

FCAT

Preparation Through Social Studies

Grade 6

*Use your social
studies knowledge to
help you succeed on the
Florida Comprehensive
Assessment Tests in
Reading, Math,
and more!*

Test-Taking Tips

- Go to bed early the night before the test. You will think more clearly after a good night's rest.
- Read each problem carefully and think about ways to solve the problems before you try to answer the question.
- Relax. Most people get nervous when taking a test. It's natural. Just do your best.
- Answer questions you are sure about first. If you do not know the answer to a question, skip it and go back to that question later.
- Think positively. Some problems may seem hard to you, but you may be able to figure out what to do if you read each question carefully.
- When you have finished each problem, reread it to make sure your answer is reasonable.
- Make sure that the number of the question on the answer sheet matches the number of the question on which you are working in your test booklet.



The McGraw-Hill Companies

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act, no part of this book may be reproduced in any form, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without prior written permission of the publisher.

Send all inquiries to:
The McGraw-Hill Companies
8787 Orion Place
Columbus, OH 43240-4027

ISBN: 0-07-868563-x

*FCAT Preparation Through Social Studies,
Grade 6*

1 2 3 4 5 6 7 8 9 10 066 10 09 08 07 06 05

Contents

Overview	iv
Benchmarks Tested in this Book	vi
Common Mathematical Conversions	viii

Test Practice

Diagnostic Test	1
---------------------------	---

Standardized Test Practice Skills

Lesson 1 Using the Process of Elimination	26
Lesson 2 Calculating an Answer	28
Lesson 3 Interpreting Maps to Answer Test Questions	30
Lesson 4 Interpreting Charts and Tables	32
Lesson 5 Reading and Interpreting Graphs	34
Lesson 6 Reading a Time Line	36
Lesson 7 Inferring from a Reading or Graphic	38
Lesson 8 Comparing and Contrasting	40
Lesson 9 Relating Cause and Effect	42
Lesson 10 Identifying the Main Idea	44
Lesson 11 Distinguishing Fact from Opinion	46
Lesson 12 Interpreting Primary Sources	48
Lesson 13 Interpreting Illustrations and Political Cartoons	50

Test Practice

Practice Test	52
-------------------------	----

Overview

What is the FCAT?

The FCAT, or Florida’s Comprehensive Assessment Test, is a series of tests administered by the state of Florida. All Florida students in Grades 3 through 10 must take the FCAT. Currently the subjects that are tested by the FCAT include language arts (reading and writing), mathematics, and science.

How This Book Helps You Succeed on the FCAT

Studying social studies content helps you prepare for and succeed on the FCAT. This is because the FCAT often uses social studies content. For example, a selection to test your reading comprehension might be on a history topic. Also, interpreting math-related content can be done through maps or statistical charts that have social studies-related content.

About This Book

This book is designed to help you practice for the Florida Comprehensive Assessment Test while studying and interpreting social studies content. This book includes the following sections:

1. Diagnostic Test
2. Standardized Test Practice Lessons
3. Practice Test

The **Diagnostic Test** uses the same format as the FCAT. It includes fifty questions in a variety of styles. You will answer multiple choice questions as well as short response and extended response questions. The purpose of the Diagnostic Test is to identify your test-taking strengths and weaknesses so that you can review the skills you need to perform well on the FCAT.

The **Standardized Test Practice Lessons** will help you review specific skills you need to do well on the FCAT. Each lesson leads you step-by-step towards finding the correct answer with strategies on how to interpret and answer the practice question. After this assistance, there are additional practice questions at the end of each skill lesson.

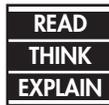
The **Practice Test** another 50 question practice that will help you determine how your test-taking skills are improving and what you are learning in this book.

Written Response FCAT Questions

Short-Response and Extended-Response Questions on FCAT

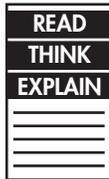
The FCAT includes short-response and extended-response questions. These questions require you to write your answer in your own words and to support your answer with details from the passage. An extended-response question requires a longer answer than a short-response question does. You should include several examples in your answer to an extended-response question.

Answers to short-response and extended-response questions can receive full or partial credit. You should try to answer the questions even if you are not sure of the correct answer. If a portion of your answer is correct, you will get a portion of the points.



This symbol appears next to questions that require a short written answer to a reading passage.

- Take about 5 minutes to answer these questions.
- A full and complete answer to each of these questions is worth 2 points.
- A partial answer is worth 1 point.



This symbol appears next to questions that require longer written answers for a reading passage.

- Take 10 to 15 minutes to answer each of these questions.
- A full and complete answer to each of these questions is worth 4 points.
- A partial answer is worth 1, 2, or 3 points.

To answer short-response and extended-response questions, follow these steps:

- Read the question carefully.
- If you do not understand the question, go back and review the passage.
- Use the information that you find in the passage to plan your answer.
- Write your answer neatly on the lines provided in the answer book.
- Be sure to answer every part of the question.
- Use clear, concise language in your answer.
- Reread the answer to make sure it says what you want it to say.

Benchmarks Tested in this Book

SS.A.1.3.1.6.2 The student understands chronology (for example, knows how to construct and label a timeline of events). <i>(assessed with LA.2.3.5)</i>
SS.A.1.3.2.6.2 The student distinguishes between primary and secondary sources of information to draw conclusions from historical sources such as data in charts, tables, graphs. <i>(assessed with LA.A.1.3.2)</i>
SS.A.1.3.2.6.3 The student knows the relative value of primary and secondary sources and uses this information to draw conclusions from historical sources such as data in charts, tables, graphs. <i>(assessed with LA.A.2.2.7, LA.A.2.3.5, MA.A.3.3.2, MA.B.3.3.1, and MA.D.1.3.2)</i>
SS.B.2.3.1.6.1 The student understands the patterns and processes of migration and diffusion throughout the world; knows examples of migration patterns and processes in selected regions. <i>(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.3, and MA.D.1.3.1)</i>
SS.A.2.3.2.6.1 The student knows ways major historical developments have influenced selected groups over time (for example, the rise and spread of the Muslim religion). <i>(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.5, and MA.A.3.3.3)</i>
SS.A.2.3.3.6.1 The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). <i>(assessed with LA.A.1.3.2 and LA.A.2.3.1)</i>
SS.A.2.3.4.6.1 The student understands ways geographical factors have influenced selected groups (for example, the development of the Tibetan civilization in the Himalayan Mountains). <i>(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, LA.A.2.3.2, LA.A.2.3.5, MA.A.1.3.4, MA.A.3.3.2, MA.B.1.3.1 and MA.B.1.3.4)</i>
SS.A.2.3.5.6.1 The student knows significant aspects of the lives and accomplishments of selected men and women in the historical period of ancient civilizations (for example, Confucius, Buddha). <i>(assessed with LA.A.1.3.2, LA.A.2.3.1, and LA.A.2.3.5)</i>
SS.A.2.3.6.6.1 The student knows the major events that shaped the development of various cultures (e.g., the spread of agrarian societies, population movements, technological and cultural innovation, and the emergence of new population centers). <i>(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, and LA.A. 2.3.2)</i>
SS.B.2.3.7.6.1 The student knows examples of human systems that have been developed in response to opportunities afforded by the environment (for example, settlements, in valleys, transportation on waterways). <i>(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, MA.A.4.3.1, MA.D.1.3.1, and MA.E.1.3.2)</i>
SS.A.2.3.8.6.1 The student knows the political, social, and economic institutions that characterized the significant aspects of Eastern and Western civilizations. <i>(assessed with LA.A.1.3.2, LA.A.2.2.2, LA.A.2.3.2, LA.A.2.3.8, MA.B.1.3.4, MA.B.3.3.1, and MA.C.3.3.1)</i>
SS.A.3.3.1.6.1 The student understands ways in which cultural characteristics have been transmitted from one society to another (for example, through art, architecture, language, and other artifacts). <i>(assessed with LA.A.1.3.2, LA.A.2.3.1, MA.A.1.3.4, MA.A.3.3.2, MA.A.3.3.3 and MA.D.1.3.1)</i>

SS.A.3.3.2.6.1 The student understands selected historical events that have shaped the development of selected cultures (for example, the spread of Communism in Asia).
(assessed with LA.A.1.3.2, LA.A.2.2.7, LA.A.2.3.1, and LA.A.2.3.2)

SS.B.1.3.1.6.2 The student uses various map forms to acquire information (for example, location, distance, direction, scale, symbol). *(assessed with MA.A.3.3.2, MA.A.3.3.3, MA.A.4.3.1, MA.C.3.3.1, and MA.D.1.3.1)*

SS.B.1.3.3.6.2 The student knows selected social, political, and economic divisions in selected regions (for example, national borders in the Eastern hemisphere). *(assessed with LA.A.1.3.2, LA.A.2.3.1, MA.A.3.3.3, MA.B.1.3.4, MA.B.3.3.1, and MA.D.2.3.1)*

SS.B.1.3.7.6.1 The student understands the spatial aspects of communication and transportation systems. *(assessed with LA.A.1.3.2, LA.A.2.3.1, LA.A.2.3.8, MA.A.3.3.3, and MA.B.3.3.1)*

Common Mathematical Conversions

1 yard = 3 feet = 36 inches

1 mile = 1,760 yards = 5,280 feet

1 acre = 43,560 square feet

1 hour = 60 minutes

1 minute = 60 seconds

1 liter = 1000 milliliters = 1000 cubic centimeters

1 meter = 100 centimeters = 1000 millimeters

1 kilometer = 1000 meters

1 gram = 1000 milligrams

1 kilogram = 1000 grams

1 cup = 8 fluid ounces

1 pint = 2 cups

1 quart = 2 pints

1 gallon = 8 pints

1 gallon = 4 quarts

1 pound = 16 ounces

1 ton = 2,000 pounds

Metric numbers with four digits are presented without a comma (e.g., 9960 kilometers). For metric numbers greater than four digits, a space is used instead of a comma (e.g. 12 500 liters).

Success at Kill Devil Hills

by Lawrence Yep

Thursday, December 17, 1903, turned out to be a bitterly cold day. Nearby puddles were frozen over, and the wind began to whistle sharply. Under gray skies, the brothers, dressed as usual in business suits, starched white collars and ties, laid the starting rail for their machine in a flat area among the dunes. Once again, they hung out their signal flag for the lifesaving men at the nearby station. These men were not only helpers but also important witnesses to the Wright brothers' early flights.

The men moved the Flyer from its hanger shed to the track and started warming up the engine. This time, Orville would fly the plane.

After shaking hands with Wilbur, Orville lay down in the padded cradle of the Flyer. At 10:35 he clattered slowly down the track into a wind of 27 miles per hour. Wilbur held onto a wing to steady the plane. Orville had set up his box camera pointed at the Flyer. One of the lifesavers stood there ready to snap a picture at the right moment if the machine rose into the air.

After rattling along for forty feet, the Flyer left the rail behind and began lifting into the air. The men standing around began to cheer. A picture was snapped just as the machine left the rail. Later when the photograph was developed, Wilbur was seen just to the right of the plane as he chased after it, trying to keep up.

The airplane bobbed along, rising and falling for about 120 feet from the end of the rail. Wilbur was holding a stopwatch, but was so excited he had forgotten to click it off when the flight ended. Later, he estimated that the plane had been in the air about twelve seconds.

When the Flyer finally glided to the ground, Orville climbed off, and he and his brother stood beside the plane and congratulated each other.

It was only a tiny flight, no more than ten feet off the ground, but it was a giant step in the history of humankind. As Orville later wrote, it was the "first [flight] in the history of the world in which a machine carrying a man had raised itself by its own power into the air in full flight, had sailed forward without reduction of speed, and had finally landed at a point as high as that from which it had started."

One of the men from the lifesaving station ran to the Kitty Hawk post office to announce the news. "They have done it!" he shouted. "They have done it!"

- 1** Why were the lifesavers standing nearby?
- A.** The flight was planned to go over the ocean.
 - B.** in case the Flyer crashed
 - C.** to be witnesses to the event
 - D.** to operate the air safety equipment



-
- 2 Why was this flight so unique?
- A. It was the first time that a machine carried a man and landed at a point as high as it started.
 - B. This was the first flight that both Orville and Wilbur flew together.
 - C. This was the first flight with a flight attendant.
 - D. This flight's altitude was greater than 50 feet.

- 3 Including the distance traveled on the track, how long was the flight?
- A. 40 feet
 - B. 120 feet
 - C. 160 feet
 - D. 200 feet

- 4
- | |
|---------|
| READ |
| THINK |
| EXPLAIN |
- The article said that even though the flight was tiny, it was a giant step. What did the author mean by this statement? Use details and information from the text to explain your answer.



Apprentices: Craftspeople in Training

by Bernardine S. Stevens

Starting a new life in early seventeenth century America was not easy. Lack of proper food, poor medical care, and severe weather are a few of the things that killed many settlers. Despite these brutal conditions, people wanted to move to the young colonies. Not all of them were humble people who desired religious freedom. Many new arrivals dreamed of owning businesses, land and homes. Those who didn't have the money for their passage to the colonies often signed contracts called indentures. As indentured servants, which included children, they agreed to work for the individuals who paid their passage. Children indentured to artisans were called apprentices.

As the colonies became more established, the courts or parents of the children apprenticed the youngsters to craftspeople to learn a trade. They continued to sign a type of indenture that stated what was expected from both the master and the apprentice during the bondage period.

An apprentice vowed to keep any trade or other secrets his master showed him. He promised to be loyal to his master. He said he wouldn't lie about his master or allow others to speak badly about him. He swore he would not leave his master's service without permission, even for one day. He promised he wouldn't buy or sell anything that belonged to him or his master without permission. He pledged he wouldn't gamble or go to taverns, alehouses or playhouses (theaters). Finally, the apprentice swore he wouldn't get married or be guilty of any immoral behavior for as long as he served his master.

The master promised to teach his apprentice the art and mystery of his craft. He was to ensure that the youth learned to write and do arithmetic, if capable. At the end of the servitude, the master usually gave the apprentice a set of tools and any other freedom dues, or terminal gifts, that had been set forth in the indenture. As long as the young person stayed in his service, the master was to provide him with food, clothing and a place to sleep.

- 5** How did many American settlers die?
- A.** starvation
 - B.** animal attacks
 - C.** seasickness
 - D.** wars
- 6** Indentured servants were people who _____.
- A.** worked as assistants to dentists
 - B.** provided maid service to the rich
 - C.** created works of art
 - D.** worked in exchange for passage to the colonies



7 **READ**
THINK
EXPLAIN Why did people want to immigrate to the American colonies, and what hardships did they face? Use details and information from the text to explain your answer.

8 What were children indentured to artisans called?

- A. apprentices
- B. assistants
- C. art students
- D. squires

9 What was the basic exchange between a master and an apprentice?

- A. The apprentice paid the master and the master taught the apprentice a trade.
- B. The master paid the apprentice for his or her assistance.
- C. The master taught the apprentice his or her craft in exchange for the apprentice's assistance.
- D. The master agreed to protect the apprentice in exchange for lifelong assistance.

10 Which modern-day method of education best describes an apprenticeship?

- A. on-the-job training
- B. distance learning
- C. high school classes
- D. college courses



The Hunt for Hidden Killers

by Diane Yancey

The American Southwest, with its blazing sun and wide open spaces seems an unlikely place for an outbreak of deadly disease. Epidemics have traditionally favored crowded conditions associated with the nation's inner cities. Yet, mysterious death has struck the desert more than once over time. One such case began in May 1981, in the small town of Cuba, New Mexico.

Twenty-eight-year-old Jimmy Bistie had a sore throat. Just trying to swallow brought tears to his eyes. Jimmy, a Navajo, had consulted several chanters, or medicine men, about his problem. No one had been able to help. With a throbbing head and aching muscles, he then turned to the Cuba Health Center as a last resort.

The physician's assistant who examined Jimmy was not overly concerned. Diagnosing the illness as a bad case of strep throat, he gave Jimmy penicillin and aspirin and sent him home with orders to rest.

But Jimmy's condition went from bad to worse in spite of the medication. His temperature shot up. A deep, persistent cough tore at his chest and made his head throb harder than ever. He had trouble getting his breath. Alarmed, he began to notice flecks of blood in his handkerchief after each coughing attack.

Convinced that the "white man's medicine" would never cure her son, Jimmy's mother insisted that he visit another chanter. With his brother driving, Jimmy and his mother and sister set off to find a medicine man who lived on the Navajo Reservation in the northwestern part of the state.

Hours later, the long trip over the hot, dry hills ended in failure. The medicine man could not be found. Jimmy was now burning with fever, and the coughing was making it almost impossible for him to breathe. Badly frightened, his family rushed him to the Gallup Indian Medical Center.

Jimmy was carried into the emergency room, where Dr. Molly Ettenger and her staff began working to save his life. Within minutes, however, Jimmy lost consciousness, and then his heart stopped beating. While a nurse gave him mouth-to-mouth resuscitation, he was hooked to a respirator that helped him breathe. For another day, he held on to life. Then, the end came.

What had killed Jimmy Bistie?

The technicians in the Gallup lab were the first to find the answer. After examining samples of fluid from Jimmy's lungs, they hurried to telephone Dr. Ettenger. Black Death had struck in New Mexico. Jimmie Bistie had died of plague.

To most Americans, the word "plague" brings images of an ancient epidemic, as far removed from modern life as gloomy castles and knights in shining armor. But, in the late Middle Ages, plague was an all-too-real threat to Europeans. Between the fourteenth and seventeenth centuries, almost half the population of that continent was wiped out by the Black Death, so named because of blood spots under the skin that turned black.



In 1894, Dr. Alexandre E. J. Yersin isolated and described the cause of plague—bacteria carried by the common flea. In most cases, plague entered the body when a flea injected the bacteria through the victim’s skin. Early plague epidemics could have been controlled by the elimination of rats and the infected fleas they carried.

Dr. Ettenger knew that this illness from the past was no stranger to the United States. It had struck its first blow in 1900, when ships carrying plague infected rats arrived in San Francisco from Hong Kong and Hawaii.

Soon after, the disease moved into the American countryside. There, infected fleas found new hosts: squirrels, chipmunks, rabbits and prairie dogs. By 1949, New Mexico, with its high population of wild rodents, led all states in number of reported cases of plague.

An ordinary case of plague wasn’t unheard of in Gallup, but Jimmy Bistie’s case was anything but ordinary. His strep throat had masked the early symptoms of the disease. More importantly, Jimmy had not developed “bubonic” plague, in which the bacteria attacks the lymphatic system, producing large swellings, or “buboes,” in the armpit or groin.

Jimmy had come down with pneumonic plague, possibly the world’s most infectious and deadly form of pneumonia. The bacteria had invaded his lungs. During the last days of his life, with each breath and cough, Jimmy had sprayed with killer germs everyone crossing his path.

- 11 Why was the American Southwest an unlikely place for an epidemic?
- A. The sun prevents disease.
 - B. A special cactus prevents disease.
 - C. Authorities do not allow diseases to be carried across state borders.
 - D. Areas with lower populations make diseases harder to transmit.

- 12 Why did Jimmy become alarmed?
- A. He had gone to a white man’s hospital.
 - B. He had trouble getting his breath.
 - C. He had taken penicillin.
 - D. He noticed flecks of blood when he coughed.

- 13 What was the root cause of early plague epidemics?
- A. contaminated water
 - B. lack of immunizations
 - C. the smoke from funeral pyres
 - D. bites from infected fleas carried by rats

- 14 How did New Mexican Jimmy Bistie become exposed to the plague? Use details and information from the text to explain your answer.

READ
THINK
EXPLAIN



I, Juan de Pareja

translated by Elizabeth Borton de Treviño

It was late in the afternoon. Master was not painting, but sitting at his desk making out some accounts and writing to order special pigments from Flanders. The door of the studio opened quietly and His Majesty stepped in, looking around in his uncertain, apologetic way. He was dressed for some court ceremony: black velvet shoes and long black silk stockings, black velvet trousers, but instead of a doublet he wore only a white shirt of thin cotton, and a dressing gown of dark silk brocade. I supposed that after contemplating a picture he meant to return to his rooms, put on his doublet, call the barber to shave him and curl his hair and mustache, and then attach his big white starched ruff at the last moment.

He pulled out his chair, sat, and stretched his long legs with a deep sigh. He smiled amiably at Master, who smiled warmly, affectionately, and then went on with his accounts.

After a short time the King rose and went toward the wall. He stood hesitating a moment, and then turned a canvas toward him. It was mine. In the late light the faithful hounds shone out from the dark background, sunlight on their glistening hides, light in their big, living eyes. His Majesty stood transfixed; he had never seen that canvas before. I could watch his always slow mind adjusting to the fact that this was a portrait of his own favorite hounds.

I threw myself on my knees before him.

"I beg mercy, Sire," I pleaded. "The painting is mine. I have been working secretly all these years, with bits of canvas and color, copying the works of Master, to learn from them, and trying some original subjects by myself. I know very well that this is against the law. Master has never even suspected and has had nothing to do with my treachery. I am willing to endure whatever punishment you mete out to me."

I remained on my knees, begging the Virgin to remember my promise, praying and asking her forgiveness and her help. Opening my eyes, I saw the feet of His Majesty moving nervously about. Evidently he did not know what to reply. Then he cleared his throat and took a deep breath. The feet in the velvet shoes remained quiet.

"What . . . What shall we do . . . with this . . . this . . . disobedient slave?" I heard his voice lisping and stuttering, as he turned toward Master.

Still on my knees, I saw Master's neat small feet, in their shoes of Cordovan leather, approach and place themselves in front of my picture. He studied it some time in silence, and the King waited.

Then Master spoke. "Have I your Majesty's leave to write an urgent letter before I answer?"

"You have it."

Master returned to his desk and I heard his quill scratching against the paper. His Majesty returned to his chair and threw himself into it. I remained where I was, praying with all my might.

Master rose, and his feet moved toward me.



“Get up, Juan,” he said. He put a hand under my elbow and helped me to my feet. He was looking at me with the gentle affection he had always shown me. He took my hand and put a letter into it. I have worn that letter sewed into a silk envelope and pinned inside my shirt ever since. The letter said:

To Whom It May Concern

I have this day given freedom to my slave Juan de Pareja, who shall have all the rights and honors of a free man, and further, I hereby name him my Assistant, with duties and salary thereto pertaining.

DIEGO RODRÍGUEZ DE SILVA Y VELÁZQUEZ

Master took the letter gently from my hand, after I had read it, and took it to the King who, reading, smiled radiantly. It was the first time in all those years that I had seen His Majesty smile. His teeth were small and uneven, but that smile seemed to me as beautiful as any I had ever known.

15 What was the master’s attitude toward the king?

- A. indifferent
- B. bitter and cold
- C. they were acquaintances
- D. friendly and admiring

16 How did the master feel toward Juan?

- A. He treated him as a slave.
- B. He was kind and affectionate toward him.
- C. He did not respect Juan.
- D. He was friendly with Juan.

17 Why do you think that Juan still carried the letter in his shirt? Use details and information from the text to support your answer.

READ
THINK
EXPLAIN



18

READ
THINK
EXPLAIN

Why did the painter beg for mercy? Use details and information from the text to support your answer.

19

The king stood transfixed when looking at the canvas. What does *transfixed* mean?

- A. unmoving in awe
- B. deeply angry
- C. silent
- D. confusion

20

Why did the master stop in front of the picture for so long?

- A. He was stalling, trying to think of a way for Juan to avoid punishment.
- B. He had never seen the painting before, either.
- C. He wanted to make sure the punishment fit the crime.
- D. He was waiting for the king to come up with a solution.

To Peredelkino

From "Under a New Sky: A Reunion with Russia"
By Olga Andreyev Carlisle

By nine o'clock the next day Anya and I were on our way to Peredelkino. Anya looked rested and fresh in a white shirt and slacks, and she was full of energy. Again the day was hot and sunny. The subway was mobbed with Muscovites headed for the country for the weekend – students, workers, bespectacled intellectuals, soldiers in uniform, many with Asiatic faces. I hung on to Anya as the tightly packed escalator rushed us at breakneck speed into the bowels of the earth. We changed trains in a vast, vaulted marble station; everyone in sight was hurrying off somewhere with the anxious air of people who are perpetually late.

We emerged into the open air before the Kiev Station. Near the entrance elderly women were selling big disheveled white peonies and minuscule bunches of radishes and dill. Throngs of peddlers were offering beer and *pirozhkis*. Queues of shoppers snaked along the sidewalk and into the street. "There is nothing to buy in Peredelkino," said Anya. She suggested we pick up supplies for the Chukovskys at the station, and flowers for Pasternak's grave. We bought fruit, cheese, vegetables, and lovely multicolored tulips, which we chose with care.

It turned out that Anya knew whole poems by Pasternak by heart, including one of my favorites, about the train to Peredelkino. As we walked toward the railway tracks she recited:

There, as in church, I humbly watch
Those I revere: old peasant women,
Workers and simple artisans,
Young students, people from the countryside
Fixed in every sort of posture,
Sitting in groups, in quiet knots,
The children and the young are still,
Reading, engrossed like wound-up toys.

...The crowd carried us into the train, shoving us toward the rows of wooden seats, everyone laden with bundles, with children in tow. Pasternak's studious travelers were nowhere to be seen on the midmorning train to Peredelkino.

But thirty minutes later, as we were nearing our destination, our coach was half empty and the passengers sitting next to us suddenly appeared to be out of Pasternak's poem, reading their books and newspapers "like wound-up toys." To my left a young boy of about fourteen was immersed in *Hadzhi Murat*, Tolstoy's novella about Russia's conquest of the Caucasus in the nineteenth century. Pasternak was the first to tell me about that story. Even before we reached Peredelkino, his world was drawing us in.



-
- 21 What was Pasternak well known for?
- A. living in Russia
 - B. writing poetry
 - C. riding trains
 - D. selling beer
- 22 In what country does the story take place?
- A. the United States
 - B. England
 - C. Poland
 - D. Russia
- 23 What did the scene on the train as they neared Peredelkino remind the author of?
- A. her hometown
 - B. a scene from Pasternak’s poem
 - C. the busy square at Kiev
 - D. the University
- 24 Why did Anya and Olga buy flowers in the market?
- A. They were for Pasternak’s grave.
 - B. They were on sale.
 - C. They loved tulips.
 - D. It is traditional to buy flowers in Peredelkino.
- 25

READ
THINK
EXPLAIN

 What does the narrator mean when she says, . . . “The crowd carried us into the train” Use details from the text to explain your answer.

Whaling Wives

By Peg Connolly Schwabel

On September 7, 1858, Elizabeth Williams, wife of whaling captain Thomas Williams, began her first day at sea. She wrote, “Now I am in the place that is to be my home, possibly for three or four years... The little cabin that is to be all my own is quite pretty, but I think it will not all be as pleasant as it is today.”

Elizabeth was correct. Whaling voyages were dangerous, and they could be long. It was not unusual for a ship to be away from its homeport for as long as four years.

Mary Russell, of Nantucket, was one of the first women to make a home for herself and her family on an American whaleship. Mary sailed with her husband aboard the ship *Hydra* in 1817, and the couple’s twelve-year-old son, William, served as the ship’s cabin boy. Fifty years later, hundreds of women followed in Mary’s footsteps.

A whaling captain’s wife did not get much luxury at sea. Whaling ships were small and not very graceful. The captain’s cabin, with a small sleeping area off to one side, usually contained a sofa and a table and was about 6-1/2 to 7 feet high. Most wives were able to find space to put a small parlor organ, sewing equipment, and other small personal items in the cabin. Sometimes, too, room was made for a parrot, a kitten, or a good to provide companionship during long hours at sea. A few toys and games were also taken along for the children.

In 1869, Lucy Smith saw a whale brought alongside of the whaleship *Nautilus*. Since it was the first time she had seen such an event, she remained on deck all day as the men worked. Later, in her diary, she wrote, “I gladly recall the events of this day.” After just two months at sea, Lucy had begun to feel at home on the *Nautilus*. She had come to care about the people on the ship, and she wanted the journey to be a success just as much as any other officers or crewman on board.

The women sometimes helped make voyages successful. On occasion, they served as nurses and, in an emergency, they were even known to act as a ship’s navigator, in place of the captain. Caroline Mayhew did both. In 1846, smallpox struck Caroline’s husband and several members of the crew. Caroline worked desperately to save the men. Then, during the time her husband was critically ill, she took over some of his responsibilities and plotted the course of the ship *Powhattan*. Once the men recovered, they presented her with gifts of ivory.

After long weeks or even months at sea, the sight of another whaler was a cause for celebration. Here was a chance for everyone to enjoy a visit with those onboard another ship and to exchange mail and newspapers from home—a practice whalers called “gamming.”

Carefully, a captain’s wife would scan the deck of an approaching whaler. Was it, she would wonder, a “hen ship?” That is, was it a ship that was also carrying a woman? If that were the case, once the whalers were close together, one of the women might be transferred to the deck of the other ship with the help of a “gamming chair.” Most of the women were not so delicate and went on and off the ships in the usual way, without the help of a gamming chair.

Copyright © by The McGraw-Hill Companies, Inc.



Because a visit at sea was a special occasion, wives dressed in their finest clothes. On some voyages these games took place day in and day out for weeks on end and were no cause for any special arrangements. During their visit, wives often talked of their loneliness. Not all of them were happy at sea. Most, though, simply wanted a chance to talk of something other than whaling. They felt as Susan Fisher of the whaleship *Cowper* did. She wrote about gamming: "It seemed delightful to have someone to talk with."

Women continued to sail aboard American whalers into this century. They returned to America with chests filled with silk and china, and more importantly, some returned with diaries written at sea. These small books, handed down from generation to generation, describe the details of a way of life that is gone forever.

- 26 What is Mary Russell well known for?
- A. living in Nantucket
 - B. living on a whaling ship
 - C. her sewing skills
 - D. serving as a ship's navigator
- 27 What tells us the most about the women's lives on whaling ships?
- A. newspaper accounts
 - B. personal diaries
 - C. whaling museums
 - D. family stories
- 28

READ
THINK
EXPLAIN

 What was the practice of "gamming?" Use details and information from the text to support your answer.
- 29 Why did Caroline Mayhew navigate for the ship's crew?
- A. She was the wife of the captain.
 - B. She was one of the first women navigators.
 - C. She was first mate.
 - D. The captain and crew became ill.
- 30 How long was a typical voyage for a whaling ship?
- A. a few weeks
 - B. two to three months
 - C. two years
 - D. up to four years

Into The Arms of Strangers: Stories of the Kindertransport

By Mark Jonathan Harris and Deborah Oppenheimer

For nine months prior to the outbreak of World War II, Britain conducted an extraordinary rescue mission known as the Kindertransport. Ten thousand innocent children from Germany, Austria, Czechoslovakia, and Poland were sent by their desperate parents and placed with strangers in foster homes and hostels in Britain. The majority of the children never saw their families again.

Jack Hellman was one of the children who was rescued from Germany. He passed away in July 2001 at the age of 75.

I took my bicycle, went to school as always. As I got closer to school, I saw huge pillars of smoke coming from the sections where the two big synagogues in Frankfurt were, and I saw that they were on fire. I also saw that all the Jewish shops had broken windows. The merchandise was either on the street or looted completely. There was no Jewish business that I passed that wasn't broken into, windows broken, and looted.

When I got to school, they told me, 'Go home. School is closed.' My parents had come to Frankfurt to visit me. I had said goodbye to them already the day before. When I got back to the children's home, there was a call for me from my uncle: 'Tell your parents not to come home. The store is in ruins, the car was pushed down a hill, there's nothing left of the apartment, either—all the furniture is lying on the street.'

I knew what time my parents were leaving Frankfurt, and what track they were on. I took my bicycle and I pedaled as fast as I could. I knew I had very, very little time. Still I got to the railroad station with about seven, eight minutes to spare, no more than that, and found my parents. I said, 'You can't go home. Uncle Leo called. He said everything is in ruins. There's nothing left to go to.'

My parents didn't even hesitate. They said, 'We're going to go home.' And they did. I went back to the children's home. We boys had a council and we took the knives and forks that we could get our hands on and put them in the plumbing pipes in order to defend ourselves, in case the Nazis would come.

In the evening, the Nazis broke the windows in the children's home, came in, took my housefather, and marched him off. Everybody from the age of sixteen to sixty-five was taken. We did not, of course, use the utensils, but at least they were there.

As soon as my father got back to Tann, he was immediately arrested and sent to Buchenwald. It was a tremendously traumatic time, a time when, even as a twelve-year-old, I realized there was no future for Jews in Germany any more.

Copyright © by The McGraw-Hill Companies, Inc.



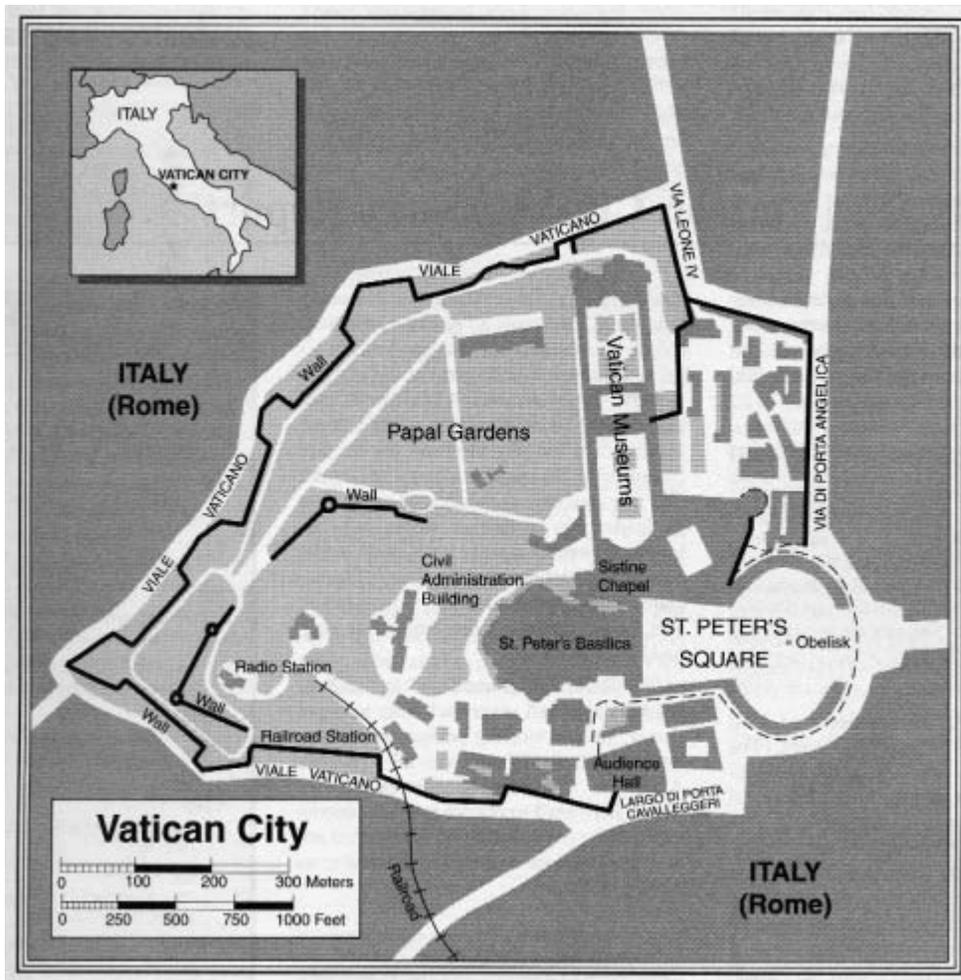
-
- 31 What did the author see on his way to school?
- A. cars and buses
 - B. other school children
 - C. many Jewish churches and businesses in ruins
 - D. nothing unusual
- 32 How did the boy learn it was unsafe for his parents to return home?
- A. He saw it on a news report.
 - B. His uncle called him on the telephone.
 - C. He saw smoke and ruins.
 - D. The school master told him.
- 33

READ
THINK
EXPLAIN

 What was the *Kindertransport*? Use details and information from the text to support your answer.
- 34

READ
THINK
EXPLAIN

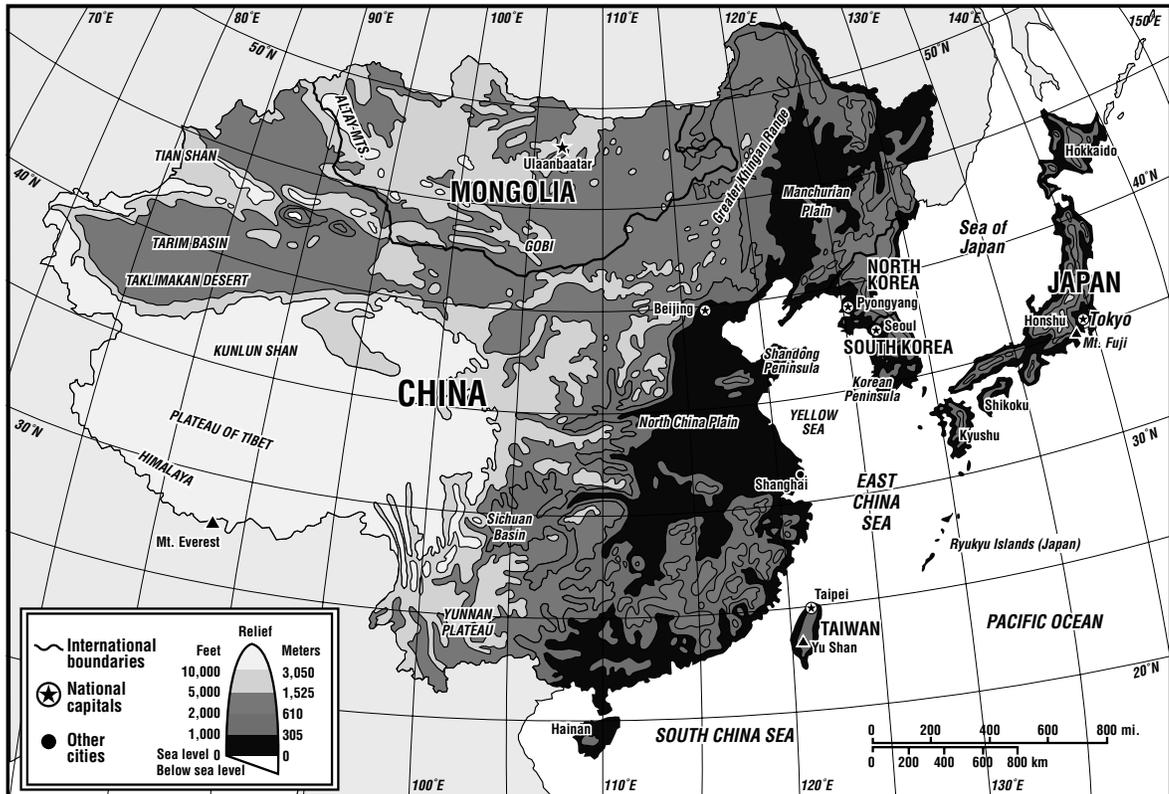
 What did the boy do when he learned it might not be safe for his parents to return home? Use details and information from the text to support your answer.
- 35 What is anti-Semitism?
- A. a post-World War I philosophy
 - B. a widely held religious belief
 - C. an attitude of hatred toward Jews
 - D. a movement that opposed the war



- 36 What is the area contained by the triangle sidewalks in the Papal Gardens? Assume a base of 625 feet and a height of 700 feet.
- A. 218,750 square feet
 - B. 235,850 square feet
 - C. 318,600 square feet
 - D. 324,000 square feet
- 37  The approximate area covered by the Vatican museums is 200 feet by 1000 feet. What is the area in square feet surrounding the Vatican museums?
- 38 What is the approximate distance from the center of the railroad station to the point where the railroad passes through the wall of the Vatican City?
- A. 902 feet
 - B. 822 feet
 - C. 752 feet
 - D. 562 feet



- 39 How far would a bird have to fly to travel from the center of the Civil Administration Building to the Obelisk in St. Peter's Square?
- A. 1,750 feet
 B. 1,825 feet
 C. 1,925 feet
 D. 2,075 feet



- 40 Assume that the triangle formed by Taipei, Seoul, and Tokyo is a right triangle. What is the area in square miles formed by these capital cities?
- A. 200,000 square miles
 B. 300,000 square miles
 C. 350,000 square miles
 D. 450,000 square miles

- 41 How many degrees of latitude separate Japan's Mt. Fuji from Yu Shan in Taiwan?
- A. 10
 B. 13
 C. 16
 D. 18



C21-01NGS-821540-A
East Africa In-Text Political
final 9/25/00

42  You enter a swimming contest to swim across Lake Victoria from Kampala to Mwanza. How many miles do you have to swim?

43  You enter a swimming contest to swim across Lake Victoria from Kampala to Mwanza. How many miles per hour do you have to swim to cross the lake in 16 hours?

44

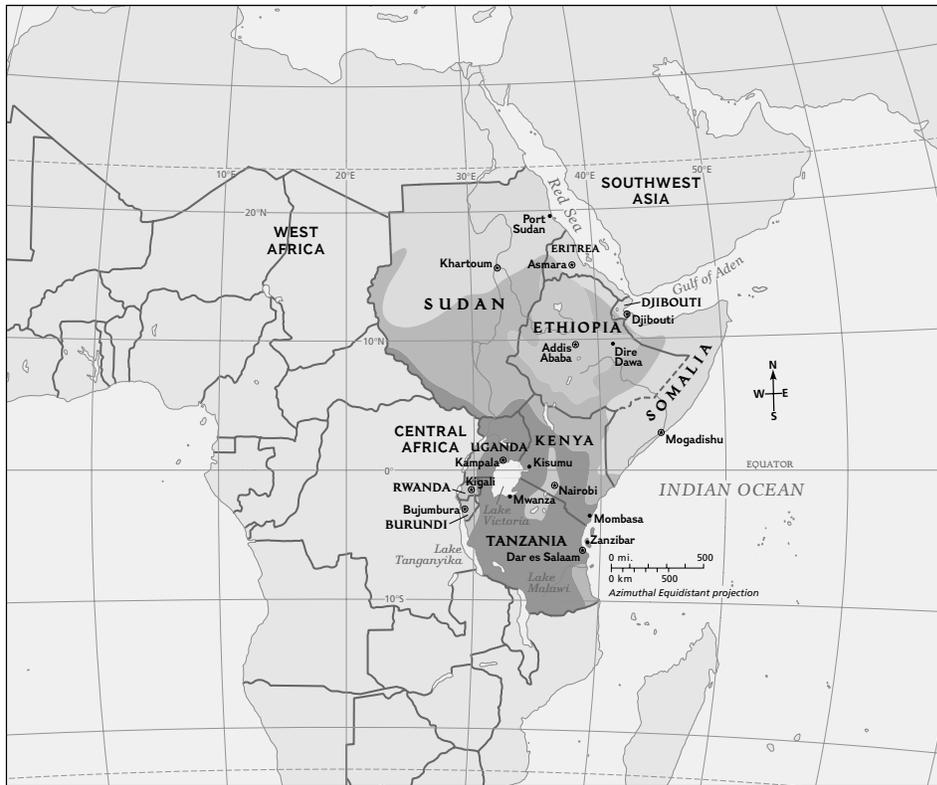
THINK
SOLVE
EXPLAIN

 You enter a swimming contest to swim across Lake Victoria from Kampala to Mwanza. You can cross the 200 mile distance in 25 hours. Your closest competitor can cross in 20 hours.

Part A Write an equation that could be used to determine how many more miles per hour (a) you will have to swim to win.

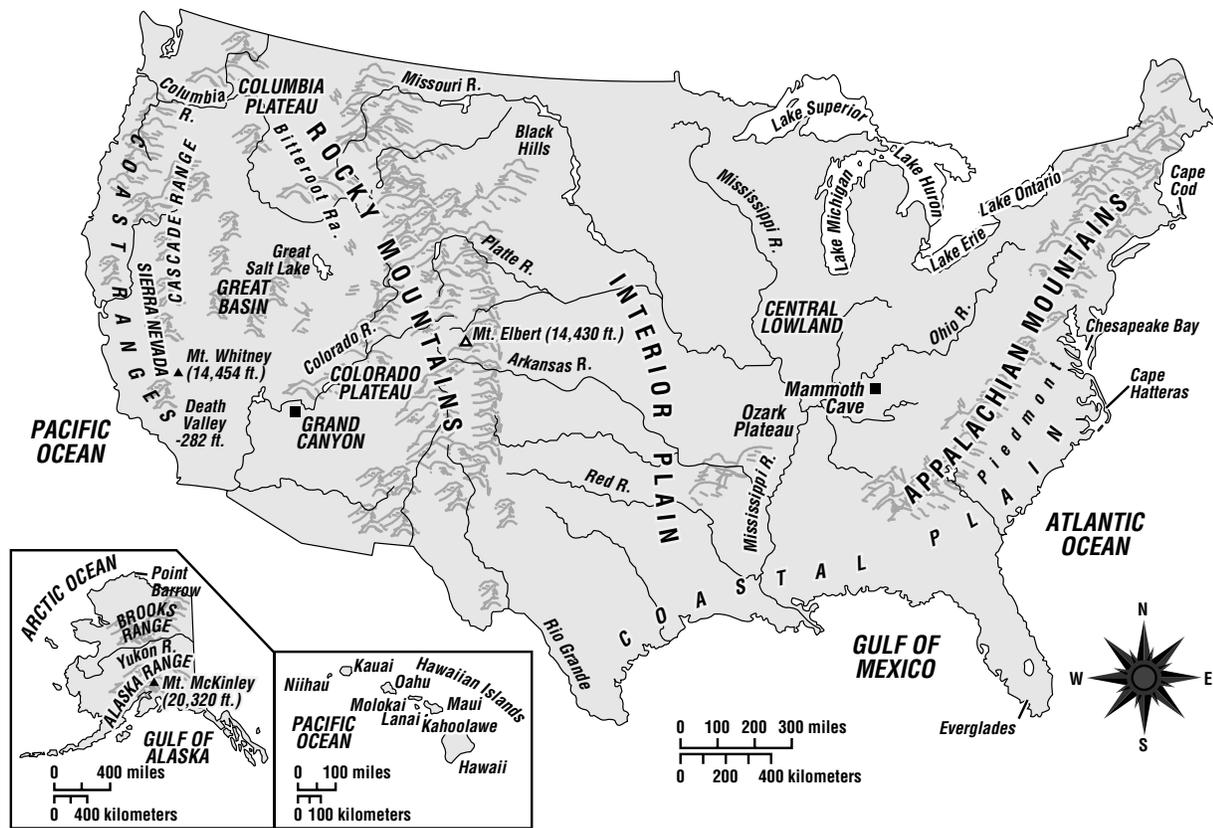
Part B Solve your equation from Part A to determine how much faster you will have to go to win.





- 45 You are visiting friends in Bujumbura, and decide to take a trip to visit friends in Nairobi. You leave at 10 A.M., traveling at 60 miles per hour. What time can your friends in Nairobi expect you to arrive? Ignore any time zone changes.
- A. 5:40 P.M.
 - B. 6:20 P.M.
 - C. 7:00 P.M.
 - D. 7:20 P.M.
- 46 You are visiting friends in Addis Ababa, and decide to take a trip to visit friends in the city of Djibouti. You leave at 10 A.M., traveling at 60 miles per hour. What time can your friends in Djibouti expect you to arrive? Ignore any time zone changes.
- A. 3:00 P.M.
 - B. 4:00 P.M.
 - C. 5:00 P.M.
 - D. 6:00 P.M.
- 47 Which country is almost completely Tropical savanna?
- A. Somalia
 - B. Sudan
 - C. Eritrea
 - D. Tanzania





- 48 Florida's Lake Okeechobee is approximately 2000 miles away from the Grand Canyon. How would you express this distance in scientific notation?
- A. 2.0×10^4 miles
 - B. 1.0×10^3 miles
 - C. 2.0×10^3 miles
 - D. 200.0×10^3 miles
- 49 What is the approximate area of the triangle formed by Mammoth Cave, the Grand Canyon, and Florida's Lake Okeechobee? Use the distance between Lake Okeechobee and the Grand Canyon as the base measurement.
- A. 85,000 square miles
 - B. 155,000 square miles
 - C. 630,000 square miles
 - D. 1,260,000 square miles
- 50  What is the difference in elevation in feet between Mt. Whitney and Death Valley in California?

Copyright © by The McGraw-Hill Companies, Inc.



Diagnostic Test Answer Sheets

Answer all the questions that appear in the Diagnostic Test on the following Answer Pages. Answer multiple choice questions by filling in the bubble for the answer you select. Write your answers to "Read, Think, Explain" and "Think, Solve, Explain" question in the lines provided.

To answer gridded response questions fill out the answer grid according to the samples shown below. You may either start your answer on the left side of the gridded response box or on the right side of the gridded response box, as shown in Example 1. Decimal answers are entered in the gridded response according to the style shown below in Example 2.

4	9	5	0	
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

OR

	4	9	5	0
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Example 1

4	.	5		
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

OR

		4	.	5
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Example 2

Name: _____ Date: _____

1 (A) (B) (C) (D) **2** (A) (B) (C) (D) **3** (A) (B) (C) (D)

4

READ
THINK
EXPLAIN

5 (A) (B) (C) (D) **6** (A) (B) (C) (D)

7

READ
THINK
EXPLAIN

8 (A) (B) (C) (D) **9** (A) (B) (C) (D) **10** (A) (B) (C) (D)

11 (A) (B) (C) (D) **12** (A) (B) (C) (D) **13** (A) (B) (C) (D)

14

READ
THINK
EXPLAIN

Copyright © by The McGraw-Hill Companies, Inc.

15 (A) (B) (C) (D) 16 (A) (B) (C) (D)

17

READ
THINK
EXPLAIN

18

READ
THINK
EXPLAIN

19 (A) (B) (C) (D) 20 (A) (B) (C) (D) 21 (A) (B) (C) (D)

22 (A) (B) (C) (D) 23 (A) (B) (C) (D) 24 (A) (B) (C) (D)

25

READ
THINK
EXPLAIN

26 (A) (B) (C) (D) 27 (A) (B) (C) (D)

28

READ
 THINK
 EXPLAIN

- 29** (A) (B) (C) (D) **30** (A) (B) (C) (D)
31 (A) (B) (C) (D) **32** (A) (B) (C) (D)

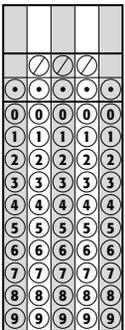
33

READ
 THINK
 EXPLAIN

34

READ
 THINK
 EXPLAIN

- 35** (A) (B) (C) (D) **36** (A) (B) (C) (D)
37 **38** (A) (B) (C) (D) **39** (A) (B) (C) (D)



Name: _____

Date: _____

40 (A) (B) (C) (D)

41 (A) (B) (C) (D)

42

/	/	/	/	/
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

43

/	/	/	/	/
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

44

THINK
SOLVE
EXPLAIN

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

/	/	/	/	/
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Standardized Test Practice

LESSON 1

Using the Process of Elimination

Many of the questions on the FCAT may ask you to recall facts and definitions. Eliminating wrong answer choices can help you to answer these questions. Use the process of elimination when you do not know the correct answer to a multiple-choice question. First, rule out answer choices you know are wrong. Then, choose the best answer from the answer choices that remain. Learn how to use the process of elimination by completing the following practice questions.

★ Learning to Use the Process of Elimination

Use the following guidelines to help you eliminate wrong answer choices.

- Find a statement that just doesn't make sense and eliminate it.
- Eliminate an answer that states just the opposite of what the paragraph says.
- Look for something in the answer choice that is not mentioned in the paragraph.

★ Practicing the Skill

Read the paragraph below. Complete the activity that follows

The Erie Canal was one of the engineering marvels of its time. First proposed in 1800, the purpose of the canal was to link the Hudson River in New York with Lake Erie. Joining these two important waterways would lower the cost of transporting goods between the eastern part of the United States and the West. Completed in stages, the Erie Canal prompted the growth of New York cities like Buffalo, Rochester, and Syracuse. The entire canal was finished in 1825 and was a major transportation route until the railroads made it unnecessary. Today, the Erie Canal is a tourist attraction that is enjoyed by history buffs, canoeists, bikers, and hikers.

★ Test Tip

Use the process of elimination on every multiple-choice question that you don't know the answer to right away. Even if you can get rid of only one answer choice, you will still significantly increase your chances of finding the right answer.

Choose the correct answer:

- 1 The Erie Canal was made unnecessary because of
 - A growing cities.
 - B airplanes.
 - C another form of transportation.
 - D a drought that emptied the canal of water.

Step 1. When you read the question, you came upon the key word **unnecessary**. If you look back at the paragraph and find this key word, it will help you choose the right answer. Now you can use the process of elimination. Is answer choice (A.) correct?

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 2. Is answer choice (B.) correct?

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 3. Is answer choice (C.) correct?

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 4. Is answer choice (D.) correct?

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 5. Which answer choices remain? _____
If more than one answer remains, look back at the paragraph again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

- 2** The Erie Canal joined the following bodies of water:
- A** the Panama Canal and Lake Erie
 - B** New York City and the Hudson River.
 - C** Lake Erie and the Hudson River.
 - D** Syracuse and Rochester.

- 3** What was one economic effect of building the Erie Canal?
- A** to show the world an engineering marvel
 - B** to lower the cost of transporting goods
 - C** to bring railroads to the west coast
 - D** to help the economies of Syracuse and Buffalo

Standardized Test Practice

LESSON 2 Calculating an Answer

Many of the questions on the FCAT mathematics and science tests may ask you to calculate an answer and write it in the response space provided. For gridded response questions like those on the FCAT, you must mark your answer on a grid printed on your answer sheet. The grid contains a row of four or five boxes at the top, where you write out your numerical answer. Next there are two rows of ovals or circles with decimal and fraction symbols, and then four or five columns of ovals numbered 0 – 9. Since there is no negative symbol on the grid, answers are never negative.

★ Learning to Grid Your Responses

Use the following guidelines to help you correctly fill in the grid:

- Make sure you know what value you need to find and completely solve the problem on your scratch sheets or in your booklet.
- Write your answer in the answer boxes at the top and fill in only one bubble for every answer box that you have written in.
- If your answer is a fraction or decimal, you may either grid the fraction or rewrite it as a decimal. Fractions do not have to be written in lowest terms.
- Some problems may result in a mixed number. Before filling in the grid, change the mixed number to an improper fraction or decimal.

★ Practicing the Skill

Look at the table below. Complete the activity that follows.

4



The following table shows some of the land areas of continents of the world. Africa, Asia, and Australia are part of the world's Eastern Hemisphere. Approximately how large (in thousands of square miles) is the total land area in the Eastern Hemisphere?

World Land Areas and Population

Area	Approximate land area (sq. km, in thousands)	Approximate land area (sq. mi., in thousands)	Population (thousands)	Percentage of total land area
WORLD	148,647	57,393	6,101,147	100.0
AFRICA	30,065	11,608	807,419	20.2
ASIA	44,579	17,212	3,701,000	30.0
AUSTRALIA	8,112	3,132	31,090	5.3
EUROPE	9,938	3,837	730,916	6.7
NORTH AMERICA	24,474	9,449	481,212	16.5
SOUTH AMERICA	17,819	6,879	349,510	12.0

1 sq. km = .386 sq. mi. Source: WorldAtlas.com

★ Test Tip

The FCAT mathematics and science tests will include any commonly used formulas at the front of the test booklet. Quickly review the lists before you begin to answer the questions so that you know what formulas are available.

Calculate the correct answer:

Step 1. Determine what value you need to find. The question is asking you to figure out how much land area—in square miles—exists in the Eastern Hemisphere, based on this chart.

Step 2. Determine what you would do to arrive at the value you need. In this case, you would use the process of addition:

$$\text{Sq. mi. of Africa} + \text{sq. mi. of Asia} + \text{sq. mi. of Australia} = \text{Total sq. mi. Eastern Hemisphere}$$

Step 3. Write your answer in the answer boxes under **4** below. Write only one digit or symbol in each answer box.

Step 4. Fill in only one bubble for every answer box that you have written in. Be sure not to fill in a bubble under a blank answer box. You may write your answer with the first digit in the left answer box, or with the last digit in the right answer box. Leave blank any boxes you do not need on the right or the left side of your answer.

★ Test Tip

Use the pages your test booklet provides to work out answers to your problems.

Standardized Test Practice

4 Grid your answer to question 4 below.

5 Asia has what percentage of the world's total land area?

6 Calculate how many people (in thousands) per square mile live in Australia:

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Standardized Test Practice

LESSON 3 Interpreting Maps to Answer Test Questions

An FCAT test question may ask you to read and interpret a map in order to determine the correct answer. You know from your textbook that general purpose maps can direct you down the street, across the country, or around the world. These maps show a wide range of general information about a particular area. Sometimes maps will also be paired with a reading or a chart that gives you additional information.

★ Learning to Read Maps to Answer Test Questions

Use the following guidelines to help you answer map-based questions.

- Determine what kind of map is presented by reading the map title and the map key.
- Look for special symbols in the map key, if it exists, that represent information on the map.
- Read any additional material that accompanies the map.
- Read the test question and decide what it is asking you, then examine the map to find the answer.

★ Practicing the Skill

Examine the map below. Complete the activity that follows.

Tribal Areas at Time of European Contact



People lived and fished on Florida's Gulf coast long before the first pyramids in Egypt. Among the coastal dwellers were the Calusa—a rich, powerful, and artistic society. The Calusa built towns, engineered canals, and developed a complex society. Their artwork stands out as some of the best produced in early North America. They eventually dominated all of South Florida politically. The secret of Calusa success was the estuary—a body of water where fresh water flowing off the land meets and mixes with salt water of the sea. Estuaries are one of the richest and most productive environments on earth. They are often called the “cradles of the ocean” because many fish and shellfish

spend all or part of their lives there. Calusa wealth relied on the bounty of the estuary, which

provided food in such quantities that farming was never needed.

- 7 Which Native American nation shared the region of southern Florida with the Calusa?
- A the Pensacola
 - B the Freshwater Indians
 - C the Tekesta
 - D the Ais

★ Test Tip

Maps that appear in tests are often special purpose maps that are made to present specific kinds of information, such as the population density of a region, the distribution of natural resources, or historical information. Pay special attention to the title of the map and the map key to determine what it is showing.

Step 1. The question asks you to locate directions and labels on the map provided. First look for the location of the Calusa nation. Where on the map is it located?

Step 2. Next, look for the tribal areas closest to the Calusa. What are they?

Step 3. Look back at the question and the answer choices. The question specifically asks about tribes located in southern Florida. Which of the closest tribal areas are located in southern Florida?

Standardized Test Practice

- 8 Where were the Calusa located?
- A northwest Florida
 - B central Florida
 - C southwest Florida
 - D notheast Florida
- 9 What is an *estuary*?
- A A body of land completely surrounded by water.
 - B A body of land surrounded on three sides by water.
 - C Water where fresh water from a river meets salt water from the sea.
 - D A waterway between two land masses.

Standardized Test Practice

LESSON 4 Interpreting Charts and Tables

An FCAT test question may ask you to locate and use information that is presented in a chart or table. After studying the data in a chart or table, you will be able to analyze patterns or compare information. For example, one chart may show population trends over a period of time. Another chart may compare the population during certain time periods with the population's average life span.

★ Learning to Interpret Charts and Tables

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

- Read the chart's or table's title 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

Examine the chart below. Complete the activity that follows.

Major European Explorers, 1487-1682		
Explorer	Dates of Voyage	Accomplishments
For Portugal		
Bartolomeu Dias	1487–1488	Sailed around the southern tip of Africa
Vasco da Gama	1497–1499	Sailed around Africa to India
Pedro Alvares Cabral	1500	Sailed to Brazil
For Spain		
Christopher Columbus	1492–1504	Explored the islands of the Caribbean Sea
Juan Ponce de León	1508–1509, 1513	Explored Puerto Rico Explored Florida
Ferdinand Magellan	1519–1522	First to sail around the world
Cabeza de Vaca	1530	Explored Spanish northern Mexico and Brazil
Francisco Coronado	1540–1542	Explored southwestern North America
Hernando de Soto	1516–1520, 1539–1543	Explored Central America Led expedition to the Mississippi River
Juan Cabrillo	1542–1543	Explored the west coast of North America
For England		
John Cabot	1497–1501	Rediscovered Newfoundland (east coast of North America)
Henry Hudson	1610–1611	Explored Hudson Strait and Hudson Bay
For the Netherlands		
Henry Hudson	1609	Explored the Hudson River
For France		
Giovanni da Verrazano	1524	Explored the east coast of North America, including New York Harbor
Jacques Cartier	1534–1542	Explored the St. Lawrence River
Samuel de Champlain	1603–1615	Explored the St. Lawrence River Founded Quebec
Jacques Marquette/ Louis Joliet	1673	Explored the Mississippi River
Robert de La Salle	1666–1682	Explored the Great Lakes Founded Louisiana after reaching the mouth of the Mississippi River

★ Test Tip

Questions about charts and tables sometimes require outside knowledge to arrive at the correct answer. If the answer to the question is not stated directly in the chart, use the process of elimination to find the answer choice that is best supported by the data in the chart.

- 10 Which explorer named the location of his travels after himself?
- A Christopher Columbus
 - B Henry Hudson
 - C St. Lawrence
 - D Vasco da Gama

Step 1. Consider answer choice (A.). Is there information in the chart which supports this answer? If not, eliminate the answer choice. If so, what supports that conclusion?

Step 2. Consider answer choice (B.). Is there information in the chart which supports this answer? If not, eliminate the answer choice. If so, what supports that conclusion?

Step 3. Consider answer choice (C.). Is there information in the chart which supports this answer? If not, eliminate the answer choice. If so, what supports that conclusion?

Step 4. Examine answer choice (D.). Is there information in the chart which supports this answer? If not, eliminate the answer choice. If so, what supports that conclusion?

Step 5. Look at the remaining answer choices. Choose the answer that is most logical based on the data in the chart. Explain why you chose this answer.

Standardized Test Practice

- 11 Based on the chart, which nation was the most active in exploring during the 1500s?
- A the Netherlands
 - B Spain
 - C France
 - D England

- 12 Based on the chart, which nation was the least active in exploring during the 1500s?
- A the Netherlands
 - B Spain
 - C France
 - D Portugal

Standardized Test Practice

LESSON 5

Reading and Interpreting Graphs

Drawings that present statistical data are known as graphs. Different kinds of graphs may be used to show different kinds of information. Line graphs show how statistics change over time. Bar graphs compare data. Circle graphs show relationships among parts of a whole. Some of the questions on the FCAT may ask you to draw conclusions from the information presented in a graph. Sometimes you may also be asked to calculate an answer from this data.

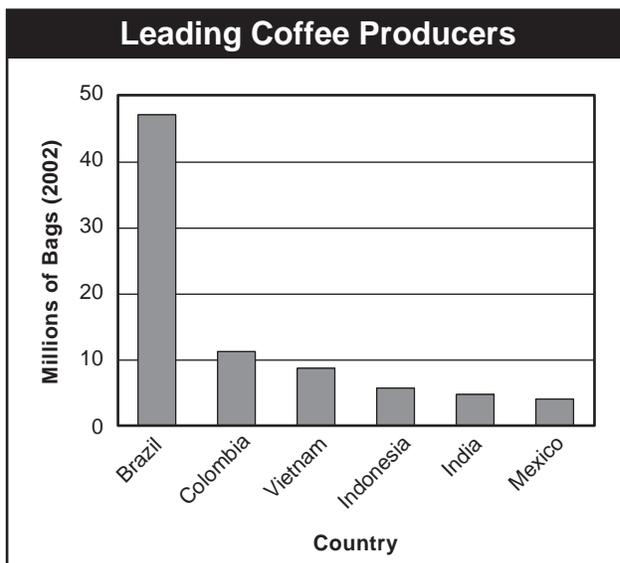
★ Learning to Interpret Graphs to Answer Test Questions

Use the following guidelines to help you answer graph-based questions.

- Read the graph's title and determine which type of graph is presented.
- Read all the labels identifying parts of the graph.
- Analyze the data, make comparisons, and draw conclusions.

★ Practicing the Skill

Study the bar graph below. Answer the questions that follow.



- 13 What is the approximate ratio of Colombia's coffee production to Brazil's?
- A About 1:4
 - B About 4:1
 - C Nearly 1:2
 - D More than 1:4

★ Test Tip

Sometimes test questions will ask you to draw a conclusion from the data contained in the graph. Often you will also have to use your own knowledge of the subject to arrive at the best answer. To be valid, your conclusion should be supported by the evidence in the graph, not your opinion.

Step 1. The question asks you to compare Colombia's 2002 coffee production to Brazil's coffee production. Some bar graphs will include the exact amounts represented on the graph. Sometimes you will have to look at the bars themselves and provide a good estimate of what the amounts might be. Using the bar graph, draw a line from the top of Brazil's bar to the left axis. What might this amount be?

Step 2. Next, draw a line from the top of Colombia's bar to the left axis. What might this amount be?

Step 3. Compare these amounts in the order that the question asks you. You might need to simplify the numbers to achieve an answer similar to the answer choices provided in the question. What is the ratio?

Step 4. What is the best answer choice? _____

Standardized Test Practice

- 14 According to the graph, what would a drop in coffee prices do?
- A force Brazil to declare war on Colombia
 - B make Mexico the leading producer of coffee
 - C create new jobs for citizens in Vietnam
 - D cause Brazil's economy to suffer

- 15 Why is Brazil able to produce so much coffee?
- A Brazilians work harder than other people in the world.
 - B Brazil buys up all the coffee beans.
 - C Brazil's climate is good for coffee growing.
 - D Brazil has threatened other coffee-growing countries.

Standardized Test Practice

LESSON 6

Reading a Time Line

The FCAT examination may include questions that are based on time lines. A time line is a visual way to show in what order key events happened during a certain period of history. Time lines are divided into sections that mark different periods of time, and time lines can represent short periods such as individual years or long periods such as centuries. Each event on a time line appears beside or linked to the date when the event took place. Time lines can also be horizontal or vertical.

★ Learning to Read a Time Line

Use the following guidelines to help you read a time line.

- Read the time line's title to determine its purpose.
- Look at the span of years the time line covers and note the time between dates on the time line.
- Study the order of the events.
- Analyze the relationship among the events or look for trends.

★ Practicing the Skill

Study the time line below. Complete the activity that follows.

European History (A.D.)

1096	First Crusade occurs: western European Christian forces fight Muslim forces for control of Palestine; other Crusades follow in the twelfth century.
1300s	Renaissance begins; lasts through the sixteenth century; period of revival of interest in learning, art, science, and literature.
1487	Bartolomeu Dias rounds tip of Africa and names it Cape of Good Hope; period of European exploration follows; lasts into the 1600s.
1517	Martin Luther objects to the sale of indulgences by the Roman Catholic Church; begins the Reformation, a movement aimed at reforming the Christian church.
1607	Jamestown, the first permanent English settlement in North America, is established.
1750s	The Industrial Revolution begins in England.
1848	Marx and Engels write <i>The Communist Manifesto</i> , which describes the communist philosophy.

Choose the correct answer:

- 16 According to the time line, which of these events occurred first?
- A Industrial Revolution
 - B Reformation
 - C Renaissance
 - D English settlement in North America

★ Test Tip

Before you answer a question associated with a time line, study the time line and be sure you know which event is associated with which date. Dates on a time line are always in order, so events associated with these dates will also appear in the correct sequence.

Step 1. The question asks you to determine which event of the list happened first. This means that you should check each event's position on the time line and then determine whether it occurred earliest of this group. It is helpful to go through each answer one at a time. First ask, is the answer choice (A.) close to the earliest date on the time line?

- Yes it is very close. I'll read the other answer choices just in case.
- It is not close at all to the earliest date, so I'll eliminate it for now.

Step 2. Go through the same questions for (B.), (C.), and (D.).

Step 3. Which answer choice(s) are left? _____

Step 4. Compare these answer choices. Which one came earliest? _____

Standardized Test Practice

- 17 Which entry on the time line comes before the beginning of the Renaissance?
- A Reformation began
 - B Crusades began
 - C communism established
 - D English colonists settled in North America
- 18 Where would the French Revolution (1789–1799) fall in this time line?
- A It would become the first entry on the time line.
 - B It would be placed before the Reformation but after the Renaissance.
 - C It would appear between the Industrial Revolution and the establishment of communism.
 - D It would become the last entry on the time line.

LESSON 7 Inferring from a Reading or Graphic

Most of the time, the answers to FCAT questions can be found in the reading passage or on the map or chart you are told to examine. Sometimes, however, you have to infer the correct answer. Inferring means that you must think beyond the information in the passage or graphic. To answer a question by inferring, you must base your answer on the information in the passage or graphic, analyze this information, and decide which answer makes the most sense. The correct answer might not be located word-for-word in the passage or graphic, but the available information will allow you to determine the correct answer. Sometimes you may even have to use information you already know to answer the question.

★ Learning to Make Inferences

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

- Observe key features and details of the text passage, map, or graphic.
- Determine what general topic is being presented or illustrated.
- Review what facts you already know about the topic.
- Use logic and common sense to form a conclusion about the topic.
- To check yourself look for specific information that proves or disproves your inference.

★ Practicing the Skill

Read the paragraph below. Complete the activity that follows.

When Christopher Columbus arrived in America in 1492, he was in for a big surprise. He expected to meet people from Japan, China, or another area in the eastern part of Asia. Instead, he met people he had never even heard of. They looked different from any people he had seen

before, and he couldn't understand their language. These people had different customs and weren't sure from where Columbus had come. In short, the people were as surprised by Columbus and his crew as the Europeans were by the Native Americans they had met.

Answer the following question:

- 19 Which of these is probably true about Columbus?
- A He didn't know the Americas were between Europe and Asia.
 - B He tried to avoid landing in the Americas.
 - C He should have spoken with people who had visited the Americas.
 - D He didn't look very carefully at the map he was using.

★ Test Tip

You infer every day. When you see a friend with a smile on her face, you infer that something good has happened to her. Seeing snow on the ground in the morning, you infer that it snowed over night. The thinking you do every day will help you answer questions by inferring.

How to determine the best answer:

When you first read the question, you can't tell if it is about inferring. You only know this after you have looked at the answers. Look at each answer individually and see what makes the most sense.

Step 1. The paragraph says that Columbus was surprised by a number of things when he reached the Americas. Because the paragraph does not specifically say why he was surprised, you have to determine from the text why this is stated. The most likely reason he was surprised is because he didn't know the Americas were between Europe and Asia. Answer **A** may be the true statement, but another answer may be better, so you have to look at all the answers.

Step 2. Nothing in the paragraph suggests that Columbus tried to avoid landing in the Americas. Answer **B** would not make sense. Review the passage while looking for other clues about Columbus' amount of information on the New World.

Step 3. Columbus was one of the first Europeans of his time to reach the Americas. Therefore he had no one else to speak to about the journey. For that reason answer **C** can't be correct. Review the passage again.

Step 4. Because Columbus was one of the first Europeans of his time to reach the Americas, he didn't have a map to look at. Therefore answer **D** can't be right.

Step 5. The process of elimination has helped you narrow your answer choices. Answer **A** is therefore correct. You can infer that Columbus didn't know the Americas were between Europe and Asia.

Standardized Test Practice

Using the paragraph about Columbus on the previous page, answer the following questions by using inference and the process of elimination:

- 20** Why would the Native Americans be surprised to see Columbus and his crew?
- A** Columbus did not tell them where he came from.
 - B** The ships were different than the ships used by Native Americans.
 - C** Columbus did not look like any person the Native Americans had seen before.
 - D** The Native Americans already knew everyone else in their region.
- 21** Why did Columbus arrive in America?
- A** He was trying to reach eastern Asia.
 - B** He was exploring the world for different lands and new people.
 - C** His ships were off course.
 - D** Native Americans invited him to come.

Standardized Test Practice

LESSON 8

Comparing and Contrasting

Some questions on the FCAT may ask you to identify the similarities or differences between two or more items. When you compare two or more subjects, you explain how they are similar. When you contrast them, you explain how they are different. 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 are being compared or contrasted.
- Determine common categories, or areas, in which comparisons or contrasts can be made.
- Look for similarities and differences in these areas.
- Organize your comparisons/contrasts by creating a graphic organizer, such as a Venn diagram, if necessary.

★ Practicing the Skill

Use the information in the box and your knowledge of social studies to answer the question that follows.

At Home in the Colonies

Early colonists came from England and settled in New England. They built homes behind high fences called stockades. Soon they left the stockades and built small towns. The houses were all small, wooden homes built around a large grassy area. Everyone shared this area, which was called the “commons.” Houses were close together and near the shops where people worked.

In the Middle Colonies, the earliest colonists were Dutch traders who built walled forts near

rivers. When England took over the area, colonists came from many countries. They built many small farms across the land just like those in their homelands, so there were many different styles of houses. William Penn, who established Pennsylvania, opened the area to all people. He planned the large city of Philadelphia with no walls. He welcomed everyone.

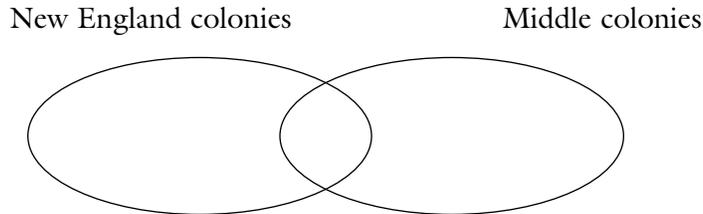
- 22 Homes built in the Middle Colonies differed from those in New England because
- A the Middle Colonies had different types of raw materials.
 - B the weather in New England was much colder.
 - C they reflected the styles of the settlers’ different homelands.
 - D William Penn designed each of the houses.

★ Test Tip

It is important to read every answer choice before you choose one. Even though you may think you have found a good answer, do not assume it is correct until you have looked at all choices.

How to determine the best answer:

Step 1. The question is asking that you compare and contrast based on the information provided. One way you can explore the similarities and differences is to use a graphic organizer such as a Venn diagram. Draw two circles that overlap.



Step 2. Label each circle with the general topics you are comparing and contrasting. The ways in which the two things are alike are written in the middle. The ways that they are different are written in the area of each circle where there is no overlap.

Step 3. Read the answer choices one at a time. After you have read an answer choice, look at the illustration. Ask yourself, “Is there any information in my diagram to support this idea?” Use the process of elimination to eliminate answer choices not supported.

Step 4. Which answer choices remain? _____
If more than one answer remains, look back at the paragraph again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

Examine the chart and answer the questions that follow.

Early American Inventors	
John Deere	Lightweight steel plow
Robert Fulton	Steamboat
John Griffiths	Clipper sailing ship
Walter Hunt	Sewing machine
Cyrus McCormick	Reaper
Samuel F.B. Morse	Telegraph

- 23** The inventors Robert Fulton and John Griffiths share the distinction of
- A** increasing the speed of transportation.
 - B** using steam in their inventions.
 - C** having only a high school education.
 - D** helping farmers increase their productivity.
- 24** Which inventor helped American clothing manufacturers increase their production?
- A** Samuel F.B. Morse
 - B** Robert Fulton
 - C** Walter Hunt
 - D** Cyrus McCormick

Standardized Test Practice

LESSON 9

Relating Cause and Effect

An event or condition that makes something happen is known as a cause. What happens as a result is called the effect. Some questions on the FCAT may ask you to identify cause-and-effect relationships. Learn how to answer these questions by completing the following activities.

★ Learning Cause and Effect Relationships

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

- Select an event.
- Compare what it was like before the event 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*, and *therefore* indicate cause-and-effect relationships.
- Describe the causes and effects of the event.

★ Practicing the Skill

Read the passage below. Complete the activity that follows.

The Nika Revolt

The most popular pastime in Constantinople in A.D. 532 was watching the often dangerous chariot races in the oval race track called the Hippodrome. During this time, two rival racing teams, the Blues and the Greens, were also closely linked with rival political groups and criminal gangs. It was not uncommon for spectators to fight each other and to be executed if they killed a rival fan.

Justinian ordered that some of these ringleaders from the Blues and the Greens be executed. However, the hangman made a mistake, and two men were not hanged but fell from the gallows. The angry crowd tried to drag them to a church for safety, using the racing cheer “nika” (conquer) as a victory cry. When Justinian’s troops tried to prevent this, a riot broke out.

The two factions now declared a truce against Justinian. The crowd broke into the prison and released other prisoners. It also set fires in all parts of the city.

Starting in the Hippodrome, the riot spread throughout the city and soon became a full-scale revolt. After five days, Justinian barricaded himself in his palace. When he talked about escaping, Empress Theodora called upon him to fight instead of run. Dying for the empire was better than living as a fugitive and a coward, she said.

Special agents were sent to stir up trouble between the Blues and the Greens. Justinian’s generals cornered more than 30,000 rebels back in the Hippodrome. With much dissent between them, the disorganized rebels were no match for Justinian’s soldiers. The revolt was over.

★ Test Tip

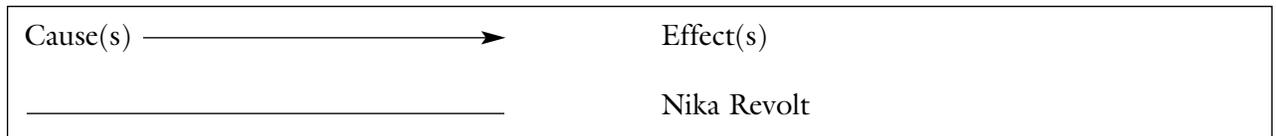
Some standardized test practice questions may ask you to recall the results of a certain event. In these questions, first determine that it is a cause-and-effect question. Then use the process of elimination to help you choose the correct response based on your knowledge of social studies.

Choose the best answer:

- 25 Why did the Nika Revolt break out in Constantinople?
- A The Blues were losing the chariot races.
 - B Rival factions united against Emperor Justinian's rule.
 - C Spectators at the chariot races became impatient with the event.
 - D Church leaders refused to offer the leaders sanctuary.

How to determine the best answer:

Step 1. The question is asking you to recognize the reason for (*cause*) the Nika Revolt (*effect*).
Creating a graphic organizer might help you arrange your thoughts:



Step 2. You can “fill in” the graphic organizer with each answer in turn. Eliminate answers that don't fit. Which answer choices remain? _____

Step 3. Since this question gives you multiple answer choices, you can also use the process of elimination if you are deciding between two possible answers.

Step 4. If more than one answer remains, look back at the passage again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

- 26 Why did Empress Theodora want to fight against the rebellion?
- A She was a supporter of the Red team rather than the Blue.
 - B She thought Justinian was a coward.
 - C She eventually wanted to take over the throne.
 - D She believed it was better to die than to live as a fugitive.
- 27 What was the reason for the dissent among the rioters?
- A Justinian's agents stirred up trouble between rival gangs.
 - B The rioters were unsure about who they wanted to occupy the throne.
 - C Justinian's soldiers cut off food and water to the rioters in the Hippodrome.
 - D The Blues and the Greens were again racing each other in chariots.

Standardized Test Practice

LESSON 10

Identifying the Main Idea

The question “What is this writing about?” is answered in the main idea. Every section in your textbook 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 of the paragraph. Sometimes the main idea 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.
- Reread the selection to see whether other sentences support the main idea.

★ Practicing the Skill

Read the selection below. Complete the activity that follows.

Rapid Urbanization in Africa

Although Africa is the least urbanized of any continent, it is urbanizing—that is, people are moving from rural areas in to cities—at a rate faster than anywhere in the world. In 1950 only about 35 million Africans lived in cities. Today experts estimate that as many as 270 million Africans live in urban areas. In half a century, the number of urban Africans has risen almost eight times.

Most of the cities in Africa south of the Sahara lie on the coast, along major rivers, or near sources of valuable resources. They grew largely as trading centers. Lagos, Nigeria, started

as a slave-trading post. Johannesburg, South Africa, owes its origins to gold strikes in the area. Cape Town, South Africa, began as a port of call for Dutch ships sailing from Europe to India.

Today trade continues to play an important role in the growth of the region’s cities, but so does urbanization. Economic hardships have driven millions of people to seek new opportunities in cities such as Lagos, Nairobi, Accra, Kinshasa, and Dar es Salaam. Urban areas now comprise the most densely populated parts of Africa south of the Sahara.

Copyright © by The McGraw-Hill Companies, Inc.

★ Test Tip

Remember that you don’t have to memorize the reading passage. First, read it carefully once to find out what information the selection contains. After you read a question, then you can look back at the passage to find the answer.

Identifying the Main Idea:

Using the information from the selection, fill in the spaces below.

1. Topic sentence:

• Detail sentence:

• Detail sentence:

2. Concluding sentences:

Standardized Test Practice

Based on the previous selection, answer the following questions:

- 28 Which of the following sentences best states the main idea of the reading?
- A Some African cities started as slave-trading posts.
 - B Many African cities are located along rivers.
 - C Africa is experiencing the highest rate of urbanization in the world.
 - D South Africa's cities grew mostly due to the discovery of gold.

- 29 Which sentence below best represents a conclusion that can be drawn from this reading?
- A Building enough affordable housing in African cities will be a problem in the near future.
 - B More Africans should move back into rural areas.
 - C Gold mining is the major reason for the growth of African cities in the twentieth century.
 - D African cities will have to decrease trade with other parts of the world to slow the urbanization process.

LESSON 11 Distinguishing Fact from Opinion

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, 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 Opinion

Use the following guidelines to help you distinguish facts from nonfacts, or opinions, and to judge whether what you read is reliable.

- Identify the facts. Ask yourself, can these statements be proved? Where can I find information to verify them?
- Identify the nonfacts or opinions. Sometimes these contain phrases such as *I believe, in my view, or I think.*
- If you can, check the sources for the facts. Reliable sources include your textbook, almanacs, and encyclopedias.
- Identify the statement's purpose. What does the speaker or author want you to believe or do?

★ Practicing the Skill

Read the paragraph below. Complete the activity that follows.

Columbus and the Americas

The year 1992 was the 500th anniversary of the arrival of Christopher Columbus in the Americas. Some people saw Columbus's landing as a positive event and celebrated it with festivals and parades. Others, however, viewed the anniversary in a negative light. To them, the arrival of Columbus was the first step in the European conquest and destruction of Native American cultures. These viewpoints are expressed below:

Viewpoint A

Columbus's arrival in the Americas was the greatest event in history. I believe it delivered Native American peoples from cultural darkness and brought them the benefits of Europe's magnificent civilization, especially its religion, culture, and technology. As a result of Columbus's landing, two continents provided a home for millions of people from all parts of the globe. American lands produced gold, silver, and new foods, giving European countries even more wealth and power.

Viewpoint B

Columbus's arrival led to a total disaster than forever altered the history of the Americas. In the years after his coming, European explorers and settlers destroyed Native American cultures, killed Native American leaders, and greedily seized Native American lands. The Europeans, believing in the superiority of their own culture, treated Native Americans cruelly, forcing many of them into a form of slavery. Exposed to diseases from Europe for the first time, millions of Native Americans died.

★ Test Tip

Sometimes opinions are supported by facts, which can make the opinions in a reading passage also seem true. Read carefully and ask yourself, can this be proved? Where could I find information to verify this statement?

Opinions often include expressions of approval or disapproval, or qualifying phrases. Study the opposing views about the impact of Columbus's voyage. Then answer the following questions:

- 1 Identify the facts. Is there a way to prove that millions of people from all parts of the globe settled the Americas after Columbus's voyage? Also, did millions of Native Americans die from exposure to diseases from Europe? How could you check these and other statements?

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

- 3 What is the purpose of each writer's statement? What does each want readers to believe?

- 4 How does knowing the purpose of each writer's statement help you to distinguish fact and nonfact in their material?

Standardized Test Practice

- 30 Which of the following is an OPINION expressed in the viewpoints?

- A Europeans brought their culture and religion to the Americas.
- B Millions of Native Americans died from exposure to diseases from Europe.
- C Columbus's arrival was a disaster that totally altered the history of the Americas.
- D American lands provided gold, silver, and new foods to Europe.

- 31 Which of the following statements is a FACT?

- A The Europeans brought their religion to Native Americans.
- B Columbus's arrival delivered Native American groups from cultural darkness.
- C Columbus's arrival in the Americas was the greatest event in history.
- D The Americas provided a new home for Europe's magnificent civilization.

Standardized Test Practice

LESSON 12

Interpreting Primary Sources

Original records of events made by eyewitnesses are called primary sources. Primary sources include letters, journals, autobiographies, legal documents, drawings, speeches, photographs, maps, and other objects made at the time. Each primary source can give some kinds of information but not necessarily the whole picture. For example, a letter from an immigrant to another country might tell about the difficult journey but will not tell how many people immigrated.

★ Learning to Interpret Primary Sources

Use the following guidelines to help you use and interpret primary sources.

- Determine the origins of the source, the author, and when and where it was written or produced.
- Analyze the data for the main idea or concept as well as supporting ideas.
- Learn what data are provided and what data are missing or needed for a full understanding.
- Consider the author's personal beliefs and attitudes.

★ Practicing the Skill

Read the paragraph below. Complete the activity that follows.

A Muslim writer named Ibn Battuta was one of the greatest travelers of the Middle Ages. During the 1300s he traveled through Africa, India, and China. In this selection, Ibn Battuta describes a visit to the city of Kilwa in East Africa.

We arrived at Mombasa, a large island two days' journey from the land of the Swahili. The island is quite separate from the mainland. It grows bananas, lemons, and oranges. The people also gather a fruit which they call *jammun* [a small tropical fruit] which looks like an olive. It has a nut like an olive, but its taste is very sweet. The people do not engage in agriculture but import grain from the Swahili. The greater part of their diet is bananas and fish. They follow the Shafi'i rite [of Muslim worship] and are devout . . . and virtuous. Their mosques are very strongly constructed of wood. . . .

We spent a night on the island [of Mombasa] and then set sail for Kilwa, the principal town on

the coast, the greater part of whose inhabitants are Zanj of very black complexion. Their faces are scarred like the Limiin [a people living further inland]. . . .

Kilwa is one of the most beautiful and well-constructed towns in the world. The whole of it is elegantly built. The roofs are built with mangrove poles. There is very much rain. The people are engaged in a holy war, for their country lies beside that of pagan Zanj.

From excerpts in *The African Past*, by Basil Davidson (Little, Brown, and Co., in association with the Atlantic Monthly Press, 1964). Translation by G.S.P. Freeman-Grenville.

Choose the correct answer:

- 32 At what island did Ibn Battuta stop on the way to Kilwa?
- A Zanj
 - B Limiin
 - C Mombasa
 - D Jammun

★ Test Tip

Primary sources may use unfamiliar words or phrases, or even use words differently than we might use them today. As you read a primary source, pause when you reach an unfamiliar word and make sure you understand what the word refers to—a place? a food? a person? Doing so will help you find the answer to a test question more easily.

Step 1. The question asks you to recall the island where Ibn Battuta stopped before he got to Kilwa. Use the process of elimination to determine the best answer choice.

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 2. Is answer choice (B.) correct?

- Yes it is correct. I'll read the other answer choices just in case.
- No, it is not correct because _____.
Eliminate it.
- I don't know. I'll keep it and read the other answer choices.

Step 3. Repeat step 1 for answer choices (C.) and (D.).

Step 4. Which answer choices remain? _____

If more than one answer remains, look back at the paragraph again and reread to answer the question. Choose the most logical answer.

Standardized Test Practice

- 33 What food did people on the island have to import?
- A bananas
 - B jammun
 - C olives
 - D grain

- 34 What religion was followed by the people of both Mombasa and Kilwa?
- A Swahili
 - B Islam
 - C paganism
 - D Zanj

Standardized Test Practice

LESSON 13

Interpreting Illustrations and Political Cartoons

Historical illustrations and political cartoons show attitudes toward specific events or issues. Sometimes they can make people laugh or make them think. Symbols can also be used: for example, the figure of Uncle Sam often represents the United States and a dove is used to stand for the idea of peace.

★ Learning to Interpret Illustrations and Political Cartoons

Use the following guidelines to help you use and interpret illustrations and political cartoons.

- Examine the illustration to get an overall impression. Is it funny or serious?
- Look for symbols and figures. Are they used to stand for something else?
- Read any words that are included in the cartoon.
- Decide what the cartoonist is trying to say and put the message into your own words.

★ Practicing the Skill

Read the passage and study the illustration below. Answer the question that follows.



With the outbreak of the Russian Revolution in 1917, the eruption of widespread strikes and labor militancy in the United States sparked a period known as the “Red Scare.” The political cartoon here comments on Communism.

- 35 The message of the cartoon is—
- A U.S. citizens should work to prevent forest fires.
 - B Bolshevism ought to be burned out of the country.
 - C The community must organize to fight Russian influence.
 - D Communism will destroy modern civilization.

★ Test Tip

Political cartoons are meant to cause debate. If you are asked to analyze an illustration on your test, make sure you describe it rather than agreeing or disagreeing with it. Take some time to study the illustration before answering the question.

Step 1. The question asks you to draw a conclusion about the message of the illustration. Examine the cartoon. What symbols do you notice? What does fire represent?

Step 2. This cartoon was created during the Red Scare. What do the words on the cartoon tell you?

Step 3. Read the answer choices one at a time. After you have read an answer choice, look at the cartoon. Ask yourself, “Is there any information in the illustration to support this idea?” Use the process of elimination to eliminate answer choices not supported.

Step 4. Look at the answer choices you have not eliminated. If only one choice remains, verify that it makes sense. If more than one choice remains, compare them. Which is most likely correct and why?

Standardized Practice Test

- 36 What does the largest roof top near the bottom of the cartoon probably represent?
- A a church
 - B a citizen’s home
 - C the flag of democracy
 - D a factory

- 37 Why was fire chosen as a symbol?
- A to show that communism spreads uncontrollably and destroys everything in its path
 - B to portray the fire of democracy attempting to burn out the threat of bolshevism
 - C to defend the use of force in defeating communism
 - D to stand for the burning desire of Americans for freedom

Celebrating Life and Death, Mexican Style

People often think of death as a sad part of life, but once a year in Mexico, it is cause for celebration. *El Día de los Muertos* (the Day of the Dead) is a uniquely Mexican holiday in which families try to tempt dead loved ones back to earth for a visit. Food, flowers, music, and dancing are all part of this three-day fiesta, which begins on October 31.

At the heart of this celebration are *ofrendas*, or offerings, for deceased relatives. Families often create an altar in their homes to prepare for the arrival of their dead loved ones. Around the altar, they carefully spread out their *ofrenda*. This offering may contain the deceased's favorite foods—such as hot chocolate, tamales, and *mole* (a spicy chocolate-based sauce served over meat)—as well as loaves of *pan de muertos* (bread of the dead), flowers, candles, and old photographs. You might even see some favorite belongings, such as a pair of cowboy boots. Outdoors, orange and yellow flowers line gravestones and pathways to illuminate the way home for the dead.

Meanwhile, the living take special care to enjoy life. Children exchange candy skulls with friends. Families visit each other and share food left over from the altars. All-night picnics with dancing and singing take place in the cemeteries. In some regions, people even write special poems and songs or perform skits that often focus on humorous memories. One type of poem, the *calavera*, is a humorous obituary for a well-known person who is still alive.

The Day of the Dead fiesta originated hundreds of years ago when Spanish and Aztec cultures integrated in Mexico. (The Spanish, like many of their American neighbors to the north, celebrated All Hallows' Eve on October 31 and All Saints' Day on November 1.) Today, many Mexican American communities blend Halloween with traditional activities for *El Día de los Muertos*.

Young people say the celebration helps them feel close to the memory of their grandparents and other relatives by bringing the spirits of their loved ones back to life with stories and art. By nightfall on November 2, the living and the dead part ways again, at peace with one another.

- 1** What is *El Día de los Muertos*?
- A. a Mexican dish
 - B. a town in southern Mexico
 - C. a Mexican holiday
 - D. a Mexican folktale



2 Which American holiday or observance is most like *El Día de los Muertos*?

- A. birthdays
- B. Halloween
- C. Christmas
- D. Thanksgiving

3 What might typically be found in a Day of the Dead *ofrenda*?

- A. money
- B. elaborate gifts
- C. a Bible
- D. the relatives favorite foods

4 What is the mood of those who take part in the Day of the Dead celebration?

- A. festive
- B. somber
- C. sad
- D. indifference

5 What is the Day of the Dead fiesta, when did it originate, and why is it important to the Mexican people? Use details and information from the text to support your answer.

READ
THINK
EXPLAIN

Loo-Wit

Loo-Wit is the Cowlitz Indian name for Mount St. Helens, the volcano that erupted in Washington in 1980. A volcano is a vent in the Earth from which molten rock and gas sometimes erupt. The molten rock that erupts, called lava, forms a hill or mountain around the vent. The lava sometimes flows out as liquid, or it may explode as solid particles. The fierce eruption of Mount St. Helens was the most violent volcanic event within the continental United States in recorded history.

The way they do
this old woman
no longer cares
what others think
but spits her black tobacco
any which way
stretching full length
from her bumpy bed.
Finally up
she sprinkles
ashes on the snow,
cold buttes
promising nothing
but the walk
of winter.
Centuries of cedar
have bound her
to earth,
huckleberry ropes
lay prickly
on her neck.
Around her
machinery growls,
snarls and ploughs
great patches
of her skin.
She crouches
in the north,
her trembling
the source
of dawn.
Light appears
with the shudder
of her slopes,
the movement
of her arm.
Blackberries unravel,
stones dislodge.
It's not as if
they weren't warned.



She was sleeping
but she heard
the boot scrape,
the creaking floor,
felt the pull of the blanket
from her thin shoulder.
With one free hand
she finds her weapons
and raises them high;
clearing the twigs
from her throat
she sings, she sings,
shaking the sky
like a blanket about her
Loo-Wit sings and sings and sings!

- 6 What is *Loo-Wit*?
- A. The Cowlitz Indian term for a volcanic eruption.
 - B. The Cowlitz Indian term for Mount St. Helens.
 - C. The Cowlitz Indian term for an old woman.
 - D. The Cowlitz Indian term for cedar trees.
- 7 In what year did Mount St. Helens erupt?
- A. 1910
 - B. 1977
 - C. 1980
 - D. 2001
- 8 This poem appears to describe the actions of an old woman? What is the poem really about?
- A. the effects of old age
 - B. deforestation
 - C. gathering berries on a mountain
 - D. the eruption of Mount St. Helens

-
- 9 Which passage is the author’s way of describing the deforestation of Mount St. Helens?
- A. “Centuries of cedar have bound her to the earth, huckleberry ropes lay prickly on her neck.”
 - B. “Around her machinery growls, snarls and ploughs great patches of her skin.”
 - C. “Light appears with the shudder of her slopes, the movement of her arm.”
 - D. “. . . clearing the twigs from her throat she sings, she sings, shaking the sky. . .”
- 10 Which of the following best describes the author’s feelings about Loo-Wit?
- A. Loo-Wit is a beautiful mountain that loves to sing.
 - B. Loo-Wit’s eruption was revenge for deforestation.
 - C. Loo-Wit is like an old woman.
 - D. Loo-Wit is at war with humanity.



Time Zones

Would you like to be able to fly through space at over 1000 miles per hour? Well, you are—right this minute. The earth rotates on its axis at about 1000 miles per hour at the Equator, carrying you with it. Each hour your spot on the earth travels 15 degrees of longitude toward the east.

You may think that you do not notice any sign of your speedy trip, but you do. Every day you see the sun march across the sky. The sun is not actually moving, of course. The earth is turning from the west to east. That is why the sun comes up in the east and sets in the west.

It takes the earth 24 hours to rotate on its axis once. Imagine that the sun has just come up. In one hour the sun will be higher in the sky. With each hour that passes, the sun will rise higher until noon. Then it will become lower, until finally it sinks out of sight.

Imagine that you have a friend who lives 1,000 miles west of you. When the sun has been up for one hour where you live, it will just be coming up where your friend lives. You have another friend who lives 1,000 miles east of you. When the sun has been up for one hour where you live, it will have been up for two hours at your friend's house in the east.

People have used the sun to tell time for many years. How high the sun is in the sky can tell us how long it has been since sunrise, and how long it is until sunset. When the sun is at its highest point in the sky, it is noon. Remember your two friends to the east and west of you? When it is noon where you are, it is an hour past noon where your friend to the east lives. It is an hour before noon at your friend's house to the west.

The earth is divided into 24 parts for keeping time. We call each division of the earth a time zone. Every place on the earth within a time zone has the same time as every other place in that zone.

Before we had time zones, every town kept its own time. Because of the earth's rotation, noon came at different times for towns even 40 or 50 miles east or west of each other. As long as travel was slow, this was not a problem. But with the coming of railroads, the differing times became a big problem. Trying to tell people when trains would arrive and leave was almost impossible when the clocks in every town were set at a different local time.

Time zones were set up to solve this problem. Time zones are about 1,000 miles across from east to west at the Equator. Time zones become narrower as you move toward the Poles. Only four time zones are needed to cover the entire continental United States. These four time zones are called the Eastern Time Zone, the Central Time Zone, the Mountain Time Zone, and the Pacific Time Zone. In some cases the time zones follow the boundaries of states or countries rather than the lines of longitude.

People who travel across time zones must keep track of time. Whenever you cross a time zone going east, the time becomes one hour later. You must set your watch ahead one hour. Whenever you cross a time zone going west, the time becomes one hour earlier. You must set your watch back one hour.



-
- 11 What is each passing through the 24 time zones called?
- A. an hour
 - B. a day
 - C. a month
 - D. a year
- 12 How many time zones cover the continental United States?
- A. 2
 - B. 4
 - C. 6
 - D. 24
- 13 If you cross a time zone going east, what do you have to do?
- A. Set your watch one hour later.
 - B. Set your watch one hour earlier.
 - C. It depends on the whether you are on land or at sea.
 - D. nothing
- 14

READ
THINK
EXPLAIN

 Time zones converge at the North and South Poles. Use details and information from the text to explain why this is not a problem.
- 15 Of the following, which is the best explanation as to why it is later in Maine than in California?
- A. Because Maine is in the Eastern Time Zone and California is not.
 - B. Because Maine is further north than California.
 - C. Because Maine is on the Atlantic Ocean and California is on the Pacific Ocean.
 - D. Because the earth spins from west to east, thus Maine, being further east, experiences sunrise before California.
- 16 If it is 10:00 A.M. at your house, what time is it at your friend's house who two time zones to the east?
- A. 8:00 A.M.
 - B. 11:00 A.M.
 - C. 12:00 A.M.
 - D. 12:00 P.M.



Celebrate the States: Alaska

By Rebecca Steffoff

If you could cut Alaska out of a map and place it on top of a map of the forty-eight mainland states, the eastern edge of the panhandle would cover South Carolina and Georgia, and the western islands would reach into California.

When the first white people came to Alaska, they met the Aleuts. These Native people lived on a string of islands at the end of a long finger of land stretching out into the sea. To the east was the mainland, which the Aleuts called Alyeska (al-YES-ka). This old Aleut name is often said to mean “the great land.”

Alaska is a great land, in more ways than one. “This is the Last Frontier, a land of gold rushes and bush pilots, of blue glaciers and snowy mountains, of the oil pipeline and bountiful salmon,” a traveler named Matt Nauman wrote excitedly during his first visit to Alaska. He wanted to see the “real Alaska”—but he soon realized that he couldn’t hope to see it all. Alaska is simply too big.

The single most important fact about Alaska, the thing that astounds every visitor and shapes the life of every resident, is the size of the place. It is one-fifth the size of the rest of the nation and two-and-a-half times as large as Texas. Its coastline is longer than all the coastlines of the rest of the United States added together.

This state is not just big, it’s also filled with big things. Alaska has the highest mountain in North America: Mount Denali, also called McKinley, which is 20,320 feet high. It has the country’s largest national park, Wrangell-Saint Elias (13 million acres); its largest national forest, Tongass (50,000 square miles); and its largest state park, Wood-Tikchik (1.6 million acres). Alaska has the world’s longest chain of active volcanoes. It has more glaciers, or moving ice fields, than the rest of the inhabited world, and the biggest ones are larger than the state of Rhode Island. Even Alaska’s natural disasters are huge. The most powerful recorded earthquake in North American history rocked central Alaska in 1964.

The second key fact about Alaska is that, like Hawaii, it is separated from the rest of the United States. Alaska is bordered on the north by the Arctic Ocean and on the south by the Gulf of Alaska and Pacific Ocean. To the west are the Bering Sea and Chukchi Sea, with Russia on the other side. At their closest point, Russia and Alaska are only fifty-one miles apart. To the east is Canada. Alaskans call the rest of the continental United States, below Canada, the Lower Forty-eight.

- 17** How many states the size of Alaska would it take to equal the size of the lower 48 United States?
- A. 2
 - B. 3
 - C. 4
 - D. 5

-
- 18 Who were the native people of Alaska first encountered by whites?
- A. Eskimos
 - B. Aleuts
 - C. Siberians
 - D. Canadians
- 19 Alaska's biggest glaciers are larger than what state?
- A. Hawaii
 - B. Rhode Island
 - C. Colorado
 - D. Arizona
- 20

READ
THINK
EXPLAIN

 What single fact about Alaska astounds every visitor? Use details and information from the article to support your answer.
- 21 What organizational pattern does the author use in the reading?
- A. uses comparison and contrast
 - B. focuses on key facts
 - C. tells a story
 - D. provides an argument
- 22 What are two main facts about Alaska that the author wants you to remember?
- A. Alaska is cold and harsh.
 - B. Alaska is filled with wildlife and people.
 - C. Alaska is very large and is separated from the other states.
 - D. Alaska was once connected to Asia and its native people are Aleuts.



Two Inches Above the Television Screen

By Gail B. Stewart

At first glance, they could be teenagers from any American city. Some carry boom boxes, others chat about a new rock video they have seen on MTV. A few have dyed their hair orange or pink; others wear their hair more conservatively. Almost all of them are wearing jeans and T-shirts with familiar designs—Nike, Hard Rock Café, Grateful Dead.

But a closer look would reveal that these teenagers are different. Although their homes have satellite dishes to pull in cable TV, few of them have flush toilets or running water. None of the teenagers' families owns an automobile, but all have at least one snowmobile parked outside the front door. And besides pizza and hamburgers, these teenagers frequently eat seal meat for dinner.

These young people are Eskimos, living near or within the Arctic Circle. In the Canadian Arctic, they are known as Inupiat or Inuit; in western Alaska they are Yupik. Some Eskimos live in Greenland and Siberia. But no matter where Eskimos live, they are alike in one important respect—their homelands are scattered across the most hostile environment on earth.

In the Far North, which is home to the world's 130,000 Eskimos, it is cold most of the year. Only the months of June, July, and August have temperatures above freezing. The rest of the time it is bitterly cold, with temperatures sometimes reaching -70 degrees Fahrenheit. In the deepest part of winter the sun disappears entirely for months at a time. And because the territory inhabited by the Eskimos is far above the timberline—too far north for trees to go—the frigid arctic winds blow unchecked over the ice, making the darkness and cold that much more unfriendly. It is no wonder that the first explorers to visit these northern places called them “the barrens,” for it seemed that nothing could survive here.

But ever since the Eskimo people migrated across the ice from northern Asia to Alaska and Canada thousands of years ago, they have survived. In a climate with no forests or prairies filled with game, Eskimos learned to hunt whales, seals, and snow birds. In a treeless region where lumber for construction was not available, Eskimos learned how to build homes with snow and sod. And in a land that provided no easy supply of fuel, Eskimos learned how to use the oil from seals and whales to sustain the first that heated their dwellings.

- 23** What common thing in most homes in America might not be in an Alaskan teen's home?
- A.** MTV
 - B.** satellite dish
 - C.** indoor plumbing
 - D.** carpeting

24 In the Canadian Arctic, the Eskimo people are known as _____.

- A. Inuit
- B. Canadians
- C. Alaskans
- D. Yupik

25

READ
THINK
EXPLAIN

 How are Alaskan teens like teens from other American Cities? Use details and information from the text to support your answer.

26 According to the passage, what is the population of Eskimos in the world?

- A. 1,300
- B. 13,000
- C. 130,000
- D. 1,300,000

27 What pattern does the author use in the first two paragraphs?

- A. comparison and contrast
- B. persuasion
- C. opinion versus fact
- D. sequence of events

28 Which of the following is common transportation for an Eskimo teen?

- A. skateboards
- B. bicycles
- C. snowboards
- D. snowmobiles

29

READ
THINK
EXPLAIN

 What is one thing that all Eskimos, despite their location, have in common?



Multicultural School

From *Where the River Runs: A Portrait of a Refugee Family*

By Nancy Price Graff

“Where the River Runs” is about the Preks, a family who recently immigrated to the United States from Cambodia. Graff explores some of the reasons people immigrate and the challenges they face when they arrive. The following passage describes the school that the Prek children attend.

The Thomas Gardner School, just three blocks away, reflects the variety of Allston like a mirror. Its hallways are filled with a chorus of voices of five hundred children from eighteen different countries. These children have come from places where, for example, everyone uses gourds to drink water drawn by hand from village wells, or where ancient tribal customs encourage men to have many wives in order to have many children, or where it is considered unsanitary to eat with your left hand, or where dog meat and birds’ nests are delicacies, or where everyone sits on the floor because there is no such thing as a chair. At the Gardner School, these children are introduced to drinking from water fountains, to families that have just one mother and father, to using silverware, to eating hamburgers, and to sitting on chairs. In time, they will begin to speak English with their friends and teachers. They will also come to understand and appreciate the habits and customs of children from all over the world. But in the meantime, they have much to learn about living in the United States that they will never find in their schoolbooks.

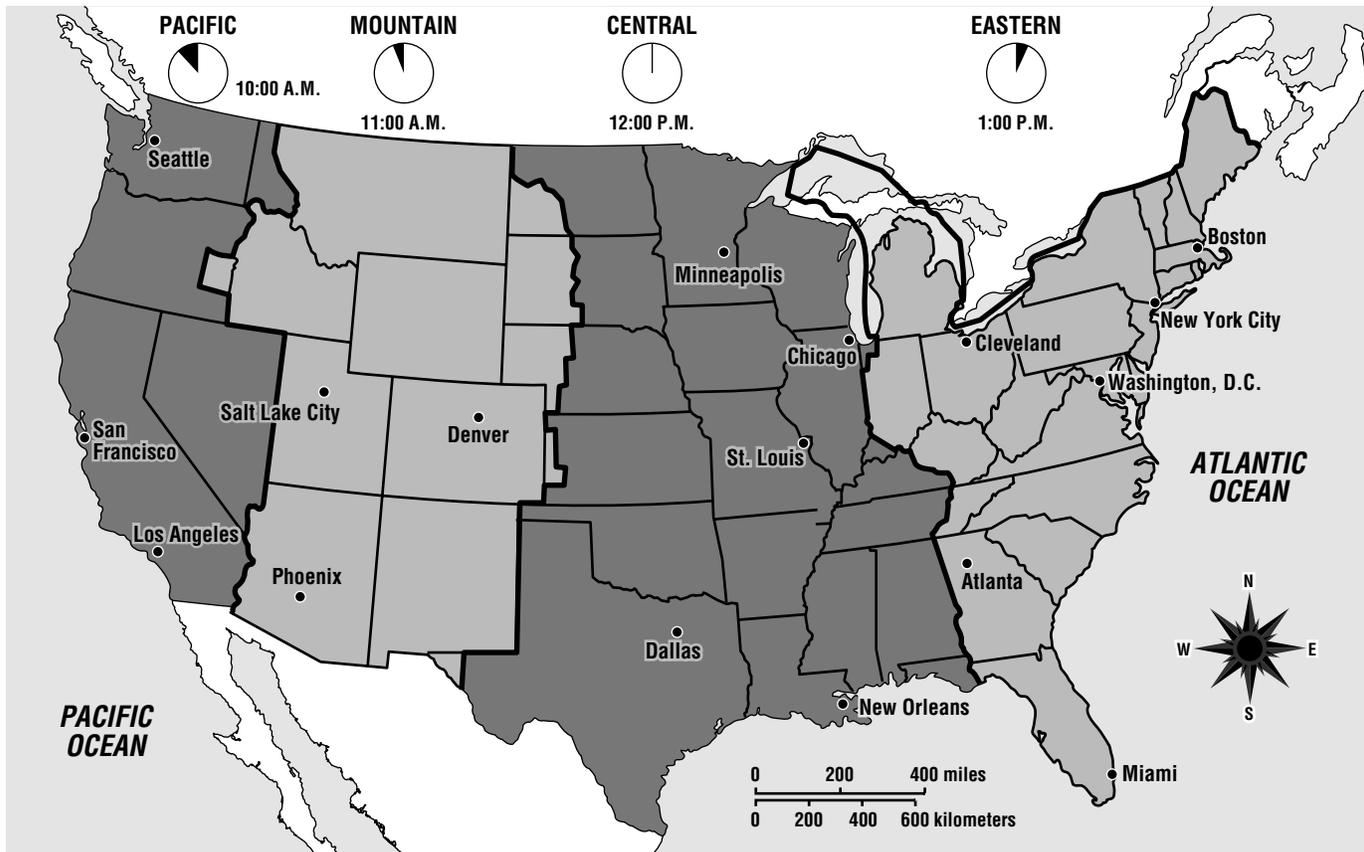
Many of the children at the school come from homes where only Spanish is spoken and understood. Half of them do not speak English well enough to learn in that language the kinds of things that children are traditionally taught in this country. They will spend three years in bilingual classrooms, where both English and Spanish are spoken. There they will learn the language of their new country while they are learning the literature, science, social studies, and math that children everywhere in the United States are learning in English-speaking schools. After three years, they will move into classrooms where only English is spoken and where the Spanish they learned to speak as babies is treated as a foreign language.

Because there are fewer of them and because they come from so many different countries, children from non-Spanish speaking countries, such as Cambodia and Haiti, India and Iran, are not placed in classrooms by themselves at the Gardner School. Instead, they are placed in classrooms where English is the language of learning. As they take their seats next to children with whom they may have much in common but few ways to share it, they can sense anger and happiness, orders and secrets, jokes and conversation, but the words that convey these feelings and ideas are meaningless. Until the new children learn to communicate with more than their hands and eyes and smiles, the lack of a common language will be like a stone wall low enough to see over, but too high to scale.

- 30 **READ**
THINK
EXPLAIN How many children attend the Thomas Gardner School and where are they from? Use details and information from the text to support your answer.
- 31 **READ**
THINK
EXPLAIN Why might children at the Thomas Gardner School not be comfortable sitting in chairs? Use details and information from the text to support your answer.
- 32 **READ**
THINK
EXPLAIN

_____ Why are children from non-Spanish speaking countries placed in classrooms where only English is spoken? How do they learn English? Use details and information from the text to support your answer.
- 33 Based on the last sentence, what do you think is the author’s opinion of the school setting?
- A. Children should not attend school until they can speak English.
 - B. The lack of a common language makes it difficult even if children have other things in common.
 - C. English-speaking children should try to befriend new immigrants.
 - D. Teachers have a responsibility to learn a variety of languages.
- 34 How does the Thomas Gardner School reflect the diversity of Allston?
- A. The children are from diverse cultural backgrounds.
 - B. The teachers speak many different languages.
 - C. The school is laid out like the town.
 - D. The school uses busing and other integration strategies to reflect the diversity of Allston.
- 35 **READ**
THINK
EXPLAIN What is the author referring to when she says that “the lack of a common language will be like a stone wall low enough to see over, but too high to scale”?





- 36 You are planning a trip to New York, leaving from Miami. About how long will it take you to travel if you fly at 325 miles per hour?
- A. 2 hours 50 minutes
 - B. 3 hours 30 minutes
 - C. 4 hours 15 minutes
 - D. 5 hours 20 minutes
- 37 You live in Boston. Your best friend lives in Denver. You want to call her, but she does not like to get phone calls before 9 A.M. In your time zone, what is the earliest hour that you can call her?
- A. 8:00 A.M.
 - B. 10:00 A.M.
 - C. 11:00 A.M.
 - D. 12:00 P.M.

38

THINK
SOLVE
EXPLAIN

You are planning a trip to Los Angeles, leaving from Miami. You leave Miami at 9:00 A.M. and fly at 325 miles per hour.

Part A Write an equation that could be used to determine the time in hours that it will take to arrive in Los Angeles (a). Remember time zones.

Part B Solve your equation from Part A to determine the time you will arrive in Los Angeles, allowing for time zone changes, to the nearest hour.

Most Widely Spoken Languages in the World			
Rank	Language	Countries in Which Language Is Widely Spoken	Number of People Worldwide (in millions)
1	Mandarin Chinese	Brunei, Cambodia, China, Indonesia, Malaysia, Mongolia, Philippines, Singapore, South Africa, Taiwan, Thailand	885.0
2	Spanish	Andorra, Argentina, Belize, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, Uruguay, United States, Venezuela	332.0
3	English	Australia, Botswana, Brunei, Cameroon, Canada, Eritrea, Ethiopia, Fiji, Gambia, Guyana, Ireland, Israel, Lesotho, Liberia, Malaysia, Micronesia, Namibia, Nauru, New Zealand, Palau, Papua New Guinea, Samoa, Seychelles, Sierra Leone, Singapore, Solomon Islands, Somalia, South Africa, Suriname, Swaziland, Tonga, United Kingdom, United States, Vanuatu, Zimbabwe, many Caribbean states	322.0
4	Bengali	Bangladesh, India, Singapore	189.0
5	Hindi	India, Nepal, Singapore, South Africa, Uganda	182.0
6	Portuguese	Brazil, Cape Verde, France, Guinea-Bissau, Portugal, Sao Tome and Principe	170.0
7	Russian	China, Israel, Mongolia, Russia, United States	170.0
8	Japanese	Japan, Singapore, Taiwan	125.0
9	German	Austria, Belgium, Bolivia, Czech Republic, Denmark, Germany, Hungary, Italy, Kazakhstan, Liechtenstein, Luxembourg, Paraguay, Poland, Romania, Slovenia, Switzerland	
10	Wu Chinese	China	77.2

Source: Time Almanac 2000.

39

If the number of Chinese speakers was evenly distributed through the countries where Mandarin is widely spoken, how many people in each country would speak Mandarin Chinese?

- A. 804,540
- B. 80,454,000
- C. 80,454,000,000
- D. 8.0454×10^6



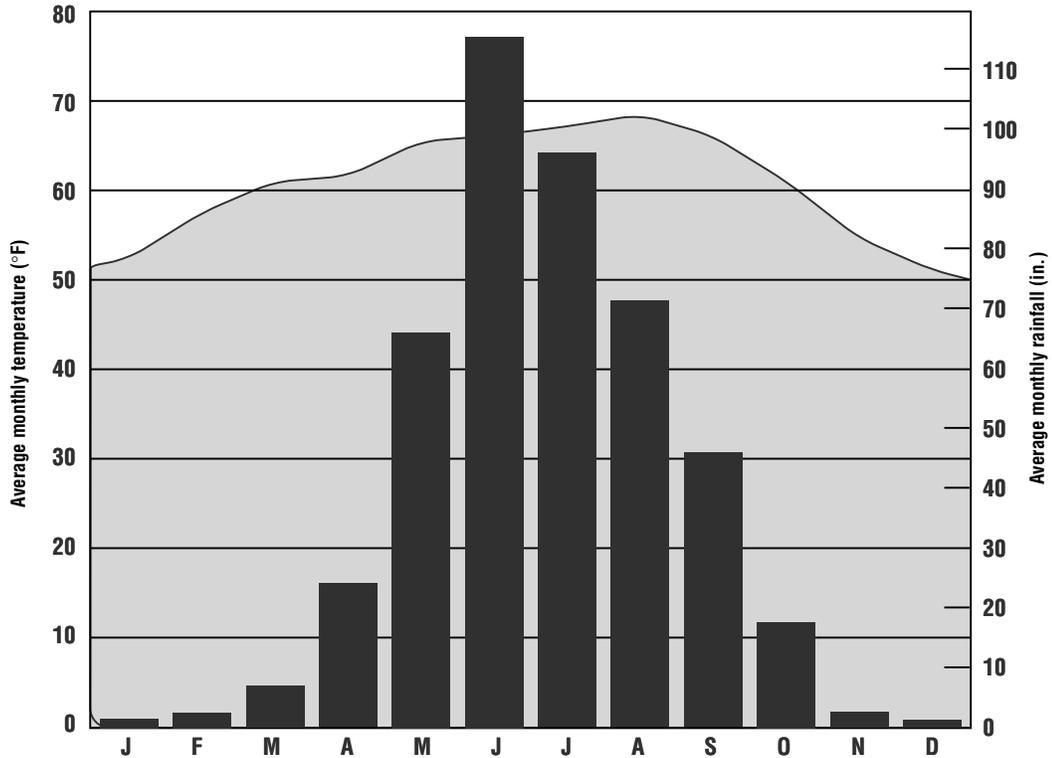
40



What percentage of the 10 most widely spoken languages are used in the United States?

41

The chart shows the top 10 languages spoken throughout the world. Considering the top three languages only, what percentage of that group speaks English?



42

What season has the lowest rainfall?

- A. spring
- B. summer
- C. fall
- D. winter

43

Which two months show the largest increase in rainfall totals?

- A. January to February
- B. April to May
- C. March to April
- D. June to July



44



Use the following numbers for the average monthly temperatures:

January 53 April 66 July 69 November 54

February 58 May 67 August 67

March 62 June 68 September 61

What is the median temperature?



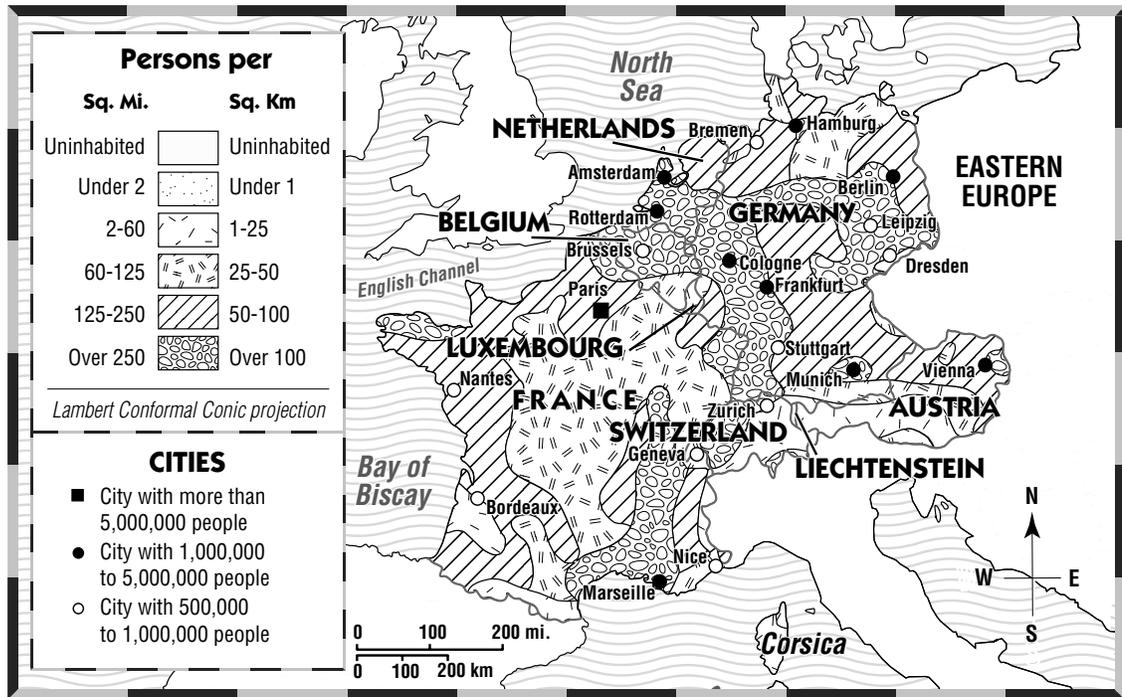
45

What is the distance in miles between the capital of Haiti and the capital of the Dominican Republic?

- A. 175 miles
- B. 225 miles
- C. 100 miles
- D. 700 miles



- 46 What is the distance between the capital of Costa Rica and the capital of Panama?
- A. 175 miles
 B. 225 miles
 C. 100 miles
 D. 700 miles
- 47 Which country is located at 22°N and 80°W?
- A. Cuba
 B. Jamaica
 C. Dominican Republic
 D. Havana



- 48 Select the answer choice that best reflects the data depicted on the map.
- A. The population density of east Austria is 60-125 people per square mile.
 B. The majority of France has a population density of 50-100 people per square mile.
 C. Western France and Eastern Germany have similar population densities.
 D. The corridor from Amsterdam to Brussels has a low population density.



-
- 49 Which statement is true regarding the population density of Germany?
- A. All of Germany's cities have more the 1 million inhabitants.
 - B. Parts of Germany are uninhabited.
 - C. There is a German city with a population of more than 5 million people.
 - D. Each city shown is located within or around an area with over 250 people per square mile.
- 50 The most densely populated country depicted on the map is _____.
- A. France
 - B. Belgium
 - C. Austria
 - D. Germany



Practice Test Answer Sheets

Answer all the questions that appear in the Practice Test on the following Answer Pages. Answer multiple choice questions by filling in the bubble for the answer you select. Write your answers to "Read, Think, Explain" and "Think, Solve, Explain" question in the lines provided.

To answer gridded response questions fill out the answer grid according to the samples shown below. You may either start your answer on the left side of the gridded response box or on the right side of the gridded response box, as shown in Example 1. Decimal answers are entered in the gridded response according to the style shown below in Example 2.

4	9	5	0	
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

OR

	4	9	5	0
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Example 1

4	.	5		
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

OR

		4	.	5
/	/	/		
•	•	•	•	•
0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

Example 2

Name: _____ Date: _____

1 (A) (B) (C) (D) 2 (A) (B) (C) (D)

3 (A) (B) (C) (D) 4 (A) (B) (C) (D)

5

READ
THINK
EXPLAIN

6 (A) (B) (C) (D) 7 (A) (B) (C) (D) 8 (A) (B) (C) (D)

9 (A) (B) (C) (D) 10 (A) (B) (C) (D) 11 (A) (B) (C) (D)

12 (A) (B) (C) (D) 13 (A) (B) (C) (D)

14

READ
THINK
EXPLAIN

15 (A) (B) (C) (D) 16 (A) (B) (C) (D) 17 (A) (B) (C) (D)

18 (A) (B) (C) (D) 19 (A) (B) (C) (D)

Copyright © by The McGraw-Hill Companies, Inc.

20

READ
THINK
EXPLAIN

21

- (A) (B) (C) (D)

22

- (A) (B) (C) (D)

23

- (A) (B) (C) (D)

24

- (A) (B) (C) (D)

25

READ
THINK
EXPLAIN

26

- (A) (B) (C) (D)

27

- (A) (B) (C) (D)

28

- (A) (B) (C) (D)

29

READ
THINK
EXPLAIN

30

READ
THINK
EXPLAIN

Name: _____ Date: _____

31

READ
THINK
EXPLAIN

32

READ
THINK
EXPLAIN

33

(A)

(B)

(C)

(D)

34

(A)

(B)

(C)

(D)

35

READ
THINK
EXPLAIN

Copyright © by The McGraw-Hill Companies, Inc.

- 36 (A) (B) (C) (D) 37 (A) (B) (C) (D)

38

THINK

SOLVE

EXPLAIN

- 39 (A) (B) (C) (D)

40

	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

41

	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

- 42 (A) (B) (C) (D)

- 43 (A) (B) (C) (D)

44

	0	0	0	0
	1	1	1	1
	2	2	2	2
	3	3	3	3
	4	4	4	4
	5	5	5	5
	6	6	6	6
	7	7	7	7
	8	8	8	8
	9	9	9	9

- 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)