

Unit 1 Test Items

Item Number: 1	Standards: <i>7- W 1.1</i>
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Below are major factors that affected how human communities populated major regions. Identify all of the push factors.

- A. Natural Disasters
- B. Close proximity to water sources
- C. Depletion of vegetables
- D. Conflict
- E. Growing animal populations
- F. Competition among dense human populations
- G. abundance of vegetation

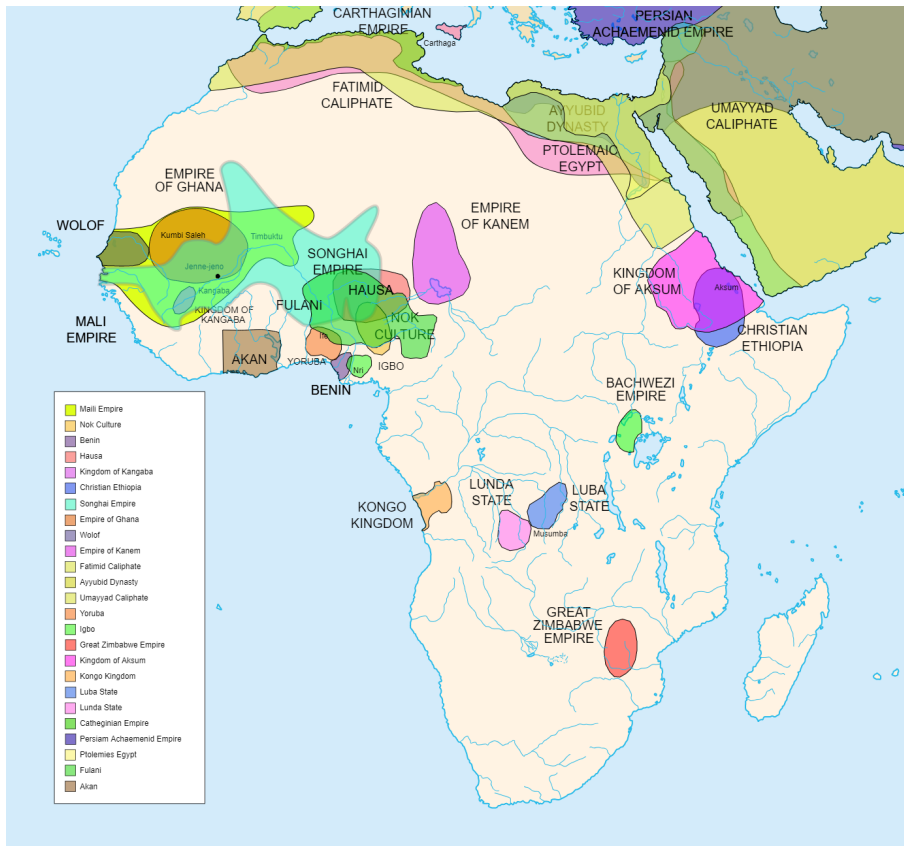
Answers:

A, C, D, F

Item Number: 2

Standards:

7-G1.2.2 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.



Which of the following are shown on this map? Select all that apply.

- A. Animal habitats
- B. Elevation
- C. Location of lakes
- D. Locations of mountains
- E. Location of rivers
- F. Political boundaries of empires in Africa

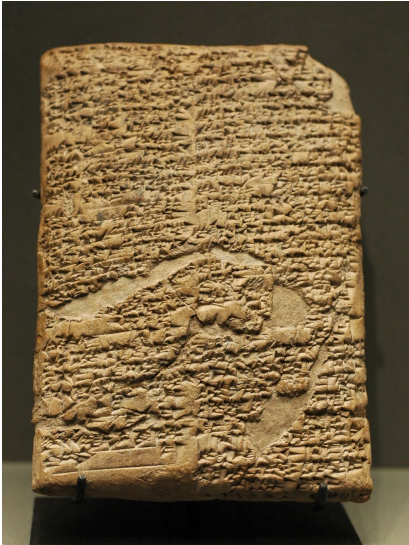
Answers:

B, E, F

Item Number: 3	Standard: <i>7-H1.2.1 Explain how historians use a variety of sources to explore the past.</i>
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Identify which of the following is a primary source:

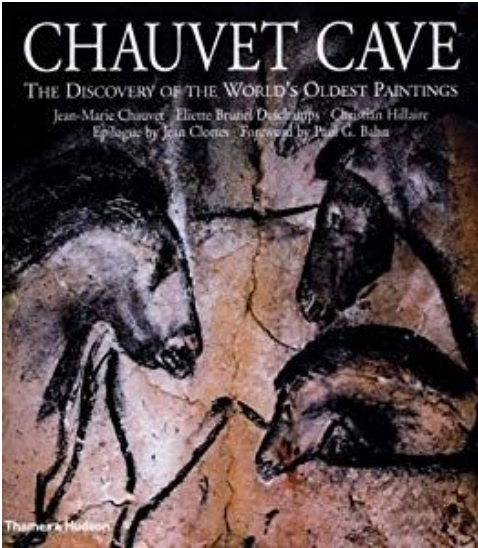
A. Hammurabi's Code



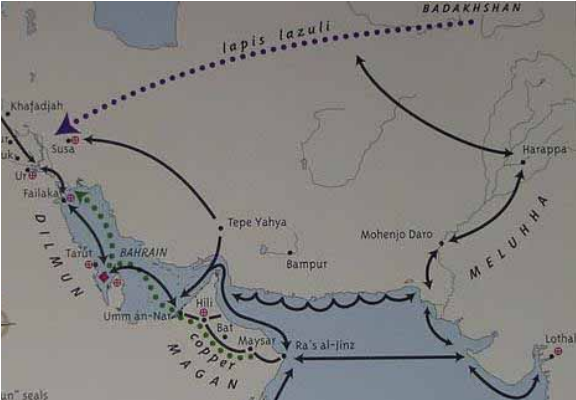
C. Encyclopedia Britannica



B. Book about the Chauvet Cave Paintings



D. Map providing information where early seals were found



Correct Answer A. Hammurabi's Code

Item Number: 4	Standard: <i>7-H1.2.5 Describe how historians use methods of inquiry to identify cause/effect relationships in history noting that many have multiple causes.</i>
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Read the passage below for Cause and Effect, then answer the question below it.

The fire started at 1am on Sunday morning on 2 September in Thomas Farriner's bakery on Pudding Lane. It may have been caused by a spark from his oven falling onto a pile of fuel nearby. The fire spread easily because London was very dry after a long, hot summer. The area around Pudding Lane was full of warehouses containing highly flammable things like timber, rope and oil. A very strong easterly wind blew the fire from house to house in the narrow streets.

What happened in the Great Fire of London? The Great Fire of London is one of the most well-known disasters in London's history. It began on 2 September 1666 and lasted just under five days. One-third of London was destroyed and about 100,000 people were made homeless. The fire had a devastating effect on the lives of Londoners from all parts of society. It took about 50 years to rebuild the ruined city. We can still see the evidence of the fire today through archaeological discoveries and the remains of ruined churches.

Which of the following *best describes* the cause and effect of the London Fire of 1666?

- A. 100,000 people homeless; one third of London destroyed; Flammable goods in surrounding area; Fire Started; Caused by a spark from an oven.
- B. Fire started; Flammable Goods in surrounding area; Spark for oven; one third of London destroyed; 100,000 people homeless.
- C. Spark from oven; Fire started; Flammable goods in surrounding area catch fire; one third of London destroyed; 100,000 people homeless.
- D. Flammable goods in surrounding area; Spark from oven; Fire started; one-third of London destroyed; 100,000 people homeless.

Answer: C

Item Number: 5	Standard: <i>7-H1.2.4 Compare and evaluate differing historical perspectives based on evidence.</i>
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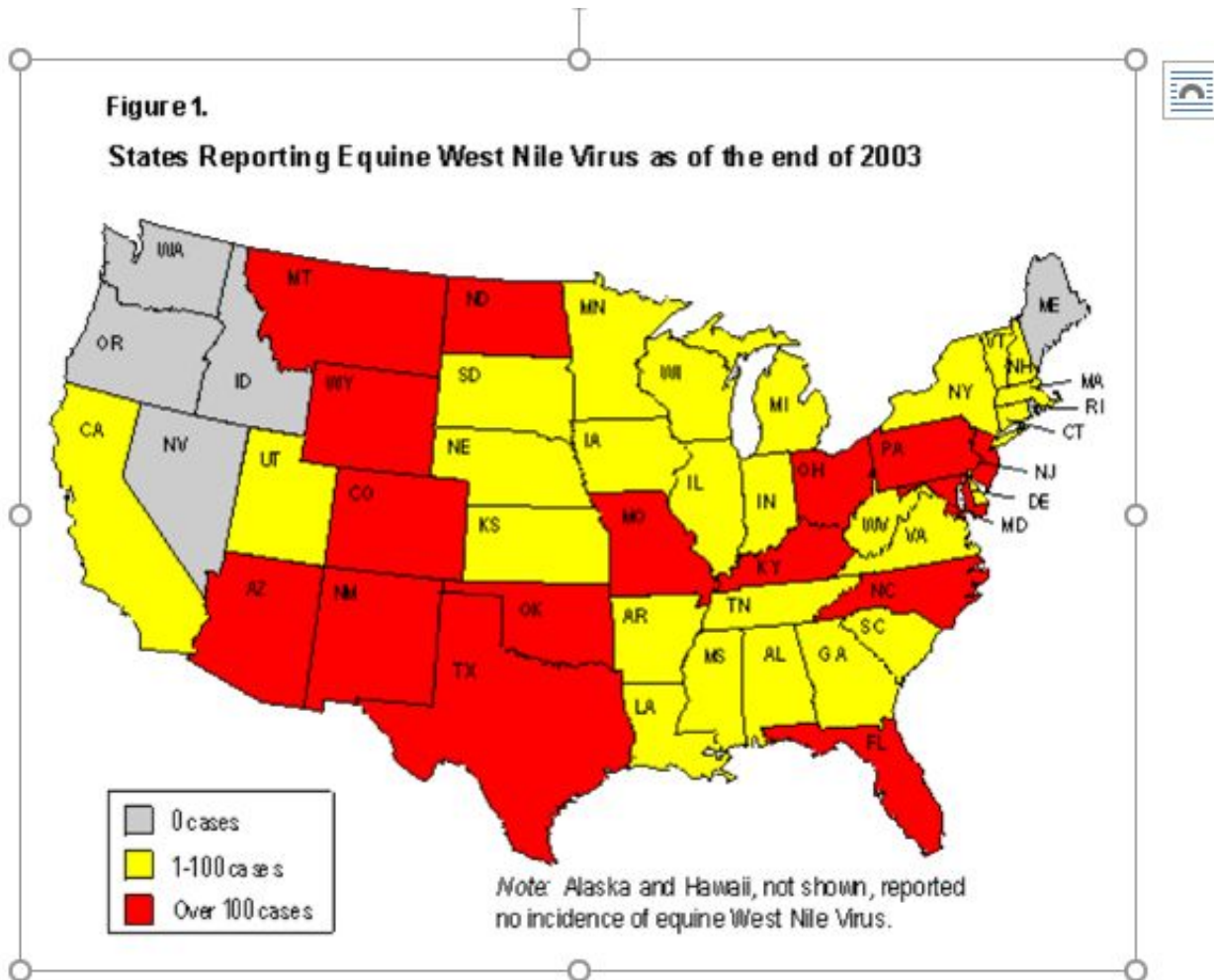
Based on the image of early European Venus figurines from the Paleolithic Era, a historian might conclude which of the following?

- A. Women were powerful rulers and controlled large regions.

- B. Women bore many children who survived infancy.
- C. Early women might have worn braided hair, basket hats, knitted snoods.
- D. Women were polytheistic and practiced many rituals.

Correct answer is C.

Item Number: 6	Standard: <i>6-G1.1.1 Use a variety of geographic tools (maps, globes, and web-based technology) to analyze the world at global, regional, and local scales.</i>
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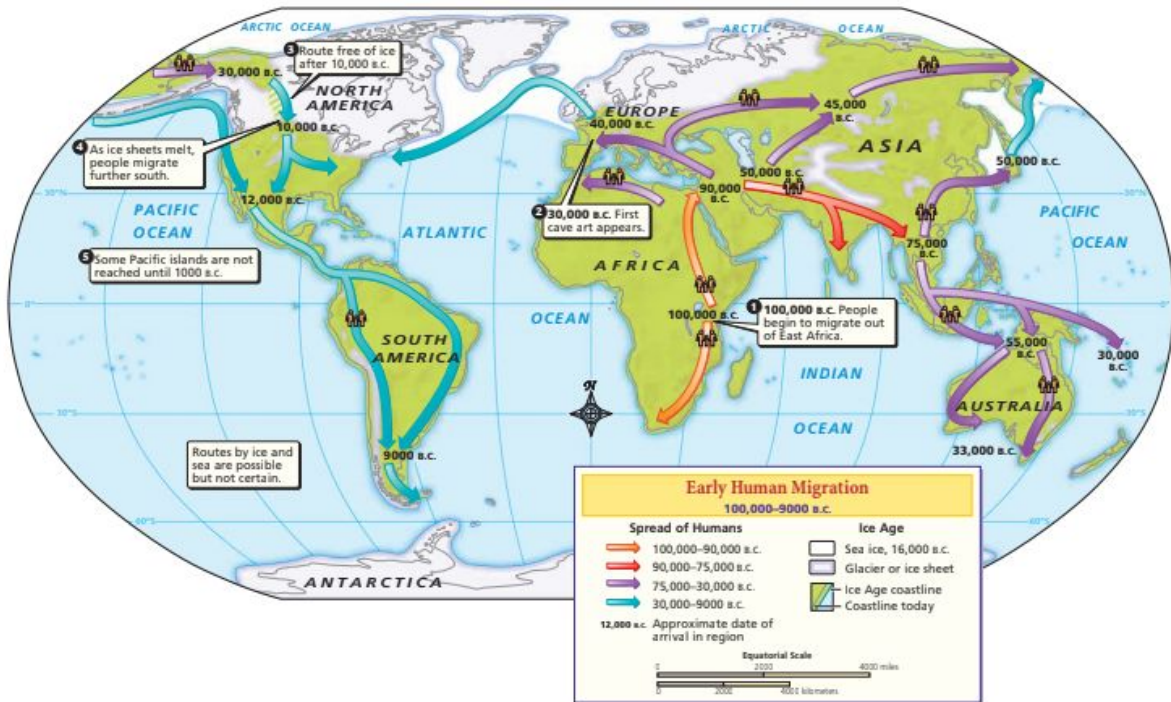


What question could be answered by this map?

- A) When will all states be affected by the virus?
- B) Why are only some states impacted by the virus?
- C) Where to advertise equine disease prevention?
- D) How do veterinarians treat equine West Nile Virus?

Correct Answer: C

<p>Item Number: 7</p>	<p>Standard: <i>6-G1.1.1 Use a variety of geographic tools (maps, globes, and web-based technology) to analyze the world at global, regional, and local scales.</i></p>
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The purpose of this map is to show:

- the continents and oceans
- Where the first humans migrated
- Why people moved to South America
- How early humans traveled

Correct Answer: b

Item Number: 8	Standard:
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	<i>7-H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</i>
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Religion is defined as the following:

- a shared set of beliefs and practices through which people in a society understand and relate to their world, including its supernatural aspects
- the service and worship of God or the supernatural
- commitment or devotion to religious faith or observance

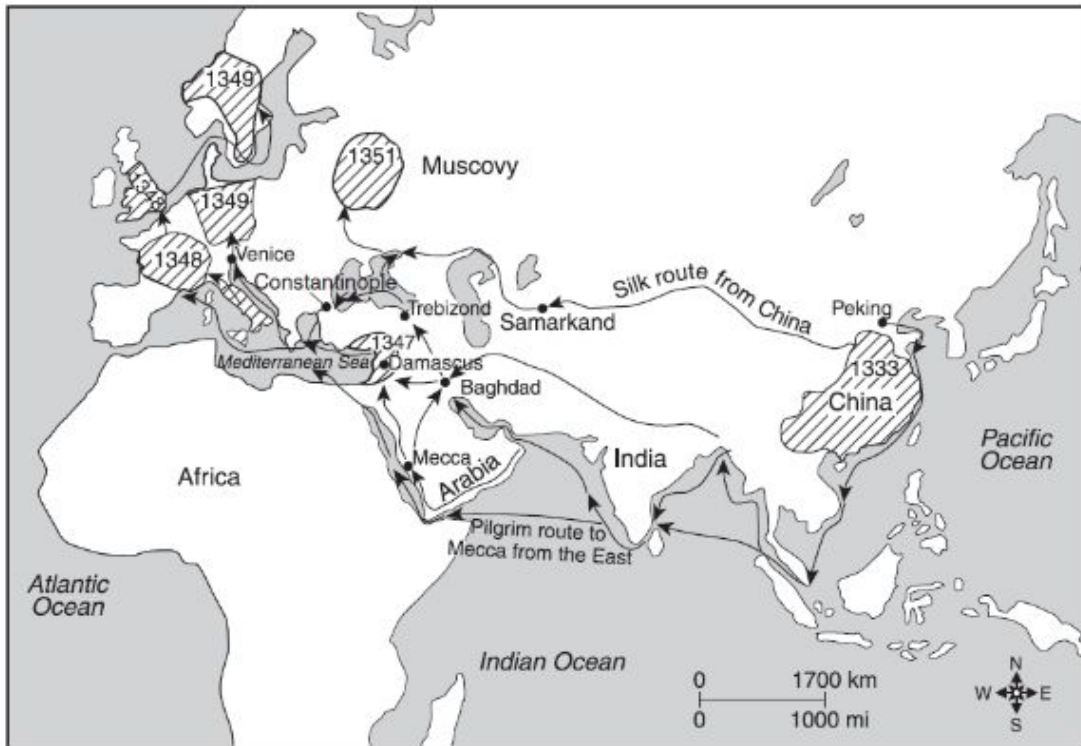
Which of the following sentences best summarizes why people practice religion?

- a. Religion helps people make decisions about how to live their lives
- b. Religion helps people understand their history and music
- c. Religion teaches people how to interact with people of other cultures
- d. Religion helps people set goals for their future and their community

Answer: A

6-G1.3.2 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

First Incidence of Black Death in Europe and Asia, 1333–1351



Source: Decameron Web, Brown University (adapted)

The information on this map suggests that the Black Death was primarily spread by the actions of:

- A. Invading armies
- B. Merchants
- C. Nomadic peoples
- D. Explorers

Answer: B

Item Number: 10	Standard: <i>7-H1.2.1 Explain how historians use a variety of sources to explore the past.</i>
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Why would a historian use a variety of sources to explore the past? Include examples of at least 4 primary and/or secondary sources in your response.

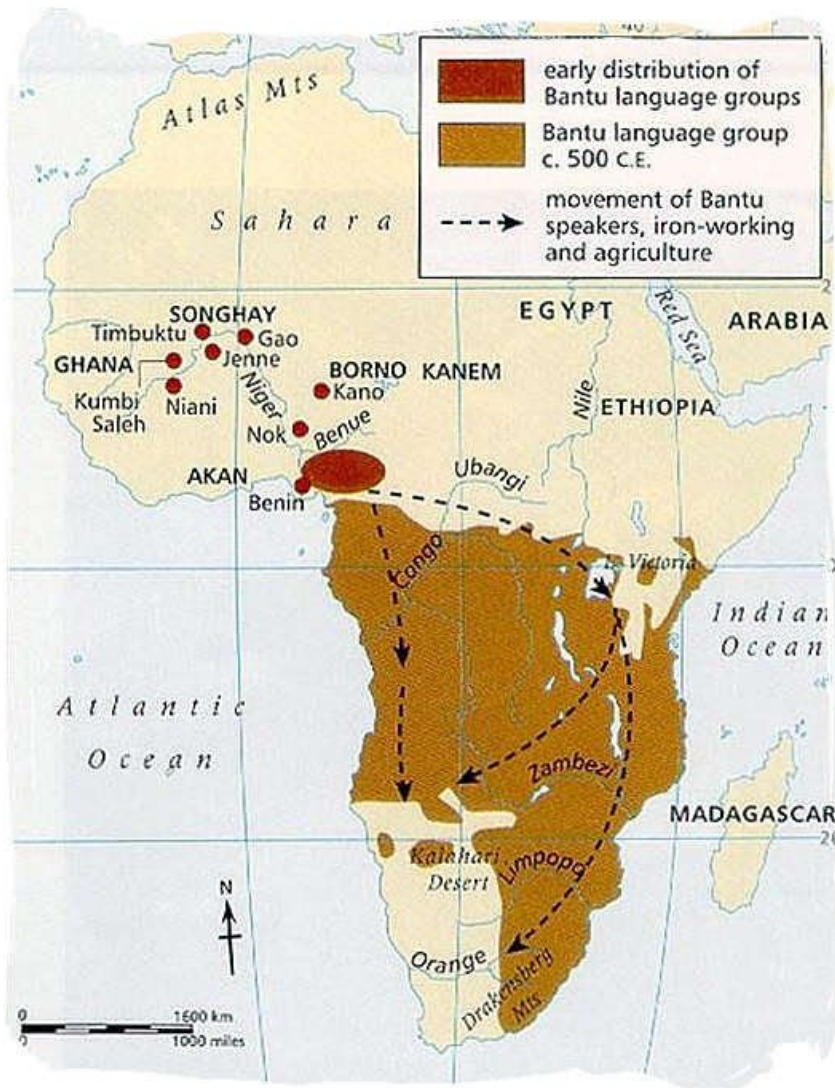
Answer:

4	3	2	1
Student included an explanation that clearly explained 4 sources: i.e. artifacts, primary and secondary sources including art and literature, technology, DNA, historical maps, data, radiocarbon dating,	Student included an explanation that clearly explained 3 sources: i.e. artifacts, primary and secondary sources including art and literature, technology, DNA, historical maps, data, radiocarbon dating,	Student included an explanation that clearly explained 2 sources: i.e. artifacts, primary and secondary sources including art and literature, technology, DNA, historical maps, data, radiocarbon dating,	Student included an explanation that clearly explained 1 source: i.e. artifacts, primary and secondary sources including art and literature, technology, DNA, historical maps, data, radiocarbon dating,

Item Number: 11

Standard:

6-G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.



The information in this map is an example of

- A. Sub-Saharan trade routes
- B. Cultural diffusion through migration
- C. The establishment of the Swahili States
- D. The rise of Great Zimbabwe

Answer: B

Item Number: 12	Standard: <i>7- H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</i>
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Read the following historical passage and identify who was involved, what happened, where it happened, and predict what consequences or outcomes followed.

Source: Ata-Malik Juvaini, Genghis Khan: The History of the World Conqueror, edited by UNESCO and Manchester University Press, © UNESCO 1997. Reprinted by permission.

In the spring of 618/1221, the people of Nishapur (a city in Persia) saw that the matter was serious ... and although they had three thousand crossbows in action on the wall and had set up three hundred mangonels and ballistas and laid in a correspondent quantity of missiles and naphtha, their feet were loosened and they lost heart.... By the Saturday night all the walls were covered with Mongols;... The Mongols now descended from the walls and began to slay and plunder.... They then drove all the survivors, men and women, out onto the plain; and ... it was commanded that the town should be laid waste in such a manner that the site could be ploughed upon; and that ... not even cats and dogs should be left alive.... They severed the heads of the slain from their bodies and heaped them up in piles, keeping those of the men separate from those of the women and children.

Note: Juvaini was a Persian chronicler who was in the employ of the Mongol Il-khan of Persia who served under the Mongols as the governor of Baghdad. He wrote this account about forty years after the destruction of Nishapur.

4	3	2	1
Student included all information for a correct response. Who: Mongols and people of Nishapur What? Mongols attack and kill Where? Persia Effect? Most likely the Mongols would be feared as barbarians or praised as powerful warriors	Student included ¾ of the correct response Who: Mongols and people of Nishapur What? Mongols attack and kill Where? Persia Effect? Most likely the Mongols would be feared as barbarians or praised as powerful warriors	Student included ½ of the correct response Who: Mongols and people of Nishapur What? Mongols attack and kill Where? Persia Effect? Most likely the Mongols would be feared as barbarians or praised as powerful warriors	Student identified one part of the correct response Who: Mongols and people of Nishapur What? Mongols attack and kill Where? Persia Effect? Most likely the Mongols would be feared as barbarians or praised as powerful warriors

Item Number: 13	Standard: <i>7-H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</i>
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Why do historians use eras and periods as a way to organize and explain human activities over time?

- A. History is divided into eras and periods based on weather and ancient calendars.
- B. History is divided into eras and periods based on patterns of migration and trade.
- C. History is divided into eras and periods based on common traits and major changes.
- D. History is divided into eras and periods based on ruling dynasties of each time period.

Answer: C

Item Number: 14	Standard Code: 7-H.1.1.1 <i>7-H.1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance.</i>
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Review the following information and answer the question that follows:

Calendar System	Origin Story	Current Year	Lunar or Solar	How many days/months per year	Is it used today?
Gregorian	<ul style="list-style-type: none"> · Created by Pope Gregory in the 1500s, · based on Roman Calendar, · begins with the birth of Jesus 	2011	Solar (based on the Earth revolving around the sun and a day as a rotation of the earth)	<ul style="list-style-type: none"> · 365 days per year · Leap year has 366 days · 12 months per year (vary in length) 	<ul style="list-style-type: none"> · Adopted globally
Muslim	<ul style="list-style-type: none"> · Begins with Mohammed's flight from Medina to Mecca in 622 AD on Gregorian Cal. · Created by a follower of Mohammed in 638AD on Gregorian Cal. 	AH1432	<ul style="list-style-type: none"> · Lunar 	<ul style="list-style-type: none"> · 354 days per year · 12 months 	<ul style="list-style-type: none"> · Used in some Muslim countries as official calendar · Used for religious purposes, although Gregorian is followed as well

What is the basis for the origin of both of the Gregorian and Muslim calendars?

- A. Both calendars originated in the Western Hemisphere.
- B. Both calendars were based on the earth's rotation around the sun.
- C. Both calendar dates vary depending on the holidays
- D. Both calendars base their origin on religious historical figures

Answer: D

Item Number: 15

Standard:

7-H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Similarities	
Roman 12 Tables	United States Bill of Rights
Table 9-unbiased judging	Amendment 6-impartial jury
Table 8-fines/punishments	Amendment 8-fines/punishments
Table 1-courts/trials	Amendment 6-courts/trials
Table 3 and 7-property/seizure	Amendment 4-property/seizure
Table 1-witnesses	Amendment 5-witnesses

The similarities between Roman law written in the 12 Tables and the United States Bill of Rights show which theme of history?

- A. Continuity
- B. Change
- C. Globalization
- D. Migration

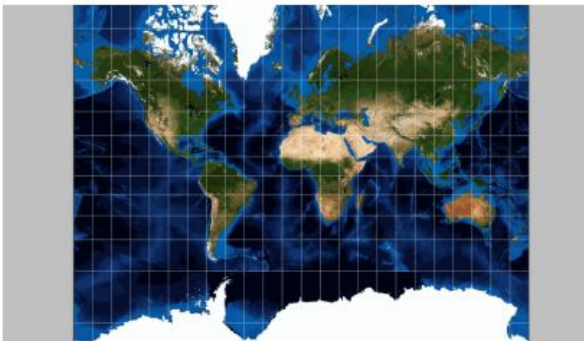
Answer: A

Item Number: 16

Standard Code: 6-G1.1.1 Use a variety of geographic tools (maps, globes, and web based geography technology) to analyze the world, at global, regional, and local scales.

Directions: Analyze the following maps and then answer the question below.

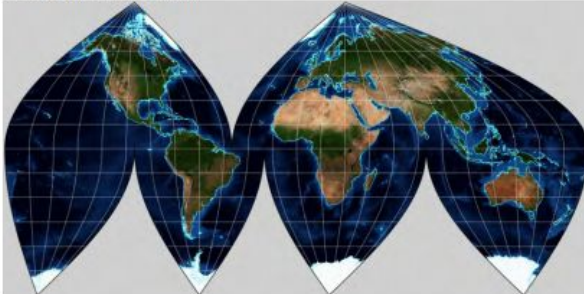
Mercator Projection



Airy Projection



Sinusoidal Projection



Polyconic Projection



Why do historians prefer to use a variety of different projections?

- A. The scale of each map is slightly different and using a variety of maps improves analysis.
- B. Each map projection features unique landforms according to absolute location.
- C. Historians are supposed to use a number of sources to explain historical events.
- D. Each projection is basically similar and using a variety of maps shows more evidence.

Answer A.