

# 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.**

# 2nd Semester Final Exam Review World Civ

**G Psacharopoulos**



## 2nd Semester Final Exam Review World Civ:

*Annual Catalogue* United States Air Force Academy,1985      United States Air Force Academy United States Air Force Academy,1985      **Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy** United States Air Force Academy,1991      **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      **Annual Catalog - United States Air Force Academy** United States Air Force Academy,1971      *Undergraduate Announcement* University of Michigan--Dearborn,1985      *CLEP® Western Civilization II Book + Online* Preston Jones,2013-01-16 This text provides a comprehensive review of western civilization II in preparation for taking the CLEP test Included are 2 full length practice test with detailed answers test taking tips and free online diagnostic to pinpoint strengths and weaknesses      Resources in Education ,1992-10      *Cases on Distance Delivery and Learning Outcomes: Emerging Trends and Programs* Gearhart, Deb,2009-10-31 This book provides practitioners in the field of distance education a case book that is a valuable reference of best practices in the field Provided by publisher      **Official Report, of the Student Curriculum Evaluation Committee, 1968-1969** University of Virginia. College of Arts and Sciences. Student Curriculum Evaluation Committee,1969      **The Fictional World of Jhumpa Lahiri: A Study in Merging Identities** Padmini Sahu,2022-09-22 This book examines Jhumpa Lahiri as an author interested in non gender specific issues such as immigration identity alienation and diaspora addressed in the domain of postcolonial theory by highlighting marginality alienation and nostalgia as the three chief features in her writings testifying to a sensibility that remains compulsively subsumed in her family s ethnic heritage and the lives of South Asian immigrants in the United States The study explains how her search for the self and national identity merged in two cultures and two nations perforce crystallize the metaphors of her own creative consciousness      **Cases on Assessment and Evaluation in Education** Khosrow-Pour, D.B.A., Mehdi,2012-08-31 With the demand to maintain a competitive advantage the assessment and evaluation of education is vital in measuring the knowledge and skills of the students community and educational system as a whole by providing educators with the facts needed to enhance and improve the learning process Cases on Assessment and Evaluation in Education presents a collection of case studies describing the methods used to assess an education course what factors to assess as well as which factors determine the success of these factors This casebook aims to bring together different research perspectives on the questions surrounding the issues of educational assessment and evaluation      *American Universities and Colleges* ,1987      Field Geology Education Steven J. Whitmeyer,David W. Mogk,Eric J. Pyle,2009-01-01 Field instruction has traditionally been at the core of the geoscience curriculum The field experience has been integral to the professional development of future geoscientists and is particularly important as it applies to student

understanding of spatial temporal and complex relations in the Earth system As important as field experiences have been to geosciences education and the training of geoscientists the current situation calls for discipline wide reflection of the role of field experiences in the geoscience curriculum in light of practical and logistical challenges evolution in employment opportunities for geoscientists and changing emphases in the geoscience curriculum This volume seeks to broaden participation in field instruction by showcasing diverse approaches to teaching in the field across the many geo disciplines encompassed by GSA books google

**Independent Schools** ,1992 *Blessed Assurance: A Postmodern Midwestern Life* Marcelline Hutton,2019-10 In this book a historian of women s lives turns the lens on her own experience Her story is Midwestern for its work ethic modesty faith and resilience postmodern for its sudden changes strange juxtapositions and retrospective deconstruction of the ideologies that shaped its progress It describes a life in and out of academia and a search for acceptance recognition equality and freedom The author of three books on women s experiences in Russia and Europe Dr Marcelline Hutton traces her personal journey from traditional working class La Porte Indiana through college graduate school marriage motherhood divorce and independence in Iowa City Southampton Kansas City El Paso and ultimately Lithuania She arrives at a place of blessed assurance recognizing who she was what she has done and what she most valued The book is a testimony of life found and treasured and shared We are privileged to see her world through this honest perceptive and insightful recollection

**Time To Know Them** Marilyn S. Sternglass,2017-09-25 In a time of declining resources in institutions of higher education we grapple with how priorities are to be set for the limited resources available Most vulnerable are those students labeled underprepared by colleges and universities Should we argue that the limited resources available ought to be used to support these students through their undergraduate years And if we decide that we want to do that what evidence of their potential for success can we provide that will justify the use of these resources Through longitudinal research that follows students who have been so labeled over all their college years we can begin to find answers to these questions Time to Know Them is the first book that follows the experiences of a group of students over their entire academic experience No previous studies have brought together the factors incorporated in this study examining writing and learning on a true longitudinal basis studying a multicultural urban population investigating the relationship between writing and learning by examining papers written over time for regularly assigned academic courses across a range of disciplines and taking into consideration non academic factors that influence academic performance such as race gender socio economic status and ideological orientation Through interviews twice a semester over six years the collection of papers written for all courses observations of instructional settings and analysis of required institutional tests of writing the author has been able to pull together a more complete picture of writing and intellectual development over the college years than has previously been available in any study Students are seen to acquire the ability to handle more complex reasoning tasks as they find themselves in more challenging intellectual settings and where risk taking and exploration of new ideas are valued

The integration of students previous life experiences into their academic studies allows them to analyze critique modify and apply their previously held world views to their new learning These changes are seen to occur over time with instructional settings and support providing key roles in writing development Personal factors in students lives present difficulties that require persistence and dedication to overcome Never before have the complexities of real individual lives as they affect academic performance been so clearly presented     Emergency Energy Conservation Economic Opportunity Amendments of 1974 United States. Congress. House. Committee on Education and Labor,1974     *International Education, Hearings Before the Task Force on International Education of The...89-2, on H.R. 12451 and H.R. 12452, March 30 to April 7, 1966* United States. Congress. House. Education and Labor,1966     *Barron's Profiles of American Colleges* ,2004

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