



## AP World History Summer Assignment 2024

Congratulations for having decided to take AP World History! You will doing **two** things for summer assignment. **First**, you will watch 6 John Green *Crash Course World History* videos (YouTube) and answer the questions below. There will be a test on these videos the first day of school. I will also collect your summer answers. **Secondly**, you will **also** have a Geography test the 2nd day of school. This test will be written and will NOT include a word bank, so be prepared.

Crash Course World History Episode #6: Buddha and Ashoka

1) What are the 4 Hindu castes and what type of people in each?

2) What is dharma?

3) What is samsara?

4) Who was Siddhartha Gautama?

5) What did he see when he snuck out of his palace?

6) What did Siddhartha realize was the cause of suffering?

7) What was his new name as a teacher?

8) What are the 4 Noble Truths he taught?

9) What is the Eightfold Path he taught?

10) How was Buddhism different from Hinduism regarding castes?

11) What is one other difference between Hinduism and Buddhism?

12) Where did Buddhism spread to?

### 3 Crash Course World History Episode #7: 2,000 Years of Chinese History!

- 1) China was the first \_\_\_\_\_.
- 2) History in China was divided into \_\_\_\_\_
- 3) How do dynasties end? \_\_\_\_\_
- 4) What is the Mandate of Heaven?
- 5) Describe Confucius and what he believed in.
- 6) Describe the 5 Relationships.

- 10) What else did the Mandate of Heaven explain?

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### Crash Course World History Episode #9: The Silk Road and Ancient Trade

- 1) What did the Silk Road expand?
- 2) What areas did the two routes of the Silk Roads connect?
- 3) Besides land routes, what other routes were there?
- 4) What should we think of the Silk Road as instead of an actual road?
- 5) How was silk mainly exported?
- 6) What other goods, besides silk, were traded along the Silk Road?
- 7) How did the merchant class get political power?
- 8) What were 3 ways the Silk Road affected the lives of many people?
- 9) How did Buddhism change when it left India?
- 10) What is a bodhisattva?
- 11) Merchants endowed money to support what places for meditation?

Crash Course World History Episode #13: Islam, The Koran, and the 5 Pillars

- 1) What angel appeared to Muhammad, the founder of Islam?
- 2) What did Muslims believe about Muhammad?
- 4) What is the Muslim holy book?
- 5) What sort of -ism is Islam?
- 5) What are the 5 Pillars of Islam?
- 6) What does Islam have that is like Christianity and Judaism?
- 7) What is the Hadith?
- 8) What is sharia?
- 9) What is the umma?
- 10) What are the 2 divisions within Islam?
- 11) What is a caliph?
- 12) What advantage did converts to Islam have?
- 11) Besides being great conquerors, what else did Muslims influence?

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Crash Course World History Episode #15: The Crusades

- 1) John Green states that if the crusades were exclusively about religion, they would have started earlier in history. However, Muslims in the Middle East actually allowed other religions to live there and benefitted from Christian pilgrimages. What Islamic Empire changed this and created an environment that led to hostility and the crusades?
- 2) Who called for the first crusade?
- 3) What was the benefit of calling all of Europe to join the crusades?
- 4) Why is the 1<sup>st</sup> Crusade considered the most successful?

5) Who was the leader of the Muslims in the third crusade and what did he retake?

6) Were all of the crusades fought exclusively in the Middle East?

7) Who did the fourth crusade doom?

8) Why were the crusades, ultimately, a total failure?

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5 Crash Course World History Episode #16: *Mansa Musa and Islam in Africa*

1) How was most of African history preserved?

2) What empire did Mansa Musa rule?

3) What is important about the story of Mansa Musa?

4) What stereotypes of Africa are proven wrong by the story of Mansa Musa?

5) What was the largest and best known city of Mali?

6) What did the Berbers exchange in trade?

7) How did Islam expand?

8) Zanzibar and Mombasa were cities that were part of what east Africa civilization?

9) How were east African cities tied to the Silk Road- what did they export and import?

10) What religion penetrated east Africa through Arab traders?

11) Swahili is a Bantu language with influence of what other language?

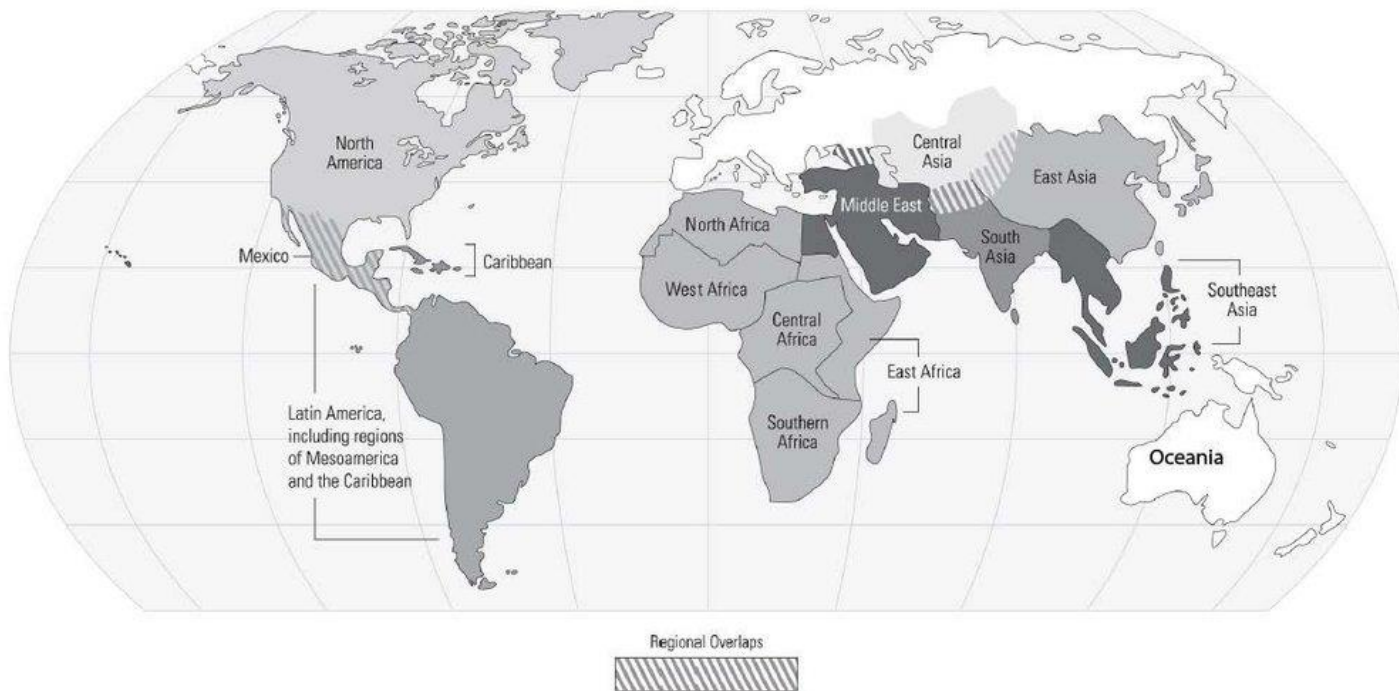
## 2. Study for a World Geography Test, to be given on 2nd day of school

- Test will include the main regions and locations covered on the following handout. No word bank will be provided on the test, so make sure you know your stuff!

### AP WORLD HISTORY: WORLD REGIONS—A BIG PICTURE VIEW



### AP World History: World Regions- A Closer Look



*Specific Items you will have to identify*

**Cities** Canton (China), Baghdad, Batavia, Mecca, Malacca, Constantinople/Istanbul, Cordoba, Jerusalem, Tenochtitlan, Timbuktu, Beijing, Kilwa, Calcutta, Jenne (Africa), Moscow

**Deserts** Sahara Desert, Gobi Desert, Kalahari Desert

**Rivers** Nile, Niger, Amazon, Tiber, Ganges, Yellow (Huang He), Yangtze, Indus, Tigris, Euphrates

**Mountains** Hindu Kush, Himalayan, Alps, Pyrenees, Andes, Caucasus, Urals

**Bodies of water** Indian Ocean, Black Sea, South China Sea, Arabian Sea, Mediterranean Sea, The Straits of Gibraltar, The Bering Sea, Caribbean Sea, Caspian Sea, Sea of Japan, Atlantic Ocean, Pacific Ocean, Bosphorus, Persian Gulf

**Continents and Land areas** Indonesia, Philippines, Indian sub-continent, Arabian Peninsula, Korean Peninsula, Japan, Swahili Coast (East Africa), Sub-Saharan Africa, South Asia, Southeast Asia, Middle East, Iberian Peninsula, Sumatra, Malaysian Peninsula, Crimean Peninsula, Anatolia, Central Asia steppes

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WHAP Unit 1: Prologue: History Before 1200 C.E.

I. Human Development to 600 BCE

A. The \_\_\_\_\_ Revolution

1. \_\_\_\_\_
2. \_\_\_\_\_
3. Inventions: \_\_\_\_\_, \_\_\_\_\_, bronze and iron tools, art
4. \_\_\_\_\_ - used for government taxes and trade
5. \_\_\_\_\_ sharply divide

B. First Civilizations

1. \_\_\_\_\_ - 1<sup>st</sup> civilization on the Tigris and Euphrates Rivers
  - a. \_\_\_\_\_ - city-state, 1<sup>st</sup> writing= \_\_\_\_\_
  - b. \_\_\_\_\_ = worship of many gods

2. \_\_\_\_\_ - pharaoh, hieroglyphics

3. Indus River Valley Civilization (India)

4. \_\_\_\_\_ - Huang He (Yellow) River

### C. Religions

1. \_\_\_\_\_ - worship of spirits, places, plants, animals, inanimate objects, natural phenomena

2. \_\_\_\_\_ - India, Vedas= scriptures, reincarnation, caste social system, polytheism

3. \_\_\_\_\_ - good v. evil, dualism, free will, fire “worship” = Ahura Mazda vs. Angra Mainyu

4. \_\_\_\_\_ - the Hebrews, Israelites, faith is based on God’s covenant with Abraham, monotheism, chosen people, “Old Testament”

## II. The Classical Era, c 600 BCE- c 600 CE

### A. South Asia ( \_\_\_\_\_ )

1. \_\_\_\_\_

a. Siddhartha Gautama

b. Enlightenment, \_\_\_\_\_, The 4 Noble Truths, The Eight-Fold Path

c. Spread across Asia on “Silk Roads”

d. 1<sup>st</sup> period of Indian unity under Ashoka/Mauryan Empire, 322-187 BCE, strongly Buddhist

e. The Gupta Empire, 320-550 CE- a golden age- discovery of math’s \_\_\_\_\_, strongly Hindu

### B. East Asia

1. Zhou dynasty- it united China

a. Idea of the \_\_\_\_\_

b. \_\_\_\_\_ - K'ung Fu-tzu= \_\_\_\_\_, the *Analects*

1. No deity

2. About right \_\_\_\_\_ and relationships

3. Honor \_\_\_\_\_

4. \_\_\_\_\_ emphasized

c. \_\_\_\_\_ (Taoism)- live in \_\_\_\_\_ with nature. Focus is internal reflection, not external behavior.

2. The Qin dynasty-standardized Chinese script, built canals and roads

3. The Han dynasty- trade expanded to the Mediterranean via the Silk Road

a. Inventions- \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

b. Created a civil service \_\_\_\_\_

### C. Western Europe

1. Persia- Cyrus the Great

2. Greece- many independent city-states, polytheism

a. \_\_\_\_\_ - democracy

b. \_\_\_\_\_ - powerful military

c. \_\_\_\_\_ - conquered Egypt, Persia, and spread Greek culture = Hellenism

3. Rome

a. Adopted the Greek gods

b. Republic- representative government; written laws

- c. Empire- under a “Caesar”, controlled the Mediterranean
- d. Roads, bridges, aqueducts
- e. \_\_\_\_\_ - trade was safe and prospered.
- f. Decline- invasions by “barbarian” Huns, Ostrogoths, Visigoths, and Vandals; 476 CE, the first non-Roman emperor

#### 4. Christianity

- a. Jesus taught that he was the Son of God, the Jewish Messiah, he was executed by the Romans, resurrected, Savior of the world
- b. Persecuted by Rome for its monotheism; Jews were also persecuted.
- c. 313 CE- Emperor \_\_\_\_\_’s \_\_\_\_\_ of Milan legalized Christianity.

#### 5. \_\_\_\_\_ Empire (Eastern Roman Empire)

- a. Centered in the eastern Mediterranean
- b. Constantine divided Rome into two halves and moved the capital to Byzantium = Constantinople= Istanbul
- c. Constantinople lasted 395-1054 CE, as a center of prosperous trade.
- d. Justinian the Great restored much of the Roman Empire- famous for his legal code and the Hagia Sophia

#### D. Early American civilizations

- 1. Teotihuacan; Mexico City- grid layout, monumental religious temples
- 2. Mayas- southern Mexico, zero, calendar

### III. Post-Classical civilizations, c 600 CE- c 1200 CE

#### A. Islam

- 1. Muhammed’s revelation 610 CE, from Gabriel; Quran (Koran), 5 Pillars, Sharia law

2. Sunni and Shia divisions in Islam
3. Expansion of Islam: “ \_\_\_\_\_ ”
4. Abbasid Empire (750-1258 CE)- a golden age, trade, trade with China via “silk roads” and to sub-Saharan Africa
5. China
  - a. Tang dynasty- gun powder, paper money; surrounding kingdoms paid tribute to “the \_\_\_\_\_ ”
  - b. \_\_\_\_\_ dynasty- prosperity of the Tang continued; meritocracy allowed upward mobility; proto-industry grew- iron, steel ,silk, porcelain; largest cities in the world
6. Japan
  - a. Between 600-1200 CE, the emperor lost his power to land-owning nobles, the \_\_\_\_\_.
  - b. The \_\_\_\_\_ were military dictators, nominally appointed by the emperor, with the most power.
  - c. Soldiers under a daimyo= \_\_\_\_\_
7. Africa
  - a. Ghana and Mali traded across Africa with Muslim Arabs; adopted Islam
  - b. Great Zimbabwe- SE Africa
  - c. Ethiopia- Christian
8. South and Southeast Asia
  - a. Northern India was invaded by Muslims
  - b. Southern India- Hindu
  - c. Indian Hinduism and Buddhism spread east
  - d. Indian trade with Africa and East Asia via \_\_\_\_\_ wind patterns

## 9. Europe

- a. After the fall of Rome, 476 CE, the Eastern Roman Empire (Byzantium) continued and flourished.
- b. 1054 CE, the Western Catholic and the Eastern Orthodox churches split.

## I. Developments in \_\_\_\_\_, c1200-1450



A. \_\_\_\_\_

### 1. \_\_\_\_\_ Dynasty (960-1279)

#### a. *Government*

1. Lost part of northern China to the expanding Manchurian Jin.
2. The \_\_\_\_\_ was a vast organization that carried out the empire's policies. It provided continuity across centuries and dynasties since 200 BCE.
3. The Civil Service (Imperial) \_\_\_\_\_

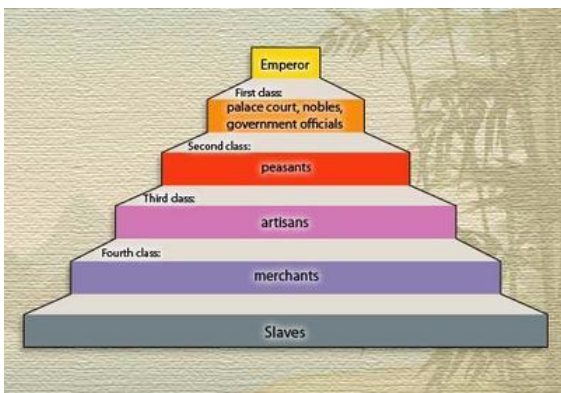
- a. Open to all young men, including \_\_\_\_\_.
  - b. Based on \_\_\_\_\_ texts.
  - c. \_\_\_\_\_ - stability, social mobility.
- b. *Economic developments*
  - 1. Roads and canals- ex. The Grand Canal
  - 2. First \_\_\_\_\_ - spread to all Eurasia via the Silk Road.
  - 3. Agricultural productivity
    - a. Adoption of Vietnamese \_\_\_\_\_ rice.
      - 1. Fast-ripening
      - 2. Drought resistant
      - 3. Result- more land planted
    - b. Use of animal and human \_\_\_\_\_
    - c. \_\_\_\_\_ systems using ditches, wheels, pumps, terraces, plows pulled by water buffalo or oxen.
    - d. In 3 centuries, China's % of world \_\_\_\_\_ went from 25% to 40%.
  - 4. Manufacturing and Trade
    - a. Discovery of coal used for \_\_\_\_\_ goods; later steel- used for bridges, gates, ship anchors, religious items.
    - b. Proto-industrialization- in homes and communities- ex. steel, \_\_\_\_\_, silk.
    - c. Maritime navigation
      - 1. \_\_\_\_\_

2. Paper sea charts, \_\_\_\_\_
5. Commerce- man-made items- porcelains, textiles, \_\_\_\_\_
  - a. Grand Canal- supported internal trade and world's largest manufacturing region.
  - b. Naval technology- allowed \_\_\_\_\_ trade.
  - c. Military power allowed Chinese traders protection from bandits
6. \_\_\_\_\_ - The Song Dynasty instead of forced labor, required money payment, which put more money in circulation.
7. \_\_\_\_\_ -taxes paid by neighboring states.
  - a. Korea, Japan
  - b. Kowtow
  - c. Admiral \_\_\_\_\_ - fleets demonstrated Chinese power. Admiral Zheng He's voyaged in the Ming dynasty, following the Song dynasty.

c. *Social Structures*

1. Most Chinese lived in \_\_\_\_\_ areas, but urban areas grew. China was the most urban country in the world. Several cities were over 100,000.
2. Class structure
  - a. \_\_\_\_\_

- b. Aristocratic- land owners and \_\_\_\_\_.
- c. Peasant \_\_\_\_\_
- d. \_\_\_\_\_ (craftsmen)
- e. \_\_\_\_\_ - they are so low,



because they don't require physical work or make anything.

f. Urban poor and \_\_\_\_\_

3. Women

a. To be respected and to defer and respect men.  
Society was \_\_\_\_\_.

b. Aristocrat women- \_\_\_\_\_, until 1912.

d. Intellectual and Cultural Developments

1. Paper and printing- 1<sup>st</sup> \_\_\_\_\_ printing before the Song.

2. Book production expanded, but most peasants were \_\_\_\_\_. Privileged classes had more access.

3. \_\_\_\_\_ scholars produced and consumed literature.

4. Emphasis on \_\_\_\_\_ created generations of well-rounded scholar bureaucrats.

e. Religious Diversity in China

1. \_\_\_\_\_

a. Arrived via the Silk Road from India.

b. Branches

1. \_\_\_\_\_ Buddhism- focus was on personal spiritual growth through silent meditation- SE Asia

2. \_\_\_\_\_ Buddhism- \_\_\_\_\_, enlightened, but not at nirvana, can help others. (Like saints).

3. Tibetan Buddhism- focus on \_\_\_\_\_.

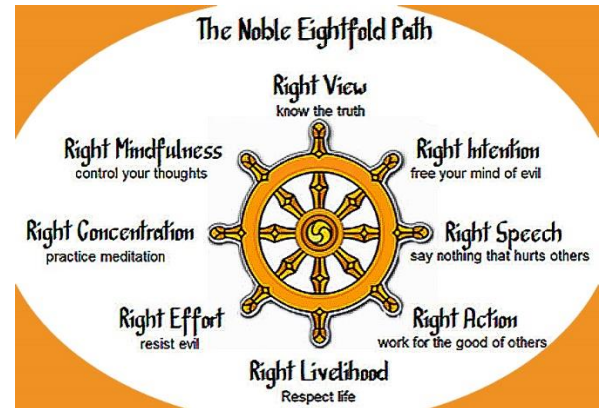
- c. The \_\_\_\_\_-desire causes suffering, we don't get our desire, stop desire, follow 8-Fold Path

### Differences Theravada Buddhism and Mahayana Buddhism

Theravada	Mahayana
Also, called Hinayana= "Lesser Vehicle", considered demeaning	"Greater vehicle"
Sri Lanka, Myanmar (Cambodia), Laos, Vietnam, Thailand	China, Korea, Tibet, Japan
More a philosophy (no one is worshipped, more self-help)	More a religion (gods, saints, prayers, "heavens")
Buddha is not divine	Buddha is worshipped, as are bodhisattvas= "saints"
No bodhisattvas	Worship and prayers to <i>bodhisattvas</i> = almost enlightened, who delay nirvana, because they love and want to aid mankind.
Goal is nirvana	Goal is nirvana
No aryas	Aryas= "Pure land" between enlightenment and earth, where bodhisattvas dwell, to hear prayers and help Buddhists.
Only one Buddhas	Many Buddhas
	Includes Chan/Zen Buddhism Includes Tibetan Buddhism

## The four noble truths

1. Suffering happens all the time because people always **want more** or **something better** than what we have.
2. Because **we don't have what** we want we suffer and feel upset.
3. If we **accept what we have** and stop wanting more we will become happy
4. Following the **Noble Eightfold Path** will help achieve this.



- d. \_\_\_\_\_
- e. \_\_\_\_\_ Buddhism- syncretic (mixed) with Taoism (Daoism)
1. Emphasis \_\_\_\_\_.
  2. De-emphasis learning or scripture study.
- f. Taoism (Daoism) = “\_\_\_\_\_”- living in harmony with the Tao (Way); adjusting to the rhythm of nature.
- g. Both Buddhism and Taoism had \_\_\_\_\_.
- h. Tension with the idea of “the \_\_\_\_\_;” accepting foreign religions outside of Confucianism and Taoism. At times, Buddhist monastery seizures and closures.

## **Divisions of Buddhism**

After the Buddha's death, differing opinions arose concerning the correct teachings and practices of Buddhism. Eventually three main Buddhist traditions formed—Theravada, Mahayana, and Tibetan.

### **Theravada**

- “Way of the Elders”
- Oldest tradition
- Best way to attain nirvana: be monk, nun, meditate
- Find one path to enlightenment; very much an individual religion

### **Mahayana**

- Teaches people can help each other find enlightenment
- Not necessary to be monk, nun
- Bodhisattvas, enlightened people not yet passed to nirvana, help others

### **Tibetan**

- Shares many Mahayana teachings
- Also believes special techniques can harness spiritual energy, lead to nirvana in single lifetime

<b>Buddha</b>	<b>Jesus</b>
No God	
No Satan	
Karma- we are born into debt, which we must pay. Karma is the sum of the good and the bad you have done, which will reappear in your next life.	
We don't need forgiveness	
There is no one who hears our prayer	
We have no self	
Life as we know it is "maya," an illusion, part of a cycle of suffering and re-birth.	
We need to rid ourselves of all desire	
The problem of suffering is desire and attachment	
Goal of life = nirvana= release into nothingness= nirvana= moksha	

2. \_\_\_\_\_ - emphasized filial piety to male head of the family and submission to the Emperor.

Five human/cardinal relationships	Ten righteousness
Ruler/subject	Benevolence/loyalty
Father/son	Love/filial piety
Older sibling/younger sibling	Kindness/deference
Husband/wife	Righteousness/submissiveness
Friend/friend	Fidelity/fidelity

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B. Japan

1. Buddhism spread along with Japan's traditional \_\_\_\_\_ religion.

a. \_\_\_\_\_ = spirits inhabit things

b. No moral codes; purity rituals

2. Japan borrowed Chinese art, paper, wood blocking.

A famous book is *The Tale of the Genji*, the world's first novel, the story of a Japanese prince at court and romance.

3. Japan had hundreds of years of \_\_\_\_\_, with no central government.

a. Land-owning aristocrats = \_\_\_\_\_

b. Most Japanese were poor rice \_\_\_\_\_.

c. \_\_\_\_\_ were soldiers under daimyos.

d. Little social mobility, like Europe, hereditary hierarchies.

e. Daimyo ruled more area than in Europe and were often more powerful than the Emperor or the Shogun.

f. Code of honor = \_\_\_\_\_; martial arts, loyalty to

death = \_\_\_\_\_

### Comparing Medieval Knights and Samurai

Although the two regions never came in contact with one another, there are many similarities between the knights of medieval Europe and the samurai of medieval Japan.



Code of Conduct and Consequences	
Chivalry: Honor, loyalty, courtesy and fair treatment of the weak. <b>Dishonor among peers.</b>	Bushido: "Way of the Warrior" Commitment to a military life. <b>Faces death "Seppuku".</b>
Battle Uniforms and Weapons	
Armor made of steel, sword, lance, shields, horse.	Mask and armor made of layers of leather, long and short sword, spear, and bows and arrows.
Education and Pastimes	
Began training at Age 12 (Squire). Participated in tournaments.	Began training at age 7. Competed in tournaments and celebrations. Enjoyed the arts.
Religion	
Christianity	Zen Buddhism and Shinto

#### 5. Differences with China in government:

- a. China- \_\_\_\_\_
- b. Japan- by the 1200s, Minamoto clan had installed a \_\_\_\_\_ = military leader. The next 4 centuries regional rivalries until the 17<sup>th</sup> century. Many independent daimyo= the \_\_\_\_\_ period of Japan.

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C. \_\_\_\_\_ - shares a border with China, tributary relationship.

1. A centralized government, but the civil service aristocracy was not open to peasants.
2. Buddhist and Confucian beliefs
3. Use of Chinese writing system, developed own writing system in the 15<sup>th</sup> century.

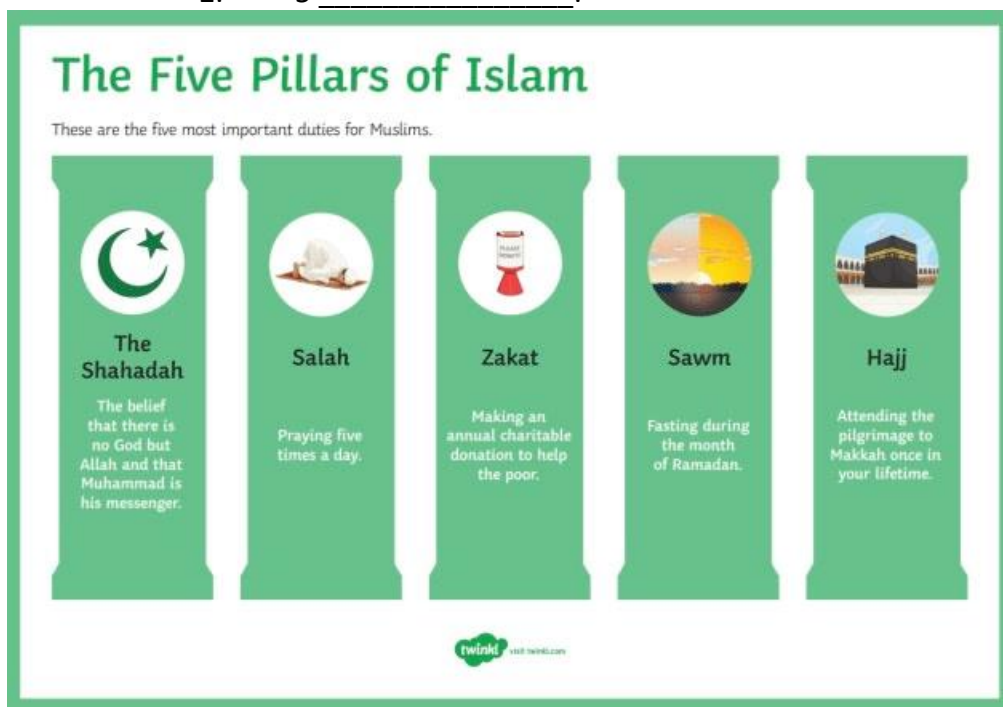
D. Vietnam

1. Adopted Chinese \_\_\_\_\_ and architectural styles.
2. More \_\_\_\_\_ against China; 8<sup>th</sup> century Chinese army was pushed out.
3. Women had greater independence, nuclear families preferred over extended families. \_\_\_\_\_ of foot binding and polygyny (\_\_\_\_\_).

II. Developments in Dar-al-Islam, c1200-1450

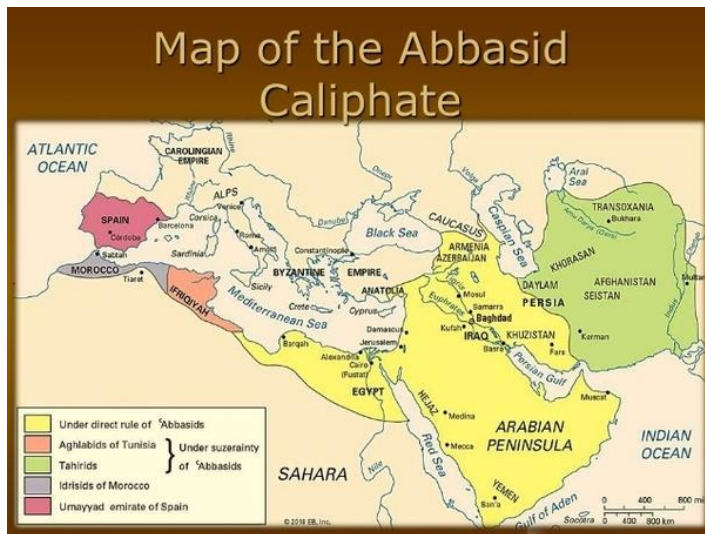
A. Dominant religion- \_\_\_\_\_

1. Prophet \_\_\_\_\_
2. 5 \_\_\_\_\_:



B. Invasions and Shifts in Trade Routes

1. \_\_\_\_\_ Dynasty (3<sup>rd</sup> Caliphate), 750-1258, faced many attacks:



- a. In Egypt, the \_\_\_\_\_ (enslaved Central Asia Turks who served as soldiers) seized the government.
  1. The Mamluks were originally Central Asia Turks who served as soldiers in Egypt.
  2. They prospered selling cotton and sugar to Europe and the Muslim world.
- b. The \_\_\_\_\_ Turks from Central Asia, started conquest of parts of the Middle East in the 11<sup>th</sup> century.



1. The Seljuk leader was called the \_\_\_\_\_.
2. The highest ranked Abbasid was demoted from caliph to chief religious authority.
- c. \_\_\_\_\_ - because the Seljuks interfered with pilgrims to Jerusalem.
- d. The \_\_\_\_\_
  1. Conquered the remains of the Abbasid Empire in 1258 and ended Seljuk rule.
  2. They were stopped in Egypt by the Mamluks.

#### C. Cultural and Social Life

1. Ethnicity
  - a. Abbasids were led by Arabs and Persians.
  - b. Later states were led by \_\_\_\_\_ people from Central Asia.
    1. Ottoman Turks
    2. Safavids in Persia
    3. Mughal in India
2. \_\_\_\_\_ was the basis of legal systems
3. \_\_\_\_\_ - Baghdad, Iraq; Cordova, Spain; Cairo, Egypt, shared knowledge.
4. Cultural continuities:
  - a. Translated \_\_\_\_\_, ex. Aristotle
  - b. Translated \_\_\_\_\_
  - c. Adopted \_\_\_\_\_ techniques
5. Cultural innovations

- a. Baghdad's Golden Age- ex. Nasir al-din al-Tusi- astronomer, mathematician, creator of \_\_\_\_\_.
- b. \_\_\_\_\_ - emphasized a \_\_\_\_\_ Islam.
- c. \_\_\_\_\_ al-Bauniyyah- Sufi poet and mystic
  - 1. Most Muslims focused on \_\_\_\_\_ pursuits.
  - 2. Sufis focused on \_\_\_\_\_.

6. Commerce, Class, Diversity

- a. \_\_\_\_\_ were esteemed more than in Europe or Asia. Muhammed had been a merchant.
- b. Revival of \_\_\_\_\_ trade. Wealth was traded across the Indian Ocean and Central Asia.
- c. Conquest of non-Arabs
  - 1. Can't \_\_\_\_\_ Jews, Christians, Zoroastrians, but Africans and Rus allowed.
  - 2. Conquered subjects paid \_\_\_\_\_ - taxes, goods, slaves
  - 3. Soldiers under the caliphate could not own land.
  - 4. \_\_\_\_\_ against non-Muslims; dhimmitude
  - 5. Enslaved women might become \_\_\_\_\_, when Muslim men met their limit of 4 wives.
- d. Muslim Women
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_ went to the wife, not the husband's family.
  - 3. No female infanticide

4. Wives may own \_\_\_\_\_ and be educated.
5. Wives can inherit property and retain ownership after marriage.
6. Rise of towns and cities put new limits on women; \_\_\_\_\_.

e. Islamic Rule in Spain- under the Umayyads, 711-1492

1. Capital, \_\_\_\_\_
2. Invasion of France was defeated at \_\_\_\_\_, 732 AD.
3. Muslim Spain had relative \_\_\_\_\_, \_\_\_\_\_ through Mediterranean trade.
4. Spain became a center of \_\_\_\_\_ - Muslim scholars passed on Greek texts, knowledge of paper-making.

**Islamic terms to know:**

Muhammed  
 Allah  
 Koran/Quran  
 Hadith  
 Sharia  
 Juzya  
 Dhimis  
 People of the Book  
 Hegira  
 Mecca  
 Ulama  
 Caliphate  
 Imam  
 Five Pillars of Faith  
 Ramadan  
 Haj  
 Jihad  
 Mosque  
 Sunnis v. Shia (Shiites)

### III. Developments in South (India) and Southeast Asia

#### A. Political Structures in South Asia

1. India's Gupta dynasty ended 550 AD, then 1,000 years of disunity.
  - a. In Southern India, the Chola dynasty, 850-1267 AD; the Vijayanagara, 1336-1646.
  - b. In Northern India- the \_\_\_\_\_ Kingdoms- \_\_\_\_\_, often at war with each other. Eventually vulnerable to Muslim attack.
  - c. Islam plundered Hindu and Buddhist temples.
  - d. In the 13<sup>th</sup> century, \_\_\_\_\_ was conquered → Delhi Sultanate reigned for 300 years.
    1. Some converted to Islam.
    2. The sultanate was limited by local kingdoms.
    3. The Sultanate blocked the Mongols, but later fell to the Mughals, 1526.

#### B. Religion in South Asia

1. Before Islam arrived, most South Asians practiced \_\_\_\_\_, and a smaller number, \_\_\_\_\_.

### RELIGIOUS CONTRASTS



#### ISLAM

- Monotheistic
- No idols
- One sacred book
- Uniform dogma - 5 pillars
- Intolerant (of other religions)
- Eat beef/Sacrifice cows
- Bury Dead
- Social Equality (in theory)
- Theocratic society

#### HINDUISM

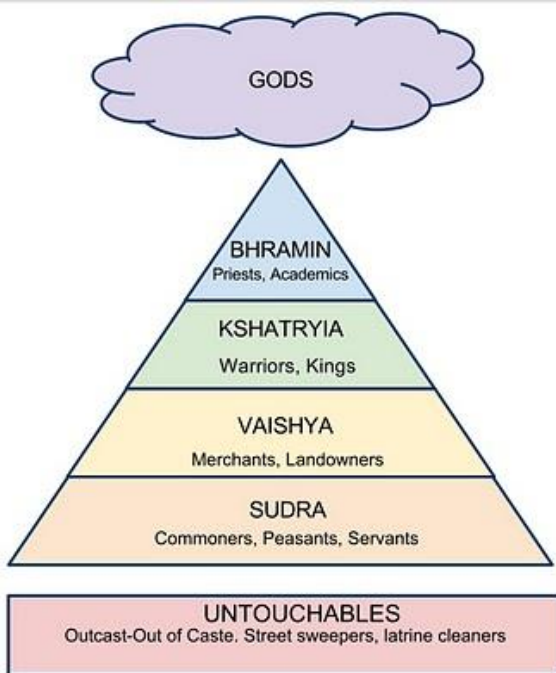
- Polytheistic
- Many idols
- Various sacred writings
- Varying beliefs
- Absorbed other religions
- Venerate cows
- Burn dead (& alive)
- Caste separation
- "State" of secondary importance

C. Arrival of Islam-began 7<sup>th</sup> century

1. By conquest
2. Peacefully
  - a. Traders intermarry
  - b. Low caste “untouchables” seek equality

D. Social Structure in South Asia

1. Caste system endures



- a. Provided \_\_\_\_\_
- b. Low castes failed to escape their position
- c. Women- limited by Hinduism and Islam to a \_\_\_\_\_ social sphere than for men.

E. Cultural Interactions in South Asia

1. India and the Middle east shared knowledge- ex. \_\_\_\_\_  
Came from India.
2. Architecture- geometric patterns in Islamic architecture
3. \_\_\_\_\_ - blend of Persian and Hindi
4. \_\_\_\_\_ Movement- began 12<sup>th</sup> century
  - a. \_\_\_\_\_ - emphasis personal devotion to a deity and salvation regardless of birth or sex.
  - b. Female Bhakti poet, \_\_\_\_\_. Her poems praised Krishna, calling him her husband; the Bhakti movement helped spread Hinduism, like Sufism helped spread Islam.

F. Southeast Asia- today Indonesia, Malaysia, Cambodia, Thailand, Laos, Vietnam

1. Indian merchants
  - a. Sought gold, silver, metals, textiles for \_\_\_\_\_
  - b. Introduced \_\_\_\_\_ and \_\_\_\_\_
2. Sea-based kingdoms:
  - a. Srivijaya Empire spread \_\_\_\_\_.
  - b. Majapahit Kingdom spread \_\_\_\_\_.
3. Land-based Kingdoms
  - a. Sinhala Kingdom- Buddhist, \_\_\_\_\_
  - b. Khmer Empire = Angkor Kingdom- Hindi, then Buddhist
4. \_\_\_\_\_ was carried by merchants to Sumatra, Java, Malaysia, by end of the 15<sup>th</sup> century.

#### IV. Development in the Americas

A. \_\_\_\_\_ Culture- famous for mound-building: \_\_\_\_\_, 1<sup>st</sup> large-scale civilization in North America.

1. Government and Society

a. Rigid classes

b. Great Sun Chief

c. Priests and nobles

d. Farmers, hunters, merchants, artisans

e. Enslaved, many POWs

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f. Women

1. Women \_\_\_\_\_, men hunted

2. \_\_\_\_\_ -social standing was from the mother's side.

2. Decline by 1450-1600- why? Maybe weather, crop failure, diseases?

B. Chaco and Mesa Verde- Southwest U.S.

1. \_\_\_\_\_ homes

2. \_\_\_\_\_

3. \_\_\_\_\_ -corn, squash, beans

C. \_\_\_\_\_ - States- Southern Mexico, Belize, Honduras, Guatemala

1. 40 decentralized city-states, each ruled by a king, wars common- goal was tribute- crops, slaves

2. Like the Aztecs, human sacrifice

3. Mayan Religion, Science, technology- zero, writing, rubber, sophisticated calendar

D. \_\_\_\_\_ = Mexicas

1. Capital: Tenochtitlan = 200,000
  - a. aqueducts
  - b. Pyramids- the largest: the Great Pyramid
  - c. Floating gardens, irrigation ditches, "chinampas"
2. Government, Economy, Society
  - a. Forced \_\_\_\_\_ - slaves, human sacrifices, crops, lands, military service
  - b. Indirect rule
  - c. \_\_\_\_\_ - the Emperor was a god.
3. Religion
  - a. \_\_\_\_\_
  - b. Human sacrifices
4. Role of \_\_\_\_\_ - besides farming, many wove cloth, some were healers, midwives, merchants, scribes
5. Decline of the Aztecs
  - a. Resentment of the subjugated
  - b. Arrival of the Spanish:
    1. \_\_\_\_\_
    2. Spanish \_\_\_\_\_
    3. \_\_\_\_\_

F. The Incas- \_\_\_\_\_

1. Government, Economy, Society

- a. \_\_\_\_\_ in Cuzco
  - b. Four products with governors, bureaucracy
  - c. No tribute, but taxes = \_\_\_\_\_, example, road-building
2. Religion-“People of the Sun”- honoring the \_\_\_\_\_ and royal \_\_\_\_\_ veneration
- a. \_\_\_\_\_’s Temple of the Sun. Priests, animism.
  - b. Machu Picchu
  - c. Achievements
    - 1. Quipu- \_\_\_\_\_ with knotted ropes
    - 2. \_\_\_\_\_ farms
    - 3. \_\_\_\_\_ and roads

## V. Developments in Africa

- A. \_\_\_\_\_
- B. Political Structures in Inland Africa Sub-Sahara
  - 1. Contrast with most Asian or European Societies- \_\_\_\_\_ government.
  - 2. \_\_\_\_\_ - based networks, under male heads= chiefs
  - 3. \_\_\_\_\_ - (Nigerian) Kingdoms = 7 states
    - a. Trade via the Sahara with Arabs
    - b. \_\_\_\_\_ adopted
- C. Political Structures in West and East Africa
  - 1. Trade brought wealth, political power, diversity
  - 2. \_\_\_\_\_

- a. \_\_\_\_\_ - gold and ivory to Arab traders, central government with a king and an army.
- b. \_\_\_\_\_ - traded gold with Arabs; Mansa Musa's famous trip to Mecca with 60,000.
- 3. \_\_\_\_\_ - East Africa
  - a. \_\_\_\_\_ cities
  - b. \_\_\_\_\_ = Arabic +Bantu
  - c. Traded with coastal cities on the \_\_\_\_\_ --> Middle East and with S/E Asia
- 4. \_\_\_\_\_ - Christian kingdom, famous for its rock churches.

#### D. Social Structures of Sub-Saharan Africa

- 1. Small communities organized around \_\_\_\_\_. Women farmed, food gathered; men- specialized skills
- 2. Slavery in Sub-Sahara Africa
  - a. Strong demand in the \_\_\_\_\_.
  - b. Prisoners of war, criminals, debtors
- 3. Cultural Life in Sub-Sahara Africa
  - a. Art-supported religion- rhythms/songs, statuary
  - b. \_\_\_\_\_ --- story tellers, keepers of history

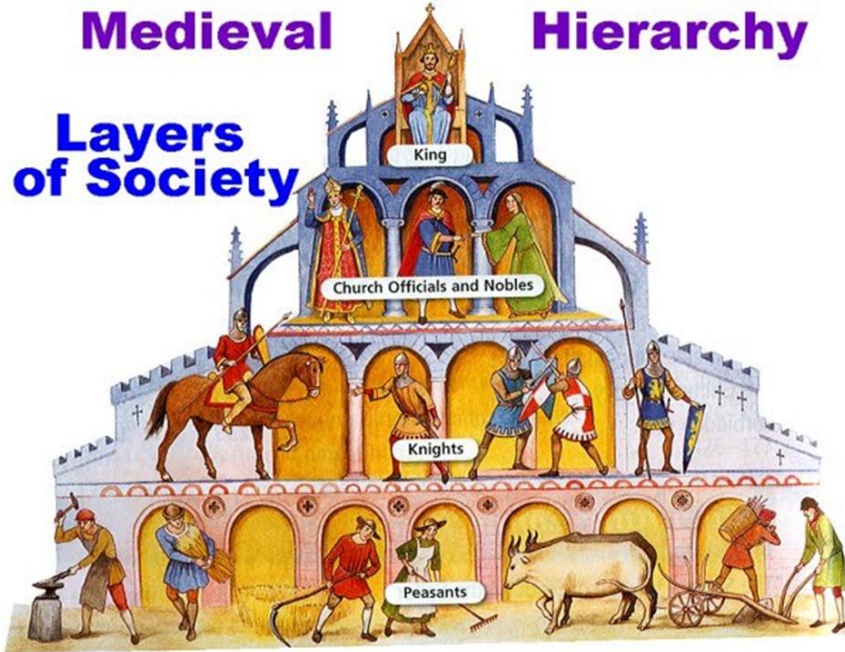
## VI. Developments in Europe

### A. Feudalism: Political and Social Systems

- 1. \_\_\_\_\_ politics
  - a. Core idea: mutual obligations, exchanging land for loyalty; people needed \_\_\_\_\_ from bandits, rival lords, invaders like the Vikings.

b. Lords controlled \_\_\_\_\_ and gave land to \_\_\_\_\_ and \_\_\_\_\_; peasants were tied to the land= \_\_\_\_\_

c. \_\_\_\_\_ - protect women and the weak; uphold faith, loyalty, bravery



2. \_\_\_\_\_ system- economic self-sufficiency

a. \_\_\_\_\_ were not slaves, but were tied to the land.

b. In return for protection they worked the land and \_\_\_\_\_ nobles crops and labor.

c. 3-Field System= \_\_\_\_\_ field system

d. New technology- \_\_\_\_\_, \_\_\_\_\_

## B. Political trends in the late Middle Ages

1. Later Middle Ages- monarchies grew more powerful at the expense of the feudal lords.

a. Monarchs had their own army.

b. Their bureaucracy collected taxes.

c. Merchants/Middle class supported order to protect trade

2. Revived monarchies

a. \_\_\_\_\_ - end of the War of the Roses, Star Chamber, abolition of livery and maintenance.

b. \_\_\_\_\_ - end of the 100 Years War, Joan of Arc, the taille

c. \_\_\_\_\_ - marriage of Isabella and Ferdinand, Reconquista, Columbus

d. These countries stayed divided:

1. “ \_\_\_\_\_ ”

2. “Germany” = \_\_\_\_\_ = hundreds principalities.

C. Roman Catholic Church

1. \_\_\_\_\_ with the Greek Orthodox Church, 1054

2. The most powerful institution after the fall of Rome

a. Center of \_\_\_\_\_

b. Church and priest in most towns

c. Shared \_\_\_\_\_ across Western Europe

3. Founded the 1<sup>st</sup> and other \_\_\_\_\_

4. Supporter of the \_\_\_\_\_ - helped the illiterate learn

5. \_\_\_\_\_ --> \_\_\_\_\_ --> \_\_\_\_\_

6. \_\_\_\_\_ - women could become nuns; monasteries were run like manors, often self-sufficient.

7. 1517- Protestant \_\_\_\_\_ began with Martin Luther

D. Christian \_\_\_\_\_

1. Christian hope to reclaim the \_\_\_\_\_
  - a. Why?
    1. \_\_\_\_\_
    2. \_\_\_\_\_ of pilgrims
    3. \_\_\_\_\_
2. 1<sup>st</sup> Crusade conquered \_\_\_\_\_
3. 4<sup>th</sup> Crusade sacked \_\_\_\_\_, Europe's largest Christian city.

#### E. Economic and Social Change

1. \_\_\_\_\_ visited Beijing, sparked European curiosity and desire for trade and map-making.
2. Europe's \_\_\_\_\_ with increase of trade
3. \_\_\_\_\_ growth- especially trade towns on the sea- ex. London, Amsterdam, Venice, Genoa
4. \_\_\_\_\_ - 16<sup>th</sup> and 17<sup>th</sup> centuries: led to some crop failures, social unrest, unemployment, disease, hunger
5. Jews
  - a. \_\_\_\_\_ was widespread, expulsion from England, France, Spain, Portugal → Eastern Europe
  - b. \_\_\_\_\_ welcomed Jews, trade increased with religious toleration.
  - c. Jewish money-lending: Christian were hampered by anti-usury laws.
6. Muslims
  - a. 1492- expulsion from Spain; the \_\_\_\_\_
  - b. Ottomans invaded SE Europe

- c. Siege of Vienna- 1529, 1683
- d. Naval Battle of Lepanto, 1571- stops Muslim invasion of Italy

7. European \_\_\_\_\_

- a. Most were farmers, illiterate
- b. Growing middle-class gets education
- c. Some middle-class women worked as merchants, artisans with their husbands
- d. Women could join \_\_\_\_\_.

F. The \_\_\_\_\_

- 1. Trade and the rise of a \_\_\_\_\_ --> creativity, wealth
- 2. Renaissance- revival of interest in classical \_\_\_\_\_.
  - a. Manuscripts
  - b. \_\_\_\_\_'s moveable type printing press
  - c. \_\_\_\_\_ - focus on human dignity and potential
- 3. Southern/Italian Renaissance- \_\_\_\_\_, more interested in Classical Greece/Rome, Florence, Medicis and Church patronage.
- 4. \_\_\_\_\_ Renaissance – along the North Sea, Baltic trade routes, more focused on religious reformation.

G. Origins of Russia

- 1. \_\_\_\_\_ traders, “the Ru,” in Central Asia
- 2. The city-state of Kiev adopted \_\_\_\_\_, so Russia became closer to Byzantium (Eastern Mediterranean) than to (Western) Catholic Europe.
- 3. 13<sup>th</sup> century Mongol Horde conquered the Rus states- collected tribute,

through the 15<sup>th</sup> century

4. \_\_\_\_\_ began modern Russia.

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### WHAP Unit 1 Topic 1.6 *Europe*

#### Medieval Europe

(476-1454 CE=

Fall of Rome to fall  
of Constantinople)

→

#### Renaissance = "the Quattrocento" the 1400s"

Revival of trade

Growth of cities and the middle class → wealth

"Low Countries" along North and Baltic trade  
routes; the Hanseatic League

Italy along Mediterranean trade routes

Feudalism

Rise of Nation States

Catholic Church

Gutenberg's moveable type printing press

Monasticism

Little Ice Age (global cooling)

Crusades

The Reconquista in Spain

Marco Polo

"Russia"/Golden Mongol Horde

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### VII. Comparison in the Period c1200 to 1450

#### A. State Building and New Empire

1. Song dynasty China- progress

Japan- \_\_\_\_\_, feudal

2. Abbasid Empire- \_\_\_\_\_

3. India- Chola and Vijayanagara Empires were stable and prospered.

4. Ghana, Mali- bigger empire

5. Aztecs- over \_\_\_\_\_ states

Incas- the \_\_\_\_\_

6. Europe- \_\_\_\_\_ states replaced \_\_\_\_\_

B. Role of Religion in State Building

1. China and East Asia

- a. China- Confucianism tied to the civil service; Neo-Confucianism spread to Korea and Japan.
- b. South and Southeast Asia- Hinduism, Buddhism, then Islam spread

2. Europe- weakness of the state made \_\_\_\_\_ an alternative structure to organize society.

3. Diffusion- Islam, Buddhism, Christianity

- a. In South Asia- Islam conflicted with Hinduism
- b. Religion was spread by trade in the South China Sea, to East and Central Asia, and to the Sahara.

C. State Building Through Trade

1. Vietnamese \_\_\_\_\_ rice → China → feeds cities → manufacturing: porcelain, silk, iron, steel

2. \_\_\_\_\_ --> \_\_\_\_\_ increased across Europe, the Middle East. N. Africa

3. Not all contacts between Europe and Asia were peaceful: war in Spain, Crusades, Mongolia

D. Patriarchy and Religion

1. Most societies were \_\_\_\_\_ - male dominated

2. Women had opportunities for leadership in Christian and some Buddhist \_\_\_\_\_.

3. Women lost freedom in China- \_\_\_\_\_ binding

## **WHAP: "The Little Ice Age, 1300-1850 AD"**

The Medieval Warm Period, 800-1250 AD- the norm was mild and stable weather, good harvests. You see surplus crops providing resources for cathedral building. Paintings of this period show bountiful crops.

Possible causes: increased solar activity, decreased volcanic activity, ocean circulation shifts

### The Little Ice Age, 1300-1850

Possible causes: decreased solar activity, increased volcanic activity, ocean circulation shifts

Cycles of intensely cold winters and heavy spring and summer storms → destroy crops → bad harvests → famine and starvation.

Frequent Atlantic storms, periods of droughts and summer heat waves.

Zig zag climate shifts.

*Effects:* Fishing ships chase fish farther south and west

England develops new methods of farming

France's food shortages → French Revolution

Paintings show harsh winters

Cycles of poor harvests

Social scapegoating

Abandonment of Greenland settlements

Baltic Sea froze over

Frozen rivers and canals- Amsterdam, Thames/London

### Climate shift after 1850 to warming:

Coincides with forest clearing

Industrial Revolution.

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Mr. Heimler WHAP videos

### Unit 1.1 "*Song Dynasty*" (6:31)

1. What -ism was the great organizing principle behind Chinese government and a means of continuity in China?
2. Confucius taught that reality was \_\_\_\_\_. People are to be subject to the \_\_\_\_\_, women to \_\_\_\_\_, and children to \_\_\_\_\_.
3. Under the Song, there was revival and expansion of the \_\_\_\_\_ examination. A candidate had to pass this test to get a job in the imperial \_\_\_\_\_. This

examination showed that you were well-versed in \_\_\_\_\_ ideals.

4. Power in China moved from hereditary rulers to \_\_\_\_\_ leaders.
  5. Chinese merchants traded across what 3 continents that make up Afro Eurasia?
  6. Increasingly, Chinese society did not just produce for local use, but for sale to distant \_\_\_\_\_.
  7. The Chinese ramped up production of this metal: \_\_\_\_\_; they introduced \_\_\_\_\_ money, and turned \_\_\_\_\_ from fireworks to weapons.
  8. India sent this religion to China: \_\_\_\_\_. Later, in Southeast Asia (Vietnam), a new form of \_\_\_\_\_ Buddhism was developed, moving away from atheistic self-reflection to the worship of many \_\_\_\_\_.
  9. Huge population, with a growing agriculture base, and increasing manufacture = \_\_\_\_\_ for China.
  10. Common language + Confucianism + culture = \_\_\_\_\_ in China.
- 

#### Unit 1.2 "Empire Building in Dar al-Islam" (5:38)

1. Dar al-Islam means " \_\_\_\_\_."
2. In the 8<sup>th</sup> century the \_\_\_\_\_ caliphate was created, originally big and powerful, but by the 1200s was breaking down.
3. Another name for South Asia = \_\_\_\_\_
4. Newly converted \_\_\_\_\_ - Muslims invaded north India creating the \_\_\_\_\_ Sultanate in 1206.
5. Major "carrier" groups for Islam were the \_\_\_\_\_, \_\_\_\_\_, and the \_\_\_\_\_.
6. The Delhi Sultanate was not very successful in converting the majority \_\_\_\_\_ population.

7. Fill in the chart below:

Islam	Hinduism


8. The growth of this Islam sect encouraged emotional and ecstatic experience: \_\_\_\_\_. Missionaries from this groups were more successful in converting these non-Muslims: \_\_\_\_\_.
9. Converts to Islam often came from this discriminated against Hindu caste: \_\_\_\_\_
10. After India, another "test case" of the move of Islam is to the continent of \_\_\_\_\_. Islam here was spread commercially by traveling \_\_\_\_\_.
11. Islam spread to sub-Saharan Ghana and its successor state, \_\_\_\_\_. The king of this state, \_\_\_\_\_ took a famous trip to Mecca with a large retinue and lots of gold to display his wealth and power.
12. Economically, Muslim merchants spread the use of \_\_\_\_\_ and \_\_\_\_\_.
13. Technology from Islam included: \_\_\_\_\_, \_\_\_\_\_
14. Cultural influence via Islam, was the copying by Muslim scholars of ancient medical, philosophical, and science texts of the ancient \_\_\_\_\_ for later discovery by Europeans.
15. The House of Wisdom in \_\_\_\_\_, under the Abbasid caliph was an academic center of learning, research, and translation.

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### Unit 1.3 "State Building in India and Southeast Asia" (5:03)

1. South Asia = \_\_\_\_\_
2. Although Islam dominated in northern India, the largest religious group were still the \_\_\_\_\_.
3. The \_\_\_\_\_ Empire was created in south India. It was Hindu.
4. Hindus believe:  
 "Through \_\_\_\_\_ (reincarnation/rebirth) the \_\_\_\_\_ (soul) seeks \_\_\_\_\_ (escape/release) to escape from the material world and become one with \_\_\_\_\_ (the divine being in all reality), but the pace of progress depends on \_\_\_\_\_ (the sum of all one's life and actions).
5. The Hindu \_\_\_\_\_ movement emphasized the emotional side of devotion, in particular to one \_\_\_\_\_.

6. The Bhakti movement was similar to the \_\_\_\_\_ movement in Islam, which emphasized religious experience and relationship over rigid, ritualistic behavior.
7. The \_\_\_\_\_ system in Hindu India ordered society hierarchically by 5 groups. You moved higher up the hierarchy by having good \_\_\_\_\_. The caste system was an example of enduring continuity in India.
8. Arab Muslims built on Indian \_\_\_\_\_-, \_\_\_\_\_-, and geometry.
9. Southeast Asia today is made up of these 6 countries:  
\_\_\_\_\_
10. One example of a sea-based empire is the \_\_\_\_\_ Empire in 1293 based on the island of \_\_\_\_\_. Its wealth was based on trade and they were Buddhists.
11. The land-based \_\_\_\_\_ Empire used irrigation and drainage from the Mekong River for agricultural progress. They were first Buddhists, then Hindus.

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1.4,5 *"State Building in the Americas and in Africa"* (4:45)

1. The first large scale empire in North America was the \_\_\_\_\_ Culture, also known as the \_\_\_\_\_-builders. Their largest city was in modern-day southern Illinois at \_\_\_\_\_. It had a rigid class system- from top to bottom, what were the levels:

The Great Sun (king)

Priests and nobles

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_ and artisans

2. This ordering of society was like that in \_\_\_\_\_.
3. In the Southwest, Chaco/ \_\_\_\_\_ developed in an arid area, using \_\_\_\_\_ homes built into cliffs, and use of irrigation.
4. The Mexicas, also called the \_\_\_\_\_, had their capital (Mexico City) at \_\_\_\_\_, a city full of ziggurats/pyramids, canals, and market places.
5. The Aztecs conquered much of Meso-America and they collected money, people, services, and goods as \_\_\_\_\_ through local governors accountable to the Aztec king. This is an example of \_\_\_\_\_ control.
6. In Africa, by 1,000 CE, the sub-Sahara adopted agriculture, but not centralized governments. They had \_\_\_\_\_-based networks with chief leaders, parts of loose confederations.

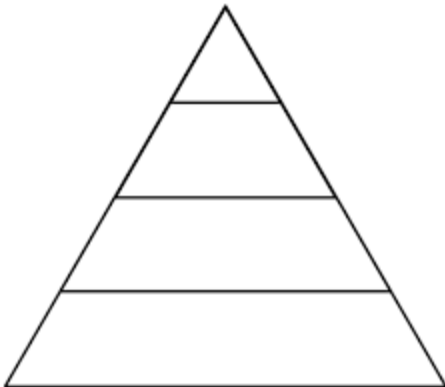
7. The \_\_\_\_\_ -- made up 7 states, connected by kinship. They benefited from trans-Saharan trade routes. The Hansa became \_\_\_\_\_ through their contact with trade routes.
8. Hausa literature was not written, but \_\_\_\_\_, with story tellers called \_\_\_\_\_ revered in their communities.

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### Unit 1.6 "**Developments in Europe**" (5:24)

1. Rome fell in 476 CE, leaving western Europe disorganized, the eastern Roman empire survived as the \_\_\_\_\_ empire for the next 1,000 years.
2. In Western Europe, society until 1000, fell into warring kingdoms. This period was called \_\_\_\_\_ = a system of mutual obligations that existed between classes.

3. Fill in the top to bottom European classes in the Middle feudal ages:



4. The feudal period = medieval= middle ages= the dark ages (476-1000), a period with diminished \_\_\_\_\_ and intellectual life.
5. The High Middle Ages, 1000-1450, saw the rise of more powerful \_\_\_\_\_ who displaced divided feudal lords. Modern monarchs set up huge \_\_\_\_\_ to run governments and collect taxes with which they set up massive standing \_\_\_\_\_. These bureaucrats and armies answered to the king.
6. By the 13<sup>th</sup> century, nobles in England forced King John to sign the \_\_\_\_\_ Carta, 1215, giving them trial by \_\_\_\_\_ and a say over taxation. In 1265, the English \_\_\_\_\_ was set up representing the \_\_\_\_\_.
7. Continuity in Europe after the fall of Rome was the \_\_\_\_\_ Church.

8. The Catholic Church set up Europe's first institutions of learning = \_\_\_\_\_.
9. Most philosophers and artists were beholden to the \_\_\_\_\_; art taught Christian themes to illiterate \_\_\_\_\_.
10. One response to Church-State struggle was calling Europeans to fight in the \_\_\_\_\_ to wrestle the Middle East back from the infidels. Heimler says the Church wanted to shift allegiance of Europeans back to the Church.
11. European traveler \_\_\_\_\_ visited the court of Kublai \_\_\_\_\_. This opened Europeans to new interest in the East and in \_\_\_\_\_-making (cartography).
12. After the Middle Ages, in Europe a rising \_\_\_\_\_-class emerged, which was not as rich as kings, nor as poor as peasants; the French term for this class = \_\_\_\_\_.
13. From 1400-1800 (approx.) was "the Little \_\_\_\_\_ Age," a time of problems of crop production, because of colder temperatures.
14. The \_\_\_\_\_ is the term in European history with a revived interest in ancient \_\_\_\_\_ and \_\_\_\_\_ art, architecture, and culture. Examples of this period are Dante, Chaucer, and the \_\_\_\_\_ Chapel ceiling.

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Unit 1.7 "AP World History Unit 1 Review" (9:12)

1. Fill in the chart from Heimler's 3 circles:

Civilizations grow	Technology	Decline of

**State-building:** Be prepared to explain how 1) states were created and 2) how they kept control

2. The Chinese \_\_\_\_\_ dynasty's Golden Age (really an extension of the previous Tang dynasty) saw *flourishing*. Technological progress included:

3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Cultural progress included the revival of

6. \_\_\_\_\_
7. \_\_\_\_\_

3. The \_\_\_\_\_ dynasty in the Middle East was dying and *not flourishing*. It was fractured by invaders and was falling apart.

Two new Muslim states were the:

4. Sultanate of \_\_\_\_\_ in northern India, although it had difficulty converting \_\_\_\_\_.
5. The \_\_\_\_\_ Sultanate in Egypt was created when slaves who served in government and military overthrew the state.

The Vijayanagara Empire and the Chola Kingdoms were in \_\_\_\_\_. They expanded their influence by trade.

6. In Africa, the \_\_\_\_\_ kingdom followed the Ghana kingdom. It centralized power, was wealthy, and Mansa \_\_\_\_\_, their king, famously went on a haj (pilgrimage) to Mecca with thousands of servants and camel caravans of \_\_\_\_\_.
7. In America, the \_\_\_\_\_ built an empire by ruling remotely through a \_\_\_\_\_ system where the conquered paid in goods and services. This was enforced by \_\_\_\_\_ might.
8. The \_\_\_\_\_ in Peru used the \_\_\_\_\_ system, a system of mandatory public service.
9. In Europe, \_\_\_\_\_, after the fall of Rome, organized society by class, in a system of exchange of land and service for protection.

**Religion:**

10. \_\_\_\_\_ was a religion originating in Arabia that spread across Africa and Eurasia.
11. \_\_\_\_\_ flourished in the Song dynasty, emphasizing right hierarchical relationship; it became the basis of the civil service/bureaucracy.
12. \_\_\_\_\_ was the caste based religion of \_\_\_\_\_.
13. The \_\_\_\_\_ Church helped provide order and organization in post-Roman empire Europe.
14. Christianity, Islam, Buddhism spread (at times) peacefully through traders and \_\_\_\_\_.

15. Islam also conquered by violent \_\_\_\_\_, example northern \_\_\_\_\_ and the establishment of the \_\_\_\_\_ Sultanate. Some converted to avoid paying \_\_\_\_\_ and because of \_\_\_\_\_ opportunities.

**Technological exchanges:**

16. China adopted \_\_\_\_\_ rice from Vietnam.
17. \_\_\_\_\_-making from China moved to the Middle East and Europe, which allowed the spread of ideas and literacy. In Baghdad the House of \_\_\_\_\_ translated \_\_\_\_\_ works, which saved them for future European learning.
18. The pastoral nomadic \_\_\_\_\_ created an empire that stretched across Eurasia. Under their imposed stability and safety, trade grew on the “ \_\_\_\_\_ Road.”

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**WHAP Unit 1 Essays**

*From ETS*

1. DBQ: Compare and contrast attitudes of Islam and Christianity towards merchants and trade.
2. DBQ- Analyze the responses to the spread of Buddhism in China.
3. In the period 600BCE to 600CE, different factors led to the emergence and spread of new religions and belief systems, such as Buddhism, Confucianism, and Christianity. Develop an argument that evaluates how such factors led to the emergence or spread of one or more religions in this time period.
4. In the period before circa 1500, states in the Americas used a variety of institutions, policies, and practices to consolidate and expand their scope and reach.

Develop an argument that evaluates the extent to which ONE pre-Columbian state in the Americas was successful in consolidating and centralizing its authority during this period.

*From Perfection Learning/AMSCO*

5. SAQ    A. Describe ONE way the spread of Buddhism led Chinese culture to *change* during the period 1200-1450 .  
            B. Describe ONE example of Chinese culture tradition that *withstood* the spread of Buddhism during the period 1200-1450.  
            B. Explain ONE example of how the spread of Buddhism influenced Confucianism during the period 1200-1450.

6. Explain how developments in China and other parts of East Asia between 1200-1450 reflect continuity, innovation, and diversity.
7. SAQ A. Describe ONE way the status of women under Islam differed from the status of women in China during the period 1200-1450.  
B. Explain ONE way in which the Umayyad rulers in Cordoba were successful during the period 1200-1450.  
C. Explain ONE way Islamic culture blended with other cultures in al-Andalus during the period 1200-1450.
8. Explain how Islamic states arose and how major religious systems shaped society in the period between 1200-1450.
9. Explain how various beliefs and practices in South and Southeast Asia affected society and the development of states.
10. SAQ A. Describe ONE way on which culture from the Incan civilization is *similar* to the culture of the Aztec civilization.  
B. Explain ONE *difference* in how the Incas and Aztecs maintained their empires.  
C. Explain ONE reason why the people living under Aztec rule wanted a change in rulers at the time the Europeans arrived.
11. Identify the states that developed in the Americas and explain how they changed over time.
12. SAQ A. Describe ONE way in which the political structures in inland Africa differed from those in East Africa in the period 1200-1450.  
B. Describe ONE way in which the political structures in West Africa were similar to those in East Africa in the period 1200-1450.  
C. Explain ONE way in which slavery affected relations among African states in the period 1200-1450.
13. Explain how the beliefs and practices of the predominant religions, agricultural practices, and political decentralization affected European society from 1200-1450.
14. SAQ A. Describe ONE way in which technological developments affected European manorial systems in the period 1200-1450.  
B. Explain ONE historical situation in the period 1200-1450 that influenced the developments of the Christian crusades.  
C. Explain ONE way in which Russia was linked to Europe in the period 1200-1450.
15. Explain the similarities and differences in the process of state-building in various parts of the world between 1200-1450.

16. Using specific examples, analyze continuities and changes in the dynamics of trade between China and other nations from 200 BCE to 1500 CE.

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Freeman #77 1.1 *East Asia* (5:15)

1. South Asia = \_\_\_\_\_
2. East Asia = \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
3. Unit 1.1 focuses on the \_\_\_\_\_ dynasty, which later will be taken over by the Mongols.
4. The 3 religions that “blend” in China are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
5. The “big ideas” in 1.1 are
  - 1) the \_\_\_\_\_ exam for placement in the imperial bureaucracy.
  - 2) The \_\_\_\_\_ of Heaven, which a ruler keeps if he rules well.
  - 3) \_\_\_\_\_ piety= respect for elders
  - 4) \_\_\_\_\_ rice from Vietnam; more rice= more food= more population.
  - 5) The \_\_\_\_\_ - Canal connected the two major rivers of China
  - 6) \_\_\_\_\_ of rich women
  - 7) The \_\_\_\_\_ economy was connected to the Silk Roads and to the Indian Ocean routes.
6. Chinese goods and inventions to note: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

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Freeman #76 1.2 *Dar al-Islam* (2:41)

1. Dar al-Islam means “the \_\_\_\_\_ of Islam.”
  2. The caliphates are weakening, to be replaced by Muslim Turkic empires such as the Mamluks in \_\_\_\_\_, the Seljuks, the Ottomans, and the \_\_\_\_\_ Sultanate in India.
- Big ideas:
3. Math such as \_\_\_\_\_, \_\_\_\_\_
  4. Literature such as \_\_\_\_\_ poet Aisha al-Bauniyah.
  5. Medicine
  6. Transfers such as Islamic guarding knowledge from places like \_\_\_\_\_.

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Freeman #75 “*South East Asia and Americas*” (3:11)

1. In Southeast Asia, the 3 religions that spread are \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
2. Big ideas:
  - a. the \_\_\_\_\_ Movement was a Hindu personal relationship with a deity.
  - b. \_\_\_\_\_ was Islamic mysticism, often characterized by dancing.
3. The Americas were isolated from global trade routes at this time. Important to know:  
\_\_\_\_\_ in Mexico with \_\_\_\_\_ to grow crops, \_\_\_\_\_ sacrifice.  
Incans centered in the city of \_\_\_\_\_ in Peru, famous for their Inca road and labor tax called the \_\_\_\_\_.

Freeman #74 "*Africa and Europe*" (4:28)

1. Three spots in Africa to know:
  - a. Mansa Musa, whose haj to Mecca spent lots of gold was from \_\_\_\_\_.
  - b. \_\_\_\_\_ on the east coast was Christian.
  - c. Great \_\_\_\_\_ on the east coast of Africa built \_\_\_\_\_ cities.
2. In Europe the key concept is \_\_\_\_\_, which was a system that traded protection for loyal service. \_\_\_\_\_ was the work of feudalism , when serfs labored on the manor of a lord.

Freeman #73 "*Ibn Battuta*" (1:50)

1. Places Ibn Battuta visited were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,  
\_\_\_\_\_. Furthermore, he wrote down a record of his travels. He was of  
this religion: \_\_\_\_\_.

## WHAP: Effects of Islamic Polygyny

*In polygynous families:*

Women suffer from depression and hostility, feeling of rejection

## Children lack disciple, father care

## Spread of STDs

Increased chance women and children live in poverty

*Muslim women:*

Restricted from education

Restricted from work

Restricted from leaving the home

Restricted from exercise, increased obesity

## Forced to cover up, heavy burkas

*Poor Muslim men:*

Chance of marriage decreases

Social peace is disturbed:

They raid other ethnic groups for women

They become risk-takers- crime, theft, violence

Anger, frustration

**WHAP Unit 1 1.3 Freeman Illustrative Example “*Srivijaya Empire*”**

1. Trade between China and \_\_\_\_\_ by sea had to go through the Srivijaya Empire.
2. Northern India was controlled by the Muslim Delhi Sultanate and southern India was controlled by \_\_\_\_\_ states.
3. Freeman uses the fancy word thalassocracy, which means an empire which is mostly where?  
\_\_\_\_\_
4. The Malacca and Sunda \_\_\_\_\_ control passage through southeast Asia.
5. College Board wants you to know that Srivijaya was an empire under which religion?  
\_\_\_\_\_
6. AP wants you to know trade spreads physical items, but also \_\_\_\_\_ like Hinduism, Buddhism, and Islam.
7. These 2 famous travelers passed through India and Srivijaya on their way to \_\_\_\_\_.
8. Srivijaya had this type of institution to teach Buddhism: \_\_\_\_\_  
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**WHAP Unit 1 Illustrative Example: “*Paper Making*” (15:30)**

1. Knowledge of Chinese paper making was spread on \_\_\_\_\_ routes.
2. Muslim libraries in the \_\_\_\_\_ Empire filled them with paper books with knowledge borrowed from the Han Chinese.
3. China was also the first place to use paper \_\_\_\_\_. Bank notes were receipts that you indeed had money deposited somewhere. These made trade easier.
4. Paper making was spread via the Silk \_\_\_\_\_, along with other “technology transfers, like champa rice and gunpowder.

Illustrative Example: “*Champa Rice*” (15:38)

1. Champa is a region in southern \_\_\_\_\_, one of many smaller countries in “the orbit” of China.
  2. Champa is fast growing. Chinese rice took 180 days, while champa rice only took \_\_\_\_\_ days to ripen. This meant the Chinese could grow more food. An additional advantage is that champa rice is \_\_\_\_\_ resistant.
  3. The population of China doubled under the \_\_\_\_\_ dynasty.
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Illustrative Example: “*The Incan Empire*” (11:50)

1. The Incan Empire straddled the \_\_\_\_\_ mountains. They had no horses or oxen. The Incas walked a lot and farming was all done by human power.

Three ways the Incas maintained their empire:

1. The Inca \_\_\_\_\_ connected the vast Incan lands.
2. The \_\_\_\_\_ was forced labor of Incan farmers: agriculture, military, construction. Incans built storehouses, farms, roads. Later, the \_\_\_\_\_ continued forced Indian labor after defeating the Incas.
3. The \_\_\_\_\_ was a knot tying system of recording information, such as tax collection and economic transactions.