WELCOME TO THE KNOWLEDGE GROWTH FOR LIFE LEARNING COMMUNITY

UNDERSTANDING NUMBERS:

Whole numbers are number from 0 to infinity (∞).

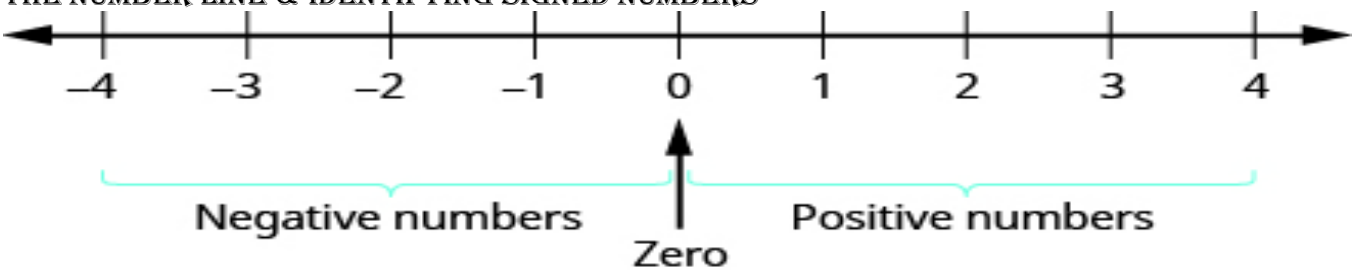
Natural numbers are from 1 to infinity (∞).

Integers are the negative and positive numbers from (-∞) to (+∞).

Rational numbers are fractions $^{1}/_{2}$, $^{2}/_{3}$, $^{3}/_{8}$, $^{-5}/_{9}$, $^{1}/_{-5}$, $^{7}/_{3}$, .05 , .75 , .25

Irrational numbers are the square root of a number $\sqrt{5}$, $\sqrt{7}$ $\sqrt{3}$, π (pi=3.14)

THE NUMBER LINE & IDENTIFYING SIGNED NUMBERS



THINGS TO REMEMBER WHEN WORKING WITH THE NUMBER LINE:

When subtracting, always move to the left on the number line.

EX: -2 – 3 = -5, Start at -2 and move 3 numbers to the left of the number line. 5 – 2 = 3, Start at 5 and move 2 numbers to the left of the number line. When Adding always moves to the right on the number line.

EX: -4 + 6 = 2, Start at -4 and move 6 numbers to the right on the number line. 1 + 4 = 5, Start at 1 and move 4 numbers to the right on the number line.

Work out the practice problems below:

Draw a number line from -10 to $+10$ and use it to add the following numbers.

1. $2 + 3$ **2.** $2 + (-3)$ **3.** $-2 + 3$ **4.** $-2 + (-3)$

5. $5 + (-7)$ **6.** $-5 + 7$ **7.** $-4 + (-2)$ **8.** $-8 + (-2)$

9. $10 + (-6)$ **10.** $-9 + 3$ **11.** $7 + (-3)$ **12.** $-7 + 3$

13. $-4 + (-5)$ **14.** $-2 + (-7)$

Combine the following by using the rule for addition of positive and negative numbers. (Your goal is to be fast and accurate at addition, with the latter being more important.)

15. $7 + 8$ **16.** $9 + 12$ **17.** $5 + (-8)$ **18.** $4 + (-11)$

19. $-6 + (-5)$ **20.** $-7 + (-2)$ **21.** $-10 + 3$ **22.** $-14 + 7$

23. $-1 + (-2)$ **24.** $-5 + (-4)$ **25.** $-11 + (-5)$ **26.** $-16 + (-10)$

27. $4 + (-12)$ **28.** $9 + (-1)$ **29.** $-85 + (-42)$ **30.** $-96 + (-31)$

31. $-121 + 170$ **32.** $-130 + 158$ **33.** $-375 + 409$ **34.** $-765 + 213$

1. 5
2. -1
3. 1
4. -5
5. -2
6. 2
7. -6
8. -10
9. 4
10. -6
11. 4
12. -4
13. -9
14. -9
15. 15
16. 21
17. -3
18. -7
19. -11
20. -9
21. -7
22. -7
23. -3
24. -9
25. -16
26. -26
27. -8
28. 8
29. -127
30. -127
31. 49
32. 28
33. 34
34. -552

Subtract.

1. $7 - 5$	**2.** $5 - 7$	**3.** $8 - 6$	**4.** $6 - 8$
5. $-3 - 5$	**6.** $-5 - 3$	**7.** $-4 - 1$	**8.** $-1 - 4$
9. $5 - (-2)$	**10.** $2 - (-5)$	**11.** $3 - (-9)$	**12.** $9 - (-3)$
13. $-4 - (-7)$	**14.** $-7 - (-4)$	**15.** $-10 - (-3)$	**16.** $-3 - (-10)$
17. $15 - 18$	**18.** $20 - 32$	**19.** $100 - 113$	**20.** $121 - 21$
21. $-30 - 20$	**22.** $-50 - 60$	**23.** $-79 - 21$	**24.** $-86 - 31$
25. $156 - (-243)$	**26.** $292 - (-841)$	**27.** $-35 - (-14)$	**28.** $-29 - (-4)$

1. 2
2. -2
3. 2
4. -2
5. -8
6. -8
7. -5
8. -5
9. 7
10. 7
11. 12
12. 12
13. 3
14. -3
15. -7
16. 7
17. -3
18. -12
19. -13
20. 100
21. -50
22. -110
23. -100
24. -117
25. 399
26. 1,133
27. -21
28. -25

The Multiplication Table:

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

USING THE MULTIPLICATION TABLE:

EX: a) 7 x 6 = 42, therefore 6 x 7 = 42 b) 3 x 4 = 12, therefore 4 x 3 = 12

c) 11 x 9 = 99, therefore 9 x 11 = 99

RULES OF MULTIPLING SIGNED NUMBERS:

Multiplying the same signs	a Positive times a Positive	Gives a Positive
Multiplying the different signs	a Positive times a Negative	Gives a Negative
Multiplying the different signs	a Negative times a Positive	Gives a Negative
Multiplying the same signs	a Negative times a Negative	Gives a Positive

Work out the practice problems below:

Find each of the following products. (Multiply.)

1. $7(-8)$	2. $-3(5)$	3. $-6(10)$	4. $4(-8)$
5. $-7(-8)$	6. $-4(-7)$	7. $-9(-9)$	8. $-6(-3)$
9. $-21(43)$	10. $-68(57)$	11. $-40(-15)$	12. $-80(-30)$
13. $-12(12)$	14. $-15(15)$	15. $3(-2)(4)$	16. $5(-1)(3)$
17. $-4(3)(-2)$	18. $-4(5)(-6)$	19. $-1(-2)(-3)$	20. $-2(-3)(-4)$

Use the definition of exponents to expand each of the following expressions. Then multiply according to the rule for multiplication.

21. a. $(-4)^2$	22. a. $(-5)^2$	23. a. $(-5)^3$	24. a. $(-4)^3$
b. -4^2	b. -5^2	b. -5^3	b. -4^3

1. -56
2. -15
3. -60
4. -32
5. 56
6. 28
7. 81
8. 18
9. -903
10. $-3,876$
11. 600
12. 2,400
13. -144
14. -225
15. -24
16. -15
17. 24
18. 120
19. -6
20. -24
21. a. 16
    b. -16
22. a. 25
    b. -25
23. a. -125
    b. -125
24. a. -64
    b. -64

Find each of the following quotients. (Divide.)

1. $-15 \div 5$ **2.** $15 \div (-3)$ **3.** $20 \div (-4)$ **4.** $-20 \div 4$

5. $-30 \div (-10)$ **6.** $-50 \div (-25)$ **7.** $\frac{-14}{-7}$ **8.** $\frac{-18}{-6}$

9. $\frac{12}{-3}$ **10.** $\frac{12}{-4}$ **11.** $-22 \div 11$ **12.** $-35 \div 7$

13. $\frac{0}{-3}$ **14.** $\frac{0}{-5}$ **15.** $125 \div (-25)$ **16.** $-144 \div (-9)$

1. -3
2. -5
3. -5
4. -5
5. 3
6. 2
7. 2
8. 3
9. -4
10. -3
11. -2
12. -5
13. 0
14. 0
15. -5
16. 16

Reasoning Through Language Arts:

The test will present two extended response items. You are going to have to analyze the evidence in these items and use this said *evidence* to write your own adequate persuasive essay. The key to passing this subsection of the GED test is to understand the common *structure* of an argumentative essay. You will be given 45 minutes to write your essay. Therefore, first and foremost, you must understand *you can do this*.

Argumentative Essay Format

Introductory Paragraph: Four to five sentences ending with a thesis statement. The thesis statement lets the reader know what you are going to be writing about, (your argument). This statement is very important and can make or break your argument. We will go over some common introductory paragraphs including the thesis statements in class.

The Body paragraphs: Generally, three paragraphs four to five sentences each utilizing the evidence you assessed in the extended-response items. These paragraphs should include facts, examples, and supporting details of *your argument*; along with a counterargument, (an argument for thinking your argument is false). This will come easy with practice.

The Conclusion Paragraph: The shortest paragraph uses three to four sentences that restate the thesis statement and gives the reader something to remember.

You can get this GED test subsection done by just writing twenty-five or less sentences. The trick is varying your sentence structures by using simple, compound, and compound complex sentences. Even though, we will be going over these differences in class, research these sentence structures and become familiar with their usage and connectivity/transitions.

LANGUAGE ARTS READING

Comprehension of words, phrases, and sentences are essential to pass the GED test. Processing what you read on the GED test can be a challenge, especially since you're being timed. The best way to overcome these challenges is to practice picking up your reading speed. Read the passage below three times, time yourself each time to see if your reading speed increases.

> "Often, it is the intensely private aspects of a celebrity's life – involving drugs, sex, or sexual orientation, marital discord, issues with children or other family members, or similar topics – that the public and the media deem newsworthy. (Illegally only ratchets up the stakes and increases interest in the story.) But is the public entitled to know such private details about a celebrity, just because that person is a public figure?
>
> Two basic theories are used to justify the exposure of celebrity privacy. One is the 'waiver theory' which holds that celebrities have given up their privacy by choosing to appear in the public eye. Those who believe in this theory see celebrities as having made a sort of Faustian bargain: lifelong fame in exchange for the lifelong loss of privacy.
>
> Another widely cited argument for celebrities having forfeited their privacy is what I will call the 'hypocrisy theory'. It holds that celebrities who, in their statements to the public, have lied about or deceptively omitted a private fact about themselves cannot then complain when the truth becomes known.
>
> Neither of these theories is entirely valid, but the 'waiver theory' is by far the weaker of the two. It seems somewhat unfair to say that because a person's gift lies in acting, basketball, or singing, rather than, for example, engineering, architecture, or computer science, that he or she has somehow 'chosen' to give up all of his or her privacy".

Reference:

This passage written by Julie Hidden, (2002), Is Disclosure of Private Facts About Celebrities Justified? Barron's English Language and Composition, USA, 3rd Ed.

This type of passage would have multiple choice questions associated with it on the GED test, you will have time to practice timed reading, science, and social studies comprehension passages with questions during class.

Read the following passage. Try to identify the author's main argument. What facts are included to support the argument? What counter-arguments are included? You may want to take notes as you work. When you finish reading, answer the questions.

Help for the Homeless

Homelessness is a sad reality for millions of people in the United States. As of 2012, the National Alliance to End Homelessness estimated that on any given night about 650,000 people do not have somewhere to live. While this number is an estimate, it is based on surveys from state and local governments and on data from nonprofit centers that serve the homeless. Programs at the federal, state, and local levels are designed to help people who find themselves without a home. Such services include providing emergency shelter, typically for a short stay of one to two nights. Other services provide long-term housing, available for periods from one month to a year or more. Often, homeless people can't obtain the jobs that would allow them to afford homes, so programs are also in place to provide workforce training and employment assistance.

To receive help from such programs, applicants must meet eligibility requirements. For example, a person must be categorized as chronically homeless in order to receive long-term housing assistance. Chronic homelessness is based on two criteria: long-term or repeated instances of homelessness, and the presence of a mental or physical disability. The U.S. Department of Housing and Urban Development (HUD) provides funding to most of the state and local agencies and organizations that serve the homeless population. According to HUD, "by providing housing assistance to the chronically homeless, we reduce the overall cost to society."

Funds spent to support federal, state, and local programs to aid the homeless are small compared to the amount of money it would take for these agencies to handle the problems that arise out of homelessness. Aid programs reduce the incidence of crime, drug use, and other social ills often related to homelessness. Without them, the homeless would not have the resources to find shelter and the new jobs they need if they are to become productive members of society.

Many critics, including some politicians, claim that such programs lead to the creation of an "entitlement society." They suggest that by funding these programs, federal, state, and local governments are encouraging the creation of a large group of Americans who live off of the hard work of others. After all, they claim, these funds come from taxpayers who work. The critics argue that by providing free services to the homeless, society discourages them from finding their own solutions and encourages them to rely on government handouts.

These critics are incorrect in their assumptions. The experience of homelessness often increases a person's drive to re-enter the workforce and obtain permanent housing. Instead of creating a permanent class of individuals who would rather rely on government benefits than work, programs that help people recover from homelessness support individual initiative. A 2010 study conducted by the National Alliance to End Homelessness found that fewer than 10 percent of homeless individuals who had received benefits in 2009 continued to receive those benefits in 2010. The vast majority of those who continued to get assistance were chronically homeless, indicating that they had permanent physical or mental disabilities.

What is an argument? It is an organized and logical attempt by the writer to demonstrate that the information presented is valid. He or she makes claims based on evidence, or facts. In addition to presenting evidence in support of the argument, the author also presents opposing views with their own evidence and support. The author attempts to make clear why such counter-arguments are not valid. In short, an argument is an attempt by a writer to convince you that one conclusion, and not another, is right.

Strategy Review

What is an argument?

Does your answer look similar to this?
An argument is an attempt by an author to convince you that his or her point of view is right.

How does an author support his or her argument?

Does your answer look similar to this?
An author uses facts to support his or her argument. These facts are treated as evidence, or proof, of the validity of the argument. The author also presents opposing views and shows how they are wrong.

SCIENCE TESTING COMPETENCIES:

On the science test, you will need to read several passages. Some will be only a paragraph long. Other will be longer. Here are some strategies for reading passages

Before Reading

• Read the passage. Stop and think: What is the passage about.

While Reading

• Note any words or ideas you don't understand. Stop and reread. Use the context to figure out unfamiliar words and ideals

After Reading
• Think about what you learned from the passage. What is the main point?

Examples shown below:
Life Systems

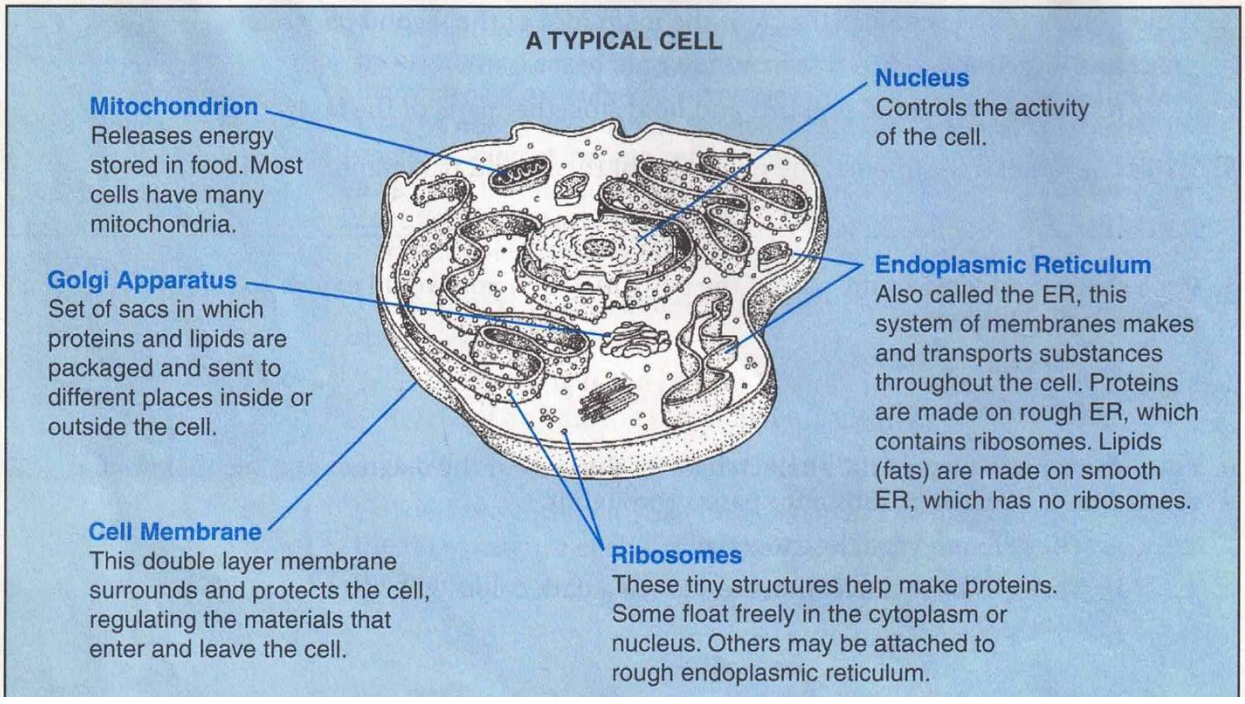
GED CONTENT

Cell Structures and Functions

All organisms are made up of microscopic units called cells. Some organisms consist only of a single cell. Other organisms are made up of many cells. All cells, whether they form a single-celled organism or a multicellular organism, carry out life processes. For example, all cells take in food. They all break down food to get energy, and they all give off waste products. Most cells grow and reproduce. All cells eventually die.

Most cells have the structures shown in the diagram. The nucleus is one of the most complex cell structures. The nucleus is the control center of the cell. The **nuclear membrane** protects the nucleus and controls what goes into and out of it. The nucleus contains **chromatin**—the cell's genetic material. When the cell divides, the chromatin forms **chromosomes,** which pass on the hereditary information for the cell. The nucleus also contains nucleoli, which produce **protein**-making structures called **ribosomes.**

Outside the nucleus is a soup-like fluid called **cytoplasm.** The cytoplasm contains a number of cell structures called **organelles.** The organelles work together to help the cell break down food for energy, growth, and reproduction. The cytoplasm and organelles are surrounded by a **cell membrane,** which controls what goes into and out of the cell. Use the diagram to learn about each of the different organelles, the nucleus, and the cell membrane.



Use the diagram and the passage above to answer the following questions

Directions: Choose the one best answer to each question.

Questions 1 through 6 refer to the information and diagram

1. What is the main idea of the first paragraph?

   (1) All organisms are made up of many cells that eventually die.
   (2) All organisms are made up of cells, which carry out the basic life processes.
   (3) All cells are tiny and can be seen only with a microscope.
   (4) All cells take in food for energy and give off wastes.
   (5) Although most cells grow and reproduce, they all eventually die.

2. What is the main idea of the second paragraph?

   (1) Cells have many different kinds of structures in the cytoplasm.
   (2) The cells of multicellular organisms have a nucleus.
   (3) The nucleus is surrounded by the nuclear membrane.
   (4) The nucleus is often located near the center of the cell.
   (5) The nucleus is one of the cell's most complex structures.

3. Which detail best supports the main idea of the second paragraph?

   (1) The cytoplasm is outside the nucleus.
   (2) The organelles are outside the nucleus.
   (3) Most cells include the structures described in the diagram.
   (4) The nucleus is the control center of the cell.
   (5) There are ribosomes in both the nucleus and the cytoplasm.

4. What is the main purpose of the diagram?

   (1) to show and describe the nucleus
   (2) to show and describe various cell structures
   (3) to describe the functions of ribosomes
   (4) to show the difference between cytoplasm and the nucleus
   (5) to explain how materials pass through the cell membrane

5. According to the diagram, how do different organelles work together to carry out cell processes related to proteins?

   (1) Ribosomes make proteins, the endoplasmic reticulum transports them, and the Golgi apparatus sends them where they are needed.
   (2) Ribosomes make proteins, the Golgi apparatus transports them, and the mitochondria send them where they are needed.
   (3) The mitochondria release energy and the smooth endoplasmic reticulum sends proteins throughout the cell.
   (4) The mitochondria release energy and the Golgi apparatus makes lipids and proteins.
   (5) The mitochondria release energy, the endoplasmic reticulum makes proteins, and the Golgi apparatus makes lipids.

6. What is the main idea of the passage and diagram together?

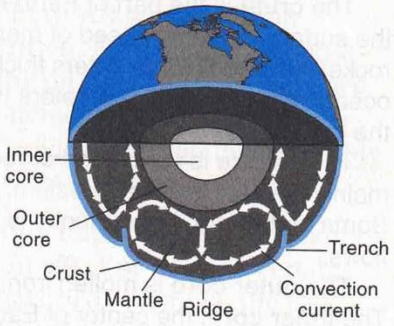
   (1) Organisms are made of cells that have specialized structures to carry out life processes.
   (2) Some organisms consist of just one cell, and others consist of many different types of cells.
   (3) The life processes of cells include taking in food for energy, growing, and reproducing.
   (4) Cells are microscopic units with many types of structures having different functions.
   (5) The cytoplasm contains organelles needed to carry out the cell's functions.

Earth Systems

The surface of Earth is not one solid piece. Instead, it is made of **tectonic plates,** huge fragments that fit together like the pieces of a puzzle. These plates are formed from the crust and upper mantle.

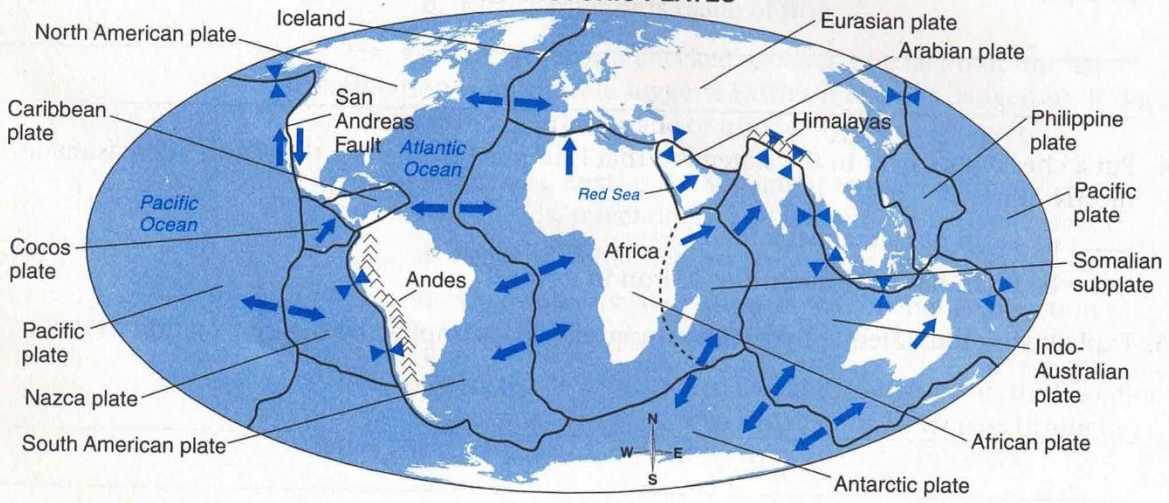
The theory of plate tectonics explains how the continents were once joined and have separated and slowly drifted apart for millions of years. The plates float on the moving molten rock of the mantle. The enormous heat deep in the mantle drives rock up toward the surface. There it cools and sinks back down. These **convection currents** in the mantle cause the plates above them to move. The continents, which are embedded in the plates, move along with these huge, drifting rock slabs. This is the theory of continental drift.

CONVECTION CURRENTS IN MANTLE



There are about twenty plates that are always moving. Where plates move apart, molten rock wells up from the mantle to form new crust. For example, along the Mid-Atlantic Ridge, the North American and Eurasian and African plates are moving apart, creating new crust. When plates move toward one another, one plate slides under the other, pushing huge mountain ranges up at the boundaries. The Himalayas, for example, arose when the Indo-Australian plate pushed north into the Eurasian plate. Plates can also slide past each other. This occurs along the San Andreas Fault in California, where the Pacific plate is pushing northward past the North American plate, causing frequent earthquakes.

EARTH'S TECTONIC PLATES



Use the diagram and the passage above to answer the following questions

Directions: Choose the one best answer to each question.

Questions 1 through 6 refer to the passage, the diagram, and the map

1. Which of the following is implied by the idea of continental drift?

   (1) The continents have been in their present locations for millions of years.
   (2) The locations of the continents in relation to one another are constantly changing.
   (3) Even after millions of years, the movement of continents is barely noticeable.
   (4) Continents float on the molten material of the outer core and mantle.
   (5) The world has always had six main continents.

2. Which of the following is implied by the diagram?

   (1) Materials circulate between the mantle and crust at ridges and trenches.
   (2) Materials from the core move up into the mantle.
   (3) The crust is much thicker than the mantle at the ridges.
   (4) The convection currents of the mantle cover only a few miles.
   (5) Convection currents occur only under the continents.

3. Which of the following statements is supported by the information in the map?

   (1) The Indo-Australian plate is moving toward the Antarctic plate.
   (2) The Antarctic plate was once much farther south.
   (3) The North American plate is moving toward the Eurasian plate.
   (4) Plates are pulling apart mostly under the oceans.
   (5) At most boundaries, plates are sliding past one another.

4. Which of the following is most similar to the formation of the Himalayas?

   (1) the Red Sea, formed as Africa and Arabia move apart
   (2) the San Andreas fault, formed by the sliding of the Pacific and North American plates
   (3) Iceland, formed by the pulling apart of the North American and Eurasian plates
   (4) the Southeast Indian Ridge, formed by the pulling apart of the Indo-Australian and Antarctic plates
   (5) the Andes, formed by the collision of the Nazca and South American plates

5. If after billions of years the interior of Earth cooled down, what might be the result?

   (1) The plates would no longer move and the continents no longer drift.
   (2) The plates would continue to move, but all in the same direction.
   (3) The Mid-Atlantic Ridge would continue to form.
   (4) The Antarctic plate would collide with the North American plate.
   (5) All the continents would be joined in a single large continent.

6. What is the relationship between continental drift and the theory of plate tectonics?

   (1) The theory of continental drift explains how the tectonic plates move.
   (2) The theory of plate tectonics explains how the continents drift.
   (3) Continental drift and plate tectonics both refer only to the movement of continents.
   (4) Continental drift and plate tectonics both refer only to the development of oceans.
   (5) Continental drift and plate tectonics both explain how rocks in the mantle move.

SOCIAL STUDIES TESTING COMPETENCIES:

History

The United States and the World

Many Americans of the twentieth century wanted to follow George Washington's advice to stay out of the affairs of foreign countries. But as "the Great War" raged in Europe from 1914 to 1917, the United States found that remaining neutral was not easy. Many Americans sympathized with Great Britain and France in their fight against Germany and were horrified by the years of bloody warfare and millions of deaths. In addition, the United States had important trading relationships with European nations, so the war interfered with U.S. financial interests. Then German submarines began to sink American passenger ships, prompting U.S. entry into the war and the eventual defeat of the German army in 1918. This was the end of what was called "the war to end all wars," later called World War I.

The war left Germany in poor economic condition. Soon the unstable political situation led to the rise of dictator Adolf Hitler and the Nazi Party. Hitler wanted to make Germany the dominant power in Europe. He also adopted a racist policy aimed at killing all European Jews and other ethnic minorities. In 1936, he formed the Axis alliance with Italian dictator Benito Mussolini. In 1939, Germany attacked Poland. France and Great Britain had promised to support Poland and, thus, declared war on Germany, beginning World War II. Again the United States wanted to stay out of European affairs. But many Americans objected to the aggression of the Axis dictators.

At the same time, Japanese aggression in Asia created U.S.-Japanese tension. While Americans debated their response, Japan attacked Pearl Harbor, Hawaii, on December 7, 1941. The next day, the United States declared war on the Japanese and their allies, the European Axis powers. In 1945, the British, American, French, and Soviet allies defeated Nazi Germany. Later that year, the United States ended the war with Japan by dropping atomic bombs on Hiroshima and Nagasaki, causing massive destruction.

The peace that came in 1945 did not really settle world affairs. There was tension between the United States and the Soviet Union. **Communism** was the political and economic system of the Soviet Union, while **democracy** was the system in most of Western Europe and the United States. Under the communist system, there was only one political party; the government owned all businesses, factories, land, and resources; and people had few rights. Both the United States and the Soviet Union tried to spread their influence wherever they could. They competed in a nuclear weapons race. The tension between the two nations was referred to as the **Cold War.** A cold war involves hostility between nations but no actual fighting.

Directions: Choose the one best answer to each question.

Questions 1 through 4 refer to the passage on page 76.

1. What do the details of the first paragraph explain?

   (1) how the arrival of American troops in Europe led to the defeat of Germany
   (2) why many Americans sympathized with Great Britain and France
   (3) why it was hard for the United States to remain neutral during World War I
   (4) why Great Britain and France were fighting with Germany
   (5) how millions of deaths occurred during the course of the war

2. Which of the following is a conclusion about World War II supported by details in the passage?

   (1) Germany attacked Poland in 1939.
   (2) Japan attacked Pearl Harbor, Hawaii.
   (3) The United States bombed Hiroshima and Nagasaki.
   (4) The war caused massive destruction.
   (5) Hitler and Mussolini formed the Axis alliance.

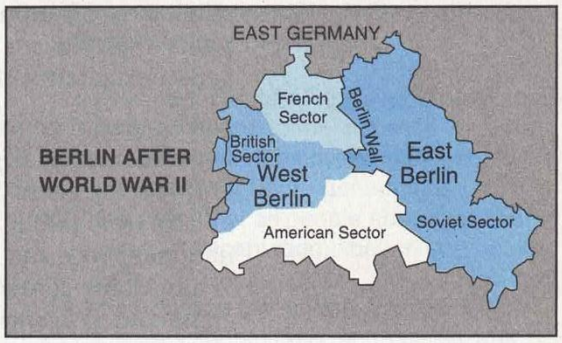
3. According to the passage, what values motivated the United States to enter into World War I?

   (1) long-standing conflicts with Germany and the need to test new weapons
   (2) business interests and concerns about human lives
   (3) concern that Germany was the aggressor against Poland and other nations
   (4) the desire to become the dominant power in Europe
   (5) tensions between communism and democracy

4. Which unstated assumption does the passage suggest lay behind Cold War tensions?

   (1) The United States wanted to remain neutral.
   (2) Unstable economic conditions in either the United States or the Soviet Union could lead to real war.
   (3) Germany might try to dominate Europe again and start a third world war.
   (4) The United States and the Soviet Union each believed its political system was the better one.
   (5) Hitler and Mussolini had been allies with the Soviet Union during part of World War II.

Question 5 refers to the following map.



5. After World War II, Germany was split into zones occupied by the allied nations that won the war. Berlin, the former capital of Germany, was divided into East Berlin and West Berlin.

   What conclusion do the details on this map support?

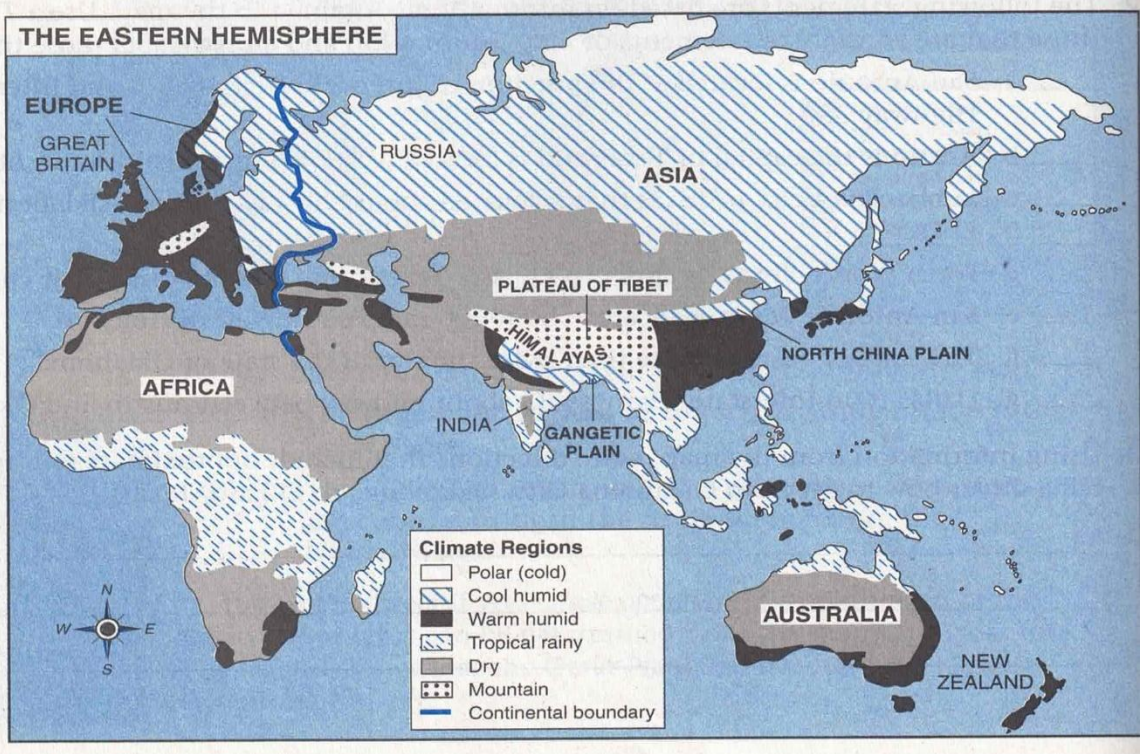
   (1) Together, the allied nations controlled Berlin.
   (2) The French controlled West Germany.
   (3) The British and French controlled West Berlin.
   (4) The Americans dominated West Berlin.
   (5) The Soviets controlled all of East Germany.

The world is made up of places. Each **place** has characteristics that make it different from every other place. However, most places that are near one another also share some characteristics. When these common characteristics make an area different from surrounding areas, that area is called a **region.**

There are many ways to identify and map regions. Physical regions are based on natural features of the land, such as deserts, mountains, or plains. Cultural regions can be defined by a language, by racial or ethnic groupings, or by another characteristic of human culture. Political regions are areas in which all the places have the same government. Nations, states, counties, cities, and towns are examples of political regions.

Regional boundaries occur where common characteristics end and others begin. For example, the Plateau of Tibet is a region that covers parts of China, Pakistan, and several other countries. Its southern boundary is formed by rugged mountains, the Himalayas. South of these mountains, another region called the Gangetic Plain begins. This region is defined by flat, low-lying land through which the Ganges River and its tributaries flow.

Because regions are classified in many ways, the same place can be in several regions. The boundaries of different types of regions can also overlap. Study the regions shown on the following map.



Directions: Choose the one best answer for each question.

Questions 1 through 7 refer to the passage and the map on page 212.

1. Which of the following must always be true in order for an area to be considered a region?

   (1) Its people must all have the same religion and speak the same language.
   (2) Its land must be all mountains, all desert, or all plains.
   (3) It must be inhabited by people.
   (4) Its places must have some characteristic or feature in common.
   (5) Its boundaries must fall within the borders of a single nation.

2. Which of the following can be used to define a cultural region?

   (1) a common government
   (2) a common regional boundary
   (3) common physical characteristics
   (4) a common language or religion
   (5) common long-term weather patterns

3. Which of the following features labeled on the map is a political region?

   (1) Russia
   (2) the North China Plain
   (3) the Eastern Hemisphere
   (4) Asia
   (5) the Himalayas

4. What kind of climate does the region along the eastern coast of Australia have?

   (1) a dry climate
   (2) a cool, humid climate
   (3) a tropical, rainy climate
   (4) a mountain climate
   (5) a warm, humid climate

5. Which of the following accurately restates information from the map?

   (1) Most of Africa consists of hot and rainy tropical forests.
   (2) In terms of climate, Great Britain and New Zealand are vastly different.
   (3) People who live on the Plateau of Tibet get more rain than do people who live on the North China Plain.
   (4) Central India has a dry climate while the coasts get a lot of rain.
   (5) Both northern Asia and northern Africa have the same type of climate.

6. Based on the map, how does northeastern Europe contrast with most of the rest of Europe?

   (1) Places in northeastern Europe are dry, while places in the rest of Europe are rainy.
   (2) Northeastern Europe has a cool climate, while the rest of Europe has a warm climate.
   (3) A polar climate predominates in northeastern Europe while a mountain climate predominates elsewhere on the continent.
   (4) People of northeastern Europe are fair skinned while people in the rest of Europe have darker complexions.
   (5) Northern Europe contains more countries than southern Europe does.

7. If you wanted to determine how natural features and climate affect the location of major cities in Asia and Africa, what additional types of maps would you need?

   (1) cultural and physical maps
   (2) physical and political maps
   (3) cultural and political maps
   (4) cultural and road maps
   (5) political and road maps