

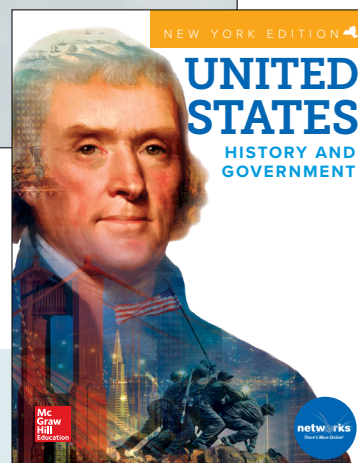
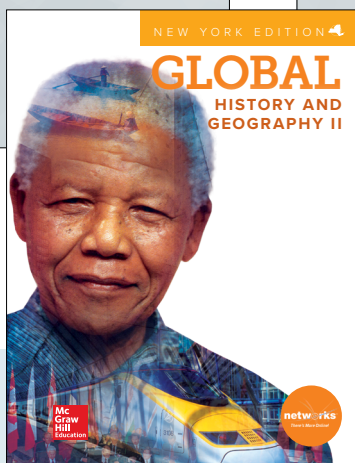
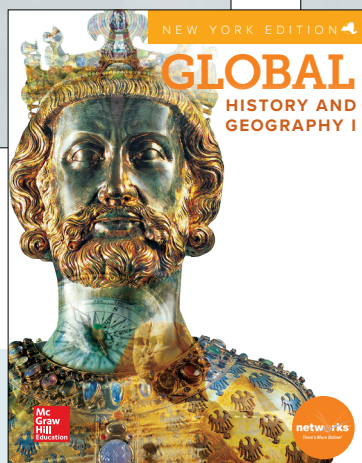
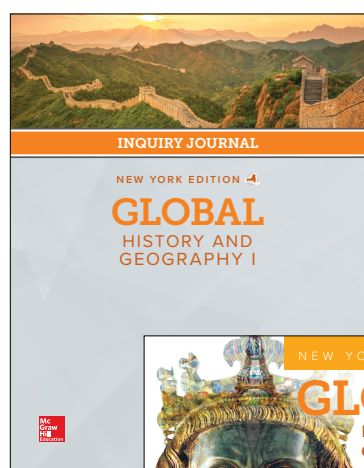


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McGraw-Hill Networks™ alignment with the New York Regents Exam



See how **McGraw-Hill Networks** assists teachers and students in preparing for the New York Regents Exam for Global History & Geography and U.S. History & Government through a range of resources and learning tools. Explore this alignment between **Networks** and the New York Regents Exam.



- LearnSmart™
- New York State Global Assessment Review
- Chapter Tests and Lesson Quizzes
- Reading Essential Study Guide (+Answer Key)

- Inquiry Journals
- New York State Global History and Geography I and New York State Global History and Geography II Assessment Review Teacher Annotated Edition

STIMULUS-BASED QUESTIONS

Prepare students for stimulus-based questions in each chapter and lesson through activities and resources such as: Analyzing Primary Sources and Document-Based Questions. Connect the content to the structure of the Regents Exam with multiple-choice questions in each Lesson Quiz, Self-Check Quiz and Chapter Test.

Resources Available in Networks:

- Document-Based Questions
- Analyzing Primary Sources
- Political Cartoons
- Online Assessments
- Lesson Quizzes, Self-Check Quizzes and Chapter Tests (focused on multiple choice)

McGraw-Hill networks™

Self-Check Quiz

The Renaissance in Europe, 1350–1600

Lesson 1: Italian States

1. Which attitude is most typical of Italy during the Renaissance?

Need a Hint?

☐ A. enthusiasm for agriculture

☐ B. emphasis on belonging to a group

☐ C. emphasis on the individual

☐ D. desire to forget the past

2. The economic power of the Italian states led to

Need a Hint?

☐ A. their increased political power.

☐ B. the alliance between France and Spain.

☐ C. less demand for Middle Eastern goods.

☐ D. the Crusades.

3. Of the European population, peasants

The Liberal Arts Interactive

In the list below, check the topics that would not have been addressed by Renaissance humanist liberal studies. Then click the answer button for possible answers. Click on the arrow below to review the Renaissance liberal studies curriculum.

☐ Nature and methods of science

☐ Technological literacy

☐ Ethics and society

☐ Language and communication

☐ Culture, thoughts, and values

☐ Creative arts

☐ Historical awareness

☐ Global economic development

☐ Global ethics and citizenship

☐ Quantitative literacy

Self-Check Quiz

Stimulus-Based Questions

NAME: _____ DATE: _____ CLASS: _____

Lesson Quiz 12-3

Industrialization

DIRECTIONS: Matching Match each item with the correct statement below.

☐ 1. owns stock in companies that produce goods

☐ 2. specialized in helping sell large blocks of stock to investment bankers

☐ 3. founder of a steel company in Pittsburgh

☐ 4. manages property for others

☐ 5. operated Standard Oil

☐ A. Andrew Carnegie

☐ B. J. P. Morgan

☐ C. trust

☐ D. John D. Rockefeller

☐ E. holding company

DIRECTIONS: Multiple Choice Indicate the answer choice that best completes the statement or answers the question.

☐ 6. When a single company achieves control of an entire market, it is known as

☐ 7. Department stores changed the idea of shopping by

☐ 8. In contrast to department stores, which offered many services, chain stores focused on offering

☐ 9. How did N. W. Ayer and Son, the first advertising company, try to attract customers?

☐ A. a corporation

☐ B. a monopoly

☐ C. an integration

☐ D. an oligarchy

☐ A. bringing together a huge array of different products.

☐ B. coming together to form shopping malls.

☐ C. locating in rural areas.

☐ D. offering low prices instead of elaborate service.

☐ A. an elegant atmosphere.

☐ B. low prices.

☐ C. mail-order catalogs.


☐ D. more fashionable goods.

Lesson Quiz

NAME: _____ DATE: _____ CLASS: _____

Chapter 15 Test, Form B cont.

The Renaissance in Europe



5. Refer to the map above to identify two advantages of Rome's location.

DIRECTIONS: Essay Answer the following question on a separate piece of paper.

6. The Renaissance shaped history by looking back to ancient Greece and Rome and emphasizing individualism. Use the information presented in this chapter to explain the chapter's Enduring Understanding statement: New ideas can influence politics, economics, and culture—changing the shape of history.

Chapter Test

Examples of Document-Based Questions

Chapter 15: The Renaissance in Europe, 1350–1600 Chapter Opener Place and Time Lesson 1 Lesson 2 Skillbuilder Primary Sources Assessment

PRIMARY SOURCES



A Woman May Need to Have the Heart of a Man

DBQ Analyzing Historical Documents

- Identifying** What are some of the duties and responsibilities of the medieval gentlewoman, according to Christine de Pizan's account?
- Describing** Based on the excerpt, how would you describe Pizan's opinion of barons and their responsibilities?
- Narrative** Suppose you are a widow in the 1400s. How would you support your family? Write a journal entry detailing your plans.

Save

LESSON RESOURCES

Christine de Pizan writes at her desk.

Chapter 15: The Progressive Movement, 1890–1920 Chapter Opener Place and Time Lesson 1 Skillbuilder Lesson 2 Skillbuilder Lesson 3 Assessment

SKILLBUILDER

Making Generalizations

Practicing this Skill



Reread the lesson "The Roots of Progressivism" and examine the above photo of immigrants in New York in the early 1900s. Then answer these questions:

- What categories of progressives were there?
- A progressive muckraker, Jacob Riis, took the photo above. What kinds of issues is he trying to show in the photo?
- What are the problems that progressives tried to solve?
- What methods did progressives favor when trying to resolve problems?
- What generalizations can you make about progressive reformers and the types of reforms they wanted?

Applying the Skill

Making Generalizations Read the lesson "Roosevelt and Taft." Write a generalization about each president that describes their progressivism.

LESSON RESOURCES

View this interactive image showing harsh living conditions for recent immigrants to New York to answer the question below.

CONSTRUCTION RESPONSE QUESTIONS

Prepare students for short answer question-based construction response questions are in each chapter and lesson through: Analyzing Primary Sources and Political Cartoons. Connect the content to the structure of the Regents Exam with short answer questions in each Lesson Quiz and Chapter Test.

Resources Available in Networks:

- Document-Based Questions
- Analyzing Primary Sources
- Political Cartoons
- Critical Thinking
- Lesson Quizzes and Chapter Tests (focused on short answer)

NAME _____ DATE _____ CLASS _____

Chapter 15 Test, Form B

The Renaissance in Europe

DIRECTIONS: Short Answer Answer each of the following questions.

"This, contrasted by no limits in accordance with their own free will, in which they set themselves at the center of the world, from whence more easily they could see the world. We have made them neither of heaven nor of earth, neither more than with freedom of choice, and with honor, as though the maker and maker mayest fashion thyself in whatever shape thou shalt prefer."

—Giovanni Pico della Mirandola, from *Oration on the Dignity of Man*

1. What intellectual movement do the ideas in this passage reflect?

2. What does free will, as defined in the above passage, allow people to do?

"The aim of the perfect Courtier . . . is so to win . . . the favor and mind of his prince that he may be able to tell him . . . the truth about everything he sees . . . so as to dissuade him of every evil intent and bring him to the path."

—Baldassare Castiglione, from *The Book of the Courtier*

3. According to the passage, what is the role of a courtier?

4. What important quality does Castiglione say a prince's courtier must have?

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Reading Essentials and Study Guide

Industrialization, 1865–1901

Lesson 1 The Rise of Industry, continued

☒ **Reading Progress Check**

Summarizing What were two significant factors in the growth of U.S. industry?

New Inventions

Guiding Question What invention from this period has had the most impact on your daily life?

New inventions and technology were also important to industrialization. New technology increased the nation's productivity. It also improved transportation and communication. New inventions also resulted in new industries. These new industries then created more wealth and jobs.

Electric Power

Perhaps the leading pioneer in new technology was Thomas Alva Edison. A great innovator, Edison and his company worked hard to invent new products and to improve products invented by others. He first achieved international fame in 1877 with the invention of the phonograph. Two years later he perfected the electric generator and the lightbulb. His laboratory then went on to invent or improve several other devices. These devices included the battery and the motion picture. In 1882, Lewis Latimer worked for Edison and invented a process for making cheap long-lasting carbon filaments for lightbulbs. With this invention, electric lighting became more affordable. In 1889, several Edison companies came together to form the Edison General Electric Company (today known as GE).

The revolution in electricity took another step forward when engineer George Westinghouse developed an alternating current (AC) system. This system moves electricity over long distances using transformers and generators. With this innovation, electricity began to quickly improve living standards. City streets became safer as streetlights were installed. Electric trolley cars made it take less time to get to work. New electric appliances in the home made housework take less time. They also made housework easier to do. AC current and transformers are still used today to move electricity.

Cyrus Field laid a telegraph cable across the Atlantic Ocean in 1866. This allowed faster communication between the United States and Europe. In 1874, Alexander Graham Bell began experimenting with ways to transmit sound via an electrical current. In 1876, he was successful. In 1877, Bell founded the Bell Telephone Company, which eventually became the American Telephone and Telegraph Company (AT&T). Bell's telephone transformed communications and helped improve the nation's standard of living. Businesses could place orders much more quickly and news of events that might shape business choices could be obtained in time for better decision making.

Innovation Improves the Standard of Living

In ways big and small, technology improved the standard of living. Shortly after the Civil War, Thaddeus L. Lowe invented an ice-making machine. This made it possible for people to get low-cost ice.

Chapter Test

Reading Essentials and Study Guide

Analyzing Primary Sources & Primary and Secondary Sources Activity

Chapter 15: The Progressive Movement, 1890–1920 Chapter Opener Place and Time Lesson 1 Skillbuilder Lesson 2 Skillbuilder Lesson 3 Assessment

Vocabulary Reading Strategies

LESSON 3

The Wilson Years

ESSENTIAL QUESTION Can politics fix social problems?

African Americans were not the only minority group facing discrimination. Jewish people also lived in fear of mob violence. In 1913, Leo Frank, a Jew being tried in Atlanta for a murder that the facts proved he did not commit, was sentenced to death. Although his sentence was changed to life imprisonment, a mob lynched him two years later.

In this context, lawyer Sigmund Livingston started the Anti-Defamation League (ADL) to combat stereotypes and discrimination. According to its 1913 charter, the ADL's "ultimate purpose [was] to secure justice and fair treatment to all citizens alike and to put an end forever to unjust and unfair discrimination against and ridicule of any sect or body of citizens." The ADL worked to remove negative portrayals of Jews in movies, in print, and on stage. For example, the League protested a World War I army manual that claimed Jews were likely to pretend to be sick to escape work or battle. When the ADL complained, President Wilson had the manual recalled.

READING PROGRESS CHECK

Identifying What do you think were progressivism's most important success and biggest failure?

Analyzing PRIMARY SOURCES

Wilson's New Freedom

"I am perfectly willing that [a business] should beat any competitor by far means . . . But there must be no squeezing out the beginner . . . no secret arrangements against him. At the far competition you choose, but no unfair competition of any kind."

—from *The New Freedom*, 1918

DBQ MAKING INFERENCES What can you infer about Wilson's belief in free enterprise?

LESSON RESOURCES

View this interactive image showing the office of the NAACP's journal, *The Crisis*, and answer the question below.

CRITICAL THINKING Making Connections What are ways that people today work to reduce discrimination?

Excerpt from *The Book of the Courtier*

"The Count then continued: 'So for myself, I would have my courtier of noble birth and good family, since it matters far less to a common man if he fails to perform virtuously and well than to a nobleman. For if a gentleman strays from the path of his forbears, he dishonors his family name and not only fails to achieve anything but loses what has already been achieved. Noble birth is like a bright lamp that makes clear and visible both good deeds and bad, and inspires and incites to high performance as much as fear of dishonor or hope of praise; and since their deeds do not possess such noble brilliance, ordinary people lack both this stimulus and the fear of dishonor; nor do they believe that they are bound to surpass what was achieved by their forbears.'"

Baldassare Castiglione was a nobleman who served some of Italy's most powerful princes during the Renaissance. He wrote *The Book of the Courtier* to explain the qualities of an ideal gentleman. This excerpt discusses virtuous behavior.

The Count describes the way the courtier feels about virtuous behavior. He also describes the way ordinary people feel about virtuous behavior. Do you think his descriptions are accurate? Why or why not?

click for answer

Auto-Run Click Through 1 of 2 Next

Analyzing Primary Sources

Primary and Secondary Sources Activity

ENDURING ISSUES ESSAY

Opportunities to practice essay questions and enhance enduring issues essay skills are found throughout each chapter with Analyzing Primary Source features and Chapter Assessments.

Resources Available in Networks:

- Chapter Assessments
- Analyzing Primary Sources features
- Lesson Quizzes and Chapter Tests (focused on essay questions)

NAME _____ DATE _____ CLASS _____

Chapter 15 Test, Form A cont. **networks**

The Renaissance in Europe

19. Venice became an important state because it

- A. was ruled by a hereditary monarch.
- B. waged a successful war against its neighbors.
- C. enjoyed the patronage of the Medici family.
- D. served as a commercial link between Asia and Western Europe.

20. In Renaissance Italy, most people lived in

- A. large urban communities.
- B. remote farming villages.
- C. small private estates.
- D. seaside fishing ports.

DIRECTIONS: Short Answer Answer the following question.

21. Explain how humanism influenced education during the Renaissance.

DIRECTIONS: Essay Answer the following question on a separate piece of paper.

"Everyone realizes how praiseworthy it is for a prince to honour his word and to be straightforward rather than crafty in his dealings; none the less contemporary experience shows that princes who have achieved great things have been those who have given their word lightly, who have known how to trick men with their cunning, and who, in the end, have overcome those abiding by honest principles. . . . A prince, therefore, need not necessarily have all the good qualities I mentioned above, but he should certainly appear to have them. . . . [He] should not deviate from what is good, if that is possible, but he should know how to do evil, if that is necessary."

—Niccolò Machiavelli, from *The Prince*, 1513

22. How does a leader's personal morality fit into the political philosophy espoused in this passage?


Chapter Test

NAME _____ DATE _____ CLASS _____

Chapter 15 Test, Form B cont. **networks**

The Renaissance in Europe

Renaissance Italy, 1500



5. Refer to the map above to identify two advantages of Rome's location.

DIRECTIONS: Essay Answer the following question on a separate piece of paper.

6. The Renaissance shaped history by looking back to ancient Greece and Rome and emphasizing individualism. Use the information presented in this chapter to explain the chapter's Enduring Understanding statement: New ideas can influence politics, economics, and culture—changing the shape of history.

Chapter Test

Additional Activity on Short Essays

Writing About History

24. Informative/Explanatory In a short essay, describe the social and political structure in Renaissance Italian states. In your closing paragraph, compare and contrast the political structure of Italian states with modern nation-states.

Short Essay Activity

NAME _____ DATE _____ CLASS _____

Chapter 12 Test, Form A cont. **networks**

Industrialization

"The capitalist class is organized economically and politically to keep the working class in subjection and perpetuate its power as a ruling class. They do not support a working class union nor a working-class party. They are not so foolish. They worry less about themselves."

—Eugene Debs, 1912

25. Explain the struggle described in the above quote. Apply the quote in the context of the conditions facing workers during the Industrial Revolution.

Chapter Test

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Digital Student Edition 6-year	800353315	9780076829088
Student Suite with Learn Smart 1-year	800353307	9780079027115
Student Suite with Learn Smart 6-year	800353692	9780079027146

Global History and Geography II • Grade 10		
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