

DATE AND TIME OF FINAL EXAM: _____

Global History – Second Semester Exam Preparation
Ehrke, Krychowiak, Melik, Santacroce, Weisse
Spring 2015

The following items make up your final grade:

- quarter three – 40%
- quarter four – 40%
- final exam – 20%

Key terms that have been used throughout the year / semester

- economics
- politics
- social inequality
- primary source
- secondary source

Semester II: Conflict Project / Socratic Seminar: What are the causes and effects of the _____ conflict?

Learning Targets: What you should know when you have completed this project.

1. Locate, read, and take research notes using valid primary and secondary sources.
2. Distinguish between primary and secondary sources, and describe the strengths and weakness of each.
3. Answer a historical question by developing and revising a thesis / claim and support the claim with evidence drawn from primary and secondary sources.
4. Investigate cause and effect of world conflict and write an analytical research paper.

Key terms

- conflict
- inevitable

Unit IV: Europe: The Renaissance and Reformation

Learning Targets

- Describe the Renaissance.
- Describe the causes and effects of the Reformation.
- Explain why the Reformation represents a turning point in history.
- Explain how the printing press helped to fuel both the Renaissance and Reformation.
- Explain how the Reformation helped to lessen social inequality.

Content

- Art as a tool for showing the difference between the Middle Ages and Renaissance
- Machiavelli, The Prince
- Martin Luther and the 95 Thesis
- Protestant Reformation
- invention of the printing press

Key terms:

- Renaissance
- Reformation

Unit V: Islamic Empire in the Middle East and Africa

Learning Targets

- Describe Islam, both its origins and its basic teachings.
- Explain the factors that helped Islam rise, spread, and create successful empires over a long period of time.
- Explain how the spread of Islam helped to lessen social inequality

Content

- origins of Islam
- 5 pillars / teachings of Islam
- role of the Hajj
- achievements of African empires during Medieval times (before the arrival of Europeans)

Key Terms

- monotheism
- polytheism
- hajj

Unit VI: Exploration and Exploitation

Learning Targets for exploration and exploitation: What you should know when you have completed this portion of the unit.

- Describe the following concepts: economics, Columbian Exchange, exploitation, mercantilism, Middle Passage, Imperialism
- Explain how the economic systems developed during the Age of Exploration affect the lives of people in Europe, Africa, and the Americas (Triangle Trade).
- Analyze the roles of geography and economics in European treatment of people in other parts of the world.
- Justify the following claim: God, gold, and glory fueled the era of exploration.

Content

- Guns, Germs, and Steel, Episode 2
- Triangle trade route
- God, Gold, and Glory
- DBQ: How did mercantilism influence the overseas expansion of many European countries?

Key terms

- Triangle Trade
- Middle Passage
- Exploitation

Unit VII: Enlightenment and Revolutions

Learning Targets:

- Explain how the Enlightenment influenced political change in Europe and North America.
- Explain how the Enlightenment addressed issues of social, economic, and political inequality.
- Identify and explain the causes of the French Revolution.
- Explain how well or poorly the French Revolution solved issues of social and economic inequality.

Content

- Enlightenment
- French Revolution

Key terms

- Enlightenment
- absolutism
- monarchy
- revolution
- natural right
- social contract

Unit VIII: Industrialism: Economic, Social and Political Change

Learning Targets

- Discuss the relationship between industrialism, immigration and urbanization
- Explain the changes to economic and political systems that resulted from the industrial revolution.
- Examine the impact that industrialism had on social inequality.
- Justify the following statement: The Industrial Revolution fueled both economic and political conflict.

Content

- The Industrial Revolution in Europe and the United States
- The Triangle Shirtwaist Factory fire
- the political compass - what it is
- political and economic systems relating to the Industrial world

Key terms

- immigration
- urbanization
- industrialism
- authoritarian
- libertarian
- command economy
- mixed economy
- free market economy

DATE AND TIME OF FINAL EXAM: _____

Unit IX: Imperialism and World Wars

Learning Targets

- Distinguish between the positive and negative results of imperialism.
- Examine the manner in which imperialism fueled conflict.
- Evaluate the impact of the use of non violence in Indian movement for independence.
- Describe the causes and effects of World War I.

Content

- Imperialism in Asia
- Rise of nationalism & totalitarianism
- WWI
- Russian Revolution (as it pertains to the rise of Communism, rather than in depth description)

Key terms

- imperialism
- alliance
- militarism
- nationalism
- civil disobedience
- boycott

Other items to make sure your know

Key Ideas/Concepts

Map Reading, especially latitude and longitude
Reading Charts / Graph
Interpreting Documents
Writing a good paragraph

Map/Locations

Europe	Asia	Africa
Latin America	North America	Middle East
Atlantic Ocean	Pacific Ocean	Russia
India		

DATE AND TIME OF FINAL EXAM: _____

Final Exam Format

Part I: Sections 1-3 below:

You may use one note card to assist you with this portion of the exam. The note card must

- be 3 inches by 5 inches or smaller
- be handwritten
- be turned in once you have complete portions 1-4 of the exam

1. definitions: given a word, you must write out the definition
2. map: locations and latitude/longitude
3. multiple choice: will be on scan tron

Part II: Section 4 below:

For this section of the exam you any notes or materials that you have in your possession. You may use google docs, google apps and google extensions, but you may not otherwise access the internet. This section is a DBQ (document based question). You must

- complete the DBQ chart (points TBA)
- answer the DBQ question in a single typed paragraph using a chromebook.; all paragraphs will be graded using the [rubric](#) below (20 points)

DBQ Paragraph / Analysis

Common Core-aligned rubric (9-10th Grade)
 Ms. Phyllis Santacroce, Nicolet High School
www.EssayTagger.com/rubric?code=ZK-3TNN

	Below 9-10th <i>(weakest)</i>	Beginning	Emerging	Proficient	Above 9-10th <i>(strongest)</i>
Analyze Claims & Evidence (¶) paragraph-level History/Social Studies: RH.9-10.8	Has no clear claim (1); or is unable to identify the evidence needed to support support it (2)	Claim minimally responds to prompt and evidence to support claim is minimal as well (3-4)	States a claim that generally responds to the prompt and uses evidence to support most of the claim, but not all of it. (5-6)	States a claim that responds to the prompt and uses good evidence to support the claim. (7-8)	Clearly states a claim that effectively responds to the prompt and includes the best evidence to support the claim in a coherent and concise manner. (9-10)
Supporting Facts & Details (¶) paragraph-level Writing (Hist/SS, Sci&Tech): WHST.9-10.2b	Not a clear response to the prompt (1); or few facts, definitions, details or other information are provided (2) (1-2)	Responds to the prompt with facts and details that are unclear and not well explain; if the audience has not read DBQ documents or class materials the audience will not understand the topic (3-4)	Responds to the prompt with facts, definitions, details or other information mostly drawn from class material or the DBQ documents such that the audience need not have read the original article to understand the basis of the student's paragraph. (5-6)	Responds to the prompt with facts, definitions, concrete details, quotations, or other information and examples drawn from the class material and DBQ documents such that the audience need not have read the original article to generally understand the student's analysis (7-8)	Responds to the prompt with precise language, well-chosen and relevant facts, extended definitions, concrete details, quotations, or other information and examples drawn from both class material and the DBQ documents such that the audience need not have read the original article to understand the student's analysis (9-10)
Style / Tone (¶) paragraph-level Writing (Hist/SS, Sci&Tech): WHST.9-10.2a	Style and tone are not formal; Errors in spelling and grammar greatly distract the reader (1)	Style and tone are not very formal; Errors in spelling and grammar distract the reader (2)	Attempts to establish and maintain a formal style and objective tone while following most basic rules of grammar and punctuation. Writing is somewhat concise. (3)	Establishes and maintains a formal style and objective tone while generally following basic rules of grammar and punctuation. Writing is generally concise. (4)	Establishes and maintains a formal style and objective tone while following basic rules of grammar and punctuation. Writing is concise and to the point. (5)

DATE AND TIME OF FINAL EXAM: _____

Preparing for Finals

1. Locate all old exams, quizzes, summaries and major assignments. If you are missing any of these, find someone in the class who will allow you to photocopy his/her copy.
2. Use the calendar on the Global website to review the main topics and ideas we have covered this semester. Here are links to two:
 - <https://sites.google.com/a/nicolet.us/santacrocenicolet/home/global-history>
 - <https://sites.google.com/a/nicolet.us/ehrkesocialstudies/>
3. Study the additional vocabulary words and locations included on the second page

Study Tips

1. Create flash cards and use them to study. This works very well for vocabulary terms. You may want to consider doing this online using Quizlet: <http://quizlet.com/>
2. Overview the major units and topics discussed within each unit. This is much easier to do if your class materials are organized in some way that makes sense. If your materials are not currently organized, you should begin your study efforts by getting them organized.
3. Use as many senses as possible when studying
 - write things down; write down items multiple times if you are having trouble remembering information
 - create an outline or study sheet for yourself that includes all of the major pieces of information you need to know; base your study sheet on
 - materials from the various units that address the essential questions
 - old exams
 - this study sheet
 - talk to yourself about the material; it especially helps if you say something as you write it down
 - get up and walk around as you study; it often helps to walk as you talk to yourself about the information
4. Ask a parent or another adult to quiz you.
5. Studying with a friend or classmate can be beneficial if you work collaboratively, talk through the materials, and question one another.
6. Make a list of any items that are covered on this review sheet that you are uncertain about and ask for help/clarification with these issues. You can bring them up in class or see your teacher after school.
7. Use your note card only for the material you struggle to remember. The note card should be created at the end of your studying, just before you take the final exam.
8. Locate your old DBQ materials (Unit VI on Islam and Unit VIII on Industrialism). Be sure you understand the process for completing a DBQ.
 - has a topic sentence / claim that clearly, concisely and completely answer the question
 - generally describes the topic and defines key terms
 - incorporates documents using specific quotations or portions as well as citing each.