

# World History

**2011 Released Test Questions**

These released questions represent selected TEKS student expectations for each reporting category. These questions are samples only and do not represent all the student expectations eligible for assessment.

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1

Roman society . . . involved a system of patronage. Members of the upper classes—the patroni—offered protection to freedmen or plebeians, who became their “cliens.” Patronage might consist of money, food, or legal help. Traditionally, any freed slaves became the cliens of their former owner.

In return, patroni received respect and political favors. During the empire, cliens were required to offer daily greetings to their patroni, and the number of these greeters helped determine social status.

—“*Social Order*,” *The Roman Empire*, PBS, [www.pbs.org](http://www.pbs.org)  
(accessed February 25, 2010)

The system of patronage described in the excerpt is most similar to the —

- A relationship between a guild master and his apprentice
- B relationship between a noble and a wealthy merchant during the Enlightenment
- C obligations of a monk to his abbot and to the pope
- D alliance between a lord and his vassal in the Middle Ages

- 
- 2 In the 1500s, European merchants arriving in China were restricted to the ports of Macao and Canton and were required to pay in either gold or silver. What was one likely reason these policies were enacted?
- A Ming emperors needed precious metals to pay for the expansion of their navy.
  - B European monarchs feared for the safety of merchants traveling into the interior of China.
  - C Chinese farmers would suffer if cash crops from the Americas were allowed to enter the country.
  - D European manufacturers were unable to produce goods that were valued in China.

3

The trade in \_\_\_\_\_?\_\_\_\_\_ across the Sahara was probably next in importance to the gold trade for the western Sudan, but not for the central Sudan. There, because there was no gold, \_\_\_\_\_?\_\_\_\_\_ were the mainstay of the export commerce.

*—William D. Phillips, 1985*

This excerpt is from a description of Islamic trade from the seventh century to the fifteenth century. Which word correctly completes this excerpt?

- A camels
- B dates
- C weapons
- D slaves

4

Event	Outcomes
1	Ended the war with colonists and caused vast amounts of territory to be lost
2	Ended an autocracy and led to a civil war
3	Did away with the old social structure and implemented a caste system
4	Established a constitutional republic and privatized industry

Which event represents the Russian Revolution?

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

- 5** American and French revolutionaries both rejected the rule of a monarch and attempted to establish governments founded on the Enlightenment principles of liberty and equality. In the United States, this resulted in a representative democracy based on the Constitution and the Bill of Rights.

In 1799, how did the outcome in France differ from the outcome in the United States?

- A** French supporters of absolutism installed a new king who ruled by divine right.
- B** Unstable leadership in France allowed a military dictator to seize power.
- C** A weak central authority in France allowed provinces to form independent republics.
- D** French Jacobins formed a republican government in which the heads of state had only limited powers.

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**6**

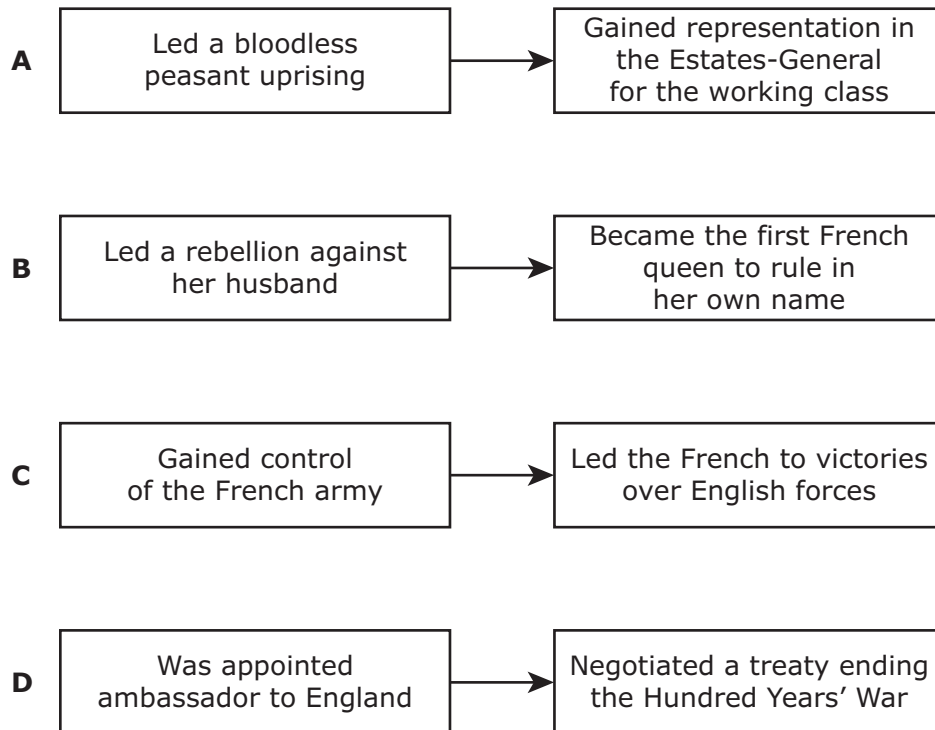
Independent Arab and Jewish States and the Special International Regime for the City of Jerusalem . . . shall come into existence . . . not later than 1 October 1948.

*—United Nations Resolution 181, 1947*

Which of the following occurred in reaction to the resolution excerpted above?

- A** Egypt declared war on Israel.
- B** Lebanon became an independent nation.
- C** Syria suffered a series of military coups.
- D** Israel formed an alliance with Jordan.

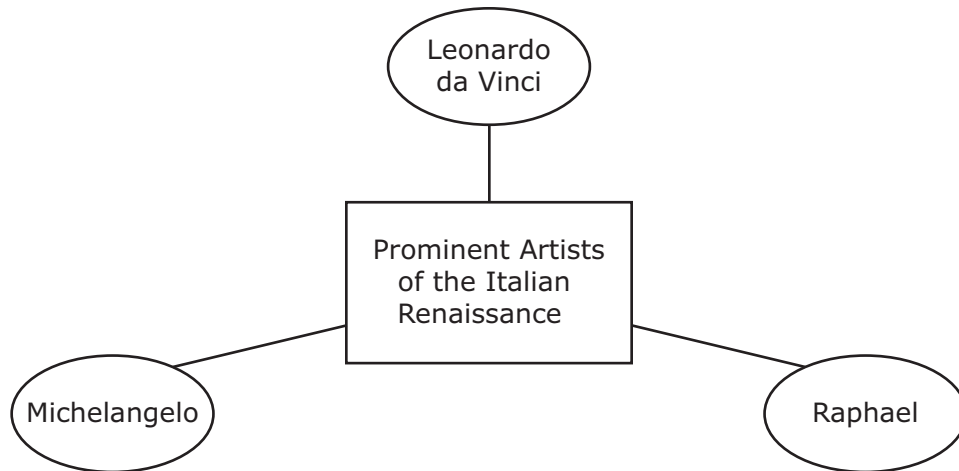
7 Which diagram best explains the historical significance of Joan of Arc?



8 Which of the following best explains why the Chinese built the Great Wall and the Grand Canal?

- A** The Great Wall and the Grand Canal were built to discourage Chinese peasants from emigrating.
- B** The Great Wall was built to protect against invasions, while the Grand Canal was meant to provide an alternative transportation route between the north and the south.
- C** The Great Wall and the Grand Canal were constructed to restrict the exchange of goods with foreign merchants.
- D** The Great Wall was constructed to protect farming villages from seasonal floods, while the Grand Canal was meant to improve access to coastal cities.

9



The artists shown above led a movement characterized by —

- A** the abstract depiction of human bodies
- B** the rejection of religious themes
- C** the use of single-point perspective
- D** the illumination of printed manuscripts

10

Type of Government	Characteristics of Leader	Leader
?	<ul style="list-style-type: none"> <li>• Inherited authority</li> <li>• Centralized the government</li> <li>• Believed a ruler should be a servant of the state</li> </ul>	?

Which combination best completes this table?

- A Totalitarianism; Josip Tito
- B Parliamentary monarchy; Louis XIV
- C Theocracy; Ayatollah Ruholla Khomeini
- D Enlightened absolutism; Maria Theresa

11

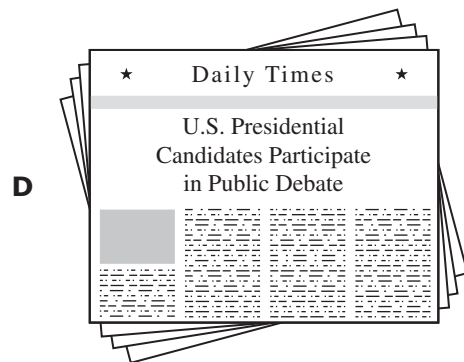
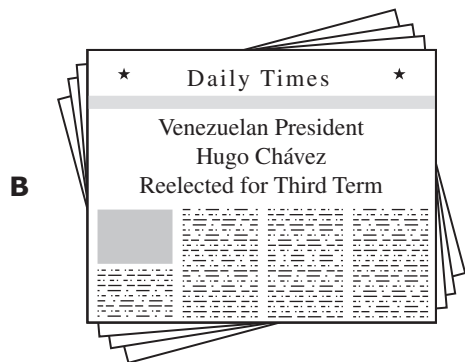
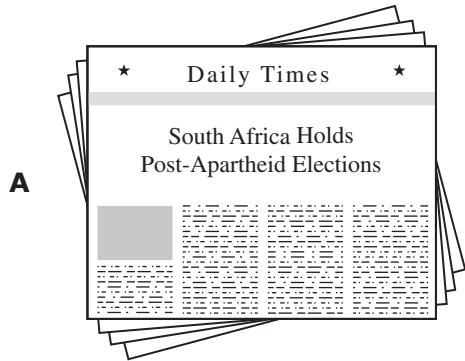
Here is a law which is above the King and which even he must not break. This reaffirmation of a supreme law and its expression in a general charter is the great work of \_\_\_\_\_?\_\_\_\_\_; and this alone justifies the respect in which men have held it.

—Winston Churchill, *A History of the English-Speaking Peoples*, 1956

In this excerpt, Winston Churchill describes the continued importance of —

- A the *Domesday Book*
- B the Act of Supremacy
- C the Magna Carta
- D *The Anglo-Saxon Chronicle*

12 Which headline best demonstrates an expansion of democracy?



13

In the Andes, potatoes served as a staple as people came up with a unique way of food preservation: potatoes were processed into chuño, a dehydrated foodstuff produced by trampling potatoes and alternately freezing and drying them. This product was storable for years.

—*Manfred Weissenbacher, Sources of Power: How Energy Forges Human History, 2009*

The process described above contributed most directly to —

- A the development of new tracking and hunting techniques
- B an increase in the size and number of permanent settlements
- C improved fertility of the soil in mountainous regions
- D the creation of a more varied diet through the introduction of new plant species

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14 In a letter to a colleague, Isaac Newton wrote, "If I have seen farther, it is by standing on the shoulders of giants." Which earlier work made Newton's scientific contributions possible?

- A The research on population growth by Thomas Malthus
- B The theory of planetary motion developed by Nicolaus Copernicus
- C The use of the microscope to study cells by Robert Hooke
- D The process for making stronger steel invented by Henry Bessemer

15

A system of government therefore which shall prevent ignorance, and consequently crime, will be infinitely superior to one, which, by encouraging the first, creates a necessity for the last, and afterwards inflicts punishment on both. . . .

That government, then, is the best, which in practice produces the greatest happiness to the greatest number; including those who govern, and those who obey. . . .

By adopting the proper means, man may by degrees be trained to live in any part of the world without poverty, without crime, and without punishment; for all these are the effects of error in the various systems of training and governing error proceeding from very gross ignorance of human nature.

—Robert Owen, *A New View of Society*

These arguments most directly contributed to the development of —

- A** socialism during the Industrial Revolution
- B** communist economic programs during the Cold War
- C** totalitarianism during World War II
- D** liberal social programs during the French Revolution

Item Number	Reporting Category	Readiness or Supporting	Content Student Expectation	Process Student Expectation	Correct Answer
1	1	Readiness	W.4(C)	W.29(F)	D
2	1	Readiness	W.7(E)		D
3	1	Supporting	W.4(I)	W.29(F)	D
4	2	Readiness	W.10(D)	W.30(C)	B
5	2	Readiness	W.9(A)		B
6	2	Supporting	W.13(F)	W.29(F)	A
7	3	Supporting	W.24(B)	W.29(F)	C
8	3	Readiness	W.16(B)		B
9	3	Supporting	W.26(A)	W.30(C)	C
10	4	Readiness	W.19(B)	W.29(F)	D
11	4	Supporting	W.20(B)	W.29(C)	C
12	4	Supporting	W.21(A)	W.30(C)	A
13	5	Readiness	W.17(A)	W.29(F)	B
14	5	Supporting	W.27(E)		B
15	5	Readiness	W.18(C)	W.29(C)	A

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