This section of the textbook helps you develop and practice the skills you need to study history and to take tests. Part 1, Strategies for Studying History, takes you through the features of the textbook and offers suggestions on how to use these features to improve your reading and study skills.

Part 2, Test-Taking Strategies and Practice, offers specific strategies for tackling many of the items you will find on tests that you take. It gives tips for answering multiple-choice, constructed-response, extended-response, and document-based questions. In addition, it offers guidelines for analyzing primary and secondary sources, maps, political cartoons, charts, graphs, and time lines. Each strategy is followed by a set of questions you can use for practice.

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Part 1: Strategies for Studying History

Reading is the central skill in the effective study of history or any other subject. You can improve your reading skills by using helpful techniques and by practicing. The better your reading skills, the more you will remember what you read. Below you will find several strategies that involve built-in features of *Modern World History: Patterns of Interaction*. Careful use of these strategies will help you learn and understand history more effectively.

Preview Chapters Before You Read

Each chapter begins with a two-page chapter opener and a one-page *Interact with History* feature. Study these materials to help you get ready to read.

1. Read the chapter title for clues to what will be covered in the chapter.
2. Study the *Previewing Main Ideas* feature and the map. Gain more background information on chapter content by answering the questions in the feature.
3. Preview the time line and note the years covered in the chapter. Consider the important events that took place during this time period.
4. Read the *Interact with History* feature (see page S3). Study *Examining the Issues* to gain insight on a major theme addressed in the chapter.
Preview Sections Before You Read

Each chapter consists of three, four, or five sections. Use the section openers to help you prepare to read.

5. Study the information under the headings Main Idea and Why It Matters Now. These features tell you what is important in the material you are about to read.

6. Preview the Terms & Names list. This will give you an idea of the issues and people you will read about in the section.

7. Read the paragraph under the heading Setting the Stage. This links the content of the section to previous sections or chapters.

8. Red heads label the major topics; black subheads signal smaller topics within major topics. Together, these heads provide you with a quick outline of the section.

9. Each section opener lists the California standards that are covered in the section.

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How would you react to the colonizers?

You are a young South African in the 1980s. Gold and diamonds have recently been discovered in your country. The European colonizers had followed the trick before, enriching some and making others greatly impoverished.

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Imperialism

Case Study: Nigeria

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Examine the issues

Discuss these questions with your classmates. In your discussion, remember what you have already learned about conquests and cultural interaction. As you read about imperialism in this chapter, look for its effects on both the colonizers and the colonized.
Use Active Reading Strategies As You Read

Now you are ready to read the chapter. Read one section at a time, from beginning to end.

1. Ask and answer questions as you read. Look for the **Main Idea** questions in the margin. Answering these questions will show whether you understand what you have just read.

2. Try to visualize the people, places, and events you read about. Studying the pictures, maps, and other illustrations will help you do this.

3. Read to build your vocabulary. Use the marginal **Vocabulary** notes to find the meaning of unfamiliar words.

4. Look for the story behind the events. Study the boxed features for additional information and interesting sidelights on the section content.

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**British Transport Trade Goods**

India became increasingly valuable to the British after they established a railroad network there. Railroads transported goods produced in the interior to the major manufacturing centers back again. Most of the raw materials were agricultural products produced by plantation. Plantation owners included tea, coffee, cotton, and jute. Another crop was opium. The British shipped opium from China and exchanged it for textiles, which they then sold in England. Trade in these crops was closely tied to international routes. For example, the **Ganges River** in the 1700s was the supply of Indian jute to Scottish jute mills. This boosted the export of tea from the **Bengal Delta**, a province in India. Likewise, cotton production in India increased when the **Civil War** in the United States cut off supplies of cotton for British textile mills.

**Impact of Colonization**

India both benefited from and was harmed by British rule. On the negative side, the British laid much of the political and economic foundation. The British restricted Indian-owned industries such as cotton textiles. The economy of cash crops resulted in a form of subsistence for many villagers. The former power to the outside of the world's largest natural-river network was a major British achievement. When conquered, the内地 enabled India to develop a modern economy and brought unity to the economic regions. Along with the railroads, more modern road, telephones, and telegraph lines, dams, bridges, and irrigation works enabled India to modernize. Sanitation and public health improved. Schools and colleges were founded and literacy increased. Also, British troops cleared control hedges of hundreds and put an end to land subdivision sanctioning local habits.

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**Indian Villages**

In the 1800s, the British-controlled most of the Indian continent. However, there were many problems of discontent. Many Indians believed that in addition to controlling their land, the British were using them as cheap labor. The Indians also resented the economic impact of the British empire. In India, during the 1800s, the British faced many challenges to their rule.

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Review and Summarize What You Have Read

When you finish reading a section, review and summarize what you have read. If necessary, go back and reread information that was not clear the first time through.

5. Reread the red heads and black subheads for a quick summary of the major points covered in the section.

6. Study any charts, graphs, or maps in the section. These visual materials usually provide a condensed version of information in the section.

7. Review the visuals—photographs, charts, graphs, maps, and time lines—and any illustrated boxed features and note how they relate to the section content.

8. Complete all the questions in the Section Assessment. This will help you think critically about what you have just read.
Part 2: Test-Taking Strategies and Practice

You can improve your test-taking skills by practicing the strategies discussed in this section. First, read the tips on the left-hand page. Then apply them to the practice items on the right-hand page.

Multiple Choice

A multiple-choice question consists of a stem and a set of alternatives. The stem usually is in the form of a question or an incomplete sentence. One of the alternatives correctly answers the question or completes the sentence.

1. **One negative impact of European colonialism in Africa was the**
   A. decrease in local warfare.
   B. increase in life expectancy.
   C. construction of communications systems across the continent.
   D. division of the continent along artificial boundary lines.

   - **Stem:** Negative is the key word here. All the alternatives deal with the effect of colonization on Africa, but only one describes a negative impact.
   - **Alternatives:**
     - You can eliminate A if you remember that Algeria and Morocco are not located south of the Sahara.
     - If you select this answer, be sure that all the alternatives are correct.

2. **What parts of Africa south of the Sahara were independent by 1913?**
   A. Algeria and Morocco
   B. Ethiopia and Liberia
   C. Nigeria and Gambia
   D. all of the above

   - **Stem:** Absolute words like all, always, never, only, and alone frequently signal an incorrect answer. Qualifiers such as often, some, or usually are more likely correct.
   - **Alternatives:**
     - Eliminate incorrect alternatives by identifying those that are motives for European colonization.

3. **African efforts to resist European imperialism**
   A. often failed.
   B. were always successful.
   C. all failed.
   D. never occurred.

4. **All of the following are motives that drove Europeans to colonize Africa except**
   A. economic competition.
   B. racist attitudes.
   C. the desire to spread Islam.
   D. a sense of national pride.
Directions: Read each question carefully and choose the *best* answer from the four alternatives.

1. The Greek philosopher Plato believed that in a perfect society, people would be governed by
   A. the state’s wealthiest citizens.
   B. a single ruler or tyrant.
   C. a group of democratically elected officials.
   D. the state’s philosophers or wisest men.

2. The rise of democratic ideas can be traced back to which of the following Judeo-Christian beliefs?
   A. eternal life
   B. worth of individuals
   C. submission to authority
   D. complete freedom to do as one wishes

3. President Woodrow Wilson’s plan for achieving a lasting peace after World War I was known as the
   A. Atlantic Charter.
   B. Paris Pact.
   C. Fourteen Points.
   D. Wilson Doctrine.

4. All of the following are examples of the communications revolution of the latter part of the twentieth century *except*
   A. cellular phones and fax machines.
   B. the Internet and electronic mail.
   C. the typewriter and Dictaphone.
   D. satellite communication systems.
Primary Sources

Primary sources are written or made by people who were at historical events, either as observers or participants. Primary sources include journals, diaries, letters, speeches, newspaper articles, autobiographies, wills, deeds, and financial records.

1. Look at the source line to learn about the document and its author. Consider the reliability of the information in the document.

2. Skim the document to get an idea of what it is about. (This source expresses Mao Zedong’s economic and social goals for China under communism.)

3. Note any special punctuation. Ellipses, for example, indicate that words or sentences have been removed from the original text.

4. Use active reading strategies. For instance, ask and answer questions on the content as you read.

5. Use context clues to help you understand difficult or unfamiliar words. (From the context, you realize that confiscate means “take control of.”)

6. Before rereading the document, skim the questions. This will help you focus your reading and more easily locate answers.

New Policies in China

We must establish in China a republic that is politically new-democratic as well as economically new-democratic. Big banks and big industrial and commercial enterprises shall be owned by this republic.

The state-operated enterprises of the new-democratic republic are socialist in character and constitute the leading force in the national economy.

This republic will confiscate the land of landlords and distribute it to those peasants having no land or only a little land.

China’s economy must never be “monopolist by a few”; we must never let capitalists and landlords “dominate the livelihood of the people”; we must never establish a capitalist society of the European-American type, nor allow the old semi-feudal society to remain.

Mao Zedong was the leader of the Communists who began fighting to gain control of China’s government in the late 1920s.

1. Which part of the economy does Mao suggest is the most important?
   A. State-run large enterprises
   B. Retail stores
   C. Farms
   D. Small private businesses

2. Which sentence expresses the main idea shared by these paragraphs?
   A. Private property will be respected.
   B. China’s government will make economic decisions.
   C. China will follow the examples of Europe and the United States.
   D. China’s economy will depend on farming.

answers: 1 (A); 2 (B)
Directions: Use this passage taken from the English Bill of Rights to answer the questions below.

A Declaration of English Rights

The . . . lords spiritual and temporal, and commons, . . . being now assembled in a full and free representative of this nation, . . . declare:
1. That the pretended power of suspending of laws, or the execution of laws, by regal authority, without consent of parliament, is illegal. . . .
4. That levying money for or to the use of the crown . . ., without grant of parliament, . . . is illegal.
5. That it is the right of the subjects to petition the King, and all commitments and prosecutions for such petitioning are illegal.
6. That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of parliament, is against the law . . . .
9. That the freedom of speech, and debates or proceedings in parliament, ought not to be impeached or questioned in any court or place out of parliament.
10. That excessive bail ought not to be required, nor excessive fines imposed; nor cruel and unusual punishments inflicted.

—Declaration of Rights, 1689 (English Bill of Rights)

1. Article 4 of the Bill of Rights says that the King cannot
   A. raise and keep a standing army.
   B. impose a tax without Parliament’s consent.
   C. spend money without Parliament’s consent.
   D. prosecute a person for petitioning the crown.

2. The Declaration of Rights was aimed at limiting the power of the
   A. Parliament.
   B. nobles and clergy.
   C. rising middle class.
   D. King.

3. In the “Glorious Revolution,” the English issued the Declaration of Rights and
   A. replaced James II with William and Mary.
   B. unseated James II and declared a republic.
   C. won their independence.
   D. approved the Constitution.

4. Which of the rights mentioned in this passage also appears in the United States Bill of Rights?
   A. freedom of religion
   B. right to bear arms
   C. right to a speedy trial
   D. limits on fines and punishments
Secondary Sources

Secondary sources are written or made by people who were not at the original events. They often combine information from several primary sources. The most common types of written secondary sources are biographies and history books.

1. Read the title to preview the content of the passage. (The title here signals that the passage is about some extremely unpleasant events that took place in Nanjing.)

2. Skim the passage to locate the main idea—the central point that is supported by other details.

3. Notice words and phrases that clarify the sequence of events.

4. Read actively by asking and answering questions about what you read. (You might ask yourself: What was the goal of the Japanese rural pacification campaigns?)

5. Before rereading the passage, review the questions to identify the information you need to find.

The Nanjing Atrocities

[Nanjing] fell on December 12 [1937] after heavy shelling and bombing, and for the next six weeks Japanese troops engaged in the widespread execution . . . and random murder of Chinese . . . in the captured city and outlying communities. The total number of Chinese killed is controversial, but a middle-range estimate puts the combined deaths from both the shelling and subsequent atrocities at two hundred thousand. Much smaller killings occurred in other Chinese cities that fell into Japanese hands. . . . In attempting to consolidate their control over northern China, the Japanese subsequently turned to “rural pacification” campaigns that amounted to indiscriminate terror against the peasantry. And by 1941-42, this fundamentally anti-Communist “pacification” campaign had evolved into the devastating "three-all" policy (sanko seisaku: “kill all, burn all, destroy all”), during which it is estimated that the population in the areas dominated by the Chinese Communists was reduced, through flight and death, from 44 million to 25 million persons.


1. Which of the following statements is a fact?
   A. 200,000 Chinese were killed in Nanjing.
   B. Nanjing fell to the Japanese in 1937.
   C. The Chinese offered no resistance.
   D. The Japanese hated the Chinese Communists.

   answers: 1 (B); 2 (A)

2. Based on this account in their rural pacification campaigns the Japanese were most likely to direct their vengeance on which of the following?
   A. Communists led by Mao Zedong
   B. Nationalists led by Jiang Jieshi
   C. Chinese laborers in large cities
   D. Foreign nationals living in China

   These words signal that you have to make inferences from information in the passage.
Directions: Using your knowledge of history answer questions 1 through 4.

Entangling Alliances

[England’s] Lord Palmerston . . . secured an international treaty guaranteeing Belgium as an “independent and perpetually neutral state.” The treaty was signed . . . by England, France, Russia, [Germany], and Austria.

Ever since 1892, when France and Russia had joined in military alliance, it was clear that four of the five signatories of the Belgian treaty would be automatically engaged—two against two—in the war for which [the German military commanders] had to plan. . . . Under the terms of the Austro-German alliance, Germany was obliged to support Austria in any conflict with Russia. Under the terms of the alliance between France and Russia, both parties were obliged to move against Germany if either became involved in a “defensive war” with Germany. These arrangements made it inevitable that in any war in which she engaged, Germany would have to fight on two fronts against both Russia and France.

What part England would play was uncertain; she might remain neutral; she might, if given cause, come in against Germany.

— Barbara Tuchman, The Guns of August (1962)

1. The system of tangled alliances described here helped lead to
   A. the French Revolution.
   B. the Napoleonic Wars.
   C. World War I.
   D. World War II.

2. The small country of Belgium was in danger if war broke out in Europe because it was located between
   A. England and France.
   B. France and Germany.
   C. Germany and Austria.
   D. Austria and Russia.

3. If Austria went to war, which country could it depend on for support?
   A. Germany
   B. France
   C. Russia
   D. England

4. What event set off a chain reaction within this alliance system that led to World War I?
   A. Germany’s invasion of Belgium
   B. Germany’s invasion of Poland
   C. the Communist revolution in Russia
   D. the assassination of Archduke Franz Ferdinand
Political Cartoons

Political cartoons use a combination of words and images to express a point of view on political issues. They are useful primary sources, because they reflect the opinions of the time.

1. Identify the subject of the cartoon. Titles and captions often provide clues to the subject matter.

2. Use labels to help identify the people, places, and events represented in the cartoon.

3. Note where and when the cartoon was published for more information on people, places, and events.

4. Identify any important symbols—ideas or images that stand for something else—in the cartoon.

5. Analyze the point of view presented in the cartoon. The use of caricature—the exaggeration of physical features—often signals how the cartoonist feels.

6. Interpret the cartoonist’s message.

1. The machine-like swastika in the cartoon represents
   A. Nazi Germany.
   B. the Soviet Union.
   C. Napoleon’s empire.
   D. the Polish military.

2. Which sentence best summarizes the cartoonist’s message?
   A. Germany must beware of Poland.
   B. Poland is in danger of civil war.
   C. Germany and Poland are military giants.
   D. Poland will be Germany’s next victim.

answers: 1 (A); 2 (D)
Directions: Use the cartoon to answer the questions below.

1. What leader from the Middle East does the cartoon portray?
   A. Iraq’s Saddam Hussein
   B. Egypt’s Hosni Mubarak
   C. Syria’s Hafez al-Assad
   D. Libya’s Muammar al-Qaddafi

2. How has the cartoonist drawn this leader?
   A. as a soldier
   B. as a poor person
   C. as Count Dracula
   D. as Frankenstein’s monster

3. The countries identified in the cartoon include
   A. Saudi Arabia and Kuwait.
   B. West Germany and China.
   C. the United States and the Soviet Union.
   D. France and Japan.

4. The most appropriate title for this cartoon would be
   A. “A Monster Walks at Night.”
   B. “They’ve Created a Monster.”
   C. “The Monster of the Middle East.”
   D. “They’ve Made a Mistake.”
Charts present information in a visual form. History textbooks use several types of charts, including tables, flow charts, Venn diagrams, and infographics. The chart most commonly found in standardized tests is the table. This organizes information in columns and rows for easy viewing.

1. Read the title and identify the broad subject of the chart.
2. Read the column and row headings and any other labels. These will provide more details about the subject of the chart.
3. Note how the information in the chart is organized.
4. Compare and contrast the information from column to column and row to row.
5. Try to draw conclusions from the information in the chart.
6. Read the questions and then study the chart again.

### Immigration to Selected Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Period</th>
<th>Number of Immigrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>1856–1932</td>
<td>6,405,000</td>
</tr>
<tr>
<td>Australia</td>
<td>1861–1932</td>
<td>2,913,000</td>
</tr>
<tr>
<td>Brazil</td>
<td>1821–1932</td>
<td>4,431,000</td>
</tr>
<tr>
<td>British West Indies</td>
<td>1836–1932</td>
<td>1,587,000</td>
</tr>
<tr>
<td>Canada</td>
<td>1821–1932</td>
<td>5,206,000</td>
</tr>
<tr>
<td>Cuba</td>
<td>1901–1932</td>
<td>857,000</td>
</tr>
<tr>
<td>Mexico</td>
<td>1911–1931</td>
<td>226,000</td>
</tr>
<tr>
<td>New Zealand</td>
<td>1851–1932</td>
<td>594,000</td>
</tr>
<tr>
<td>South Africa</td>
<td>1881–1932</td>
<td>852,000</td>
</tr>
<tr>
<td>United States</td>
<td>1821–1932</td>
<td>34,244,000</td>
</tr>
<tr>
<td>Uruguay</td>
<td>1836–1932</td>
<td>713,000</td>
</tr>
</tbody>
</table>

Source: Alfred W. Crosby, Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*

### Questions

1. The country that received the vast majority of immigrants was
   A. Argentina.
   B. Brazil.
   C. Canada.
   D. the United States.

   **Answers:** 1 (D); 2 (A)
Directions: Use the chart to answer the questions below.

<table>
<thead>
<tr>
<th>Year</th>
<th>China</th>
<th>Germany*</th>
<th>Japan</th>
<th>Korea</th>
<th>Russia/ USSR</th>
<th>United Kingdom</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900</td>
<td>—</td>
<td>6,646</td>
<td>1</td>
<td>—</td>
<td>2,214</td>
<td>4,979</td>
<td>10,351</td>
</tr>
<tr>
<td>1910</td>
<td>—</td>
<td>13,699</td>
<td>250</td>
<td>—</td>
<td>3,444</td>
<td>6,476</td>
<td>26,512</td>
</tr>
<tr>
<td>1920</td>
<td>—</td>
<td>8,538</td>
<td>845</td>
<td>—</td>
<td>162</td>
<td>9,212</td>
<td>42,807</td>
</tr>
<tr>
<td>1930</td>
<td>—</td>
<td>11,511</td>
<td>2,289</td>
<td>—</td>
<td>5,761</td>
<td>7,443</td>
<td>41,351</td>
</tr>
<tr>
<td>1940</td>
<td>—</td>
<td>19,141</td>
<td>7,528</td>
<td>—</td>
<td>19,000</td>
<td>13,183</td>
<td>60,765</td>
</tr>
<tr>
<td>1950</td>
<td>61</td>
<td>12,121</td>
<td>4,839</td>
<td>—</td>
<td>27,300</td>
<td>16,553</td>
<td>87,848</td>
</tr>
<tr>
<td>1960</td>
<td>1,866</td>
<td>34,100</td>
<td>22,138</td>
<td>—</td>
<td>65,292</td>
<td>24,695</td>
<td>91,920</td>
</tr>
<tr>
<td>1970</td>
<td>1,779</td>
<td>45,041</td>
<td>93,322</td>
<td>—</td>
<td>115,886</td>
<td>28,314</td>
<td>119,310</td>
</tr>
<tr>
<td>1980</td>
<td>3,712</td>
<td>43,838</td>
<td>111,935</td>
<td>8,558</td>
<td>148,000</td>
<td>11,278</td>
<td>101,457</td>
</tr>
<tr>
<td>1990</td>
<td>6,535</td>
<td>44,022</td>
<td>110,339</td>
<td>23,125</td>
<td>154,414</td>
<td>17,896</td>
<td>89,276</td>
</tr>
<tr>
<td>2000</td>
<td>127,200</td>
<td>46,400</td>
<td>106,400</td>
<td>43,100</td>
<td>59,100</td>
<td>15,200</td>
<td>101,500</td>
</tr>
</tbody>
</table>

* Figures from 1950 through 1990 are West Germany only.  
Source: International Iron and Steel Institute; Japan Iron and Steel Federation

1. Which country produced the most crude steel in 1900?
   A. Germany  
   B. Russia/USSR  
   C. United Kingdom  
   D. United States

2. Japanese crude steel production most likely dropped from 1940 to 1950 due to
   A. growing competition from Korea and the USSR.  
   B. rising production in China.  
   C. damage to the industry suffered in World War II.  
   D. mergers with American companies.

3. By 2000, the largest share of crude steel was being produced by countries in
   A. Africa.  
   B. Asia.  
   C. Europe.  
   D. North America.

4. What country rose from no crude steel production to be the world’s largest producer in 50 years?
   A. China  
   B. Germany  
   C. Korea  
   D. United Kingdom
Line and Bar Graphs

Graphs show statistics in a visual form. Line graphs are particularly useful for showing changes over time. Bar graphs make it easy to compare numbers or sets of numbers.

1. Read the title and identify the broad subject of the graph.
2. Study the labels on the vertical and horizontal axes to see the kinds of information presented in the graph. Note the intervals between amounts and between dates. This will help you read the graph more efficiently.
3. Look at the source line and evaluate the reliability of the information in the graph.
4. If the graph presents information over time, look for trends—generalizations you can make about changes over time.
5. Draw conclusions and make inferences based on information in the graph.
6. Read the questions carefully and then study the graph again.

1. **Exports of English Manufactured Goods, 1699–1774**
   - One conclusion you might draw is that colonies in North America and the Caribbean were an important market for English goods.
   - Note that both total exports and exports to the Atlantic economy increased over time.

   1. Which statement best describes the change in proportion of Atlantic economy exports to total exports?
      - A. It started small and remained small.
      - B. It started large and remained large.
      - C. It grew over time.
      - D. It decreased over time.

2. **Nations with High Foreign Debt, 2000**
   - Source: The World Bank
   - Think about the economic features these countries have in common.

   2. Which nation has the largest foreign debt?
      - A. Venezuela
      - B. Brazil
      - C. Mexico
      - D. Russia

Answers:
1. (C); 2. (B)
Directions: Use the graphs to answer the questions below.

**Japan: Gross Domestic Product, 1984–2000**

1. Which of the following periods saw a decline in the gross domestic product of Japan?
   - A. 1984 to 1988
   - B. 1988 to 1992
   - C. 1990 to 1994
   - D. 1994 to 1998

2. From 1986 to 1994, Japan’s gross domestic product
   - A. more than doubled.
   - B. more than tripled.
   - C. grew by about five times.
   - D. grew nearly ten times.

**Unemployment Rates for Selected Countries, 2002**

3. Which of these countries had the lowest unemployment rate in 2002?
   - A. Italy
   - B. Japan
   - C. United Kingdom
   - D. United States

4. In 2002, France’s unemployment rate stood at
   - A. about 9 percent
   - B. well over 9 percent.
   - C. about 7 percent.
   - D. less than 7 percent.


Source: Organization for Economic Cooperation and Development
Pie Graphs

A pie, or circle, graph shows relationships among the parts of a whole. These parts look like slices of a pie. The size of each slice is proportional to the percentage of the whole that it represents.

1. Read the title and identify the broad subject of the pie graph.
2. Look at the legend to see what each slice of the pie represents.
3. Look at the source line and evaluate the reliability of the information in the graph.
4. Compare the slices of the pie and try to make generalizations and draw conclusions from your comparisons.
5. Read the questions carefully.
6. Eliminate choices that you know are wrong and then select the best answer from the remaining choices.

1. Which region accounts for the smallest share of the world population?
   A. Africa
   B. North America
   C. Latin America and the Caribbean
   D. Oceania

2. A greater share of the world's population lives in Latin America and the Caribbean than lives in
   A. Africa.
   B. Europe.
   C. North America.
   D. Asia.

Source: Population Reference Bureau

The graph shows that Asia has by far the largest population.

The Population Reference Bureau specializes in studies of United States and international population data.

For this question, find the "pie slices" for each of the regions listed in the alternatives. Compare each one to the "pie slice" for Latin America and the Caribbean.

answers: 1 (D); 2 (C)
Directions: Use the pie graph to answer the questions below.

World Energy Consumption by Region

1. Energy consumption statistics for Russia are included in the region called
   A. North America.
   B. Western Europe.
   C. Eastern Europe and former Soviet Union.
   D. Developing Asia.

2. Which region uses the highest proportion of energy?
   A. North America
   B. Western Europe
   C. Eastern Europe and former Soviet Union
   D. Developing Asia

3. The word Developing in the legend refers to countries that are
   A. growing in population.
   B. adopting new methods of agriculture.
   C. developing nuclear weapons.
   D. moving toward industrial economies.

4. Japan, Australia, and New Zealand are grouped together because they are in the same part of the world and
   A. have roughly equal populations.
   B. have advanced industrial economies.
   C. rely on fishing for food.
   D. rely on other countries for economic aid.
Political Maps

Political maps show countries and the political divisions within them—states or provinces, for example. They also show the location of major cities. In addition, political maps often show some physical features, such as mountain ranges, oceans, seas, lakes, and rivers.

1. Read the title of the map to identify the subject and purpose of the map.
2. Review the labels on the map. They also will reveal information about the map's subject and purpose.
3. Study the legend to find the meaning of the symbols used on the map.
4. Use the scale to estimate distances between places shown on the map.
5. Use the compass rose to determine the direction on the map.
6. Read the questions, and then carefully study the map to determine the answers.

1. All of the following provinces were part of Canada in 1867 except
   A. New Brunswick.
   B. Manitoba.
   C. Ontario.
   D. Quebec.

   answers: 1 (B); 2 (C)

2. About how long is the United States-Canada border from western Lake Superior to the Pacific Ocean?
   A. 900 miles
   B. 1,200 miles
   C. 1,500 miles
   D. 1,800 miles

   Use the scale to answer questions like this.
Directions: Use the map to answer the questions below.

Empires in South and Southwest Asia, 1500–1660

1. All of the following cities were within the Ottoman Empire except
   A. Cairo.
   B. Damascus.
   C. Isfahan.
   D. Constantinople.

2. Which empire controlled part of Europe?
   A. Ottoman
   B. Safavid
   C. Mughal
   D. All of the above

3. In all of these empires, the dominant religion was
   A. Buddhism.
   B. Christianity.
   C. Islam.
   D. Hinduism.

4. Which city was within the Mughal Empire by 1530?
   A. Bombay
   B. Delhi
   C. Madras
   D. Pondicherry
Thematic Maps

A thematic map, or special-purpose map, focuses on a particular topic. The movements of peoples, a country’s natural resources, and major battles in a war are all topics you might see illustrated on a thematic map.

1. Read the title to determine the subject and purpose of the map.
2. Examine the labels on the map to find more information on the map’s subject and purpose.
3. Study the legend to find the meaning of the symbols and colors used on the map.
4. Look at the colors and symbols on the map to try to identify patterns.
5. Read the questions, and then carefully study the map to determine the answers.

1. Which city was the site of battles in both the Sino-Japanese War and the Russo-Japanese War?
   A. Mukden
   B. Port Arthur
   C. Pusan
   D. Tokyo

   answers: 1 (B); 2 (C)
Directions: Use the map to answer the questions below.

European Empires in North America, 1700

1. Which European power held lands along the shores of Hudson Bay?
   A. England
   B. France
   C. Spain
   D. All of the above

2. The land around the Great Lakes was controlled by
   A. England.
   B. France.
   C. Spain.
   D. All of the above

3. Which of the following statements about the English colonial empire in North America is not true?
   A. English lands shared borders with both French and Spanish lands.
   B. English lands did not stretch as far west as those held by Spain.
   C. England held no land on the Pacific Coast of North America.
   D. England held no lands east of 60° W longitude.

4. All of the following could be considered ports except
   A. Boston.
   B. Mexico City.
   C. Quebec.
   D. Veracruz.
Time Lines

A time line is a type of chart that lists events in the order in which they occurred. In other words, time lines are a visual method of showing what happened when.

1. Read the title to discover the subject of the time line.
2. Identify the time period covered by the time line by noting the earliest and latest dates shown.
3. Read the events and their dates in sequence. Notice the intervals between events.
4. Use your knowledge of history to develop a fuller picture of the events listed in the time line. For example, place the events in a broader context by considering what was happening elsewhere in the world.
5. Use the information you have gathered from these strategies to answer the questions.

The End of Colonialism in Africa

On vertical time lines, the earliest date is shown at the top. On horizontal time lines, it is on the far left.

1955
Sudan, Tunisia, and Morocco gain independence.

1956
16 countries, including Nigeria and Congo, gain independence.

1957
Ghana wins independence.

1960
Sierra Leone and Tanganyika (later Tanzania) gain independence.

1961
Kenya gains independence.

1962
Botswana and Lesotho become independent.

1963
1964
Malawi and Zambia win independence.

1966
São Tomé and Príncipe, Angola, Mozambique, and Comoros gain independence.

1975
Notice that many African countries won independence in the first half of the 1960s.

1. The first countries to win independence were all located in
   A. North Africa.
   B. West Africa.
   C. East Africa.
   D. Southern Africa.

   answers: 1 (A); 2 (C)

2. Which of the following titles best describes events in the 1960s?
   A. The Rise of Communism
   B. The Rise of Colonialism
   C. The Decade of Independence
   D. The Decade of Suffering

   Recall that this is the period after World War II, when European colonial powers were weakened.
Directions: Use the time line to answer the questions below.

The Breakup of the Soviet Union

1. What event was a direct result of the new constitution that took effect in 1988?
   A. Gorbachev launched glasnost and perestroika reforms.
   B. Many communist candidates lost elections.
   C. Communist hardliners seized power.
   D. Several Soviet republics declared independence.

2. When did Lithuania declare its independence from the Soviet Union?
   A. 1988
   B. 1989
   C. 1990
   D. 1991

3. What was the result of the hardliners’ attempt to seize power in 1991?
   A. They prevented the collapse of the Soviet Union.
   B. Leaders in other communist countries joined their cause.
   C. Gorbachev defeated Yeltsin in a struggle for power.
   D. They failed to gain control, and the country rapidly fell apart.

4. For much of the time it existed, the Soviet Union was engaged with the United States in a long conflict called
   A. World War I.
   B. World War II.
   C. the Gulf War.
   D. the Cold War.
Mohandas Gandhi Leads the Salt March, 1930

1. What demonstration is Mohandas Gandhi shown leading in the photograph?
   - The Salt March of 1930

2. What was this demonstration about?
   - It was a demonstration against the Salt Acts, which required Indians to buy salt only from the British government and to pay sales taxes on their salt purchases.

3. What principle did Gandhi follow in his campaign to win Indian independence? Describe the tactics he used to put this principle into action.
   - Passive resistance, civil disobedience, or nonviolence. He led peaceful demonstrations against unjust laws, organized boycotts of British goods, and encouraged people not to cooperate with the British government.
Directions: Use the passage to answer the questions below. Your answers need not be in complete sentences.

A New South Africa

. . . We all carried [pain] in our hearts as we saw our country tear itself apart in terrible conflict, and as we saw it spurned, outlawed and isolated by the peoples of the world, precisely because it has become the universal base of the [destructive] ideology and practice of racism and racial oppression. . . .

We have, at last, achieved our political emancipation. We pledge ourselves to liberate all our people from the continuing bondage of poverty, deprivation, suffering, gender, and other discrimination. . . . We enter into a covenant that we shall build the society in which all South Africans, both black and white, will be able to walk tall, without any fear in their hearts, assured of their inalienable right to human dignity—a rainbow nation at peace with itself and the world. . . .

Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world.

—Nelson Mandela, Inaugural Address as President of South Africa (1994)

1. What was the name of the government policy that Nelson Mandela called the “[destructive ideology] and practice of racism and racial oppression”?

2. How did other nations outlaw and isolate South Africa?

3. Why was Mandela’s election as president significant?
Extended Response

Extended-response questions, like constructed-response questions, usually focus on a document of some kind. However, they are more complex and require more time to complete than short-answer constructed-response questions. Some extended-response questions ask you to present the information in the document in a different form. Others require you to complete a chart, graph, or diagram. Still others ask you to write an essay, a report, or some other piece of extended writing. In most standardized tests, documents are accompanied by only one extended-response question.

1. Read the title of the document to get an idea of the subject. (This document concerns the Industrial Revolution.)

2. Carefully read the extended-response questions. (Question 1 asks you to complete a chart. Question 2 assumes that the chart is complete and asks you to write a short essay based on information in the chart.)

3. Study and analyze the document.

4. Sometimes the question gives you a partial answer. Analyze that answer to determine what kind of information your answers should contain.

5. If the question requires an extended piece of writing, jot down ideas in outline form. Use this outline to write your answer.

1. In the right-hand column of the chart, briefly describe the impact of the inventions listed in the left-hand column. The first entry has been completed for you.

2. The chart shows how certain inventions contributed to the development of the Industrial Revolution. Write a short essay describing the impact of the Industrial Revolution on society.

Sample Response

The best essays will point out that developments in agriculture reduced the need for labor on the land. Many farm workers left the country seeking work in factories in the cities. As a result, cities grew much larger. However, lack of sanitation and poor quality buildings made cities unhealthy, and sometimes dangerous, places to live. Life for factory workers was made worse because they worked long hours under dreadful conditions. Society split into clear social classes, with an upper class of landowners and aristocrats, a growing middle class of merchants and factory owners, and a large, generally poor lower class. Over the long term, though, working and living conditions improved for the working class, in part because factory-produced goods were cheaper.
Directions: Use the passage to answer the question below.

**Josef Stalin**

Stalin originated the concept “enemy of the people.” This term . . . made possible the usage of the most cruel repression . . . against anyone who in any way disagreed with Stalin, against those who were only suspected of hostile intent. . . .

Lenin used severe methods only in the most necessary cases, when the exploiting classes were still in existence and were vigorously opposing the revolution, when the struggle for survival was decidedly assuming the sharpest forms, even including a civil war.

Stalin, on the other hand, used extreme methods and mass repressions at a time when the revolution was already victorious, when the Soviet state was strengthened, when the exploiting classes were already liquidated. . . . It is clear that here Stalin showed in a whole series of cases his intolerance, his brutality and his abuse of power. Instead of proving his political correctness and mobilizing the masses, he often chose the path of repression and physical annihilation, not only against actual enemies, but also against individuals who had not committed any crimes against the Party and the Soviet government. Here we see no wisdom but only a demonstration of the brutal force which had once so alarmed . . . Lenin.


1. Write a short essay explaining how Josef Stalin gained and retained power in the Soviet Union.
A document-based question (DBQ) requires you to analyze and interpret a variety of documents. These documents often are accompanied by short-answer questions. You use these answers and information from the documents to write an essay on a specified subject.

1. Read the “Historical Context” section to get a sense of the issue addressed in the question.
2. Read the “Task” section and note the action words. This will help you understand exactly what the essay question requires.
3. Study and analyze each document. Consider what connection the documents have to the essay question. Take notes on your ideas.
4. Read and answer the document-specific questions. Think about how these questions connect to the essay topic.

Introduction

**1. Historical Context:** During World War II, the United States and the Soviet Union joined together as allies to defeat Nazi Germany. Soon after the war ended, however, they became enemies in the long conflict called the Cold War.

**2. Task:** Identify the postwar developments that led to the Cold War, and discuss the impact the Cold War had on world affairs.

Part 1: Short Answer

Study each document carefully and answer the questions that follow.


- 1946: Soviet Union blocks free elections in several Eastern European countries.
- 1949: Western countries form NATO.
- 1955: Soviet Union explodes its first nuclear bomb; nuclear arms race begins.
- 1957: Soviet Union launches Sputnik; space race begins.
- 1961: East Germany, backed by the Soviet Union, constructs Berlin Wall.
- 1950: Korean War, first limited conflict between Western and communist nations, begins.
- 1956: Soviet Union puts down revolt in Hungary.

What impact did the launching of Sputnik have on United States-Soviet relations?

It led to the space race—the struggle between the United States and the Soviet Union for control of outer space.
Document 2: The Iron Curtain

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. . . . All these famous cities and the populations around them lie in what I must call the Soviet sphere and all are subject in one form or another, not only to Soviet influence but to a very high, and in many cases, increasing measure of control from Moscow. . . . The Communist parties, which were very small in all these Eastern States of Europe, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control.

—Winston Churchill, Speech at Westminster College, Fulton, Missouri 1946

What did the Iron Curtain represent to Winston Churchill?

The barrier that separated Soviet-dominated Eastern Europe from free, democratic Western Europe.


Source: Center for Defense Information

What trend in United States military spending is shown in the graph?

United States military spending fell dramatically in the immediate postwar years. However, it rose markedly in the early 1950s, then leveled off but remained considerably higher than in the immediate postwar years.

Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of world history, write an essay that identifies the postwar developments that led to the Cold War and discusses the impact the Cold War had on world affairs.
Introduction

Historical Context: For many centuries, kings and queens ruled the countries of Europe. Their power was supported by nobles and armies. European society began to change, however, and in the late 1700s, those changes produced a violent upheaval in France.

Task: Discuss how social conflict and intellectual movements contributed to the French Revolution and why the Revolution turned radical.

Part 1: Short Answer

Study each document carefully and answer the questions that follow.

Document 1: Social Classes in Pre-Revolutionary France

What do the peasant woman, the noblewoman, and the nun represent? Why is the peasant woman shown carrying the noblewoman and the nun?
Document 2: A Declaration of Rights

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.

2. The aim of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression. . . .

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.

—Declaration of the Rights of Man and of the Citizen (1789)

How do these statements reflect the ideals of the Enlightenment?

Document 3: The French Revolution—Major Events

The French Revolution was moderate at first but quickly became radical. How does the information in the time line illustrate this?

Part 2: Essay

Using information from the documents, your answers to the questions in Part 1, and your knowledge of world history, write an essay discussing how social conflict and intellectual movements contributed to the French Revolution and why the Revolution turned radical.