**Study Guide: Final Exam World History**

**FALL SEMESTER**

**Unit 1: Ancient Civilizations**

**SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.**

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| **Chapter 1**  **Section 1 pages 29 – 34**  a. Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi’s law code. | * Mesopotamian societies: * Characteristics: * Hammurabi’s code: |
| **Chapter 1**  **Section 2 pages 35 – 41**  b. Describe the relationship of religion and political authority in Ancient Egypt. | * Religion: * Politics: |
| **Chapter 3**  **Section 4 pages 80 – 83**  c. Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism. | * Monotheism: * Hebrews: * Zoroastrianism: |
| **Chapter 3**  **Section 3 pages 72 – 75**  d. Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World. | * Early trade routes: * Phoenicians: |
| **Chapter 1**  **Section 3 pages 15 – 21**  **Chapter 3**  **Section 3 pages 72 – 75**  e. Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet. | * Writing: * Cuneiform: * Hieroglyphics: * Phoenician alphabet: |

**SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE**.

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| **Chapter 7**  **Section 1 pages 189 – 192**  a. Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the “Golden Age” under Gupta, and the emperor Ashoka. | * Mauryan Empire: * Golden Age under Gupta: * Ashoka: |
| **Chapter 3**  **Section 2 pages 66 – 71**  b. Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism. | * Hinduism: * Buddhism: * Diffusion of Buddhism: |
| **Chapter 2**  **Section 3 pages 50 – 57**  c. Describe the development of Chinese civilization under the Zhou and Qin. | * Zhou Dynasty: * Qin Dynasty: |
| **Chapter 2**  **Section 3 pages 50 – 57**  d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea. | * Confucianism: * Examination system: * Mandate of Heaven: * Status of peasants: * Status of merchants: * Patriarchal family: * Diffusion to SE Asia, Japan, Korea: |
| **Chapter 3**  **Section 1 pages 61 – 65**  e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas. | * Geography of India: |

**Unit 2: Classical Civilizations**

**SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.**

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| **Chapter 5**  **Section 2 pages 123 – 127**  **Chapter 6**  **Sections 1&2 pages 152 – 165**  a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire. | * Greek polis: * Roman Republic: * Roman Empire: |
| **Chapter 5**  **Section 3 pages 134 – 140**  **Chapter 6**  **Sections 1&2 pages 152 – 165**  b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle’s pupil Alexander the Great and the impact of Julius and Augustus Caesar. | * Socrates: * Plato: * Aristotle: * Alexander the Great: * Julius Caesar: * Augustus Caesar: |
| **Chapter 5**  **Section 4 pages 142 – 145**  c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science. | * Hellenistic culture: * Roman culture: |
| **Chapter 6**  **Section 3 pages 168 – 172**  d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world. | * Polytheism in Greek & Romans: * Origins of Christianity: * Diffusion of Christianity: |
| **Chapter 6**  **Section 4 pages 173 – 177**  e. Analyze the factors that led to the collapse of the Western Roman Empire. | * Collapse of Western Roman Empire: |

**Unit 3: New Empires Emerge**

**SSWH4 The student will analyze the importance of the Byzantine and Mongol empires between 450 CE and 1500 CE**.

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| **Chapter 11**  **Section 1 pages 298 – 304**  a. Analyze the importance of Justinian, include the influence of the Empress Theodora, Justinian’s Code, and Justinian’s efforts to recapture the west. | * Justinian: * Empress Theodora: * Justinian’s Code * Justinian’s efforts to recapture the west: |
| **Chapter 11**  **Section 1 pages 298 – 304**  **Chapter 11**  **Section 2 pages 305 – 311**  b. Describe the relationship between the Roman and Byzantine Empires; include the impact Byzantium had on Moscow and the Russian Empire, the effect of Byzantine culture on Tsar Ivan III and Kiev, and the rise of Constantinople as a center for law, religion, and the arts. | * Roman & Byzantine empire relation: * Byzantium: * Moscow: * Tsar Ivan III: * Kiev: * Constantinople: |
| **Chapter 11**  **Section 1 pages 298 – 304**  c. Explain the Great Schism of 1054 CE. | * Great Schism of 1054: |
| **Chapter 12**  **Section 3 pages 335 – 338**  d. Analyze the spread of the Mongol Empire; include the role of Chinggis (Genghis) Khan in developing the empire, the impact of the Mongols on Russia, China and the West, the development of trade, and European observations through the writings of Marco Polo. | * Mongol Empire: * Genghis Khan: * Trade: * Marco Polo: |
| **Chapter 11**  **Section 3 pages 312 – 314**  e. Explain the Ottoman Empire’s role in the decline of Byzantium and the capture of Constantinople in 1453 CE. | * Decline of Byzantium: * Capture of Constantinople: |

**SSWH5 The student will trace the origins and expansion of the Islamic World between 600 CE and 1300 CE.**

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| **Chapter 10**  **Section 1 pages 260 – 268**  a. Explain the origins of Islam and the growth of the Islamic Empire. | * Origins of Islam: * Growth of Islamic empire: |
| **Chapter 10**  **Section 2 pages 269 – 272**  b. Identify the Muslim trade routes to India, China, Europe, and Africa and assess the economic impact of this trade. | * Muslim trade routes: * Economic impact: |
| **Chapter 10**  **Section 2 pages 269 – 272**  c. Explain the reasons for the split between Sunni and Shia Muslims. | * Sunni Muslims: * Shia Muslims: * Reason for the split: |
| **Chapter 10**  **Section 3 pages 273 – 275**  d. Identify the contributions of Islamic scholars in medicine (Ibn Sina) and geography (Ibn Battuta). | * Ibn Sina: * Ibn Battutta: |
| **Chapter 14**  **Section 1 pages 376 – 285**  e. Describe the impact of the Crusades on both the Islamic World and Europe. | * Crusades: |
| **World Religions**  **Pages 282 – 294**  f. Analyze the relationship between Judaism, Christianity, and Islam. | * Judaism: * Christianity: * Islam: |

**Unit 4: The Rise & Fall of Feudalism**

**SSWH7 The student will analyze European medieval society with regard to culture, politics, society, and economics.**

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| **Chapter 10**  **Sections 1&2 pages 350 – 361**  a. Explain the manorial system and feudalism; include the status of peasants and feudal monarchies and the importance of Charlemagne. | * Manorial system: * Feudalism: * Peasants: * Monarchies: * Charlemagne: |
| **Chapter 13**  **Section 4 pages 370 – 375**  b. Describe the political impact of Christianity; include Pope Gregory VII and King Henry IV of Germany (Holy Roman Emperor). | * Political impact of Christianity: * Pope Gregory VII: * King Henry IV of Germany: |
| **Chapter 13**  **Section 4 pages 370 – 375**  c. Explain the role of the church in medieval society. | * Role of church: |
| **Chapter 14**  **Section 2 pages 387 – 392**  d. Describe how increasing trade led to the growth of towns and cities. | * Growth of towns & cities: |

**SSWH9 The student will analyze change and continuity in the Renaissance and Reformation.**

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| **Chapter 17**  **Section 1 pages 468 – 477**  a. Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. | * Florence: * Social changes: * Economic changes: * Political changes: * Machiavelli: |
| **Chapter 17**  **Section 2 pages 478 – 486**  b. Identify artistic and scientific achievements of Leonardo da Vinci, the “Renaissance man,” and Michelangelo. | * Leonardo da Vinci: * Michelangelo: |
| **Chapter 17**  **Section 3 pages 488 – 494**  c. Explain the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus. | * Humanism: * Petrarch: * Dante: * Erasmus: |
| **Chapter 17**  **Section 3 pages 488 – 494**  d. Analyze the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin. | * Protestant Reformation: * Martin Luther: * John Calvin: |
| **Chapter 17**  **Section 4 pages 495 – 501**  e. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits. | * Counter Reformation: * Council of Trent: * Jesuits: |
| **Chapter 17**  **Section 4 pages 495 – 501**  f. Describe the English Reformation and the role of Henry VIII and Elizabeth I. | * English Reformation: * Henry VIII: * Elizabeth I: |
| **Chapter 17**  **Section 2 pages 478 – 486**  g. Explain the importance of Gutenberg and the invention of the printing press. | * Gutenberg: * Printing press: |

**Unit 5: Africa, Americas, Exploration**

**SSWH6 The student will describe the diverse characteristics of early African societies before 1800 CE.**

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| **Chapter 8**  **Section 2 pages 219 – 224**  a. Identify the Bantu migration patterns and contribution to settled agriculture. | * Bantu migration: * Settled agriculture: |
| **Chapter 15**  **Section 1 pages 406 – 412**  b. Describe the development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca. | * Ghana: * Mali: * Songhai: * Sundiata: * Mansa Musa: |
| **Chapter 15**  **Section 3 pages 422 – 426**  c. Describe the trading networks by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities. | * Sahara: * Trade: * Swahili trading cities: |
| **Chapter 15**  **Section 1 406 - 412**  d. Analyze the process of religious syncretism as a blending of traditional African beliefs with new ideas from Islam and Christianity. | * Religious syncretism: |
| **Chapter 15**  **Section 3 pages 422 – 426**  e. Analyze the role of geography and the distribution of resources played in the development of trans-Saharan trading networks. | * Role of geography: * Distribution of resources: |

**SSWH8 The student will demonstrate an understanding of the development of societies in Central and South America.**

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| **Chapter 9**  **Section 2 240 – 245**  a. Explain the rise and fall of the Olmec, Mayan, Aztec, and Inca empires. | * Olmec: * Mayan: * Aztec: * Inca: |
| **Chapter 9**  **Section 3 245 – 248**  b. Compare the culture of the Americas; include government, economy, religion, and the arts of the Mayans,  Aztecs, and Incas. | * Govt: * Economy: * Religion: * Arts: |

**SSWH10 The student will analyze the impact of the age of discovery and expansion into the Americas, Africa, and Asia.**

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| **Chapter 19**  **Sections 1&2 526 – 538**  a. Explain the roles of explorers and conquistadors; include Zheng He, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, James Cook, and Samuel de Champlain. | * Zheng He: * Vasco da Gama: * Christopher Columbus: * Ferdinand Magellan: * James Cook: * Samuel de Champlain: |
| **Chapter 20**  **Section 4 571 – 575**  b. Define the Columbian Exchange and its global economic and cultural impact. | * Columbian Exchange: |
| **Chapter 19**  **Section 1 529 – 531**  c. Explain the role of improved technology in European exploration; include the astrolabe. | * Improved technology: * Astrolabe: |