

Georgia

Grade 6 Standards Assessment Workbook



**Use your
social studies knowledge to
help you succeed on Georgia's
Criterion-Referenced
Competency Tests
(CRCT).**

Test-Taking Tips

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



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Overview

What Is the Criterion-Referenced Competency Test?

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

How This Book Helps You Succeed on the CRCT

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

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

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

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

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

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

Guide to Analyzing Graphics

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

1. **Look closely at all the details.** You will find a great deal of information in the graph, chart, or map if you look at the specifics as well as the big picture.
2. **If there is text, read it carefully.** Any text that goes with a graph, chart, map, or political cartoon is provided to give the reader an understanding of the information in the graphic.
3. **Read the question and answers carefully.** Read the question carefully to find out exactly what you need to find from the graphic. Also, always read the answer choices closely to ensure that you choose the best possible answer from your choices.
4. **Decide if there is a special way the graph, chart, or map presents the information.** For example, look to see if there is a time order on a graph, or examine a map to see if it is current or not.
5. **Determine the point of view of a political cartoon.** Ask yourself the following questions: What event is the cartoon about? What are the two sides of the event? Which side does the cartoon represent?

Tip:

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

Georgia Performance Standards for Grade 6: Latin America and Canada, Europe, Australia, and Oceania

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

| LATIN AMERICA & CANADA | |
|---|---|
| Historical Understanding | |
| Standard SS6H1: The student will describe the civilizations at the time of the Columbian Exchange and the impact of European exploration on those civilizations. | |
| a. | describe Aztec and Incan society prior to the Columbian Exchange, including religious beliefs, origins of their empires, the astronomic and calendar developments of the Aztecs, and the roads and aqueducts of the Incas |
| b. | describe the encounter and consequences between the Spanish and the Aztec and Incan civilizations including how small Spanish forces defeated large empires, and the roles of Cortes, Pizarro, Moctezuma, and Atahualpa |
| Standard SS6H2: The student will explain the development of Latin America and the Caribbean and Canada as colonies of European nations through their independence. | |
| a. | describe the importance of African slavery on the development of the Americas |
| b. | explain importance of the Spanish mission system in developing Latin America |
| c. | explain the colonization of Canada by the French and later the English |
| d. | explain the Latin American independence movement including the importance of Touissant L’Ouverture in Haiti, and Miguel Hidalgo, Simon Bolivar, and Jose de San Martin |
| e. | explain how Canada became an independent nation |
| Standard SS6H3: The student will discuss important 20th century issues in Latin America and the Caribbean and Canada. | |
| a. | describe the development of nationalism and the role of leaders such as Juan and Eva Peron |
| b. | discuss the role of the Organization of American States |
| c. | discuss the impact of the Cuban Revolution |
| d. | describe Quebec’s independence movement |
| e. | analyze the impact and political outcomes of guerrilla movements in Latin American, such as Shining Path in Peru, the FARC in Colombia, and the Zapatistas in Mexico |

| Geographic Understanding | |
|---|---|
| Standard SS6G1: The student will be able to describe and locate the important physical and human characteristics of Latin America and the Caribbean and Canada. | |
| a. | describe and locate major physical features to include, Pacific Ocean, Gulf of Alaska, Hudson Bay, Caribbean Sea, Gulf of Mexico, the Great Lakes, Panama Canal, Amazon River, Andes Mountains, Rocky Mountains, Sierra Madre Mountains, St. Lawrence River, Patagonia, Atacama Desert, and Rio de la Plata |
| b. | describe and locate Canada, and the nations of Latin America to include Cuba, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, Panama, Columbia, Venezuela, Brazil, Chile, Ecuador, Argentina, Bolivia, Uruguay, Paraguay, Peru, Haiti, and Jamaica |
| Standard SS6G2: The student will discuss the impact of government policies and individual behaviors on Latin American and the Caribbean and Canadian environment. | |
| a. | describe Canadian policies concerning pollution including acid rain, and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, timber resources, |
| b. | describe the approaches of Latin American countries to deal with environmental issues, including air pollution in Mexico City, Mexico, and Santiago, Chile, the destruction of the rain forest in Brazil, and oil related pollution in Venezuela, Mexico, and Ecuador |
| Standard 6SSG3: The student will explain the impact of location, climate, physical characteristics, natural resources and population size on Latin America and the Caribbean and Canada. | |
| a. | describe how Canada's location, climate, and natural resources have affected where people live, where agricultural and industrial regions are located and on trade, especially the importance of the St. Lawrence Seaway and the Great Lakes |
| b. | describe how the location, climate, and natural resources of Mexico, Brazil, Chile, and Bolivia have affected where people live, where agricultural and industrial regions are locate, and on trade, especially the importance of the Amazon River, the Rio de la Plata, the Rain Forest, the Mexican Plateau, and the Andes Mountains. |
| c. | explain the distribution of natural resources and how that has affected the peoples of the Caribbean |
| d. | explain the impact of natural disasters (i.e. hurricanes, earthquakes, floods) on Latin American and Caribbean countries |
| Standard SS6G4: The student will describe the cultural characteristic of Latin America and the Caribbean and Canada. | |
| a. | identify the reasons Canada has two official languages, English and French, and the traditions, customs, and religions of each |
| b. | describe the traditions, customs, religion and life style of the Native Americans who inhabit the Northern territories of Canada |
| c. | identify the major ethnic groups of Latin America to include indigenous groups such as Mestizos, Mulattos, and peoples of European and African descent, where they live, their major religion, customs, and traditions |
| d. | explain how the literacy rate in Canada, Mexico, Brazil, and Chile affects each nations development in the modern world |

| | |
|---|---|
| e. | explain the major literary, artistic, and music forms of people in Latin American and the Caribbean |
| Civics Understanding | |
| Standard SS6CG1: The student will explain the structure of national governments in Latin America and the Caribbean and Canada. | |
| a. | explain the basic structure of the national governments of Brazil, Cuba, Jamaica, and Mexico, to include the type of government, form of leadership, type of legislature, and the role of the citizen |
| b. | describe the structure of the Canadian government including the type of government, form of leadership, the type of legislature, and the role of citizen and Canada's relationship to the United Kingdom |
| Economic Understanding | |
| Standard SS6E1: The student will describe different <i>economic systems (traditional, command, market, mixed)</i> and how they answer the basic economic questions: <i>What to produce? How to produce? For whom to produce?</i> | |
| a. | explain the basic types of economic systems found in Canada, Mexico, Cuba, and Argentina |
| Standard SS6E2: The student will give examples of how <i>voluntary trade</i> benefits buyers and sellers in Latin America and the Caribbean and Canada. | |
| a. | analyze how Canada, Mexico, Venezuela, and Brazil benefit from <i>trade</i> |
| b. | define types of <i>trade barriers</i> both physical such as Bolivia as a land locked country and economic barriers such as tariffs |
| c. | analyze the development and impact of trade blocks such as the North American Free Trade Agreement (NAFTA), the Common Market of the South (MERCOSUR), and Free Trade Area of the Americas (FTAA) |
| d. | describe why international trade requires a system for <i>exchanging currency</i> between and among nations and name currencies from nations such as Canada, Mexico, Brazil, Chile; explain why Ecuador, El Salvador, and Panama chose to adopt the U.S. dollar as their currency |
| Standard SS6E3: The student will describe the factors that influence <i>economic growth</i> and examine their presence or absence in countries such as Canada, Mexico, Brazil, and Argentina. | |
| a. | describe <i>investment in human capital</i> , including the health, education and training of people, and the impact of poverty on economic development |
| b. | describe <i>investment in capital goods</i> , including factories, machinery, and new technology |
| c. | describe the <i>role of natural resources</i> , including land, air, water, minerals, time, and other gifts of nature |
| d. | describe the <i>role of entrepreneurs</i> who take the risks of organizing productive resources |
| Standard SS6E4: The student will explain personal <i>money management</i> choices in terms of <i>income, spending, credit, saving and investing</i> . | |

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| EUROPE | |
| Historical Understanding | |
| Standard SS6H4: The student will describe the important developments in Europe between 1400 CE. | |
| a. | explain how artists such as Michelangelo and Leonardo da Vinci contributed to the Renaissance |
| b. | explain the role of Martin Luther in the Reformation |
| c. | explain how scientists such as Galileo and Newton changed our knowledge of science and why the Scientific Revolution is important |
| d. | explain the importance of exploration in the development of Europe including the work of Prince Henry the Navigator, Columbus, and Hudson |
| e. | trace the empires of Portugal, Spain, the Netherlands, England, and France in Africa, the Americas, and Asia |
| f. | describe the Industrial Revolution including the impact on cities, life styles, and agriculture |
| g. | describe the impact Peter the Great and Catherine the Great had on Russia |
| Standard SS6H5: The student will describe major developments in Europe during the 20 th century. | |
| a. | describe major developments of World War I to include the reasons for the War, the Russian Revolution, the collapse of empires, and consequences of making Germany pay for World War I |
| b. | describe the impact of the world wide depression on Europe especially Germany |
| c. | describe World War II including the ideas of Nazism, Facism, the Allied and Axis powers, the Holocaust, D-Day, Stalingrad and the roles of Hitler, Stalin, Mussolini, Churchill, Roosevelt, and Truman |
| d. | explain the collapse of the Soviet Union including the failure of communism, the rise of the desire for freedom (Solidarity in Poland), and the fall of the Berlin Wall |
| e. | explain the significance of the reunification of Germany after the collapse of the Soviet Union |
| f. | explain the origin and function of the European Union |
| Geographic Understanding | |
| Standard SS6G5: The student will be able to describe and locate the important physical and human characteristics of Europe. | |
| a. | describe and locate major physical features to include Arctic Ocean, Norwegian Sea, Baltic Sea, Volga River, Danube River, Rhine River, Elbe River, Seine River, Po River, Thames River, the Alps, the Pyrenees, the Balkan Mountains, Ural Mountains, Strait of Gibraltar, English Channel, Iberian Peninsula, and Scandinavian Peninsula |
| b. | describe and locate the nations of Great Britain, Norway, Sweden, Finland, Russia, Poland, Germany, France, Spain, Switzerland, Italy, Hungary, Austria, Czech Republic, Romania, Netherlands, Belgium, Estonia, Latvia, Lithuania, and Ukraine |
| c. | describe the geographic and cultural boundaries of Europe, including whether Turkey should be considered part of Europe or Asia |

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| Standard SS6G6: The student will discuss the impact of government policies and individual behaviors on the European environment. | |
| a. | explain the major concerns of Europeans regarding the environment including issues of agricultural reform, air quality in cities, the impact of global warming, and water pollution |
| b. | describe the policies of countries such as Germany, England, France, Poland, and Russia concerning agricultural reform, air quality in cities, the impact of global warming, and water pollution |
| c. | describe the environmental consequences resulting from the nuclear disaster in Chernobyl, Ukraine |
| Standard 6SSG7: The student will explain the impact of location, climate, physical characteristics, natural resources and population size on Europe. | |
| a. | describe how Europe’s location, climate, and natural resources have affected where people live, where agricultural and industrial regions are located, and on trade, especially the importance of the river system and the many good harbors |
| b. | explain the distribution of natural resources and how that has affected Europe |
| Standard SS6G8: The student will describe the cultural characteristics of Europe. | |
| a. | explain the diversity of European culture as seen in a comparison of German, Greek, Russian, French, and Italian language, customs, and traditions |
| b. | describe the customs and traditions of the major religions in Europe, Judaism, Christianity (Catholic, Orthodox, and Protestant), and Islam, and locate where each religion is the primary religion |
| c. | explain how the literacy rate in Europe has impacted its development in the modern world |
| d. | describe major contributions to literature (e.g. Nobel Prize winning authors), art (e.g. Van Gogh, Picasso), and music (e.g. classical, opera, Andrew Lloyd Weber) |
| Civics Understanding | |
| Standard SS6CG2: The student will describe modern European governments. | |
| a. | explain the parliamentary system of the United Kingdom and compare it with a presidential system such as the U.S., and the dual system of France |
| b. | describe the transition of central European countries such as Poland from authoritarian systems to democratic ones |
| c. | describe the purpose of the European Union and the relationship between of member nations |
| Economic Understanding | |
| Standard SS6E5: The student will describe different <i>economic systems (traditional, command, market, mixed)</i> and how they answer the basic economic questions: <i>What to produce? How to produce? For whom to produce?</i> | |
| a. | explain the basic types of economic systems found in England, Germany, and Russia |

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| Standard SS6E6: The student will give examples of how <i>voluntary trade</i> benefits buyers and sellers in Europe. | |
| a. | explain how countries such as England, France, and the Netherlands developed extensive colonial empires as an important aspect of their economies |
| b. | define types of trade barriers both physical and economic and how they influence the development of trade within Europe (e.g. extensive trade by rivers, different currencies in each European country) |
| c. | illustrate how international trade requires a system for <i>exchanging currency</i> between and among nations and how the European Union and the Euro facilitate trade |
| d. | identify examples of currencies from nations such as England, France, Italy, Greece, Russia, Poland |
| Standard SS6E7: The student will describe the factors that cause <i>economic growth</i> and examine their presence or absence in countries such as England, Germany, Russia, Poland, and Romania. | |
| a. | describe <i>investment in human capital</i> , including the health, education, and training of people |
| b. | describe <i>investment in capital goods</i> , including factories, machinery, and new technology |
| c. | describe the <i>role of natural resources</i> , including land, air, water, minerals, time, and other gifts of nature |
| d. | describe the <i>role of entrepreneurs</i> who take the risks of organizing productive resources |
| Australia and Oceania | |
| Historical Understanding | |
| Standard SS6H6: The student will describe the culture and development of Australia and Oceania prior to contact with Europeans. | |
| a. | describe the origins and culture of the Aborigines |
| b. | describe the origins and culture of the Maori of New Zealand |
| Standard SS6H7: The student will explain the impact European exploration and colonization had on Australia and Oceania. | |
| a. | explain the reasons for British colonization of Australia including the use of prisoners as colonists |
| b. | explain the impact of European diseases and weapons on the indigenous peoples of Australia and Oceania |
| Standard SS6H8: The student will discuss the impact of important 20th century events on Australia and Oceania. | |
| a. | explain the impact of World War II on Australia and Oceania |
| b. | describe the importance of tourism on the region |
| Geographic Understanding | |
| Standard SS6G9: The student will be able to describe and locate the important physical and human characteristics of Australia and Oceania. | |
| a. | describe and locate the major physical features to include The Great Barrier Reef, Great Sandy Desert, Great Victoria Desert, Antarctica, and Coral Sea |

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|---|--|
| b. | locate the nations of Australia, New Zealand, Papua New Guinea, Solomon Islands, Fiji, and Vanuatu |
| c. | locate the three sub-regions of Oceania, Melanesia, Micronesia, and Polynesia |
| Standard SS6G10: The student will discuss the impact of government policies and individual behaviors on the environments of Australia and Oceania. | |
| a. | explain major environmental concerns Australians have regarding issues such as protection of The Great Barrier Reef, Ozone depletion, and global warming and actions taken by the government and/or citizens regarding these concerns |
| b. | explain major environmental concerns of Oceania including over fishing, climate change, freshwater resources, and pollution, and actions taken by the government and individuals regarding these issues |
| Standard 6SSG11: The student will explain the impact of location, climate, physical characteristics, natural resources and population size on Australia and Oceania. | |
| a. | describe how Australia’s location, climate, and natural resources have affected where people live, where agricultural and industrial regions are located, and on trade, especially the importance of deserts, the river system and the many good harbors |
| b. | explain the unique challenges in Oceania as a collection of island and how that has affected where people live, development of agriculture, and types of industry or jobs |
| Standard SS6G12: The student will describe the cultural characteristics of Australia and Oceania. | |
| a. | explain the aboriginal culture that existed in Australia prior to the arrive of Europeans, including aboriginal art, religious beliefs, customs and traditions and how that culture is still evident in Australia today |
| b. | describe the modern culture of Australia including prominent Australian authors, musicians, and artists |
| c. | describe the culture of Oceania including the customs, traditions, and religious beliefs of the original population and how they have influenced modern Oceania |
| Civics Understanding | |
| Standard SS6CG3: The student will describe the political structures of Oceania | |
| a. | explain the structure of the national government of New Zealand including the type of government, form of leadership, the type of legislature, and the role of the citizen |
| b. | describe the national government of the Federated States of Micronesia |
| c. | describe the Australian national government including the type of government, form of leadership, the type of legislature, and the role of the citizen and the relationship of Australia to the United Kingdom |
| Economic Understanding | |
| Standard SS6E8: The student will describe different <i>economic systems (traditional, command, market, mixed)</i> and how they answer the basic economic questions: <i>What to produce? How to produce? For whom to produce?</i> | |
| a. | explain the basic types of economic systems found in Australia and the Federated States of Micronesia |

| | |
|--|---|
| Standard SS6E9: The student will give examples of how <i>voluntary trade</i> benefits buyers and sellers in Australia and Oceania. | |
| a. | explain the impact of trade and tourism on Australia and the Federated States of Micronesia |
| b. | define types of trade barriers both physical and economic for countries located in Oceania such as distances to other trading partners and restrictions of island nations |
| Standard SS6E10: The student will describe the factors that influence <i>economic growth</i> and examine their presence or absence in Australia and Oceania | |
| a. | describe <i>investment in human capital</i> , including the health, education, and training of people |
| b. | describe <i>investment in capital goods</i> , including factories, machinery, and new technology |
| c. | describe the <i>role of natural resources</i> , including land, air, water, minerals, time, and other gifts of nature |
| d. | describe the <i>role of entrepreneurs</i> who take the risks of organizing productive resources |



Diagnostic Test



1

The British first used Australia as a _____.

- A. place to protect wildlife
- B. colony to grow crops for England
- C. place to send prisoners
- D. refuge for people seeking political freedom

[SS6H7a]

2

In 1867, the colonies of Canada united into one nation known as the

- A. Dominion of Canada.
- B. United Colonies of Canada.
- C. United States of Canada.
- D. Republic of Canada.

[SS6H2e]

3

Many Colombian's are _____, which is a mix of European and Native American background.

- A. Cordilleras
- B. Mayan
- C. Mestizo
- D. Campensinos

[SS6G4c]

4

During World War II, the United States and _____ fought a number of bloody battles in the Pacific Island region.

- A. Germany
- B. Japan
- C. China
- D. Russia

[SS6H8a]

5

On the Pacific high islands, _____ soil is rich and allows for raising crops.

- A. coral
- B. volcanic
- C. riverbed
- D. mountain

[SS6G11b]

6

The Indian population of the Fiji Islands largely practices the _____ religion.

- A. Christian
- B. Hindu
- C. Muslim
- D. Buddhist

[SS6G12c]

7

New Zealand has developed _____ as a major source of energy.

- A. coal
- B. petroleum resources
- C. nuclear power
- D. hydroelectric power

[SS6E10c]

8

Entrepreneurs in Polynesia built new hotels, shops, and restaurants to accommodate the needs of _____.

- A. tourists
- B. immigrants
- C. business leaders
- D. urban dwellers

[SS6E10d]



9

In Aztec society, how could a male commoner rise to the noble class?

- A. by marrying a member of the noble class
- B. by performing an act of bravery in war
- C. by doing a good job at his assigned work
- D. by paying money to the temple

[SS6H1a]

10

Millions of Africans were brought to the Americas to

- A. labor on plantation fields as enslaved workers.
- B. teach the Europeans how to use farming tools.
- C. be indentured servants to earn their freedom.
- D. employ them on the plantations.

[SS6H2a]

11

“In 1531 Francisco Pizarro (ca. 1475-1541) matched Cortés’s feat when he conquered the Peruvian empire of the Incas. This conquest vastly extended the territory under Spanish control and became the true source of profit for the crown, when a huge silver mine that poured into Spain in the next quarter century helped support Spanish dynastic ambitions in Europe.”

—Mark Kishlansky, Patrick Geary, and Patricia O’Brien,
Civilizations in the West, 1991

According to the passage, the effect of mining wealth was

- A. the enslavement of native workers.
- B. an increase in Spanish settlers.
- C. it supported Spain’s interests in Europe.
- D. to make Spain’s king more extravagant.

[SS6H1b]

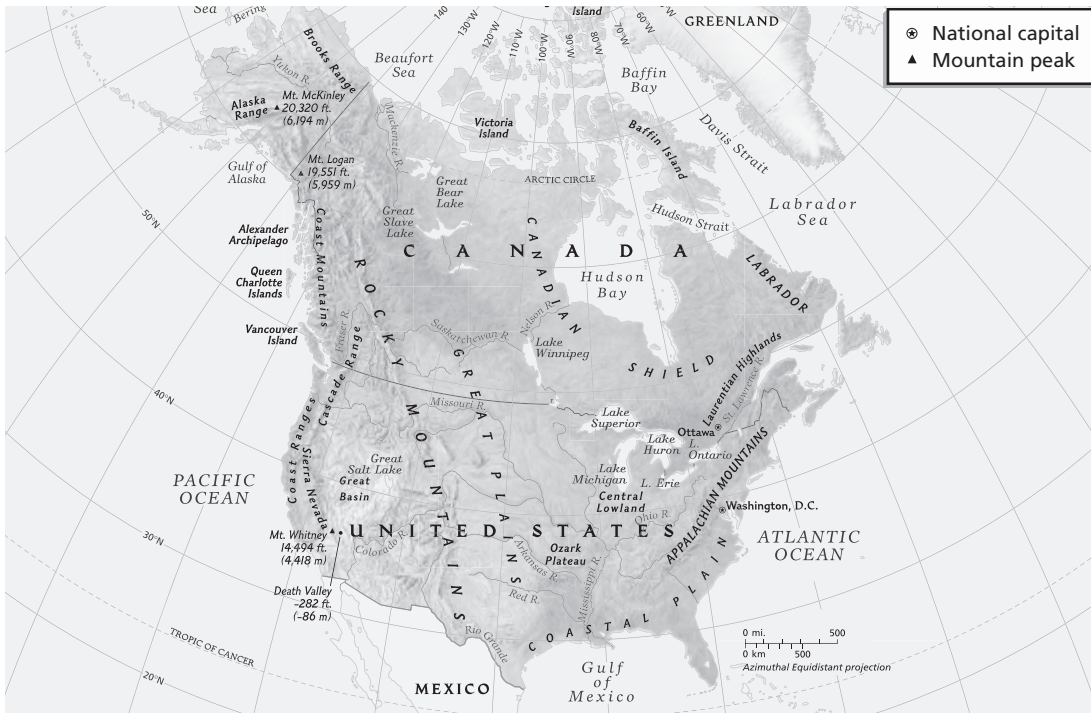
12

What natural wonder lies off Australia’s northeastern coast?

- A. the Great Dividing Range
- B. the Mariana Trench
- C. the Great Barrier Reef
- D. the island of Tasmania

[SS6G9a]





13

Study the map above. What landform exists only in Canada?

- A. the Great Lakes region
- B. Baffin Island
- C. the Great Plains
- D. the Rocky Mountains

[SS6G1a]

14

When Juan Perón came to power in Argentina in the 1940's he tried to

- A. strengthen the military and economy.
- B. gain control of more territory.
- C. improve the economy and help workers.
- D. build a democratic government.

[SS6H3a]

15

Destroying large areas of forest is called

- A. deforestation.
- B. deportation.
- C. erosion.
- D. demineralization.

[SS6G2b]



16

Who was Leo Tolstoy?

- A. a painter who depicted Russian landscapes and people
- B. a writer who created epic novels about Russian life
- C. a composer who wrote the *Nutcracker Suite*
- D. a dancer who performed with the Bolshoi Ballet

[SS6G8d]

17

Challenges in the Pacific islands include unemployment, _____, and overdependence on foreign aid.

- A. overpopulation
- B. immigration
- C. volcanic eruptions
- D. overfishing

[SSG10b]

18

In the Caribbean islands where there is usually a constant tropical climate, _____ are a threat for half of the year.

- A. hurricanes
- B. tornadoes
- C. floods
- D. volcanoes

[SS6G3d]

19

France and England developed colonies in this country.

- A. Poland
- B. Germany
- C. Canada
- D. Netherlands

[SS6E6a]

20

The percentage of people in a specific area who can read and write is called

- A. the literacy rate.
- B. the growth rate.
- C. bilingual.
- D. socialism.

[SS6G4d]

21

Before independence, the Federated States of Micronesia were a _____ under American control.

- A. trust territory
- B. province
- C. commonwealth
- D. colony

[SS6CG3b]

22

Canada has a _____ form of government.

- A. Communist
- B. Democratic
- C. Republic
- D. Parliamentary Democracy

[SS6CG1b]

23

What is a ban on trade called?

- A. export
- B. tariff
- C. embargo
- D. migrant

[SS6E2b]



24

Dictators started to rule Italy and Germany after World War I. They started a new form of government called _____, which means that a dictator controls every aspect of a citizen's life.

- A. Nazism
- B. totalitarianism
- C. fascism
- D. collectivization

[SS6H5c]

25

What is a Peso?

- A. the name of Mexico's currency
- B. a city in Colombia
- C. a large farm in Mexico
- D. the name of Canada's currency

[SS6E2d]

26

Under its free enterprise system, Australia's main agricultural activity is _____.

- A. raising crops
- B. raising livestock
- C. logging
- D. growing vegetables

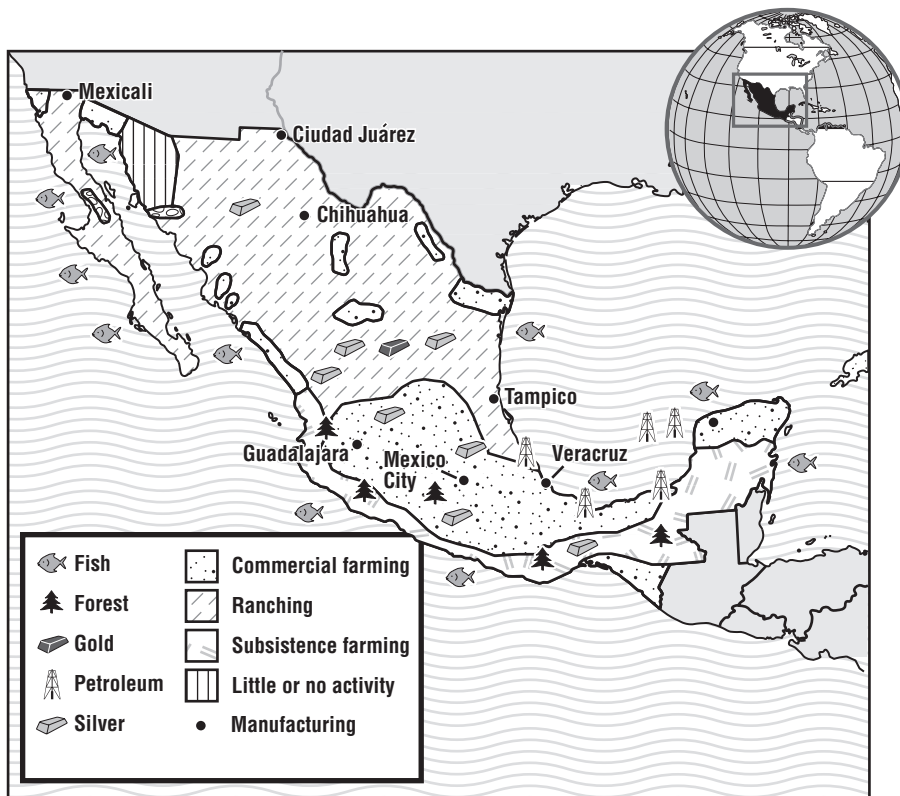
[SS6E8a]

27

Because of Martin Luther's ideas, the first Protestant _____ of Christianity developed.

- A. government
- B. Catholicism
- C. denomination
- D. religion

[SS6H4b]



28

According to the map, where is most of Mexico's petroleum produced?

- A. in Baja California
- B. along the western coast
- C. along the eastern coast
- D. near Chihuahua

[SS6E3c]

29

New Zealand was among the first places in which the government _____.

- A. gave help to people who were elderly, sick, or out of work
- B. allowed people to form labor unions
- C. set up public schools
- D. encouraged free trade among provinces

[SS6E10a]

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30

The Industrial Revolution began in Britain in the _____ industry.

- A. textile
- B. farming
- C. steel
- D. coal mining

[SS6H4f]

31

When Germany could not pay reparations for World War I, the French attempted to

- A. force other Central Powers to pay.
- B. lower the value of German money.
- C. declare war.
- D. take over German industry.

[SS6H5a]

32

_____ has a Parliamentary form of government.

- A. England
- B. France
- C. Poland
- D. United States

[SS6CG2a]

33

“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 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

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.

[SS6H4b]



34

In November of 1989 the Berlin Wall was torn down. This was the beginning of uniting what country?

- A. Russia
- B. Germany
- C. Poland
- D. Czechoslovakia

[SS6H5e]

35

What is a goal of the European Union?

- A. to create one large nation
- B. to rival American unions
- C. to organize all European labor unions under one agency
- D. to unite Europe politically and economically

[SS6H5f]

36

The national capital of Turkey, called Istanbul, is unique because it is

- A. the largest city in the world.
- B. the only city in the world located on two continents.
- C. known for its beautiful museums and palaces.
- D. located on top of a mountain.

[SS6G5c]

37

Iceland and the United Kingdom argue over _____.

- A. independence
- B. religion
- C. fishing rights in the Atlantic
- D. hydroelectric power

[SS6G7b]

38

In Rome today, what is the main language used?

- A. English
- B. Italian
- C. Romanian
- D. Latin

[SS6G8a]





39

Using the map, who was the first European explorer to arrive in Canada?

- A. Christopher Columbus
 - B. John Cabot
 - C. Jacques Cartier
 - D. Henry Hudson
- [SS6H4e]

40

France is the second largest food producer in the world. What does NOT contribute to this success?

- A. modern farming methods
 - B. climate
 - C. location
 - D. the use of nuclear power
- [SS6E7b]

41

Because of _____, people have to reach parts of western Australia by plane.

- A. swamplands
 - B. rain forests
 - C. deserts
 - D. vast seas
- [SS6E9.b]



42

The United Kingdom imports one third of its food because

- A. they like to eat foreign foods.
- B. they do not have enough land to support the needs of the entire population.
- C. the climate is too snowy to grow food.
- D. most of the land is used for factories.

[SS6E7c]

43

Most of Mexico's people live in the central region of Mexico because of its

- A. fertile soil and mild climate.
- B. mild climate and tourism.
- C. tourism and mining.
- D. mining and fertile soil.

[SS6G3b]

44

Where does New Zealand lie in relation to Australia?

- A. north of Australia
- B. northwest of Australia
- C. southeast of Australia
- D. west of Australia

[SS6G9b]

45

What two economic activities are dominant in the Caribbean?

- A. fishing and tourism
- B. banking and tourism
- C. farming and banking
- D. farming and tourism

[SS6G3c]



| Three Dictators: Mussolini, Stalin, and Hitler | | | |
|---|-------------------------|----------------------|--|
| | 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 (Nazi) |
| Type of Government | Fascist | Communist | Fascist |
| Invaded | Ethiopia, 1935 | Poland, 1939 | Rhineland, 1936 Austria, 1936 Czechoslovakia, 1939 Poland, 1939 |

46

Using the chart, which dictator came to power at the beginning of the Great Depression?

- A. Mussolini
- B. Stalin
- C. Hitler
- D. none of the above

[SS6H5a]

47

Reggae music, which combines African rhythms with American pop music, was developed in

- A. Mexico.
- B. Jamaica.
- C. Puerto Rico.
- D. Brazil.

[SS6G4e]

48

What is the name of the area in Germany most damaged by acid rain?

- A. Rhine
- B. Ruhr
- C. Black Forest
- D. Watershed of Central Europe

[SS6G6a]

49

Australia's Aborigines are the descendants of _____

- A. British settlers from England who arrived in the 1700s.
- B. traders from India and China who settled in the 1800s.
- C. immigrants from Asia who came at least 40,000 years ago.
- D. Pacific explorers who settled in the 1500s.

[SS6H6a]

50

The Canadian government regulates fishing in the Grand Banks because

- A. it is snow covered most of the year.
- B. that area has been over-fished.
- C. they have to share that area with the United States.
- D. it is polluted.

[SS6G2a]



- 1. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
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- 47. (A) (B) (C) (D)
- 48. (A) (B) (C) (D)
- 49. (A) (B) (C) (D)
- 50. (A) (B) (C) (D)

