

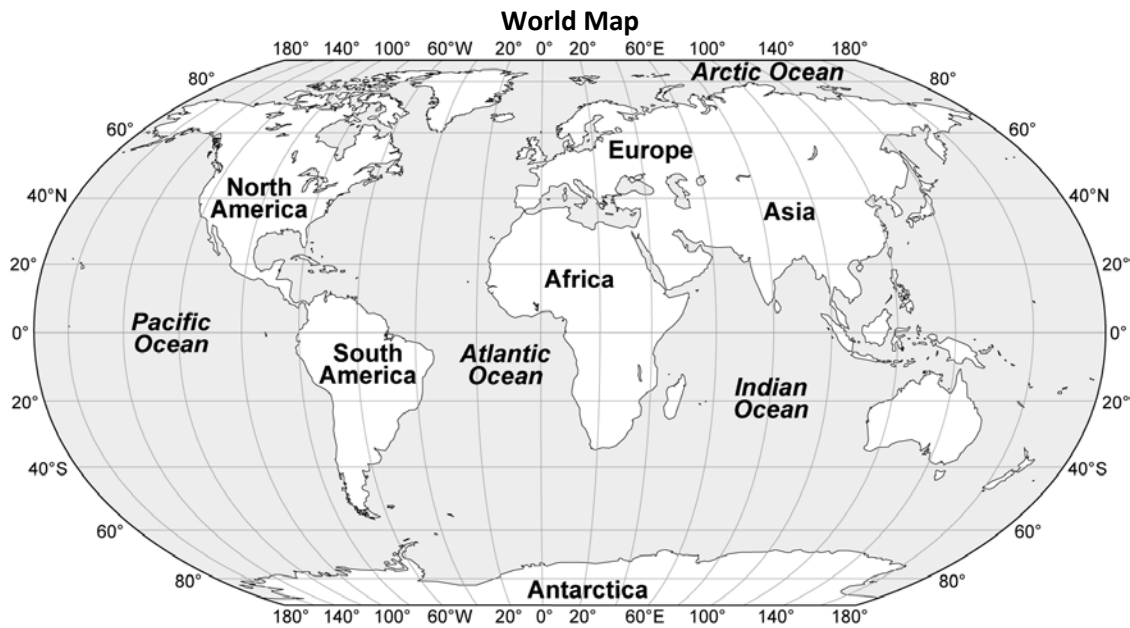
Sample Multiple-Choice Items

Geography

The World in Spatial Terms

GLE 1—Use latitude and longitude to determine direction or locate or compare points on a map or representation of a globe

Use this map to answer question 1.



- 1 A ship is at 20° south latitude and 80° east longitude. Which **best** describes the location of the ship?
- A in the middle of the Indian Ocean
 - B off the west coast of Africa
 - C off the west coast of South America
 - D in the middle of the Arctic Ocean

Correct response: A

Geography

Places and Regions

GLE 2—*Identify land and climatic conditions conducive to human settlement in regions of the world and describe the role of these conditions*

- 2** Many early civilizations were called *riverine* cultures because they developed near rivers. How did the rivers contribute to the survival of these civilizations?
- A** They were a power source for mechanical devices such as waterwheels.
 - B** They provided a route for transporting goods to other civilizations.
 - C** They provided a fresh water supply and rich soil for growing food.
 - D** They formed protective barriers around civilizations.

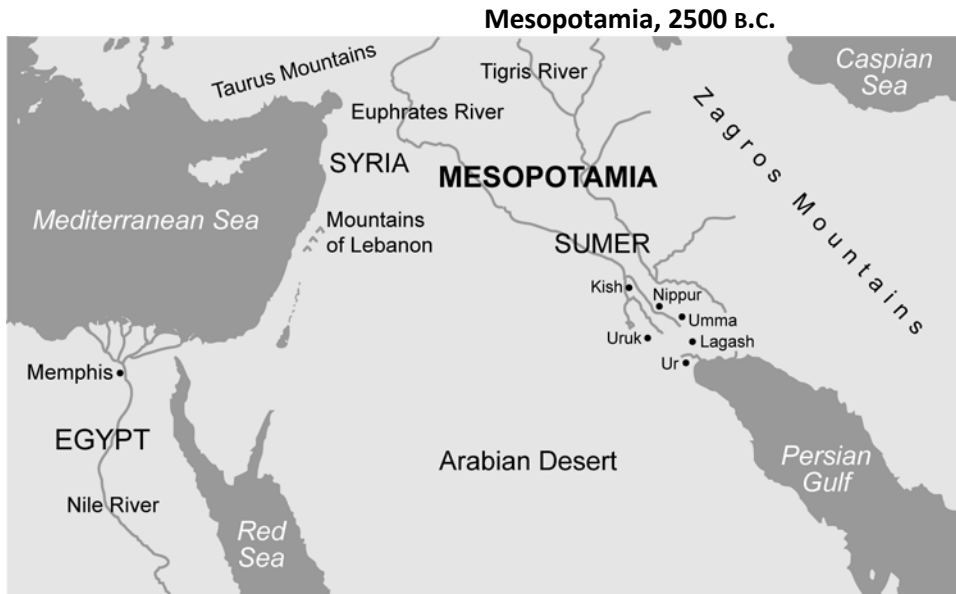
Correct response: C

Geography

Places and Regions

GLE 3—Identify physical features that influenced world historical events and describe their influence (e.g., the Nile and Tigris-Euphrates as “cradles of civilization”)

Use this map to answer question 3.



- 3 Which two geographical features **most likely** provided fertile land that gave rise to multiple city-states in the Mesopotamia region?
- A Euphrates River and Tigris River
 - B Persian Gulf and Arabian Desert
 - C Mediterranean Sea and Red Sea
 - D Zagros Mountains and Caspian Sea

Correct response: A

Geography

Places and Regions

GLE 4—*Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history*

- 4 Which activity made it easier for rulers to control large areas of land in ancient China?
- A the use of paper money
 - B the spread of Buddhism
 - C the creation of a feudal system
 - D the invention of the wheelbarrow

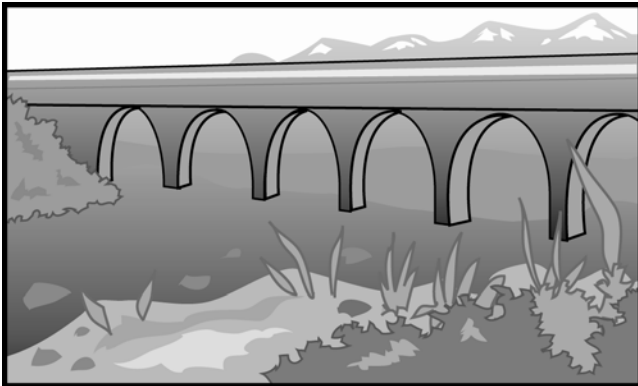
Correct response: C

Geography

Places and Regions

GLE 4—*Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people’s perceptions and uses of places or regions in world history*

Use this picture to answer question 5.



- 5 This picture shows an ancient Roman aqueduct. Aqueducts brought water from the mountains to lower elevations.

How did the use of aqueducts affect settlement in early Roman civilizations?

- A Farmers were able to keep their crops watered.
- B Fresh water attracted settlers from other civilizations.
- C People who lived in dry areas had access to fresh water.
- D Every family was able to have a private bath in its home.

Correct response: C

Geography

Physical and Human Systems

GLE 5—*Explain reasons for different patterns of migration among early peoples*

Use this information to answer question 6.

Reasons for Migration	
<i>A. Push factors</i>	
1.	Poverty
2.	Political unrest
<i>B. Pull factors</i>	
1.	Better jobs
2.	_____

6 Maria is making an outline for a school paper. Which factor **best** completes her outline?

- A Drought
- B Civil war
- C Overpopulation
- D Religious freedom

Correct response: D

Geography

Physical and Human Systems

GLE 6—*Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades)*

7 Which outcome was a result of the medieval Crusades?

- A peace between Christians and Muslims
- B European advances in science and architecture
- C the spread of Christianity throughout the Middle East
- D greater knowledge of European geography among Muslims

Correct response: B

Geography

Physical and Human Systems

GLE 6—*Explain factors or events that have facilitated cultural diffusion (e.g., the Silk Road, Crusades)*

- 8** Which early civilization spread the use of a simple alphabet as it traded with other peoples?
- A** the Chinese
 - B** the Egyptian
 - C** the Harrappan
 - D** the Phoenician

Correct response: D

Geography

Places and Regions

GLE 7—*Describe the economic interdependence among various ancient civilizations*

- 9** Which statement describes the relationship between China and the Middle East in the 8th century A.D.?
- A** Chinese and Middle Eastern civilizations traded with each other along the Silk Road.
 - B** Chinese and Middle Eastern civilizations fought many wars against each other.
 - C** Chinese and Middle Eastern civilizations practiced the same religion.
 - D** Chinese and Middle Eastern civilizations spoke the same languages.

Correct response: A

Geography

Physical and Human Systems

GLE 8—*Explain how ancient civilizations established and maintained political boundaries*

- 10** What was the **main** purpose of the Great Wall of China?
- A** to create a boundary between China and its neighbors
 - B** to serve as an observatory for astronomers and scientists
 - C** to protect China from earthquakes and other natural disasters
 - D** to spread the ideas of Chinese civilizations to the rest of the world

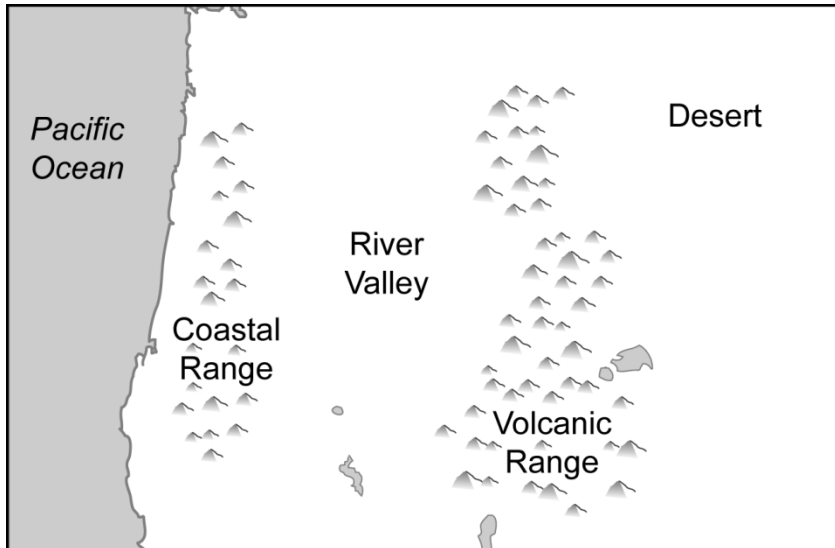
Correct response: A

Geography

Environment and Society

GLE 9—*Explain how different physical environments affected human activity in ancient civilizations*

Use this map to answer question 11.



- 11** This map shows the geography of present-day Oregon. Which region would have **best** supported an early Native American farming civilization?
- A** desert
 - B** river valley
 - C** coastal range
 - D** volcanic range

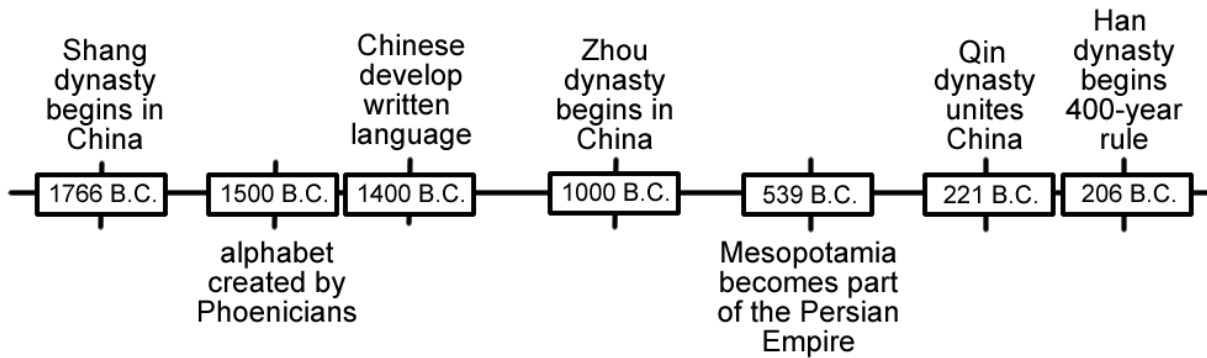
Correct response: B

History

Historical Thinking Skills

GLE 16—Interpret data presented in a timeline to identify change and continuity in world civilizations

Use this timeline to answer question 12.



12 Which statement is supported by information in the timeline?

- A** China developed an alphabet before the Phoenicians.
- B** The Shang dynasty ruled after the Qin dynasty.
- C** The Zhou dynasty ruled before the Han dynasty.
- D** China united before it developed a written language.

Correct response: C

History

Historical Thinking Skills

GLE 19—*Use multiple primary and secondary sources to describe world civilizations*

Use this passage to answer question 13.

“Our constitution does not copy the laws of neighboring states; we are rather a pattern to others . . .

[Our government] favors the many instead of the few; this is why it is called a democracy. If we look to the laws, they [give] equal justice to all . . .

The freedom which we enjoy in our government extends also to our ordinary life.”

—Thucydides, ancient historian

13 This speech most likely described

- A** China.
- B** Rome.
- C** Greece.
- D** Egypt.

Correct response: C

History

Historical Thinking Skills

GLE 19—*Use multiple primary and secondary sources to describe world civilizations*

14 Trevor is writing a report about life in modern China. His teacher asked him to use a primary source and two secondary sources. Which resource could Trevor use as a primary source?

- A** the diary of a Chinese poet
- B** an encyclopedia article about China
- C** a chapter about China from his history book
- D** a timeline showing major events in Chinese history

Correct response: A

History

World History

GLE 23—Describe hunter-gatherer societies, including the development of tools and the use of fire

15 Which statement correctly describes early hunter-gatherer societies?

- A They relied on farming for most of their food supply.
- B They traveled with large surpluses of food.
- C They often changed their physical location.
- D They usually lived together in large cities.

Correct response: C

History

World History

GLE 24—Explain how geographical features influenced development of early civilizations (e.g., domestication, cultivation, specialization)

16 Which feature was a necessity for early settlements?

- A a warm climate
- B nearby water sources
- C access to metals such as iron
- D large, flat areas for constructing houses

Correct response: B

History

World History

GLE 25—Explain why agricultural societies developed from hunters and gatherers

17 Which is the **most likely** reason that hunter-gatherers began farming?

- A a scarcity of food
- B a loss of technology
- C wars among groups
- D a decline in population

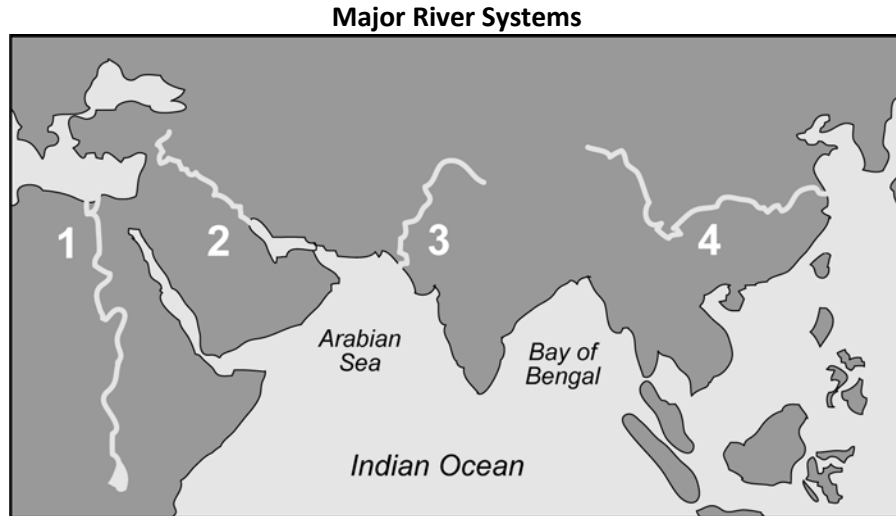
Correct response: A

History

World History

GLE 27—Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations in Mesopotamia, Egypt, China, and the Indus valley

Use this map to answer question 18.



- 18 Which number on the map labels the river that **most directly** contributed to the development of ancient Egypt?
- A number 1
 - B number 2
 - C number 3
 - D number 4

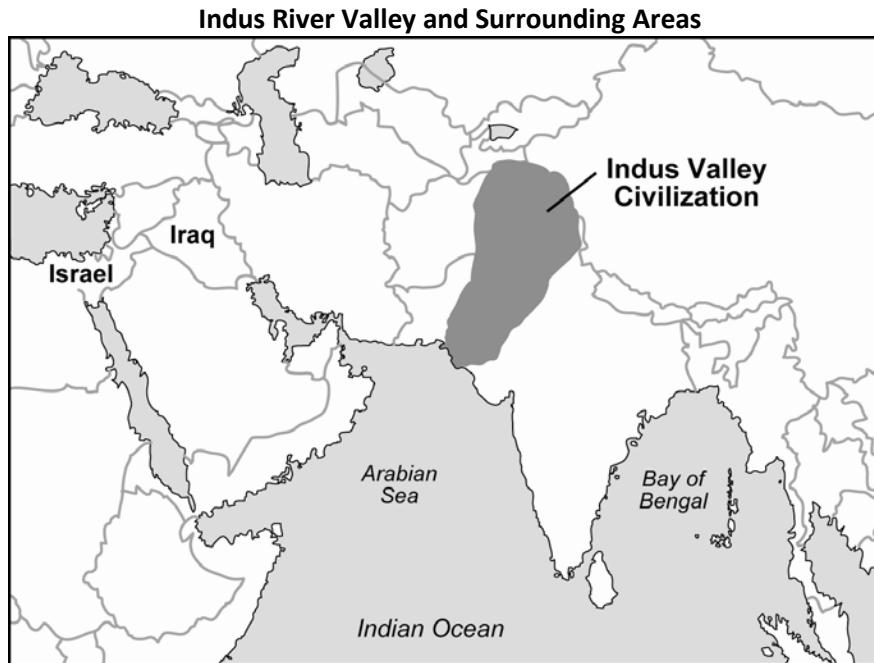
Correct response: A

History

World History

GLE 29—Describe how early river civilizations influenced the development of other cultures through trade and cultural diffusion

Use this map to answer question 19.



- 19** This map shows the area inhabited by the ancient Indus River Valley civilization. Archaeologists have discovered stone seals from the Indus River Valley civilization in both Israel and Iraq.

What is the most common theory for how these seals came to be located in the Indus River Valley?

- A** Severe weather caused the seals to be carried across the ocean.
- B** The seals were stolen by invaders and hidden in other lands.
- C** Merchants from the Indus River Valley traded with merchants from the Middle East.
- D** The people of the Indus River Valley eventually migrated to modern-day Israel and Iraq.

Correct response: C

History

World History

GLE 32—*Analyze the origins and influence of the Hittite, Minoan, and Mycenaean civilizations*

20 Which features of Mycenaean civilization came from the Minoans?

- A** their religious beliefs and practices
- B** their alphabet and system of writing
- C** their use of an army to conquer nearby peoples
- D** their building of settlements on the Greek mainland

Correct response: B

History

World History

GLE 34—*Explain the significance of Phoenician trade in the Mediterranean Basin*

21 Why did the Phoenicians establish dozens of colonies along the Mediterranean coast?

- A** to improve and expand trade
- B** to spread their religious beliefs
- C** to protect their main cities from attack
- D** to explore new territories in Europe and Africa

Correct response: A

History

World History

GLE 35—Identify forms of writing developed in early civilizations and discuss how written records changed political, legal, religious, and cultural life

Use this picture to answer question 22.



22 To which ancient civilization did this form of writing belong?

- A** Greek
- B** Hebrew
- C** Egyptian
- D** Sumerian

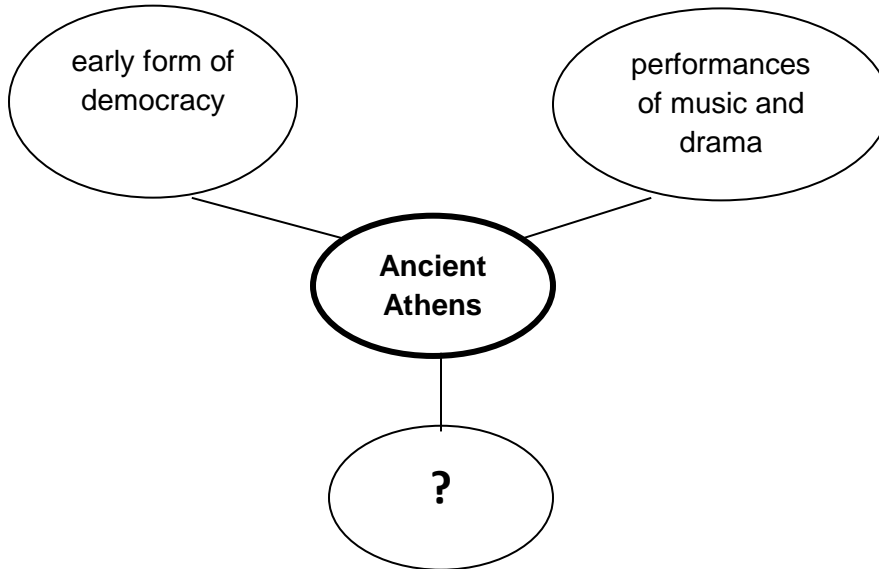
Correct response: A

History

World History

GLE 36—Describe the development of the Greek city-states, the cultural achievements of Athens, and the impact of Alexander the Great's conquests

Use this concept web to answer question 23.



23 Which feature **best** completes the web?

- A** belief in only one god
- B** absolute rule by emperors
- C** buildings made from straw and clay
- D** lessons in mathematics and philosophy

Correct response: D

History

World History

GLE 37—*Explain the sharing of ideas, goods, and services through trade between the Greek and Roman civilizations, and the influence of those civilizations on other cultures*

- 24** Latin was the language written and spoken in ancient Rome. Which group of modern languages is **most** influenced by Latin?
- A** Italian, French, Spanish
 - B** German, English, Dutch
 - C** Chinese, Japanese, Korean
 - D** Danish, Norwegian, Swedish

Correct response: A

History

World History

GLE 38—*Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese)*

- 25** Which two ancient civilizations had the **most similar** religious beliefs?
- A** Greek and Persian
 - B** Roman and Greek
 - C** Chinese and Roman
 - D** Persian and Chinese

Correct response: B

History

World History

GLE 38—Describe and compare/contrast the key characteristics of classical civilizations (e.g., Greek, Roman, Persian, Chinese)

Use this list to answer question 26.

- believed in many different gods
- had a democratic form of government
- held legal trials with juries made up of ordinary citizens

26 Which ancient civilization is **best** described by the list?

- A ancient Egypt
- B ancient China
- C ancient Rome
- D ancient Greece

Correct response: D

History

World History

GLE 39—Identify the major new religions and relate them to the empires that emerged in the Mediterranean Basin, China, and India (Christianity, Hinduism, Buddhism, Islam)

Use this list of statements to answer question 27.

- This religion began in India but spread into other parts of Asia.
- This religion is common today in Tibet and Japan.
- Followers of this religion seek enlightenment.
- The leader of this religion is called the Dalai Lama.

27 Which major world religion is **best** described by the statements listed above?

- A Islam
- B Judaism
- C Hinduism
- D Buddhism

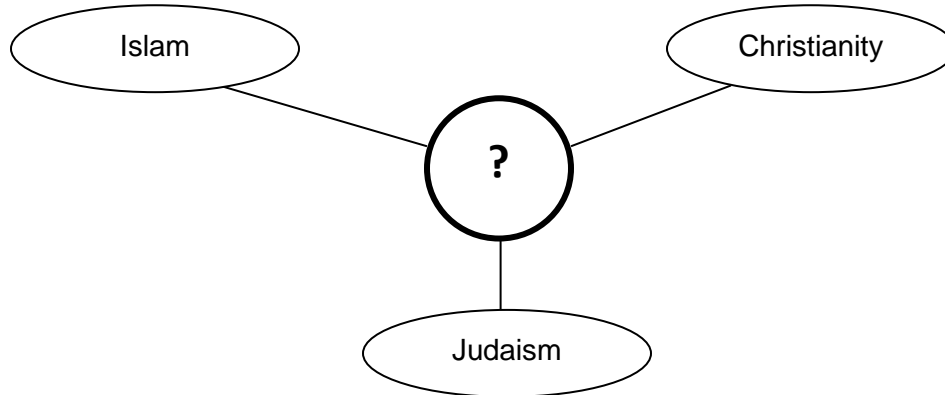
Correct response: D

History

World History

GLE 40—Compare and contrast the major religions in terms of leaders, key beliefs, and location

Use this concept web to answer question 28.



28 Which trait **best** completes the web?

- A Jesus as religious leader
- B use of same holy book
- C belief in only one god
- D holy city of Mecca

Correct response: C

History

World History

GLE 43—Describe the changes and developments brought about by the emergence and collapse of major empires/kingdoms in Europe, Asia, Africa, and the Americas prior to A.D. 1000

29 Which group **most** increased its power when the Roman Empire fell?

- A the Roman generals
- B the Christian church
- C the Roman land owners
- D the Persian Empire

Correct response: B

History

World History

GLE 44—*Describe major events, key figures, and social structure of the early Middle Ages (e.g., the fall of Rome, Charlemagne, feudalism)*

- 30** Feudal systems were common in the early Middle Ages. In a feudal system, lords gave land to their vassals in exchange for
- A** crops.
 - B** livestock.
 - C** medical care.
 - D** military service.

Correct response: D

Sample Task*

Read and study documents 1 through 5 about the Crusades. Think about how the Crusades affected Western European societies. As you read, you may take notes in the space next to the documents or on page XX in this answer document. Then use the documents to answer questions 31 through 35.

DOCUMENT 1

Excerpts from a Speech at the Council of Clermont, Pope Urban II, 1095

In this speech, Pope Urban II urged Christians in the West to aid Eastern Christians who had come under the control of the Seljuk Turks.

“We have heard, most beloved brethren [brothers], . . . how, with great hurt and dire [extreme] sufferings our Christian brothers, members in Christ, are scourged [tormented], oppressed, and injured in Jerusalem, in Antioch, and the other cities of the East.

“What are we saying? Listen and learn! You, girt [bound] about with the badge of knighthood, are arrogant with great pride; you rage against your brothers and cut each other in pieces. This is not the true soldiery of Christ Under Jesus Christ, our Leader, may you struggle for your Jerusalem, in Christian battleline. . . . That you may not be troubled about the concerns of tomorrow, know that those who fear God want nothing The possessions of the enemy, too, will be yours, since you will make spoil of their treasures and return victorious to your own; or empurpled [colored] with your own blood, you will have gained everlasting glory.”

And turning to the bishops, he said, “You, brothers and fellow bishops; you, fellow priests and sharers with us in Christ, make this same announcement through the churches committed to you, and with your whole soul vigorously preach the journey to Jerusalem.”

DOCUMENT 2

Route of the First Crusade, 1096–1099



DOCUMENT 3

An Excerpt from a History of the First Crusade by Fulcher of Chartres, 1127

God has transferred the West into the East, for we who were Occidentals [people of the West] now have been made Orientals [people of the East]. He who was a Roman or a Frank is now a Galilaeen, or an inhabitant of Palestine. One who was a citizen of Rheims or of Chartres now has been made a citizen of Tyre or of Antioch. We have already forgotten the places of our birth; already they have become unknown to many of us, or, at least, are unmentioned. Some already possess here homes and servants which they have received through inheritance [family ties]. Some have taken wives not merely of their own people, but Syrians, or Armenians, or even Saracens who have received the grace of baptism. Some have with them father-in-law, or daughter-in-law, or son-in-law, or stepson, or stepfather

Different languages, now made common, become known to both races, and faith unites those whose forefathers were strangers. As it is written, “The lion and the ox shall eat straw together.” Those who were strangers are now natives; and he who was a sojourner [traveler] now has become a resident. Our parents and relatives from day to day come to join us, abandoning, even though reluctantly, all that they possess. For those who were poor there, here God makes rich. Those who had few coins, here possess countless besants [decorations]; and those who had not had a villa [house], here, by the gift of God, already possess a city. Therefore why should one who has found the East so favorable return to the West? . . . You see, therefore, that this is a great miracle, and one which must greatly astonish the whole world. Who has ever heard anything like it?

DOCUMENT 4

Battle of Ager Sanguinis, 1119

This painting shows a battle scene during one of the Crusades.



Source: *{PD-old} Wikimedia Commons*

DOCUMENT 5

Effects of the Crusades

The Crusades brought about results of which the popes had never dreamed, and which were perhaps the most, important of all. They re-established traffic between the East and West, which, after having been suspended [ended] for several centuries, was then resumed [begun again] with even greater energy; they were the means of bringing from the depths of their respective provinces and introducing into the most civilized Asiatic countries Western knights, to whom a new world was thus revealed, and who returned to their native land filled with novel [new] ideas. . . . If, indeed, the Christian civilization of Europe has become universal culture, in the highest sense, the glory redounds [can be traced], in no small measure, to the Crusades.

—*Catholic Encyclopedia*, 1911

Geography

Places and Regions

GLE 4— *Explain ways in which goals, cultures, interests, inventions, and technological advances have affected people's perceptions and uses of places or regions in world history*

- 31** What was a goal of the Crusades?
- A** to establish markets for the export of European goods
 - B** to enforce laws by the Catholic Church for protecting Muslim pilgrims
 - C** to control areas considered holy by both Christians and Muslims
 - D** to explore areas previously unknown to Europeans

Correct response: C

History

World History

GLE 45— *Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500*

- 32** Which effect of the First Crusade is suggested by document 3?
- A** permanent settlement of some Crusaders
 - B** loss of wealth of some Crusaders
 - C** military improvements developed by Crusaders
 - D** travel improvements invented by Crusaders

Correct response: A

History

Historical Thinking Skills

GLE 21— *Conduct historical research using a variety of resources to answer historical questions related to world civilizations*

- 33** Which statement from document 3 or 5 appears likely to be biased?
- A** Different languages, now made common, become known to both races.
 - B** One who was a citizen of Rheims or of Chartres now has been made a citizen of Tyre or of Antioch.
 - C** They re-established traffic between the East and West . . . after having been suspended for several centuries.
 - D** If, indeed, the Christian civilization of Europe has become universal culture . . . the glory redounds . . . to the Crusades.

Correct response: D

History

World History

GLE 45— *Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500*

- 34** Which result of the Crusades is described in document 5?
- A** opening of trade between East and West
 - B** lasting conflict between East and West
 - C** breakdown of social order in the West
 - D** lasting economic growth in the East

Correct response: A

History

World History

GLE 45— *Identify effects of exploration and trade on the economic and cultural development of Europe, Africa, and Asia prior to 1500*

35 Write a well-organized response on the lines provided on pages XX and XX in this answer document.

Explain the effects of the Crusades on Western European societies. Include in your response social, political, and economic effects.

As you write, follow the directions below.

- Your response should have multiple paragraphs, begin with an introduction, and end with a conclusion.
- Use evidence from each of the documents to support your claims.
- Include information and examples from your own knowledge of social studies.
- Be sure to write clearly.

Use page XX in this answer document for notes and planning. Write your **final response** on pages XX and XX in this answer document.

Remember: The prewriting activities on page XX will not be scored. Only your response on pages XX and XX will be scored.

Use for notes and planning your response.

(This page will not be scored.)

Score	Social Studies Task Rubric—The Crusades
4	<p>The student’s response</p> <ul style="list-style-type: none"> • constructs a sophisticated argument that provides an in-depth explanation of the social, political, and economic effects of the Crusades on Western European societies; • supports the claims with ample, well-chosen evidence that <ul style="list-style-type: none"> ○ addresses or demonstrates understanding of at least four of the documents, and ○ integrates adequate relevant information beyond what is provided in the documents; • contains valid historical understandings and interpretations with no errors significant enough to detract from the argument.
3	<p>The student’s response</p> <ul style="list-style-type: none"> • constructs an acceptable argument that provides a general explanation of the social, political, and economic effects of the Crusades on Western European societies; • supports the claims with sufficient and appropriate evidence that <ul style="list-style-type: none"> ○ addresses or demonstrates understanding of three of the documents, and ○ integrates some relevant information beyond what is provided in the documents; • contains mostly valid historical understandings and interpretations, although less important ideas or details may be overlooked or misunderstood.
2	<p>The student’s response</p> <ul style="list-style-type: none"> • constructs a weak and/or flawed argument that provides a limited or partial explanation of the social, political, and economic effects of the Crusades on Western European societies; • supports the claims with limited and/or uneven evidence that <ul style="list-style-type: none"> ○ addresses or demonstrates understanding of two of the documents, and ○ integrates limited relevant information beyond what is provided in the documents; • contains some valid historical understandings and interpretations, but a few significant errors may be present.
1	<p>The student’s response</p> <ul style="list-style-type: none"> • must include at least one valid historical understanding or interpretation that addresses the prompt and is stated in the student’s own words; • must demonstrate a minimal understanding of the topic; • may contain several significant errors.
0	<p>The student’s response</p> <ul style="list-style-type: none"> • is incorrect, irrelevant, or too brief to evaluate.

Scoring Notes

A strong response

- references the documents appropriately:
 - goals and motivations of the First Crusade (document 1)
 - the geographical scope of the First Crusade (document 2)
 - social and political effects of the Crusades (document 3)
 - violent conflict in the Crusades (document 4)
 - economic and social effects of the Crusades (document 5)
- includes additional information about how the Crusades led to changes in the societies of the Crusaders, such as:
 - including accurate details regarding later Crusades
 - discussing the impact of the Crusades on the politics of the region
- includes a range of effects in the three categories (social, political, economic)

Exemplary Response

The Crusades were a set of wars during the Late Middle Ages. They began when Pope Urban II called for the First Crusade in a speech at the Council of Clermont in 1095. The original aim was to take Jerusalem from the Seljuk Turks. Though this goal was not achieved in the end, the Crusades significantly changed Western European societies by introducing knowledge from the East and weakening the system of feudalism.

The First Crusade was partly successful. The Crusaders helped Eastern Christians like Pope Urban asked them to in his speech (document 1). These Crusaders captured Jerusalem and set up Crusader states in the East. Some Crusaders settled in the Middle East. This led to Western Europe learning new ideas from other cultures. The spread of ideas between Western and Eastern Europe and the Middle East is described in documents 3 and 5. As people in the West were exposed to goods such as spices from the East, long-distance trade across the areas shown on the map (document 2) quickly grew. Western Europeans started to use better technology, including superior maps, weapons, and ships. In the long run, however, the Crusaders were not successful in holding the areas they had set out to capture.

While Western Europe benefited from the ideas, technology, and trade from the East, the Crusades were brutal, as shown in the painting of the Battle of Ager Sanguinis (document 4). The violence meant mistrust between Christians and non-Christians. The fighting went on for hundreds of years and cost many lives. The Crusades also created conflict between the Western and Eastern churches. For example, in the Fourth Crusade, the Crusaders raided the Christian city of Constantinople.

Over time, the wars helped break down the feudal system in Western Europe. The power of kings increased as they organized armies. They also made people far away from each other cooperate to help one cause. As kings gained power, nobles lost power. When nobles died or did not return from the Crusades (documents 3 and 4), their lands often were taken by the king. Other Crusaders sold their lands to pay for their missions. Serfs sometimes earned freedom and left the land for towns or joined in the Crusades.

The Crusades had long-lasting social, political, and economic effects on Western European societies. The exposure to new ideas and the changes to the social order helped pave the way for the Age of Exploration and the Renaissance.