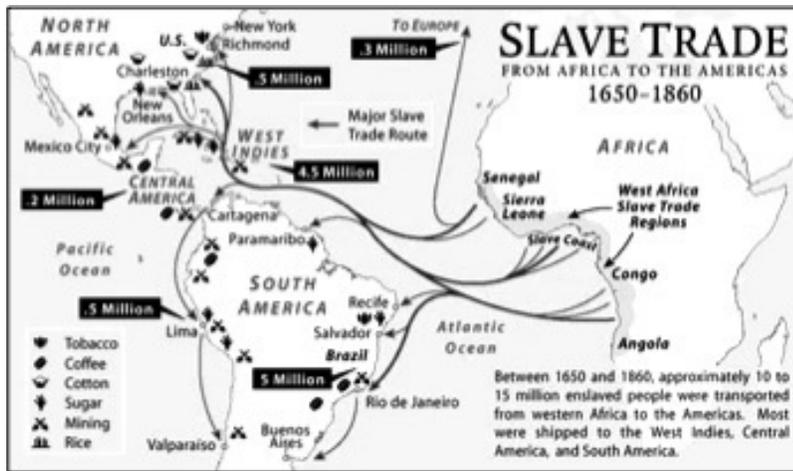


World History Midterm Review

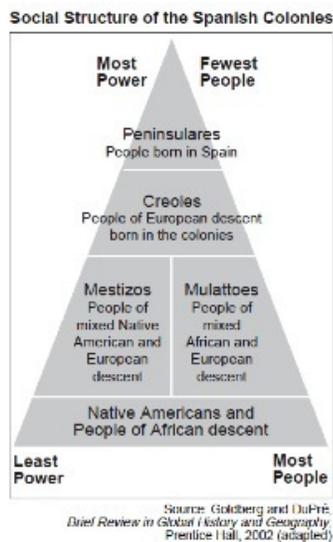
- The printing press, the astrolabe, and the Mercator projection were all technological advances that contributed to the
 - exploration and overseas expansion of the colonial empires.
 - unification of Germany and Italy in the late 1800's.
 - growth of industry in Latin America during the late 1900's.
 - spread of Islam in the 700's and 800's.
- Which military tactic was part of the gunpowder revolution?
 - sending spies behind enemy lines
 - equipping local residents with spears
 - surprising enemies with night attacks
 - battering city walls with cannonballs
- A major result of the Age of Exploration was
 - a long period of peace and prosperity for the nations of Western Europe.
 - extensive migration of people from the Western Hemisphere to Europe and Asia.
 - the fall of European national monarchies and the end of the power of the Catholic Church.
 - the end of regional isolation and the beginning of a period of European global domination.
- Trade helped Europe recover from the economic damage caused in the 1300s by
 - the Crusades.
 - the Great Fire.
 - the Reformation.
 - the Black Death.
- Westernization was the process by which
 - European ideas and values spread around the world.
 - colonial powers extended their influence into the interior.
 - Asian products and inventions were introduced into Europe.
 - democratically elected governments replaced absolute rulers.
- What group was affected most by the Great Dying?
 - American Indians
 - Europeans
 - Asians
 - Africans
- After contact with Europeans in the 1500s, millions of native peoples in the Americas died as a result of
 - new foods, which the native peoples could not digest.
 - religious persecution resulting from the Spanish Inquisition.
 - new diseases to which the native peoples had no natural immunity.
 - slavery and the terrible conditions on their sea journey to Europe.
- The mestizos held a middle place in the Spanish colonial social structure because
 - their rulers were far away.
 - their wealth was based on mining.
 - their ancestry was partly European.
 - their land holdings were in the mountains.

9. What was the job of most slaves in Brazil and the Caribbean?
- herding cattle
 - weaving cotton
 - constructing cities
 - growing sugarcane
10. According to the map below, the greatest number of African slaves were taken to



- British North America.
 - Brazil.
 - the British West Indies.
 - the French West Indies.
11. What role did some African states play in the slave trade?
- Some African states appealed to the pope to make slavery illegal.
 - Some African states delivered slaves from the interior to the coast.
 - Some African states transported slaves across the Atlantic Ocean.
 - Some African states taught potential slaves the new skills they would need.
12. How did the Columbian Exchange bring change in Europe?
- Europe experienced a massive migration of people from the Americas.
 - Europeans could use coins for the first time, now that they had gold and silver from the Americas.
 - American food plants such as corn and potatoes improved Europeans' diets.
 - Transportation in Europe improved because of horses brought from the Americas.
13. When Europeans bought goods from Asia in the 1500s, what did Asians want in return?
- fruit
 - wool
 - silver
 - pottery

14. Which conclusion about Spanish colonialism in the Americas can be drawn from this diagram?



- A. the fewest people in power had the greatest power.
 - B. Africans and Native Americans were politically powerful.
 - C. The Peninsulares made up the majority of the population.
 - D. Mestizos and mulattoes controlled the most land in the colonies.
15. In Europe, a major characteristic of humanism was
- A. a belief in the supremacy of the state in relation to human rights.
 - B. a rejection of ancient civilizations and their cultures.
 - C. an emphasis on social control and obedience to national rulers.
 - D. an appreciation for the basic worth of individual achievement.
16. Which societal condition was basic to the development of Greek philosophy and Renaissance art?
- A. rigid social classes
 - B. emphasis on individualism
 - C. religious uniformity
 - D. mass education
17. What change happened in Europe as a result of Gutenberg's innovation?
- A. Far more books became readily available.
 - B. Processing metal became far more efficient.
 - C. Scholarship became concentrated in monasteries.
 - D. Latin became the common language of the people.
18. The Renaissance artist most famous for his painting the "Mona Lisa" was
- A. Michelangelo.
 - B. Bruegel.
 - C. Leonardo da Vinci.
 - D. Raphael.
19. Martin Luther's Ninety-Five Theses were a call for
- A. religious revolt against the German princes .
 - B. reforms within the Roman Catholic Church.
 - C. greater papal authority.
 - D. crusades to spread Christianity.

20. Which of these began with the teachings of Martin Luther?
- A. the Renaissance
 - B. the Reformation
 - C. the Counter-Reformation
 - D. the Commercial Revolution
21. Which factor helped MOST to bring about the Protestant Reformation?
- A. The Catholic clergy had lost faith in their religion.
 - B. Islam was attracting many converts in Western Europe.
 - C. Kings and princes in Northern Europe resented the power of the Catholic Church.
 - D. The exploration of the Americas led to the introduction of new religious ideas.
22. One similarity between Martin Luther and Henry VIII is that they
- A. argued against the establishment of a theocratic state.
 - B. protested against the ideas of the Enlightenment.
 - C. challenged the teachings of the Catholic church.
 - D. died during the Reign of Terror.
23. The Renaissance and the Protestant Reformation were similar in that both were
- A. stimulated by a spirit of inquiry.
 - B. supported by the working class.
 - C. limited to Italy, France, and Germany.
 - D. encouraged by the successes of the French Revolution.
24. Which heading (title) best completes the partial outline below?
- I. _____
- A. Writings of Thomas Hobbes
 - B. Divine right theory
 - C. Centralization of political power
 - D. Reign of Louis XIV
 - A. Beginning of Global Trade
 - B. Rise of Absolutism
 - C. Growth of Democracy in Europe
 - D. Age of Exploration
25. Francis Bacon, Galileo, and Isaac Newton promoted the idea that knowledge should be based on
- A. the experiences of past civilizations.
 - B. experimentation and observation.
 - C. emotions and feelings.
 - D. the teachings of the Catholic Church.
26. What idea about leadership would Niccolo Machiavelli most likely support?
- A. Leaders should do whatever is necessary to achieve their goals.
 - B. Leaders should fight against discrimination.
 - C. Leaders should listen to the desires of the people.
 - D. Elected leaders should be fair and good.

27. 18. “God hath power to create or destroy, make or unmake, at his pleasure; to give life or send death; to judge...and to be judged (by) none...And the like power have kings;...”

Which idea is described by the above passage?

- A. theory of divine right
- B. enlightened despotism
- C. Social Darwinism
- D. constitutional monarchy

28. Base your answer to the question using the chart below. Which period is most closely associated with the major ideas of these philosophers?

PHILOSOPHER

IDEA

Locke	Natural Rights – life, liberty, property
Montesquieu	Separation of Powers
Voltaire	Freedom of thought, expression and religion

- A. Crusades
- B. Enlightenment
- C. Renaissance
- D. Reconquista

29. Writers of the Enlightenment were primarily interested in

- A. changing the relationship between people and their government.
- B. supporting the divine right theory.
- C. debating the role of the church in society.
- D. promoting increased power for European monarchs.

30. Historians frequently portray Louis XIV’s construction of the palace of Versailles and Peter the Great’s building of the city of Saint Petersburg as

- A. shrines to religious beliefs.
- B. monuments to personal rule.
- C. examples of colonial architectural influences.
- D. efforts to isolate and protect the ruler.

31. Peter the Great and Catherine the Great changed Russia by

- A. abolishing all social class distinctions.
- B. becoming constitutional monarchs.
- C. preventing wars with neighboring nations.
- D. introducing western ideas and customs.

32. During the Scientific Revolution and the Enlightenment, one similarity in the work of many scientists and philosophers was that they

- A. relied heavily on the ideas of medieval thinkers.
- B. favored an absolute monarchy as a way of improving economic conditions.
- C. received support from the Catholic Church.
- D. examined natural laws governing the universe.

33. Which statement best describes a result of the Glorious Revolution in England (1688)?
- A. England formed an alliance with France.
 - B. The power of the monarchy increased.
 - C. Principles of limited government were strengthened.
 - D. England lost its colonial possessions.
34. Which of the following factors triggered the French Revolution?
- A. a financial crisis
 - B. use of gunpowder
 - C. control of West Africa
 - D. Napoleon's coup d'état
35. In France before the French Revolution, the Third Estate or commoner class included
- A. nobles.
 - B. priests.
 - C. merchants.
 - D. only women and children.
36. Which statement is a valid generalization about the immediate results of the French Revolution of 1789?
- A. The Roman Catholic Church increased its power and wealth.
 - B. The revolution achieved its goal of establishing peace, democracy, and justice for all.
 - C. The revolution had little impact outside France.
 - D. The French middle class gained more power.
37. In contrast to the American Revolution, the French Revolution involved
- A. defeats as well as victories.
 - B. assistance from a foreign nation.
 - C. the execution of thousands of enemies.
 - D. a written statement of reasons and principles.
38. Maximilien Robespierre and the Jacobins are best known for
- A. instituting the Reign of Terror.
 - B. protecting freedom of religion.
 - C. supporting the reign of King Louis XVI.
 - D. sending French troops to fight in the American Revolution.
39. The French people supported Napoleon Bonaparte because they hoped he would
- A. adopt the ideas of the Protestant Reformation.
 - B. restore Louis XVI to power.
 - C. provide stability for the nation.
 - D. end British control of France.
40. Where was the first successful revolution in the Americas, after the United States?
- A. Haiti
 - B. Brazil
 - C. Argentina
 - D. Puerto Rico
41. The encomienda system in colonial Latin America led to the
- A. establishment of trade unions.
 - B. use of forced labor.
 - C. increase in landownership by Native Americans.
 - D. weakening of the power of Peninsulares.

42. "I will never allow my hands to be idle nor my soul to rest until I have broken the chains laid upon us by Spain."

The statement above was most likely made by

- A. a Latin American nationalist.
- B. a Portuguese explorer.
- C. a Roman Catholic bishop.
- D. a Spanish conquistador.

43. Revolution in South America spread from Buenos Aires through the southern part of the continent under the leadership of

- A. Dom Pedro.
- B. Simón Bolívar.
- C. Miguel Hidalgo.
- D. José de San Martín.

44. One way in which Toussaint L'Ouverture, Simón Bolívar, and José de San Martín are similar is that they all were

- A. supporters of mercantile policies.
- B. leaders of independence movements.
- C. democratically elected leaders.
- D. industrial labor reformers.

45. "A country is not merely a geographic territory. A country is also the idea given birth by the geographic territory. A country is a sense of love that unites, as one, all the sons and daughters of that geographic territory..."--World History: A Story of Progress

The above quotation supports the idea of

- A. totalitarian rule.
- B. absolute monarchy.
- C. mercantilism.
- D. nationalism.

46. Great Britain was the spark that started the Industrial Revolution because:

- A. they had access to lots of raw materials.
- B. they didn't start it, the U.S. did.
- C. colonies provided them with slave labor.
- D. workers in other places made less money.

47. One reason the Industrial Revolution began in England was its abundant supply of

- A. coal.
- B. silver.
- C. steam.
- D. rubber.

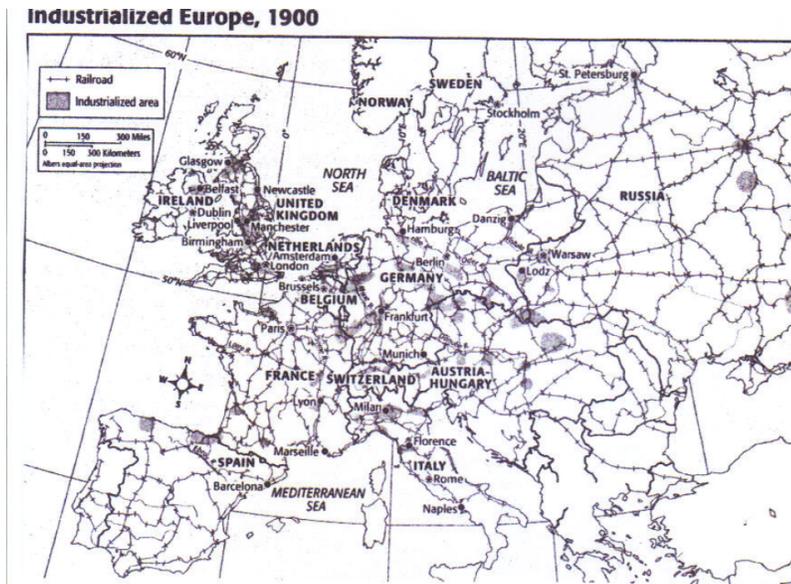
48. The first factories in Britain in the 1700s specialized in

- A. assembling carriages.
- B. spinning and weaving.
- C. mining tin and copper.
- D. printing and publishing.

49. The invention of machine tools that could create part after part of the same size and shape allowed for the use of

- A. highly skilled employees.
- B. interchangeable parts.
- C. interlocking joints.
- D. more efficient power looms.

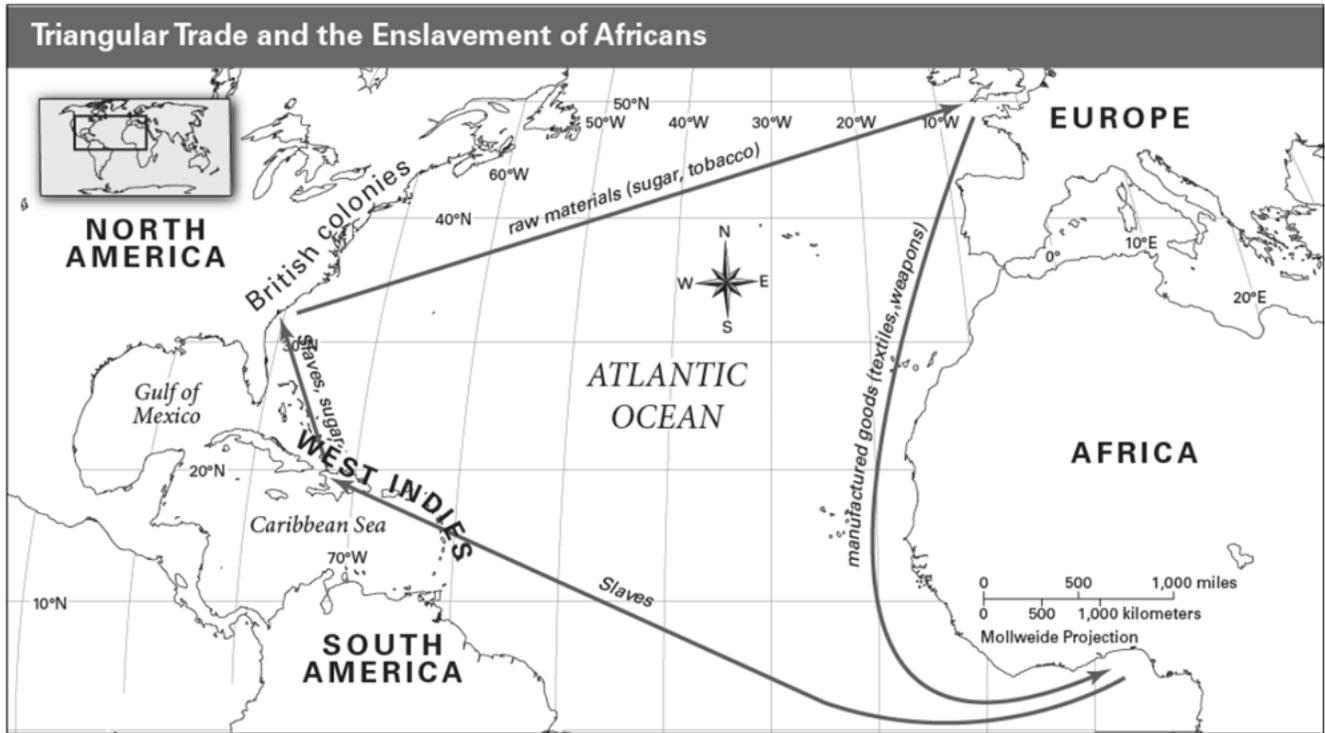
50. Use the map below to answer this question: Including railroads and industrialized areas, which two countries were the most heavily industrialized?



- A. Spain and Italy
 - B. United Kingdom and Belgium
 - C. United Kingdom and Italy
 - D. Germany and Sweden
51. Socialism was a reaction against
- A. the replacement of agriculture by industry.
 - B. the inequality between owners and workers.
 - C. the growing importance of international trade.
 - D. the establishment of republics with constitutions.
52. When France industrialized, why did its factories rely more on waterpower than steam power?
- A. France decided that steam engines were too harmful to the environment.
 - B. France lacked significant coal reserves.
 - C. France saw its rivers as its greatest natural resource.
 - D. France lacked the technology to build steam engines.
53. What European nation became a leader in heavy manufacturing and the chemical, electrical equipment, and weapons industries by the late 1800s?
- A. France
 - B. Germany
 - C. Great Britain
 - D. Russia
54. What prompted Japan to begin industrializing in the late 1800s?
- A. Japan feared they were falling behind their neighbor China.
 - B. Japan's ties with Britain gave them an advantage in textile manufacturing.
 - C. The new Meiji government pursued a course of modernization.
 - D. The shogun saw an opportunity to sell manufactured good throughout Asia.
55. Which of the following was a factor which allowed for the development of mass production?
- A. the creation of more sophisticated advertising strategies
 - B. the specialization of workers in a single step of the manufacturing process
 - C. the use of chemical fertilizers and mechanized reapers and harvesters
 - D. the creation of vertical monopolies across a single industry

56. The American car maker Henry Ford was the first large-scale manufacturer to use
- A. interchangeable parts.
 - B. unskilled workers throughout the production process.
 - C. the assembly line method of production.
 - D. the corporate business structure.
57. What was one effect of the mechanization of agriculture?
- A. Many farmers abandoned the raising of livestock.
 - B. Farmers needed more acreage to produce the same amount of food as before.
 - C. Farmers were able to make more healthful food available.
 - D. Small landholders began establishing commercial farms.
58. How did a few large companies come to dominate industrial economies by the late 1800s?
- A. by buying smaller companies or driving them out of business
 - B. by creating partnerships with national banks
 - C. by establishing multinational corporations throughout the globe
 - D. by lobbying national governments for favorable legislation
59. What was the most notable way social structures in Western nations were changed by industrialization?
- A. A capitalist class developed which dominated high culture.
 - B. A majority of people entered the middle class for the first time.
 - C. A new subordinate group, the working class, was created.
 - D. Relations between employer and employee became more equitable.
60. What was one reform labor unions succeeded in winning in most Western countries by 1900?
- A. health insurance
 - B. the 6-day work week
 - C. paid vacation time
 - D. overtime pay

Applying Social Studies Skills



61. The arrow on the map that represents the Middle Passage goes from _____ to _____.

62. Products that were made in factories traveled from _____ to _____.

63. Which statement does the information on this map support?

- A. European trade was in decline.
- B. Europe was a center for manufacturing.
- C. Europe had the most experienced navigators.
- D. Europe depended on the labor of slaves.

64. Why could the triangular trade not be successfully replaced by a two-way trade between Europe and Africa?

Applying Social Studies Skills

Selected Regional Populations (Millions) by Year			
	1400	1600	1800
China	70	110	330
India	74	145	180
Other Asia	57	83	121
Europe	52	89	146
Africa	68	113	102
Americas	39	13	24

65. Which region on the chart lost and then gained population?

66. Which region on the chart gained and then lost population?

67. How does the chart reflect the influence of food crops such as potatoes, corn, and cassava?

68. Explain how the population decline in one region before 1600 led the population of another region to decline after 1600.

Applying Social Studies Skills

One of the European countries involved in the Revolutions of 1848 was Hungary. The Hungarian Revolution of 1848 led to an unsuccessful war of independence from the Austrian Empire, ruled by a line of monarchs called the Hapsburgs. Like the colonists who wrote the American Declaration of Independence in 1776, Hungarian leaders issued a declaration of independence from Austria in 1849.

Use these passages and your knowledge of social studies to answer the questions below.

Declaration of Independence, July 4, 1776

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

. . . Prudence [common sense], indeed, will dictate that Governments long established should not be changed for light and transient [fleeting] causes . . . But when a long train of abuses and usurpations [unlawful power grabs], pursuing invariably the same Object, evinces [shows evidence of] a design to reduce them under absolute Despotism [rule by a dictator], it is their right, it is their duty, to throw off such government . . .

Hungarian Declaration of Independence, April 1849

WE, the legally constituted representatives of the Hungarian nation, assembled in Diet [legislative body], do by these presents solemnly proclaim, in maintenance of the inalienable [undeniable] natural rights of Hungary, with all its dependencies, to occupy the position of an independent European State—that the house of Hapsburg-Lorraine . . . has forfeited its right to the Hungarian throne. At the same time we feel ourselves bound in duty to make known the motives and reasons which have impelled us to this decision, that the civilized world may learn we have taken this step not out of overweening [exaggerated] confidence in our own wisdom, or out of revolutionary excitement, but that it is an act of the last necessity, adopted to preserve from utter destruction a nation persecuted to the limit of the most enduring patience.

69. According to the Hungarian Declaration of Independence, who declared Hungary's independence from the Austrian Empire?
- A. the nobles
 - B. the Hapsburgs
 - C. the legislative body
 - D. the monarch
70. Which of the following reasons do both declarations give for throwing off their previous governments?

- A. a sense of exaggerated self-confidence
- B. a duty to end a despotic government
- C. a spirit of revolution
- D. a belief in the power of the monarchy

71. How do both documents explain the need to publish the reasons for their actions?

Applying Social Studies Skills

France's National Assembly adopted the Declaration of the Rights of Man and of the Citizen in 1789. The declaration later became the preamble to the French Constitution of 1791. The United Nations adopted the Universal Declaration of Human Rights in 1948. Passages from both documents appear below. Use the passages and your knowledge of social studies to answer the questions.

Declaration of the Rights of Man and Citizen

Approved by the National Assembly of France, August 26, 1789

. . . Articles:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law. . . .
6. Law is the expression of the general will. . . . All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations . . .
9. As all persons are held innocent until they shall have been declared guilty, if arrest shall be deemed indispensable, all harshness not essential to the securing of the prisoner's person shall be severely repressed by law. . . .

72. According to the Declaration of the Rights of Man and of the Citizen, what is the definition of liberty?
- A. freedom with no limits
 - B. freedom to determine if your actions injure others
 - C. freedom with limits determined by law
 - D. freedom to take property from another person

Universal Declaration of Human Rights, 1948

Article 1: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood. . . .

Article 3: Everyone has the right to life, liberty and security of person.

Article 7: All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 11: Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence. . . .

73. State TWO ideas that are expressed in both the Declaration of the Rights of Man and of the Citizen and the Universal Declaration of Human Rights.

74. Based on the passages, which of the following BEST explains the principle of equality before the law?

- A. Judges decide which laws apply to individuals.
- B. Laws must treat everyone the same way.
- C. The type of punishment depends on the crime.
- D. People who break the law give up their rights.

Applying Social Studies Skills

Read the excerpt below about the industrial town of Manchester, England from Friedrich Engels' 1844 book, "The Condition of the Working Class in England." Use this excerpt and what you have learned in Lesson 16 to answer the questions that follow.

The whole assemblage of buildings is commonly called Manchester, and contains about four hundred thousand inhabitants, rather more than less...Right and left a multitude of covered passages lead from the main street into numerous courts, and he who turns in thither gets into a filth and disgusting grime, the equal of which is not to be found - especially in the courts which lead down to the Irk [River], and which contain unqualifiedly the most horrible dwellings which I have yet beheld. In one of these courts there stands directly at the entrance, at the end of the covered passage, a privy without a door, so dirty that the inhabitants can pass into and out of the court only by passing through foul pools of stagnant urine and excrement. This is the first court on the Irk above Ducie Bridge - in case anyone should care to look into it. Below it on the river there are several tanneries which fill the whole neighbourhood with the stench of animal putrefaction. Below Ducie Bridge the only entrance to most of the houses is by means of narrow, dirty stairs and over heaps of refuse and filth.

...Such is the Old Town of Manchester, and on re-reading my description, I am forced to admit that instead of being exaggerated, it is far from black enough to convey a true impression of the filth, ruin, and uninhabitableness, the defiance of all considerations of cleanliness, ventilation, and health which characterize the construction of this single district, containing at least twenty to thirty thousand inhabitants. And such a district exists in the heart of the second city of England, the first manufacturing city of the world. If any one wishes to see in how little space a human being can move, how little air - and such air! - he can breathe, how little of civilization he may share and yet live, it is only necessary to travel hither. True, this is the Old Town, and the people of Manchester emphasize the fact whenever anyone mentions to them the frightful condition of this Hell upon Earth; but what does that prove? Everything which here arouses horror and indignation is of recent origin, belongs to the "industrial epoch."

75. What were conditions like for industrial workers living in Manchester? Give at least two specific examples from the text.

76. If you were a British government official at the time, what might you have done to address these conditions?

77. What does Engels mean when he writes "Everything which here arouses horror and indignation is of recent origin, belongs to the industrial epoch"?