**Station # 1: First Quarter Class Copy**

The state of monarchy is the [best] thing upon earth; for kings are not only God’s lieutenants upon earth, and sit upon God’s throne, but even by God Himself they are called gods… Kings justly gods, for they exercise a… divine power upon earth… God hath power to create or destroy, make or unmake at His pleasure, to give life or sent death to judge and to be judged nor accountable to none, to raise low things and to make high things low at His pleasure… And [this is like the] power of kings…

* King James VI/I of Britain, 1609

1. This passage describes the idea of…
   1. Divine right
   2. Democracy
   3. Marxism
   4. Totalitarianism
2. Which historical era is most closely associated with this passage?
   1. Age of Renaissance
   2. Age of Enlightenment
   3. Age of Imperialism
   4. Age of Absolutism

Timeline

1942: Columbus discovers the Americas

1521: Cortes conquers the Aztecs

1533: Pizarro conquers the Incas

1607: British colonists settle in North America

1700: Africans imported to the Americas

1. The events illustrated in the timeline above show the effects of European…
   1. Isolationism
   2. Imperialism
   3. Socialism
   4. Fundamentalism

|  |  |
| --- | --- |
| **WESTERN HEMISPHERE**  Corn, Potatoes, Peanuts,  Squash, Turkeys, Silver | **EASTERN HEMISPHERE**  Wheat, Rice, Horses,  Pigs, Cows, Smallpox |

1. The movement of goods, resources, and people across the Atlantic Ocean is known as the…
   1. Columbian Exchange
   2. Age of Enlightenment
   3. Industrial Revolution
   4. Middle Passage

**Station # 2: First Quarter Class Copy**

Introduced with Europeans [smallpox and measles] spread from one Indian tribe to another, far in advance of Europeans themselves…”

* Jared Diamond (historian, author)

1. The primary cause for the rapid decrease in Native American populations from the 1400s to the 1600s was:
   1. Crop failures brought on by poor farming techniques
   2. Increased immigration of Africans through the slave trade
   3. Wars between Native Americans and Spanish explorers
   4. Various diseases introduced by Spanish explorers



1. The majority of the people seated at the table are most likely from:
   1. America
   2. Asia
   3. Africa
   4. Europe
2. The character in the background is probably…
   1. Objecting to China being split up by foreigners
   2. Cheering at the opportunity for new trade routes
   3. Planning to attack the countries these individuals represent
   4. Waiting to pick the piece of land he wants for himself

Men, being, as has been said, by nature all free, equal, and independent, no one can be… subjected to the political power of another without his own consent.

* John Locke

1. John Locke would most likely support…
   1. A return to feudalism in Europe
   2. A King endowed with divine right
   3. A society ruled by the Pope
   4. A ruler elected by the people

**Station # 3: Second Quarter Class Copy**

*Use the following two primary sources to connect the American Revolution and the French Revolution*

|  |  |
| --- | --- |
| **Declaration of the Rights of Man**  “The aim of every political association is the preservation of- liberty, property, security, and resistance to oppression.” | **Declaration of Independence**  “all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed.” |

1. Based on the quotes above, what would the American and French revolutionaries agree is the role of government?
   1. To create laws to govern the people
   2. To protect the rights of people
   3. To enforce laws across the nation
   4. To control everything in the nation
2. What was a major result of the French Revolution?
   1. The king was restored to unlimited power
   2. The clergy dominated the government
   3. The middle class gained political influence
   4. The tax burden was carried by the lower class

“I will never allow my hands to be idle nor my soul to rest until I have broken the chains laid upon us by Spain.”

1. This statement was most likely made by…
   1. A Latin American nationalist
   2. A Portuguese explorer
   3. A Roman Catholic bishop
   4. A Spanish conquistador
2. The best example of the success of nationalism in Europe is the…
   1. Development of socialism in France
   2. Industrial Revolution in Great Britain
   3. Establishment of the Common Market
   4. Unification of Germany

**Station # 4: Second Quarter Class Copy**

**Population of Select Cities in England (1800-1850)**

|  |  |  |
| --- | --- | --- |
| **City** | **1800** | **1850** |
| Manchester | 35,000 | 353,000 |
| Leeds | 53,000 | 153,000 |
| Birmingham | 23,000 | 183,000 |
| Sheffield | 46,000 | 111,000 |

1. What historical trend is most responsible for the changes shown in the graph above?
   1. People emigrated from the colonies to the Island of Britain
   2. Cities became industrial centers and required more workers
   3. Scientific discoveries led to improved health care
   4. A heat wave struck mainland Europe leading to drought and famine
2. What term describes the process of a country developing more industrial cities?
   1. Agrarianism
   2. Imperialism
   3. Militarism
   4. Urbanization

**Social Statistics due to the British Industrial Revolution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1780** | **1820** | **1870** | **1913** |
| Life Expectancy | 35 | 39 | 41 | 53 |
| Literacy | 50% | 54% | 76% | 96% |
| Primary School Enrollment |  | 36% | 76% | 100% |
| Secondary School Enrollment |  |  | 1.7% | 5.5% |
| Aricultural Employment | 45% | 35% | 23% | 12% |

1. Based on the chart above, what can be said about education during the industrial revolution?
   1. Education became more widespread
   2. Fewer children had access to education
   3. Children left school to work on farms
   4. Schooling was important but few could afford it
2. Which statement best describes a command economy?
   1. Supply and demand determines what will be produced
   2. Most economic decisions are made by the government
   3. The means of production are controlled by labor unions
   4. The economy is mainly agricultural
3. Which statement best describes a market economy?
   1. Supply and demand determines what will be produced
   2. Most economic decisions are made by the government
   3. The means of production are controlled by labor unions
   4. Some industries are owned by the state, and others are privately owned

**Station # 5: Second Quarter Class Copy**

1. One cause of World War I was…
   1. An end to the policies of militarism and imperialism
   2. The spread of communism throughout Europe
   3. A complex series of international alliances
   4. The refusal of the United States to defend Germany
2. Besides ending WWI, one effect of the Treaty of Versailles was…
   1. The United States’ new position as a global political leader
   2. The punishment of Germany led to a rise in fascism
   3. The rebuilding of a stable German economy
   4. The creation of a politically unified Europe
3. The extreme nationalistic and authoritarian style of government seen in Italy during WWII was identified as:
   1. Socialism
   2. Nazism
   3. Militarism
   4. Fascism
4. During the Great Depression, Adolf Hitler and Benito Mussolini came to power by convincing their followers that they would…
   1. Maintain the peace between European nations
   2. Limit the growth of the military and its influence
   3. Return their nations to their former superiority
   4. Redistribute wealth among the working class

“The theory of Communism may be summed up in one sentence: Abolish all private property.”

* Karl Marx

1. Karl Marx wrote the Communist Manifesto (see excerpt above), arguing for a system in which…
   1. The free market determines what is produced, by whom it is produced, and for whom it is produced
   2. The government determines what is produced, who will produce it, and who will consume it
   3. Citizens control the means of production, accumulate wealth, and hold privately owned property
   4. The means of production, distribution, and pricing are determined by the law of supply and demand

**Station # 6: Third Quarter Class Copy**

1. Which is generally a characteristic of a communist economy?
   1. Investment is encouraged by the promise of large profits
   2. The role of government in the economy is restricted by law
   3. Government agencies control all aspects of production
   4. Investors sell shares in their companies to the government
2. One reason the Soviet Union formed the Warsaw Pact was to:
   1. Ease the transition to democracy
   2. Help institute capitalism in Eastern Europe
   3. Limit the threat of invasion from Western Europe
   4. Challenge the economic successes of the Common Market

“An Iron Curtain has descended across the continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. All these famous cities and the populations around them lie in what I might call the Soviet Sphere, and all are subject, in one form or another, not only to Soviet influence, but to very high, and in some cases increasing measure of control from Moscow.”

* Winston Churchill

1. What is the main idea of the quotation above?
   1. The Soviet Union has expanded its influence throughout Eastern Europe
   2. The Soviet Union has improved the standard of living in Eastern Europe
   3. Western Europe has stopped the expansion of Soviet influence in Eastern Europe
   4. Central and Eastern Europe are still much like they were in ancient times

“We dare not tempt them with weakness. For only when our arms are sufficient beyond doubt can we be certain beyond doubt that they will never be employed.”

* John F. Kennedy

1. According to the quote above, President Kennedy believes that having a massive nuclear arsenal will:
   1. Result in nuclear war
   2. Prevent conflict
   3. Bankrupt the USA
   4. End the Cold War

**Station # 7: Third Quarter Class Copy**

“Gandhi Calls for Boycott of British Textiles”

“Gandhi and Followers Complete March to the Sea”

“Gandhi Begins Hunger Fast”

1. These headlines reflect Gandhi’s belief in:
   1. Nonalignment
   2. Appeasement
   3. Isolationism
   4. Nonviolence

“It has impoverished the dumb millions by a system of progressive exploitation…It has reduced us politically to serfdom. It has sapped the foundation of our culture…and degraded us spiritually.”

* Mohandas K. Gandhi, 1930

1. In the statement above, the “It” referred to by Gandhi is:
   1. British imperialism in India
   2. India’s involvement in World War II
   3. The exploitation of the proletariat
   4. The British endorsement of apartheid
2. During the Indian Independence Movement, Gandhi created the “Homespun Movement” to inspire the Indian people to:
   1. Stop buying British goods
   2. Reject Muslim rule
   3. Join the Indian army
   4. Expand British textile mills
3. Which of the following was the goal of the United Nations Partition Plan of 1947?
   1. Create a State west of the Jordan River in which the Jewish and Palestinian people would be protected
   2. Divide the lands west of the Jordan River equally between a new Jewish and a new Palestinian state
   3. Create a Palestinian State in which the rights of Jewish people would be protected from persecution
   4. Divide the lands west of the Jordan River between the United Nations and the Syrian governments
4. Over the past 50 years Israel has continuously suffered under the threat of terrorist attack primarily due to:
   1. Political disputes between the theocracy of Israel and the democratic Palestinian government
   2. Territorial disagreements between the Israeli government, the Palestinians, and surrounding nations
   3. Israel’s control of vast oil reserves and their unwillingness to share the profits with Palestinians
   4. Thousands of years of constant warfare between the Jewish and Muslim inhabitants of the region