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World History

to 1815

EMP100W



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Teacher's answer key (1)

EMP-100W WORLD HISTORY

WH-101 RISE OF CIVILIZATION

Part I: Map Identification

1. Phoenicians
2. Hebrews
3. Babylon
4. Egypt
5. Persia

Part II: Multiple Choice

1. (b)
2. (c)
3. (d)
4. (a)
5. (c)

Part III: Vocabulary Drill

1. monotheism
2. theocracy
3. hieroglyphics
4. cuneiform
5. despotism

WH-102 GREECE AND HELLENISTIC CIVILIZATION

Part I: People to Know

1. Homer
2. Archimedes
3. Euclid
4. Plato
5. Aristophanes
6. Sophocles
7. Hippocrates
8. Aristotle

Part II: Vocabulary of History

1. solon
2. spartan
3. draconian
4. oligarchy
5. Olympian
6. ostracism
7. herculean

Part III: Multiple Choice

1. (c)
2. (c)
3. (a)
4. (b)
5. (d)

WH-103 THE WORLD OF ROME

Part I: Chronology Test

- | | |
|------|------|
| 1. E | 4. R |
| 2. R | 5. R |
| 3. R | 6. E |

Part II: Multiple Choice

- | | |
|--------|---------|
| 1. (d) | 6. (d) |
| 2. (b) | 7. (c) |
| 3. (c) | 8. (a) |
| 4. (b) | 9. (b) |
| 5. (a) | 10. (c) |

WH-104 THE MEDIEVAL WORLD

Part I: Multiple Choice

- | | |
|--------|---------|
| 1. (b) | 6. (c) |
| 2. (c) | 7. (b) |
| 3. (a) | 8. (a) |
| 4. (d) | 9. (c) |
| 5. (d) | 10. (b) |

Part II: Historical Vocabulary

1. (c)
2. (b)
3. (d)

WH-105 RENAISSANCE AND REFORMATION

Part I:

Renaissance

1. Harvey
2. Holbein
3. Francis Bacon
4. Rubens
5. Gutenberg
6. Loyola

Part II:

Reformation

1. (a)
2. (b)
3. (d)
4. (b)
5. (c)

Teacher's answer key (2)

EMP-100W WORLD HISTORY

WH-106 THE EXPANSION OF EUROPE

Part I: Map Work

- | | |
|------|------|
| 1. 7 | 5. 4 |
| 2. 5 | 6. 2 |
| 3. 6 | 7. 3 |
| 4. 1 | |

Part II: Multiple Choice

- (d)
- (b)
- (a)
- (c)
- (b)

WH-107 THE AGE OF ABSOLUTISM

Part I: Multiple Choice

- (b)
- (a)
- (d)
- (c)
- (d)

Part II: Identification Test

- Spain
- England
- France
- Holy Roman Empire
- France
- Prussia
- Russia
- England
- Russia
- France

Part III:

- France
- England
- Austria
- Russia
- Prussia
- England

WH-108 ENGLAND: (FROM ABSOLUTISM TO PARLIAMENTARY DEMOCRACY)

- | | |
|--------|---------|
| 1. (b) | 6. (b) |
| 2. (c) | 7. (c) |
| 3. (a) | 8. (a) |
| 4. (c) | 9. (b) |
| 5. (a) | 10. (b) |

WH-109 THE INTELLECTUAL REVOLUTION

Part I: Multiple Choice

- (b)
- (c)
- (a)
- (c)
- (d)

Part II: Chart Identification

- | | |
|--------|--------|
| 1. | 1. (c) |
| | 2. (b) |
| | 3. (a) |
| 2. | 1. (e) |
| | 2. (b) |
| | 3. (d) |
| 3. | 1. (c) |
| | 2. (a) |
| | 3. (d) |
| 4. (d) | |
| 5. (c) | |

WH-110 THE FRENCH REVOLUTION AND NAPOLEON

Part I: Multiple Choice

- | | |
|--------|---------|
| 1. (d) | 6. (b) |
| 2. (b) | 7. (c) |
| 3. (a) | 8. (a) |
| 4. (c) | 9. (d) |
| 5. (d) | 10. (a) |

Part II: Matching Test

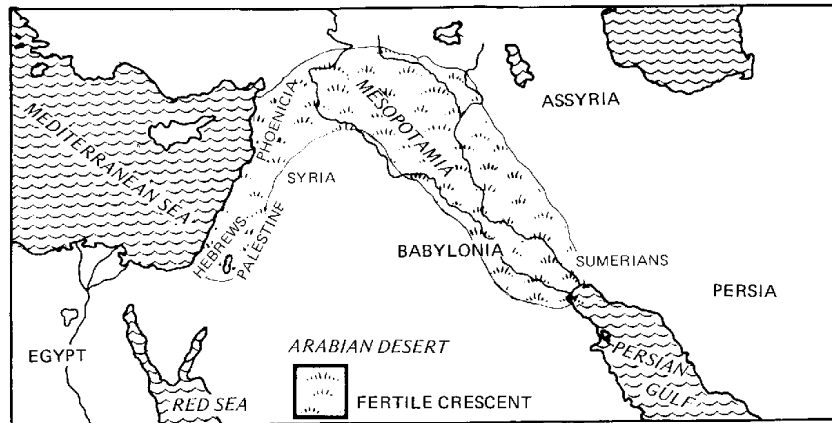
- (d)
- (c)
- (b)
- (a)
- (f)

Part III: Chronology Test

Group A: 2, 1, 3

Group B: 3, 1, 2

WH-101 RISE OF CIVILIZATION



PART I: From the names on the map, write the names of the peoples or Empires to which the following statements refer.

- _____ 1. The people who became famous as sea traders of the ancient Middle East.
- _____ 2. The people who first introduced the religious belief in a single God.
- _____ 3. A ruler of this empire developed the first written Code of Laws.
- _____ 4. A civilization that developed the first calendar.
- _____ 5. An empire, whose conquests made it the largest in the ancient world.

PART II: MULTIPLE CHOICE

- _____ 1. Which of the following would give the most accurate description of religion in ancient Egypt? (a) the writings of an archaeologist (b) an inscription on a tomb (c) a history of the Egyptian Empire (d) an educational TV documentary
- _____ 2. The famous pyramids of Egypt were built as (a) places of worship (b) palaces for the priests (c) burial places for the rulers (d) monuments for army victories
- _____ 3. The Code of Hammurabi was an important step in civilization because it (a) did away with superstitious beliefs (b) abolished the death penalty (c) had its origins in the Ten Commandments (d) made the government responsible for law enforcement
- _____ 4. The Persians differed from the earlier empires of the Fertile Crescent in their (a) treatment of conquered peoples (b) methods of agriculture (c) empire building (d) method of selecting their rulers
- _____ 5. The most general explanation given for the collapse of the empires or kingdoms of the Fertile Crescent is (a) religious differences (b) the use of slave labor (c) constant warfare (d) famine and disease

PART III: ENLARGING YOUR HISTORICAL VOCABULARY: Choose from the following list, the word that correctly defines each of the following statements.

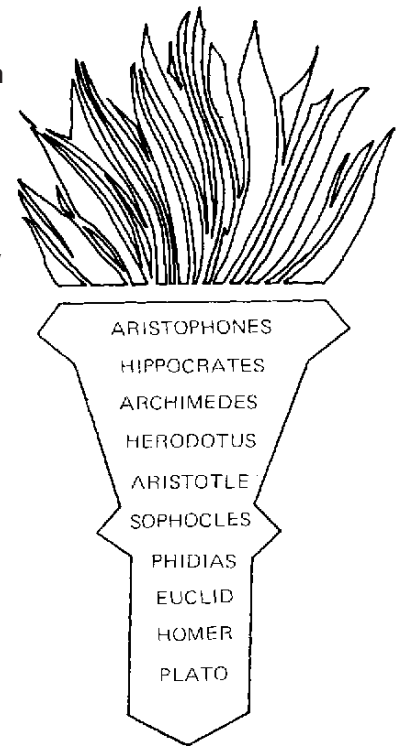
hieroglyphics	monotheism	theocracy	polytheism	dynasty
cuneiform	despotism	astrology	mummification	

- _____ 1. A belief in a single Supreme Being, one God.
- _____ 2. A form of government where the rulers command by divine authority.
- _____ 3. A system of picture writing developed by the Egyptians.
- _____ 4. A wedge shaped form of writing on clay tablets.
- _____ 5. A form of government where the ruler has unlimited power.

WH-102 GREECE AND HELLENISTIC CIVILIZATION

PART I: From the names listed on the torch, write the name of the person to which the following statements refer.

- _____ 1. epic poems The Illiad and The Odyssey
- _____ 2. the "father of modern physics"
- _____ 3. his Principles of Geometry are used in school today
- _____ 4. his writings set forth an ideal state and society
- _____ 5. writer of satires and comedies
- _____ 6. master of tragic drama
- _____ 7. "the father of medicine"
- _____ 8. Athens' famous teacher and philosopher



PART II: THE VOCABULARY OF HISTORY: The following words, derived from Greek history, government or religion, have become part of the English language. From the list below, select the word that is defined by each of the following statements.

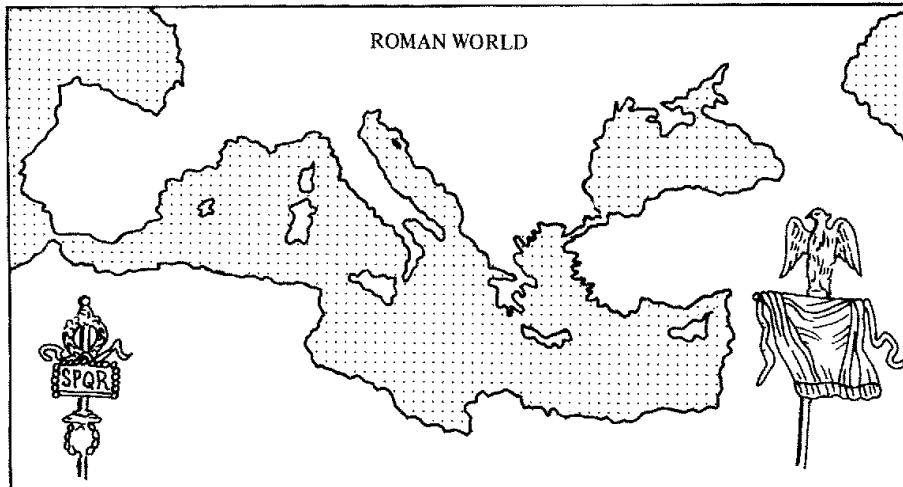
Spartan	ostracism	draconian	oligarchy	democracy
solon	Olympian	herculean	atlas	

- _____ 1. a wise law maker or legislator
- _____ 2. a lifestyle which is simple, harsh and sternly disciplined
- _____ 3. a law that invokes harsh or severe punishment
- _____ 4. government by the few
- _____ 5. having superior or majestic qualities
- _____ 6. exclusion from a group by popular vote
- _____ 7. referring to something of extraordinary power, size or difficulty

PART III: MULTIPLE CHOICE

- _____ 1. Which of these best describes a Greek "city-state"? A city that (a) is the largest town in the area (b) is the center of national culture (c) functions like an independent nation (d) has trade ties with foreign countries
- _____ 2. The Greek city-states failed to attain political supremacy in the ancient world because (a) of their geographical location (b) they lacked a powerful army (c) they lacked a united leadership (d) they preferred the arts and sciences
- _____ 3. Which of the following is an example of Greek architecture? (a) the Parthenon (b) the Colosseum (c) the Marathon (d) the Acropolis
- _____ 4. The most important result of the conquests of Alexander the Great was the (a) unification of the Greek city-states (b) spread of Greek culture to the Fertile Crescent (c) colonization of India by Greece (d) establishment of democratic governments in Asia Minor
- _____ 5. The major contribution of ancient Greece to Western civilization was (a) a common national language (b) the idea of strong central government (c) the development of a modern alphabet (d) the concept of democratic government

ESSAY OR DISCUSSION: What cultural achievement of ancient Greece do you think has had the most lasting effect on Western civilization? Why?

WH-103 THE WORLD OF ROME

Using the following letters, locate the following places on the map.

- A. Carthage
- B. Egypt
- C. Gaul
- D. Constantinople
- E. Greece
- F. Judea

PART I: Roman history is generally divided into two periods, the Republic and the Empire. On the lines before each of the following events or names, write R if it is associated with the era of the Republic, E if it is associated with the era of the Empire.

- | | |
|-----------------------------------|---|
| 1. _____ Code of Justinian | 4. _____ Law of the Twelve Tables |
| 2. _____ Birth of Christ | 5. _____ Conquest of Gaul by Julius Caesar |
| 3. _____ Punic Wars with Carthage | 6. _____ Invasion of Italy by Germanic tribes |

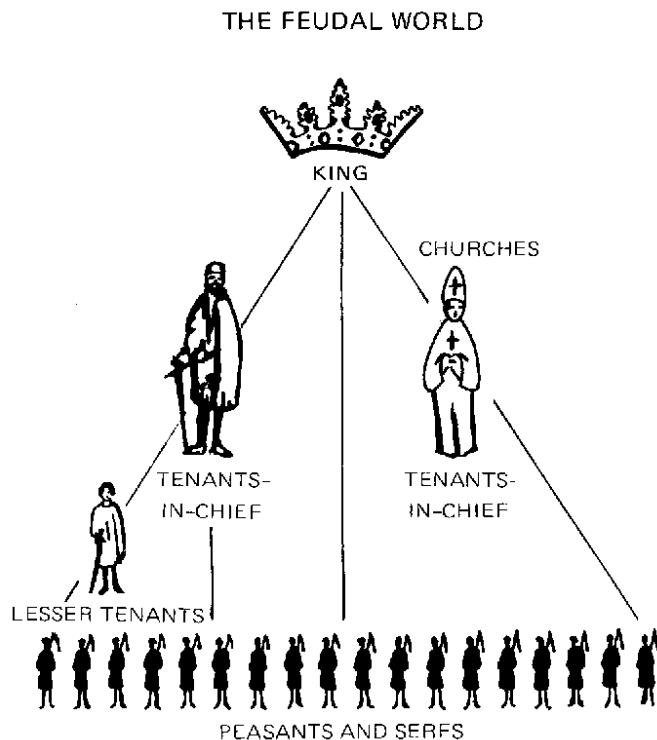
PART II: MULTIPLE CHOICE

- _____ 1. The Punic Wars between Rome and Carthage were fought primarily over (a) religious rivalry (b) political alliances (c) racial differences (d) commercial rivalry
- _____ 2. The aristocracy that controlled the government under the Republic were called (a) plebians (b) patricians (c) tribunes (d) consuls
- _____ 3. The modern European country described by Julius Caesar in his Commentaries is (a) England (b) Spain (c) France (d) Germany
- _____ 4. The culture which MOST influenced Roman civilization was (a) Etruscan (b) Greek (c) Persian (d) Egyptian
- _____ 5. Pax Romana refers to (a) a long period of peace and unity (b) the Roman legal system (c) the adoption of Christianity within the Empire (d) the peace treaties with conquered areas
- _____ 6. Which of the following would be the best source of information about life in Rome under the Caesars? (a) a history of the Roman Empire (b) a biography of a Roman emperor (c) an epic poem written by a Roman scholar (d) diaries of various Roman citizens
- _____ 7. The Roman emperor who established a new capital in the East was (a) Augustus Caesar (b) Marcus Aurelius (c) Constantine (d) Justinian
- _____ 8. A major reason for the decline of the Roman empire was the (a) civil wars over succession (b) the Punic Wars (c) persecution of the Christians (d) struggle for power in the Roman Senate
- _____ 9. The greatest contribution of Rome to our western civilization was (a) military science (b) a legal system (c) roads and public works (d) literature
- _____ 10. Which of the following modern languages is NOT derived from Latin? (a) Spanish (b) French (c) German (d) Portuguese

STUDENT RESEARCH: Look up the modern meaning and derivation of these phrases from Roman history that are in frequent use today.

bread and circuses all roads lead to Rome Crossing the Rubicon the Ides of March

WH-104 THE MEDIEVAL WORLD



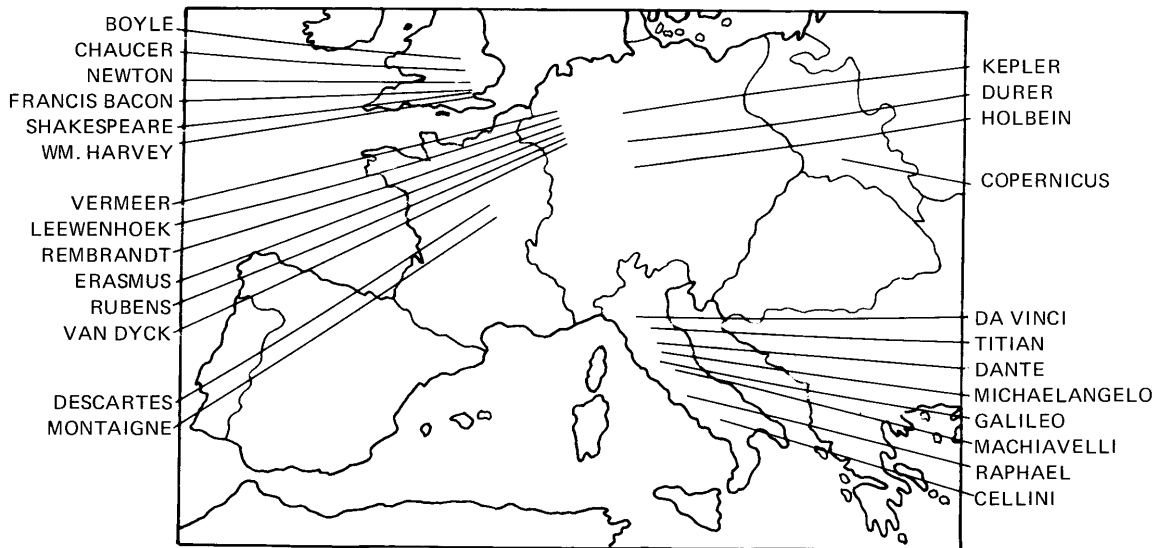
- _____ 1. Which of the following BEST describes feudalism? It was a form of government which (a) divided authority between the lords and church officials (b) granted land holding in exchange for military service (c) extended royal authority over the church (d) eliminated war between the nobles
- _____ 2. What was a "fief"? (a) an oath of allegiance to the king (b) the right to collect taxes (c) estates of land (d) the rules of chivalry
- _____ 3. Feudalism arose and grew during the early Middle Ages because of the (a) need for protection and security (b) desires for social advantages (c) wish to escape heavy taxes (d) support of strong central governments
- _____ 4. In medieval society, which of the following was the foundation for the other three? (a) political influence (b) social status (c) military power (d) land ownership
- _____ 5. The Hanseatic League was established to (a) aid the Crusaders from northern Europe (b) repulse Moslem invaders from Eastern Europe (c) send trade expeditions to the Far East (d) protect trade and commerce in the Baltic Sea
- _____ 6. The principal purpose of the merchant guilds in Medieval Europe was to (a) safeguard the rights of workers (b) develop national trade and commerce (c) preserve a monopoly of trade (d) provide relief to sick or poor members
- _____ 7. What caused the guild to decline in power and influence? (a) they were outlawed by the central governments (b) their regulations slowed business and expansion (c) they were opposed by the Church (d) they set prices too high for the ordinary people
- _____ 8. One important result of the Crusades was that (a) trade between Europe and Asia increased (b) the kings lost much of their royal power (c) the Church lost much of its authority (d) the feudal lords gained power
- _____ 9. The medieval church was the dominant institution of the Middle Ages because (a) it became a military power (b) it depended on Kings for protection (c) it had a strong central organization (d) it protected the rights of the serfs
- _____ 10. Which of the following written languages was commonly used by the scholars of the Middle Ages? (a) Greek (b) Latin (c) Italian (d) French

PART II: INCREASING YOUR HISTORICAL VOCABULARY: Write the letter of the word in the following groups which does not belong with the others in the group.

- _____ 1. CHIVALRY: (a) joust (b) squire (c) tithe (d) homage
- _____ 2. MEDIEVAL GUILDS: (a) apprentice (b) page (c) master (d) journeyman
- _____ 3. CHURCH IN THE MIDDLE AGES: (a) heresy (b) diocese (c) canon law (d) minarets

ESSAY and DISCUSSION: The Crusades have been called "the most successful failures in history." What benefits did Medieval Europe gain from the Crusades?

WH-105 RENAISSANCE AND REFORMATION



PART I: RENAISSANCE: Encircle the name which does NOT belong in the following groups.

1. **AUTHORS:** Boccaccio Chaucer Harvey Cervantes
2. **POETS:** Shakespeare Holbein Dante Milton
3. **ARTISTS:** Francis Bacon Rembrandt El Greco DaVinci
4. **SCIENTISTS:** Galileo Rubens Kepler Newton
5. **POLITICS, GOVERNMENT:** Machiavelli Thomas More Erasmus Gutenberg
6. **PROTESTANT REFORMERS:** Knox Luther Loyola Calvin

PART II: REFORMATION. Multiple Choice

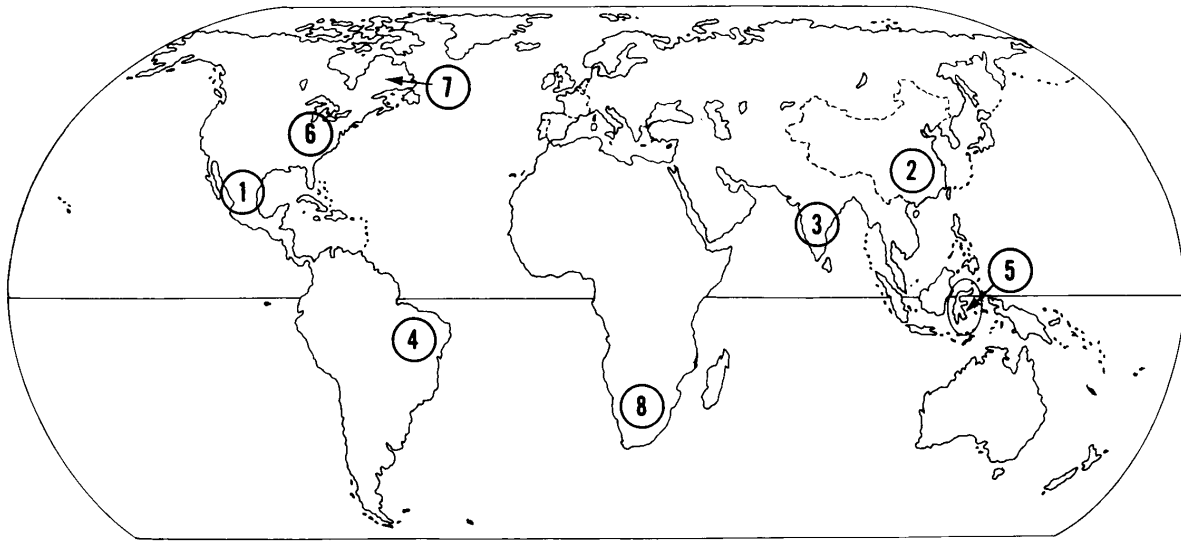
- _____ 1. What was the "sale of indulgences" which sparked Luther's protest against the Church of Rome?
(a) accepting money for church pardons (b) marketing church honors for favors (c) buying tax exemptions for church property (d) appointing relatives to church offices for a fee
- _____ 2. Luther gained the support of members of the middle class in Germany because they (a) wanted to hold high church offices (b) resented the sending of tax money to Rome (c) opposed punishment of heretics (d) favored marriage for church officials
- _____ 3. In Northern Europe, some rulers favored the Protestant Reformation because they (a) favored ending serfdom (b) opposed missionary work of the Jesuits (c) envied the prosperity of the Italian city-states (d) wished to acquire church properties
- _____ 4. Which of these was NOT part of the Catholic Counter-Reformation? (a) Council of Trent (b) Toleration Acts (c) Inquisition (d) the Index
- _____ 5. One result of the Protestant Reformation was that (a) the Protestant sects were united (b) religious toleration became widespread (c) the middle class became more influential (d) Catholicism did not spread beyond Europe

ESSAY OR DISCUSSION: "Had there been no Renaissance, the Protestant Reformation could not have occurred."
Is this statement true? List the reasons for your decision.

WORDS AND PHRASES TO KNOW:

Ninety-five Theses	Black Death	Thirty Years War
Inquisition	recant	The Great Schism

WH-106 THE EXPANSION OF EUROPE



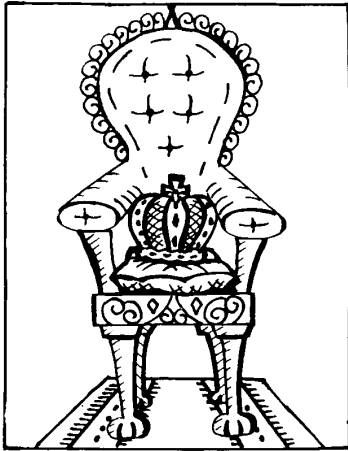
PART I: MAP WORK. The following statements identify certain regions on the map. On the line provided, write the number indicating the location of that area on the map.

- _____ 1. Cabot's exploration in this area gave England its claim to North America.
- _____ 2. Holland established its claim to the Spice Islands of this area.
- _____ 3. England and France fought to control this large area of a continent.
- _____ 4. Cortez destroyed the Aztec empire here.
- _____ 5. Portugal obtained this New World territory by a treaty with Spain.
- _____ 6. The adventures of Marco Polo stimulated European interest in trade with this part of the world.
- _____ 7. Robert Clive gained this large area for England.

PART II: MULTIPLE CHOICE

- _____ 1. The western European countries promoted the voyages of discovery to (a) extend the feudal system of Europe (b) prevent the Moslem expansion (c) prove the world was round (d) gain wealth and power
- _____ 2. The policy of mercantilism is best described as an economic system designed to promote (a) manufacturing for profit (b) national self-sufficiency and a favorable balance of trade (c) the importation of manufactured goods (d) free trade among nations
- _____ 3. According to the mercantile theory, what should be the relationship between the mother country and its colonies? The colonies should (a) exist for the benefit of the mother country (b) become self-sufficient in manufacturing (c) regulate their own trade and commerce (d) serve as places for settlement for the unemployed
- _____ 4. One reason for the decline of Spain as a colonial power was the (a) opposition of the Italian city-states (b) rivalry of the Hanseatic League (c) superior sea power of rival nations (d) lack of interest in colonial settlement
- _____ 5. Which trade centers gained power and wealth as a result of the European expansion? (a) Venice and Genoa (b) London and Amsterdam (c) Hamburg and Danzig (d) Alexandria and Constantinople

ESSAY AND DISCUSSION: Historians have coined the phrase "For Gold, God and Glory" as the motives for European colonization. Give some examples of each.

WH-107 THE AGE OF ABSOLUTISM

The most necessary thing to be known by the people of any land, next to their knowledge of God, is the right knowledge of their allegiance to the monarchy (which form of government approaches most nearest to perfection), as all learned and wise men have agreed upon.

Kings are justly called gods, for they exercise a manner of divine power on earth. As God has the power to create or destroy, give life and death, to judge all, and to be accountable to none, so do Kings have like powers. I conclude then, relating the power of kings with divinity, that to dispute what God may do is blasphemy, so is it sedition in subjects to dispute what a King may do in his power.

Shortly then, I say out of the law of God, the duty and allegiance of the people to their lawful King ought to be as God's lieutenant on earth, obeying his commands in all things, as the commands of God's minister, acknowledging him a judge set by God over them.

The True Law of Monarchies, James I

PART I: MULTIPLE CHOICE. Questions 1, 2, and 3 refer to the above quotation.

- _____ 1. The author believed that kings get their authority from (a) learned and wise men (b) God himself (c) the people of the land (d) his ministers
- _____ 2. The author considers the king's powers to be (a) unrestricted (b) permissive (c) limited (d) creative
- _____ 3. In the second paragraph, the word "sedition" means (a) improper (b) unfair (c) undignified (d) treasonable
- _____ 4. Today, the phrase "absolute monarchy" would best be defined as (a) a feudal sovereignty (b) a type of communism (c) a form of dictatorship (d) an hereditary government
- _____ 5. Some rulers of the 18th century have been called "benevolent despots" because they (a) believed in limited monarchy (b) tried to promote world peace (c) abolished torture as a form of punishment (d) were interested in the ideals of the Enlightenment

PART II: IDENTIFICATION TEST: On the line provided, write the name of the country from the following list, to which each of the statements that follow refer.

FRANCE ENGLAND PRUSSIA SPAIN HOLY ROMAN EMPIRE RUSSIA

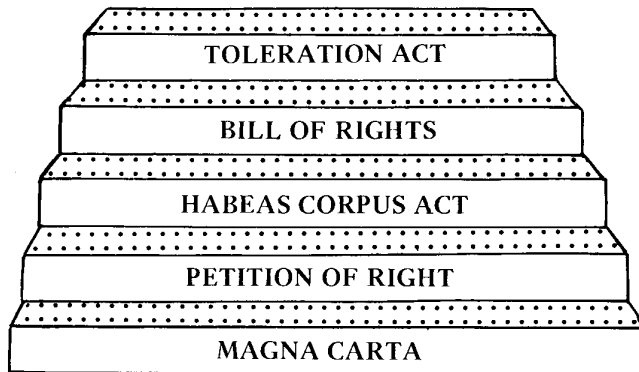
- _____ 1. This previously powerful state, declined to a second-rate power by 1750.
- _____ 2. The earliest steps to limit royal power were taken in this country.
- _____ 3. The "Sun King" ruled here.
- _____ 4. The Empire which included many ethnic groups.
- _____ 5. The greatest single power in Europe during this period.
- _____ 6. The rise of this country challenged the Austrian leadership of the Holy Roman Empire.
- _____ 7. The rulers of this Empire extended its borders to the Black Sea.
- _____ 8. The People's Assembly used its control over taxes to curb the power of their king.
- _____ 9. The ruler brought western European ideas to his country to help modernize it.
- _____ 10. The royal court was the model for other European rulers.

PART III: For each of these absolute monarchs, write the name of the country over which he or she ruled.

- | | | |
|--------------------|--------------------------|------------------------------|
| 1. Louis XIV _____ | 3. Marie Theresa _____ | 5. Frederick the Great _____ |
| 2. James I _____ | 4. Peter the Great _____ | 6. Charles I _____ |

ESSAY OR DISCUSSION: How did the rise of a strong middle class help support the role of an absolute monarch? Explain.

WH-108 ENGLAND: FROM ABSOLUTISM TO PARLIAMENTARY DEMOCRACY



"All men are possessed of certain basic natural rights, including the rights of life, liberty and property. To protect these rights, governments are established."

By mutual consent, an agreement or compact is entered into by which the sovereign is given power to govern and enforce laws to protect these rights. This social contract is necessary to establish an organized society, and is binding upon both parties.

If these rights are violated, if the government rules unwisely or by tyranny, the people may deem the contract to be at an end, and have a right to overthrow the government.

Hence, the people are the real rulers, and are the custodians of popular sovereignty."

*adapted from Locke's **Treatise on Government***

- _____ 1. According to the author, the powers of government are derived (a) from overthrowing a previous government (b) from the consent of the governed (c) by granting basic rights to the people
- _____ 2. As used by the author, "popular sovereignty" means a government (a) whose king is a celebrated ruler (b) in which the legislative body approves the king (c) whose representatives make the laws
- _____ 3. In the third paragraph of the quotation, the word "tyranny" means (a) dictatorial (b) irresponsible (c) unconstitutional
- _____ 4. The continuing cause of controversy between the King and Parliament during this period, was over (a) determining succession to the throne (b) the right to appoint church officials (c) the power to levy taxes
- _____ 5. The Habeas Corpus Act made it unlawful for an English citizen to be (a) held in jail indefinitely awaiting a trial (b) tried twice for the same crime (c) imprisoned for debt
- _____ 6. The strongest supporters of Parliament in their struggles with the King were the (a) aristocrats and landowners (b) merchant class (c) workers and farmers
- _____ 7. "No man shall be imprisoned except by judgment of his peers". This idea was first expressed in the (a) Habeas Corpus Act (b) Bill of Rights (c) Magna Carta
- _____ 8. Which of the following ended the divine right of monarchy in England? (a) The Glorious Revolution (b) The Puritan Revolution (c) The American Revolution
- _____ 9. One reason why absolutism failed to take hold in England was (a) the kings had limited ability to govern (b) the active role played by Parliament (c) the opposition from the new American colonies
- _____ 10. Which of these best describes a "parliamentary democracy"? (a) the king and parliament rule together (b) it has a popularly elected lawmaking body (c) its legislative branch has two houses

STUDENT ACTIVITY PROBLEM: Make a summary of the most important provisions of the laws listed on the steps of the chart. Then read the Bill of Rights to the American Constitution, to discover how many were derived from these earlier English laws.

WH-109 THE INTELLECTUAL REVOLUTION (1600-1800)

DESCARTES
HOBBS
BOYLE
VAN LEEUWENHOEK
SWIFT
ADAM SMITH
HANDEL

NEWTON
MILTON
LOCKE
MOLIERE
DEFOE
SWIFT
ROUSSEAU

VOLTAIRE
POPE
MONTESQUIEU
LINNAEUS
MOZART
DIDEROT

FRANKLIN
VOLTA
JEFFERSON
LAVOISIER
JENNER
BACH

PART I: MULTIPLE CHOICE

- _____ 1. The Intellectual Revolution can best be described as a (a) scholarly revival of Greek classics (b) widespread criticism of accepted beliefs (c) dispute between church doctrine and royal authority (d) broad approval of benevolent despotism
- _____ 2. The writings of the “philosophes” made their widest appeal to the (a) church clergy (b) nobles and landed gentry (c) bourgeoisie (d) factory workers
- _____ 3. Voltaire was most critical of (a) organized religion (b) French colonialism (c) Greek classical literature (d) nationalism in government
- _____ 4. Voltaire’s famous quotation “I disagree with what you say, but I will defend to the death your right to say it” was an appeal for (a) new ideas in government (b) civil disobedience (c) intellectual tolerance (d) opposition to royal decrees
- _____ 5. The doctrine of laissez-faire advocated (a) high protective tariffs for merchants (b) partial regulation of the national economy (c) strict regulation of business (d) non-interference in business by the government

PART II: CHART IDENTIFICATION: For each of the statements in the left hand column, indicate the person of the right hand column, to which the statement applies.

- | | | |
|-------------|--|---|
| 1. _____ 1. | The writer whose works justified the Glorious Revolution in England, and the colonial revolution in America. | (a) Diderot
(b) Swift
(c) Locke
(d) Voltaire
(e) Hobbes |
| _____ 2. | The satirical writer who opposed the feudal privileges of the French nobility. | |
| _____ 3. | Under his guidance, the first encyclopedia of knowledge was written and published. | |
| 2. _____ 1. | He attacked the popular principles of mercantilism and advocated a free-enterprise economy. | (a) Descartes
(b) Montesquieu
(c) Jefferson
(d) Rousseau
(e) Adam Smith |
| _____ 2. | He authored the “separation of powers” theory among the three divisions | |
| _____ 3. | His “Social Contract” laid the basis for the right of the people to choose their own rulers. | |
| 3. _____ 1. | The father of modern botany, whose classification of plants and animals is in use today. | (a) Newton
(b) Jenner
(c) Linnaeus
(d) Lavoisier
(e) van Leeuwenhoek |
| _____ 2. | His mathematical discoveries laid the foundations for the doctrine that the world is governed by natural laws. | |
| _____ 3. | He has been called the “father of modern chemistry” for his discoveries. | |

In Questions 4 and 5, select the name that does NOT belong in the group, and write its letter on the line provided.

4. _____ WRITERS: (a) Moliere (b) Defoe (c) Milton (d) Volta
5. _____ MUSICIANS: (a) Bach (b) Mozart (c) Boyle (d) Handel

ESSAY OR DISCUSSION: Why did the enlightened despots of the era fail to meet the new calls for freedom and change made by their intellectual leaders?

WH-110 THE FRENCH REVOLUTION AND NAPOLEON

PART I: MULTIPLE CHOICE

- _____ 1. The people riding on the peasant's back represent the
(a) Estates-General and bourgeoisie (b) generals and wealthy landowners (c) government ministers and tax officials (d) nobility and clergy
- _____ 2. The point of the cartoon was to show the (a) rights of the upper classes (b) inequalities of French society (c) need for agricultural reform (d) benefits of wealth and education
- _____ 3. The BEST title for this cartoon would be (a) "Too Much To Carry" (b) "Games People Play" (c) "The Man With The Hoe" (d) "Riding High"
- _____ 4. Louis XVI summoned the Estates-General to (a) consent to aid for the American colonies (b) satisfy the demands of the middle class (c) help solve France's financial crisis (d) win support for the war against England
- _____ 5. The slogan of the French Revolution was (a) "Peace, Land and Bread" (b) "Workingmen Unite" (c) "No Royal Taxation" (d) "Liberty, Equality and Fraternity"
- _____ 6. Which of these groups gained the dominant position in the French government after the Revolution?
(a) peasants and workers (b) the middle class (c) the nobility (d) the clergy
- _____ 7. The purpose of the Declaration of the Rights of Man was to (a) declare opposition to the feudal nobility (b) justify the Reign of Terror (c) state the principles of the Revolution (d) establish the first French Constitution
- _____ 8. Napoleon came to power through a coup d'etat. This French phrase means the sudden overthrow of a government by (a) force of threats (b) blackmail or bribery (c) illegal political tactics (d) legislative decree
- _____ 9. England opposed Napoleon's Continental System because it (a) prevented trade with the United States (b) threatened British colonial possessions (c) spread revolutionary ideas (d) destroyed her trade with Europe
- _____ 10. A major reason for the unity among European powers in seeking Napoleon's defeat, was their common desire to (a) halt the spread of revolutionary reforms (b) prevent the break-up of Holy Roman Empire (c) return the Hapsburgs to the French throne (d) end absolutism in France



PART II: PHRASES OF THE ERA: Match the French phrases at left with their definitions at the right.

- | | |
|--------------------------|---|
| _____ 1. le Marseillaise | (a) the nobility who fled to escape the Revolution |
| _____ 2. Code Napoleon | (b) the feudal power structure of the King, clergy and nobility |
| _____ 3. Old Regime | (c) the uniform system of laws for France |
| _____ 4. emigres | (d) the Revolutionary song that became the French national anthem |
| _____ 5. Concordat | (e) the law of national conscription for the French army |
| | (f) the religious settlement between Napoleon and the Pope |

PART III: CHRONOLOGY TEST. Number each of the following groups 1, 2 and 3 in their correct chronological order.

- | | |
|----------------------------------|--------------------------------------|
| Group A. () National Convention | Group B. () Reign of Terror |
| () Estates General | () Fall of the Bastille |
| () Consulate | () Declaration of the Rights of Man |

ESSAY OR DISCUSSION: How and why did the Reign of Terror become a "revolution within a revolution"?