

Chronoquest — Activity Book

A Spark & Anvil activity book — puzzles, questions, and fun from Chronoquest.

Write in the book, circle your answers, and check the Answer Key at the back.

1. world-history

Circle the correct answer

1. Which river valley is often called the 'Cradle of Civilization' because some of the earliest known cities developed there?

(A) Nile River Valley (B) Indus River Valley (C) Mesopotamia (Tigris-Euphrates) (D) Yellow River Valley

2. What is the name of the writing system developed by the ancient Sumerians using wedge-shaped marks on clay tablets?

(A) Alphabet (B) Sanskrit (C) Hieroglyphics (D) Cuneiform

3. The Great Pyramid of Giza was built as a tomb for which Egyptian pharaoh?

(A) Pharaoh Ramesses II (B) Pharaoh Khufu (C) Pharaoh Tutankhamun (D) Pharaoh Cleopatra

4. Which ancient civilization built planned cities with grid-pattern streets and advanced drainage systems, including the city of Mohenjo-daro?

(A) Ancient Sumer (B) Ancient Egypt (C) Indus Valley Civilization (D) Ancient China

5. Why did ancient civilizations tend to develop near rivers? Explain the main advantage rivers provided.

(A) Rivers provided water for farming and fertile soil from flooding (B) Rivers provided gold and precious metals (C) Rivers were sacred to all ancient religions (D) Rivers kept enemies away like natural walls

6. How did the development of writing change life in ancient Mesopotamia?

(A) It made farming easier (B) It replaced spoken language entirely (C) It was only used for religious rituals (D) It allowed people to keep records, pass laws, and preserve knowledge

Write the answer

7. What does the term 'pharaoh' tell us about how ancient Egyptians viewed their rulers?

Answer: _____

8. In what way were the social structures of Mesopotamia and Egypt similar?

Answer: _____

9. How did the concept of a ziggurat serve the community in ancient Sumer?

Answer: _____

10. What does the term 'polytheism' mean, and how does it describe the religious beliefs of most ancient civilizations?

Answer: _____

Match each question to its answer

1. A farmer in ancient Egypt notices the Nile is about to flood. Based on what you know about Egyptian farming, what should the farmer do to prepare? →

2. Imagine you are a scribe in ancient Sumer. A merchant asks you to record a trade of 50 bags of grain for 10 sheep. Which writing tool would you use? →

3. If you were an architect in the Indus Valley, how would you plan the layout of a new city based on the patterns found at Mohenjo-daro? →

4. Using what you know about the Code of Hammurabi, how would a Babylonian judge likely handle a dispute between a builder and a homeowner whose new house collapsed? →

5. A Sumerian farmer uses irrigation channels while an Egyptian farmer relies on the Nile's annual flood. Apply your knowledge to explain which method requires more ongoing human labor and why. →

(A) The builder would be held responsible because the code placed blame on the builder

(B) Clear the fields so floodwaters can deposit rich silt for planting

(C) Use a grid pattern with straight streets and include a drainage system

(D) A reed stylus pressed into a wet clay tablet

(E) Irrigation channels require more labor because they must be built and maintained

2. world-history

Circle the correct answer

11. Which ancient Greek city-state is credited with creating the first known democratic government?

(A) Troy (B) Corinth (C) Athens (D) Sparta

12. What was the Roman system of government called during the period before it became an empire?

(A) A monarchy (B) A republic (C) A theocracy (D) A democracy

13. Name the ancient Greek philosopher who taught by asking questions rather than giving lectures, a method still used in classrooms today.

(A) Socrates (B) Aristotle (C) Plato (D) Homer

14. Which Roman structure, completed around 80 CE, could hold about 50,000 spectators and was used for gladiator contests and public spectacles?

(A) The Forum (B) The Colosseum (C) The Parthenon (D) The Pantheon

15. How did Athenian democracy differ from modern democracy in the United States?

(A) Athens had a president; the US has a king (B) In Athens, citizens voted directly on laws; in the US, citizens elect representatives (C) Athenian democracy and US democracy are exactly the same (D) Everyone in Athens could vote, including women and enslaved people

16. Why were Roman roads so important to the success of the Roman Empire?

(A) They were decorative and had no practical purpose (B) They were used only for chariot racing (C) They connected Rome to China directly (D) They allowed the army to move quickly and helped trade flow across the empire

Write the answer

17. Explain why the ancient Greeks organized the Olympic Games every four years. What purpose did the games serve beyond athletics?

Answer: _____

18. Describe how the concept of 'citizenship' in ancient Rome was different from citizenship in Athens.

Answer: _____

19. What role did Greek mythology play in everyday Athenian life?

Answer: _____

20. How did the assassination of Julius Caesar in 44 BCE affect the Roman Republic?

Answer: _____

Match each question to its answer

1. Imagine you are a citizen of ancient Athens. An assembly vote is being held on whether to go to war. How would you participate in this decision? →
2. You are a Roman engineer tasked with bringing fresh water to a city 30 miles away. Based on Roman engineering achievements, what structure would you design? →
3. A dispute arises between two Roman merchants. Based on the Roman legal principle that accused persons are 'innocent until proven guilty,' who bears the responsibility of proving wrongdoing? →
4. Using your knowledge of Spartan society, predict what daily life would be like for a seven-year-old Spartan boy. →
5. If Alexander the Great had not spread Greek culture across his conquered territories, how might the ancient world have been different? →

- (A) Attend the assembly in person and cast your vote directly
 - (B) An aqueduct using gravity to carry water across valleys and hills
 - (C) He would leave home to begin harsh military training in a state school
 - (D) Greek ideas about philosophy, science, and art would have spread more slowly to other regions
 - (E) The person making the accusation must prove the other is guilty
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3. world-history

Circle the correct answer

21. In the feudal system, what did a vassal receive from a lord in exchange for military service and loyalty?
- (A) A merchant's trading license (B) A university education (C) A crown and royal title (D) A fief (grant of land)
22. Which West African empire, at its height in the 14th century, was known as one of the wealthiest in the world, largely due to its control of gold and salt trade routes?
- (A) The Aztec Empire (B) The Byzantine Empire (C) The Mali Empire (D) The Roman Empire
23. What was the Magna Carta, signed in 1215, and why is it considered an important document in the history of government?
- (A) A charter limiting the king's power, establishing that even rulers must follow the law (B) A peace treaty ending the Hundred Years' War (C) A map of trade routes across medieval Europe (D) A religious text written by the Pope

24. During the Islamic Golden Age (8th-14th centuries), scholars in Baghdad preserved and expanded upon knowledge from which earlier civilizations?

(A) Only ancient China (B) Only medieval Europe (C) Only ancient Egypt (D) Ancient Greece, Persia, and India

25. Explain why the feudal system developed in Europe after the fall of the Roman Empire.

(A) The Pope ordered all Europeans to adopt feudalism (B) People chose feudalism because it gave everyone equal rights (C) Without a strong central government, people turned to local lords for protection and order (D) Feudalism was imported directly from China

26. How did the Black Death (1347-1353) change the economic power of surviving peasants in Europe?

(A) The Black Death had no effect on peasants' economic status (B) With fewer workers available, surviving peasants could demand higher wages and better conditions (C) Peasants became poorer because there was less food (D) All peasants became nobles after the plague

Write the answer

27. Describe the role of monasteries in preserving knowledge during the early medieval period in Europe.

Answer: _____

28. Why was the Silk Road important to both Eastern and Western civilizations during the medieval period?

Answer: _____

29. What does the construction of Chartres Cathedral, which took decades to complete, tell us about medieval European society?

Answer: _____

30. How did the samurai code of bushido in feudal Japan compare to the European code of chivalry for knights?

Answer: _____

Match each question to its answer

1. Imagine you are a merchant traveling the Silk Road in the 12th century. You need to protect your goods from bandits. Based on your knowledge of Silk Road trade practices, what strategy would you use? →

2. Using what you know about medieval guilds, explain what would happen if a young person wanted to become a silversmith in a medieval European city. →

3. You are a scholar at the House of Wisdom in Baghdad during the Islamic Golden Age. A newly translated Greek text on geometry arrives. How would you contribute to advancing this knowledge? →

4. If you were Mansa Musa planning your famous pilgrimage to Mecca in 1324, how would your distribution of gold along the way demonstrate both your faith and your empire's wealth? →

5. Apply the concept of feudal obligations to explain what would happen to a European peasant who refused to work on their lord's land during harvest time. →

(A) The peasant could be punished or expelled because serfs were legally bound to work for their lord

(B) Join a large caravan with other merchants and hire armed guards

(C) They would serve as an apprentice, then a journeyman, before possibly becoming a master craftsman

(D) Study the Greek ideas, correct errors, add new proofs, and write expanded commentaries

(E) Giving gold to the poor and at mosques showed religious devotion while advertising Mali's vast wealth

4. world-history

Circle the correct answer

31. Which Portuguese explorer became the first European to reach India by sailing around the southern tip of Africa in 1498?

(A) Christopher Columbus (B) Ferdinand Magellan (C) Marco Polo (D) Vasco da Gama

32. What was the 'Columbian Exchange'?

(A) The transfer of plants, animals, diseases, and ideas between the Americas and the Old World after 1492 (B) A type of currency used by Columbus, and this has been consistently demonstrated in practice (C) A peace treaty between Spain and Portugal, and this has been consistently demonstrated in practice (D) A stock market in colonial America, which is why this approach is recommended by experts

33. Which 1494 agreement divided newly discovered lands outside Europe between Spain and Portugal?

(A) The Treaty of Paris (B) The Treaty of Versailles (C) The Magna Carta (D) The Treaty of Tordesillas

34. What was the primary economic motivation that drove European nations to explore and establish overseas colonies?

(A) Access to valuable spices, gold, and new trade routes to Asia (B) The need to find new farmland in Europe (C) Interest in studying foreign languages (D) A desire to spread democracy worldwide

35. Explain why the introduction of European diseases like smallpox had such a devastating effect on Indigenous American populations.

(A) European diseases were stronger in the Americas due to climate (B) Indigenous peoples chose not to use available medicines (C) Indigenous peoples were physically weaker than Europeans (D) Indigenous peoples had no prior exposure or immunity to these diseases

36. How did the introduction of the potato from the Americas change life in Europe?

(A) The potato replaced all other crops immediately (B) It became a reliable food crop that helped feed growing European populations (C) Europeans rejected the potato entirely and never ate it (D) The potato was used only as decoration, not food

Write the answer

37. Why did Portugal become a leading force in early European exploration before larger nations like Spain, France, and England?

Answer: _____

38. Describe the impact of the Atlantic slave trade on West African societies during the Age of Exploration.

Answer: _____

39. How did the Columbian Exchange affect global food diversity?

Answer: _____

40. What was the 'triangular trade,' and how did it connect Europe, Africa, and the Americas?

Answer: _____

Match each question to its answer

1. You are a navigator on a Portuguese ship in 1488. Your captain wants to find a sea route to India. Using your knowledge of available technology, which navigational tool would you rely on to determine your latitude? →

2. Imagine you are an Aztec citizen in Tenochtitlan in 1519 when Hernan Cortes and his soldiers arrive. Based on your knowledge, how might you initially react to seeing Spanish horses? →

3. Using your knowledge of the Columbian Exchange, explain how a European farmer

in 1600 might use a crop from the Americas to feed more people than traditional European crops allowed. →

4. If you were a Spanish missionary arriving in the Americas in the 1500s, how would the concept of the 'encomienda system' shape your interactions with Indigenous people? →

5. Apply your understanding of mercantilism to explain why European nations wanted colonies to produce raw materials rather than finished goods. →

- (A) An astrolabe, which measures the angle of the sun or stars above the horizon
 - (B) With amazement or fear, because horses did not exist in the Americas
 - (C) The system granted Spanish colonists control over Indigenous labor in exchange for 'Christianizing' them
 - (D) Grow potatoes, which produce more calories per acre than wheat and thrive in poor soil
 - (E) Colonies providing raw materials ensured the home country profited from manufacturing and selling finished products
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5. world-history

Circle the correct answer

41. What was the main argument of the colonial slogan 'No taxation without representation'?

- (A) Colonists should not pay taxes to Britain if they had no elected representatives in Parliament (B) Colonists opposed all forms of government (C) Colonists wanted to join the British Parliament in London (D) Colonists wanted to pay higher taxes

42. Which document, adopted on July 4, 1776, formally announced the American colonies' separation from Britain?

- (A) The Bill of Rights (B) The Magna Carta (C) The Constitution (D) The Declaration of Independence

43. What event in 1773 involved colonists dumping tea into Boston Harbor to protest British tax policies?

- (A) The Battle of Bunker Hill (B) The Boston Massacre (C) The Stamp Act Congress (D) The Boston Tea Party

44. Which battle in October 1781 effectively ended the American Revolutionary War when British General Cornwallis surrendered?

- (A) The Battle of Saratoga (B) The Battle of Yorktown (C) The Battle of Lexington (D) The Battle of Gettysburg

45. Explain how the Stamp Act of 1765 helped unify the American colonies against Britain.

(A) Colonists liked the Stamp Act and wanted more taxes (B) The Stamp Act had nothing to do with taxes (C) It only affected one colony, so others did not care (D) It was the first tax affecting all colonies equally, giving them a common grievance that sparked coordinated resistance

46. Why was the Battle of Saratoga (1777) considered the turning point of the American Revolution?

(A) The American victory convinced France to formally ally with the colonies and provide military support (B) It was the first battle of the war (C) Saratoga was not important to the war's outcome (D) Britain surrendered completely after Saratoga

Write the answer

47. What did Thomas Paine's pamphlet 'Common Sense' (1776) argue, and why was it so influential?

Answer: _____

48. Describe the 'Great Compromise' at the Constitutional Convention. What problem did it solve?

Answer: _____

49. How did Enlightenment ideas about natural rights influence the Declaration of Independence?

Answer: _____

50. Why did the Founders include the system of 'checks and balances' in the Constitution?

Answer: _____

Match each question to its answer

1. You are a colonial merchant in 1770 Boston. British soldiers have just killed five colonists in what becomes known as the Boston Massacre. How would you use this event to build support for the patriot cause? →

2. Using the principles of the Declaration of Independence, explain how a citizen today might argue against an unjust law. →

3. If you were George Washington at Valley Forge during the harsh winter of 1777-1778, how would you use the training of Baron von Steuben to improve your army? →

4. Apply the concept of federalism to explain why Anti-Federalists demanded the addition of the Bill of Rights to the Constitution. →

5. You are a delegate at the Constitutional Convention in 1787. Your state has a small population. Which plan would you support and why? →

- (A) Have von Steuben drill the troops in European military techniques to transform them into a disciplined fighting force
 - (B) The New Jersey Plan, because it gave each state equal representation regardless of population size
 - (C) Create and distribute images and pamphlets depicting the event to stir outrage against British rule
 - (D) Argue that the law violates natural rights and that government must serve the people's interests, not act against them
 - (E) They feared a strong central government would trample individual liberties unless specific rights were guaranteed in writing
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6. world-history

Circle the correct answer

51. In which country did the Industrial Revolution begin in the late 1700s?

- (A) Great Britain (B) Germany (C) United States (D) France

52. What invention by James Watt dramatically improved the efficiency of steam power in the 1760s-1770s?

- (A) The improved steam engine with a separate condenser (B) The light bulb, as this directly follows from the underlying principles (C) The automobile, as this directly follows from the underlying principles (D) The telephone, and this is the standard approach used in most cases

53. What was the 'factory system' that replaced cottage industries during the Industrial Revolution?

- (A) A system where workers came to a centralized location with machines to produce goods on a large scale (B) A system where people worked from home, as this is what research and standard practice suggests (C) A type of farming technique, as this is what research and standard practice suggests (D) A method of government, and this has been consistently demonstrated in practice

54. Which invention mechanized cotton spinning and is often credited with launching the Industrial Revolution in textiles?

- (A) The printing press, and this has been consistently demonstrated in practice (B) The spinning jenny, invented by James Hargreaves around 1764 (C) The cotton gin, and this has been consistently demonstrated in practice (D) The sewing machine, as this directly follows from the underlying principles

55. Explain how the development of railroads transformed the economy during the Industrial Revolution.

(A) Railroads were only used for passenger travel, not freight, which is the most common explanation for this phenomenon (B) Railroads enabled fast, cheap transport of goods and people, connecting factories to markets and raw materials (C) Railroads existed only in large cities, which is the most common explanation for this phenomenon (D) Railroads slowed economic growth, which is why this approach is recommended by experts

56. Why did many people move from rural areas to cities during the Industrial Revolution?

(A) Rural areas had too many job opportunities (B) Factories in cities offered wage-paying jobs, and agricultural changes reduced the need for farm labor (C) Cities had better air quality than the countryside (D) The government forced everyone to move to cities

Write the answer

57. How did child labor during the Industrial Revolution differ from children working on family farms before industrialization?

Answer: _____

58. Describe how the concept of interchangeable parts, developed by Eli Whitney, changed manufacturing.

Answer: _____

59. What role did labor unions play in improving working conditions during and after the Industrial Revolution?

Answer: _____

60. How did the Industrial Revolution affect the global balance of power between European nations and the rest of the world?

Answer: _____

Match each question to its answer

1. You are a factory owner in Manchester, England in 1820. How would you use the new steam-powered loom to gain a competitive advantage over weavers who still work by hand? →

2. Imagine you are a member of Parliament in 1833 Britain. Using evidence about child labor conditions, propose one law to protect children working in factories. →

3. You are a Luddite textile worker in 1812 England. Your skilled handcraft job is being replaced by machines. How would you explain your reasons for opposing mechanization? →

4. Apply the concept of supply and demand to explain why cotton became a major crop in the American South after Eli Whitney invented the cotton gin in 1793. →
5. Using your knowledge of urbanization, describe what public health challenges a city like London faced as its population grew rapidly during the Industrial Revolution. →

(A) Overcrowding, contaminated water, poor sewage systems, and air pollution from coal burning caused disease outbreaks

(B) Produce cloth much faster and cheaper than hand weavers, undercutting their prices to dominate the market

(C) The gin made cotton processing profitable, increasing supply to meet British textile factories' enormous demand

(D) Machines are destroying skilled craftspeople's livelihoods, replacing quality work with cheap mass production

(E) Limit working hours for children, ban employment of children under a minimum age, and require factory inspections

7. us-history

Circle the correct answer

61. What was the primary economic institution that Southern states sought to protect when they seceded from the Union in 1860-1861?

- (A) The railroad industry (B) State banking systems (C) Cotton tariffs (D) Slavery

62. Which 1854 law outraged many Northerners by potentially allowing slavery to spread into new territories where it had previously been banned?

- (A) The Homestead Act (B) The Kansas-Nebraska Act (C) The Fugitive Slave Act of 1793 (D) The Monroe Doctrine

63. What did the Emancipation Proclamation, issued by President Lincoln on January 1, 1863, officially declare?

- (A) That all men were created equal and had the right to vote (B) That the Confederate states were welcome to rejoin the Union (C) That all enslaved people in the United States were immediately freed (D) That enslaved people in Confederate states in rebellion were declared free

64. Which three Constitutional amendments, ratified between 1865 and 1870, are collectively known as the Reconstruction Amendments?

- (A) The 13th, 14th, and 15th Amendments (B) The 10th, 11th, and 12th Amendments (C) The 1st, 2nd, and 3rd Amendments (D) The 16th, 17th, and 18th Amendments

65. Explain why the election of Abraham Lincoln in 1860 caused Southern states to begin seceding, even before he took office.

(A) Southern states wanted Lincoln to be president but disagreed with Congress (B) Southern leaders feared Lincoln and the Republican Party would block the expansion of slavery, threatening their political power and economic system (C) Lincoln had promised to immediately abolish slavery in all states (D) Lincoln had declared war on the South before the election

66. Describe how the Battle of Gettysburg (July 1-3, 1863) served as a turning point in the Civil War.

(A) It was a Confederate victory that gave the South control of Pennsylvania (B) It halted the Confederacy's last major invasion of the North, ending any realistic hope of a Confederate military victory or European recognition (C) It was the battle where the Confederacy captured Washington, D.C. (D) It had no significant effect on the outcome of the war

Write the answer

67. Why did the Freedmen's Bureau, established in 1865, represent a significant departure from previous U.S. government policy?

Answer: _____

68. How did 'Black Codes' passed by Southern states immediately after the Civil War undermine the freedom that formerly enslaved people had just gained?

Answer: _____

69. What was the significance of the 14th Amendment's equal protection and due process clauses for defining American citizenship?

Answer: _____

70. Explain why the Union's naval blockade of Southern ports was a critical strategy during the Civil War.

Answer: _____

Match each question to its answer

1. You are a formerly enslaved person in South Carolina in 1865. The war has ended and you are legally free. Using your knowledge of conditions in the South, describe the most pressing challenges you would face in building a new life. →

2. Imagine you are General Ulysses S. Grant planning the Overland Campaign of 1864. You know your army outnumbers Lee's but will suffer heavy casualties. How would you justify continuing to press forward despite enormous losses? →

3. Apply your knowledge of the sharecropping system to explain how it kept many formerly enslaved people economically bound to their former enslavers' land despite

being legally free. →

4. Using your knowledge of Civil War technology, explain why the war was so deadly compared to previous American conflicts. →

5. Use the Lincoln-Douglas Debates (1858) to explain why the question of slavery in the territories was so politically explosive in the decade before the Civil War. →

(A) Rifle technology allowed accurate fire at 300+ yards, but military tactics were still based on Napoleonic close-order charges suited to less accurate muskets

(B) No land, money, or legal documents; facing Black Codes restricting movement; difficulty finding work other than returning to plantation labor; threats of violence from former enslavers

(C) Both men agreed slavery was a territorial issue, but Lincoln argued it was morally wrong and should not spread, while Douglas argued that popular sovereignty let voters decide — exposing the impossibility of compromise

(D) The Union can replace its losses while the Confederacy cannot; relentless pressure will exhaust Confederate resources and end the war sooner than a cautious strategy

(E) Sharecroppers fell into perpetual debt because planters controlled the accounts, charged inflated prices, and credited harvests at low rates, making it mathematically impossible to pay off debts

8. world-history

Circle the correct answer

71. What were the four main underlying causes of World War I, often remembered by the acronym MAIN?

(A) Militarism, Alliances, Imperialism, and Nationalism (B) Militarism, Annexation, Independence, and Nationalism (C) Money, Arms, Industry, and Navigation (D) Monarchy, Aristocracy, Imperialism, and Nationalism

72. What were the two opposing alliance systems at the start of World War I?

(A) The Triple Entente (France, Russia, Britain) and the Triple Alliance (Germany, Austria-Hungary, Italy) (B) The NATO Alliance (USA, Britain, France) and the Warsaw Pact (Germany, Russia, Austria) (C) The Allied Powers (USA, Britain, France) and the Axis Powers (Germany, Japan, Italy) (D) The Central Powers (Germany, Austria-Hungary) and the Allied Powers (France, Britain, Russia, USA)

73. Which clause of the Treaty of Versailles (1919) placed sole responsibility for the war on Germany and required it to pay massive reparations?

(A) The Schlieffen Plan (B) The Monroe Doctrine (C) The Balfour Declaration (D) The War Guilt Clause (Article 231)

74. On what date did Germany invade Poland, triggering the formal start of World War II in Europe?

(A) August 4, 1914 (B) June 6, 1944 (C) December 7, 1941 (D) September 1, 1939

75. Explain how the system of interlocking alliances in 1914 turned the assassination of one man — Archduke Franz Ferdinand — into a world war.

(A) The alliances had no effect and each nation independently decided to join the war, and this has been consistently demonstrated in practice (B) Only Austria-Hungary and Serbia fought because of the alliances (C) Austria-Hungary's ultimatum to Serbia triggered Russian mobilization, which triggered German mobilization, which triggered French mobilization, pulling in Britain when Germany invaded neutral Belgium (D) The assassination immediately caused all European nations to declare war simultaneously, which is the most common explanation for this phenomenon

76. How did the harsh terms of the Treaty of Versailles contribute to the conditions that allowed Hitler and the Nazi Party to rise to power in Germany?

(A) Economic devastation from reparations, national humiliation from the War Guilt Clause, and loss of territory created desperate conditions that Hitler exploited with promises of restoration and revenge (B) Hitler rose to power entirely because of his personal charisma, unrelated to Treaty terms (C) The Treaty of Versailles strengthened Germany and gave Hitler no political issues to exploit (D) The Treaty was so mild that Germany quickly recovered and had no grievances

Write the answer

77. Describe how trench warfare on the Western Front created a military stalemate during World War I.

Answer: _____

78. Explain the policy of appeasement followed by Britain and France in the late 1930s and why it ultimately failed to prevent World War II.

Answer: _____

79. How did the development of new military technologies in WWI — poison gas, tanks, airplanes, and submarines — change the nature of modern warfare?

Answer: _____

80. What was the significance of the United States' entry into World War I in April 1917 for the war's outcome?

Answer: _____

Match each question to its answer

1. You are a German citizen in 1923. Inflation is so severe that a loaf of bread costs billions of marks. Using your knowledge of the Treaty of Versailles, explain how you would connect your economic misery to the peace settlement. →
2. Imagine you are a delegate at the Paris Peace Conference in 1919. France's Clemenceau wants to permanently weaken Germany; Wilson wants his Fourteen Points and a League of Nations. How would you try to bridge these conflicting goals? →
3. Apply the concept of 'total war' to explain how World War II mobilized entire civilian populations and economies in ways that previous conflicts had not. →
4. Use your knowledge of Hitler's foreign policy moves between 1936 and 1939 to explain how each step tested the Western Allies' resolve before the invasion of Poland. →
5. Using your knowledge of the Holocaust, explain how ordinary bureaucratic systems — railways, government records, and industrial processes — were used to carry out genocide. →

(A) Propose a compromise: Germany pays significant but sustainable reparations, loses some territory, but is allowed into the League of Nations so international cooperation can address future grievances

(B) Nazi Germany systematically used state bureaucracy to identify, register, transport, and murder millions of Jews and others through a coordinated industrial process of mass killing

(C) The War Guilt Clause forced Germany to pay impossible reparations that destroyed the economy; the government printed money to pay debts, causing hyperinflation that wiped out savings and livelihoods

(D) Total war required nations to direct entire economies toward military production, ration food and goods, mobilize women into the workforce, and use propaganda to maintain civilian morale

(E) Germany remilitarized the Rhineland (1936), annexed Austria (1938), then the Sudetenland with Allied approval (1938), and seized the rest of Czechoslovakia (1939) — each step meeting no military resistance, emboldening Hitler

9. world-history

Circle the correct answer

81. What term describes the post-WWII rivalry between the United States and Soviet Union, characterized by ideological conflict and arms race but no direct military combat between the two superpowers?

- (A) The Space Race (B) The Iron Curtain (C) The Truman Doctrine (D) The Cold War

82. What were NATO and the Warsaw Pact, the two opposing military alliances of the Cold War?

(A) NATO was formed in 1955 in response to the Warsaw Pact, which was created first
(B) NATO (1949) was a Western military alliance led by the US; the Warsaw Pact (1955) was a Soviet-led alliance of Eastern European communist states (C) Both NATO and the Warsaw Pact were economic organizations focused on trade (D) NATO was a Soviet alliance and the Warsaw Pact was a US alliance

83. What space milestone did the Soviet Union achieve on October 4, 1957 that shocked the United States and launched the Space Race?

(A) The first human in space (Yuri Gagarin) (B) The first spacewalk by a Soviet cosmonaut (C) The launch of Sputnik, the world's first artificial satellite to orbit Earth (D) The first Moon landing by a Soviet cosmonaut

84. In what year did the Berlin Wall fall, symbolizing the end of the Cold War in Europe?

(A) 1991 (B) 1961 (C) 1989 (D) 1979

85. Explain how the Truman Doctrine (1947) represented a fundamental shift in American foreign policy from its pre-WWII isolationism.

(A) The Truman Doctrine was a domestic economic policy with no foreign policy significance (B) The Truman Doctrine returned the US to its traditional isolationist policy after WWII (C) The Truman Doctrine committed the US to supporting free peoples resisting communist takeover anywhere in the world, permanently abandoning the pre-WWII policy of avoiding European entanglements (D) The Truman Doctrine only applied to Western Europe and had no broader implications

86. How did the Cuban Missile Crisis of October 1962 bring the world closer to nuclear war than at any other point during the Cold War?

(A) Soviet nuclear missiles in Cuba could reach US cities in minutes; Kennedy's naval blockade and ultimatum created a 13-day standoff where miscalculation could have triggered nuclear exchange (B) Cuba started the crisis by independently developing nuclear weapons, as this is what research and standard practice suggests (C) The crisis was resolved within a few hours with no real danger of nuclear war, and this is the standard approach used in most cases (D) The crisis was primarily about conventional military forces, not nuclear weapons, which is the most common explanation for this phenomenon

Write the answer

87. Describe how decolonization — the process of African and Asian nations gaining independence from European empires — was shaped by Cold War competition between the US and USSR.

Answer: _____

88. Explain the concept of 'Mutually Assured Destruction' (MAD) and how it paradoxically created stability during the Cold War.

Answer: _____

89. How did the Korean War (1950-1953) establish the pattern for Cold War 'proxy conflicts' that the US and USSR would use throughout the Cold War?

Answer: _____

90. What was the significance of the Soviet Union's launch of Sputnik in 1957 for American education and defense policy?

Answer: _____

Match each question to its answer

1. You are a resident of West Berlin in 1961. The Soviet Union has just allowed East Germany to build a wall dividing the city. Using your knowledge of Cold War tensions, explain what this wall means for your daily life and what it symbolizes. →

2. You are a Vietnamese villager in 1966. American troops are fighting in your country against North Vietnamese and Viet Cong forces. Using your knowledge of the Vietnam War, explain why this conflict is so difficult for both sides. →

3. Apply the concept of 'containment' to explain why the United States became involved in military conflicts in Korea and Vietnam, both of which it did not clearly win. →

4. Using your knowledge of the Space Race, explain how the Apollo 11 Moon landing (July 1969) represented both a scientific achievement and a Cold War propaganda victory. →

5. Use the concept of 'détente' to explain how US-Soviet relations changed in the early 1970s under President Nixon and Soviet leader Brezhnev. →

(A) Détente was a relaxation of Cold War tensions through diplomacy, arms control treaties (SALT I), and increased trade that reduced the risk of nuclear war without ending ideological competition

(B) Containment policy held that communism must be prevented from spreading to new countries; this logic committed the US to defending any threatened government, even unpopular ones, regardless of the cost

(C) Landing on the Moon fulfilled Kennedy's 1961 challenge, demonstrated American technological superiority, and was broadcast worldwide as proof that democratic capitalism could outcompete Soviet communism

(D) The Wall physically divides families and the city, trapping East Berliners under communism, and symbolizes the Iron Curtain as a real barrier between freedom and oppression

(E) American military superiority in conventional warfare is neutralized by guerrilla tactics; civilians cannot easily distinguish combatants from non-combatants, and US

strategic goals are unclear to the Vietnamese population

10. world-history

Circle the correct answer

91. Which ancient Mesoamerican civilization built towering stone temples called pyramids in the jungles of present-day Mexico and Central America?

- (A) The Pueblo (B) The Iroquois (C) The Inca (D) The Maya

92. What was the name of the great Aztec capital city, built on an island in a lake, that amazed Spanish explorers when they arrived in 1519?

- (A) Machu Picchu (B) Cusco (C) Cahokia (D) Tenochtitlan

93. Which South American civilization built thousands of miles of stone roads through the Andes Mountains and was ruled by an emperor called the Sapa Inca?

- (A) The Aztec (B) The Cherokee (C) The Maya (D) The Inca

94. What was the Iroquois Confederacy, sometimes called the Haudenosaunee?

- (A) A political alliance of six Native American nations in the northeastern United States that created a democratic government with a constitution (B) A confederation of Maya city-states in Mexico (C) A trade network among Pacific Northwest coastal peoples (D) A single Native American tribe that lived in teepees on the Great Plains

95. Describe how the Maya used their detailed study of astronomy to create a calendar that was more accurate than the European calendar of the same time period.

- (A) The Maya calendar was based on guessing and was less accurate than European calendars, and this has been consistently demonstrated in practice (B) Maya astronomers only tracked the movements of the moon and created only one calendar, as this directly follows from the underlying principles (C) The Maya had no interest in astronomy and did not create calendars, and this is the standard approach used in most cases (D) Maya astronomers tracked the movements of the sun, moon, Venus, and stars with great precision, creating a 365-day solar calendar and a separate 260-day ritual calendar that both tracked time accurately

96. Explain how the Aztec system of chinampas — 'floating gardens' — allowed them to farm on the lake surface around Tenochtitlan and feed a large city population.

- (A) Chinampas were artificial islands built by layering mud, vegetation, and lake sediment in shallow water, creating fertile farmland that could be irrigated easily and produced multiple harvests per year (B) Chinampas were underground cave farms that used no sunlight, which is why this approach is recommended by experts (C) Chinampas were mountain terraces built only in the Andes Mountains, and this principle applies across similar situations (D) The Aztec imported all their food from

distant regions and did no farming near the city, as this is what research and standard practice suggests

Write the answer

97. How did the Inca quipu — a system of knotted strings — help their government run a large empire without a written alphabet?

Answer: _____

98. Describe how the Pueblo peoples of the American Southwest adapted their buildings and farming to survive in a hot, dry desert environment.

Answer: _____

99. How did the Cherokee Nation's decision to adopt a written language (the Cherokee syllabary, invented by Sequoyah in 1821), a constitution, and a supreme court demonstrate their adaptation to changing circumstances?

Answer: _____

100. What were the 'Three Sisters' crops — corn, beans, and squash — and why did many Native American agricultural peoples plant them together in the same field?

Answer: _____

Match each question to its answer

1. You are a Maya astronomer in 500 CE. Using your observatory and detailed records from generations of astronomers before you, explain how you would predict a solar eclipse. →

2. Imagine you are an Inca road engineer tasked with connecting two distant cities through the high Andes Mountains. What challenges would you face, and what solutions would you use based on Inca engineering knowledge? →

3. Apply your knowledge of Aztec society to explain how the tianguis (marketplace) at Tlatelolco helped connect different regions of the Aztec Empire through trade. →

4. Use your knowledge of the Iroquois Great Law of Peace to explain how its principles — including clans led by women selecting male chiefs — were unusual compared to European governments of the same era. →

5. Using your knowledge of how different Indigenous peoples adapted to their environments, explain how the lifestyle of Plains peoples like the Lakota differed from that of Pacific Northwest peoples like the Chinook. →

(A) Build stone-paved roads that follow the terrain, construct suspension bridges over deep gorges using woven grass cables, cut steps into steep cliffs, and establish rest stops (tampus) with supplies every day's journey

(B) Study patterns in the historical records showing when eclipses occurred before, calculate the mathematical cycles that govern solar and lunar movements, and

predict the date of the next eclipse based on these repeating patterns

(C) European governments of the 1400s-1500s were monarchies where power passed through male inheritance; the Iroquois system gave women the power to select and remove leaders, creating a form of representative accountability unknown in Europe

(D) Plains peoples followed migrating bison herds as their primary food source, requiring mobile lifestyles and portable homes (teepees); Pacific Northwest peoples relied on abundant salmon runs and built permanent plank house villages with complex trade networks

(E) The great market brought together merchants and goods from across the empire — tropical products from lowlands, precious stones from mountains, fish from coasts — creating an economic network connecting distant regions

11. world-history

Circle the correct answer

101. Which ancient civilization built planned cities with grid-pattern streets and advanced drainage systems, including the city of Mohenjo-daro?

(A) Ancient China (B) Ancient Egypt (C) Ancient Sumer (D) Indus Valley Civilization

102. What did the Emancipation Proclamation, issued by President Lincoln on January 1, 1863, officially declare?

(A) That the Confederate states were welcome to rejoin the Union (B) That enslaved people in Confederate states in rebellion were declared free (C) That all enslaved people in the United States were immediately freed (D) That all men were created equal and had the right to vote

103. Evaluate the long-term impact of the Supreme Court's ruling in Plessy v. Ferguson (1896) on the promises made by the Reconstruction Amendments.

(A) The ruling had no impact because Southern states were already ignoring the 14th Amendment (B) The Supreme Court ruled in Plessy that segregation was unconstitutional (C) Plessy's 'separate but equal' doctrine allowed states to legally segregate public life for six decades, effectively nullifying the 14th Amendment's equal protection clause until Brown v. Board (1954) (D) Plessy v. Ferguson strengthened the Reconstruction Amendments by guaranteeing equal facilities

104. You are a formerly enslaved person in South Carolina in 1865. The war has ended and you are legally free. Using your knowledge of conditions in the South, describe the most pressing challenges you would face in building a new life.

(A) You could easily move North with full legal protections in all states, and this has been consistently demonstrated in practice (B) You would immediately receive land, a home, and a government salary, and this has been consistently demonstrated in

practice (C) No land, money, or legal documents; facing Black Codes restricting movement; difficulty finding work other than returning to plantation labor; threats of violence from former enslavers (D) Former enslavers would eagerly help you start a new life, which is why this approach is recommended by experts

105. Why did Portugal become a leading force in early European exploration before larger nations like Spain, France, and England?

(A) Portugal was the biggest country in Europe, making this the most widely accepted explanation (B) Portugal discovered a land bridge to Asia, which is the most common explanation for this phenomenon (C) Portugal had the largest army in Europe, and this is the standard approach used in most cases (D) Prince Henry the Navigator invested in navigation technology, mapmaking, and shipbuilding decades before others

106. Evaluate the effectiveness of Lincoln's Gettysburg Address as a redefinition of the Civil War's purpose. Did it successfully change how Americans understood what they were fighting for?

(A) Lincoln simply repeated the original constitutional argument for preserving the Union, as this is what research and standard practice suggests (B) The Address was ignored at the time and had no lasting impact on American history, as this directly follows from the underlying principles (C) The Address declared slavery abolished and ended the war immediately, as this is what research and standard practice suggests (D) The Address reframed the war from a constitutional argument about Union to a moral struggle for equality and democratic government, reshaping American national identity — though its full meaning was not immediately realized

Write the answer

107. How did the development of new military technologies in WWI — poison gas, tanks, airplanes, and submarines — change the nature of modern warfare?

Answer: _____

108. Explain why the Union's naval blockade of Southern ports was a critical strategy during the Civil War.

Answer: _____

109. Examine how the Treaty of Tordesillas reflected European attitudes toward the rest of the world in the 15th century.

Answer: _____

110. Assess whether the Emancipation Proclamation should be considered a revolutionary document or a limited wartime measure. Support your assessment with specific evidence.

Answer: _____

Match each question to its answer

1. Assess whether Karl Marx's criticism that industrial capitalism exploited workers was justified based on the evidence from the Industrial Revolution. What were the strongest arguments for and against his view? →
2. Explain why the election of Abraham Lincoln in 1860 caused Southern states to begin seceding, even before he took office. →
3. Evaluate whether Christopher Columbus should be celebrated as a 'discoverer' of the Americas. What are the strongest arguments on each side? →
4. What was the primary economic institution that Southern states sought to protect when they seceded from the Union in 1860-1861? →
5. Assess whether the United States was right to remain neutral from 1939 to 1941 while Britain and the Soviet Union fought Germany. What were the arguments for and against intervention? →

(A) Arguments for neutrality included avoiding another costly war and isolationist public opinion; arguments for intervention included Nazi Germany's threat to democracy and humanitarian atrocities that demanded a response

(B) Slavery

(C) Southern leaders feared Lincoln and the Republican Party would block the expansion of slavery, threatening their political power and economic system

(D) His voyages opened lasting contact between hemispheres, but millions of people already lived in the Americas, and his arrival led to devastating consequences for Indigenous peoples

(E) Evidence supports his critique of exploitation (low wages, dangerous conditions), but his proposed solutions remain debated, and capitalism eventually adapted through reforms

12. world-history

Circle the correct answer

111. Compare the reasons for the Crusades from both Christian European and Muslim perspectives. How did each side view the conflict?

(A) Europeans saw them as holy wars to reclaim Jerusalem; Muslims saw them as unprovoked invasions of their lands (B) Both sides fought purely for economic reasons with no religious motivation (C) The Crusades were peaceful exchanges with no actual fighting (D) Muslims started the Crusades by attacking Europe first

112. Design a Reconstruction plan that you believe could have produced lasting racial equality in the South. What specific policies would you implement, and what obstacles would you need to overcome?

(A) Let Confederate leaders govern the South without any conditions or oversight, as this directly follows from the underlying principles (B) Land redistribution to give formerly enslaved people economic independence, federally funded public education, permanent federal enforcement of civil rights, and a truth and reconciliation process to address the legacy of slavery (C) Simply pass constitutional amendments with no enforcement mechanism and withdraw troops immediately, and this principle applies across similar situations (D) Focus only on economic recovery for white Southerners and address racial equality later, as this is what research and standard practice suggests

113. You discover a clay tablet with both pictures and wedge-shaped symbols. Based on the evidence, what can you determine about when this tablet was likely created?

(A) After cuneiform was fully replaced by alphabets (B) During the modern era, as a fake (C) During the transition from pictographs to cuneiform, around 3200-3000 BCE (D) Before any writing existed, around 5000 BCE

114. Analyze why Reconstruction ultimately failed to achieve lasting equality for Black Americans, despite the passage of the Reconstruction Amendments.

(A) Reconstruction failed because Black Americans did not want political participation (B) Reconstruction succeeded completely and Black Americans achieved full equality by 1880 (C) The Reconstruction Amendments were repealed in the 1880s, eliminating legal protections (D) The federal government withdrew troops in 1877, allowing Southern states to use violence, voter suppression, and Jim Crow laws to effectively nullify Black civil and political rights

115. How did the samurai code of bushido in feudal Japan compare to the European code of chivalry for knights?

(A) Chivalry existed centuries before bushido was developed (B) Both emphasized honor, loyalty, and martial skill, but in different cultural contexts (C) They had absolutely nothing in common (D) Bushido was about trading, while chivalry was about farming

116. Explain why the ancient Greeks organized the Olympic Games every four years. What purpose did the games serve beyond athletics?

(A) They had no purpose beyond entertainment (B) They were punishment for losing a war (C) They honored the god Zeus and brought rival city-states together peacefully (D) They were held to decide which city-state would rule all of Greece

Write the answer

117. Apply your knowledge of the sharecropping system to explain how it kept many formerly enslaved people economically bound to their former enslavers' land despite being legally free.

Answer: _____

118. Some historians argue that ancient Egypt's geography -- desert on both sides of the Nile -- helped Egyptian civilization last for thousands of years. Do you think this argument is well supported? Why or why not?

Answer: _____

119. Which medieval civilization -- the Islamic Golden Age caliphates, the Byzantine Empire, or Song Dynasty China -- made the most significant contributions to science and technology? Defend your answer.

Answer: _____

120. Why was the Silk Road important to both Eastern and Western civilizations during the medieval period?

Answer: _____

Match each question to its answer

1. What was the significance of the 14th Amendment's equal protection and due process clauses for defining American citizenship? →

2. Which battle in October 1781 effectively ended the American Revolutionary War when British General Cornwallis surrendered? →

3. Analyze why the Compromise of 1850 and the Missouri Compromise failed to permanently resolve the slavery question in American politics. →

4. Judge which freedom protected by the First Amendment -- speech, religion, press, assembly, or petition -- is most essential to a functioning democracy. Defend your choice. →

5. Imagine you are General Ulysses S. Grant planning the Overland Campaign of 1864. You know your army outnumbers Lee's but will suffer heavy casualties. How would you justify continuing to press forward despite enormous losses? →

(A) All are interconnected, but freedom of speech is often considered foundational because it enables all other forms of democratic participation

(B) The Union can replace its losses while the Confederacy cannot; relentless pressure will exhaust Confederate resources and end the war sooner than a cautious strategy

(C) The Battle of Yorktown

(D) It established for the first time that all persons born in the United States are citizens with equal rights, directly overturning the Dred Scott decision

(E) Both compromises delayed conflict by drawing geographic lines, but slavery's moral and economic contradictions with American democracy made permanent

compromise impossible as the nation expanded

13. world-history

Circle the correct answer

121. What was the significance of the United States' entry into World War I in April 1917 for the war's outcome?

(A) The US entered the war before the main fighting began in 1914, which is the most common explanation for this phenomenon (B) American troops, supplies, and financial resources reinvigorated exhausted Allied forces at a critical moment when Germany was attempting a final offensive before American strength could be fully deployed (C) American entry immediately ended the war because Germany surrendered upon the declaration (D) The US had no significant effect because it arrived too late for any major battles

122. Using your knowledge of Civil War technology, explain why the war was so deadly compared to previous American conflicts.

(A) Rifle technology allowed accurate fire at 300+ yards, but military tactics were still based on Napoleonic close-order charges suited to less accurate muskets (B) Generals had developed new tactics perfectly suited to the new weapons (C) The war used the same weapons as the Revolutionary War and was no more deadly (D) The high death toll was mainly from cavalry charges, not rifle fire

123. What does the term 'pharaoh' tell us about how ancient Egyptians viewed their rulers?

(A) Egyptians believed pharaohs were both rulers and gods (B) Pharaohs were elected by the people (C) Pharaohs were only military leaders (D) Pharaohs had no real power

124. Analyze how the geographic location of Rome -- on seven hills near the Tiber River in central Italy -- contributed to its growth as a powerful city.

(A) Rome's location had no impact on its success (B) The hills made farming impossible, forcing Romans to conquer (C) Rome grew powerful only because of its religious practices (D) Hills provided defense, the river provided trade access, and central Italy allowed expansion in all directions

125. Imagine you are a member of Parliament in 1833 Britain. Using evidence about child labor conditions, propose one law to protect children working in factories.

(A) Increase children's working hours to build character (B) Close all schools so more children can work (C) Allow children to operate all types of dangerous machinery (D) Limit working hours for children, ban employment of children under a

minimum age, and require factory inspections

126. Why did the Freedmen's Bureau, established in 1865, represent a significant departure from previous U.S. government policy?

(A) It was the first major federal program to provide direct social services — food, education, and labor contracts — to a specific group of citizens (B) It focused only on helping white Southerners rebuild after the war (C) It gave formerly enslaved people forty acres and a mule as guaranteed policy (D) It was a Confederate organization that tried to restore the plantation system

Write the answer

127. What does the rapid adoption of American crops like corn and potatoes across Africa, Europe, and Asia tell us about the interconnectedness of the post-1492 world?

Answer: _____

128. Analyze how the rise of fascism in Italy under Mussolini and Nazism in Germany under Hitler followed similar patterns exploiting economic hardship and national humiliation.

Answer: _____

129. How did the concept of a ziggurat serve the community in ancient Sumer?

Answer: _____

130. Compare the causes of the Civil War offered by Confederate leaders at the time with the 'Lost Cause' narrative that developed after the war. What does this difference reveal about how societies construct historical memory?

Answer: _____

Match each question to its answer

1. Analyze why the Code of Hammurabi treated people of different social classes differently. What does this reveal about Babylonian society? →

2. Assess whether the American Revolution truly represented a revolution in ideas about government, or whether it mainly preserved the power of wealthy colonial elites. Which interpretation do you find more convincing? →

3. What does the presence of seals from the Indus Valley found in Mesopotamia tell us about these two civilizations? →

4. How did child labor during the Industrial Revolution differ from children working on family farms before industrialization? →

5. Why was the Battle of Saratoga (1777) considered the turning point of the American Revolution? →

- (A) They engaged in long-distance trade with each other
 - (B) The American victory convinced France to formally ally with the colonies and provide military support
 - (C) It shows Babylonian society valued people unequally based on social rank
 - (D) Factory work was more dangerous, repetitive, and controlled by strangers, unlike family-supervised farm tasks
 - (E) Both are partially true: the Revolution introduced groundbreaking ideas about self-governance while largely preserving existing social hierarchies
-

14. world-history

Circle the correct answer

131. Examine why France's support was essential to the American victory. What specific forms of assistance did France provide?

- (A) France provided soldiers, a navy, weapons, loans, and military expertise that proved decisive, especially at Yorktown (B) France fought against the American colonies (C) France provided only moral support with no material aid (D) America won entirely without any foreign help

132. What does the establishment of universities in cities like Bologna (1088), Paris (1150), and Oxford (1167) suggest about how European society was changing during the High Middle Ages?

- (A) Education was available to all people equally in medieval Europe (B) Society was becoming less interested in learning (C) Growing demand for educated professionals and a shift from purely religious to broader intellectual pursuits (D) Universities were created only to train soldiers

133. Evaluate whether the Industrial Revolution, on balance, improved or worsened the quality of life for ordinary people in the short term (first 50 years) versus the long term.

- (A) The Industrial Revolution had no effect on quality of life, making this the most widely accepted explanation (B) Short term: worsened conditions for many through poverty and exploitation. Long term: raised living standards through higher wages, better goods, and eventual reforms (C) Life improved immediately for everyone from the start, and this has been consistently demonstrated in practice (D) Life only got worse and never improved, and this has been consistently demonstrated in practice

134. Which river valley is often called the 'Cradle of Civilization' because some of the earliest known cities developed there?

- (A) Indus River Valley (B) Nile River Valley (C) Yellow River Valley (D) Mesopotamia (Tigris-Euphrates)

135. What was the primary economic motivation that drove European nations to explore and establish overseas colonies?

(A) Interest in studying foreign languages (B) A desire to spread democracy worldwide (C) Access to valuable spices, gold, and new trade routes to Asia (D) The need to find new farmland in Europe

136. Explain how the development of railroads transformed the economy during the Industrial Revolution.

(A) Railroads existed only in large cities, which is the most common explanation for this phenomenon (B) Railroads enabled fast, cheap transport of goods and people, connecting factories to markets and raw materials (C) Railroads slowed economic growth, which is why this approach is recommended by experts (D) Railroads were only used for passenger travel, not freight, which is the most common explanation for this phenomenon

Write the answer

137. What did Thomas Paine's pamphlet 'Common Sense' (1776) argue, and why was it so influential?

Answer: _____

138. Examine how African American men's service in the United States Colored Troops (USCT) during the Civil War affected arguments about citizenship and equality after the war.

Answer: _____

139. How did the introduction of the potato from the Americas change life in Europe?

Answer: _____

140. Imagine you are a Radical Republican senator in 1866. President Johnson has vetoed the Civil Rights Act and is restoring former Confederate leaders to power. Analyze the political situation and explain what strategy you would pursue.

Answer: _____

Match each question to its answer

1. On what date did Germany invade Poland, triggering the formal start of World War II in Europe? →

2. Judge whether the Columbian Exchange was ultimately more beneficial or more harmful to the world. Support your assessment with specific examples. →

3. Compare the roles of women in ancient Athens and ancient Sparta. What was the most significant difference? →

4. The Great Pyramid of Giza was built as a tomb for which Egyptian pharaoh? →

5. What were the four main underlying causes of World War I, often remembered by

the acronym MAIN? →

(A) It brought both benefits (new food crops reduced famine) and devastating harm (disease epidemics, slavery), making a simple judgment difficult

(B) September 1, 1939

(C) Militarism, Alliances, Imperialism, and Nationalism

(D) Pharaoh Khufu

(E) Spartan women had more physical freedom and could own property; Athenian women were mostly confined to the home

15. world-history

Circle the correct answer

141. Evaluate whether the policy of appeasement at Munich (1938) was a reasonable response to Hitler's demands or a catastrophic mistake. Consider what information British and French leaders had at the time.

(A) British and French leaders fully understood Hitler would start a world war and chose appeasement anyway out of cowardice, and this principle applies across similar situations (B) Appeasement was purely a British decision made without French involvement, which is the most common explanation for this phenomenon (C) Appeasement was understandable given leaders' desire to avoid another devastating war and genuine uncertainty about Hitler's intentions, but catastrophically wrong because it emboldened Hitler and sacrificed Czechoslovakia's sovereignty (D) Appeasement was clearly the right policy and successfully prevented WWII, as this directly follows from the underlying principles

142. Imagine you are creating a museum exhibit about ancient civilizations. Design a display that shows one important connection between Mesopotamia, Egypt, and the Indus Valley. What theme would you choose and why?

(A) Modern technology, because ancient people used computers (B) Space exploration, because all three studied astronomy equally (C) Democracy, because all three had elected governments (D) The role of rivers in shaping civilization, because all three depended on major rivers

143. How did 'Black Codes' passed by Southern states immediately after the Civil War undermine the freedom that formerly enslaved people had just gained?

(A) Black Codes gave formerly enslaved people full equal rights and property ownership (B) Black Codes were federal laws that helped formerly enslaved people gain freedom (C) Black Codes restricted where Black people could live and work, required them to sign labor contracts, and imposed harsh penalties for vagrancy that effectively recreated forced labor (D) Black Codes only affected white Southerners

and had no impact on Black people

144. How did the development of writing change life in ancient Mesopotamia?

(A) It made farming easier (B) It allowed people to keep records, pass laws, and preserve knowledge (C) It replaced spoken language entirely (D) It was only used for religious rituals

145. Examine why the Holocaust was possible in a modern, educated, industrial nation. What does this reveal about the relationship between civilization and barbarism?

(A) The Holocaust shows that modern state power, technology, and bureaucracy can be weaponized for evil when combined with dehumanizing ideology, propaganda, and the erosion of individual moral responsibility (B) The Holocaust was inevitable given German culture and required no specific historical conditions, making this the most widely accepted explanation (C) The Holocaust only happened because Germany was uniquely primitive and uneducated (D) Modern civilization automatically prevents genocide from occurring, as this is what research and standard practice suggests

146. How did the harsh terms of the Treaty of Versailles contribute to the conditions that allowed Hitler and the Nazi Party to rise to power in Germany?

(A) Hitler rose to power entirely because of his personal charisma, unrelated to Treaty terms (B) The Treaty of Versailles strengthened Germany and gave Hitler no political issues to exploit (C) The Treaty was so mild that Germany quickly recovered and had no grievances (D) Economic devastation from reparations, national humiliation from the War Guilt Clause, and loss of territory created desperate conditions that Hitler exploited with promises of restoration and revenge

Write the answer

147. What was the 'triangular trade,' and how did it connect Europe, Africa, and the Americas?

Answer: _____

148. Compare the purposes of Egyptian pyramids and Sumerian ziggurats. What was the most important difference in how each structure was used?

Answer: _____

149. You discover a journal entry from a sailor on Magellan's voyage. He writes about extreme hunger and describes eating leather and rats. What does this tell you about the challenges of early ocean exploration?

Answer: _____

150. Analyze how the conditions described by Charles Dickens in novels like 'Oliver Twist' and 'Hard Times' served as a form of social criticism during the Industrial Revolution.

Answer: _____

Match each question to its answer

1. Evaluate how the Holocaust changed international norms about state sovereignty and human rights. Did it permanently transform how the world thinks about genocide? →
2. How did the Black Death (1347-1353) change the economic power of surviving peasants in Europe? →
3. What does the fall of the Western Roman Empire in 476 CE suggest about the relationship between military strength and the survival of a civilization? →
4. You are a scholar at the House of Wisdom in Baghdad during the Islamic Golden Age. A newly translated Greek text on geometry arrives. How would you contribute to advancing this knowledge? →
5. Assess whether the ancient Indus Valley Civilization should be considered 'advanced' compared to Mesopotamia and Egypt. What evidence supports this claim? →

(A) With fewer workers available, surviving peasants could demand higher wages and better conditions

(B) Its urban planning and sanitation systems were more advanced than its contemporaries

(C) Military strength alone cannot sustain a civilization facing economic decline and political instability

(D) The Holocaust led to the Genocide Convention (1948) and Universal Declaration of Human Rights (1948), establishing that state sovereignty does not protect governments that commit genocide — though enforcement remains inconsistent

(E) Study the Greek ideas, correct errors, add new proofs, and write expanded commentaries

16. world-history

Circle the correct answer

151. Judge whether the Nuremberg Trials (1945-1946) established a meaningful precedent for international justice or were simply 'victor's justice.' What were the strongest arguments on each side?

(A) Nuremberg was perfectly fair with no valid criticisms and complete impartiality,

as this directly follows from the underlying principles (B) Nuremberg was entirely meaningless and had no lasting impact on international law, and this has been consistently demonstrated in practice (C) Only German civilians were tried at Nuremberg, not military or political leaders, making this the most widely accepted explanation (D) Nuremberg established important precedents (crimes against humanity, individual responsibility, following orders is no defense) but faced legitimate criticism as only the losing side was tried for actions both sides had sometimes committed

152. Describe how the Battle of Gettysburg (July 1-3, 1863) served as a turning point in the Civil War.

(A) It had no significant effect on the outcome of the war (B) It was a Confederate victory that gave the South control of Pennsylvania (C) It halted the Confederacy's last major invasion of the North, ending any realistic hope of a Confederate military victory or European recognition (D) It was the battle where the Confederacy captured Washington, D.C.

153. Describe how the concept of interchangeable parts, developed by Eli Whitney, changed manufacturing.

(A) Interchangeable parts made products more expensive (B) Each part was still unique and handcrafted (C) Standardized parts meant broken products could be repaired by replacing one part instead of the whole item (D) This concept was never adopted by manufacturers

154. A dispute arises between two Roman merchants. Based on the Roman legal principle that accused persons are 'innocent until proven guilty,' who bears the responsibility of proving wrongdoing?

(A) The emperor personally investigates every dispute (B) The accused must prove they are innocent (C) Both parties are automatically found guilty (D) The person making the accusation must prove the other is guilty

155. You are a Luddite textile worker in 1812 England. Your skilled handcraft job is being replaced by machines. How would you explain your reasons for opposing mechanization?

(A) You have no concerns about mechanization (B) You oppose all technology because you do not understand it (C) You want machines to work even faster (D) Machines are destroying skilled craftspeople's livelihoods, replacing quality work with cheap mass production

156. Using your knowledge of the Holocaust, explain how ordinary bureaucratic systems — railways, government records, and industrial processes — were used to carry out genocide.

(A) Nazi Germany systematically used state bureaucracy to identify, register, transport, and murder millions of Jews and others through a coordinated industrial

process of mass killing (B) The Holocaust was carried out spontaneously by mobs without government organization (C) The Holocaust targeted only political opponents, not ethnic or religious groups (D) Only the SS leadership participated in the Holocaust, while ordinary Germans had no involvement

Write the answer

157. Design a medieval trade route that connects three different civilizations you have learned about. Explain what goods each civilization would trade and why this route would benefit all three.

Answer: _____

158. How did Athenian democracy differ from modern democracy in the United States?

Answer: _____

159. A Sumerian farmer uses irrigation channels while an Egyptian farmer relies on the Nile's annual flood. Apply your knowledge to explain which method requires more ongoing human labor and why.

Answer: _____

160. What event in 1773 involved colonists dumping tea into Boston Harbor to protest British tax policies?

Answer: _____

Match each question to its answer

1. Apply the concept of supply and demand to explain why cotton became a major crop in the American South after Eli Whitney invented the cotton gin in 1793. →
2. Using what you know about medieval guilds, explain what would happen if a young person wanted to become a silversmith in a medieval European city. →
3. Was Alexander the Great's policy of blending Greek culture with conquered peoples' cultures a wise strategy? Evaluate the evidence. →
4. Apply the concept of feudal obligations to explain what would happen to a European peasant who refused to work on their lord's land during harvest time. →
5. What does the Three-Fifths Compromise reveal about the priorities of delegates at the Constitutional Convention? →

(A) The peasant could be punished or expelled because serfs were legally bound to work for their lord

(B) They would serve as an apprentice, then a journeyman, before possibly becoming a master craftsman

(C) It reveals that political power and state representation took priority over the moral question of slavery

(D) Yes, because it reduced resistance and created a lasting cultural legacy called

Hellenism

(E) The gin made cotton processing profitable, increasing supply to meet British textile factories' enormous demand

Riddle & Joke Break

Guess the answer, then check the key!

161. I'm not a river, but I flow through time. I have no water, but I mark important moments along a line. What am I?

162. I was built by thousands of workers without modern machines. I'm one of the Seven Wonders and I'm still standing in Egypt. What am I?

163. I'm a period of about 1,000 years between two ancient and modern eras. Some people unfairly called me "dark." What am I?

164. I'm a document that was written before any other records about the same event. Historians trust me the most. What type of source am I?

165. I spread across continents carrying silk, spices, and ideas -- not on a single road, but through a network of routes. What am I?

166. I'm a word that means "rebirth." I describe a period when art, science, and learning flourished in Europe after the Middle Ages. What am I?

167. I have 27 amendments, a Bill of Rights, and I start with "We the People." What am I?

168. I count years backward before a certain event and forward after it. The bigger my number in the "before" direction, the further back in time you go. What system am I?

169. Why did the history student bring a ladder to class?

170. Why was the ancient Egyptian architect so confident?

171. Why did the medieval knight fail English class?

172. What did the timeline say to the student who skipped the Middle Ages?

173. Why did the archaeologist go bankrupt?

174. Why was the Roman Empire so good at math?

Fun Facts

- Did you know? The ancient city of Rome had over 1 million residents by 100 CE -- a

population size that no European city would match again until London in the 1800s!

- Did you know? Cleopatra lived closer in time to the Moon landing (1969) than to the building of the Great Pyramid of Giza (around 2560 BCE). The pyramid was already over 2,000 years old when she was born!
 - Did you know? The word "history" comes from the ancient Greek word "historia," which means "inquiry" or "knowledge gained by investigation." History is literally detective work about the past!
 - Did you know? The Rosetta Stone, discovered in 1799, was the key to deciphering Egyptian hieroglyphics. It contained the same royal decree written in three scripts -- and it took scholars over 20 years to crack the code!
 - Did you know? A century is 100 years, but the 1900s are actually the 20th century, not the 19th. That's because there was no "year zero" -- the calendar jumped straight from 1 BCE to 1 CE!
 - Did you know? The oldest known board game is Senet, played in ancient Egypt over 5,000 years ago. Game boards have been found in pharaohs' tombs -- even ancient rulers needed something fun to do!
 - Did you know? The Inca Empire in South America had no written language, but they kept records using knotted strings called quipus. Different knot types and colors recorded numbers, dates, and even stories!
 - Did you know? Oxford University in England is older than the Aztec Empire. Teaching at Oxford began around 1096 CE, while the Aztec civilization didn't begin until the 1300s!
-

Answer Key

1. C — Mesopotamia (Tigris-Euphrates)
2. D — Cuneiform
3. B — Pharaoh Khufu
4. C — Indus Valley Civilization
5. A — Rivers provided water for farming and fertile soil from flooding
6. D — It allowed people to keep records, pass laws, and preserve knowledge
7. Egyptians believed pharaohs were both rulers and gods
8. Both had hierarchies with rulers at the top and enslaved people at the bottom

9. It was a temple for worship and a center of community life
10. Belief in many gods, which was common in ancient civilizations
Matching (world-history): 1→B, 2→D, 3→C, 4→A, 5→E
11. C — Athens
12. B — A republic
13. A — Socrates
14. B — The Colosseum
15. B — In Athens, citizens voted directly on laws; in the US, citizens elect representatives
16. D — They allowed the army to move quickly and helped trade flow across the empire
17. They honored the god Zeus and brought rival city-states together peacefully
18. Rome extended citizenship to conquered peoples; Athens restricted it to native-born men
19. Myths explained natural events and guided moral behavior through stories of gods and heroes
20. It led to civil wars that eventually ended the Republic and created the Empire
Matching (world-history): 1→A, 2→B, 3→E, 4→C, 5→D
21. D — A fief (grant of land)
22. C — The Mali Empire
23. A — A charter limiting the king's power, establishing that even rulers must follow the law
24. D — Ancient Greece, Persia, and India
25. C — Without a strong central government, people turned to local lords for protection and order
26. B — With fewer workers available, surviving peasants could demand higher wages and better conditions
27. Monks copied ancient manuscripts by hand, preserving classical learning through the Dark Ages
28. It facilitated trade of goods, ideas, religions, and technologies between distant cultures

29. Religion was central to community life, and communities invested enormous resources in churches

30. Both emphasized honor, loyalty, and martial skill, but in different cultural contexts

Matching (world-history): 1→B, 2→C, 3→D, 4→E, 5→A

31. D — Vasco da Gama

32. A — The transfer of plants, animals, diseases, and ideas between the Americas and the Old World after 1492

33. D — The Treaty of Tordesillas

34. A — Access to valuable spices, gold, and new trade routes to Asia

35. D — Indigenous peoples had no prior exposure or immunity to these diseases

36. B — It became a reliable food crop that helped feed growing European populations

37. Prince Henry the Navigator invested in navigation technology, mapmaking, and shipbuilding decades before others

38. It devastated communities by removing millions of people, disrupting families and economies

39. It dramatically increased food variety worldwide as crops spread between hemispheres

40. A trade pattern where Europe sent goods to Africa, Africa sent enslaved people to the Americas, and the Americas sent raw materials to Europe

Matching (world-history): 1→A, 2→B, 3→D, 4→C, 5→E

41. A — Colonists should not pay taxes to Britain if they had no elected representatives in Parliament

42. D — The Declaration of Independence

43. D — The Boston Tea Party

44. B — The Battle of Yorktown

45. D — It was the first tax affecting all colonies equally, giving them a common grievance that sparked coordinated resistance

46. A — The American victory convinced France to formally ally with the colonies and provide military support

47. It argued in plain language that independence from Britain was logical and

necessary, reaching a wide audience

48. It created a two-chamber Congress: the Senate (equal state representation) and the House (representation by population)

49. Jefferson drew on Locke's ideas that people have natural rights to life, liberty, and property that governments must protect

50. To prevent any one branch of government from becoming too powerful, based on fear of tyranny

Matching (world-history): 1→C, 2→D, 3→A, 4→E, 5→B

51. A — Great Britain

52. A — The improved steam engine with a separate condenser

53. A — A system where workers came to a centralized location with machines to produce goods on a large scale

54. B — The spinning jenny, invented by James Hargreaves around 1764

55. B — Railroads enabled fast, cheap transport of goods and people, connecting factories to markets and raw materials

56. B — Factories in cities offered wage-paying jobs, and agricultural changes reduced the need for farm labor

57. Factory work was more dangerous, repetitive, and controlled by strangers, unlike family-supervised farm tasks

58. Standardized parts meant broken products could be repaired by replacing one part instead of the whole item

59. Unions organized workers to collectively demand better wages, shorter hours, and safer conditions

60. Industrial nations gained military and economic advantages that enabled them to colonize non-industrialized regions

Matching (world-history): 1→B, 2→E, 3→D, 4→C, 5→A

61. D — Slavery

62. B — The Kansas-Nebraska Act

63. D — That enslaved people in Confederate states in rebellion were declared free

64. A — The 13th, 14th, and 15th Amendments

65. B — Southern leaders feared Lincoln and the Republican Party would block the expansion of slavery, threatening their political power and economic system

66. B — It halted the Confederacy's last major invasion of the North, ending any realistic hope of a Confederate military victory or European recognition
67. It was the first major federal program to provide direct social services — food, education, and labor contracts — to a specific group of citizens
68. Black Codes restricted where Black people could live and work, required them to sign labor contracts, and imposed harsh penalties for vagrancy that effectively recreated forced labor
69. It established for the first time that all persons born in the United States are citizens with equal rights, directly overturning the Dred Scott decision
70. It strangled the Southern economy by preventing cotton exports that funded the Confederacy and blocking imports of weapons and supplies
Matching (us-history): 1→B, 2→D, 3→E, 4→A, 5→C
71. A — Militarism, Alliances, Imperialism, and Nationalism
72. A — The Triple Entente (France, Russia, Britain) and the Triple Alliance (Germany, Austria-Hungary, Italy)
73. D — The War Guilt Clause (Article 231)
74. D — September 1, 1939
75. C — Austria-Hungary's ultimatum to Serbia triggered Russian mobilization, which triggered German mobilization, which triggered French mobilization, pulling in Britain when Germany invaded neutral Belgium
76. A — Economic devastation from reparations, national humiliation from the War Guilt Clause, and loss of territory created desperate conditions that Hitler exploited with promises of restoration and revenge
77. Defensive technology (machine guns, barbed wire, artillery) made attacking across open ground nearly suicidal, while neither side could develop tactics to break through the fortified lines
78. Appeasement involved giving Hitler territorial concessions (like the Sudetenland) hoping to satisfy his demands, but each concession only encouraged further aggression
79. These technologies extended warfare beyond the battlefield to civilian populations, created new types of psychological trauma, and made the next war more destructive than any previous conflict
80. American troops, supplies, and financial resources reinvigorated exhausted Allied forces at a critical moment when Germany was attempting a final offensive

before American strength could be fully deployed

Matching (world-history): 1→C, 2→A, 3→D, 4→E, 5→B

81. D — The Cold War
82. B — NATO (1949) was a Western military alliance led by the US; the Warsaw Pact (1955) was a Soviet-led alliance of Eastern European communist states
83. C — The launch of Sputnik, the world's first artificial satellite to orbit Earth
84. C — 1989
85. C — The Truman Doctrine committed the US to supporting free peoples resisting communist takeover anywhere in the world, permanently abandoning the pre-WWII policy of avoiding European entanglements
86. A — Soviet nuclear missiles in Cuba could reach US cities in minutes; Kennedy's naval blockade and ultimatum created a 13-day standoff where miscalculation could have triggered nuclear exchange
87. Both superpowers competed for influence in newly independent nations, with the US and USSR both supporting independence movements and offering economic/military aid to win allies in the developing world
88. MAD meant that any nuclear attack would trigger a devastating counterattack that would destroy both sides, making nuclear war suicidal and deterring both superpowers from launching first strikes
89. It showed that superpowers could fight indirectly through client states and local forces, avoiding direct nuclear confrontation while still competing for geopolitical influence
90. Sputnik triggered a crisis of confidence that led to massive federal investment in science education (National Defense Education Act) and accelerated the US space and missile programs
Matching (world-history): 1→D, 2→E, 3→B, 4→C, 5→A
91. D — The Maya
92. D — Tenochtitlan
93. D — The Inca
94. A — A political alliance of six Native American nations in the northeastern United States that created a democratic government with a constitution
95. D — Maya astronomers tracked the movements of the sun, moon, Venus, and stars with great precision, creating a 365-day solar calendar and a separate 260-

day ritual calendar that both tracked time accurately

96. A — Chinampas were artificial islands built by layering mud, vegetation, and lake sediment in shallow water, creating fertile farmland that could be irrigated easily and produced multiple harvests per year
97. Quipu used different colors, knot types, and positions to record numbers and information, allowing census data, tribute amounts, and historical records to be stored and communicated across the empire
98. Pueblo peoples built multi-story stone and adobe homes into cliff faces for protection and temperature control, and developed irrigation systems to farm crops like corn, beans, and squash in the desert
99. The Cherokee consciously adopted American governmental institutions and literacy to demonstrate their civilization and seek legal protection for their homeland under US law
100. Planting them together helped each plant: corn stalks support bean vines, beans fix nitrogen in the soil to fertilize corn and squash, and squash leaves shade the ground to keep moisture in and weeds out
Matching (world-history): 1→B, 2→A, 3→E, 4→C, 5→D
101. D — Indus Valley Civilization
102. B — That enslaved people in Confederate states in rebellion were declared free
103. C — Plessy's 'separate but equal' doctrine allowed states to legally segregate public life for six decades, effectively nullifying the 14th Amendment's equal protection clause until Brown v. Board (1954)
104. C — No land, money, or legal documents; facing Black Codes restricting movement; difficulty finding work other than returning to plantation labor; threats of violence from former enslavers
105. D — Prince Henry the Navigator invested in navigation technology, mapmaking, and shipbuilding decades before others
106. D — The Address reframed the war from a constitutional argument about Union to a moral struggle for equality and democratic government, reshaping American national identity — though its full meaning was not immediately realized
107. These technologies extended warfare beyond the battlefield to civilian populations, created new types of psychological trauma, and made the next war more destructive than any previous conflict
108. It strangled the Southern economy by preventing cotton exports that funded the Confederacy and blocking imports of weapons and supplies

109. It showed that European powers believed they had the right to divide and claim non-European lands
110. It was both: limited in scope (exempting border states and Union-controlled areas) but revolutionary in transforming the war's moral meaning and making abolition an official war aim
Matching (world-history): 1→E, 2→C, 3→D, 4→B, 5→A
111. A — Europeans saw them as holy wars to reclaim Jerusalem; Muslims saw them as unprovoked invasions of their lands
112. B — Land redistribution to give formerly enslaved people economic independence, federally funded public education, permanent federal enforcement of civil rights, and a truth and reconciliation process to address the legacy of slavery
113. C — During the transition from pictographs to cuneiform, around 3200-3000 BCE
114. D — The federal government withdrew troops in 1877, allowing Southern states to use violence, voter suppression, and Jim Crow laws to effectively nullify Black civil and political rights
115. B — Both emphasized honor, loyalty, and martial skill, but in different cultural contexts
116. C — They honored the god Zeus and brought rival city-states together peacefully
117. Sharecroppers fell into perpetual debt because planters controlled the accounts, charged inflated prices, and credited harvests at low rates, making it mathematically impossible to pay off debts
118. Yes, because deserts provided natural barriers against invasion
119. All three made transformative contributions; arguing one was 'most significant' depends on the field examined
120. It facilitated trade of goods, ideas, religions, and technologies between distant cultures
Matching (world-history): 1→D, 2→C, 3→E, 4→A, 5→B
121. B — American troops, supplies, and financial resources reinvigorated exhausted Allied forces at a critical moment when Germany was attempting a final offensive before American strength could be fully deployed
122. A — Rifle technology allowed accurate fire at 300+ yards, but military tactics were still based on Napoleonic close-order charges suited to less accurate muskets
123. A — Egyptians believed pharaohs were both rulers and gods

124. D — Hills provided defense, the river provided trade access, and central Italy allowed expansion in all directions
125. D — Limit working hours for children, ban employment of children under a minimum age, and require factory inspections
126. A — It was the first major federal program to provide direct social services — food, education, and labor contracts — to a specific group of citizens
127. It shows that the Columbian Exchange created a truly global network where changes in one region affected all others
128. Both movements exploited economic depression, blamed scapegoats (Jews, communists), promised national restoration, used violence against opponents, and created cult personalities around a supreme leader
129. It was a temple for worship and a center of community life
130. Confederate leaders cited slavery explicitly at the time, but the postwar 'Lost Cause' myth reframed the war as being about 'states' rights' and 'Southern honor' to avoid moral accountability for slavery
Matching (world-history): 1→C, 2→E, 3→A, 4→D, 5→B
131. A — France provided soldiers, a navy, weapons, loans, and military expertise that proved decisive, especially at Yorktown
132. C — Growing demand for educated professionals and a shift from purely religious to broader intellectual pursuits
133. B — Short term: worsened conditions for many through poverty and exploitation. Long term: raised living standards through higher wages, better goods, and eventual reforms
134. D — Mesopotamia (Tigris-Euphrates)
135. C — Access to valuable spices, gold, and new trade routes to Asia
136. B — Railroads enabled fast, cheap transport of goods and people, connecting factories to markets and raw materials
137. It argued in plain language that independence from Britain was logical and necessary, reaching a wide audience
138. Black soldiers' courage and sacrifice in battle gave powerful moral authority to demands for citizenship and voting rights, making it politically harder to deny rights to men who had fought for the Union
139. It became a reliable food crop that helped feed growing European populations

140. Override the veto with a two-thirds majority, pass the 14th Amendment to make civil rights constitutional law, and remove Johnson's ability to obstruct Reconstruction by passing the Reconstruction Acts
Matching (world-history): 1→B, 2→A, 3→E, 4→D, 5→C
141. C — Appeasement was understandable given leaders' desire to avoid another devastating war and genuine uncertainty about Hitler's intentions, but catastrophically wrong because it emboldened Hitler and sacrificed Czechoslovakia's sovereignty
142. D — The role of rivers in shaping civilization, because all three depended on major rivers
143. C — Black Codes restricted where Black people could live and work, required them to sign labor contracts, and imposed harsh penalties for vagrancy that effectively recreated forced labor
144. B — It allowed people to keep records, pass laws, and preserve knowledge
145. A — The Holocaust shows that modern state power, technology, and bureaucracy can be weaponized for evil when combined with dehumanizing ideology, propaganda, and the erosion of individual moral responsibility
146. D — Economic devastation from reparations, national humiliation from the War Guilt Clause, and loss of territory created desperate conditions that Hitler exploited with promises of restoration and revenge
147. A trade pattern where Europe sent goods to Africa, Africa sent enslaved people to the Americas, and the Americas sent raw materials to Europe
148. Pyramids were tombs for the dead; ziggurats were temples for worship
149. Long voyages faced severe food shortages because there was no way to preserve food for months at sea
150. Dickens used fiction to expose the suffering of the poor and children, building public sympathy for reform
Matching (world-history): 1→D, 2→A, 3→C, 4→E, 5→B
151. D — Nuremberg established important precedents (crimes against humanity, individual responsibility, following orders is no defense) but faced legitimate criticism as only the losing side was tried for actions both sides had sometimes committed
152. C — It halted the Confederacy's last major invasion of the North, ending any realistic hope of a Confederate military victory or European recognition

153. C — Standardized parts meant broken products could be repaired by replacing one part instead of the whole item
154. D — The person making the accusation must prove the other is guilty
155. D — Machines are destroying skilled craftspeople's livelihoods, replacing quality work with cheap mass production
156. A — Nazi Germany systematically used state bureaucracy to identify, register, transport, and murder millions of Jews and others through a coordinated industrial process of mass killing
157. A route connecting Song China (silk, porcelain), Islamic caliphates (spices, knowledge), and European kingdoms (wool, timber) benefits all through exchange of unique resources
158. In Athens, citizens voted directly on laws; in the US, citizens elect representatives
159. Irrigation channels require more labor because they must be built and maintained
160. The Boston Tea Party
Matching (world-history): 1→E, 2→B, 3→D, 4→A, 5→C
161. A timeline! It organizes events in chronological order.
162. The Great Pyramid of Giza! It was built around 2560 BCE.
163. The Middle Ages! Roughly from 500 to 1500 CE.
164. A primary source! Examples include letters, diaries, and photographs from the time period.
165. The Silk Road! A trade network connecting East Asia and Europe for over 1,500 years.
166. The Renaissance! It began in Italy around the 14th century.
167. The United States Constitution! Ratified in 1788 and still in effect today.
168. BCE and CE (or BC and AD)! The timeline that divides history around a common reference point.
169. Because they wanted to study the high points of civilization!
170. Because they had pyramid schemes that actually worked!
171. He could only speak in Old English and kept calling the teacher "thee"!
172. "You're missing a whole period!"

173. Because their career was in ruins!

174. Because they knew how to use Roman numerals -- though they couldn't figure out zero!

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