

---

**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]

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**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)
- 3. (A) (B) (C) (D)
- 4. (A) (B) (C) (D)
- 5. (A) (B) (C) (D)
- 6. (A) (B) (C) (D)
- 7. (A) (B) (C) (D)
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- 42. (A) (B) (C) (D)
- 43. (A) (B) (C) (D)
- 44. (A) (B) (C) (D)
- 45. (A) (B) (C) (D)
- 46. (A) (B) (C) (D)
- 47. (A) (B) (C) (D)
- 48. (A) (B) (C) (D)
- 49. (A) (B) (C) (D)
- 50. (A) (B) (C) (D)







# **Standardized Test Practice Lessons**



## Looking at the Earth



# ACTIVITY 1

## Reading a Map Scale

**Social Studies Objective:** The student will interpret maps to answer geographic questions, infer geographic relationships, and analyze geographic change.

**C**artographers draw maps to **scale**. On each map, a measured distance will represent a fixed distance on the earth. For example, one inch on a map may represent 100 miles; however, on another map, one inch might represent 1,000 miles. This relationship, or **scale of distance**, often is shown on a **map scale**—a line with numbers specifying the unit of measurement and the number of miles or kilometers this unit represents. On some maps, the scale appears as a fraction.

### ★ Learning to Use a Map Scale

*To measure distances on a map, use the following guidelines.*

- Find the map scale or scale fraction on the map.
- Identify the unit of measurement and the distance that unit represents.
- Using this unit of measurement, measure the distance between two points on the map.
- Multiply that number by the number of miles or kilometers represented by each unit.

### ★ Practicing the Skill

**DIRECTIONS:** Study the map on this page and complete the activity.

There are as many different kinds of maps as there are uses for them. Being able to read a map begins with learning about its parts. The map **key** unlocks the information presented on the map. On this map of Germany, for example, dots mark cities and towns.

On a road map, the key tells which map lines stand for paved roads, dirt roads, and interstate highways. A pine tree symbol may represent a park, while an airplane is often the symbol for an airport.

The **compass rose** is a direction marker. This map symbol tells you where the **cardinal directions**—north, south, east, and west—are positioned. An intermediate direction, such as southeast, may also be on the compass rose.

**Intermediate directions** fall between the cardinal directions.



**DIRECTIONS:** Study the map on the previous page to answer the following questions.

1. What is the purpose of a map scale?  
\_\_\_\_\_  
\_\_\_\_\_
2. On the map "Germany: Political," where is the scale located?  
\_\_\_\_\_
3. What is the scale of miles on this map?  
\_\_\_\_\_
4. Suppose you are a merchant traveling from Munich to Frankfurt. About how far (in miles and kilometers) would you travel from one city to the other?  
\_\_\_\_\_
5. About how many inches long is the distance between Stuttgart and Dresden? How many miles is this measurement?  
\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Using the map on the previous page, answer the following questions by circling the letter of the correct answer.

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1 Bonn is about 150 miles from Nuremberg. What is the approximate distance in kilometers?<br/><b>A</b> about 240 kilometers<br/><b>B</b> about 500 kilometers<br/><b>C</b> about 600 kilometers<br/><b>D</b> about 750 kilometers</li><li>2 The distance between Dresden and Hamburg is about 350 kilometers. What is the approximate distance in miles?<br/><b>F</b> about 100 miles<br/><b>G</b> about 150 miles<br/><b>H</b> about 225 miles<br/><b>J</b> about 500 miles</li></ol> | <ol style="list-style-type: none"><li>3 In which direction would you travel on a trip from Berlin to Frankfurt?<br/><b>A</b> northwest<br/><b>B</b> southwest<br/><b>C</b> northeast<br/><b>D</b> southeast</li><li>4 How much farther is it from Munich to Dresden than from Munich to Stuttgart?<br/><b>F</b> about 250 miles<br/><b>G</b> about 200 miles<br/><b>H</b> about 150 miles<br/><b>J</b> about 80 miles</li></ol> |
|--|---|

## Water, Climate, and Vegetation



### ACTIVITY 2 Interpreting Diagrams

**Social Studies Objective:** The student will organize and interpret information from diagrams.

A simplified drawing that shows how something works is called a **diagram**. Some diagrams use arrows to show movement or relationships. For example, the diagram in this activity shows the movement of water in the water cycle.

#### ★ Learning to Interpret a Diagram

Use the following guidelines to help you interpret diagrams.

- Read the diagram's title to find out the subject or concept.
- Study the information on the diagram, noting the direction of the arrows.
- Identify the relationships among the parts of the diagram.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### The Water Cycle

The earth today has as much water as there ever was and as much as there ever will be. This is because all of the water that is used eventually makes it way back to the oceans. The regular movement of water from ocean to air to ground to ocean is called the **water cycle**.

The cycle begins with evaporation—the changing of liquid water into vapor, or gas. The sun's heat causes evaporation. Water vapor rising from the oceans, other bodies of water, and plants is gathered by the air. The amount of moisture that can be carried by the air depends mainly on the temperature. Warmer air carries more moisture than cooler air.

When moisture-filled warm air rises, it cools and forms clouds. Certain clouds release moisture, which returns to the earth as precipitation. Because of gravity, returned water flows downhill toward the ocean. It forms streams, rivers, and lakes. It sinks into the ground and becomes groundwater. Sometimes it forms ice caps and glaciers. Eventually, however, the water returns to the ocean and the cycle starts over again.

The amount of water that evaporates is approximately the same amount that falls back to the earth. This amount varies little from year to year. Thus, the total volume of water in the cycle is more or less constant.

**DIRECTIONS:** Diagrams provide insights about geographic relationships. Study the diagram below and answer the following questions.

1. What is the subject of the diagram?

\_\_\_\_\_

\_\_\_\_\_

2. What do the arrows indicate?

\_\_\_\_\_

\_\_\_\_\_

3. How does water get from the oceans to the air?

\_\_\_\_\_

\_\_\_\_\_

4. What is precipitation?

\_\_\_\_\_

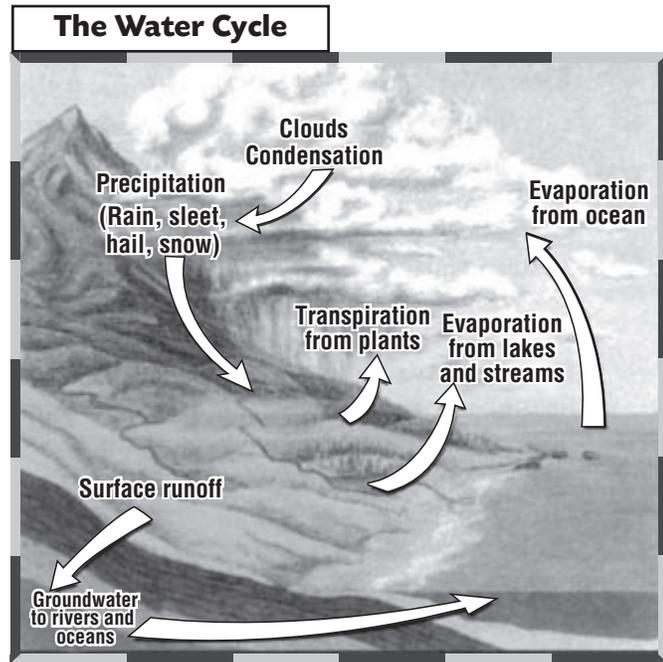
\_\_\_\_\_

5. How do you think the water cycle affects where people live?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the diagram above.

1 What process results in water being gathered by the air?

- A precipitation
- B surface runoff
- C evaporation
- D groundwater

2 Rain, sleet, snow, and hail are different forms of

- F transpiration.
- G groundwater.
- H surface runoff.
- J precipitation.

## The World's People



### ACTIVITY 3 Making Inferences

**Social Studies Objective:** The student will analyze information by making inferences.

Using diagrams, charts, and other data sources requires careful reasoning skills. Sometimes you may have to **make inferences** based solely on the evidence in the source itself. Making an inference involves combining the limited facts at hand and your general knowledge to form a reasonable conclusion.

#### ★ Learning to Make Inferences

Use the following guidelines to help you use data to make accurate inferences.

- Observe the key features and details of the source.
- Decide what general topic is being presented or illustrated.
- Review what you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- If possible, find specific information that proves or disproves your inference.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the paragraphs below and complete the activity that follows.

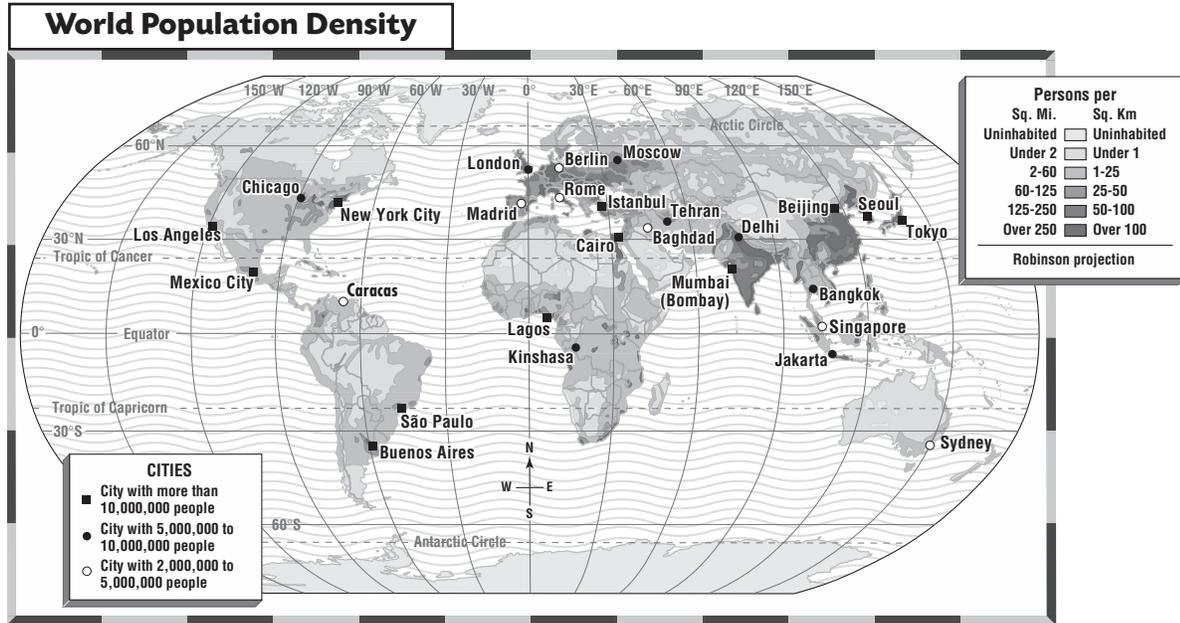
##### Humans and Their Environment

Wherever humans have lived or traveled, they have changed their **environment**, or natural surroundings. The way people interact with their environment depends on their culture. **Culture** describes the way of life of a group of people. In some cultures, people live in ways that result in few changes to the environment. In other places, the culture supports large-scale changes in the environment. People have blasted through mountains to build roads, cut down forests, set up houses, and have used grasslands to graze herds. Some human actions have damaged the natural environment, and some have not. Areas of high population density often pose the greatest threats to the environment.

Geographers are interested in how people adapt to their environments. For example, people wear light clothing in hot places and heavy clothing in cold places. Geographers are also interested in how people change their environments. For example, at one time deserts were considered by many people to be undesirable places to live. Today people use irrigation to change desert land into farmland.

Geographers are also concerned with how people have created problems in their environments. Among these problems are air pollution, water pollution, and the creation of waste materials that are hazardous to living things.

**DIRECTIONS:** Observing details can help you make inferences. Analyze the map below that shows population density and major cities on the continents of the world, and then answer the following questions.



1. Based on the map, what observations can you make about population density and land area on the world's continents?

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2. What inference(s) can you make about population density and land area from the map and the reading?

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## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the reading on the previous page, the map, and your knowledge of social studies.

- |   |  |
|---|--|
| <p><b>1</b> Based on the information in the reading and the map, what inference can you make regarding population density on the world's continents?</p> <ul style="list-style-type: none"> <li><b>A</b> People will move to less densely populated areas to avoid crowding.</li> <li><b>B</b> Threats to the environment are greater in Asia than in Australia.</li> <li><b>C</b> People will never live in Antarctica.</li> <li><b>D</b> The least densely populated areas have the highest standards of living.</li> </ul> | <p><b>2</b> Population density is greatest in which latitudes of the earth's surface?</p> <ul style="list-style-type: none"> <li><b>F</b> the low latitudes near the Equator</li> <li><b>G</b> the mid-latitudes of the Northern Hemisphere</li> <li><b>H</b> the high latitudes of the polar regions</li> <li><b>J</b> the coastal areas of the Americas</li> </ul> |
|---|--|

## The United States



### ACTIVITY 4 Interpreting a Visual Image

**Social Studies Objective:** The student will create written, oral, and visual presentations of social studies information.

**P**aintings, illustrations, and photographs are **visual data** that can be useful sources for writing a descriptive composition. **Descriptive writing** tells what something is like. *Good* descriptive writing depends on the effective use of details, and the organization of those details into meaningful patterns.

#### ★ Learning to Write Descriptively About a Visual

*Use the following guidelines to help you write a composition describing a visual.*

- Decide what subject the artist has chosen to portray.
- Study the details of the visual and how they are arranged.
- Think about the central impression created by the visual and how that impression is communicated.
- Write down your thoughts about the visual, directing them to a particular reader or audience.
- Arrange your description of the visual's details in spatial order—for example, left to right—or according to importance.
- Organize details around a topic sentence.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selections below. Then complete the activity that follows.

##### The Florida Everglades

The Everglades of Florida cover an area of over a million and a half acres. The shallow marshy area is created by slow moving water that travels from Lake Okeechobee to the Gulf of Mexico. Much of the Everglades is covered by saw grass interrupted by other forms of vegetation, including ferns, cypress, live oaks, pines, palms, mangroves, and many other large and small plants.

An abundance of wildlife can be found in the Everglades. Different species of alligators are joined by the American crocodile, manatees, turtles, the Florida panther, black bear, and small mammals. Bird varieties include the bald eagle, heron, egret, hawks, osprey, grebe, cormorant, and many other species.

##### San Francisco

San Francisco is a city of more than 770,000 people, making it the twelfth-largest city in the United States. It is an important Pacific port for cargo ships as well as ocean cruise liners. The city is also a major financial center and is the home to several major banks and insurance companies. Tourism is a major industry in San Francisco. Many visitors ride the city's famous cable cars.

The climate of San Francisco is mild. Rarely does the temperature rise above 80 degrees or fall below 40 degrees. Fog is common in the mornings.

Perhaps the most famous landmark is the Golden Gate Bridge, one of the longest single-span suspension bridges ever built. Its total length is 8,981 feet (2,737 meters), and it spans the entrance to San Francisco Bay.

**DIRECTIONS:** Photographs provide visual clues about physical features and human influence on the environment. Based on the readings on the previous page and your analysis of the photographs, answer the questions below.



Florida Everglades



Golden Gate Bridge

1. What are the subjects of the two photographs?

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2. What details are shown in the photographs?

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3. How are the details in the photographs arranged? Why?

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4. In writing about the photographs, what topic sentences would you use?

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## Standardized Test Practice

**DIRECTIONS:** Imagine that you are a tour guide for either of the two locations in the photographs. You are addressing a tour group that is about to tour the area in the photo. On a separate sheet of paper, draft a paragraph describing to the group what they will be seeing. Include your personal reactions.

## Canada



# ACTIVITY 5

## Using a Bar Graph to Interpret Data

**Social Studies Objective:** The student will analyze information by using graphs.

You can use a **bar graph** to compare different items or changes in the same item over time. The horizontal and vertical axes of a bar graph provide the structure for the **data**. When these axes represent numbers, each amount of space along the axis should represent the same unit or number.

### ★ Learning to Make a Bar Graph

Use the following guidelines when making bar graphs.

- Collect statistical data necessary for the bar graph.
- Create a grid with horizontal and vertical axes. Label the axes.
- Describe how each axis will be divided numerically. Label each unit.
- Give the graph a title and create bars by filling in data.

### ★ Practicing the Skill

**DIRECTIONS:** Read the following paragraphs and study the table. Then complete the activity that follows.

#### The Canadian Economy

Canada's economy is very similar to that of the United States. Canada has rich farmland, many natural resources, and skilled workers. Service industries, manufacturing, and farming are the country's major economic activities. Canada, like the United States, has an economy based on free enterprise. The Canadian government, however, plays an active part in some economic activities, such as broadcasting, transportation, and health care.

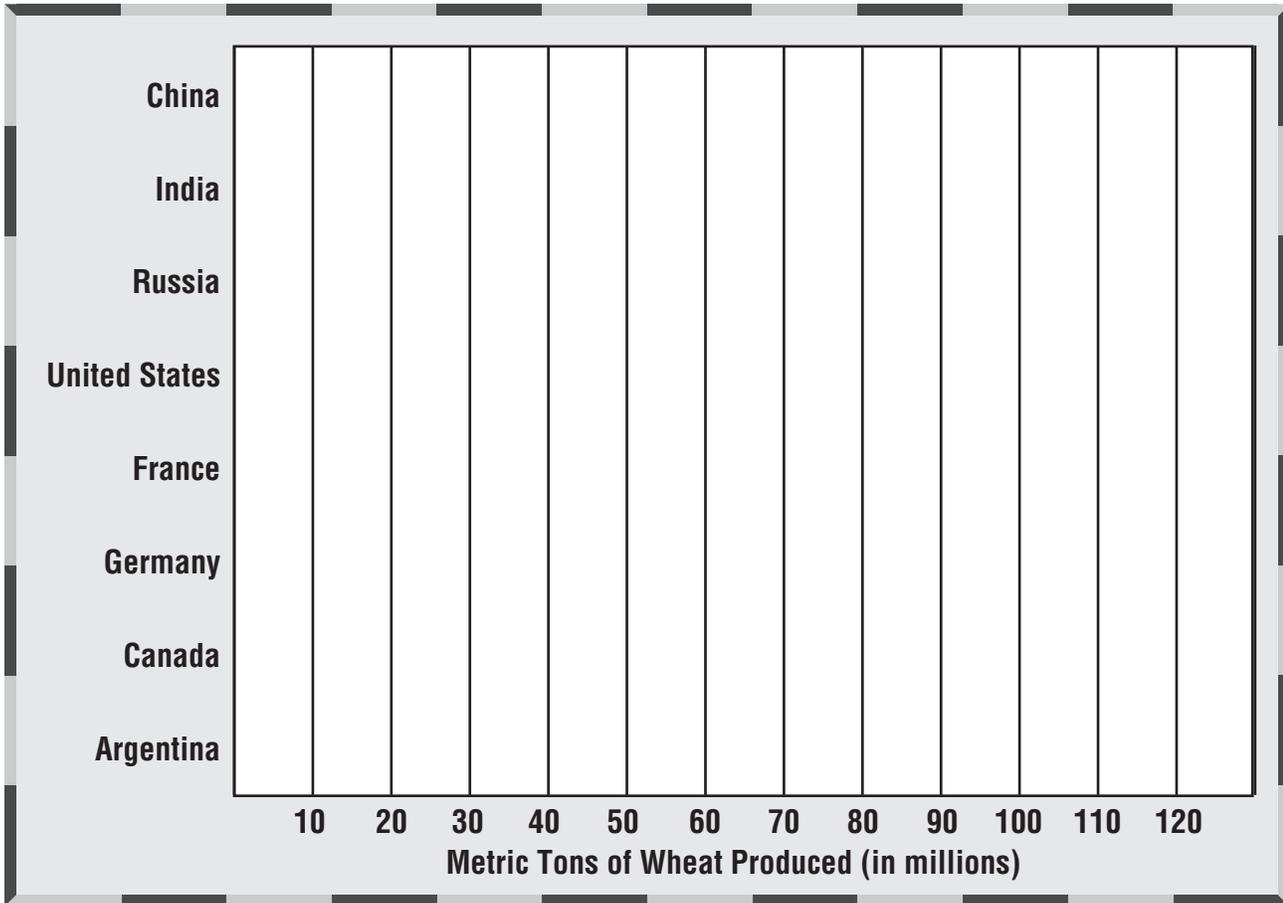
The heartland of Canada overflows with resources. The Prairie Provinces are Manitoba, Saskatchewan, and Alberta. Farming and raising cattle are major economic activities in this region. The Prairie Provinces are important wheat producers.

Canada is one of the world's leading wheat producers. Look at the table below to see where Canada ranks among other nations in wheat production.

COUNTRIES	METRIC TONS OF WHEAT PRODUCED, 2002
China	91,290,240
India	71,814,304
Russia	50,557,000
United States	43,992,312
France	38,986,000
Germany	20,817,740
Canada	15,689,900
Argentina	12,500,000

Source: FAOSTAT Database (online)

**DIRECTIONS:** Bar graphs allow you to view statistical data in a visual form. The bars may be drawn vertically or horizontally. Study the table on the previous page as well as the guidelines for making a bar graph. In the area below, draw horizontal bars to represent the amount of wheat produced in each country.



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## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the information in the bar graph by circling the letter of the correct answer.

- 1 How many metric tons of wheat did Canada produce?
  - A 38,986,000
  - B 15,689
  - C 15,689,900
  - D 20,817,740
- 2 According to the graph, which of the following statements is accurate?
  - F Canada is the world's leading producer of wheat.
  - G Canada produces more wheat than Argentina.
  - H Canada produces more wheat than the United States.
  - J Canada and China produce about the same amount of wheat.

**Mexico**

# ACTIVITY 6

## Analyzing a Political Cartoon

**Social Studies Objective:** The student will interpret social and political messages of cartoons.

**E**xpressions of opinion are often presented visually in the form of **political cartoons**. Using caricature and symbols, political cartoons help readers see relationships and draw conclusions about personalities and events. (A caricature is a drawing that exaggerates actions, parts, or features of the subject.)

### ★ Learning to Analyze a Political Cartoon

Use the following guidelines to help analyze political cartoons.

- Determine the main theme or subject of the cartoon.
- Find out what the cartoon's caricatures and symbols represent.
- Identify the issues that are addressed.
- Draw conclusions about the cartoonist's point of view.

### ★ Practicing the Skill

**DIRECTIONS:** Read the paragraphs below and complete the activity that follows.

#### Mexican Industrialization

Over the past 50 years, Mexico has industrialized. It has become less a country of farms and villages and more a country of factories and cities. Many challenges arise with industrial growth, however. They include conserving land, controlling pollution, creating new jobs, and increasing trade with other countries.

Industrial growth affects the surrounding environment. Mexico City, for example, is surrounded by mountains. The mountains block the flow of air. Mexico City's many factories and cars pollute the air, leaving a thick haze of smog to settle over the city.

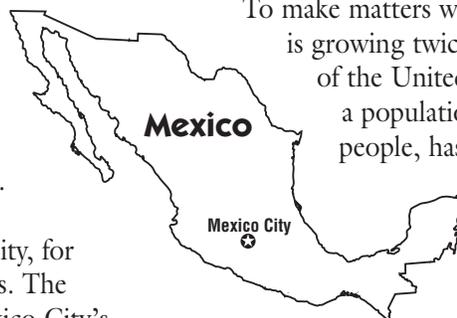
Schoolchildren wear masks at recess to filter out the pollution, and sometimes the city completely shuts down because people must stay indoors.

To make matters worse, Mexico's population is growing twice as fast as the population of the United States. Mexico City, with a population of about 22 million people, has become one of the most

densely crowded cities in the world.

Today it has a population density equal to that of Tokyo and New York City, with

1,000 rural immigrants arriving each day.



**DIRECTIONS:** The old saying, "A picture is worth a thousand words," is a good description of political cartoons. For special effect, cartoonists often use symbols or figures to represent ideas. Study the political cartoon below and answer the questions that follow.

1. What is the theme of the cartoon?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What symbols or figures are used in the cartoon?

\_\_\_\_\_

\_\_\_\_\_



3. What message is the cartoonist trying to convey?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions about the cartoon above by circling the letter of the correct answer.

1 Which of the following most accurately describes the mood of the cartoon?

- A congratulatory
- B cheerful
- C pessimistic
- D admiring

2 Based on the reading, how does the cartoon relate to Mexico City?

- F Mexico City is located on a polluted beach.
- G Mexico City has a significant air pollution problem.
- H Mexico City's population is growing rapidly.
- J Many workers are needed to clean up Mexico City's pollution.

## Central America and the Caribbean Islands



### ACTIVITY 7 Recognizing a Point of View

**Social Studies Objective:** The student will identify participants' points of view from the historical context surrounding an event.

A person's point of view affects the way he or she interprets topics or events. There are a number of factors that affect a person's point of view, including age, gender, ethnic background, and religion. The ability to interpret points of view will help you determine the objectivity of an argument or the accuracy of a description.

#### ★ Learning to Recognize a Point of View

Use the following guidelines to help you recognize a point of view.

- Read the material and identify the general subject.
- Identify the tone or attitude that the author takes toward the subject.
- Identify aspects of the topic that the author has emphasized or excluded.
- Identify any words or phrases suggesting a personal opinion.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the following introduction and articles. Then answer the questions that follow.

On March 4, 1998, the United States House of Representatives voted to approve a plebiscite (election) in Puerto Rico to decide the island's future. Since 1948, Puerto Rico has been a commonwealth of the United States. The plebiscite would decide if Puerto Rico would

remain a commonwealth, would become an independent nation, or would apply to become the fifty-first state. The two readings below were written after the vote in the House of Representatives and before a similar vote was to be taken in the United States Senate.

##### *The Providence Journal*

It may seem appealing to let Puerto Ricans express their preference about their status, but it could have dangerous implications.

... if Puerto Ricans express a preference for statehood, the United States should not be expected to consider itself bound by such a vote. After all, the nation has the right to determine its own future.

Puerto Rico has a distinctive cultural heritage. Puerto Ricans, as individuals, are welcome to live on the mainland, and many do. But that's very different from trying to absorb the entire island and all its inhabitants. . . .

Needless to say, Puerto Rico's situation may change sufficiently to make statehood a reasonable alternative. But that is a relatively distant prospect. The danger is that the political and emotional "spin" being given to the proposed referendum may lure Puerto Ricans into supporting statehood prematurely, and may pressure Congress into automatically rubber-stamping such a preference.

***Albuquerque Journal***

The Senate should follow suit on the House of Representatives' approval of a bill authorizing a plebiscite [election] on statehood for Puerto Rico. New Mexico's senators ought to take the lead in having this measure considered due to important similarities between our state and the island.

Currently there are no plans to take action in the Senate, but when the bill is considered, it will probably face strong opposition. The House passed the measure by a razor-thin margin—209 to 208.

. . . Critics opposed to statehood fear language differences would be too great to overcome. This was also a concern back in 1912 when New Mexico achieved statehood. Today Spanish is still spoken in New Mexico, but English is unquestionably the dominant language in the state.

. . . Should the residents of Puerto Rico choose statehood, it would benefit the United States, much like Hawaii, a unique state with tremendous tourist appeal. Puerto Ricans are the ones who would decide their fate under this proposal. But the U.S. Senate first needs to approve that option.

**DIRECTIONS:** Identifying a point of view helps you determine the accuracy of a description or statement. Review the guidelines for recognizing a point of view and answer the following questions.

1. What is the general subject of the two articles?  
 \_\_\_\_\_  
 \_\_\_\_\_
  
2. What words or phrases indicate the point of view of *The Providence Journal*?  
 \_\_\_\_\_  
 \_\_\_\_\_
  
3. What words or phrases indicate the point of view of the *Albuquerque Journal*?  
 \_\_\_\_\_  
 \_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** After reading the articles on the Puerto Rican plebiscite, answer the following questions by circling the letter of the correct answer.

- |   |  |
|---|--|
| <p><b>1</b> Which of the following statements is most accurate?</p> <p><b>A</b> <i>The Providence Journal</i> is in favor of Puerto Rican statehood.</p> <p><b>B</b> <i>The Albuquerque Journal</i> is in favor of Puerto Rican statehood.</p> <p><b>C</b> Both newspapers are opposed to statehood for Puerto Rico.</p> <p><b>D</b> Both newspapers are in favor of statehood for Puerto Rico.</p> | <p><b>2</b> In the plebiscite, Puerto Ricans had the opportunity to vote for all of the following options EXCEPT</p> <p><b>F</b> remaining a commonwealth of the United States.</p> <p><b>G</b> becoming an independent nation.</p> <p><b>H</b> becoming part of the state of Florida.</p> <p><b>J</b> applying to become the fifty-first state.</p> |
|---|--|

## Brazil and Its Neighbors



# ACTIVITY 8

## Analyzing Graphs and Tables

**Social Studies Objective:** The student will analyze statistics to interpret social studies information.

Sets of tabulated information, or **statistics**, may be gathered through surveys and other sources. In statistics, a sample is the population or group under study and to which the statistics apply. A **biased sample** is one that does not represent the whole population being studied, and an **unbiased sample**, also called a representative sample, does represent the whole population.

### ★ Learning to Analyze Statistics

Use the following guidelines to help you in analyzing statistics.

- Decide what population or group is under study.
- Determine if there is a biased or an unbiased sample.
- Draw conclusions about the importance of the data.

### Practicing the Skill

**DIRECTIONS:** Read the selection and study the table below. Then complete the activity that follows.

#### Organization of Petroleum Exporting Countries

Eleven countries belong to an oil cartel (alliance) called OPEC, established in 1960, that controls 40 percent of the world's oil production. With the exception of Venezuela, Nigeria, and Indonesia, all other OPEC members are from Southwest Asia or North Africa. The purpose of OPEC is to control the global supply of oil. In doing so, OPEC members influence the price of oil.

OPEC countries meet twice a year to set quotas for production. They normally meet in Vienna, Austria, headquarters of the organization. In the meetings, each member nation negotiates to adopt a policy that is beneficial to its own economy. Ecuador and Gabon are two former members that left the organization because they felt that membership was no longer beneficial. In recent meetings, Mexico, Oman, and Russia have met with the OPEC nations.

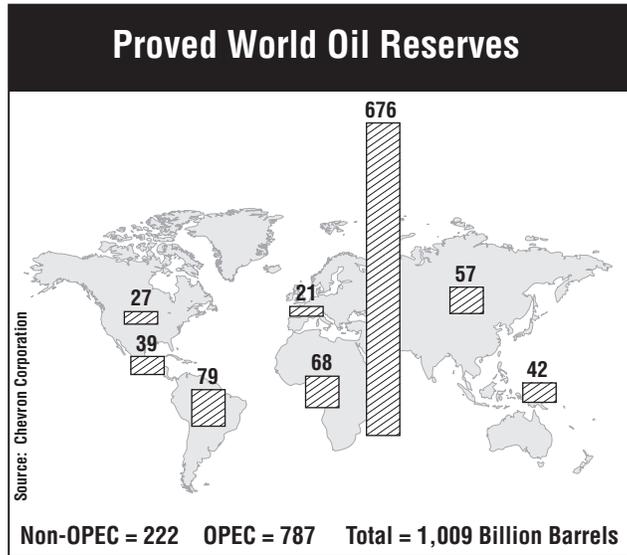
#### Economic Profiles of Selected OPEC Countries

	VENEZUELA	SAUDI ARABIA	KUWAIT	IRAN
Population	25.7 million	24.1 million	2.4 million	66.6 million
Government	republic	monarchy	constitutional monarchy	Islamic republic
Per Capita GNP	\$3,480	\$7,150	\$17,390	\$1,780
Petroleum as % of Total Exports	80%	90%	95%	85%
Major Trading Partners	U.S., Brazil, Colombia, Italy, Spain	U.S., Japan, South Korea, Singapore, India	Japan, India, South Korea, U.S., Singapore	Japan, China, Italy, South Korea, Greece

Sources: *CIA World Factbook 2003*; *Population Reference Bureau, 2003*.

**DIRECTIONS:** Based on the map and graph below and the table on the previous page, answer the questions that follow.

1. Which region has the least amount of oil reserves?  
\_\_\_\_\_
2. What relationship might exist between OPEC oil reserves and oil prices in the future?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Based on the table, which country is probably most dependent on its production of oil? How could this benefit or harm that country?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. How is the government of Venezuela different from the other OPEC members profiled?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Study the table on the previous page and the graph above. Then answer the questions that follow by circling the letter of the correct answer.

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1 What percentage of Venezuela’s total exports comes from petroleum?<br/> <ul style="list-style-type: none"> <li>A 25 percent</li> <li>B 50 percent</li> <li>C 80 percent</li> <li>D 95 percent</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>2 Based on the graph, “Proved World Oil Reserves,” which of the following statements is accurate?<br/> <ul style="list-style-type: none"> <li>F The largest oil reserves are in South America.</li> <li>G Together, Mexico and the United States have more oil reserves than South America.</li> <li>H Africa has greater oil reserves than South America.</li> <li>J Except for Southwest Asia and North Africa, South America has the greatest oil reserves.</li> </ul> </li> </ol> |
|---|--|

## The Andean Countries



### ACTIVITY 9 Comparing and Contrasting

**Social Studies Objective:** The student will analyze information by comparing and contrasting.

**W**hen you **compare** two or more subjects, you explain how they are similar. When you **contrast** them, you explain how they are different. Writing about comparisons and contrasts, however, involves more than stating similarities and differences. You also explore relationships and draw conclusions.

#### ★ Learning to Compare and Contrast

*Use the following guidelines to help you compare and contrast.*

- Identify or decide what subjects will be compared and contrasted.
- Determine common categories, or areas, in which comparisons and contrasts can be made.
- Look for similarities and differences within these areas.
- Organize your comparisons and contrasts by creating a graphic organizer.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

Native Americans came to the Western Hemisphere thousands of years ago. Years before Christopher Columbus arrived in the Americas in 1492, three Native American civilizations—the Maya, the Aztec, and the Inca—emerged.

The Maya created an empire in Central America and southern Mexico. They built many cities, the greatest of which was Tikal, located in present-day Guatemala. Pyramid-shaped temples, terraces, and courts stood in these cities. Priests and nobles ruled the cities and surrounding areas. The Maya based their economy on trade and agriculture.

Skilled in mathematics, the Maya used a number system based on 20 and developed a symbol for the mathematical concept of zero. Basing their calculations on the orbit of the earth around the sun, they created a calendar of a little more than 365 days.

The Aztec were originally wanderers. In the 1300s, they finally built a permanent capital city called Tenochtitlán on an island in the center of a large lake. Farmers grew crops of beans and maize

on chinampas, or floating artificial islands. They made the islands by building large rafts and covering them with mud.

The Aztec developed a complex political system headed by an emperor. They worshiped many gods and goddesses and held ceremonies to win the gods' favor and to guarantee good harvests.

At about the same time the Aztec were building their empire, the Inca were establishing a civilization. The Incan Empire stretched along the Andes from Ecuador to Chile. The Inca built their capital, Cuzco, in Peru and ruled their lands through a central government headed by an emperor.

Incan farmers cut terraces into the slopes of the Andes to keep soil from eroding and built irrigation systems to bring water to desert areas.

The Inca, known for their building skills, constructed roads, temples, and fortresses. Incan buildings were often adorned with gold and silver. The Inca had no written language. They kept records and sent messages using a quipu, a rope with knotted cords of various lengths and colors.

**DIRECTIONS:** When comparing and contrasting, you may find two kinds of graphic organizers—a comparison frame and a Venn diagram—particularly useful.

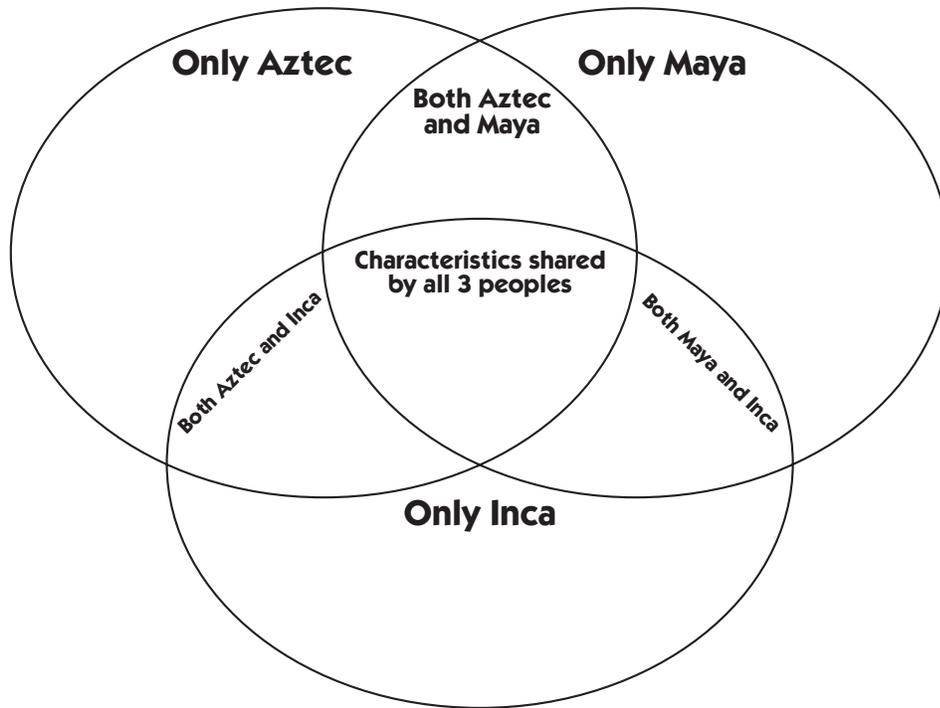
*Comparison Frames* If you know the categories you want to compare and contrast, you may wish to use a chart known as a comparison frame. To create a comparison frame, write the subjects as headings across the top. Then list on the left side the categories that you will compare and contrast. Finally, list the relevant information in the boxes. Below is an example of a comparison frame that compares and contrasts the Maya, the Aztec, and the Inca.

	<b>Maya</b>	<b>Aztec</b>	<b>Inca</b>
<b>Cities</b>	Tikal; Chichén Itzá	Tenochtitlán	Cuzco; Quito
<b>Religion</b>	Worshipped sun, moon, stars	Worshipped sun; chief god was Huitzilopochtli	Centered around king, who Incas thought was descended from sun god
<b>Contributions</b>	Math (concept of zero), architecture, calendar	Floating gardens (chinampas), causeways, trade	Architecture, roads, government organization
<b>Writing</b>	System of writing using glyphs	System of writing using glyphs	No formal system of writing; quipus used for record keeping
<b>Government</b>	City-states; no large-scale system of government	Ruled by emperor with priests and noble class	Ruled by king with noble class and complex central government bureaucracy
<b>Decline</b>	Sudden decline around A.D. 900; cause unknown	1521—defeated by Spanish under Hernán Cortés	1532—defeated by Spanish under Francisco Pizarro

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**Venn Diagrams** To explore similarities and differences between two or more subjects, you can also create a Venn diagram. Suppose you want to create a Venn diagram of the Maya, Aztec, and Inca. Draw three intersecting circles, each representing a particular civilization. Where all three circles overlap, place the characteristics that all three civilizations have in common. Where two circles overlap, place the characteristics that the two civilizations have in common. In the area of the circle where no other civilization overlaps, place the characteristic that is found only in that one civilization.

Study the information in the comparison frame. Then construct a Venn diagram of Mayan, Aztec, and Incan civilizations in the three intersecting circles below.



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the reading and graphic organizers by circling the letter of the correct answer.

- |   |  |
|---|--|
| <p><b>1</b> Based on the reading and comparison frame, in which two Native American civilizations were the governmental systems similar?</p> <ul style="list-style-type: none"> <li><b>A</b> the Maya and Aztec</li> <li><b>B</b> the Aztec and Inca</li> <li><b>C</b> the Inca and Maya</li> <li><b>D</b> the Spanish and Aztec</li> </ul> | <p><b>2</b> Based on the reading and comparison frame, which of the following statements is accurate?</p> <ul style="list-style-type: none"> <li><b>F</b> All three Native American civilizations had developed complex formal systems of writing.</li> <li><b>G</b> None of these Native American civilizations had developed any appreciable skill in trade or commerce.</li> <li><b>H</b> All three Native American civilizations were defeated by the Spanish.</li> <li><b>J</b> All three Native American civilizations demonstrated significant architectural achievements.</li> </ul> |
|---|--|

## Europe—Early History



# ACTIVITY 10

## Making Generalizations

**Social Studies Objective:** The student will analyze information by making generalizations.

**A generalization** is a broad statement drawn from a group of facts about a topic. To be valid, a generalization must be based on evidence that is logical and factual. If you say, “We have a great baseball team,” you are making a generalization. If you also say that your team is undefeated, you are supporting your generalization with evidence.

### ★ Learning to Make a Generalization

*Use the following guidelines to help you make valid generalizations.*

- Identify the subject matter.
- Collect factual information and examples that relate to the topic.
- Identify similarities among the facts you collected.
- Use these similarities to form some general ideas about the subject. The generalization must state a relationship between the similarities and must be consistent with most of the supporting facts.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

#### Serfs in the Middle Ages

Most people in the Middle Ages lived on feudal estates known as **manors**. The manor was made up of all the lands owned by a **noble** or **knight** as well as the people who were under his rule, known as **serfs**. The manor was a small community made up of a castle or manor house, a church, the village, and the surrounding farmland.

The serfs lived in small huts that were located close to the manor house or in the village. These huts were made with timber. Spaces between the boards were filled with wattle (a network of twigs) and daub (a mixture of clay and straw). The huts were not very secure and could easily be broken into by thieves. The few possessions of a serf included a table, a bench, a chest for clothes, and a few pots and tools for cooking.

Serfs spent most of their days working the land. Their day started at dawn and was spent plowing, planting, and harvesting the lord’s land,

as well as tending the livestock. It was hard, physical work that did not end until dusk. Their children also worked by completing simple jobs and were given more responsibilities as they got older. Some serfs had to work almost every day for the lord.

The serfs did not usually own the land they farmed. The lord gave them permission to use the land in exchange for rent. Few serfs had any money, so they gave their lord a portion of their crops to pay the rent. Also in return for their service to the lord, the serfs were given protection during wartime.

Most serfs were uneducated and unable to read. Although serfs were not slaves, they had few rights. Serfs had to gain the lord’s permission to leave the manor, change jobs, or even get married. However, if a lord sold his lands to another lord, the serfs were guaranteed the right to keep working the land for the new lord.



**Europe—Modern History**

# ACTIVITY 11

## Interpreting Editorials

**Social Studies Objective:** The student will interpret editorial writing.

An **editorial** is an article written for publication that expresses the writer's opinion on an issue. In some editorials, the writer may present only his or her opinion. In other editorials, the writer may first present several viewpoints. Then the writer presents his or her own position on the issue. The purpose of an editorial is to sway public opinion. It is also intended to get the public to talk about an issue.

### ★ Learning to Interpret and Write an Editorial

*Use the following guidelines to help you write editorials.*

- Focus on the subject and purpose of the writing.
- Familiarize yourself with the pros and cons of the subject as well as the facts that support both sides of the argument or subject.
- Develop your own viewpoint with information that will add authority and interest to your writing.
- Present the information in order of importance. Start with the most important points.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

#### European Union

Over the past ten years, several European nations came together to form the **European Union** (EU). This union was formed to help industries in Europe compete with the United States and Japan. As part of the plan, a new **currency**, or money, system called the *euro* was introduced on January 1, 1999. Instead of each nation having its own currency, they would use the euro as their currency. Twelve European nations agreed to this plan. The individual currencies of these nations, such as the Italian lira, were no longer in use by 2002.

Many European companies have tried to become more efficient and productive. They

want their products to be able to compete on the **world market**. Some people who study the economy suggested that the governments reduce or cut social welfare programs. These types of programs cost a lot of money to run. Many Europeans do not agree with these suggestions. They think that cutting these programs would only cause more problems during a time when people are losing their jobs.

The change to a single economy has been difficult. However, the European Union continues to work toward the goal of a stronger single economy.

**DIRECTIONS:** Editorials use both reason and emotion to persuade people to accept a different viewpoint. Editorials can take different forms. They can be written opinions or a graphic such as a cartoon. Study the editorial below and answer the questions that follow.

*Albuquerque Journal* (Albuquerque, New Mexico, January 5, 1999):

Monday's launch [introduction] of the euro . . . should be marked as a historic date on par with the collapse of Communism. With the launch of the euro, . . . a single unit of exchange suddenly simplifies the financial interaction [dealings] of the European community.

. . . It becomes the first serious alternative to the American dollar as an international . . . currency for central banks around the world.

. . . It makes Europe a much easier market for outsiders as well. Instead of having 11 different currency exchange rates to deal with, an American exporter now has but one.

Not all of the European community [nations] signed on. Great Britain, Sweden, and Denmark opted [chose] not to participate in the launch. Greece\* failed to qualify because its national deficit, inflation, and public debt were too high.

The unified currency marks a major tightening of the bonds uniting the European Union. . . . The course of the euro's development could ultimately signal that Europe is ready to move closer to political union. . . .

The direction in which the euro changes the course of economic history will become clear only in the months and years ahead.

\*Note: After this article was written, Greece also adopted the euro.

1. What is the subject of the editorial?

\_\_\_\_\_

2. What is the main idea of the editorial?

\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the editorial by circling the letter of the correct answer.

- |   |  |
|---|--|
| <p>1 According to the editorial, which of the following statements is accurate?</p> <p><b>A</b> The euro will have a negative effect on the economies of European nations.</p> <p><b>B</b> All of the nations in Europe have agreed to use the euro as their currency.</p> <p><b>C</b> The euro's effect on economic history will not be known for some time.</p> <p><b>D</b> The introduction of the euro was not a significant event.</p> | <p>2 According to the editorial, what effect will the euro have on nations outside of Europe?</p> <p><b>F</b> Europe will be a much easier market for nations outside of Europe.</p> <p><b>G</b> It will discourage other nations from trading with European nations.</p> <p><b>H</b> Trade among European nations will become more difficult.</p> <p><b>J</b> Only Asian nations will be able to trade with Europe.</p> |
|---|--|

## Western Europe Today



# ACTIVITY 12

## Interpreting Charts and Tables

**Social Studies Objective:** The student will interpret information on charts and tables.

**Charts** or **tables** are often used to organize data. After studying the data in a chart or table, you will be able to analyze trends or patterns. A chart or table, for example, may show population trends over a period of time. Information in a chart or table may also compare different types of data.

### ★ Learning to Interpret Charts and Tables

Use the following guidelines to help you interpret data in tables and charts.

- Read the title of the chart or table to determine its subject.
- Read each column's heading and each row's label.
- Study the data vertically in each column and horizontally across the rows.
- Identify relationships and draw conclusions.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selections below and study the map on the next page. Then complete the activity that follows.

#### The People of Greece

About 59 percent of Greece's 11 million people live in urban areas. Athens, the capital and largest city, is home to more than 750,000 people. Another 2.5 million live in its suburbs or in surrounding areas.

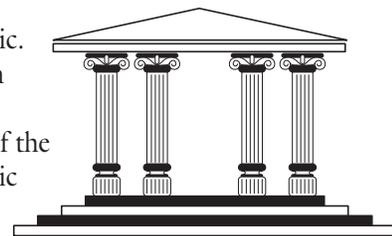
The population of Athens has mushroomed because many Greek farmers have left their villages to look for jobs in the city. Some Greeks have emigrated, or moved to live in other countries. Today more than 3 million people of Greek descent make their homes in the United States, Australia, and western Europe.

More than 95 percent of the Greek population are Eastern Orthodox Christians. Religion influences much of Greek life, especially in rural areas. Easter is the most important Greek holiday. Traditional holiday foods include lamb, fish, and feta cheese—cheese made from sheep's or goat's milk.

#### The People of Italy

To many around the world, Italy's capital, Rome, is the "Eternal City." It is the site of historic ruins, ancient monuments, and beautiful churches and palaces. About 70 percent of Italy's population of 57.2 million live in towns and cities. Three cities in Italy—Rome, Milan, and Naples—have populations of more than 3 million each.

Celebrating the religious festivals of the Roman Catholic Church is a widely shared part of Italian life. More than 95 percent of Italy's population is Roman Catholic. Vatican City, in Rome, is the headquarters of the Roman Catholic Church.



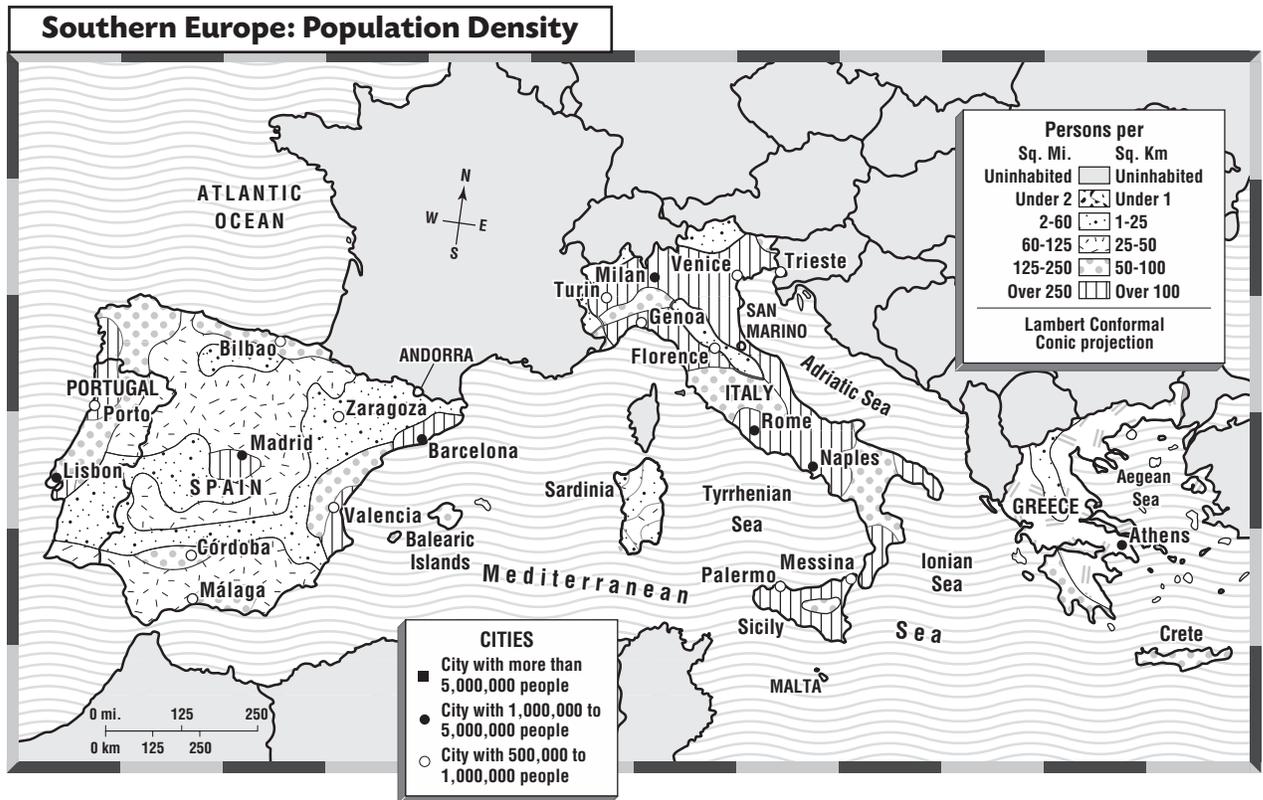
### The People of Portugal and Spain

If you lived in Portugal today, you would most likely live in a rural village. About two-thirds of Portugal's 10.4 million people are villagers. Lisbon, with a population of about 2 million, is Portugal's capital and major city.

In contrast, more than three-fourths of Spain's nearly 41.3 million people live in cities and towns. A city of nearly 5 million people,

Madrid ranks as one of Europe's leading cultural centers.

Barcelona, along the Mediterranean coast, is Spain's leading seaport and industrial center. About 3 million people live there. The people of Portugal are about 97 percent Roman Catholic; the people of Spain are 99 percent Roman Catholic.



**DIRECTIONS:** Refer to the readings and the map above to complete the table below. Then answer the questions that follow.

### The People of Southern Europe

Nation	Population (in millions)	% of Population in Urban Areas	Largest Cities	Land Area in Square Miles	Major Religion
Italy			Rome, Milan, Naples	116,320	
Portugal			Lisbon	35,514	
Spain				195,363	
Greece		59%		50,950	

1. What advantage does the table have over the information in the readings?

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2. What other information might be included in the chart to help describe the people of Spain, Portugal, Italy, and Greece?

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3. Study the data in each column and row. What observations can you make from the data in the chart?

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4. Which country has the most large cities? Explain how you found your answer.

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## Standardized Test Practice

**DIRECTIONS:** Use the chart on the previous page to answer the following questions by circling the letter of the correct answer.

1 Which country has the largest percentage of rural population?

- A Spain
- B Portugal
- C Italy
- D Greece

2 Which nation's predominant religion is different from the other nations?

- F Spain
- G Portugal
- H Italy
- J Greece

3 Which country is the largest in land area?

- A Italy
- B Portugal
- C Spain
- D Greece

4 How many more people does Italy have than Portugal?

- F 40 million more
- G 40 billion more
- H 46.8 million more
- J 4,680 more

## The New Eastern Europe



### ACTIVITY 13 Using Time Lines

**Social Studies Objective:** The student will organize and interpret information on time lines and analyze information by sequencing events.

**A time line** is a graphic illustration that shows events in order of occurrence over a particular period of time. It is easier to understand the order of events and their relationships to one another if the events are seen in chronological sequence on a time line. Creating your own time lines can also help you better understand how to read the time lines that you see on standardized tests.

#### ★ Learning to Sequence Events and Read Time Lines

*Use the following steps to understand how events are arranged in sequential order on a time line.*

- Read the time line's title to determine its purpose.
- Look at the span of years and the number of events on the time line.
- Identify the relationships among the events.
- Draw conclusions or inferences from your study.

#### ★ Practicing the Skill

**DIRECTIONS:** Study the example of a time line below and complete the activity that follows.

##### Hungarian History

1241	Mongolian invasion destroys Hungary
1682–1699	Austria takes control of Hungary
1867	Austrian emperor proclaimed king of Hungary
1914–1918	Austria-Hungary joins Central Powers in World War I
1918	Hungary becomes independent state
1945	Soviet Union occupies Hungary at close of World War II
1956	Hungarian revolution put down by Soviet Union
1989	Communist government collapses; Republic of Hungary created
1991	Last Soviet troops leave Hungary

**DIRECTIONS:** Time lines can be either vertical, like the one on the previous page, or horizontal. In the space provided below, create a time line of your life. List at least five events, from birth to present, with the first event at the left and the most recent event at the right.

Title: \_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Using the time line on the previous page, answer the following questions by circling the letter of the correct answer.

- |   |   |
|---|---|
| <p><b>1</b> Which event occurred first?</p> <ul style="list-style-type: none"> <li><b>A</b> Hungarian revolution</li> <li><b>B</b> Soviet occupation of Hungary</li> <li><b>C</b> World War I</li> <li><b>D</b> Austrian control of Hungary</li> </ul> <p><b>2</b> Which of the following events was the last to occur?</p> <ul style="list-style-type: none"> <li><b>F</b> Republic of Hungary created</li> <li><b>G</b> Soviet Union occupies Hungary</li> <li><b>H</b> Austria-Hungary joins Central Powers</li> <li><b>J</b> Mongolian invasion of Hungary</li> </ul> | <p><b>3</b> Which of the following sequences of events is correct?</p> <ul style="list-style-type: none"> <li><b>A</b> <ul style="list-style-type: none"> <li>• Austrian emperor proclaimed king of Hungary</li> <li>• Hungary becomes independent state</li> <li>• Hungarian revolution put down by Soviet Union</li> </ul> </li> <li><b>B</b> <ul style="list-style-type: none"> <li>• Republic of Hungary created</li> <li>• Mongolian invasion of Hungary</li> <li>• Hungary becomes independent state</li> </ul> </li> <li><b>C</b> <ul style="list-style-type: none"> <li>• Last Soviet troops leave Hungary</li> <li>• Hungary becomes independent state</li> <li>• Mongolian invasion of Hungary</li> </ul> </li> <li><b>D</b> <ul style="list-style-type: none"> <li>• Austrian emperor proclaimed king of Hungary</li> <li>• Last Soviet troops leave Hungary</li> <li>• Hungarian revolution put down by Soviet Union</li> </ul> </li> </ul> |
|---|---|

## Russia's Landscape and History



### ACTIVITY 14 Perceiving Cause-and-Effect Relationships

**Social Studies Objective:** The student will analyze information by identifying cause-and-effect relationships.

Any condition or event that makes something happen is known as a **cause**. What happens as a result of a cause is an **effect**. **Cause-and-effect relationships** explain why things happen and how actions produce other actions. Cause-and-effect relationships can be simple or complex. Sometimes several different causes produce a single effect. At other times, one cause can produce several effects.

#### ★ Learning to Perceive Cause and Effect

Use the following guidelines to help you in perceiving cause-and-effect relationships.

- Select an event.
- Compare the situation at the time of the event with conditions before it happened (*causes*) and after it happened (*effects*).
- Look for vocabulary clues to help decide whether one event caused another. Words or phrases such as *brought about*, *produced*, *resulted in*, *when*, and *therefore* indicate cause-and-effect relationships.
- Describe the causes and effects of the event.
- Look for other relationships between the events. Check for other, more complex, connections beyond the immediate cause and effect.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### Russia's Dramatic Past

Over the centuries, Russia grew as its czars (emperors) conquered other lands. Czars such as Peter I and Catherine II pushed the empire's borders westward and southward. They also tried to make Russia more like Europe. A new capital—St. Petersburg—was built in the early 1700s to look like a European city.

The actions of the czars, however, had little effect on ordinary citizens. Most Russians were serfs, or laborers who were bound to the land. In 1861 Czar Alexander II freed the serfs.

Russia, however, did not progress politically. The czars clung to their power and rejected democracy. Revolution brewed. In 1917 the political leaders and workers forced Czar Nicholas II to give up the throne. At the end of the year, a group of Communists led by Vladimir Ilyich Lenin

came to power. They set up a Communist government and soon moved its capital to Moscow. In 1922 the Communists formed the Union of Soviet Socialist Republics, or the Soviet Union.

During the late 1920s, Joseph Stalin became the ruler of the Soviet Union and set out to make it a great industrial power. To reach this goal, the government took control of all industry and farming. Stalin, a cruel dictator, put down any opposition to his rule. Millions of people were either killed or sent to prison labor camps.

After World War II, the Soviet Union further expanded its territory and extended communism to eastern Europe. From the late 1940s to the late 1980s, the Soviet Union and the United States waged a Cold War. They

competed for world influence without actually waging war on each other.

In 1985 Mikhail Gorbachev came to power in the Soviet Union. In addition to economic changes, he supported a policy of *glasnost*, or openness. He wanted people to speak freely about the Soviet Union's problems. Gorbachev's efforts, however, failed to stop the collapse of the

Soviet Union. Many of the non-Russian nations had long resented Russian rule and wanted independence. By late 1991, the Soviet Union had broken apart and Russia had a new leader, Boris Yeltsin. Economic and social problems continue as Russia seeks to move to a free market economy.

**DIRECTIONS:** When studying details about a long period of time like the history of Russia, a graphic organizer can help in understanding causes and effects. Fill in the graphic organizer below with information you just read. Fill in the missing causes or effects of various events in Russian history. To get you started, one cause-and-effect relationship has been given.

Cause	Effect
<ul style="list-style-type: none"> <li>• Czars kept political power and rejected democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Russian Revolution of 1917</li> </ul>
<ul style="list-style-type: none"> <li>• Stalin wants to make the Soviet Union into an industrial power.</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• Millions were killed or put in camps</li> </ul>
<ul style="list-style-type: none"> <li>• The Soviet Union expanded territory after World War II.</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• People criticize government.</li> </ul>
<ul style="list-style-type: none"> <li>• Resentment of non-Russians and mounting economic problems</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>



## Standardized Test Practice

**DIRECTIONS:** After reading the selection on the previous page, answer the following questions by circling the letter of the correct answer.

- 1 What was the primary reason for the Russian Revolution of 1917?
  - A Czar Alexander II built the Trans-Siberian Railroad.
  - B Czar Alexander II freed the serfs and initiated reforms.
  - C Czar Nicholas II clung to power and rejected reforms.
  - D Russia expanded its territory by conquering other lands.

- 2 The policy of *glasnost* refers to
  - F Czar Alexander II freeing the serfs.
  - G building a transcontinental railroad.
  - H expanding Russian territory.
  - J democratic reforms under Mikhail Gorbachev.

## The New Russia and Independent Republics



### ACTIVITY 15 Solving a Problem

**Social Studies Objective:** The student will use problem-solving and decision-making skills.

**S**olving a problem requires you to develop a logical sequence of steps. When you develop these steps, you first look closely at the problem and analyze its causes and effects. Then you create detailed steps to reach a possible solution.

#### ★ Learning to Solve a Problem

Use the following guidelines to help you solve a problem.

- Identify the problem and its probable causes and effects.
- Study possible solutions and evaluate the pros and cons of each solution.
- Identify the steps needed to solve the problem. Arrange the steps in chronological order. Explain one step at a time.
- Provide supporting information.
- Use transition words such as *first*, *next*, *then*, and *finally* to point the way as you write.
- Check to make sure that your explanation is complete and accurate.
- Suggest or carry out the solution and evaluate its effects.

#### ★ Practicing the Skill

**DIRECTIONS:** Russia, like many other countries, encourages large companies to build plants and open offices within its borders. Russia needs to create more jobs for its workers and needs foreign investment to improve its economy. You have just learned that your parent's or guardian's company is transferring your family to Moscow. Study the information below about life in Russia. Then complete the activity that follows.

##### Living in Moscow

Moscow is a large, interesting city. The people speak Russian, travel by subway, and most live in small apartments. You will find a wide variety of restaurants, including American fast-food restaurants. Shops with familiar name brands can be found, but the prices will be high. Most shops are located in shopping districts, not in malls.

Mail services both inside Russia and from overseas are unreliable. Letters are generally delivered, but may take a long time. Packages may be opened and items removed. Only reliable, private delivery services can be used to ship important goods in and out of Russia. Internet service is available in Moscow. You will be able to use this modern method to keep in touch with friends in the United States.

To get newspapers and magazines in English, you will likely need to travel to a hotel. There you can pick up several free newspapers and magazines printed in English. You can also purchase some English-language magazines in a few bookshops.

Cable TV will allow you to pick up about 20 English-language channels, but many of these focus on European events. You will also be able to find a few English-language radio stations, but do not expect a wide variety of music. You may find a Russian radio station that plays the styles of music you enjoy.

You will likely attend one of several English-language schools. There you will encounter students from around the world who are living in Moscow.

**DIRECTIONS:** Solving a problem involves comparing different types of information. Study the information on the previous page. After analyzing this data, answer the following questions that will help you develop a problem-solving process.

1. Select a problem that you might encounter on moving with your family to Moscow, Russia. State your problem by completing the graphic organizer below.

<b>Causes:</b> _____ _____ _____
<b>Problem:</b> _____ _____ _____
<b>Effects:</b> _____ _____ _____

2. What steps would you propose to solve the problem? Briefly list the steps of a problem-solving process.

- |          |          |
|----------|----------|
| A. _____ | C. _____ |
| _____    | _____    |
| B. _____ | D. _____ |
| _____    | _____    |

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## Standardized Test Practice

**DIRECTIONS:** On a separate sheet of paper, write a two- or three-paragraph explanation of your process for solving the problem of living in a different culture. Assume that your audience is made up of other students who might have some of the same concerns about living in Moscow.

## Birthplace of Civilization



# ACTIVITY 16

## Distinguishing Between Fact and Opinion

**Social Studies Objective:** The student will analyze information by distinguishing between fact and opinion (nonfact).

Learning to distinguish fact from nonfact can help you make reasonable judgments about what others say. A **fact** is a statement that can be proven by evidence such as records, documents, government statistics, or historical sources. A **nonfact**, often expressed as an opinion, is a statement that may contain some truth but also contains a personal view or judgment.

### ★ Learning to Distinguish Fact from Nonfact

Use the following guidelines to help you sift facts from nonfacts.

- Identify the facts. Ask yourself the following:  
Can these statements be proved? Where can I find information to verify them?
- Identify the nonfacts or opinions. Sometimes opinions contain phrases such as *I believe, in my view, it is my conviction, or I think*. The statements may also contain words like *should, would, could, best, greatest, or always*.
- Identify the statement's purpose. What does the speaker or author want you to believe or do?

### ★ Practicing the Skill

**DIRECTIONS:** Read the following information and complete the activity that follows.

The achievements of ancient Egyptian civilization are well-known. Lesser known are the accomplishments of the ancient African kingdom of Kush, along the upper Nile River valley. The Kushites erected pyramids, built a great capital city named Meroë, and developed a written language.

The civilization of Kush rivaled the splendors of Egypt.

The two following writers, Herodotus and Diodorus Siculus, refer to the Kushites as "Ethiopians." Greeks and Romans used "Ethiopians" as a general term for black Africans.

#### Herodotus, about 450 B.C.

After the forty days journey on land from Egypt one takes another boat and . . . reaches a big city named Meroë. This city is said to be the capital of the Ethiopians. The inhabitants worship only the Gods of Zeus and Dionysus. . . . There is an oracle of Zeus in the city, which directs the Ethiopians. . . . The Ethiopians are said to be the tallest and handsomest men in the whole world. In their customs they differ greatly from the rest of mankind, and particularly in the way they choose their kings. They find out the man who is the tallest of all the citizens, and of strength equal to his height. They appoint this man to be their ruler.

#### Diodorus Siculus, about 50 B.C.

Historians tell us that the Ethiopians were the first of all men. [They] say that the black people of Kush were the first to be taught. . . to hold sacrifices and processions and festivals by which men honor the gods. It is generally held that the sacrifices practiced among the Ethiopians are those which are the most pleasing to heaven. . . . [In] *The Iliad*, Homer describes both Zeus and the rest of the gods. . . on a visit to Ethiopia. The gods share in the sacrifices and the banquet. . . given annually by the Ethiopians for all the gods together.

Source: *Social Studies Anthology* (NY: Macmillan/McGraw-Hill, 1993)

**DIRECTIONS:** Remember that opinions often include expressions of approval or disapproval, or qualifying phrases. Study the readings about Kush. Then answer the following questions.

1. Identify the facts. Is there any way to prove that Meroë was the capital of Kush and that the inhabitants worshiped Zeus and Dionysus? Did Homer in *The Iliad* describe Zeus and the other gods on a visit with him to Ethiopia? What could you do to check these and other statements?

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2. Notice the nonfacts or opinions. What phrases do the writers sometimes use to signal their own points of view?

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3. What is the purpose of each writer? How does knowing the purpose of each writer help you distinguish fact and nonfact in their material?

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## Standardized Test Practice

**DIRECTIONS:** After reading the viewpoints of Herodotus and Diodorus Siculus, answer the following questions.

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|--|---|
| <p>1 Which of the following is an opinion expressed in the accounts?</p> <ul style="list-style-type: none"><li>A Meroë was the capital city of ancient Kush.</li><li>B Kushite sacrifices were the most pleasing to heaven.</li><li>C The Kushites chose their kings based on height and strength.</li><li>D In <i>The Iliad</i>, Homer describes a visit to Kush.</li></ul> | <p>2 Which of the following statements is a fact?</p> <ul style="list-style-type: none"><li>F In 450 B.C., it took more than 40 days to travel from Kush to Egypt.</li><li>G The Ethiopians were the tallest and handsomest men in the world.</li><li>H Kushite customs differed greatly from the rest of mankind.</li><li>J Meroë was the greatest city ever built in the Nile River valley.</li></ul> |
|--|---|

## North Africa Today



# ACTIVITY 17

## Identifying and Evaluating Sources

**Social Studies Objective:** The student will recognize points of view, propaganda, and/or statements of fact and nonfact in a variety of written texts.

Any information that proves a claim or conclusion is known as evidence on a source. There are four basic kinds of sources: **oral accounts** (eyewitness testimony); **written documents** (diaries, letters, books, articles); **objects** (artifacts); and **visual forms** (photographs, videotapes, paintings, drawings). These kinds of sources fall into one of two categories—primary sources and secondary sources. Participants or eyewitnesses to events produce **primary sources**. **Secondary sources** are produced later by those who did not experience events directly.

### ★ Learning to Evaluate Sources

Use the following guidelines to help you identify and evaluate sources of information.

- Clearly define the issue, claim, or conclusion.
- Use sources to support or disprove a conclusion.
- Compare the sources to see if they agree.
- Rate the sources on objectivity or bias.

### ★ Practicing the Skill

**DIRECTIONS:** Read the claim and study the sources below.

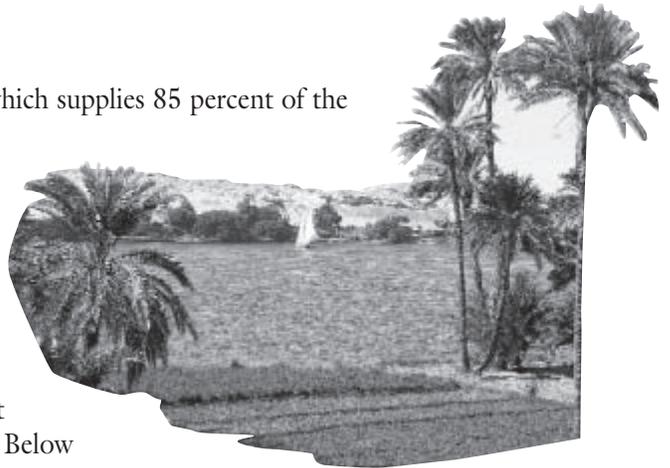
*Claim:* Egypt is the “Gift of the Nile.”

The lifeline of Egypt is the Nile River, which supplies 85 percent of the country’s water. The Nile River begins in East Africa. It flows north through the countries of Sudan and Egypt to the Mediterranean Sea. The Nile River’s length of 4,160 miles (6,693 km) surpasses the second-longest river in the world—the Amazon—which is 4,000 miles long (6,437 km).

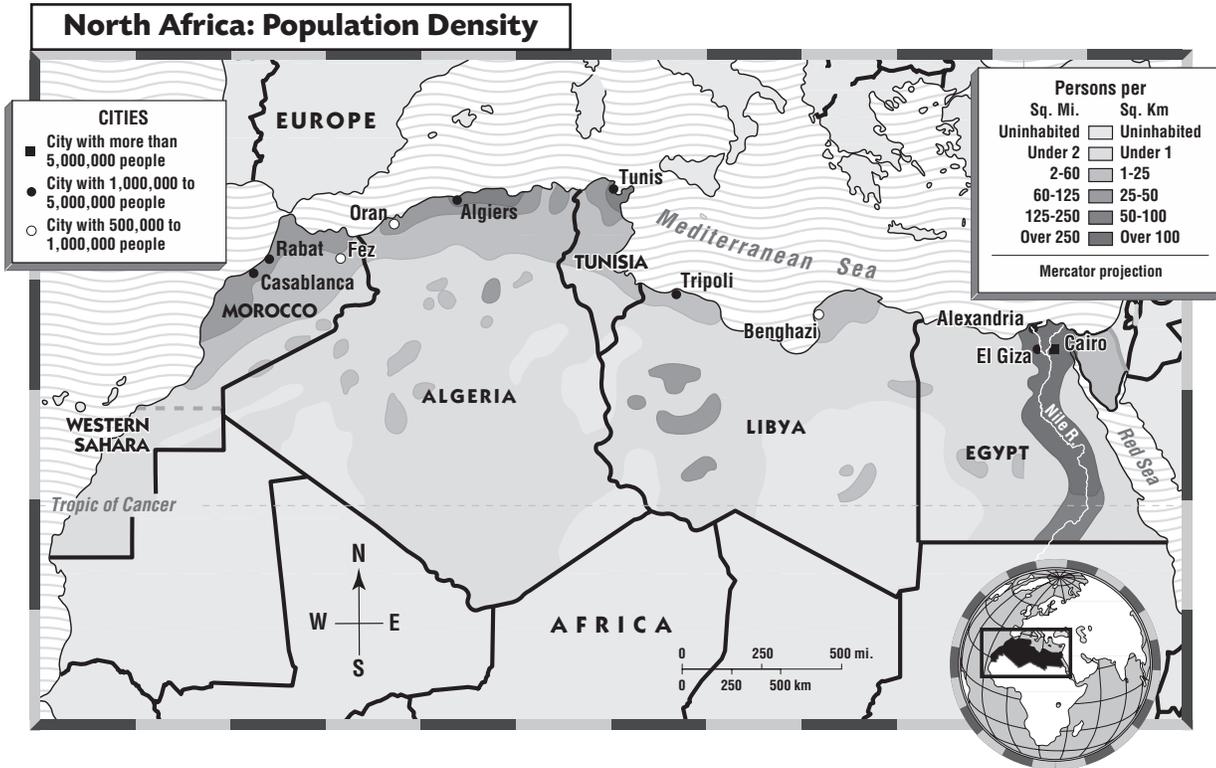
Imagine you are looking down on Egypt from an airplane flying from south to north. Below you the Nile River and its banks appear as a narrow, green ribbon cutting through the vast desert.

The Nile River valley has rich soils formed by silt, or particles of earth deposited by the river. In ancient times, floodwaters left heavy deposits of silt every summer. Today dams control the river’s flow, and flooding no longer regularly occurs.

As you continue your flight, you see the Nile River spreading out into a broad wedge of farmland about 150 miles (240 km) from the Mediterranean Sea. You are viewing a delta, or triangle-shaped area of land at a river’s mouth.



**DIRECTIONS:** Sources of information appear in different forms. They can be written or visual. Use the map and the reading as a source to answer the following questions.



### Ancient Egypt

One of the first advanced human civilizations developed along the banks of the Nile River. Ancient Egyptians viewed the river as mysterious—something to be worshiped as a god. The ancient Egyptians wrote hymns to the Nile.

The earliest rulers of ancient Egypt rose to power by organizing irrigation projects along the river’s edge. Water was trapped in ponds to be used when the water level of the river was at its lowest. Crops flourished and the population of ancient Egypt greatly increased.

Around 3100 B.C., a king known as Menes (or Narmer) united under the rule of Egypt all the lands along the Nile River with the lands of the river delta. Menes was crowned as the pharaoh, or ruler, of all Egypt. Under Menes and his successors, Egypt became wealthy and powerful. The pharaohs of Egypt built the famous pyramids and other tombs along the banks of the river. After thousands of years, the culture of ancient Egypt still fascinates historians, professional and amateur, alike.

1. On the following lines, provide data supporting the claim that Egypt is the “Gift of the Nile.”

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2. What sources are presented in this activity? Are these primary or secondary sources?

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3. How do the different sources approach the same topic differently?

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4. What type of source would the diary of a tourist traveling along the Nile be? If another person read that diary and wrote an article about it, what type of source would he or she have created?

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## Standardized Test Practice

**DIRECTIONS:** Answer the following questions by circling the letter of the correct answer.

1 Which of the following pieces of evidence is a secondary source?

- A a lab report on water from the Nile River at various locations
- B the excerpt from a textbook about the history of Egypt
- C the description of the Nile in an ancient Egyptian document
- D a quote from a photojournalist doing an article on the Nile

2 Which of the following pieces of evidence is a primary source?

- F a television documentary on the ancient Egyptians
- G a recent map of the ancient dams built along the Nile River
- H the diary of an ancient Egyptian government official
- J a magazine article about current Egyptian politics

## Southwest Asia



### ACTIVITY 18 Making Decisions

**Social Studies Objective:** The student will use decision-making skills, working independently and with others, in a variety of settings.

In problem solving, a choice made among two or more alternative courses of action is known as a **decision**. Your final decision should not conflict with your goals or values, so you must weigh each choice carefully.

#### ★ Learning to Make a Decision

Use the following guidelines to help you make a decision.

- Find out what issue requires a decision.
- List the alternative decisions available to you.
- Identify the positive and negative consequences of each choice.
- Evaluate each choice and its consequences in light of your goals and values.
- Make a decision and put it into effect.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### The Arab-Israeli Conflict

From the 1960s through the early 2000s, Southwest Asia witnessed many sweeping changes. During this period, wars and terrorist acts brought conflict to the region. However, some of the nations and groups of the region also took steps toward peace.

As the 1960s opened, the most prolonged and bitter dispute was between Israel, its Arab neighbors, and the Palestinians. In their struggle for nationhood, the Palestinians in 1964 formed the Palestine Liberation Organization (PLO), whose goal was to eliminate Israel and to create a Palestinian state. Later, however, many Palestinians and Israelis came to accept a two-state solution: a state for Israel and a state for Palestinians.

A cease-fire between Israel and its Arab neighbors fell apart during the 1960s. Fearing possible Arab attack, Israel took the offensive in June 1967, capturing the Sinai Peninsula and the Gaza Strip from Egypt, as well as the Golan Heights from Syria. In this conflict, which came to be called the Six-Day War, Israel also took East Jerusalem and the West Bank of the Jordan River.

The Palestinian Arabs who lived there now found themselves ruled by Israel.

In 1977 Egypt's President Anwar el-Sadat acted independently to get a peace process moving. He accepted an invitation to visit Israel, becoming the first Arab leader to step in peace on Israel's soil. In a speech given before Israel's Parliament, Sadat called for Arab acceptance of Israel, a just solution to the Palestinian problem, and an end to hostilities between Israelis and Arabs.

The next year Sadat accepted an invitation from U.S. President Jimmy Carter to meet with Israeli Prime Minister Menachem Begin. The 12 days of meetings at Camp David in Maryland resulted in the Camp David Accords, the basis for an Egyptian-Israeli peace treaty.

Sadat and Begin signed the treaty in March 1979—the first time an Arab nation recognized Israel's right to exist. In return, Israel gave up the Sinai Peninsula. Many nations applauded Sadat's actions, but several Arab states broke ties with Egypt.

**DIRECTIONS:** Making decisions involves weighing the costs and benefits that each course of action may bring. Imagine that you are Egyptian President Anwar el-Sadat in 1977. For years, Egypt and Israel had been engaged in bitter conflict. Should Egypt take the lead in pursuing peace in the region and risk the anger of other Arab nations? Study the sources related to the Arab-Israeli conflict below and answer the questions that follow.



#### Palestinian National Charter

The partition of Palestine in 1947 and the establishment of the state of Israel are entirely illegal, regardless of the passage of time, because they were contrary to the will of the Palestinian people and to their natural right in their homeland, and inconsistent with the principles embodied in the Charter of the United Nations, particularly the right to self-determination.

—from *Article 19, The Palestinian National Charter, Resolutions of the Palestine National Council, July 1–17, 1968*

#### Israel's Declaration of Independence

We offer peace and unity to all the neighboring states and their peoples, and invite them to cooperate with the independent Jewish nation for the common good of all.

—from *Declaration of Israel's Independence, issued at Tel Aviv on May 14, 1948*

#### Camp David Accords

The historic initiative of President Sadat in visiting Jerusalem and the reception accorded to him by the parliament, government, and people of Israel, and the reciprocal visit of Prime Minister Begin to Ismailia, the peace proposals made by both leaders, as well as the warm reception of these missions by the peoples of both countries, have created an unprecedented opportunity for peace, which must not be lost if this generation and future generations are to be spared the tragedies of war.

1. Egypt and Israel state that the principles and provisions described below should apply to peace treaties between Israel and each of its neighbors—Egypt, Jordan, Syria and Lebanon.
2. Signatories shall establish among themselves relationships normal to states at peace with one another. To this end, they should undertake to abide by all the provisions of the UN Charter. Steps to be taken in this respect include:
  - a. full recognition;
  - b. abolishing economic boycotts;
  - c. guaranteeing that under their jurisdiction the citizens of the other parties shall enjoy the protection of the due process of law.

—from *The Mideast Peace Process Camp David Accords, September 17, 1978, The Framework for Peace in the Middle East*

1. How would you characterize the nature of relations between Egypt and Israel before 1978?

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2. What position did the Palestinians take toward Israel in 1968?

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3. What did Sadat risk by attending the Camp David Accords? What did he gain?

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## Standardized Test Practice

**DIRECTIONS:** Study the readings, and then answer the following questions by circling the letter of the correct answer.

- 1 What response did Sadat receive from other Arab nations to his decision to pursue peace initiatives with Israel?
- A Palestinians supported him, but other Arab nations did not.
  - B All Arab nations supported him.
  - C Most Arab nations criticized his initiatives.
  - D Some Arab countries broke ties with Egypt.
- 2 In what way were the Camp David Accords a “first” in history?
- F It was the first time an Arab nation recognized Israel’s right to exist.
  - G It was the first time the PLO recognized Israel’s right to exist.
  - H It was the first time Israel recognized the right of Egypt to exist.
  - J It was the first time the United States recognized Israel’s right to exist.

- 3 Which event took place in June 1967?
- A Palestine Liberation Organization formed
  - B Six-Day War occurred
  - C Camp David meetings took place
  - D Egyptian-Israeli peace treaty signed
- 4 Which of the following is NOT a step that Israel and Egypt agreed to at Camp David?
- F to end economic boycotts
  - G to recognize each other’s right to exist
  - H to divide Jerusalem between the Israelis and the Palestinians
  - J to guarantee legal protection to Israeli and Egyptian citizens

## West Africa



# ACTIVITY 19

## Interpreting Graphs

**Social Studies Objective:** The student will use appropriate mathematical skills to interpret social studies information such as maps and graphs.

**D**rawings that present statistical data are known as **graphs**. Each kind of graph has certain advantages in presenting numerical facts. Line graphs are best for showing how statistics change over time. Bar graphs are better for making statistical comparisons. Circle graphs show relationships among parts of a whole.

### ★ Learning to Interpret Graphs

Use the following guidelines to help interpret graphs.

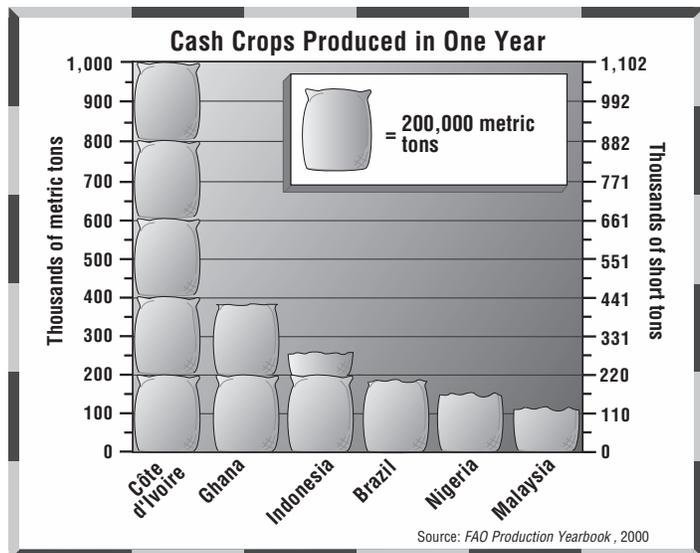
- Read the graph's title.
- Read data on the axes of bar graphs, follow the dot/lines on a line graph, or read the labels for each segment in a circle graph.
- Analyze the data, make comparisons, and draw conclusions.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection, graph, and table below and complete the activity that follows.

West African nations like Côte d'Ivoire, Ghana, and Nigeria often depend heavily on agricultural exports of "cash crops." Cash crops are grown specifically for exports and include cocoa, coffee, sugar, tea, and spices. These crops are well suited for the tropical growing conditions of these African nations.

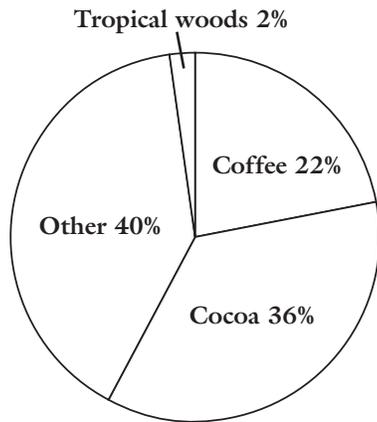
Nigeria is fortunate enough to have large oil reserves. This makes it less dependent on cash crops. Even so, cash crops make up a significant portion of Nigeria's economy. Like the other two African nations, Nigeria must compete with nations in South America and southern Asia to sell its exports.



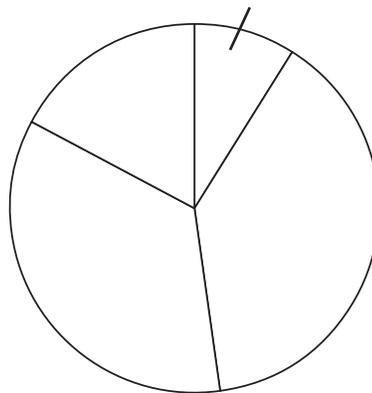
Country	Value of Export	Chief Exports
Côte d'Ivoire	\$4.4 billion	cocoa 36%, coffee 22%, tropical woods 2%
Ghana	\$2.2 billion	gold 39%, cocoa 35%, timber 9%
Nigeria	\$17.3 billion	petroleum and petroleum products 95%, cocoa 5%

**DIRECTIONS:** Use the information from the bar graph and table to make three circle graphs. Show the percentage of exports as wedges on your graphs. (Be sure to account for 100 percent in each of your three circle graphs.) To get you started, one circle graph has been completed for you.

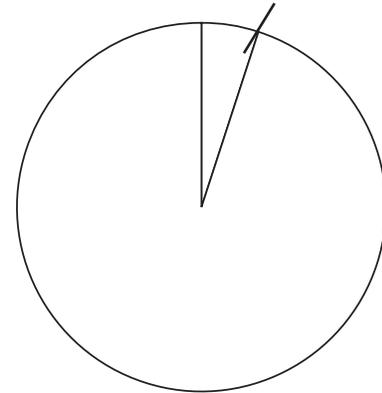
Title: Côte d'Ivoire's Exports



Title:



Title:



## Standardized Test Practice

**DIRECTIONS:** Analyze the bar and circle graphs above and on the previous page. Then answer the following questions.

- What do the exports of the three nations—Côte d'Ivoire, Ghana, and Nigeria—have in common?

  - A All are major oil-producing nations.
  - B All are about equal in wealth.
  - C All export more than they import.
  - D All are major cocoa-producing nations.
- Based on the table and the graphs, which of the following statements is accurate?

  - F Ghana produces more cocoa than either Côte d'Ivoire or Nigeria.
  - G Côte d'Ivoire produces more cocoa than any other nation.
  - H Ghana's economy is heavily dependent upon petroleum exports.
  - J Nigeria exports slightly more cocoa than petroleum.

## Central and East Africa



### ACTIVITY 20 Identifying the Main Idea

**Social Studies Objective:** The student will analyze information by identifying the main idea of a reading.

The question, “What is this writing about?” is answered in the **main idea**. Every section in the textbooks you read has a main idea. Sometimes titles and headings reveal it. Individual paragraphs are built around a main idea. The rest of the sentences explain, give details about, or support the idea. The main idea is often stated in the **topic sentence** that can be at the beginning, in the middle, or at the end of the paragraph. Sometimes the topic is implied rather than stated.

#### ★ Learning to Identify the Main Idea

Use the following guidelines to help you identify the main idea.

- Read the selection carefully.
- Look for the main idea and jot it down in your own words.
- Look for the same main idea in a topic sentence. Remember that the topic may be implied.
- Read the selection to see whether other sentences support the main idea.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### Central African Republic and Cameroon

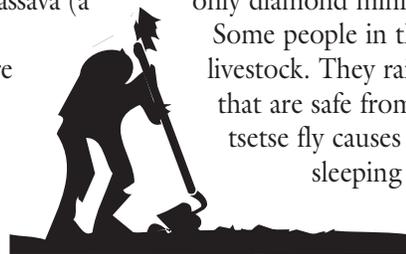
Most people in the Central African Republic and Cameroon depend on farming for a living. In the Central African Republic, most farmers grow only enough food to feed their families. A few large plantations raise coffee, cotton, and rubber for export. Farmers in Cameroon raise cassava (a starchy, nutritious root vegetable), corn, millet, and yams. The chief cash crops are bananas, cacao, coffee, cotton, and peanuts.

The Central African Republic and Cameroon are only beginning to industrialize. Cameroon, however, has had greater

success in this effort. It has coastal ports and many natural resources such as petroleum, bauxite (a principal source of aluminum), and forest products. With no seaports and limited resources, the Central African Republic can claim only diamond mining as an important industry.

Some people in these two countries herd livestock. They raise their animals in regions that are safe from tsetse flies. The bite of the tsetse fly causes a deadly disease called sleeping sickness in cattle. Tsetse

flies can also spread this disease to humans.



**DIRECTIONS:** In searching for the main idea in a reading, you need to distinguish the topic sentence from other sentences. Using information from the selection on the previous page, answer the following questions.

1. What is the topic sentence of this reading?

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2. Write two detail sentences that support the topic sentence.

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3. Besides growing crops, what other farming activity takes place in these two countries?

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4. Why is Cameroon more heavily industrialized than the Central African Republic?

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## Standardized Test Practice

**DIRECTIONS:** Based on the reading on the previous page, answer the following questions.

1 Based on the passage, crops like bananas, coffee, cacao, and cotton are grown primarily for what reason?

- A to be used as food for farmers' families
- B to be sold as exports
- C to be sold to local grocery stores
- D to be used as feed for livestock

2 Based on the passage, what is the most important industry of the Central African Republic?

- F diamond mining
- G raising cotton, coffee, and cacao
- H petroleum production
- J mining of bauxite

3 Based on the reading, which of the following statements is accurate?

- A The Central African Republic is more industrialized than Cameroon.
- B Both nations are highly industrialized.
- C Tsetse flies pose a threat only to cattle.
- D Only Cameroon has coastal ports.

4 Based on the reading, what statement is NOT true?

- F Farmers in Cameroon raise cassava.
- G Most farmers in the Central African Republic are subsistence farmers.
- H Cassava is a root vegetable.
- J The Central African Republic has good ports.

## Southern Africa—A Varied Region



# ACTIVITY 21

## Recognizing Forms of Propaganda

**Social Studies Objectives:** The student will identify propaganda in written, oral, and visual material.

In contrast to communication that is based on factual evidence, **propaganda** aims to persuade people to accept a viewpoint that may be good or bad. Through appeals to the emotions, propaganda attempts to force the public to accept a particular viewpoint without careful reflection.

### ★ Learning to Recognize Propaganda

Use the following guidelines to help you recognize propaganda.

- Look for emotion-filled or alarmist words or images.
- Identify various techniques of propagandists.
- Find out who is the target for the propaganda.
- Draw conclusions about the use of propaganda to unite and motivate.

### ★ Practicing the Skill

**DIRECTIONS:** Read the following selections and complete the activity that follows.

#### South Africa

The Republic of South Africa spreads across the southern end of Africa. It is a land of breathtaking scenery and great mineral wealth. It is also a land of great change. In recent years, South Africa's people have experienced many changes in their lives and in their government.

South Africa has undergone many years of political and social unrest. This was due in large part to apartheid, a policy of the South African government. Under **apartheid**, South Africans were strictly segregated by race. For example, laws forced black South Africans to live in separate areas and attend different schools than European South Africans. People of non-European background could not vote; they had virtually no political rights.

For more than 40 years, people inside and outside of South Africa protested against the practice of apartheid. Many people died or were imprisoned during the long fight to end apartheid. In 1991 the South African government finally agreed to abolish apartheid. Then, in April 1994, South Africa had its first-ever election in which people of all ethnic groups could vote. South Africans elected their first black African president, Nelson Mandela.

One of the chief opponents to apartheid was Desmond Tutu, the archbishop of Cape Town. Tutu used his position as the general secretary of the South African Council of Churches to bring international attention to the unfairness of South Africa's apartheid policy. For his peaceful efforts to end apartheid, Desmond Tutu was awarded the Nobel Peace Prize in 1984.

**DIRECTIONS:** People in many different professions, such as writing, advertising, and politics, often use propaganda. Propaganda is a way of persuading people to think or act in a certain way. Some common techniques used in propaganda are:

- using words or phrases that people respond to with strong emotions, such as justice and truth;
- using negative labels for a person or idea, or name-calling;
- using only those facts that support a certain point of view;
- using testimonials from famous or popular people;
- using false or misleading information.

After apartheid ended and South Africa established a democratic government, Desmond Tutu continued to work on behalf of his country. In the speech below, addressed to the people of the United States, Tutu encourages investment in South African business and industry.

“Dear Friends, we are seeing, unfolding before our very eyes a veritable [actual] miracle. It is as epoch-making, this thing that is happening in South Africa, as the collapse of communism. It is the birth of a new nation.

“No, we really are an incredible country. We are an incredible people. We are—I mean, with due respect to all of you here—God’s own country.

“We do have an infrastructure that you do not find easily in places where you are making a transition from repression to democracy. Our telephones, in fact, do work, you know.

“And we’ve got good roads. We have an economy that doesn’t depend on one commodity.

“And here is your chance for a spectacular success story out of that Africa which you have said is a dark continent.

“It’s got some tremendous things, beautiful things, it really has. But come, come, come and you are going to find that you are not doing us a favor. You will have done yourselves one of the greatest favors, because we are going to have a splendid economy. We are going to have an incredible country.”

1. What is the purpose of these remarks by Desmond Tutu?

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2. What emotionally charged words or phrases do you find in the statement?

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## Standardized Test Practice

**DIRECTIONS:** Answer the following questions, based on the readings.

1 What is the “veritable miracle” to which Desmond Tutu refers?

- A** the construction of roads in South Africa
- B** the collapse of communism
- C** the South African infrastructure
- D** the birth of South Africa as a new nation

2 Which of the following techniques of propaganda does Desmond Tutu use in his speech?

- F** using negative labels for opponents
- G** using words that appeal to emotions
- H** using testimonials from famous people
- J** giving inaccurate information

## South Asia



# ACTIVITY 22

## Persuasive Writing About an Issue

**Social Studies Objective:** The student will support a point of view on a social studies issue or event.

A writer uses persuasion to express his or her opinion and to make readers agree with it, change their own opinion, or sometimes take action. Like other types of writing, persuasive writing consists of a topic, a main idea about the topic, and supporting details. However, your main purpose in persuasive writing is to influence other people. Therefore, you need to pay special attention to your audience, presenting your supporting ideas in a way that will persuade your audience to accept your opinion.

### ★ Learning to Write Persuasively

Use the following guidelines to help you write persuasively.

- Direct your argument to a particular audience.
- Present your viewpoint in a main idea statement.
- Support your main idea statement with facts and relevant opinions.
- Use supporting evidence that appeals to both reason and emotion.
- Anticipate and respond to possible opposing viewpoints.
- End by summarizing your ideas and, if appropriate, give a clear call to action.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

... Living coral reefs cover 360,000 square miles [of the earth's surface], yet they are home to 25 percent of known ocean species. Along with tropical rain forests, these submarine animal forests are the most diverse ecosystems on the planet. ...

Colonies grow slowly, seldom more than a half-inch a year. Some atolls ... now stand almost a mile thick. But in just the past few decades, pollution, overfishing, dense coastal development, and other forces have destroyed a tenth of the earth's coral reefs and seriously degraded almost a third. At this rate, scientists warn, nearly three-quarters could lie in ruins within 50 years.

Vacationers who swap snow shovels for snorkels are a vital source of income for many tropical countries. The reasons for keeping coral communities healthy extend well beyond saving colorful undersea gardens for tourists, or

protecting wildlife for its own sake.

... Reef fish make up perhaps 10 percent of the global fish catch. Together with mollusks, urchins, and other reef foods they support 30 to 40 million people. We're talking about the survival of families, villages, whole cultures—about whether kids have sufficient protein to properly nourish growing brains.

Because reefs often grow close enough to the surface to break up incoming waves, their value in buffering lands from storm surges and daily erosion reaches beyond calculation. At the same time, the relatively calm back-reef areas foster sea grass beds and mangrove forests, two enormously productive habitats that serve as nurseries for the juvenile stages of still more fish and shellfish.

Humanity's ties to the creatures living around coral reefs may multiply as medical

research taps more of the organisms at home there. Some have already yielded compounds active against inflammations, asthma, heart

disease, leukemia, tumors, bacterial and fungal infections, and viruses, including HIV.

**DIRECTIONS:** Persuasive writing involves the use of facts or opinions that favor one side. Imagine you are a government official of the Maldives, a nation of only 300,000 people. Write a persuasive composition on the merits of protecting the coral reefs of your nation. Begin by completing the outline below.

TOPIC: \_\_\_\_\_

MAIN IDEA: \_\_\_\_\_  
\_\_\_\_\_

SUPPORTING DETAILS:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

CONCLUSION:

\_\_\_\_\_  
\_\_\_\_\_

*Now use the outline to write your composition. Use a separate sheet of paper. Your composition should reflect the points listed in your outline.*



## Standardized Test Practice

**DIRECTIONS:** Use the reading on the previous page to answer the following questions.

- |   |  |
|---|--|
| <p><b>1</b> According to the reading, which of the following is NOT a threat to coral reefs?</p> <ul style="list-style-type: none"><li><b>A</b> overfishing of the waters around coral reefs</li><li><b>B</b> dense building along coastal areas near coral reefs</li><li><b>C</b> overpopulation of fish in the waters around coral reefs</li><li><b>D</b> pollution caused by humans living in coastal areas near reefs</li></ul> | <p><b>2</b> According to the reading, reef fish make up about how much of the global fish catch?</p> <ul style="list-style-type: none"><li><b>F</b> 10 percent</li><li><b>G</b> 33 percent</li><li><b>H</b> 50 percent</li><li><b>J</b> 75 percent</li></ul> |
|---|--|

## China and Its Neighbors



### ACTIVITY 23 Classifying Facts and Details

**Social Studies Objective:** The student will identify relevant factual material and group data in appropriate categories.

A common way to organize information is by classifying it. Classifying involves sorting or grouping facts and details into general and/or specific common features. Nearly all data can be classified; most data can be classified in more than one way. When you are faced with a large list of facts and details, think about different sets of common features that are present.

#### ★ Learning to Classify Facts and Details

Use the following guidelines to help you classify facts and details.

- Read and study the information.
- Select the data most relevant to the topic.
- Decide the different categories you will use
- to group data.
- Sort the data into categories and draw conclusions about similarities and differences.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

Many Chinese people do not practice one religion. Instead they draw on three religious traditions to give them guidance. These three religions are Confucianism, Daoism, and Buddhism.

**Confucianism** is based on the teachings of Kongfuzi (Confucius) who was born in 551 B.C. Some of his ideas are written down in the *Lun Yu*, also known as the *Analects*.

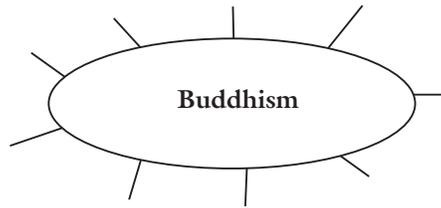
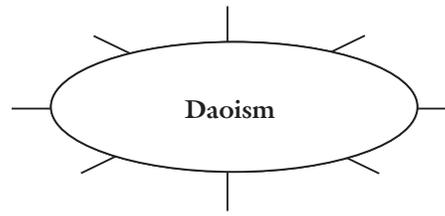
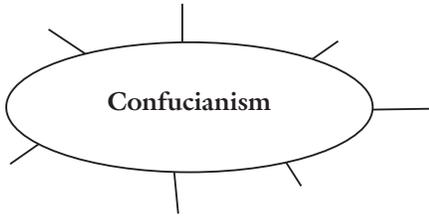
Confucianism has sometimes been called a system of ethics rather than a religion. Relationships between people are important. Age and tradition are respected. Honesty and trustworthiness are important, as are humaneness toward others. Followers of Confucianism mark important stages of life with certain rituals. These stages include birth, maturity or adulthood, marriage, and death.

**Daoism** is another religion based on the teachings of an important Chinese philosopher, Laozi. Laozi searched for a way to avoid the conflicts that were part of Chinese life. He believed that people are basically good if left alone. Many Daoist beliefs are summarized in *Tao-te-Ching* or *The Book of the Way*, a book often attributed to Laozi.

The symbols of Daoism are the yin and the yang. The *yin* and the *yang* represent the opposites of nature that must be kept in balance. This balance can be maintained by living a modest life. This balance, or oneness with the Dao, is the goal of Daoists. A person's chief task in life, then, is to develop a balanced, virtuous lifestyle.

The third great religion of China is **Buddhism**, a religion that began in India. Buddhists avoid devotion to deities. They concentrate on simple adherence to the teachings of Siddhartha Gautama. Known as the Buddha, or "Enlightened One," Gautama taught that life is filled with suffering. Suffering is caused by desire, and freedom from desire—and the cycle of rebirth—is attained not by living a life of luxury nor a life of complete denial, but by following what Buddha called "The Middle Way." If one follows The Middle Way, he or she may obtain a state of nirvana in which all suffering is eliminated. Meditation is important to help one achieve this goal. Good deeds are also important.

**DIRECTIONS:** A web is a convenient way to place facts and details in appropriate categories. Using the webs below, classify the major characteristics of Confucianism, Daoism, and Buddhism. Add additional lines to the webs as needed.



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the data above.

- |   |  |
|---|--|
| <p><b>1</b> According to the reading and webs, which of the following statements is accurate?</p> <ul style="list-style-type: none"> <li><b>A</b> Buddhists believe in the cycle of rebirth.</li> <li><b>B</b> Daoism was founded by Kongfuzi.</li> <li><b>C</b> Confucianism began in India.</li> <li><b>D</b> Daoist teachings are in a book called <i>Analects</i>.</li> </ul> <p><b>2</b> According to the reading and webs, “yin and yang” refers to</p> <ul style="list-style-type: none"> <li><b>F</b> the Confucianist belief in the cycle of rebirth.</li> </ul> | <ul style="list-style-type: none"> <li><b>G</b> the Buddhist belief that suffering ends in nirvana.</li> <li><b>H</b> the Daoist belief in balancing the opposites of nature.</li> <li><b>J</b> the Buddhist belief in rituals for the stages of life.</li> </ul> <p><b>3</b> Which religion emphasizes living a moderate life?</p> <ul style="list-style-type: none"> <li><b>A</b> Confucianism</li> <li><b>B</b> Daoism</li> <li><b>C</b> Buddhism</li> <li><b>D</b> all three of the religions</li> </ul> |
|---|--|

## Japan and the Koreas



### ACTIVITY 24 Forming Hypotheses

**Social Studies Objective:** The student will analyze information and form hypotheses.

An educated guess, or **hypothesis**, is based on evidence that a person has about a situation, a problem, or a puzzle. Forming a hypothesis is a step in the scientific method. To prove or disprove a hypothesis, you must organize and analyze data and draw conclusions that are relevant to the situation.

#### ★ Learning to Make and Test Hypotheses

Use the following guidelines to help you in making and testing hypotheses.

- Observe and ask a detailed question about your observation. Ask questions such as *why*, *how*, *where*, *when*, *which*, and *if*.
- Form a hypothesis by making an educated guess to answer the question.
- Gather and analyze data to prove or disprove your hypothesis.
- Challenge your hypothesis by testing and discarding irrelevant data.
- If necessary, modify your conclusion and retest.
- Interpret results and draw conclusions, using facts to prove or disprove it.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### Earthquakes in Japan

On January 17, 1995, a 7.5-magnitude earthquake struck central Japan, demolishing the city of Kobe, the country's second-largest port. Within minutes the quake triggered landslides and raging firestorms. More than 6,000 people were killed, another 250,000 were made homeless, and the city experienced nearly \$120 billion in damage. The quake was the worst to hit Japan in seven decades.

Japan lies in a region where three huge plates of the earth's surface crunch against one another. The collisions are continuous, accounting for the thousands of earthquakes that are part of Japan's geological makeup.

Most of the quakes are short tremors. Every few years, however, a serious quake occurs. Major crunches usually cause several other natural catastrophes, such as landslides and tsunamis (tidal waves).

**DIRECTIONS:** Based on your knowledge and the reading, speculate about how the frequency and intensity of earthquakes in Japan affect daily life. Follow the steps listed below to formulate and test a hypothesis.

1. Ask a detailed question.

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2. State a hypothesis about possible answers to your question.

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3. Propose a test for your hypothesis to see if it fits the known facts and is correct.

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4. State a conclusion about whether your hypothesis was correct.

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## Standardized Test Practice

**DIRECTIONS:** Read the paragraphs on the previous page and answer the following questions.

- |   |   |
|---|---|
| <p>1 Which of the following is a reasonable hypothesis about how earthquakes affect the Japanese?</p> <ul style="list-style-type: none"><li>A Most Japanese people give little thought to the dangers of earthquakes.</li><li>B Most Japanese people believe that earthquakes are too unpredictable to require special construction techniques.</li><li>C Over the years, Japanese builders have developed techniques to make homes and public buildings more earthquake-safe.</li><li>D Many Japanese people have crowded into cities for safety from earthquakes.</li></ul> | <p>2 A Japanese scientist hypothesized that traditional wooden houses are more earthquake-safe than houses made from other building materials. Which of the following would be the most reasonable and accurate way to test that hypothesis?</p> <ul style="list-style-type: none"><li>F Study the number of injuries and deaths in Kobe of people who lived in wooden houses compared to people in houses made of other materials.</li><li>G Take an opinion poll of a representative sample of Japanese people on which type of house they prefer.</li><li>H Study construction techniques in areas of the world where massive earthquakes caused few injuries or deaths.</li><li>J Wait for the next earthquake in Japan to make a count of injuries and deaths.</li></ul> |
|---|---|

**Southeast Asia**

# ACTIVITY 25

## Drawing Conclusions

**Social Studies Objective:** The student will analyze information by drawing conclusions.

A judgment made after thinking about the facts is known as a conclusion. To be valid, a conclusion must be supported by logical and factual evidence. Drawing conclusions allows you to understand indirectly stated ideas, so you can apply your knowledge to a wide range of situations. Drawing conclusions is the last step in the process of reasoning.

### ★ Learning to Draw a Conclusion

Use the following guidelines to help you draw a conclusion.

- Make a list of the important facts or ideas in the reading, visual, or graphic you are studying.
- Study the list and ask what more needs to be known.
- Write down several conclusions that explain the meaning of the information.
- Test each conclusion against the facts.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

#### Angkor Wat

Angkor Wat is built on such a huge scale that it truly can be appreciated only from the air. Estimated to have taken 30 years to complete, the temple complex, encompassing 500 acres, is a gigantic representation of Mount Meru. Five towers made of stylized lotuses rise from the center, with the innermost tower soaring to a staggering 699 feet, about the same height as Notre Dame Cathedral in Paris. The sanctuary of this tower once contained a sacred image of Vishnu, to whom the temple was dedicated. The five central towers are surrounded by numerous courtyards, galleries, enclosures, and still more towers. The outermost towers are not as well preserved as the central five and are missing their topmost portions.

Angkor Wat is surrounded by a moat, measuring 1,400 to 1,600 yards across and representing the ocean surrounding the world. A causeway stretches across the moat to the temple complex, and a stone balustrade along the edge of

the causeway is in the form of a snake. At various intervals the scaled body of the snake rears up to form a fan of five or seven snake heads. The snake fans are a distinctive feature of Khmer architecture and a hallmark of Khmer temples of this period.

In the outer galleries of Angkor Wat is the largest relief sculpture in the world, stretching one-half mile around an interior wall. The beautifully executed sculpture depicts scenes from the Hindu legends of the *Mahabharata* and *Ramayana* as well as depictions of heaven and hell. . . .

Unlike most other Khmer temples, Angkor Wat is oriented to the west rather than to the east, stimulating a debate as to its function. Its orientation suggests funerary purposes, since the west, the direction of the setting sun, symbolizes death. Although a deep shaft was found at the center of the temple, it held only treasure and was not a tomb. As of yet, no tomb has been found at Angkor Wat.

**DIRECTIONS:** Review the guidelines for drawing conclusions. Write several facts related to each characteristic of the temple at Angkor Wat. Then write a conclusion about the temple.

The size: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The moat: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Towers: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Relief sculpture: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other characteristics: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Answer the following questions based on the data above.

- |  |  |
|--|--|
| <p><b>1</b> According to the passage, which of the following is the best description of Angkor Wat's function?</p> <ul style="list-style-type: none"><li><b>A</b> It was a defensive fortress.</li><li><b>B</b> It was a palace used by the nobility.</li><li><b>C</b> Its function is not clear.</li><li><b>D</b> It was used as a marketplace.</li></ul> | <p><b>2</b> According to the passage, which of the following statements is accurate?</p> <ul style="list-style-type: none"><li><b>F</b> Angkor Wat faces west.</li><li><b>G</b> Angkor Wat was a tomb.</li><li><b>H</b> No treasure has been found at Angkor Wat.</li><li><b>J</b> Angkor Wat's deep shaft held many bodies.</li></ul> |
|--|--|

## Australia and New Zealand



### ACTIVITY 26 Detecting Bias

**Social Studies Objective:** The student will identify bias in written, oral, and visual material.

A viewpoint or set opinion that a person brings to a subject is called a **bias**. People have preconceived feelings, opinions, and attitudes that affect their judgment on many topics. For this reason, ideas presented as facts may actually be opinions. Detecting bias enables us to evaluate the accuracy of information.

#### ★ Learning to Detect Bias

Use the following guidelines to help detect bias.

- Identify the writer's or speaker's purpose.
- Find emotionally charged visuals or words, such as *exploit*, *terrorize*, and *cheat*.
- Notice punctuation. The use of exclamation points may signify bias.
- Look for generalizations such as *unique*, *honest*, and *everybody*.
- Watch for opinions stated as facts.
- Analyze the material to see if it presents equal coverage of differing views.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the selection below and complete the activity that follows.

##### Australia

Great Britain colonized Australia during the 1800s. The British brought their form of government with them. When Australia became an independent nation, it adopted this form of government. Thus, Australia, a former British colony, has a parliamentary democracy based on the British model.

Australia has been an independent nation since 1901 when it became part of the British Commonwealth of Nations. The queen of the United Kingdom is



formally represented by an appointed official known as the governor-general. Australia, though, has its own parliamentary government.

The three major parties are the liberal Australian Labor Party and the more conservative parties, the National Party and the Liberal Party. Each of the parties has written down their basic beliefs in an effort to gain the support of Australian voters. Major issues that separate the parties include the role of government in society, the relationship with the British Crown, policy toward Aborigines, and the amount of government involvement in the Australian economy.

**DIRECTIONS:** Usually factual statements answer the who? what? where? and when? questions. Statements of bias, on the other hand, reflect an emotion or opinion. Read the following statements from two of Australia’s major political parties. Then answer the questions that follow.

### Australian Liberal Party

- We are the party of initiative and enterprise.
- We believe in the inalienable rights and freedoms of all peoples; and we work toward a lean government that minimizes interference in our daily lives; and maximizes individual and private sector initiative.
- We believe in government that nurtures and encourages its citizens through incentive, rather than putting limits on people through the punishing disincentives of burdensome taxes and the stifling structures of Labor’s corporate state and bureaucratic red tape.
- We believe in the most basic freedoms of parliamentary democracy—the freedoms of thought, worship, speech and association.
- We believe in a just and humane society in which the importance of the family and the role of law and justice is maintained.
- We believe in equal opportunity for all Australians; and the encouragement and facilitation of wealth so that all may enjoy the highest possible standards of living, health, education, and social justice.
- We believe that, wherever possible, government should not compete with an efficient private sector; and that businesses and individuals—not government—are the true creators of wealth and employment.
- We believe in preserving Australia’s natural beauty and the environment for future generations.
- We believe that our nation has a constructive role to play in maintaining world peace and democracy through alliance with other free nations.
- In short, we simply believe in individual freedom and free enterprise; and if you share this belief, then ours is the party for you.

### Australian Labor Party

To achieve the political and social values of equality, democracy, liberty, and social cooperation inherent in this objective, the Australian Labor Party stands for:

- redistribution of political and economic power so that all members of society have the opportunity to participate in the shaping and control of the institutions and relationships which determine their lives. . . .
- democratic control and strategic social ownership of Australian natural resources for the benefit of all Australians. . . .
- the promotion of socially appropriate technology and the monitoring of its introduction to ensure that the needs and interest of the labor force, as well as the requirements of competitive industry and consumer demand, are taken into consideration. . . .
- recognition and protection of fundamental political and civil rights, including freedom of expression, the press, assembly, association, conscience and religion; the right to privacy; the protection of the individual from oppression by the state; and democratic reform of the Australian legal system. . . .
- recognition of the prior ownership of Australian land by Aboriginals and Islanders; recognition of their special and essential relationship with the land as the basis of their culture; and a commitment to the return of established traditional lands to the ownership of Aboriginal and Islander communities.

1. What are some words or phrases from the party positions that you think reflect bias?

Liberal Party: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Australian Labor Party: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. In what ways do the two parties agree? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** Based on the party beliefs described on the previous page, answer the following questions.

- |   |  |
|---|--|
| <p><b>1</b> Which of the following beliefs of the Australian Labor Party distinguishes it from the Liberal Party?</p> <ul style="list-style-type: none"><li><b>A</b> belief in freedom of speech</li><li><b>B</b> belief in protecting the environment</li><li><b>C</b> belief in returning land to the Aborigines</li><li><b>D</b> belief in equal opportunity for all people</li></ul> <p><b>2</b> The Labor Party's main goal is to</p> <ul style="list-style-type: none"><li><b>F</b> encourage free enterprise.</li><li><b>G</b> protect minorities.</li><li><b>H</b> achieve social equality.</li><li><b>J</b> protect the environment.</li></ul> | <p><b>3</b> According to the two platforms, which of the following statements would be most accurate?</p> <ul style="list-style-type: none"><li><b>A</b> Both parties favor government ownership of natural resources.</li><li><b>B</b> The Liberal Party emphasizes free enterprise and individual initiative.</li><li><b>C</b> The Labor Party opposes any kind of redistribution of wealth.</li><li><b>D</b> Neither party believes the government should protect the environment.</li></ul> <p><b>4</b> The Liberal Party hopes to</p> <ul style="list-style-type: none"><li><b>F</b> achieve social equality.</li><li><b>G</b> protect Aborigines.</li><li><b>H</b> control natural resources.</li><li><b>J</b> protect individual freedom.</li></ul> |
|---|--|

## Oceania and Antarctica



### ACTIVITY 27 Predicting Outcomes

**Social Objective:** The student will analyze social studies information by making predictions.

**M**aking accurate predictions depends on both gathering reliable facts and observing past behaviors in similar situations.

#### ★ Learning to Predict Outcomes

*Use the following guidelines to help you predict outcomes.*

- Review what you already know by listing facts, events, and people’s responses. The list will help you recall important events and how they affected people.
- Define and analyze patterns. Try to determine what the patterns show.
- Incorporate your knowledge and observations of similar situations.
- Make a prediction.

#### ★ Practicing the Skill

**DIRECTIONS:** Read the following selection and complete the activity that follows.

##### Antarctica

The first documented sighting of Antarctica occurred between 1772 and 1775, when British captain James Cook sailed around the continent. In 1908 Great Britain became the first country to claim territory on the continent. Since then, six other nations have claimed territory: Argentina, Australia, Chile, France, New Zealand, and Norway.

In 1957, 67 nations participated in a scientific study of the Antarctic continent. This study was called the International Geophysical Year. Research stations were established on the continent to study such topics as the aurora australis, the surrounding oceans, and global weather patterns. Scientists were interested in the effects of the Antarctic ice shelf on the rest of the globe.

The Antarctic Treaty was signed by 12 nations in 1959. The treaty protects wildlife and bans exploration for minerals. All nations are guaranteed free access to all research stations and the sharing of scientific information. The continent is to be used only for peaceful purposes.

Since 1959 many other nations have signed

the treaty, which remains in effect until the year 2041. International meetings are held occasionally with 26 voting nations and 15 nonvoting nations participating.

Currently, 27 different nations have research stations in Antarctica. Much of this research is focused on the so-called “ozone hole.” The ozone layer in the stratosphere protects the earth’s atmosphere from harmful ultraviolet radiation. Just what has caused this hole in the ozone layer is uncertain, but air pollution from chlorofluorocarbons (CFCs) is often mentioned. CFCs are used in air conditioners, refrigerators, aerosol propellants, insulation, and packaging.

The effects of the “ozone hole” are also uncertain. Some scientists fear global warming, which could cause the melting of the polar ice caps. This would raise the ocean levels and threaten agriculture, freshwater supplies, and coastal living spaces in much of the world. Other scientists are concerned that the “ozone hole” may cause skin cancer and cataracts in humans.

**DIRECTIONS:** You can develop skills that will help you identify the logical outcomes of decisions or actions. Review the guidelines on the previous page for predicting outcomes. Then answer the questions that follow.

1. Based on the information about Antarctica and your own knowledge, what factors pose threats to Antarctica?  
\_\_\_\_\_  
\_\_\_\_\_
2. What protections does the Antarctic Treaty of 1959 provide for Antarctica?  
\_\_\_\_\_  
\_\_\_\_\_
3. Why might nations be interested in acquiring the land of Antarctica?  
\_\_\_\_\_  
\_\_\_\_\_
4. How likely is it that a nation will acquire Antarctica? Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_
5. How likely is it that research in Antarctica will continue? Explain.  
\_\_\_\_\_  
\_\_\_\_\_



## Standardized Test Practice

**DIRECTIONS:** After reading the selection on the previous page, answer the following questions.

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1 According to the reading, scientists are using Antarctica to study which of the following?<ol style="list-style-type: none"><li>A the possibility of raising crops on Antarctica</li><li>B the effects of the “ozone hole” on global warming</li><li>C the possibility of building winter sports resorts</li><li>D the possibility of exploring for oil</li></ol></li></ol> | <ol style="list-style-type: none"><li>2 What clue is given about the degree of interest in Antarctica by world governments?<ol style="list-style-type: none"><li>F The number of nations signing the Antarctic Treaty has increased over time.</li><li>G Scientists are using Antarctica for important research.</li><li>H The current treaty will expire in 2041.</li><li>J The Antarctic Treaty prohibits exploration for minerals in Antarctica.</li></ol></li></ol> |
|---|---|



# ACTIVITY 28

## Outlining Information for Writing

**Social Studies Objective:** The student will organize information for a written composition using an outline.

Before writing a paper, you can start an outline. An **outline** is a summary of main points and supporting ideas. Outlining involves using a system of numbers and letters to organize your information in a logical order. Outlining can also be used as a method of note taking and organizing information you read.

### ★ Learning to Outline for Writing

Use the following guidelines to help you develop an outline for a paper.

- Organize your material into a few main topics. Use Roman numerals (I., II., III.) to label main headings.
- Decide on subtopics. Use capital letters (A., B., C.) for subtopics.
- Under subtopics, place related details to expand on the subtopics. Use Arabic numerals (1., 2., 3.) for these details.
- An “A.” subtopic should always be followed by a “B.” subtopic, and a “1.” detail should always be followed by a “2.” detail.
- Complete your research and prepare a final version of your outline that shows the organization of your paper.
- Write a sentence that expresses the main idea of your paper.

### ★ Practicing the Skill

**DIRECTIONS:** Study this partial outline, and then answer the questions that follow.

- I. Greek Mythology
  - A. Greek Gods and Goddesses
  - B. Greek Oracles
- II. Greek Poetry and Fables
  - A. Homer’s Epics
    - 1. *Iliad*
    - 2. *Odyssey*
  - B. Aesop’s Fables
- III. Greek Drama
  - A. Tragedies
    - 1. Aeschylus
    - 2. Sophocles
    - 3. Euripides
  - B. Comedies of Aristophanes



1. What are the three main topics in this outline?

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2. If you were to add two details about Greek gods, where would you place them? Would you use numbers or letters to label the details?

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**DIRECTIONS:** Outlining helps you identify main ideas and group together related facts. Using the guidelines on the previous page, outline the information found in Section 4 of Chapter 5 of your textbook. The main topics will be “I. Greek Culture Spreads,” “II. Philosophy,” and “III. Greek Science and Math.” You add the subtopics and details.

I. Greek Culture Spreads

II. Philosophy

III. Greek Science and Math



## Standardized Test Practice

**DIRECTIONS:** On a separate sheet of paper, prepare a working outline for a paper on some aspect of Greek civilization, such as Greek philosophy or the legacy of Alexander the Great. Before writing your outline, draft a sentence that describes the main idea of your paper.



## ACTIVITY 29 Analyzing Statistics

**Social Studies Objective:** The student will analyze statistics to interpret social studies information.

**Statistics** are sets of tabulated information. They may be gathered through surveys and other sources. In statistics, a **sample** is the population or group being studied, to which the statistics apply. When there are two or more sets of data, the sets may be related or unrelated.

### ★ Learning to Analyze Statistics

*Use the following guidelines to help you analyze statistics.*

- Decide what population or group is being studied.
- Determine if the sets of data are related or unrelated.
- Draw conclusions about the meaning and importance of the data.

### ★ Practicing the Skill

**DIRECTIONS:** Read the selection and study the table below. Then complete the activity that follows.

#### The Atlantic Slave Trade

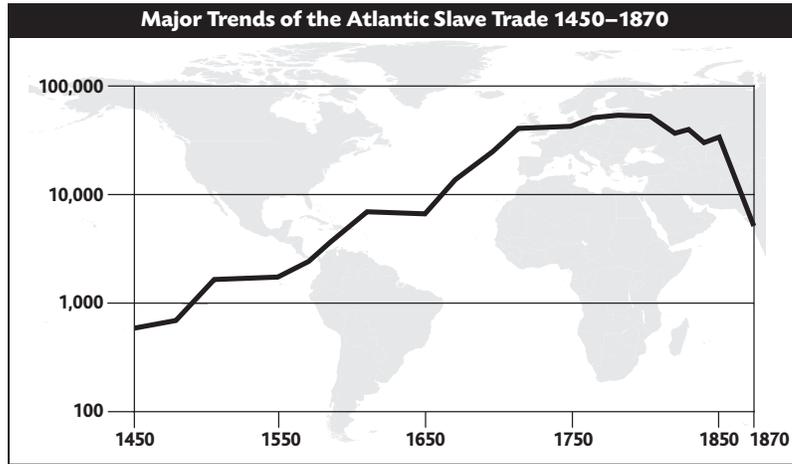
Slavery was not new in Africa, but two things happened in the 1400s that dramatically changed the trading of enslaved people. The Portuguese explorers put Europe in contact with Africa, and Columbus reached the Americas. As the Americas were colonized, the demand for enslaved people increased beyond anything that had been known before. Europeans turned to Africa to meet that demand.

**Estimated Imports of Enslaved People into the Americas  
by Importing Region, 1451–1870  
(in thousands)**

Region/Country	1451–1600	1601–1700	1701–1810	1811–1870	Total
British North America			348.0	51.0	399.0
Spanish America	75.0	292.5	578.6	606.0	1552.1
British Caribbean		263.7	1401.3		1665.0
French Caribbean		155.8	1348.4	96.0	1600.2
Dutch Caribbean		40.0	460.0		500.0
Danish Caribbean		4.0	24.0		28.0
Brazil	50.0	560.0	1891.4	1145.1	3646.8
<b>Total</b>	<b>125.0</b>	<b>1316.0</b>	<b>6051.7</b>	<b>1898.1</b>	<b>9391.1</b>

Source: Philip D. Curtin. *The Atlantic Slave Trade: a Census*. Madison: University of Wisconsin Press, 1969.

**DIRECTIONS:** Based on the table on the previous page and the graph below, answer the questions that follow.



Source: Philip D. Curtin. *The Atlantic Slave Trade: a Census*. Madison: University of Wisconsin Press, 1969.

1. What is the sample being studied?  
\_\_\_\_\_
2. What time period is covered by the table? by the graph?  
\_\_\_\_\_
3. Do the statistics in the table and graph support each other? How are they alike? How are they different? Write your answers on a separate sheet of paper.



## Standardized Test Practice

**DIRECTIONS:** Study the table on the previous page and the graph above. Then answer the following questions.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 To which area of the Americas were the most enslaved people taken from 1601 to 1810?                     <ul style="list-style-type: none"> <li>A British North America</li> <li>B Brazil</li> <li>C French Caribbean</li> <li>D Dutch Caribbean</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>2 During which of the following time periods were the most Africans enslaved?                     <ul style="list-style-type: none"> <li>F 1600 to 1650</li> <li>G 1650 to 1700</li> <li>H 1700 to 1750</li> <li>J 1750 to 1800</li> </ul> </li> </ol> |
|--|---|

