also a social reformer, spiritual leader, educator, philosopher, singer, and painter?
   A. Rabindranath Tagore
   B. Apu Nahasapeemapetilion
   C. Mohandas Gandhi
   D. Mumbai Gujarat

18. The conservative elites in Mexico chose ______ to lead a revolt against Spanish rule.
   A. Sancho Panza
   B. Miguel Hidalgo
   C. Agustín de Iturbide
   D. Simón Bolívar

19. The son of Native American peasants, Benito Juárez
   A. misused state funds, halted reforms, and created chaos as ruler of Mexico.
   B. ruled by military force and was supported by the landed elites.
   C. fought San Salvador and lost almost half of Mexico.
   D. brought liberal reforms to Mexico, including land distribution to the poor.

20. Who overthrew Porfirio Díaz to gain control of Mexico?
   A. Emiliano Zapata
   B. Francisco Madero
   C. Miguel Hidalgo
   D. Agustín de Iturbide

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the benefits of British rule in India to the Indian subjects.

22. Explain how Miguel Hidalgo’s efforts eventually led to independence for Mexico.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

### European Countries in Africa

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</tr>
</tbody>
</table>

23. Which countries controlled only one part of Africa?
   A. Portugal and Germany
   B. Belgium and Germany
   C. France and Portugal
   D. Belgium and Italy

### Cause and Effect

- **Cause**: Europeans conquered Africa
- **Effect**: Africans lost right to rule themselves. Africans were forced to adopt European customs, languages, and ways of life. African farmers lost their lands to Europeans. Africans were forced to work for Europeans at low wages. Africans had to pay taxes but could not vote.

24. Which of the following best describes the life of Africans under European rule?
   A. Life improved through education and skill training.
   B. Life improved because new farming methods improved crop yields.
   C. Africans saw little benefit from their hard work.
   D. Africans were forced to move to cities to prevent them from rising up against European rule.
“What, then shall the language of education [in India] be? [Some] maintain that it should be the English. The other half strongly recommend the Arabic and Sanskrit. The whole question seems to me to be, which language is best worth knowing? . . . It is, I believe, no exaggeration to say that all the historical information which has been collected from all the books written in the Sanskrit language is less valuable than what may be found in short textbooks used at preparatory schools in England.”

—Stanley Wolpert, *A New History of India*, 1977

25. What attitude is reflected by the speaker?
   A. that education is not important
   B. that Indians should not be educated
   C. a sense of British superiority
   D. Both A and B

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.
*(4 points each)*

<table>
<thead>
<tr>
<th>British Influence on India</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause</td>
</tr>
<tr>
<td>British textiles</td>
</tr>
<tr>
<td>Heavy land taxes</td>
</tr>
<tr>
<td>Cotton crops</td>
</tr>
<tr>
<td>School system improved</td>
</tr>
<tr>
<td>Railroads, telegraph, telephone</td>
</tr>
</tbody>
</table>

26. Between 1800 and 1900, as many as 30 million Indians died of starvation. Based on the chart, what were some of the causes of Indian poverty and hunger?

“On the return journey, a European Sergeant of the Police expelled some Indian gentlemen from a railway-carriage with great insolence. Pramathanath, dressed in his European clothes, was there. He, too, was getting out, when the Sergeant said: ‘You needn’t move, sir. Keep your seat, please.’

“At first Pramathanath felt flattered at the special respect thus shown to him. When however, the train went on, the dull rays of the setting sun, at the west of the fields, now ploughed up and stripped of green, seemed in his eyes to spread a glow of shame over the whole country.”

—Rabindranath Tagore, *We Crown Thee King*, 1898

27. Read the passage taken from a story by Rabindranath Tagore. Why do you think Pramathanath was not forced from the train with the other Indians?
### Section Quiz 15-1

**DIRECTIONS: Matching**  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. spheres of influence</td>
</tr>
<tr>
<td></td>
<td>B. extraterritoriality</td>
</tr>
<tr>
<td>2.</td>
<td>C. indemnity</td>
</tr>
<tr>
<td></td>
<td>D. Boxers</td>
</tr>
<tr>
<td>3.</td>
<td>E. Open Door policy</td>
</tr>
<tr>
<td>4.</td>
<td>F. treaty</td>
</tr>
<tr>
<td>5.</td>
<td>G. payment</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice**  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

| 6.       | A. porcelain |
|          | B. opium    |
|          | C. tea      |
|          | D. silk     |

| 7.       | A. Britain received Hong Kong. |
|          | B. five ports were opened to British trade. |
|          | C. the British in China accepted Chinese laws. |
|          | D. China paid for the cost of the war. |

| 8.       | A. legalize trade in opium. |
|          | B. close several ports to trade. |
|          | C. recognize Hong as leader. |
|          | D. take back Kowloon. |

| 9.       | A. ending trade. |
|          | B. adopting Western technology. |
|          | C. moving toward democracy. |
|          | D. eliminating Confucian ideals. |

| 10.      | A. war with Japan. |
|          | B. disputes with Russia. |
|          | C. warlord independence. |
|          | D. a changing value system. |
Chapter 15

Section Quiz 15-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. local, as opposed to national</td>
<td>A. Sun Yat-sen</td>
</tr>
<tr>
<td>2. formed the Revive China Society</td>
<td>B. provincial</td>
</tr>
<tr>
<td>3. dynasty that ended in 1911</td>
<td>C. Guomindang</td>
</tr>
<tr>
<td>4. reform party that accepted General Yuan as president</td>
<td>D. Qing</td>
</tr>
<tr>
<td>5. new name for the Nationalist Party</td>
<td>E. Revolutionary Alliance</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The coming of Westerners did NOT affect the Chinese economy in one of the following ways. Which one?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. introducing modern means of transportation</td>
<td>C. integrating the Chinese market into the world economy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. creating an export market</td>
<td>D. building a large middle class</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Yuan tried to rule China without
   A. an army.
   B. understanding the influence of new Western ideas.
   C. dictating his views.
   D. the use of terror.

8. When the Nationalists’ rebellion failed,
   A. Sun Yat-sen fled to Japan.
   B. Sun Yat-sen surrendered.
   C. the Qing emperor was restored.
   D. Yuan turned back history to 1800.

9. When General Yuan Shigai died in 1916,
   A. the warlords surrendered.
   B. soldiers assisted the people.
   C. civil war erupted.
   D. the Nationalists seized power.

10. By 1925 many urban, middle-class Chinese people
    A. embraced Western art and literature.
    B. rejected all Western influence.
    C. celebrated the past.
    D. wrote their own novels.
Section Quiz 15-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks.  (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. U.S. consul who signed treaty with Japan</td>
<td>A. daimyo</td>
</tr>
<tr>
<td>2. political compromises</td>
<td>B. Port Arthur</td>
</tr>
<tr>
<td>3. traditional local Japanese nobles</td>
<td>C. Townsend Harris</td>
</tr>
<tr>
<td>4. territories of the new governors</td>
<td>D. prefectures</td>
</tr>
<tr>
<td>5. Manchurian city seized by Japan</td>
<td>E. concessions</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question.  (10 points each)

6. The Meiji Restoration was responsible for all of the following EXCEPT
   A. weakening the power of the traditional nobles.
   B. creating a constitution.
   C. promoting industry.
   D. rejecting all Western ideas, even industrialization.

7. The Meiji reformers created a new imperial army in 1871, based on
   A. compulsory military service.
   B. the old feudal structure.
   C. the U.S. Marine Corps.
   D. the hiring of mercenaries.

8. The Meiji education system included all of the following features EXCEPT
   A. universal education.
   B. instruction in technology.
   C. Japanese-only teaching staffs.
   D. an American-style structure.

9. The Meiji Restoration developed Japanese interest in all of the following EXCEPT
   A. Western fashions.
   B. the shogunate.
   C. ballroom dancing.
   D. baseball.

10. The 1904 war between Russia and Japan resulted in
    A. the humiliating defeat of Russia.
    B. Russian control of Korea.
    C. greater respect for Russia round the world.
    D. more Japanese immigration to the United States.
**East Asia Under Challenge, 1800–1914**

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. conflict resulting from the Chinese attempt to blockade Guangzhou</td>
<td>A. Tai Ping Rebellion</td>
</tr>
<tr>
<td>to keep out British traders</td>
<td></td>
</tr>
<tr>
<td>2. caused by the failure of the Chinese government to deal</td>
<td>B. spheres of influence</td>
</tr>
<tr>
<td>with pressing internal economic problems</td>
<td></td>
</tr>
<tr>
<td>3. launched the One Hundred Days of Reform</td>
<td>C. Commodore</td>
</tr>
<tr>
<td></td>
<td>Matthew Perry</td>
</tr>
<tr>
<td>4. young radical who formed the Revive China Society</td>
<td>D. Guang Xu</td>
</tr>
<tr>
<td>5. China’s “last emperor”</td>
<td>E. extraterritoriality</td>
</tr>
<tr>
<td>6. His fleet pressured the Japanese into opening trade relations with</td>
<td>F. first Opium War</td>
</tr>
<tr>
<td>the United States.</td>
<td>G. Edo</td>
</tr>
<tr>
<td>7. Japanese capital after the Meiji Restoration</td>
<td>H. Henry Pu Yi</td>
</tr>
<tr>
<td>8. practice of Europeans being governed by their own laws</td>
<td>I. Ito Hirobumi</td>
</tr>
<tr>
<td>while living on Chinese soil</td>
<td>J. Sun Yat-sen</td>
</tr>
<tr>
<td>9. areas where the European states had exclusive trading rights in</td>
<td></td>
</tr>
<tr>
<td>China</td>
<td></td>
</tr>
<tr>
<td>10. traveled to Great Britain, France, Germany, and the United States</td>
<td></td>
</tr>
<tr>
<td>to study their governments</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. As a result of the Treaty of Nanjing, Britain was
A. forced to stop all trade with China and Japan.
B. paid millions of dollars worth of Chinese silk, tea, and porcelain as war reparations.
C. unable to balance its trade with China.
D. given the island of Hong Kong, among other concessions.

12. Hong Xiuquan, leader of the Tai Ping Rebellion, viewed himself as
A. the rightful heir to the throne of China.
B. the last of the Thai pirates.
C. the younger brother of Jesus Christ.
D. the reincarnation of Lao-tsi.
13. Who proposed the Open Door policy for China?
   A. John Hay  
   B. Ci Xi  
   C. Guang Xu  
   D. Jeremy Smith

14. The slogan of ____ was “destroy the foreigner.”
   A. Fu Manchu  
   B. the Revive China Society  
   C. the Boxers  
   D. Kung Fu

15. Who agreed to serve as president of a new Chinese republic after the collapse of the Qing dynasty?
   A. Henry Pu Yi  
   B. General Yuan Shigai  
   C. Ho Chi Min  
   D. Guang Xu

16. Under the reign of the young emperor Mutsuhito, Japan
   A. underwent a political transformation known as the Meiji Restoration.  
   B. went through a violent period of religious wars.  
   C. became heavily reliant on foreign money to support its economy.  
   D. reverted to a democratic system.

17. What was the result of Japan’s victory in the war with Russia?
   A. Japan had instantly made enemies of all of Russia’s allies.  
   B. The United States halted all Japanese immigration.  
   C. Japan was now in the perfect position to invade Taiwan.  
   D. A stunned world was forced to recognize Japan as one of the great powers.

18. The policy of ____ called for China to adopt Western technology while retaining their Confucian values and institutions.
   A. spheres of influence  
   B. “self-strengthening”  
   C. extraterritoriality  
   D. Tai Ping

19. Who imprisoned Guang Xu and ended all his reform efforts?
   A. Hong Xiuquan  
   B. Ci Xi  
   C. Sun Yat-sen  
   D. Chairman Mao

20. The daimyo governed ____ after the Meiji government seized their lands.
   A. hamlets  
   B. countries  
   C. prefectures  
   D. constituencies

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain why the Tai Ping Rebellion appealed to many people.

22. Describe the effect of Westerners on the Chinese economy and society.

(continued)
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which was an external cause of decline for the Qing Dynasty?
   A. the Boxer Rebellion
   B. peasant unrest
   C. food shortages
   D. growing influence of imperialists

24. Which two factors caused the Tai Ping Rebellion?
   A. peasant unrest and the Boxer Rebellion
   B. peasant unrest and food shortages
   C. food shortages and the British opium trade
   D. land used to grow opium and the Boxer Rebellion

25. Where was Sun Yat-sen recognized by a spy of the Imperial authorities?
   A. Annam
   B. Hanoi
   C. Lianshan
   D. France

“We, a group of about 100 men, with the three guns we had captured, fought for seven days against the thousands of men led by Lu-Tsi-Kwang and Lu-Yin-Tin, and then retreated to Annam. While I was passing through Lianshan, I was recognised by a spy of the Imperial authorities, who approached the French Government, with the result that I was expelled from Hanoi. This was our sixth defeat.”

—Sun Yat-sen, Memoirs of a Chinese Revolutionary
DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. According to the program proposed by Sun Yat-sen in the passage above, what kind of government does he support?

“Establish the Republic: Now our revolution is based on equality, in order to establish a republican government. All our people are equal and all enjoy political rights. The president will be publicly chosen by the people of the country. The parliament will be made up of members publicly chosen by the people of the country.”

—Sources of Chinese Tradition, William Theodore de Bary et al., eds., 1960

27. Japan developed a strong navy. Study the map showing Japanese expansion. What geographic factors do you think influenced where Japan was able to acquire territory?
Chapter 15 Test, Form B

East Asia Under Challenge, 1800–1914

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ended first Opium War</td>
<td>A. Port Arthur</td>
</tr>
<tr>
<td>2. Christian convert who viewed himself as the younger brother of Jesus Christ</td>
<td>B. Boxers</td>
</tr>
<tr>
<td>3. proclaimed that China should have an Open Door policy</td>
<td>C. Treaty of Nanjing</td>
</tr>
<tr>
<td>4. popular name given to the members of the Society of Harmonious Fists</td>
<td>D. prefectures</td>
</tr>
<tr>
<td>5. agreed to serve as president of a new Chinese republic after the collapse of the Qing dynasty</td>
<td>E. General Yuan Shigai</td>
</tr>
<tr>
<td>6. “Enlightened Rule”</td>
<td>F. Ci Xi</td>
</tr>
<tr>
<td>7. Japan launched a surprise attack on this naval base</td>
<td>G. Meiji</td>
</tr>
<tr>
<td>8. adopt Western technology; retain Confucian values</td>
<td>H. Hong Xiuquan</td>
</tr>
<tr>
<td>9. opposed the emperor’s reforms and imprisoned him</td>
<td>I. “self-strengthening”</td>
</tr>
<tr>
<td>10. governed by the daimyo after the Meiji Restoration</td>
<td>J. John Hay</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. In an attempt to adjust the trade imbalance with China, Britain began
   A. increasing the price of steel traded to China.
   B. decreasing the amount of tea and porcelain purchased from China.
   C. shipping opium grown in India directly to China.
   D. shipping silk made in India directly to England.

12. The Tai Ping Rebellion appealed to many people because it
   A. called for reforms, such as giving land to peasants and treating women as equals.
   B. eased trade restrictions, opening up profitable markets in Brazil.
   C. sought to return China to Confucianism.
   D. was a peaceful rebellion in which no blood was spilled.

13. Which of the following launched reform known as the One Hundred Days of Reform?
   A. Hong Xiuquan
   B. Guang Xu
   C. the Gang of Four
   D. Xian Feng

(continued)
14. Who founded the Revive China Society and, later, the Nationalist Party?
   A. Henry Pu Yi  
   B. Lo Mien Song Le Fong  
   C. Guang Xu  
   D. Sun Yat-sen

15. Which of the following is considered to be the last emperor of China?
   A. General Zee  
   B. Henry Pu Yi  
   C. General Yuan Shigai  
   D. Li Mu Bai

16. Under the military pressure of Commodore Matthew Perry’s fleet, Japan
   A. formed the Sat-Cho society.  
   B. treated shipwrecked American sailors like criminals.  
   C. signed the Treaty of Kanagawa, opening up trade relations with the United States.  
   D. demanded that the shogun become president of Japan.

17. One of China’s foremost writers at the turn of the century was
   A. Ba Jin.  
   B. Yuan Shigai.  
   C. Wang Tao.  
   D. Shimone Oseki.

18. Which of the following referred to the practice of Europeans living by their own laws while on Chinese soil?
   A. spheres of influence  
   B. diplomatic impurity  
   C. home rule  
   D. extraterritoriality

19. By dealing directly with Chinese warlords for exclusive trading rights, European traders
   A. were able to cut costs and greatly improve their positions, or feng shui.  
   B. established spheres of influence that barred others from trading within a specific region.  
   C. weakened the Chinese economy and caused the downfall of the boxers.  
   D. were able to cheat Chinese merchants, resulting in a growing antiforeigner sentiment.

20. A commission under _____ traveled to Great Britain, France, Germany, and the United States to study their governments.
   A. Mitsubishi  
   B. Hiroyuki Nakano  
   C. Ito Hirobumi  
   D. Ronin Kensoh

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)
21. Describe the impact of the Open Door policy on China.
22. Explain how the Japanese educational system promoted traditional values even as it adopted Western models.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What is the social goal of the speaker?
   A. socialism  
   B. authoritarianism  
   C. political equality  
   D. autocracy

24. According to the passage, what is President Fillmore seeking?
   A. gold from Japan  
   B. trade with Japan  
   C. imperial control of Japan  
   D. isolation from Japan

25. According to the passage, who would decide if the accused lived or died?
   A. foreign governments  
   B. the Autumnal Court of Assize  
   C. the emperor  
   D. the people of Turkestan
DIRECTIONS: Answer each of the following questions on a separate sheet of paper. (4 points each)

26. According to the passage, what responsibilities did Chinese sons have?

In traditional China, children were thought of not as individuals but as members of a family. Indeed, children were valued because they—especially the sons—would help with the work in the fields, carry on the family name, and care for their parents in old age.

27. After looking at the map, what conclusion can you draw about the role China played in eastern Asia? Explain your answer.
An Era of European Imperialism, 1800–1914

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

Column A
1. leader of the Congress of Vienna
2. a political philosophy based on Enlightenment ideals
3. a movement to end slavery
4. wrote The Communist Manifesto
5. an artistic movement that rebelled against tradition
6. extending a nation’s power over other lands
7. built the Suez Canal
8. led revolutions in South America
9. payment for damages
10. marketable product

Column B
A. modernism
B. Ferdinand de Lesseps
C. abolitionism
D. Simón Bolívar
E. imperialism
F. liberalism
G. indemnity
H. commodity
I. Klemens von Metternich
J. Karl Marx

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The Crimean War was a result of a long-standing struggle between
   A. Russia and the Ottoman Empire.
   B. Russia and Prussia.
   C. Austria-Hungary and the Ottoman Empire.
   D. Prussia and Austria-Hungary.

12. Darwin’s principle that plants and animals had evolved over a long period of time from simpler forms of life is called
   A. natural selection.
   B. the theory of relativity.
   C. organic evolution.
   D. secularization.

13. Which of the following is NOT true about early public education?
   A. It helped provide skilled labor in the Second Industrial Revolution.
   B. It was started primarily for the elite and wealthier middle class.
   C. It required boys and girls between ages 6 and 12 to attend school.
   D. It helped people become better-educated voters.
14. The Duma was
   A. an area of Austria-Hungary.
   B. the ruler of Russia.
   C. the ruler of Montenegro.
   D. a legislative assembly in Russia.

15. Which of the following devised a method of mental therapy called psychoanalysis?
   A. Sigmund Freud
   B. Herbert Spencer
   C. Berthe Morisot
   D. Igor Stravinsky

16. Which of the following countries was never a European colony?
   A. Vietnam
   B. Burma
   C. Thailand
   D. Singapore

17. Which of the following was NOT a consequence of British indirect rule in Nigeria?
   A. It disrupted local customs and institutions.
   B. All major decisions were made by British administrators.
   C. It sowed the seeds for class and tribal tensions.
   D. It kept the African elite in power.

18. The Monroe Doctrine was created by President James Monroe to
   A. create a joint trade agreement with Britain.
   B. allow Europeans more power in Latin America.
   C. guarantee the independence of new Latin American nations.
   D. allow the use of troops to restore Spanish control in Latin America.

19. As a result of the _____, China agreed to give Hong Kong to the British.
   A. Tai Ping Rebellion
   B. Treaty of Nanjing
   C. Open Door policy
   D. Treaty of Kanagawa

20. The Japanese emperor who called his reign the “Enlightened Rule” was
   A. Mutsuhito.
   B. Ito Hirobumi.
   C. Kanagawa.
   D. Meiji.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (20 points)

21. How did nationalism threaten the existing political order of the nineteenth century?

22. Explain how conservatism led to the great powers adopting a principle of intervention.
An Era of European Imperialism, 1800–1914

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a person interested in finding new business possibilities</td>
<td>A. sepoy</td>
</tr>
<tr>
<td>2. a ready supply of money</td>
<td>B. Kanagawa</td>
</tr>
<tr>
<td>3. the ability to read</td>
<td>C. entrepreneur</td>
</tr>
<tr>
<td>4. the czar responsible for “Bloody Sunday”</td>
<td>D. Nicholas II</td>
</tr>
<tr>
<td>5. the driving force behind the colonization of Central Africa</td>
<td>E. Mutsuhito</td>
</tr>
<tr>
<td>6. Indian soldier</td>
<td>F. literacy</td>
</tr>
<tr>
<td>7. descendant of Europeans born in Latin America</td>
<td>G. Guangzhou</td>
</tr>
<tr>
<td>8. Chinese trading center open to Europeans in the early 1800s</td>
<td>H. capital</td>
</tr>
<tr>
<td>9. began reforms to modernize Japan</td>
<td>I. creole</td>
</tr>
<tr>
<td>10. treaty between the United States and Japan</td>
<td>J. Leopold II</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Puddling was</td>
</tr>
<tr>
<td>A.</td>
<td>a way of washing laundry in rural villages.</td>
</tr>
<tr>
<td>B.</td>
<td>a speech given to confuse political opponents.</td>
</tr>
<tr>
<td>C.</td>
<td>a process for producing iron.</td>
</tr>
<tr>
<td>D.</td>
<td>damage created by railroads.</td>
</tr>
<tr>
<td>12.</td>
<td>The Factory Act of 1833</td>
</tr>
<tr>
<td>A.</td>
<td>allowed women to work in factories.</td>
</tr>
<tr>
<td>B.</td>
<td>provided benefits for workers in case of sickness.</td>
</tr>
<tr>
<td>C.</td>
<td>limited child labor.</td>
</tr>
<tr>
<td>D.</td>
<td>raised wages.</td>
</tr>
<tr>
<td>13.</td>
<td>Which of the following arose out of people’s awareness of being part of a community with common institutions, traditions, language, and customs?</td>
</tr>
<tr>
<td>A.</td>
<td>liberalism</td>
</tr>
<tr>
<td>B.</td>
<td>capitalism</td>
</tr>
<tr>
<td>C.</td>
<td>nationalism</td>
</tr>
<tr>
<td>D.</td>
<td>conservatism</td>
</tr>
</tbody>
</table>

(continued)
14. Which of the following was NOT true after Czar Alexander II’s emancipation edict?
   A. Serfs were allowed to own property.
   B. Serfs became wealthy landowners.
   C. Serfs could marry as they chose.
   D. Serfs continued to follow old ways of farming.

15. The Triple Alliance united
   A. Great Britain, France, and Russia.
   B. Germany, Austria-Hungary, and Italy.
   C. Germany, Austria-Hungary, and Russia.
   D. Great Britain, France, and the United States.

16. Pogroms and anti-Semitism in Europe led to all of the following EXCEPT
   A. emigration of thousands of Jews to the United States.
   B. larger populations of Jews in eastern Europe.
   C. the growth of Zionism.
   D. political parties that endorsed anti-Semitism.

17. Local officials in India who collected taxes for the British were
   A. viceroys.
   B. sepoys.
   C. sahibs.
   D. zamindars.

18. President William McKinley decided to turn the Philippines into an American colony
   A. because it was a convenient point for trade with China.
   B. to prevent the area from falling back into the hands of the Spanish.
   C. because many Americans already lived there.
   D. in order to conquer neighboring Japan.

19. Extraterritoriality referred to
   A. Europeans living by their own laws in China.
   B. European influence in the territories of Asia.
   C. the importing of opium to China by the British.
   D. the extra population growth in territories occupied by the British.

20. Sun Yat-sen founded the Revive China Society and the
   A. Communist Party.
   B. Nationalist Party.
   C. Anti-European Party.
   D. Continental Party.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (20 points)

21. What is Social Darwinism, and how was it tied to imperialism?

22. Explain the difference between direct and indirect rule in the colonial regimes.
Section Quiz 16-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. military draft
2. aggressive preparation for war
3. readying troops and supplies for war
4. ally of Austria-Hungary
5. protector of Serbia

Column B

A. mobilization
B. militarism
C. Germany
D. Russia
E. conscription

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The Triple Alliance was a loose agreement of cooperation among
   A. Serbia, Germany, and Britain.
   B. Italy, Serbia, and France.
   C. Germany, Italy, and Russia.
   D. Germany, Austria-Hungary, and Italy.

7. Which one of the following is NOT considered a major cause of World War I?
   A. the growth of nationalism
   B. impressionism
   C. militarism
   D. internal dissent

8. Austria-Hungary feared that Serbia would
   A. create a large Slavic state.
   B. kill Archduke Ferdinand.
   C. invade Russia.
   D. invade Germany.

9. Germany viewed the Russian czar’s full mobilization of the army as an
   A. act of support for Austria-Hungary.
   B. act of kindness.
   C. act of war.
   D. act of bad judgment.

10. The German military plan devised by General von Schlieffen
    A. called for war on two fronts.
    B. relied on carpet-bombing.
    C. depended on help from Serbia.
    D. depended on French neutrality.
Section Quiz 16-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
____  1. ideas spread to influence public opinion
____  2. warfare based on wearing down opponents
____  3. huge German airship
____  4. warfare based on protected lines of ditches
____  5. complete mobilization of resources and people

Column B
A. trench warfare
B. propaganda
C. zeppelin
D. total war
E. war of attrition

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____  6. During the war, new roles in the workforce were created for women because
   A. they were experienced workers.
   B. so many men entered the military effort.
   C. women needed something to do.
   D. women demanded equality.

____  7. To maintain high morale and support for the war among their citizens,
   A. only the authoritarian regimes used propaganda.
   B. only the authoritarian powers allowed peace rallies.
   C. the democratic states used propaganda.
   D. the democratic states never resorted to exaggeration.

____  8. Air warfare in World War I involved all of the following EXCEPT
   A. the first long-range missiles.
   B. spotting enemy positions.
   C. attacking ground targets.
   D. shooting down enemy aircraft.

____  9. Across Europe, wartime governments
   A. maintained free-market conditions.
   B. set up planned economies.
   C. reduced their powers.
   D. deregulated prices, wages, and rent.

____  10. The United States entered the war largely over the issue of
    A. Serbian independence.
    B. trench warfare.
    C. German use of zeppelins.
    D. unrestricted submarine warfare.
DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Russian legislative body in 1917</td>
<td>A. Trotsky</td>
</tr>
<tr>
<td>2. representative councils of workers and soldiers</td>
<td>B. Duma</td>
</tr>
<tr>
<td>3. small faction of the Russian Social Democrat Party</td>
<td>C. soviets</td>
</tr>
<tr>
<td>4. Red Army’s commissar</td>
<td>D. war communism</td>
</tr>
<tr>
<td>5. policy ensuring supplies for the Red Army</td>
<td>E. Bolsheviks</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Russia was unprepared for war in all of the following ways EXCEPT one. Which one?
   - A. no competent military leaders
   - B. weak armament industry
   - C. poorly armed military
   - D. no czar

7. Women workers in Petrograd marched in protest, then
   - A. organized a general strike.
   - B. learned to bake bread.
   - C. consulted with Rasputin.
   - D. joined the czar’s army.

8. Outwardly, Lenin turned over power to the all-Russian Congress of Soviets, then
   - A. invaded Poland with a mercenary army of peasants.
   - B. signed a peace treaty with the czar and became deputy czar.
   - C. passed real power to a council that he controlled.
   - D. retired from politics and settled in the Ukraine.

9. Military opposition or other forms of challenges to the Red Army came from all of the following EXCEPT
   - A. Siberian anti-Communists.
   - B. Italian royalists who supported Lenin.
   - C. Allied material aid to the anti-Communists.
   - D. the Ukrainians.

10. Kerensky’s provisional government made the fatal mistake of deciding to
    - A. continue the war.
    - B. sign a peace treaty with Germany.
    - C. assassinate the czar.
    - D. continue the 300-year-old Romanov dynasty.
Section Quiz 16-4

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. truce agreement
2. payments to cover war costs
3. governing without owning the territory
4. British prime minister in 1919
5. French premier in 1919

Column B
A. mandate system
B. Lloyd George
C. armistice
D. Georges Clemenceau
E. reparations

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. American president Wilson argued at the Paris Peace conference most strongly for
   A. forgiving Germany.
   B. restoration of Russia’s czar to end communism.
   C. a League of Nations to prevent future wars.
   D. the outright annexation of territories by the Allies.

7. To gain Arab support against the Ottoman Turks during the war, the Allies had promised to
   A. recognize independent Arab states.
   B. destroy the Austro-Hungarian Empire.
   C. keep Russia out of Egypt.
   D. buy Arabian oil.

8. Under the terms of the Treaty of Versailles, Germany was forced to do all of the following EXCEPT
   A. return Alsace and Lorraine to France.
   B. give up land to a new Polish state.
   C. pay for war damage.
   D. run Italy as a mandate.

9. The Treaty of Versailles was signed by the Big Three powers as a peace settlement with
   A. Germany, Austria, Hungary, Bulgaria, and Turkey.
   B. Germany, Austria, Hungary, and Bulgaria.
   C. Germany, Austria, and Hungary.
   D. Germany.

10. After German emperor William II fled the country in 1918, Germany formed a
    A. Communist soviet.
    B. democratic republic.
    C. constitutional monarchy.
    D. military dictatorship.
War and Revolution, 1914–1919

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. a military draft</td>
<td>A. propaganda</td>
</tr>
<tr>
<td>2. assassinated Archduke Francis Ferdinand and his wife, Sophia</td>
<td>B. mandate</td>
</tr>
<tr>
<td>3. the spread of ideas to influence public opinion for or against a cause</td>
<td>C. conscription</td>
</tr>
<tr>
<td>4. Great Britain, France, Italy, and Russia</td>
<td>D. Erich von Ludendorff</td>
</tr>
<tr>
<td>5. systems directed by government agencies in order to mobilize resources for the war effort</td>
<td>E. planned economies</td>
</tr>
<tr>
<td>6. urged princes in the Middle East to revolt against their Ottoman overlords</td>
<td>F. Communists</td>
</tr>
<tr>
<td>7. new name for the Bolsheviks after they seized power</td>
<td>G. Gavrilo Princip</td>
</tr>
<tr>
<td>8. general who guided German military operations</td>
<td>H. War Guilt Clause</td>
</tr>
<tr>
<td>9. declared that Germany and Austria were responsible for starting World War I</td>
<td>I. Allied Powers</td>
</tr>
<tr>
<td>10. a nation officially governed by another nation on behalf of the League of Nations</td>
<td>J. Lawrence of Arabia</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. What was the name of the group that conspired to assassinate Archduke Francis Ferdinand?
   A. the Serbian People’s Front  
   B. the Red Band                
   C. the Bosnian Militia         
   D. the Black Hand              

12. In 1914 _____ was considered an act of war.
   A. assassination of a member of royalty  
   B. ending diplomatic relations         
   C. mobilization of a nation’s army      
   D. breaking a military alliance         

13. The Western Front was characterized by
   A. the slow but steady advance of the German army.  
   B. trench warfare that kept both sides in virtually the same positions for four years.  
   C. decisive victories by the French army, quickly driving back the German forces.  
   D. innovative strategy and tactics that fully utilized the new technologies available to both armies.
14. Austria-Hungary, Bulgaria, Germany, and the Ottoman Empire became known as
   A. the Allied Powers. C. the Central Powers.

15. Why did Admiral Holtzendorff promise Emperor William II “not one American will land on the continent”?
   A. He wanted to convince the emperor to resume unrestricted submarine warfare.
   B. He believed the United States had no interest in the war.
   C. He thought the Americans would honor their treaty with Germany.
   D. He was misled by British spies working within the German navy.

16. _____ were councils composed of representatives from the workers and soldiers.
   A. Bolsheviks C. Vanguards
   B. Soviets D. Dumas

17. The Red secret police, known as the Cheka, began
   A. infiltrating the governments of Russia’s enemies as spies.
   B. to plot against Lenin almost immediately after he came to power.
   C. to restore order to Russia after years of civil war.
   D. a Red Terror campaign to destroy all those who opposed the new regime.

18. The Treaty of Versailles was
   A. a peace settlement that consisted of five separate treaties with the defeated nations.
   B. forced upon Austria and gave some of its land to the new state of Poland.
   C. the treaty signed with Germany that many Germans felt was a harsh peace.
   D. a defensive alliance between Great Britain, France, and the United States.

19. France’s approach to peace was guided in large part by
   A. the desire for national security.
   B. a need to reclaim territories lost during the war.
   C. the desire to obtain control over some of Germany’s former colonies.
   D. a vision to create a League of Nations to prevent future wars.

20. World War I was a _____, meaning that it involved a complete mobilization of resources and people.
   A. modern conflict C. total war
   B. trench war D. mobile conflict

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)


22. Explain the impact of World War I on women’s roles.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which of the following Balkan countries sided with the Central Powers?
   A. Serbia
   B. Montenegro
   C. Greece
   D. Bulgaria

24. Based on the graphs above, which country had the most foreign trade?
   A. Great Britain
   B. Germany
   C. France
   D. Turkey

25. Based on the graphs above, which country was least prepared for war?
   A. Great Britain
   B. Germany
   C. Russia
   D. Turkey

(continued)
DIRECTIONS: Answer each of the following questions on a separate sheet of paper. (4 points each)

26. In the passage above, how does Graves distinguish between rifle-fire and shell-fire?

“... But a rifle bullet, even when fired blindly, always seemed purposely aimed. And whereas we could usually hear a shell approaching, and take some sort of cover, the rifle bullet gave no warning. So, though we learned not to duck to a rifle bullet because, once heard, it must have missed, it gave us a worse feeling of danger. Rifle bullets in the open went hissing into the grass without much noise, but when we were in a trench, the bullets made a tremendous crack as they went over the hollow.”

—Robert Graves, “Life in the Trenches” from Good-bye to All That

27. According to Lenin in the passage above, what is most important to socialism?

“First of all, this argument is used with certain interpretations of ‘democracy in general’ and ‘dictatorship in general’ without raising the point as to which class one has in mind. Such a statement of the question, leaving out of consideration the question of class as though it were a general national matter, is direct mockery of the fundamental doctrine of socialism, namely, the doctrine of class struggle, which the socialists who have gone over to the side of the bourgeoisie recognize when they talk, but forget when they act.”

—Vladimir Ilyich Lenin, “Dictatorship of the Proletariat”
Chapter 16 Test, Form B

War and Revolution, 1914–1919

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. his assassination started World War I
2. assembling troops and supplies for war
3. kept the Western Front from moving very much
4. wearing the other side down with constant attacks
5. Austria-Hungary, Bulgaria, Germany, and the Ottoman Empire
6. Siberian peasant who influenced Alexandra
7. head of the Petrograd soviet and, later, commissar of war
8. world organization created at the Paris Peace Conference
9. prime minister of Great Britain, who wanted to make the Germans pay for the war
10. the right of each people to have their own nation

Column B
A. war of attrition
B. mobilization
C. Central Powers
D. David Lloyd George
E. trench warfare
F. Archduke Francis Ferdinand
G. Grigori Rasputin
H. self-determination
I. League of Nations
J. Leon Trotsky

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. ______, the aggressive preparation for war, was growing along with nations’ armies.
   A. Conscript
   B. Militarism
   C. Warmongering
   D. Mobilization

12. The Schlieffen Plan was
   A. Austria-Hungary’s attempt to negotiate a peaceful settlement with Serbia.
   B. Germany’s proposal for dividing up Serbia between Russia and Austria-Hungary.
   C. the Black Hand’s plan to assassinate the heir to the Austro-Hungarian throne.
   D. Germany’s plan for a two-front war with Russia and France, which had formed a military alliance.

13. The German advance toward Paris was halted at
   A. the Battle of Tannenburg.
   B. the French-Belgian border.
   C. the Battle of Marne.
   D. the German-Belgian border.

14. By attacking Austria in May 1915, Italy
   A. betrayed Germany and Austria.
   B. helped to knock Russia out of the war.
   C. won the war.
   D. became a world power.

Glencoe World History: Modern Times
15. What caused the United States to join the Allies in fighting World War I?
   A. the sinking of the *Titanic*
   B. the German embargo on gasoline
   C. the United States’s fear of the Austro-Hungarian powers
   D. the Germans’ unrestricted use of submarine warfare

16. Under the leadership of _____, the Bolsheviks became a party dedicated to violent revolution.
   A. Alexander Kerensky
   B. Grigori Rasputin
   C. V. I. Lenin
   D. Alexandra Romanov

17. In an attempt to end Russia’s involvement in the war, Lenin
   A. seized the Winter Palace and overthrew the Russian government.
   B. signed the Treaty of Brest-Litovsk with Germany, which gave up much Russian territory.
   C. united the soviets under the Bolshevik party.
   D. called a general strike that shut down all factories in Petrograd on March 10.

18. _____ became the spokesperson for a new world order based on democracy and international cooperation.
   A. Woodrow Wilson
   B. Rosa Luxemburg
   C. Karl Liebknecht
   D. Georges Clemenceau

19. Germany was especially unhappy with Article 231 of the Treaty of Versailles because it
   A. forced Germany to reduce the size of its army and navy.
   B. forced Germany to give back the territories of Alsace and Lorraine.
   C. awarded sections of eastern Germany to the new Polish state.
   D. declared that Germany and Austria were responsible for starting the war.

20. After the war, Britain ruled Iraq and Palestine as
   A. colonies, which they received as part of Germany’s war reparations.
   B. mandates on behalf of the League of Nations, but did not own the territory.
   C. indirect rulers, which allowed the two nations some semblance of autonomy.
   D. direct rulers, leading to much animosity that still exists today.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the impact of trench warfare on the Western Front.

22. Explain Woodrow Wilson’s “Fourteen Points” for the peace settlement after World War I.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which seas are adjacent to Greece?
   A. Aegean and Black Seas
   B. Black and Mediterranean Seas
   C. Ionian and Aegean Seas
   D. Ionian and Black Seas

24. According to the figure above, the Russian government was
   A. an oligarchy.
   B. a constitutional monarchy.
   C. an autocracy.
   D. a republic.

25. According to the figure above, which of the following groups would have the most to gain from a revolution?
   A. the officials
   B. the nobles
   C. the middle classes
   D. the peasants

THE CZAR — a complete autocrat; his will was law

THE OFFICIALS — carried out czar’s commands; included army, navy, secret service, and bureaucracy

THE ROYAL FAMILY — served czar and were powerful

THE NOBLES — served czar but had power over peasants

THE MIDDLE CLASSES — included merchants and craftsmen

THE PEASANTS — majority of Russian people; very poor with few rights

THE INDUSTRIAL WORKERS — becoming more numerous but poor and underpaid

(continued)
DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. According to the passage above, how does Lenin plan to supply the revolutionary army?

“The Congress calls upon the soldiers in the trenches to be vigilant and firm. The Congress of Soviets is convinced that the revolutionary army will be able to defend the revolution against all attacks of imperialism until such time as the new government succeeds in concluding a democratic peace, which it will propose directly to all peoples. The new government will do everything to fully supply the revolutionary army, by means of a determined policy of requisitions and taxation of the propertied classes, and also will improve the condition of soldiers’ families.”

—Vladimir Ilyich Lenin, “Bolsheviks Seize Power in Russia”

27. Above is a passage from the Versailles Treaty, dealing with the Reparation Commission. What is supposed to happen when all reparations have been made?

“23. When all the amounts due from Germany and her allies under the present Treaty or the decisions of the [Reparation] Commission have been discharged and all sums received, or their equivalents, shall have been distributed to the Powers interested, the [Reparation] Commission shall be dissolved.”

—The Treaty of Versailles, 1919
Section Quiz 17-1

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th></th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. general rise in prices</td>
<td></td>
<td>A. collective bargaining</td>
</tr>
<tr>
<td>2. period of low economic activity and high unemployment</td>
<td></td>
<td>B. depression</td>
</tr>
<tr>
<td>3. right of unions to negotiate with employers</td>
<td></td>
<td>C. active government</td>
</tr>
<tr>
<td>4. a way for governments to help end a depression</td>
<td></td>
<td>D. deficit spending</td>
</tr>
<tr>
<td>5. nature of Roosevelt’s New Deal</td>
<td></td>
<td>E. inflation</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The League of Nations was less than effective for all of the following reasons EXCEPT
   A. the United States did not join.
   B. the United States did not ratify the Treaty of Versailles.
   C. League members could not agree to use force against aggression.
   D. President Wilson did not support the idea.

7. The Great Depression was caused primarily by
   A. economic downturn and the U.S. stock market crash.
   B. failure of nations to reduce their military forces.
   C. new interest in Marxist theory.
   D. strengthening of European banks.

8. The Weimar Republic was hurt by all of the following EXCEPT
   A. a hostile middle class.
   B. serious social problems.
   C. too much spending on the German military.
   D. the Great Depression.

9. The economist John Maynard Keynes argued that
   A. depressions should be allowed to resolve themselves.
   B. depressions were incurable.
   C. unemployment came from a decline in demand for goods and services.
   D. free economies never worked.

10. The French New Deal program started by France’s Popular Front
    A. solved the depression in France.
    B. improved wages and hours for workers.
    C. weakened workers’ rights.
    D. increased confidence in the French political system.
Section Quiz 17-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. government that aims to rule by broad control
2. philosophy that values the state over the individual
3. Lenin’s scheme to replace war communism
4. leading policy-making committee in the USSR
5. elimination of private farms by Stalin

Column B
A. New Economic Policy
B. totalitarian state
C. collectivization
D. Politburo
E. fascism

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Parliamentary systems failed in most eastern European states, in part, because
   A. these states had little democratic tradition.
   B. the systems were weakened by repayments.
   C. the citizens were too well-educated.
   D. they all had large middle classes.

7. Franco’s military regime in Spain was supported by
   A. the United States and Britain.
   B. Germany and Italy.
   C. Stalin and the Communists.
   D. France and Britain.

8. Stalin’s Five Year Plans were intended to transform Russia into
   A. an agricultural society.
   B. an industrial society.
   C. a democracy.
   D. a monarchy.

9. Lenin intended his economic policies to do which of the following?
   A. replace communism
   B. create a permanent capitalist system
   C. create a temporary capitalist system
   D. restore the Romanov dynasty

10. Mussolini’s regime compromised with
    A. opposition parties in Italy.
    B. Italian Protestants.
    C. Italian Socialists and Communists.
    D. Italy’s traditional institutions.
Section Quiz 17-3

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ 1. Hitler’s birthplace</td>
<td>A. Nazi</td>
</tr>
<tr>
<td>_____ 2. National Socialist German Workers’ Party</td>
<td>B. <em>lebensraum</em></td>
</tr>
<tr>
<td>_____ 3. Hitler’s philosophical work</td>
<td>C. Enabling Act</td>
</tr>
<tr>
<td>_____ 4. Hitler’s right of superior nations to “living space”</td>
<td>D. <em>Mein Kampf</em></td>
</tr>
<tr>
<td>_____ 5. legislation that gave Hitler supreme power</td>
<td>E. Austria</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

_____ 6. Hitler inaccurately associated the concept of an Aryan race with all of the following groups EXCEPT
   A. ancient Greeks and Romans.  
   B. Germans.  
   C. Scandinavians.  
   D. Jews.

_____ 7. Hitler ended Germany’s economic woes, unemployment, and the depression by
   A. putting women to work in factories.  
   B. passing the Nuremberg laws.  
   C. public works projects and a rearmament program.  
   D. building more churches and universities.

_____ 8. What was the *Kristallnacht*, which happened on November 9, 1938?
   A. the inspiration for the anthem of the Nazi Party  
   B. a destructive rampage against German Jews led by Nazis  
   C. the signing of Hitler’s agreement with Russia  
   D. the creation of Hitler’s secret police under Heinrich Himmler

_____ 9. Hitler’s goal was to create a
   A. Third Reich, or German Empire.  
   B. Third Workers’ Party.  
   C. Third Depression.  
   D. Third Reichstag.

_____ 10. Hitler’s political theories were based on all of the following EXCEPT
   A. racism, especially anti-Semitism.  
   B. Darwinian social struggle.  
   C. communism.  
   D. nationalism.
Section Quiz 17-4

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. nonfiction films</td>
<td>A. surrealism</td>
</tr>
<tr>
<td>2. art movement that sought a reality in the unconscious</td>
<td>B. dadaism</td>
</tr>
<tr>
<td>3. literary technique of portraying innermost thoughts</td>
<td>C. documentaries</td>
</tr>
<tr>
<td>4. absurdist art form</td>
<td>D. stream of consciousness</td>
</tr>
<tr>
<td>5. combination of individual photographs</td>
<td>E. photomontage</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>6. Artistic trends between the wars reflected a fascination with</td>
<td></td>
</tr>
<tr>
<td>A. color and light.</td>
<td>C. reason and stability.</td>
</tr>
<tr>
<td>B. the absurd and the unconscious.</td>
<td>D. faith in social structures.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Werner Heisenberg’s 1927 observations that emphasized the apparent randomness of subatomic particles is called</td>
<td></td>
</tr>
<tr>
<td>A. Newtonian physics.</td>
<td>C. the uncertainty principle.</td>
</tr>
<tr>
<td>B. splitting the atom.</td>
<td>D. physics of the unconscious.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
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<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Hermann Hesse’s Siddhartha and Steppenwolf were based on</td>
<td></td>
</tr>
<tr>
<td>A. Joyle and Protestantism.</td>
<td>C. Heisenberg and Judaism.</td>
</tr>
<tr>
<td>B. Dali and Lama.</td>
<td>D. Freud and Buddhism.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Nazi Germany considered modern art to be</td>
<td></td>
</tr>
<tr>
<td>A. degenerate.</td>
<td>C. useful in propaganda efforts.</td>
</tr>
<tr>
<td>B. nationalistic and patriotic.</td>
<td>D. a form of documentary.</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>10. The Nazi regime’s popular “Strength through Joy” program offered working people which of the following?</td>
<td></td>
</tr>
<tr>
<td>A. inexpensive vacations</td>
<td>C. training in physics</td>
</tr>
<tr>
<td>B. courses in modern art</td>
<td>D. political debates</td>
</tr>
</tbody>
</table>
The West Between the Wars, 1919–1939

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. reduced German reparations
2. a period of low economic activity and rising unemployment
3. political philosophy that emphasizes the need for a strong central government led by a dictatorial ruler
4. modified capitalist system Lenin used to avoid economic disaster
5. system in which private farms were eliminated and the government owned the land
6. living space
7. excluded Jews from German citizenship
8. program that offered leisure time activities to fill the free time of the working class
9. James Joyce’s famous novel
10. Nazi propaganda minister

Column B

A. Nuremberg laws
B. New Economic Policy
C. collectivization
D. Dawes Plan
E. lebensraum
F. fascism
G. Joseph Goebbels
H. Kraft durch Freude
I. economic depression
J. Ulysses

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The Treaty of Locarno guaranteed
   A. that 63 nations would “renounce religion as an instrument of national policy.”
   B. a $200 million dollar loan to aid in German economic recovery.
   C. Germany’s new western borders with France and Belgium.
   D. that the United States would join the Axis League.

12. John Maynard Keynes argued that unemployment
   A. was a symptom of the demise of the socialist system.
   B. came not from overproduction, but from a decline in demand.
   C. was actually healthy for the economy in the long run.
   D. came from government mismanagement of the entertainment industry.

13. A _____ state is a government that aims to control the political, economic, social, intellectual, and cultural lives of its citizens.
   A. socialist
   B. European
   C. Communist
   D. totalitarian
14. How did Benito Mussolini gain the support of the Catholic Church?
   A. He threatened to execute the pope, his bishops, and cardinals.
   B. He gave the Church money and official recognition.
   C. He greatly expanded Vatican City’s land by giving it control over half of Rome.
   D. He assigned *squadristi* to be “food tasters” for the pope.

15. The purpose of Stalin’s Five Year Plans was to
   A. transform the USSR from an agricultural economy into an industrial economy.
   B. strengthen the Red Army so that it could take back lost territories.
   C. reduce the massive poverty and improve the standard of living.
   D. drastically boost food production to end the widespread famines.

16. The Enabling Act allowed Hitler to establish a totalitarian state by
   A. giving the government the power to ignore the constitution for four years.
   B. establishing concentration camps for people who opposed the new regime.
   C. dissolving the trade unions and abolishing all sports activities.
   D. abolishing the office of the president and declaring Hitler the sole ruler.

17. The *Kristallnacht* was
   A. a German concentration camp at which thousands of Jews were executed.
   B. a set of racial laws that excluded Jews from German citizenship.
   C. a destructive Nazi rampage against the Jews.
   D. Hitler’s account of his movement and its ideas.

18. Surrealist _____ painted everyday objects but separated them from their normal contexts.
   A. Hannah Höch
   B. Hermann Hesse
   C. James Joyce
   D. Salvador Dalí

19. The literary work of _____ includes *Siddhartha* and *Steppenwolf*.
   A. Hermann Hesse
   B. James Joyce
   C. Hannah Höch
   D. Werner Heisenberg

20. Who set up the Nazi secret police forces?
   A. Hermann Hesse
   B. Joseph Goebbels
   C. Leni Riefenstahl
   D. Heinrich Himmler

**DIRECTIONS:** **Essay**  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the two factors that played a major role in the start of the Great Depression.

22. Describe the role of women under Hitler’s Nazi regime.

*(continued)*
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. In the political cartoon above, what does the fire represent?
   A. a forest fire  
   B. war  
   C. civilization  
   D. Bolshevism

24. Which of the dictators came to power first?
   A. Mussolini  
   B. Stalin  
   C. Hitler  
   D. cannot tell from the table

<table>
<thead>
<tr>
<th>Dictator</th>
<th>Benito Mussolini</th>
<th>Joseph Stalin</th>
<th>Adolf Hitler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
<td>Italy</td>
<td>USSR</td>
<td>Germany</td>
</tr>
<tr>
<td>Political Title</td>
<td>Prime Minister</td>
<td>General Secretary</td>
<td>Chancellor</td>
</tr>
<tr>
<td>Date in Power</td>
<td>1922</td>
<td>1929</td>
<td>1933</td>
</tr>
<tr>
<td>Political Party</td>
<td>Fascist Party</td>
<td>Communist Party</td>
<td>National Socialist German Workers’ Party (NSDAP, or Nazi)</td>
</tr>
<tr>
<td>Type of Government</td>
<td>Fascist</td>
<td>Communist</td>
<td>Fascist</td>
</tr>
</tbody>
</table>
25. What was the trend of the price of a loaf of bread from 1922 to 1923?
   A. rose slowly  
   B. rose rapidly  
   C. stayed the same  
   D. fell rapidly

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. In the passage above, what does Lenin propose to solve the problem?

   “It is precisely now and only now, when in the starving regions people are eating human flesh, and hundreds if not thousands of corpses are littering the roads, that we can (and therefore must) carry out the confiscation of church valuables with the most savage and merciless energy . . . . It is precisely now and only now that the enormous majority of the peasant mass will be for us. . . .”

   —Vladimir Ilyich Lenin, letter to members of the Politburo, 1922

27. What does the passage above tell us about people on fixed incomes in a time of inflation?

   “Twelve marks, on that day, amounted to a little under 2 cents. The old man, whose life’s savings were probably, as most of the nonprofiteer classes are, invested in German pre-war and war bonds, could not afford a 12 mark expenditure. He is a type of the people whose incomes do not increase with the falling purchasing value of the mark and the krone.”

   —Ernest Hemingway, “Inflation Ruins Germany’s Economy”
## Chapter 17 Test, Form B

### The West Between the Wars, 1919–1939

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. guaranteed Germany’s borders with France and Belgium</td>
<td>A. Aryan</td>
</tr>
<tr>
<td>2. policy of government intervention in the U.S. economy</td>
<td>B. totalitarian</td>
</tr>
<tr>
<td>3. government that aims to control the political, economic,</td>
<td>C. Joseph Goebbels</td>
</tr>
<tr>
<td>social, intellectual, and cultural lives of its citizens</td>
<td>D. Joseph Stalin</td>
</tr>
<tr>
<td>4. Mussolini’s bands of black-shirted, armed Fascists</td>
<td>E. Treaty of Locarno</td>
</tr>
<tr>
<td>5. used his post to gain control of the Communist Party</td>
<td>F. Hermann Hesse</td>
</tr>
<tr>
<td>6. term misused by the Nazis to identify their “master race”</td>
<td>G. Salvador Dalí</td>
</tr>
<tr>
<td>7. “night of shattered glass”</td>
<td>H. New Deal</td>
</tr>
<tr>
<td>8. painted a world in which the irrational became visible</td>
<td>I. squadristi</td>
</tr>
<tr>
<td>9. author of <em>Siddhartha</em> and <em>Steppenwolf</em></td>
<td>J. Kristallnacht</td>
</tr>
<tr>
<td>10. propaganda minister of Nazi Germany</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. To deal with runaway German inflation, an international commission created the Dawes Plan, which
    A. cancelled Britain’s reparation debt, angering the Axis Powers.
    B. reduced Germany’s reparations debt.
    C. reduced the interest rates paid by Germany on its foreign loans.
    D. increased the price paid by foreign markets for German products.

12. An _____ is a period of low economic activity and rising unemployment.
    A. economic cycle
    B. expressionist cycle
    C. economic depression
    D. inflationary period

13. Fascism glorifies the state above the individual by emphasizing the need for
    A. a strong central government led by a dictatorial ruler.
    B. a communal system of play in which the state owns the means of production.
    C. special taxes to help pay for public works programs.
    D. volunteers to help build bridges, roads, and public buildings.

14. The _____ was the leading policy-making body of the Communist Party.
    A. squadristi
    B. NEP
    C. Politburo
    D. Ulema

(continued)

*Glencoe World History: Modern Times*
15. Who led the Spanish military in a revolt against the democratic government?
   A. Richard Blaine  
   B. Francisco Franco  
   C. Benito Mussolini  
   D. Leon Trotsky

16. A factor in leading many Germans to accept Hitler and the Nazis was
   A. Hitler’s abolition of the Reichstag.  
   B. the regime’s temporary suspension of all crime for four years.  
   C. the Catholic Church’s support of the new regime.  
   D. the belief that Hitler had ended Germany’s economic depression.

17. What were the Nuremberg laws?
   A. They excluded Jews from German citizenship and forbade marriages between Jews and Germans.  
   B. They banned books, magazines, and newspapers not strictly approved by the Nazi government.  
   C. They outlawed all religion in Germany, making Hitler’s regime a completely secular state.  
   D. They imposed high fines for citizens having loud, boisterous parties in their homes.

18. Dadaists were artists who
   A. were ordered by Hitler to create pro-Nazi, pro-Germany works of public art.  
   B. tried to express in their art their revulsion for what they saw as the insanity of life.  
   C. separated everyday objects from their normal contexts.  
   D. thought modern art was degenerate.

19. James Joyce’s novel *Ulysses* is the most famous example of
   A. literary surrealism.  
   B. the influence of dadaism on the nonvisual arts.  
   C. the postmodern literary novel.  
   D. the “stream of consciousness” technique.

20. *Mein Kampf* was
   A. a book written by Adolf Hitler while he was in prison.  
   B. a surrealist painting by Salvador Dali.  
   C. a novel by Hermann Hesse that showed the psychological confusion of men.  
   D. a dadaist photomontage by Marilyn Monroe that commented on women’s roles.

**DIRECTIONS:** Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the goals of Joseph Stalin’s Five-Year Plans.

22. Explain how the uncertainty of post-World War I society was mirrored in the world of physics.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. What is the message of the cartoon above?
   A. that Bolshevism is burning up
   B. that civilization is burning up
   C. that Bolshevism is a threat to civilization
   D. none of the above

24. Which country had a different type of government from the other two?
   A. Italy
   B. USSR
   C. Germany
   D. cannot tell from the table

---

| Three Dictators: Mussolini, Stalin, and Hitler |
| Dictator       | Benito Mussolini | Joseph Stalin | Adolf Hitler |
| Country        | Italy           | USSR          | Germany      |
| Political Title| Prime Minister  | General Secretary | Chancellor |
| Date in Power  | 1922            | 1929          | 1933         |
| Political Party| Fascist Party   | Communist Party | National Socialist German Workers’ Party (NSDAP, or Nazi) |
| Type of Government | Fascist       | Communist     | Fascist      |
25. How much did the cost of a loaf of bread go up between January and July 1923?

- A. 0.63 DM
- B. 250 DM
- C. 3,215 DM
- D. 3,465 DM

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.

(4 points each)

26. In the passage above, why does Lenin think that brutalities must be carried out in the briefest possible time?

“One wise writer on matters of statecraft rightly said that if it is necessary to resort to certain brutalities for the sake of realizing a certain political goal, they must be carried out in the most energetic fashion and in the briefest possible time because the masses will not tolerate prolonged application of brutality.”

—Vladimir Ilyich Lenin, letter to members of the Politburo, 1922

27. What surprised Lindbergh as he flew the *Spirit of St. Louis* across the Atlantic Ocean?

“As I look out, a newspaper plane banks steeply and heads back—probably trying to get a scoop on the others. I hadn’t noticed them during the first few minutes after take-off. Then, as they drew in closer, cameras sticking out of cockpits and cabin windows, I was startled to find that I was not alone in the air. It never occurred to me that newspaper companies would hire planes to follow the *Spirit of St. Louis* on its way to Paris.”

—Charles Lindbergh, *The Spirit of St. Louis*


**Section Quiz 18-1**

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. deliberate mass murder of a</td>
<td>A. secular</td>
</tr>
<tr>
<td>group</td>
<td></td>
</tr>
<tr>
<td>2. “father Turk,” President</td>
<td>B. shah</td>
</tr>
<tr>
<td>Kemal</td>
<td></td>
</tr>
<tr>
<td>3. state that rejects religious</td>
<td>C. genocide</td>
</tr>
<tr>
<td>influences</td>
<td></td>
</tr>
<tr>
<td>4. king of Iran</td>
<td>D. Ibn Saud</td>
</tr>
<tr>
<td>5. Arab nationalist leader</td>
<td>E. Atatürk</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<table>
<thead>
<tr>
<th></th>
<th>6. The Balfour Declaration of 1917 supported the idea of a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Jewish homeland in Palestine.</td>
</tr>
<tr>
<td></td>
<td>B. United Arab state.</td>
</tr>
<tr>
<td></td>
<td>C. Palestinian homeland in Israel.</td>
</tr>
<tr>
<td></td>
<td>D. Turkish state.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>7. The new kingdom of Saudi Arabia earned great wealth after 1938 as a result of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. the tourism industry.</td>
</tr>
<tr>
<td></td>
<td>B. the oil industry.</td>
</tr>
<tr>
<td></td>
<td>C. Saud’s family wealth.</td>
</tr>
<tr>
<td></td>
<td>D. Ottoman taxes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>8. The League of Nations established mandates to give certain European countries the right</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. to explore for oil.</td>
</tr>
<tr>
<td></td>
<td>B. to create a Turkish state.</td>
</tr>
<tr>
<td></td>
<td>C. to support Zionism.</td>
</tr>
<tr>
<td></td>
<td>D. to govern certain Arab territories.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>9. In 1935 under the new Pahlavi dynasty, Persia became the state of</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Iran.</td>
</tr>
<tr>
<td></td>
<td>B. Iraq.</td>
</tr>
<tr>
<td></td>
<td>C. Turkey.</td>
</tr>
<tr>
<td></td>
<td>D. Ottomania.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>10. In 1915 the Ottoman Turks caused the deaths of 1 million</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Jews.</td>
</tr>
<tr>
<td></td>
<td>B. Egyptians.</td>
</tr>
<tr>
<td></td>
<td>C. Armenians.</td>
</tr>
<tr>
<td></td>
<td>D. Palestinians.</td>
</tr>
</tbody>
</table>
Section Quiz 18-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. civil disobedience</td>
</tr>
<tr>
<td>2.</td>
<td>B. Pan-Africanism</td>
</tr>
<tr>
<td>3.</td>
<td>C. zaibatsu</td>
</tr>
<tr>
<td>4.</td>
<td>D. Ho Chi Minh</td>
</tr>
<tr>
<td>5.</td>
<td>E. Jomo Kenyatta</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Without government approval, a Japanese military group in 1931 invaded
   A. Manchuria.  
   B. Vietnam.   
   C. India.     
   D. Pakistan. 

7. Under the leadership of Muhammed Ali Jinnah, the Muslim League believed in the creation of a separate Muslim state of
   A. Nehru.       
   B. Islamabad.  
   C. Pakistan.   
   D. Manchuria.  

8. Gandhi encouraged his followers to protest British laws by all of the following means EXCEPT
   A. withholding of taxes. 
   B. boycotting British goods. 
   C. using homemade salt.  
   D. blowing up British railroad tracks. 

9. Gandhi was called by his many Indian followers the “Mahatma,” which means
   A. Father. 
   B. Great Soul. 
   C. Messiah. 
   D. King. 

10. Colonial rule in Africa did not generally end, as many African leaders had hoped, after
    A. World War I. 
    B. World War II. 
    C. the Indian National Congress. 
    D. the Ottoman Empire collapsed.
Section Quiz 18-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. leader of China’s Nationalist Party in 1921</td>
<td>A. tutelage</td>
</tr>
<tr>
<td>2. leader of China’s Nationalist Party after 1925</td>
<td>B. Sun Yat-sen</td>
</tr>
<tr>
<td>3. warfare tactics that use surprise, sabotage, and subterfuge</td>
<td>C. Mao Zedong</td>
</tr>
<tr>
<td>4. training</td>
<td>D. Chiang Kai-shek</td>
</tr>
<tr>
<td>5. Chinese Communist Party leader</td>
<td>E. guerrilla</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. In 1923, the Nationalists and Communists in China formed an alliance against
   A. Japan and Korea.  
   B. warlords and imperialist powers.  
   C. Russia.  
   D. peasants and the working class.  

7. In 1934 the People’s Liberation Army
   A. defeated Chiang’s troops.  
   B. began its own state.  
   C. began its Long March.  
   D. began its Great Fast.  

8. What happened to the Chinese alliance in 1926?
   A. It began its Northern Expedition.  
   B. It started a war with India.  
   C. It ended its Great Southern Trek.  
   D. It broke up.  

9. What did Chiang’s forces do in 1927?
   A. struck against Communist forces  
   B. elected Mao as their leader  
   C. disbanded  
   D. attacked the Japanese  

10. Chiang believed all of the following EXCEPT that
    A. Japan was a serious threat to China.  
    B. Japan was less dangerous than the Communists.  
    C. “Communists are a disease of the heart.”  
    D. the Imperialist powers should gain power in China.
Section Quiz 18-4

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Franklin D. Roosevelt’s policy rejecting the use of U.S. military</td>
<td>A. oligarchies</td>
</tr>
<tr>
<td>force in Latin America</td>
<td>B. Diego Rivera</td>
</tr>
<tr>
<td>2. governments run by select groups of powerful people</td>
<td>C. Good Neighbor policy</td>
</tr>
<tr>
<td>3. Mexican president who distributed land to peasants in the 1930s</td>
<td>D. Getúlio Vargas</td>
</tr>
<tr>
<td>4. Mexican fresco artist who studied in Europe</td>
<td>E. Lázaro Cárdenas</td>
</tr>
<tr>
<td>5. Brazilian reformer who turned dictator</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. Authoritarianism spread in Latin America during the 1930s largely because of
   A. the Great Depression.
   B. the rise of communism.
   C. American exports.
   D. fear of the powerful landowners.

7. After a dispute over workers’ wages, the Mexican government in the 1930s did all of the following EXCEPT
   A. pay back oil companies for their property.
   B. seize oil fields and foreign oil company properties.
   C. set up PEMEX, a Mexican national oil company.
   D. sign the Good Neighbor Treaty.

8. Diego Rivera’s art tried to do all of the following EXCEPT
   A. create a Mexican national art.
   B. portray Mexico’s past.
   C. spread Catholicism.
   D. carry a social message.

9. By the end of Vargas’s rule, what country was Latin America’s chief industrial power?
   A. Brazil
   B. Mexico
   C. Argentina
   D. Peru

10. In 1930 the Argentine military seized power in order to do all of the following EXCEPT
    A. continue the old export economy.
    B. help spread communist ideals.
    C. stop the growth of the industrial working class.
    D. reestablish the power of the large landowners.
Nationalism Around the World, 1914–1939

Directions: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. the deliberate mass murder of a particular racial, political, or cultural group
2. established the modern state of Iran in 1935
3. leader of a movement that tried to make all Africans aware of their own cultural heritage
4. Japanese extremist patriotic organization
5. leader of the Chinese Nationalist Party after Sun Yat-sen
6. promoted traditional Confucian values while rejecting excessive individualism of Western capitalism
7. what Chiang Kai-shek regarded as “a disease of the heart”
8. “Great Soul”
9. government where a select group of people exercises control
10. cheered by Mexicans as the president who had stood up to the United States

Column B

A. Mahatma
B. Black Dragon Society
C. Communists
D. Reza Shah Pahlavi
E. Lázaro Cárdenas
F. “New Life Movement”
G. genocide
H. oligarchy
I. Chiang Kai-shek
J. W.E.B. Du Bois

Directions: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. After successfully establishing the Republic of Turkey, Kemal Atatürk
A. proceeded to commit the genocide of the Syrian people.
B. introduced many reforms, most of which were kept even after his death.
C. established a totalitarian state patterned after Nazi Germany and Fascist Italy.
D. immediately declared war on Arabia.

12. In November 1917, the _____ stated Britain’s intention to make Palestine the national home of the Jews.
A. Balfour Declaration
B. Lawrence Doctrine
C. Churchill Report
D. McPherson Papers

13. Mohandas Gandhi protested British laws by
A. staging massive labor strikes to cripple British business interests in India.
B. using terrorism in an attempt to drive the British out of India.
C. using methods of civil disobedience, that is, refusing to obey laws considered to be unjust.
D. refusing to eat Irish potatoes.
14. The vast companies called ____ controlled major segments of the Japanese industrial sector.
   A. zaibatsu  
   B. Triads  
   C. Black Dragon Society groups  
   D. sashimi

15. Who led the People’s Liberation Army on the Long March?
   A. Chiang Kai-shek  
   B. Sun Yat-sen  
   C. Gang of Four  
   D. Mao Zedong

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

17. Chiang Kai-shek did not press for programs that would lead to a redistribution of wealth because
   A. he hated the lower classes.  
   B. he saw the working class as unimportant in his overall “New Life Movement.”  
   C. he did not want to lose the support of the rural landed gentry, as well as the urban middle class.  
   D. he did not understand economic theory.

18. President Franklin D. Roosevelt’s Good Neighbor policy
   A. stopped trade between the United States and the Latin American countries.  
   B. lowered taxes on goods imported from Latin American countries.  
   C. allowed open immigration between the United States and all Latin American countries.  
   D. rejected the use of U.S. military force in Latin America.

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

20. Which of the following is the name of the Mexican national oil company?
   A. PEMEX  
   B. Mexico Refinery Company  
   C. PetroMex  
   D. MexicOil

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain the impact of the Balfour Declaration on the Middle East.

22. Explain the purpose of Chiang Kai-shek’s “New Life Movement.”
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. From the graph above, approximately how many Jews immigrated into Palestine in 1921–25?
   A. 186,000
   B. 550,000
   C. 35,000
   D. 75,000

24. Atatürk and Reza Shah Pahlavi were both committed to
   A. modern government and a secular state.
   B. preserving traditional Islam.
   C. education and adapting Islam.
   D. modernizing government and the military.
Based on this passage, Britain’s main goal in signing the agreement was to

A. work for world peace.
B. settle differences between Arabs and Jews.
C. ensure that no other European nation would have influence in the Middle East.
D. preserve Arab rulers in power.

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.

(4 points each)

26. How many years passed between the time China became a republic and the time Chiang Kai-shek founded a new Chinese republic?

27. What two parties sought to control China?
Nationalism Around the World, 1914–1939

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(3 points each)*

**Column A**

1. victims of genocide at the hands of the Ottoman government
2. in November 1917, expressed British support for a national home for the Jews in Palestine
3. stressed the need for the unity of all Africans, a movement known as Pan-Africanism
4. vast companies that controlled major segments of the Japanese industrial sector
5. led the Communist People’s Liberation Army
6. using unexpected maneuvers such as sabotage and deception to fight the enemy
7. the shifting of assets from a rich minority to a poor majority
8. rejected the use of U.S. military force in Latin America
9. ruler of Brazil from 1930 to 1945
10. national oil company set up to run the oil industry in Mexico

**Column B**

A. redistribution of wealth
B. Balfour Declaration
C. PEMEX
D. Mao Zedong
E. Armenians
F. Good Neighbor policy
G. Marcus Garvey
H. Getúlio Vargas
I. zaibatsu
J. guerrilla tactics

**DIRECTIONS:** Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

11. _____ is a more modern term for genocide, the deliberate mass murder of particular racial, political, or cultural groups.
   A. Gene splicing
   B. Patricide
   C. Ethnic cleansing
   D. Regicide

12. _____ established the modern state of Iran in 1935.
   A. Ibn Saud
   B. Reza Shah Pahlavi
   C. Kemal Atatürk
   D. Lord Balfour

13. The Salt March was
   A. the genocidal exile of the Turkish people to the deserts and swamps of Syria and Mesopotamia.
   B. a movement led by Jomo Kenyatta to protest British rule over Kenya.
   C. the long daily route that Indian laborers were forced to take bearing heavy loads of salt.
   D. Mohandas Gandhi’s march to the sea to protest new British taxes and restrictions on salt.
14. In the autumn of 1931, Manchuria was invaded by
   A. a group of Communist agents that was trained by the Comintern in Moscow.
   B. the Japanese army, acting on the orders of the newly formed Imperial Rule Assistance Association.
   C. an extremist group of middle-level Japanese army officers acting without government approval.
   D. the Russian army.

15. _____ ordered the killing of thousands of Communists in the Shanghai Massacre.
   A. Chiang Kai-shek
   B. Sun Yat-sen
   C. Chang Jiang
   D. Mao Zedong

16. Chiang Kai-shek’s “New Life Movement” was
   A. his plan to rid China of the Communists, which he called “a disease of the heart.”
   B. an attempt to promote traditional Confucian values while rejecting Western capitalist values.
   C. a new religious movement.
   D. patterned after Stalin’s Five-Year Plans.

17. Mao Zedong was convinced that a Chinese revolution would be driven by the
   A. angry urban middle class.
   B. discontented wealthy.
   C. disgruntled urban working class.
   D. poverty-stricken rural peasants.

18. An oligarchy is a
   A. country that claims to be a republic, but is actually ruled by a zaibatsu.
   B. system in which society owns the means of production.
   C. government in which a select few exercise control.
   D. government that glorifies the state above the individual.

19. Who was the Radical Party leader elected president of Argentina in 1916?
   A. Hipólito Irigoyen
   B. Getúlio Vargas
   C. Juan Valdez
   D. Lázaro Cárdenas

20. _____ sought to create national art that would portray Mexico’s past, as well as Mexican festivals and folk customs.
   A. Gabriel García Marquez
   B. Lázaro Cárdenas
   C. Diego Rivera
   D. Getúlio Vargas

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain the rise of militarism in Japan in the early 1930s.

22. Describe the impact of the Great Depression on Latin America.
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

23. From the graph above, approximately how many Jews immigrated into Palestine in 1941–45?
   A. 186,000  
   B. 550,000  
   C. 35,000  
   D. 75,000

24. Which leader—Atatürk or Pahlavi—modernized his country’s economic system?
   A. Atatürk  
   B. Pahlavi  
   C. both Atatürk and Pahlavi  
   D. neither Atatürk nor Pahlavi
25. Based on this statement, the Brazilian economy of Vargas’s day
   A. provided equally for all social groups.  C. was a high-tech economy.
   B. was in need of development.  D. had a very high growth rate.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

“Thus we see that what is called the national revolutionary movement is, for the most part, the peasant movement. Thus we see that all those who look down on or even suppress the peasant movement really sympathize with the local bullies, bad gentry, greedy bureaucrats, and corrupt officials, that they really do not want to overthrow the warlords and do not want to oppose imperialism.”

—Mao Zedong, “Revolution and the Peasants” (1926)

26. According to Mao, why would people want to suppress the peasant movement?

“By driving the African off his ancestral lands, the Europeans have reduced him to a state of serfdom incompatible with human happiness. The African is conditioned, by the cultural and social institutions of centuries, to a freedom of which Europe has little conception, and it is not in his nature to accept serfdom forever.”

—Jomo Kenyatta, Facing Mount Kenya, 1959

27. According to Kenyatta, how have the Europeans destroyed the human happiness of Africans?
Section Quiz 19-1

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. alliance between Mussolini and Hitler
2. alliance between Germany and Japan
3. no weapons or fortifications permitted
4. policy of satisfying reasonable demands in exchange for peace
5. agreement between Hitler and Stalin

Column B

A. Anti-Comintern Pact
B. demilitarized
C. Rome-Berlin Axis
D. Nazi-Soviet Nonaggression Pact
E. appeasement

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. In 1940 Japan was forced to decide which it needed more,
   A. Indochina’s raw materials or U.S. oil and scrap iron.
   B. Russian support or Indonesia’s protection.
   C. U.S. raw materials or Saudi oil.
   D. industrialization or more factories.

7. In December 1936, what did Chiang Kai-shek do in addition to ending his military efforts against the Communists?
   A. invaded French Indochina
   B. formed a front against Japan
   C. taught Japan how to industrialize
   D. protested at the League of Nations

8. Chamberlain’s Munich Conference with Hitler in 1938 resulted in Britain
   A. declaring war on Germany.
   B. feeling that war was at hand.
   C. feeling that peace was secured.
   D. invading Poland.

9. Hitler was confident that the Western states that had signed the Treaty of Versailles would
   A. not use force to maintain it.
   B. mobilize their military to enforce it.
   C. be concerned about Italy’s expansion in Africa.
   D. fear Germany more than Stalin.

10. Hitler planned to conquer the Soviet Union in order to
    A. secure an overland route to Japan.
    B. gain access to Moscow’s art treasures.
    C. pursue Soviet Jews.
    D. secure land and Slavic slaves to strengthen the Third Reich.
Section Quiz 19-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 1. Hitler’s “lightning war,” using air-supported panzer divisions</td>
<td>A. blitzkrieg</td>
</tr>
<tr>
<td>____ 2. series of fortifications along France’s German border</td>
<td>B. Luftwaffe</td>
</tr>
<tr>
<td>____ 3. the German air force</td>
<td>C. Normandy</td>
</tr>
<tr>
<td>____ 4. target of Japanese attack December 7, 1941</td>
<td>D. Maginot Line</td>
</tr>
<tr>
<td>____ 5. site of Allies’ D-Day invasion</td>
<td>E. Pearl Harbor</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____ 6. Truman wanted to avoid an invasion of Japan because he believed that
   A. Japan’s culture would be ruined.
   B. Japanese losses would be heavy.
   C. Americans would suffer heavy losses.
   D. the Japanese would use the atomic bomb.

____ 7. Which country was referred to as the “soft underbelly” of Europe by Winston Churchill?
   A. Spain
   B. Italy
   C. Turkey
   D. Poland

____ 8. The turning point of the war in Asia that established U.S. naval superiority over Japan in the Pacific was the Battle of
   A. Midway Island.
   B. Halfway Island.
   C. the Coral Sea.
   D. Pearl Harbor.

____ 9. At the beginning of 1943, the Allies agreed to seek from the Axis Powers nothing short of
   A. the return of Poland.
   B. League of Nations mandates.
   C. an apology in writing.
   D. unconditional surrender.

____ 10. Japanese leaders miscalculated American intent and thought that the United States would accept
   A. Japanese rule of California.
   B. Japanese domination of the Pacific.
   C. German control of Britain.
   D. Japanese control of Poland.
### Section Quiz 19-3

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ 1. Hitler’s “Final Solution” for the Jews</td>
<td>A. Auschwitz</td>
</tr>
<tr>
<td>___ 2. crowded, designated containment or holding areas within cities for Jews</td>
<td>B. genocide</td>
</tr>
<tr>
<td>___ 3. Hitler’s largest extermination center in Poland</td>
<td>C. Holocaust</td>
</tr>
<tr>
<td>___ 4. the mass slaughter of European Jews</td>
<td>D. ghettos</td>
</tr>
<tr>
<td>___ 5. had the task of administering the Final Solution</td>
<td>E. Reinhard Heydrich</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

| ___ 6. Germany ruled some areas such as Poland through direct annexation, but most of occupied Europe was run by German officials with |   |
| A. large offices.                                                          | C. local collaborators.       |
| B. help from the Allies.                                                  | D. Italian helpers.           |

| ___ 7. Japan had conquered Southeast Asia during World War II by using the slogan |   |
| A. “Asia for the Asiatics.”                                                | C. “Rice for every worker.”   |
| B. “Colonialism is God’s will.”                                            | D. “Slavery is freedom.”      |

| ___ 8. Some people did not believe or acknowledge the full horrors of Hitler’s slaughter of civilians for all of these reasons EXCEPT one. Which one? |   |
| A. World War I propaganda had exaggerated German atrocities.               |   |
| B. Some people pretended not to notice.                                   |   |
| C. Allied forces chose to focus on ending the war.                        |   |
| D. Collaborators refused to help the Nazis hunt down Jews.                |   |

| ___ 9. The victims of the Holocaust included large numbers of all of the following groups EXCEPT |   |
| A. Jews.                                                                 | C. Gypsies.                   |
| B. Slavic people.                                                        | D. Italians.                  |

| ___ 10. Foreign diplomats tried to save Jews by |   |
| A. issuing work permits.                                           | C. challenging Hitler.       |
| B. issuing exit visas.                                              | D. closing consulates.       |
### Section Quiz 19-4

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. assembling and preparing for war</td>
<td>A. mobilization</td>
</tr>
<tr>
<td>2. “divine wind”</td>
<td>B. blitz</td>
</tr>
<tr>
<td>3. British name for German air raids</td>
<td>C. Potsdam</td>
</tr>
<tr>
<td>4. postwar ideological conflict between the United States and the USSR</td>
<td>D. kamikaze</td>
</tr>
<tr>
<td>5. site of Truman’s demands for free elections in Eastern Europe</td>
<td>E. Cold War</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. Churchill called postwar Soviet policy in Eastern Europe the
   - A. “Soviet Surprise.”
   - B. “Red Retrenchment.”
   - C. “Iron Curtain.”
   - D. “Steel Magnolia.”

7. What did Stalin want to create to serve as a buffer for protecting the Soviet Union from the West?
   - A. demilitarized zones
   - B. satellite, pro-Soviet governments
   - C. new democracies
   - D. a no-man’s land corridor

8. At Yalta, the Big Three—the USSR, the United States, and Great Britain—agreed to
   - B. allow Germany to rebuild its military.
   - C. make Russia give up communism.
   - D. have Russia occupy all former German territories in Eastern Europe.

9. The Tehran Conference in 1943 set in motion a plan that would ultimately result in
   - A. Europe being divided into North and South.
   - B. warfare between the West and Russia.
   - C. the League of Nations.
   - D. Germany being divided along a north-south line into East and West.

10. The Yalta Conference resulted in the Big Three powers agreeing to
    - A. disarm.
    - B. divide Germany into four zones.
    - C. allow the USSR to run Germany as a mandate.
    - D. use the atomic bomb against Germany.
## Chapter 19 Test, Form A

**World War II, 1939–1945**

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. policy that sought peace and stability by satisfying the reasonable demands of dissatisfied powers</td>
<td></td>
</tr>
<tr>
<td>2. Neville Chamberlain thought the agreement reached there meant “peace for our time.”</td>
<td></td>
</tr>
<tr>
<td>3. used as an excuse for Japanese seizure of Manchuria</td>
<td></td>
</tr>
<tr>
<td>4. unoccupied France, governed by authoritarian regime under German control</td>
<td></td>
</tr>
<tr>
<td>5. German air force</td>
<td></td>
</tr>
<tr>
<td>6. Germany, Italy, and Japan</td>
<td></td>
</tr>
<tr>
<td>7. special strike forces for carrying out Nazi Final Solution</td>
<td></td>
</tr>
<tr>
<td>8. the slaughter of European Jews by the Nazis</td>
<td></td>
</tr>
<tr>
<td>9. British term for the German air raids</td>
<td></td>
</tr>
<tr>
<td>10. meeting at which the Allies agreed to form a United Nations organization</td>
<td></td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Hitler demanded, and was given, what area in northwestern Czechoslovakia?
   - A. Slovakia
   - B. Danzig
   - C. Serbia
   - D. Sudetenland

12. Two days after Hitler’s invasion of , Britain and France declared war on Germany.
   - A. Poland
   - B. Austria
   - C. France
   - D. Slovakia

13. Hitler’s blitzkrieg, or “lightning war,” was
   - A. a new form of warfare that used airplanes exclusively for the first wave of attack.
   - B. a form of attack that used tank divisions supported by air attacks.
   - C. a strategy in which armies rested very little between attacks to wear the enemy down more quickly.
   - D. an air force strategy that combined jets and helicopters in a single attack.

(continued)
14. On December 7, 1941, the Japanese
    A. launched a full-scale invasion of southern China.
    B. attacked the British colony on the Bataan Peninsula.
    C. launched a surprise attack on the U.S. Pacific fleet at Pearl Harbor.
    D. invaded Alaska.

15. What was the turning point of the war in the Pacific?
    A. the Battle of Iwo Jima
    B. the Battle of Dunkirk
    C. the Battle of the Coral Sea
    D. the Battle of Midway Island

16. _____ administered the Nazi’s Final Solution.
    A. Heinrich Himmler
    B. Reinhard Heydrich
    C. Adolf Hitler
    D. Heinrich Strasser

17. When the Einsatzgruppen proved to be too slow for the Nazis, they
    A. built special extermination camps in Poland.
    B. tried to speed them up using zeppelins.
    C. gave up and focused their attention on the Soviet front.
    D. invaded England.

18. In order to address labor shortages during the war, Japan
    A. developed robots.
    B. allowed women to hold jobs from which they had previously been banned.
    C. brought in Korean and Chinese laborers.
    D. forced workers to work double and sometimes even triple shifts.

19. At the Tehran Conference, Stalin, Roosevelt, and Churchill decided to
    A. establish a League of Nations organization after the war.
    B. defeat Germany and then unite against China.
    C. end the League of Nations mandates over the Middle Eastern countries.
    D. make a final assault on Germany.

20. At the Potsdam Conference, Truman demanded _____ throughout
    Eastern Europe.
    A. a joint British-Russian military presence
    B. freely elected governments
    C. the reestablishment of the prewar national boundaries
    D. widespread demilitarization

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the impact of the Munich Conference on Hitler’s invasion plans.

22. Explain the purpose of the Nazi Einsatzgruppen.
Chapter 19 Test, Form A

DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which of the following countries was in the area of Soviet influence after World War II?
   A. Czechoslovakia
   B. Austria
   C. Finland
   D. Greece

24. In terms of percentages, which of the following branches of the armed forces had the largest increase from World War I to World War II?
   A. Army
   B. Navy
   C. Marines
   D. Coast Guard
25. Based on the passage, Mussolini invaded Ethiopia out of
   A. a desire to convert Ethiopians.
   B. resentment and national ambition.
   C. a need for more troops to fight in World War I.
   D. a need for oil.

**DIRECTIONS:** Answer each of the following questions on a separate sheet of paper.

(4 points each)

26. How did Hitler justify his invasion of Poland?

27. In the passage above, how does Churchill view the enemy?
Chapter 19 Test, Form B

World War II, 1939–1945

**DIRECTIONS:** Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

**Column A**

1. treaty between Germany and Japan promising a common front against communism
2. gave Hitler the freedom to attack Poland
3. “lightning war” that utilized tanks supported by airplanes
4. policy that initially kept the United States from becoming involved in the war against Germany
5. Great Britain, the Soviet Union, and the United States
6. history’s greatest naval invasion
7. Nazi plan for the extermination of the Jews
8. Japanese pilots who flew suicide missions against U.S. warships
9. meeting of the Big Three to discuss the final attack on Germany
10. meeting at which Truman demanded free elections throughout Eastern Europe

**Column B**

A. isolationism
B. Potsdam Conference
C. Anti-Comintern Pact
D. D-Day
E. Allied Powers
F. Nazi-Soviet Nonaggression Pact
G. Tehran Conference
H. blitzkrieg
I. kamikaze
J. Final Solution

**DIRECTIONS:** Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Great Britain’s policy of ______ toward Germany was based on the belief that the satisfaction of reasonable demands would maintain peace in Europe.
   A. firm resistance      C. appeasement
   B. detente              D. Anschluss

12. Neville Chamberlain boasted that the Munich Conference meant
   A. Great Britain had made Germany back down.
   B. “peace for our time.”
   C. Germany and Russia were allies.
   D. “safety for Mother England.”

13. The “Mukden incident,” which Japan used as an excuse to seize Manchuria, was
   A. an attack on a Japanese railway by Japanese soldiers disguised as Chinese.
   B. the accidental sinking of the Mongolian merchant ship Mukden by a Chinese warship.
   C. the murder of a Japanese soldier in Mukden.
   D. a labor strike by Chinese workers in a Japanese factory in Mukden. (continued)
14. At _______, heroic efforts by the British Royal Navy and civilians in private boats managed to evacuate 338,000 Allied troops.
   A. Danzig  
   B. the Maginot Line  
   C. Normandy  
   D. Dunkirk

15. The Battle of Stalingrad was a crushing defeat for Germany because
   A. the German army vastly outnumbered the Swiss army, and yet could not take the city.
   B. the entire German Sixth Army, considered the best of the German troops, was lost.
   C. the Soviet army then used the captured tanks and other weapons to push Germany completely out of the Soviet Union.
   D. it was the first major defeat suffered by the German army, proving they were not invincible.

16. The _______ were special strike forces charged with the task of rounding up and killing Jews.
   A. Einsatzgruppen  
   B. Luftwaffe  
   C. Gutreisen  
   D. Panzers

17. _______, Hitler’s minister for armaments and munitions, was able to triple the production of armaments despite Allied air raids.
   A. Carl Reiner  
   B. Werner von Braun  
   C. Albert Speer  
   D. Heinrich Strasser

18. The _______ was the period of political tension following World War II.
   A. Iron Curtain  
   B. Yalta Era  
   C. Potsdam Period  
   D. Cold War

19. At the Yalta Conference, the Allies agreed to
   A. allow free elections in Africa.
   B. the establishment of a United Nations organization after the war.
   C. a military treaty pledging support to each other against any future attacks.
   D. resolve all future disagreements peacefully to avoid another such terrible war.

20. The slaughter of European Jews by the Nazis became known as what?
   A. the Cold War  
   B. the Great Atrocity  
   C. the Holocaust  
   D. the Vast Massacre

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Explain the impact of the Japanese attack on Pearl Harbor.

22. Describe the role of Soviet women in the war effort.
**DIRECTIONS: Graphics and Document-Based Questions** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

**23.** Which of the following countries was in the area of Western influence after World War II?
   A. Yugoslavia  
   B. Austria  
   C. Albania  
   D. Poland

**24.** In terms of percentages, which of the following branches of the armed forces had the smallest increase from World War I to World War II?
   A. Army  
   B. Navy  
   C. Marines  
   D. Coast Guard

---

**United States War Involvement**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>World War I</th>
<th>World War II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Military Personnel</td>
<td>4,744,000</td>
<td>16,354,000</td>
</tr>
<tr>
<td>Army</td>
<td>4,057,000</td>
<td>11,260,000</td>
</tr>
<tr>
<td>Air Force</td>
<td>(Part of Army)</td>
<td>(Part of Army)</td>
</tr>
<tr>
<td>Navy</td>
<td>599,000</td>
<td>4,183,000</td>
</tr>
<tr>
<td>Marines</td>
<td>79,000</td>
<td>669,000</td>
</tr>
<tr>
<td>Coast Guard</td>
<td>9,000</td>
<td>241,000</td>
</tr>
<tr>
<td>Killed</td>
<td>116,516</td>
<td>405,399</td>
</tr>
<tr>
<td>Wounded</td>
<td>204,002</td>
<td>670,846</td>
</tr>
</tbody>
</table>

Source: Historical Statistics of the United States.
25. Haile Selassie is asking the League of Nations to
   A. denounce the aggressor.
   B. give Ethiopia weapons, aircraft, artillery, and munitions.
   C. provide hospital services.
   D. honor its treaties and come to the aid of Ethiopia.

DIRECTIONS: Answer each of the following questions on a separate sheet of paper.
(4 points each)

26. From which of its occupied territories did Japan get food?

27. Which of its occupied territories did Japan rely on primarily for mineral resources?
The Twentieth-Century Crisis, 1914–1945

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. systems set up in order to mobilize all the resources of European</td>
<td>A. appeasement</td>
</tr>
<tr>
<td>nations for the war effort</td>
<td></td>
</tr>
<tr>
<td>2. the German Parliament</td>
<td>B. genocide</td>
</tr>
<tr>
<td>3. a political philosophy where a dictator rules a strong central</td>
<td>C. New Economic Policy</td>
</tr>
<tr>
<td>government and opposition is suppressed</td>
<td></td>
</tr>
<tr>
<td>4. Lenin’s modified economic system wherein peasants could sell crops</td>
<td>D. “Mukden incident”</td>
</tr>
<tr>
<td>openly</td>
<td></td>
</tr>
<tr>
<td>5. deliberate mass murder of a racial, political, or cultural group</td>
<td>E. planned economies</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>6. leader of the Chinese Nationalist Party after Sun Yat-sen</td>
<td>F. Good Neighbor policy</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. policy instituted by President Roosevelt rejecting the use of</td>
<td>G. Reichstag</td>
</tr>
<tr>
<td>military force in Latin America</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H. Vichy France</td>
</tr>
<tr>
<td>8. policy based on the belief that peace and stability would be</td>
<td></td>
</tr>
<tr>
<td>achieved by satisfying the reasonable demands of dissatisfied powers</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>9. authoritative German regime set up to control occupied France</td>
<td>I. Chiang Kai-shek</td>
</tr>
<tr>
<td></td>
<td>J. fascism</td>
</tr>
<tr>
<td>10. Japanese disguised as Chinese launched an attack near the city of</td>
<td></td>
</tr>
<tr>
<td>Mukden</td>
<td></td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Trench warfare caused the immobilization of troops on the</td>
<td>A. Western Front.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>12. The concept of total war means that</td>
<td>A. troops and supplies were rapidly assembled.</td>
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</table>

(continued)
13. Quickly turning the USSR from an agricultural economy to an industrial economy was
   A. the main goal of the Red Army.
   B. a plan known as the Politburo.
   C. the purpose of Stalin’s Five-Year Plans.
   D. a plan that had widespread peasant support.

14. The act that allowed Hitler to ignore Germany’s constitution for four years while passing new laws was called
   A. Mein Kampf.
   B. the Enabling Act.
   C. the Nuremberg laws.
   D. Kristallnacht.

15. The world leader who used methods of civil disobedience to protest unjust laws was
   A. Sun Yat-sen.
   B. Benito Mussolini.
   C. Mohandas Gandhi.
   D. Francisco Franco.

16. Mao Zedong led the ______ on the Long March.
   A. Nationalist Party
   B. People’s Liberation Army
   C. New Life Movement
   D. People’s Republic of China Army

17. The official political party of the Mexican Revolution was known as
   A. PEMEX.
   B. the Radical Party.
   C. the Institutional Revolutionary Party.
   D. Cárdenas.

18. Hitler’s form of attack that used tank divisions supported by air attacks was called
   A. blitzkrieg.
   B. panzer.
   C. phony war.
   D. Luftwaffe.

19. The turning point of the war in the Pacific occurred at
   A. Pearl Harbor.
   B. the Battle of Iwo Jima.
   C. the Battle of Midway Island.
   D. the Solomon Islands.

20. What did Truman demand from Eastern Europe at the Potsdam Conference?
   A. military help to fight Japan
   B. a return to prewar borders
   C. freely elected governments
   D. the establishment of an “iron curtain”

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (20 points)

21. Compare Germany’s use of unrestricted submarine warfare in World War I to their use of giant airships—the zeppelins.

22. Compare the reforms of Kemal Atatürk to those of Reza Shah Pahlavi.
The Twentieth-Century Crisis, 1914–1945

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (4 points each)

Column A
1. kept German and French troops in a stalemate position on the Western Front
2. restrictions intended to enforce international law
3. an increased program of public works in the United States.
4. surrealist artist known for giving everyday objects a dreamlike quality
5. supported the establishment of a national home for the Jews
6. a large financial and industrial corporation central to the Japanese economy
7. President Roosevelt’s plan rejecting the use of military force in Latin America
8. policy that represented most Americans’ wish not to be involved in European affairs
9. an agreement by Germany and the Soviet Union to not attack each other
10. Allied forces launch major invasion on Normandy beaches

Column B
A. Good Neighbor policy
B. zaibatsu
C. Salvador Dalí
D. sanctions
E. Nazi-Soviet Nonaggression Pact
F. New Deal
G. D-Day
H. trench warfare
I. Balfour Declaration
J. isolationism

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Germany’s plan for a two-front war with Russia and France was
   A. the Triple Entente.
   B. the Schlieffen Plan.
   C. the Five-Year Plans.
   D. Reichstag.

12. German use of submarines to blockade Britain led to
   A. a German victory.
   B. trench warfare.
   C. a war of attrition.
   D. the United States entering the war.

13. What were the laws called that excluded Jews from German citizenship?
   A. Nuremberg laws
   B. Schutzstaffeln laws
   C. Lebensraum
   D. Kraft durch Freude

(continued)
14. A fascist government is one in which
   A. the active involvement of the masses is expected.
   B. a communal system of work exists in which the state owns the means of production.
   C. powerful landowners make most government decisions.
   D. a strong central government is led by a dictatorial ruler.

15. One of the many nonviolent acts of Mohandas Gandhi was
   A. the Balfour Declaration.
   B. the Triumph of the Will.
   C. OVRA.
   D. the Salt March.

16. Chiang Kai-shek’s goal to promote traditional Confucian values was called
   A. The Little Red Book.
   B. the “New Life Movement.”
   C. the Shanghai Rules.
   D. Quotations from Chairman Mao.

17. Who was the ruler who introduced many modern reforms in Turkey?
   A. T. E. Lawrence
   B. Atatürk
   C. Abdulhamid II
   D. Ibn Saud

18. Great Britain’s appeasement policy
   A. was based on Prime Minister Chamberlain’s belief in Adolf Hitler’s promises.
   B. denied Germany the right to use weapons in the Rhineland.
   C. introduced many government reforms.
   D. resulted from the view that Germany’s occupation of German territory was a reasonable action by a dissatisfied power.

19. Heroic efforts by the Royal Navy and civilians in private boats resulted in
   A. a successful blockade of German ships.
   B. an amphibious mission known as the blitzkrieg.
   C. the evacuation of 338,000 Allied troops at Dunkirk.
   D. the defeat of the Germans at the Battle of Britain.

20. The entire German Sixth Army, considered the best of German troops, was lost at
   A. the Battle of Stalingrad.
   B. the Battle of Normandy.
   C. the Battle of Britain.
   D. El Alamein in North Africa.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (20 points)

21. Compare the Roosevelt administration’s New Deal to the way Hitler dealt with the Depression.

22. Why did Hitler’s air war strategy fail?
Section Quiz 20-1

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. country with both military powers and political influence
2. U.S. promise of anticommunism support
3. U.S. effort to rebuild war-torn Europe
4. tactic used to overcome a Soviet blockade
5. military alliance of Soviet allies

Column B

A. Marshall Plan
B. superpower
C. Truman Doctrine
D. Warsaw Pact
E. Berlin Air Lift

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The city of Berlin, which was located deep inside the Soviet zone of a postwar divided Germany, was
   A. itself divided into four zones.
   B. occupied exclusively by the Allies.
   C. occupied exclusively by the USSR.
   D. made into a separate new country.

7. To stop the spread of communism, the United States adopted a policy toward the Soviet Union of
   A. appeasement.
   B. guaranteed protection.
   C. containment.
   D. foreign aid.

8. Unlike the United States’s Marshall Plan, the Soviet Union’s Council for Mutual Economic Assistance failed because
   A. money was diverted to Japan.
   B. the Soviets could not afford to provide large amounts of foreign aid.
   C. none of the satellite nations accepted Soviet money.
   D. the United States cut off Soviet bank credit.

9. The United States and Great Britain believed that the liberated nations of Eastern Europe should
   A. hold free elections to determine their futures.
   B. become mandates of the Allies.
   C. join the Soviet Union.
   D. restore their prewar monarchies.

10. The Truman Doctrine was formulated, initially, as a response to the 1946 withdrawal of
    A. troops from Berlin.
    B. support for France.
    C. British aid to Greece.
    D. Greek aid to Turkey.
Section Quiz 20-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. Khrushchev’s policy of undoing his predecessor’s more ruthless policies
2. the manufacture of machines and equipment for factories and mines
3. first space satellite
4. Yugoslav leader who resisted Stalin’s control
5. Czechoslovakian reform leader and party secretary

Column B
A. Tito
B. de-Stalinization
C. Sputnik I
D. Dubček
E. heavy industry

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Even after Stalin’s death in 1953, the Soviet Union made it clear that it would NOT
   A. expand its empire.
   B. launch more satellites to spy on Western nations.
   C. try to control its satellite states.
   D. allow Eastern European satellites to become independent of control.

7. In response to Nagy’s declaration of Hungarian independence, Khrushchev reacted by
   A. attacking Budapest.
   B. withdrawing Soviet troops.
   C. annexing Yugoslavia.
   D. creating the Warsaw Pact.

8. A protest campaign led by Czechoslovakian writers
   A. led to the resignation of Novotny.
   B. increased sales of the writers’ books.
   C. was crushed by the Soviets.
   D. did away with reforms.

9. The “Prague Spring” of Alexander Dubček was forestalled in 1968 when
   A. Dubček became ill and incapacitated.
   B. the Soviet army invaded Czechoslovakia.
   C. summer arrived.
   D. the Soviets withdrew their troops.

10. Dubček said that he wanted to create
    A. “communism with Stalin’s muscle.”
    B. “communism with heart.”
    C. “socialism with a human face.”
    D. “socialism with attitude.”
Section Quiz 20-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

_____ 1. nation in which the government provides services and a minimum living standard to all
_____ 2. the actual purchasing power of income
_____ 3. title of German head of state
_____ 4. group of nations with a common purpose
_____ 5. separation, for example, by race

Column B

A. chancellor
B. welfare state
C. segregation
D. real wages
E. bloc

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

_____ 6. Much of Canada’s postwar growth, financed by U.S. investment, led to Canadian fears of
   A. NATO.
   B. becoming a welfare state.
   C. American economic domination.
   D. U.S. military invasion.

_____ 7. In the late 1960s, the writings of reformers such as de Beauvoir created renewed interest in
   A. feminism.
   B. communism.
   C. socialism.
   D. capitalism.

_____ 8. Student protests of the late 1960s were reactions against all of the following EXCEPT
   A. the Vietnam War.
   B. university policies and administrations.
   C. alienation of the individual from society.
   D. communism.

_____ 9. Postwar birthrates rose in the late 1940s and 1950s, creating a
   A. shortage of cloth diapers.
   B. “baby boom.”
   C. rise in the number of working women.
   D. student revolt.

_____ 10. Increases in workers’ wages, increased credit, and built-up demand for postwar goods led to the creation of what some people have called the
   A. socialist state.
   B. consumer society.
   C. mall.
   D. “Good Buy America” program.
DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. author of One Day in the Life of Ivan Denisovich
2. author of The Second Sex
3. U.S. president involved in the Cuban missile crisis
4. Soviet leader who promoted the growth of heavy industry over consumer goods after World War II
5. Communist leader of Cuba during the Cuban missile crisis
6. first president of France’s Fifth Republic
7. U.S. president who resumed relations with China after the Vietnam War
8. U.S. president who, beginning in 1964, increased the number of U.S. troops in Vietnam
9. Soviet leader who built the Berlin Wall
10. West German leader responsible for the “economic miracle”

Column B

A. Simone de Beauvoir
B. Konrad Adenauer
C. Fidel Castro
D. Charles de Gaulle
E. Lyndon Johnson
F. Richard Nixon
G. Aleksandr Solzhenitsyn
H. John F. Kennedy
I. Nikita Khrushchev
J. Joseph Stalin

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. A civil war in _____ in 1946 contributed to tensions between the Soviet Union and Great Britain.
   A. Hungary  
   B. Poland
   C. Greece
   D. Tunisia

12. The Marshall Plan was designed to
   A. prevent Soviet involvement in Angola.
   B. restore the economic stability of European nations after World War II.
   C. develop a comprehensive military strategy for the defense of Canada.
   D. make Western European nations stronger than nations under Soviet control.

13. U.S. fears about the spread of communism were increased when _____ became a Communist nation in 1949.
   A. South Korea
   B. China
   C. East Germany
   D. Yugoslavia
14. Which of the following nations was NOT an original member of NATO?
   A. Italy
   B. Belgium
   C. Denmark
   D. Spain

15. Which of the following nations was a member of the Warsaw Pact?
   A. China
   B. Yugoslavia
   C. Monaco
   D. Poland

16. When the Soviet Union launched the Sputnik I satellite in 1957, many Americans feared that the Soviet Union
   A. was ahead of the United States in the production of missiles.
   B. would become the first nation to place astronauts on Mars.
   C. could now use satellites to bomb the United States.
   D. could use satellite technology to steal secrets from American businesses.

17. The “Bay of Pigs” refers to
   A. the Soviet Union’s invasion of Hungary.
   B. a U.S. attempt to overthrow the Cuban government.
   C. the Russian resort city in which Eastern European nations met to form the CENTO alliance.
   D. the Soviet Union’s attempt to install nuclear weapons in Haiti.

18. Communist leader _____ initiated the “Prague Spring” with a series of reforms in Czechoslovakia in 1968.
   A. Joseph Stalin
   B. Nikita Khrushchev
   C. Wladyslaw Gomulka
   D. Alexander Dubček

19. The U.S. senator responsible for the anti-Communist movement known as the “Red Scare” was
   A. Barry Goldwater.
   B. Joseph McCarthy.
   C. Earl Warren.
   D. Lester Pearson.

20. In 1970 four students at _____ were killed by the Ohio National Guard during an antiwar demonstration.
   A. Ohio State University
   B. Rice University
   C. Berkeley
   D. Kent State University

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. What caused the “Cold War” between the United States and the Soviet Union, and what events led to ongoing tension between these nations during that period?

22. Which nations prospered in the decades after World War II, and which fell into decline? What types of policies led these nations to success or failure?
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which of the following statements is TRUE?
   A. West Berlin is entirely surrounded by East German territory.
   B. East Berlin is entirely surrounded by West German territory.
   C. West Berlin is divided into French, British, American, and Soviet sectors.
   D. East Berlin is divided into French, British, American, and Soviet sectors.

24. A plane airlifting supplies from Hamburg to Berlin during the blockade would fly in what direction to reach its destination?
   A. Northeast
   B. Northwest
   C. Southeast
   D. Southwest
### Chapter 20 Test, Form A

#### Conflict/Crisis

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<tbody>
<tr>
<td>Berlin (1949)</td>
<td>Soviets and Western powers divide Germany.</td>
<td>Western powers airlift supplies to Soviet-blockaded West Berlin.</td>
<td>Blockade is lifted.</td>
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<td>Korea (1950–1953)</td>
<td>Civil war begins when North Korea invades South Korea.</td>
<td>United Nations forces fight to save South Korea from communism.</td>
<td>United States extends military alliances around the world.</td>
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<td>Cuba (1962)</td>
<td>Soviets support Castro’s totalitarian regime in Cuba.</td>
<td>United States invades Bay of Pigs; Soviets place nuclear missiles in Cuba; United States blockades Cuba.</td>
<td>Soviets withdraw missiles; hotline is established between Moscow and Washington, D.C.</td>
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#### Significant Event(s)

- United States extends military alliances around the world.
- Germany is divided into East and West.
- Berlin Wall becomes a symbol of the Cold War.
- Cuba becomes a Soviet satellite.
- Vietnam is reunified under Communist rule.

#### Result(s)

- United States creates Truman Doctrine.
- Blockade is lifted.
- Hotline between Moscow and Washington is established.
- United States withdraws from Vietnam.

---

25. The Truman Doctrine was a response to conflict in
   A. Cuba.  
   B. Germany.  
   C. Greece.  
   D. Korea.

26. The hotline between the White House and the Kremlin was established in response to
   A. the Berlin blockade.  
   B. construction of the Berlin Wall.  
   C. the Cuban Missile Crisis.  
   D. telephone deregulation.

—John F. Kennedy, June 26, 1963

“Freedom has many difficulties and democracy is not perfect, but we have never had to put a wall up to keep our people in, to prevent them from leaving us. . . . The wall is the most obvious and vivid demonstration of the failures of the Communist system . . . it is an offense not only against humanity, separating families, dividing husbands and wives and brothers and sisters, and dividing a people who wish to be joined together. . . . All free men, wherever they may live, are citizens of Berlin, and therefore, as a free man, I take pride in the words, ‘Ich bin ein Berliner.’”

27. What does Kennedy imply was the purpose for which the Berlin Wall was built?
   A. to symbolize Soviet strength  
   B. to defend against NATO invasion  
   C. to deter Soviet aggression  
   D. to stop refugees from leaving
Cold War and Postwar Changes, 1945–1970

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. U.S. diplomat who argued for a policy of containment in response to Communist expansion
2. capital of the Federal Republic of Germany
3. alliance designed to prevent Soviet expansion in Southeast Asia
4. Communist leader who declared Hungary a free nation
5. Communist leader who attempted to make Poland less dependent on the Soviet Union
6. U.S. undersecretary of state who compared Communist expansion to the spread of an infection
7. Communist leader of Yugoslavia after World War II
8. alliance designed to prevent Soviet expansion to the south
10. leader who set out to create modern British welfare state

Column B
A. Dean Acheson
B. CENTO
C. Clement Attlee
D. Tito
E. Imre Nagy
F. George Kennan
G. Joseph McCarthy
H. SEATO
I. Wladyslaw Gomulka
J. Bonn

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The Truman Doctrine stated that the United States would provide ______ to nations threatened by Communist expansion.
   A. money
   B. jeeps
   C. communications technology
   D. political support in the United Nations

12. The Council for Mutual Economic Assistance, founded in 1949, was
   A. intended to provide financial support to African nations previously under Asian domination.
   B. a United Nations initiative to provide books to war-torn nations.
   C. an effort by the United States and Great Britain to rebuild the economy and industry of France.
   D. the Soviet Union’s response to the Marshall Plan.

13. Which of the following nations joined the NATO alliance several years after it was founded?
   A. Turkey
   B. Poland
   C. Albania
   D. Italy

(continued)
14. The Warsaw Pact sought to
   A. provide economic assistance to Polish Jews after World War II.
   B. prevent Soviet expansion into Poland and Denmark.
   C. create a military alliance between the Soviet Union and various Eastern European nations.
   D. create a plan for the reduction of nuclear weapons in Europe.

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

16. Which Communist nation remained independent of Soviet control?
   A. Greece
   B. Yugoslavia
   C. Romania
   D. Hungary

17. Which nation experienced an “economic miracle” after World War II?
   A. Great Britain
   B. France
   C. Costa Rica
   D. West Germany

18. French president Charles de Gaulle attempted to return France to the status of a world power by
   A. investing heavily in tourism.
   B. entering into a new series of alliances with African countries.
   C. investing heavily in nuclear weapons.
   D. petitioning for financial aid from the United Nations relief fund.

19. Which nation declined economically after World War II?
   A. Great Britain
   B. West Germany
   C. France
   D. the United States

20. Which U.S. president signed into law the Civil Rights Act?
   A. John F. Kennedy
   B. Dwight Eisenhower
   C. Gerald Ford
   D. Lyndon Johnson

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the Truman Doctrine and the “domino theory” and show how these concepts affected U.S. foreign policy throughout the Cold War period.

22. How were protest movements in the decades following World War II handled by various governments, and what social achievements were gained through protest?
**DIRECTIONS:** Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. How many time zones run through the continental United States?
A. 1
B. 2
C. 3
D. 4

24. As the crowd celebrating New Year’s Eve in Times Square (New York) watches the ball drop at midnight, what time and date is it in Moscow?
A. 4 P.M., December 31
B. midnight, January 1
C. 8 A.M., January 1
D. 3 P.M., January 1
### Chapter 20 Test, Form B

#### Percent of Population Growth, 1901–1980

<table>
<thead>
<tr>
<th>Years</th>
<th>Rural Dwellers</th>
<th>Central City Dwellers</th>
<th>Suburban Dwellers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901–1910</td>
<td>37</td>
<td>46</td>
<td>17</td>
</tr>
<tr>
<td>1911–1920</td>
<td>25</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>1921–1930</td>
<td>18</td>
<td>50</td>
<td>32</td>
</tr>
<tr>
<td>1931–1940</td>
<td>34</td>
<td>26</td>
<td>40</td>
</tr>
<tr>
<td>1941–1950</td>
<td>14</td>
<td>36</td>
<td>50</td>
</tr>
<tr>
<td>1951–1960</td>
<td>16</td>
<td>20</td>
<td>64</td>
</tr>
<tr>
<td>1961–1970</td>
<td>16</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>1971–1980</td>
<td>11</td>
<td>15</td>
<td>74</td>
</tr>
</tbody>
</table>

25. The greatest drop in urban population growth occurred between the decades of
   A. the twenties and the thirties.
   B. the thirties and the forties.
   C. the forties and the fifties.
   D. the fifties and the sixties.

26. In how many decades did the rural population growth exceed the urban population growth?
   A. 0
   B. 1
   C. 2
   D. 3

“Neither the United States of America nor the world community of nations can tolerate deliberate deception and offensive threats on the part of any nation, large or small. We no longer live in a world where only the actual firing of weapons represents a sufficient challenge to a nation’s security to constitute maximum peril. Nuclear weapons are so destructive and ballistic missiles are so swift, that any substantially increased possibility of their use or any sudden change in their deployment may well be regarded as a definite threat to peace.”

—John F. Kennedy, speech, October 22, 1962

27. According to Kennedy, what is different about modern weapons as they affect international relations?
   A. They are mobile and can be deployed quickly.
   B. They are easily concealed from one’s adversaries.
   C. They are cost-effective.
   D. They do not have to be fired to constitute a threat.
Section Quiz 21-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. people who speak out against a regime</td>
<td>A. dissidents</td>
</tr>
<tr>
<td>2. agreement to eliminate mid-range nuclear weapons</td>
<td>B. détente</td>
</tr>
<tr>
<td>3. Gorbachev’s initial economic reforms</td>
<td>C. perestroika</td>
</tr>
<tr>
<td>4. pre-1979 period of relaxed U.S.-Soviet tensions</td>
<td>D. INF Treaty</td>
</tr>
<tr>
<td>5. economy influenced by consumer demand</td>
<td>E. market</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. By 1980 the Soviet Union was ailing from all of the following causes EXCEPT one. Which one?</td>
<td></td>
</tr>
<tr>
<td>A. a declining economy</td>
<td>C. poor working conditions</td>
</tr>
<tr>
<td>B. rising infant mortality</td>
<td>D. too many political reforms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. President Reagan did all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. provide aid to Afghan rebels.</td>
<td>C. begin a military build-up.</td>
</tr>
<tr>
<td>B. call the Soviets an “evil empire.”</td>
<td>D. sign the Brezhnev Doctrine.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice</th>
</tr>
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<tbody>
<tr>
<td>8. Gorbachev soon realized that economic reform would not succeed without</td>
<td></td>
</tr>
<tr>
<td>A. a Five-Year Plan.</td>
<td>C. political reform.</td>
</tr>
<tr>
<td>B. tractors.</td>
<td>D. destroying the United States.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Choice</th>
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<tbody>
<tr>
<td>9. President Carter protested the Soviet invasion of Afghanistan by</td>
<td></td>
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<tr>
<td>A. starting an arms race.</td>
<td>C. invade Afghanistan.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>10. The United States was inclined to sign a nuclear weapons treaty in 1990 because it needed to</td>
<td></td>
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<tr>
<td>A. placate Russia.</td>
<td>C. invade Afghanistan.</td>
</tr>
<tr>
<td>B. reduce military spending.</td>
<td>D. support Gorbachev.</td>
</tr>
</tbody>
</table>
**Section Quiz 21-2**

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>A. Lech Walesa</td>
</tr>
<tr>
<td>2.</td>
<td>B. Nicolae Ceaușescu</td>
</tr>
<tr>
<td>3.</td>
<td>C. Václav Havel</td>
</tr>
<tr>
<td>4.</td>
<td>D. Slobodan Milošević</td>
</tr>
<tr>
<td>5.</td>
<td>E. KLA</td>
</tr>
</tbody>
</table>

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<td>Václav Havel</td>
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<tr>
<td>4.</td>
<td>Slobodan Milošević</td>
</tr>
<tr>
<td>5.</td>
<td>KLA</td>
</tr>
</tbody>
</table>

**DIRECTIONS: Multiple Choice** In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
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</thead>
<tbody>
<tr>
<td>6.</td>
<td>A. Serbia</td>
</tr>
<tr>
<td>7.</td>
<td>A. Serb minorities.</td>
</tr>
<tr>
<td>8.</td>
<td>A. the Soviet Union.</td>
</tr>
<tr>
<td>9.</td>
<td>A. missile silos of Minsk.</td>
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<tr>
<td>10.</td>
<td>A. Soviet backlash.</td>
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</tbody>
</table>

<table>
<thead>
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<td>the Soviet Union.</td>
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<td>9.</td>
<td>missile silos of Minsk.</td>
</tr>
<tr>
<td>10.</td>
<td>Soviet backlash.</td>
</tr>
</tbody>
</table>
Section Quiz 21-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
____ 1. world’s largest single trading bloc by 1992
____ 2. common currency established by the EU
____ 3. British government economic policy in the 1980s
____ 4. government spending in excess of revenues
____ 5. formal charges of misconduct

Column B
A. EEC
B. budget deficit
C. impeachment
D. euro
E. Thatcherism

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

____ 6. In 1993 Canada signed the North American Free Trade Agreement because it wanted to
   A. join the United States.
   B. ease trade with the United States.
   C. reduce Mexican trade.
   D. settle the Quebec secession issue.

____ 7. Pierre Trudeau’s Liberal government passed the Official Language Act that
   A. allowed both French and English to be used in the federal civil service.
   B. made English Canada’s official language.
   C. demanded that all provincial government officials learn French.
   D. demanded that all provincial government officials learn English.

____ 8. President Clinton, elected in 1992, claimed to be a new kind of Democrat, one who
   A. was younger than his opponent.
   B. promoted new ideas that the Republicans would not support.
   C. favored a number of what had been 1980s Republican policies.
   D. was from New England and lived in New Mexico.

____ 9. The spending policies of the Reagan administration in the 1980s included all of the following EXCEPT one. Which one?
   A. cutbacks in spending on food stamps, school lunches, and job programs
   B. record budget deficits
   C. exceeding a one trillion dollar federal budget by 1987
   D. controls on inflation

____ 10. The economic policies of the Thatcher government in the 1980s included all of the following EXCEPT one. Which one?
   A. attempted cutbacks in spending on social welfare
   B. restrictions on union power
   C. preserving local property taxes
   D. controls on inflation
**Section Quiz 21-4**

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

**Column A**

<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td></td>
<td>1. restriction based on being male or female</td>
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<td></td>
<td>2. revival of traditional elements and techniques</td>
</tr>
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<td></td>
<td>3. entertainment created for a profit and a mass audience</td>
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<tr>
<td></td>
<td>4. control of a nation’s culture by another nation</td>
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<tr>
<td></td>
<td>5. site of the 1972 Olympics massacre of Israeli athletes</td>
</tr>
</tbody>
</table>

**Column B**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>A.</td>
<td>popular culture</td>
</tr>
<tr>
<td>B.</td>
<td>gender stereotyping</td>
</tr>
<tr>
<td>C.</td>
<td>cultural imperialism</td>
</tr>
<tr>
<td>D.</td>
<td>postmodernism</td>
</tr>
<tr>
<td>E.</td>
<td>Munich</td>
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</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

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<thead>
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<tbody>
<tr>
<td></td>
<td>6. To protect their musical heritage, the French passed a law</td>
</tr>
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<tr>
<td></td>
<td>A. banning MTV from French television.</td>
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<td></td>
<td>B. requiring at least 40 percent of radio time to be for French-language music.</td>
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<td></td>
<td>C. requiring every citizen to buy at least two French-language music CDs.</td>
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<td></td>
<td>D. banning Michael Jackson and Madonna from performing in France.</td>
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<tr>
<td></td>
<td>7. In the 1960s, as television spread around the world, U.S. TV programs</td>
</tr>
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<tr>
<td></td>
<td>A. became less popular.</td>
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<td></td>
<td>B. became popular in Europe and in non-Western nations.</td>
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<td></td>
<td>C. were replaced by European shows.</td>
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<td></td>
<td>D. got longer and had fewer commercials.</td>
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<td></td>
<td>8. All of the following genres of music began in the United States and all are rooted in African American forms EXCEPT</td>
</tr>
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<tr>
<td></td>
<td>A. jazz.</td>
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<td></td>
<td>B. rock.</td>
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<tr>
<td></td>
<td>C. rhythm and blues.</td>
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<td></td>
<td>D. reggae.</td>
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<tr>
<td></td>
<td>9. Challenged by President Kennedy in 1961, massive government funding and leaps in research and technology enabled the United States by 1969 to</td>
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<td></td>
<td>A. split the atom.</td>
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<td></td>
<td>B. find a low-cost alternative to polluting chemical fertilizers.</td>
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<td></td>
<td>C. land astronauts on the moon.</td>
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<td></td>
<td>D. create a wide-screen TV for a price under $5,000.</td>
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<td></td>
<td>10. In the 1990s, some women and men rejected or attempted to redefine the concept of “feminism” to mean</td>
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<td></td>
<td>A. balancing career and family.</td>
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<td>B. female superiority.</td>
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<td></td>
<td>C. coed sports teams.</td>
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<tr>
<td></td>
<td>D. a return to femininity for women.</td>
</tr>
</tbody>
</table>
The Contemporary Western World, 1970–Present

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
____ 1. Soviet leader who supported intervention if communism was threatened
____ 2. president who called the Soviet Union an "evil empire"
____ 3. Soviet leader who initiated perestroika
____ 4. Russian president who succeeded Boris Yeltsin
____ 5. U.S. president who supported NATO attacks against Serbia
____ 6. East German leader against whose regime began the demonstrations that ended in the fall of the Berlin Wall
____ 7. nationalized major French banks and industries
____ 8. cancelled U.S. participation in the 1980 Summer Olympic Games
____ 9. leader of Iran when 52 Americans were held hostage there
____ 10. resigned from office to avoid impeachment

Column B
A. Mikhail Gorbachev
B. François Mitterand
C. Ronald Reagan
D. Bill Clinton
E. Vladimir Putin
F. Erich Honecker
G. Richard Nixon
H. Jimmy Carter
I. Ayatollah Khomeini
J. Leonid Brezhnev

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

____ 11. In political history, the term “détente” refers to
A. the East German movement to have the Berlin Wall removed.
B. U.S. foreign policies relating to Soviet expansion during the Korean War.
C. U.S. foreign policies relating to Southeast Asia after the Vietnam War.
D. improved relations between the U.S. and the Soviet Union in the 1970s.

____ 12. _____ and _____ weakened the Soviet economy during Brezhnev’s leadership.
A. War in Afghanistan; the 1980 Olympics
B. War in Vietnam; a weak, corrupt government bureaucracy
C. A weak collective farming system; a corrupt government bureaucracy
D. A weak collective farming system; the Russian mafia

____ 13. Which of the following was one of the most serious problems facing Gorbachev’s reforms?
A. immigration from Eastern Europe  C. perestroika in Afghanistan
B. the multiethnic republics  D. imported furs
14. Which of the following founded the Polish national trade union Solidarity?
   A. Lech Walesa
   B. Mikhail Gorbachev
   C. Alexander Dubček
   D. Václav Havel

15. Reforms began in Romania after ____ was removed from power.
   A. Konrad Adenauer
   B. Leonid Brezhnev
   C. Michal Kovác
   D. Nicolae Ceauşescu

16. When Slobodan Milošević stripped Kosovo of its autonomy in 1989,
   A. inhabitants of the region benefited form a stronger economic base.
   B. a brutal war broke out between Serbs and Albanians.
   C. the Albanians voted Milošević out and elected Loran Djindic as their new prime minister.
   D. Albania joined Serbia and Montenegro to form a new republic.

17. One of the European Union’s first goals was the establishment of ____.
   A. a common European currency
   B. a unified song
   C. a unified European military
   D. a common European flag

18. Margaret Thatcher resigned after her plan to ____ was rejected.
   A. replace local property taxes with a national flat-rate tax
   B. resolve conflicts between Catholics and Protestants in Scotland
   C. reduce the power of British labor unions
   D. reduce unemployment rates in the northern industrial cities

19. The North American Free Trade Agreement sought to
   A. improve trade relations between Canada, the United States, and Germany.
   B. establish cooperative trade guidelines between Canada, the United States, and Mexico.
   C. reduce unemployment in the United States, Mexico, and El Salvador.
   D. increase the sharing of technology between American and Canadian companies.

   A. Montreal
   B. Ontario
   C. Nunavut
   D. Quebec

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Describe the policies of “Thatcherism” and explain why Margaret Thatcher ultimately fell from power.

22. What factors led to the rise of neo-Nazi groups in Germany in the 1990s?
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. The capital city of which independent republic is located on the Caspian Sea?
A. Georgia  
B. Azerbaijan  
C. Kazakhstan  
D. Turkmenistan

24. Which three former Soviet republics border on the Black Sea?
A. Moldova, Georgia, Armenia  
B. Azerbaijan, Turkmenistan, Kazakhstan  
C. Ukraine, Russia, Belarus  
D. Georgia, Russia, Ukraine
25. According to this news report, whom does the Bosnian government accuse of committing “ethnic cleansing” in Visegrad?
   A. Serbs
   B. Muslims
   C. Croats
   D. communist guerrillas

26. Why do you think the old, the infirm, and women and children survived?
   A. They hid.
   B. They were not perceived to be a threat to Serb forces.
   C. Serb forces preferred to leave them traumatized.
   D. They were needed by the Serb forces as witnesses.

27. Which statement best represents Gorbachev’s main point?
   A. Perestroika is suited only to Russia’s unique circumstances.
   B. Radical change can bring unexpected consequences and should be avoided.
   C. People’s desire for mutual understanding requires an expanded vocabulary.
   D. People around the world should embrace restructuring.
The Contemporary Western World, 1970–Present

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column B
A. Nicolae Ceaușescu
B. Mikhail Gorbachev
C. Willy Brandt
D. Václav Havel
E. Gerald Ford
F. Helmut Kohl
G. Slobodan Milošević
H. Boris Yeltsin
I. Pierre Trudeau
J. Lech Walesa

Column A
1. founder of the Polish national trade union Solidarity
2. president of the Russian Republic at the time of the disintegration of the Soviet Union
3. Serbian leader who initiated a policy of ethnic cleansing against Bosnian Muslims
4. chancellor of West Germany during the reunification of East and West Germany
5. Soviet leader who established the Congress of People’s Deputies
6. writer who helped bring down Czech Communist government
7. U.S. president after Nixon resigned
8. West German chancellor who won the Nobel Peace Prize in 1971
9. oppressive Communist leader of Romania who was deposed in 1989
10. Canadian prime minister who passed the Official Languages Act

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The “détente” phase of relations between the United States and the Soviet Union ended with the Soviet invasion of
A. Afghanistan.        C. South Korea.
B. South Vietnam.      D. Poland.

12. The policy that the Soviet Union had a right to intervene if communism was threatened in another Communist nation was known as the
B. Kosygin Doctrine.   D. Gorbachev Initiative.

13. The Russian word perestroika, used to describe the reform movement led by Mikhail Gorbachev, means
A. restructuring.       C. relief.
B. conquest.            D. expansion.

(continued)
14. Russian President Vladimir Putin used military force to suppress a rebellion in the state of
   A. Belarus.                        C. Moldavia.
   B. Chechnya.                      D. Latvia.

15. After the war between Bosnia and Serbia, new tensions arose when Serbia refused to allow _____ to continue to exist as an autonomous province.
   A. Turkey                             C. Kosovo
   B. Herzegovina                        D. Albania

16. The Socialist president _____ nationalized major banks and industries in France in the 1980s.
   A. Willy Brandt                         C. Václav Havel
   B. François Mitterand                  D. Jacques Chirac

17. Attacks on foreigners became common in Germany during the 1990s, partly because
   A. ethnic minorities in Germany were politically opposed to one another.
   B. many minority groups supported unpopular foreign policies.
   C. increased unemployment made many Germans angry that foreigners may have been taking jobs away.
   D. new laws gave neo-Nazi groups new rights to attack foreigners.

18. Throughout the 1960s and 1970s, the British government struggled to address fighting in Northern Ireland between
   A. Christians and Muslims.                   C. Catholics and Muslims.
   B. Protestants and Muslims.                  D. Catholics and Protestants.

19. Which of the following U.S. presidents was forced to resign to avoid impeachment for his involvement in the Watergate scandal?
   A. Bill Clinton                                     C. Gerald Ford
   B. Richard Nixon                                   D. Harry Truman

20. U.S. president Jimmy Carter faced a serious international crisis when 52 Americans were held hostage in
   A. Serbia.                                              C. Russia.
   B. Iran.                                                D. Slovakia.

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. What caused the “ethnic cleansing” massacres in Bosnia and Kosovo, and how were these problems avoided in Czechoslovakia?

22. Describe Gorbachev’s policies and how they led to the dissolution of the Soviet Union.
23. The boundary between the Federation of Bosnia-Herzegovina and the Serbian Republic of Bosnia-Herzegovina was established in what year?
   A. 1945          C. 1995  
   B. 1991          D. 1999

24. Based on the information in this map, which of the following statements is TRUE?
   A. Kosovo was the capital of Yugoslavia.
   B. Kosovo was an independent nation.
   C. Kosovo’s boundaries were established by the Dayton Agreement.
   D. Kosovo was a province within Yugoslavia.
25. In this account, whom does the writer cite as the source of information that Serb forces were committing acts of “ethnic cleansing” against Muslims?

A. his own firsthand experience
B. an anonymous witness
C. the Bosnian government
D. survivors of the massacre


26. What does President Reagan predict will be the outcome of the struggle between democracy and Marxism-Leninism?

A. Military conflict was inevitable between the superpowers.
B. Marxism-Leninism would end just like other tyrannies.
C. Marxism-Leninism would adopt democratic beliefs, values, and ideals.
D. A new system would emerge, incorporating the best features of each ideology.

—Ronald Reagan, speech before the British Parliament, June 8, 1982

27. What does Reagan believe is an important element of a long-lasting peace?

A. U.S. military strength
B. U.S. disarmanent
C. U.S. weapons of mass destruction
D. U.S. free speech
Section Quiz 22-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

**Column A**
1. companies with divisions in more than two countries
2. literary form developed in Latin America
3. received 1982 Nobel Prize in literature
4. Western Hemisphere political group
5. famous architect who designed some of Brasilia’s buildings

**Column B**
A. Oscar Niemeyer
B. magic realism
C. multinational corporations
D. Gabriel García Márquez
E. Organization of American States

---

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

6. By the 1960s, many Latin American governments still had economic problems for all of the following reasons EXCEPT
   A. dependence on the United States, Europe, and Japan for advanced technology for modern industry.
   B. failure to find markets abroad in which to sell their manufactured products.
   C. support by regimes to have multinational corporations come to Latin America.
   D. inability to keep up with the demand for their exported goods.

7. Which of the following was one of the reasons that democratic reforms happened in some Latin American countries during the 1980s?
   A. the unwillingness of some military leaders to deal with debt problems
   B. the rampant spread of feudalism through Latin America
   C. the closing of the gap between rich and poor
   D. the growth of foreign markets for Latin American goods

8. Latin America’s economic problems were made worse by
   A. dramatic declines in population.  C. no growth in the middle class.
   B. dramatic increases in population.  D. dramatic growth of the middle class.

9. After the establishment of the OAS in 1948, the United States did all of the following EXCEPT
   A. stop interfering in Latin American affairs.
   B. provide military aid to anti-Communist regimes.
   C. take action against pro-Communist governments.
   D. become more anxious about the spread of Communist regimes.

10. In *One Hundred Years of Solitude*, Gabriel García Márquez
    A. mixes realism and fantasy.  C. combines fable with romance.
    B. depicts life in a Brazilian jail.  D. integrates drama and improvisation.
Section Quiz 22-2

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. U.S.-supported Nicaraguan group
2. U.S.-backed attempted overthrow of Castro’s Cuba
3. Panamanian leader overthrown by President Bush
4. Cuban leader overthrown by Castro
5. U.S. economic weapon used against Cuba

Column B

A. Manuel Noriega
B. contras
C. Fulgencio Batista
D. trade embargo
E. Bay of Pigs invasion

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. All of the following were results of Mexico’s foreign debt crisis EXCEPT the
   A. privatization of government-owned companies.
   B. dissatisfaction with the Institutional Revolutionary Party (PRI).
   C. election of Vicente Fox as president.
   D. creation of the Institutional Revolutionary Party.

7. As a result of bloody protests led by university students in the late 1960s, Mexico
   A. created a strict military dictatorship.
   B. stayed committed to one-party rule under the PRI.
   C. introduced political reforms and extended freedoms.
   D. invited U.S. troops to Mexico to restore order.

8. Relations between Cuba and the United States deteriorated when
   A. the Castro regime received aid from the Soviet Union.
   B. Cuba pulled its team out of the International Baseball League.
   C. José Duarte was elected president of Cuba.
   D. the Sandinistas won the presidential election and replaced Castro.

9. Even though their regime employed murder and torture to silence opposition, the corrupt, anti-Communist Somoza government in Nicaragua was
   A. basically a decent group.
   B. supported by Castro.
   C. pro-Sandinista.
   D. supported by the United States until 1979.

10. After Panama broke away from Colombia, in 1903, all of the following were true EXCEPT
    A. the United States controlled the Panama Canal.
    B. Panama was ruled by a wealthy oligarchy.
    C. the United States exerted extensive influence over the Panamanian government.
    D. the Panama Canal was blocked to U.S. shipping.
Section Quiz 22-3

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>1. Argentine leader and hero until his death in 1974</td>
<td>A. Augusto Pinochet</td>
</tr>
<tr>
<td>2. brutal Chilean dictator</td>
<td>B. Shining Path</td>
</tr>
<tr>
<td>3. Marxist who was elected Chilean president in 1970</td>
<td>C. cooperative</td>
</tr>
<tr>
<td>4. radical Peruvian guerrilla group</td>
<td>D. Salvador Allende</td>
</tr>
<tr>
<td>5. peasant-owned and operated farm organization</td>
<td>E. Juan Perón</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. All of the following are associated with Salvador Allende’s regime EXCEPT
   A. nationalization of industries.
   B. higher wages for industrial workers.
   C. use of constitutional means.
   D. harmony with the owners of the copper industry.

7. In 1987 Brazil’s runaway inflation rate hit
   A. 8 percent.
   B. 80 percent.
   C. 800 percent.
   D. 8,000 percent.

8. When democratically elected governments after World War II failed to solve Brazil’s economic problems, all of the following happened after 1964 EXCEPT
   A. the military seized control.
   B. government involvement in the economy was reduced.
   C. Brazil achieved an “economic miracle.”
   D. ordinary Brazilians benefited from economic growth.

9. Which of the following did the Argentine military regime do to divert their citizens’ attention from economic problems in 1982?
   A. accepted across-the-board pay cuts
   B. invaded the Falkland Islands
   C. restored Juan Perón to power
   D. transferred power to Great Britain

10. After a failed Marxist revolution and brutal government reprisals, Colombian peasants turned to a new cash crop—
    A. coca leaves, used to make cocaine.
    B. tobacco, to compete with Cuba’s cigar industry.
    C. sugarcane, to sell to the Soviet bloc.
    D. corn, to become more self-supporting.
Chapter 22 Test, Form A

Latin America, 1945–Present

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. nation in which vast new oil reserves were discovered in the 1970s
2. famous poet from Chile
3. nation whose government was overthrown by the Sandinistas
4. Cuban dictator overthrown by Fidel Castro
5. nation placed under a U.S. trade embargo in 1960
6. country rocked by civil war in the late 1970s and 1980s
7. winner of the Nobel Prize in literature in 1982
8. nation that suffered years of severe inflation after an “economic miracle”
9. Latin American leader who declared himself a Marxist in December 1961
10. nation formerly ruled by Manuel Noriega

Column B

A. Cuba
B. Gabriel García Márquez
C. Panama
D. Fulgencio Batista
E. El Salvador
F. Gabriela Mistral
G. Nicaragua
H. Mexico
I. Fidel Castro
J. Brazil

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. After World War II, many Latin American nations suffered economic difficulties because of
A. overdependence on foreign nations and a dramatic increase in population.
B. oppressive military governments and ongoing wars between religions.
C. political separation from the United States and ongoing wars between nations.
D. the rise of the drug lords and a dramatic decrease in population.

12. Latin American ______ were strongly influenced by international styles after World War II.
A. art and music
B. theater and drawing
C. art and architecture
D. theater and architecture

13. Early in the twentieth century, the government of ______ was dominated by the Institutional Revolutionary Party (PRI).
A. Mexico
B. Nicaragua
C. Honduras
D. Chile
14. What significant event occurred on January 3, 1959?
   A. Castro’s revolutionaries seized Havana.
   B. The Bay of Pigs invasion started.
   C. The Cuban missile crisis ended.
   D. Oil reserves were discovered in Haiti.

15. Revolutionary leader Ché Guevara was killed while fighting in which nation?
   A. Argentina
   B. Cuba
   C. Bolivia
   D. Bora Bora

16. The Sandinistas lost power to _____ after free elections in 1990.
   A. José Duarte
   B. Violeta Barrios de Chamorro
   C. Manuel Noriega
   D. the Somoza regime

17. Working-class people supported Juan Perón because he
   A. ended social reforms and a national health care program.
   B. encouraged the growth of labor unions and increased job benefits.
   C. turned landed estates into peasant-led cooperative farms.
   D. increased the tax burden of the wealthy upper class.

18. The military conflict over the Falkland Islands in 1982 involved
   A. the United States and Panama.
   B. the United States and Argentina.
   C. Great Britain and Argentina.
   D. Great Britain and Brazil.

   A. Juan Perón
   B. Augusto Pinochet
   C. Juan Valdez
   D. Juan Velasco Alvarado

20. The government of _____ has been heavily influenced by drug cartels and cocaine production.
   A. Cuba
   B. Bolivia
   C. El Salvador
   D. Colombia

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. What factors led to the PRI’s loss of political power in Mexico?

22. What types of policies have characterized the rule of Latin American military governments since 1945? Discuss at least three specific examples.
23. When did Latin America have the greatest population increase?
   A. 1960s  
   B. 1970s  
   C. 1980s  
   D. 1990s

24. Where did a military leader nullify election results?
   A. Argentina  
   B. Chile  
   C. Panama  
   D. Peru

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Glencoe World History: Modern Times

(continued)
25. Based on the table, where did the military first stage a takeover?
   A. Argentina      C. Panama
   B. Chile          D. Peru

“Beginning in 1986, Brazil’s gross domestic product grew at an annual rate of 10 [percent]. . . . The consequences of this ‘miracle’ were the impoverishment of Brazilian people. Between 1960 and 1970 the 20 [percent] of the population with the highest income increased its share of the national income from 54.5 [percent] to 64.1 [percent], while the remaining 80 [percent] saw its share reduced from 45.5 [percent] to 36.8 [percent]. . . . In the same period the 1 [percent] of the population that represented the richest group increased its share of the national income from 11.7 [percent] to 17 [percent].”
—Latin American Civilization: History and Society, 1492 to the Present, Benjamin Keene, 1996

26. According to this passage, which of the following statements is TRUE?
   A. In 1970, the share of national income received by the richest 1 percent was roughly half the share received by the poorest 80 percent.
   B. In 1970, the division of national income between the top 20 percent and the remaining 80 percent was roughly two-thirds to one-third.
   C. Between 1960 and 1970, the share of national income received by the top 1 percent increased by about half.
   D. All of the statements are true.

“It is not easy to live in a war zone. The least of it was my being kidnapped by contras earlier this year. The hard part is seeing people die and consoling families. . . . In those eight hours I was held, as I walked in a column of 60 or so men and a few women—all in uniform—I could hear shooting and I realized that people I knew were being killed. Earlier I had seen bodies being brought back to town, some burned, some cut to pieces.”
—Latin American Civilization: History and Society, 1492 to the Present, Benjamin Keene, 1996

27. Whom did the person speaking identify as her captors?
   A. Marxist guerrillas
   B. contras
   C. Sandinistas
   D. bandits
Latin America, 1945–Present

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A
1. nation dominated for most of the twentieth century by the Institutional Revolutionary Party (PRI)
2. Argentinian ally of Fidel Castro killed trying to spark a revolution in Bolivia
3. elected president of El Salvador in 1984
4. architect who designed several major buildings in Brasília
5. nation whose landed estates were turned into peasant cooperatives by Juan Velasco Alvarado
6. oppressive military dictator supported by the working class of Argentina
7. former ruler of Panama
8. nation known for its cocaine production and drug cartels
9. oppressive military dictator of Chile
10. author of One Hundred Years of Solitude

Column B
A. Juan Perón
B. José Duarte
C. Oscar Niemeyer
D. Colombia
E. Mexico
F. Peru
G. Gabriel García Márquez
H. Augusto Pinochet
I. Ernesto “Ché” Guevara
J. Manuel Noriega

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Which of the following Latin American nations has suffered instability due to the international drug trade?
   A. Ecuador  
   B. Belize  
   C. Honduras  
   D. Colombia

12. As an art form, magic realism is characterized by
   A. the exploration of subjects generally considered taboo.  
   B. an interest in Latin American music.  
   C. a combination of realistic events and fantastic backgrounds.  
   D. a belief that the people of Latin America will ultimately overcome adversity.

13. In the late 1970s, vast new oil reserves were discovered in which of the following nations?
   A. Colombia  
   B. Peru  
   C. Panama  
   D. Mexico
14. Fidel Castro’s forces overthrew the government led by
   A. Vicente Fox.  
   B. Gabriela Mistral.  
   C. José López Portillo.  
   D. Fulgencio Batista.

15. After which of the following events did the United States break diplomatic relations with Cuba?
   A. Fidel Castro’s declaration that he was a Marxist  
   B. the Cuban missile crisis  
   C. the Bolivian Revolution  
   D. Cuba receiving aid from the Soviet Union and arms from Eastern Europe

16. Which U.S. president was in office during the Bay of Pigs invasion and the Cuban missile crisis?
   A. Richard Nixon  
   B. Jimmy Carter  
   C. John F. Kennedy  
   D. Ronald Reagan

17. Which of the following overthrew the government of Nicaragua, but later lost control of the country in free elections?
   A. Manuel Noriega  
   B. the Sandinistas  
   C. the Freedom Party  
   D. the Somoza family

18. Alejandro Toledo was the first Native American, freely elected president of which of the following nations?
   A. Antigua  
   B. Peru  
   C. Brazil  
   D. Chile

19. The term cooperative refers to
   A. a corporation with divisions in more than two countries.  
   B. the transition to democratic elections after a period of rule by a military dictator.  
   C. the transition from a Communist to a free-market economy.  
   D. a farm owned and operated by a group of peasant workers.

20. The goal of the Peruvian guerrilla group Shining Path was to
   A. receive support from the United States.  
   B. smash authority and create a classless society.  
   C. nationalize many foreign-owned companies.  
   D. take possession of the Falkland Islands.

**DIRECTIONS:** Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. In what ways have Cuba’s fortunes been influenced by the Soviet Union?

22. What types of social problems have led to the recent move toward democratic governments in Latin American countries?
**DIRECTIONS:** Graphics and Document-Based Questions  Choose the item that best answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)


<table>
<thead>
<tr>
<th>Year</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1970</td>
<td>286</td>
</tr>
<tr>
<td>1980</td>
<td>362</td>
</tr>
<tr>
<td>1990</td>
<td>443</td>
</tr>
<tr>
<td>2000</td>
<td>520</td>
</tr>
<tr>
<td>2010*</td>
<td>586</td>
</tr>
<tr>
<td>2020*</td>
<td>645</td>
</tr>
</tbody>
</table>

*projected population

_____ **24.** In which decade did the population of South America exceed 500 million people?

A. 1970s  
B. 1980s  
C. 1990s  
D. 2000s

**Organization of the United Nations**

- **GENERAL ASSEMBLY**  
  No enforcement authority; approves UN budget

- **INTERNATIONAL COURT OF JUSTICE**

- **TRUSTEESHIP COUNCIL** (Inactive)

- **SECURITY COUNCIL**  
  Primary responsibility for peace and security

- **SECRETARIAT**  
  Carries out administrative decisions

- **ECONOMIC AND SOCIAL COUNCIL**

- World Health Organization  
- Food and Agriculture Organization  
- UN Educational, Scientific, and Cultural Organization  
- International Labor Organization

_____ **24.** Which UN body would have primary responsibility for responding to an international crisis that could lead to war?

A. the General Assembly  
B. the Trusteeship Council  
C. the Security Council  
D. the Economic and Social Council

_____ **25.** When the annual budget for the United Nations is presented to members, in which body is it debated and approved?

A. the General Assembly  
B. the Trusteeship Council  
C. the Security Council  
D. the Economics and Social Council
26. Which adjective best describes this observer’s opinion of the Bush administration’s war on drugs?
   A. enthusiastic  
   B. fearful  
   C. approving  
   D. cynical

“‘The first official [U.S.] reason for the invasion of Panama was ‘to protect American lives there.’ This pretext was not credible, for the cry of ‘wolf! wolf!’ has been used before in Latin America. . . . The danger to American lives is a hundred times greater every day and night in Washington, D.C., ‘the murder capital of the United States,’ and in other American cities to which President Bush has hardly applied his policy of protecting North American lives and waging war against drugs (he prefers to wage that war on foreign battlefields).’

—Latin American Civilization: History and Society, 1492 to the Present, Benjamin Keene, 1996

27. This account is based on what source of information?
   A. personal experience  
   B. news accounts  
   C. government officials  
   D. secondhand reports

“It is not easy to live in a war zone. The least of it was my being kidnapped by contras earlier this year. The hard part is seeing people die and consoling families. . . . In those eight hours I was held, as I walked in a column of 60 or so men and a few women—all in uniform—I could hear shooting and I realized that people I knew were being killed. Earlier I had seen bodies being brought back to town, some burned, some cut to pieces.”

—Latin American Civilization: History and Society, 1492 to the Present, Benjamin Keene, 1996
Section Quiz 23-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. system of racial segregation used in South Africa</td>
<td>A. Desmond Tutu</td>
</tr>
<tr>
<td>2. idea of the unity of all black Africans</td>
<td>B. apartheid</td>
</tr>
<tr>
<td>4. Nigerian novelist</td>
<td>D. AIDS</td>
</tr>
<tr>
<td>5. widespread epidemic in Africa south of the Sahara</td>
<td>E. Chinua Achebe</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The African form of socialism was based on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. Soviet communism.</td>
</tr>
<tr>
<td></td>
<td>B. Eastern European communism.</td>
</tr>
<tr>
<td></td>
<td>C. Cuban communism.</td>
</tr>
<tr>
<td></td>
<td>D. African traditions of community.</td>
</tr>
<tr>
<td>7. Economic prosperity has been hindered in many African nations by all of the following EXCEPT?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. overdependence on a single crop or natural resource by many countries.</td>
</tr>
<tr>
<td></td>
<td>B. high population growth.</td>
</tr>
<tr>
<td></td>
<td>C. spending on industrial infrastructure.</td>
</tr>
<tr>
<td></td>
<td>D. widespread drought and resulting hunger and starvation.</td>
</tr>
<tr>
<td>8. Many African nations today include widely divergent ethnic, linguistic, and territorial groups because</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. most national boundaries had been arbitrarily drawn by colonial powers.</td>
</tr>
<tr>
<td></td>
<td>B. most African cultures traditionally embrace multiculturalism.</td>
</tr>
<tr>
<td></td>
<td>C. leaders want to keep their nations ethnically diverse.</td>
</tr>
<tr>
<td></td>
<td>D. Communist reformers have engineered vast resettlement programs.</td>
</tr>
<tr>
<td>9. After the arrest of African National Congress leader (ANC) Nelson Mandela, the ANC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. disbanded and fell into disarray.</td>
</tr>
<tr>
<td></td>
<td>B. called for armed resistance to white rule in South Africa.</td>
</tr>
<tr>
<td></td>
<td>C. staged a jailbreak that freed Mandela, who fled to Canada.</td>
</tr>
<tr>
<td></td>
<td>D. allied with Idi Amin.</td>
</tr>
<tr>
<td>10. South African white rule was eventually ended, in part, as a result of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A. the violent overthrow of de Klerk’s government.</td>
</tr>
<tr>
<td></td>
<td>B. invasion by ANC troops from Uganda.</td>
</tr>
<tr>
<td></td>
<td>C. worldwide pressure on de Klerk’s government.</td>
</tr>
<tr>
<td></td>
<td>D. British colonial policy changes.</td>
</tr>
</tbody>
</table>
Section Quiz 23-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
   1. group that wanted the land of ancient Israel to be a Jewish homeland
   2. concept of Arab unity
   3. short-lived union of Egypt and Syria starting in 1958
   4. bloc of Arab oil-producing states formed in 1960
   5. Iraqi military leader who invaded Kuwait in 1990

Column B
   A. Zionists
   B. the United Arab Republic
   C. OPEC
   D. Saddam Hussein
   E. Pan-Arabism

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

   6. Which of the following was NOT a result of the UN resolution dividing the Palestine Mandate?
      A. Many Palestinians fled to neighboring Arab states.
      B. Some Palestinians came under Israeli rule.
      C. Many Palestinian people were forced to live in refugee camps.
      D. The issue of a Palestinian homeland was finally settled.

   7. Which of the following was NOT a reason the United States attacked Iraq in 2003?
      A. Iraq was headquarters for Osama bin Laden’s base camp.
      B. Iraq was well on the way to developing nuclear weapons.
      C. Saddam Hussein had close ties to al-Qaeda.
      D. Saddam Hussein had chemical and biological weapons of mass destruction.

   8. In 1956 Egyptian colonel Gamal Abdel Nasser
      A. seized the Suez Canal Company from Britain and France.
      B. resisted the idea of an Arab union.
      C. returned the Suez Canal to the United States.
      D. gave control of the Suez Canal to the Soviet Union.

   9. During the Six-Day War, Israel gained control of all of the following EXCEPT
      A. the Sinai Peninsula.
      B. the West Bank territory.
      C. the Golan Heights.
      D. Iraq.

   10. During the 1980s, some militant Palestinian Arabs
      A. led an intifada, or “uprising,” in the territories occupied by Israel.
      B. created an organization called the Palestine Liberation Organization (PLO).
      C. signed a cease-fire agreement with Egypt.
      D. overthrew the shah in Iran.
Africa and the Middle East, 1945–Present

Column A

1. nation in which the African National Congress (ANC) was formed in 1912
2. Israeli prime minister involved in the Camp David Accords treaty
3. president of Tanzania who advocated an “African form of socialism”
4. ruled by terror and repression in Uganda in the 1970s
5. location of a brutal war between the Hutu and Tutsi tribes
6. leader of Ghana when it became the first African nation to gain independence from Britain
7. leader of Iraq who invaded Kuwait
8. region declared an independent state by the Ibo people during a civil war in Nigeria
9. Egyptian author of the Arabic work Cairo Trilogy
10. president of Egypt during the Suez War

Column B

A. Julius Nyerere
B. South Africa
C. Menachem Begin
D. Rwanda
E. Idi Amin
F. Saddam Hussein
G. Kwame Nkrumah
H. Naguib Mahfouz
I. Gamal Abdel Nasser
J. Biafra

Directions: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Directions: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The ANC called for armed resistance against the white South African government after the arrest of their leader, _____, in 1962.
   A. Julius Nyerere
   B. Nelson Mandela
   C. Jomo Kenyatta
   D. Kwame Mafusa

12. Most leaders of the newly independent African nations came from
   A. the church.
   B. the industrial working class.
   C. the peasant farming class.
   D. the urban middle class.

13. Pan-Africanism promotes the view that all
   A. African nations should share a common currency.
   B. black Africans share a common identity.
   C. African nations should enter a common treaty alliance.
   D. Africa should be one nation.
14. The African Union (AU) aims to
   A. promote the construction of fast-food restaurants.
   B. create a forum for arms-reduction talks.
   C. provide educational opportunities for African students.
   D. promote democracy and economic growth in Africa.

15. The economies of many African nations have suffered because those nations are forced to import _____ and manufactured goods from the West.
   A. candy          C. raw materials
   B. technology     D. oil

   A. Desmond Tutu  C. F. W. de Klerk
   B. Nelson Mandela D. Odumegu Ojukwu

17. A UN resolution proposed that the Palestine Mandate should be divided into a Jewish state and an Arab state in

18. The United Arab Republic was formed by a union between which two nations?
   A. Egypt and Syria  C. Egypt and Iran
   B. Egypt and Israel D. Iran and Iraq

19. The Camp David Accords led to a peace treaty between Israel and which of the following nations?
   A. Jordan          C. the United States
   B. Syria           D. Egypt

20. Muslim leaders such as the Ayatollah Khomeini opposed the shah of Iran because they
   A. disapproved of his open posture toward Israel.
   B. were members of a different ethnic group than the shah.
   C. believed Islamic law should be eliminated.
   D. felt the shah promoted a culture of materialism.

**DIRECTIONS:** Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. Why and how was the nation of Israel formed? Describe the reaction of Arab peoples to this event. Give specific examples.

22. How has the tension between traditional lifestyles and Western influences impacted African and Middle Eastern cultures? Give specific examples.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

23. Which north African country gained independence between 1961 and 1965?
   A. Zambia
   B. Algeria
   C. Sudan
   D. Kenya

24. Which African country was most recently liberated?
   A. South Africa
   B. Angola
   C. Namibia
   D. Eritrea
25. In which year on the chart was U.S. energy consumption the highest?
   A. 1960  C. 1980
   B. 1970  D. 2000

26. Which of the following best describes U.S. imports of energy when comparing 1960 and 2000?
   A. The percentage of imports has increased from 1960 to 2000.
   B. The percentage of imports had decreased from 1960 to 2000.
   C. The percentage of imports has stayed the same.
   D. The actual imports have increased, but only by a small amount.

27. What type of event is the writer describing?
   A. parade  C. declared war
   B. massacre  D. bombing raid

“We went into Sharpeville the back way, around lunch time last Monday, driving along behind a big grey police car and three armoured cars. As we went through the fringes of the township many people were shouting the Pan-Africanist slogan ‘Our Land.’ They were grinning and cheerful. . . . Then the shooting started. We heard the chatter of a machine gun, then another, then another. . . . One woman was hit about ten yards from our car. . . . Hundreds of kids were running, too. Some of the children, hardly as tall as the grass, were leaping like rabbits. Some of them were shot, too.”

Africa and the Middle East, 1945–Present

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. South African bishop who won the Nobel Peace Prize in 1984
2. South African president who decided, in 1993, to permit free democratic elections
3. Egyptian president involved in the Camp David Accords
4. Nigerian novelist
5. shah of Iran overthrown by Muslim forces
6. East African nickname for rich people
7. leader of the Palestine Liberation Organization and the Palestinian Authority
8. people who advocated that the land of ancient Israel should be set aside as a home for Jews
9. South African whites of Dutch descent
10. leader of the Islamic republic in Iran after the overthrow of the shah

Column B

A. wabenzi
B. Yasir Arafat
C. Chinua Achebe
D. Ayatollah Ruhollah Khomeini
E. Afrikaners
F. Anwar el-Sadat
G. Desmond Tutu
H. Zionists
I. Mohammad Reza Pahlavi
J. F. W. de Klerk

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. Which of the following was the first African nation to gain independence from British colonial rule?
   A. Ghana
   B. Zimbabwe
   C. Algeria
   D. Somalia

12. Tanzanian president Julius Nyerere represents those African leaders who promoted
   A. a Western-style capitalist economy.
   B. an African form of socialism.
   C. Pan-Africanism.
   D. communism.

13. During 2006, more than 28 million people in Africa south of Sahara had become infected with the virus that causes
   A. malaria.
   B. AIDS.
   C. smallpox.
   D. tuberculosis.
14. Which of the following became the first black president of South Africa after spending almost 26 years in prison?
   A. Desmond Tutu            C. Nelson Mandela
   B. Jomo Kenyatta            D. F. W. de Klerk

15. Modern African cultures are characterized by the tension between
   A. Communist and socialist forms of government.
   B. industrial and agrarian economic systems.
   C. traditional ways and modern Western culture.
   D. capitalist and socialist economic systems.

16. The Suez War of 1956 involved the nations of
   A. Israel, Great Britain, France, and Egypt.
   B. Israel, Egypt, the United States, and Germany.
   C. Great Britain, Egypt, the Soviet Union, and Germany.
   D. France, Syria, Egypt, and Somalia.

17. The term intifada, used to describe PLO protests in the 1980s for the eventual creation of an independent Palestinian state, means
   A. uprising.                      C. reform.
   B. solidarity.                   D. freedom.

18. Which of the following nations held 52 Americans hostage for more than a year?
   A. Iraq                         C. Israel
   B. Iran                        D. Palestine

19. Tensions between Iran and Iraq have been fueled by
   A. disputes over religious differences.
   B. disagreements over the use of OPEC funds.
   C. disputes over the sovereignty of Pakistan.
   D. disagreements about U.S.-Arab relations.

20. Many Middle Eastern Muslims see Islamic revivalism as a
   A. democratic political movement.
   B. movement to create a single, unified Islamic state.
   C. movement to reassert Muslim identity and values.
   D. movement to spread Islam in the Middle East.

DIRECTIONS: Essay  Answer one of the following questions on a separate sheet of paper. (10 points)

21. What factors have prevented free African nations from achieving political stability and economic prosperity? Give specific examples.

22. What role have ethnic and religious tensions played in African and Middle Eastern politics since World War II? Give specific examples.

(continued)
Chapter 23 Test, Form B

**DIRECTIONS:** Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

### Selected Statistics for Selected African Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Life Expectancy at Birth</th>
<th>Adult Literacy Rate</th>
<th>Percentage of Adult Population Living with HIV–2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Botswana</td>
<td>34</td>
<td>80%</td>
<td>37.3</td>
</tr>
<tr>
<td>Kenya</td>
<td>49</td>
<td>85%</td>
<td>6.7</td>
</tr>
<tr>
<td>South Africa</td>
<td>43</td>
<td>86%</td>
<td>21.5</td>
</tr>
<tr>
<td>Namibia</td>
<td>43</td>
<td>84%</td>
<td>21.3</td>
</tr>
</tbody>
</table>

_____ 23. Which African countries have the shortest life expectancy?
- A. Botswana and Kenya
- B. Kenya and South Africa
- C. Botswana and Namibia
- D. South Africa and Namibia

_____ 24. Which country on the chart has the highest percentage of adults who can read?
- A. Botswana
- B. Kenya
- C. Namibia
- D. South Africa

### U.S. Energy, Consumption and Imports

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumption</td>
<td>43.77</td>
<td>66.46</td>
<td>75.65</td>
<td>81.60</td>
<td>95.57</td>
</tr>
<tr>
<td>Coal</td>
<td>9.84</td>
<td>12.27</td>
<td>15.42</td>
<td>19.17</td>
<td>22.58</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>12.39</td>
<td>21.80</td>
<td>20.39</td>
<td>19.73</td>
<td>23.92</td>
</tr>
<tr>
<td>Petroleum</td>
<td>19.92</td>
<td>29.52</td>
<td>34.20</td>
<td>33.55</td>
<td>38.40</td>
</tr>
<tr>
<td>Nuclear</td>
<td>0.01</td>
<td>0.24</td>
<td>2.74</td>
<td>6.10</td>
<td>7.86</td>
</tr>
<tr>
<td>Hydroelectric</td>
<td>1.61</td>
<td>2.63</td>
<td>2.90</td>
<td>3.05</td>
<td>2.81</td>
</tr>
<tr>
<td>Imports</td>
<td>4.16</td>
<td>8.32</td>
<td>15.66</td>
<td>18.67</td>
<td>28.40</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>0.16</td>
<td>0.85</td>
<td>1.01</td>
<td>1.55</td>
<td>3.87</td>
</tr>
<tr>
<td>Crude Oil</td>
<td>2.20</td>
<td>2.81</td>
<td>11.19</td>
<td>12.77</td>
<td>19.78</td>
</tr>
<tr>
<td>Petroleum</td>
<td>1.80</td>
<td>4.66</td>
<td>3.46</td>
<td>4.35</td>
<td>4.75</td>
</tr>
</tbody>
</table>
25. According to the chart on the previous page, approximately what proportion of natural gas consumed by the United States in 1980 was imported from other countries?
   A. 1/5  
   B. 1/8  
   C. 1/20  
   D. 1/50

26. What does the writer imply about the prisoners?
   A. They were rewarded for their hard work.
   B. They volunteered for manual labor.
   C. They preferred being messengers to working in the fields.
   D. They were not guilty of serious crimes.

27. According to the passage, who has been profiting the most from the canal?
   A. the Egyptians  
   B. the French  
   C. the Americans  
   D. the British

“The court messengers were greatly hated in Umuofia because they were foreigners and also arrogant and high-handed. . . . They guarded the prison, which was full of men who had offended against the white man’s law. . . . [The prisoners] were beaten in the prison by the kotma [guards] and made to work every morning clearing the government compound and fetching wood for the white Commissioner and the court messengers. Some of these prisoners were men of title who should be above such mean occupation. They were grieved by the indignity and mourned for their neglected farms.”

—Chinua Achebe, Things Fall Apart

“The Suez Canal is an Egyptian canal built as a result of great sacrifices. The Suez Canal Company is an Egyptian company that was expropriated [taken away] from Egypt by the British who, since the canal was dug, have been obtaining the profits of the company. . . . And yet the Suez Canal Company is an Egyptian limited liability company. The annual Canal revenue is 35 million Egyptian pounds. From this sum Egypt—which lost 120,000 workers in digging the canal—takes one million pounds from the Company.”

—Egyptian president Gamal Abdel Nasser, in a speech nationalizing the Suez Canal Company
Section Quiz 24-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A

1. huge collective farms and settlements created by Mao in 1958
2. atmosphere of constant revolutionary fervor favored by Mao
3. Chinese Communists’ sourcebook on knowledge
4. per person
5. Beijing site of pro-democracy demonstrations in 1989

Column B

A. per capita
B. communes
C. Tiananmen Square
D. Little Red Book
E. permanent revolution

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. Maoist culture encouraged all of the following EXCEPT
   A. additional rights for women.
   B. reduced influence of the traditional family system.
   C. giving streets revolutionary names.
   D. individual rights prioritized over the good of the community.

7. Mao’s successor, Deng Xiaoping, followed a policy called the Four Modernizations, which did all of the following EXCEPT
   A. invite foreign investors to China.
   B. allow leasing of land by peasants.
   C. allow sale of excess produce.
   D. introduce democracy.

8. Which of the following was the target of student protests in 1989?
   A. corruption and special treatment among officials
   B. better living conditions
   C. lower inflation
   D. more job choice

9. The Korean War involved all of the following EXCEPT
   A. Chinese support for North Korea.
   B. Russian support for North Korea.
   C. attempts to restore Japanese control of Korea.
   D. UN forces led by the United States invading North Korea.

10. Chinese leaders took steps to improve relations with the United States during the 1970s, in part, because
    A. they faced a serious security threat from Vietnam.
    B. they faced a serious security threat from the Soviet Union.
    C. they feared North Korea.
    D. they feared the military power of Japan.
Section Quiz 24-2

**DIRECTIONS:** Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(10 points each)*

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. state created after East Pakistan’s revolt and independence</td>
<td>A. Bangladesh</td>
</tr>
<tr>
<td>2. Cambodian Communist group</td>
<td>B. Punjab</td>
</tr>
<tr>
<td>3. northern Indian province that is home to many Sikhs</td>
<td>C. India</td>
</tr>
<tr>
<td>4. new Muslim state formed in 1947</td>
<td>D. Pakistan</td>
</tr>
<tr>
<td>5. largely Hindu state that became independent in 1947</td>
<td>E. Khmer Rouge</td>
</tr>
</tbody>
</table>

**DIRECTIONS:** Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. *(10 points each)*

<table>
<thead>
<tr>
<th>6.</th>
<th>Under Nehru, which of the following did NOT occur?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The state took ownership of major industries.</td>
</tr>
<tr>
<td>B.</td>
<td>Private enterprise was allowed at the local level.</td>
</tr>
<tr>
<td>C.</td>
<td>Industrial production dropped 300 percent between 1950 and 1965.</td>
</tr>
<tr>
<td>D.</td>
<td>Farmland remained in private hands.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>One of India’s most serious problems in the 1950s and 1960s was</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>its population growth rate of more than 2 percent per year.</td>
</tr>
<tr>
<td>B.</td>
<td>no successor to Jawaharlal Nehru.</td>
</tr>
<tr>
<td>C.</td>
<td>demand for private ownership of land.</td>
</tr>
<tr>
<td>D.</td>
<td>lack of any private enterprise at the local level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8.</th>
<th>The 1954 peace settlement in Vietnam resulted in all of the following EXCEPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>direct control of Vietnam by the United Nations.</td>
</tr>
<tr>
<td>B.</td>
<td>division of Vietnam into parts: Communist North and non-Communist South.</td>
</tr>
<tr>
<td>C.</td>
<td>agreement to hold national elections within two years.</td>
</tr>
<tr>
<td>D.</td>
<td>agreement to reunite the country under a single post-election government.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>Which of the following did NOT occur after the U.S. exit from Vietnam?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>reunification of Vietnam under Communist forces within two years</td>
</tr>
<tr>
<td>B.</td>
<td>creation of a Communist government in Laos</td>
</tr>
<tr>
<td>C.</td>
<td>creation of a Communist government in Cambodia</td>
</tr>
<tr>
<td>D.</td>
<td>numerous shifts to Communist regimes throughout much of Southeast Asia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.</th>
<th>In 1945 Ho Chi Minh was elected president of</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>a French colonial mandate in Vietnam.</td>
</tr>
<tr>
<td>B.</td>
<td>a new Communist Vietnamese republic in Hanoi.</td>
</tr>
<tr>
<td>C.</td>
<td>the new Republic of Indonesia.</td>
</tr>
<tr>
<td>D.</td>
<td>the new nation of Bangladesh.</td>
</tr>
</tbody>
</table>
Section Quiz 24-3

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A  
1. a nation whose land is held and controlled by foreign military forces  
2. industrialized territory returned by Great Britain to China in 1997  
3. economic powerhouse and former British colony that is now an independent state  
4. anti-Communist island that calls itself the “Republic of China”  
5. home of Daewoo, Samsung, and Hyundai and one of the “Asian tigers”

Column B  
A. Hong Kong  
B. Taiwan  
C. occupied country  
D. South Korea  
E. Singapore

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. The new postwar Japanese constitution reflected all of the following provisions EXCEPT  
   A. armed forces only large enough for self-defense.  
   B. the parliamentary system.  
   C. the right to vote for women.  
   D. increased power for the emperor.

7. Economists have attributed Japan’s postwar economic success to all of the following EXCEPT  
   A. cultural factors.  
   B. a highly skilled labor force.  
   C. innovative management practices.  
   D. older, traditional factory methods.

8. Australia and New Zealand have been drawn closer to Asia in recent years by  
   A. immigration and trade.  
   B. culture and military agreements.  
   C. common heritages and histories.  
   D. fear of communism.

9. Japan’s constitution is based upon  
   A. emperor worship.  
   B. universal suffrage and balance of power.  
   C. military rule and conscription.  
   D. oligarchic rule and land ownership.

10. Japan’s rapid emergence as an economic giant after its defeat and destruction in World War II has been called  
    A. an illusion created by propaganda.  
    B. a zaibatsu, or “money storm.”  
    C. the “land of the Rising Sun.”  
    D. the “Japanese miracle.”
Asia and the Pacific, 1945–Present

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. U.S. president at the beginning of the Korean War
2. Philippine leader accused of involvement in the killing of a political opponent
3. leader of the Vietminh resistance group
4. Nationalist government of China leader who fled to Taiwan
5. U.S. general who governed Japan after World War II
6. U.S. president who visited China to improve U.S.-Chinese relations
7. popular Japanese author of *A Wild Sheep Chase*
8. U.S. president who sent troops to Vietnam in 1965 to prevent Communist victory
9. Communist dictator of Cambodia
10. leader of the People’s Liberation Army

Column B

A. Ho Chi Minh
B. Richard Nixon
C. Lyndon Johnson
D. Chiang Kai-shek
E. Haruki Murakami
F. Harry Truman
G. Ferdinand Marcos
H. Pol Pot
I. Mao Zedong
J. Douglas MacArthur

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The *Little Red Book* described
   A. Chiang Kai-shek’s plan to restore communism to China.
   B. Deng Xiaoping’s policy on the Four Modernizations.
   C. Mao Zedong’s thoughts on the Cultural Revolution.
   D. Deng Xiaoping’s response to the massacre in Tiananmen Square.

12. The “Four Olds” attacked by the Red Guards were which of the following?
   A. old religious beliefs, old economic policies, old customs, old habits
   B. old family structures, old religious beliefs, old customs, old weapons
   C. old religious beliefs, old culture, old people, old ideas
   D. old ideas, old culture, old customs, old habits

13. The Four Modernizations policy advocated by Deng Xiaoping focused on developments in
   A. politics, industry, agriculture, and technology.
   B. industry, agriculture, technology, and defense.
   C. industry, agriculture, politics, and art.
   D. industry, agriculture, politics, and technology.

(continued)
14. The Tiananmen Square demonstrations took place in which of the following Chinese cities?
   A. Shanghai
   B. Singapore
   C. Beijing
   D. Taipei

15. The 38th parallel marked the boundary between
   A. China and the Soviet Union.
   B. China and Taiwan.
   C. China and North Korea.
   D. North Korea and South Korea.

16. In the early 1970s, the Chinese government decided to improve relations with the United States because
   A. Chinese protesters demanded new democratic reforms.
   B. the Korean War had weakened the Chinese economy.
   C. Deng Xiaoping desired to create new economic relationships with Canadian businesses.
   D. China faced a serious security threat from the Soviet Union.

17. The people of Pakistan are primarily
   A. Muslims.
   B. Christians.
   C. Hindus.
   D. Sikhs.

18. The Republic of Indonesia was formerly a colony of which of the following nations?
   A. the Netherlands
   B. Germany
   C. Switzerland
   D. Great Britain

19. The term *zaibatsu* refers to
   A. the collective farming system in China.
   B. the oppressive military government of Burma.
   C. the large business conglomerates in Japan.
   D. the popular movement toward democracy in China.

20. Which of the following nations is NOT one of the “Asian tigers”?
   A. South Korea
   B. Japan
   C. Singapore
   D. Taiwan

**DIRECTIONS: Essay** Answer one of the following questions on a separate sheet of paper. (10 points)

21. Over the years, China’s Communist government has changed its political policies in a variety of ways. Give examples of these changes and explain why they were made.

22. What factors and events have led to poverty and political instability in India and Pakistan since World War II?

(continued)
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

### World Motor Vehicle Production 1997–2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Japan</th>
<th>South Korea</th>
<th>China</th>
<th>European Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>10,975,000</td>
<td>2,818,000</td>
<td>1,441,000</td>
<td>15,313,000</td>
</tr>
<tr>
<td>1999</td>
<td>9,895,000</td>
<td>2,843,000</td>
<td>1,801,000</td>
<td>16,929,000</td>
</tr>
<tr>
<td>2001</td>
<td>9,777,000</td>
<td>2,946,000</td>
<td>2,182,000</td>
<td>17,219,000</td>
</tr>
<tr>
<td>2003</td>
<td>10,286,000</td>
<td>3,178,000</td>
<td>4,444,000</td>
<td>16,777,000</td>
</tr>
<tr>
<td>2005</td>
<td>10,799,000</td>
<td>3,699,000</td>
<td>5,708,000</td>
<td>16,440,000</td>
</tr>
</tbody>
</table>

23. Which nation or region on the chart experienced the greatest increase in motor vehicle production between 1997 and 2005?
   A. Japan  
   B. South Korea  
   C. China  
   D. European Union

24. Which nation or region on the chart produced the most motor vehicles in 2005?
   A. Japan  
   B. South Korea  
   C. China  
   D. European Union

25. According to the passage, most people living in Hong Kong before 1971
   A. were born there.  
   B. came from other places.  
   C. invested all their money there.  
   D. moved there as adults.

[Most people who settled in Hong Kong] were exiles. They never regarded Hong Kong as their home. They formed what they called sojourner societies, groups from Shanghai or Wuhan or wherever they had come from. The first time the census showed that a majority of people in Hong Kong had actually been born there was in 1971, and they were mostly children. Only now do we have a majority of people, like me, who were born and grew up here and have a stake in the place.

—Frank Ching, author and journalist
26. Which of the following was a characteristic of Japan’s postwar government?
A. one-party system  
B. democracy  
C. only males able to vote  
D. large military expenditures

27. Why were the Red Guards destroying the porcelain collection?
A. They were destroying illegally imported goods.  
B. Chairman Mao directed them to destroy existing culture.  
C. They were getting rid of things that had no value.  
D. They were protesting Chairman Mao’s policies.

“Mounting the stairs, I was astonished to see several Red Guards taking pieces of my porcelain collection out of their padded boxes. One young man . . . was stepping on them. . . . Impulsively I leapt forward and caught his leg just as he raised his foot to crush the next cup. He toppled. We fell in a heap together. . . . The young man whose revolutionary work of destruction I had interrupted said angrily, ‘You shut up! These things belong to our culture. . . . Our Great Leader Chairman Mao taught us, “If we do not destroy, we cannot establish.” The old culture must be destroyed to make way for the new socialist culture.’”

—Nien Cheng, Life and Death in Shanghai, 1986
Asia and the Pacific, 1945–Present

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. city in which red traffic lights meant “go”
2. group formed to destroy the “Four Olds”
3. nation formerly known as East Pakistan
4. Chinese leader who advocated the Four Modernizations
5. Indian state with a large Sikh population
6. author of the Little Red Book
7. nation that ruled Vietnam until 1954
8. city in which the Tiananmen Square demonstrations took place
9. Indian president assassinated by the Sikhs
10. Communist guerrillas in South Vietnam

Column B

A. Red Guards
B. France
C. Beijing
D. Viet Cong
E. Shanghai
F. Punjab
G. Mao Zedong
H. Indira Gandhi
I. Bangladesh
J. Deng Xiaoping

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The Great Leap Forward was a plan to
   A. combine Chinese collective farms into larger communes.
   B. reunite Communist China with Taiwan.
   C. take large estates from wealthy landowners and give them to Koreans.
   D. unite North and South Korea under a democratic government.

12. Mao Zedong believed that China could ultimately achieve a classless society only by
   A. nationalizing industry and commerce.
   B. eliminating private ownership of livestock.
   C. returning Taiwan to Communist control.
   D. creating an ongoing atmosphere of revolution.

13. Despite the success of the Four Modernizations, many Chinese people believed that advances were still needed in
   A. sports.
   B. democracy.
   C. culture.
   D. industry.
14. The Tiananmen Square demonstrations involved
   A. students who sought the resignation of Communist party leaders.
   B. agricultural workers who demanded more control of their families.
   C. Communist party officials who demanded the resignation of Deng Xiaoping.
   D. factory workers who demanded better educational opportunities.

15. China became involved in the Korean War because
   A. China and the United States were allied against the Soviet Union.
   B. Soviet forces invaded South Korea.
   C. U.S. forces invaded North Korea.
   D. Taiwan supported South Korea.

16. At the end of World War II, India’s _____ populations were deeply divided, leading to the formation of two distinct countries.
   A. Hindu and Muslim
   B. Jewish and Muslim
   C. Christian and Muslim
   D. Hindu and Christian

17. The oppressive military regime known as the Khmer Rouge ruled which of the following nations?
   A. North Vietnam
   B. Laos
   C. Cambodia
   D. China

18. Philippine leader Ferdinand Marcos was succeeded in office by
   A. his son, Augusto Marcos.
   B. his wife, Imelda Marcos.
   C. Benigno Aquino, opposition leader.
   D. Corazon Aquino, wife of opposition leader.

19. Which nation’s economic system has been described as “state capitalism”?
   A. Japan’s
   B. Indonesia’s
   C. Singapore’s
   D. China’s

20. Under which political leader did South Korea emerge as an industrial power?
   A. Kim Il Sung
   B. Chung Hee Park
   C. Syngman Rhee
   D. Chiang Kai-shek

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. Discuss the sequence of events that led to the rise of the Communist government in Vietnam.

22. What factors led to the “Japanese miracle”?
DIRECTIONS: Graphics and Document-Based Questions  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

Asian Tiger Exports 1950–2000

<table>
<thead>
<tr>
<th>Year</th>
<th>South Korea</th>
<th>Taiwan</th>
<th>Singapore</th>
<th>Hong Kong</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>$23,000,000</td>
<td>$76,000,000</td>
<td>$1,005,000,000</td>
<td>$650,000,000</td>
</tr>
<tr>
<td>1960</td>
<td>$32,000,000</td>
<td>$164,000,000</td>
<td>$1,136,000,000</td>
<td>$689,000,000</td>
</tr>
<tr>
<td>1970</td>
<td>$836,000,000</td>
<td>$1,428,000,000</td>
<td>$1,554,000,000</td>
<td>$2,515,000,000</td>
</tr>
<tr>
<td>1980</td>
<td>$17,512,000,000</td>
<td>$19,786,000,000</td>
<td>$19,376,000,000</td>
<td>$19,752,000,000</td>
</tr>
<tr>
<td>1990</td>
<td>$65,016,000,000</td>
<td>$67,079,000,000</td>
<td>$52,730,000,000</td>
<td>$82,160,000,000</td>
</tr>
<tr>
<td>2000</td>
<td>$172,267,000,000</td>
<td>$151,410,000,000</td>
<td>$137,804,000,000</td>
<td>$173,750,000,000</td>
</tr>
</tbody>
</table>

23. Which Asian tiger had the greatest increase in its total value of exports from 1950 to 2000?
   A. Taiwan  
   B. South Korea  
   C. Singapore  
   D. Hong Kong

24. Which Asian tiger had the greatest export revenue in 2000?
   A. South Korea  
   B. Taiwan  
   C. Singapore  
   D. Hong Kong

. . . I believe that non-violence is infinitely superior to violence, forgiveness is more manly than punishment. . . . Let me not be misunderstood. Strength does not come from physical capacity. It comes from an indomitable will.

—Mohandas Gandhi

25. According to Gandhi, where does strength come from?
   A. physical capacity  
   B. mental capacity  
   C. a person’s will  
   D. violence
26. Which of the following best characterizes Japan’s postwar society?
   A. More citizens had rights.
   B. More citizens entered the military.
   C. Fewer citizens had rights.
   D. Fewer people had jobs.

27. What was the general state of the Chinese economy in 1994?
   A. prosperous
   B. struggling
   C. destitute
   D. growing slowly

Recently I took a six-week journey across China. It was my first trip back since . . . 1985. In the course of my visit I saw—I felt—the perturbations of profound and chaotic social change. China’s stunning hurtle from a centrally planned economy to a free market has set off an economic explosion and generated tremendous prosperity. Its economic growth was 13 percent in 1993, and average personal income in urban areas had doubled since 1985. . . . Color TV sets, refrigerators, and VCRs, considered luxuries when I lived in China, can be found in almost every working-class urban household—at least in the prosperous coastal cities.

—Xiao-huang Yin, recounting his trip through China in 1994
Section Quiz 25-1

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

Column A
1. global warming caused by a buildup of carbon dioxide in the atmosphere
2. site of Soviet Union nuclear accident
3. site of conference on global warming
4. satisfaction of basic needs for current and future generation
5. site of 1984 Indian chemical disaster

Column B
A. Kyoto
B. greenhouse effect
C. Bhopal
D. sustainable development
E. Chernobyl

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

6. All of the following are the results of advances in health care or genetic research that have generated ethical debates EXCEPT
   A. antibiotic-resistant “supergerms.”
   B. human cloning.
   C. longer and more productive lives for many.
   D. stem-cell research.

7. The world’s poor nations, called developing countries, are located mainly in
   A. North America.
   B. the Southern Hemisphere.
   C. the Northern Hemisphere.
   D. the Western Hemisphere.

8. Many developing countries have experienced all or some of the following EXCEPT
   A. rapid population growth.
   B. widespread hunger.
   C. underdeveloped technology.
   D. strong educational systems.

9. The Green Revolution has been associated with all of the following EXCEPT
   A. lower usage of chemical fertilizers.
   B. new, high-yield strains of corn, rice, and other grains.
   C. technological solutions to hunger.
   D. vulnerability to insects.

10. Western investment in the Middle East oil industry has caused all of the following EXCEPT
    A. fear from some Muslims toward pro-Western influences.
    B. great wealth for ruling families in some Middle Eastern kingdoms.
    C. anger by some Muslims toward pro-Western governments.
    D. great wealth for ordinary citizens in some Middle Eastern kingdoms.
Section Quiz 25-2

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (10 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. oversees the global financial system</td>
<td>A. Franklin Delano Roosevelt</td>
</tr>
<tr>
<td>2. U.S. president involved in creating the United Nations</td>
<td>B. Hazel Henderson</td>
</tr>
<tr>
<td>3. arranges trade agreements and settles trade disputes</td>
<td>C. WTO</td>
</tr>
<tr>
<td>4. British-born economist active in community level groups</td>
<td>D. Elise Boulding</td>
</tr>
<tr>
<td>5. American educator active in encouraging global thinking</td>
<td>E. IMF</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  In the blank, write the letter of the choice that best completes the statement or answers the question. (10 points each)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Global approaches to political problems have been hindered by all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. political and ethnic disputes.</td>
<td>C. nationalist sentiments.</td>
</tr>
<tr>
<td>B. religious differences.</td>
<td>D. international social movements.</td>
</tr>
<tr>
<td>7. The study of world history can do all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. help people make better choices amidst uncertainty.</td>
<td></td>
</tr>
<tr>
<td>B. demonstrate that everyone is in some way a creator of history.</td>
<td></td>
</tr>
<tr>
<td>C. help overcome a sense of social powerlessness.</td>
<td></td>
</tr>
<tr>
<td>D. make people less knowledgeable about our world heritage.</td>
<td></td>
</tr>
<tr>
<td>8. International peacekeeping forces used to help settle disputes and conflicts are usually drawn from</td>
<td></td>
</tr>
<tr>
<td>A. neutral states.</td>
<td></td>
</tr>
<tr>
<td>B. factions within the ranks of the combatants.</td>
<td></td>
</tr>
<tr>
<td>C. the largest side in a conflict.</td>
<td></td>
</tr>
<tr>
<td>D. the weakest side in a conflict.</td>
<td></td>
</tr>
<tr>
<td>9. Which of the following has been the slogan of many recent social movements led by ordinary citizens?</td>
<td></td>
</tr>
<tr>
<td>A. “Join for everyone’s sake.”</td>
<td>C. “Get involved or have a seat.”</td>
</tr>
<tr>
<td>B. “Think globally, act locally.”</td>
<td>D. “Do anything!”</td>
</tr>
<tr>
<td>10. Current population trends across the globe will cause all of the following EXCEPT</td>
<td></td>
</tr>
<tr>
<td>A. more tax dollars needed for elderly care.</td>
<td></td>
</tr>
<tr>
<td>B. increased urban populations.</td>
<td></td>
</tr>
<tr>
<td>C. decreased environmental problems.</td>
<td></td>
</tr>
<tr>
<td>D. increased migration.</td>
<td></td>
</tr>
</tbody>
</table>
Changing Global Patterns

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. interdependence among people and nations</td>
<td>A. carbon dioxide</td>
</tr>
<tr>
<td>2. author of <em>Silent Spring</em></td>
<td>B. Hazel Henderson</td>
</tr>
<tr>
<td>3. nation in which civil war led to over 1 million deaths by starvation in the 1980s</td>
<td>C. chlorofluorocarbons</td>
</tr>
<tr>
<td>4. gases used in aerosol cans and refrigeration equipment</td>
<td>D. Elise Boulding</td>
</tr>
<tr>
<td>5. one of several nations that are permanent members of the United Nations Security Council</td>
<td>E. Sudan</td>
</tr>
<tr>
<td>6. author of <em>Creating Alternative Futures</em></td>
<td>F. Neil Armstrong</td>
</tr>
<tr>
<td>7. region seeking independence from Chinese government</td>
<td>G. France</td>
</tr>
<tr>
<td>8. gas responsible for the greenhouse effect</td>
<td>H. Rachel Carson</td>
</tr>
<tr>
<td>9. American educator active in encouraging existence of nongovernmental organizations</td>
<td>I. Tibet</td>
</tr>
<tr>
<td>10. one of the first astronauts on the moon</td>
<td>J. globalization</td>
</tr>
</tbody>
</table>

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. The book *Silent Spring* gave rise to a new field of science called
   A. ecology.                            C. computer gaming.

12. Tropical rain forests cover only 6 percent of the earth’s surface, but they support _____ of the world’s plant and animal species.
   A. 25 percent                           C. 50 percent
   B. 35 percent                           D. 80 percent

13. Desertification is caused by all of the following EXCEPT
   A. dumping sand in semi-arid lands.
   B. overgrazing in semi-arid lands.     C. poor cultivation practices in semi-arid lands.
   D. destruction of vegetation in semi-arid lands.
14. The Exxon Valdez was involved in
   A. a major oil spill in Alaska.
   B. the nuclear accident at Bhopal.
   C. a release of deadly toxic fumes in India.
   D. a significant release of ozone-depleting chlorofluorocarbons.

15. Spirit is the name of a
   A. large astronomical observatory.
   B. satellite orbiting Earth.
   C. rocket used to help astronauts Armstrong and Aldrin land on the moon.
   D. rover that NASA sent to Mars.

16. American astronauts first landed on the moon in which year?
   A. 1957  
   B. 1961  
   C. 1969  
   D. 1972

17. According to the UN’s conservative projection, the world’s population could reach ____ by 2050.
   A. 6.5 billion  
   B. 8.9 billion  
   C. 11 billion  
   D. 37 billion

18. The term “Green Revolution” refers to
   A. the deforestation of rain forest areas to create new farmlands.
   B. the development of new strains of grains that have higher yields.
   C. the development of new strains of grains that do not require chemical fertilizers.
   D. the development of new strains of grains that do not require harvesting.

19. In 1986 a nuclear accident at ____ released radiation that killed hundreds of people.
   A. Rio de Janeiro  
   B. São Paulo  
   C. Chernobyl  
   D. Bhopal

20. The United Nations does all of the following EXCEPT
   A. provide financial and technical assistance for space exploration.
   B. provide protection against human rights violations.
   C. provide peacekeeping forces.
   D. provide safeguards against nuclear proliferation.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. What new global environmental challenges have arisen in the last century? Give specific examples.

22. Explain how conflicts within a nation become issues in the global community. Give examples.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

<table>
<thead>
<tr>
<th>Concern</th>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deforestation</td>
<td>population growth</td>
<td>destruction of natural habitat</td>
</tr>
<tr>
<td>Loss of ozone layer</td>
<td>chlorofluorocarbons</td>
<td>Earth loses ultraviolet protection.</td>
</tr>
<tr>
<td>Greenhouse effect</td>
<td>carbon dioxide</td>
<td>global warming</td>
</tr>
<tr>
<td>Acid rain</td>
<td>sulfur</td>
<td>destroys forests</td>
</tr>
<tr>
<td>Weapons</td>
<td>technological and biological revolution</td>
<td>war</td>
</tr>
<tr>
<td>Hunger</td>
<td>population growth, natural catastrophes</td>
<td>starvation</td>
</tr>
</tbody>
</table>

23. According to the chart, which of today’s challenges are directly due to population growth?
   A. hunger and loss of ozone layer
   B. deforestation and acid rain
   C. weapons and greenhouse effect
   D. hunger and deforestation

24. By the late 1980s, which country or region had experienced the least percentage of deforestation?
   A. Congo
   B. Venezuela
   C. Bolivia
   D. Madagascar

25. What percentage of its original rain forest is Peru expected to lose between the late 1980s and 2010?
   A. 74%
   B. 64%
   C. 10%
   D. None of the above
26. In this passage, Bill Gates is
   A. recommending political solutions to cultural problems.
   B. speaking against technological innovation.
   C. promoting the benefits of the information highway.
   D. seeking funding for the information highway.

   “The information highway is going to break down boundaries and may promote a world culture, or at least a sharing of cultural activities and values. The highway will also make it easy for patriots, even expatriates, deeply involved in their own ethnic communities to reach out to others with similar interests no matter where they may be located. This may strengthen cultural diversity and counter the tendency toward a single world culture.”

27. This United Nations document states that all people have the right to
   A. life, liberty, and security.
   B. life, liberty, and the pursuit of happiness.
   C. life, liberty, and economic well-being.
   D. liberty, economic well-being, and happiness.

   “All human beings are born free and equal in dignity and rights. . . . Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. . . . Everyone has the right to life, liberty, and security of person. . . . Everyone has the right to freedom of movement. . . . Everyone has the right to freedom of opinion and expressions.”
   —the United Nations, The Universal Declaration of Human Rights, 1948
Changing Global Patterns

DIRECTIONS: Matching Match each item in Column A with an item in Column B. Write the correct letters in the blanks. (3 points each)

Column A

1. site of a 1984 toxic fume release in India
2. permanent member of the UN Security Council
3. site of a 1980s civil war that led to over 1 million deaths by starvation
4. site of a nuclear power plant accident
5. city where a conference on global warming was held
6. one of the first astronauts on the moon
7. site of the 1999 violent conflict between Christians and Muslims
8. nation where a 2001 law made it easier to seize voice mail and wiretap suspects
9. city where Palestinian terrorists kidnapped Israeli athletes
10. site of a serious oil spill from the Exxon Valdez

Column B

A. Buzz Aldrin
B. Sudan
C. Bhopal
D. Munich
E. Alaska
F. United States
G. Great Britain
H. Chernobyl
I. Kyoto
J. East Timor

DIRECTIONS: Multiple Choice Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

11. In her book *Silent Spring*, Rachel Carson argued that
   A. nuclear war is inevitable unless the United States and the Soviet Union entered new treaty agreements.
   B. the Communist uprisings in Central America would lead to military dictatorships.
   C. the use of pesticides was having a serious negative impact on the environment.
   D. new advances in computer technology would revolutionize sports and lifestyles.

12. Deforestation, the clearing of forests, has been a by-product of
   A. increasing demands for new sources of pesticides.
   B. increasing demands for new sources of oil.
   C. increasing demands for raw materials to produce footwear.
   D. increasing demands for new farmlands.

13. The release of chlorofluorocarbons into the atmosphere destroys
   A. the surface of Mars.
   B. the ozone layer.
   C. the greenhouse effect.
   D. the surface of the Moon.
14. The 1995 release of sarin gas in a Tokyo subway was an example of
   A. bioterrorism.          C. genetic engineering.
   B. bioethics.            D. supergerming.

15. The Green Revolution has been hindered by
   A. the development of new strains of rice and lentils.
   B. the expense of chemical fertilizers.
   C. the effects of acid rain.
   D. the unwillingness of some nations to invest in new harvesting technologies.

16. In 1995 _____ was established as an international organization to deal
    with the rules of trade between countries.
   A. the NGO          C. UNESCO
   B. UNICEF          D. the WTO

17. “Developing countries” are characterized by
   A. a farming economy and little modern technology.
   B. an industrial economy with few labor laws and widespread poverty.
   C. a farming economy and strong educational systems.
   D. an industrial economy and underpopulation.

18. Since the 1970s, technological advances have changed all of the following
    EXCEPT
   A. the length of time that plane travel takes.
   B. the way infectious diseases spread.
   C. the way people communicate across the globe.
   D. what computers use to function.

19. Which of the following nations is NOT a permanent member of the
    United Nations Security Council?
   A. China          C. France
   B. the United States          D. Germany

20. The North American Free Trade Agreement (NAFTA) includes all of the
    following nations EXCEPT
   A. Mexico.          C. North Korea.
   B. the United States          D. Canada.

DIRECTIONS: Essay Answer one of the following questions on a separate sheet of paper. (10 points)

21. What global economic and political challenges raise concerns in the twenty-first century?

22. What types of international efforts have been made since World War II to
    address the new global economic and social challenges? Give specific examples.
DIRECTIONS: Graphics and Document-Based Questions Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. (4 points each)

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</tr>
<tr>
<td>Hunger</td>
<td>population growth, natural catastrophes</td>
<td>starvation</td>
</tr>
</tbody>
</table>

23. What is causing the greenhouse effect?
   A. sulfur
   B. carbon dioxide
   C. chlorofluorocarbons
   D. natural catastrophes

24. Which country or region’s rain forest is projected to be completely deforested by 2010?
   A. Madagascar
   B. India
   C. Ivory Coast
   D. Mexico

25. In what country will the greatest percentage of original rain forest remain in 2010?
   A. Indonesia
   B. Peru
   C. Venezuela
   D. Brazil

Percent of Original Rain Forest Remaining

<table>
<thead>
<tr>
<th>Country</th>
<th>by late 1980s</th>
<th>by 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bolivia</td>
<td>66</td>
<td>33</td>
</tr>
<tr>
<td>Brazil</td>
<td>76</td>
<td>42</td>
</tr>
<tr>
<td>Congo</td>
<td>90</td>
<td>76</td>
</tr>
<tr>
<td>Indonesia</td>
<td>57</td>
<td>38</td>
</tr>
<tr>
<td>Madagascar</td>
<td>32</td>
<td>0</td>
</tr>
<tr>
<td>Nigeria</td>
<td>42</td>
<td>0</td>
</tr>
<tr>
<td>Peru</td>
<td>74</td>
<td>64</td>
</tr>
<tr>
<td>Venezuela</td>
<td>83</td>
<td>76</td>
</tr>
</tbody>
</table>

* projection based on current rate of deforestation

(continued)
26. Why does Bill Gates think the information highway is beneficial?
   A. It leads to strong governments.
   B. It increases cultural stereotypes.
   C. It makes it easy to reach others with similar interests and values.
   D. It will lessen the economic gap between developed and developing nations.

27. According to the passage, which of the following statements is TRUE?
   A. The U.S. government is pursuing terrorists only within the United States.
   B. The U.S. government is closing the Pentagon.
   C. The U.S. government has established the office of Homeland Security to oversee the efforts to combat terrorism.
   D. The U.S. government is closing airports.

---

“The information highway is going to break down boundaries and may promote a world culture, or at least a sharing of cultural activities and values. The highway will also make it easy for patriots, even expatriates, deeply involved in their own ethnic communities to reach out to others with similar interests no matter where they may be located. This may strengthen cultural diversity and counter the tendency toward a single world culture.”


“We are aggressively pursuing the agents of terror around the world, and we are aggressively strengthening our protections here at home. This week we established America’s new Office of Homeland Security, directed by former Governor Tom Ridge. Americans tonight can know that while the threat is ongoing, we are taking every possible step to protect our country from danger. Your government is doing everything we can to recover from these attacks, and to try to prevent others. We’re acting to make planes and airports safer, rebuild New York and the Pentagon. We must act to stimulate a slow economy, to help laid-off workers. And we must fund our military.”

—President George W. Bush, in a speech given one month after the terrorist attacks on the World Trade Center, 2001
Toward a Global Civilization

DIRECTIONS: Matching  Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(4 points each)*

**Column A**

1. Soviet leader who wrote a 1987 book titled *Perestroika*
2. South African religious leader and Nobel Peace Prize winner in 1984
3. Egyptian president during the Suez War
4. Wisconsin senator responsible for the “Red Scare”
5. Nationalist Chinese government leader who fled to Taiwan
6. Cuban leader who declared himself a Marxist in December 1961
7. “Four Modernizations” that were advocated by this Chinese leader
8. Soviet leader and builder of the Berlin Wall
9. U.S. president when Korean War began
10. West German chancellor during the reunification of East and West Germany

**Column B**

A. Harry Truman
B. Nikita Khrushchev
C. Chiang Kai-shek
D. Gamal Abdel Nasser
E. Mikhail Gorbachev
F. Deng Xiaoping
G. Joseph McCarthy
H. Desmond Tutu
I. Helmut Kohl
J. Fidel Castro

DIRECTIONS: Multiple Choice  Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

11. Original NATO nations did NOT include which of the following?
   A. Belgium
   B. Denmark
   C. Spain
   D. Italy

12. Which of the following remained independent of Soviet control although it was a Communist nation?
   A. West Germany
   B. Hungary
   C. Czechoslovakia
   D. Yugoslavia

13. Which theory supported the claim that the Soviet Union had a right to intervene if communism was threatened in another Communist nation?
   A. Marshall Plan
   B. Brezhnev Doctrine
   C. Kosygin Doctrine
   D. Gorbachev Initiative

14. Establishing _____ by January 1, 2002, was one of the European Union’s first goals.
   A. a common European import tax
   B. a common European currency
   C. a common language
   D. a unified European military
15. Later defeated in free elections, ______ overthrew the government of Nicaragua.
   A. the FMLN
   B. Manuel Noriega
   C. the Sandinistas
   D. the Somoza family

16. Which of the following books led to the movement to protect the environment?
   A. *Silent Spring*
   B. *A Wild Sheep Chase*
   C. *Little Red Book*
   D. *One Hundred Years of Solitude*

17. Which of the following views does Pan-Africanism promote?
   A. African nations should enter a common treaty alliance.
   B. African nations should share a common language.
   C. African nations should adopt western-style capitalist economic systems.
   D. Black Africans share a common identity.

18. The nation of ______ was ruled by the oppressive military regime known as the Khmer Rouge.
   A. Cambodia
   B. North Vietnam
   C. Taiwan
   D. Laos

19. *Zaibatsu* refers to which of the following?
   A. the oppressive military government of Burma
   B. the collective farming system in China
   C. the large business conglomerates in Japan
   D. the popular movement toward democracy in China

20. “Green Revolution” means
   A. the development of new virtual strains of grains that do not require chemical fertilizers.
   B. the development of new strains of grains that have higher yields.
   C. the deforestation of rain forest areas to create new farmlands.
   D. the development of new strains of grains that do not require pesticides.

**DIRECTIONS:** Essay  Answer one of the following questions on a separate sheet of paper. (20 points)

21. Communism failed to achieve its goals in the Soviet Union and China. Explain several reasons why you believe this happened.

22. Give specific examples of common challenges that Latin American and African nations have faced since World War II.
Toward a Global Civilization

**DIRECTIONS: Matching** Match each item in Column A with an item in Column B. Write the correct letters in the blanks. *(4 points each)*

**Column A**

1. leader who wanted a new Greater Serbian State
2. The Camp David Accords involved this Egyptian president.
3. Polish national trade union “Solidarity” founder
4. wrote *One Day in the Life of Ivan Denisovich*
5. led Ghana to become the first African nation to gain independence from Britain
6. Sikhs assassinated this Indian prime minister.
7. oppressive military dictator supported by the Argentine working class
8. commander in Japan after World War II
9. Communist leader who declared Hungary a free nation
10. allowed South Africa’s 1993 free democratic elections

**Column B**

A. Kwame Nkrumah
B. Aleksandr Solzhenitsyn
C. Anwar el-Sadat
D. Indira Gandhi
E. Imre Nagy
F. Douglas MacArthur
G. Lech Walesa
H. Juan Perón
I. F. W. de Klerk
J. Slobodan Milošević

**DIRECTIONS: Multiple Choice** Choose the item that best completes each sentence or answers each question. Write the letter of the item in the blank to the left of the sentence. *(4 points each)*

11. Which Communist leader initiated the Prague Spring reforms in Czechoslovakia during 1968?
   A. Nikita Khrushchev
   B. Władysław Gomułka
   C. Alexander Dubček
   D. Joseph Stalin

12. U.S. president _____ signed the Civil Rights Act into law.
   A. Harry Truman
   B. Lyndon Johnson
   C. Dwight Eisenhower
   D. John F. Kennedy

13. Serbia refused to allow _____ to remain an autonomous province after its war with Bosnia, and new tensions between the two arose.
   A. Herzegovina
   B. Kosovo
   C. Greece
   D. Croatia

14. As Gorbachev sought to reform the Soviet Union, one of the most serious problems he faced was
   A. ongoing tensions between the leaders of the Warsaw Pact nations.
   B. Russia’s *Silent Spring.*
   C. the multiethnic nature of the Soviet Union.
   D. the ongoing war in Pakistan.

*(continued)*
15. In which of the following countries were huge oil reserves discovered during the late 1970s?
   A. Panama
   B. Mexico
   C. Peru
   D. Brazil

16. Iran and Iraq have had
   A. disagreements over the use of OPEC funds.
   B. disagreements about U.S.-Arab relations.
   C. disputes over territory.
   D. disputes over the sovereignty of Kashmir.

17. Which group of nations was involved in the Suez War of 1956?
   A. France, Syria, Egypt, and Lebanon
   B. Israel, Egypt, the United States, and Germany
   C. Great Britain, Egypt, the Soviet Union, and Germany
   D. Israel, Great Britain, France, and Egypt

18. The Chinese Red Guards attacked the “Four Olds,” which included
   A. old religious beliefs, old economic policies, old customs, old cars.
   B. old ideas, old culture, old customs, old habits.
   C. old family structures, old religious beliefs, old customs, old economic policies.
   D. old religious beliefs, old culture, old economic policies, old ideas.

19. When China entered the Korean War, it was because
   A. Taiwan supported South Korea.
   B. Soviet forces invaded South Korea.
   C. United Nations forces invaded North Korea.
   D. China and the United States were allied against the Soviet Union.

20. Increasing demand for _____ leads to deforestation.
   A. raw materials to produce shoes
   B. new sources of oil
   C. new sources of chemical fertilizer
   D. new farmlands

**DIRECTIONS:** Essay Answer one of the following questions on a separate sheet of paper. (20 points)

21. Define the domino theory and the Brezhnev Doctrine and discuss how they affected the foreign policies of both the United States and the Soviet Union during the Cold War.

22. Racial and ethnic tensions impact politics. Discuss their ongoing importance in Africa.
 SECTION QUIZ 1-1

Matching
1. C
2. E
3. D

Multiple Choice
6. B
7. D
8. B

 SECTION QUIZ 1-2

Matching
1. D
2. C
3. A

Multiple Choice
6. C
7. A
8. B

 SECTION QUIZ 1-3

Matching
1. C
2. E
3. B

Multiple Choice
6. B
7. A
8. D

CHAPTER 1 TEST, FORM A

Matching
1. H
2. J
3. F
4. B
5. I

Multiple Choice
11. D
12. B
13. C
14. D
15. C

Essay

21. Answers will vary, but should include the role of the Neolithic Revolution and systematic agriculture. Civilization would not have occurred without the shift from hunting and gathering to domesticating animals and growing crops. With more control over their lives, humans began to settle in communities. With established settlements came the basic characteristics of civilization, including cities, government, religion, social structure, writing, and art.

22. Answers will vary, but should include: Duty is expressed in the form of a “work ethic”—each individual working hard to fulfill duties enables society as a whole to prosper. Everyone should subordinate his own interests to the needs of the family and the community. The king has a duty to set a good example and seek the common good, so that his subjects respect him and society prospers. The concept of humanity is expressed as a sense of compassion and empathy for others. It includes the idea that one should not do to someone else what one did not want done to oneself.
Multiple Choice

23. A
24. A
25. A

Short Answers

26. When the victim of the crime was a member of the aristocracy.

27. by social class with the autocracy at the top, then commoners, then slaves

CHAPTER 1 TEST, FORM B

Matching

2. E 7. D
3. I 8. F

Multiple Choice

12. B 17. D
13. B 18. A
15. C 20. A

Essay

21. Answers will vary, but should include: Prior to the development of agriculture, people could not depend on a regular food supply and had to devote their time to hunting and gathering food. With the agricultural advances of the Neolithic Revolution came a regular food supply and agricultural surpluses that allowed some people to work in occupations besides food production. The shift to farming also led to need for permanent settlements, including houses and storage facilities, and organized communities, which encouraged trade. Increased material wealth led to the need for armies and walled cities to protect goods. The Neolithic Revolution led to a more complex way of life, which required types of labor other than farming.

SECTION QUIZ 2-1

Matching

1. D 4. A
2. C 5. B
3. E

Multiple Choice

6. B 9. A
8. D

Social status was very important. Nobles were more highly valued than slaves were.
**SECTION QUIZ 2-2**

**Matching**

1. E
2. A
3. D
4. B
5. C

**Multiple Choice**

6. B
7. C
8. B
9. D
10. A

**CHAPTER 2 TEST, FORM A**

**Matching**

1. C
2. I
3. D
4. B
5. J
6. H
7. E
8. A
9. G
10. F

**Multiple Choice**

11. A
12. B
13. A
14. C
15. D
16. C
17. B
18. A
19. C
20. C

**Essay**

Answers will vary, but should include:

Philosophy means “love of wisdom.” Greek philosophers favored rational thought about the nature of the universe. Socrates believed that knowledge is already present within each person and that critical examination can call it forth. He devised the Socratic method, a question-and-answer format that leads students to understand things for themselves by using reason. Socrates’ student Plato was interested in ideal forms and constructed an ideal state in The Republic. Plato believed only an upper class guided by wisdom should rule. He also established the Academy, and taught Aristotle. Unlike Plato, Aristotle did not seek ideals but analyzed and classified things based on observation and investigation. He examined 158 states in his Politics and also wrote about ethics, logic, and science.

22. Answers will vary, but should include: In 509 B.C., Romans overthrew their king and established a republic. Over the next two centuries, they conquered Italy. They ruled through the Roman Confederation, which allowed most conquered peoples to control their local affairs but required them to provide soldiers for Rome. The Romans made conquered peoples feel like allies with a stake in Rome’s success. Through three wars with Carthage, the Romans gained northern Africa, Sicily, and Spain, becoming the dominant power in the western Mediterranean. While warring with Carthage, Rome also fought in the eastern Mediterranean, gaining Macedonia, Greece, and Pergamum.

**CHAPTER 2 TEST, FORM B**

**Matching**

1. F
2. A
3. H
4. C
5. B
6. D
7. J
8. E
9. I
10. G
**Answer Key**

**Multiple Choice**

11. A  
12. B  
13. A  
14. C  
15. D  
16. C  
17. B  
18. A  
19. C  
20. C

**Essay**

21. Answers will vary, but should include: Hellenistic comes from words meaning “to imitate Greeks,” and the Hellenistic Era refers to the spread of the Greek culture and language to Southwest Asia and beyond. Alexander’s control of the Persian Empire led to increased roles for Greeks beyond Greece. After Alexander’s death, Hellenistic rulers encouraged the spread of Greek colonies in Southwest Asia. New Greek cities were built in Southwest Asia, and Greeks served there as soldiers, workers and civilian administrators. Architects, engineers, dramatists, and sculptors were also in demand in the new Greek cities. One of the best-known Hellenistic cities is Alexandria, a city in Egypt named for Alexander. It became a cultural center that attracted scholars from throughout the Hellenistic world.

22. Answers will vary, but should include: The Greeks developed democracy, “rule of the many.” In 508 b.c., Cleisthenes gained power and gave the Athenian assembly final authority to pass laws. Later, Pericles expanded citizens’ participation in government by creating a direct democracy where every male citizen voted on all major issues. Rome established a republican government, and allowed some citizens the right to vote in the Senate and other assemblies. The Roman Republic also devised the Law of Nations, with standards of justice that applied to all people. Principles such as the right of the accused to defense, that one is innocent until proven guilty, and that a judge should weigh evidence carefully continue to be standards of justice today.

**Multiple Choice**

23. C  
24. D  
25. C  
26. A  
27. A

**SECTION QUIZ 3-1**

**Matching**

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

**SECTION QUIZ 3-2**

**Matching**

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

**SECTION QUIZ 3-3**

**Matching**

1. A  
2. E  
3. D  
4. B  
5. C  
6. C  
7. B  
8. A  
9. C  
10. A
### Answer Key

**SECTION QUIZ 3-4**

**Matching**

1. E  
2. B  
3. D  
4. C  
5. A

**Multiple Choice**

6. D  
7. A  
8. C  
9. B  
10. A

**CHAPTER 3 TEST, FORM A**

**Matching**

1. E  
2. F  
3. C  
4. H  
5. J  
6. G  
7. B  
8. I  
9. A  
10. D

**Multiple Choice**

11. B  
12. A  
13. C  
14. D  
15. B  
16. B  
17. D  
18. A  
19. B  
20. D

**Essay**

21. Answers will vary, but should include: Islamic scholars made contributions to mathematics, science, and philosophy. Arab scholars translated the works of Aristotle and Plato, among others, and philosophers such as Ibn-Rushd wrote commentaries on the Greek works. Mathematicians adopted the numerical system of India and the concept of zero. The system was passed on to Europe and became known as the “Arabic” system. Astronomers set up an observatory in Baghdad and studied the position of the stars. They were aware that Earth is round, and they perfected the astrolabe, a navigational instrument. Scientists included Ibn Sina, who wrote a medical encyclopedia that stressed the contagious nature of disease.

22. Answers will vary, but should include: Axum, founded by pre-Islamic Arabs, blended African and Arabian cultures. Arabs later conquered North Africa and traded with sub-Saharan peoples. States such as Ghana, Mali, and Songhai traded gold and salt with North Africa and other parts of the Arab Empire. Berbers facilitated trade between Arabs and Africans by carrying goods across the Sahara with camel caravans. In the eighth century Muslims also began to settle in East Africa, close to the Arabian Peninsula, resulting in ports such as Mogadishu, Mombasa, and Kilwa, Arabs brought Islam to Africa. Mansa Musa of Mali also spread Islam through patronage and a pilgrimage to Makkah that attracted much attention.

**CHAPTER 3 TEST, FORM B**

**Matching**

1. C  
2. H  
3. J  
4. F  
5. B  
6. D  
7. I  
8. A  
9. G  
10. E

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Multiple Choice

11. A 16. D
12. C 17. B
13. D 18. A
15. A 20. C

Essay

21. Answers will vary, but should include: Tang rulers (618–907) worked to bring peace and stability to China, expanded to control Tibet, and made China a great power. Trade with Southwest and South Asia revived with renewal of the Silk Road and city dwellers prospered. The gulf between rich and poor narrowed because the Tang broke up the power of large landowners and gave land to peasants. Innovations of the era include gunpowder, the fire-lance, and printing. Buddhism and Daoism had begun to rival Confucianism. The era was also a great age of poetry. The invention of printing made literature more available. Li Bo was a popular poet whose writing centered on nature.

22. Answers will vary, but should include: Feudalism was a political and social system based on protection in exchange for service. The system was based on the concept of vassalage. In Germanic society, warriors swore loyalty to leaders and fought for them, and leaders took care of warriors’ needs. As the Carolingian Empire fell apart, after 814, nobles took control of large areas of land. A single government was replaced by the rule of many separate lords. A lord gave a piece of his land, called a fief, to his vassal. In return, the vassal performed military service for his lord. Vassals came to hold political authority within the fiefs, and the feudal contract emerged as a set of unwritten rules on the relationship between lords and vassals.

Multiple Choice

23. C
24. D
25. B

Short Answers

26. that they were secure and reasonably taxed
27. He is described as having “a mighty reputation and outstanding mental ability.”

SECTION QUIZ 4-1

Matching

1. E 4. B
2. C 5. D
3. A

Multiple Choice

6. D 9. A
7. C 10. C
8. A

SECTION QUIZ 4-2

Matching

1. C 4. B
2. A 5. D
3. E

Multiple Choice

7. D 10. D
8. A
CHAPTER 4 TEST, FORM A

Matching
2. F  7. A
3. C  8. D
4. I  9. E
5. H  10. J

Multiple Choice
12. D  17. A
13. C  18. D
14. C  19. A
15. D  20. B

Essay
21. Answers will vary, but should include: The revival of trade led to an increase in the demand for gold and silver, and the emergence of a money economy. People found it cumbersome to barter and using coins as money made trade easier. Banking firms and trading companies were set up to manage the exchange and sale of goods. Renewed trade also led to renewed settlement in old Roman cities and the founding of new cities. Groups of merchants built settlements near castles and trade routes and were protected by lords of the castles. Artisans followed merchants to the cities, and cities became centers of manufacturing. In the 1000s, craftspeople began to form guilds, or business associations. Guilds played a key role in the economic life of the cities.

22. Answers will vary, but should include: The Maya built large cities, such as Tikal, with pyramids, temples, and palaces. They expanded their civilization beyond the Yucatán Peninsula to much of Central America and southern Mexico. They also developed a complex writing system based on hieroglyphs and a calendar, called the Long Count, that was based on a belief in cycles of creation and destruction. With their calendar, the Maya established dates for the beginning and end of the world. Mayan society was diverse, composed of many city-states ruled by a hereditary ruling class. While most Maya were farmers, Mayan society included rulers, nobles, and scribes who aided them, and townspeople such as artisans, officials, and merchants.

Multiple Choice
23. C
24. D
25. C

Short Answers
26. The sovereign who wages war must have authority.
27. An individual has other options available such as bringing his grievances before a tribunal and it is not the business of the individual to summon people to fight.

CHAPTER 4 TEST, FORM B

Matching
2. C  7. E
3. H  8. A
4. I  9. D
5. F  10. B
Multiple Choice
11. D
12. B
13. A
14. B
15. C
16. A
17. B
18. D
19. C
20. A

Essay
21. Answers will vary, but should include: Politically, the times were more peaceful, without the frequent invasions of the early Middle Ages. Crop production increased for several reasons. First, the climate became more favorable to growing crops. Second, people drained swamps and cut down trees to use more land for farming. In addition, farmers shifted from a two-field rotation of planting to a three-field rotation. This meant that they planted crops on two-thirds of the land and let one-third of it lie fallow, whereas previously they had planted on half their land and let one half remain fallow. Consequently, less land was remaining unused. Farming was also aided by labor-saving devices using the power of water and wind, and devices made with iron.

22. Answers will vary, but should include: The Inca flourished in South America in the fifteenth century. Under Pachacuti, they began to expand, eventually reaching as far as Ecuador, central Chile, and the edge of the Amazon basin. The empire, of about 12 million people, was built on war and all young men were required to serve in the army. At the top of society was the emperor, believed to be descended from the sun god. Incan achievements include a system of roads extending 24,000 miles. Two major roads ran north and south, with connecting routes between them. The Spanish arrived in 1531, and the Incas were decimated by smallpox and Spanish weaponry. Pizarro captured the Incan capital, Cuzco, and by 1535 set up a new capital at Lima.

Multiple Choice
23. C
24. D
25. C

Short Answers
26. Flying buttresses helped “open up” the interior space of a cathedral.
27. Gothic design broke free of the thick central walls and heavy, rounded arches of Romanesque cathedrals.

UNIT 1 TEST, FORM A
Matching
1. A
2. H
3. D
4. I
5. J
6. E
7. C
8. G
9. F
10. B

Multiple Choice
11. B
12. A
13. C
14. C
15. A
16. B
17. B
18. C
19. C
20. D

Essay
21. Answers will vary, but should include: Hinduism and Buddhism began in India. Early Hindus believed in the existence of a single God, called Brahman. It was the duty of the individual to seek to know God. By the sixth century b.c., the idea of reincarnation appeared in Hinduism. According to this belief, what people do in this life determines what their status will be in their next life. Ultimately, the Hindu religion came to have a number of humanlike gods and goddesses. Many Hindus regard all of these gods as different expressions of one ultimate reality. In the sixth century b.c., Buddhism began and became a rival of Hinduism. Buddhism was the product of one man, called the Buddha, or “Enlightened One.” The Buddha taught that once people let go of their worldly attachments, pain and sorrow can be forgotten. Then they attain wisdom, which enables them to achieve nirvana.
22. Christianity began as a religious movement within Judaism. After reports that Jesus had overcome death, Christianity spread quickly through the Roman Empire. Romans came to view Christians as harmful because Christians refused to worship state gods and emperors. The Roman government began persecuting Christians through the first and second centuries, but Christianity continued to grow. Christianity was attractive to all classes because it provided a sense of community. In the fourth century, Christianity prospered further under Constantine—the first Christian emperor. In the second half of the eleventh century and the first half of the twelfth century, a wave of religious enthusiasm seized Europe. This movement led to a rise in the number of monasteries and the emergence of new religious orders. Both men and women joined religious orders, and church practices became important to ordinary citizens.

UNIT 1 TEST, FORM B

Matching
1. I 6. F
2. D 7. E
4. H 9. G
5. B 10. A

Multiple Choice
11. C 16. D
12. C 17. D
14. A 19. A
15. B 20. C

Essay
21. The first Muslim communities on the Arabian Peninsula were formed by followers of Muhammad in about 622. In 630, the city of Makkah converted to the new faith. After Muhammad’s death, Abu Bakr became successor. Under his leadership, the Islamic movement began to grow. Islamic leaders continued to establish Islamic dynasties for centuries. By the fourteenth century, the old Islamic Empire established in the seventh and eighth centuries had ended. The new center of Islamic civilization was in Cairo, Egypt. The rise of Islam in the Arabian Peninsula had an impact on Africa. By the early eighth century, the entire coastal region of North Africa was under Arab rule. Several Muslim trading states were established. Sundiata Keita established the West African state of Mali in the mid-thirteenth century. He became a Muslim. Following him, Mansa Musa, who ruled from 1312 to 1337, was a devout Muslim. He encouraged the building of mosques and the study of the Quran.

22. During the third and second centuries B.C., the Romans adopted many features of the Greek style of art. Their sculptors created statues that were realistic, including even unpleasant details. The Romans excelled in architecture. They used forms based on curved lines such as the arch, vault, and dome. They were the first people to use concrete to construct buildings. Islamic art is a blend of Arab, Turkish, and Persian traditions. The best expression of Islamic art is found in the magnificent Muslim mosques. One famous mosque in southern Spain has hundreds of columns, which support double-horseshoe arches.

SECTION QUIZ 5-1

Matching
1. C 4. E
2. B 5. D
3. A

Multiple Choice
7. D 10. A
8. A
Machiavelli’s central thesis in The Prince concerns how to acquire—and keep—political power. In the Middle Ages, many writers on political power had stressed the ethical side of a prince’s activity—how a ruler ought to behave based on Christian principles. Machiavelli rejected this approach. From his point of view, a prince’s attitude toward power must be based on an understanding of human nature, which he believed was basically self-centered. Political activity, therefore, should not be restricted by moral principles. A prince acts on behalf of the state, and for the sake of the state, he must be willing to let his conscience sleep. Machiavelli was among the first to abandon morality as the basis for analyzing political activity. His views on politics have had a profound influence on political leaders who followed.
22. Women were largely absent from the humanist schools. The few female students who did attend studied the classics and were encouraged to know some history, as well as how to ride, dance, sing, play the lute, and appreciate poetry. They were told not to learn mathematics or rhetoric. It was thought that religion and morals should be foremost in the education of “Christian ladies” so that they could become good mothers and wives.

Multiple Choice
23. D
24. C
25. C

Short Answer
26. that obeying her husband and bearing and raising children were a woman’s religious duties
27. humanism, the main philosophy of the Renaissance

CHAPTER 5 TEST, FORM B
Matching
1. D  6. F
2. J  7. B
3. E  8. I
4. H  9. C
5. A  10. G

Multiple Choice
11. B  16. A
12. C  17. B
13. A  18. C
15. D  20. A

Essay
21. In Florence, the humanist movement took a new direction at the beginning of the fifteenth century. Fourteenth-century humanists such as Petrarch had described the intellectual life as one of solitude. They rejected family and a life of action in the community. In contrast, humanists in the early 1400s took a new interest in civic life. They believed that it was the duty of an intellectual to live an active life for one’s state and that their study of the humanities should be put to the service of the state.

22. The Renaissance style of painting employed the laws of perspective, enabling artists to create the illusion of three dimensions. This realistic style of painting was pioneered by Masaccio, and was used and modified by other Florentine painters in the fifteenth century. Especially important were two major developments. One stressed the technical side of painting—understanding the laws of perspective and the organization of outdoor space and light through geometry. The second development was the investigation of movement and human anatomy. The realistic portrayal of the individual person, especially the human nude, became one of the chief aims of Italian Renaissance art.

Multiple Choice
23. A
24. D
25. D

Short Answer
26. One must believe what the Catholic Church teaches.
27. The Society of Jesus and the Council of Trent both relate to the Catholic Reformation.

SECTION QUIZ 6-1
Matching
1. C  4. B
2. E  5. D
3. A

Multiple Choice
6. D  9. A
8. D

SECTION QUIZ 6-2
Matching
1. C  4. A
2. B  5. D
3. E

Multiple Choice
8. A
Answer Key

SECTION QUIZ 6-3

Matching
1. C  4. E
2. A  5. D
3. B

Multiple Choice
7. A  10. C
8. A

CHAPTER 6 TEST, FORM A

Matching
1. G  6. A
2. I  7. D
3. C  8. H

Multiple Choice
11. A  16. A
12. C  17. C
13. D  18. D
15. B  20. C

Essay
21. The pattern of triangular trade connected Europe, Africa, and the American continents. European merchant ships carried European manufactured goods, such as guns and cloth, to Africa, where they were traded for a cargo of slaves. The slaves were then shipped to the Americas and sold. European merchants then bought tobacco, molasses, sugar, and raw cotton and shipped them back to be sold in European markets.

22. The slave trade had a devastating effect on Benin. A brilliant and creative society in the sixteenth century, Benin was pulled into the slave trade. As the population declined and warfare increased, the people of Benin lost their faith in their gods, their art deteriorated, and human sacrifice became more common. When the British arrived there at the end of the nineteenth century, they found a corrupt and brutal place. It took years to discover the brilliance of the earlier culture destroyed by slavery.

Multiple Choice
23. D  26. A
24. D  27. B
25. C

CHAPTER 6 TEST, FORM B

Matching
1. D  6. G
2. F  7. B
3. A  8. E
5. H  10. I

Multiple Choice
11. C  16. B
12. B  17. A
13. C  18. C
15. D  20. D

Essay
21. The colonization of the Americas by the Spanish drastically impacted the native civilizations. Forced labor, starvation, and especially disease took a fearful toll on Native American lives. With little natural resistance to European diseases, the native peoples were ravaged by smallpox, measles, and typhus, and many of them died. Hispaniola, for example, had a population of 250,000 when Columbus arrived. By 1538, only 500 Native Americans had survived. In Mexico, the population dropped from 25 million in 1519 to 1 million in 1630. In addition, native social and political structures were torn apart and replaced by European systems of religion, language, culture, and government.

22. The theory of mercantilism was a set of principles that dominated economic thought in the seventeenth century. According to mercantilists, the prosperity of a nation depended on a large supply of bullion, or gold and silver. To bring in gold and silver, nations tried to have a favorable balance of trade. In order to maintain a favorable balance of trade, the goods exported must be of greater value than those imported. The development of colonies and trading posts played an important role in mercantilism, since they were both sources of raw materials and markets for finished goods.
SECTION QUIZ 7-1
Matching
1. E  
2. A  
3. D  
Multiple Choice
6. C  
7. D  
8. B  

SECTION QUIZ 7-2
Matching
1. A  
2. E  
3. D  
Multiple Choice
6. D  
7. D  
8. B  

SECTION QUIZ 7-3
Matching
1. D  
2. C  
3. A  
Multiple Choice
6. A  
7. C  
8. D

SECTION QUIZ 7-4
Matching
1. A  
2. D  
3. C  
Multiple Choice
6. A  
7. A  
8. A  

CHAPTER 7 TEST, FORM A
Matching
1. H  
2. E  
3. J  
4. C  
5. G  
6. A  
7. D  
8. I  
9. B  
10. F  
Multiple Choice
11. C  
12. B  
13. D  
14. A  
15. C  
16. B  
17. D  
18. C  
19. C  
20. A  

Essay
21. The Peace of Westphalia officially ended the war in Germany in 1648. It divided more than 300 states of the Holy Roman Empire into independent states and gave them power to determine their own religion and to conduct their own foreign policy. This brought an end to the Holy Roman Empire as a political entity. Germany would not be united for another 200 years.

22. The Bill of Rights that Parliament established after the “Glorious Revolution” set forth Parliament’s right to make laws and levy taxes. It also stated that standing armies could be raised only with Parliament’s consent, thus making it impossible for kings to oppose or to do without Parliament. The rights of citizens to keep arms and have a jury trial were also confirmed. The Bill of Rights helped create a system of government based on the rule of law and a freely elected Parliament. This Bill laid the foundations for a limited, or constitutional, monarchy.
Multiple Choice

23. A
24. D
25. A

Short Answer

26. They all had forms of government based on monarchies.

27. Both were moderate in their policies.

CHAPTER 7 TEST, FORM B

Matching

1. B  6. H
2. I  7. E
3. D  8. C
5. A  10. G

Multiple Choice

11. B  16. A
12. A  17. D
13. C  18. C
15. D  20. D

Essay

21. The witchcraft craze began as an outgrowth of the Inquisition’s search for heretics. During the sixteenth and seventeenth centuries, an intense hysteria affected the lives of many Europeans. Perhaps more than a hundred thousand people were charged with witchcraft. As more and more people were brought to trial, the fear of witches grew, as did the fear of being accused of witchcraft. By 1650, however, the witchcraft hysteria had begun to lessen. As governments grew stronger fewer officials were willing to disrupt their societies with trials of witches. In addition, attitudes were changing. People found it unreasonable to believe in the old view of a world haunted by evil spirits.

22. The English revolutions of the seventeenth century prompted very different responses from two English political thinkers, Thomas Hobbes and John Locke. Hobbes was alarmed by the upheavals in England, and he argued that a ruler with absolute power was needed to preserve order in society. John Locke disagreed, and he argued against the absolute rule of one person. He believed the contract between people and government involved mutual obligations. Government would protect the rights of the people, and the people would act reasonably toward the government. However, if a government broke the contract, the people might form a new government. Locke’s ideas proved important to both Americans and the French in the eighteenth century.

Multiple Choice

23. A
24. A
25. A

Short Answer

26. England was a Protestant nation. France and Spain were both Catholic nations.

27. Catholicism was the state religion in both kingdoms.

SECTION QUIZ 8-1

Matching

1. E  4. B
2. D  5. C
3. A

Multiple Choice

7. A  10. A
8. D

SECTION QUIZ 8-2

Matching

1. E  4. C
2. A  5. D
3. B

Multiple Choice

8. D

SECTION QUIZ 8-3

Matching

1. D  4. B
2. C  5. E
3. A
Answer Key

Multiple Choice
6. C  9. A
7. B  10. C
8. D

CHAPTER 8 TEST, FORM A
Matching
1. G  6. H
2. D  7. A
5. F  10. C

Multiple Choice
11. B  16. A
12. D  17. C
13. C  18. B
15. D  20. A

Essay
21. Under Shah Abbas, the Safavids reached the high point of their glory. A system similar to the use of janissaries in the Ottoman Empire was created to train administrators to run the kingdom. Shah Abbas also strengthened his army, which he equipped with the latest weapons. He used this army and an alliance with the Europeans to move against the Ottomans to regain lost territories. While the Safavids had some initial success, they could not hold all their territorial gains against the Ottoman armies. Nevertheless, a peace treaty was signed in 1612 that returned Azerbaijan to the Safavids.

22. The treatment of women in Mogul India is a good example of the complex blend of Hindu and Muslim influences. Women had long played an active role in Mogul tribal society. Mogul rulers often relied on female relatives for political advice. To a degree, these Mogul attitudes toward women affected Indian society. At the same time, the Moguls placed certain restrictions on women under their interpretation of Islamic law. These practices sometimes were compatible with existing tendencies in Indian society and were followed by many upper-class Hindus. In other ways, however, Hindu practices remained unchanged by Mogul rule. The custom of suttee continued, despite efforts by the Moguls to abolish it.

Multiple Choice

Short Answer
26. Mogul Empire and Ottoman Empire
gave empire dominance over Balkans and Anatolian Peninsula

CHAPTER 8 TEST, FORM B
Matching
1. H  6. D
2. J  7. I
3. C  8. F
5. A  10. G

Multiple Choice
11. C  16. B
12. A  17. D
13. B  18. A
15. B  20. C

Essay
21. Technically, women in the Ottoman Empire were subject to the same restrictions as women in other Muslim societies, but their position was somewhat better. In the Ottoman Empire, Islamic law was more tolerant in defining the legal position of women. This attitude was probably due to the traditions among the Turkish people, who regarded women as almost equal to men. Women were allowed to own and inherit property. They could not be forced into marriage and, in certain cases, were permitted to seek divorce. Women often gained power within the palace. In a few instances, women even served as senior officials.

22. The power of Shia religious elements began to increase at court and in Safavid society at large after the death of Shah Abbas. While intellectual freedom had marked the height of the Safavid empire, the pressure to conform to orthodox religious beliefs increased. For example, Persian women, who had considerable freedom during the early empire, were now forced into seclusion and required to adopt the wearing of the veil.
**Answer Key**

**Multiple Choice**

23. C
24. B
25. D

**Short Answer**

26. They were all located along the coast, usually near a river or bay.
27. captured Mesopotamia, Egypt, Arabia, and North Africa

**SECTION QUIZ 9-1**

Matching

1. C
2. A
3. E

Multiple Choice

6. D
7. B
8. A

**SECTION QUIZ 9-2**

Matching

1. B
2. D
3. A

Multiple Choice

6. D
7. C
8. A

**SECTION QUIZ 9-3**

Matching

1. D
2. B
3. A

Multiple Choice

6. A
7. D
8. B

**SECTION QUIZ 9-4**

Matching

1. C
2. D
3. B

**CHAPTER 9 TEST, FORM A**

Matching

1. H
2. C
3. B
4. E
5. G
6. D
7. J
8. I
9. A
10. F

Multiple Choice

11. B
12. C
13. A
14. B
15. A
16. D
17. D
18. C
19. B
20. A

**Essay**

21. Women were considered inferior to men in Chinese society. Only males could have a formal education and pursue a career in government or scholarship. Within the family, capable women often played strong roles. Nevertheless, the wife was clearly subordinate to the husband. Legally, she could not divorce her husband or inherit property. The husband, in contrast, could divorce his wife if she did not produce sons. He could also take a second wife.

22. The growth of trade and industry in the Tokugawa Era had a substantial impact on the Japanese peasants. Some farm families benefited by exploiting the growing demand for cash crops. Most peasants, however, experienced both declining profits and rising costs and taxes. Many were forced to become tenants or to work as hired help. When rural conditions became desperate, some peasants revolted. Almost 7,000 peasant revolts and demonstrations against high taxes took place during the Tokugawa Era.
CHAPTER 9 TEST, FORM B
Matching
1. D  6. J
2. G  7. B
3. I  8. A
4. F  9. H
5. C  10. E

Multiple Choice
11. D  16. B
12. A  17. A
13. B  18. D
15. C  20. B

Essay
21. The role of women in Tokugawa society became somewhat more restricted. Especially in the samurai class, where Confucian values were highly prized, the rights of females were restricted. Male heads of households had broad authority over property, marriage, and divorce. Among the common people, women were also restricted. Parents arranged marriages, and a wife had to move in with her husband’s family. A wife who did not meet the expectations of her husband or his family was likely to be divorced. Still, women were generally valued for their roles as child-bearers and homemakers among the common people. Both sexes worked in the fields as well, although men did the heavier labor.

22. Despite the growth in trade and manufacturing, China did not develop the kind of commercial capitalism that was emerging in Europe. Some key differences between China and Europe explain this fact. In the first place, middle-class merchants and manufacturers in China were not as independent as those in Europe. Trade and manufacturing remained under the firm control of the government. Also, many Chinese looked down on trade and manufacturing as being inferior to farming. The state reflected this attitude by levying heavy taxes on manufacturing and trade and low taxes on farming.

Multiple Choice
23. A
24. D
25. B

Short Answer
26. A large number of books are in circulation, and prices are low.
27. The printing tablets could be preserved and used for making future changes in the text.

SECTION QUIZ 10-1
Matching
1. E  4. A
2. C  5. B
3. D

Multiple Choice
8. A

SECTION QUIZ 10-2
Matching
1. B  4. C
2. E  5. D
3. A

Multiple Choice
6. C  9. A
8. B

SECTION QUIZ 10-3
Matching
1. A  4. B
2. D  5. C
3. E

Multiple Choice
6. D  9. D
8. A
SECTION QUIZ 10-4
Matching
1. D  4. E
2. B  5. C
3. A

Multiple Choice
7. A  10. D
8. C

CHAPTER 10 TEST, FORM A
Matching
1. E  6. H
2. G  7. A
3. J  8. I
5. B  10. C

Multiple Choice
11. B  16. A
12. D  17. B
13. A  18. D
14. D  19. A
15. C  20. C

Essay
21. René Descartes emphasized the importance of his own mind and asserted that he would accept only those things that his reason said were true. From his first principle—"I think, therefore I am"—Descartes used his reason to arrive at a second principle. He argued that because "the mind cannot be doubted but the body and material world can, the two must be radically different." From this idea came the principle of the separation of mind and matter (and of mind and body). Descartes's idea that mind and matter were completely separate allowed scientists to view matter as dead or inert. That is, matter was something that was totally detached from the mind and that could be investigated independently by reason.

22. Diderot's Encyclopedia became a weapon against the old French society. Many of its articles attacked religious superstition and supported religious toleration. Others called for social, legal, and political reforms. Sold to doctors, clergymen, teachers, and lawyers, the Encyclopedia spread Enlightenment ideas.

Multiple Choice
23. C
24. A

Short Answer
25. Earth; geocentric
26. It makes it so that men who pursue their own economic interests end up helping all of society.
27. if it has failed to secure people's natural rights

CHAPTER 10 TEST, FORM B
Matching
2. I  7. D
3. F  8. H
4. J  9. A
5. B  10. G

Multiple Choice
11. C  16. B
12. D  17. D
15. A  20. A

Essay
21. John Locke argued that every person was born with a tabula rasa, or blank mind. Locke's ideas suggested that people were molded by the experiences that came through their senses from the surrounding world. If the environments were changed and people were exposed to the right influences, then people could be changed to create a new society. This greatly influenced the intellectuals of the Enlightenment.

22. In A Vindication of the Rights of Women, Mary Wollstonecraft identified two problems with the views of many Enlightenment thinkers. She noted that the same people who argued that women must obey men also said that government based on the arbitrary power of monarchs over their subjects was wrong. Wollstonecraft pointed out that the power of men over women was equally wrong. She further argued that the Enlightenment was based on an ideal of reason in all human beings. Because women have reason, they are entitled to the same rights as men. Women, Wollstonecraft declared, should have equal rights in education, as well as in economic and political life.
Answer Key

Multiple Choice
23. A
24. D

Short Answer
25. Copernicus’s heliocentric model
26. religious tolerance
27. He recommends that people remember the “abominable times” caused by religious disputes and learn from these mistakes.

SECTION QUIZ 11-1
Matching
1. D
2. A
3. E
4. C
5. B

Multiple Choice
6. D
7. B
8. C
9. A

SECTION QUIZ 11-2
Matching
1. B
2. E
3. A
4. D
5. C

Multiple Choice
6. C
7. A
8. B
9. D
10. A

SECTION QUIZ 11-3
Matching
1. B
2. E
3. D
4. A
5. C

Multiple Choice
6. B
7. A
8. D
9. B
10. B

CHAPTER 11 TEST, FORM A
Matching
1. F
2. D
3. B
4. H
5. J
6. C
7. I
8. E
9. A
10. G

Multiple Choice
11. B
12. C
13. A
14. D
15. B
16. C
17. A
18. C
19. B
20. C

Essay
21. Women played an active role during the period of the French Revolution. It was a group of women who convinced Louis XVI to return to Paris from Versailles. Women remained actively involved in the revolution, even during its more radical stage. Women observed sessions of the National Convention and made their demands known to those in charge. In 1793, two women founded the Society for Revolutionary Republican Women. This Parisian group, which was mainly composed of working-class women, stood ready to defend the new French Republic should the need arise.

22. Napoleon’s hopes for victory in Russia depended on a quick victory over the Russian armies. The Russian forces, however, refused to do battle. As they retreated, they burned their own villages and countryside to keep Napoleon’s army from finding food. When the Russians did fight at Borodino, Napoleon’s forces won an indecisive victory, which cost many lives. When the remaining Grand Army finally reached Moscow, they found the city ablaze. Lacking food and supplies for his army, Napoleon abandoned Moscow in late October and began the “Great Retreat” across Russia. Thousands of soldiers starved and froze along the way. The Russians used the land and the weather to defeat Napoleon’s superior numbers.
Multiple Choice

23. C
24. B
25. D
26. A
27. C

CHAPTER 11 TEST, FORM B

Matching

2. H  7. D
3. J  8. I
4. C  9. A
5. G  10. F

Multiple Choice

11. C  16. A
12. A  17. D
14. C  19. A

UNIT 2 TEST, FORM A

Matching

1. E  6. G
2. I  7. A
3. J  8. D
4. F  9. C
5. H  10. B

Multiple Choice

11. D  16. B
12. B  17. D
13. C  18. B
15. C  20. A

Essay

21. To save the republic from its foreign enemies, the Committee of Public Safety decreed a universal mobilization of the nation. In little more than a year, the new French government had raised a huge army. It was the largest army ever seen in Europe. The French revolutionary army was an important step in the creation of modern nationalism. In earlier times, wars were the business of rulers who fought rivals with professional soldiers. The new French army was created by a people’s government. Its wars were people’s wars.

22. For women, the Civil Code was a step back. During the radical stage of the revolution, new laws had made divorce easier and allowed daughters to inherit property on an equal basis. The Civil Code undid these laws. Women were now “less equal than men.” When they married, they lost control over any property they had. They could not testify in court, and it became more difficult for them to begin divorce proceedings. In general, the code treated women like children, who needed protection and who did not have a public role.

21. In 1801 Napoleon made an agreement with the pope. The agreement recognized Catholicism as the religion of a majority of the French people. In return, the pope would not ask for the return of the church lands seized in the revolution. With this agreement, the Catholic Church was no longer an enemy of the French government. At the same time, those who had acquired church lands in the revolution became avid supporters of Napoleon.

22. The colonization of the Americas by the Spanish drastically impacted the native civilizations. Forced labor, starvation, and especially disease took a fearful toll on Native American lives. With little natural resistance to European diseases, the native peoples were ravaged by smallpox, measles, and typhus. Many of them died. Hispaniola, for example, had a population of 250,000 when Columbus arrived. By 1538, only 500 Native Americans had survived. In Mexico, the population dropped from 25 million in 1519 to 1 million in 1630. In addition, native social and political structures were torn apart and replaced by European systems of religion, language, culture, and government.
UNIT 2 TEST, FORM B

Matching
2. F  7. D
3. H  8. G
5. A  10. I

Multiple Choice
11. B  16. A
12. C  17. C
13. A  18. D
14. D  19. A

Essay
21. To save the republic from its foreign enemies, the Committee of Public Safety decreed a universal mobilization of the nation. In little more than a year, the new French government had raised a huge army. It was the largest army ever seen in Europe. The French revolutionary army was an important step in the creation of modern nationalism. In earlier times, wars were the business of rulers who fought rivals with professional soldiers. The new French army was created by a people's government. Its wars were people's wars.

22. The witchcraft craze began as an outgrowth of the Inquisition's search for heretics. During the sixteenth and seventeenth centuries, an intense hysteria affected the lives of many Europeans. Perhaps more than 100,000 people were charged with witchcraft. As more and more people were brought to trial, the fear of witches grew, as did the fear of being accused of witchcraft. By 1650, however, the witchcraft hysteria had begun to lessen. As governments grew stronger, fewer officials were willing to disrupt their societies with trials of witches. In addition, attitudes were changing. People found it unreasonable to believe in the old view of a world haunted by evil spirits.
CHAPTER 12 TEST, FORM A

Matching
2. E  7. D
3. B  8. A
4. I  9. H
5. C  10. F

Multiple Choice
11. B  16. A
12. D  17. C
13. C  18. B
14. B  19. A
15. D  20. D

Essay
21. The steam engine was crucial to the development of Britain’s Industrial Revolution. The development of a steam engine that could power machinery drastically improved the cotton industry, where it was used to power large mechanical looms. Since the steam engines depended on coal for fuel, coal production in Britain expanded. New processes using coal aided the transformation of the iron industry by making it possible to produce a better quality of iron. This high-quality iron was used to build new machines and especially new means of transportation such as the railroad. The building of railroads contributed to cheaper transportation and thus lower-priced goods, which created larger markets. This increase in sales meant more factories and more machines, which kept the economic boom going.

22. As a result of Czar Alexander II’s emancipation edict, Russian peasants were freed from serfdom and could own property and marry as they chose. The government even provided land for the peasants by buying it from the landlords. The new land system, however, was not that helpful to the peasants. The landowners kept the best lands for themselves. The peasants soon found that they did not have enough good land to support themselves. Thus, instead of creating a free, landowning peasantry, Alexander II’s emancipation edict led to an unhappy, land-starved peasantry that largely followed old ways of farming.

CHAPTER 12 TEST, FORM B

Matching
2. H  7. I
3. E  8. A
5. F  10. G

Multiple Choice
11. C  16. D
12. D  17. B
13. A  18. A
15. B  20. D

Essay
21. The Compromise of 1867 was a set of concessions made by the Austrian rulers to their Hungarian subjects, who were fiercely nationalistic. This compromise created the dual monarchy of Austria-Hungary. Each of these two components of the empire now had its own constitution, its own legislature, its own government bureaucracy, and its own capital. Holding the two states together were a single monarch (Francis Joseph was both Emperor of Austria and King of Hungary) and a common army, foreign policy, and system of finances. This allowed Hungary to become somewhat of an independent nation (at least in domestic affairs), yet preserved the Austrian Empire, which was renamed the Austro-Hungarian Empire.

22. Charles Darwin believed in the principle of organic evolution, in which a struggle for existence leads to the survival of the fittest members of a species. Over time, this leads to a new, separate species. In The Descent of Man, Darwin argued that human beings had animal origins and were not an exception to the rule governing other species. His ideas raised a storm of controversy. Some people objected that Darwin’s theory made
human beings ordinary products of nature rather than unique beings. Others were bothered by his idea of life as a mere struggle for survival and wondered if there was room in the Darwinian world for moral values. Many condemned Darwin for denying God’s role in creation. Gradually, however, many scientists and other intellectuals came to accept Darwin’s theory.

Multiple Choice
23. C
24. B
25. B
26. B
27. C

SECTION QUIZ 13-1
Matching
1. E 4. B
2. C 5. D
3. A

Multiple Choice
8. D

SECTION QUIZ 13-2
Matching
1. E 4. A
2. C 5. B
3. D

Multiple Choice
7. A 10. C
8. D

SECTION QUIZ 13-3
Matching
1. B 4. C
2. A 5. E
3. D

Multiple Choice
7. A 10. D
8. C

SECTION QUIZ 13-4
Matching
1. B 4. D
2. E 5. C
3. A

Multiple Choice
6. D 9. C
7. D 10. A
8. A

CHAPTER 13 TEST, FORM A
Matching
1. G 6. A
2. I 7. J
3. D 8. C
5. E 10. H

Multiple Choice
11. D 16. A
12. A 17. B
13. C 18. C
14. B 19. A
15. D 20. D

Essay
21. Compulsory, universal education had a great impact on the society of the Second Industrial Revolution. Education provided trained, skilled labor for an increasingly demanding work environment. Both boys and girls with an elementary education now had new job possibilities beyond their villages or small towns, including white-collar jobs in railways, post offices, and hospitals. Education created more informed voters and instilled patriotism at an early age. Education created a demand for teachers, and most of them were women. The most immediate result of public education, however, was an increase in literacy. This, in turn, led to the rise of mass newspapers.
22. Perhaps the most important factor in the decline of realism was the spread of photography to the mass markets. Photography had been invented in the 1830s and became widespread after George Eastman created the first Kodak camera in 1888. Now anyone could take a photograph that looked exactly like the subject. Artists came to realize that their strength was not in mirroring reality, which the camera could do, but in creating reality. The visual artists sought meaning in individual consciousness. Between 1905 and 1914, this search for individual expression created modern art. One of the most outstanding features of modern art is the attempt of the artist to avoid “visual reality.”

Multiple Choice

23. B
24. A
25. B
26. C
27. B

CHAPTER 13 TEST, FORM B

Matching

1. C  6. D
2. J  7. B
3. F  8. E
5. A 10. G

Multiple Choice

11. C  16. B
15. A  20. A

Essay

21. The lives of working-class women in the Second Industrial Revolution were different from those of their middle-class counterparts. While middle-class women were usually able to stay home and raise children, working-class women had to earn money to help support their families. Daughters in working-class families were expected to work until they married. After marriage, they often did small jobs at home to support the family. Between 1890 and 1914, however, family patterns among the working class began to change. Higher-paying jobs in heavy industry and improvements in the standard of living made it possible for working-class families to depend on the income of husbands alone. By the early twentieth century, some working-class mothers could afford to stay at home, following the pattern of middle-class women.

22. Albert Einstein’s special theory of relativity had a tremendous impact on society. His theory stated that neither time nor space has an existence independent of human experience. It also stated that matter and energy are related, in that matter is merely another form of energy. This idea led to an understanding of the vast energies contained within the atom, which in turn led to the Atomic Age. To some, Einstein’s relative universe—unlike Newton’s universe—was a universe without certainty.

Multiple Choice

23. C
24. C
25. A
26. A
27. B

SECTION QUIZ 14-1

Matching

1. C  4. D
2. E  5. B
3. A

Multiple Choice

6. D  9. A
7. C  10. A
8. A

SECTION QUIZ 14-2

Matching

1. E  4. C
2. B  5. D
3. A

Multiple Choice

7. B  10. A
8. D
SECTION QUIZ 14-3

Matching
1. D 4. B
2. A 5. C
3. E

Multiple Choice
6. A 9. C
8. D

SECTION QUIZ 14-4

Matching
1. C 4. B
2. E 5. D
3. A

Multiple Choice
6. D 9. C
7. A 10. C
8. B

CHAPTER 14 TEST, FORM A

Matching
1. H 6. I
2. E 7. J
3. A 8. C
4. D 9. G
5. F 10. B

Multiple Choice
12. C 17. B
13. B 18. D
14. A 19. A
15. D 20. B

Essay
21. There was a strong economic motive for Westerners to increase their search for colonies after 1880. Capitalist states in the West were looking for both markets and raw materials—such as rubber, oil, and tin—for their industries. Europeans also wanted more direct control of the areas with the raw materials and markets. The issue was not simply an economic one, however. European nation-states were involved in heated rivalries. As European affairs grew tense, states sought to acquire colonies abroad in order to gain an advantage over their rivals. Some Europeans took a more religious or humanitarian approach to imperialism, arguing that the Europeans had a moral responsibility to civilize primitive people. Imperialism was also tied to Social Darwinism and racism.

22. The main difference between the French and British systems of colonial rule in Africa was a difference of direct versus indirect rule. The British followed the indirect approach. At first, in some areas, the British simply asked a local ruler to accept British rule and to fly the British flag over official buildings. This system had the benefit of not disrupting local customs and institutions. However, it also kept the old African elite in power and didn’t allow many ambitious and talented young Africans opportunities to get ahead. French direct rule assimilated African subjects into French culture rather than attempting to preserve native traditions. Africans were eligible to run for office and serve in the French National Assembly in Paris.

Multiple Choice
23. B
24. D
25. C

Short Answer
26. The total length of all the locks in the Canal is 12,000 feet (3,660 meters).
27. Java is a colony of the Netherlands.

CHAPTER 14 TEST, FORM B

Matching
1. G 6. A
2. C 7. D
3. H 8. I
Answer Key

Multiple Choice

11. B  
12. C  
13. A  
14. C  
15. D

16. B  
17. A  
18. C  
19. D  
20. B

Essay

21. British rule in India had several benefits for the Indian subjects. It brought order and stability to a society that had been badly divided into many states with different political systems. It also led to a fairly honest and efficient government. A new school system was set up by the British government. Railroads, the telegraph, and a postal service were introduced to India shortly after they appeared in Great Britain. By 1900, 25,000 miles (40,225 kilometers) of railroads crisscrossed India.

22. Miguel Hidalgo, a parish priest in a small village near Mexico City, roused the local Indians and mestizos to free themselves from the Spanish. His forces attacked the Spaniards in 1810, but were soon crushed. However, the participation of Indians and mestizos in the revolt frightened both the creoles and the peninsulares. Afraid of the masses, they cooperated in defeating Hidalgo’s forces. They then decided to overthrow Spanish rule as a way of preserving their own power. By 1823, Mexico had become a republic. Therefore, Miguel Hidalgo’s movement ultimately did lead to freedom from Spanish rule.

Multiple Choice

23. A
24. C
25. C

Short Answer

26. Local industry was severely damaged, taxes were too costly for peasants, and cotton crops took over land needed for food.

27. Pramathanath was wearing European clothing, which in the eyes of the police officer, made him good enough to stay on the train.

SECTION QUIZ 15-1

Matching

1. A  
2. E  
3. D

4. C  
5. B

Multiple Choice

6. B  
7. C  
8. A

SECTION QUIZ 15-2

Matching

1. B
2. A
3. D

4. E  
5. C

Multiple Choice

6. D
7. B
8. A

SECTION QUIZ 15-3

Matching

1. C
2. E
3. A

4. D  
5. B

Multiple Choice

6. D
7. A
8. C

CHAPTER 15 TEST, FORM A

Matching

1. F  
2. A  
3. D

4. J  
5. H

6. C
7. G
8. E
9. B
10. I

Multiple Choice

11. D
12. C
13. A
14. C
15. B

16. A
17. D
18. B
19. B
20. C
21. The Tai Ping Rebellion appealed to many people because it called for social reforms. These reforms included giving land to all peasants and treating women as equals of men. Women served in their own units in the Tai Ping army. Hong Xiuquan, the leader of the rebellion, also called for people to give up private possessions. Peasants were to hold lands and farms in common, and money, food, and clothing were to be shared equally by all. Hong outlawed alcohol and tobacco and eliminated the practice of binding women’s feet.

22. The coming of Westerners to China affected the Chinese economy in three ways. Westerners introduced modern means of transportation and communication, created an export market, and integrated the Chinese market into the nineteenth-century world economy. To some, these changes were beneficial. Shaking China out of its old ways quickened a process of change that had already begun in Chinese society. Western influences forced the Chinese to adopt new ways of thinking and acting. At the same time, local industry was largely destroyed, and many of the profits in the new economy went to foreign countries.

Multiple Choice

23. D
24. B
25. C

Short Answer

26. Sun Yat-sen supports a democratic republic. In this system, everyone would have equal political rights, meaning that everyone would vote to elect representatives to a representative body.

27. Japan’s acquisitions needed to be in close proximity to Japan and accessible by water.

CHAPTER 15 TEST, FORM B

Matching

2. H 7. A
3. J 8. I
5. E 10. D

Multiple Choice

12. A 17. A
13. B 18. D
15. B 20. C

Essay

21. The Open Door policy reflected the American concern for the survival of China. It also reflected the interests of some American trading companies. These companies wanted to operate in open markets and disliked the existing division of China into separate spheres of influence dominated by individual states. The Open Door policy did not end the system of spheres of influence, but it did reduce restrictions on foreign imports imposed by the dominating power within each sphere. The Open Door policy also helped to reduce imperialist hysteria over access to the China market, lessening fears in Britain, France, Germany, and Russia that other powers would take advantage of China’s weakness and attempt to dominate the China market for themselves.

22. The Meiji leaders realized the need for universal education, including instruction in modern technology. After a few years of experimentation, the education ministry adopted the American model of elementary schools, secondary schools, and universities. It brought foreign specialists to Japan to teach in the new schools. Much of the content of the new educational system was Western in inspiration. However, a great deal of emphasis was still placed on the virtues of loyalty to the family and community. Loyalty to the emperor was especially valued. Both teachers and students were required to bow before a portrait of the emperor each day. In this way, Japan was able to adopt Western teaching models while still emphasizing traditional values.

Multiple Choice

23. C
24. B
25. C

Short Answer

26. to help work the fields, to carry on the family name, and to care for their aging parents
27. China was a dominant force in East Asia. The map shows that China’s sphere of influence stretched to other East Asian nations, including Korea, French Indochina, Thailand, Bhutan, and Nepal.

UNIT 3 TEST, FORM A

Matching
1. I 6. E
2. F 7. B
3. C 8. D
5. A 10. H

Multiple Choice
12. C 17. A
15. A 20. A

Essay
21. Nationalists believed that people owed their chief political loyalty to the nation rather than to a dynasty, city-state, or other political unit. After the French Revolution, nationalists came to believe that each nationality should have its own government. Thus, the Germans, whose country was separated into many principalities, wanted to create a German nation-state with one central government. Subject peoples, such as Hungarians, wanted to create their own government rather than be subject to the Austrian emperor. This led to rebellions against established governments.

22. Conservatism is based on tradition and social stability. Most conservatives favored obedience to political authority; they hated revolutions and were unwilling to accept demands from people who wanted either individual rights or representative government. Eventually, the great powers adopted a principle of intervention, which gave them the right to send armies into countries where there were revolutions in order to restore legitimate monarchs to their thrones.

UNIT 3 TEST, FORM B

Matching
1. C 6. A
2. H 7. I
3. F 8. G

Multiple Choice
11. C 16. B
12. C 17. D
13. C 18. A
14. B 19. A

Essay
21. Imperialism was tied to Social Darwinism and racism. Social Darwinists believed that in the struggle between nations, the fit are victorious. Racism is the belief that race determines traits and capabilities. Racists erroneously believe that particular races are superior or inferior. Racist beliefs led to the use of military force against other nations. Racists believed that the defeated nations became stepping stones to a better human race.

22. In direct rule, the local elites were removed from power and replaced with a new set of officials brought from the mother country. In indirect rule, local rulers were allowed to maintain their positions of authority and status in a new colonial setting.

SECTION QUIZ 16-1

Matching
1. E 4. C
2. B 5. D
3. A

Multiple Choice
6. D 9. C
7. B 10. A
8. A
SECTION QUIZ 16-2
Matching
1. B  
2. E  
3. C  
4. A  
5. D

Multiple Choice
6. B  
7. C  
8. A

SECTION QUIZ 16-3
Matching
1. B  
2. C  
3. E  
4. A  
5. D

Multiple Choice
6. D  
7. A  
8. C

SECTION QUIZ 16-4
Matching
1. C  
2. E  
3. A  
4. B  
5. D

Multiple Choice
6. C  
7. A  
8. D

CHAPTER 16 TEST, FORM A
Matching
1. C  
2. G  
3. A  
4. I  
5. E  
6. J  
7. F  
8. D  
9. H  
10. B

Multiple Choice
11. D  
12. C  
13. B  
14. C  
15. A  
16. B  
17. D  
18. C  
19. A  
20. C

Essay
21. The Schlieffen Plan was Germany’s military plan for a two-front war with France and Russia, which had formed a military alliance in 1894. According to the plan, Germany would conduct a small holding action against Russia while most of the German army would carry out a rapid invasion of France. This meant invading France by moving quickly along the level coastal area through Belgium. After France was defeated, the German invaders would move to the east against Russia.

22. World War I created new roles for women. Because so many men left to fight at the front, women were called on to take over jobs that had not been available to them before. Women were employed in jobs that had been considered beyond their capacity, such as working as truck drivers and factory workers in heavy industry. This had a positive impact on the women’s movement after the war, resulting in social and political emancipation for women in many countries. The most obvious gain was the right to vote, which was given to women in Germany, Austria, and the United States immediately after the war. Upper-class and middle-class women also gained new freedoms that allowed them to take jobs and have their own apartments.

Multiple Choice
23. D  
24. A  
25. D

Short Answer
26. Rifle bullets always seem purposely aimed. Unlike shells, which can be heard approaching, a bullet gives no warning to take cover.

27. class struggle
CHAPTER 16 TEST, FORM B

Matching
1. F  6. G
2. B  7. J
3. E  8. I
4. A  9. D

Multiple Choice
12. D  17. B
13. C  18. A
15. D  20. B

Essay
21. The unexpected development of trench warfare baffled military leaders, who had been trained to fight wars of movement and maneuver. The only plan generals could devise was to attempt a breakthrough by throwing masses of men against enemy lines that had first been battered by artillery. In this way, they hoped to obtain a decisive breakthrough that would allow them to return to the war of movement they knew best. Tragically, these attacks rarely worked because men advancing unprotected across open fields could be fired at by the enemy’s machine guns. Millions of young men died in the search for the elusive breakthrough. Trench warfare on the Western Front turned World War I into a war of attrition.

Short Answer
26. by means of a policy of requisitions and taxation of the propertied classes
27. The Reparation Commission will be dissolved.

SECTION QUIZ 17-1

Matching
1. E  4. D
2. B  5. C
3. A

Multiple Choice
6. D  9. C
8. C

SECTION QUIZ 17-2

Matching
1. B  4. D
2. E  5. C
3. A

Multiple Choice
6. A  9. C
7. B  10. D
8. B

SECTION QUIZ 17-3

Matching
1. E  4. B
2. A  5. C
3. D

Multiple Choice
6. D  9. A
7. C  10. C
8. B

SECTION QUIZ 17-4

Matching
1. C  4. B
2. A  5. E
3. D

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**CHAPTER 17 TEST, FORM A**

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Essay

21. Two factors played a major role in the start of the Great Depression. One important factor was a series of downturns in the economies of individual nations in the second half of the 1920s. By the mid-1920s, for example, prices for farm products, especially wheat, were falling rapidly because of overproduction. The second factor was an international financial crisis involving the U.S. stock market. In October 1929, the U.S. stock market crashed, and the prices of stocks plunged. In a panic, U.S. investors withdrew funds they had invested in Germany and other European markets. This weakened the banks of Europe. By then, trade was slowing down, industrial production was declining, and unemployment was rising. The Great Depression had begun.

22. Women played a crucial role in the Aryan state of Hitler’s Nazi regime. They were the bearers of the children who, it was believed, would bring about the triumph of the Aryan race. The Nazis believed men were destined to be warriors and political leaders, while women were meant to be wives and mothers. By preserving this clear distinction, each could best serve to “maintain the whole community.” The Nazis discouraged women from taking jobs in heavy industry and certain professions, and instead encouraged women to pursue other occupations, such as social work and nursing.

**CHAPTER 17 TEST, FORM B**

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Essay

21. The Five-Year Plans set economic goals for five-year periods. Their purpose was to transform the USSR virtually overnight from an agricultural into an industrial country. The first Five-Year Plan emphasized maximum production of capital goods and armaments. The plan quadrupled the production of heavy machinery and doubled oil production. Between 1928 and 1937, steel production in Russia increased from 4 million to 18 million tons per year. With rapid industrialization came an equally rapid collectivization of agriculture. Private farms were eliminated, and the government took ownership of all the land.

22. The new picture of the universe that was unfolding in physics undermined the old certainties of the classical physics of Newton. Newtonian physics had made people believe that all phenomena could be completely defined and predicted. This belief was shaken when the German physicist Werner Heisenberg explained an observation he called the uncertainty principle. Physicists knew that atoms were made up of smaller parts.
The fact that the behavior of these subatomic particles is unpredictable provides the foundation for Heisenberg’s uncertainty principle. Heisenberg’s theory essentially suggests that all physical laws are based on uncertainty. The theory’s emphasis on randomness challenges Newtonian physics and thus, in a way, represents a new worldview, mirroring the uncertainty that was present in post-World War I society.

Multiple Choice
23. C
24. B
25. C

Short Answer
26. because the masses will not tolerate prolonged brutality
27. He did not expect newspaper companies to hire planes to follow him on his flight to Paris.

SECTION QUIZ 18-1
Matching
1. C
2. E
3. A
4. B
5. D

Multiple Choice
6. A
7. B
8. D

SECTION QUIZ 18-2
Matching
1. B
2. E
3. A
4. C
5. D

Multiple Choice
6. A
7. B
8. D

SECTION QUIZ 18-3
Matching
1. B
2. D
3. E

Multiple Choice
4. A
5. C
6. B
7. C
8. A

SECTION QUIZ 18-4
Matching
1. C
2. A
3. E
4. B
5. D

Multiple Choice
6. A
7. D
8. C
9. A
10. B

CHAPTER 18 TEST, FORM A
Matching
1. G
2. D
3. J
4. B
5. I
6. F
7. C
8. A
9. H
10. E
11. B
12. A
13. C
14. A
15. D
16. B
17. C
18. D
19. B
20. A

Essay
21. The Balfour Declaration stated that Great Britain supported a national home for the Jews in Palestine. While Palestine had been the home of the Jews in antiquity, few had lived there for almost 2,000 years. Therefore, the Balfour Declaration angered Arab nationalists, who questioned how a national home for the Jewish people could be established in a territory that was 80 percent

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Muslim. Nevertheless, the declaration drew thousands of Jewish settlers to Palestine. German persecution of the Jews caused many to flee to Palestine. Tensions increased between the new arrivals and the existing Muslim residents. Britain, fearing aroused Arab nationalism, halted Jewish immigration into Palestine, which eventually produced severe conflicts in the region that continue today.

22. Chiang Kai-shek was aware of the problem of introducing foreign ideas into a population that was still culturally conservative. Thus, while attempting to build a modern industrial state, he tried to bring together modern Western innovations with traditional Confucian values of hard work, obedience, and integrity. With his U.S.-educated wife, Mei-ling Soong, Chiang set up a “New Life Movement.” Its goal was to promote traditional Confucian social ethics, such as integrity, propriety, and righteousness. At the same time, it rejected what was viewed as the excessive individualism and material greed of Western capitalist values.

Multiple Choice
23. D
24. D
25. C

Short Answer
26. 16
27. the Chinese Communist Party and the Nationalist Party

CHAPTER 18 TEST, FORM B

Multiple Choice
11. C
12. B
13. D
14. C
15. A

Multiple Choice
23. C
24. C
25. B

Short Answer
26. because they do not want to overthrow the warlords and do not want to oppose imperialism
27. by driving them off their ancestral lands and reducing them to a state of serfdom

Essay
21. At the end of the 1920s, new problems led to the emergence of militant forces that encouraged Japan to become a militaristic state. The rise of militant forces in Japan resulted when a group within the ruling party was able to gain control of the political system. Some of the militants were civilians convinced that the parliamentary system had been corrupted by Western ideas. Others were members of the military who were angered by cuts in military spending and the government’s pacifist policies during the early 1920s. Extremist patriotic organizations began to form among both the civilian and military population. In the autumn of 1931, one such group of middle-level army officers invaded Manchuria without the government’s approval. The people supported the invasion, however, and soon the government was dominated by the military and other supporters of Japanese expansionism. Japanese society was put on wartime status.

22. The Great Depression was a disaster for Latin America’s economy. The weakening of the economies in the United States and Europe led to a decreased demand for Latin American foodstuffs and raw materials, especially coffee, sugar, metals, and meat. The total value of Latin American exports in 1930 was almost 50 percent below the figures for the years between 1925 and 1929. The countries that depended on the export of only one product, rather than multiple products, were especially damaged. The one positive effect of the Great Depression on Latin America was that many governments encouraged the development of new industries that would produce goods that were formerly imported. This process of industrial development was supposed to achieve greater economic independence for Latin America.
SECTION QUIZ 19-1
Matching
1. C  4. E
2. A  5. D
3. B

Multiple Choice
6. A  9. A
7. B  10. D
8. C

SECTION QUIZ 19-2
Matching
1. A  4. E
2. D  5. C
3. B

Multiple Choice
8. A

SECTION QUIZ 19-3
Matching
1. B  4. C
2. D  5. E
3. A

Multiple Choice
8. D

SECTION QUIZ 19-4
Matching
1. A  4. E
2. D  5. C
3. B

Multiple Choice
8. A

CHAPTER 19 TEST, FORM A
Matching
1. E  6. A
2. H  7. F
4. D  9. C
5. G  10. I

Multiple Choice
11. D  16. B
12. A  17. A
15. D  20. B

Essay
21. The Munich Conference was a hastily arranged meeting of British, French, German, and Italian representatives to address Hitler’s demands on Czechoslovakia. The British and French agreed to virtually all of Hitler’s demands. The Czechs were abandoned by their allies and forced to helplessly watch German troops occupy the Sudetenland. Hitler promised that this was the end of his demands, and many believed him. However, the Munich Conference only served to convince Hitler that the Western democracies were weak and would not fight. This encouraged him to continue his invasions of other European countries, which eventually led to war.

22. The Einsatzgruppen were created by Reinhard Heydrich, head of the SS’s Security Service. Their purpose was to carry out the Nazi’s Final Solution—the extermination of the Jewish people. After the defeat of Poland, the Einsatzgruppen rounded up all Polish Jews and put them in ghettos, where living conditions were horrible. In June 1941, the Einsatzgruppen were given the new job of acting as mobile killing units. These SS death squads followed the regular army’s advance into the Soviet Union. Their job was to round up Jews, execute them, and bury them in mass graves. Although the Einsatzgruppen were responsible for killing an estimated 1 million Jews, they were too slow by Nazi standards, which led the Nazis to build death camps.
Multiple Choice
23. A
24. D
25. B

Short Answer
26. by claiming that the people did not want to be part of the Polish state
27. He views the enemy as tyrants guilty of horrible crimes.

CHAPTER 19 TEST, FORM B
Matching
1. C  6. D
2. F  7. J
3. H  8. I
4. A  9. G
5. E  10. B

Multiple Choice
11. C  16. A
13. A  18. D
15. B  20. C

Essay
21. Japanese leaders had hoped that their lightning strikes at Pearl Harbor and other American bases in the South Pacific would destroy the U.S. Pacific fleet. The Roosevelt administration, they thought, would now accept Japanese domination of the Pacific. The American people, in the eyes of the Japanese leaders, had been made soft by material indulgence. The Japanese miscalculated, however. The attack on Pearl Harbor unified American opinion about becoming involved in the war. The United States now joined with European nations and Nationalist China in a combined effort to defeat Japan. Believing American involvement in the Pacific would make the United States ineffective in the European theater of war, Hitler declared war on the United States four days after Pearl Harbor. Another European conflict had turned into a global war.

22. Soviet women played a major role in the war effort. Women and girls worked in industries, mines, and railroads. Overall, the number of women working in industry increased almost 60 percent. Soviet women were also expected to dig antitank ditches and work as air raid wardens. In addition, the Soviet Union was the only country in World War II to use women in battle. Soviet women served as snipers and also in the aircrews of bomber squadrons.

Multiple Choice
23. B
24. A
25. D

Short Answer
26. Taiwan, Korea, and Manchuria
27. Dutch East Indies

UNIT 4 TEST, FORM A
Matching
1. E  6. I
2. G  7. F
3. J  8. A
5. B  10. D

Multiple Choice
11. A  16. B
12. D  17. C
13. C  18. A
15. C  20. C

Essay
21. In both instances, the Germans overestimated the impact their military machinery would have on their victory. The Germans felt that the use of unrestricted submarine warfare would starve the British into submission within a few months. The German naval officers were wrong. The British were not forced to surrender, and the return to unrestricted submarine warfare brought the United States into the war on the side of the British. The Germans also used the zeppelins to bomb London and eastern England. The zeppelins caused little damage, other than frightening people, and they became raging infernos when hit by anti-aircraft guns.

22. Kemal Atatürk tried to transform Turkey into a modern state. He eliminated many Arabic
elements from the Turkish language, which was now written in the Roman alphabet. Popular education was introduced. Turkish citizens were forced to adopt family names in the European style. Most significantly, he tried to break the power of the Islamic religion and transform Turkey into a secular state. New laws gave women marriage and inheritance rights equal to men’s. Reza Shah Pahlavi tried to follow the example of Atatürk. He introduced a number of reforms to strengthen and modernize the government, the military, and the economic system. He did not try to destroy the power of Islamic beliefs. He did, however, encourage the creation of a Western-style educational system and forbade women to wear traditional veils in public.

UNIT 4 TEST, FORM B

Matching
2. D  7. A
3. F  8. J
5. I  10. G

Multiple Choice
12. D  17. B
13. A  18. D
15. D  20. A

Essay
21. The New Deal was a policy of active government intervention to combat the unemployment of the Great Depression. It included an increased program of public works, including the Works Progress Administration (WPA). The WPA was a government program that employed about 3 million people at its peak. They worked at building roads, bridges, post offices, and airports. Hitler, too, involved his government in putting people to work. Hitler used public works projects and grants to private construction firms to create job opportunities for the unemployed.

22. Hitler’s air war failed when he shifted his strategy. Instead of bombing military targets, the German air force began massive bombing of British cities. Hitler hoped to break British morale. Instead, because military targets were not being hit, the British were able to rebuild their air strength quickly. Soon the British air force was inflicting major losses on German bombers.

SECTION QUIZ 20-1

Matching
1. B  4. E
2. C  5. D
3. A

Multiple Choice
6. A  9. A
7. C  10. C
8. B

SECTION QUIZ 20-2

Matching
1. B  4. A
2. E  5. D
3. C

Multiple Choice
7. A  10. C
8. A

SECTION QUIZ 20-3

Matching
1. B  4. E
2. D  5. C
3. A

Multiple Choice
8. D

CHAPTER 20 TEST, FORM A

Matching
1. G  6. D
2. A  7. F
3. H  8. E
A number of events created tension between the United States and the Soviet Union during the Cold War as both nations attempted to strengthen their own political position while limiting the expansion of the other. For example, the United States hoped to encourage economic recovery in the Eastern European nations through the Marshall Plan, which offered financial aid to nations that were rebuilding after the war. The Soviet Union, however, saw the Marshall Plan as a United States attempt to buy alliances with these nations, whom the Soviets feared might become anti-Soviet if free elections and independent development were permitted. Hence, as the United States, France, and Great Britain gradually allowed their portions of West Germany to return to independence, the Soviet Union maintained military forces in East Germany and other satellite nations to assure their continuing submission to Soviet influence. Further, both the United States and the Soviet Union attempted to protect their respective political interests by entering into widespread multinational treaty agreements. The United States and other Western European nations formed NATO, while the Soviet Union and the Eastern European countries entered The Warsaw Pact. The United States would later become involved in SEATO and CENTO to prevent Soviet expansion in Southeast Asia and the Middle East. The “arms race” arose as both nations attempted to develop a nuclear arsenal large enough to discourage the other from a full-scale attack.

Conflicts over Berlin and the Cuban missile crisis represent exceptionally tense points in the Cold War. The Soviet Union feared that a restored Germany would be dangerous, and therefore opposed U.S. efforts to return occupied lands to German control. In 1948, the Soviets attempted to force the issue by blockading West Berlin, forbidding the transport of supplies into the city. This effort failed through a massive airlift operation, in which U.S. and British aircraft provided food and other supplies to the city for almost a year. Later, the Soviet Union increased its military presence in East Germany, and controlled the nation as a satellite state under the Warsaw Pact. Construction of the Berlin Wall began in 1961 to prevent East Germans from defecting to the West. The Cuban missile crisis occurred in 1962 when President Kennedy learned that the Soviet Union had begun to install nuclear weapons in Cuba to counteract U.S. nuclear weapons placed in Turkey. To prevent this, Kennedy ordered a blockade of Cuba so that Soviet ships carrying nuclear weapons could not enter. The Soviets agreed to withdraw the nuclear missiles if the United States would guarantee not to invade Cuba. After this event, some new communications channels were opened between the United States and the Soviet Union, but both nations continued to protect their own political interests.

While World War II was extremely expensive for all nations involved, both economically and in terms of human life, some nations recovered quickly from the conflict while others lagged far behind. In general, those nations that supported economic growth and social reform prospered, while those that imposed new government controls and suppressed social reform did not recover as quickly.

For example, France, Germany, and the United States all prospered in the decades following World War II through policies favoring economic growth and social change. French President Charles de Gaulle, after the failures of the Fourth Republic, led a popular movement that created a new constitution favoring a strong presidency. Under these powers, de Gaulle promoted French industry, making France a major exporter of manufactured goods. As one aspect of this industrial emphasis, France invested heavily in nuclear arms and entered the arms race ahead of many nations. Germany’s postwar chancellor, Konrad Adenauer, initiated the “economic miracle” in that nation by making efforts to establish new relations with former enemies, including the United States and France. Adenauer even encouraged guest workers from other nations to come to West Germany and participate in the industrial rebuilding. As a result, West Germany’s economy expanded dramatically and unemployment almost disappeared. The United States enjoyed a similar period of prosperity. Rather than maintaining control over its German holdings, the United States worked to restore Germany as a free nation and implemented the Marshall Plan to provide economic aid to nations attempting to rebuild after the war. The United States also enjoyed significant social advances as the government responded positively to protest movements. The civil rights movement, led by Martin Luther King, Jr., and the women’s liberation movement created many new opportunities for African Americans and women. In addition, even though America’s involvement in
Vietnam was consistent with the ongoing policy to resist Communist expansion, President Nixon withdrew from that conflict in response to widespread discontent.

By contrast, those nations that adopted socially oppressive, authoritative governments experienced severe conditions throughout the Cold War period. The Soviet Union was a prime example. While Stalin’s heavy emphasis on a centralized economy and heavy military production was initially successful, the Soviet people suffered an extreme shortage of housing and consumer goods. Khrushchev’s more open posture was nevertheless insufficient to provide a higher standard of living. Similar conditions prevailed in the Soviet satellite states, leading to economic hardship and general repression of basic rights. For example, when Hungarian leader Imre Nagy attempted to declare his country a free nation to avoid outright revolt, the Soviet army attacked Budapest, executed Nagy, and repressed further protest. Similarly, when Czechoslovakian leader Alexander Dubček attempted to introduce free speech and free press reforms during the “Prague Spring” of 1968, the Soviet army again invaded to crush the protest movement and displaced Dubček from power. As a result of such policies, social freedoms and the general standard of living in these nations remained low throughout the Cold War period.

Multiple Choice

23. A  
24. C  
25. C

CHAPTER 20 TEST, FORM B

Matching

1. F  
2. J  
3. H  
4. E  
5. I

6. A  
7. D  
8. B  
9. G  
10. C

Multiple Choice

11. A  
12. D  
13. A  
14. C  
15. D

16. B  
17. D  
18. C  
19. A  
20. D

Essay

21. The “domino theory” was prominent during the Vietnam War. It represented the belief that if the United States permitted some nations, such as South Vietnam, to fall to communism, other nations in the same region would follow. This idea was not, however, a new one, for as early as 1947, President Truman developed the theory that the United States should provide financial support to nations that might fall under Communist control. Dean Acheson, compared the spread of communism to the spread of a disease: if one nation was infected, others would soon follow.

The domino theory is evident in a number of U.S. policies throughout the Cold War. The earliest example is the Marshall Plan, a proposal to provide financial assistance to war-torn European nations that might be tempted to turn to the Soviet Union for support. The domino theory also led the United States into a large number of complex treaties during this period in order to prevent Communist expansion. These included the formation of NATO, SEATO, and CENTO to solidify political relations in Western Europe, the Middle East, and Southeast Asia. The nuclear arms race was largely motivated by the belief that the Soviets would be more hesitant to launch a nuclear attack if the United States was capable of strong retaliation. A nuclear war was narrowly avoided during the Cuban missile crisis, in which President Kennedy forced the Soviet Union to stop installing nuclear weapons in Cuba. Earlier, the United States had supported the disastrous Bay of Pigs invasion to remove Communist influence from Cuba altogether. Much farther from American shores, the domino theory also led the United States to become involved in the Vietnam War, under the assumption that if South Vietnam fell to Communist forces from the north, all of Southeast Asia would become Communist. President Nixon’s resumption of relations with China was, to a large degree, motivated by a desire to prevent China and the Soviet Union from allying together against the United States and other non-Communist nations. Ironically, the domino theory was proven inaccurate by ongoing tensions between China and the Soviet Union and by the fact that new nations in Southeast Asia did not adopt Communist governments after the end of the Vietnam War.

22. While all nations attempted to control protest and maintain civil order during the Cold War period, some nations reacted positively to protesters’ concerns, resulting in important social reforms. On the other hand, those nations that suppressed protest tended to remain in social and economic decline.
The positive effects of protest were perhaps most evident in the United States. The civil rights movement involved a number of violent and non-violent forms of protest. Many African Americans participated in boycotts and peaceful marches under leaders such as Martin Luther King, Jr., and also in race riots in cities such as Los Angeles and Washington, D.C. Ultimately, these actions led to important measures such as the Civil Rights Act and the Voting Rights Act, which granted new freedoms to African Americans. Antiwar protests also had significant results during the Vietnam War. Student protests on university campuses sometimes led to violent confrontation, such as the incident at Kent State University, yet in the long run, these protests influenced President Nixon’s decision to remove U.S. troops from Vietnam. The women’s liberation movement also called for significant changes in women’s rights, including equal pay for equal work.

By contrast, protest movements were generally suppressed in the Communist nations, leading to an ongoing limitation of human rights. Nikita Khrushchev’s efforts to relax Stalin’s oppressive measures allowed people such as Solzhenitsyn to express their views more openly, but such measures did not continue once Khrushchev was forced out of office. Protests in Poland in October 1956 led Communist leader Gomulka to adopt a series of reforms, but Poles pledged remain loyal to the Warsaw Pact. When the Hungarian people began to revolt in the same year, Communist leader Nagy attempted to prevent an all-out rebellion by promising free elections. The Soviets responded by invading Budapest, arresting and executing Nagy, and taking control. One of the more significant reform movements in Eastern Europe took place under Alexander Dubček in Czechoslovakia. After a writer’s rebellion led him to power in 1968, Dubček offered new rights of free speech and travel, initiating a brief period of freedom known as the “Prague Spring.” This movement, too, was crushed by the Soviet military, which installed a new leader who did away with Dubček’s reforms. Hence, while protest movements did take place in Communist nations, they did little to promote social change or improvement.

**Multiple Choice**

23. D  
24. C  
25. B

**SECTION QUIZ 21-1**

**Matching**

1. A  
2. D  
3. C

**Multiple Choice**

6. D  
7. D  
8. C

**SECTION QUIZ 21-2**

**Matching**

1. A  
2. C  
3. D

**Multiple Choice**

6. D  
7. A  
8. B

**SECTION QUIZ 21-3**

**Matching**

1. A  
2. D  
3. E

**Multiple Choice**

6. B  
7. A  
8. C

**SECTION QUIZ 21-4**

**Matching**

1. B  
2. D  
3. A

**Multiple Choice**

6. B  
7. B  
8. D
CHAPTER 21 TEST, FORM A

Matching

1. J
2. C
3. A
4. E
5. D
6. F
7. B
8. H
9. I
10. G

Multiple Choice

11. D
12. C
13. B
14. A
15. D
16. B
17. A
18. A
19. B
20. D

Essay

21. Margaret Thatcher became the prime minister of Britain as the head of the Conservative Party in 1979. She pledged to end inflation, restrict the influence of labor unions, and reduce the amount of money invested in Britain’s social welfare system. This group of policies, which became known as Thatcherism, had a mixed result. The southern section of England did very well, but the older industrial cities elsewhere were beset by high levels of unemployment and poverty. Eventually, Thatcher attempted to replace local property taxes with a national flat-rate tax. This led to rioting, and Thatcher resigned and was replaced by John Major.

CHAPTER 21 TEST, FORM B

Matching

1. J
2. H
3. G
4. F
5. B
6. D
7. E
8. C
9. A
10. I

Multiple Choice

11. A
12. C
13. A
14. B
15. C
16. B
17. C
18. D
19. B
20. B

Essay

21. After the collapse of Communist rule in Yugoslavia, several Yugoslav republics wanted independence. Slobodan Milosevic, who led the Slovenian republic, rejected efforts toward independence. Instead, he wanted the republics’ borders redrawn so a new Greater Serbian state could be formed. Slovenia and Croatia declared their independence in 1991, but eventually Serbian forces captured one-third of Croatia’s territory. The Serbs then attacked Bosnia and Herzegovina and captured 70 percent of Bosnian territory. In addition, millions died or became homeless due to the Serbian policy of ethnic cleansing. With support from NATO, Bosnian and Croatian forces regained some territory lost to Serbian forces. The Serbs signed a peace treaty, and Bosnia was split into a Serb republic and a Croat-Bosniac federation. However, a similar problem soon arose in the province of Kosovo. Groups of ethnic Albanians founded the Kosovo Liberation Army and began to rebel against Serbian rule. Serb forces again tried to eliminate an ethnic group by massacring Albanians. The United States and NATO worked on a settlement to end the killing. The Albanians in Kosovo regained their autonomy in 1999. Eventually, all six republics that formed Yugoslavia in 1918 were once again independent nations.

By contrast, a similar situation was avoided in Czechoslovakia. Several ethnic groups made up Communist Czechoslovakia. So when Communist rule ended there in 1989, many feared ethnic conflicts. The two national groups, Czechs and Slovaks, agreed to a peaceful division of the country. Czechoslovakia split into the Czech Republic and Slovakia without any ethnic cleansing tactics.
22. Gorbachev became leader of the Communist Party in 1985 and immediately preached the need for radical reforms in the Soviet Union. This restructuring, or perestroika, started with economic policy. Gorbachev wanted to have limited free enterprise so that some businesses would be privately owned and operated. In order to make this happen, he realized political reform was also necessary. So he set up a new parliament with elected members. He also eliminated the constitutional provision guaranteeing the Communist Party a “leading role” in government. In effect, he started the Soviet Union on a path towards democracy and capitalism. With the decreasing influence of the Communist Party, nationalist movements began and calls for independence came from many of the dozens of different ethnic groups that made up the Soviet Union. Gorbachev struggled to deal with the problems unleashed by his reforms. Several Soviet republics moved for complete independence. By the end of 1991, the Soviet Union had “ceased to exist,” formally dissolving on January 5, 1992.

Multiple Choice
23. C
24. D
25. C
26. B
27. A

SECTION QUIZ 22-1
Matching
1. C  4. E
2. B  5. A
3. D

Multiple Choice
6. D  9. A
7. A  10. A
8. B

SECECTION QUIZ 22-2
Matching
1. B  4. C
2. E  5. D
3. A

Multiple Choice
6. D  9. D
7. C  10. D
8. A

SECTION QUIZ 22-3
Matching
1. E  4. B
2. A  5. C
3. D

Multiple Choice
7. C  10. A
8. D

CHAPTER 22 TEST, FORM A
Matching
1. H  6. E
2. F  7. B
5. A  10. C

Multiple Choice
11. A  16. B
12. C  17. B
13. A  18. C
15. C  20. D
Essay

21. At the beginning of the twentieth century, the Mexican Revolution led the Institutional Revolutionary Party (PRI) to power. Every six years, the leaders of this party chose a presidential candidate, and these candidates were always elected by the people. The influence of the PRI grew through the 1950s and early 1960s as economic improvements raised wages for many Mexicans. By the late 1960s, however, some began to contest the one-party system of government, and a group of students protesting this issue was attacked by police in Mexico City in 1968. In response to these concerns, the next two PRI presidents encouraged greater freedom of the press and more freedom in universities, and encouraged the existence of other political parties. Also during this period, new oil reserves were discovered in Mexico, providing new financial resources. After this period of renewed prosperity, however, the PRI suffered when oil prices dropped in the 1980s, making it impossible for the government to repay foreign debts and forcing the privatization of many government companies. These economic changes led to rising unemployment, and the Mexican people became dissatisfied with the PRI’s leadership once again. In 2000, Vicente Fox defeated the PRI candidate and became president of Mexico, the first president not associated with the PRI since the Mexican Revolution.

22. Since the end of World War II, the political situation of many Latin American countries has been unstable, and many have experienced periods of rule by military dictators. These military governments have generally pursued policies of government intervention in the economy and have been marked by their extreme brutality in the suppression of political opponents.

The situations in Argentina, Chile, and Peru are good examples of these tendencies. Until World War II, the economy of Argentina was controlled by a small group of people who owned the important wheat and cattle farms. When the military seized control in 1943, Juan Perón encouraged the growth of labor unions, increased job benefits, and created new jobs by pursuing a policy of industrialization. Under his influence, the government took over major banks and the shipping and communications industries. To prevent protest over these actions, Perón organized Fascist gangs who used violence to terrify his opponents. The military regime that followed him killed as many as 36,000 people. In Chile, a Marxist government took control through peaceful elections in 1970. The new president, Salvador Allende, increased workers’ wages and nationalized the copper industry and some foreign-owned corporations. He also allowed groups of radical workers to seize control of the estates of wealthy landowners. As Allende grew in power, military leaders became afraid of his influence and deposed him, replacing him with General Augusto Pinochet. Pinochet’s government maintained control of the important copper industries, did away with the elected congress, outlawed all political parties, and imprisoned or killed thousands of political opponents. In Peru, General Juan Velasco Alvarado took control of the government in 1968 and attempted to help the large peasant population by turning large landed estates into cooperative farms. Many foreign-owned companies were nationalized, and food prices were held low to help urban workers. Economic problems continued, however, and the army returned Peru to civilian rule in 1980. In all these cases, military governments attempted to deal with serious economic and political problems, but in the process, used suppression and often extreme violence to eliminate their political opponents.

Multiple Choice

23. C

24. C

25. A

26. D

27. B

CHAPTER 22 TEST, FORM B

Matching

1. E

2. I

3. B

4. C

5. F

6. A

7. J

8. D

9. H

10. G
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Multiple Choice
12. C  17. B
15. D  20. B

Essay
21. Since the late 1950s, the situation in Cuba has been closely linked to the situation in the former Soviet Union. After Fidel Castro took control in 1959, he began to receive aid from the Soviet Union and arms from Soviet satellite nations in Eastern Europe. This led to a trade embargo and a break in diplomatic relations with the United States, which forced Cuba to depend entirely on trade relations with the Soviet Union and its allies. Much of the Cuban economy came to depend on the export of sugar to these nations. Meanwhile, the Soviet Union’s failure in the Cuban missile crisis led Castro to believe that he needed to support revolutions in other Latin American countries so that he could gain new allies. This strategy failed, however. Then, when the Soviet bloc nations began to declare their independence in the late 1980s, Cuba lost the military and economic support of these nations. Cuba’s economic decline, therefore directly tied to the collapse of the former Soviet Union.

22. Although many Latin American countries have been ruled at some point by military governments, there has been a general move toward democracy in recent years. Several factors have contributed to this. First, most military governments have been characterized by violence and suppression of human rights. Dictators such as Perón, Pinochet, the Somoza regime, and Manuel Noriega attempted to improve economic conditions in a number of ways, but often eliminated elected governments and killed thousands of people to reach their political goals. As a result, they did not enjoy the support of foreign governments such as the United States or even their own people. Moreover, most military governments were never able to solve the economic problems that plagued their countries, and a number of these regimes surrendered power to civilians out of frustration. Some of these severe financial problems, including extreme inflation rates, have been connected to dramatic population growth in countries that were already short of jobs. As condition worsened, these nations were forced to seek loans from foreign governments and banks, and many of these refused to offer new monies unless basic governmental reforms were made. Another ongoing problem in many of the military governments was corruption, especially connected with the international drug trade. Manuel Noriega, for example, the military leader of Panama, was removed from power by U.S. forces for his involvement in the drug trade and oppression of political enemies.

Multiple Choice
23. C
24. C
25. A
26. D
27. A

SECTION QUIZ 23-1
Matching
1. B  4. E
2. C  5. D
3. A

Multiple Choice
7. C  10. C
8. A

SECTION QUIZ 23-2
Matching
1. A  4. C
2. E  5. D
3. B

Multiple Choice
6. D  9. D
7. A  10. A
8. A

CHAPTER 23 TEST, FORM A
Matching
1. B  6. G
2. C  7. F
3. A  8. J
5. D  10. I
Multiple Choice

11. B  16. A
12. D  17. C
13. B  18. A
15. B  20. D

Essay

21. Between the two World Wars, many Jews immigrated to Palestine, the ancestral land of their people. At this point, however, most people in Palestine were Arab Muslims. Great Britain governed Palestine under the authority of the League of Nations. The British limited Jewish immigration to the area and refused to allow the Jews in Palestine to form their own nation. After the Holocaust, however, many people in the Western world became more sympathetic to the Jewish situation, and more Jews wanted to return to Palestine. In 1947, a United Nations resolution proposed that the Palestine Mandate be divided into a Jewish state and an Arab state, and the Jews proclaimed the state of Israel in 1948. The Muslim Arabs saw this as a betrayal of the Palestinian people. Ever since, racial and religious tensions between the Arab nations and Israel have dominated the political situation in the Middle East.

Two specific results of this tension are the relations between Israel and Egypt, and the rise of the Palestine Liberation Organization.

Bad relations between Egypt and Israel began under the rule of Egyptian president Gamal Nasser. In 1956, Nasser seized control of the Suez Canal, which had previously been managed by France and Great Britain. When these nations entered into the Suez War to reclaim the canal, Israel joined the European forces and fought against Egypt. Nasser’s position was strengthened when the United States and the Soviet Union supported his cause and forced Israel and its allies to withdraw. Then, in 1967, Nasser created a naval blockade to prevent Israeli shipping through the Gulf of Aqaba. This led to the Six Day War, in which Israel’s military victories caused the nation to triple in size. A second war between the two nations in 1973 was ended by the United Nations. Some level of peace was restored through the efforts of U.S. President Jimmy Carter, who led Egyptian President Sadat and Israeli Prime Minister Begin to sign a peace treaty and resolve their disputes after the Camp David Accords.

The Palestine Liberation Organization (PLO) was formed in the 1960s to represent the Palestinian Arabs who were displaced when Israel became a nation. A guerrilla movement headed by the PLO political leader Yasir Arafat launched frequent terrorist attacks against Israel for several decades. Israel and the PLO finally agreed to some changes in the 1990s. The PLO would control a semi-independent area. In return, the PLO would recognize the Israeli state. However, the electoral victory of Hamas, a Palestinian resistance movement, led to new obstacles because Hamas rejected Israel’s right to exist.

22. Until World War II, much of Africa and the Middle East was ruled by European nations. After achieving independence, many of these African and Arab nations continued to rely on trade with the West for their economic survival, and as such have remained in close contact with American and European culture. This ongoing relationship has caused a variety of difficulties in these nations.

In Africa, the tension between Western influences and traditional lifestyles is evident in the division between urban and rural populations. Many major African cities were founded under colonial rule, and were built to resemble European cities. Hence, urban Africans are routinely exposed to Western influences. Most Africans, however, live in rural areas where exposure to Western ways is minimal. They practice traditional lifestyles and hold more closely to ancestral beliefs. Many of these rural Africans have moved to the cities to seek a higher standard of living, causing massive slums. The social role of women is also affected by African views. In the rural areas, traditional attitudes toward the role of women restrict women’s rights considerably, and these attitudes have limited the range of career opportunities open to women in urban areas as well.

The tension between tradition and Western influences is also evident in African art and literature. While Africans have a rich artistic tradition, many artists struggle to find a balance between this heritage and the use of Western themes and technologies.

In the Middle East, the tension between Western influences and traditional values has fueled Islamic revivalism—the reassertion of cultural identity, formal religious observance, family values, and morality. Many Middle Eastern Muslims believed that leaders such as the shah of Iran and Egyptian President Sadat had compromised traditional Muslim values by engaging in close political relationships with the United States and other Western nations. In light of these concerns, they have adopted a more strict interpretation of Islamic law in their lifestyles and political outlook.
The situation in Iran is a good example. After World War II, the shah of Iran, Mohammad Reza Pahlavi, encouraged close relations with the United States. Many Muslim leaders, however, believed his policies introduced greed and materialism, and the shah was ultimately overthrown by forces led by the Ayatollah Khomeini. Once in power, Khomeini introduced more stringent laws based on Islamic teaching. Leaders such as the Ayatollah have seen Western influences as negative and corrupting of Islamic values and traditions, and have tried to remove all Western influence from Muslim countries.

Multiple Choice
23. B
24. D
25. D
26. A
27. B

CHAPTER 23 TEST, FORM B

Matching
1. G 6. A
2. J 7. B
3. F 8. H
5. I 10. D

Multiple Choice
11. A 16. A
12. B 17. A
14. C 19. A
15. C 20. C

Essay
21. After World War II, many African nations gained independence from European colonial rule. Many of the leaders of these new nations envisioned the formation of democratic states with either capitalist economies or an African form of socialism emphasizing traditional beliefs about community ownership. Some advocated a Pan-African vision, the idea that all Africans share a common identity and that African nations should therefore be politically united. In most cases, however, these dreams were not realized, primarily due to economic difficulties and political problems.

The new African nations have faced a large number of economic challenges. Many depend on the export of a single product or raw material, such as rubber or oil. When international prices for these items drop, the economies of those nations suffer. At the same time, many of these nations have been forced to import manufactured goods and industrial technologies from the West. Population growth in Africa has also been extremely high, placing extra strain on economies that cannot support the growing populations. At the same time, 9 percent of children under the age of 15 in Africa south of the Sahara have lost at least one parent to the AIDS virus, which puts an added strain on the family system and makes many people unable to work. Further, some nations, such as Ethiopia and Somalia, have been struck with severe drought, causing widespread famine. Because of such problems, many rural Africans have migrated to the cities to seek employment, but these cities have not been able to handle this sudden population growth. As a result, many Africans live in poverty. These economic challenges have been magnified by political problems. Corruption is common in many African governments, and some have invested limited national resources in military supplies and luxury goods rather than industrial development. Political dictators such as Idi Amin of Uganda typically used extreme violence to suppress their political opponents, leading to mass killing and further economic problems. Many African nations have also been affected by ethnic tensions. Political problems of this type have made it difficult for African governments to address their serious economic challenges.

22. After World War II, many African and Middle Eastern countries that had previously been ruled by European powers gained political independence, and some new nations were formed.

Racial tensions have been a serious problem in Africa. When the European colonial powers took over portions of Africa, they often created new national boundaries that included Africans from different ethnic and language groups. As a result, several African nations have been faced with ongoing civil wars between these groups. For example, in the 1960s, the Ibo people of Nigeria declared themselves an independent nation, leading to a bloody civil war that eventually reintegrated the Ibo into Nigeria. Racial tensions between the Hutu and Tutsi tribes in central Africa have led to the deaths of hundreds of thousands of people in Rwanda. For many years, the political situation in South Africa was dominated by apartheid, with a small white minority ruling the larger black population. To protest this situation, black South Africans formed the African National...
Congress. In 1960, South African police massacred a number of people at an ANC march in Sharpeville, and then in 1962, arrested ANC leader Nelson Mandela and kept him prisoner for almost 26 years. Tensions between whites and blacks in South Africa were only alleviated through international pressure on the white South African government to dismantle the apartheid laws. Eventually, peaceful elections in 1994 led Mandela to become the first black president of South Africa.

On the other hand, the political situation in the Middle East has been characterized by religious tensions. Two examples are Arab-Israeli relations and Islamic revivalism. When the United Nations supported the formation of Israel in 1948, many Arab Muslims believed this was unfair favoritism toward the Jewish people. These feelings led to a series of wars between Israel and various Arab states, especially Egypt. Egyptian president Nasser pushed the issue in the Suez War of 1956, in the attempt to form a united Pan-Arabic state called the United Arab Republic, and in a blockade of Israeli trade through the Gulf of Aqaba that led to the Six Day War in 1967. Another war between Egypt and Israel was led by Nasser’s successor, Anwar el-Sadat. Palestinians living within Israel’s borders also formed the Palestine Liberation Organization under the leadership of Yasir Arafat and engaged in terrorist activity in their effort to form a free Palestinian state. Other problems have related to divisions within the Islamic community. The war in the 1980s between Iran and Iraq was partly motivated by the fact that most Iraqi leaders are Sunni Muslims, while most Iranians are Shia Muslims. Islamic revivalism has impacted several nations as well. In Iran, for example, many Muslim religious leaders believed that Shah Pahlavi was introducing materialism and Western values into Iranian culture. As a result, the shah was overthrown by the forces of the Ayatollah Khomeini, who instituted strict laws reflecting traditional Muslim beliefs and severed relations with the United States while keeping Americans in the U.S. embassy hostage for more than a year. In all these instances, religious differences have led to violence and political instability.
CHAPTER 24 TEST, FORM A

Matching

1. F  6. B
2. G  7. E
3. A  8. C
4. D  9. H
5. J  10. I

Multiple Choice

11. C  16. D
12. D  17. A
13. B  18. A
15. D  20. B

Essay

21. Policy changes in China’s Communist government reflect the shift from a desire to create an ideal classless society to a desire to modernize Chinese society. This shift in thinking is evident when one compares the policies of Mao Zedong with those of Deng Xiaoping.

Mao Zedong, leader of the People’s Liberation Army, led the Communist revolution that defeated Chiang Kai-shek in 1949. Mao pursued policies that reflected the Communist ideal of a classless society, even when these policies proved unpopular or unsuccessful. For example, in the Great Leap Forward program, Mao combined government-run collective farms into vast communes of over 30,000 people each. The peasant farmer’s hatred of this system along with bad weather led to a food shortage and almost 15 million deaths. Mao decided that a classless society could only be achieved if an atmosphere of permanent revolution was created. To create this atmosphere, he launched the Great Proletarian Cultural Revolution in 1966, seeking to form a new Communist culture in China. His beliefs were published in the Little Red Book, which became a sort of bible for the Chinese Communists. He also formed militant groups called the Red Guards to eliminate the “Four Olds” in China—old ideas, old culture, old customs, and old habits. The Red Guards destroyed temples and attempted to eliminate foreign influences. Mao attempted to undermine family loyalty by encouraging children to report to the authorities if their parents expressed disagreements with the government. Such policies represented an attempt to create an ideal classless state with little regard for the needs and concerns of the Chinese people.

Mao Zedong was succeeded by Deng Xiaoping in 1976. Deng was more interested in reform than in the Communist ideal. He promoted a policy called the Four Modernizations, a comprehensive plan to bring modern industry, agricultural techniques, technology, and national defense methods to China. To support these policies, Deng invited foreign investors to China and sent Chinese students overseas to study science, technology, and business. The collective farming system was changed so that peasants could lease land and make a profit on crop sales. As a result, the Chinese economy and standard of living improved. Exposure to these new ideas led many Chinese people to demand a fifth modernization—democracy—as evident in the Tiananmen Square protests. These demands were suppressed by the Chinese government.

In general, however, Deng Xiaoping’s policies reflected a shift away from Communist ideals and toward more practical policies designed to meet the needs of modern Chinese society. These policies set the stage for China’s increasing role in international trade and the 2001 entry into the World Trade Organization.

22. A number of factors have led to poverty and instability in India and Pakistan. These include religious tensions and economic problems related to population growth.

Religious tensions have been a problem in India and Pakistan since World War II. At the end of the war, India was ruled by Great Britain, with ongoing conflict between the native Hindu and Muslim populations. To control this conflict, two separate countries were created, the Hindus living in India and the Muslims in West and East Pakistan. When India and Pakistan both became independent nations in 1947, millions of people fled across the new borders. Violence between the two groups during this time led to the deaths of over 1 million people, including Mohandas Gandhi. The division between Muslims and Hindus did not, however, resolve religious problems in India. The northern Indian province of Punjab included a large number of Sikhs, a group whose beliefs combine Muslim and Hindu concepts. The Sikhs demanded independence, and in 1984, Prime Minister Indira Gandhi used military force to suppress Sikh rebels. In retaliation, two Sikh members of her bodyguard assassinated her.

A variety of social problems have also affected India, most related to rapid population increases. The first prime minister of India, Jawaharlal Nehru, attempted to create a socialist economy following the British model. Under this system,
the state took control of major industries, utilities, and transportation, but private enterprises and farming were permitted at the local level. This policy led to impressive productivity gains during Nehru’s leadership, but did not have lasting results during the administration of his successor, Indira Gandhi. This was largely due to the fact that the Indian economy could not keep up with population growth, which exceeded 2 percent per year throughout the 1950s and 1960s. Millions of Indian people lived in urban slums in desperate poverty. In an effort to change this situation, Rajiv Gandhi, who became prime minister after his mother’s assassination, attempted to convert many state-run industries into private corporations and to promote private enterprise. These measures led to a growth in India’s middle class.

Pakistan’s history has been characterized by poverty and political instability. When Pakistan attained independence in 1947, it was a completely new nation with two separate regions. West Pakistan, where the government was based, is a dry and mountainous area, while East Pakistan is a marshy area densely populated with rice farmers. In 1971, the people of East Pakistan declared themselves an independent nation, Bangladesh, which led to civil war. Both of these nations have remained impoverished, and both have had periods where military leaders seized control of the government. Tensions between Pakistan and India escalated due to a regional arms race, including the 1998 tests on nuclear weapons by both nations, and continued disputes over the Kashmir region.

Multiple Choice

23. C
24. D
25. B
26. B
27. B

CHAPTER 24 TEST, FORM B

Matching

1. E  6. G
2. A  7. B
3. I  8. C
5. F  10. D

Multiple Choice

11. A
12. D
13. B
14. A
15. C
16. A
17. C
18. D
19. A
20. B

Essay

21. After World War II, a number of Asian nations gained political independence from the Western colonial powers, but Vietnam remained under French control. In 1945, the leader of the Communist Party there, Ho Chi Minh, took control of most of the country and was elected president of a new republic. French forces fought the Vietminh for several years, and in 1954 France agreed to a peace settlement that divided the region into two parts. North Vietnam, ruled by Ho Chi Minh, remained Communist, while a non-Communist native government took control of South Vietnam. Conflict continued, however, and the North Vietnamese army and the Viet Cong, a group of Communist guerrillas, attempted to take control of South Vietnam. U.S. president Lyndon Johnson feared that this might allow Communist governments to take control of all of Southeast Asia, and sent U.S. troops to support the South Vietnamese in 1965. After several years of fighting, there was a stalemate, and President Richard Nixon negotiated an end of the conflict and withdrew U.S. forces in 1973. Within two years, the North Vietnamese took control of South Vietnam and created a unified Communist state.

22. The term “Japanese miracle” refers to the sequence of events that led Japan from total defeat in World War II to the status of a major economic power. Several factors contributed to this phenomenon, some relating to changes made during the American occupation of Japan and some relating to features of traditional Japanese culture.

American forces under General Douglas MacArthur occupied Japan until 1952, and during that time, MacArthur created a Western democratic political system that guaranteed a number of basic rights. This helped to create a strong and stable democratic government in Japan. The Japanese also developed an economic system that has been described as “state capitalism.” Under this system, the central government has subsidized a number of industries and has established prices and wage policies to encourage industrial growth. Japanese businesses have also profited from the zaibatsu system, which allows for the

Answer Key

23. C
24. D
25. B
26. B
27. B
formation of large and financially powerful business conglomerates. Another ongoing positive effect of MacArthur’s administration stems from the land reform program enacted during the Allied occupation. Before World War II, half of Japan’s population lived on farms, and half of these farmers were tenants of large landowners. Under the reform program, lands were sold on easy credit, creating a strong class of independent farmers. In a broader sense, the destruction of Japanese industry during the war forced Japan to build a large number of new, modern factories that could produce goods more efficiently.

Cultural factors have also contributed to Japan’s economic success. Traditionally, the Japanese people are group-oriented and cooperative, allowing them to work well together. Japanese workers also tend to spend more time at their jobs than do members of other societies. In addition, the Japanese share common values, which leads them to respond to new challenges in similar ways. The Japanese are generally frugal people who save money, and their labor force is highly skilled. The Japanese educational system encourages hard work. All these traditional cultural values are compatible with the needs of a modern industrial economy.

Multiple Choice
23. B
24. D
25. C
26. A
27. A

SECTION QUIZ 25-1
Matching
1. B
2. E
3. A
4. D
5. C

Multiple Choice
6. C
7. B
8. D
9. A
10. D

SECTION QUIZ 25-2
Matching
1. E
2. A
3. C
4. B
5. D

Multiple Choice
6. D
7. D
8. A
9. B
10. C
11. A
12. C
13. A
14. A
15. D
16. C
17. B
18. B
19. C
20. A

Essay
21. A number of factors have presented significant new environmental challenges in the last century. Many of these relate in some way to the rapid increase in world population or the development of new technologies.

Rapid population growth has increased the worldwide demand for food, which in turn means that more farmland must be made available. The result has been a significant trend towards “deforestation,” the process of cutting down jungles and forests to create new farmlands. Deforestation also impacts animal habitats and has led many species to become extinct. The destruction of the tropical rain forests has been a particular problem, because these rain forests are important to human survival.

Some technological advances have also threatened the environment. The increasing use of chlorofluorocarbons, gases used in refrigeration equipment and aerosol cans, threatens to damage the earth’s
The buildup of carbon dioxide in the earth’s atmosphere causes the greenhouse effect, which contributes to the melting of polar ice caps, rising sea levels, and devastating droughts and storms. Oil spills, such as the Exxon Valdez accident, nuclear accidents such as the one at Chernobyl, and other industrial accidents have done significant damage to the environment in more limited areas. Ironically, some technologies that were intended to improve the environment have ultimately done more harm than good. For example, the scientific study of ecology began with Rachel Carson’s book *Silent Spring*, which argued that the use of pesticides to improve crop growth was actually harming the environment.

22. The technological advances of the twentieth century have made it possible for people and information to travel greater distances in less time. The Internet allows people to share and receive information instantly, even from halfway around the globe. Civil war atrocities, such as the ones in Darfur and East Timor, can become news quickly through satellite broadcasts, cell phones, the Internet, or even plane travel directly to those places. The Darfur situation has awakened the world to the practice of genocide. Political and social issues have led to the emergence of citizen groups and other transnational organizations that work across national boundaries to bring solutions to problems that are common to all humans. Nongovernmental and grassroots organizations often fight for issues that affect not only the local community but the global one as well. With the Serbian policy of ethnic cleansing of Bosnian Muslims, the world was reminded of Nazi atrocities from World War II. The racial, political, and religious conflicts that happen within a nation often lead to mass murders and mass starvation. The United Nations, one of the most visible symbols of the new globalism, has taken the lead in setting up a way to prevent these human rights violations.

Sometimes civil wars affect global economies. Many of the rich nations have investments in foreign nations. When any nation has civil unrest, the effect on businesses can be felt across the globe. One reason Middle Eastern terrorists have targeted Westerners can be traced to Western investment in the Middle East oil industry. This industry brought great wealth to the ruling families in some Middle Eastern kingdoms. However, most ordinary citizens remained poor. Some became angry at the West, especially the United States, for supporting the wealthy kingdoms and the wealthy families. The oil business soon increased Middle Eastern contact with the West. Some Muslims began to fear that this contact would weaken their religion and their way of life. Some Muslims began organizing movements to overthrow their pro-Western governments. The effect of the civil unrest in the Middle East along with related terrorism can be seen worldwide. Airports have increased security, and many European and Asian governments have begun working more closely with one another’s intelligence and police organizations in order to track down terrorists.

### Multiple Choice

23. **D**

24. **A**

25. **C**

26. **C**

27. **A**

### CHAPTER 25 TEST, FORM B

#### Matching

1. **C**
2. **G**
3. **B**
4. **H**
5. **I**
6. **A**
7. **J**
8. **F**
9. **D**
10. **E**

#### Multiple Choice

11. **C**
12. **D**
13. **B**
14. **A**
15. **B**
16. **D**
17. **A**
18. **B**
19. **D**
20. **C**
21. A number of new global economic and political challenges have arisen since World War II. Most of the economic challenges relate to the move toward a global economy, while political challenges have resulted from ongoing racial and religious tensions.

The world’s economy has become global in the sense that the production and sale of goods takes place on a worldwide scale and involves trade relations among many nations. The rise of the global economy has not, however, reduced the gap between rich and poor nations. Most of the wealthy industrialized nations are located in the Northern Hemisphere and have well-developed industrial and agricultural systems. These nations have access to advanced technology and provide good education. By contrast, many nations in Africa, Asia, and Latin America are developing countries with farming economies and little technology. These nations also suffer from significant social problems. One major issue these developing nations face is rapid population growth. The United Nations predicts that the world population will grow from 6 billion to 9 billion by 2050, and most of that growth is occurring in developing nations with very limited financial resources. As population grows, new food sources and new jobs are needed, but most developing nations cannot supply these even for their current populations. For this reason, starvation has become a serious problem, with over 8 million people worldwide dying of starvation each year. Another problem has been the rapid growth of cities in developing nations. Many people in poor nations have moved to the cities in search of jobs, which leads to overcrowding and terrible slum conditions.

Alongside these new social and economic challenges, ongoing divisions over race and religion continue to be a problem in some areas. After World War II, the leaders of most developing nations indicated a desire to move toward a democratic political system. In many cases, however, these plans have failed, and poorer nations have been ruled by military dictators or one-party political systems. In addition, civil wars have sometimes led to severe food shortages in countries already suffering from limited resources. For example, a civil war in Sudan in the 1980s and 1990s led to the deaths of over 1 million people by starvation. In other areas, wars and conflict between ethnic or religious groups have hindered economic growth. Examples of this problem may be seen in the ongoing conflicts between Christians and Muslims in Bosnia, and Israelis and Palestinians in the Middle East.

22. A variety of international efforts have been made since World War II to address the new global economic and social problems in the world today. These include both official, political efforts and the work of nongovernmental organizations.

The most significant international effort to resolve global problems has been the development of the United Nations, created to promote peace and human rights on a global scale. Member nations pledged to attempt to eliminate war and to promote better standards of living in all places. These objectives are pursued through discussion of international issues in the UN General Assembly and through the work of more specialized UN agencies. The UN also sometimes organizes world conferences on important topics such as population growth and environmental concerns. The United Nations has attempted to maintain world peace by deploying peacekeeping forces in areas of conflict. These peacekeeping forces utilize the militaries of neutral nations and attempt to discourage further fighting.

Alongside official international organizations such as the United Nations, a large number of nongovernmental organizations have had a significant impact on global problems in recent years. Private citizens such as Hazel Henderson and Elise Boulding have been influential in the organization of social movements dedicated to issues such as women’s rights, ecology, technology, disarmament, and nonviolence. Because they deal with global issues, many of these private organizations have an international membership. Members of these groups can pressure their own government leaders to address some of these social problems.

Multiple Choice

23. B
24. A
25. C
26. C
27. C
UNIT 5 TEST, FORM A

Matching
1. E 6. J
2. H 7. F
3. D 8. B
4. G 9. A
5. C 10. I

Multiple Choice
11. C 16. A
12. D 17. D
13. B 18. A
15. C 20. B

Essay

21. After World War II, a number of nations adopted a Communist form of government. In general, these governments were unsuccessful, primarily because they adopted social and economic policies that placed the interests of the state above the interests of the individual. The Communist governments of the Soviet Union and China emphasized the needs of the state over the needs of the individual. As a result, they could not create stable consumer economies and did not provide adequate human rights to satisfy their people.

In Africa, many nations achieved independence from European colonial rule after World War II. Most of the leaders of these new nations came from the urban middle class and had been educated in Europe or the United States. As a result, they sought to create Western-style democracies in their African nations, with economic systems based either on capitalism or an African form of socialism. These plans failed for several reasons. Many African nations depend heavily on the export of a single crop or natural resource, and when the market value of that resource drops, their economies suffer. Drought conditions have also had a significant impact on some African nations in recent years, making it impossible for adequate food supplies to be available. The population explosion has also had a dramatic impact on some African countries. Larger populations raise the need for new jobs and food supplies, but these have not been available because many African nations do not have a strong industrial system. For these reasons, starvation and poverty are common in Africa. Many rural Africans have moved to the cities in search of work, which has caused a dramatic population increase in crowded urban areas that do not have adequate sanitation or transportation. Millions of Africans do not have water or electricity in their homes.

These economic problems have been magnified by the instability of many African governments. Most African nations have been ruled at some time by military dictators or one-party regimes. These governments have typically suppressed opposition through violent massacres, such as those led by Idi Amin of Uganda in the 1970s. Wars have also worsened economic conditions and added to political instability.

UNIT 5 TEST, FORM B

Matching
1. J 6. D
2. C 7. H
3. G 8. F
5. A 10. I

In many cases, military governments took over these nations in order to address these issues.
Multiple Choice

12. B  17. D  
15. B  20. D  

Essay

21. The domino theory originated after World War II. In the Truman Doctrine, President Harry Truman announced the policy that the United States would provide assistance to nations whose governments might be overthrown by Communist forces. The term domino theory was coined in the 1960s in response to the situation in Vietnam. U.S. policymakers believed that if South Vietnam fell to Communist forces, other nations in Southeast Asia would become Communist as well. In light of these two policies, the United States and the Soviet Union were forced to act in direct opposition to each other throughout the Cold War. The Brezhnev Doctrine stated that the Soviet Union had the right to intervene if Communist governments in other nations were threatened in some way.

The Brezhnev Doctrine led the Soviet Union to isolate Communist nations from Western democratic influences and to suppress the rebellion within Communist countries. The contrasting domino theory reflected itself in several aspects of U.S. foreign policy: aid to other nations, treaty alliances, and involvement in military conflicts. In a general sense, the nuclear arms buildup may be cited as a result of the Brezhnev Doctrine and the domino theory as both the Soviet Union and the United States attempted to produce enough nuclear weapons to discourage the other nation from entering into a war.

22. In Africa, ethnic tensions have been prominent despite the ongoing attempt to create democratic governments. Before World War II, large portions of Africa were ruled by European nations that often governed areas including people from different language and tribal groups. As a result, the populations of many African nations include groups that have traditionally been enemies. In Nigeria, for example, the Ibo people rebelled and attempted to declare themselves independent by forming the new nation of Biafra in the 1960s. This led to three years of bloody civil war. Ongoing conflicts between the Hutu and Tutsi tribes have led to hundreds of thousands of deaths in Rwanda and political instability in Burundi. Another major example of racial tension may be seen in South Africa where the small white minority ruled the large African majority through strict apartheid laws. This situation led to ongoing violent and nonviolent protests and the imprisonment of black South African leaders such as Nelson Mandela. The racial tensions in South Africa were finally resolved in 1993 when President F. W. de Klerk agreed to allow the first democratic elections. Even more recently, the ethnically inspired conflict in Darfur has uprooted millions of people. Throughout the 2000s, the Sudanese regime has been responsible for the deaths of tens of thousands of ethnic African peoples. Despite efforts from human rights organizations, many conflicts in Africa remain unresolved.