

# History 7-12 (233)

## Qualifying Exam Study Guide

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### World History

- Growth of religious belief systems from 300 BC to 600 AD
- Byzantine Empire preserving Roman culture
- Women in Han China
- Aristotle and the middle class
- Spread of Islam into Sub-Saharan Africa (700-1000 AD)
- Pope Urban II's call for crusade (1095)
- Western European political structure after the collapse of Roman Empire
- Ottoman, Qing, Safavid, and Mughal empire similarities
- Economic structure of Aztec Empire (1400-1520 AD)
- Interpret image of Tsar Peter the Great (scissors & beard cutting)
- Martin Luther's Ninety Five Theses (1517)
- Similarities between Taiping Rebellion and Mexican Revolution (agrarian reform)
- Berlin Conference (1884-1885)
- European reluctance to confront Nazi aggression before 1939
- Perestroika and Glasnost
- Indian Ocean trade networks and monsoon weather system
- Christianity in Latin America and syncretism
- First human migrations (out of Africa)
- European monarch limited by representative government (George II of Britain)
- Magna Carta's influence on England during 13<sup>th</sup> century
- John Locke's political philosophy
- Agricultural Revolution (led to densely populated areas)
- Communist Manifesto (workers should overthrow capitalism)
- Marie Curie

### U.S. History

- Squanto (New England)
- Fundamental Orders of Connecticut (representative government)
- French settlers relations with Native Americans (less likely to steal land)
- British mercantilist policies (restricted manufacturing in colonies)
- Regulator Movement in Carolina backcountry
- Washington's Farewell Address
- Constitution (federal over state power – Alexander Hamilton)
- Theory of Nullification
- Thomas Jefferson/Strict Constructionist/Louisiana Purchase
- John Quincy Adams (1811)/Manifest Destiny
- Andrew Jackson/Seminole Wars/Spain could no longer defend the territory
- Civil War/Confederate attack on Fort Sumter
- SALT I/foreign policy objectives of Nixon Administration
- Woodrow Wilson's 14 Points/Senate concerned it could pull U.S. into future wars

- What ended U.S. involvement in Vietnam
- Red Scare (1919-1920)/fear of radicalism
- *Feminine Mystique*/Betty Friedan
- European immigration/growth of cities (1790-1910)
- Populists protests in late 19<sup>th</sup> century
- Self-reliance/Transcendentalism
- Rivers allowed for the transportation of goods (1790-1820)
- Social Gospel Movement
- Similarities between New Deal and Great Society
- 26<sup>th</sup> Amendment
- Brown vs. Board of Education/Civil Rights Movement
- Bill of Rights (Virginia Declaration of Rights)
- Alexander Hamilton/Repaying foreign debts
- Eli Whitney/Cotton Gin (profitability of cotton)
- Sputnik I

### **Texas History**

- Increase of Native American groups in Texas (1600-1800)
- Founding of San Antonio de Bexar in 1718 (Spanish territorial claims)
- Caddo Indians (mound building)
- Moses Austin
- Author of Texas Declaration of Independence
- Increased interaction between towns and cities between 1870-1880 (railroad)
- Significance of the Battle of Palo Duro Canyon in 1874
- Significance of sharecropping system after the Civil War
- Map – ranchers taking cattle to market
- Purpose of Texas Rangers
- Texas Ranger journal (primary source from the 1840s)
- Texas Rangers (fighting practices influenced by Native Americans)
- San Antonio, Houston, and Dallas inner cities (1960s-1970s)
- Cause of the Camp Logan riot (1917)
- Hernandez v. Texas/expansion of the rights of criminal defendants
- WWII and Texas (growth of war-related industries)
- Population graph of Texas by 2030 (Hispanic population growth)
- LULAC & American GI Forum purpose

### **Social Studies**

- Evaluating sources for validity and credibility
- Disciplines of Anthropology and Geography
- Unit Plan for a thematically organized world history course (2-3 weeks of material)
- Gathering raw data from a variety of sources
- Map on vegetable production (produce distributor)
- Oral History
- Causation & Mexican American War (Texas independence)
- Technology in the classroom (accessibility)
- Understanding content and internalizing information