

# Semester Exam Study Guide

MS PIGIE, G.I.S., & ECON. DEVELOPMENT

<b>WEIGHT</b>	The exam counts <u>20%</u> of your semester grade.
<b>CAUTION</b>	If your semester grade before the exam is less than a 73, you <b>MUST</b> pass the exam!
<b>FORMAT</b>	Mostly multiple-choice; some short-answer
<b>RE-TAKES</b>	There are no re-take options for the semester exam.

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## **PART I**      **CONCEPT KNOWLEDGE**

You need to be familiar with the following concepts that we have studied since the beginning of the year. You may find the definitions in your notes and/or on the class website. (Most of the definitions are located in the MS PIGIE unit – items 01, 03, 05, and 09.)

Principles	State	Consumption	Capital
Ethics	Nation	Distribution	G.I.S. (Geog. Info. System)
Culture	Citizens	Goods/services	Data mashup
Subculture	Rights	Surplus	Site/absolute location
Race	Election	Scarcity	Situation/relative location
Racism	Succession	Natural resources	Allocation
Ethnicity	Seizure (of power)	Trade	Prerequisite
Ethnocentrism	Perspective	Specialization	Mass-production
Institutions	Mindset	Infrastructure	Cottage industry
Government	Worldview	Development	Factory system
Politics	Innovation	Agriculture	
Constitutionalism	Technology	Domestication	
Authoritarianism	Economy	Industry	
Checks & balances	Production	Assets	

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## **PART II**      **LITERACY SKILLS**

You need to be able to make valid inferences and cite relevant evidence from texts. On the exam you will be given a series of texts, followed by multiple-choice literacy questions. How should you study? Attached to this document are 7 texts that you may see on the exam. **You should annotate these texts in advance:** Clarify confusing words and phrases; paraphrase key ideas within the text; and try to summarize or state the author's central idea or lesson that he/she wants the reader to understand. (For Text 6 you should just practice recording the absolute and relative locations of each site.) **You may use your annotations on the exam.**

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## **PART III**      **UNDERSTANDING – Evidence Classification**

You will be given a number of pieces of evidence from various sources. You will need to classify the evidence by categorizing each piece as MORAL, SOCIAL, POLITICAL, INTELLECTUAL, INNOVATIVE, or ECONOMIC. How should you study? Attached to this document are a number of pieces of evidence. Examine each, and assign it to the appropriate category. Explain your categorization.

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## **PART IV**      **UNDERSTANDING – Creating and Using a G.I.S.**

You will need to use the class website's Natural Resource maps to layer data onto a G.I.S. base map and then use the resulting data mashup to answer questions. How should you study? Complete the G.I.S. practice (attached).

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## PART II LITERACY SKILLS

Directions

Read and annotate the following texts. On the exam you will answer multiple-choice questions about the ideas and evidence within each. You may bring and use any annotations that you make.

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### TEXT 1

Hammurabi was not the first lawgiver... but his laws are certainly the most complete to survive from ancient times, and they show an amazingly wide range of concerns. Penalties for robbery (death), aiding in the escape of a slave (death), kidnapping (death), designing a house that collapses on someone else's head (death), and the poor performance of an obligation to the king (death) are accompanied by regulations on:

- marriage (a contract was required; husbands could obtain divorce from a judge, but so could a wife whose husband had disgraced her);
  - injury (any man who puts out the eye of another free man will lose his own, but putting out a slave's eye only costs a fine of silver);
  - inheritance (widows can inherit land from husbands, but they can't sell it; they must keep it for their sons);
  - firefighting (if a man goes to fight a fire at his neighbor's house and [steals] any of his neighbor's goods under cover smoke, he "shall be thrown into the fire").
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### TEXT 2



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## TEXT 3

### SOPHIE SCHOLL



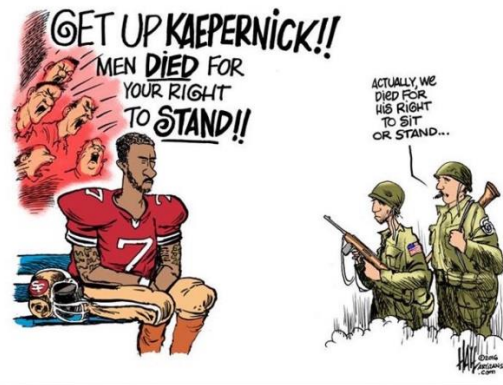
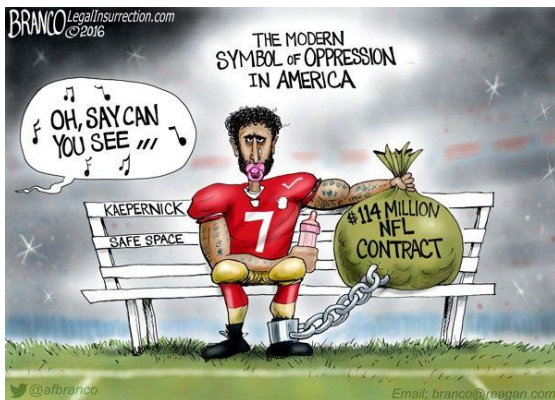
#### Background

Sophie Scholl was a 21-year-old college student in Germany during the Holocaust – the movement by Adolf Hitler’s Nazi Party to kill all of Europe’s Jewish people. Scholl was a member of an anti-Nazi protest group against known as the White Rose. The group wrote and shared anti-Nazi papers in the German city of Munich. Scholl was eventually arrested and charged with treason against the Nazi government. She was executed by guillotine (she was beheaded) on February 22, 1943.

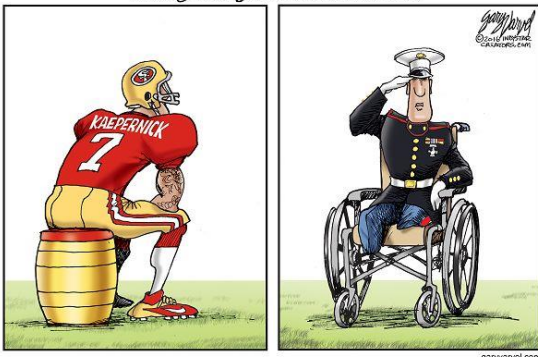
#### Sophie Scholl quotes

1. The real damage is done by those millions who want to 'survive' -- the honest men who just want to be left in peace, those who don't want their little lives disturbed by anything bigger than themselves, those with no sides and no causes...those who don't like to [make enemies].
2. Stand up for what you believe in, even if you are standing alone.
3. Such a fine, sunny day, and I have to go [die], but what does my death matter, if through us, thousands of people are awakened and stirred to action?

## TEXT 4



#### Sitting During the National Anthem



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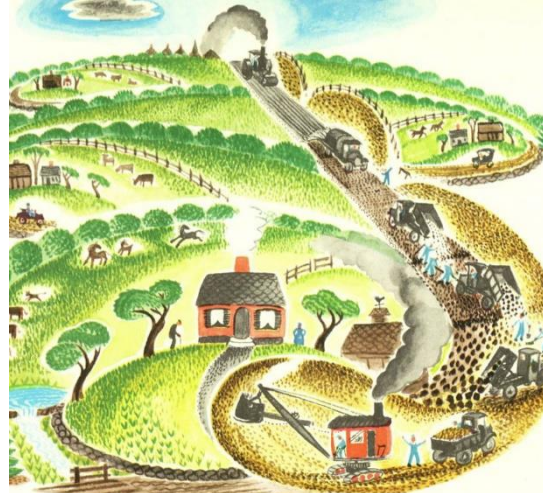
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## TEXT 5

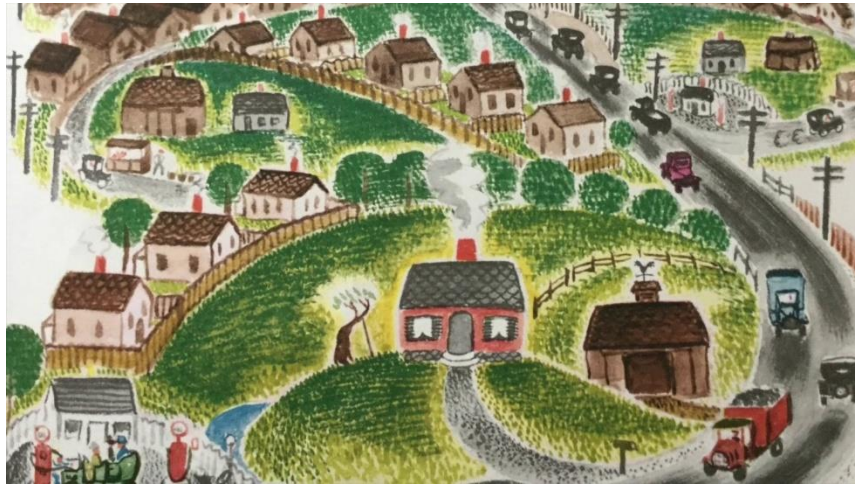
Scene 1



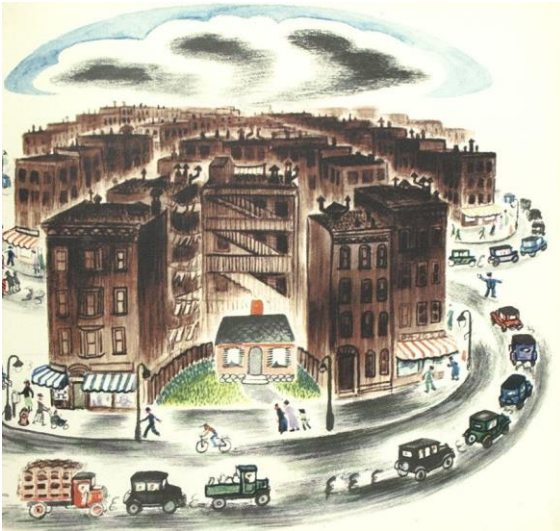
Scene 2



Scene 3



Scene 4



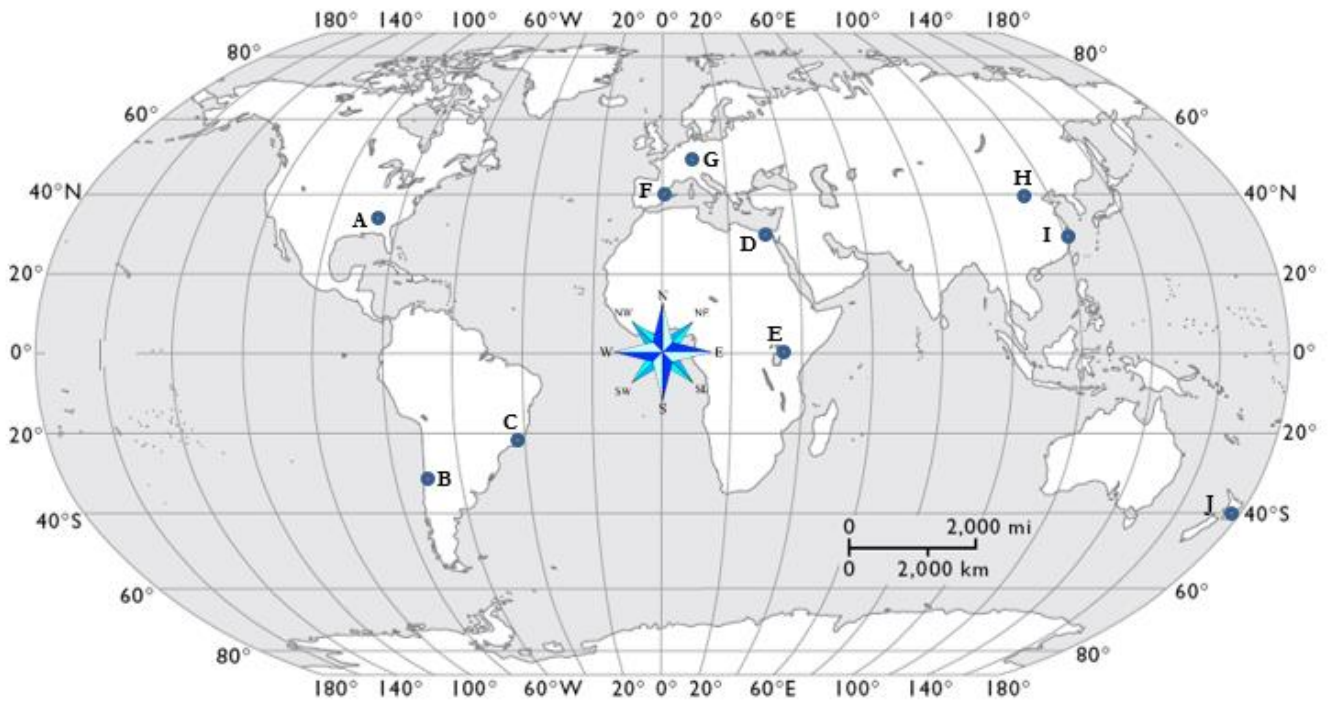
Scene 5



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## TEXT 6



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## TEXT 7

	<b>Level 1</b> <b>Pre-developing</b> <b>Infrastructure</b> CP Allocation: <b>0/box</b>	<b>Level 2</b> <b>Developing</b> <b>Infrastructure</b> CP Allocation: <b>50</b>	<b>Level 3</b> <b>Developed</b> <b>Infrastructure</b> CP Allocation: <b>100</b>	<b>Level 4</b> <b>Post-Developed</b> <b>Infrastructure</b> CP Allocation: <b>200</b>
<b>Technology, Manufacturing &amp; Communications (TMC)</b>	Basic mechanical tools and technologies for cottage industries; letter-writing, mail services	Machine technology for factory-based industry; radio, phone; television; basic computers  <i>Prerequisite:</i> 5 units Iron <i>Prerequisite:</i> 5 units Coal <i>Prerequisite:</i> 5 units REM	Mass-production tech.; complex computers; internet, e-mail, global-networking capacity  <i>Prerequisite:</i> 10u Iron <i>Prerequisite:</i> 10u Coal <i>Prerequisite:</i> 10u REM	Robotics technology; droids, smartphones, tablets, high-speed internet, social media  <i>Prerequisite:</i> 15u - Iron <i>Prerequisite:</i> 15u - Coal <i>Prerequisite:</i> 15u - REM
<b>Education and Innovation (EI)</b>	Informal schooling; Poor facilities with limited materials and under-educated teachers	Formal education in private schools; not free  <i>Prerequisite:</i> TMC – Lv.2	Free public education; colleges and universities  <i>Prerequisite:</i> TMC – Lv.3	Advanced degrees in sci, tech, engineering, math  <i>Prerequisite:</i> TMC – Lv.4
<b>Health and Human Services (HS)</b>	Local healers; traditional forms of medicine and untested treatments	Official clinics offer <i>some</i> modern treatments; stable diet and nutrition  <i>Prerequisite:</i> EI – Lv.2 <i>Prerequisite:</i> 5u Phosph.	Hospitals; epidemic disease prevention; advanced nutrition plans  <i>Prerequisite:</i> EI – Lv.3 <i>Prerequisite:</i> 10u Phosph.	Trauma centers; mental health care; late-stage disease treatment; accel-erated pharmaceuticals  <i>Prerequisite:</i> EI – Lv.4 <i>Prerequisite:</i> 15u Phosph.
<b>Waste and Sanitation (WS)</b>	Individual disposal of physical trash and human/biological waste	Basic systems to collect and sort trash & sewage  <i>Prerequisite:</i> EI – Lv.2	Waste-management and & disposal facilities  <i>Prerequisite:</i> EI – Lv.3	Specialized processes for waste-recycling  <i>Prerequisite:</i> EI – Lv.4
<b>Engineering and Electricity/Power (EE)</b>	Crude construction methods and insufficient materials; no power grid	Some refined building methods; development of a <i>materials surplus</i> ; urban power/electr. grid  <i>Prerequisite:</i> EI – Lv.2 <i>Prerequisite:</i> 5u Timber	Advanced engineering lessens the damages of natural disasters; urban and rural power network  <i>Prerequisite:</i> EI – Lv.3 <i>Prerequisite:</i> 10u Timber	Innovative anti-disaster; architecture; extensive power grid with back-up; alternative energies  <i>Prerequisite:</i> EI – Lv.4 <i>Prerequisite:</i> 15u Timber
<b>Transportation (TR)</b>	Bikes and simple boats; dirt routes (“roads”)  <i>Travel: Pay 100% of cost</i>	Cars, trucks, ships; paved roads; bridges; public-transportation; train-rail development <i>Travel cost: Pay 80%</i>  <i>Prerequisite:</i> EI - Lv.2 <i>Prerequisite:</i> 5u Oil <i>Prerequisite:</i> 5u Gas	Ground/Sea/Train/Air transportation systems; expanding network of roads, bridges, tunnels <i>Travel cost: Pay 60%</i>  <i>Prerequisite:</i> EI - Lv.3 <i>Prerequisite:</i> 10u Oil <i>Prerequisite:</i> 10u Gas	High-speed rail services; alternative automobiles (i.e. electric, driverless) refined air-travel <i>Travel cost: Pay 20%</i>  <i>Prerequisite:</i> EI - Lv.4 <i>Prerequisite:</i> 15u Oil <i>Prerequisite:</i> 15u Gas
<b>Military and Defense (MD)</b>	Disorganized, untrained self-arming clans or group militias	Officially trained and state-supported ground combat forces  <i>Prerequ.:</i> EI, TR - Lv.2	Multiple branches of military (army, navy, air forces); tanks, jets, subs  <i>Prerequisite:</i> EI, TR - Lv.3	Espionage; advanced CIA; nuclear weapons  <i>Prerequisite:</i> EI, TR-Lv.4 <i>Prerequisite:</i> 15u Uranium

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## PART III EVIDENCE CLASSIFICATION

Write MORAL on the line if the evidence is revealing something about *ethical codes* or *beliefs about right/wrong*.

Write SOCIAL on the line if the evidence is revealing something about *people, groups, interactions, or institutions*.

Write POLITICAL if the evidence is revealing something about *government, power, laws, rights, or freedoms*.

Write INTELLECTUAL if the evidence is revealing someone's *background perspective, worldview* or *mindset*.

Write INNOVATIVE if the evidence is revealing something about *new ideas, technologies, or solutions to problems*.

Write ECONOMIC if the evidence is revealing something about *production, distribution, or consumption patterns*.

1. Evidence:

**“Auto companies about to break through with reliable self-driving cars!”**

CATEGORY: \_\_\_\_\_

2. Evidence:

**“President Diem arrested protesters, declared curfews, closed schools, and shut down the press after citizens of South Vietnam marched in 1963 in the streets against his government’s policies.”**

CATEGORY: \_\_\_\_\_

3. Evidence:

**“You shall not kill. You shall not commit adultery. You shall not steal. You shall not lie.”**

CATEGORY: \_\_\_\_\_

4. Evidence:

**“Dictator Robert Mugabe’s 37-year reign of abuse and neglect as President of Zimbabwe ends; he resigns following the military’s takeover of his government.”**

CATEGORY: \_\_\_\_\_

5. Evidence:

**Malala Yousafzai was an ordinary girl who wanted to learn. Getting shot and almost dying inspired her *keep-going* attitude and strengthened her belief that education was worth dying for.**

CATEGORY: \_\_\_\_\_

6. Evidence:

**China’s rate of industrial development and steady growth of infrastructure has generated trillions of dollars in capital wealth, but that capital is not evenly distributed throughout the country. Many parts of China remain very, very poor.**

CATEGORY: \_\_\_\_\_

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7. Evidence:

**Hindus believe the life of a lamb is just as precious as the life of a human being. Therefore, they believe it is wrong for a person to kill – or harm at all – any animal, even if that animal could be used for food or clothing. Hindus believe that every life should be protected.**

CATEGORY: \_\_\_\_\_

8. Evidence:

**The Church was a powerful institution among the people in Rwanda during the days of the genocide, yet it did not do anything to stop the killing. It stood by while hundreds of Hutus murdered thousands and thousands of Tutsis in the spring and summer of 1994.**

CATEGORY: \_\_\_\_\_

9. Evidence:

**“Chuck D wasn’t special because he was the frontman for Public Enemy. He was special because he created a new type of rap: He turned hip-hop into a voice for oppressed, neglected, angry communities. His creative genius forever changed the rap industry.”**

CATEGORY: \_\_\_\_\_

10. Evidence:

**Malcolm X’s fixed opinions of white Americans existed because of his negative experiences with white citizens and authorities. After his 1964 trip to the Muslim city of Mecca, however, Malcolm X’s mindset toward whites began to shift a little...**

CATEGORY: \_\_\_\_\_

11. Evidence:

**... In the city of Mecca there were people of all colors, ages, interests, and ethnicities. All were different, yet all were united by their shared faith in the same God. They believed in each other’s dignity, and they interacted with each other peacefully and respectfully.**

CATEGORY: \_\_\_\_\_

12. Evidence:

**The people of South Sudan have great oil resources underground, but they do not have the infrastructure systems to extract or process the oil. Therefore, they are not benefiting from the oil in any financial way.**

CATEGORY: \_\_\_\_\_

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## PART IV G.I.S. APPLICATION

### INSTRUCTIONS

1. Get 8 different markers of colored pencils. Pick a color for each of these assets:

- a.  COAL
- b.  OIL
- c.  NATURAL GAS
- d.  PHOSPHORUS
- e.  IRON
- f.  TIMBER
- g.  RARE EARTH METALS
- h.  URANIUM



2. Go to [www.prather.yolasite.com](http://www.prather.yolasite.com). Click the GEOGRAPHY OF CIVGAME tab.
3. Open **05, Maps of Natural Resource Reserves**
4. Start with the COAL map. Using whatever color above that you selected for COAL, circle all of the regions of Africa that have COAL deposits.
5. Follow the same process for the seven remaining maps. **DO NOT COLOR IN** each region. **If a region contains reserves or deposits of a particular resource, then CIRCLE it with the appropriate color.**
6. Choose a new color, or use a pen. Place an **X** inside the 2-3 regions with the HIGHEST ASSET VALUE.
7. **Evaluating G.I.S.:** Imagine you own a company and want to build a factory somewhere in Africa. You want your factory to have access to natural resource assets. **In the space below, explain how a G.I.S. (like the one you created above) be useful to you?** (Explain why a G.I.S. would be *more* helpful than a bunch of individual asset maps.)