

World History Review Guide

Fall Semester Final Exam

GENERAL INFORMATION: The Final Exam is worth about **18%** of your final grade. It assesses what you have learned throughout the semester, especially the bigger ideas and concepts.

- Quiz yourself (and each other) using questions from past exams, quizzes, and projects.
- If you got a question wrong on earlier assessments, find out the correct response and study them.
- Study a little every day...quizzing yourself and looking for relationships and patterns is more effective than merely re-reading your notes or readings.
- Seek review help during flex (check ahead) and during regularly scheduled exam review sessions.

OTHER TIPS:

Each unit has terms, readings, and essential questions that you should focus on as you prepare for your final exam this fall. You should approach each of these three areas in the following manner:

1. **Terms:** Be able to define each term (who, what, when, where, & how) and tell why it is significant to our study of World History. **How is each term related to other terms in the list? The Essential questions?**
2. **Readings:** These are resources for you to study that may help answer the terms and big idea questions. They may also be supportive of your essay questions.
3. **Essential Questions:** What do you know about these big ideas? What evidence from our notes, seminar discussions, and readings could you use to respond to a potential question about this topic?

Note: At the end of each chapter in the main history textbook (big green) has a chapter summary and review that may be useful.

WHAT IS REQUIRED ON THE DAY OF YOUR FINAL? (20 points)

- A summary sheet that includes answers to each unit's essential questions (**Total of 15 Questions**).
- Include a minimum of 5 terms from each unit in the responses to each unit's set of essential questions.

Use the term in the proper context (i.e. don't merely list and define, but actually use them in the responses to the essential questions.)

- Underline or highlight each term (**Total of 25 Terms used in context**)
- BE ORGANIZED! Label units and questions in your summary sheet.

(Can you prepare beyond this? Absolutely, but this is what we are checking.)

Unit 1: Renaissance

Terms:

Florence	Niccolo Machiaveli	Raphael
Humanism	Cosimo de Medici	Pope Alexander VI
Francesco Petrarch	Lorenzo the Magnificent	Johann Gutenberg
Peter Paul Vergerio	Michelangelo	
Baldesar Castiglione	Leonardo da Vinci	

Readings: (1) "Break with the Middle Ages." (Hand Out); (2) Francesco Petrarch, "A Letter to Boccaccio: Literary Humanism." p. 160-161. (Sherman); (3) Peter Paul Vergerio, "On the Liberal Arts." P. 161 (Sherman), (4) Niccolo Machiavelli from "The Prince," 1513. p.162-163 (Sherman); (5) Visual Sources: Raphael, "The School of Athens." p. 164 (6) Ellis and Esler. World History: The Modern Era. Chapter 1 (Pages 46-60.)

Essential Questions:

1. Why did the Renaissance begin in Italy? (Name and describe several reasons)
2. How is the Renaissance a break from the Middle Ages? How is it a "prototype" for the modern world?
3. Who promoted and reflected the concept of *humanism* in their writings and/or artwork? How did each individual do this specifically?

Unit 2: The Protestant Reformation and Wars of Religion

Terms:

Desiderius Erasmus	Diet of Worms	Anne Boleyn
Christian Humanism	Anabaptist	Act of Supremacy
Martin Luther	John Calvin	Catholic Reformation
Pope Leo X	Predestination	Ignatius of Loyola
Johann Tetzel	Peace of Augsburg	The Index of Forbidden Books
Frederick the Wise	Henry VIII	Jesuits
Indulgence	Sir Thomas More	Council of Trent
Wittenberg	Thomas Cranmer	
Emperor Charles V	Catherine of Aragon	

Readings: (1) "Age of Man – The Reformer." (Hand Out). (2) Martin Luther, "95 Theses" (Hand Out). (3) Ellis and Esler. World History: The Modern Era. Chapter 1 (Pages 61-71.)

Essential Questions:

1. What caused individuals to seek the reform of the Catholic Church? Why was the church unable to suppress dissent?
2. What are the basic similarities and differences between the various Protestant faiths? (Lutheranism, Calvinism, Anabaptists, Anglican Church) How were they different from the Catholic Church?
3. How did the Catholic Church attempt to reform itself in the wake of Protestantism's success? (Describe 3 ways)

Unit 3: Age of Exploration

Terms:

3 G's	Ferdinand of Aragon	Francisco Pizarro
Prince Henry the Navigator	Christopher Columbus	Conquistadors
Affonso I	Tainos	<i>Encomienda</i>
Bartholomeu Dias	Ferdinand Magellan	Bartholome de Las Casas
Vasco da Gama	Hernando Cortez	Triangular Trade
Isabella of Castile	Tenochtitlan	Olaudah Equiano

Readings: (1) "Age of Man – The Eve of Adventure." (Hand Out). (2) Charles Mann, "1491: Rewriting the History of the Americas Before Columbus", 2006. (Handout). (3) Gomes Eannes de Azurara, "The Chronicle of Discovery and Conquest of Guinea." p. 188-9 (Sherman Ch 14). (4) Columbus, "Letter to Lord Sanchez" p. 189-190 (Sherman Ch 14). (5) King Affonso I: Letter to King John III of Portugal. (Ellis & Esler: WH) p. 94. (6) Ellis and Esler. World History: The Modern Era. Chapter 2-3 (Pages 82-136.)

Essential Questions:

1. What motivated Europeans to begin exploring areas outside of Europe when they did? What was unique about their needs?
2. How did exploration affect native peoples?

Unit 4: Scientific Revolution

Terms:

Ptolemy	Tycho Brahe	Margaret Cavendish
Geocentrism	Johannes Kepler	Andreas Vesalius
Nicholas Copernicus	Galileo Galilei	Sir Isaac Newton
Heliocentrism	Francis Bacon	<i>Principia</i>

Readings: (1) Galileo Galilei, "Letter to Christina of Tuscany: Science and Scripture." p. 226-7. (Sherman). (2) Michael Postan, "Why Was Science Backward in the Middle Ages?" p. 229-30 (Sherman). (3) Sir George Clark, "Early Modern Europe: Motives for the Scientific Revolution." p. 231 (Sherman). (4) Visual Source: Rembrandt van Rijn, "The Anatomy Lesson of Dr. Tulp." p. 228-230. (Sherman). (5) Ellis and Esler. World History: The Modern Era. Chapter 1.5 (Pages 72-77.)

Essential Questions:

1. How did the Scientific Revolution challenge and change existing scientific ideas? Cite several examples of scientists and their innovations. Which have had the greatest influence on today's world?

Unit 5: Absolute Rulers and European Enlightenment

Terms:

Absolutism	Versailles	Glorious Revolution
Philip II of Spain	James I	Bill of Rights
Elizabeth I	Charles I	Philosophes
Sir Francis Drake	Petition of Right	John Locke
Spanish Armada	Oliver Cromwell	Voltaire
Huguenots	New Model Army	Immanuel Kant
Henry IV (Henry of Navarre)	English Civil War	Mary Wollstonecraft
Edict of Nantes	Roundheads	Jean-Jacques Rousseau
Cardinal Richelieu	Cavaliers	Baron de Montesquieu
Louis XIV	Thomas Hobbes	Cesare Beccaria
"I am the State."	Charles II	
Divine Right of Kings	James II	
Cardinal Mazarin	William III and Mary II	

Readings: (1) Cardinal Richelieu, "Political Will and Testament" p. 202-03 (Sherman). (2) Elizabeth I, "Speech to Her Troops at Tilbury (Hand out). (3) Saint-Simon, "Memoires: The Aristocracy Undermined in France." P. 217 (Sherman). (4) James I, "The Powers of the Monarch in England." p. 203 (Sherman). (5) Ellis and Esler. World History: The Modern Era. Chapter 4 (Pages 140-174.) (6) Ellis and Esler. World History: The Modern Era. Chapter 5. (p. 180-204) (7) Immanuel Kant, "What is Enlightenment?" p. 40 (Sherman). (8) John Locke, "Two Treatise of Government." In Ellis and Esler. World History: The Modern Era. (p. 187)

Essential Questions:

1. What is absolutism? How did absolutists like Louis XIV expand, exercise, and justify their power? Why did the nobility submit to the authority of Louis?
2. How did the English Parliament resist absolutism and strengthen constitutionalism?
3. What is the Enlightenment? Based on the ideas of the philosophes, what are the natural rights of the people? What is the role of government?

MAKING CONNECTIONS (SAMPLE ESSAY TYPE QUESTIONS):

How would you answer any one of these broader questions in a detailed five paragraph essay? What details and historic examples would you include to support your response from the different units?

1. How has European society moved away from the importance of the group or community and moved more towards the importance of the individual? From conformity to more individuality?
2. How has each movement (unit) influenced or was influenced by religion?
3. How is each movement in World History a break from the past? Which movement introduced the most change? Least? What was the catalyst (fuel) for change?

Name: _____

QUOTE IDENTIFICATIONS:

Be able to identify who wrote which quote and why each is important to its time. This section will be matching followed by a brief short answer question that may require the interpretation of a quote.

Francesco Petrarch, "A Letter to Boccaccio: Literary Humanism." p. 160-161. (Sherman);

"Besides these and innumerable others like them, have not all those of our own religion whom we should wish most to imitate devoted their whole lives to literature, and grown old and died in the same pursuit? Some, indeed, were overtaken by death while still at work reading or writing. To none of them, so far as I know, did it prove a disadvantage to be noted for secular learning..."

Martin Luther, "95 Theses" 1517 (Hand Out).

43. Christians are to be taught that he who gives to the poor or lends to the needy does a better work than buying pardons;

44. Because love grows by works of love, and man becomes better; but by pardons man does not grow better, only more free from penalty.

86. Again: -- "Why does not the pope, whose wealth is to-day greater than the riches of the richest, build just this one church of St. Peter with his own money, rather than with the money of poor believers?"

Niccolo Machiavelli from "The Prince," 1513. p.162-163 (Sherman)

"...It is not, therefore, necessary for a prince to have all the above-named qualities, but it is very necessary to seem to have them. I would even be bold to say that to possess them is useful. Thus it is well to seem merciful, faithful, humane, sincere, religious, and also to be so; but you must have the mind so disposed that when it is needful to be otherwise you may be able to change to the opposite qualities..."

Galileo Galilei, "Letter to Christina of Tuscany: Science and Scripture." p. 226-7.

"I think that in discussions of physical problems we ought to begin not from the authority of scriptural passages, but from sense-experiences and necessary demonstrations; for the Holy Bible and the phenomena of nature proceed alike from the divine Word, the former as the dictate of the Holy Ghost and the latter as the observant executix [execution] of God's command...But I do not feel obliged to believe that the same God who has endowed us with senses, reason, and intellect has intended to forgo their use and by some other means to give us knowledge which can attain by them."

Saint-Simon, "Memoires: The Aristocracy Undermined in France." P. 217 (Sherman)

"Frequent fetes, private walks at Versailles, and excursions were the means which the King seized upon in order to single out or to mortify [individuals] by naming the persons who should be there each time, and in order to keep each person assiduous and attentive to pleasing him...Spies and tell tales were countless. They existed in all forms: some who were unaware their denunciations went as far as [the King], others who knew it; some who wrote him directly by having letters delivered by routes which he had established for them..."

James I, "The Powers of the Monarch in England." p. 203

"The state of monarchy is the supremest thing upon earth; for kings are not only God's lieutenants upon earth, and sit upon God's throne, but even by God Himself they are called gods...Kings are justly called gods, for that they exercise a ... divine power upon earthGod hath power to create or destroy, make or unmake at His pleasure, to give life or sent death, to judge all and to be judged nor accountable to none, to raise low things and to make high things low at His pleasure...And the like power have kings..."

Name: _____

Cardinal Richelieu, "Political Will and Testament" p. 202-03 (Sherman);

"The power which induces men to respect and fear princes with love...is a tree which has five divers branches, which all draw their nutriment and substance from one and the same root. The Prince must be powerful by reputation. By a reasonable army always kept on foot. And by a notable sum of money in his coffers, to supply unexpected exigencies, which often come to pass when they are least expected. Finally, by the possession of his subjects' hearts."

Immanuel Kant, "What is Enlightenment?" p. 40

"Enlightenment is man's leaving his self-caused immaturity. Immaturity is the incapacity to use one's intelligence without the guidance of another. Such immaturity if it is not caused by lack of intelligence, but by lack of determination and courage to use one's intelligence without being guided by another. Sapere Aude! Have the courage to use your own intelligence! Is therefore the motto of the enlightenment."