



**CALIFORNIA CONTENT
STANDARD 7.1**

*The Rise and Fall of Rome
(44 B.C.–A.D. 476)*

Overall Objective: Analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.

Read the chart below to answer questions on the next page.

Growth of the Roman Empire

- Strong leaders, beginning with Augustus, created a powerful government.
- A mighty army conquered lands around the Mediterranean and into northern Europe.
- Over 50,000 miles of roads allowed communication and transportation.
- A period of peace and prosperity strengthened the empire.

Decline of the Roman Empire

Internal

- Poor harvests and lack of income from new provinces
- Decrease in general level of education among citizens
- Communication breakdown within the empire
- Use of enslaved labor, less technological advances, especially in agriculture
- Political corruption
- Reduced patriotism among the people and armed forces
- Increasingly undisciplined military

External

- Invasions by Germanic tribes around the borders of the empire

Impact of the Roman Empire

- Representative government served as a model for future governments.
- Justice system, based on principles such as “equal treatment under the law” and “innocent until proven guilty,” also became widespread.
- Engineering and science advanced, as in road and aqueduct construction.
- Christianity spread to become a major world religion.
- Stoic ideals, duty, and public service shaped a concept of citizenship.
- Latin became the basis for many European languages.
- Art forms, such as the mosaic, the fresco, and realistic sculpture developed.



**CALIFORNIA CONTENT
STANDARD 7.1**

The Rise and Fall of Rome (44 B.C.–A.D. 476)

Directions: Choose the letter of the *best* answer.



- | | |
|--|--|
| <p>1 According to the map, by A.D. 212, Rome controlled all of</p> <ul style="list-style-type: none"> A sub-Saharan Africa. B Asia. C the area around the Mediterranean Sea. D northern Europe and Scandinavia. <p>2 A feature of the U.S. legal system borrowed from the Romans is</p> <ul style="list-style-type: none"> A an accused person’s need to prove his or her innocence. B equality under the law for all citizens. C the right to a speedy trial. D no taxation without representation. | <p>3 Which factor enabled Rome to expand and maintain order?</p> <ul style="list-style-type: none"> A aqueducts B efficient network of roads C enslaved labor D Christianity <p>4 What was one reason Germanic tribes were able to overrun the western Roman Empire in the 400s?</p> <ul style="list-style-type: none"> A Troops were too busy conquering new territories to guard borders. B Germanic government was more organized than that of the empire. C Roman citizens had become overeducated and would not fight. D The Roman military had far fewer soldiers than the tribes had. |
|--|--|

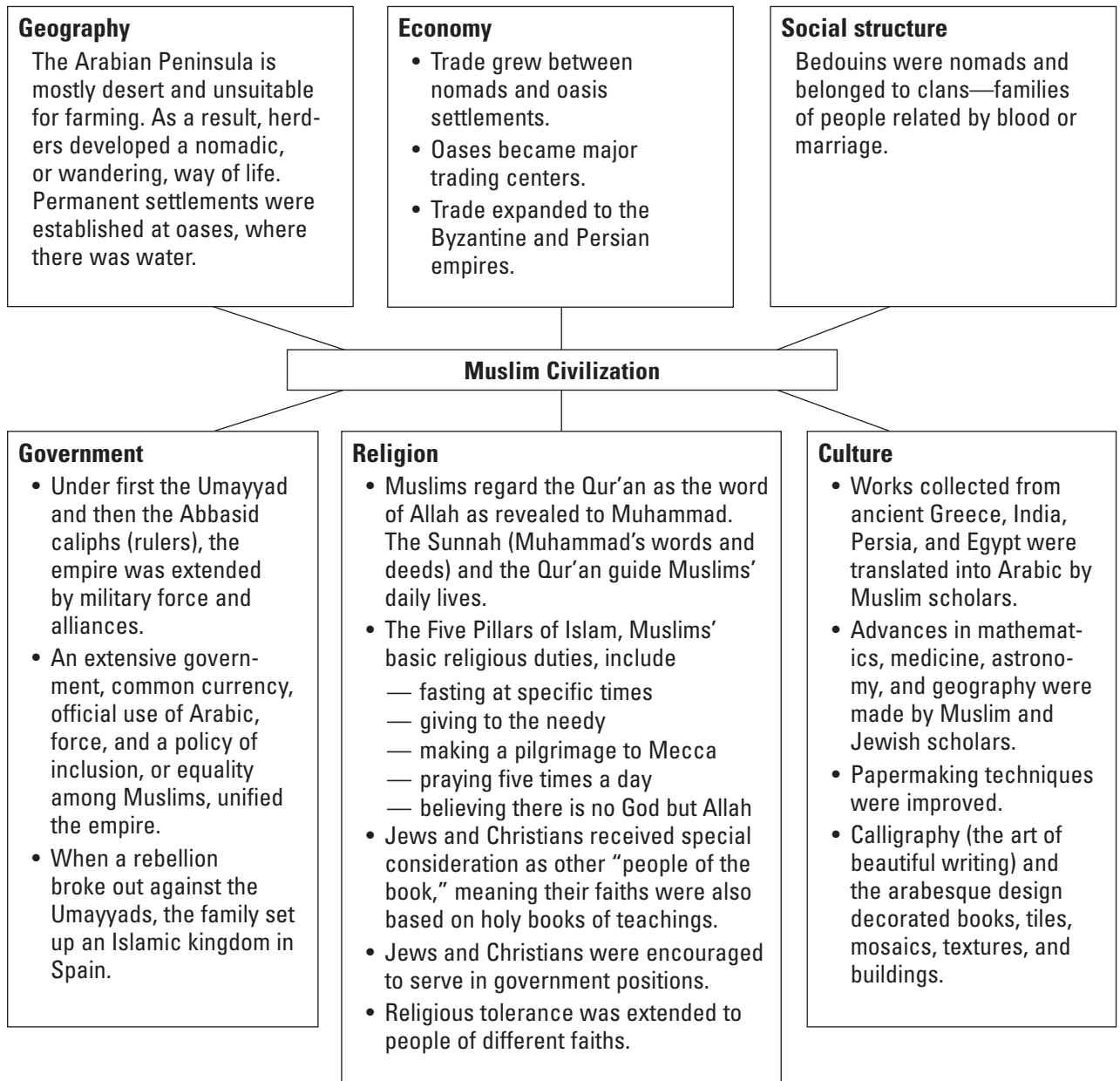


**CALIFORNIA CONTENT
STANDARD 7.2**

Islam in the Middle Ages

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages.

Read the cluster diagram below to answer questions on the next page.



Copyright © McDougal Littell/Houghton Mifflin Company



**CALIFORNIA CONTENT
STANDARD 7.2**

Islam in the Middle Ages

Directions: Choose the letter of the *best* answer.

- 1 **What is *one* factor that helped spread Islam to other parts of the world?**
 - A military force
 - B music
 - C missionaries
 - D agriculture

- 2 **Jews and Christians enjoyed special privileges within the Muslim Empire because they**
 - A outnumbered the Muslims.
 - B were more willing to convert than other groups.
 - C also had holy books containing teachings.
 - D were more capable of filling government positions than many of the Muslims.

- 3 **How do the Five Pillars of Islam regulate Islamic religious life?**
 - A They refer to different groups of Muslims.
 - B They describe the Islamic Day of Judgment.
 - C They describe the most important Muslim leaders.
 - D They identify Muslims' major duties.

- 4 **Which important technology helped spread written knowledge in the Muslim Empire?**
 - A the invention of calligraphy
 - B the invention of the abacus
 - C improved papermaking techniques
 - D development of an accurate calendar

“Know that the life of this world is but a sport and a pastime, a show and an empty vaunt [boast] among you, a quest for greater riches and more children. It is like the plants that flourish after rain: the husbandman [farmer] rejoices to see them grow; but then they wither and turn yellow, soon becoming worthless stubble.”

—from the *Qur'an*

- 5 **Which statement *best* expresses the central idea of the quotation from the Qur'an?**
 - A The activities and possessions of life do not last.
 - B Nature is the source of all wisdom.
 - C People should try to have as much wealth as they possibly can.
 - D Life should be enjoyed to the fullest.

- 6 **Which conclusion is accurate, based on the cultural achievements of the Muslims in the Umayyad and Abbasid empires?**
 - A Muslims cared little for learning.
 - B Medieval Muslim scholars preserved much ancient knowledge.
 - C The Muslims contributed little to Western Civilization.
 - D The Muslims were the first people to make paper.



**CALIFORNIA CONTENT
STANDARD 7.3**

China in the Middle Ages

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.

Read the chart and summary to answer questions on the next page.

MAJOR BELIEF SYSTEMS

Confucian Thought

- Status in society depended on the level of educational achievement.
- The right relationships maintained social order. Rulers should be virtuous and kind. Subjects should be loyal and obedient. Children should respect their elders.
- The influence of Buddhism changed the emphasis from education as the means to advancement in life to education as a way to achieve a set of ideas about what is right and wrong.

Buddhism

- Missionaries from India introduced Buddhist thought to China beginning in the first century.
- Buddhism taught that
 - unhappiness is part of life
 - people are unhappy because they are too attached to material possessions
 - people can learn to escape suffering by living a good life
- Buddhism spread after the collapse of the Han Dynasty in the 200s. It helped people to cope with their hardships during this period.

DYNASTIES IN THE MIDDLE AGES

Tang Dynasty, 618–907

- Expanded Chinese territory
- Developed an imperial state with a strong central government
- Built a network of roads and canals
- Used state exams to choose scholar-officials (educated men, mostly from the upper classes, who received government positions when they passed the exam)
- Created an elite class based on education and position in civil service
- Revived Confucianism, emphasizing the achievement of morality (living a good life) through education
- Created a law code
- Encouraged achievement in art and literature
- Became known for its horse sculptures and lively poetry

Song Dynasty, 960–1279

- Set up additional schools
- Focused the state exam on more practical matters to allow more people to pass
- Expanded trade

Yuan Dynasty (Mongols), 1279–1368

- Kept Chinese out of power
- Ended the state exam
- Encouraged foreign trade

Ming Dynasty, 1368–1644

- Sponsored Zheng He’s voyages; then limited foreign trade
- Restored the state exam system
- Returned to Confucian moral standards
- Rebuilt the Great Wall of China

Tang and Song Dynasties

Oversaw technological advances that would influence history.

- Papermaking spread to Europe in the 1100s.
- Gunpowder led to deadly new weapons and a change in how people waged war.
- Magnetic compass helped later European explorers travel greater distances.
- Movable type increased the availability of books.



**CALIFORNIA CONTENT
STANDARD 7.3**

China in the Middle Ages

Directions: Choose the letter of the *best* answer.

- 1 Why did Buddhism spread after the collapse of the Han Dynasty in the 200s?**
 - A Status in society depended on the military.
 - B Only Buddhists could rule the country.
 - C It offered comfort in a time of uncertainty and disorder.
 - D Many Buddhist missionaries from Japan came to China.

- 2 What is *one* factor that helped to unify China under Tang rule?**
 - A development of an improved system of canals and roads
 - B invention of a system of writing
 - C creation of a large middle class with a voice in government
 - D rebuilding of the Great Wall

- 3 What do gunpowder, tea, and the magnetic compass have in common?**
 - A All three had an effect on the lives of Europeans in later centuries.
 - B They were all borrowed from Japan and adapted by the Chinese.
 - C Each dramatically changed the standard of living in China.
 - D All were invented by the same highly educated scholar-official.

Use the quotation to answer questions 4 and 5.

“How easy for a scholar-official to offend, and now I’m demoted* and must go north. In my work I sought justice but the wise emperor disagreed.”

—from the poem “On Being Demoted and Sent Away to Qizhou” by Wang Wei
*demoted: forced to take a lower-ranking job

- 4 What conclusion might be drawn from the poem about the position of a scholar-official in the Tang Dynasty?**
 - A A scholar-official risked grave consequences if he ignored the wishes of the emperor.
 - B Becoming a scholar-official meant security for a lifetime.
 - C Although positions were difficult to obtain, they were easy to keep.
 - D Scholar-officials were pressured to continue their education even after securing their positions.

- 5 How might a scholar-official in the Tang Dynasty have obtained the position?**
 - A His family was related to the emperor.
 - B He was given the job because he performed well in battle.
 - C He worked his way up from a low-ranking job.
 - D He showed his intelligence by performing well on a state exam.

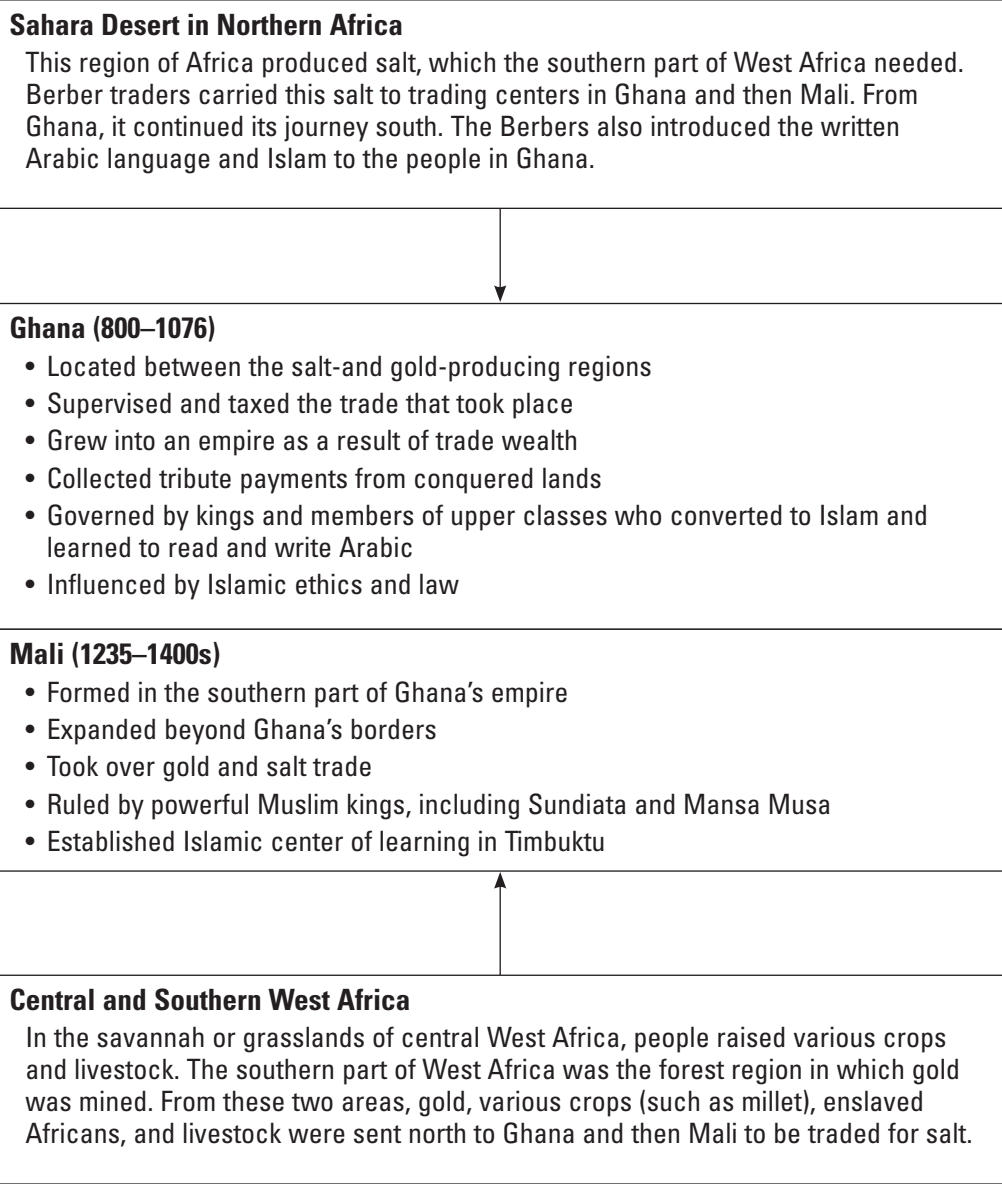


**CALIFORNIA CONTENT
STANDARD 7.4**

Ghana and Mali

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.

Read the sequence diagram below to answer questions on the next page.



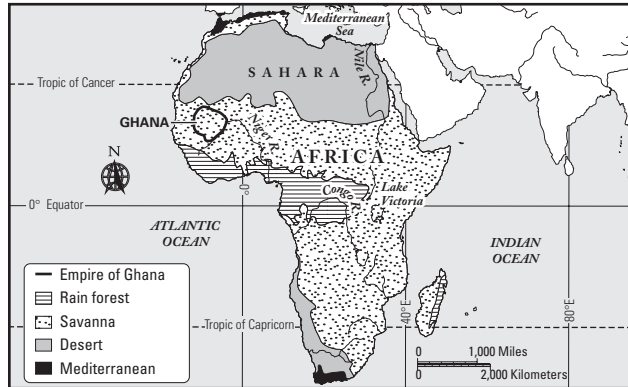


**CALIFORNIA CONTENT
STANDARD 7.4**

Ghana and Mali

Directions: Choose the letter of the *best* answer.

Africa: Vegetation



1 According to the map, in which vegetation zone is Ghana located?

- A desert
- B savannah
- C rainforest
- D Mediterranean

2 Which is the correct description of the trade that took place among the regions of West Africa?

- A Gold was mined in the desert and sent south to be traded for salt taken from the banks of the Niger River.
- B Crops and lumber were sent north from the rain forest to be traded for enslaved Africans and salt from the Sahara.
- C Crops and gold were sent south to the rain forest from the savannah to be traded for salt and enslaved Africans.
- D Salt was sent south from the desert to be traded for crops, enslaved Africans, and gold from the savannah and rain-forest regions.

3 Which statement accurately describes the historic significance of the empire of Ghana?

- A Ghana's location allowed it to control the gold and salt trades.
- B People of Ghana embraced the Christian beliefs of Berber traders.
- C As Ghana expanded, it lost money caring for areas it conquered.
- D Ghana was the largest empire that has existed in West Africa.

4 The empires of Ghana and Mali were alike in that both empires

- A grew wealthy and powerful from the silk trade.
- B were influenced by the laws and ethics of Islam.
- C grew to be more powerful than the Roman empire.
- D grew crops, such as millet, to trade with people to the south.

5 What can be inferred from the fact that Timbuktu became an important center of Islamic scholarship under Mali's emperors?

- A The importance of trade had declined.
- B A number of its people knew and could read Arabic.
- C Mali rulers wanted to reinstate traditional African belief systems.
- D In the 1200s, there were no other centers of Islamic scholarship in the world.



**CALIFORNIA CONTENT
STANDARD 7.5**

Medieval Japan

Overall Objective: Use the following chart to analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.

Read the summary below to help you answer questions on the next page.

Major Influences on Japanese Culture

Japan is located 120 miles off the coast of East Asia. This location enabled Japan to learn and adapt aspects of both the Korean and the Chinese cultures.

Korean Influences

- **Buddhism** reached Japan from China via Korea. The Japanese combined Buddhism with their traditional Shinto rituals. Buddhism, particularly Zen Buddhism, had a major impact on the attitudes of Japanese samurai (warriors) and artists.
- The Chinese **writing system** also came to Japan through contact with Korea. The Japanese language itself is related to Korean.

Chinese Influences

- Japan adopted principles of **Confucianism** from China.
- Prince Shotoku developed the Seventeen Article Constitution, incorporating Confucian ideas, such as the importance of hard work and obedience to authority.
- The Chinese influence was also seen in **agriculture** and **the arts**. The Japanese used China's wet-field rice cultivation method. Japanese artists used Chinese themes in their landscape painting.

Feudal Japan and the Military Society

By the 1100s, a lord-vassal, or feudal system, was in place in Japan.

- The lord-vassal system developed as a result of **weak central government** and a breakdown in law and order.
- Small landowners performed military service for lords of large estates in return for protection. These lords, the **daimyo**, also hired warriors known as **samurai**.
- Samurai lived by a code of honor called **bushido**. They were required to show respect to the gods and generosity to the poor. They were to demonstrate loyalty and courage to the end. Bushido was so deeply a part of samurai culture that soldiers through the twentieth century lived by it.
- By the late 1100s, the transition to a military society occurred with the rise of the most powerful daimyo to the position of **shogun**. The shogun, the supreme military commander, ruled Japan under a figurehead **emperor**.
- Over the next four hundred years, rival daimyos vied over who would become shogun. Samurai now fought on a national level.
- In the 1500s, a series of shoguns succeeded in unifying Japan. In 1603, the **Tokugawa shogunate** began.

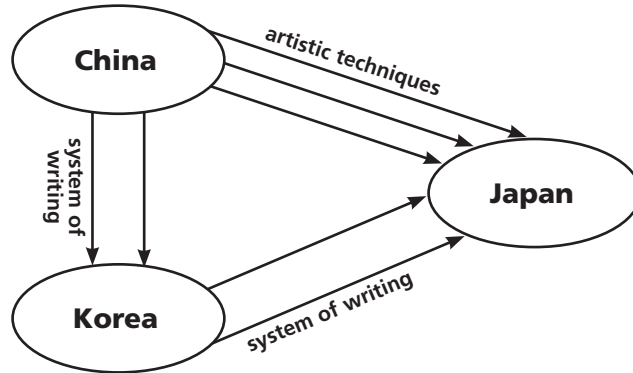


**CALIFORNIA CONTENT
STANDARD 7.5**

Medieval Japan

Directions: Choose the letter of the *best* answer.

Use the diagram to answer questions 1 and 2.



- | | |
|--|---|
| <p>1 In addition to the writing system, what else did Japan learn from China by way of Korea?</p> <ul style="list-style-type: none"> A Shintoism B a class system C the idea of samurai D Buddhism <p>2 What are the correct labels for the two unlabeled arrows leading from China to Japan in the diagram?</p> <ul style="list-style-type: none"> A “Principles of Confucianism” and “Agricultural Methods” B “Rice-growing Techniques” and “Calligraphy” C “Shintoism” and “Forms of Government” D “Landscape Painting” and “Bushido” <p>3 Which factor led to feudalism and the rise of a military society?</p> <ul style="list-style-type: none"> A a weak central government B Chinese influence C European influence D an overwhelming number of samurai | <p>4 Which of the following reflects the hierarchy of medieval Japan in descending order (greatest to least)?</p> <ul style="list-style-type: none"> A daimyo, shogun, samurai, emperor B samurai, daimyo, emperor, shogun C emperor, shogun, daimyo, samurai D shogun, emperor, daimyo, samurai <p>5 According to bushido, it would be better for a samurai to</p> <ul style="list-style-type: none"> A retreat rather than face certain death. B die rather than face dishonor. C find another profession if he lost his fighting skills. D consider other options before engaging in conflict. <p>6 In Japan’s military society, the samurai</p> <ul style="list-style-type: none"> A faced massive unemployment. B rose to positions in the shogun’s government. C became the major landowners. D became the country’s army. |
|--|---|

**CALIFORNIA CONTENT
STANDARD 7.6***Medieval Europe*

Overall Objective: Analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

Review the summary below to help you answer questions on the next page.

Feudalism

Feudalism developed to bring about order following the fall of the Frankish kingdom in the early 800s. To protect their property against invaders, landowners pledged their loyalty to a king. Knights became vassals of nobles, receiving land called fiefs in return for military service. Serfs worked on lords' estates, or manors. In return, serfs received protection and a share of crops. Manors were self-sufficient communities that produced almost everything people needed. Most people lived on manors in the early Middle Ages.

The Catholic Church

Powerful rulers and devoted monks helped to spread Christianity throughout Europe. The Catholic Church became a strong and unifying force in Europe, controlling the lives of common people. Frequently, popes and kings worked together toward common goals. The Church's wealth, efficient organization, and strong connections to the nobles made it a very powerful institution. It also played an important role in education, setting up universities, translating works from earlier scholars, and preserving knowledge through the work of monks and nuns. As kings grew stronger, they often clashed with the Church.

The Crusades

The Crusades, wars to win the Holy Land, began in the late 11th century. Although the Crusaders failed in their goal of winning the Holy Land, the wars broadened Europe's contact with the East and led to more trade and greater knowledge of other cultures. The increase in trade led to the growth of towns. Within these towns, guilds formed to make rules for workers in various crafts. Towns remained outside the feudal system. The Crusades also led to persecution of Jews and people of other faiths and created problems between Muslims and Christians.

Development of Democracy

Developments in England contributed to the rise of democratic thought and representative government. In 1215, King John of England signed the Magna Carta, guaranteeing certain rights to the nobles. The Model Parliament met. Independent courts of law were set up. Habeas corpus, the right not to be imprisoned unlawfully, became the law. Events in the 14th and 15th centuries weakened feudalism. The plague reduced the European population and weakened the manor system. The Hundred Years' War introduced new weapons that made castles and knights no longer necessary.



PRACTICE

CALIFORNIA CONTENT
STANDARD 7.6*Medieval Europe*

Directions: Choose the letter of the *best* answer.

- 1 **Which summary best describes feudalism?**
 - A a religious organization in which knights supported the pope by taking part in Crusades
 - B a community in which most people farmed or raised animals such as sheep and pigs
 - C a political system in which nobles pledged loyalty to the king and protected the serfs on their land
 - D an economic system based heavily on trade with both neighboring and distant countries
- 2 **Conflict grew between rulers and the Church when**
 - A the pope wanted to appoint bishops.
 - B the Church began to set up universities.
 - C kings became more powerful.
 - D many knights joined the Crusades.
- 3 **Which circumstance contributed to the growing power of the Church in the Middle Ages?**
 - A the Church's successful Crusades
 - B the adoption of habeus corpus
 - C the signing of the Magna Carta
 - D the Church's ties to the ruling class
- 4 **What was *one* effect of the Crusades?**
 - A Christian forces conquered Palestine.
 - B Religious tolerance spread throughout Europe.
 - C Europe entered into a period of isolation.
 - D Demand for spices promoted trade.
- 5 **Which event below was a step toward representative government in England?**
 - A the organization of the Crusades
 - B the signing of the Magna Carta
 - C the formation of manors
 - D the creation of a kingdom
- 6 **How did the Church promote education in the Middle Ages?**
 - A Monks and nuns copied ancient Latin manuscripts.
 - B The Church encouraged scientific experimentation.
 - C Parish churches set up village schools for children.
 - D The Church distributed copies of the Bible.



**CALIFORNIA CONTENT
STANDARD 7.7**

Mesoamerican and Andean Civilizations

Overall Objective: Compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations.

Review the information in the chart to help you answer questions on the next page.

	Maya (250–900)	Aztec (1200–1521)	Inca (1400–1532)
Geography	Mesoamerica (Mexico and Central America)	Mesoamerica (Mexico and Central America)	Andean region of South America
Social Structure	<ul style="list-style-type: none"> • kings • nobility: educated, wealthy; military • lower class: farmers, laborers • slaves: criminals, captives of war 	<ul style="list-style-type: none"> • nobility: emperor, priests, officials • middle class: merchants, artisans • lower class: farmers, artisans, soldiers, enslaved captives 	<ul style="list-style-type: none"> • nobility: emperor, priests, officials • lower class: farmers, artisans • no slaves
Religion	<ul style="list-style-type: none"> • over 160 gods • fasting, prayer, and sacrifice, some human • priestly duties performed by rulers 	<ul style="list-style-type: none"> • over 1,000 gods • human sacrifice • use of complex calendar by priests to plan ceremonies 	<ul style="list-style-type: none"> • divine emperor—son of one of the gods; priests • daily prayer, rituals, • animal sacrifices; human sacrifice rarely
Government	<ul style="list-style-type: none"> • independent city-states 	<ul style="list-style-type: none"> • military empire • internal unrest under Montezuma • disease from Spanish • conquered by Cortés 	<ul style="list-style-type: none"> • divine emperor, central government • civil war • disease from Spanish • primitive weaponry • conquered by Spanish
Economy	<ul style="list-style-type: none"> • agriculture: corn, beans, squash, cocoa • city-states linked by trade 	<ul style="list-style-type: none"> • agriculture: corn, squash, chili peppers • extensive trade • huge central market • tribute (payment) from conquered areas 	<ul style="list-style-type: none"> • agriculture: corn, potatoes, livestock • state-controlled • limited trade; no use of money
Communication	<ul style="list-style-type: none"> • hieroglyphics • bark-paper books (codices) 	<ul style="list-style-type: none"> • glyph writing (pictures and symbols) • painted codices 	<ul style="list-style-type: none"> • possibly woven writing • runner-messengers • knotted rope, quipu, accounting
Science/Technology	<ul style="list-style-type: none"> • accurate calendar • base 20 numbers • invention of zero • pyramids, canals, terraced hills • observed Venus’s orbit; predicted eclipses 	<ul style="list-style-type: none"> • two calendars: farming and religious • pyramids, aqueducts, dams, irrigation systems • study of movement of stars and planets 	<ul style="list-style-type: none"> • elaborate calendar • water management • 14,000+ miles road • terraced mountainsides



PRACTICE

CALIFORNIA CONTENT
STANDARD 7.7*Mesoamerican and Andean
Civilizations*

Directions: Choose the letter of the *best* answer.

- 1 How did Inca society differ from the Aztec and Maya societies in Mesoamerica?**
 - A The Inca nobility controlled the government.
 - B The Inca society had no slaves.
 - C The Inca noble class included farmers.
 - D The Inca had few skilled artisans.

- 2 What religious feature did all three societies have in common?**
 - A They recorded their religious beliefs in codices.
 - B They prohibited the eating of certain foods.
 - C They had no priests so kings performed religious rituals.
 - D They were polytheistic, believing in many gods.

- 3 Which cultural achievement, called quipu, involved knots in ropes?**
 - A the accounting system of the Inca
 - B the making of codices by the Maya
 - C the double calendar of the Aztec
 - D the invention of zero by the Maya

- 4 In the Aztec civilization, a calendar was developed to plan when to**
 - A build stone roads.
 - B make bark-paper codices
 - C collect yearly taxes.
 - D perform religious ceremonies.

- 5 Which phrase *best* describes an achievement of the Inca Empire?**
 - A had books called codices
 - B developed a system of roads
 - C cultivated cocoa beans
 - D advanced weapons technology

- 6 Which is *one* reason that the Spanish defeated *both* the Aztecs and the Inca?**
 - A Many Inca and Aztec died from Spanish diseases.
 - B Most Incas and Aztecs had no weapons.
 - C Incas and Aztecs waged war with each other.
 - D Both the Incas and Aztecs relied on slaves as soldiers.



**CALIFORNIA CONTENT
STANDARD 7.8**

The Renaissance (1300–1600)

Overall Objective: Analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

Read the outline below to answer questions on the next page.

Humanism

- The growth of trade exposed people to new ideas.
- Interest in classical learning, ideas from the ancient Greeks and Romans, grew.
- Study of these classical texts led to a movement known as **humanism**, which
 - Focused on human potential for achievement
 - Stressed the study of history, grammar, literature, and philosophy
 - Promoted the importance of the individual and the need to be well-rounded
 - Encouraged independent thought over blind acceptance of Church doctrine
 - Balanced intellect and faith
 - Taught that people could enjoy the good things of life

Art in the Renaissance

- Humanism led to a period of great creativity and experimentation called the Renaissance.
- Artists who were supported by wealthy patrons painted humans realistically and developed perspective, leading to a three-dimensional appearance in paintings.
 - Leonardo da Vinci painted the *Mona Lisa* and excelled in many scientific fields.
 - Michelangelo painted the Sistine Chapel ceiling and sculpted powerful figures.
 - Raphael painted *The School of Athens*.
 - Albrecht Dürer created woodcuts such as *The Four Horsemen of the Apocalypse*.
 - Jan Van Eyck painted symbolic works such as the *Annunciation*.
 - Pieter Bruegel the Elder painted scenes of peasants dancing or children playing.
- Engineering advances led to architectural triumphs.

Literature in the Renaissance

- Writers began to write in the vernacular, their native language, instead of in Latin.
- Many writers focused on individuals and society rather than on God.
 - Dante Alighieri wrote *The Divine Comedy*, a great poem about life after death.
 - Machiavelli wrote *The Prince*, about how to get and hold power.
 - William Shakespeare wrote plays showing a strong understanding of human nature.

Science and Technology in the Renaissance

- Scholars advanced the study of algebra, astronomy, and anatomy.
- Cartographers created more accurate maps.
- Johann Gutenberg invented the printing press, increasing the availability of books.

**CALIFORNIA CONTENT
STANDARD 7.8***The Renaissance (1300–1600)*

Directions: Choose the letter of the *best* answer.

- 1 Studying classical texts led humanists to focus on**
 - A the philosophy of government and law.
 - B art history.
 - C the early Church.
 - D human potential and achievements.

- 2 How did the humanists approach their faith?**
 - A They rejected Christian doctrine and formed independent churches.
 - B They kept their faith but questioned some Church teachings.
 - C They gave up worldly pleasures in order to follow their faith more strictly.
 - D They followed a word-for-word interpretation of the Bible.

- 3 The use of the perspective technique resulted in**
 - A literature written in the vernacular.
 - B paintings that appeared three-dimensional.
 - C printing presses with movable type.
 - D more complex buildings.

- 4 Which was a result of the Renaissance?**
 - A timeless works of literature exploring human nature
 - B better forms of transportation
 - C new emphasis on simple and pious living
 - D new theories of crop rotation

- 5 Why did the printing press encourage writers to use their local languages?**
 - A Movable type could not be used to print Latin.
 - B Books became more widely available but most people could not read Latin.
 - C The Church reserved the use of Latin for the Bible and religious texts only.
 - D It was not possible to write poetry in Latin.

- 6 Once the Bible was available in the vernacular, more people**
 - A drew their own conclusions about religious teachings.
 - B turned to the clergy for religious instruction.
 - C became missionaries.
 - D became Catholics.

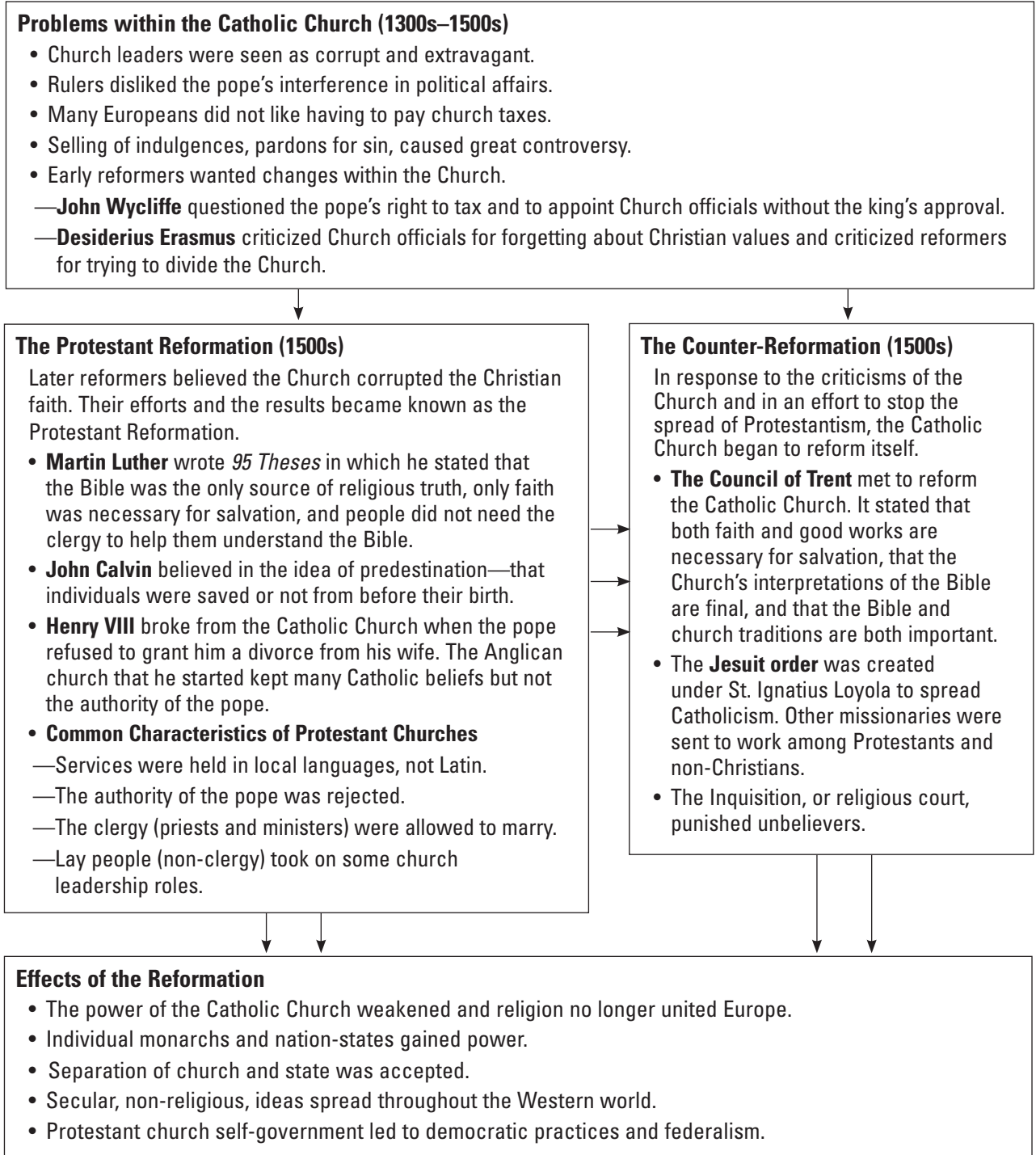


**CALIFORNIA CONTENT
STANDARD 7.9**

The Reformation

Overall Objective: Analyze the historical developments of the Reformation.

Read the outline below to answer questions on the next page.



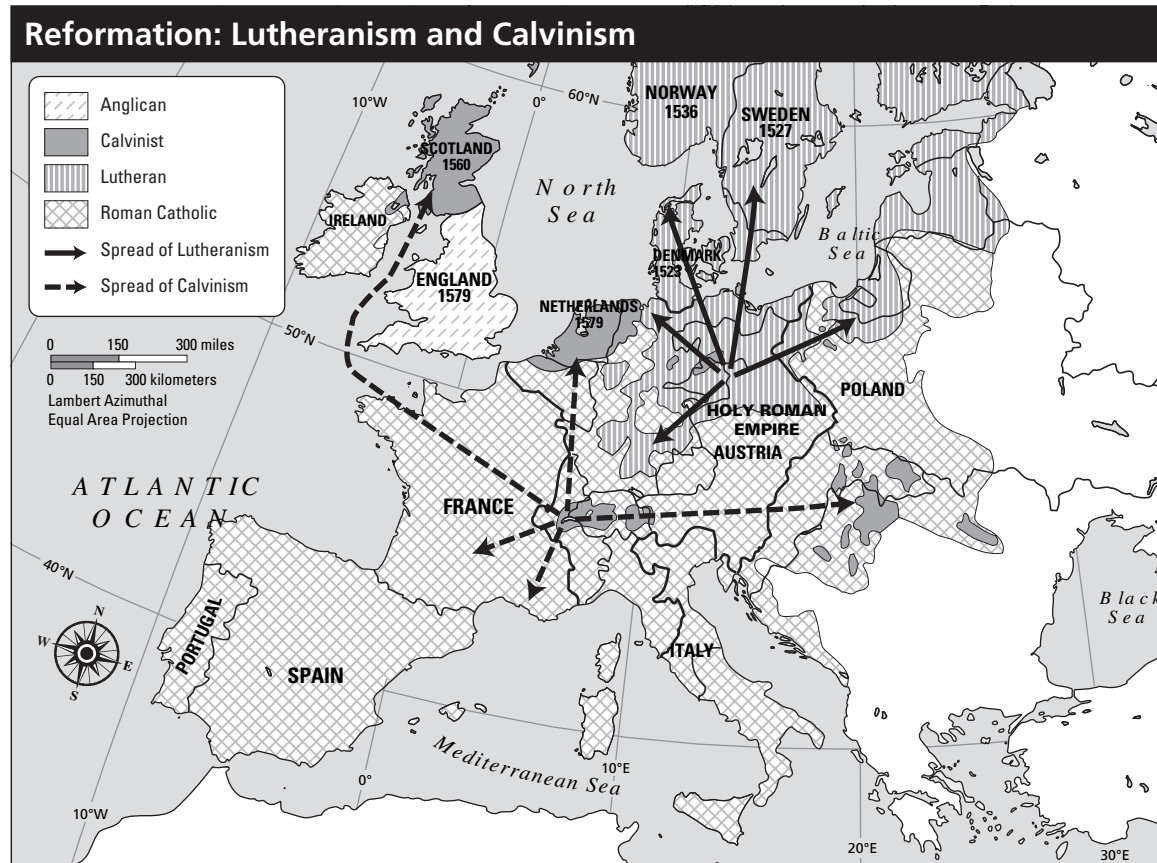
Copyright © McDougal Littell/Houghton Mifflin Company



PRACTICE

CALIFORNIA CONTENT
STANDARD 7.9*The Reformation*

Directions: Choose the letter of the *best* answer.



1 In which area, shown on the map, would most churchgoers believe in predestination?

- A Scotland and the Netherlands
- B Holy Roman Empire and Poland
- C Sweden and Portugal
- D Scotland and Denmark

2 Which of the following was one way that the Catholic Church responded to the threat of the Reformation?

- A It allowed Catholic priests to marry if they so wished.
- B It held a council to encourage humanist writers and artists.
- C It set up teaching orders, such as the Jesuits, to spread Catholicism.
- D It published editions of the Bible in many vernacular languages.

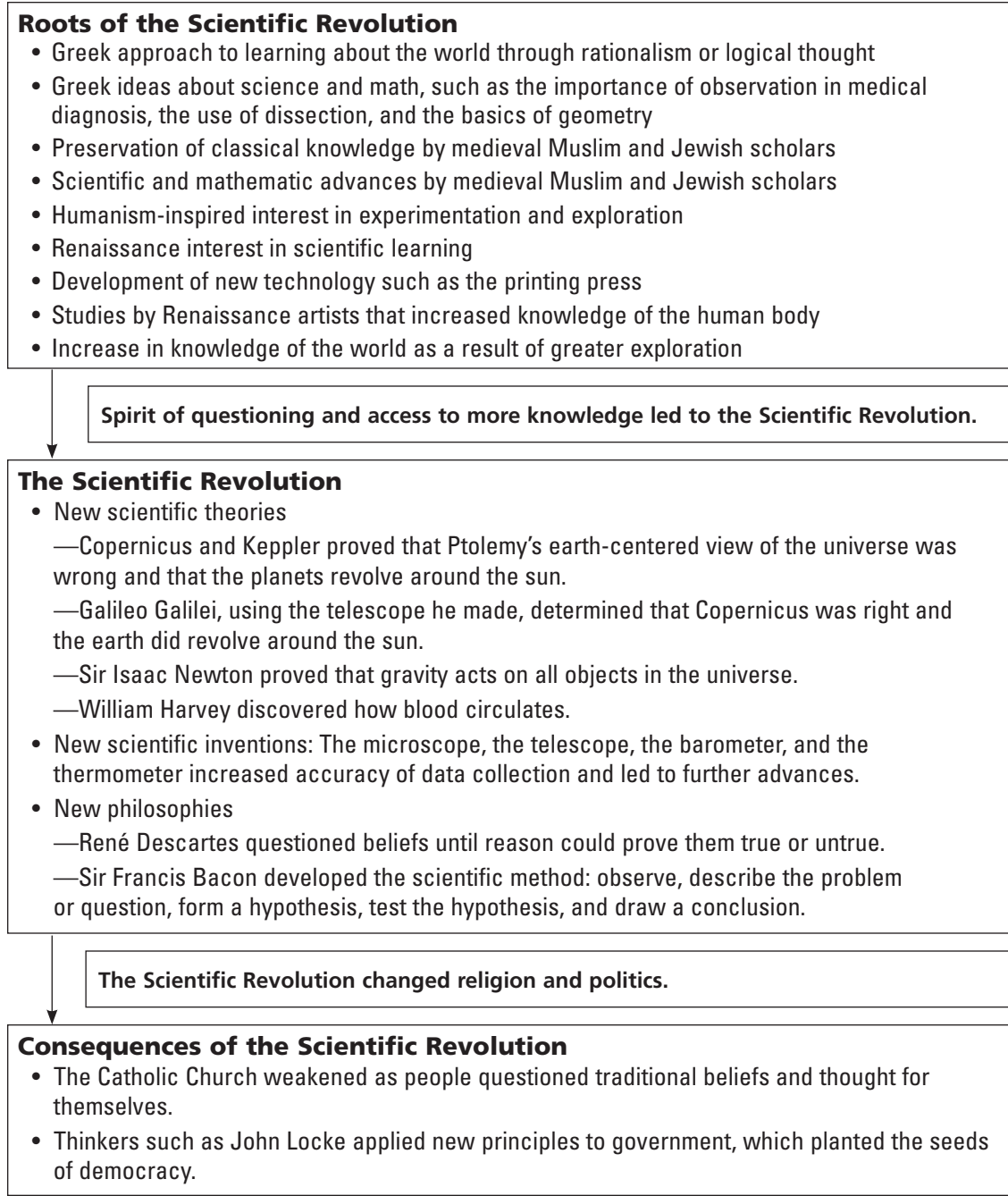


**CALIFORNIA CONTENT
STANDARD 7.10**

*The Scientific Revolution
(1500s–1700s)*

Overall Objective: Analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

Read the cause-and-effect chart below to answer questions on the next page.



Copyright © McDougal Littell/Houghton Mifflin Company



**CALIFORNIA CONTENT
STANDARD 7.10**

The Scientific Revolution (1500s–1700s)

Directions: Choose the letter of the *best* answer.

Use the chart to answer questions 1–3.

1543	Nicolaus Copernicus identifies sun as center of universe (heliocentric theory).
1609	Johannes Kepler proves that planets revolve around the sun.
1628	William Harvey describes the circulation of blood.
1643	Evangelista Torricelli invents the barometer.
1670s	Anton van Leeuwenhoek builds a microscope and observes microscopic life.
1687	Sir Isaac Newton publishes the law of gravity.
1714	Gabriel Fahrenheit invents the first mercury thermometer.

1 What theory of the universe was held before 1543?

- A The moon was the center of the universe.
- B The earth was the center of the universe.
- C Each planet was the center of its own universe.
- D Heaven was the center of the universe.

2 Which statement *best* describes the historical contribution of the events on the chart?

- A made possible further scientific discoveries
- B reinforced ancient Greek ideas
- C increased the power of the Catholic Church in Europe
- D increased the power of the kings in Europe

3 What conclusion about the Scientific Revolution can be drawn from the chart?

- A Most major scientific advances of the period occurred during the 1500s.
- B The 1600s were active years for scientific breakthroughs.
- C Literature and art were neglected in the 1600s.
- D Enthusiasm for discovery was fading by the mid-1600s.

4 In what way did the medieval Muslim and Jewish scholars contribute to the Scientific Revolution?

- A They invented the microscope used by Galileo.
- B Their humanistic ideals encouraged the spirit of inquiry.
- C Their translations made ancient texts available to European scholars.
- D They developed the principles of the scientific method.



**CALIFORNIA CONTENT
STANDARD 7.11**

The Age of Exploration and the Enlightenment (1500s–1700s)

Overall Objective: Analyze the political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the enlightenment, and the Age of Reason).

Read the summary charts below to answer questions on the next page.

Age of Exploration
<ul style="list-style-type: none"> Better ships, instruments such as the magnetic compass and astrolabe, and more accurate maps led to explorers' being able to make longer voyages more easily.
<ul style="list-style-type: none"> European desire for spices and silks led to efforts to find shorter routes to Asia. <ul style="list-style-type: none"> —Portuguese sailor Bartolomeu Dias first sailed around the tip of Africa. —Portuguese explorer Vasco da Gama sailed to Asia by going around Africa. —Columbus tried a western route that led him to the Americas.
<ul style="list-style-type: none"> Portuguese led the trade of spices and other goods between Europe and Asia.
<ul style="list-style-type: none"> Goods and ideas were exchanged across the Atlantic in a movement known as the Columbian Exchange.
<ul style="list-style-type: none"> Disease spread by Europeans in the Americas killed over 20 million Native Americans.
<ul style="list-style-type: none"> The trans-Atlantic slave trade was begun.
<ul style="list-style-type: none"> European countries competed for colonies.
<ul style="list-style-type: none"> Colonization brought changes to the European economy. <ul style="list-style-type: none"> — New wealth encouraged the growth of cottage industries and capitalism, private ownership of resources and the use of those resources. — Countries adopted mercantilism, which called for a favorable balance of trade and the discovery of rich natural resources to increase a country's wealth.
<ul style="list-style-type: none"> The Europeans' worldview changed as they learned more about lands beyond the Atlantic and shifted their focus away from Asia.
The Enlightenment
<ul style="list-style-type: none"> People applied the scientific approach to society.
<ul style="list-style-type: none"> Political scientists and philosophers put forth new ideas about government. <ul style="list-style-type: none"> — John Locke believed that people consent to be governed in return for the protection of their natural rights. — Voltaire was for freedom of speech and people's right to liberty. — Montesquieu advised separation of powers. — Rousseau wanted democracy and people's right to choose their government.
<ul style="list-style-type: none"> Enlightenment ideas swept across Europe.
<ul style="list-style-type: none"> Salons, gatherings of intellectuals, spread enlightenment thinking.
<ul style="list-style-type: none"> Enlightenment thought led women like Mary Wollstonecraft to call for reform.
<ul style="list-style-type: none"> Democratic ideas spread to colonial America.
<ul style="list-style-type: none"> Enlightened rulers, such as Frederick II of Prussia, Joseph II of Austria, and Catherine the Great of Russia, tried reforms.
<ul style="list-style-type: none"> Americans declared independence and created a republic based on Enlightenment ideas.
<ul style="list-style-type: none"> Democratic ideas in the English Bill of Rights became a model for the U.S. Bill of Rights.
<ul style="list-style-type: none"> The <i>Declaration of the Rights of Man and of the Citizen</i> was adopted during the French Revolution.



**CALIFORNIA CONTENT
STANDARD 7.11**

The Age of Exploration and the Enlightenment (1500s–1700s)

Directions: Choose the letter of the *best* answer.

1 As a result of the voyages of da Gama and Dias the Portuguese

- A sent many missionaries to South America.
- B claimed large parts of South America.
- C gained control of the African route to Asia.
- D gained control of the spice trade with Asia.

The Columbian Exchange

From Americas → Europe, Africa, and Asia

- Vegetables (squash, sweet potato, potato, avocado, tomato, corn)
- Cacao beans
- Vanilla
- Quinine
- Tobacco

From Europe, Africa, and Asia → Americas

- Diseases (smallpox, influenza, measles)
- Grains (wheat, rice, barley, oats)
- Livestock (horses, cows, sheep, pigs)
- Fruit (citrus, grapes, bananas, peaches, pears)
- Sugar cane
- Coffee beans

2 From the chart, what can you infer about the effects of the Columbian Exchange?

- A exposed Europeans, but not Native Americans, to many new foods
- B enriched life in the Americas but not life in Europe
- C led to some harmful effects for people in the Americas
- D led to the raising of pigs and cows on European farms

3 Under the economic policy of mercantilism, a country’s power was based on its

- A army and navy.
- B form of government.
- C natural resources.
- D method of transportation

4 Which circumstance explains the growth of capitalism during the Age of Exploration and the Enlightenment?

- A The collapse of strong kingdoms created problems in the financial markets.
- B Enlightened rulers wanted to increase trade with other countries’ colonies.
- C More wealth let merchants reinvest their profits in other businesses.
- D The spread of disease led to advances in the field of medical technology.

5 U.S. citizens put John Locke’s idea that people give their consent to be governed into practice by

- A exercising their right to bear arms.
- B using their free speech to criticize the government.
- C supporting their government in all circumstances.
- D voting for their representatives in government.