

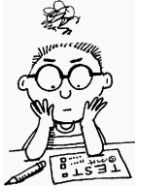
GLOBAL REGENTS REVIEW

IT IS TIME TO PREPARE FOR THE GLOBAL REGENTS EXAM

Here is a list simple things that will help you pass the Regents exam.

1. REVIEW PACKET

Here you will find some materials that were organized by theme to help you prepare for the GLOBAL REGENTS exam. This packet covers the major themes of the 9th and 10th grade topics that most frequently appear on the exam. PLEASE USE THIS GUIDE TO HELP YOU PREPARE of the exam. Your teacher will / may give you *extra credit* for each packet you fully and accurately complete. GOOD LUCK.



Step one: ACTIVELY READ THE INFORMATION.

Read the document with a pen and highlighter. Underline the important information and vocabulary words in each section in way that you can easily make a connection to the topics.

Step two: FILL IN THE CHART

Use the information you underlined to complete the chart with important information on each topic in neat, clear words that you understand and can use to study. Then answer the M.C. questions.

Step three: ANSWER THE ESSAY QUESTIONS

Use the information from the completed charts to answer the essay questions.

REMEMBER: This is for you to prepare yourself for the Regents Exam that you need to pass in order to graduate from High School. **Do it for YOU. And do it well.**

2. REVIEW SESSIONS

Each review session will be afterschool 3:00-4:00 (room TBD)

May / June 2016

Mon	Tues	Weds	Thurs	Friday
30 MEMORIAL DAY	31 Review	1 Review	2 Review	3 Review
6 Review	7 Review	8 Review	9 Review	10 Review
13 Review	14 GLOBAL EXAM 8:00 am			

3. WEBSITES

There is more information and more review questions on the WEBSITE below. Make a schedule to look at the information and answer the sample questions. The website will give you the correct response. THE MORE YOU PRACTICE, THE BETTER YOU WILL DO!

You would benefit from looking at the topics not covered in the review packet attached here. Those topics are **I. Imperialism, J. Interdependence, K. Justice and Law, L. Movement of People and Goods, M. Nationalism, O. Power, P. Science and Technology.**

Note: Click "PRACTICE" after you read the sections, there are Multiple Choice questions you can take at the end and read a vocabulary words to study.

WEBSITE: <http://www.regentsprep.org/regents/global/global.cfm>

4. TUTORING SESSIONS room 281

HAVE YOUR WORK LOOKED AT DURING THE TIMES BELOW>

- MONDAY - B, D, E
- TUESDAY -B, C, E, G
- WEDNESDAY -E, G, H
- THURSDAY - C, G
- FRIDAY -B, G

5. KNOW THE EXAM

The Global History and Geography Regents is a THREE HOUR exam that contains question on topics, concepts, skills and themes from your 9th and 10th grade Global classes.

EXAM TIME:	3 Hours		
Part 1:	Multiple-Choice	50 Questions	55% of Test
Part 2:	Thematic Essay	1 Question	15% of Test
Part 3a:	Doc. Based Questions	9 Questions	15% of Test
Part 3b:	Document Based Essay	1 Question	15% of Test

YOU MUST ANSWER EVERY QUESTION.

MAKE YOUR BEST ATTEMPT AT EVERY QUESTION!

5. MAKE A PLAN TO STUDY

Regents Test Taking Strategies

Over the several weeks, YOU will be practicing regents multiple choice questions and essays. This worksheet will give you tips and tricks on how to PASS the Regents style questions.

<u>Multiple Choice Questions</u> There are 50 questions with four choices each. The multiple choice questions will account for 55 percent of the points to be earned. Therefore you will want to get the highest possible score in this section.	<u>Thematic Essay Question</u> There is one thematic essay and it will account for 15 percent of the points to be earned.	<u>Document Based Question (DBQ)</u> This multi-sectional document based question will account for 30 percent of the total earnable points.
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HOW TO TAKE A MULTIPLE-CHOICE EXAM

Make educated guesses. Answer every question, even if you have to guess.

Don't get stuck on any of the questions. Work through multiple-choice tests quickly and carefully.

Fill in answers on standardized tests carefully. Make sure that the number you are answering corresponds to the number of the question. If you skip a question, be sure to leave the space for that question blank. Make sure you fill in the blanks completely so that the machine that grades the test can easily record your answer.

Avoid watching for patterns. Noticing that the last four answers are "c" is not a good reason to stop, go back, and break concentration.

Rely on your first impressions. The answer which comes to mind first is often correct and nervously reviewing questions and changing answers can do more harm than good.

Eliminate unlikely answers first. Eliminating two alternatives quickly may increase your probability to 50/50 or better.

Formulate your own answer before reading the options. Focus on finding an answer without actually looking at the answers the test offers. This process will increase your concentration and help you exercise your memory.

Read the question CAREFULLY. "Is the following statement true?" is a very different question from "Is the following statement not true?" Be sure to read the question TWICE before answering it.

HOW TO TAKE AN ESSAY TEST

Make educated guesses. Answer every question, even if you have to guess.

Read the essay question three times before writing. The essay tasks always have many parts. Make sure brainstorm the topic and then outline what each TASK is asking of you.

Underline key verbs in the question. Essay questions usually focus on one or more key verbs. Here are some key words that often appear on essay exams:

compare--examine similarities and differences **summarize**--briefly give the major points
relate--emphasize connections and associations **discuss**--examine or analyze in detail

Underline key words in the question. Key words in each question describe the task you are expected to complete. Circle the direction words (verbs) in the question or task to make sure that you are focusing on the desired task. (See overhead).

Make a brief outline or graphic organizer before you start writing. Good organization is important in an essay exam. Take a few minutes in the beginning to collect your thoughts and write a brief outline for your answer base on EVERY PART of the TASK. Identify EACH part of task as you are answering these points in your essay.

Paraphrase the original question to form your introductory statement. Form a clear thesis statement (statement of purpose) and place it as near to the beginning as possible. Provide clear explanations to back up the main concept. Remember, a complete answer usually has a main idea, supporting details and illustrative examples.

Use details to support your THESIS. Develop your essay with information that supports your thesis. With a thematic essay, all accurate and relevant information is useful. With a DBQ essay, be careful to use document information and OUTSIDE information that is not found in the document.

Write clearly! Teachers need to be able to read your essay to be able to give you credit.

Plan to finish early and have time for review. Proofread your essays and pay attention to grammar and spelling.

#1 TURNING POINTS INFORMATION SHEET

Read this if you do not understand what a **turning point** is! →

Throughout human history, various events have changed the way people have lived. These events can be political **revolutions**, social and religious changes, new technologies, or the exploration of unknown places. These changes occur in two different fashions, **evolution** and **revolution**. **Evolution**: is a slow change or development of something. **Revolution**: is a sudden or abrupt change in something.

1. Neolithic Revolution

Before the Neolithic Revolution, people lived as hunter-gatherers, collecting berries and hunting prey. Around ten thousand years ago, people began to practice agriculture (plant crops) and domesticate animals. This is known as the Neolithic Revolution. The Neolithic Revolution was a large change in the way people lived. Humans settled down near rivers (in river valleys) in places such as the Middle East (the Tigris & Euphrates Rivers) and Egypt (Nile River). People started living in permanent homes; first, small villages developed, leading to the rise of towns and then, cities. People started dividing themselves into social classes, civilizations began to form soon thereafter, with economies, writing systems, government, art and architecture.

Main Ideas-

2. The Crusades

In the Middle Ages, people in Europe were completely controlled by the Roman Catholic Church. The Roman Catholic Church tried to take holy Christian cities away from the Muslims, who had power over most of the areas in that part of the world. For two hundred years, the Church fought with the Muslim Empire in the holy wars of the Crusades. However, the Church was never able to take away control of those areas. Many changes occurred as a result of the Crusades. Trade increased, which also increased cultural diffusion between the Islamic world and Europe. As this trade flourished and grew, new practices in business were developed, and a fundamental change in European society took place. This time period is known as the **Commercial Revolution**.

Main Ideas-

3. Protestant Reformation

(Europe, 1500s) The Protestant Reformation was a major turning point in history. Not only did it affect religious life in Europe, but also affected social, political, and economic institutions as well. The Reformation's leaders were **Martin Luther** and **John Calvin**, both educated as priests for the **Catholic Church**. The Reformation was a **protest** against perceived wrong doings by the Catholic Church. The followers of Luther and Calvin became known as Protestants, because of their "protesting." The Reformation was caused by the corruption of the Roman Catholic Church. Many members of the church, including the Pope and priests led lifestyles that contradicted their vows (promises) to lead pure, holy lives. The Church sold **indulgences**, which were letters of forgiveness from sin. This angered **Martin Luther**, a German monk. He posted a list of 95 arguments against the sale of indulgences (called the **95 Theses**) on his church door. The list spread across Europe. Martin Luther believed that only God could decide whether one is going to heaven or hell, not the members of the Church. For his ideas, Martin Luther was excommunicated (kicked out of the Roman Catholic Church) for his beliefs. Another reformer was John Calvin, who believed in predestination (that God has already decided whether you are destined for heaven or hell). The ideas of these Protestant Reformers and many others had several significant effects on European society, including the weakening of the power of the Roman Catholic Church and religious conflicts between different parts of Europe, who could not agree on who to side with – the Reformers or the Catholics. Before the Reformation, Western Europe was united under one single church. After, there was much disunity and wars of religious disagreement.

Main Ideas-

4. The Age of Discovery

The return of trade after the end of the Middle Ages resulted in an interest of goods from Africa. Europeans started exploring by water, rather than by land, leading to the exploration and eventual colonization of Africa and the "discovery" of America by the Europeans.

In the early 1400s, Europeans began exploring the west coast of Africa in search of an all water route to Asia. These early explorations were led by the Portuguese. In 1488, Bartholomeu Dias rounded the Cape of Good Hope at the southern tip of Africa. In 1498, Vasco Da Gama established an all water route to India. The success of these explorations led Spain to begin its own voyages. In 1492, Christopher Columbus crossed the Atlantic Ocean and discovered the Americas for Spain. These discoveries had a lasting impact on Europe, Asia, Africa and the Americas. European nations competed for colonies across the globe. These colonies were exploited for their raw materials, and used as new markets for European goods. Europeans had little regard for most of the indigenous peoples of these areas, and as a result, there was great loss of life and culture. Also, because of the need for a reliable labor source, slaves were transported from Africa to the Americas in large numbers. The Age of Exploration is a turning point in history because it altered the way people lived across the world. The biggest aspect of this change deals with the exchange of people, plants, animals, ideas, and technology. This is known as the Columbian Exchange, because it starts with Columbus. While many aspects of this exchange had positive effects, such as the exchange of foods between Europe and America, there were also negative effects, such as the exchange of diseases between Europe and America.

Main Ideas-

5. French Revolution



In 1789, The French Revolution started. It has had political, social, and economic causes and several important effects. France had a king who had absolute control and most people were denied basic rights or a say in their government. France had three social classes or estates. **The Third Estate** had very few rights and paid most of the taxes. The king overspent and there was a food crisis. The Third Estate wanted change and tried to take control of the government. A group of radical leaders take over and a bloody period of persecution called the Reign of Terror leads to hundreds of thousands of deaths. The leaders were replaced by Napoleon Bonaparte who ruled as a dictator until he was removed from power. There were several effects: 1) The French Revolution provided an example to other nations, especially Latin America. The democratic ideas of "Liberty, Equality, Fraternity" were spread across Europe 3) The growing middle class began to remove kings and queens from power and to take over positions of government.

Main Ideas-

6. World War One

(1914-1918) The causes of World War One were **militarism** (an arms race between European countries), **alliances** (treaties of friendships), **nationalism** (love and pride for your country), **imperialism** (when countries take over other territories or countries for use of their natural resources), and the **assassination** of Archduke Francis Ferdinand. World War One was the first **total war**, which included the involvement of the civilians. Most of World War I was a stalemate. Entrenched positions on both sides were only able to move a few miles in a battle that lasted the better part of a year. The conditions of trench warfare were brutal; trench-foot, disease, lice, and inadequate supplies made fighting difficult. Advances in technology also played a major role. The machine gun, the tank, the airplane, the submarine, and the use of poison gas drastically changed the face of modern war, and resulted in large numbers of casualties. The Allied Powers (France, Great Britain and the United States) were on the winning side of the War, and forced a humiliated Germany to sign the Treaty of Versailles. The treaty was more about revenge, than it was about making a lasting peace. Germany was forced to accept total responsibility for the start of the war. They also were forced to pay huge reparations, and give over vast amounts of territory. This led to the rise of Adolf Hitler and his Nazi Party as the dictator of Germany, and to the start of World War II.

Main Ideas-

#1 Turning Points Chart

YOUR NAME _____ **Teacher** _____ **Band** _____

Use the information on the information sheet to fill in the chart.

	Where and when did this turning point happen?	What were the causes of this turning point?	What were some effects of this turning point?
1. Neolithic Revolution			
2. The Crusades			
3. Protestant Reformation			
4. The Age of Discovery			
5. French Revolution			
6. World War One			

1) In Europe, a long-term effect of the Crusades was

1. the strengthening of the feudal system
2. the adoption of Islamic religious practices
3. an increased demand for goods from the East
4. increased European isolation

2) One result of the Neolithic Revolution was:

1. An increase in the number of nomadic tribes
2. A reliance on hunting and gathering for food
3. The establishment of villagers and the rise of governments
4. A decrease of villagers and the rise of governments

3) What was a direct result of the Scientific Revolution in Europe?

1. A gradual decline in the growth of cities
2. An increase in the use of the divine right theory of government
3. The rise of the manorial system
4. The application of reason and experimentation to political thinking

4) A major result of the Industrial Revolution was

1. Concentration of workers in urban areas
2. Increased desire of the wealthy class to share its power

3. Formation of powerful craft guilds

4. Control of agricultural production by government

5) A major reason for the success of the Communist Revolution in China was that the Communists:

1. Stressed Buddhism in their military training
2. Included important businessmen in their ranks
3. Promised land and power to the peasant class
4. Fought successfully against the United States during WWII

6) The French bourgeoisie supported the French Revolution mainly because they:

1. Believed in the theory of divine right of kings
2. Were not allowed to own property under the Old Regime
3. Resented their lack of political power under the Old Regime
4. Wanted a communist form of government

7) What was an important result of the Neolithic Revolution?

1. Food supplies became more reliable
2. New sources of energy became available
3. People became more nomadic
4. Populations declined

#2 WORLD LEADERS INFORMATION SHEET

Throughout history, many leaders have changed the society in which they lived.

1. Queen Elizabeth

Elizabeth I (1553-1603) was the first monarch (queen) of England who ruled from. She was the daughter of Henry VIII, the famous English king. Her mother, Anne Boleyn, was executed by Henry on charges of adultery. After the death of her father, her younger brother Edward became the king of England. After his death a few years later, Elizabeth's cousin Mary became the queen and Elizabeth suffered during her short rule, with her life constantly in danger. Mary's rule was short but bloody and unpopular and after her death, Elizabeth was welcomed into the throne. During her rule, she worked hard to bring peace and stability to England. She improved England's economy by allowing the English navy to raid Spanish ships for treasures, she built up England's navy and quickly defeated the Spanish Armada. This brought many years of peace and wealth to England and her rule became known as a Golden Age. Elizabeth overcame the obstacle of being a female ruler.



Main Ideas-

2. Martin Luther

Martin Luther (1483-1546) was a German monk and a central figure in the collapse of the Middle Ages in Europe. Luther exposed the corruption of the Roman Catholic Church and its spiritual and financial exploitation of the European people. Luther was born into a peasant family and became a priest in the Roman Catholic Church. During this time, priests were selling indulgences (letters of forgiveness from sins) with the Pope's permission. People bought indulgences and were promised a ticket to heaven for their sins and for the sins of their dead family members. Luther publicly objected to the sale of indulgences and abuse of church power. He responded to this by nailing the **95 Theses**, to the door of his church castle. Luther was warned by Church officials to take back his opinions but he refused to take back his opinions until someone in the Church proved him wrong using the writings of the Bible. Because of this, he was declared to be a "heretic" by the Church. Luther taught that the Bible, not the Church was the ultimate source of knowledge about the Christian religion and that the Bible should be translated into every language so that everyone, not just Church officials, could read it. These beliefs started a movement of religious improvement called the **Protestant Reformation**.



Main Ideas-

3. Napoleon Bonaparte

Napoleon Bonaparte was not only one of the greatest military commanders of all time, but he also became the emperor of France, as well as many other European countries after the French Revolution. Napoleon rose to fame during the French Revolution, where his military genius earned him the rank of high military office. He was a respected commander, both by his troops and then, the people of France. After coming back from his military campaigns, he became a member of a three-person team of French rulers. He quickly pushed out his co-rulers and became the Ruler-for-Life in 1802 and then the Emperor in 1804. He waged military campaigns and attempted to conquer nations such as Italy, Sweden, Germany and Spain. During this time, in France, he instituted the **Napoleonic Code**. This was a set of laws that gave the people of France their first legal code – laws such as forbidding privileges based on birth, allowing freedom of religion. Napoleon also made everybody (not just the Third Estate) pay taxes. However, despite the success of the Napoleonic Code, his military campaign against Russia became a disaster – unprepared for the cold weather and large size of Russia, Napoleon suffered a terrible defeat. He was driven out of power soon after this loss, but even today, he remains one of the most fascinating and disputed historical figures of modern European history.



Main Ideas-

4. Joseph Stalin



Joseph Stalin (1879-1953) was a totalitarian dictator who became the second leader of the Soviet Union. Every aspect of people's lives was controlled by the government. Russia became a **command economy**, where government officials made all economic decisions. Stalin forced peasants to give up ownership of their land and live on government-owned farms called **collectives**. On a collective farm, all animals and equipment were **owned by the state**. The government controlled the prices paid to the farmers for their products, and forced them to fill **quotas**, or production goals. During the **Great Purges**, Stalin eliminated his opponents by sending them to do brutal physical labor in work camps (gulags), by assassinating them in large numbers, by putting them on public trials and using them as examples for the rest of the country. Stalin terrorized large segments of the Soviet population, especially rich farmers. He also ordered a massive famine in Ukraine, where around 5 million people died. It is believed that as many as 20 million people died or disappeared because of Stalin's actions. Russia successfully fought back against Germany's armies during World War II. Stalin also tried to spur industrial production, hoping to catch up to the United States as a world superpower.

Main Ideas-

5. Mao Zedong



Mao Zedong (1893-1976) was inspired by the ideas of the Russian Revolution and succeeded in bringing the revolution to the suffering peasants in China. As in Russia, the communist revolution in China was not one of workers vs. owners, but one of imperial government vs. poor starving peasants who felt that government had abandoned them. After years of civil war, China became a Communist nation in 1949. The newly communist China looked to the Soviet Union for leadership, but quickly turned in a different direction. Mao Zedong, the leader of the Communist Party, turned China from a farming, old-fashioned society into a modern industrial power. Mao undertook a number of programs in order to achieve his goal. He created communes, a Chinese version of the Russian collective, tried to renew Chinese culture. He also launched a series of agricultural and industrial production initiatives, and improved the social standing of women. He was well-known for the Cultural Revolution, which waged war on Western and democratic ideas in China. Foreign writings and influences were removed from China by his **Red Guards**, his army of student revolutionaries. Some of Mao's writings were copied into the handbook, The Quotations of Chairman Mao (also known as the Little Red Book) and given to every Chinese citizen.

Main Ideas-

6. Mohandas Gandhi



Mohandas Gandhi (1869-1948) was a nationalist leader in India who called for **ahimsa** (non-violence) and **civil disobedience** (not following laws because they are immoral) to gain India's freedom from the British empire. India had been controlled by the British Empire since the 1700s. Over time, nationalistic feelings grew among the Indian population and a movement was begun to first rule themselves, and then achieve complete independence from the British. In 1885, Indian nationalists formed the Indian National Congress, of which Gandhi was the leader, to achieve these goals. Gandhi believed in using non-violent methods to peacefully protest the rule of the British. He organized the **Salt March** to protest the British Salt Tax, which made it illegal for workers to collect free salt from the seas and forcing them to buy salt they couldn't afford. In 1947, India gained their independence from Great Britain, due in large part to the strong leadership of Mohandas Gandhi.

7. Nelson Mandela



Nelson Mandela (1918-) was elected South Africa's first black president in 1994. South Africa was ruled by European (British and Dutch) settlers for a long time. While, South Africa gained independence from Great Britain in the beginning of the 20th century, the country was still controlled by the white minority. Black South Africans lived under the policy of **apartheid**, which limited their rights severely. Under apartheid, black South Africans could only live in certain areas and were required to use separate trains, beaches, restaurants and schools and could not marry white South Africans. Nelson Mandela, a leader of the **African National Congress**, protested this treatment of black South Africans. The African National Congress, a group formed in protest of this policy, was eventually outlawed due to their violent tactics. Nelson Mandela was imprisoned for over 30 years due to his involvement in anti-apartheid demonstrations. Apartheid lasted until the early 1990s when white South African President, F. W. de Klerk ended apartheid and released Nelson Mandela from his imprisonment. In 1994, Nelson Mandela was elected as South Africa's first black president. However, many human rights problems still exist in this country, as white South Africans still control most of the economic wealth.

Main Ideas-

#2 Change / World Leaders Chart

NAME _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	What country/ time period?	What did the ruler accomplish (do)?	What effects (good or bad) did this ruler have on their country?
1. Queen Elizabeth			
2. Martin Luther			
3. Napoleon Bonaparte			
4. Joseph Stalin			
5. Mao Zedong			
6. Mohandas Gandhi			
7. Nelson Mandela			

1) The French people supported Napoleon Bonaparte because they hoped he would

1. adopt the ideas of the Protestant Reformation
2. restore Louis XVI to power
3. provide stability for the nation
4. end British control of France

2) Deng Xiaoping's economic reforms in China differ from the previous economic policies of Mao Zedong in that Deng's reforms

1. discourage private ownership of businesses
2. promote further collectivization
3. include elements of capitalism
4. decrease trade with the United States

3) Mohandas Gandhi is best known for

1. use of passive resistance to achieve Indian independence
2. desire to establish and Islamic nations
3. opposition to Hindus in political office
4. encouragement of violence to end British rule

4) A major effect of Josef Stalin's policy of Collectivization on Soviet agriculture was

1. a widespread food shortage throughout the nation
2. an increase in the export of agricultural products
3. a surplus of agricultural goods
4. the immediate creation of many small private farms

5) The goal of Mao Zedong's policy known as the Great Leap Forward was

1. develop foreign export industries in China's coastal urban centers
2. eliminate state-owned industries in rural China
3. modernize China's economic system by dividing China into communes
4. Introduce capitalism to the Chinese economy

6) Martin Luther's Ninety-Five Theses were a call for

1. religious revolt against the German princes
2. reforms within the Roman Catholic Church
3. greater papal authority
4. crusades to spread Christianity

7) Writers of the Enlightenment were primarily interested in

1. changing the relationship between people and their government
2. supporting the divine right theory
3. debating the role of the church in society
4. promoting increased power for European monarchs

8) A major cause of World War I was

1. a decline in the policy of imperialism
2. the existence of opposing alliances
3. an increase in acts of aggression by England
4. the spread of communism throughout Europe

#3 GEOGRAPHY INFORMATION SHEET

Throughout history, the geography of a particular region has affected its culture and history.

1. River valleys

Rivers and river valleys have been very important in the development of **civilization**. A river is a moving body of water that usually has its source in an area of high ground. An example would be the **Ganges River** flowing out of the **Himalaya Mountains** in **India**. Rivers often flow to a larger body of water such as a lake, ocean, or sea. The **Nile River** in **Egypt** flows into the **Mediterranean Sea**. The end of a river is called its **mouth**, and with some rivers, such as the Nile, deposits of silt build up creating what is called a **Delta**. A river's delta area is very important to humans as the deposits of rich silt provide very fertile farmland.

Over time, many rivers have carved out river valleys as they flow. Early civilizations formed in these river valleys because they provided a water source, good farmland, and a source of **trade**. Civilizations such as **Egypt** on the **Nile**, **Mesopotamian** cultures on the **Tigris** and **Euphrates**, Early **China** on the **Huang/Yellow** and the **Yangtze Rivers**, and Early **Indian** civilization on the **Indus** all benefited from the river's resources. Many early civilizations developed **irrigation systems** to further take advantage of the river. This **adaptation** allowed these civilizations to grow and flourish.

Main Ideas-

2. Plains

Plains are areas of level land, generally at a low elevation. Examples include the **Eurasian Plains** and the **Russian Steppes**. Plains generally have fertile soil and are attractive to settlement as they are easy to reach, provide good road building, and have good farmland. The negative aspects of plains as a geographic feature are that they are hard to defend as they are easy to reach. Plains also provide no natural protection from the elements. A **plateau** is an area of flat or slightly hilly terrain at a high elevation. An example of a plateau is the **Deccan Plateau** in India. Plateaus generally offer the same advantages and disadvantages of plains, depending upon the elevation. A higher elevation plateau may offer some protection from invasion due to a more difficult route. But, the elevation also has disadvantages. In India, the greatest problem of living on the plateau is water. Most rivers and streams flow from a higher to lower elevation, so this denies the Deccan Plateau much needed water. Without water, settlement is difficult.

Main Ideas-

3. Deserts

Deserts are areas of land with very little plant life, no farmland, and a hot and dry climate. Deserts often act as **barriers** to civilizations, as crossing a desert is often very difficult, if not impossible. The Sahara Desert in North Africa cut the southern part of Africa off from the rest of the world for thousands of years. The desert as a barrier also has positive effects. The Sahara protected Southern Africa from invaders from the north, while also providing a secure western flank to the Egyptians. It is not until World War II that serious warfare happened across the desert.

The Gobi Desert in China has acted as a barrier to both **invasion** and cultural **diffusion**. China developed a very ethnocentric outlook due to their isolation. Contributing to this isolation are rainforest and mountains. The Gobi Desert has also forced most of China's people to live in the more fertile east, as no good farmland exists. Despite the negatives, the Gobi Desert is a fantastic resource of fossils.

Main Ideas-

4. Rainforests

A rainforest is an area of land with very **thick vegetation**. Rainforests are located in **tropical climate zones** and experience a great amount of **rain fall** each year. The plants and trees in a rainforest have large, broad leaves that create a **canopy** across the sky. A rainforest also has an abundance of **animal life** and is a fantastic source of **natural resources**. The advantages of living in or close to a rainforest are access to natural resources, and the barrier effect preventing invasion. But this also means it prevents trade, and **cultural diffusion**. Examples of rainforests are the **Amazon** Rainforest in South America, the **African** Rainforest in central Africa, and numerous smaller rainforests throughout **southeast Asia**.

Main Ideas-

5. Mountains

Mountains are areas of land with steep sides that rise sharply from surrounding land. They can be found all around the world, with 20% of the Earth's surface being mountainous. Mountains present both **positive** and **negative** aspects to human existence. In the positive, mountains often act as **barriers to invasion**. **India**, protected by the **Himalaya Mountains**, has enjoyed protection from invasion from other parts of **Asia**. However, the barrier effect can also have negative effects. **cultural diffusion** is prevented because trade and other peaceful contact cannot occur. Mountains also usually lack useable farm **land**. This has often resulted in few humans living there. But, in some places human adaptation to this geographical feature has allowed civilization to grow. In both **China** and **Mesoamerica (Inca)**, **terraces** or **steps**, were cut into the mountain providing an area of flat land suitable for crops. This is known as **terrace farming**.

Main Ideas-

6. Oceans and seas

Oceans and seas are large bodies of salt water. The difference between the two is that a sea is smaller than an ocean, and is generally surrounded by land. The four oceans are the Atlantic, the Pacific, the Indian, and the Arctic. An example of a sea would be the Red Sea which lies between Africa and Asia in the Middle East.

Oceans and Seas have positive and negative effects on human civilization. They often act as a barrier to both cultural diffusion and invasion. However, many civilizations developed good sea travel and were able to overcome this effect. Great Britain, Portugal, Spain, Greece, the Roman Empire, the Netherlands, Early China, and Japan all were major naval powers at one time or another. In fact, for many of these civilizations, oceans and seas acted as highways of trade, cultural diffusion, and invasion. Oceans and seas also provide a rich source of food and other resources, such as minerals and oil. Many of the above mentioned cultures developed major fishing industries as a way to feed their populations. Countries like Japan have a diet composed mainly of sea products and farmed vegetables. Great Britain, in the twentieth century, began drilling for undersea oil off the north shore of Scotland. Today, this valuable resource provides much of their energy needs.

Main Ideas-

7. Islands/Archipelagos

An Island is an area of land completely surrounded by water. Examples include **Iceland**, **Great Britain**, and **Madagascar**. Islands often lack many **natural resources** and are forced to trade with other nations. Most island nations develop good forms of **sea travel**, such as Great Britain and **Japan**. Throughout history islands have been used as stepping stones to cross the major oceans. The **Pacific Ocean** is full of **Archipelagos**, which are **chains of islands**. **Japan** is a prime example of an archipelago. Most archipelagos have **irregular coastlines** which make them vulnerable to invasion, but also foster trade and cultural diffusion. The many archipelagos in the Pacific helped **spread civilizations** from the **Asian** mainland, and would much later help European explorers **circumnavigate** the globe.

Main Ideas-

#3 Geography Chart

Name: _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	Where in the world is this geography?	Describe this geographic feature in your own words.	What effects (good or bad) can this geographic feature have on people's lives?
1. River valleys			
2. Plains			
3. Deserts			
4. Rainforests			
5. Mountains			
6. Oceans and seas			
7. Islands and archipelagoes			

1) On a world map, Asia is to Japan as Europe is to

1. Great Britain
2. the Netherlands
3. Austria
4. Italy

2) In addition to providing water for Indian agriculture, the Ganges River remains important to India because it is

1. the only source of Indian hydroelectric power
2. a sacred river for the Hindu population
3. the birthplace of Hindu culture
4. an unofficial boundary between the Hindus and Muslims

3) Which is an accurate statement about Japan's natural resources?

1. Japan has extensively used the seas for fishing
2. large reserves of petroleum are located in the northern part of Japan

3. Japan has large fertile plains suitable for growing grain
4. large coal and iron-ore deposits are located in the mountain region

4) Both Japan and Indonesia are made up of a chain of islands called

1. an archipelago
2. a peninsula
3. a delta
4. an atoll

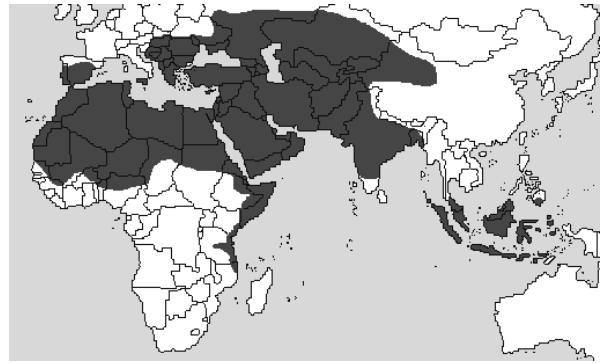
5) The term "Latin America" most accurately refers to

1. areas of the Western Hemisphere south of the United States
2. countries that belong to the Organization of American States
3. continents of North and South America
4. countries that have close economic ties with Spain

#4 ANCIENT CIVILIZATIONS INFORMATION SHEET

1. The Golden Age of Islam

The religion of Islam began in the 7th century AD. It quickly spread throughout the Middle East before moving across North Africa, and into Spain and Sicily. By the 13th century, Islam had spread across India and Southeast Asia. The reasons for the success of Islam, and the expansion of its empire, can be attributed to the strength of the Arab armies, the use of a common language, and fair treatment of conquered peoples.



Islamic civilization experienced a golden age under the Abbasid Dynasty, which ruled from the mid 8th century until the mid 13th century. Under the Abbasids, Islamic culture became a blending of Arab, Persian, Egyptian, and European traditions. The result was an era of stunning intellectual and cultural achievements.

There were many accomplishments, including a great style of architecture (borrowed from the Byzantine Empire), achievements in literature and philosophy. Islamic authors translated works from around the world and commented on them. Islamic scientists and mathematicians invented algebra, studied the movements of stars and planets, and even calculated the circumference of the earth to within a few thousand feet. Islamic doctors were the first to build hospitals and emergency rooms. There were vast trading networks and a system of religious law called the Sharia. The Golden Age of Islam began to end when Mongol armies conquered formerly Arab Islamic lands and soon, the Western Christian nations were rising in power.

2. Meso-American Civilizations

The Mesoamerican civilizations consisted of four main cultures: the Olmec, Maya, Aztec and Incas. The Mayan civilization lasted from 300 CE until 900 CE. Mayans lived in what is now the Yucatan Peninsula of Mexico and much of Central America. Mayans were impressive architects who built large palaces and pyramid shaped temples. Mayan farmers had irrigation systems and traded agricultural products. They had a system of hieroglyphics and an accurate 365 day calendar. They also had an advanced numbering system.



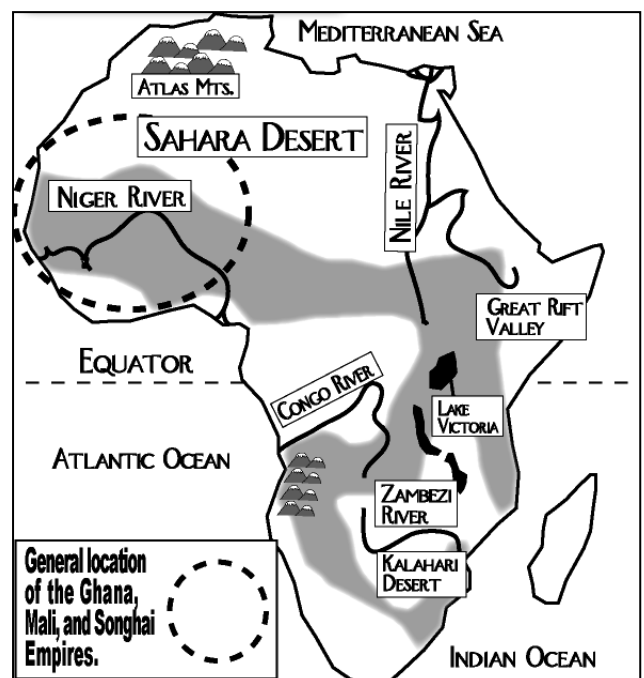
The Aztecs existed from 1200 until the time of European conquest. They had an empire that included most of Mexico, with a strong central government. Aztecs had an advanced religious system, with temples where human sacrifice took place. Aztec scientists also had an accurate calendar, and had advanced medicine. Aztecs set up schools and kept accurate records of their history. Europeans destroyed and conquered the Aztec Empire in the 16th century.

The Incas conquered a large empire that stretched along the Pacific coast of South America. They had a strong central government and controlled their empire through a great road system, with more than 12,000 miles of roads. They were advanced farmers and used terrace farming to create more land for farming. Their surgeons performed surgery to treat various injuries and kept accurate records with a string system called quipus.

3. West African Kingdoms

The African Trading Kingdoms consist of three main cultures, Ghana, Mali, and Songhai, all located in West Africa. All three kingdoms maintained vast trading networks across the Sahara desert and into the Middle East and North Africa. The main export was gold, which made each kingdom wealthy and strong, and provided them with the conditions necessary for cultural and intellectual achievement.

Ghana, Mali, and Songhai were all influenced by Islam to different degrees. In Mali, the emperor Mansa Musa was a famous Islamic leader who increased trade between Mali and the Muslim Empire. They created great art, which was often religious in nature. Religious statues and masks were carved from ivory, wood, and bronze. Africans used both oral and written literary traditions. Histories and folktales were usually passed from generation to generation orally. These stories often contained moral lessons and were used as a teaching device.

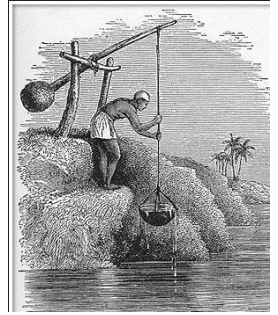


During the 1400s, Timbuktu became a center of learning under the leadership of Mali emperor, Mansa Musa. Again, this is the influence of Islam, with Islamic scholars traveling from around the Muslim world to study and teach and the University of Timbuktu.

Ghana, Mali, and Songhai established trade routes that were in use for centuries. Besides gold, these kingdoms transported a number of agricultural products to the Mediterranean and then on to Europe. A negative effect of this interaction was the start of the slave trade.

4. River Valley Civilizations

About 5000 years ago, people stopped being nomads and settled down permanently. These locations were almost always next to rivers and are called **river valleys**. These included the **Nile River Valley** in Africa, the **Indus River Valley** in India, the **Tigris & Euphrates River Valley** in the Middle East and the **Yellow River Valley** in China.



River valleys were popular places for humans to settle down in because they provided a constant source of fresh water and fertile soil for farming. Most early civilizations depended on rivers for nearly everything.

River valley civilizations almost always started out as small farming or fishing villages and grew to be huge empires. Here, humans created laws, system of writing and education, even forms of government and religion that still affect our lives today.

5. Roman Empire



The Roman Empire was huge, mighty and still influences us today. Around 2000 years ago, the Ancient (very old) Romans settled down in what is now Italy. Their center and capital was the city of Rome (which still exists today). They were highly influenced by the Greek civilization which came before them in around the same area of the world.

The major accomplishments of the Roman Empire included their mighty military which conquered half of the known world, their legal system, their form of government which is similar to the one that we have today and their many accomplishments in art, music and literature. They also built great

roads and bridges (another word for roads and bridges is **infrastructure**).

The Roman Empire eventually became huge and it was not easy to rule such a large piece of land. Increasingly, Roman dictators (leaders) were not effective in preventing invasions from the West. Germanic tribes kept attacking Rome, leading eventually to its fall. The decline of Rome was not a quick downfall, but instead, a gradual process that took hundreds of years.

6. China's Dynasties

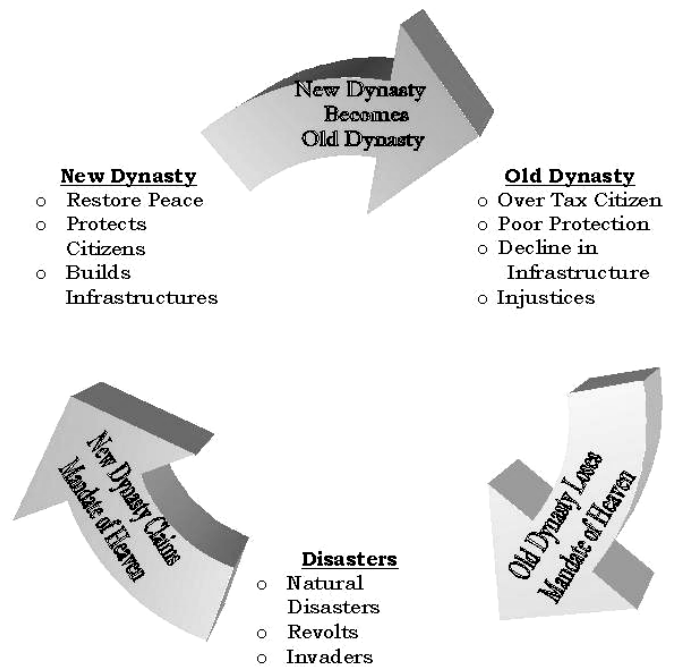
A dynasty is simply a ruling family. When one ruler dies or becomes too weak to rule, another person in his family (usually, his oldest son) takes over.

In China, for about 4000 years, there were many ruling dynasties. They were named after the heads of the ruling families. For example, the first period of dynastic rule was called the Shang Dynasty, after the Shang family that ruled it. After the Shang family lost power, the dynasties that followed were called the Zhou, Han, Tang, Song and Ming dynasties.

These dynasties ruled in cycles of rising and falling power. This is called the **Dynastic Cycle**. You can see the Dynastic Cycle in the diagram to the left.

The Chinese dynasties accomplished much, including silk-making, building a system of roads that encouraged trade (such as the famous **Silk Road**), advanced sciences (such as astronomy and physics), the invention of paper, gunpowder and advanced medicine. They were great architects and built amazing temples and public buildings.

The greatest **golden age** was the Han Dynasty, which lasted from 200 BC until 200 AD (that's 400 years).



7. The Byzantine Empire

The Roman Emperor Constantine moved the capital of the Roman Empire from Rome to a city called Byzantium. He renamed it Constantinople, and it became the center of the Byzantine Empire. The Byzantine Empire was located in between Asia and Europe. It connected these two continents and blended the culture of Asia, the Middle East and Europe. It lasted from around 300 AD until 1000 AD.

The Byzantine Empire's culture was very similar to the culture of the Roman Empire, with one big difference. Instead of the major language being Latin, the Byzantine Empire spoke mostly Greek. Eventually, even Roman culture was being phased out by the many Turks who moved into this territory. The Turks were Muslims – the Christian leaders of the Byzantine Empire wanted them out of his lands and started the **Crusades**, a series of holy wars fought between Christians and Muslims.

The accomplishments of the Muslims included the preservation of the culture of the Ancient Greeks and Romans. They kept the laws, literature, and works of art preserved for us to see today. The Byzantines were great traders, artists and developed a form of Christianity that is still around today – the Eastern Orthodox Church. Many Russians, Poles and other Slavic people are still influenced by the culture of the Byzantine Empire today.



#4 Ancient Civilizations Chart

Name: _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	Time Period	Location	Major Features or Accomplishments
1. Arab Islamic Empire			
2. Meso-American Civilizations			
3. West African Civilizations			
4. River valley civilizations			
5. Roman Empire			
6. Dynastic China			
7. Byzantine Empire			

1) One reason for the development of an early civilization in the Tigris-Euphrates river valleys was that:

1. The location protected the people from land invasion
2. Periodic flooding left rich soil, which was ideal for farming
3. These rivers provided a direct trade route between Europe and Asia
4. These rivers flowed into the Mediterranean Sea

2) The use of the Silk Road in Asia and caravan routes in northern Africa and southwestern Asia encouraged:

1. Self-sufficiency
2. Cultural isolation
3. Ethnocentrism
4. Cultural diffusion

3) All citizens in ancient Athens had the right to attend the Assembly, where they could meet in open discussion and cast votes. This situation is an example of:

1. Direct democracy
2. Totalitarianism
3. Parliamentary democracy
4. Absolutism

4) The political system of the ancient Roman Empire was characterized by:

1. A strong central government
2. Rule by a coalition of emperors and religious leaders
3. Universal suffrage in national elections
4. Strict adherence to constitutional principles

#5 BELIEF SYSTEMS INFORMATION SHEET

1. Islam

Islam was started by an Arab merchant from Mecca named Mohammed in the seventh century A.D. The religion quickly spread throughout the Middle East and Africa. As the Muslim Empire grew, so did the Islamic religion.

In Arabic, Islam literally means “to submit to the will of Allah”. Islam is a monotheistic (a religion that worships only 1 god) practiced by over 1.8 billion Muslims around the world. Muslims normally gather in a “Mosque” to practice their faith. If a mosque is not available, a Muslim can pray anywhere as long as he faces east toward the city of Mecca (the city where Mohammed began his religion). The holy writings of the religion are found in a book known as the Koran. All Muslims are expected to follow five basic teachings known as “the five pillars of Islam”.

Five Pillars of Islam

1. Confession of Faith: The belief that “there is no God but Allah, and Mohammad his prophet”.
2. Prayer: Muslims pray five times a day, facing toward Mecca.
3. Charity: Muslims must give to the poor, and support the local Mosque.
4. Fasting: During Ramadan, the ninth month of the Muslim calendar, all Muslims must fast during daylight hours.
5. Pilgrimage: If financially possible, each Muslim must make a hajj, or holy pilgrimage to the holy city of Mecca at least once in their lifetime.

2. Christianity

Citizens in the Roman Empire practiced a cult-like religion with many superstitious beliefs. This religion involved many complicated ceremonies and it didn't offer the common man a way to speak directly to their gods. Christianity, a religion based on the teaching of Jesus, offered a different approach to religion. The teachings of Christianity are recorded in the Gospels, which means “good news”. The Gospels were published in the New Testament of the Bible, where Christians added Jesus' teachings in addition to the Old Testament. Christianity also developed in the Middle East and is a monotheistic religion.

Characteristics of Christianity

- Christianity was open to anyone. The rich and poor, men and women, slaves, and nobles were all welcome to become Christians.
- Offered an eternal life after death.
- Allowed people the chance to be forgiven for their sins.
- Gave people the chance to directly communicate with God (through prayer)

3. Judaism

Judaism is another monotheistic belief that originated in the Middle East (Israel). Practitioners of this religion are also referred to as Jews. The Ancient Hebrew leader Abraham had once made a promise to worship and obey only one god. In return, this god had promised to protect Abraham and his people. The Hebrew god had power over all beings everywhere. This god was not a physical being, and no physical images were to be made of him.

According to Hebrew belief, a Hebrew named Moses received the Ten Commandments from God at the top of Mount Sinai. These Commandments are a set of laws that have played an important part in the Christian and Jewish religions.



THE TEN COMMANDMENTS

1. I am God, your Lord. Do not have any other gods before (except) me.
2. Do not represent false gods by a statue or picture. Do not bow to such gods or worship them.
3. Do not take the name of God, your Lord, in vein.
4. Remember the Sabbath day and keep it holy. You may work six days but keep the seventh day holy.
5. Honor you father and your mother.
6. Do not murder
7. Do not commit adultery (cheating on your husband or wife).
8. Do not steal.
9. Do not speak false witness against you neighbor (lie).
10. Do not be envious (jealous) of what your neighbor has.

4. Shinto

Shinto or “way of the gods” is a Japanese religious tradition which dates back to the beginning of Japanese history. It is a **polytheistic** belief that describes the very origins of Japan and the Japanese people. It is believed that everything in nature such as a rock, river, or tree holds the presence of a god or kami神, inside of it. In this sense, all parts of nature are sacred to Japanese. Unlike Christianity or Islam, there is no one text containing Shinto religious beliefs, and there is no founder of the religion. However, Shinto can be found in just about every aspect of Japanese life including holidays, marriage and death ceremonies, and the general Japanese attitude towards nature and their environment. Shintoists practice their religion in a Jinja, where they observe their important festivals, holidays, and other cultural events.



5. Confucianism

Confucius was born in 551 BC into a poor but upper class family near Beijing. During his time, the Emperor was weak, and China was in a state of chaos. Confucius wandered China from place to place trying to find a ruler who would put his ideas into practice. His followers put his ideas into a book called the **Analects**. His ideas emphasized that people should follow tradition and be obedient. The most important of his beliefs is Filial Piety- the idea that one should be respectful to their elders and ancestors. In return, their elders would guide and teach them the right way to live. By following these teachings, a person could become **virtuous** or superior, and could successfully lead others, creating a peaceful and happy society.

6. Buddhism



In his search for truth Siddhartha had tried many different approaches; he fasted,

discussed philosophy with different religious people, and traveled far across India with no success. Finally, after meditating for 49 days, he was able to achieve a state of spiritual awaking, otherwise known to Buddhists as **enlightenment**.

Buddhism is religion which developed in Northern India near the Himalayas in around the 6th century B.C. A young Prince named Siddhartha Guatama was curious about the world outside of his luxurious palace and decided to venture out into the world on his own. Upon seeing the pain and suffering of the world he realized that the only way to true peace and happiness was through leading a life devoted to spiritual growth. This young Prince eventually became known as the Buddha and his teachings act as the cornerstone for 350 million Buddhists today.

Followers of Buddhism adhere to the teachings of the Four Noble Truths which teach that “desire” is the root of all suffering. They also adhere to the teachings of the “Eightfold Path” that emphasize spirituality and doing good deeds for others.

“When the individual life is civilized, the family will be in harmony; when the family is in harmony, the state will be in order; and when the state is in order, there will be peace throughout the world.” Confucius

7. Hinduism

Of the 1.2 million people who live in India, most of them practice the religion known as Hinduism. Over thousands of years, Hinduism had assembled the beliefs of various peoples across the Indian subcontinent, forming the widely practiced religion of India today.

For all Hindus, there is only one God; Brahman. However, Hindus use three separate deities to help them understand the concept of Brahman: Brahma, Shiva, and Vishnu. Brahma creates the universe, Shiva maintains the universe, and Vishnu recreates the universe. These three deities form the Hindu Trinity. This does not mean that Hindus are simply *polytheistic*. Just as millions of light rays represent the sun, many Gods represent the God Brahman. Aside from the Hindu Trinity, there are many other deities as well. Each family has their own unique God who they believe guides and protects them. Overall, there are millions of unique Gods in the Hindu religion.

The Four Key Hindu Beliefs

Dharma

Dharma is the “proper conduct”, or “right way of living” in the Hindu belief. By having good morals and actions, one has good Dharma.

Karma

Karma stands for the belief that a person experiences the effects of his or her actions that every act or thought has consequences.

Samsara

In the Western world, Samsara is commonly known as reincarnation. Samsara represents the cycle of life, death, and rebirth in which a person carries his or her own Karma.

Moksha

Like heaven for the Christian, Hindus strive to reach Moksha, or a state of changeless bliss.

#5 Belief Systems (Religions) Chart

Name: _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	Where in the world is the belief system?	Specific ideas or beliefs of this system	Effects on the Lives of People Who follow this belief system
1. Islam			
2. Christianity			
3. Judaism			
4. Shinto			
5. Confucianism			
6. Buddhism			
7. Hinduism			

1) Buddhist religion teaches that salvation is earned by:

1. Following the Ten Commandments
2. Worshipping Allah as the one true god
3. Learning to give up selfish desire
4. Being baptized and confirmed

Base your answer to # 2 on the list below:

- *Showing respect for parents*
- *Maintaining family honor*
- *Honoring all elders*

2) Which term is most closely related to these three actions?

1. Nirvana
2. Animism
3. Filial piety
4. Hadj (hajj)

3) Judaism, Islam and Christianity share a belief in:

1. one god
2. Teachings of the Koran (Quran)
3. Reincarnation and the Four Noble Truths
4. The Koran and the code of Bushido

4) Which activity is an example of an Islamic practice?

1. A bishop conducting a Mass in church
2. A muezzin calling the faithful to prayer five times a day
3. A rabbi reading from the Torah
4. A monk meditating and praying in a temple

5) Which religious belief is shared by the followers of Shinto in Japan and of animism in Africa?

1. Only one universal, all-powerful God exists
2. Social status in a subsequent life depends on behavior in this life
3. Spirits are found in natural things
4. Waging holy wars is an appropriate way to spread religious beliefs

#6 ECONOMIC SYSTEMS INFORMATION SHEET

Read this if you do not understand what an **economy** is! →

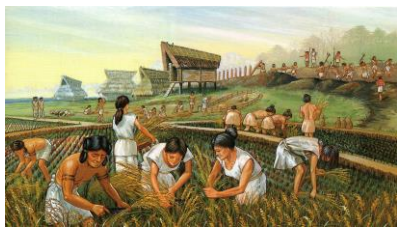
An economy can be defined as the way in which people manage their resources. It also describes the way people use their environment to meet their needs. An economy in a country includes the making, selling or exchanging goods between groups of people. *Does an economy rely on making money through growing crops (like in a traditional economy) or is an economy where money is made through making goods in factories (such as an industrial economy)?*

All of these systems attempt to answer the same questions. What should be produced? How much? How should goods be produced? And who controls the production of these goods? Some of the most common types of economies are found below:

1. Traditional Economy

Traditional governments are not associated with particular types of governments. The people decide how much is to be produced and in what manner, depending on their individual or community's needs. Traditional economies began during the Neolithic Revolution, all over the world, including early river valley civilizations (such as Mesopotamia, the Egypt river valley, etc.) Traditional economies are based on **agriculture** (farming). They also rely on very simple **barter** trading (which involves exchanging certain goods for another type of good, without ever exchanging money). In a traditional economy, humans use the resources around them for food source, shelter, clothing, footwear or fuel. The entire family participated in the production of food and trading resources, and skills were handed down through the family. In a traditional society, most people would not have gone to school or learned a trade through a college, but would have learned traditional hunting, farming or trading skills that were passed down through the generations. There are still societies today that have traditional economies although **industrialized** nations like the U.S. have more modern types of economies. As humans' knowledge of science increased and technology improved, we have shifted away from traditional economies.

Main Ideas-



2. Manorialism

During the Middle Ages, a new form of government called **feudalism** appeared in response to increased invasions and limited resources. Manorialism was an economic system that went along with a feudal lifestyle. Feudalism required that political, social and economic life revolved around a **manor** (large unit of land). Everyone who lived on that manor had to perform some type of duty, whether it be growing crops, making goods by hand or protecting the lord of the manor. There were not many opportunities to leave the manor and people had to be **self-sufficient** (able to provide for themselves) on the manor. The resources needed to make food, clothing, furniture, fuel, etc. came entirely from the manor. In manorialism, there was very little trading, and people were generally tied to the manor. The **lord** controlled what resources were grown on the manor and how they were to be used. Because the lord was in charge of the land and could control the activities of people on it, there emerged a **social class** system where the lord was the highest and most powerful person in that society, followed by the Church, then the knights, merchants and artisans, and finally, the **serfs** (peasants). Serfs were not slaves, because they could not be bought or sold, but they could not easily leave the manor either.



Main Ideas-

3. Mercantilism

Mercantilism is an economic system associated with colonial types of government. Some countries that practiced mercantilism included Great Britain, Portugal and Spain. Mercantilism is when a country believes that the more wealth it stores up, the greater their government should be. So, mercantilist countries build up their nation's wealth by **exporting** (selling) more goods than they **import** (buy from other countries). Countries needed to find places to sell their goods as well as to find places where to get natural resources. For this reason, they found and conquered **colonies**. Colonies supplied their Mother countries with the **raw materials** that were used to produce finished goods and then send those goods back to their colonies. Generally, **merchants** controlled what resources were to be produced and how they were to be used, sold or traded. However, monarchs (kings or queens) were often asked to provide protection or political privileges for monarchs. In feudalism during the Middle Ages, merchants and traders did not have high social status or opportunities to sell their goods to a large market of people. However, because of mercantilism, merchants and traders became wealthier, starting to improve their social status and gain political power. The increase in trade led to the **Commercial Revolution**, which helped end feudalism and manorialism. It also led to the beginning of the slave trade and the growth of **banks** and other large businesses.



Main Ideas-

4. Capitalism

Capitalist economies are associated with the democratic types of governments, and with countries such as the United States. The capitalist economy is also known as a market economy. Capitalism is an economic system where individuals control businesses, instead of the government. In capitalism, the types of resources used are determined by **supply and demand**. In other words, if a business owner thinks that there is **demand** for a particular kind of good, he will **supply** it. The price of that good depends on how much of the good is available in the market and how much demand there is for it. So the business owner (not the government) decides how many goods will be made, what resources are needed to make this resource and how much of the good will be sold. Then, he may keep the profits from his sales and produce more goods. According to capitalism, government should not interfere in the sale and **free trade** of goods. For this reason, capitalism goes along with **democratic** types of government, where people have many types of freedoms. A capitalist economy is usually tied with **industrialization**, where goods are made in factories (instead of by hand) to minimize the cost of producing those goods.



Main Ideas-

5. Communism



Communism is associated with **totalitarian** governments of countries such as the Soviet Union, China and Cuba. Communism is also called a **command economy**. Communism is based on the idea of the thinker Karl Marx, who believed that everyone should share the money and resources in a society. He was against the very small and rich ruling class controlling the rest of society. He was against the idea of capitalism. Marx had the idea that people should share in the wealth of a country equally. There should be no rich or poor. However, he did not say who should control the economy and the resources of a country, so in Communist countries, very powerful dictators ended up taking over. Virtually every resource is controlled by the very strong government. In a Communist economy, there is a lot of attention paid to making industrial goods like machines and weapons. Very little attention, however, is paid to making food and consumer goods (like clothing or furniture or televisions). Thus, people in Communist countries often found it very hard to obtain food, consumer goods and make profits from their businesses.

Main Ideas-

#6 Economic Systems Chart

Name: _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	What type of government is this economic system associated with?	What are the features of this economic system?	What society and time period did this economic system exist?
1. Traditional economy			
2. Manorialism			
3. Mercantilism			
4. Capitalism (“Market economy”)			
5. Communism (“Command economy”)			
6. Mixed Economy			

1) This statement reflects the basic idea of which economic system?

Base your answer to # 1 on the quote below:

“The purpose of colonies is to ship raw materials to the colonial power and buy finished goods from the colonial power.”

1. Socialism
2. Communism
3. Mercantilism
4. Capitalism

2) Which statement is a description of a market economy?

1. Government planning agencies make some economic decisions and private businesses make others
2. Individual decision making and supply and demand influence basic economic decisions.
3. The national government controls all resources, labor supply and means of protection
4. Customs, religions and traditions determine most economic decisions

3) A key principle of the economic theory of communism is:

1. Restoration of a bartering system
2. Organization of workers’ unions
3. Government ownership of property
4. Privatization of business

4) Which concept led to the formation of the North American Free Trade Agreement (NAFTA) and the European Union (EU)?

1. Nationalism
2. Imperialism
3. Interdependence
4. Socialism

5) In the Soviet Union, under Mikhail Gorbachev, the trend toward private ownership of businesses represented a move away from:

1. A traditional economy
2. A command economy
3. A free-market economy
4. Laissez-faire economy

#7 POLITICAL SYSTEMS INFORMATION SHEET

1. Monarchy

Monarchy and the **Divine Right** to rule

In most of the oldest river valley civilizations, the strongest military man became king. A political system in which government is controlled by a king or queen is called a monarchy. Some kings were also the chief priest in their city. This dual role was not uncommon, and served to place the king on a much higher social level than his subjects, thus making it easier for him to govern them



Some kings took the religious affiliation even further, declaring they had the right to rule because God had chosen them to do so. Claiming to rule by divine right made kings appear very powerful, and closely connected to the patron god of the city.

2. Feudalism

Because kings were often too weak to repel the invaders, many city dwellers moved into the countryside in hopes of greater safety. As a result of the invasions, and a weak central government, a new social and political system known as feudalism developed. Strong local lords formed a strict code of behavior and allegiances which became the foundation of feudal life. For example, the king controlled huge tracts of land. He would give his support and a large piece of land, called a fief, to a powerful lord in return for loyalty and military support. This

Comparison of Feudalism in Europe and Japan		
	Europe	Japan
Nobility	king, lord, lesser lord	emperor, shogun, daimyo
Warriors	knights	samurai
Code of conduct	chivalry	bushido
Evolution	<ul style="list-style-type: none">• Both practices developed in response to the need for security and stability• everyone had well-defined social roles• helped preserve law and order	

meant the lord was now a vassal of the king. The Lord would then divide up that land among his supporters, usually less powerful lords, obtaining vassals of his own. The Lesser Lords would do the same, dividing up the increasingly smaller land holdings to their knights. Finally, the knights would be left in direct control of the land and the peasants or townsfolk who lived there. The peasants were expected to grow food, tend the land, and provide military support to the feudal lords. Under European feudalism, there was very little opportunity for social advancement. The economy that grew up around the lord's home is known as manorialism. Under this system, everyone had a well-defined place in the social structure.

Japan's feudal period lasted from the 12th century until the 19th century. During this period, society was divided in different classes. At the top, was the **Emperor**, although he had little real power. Japan was ruled by the **Shogun**, who was a military leader with near absolute control. The most successful was the **Tokugawa Shogunate**, which ruled Japan from 1603 until 1868. In Japan, the real political and military power was in the hands of the **shogun**. Much like in Europe, the shogun distributed lands to his loyal vassals, who were called **daimyo**. The daimyo then granted lands to their warriors, the **samurai**. Japanese warriors lived according to a code of conduct known as **bushido**, which was even stricter than that in Europe. A disgraced samurai was expected to perform **seppuku** (commit suicide) in order to maintain his family's honor.

3. Absolutism

Absolutism is the complete centralization of power into the hands of one leader. These leaders have few, if any restraints on what they can do within their borders. Absolutism appears in various places throughout history, most notably in India under Akbar the Great in the 16th century, Spain under Charles V and Philip II also in the 16th century, France under Louis XIV in the 17th century, and in Russia under Peter the Great in the late 17th - early 18th centuries. These leaders exercised complete control over all aspects of their populations lives. Reaction to this form of government was often violent, many times resulting in revolutions seeking greater political, social, and economic freedoms.

4. Democracy

Greece/ Rome

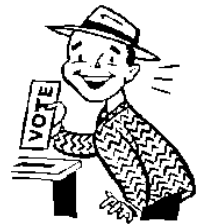
The Ancient Greeks were the first to use democracy as a form of government. Under Pericles, male citizens in Athens participated in the daily running of government. This form of direct democracy excluded all non-citizens, such as women and slaves. Today, many governments around the world practice some form of democracy.

In Ancient Rome, a government where officials were chosen from among eligible citizens was established. A republic, a this form of democratic government is known, is not a direct democracy. It is called representative democracy, since only a few chosen officials represent the citizens as a whole.

In 1688 in England, the English Bill of Rights was passed by Parliament after the Glorious Revolution of 1688. Power was transferred from Catholic James II to his son-in-law and daughter, William and Mary, both of whom were Protestant. The Bill of Rights ensured the supremacy of Parliament over the monarchy in England. England was still not a true democracy, but it was taking steps toward becoming one.

The success of the American Revolution and its guiding principles was a major inspiration of the French Revolution in 1789, and the Latin American Revolutions of the 1790s and early 1800s. Proof that foreign rule and slave chains could be thrown off was extremely encouraging to the mixed-blood inhabitants of the Caribbean islands, and Latin America.

In the 1830s and 1840s, a series of democratic revolutions occurred throughout Europe. Most of them were harshly put down. After **World War II**, most of northern, western and southern Europe, America, Japan, South America and the parts of the former British Empire, practiced some form of democracy. Today, democracy is one of the most widely practiced political systems in the world.



5. Communism

Karl Marx was a German socialist during the 19th century who co wrote a book with another German socialist by the name of Friedrich Engels. The book was called *The Communist Manifesto*, and put forth the new political ideology of scientific socialism, commonly referred to as communism. Marx and Engels believed their theory to be based on scientific principals and the study of history. They state that human life has consisted of a struggle between the people who have economic wealth, and those who do not. The people who have, called the bourgeoisie, are always in power and use the "have nots", called the proletariat, to stay there. Marx and Engels predicted that capitalism would make the proletariat poorer, which would result in a revolution. They predicted an end to capitalism and the creation of a classless society where all had what they needed.



Communist revolutions occurred throughout as a result of this ideology. Most notably, Russia and China became communist states replacing long standing monarchies. However, communism did not developed as Marx and Engels predicted. Instead, most communist countries develop into totalitarian regimes, with a small, elite class of people running everything.

6. Fascism

Fascism is totalitarian rule that is imperialistic, nationalistic, and anti-communist. The anti-communist part is interesting as both regimes share many of the same ideas. Fascism appeared in Italy and Germany after World War I as both countries struggled with political and economic ruin. **Benito Mussolini** in Italy and **Adolf Hitler** in Germany used this new ideology to gain power and control over their countries. Their rise in power resulted in the greatest war in human history, World War II, as both countries had imperialistic ambitions. In the end, only the combined strength of the United States, Great Britain, and the Soviet Union, were able to defeat the Fascists.

#7 Political Systems Chart

Name: _____ Teacher: _____ Band _____

Use the information on the information sheet to fill in the chart.

	Who is in charge?	<i>Countries or regions where this political system would be found</i>	Describe this Political System in detail
1. Monarchy			
2. Feudalism			
3. Absolutism			
4. Democracy			
5. Fascism			
6. Communism / Socialism			

1. Feudalism influenced Europe and Japan by:

1. Providing social stability
2. Fostering the growth of religions
3. Eliminating warfare
4. Encouraging formal education

2. In the partial outline below, which heading belongs after Roman numeral I?

- I. _____
- A. Louis XIV
 B. Phillip II
 C. Henry VIII

1. Divine right monarchs
2. Supporters of democracy
3. Religious reformers
4. Leaders of the Crusades

3. Which quotation was most likely made by an absolute monarch?

1. "The government that governs best governs least."
2. "I am the state."
3. "The government must be made on a sound constitution."
4. "It is the Parliament that must make the laws."

4. The writings of the 18th century French philosophers Diderot, Rousseau and Voltaire influenced the:

1. Policies of the Enlightenment despots
2. Start of the Neolithic Revolution
3. Success of the German unification movement
4. Spread of imperialism to Africa and Asia

5. Nazi Germany, Fascist Italy, and Communist Russia were similar in that each:

1. Protected individual rights
2. Elected their leaders through popular vote
3. Supported market-based economies
4. Established totalitarian governments

