

STAR Test Sample Questions

World History (End-of-course)

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STAR Test Sample Questions

World History (End-of-course)

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Standardized Testing and Reporting - STAR

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Advanced) – Question 01

Why did Great Britain, France, and Russia form the Triple Entente in 1907?

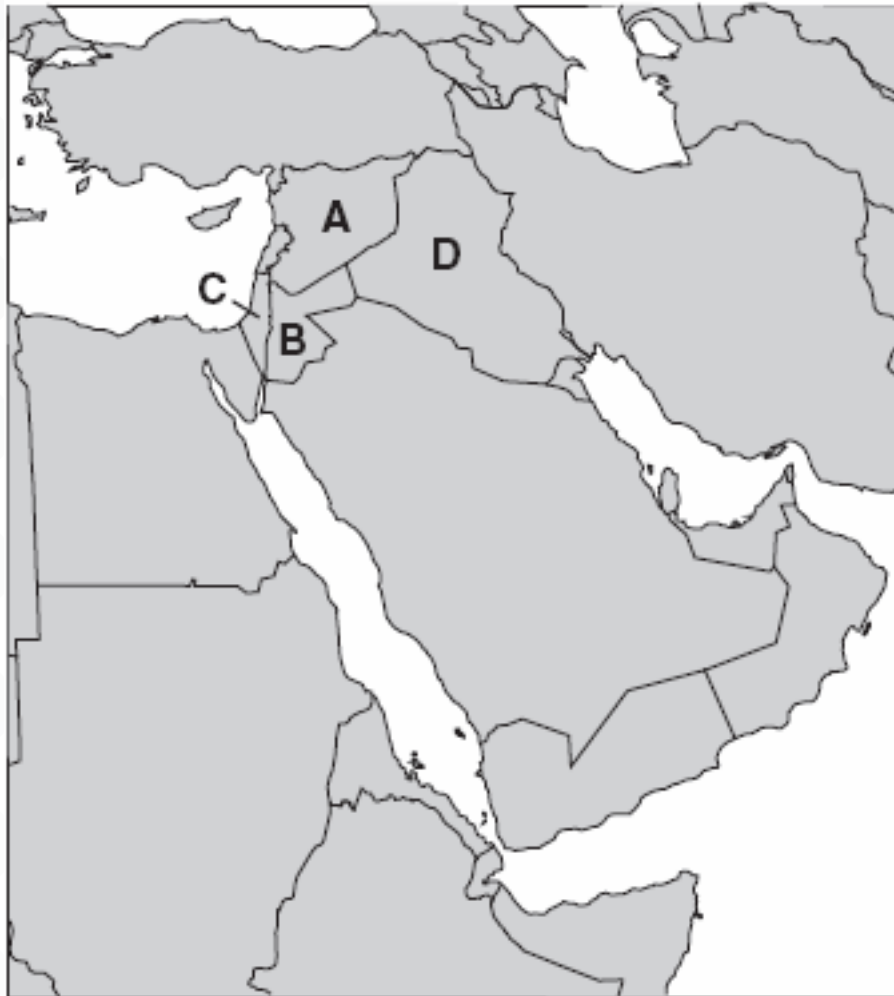
- ☐ A to protect their colonies from invasion by other nations
- ☐ B to develop an economic alliance based on open markets
- ☐ C to suppress minority nationalists in their own countries
- ☐ D to respond to the increased military power of Germany

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Advanced) – Question 02

Use the information to answer the question that follows.

Southwest Asia and Northeast Africa, 1922–1934



After World War I, the territories of the Ottoman Empire in Southwest Asia were partitioned. Into which area did nearly 400,000 Jewish people immigrate between 1919 and 1941?

- A A
- B B
- C C
- D D

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Advanced) – Question 03

According to some historians, Europe's system of alliances prior to 1914 increased the likelihood that

- A democratic ideals would spread throughout the continent.
- B nations would be protected from economic exploitation.
- C colonization of undeveloped nations would cease.
- D small disputes would develop into large-scale wars.

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 01

President Wilson said that his Fourteen Points would provide a framework for

- A a lasting and just peace.
- B determining war reparations.
- C expanding colonial empires.
- D punishing aggressor nations.

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 02

A major goal of France and Great Britain at the Conference of Versailles following World War I was to

- A create a politically unified Europe.
- B keep Germany from rebuilding its military forces.
- C restore pre-war imperial governments to power.
- D help Germany rebuild its industrial economy.

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 03

The Schlieffen Plan was designed by the German military to

- A address U.S. troop deployments in France.
- B strengthen the defense of Germany's colonies in Africa.
- C neutralize Great Britain's naval control of the North Sea.
- D avoid the problem of fighting Allied powers on two fronts.

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 04

Which of the following *most* affected the course and outcome of World War I?

- A Allied withdrawal from the Turkish peninsula of Gallipoli
- B British victories in the Sinai that secured the Suez Canal
- C American military and financial intervention in the war
- D the switch in allegiance of Italy from the Central Powers to the Allies

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 05

How did Russia's participation in World War I affect its empire?

- A A string of decisive military victories gained land from the Central Powers.
- B Russia's sale of supplies to its western allies strengthened its economy.
- C The czar adopted the reforms necessary to win the support of the Russian people.
- D Economic hardships brought on by the war resulted in the downfall of the czar.

World History (End-of-course)

Causes and Effects of the First World War (Performance Level: Proficient)

– Question 06

One way fascist leaders in the 1920s and 1930s gained popular support was by

- A promising to maintain peace with other countries.
- B attracting foreign investment for industrial development.
- C limiting military influence in the government.
- D appealing to national pride.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 01

Which of the following does *not* describe Hitler's Germany, Mussolini's Italy, and Stalin's Russia?

- A They were all totalitarian governments.
- B Political opponents were killed in each state.
- C All three nations wanted to expand their borders.
- D Marxist principles governed all economic activity.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 02

Following the United States' entry into World War II, American and British leaders decided that their highest priority would be to

- A recapture Pacific possessions lost to the Japanese.
- B invade Europe and defeat Germany.
- C send armies to the Russian Front to help the Soviet Union.
- D strike directly at the Japanese home islands.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 03

Use the following information to answer the question.

My good friends, for the second time in our history, a British Prime Minister has returned from Germany bringing peace with honor. I believe it is peace for our time . . . Go home and get a nice quiet sleep.

—Neville Chamberlain, April 30, 1938
(following his return from the Munich Conference)

The statement reflects the British belief that which of the following policies would prevent another war?

- A containment
- B isolation
- C reparation
- D appeasement

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 04

One major purpose of the Yalta Conference in 1945 was to decide

- A when to open the second front against Germany.
- B where to launch the final invasion of Japan.
- C how to restructure Europe after the war.
- D which countries to include in the United Nations.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 05

Which of the following countries suffered high civilian and military casualties because it was invaded and partially occupied during World War II?

- A Great Britain
- B the Soviet Union
- C the United States
- D Japan

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Advanced) – Question 06

Lenin hoped that the Russian Revolution of 1917 would

- A inspire the Russians to continue the European war effort.
- B incite similar socialist rebellions throughout Europe.
- C persuade the combatants in Western Europe to sign an armistice.
- D counter U.S. military presence in Eastern Europe.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Proficient) – Question 01

Why did Hitler sign a non-aggression treaty with Stalin on the eve of World War II?

- A to prevent the League of Nations from acting to stop the war
- B to show that Hitler had changed his views on communism
- C to allow Germany to invade Poland without Soviet opposition
- D to insure that Germany had direct access to the Baltic Sea

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Proficient) – Question 02

Stalin's "Great Purge" from 1934 to 1939

- A eliminated the army's dominance in state decisions.
- B expanded Soviet agriculture at the expense of industry.
- C brought about the death of millions of people.
- D replaced agricultural workers with technology.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Proficient) – Question 03

How did the *Cheka* (secret police) help Lenin gain control of Russia?

- A They infiltrated the Czar's army.
- B They organized the redistribution of the land.
- C They used terror tactics against the enemies of Bolshevism.
- D They negotiated peace with Germany.

World History (End-of-course)

Causes and Effects of the Second World War (Performance Level: Basic) – Question 01

In 1939, France and Great Britain declared war on Germany as a direct result of the German

- A annexation of Austria.
- B occupation of the Rhineland.
- C seizure of the Sudetenland.
- D invasion of Poland.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Advanced) – Question 01

From the Constitution of Japan

We, the Japanese people, acting through our duly elected representatives in the National Diet, determined that we shall secure for ourselves and our posterity the fruits of peaceful cooperation with all nations and the blessings of liberty throughout this land. . . .

Which of these is a source for the ideas outlined in the Japanese Constitution?

- A Charter of the United Nations
- B legal writings of Thomas Hobbes
- C writings on constitutions by Voltaire
- D United States Constitution

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Advanced) – Question 02

Which of the following is a concept from classical Athens that is central to Western political thought today?

- A Individuals should fight against nature and society to achieve greatness.
- B Individual achievement, dignity, and worth are of great importance.
- C Individual recognition impedes societal progress.
- D Individuals play an insignificant role in shaping ideas, society, and the state.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Proficient) – Question 01

Unlike the French Revolution, the American Revolution produced

- A women's suffrage.
- B short-term military rule.
- C strategic alliances.
- D a lasting constitution.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Proficient) – Question 02

The principles of the American Revolution and the French Revolution are similar in many ways. Which of the following **best** summarizes their similarities?

- A Both favored representative governments.
- B Both limited voting rights to an economic elite.
- C Both retained certain hereditary rights for aristocrats.
- D Both supported equal rights for women.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Proficient) – **Question 03**

When members of the Third Estate took the Tennis Court Oath (1789) at the start of the French Revolution, they were attempting to

- A establish a military government.
- B draft a new national constitution.
- C restore the king to power.
- D persuade Napoleon to take power.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Proficient) –

Question 04

When a country's constitution requires the branches of government to remain independent of each other, it is adhering to the constitutional principle of

- A popular sovereignty.
- B separation of powers.
- C federalism.
- D direct democracy.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Basic)

– Question 01

Both the United States Declaration of Independence and the French Declaration of the Rights of Man emphasized the idea that governments must

- A guarantee economic prosperity.
- B protect the rights of people.
- C support established religious beliefs.
- D operate on a system of checks and balances.

World History (End-of-course)

Development of Modern Political Thought (Performance Level: Basic)

– Question 02

The English philosopher John Locke argued that life, liberty, and property are

- A natural rights that should be protected by government.
- B political rights to be granted as determined by law.
- C economic rights earned in a capitalistic system.
- D social rights guaranteed by the ruling class.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 01

The agricultural changes which took place in England during the 1600s contributed to England's later industrial development by

- A strengthening the importance of the family farm.
- B breaking large estates into smaller farms.
- C encouraging city dwellers to return to farming.
- D producing more food with fewer workers.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 02

Economically, what enabled Japan to become a colonial power after 1894?

- ☐ A Agricultural advances increased the population and forced Japan to look for new land.
- ☐ B Japanese trade wars against the United States removed regional competition for colonies.
- ☐ C Industrialization allowed Japan to expend resources on military and colonial expansion.
- ☐ D The Japanese were forced to acquire colonies in Asia when European trade was banned.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 03

Mohandas Gandhi used his philosophy of nonviolent noncooperation in an effort to

- A form a Marxist government in India.
- B convince his fellow Indians to support the Allies in World War II.
- C persuade Pakistanis to separate from India.
- D achieve India's independence from Great Britain.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 04

In the nineteenth century, labor unions developed mostly in response to

- A increasing unemployment.
- B government ownership of businesses.
- C wages and working conditions.
- D racial and gender discrimination.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 05

By 1914, Ethiopia and Liberia were the only two African countries to

- A establish democratic governments.
- B develop industrial economies.
- C retain their independence.
- D colonize other nations.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Proficient)

– Question 06

Louis Pasteur's research into germ theory in the nineteenth century is significant because it

- A created safety standards for machine workers.
- B led to techniques that increase crop production.
- C identified the importance of vitamins to nutrition.
- D proved that cleanliness helps to prevent infections.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Basic) – Question 01

Use the information to complete the statement.

The streets were hot and dusty on the summer day. Stokers emerged from low underground doorways into factory yards, and sat on steps, and posts, and palings, wiping their swarthy visages, and contemplating coals. The whole town seemed to be frying in oil. There was a stifling smell of hot oil everywhere. The team-engines shone with it, the mills throughout their many stories oozed and trickled it.

—Charles Dickens, *Hard Times*, 1854

The historical era *most likely* referred to in this quotation is the

- A Industrial Revolution.
- B Great Awakening.
- C French Revolution.
- D Enlightenment.

World History (End-of-course)

Industrial Expansion and Imperialism (Performance Level: Basic) – Question 02

To increase production output during the Industrial Revolution, businesses primarily invested in

- A workers' wages.
- B machinery.
- C training.
- D marketing.

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 01

Which of these is the main reason that Poland, Czechoslovakia, Hungary, and Romania became satellites of the Soviet Union?

- A These areas were given to the Soviet Union by a League of Nations mandate.
- B The people in each country voted in free elections to ally with the Soviets.
- C The Soviet army occupied these areas at the end of World War II.
- D Hitler surrendered control of these areas to the Soviet Union at the end of the war.

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 02

NATO was created in order to

- A develop goodwill between Eastern and Western Europe.
- B encourage diplomatic solutions to regional problems in North Africa.
- C facilitate regional economic development in North America.
- D create a unified military defense between the U.S. and Western Europe.

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 03

Which of the following was a primary cause of the Cold War between the United States and the Soviet Union?

- A a competition for political influence over other countries
- B direct, armed conflict between the two nations
- C a deep reduction in military expenditures
- D the founding of the United Nations

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 04

When the United States sent military aid to African governments to help them resist communism, it was continuing a foreign policy first asserted in the

- A Marshall Plan.
- B Potsdam Agreement.
- C Truman Doctrine.
- D Teheran Conference.

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 05

U.S. intervention in Vietnam came as a result of the Cold War policy of

- A détente.
- B brinkmanship.
- C appeasement.
- D containment.

World History (End-of-course)

International Developments in the Post-World War II Era (Performance Level: Advanced) – Question 06

The economic recovery of Japan following World War II focused *primarily* on

- A rebuilding its military and weapons capabilities.
- B exporting raw materials in exchange for consumer goods.
- C developing an agricultural economy and marine resources.
- D developing industry and an export economy.