

Part 4

The Reviews

This section provides a series of review lessons which can be used just prior to the administration of the Advanced Placement examination. Students trace the development of the concept of individualism from the Renaissance through 1870 and review the role of the individual in modern European history. They examine the roots of modern social and welfare movements in early nineteenth-century Great Britain. Students recognize the degree to which the world has adopted Western civilization, and review modern European history through single events that initiated major change. In addition, they review the movement of European history through critical events, examine the course of modern European history through its major conflicts, and examine the basic ideas and facts of European history between 1450 and 1715. They also observe the flow of the major themes of European history, and survey the sweep of those themes. Lastly, they review and categorize the main concepts, people, movements, and events that helped shape modern Europe and complete a review of specific data of modern European history.

- Lesson 23 Individualism in Early Modern Europe
- Lesson 24 The Individual in History
- Lesson 25 Humanitarianism
- Lesson 26 Homogenizing the World
- Lesson 27 Historical Events: Roots and Impact
- Lesson 28 Turning Points in History
- Lesson 29 An Examination of the Impact of Modern European Conflicts
- Lesson 30 Transformation of Western Civilization: 1450–1715
- Lesson 31 The Flow of History
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- Lesson 33 The Review: 1715–1870
- Lesson 34 The Grand Review: 1870 to the Present
- Lesson 35 A Final Review: Reflections of the Ages

The Concept of the Individual

Part A.

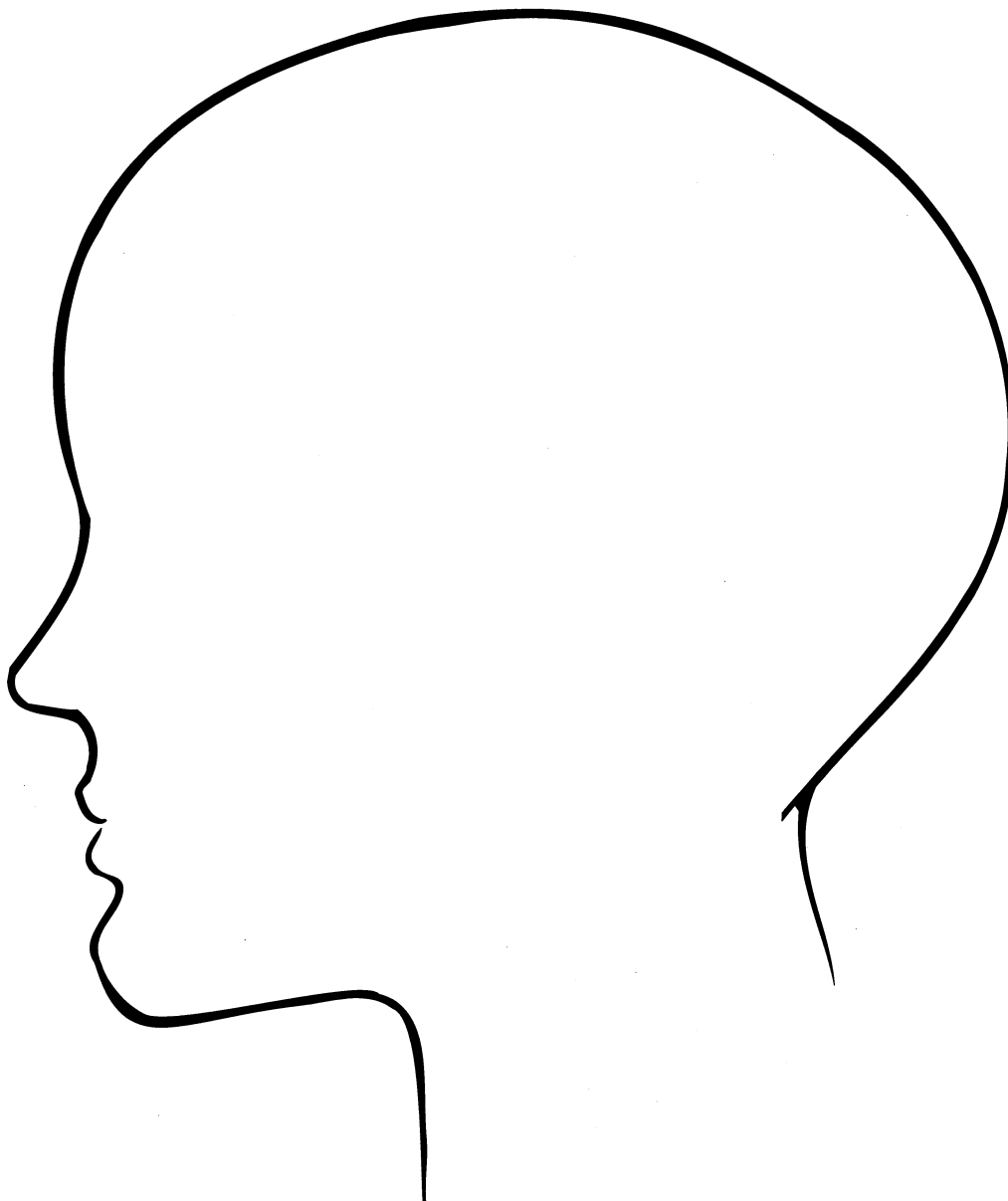
Directions: The concept of the individual, which has been a dominating theme in Western civilization, achieved greater clarity in the modern period. Match each movement with the individual who is most closely associated with it. Place the combination in the appropriate time period column on the chart, and summarize the development of individualism in that period.

- | Movement | Person |
|---------------------------------|--|
| _____ 1. Age of Discovery | a. Jean Baptiste Colbert |
| _____ 2. Commercial Revolution | b. Christopher Columbus |
| _____ 3. Democratic Revolutions | c. Elizabeth I |
| _____ 4. Glorious Revolution | d. Erasmus |
| _____ 5. Laissez-faire | e. Charles Fournier |
| _____ 6. Marxist Socialism | f. John Locke |
| _____ 7. National Monarchs | g. Martin Luther |
| _____ 8. Nationalism | h. Karl Marx |
| _____ 9. Philosophes | i. Maximilien Robespierre and Louis Philippe |
| _____ 10. Pietism | j. Adam Smith |
| _____ 11. Reformation | k. Voltaire |
| _____ 12. Renaissance Humanism | l. Otto von Bismarck |
| _____ 13. Romanticism | m. John Wesley |
| _____ 14. Utopian Socialism | n. William Wordsworth |

Individualism	Movements/People	Summary
1450-1648		
1648-1789		
1789-1870		

Part B.

Directions: Create your own characterization of an individual in western Europe in the year 1870. Identify your person by country, gender, occupation, religion and political orientation. Using your completed chart in part A as a guide, fill the mind of the individual with appropriate philosophies that indicate his or her acceptance and practice of the ideal of individualism. Be prepared to defend your choices.



Product of the Age?

Directions: Review important individuals of modern Europe by identifying the most influential individual or group in each category and time period. Indicate your rationale for each choice.

Century	Political Figure	Intellectual Figure	Figure in the Arts	Figure in Economics
Sixteenth				
Seventeenth				

Century	Political Figure	Intellectual Figure	Figure in the Arts	Figure in Economics
Eighteenth				
Nineteenth				
Twentieth				

Creating a Document-Based Question: Enlightened Christianity

Part A.

Directions: Now that you have studied and used document-based questions in class, it is your task to construct a document-based question of your own. Use the question below and the information that follows to complete this task.

Question

In what ways did different groups in British society encourage humanitarianism in the late eighteenth and early nineteenth centuries?

Information

Collect ten to twelve short documents, perhaps including cartoons, graphics, or portions of acts of Parliament or speeches. Be sure to specify the source of each document. Include information on Utopian schemes, Enlightenment thinking, and Christian teaching as the philosophical base of the humanitarian movement. Specific evidence for this question might include reformers and reform movements as well as opposition to change.

As you collect and organize documents, keep in mind that your work will be used as a means to teach this topic. The ability of another student to learn from a presentation depends on your careful selection and organization of material. The format you present must lead to an organized and complete response.

Before you submit your documents, develop a thesis, an outline of the supporting evidence, and an appropriate conclusion to insure the completeness of your selections in relation to the question.

Part B.

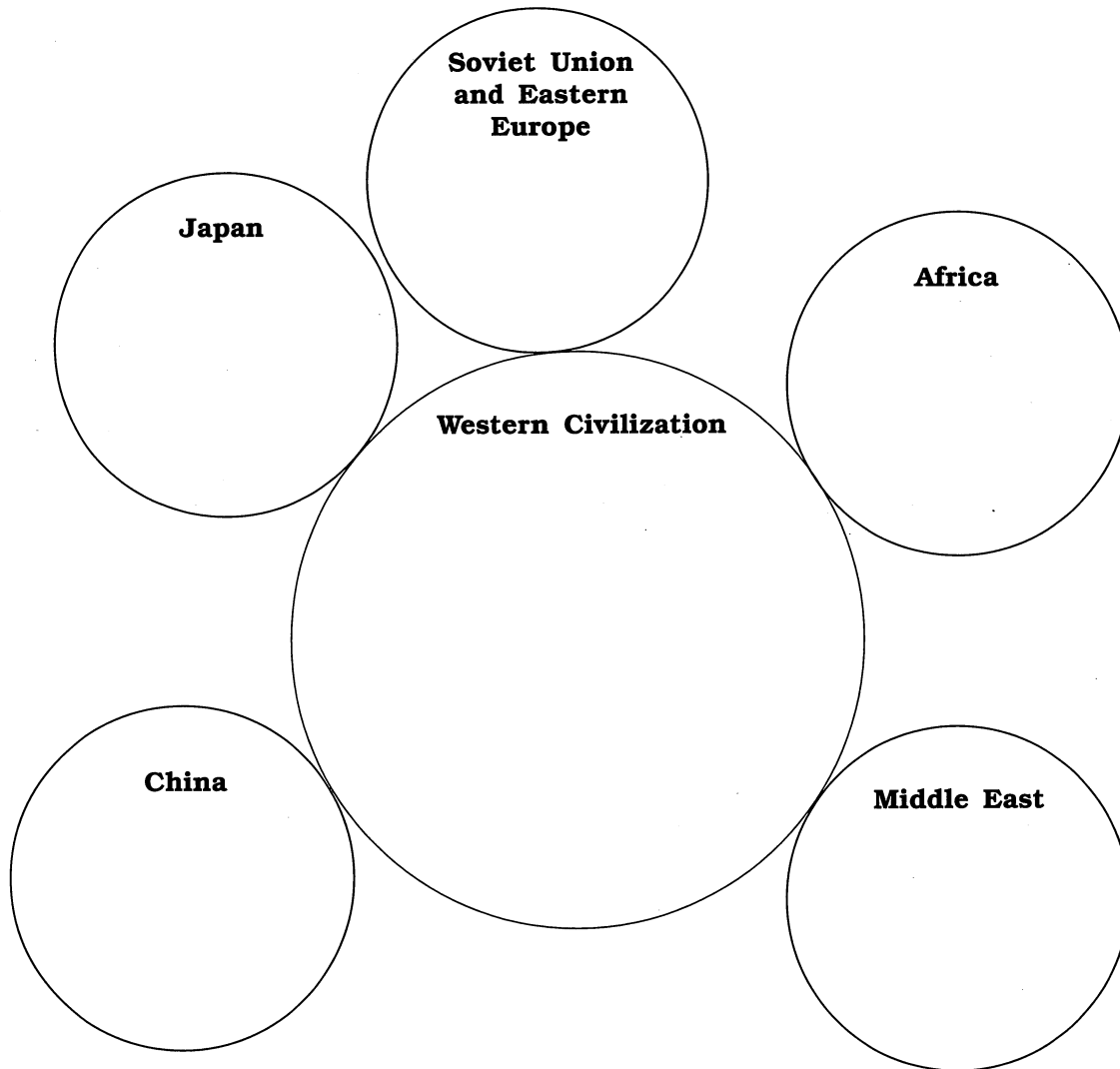
Directions: Read the following statement by English historian Sir George Trevelyan. How do the documents you selected illustrate the idea he expresses?

It was the special function of the eighteenth century to diffuse common sense and reasonableness in life and thought, to civilize manners, and to humanize conduct.

Western Ideas vs. Non-Western Culture

Part A.

Directions: Since the Age of Discovery, much of Western culture has been accepted by choice, necessity, or force by non-Western people. To complete the organizer below, separate Western and non-Western ideas by categorizing each of the terms at the bottom in either the larger circle representing Western values that are shared in a large part by the rest of the world or in one or more of the regional circles representing particular cultures.



- | | | | |
|--|--|--|---|
| animism
Arabic
automobile
borscht
Buddhism
business suit
camels
capitalism
Chinese | Christianity
communism
Confucianism
constitution
democratic ideals
Eastern Orthodoxy
English
individualism
industrialization | international signs
Islam
Japanese
kibbe
kimono
martial arts
mass media
national state
perestroika | political parties
Russian
science
sushi
Swahili
technology
traditional dress
tribalism
women's rights |
|--|--|--|---|

8. What non-Western traditions and practices have spread to the West?
9. In which of the non-Western cultures does the strength of the shared culture outweigh traditional culture, and in which do traditional cultures remain predominant?
10. The Western tradition is the common global culture. Would an alternative traditional culture better serve global unity? Justify your answer.

Part C.

Directions: On a separate sheet of paper, write a well-organized paragraph in response to the following question.

To what extent does the following statement of Western traditions serve as a statement of present reality or vision of the future for people in non-Western cultures? Assess the validity of this statement for one of the regions you considered in this lesson: Japan, China, Middle East and Eastern Europe, or Africa.

I am freedom, I am individual rights. I am responsibility, I am nationalist and internationalist, I am dignity and equality, I am inequality, I am competition and cooperation. In sum I am a product of all the competing tendencies and ideas that have produced a world society with unparalleled opportunities and unequalled dangers.¹

¹Milton Jay Belasco and Thomas G. Kavunedus, *Our Western Heritage: A Conceptual Approach* (New York: Cambridge Book Company, 1970), 348.

Consequences that Reshaped European History

Part A.

Directions: Listed below are two seemingly insignificant events of each century in modern European history. Each of these events had far-reaching consequences that reshaped European history. Review each of these events by stating at least three roots of the event and at least three short- or long-range consequences.

Fifteenth Century

- Bartholomeu Dias rounded the Cape of Good Hope.

- Johannes Gutenberg printed the first Bible.

Sixteenth Century

- Johann Tetzel sold indulgences.

- Nicolaus Copernicus investigated Ptolemaic astronomy.

Seventeenth Century

- James II converted to Catholicism.

- Syndics of the Cloth Guild hired Rembrandt van Rijn to paint their group portrait.

Eighteenth Century

- Jacques Necker was fired.

- James Watt invented the steam engine.

Nineteenth Century

- Friedrich Engels visited his father's factory.

- Otto von Bismarck witnessed the humiliation of the king in the 1848 revolutions.

Twentieth Century

- Adolf Hitler dreamed of the unity of Europe.

- Robert Schuman dreamed of the unity of Europe.

Part B.

Directions: Identify the single event that you believe did the most to shape modern Europe. Be prepared to defend your choice.

Major Political Events

Directions: Brainstorming helps develop the skills to put free-response essays in historical context. Listed below are the dates of fifteen major political turning points in modern European history. Identify the implied event, comment on its significance, and then list at least three contemporaneous movements, trends, or activities in literature, science, art, or economics. Define *contemporaneous* as any event in the thirty-year period following dates in the fifteenth through eighteenth centuries, any event within a twenty-year period after nineteenth century dates, and any event within a five-year period following twentieth-century dates.

Date/Event	Significance	Related Items
1492		
1517		
1588		
1648		
1688		
1740		
1776		

Name _____

Date _____

Date/Event	Significance	Related Items
1789		
1815		
1848		
1870		
1918		
1929		
1945		
1989		

Points of Conflict: The Focus of History

Directions: Review the following conflicts that set the tone for their ages. Briefly describe the main characters and the central conflict. Then list the time, place, issues, and impact. by identifying the main characters, conflict, time, place, issues, and impact.

Characters/Conflict	Time/Place	Issues	Impact
1. Woodrow Wilson vs. Georges Clemenceau			
2. Otto von Bismarck vs. Napoleon III			
3. Vladimir Lenin vs. Alexander Kerensky			
4. Galileo Galilei vs. Pope Urban VII			
5. Frederick the Great vs. Maria Theresa			
6. Martin Luther vs. Charles V			

Characters/Conclit	Time/Place	Issues	Impact
7. Oliver Cromwell vs. Charles I			
8. Harry S. Truman vs. Joseph Stalin			
9. Philip II vs. Elizabeth I			
10. Adolf Hitler vs. Neville Chamberlain			
11. Count Metternich vs. Giuseppe Mazzini			
12. Louis XIV vs. William of Orange			

A Comprehensive Review: 1450–1715

Directions: Complete the following outline to review Western civilization between 1450 and 1715.

I. Foundations of Western Civilization

A. What did the following people and ideas contribute to Western civilization?

1. Greeks
2. Romans
3. Christianity
4. Feudalism/Manorialism

B. Define each of the following:

1. Babylonian Captivity/Great Western Schism
2. Conciliar Movement
3. John Wycliffe and Jan Hus

II. Transformation to Modern Society

A. Renaissance

1. Identify and state the significance of each term.
 - a. Secularism
 - b. Humanism
 - c. Italian Renaissance
 - d. Northern Renaissance

B. The Rise of the Modern State

1. Describe the general nature and accomplishments of the new monarchies.
2. Describe the political and economic life in the early modern period in each of the following places.
 - a. Spain
 - b. France

- c. England
- d. Poland
- e. Holy Roman Empire

3. What was the relation of the Ottoman Empire to the development of Modern Europe?

4. Define and explain the importance of each of the following persons or events.

- a. Niccolò Machiavelli
- b. Thomas Hobbes
- c. John Locke
- d. Charles V
- e. Peace of Augsburg
- f. Treaty of Westphalia

C. Reformation

1. Define the causes of the Protestant Reformation.

- a. Political
- b. Economic
- c. Religious

2. Contrast the thinking of each of the following people.

- a. Martin Luther
- b. John Calvin
- c. Ignatius Loyola
- d. Desiderius Erasmus

3. Define and explain the significance of each of the following terms.

- a. Hapsburgs
- b. Thirty Years' War

- c. Schmalkaldic League
- d. Inquisition
- e. Anabaptists
- f. French Civil War
- g. Council of Trent
- h. Huguenots

D. Economic Revolution

1. What was the importance of the opening of the Atlantic?
2. What goods were brought to Europe as a result of the opening?
3. What is meant by the term *Commercial Revolution*?
4. What were the effects of the Commercial Revolution on Europe in the following areas?
 - a. Economic
 - b. Social
 - c. Political
 - d. Religious
 - e. Intellectual
5. Define *mercantilism*.

E. Scientific Revolution

1. Explain the meaning of the term *Scientific Revolution*.
2. Describe the contributions of each of the following people to the Scientific Revolution.
 - a. Francis Bacon
 - b. Nicolaus Copernicus

- c. Johannes Kepler
 - d. Galileo Galilei
 - e. Isaac Newton
 - f. René Descartes
3. Explain the impact of the Scientific Revolution on each of the following items.
- a. Philosophy
 - b. Religion
 - c. The world of the seventeenth and eighteenth centuries.

III. The Early Modern State

A. Explain how the following states had evolved by 1648.

- 1. France
 - a. Political
 - b. Economic
 - c. Social
 - d. Religious
- 2. Spain
 - a. Political
 - b. Economic
 - c. Social
 - d. Religious
- 3. England
 - a. Political
 - b. Economic
 - c. Social
 - d. Religious

- 4. Holland
 - a. Political
 - b. Economic
 - c. Social
 - d. Religious

- 5. Holy Roman Empire
 - a. Political
 - b. Economic
 - c. Social
 - d. Religious

B. What three states declined in central Europe in the seventeenth and eighteenth centuries? Why?

- 1.
- 2.
- 3.

C. What three states rose in central Europe in the seventeenth and eighteenth centuries? Why?

- 1.
- 2.
- 3.

D. What were the causes and effects of the English Civil War?

1. Political
2. Religious

E. In what ways did the Glorious Revolution change England?

1. Social
2. Political

F. Define and explain the significance of each of the following terms.

1. Stuarts
2. Whigs
3. Tories

G. Explain how each of the following helped establish the basis for a modern state in France.

1. politique
2. Henry IV
3. Cardinal Richelieu
4. Cardinal Mazarin
5. Fronde
6. Louis XIV
7. Jean-Baptiste Colbert

H. Explain the chief results of each of the following treaties.

1. Peace of Augsburg

- a. Political
- b. Economic
- c. Religious

2. Treaty of Westphalia

- a. Political
- b. Economic
- c. Religious

3. Treaty of Utrecht

- a. Political
- b. Economic
- c. Religious

I. What were the origins of the balance of power?

Organizing a Sense of History

Directions: Demonstrate your command of the sweep of European history by completing the following chart. Be as complete as possible in order to refine your own sense of the periods of European history and the special character of each era.

Date	Political	Economic	Social
1450			
1650			
1789			
1815			
1848			
1870			

Name _____

Date _____

Date	Religious	Intellectual	Warfare	Cultural
1450				
1650				
1789				
1815				
1848				
1870				

Name _____

Date _____

Date	Political	Economic	Social
1914			
1918			
1939			
1945			
1972			
Present			

Date	Religious	Intellectual	Warfare	Cultural
1914				
1918				
1939				
1945				
1972				
Present				

History in Broad Strokes

Directions: In groups, research and prepare a class presentation on a model answer to your assigned question. Include a thesis, the aspects to be covered, historical context, nonnegotiable data that must be included, and a conclusion that suggests the importance of the topic and demonstrates the group's mastery of the essay prompt.

Essay 1

Examine the influence of each of the following on religion in Europe: the formation of religious orders, the Enlightenment, and the movement by European leaders, such as Otto von Bismarck, to secularize churches.

Essay 2

Discuss those forces which served to unify Europe from the fifteenth through the twentieth centuries.

Essay 3

Compare and contrast European imperialism in the sixteenth and nineteenth centuries.

Essay 4

Each of the following impacted the growth of governmental power: France after the Wars of Religion; Brandenburg after the Thirty Years' War; the British Empire after the Seven Years' War; the Austrian Empire after the revolution of 1848-49; and the Leninist regime after the Russian Revolution. Choose three and explain that impact.

Essay 5

Explain how each of the following was considered to be a scientific breakthrough during the century indicated: René Descartes in the seventeenth century; Isaac Newton in the eighteenth century; Charles Darwin in the nineteenth century; or Sigmund Freud in the twentieth century.

Essay 6

Discuss and compare the factors that delayed the spread of industrialization into Eastern Europe with the earlier industrialization in the West.

Essential Data: 1715–1870

Directions: Complete the following outline with essential data relevant to the period 1715–1870.

I. The Eighteenth Century

A. Describe the following aspects of the global economy of the eighteenth century.

1. Political

2. Economic

3. Social

4. Resulting Conflicts

B. What new balance of power concept developed in the eighteenth century?

C. Describe the Enlightenment, its objectives, and its connections to the Scientific Revolution.

1. Enlightenment

2. Objectives

3. Connections

D. Describe the following aspects of the Old Regime.

1. Political

2. Economic

3. Social

4. Religious

E. Describe the alternatives enlightened thinkers proposed to the Old Regime in the following areas.

1. Political

2. Economic

3. Social

4. Religious

II. The French Revolution and Napoleon I

A. Describe the major causes of the revolution in France.

1. Political

2. Economic

3. Social

4. Intellectual

B. What caused an increase in radicalism in the French Revolution, and how did the moderates and conservatives react?

C. Define the significance of the following slogans of the French Revolution.

1. Liberty

2. Equality

3. Fraternity

D. What were the chief contributions of Napoleon I to the French Revolution?

E. Define the Continental System.

F. Contrast the Congress of Vienna (1815) and the Treaty of Westphalia (1648).

III. The Age of Metternich

A. Explain the Concert of Europe.

1. Purpose

2. Methods

B. Explain the following “isms” produced by the French Revolution, the Enlightenment, and the Industrial Revolution. *Note:* The important “isms” in the first half of the nineteenth century were liberalism and conservatism. The others are either part of or offshoots of these.

1. Liberalism
2. Conservatism
3. Republicanism
4. Socialism
5. Humanitarianism
6. Romanticism

C. Describe the effect of the following cracks in the Concert of Europe, 1830–1848.

1. Revolutions of 1830
2. Louis Philippe
3. Reform Bill of 1832
4. Revolutions of 1848

IV. The Age of Realpolitik

A. In what ways did each of the following individuals or events reflect the mood in Europe after 1848?

1. Camillo Cavour
2. Napoleon III
3. Otto von Bismarck
4. Karl Marx
5. Crimean War

B. Describe the methods used by each of the following people to create a nation-state.

1. Camillo Cavour
2. Otto von Bismarck
3. Alexander II of Russia
4. Franz Joseph of Austria
5. Abraham Lincoln
6. Mutsuhito of Japan

V. The Age of Industrialization

A. Describe the major effects of nineteenth-century industrialization on the following areas.

1. Political
2. Economic
3. Social

B. Describe the economic philosophy of Industrial Capitalism.

C. Describe the contributions of each of the following people to the economic philosophy of Industrial Capitalism.

1. Adam Smith
2. David Ricardo
3. Thomas Malthus

D. Identify each item and explain its significance.

1. Anti-Corn Law League
2. Factory Act, 1833

3. Reform Bill of 1832

4. Chartism

E. Compare and contrast the various factors in the following major revolutions.

1. Glorious Revolution

a. Causes

b. Leadership

c. Extremes

d. Final outcome

2. American Revolution

a. Causes

b. Leadership

c. Extremes

d. Final outcome

3. French Revolution

a. Causes

b. Leadership

c. Extremes

d. Final outcome

4. Russian Revolution

a. Causes

b. Leadership

c. Extremes

d. Final outcome

Main Themes in Modern European History: 1870 to the Present

Directions: Complete your investigation of the main themes of modern European history by researching and recording the following data on the period of 1870 to the present.

I. 1870–1918

- A. What served as the material and nonmaterial basis for the Age of Optimism?
 1. Material base
 2. Nonmaterial base
- B. Describe the contributions of each of the following during the Age of Omens to the outbreak of World War I.
 1. Alliances
 2. Imperialism
 3. Militarism
 4. Industrialization
 5. Nationalism
- C. What were the major wars fought by Europeans from 1850 to outbreak of World War I?
- D. What were the causes of the New Imperialism? How did factors of defense and nationalism contribute to the growth of imperialism?
 1. Economic
 2. Political
 3. Social
 4. Defense
 5. Nationalism
- E. Describe the effects and influence of imperialism in each of the following geographic areas.
 1. China
 2. Africa

3. Latin America

4. Ottoman Empire

F. Define or identify the following terms and individuals.

1. Revisionist Marxism

2. Social Darwinism

3. Second Industrial Revolution and corporate growth

4. Sigmund Freud

5. Carl Jung

6. Albert Einstein

G. Describe the political, economic, and social causes and results of World War I in each of the following countries: Great Britain, France, Germany, Soviet Union, and the United States.

1. Causes

2. Results

a. Political

b. Economic

c. Social

II. 1918–1945

- A. Describe the importance of each of the following items to the Russian Revolution.
1. Nature of czarist regime
 2. Revolution of 1905
 3. Stolypin reforms
 4. February/March Revolution, 1917
 5. Major steps in establishment of Bolshevik power
- B. Trace of the following in the development of the early Soviet Union.
1. New Economic Policy (NEP)
 2. the Soviet attitude toward the Orthodox Church
 3. major steps in Stalin's totalitarian rule of the Soviet Union
 4. Lenin's alteration of Marxism
 5. Stalin's modification of Leninism
- C. Define *totalitarianism* and *totalitarianism of the right and left*.
- D. Trace the collapse of democracies in Europe between 1919 and 1939.
- E. What were the major steps in the collapse of democracy in Germany and the rise of Nazism?
- F. Compare the outcomes of each of the following conferences: Vienna, Versailles, and Yalta.

G. Identify and explain the significance of each of the following items.

1. League of Nations
2. Conference at Rapallo
3. Locarno Pact
4. Dawes Plan
5. Kellogg-Briand Pact
6. Popular Fronts
7. Third Reich
8. Francisco Franco
9. *Anschluss*
10. Munich Conference
11. Anti-Comintern Pact
12. Nazi-Soviet Pact
13. Atlantic Charter
14. Pearl Harbor
15. Stalingrad
16. D-Day
17. Yalta Conference
18. San Francisco Conference
19. Potsdam Conference
20. Nuremberg Trials

III. 1945–Present

A. Define and explain the significance of each of the following in post–World War II Europe.

1. Cold War
2. Truman Doctrine
3. Marshall Plan
4. Cominform
5. North Atlantic Treaty Organization
6. Warsaw Pact
7. Problem of divided Germany

B. Describe the connection between Europe and the following non-Western nations during post–World War II Europe.

1. China
2. Korea
3. Japan
4. India
5. Middle East
6. Vietnam
7. Africa

Events, Personalities, and Movements: A Comprehensive Review

Directions: Review the following list of important people, events, and ideas. Place each one in the appropriate section of the chart.

Terms

Jacques-Louis David	<i>Wealth of Nations</i>	Renaissance
C. S. Lewis	Louis XIV	Henry IV of France
Frankfurt Assembly	<i>Animal Farm</i>	Munich
Lateran Accord	Woodrow Wilson	Louis Napoleon
Vatican I	Josip Broz Tito	humanism
OPEC	Filippo Brunelleschi	Warsaw Pact
Vatican II	neoorthodoxy	Simone de Beauvoir
SALT	German social welfare state	Muslim fundamentalism
guilds	Portsmouth	Brest-Litovsk
physiocrats	Shuman Plan	Council of Trent
Social Darwinism	Manchester School	Margaret Thatcher
Deism	Gustavus Adolphus	Age of Religious Revival
James Joyce	divine right	rococo
Napoleon I	Geneva	Le Corbusier
cubism	feminism	Ho Chi Minh
Mikhail Gorbachev	Rembrandt van Rijn	<i>Communist Manifesto</i>
Salvador Dali	John Locke	David Lloyd George
rock and roll	impressionism	Peter the Great
Commercial Revolution	Augsburg	Mao Tse-tung
romanticism	Reformation	neoclassicism
Adolf Hitler	Inquisition	William Shakespeare
Georges Clemenceau	Johann Sebastian Bach	The Beatles
Albert Camus	Five-Year Plans	GATT II
Versailles	existentialism	Franklin D. Roosevelt
Camillo Cavour	enlightened despotism	Oliver Cromwell
John Maynard Keynes	Philip II	Michelangelo
European Economic Community	Westphalia	early Industrial Revolution
Frederick the Great	Benito Mussolini	Edict of Nantes
Elizabeth I	Council of Constance	realism
domestic system	Ludwig von Beethoven	Claude Monet
National Socialism	Utopian Socialism	Eugene Delacroix
Utrecht	Niccolò Machiavelli	San Francisco
Diet of Worms	Counter-Reformation	Sun Yat-sen
Alexander Solzhenitsyn	Congress of Vienna	Louis Sullivan
Leonardo da Vinci	Neville Chamberlain	Holy Roman Emperor Charles V
Walter Gropius	Jean-Paul Sartre	Americanization
Yalta	national self-determination	Alexander Dubcek
New Deal	Aix-la-Chapelle	Marshall Plan
Prince Metternich	Berlin Conference	
republicanism	Potsdam	
	mercantilism	

Category	1400–1648	1649–1789	1790–1870
Diplomatic meetings			
Religion			
Political leaders			
Culture			
Economic philosophies and practices			
Philosophies			

Category	1871-1918	1919-1945	1946-Present
Diplomatic meetings			
Religion			
Political leaders			
Culture			
Economic philosophies and practices			
Philosophies			