

# World History 2<sup>nd</sup> Semester Final Exam Review Sheet

**What is historically significant about these terms;**

Huguenots	divine right	mercenary	Segregation	abolition movement
electorate	Louisiana Purchase	Trade balance	trade surplus	trade deficit
mercantilism	Jamestown	Monroe Doctrine	Hermit Kingdom	French Indochina
total war	stalemate	neutrality	Bolsheviks	Central Powers
republic	scorched earth	social darwinism	reparations	propaganda
privateers	guillotine	gulag	apartheid	flappers
Gestapo	totalitarian state	Nuremberg Laws	nationalism	Nazism
Facism	Hiroshima	appeasement	Nuremberg Trials	blitzkrieg
anti-semitism	Rosie the Riveter	Manhattan Project	Kamikaze	D-Day
Communism	Truman Doctrine			

**Who led the first successful mission to circumnavigate the globe?**

**Ferdinand Magellan**

**How did European expansion of the slave trade affect African states in the 1600s and 1700s?**  
**African states began to compete and kidnap enemies to dominate the slave trade.**

**What did the islands that Columbus discovered on his voyage become known as?**

**The West Indies**

**How did Europeans usually acquire African captives for the slave trade?**

**African traders brought captives to ports.**

**What was significant about the settlement at Cape Town, South Africa?**

**First permanent European settlement in Africa**

**To conquer the Aztec empire, Hernán Cortés formed alliances with conquered people who hated the Aztecs.**

**This conquistador conquered present day Peru, Ecuador and Chile. Pizarro**

**The English colonies of Massachusetts, Pennsylvania, and Maryland were mainly set up as havens for persecuted religious groups.**

**When he encountered the Taíno people in the West Indies, Christopher Columbus claimed their land for the Spanish king.**

**What was the basic ideology of The Enlightenment? Science and intellectual explanations as opposed to superstition, intolerance and abuses in church and state.**

# World History 2nd Semester Final Exam

**Alan J. Singer**



## **World History 2nd Semester Final Exam:**

*United States Air Force Academy United States Air Force Academy, Annual Catalogue United States Air Force Academy, 1984* Annual Catalog - United States Air Force Academy United States Air Force Academy, 1971 *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 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 to 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 A Companion to World History Douglas Northrop, 2014-12-15 A COMPANION TOWORLD HISTORY This new volume offers insightful reflections by both leading and emerging world historians on approaches methodologies arguments and pedagogies of a sub discipline that has continued to be in flux as well as in need of defining itself as a relevant alternative to the traditional national regional or chronological fields of inquiry Choice The focus on the practicalities of how to do world history probably gives it its edge Its thirty three chapters are grouped into sections that address how to set up research projects in world history how to teach it how to get jobs in it how to frame it and how it is done in various parts of the globe It is an actual handbook in other words as opposed to a sample of exemplary work English Historical Review A Companion to World History offers a comprehensive overview of the variety of approaches and practices utilized in the field of world and global history This state of the art collection of more than 30 insightful essays including contributions from an international cast of leading world historians and emerging scholars in the field identifies continuing areas of contention disagreement and divergence while pointing out fruitful directions for further discussion and research Themes and topics explored include the lineages and trajectories of world history key ideas and methods employed by world historians the teaching of world history and how it draws upon and challenges traditional approaches and global approaches to writing world history By considering these interwoven issues of scholarship and pedagogy from a transnational interregional and world global scale fresh insights are gained and new challenges posed With its rich compendium of diverse viewpoints A Companion to World History is an essential resource for the study of the world s past **Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy**

United States Air Force Academy,1994      **Connecting the Dots in World History, A Teacher's Literacy Based Curriculum** Chris Edwards,2015-12-04 In his previously written articles and books Chris Edwards has argued that Teaching should be considered a field that is separate from both the field of Education and from the content area fields Teaching is a field which synthesizes content and method for classroom application All of the other major intellectual fields have a canon of works which practitioners can learn from and add to but Teaching does not The Connecting the Dots in World History A Teacher s Literacy Based Curriculum series changes this by showing how effective a teacher generated curriculum can be These books can inspire other teachers to create their own curriculums and inspire a change in the way that the public views teachers and teaching      **5 Steps to a 5 AP World History, 2012-2013 Edition** Peggy J. Martin,2011-06-10 A Perfect Plan for the Perfect Score We want you to succeed on your AP exam That s why we ve created this 5 step plan to help you study more effectively use your preparation time wisely and get your best score This easy to follow guide offers you a complete review of your AP course strategies to give you the edge on test day and plenty of practice with AP style test questions You ll sharpen your subject knowledge strengthen your thinking skills and build your test taking confidence with Full length practice exams modeled on the real test All the terms and concepts you need to know to get your best score Your choice of three customized study schedules so you can pick the one that meets your needs The 5 Step Plan helps you get the most out of your study time Step 1 Set Up Your Study Program Step 2 Determine Your Readiness Step 3 Develop the Strategies Step 4 Review the Knowledge Step 5 Build Your Confidence Topics include The World History Environment and Periodization Development of Agriculture and Technology Structure of Early Civilizations Rise of Classical Civilizations Origins of World Belief Systems Interactions in the Late Classical Period The Rise and Spread of Islam The Expansion of China Changes in European Institutions Interregional Trade and Exchange Empires in the Americas Empires and Other Political Systems Hemispheric Exchange Systems of Slavery Cultural and Intellectual Changes The Industrial Revolution and Social Changes Demographic and Environmental Developments World Trade Political Revolutions Western Imperialism World Wars and Depression The Cold War and the Postwar Balance of Power End of the Cold War and Nationalist Movements Global Trade Technological Developments Social Changes Demographic and Environmental Developments

Studies in World History Volume 3 (Teacher Guide) James P. Stobaugh,2014-04-01 Teacher guides include insights helps and weekly exams as well as answer keys to easily grade course materials Help make your educational program better use a convenient teacher guide to have tests answer keys and concepts An essential addition for your coursework team your student book with his convenient teacher guide filled with testing materials chapter helps and essential ways to extend the learning program      **Studies in World History Volume 1 (Teacher Guide)** James P. Stobaugh,2014-02-01 Teacher guides include insights helps and weekly exams as well as answer keys to easily grade course materials Help make your educational program better use a convenient teacher guide to have tests answer keys and concepts An essential addition for

your coursework team your student book with his convenient teacher guide filled with testing materials chapter helps and essential ways to extend the learning program

**Pageant World History** Gerald Leinwand,1990 Dear students I want to share a dream with you I dreamed that a young person of 14 whom I was going to be teaching would become president of the United States during the first half of the twenty first century As a teacher I was struck by this immense responsibility What should I teach my student about the world as preparation for this awesome task How could my world history class help this person to mature into an intelligent and humane president and leader of the free world

**Mississippi's Black Cotton** John Obee,MacArthur Cotton,2025-05 The literature of the civil rights movement is replete with stories about the major actors in the movement including for example Martin Luther King but there is little focus on the MacArthur Cottons of the era the young Black men and women who at great risk to their physical and mental health chose to become involved in the movement when so many others chose not to Without these young Black people there would have been no movement and what was accomplished with the Civil Rights Acts of the 1960s would never have happened This was particularly true in Mississippi the most repressive of all fifty states and one that had sponsored state terrorism to ensure that white supremacy reigned supreme Despite having no real reason to believe that change could happen MacArthur Cotton and those like him believed that they had to act In MacArthur s case his actions were in the tradition of his activist family and he relates his involvement with many of the important figures in the Mississippi movement such as Medgar Evers and Fannie Lou Hamer Importantly he also honors others like him who are largely unknown to history such as the Greenes and McGees in Greenwood who were waging their own war against their oppressive state While having been imprisoned many times and having lived in a constant state of terror Cotton persisted as a foot soldier in a war and as with all veterans of wars was left with emotional and psychological scars Despite the toll that it took on him as a person however he remains a committed activist to this day

**Teaching History with Big Ideas** S. G. Grant,Jill M. Gradwell,2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don t we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring

**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      **Studies in World History Volume 2 (Teacher Guide)** James P.  
 Stobaugh,2014-03-18 Teacher guides include insights helps and weekly exams as well as answer keys to easily grade course  
 materials Help make your educational program better use a convenient teacher guide to have tests answer keys and concepts  
 An essential addition for your coursework team your student book with his convenient teacher guide filled with testing  
 materials chapter helps and essential ways to extend the learning program      **Graduate Programs in the Humanities,  
 Arts & Social Sciences 2014 (Grad 2)** Peterson's,2013-11-22 Peterson s Graduate Programs in the Humanities Arts Social  
 Sciences 2014 contains comprehensive profiles of more than 11 000 graduate programs in disciplines such as applied arts  
 design area cultural studies art art history conflict resolution mediation peace studies criminology forensics language  
 literature psychology counseling religious studies sociology anthropology archaeology and more Up to date data collected  
 through Peterson s Annual Survey of Graduate and Professional Institutions provides valuable information on degree  
 offerings professional accreditation jointly offered degrees part time and evening weekend programs postbaccalaureate  
 distance degrees faculty students requirements expenses financial support faculty research and unit head and application  
 contact information There are helpful links to in depth descriptions about a specific graduate program or department faculty  
 members and their research and more There are also valuable articles on financial assistance the graduate admissions  
 process advice for international and minority students and facts about accreditation with a current list of accrediting  
 agencies      Emily 2 Jeremy Wells,Emily Wells,2014-08-08 What would you do to bring hope to your dying son or daughter  
 afflicted with leukemia Would you permit your son or daughter to experience life while facing their expected death Emily was  
 twelve when diagnosed with leukemia She met seventeen year old Jeremy who would become her anchor to give her strength  
 when she was weak to give her hope when she felt all was lost and to give her unqualified love and support to hold onto when  
 she was lost frightened or simply unable to do for herself Emily wanted to experience life before she faced her own death  
 Emilys mother reluctantly allowed her to secretly marry Jeremy before God and in her presence since underage marriage was  
 forbidden by society Emilys story was told in the book titled Emily Emily brought hope to young cancer patients who simply  
 want to experience life before facing their probable death This book chronicles Emily and Jeremys fight to change the rules  
 and allow qualifying sick children to marry and experience life before facing death Emily states Is that really so much to ask  
 Child Welfare says Yes it is Underage girls can marry if they are pregnant but underage sick and dying children should never  
 be permitted to marry unless the cancer patient gets pregnant See who prevails in this battle to bring life and dignity to  
 young cancer patients who just want to live even if living is but a moment in time      **Opening Up Education for**

**Inclusivity Across Digital Economies and Societies** Ordóñez de Pablos, Patricia, Lytras, Miltiadis D., Zhang, Xi, Chui, Kwok Tai, 2019-03-15 The evolution of information technologies mobile devices and social media as well as the needs of students workers and academics have experienced rapid changes in the past several years This complex and dynamic reality requires new forms of delivery of learning content to students the building of special learning environments and new teaching methodologies for academics Opening Up Education for Inclusivity Across Digital Economies and Societies is an essential reference source that aims to foster the international exchange of academic insights and approaches in order to broaden visibility in the development of technology for education establish an international platform for interactions on information technology and application in education accelerate innovation in education technology and analyze the latest achievements and progress in new and emerging information technology for education with a special focus on higher education institutions The book addresses applications of technology use and digital competence development in education systems around the world including both specific uses in classrooms and broader uses in national and regional policies The book is ideally designed for educators administrators policymakers managers politicians and academicians     *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     **Records & Briefs New York State Appellate Division** ,

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