

WORLD HISTORY SEMESTER 1 STUDY GUIDE

The final exam is based on the standards listed below. There will be 95 multiple choice questions and 2 short answer questions. In preparation for the exam, read through the standards and respond to them on a separate piece of paper. Use your textbooks and any packet materials to take as many notes on each standard as you can. Extra credit will be awarded for exceptional work (up to 50 points) above and beyond my expectations.

Development of Modern Political Thought

Unit 1: Chapters 1-3 in *Glencoe World History Modern Times*

- WH10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.**
- WH10.1.1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
 - WH10.1.2. Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.
 - WH10.1.3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.
- WH10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.**
- WH10.2.1. Compare the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).
 - WH10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).
 - WH10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
 - WH10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
 - WH10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

Industrial Expansion and Imperialism

Unit 2: Chapters 4-7 in *Glencoe World History Modern Times*

WH10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States.

- WH10.3.1. Analyze why England was the first country to industrialize.
- WH10.3.2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).
- WH10.3.3. Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.
- WH10.3.4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
- WH10.3.5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- WH10.3.6. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.
- WH10.3.7. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

WH10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.

- WH10.4.1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
- WH10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
- WH10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
- WH10.4.4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the role of ideology and religion.

Short Answer: Be prepared to write on 2 of the following (2-3 paragraphs each)

- **What factors led the thirteen colonies to want to break from Britain? Which of those factors could have been mitigated or lessened had the British government granted the colonies a voice in its government in London?**
- **Which economic system – capitalism or socialism – do you feel would have best addressed people's needs at the time of the Industrial Revolution? Why?**
Remember to include the advantages and disadvantages of each while describing whom it affects and how it affects the distribution of wealth within society.
- **Which art form was more socially critical of the Industrial Revolution – Romanticism or Realism?**
Compare and contrast both art forms while making references to specific works of art and literature.
- **What are some of the advantages and disadvantages of imperialism, both for the imperial nation and for its colonies?**
In your response, identify examples of colonized and colonizing nations.

Chapter 1

In the Jewish and Christian traditions, an individual's most important duty is to God. In the Greek and Roman traditions, a citizen's most important duty is to...

Describe the Greco-Roman view of laws

Believers of Judaism grounded their belief in equality and ruling on what central idea?

What was one means by which Greco-Roman and Judeo-Christian values spread throughout Europe in the first centuries C.E.?

Plato's *The Republic*-Ideal ruler, rule of law

Aristotle's *Politics* – purpose of government, rule of law

Who does Plato believe should fill the role of governing?

direct democracy

Chapter 2

Which statement BEST summarizes the idea of "representative government" as it was established in England during the Glorious Revolution?

The U.S. Constitution has had a great influence on the development of other democracies MAINLY because it established which of the following?

Which Enlightenment philosophy was used to justify the American colonies' declaration of independence from England?

Rousseau proposed that the social contract

Below is a diagram showing the structure of the federal government in the United States. The decision to structure government in this way was based in part on the writings of...

Locke believed that people in a state of nature have God-given rights, which became a major premise in the Declaration of Independence and is specified by the Constitution.

Which of the following is the BEST example of separation of powers?
a social contract.

The idea of "natural rights," used by the American colonies in declaring independence from Great Britain, was based in large part on

the writings of which person?

What was the primary purpose of the U.S. Bill of Rights?

Chapter 3

The influence of Thomas Jefferson on the French Revolution is seen most clearly in

The American Declaration of Independence and the French Declaration of the Rights of Man and the Citizen share which concept?

Which idea is common to the Magna Carta, the English Bill of Rights, and the Declaration of Independence?

The English Bill of Rights of 1689 granted English citizens which right that was later included in the U.S. Bill of Rights?

Chapter 4

Chapter 5

Chapter 6