**Remember that the following framework for historical thinking is what has guided us through this course. Questions will be based not just on content knowledge, but on your ability to use this framework to make connection, and analyses.**

Historical significance - **Importance at the time, Impact on the future (through change), Contribution to understanding the past and/or present.** ​

Continuity and change - Events help to keep the status quo, or help to change (progress/decline). Helps us look at events and determine importance.

Cause and consequence - The **causes** of historical events are usually multiple and complex—there is never just one cause. **Intentional/Unintentional.  
Consequences:**short-term, long-term, unintentional (think cell phones impact on human interaction/language).

Historical perspective - understanding the people of the past—understanding historical **perspectives** or **points of view**.   
Understanding the perspective of historical figures involves **inferring** (making an educated guess) about how they felt and thought, based on evidence, avoid **presentism**.

Ethical judgements- After a fair examination of the past, an **ethical judgement** can help us to "remember and respond to contributions, sacrifices, and injustices of the past."

Matching:

1. Each event represents a shift in ideas. Match the event with the change in ideas.

i. \_\_\_\_ Meeting of the Estates General A) Power no longer derived from church

ii. \_\_\_\_ Forming of the National Assembly B) The Third Estate becomes a legislative body

iii. \_\_\_ Tennis Court Oath C) One man takes power to protect the people

iv. \_\_\_\_\_ Storming of the Bastille D) People swear to finish what they started

v. \_\_\_\_ Declaration of the Rights of Man E) All men have rights: Liberty, Equality, Fraternity

vi. \_\_\_\_ Execution of Louis XVI F) Fearing loss of freedom, we kill/take away freedom

vii. \_\_\_\_\_ Reign of Terror G) Monarch recognizes the people have rights

viii. \_\_\_\_ Coup d’etat of Napoleon H) A strike against a symbol of power/gaining weapons

ix. \_\_\_\_ Coronation of Napoleon I) Treason is against the nation, not the king

8. Match the Enlightenment thinker to his basic idea:

i. Locke \_\_\_\_Everyone is equal

j. Rousseau \_\_\_\_Freedom and Tolerance of all Religions

k. Hobbes \_\_\_\_People are reasonable and should have rights

l. Voltaire \_\_\_\_People are naturally good/ society corrupts them

m. Descartes \_\_\_\_Government needs three separate branches

n. Montesquieu \_\_\_\_People are naturally selfish and need imposed order

Section 1: Matching definitions (10 marks) **Mandatory Section**

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_a system of government in which the rulers try to control all aspects of peoples' lives.
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_strong leaders or ***juntas*** (military governments), who demand obedience.
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ political philosophy glorifying the state above the individual, strong central government led by dictator
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ preparing for war, both civilian and military.
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ “divine wind”, fighters who saved Japan from Kublai Khan, and fighter/bomber pilots of Japan involved in suicide missions.
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ based on a set of beliefs.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ those of cultural or historical decent, possibly from a geographic region.
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The act of taking and holding foreign territory.
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ The physical extermination of people.
10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what we might call those people who aided in finding and exterminating Jewish people.

Kamikaze, occupation, dictator, ethnic, totalitarian, mobilization, collaborators, fascism, genocide, ideological

Short Answer:

1. What is the enlightenment?
2. Define Industrial Capitalism
3. Define Socialism
4. Define Liberalism
5. What are the three factors we use in assessing historical significance?
6. What are the Three Estates and what are the differences / similarities between them?
7. What is our estimate of the number of Jews killed during the Holocaust? (1)
8. What is the Hebrew word for the Holocaust? (1)
9. Name the leaders of the following countries, during World War II, in the order in which they are listed: Italy, Germany, England, Russia, Canada, France, and Japan. (7)
10. Define Anti-Semitism? (1)
11. Name the first major battle of World War I, where we see a definite change in tactics, and a new method of warfare emerge. (1)
12. How did the First World War end?
13. What is total war? How is it evident in World War II?
14. What were the general causes of World War II?
15. There are 4 causes of revolution, name them and give examples for each from the French Revolution.

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| 1. New Ideas | 2. Social Conflict |
|  |  |
| 3. Economic Issues | 4. Political Conflict |
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Long Answer

1. Is the French Revolution Historically Significant? Explain your answer using the three factors.
2. What ideology promotes laissez-faire? What does laissez-faire mean in terms of government regulation?
3. What is the significance of Manchester and Liverpool? How are they connected and what does this create? Furthermore, how might this connection, coupled with the industrial revolution, have led to complications in World War I?
4. Give examples of each of the causes of revolution, as they apply to the Industrial Revolution.
5. What was the enclosure movement and how did it help create the trend in urbanization?
6. What would John Stuart Mill’s views on Liberalism look like in our school? What would it mean for school rules?
7. Give 5 examples of things that changed after the Industrial Revolution. What major changes in our society were caused by the Industrial Revolution (note, this is not asking about the changes that occurred during).
8. What were the causes of World War I?
9. What had changed from previous wars which led to a new form of warfare? What was that warfare? Why did it occur? What was the effect of these changes?
10. Was the First World War historically significant? How do you know?
11. Would you consider the First World War a revolution? Why? Think of the 4 causes of revolutions.
12. Is the Treaty of Versailles historically significant? Why or why not?
13. What caused the Treaty of Versailles to be written the way it was? Think of France’s Prime Minister George Clemenceau’s aims. Think of Britain’s Prime Minister David Lloyd George’s Aims. Think of American President Woodrow Wilson’s Aims.
14. What were the consequences of the Treaty of Versailles? **Review hint: National Self-determination leads to rise of Nazis, Rise of Communism, States claiming territories based on ethnic background, Israel being created after WWII, in conjunction with Holocaust repercussions.** How far can we see the connections reaching?
15. What is one thing not already discussed in previous questions regarding the First World War, which you learned and found interesting?
16. Democracy, Communism, and Fascism were the political ideologies that ruled the inter-war period, into the Second World War. Why are these ideologies important? To which countries do they relate? How do these ideologies impact the inter-war period?
17. What was the name of the government implemented in Germany after World War I? What form of government was it? What events in the world and in Germany caused this government to fail?
18. Why might we say that the Second World War was the beginning of modern terrorism? Explain with examples, and events.
19. Describe Hitler’s Final Solution? How might the Final Solution have contributed to Nazi Germany’s defeat?
20. How did the Holocaust impact Europe and the rest of the world after the war? <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005129>

<http://news.harvard.edu/gazette/story/2010/06/a-rippling-effect-of-the-holocaust/>

1. What were the consequences of World War II? Positive and Negative **Note: Think of the aftermath, think of the political situation, think of the changes in weapons.**

Personal Response / Analytical Question

***PICK ONE OF THE FOLLOWING***

1. Choose one unit we have studied and discuss why you feel it has created the most lasting change on our society, compared to the others.
2. Choose one unit we have studied and discuss why you feel it is the most historically significant, compared to the others.
3. Choose one unit we have studied and discuss why you feel it has had the most positive consequences for human history, compared to the others.
4. In general terms, and by giving examples, explain what has changed in human history since the Enlightenment. What has stayed the same? (Continuity and Change)

Section 4: Analyzing Visual Texts:

1. Evaluate and analyze the Nazi propaganda poster on the board. What is the message? How is it being conveyed (visuals and text combine to create meaning). One will be chosen from the gallery notes on the website.
2. Read the following primary source, analyze it. What time period does it come from? Identify the author in general terms. Discuss bias. Is this primary source historically significant?



1. Examine the picture and use your critical viewing skills to determine what is being said. NOTE: The cartoon appeared in PUNCH magazine, July 15th, 1848, depicting Ireland (left) and America(right)

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| Observation | Interpretation |
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