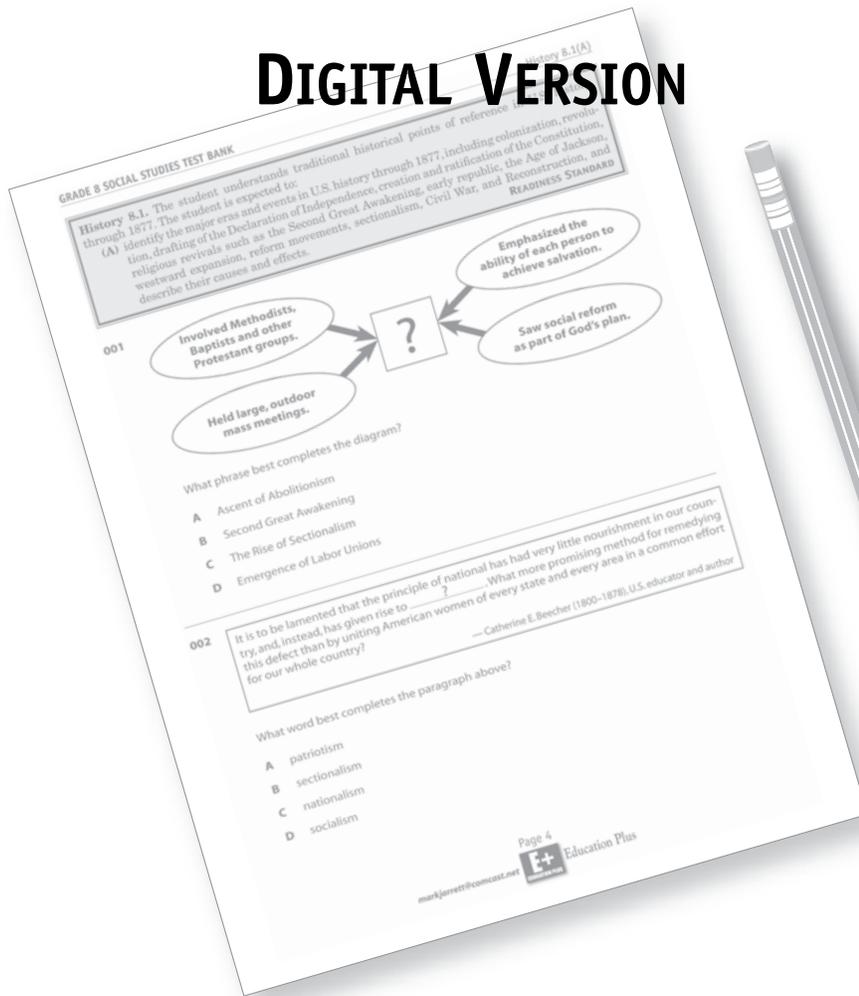


WORLD GEOGRAPHY TEST BANK

DIGITAL VERSION



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Education Plus

HOW TO USE THIS TEST BANK

This school year, your students will study World Geography. This World Geography Test Bank, with its wide range of questions, is designed to help your students learn their best by practicing with challenging and engaging questions. You will find that all of the TEKS are covered, with a multitude of questions for every TEKS. This test bank will provide you with ample practice questions to create unit tests, a midterm, and a practice final exam.

HOW THIS TEST BANK IS ORGANIZED

This test bank is organized to follow the TEKS. Each TEKS, found in a gray box at the top of the page, begins a new section. There are at least three or more STAAR-type questions for each TEKS. The questions run the gamut from easy to challenging — both in content and cognitive complexity. They also cover all of the performance level descriptors from Level I to Level III (“Advance Academic Performance”). Each question is designed to test student mastery of a specific TEKS. These questions are different from those in *Mastering the TEKS in World Geography* and cannot be found in any other resource, so they will provide you with a true snapshot of what your students know for diagnostic purposes and to prepare them for the STAAR Test. Most importantly, you will find maps, documentary excerpts, photographs, and diagrams as part of many questions — just like those on the actual STAAR Test they will later take when they study U.S. History Since 1877.

Because the test bank follows the TEKS themselves, navigating the test bank’s many pages of questions in the PDF version is quite easy. Each TEKS appears in order and each new TEKS begins on a separate page. (The TEKS appear in the same order as in the Texas Standards, and not as they appear in the TEA’s Assessed Curriculum booklet.) You will find a convenient list of bookmarks alongside the test bank, listing all of the TEKS. Simply click on the triangle next to **World Geography TEKS** in the column alongside the test bank. Then click on the particular TEKS you want. The bookmark will immediately take you to that part of the test bank.



HOW TO USE THIS TEST BANK

This test bank is available as both a PDF and an MS Word file. After you purchase the test bank, we will furnish your district with a unique password needed to open it for use by your district. You will also need *Adobe Acrobat Reader* to navigate the PDF version of the test bank. If you don't have a copy of *Adobe Acrobat Reader*, go to www.adobe.com and download a free copy of this program. Once you open the test bank, you will find three convenient ways to copy items from the test bank to incorporate into your own tests:

Copy-Paste Method. You will need to use your word processing software, such as Microsoft Word, Wordperfect, or Apple's Pages, for this method.

1. First, create a new, blank word processing document on your computer screen.
2. Then open the PDF version of the test bank with your *Adobe Acrobat Reader* or *Preview*, or the MS Word version with MS Word.
 - A. **If you are using Adobe Acrobat Reader 9.** Along the top menu of your computer, find the “Tools” menu. Highlight that menu, and slide your cursor down to “Select and Zoom.” Use your cursor to open the “Snapshot Tool.” Using the “Snapshot Tool,” highlight the question you wish to use. Select “Copy” and then paste the question in the blank Word document you just created. This also works by simply using the *Preview* program that may come with your computer.

- B. If you are using Adobe Acrobat Reader 10.** If you go to the top menu and open “**Edit**,” a dropdown menu should appear. Go to “**Take a Snapshot**,” and follow the same directions as above for **Adobe Acrobat Reader 9**. You can also copy items by simply highlighting them, opening the “**Edit**” menu at the top, and clicking “**Copy**.” Then place your cursor on your blank document and click “**Paste**.” Images will also copy if you highlight the image separately.
- C. If you are using MS Word.** Then simply copy the items from the MS Word version of the test bank.
- 3.** We suggest you copy each question into your Word file without its number so that you can renumber it based on its position in the new document you are creating. Remember, also, that when you copy questions from the PDF version you are copying an image so you may not be able to alter the text. Finally, don’t forget to name and save your new Word file.

Cut and Paste Method. The second method to use the test bank is to print out copies of the questions you want and paste them onto a page of paper. You can then photocopy the page with the hand-pasted items to create copies of the test for your students.

Retype Questions Method. A third method is to retype the questions you wish to use by using your word processing program. You may need to copy and paste graphics, maps and other visuals to insert them into your typed questions. You might also use “**Screen Capture**” to copy and paste an image or map that goes with the question. This method gives you complete control to change the wording of any question.

CLUSTER QUESTIONS

Some of the questions in this test bank are cluster questions — several related questions on the same piece of data (i.e. a map or political cartoon) — or even several pieces of data. You can use these cluster questions for pedagogical purposes, or break them up into separate questions by repeating the data that appears in the first question.

SOCIAL STUDIES SKILLS

The Texas Education Agency has announced that on the STAAR Test in U.S. History it will not test Social Studies Skills TEKS in isolation, but will focus on the content TEKS. However, many assessment items on STAAR will be dual coded with both their content TEKS and skills TEKS. For *pedagogical purposes* there are also several questions at the end of the test bank focused specifically on the Social Studies Skills TEKS. These items are provided to assess mastery of the relevant skills.

TROUBLE-SHOOTING

For your convenience, we have appended a complete Answer Key at the end of this Test Bank. If you are having trouble or have any problem or question, we are here to help. Simply email **Education Plus** at MarkJarrett@comcast.net.

OTHER RESOURCES

We recommend that in addition to using the assessment items in this test bank, you help prepare your students with two products from our affiliated company, Jarrett Publishing Company. These include *Mastering the TEKS in World Geography* and *A Bilingual Glossary of World Geography* (available 2014–2015) For more information about these products, visit www.jarrettpub.com or telephone (800) 859-7679.

001



In which location did merchants historically use camels to cross deserts along trade routes?

- A 1
- B 2
- C 3
- D 4

005



Which of the following most contributed to the division of this region into the political units shown on the map?

- A The spread of Islam as the region's dominant religion.
- B A common heritage of rule as part of the Ottoman Empire.
- C The colonization of the region by European powers, either directly or as mandates.
- D The competition between the United States and Soviet Union during the Cold War.

History 1. The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to:

- (B)** trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact.

READINESS STANDARD

- 017** Which of the following was a consequence of the Columbian Exchange on North and South America?
- A** American Indians were introduced to chocolate, tomatoes, corn and squash.
 - B** Horses, sheep, chickens, pigs and other new livestock were introduced to the Americas.
 - C** The introduction of new technologies from Europe caused American Indian populations to grow rapidly.
 - D** The arrival of European settlers contributed to sudden climate change in North and South America.
-
- 018** Which of the following is an effect of the global diffusion of American popular culture?
- A** English has become the world's most common second-language.
 - B** Traditional religions have become more popular in the Middle East.
 - C** Labor costs in Thailand are cheaper than in the United States.
 - D** Americans eat more fast food today than two decades ago.
-
- 019** Which of the following was an effect of the Columbian Exchange on the Americas?
- A** The introduction of European livestock and products led to a rise in general prosperity.
 - B** The introduction of new diseases from Europe caused a drastic decline in the size of native populations.
 - C** Native American societies moved from domestic industries to factory production.
 - D** Native peoples united under powerful rulers to resist European conquest.

020

The Spread of McDonald's to Japan

- First opened in Ginza, the most prestigious neighborhood in Tokyo.
- Changed the pronunciation of its name to rhyme with a Japanese word for friendliness.
- Developed new products like the Teriyaki burger.

Which conclusion is supported by the evidence above?

- A** Japanese consumers generally dislike products imported from other cultures.
- B** Japanese business owners successfully modified American culture to coexist with their own culture.
- C** The superiority of American products assures their success in international markets.
- D** Globalization is rapidly eliminating all remaining cultural differences.

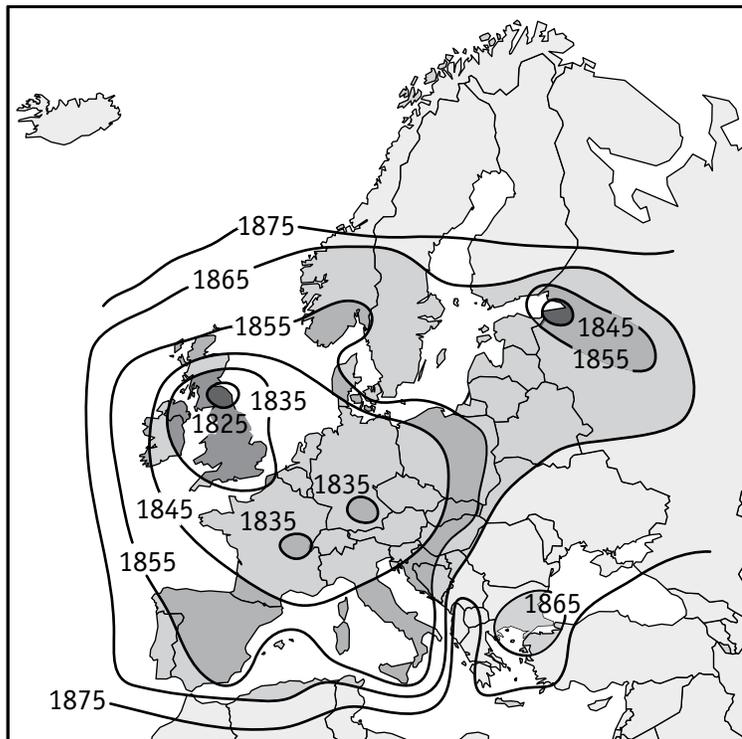
021

- In Japan, the pronunciation of McDonald's was changed to rhyme with the Japanese word for friendliness.
- In India, McDonald's does not sell beef burgers.
- In South Korea, McDonald's introduced new food items and lower prices.

The evidence provided above demonstrates that —

- A** local cultural patterns often influence the diffusion of foreign ideas and products
- B** foreign nations often become more sympathetic to U.S. foreign policy after using American products
- C** cultural diffusion generally leads one society to accept the products of another without modification
- D** the pace of cultural diffusion has recently slowed because of local resistance

023



The map above shows the dates at which the Industrial Revolution occurred in different parts of Europe, Africa and Asia in the 19th century. Which process does this map illustrate?

- A Migration
- B Columbian Exchange
- C Cultural divergence
- D Spatial diffusion

History 2. The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to:

- (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and

READINESS STANDARD

- 024** Which of the following describes a change in the United States over the past 200 years?
- A** More of the United States is desert than before.
 - B** Fewer people live here than earlier.
 - C** There are more towns, cities, and paved roads.
 - D** A greater proportion of the population now live in the Northeast.

025 SELECT CHARACTERISTICS OF MEXICO AT DIFFERENT MOMENTS IN HISTORY

Date	1450	1600	1850
Government	Ruled by Aztecs and other Indian city-states	Ruled by Spain	Independent republic
Major Religions	Native religions	Roman Catholicism and native religions	Roman Catholicism
Major Languages	Native languages	Spanish and native languages	Spanish

The changes indicated on the chart can be attributed to —

- A** the dry climate and high elevation of much of Mexico
- B** Mexico’s location relative to the United States, Central America and the Caribbean
- C** the inability of the Aztecs to unite pre-Columbian Mexico under their rule
- D** Mexico’s colonization by Spain followed by its successful struggle for independence

- 076** Which biome is typically found in regions in tropical latitudes with fewer than 10 inches of rainfall annually?
- A** Tundra
 - B** Steppe
 - C** Desert
 - D** Temperate deciduous forest
-
- 077** Climate influences the distribution of biomes because —
- A** each animal species depends upon a different mixture of plants and animals for its food
 - B** plants prefer warmer temperatures and are less likely to grow in higher latitudes
 - C** the organisms in each biome receive their energy, either directly or indirectly, from the Sun
 - D** the range of average temperatures and rainfall affects the types of plants that can successfully grow in an area