

Material: All Classroom Notes and Discussions

Text: Prologue, Chapter 5, 6, 7, 8, 9, 10, 11, 12, and 13, 14, 15, 16, 17, and 19

Ideas and Concepts:

1. What ideas of Greece and Rome can be found in modern democracies?
2. Know the beliefs of these thinkers: Locke, Montesquieu, Rousseau, Voltaire, Jefferson and Madison
3. What major impact did monotheistic religion have on the development of democracy?
4. What is the Magna Carta? Why is it important in democracy?
5. Who were king and queen as the French Revolution began?
6. What is the key difference between the French and American Revolution?
7. What was the symbolic start of the French Revolution?
8. Who was Robespierre and what did he do?
9. Why did Napoleon come to power?
10. Who is Klemens von Metternich? What did he do? What were his goals at the Congress of Vienna?
11. What were the outcomes of the Congress of Vienna?
12. Who was Otto von Bismarck?
13. Give 3 reasons why the industrial revolution started in England.
14. What impact did industrialization have on the growth of cities?
15. What was living in a city like in the industrial revolution?
16. What were the working conditions of factories?
17. What happened to social classes as a result of the industrial revolution?
18. Discuss child labor. What kind of work did children do during the Industrial Revolution?
19. Who is Adam Smith? What did he do?
20. Who is Karl Marx? What impact did he have?
21. Describe some of the key inventions of the industrial revolution.
22. What were the motives behind imperialism?
23. What happened at the Berlin Conference?
24. What were the key causes of WWI?
25. During WWI, what powers made up the Central Powers and what countries were the Allies?
26. What new weapons of war were first used in WWI? What impact did these new killing machines have?
27. What was Germany's policy of unrestricted submarine warfare?
28. What brought the United States into WWI?
29. What was the treaty of Brest Litovsk and its significance?
30. What were Woodrow Wilson's 14 points?
31. Who wanted what at the Treaty of Versailles and what were the major outcomes? Include how Germany was punished and what peacekeeping organization was formed.
32. Who were the "lost generation"?
33. Explain the key events that led up to the Russian Revolution. Include Lenin in your explanation.
34. Who was Stalin? What did he do?
35. Compare and contrast fascism and communism

2nd Semester World History Test

Charles Watters Odell



2nd Semester World History Test:

The New World History Ross E. Dunn, Laura J. Mitchell, Kerry Ward, 2016-08-23 The New World History is a comprehensive volume of essays selected to enrich world history teaching and scholarship in this rapidly expanding field. The forty-four articles in this book take stock of the history, evolving literature, and current trajectories of new world history. These essays, together with the editors' introductions to thematic chapters, encourage educators and students to reflect critically on the development of the field and to explore concepts, approaches, and insights valuable to their own work. The selections are organized in ten chapters that survey the history of the movement, the seminal ideas of founding thinkers, and today's practitioners changing concepts of world historical space and time, comparative methods, environmental history, the big history movement, globalization debates over the meaning of Western power, and ongoing questions about the intellectual premises and assumptions that have shaped the field.

Tests and Measurements in the Social Sciences Truman Lee Kelley, 1934 Resources in Education, 1991 Eighteenth Annual Report of the Board of Education of School District No. One, Arapahoe County, Colorado, August 1, 1892. Revised Courses of Study and General Regulations of Denver High School, District No. 2, Denver, Colorado, 1894/1895. Manual Training High School, Denver : Courses of Study, Requirements of Admission, General and Special Information, 1896. Denver High School, District Number One : Courses of Study, Requirements for Admission, General and Special Information, Members of the Alumni, 1898. North Side Public Schools, District No. Seventeen, Denver, Colorado : Twenty-fourth Annual Report of the Board of Directors for the School Year Ending June 30, 1900. Denver Manual Training High School, School District No. One, Arapahoe County, Colorado : Courses of Study, Requirements for Admission, General and Special Information, 1902. Salary Schedules Adopted by the Board of Education, November 10, 1920, and February 9, 1921 (Denver Public School Monographs ; No. 5). The Denver Program of Curriculum Revision, 1927, 1892 **Tests in Print** Linda L. Murphy, 1999 Tests in Print V Linda L. Murphy, James C. Impara, Barbara S. Plake, 1999 Educational Tests for Use in High Schools Charles Watters Odell, 1927 **The ...**

Yearbook of the National Reading Conference National Reading Conference (U.S.). Meeting, 1968 *Real SAT II* College Entrance Examination Board, 1998-08-04 *Real SAT II Subject Tests* The best way to prepare for the SAT II is to practice on real questions from actual tests. That's why this is the book to help you prepare for the SAT II Subject Tests. It is the only one that gives you practice on actual full-length SAT II tests plus tips and strategies from the test makers. *Real SAT II Subject Tests* includes descriptions of each test and sample questions. Previously administered tests in every SAT II Subject Test. *Perspectives*, 2006 Educational Tests for Use in High Schools Walter Scott Monroe, 1927 Bulletin of the School of Education, Indiana University Indiana University. School of Education, 1947 Vol 1 7 9 10 include Proceedings of the High School Principals Conference 1923 1929 v 1 7 9 18 include Proceedings of the Conference on Educational Measurements 1924 1930 1932 1942 **Catalogue of Canisius College, Buffalo, N.Y., 18--** Canisius College, 1941

Pharmaceutical Review ,1900 **California Social Science Review** ,1963-10 **Dissertation Abstracts** ,1964-05
The Hispanic American Historical Review James Alexander Robertson,1927 Includes Bibliographical section
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