

## Final Exam Overview

The Final exam covers the final four units of study (after the midterm mark); it is broken up into two parts: firstly, students are required to critically think about and respond in writing to a primary source (see course website); and secondly, the completion of a series of typical objective and short answer questions on a standard final exam.

## Exam Breakdown

**Part 1:** Thinking About & Responding to Primary Sources (25%)

**Part 2:** Objective Exam (75%)

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### Part 1: Thinking About & Responding to Primary Sources

Over the course of the year students have worked extensively with primary sources. The purpose of this part of the exam is to give students an opportunity to demonstrate their skills as they relate to assessing and interpreting primary sources. This is a “take home” component; it must be completed and submitted *before* writing Part 2: The Objective Exam.

Download the required file for Part 1 on the course website by accessing the Final Exam section. The file is called **Part 1: Think About and Responding to Primary Sources**. You are encouraged to complete this assignment using *Google Docs*. As usual create and share your document giving the teacher ([rdelainey@lcbi.sk.ca](mailto:rdelainey@lcbi.sk.ca)) full editing privileges.

**The deadline for this assignment is the day of the final exam. Late assignments will not be accepted. Do not copy from one another. Plagiarism will result in students receiving an automatic zero for Part 1. If you use any websites to craft your answers, place the research you find into your own words. Do not copy and paste the written work of others and claim it as your own.**

### Part 2: The Objective Exam

The conventional exam requires students to both typical objective questions like matching, multiple choice, etc. but also unconventional questions like synectical multiple choice.

**Synectical multiple choice questions** require students to identify a relationship or something in shared in common between two things. See example below:

**Ex. 1.** Paul is to Christianity what \_\_\_\_\_ is to Islam.

- a). Charlemagne
- b). Innocent III
- c). Muhammed
- d). Constantine

**Answer:** Paul is to Christianity what **Muhammed** is to Islam. The relationship or connection Paul and Muhammed share is they were both responsible for making converts of people to their respective religions.

### Glossary of Important People, Places and Things

You need to know the following terms in order to successfully complete objective questions like multiple choice and matching.

Units of Study	Documents, Events, People, Places
<b>The Renaissance and Reformation</b>	Lorenzo de Medici, Petrarch, Leonardo da Vinci, Desiderius Erasmus, Lucrezia Borgia, Martin Luther, Protestant Reformation, 95 Theses, Peasants' Revolt, Catholic Reformation.
<b>The Age of National Monarchs</b>	Absolute Monarch, Edict of Nantes, Maria Theresa, Pragmatic Sanction, Peter the Great, Catherine the Great.
<b>The Scientific Revolution and Enlightenment</b>	Rene Descartes, Scientific Method, Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Isaac Newton, Scholasticism, Humanism, Thomas Hobbes, John Locke, Philosophes, Free Market, Montesquieu, Voltaire, Jean Jacques Rousseau, Denis Diderot, Salons, Emile du Châtelet.
<b>The French Revolution and Reaction</b>	Louis XVI, National Assembly, Tennis Court Oath, Committee of Public Safety, Reign of Terror, Robespierre, Napoleonic Code, Napoleon, Continental System, Nationalism, Prince Metternich, Concert of Europe, Congress of Vienna, Balance of Power, Socialism, Louis Kossuth, Giuseppe Mazzini.

## Preparing for True/False & Why Questions

I will *only* ask you True/False & Why questions related to chapter summaries. The chapter summaries are printed in green at the back of your unit end questions handouts. Use the questions below for practice.

### Unit 5: The Renaissance & Reformation Chapter Summary

**1. The Renaissance began in northern Italy and spread slowly to other parts of Europe.**

Renaissance scholars studied the classics in order to expand their knowledge of the world. In northern Europe, Renaissance scholars studied the writings of early Christians.

*The Renaissance started in Germany and eventually made its way into Italy.*

**True/False:**

**Why:**

**2. During the Renaissance, the arts flourished.** Leonardo da Vinci and Michelangelo added new dimensions to painting and sculpture. Renaissance writers such as Rabelais, Cervantes, and Shakespeare produced many outstanding works.

*Art played an important role in shaping the Renaissance period.*

**True/False:**

**Why:**

**3. The invention of the printing press in 1455 helped spread new ideas.** Social and economic changes slowly affected the lives of ordinary people. The nuclear family emerged, people's diets improved, and wages rose.

*Ideas spread efficiently before the invention of the printing press.*

**True/False:**

**Why:**

**4. Many people called on the pope and clergy to reform the Church.** In the early 1500s, Martin Luther rejected the authority of the pope and set up the Lutheran church. In Germany, many townspeople, princes, and peasants supported Luther's reforms.

*The Catholic Church worked hard to reform itself prior to Martin Luther.*

**True/False:**

**Why:**

5. **As the Protestant Reformation spread across Europe, the Catholic Church launched its own reformation.** John Calvin and other reformers set up their own churches. After Henry VIII quarreled with the pope, England became a Protestant nation. At the Council of Trent, the Catholic Church set about reforming itself. However, Europe remained divided between Protestants and Catholics.

*The Protestant Reformation was the only religious reform movement of the 16<sup>th</sup> or 17<sup>th</sup> centuries.*

**True/False:**

**Why:**

### **Unit 6: The Age of Absolute Monarchs Chapter Summary**

6. **Under the rule of Philip II, Spain enjoyed a golden age.** Philip was a hardworking, absolute ruler. Treasure from the Americas helped make Spain strong and financed its many wars. However, Spanish power declined in the late 1600s.

*Spain fell into decline during the reign of Philip II.*

**True/False:**

**Why:**

7. **In the 1600s, France, under the leadership of Louis XIV, replaced Spain as the most powerful nation in Europe.** For 54 years, Louis XIV ruled with absolute power, keeping the nobles occupied at his glittering court and fighting many wars of expansion.

*Louis XIV had his power limited just like King John of England.*

**True/False:**

**Why:**

8. **In the Holy Roman Empire, conflicts between Protestants and Catholics led to the Thirty Years' War.** The years of fighting left Germany physically devastated and the Peace of Westphalia recognized the independence of hundreds of small German states. However, in the 1700s, Prussia and Austria emerged as the two leading German states.

*The Catholics won the Thirty Years' War.*

**True/False:**

**Why:**

- 9. The Ottoman Empire and Poland were powerful nations in Eastern Europe in the 1500s, but by the 1700s Russia had become a major power.** Peter the Great strengthened Russia by introducing western ideas and technology. Both Peter and Catherine expanded Russia's borders and made Russia a major force in European affairs.

*The Catholics won the Thirty Years' War.*

**True/False:**

**Why:**

### **Unit 7: The Scientific Revolution & the Enlightenment**

- 10. During the 1500s and 1600s, the Scientific Revolution changed the way Europeans viewed the world.** Scholars developed a new method to study the natural world. Mathematics played a central role in the scientific method, as did experiments and observation. Although the new theories aroused fierce opposition, they were generally accepted.

*The Scientific Revolution was not in fact a revolution.*

**True/False:**

**Why:**

- 11. Philosophers tried to discover natural laws to explain human behavior.** Hobbes and Locke had differing views of human nature, but both influenced the French philosophes such as Montesquieu, Voltaire, and Rousseau. These philosophes put forward ideas about government and society influencing us to the present day.

*Philosophers during the Enlightenment placed reason upon a pedestal.*

**True/False:**

**Why:**

- 12. Enlightenment ideas spread from philosophers to ordinary people and to monarchs.** Enlightenment thinkers were confident that science and reason could solve the major problems facing society. Some absolute monarchs tried to use Enlightenment ideas to govern their nations, although they did so with limited results.

*Monarchs applied Enlightenment ideas to government with limited success.*

**True/False:**

**Why:**

**Unit 8: The French Revolution & Reaction Chapter Summary**

**13. In the late 1780s, the French monarchy faced a severe economic crisis.** Efforts at reform failed in part because of the class system of the Old Regime and in part because of King Louis XVI's weakness. Finally, the king summoned the Estates General.

*France enjoyed a golden age under Louis XVI.*

**True/False:**

**Why:**

**14. The French Revolution began in 1789.** The three estates declared themselves the National Assembly. That body abolished feudalism, introduced sweeping religious reforms, and prepared for the *Constitution* of 1791.

*The French Revolution established a feudal system in France.*

**True/False:**

**Why:**

**15. The Revolution became more radical after 1792.** France was attacked from the outside by other European nations and from the inside by people who opposed the revolution. To defend the revolution, radical revolutionaries launched the Reign of Terror, executing thousands of French people.

*The French Revolution was a peaceful transition from monarchy to democracy.*

**True/False:**

**Why:**

**16. In 1795, reaction to the Reign of Terror led to the creation of the Directory.** However, Napoleon Bonaparte overthrew the Directory in 1799 and eventually crowned himself emperor. He reaffirmed many ideas of the revolution in the *Napoleonic Code* and other reforms.

*The Reign of Terror opened the door to the rise of Napoleon Bonaparte as emperor.*

**True/False:**

**Why:**

**17. Napoleon built an empire across Europe.** Controlling his empire proved difficult, however. Nationalist movements and the ongoing struggle with Britain drained French resources. In 1814, Napoleon's enemies invaded France, forcing the emperor to abdicate. Although the revolutionary era ended, both France and Europe had been greatly changed.

*Napoleon's influence remained entirely in France.*

**True/False:**

**Why:**

**18. In 1814, the Congress of Vienna met to restore peace and stability to Europe.** The victorious powers redrew political boundaries and restored monarchs to the thrones lost during the Napoleonic wars.

*The Congress of Vienna preserved all the borders established by the French Empire.*

**True/False:**

**Why:**

**19. The ideals of the French Revolution continued to inspire demands for reform in France.** In 1830, Parisians revolted, forcing King Charles X to flee. In 1848, another uprising in Paris caused Louis Phillippe to flee and resulted in the Second Republic. Louis Napoleon was chosen president but soon made himself emperor.

*Despite the failure of the French Revolution to establish democracy in France it still inspired later reform movements.*

**True/False:**

**Why:**

**20. The revolutions of 1830 and 1848 in France ignited forces of liberalism and nationalism in other parts of Europe.** In 1830, the Belgians won independence, but efforts by Poles and others to gain freedom failed. The revolutions of 1848 were at first successful in Bohemia, Hungary, and northern Italy. However, conservative forces soon reasserted their power.

*Liberalism and nationalism are related in a number of ways.*

**True/False:**

**Why:**

### Preparing for Short Answer Questions

Students are required to answer a total of three short answer questions *of their choice*. **You can select a maximum of one question from each unit.** These are cross-over questions. This means each question combines ideas from two or more different units. These types of questions are designed to test students on their ability to both comprehend and apply ideas.

**Note:** it is highly recommended you prepare your answers in advance; however, you cannot complete and submit them before completing Part 1. You must write your answers on the actual test. This forces students to actually learn the material rather than just copying and pasting information from a website and passing that off as an answer. Feel free to develop answers with a partner.

### Unit 5: The Renaissance & Reformation

- 1). The introduction of the printing press revolutionized the Western World. Explain (critical thinking).
- 2). The Renaissance, Scientific Revolution and Enlightenment were all part of a single intellectual revolution. Explain (critical thinking)?

### Unit 6: The Age of Absolute Monarchs

- 3). True or False: Thomas Hobbes would have approved of France's Louis XIV. Explain (critical thinking).
- 4). True or False: John Locke would have accepted "divine right" as a legitimate basis for establishing a government's authority. Explain (critical thinking).

### Unit 7: The Scientific Revolution & the Enlightenment

- 5). Why do people feel threatened when their assumptions about reality are successfully challenged (critical thinking)?
- 6). Discuss the significance and meaning of Voltaire's statement that "...those who can make you believe absurdities can make you commit atrocities" (critical thinking).

### Unit 8: The French Revolution & Reaction

- 7). What are the essential differences between a "radical" and a "reactionary" (critical thinking)?
- 8). What are the essential differences between a "liberal" and a "conservative" (critical thinking)?