

## WORLD HISTORY FINAL EXAM REVIEW

**HISTORY TUTORIAL REVIEW: TUESDAY MAY 18<sup>TH</sup> 12:00 – 1:00PM**

**HISTORY EXAM: HISTORY EXAM WEDNESDAY MAY 19<sup>TH</sup> 8:00 – 10:00AM**

### **Test Format:**

- 65-85 Multiple Choice, matching, True False [1q]
- 1 Essay (Two will appear on the test to choose from)

### **Tests and Test Reviews**

- Essential Questions/Themes/Topics (on portal)
- Be sure to look over the unit reviews for
  - Unit 7(pp. 770-774)
  - Unit 8 (pp.868-872)
  - Unit 9 (1014-1018)

### **Notes, Quizzes, & Assignments**

#### **Chapter 24 and 25 Nationalism & Imperialism**

**Chapter Review pp.736-737; 768-769**

**Very Important Terms CH.24:** Alexander II of Russia, Giuseppe Mazzini, Camillo di Cavour, Giuseppe Garibaldi, Red Shirts, Victor Emmanuel, Otto von Bismarck, Realpolitik, Austro-Prussian War, Franco-Prussian War, Nationalism

- What effect did nationalism have on the unification of Italy and Germany- it was one of the most significant reasons for the unification of Germany and Italy.
- Which leaders helped in Italy's unification process? – Giuseppe Garibaldi, Camillo di Cavour and Giuseppe Mazzini. Who were their supporters? -
- How was Germany united? By whom? How did the defeat of France and the rise of Germany change the balance of power in Europe?
- What wars did the Prussians fight to unite Germany (3 wars)? Who was their leader? How did he believe Germany would be united?
- What challenges did Italy face after unification?
- How did Germany change economically and politically after unification?

**Very Important Terms Ch.25(section 1-3):** imperialism, colony, protectorate, sphere of influence, British East India Company, Meiji Restoration, Social Darwinism, Sepoy Mutiny, Opium War, Open Door Policy, Boxer Rebellion, Russo-Japanese War, Social Darwinism, White Man's Burden, Raj, Indian National Congress, Berlin Conference.

- What were the motivations for European countries to imperialize?
- What factors allowed the Europeans to extend their control over other continents after 1800?
- How did colonial rule affect Africa? What were the political motives driving the new imperialism in Africa?
- How did British rule affect India? How did Britain gain control over most of India?
- Why did the British export Opium to China? What happened in China as a result of the Opium War?
- How did foreigners begin to gain control over China in the 1800s?
- How did isolation end in Japan? What was the result of the Russo-Japanese War of 1904-05 for Asia?
- Examples of the rise of nationalism in Africa, India, and China.

#### **Chapter 26 World War I & Russian Revolution**

**Chapter Review pp.802-803**

**Very Important Terms WWI:** militarism, Triple Alliance, Triple Entente, Kaiser Wilhelm II, Archduke Franz Ferdinand, Gavrilo Princip, nationalism, Schlieffen Plan, total war, Woodrow Wilson, Fourteen Points, Vladimir Lenin, Joseph Stalin, League of Nations, U-Boats, self-determination, reparations, Powder Key of Europe, Black Hand, Lusitania, "sick man of Europe", Zimmermann telegram, League of Nations, Treaty of Versailles, conscription, Georges Clemenceau, no man's land, entente

- What were main factors that led to the start of World War I? (MANIA)
- What was the war like on the Western Front? What new weapons were used?
- Describe Trench Warfare, why it started, what the conditions were like? A dug out hole in the ground which was very dirty and unclear. They used this to avoid the new artillery such as machine guns and bombs so they wouldn't die.
- Events that lead to the outbreak of WWI
- What is total war? How did it affect the home front?
- What were the political, economic, and emotional costs of the war?
- What did the entry of the USA into WWI do for the Allies?
- What were the results of the war? What countries were affected by the war, how did this affect the balance of power in the world?
- Significance of the Battle of Verdun, Battle of Somme
- Who were the major leaders at Versailles (countries and leaders)? How did the Treaty of Versailles affect Germany? What were the four ways Germany was punished by the Treaty of Versailles? (BRAT) Who opposed the treaty? Why?
- When Japan was isolated, the US and Europe threatened them and then forces them to trade with them. (Open door policy)

**Very Important Terms Russian Revolution (24-4 & 26-3):** Nicholas II, Rasputin, Bolsheviks, Vladimir Lenin, Alexander II, pogroms, Russo-Japanese War, Leon Trotsky, New Economic Policy

# Final Exam Study Guide Answers World War

**Regents Exambusters**

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the 'Regents Exambusters' text.

## **Final Exam Study Guide Answers World War:**

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*EC-12 (160) Book + Online* Beatrice Mendez Newman, 2022-02-09 REA's TEXES PPR EC 12 160 Test Prep with Online  
 Practice Tests 6th ed Gets You Certified and in the Classroom Fully revised and updated 6th edition Our test prep is designed  
 to help teacher candidates master the information on the TEXES PPR EC 12 160 exam and get certified to teach in Texas It's  
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 allowing you to assess your skills and gauge your test readiness The book includes two of the three practice tests in print The  
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 counts Every practice exam comes with detailed feedback on every question We don't just say which answers are right we  
 explain why the other answer choices are wrong so you'll be prepared on test day This complete test prep package comes  
 with a customized study schedule and REA's test taking strategies and tips This test prep is a must have for anyone who  
 wants to teach EC 12 in Texas *Social Studies for Secondary Schools* Alan J. Singer, 2003-04-02 Social Studies for  
 Secondary Schools Teaching to Learn Learning to Teach Second Edition integrates discussions of educational goals and the  
 nature of history and social studies with practical ideas for organizing social studies curricula units lessons projects and  
 activities A major theme woven throughout the text is that what we choose to teach and the way we teach reflect our broader

understanding of society history and the purposes of social studies education Each chapter opens with a broad question about social studies education provides many examples of lessons including lesson ideas developed by new and experienced middle school and high school social studies teachers features a rich variety of teaching learning and classroom activities designed to provoke discussion and illustrate different approaches to teaching social studies and concludes with essays about related social studies topics Part I focuses on philosophical issues social studies goals and standards and the design of social studies curricula Part II examines and offers examples of strategies for planning units and lessons Part III explores topics such as thematic and interdisciplinary teaching a project approach to social studies as well as assesses student learning and one s own performance as a teacher and provides a guide to social studies resource materials and organizations New in the Second Edition Every chapter has been updated and includes a number of new lesson ideas The lesson ideas are designed especially to help beginning teachers address learning standards work in inclusive settings and promote literacy and the use of technology in social studies classrooms Sample activities developed with members of the Hofstra New Teachers Network reflect the current focus on document based instruction and assessment and can serve as tools for assessing student learning Increased attention is given to project based social studies instruction and to multicultural education Intended as a text for undergraduate and graduate preservice social studies methods courses this text is also useful for in service training programs as a reference for new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice

□□ □□ □□□ Google Certified Educator □□ 1 Jung-Chul Park,Justin Sungsoon Chang, *Study Guide* Pearson,Jeanne Ellis Ormrod,2005-11-21 **Sticky Assessment** Laura Greenstein,2016-05-26 Sticky Assessment is a straightforward guide to assessment designed to demystify assessment and to give teachers the tools they need become better assessors Translating the latest research into a concise and practical volume this book helps teachers to monitor student learning make assessment engaging and meaningful for students and to use assessment that improves rather than merely measures learning outcomes With examples from classroom teachers and exercises designed to help teachers think through their processes this book will be an invaluable and lasting resource for classroom teachers

*Single Best Answer Questions for the Final FFICM* Keith Davies,Christopher Gough,Emma King,Benjamin Plumb,Benjamin Walton,2016-12-22 Containing 240 practice questions this is the first dedicated study resource for the SBA component of the Final FFICM examination *Facts and Explanations in International Studies...and beyond* Patrick Thaddeus Jackson,2024-09-09 The politicizing of facts and factual claims has led some to abandon all talk of a meaningful distinction between a fact and a strongly held political commitment This book argues that what we need instead are better accounts of facts and their relationship to explanation ones that take seriously the dependence of facts on communities of practice and on consensus procedures of measurement but do not abandon the epistemic distinctiveness of facts Bringing clarity and order to the discussion by disclosing both key commonalities and significant differences between the ways we talk

about facts and explanations Patrick Thaddeus Jackson argues that although intrinsically more contestable than facts social scientific explanations can nonetheless be related to them in ways that allow researchers to evaluate explanations based on whether and to what extent they accord with the relevant facts in each situation Ardently defending a pragmatist account of knowledge that has no patience with either alternative facts or anything goes relativism the author develops a set of concepts that enables tricky philosophical problems to be dissolved After examining facts causal explanations and interpretive explanations the book culminates in an account of the priority of interpretation in the evaluation of any explanation and any seemingly factual claim Defining the terms of the debate and grounding better conversations about the issues this book will appeal to all scholars interested in the philosophy and methodology of the social sciences international studies international relations security studies and anyone teaching or studying research methods **CCNY Made** Ronnyjane

Goldsmith,2023-10-02 Everyone loves an underdog who succeeds against the odds CCNY Made Profiles in Grit is the story of City College of New York alumni who beat the odds to reach the pinnacle of their professions and in the process transformed our world Here are just a few Andrew Grove hearing impaired and a survivor of Nazi occupation and Communist rule became the visionary CEO of Intel Corporation the manufacturer of the semiconductor chip found in most personal computers today Yip Harburg the son of immigrants wrote the lyrics to countless music standards including Somewhere Over the Rainbow one of the most celebrated songs of all times Jonas Salk facing antisemitism and the rebuke of the scientific community developed the Salk Vaccine that irradiated polio from the face of the earth Felix Frankfurter who came to America at 12 speaking no English would be appointed a U S Supreme Court Justice and help write the unanimous opinion in Brown v the Board of Education declaring school segregation in the United States illegal strongIn CCNY Made Profiles In Grit the stories of CCNY alumni are recounted who exemplify the promise of Townsend Harris founder of CCNY and The Ephebic Oath affirmed by graduating students every year We will strive unceasingly to quicken the public s better of civic duty and thus in all these ways we will strive to transmit this city not only not less but greater better and more beautiful than it was transmitted to us

*Tests* Richard C. Sweetland,Daniel J. Keyser,1983 Descriptions of over 3000 tests in English intended as a guide for psychologists educators and other personnel who need test information to meet their assessment needs Topical arrangement under 3 main sections of psychology education and business Each entry gives test name associated personal names intended age group purpose description time range scoring cost and publisher Indexes by test titles authors publishers visually impaired tests and scoring services *Digital Distractions in the College Classroom* Flanigan, Abraham Edward,Kim, Jackie HeeYoung,2022-02-04 Student misuse of mobile technology for off task purposes has become an international phenomenon in college classrooms When a student s self regulation of learning breaks down in the classroom or when their task motivation begins to wane turning toward their digital devices for leisure purposes is often the result Although numerous studies have independently examined student digital distraction in the context of the college classroom there remains a need to organize



the field's collective understanding of the phenomenon Digital Distractions in the College Classroom explores the challenges that arise from student digital distraction along with potential solutions including how mobile technology can be leveraged to improve student motivation self regulation of learning and achievement Addressing topics such as academic motivation and instructional design this book is ideal for instructional designers instructors researchers administrators academicians and students

**My Senior Year** Michael Fitzgibbons, 2000-12-20 Hey I'm John Sullivan a recent high school graduate who collected his thoughts and dreams and hopes and fears and all kinds of other stuff in a year long diary through his senior year When I finished on graduation day I realized I had quite a collection as a matter of fact I had more than 400 pages So I thought about it and realized that it had a beginning a middle and an end so therefore it told a complete story which I think might be a book if I remember my sophomore literature class correctly I am NOT saying it is literature ha ha but I do think it is a book That is where you come in I don't think it is much of a book if I'm the only one who reads it It is just a diary then that will remain on the floppy disk in my computer desk in my bedroom Instead you could read it And tell me what you think And then I will know if I should have left it in that computer desk Or not If you do read it you'll find that I didn't leave anything out even the stuff that might embarrass me I could even still get into some trouble about some of it but I think I'm ok because I don't think my parents will want to read it because they were there for almost all of it so it would be a rerun for them I don't think reruns are bad but they already lived through this once so they probably don't want to get all upset all over again So go ahead and click away It was an adventure for me come on along for the ride John Sullivan is right This is quite an undertaking for a senior in high school But that is what it is a diary a coming of age novel a satire and incredibly a love story It is a unique look at one of the most important developmental periods in a person's life

**The Cultural Defense of Nations** Liav Orgad, 2015-11-05 The Cultural Defense of Nations presents a timely thought provoking thesis on some of the most pressing issues of our time global immigration majority groups and national identity Never in human history has so much attention been paid to human movement Global migration yields demographic shifts of historical significance profoundly shaking up world politics as has been seen in the refugee crisis the Brexit referendum and the 2016 U.S. election The Cultural Defense of Nations addresses one of the greatest challenges facing liberalism today is a liberal state justified in restricting immigration and access to citizenship in order to protect its majority culture Liberal theorists and human rights advocates recognize the rights of minorities to maintain their unique cultural identity but assume that majorities have neither a need for similar rights nor a moral ground for defending them The majority culture so the argument goes can take care of itself However with more than 250 million immigrants worldwide majority groups increasingly seek to protect what they consider to be their national identity In recent years liberal democracies have introduced proactive immigration and citizenship policies that are designed to defend the majority culture This book shifts the focus from the prevailing discussion of cultural minority rights and for the first time addresses the cultural rights of majorities It proposes a new approach by

which liberal democracies can welcome immigrants without fundamentally changing their cultural heritage forsaking their liberal traditions or slipping into extreme nationalism Disregarding the topic of cultural majority rights is not only theoretically wrong but also politically unwise With forms of majority nationalism rising and the growing popularity of extreme right wing parties in the West time has come to liberally address the new challenge

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