

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W4: History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

Objective: (C) Describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism.

STAAR

1

Roman society . . . involved a system of patronage. Members of the upper classes—the patroni—offered protection to freedmen or plebeians, who became their “cliens.” Patronage might consist of money, food, or legal help. Traditionally, any freed slaves became the cliens of their former owner.

In return, patroni received respect and political favors. During the empire, cliens were required to offer daily greetings to their patroni, and the number of these greeters helped determine social status. —“*Social Order*,” *The Roman Empire*, PBS, www.pbs.org (accessed February 25, 2010)

The system of patronage described in the excerpt is most similar to the —

A relationship between a guild master and his apprentice

B relationship between a noble and a wealthy merchant during the Enlightenment

C obligations of a monk to his abbot and to the pope

D alliance between a lord and his vassal in the Middle Ages

STAAR Modified

1 Read the excerpt below.

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The system of patronage described in this excerpt is most like the relationship between —

A a guild master and his apprentice during the Enlightenment

B a monk, his abbot, and the pope during the Renaissance

C a lord and his vassal in the Middle Ages

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W7: History. The student understands the causes and impact of European expansion from 1450 to 1750.

Objective: 1(E) Explain Ming China's impact on global trade

STAAR

2 In the 1500s, European merchants arriving in China were restricted to the ports of Macao and Canton and were required to pay in either gold or silver. What was one likely reason these policies were enacted?

A Ming emperors needed precious metals to pay for the expansion of their navy.

B European monarchs feared for the safety of merchants traveling into the interior of China.

C Chinese farmers would suffer if cash crops from the Americas were allowed to enter the country.

D European manufacturers were unable to produce goods that were valued in China.

STAAR Modified

2 In the 1500s, European merchants could only enter China at the ports of Macao and Canton. They could only use gold or silver to pay for goods. What was one likely reason these policies were enacted?

A European monarchs feared for the safety of merchants traveling into the interior of China.

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C European manufacturers were unable to produce goods that were valued in China.

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W4: History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations.

Objective: (I) Explain the development of the slave trade.

STAAR

3

The trade in ____?____ across the Sahara was probably next in importance to the gold trade for the western Sudan, but not for the central Sudan. There, because there was no gold, ____?____ were the mainstay of the export commerce.
William D. Phillips, 1985

This excerpt is from a description of Islamic trade from the seventh century to the fifteenth century. Which word correctly completes this excerpt?

A camels

B dates

C weapons

D slaves

STAAR Modified

3 Read the excerpt below describing Islamic trade from the 600s to the 1400s.

The trade in ____?____ across the Sahara was probably next in importance to the gold trade for the western Sudan, but not for the central Sudan. There, because there was no gold, ____?____ were the [most popular product] of the export [business]. —*William D. Phillips, 1985*

Which word correctly replaces the question marks in this excerpt?

A camels

B weapons

C slaves

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W10: History. The student understands the causes and impact of World War I.

Objective: (D) Identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.

STAAR

4

Event	Outcomes
1	Ended the war with colonists and caused vast amounts of territory to be lost
2	Ended an autocracy and led to a civil war
3	Did away with the old social structure and implemented a caste system
4	Established a constitutional republic and privatized industry

Which event represents the Russian Revolution?

A 1

B 2

C 3

D 4

STAAR Modified

4 Read the information in the table below.

Event	Outcomes
1	Ended an autocracy and led to a civil war
2	Did away with the old social structure and established a caste system
3	Established a constitutional republic and allowed individual ownership of industry

Which event represents the Russian Revolution?

A 1

B 2

C 3

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W9: History. The student understands the causes and effects of major political revolutions between 1750 and 1914.

Objective:(A) Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion.

STAAR

5 American and French revolutionaries both rejected the rule of a monarch and attempted to establish governments founded on the Enlightenment principles of liberty and equality. In the United States, this resulted in a representative democracy based on the Constitution and the Bill of Rights.

In 1799, how did the outcome in France differ from the outcome in the United States?

A French supporters of absolutism installed a new king who ruled by divine right.

B Unstable leadership in France allowed a military dictator to seize power.

C A weak central authority in France allowed provinces to form independent republics.

D French Jacobins formed a republican government in which the heads of state had only limited powers.

STAAR Modified

No comparable question on STAAR Modified

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W13: History. The student understands the impact of major events associated with the Cold War and independence movements.

Objective:(F) Explain how Arab rejection of the State of Israel has led to ongoing conflict.

STAAR

6.

Independent Arab and Jewish States and the Special International Regime for the City of Jerusalem . . . shall come into existence . . . not later than 1 October 1948.

—*United Nations Resolution 181, 1947*

Which of the following occurred in reaction to the resolution excerpted above?

A Egypt declared war on Israel.

B Lebanon became an independent nation.

C Syria suffered a series of military coups.

D Israel formed an alliance with Jordan.

STAAR Modified

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Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W24: Culture. The student understands the roles of women, children, and families in different historical cultures.

Objective:(B) Describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.

STAAR

7 Which diagram best explains the historical significance of Joan of Arc?

- A** Led a bloodless peasant uprising → Gained representation in the Estates-General for the working class
- B** Led a rebellion against her husband → Became the first French queen to rule in her own name
- C** Gained control of the French army → Led the French to victories over English forces
- D** Was appointed ambassador to England → Negotiated a treaty ending the Hundred Years' War

STAAR Modified

6 Which statement best explains why Joan of Arc is an important historical person?

A She gained representation in the Estates-General for the working class.

B She became the first French queen to rule in her own name.

C She led the French to victories over English forces.

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W16: Geography. The student understands the impact of geographic factors on major historic events and processes.

Objective:(B) Analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals.

STAAR

8 Which of the following best explains why the Chinese built the Great Wall and the Grand Canal?

A The Great Wall and the Grand Canal were built to discourage Chinese peasants from emigrating.

B The Great Wall was built to protect against invasions, while the Grand Canal was meant to provide an alternative transportation route between the north and the south.

C The Great Wall and the Grand Canal were constructed to restrict the exchange of goods with foreign merchants.

D The Great Wall was constructed to protect farming villages from seasonal floods, while the Grand Canal was meant to improve access to coastal cities.

STAAR Modified

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B The Great Wall was built to protect against invasions.

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Modifications:

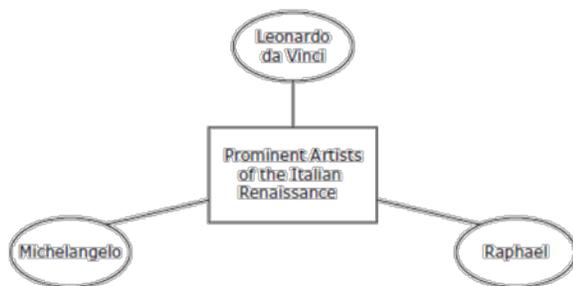
World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W26: Culture. The student understands the relationship between the arts and the times during which they were created.

Objective: (A) Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures.

STAAR

9

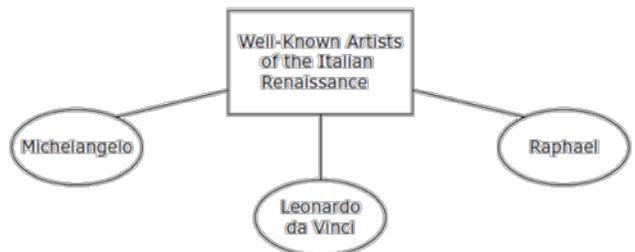


The artists shown above led a movement characterized by —

- A the abstract depiction of human bodies
- B the rejection of religious themes
- C the use of single-point perspective**
- D the illumination of printed manuscripts

STAAR Modified

8 Look at the diagram below.



The Renaissance artists shown above led a movement characterized by —

- A the rejection of religious themes
- B the use of perspective**
- C the illumination of printed manuscripts

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W19: Government. The student understands the characteristics of major political systems throughout history.

Objective:(B) Identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.

STAAR

10

Type of Government	Characteristics of Leader	Leader
?	<ul style="list-style-type: none">Inherited authorityCentralized the governmentBelieved a ruler should be a servant of the state	?

Which combination best completes this table?

- A Totalitarianism; Josip Tito
- B Parliamentary monarchy; Louis XIV
- C Theocracy; Ayatollah Ruholla Khomeini
- D Enlightened absolutism; Maria Theresa**

STAAR Modified

9 Read the information in the table below.

Type of Government	Characteristics of Leader	Leader
?	<ul style="list-style-type: none">Inherited authorityCentralized the governmentBelieved a ruler should be a servant of the state	Maria Theresa

Which type of government best completes this table?

- A Parliamentary monarchy
- B Theocracy
- C Enlightened absolutism**

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W20: Government. The student understands how contemporary political systems have developed from earlier systems of government.

Objective:(B) Identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen.

STAAR

11.

Here is a law which is above the King and which even he must not break. This reaffirmation of a supreme law and its expression in a general charter is the great work of ? ; and this alone justifies the respect in which men have held it.

—*Winston Churchill, A History of the English-Speaking Peoples, 1956*

In this excerpt, Winston Churchill describes the continued importance of —

A the *Domesday Book*

B the Act of Supremacy

C the Magna Carta

D *The Anglo-Saxon Chronicle*

STAAR Modified

10 Read the excerpt below.

In this excerpt, Winston Churchill describes the continued importance of —

A the *Domesday Book*

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Modifications:

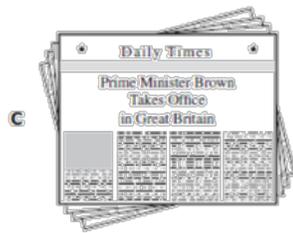
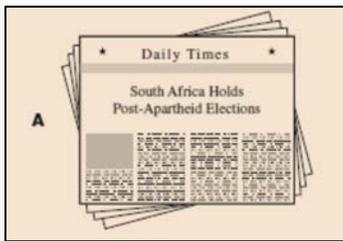
World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W21: Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history.

Objective:(A) Describe how people have participated in supporting or changing their governments.

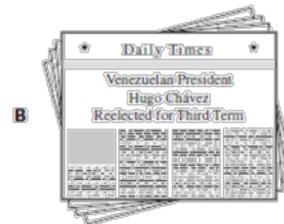
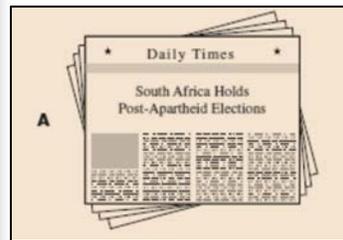
STAAR

12 Which headline best demonstrates an expansion of democracy?



STAAR Modified

11 Which newspaper headline best illustrates the spread of democracy?



Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W17: Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity.

Objective:(A) Identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution.

STAAR

13

In the Andes, potatoes served as a staple as people came up with a unique way of food preservation: potatoes were processed into chuño, a dehydrated foodstuff produced by trampling potatoes and alternately freezing and drying them. This product was storable for years. —Manfred Weissenbacher, *Sources of Power: How Energy Forges Human History*, 2009

The process described above contributed most directly to —

A the development of new tracking and hunting techniques

B an increase in the size and number of permanent settlements

C improved fertility of the soil in mountainous regions

D the creation of a more varied diet through the introduction of new plant species

STAAR Modified

12 Read the excerpt below.

In the Andes, potatoes served as a [main food source] as people came up with a unique way of food preservation: potatoes were processed into . . . a dehydrated foodstuff. . . . This product was storable for years.

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Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W27: Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.

Objective (E) Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.

STAAR

14 In a letter to a colleague, Isaac Newton wrote, "If I have seen farther, it is by standing on the shoulders of giants." Which earlier work made Newton's scientific contributions possible?

A The research on population growth by Thomas Malthus

B The theory of planetary motion developed by Nicolaus Copernicus

C The use of the microscope to study cells by Robert Hooke

D The process for making stronger steel invented by Henry Bessemer

STAAR Modified

13 Which earlier work made Isaac Newton's scientific contributions possible?

A The research on population growth by Thomas Malthus

B The theory of planetary motion developed by Nicolaus Copernicus **C**

The use of the microscope to study cells by Robert Hooke

Modifications:

World History EOC STAAR and STAAR-M Fall 2012 by Objective

TEKS: W18: Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.

Objective:(C) Identify the historical origins and characteristics of socialism.

STAAR

15

A system of government therefore which shall prevent ignorance, and consequently crime, will be infinitely superior to one, which, by encouraging the first, creates a necessity for the last, and afterwards inflicts punishment on both. . . . That government, then, is the best, which in practice produces the greatest happiness to the greatest number; including those who govern, and those who obey. . . . By adopting the proper means, man may by degrees be trained to live in any part of the world without poverty, without crime, and without punishment; for all these are the effects of error in the various systems of training and governing error proceeding from very gross ignorance of human nature. —*Robert Owen, A New View of Society*

These arguments most directly contributed to the development of —

A socialism during the Industrial Revolution

B communist economic programs during the Cold War

C totalitarianism during World War II

D liberal social programs during the French Revolution

STAAR Modified

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World History EOC STAAR and STAAR-M Fall 2012 by Objective
