

Material: All Classroom Notes and Discussions

Text: Prologue, Chapter 5, 6, 7, 8, 9, 10, 11, 12, and 13, 14, 15, 16, 17, and 19

Ideas and Concepts:

1. What ideas of Greece and Rome can be found in modern democracies?
2. Know the beliefs of these thinkers: Locke, Montesquieu, Rousseau, Voltaire, Jefferson and Madison
3. What major impact did monotheistic religion have on the development of democracy?
4. What is the Magna Carta? Why is it important in democracy?
5. Who were king and queen as the French Revolution began?
6. What is the key difference between the French and American Revolution?
7. What was the symbolic start of the French Revolution?
8. Who was Robespierre and what did he do?
9. Why did Napoleon come to power?
10. Who is Klemens von Metternich? What did he do? What were his goals at the Congress of Vienna?
11. What were the outcomes of the Congress of Vienna?
12. Who was Otto von Bismarck?
13. Give 3 reasons why the industrial revolution started in England.
14. What impact did industrialization have on the growth of cities?
15. What was living in a city like in the industrial revolution?
16. What were the working conditions of factories?
17. What happened to social classes as a result of the industrial revolution?
18. Discuss child labor. What kind of work did children do during the Industrial Revolution?
19. Who is Adam Smith? What did he do?
20. Who is Karl Marx? What impact did he have?
21. Describe some of the key inventions of the industrial revolution.
22. What were the motives behind imperialism?
23. What happened at the Berlin Conference?
24. What were the key causes of WWI?
25. During WWI, what powers made up the Central Powers and what countries were the Allies?
26. What new weapons of war were first used in WWI? What impact did these new killing machines have?
27. What was Germany's policy of unrestricted submarine warfare?
28. What brought the United States into WWI?
29. What was the treaty of Brest Litovsk and its significance?
30. What were Woodrow Wilson's 14 points?
31. Who wanted what at the Treaty of Versailles and what were the major outcomes? Include how Germany was punished and what peacekeeping organization was formed.
32. Who were the "lost generation"?
33. Explain the key events that led up to the Russian Revolution. Include Lenin in your explanation.
34. Who was Stalin? What did he do?
35. Compare and contrast fascism and communism

World History 2nd Semester Final Exam Study Guide

Peggy J. Martin



World History 2nd Semester Final Exam Study Guide:

Directory of Distance Learning Opportunities Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation

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Study Guide Pearson, Jeanne Ellis Ormrod, 2005-11-21

When I Fell Michael Murphy, 2021-01-05 16 seconds That's how long it takes to fall two stories That's how long it takes for life to change When Michael Murphy was 21 he fell off a roof at college and landed flat on his back severing his spine They say that nobody understands their own traumatic injury just after it happens but Michael did Every person falls They fall short in school in life in work and in love Their lives sometimes feel punctuated by those downfalls the rejection letters the unrequited love the missed promotions the life altering traumas Everyone falls But then what When I Fell is a true tale of going from abled to disabled to empowered It combines the story surrounding Michael's recovery with the science of resiliency and thriving what psychologists are now calling Posttraumatic Growth PTG to teach readers how to hit home runs when life throws them curves Befitting new mainstream acceptance for disabilities When I Fell is as much a memoir as it is a message It features the five principles established by Drs Tedeschi and Calhoun the pioneers who coined the phrase in the 1990s for scientific validation to bring PTG further into the public eye

How to Innovate Mary Moss Brown, Alisa Berger, 2014-12-04 As the authors state Without rethinking how what when where and why we are teaching technology will merely be an expensive way of making the existing system faster and flashier In How to Innovate Mary Moss Brown and Alisa Berger founding co principals of the NYC iSchool apply their extensive on the ground experience to demonstrate a radically different approach to school transformation They introduce a scalable model of how schools can and should redefine themselves to better meet the needs of 21st century students Using a framework built around four critical levers for school change curriculum culture time and human capital the NYC iSchool model merges the teaching of big ideas and valuable skills with the realities of accountability academic preparation and adolescent development The book includes more than 20 activities that will help educators begin the process of school transformation whether they want to focus on a single program one area of change or engage in a full scale whole school improvement effort This accessible practical and inspiring resource is designed to be used over and over again in any context despite the

constantly changing climates in which schools operate Reimagining school and creating more schools like the iSchool must be our highest national priority All students need to graduate from high school and college innovation ready as well as prepared for the complex challenges of continuous learning and citizenship in the 21st century Time is running short I urge you to read this book with urgency From the Foreword by Tony Wagner expert in residence at the Harvard University Innovation Lab founder and co director of the Change Leadership Group at the Harvard Graduate School of Education Public education mistakenly relies on a 19 century model to teach kids in the 21st century Moss Brown and Berger decided to change this by opening the iSchool in New York City and creating a whole new approach to how schools work They succeeded wildly and having walked the walk they now talk the talk so others can follow on the trail they blazed Joel Klein former Chancellor of the New York City Department of Education 2002 2011 Those who strive to create or transform a school will learn much from the shining example of these two fearless principals As learning contexts change with the rising tides of technology Moss and Berger focus above all on human and intellectual growth in schools Their NYC iSchool offers hope for increasing imagination equity and depth in the face of the gathering storm of standardization Kathleen Cushman co founder of What Kids Can Do and author of The Motivation Equation Moss Brown and Berger launched one of the first schools to blend personalized instruction and community connected engaging projects Anyone interested in a picture of next generation learning and the inside story of creating a great school should read this book Tom Van der Ark CEO of Getting Smart Mary Moss Brown and Alisa Berger are the founding co principals of the NYC iSchool and are currently working as the founding partners in Novare Schools a consulting group that focuses on school leader coaching school design innovation and transformation [United States Air Force Academy](#) United States Air Force Academy, [Annual Catalogue](#) United States Air Force Academy, 1984 **Faith Ed** Linda K. Wertheimer, 2016-08-23 An intimate cross country look at the new debate over religion in the public schools A suburban Boston school unwittingly started a firestorm of controversy over a sixth grade field trip The class was visiting a mosque to learn about world religions when a handful of boys unnoticed by their teachers joined the line of worshippers and acted out the motions of the Muslim call to prayer A video of the prayer went viral with the title Wellesley Massachusetts Public School Students Learn to Pray to Allah Charges flew that the school exposed the children to Muslims who intended to convert American schoolchildren Wellesley school officials defended the course but also acknowledged the delicate dance teachers must perform when dealing with religion in the classroom Courts long ago banned public school teachers from preaching of any kind But the question remains How much should schools teach about the world's religions Answering that question in recent decades has pitted schools against their communities Veteran education journalist Linda K Wertheimer spent months with that class and traveled to other communities around the nation listening to voices on all sides of the controversy including those of clergy teachers children and parents who are Muslim Jewish Christian Sikh or atheist In Lumberton Texas nearly a hundred people filled a school board meeting to protest a teacher's

dress up exercise that allowed freshman girls to try on a burka as part of a lesson on Islam In Wichita Kansas a Messianic Jewish family s opposition to a bulletin board display about Islam in an elementary school led to such upheaval that the school had to hire extra security Across the country parents have requested that their children be excused from lessons on Hinduism and Judaism out of fear they will shy away from their own faiths But in Modesto a city in the heart of California s Bible Belt teachers have avoided problems since 2000 when the school system began requiring all high school freshmen to take a world religions course Students receive comprehensive lessons on the three major world religions as well as on Sikhism Hinduism Buddhism and often Shintoism Taoism and Confucianism One Pentecostal Christian girl terrified by idols including a six inch gold Buddha learned to be comfortable with other students beliefs Wertheimer s fascinating investigation which includes a return to her rural Ohio school which once ran weekly Christian Bible classes reveals a public education system struggling to find the right path forward and offers a promising roadmap for raising a new generation of religiously literate Americans *5 Steps to a 5 AP World History, 2008-2009 Edition* Peggy J. Martin, 2007-12-11 AP Advanced Placement Program and College Board are registered trademarks of the College Entrance Examination Board which was not involved in the production of and does not endorse this product **Honorita: A Novel in Sonata Form** Patrick Guderski, 2014-01-06 A story about classical music painting New Hollywood music television horticulture joy trauma and a young girl s audition at Juilliard It s 1993 in San Francisco and Honorita the only child of a family of classical musicians is the sole inheritor of a beautiful upper middle class home located in St Francis Wood Living alone after having been recently bereft of her godfather she dwells in a state of despair while she aimlessly embarks on a college career However a visit by a person from her godfather s past a new best friend at school and the competing interests of two tumultuously enamored boys reignite her sense of direction which culminates in a whirlpool of perseverance euphoria tragedy and rage revolving around a life changing audition at Juilliard The novel itself is woven into a tapestry of allusions and asides to art history cinema pop culture painting music theory and gardening In depth references to Baroque Classical Romantic Impressionist and Modernist periods of music along with their composers abound The Zeitgeist of popular music in 1993 namely the catapulting alternative rock and grunge scenes also figures significantly into the events that unfold **Private Secondary Schools** Peterson's, 2011-05-01 Peterson s Private Secondary Schools is everything parents need to find the right private secondary school for their child This valuable resource allows students and parents to compare and select from more than 1 500 schools in the U S and Canada and around the world Schools featured include independent day schools special needs schools and boarding schools including junior boarding schools for middle school students Helpful information listed for each of these schools include school s area of specialization setting affiliation accreditation tuition financial aid student body faculty academic programs social life admission information contacts and more Also includes helpful articles on the merits of private education planning a successful school search searching for private schools online finding the perfect match paying for a

private education tips for taking the necessary standardized tests semester programs and understanding the private schools admission application form and process **Private Secondary Schools: Traditional Day and Boarding Schools**
Peterson's,2011-05-01 Peterson s Private Secondary Schools Traditional Day and Boarding Schools is everything parents need to find the right day or boarding private secondary school for their child Readers will find hundreds of school profiles plus links to informative two page in depth descriptions written by some of the schools Helpful information includes the school s area of specialization setting affiliation accreditation subjects offered special academic programs tuition financial aid student profile faculty academic programs student life admission information contacts and much more **Catalogue of the Trustees, Officers, and Students of the Oberlin Collegiate Institute** Oberlin College,1911 Bulletin Oberlin College,1918 *Resources in Education* ,1998

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