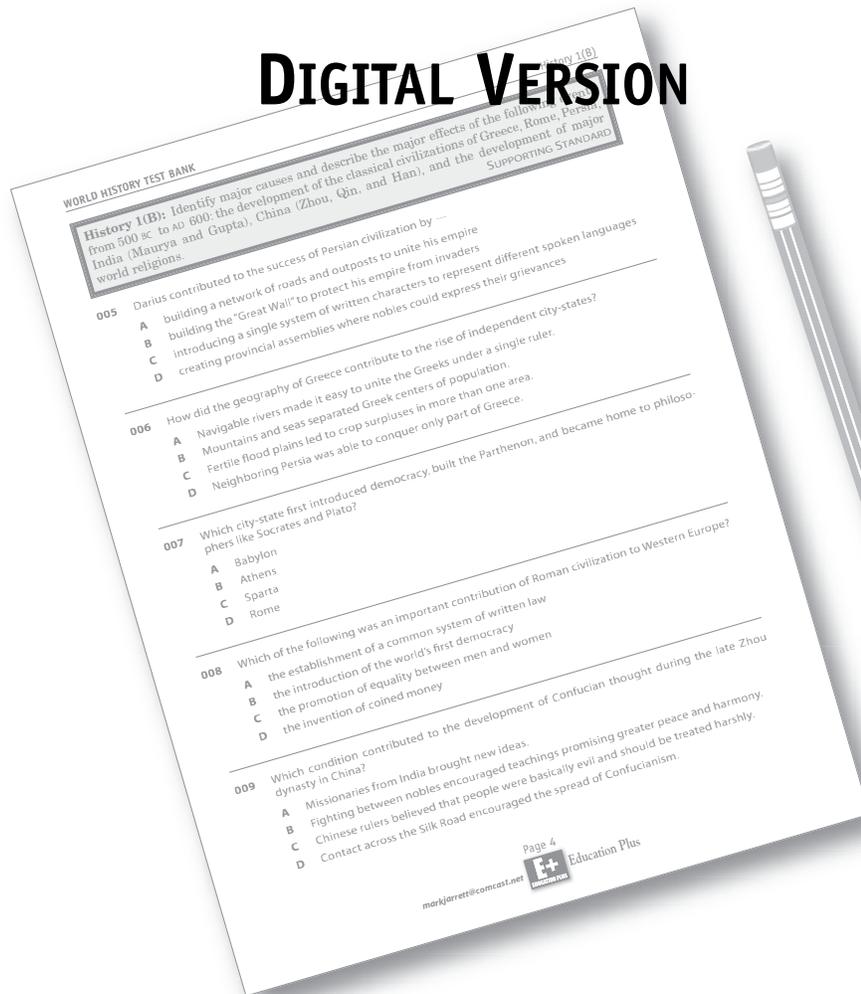


# WORLD HISTORY TEST BANK

## DIGITAL VERSION



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Education Plus

# HOW TO USE THIS TEST BANK

This school year, your students will take the STAAR End-of-Course Test in World History. This challenging test will cover 41 Readiness Standards and 62 Supporting Standards. This world history test bank, with its wide range of questions, is designed to help your students perform their best on the test. You will find that all of the TEKS are covered, with a multitude of questions for every TEKS. This test bank will provide you with ample practice questions to create unit tests, a midterm, and a practice final exam. You will still have enough questions left over for classroom quizzes and additional practice in preparation for the STAAR End-of-Course Test.

## HOW THIS TEST BANK IS ORGANIZED

This test bank is organized to follow the TEKS. Each TEKS, found in a gray box at the top of the page, begins a new section. There are at least three or more STAAR-type questions for each TEKS. The questions run the gamut from easy to challenging — both in content and cognitive complexity. They also cover all of the performance level descriptors from Level I to Level III (“Advance Academic Performance”). Each question is designed to test student mastery of a specific TEKS. These questions are different from those in *Mastering the TEKS in World History* and cannot be found in any other resource, so they will provide you with a true snapshot of what your students know for diagnostic purposes and to prepare them for the STAAR Test. Most importantly, you will find maps, documentary excerpts, photographs, and diagrams as part of many questions — just like those on the actual STAAR Test.

Because the test bank follows the TEKS themselves, navigating the test bank’s many pages of questions is quite easy. Each TEKS appears in order and each new TEKS begins on a separate page. (The TEKS appear in the same order as in the Texas Standards, and not as they appear in the TEA’s Assessed Curriculum booklet.) You will find a convenient list of bookmarks alongside the test bank, listing all of the TEKS. Simply click on **World History TEKS** in the column alongside the test bank. Then click on the particular TEKS you want. The bookmark will immediately take you to that part of the test bank.

## HOW TO USE THIS TEST BANK

This test bank is **ONLY** available as a PDF file. After you purchase the test bank, we will furnish your district with a unique password needed to open it for use by your district. You will also need *Adobe Acrobat Reader* to navigate the test bank. If you don’t have a copy of *Adobe Acrobat Reader*, go to [www.adobe.com](http://www.adobe.com) and download a free copy of this program. Once you open the test bank, you will find three convenient ways to copy items from the test bank to incorporate into your own tests:

**Copy-Paste Method.** You will need to use your word processing software, such as Microsoft Word, Wordperfect, or Apple’s Pages, for this method.

1. First, create a new, blank word document on your computer screen.
2. Then open the test bank with your *Adobe Acrobat Reader* or *Preview*.
  - A. **If you are using Adobe Acrobat Reader 9.** Along the top menu of your computer, find the “Tools” menu. Highlight that menu, and slide your cursor down to “Select and Zoom.” Use your cursor to open the “Snapshot Tool.” Using the “Snapshot Tool,” highlight the question you wish to use. Select “Copy” and then paste the question in the blank Word document you just created. This also works by simply using the *Preview* program that may come with your computer.

- B. If you are using Adobe Acrobat Reader 10.** If you go to the top menu and open “**Edit**,” a dropdown menu should appear. Go to “**Take a Snapshot**,” and follow the same directions as above for **Adobe Acrobat Reader 9**. You can also copy items by simply highlighting them, opening the “**Edit**” menu at the top, and clicking “**Copy**.” Then place your cursor on your blank document and click “**Paste**.” Images will also copy if you highlight the image separately.
- 3.** We suggest you copy a question into your Word file without its number so that you can renumber it based on its position in the new document you are creating. Remember, also, that when you copy questions this way you are copying an image so you may not be able to alter the text. Finally, don’t forget to name and save your new Word file.

**Cut and Paste Method.** The second method to use the test bank is to print out copies of the questions you want and paste them onto a page of paper. You can then photocopy the page with the hand-pasted items to create copies of the test for your students.

**Retype Questions Method.** A third method is to retype the questions you wish to use by using your word processing program. You may need to copy and paste graphics, maps and other visuals to insert them into your typed questions. You might also use “**Screen Capture**” to copy and paste an image or map that goes with the question. This method gives you complete control to change the wording of any question. Because of the size and complexity of this test bank, it is not available as an MS Word document.

## CLUSTER QUESTIONS

The Texas Education Agency had announced that some of the questions on the STAAR might be cluster questions — several related questions on the same piece of data (i.e. a map or political cartoon) — or even several pieces of data. However, the TEA has not released any actual cluster questions. Indeed, they may never appear on the actual STAAR. Nevertheless, you can use these cluster questions for pedagogical purposes, or break them up into separate questions by repeating the data that appears in the first question.

## SOCIAL STUDIES SKILLS

The Texas Education Agency has also announced that it will not test the Social Studies Skills TEKS in isolation, but will focus on the content TEKS. However, many assessment items on STAAR will be dual coded with both their content TEKS and skills TEKS. For *pedagogical purposes*, Questions 684 (pg. 278) to 705 (pg. 290) at the end of the test bank are focused specifically on the Social Studies Skills TEKS. These items are provided to assess mastery of the relevant skills, but such items **will not** appear as such on the STAAR itself. We have also noted which content areas relate to these skills items.

## TROUBLE-SHOOTING

For your convenience, we have appended a complete Answer Key at the end of this Test Bank. If you are having trouble or have any problem or question, we are here to help. Simply email **Education Plus** at [MarkJarrett@comcast.net](mailto:MarkJarrett@comcast.net).

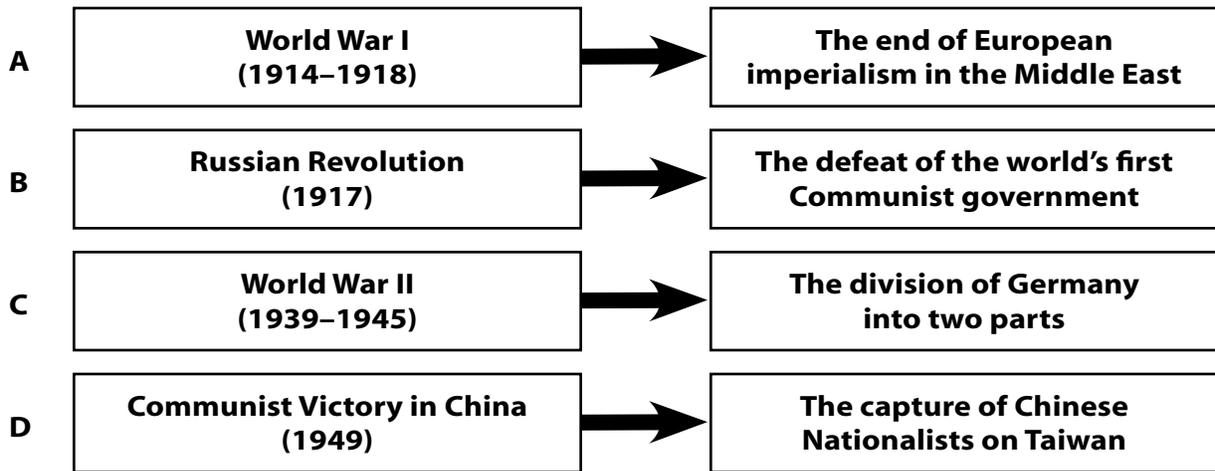
## OTHER RESOURCES

We recommend that in addition to using the assessment items in this test bank, you help prepare your students with two products from our affiliated company, Jarrett Publishing Company. These include *Mastering the TEKS in World History*, *A Glossary of World History Terms*, and *A Bilingual Glossary of World History Terms*. For more information about these products, visit [www.jarrettpub.com](http://www.jarrettpub.com) or telephone (800) 859-7679.

**History 1.** The student understands traditional historical points of reference in world history. The student is expected to:

- (F) Identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. **SUPPORTING STANDARD**

020 Which of the following events is correctly paired with one of its major effects?



021

Event	Political Impact	Economic Impact	Social Impact
World War I	Dissolution of the German, Russian and Austro-Hungarian Empires; continuing hostility between Germany and France.	Destruction of property and businesses in Europe; deaths of millions of soldiers and civilians	?

Which of the following best completes the chart above?

- A Mass murder of millions of European Jews
- B Increased influence for surviving European aristocracies
- C Increased pace of social change in Europe
- D The end of overseas imperialism

**History 7.** The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:

(E) Explain Ming China’s impact on global trade.

**SUPPORTING STANDARD**

146

- Ming ceramics and silk have been found in several countries distant from China.
- Foreign silver imported into China allowed the Ming to adopt their first silver standard.
- Ming-sponsored voyages, led by Admiral Zheng He and his armada of 200 ships, crossed the South China Sea, the Indian Ocean and the Arabian Sea. They visited Sumatra, Calcutta, and Mogadishu.

What do these statements indicate about Ming China?

- A Admiral Zheng He may have sailed as far as the Americas.
- B Ming China encouraged global trade by exporting its ceramics and silk.
- C Ming ceramics and silk were prized by European explorers.
- D China under the Ming Dynasty became the first civilization to use silver.

147 Which group of items best completes this diagram?

- A gold and salt
- B sugar, rum, and indigo
- C silk, spices, and porcelain
- D slaves and precious gems



148 Which of the following best explains the impact of Ming China on global trade?

- A The merchants of Ming China exported silks, porcelains and other luxury goods.
- B Large amounts of silver were exported to Europe and the Americas by Ming China.
- C Ming rulers established colonies in North and South America.
- D Gold and enslaved peoples from West Africa were brought to China by Ming merchants.

**History 9.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:

- (C) Trace the influence of the American and French revolutions on Latin America, including the role of Simon Bolivar.

**SUPPORTING STANDARD**

- 194** What influence did the American and French Revolutions have on Simón Bolívar?
- A** They encouraged him to promote religious freedom.
  - B** They inspired him to end foreign rule of Latin America.
  - C** They led him to establish monarchial governments in Latin America.
  - D** They motivated him to promote the economic isolation of Latin America.
- 
- 195** Which Latin American leader was influenced by the American and French Revolutions into leading the fight for the independence of Venezuela?
- A** Simón Bolívar
  - B** Toussaint l’Ouverture
  - C** Miguel Hidalgo
  - D** José de San Martin
- 
- 196** Which sentence expresses an idea from the American and French Revolutions that had an immediate impact on Latin America?
- A** “A balance of power must be maintained in Latin America.”
  - B** “People should be entitled to a government that protects their interests.”
  - C** “The enslavement of African peoples must be put to an end.”
  - D** “A powerful central government is necessary to preserve order.”
- 
- 197** Which leader had the dream of creating a federation among all the newly independent republics of Latin America similar to the United States, with a government established solely to recognize and uphold individual rights?
- A** Simón Bolívar
  - B** Toussaint l’Ouverture
  - C** Miguel Hidalgo
  - D** José de San Martin

- 198** Which statement identifies an important impact of the American and French Revolutions on Latin America?
- A** Latin Americans created a unified state in South America.
  - B** Latin Americans declared their independence from Spain and Portugal.
  - C** Latin Americans abolished slavery throughout South America.
  - D** Latin Americans restricted their trade with Great Britain.

**199**

On August 15, 1805, the young Simón Bolívar swore this oath in Rome before two friends: I swear before you; I swear on the God of my parents; I swear on them; I swear on my honor and I swear on my country that I shall not give rest to my body or soul until I have broken the chains with which Spanish power oppresses us.

In this oath, the South American leader Simón Bolívar most clearly resembles the —

- A** American colonists challenging British rule
- B** French bourgeoisie challenging hereditary privilege
- C** Russian people resisting Napoleon's invasion
- D** British merchants opposing the slave trade

**200**

Americans who live within the Spanish system occupy a position in society no better than that of serfs destined for labor, or at best they have no more status than that of mere consumers. Yet even this status is surrounded with galling [annoying] restrictions, such as being forbidden to grow European crops, or to store products which are royal monopolies, or to establish factories of a type that [Spain] itself does not possess.

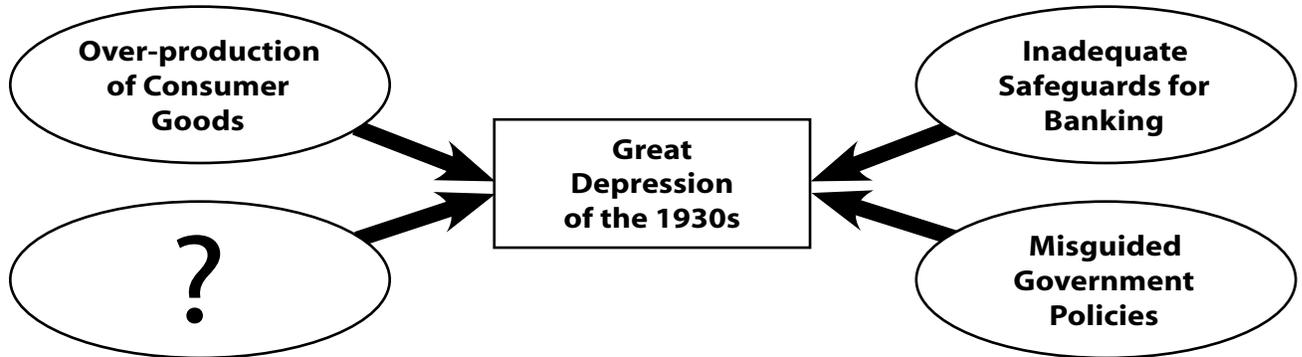
— Simón Bolívar, Letter from Jamaica, September 6, 1815

The system described by Bolívar in this excerpt is most similar to the —

- A** relationship of American colonists with Great Britain before 1776
- B** alliance between a lord and his king during the Middle Ages in Europe
- C** system of labor in England under Queen Victoria
- D** conditions of Russian peasants under Tsarist rule

**History 11.** The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:  
 (A) Summarize the international political and economic causes of the global depression.  
**SUPPORTING STANDARD**

240



Which phrase correctly completes this diagram?

- A Farming boom
- B Over-speculation in the stock market
- C Spread of new consumer products such as the car
- D American loans to Germany

241

**CAUSES OF THE GLOBAL ECONOMIC DEPRESSION IN THE INTER-WAR YEARS**

<b>International</b>	When Americans withdrew loans to Germany, Germans could not make their war reparations payments to Britain and France. The British and French could not pay back debts to the United States. The Depression quickly spread from the United States to Europe and the rest of the world.
<b>Political</b>	World leaders increased tariffs and reduced world trade. They decreased government spending and kept to the Gold Standard. These policies made the Depression worse.
<b>Economic</b>	?

Which of the following correctly completes this chart?

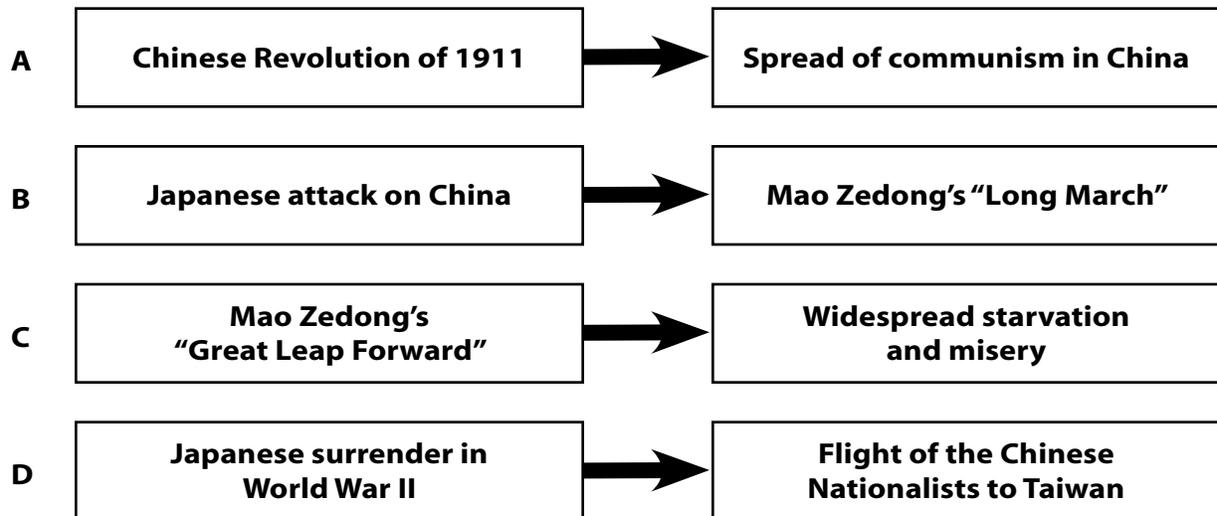
- A Companies were producing more goods than consumers could buy.
- B Prosperity was shared equally by all social groups.
- C Governments were actively pursuing policies that increased world trade.
- D War debts and reparations payments were forgiven.

**History 13.** The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:

- (B) Summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism. **READINESS STANDARD**

- 312** One way in which Soviet and Chinese communism differed was that under Mao Zedong —
- A** greater efforts were made to protect human rights
  - B** government policies promoted closer relations with the West
  - C** communists placed greater emphasis on the role of the peasantry
  - D** children were taught to obey their parents and not the state
- 
- 313** How were Chinese communists able to attain power on mainland China in 1949?
- A** They enjoyed the support of business leaders in Japan.
  - B** Chinese warlords backed Chinese communist leaders.
  - C** American donors funded a strong communist party in China.
  - D** The peasantry supported the dynamic leadership of Mao Zedong.
- 
- 314** The strategy of Mao Zedong differed from that of Lenin in the Soviet Union in that Mao achieved power through —
- A** free and open democratic elections
  - B** years of guerilla warfare
  - C** a repudiation of Marxist principles
  - D** a move toward a free market economy
- 
- 315** One way in which Mao Zedong in China and Joseph Stalin in the Soviet Union differed was in Mao's —
- A** efforts to collectivize land in the countryside
  - B** aid to North Korea
  - C** policies to control population growth
  - D** early neglect of industrial production

319 Which event is correctly paired with its impact?



Use the following excerpt to answer questions 320 and 321.

For Mao, China's future required the mass mobilization of the peasantry, the vast majority of Chinese citizens. Mao believed that the application of Marxist-Leninist doctrines would transform their lives. Those social classes that did place the good of the community before their individualistic desire for gain might be reformed, but if that failed, they would be destroyed ... In China, Mao concentrated on the countryside, the poor peasantry, driven to increasing desperation .... No mercy would be shown to those identified as the enemies of the people.

— J.A.S. Grenville, *A History of the World in the Twentieth Century* (1994)

320 Which of the following occurred as a result of these attitudes?

- A The Nationalists were able to rally the support of the landlords against the Communist Party.
- B As many as a million landlords and well-off peasants were killed in villages across China.
- C Mao's followers intensively studied the works of Confucius and other Chinese scholars.
- D Mao Zedong openly abandoned the works of Marx and Lenin.

321 What is this author's view of Mao Zedong?

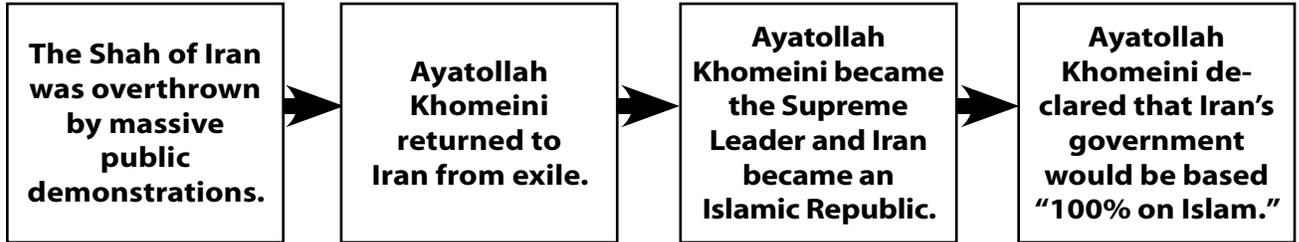
- A Mao was a master strategist who often acted with excessive caution.
- B Mao was concerned for the sufferings of the peasantry, but the measures he took were unreasonably harsh.
- C Mao's policies in China differed little from those used by Vladimir Lenin in the Soviet Union.
- D Mao differed from traditional Chinese leaders by valuing individual rights over the rights of the community.

**History 14.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:

- (A) Summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda.

**SUPPORTING STANDARD**

370



The statements above describe changes in Iran during the 1979 revolution. These changes indicated a move toward —

- A greater cultural diversity
- B liberation theology
- C more individual rights
- D radical Islamic fundamentalism

371

- In 2000, the U.S. Naval destroyer USS *Cole* was attacked in Yemen by suicide bombers.
- In 2001, al-Qaeda agents hijacked airplanes in order to attack the World Trade Center in New York City and the Pentagon in Washington, D.C.
- In 2006, Hezbollah fired hundreds of rockets into Israel.

These examples illustrate continuing acts of —

- A terrorism
- B modernization
- C appeasement
- D imperialism

372 Which of the following has been a factor in the rise of radical Islamic fundamentalism in recent decades?

- A increased rights for women in Southwest Asia
- B rising opposition to Western culture in some parts of the world
- C a decline in acts of global terrorism
- D a surge in the number of communist governments

380

[T]he ruling to kill the Americans and their allies — civilians and military — is an individual duty for every Muslim who can do it in any country in which it is possible to do it, in order to liberate the al-Aqsa Mosque [in Jerusalem] and the holy mosque [in Mecca] from their grip, and in order for their armies to move out of all the lands of Islam, defeated and unable to threaten any Muslim. This is in accordance with the words of Almighty Allah: “and fight the pagans all together as they fight you all together,” and “fight them until there is no more tumult or oppression, and there prevail justice and faith in Allah.”

— Osama bin Laden and others, February 23, 1998

Which conclusion can be drawn from this excerpt?

- A Most Muslims support al-Qaeda.
- B Islam does not permit Muslims to co-exist peacefully with members of other religions.
- C The King of Saudi Arabia was a strong supporter of al-Qaeda.
- D Members of al-Qaeda opposed the presence of U.S. forces in Saudi Arabia.

381

#### STRATEGIC PLAN

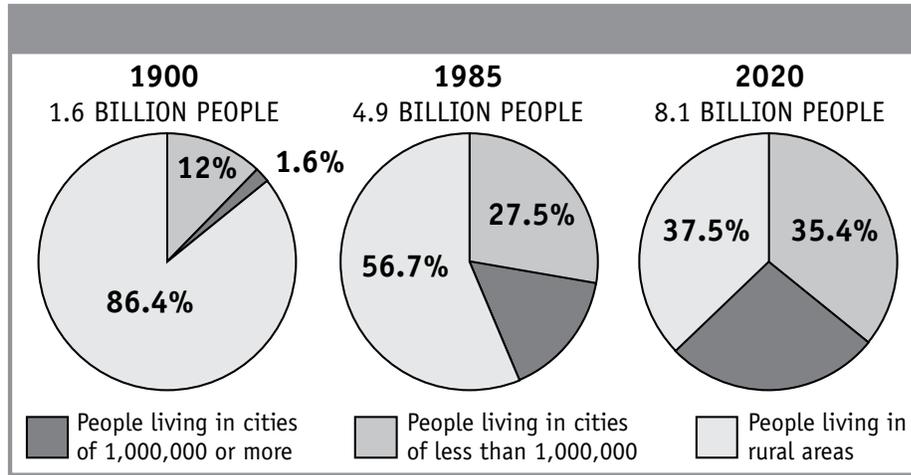
- (1) Provoke the United States into invading a Muslim country. Expand the conflict to neighboring countries, and engage the U.S. in a long war of attrition.
- (2) Incite local resistance to occupying forces.
- (3) Convert into an ideology a set of operating principles that can be loosely franchised in other countries.
- (4) The U.S. economy will collapse under the strain of multiple engagements in numerous places.
- (5) With the collapse of the United States, the worldwide economic system which is dependent on the U.S. will also collapse. This will lead to global political instability, which will bring about a global collapse.

Whose strategy is described in this outline?

- A Joseph Stalin as the leader of the Communist Soviet Union
- B Ayatollah Khomeini as the leader of Shi'ite Iran
- C Osama bin Laden as the leader of al-Qaeda
- D Saddam Hussein as the leader of Ba'athist Iraq

**Geography 15.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:  
**(B)** Analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.  
**SUPPORTING STANDARD**

396



The graphs above indicate a population shift over the past century. Which statement best explains this shift?

- A Cities have become sources of pollution and overcrowding.
- B The beauty and quiet of rural life have attracted people from large cities.
- C The greater variety of economic activities has attracted people to urban areas.
- D Discoveries of natural resources have attracted people to urban areas.

397 The map to the right shows that much of the Middle East consists of deserts. What best explains the distribution of the population shown on the map?

- A People prefer to live in areas that are dry and hot.
- B People settle in areas close to bodies of water.
- C Desert climates attract large concentrations of people.
- D Population density is greater in areas of religious significance.

