

## Exam Review Sheet – Modern World History A

**Directions:** Use the concepts, terms, events, and questions below to prepare for the final exam. When studying, it is important to do more than define a term or briefly explain an event. Think about the following questions as you review each term and concept:

- What caused this to happen? How is it related to other events or concepts?
- How did this change or influence the world?
- Is it an example of a global change? If so, what was the change?

When answering the questions for each unit below, think about all possible responses. These broad questions apply to many aspects of the time period in each unit.

### Unit 1: Global Interaction

#### **Concept: Interaction through trade**

**Questions:** *What were the features of trade? Who was trading? What was being traded? What was the impact of trade exchanges (i.e.; Columbian Exchange, new relationship between Europe and Asia)?*

Examples:

- Pre-Columbian Trade networks (Indian Ocean, Africa, Asia, Ottoman Empire)
- Global trade after integration of Americas to the world market, including impact of demand for payment in silver by Ming China
- European trade with China (Ming Dynasty) and Japan

#### **Concept: Interaction of Ideas**

**Questions:** *What ideas were interacting? What conflict(s) did this cause? What changed as a result?*

Examples:

- Printing press and Scientific Revolution
- Enlightenment
- Japanese cultural development
- Revolutions (American, French, Haiti, others)

#### **Concept: Interaction of Cultures**

**Questions:** *What cultures were interacting? What conflict(s) arose from the interaction? What resulted from the interactions?*

Examples:

- Japan's reaction to foreign cultures (Buddhism, foreign trade, European missionaries)
- Blending of Spanish, native, and African cultures in Latin America
- Style of Ottoman rule over other cultures (Religious tolerance, legal system, taxation)

#### **Historical Thinking Skills**

Be prepared to use the following skills from this unit. Keep in mind HOW to use the skills and WHY they are important when learning about the past from primary sources.

- Making Generalizations (See Skills Practice Sheet)
- Analyzing Historical Images and Asking Questions (See Skills Practice Sheet)
- Analyzing Sources for Perspective (See Skills Practice Sheet)

## Unit 2: Global Forces Change the World

### Concept: The Forces of Change

**Questions:** *What are the forces of change? What is an example of each of them from the 1800s? From today?*

- Industrialism, Communication, Nationalism, Democracy

**Question:** *How did the forces of change influence nations and empires?*

Each of the case studies below provides examples of how the four forces of change shaped the world. Review the case studies and be able to answer the following “big picture” questions:

- How did the world become more interdependent through these forces of change, especially industrialism?
- Why did power structures in the world change to favor industrial over non-industrial nations? How did industrial nations maintain their position?
- How did imperialism affect nations and people around the world?
- How and why did people and nations resist imperialism? How effective were resistance efforts? Why?

### Case Study Examples:

#### • Great Britain

- Development of industrial economy and shift in global economic power
- Social, political, economic, and environmental impacts (pollution, working/living conditions, rise of middle class, government support of industry)
- Social reform movement response
- Nationalism spurs imperialism

#### • China

- Reasons for and results of limiting industrialism
- Imperialist nations weakened the power of the Qing Dynasty (spheres of influence, Opium War)
- Origins and results of resistance to imperialism (ex., Opium War, Taiping and Boxer Rebellions)

#### • Mexico

- Efforts to establish democracy, industrialism
- Impact of foreign-dominated industrial economy (ex., economic inequality, instability, reliance on foreign nations- U.S.)

#### • India

- Impact of British influence and control (economic, political, social)
- Resistance to imperialism through nationalism and democracy (Sepoy Rebellion)

#### • South Africa

- Cause and effect of British colonization (mining)
- Resistance to imperialism (Boer Wars)
- Development of apartheid

#### • Africa

- Impact of 1884 Berlin Conference

**Question:** *How did the forces of change affect the way people lived?*

- Shift from agricultural to industrial society
- Reasons for and impact of migrations and immigration
- Environmental impact of industrialization
- Social responses to changes caused by forces of change
- Scientific advances and technological improvements

### Historical Thinking Skills

Be prepared to use the following skills from this unit. Keep in mind HOW to use the skills and WHY they are important when learning about the past from primary sources.

- Analyzing Sources for Context (See Skills Practice Sheet)

## Historical Thinking Skills Practice Sheet – Modern World History A

### Writing a Multi-Paragraph Essay with a Thesis

Directions: In order to write a multi-paragraph essay, you need to decide what the question is asking. Your thesis statement will identify your main argument. Then you need to think about how you will organize your paragraphs. Use the question below and the steps of the writing process to practice writing a multi-paragraph essay with a thesis statement.

#### How did industrialization influence nations and empires?

- Describe the causes of industrialization.
- Explain the reasons why some nations industrialized before others.
- Analyze the cultural, political, or economic impacts of industrialization on societies.
- Include examples and details to support your response.

1. **Analyze the question:** What is the question asking about? What are the action words?
2. **Gather evidence:** What do you know about the essay topic? What evidence do you already have to support your response? What is the question asking about? How will you organize what you know?
3. **Draft a thesis statement:** What is the main point or argument of your response? What do you think your thesis statement will be?
4. **Organize the response:** What are the major supporting points of your essay? What evidence do you have to support each point? How will you organize your paragraphs?
5. **Write the response:** In what order will you put the information in your paragraphs? How will you summarize the response in your conclusion?
6. **Now review:**
  - a. Did you answer the entire question?
  - b. Does your evidence support your thesis statement and supporting points?
  - c. Are the facts you've included detailed and correct?
  - d. Are your main ideas summarized in the conclusion?

## **Making Generalizations**

Directions: In Unit I you learned the skill of making generalizations using information from historical sources. These generalizations used a variety of sources to make conclusions about historical events or issues. The excerpts from the sources below are observations made by Europeans upon their initial discovery of the Americas. Practice the skill of making generalizations by examining the excerpts and responding to the questions that follow.

### ***Extracts from Journal, 1492 by Christopher Columbus***

“The natives are an inoffensive people, and so desirous to possess anything they saw with us, that they kept swimming off to the ships with whatever they could find, and readily bartered [traded] for any article we saw fit to give them in return...”

### ***A Short Account of the Destruction of the Indies, 1542 by Bartolome de las Casas***

“God made all the peoples of this area [Hispaniola], many and varied as they are, as open and as innocent as can be imagined...They are innocent and pure in mind and have a lively intelligence, all of which makes them particularly receptive to learning and understanding the truths of our Catholic faith...”

### ***Second Letter to Spanish King Charles V, 1520 by Hernan Cortes***

“This city has many public squares, in which are situated the markets and other places for buying and selling...jewels of gold and silver, lead, brass, copper, tin, precious stones, bones, shells, snails, and feathers...”

(Source for all excerpts: *Internet World History Sourcebook*)

What issue is being discussed in the excerpts above?

What generalization can you make about the issue discussed in these sources?

### Analyzing Historical Images

Directions: In Unit I you analyzed several images depicting various events, people, places, and artifacts. Remember, historical images can be very complex and the message is not always clear. Like other historical sources, images are influenced by the point of view of the artist, the events of the time (historical context), and the views and experiences of those analyzing the image. Practice the skill of analyzing historical images by examining the image below and responding to the question that follows.

#### **“Pintura de Castas: From Spaniard and Mulatto, Morisca” by Miguel Cabrera, 1763**



(Source: *Wikipedia commons*)

What are three questions you would ask to analyze this historical image?

- 1.
- 2.
- 3.

### **Perspective Analysis**

Directions: In Unit I, you learned that historical sources such as diary entries, speeches, and government documents are influenced by the perspective of the person who created them.

When you read historical sources, you should start by asking yourself: *Who created this source and why?* To answer this question you should think about the beliefs and values of the author, and their motivation for writing. Their perspective could be influenced by factors such as their audience, gender, religion, occupation, education, and social status. Practice the skill of perspective analysis by reading the document below and answering the questions that follow.

***Acceptance of Proven Truth, 1616, a letter to a defender of Copernicus’s Heliocentric theory written by Cardinal Bellarmine, an official of the Roman Catholic Church.***

“If there were a real proof that the Sun is in the center of the universe, that the Earth is in the third heaven and that the Sun does not go round the Earth but the Earth round the Sun, then we should have to proceed with great circumspection [care] in explaining passages of Scripture which appear to teach the contrary [opposite].

But, as for myself, I shall not believe that there are such proofs until they are shown to me. In case of doubt we ought not to abandon the interpretation of the sacred text [Bible] as given by the holy Fathers.”

(Source: *Wikipedia commons*)

Who is the author of the source?

How are the author’s views influenced by their background and historical context? Explain.

## Context Analysis

Directions: In Unit II you learned that context is the setting of a historical event, and can influence the content and perspective of the document. In order to identify the context, you asked the question: *When and where was this source created?* Context helps us understand the behavior, thinking, and motivations of the authors of historical documents. Practice the skills of context analysis by reading the document below and answering the questions that follow.

### **Lin Tse-Hsu, Chinese scholar and official of the Qing Dynasty** ***Open Letter to Queen Victoria, 1839***

“...Yet there are barbarian [English] ships that strive to come here for trade for the purpose of making a great profit. The wealth of China is used to profit the barbarians...By what right do they then in return use the poisonous drug to injure the Chinese people? I have heard that the smoking of opium is very strictly forbidden by your country; that is because the harm caused by opium is clearly understood.

Suppose there were people from another country who carried opium for sale to England and seduced [tricked] your people into buying and smoking it; certainly your honorable ruler would deeply hate it and be bitterly aroused. We have heard that your honorable ruler is kind and benevolent. Naturally you would not wish to give unto others what you yourself do not want.”

(Source: *Internet World History Sourcebook*)

What issue or event is described in the document?

When and where was this document created?

Describe the historical context related to the event/issue in the document.

How might the historical context have influenced the author’s message in the above excerpt?