

STAAR CONNECTION™

Diagnostic Series™

World History

EOC

teacher



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

World History **EOC** teacher

Diagnostic Series™

XXIX/i/MMXXII
Version 1



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.

P.O. Box 1143

Salado, Texas 76571

Telephone: 254.947.7283 Fax: 254.947.7284

E-mail: kmichael@kamico.com Website: www.kamico.com

KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *STAAR CONNECTION Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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Salado, Texas 76571
Telephone: 254.947.7283 Fax: 254.947.7284
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**State of Texas Assessments of Academic Readiness
World History Assessment
Eligible Texas Essential Knowledge and Skills**

**Reporting Category 1:
History 8000 BC to AD 1750**

The student will demonstrate an understanding of issues and events in world history from 8000 BC to AD 1750.

- (1) **History.** The student understands traditional historical points of reference in world history. The student is expected to
 - (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations; ***Supporting Standard***
 - (B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions; ***Supporting Standard***
 - (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia; and ***Supporting Standard***
 - (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation. ***Supporting Standard***
- (2) **History.** The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to
 - (A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations; ***Supporting Standard***
 - (B) identify the characteristics of civilization; and ***Supporting Standard***

- (C) explain how major river valley civilizations influenced the development of the classical civilizations. **Supporting Standard**
- (3) **History.** The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to
- (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity; **Readiness Standard**
- (B) explain the impact of the fall of Rome on Western Europe; and **Supporting Standard**
- (C) compare the factors that led to the collapse of Rome and Han China. **Supporting Standard**
- (4) **History.** The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to
- (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire; **Readiness Standard**
- (B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy; **Supporting Standard**
- (C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism; **Readiness Standard**
- (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa; **Readiness Standard**
- (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa; **Supporting Standard**
- (F) describe the interactions between Muslim and Hindu societies in South Asia; **Supporting Standard**

- (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;
Readiness Standard
 - (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;
Readiness Standard
 - (I) explain the development of the slave trade; **Supporting Standard**
 - (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and **Readiness Standard**
 - (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world. **Readiness Standard**
- (5) **History.** The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to
- (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and **Readiness Standard**
 - (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation. **Readiness Standard**
- (6) **History.** The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to
- (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and
Readiness Standard
 - (B) explain how the Inca and Aztec empires were impacted by European exploration/colonization. **Supporting Standard**
- (7) **History.** The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to
- (A) analyze the causes of European expansion from 1450 to 1750;
Readiness Standard
 - (B) explain the impact of the Columbian Exchange on the Americas and Europe; **Readiness Standard**

- (C) explain the impact of the Atlantic slave trade on West Africa and the Americas; ***Readiness Standard***
- (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade; ***Readiness Standard***
- (E) explain Ming China's impact on global trade; and ***Readiness Standard***
- (F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution. ***Readiness Standard***

**Reporting Category 2:
History 1750 to the Present**

The student will demonstrate an understanding of issues and events in world history from 1750 to the present.

- (1) **History.** The student understands traditional historical points of reference in world history. The student is expected to
 - (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and ***Supporting Standard***
 - (F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization. ***Supporting Standard***
- (8) **History.** The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to
 - (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution; ***Readiness Standard***
 - (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe; ***Supporting Standard***
 - (C) identify the major political, economic, and social motivations that influenced European imperialism; ***Readiness Standard***

- (D) explain the major characteristics and impact of European imperialism; and **Readiness Standard**
 - (E) explain the effects of free enterprise in the Industrial Revolution.
Supporting Standard
- (9) **History.** The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to
- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion; **Readiness Standard**
 - (B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America; **Supporting Standard**
 - (C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and **Supporting Standard**
 - (D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.
Supporting Standard
- (10) **History.** The student understands the causes and impact of World War I. The student is expected to
- (A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I; **Readiness Standard**
 - (B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;
Supporting Standard
 - (C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and
Readiness Standard
 - (D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.
Readiness Standard

- (11) **History.** The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to
- (A) summarize the international, political, and economic causes of the global depression; and ***Readiness Standard***
 - (B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression. ***Supporting Standard***
- (12) **History.** The student understands the causes and impact of World War II. The student is expected to
- (A) describe the emergence and characteristics of totalitarianism; ***Readiness Standard***
 - (B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and ***Supporting Standard***
 - (C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs. ***Readiness Standard***
- (13) **History.** The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to
- (A) summarize how the outcome of World War II contributed to the development of the Cold War; ***Readiness Standard***
 - (B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism; ***Readiness Standard***
 - (C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race; ***Readiness Standard***
 - (D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union; ***Supporting Standard***

- (E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and ***Readiness Standard***
 - (F) explain how Arab rejection of the State of Israel has led to ongoing conflict. ***Supporting Standard***
- (14) **History.** The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to
- (A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and ***Supporting Standard***
 - (B) explain the U.S. response to terrorism from September 11, 2001, to the present. ***Supporting Standard***

Reporting Category 3: Geography and Culture

The student will demonstrate an understanding of geographic and cultural influences on world history.

- (16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history; and ***Supporting Standard***
 - (B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals. ***Readiness Standard***
- (23) **Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to
- (A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and ***Readiness Standard***
 - (B) identify examples of religious influence on various events referenced in the major eras of world history. ***Supporting Standard***

- (24) **Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is expected to
- (A) describe the changing roles of women, children, and families during major eras of world history; and ***Supporting Standard***
 - (B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history. ***Supporting Standard***
- (25) **Culture.** The student understands how the development of ideas has influenced institutions and societies. The student is expected to
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India; ***Supporting Standard***
 - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome; ***Supporting Standard***
 - (C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and ***Supporting Standard***
 - (D) explain how Islam influences law and government in the Muslim world. ***Supporting Standard***
- (26) **Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to
- (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures; and ***Supporting Standard***
 - (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced. ***Supporting Standard***

Reporting Category 4: Government and Citizenship

The student will demonstrate an understanding of civics and the historical development of government.

- (19) **Government.** The student understands the characteristics of major political systems throughout history. The student is expected to
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and **Supporting Standard**
 - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism. **Readiness Standard**
- (20) **Government.** The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to
- (A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; **Readiness Standard**
 - (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen; **Supporting Standard**
 - (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and **Supporting Standard**
 - (D) explain the significance of the League of Nations and the United Nations. **Supporting Standard**
- (21) **Citizenship.** The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to
- (A) describe how people have participated in supporting or changing their governments; **Supporting Standard**

- (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and ***Readiness Standard***
 - (C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce. ***Supporting Standard***
- (22) **Citizenship.** The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to
- (A) summarize the development of the rule of law from ancient to modern times; ***Supporting Standard***
 - (B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome; ***Supporting Standard***
 - (C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia; ***Supporting Standard***
 - (D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur; and ***Supporting Standard***
 - (E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square. ***Supporting Standard***

**Reporting Category 5:
Economics, Science, Technology, and Society**

The student will demonstrate an understanding of economic and technological influences on world history.

- (17) **Economics.** The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to
 - (A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution; ***Readiness Standard***

- (B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and
Supporting Standard
 - (C) summarize the economic and social impact of 20th century globalization. **Supporting Standard**
- (18) **Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to
- (A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations*;
Readiness Standard
 - (B) identify the historical origins and characteristics of communism, including the influences of Karl Marx; **Readiness Standard**
 - (C) identify the historical origins and characteristics of socialism;
Readiness Standard
 - (D) identify the historical origins and characteristics of fascism; and
Readiness Standard
 - (E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century.
Supporting Standard
- (27) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to
- (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;
Supporting Standard
 - (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations; **Supporting Standard**
 - (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe; **Supporting Standard**

- (D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and
Supporting Standard
 - (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle. ***Supporting Standard***
- (28) **Science, technology, and society.** The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to
- (A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;
Supporting Standard
 - (B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism; ***Supporting Standard***
 - (C) explain the effects of major new military technologies on World War I, World War II, and the Cold War; ***Supporting Standard***
 - (D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and ***Supporting Standard***
 - (E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt. ***Supporting Standard***

Social Studies Skills

These skills will not be listed under a separate reporting category. Instead, they will be incorporated into test questions in reporting categories 1–5 and will be identified along with content standards.

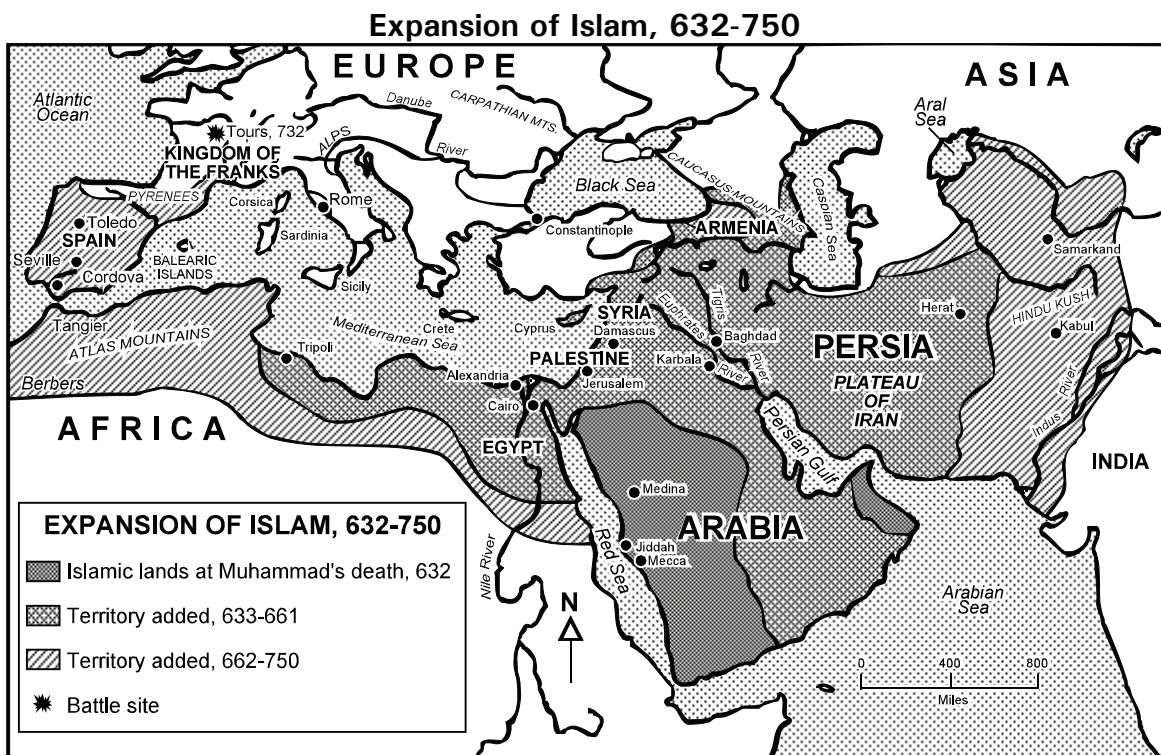
- (15) **Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to
 - (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and

- (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (16) **Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to
- (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (29) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to
- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
 - (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; and
 - (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.
- (30) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to
- (A) use social studies terminology correctly; and
 - (C) interpret and create written, oral, and visual presentations of social studies information.

Name _____ Date _____

- 1 The development of systematic agriculture during the Neolithic Revolution permitted —
 - A Neolithic women to care for their children instead of joining the hunt.
 - B Neolithic people to tan hides and make clothing.
 - C Neolithic people to build homes and settle permanently in one region.
 - D Neolithic men to rest and to work only a few hours a day.

- 2 Use the map and your knowledge of social studies to answer the following question.

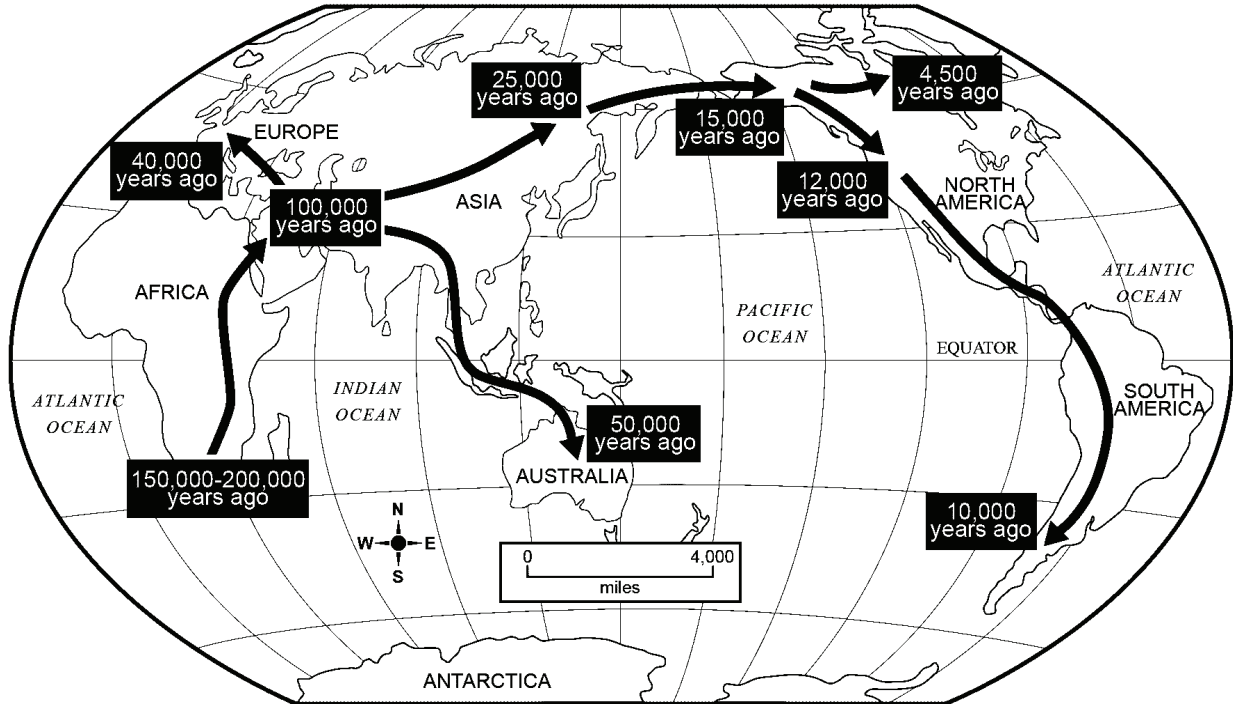


In 732 the Franks defeated the Moors in the Battle of Tours. This Frankish victory —

- F allowed Islam to spread beyond the Alps.
- G prevented the spread of the Moors and Islam to Western Europe.
- H reduced the influence of Muslims in Africa.
- J made Toledo the holiest of Islamic cities.

- 3** Jean-Jacques Rousseau's idea that wise governments and just laws must be based on popular sovereignty influenced —
- A** the leaders of the Puritan revolt in England in the 1640s.
 - B** absolute monarchs in Eastern Europe.
 - C** the Founding Fathers in eighteenth-century America.
 - D** King Louis XVI of France.
- 4** A social result of the Industrial Revolution in Europe was —
- F** the rise of the middle class.
 - G** the end of child labor.
 - H** a decrease in overall church membership.
 - J** a large number of people moving from urban centers to rural areas.

Spread of the Subgroup *Homo Sapiens Sapiens*



Based on information from the map, which of the following statements is true?

- A *Homo sapiens sapiens* lived in Europe 100,000 years ago.
- B All humans today, no matter their race or geographic location, originally migrated from southern Africa.
- C *Homo sapiens sapiens* never ventured into what is now the United States.
- D Two hundred fifty thousand years ago, *Homo sapiens sapiens* began their migration.

- 6** What is one important geographical characteristic that made the Nile River Valley of 5000 B.C.E. a favorable place to establish a civilization?
- F** majestic mountains located on each side of the river
 - G** silt or fertile soil left by Nile River floods
 - H** an abundance of sandstone to use as building material
 - J** papyrus plants that grow along the Nile River
- 7** An oligarchy, like the one that existed in ancient Sparta, is government —
- A** by all of the people.
 - B** in which the wealthy rule.
 - C** by military rule.
 - D** by a few.
- 8** Which of the following is characteristic of a theocracy?
- F** A code of laws is necessary.
 - G** Divine authority is the center of the government.
 - H** Slavery cannot exist.
 - J** All citizens must publicly worship God.

- 9** One consequence of the Neolithic Revolution was —
- A** that men left farming tasks to women.
 - B** the development of trade.
 - C** that men no longer fought over land and hunting grounds.
 - D** that men began to craft farm implements instead of weapons.
- 10** One important factor that led to Europe's Commercial Revolution (beginning in the fifteenth century) was —
- F** a profitable economic system based on money instead of barter.
 - G** centralized governments.
 - H** lower taxes for the rising middle class.
 - J** fewer pirates on the open seas.

Student
Name:

STAAR CONNECTION™
EOC
Diagnostic Series World History

World History assessment questions are listed below by reporting category and TEKS.

Circle the number of any problem that has been answered incorrectly.

Next, circle the TEKS that needs additional reinforcement.

Assessment 1

Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard	Social Studies Skill
1	C	1	1A	Supporting	29F
2	G	1	1C	Supporting	15A
3	C	2	1E	Supporting	29F
4	F	2	8B	Supporting	29F
5	B	3	16A	Supporting	15A
6	G	3	16B	Readiness	29F
7	D	4	19B	Readiness	30A
8	G	4	19B	Readiness	30A
9	B	5	17A	Readiness	29F
10	F	1	5A	Readiness	29F

Assessment 2

Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard	Social Studies Skill
1	D	1	1B	Supporting	29H
2	J	1	2B	Supporting	29C 30C
3	C	2	9C	Supporting	29C 30C
4	G	2	9B	Supporting	29F
5	D	3	23A	Readiness	29F
6	G	3	23A	Readiness	29F
7	C	4	20B	Supporting	29F
8	F	1	7B	Readiness	29F
9	B	5	18B	Readiness	30C
10	J	5	27A	Supporting	29F