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| **Revolutions [190164]** | |
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| Class |  |
| Date |  |

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| **1.** | **Use the list below to answer the question.**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Causes of              ?                 |  |  | | --- | --- | | • | Expansion of trade | | • | Challenges in navigation | | • | Interest in classical texts and art | | • | Expansion of universities | |   **What best completes this list?** |
|  | |  |  | | --- | --- | | **A.** | European Exploration | |
|  | |  |  | | --- | --- | | **B.** | Political Reform in the Americas | |
|  | |  |  | | --- | --- | | **C.** | Scientific Innovations | |
|  | |  |  | | --- | --- | | **D.** | Economic Reforms | |
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| **2.** | **How did the ideas of the Enlightenment philosophers most influence popular revolutions in France and in the United States?** |
|  | |  |  | | --- | --- | | **A.** | by explaining that society could be improved through scientific discovery | |
|  | |  |  | | --- | --- | | **B.** | by challenging the belief in the divine right of kings | |
|  | |  |  | | --- | --- | | **C.** | by stressing the importance of military strength | |
|  | |  |  | | --- | --- | | **D.** | by examining other countries as models of self-government | |
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| **3.** | **Which statement best completes this sequence?**   |  | | --- | | \\10.32.148.121\internet\SiteFiles\homebase\Files\assess_files\bf0850ac-578d-4d1f-8cd8-63c44e9ee97b\I270497_7.jpg | |
|  | |  |  | | --- | --- | | **A.** | Religion becomes more prevalent in everyday life | |
|  | |  |  | | --- | --- | | **B.** | Rural communities become more isolated | |
|  | |  |  | | --- | --- | | **C.** | Monarchs gain authority in European nations | |
|  | |  |  | | --- | --- | | **D.** | Scientific innovations are introduced in Europe | |
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| **4.** | **Galileo made an important contribution to science by** |
|  | |  |  | | --- | --- | | **A.** | discovering the origins of stars. | |
|  | |  |  | | --- | --- | | **B.** | determining the causes of eclipses. | |
|  | |  |  | | --- | --- | | **C.** | providing evidence for a heliocentric universe. | |
|  | |  |  | | --- | --- | | **D.** | proving the existence of other planets. | |
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| **5.** | **Below are some descriptions of an invention.**   |  | | --- | | •  Invented in Germany in 1448  •  Used movable blocks to set type  •  Some blocks created to replicate      handwriting |   **How did this invention contribute to the Scientific Revolution?** |
|  | |  |  | | --- | --- | | **A.** | by conducting new physical experiments | |
|  | |  |  | | --- | --- | | **B.** | by performing complex mathematical computations | |
|  | |  |  | | --- | --- | | **C.** | by enhancing the study of astronomy | |
|  | |  |  | | --- | --- | | **D.** | by expanding access to new ideas | |
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| **6.** | **Which pair of documents was influenced by this Enlightenment idea?**   |  | | --- | | Man is born free; and everywhere he is in chains.  —Jean Jacques Rousseau | |
|  | |  |  | | --- | --- | | **A.** | Mayflower Compact and English Bill of Rights | |
|  | |  |  | | --- | --- | | **B.** | The Treaty of Paris and Rights of Man | |
|  | |  |  | | --- | --- | | **C.** | Declaration of Independence and Declaration of the Rights of Man | |
|  | |  |  | | --- | --- | | **D.** | The Federalist Papers and Magna Carta | |
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| **7.** | **How does this excerpt demonstrate the influence of the French Revolution on other countries?**   |  | | --- | | We have been harassed by a conduct which has not only deprived us of our rights but has kept us in a sort of permanent infancy with regard to public affairs. If we could at least have managed our domestic affairs and our internal administration, we could have acquainted ourselves with the processes and mechanics of public affairs.  —Simón Bolivar, The Jamaica Letter, 1815 | |
|  | |  |  | | --- | --- | | **A.** | It emphasized the need for foreign alliances. | |
|  | |  |  | | --- | --- | | **B.** | It helped introduce the idea of political equality. | |
|  | |  |  | | --- | --- | | **C.** | It inspired the attainment of economic self-sufficiency. | |
|  | |  |  | | --- | --- | | **D.** | It presented guidelines for establishing an education system. | |
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| **8.** | **To which cause is Wilberforce referring?**   |  | | --- | | I take courage-I determine to forget all my other fears, and I march forward with a firmer step in the full assurance that my cause will bear me out. . . .   —William Wilberforce, 1789 | |
|  | |  |  | | --- | --- | | **A.** | improving conditions for factory workers | |
|  | |  |  | | --- | --- | | **B.** | extending voting rights to freed slaves | |
|  | |  |  | | --- | --- | | **C.** | ending the practice of slavery | |
|  | |  |  | | --- | --- | | **D.** | limiting the use of child laborers | |
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| **9.** | **What was a primary focus of the Enlightenment philosophers?** |
|  | |  |  | | --- | --- | | **A.** | increasing faith by examining religious texts | |
|  | |  |  | | --- | --- | | **B.** | achieving wisdom through experiences with nature | |
|  | |  |  | | --- | --- | | **C.** | seeking progress through the expansion of human knowledge | |
|  | |  |  | | --- | --- | | **D.** | pursuing spiritual experiences through the revival of religious tradition | |
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| **10.** | **Which Parliamentary reform was Wilberforce promoting?**   |  | | --- | | I mean not to accuse any one, but to take the shame upon myself, in common, indeed, with the whole Parliament of Great Britain, for having suffered this horrid trade to be carried on under their authority. We are all guilty, we ought all to plead guilty, and not to [absolve] ourselves by throwing the blame on others. . . .   —William Wilberforce, in a speech before the House of Commons in London, May 12, 1789 | |
|  | |  |  | | --- | --- | | **A.** | closing debtors prisons | |
|  | |  |  | | --- | --- | | **B.** | abolition of slavery | |
|  | |  |  | | --- | --- | | **C.** | prohibition of alcohol | |
|  | |  |  | | --- | --- | | **D.** | regulating child labor | |
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| **11.** | **Based on these events, Mao Zedong was important to Chinese history because he**   |  | | --- | | Mao Zedong | | 1934 - became a leader of the Communist party during the Long March 1937 - fought alongside the Kuomingtang to repel invading Japanese army 1946 - led the People’s Liberation Army in the Chinese Civil War 1949 - took control of China as Chairman of the People’s Republic | |
|  | |  |  | | --- | --- | | **A.** | established the first communist government in eastern Asia. | |
|  | |  |  | | --- | --- | | **B.** | gained military support from the Japanese military. | |
|  | |  |  | | --- | --- | | **C.** | ended China’s participation in the United Nations. | |
|  | |  |  | | --- | --- | | **D.** | established a nationalist government in Taiwan. | |
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| **12.** | **Which factor contributed to both the American and French revolutions?** |
|  | |  |  | | --- | --- | | **A.** | invasion by a foreign military power | |
|  | |  |  | | --- | --- | | **B.** | resentment over differences among classes | |
|  | |  |  | | --- | --- | | **C.** | lack of fair representation in government | |
|  | |  |  | | --- | --- | | **D.** | widespread poverty among the populations | |
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| **13.** | **What was the impact of this headline on World War I?**   |  | | --- | | \\10.32.148.121\internet\SiteFiles\homebase\Files\assess_files\6cee9b58-97b8-4741-91f4-45f6e7130f2c\I270611_7.jpg | |
|  | |  |  | | --- | --- | | **A.** | It allowed Russian troops to launch a new military campaign. | |
|  | |  |  | | --- | --- | | **B.** | Other nations sought a peaceful resolution to the conflict. | |
|  | |  |  | | --- | --- | | **C.** | Russia encouraged the formation of new political alliances. | |
|  | |  |  | | --- | --- | | **D.** | It reduced the number of nations involved in the conflict. | |
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| **14.** | **Which event was a defining moment of the Radical Stage of the French Revolution?** |
|  | |  |  | | --- | --- | | **A.** | the Great Fear | |
|  | |  |  | | --- | --- | | **B.** | the Storming of the Bastille | |
|  | |  |  | | --- | --- | | **C.** | the Tennis Court Oath | |
|  | |  |  | | --- | --- | | **D.** | the Reign of Terror | |
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| **15.** | **What was one direct outcome of the events listed below?**   |  | | --- | | Spread of Nationalism in Europe 1800 – 1850 | | **•** The victories of Napoleon Bonaparte across the continent led to strong    feelings of nationalism by conquered peoples who wanted independence **•** Congress of Vienna restored traditional monarchies and maintained a    balance of power in Europe | |
|  | |  |  | | --- | --- | | **A.** | rise of revolutions based on common ethnicity | |
|  | |  |  | | --- | --- | | **B.** | centralized control of Eastern Europe in a unified empire | |
|  | |  |  | | --- | --- | | **C.** | end of political cooperation in Western Europe | |
|  | |  |  | | --- | --- | | **D.** | adoption of the use of mercenary troops | |
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| **16.** | **Which aspect of the American Revolution most influenced South American independence movements?** |
|  | |  |  | | --- | --- | | **A.** | British use of Hessian mercenary soldiers | |
|  | |  |  | | --- | --- | | **B.** | the ability to borrow money to fight a war | |
|  | |  |  | | --- | --- | | **C.** | Colonial alliances with Native Americans | |
|  | |  |  | | --- | --- | | **D.** | the ability to overthrow a colonial power | |
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| **17.** | **Which event was most influenced by this idea?**   |  | | --- | | For in all the states of created beings capable of laws, where there is no law, there is no freedom.   —John Locke, Second Treatise of Government, 1690 | |
|  | |  |  | | --- | --- | | **A.** | the nationalist unification of Germany and Italy | |
|  | |  |  | | --- | --- | | **B.** | the rise of industrial unions in England | |
|  | |  |  | | --- | --- | | **C.** | the fall of the czarist government in Russia | |
|  | |  |  | | --- | --- | | **D.** | the political revolutions in America and France | |
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| **18.** | **Which cultural development had the greatest effect on these events?**   |  | | --- | | Some Features Common to the American Revolution and French Revolution | | • Establishment of basic human rights    • Replacement of monarchy with a republic   • Elimination of aristocratic privileges | |
|  | |  |  | | --- | --- | | **A.** | the Protestant Reformation | |
|  | |  |  | | --- | --- | | **B.** | the Great Schism | |
|  | |  |  | | --- | --- | | **C.** | the Renaissance | |
|  | |  |  | | --- | --- | | **D.** | the Enlightenment | |
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| **19.** | **Use the excerpt below to answer the question.**   |  | | --- | | 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.   2. The aim of all political association is the preservation of . . . liberty, property, security, and resistance to oppression.   —Declaration of the Rights of Man, 1789 |   **The provisions in this excerpt are based on the basic principle of** |
|  | |  |  | | --- | --- | | **A.** | natural rights. | |
|  | |  |  | | --- | --- | | **B.** | checks and balances. | |
|  | |  |  | | --- | --- | | **C.** | universal suffrage. | |
|  | |  |  | | --- | --- | | **D.** | class privileges. | |
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| **20.** | **Which leader’s ideas of imperialism and militarism brought stability and order to revolutionary France?** |
|  | |  |  | | --- | --- | | **A.** | Jean-Paul Marat | |
|  | |  |  | | --- | --- | | **B.** | Maximilien Robespierre | |
|  | |  |  | | --- | --- | | **C.** | Napoleon Bonaparte | |
|  | |  |  | | --- | --- | | **D.** | King Louis XVI | |
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