



To the Student:

After your registration is complete and your proctor has been approved, you may take the Credit by Examination for the second semester of World History Studies (W HIST 2B).

WHAT TO BRING

- lined notebook paper

ABOUT THE EXAM

The exam will consist of 56 questions, including multiple choice, matching, short discussions, and essays. An answer sheet will be provided, but you should bring several sheets of paper to write your essays. You will have three hours to complete the exam.

The examination is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. The full list of TEKS is included at the end of this document (it is also available online at the Texas Education Agency website, <http://www.tea.state.tx.us/>). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam. TEKS covered in this semester are indicated by a checkmark; the exam will focus on the checkmarked TEKS, but may touch on any of the full list.

Since questions are not taken from any one source, you can prepare by reviewing any of the adopted textbooks that are used at your school. The textbook used with our W HIST 1B course is *Glencoe World History* published by Glencoe McGraw-Hill (2003).

To help you better prepare for the exam, a list of topics to review is included with this letter. Study these topics along with the material listed in the TEKS.

Good luck on your examination!

W HIST 1B

Review Topics

This is an outline of the key concepts you should be familiar with for the Credit by Examination.

People

Gamel Nasser	Kwame Nkrumah
Konrad Adenauer	Patrice Lumumba
Locke and Montesquieu	Harvey and Vesalius
Oliver Cromwell	James I
Horatio Nelson	Robert Walpole
the “Romantics”	Karl Marx
Peter the Great of Russia	Otto von Bismarck

Periods/Eras

the French Revolution	World War II
the Cold War	World War I
the Russian Revolution	Industrial Revolution

Other concepts

the Triple Alliance	Stalin’s five-year plans
the Versailles Treaty	Operation Overlord
the “Dark Continent”	

Texas Essential Knowledge and Skills
W HIST 1B – World History Studies, Second Semester

TTU: W HIST 1B CBE, v.2.0		
TEKS: §113.42. World History Studies (One-Half Credit)		
TEKS Requirement (Secondary)	Set A Question Numbers	Set B Question Numbers
§113.42. World History Studies, Beginning with School Year 2011-2012.		
(a) General requirements. Students shall be awarded one unit of credit for successful completion of this course.		
(b) Introduction.		
(1) World History Studies is a survey of the history of humankind. Due to the expanse of world history and the time limitations of the school year, the scope of this course should focus on "essential" concepts and skills that can be applied to various eras, events, and people within the standards in subsection (c) of this section. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which constitutional governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.		
(2) The following periodization should serve as the framework for the organization of this course: 8000 BC-500 BC (Development of River Valley Civilizations); 500 BC-AD 600 (Classical Era); 600-1450 (Post-classical Era); 1450-1750 (Connecting Hemispheres); 1750-1914 (Age of Revolutions); and 1914-present (20th Century to the Present). Specific events and processes may transcend these chronological boundaries.		
(3) To support the teaching of the essential knowledge and skills, the use of a variety of rich primary and secondary source material such as state papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture is encouraged. Motivating resources are available from museums, art galleries, and historical sites.		
(4) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (c) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies.		
(5) A greater depth of understanding of complex content material can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events. The list of events and people in this course curriculum should not be considered exhaustive. Additional examples can and should be incorporated. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.		
(6) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.		
(7) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation, as referenced in the Texas Education Code (TEC), §28.002(h).		
(8) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.		

(9) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.		
(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.		
(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that 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."		
(10) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.		
(c) Knowledge and skills.		
(1) History. The student understands traditional historical points of reference in world history. The student is expected to:		
(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;		
(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;		
(C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia;		
(D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation;		
(E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and		
(F) identify major causes and describe the major effects of the following important turning points in world history from 1914 to the present: the world wars and their impact on political, economic, and social systems; communist revolutions and their impact on the Cold War; independence movements; and globalization.		
(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:		
(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;		
(B) identify the characteristics of civilization; and		
(C) explain how major river valley civilizations influenced the development of the classical civilizations.		
(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:		
(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;		
(B) explain the impact of the fall of Rome on Western Europe; and		
(C) compare the factors that led to the collapse of Rome and Han China.		

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. The student is expected to:		
(A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire;		
(B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy;		
(C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism;		
(D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa;		
(E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa;		
(F) describe the interactions between Muslim and Hindu societies in South Asia;		
(G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe;		
(H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia;		
(I) explain the development of the slave trade;		
(J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and		
(K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world.		
(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. The student is expected to:		
(A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and		
(B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.		
(6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to:		
(A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and		
(B) explain how the Inca and Aztec empires were impacted by European exploration/colonization.		
(7) History. The student understands the causes and impact of European expansion from 1450 to 1750. The student is expected to:		
(A) analyze the causes of European expansion from 1450 to 1750;		
(B) explain the impact of the Columbian Exchange on the Americas and Europe;		
(C) explain the impact of the Atlantic slave trade on West Africa and the Americas;		
(D) explain the impact of the Ottoman Empire on Eastern Europe and global trade;		
(E) explain Ming China's impact on global trade; and		
(F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution.		
(8) History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:		
(A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;		
(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;		
(C) identify the major political, economic, and social motivations that influenced European imperialism;		
(D) explain the major characteristics and impact of European imperialism; and		
(E) explain the effects of free enterprise in the Industrial Revolution.		
(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:		

(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;	37	37
(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America;	48	48
(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar; and	38	38
(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions.		
(10) History. The student understands the causes and impact of World War I. The student is expected to:		
(A) identify the importance of imperialism, nationalism, militarism, and the alliance system in causing World War I;		
(B) identify major characteristics of World War I, including total war, trench warfare, modern military technology, and high casualty rates;		
(C) explain the political impact of Woodrow Wilson's Fourteen Points and the political and economic impact of the Treaty of Versailles, including changes in boundaries and the mandate system; and		
(D) identify the causes of the February (March) and October revolutions of 1917 in Russia, their effects on the outcome of World War I, and the Bolshevik establishment of the Union of Soviet Socialist Republics.		
(11) History. The student understands the causes and impact of the global economic depression immediately following World War I. The student is expected to:		
(A) summarize the international, political, and economic causes of the global depression; and		
(B) explain the responses of governments in the United States, Germany, and the Soviet Union to the global depression.		
(12) History. The student understands the causes and impact of World War II. The student is expected to:		
(A) describe the emergence and characteristics of totalitarianism;		
(B) explain the roles of various world leaders, including Benito Mussolini, Adolf Hitler, Hideki Tojo, Joseph Stalin, Franklin D. Roosevelt, and Winston Churchill, prior to and during World War II; and		
(C) explain the major causes and events of World War II, including the German invasions of Poland and the Soviet Union, the Holocaust, Japanese imperialism, the attack on Pearl Harbor, the Normandy landings, and the dropping of the atomic bombs.		
(13) History. The student understands the impact of major events associated with the Cold War and independence movements. The student is expected to:		
(A) summarize how the outcome of World War II contributed to the development of the Cold War;	43	43
(B) summarize the factors that contributed to communism in China, including Mao Zedong's role in its rise, and how it differed from Soviet communism;		
(C) identify the following major events of the Cold War, including the Korean War, the Vietnam War, and the arms race;	Matching	
(D) explain the roles of modern world leaders, including Ronald Reagan, Mikhail Gorbachev, Lech Walesa, and Pope John Paul II, in the collapse of communism in Eastern Europe and the Soviet Union;	Matching	
(E) summarize the rise of independence movements in Africa, the Middle East, and South Asia and reasons for ongoing conflicts; and	41	41
(F) explain how Arab rejection of the State of Israel has led to ongoing conflict.		
(14) History. The student understands the development of radical Islamic fundamentalism and the subsequent use of terrorism by some of its adherents. The student is expected to:		
(A) summarize the development and impact of radical Islamic fundamentalism on events in the second half of the 20th century, including Palestinian terrorism and the growth of al Qaeda; and		
(B) explain the U.S. response to terrorism from September 11, 2001, to the present.		
(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:		

(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and		
(B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.		
(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:		
(A) locate places and regions of historical significance directly related to major eras and turning points in world history;		
(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and		
(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.		
(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:		
(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution;		
(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution; and		
(C) summarize the economic and social impact of 20th century globalization.		
(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:		
(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <i>The Wealth of Nations</i> ;		
(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx;		
(C) identify the historical origins and characteristics of socialism;		
(D) identify the historical origins and characteristics of fascism;	42	42
(E) explain why communist command economies collapsed in competition with free market economies at the end of the 20th century; and		
(F) formulate generalizations on how economic freedom improved the human condition, based on students' knowledge of the benefits of free enterprise in Europe's Commercial Revolution, the Industrial Revolution, and 20th-century free market economies, compared to communist command communities.		
(19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to:		
(A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and		
(B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.		
(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:		
(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment;		
(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;		
(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and		
(D) explain the significance of the League of Nations and the United Nations.		
(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:		
(A) describe how people have participated in supporting or changing their governments;	37	37

(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and	39	39
(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce.		
(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:		
(A) summarize the development of the rule of law from ancient to modern times;		
(B) identify the influence of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" that originated from the Judeo-Christian legal tradition and in Greece and Rome;		
(C) identify examples of politically motivated mass murders in Cambodia, China, Latin America, the Soviet Union, and Armenia;	49	
(D) identify examples of genocide, including the Holocaust and genocide in the Balkans, Rwanda, and Darfur;	49	
(E) identify examples of individuals who led resistance to political oppression such as Nelson Mandela, Mohandas Gandhi, Oscar Romero, Natan Sharansky, Las Madres de la Plaza de Mayo, and Chinese student protestors in Tiananmen Square; and	39	39
(F) assess the degree to which American ideals have advanced human rights and democratic ideas throughout the world.		
(23) Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:		
(A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and		
(B) identify examples of religious influence on various events referenced in the major eras of world history.		
(24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:		
(A) describe the changing roles of women, children, and families during major eras of world history; and	40	40
(B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.		
(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:		
(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;		
(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;		
(C) explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments; and		
(D) explain how Islam influences law and government in the Muslim world.		
(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:		
(A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;		
(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and	44	44
(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.		
(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:		
(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties;		

(B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations;		
(C) explain the impact of the printing press on the Renaissance and the Reformation in Europe;		
(D) describe the origins of the Scientific Revolution in 16th century Europe and explain its impact on scientific thinking worldwide; and	46	46
(E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle.		
(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:		
(A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution;	47	47
(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism;	47	47
(C) explain the effects of major new military technologies on World War I, World War II, and the Cold War;	45	45
(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society; and	45	45
(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.		
(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:		
(A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;		
(B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;		
(C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;		
(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;		
(E) identify bias in written, oral, and visual material;		
(F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;		
(G) construct a thesis on a social studies issue or event supported by evidence; and		
(H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.		
(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:		
(A) use social studies terminology correctly;	37-56	37-56
(B) use standard grammar, spelling, sentence structure, and punctuation;	37-56	37-56
(C) interpret and create written, oral, and visual presentations of social studies information; and	37-56	37-56
(D) transfer information from one medium to another.		
(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:		
(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and		
(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.		
<i>Source: The provisions of this §113.42 adopted to be effective August 23, 2010, 35 TexReg 7232.</i>		