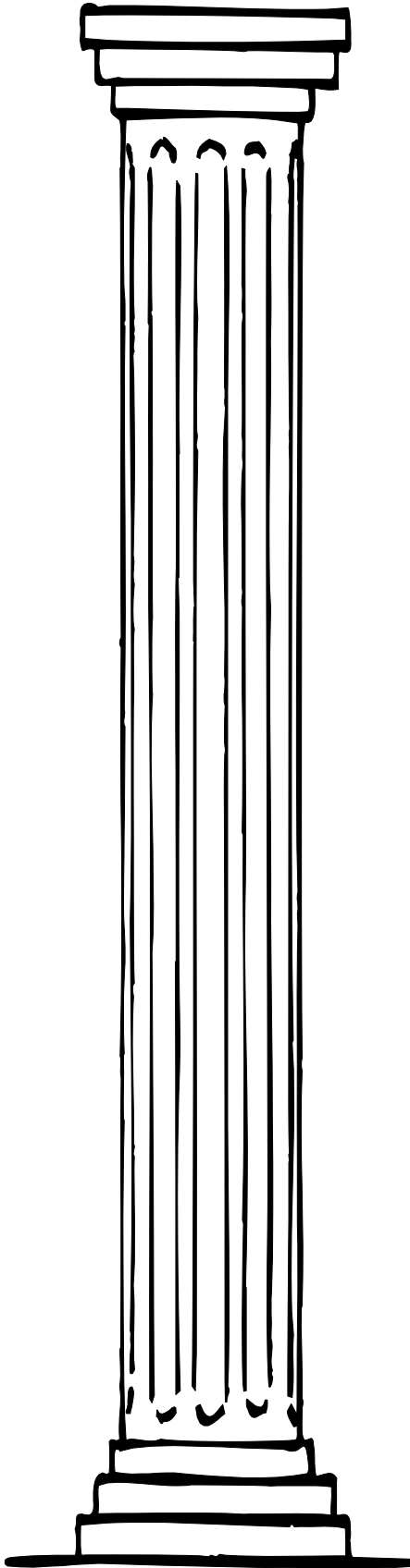




**WHAT I NEED TO KNOW
TO PASS
THE WORLD HISTORY AND
GEOGRAPHY TO 1500 A.D. (C.E.)
STANDARDS OF LEARNING TEST**

BOBBIE J. CUTLIP, ED.D.

2008 Standards



WHAT I NEED TO KNOW

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THE WORLD HISTORY AND
GEOGRAPHY TO 1500 A.D. (C.E.)
STANDARDS OF LEARNING TEST

BOBBIE J. CUTLIP, ED. D.

Dreaming and Achieving

A DIVISION OF CUTLIP ENTERPRISES, INC.

What you can dream you can achieve

Bobbie J. Cutlip, Ed.D.
Gary L. Cutlip
PO Box 2463
Abingdon, VA 24212

Telephone: 276•623•1617 or 276•356•3204

Fax (eFax): 703•997•4331

gary.dreaming@comcast.net

or

bobbiecutlip@comcast.net

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The *What I Need to Know to Successfully Teach World History and Geography to 1500 A.D. (C.E.) To All Students* teacher book is also available—as are books for other grade levels.

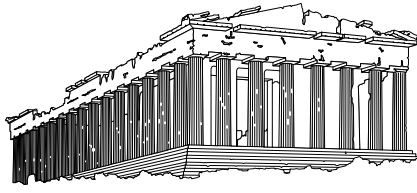
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For ordering information, please contact Bobbie or Gary Cutlip (information above).

Printed July 2010



Stonehenge



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Dear Student,

You most likely have this book because passing the World History and Geography to 1500 A.D. (C.E.) Standards of Learning (SOL) test is one of your goals. During the year you will be learning much more history than what is in this book, but this book will provide you with the information that you need to pass the SOL test. ALL you have to do is study and learn the information. For some students this may be the only world history course ever taken. I hope you learn this information well so that you'll have a better understanding of the world in which you live. You're living in the most interesting of times!



My hope for you is that you will complete this book, write notes in the margins, staple other notes to the worksheets, and “dog-ear” it until you know every concept, person, event, and date. That way the information will be in one place for you to study and review in the weeks before the SOL test. This book and other activities from your teacher will hopefully make your study of world history enjoyable while appreciating our world today.

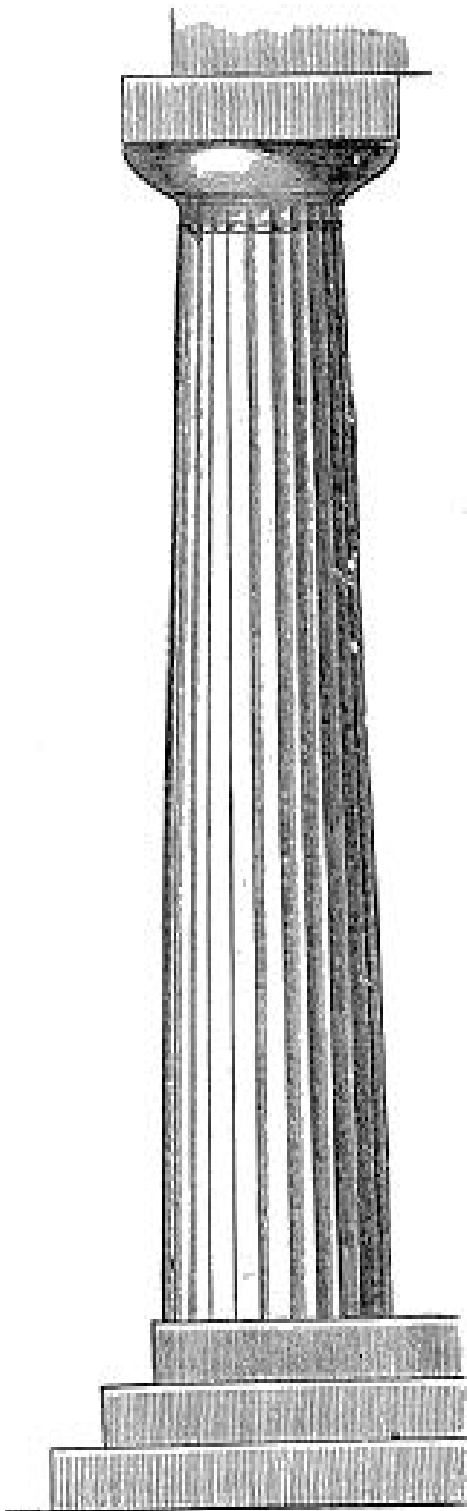
The first part of this book is called **World History and Geography to 1500 A.D. (C.E.) Standards for Students**. This section is the same information that the company that writes the SOL test will use to write the questions for the SOL test. While we don't know the exact questions that might be on the test, if you learn all of the information in the standards, you should have no problem passing the test.

After the Standards for Students is a section called **World History and Geography to 1500 A.D. (C.E.) Student Worksheets**. Each of the standards has a worksheet or worksheets for answering questions and using the information that you need to learn in a different way. All of the answers for the worksheets can be found in the Standards for Students. The worksheets are coded to the standards to help you more easily find the answers. After completing the worksheets make sure you have correct answers so that you can learn the information without mistakes. You are also encouraged to do other reading and a bit of research on your own for clarifying and expanding the material that may not be clear or adequately explained for your understanding.

After the worksheets is a timeline of the dates you need to know and a section called **World History and Geography to 1500 A.D. (C.E.) “Need to Know”**. The “Need to Know” section consists of three pages that provide a list of the people, dates, time periods, as well as other information that will be important for you to know. After you have studied all of the standards and completed the worksheets, these pages can be used as a review to see what you may have forgotten—or to celebrate what you remember. You can refer to the code listed after the terms to look back at the standards for your review. Being able to discuss World History and Geography to 1500 A.D. (C.E.) by telling what these terms and concepts mean in your own words or by comparing some of the people and events of this era will strengthen your knowledge for the SOL test.

After you have completed everything in this book, you should have a great review tool. Before the test look over your worksheets and notes, play the trivia game from the teacher's book, and relax. Feeling your best and taking your time on the test will help you “show what you know”. And, you KNOW A LOT!! Wishing you the best!

Bobbie J. Cutlip



Doric Column

**WORLD HISTORY AND GEOGRAPHY
TO 1500 A.D. (C.E.)
STANDARDS FOR STUDENTS**

BOBBIE J. CUTLIP, ED. D.



SKILLS STANDARD

WH1-1

The student will improve skills in historical research and geographical analysis by

- identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history to 1500 A.D. (C.E.);
- using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past to 1500 A.D. (C.E.);
- identifying major geographic features important to the study of world history to 1500 A.D. (C.E.);
- identifying and comparing political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. (B.C.E.) to 1500 A.D. (C.E.);
- analyzing trends in human migration and cultural interaction from prehistory to 1500 A.D. (C.E.);
- analyzing the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events to 1500 A.D. (C.E.).



PALEOLITHIC ERA TO AGRICULTURAL REVOLUTION

WH1-2a

The life of early hunter-gatherer societies was shaped by their physical environment.

How did physical geography influence the lives of early humans?

Homo sapiens emerged in east Africa between 100,000 and 400,000 years ago.

Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.

Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

WH1-2b

Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.

What were the characteristics of hunter-gatherer societies?

Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)

- Were nomadic (migrated in search of food, water, shelter)
- Invented the first tools, including simple weapons
- Learned how to make and use fire
- Lived in clans
- Developed oral language
- Created “cave art”

WH1-2c

The beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization.

How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?

Societies during the Neolithic Era (New Stone Age)

- Developed agriculture (domesticated plants)
- Domesticated animals
- Used advanced tools
- Made pottery
- Developed weaving skills

WH1-2d

Archaeologists continue to find and interpret evidence of early humans and their lives.

How does archaeology provide knowledge of early human life and its changes?

Archaeologists study past cultures by locating and analyzing human remains, settlements, fossils, and artifacts.

Archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts.

Stonehenge is an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.

Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.

Çatalhöyük is an example of a Neolithic settlement currently under excavation in Anatolia.



ANCIENT RIVER VALLEY AND OTHER EARLY CIVILIZATIONS

WH1-3a

During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.

River valleys provided rich soil for crops, as well as protection from invasion.

Why did ancient civilizations develop in river valleys?

Where were the earliest civilizations located?

When did these civilizations exist?

River valley civilizations (about 3500 to 500 B.C. [B.C.E.]

- Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia)
- Egyptian civilization—Nile River Valley and Delta (Africa)
- Indian civilization—Indus River Valley (South Asia)
- Chinese civilization—Huang He Valley (East Asia)

These river valleys offered rich soils and irrigation waters for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.

Other early civilizations (about 2000 to 500 B.C. [B.C.E.]

- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- Nubia was located on the upper (southern) Nile River (Africa).

WH1-3b

River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.

What were the social, political, and economic characteristics of early civilizations?

Development of social patterns

- Hereditary rulers (dynasties of kings, pharaohs)

- Rigid class system, where slavery was accepted

Development of political patterns

- World’s first states (city-states, kingdoms, empires)
- Centralized government (often based on religious authority)

Written law codes (Ten Commandments, Code of Hammurabi)

Development of economic patterns

- Metal tools and weapons (bronze, iron)
- Increasing agricultural surplus (better tools, plows, irrigation)
- Increasing trade along rivers and by sea (Phoenicians)
- Development of the world’s first cities
- Development of the practice of slavery in the ancient world among most cultures, taking various forms

WH1-3c

Religion was a major part of life in all early civilizations.

What religious traditions developed in ancient civilizations?

Development of religious traditions

- Polytheism was practiced by most early civilizations.
- Monotheism was practiced by the Hebrews.

WH1-3d

The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.

What were essential beliefs of Judaism?

How did Judaism influence Western civilization?

Origins of Judaism

- Abraham
- Moses
- Jerusalem

Beliefs, traditions, and customs of Judaism

- Belief in one God (monotheism)
- Torah, which contains written records and beliefs of Jews
- Ten Commandments, which state moral and religious conduct

Spread of Judaism

- Exile
- Diaspora

WH1-3e

Language and writing were important cultural innovations.

What forms of language and writing existed in early civilizations?

Language and writing

- Pictograms (earliest written symbols)
- Hieroglyphics (Egypt)
- Cuneiform (Sumer)
- Alphabet (Phoenicians)



CULTURES OF PERSIA, INDIA, AND CHINA

WH1-4a

Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world.

Zoroastrianism was the main Persian religion, although other religions were tolerated.

How did Persia govern its empire?

Persian Empire

- Tolerance of conquered peoples
- Development of imperial bureaucracy
- Road system
- Zoroastrianism
 - Religion of Persia
 - Belief in two opposing forces in the universe

WH1-4b

Classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.

The Indo-Aryan people migrated into the area, creating a structured society (caste system) and blended their beliefs with those of the indigenous people.

During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.

Why were physical geography and location important to the development of Indian civilization?

What impact did the Aryans have on India?

Why was the caste system central to Indian culture?

What were the accomplishments of the Mauryan and Gupta empires?

Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.

Mountain passes in the Hindu Kush provided migration routes into the Indian subcontinent.

The Indus and Ganges were the most important rivers in the Indian subcontinent.

Indus River Valley civilization (Harrapa and Mohenjo-Daro)

Aryans (Indo-Aryans)

- Migration, assertion of dominance
- Caste system, which influenced all social interactions and choices of occupations

Mauryan Empire - Asoka

- Continued political unification of much of India
- Contributions – spread Buddhism, free hospitals, veterinary clinics, and good roads

Gupta Empire

- Golden age of classical Indian culture
- Contributions—mathematics (concept of zero), medical advances (set bones), astronomy (concept of earth as round), new textiles, literature

WH1-4c

Hinduism was an important contribution of classical India.

Hinduism influenced Indian society and culture and is still practiced in India today.

What are the beliefs of the Hindu religion?

How did Hinduism influence Indian society and culture?

Hinduism

- Belief in many forms of one God
- Reincarnation: Rebirth based upon karma
- Karma: Knowledge that all thoughts and actions result in future consequences
- *Vedas* and *Upanishads*: Sacred writings
- Spread along major trade routes

WH1-4d

Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.

Buddhism became a major faith when Asoka sent missionaries throughout Asia.

What are the beliefs of Buddhism?

How did Buddhism spread?

Buddhism

- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths
- Eightfold Path to Enlightenment

Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

WH1-4e, f

Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the North. The Great Wall was built for China's protection.

Chinese culture began around 1500 B.C. (B.C.E.). Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.

Why was the Great Wall of China built?

What were contributions of classical China to world civilization?

Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?

Migratory invaders raided Chinese settlements from the North. The Great Wall was built

by Qin Shi Huangdi as a line of defense against invasions. China was governed by a succession of ruling families called dynasties. Chinese rulers were considered divine, but they served under a Mandate of Heaven only as long as their rule was just.

The Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.

Contributions of classical China

- civil service system
- paper
- porcelain
- silk

Contributions of Confucianism in forming the social order in China

- Belief that humans are good, not bad
- Respect for elders
- Code of politeness, still used in Chinese society today
- Emphasis on education
- Ancestor worship

Contributions of Taoism in forming Chinese culture and values

- Humility
- Simple life and inner peace
- Harmony with nature

Yin/Yang represented opposites for Confucianism and Taoism.

Chinese forms of Buddhism spread throughout Asia.



ANCIENT GREECE

WH1-5a

The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.

The expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.

How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?

Location and place

- Aegean Sea
- Balkan and Peloponnesus peninsulas, Europe, Asia Minor
- Mediterranean Sea
- Black Sea, Dardanelles
- Athens, Sparta, Troy
- Macedonia

Economic and social development

- Agriculture (limited arable land)
- Commerce and the spread of Hellenic culture
- Shift from barter to money economy (coins)

Political development

- Mountainous terrain helped and hindered the development of city-states.
- Greek cities were designed to promote civic and commercial life
- Colonization related to overpopulation and the search for arable land.

WH1-5b

Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.

Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.

How did mythology help the early Greek civilization explain the natural world and the human condition?

What impact did Greek mythology have on later civilizations and the contemporary world?

Greek mythology

- Based on polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Greek gods and goddesses

- Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite
- Symbols and images in Western literature, art, and architecture

WH1-5c

Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies.

Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).

How did democracy develop in Athens?

How did Sparta differ from Athens?

Social structure and citizenship in the Greek polis

- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Athens

- Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy

- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles: Direct democracy, public debate, duties of the citizen

Sparta

- Oligarchy (rule by a small group)
- Rigid social structure
- Militaristic and aggressive society

WH1-5d

The Greeks defeated the Persian empire and preserved their political independence.

Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.

Why were wars with Persia important to the development of Greek culture?

Why was the Peloponnesian War important to the spread of Greek culture?

Importance of Persian Wars (499-449 B.C. [B.C.E.])

- Persian wars united Athens and Sparta against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued innovations in government and culture.

Importance of Peloponnesian War (431-404 B.C. [B.C. E.])

- Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League
- Resulted in the slowing of cultural advance and the weakening of political power

WH1-5e, f

Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization.

Why was the leadership of Pericles important to the development of Athenian life and Greek culture?

What were some important contributions of Greek culture to Western civilization?

Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)

- Pericles extended democracy; most adult males had equal voice.
- Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction.

Contributions of Greek culture to Western civilization

- Drama: Aeschylus, Sophocles
- Poetry: Homer (*Iliad* and *Odyssey*)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns included Doric (Parthenon), Ionian, and Corinthian
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
- Philosophy: Socrates, Plato, Aristotle

WH1-5g

The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.

Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.

How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?

Phillip II, King of Macedon

- Conquered most of Greece

Alexander the Great

- Established an empire from Greece to Egypt and the margins of India
- Extended Greek cultural influences

Hellenistic Age

- Blend of Greek and oriental elements
- Spread of Hellenistic culture through trade



ANCIENT ROME 700 B.C. (B.C.E.) TO 500 A.D. (C.E.)

WH1-6a

The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.

The Italian peninsula was protected by the sea and an arc of mountains, the Alps.

How was geographic location important to economic, social, and political development of ancient Rome?

Location and place

- Rome—Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps—Protection
- Mediterranean Sea—Protection, sea-borne commerce

WH1-6b

Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.

Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.

What was the source of Roman mythology?

What impact did Roman mythology have on later civilizations?

Roman mythology

- Based on the Greek polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Roman gods and goddesses

- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, and architecture

WH1-6c

Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.

How did the government of the Roman Republic become more democratic in its decision-making?

Social structure in the Roman Republic

- Patricians—Powerful nobility (few in number)
- Plebeians—Majority of population
- Slaves—Not based on race

Citizenship

- Patrician and plebeian men
- Selected foreigners
- Rights and responsibilities of citizenship (taxes, military service)

Features of Democracy

- Representative democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as Twelve Tables

WH1-6d

After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.

Why was Rome able to conquer Carthage and then go on to extend its influence across the entire Mediterranean basin and much of Western Europe?

Punic Wars: Rome v. Carthage (264-146 B.C. [B.C.E.])

- Rome and Carthage were in competition for trade.
- Hannibal invaded the Italian Peninsula.
- Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.

Evolution of the Roman Empire and spread of Roman culture

- Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- Western Europe (Gaul, British Isles)

WH1-6e, f

The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an

imperial regime, the Roman Empire.

Why did the Roman Republic fail to survive challenges by Julius Caesar?

How did military conquests alter economic and social life in Rome?

How did an imperial monarchy come to rule Rome?

Causes for the decline of the Roman Republic

- Spread of slavery in the agricultural system
- Migration of small farmers into cities and unemployment
- Civil war over the power of Julius Caesar
- Devaluation of Roman currency; inflation

The origin and evolution of Imperial Rome

- First triumvirate
- Julius Caesar—Seizure of power, assassination
- Augustus Caesar—Civil war, defeat of Marc Anthony, Rome's first emperor
- Empire—Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of Emperors

WH1-6g

Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.

Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.

What was the Pax Romana?

What was the impact of the Pax Romana on the Roman Empire?

The Pax Romana

- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of Roman Empire, particularly in the Near East

Economic impact of the Pax Romana

- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman roads
- Promoted prosperity and stability

Social impact of the Pax Romana

- Returned stability to social classes
- Increased emphasis on the family

Political impact of the Pax Romana

- Created a civil service
- Developed a uniform rule of law

WH1-6h

The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.

How did Christianity become established within the Roman Empire?

What were the essential beliefs of the early Christian faith?

How and why did Christianity spread?

Origins of Christianity

- Had its roots in Judaism
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with polytheistic beliefs of Roman Empire

Beliefs, traditions, and customs of Christianity

- Monotheism

- Jesus as both Son and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians
- Christian doctrine established by early church councils

Spread of Christianity

- Popularity of message
- Early martyrs inspired others
- Carried by the Apostles, including Paul, throughout the Roman Empire

WH1-6i

As the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence.

What was the impact of the early Church in the late Roman Empire?

Impact of the Church of Rome in the late Roman Empire

- The Emperor Constantine converted to Christianity and made it legal.
- Christianity later became the official state religion.
- The Church became a source of moral authority.
- Loyalty to the Church became more important than loyalty to the Emperor.
- The Church became the main unifying force of Western Europe.

WH1-6j

Conquests and trade spread Roman cultural and technological achievements throughout the Empire.

Western civilization was influenced by the cultural achievements of Rome.

How did Roman achievements influence Western civilization?

Contributions of ancient Rome

- Art/architecture: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Ptolemy
- Medicine: Emphasis on public health (public baths; public water system; medical schools)
- Language: Latin, Romance languages
- Literature: Virgil's *Aeneid*
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

WH1-6k

Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.

Why did the Western Roman Empire decline?

Causes for the decline of the Western Roman Empire

- Geographic size—difficulty of defense and administration
- Economy—The cost of defense and devaluation of Roman currency
- Military—Army membership starting to include non-Romans, resulting in decline of discipline
- Moral decay—People's loss of faith in Rome and the family
- Political problems—Civil conflict and weak administration
- Invasion—Attacks on borders

Division of Roman Empire

- Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople
- Survival of Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire)



**BYZANTINE EMPIRE AND
RUSSIA
300 TO 1000 A.D. (C.E.)**

WH1-7a

The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.

Why was Constantinople established as the capital of the Eastern Roman Empire?

Location of Constantinople

- Protection of the eastern frontier
- Distance from Germanic invasions in the western empire
- Crossroads of trade
- Easily fortified site on a peninsula bordering natural harbor

Role of Constantinople

- Seat of the Byzantine Empire until Ottoman conquest
- Preserved classical Greco-Roman culture
- Center of trade

WH1-7b

As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.

Under Justinian, the Byzantine Empire reached its height in culture and prosperity.

What was the influence of Justinian’s codification of Roman law on the Byzantine Empire and later legal codes?

What was Justinian’s influence on the expansion of the Byzantine Empire and its economy?

Byzantine Emperor Justinian

- Codification of Roman law (impact on European legal codes)
- Reconquest of former Roman territories
- Expansion of trade

WH1-7c

Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.

Greek and Roman traditions were preserved in the Byzantine Empire.

What were the contributions of Byzantine art and architecture?

How did Greek and Roman culture survive within the Byzantine Empire?

Byzantine achievements in art and architecture

- Inspiration provided by Christian religion and imperial power
- Icons (religious images)
- Mosaics in public and religious structures
- Hagia Sophia (a Byzantine domed church)

Byzantine culture

- Continued flourishing of Greco-Roman traditions
- Greek language (as contrasted with Latin in the West)
- Greek Orthodox Christianity
- Greek and Roman knowledge preserved in Byzantine libraries

WH1-7d

The cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.

What factors produced the division within the Christian Church?

Eastern Church

- Centered in Constantinople
- Close to seat of power after Constantinople became capital
- Use of Greek language in the liturgy

Western Church

- Centered in Rome
- Farther from seat of power after Constantinople became capital
- Use of Latin language in the liturgy

Division between Western and Eastern Churches

- Authority of the Pope eventually accepted in the West
- Authority of the Patriarch accepted in the East
- Practices such as celibacy eventually accepted in the West

WH1-7e

Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.

Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?

Influence of Byzantine culture on Eastern Europe and Russia

- Trade routes between Black Sea and Baltic Sea
- Adoption of Orthodox Christianity by Russia and much of Eastern Europe
- Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet)
- Church architecture and religious art



ISLAMIC CIVILIZATION 600 TO 1000 A.D. (C.E.)

WH1-8a

The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.

Muhammad and his followers spread Islam.

Islamic traditions and customs developed over centuries and created a distinct Muslim culture.

Where did the Islamic religion originate? Where did it spread?

What are the beliefs, traditions, and customs of Islam?

Origins of Islam

- Muhammad, the Prophet
- Mecca and Medina on the Arabian Peninsula: Early Muslim cities

Spread of Islam

- Across Asia and Africa, and into Spain
- Geographic extent of first Muslim empire

Beliefs, traditions, and customs of Islam

- Monotheism (Allah, Arabic word for “God”)
- Quran (Koran): The word of God
- Five pillars of Islam
- Acceptance of Judeo-Christian prophets, including Moses and Jesus

WH1-8b

In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and facilitated by weakened political empires.

Political unity and the Arabic language facilitated trade and stimulated intellectual activity.

How did geography influence the rapid expansion of territory under Muslim rule?

How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?

Geographic influences on the origin and spread of Islam

- Diffusion along trade routes from Mecca and Medina
- Expansion despite great distances, desert environments, and mountain barriers
- Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires

Geographic influences on economic, social, and political development

- Political unity of the first Muslim empire was short-lived.
- Arabic language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on race.

WH1-8c

Major historical turning points marked the spread and influence of Islamic civilization.

What were some major historical turning points that marked the spread and influence of Islamic civilization?

Historical turning points

- Death of Ali—Sunni-Shi’a division
- Muslim conquest of Jerusalem and Damascus
- Islamic capital moved to Baghdad
- Muslim defeat at the Battle of Tours
- Fall of Baghdad to the Mongols

WH1-8d

Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.

How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?

What were some contributions of Islamic civilization?

Cultural contributions and achievements

- Architecture (Dome of the Rock)
- Mosaics
- Arabic alphabet
- Universities
- Translation of ancient texts into Arabic

Scientific contributions and achievements

- Arabic numerals (adapted from India), including zero
- Algebra
- Medicine
- Expansion of geographic knowledge



WESTERN EUROPE DURING THE MIDDLE AGES 500 TO 1100 A.D. (C.E.)

WH1-9a

The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.

During the Middle Ages, the Pope anointed the Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.

How and why did the Church grow in importance during the Middle Ages?

Foundations of early medieval society

- Classical heritage of Rome
- Christian beliefs
- Customs of Germanic tribes

Influence of the Roman Catholic Church

- Secular authority declined, while church authority grew.
- Monasteries preserved Greco-Roman cultural achievements.
- Missionaries carried Christianity and Latin alphabet to Germanic tribes.
- Pope anointed Charlemagne Emperor in 800 A.D. (C.E.)
- Parish priests served religious and social needs of the people.

WH1-9b

The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with land-holding lords who promised them protection.

How did a feudal society develop in Europe during the Middle Ages?

How did the medieval manor function as a social and economic system?

Invasions shattered Roman protection over the Empire.

Feudal society during the Middle Ages

- Fief
- Vassals
- Serfs
- Feudal obligations

Manorial system during the Middle Ages

- Rigid class structure
- Self-sufficient manors

WH1-9c

Frankish kings used military power to expand their territory.

The alliance between Frankish kings and the church reestablished Roman culture (Christianity) in Western Europe.

How did Charlemagne revive the idea of the Roman Empire?

Age of Charlemagne

- Franks emerged as a force in Western Europe.
- Pope crowned the Emperor.
- Power of the church was established in political life.
- Roman culture was reinterpreted.
- Most of western Europe was included in the new empire.
- Churches, roads, and schools were built to unite the empire.

WH1-9d

Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.

How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?

Areas of settlement

- Angles and Saxons from continental Europe to England
- Magyars from Central Asia to Hungary
- Vikings from Scandinavia to Russia

Influence of the Angles, Saxons, Magyars, and Vikings

- Manors with castles provided protection from invaders, reinforcing the feudal system.
- Invasions disrupted trade, towns declined, and the feudal system was strengthened.



EASTERN HEMISPHERE

WH1-10a

During the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.

Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)?

Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)

- Silk roads across Asia to the Mediterranean basin
- Maritime routes across the Indian Ocean
- Trans-Saharan routes across North Africa
- Northern European links with the Black Sea
- Western European sea and river trade
- South China Sea and lands of Southeast Asia

WH1-10b

Regional trade networks and long distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia.

How did trade facilitate the diffusion of goods and ideas among different cultures?

Goods

- Gold from West Africa
- Spices from lands around the Indian Ocean
- Textiles from India, China, the Middle East, and later Europe
- Porcelain from China and Persia
- Amber from the Baltic region

Technology

- Paper from China through the Muslim world to Byzantium and Western Europe
- New crops from India (e.g., for making sugar)
- Waterwheels and windmills
- Navigation—Compass from China, lateen sail from Indian Ocean

Ideas

- Spread of religions across the hemisphere
 - Buddhism from China to Korea and Japan
 - Hinduism and Buddhism from India to Southeast Asia
 - Islam into West Africa, Central and Southeast Asia
- Printing and paper money from China

WH1-10c

Japanese cultural development was influenced by proximity to China.

Shinto and Buddhism coexisted as religious traditions in the Japanese culture.

How has Japan's geography influenced its development?

How did Chinese culture influence Japan?

Why were Shinto and Buddhism important to the development of Japanese culture?

Location and place

- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea

Influence of Chinese culture

- Writing
- Architecture
- Buddhism

Shinto

- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worshipping the emperor
- Coexistence with Buddhism

WH1-10d

African civilizations developed in sub-Saharan west and east Africa.

Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.

States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southern Africa.

What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?

Axum

- Location relative to the Ethiopian Highlands and the Nile River
- Christian kingdom

Zimbabwe

- Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast
- City of "Great Zimbabwe" as capital of a prosperous empire

West African kingdoms

- Location of Ghana, Mali, Songhai empires relative to Niger River and the Sahara
- Importance of gold and salt to trans-Saharan trade
- City of Timbuktu as center of trade and learning
- Role of animism and Islam



MAYAN, AZTEC, AND INCAN CIVILIZATIONS

WH1-11a, b

The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.

What were the characteristics of Mayan, Aztec, and Incan civilizations?

Mayan civilization

- Located in the Mexican and Central American rain forest
- Represented by Chichén Itzá
- Group of city-states ruled by a king
- Economy based on agriculture and trade
- Polytheistic religion—Pyramids

Aztec civilization

- Located in arid valley in central Mexico
- Represented by Tenochtitlan
- Ruled by an emperor
- Economy based on agriculture and tribute from conquered peoples
- Polytheistic religion—Pyramids/rituals

Incan civilization

- Located in the Andes Mountains of South America
- Represented by Machu Picchu
- Ruled by an emperor
- Economy based on high-altitude agriculture
- Polytheistic religion
- Road system

Achievements of Mayan, Aztec, and Incan civilizations

- Calendars
- Mathematics
- Writing and other record keeping systems



LATE MEDIEVAL PERIOD

WH1-12a

European monarchies consolidated power and began forming nation-states in the late medieval period.

How did European nation-states expand their territories and consolidate their power?

England

- William the Conqueror, leader of the Norman Conquest, united most of England.
- Common law had its beginnings during the reign of Henry II.
- King John signed the Magna Carta, limiting the King's power.
- The Hundred Years' War between England and France helped define England as a nation.
- Evolution of Parliament.

France

- Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France.
- The Hundred Years' War between England and France helped define France as a nation.
- Joan of Arc was a unifying factor.

Spain

- Ferdinand and Isabella unified the country and expelled Jews and Moors.
- Spanish Empire in the Western Hemisphere expanded under Charles V.

Russia

- Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, expanded the Russia nation.
- Power was centralized in the hands of the tsar.
- The Orthodox Church influenced unification.

WH1-12b

Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.

Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.

Ottoman Turks conquered the Byzantine Empire.

What were key events and effects of the Crusades?

What were the effects of the Mongol invasions?

What were the effects of the Ottoman invasions of Europe?

Key events of Crusades

- Pope Urban's speech
- The capture of Jerusalem
- Founding of Crusader states
- Loss of Jerusalem to Saladin
- Sack of Constantinople by western Crusaders

Effects of Crusades

- Weakened the Pope and nobles; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a legacy of bitterness among Christians, Jews, and Muslims
- Weakened the Byzantine Empire

Mongol armies

- Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Constantinople

- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire

WH1-12c

In the fourteenth century, the Black Death (Bubonic plague)

decimated the population of much of Asia and then the population of much of Europe.

How did the Black Death (Bubonic plague) alter economic and social institutions in much of Asia and then in Europe?

Impact of the Black Death (Bubonic plague)

- Decline in population
- Scarcity of labor
- Towns freed from feudal obligations
- Decline of church influence
- Disruption of trade

WH1-12d

Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.

How did European scholars begin to interpret and value ancient learning?

Church scholars

- Were among the very few who could read and write
- Worked in monasteries
- Translated Greek and Arabic works into Latin
- Made new knowledge in philosophy, medicine, and science available in Europe
- Laid the foundation for the rise of universities in Europe



RENAISSANCE

WH1-13a

The Crusades stimulated trade by introducing Europeans to many desirable products.

Trade promoted frequent contacts with the Byzantine and Muslim Empires.

New economic institutions developed.

How did the Crusades stimulate trade between Europe and the Muslim Empire?

What were the economic foundations of the Italian Renaissance?

Economic effects of the Crusades

- Increased demand for Middle Eastern products
- Stimulated production of goods to trade in Middle Eastern markets
- Encouraged the use of credit and banking

Important economic concepts

- Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy.
- Letters of credit served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of Arabic numerals) were introduced.

WH1-13b

Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.

Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.

How did northern Italian cities benefit from their geographic location?

How did Italian city-states achieve importance and develop politically?

What were Machiavelli's ideas about power?

Florence, Venice, and Genoa

- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to northern Europe
- Were initially independent city-states governed as republics

Machiavelli's *The Prince*

- An early modern treatise on government
- Supported absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should do good if possible, but do evil when necessary

WH1-13c

The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly secular.

How did the arts and literature of the Renaissance differ from those of the Middle Ages?

Who were prominent Italian Renaissance artists and writers?

How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?

Medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals

and worldly matters, along with Christianity.

Artistic and literary creativity

- Leonardo da Vinci—*Mona Lisa* and *The Last Supper*
- Michelangelo—Ceiling of the Sistine Chapel and *David*
- Petrarch—Sonnets, humanist scholarship

Humanism

- Celebrated the individual
- Stimulated the study of Greek and Roman literature and culture
- Was supported by wealthy patrons

WH1-13d

With the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.

How did ideas of the Italian Renaissance change as they became adopted in northern Europe?

Who were important artists and writers of the Northern Renaissance?

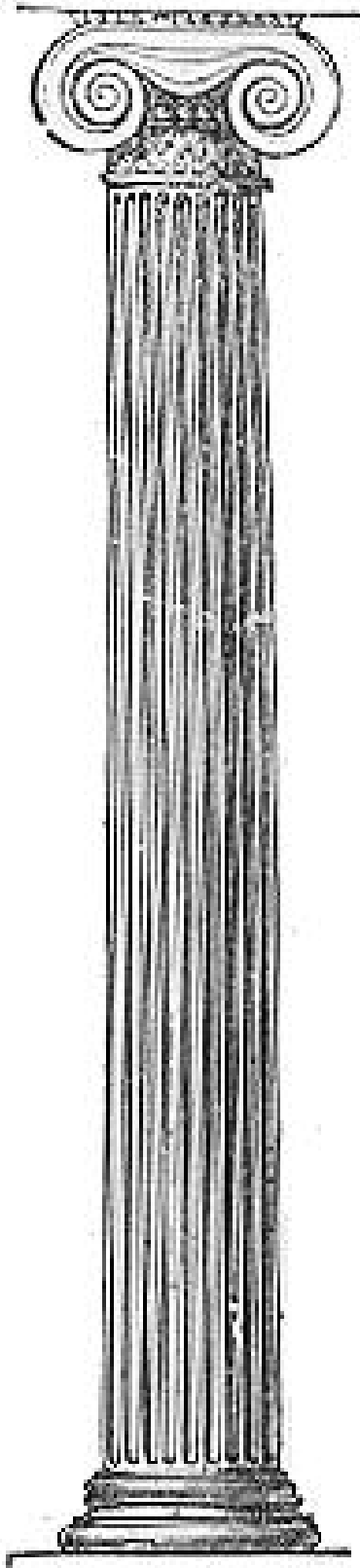
Northern Renaissance

- Growing wealth in Northern Europe supported Renaissance ideas.
- Northern Renaissance thinkers merged humanist ideas with Christianity.
- The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas.

Northern Renaissance writers

- Erasmus—*The Praise of Folly* (1511)
- Sir Thomas More—*Utopia* (1516)

Northern Renaissance artists portrayed religious and secular subjects.



Ionic Column

**WORLD HISTORY AND GEOGRAPHY
TO 1500 A.D. (C.E.)
STUDENT WORKSHEETS**

BOBBIE J. CUTLIP, ED. D.

HUMAN ORIGINS AND EARLY CIVILIZATIONS

PALEOLITHIC ERA TO THE AGRICULTURAL REVOLUTION (2a)

- **Homo sapiens** emerged in east Africa between _____ and _____ years ago.
- **Homo sapiens** migrated from Africa to _____, _____, and the _____.
- Early humans were hunters and gatherers whose survival depended on the availability of _____ (gathering) and _____ (hunting).

PALEOLITHIC ERA (2b) (Old Stone Age) “Hunter-gatherer society”	NEOLITHIC ERA (2c) (New Stone Age)
<ul style="list-style-type: none"> • Were _____ (migrated in search of food, water, shelter) • Invented the first tools, including simple _____ • Learned how to make and use _____ • Lived in _____ • Developed _____ language • Created “_____” 	<ul style="list-style-type: none"> • Developed _____ (domesticated plants) • Domesticated _____ • Used advanced _____ • Made _____ • Developed _____ skills

Name at least two ways that archaeologists work to study past cultures: (2d)

-
-

ARCHAEOLOGICAL DISCOVERIES (2d)

Stonehenge	Aleppo and Jericho	Catalhóyúk
<ul style="list-style-type: none"> • example of an archaeological site in _____ that was begun during the Neolithic and completed during the _____ 	<ul style="list-style-type: none"> • examples of early cities in the _____* studied by archaeologists <p style="font-size: small; margin-top: 5px;">*you will study about this in the next standard</p>	<ul style="list-style-type: none"> • an example of a Neolithic settlement currently under excavation in _____* <p style="font-size: small; margin-top: 5px;">*or Asia Minor</p>

Questions for Understanding

What was a most important step in the advancement of civilization during the Neolithic Era?

Name a scientific test that archaeologists use to analyze fossils and artifacts.

The first use of advanced tools was a part of what era?

What is Eurasia?

ANCIENT RIVER VALLEY CIVILIZATIONS

During the New Stone Age permanent settlements appeared in _____ and around the _____.

Name two reasons that humans settled in river valleys during the New Stone Age: (3a)

- River Valleys provided _____ and _____
_____ for agriculture.
- River Valleys provided _____ from nomadic peoples.

Four known ancient civilizations all developed around river valleys. Match the civilization with its location. Find the rivers on an Internet or classroom map. (3a)

- | | |
|--------------------|---|
| _____ Mesopotamian | A Indus River Valley |
| _____ Egyptian | B Huang He Valley |
| _____ Indian | C Nile River Valley and Delta |
| _____ Chinese | D Tigris and Euphrates River Valleys (Southwest Asia) |

On the map below label the approximate location of each of these river valley civilizations.



Show that you know...

When did these early civilizations exist?

On what continents were these river valley civilizations?

Other early civilizations (around 2000 to 500 B.C. [B.C.E.]) (3a)

- The _____ settled between the Mediterranean Sea and the Jordan River Valley. This area was a part of the _____ in Southwest Asia.
- The **Phoenicians** settled along the _____. This was also part of the Fertile Crescent in Southwest _____.
- **Nubia** was located on the upper (southern) Nile River in _____.



Use this map to note the approximate location of the settlements of the Hebrews and the Phoenicians that existed between 2000 to 500 B.C. [B.C.E.] Find the curved and shaded Fertile Crescent.

Note: Nubia settled on the upper Nile just off the edge of this map south on the Nile River. And, remember the upper Nile might actually seem like the lower Nile since it is south on the map.

Map modified from:
<http://nersp.nerdc.ufl.edu/~mrogal/mm5.html>

“USE IT OR LOSE IT” (CONTINUALLY ASK YOURSELF QUESTIONS TO CHECK FOR UNDERSTANDING AS YOU STUDY)

- Be prepared to explain the difference between the Paleolithic and Neolithic eras with characteristics of each. During which of these eras were the early river civilizations?
- What were some of the reasons the earliest settlements were around rivers?
- Where is the Fertile Crescent?
- Name the four earliest civilizations and their river locations.
- Know where the Hebrews, the Phoenicians, and the Nubia settled.
- Understand some of the characteristics and contributions of these early civilizations.

Did you know that...?

- Asia Minor became part of the **Byzantine Empire**, then the **Ottoman Empire**, and later became **Turkey**.
- **Mesopotamia** became **Babylon** which later became **Iraq**.
- **Persia** became modern day **Iran**.

(You will study these empires and countries later as you continue studying World History and Geography.)

The River Valleys were known as the _____. These early civilizations made social, _____ and _____ progress that still influences our world today. (3b)

WHAT WERE SOME OF THE CHARACTERISTICS OF THE EARLY CIVILIZATIONS? (3b)

Social	Political	Economic
<ul style="list-style-type: none"> ▪ _____ rulers ▪ Rigid class systems where _____ was accepted 	<ul style="list-style-type: none"> ▪ Created the world’s first _____ ▪ Centralized governments ▪ Had _____ law codes 	<ul style="list-style-type: none"> ▪ _____ tools and weapons ▪ Increasing _____ surplus ▪ Increasing trade along rivers and by sea (_____) ▪ Development of the world’s first _____ ▪ Development of the practice of _____ in the ancient world among most cultures, taking various forms

EXPANDING YOUR UNDERSTANDING

- A _____ or _____ are examples of a hereditary ruler.
- Early centralized governments were often based on _____ authority
- _____ and the _____ are examples of the first written codes of law.
- Some of the earliest tools and weapons were made of _____ or _____.
- Some reasons why agricultural surpluses were possible—
 -
 -
 -
- What are some examples of the world’s first states?
 -
 -
 -

Did you know that...?

—a city-state was an independent city not part of the larger country

Did you know that...?

- The **Code of Hammurabi** consisted of 282 sections listing “rules” with violations and punishments for the laws such as “an eye for an eye, and a tooth for a tooth”?
- Even though Hammurabi led Babylon to be a commercial and political center with much prestige and wealth, this Mesopotamian ruler of the Babylonian Empire has his greatest achievement listed by many historians as his attempt to codify the laws for justice.

RELIGION WAS A MAJOR PART OF LIFE IN ALL EARLY CIVILIZATIONS. AS RELIGIONS DEVELOPED THERE WERE TWO MAJOR TRADITIONS—POLYTHEISM AND MONOTHEISM. (3c,d)

- Polytheism (worship of or belief in more than one _____) was practiced by most early civilizations.
- Monotheism (the belief in only one God) was practiced by the _____.

The monotheism of **Abraham** became the foundation of _____, _____, and _____— religions that changed the world. The Hebrews were the first to become _____.

JUDAISM (3d)

Origins of Judaism <ul style="list-style-type: none"> • Abraham • Moses • Jerusalem 	Beliefs, traditions, and customs of Judaism <ul style="list-style-type: none"> • Belief in _____ God (monotheism) • The body of work that contains the written records and beliefs of the Jews is called the _____ • The Ten Commandments state the _____ and _____ conduct 	Spread of Judaism <ul style="list-style-type: none"> • Exile* • Diaspora <p>*The Exile was the enslavement and removal of Jews from Palestine after their Babylonian captivity. Ever since that time communities of Jews have lived outside their homeland. Diaspora is a Greek word meaning “scattered”.</p>
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FOUR BY FOUR ACTIVITY (4 X4)

Using a blank sheet of paper fold it into four sections. Choose four of the following topics. Find at least four interesting facts about your chosen topics. Be ready to share out in class.

- | | |
|--|---|
| <ul style="list-style-type: none"> -Abraham -Moses -Jerusalem -Exile (597-538 B.C.) [do not need to know date] -Judaism | <ul style="list-style-type: none"> -Torah -Ten Commandments -Diaspora -Babylonian Captivity -Hebrews |
|--|---|

This could be a team activity so that all of the topics are studied. You should know some basic facts about each of these.

THESE ARE EXAMPLES OF EARLY CODES OF LAW. MATCH THE CODE WITH ITS SOURCE.

<p>_____ If a man has committed highway robbery and has been caught, that man should be put to death. (22)</p> <p>_____ Thou shalt not steal. (8)</p> <p>_____ Thou shalt not covet...anything that is thy neighbor's. (10)</p> <p>_____ If a free man has destroyed the eye of a member of the aristocracy, they shall destroy his eye. (196)</p>	<p>1 Code of Hammurabi</p> <p>2 Ten Commandments</p> <p><small>Note: The number in the parentheses is the number of the code of law.</small></p>
--	--

Did you know that...?

- **Abraham** is revered by believers of Christianity, Judaism, and Islam. In Judaism, it is believed that it was through Abraham that the Israelites received the power to communicate with God. Christians view Abraham as the father of all believers, and Muslims see Abraham as a prophet who with his son Ishmael built the Ka'bah in Mecca, considered by Muslims to be the most sacred spot on Earth.
- **Moses** is the only prophet of these three monotheistic religions who is said to have spoken directly with God. Through Moses, God revealed the Ten Commandments.
- **Jerusalem** means City of Peace. Due to its significance to the world's three monotheistic religions—Judaism, Christianity, and Islam—Jerusalem has been a place of conflict for many years.

(Some of the information in this box was paraphrased from the *Religion for Dummies* book, Wiley Publishing, Indianapolis, IN 2002.)

MATCH THE FORMS OF LANGUAGE AND WRITING WITH THEIR EARLY BEGINNING (3e)

<p>_____ earliest written symbols</p> <p>_____ Egypt</p> <p>_____ Sumer*</p> <p>_____ Phoenicians</p> <p><small>*Can you locate Sumer on the map two pages back?</small></p>	<p>1 Alphabet</p> <p>2 Cuneiform</p> <p>3 Hieroglyphics</p> <p>4 Pictograms</p>
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CLASSICAL CIVILIZATIONS AND RISE OF RELIGIOUS TRADITIONS

CULTURES OF PERSIA, INDIA, AND CHINA

PERSIAN EMPIRE (4a)

Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world. Zoroastrianism was the main Persian religion, although other religions were tolerated.

FOUR NOTABLE FACTS ABOUT THE PERSIAN EMPIRE

- The Persians were tolerant of _____ (*often accepting their languages, religions and laws*)
- The Persians developed an imperial _____
- The religion of Persia during this time period was _____. (*Zoroaster was a prophet who believed that humans struggled to choose between good and evil with rewards or punishments. He **believed in two opposing forces in the universe**—leading to either paradise or hell. Zoroaster is believed to have influenced Judaism, Christianity and Islam.*)
- The Persians developed a _____. (*i.e. The Royal Road was more than 1500 miles with stations placed frequently for food, water, and fresh horses.*)

Note: Information in italics is an elaboration of the SOL.

INDIA (4b)

GEOGRAPHY TO KNOW



Classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.

- Physical barriers such as the _____, the Hindu Kush, and the _____ Ocean made invasion more difficult.
- Mountain passes in the _____ provided migration routes into the Indian subcontinent.
- The _____ and _____ were the most important rivers in the Indian subcontinent.
- Two early civilizations in the Indus River Valley were **Harrapa** and **Mohenjo-Daro**. (*Their approximate locations are on your map.*)

Label the following on the map of India:

Ganges River Himalayas* Hindu Kush Indian Ocean Indus River

* *The Himalayas are extensive and contain Mount Everest—and the Hindu Kush*

EARLY INDIAN CIVILIZATIONS (4b)

Aryans	Mauryan Empire (Asoka*)	Gupta Empire
<ul style="list-style-type: none"> The Indo-Aryan people migrated into the area, creating a structured society (_____) and blended their beliefs with those of the indigenous people. The Aryans asserted their _____ and introduced a caste system, which influenced all _____ interactions and choices of _____ 	<ul style="list-style-type: none"> The Mauryans continued political unification of much of India Contributions – spread _____, free hospitals, _____ clinics, and good roads <p><i>(*Mauryan rebelled against the ruling powers of India to start this empire. His grandson Asoka was the last to serve in this empire. Read more about Asoka on the next page under Buddhism.)</i></p>	<ul style="list-style-type: none"> _____ age of classical Indian culture Contributions—mathematics (concept of _____), medical advances (set bones), _____ (concept of earth as round), new _____, literature

Expanded information on the Gupta Empire:

- The Gupta Empire is credited with advancing the development of the principles of algebra. Their symbols for the numbers 1 to 9 were adopted by traders from the Middle East and later became known as “Arabic numerals” in the West. This empire expanded the concept of infinity and developed the concept of zero.
- Indian exporters traded cloth, notably cotton, as well as silk from China.
- The Gupta rulers valued learning. They encouraged learning from the *Upanishads*. Hinduism was the religion of the empire. Many epics and poems come from this era. One famous sermon is called the *Bhagavad Gita*.

CHINA (4e, f)

Classical China was centered on the _____ (Yellow River) and was geographically isolated. Migratory invaders entered China from the _____. The _____ was built for China’s protection by _____ as a line of defense against invasions.

China was governed by a succession of ruling families called _____. Chinese rulers were considered divine, but they served under a _____ only as long as their rule was just.

Chinese culture began around _____ [B.C.E.] Of Chinese contributions to civilization, _____ and _____ are among the most noted. The _____ facilitated trade and contact between China and other cultures as far away as Rome.

Contributions of Classical China


- | | |
|---|--|
| <ul style="list-style-type: none"> _____ system paper | <ul style="list-style-type: none"> porcelain _____ |
|---|--|

Expanded information :

MANDATE OF HEAVEN—In ancient China the Chinese believed that if their rulers were doing well, they were ruling under a mandate (or the authority to rule) that came from heaven. If crops failed or battles were lost, the ruler had lost the mandate. Someone else then started a new dynasty.

CIVIL SERVICE SYSTEM—System that allowed those other than nobility to hold public office. If someone was recommended for a position, and then passed a very long and very difficult test, he could hold a public office. This system made scholars highly respected in Chinese society and provided talented people to run the government.

CONTRIBUTIONS AND INFLUENCES OF ASIAN RELIGIONS (4c-f)

HINDUISM (originated in India)	BUDDHISM (originated in India)	India
<p>Hinduism influenced Indian society and culture and is still practiced in India today.</p> <ul style="list-style-type: none"> • Belief in many forms of one _____ • _____: <p>Rebirth based upon karma</p> <ul style="list-style-type: none"> • _____: Knowledge that all thoughts and actions result in future consequences • Sacred writings: _____ and _____ • Spread along major trade routes 	<p>Buddhism was founded in a part of India that is in present-day _____. (Label on map—page 21)</p> <ul style="list-style-type: none"> • Founder: _____ (later known as Buddha) • Four Noble _____ • Eightfold Path to _____ <p>Asoka's* missionaries and their writings spread Buddhism from India to _____ and other parts of _____.</p> <p>* Legend has it that after one very brutal battle, Asoka rode about the battlefield and saw all of the dead and maimed bodies. He was so struck by the horror that he announced that he would begin following the teachings of Buddha. He became a man of peace. He sent missionaries throughout India and Asia to spread the word of Buddha.</p>	

Chinese forms of Buddhism spread throughout Asia as other religions were formed.

CONFUCIANISM (originated in China)	TAOISM (originated in China)	China
<p><u>Facets:</u></p> <p>Confucianism helped form social order in _____</p> <ul style="list-style-type: none"> ▪ Belief that humans are _____, not _____ ▪ Respect for _____ ▪ Code of _____, still used in Chinese society today ▪ Emphasis on _____ ▪ _____ worship 	<p><u>Facets:</u></p> <p>Taoism helped form _____ culture and values</p> <ul style="list-style-type: none"> ▪ _____ ▪ Simple life and _____ ▪ Harmony with _____ 	

_____ represented opposites for Confucianism and Taoism.

REVIEW OF PERSIA, INDIA, AND CHINA
<p>Two of these cultures are known for their road systems. Who were responsible for building a road system called the Royal Road? _____ Who were known for their Silk Roads? _____</p> <p>Which empire made a major contribution to mathematics?</p> <p>What ruler is credited with the building of the Great Wall?</p> <p>Which of these early societies developed a caste system?</p> <p>What was a religion of early Persia?</p>

ANCIENT GREECE (5a)

The physical geography of the Aegean Basin shaped the economic, social, and political development of _____ civilization.

The expansion of Greek civilization, through trade and colonization, led to the spread of _____ culture across the Mediterranean and Black seas.



Note the locations of the following:

- Aegean Sea
- Balkan (includes numerous countries in this region) and Peloponnese peninsulas
- Europe and Asia Minor
- Mediterranean Sea
- Black Sea, Dardanelles (narrow strait connecting Aegean Sea with Marmara Sea leading to the Black Sea)
- Athens, Sparta, Troy
- Macedonia*

*Borders have changed somewhat through the years. During the early Greek civilization, Macedonia was located to the north of Greece. The Greeks were conquered by the Macedonians under the leadership of Alexander the Great. But beware—all those conquerors are later to be overtaken by the Romans.

Did you know...?

—that “Hellenistic” is derived from a Greek word meaning “to imitate Greeks”

GREECE’S EARLY DEVELOPMENT (5a)

Economic and social development	Political development
<ul style="list-style-type: none"> ▪ Agriculture (limited _____ land—<i>or farmable land</i>)—due to the many mountains ▪ Commerce and the spread of _____ culture ▪ Shift from barter to _____ economy (coins) 	<ul style="list-style-type: none"> ▪ Mountainous terrain helped and hindered the development of city-states ▪ Greek cities were designed to promote _____ and _____ life ▪ Colonization was related to overpopulation and the search for _____ land

GREEK MYTHOLOGY (5b)

Greek mythology was based on a _____ religion that was integral to the culture, politics, and art in ancient Greece. Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Greek mythology.

<p>Greek mythology</p> <ul style="list-style-type: none"> • Based on _____ religion • Explanations of natural phenomena, human qualities, and life events 	<p>Greek gods and goddesses</p> <ul style="list-style-type: none"> • Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite • Symbols and images in _____ literature, art, and architecture
--	--

SOCIAL STRUCTURE AND CITIZENSHIP IN THE GREEK POLIS (5c)

Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies. Contrasting philosophies of government divided the Greek city-states of Athens (_____) and Sparta (_____).

- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Athens

- Stages in evolution of Athenian government:
Monarchy → to aristocracy →
to tyranny → to democracy
- Tyrants who worked for reform: Draco, _____
- Origin of democratic principles: Direct _____,
public _____, duties of the citizen

Sparta

- Oligarchy (rule by _____
_____)
- Rigid social structure
- _____ and
_____ society

THE EARLY GREEKS AT WAR (5d)

Importance of Persian Wars (499-449 B.C. [B.C.E.])

- Persian wars united _____ and
_____ against the Persian Empire.
- Athenian victories over the Persians at
_____ and _____
left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued
innovations in government and culture.

Importance of Peloponnesian War (431-404 B.C. [B.C.E.])

- Caused in part by competition for control of the
Greek world—Athens and the _____
_____ v. Sparta and the

- Resulted in the slowing of cultural advance and the
weakening of political power

What do you think? Might we have remembered this war as the Delian War had Athens been the victor?

Showing What You Know!

- Which happened first—the Persian Wars or the Peloponnesian War?
- Which of these wars united the Greeks? Why?
- Which of these wars were Greeks fighting Greeks?

Did you know that—??

- **Marathon and Salamis were two cities in Greece that were successfully defended against the Persians in the Persian War. Legend has it that an Athenian runner ran the 26 miles from Marathon to Athens to announce the Persian defeat before dropping dead. Today's marathons of 26.2 miles originate from this heroic story.**
- **During the Peloponnesian War Athens was defeated by Sparta which weakened the city-states—leading eventually to problems when they are up against Macedonia for their very survival.**

CLASSIC ERA (5e,f)

(Athenian culture during this era became one of the foundation stones of Western civilization)

Golden Age of Pericles* (mostly occurring between the Persian and the Peloponnesian Wars)

- Pericles extended _____; most adult males had an equal voice.
- Pericles had Athens rebuilt after destruction in the Persian Wars; the _____ is an example of this reconstruction.

**Pericles was an Athenian statesman whose name was given to this period of Greek history. Pericles is known for having expanded the involvement of Athenians in their democracy by creating a direct democracy where male citizens met in mass meetings to vote and decide on major issues.*

GREEK CONTRIBUTIONS TO WESTERN CIVILIZATIONS (5e,f)

Area	Need to Know	Expanded Information for Understanding and Remembering*
Drama	Aeschylus	Aeschylus wrote the only complete trilogy that exists today from the first Greek dramas, <i>Oresteia</i> . These plays are about the Trojan War.
	Sophocles	Sophocles was a Greek dramatist whose most famous play was <i>Oedipus Rex</i> . In this play an oracle predicts that Oedipus will kill his father and marry his mother—which Oedipus unwittingly does in the play.
Poetry	Homer (<i>Iliad</i> and <i>Odyssey</i>)	Homer was a Greek poet believed to have been blind. Homer wrote the <i>Iliad</i> (about the Trojan War) and the <i>Odyssey</i> (about the adventures of Odysseus—or Ulysses—after the Trojan War).
History	Herodotus	Herodotus, known as "the Father of History", was thought by some to be the first Greek historian. He wrote about the conflict between the Greeks and the Persians in his <i>History of the Persian Wars</i> .
	Thucydides	Thucydides was also a Greek historian who was an Athenian general during the Peloponnesian War. After he lost in battle, he was exiled where he wrote his <i>History of the Peloponnesian War</i> . Thucydides strived for accuracy and objectiveness in his work.
Sculpture	Phidias	Phidias was an Athenian sculptor and the artistic director of the construction of the Parthenon. He completed a statue of Zeus for the Temple of Zeus at Olympia. This colossal statue is now considered to be one of the Seven Wonders of the Ancient World.
Architecture	Types of columns included Doric (Parthenon), Ionic, and Corinthian	Of the three types of columns found in Greece, Doric columns are the most basic and undecorative. They contain no base to enhance their design. These were the main type of columns used for the Parthenon. The Ionic style is a little more decorative with the Corinthian the most decorative of all—and said by some to be the most appealing to the modern eye. All three types of columns were used in the Roman Colosseum. <i>(See the section pages of this book for examples of the three types of columns.)</i>
Science	Archimedes	Archimedes was a mathematician who was also an inventor of many practical objects including pumps for irrigation and mines, as well as, weapons for war. He is known for his work in geometry with cylinders and spheres and for computing the value of pi—and also for his theory on the displacement of water which is often told in a story about his screaming "Eureka!" while running naked from his bath (also known as the Archimedes principle).
	Hippocrates	Hippocrates was a famous Greek doctor who also developed the Hippocratic Oath, which is a code of ethics that doctors still take today.




Mathematics	Euclid	Euclid brought together much of the knowledge of the mathematics known as geometry. He defined abstractions such as points and lines. Euclid set down general rules called axioms. His way of geometry was called Euclidean geometry.
	Pythagoras	Often described as the first pure mathematician, Pythagoras and his students are said to have developed the first proof that, for a right triangle, $a^2 + b^2 = c^2$ (the sum of the squares of the two sides of a triangle is equal to the square of the hypotenuse—commonly known as the Pythagorean Theorem). Many of Pythagoras' ideas had been used by the Babylonians one thousand years before Pythagoras proved on paper why they worked.
Philosophy	Socrates	Socrates was a philosopher who spent his life in pursuit of true knowledge. Socrates tried to remain conscious of how much he did not know, and claimed superiority to unthinking people only in that he was aware of his own ignorance where they were not. He taught his followers to search for answers about man's role in the universe. He questioned Athenian values and was accused of "forming an idea of revolt." He was accused of teaching his students to question and think for themselves. For this type of thinking, he was sentenced by the Greek government to die by drinking the poison, hemlock.
	Plato	Plato was a student of Socrates and later carried on his work. He gathered Socrates' ideas and wrote them down. People all over the world can now study the Greek philosophers. Plato founded his Academy for research and instruction in philosophy and the sciences.
	Aristotle	When Aristotle was seventeen, he traveled from Macedonia to Athens to study with Plato. Aristotle thought of an axiomatic system and deductive reasoning. Among Aristotle's writings were books about physics, poetry, zoology, biology, politics, and governments. He thought that the goal of humankind was to achieve happiness.

SPA
To help remember the order use—
S Socrates
P Plato
A Aristotle



*** Completing your own research on each of these is more effective than reading someone else's notes. One idea might be to make a classroom dictionary or mini-encyclopedia for each of these people and concepts.**

MACEDONIAN CONQUEST (5g) (followed the weakening of Greek defenses during the Peloponnesian Wars)		
<u>Phillip II, King of Macedon</u>	<u>Alexander the Great</u>	<u>Hellenistic Age</u>
<ul style="list-style-type: none"> Conquered most of _____ 	<ul style="list-style-type: none"> Established an empire from Greece to _____ and the margins of _____ Adopted _____ culture and spread Hellenistic influences throughout his vast empire Extended _____ cultural influences 	<ul style="list-style-type: none"> Blend of Greek and _____ elements Spread of Hellenistic culture through _____

Did you know that—

...Phillip II's son was Alexander the Great?

...Alexander was only twenty years old when he became king of Macedonia and began to complete his father's dream of invading the Persian Empire?

ANCIENT ROME (6a)

The city of Rome, with its central location on the Italian _____, was able to extend its influence over the entire Mediterranean Basin. The Italian peninsula was protected by the sea and an arc of mountains, the _____.



Note the locations of the following (on this modern day map):

- Rome—Centrally located in the _____ Basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps—Protection
- Mediterranean Sea—Protection, sea-borne commerce

Look at this (and other maps in your classroom) to note the location of Rome. Find the Alps to the north on the border of Italy and Switzerland. The Alps provided protection from the north, and the Mediterranean Sea provided both protection and a means of transportation in the ancient Roman world.

THE GOVERNANCE OF THE ROMAN REPUBLIC (6c)

Social structure in the Roman Republic	Citizenship	Features of Roman Democracy
<ul style="list-style-type: none"> • _____: Powerful nobility (few in number) • _____: Majority of population • _____—Not based on race 	<p>Only the following were citizens:</p> <ul style="list-style-type: none"> • Patrician and plebeian _____ • Selected _____ <p>The rights and responsibilities of citizenship included _____ and _____.</p>	<ul style="list-style-type: none"> • _____ democracy • Assemblies • The _____ • Consuls • Laws of Rome codified as _____

Although _____, most _____ (non-Romans living in the Republic), and _____ were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern _____.

SPREADING THE ROMAN CULTURE (6d)

After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.

Punic Wars: Rome v. Carthage (264-146 B.C. [B.C.E.]

- Rome and _____ were in competition for trade.
- _____ invaded the Italian Peninsula.
- Three wars resulted in Roman victory, the destruction of _____, and expanded trade and wealth for _____.

Evolution of the Roman Empire and spread of Roman culture

- Mediterranean basin (Africa, Asia, Europe, including the _____ world of the Eastern Mediterranean)
- Western Europe (_____, * _____)

(*Western Europe including parts of Italy, France, Belgium, Switzerland, Netherlands, and Germany)

A Map of the Ancient Roman Empire
(www.hadrians.com/.../sources/roman_maps.html)



Did you know about the three wars of the Punic Wars...?

- 264-241 BC (war concentrated on island of Sicily; the Romans beat the Carthaginians)
- 218-202 BC (Hannibal, a great Carthaginian general, crossed the Alps with his army—won every battle but lost the war and was exiled from Italy. Rome gained control of the whole western Mediterranean including Spain and northern Africa)
- 149-146 BC (conquest of the Hellenistic empires to the east and destruction of the city of Carthage—which expanded trade and wealth for Rome)

FROM ROMAN REPUBLIC TO ROMAN EMPIRE (6e,f)

The Roman _____, in the face of changing social and economic conditions, succumbed to _____ war and was replaced by an _____, the Roman Empire.

Causes for the decline of the Roman Republic

- Spread of _____ in the agricultural system
- Migration of small farmers into cities and _____
- Civil war over the power of _____
- Devaluation of Roman currency; _____

The origin and evolution of Imperial Rome

- First _____ (government where the power is shared by three people)
- Julius Caesar—Seizure of power; assassinated
- Augustus Caesar—Civil war; defeated _____; became Rome's first emperor
- Empire—Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of _____

INFORMATION TO ASSIST WITH UNDERSTANDING THE EARLY ROMAN EMPIRE—

- **By the second century B.C., the Senate was the governing body of the Roman state. An economic crisis arose as small farmers, unable to compete with large landowners, lost their farms and drifted to the cities creating a large class of landless poor.**
- **The need for soldiers (who were often recruited by generals with a promise of land ownership) led to a shift in sworn loyalty to the generals rather than the Roman state. As individual generals gained command, civil wars arose as various individuals began to compete for power.**
- **The First Triumvirate was formed in the first century B.C. (of which Julius Caesar and Pompey were two of the three members). These Triumvirate members were often in charge of leading soldiers into battle. After the third Triumvirate member was killed in battle, Caesar and Pompey fought for control. Caesar won after he secretly crossed the River Rubicon and started another civil war.**
- **Caesar then became dictator, but he was soon assassinated by a group of his leading senators.**
- **The Second Triumvirate (of which Marc Anthony and Octavian—later named Augustus Caesar—were members) was formed. Again a battle for power between two of the members (Octavian and Anthony) led to political unrest.**
- **After teaming up with Cleopatra (the Queen of Egypt), Marc Anthony was defeated by Octavian. Both Anthony and Cleopatra committed suicide after this defeat leaving Octavian in power.**
- **Interestingly enough, Julius Caesar and Marc Anthony had both been in love with and had children with Cleopatra.**
- **With Marc Anthony’s death, Octavian was in command of the Roman world. In 27 B.C. [B.C.E.] the Roman Senate gave Octavian the name of Augustus, meaning “the revered one”. He became the first Roman emperor. This title gave him command of the army which allowed him to rule and expand his influence. At this point the civil wars ended, as did the republic.**

(There are many interesting stories to expand this information. Doing research on the individuals, the battles, the government, and even the sayings and legends such as “Crossing the Rubicon” will assist you with learning this information in a more personal manner. You have probably studied some of these people in English class.)

PAX ROMANA AND ITS IMPACT (6g)

Augustus Caesar established the Roman Empire by instituting _____, rule by _____, a common _____, and secure _____ and trade throughout the Empire. Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the _____.

<p>The Pax Romana</p> <ul style="list-style-type: none"> • Two centuries of peace and prosperity under _____ rule • Expansion and solidification of Roman Empire, particularly in the _____ 	<p>Economic impact of the Pax Romana</p> <ul style="list-style-type: none"> • Established uniform system of money, which helped to _____ • Guaranteed safe travel and trade on _____ • Promoted prosperity and stability
<p>Social impact of the Pax Romana</p> <ul style="list-style-type: none"> • Returned stability to _____ • Increased emphasis on the _____ 	<p>Political impact of the Pax Romana</p> <ul style="list-style-type: none"> • Created a _____ • Developed a uniform _____

CHRISTIANITY (6h)

The followers of _____ spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing _____ civilization.

Origins of Christianity



- Had its roots in _____
- Was led by Jesus of Nazareth, who was proclaimed the _____
- Conflicted with _____ beliefs of Roman Empire

Beliefs, traditions, and customs of Christianity

- Monotheism
- Jesus as both _____ and _____ of God
- Life after _____
- _____, containing accounts of the life and teachings of Jesus, as well as writings of early Christians
- Christian doctrine established by early _____

Spread of Christianity

- Popularity of the message
- Early _____ inspired others
- Carried by the Apostles, including _____, throughout the Roman Empire

CHURCH IN ROME GREW IN IMPORTANCE, MEMBERSHIP AND INFLUENCE (6i)

Impact of the Church of Rome in the late Roman Empire

- The Emperor _____* converted to Christianity and made it legal.
- Christianity later became the official state religion.
- The Church became a source of _____ authority.
- Loyalty to the church became more important than loyalty to the _____.
- The Church became the main unifying force of _____.

** Legend has it that this emperor had a vision of the sign of the Christ that turned him to Christianity. He was the first emperor to honor Christians instead of persecuting them.*

DECLINE OF THE ROMAN EMPIRE (6k)

Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.

Causes for the decline of the Western Roman Empire



- Geographic _____ made it difficult to defend and administer
- Economy—The cost of _____ and devaluation of _____
- Military—Army membership starting to include _____, resulting in decline of discipline
- Moral decay—People's loss of faith in Rome and the _____
- Political problems—Civil conflict and weak _____
- Invasion—Attacks on _____

Division of Roman Empire

- Move of capital by Constantine from Rome to _____, renaming it Constantinople
- Survival of Western Roman Empire until _____ A.D.(C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (also known as _____ Empire)



ROMAN CONTRIBUTIONS TO WESTERN CIVILIZATIONS (6j)

Area	Need to Know	Expanded Information for Understanding and Remembering*
Art/ Architecture	<ul style="list-style-type: none"> -Pantheon -Colosseum -Forum 	<ul style="list-style-type: none"> • The Pantheon was built as a Roman temple and later consecrated as a Catholic Church—which is still functional today. • The Colosseum was an amphitheater in Rome once used for gladiatorial combat among other activities. It was capable of seating 50,000 spectators. • The Roman Forum was the political and economical centre of Rome during the Republic. The Forum served as a meeting place for the Senate as well as a place where public meetings were held. 
Technology	<ul style="list-style-type: none"> -Roads -Aqueducts -Roman arches 	 <ul style="list-style-type: none"> ▪ Roman aqueducts were man-made conduits for carrying water (Latin aqua, "water," and ducere, "to lead"). Rows of arches (which were strong and required fewer resources than solid walls) were often used for the aqueducts to maintain a steady slope over hilly terrain. ▪ The Romans were also famous for their well built roads that made it possible for the army to march from one place to another on the straightest and shortest roads viable.
Science	-Ptolemy	<ul style="list-style-type: none"> ▪ Ptolemy was an astronomer, mathematician and geographer. Ptolemy was thought to have been of Greek decent and to have lived in Egypt—but was a Roman citizen.
Medicine	<ul style="list-style-type: none"> -Emphasis on public health (public baths; public water system; medical schools) 	<ul style="list-style-type: none"> ▪ Many Romans visited the public baths for entertainment, healing in some of the baths, or just to get clean. Several wealthy Romans had their own baths in their homes. The baths were often fed by the aqueducts. ▪ The earliest Romans had a religious, yet semi-rational understanding of medicine. They believed that diseases were usually brought on by the disfavor of the gods. At the beginning of the first century, army doctors were required to attend formal medical school in order to better take care of the soldiers. Much was learned on the battlefields—and then taught to others in the medical schools that later served both civilian and army doctors.
Languages	<ul style="list-style-type: none"> -Latin -Romance languages 	<ul style="list-style-type: none"> ▪ Latin was the language of the Romans. Romance languages are descended from Latin. Among the romance languages are French, Italian, Portuguese, and Spanish.
Literature	Virgil's <i>Aeneid</i>	<ul style="list-style-type: none"> ▪ Modeled on Homer's Trojan war epics, Virgil's <i>Aeneid</i> describes the difficulties faced by Aeneas and his comrades on their journey to found a new civilization after the destruction of Troy.
Religion	Roman mythology; adoption of Christianity as the imperial religion	<ul style="list-style-type: none"> ▪ Roman mythology was closely modeled after the mythology of the Greeks. Roman mythology represents the beliefs and practices of the inhabitants of the Italian peninsula from ancient times until Christianity became more widespread in the 4th century A.D. (C.E.)
Law	The principle of "innocent until proven guilty" (from the Twelve Tables)	<ul style="list-style-type: none"> ▪ The earliest known attempt by the Romans to create a code of law was the Twelve Tables.

* Completing your own research on each of these is more effective than reading someone else's notes. One idea might be to make a classroom dictionary or mini-encyclopedia for each of these people and concepts.

**WHAT WAS THE DIFFERENCE IN THE...
ROMAN REPUBLIC?

ROMAN EMPIRE (IMPERIAL REGIME)?**

ROMAN MYTHOLOGY (6b)	
<p>Roman mythology, like Greek mythology, was based upon a _____ religion that was integral to culture, politics, and art. Many of Western civilization’s symbols, metaphors, words, and idealized images come from ancient Roman mythology.</p>	
<p>Roman mythology</p> <ul style="list-style-type: none"> Based on the Greek polytheistic religion Explanations of natural phenomena, human _____, and _____ 	<p>Roman gods and goddesses</p> <ul style="list-style-type: none"> Jupiter, _____, Apollo, _____, Minerva, and _____ Symbols and images in literature, art, and architecture

Use the chart below to learn both the Greek and the Roman gods and goddesses. Read the chart and look for other ways of remembering. (Sometimes silly thoughts and connections will help you memorize lists such as this.) Spend ten to fifteen minutes trying to memorize the twelve gods and goddesses. Review once or twice a week for a month. Have a friend test to see how you’re doing.

GREEK AND ROMAN GODS AND GODDESSES (5b, 6b)			
Greek	God or goddess of—	Roman	Did you notice that...?
Zeus	King of the gods—most powerful of all gods and goddesses	Jupiter	<p>-All of the <u>Greek</u> gods and goddesses in this list begin with the letter “A” except for the king and queen (Zeus and Hera)</p> <p>-The king and queen of the <u>Roman</u> deities both begin with “J”</p> <p>-The Greeks and Romans used the same name for the god of poetry and music (Apollo)</p> <p>-Aphrodite and Venus are commonly used words in our language referring to love and beauty</p> <p>-Two planets are named after these <u>Roman</u> deities (Jupiter and Venus)</p>
Hera	Queen of the gods—also goddess of marriage	Juno (The month of June is named after Juno)	
Apollo	God of poetry and music	Apollo	
Artemis	Goddess of the hunt	Diana	
Athena	Goddess of wisdom and war/peace	Minerva	
Aphrodite	Goddess of love	Venus	

LEARNING ABOUT OTHER GREEK AND ROMAN GODS AND GODDESSES

Read and research about other gods and goddesses for some very interesting stories. This information will win you extra points in quiz games such as *Jeopardy* and *Who Wants to Be a Millionaire*—or just playing other trivia games with friends. Use your creativity in learning facts about these and other mythological characters—who have influenced our culture to a great degree.

**BYZANTINE EMPIRE AND RUSSIA
300 TO 1000 A.D. (C.E.)**

EASTERN ROMAN EMPIRE (7a)

The capital of the Eastern Roman Empire was changed to _____ to provide political, economic, and military advantages.

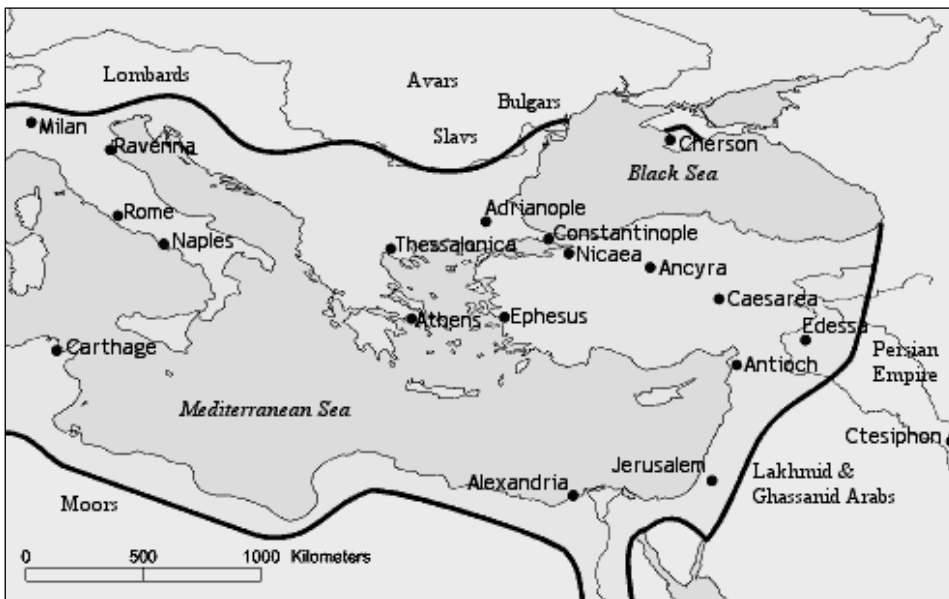
Location of Constantinople

- Protection of the _____ frontier
- Distance from _____ invasions in the western empire
- Crossroads of _____
- Easily fortified site on a _____ bordering natural harbor

Role of Constantinople

- Seat of the Byzantine Empire until _____ conquest
- Preserved classical _____ culture

-Find out for whom Constantinople was named.
(Look in Standard 6 for a hint.)



Map of Byzantium Empire 565 A.D. (C.E.) (Map from— www.byzantium.seashell.net)

HAVE YOU NOTICED...?

- there are now two Roman Empires in our study—the Western (with Rome as the center) and the Eastern (with Constantinople as the center)
- the Eastern Roman Empire is also known as the Byzantine Empire
- as the Western Roman Empire lessened in power, the Eastern Roman Empire continued to expand and exist for nearly a thousand years

JUSTINIAN RULE (7b)

As the first to codify Roman law, _____ provided the basis for the law codes of Western Europe. Under Justinian, the Byzantine Empire reached its height in culture and prosperity.

Byzantine Emperor Justinian

- Codification of _____ law (impact on European legal codes)
- Reconquest of former _____ territories
- Expansion of trade

The Twelve Tables, the earliest known source of Roman laws, were written on twelve plates of bronze. Centuries later Justinian refined many of the laws of the day and put them into one work. These laws still form the basis of the justice system in the western world.

Have you noticed that...? the Greek and Roman influences are still very much a part of these different ancient cultures—and that the new religion of Christianity is spreading to other countries, especially since Emperor Constantine adopted it. The Christian religion is also changing as it crosses into other cultures.

GREEK ORTHODOX CHRISTIANITY (7c)

Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture. _____ and _____ traditions were preserved in the Byzantine Empire.

Byzantine achievements in art and architecture

- Inspiration provided by _____ religion and imperial power
- Icons (_____)
- _____ in public and religious structures
- Hagia Sophia* (a Byzantine _____)

* built by Justinian; a museum today in Istanbul (Constantinople)

Byzantine culture

- Continued flourishing of Greco-Roman traditions
- Greek language (as contrasted with _____ in the West)
- Greek _____ Christianity (*or Eastern Orthodox Church*)
- Greek and Roman knowledge preserved in Byzantine _____

TWO CHURCHES—EASTERN AND WESTERN (7d)

The cultural and political differences between the eastern and western _____ weakened the unity of the Christian Church and led to its division.

Western Church

- Centered in _____
- Farther from seat of power after Constantinople became capital
- Use of _____ language in the liturgy

Eastern Church

- Centered in _____
- Close to seat of power after Constantinople became capital
- Use of _____ language in the liturgy

Division between Western and Eastern Churches

- Authority of the _____ eventually accepted in the West
- Authority of the _____ (*the highest ranking bishops of the churches in the East*) accepted in the East
- Practices such as _____ eventually accepted in the West

EXPANDED INFORMATION

In 1054 the Christian church split into two churches. The church in the west was known as the Roman Catholic Church (with the pope as the head of this church) and the church in the east was known as the Eastern Orthodox Church (with the patriarch of Constantinople as the head). These churches are still separate today.

BYZANTINE—AND ITS INFLUENCE ON THE EAST (7e)

Byzantine civilization influenced _____ and _____ European civilizations through its religion, culture, and trade.

Influence of Byzantine culture on Eastern Europe and Russia

- Trade routes between _____ Sea and _____ Sea (*Find these two seas on the map on page 28 or a classroom map*)
- Adoption of _____ by Russia and much of Eastern Europe
- Adoption of Greek alphabet to the _____ languages by St. Cyril* (Cyrillic alphabet)
- Church architecture and religious art

**Cyril and his brother, Methodius, invented a new alphabet while trying to teach the Bible to the Slavs. The Slavs had no written language so Cyril and Methodius worked to give them an alphabet. The Cyrillic alphabet is still used today.*

**ISLAMIC CIVILIZATION
600 TO 1000 A.D. (C.E.)**

ISLAMIC BEGINNINGS AND BELIEFS (8a)

The revelations of _____ form the basis of the Islamic religion, a monotheistic faith. Muhammad and his followers spread Islam. Islamic traditions and customs developed over centuries and created a distinct Muslim culture.

Origins of Islam

- Muhammad, the _____
- Early Muslim cities: _____ and _____ on the Arabian Peninsula

Spread of Islam

- Across Asia and Africa, and into _____
- Geographic extent of first Muslim empire

Beliefs, traditions, and customs of Islam

- Monotheism (_____, Arabic word for “God”)
- Quran (Koran): The word of God
- Five pillars of Islam
- Acceptance of Judeo-Christian prophets, including _____ and _____



TO EXPAND YOUR KNOWLEDGE

THE FIVE PILLARS OF ISLAM

- There is no God but Allah and Muhammad is his prophet
- Establishment of the daily prayers
- Concern for and alms giving to the needy
- Self-purification through fasting in Ramadan
- The pilgrimage to Mecca (Makkah is the modern day name) for those who are able.

The Arabian Peninsula (Saudi Arabia) is where Muhammad the Prophet was born and the Islamic religion has its roots including the building of the first mosque in Mecca.

Can you label the Fertile Crescent on this map? (See page 18.)

GEOGRAPHIC INFLUENCES (8b)

In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires. Political unity and the Arabic language facilitated _____ and stimulated _____ activity.

Geographic influences on the origin and spread of Islam

- Islam was diffused along trade routes from _____ and _____
- Islam expanded despite great distances, desert environments, and mountain barriers
- Islam spread into the _____, _____, and Central Asia, facilitated by weak Byzantine and _____ empires

Geographic influences on economic, social, and political development

- Political unity of the first Muslim empire was short-lived.
- _____ language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on _____.

MAJOR TURNING POINTS (8c)

Historical turning points marking the spread and influence of Islamic civilization—

- | | |
|--|--|
| <ul style="list-style-type: none"> ▪ Death of Ali- _____ division ▪ Muslim conquest of _____ and _____ | <ul style="list-style-type: none"> ▪ Islamic capital moved to _____ ▪ Muslim defeat at the _____ ▪ Fall of Baghdad to the _____ |
|--|--|

EXPANDED INFORMATION FOR UNDERSTANDING

- The division of the Sunni and the Shi'a (also called Shiite or Shi'i) Muslims dates back to the death of Muhammad (632 A.D. [C.E.]) and the question as to whom the leadership of the Muslim nation was to be given. The Shi'a Muslims believed that the leadership should have passed to someone in the family of the Prophet, and the Sunni Muslims believed that the leadership should be chosen from one of the Prophet's followers.
- Upon Muhammad's death the conflict grew when one of Muhammad's friends, Abu Bakr, was nominated to succeed Muhammad while other companions felt that Ali ibn Abi Talib (Ali), Muhammad's cousin, should be the successor. The divide widened upon Ali's death in 661 A.D. [C.E.]
- Arguments continued for many years during the succession of several caliphs (spiritual leaders claiming succession from Muhammad). With much of the Islamic history having been transmitted orally, there are several versions of the stories that transpired in the years as the divide widened.
- While the Sunni and the Shi'a Muslims share fundamental Islamic beliefs, their differences have grown through the years. Conflicts within the Muslim nations still exist today.
- Sunni Muslims make up the majority of the Muslims in the world today. Significant populations of the Shi'i Muslims can be found in Iran and Iraq with large minority communities elsewhere in the Middle East.
- After the Muslim success at conquering Jerusalem and Damascus during the Middle Ages, the conquests continued across Asia, Africa and Europe. With the goal being to conquer new lands while attempting to end Christianity, the Muslims were successful in their conquest of Spain (where the Spanish Muslims were known as Moors).
- The attempt to conquer the Franks was unsuccessful when the Moors were defeated by the Frankish army under the leadership of Charles Martel (known as the Hammer) near the city of Tours in 732 A.D. [C.E.] (Tours is in modern day France.) A new style of combat (phalanx) in which the infantry beat the Muslim cavalry was used in this victory. After their leader was killed, the Muslims retreated across the Pyrenees never to return. This was known as the Battle of Tours.

ACHIEVEMENTS OF THE EARLY ISLAMIC CIVILIZATION (8d)

Cultural contributions and achievements

- Architecture (_____)
- Mosaics
- _____ alphabet
- Universities
- Translation of ancient texts into _____

Scientific contributions and achievements

- Arabic numerals (adapted from _____), including _____ (See page 22 Expanded Information)
- _____
- Medicine
- Expansion of geographic knowledge

EXPANDED INFORMATION

The Dome of the Rock is an Islamic shrine located in Jerusalem, Israel. It is believed by some that this is the place where Abraham nearly sacrificed his son, Ishmael, and where Muhammad ascended to heaven. The Dome of the Rock is the oldest Muslim building that has survived basically in tact in its original form. Jerusalem is often called the "Holy City" where the three major religions of Judaism, Christianity, and Islam work to merge their history, culture, and religions.

WESTERN EUROPE DURING THE MIDDLE AGES 500 TO 1000 A.D. (C.E.)

ROMAN CATHOLIC CHURCH (9a)

The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe. During the Middle Ages, the Pope anointed the _____, missionaries carried Christianity to the _____ tribes, and the Church served the social, political, and religious needs of the people.

Foundations of early medieval society

- Classical heritage of _____
- _____ beliefs
- Customs of _____ tribes*

**The Germanic tribes, beginning with the Visigoths who sacked Rome in the early 400s A.D. (C.E.), continued to be a powerful force in the invasions throughout Europe. Germanic tribes conquered a great deal of Europe including what was to become the kingdom of the Franks. The Frankish kingdom was established by Clovis who was the first Germanic ruler to convert to Christianity.*

Influence of the Roman Catholic Church

- Secular authority declined, while church authority grew.
- Monasteries preserved _____ cultural achievements.
- Missionaries carried Christianity and _____ alphabet to Germanic tribes.
- Pope anointed _____ Emperor in _____ (date)
- Parish priests served religious and social needs of the people.

FEUDAL SOCIETY (9b)

The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into _____ agreements with land-holding lords who promised them _____. Invasions shattered Roman protection over the Empire.

Feudal society during the Middle Ages

- _____ (the grant of land made to a vassal)
- _____ (men who served a lord in a military capacity)
- _____ (peasants legally bound to the land)
- Feudal obligations

Manorial system during the Middle Ages

- Rigid class structure
- Self-sufficient _____ (lord's mansion and accompanying lands)

To Expand Your Understanding

Most of medieval Europe became dependent upon the feudal system. The feudal system was built upon the exchange of land and labor for military protection. The vassals would swear loyalty to a more powerful individual in return for the promise of protection. Kings and nobles would build their military strength by acquiring more and more vassals. Vassals then began having their own vassals and the pyramid grew.

Negotiations continued through the years with large pieces of land continually divided. With deaths and inheritances—as well as vassals swearing loyalty to multiple lords—there was great fragmentation of the land and loyalties. Nevertheless feudalism began the development of the modern nation states.

EXPANDED INFORMATION ON THE AGE OF CHARLEMAGNE (9c)

When Charlemagne was only twenty-six, he and his brother inherited the kingdom of the Franks (ever changing territory over several centuries but included the territory of modern day France). When his brother died, Charlemagne became the sole ruler of the kingdom. At this time Europe was in turmoil. The Franks had started going back to their Barbarian ways, while the Saxons remained pagans (meaning irreligious or believing in more than one god). Charlemagne came up with a thirty year military plan to bring stability to his kingdom and Europe. Eventually his expanded territory included what is now France, Switzerland, Belgium, and the Netherlands, as well as parts of Italy, Germany, Austria and Spain. He restored unity to much of the old Roman Empire.

Charlemagne (King of the Franks) was crowned Emperor of the Roman Empire on Christmas Day in 800 A.D. (C.E.) by Pope Leo III at Saint Peter's in Rome. He was the first Roman emperor since 476 A.D. (C.E.). This coronation enhanced the prestige of both Charlemagne and the Church.

Charlemagne was very intelligent and worked to promote learning in his kingdom. It is during his rule that the Benedictine monks copied manuscripts that not only promoted learning but preserved the works of the Roman world.

Frankish Kings

- Frankish kings used _____ power to expand their territory
- The _____ between Frankish kings and the church reestablished Roman culture in _____ Europe

Age of Charlemagne

- _____ emerged as a force in Western Europe
- Pope crowned the Emperor
- Power of the church was established in political life
- _____ culture was reinterpreted
- Most of western Europe was included in the new empire
- Churches, roads, and schools were built to _____ the empire

INVASIONS (9d)

Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.

Areas of settlement: Match the following invaders with the territory in which they settled —

- | | |
|--|------------|
| _____ Angles and Saxons from continental Europe to | 1) Hungary |
| _____ Magyars from Central Asia to | 2) Russia |
| _____ Vikings from Scandinavia to | 3) England |

Influence of the Angles, Saxons, Magyars, and Vikings

- Manors with castles provided protection from invaders, reinforcing the _____ system.
- Invasions disrupted _____, towns declined, and the _____ system was strengthened.

MIDDLE AGES

The **Middle Ages** is the time period between the classical period of the Greeks and Romans to the Italian Renaissance. This time period goes generally from the late 400s A.D. (C.E.) to about 1350 A.D. (C.E.). The Middle Ages have been divided into three stages—the Early Middle Ages, the High Middle Ages and the Late Middle Ages. **Medieval** indicates things pertaining to the Middle Ages.

REGIONAL INTERACTIONS

**EASTERN HEMISPHERE
TRADING AND THE DIFFUSION OF CULTURE (10a,b)**

During the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia. Regional trade networks and long distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture between Europe, Africa, and Asia.

Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D. (C.E.)

- Silk roads across _____ to the _____ basin
- Maritime routes across the _____ Ocean
- Trans-Saharan routes across _____
- Northern European links with the _____ Sea
- Western European sea and river trade
- _____ Sea and lands of Southeast Asia

Goods

- Gold from _____
- Spices from lands around the _____
- Textiles from _____, _____, the Middle East, and later Europe
- Porcelain from China and _____
- Amber from the _____ region

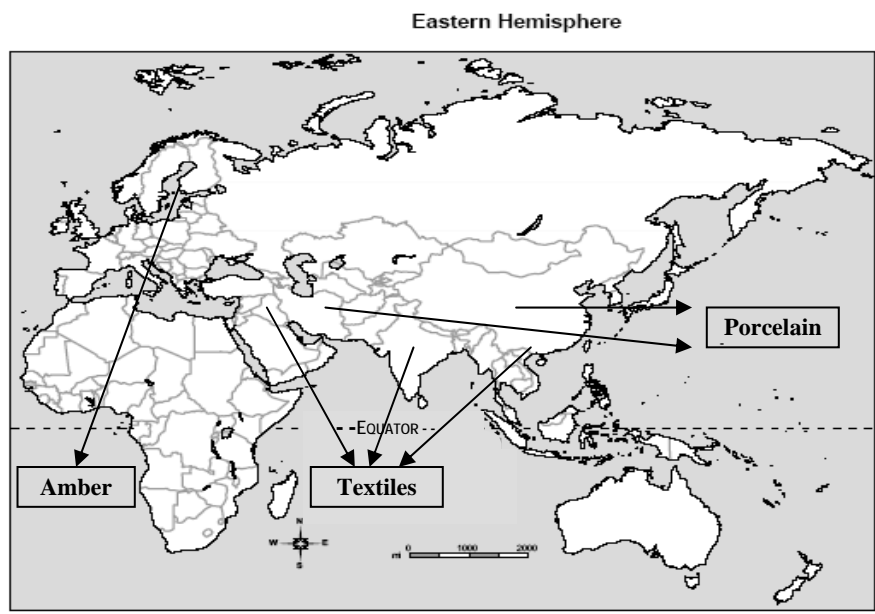
Technology

- Paper from China through the _____ world to Byzantium and Western Europe
- New crops from _____ (e.g., for making sugar)
- Waterwheels and windmills
- Navigation—Compass from _____, lateen sail* from _____

**triangular sail on sloping long pole*

Ideas

- Spread of religions across the hemisphere
 - _____ from China to Korea and Japan
 - Hinduism and Buddhism from _____ to Southeast Asia
 - _____ into West Africa, Central and Southeast Asia
- Printing and paper money from _____



Using the maps in your text and classroom, find the countries, oceans, seas, and routes in this time period involved in the spreading of the various cultures, goods, religions, ideas and people around these continents.

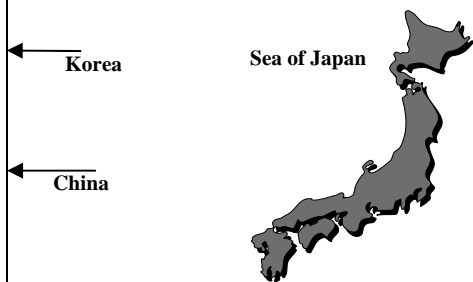
If you can plot the transporting of these goods, ideas, and technology on a blank map, you may see a bit of the interaction and how the world began to change during this time period. A couple of examples are on this small map.

JAPAN (10c)

Japanese cultural development was influenced by proximity to _____. Shinto and Buddhism coexisted as religious traditions in the _____ culture.

Location and place

- Mountainous Japanese _____* (four main islands)
- _____ or East Sea between Japan and Asian mainland
- Proximity to _____ and _____



*means an island group or chain of islands

Influence of Chinese culture

- _____
- Architecture
- _____

(See Standard 4 on page 23 for a review of information on Buddhism and other religions.)

Shinto

- Ethnic religion unique to _____
- Importance of natural features, forces of nature, and _____
- State religion; worshipping the _____
- Coexistence with _____

SUB-SAHARAN AFRICA DURING THE MEDIEVAL PERIOD (10d)

African civilizations developed in sub-Saharan west and east Africa. Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere. States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in _____ Africa, Axum in _____ Africa, and Zimbabwe in _____ Africa.

Axum

- Location relative to the _____ and the Nile River
- _____ kingdom

Zimbabwe

- Location relative to the _____ and _____ rivers and the Indian Ocean coast
- City of “_____” as capital of a prosperous empire

West African kingdoms

- Location of Ghana, _____, Songhai empires relative to _____ River and the _____
- Importance of gold and _____ to trans-Saharan trade
- City of _____ as center of trade and learning
- Role of _____* and _____

**This is the belief that soul or spirit is present in every object—including inanimate ones. Said by some to be the original human religion.*

Using either a classroom map or a blank map of Africa provided by your teacher, find and/or label the following: Ethiopian Highlands, the Nile, Zambezi, Limpopo, and Niger Rivers, the Sahara, and the Indian Ocean. Find or label these ancient cities and kingdoms—Axum, Great Zimbabwe, Ghana, Mali, Songhai, and Timbuktu.

THE EARLY AMERICAS

MAYAN, AZTEC, AND INCAN CIVILIZATIONS (11 a, b)

The Mayan, Aztec, and Incan civilizations emerged in South America, Central America, and Mexico.

Aztec civilization

- Located in _____ valley in central Mexico
- Represented by _____
- Ruled by _____
- Economy based on agriculture and tribute from conquered peoples
- Polytheistic religion—Pyramids/rituals

Mayan civilization

- Located in the Mexican and Central American _____
- Represented by _____
- Group of city-states ruled by _____
- Economy based on agriculture and trade
- Polytheistic religion—Pyramids

Incan civilization

- Located in the _____ Mountains of South America
- Represented by _____
- Ruled by _____
- Economy based on high-altitude agriculture
- Polytheistic religion
- _____ system

Achievements of Mayan, Aztec, and Incan civilizations

- _____
- _____
- _____ and other record keeping systems



Note the approximate locations of the Aztec, Mayan, and Incan civilizations on this map. Locate these ancient civilizations on a classroom, textbook, or Internet map.

AMI—a girl's name—and a good way to remember these ancient civilizations if you travel in an arc mentally to the right and then south.

**Aztec
Mayan
Incan**

What do the Mayan, Aztec and Incan civilizations all have in common?

What were some differences?

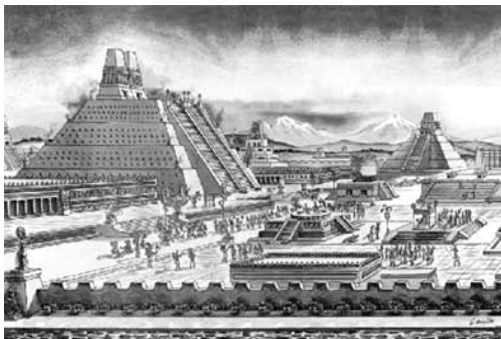
Draw lines to match the following with their names and civilizations.



**Tenochtitlan
(Aztec)**



**Chichén Itzá
(Mayan)**



**Machu Picchu
(Incan)**

This is a reconstruction drawing. The remains of this ancient construction today lie beneath the foundations of Mexico City.
(<http://www.simon-bolivar.org/bolivar/images/bac009.jpg>)

LATE MEDIEVAL PERIOD

EXPANSION AND CONSOLIDATION IN EUROPE (12a)

European monarchies consolidated power and began forming nation-states in the late medieval period.

England

- William the Conqueror, leader of the _____, united most of _____. (He was the victor in the Battle of Hastings in 1066 A.D. [C.E.] and became King William I of England—the first Norman king.)
- Common law had its beginnings during the reign of _____.
- King John signed the _____, limiting the King's power.
- The Hundred Years' War between England and _____ helped define England as a nation.
- Evolution of _____.

France

- Hugh Capet (*a Frank*) established the French throne in _____, and his dynasty gradually expanded their control over most of France.
- _____ between England and France helped define France as a nation.
- _____ was a unifying factor. (Joan had a vision leading her to help free France from England. Joan was able to rally the French troops and then have the weak crown prince crowned king. She was later captured by the English and burned at the stake as a heretic. She was only nineteen at her death.)

Spain

- Ferdinand and Isabella unified the country and expelled _____ and Moors*.
- Spanish Empire in the Western Hemisphere expanded under _____.

(*Remember the Moors in Standard 8?)

Russia

- Ivan the Great threw off the rule of the _____, centralized power in _____, expanded the Russia nation.
- Power was centralized in the hands of the _____.
- The Orthodox Church influenced _____.

RESEARCH FOR BETTER UNDERSTANDING

There is a lot of content on each page of this review book with space not permitting detailed information about many of the concepts, events or people. Using the “Need to Know” lists in this book, make a mini-dictionary to provide you with the needed information. Use the Internet or your textbook to look up the people and concepts you do not know. A couple of examples follow using a concept, a war, and a person.

Common law—unwritten law based on custom or a court decision; distinct from statute law, which is written law. Rather than having laws vary throughout the kingdom, Henry II established a body of common law for the royal courts which he had set up throughout the kingdom. This enlarged his power as king.

Hundred Years' War—a series of wars between England and France from 1337-1453 A.D. (C.E.). There were long periods of time when battles were not fought during this 116 year war. Joan of Arc was part of this war.

Charles V—Charles V, the Holy Roman emperor, was also known as Charles I, the king of Spain. He was the grandson of Ferdinand and Isabella. Upon the death of his various relatives, Charles inherited vast amounts of land from all over Europe. Using the wealth of Spain he was able to expand his empire of many diverse countries to such as had not been seen in centuries. As the king of Spain, Charles also had authority over the Spanish explorations in the “New World”.

Note: This is only a small example. Write a paragraph or two about Ivan the Great, Hugh Capet, Henry II, and King John. Try to find at least three sources. Doing your own research will help you learn the content of the Standards of Learning.

CRUSADES AND INVASIONS (12b)

INVASIONS— Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the _____. Mongol armies invaded Russia, Southwest Asia, and China, creating an empire. Ottoman Turks conquered the _____ Empire.



Key events of Crusades

- Pope _____ speech (*his speech is credited with launching the First Crusade*)
- The capture of _____ (*from the Muslims*)
- Founding of _____ states
- Loss of Jerusalem to _____ (*a Muslim who helped recapture Jerusalem from the Crusaders*)
- Sack of _____ by western Crusaders

Effects of Crusades

- Weakened the _____ and nobles; strengthened _____
- Stimulated trade throughout the _____ area and the Middle East
- Left a legacy of bitterness among Christians, _____, and _____
- Weakened the _____ Empire

Mongol armies

- Invaded _____, China and Muslim states in Southwest Asia, destroying cities and countryside
- Created an _____

Constantinople

- Fell to the Ottoman Turks in _____ (date), ending the Byzantine Empire
- Became capital of the _____ Empire

BLACK DEATH (BUBONIC PLAGUE) (12c)

In the fourteenth century, the Black Death (_____) decimated the population of much of Asia and then the population of much of _____.

Impact of the Black Death

- | | |
|---|---|
| <ul style="list-style-type: none"> • Decline in _____ • Scarcity of _____ | <ul style="list-style-type: none"> • Towns freed from _____ obligations • Decline of _____ influence • Disruption of _____ |
|---|---|

EDUCATION IN THE MIDDLE AGES (12d)

Education was largely confined to the _____ during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in _____ in the East and West.

Church scholars

- | | |
|---|--|
| <ul style="list-style-type: none"> • Were among the very few who could read and write • Worked in _____ • Translated Greek and Arabic works into _____ | <ul style="list-style-type: none"> • Made new knowledge in _____, _____, and science available in Europe • Laid the foundation for the rise of _____ in Europe |
|---|--|

Research, research, research! Check yourself on the information in this Standard. Read a portion of Urban's Speech, read about Genghis Khan and those Mongols. Be able to talk about historical leaders such as Hugh Capet (and the Capetian dynasty), William the Conqueror and Ivan the Great. Trace the events of Jerusalem being conquered by Muslims and then won back by Christians—and then by the Muslims again. Feel the emotions of the Crusades and this time period. "Experience" the late Medieval Period!

RENAISSANCE

THE CRUSADES AND THE ECONOMY (13a)

The Crusades stimulated trade by introducing Europeans to many desirable products. Trade promoted frequent contacts with the _____ and _____ Empires. New economic institutions developed.

Economic effects of the Crusades

- Increased demand for _____ products
- Stimulated production of _____ to trade in Middle Eastern* markets
- Encouraged the use of _____ and _____

* *The Middle East is defined on www.infoplease.com as the area midway between Europe and East Asia. It includes Cyprus, the Asian part of Turkey, Syria, Lebanon, Israel, the West Bank and Gaza, Jordan, Iraq, Iran, the countries of the Arabian peninsula (Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, Kuwait), and Egypt and Libya.*

Important economic concepts

- Church rule against usury* and the banks' practice of charging interest helped to secularize** northern _____.
- _____ served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of _____) were introduced.

* *Usury means an extremely high rate of interest.*

** *Secular means things that are not religious or sacred.*

ITALIAN INFLUENCE (13b)

Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active _____ leaders. Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by _____.

Florence, Venice, and Genoa*

- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to _____
- Were initially independent city-states governed as _____

* *Locate these cities on the map on page 28*

Machiavelli's *The Prince*

- An early modern treatise* on _____
- Supported absolute power of the _____
- Maintains that the _____ justifies the _____
- Advises that one should do _____ if possible, but do _____ when necessary

* *Treatise means to formally explain in writing the principles of a subject.*

THE LEGACY OF SOME OF THE LITERATURE OF THE RENAISSANCE

- **Machiavellian**, a term coined from *The Prince*, indicates someone who can be sneaky, duplicitous, and who uses bad faith in political affairs. The term Machiavellian today is often used to indicate someone who finds it acceptable to do anything to get ahead—who uses political expediency above morality.
- When Erasmus, a humanist, wrote the *Praise of Folly*, he used satire to attack the theologians and religious practices of this time. Sir Thomas More was a friend of Erasmus and assisted him in defending his work. The *Praise of Folly* was later translated into many languages and continues to be studied today.
- Sir Thomas More's work gave us the term **utopia** which is often used to refer to a place of perfection. One interesting fact about More was that he refused to sanction King Henry VIII's divorce from Catherine and was subsequently executed. He later became a Saint in the Catholic Church.

THE ITALIAN RENAISSANCE (13c)

The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly _____.

- _____ art and literature focused on the Church and salvation
- _____ art and literature focused on individuals and worldly matters, along with Christianity.

Artistic and literary creativity

- Leonardo da Vinci—_____ and _____
- Michelangelo—Ceiling of the _____ and _____
- Petrarch—Sonnets, _____ scholarship

Humanism

- Celebrated the _____
- Stimulated the study of _____ and _____ literature and culture
- Was supported by _____

DOING YOUR OWN RESEARCH—

Unless you can actually travel to see Leonardo da Vinci's *Mona Lisa* (Louvre in Paris) and *The Last Supper* (Milan) or Michelangelo's Sistine Chapel (Rome) and *David* (Florence), you can't imagine the beauty. For now, however, you can research each of these works by typing in the name in *Google* or another search engine of choice to see the colors and genius of this time period and also read more about each piece of art.



The *Sistine Chapel* is enormous in size and complexity. This is only one small section known as "The Creation".

The *Mona Lisa* is actually a fairly small painting—and is currently behind a bullet proof glass for its protection at the Louvre in Paris. This is one of the most shown paintings ever with the image used in many forms of advertisement.



NORTHERN RENAISSANCE (13d)

With the rise of trade, travel and literacy, the Italian Renaissance spread to _____ Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.

Northern Renaissance

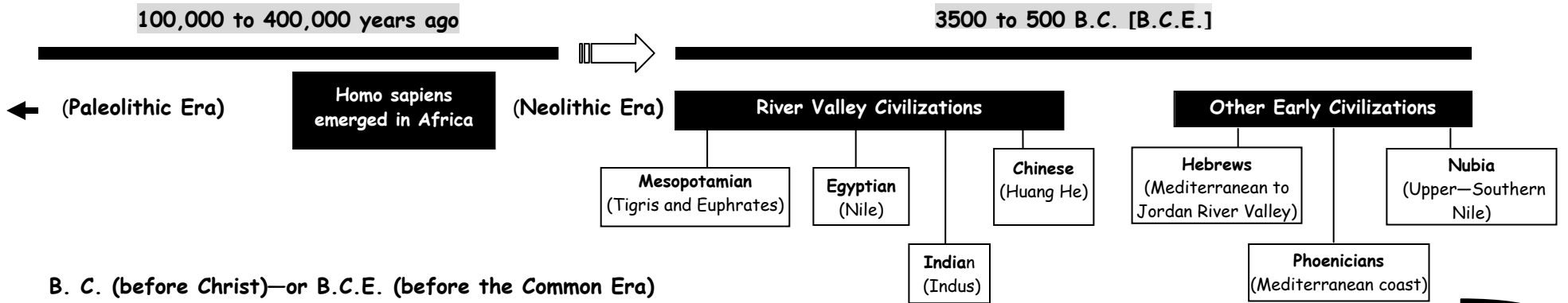
- Growing wealth in Northern Europe supported _____ ideas.
- Northern Renaissance thinkers merged _____ ideas with Christianity.
- The _____ type printing press and the production and sale of books (_____) helped disseminate ideas.

Northern Renaissance writers

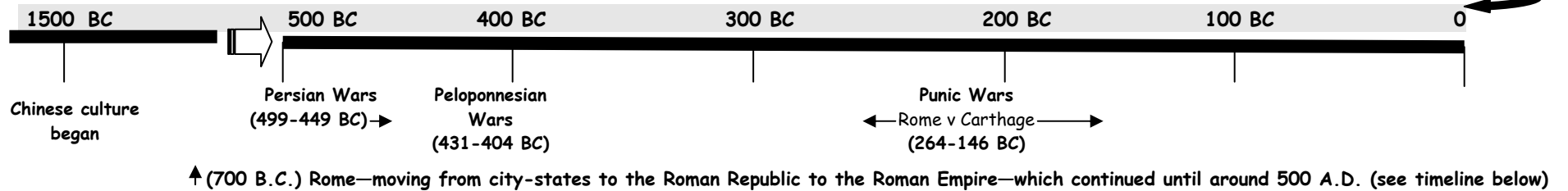
- _____ (the writer)—*The Praise of Folly* (in 1511)
- Sir Thomas More wrote _____ (in 1516)

Northern Renaissance artists portrayed religious and secular subjects.

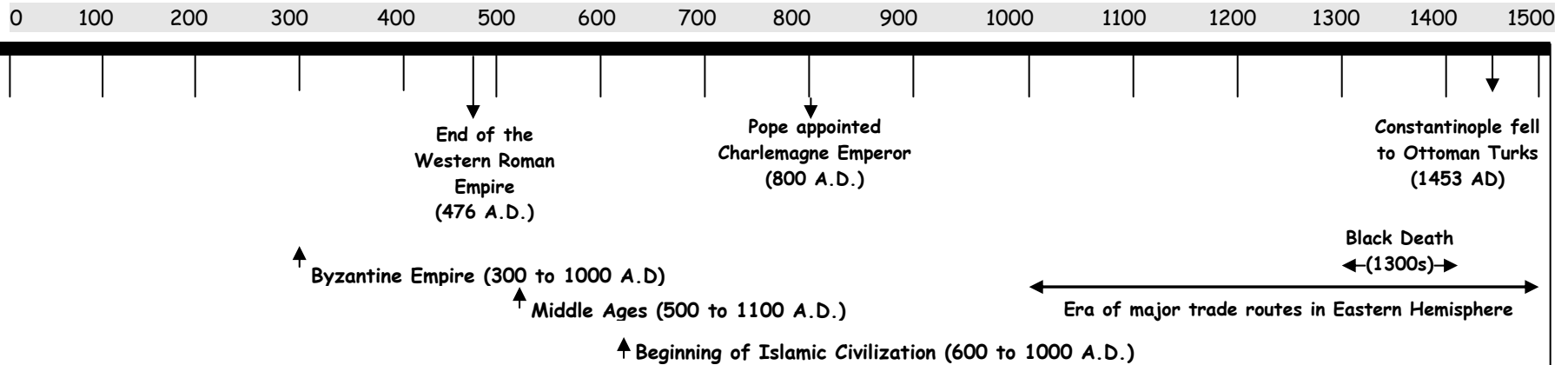
In the beginning...



B. C. (before Christ)—or B.C.E. (before the Common Era)



A.D. ("anno Domini"—in the year of the Lord) —or C.E. (Common Era)



Notes: These are the dates that could be test-items for the Standards of Learning Test. Each of the three timelines above is a separate entity—thus space between the time periods is not consistent. Due to space not all dates have the B.C.E. or the C.E.—most A.D. dates will contain neither the A.D. or the C.E. in common use.

1511 Erasmus-*The Praise of Folly*
1516 Sir Thomas More-*Utopia*



Corinthian Column

**WORLD HISTORY AND GEOGRAPHY
TO 1500 A.D. (C.E.)
"NEED TO KNOW"**

BOBBIE J. CUTLIP, ED. D.

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WORLD HISTORY AND GEOGRAPHY TO 1500 A.D. (C.E.)

PEOPLE TO KNOW

Hammurabi (3b)	Jesus (6h, 8a)
Abraham (3d)	Paul (6h)
Moses (3d, 8a)	Emperor Constantine (6i,k)
Siddhartha Gautama (Buddha) (4d)	Ptolemy (6j)
Asoka (4b,d)	Virgil (6j)
Qin Shi Huangdi (4e)	Emperor Justinian (7b)
Draco (5c)	St. Cyril (7e)
Solon (5c)	Muhammad, the Prophet (8a,b)
Pericles (5e,f)	Ali (8c)
Aeschylus (5e,f)	Charlemagne (9a,c)
Sophocles (5e,f)	William the Conqueror (12a)
Homer (5e,f)	Henry II (12a)
Herodotus (5e,f)	King John (12a)
Thucydides (5e,f)	Hugh Capet (12a)
Phidias (5e,f)	Joan of Arc (12a)
Archimedes (5e,f)	Ferdinand and Isabella (12a)
Hippocrates (5e,f)	Charles V (12a)
Euclid (5e,f)	Ivan the Great (12a)
Pythagoras (5e,f)	Pope Urban (12b)
Socrates (5e,f)	Saladin (12b)
Plato (5e,f)	Machiavelli (13b)
Aristotle (5e,f)	Leonardo da Vinci (13c)
Phillip II of Macedon (5g)	Michelangelo (13c)
Alexander the Great (5g)	Petrarch (13c)
Hannibal (6d)	Gutenberg (13d)
Julius Caesar (6e,f)	Erasmus (13d)
Augustus Caesar (6e-g)	Sir Thomas More (13d)
Marc Anthony (6e,f)	

Note: Don't forget to learn the gods and goddesses from your chart on page 33.

DATES TO KNOW

100,000 and 400,000 years ago—homo sapiens emerged in Africa (2a)
 3500 to 500 B.C. (B.C.E.)—river valley civilizations (3a)
 2000 to 500 B.C. (B.C.E.)—other early civilizations—Hebrews, Phoenicians, Nubia (3a)
 1500 B.C. (B.C.E.) — (approximately)—Chinese culture began (4e)
 499-449 B.C. (B.C.E.)—Persian Wars (5d)
 431-404 B.C. (B.C.E.)—Peloponnesian Wars (Athens and Delian League v. Sparta and Peloponnesian League) (5d)
 264-146 B.C. (B.C.E.)—Punic Wars (Rome v. Carthage) (6d)
 476 A.D. (C.E.)—end of the Western Roman Empire (6k)
 800 A.D. (C.E.)—Pope appointed Charlemagne Emperor (9a)
 1000 to 1500 A.D. (C.E.)—Era of major trade routes in Eastern Hemisphere (10a)
 14th Century—Black Death (Bubonic Plague) (12c)
 1453—ending of the Byzantine Empire (12b)
 1511—Erasmus's *The Praise of Folly* (13d)
 1516—Sir Thomas More's *Utopia* (13d)

TIME PERIODS TO KNOW	EMPIRES, DYNASTIES AND KINGDOMS TO KNOW
<p>Paleolithic Era—Old Stone Age (2b) Neolithic Era—New Stone Age (2c) Bronze Age ((2d) River Valley and Other Early Civilizations (3a) Golden Age of Classical Indian Culture (Gupta) (4b) Classical Greek Era (Hellenistic Age) (5a,e-g) Golden Age of Pericles (5e,f) Roman Republic (6c,e,f) Roman Empire (Pax Romana) (6g) Late Roman Empire (importance of the Church of Rome) (6i) Middle Ages (9a-b, 12d, 13c) Age of Charlemagne (9c) Late Medieval Period (12a) Crusades (12b,13a) Renaissance (13a,c-d) Italian Renaissance (13c-d) Northern Renaissance (13d)</p>	<p>Persian Empire (4a, 5d-f, 8b,d) Mauryan Empire (4b) Gupta Empire (4b) Chinese dynasties (4e) Greek Empire (5d) Empire of Alexander the Great (5g) Roman Empire (6e-k, 9c) Western Roman Empire (6k, 7d) Byzantine Empire (a.k.a. Eastern Roman Empire) (6k, 7a-e, 8b, 12b, 13a) Muslin Empire (8a-b, 13a) Holy Roman Empire (9c) Axum Kingdom (10d) Zimbabwe Empire (10d) Ghana, Mali, Songhai Empires (10d) Spanish Empire (12a) Mongolian Empire (12a) Ottoman Empire (12b)</p>

RELIGIONS AND PHILOSOPHIES TO KNOW	CONFLICTS TO KNOW
<p>Judaism (3d, 6h) Christianity (3d, 6h-i, 9c, 13c,d) Islam (3d, 8a-d, 10b,d) Zoroastrianism (4a) Hinduism (4c, 10b) Buddhism (4d-e, 10b-c) Confucianism (4e) Taoism (4e) Greek mythology (5b) Roman mythology (6b) Greek Orthodox Christianity (7c) Christian Church— Western / Eastern Churches (7d) Orthodox Christianity (Russia/ Eastern Europe) (7e) Roman Catholic Church (9a) Shinto (10c) Orthodox Church of Russia (12a) Crusades (mainly Christians and Muslims) (12b, 13a) Animism (10d) Humanism (13c)</p>	<p>Indo-Aryan invaders (caste system) (4b) Invaders of Northern China (Great Wall resulted) (4e) Persian Wars (5d) Marathon and Salamis Peloponnesian Wars (5d) Athens and the Delian League v. Sparta and the Peloponnesian League Punic Wars (6d) Rome v. Carthage Roman Civil War (6f) Augustus Caesar and Marc Anthony Roman polytheism v. Christian monotheism (6h) Ottoman Conquest of Byzantine Empire (7a, 12b) Reconquest of Roman territories (Justinian era) (7b) Battle of Tours (8c) Norman Conquest (12a) Hundred Years War (12a) Crusades (12b, 13a) Mongol armies invaded Russia, China and Muslim states in Southwest Asia (12b)</p>

WRITINGS AND ART TO KNOW		
<p><i>Torah</i> (3a) Code of Hammurabi (3b) Ten Commandments (3d) <i>Vedas</i> and <i>Upanishads</i> (4c) Four Noble Truths (4d) Eightfold Paths to Enlightenment (4d)</p>	<p>Homer's <i>Iliad</i> and <i>Odyssey</i> (5e,f) Twelve Tables (6c,j) New Testament (6h) Virgil's <i>Aeneid</i> (6j) <i>Quran (Koran)</i> (8a) Magna Carta (12a) Machiavelli's <i>The Prince</i> (13b)</p>	<p>da Vinci's <i>Mona Lisa</i> and <i>The Last Supper</i> (13c) Michelangelo's Ceiling of the Sistine Chapel and David (13c) Gutenberg <i>Bible</i> (13d) Erasmus's <i>The Praise of Folly</i> (13d) Sir Thomas More's <i>Utopia</i> (13d)</p>

CIVILIZATIONS AND GROUPS TO KNOW

<p>Hunters-gatherers (Paleolithic) (2b) Neolithic societies (2c) Egyptian civilization (3a) Mesopotamian civilization (3a) Indian civilization (3a, 4b) Chinese civilization (3a, 10c) Hebrews (3a,c) Phoenicians (3a,b,e) Nubia (3a) Jews (3d, 12a,b) Persians (4a, 5d-f, 8b,d) Indus River Valley (Harrapa and Mohenjo-Daro) (4b) Indo-Aryan (4b) Mauryan Empire (4b) Gupta Empire (4b) Greeks (5) Romans (6)</p>	<p>Apostles (6h) Islamic civilization (8a-d) Sunni and Shi'a Muslims (8c) Germanic tribes (9a) Medieval society (9a) Feudal society (9b) Franks (9c) Angles and Saxons (9d) Magyars (9d) Vikings (9d) Japanese (10c) Chinese (10c) African civilizations (10d) Mayan civilization (11a,b) Aztec civilization (11a,b) Incan civilization (11a,b) Mongols (12b)</p>
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GEOGRAPHY TO KNOW

<p><u>PLACES</u></p> <p>Eurasia (2a) Stonehenge, Aleppo, Jericho (2d) Catalhöyük in Anatolia (2d) England (2d, 9d, 12a) Fertile Crescent (3a, 8a-b) Egypt (3a,e, 5g) Jerusalem (3d, 8d, 12b) Persia (4a, 5d) Harrapa and Mohenjo-Daro (4b) Nepal (4d) India (4b-d, 5g, 8d, 10a-b) Himalayas (4b) Hindu Kush (4b) China (4d-e, 10b-c, 12b) Rome (4e, 6a,c-k, 7d, 9a) Aegean Sea (5a) Balkan and Peloponnesus (5a) Dardanelles (5a) Athens (5a,c-f) Sparta (5a,c-d) Troy (5a) Macedonia (5a,g) Greece (5b,d,g) Marathon and Salamis (5d) Italian Peninsula (6a,d) Alps (6a) Gaul (6d) British Isles (6d) Carthage (6d) Russia (7e, 9d, 12a-b) Byzantium (6k, 7c, 10b) Constantinople (6k, 7a,d, 12b) Arabian Peninsula (8a)</p>	<p>Spain (8a, 12a) Mecca (8b) Medina (8b) Iran (8b) Damascus (8c) Hungary (9d) Scandinavia (9d) Middle East (10b, 12b, 13a-b) Korea (10b) Japan (10b) Ghana, Mali, and Songhai (10d) Axum (10d) Ethiopian Highlands (10d) Zimbabwe (10d) Great Zimbabwe (10d) Sahara (10d) Timbuktu (10d) Central America (11a,b) Mexico (11a,b) Andes Mountains (11a,b) England (12a) France (12a) Holy Land (12b) Florence, Venice, and Genoa (13b)</p> <p><u>CONTINENTS</u></p> <p>Africa (2a, 3a, 6d, 8c, 10a-b,d) Americas (2a) Australia (2a) Asia (3a, 4a,d-e, 6d, 8a-b, 9d, 10a-c, 12b-c) Europe (5a, 6d,i, 7b,e, 9a-d, 10a-b 12a-d, 13a-b,d) South America (11a,b)</p>	<p><u>BODIES OF WATER</u></p> <p>Nile River (3a, 10d) Tigris and Euphrates Rivers (3a) Indus River (3a, 4b) Huang He River (3a, 4e) Jordan River (3a) Ganges River (4b) Aegean Sea (5a,d) Mediterranean Sea (3a, 5a, 6a, 10a, 12b) Black Sea (5a, 7e, 10a) Baltic Sea (7e) Indian Ocean (10a-b,d) China Sea (10a) Sea of Japan (10c) East Sea (10c) Zambezi River (10d) Limpopo River (10d) Niger River (10d)</p> <p><u>STRUCTURES</u></p> <p>Stonehenge (2d) Silk Roads (4e, 10a) Great Wall of China (4e) Parthenon (5e,f) Pantheon (6j) Colosseum (6j) Forum (6j) Hagia Sophia (7c) Dome of the Rock (8d) Chichén Itzá (11a,b) Tenochtitlan (11a,b) Machu Picchu (11a,b)</p>
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