

World History B

Post Test

The Israeli-Palestinian Conflict



1. Between 1949 and 1967, Israel—
 - a. Lost territory.
 - b. Gained territory.
 - c. Gave up seized territory.
 - d. Had the same amount of territory.
2. Why might Israel have chosen to maintain control of the Golan Heights?
 - a. It provided a buffer between Israel and Syria.
 - b. It allowed Israel's citizens to use the Sea of Galilee.
 - c. The land there was good for farming.
 - d. It was unoccupied land.

In 1910, South Africa achieved self-rule from Britain.

Freedom, however, was limited to white settlers. The black majority was denied the right to vote. Whites made up less than 20 percent of the population but controlled the government and the economy. The white-minority government passed racial laws that severely restricted the black majority.

3. The white South African minority passed racial laws in order to—

- a. Redistribute the country's wealth more fairly.
- b. Help black South Africans improve their quality of life.
- c. Protect their advantages against the black majority.
- d. Gain the support of the International community.

The small nation of Rwanda, in Central Africa, faced one of Africa's deadliest civil wars. The Rwandan people included two main groups. Hutus were the majority group, but the minority Tutsis had long dominated Rwanda. Both groups spoke the same language, but they had different traditions. After independence, tensions between these two groups simmered. Tensions worsened in the early 1990s. In 1994, extremist Hutu officials urged civilians to kill their Tutsi and moderate Hutu neighbors. As the death toll rose, the international community failed to act. After several months, France sent in troops to stop the killing.

4. Hutus most likely battled Tutsis—
 - a. For economic reasons.
 - b. Because of their ethnic differences.
 - c. Out of jealousy or resentment.
 - d. For all of the reasons above

Like the French in Vietnam, America faced a guerrilla war. The rebels in South Vietnam tended to be local peasants. They thus knew the countryside much better than their American enemies. They also knew the local people. Villagers frequently offered them safe haven against foreign troops. The close connections between guerrilla fighters and the villagers turned the Vietnamese villages themselves into military targets. Supplies for the guerrillas came from the north, following trails that wound through the jungles of neighboring Cambodia and Laos. In response, American aircraft and ground troops crossed the borders of these nations, drawing them into the war.

5. The South Vietnamese rebels received their supplies from—
 - a. North Vietnam.
 - b. South Vietnam.
 - c. The United States
 - d. Thailand

6. Which of the following was one of the consequences of the guerrilla warfare in Vietnam?
 - a. Rebels knew the countryside better than the Americans did.
 - b. There were fewer troops fighting the Americans.
 - c. South Vietnamese rebels fled to Cambodia and Laos.
 - d. Villages in South Vietnam became military targets.

Turning Points in Russia, 1914–1921

1914

- July: Russia enters World War I.

1917

- March: The March Revolution forces Tsar Nicholas to abdicate. The Duma sets up a provisional government.
- April: Lenin returns to Russia to instigate revolution.
- November: The November Revolution brings Bolsheviks to power.

1918

- March: Bolsheviks sign Treaty of Brest-Litovsk.
- June–July: Civil war erupts between Reds (Bolsheviks) and Whites. The Reds execute the tsar and his family.

1920

- November: Communist (Red) government wins civil war after years of bloody fighting.

7. Which of the following happened within a month after the abdication of the tsar?

- a. Lenin returned to Russia.
- b. The Bolsheviks were victorious.
- c. Foreign Forces intervened in Russia.
- d. Russia signed the treaty of Brest-Litovsk.

Turning Points in Russia, 1914–1921

1914

- July: Russia enters World War I.

1917

- March: The March Revolution forces Tsar Nicholas to abdicate. The Duma sets up a provisional government.
- April: Lenin returns to Russia to instigate revolution.
- November: The November Revolution brings Bolsheviks to power.

1918

- March: Bolsheviks sign Treaty of Brest-Litovsk.
- June–July: Civil war erupts between Reds (Bolsheviks) and Whites. The Reds execute the tsar and his family.

1920

- November: Communist (Red) government wins civil war after years of bloody fighting.

8. Which of the following took place after the tsar was executed?

- a. The Duma set up a provisional government.
- b. The Bolsheviks signed the Treaty of Brest-Litovsk.
- c. The Communist government won the civil war.
- d. Russia withdrew from World War I.

World War I Technology

Airplane	Automatic machine gun	Submarine
A one- or two-seat propeller plane was equipped with a machine gun. At first the planes were used mainly for observation. Later, "flying aces" engaged in individual combat, though such "dogfights" had little effect on the war.	A mounted gun that fired a rapid, continuous stream of bullets made it possible for a few gunners to mow down waves of soldiers. This helped create a stalemate by making it difficult to advance across no man's land.	These underwater ships, or U-boats, could launch torpedoes, or guided underwater bombs. They were used by Germany to sink Allied merchant ships carrying supplies to Britain.

9. During World War I airplanes were used mostly for –
- Fighting other planes.
 - Transporting troops.
 - Dropping bombs.
 - Observing action.

World War I Technology

Airplane	Automatic machine gun	Submarine
A one- or two-seat propeller plane was equipped with a machine gun. At first the planes were used mainly for observation. Later, "flying aces" engaged in individual combat, though such "dogfights" had little effect on the war.	A mounted gun that fired a rapid, continuous stream of bullets made it possible for a few gunners to mow down waves of soldiers. This helped create a stalemate by making it difficult to advance across no man's land.	These underwater ships, or U-boats, could launch torpedoes, or guided underwater bombs. They were used by Germany to sink Allied merchant ships carrying supplies to Britain.

10. Machine guns changed the nature of warfare because—

- a. They caused "dogfights."
- b. They were used in place of bombs.
- c. They let just a few gunners create a stalemate
- d. They helped soldiers advance across no man's land



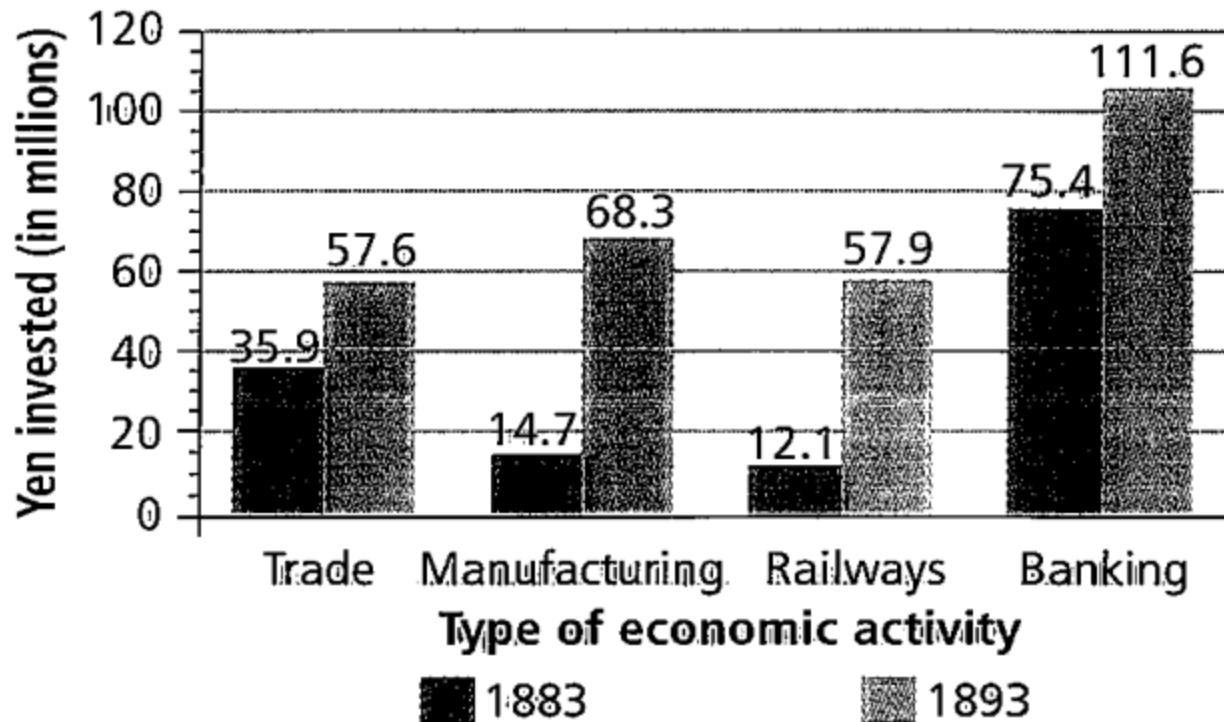
11. What point is the cartoon making about the events leading up to World War I?
- a. European nations are trying to convince each other to work for peace.
 - b. European nations are blaming each other for breaking the peace.
 - c. European nations are blaming the United States for causing war.
 - d. European nations are trying to work out their differences.



12. To which country are most other countries pointing?

- a. Russia
- b. Serbia
- c. Germany
- d. France

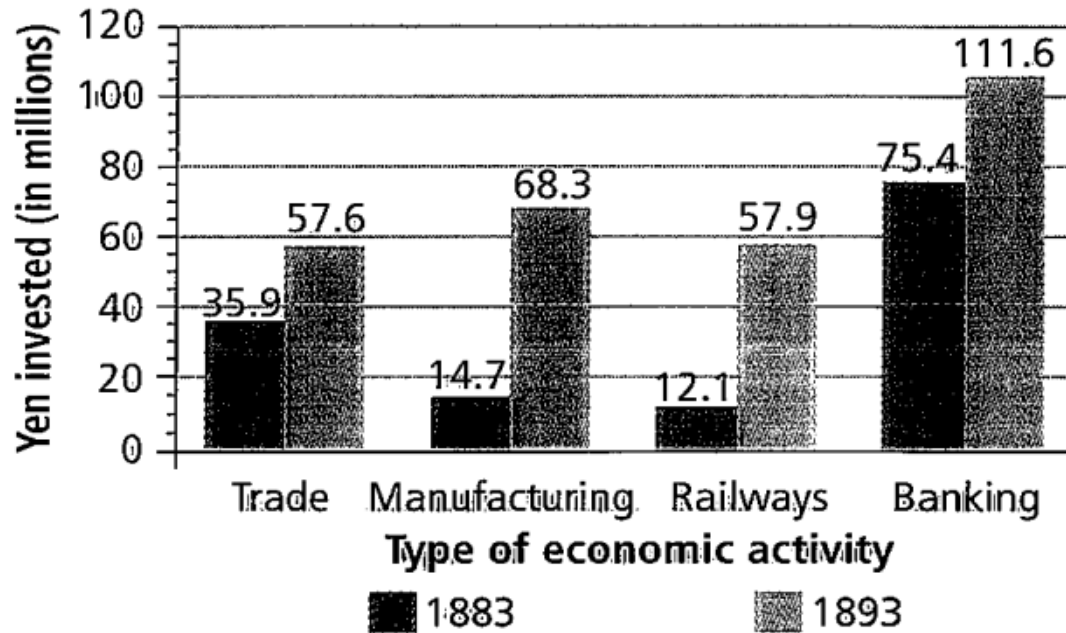
Investment in Meiji Japan



13. Based on the data in the graph, in which economic activity did investments increase by about 46 million yen between 1883 and 1893?

- a. Banking
- b. Trade
- c. Manufacturing
- d. Railways

Investment in Meiji Japan



14. Which of the activities listed in the graph depended on interaction with other nations?

- a. Railways
- b. Trade
- c. Manufacturing
- d. Banking

Electricity Customers in England and Wales

Year	Customers in Millions
1920	0.9
1930	3.5
1940	9.6
1950	12.0
1960	15.5
1970	18.3
1980	20.3

SOURCE: Department of Trade and Industry, United Kingdom

Electric Generation Stations

Country	Year	Number of Stations
Russia	1913	220
Germany	1913	4,040
Great Britain	1912	568
Sweden	NA*	440
United States	1912	5,221

*NA Not available

SOURCE: *The Electrification of Russia, 1880–1926*

15. Between which two decades did the number of electricity users in England and Wales increase the most?

- a. Between 1920 and 1930
- b. Between 1930 and 1940
- c. Between 1950 and 1960
- d. Between 1970 and 1980

Electricity Customers in England and Wales

Year	Customers in Millions
1920	0.9
1930	3.5
1940	9.6
1950	12.0
1960	15.5
1970	18.3
1980	20.3

SOURCE: Department of Trade and Industry, United Kingdom

Electric Generation Stations

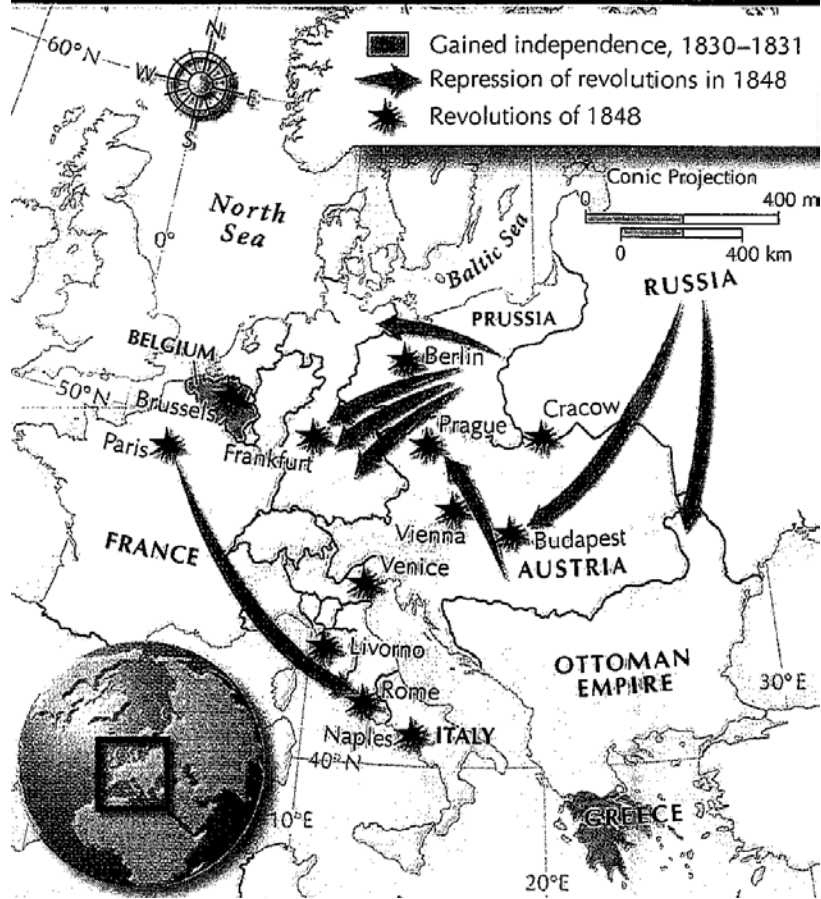
Country	Year	Number of Stations
Russia	1913	220
Germany	1913	4,040
Great Britain	1912	568
Sweden	NA*	440
United States	1912	5,221

*NA Not available

SOURCE: *The Electrification of Russia, 1880–1926*

16. Which country generated the most electricity in 1913?
- a. Sweden
 - b. Russia
 - c. Germany
 - d. Great Britain

Europe, 1848



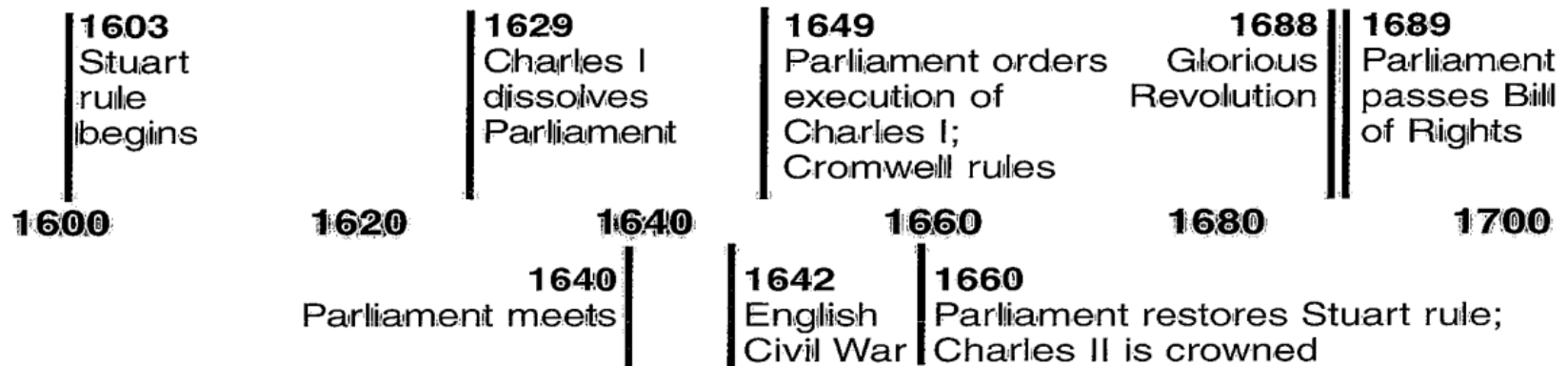
17. Which countries gained independence between 1830 and 1831?

- a. Prussia and Austria
- b. Greece and Belgium
- c. France and Italy
- d. Austria and Russia

18. Which country repressed revolutions in both the Austrian and Ottoman empires?

- a. Russia
- b. France
- c. Prussia
- d. Italy

Use the timeline to answer the following questions.



19. In which year did Parliament pass the Bill of Rights?

- a. 1629
- b. 1640
- c. 1660
- d. 1689

20. How long did Cromwell rule?

- a. 11 years
- b. 15 years
- c. 17 years
- d. 19 years

Francis Bacon

- Truth comes after investigation.
- Experimentation and observation lead to understanding.
- Practical technologies are important.

René Descartes

- Truth comes after investigation.
- Human reasoning leads to understanding.
- The search for provable knowledge is important.

21. Which statement would most likely be associated with Francis Bacon?

- a. Traditional authority must be respected.
- b. I think, therefore I am.
- c. Experiments help people understand the world
- d. The physical world must fit the teachings of the church

22. What belief did Bacon and Descartes share?

- a. Experimentation and observation lead to understanding.
- b. Practical technologies are important.
- c. Human reasoning leads to understanding.
- d. Truth comes after investigation.

Sikhism: A Blend of Religious Beliefs

Islam

- Belief in one God
- Religious and moral duties defined in Five Pillars
- Belief in Heaven and Hell, and a Day of Judgment
- No priests; all believers are religious equals

Hinduism

- Belief in many gods, all part of Brahman
- Emphasis on religious and moral duties, or dharma
- Belief in a cycle of birth, death, and rebirth

Sikhism

- Belief in the "Unity of God"
- Belief in reincarnation
- Rejection of caste

23. Which teaching of Sikhism is similar to those of Hinduism?

- a. The belief that all believers are religious equals
- b. The belief in reincarnation
- c. The belief in one God
- d. The belief in Heaven and Hell

24. Which teaching of Sikhism is similar to those of Islam?

- a. The belief in one God and the absence of a caste system.
- b. The belief in a cycle of birth, death, and rebirth
- c. The belief in social caste system that includes a priest caste
- d. The belief in the five pillars

To unite their empire, the Inca imposed their language, Quechua, and their religion on the people they conquered. They also created one of history's great road networks. At its greatest extent, it wound about 14,000 miles through mountains and deserts, passing through an area inhabited by almost 10 million people. Hundreds of bridges spanned rivers and deep gorges. Steps were cut into steep slopes and tunnels dug through hillsides. The expanse of the Inca road system was unmatched in the early Americas.

The roads allowed armies and news to move rapidly throughout the empire. At stations set regular distances apart, runners waited to carry messages. Relays of runners could carry news of a revolt swiftly from a distant province to the capital. Inca soldiers stood guard at outposts throughout the empire. Within days of an uprising, they would be on the move to crush the rebels. Ordinary people were restricted from using the roads at all.

25. The Inca developed a network of roads in order to—
- a. Move through deserts and mountains.
 - b. Unite the entire Inca Empire.
 - c. Create a famous passageway
 - d. Open up new areas for settlement.

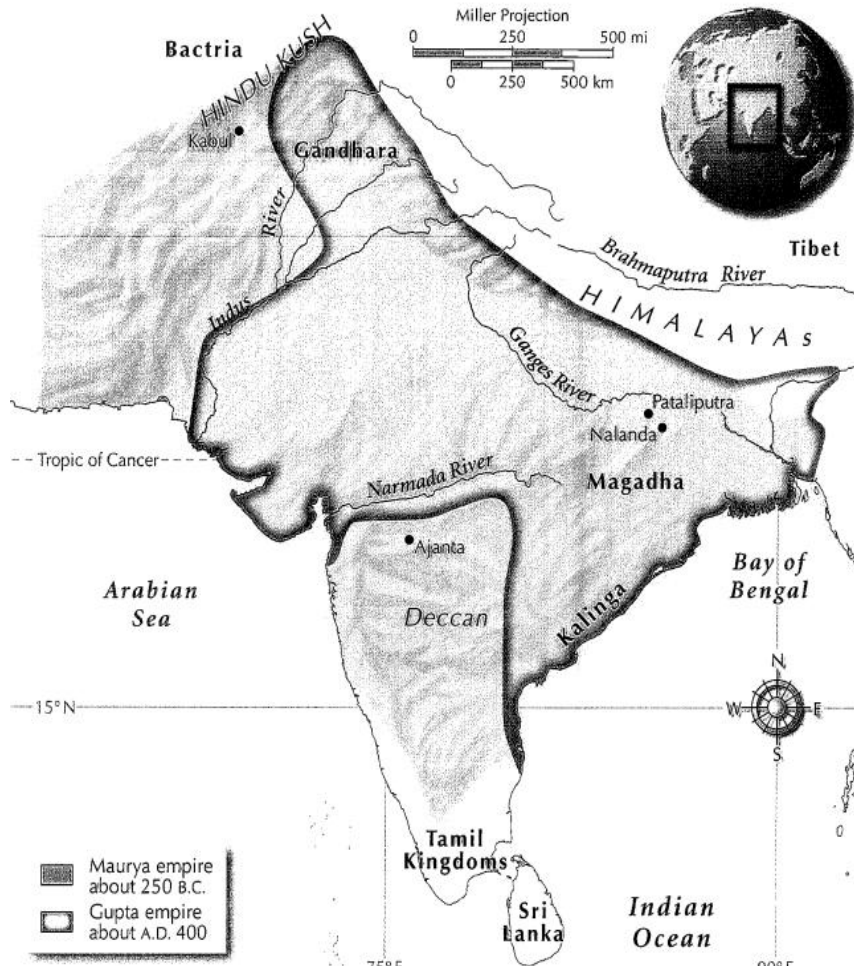
To unite their empire, the Inca imposed their language, Quechua, and their religion on the people they conquered. They also created one of history's great road networks. At its greatest extent, it wound about 14,000 miles through mountains and deserts, passing through an area inhabited by almost 10 million people. Hundreds of bridges spanned rivers and deep gorges. Steps were cut into steep slopes and tunnels dug through hillsides. The expanse of the Inca road system was unmatched in the early Americas.

The roads allowed armies and news to move rapidly throughout the empire. At stations set regular distances apart, runners waited to carry messages. Relays of runners could carry news of a revolt swiftly from a distant province to the capital. Inca soldiers stood guard at outposts throughout the empire. Within days of an uprising, they would be on the move to crush the rebels. Ordinary people were restricted from using the roads at all.

26. Which of the following best explains why ordinary citizens were not allowed to use Inca roads?

- a. Inca messengers were afraid of being attacked by ordinary citizens.
- b. Inca citizens did not have the means to properly use the Inca roads.
- c. Inca rulers did not want the roads to become impassable for the army.
- d. Inca soldiers did not want ordinary citizens entering their camps.

Maurya and Gupta Empires



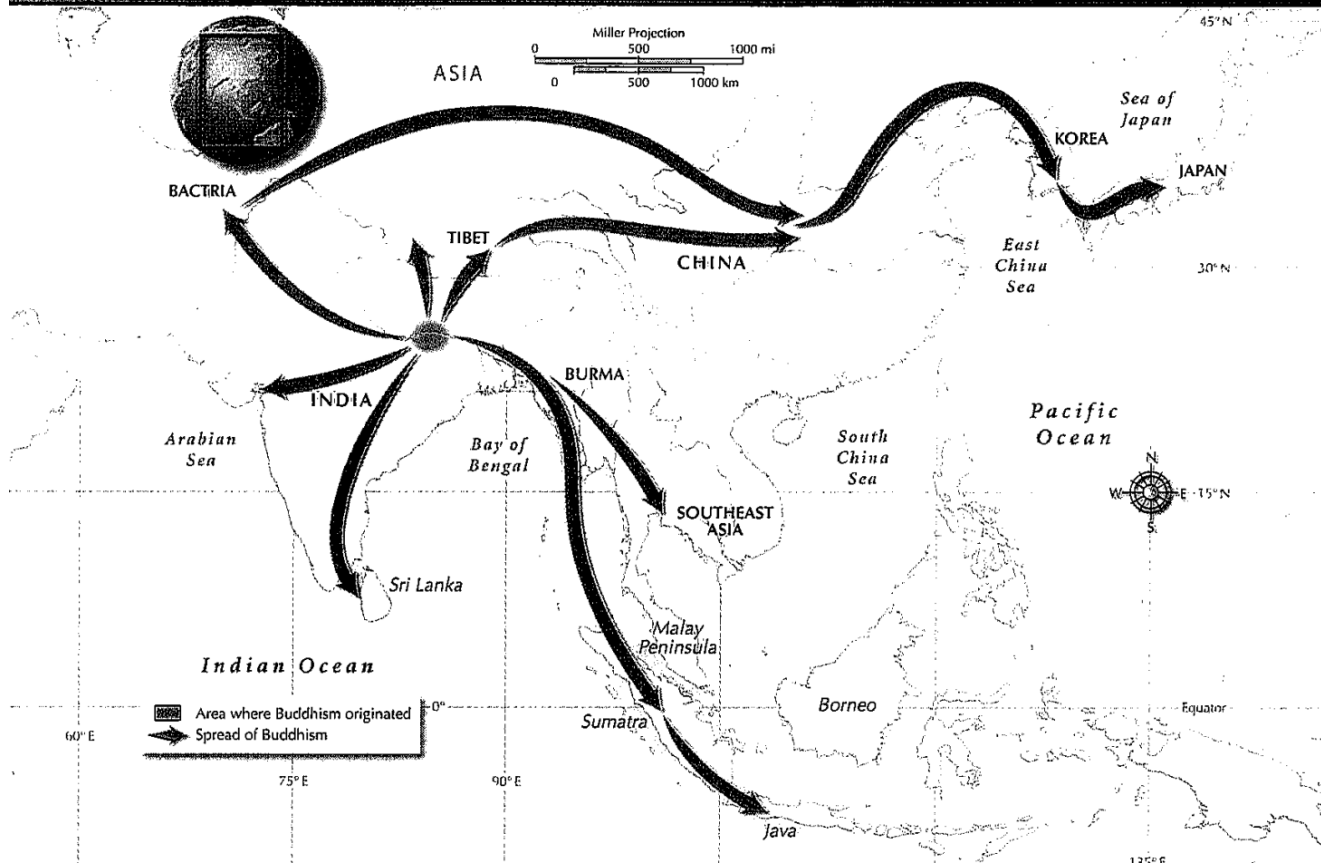
27. What region of the Indian subcontinent remained separate from both the Maurya and Gupta empires?

- a. The southernmost region
- b. The northwestern region
- c. The eastern region
- d. The central region

28. What was the northeastern border of both the Maurya and Gupta Empires?

- a. The island of Sri Lanka
- b. The Hindu Kush
- c. The Himalayas
- d. The Magadha region

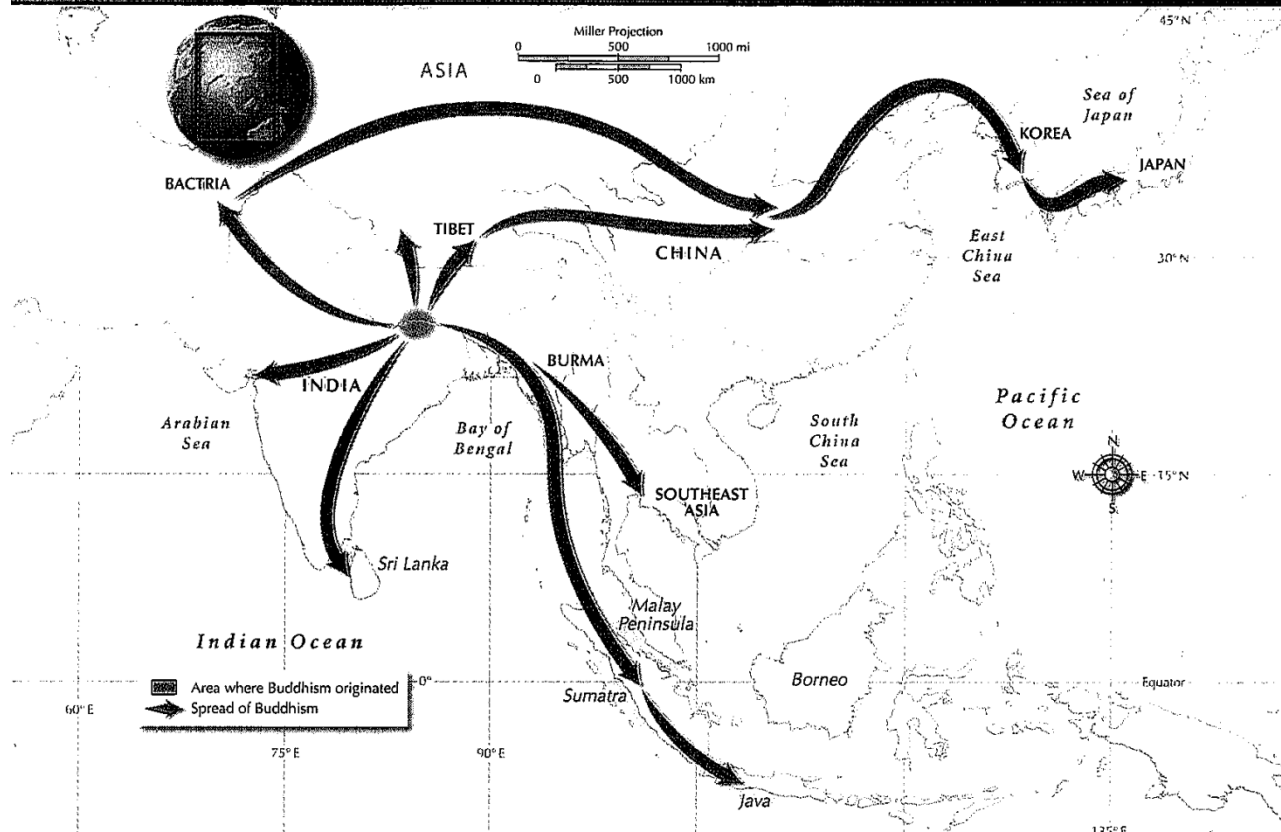
Spread of Buddhism to A.D. 500



29. Buddhism was brought into Korea through—

- a. India
- b. China
- c. Burma
- d. Japan

Spread of Buddhism to A.D. 500



30. What conclusion can you draw about the spread of Buddhism?

- a. It spread mainly to the northwestern part of Asia.
- b. It spread only to the northern part of Asia.
- c. It spread mainly to the eastern and southern parts of Asia.
- d. It spread only to the southern part of Asia.

Cause and Effect

Causes

- Neolithic people learn to farm. → Hunters and gatherers settle into farming communities. → Some farmers settle in river valleys, where the soil is very fertile. → New technologies improve farming. → Food surpluses support growing populations. → The first cities are built in fertile valleys.

Rise of River Valley Civilizations

Effects

- Complex forms of government develop.
- Arts become more elaborate.
- Job specialization leads to social classes.
- People invent writing.
- Early civilizations conquer neighboring lands.

Connections to Today

- Archaeologists continue to discover rich stores of information about Neolithic people and early civilizations.
- In the modern day, people continue to live along rivers, in both villages and large cities.

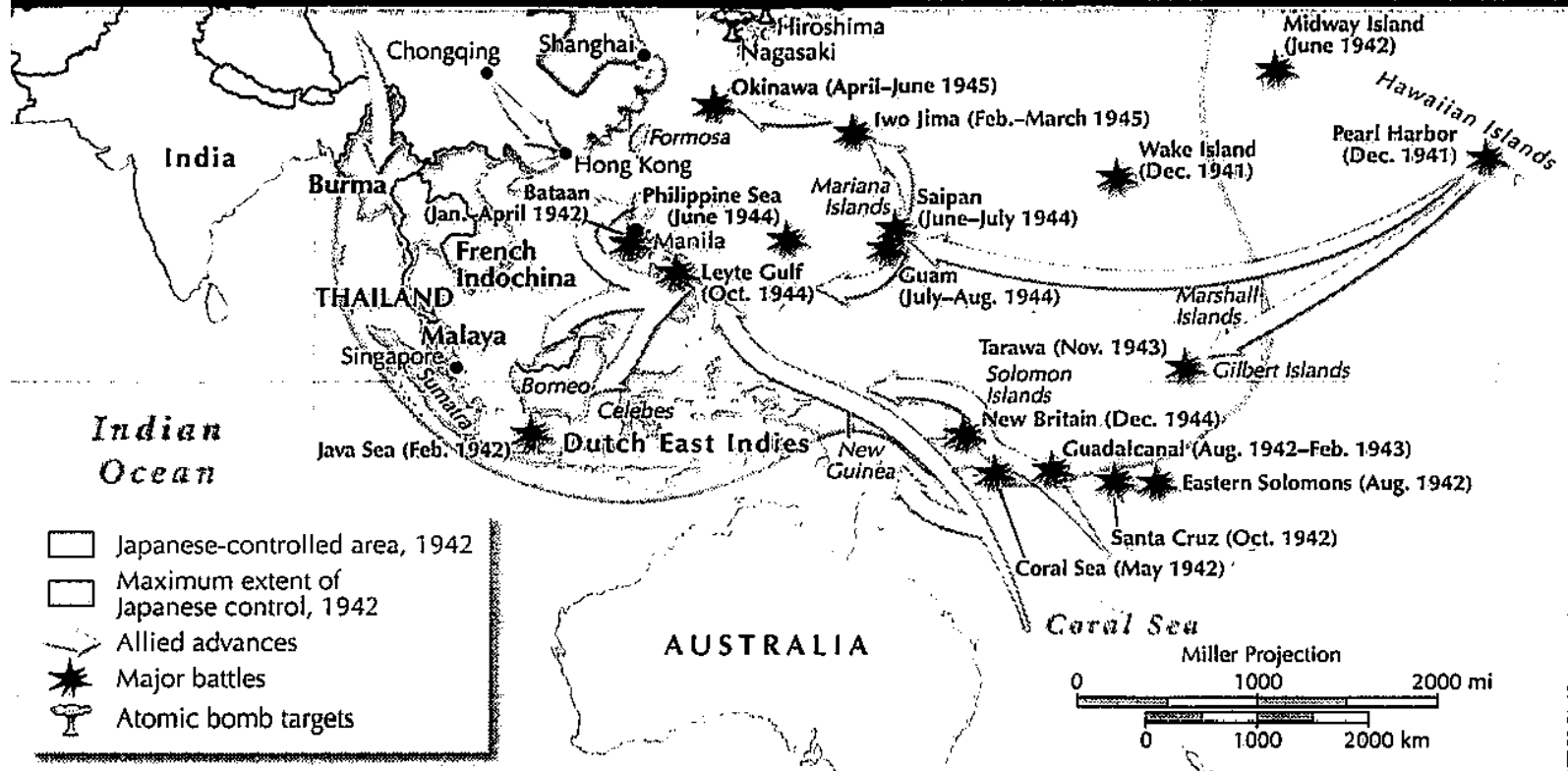
31. One effect of the growth of civilizations was—

- a. Farmers settled in river valleys.
- b. Complex governments were created.
- c. More cities were built in fertile valleys.
- d. An increased number of people became farmers.

32. Which of the following led to food surpluses?

- a. People began to write and communicate.
- b. Archaeologists studied early civilizations.
- c. New farming methods were developed.
- d. More humans favored a nomadic culture.

World War II in the Pacific, 1941–1945



33. The Allies called their strategy against Japan “island-hopping.” How does the map illustrate this strategy?

- It shows a single frontal assault on Japan.
- It shows the Allies advanced only across small islands in the Japanese empire.
- It shows step-by-step Allied advances across Japanese-controlled areas.
- It shows the Allies’ island-by-island retreat to Pearl Harbor.

News of this test was brought to the new American president, Harry Truman. He realized that the atomic bomb was a terrible new force for destruction. Still, after consulting with his advisors, and determining that it would save American lives, he decided to use the new weapon against Japan.

34. What was the main reason why President Truman decided to use the atomic bomb?

- a. To save American lives
- b. To see if the bombs worked
- c. To destroy Japanese cities
- d. To invade the Soviet Union

Germany began to prosper.
Then, the Great Depression
hit, reviving memories of
the miseries of 1923.
Germans turned to an
energetic leader, Adolf
Hitler, who promised to
solve the economic crisis
and restore Germany's
former greatness.

In 1935, the Nazis passed the
Nuremberg Laws which
deprived Jews of German
citizenship and placed severe
restrictions on them. They
were prohibited from
marrying non-Jews, attending
or teaching at German
schools or universities,
holding government jobs,
practicing law or medicine, or
publishing books. Nazis beat
and robbed Jews and roused
mobs to do the same. Many
German Jews fled, seeking
refuge in other countries.

35. What was the relationship between the Great Depression and the rise of Adolf Hitler?
- a. Germans turned to Hitler because he promised to solve the economic crisis.
 - b. Germans blamed Hitler for the hardships of the Great Depression.
 - c. Germany's prosperity helped Hitler rise to power.
 - d. The Great Depression ended Hitler's leadership in Germany.
36. Why did many German Jews move to other countries?
- a. Jews were not allowed in Germany.
 - b. They wanted to spread the ideas of the Nazis.
 - c. Jews were beaten and robbed by the Nazis.
 - d. They wanted to follow Albert Einstein.

All forms of fascism shared some basic features. They were rooted in extreme nationalism. Fascists glorified action, violence, discipline, and, above all, blind loyalty to the state. . . . To them, democracy led to corruption and weakness and put individual or class interests above national goals. Instead, fascists emphasized emotion and the supremacy of the state.

Fascism

- Nationalist goals
- Supported by business leaders, wealthy landowners, and the lower middle class

Communism

- Hopes for international change
- Supported by urban and agricultural workers

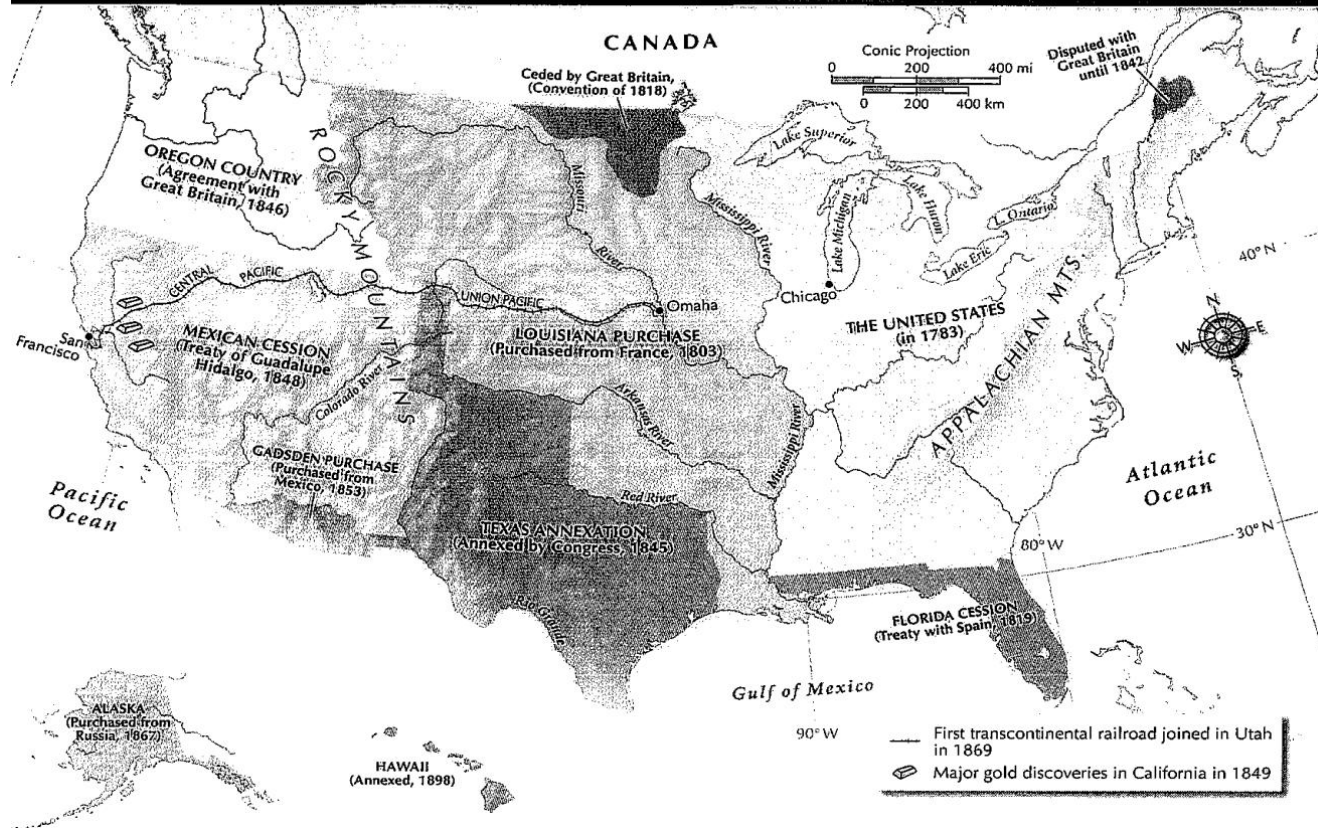
37. A follower of fascism would likely say that—

- a. Individuals are as important as groups.
- b. The State should have total authority.
- c. Groups are only important relative to individuals.
- d. The State is made up of individuals.

38. Which statement is true?

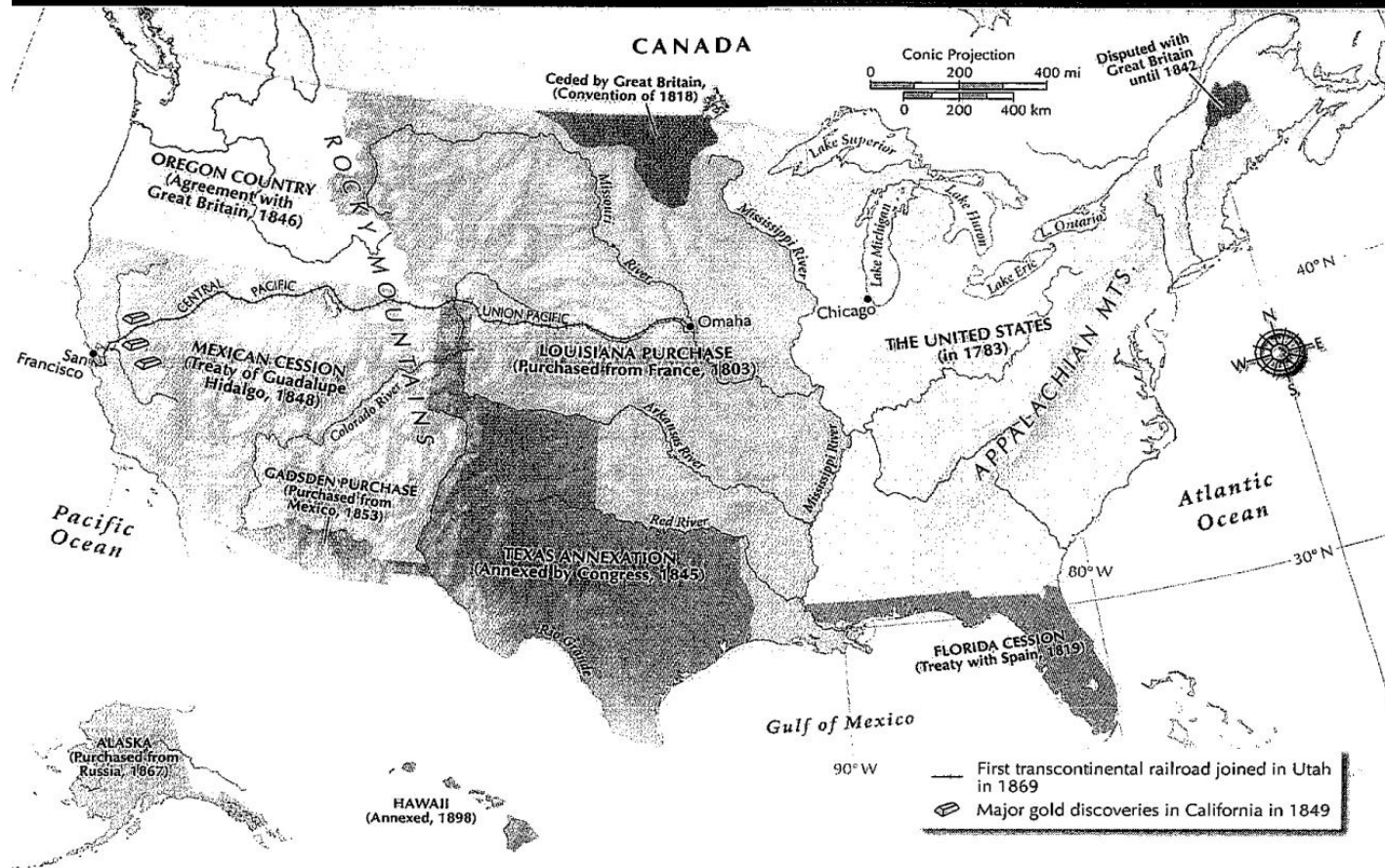
- a. Fascists and communists had similar goals.
- b. Fascists were supported by the poorer classes, while communists were not.
- c. Unlike communists, fascists had nationalistic goals.
- d. Communists were supported by wealthy landowners, while fascists were not.

Expansion of the United States, 1783–1898



39. Which of the following was added to the United States by Congress?
- a. Mexican Cession
 - b. Louisiana Purchase
 - c. Florida Cession
 - d. Texas Annexation

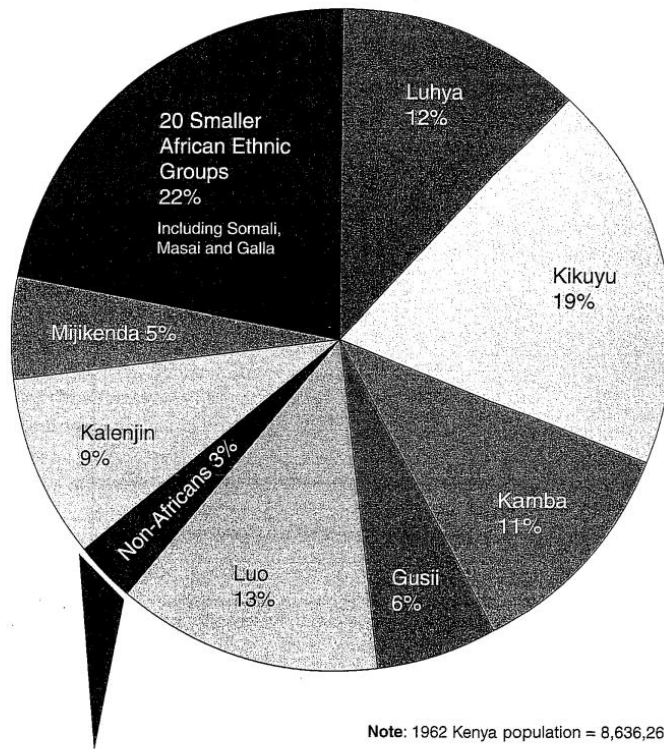
Expansion of the United States, 1783–1898



40. How did the United States obtain Alaska?

- a. The United States signed a treaty with Mexico
- b. The United States purchased it from France.
- c. The United States signed a treaty with Great Britain.
- d. The United States purchased it from Russia

Kenya Population by Ethnic Group, 1962



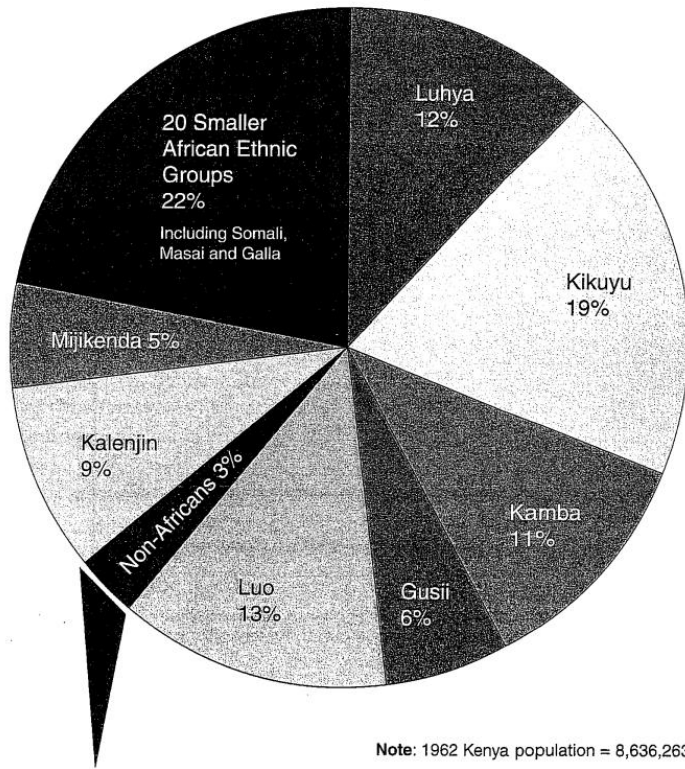
41. According to the Kenya Population by Ethnic Group chart, the second largest ethnic group in Kenya was the:

- a. Asians
- b. Kikuyu
- c. Luhya
- d. Luo

42. Together the Kalenjin and Kamba compromised what percentage of the Kenyan population?

- a. 20 %
- b. 14 %
- c. 24%
- d. Cannot be determined

Kenya Population by Ethnic Group, 1962



Note: 1962 Kenya population = 8,636,263

The Non-African 3%

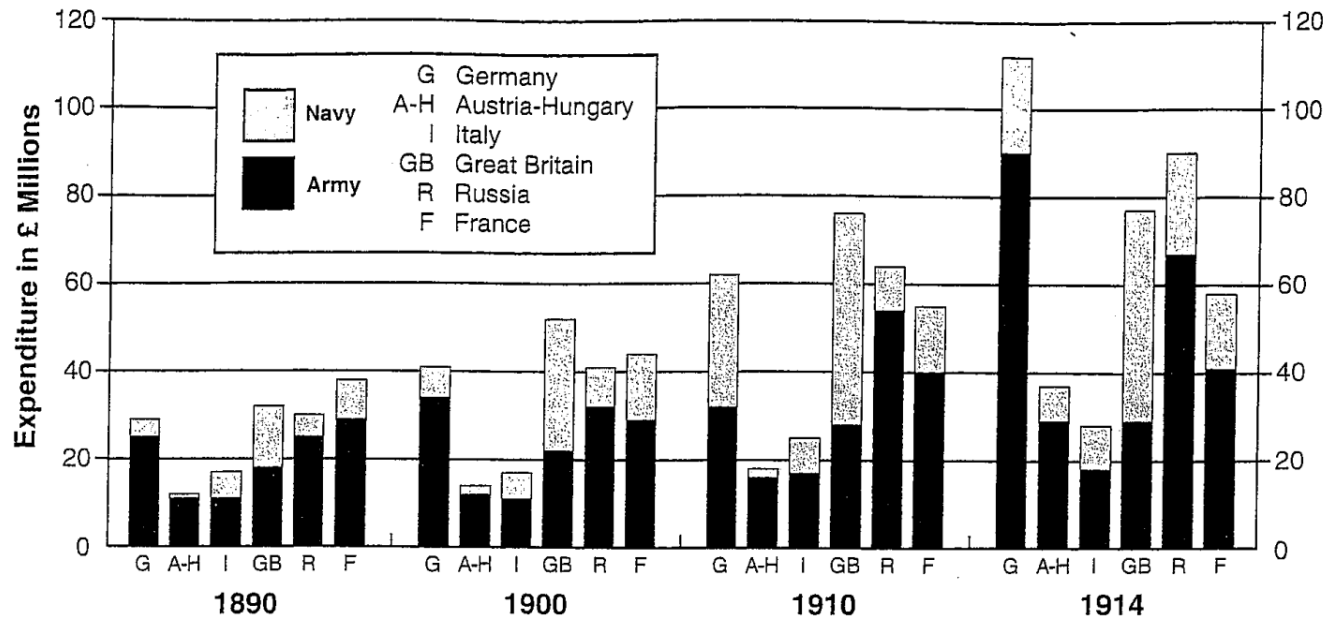
Asians	176,613
Europeans	55,759
Arabs	34,049
Other	3,902
Total	270,321

43. Which one of these groups is Not shown on the chart?

- a. Somali
- b. Gusii
- c. Galla
- d. South Americans

The Growth in Armaments, 1890–1914

in British pounds (£)

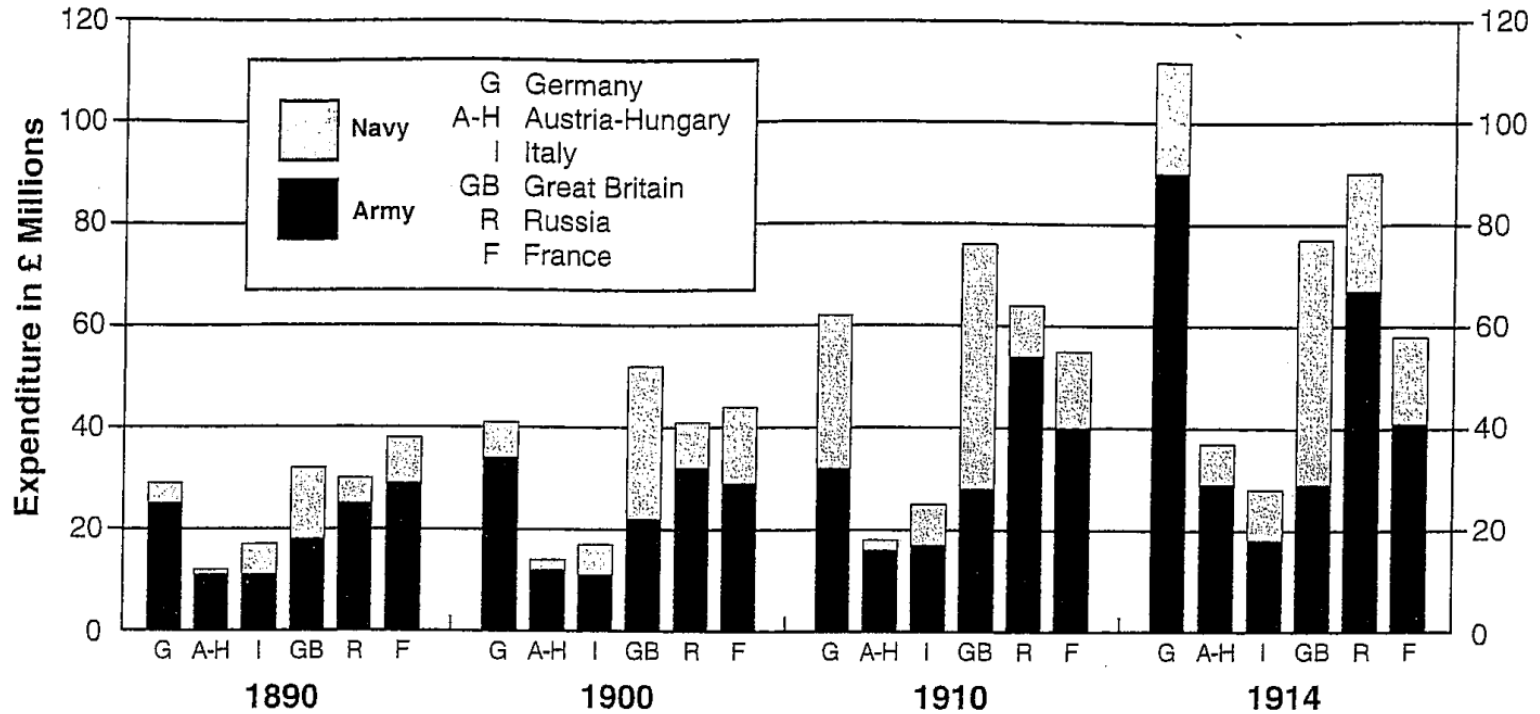


44. According to the graph, which country spent more on their navy than army in the year 1910?

- a. Germany
- b. France
- c. Great Britain
- d. Austria-Hungary

The Growth in Armaments, 1890–1914

in British pounds (£)



45. Which country saw the largest increases military expenditures from 1890-1914?

- a. Italy
- b. Russia
- c. Great Britain
- d. Germany



46. What focal point is the artist trying to create in this painting?
- a. Soldiers
 - b. Man in the white shirt
 - c. Cityscape
 - d. Bloodied men on the ground



47. What emotion is the artist trying to convey in the viewer?

- a. Fear
- b. Happiness
- c. Sense of injustice
- d. Hopelessness



48. In this 19th century French painting you can learn that this society values--

- a. Leisure time
- b. Hard work
- c. City life
- d. Capitalism

49. What is emotion is the artist trying to create in the viewer?

- a. Anger
- b. Excitement
- c. Joy
- d. None of the above