Unit One: Culture and Geography
Part I Directions – Complete the following diagrams.

Primary Sources
- Definition of a primary source:
  Any piece of information that was created by someone who witnessed first hand or was part of the historical events that are being described.
- List two examples of a primary source:
  Autobiographies and diaries

Secondary Sources
- Definition of a secondary source:
  Any piece of information written after a historical event has taken place. They interpret and analyze primary sources.
- List two examples of a secondary source:
  Textbooks and biographies

Part II Directions – Define the following terms.
- Geography: Geography is the study of people, their environments, and their resources.
- Political Map: Shows the borders that divide nations from one another
- Physical Map: Shows features such as mountains, lakes, and rivers; the physical features of a place or region are called topography
• Culture: All the things that make up a people’s entire way of life.

• Polytheism: Belief in more than one god

• Monotheism: Belief in one god.
  - The three monotheistic religions: 1.) Christianity 2.) Islam 3.) Judaism

• Cultural diffusion: The exchange of goods and ideas between cultures.

**Unit Two: Anthropology and the Study of Early Man**

*Part I Directions - Define the following terms:*

➢ Artifact: Human-made objects such as tools, clothing, coins, weapons, and jewelry

➢ Archaeologist: Scientists who examine bones and other artifacts to uncover the story of prehistoric peoples.

➢ Anthropologist: Scientists who study culture or a people's way of life

➢ Economist: Studies the economy (study of production, consumption, and transfer of wealth)

*Part II Directions - Complete the following t-chart on the Paleolithic and Neolithic Ages.*

<table>
<thead>
<tr>
<th>Paleolithic Age (OLD STONE AGE)</th>
<th>Neolithic Age (Neolithic Revolution = MAJOR TURNING POINT IN HISTORY!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Old</td>
<td>• New</td>
</tr>
<tr>
<td>• Over 2.5 million years ago</td>
<td>• Specialization</td>
</tr>
<tr>
<td>• Nomads</td>
<td>• Division of labor</td>
</tr>
<tr>
<td>• Hunters and gatherers</td>
<td>• Agriculture</td>
</tr>
<tr>
<td>• No specialization</td>
<td>• Domestication</td>
</tr>
<tr>
<td>• Ice Age</td>
<td>• Surplus of food</td>
</tr>
<tr>
<td>• Unreliable food sources</td>
<td>• Permanent settlements</td>
</tr>
<tr>
<td></td>
<td>• Irrigation systems</td>
</tr>
</tbody>
</table>
Part III Directions – Complete the following chart below on features of civilizations:

<table>
<thead>
<tr>
<th>Most early civilizations were characterized by several basic features:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cities</td>
</tr>
<tr>
<td>2. Government</td>
</tr>
<tr>
<td>3. Specialization</td>
</tr>
<tr>
<td>4. Social structure</td>
</tr>
<tr>
<td>5. Religion</td>
</tr>
<tr>
<td>6. Art</td>
</tr>
</tbody>
</table>

Unit Three: Ancient River Valley Civilizations (Mesopotamia, Egypt, India, and China)

Part I Directions – Match the terms with their definitions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong><em>e</em></strong> Fertile Crescent</td>
<td>a. Bodies of water that surrounded Mesopotamia</td>
</tr>
<tr>
<td>2. <strong><em>k</em></strong> Mesopotamia</td>
<td>b. Sumerian writing system</td>
</tr>
<tr>
<td>3. <strong><em>l</em></strong> City-states</td>
<td>c. Large area of land under the leadership of one ruler</td>
</tr>
<tr>
<td>4. <strong><em>a</em></strong> Tigris and Euphrates Rivers</td>
<td>d. City-state that conquered Sumer</td>
</tr>
<tr>
<td>5. <strong><em>b</em></strong> Cuneiform</td>
<td>e. An arc of land from the Mediterranean Sea to the Persian Gulf; home to the world’s first civilizations</td>
</tr>
<tr>
<td>6. <strong><em>g</em></strong> Ziggurats</td>
<td>f. The first civilization to develop in Mesopotamia</td>
</tr>
<tr>
<td>7. <strong><em>c</em></strong> Empire</td>
<td>g. Sumerian holy temple</td>
</tr>
<tr>
<td>8. <strong><em>j</em></strong> Hammurabi</td>
<td>h. Laws of the Babylonian Empire; punishments based on social classes</td>
</tr>
<tr>
<td>9. <strong><em>h</em></strong> Code of Hammurabi</td>
<td>i. Father has authority in the family</td>
</tr>
<tr>
<td>10. <strong><em>d</em></strong> Babylon</td>
<td>j. Famous leader of the Babylonian Empire</td>
</tr>
<tr>
<td>11. <strong><em>i</em></strong> Patriarchal</td>
<td>k. Means “land between two rivers”</td>
</tr>
<tr>
<td>12. <strong><em>f</em></strong> Sumer</td>
<td>l. Political units made up of a city and the surrounding land</td>
</tr>
</tbody>
</table>

**River Valley Civilization # 1**

2 = Egypt

Part II Directions – Answer the following questions.

1.) Why did the Egyptians look forward to the annual flooding of the Nile River?
   a. Egyptians could travel faster on the flood waters.
   b. Flooding encouraged other groups to use the Nile as a trade route.
   c. The flood improved farmland by depositing a rich layer of soil called silt.
   d. The floods allowed the Egyptians to test the strength of their dams.
2.) Ancient Egyptians developed a calendar in order to predict

a. the beginning of the new year.
b. the anniversary of the pharaoh’s birth.
c. the cycles of the moon.
d. one god.

3.) The process of mumification was connected to the Egyptian belief in

a. spirits.
b. magic.
c. one god.
d. none of the above.

4.) Which statement most accurately describes how geography affected the growth of the ancient civilizations of Egypt and Mesopotamia?

a. River valleys provided rich soil to grow plentiful crops.
b. Large deserts provided many mineral deposits.
c. Access to the Atlantic Ocean provided trade routes.
d. Large savanna areas provided protection from invaders.

Part III Directions - Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>c</strong>_ subcontinent</td>
<td>a. Seasonal winds; there are two of these (summer and winter)</td>
</tr>
<tr>
<td>2. <strong>b</strong>_ Khyber Pass</td>
<td>b. Allowed people to cross the mountains into India (Aryans)</td>
</tr>
<tr>
<td>3. <strong>f</strong>_ Ganges River</td>
<td>c. A large area of land that is part of a continent but is also separated from the continent (part of Asia but is separated by mountains)</td>
</tr>
<tr>
<td>4. <strong>d</strong>_ Indus River</td>
<td>d. Located in northwestern India; rich farmland; home to the world’s first civilization in India (Indus River Valley Civilization)</td>
</tr>
<tr>
<td>5. <strong>a</strong>_ monsoons</td>
<td>e. Had carefully planned cities, plumbing and sewage systems, and a strong central government</td>
</tr>
<tr>
<td>6. <strong>e</strong>_ Indus River Valley Civilization</td>
<td>f. Flows across most of northern India; good supply of water comes from Himalayas; is sacred to Hindus</td>
</tr>
</tbody>
</table>

Part IV Directions - Complete the missing words in the paragraphs by using the word bank.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yangtze</td>
</tr>
<tr>
<td>dynasty</td>
</tr>
<tr>
<td>Zhou</td>
</tr>
</tbody>
</table>
China was geographically isolated, and because of this, they were ethnocentric. This is the belief that one’s own race or ethnic group is the most important and/or that some or all aspects of its culture are superior to those of other groups.

China has mountains, deserts, and two main rivers, which are the Yangtze River and the Huang He (Yellow) River.

A dynasty is a family of rulers. The first dynasty in China was the Shang. The Shang used oracle bones to communicate with the dead. After the Shang Dynasty, the Zhou Dynasty gained power. The Zhou believed in the Mandate of Heaven, which is also known as the dynastic cycle. The Mandate of Heaven is the theory that the ruler was chosen and favored by the supreme deity (god) and would keep the title as long as he served as a wise, principled, and energetic guardian of his people.

There were three schools of thought in China. These were: Legalism, Confucianism, and Daoism. Legalists believe that strict laws were required to maintain order. Confucius was a famous Chinese philosopher. He believed in filial piety, which is having respect for parents and ancestors. He also believed in the five relationships. Confucius advocated for the Civil Service Exam, which were tests needed to attain government positions. The founder of Daoism was Laozi. Daoists believe that violence should be avoided and people should embrace nature.

Unit Four: Indo-Europeans, Hinduism and Buddhism, Phoenicians, Origins of Judaism

Part I Directions – Complete the Venn diagram on Hinduism and Buddhism.
Part II Directions – Answer the following multiple choice questions.

1.) The Eightfold Path, the Four Noble Truths, and the concept of nirvana are associated with the religion of
   a. Islam
   b. Hinduism
   c. Shinto
   d. Buddhism

2.) Which values are most closely associated with the fundamental principles of Buddhism?
   a. Competition
   b. Maintaining the caste system and providing education for all people
   c. Practicing nonviolence and giving up worldly desires
   d. Self-determination and democracy

3.) The terms Brahma, dharma, and karma are all associated with which religion?
   a. Judaism
   b. Christianity
   c. Hinduism
   d. Animism

4.) Which belief is shared by Hindus and Buddhists?
   a. Everyone should have the same social status
   b. People should pray five times a day
   c. The soul can escape reincarnation
   d. Material wealth is a sign of the blessing of the gods

5.) According to Buddhist principles, believers can end personal suffering by
   a. praying five times a day
   b. eliminating self-desires
   c. making pilgrimages to the Ganges River
   d. relying on divine help

6.) In India, the Caste system determined a person’s occupation, personal associations, and marriage partner. This situation shows that the Caste system
   a. has helped eliminate ethnic and religious rivalries
   b. has promoted social mobility within Indian society
   c. has been stronger in urban areas that in rural areas
   d. has been a way of life as well as an element of religion

7.) Who is the founder of Buddhism?
   a. Prince Siddhartha
   b. King Asoka
   c. There is no founder.
   d. Abraham
Part III Directions – Write three facts/key concepts about the Phoenicians.

**Phoenicians (eastern Mediterranean Sea)**

1. The Phoenicians are known as the “Carriers of Civilization.” They traded and had colonies.
2. The Phoenicians developed the alphabet. The Greeks adopted the alphabet from the Phoenicians.
3. The Phoenicians developed red-purple dye (from snails).

Part IV Directions - Complete the following chart on the Hebrews by writing information about the terms/people.

<table>
<thead>
<tr>
<th>Terms/People</th>
<th>Information about the terms/people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic Origin</td>
<td>Judea</td>
</tr>
<tr>
<td>Founder of Judaism</td>
<td>Abraham</td>
</tr>
<tr>
<td>Moses (Exodus)</td>
<td>Moses led the Hebrews out of Egypt; this is known as the Exodus.</td>
</tr>
<tr>
<td>Holy Text</td>
<td>Torah</td>
</tr>
<tr>
<td>Place of worship</td>
<td>Synagogue</td>
</tr>
<tr>
<td>10 Commandments</td>
<td>Moral law</td>
</tr>
<tr>
<td>Religious leaders</td>
<td>Rabbis – lead the services</td>
</tr>
</tbody>
</table>
Unit Five: Age of Empires (Persian Empire, India’s First Empires, China’s First Empires)

Part I Directions – Answer the following questions.

1.) How would you describe the reigns of Cyrus the Great, Cambyses, and Darius? Write two facts about each Persian ruler in the corresponding boxes.

<table>
<thead>
<tr>
<th>Cyrus the Great</th>
<th>Cambyses</th>
<th>Darius</th>
</tr>
</thead>
<tbody>
<tr>
<td>★ Cyrus was tolerant towards conquered peoples.</td>
<td>★ Cambyses expanded the Persian Empire by taking over Egypt.</td>
<td>★ Darius brought peace and stability to the empire.</td>
</tr>
<tr>
<td>★ Cyrus allowed the Jews, who had been driven from their homeland by the Babylonians, to return to Jerusalem in 538 B.C.E.</td>
<td>★ He was not liked in Egypt because he destroyed images of Egyptian gods.</td>
<td>★ Darius expanded the empire but was unable to conquer Greece.</td>
</tr>
</tbody>
</table>

2.) Describe how Darius ruled the Persian Empire efficiently. In your answer, be sure to include the terms provinces, satraps, and Royal Road.

Darius divided the Persian Empire into 20 provinces. Darius ruled with absolute power and installed a governor (satrap) in each province who collected taxes. An excellent system of roads helped Darius hold together his empire. This system of roads was called the Royal Road.

Part II Directions – Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em><strong>e</strong></em> Mauryan Empire</td>
<td>a. Ruler of the Mauryan empire, spread Buddhism, promoted nonviolence and religious toleration</td>
</tr>
<tr>
<td>2. <em><strong>a</strong></em> Asoka</td>
<td>b. Second empire in India; had a golden age</td>
</tr>
<tr>
<td>3. <em><strong>b</strong></em> Gupta Empire</td>
<td>c. Ruler of the Gupta Empire who established an efficient and effective central government</td>
</tr>
<tr>
<td>4. <em><strong>c</strong></em> Chandra Gupta</td>
<td>d. A highly productive and prosperous time period when many achievements were made</td>
</tr>
<tr>
<td>5. <em><strong>d</strong></em> Golden Age</td>
<td>e. First empire in India</td>
</tr>
</tbody>
</table>
Part III Directions – Answer the following multiple choice questions.

1.) The purpose of the Great Wall was to
   a. protect the Chinese from the nomadic tribes of northern and central Asia
   b. supply food from the south to Khanbalik (Beijing)
   c. control the flood waters of the Huang He and the Chang Jiang rivers
   d. protect the port city of Guangzhou

2.) The Silk Road was important because it allowed for the
   a. exploration of China by the Roman Army
   b. development of agriculture by the nomadic people of central Asia
   c. movement of Chinese armies through Southeast Asia
   d. exchange of goods between Asia and the Middle East

3.) Before the use of the Silk Road, how did geography affect early China?
   a. The mountains and deserts in western and southwestern China slowed the exchange of items
   b. The northwestern region provided many fertile areas suitable for farming.
   c. The three major river systems provided barriers against invasion.
   d. The lack of deep-water ports on the eastern coast prevented China from developing trade with other nations.

4.) The rule of Shi Huangdi, legalism, and the tomb of terra cotta soldiers are most closely associated with the
   a. Maurya Empire
   b. Qin Dynasty
   c. Persian Empire
   d. Hellenistic culture

5.) Read the following bullet points and decide what the title of the list should be.

   Title: __________________________

   • Paper was invented.
   • The wheelbarrow was invented.
   • Trade occurred along the Silk Road

   a. Pax Sinica during the Qin Dynasty
   b. Pax Sinica during the Han Dynasty
   c. Confucianism
   d. Accomplishments of Shi Huangdi
Unit Six: Classical Civilizations (Greece and Rome) and Christianity

Part I Directions – Write a paragraph about Greece’s geography.

Greece is a peninsula (it is surrounded by water on 3 sides). The seas that surround Greece helped the Greeks become skilled sailors. Greece has many mountains, which makes farming difficult.

Part II Directions – Complete the following charts on Athens and Sparta by writing at least three facts about each city state.

Athens
- Direct democracy
- Strong navy
- Emphasis on learning, art, philosophy, and participation in government
- Individual freedom

Sparta
- Strong army
- Individual was subordinate to the city-state
- Militaristic

Part III Directions – List Greek achievements (consider achievements in math, philosophy, science, medicine, literature, athletics, art, architecture, and government).

Greek Achievements

Art and architecture
- 3 columns: Doric, Ionic, and Corinthian
- Sculptures and buildings, like the Parthenon

Math
- Pythagoras
- Euclid
- Geometry

Science and Medicine
- Archimedes
- Hippocrates
- Astronomy

Literature
- Dramas, comedies, and tragedies
- Homer (The Iliad; The Odyssey)

Philosophy
- Socrates, Plato, and Aristotle

Athletics
- Olympic Games
Part IV Directions - Answer the following questions.

Who was Alexander the Great and what culture did he spread?

Alexander the Great had a huge empire; he conquered Persia, Asia Minor, Syria, Egypt, and Mesopotamia. He spread Hellenistic culture.

Part V Directions – Answer the following question by referring to the visual.

What is the name of this building?

Parthenon

How did this building influence Western civilization (us today)?

Architecture - it influenced the columns. Today, we still use the columns.

Part IV Directions – Answer the following multiple choice questions.

1.) A major contribution of the Roman Republic to Western European culture was the
   a. concept of government by law
   b. rejection of the concept of slavery
   c. belief that political power should be controlled by the military
   d. establishment of agricultural communes

2.) How did the geography of the Italian peninsula influence the development of the Roman Empire?
   a. The unnavigable rivers in the northern part of the peninsula protected the Romans from their neighbors.
   b. The location of the peninsula contributed to Roman control of the Mediterranean region
   c. The harsh climate prevented agricultural production on the Italian peninsula.
   d. The length, rugged seacoast encouraged frequent invasions of the Italian peninsula.

3.) One contribution of ancient Roman culture was the development of
   a. the concept of zero
   b. the process of making silk
   c. a republic as a form of government
   d. the printing press

Ancient Rome
4.) Which characteristic is shared by the ancient Roman Republic and the United States?
   a. Economic prosperity continued only as long as each society continued to expand its boundaries.
   b. Both societies were able to avoid periods of civil strife.
   c. Desire for religious freedom was a major factor in uniting the people into a single nation.
   d. Both societies established a form of representative government

5.) China under the Han dynasty and the Roman Empire were similar in that both grew wealthy because they
   a. developed extensive trade networks
   b. created classless societies
   c. encouraged democratic ideals
   d. established free-market economies

6.) After the western Roman Empire fell to Germanic invaders in the 5th century A.D., the eastern part of the empire eventually became known as the
   a. Persian Empire
   b. Islamic Empire
   c. Mongol Empire
   d. Byzantine Empire

Part V Directions – Complete the following web on Christianity.

Christianity

Founder:
   Jesus

Places of worship:
   Churches

Geographic origin:
   Judea

Holy text:
   Bible

Teachings and beliefs:
   Ten Commandments
**Unit Seven: Byzantine and Early Russia**

**Part I Directions** – Answer the following questions.

1.) What was the capital of the Byzantine Empire?

Constantinople was the capital of the Byzantine Empire.

2.) What was the importance of Justinian’s Code?

The emperor Justinian developed the code. The code was important because it was a set of laws that people had to follow (it created order). The code also included Roman laws.

3.) What did the Byzantine Empire give Russia (through cultural diffusion)?

The Byzantine Empire gave Russia a written language. Byzantine missionaries carried Orthodox Christianity to Russia.

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**Unit Eight: The Muslim World**

**Part I Directions** – Complete the following web.

**Founder:**
Mohammed

**Geographic origin:**
Arabian Peninsula

**The Five Pillars of Islam:**
1.) Only one god (Allah)
2.) Pray 5 times a day facing Mecca
3.) Give to charity
4.) Fast during Ramadan
5.) Hajj or pilgrimage to Mecca

**Place of worship:**
Mosque

**Holy book:**
Quran (Koran)
Part II Directions – Answer the following multiple choice questions.

1.) Read the following bullet points and then answer the question.
   - Islamic scholars made significant contributions to astronomy.
   - Muslim architects excelled in design.
   - Schools and libraries were built in Islamic urban centers.

Which conclusion about Islamic society during its Golden Age can best be supported by these statements?
   a. Social status of Muslims was determined at birth.
   b. Achievements relied on a knowledge of math and science.
   c. People of diverse faiths were required to convert to Islam.
   d. Cities developed self-sufficient economies.

2.) Judaism, Christianity, and Islam share a belief in
   a. reincarnation
   b. teachings of the Qur'an (Koran)
   c. many gods
   d. one god

3.) ______________________ is the ninth month of the Muslim calendar in which Muslims must fast during daylight hours.
   a. Hajj
   b. Hijrah
   c. Ramadan
   d. Jihad

Unit Nine: Empires in East Asia (Tang and Song China, The Mongol Empire, and Feudal Japan)

Part I Directions – Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>b</strong> dynasty</td>
<td>a. During this dynasty, all men could take the Civil Service exam</td>
</tr>
<tr>
<td>2. <strong>c</strong> Sui</td>
<td>b. Family of rulers</td>
</tr>
<tr>
<td>3. <strong>a</strong> Tang</td>
<td>c. The greatest achievement of this dynasty was the building of the Grand Canal (waterway connecting the Yellow River and the Yangtze River)</td>
</tr>
<tr>
<td>4. <strong>d</strong> Song</td>
<td>d. During this dynasty, moveable type, gunpowder, mechanical clock, and the magnetic compass were invented</td>
</tr>
<tr>
<td>5. <strong>e</strong> foot binding</td>
<td>e. A process in which a young girl (upper class) had her feet bound tightly with cloth, which eventually broke the arch and curled all but the big toe under.</td>
</tr>
</tbody>
</table>
Part II Directions - Read the following statements and decide if they are true or false. Write true or false on the line. If a statement is false, correct it in the provided correction space.

1. True  The Mongols were nomadic herders from Central Asia.

Correction Space:

2. True  Genghis Khan and Kublai Khan were two Mongol leaders.

Correction Space:

3. True  Pax Mongolia means Mongol Peace.

Correction Space:

4. False  The Mongols were able to conquer Japan.

Correction Space: The Mongols did not conquer Japan. There was a big wave (kamikaze - divine wind).

Part III Directions - Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em><strong>h</strong></em> samurai</td>
<td>a. Figure head</td>
</tr>
<tr>
<td>2. <em><strong>g</strong></em> daimyo</td>
<td>b. Political system based on the granting of land in return for loyalty and protection; all members have a well-defined place</td>
</tr>
<tr>
<td>3. <em><strong>c</strong></em> shogun</td>
<td>c. A supreme military commander</td>
</tr>
<tr>
<td>4. <em><strong>f</strong></em> bushido</td>
<td>d. Native religion of Japan; spirits in nature</td>
</tr>
<tr>
<td>5. <em><strong>d</strong></em> Shinto</td>
<td>e. A chain of islands</td>
</tr>
<tr>
<td>6. <em><strong>e</strong></em> archipelago</td>
<td>f. strict code of honor followed by samurai</td>
</tr>
<tr>
<td>7. <em><strong>a</strong></em> emperor</td>
<td>g. feudal lord who commanded a private army of samurai</td>
</tr>
<tr>
<td>8. <em><strong>b</strong></em> feudalism</td>
<td>h. Japanese warriors</td>
</tr>
<tr>
<td>9. <em><strong>i</strong></em> seppuku</td>
<td>i. Ritual suicide</td>
</tr>
</tbody>
</table>

Do you know the Japanese feudal hierarchy?

- Emperor
- Shogun
- Daimyo
- Samurai
- Merchants
- Peasants and artisans
Unit Ten: Societies and Empires of Africa (Aksum, Ghana, Mali, and Songhai)

Part I Directions - In the scroll, write words that are related to Africa's geography. Consider the following questions: What terms can be used to describe Africa's geography? What landforms does Africa have?

Africa's Geography

- Second largest continent in the world
- Deserts
- Savanna (grassy plains)
- Rainforests
- Mountains (Mount Kilimanjaro)
- Rivers (Nile River)
- Lakes (Lake Victoria)

Part II Directions - Answer the following multiple choice questions.

1.) Which belief system teaches that there are spirits in nature?
   a. Animism
   b. Hinduism
   c. Judaism
   d. Islam

2.) A similarity between the ancient western African kingdoms of Mali, Ghana, and Songhai is that these kingdoms
   a. limited the power of their rulers
   b. isolated themselves from contact with other cultures
   c. established economies based on trade
   d. practiced Christianity
3.) Which civilization best completes the heading of the partial outline below?

I. ___________________________
   A. Spread of Islam
   B. Gold and salt trade
   C. Growth of Timbuktu
   D. Pilgrimage of Mansa Musa

a. Benin  
   b. Mali  
   c. Egyptian  
   d. Kush

4.) Who was the famous ruler of Mali?
   a. Sunni Ali  
   b. Askia Muhammad  
   c. Mansa Mussa  
   d. Ibn Battuta

5.) Which term best completes the partial outline below?

I. Rise of Civilizations of Ghana and Mali
   A. ___________________________
      B. Spread of Islam
      C. Development of centers of learning

a. Use of gunpowder  
   b. Use of gunpowder  
   c. Development of Hammurabi's Code  
   d. Distribution of the printing press

**Unit Ten: European Middle Ages**

**Part I Directions** – Complete the following word splash by writing terms related to each category.

**Feudalism (draw in hierarchy)**
- King
- Lords
- Vassals
- Knights
- Serfs

**Crusades**
- Christian holy wars
- Christians fought to drive out the Muslims from the Holy Land
- Christians lost the Crusades

**Black Death**
- Bubonic plague
- Spread through trade
- Came from fleas on rats
- 2.5 million people died from the plague
- Trade declined

**MANORS = self-sufficient farming estates**
Part II Directions - Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em><strong>j</strong></em> Chivalry</td>
<td>a. owned large pieces of land called manors</td>
</tr>
<tr>
<td>2. <em><strong>e</strong></em> Charlemagne</td>
<td>b. farmed the land; could not leave the land without the lord's permission</td>
</tr>
<tr>
<td>3. <em><strong>d</strong></em> Feudalism</td>
<td>c. a self-sufficient community</td>
</tr>
<tr>
<td>4. <em><strong>a</strong></em> Lords (nobles)</td>
<td>d. political system based on the granting of land in exchange for loyalty and military service</td>
</tr>
<tr>
<td>5. <em><strong>f</strong></em> Vassals</td>
<td>e. a Frankish king who united the tribes under his rule</td>
</tr>
<tr>
<td>6. <em><strong>g</strong></em> Knights</td>
<td>f. promised to be loyal to the lords by pledging military support</td>
</tr>
<tr>
<td>7. <em><strong>b</strong></em> Serfs</td>
<td>g. mounted warriors who pledged their loyalty to the lords and vassals</td>
</tr>
<tr>
<td>8. <em><strong>h</strong></em> Crusades</td>
<td>h. Christian holy wars against the Muslim Turks</td>
</tr>
<tr>
<td>9. <em><strong>i</strong></em> Black Death</td>
<td>i. a plague that caused millions to die in Europe</td>
</tr>
<tr>
<td>10. <em><strong>c</strong></em> Manor</td>
<td>j. code of behavior that knights followed</td>
</tr>
</tbody>
</table>

Part III Directions – Answer the following multiple choice questions.

1. Which is a characteristic of a feudal society?
   a. high literacy rate
   b. rigid class structure
   c. rapid social change
   d. industrial-based economy

2. Which economic system existed in Europe during the Middle Ages?
   a. free market
   b. socialism
   c. mercantilism
   d. command

3. In Europe during the Middle Ages, increases in trade and commerce resulted in
   a. lower living standards for industrial workers
   b. development of towns and cities
   c. decreased economic rivalry between kings
   d. increased political power for the clergy

4. The Crusades have been called “history’s most successful failures.” Which statement best explains that expression?
   a. The Crusades prevented the Turks from capturing Constantinople for many centuries.
   b. The Crusades did not achieve their original goals, but they brought many drastic changes in Europe.
   c. Although the Crusades captured the Holy Land, they were unable to bring about democratic reforms.
   d. The Crusades helped bring about the fall of the Roman Empire.
5. Feudalism in Western Europe was similar to feudalism in Japan in that

- Peasants had a clear social class relationship
- Equality among the social classes
- Direct democracy
- Monotheism

**Unit Eleven: Renaissance and Reformation**

*Part I Directions* – Half of the following boxes contain questions and the other half contains the answers to the questions. Answer the questions by coloring the question box and the answer box the same color.
**Part II Directions** – Match the terms with their descriptions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. b  John Calvin</td>
<td>a. Wanted a divorce and created the Anglican Church</td>
</tr>
<tr>
<td>2. e  Martin Luther</td>
<td>b. Founded Protestant Church in Switzerland</td>
</tr>
<tr>
<td>3. a  King Henry VIII</td>
<td>c. Began by people who protested practices by the Catholic church and wanted to make changes</td>
</tr>
<tr>
<td>4. d  95 Theses</td>
<td>d. A list of grievances of the Catholic Church and was nailed to the church door</td>
</tr>
<tr>
<td>5. c  Protestant Reformation</td>
<td>e. German monk who protested against the corrupt practices of the church and wrote the 95 Theses</td>
</tr>
<tr>
<td>6. h  Counter Reformation</td>
<td>f. The belief that god determines who will be saved (Calvinism)</td>
</tr>
<tr>
<td>7. g  indulgences</td>
<td>g. Payments for sins</td>
</tr>
<tr>
<td>8. f  predestination</td>
<td>h. Attempt by the Catholic Church to return to an emphasis on spiritual matters and reform</td>
</tr>
</tbody>
</table>

**Part III Directions** – Answer the following multiple choice questions.

1.) Which change to Christian church practice was suggested by Martin Luther?
   a. increasing the sale of indulgences  
   b. installing statues of saints in churches  
   c. saying the mass in Latin so the faithful would learn it  
   d. printing the Bible in the vernacular so all could read it

2.) A major goal of the Counter-Reformation was to
   a. reinstate the power of the Roman Catholic Church  
   b. reduce the authority of absolute monarchs  
   c. encourage new ideas in science and philosophy throughout Europe  
   d. compromise with European Protestants

3.) Which statement about the Protestant Reformation is an opinion rather than a fact?
   a. German princes revolted against the Holy Roman Emperor.  
   b. Membership in the Catholic Church declined in northern Europe.  
   c. European religious unity was disrupted by the newly established religions.  
   d. Henry VIII had a more religious reform movement than Martin Luther did
**Part 1 Directions** – Place the following terms in the right category (there may be terms that fit in more than one category).

<table>
<thead>
<tr>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenochtitlan</td>
</tr>
<tr>
<td>Terrace farming</td>
</tr>
<tr>
<td>Mesoamerica</td>
</tr>
<tr>
<td>South America</td>
</tr>
<tr>
<td>Polytheistic</td>
</tr>
<tr>
<td>Andes Mountains</td>
</tr>
<tr>
<td>Floating gardens</td>
</tr>
<tr>
<td>Pizarro conquered this civilization</td>
</tr>
<tr>
<td>Cortes conquered this civilization</td>
</tr>
</tbody>
</table>

### MAYAS
- Mesoamerica
- Polytheistic

### AZTECS
- Tenochtitlan
- Mesoamerica
- Floating gardens
- Cortes conquered this civilization
  - Polytheistic

### INCAS
- Terrace farming
- South America
- Polytheistic
- Andes Mountains
- Pizarro conquered this civilization
Part II Directions – Answer the following questions.

1.) A study of the Maya, Aztec, and Inca civilizations of Latin America would show that these civilizations
   a. were strongly influenced by their contact with Asian and African civilizations
   b. developed advanced and complex societies before the arrival of the Europeans
   c. were relatively large, but not well organized
   d. established extensive trade with Pacific Rim nations

2.) What was the Columbian Exchange and how did it impact societies (include items traded between Old and New Worlds)?

The global transfer of foods, plants, and animals during the colonization of the Americas.

- Goods that left the New World and were transported back to the Old World: squash, corn, potatoes, tomatoes, pineapples, tobacco, turkey, and cocoa beans
- Goods that left the Old World and were transported back to the New World: horses, cattle, sheep, pigs, bananas, coffee beans, black-eyed peas, yams, wheat, rice, barley, oats, and diseases

3.) What was the Middle Passage? Describe the conditions during the Middle Passages.

The Middle Passage was the route from Africa to Americas that slaves traveled. The conditions were extremely difficult. Many slaves died before they landed in the Americas.

4.) Draw a sketch of the triangular trade. Label the three continents.

4.) What is mercantilism? How did mercantilism impact the colonies?

Mercantilism is the economic theory that stated that a mother country will build up its power and wealth by taking over other countries (colonies). Mercantilism impacted colonies because colonies had to follow strict rules, such as trading only with the mother country.
Unit Fourteen: Absolutism

Part I Directions – Match the terms with their definitions.

<table>
<thead>
<tr>
<th>TERMS</th>
<th>DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em><strong>g</strong></em> Absolutism</td>
<td>a. Group of people who make and vote on laws</td>
</tr>
<tr>
<td>2. <em><strong>c</strong></em> Divine Right</td>
<td>b. Mary and William took over the throne in England; non-violent transfer of power</td>
</tr>
<tr>
<td>3. <em><strong>e</strong></em> Louis XIV</td>
<td>c. The idea that God created the monarchy</td>
</tr>
<tr>
<td>4. <em><strong>f</strong></em> Peter the Great</td>
<td>d. A government in which a legislative body limits the monarch’s power</td>
</tr>
<tr>
<td>5. <em><strong>a</strong></em> Parliament</td>
<td>e. Absolute monarch of France; palace at Versailles</td>
</tr>
<tr>
<td>6. <em><strong>b</strong></em> Glorious Revolution</td>
<td>f. Absolute monarch of Russia; westernization (remember: cutting of the beards!)</td>
</tr>
<tr>
<td>7. <em><strong>h</strong></em> English Bill of Rights</td>
<td>g. Political belief that one ruler should hold all of the power</td>
</tr>
<tr>
<td>8. <em><strong>d</strong></em> Limited Monarchy</td>
<td>h. Stated that the king and queen had to work with Parliament and had to get rid of excessive fines and cruel punishments</td>
</tr>
</tbody>
</table>

Unit Fifteen: Scientific Revolution and Enlightenment

Part I Directions – Define the following term.

- Scientific Revolution: The Scientific Revolution was a new way of thinking about science and nature. It was based on observation and a willingness to question accepted beliefs.

Part II Directions – What were some of the achievements of the scientists listed below?

- Copernicus: Developed the heliocentric model (sun is the center of the solar system)

- Galileo: Supported Copernicus’ heliocentric model; made telescopes

- Newton: Gravity laws
Part III Directions – Match the terms with their descriptions.

**TERMS**

1. __d__ Enlightenment
2. __c__ Locke
3. __f__ Montesquieu
4. __b__ Voltaire
5. __e__ Rousseau
6. __a__ Enlightened Despots

**DESCRIPTIONS**

a. monarchs who accepted the Enlightenment ideas (Catherine the Great of Russia)
b. supported free speech and religious freedom
c. believed that people have natural rights (life, liberty, and property)
d. a new intellectual movement in the 1700s in which people rejected traditional ideas and supported a belief in human reason
e. believed in majority vote; wrote *Social Contract*
f. believed that there should be 3 branches of government; separation of powers

Part IV Directions – Answer the following multiple choice questions.

1.) Which statement represents a key idea directly associated with John Locke’s *Two Treatises of Government*?
   a. Freedom of speech should be denied.
   b. The king’s power on Earth comes from God.
   **c. All people are born with the right to life, liberty, and property**
   d. Individuals acting in their own self-interest will achieve economic success.

2.) During the Scientific Revolution and the Enlightenment, one similarity in the work of many scientists and philosophers was that they
   a. relied heavily on the ideas of medieval thinkers
   b. favored an absolute monarchy as a way of improving economic conditions
   **c. examined natural laws governing the universe**
   d. examined natural laws governing the universe

3.) Writers of the Enlightenment were primarily interested in
   a. defining the differences between people and their government
   b. supporting the divine right theory.
   c. debating the role of the church in society.
   d. promoting increased power for European monarchs.

4.) Which statement best describes the effects of the works of Nicolaus Copernicus, Galileo Galilei, Sir Isaac Newton, and Rene Descartes?
   a. The acceptance of traditional authority was strengthened.
   **b. The scientific method was used to solve problems**
   c. Funding to education was increased by the English government.
   d. Interest in Greek and Roman drama was renewed.