

Part 2: Test-Taking Strategies and Practice

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

Multiple Choice

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

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

Negative is the key word here. All the alternatives deal with the effect of colonization on Africa, but only one describes a negative impact.

1 Read the stem carefully and try to answer the question or complete the sentence before looking at the alternatives.

2 Look for key words in the stem. They may direct you to the correct answer.

3 Read each alternative with the stem. Don't make your final decision on the correct answer until you have read all of the alternatives.

4 Eliminate alternatives that you know are wrong.

5 Carefully consider questions that include *all of the above* as an alternative.

6 Look for modifiers to help you rule out incorrect alternatives.

7 Take great care with questions that are stated negatively.

2. What parts of Africa south of the Sahara were independent by 1913?

- A. Algeria and Morocco
B. Ethiopia and Liberia
C. Nigeria and Gambia
D. all of the above

You can eliminate A if you remember that Algeria and Morocco are not located south of the Sahara.

If you select this answer, be sure that all the alternatives are correct.

3. African efforts to resist European imperialism

- A. **often** failed.
B. were **always** successful.
C. **all** failed.
D. **never** occurred.

Absolute words like *all*, *always*, *never*, *only*, and *alone* frequently signal an incorrect answer. Qualifiers such as *often*, *some*, or *usually* are more likely correct.

4. All of the following are motives that drove Europeans to colonize Africa *except*

- A. economic competition.
B. racist attitudes.
C. the desire to spread Islam.
D. a sense of national pride.

Eliminate incorrect alternatives by identifying those that are motives for European colonization.

answers: 1 (D); 2 (B); 3 (A); 4 (C)

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1. One **negative** impact of European colonialism in Africa was the _____.

stem

alternatives

- A. decrease in local warfare.
- B. increase in life expectancy.
- C. construction of communications systems across the continent.
- D. division of the continent along artificial boundary lines.

2 Negative is the key word here. All the alternatives deal with the effect of colonization on Africa, but only one describes a negative impact.

2. What parts of Africa south of the Sahara were independent by 1913?

- A. Algeria and Morocco
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4 You can eliminate A if you remember that Algeria and Morocco are not located south of the Sahara.

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7 Eliminate incorrect alternatives by identifying those that are motives for European colonization.

Directions: Read each question carefully and choose the *best* answer from the four alternatives.

1. Which of the following is *not* a reason why the Renaissance began in Italy?
 - A. Italy had several thriving cities.
 - B. The Black Death did not strike Italy.
 - C. Italian merchants gained in wealth and power.
 - D. Italy could draw on its classical Roman heritage.

2. Reformation teachings were adopted by
 - A. the Catholic Church.
 - B. all the countries in Europe.
 - C. some countries in Europe.
 - D. common people, but not rulers.

3. Akbar differed from Aurangzeb in that he
 - A. extended the boundaries of the Mughal Empire.
 - B. followed Western ways.
 - C. defended religious freedom.
 - D. all of the above

4. During the 1700s, the Atlantic slave trade was dominated by the
 - A. Dutch.
 - B. English.
 - C. Portuguese.
 - D. Spanish.

Primary Sources

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

- 1 Look at the source line to learn about the document and its author. Consider the reliability of the information in the document.
- 2 Skim the document to get an idea of what it is about. (This source expresses Mao Zedong's economic and social goals for China under communism.)
- 3 Note any special punctuation. Ellipses, for example, indicate that words or sentences have been removed from the original text.
- 4 Use active reading strategies. For instance, ask and answer questions on the content as you read.
- 5 Use context clues to help you understand difficult or unfamiliar words. (From the context, you realize that *confiscate* means "take control of.")
- 6 Before rereading the document, skim the questions. This will help you focus your reading and more easily locate answers.

New Policies in China

We must establish in China a republic that is politically new-democratic as well as economically new-democratic.

Big banks and big industrial and commercial enterprises shall be owned by this republic...

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

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

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

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

—Mao Zedong, *On New Democracy* (1940)

1. Which part of the economy does Mao suggest is the most important?
 - A. State-run large enterprises
 - B. Retail stores
 - C. Farms
 - D. Small private businesses
2. Which sentence expresses the main idea shared by these paragraphs?
 - A. Private property will be respected.
 - B. China's government will make economic decisions.
 - C. China will follow the examples of Europe and the United States.
 - D. China's economy will depend on farming.

answers: 1 (A); 2 (B)



Directions: Use this passage, taken from the English Bill of Rights, and your knowledge of world history to answer questions 1 through 4.

A Declaration of English Rights

The . . . lords spiritual and temporal, and commons, . . . being now assembled in a full and free representative of this nation, . . . declare:

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

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

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Article 4 of the Bill of Rights says that the King cannot <ol style="list-style-type: none"> A. raise and keep a standing army. B. impose a tax without Parliament's consent. C. spend money without Parliament's consent. D. prosecute a person for petitioning the crown. 2. The Declaration of Rights was aimed at limiting the power of the <ol style="list-style-type: none"> A. Parliament. B. nobles and clergy. C. rising middle class. D. King. | <ol style="list-style-type: none"> 3. In the "Glorious Revolution," the English issued the Declaration of Rights and <ol style="list-style-type: none"> A. replaced James II with William and Mary. B. unseated James II and declared a republic. C. won their independence. D. approved the Constitution. 4. Which of the rights mentioned in this passage also appears in the United States Bill of Rights? <ol style="list-style-type: none"> A. freedom of religion B. right to bear arms C. right to a speedy trial D. limits on fines and punishments |
|--|---|

Secondary Sources

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

- 1 Read the title to preview the content of the passage. (The title here signals that the passage is about a person named Malinche who seems to be controversial.)
- 2 Skim the passage to locate the main idea—the central point that is supported by other details.
- 3 Notice words and phrases that clarify the sequence of events.
- 4 Read actively by asking and answering questions about what you read. (You might ask yourself: “Why did opinions of Malinche change over time?”)
- 5 Before rereading the passage, review the questions to identify the information you need to find.

1 Malinche, Heroine or Traitor?

The origins of the Native American woman Malinche are unknown. What is clear is that in 1519—when she was perhaps 15 years old—she was given with 19 other young women to Hernando Cortés, who had recently landed in Mexico. Malinche greatly aided Cortés’s conquest of the Aztecs. She spoke both Nahuatl—the language of the Aztecs—and Mayan. Over time, she also learned Spanish and became Cortés’s chief translator. She also advised Cortés on the tricky politics of Mexico’s Native American peoples.

The Spanish conquistadors reportedly admired and honored Malinche, calling her Doña Marina. And for many centuries, she was seen as a praiseworthy figure. In the 1800s, though, people came to view her harshly. Writers and artists portrayed her as a traitor to her people. This criticism of Malinche began after Mexico won its independence from Spain, and reflected anti-Spanish feeling. Today, however, she is once again seen favorably.

- 5
 1. Which of the following statements about Malinche is a fact?
 - A. She spoke three languages.
 - B. She was a traitor.
 - C. She was a heroine.
 - D. She hated the Spanish.
 2. Based on this account, which person or group would be most likely to view Malinche as a traitor?
 - A. Cortés and the conquistadors
 - B. a supporter of Mexican independence in the 1800s
 - C. one of the 19 other women who were with her in 1519
 - D. a historian writing about her today

Remember that a fact is a verifiable statement. An opinion is a statement of someone’s belief about something.

These words signal that you have to make inferences from information in the passage.

answers: 1 (A); 2 (B)



Directions: Use the passage and your knowledge of world history to answer questions 1 through 4.

Entangling Alliances

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

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

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

— Barbara Tuchman, *The Guns of August* (1962)

1. The system of tangled alliances described here helped lead to
 - A. the French Revolution.
 - B. the Napoleonic Wars.
 - C. World War I.
 - D. World War II.
2. The small country of Belgium was in danger if war broke out in Europe because it was located between
 - A. England and France.
 - B. France and Germany.
 - C. Germany and Austria.
 - D. Austria and Russia.
3. If Austria went to war, which country could it depend on for support?
 - A. Germany
 - B. France
 - C. Russia
 - D. England
4. What event set off a chain reaction within this alliance system that led to World War I?
 - A. Germany's invasion of Belgium
 - B. Germany's invasion of Poland
 - C. the Communist revolution in Russia
 - D. the assassination of Archduke Franz Ferdinand

Political Cartoons

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

- 1 Identify the subject of the cartoon. Titles and captions often provide clues to the subject matter.
- 2 Use labels to help identify the people, places, and events represented in the cartoon.
- 3 Note where and when the cartoon was published for more information on people, places, and events.
- 4 Identify any important symbols—ideas or images that stand for something else—in the cartoon.
- 5 Analyze the point of view presented in the cartoon. The use of caricature—the exaggeration of physical features—often signals how the cartoonist feels.
- 6 Interpret the cartoonist's message.

1 "NEXT!"

4 The cartoonist uses the swastika, the symbol of the Nazi Party, to represent Germany.

5 The swastika looks like a huge, menacing machine, which can easily overrun the Polish landscape.

2 The label *Poland* indicates the location of the subject addressed in the cartoon.

6 The cartoonist suggests that Poland will be the German war machine's next victim.

3 The date of the publication, 1939, suggests that the cartoon might concern the beginning of World War II.

Daniel Fitzpatrick/St. Louis Post-Dispatch, August 24, 1939.

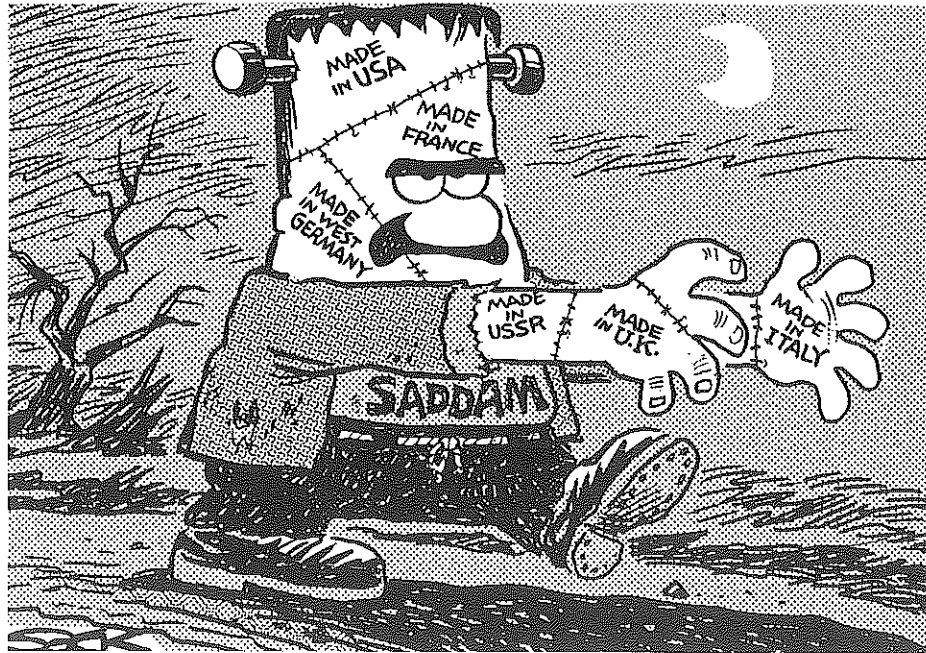
1. The machine-like swastika in the cartoon represents
 - A. Nazi Germany.
 - B. the Soviet Union.
 - C. Napoleon's empire.
 - D. the Polish military.

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

answers: 1 (A); 2 (D)



Directions: Use the cartoon and your knowledge of world history to answer questions 1 through 4.



Steve Sack, *Minneapolis Star-Tribune*, January 1, 1992

- What leader from the Middle East does the cartoon portray?
 - Iraq's Saddam Hussein
 - Egypt's Hosni Mubarak
 - Syria's Hafez al-Assad
 - Libya's Muammar al-Qaddafi
- How has the cartoonist drawn this leader?
 - as a soldier
 - as a poor person
 - as Count Dracula
 - as Frankenstein's monster
- The countries identified in the cartoon include
 - Saudi Arabia and Kuwait.
 - West Germany and China.
 - the United States and the Soviet Union.
 - France and Japan.
- The most appropriate title for this cartoon would be
 - "A Monster Walks at Night."
 - "They've Created a Monster."
 - "The Monster of the Middle East."
 - "They've Made a Mistake."