1. Explain the Eurocentric view of geography and history (pp. 771-772)

2. In what ways did the ideas, and heart, of the Enlightenment contribute to the Atlantic Revolutions? (p. 780)

3. The Atlantic revolutions shared a common political vocabulary and a broadly democratic character, but how did they differ from one another? (p. 781)

The American Revolution:

4. What was revolutionary about the American Revolution and what was not, in its break with Britain? (p. 782)

5. What was revolutionary about the American experience? (p. 783)

6. Where did the political authority remain after America’s independence from Britain? (p. 783)

The French Revolution:

7. Describe the composition of the three estates. (p. 784)


9. How was Napoleon Bonaparte credited for taming the French Revolution and how was French domination received throughout Europe? (p. 787)

Haitian Revolution:

10. While the Haitian Revolution had been the only successful slave revolt in history, what were the social, political, and economic outcomes of it? (p 789)
Latin American Revolutions:

11. Despite the creole elites’ disenchantment with Spanish rule, what events in Europe instigated independence movements in Latin America (include the movements of Fathers Hidalgo and Jose Morelos, and Simon Bolivar and Jose San Martin)? pp. 791-792

12. The United States began its history as the leftover dregs of the New World and the Spanish colonies occupied the wealthiest areas and were regarded as the more promising region. Nevertheless, as the United States grew in power what happened to Latin America? Latin America became relatively underdeveloped, impoverished, undemocratic, politically unstable, and dependent on foreign technology and investment. (p. 793)

Post Independence Reforms/Echoes of Revolution/The Growth of Nationalism/Feminism

13. The Abolitionist Movement reflected both Enlightenment and Christian values of human equality. How did the end of slavery affect the lives of the former slaves? p. 795

14. Compare the southern United States period of radical reconstruction with that of Russia’s ending of serfdom. p. 795

15. What accounts for the growth of nationalism as a powerful political and personal identity in the nineteenth century? pp. 796-798

16. Explain Nationalism in Poland. P. 799

17. What were the achievements and limitations of nineteenth century feminism? p. 801)
New and Improved:

1. Definition: Explain the significance of each of the following terms

2. Contextualization - Make sure to contextualize each term by placing it in an era and a place

3. Analysis - Provide analysis by explaining how each item may be used as supporting evidence for a CCOT argument in the region or a comparative argument with another region staying within 1750 – 1914. Think about how each item helps you explain how, why or the impact of a change or new development between 1750 and 1914.

18. Estates General
19. National Assembly
20. Declaration of the Rights of Man and Citizen
21. Maximilien Robespierre and the Terror of 1793-1794
22. Napoleon Bonaparte
23. Gens de couleur libres
24. Toussaint Louverture
25. Jean Jacques Dessalines
26. Nationalism
27. Declaration of the Rights of Woman
28. Elizabeth Cady

Reading Check-Up

1. The chief beneficiaries of all but one of the Atlantic revolutions were
   (A) propertied white men of the “middling classes.”
   (B) upper class, aristocratic women.
   (C) lower class white men who did not own property.
   (D) slaves and indentured servants.

2. A distinguishing characteristic of the French Revolution when compared to the American Revolution was that the French Revolution
   (A) drew on Enlightenment ideas about liberty.
   (B) sought to recreate society from scratch.
   (C) sought to preserve existing liberties rather than to establish new ones.
   (D) maintained the monarchy, whereas the Americans broke with this form of government.
3. Which of the following was an outcome of the American Revolution?
(A) Political authority no longer resided in the hands of pre-Revolutionary colonial elites.
(B) Enlightenment ideals were increasingly rejected as part of a quest for stability.
(C) It established nearly universal voting rights in the former colonies.
(D) It accelerated the established democratic tendencies of the colonial societies.

4. What was the most distinctive feature of the Haitian Revolution?
(A) Its status as the only completely successful slave revolt in world history.
(B) The success of different races at putting aside differences in the name of the revolution.
(C) Its failure to influence the populations of other Caribbean islands.
(D) Its relative lack of violence.

5. What best describes the result of Napoleon’s conquest and reform of European lands outside France?
(A) The conquered were grateful to Napoleon.
(B) The conquered accepted many of the reforms, but revolted against French control.
(C) The conquered refused to accept the reforms and fought bitterly against French control.
(D) The conquered refused to accept the reforms, but passively accepted French control.

6. Which of the following was an impact of the Haitian Revolution throughout the Atlantic world?
(A) Napoleon bought the Louisiana territory from the United States.
(B) The movement to abolish slavery collapsed as fear of free slaves grew.
(C) Slave owners and whites were filled with fear and trepidation.
(D) Similar slave insurrections spread throughout the Atlantic world, including Brazil, Jamaica, and Louisiana.

7. Which of the following is one reason why the Spanish American revolutions took longer and were more difficult than the (North) American Revolution?
(A) Language barriers in Spanish America
(B) Greater wealth in Spain than in Britain
(C) Divisions of class, race, and region within Spanish America
(D) Stability of the royal government in Spain

8. What great fear drove the Latin American creole elites to pursue independence and political change?
(A) They feared falling behind the United States economically and politically.
(B) They feared that the Church was gaining too much power over them.
(C) They feared that social unrest from the lower classes and nonwhites would get out of control.
(D) They feared the Spanish and Portuguese monarchies were going to replace them with new elites drawn from the lower classes.

9. Which of the following arguments made the cause of abolition widely acceptable in the nineteenth century?
(A) Slavery was immoral.
(B) Slavery was not condoned in the Bible.
(C) Slavery benefited Portuguese slave traders too much.
(D) Slavery was no longer necessary for economic progress.

10. Which of the following is true of the women’s movement by the early 1900s?
(A) It had secured widespread voting rights for women across Europe.
(B) In the most industrialized countries of the West, it had become a mass movement.
(C) Large numbers of working-class women had gained entrance to universities.
(D) While a number of nations had strong feminist movements, there was little or no contact between them.