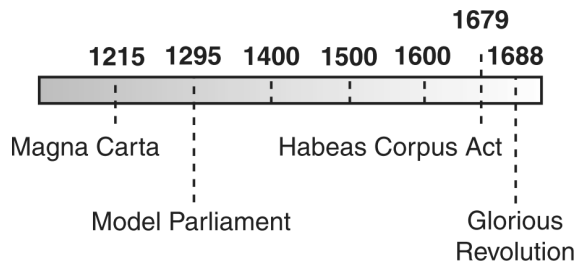


1. Use the timeline to complete the following statement.



The timeline shows events related to the

- A. conflict between the Pope and the Holy Roman Emperor.
 - B. Catholic Church's expansion of influence in government.
 - C. evolution towards constitutional government in England.
 - D. establishment of an absolute monarchy in France.
2. The findings of Galileo and Newton were significant because, from their time on, scientific thought was based upon
- A. traditional ways of thinking.
 - B. the ideas of the classic philosophers.
 - C. the authority of the Church.
 - D. observation and experimentation.
3. The systematic collection and articulation of natural laws, such as gravity and motion, was done by
- A. Galileo.
 - B. Isaac Newton.
 - C. Kepler.
 - D. van Leeuwenhoek.

4. Which Scientific Revolution-era invention led to an increased understanding of diseases?

- A. the telescope
- B. the thermometer
- C. the barometer
- D. the microscope

5. What was one effect of Copernicus' theory of a sun-centered solar system?

- A. It required a revision of the Christian calendar.
- B. It disputed Church teachings regarding the universe.
- C. It allowed sailors to predict tides more accurately.
- D. It resulted in a decline in pagan religions.

6. The "Triangle Trade" and "Columbian Exchange" are terms used to describe the movement of goods between Western Europe, West Africa, and

- A. Central Asia.
- B. the Americas.
- C. Australia.
- D. the Middle East.

7. The Scientific Revolution contributed to Enlightenment thought by influencing people to

- A. believe in the power of human reason.
- B. reject belief in the organized church.
- C. study the ideas of past civilizations.
- D. oppose individuality in favor of social order.

8.

- natural rights
- separation of powers
- political equity

The teachings of Enlightenment thinking listed above provided the basis for the

- A. establishment of democratic government.
- B. teaching of the Protestant Reformation.
- C. calling of the crusades.
- D. development of feudalism.

9. What were both the Magna Carta and the English Bill of Rights designed to do?

- A. limit the power of the monarch
- B. provide for religious freedom
- C. accept the theory of divine right
- D. give commoners the right to vote

10. When a country's constitution requires the branches of government to remain independent of each other, it is adhering to the constitutional principle of

- A. popular sovereignty.
- B. separation of powers.
- C. federalism.
- D. direct democracy.

11. The English philosopher John Locke argued that life, liberty, and property are

- A. natural rights that should be protected by government.
- B. political rights to be granted as determined by law.
- C. economic rights earned in a capitalistic system.
- D. social rights guaranteed by the ruling class.

12.

...all men are by nature equally free and independent, and have certain inherent rights, of which when they enter into a state of society, they cannot, by any compact, deprive or divest their posterity; namely, the enjoyment of life and liberty, with the means of acquiring and possessing property, and pursuing and obtaining happiness and safety.

—*Virginia Declaration of Rights*, 1776

Which philosopher's ideas were the basis for this quotation from the *Virginia Declaration of Rights*?

- A. Charles-Louis Montesquieu
- B. Jean-Jacques Rousseau
- C. John Locke
- D. Voltaire

13. Both the United States Declaration of Independence and the French Declaration of the Rights of Man emphasized the idea that governments must

- A. guarantee economic prosperity.
- B. protect the rights of people.
- C. support established religious beliefs.
- D. operate on a system of checks and balances.

14. Use the following information to answer the question below.

Natural Rights Philosophy
Emphasizes individual rights to life, liberty and property.

What document best exemplifies the natural rights philosophy described above?

- A. *The Communist Manifesto*
- B. Plato's *Republic*
- C. Luther's Ninety-five Theses
- D. The Declaration of Independence
15. Unlike the French Revolution, the American Revolution produced
- A. women's suffrage.
- B. short-term military rule.
- C. strategic alliances.
- D. a lasting constitution.
16. Which leader was inspired by the ideas of the American Revolution and the Enlightenment to lead the liberation of much of South America from Spain?
- A. Simón Bolívar
- B. Padre Miguel Hidalgo
- C. José Martí
- D. Antonio López de Santa Anna

17. The principles of the American Revolution and the French Revolution are similar in many ways. Which of the following *best* summarizes their similarities?

- A. Both favored representative governments.
- B. Both limited voting rights to an economic elite.
- C. Both retained certain hereditary rights for aristocrats.
- D. Both supported equal rights for women.

18. When members of the Third Estate took the Tennis Court Oath (1789) at the start of the French Revolution, they were attempting to

- A. establish a military government.
- B. draft a new national constitution.
- C. restore the king to power.
- D. persuade Napoleon to take power.

19. What was one factor that enabled Napoleon to seize control of France?

- A. the weakness of the French government
- B. the endorsement by foreign governments
- C. the support Napoleon received from French aristocrats
- D. the strong democratic reforms Napoleon advocated

20. The agricultural changes which took place in England during the 1600s contributed to England's later industrial development by

- A. strengthening the importance of the family farm.
- B. breaking large estates into smaller farms.
- C. encouraging city dwellers to return to farming.
- D. producing more food with fewer workers.

21. Louis Pasteur's research into germ theory in the nineteenth century is significant because it

- A. created safety standards for machine workers.
- B. led to techniques that increase crop production.
- C. identified the importance of vitamins to nutrition.
- D. proved that cleanliness helps to prevent infections.

22. Use the information to complete the statement.

The streets were hot and dusty on the summer day. Stokers emerged from low underground doorways into factory yards, and sat on steps, and posts, and palings, wiping their swarthy visages, and contemplating coals. The whole town seemed to be frying in oil. There was a stifling smell of hot oil everywhere. The steam-engines shone with it, the mills throughout their many stories oozed and trickled it.

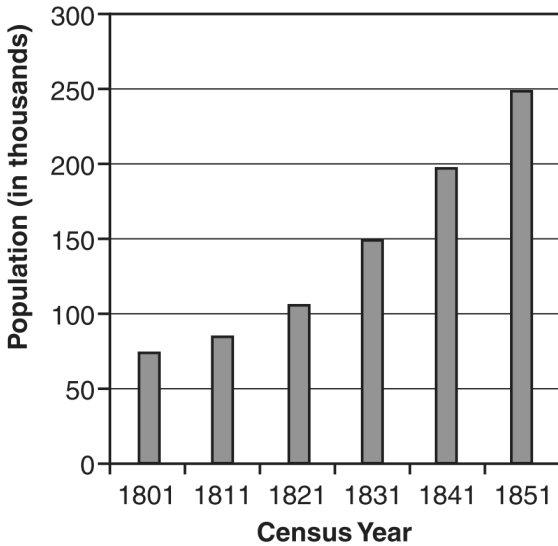
—Charles Dickens, *Hard Times*, 1854

The historical era *most* likely referred to in this quotation is the

- A. Industrial Revolution.
- B. Great Awakening.
- C. French Revolution.
- D. Enlightenment.

23.

Population of Birmingham, England (1801–1851)



Source: HM Records Office

What historical trend was *most* responsible for the change in Birmingham's population shown above?

- A. immigration from the colonies
- B. industrial growth
- C. improvements in urban health care
- D. famine in rural areas

24. In the nineteenth century, labor unions developed mostly in response to

- A. increasing unemployment.
- B. government ownership of businesses.
- C. wages and working conditions.
- D. racial and gender discrimination.

25. To increase production output during the Industrial Revolution, businesses primarily invested in

- A. workers' wages.
- B. machinery.
- C. training.
- D. marketing.

26. At the end of the 1800s, colonies were generally seen as a

- A. place to banish criminals.
- B. sign of a country's relative power.
- C. location to train military forces.
- D. method for suppressing nationalism.

27. Which newspaper headline was *most likely* printed by a British newspaper in 1775?



28. The Bolshevik Revolution of 1917 introduced which form of government to Russia?

- A. communism
- B. democracy
- C. fascism
- D. monarchy

29. The words below were spoken by King James I of England, who ruled from 1603 to 1625.

The state of monarchy is the supremest 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.

King James's words illustrate the concept of rule by

- A. divine right.
- B. popular sovereignty.
- C. social contract.
- D. aristocratic consent.

30. Englishmen . . . have given the people of India the greatest human blessing—peace. They have introduced Western education. This has brought an ancient and civilized nation in touch with modern thought, modern sciences, and modern life. They have built an administration that is strong and efficient. They have framed wise laws and have established courts of justice.

Romesh Dutt, 1905

Which of the statements reflects the author's view of the impact of imperialism on India?

- A. Imperialism helped the people of India improve their barter system.
- B. Imperialism helped the people of India by advancing and modernizing their governmental institutions.
- C. Imperialism harmed the people of India by replacing their traditional culture through modernization.
- D. Imperialism harmed the people of India by weakening their administration.

31. **Imperialism in Africa**

The period of imperialism has witnessed many wars... They have resulted in the taking of territory by force... The white rulers of the colonies live at the expense of the natives. Their chief work is to organize labor for their support. In the typical colony, the most fertile lands and the mineral resources are owned by white foreigners. These holdings are worked by natives under their direction. The foreigners take wealth out of the country. All the hard work is done by natives.

J.A. Hobson, 1902

According to the author, how did imperialism affect African societies?

- A. Foreigners helped the continent by finding its valuable minerals.
- B. Foreigners took the citizens out of the country to work as slaves.
- C. Foreigners used the most fertile land and took wealth out of the country.
- D. Foreigners helped the continent by providing citizens with high-paying jobs.

32. How did British taxes on salt contribute to the growth of Indian nationalism?

- A. The tax triggered violence against the Salt March, which inspired a wider civil disobedience movement in India.
- B. The resistance against the tax on salt required Indian national forces to stop the rebellion.
- C. The imposition of the tax demonstrated that India was not capable of self-government due to the lack of native leadership.
- D. The tax demonstrated the absolute control exercised by the British as colonial rulers in India.

33.

**How European Scholars
Explained the Physical World**

Before	After
<ul style="list-style-type: none">• religious teachings• traditional beliefs• superstition	<ul style="list-style-type: none">• careful observation and measurement• experiments• formal reasoning

The changes shown in the lists above were a result of which of the following?

- A. the Fall of the Roman Empire
- B. the Crusades
- C. the Scientific Revolution
- D. the American Revolution

34. One objective of 19th-century European imperialism was to

- A. preserve native cultures and traditions.
- B. expand peace and freedom.
- C. protect the environment and conserve wildlife.
- D. convert inhabitants of foreign territories to Christianity.

35. The economist Adam Smith was an Enlightenment thinker. In his writings, he described how market systems worked and expressed his belief in laissez-faire economics. His ideas influenced how people viewed their relationship with their government. Supporters of Smith wanted government to

- A. end universal suffrage.
- B. uphold the divine right of kings.
- C. protect their freedoms and property.
- D. provide strict economic regulations on business.

36. During the Enlightenment, a number of writers explored the relationship between governments and the people they governed. For example, Rousseau wrote *The Social Contract*, in which he examined ideas about majority will and the common good.

How did these ideas influence the American and French Revolutions?

- A. They encouraged loyalty to established governments.
- B. They supported movements for social and political change.
- C. They encouraged the formation of American and French constitutional monarchies.
- D. They supported the efforts of governments to maintain control over their subjects.

37. How did the political systems in Africa change as a result of European colonialism in the 19th century?

- A. Opportunities for self-rule increased.
- B. Administrative units were set up along ethnic lines.
- C. Traditional forms of tribal authority were weakened.
- D. Administrative units became smaller for better control.

38. What action by the leaders of the French Revolution demonstrates that they were influenced by Enlightenment ideas?

- A. They called for the fall of the absolute monarchy.
- B. They encouraged the conquests of Napoleon.
- C. They fought to maintain France's colonial empire.
- D. They supported the combination of church and state.

39. Enlightenment philosophers such as John Locke and Jean Jacques Rousseau wrote that the relationship between citizens and their government was a social contract.

Which statement describes the impact of the idea of government as a social contract on the French Revolution in 1789?

- A. The king granted women the right to vote.
- B. French citizens claimed their natural rights.
- C. The king raised taxes to pay off the public debt.
- D. French citizens supported the king against the nobles.

40. What was one cause of the French Revolution of 1789?
- A. Louis XVI forced the citizens of France to serve in the army.
 - B. Napoleon Bonaparte declared himself France's emperor.
 - C. A small percent of France's population owned most of the land.
 - D. France's government passed laws to restrict religious freedoms.

41. Read the quotation below and answer the question that follows.

The representative of the French people . . . have determined to set forth in a solemn declaration the natural, unreliable, and sacred rights of man . . . [and reinforce] the happiness of all.

—French National Assembly, 1789

Which important U.S. document influenced this excerpt?

- A. the Bill of Rights
- B. the U.S. Constitution
- C. the Articles of Confederation
- D. the Declaration of Independence

1600-1850 04/29/2014

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|---------|---|---------|---|
| 1. | | 21. | |
| Answer: | C | Answer: | D |
| 2. | | 22. | |
| Answer: | D | Answer: | A |
| 3. | | 23. | |
| Answer: | B | Answer: | B |
| 4. | | 24. | |
| Answer: | D | Answer: | C |
| 5. | | 25. | |
| Answer: | B | Answer: | B |
| 6. | | 26. | |
| Answer: | B | Answer: | B |
| 7. | | 27. | |
| Answer: | A | Answer: | B |
| 8. | | 28. | |
| Answer: | A | Answer: | A |
| 9. | | 29. | |
| Answer: | A | Answer: | A |
| 10. | | 30. | |
| Answer: | B | Answer: | B |
| 11. | | 31. | |
| Answer: | A | Answer: | C |
| 12. | | 32. | |
| Answer: | C | Answer: | A |
| 13. | | 33. | |
| Answer: | B | Answer: | C |
| 14. | | 34. | |
| Answer: | D | Answer: | D |
| 15. | | 35. | |
| Answer: | D | Answer: | C |
| 16. | | 36. | |
| Answer: | A | Answer: | B |
| 17. | | 37. | |
| Answer: | A | Answer: | C |
| 18. | | 38. | |
| Answer: | B | Answer: | A |
| 19. | | 39. | |
| Answer: | A | Answer: | B |
| 20. | | 40. | |
| Answer: | D | Answer: | C |
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| | | Answer: | D |