**STUDENT NAME:**

**SOCIAL STUDIES 9 FINAL – Mr. Fitton**

**2015**

**\_\_\_\_**

**60**

**INSTRUCTIONS:**

**On this test, you have many options. You will be expected to choo2 topics, one from our Unit on Napoleon and one from our unit on The Industrial Revolution The three topics covered this term were:**

**1. Napoleon**

**2. The Industrial Revolution**

**3. Geography (Not part of this test)**

**You are only required to do TWO of the THREE subject we covered this term. Choose wisely.**

1. Answer every question on the exam. If you are not sure seek the teacher’s guidance or guess, because you may get part marks.

2. You must remain in the exam room for a minimum of 1.5 hours. You have a maximum of 3 hours to complete this exam.

3. Please hand in your printouts with the exam.

4. Answer right on the exam. If you would like to hand-write you may, if you want an electronic version, please go to [www.mrfitton.weebly.com](http://www.mrfitton.weebly.com) and look for a copy under grade 9 Socials.

5. Good luck! Have a great summer! Thanks for a splendid year!

SS9

**OPTION 1 of 2 – NAPOLEON UNIT Total: /30**

**Use the computer to research your chosen topic and fill out the sections below in as much detail as possible. Please use full sentences.** *(Please print out the article and the art/cartoon/song/other connection and attach to this sheet)*

First, choose something that interests you from the NAPOLEON UNIT– SEE THE LIST BELOW. IT DOES NOT HAVE TO BE FROM THE LIST BELOW.

**People Events Terms Battle terms**

Napoleon Bonaparte Treaty of Tilsit Emperor Infantry

Josephine Russian campaign Patriotism Continental System

Napoleonic Code Whiff of Grapeshot First Consul Guerilla Warfare

Horatio Nelson Hundred Days tariffs Civil law

Duke of Wellington Congress of Vienna Nationalism Grand Armee

Toussaint L’Ouverture Waterloo Hussars Logistics

Tsar Alexander Haiti Exile Old Guard

Marie-Louise Elba Abdication Guard

Madame de Stael St. Helena Abolition

Francisco Goya

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Napoleon Unit)

*To help you learn more about your topic you must find one each of the following:*

**A. An Article: Please record 5 new facts you learned from the article. They must be facts we did not cover in the unit. (2 each) /10**

**PRINT AND ATTACH**

1.

2.

3.

4.

5.

**B. A Youtube Clip (or other video clip site) Please summarize the clip and explain how it helps contribute to your understanding of the topic. /5**

URL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of the clip (2 marks):

How does the clip help you understand your topic more deeply?(3 marks):

**C. A piece of art/cartoon/song/other connection /10**

**PRINT AND ATTACH**

Describe the art/cartoon/song/other connection (title, artist, summary of contents) (2 marks)

What do you think the author was trying to show in their piece? (3 marks)

How does this song/cartoon/art/other connection add to your understanding of your topic? (5 marks)

**D:** A major theme of the course is “Out with the old, in with the new.” Please list and describe 1 event/idea (Society, politics, religion, technology, philosophy etc.), which we have studied that prove this statement is true. The example must come from The NAPOLEON UNIT. Alternatively, you may describe one way in detail how NAPOLEON has influenced modern society. /5

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SS9

**OPTION 2 of 2 – INDUSTRIAL REVOLUTION UNIT Total: /30**

**Use the computer to research your chosen topic and fill out the sections below in as much detail as possible. Please use full sentences.** *(Please print out the article and the art/cartoon/song/other connection and attach to this sheet)*

First, choose something that interests you from the INDUSTRIAL REVOLUTION UNIT– SEE THE LIST BELOW. IT DOES NOT HAVE TO BE FROM THE LIST BELOW.

**People Machines Terms**

Richard Arkwright Jethro Tull Revolution Factory Acts

Walter Frame Flying Shuttle Laissez-Faire Urbanization

Samuel Compton Spinning Jenny Potato Famine Mule

James MacAdam Seed Drill Clearances Rocket

Robert Stephenson locomotives Crop rotation Exploitation

Turnip Townsend steam engine Common land Child labour

James Hargreaves Labour union Textiles
James Watt Enclosure Black Lung

John Kay Factory System Poor Law

 Cottage system

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(INDUSTRIAL REVOLUTION UNIT)

*To help you learn more about your topic you must find one each of the following:*

**A. An Article: Please record 5 new facts you learned from the article. They must be facts we did not cover in the unit. (2 each) /10**

**PRINT AND ATTACH**

1.

2.

3.

4.

5.

**B. A Youtube Clip (or other video clip site) Please summarize the clip and explain how it helps contribute to your understanding of the topic. /5**

URL:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summary of the clip (2 marks):

How does the clip help you understand your topic more deeply?(3 marks):

**C. A piece of art/cartoon/song/other connection /10**

**PRINT AND ATTACH**

Describe the art/cartoon/song/other connection (title, artist, summary of contents) (2 marks)

What do you think the author was trying to show in their piece? (3 marks)

How does this song/cartoon/art/other connection add to your understanding of your topic? (5 marks)

**D:** A major theme of the course is “Out with the old, in with the new.” Please list and describe 1 event/idea (Society, politics, religion, technology, philosophy etc.), which we have studied that prove this statement is true. The example must come from INDUSTRIAL REVOUTION UNIT. Alternatively, you may describe one way in detail how the INDUSTRIAL REVOUTION has influenced modern society. /5

Example: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Topic: Marie Antoinette --- An Example from The French Revolution Unit

**Part A: An Article**

Article: Historytoday.com

1. Marie Antoinette was born on Nov. 2 1755 and was married when she was only 14 to Louis the 16th (1770).
2. Through the crises’ Marie Antoinette seemed to be stronger than Louis. She convinced him to resist the attempts of the Revolutionary National Assembly to abolish all feudalism.
3. Marie Antoinette was the 15th of 16 children born to Empress Maria Theresa and Emperor Francis I of Austria.
4. The Queen was accused of having a relationship with a cardinal because Louis would not fulfill their marriage.
5. Marie spent the remainder of her life in Parisian prisons and was executed in 1793. Before she was executed she stepped on the executioner’s foot.

**Part B: Youtube Clip**

[www.youtube.com/watch?v=lwjsqVwWyrI](http://www.youtube.com/watch?v=lwjsqVwWyrI)

**Summary:** This is the Marie Antoinette Movie trailer. This helps me actually see how her life was really like and also how young and hard it actually was to be Queen. It lets me think of Marie in a whole new way, when reading about her in a textbook its just facts about her. This lets me see her come to life.

**Part C: A Piece of art/cartoon/song etc.**

 **Description:** This is a song called Deteriote by Demon Hunter (a Christian band). It talks about being tired and looking back and regretting the choices they made.

**What the author was trying to show:** The band was trying to sing that moment when you at you all time low and looking back thinking, “I wasn’t thinking when I did that.”

**How it relates to you understanding:** This makes me think of when Marie Antoinette is sitting in the cell about to be guillotined and is looking back thinking, “What was I thinking?” and “I should have seen..” These quotes from the song remind me of that.

“I need a heart that carries on through the pain when the walls start collapsing in.”

And “Our careless feeling leaving trails never minding the fragile dirt we all end in.”

**Description:** It is a cartoon of Marie Antoinette saying to King Louis XVI “well isn’t that better than not letting them eat cake?”

**What the author was trying to show:** I think the author was trying to show that Marie Antoinette had no idea what was happening to the peasants or how to fix what was happening. She was only trying to help.

**How it relates to your understanding:** It helps me better understand Marie Antoinette because I don’t think she was a bad person she just didn’t know what was going on or how to fix it when she tried. For example she fired her accountant when he suggested they tax the nobles. She didn’t know it would help France but she did know the nobles would be very angry at this and didn’t want more people to dislike her.