

## Modern World History Final Exam Study Guide

### Chapter 17: Revolution and Enlightenment

#### Section 1: The Scientific Revolution Explain why the Ptolemaic system is called a geocentric system.

1. Contrary to the Ptolemy, how did Copernicus view the universe?
2. How did Kepler refine Copernicus' ideas of the universe?
3. What discoveries did Galileo make using a telescope?
4. How did the Catholic Church receive Galileo's discoveries about the universe?
5. What did Newton define in his book Principia? How did he use the works of previous scientists?
6. What were the main contributions of Galen, Vesalius, Harvey, Boyle, and Lavoisier to modern medicine/physics and chemistry?
7. What did Descartes believe in? Define rationalism.
8. Define scientific reasoning and inductive reasoning.

#### Section 2: The Enlightenment

1. Who were the philosophes?
2. According to Montesquieu, what were the three basic kinds of government?
3. Describe Montesquieu's idea of separation of powers and checks and balances. How did his idea influence our Founding Father's thinking of government?
4. Describe Voltaire's view of the religious philosophy of deism.
5. What was Diderot's most famous contribution to the Enlightenment AND why?
6. What was Adam Smith's most famous work AND what was the idea behind it (economics)?
7. Describe Rousseau's idea of the social contract and its influence on our Founding Fathers' view of government.

#### Section 3: The Impact of the Enlightenment

1. What artistic style replaced baroque during the Enlightenment?
2. What were the main characteristics of the artistic movement of rococo?
3. What musical style replaced baroque during the Enlightenment? Name two famous classical musicians.
4. What was the main literary genre during the Enlightenment?
5. How did the political idea of natural rights influence people's views of monarchs during the Enlightenment?
6. What were the main characteristics of enlightened monarchs?
7. Describe the reforms of the Austrian Emperor Joseph II. Why did they fail?
8. How did Maria Theresa and Catherine the Great view the philosophes' enlightened reforms with regards to their empires?
9. Were the three enlightened monarchs (Frederick II, Maria Theresa and Catherine the Great) truly enlightened? Why or why not?
10. What consequence did Maria Theresa's succession to the Austrian throne have on European power politics?
11. What was the balance of power (alliances) prior to the Seven Years War?
12. Why was the Seven Years War a worldwide conflict?
13. What were the terms of the Treaty of Paris of 1763?

#### Section 4: Colonial Empires and the American Revolution

1. What European powers colonized South America AND why?
2. What role did the Catholic Church play in the colonization of South America?
3. What European powers colonized North America?
4. When and how did the Revolutionary War begin?
5. What European nations assisted the colonies in the Revolutionary War?

### Chapter 18: The French Revolution and Napoleon

#### Section 1: The French Revolution Begins

1. What were the reasons for the French Revolution?
2. What were the goals/ideals of the French Revolution?
3. Describe each of the three estates of pre-revolutionary French society.
4. Describe the three subgroups of the Third Estate of French society.
5. What was the main point of contention between the first two estates and the Third Estate?
6. How did Louis XVI attempt to solve France's financial crisis?
7. What was the National Assembly (who established it and why)?
8. Describe the circumstances of the Tennis Court Oath.
9. What happened on July 14, 1789 AND why was the event significant?
10. What were the ideas of the Declaration of the Rights of Men and the Citizen?
11. Describe the role of women in the French Revolution.
12. How did the National Assembly try to reform the Catholic Church, i.e. the clergy?
13. What did the Constitution of 1791 establish?

# Grade1history Final Examinatin

**Michal Rosen-Zvi**



## **Grade 1 history Final Exam**

*Neuroteach* Glenn Whitman, Ian Kelleher, 2016-06-20 Teachers are brain changers. Thus it would seem obvious that an understanding of the brain, the organ of learning, would be critical to a teacher's readiness to work with students. Unfortunately, in traditional public, public charter, private, parochial, and home schools across the country, most teachers lack an understanding of how the brain receives, filters, consolidates, and applies learning for both the short and long term. *Neuroteach* was therefore written to help solve the problem teachers and school leaders have in knowing how to bring the growing body of educational neuroscience research into the design of their schools' classrooms and work with each individual student. It is our hope that *Neuroteach* will help ensure that one day every student, regardless of zip code or school type, will learn and develop with the guidance of a teacher who knows the research behind how his or her brain works and learns.

**How the College Introductory Course in United States History is Organized and Taught** Jennings Bryan Sanders, 1951

**Getting to the Core of Literacy for History/Social Studies, Science, and Technical Subjects, Grades 6–12** Vicky Giouroukakis, Maureen Connolly, 2013-05-14 Literacy is not just for English teachers anymore. The new Common Core English Language Arts Standards aren't just for English teachers. Fluent reading and writing are critically important to the study of history, social studies, science, and technical subjects too. What's more, the progress your students make is directly tied to their ability to process information they read and to express their ideas in writing. So how do you make literacy a focus of your teaching without taking time away from essential content? This practical resource, packed with teacher-tested CCSS-based sample lessons, shows you how using the Backward Design approach to set and meet your goals. Each lesson template includes: The teaching strategies you'll utilize; Ways to incorporate technology and media; Variations for differentiation and interdisciplinary connections; Links to the work of major educational theorists. Following these models, you'll set the CCSS in your sights and develop lessons that both meet standards and fit your classroom. Before you know it, you'll be infusing reading and writing across your curriculum in purposeful and meaningful ways. *X-kit FET Grade 12 History* Patrick John McMahon, 2007

[Writing, Teaching and Researching History in the Electronic Age](#) Dennis A. Trinkle, 2015-04-29 This volume focuses on the role of the computer and electronic technology in the discipline of history. It includes representative articles addressing H-Net scholarly publication, on-line reviewing, enhanced lectures using the World Wide Web, and historical research.

**Social Studies for Secondary Schools** Alan J. Singer, 2008-10-26 This popular text advocates an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers. Based in practice and experience, it offers systematic support and open, honest advice for new teachers. It is conversational, not pedantic, and provides lots of examples. While the structure and most of the topics remain largely the same as before, this Third Edition presents new lesson ideas in every chapter, especially designed to help new teachers address learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies.

classrooms puts a heavier focus on what is important to know and why includes new essays on the politics of social studies education responds to opponents of project or activity based social studies instruction and multicultural education with a sharpened defense of both of these approaches throughout the book Intended as a text for undergraduate and graduate pre service 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

*Education and Training in Japan* Thomas P. Rohlen, Christopher Bjork, 1998 This collection written by Japanese and foreign scholars represents an inclusive cross section of the most important work in key areas of this field Topics include the impact of Japanese education and training on Japan's economy and culture the Japanese influence on the East Asian approach to education in comparison with the educational systems of Korea Taiwan Singapore and Hong Kong Japan's promotion of learning organizations and Knowledge workers for the Information Age

*Assessment In The Classroom* George Cunnningham, 2005-08-09 Educational assessment at one time a relatively uncontroversial subject is now riven by a diversity of views The most crucial division is between those who continue to believe in the effectiveness of objective assessment techniques and those who favour alternative methods This book presents an analysis of the strengths weaknesses and rationales for both

**A Brief History of Tibetan Academic Degrees in Buddhist Philosophy** Tarab Tulku, 2000 This survey offers insights into the history and structure of the Tibetan scholastic tradition and the changes that it has undergone over the last 800 years Drawing on numerous original Tibetan sources the academic degrees are described along with the etymology of the various titles

**The Journal of Education**, 1888 **Journal of Education and School World**, 1888

Radical History Review: Volume 59 Marjorie Murphy, 1994-10-27 This issue examines Latin American labour and includes coverage of topics such as the organization amongst San Marcos coffee workers during Guatemala's National Revolution 1944 1954 the myth of the history of Chile the Araucanians and the representation of class and populism in Sao Paolo

History of Educational Development in Vidarbha, 1882-1923 A.D. S. Shabbir, 2005 Highlights the state of affairs in nine districts of the erstwhile Central Provinces and Berar alongwith the interpretation of unknown facts enlarging it from objective empiricism to historicism on the basis of sociological and historical perspectives Salient Features i It identifies the changeability of the educational pattern from indigenous nature to modern perspectives at all levels ii It highlights the emergence of leadership new values nationalism and freedom struggle and also shows how education works as condition instrument and as an effect of social change in the region iii It explains the extent of adoption and non adoption of educational facilities at all levels in the context of socio cultural conditions iv It reveals how English models were initiated too slavishly students were being crammed with undigested knowledge and teachers obsessed with results v It highlights the Hitavada's relentless crusade for a separate university forecast of Jabalpur and Amravati Universities and demand for more autonomy in the province vi It shows how the period of four decades in question transformed a society vii It refers over all

educational backwardness of females low castes and aboriginal tribes with a growing assertion of claims to social and political recognition viii It reveals how minorities interest in education became manifest through conferences and C P Legislative Council ix It highlights positional and structural changes occurred due to education In short this book shows how poor peripheral society of Vidarbha could make headway on the guidelines of core societies and achieve the objective of sustainable development through educational expansion      **Teaching World History: A Resource Book** Heidi

Roupp,2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided      **Introduction to Ethical Theories** Douglas Birsch,2022-12-08 In

this accessible and instructive work Birsch introduces the main ethical theories in Western philosophy using a procedural approach that enables readers to make justified ethical evaluations of cases and issues This novel treatment provides a well rounded overview of each theoretical approach and attempts to refute the widely held opinion that there are no justified or correct solutions to moral problems Outstanding features Introduces each ethical theory with a discussion of its philosophical starting point Explains the reasoning and conclusions crucial to each theoretical approach Discusses each ethical theory s view of moral significance and moral equality Develops an ethical procedure based on an ethical theory s moral rules and principles then applies the procedure to relevant cases resulting in justified or correct moral solutions for that particular ethical theory Presents the strengths and weaknesses of each ethical theory Provides a discussion of the United Nations human rights morality and the Universal Declaration of Human Rights Includes review questions and additional assignments for further exploration and application of ethical theories      **International Handbook of E-Learning Volume 2** Mohamed

Ally,Badrul H. Khan,2015-02-20 The International Handbook of e Learning Volume 2 provides a comprehensive compendium of implementation and practice in all aspects of e learning one of the most significant ongoing global developments in the entire field of education Covering the integration challenges implications and context appropriate use of open education networks blended learning mobile technologies social media and other platforms in a variety of unique international settings these thirty contributions illustrate the wide ranging applications and solutions made possible by this rapidly growing new paradigm Case studies are driven by empirical research and attention to cultural specificity while future research needs are discussed in relation to both confirmed practice and recent changes in the field The book will be of interest to anyone seeking to create and sustain meaningful supportive learning environments within today s anytime anywhere framework from teachers administrators and policy makers to corporate and government trainers      Interim Report of the

Commissioners on Certain Parts of Primary Education New South Wales. Commission on primary, secondary, technical, and other branches of education,1903      **Appendix to Journals of Senate and Assembly ... of the Legislature** Nevada.

Legislature,1917      *Appendix to Journals of Senate and Assembly* Nevada (Terr.). Legislative Assembly,1917      **Radical**

**History Review: Volume 61, Winter 1995** Calvin B. Holder, Dewar MacLeod, 1995-04-13 Radical History Review presents innovative scholarship and commentary that looks critically at the past and its history from a non sectarian left perspective RHR scrutinises conventional history and seeks to broaden and advance the discussion of crucial issues such as the role of race class and gender in history

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