

*Global History Review
Part 2*



9TH

TEACHER

ANSWER

PACKET

Global Studies 9 – First Half Review

Directions: Use your knowledge from our class discussions and your midterm review packets to answer the following questions about the first half of the year.

Historical Thinking / Beginning of Civilizations

1. The Neolithic Revolution was a change from what to what? **hunting and gathering to farming**
2. As a result of the Neolithic Revolution, people began to form: **civilizations**
3. What are the characteristics of a civilization? **a government, social classes, job specialization, a food surplus, writing, and religious beliefs**
4. Other than farming, name something else people began to do as a result of the Neolithic Revolution? **domesticated animals, built permanent civilizations**
5. Name features that would be found on a physical map. **topography - mountains, rivers, deserts, lakes**
6. Name features that would be found on a political map. **show countries, their borders, and capital cities**

Early Civilizations

7. What two rivers make up Mesopotamia? **Tigris and Euphrates Rivers**
8. What early civilization was based around the Nile River? **Egyptian**
9. What major river did early Indian civilizations build around? **Indus River**
10. The early civilizations in China were built around what river? **Yellow River / Huange He, Yangzi River**
11. Why did early civilizations develop in river valleys? **Fertile soil, irrigation, transportation**
12. Identify two writing systems developed by early civilizations: **hieroglyphics, cuneiform**
13. What was the first set of laws to be written down? **Code of Hammurabi**
14. Who developed grid pattern cities? **Harappan Civilization**
15. Were most early civilizations monotheistic or polytheistic? **polytheistic**
16. Name two types of irrigation systems used by the river valley civilizations. **Shaduf, canals**
17. Why did China use terrace farming? **Adapted to hilly environment**

India

18. What two dynasties ruled India during the classical period? **Maurya Dynasty / Gupta Dynasty**
19. This ruler developed rock law pillars and converted to Buddhism. **Asoka**
20. Identify two achievements of the Guptas. **Concept of zero, Sanskrit writing**
21. Describe the caste system. **Social hierarchy of India in which people were born into a social class (called a caste) and remained in that class for the remainder of their lives**

China

22. What two dynasties ruled China during the classical period? **Qin Dynasty / Han Dynasty**
23. Describe the dynastic cycle. **pattern to rise and fall of all the dynasties that ruled China**
24. Shi Huangdi ruled China based on Legalism. Describe what life was like in China during his reign. **Strict rules, harsh punishments for crimes**
25. What are civil service exams that were developed during the Han Dynasty? **System in which government positions were given only to skilled people who passed difficult exams.**
26. What is the Silk Road? **trade route that extended about 4,000 miles from China in the East to the Mediterranean Sea in the West**
27. How did the Silk Road lead to cultural diffusion? **Connected East / West**

Greece

28. What was the effect of geography on the development of classical Greece? **Greece was divided into many independent (separate) city-states.**
29. Describe the city of Athens. **Direct democracy, philosophers, culture, theatre**
30. What is direct democracy? **form of government in which people can vote**
31. Describe the city of Sparta. **military society where men spent almost all of their lives training for warfare**
32. Alexander the Great spread Hellenistic Culture. What is it? **describes the mixture of Greek, Egyptian, Persian, and Indian cultures**

Rome

33. Where was the Rome located? **Italy, Mediterranean Sea**
34. Identify two achievements of the Roman Empire. **Twelve Tables, Roads, Coliseum, aqueducts, arches, concrete**
35. What is the Pax Romana? **This was the 200-year Golden Age of Rome in which there was extensive trade and great achievements in art, literature, math, and science.**
36. List three reasons for the fall of the Roman Empire. **invasion, inflation, lack of leadership, taxation, split of empire, Christianity**

Name the belief system.....Choices: Animism, Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Legalism, or Daoism

37. Founded by Muhammad - **Islam**
38. Teaches “The Way’ which includes harmony in nature - **Daoism**
39. Spread to Japan from India through China and Korea - **Buddhism**
40. Leading prophets in its development were Abraham and Moses – **Judaism**
41. Founded by Jesus of Nazareth – **Christianity**
42. Followers observe the Five Pillars – **Islam**
43. Is monotheistic – **Judaism, Christianity, Islam**
44. Emphasizes filial piety – **Confucianism**
45. Indigenous religion to Japan that includes the worship of kami – **Shintoism**
46. Founded by Siddhartha Gautama – **Buddhism**
47. Uses the Torah as its holy book – **Judaism**
48. Main gods are Brahma, Shiva and Vishnu – **Hinduism**
49. Traditional African religion that includes the worship of spirits in nature – **Animism**
50. Includes the caste system and untouchables – **Hinduism**
51. Many believers fast during the month of Ramadan – **Islam**
52. Teaches the Four Noble Truths – **Buddhism**
53. Teaches the importance of the Five Relationships – **Confucianism**
54. Followers make the hajj to Mecca – **Islam**
55. Founded by Lao Zi – **Daoism**
56. Includes the belief in reincarnation – **Buddhism, Hinduism**
57. Followers seek release from suffering called Nirvana – **Buddhism**
58. Followers seek spiritual purity and enlightenment called moksha – **Hinduism**
59. Chinese bureaucrats have to take a test on this belief system to get a job in the government – **Confucianism**
60. Many people in this religion follow the pope – **Christianity**
61. Chinese system that says harsh punishments will keep society in order – **Legalism**
62. Two main groups are Sunni and Shi’ites – **Islam**
63. Encourages people to follow the Eightfold Path – **Buddhism**
64. Main groups are Catholic, Protestant and Eastern Orthodox – **Christianity**
65. Caste system determines the job you hold – **Hinduism**
66. Sharia law based on the Quran – **Islam**
67. Constantine helped spread this religion in the Roman Empire – **Christianity**
68. Main religion in India today – **Hinduism**
69. Main religion in Japan – **Shintoism / Buddhism**
70. Main religion in the Middle East – **Islam**
71. Main religion in Europe – **Christianity**
72. Main religion in North Africa – **Islam**

TOPIC: CONSTRUCTED RESPONSE REVIEW

Directions: Use your packets to help you answer the following review questions based on our units studied this year.

1. What are historical circumstances?
 - **the events that led to an event; includes the time period and larger historical trends as well as causes**

2. What are geographic circumstances?
 - **where a historical event took place and why it took place there; includes location, location relative to other places, geographic features, and climate**

3. What is bias? How does it affect how we look at a document?
 - **Bias refers to one-sidedness. Facts are not presented in a neutral way. A person inserts one's particular slant or opinion**
 - **Being biased does not limit the value of a source; however, it does affect how evidence from the biased source is used.**

4. What is an author's point of view?
 - **the position from which something or someone is observed by the author.**
 - **A person's point of view can be shaped by life experience and motives, race, ethnicity, nationality, class, ideas, gender, and other factors.**

5. What is the audience for a document?
 - **Audience refers to the group for whom a given document or source was produced or intended.**
 - When thinking about audience ask:**
 - Why does this work/document exist?**
 - Who was the author thinking would receive this work/document?**
 - Does the author of the work/document indicate who the intended audience is?**

6. How do you determine the purpose of a document?
 - **Purpose refers to the reason a record, document, or source was produced.**
 - When thinking about purpose ask:**
 - Why does this work/document exist?**
 - Why did the author create this work/document?**
 - What is the intent of this work/document?**

Causation

- **Cause**—refers to something that contributes to the occurrence of an event, the rise of an idea, or the bringing about of a development.
- **Effect**—refers to what happens as a consequence (result, impact, outcome) of an event, an idea, or a development.

The response will need to identify and explain a cause-and-effect relationship using evidence from both documents 1 and 2. The explanation should make clear what the cause is and what the effect is.

In most cause-effect questions one document is the cause the other is the effect.

Turning Point

- **Turning point**—is a **major event**, **idea**, or **historical** development that brings about significant **change**. It can be local, regional, national, or global.
- Responses will need to both identify the **turning point** and explain **why** it is a turning point.

The explanation must include evidence from both documents 1 and 2.

Comparison

- **Similarity**—tells how something is **alike** or the **same** as something else.
- **Difference**—tells how something is **not alike** or **not the same** as something else.

Responses will need to clearly identify a similarity or a difference and explain that similarity or difference using evidence from both documents 1 and 2.

TOPIC: ENDURING ISSUES

Directions: Use the word bank below to fill the following chart.

Scarcity	Innovation	Interconnectedness	Environment	Inequality
Power	Cooperation	Ideas and Beliefs	Conflict	

Enduring Issues

1. CONFLICT

CONFLICT is a serious disagreement or argument. There can be **CONFLICT** between individuals, groups or people, and even nations.

2. COOPERATION

COOPERATION is the process of working together to achieve the same goal. You can see the effects of **COOPERATION** when someone helps you lift a table, when you play on a team, or when nations come together to solve a mutual problem.

3. POWER

POWER is the ability to influence or control the behavior of people and it is a part of every human interaction. You can see the effects of **POWER** in your relationships with your family and friends, and in schools, sports, business, and government.

4. INEQUALITY

INEQUALITY is the state of being unequal. When there is **INEQUALITY**, one group has more power than others.

5. INNOVATION

An **INNOVATION** is a change, a new method or idea. **INNOVATION** positive and negative impacts.

6. INTERCONNECTEDNESS

INTERCONNECTEDNESS is the state of having connections or relationships with other people. For example, the more people you know from a neighborhood, the more **INTERCONNECTED** you are to it. Increased **INTERCONNECTEDNESS** can be caused by more communication and trade. **INTERCONNECTEDNESS** can have both positive and negative effects.

7. IDEAS & BELIEFS

Our **IDEAS & BELIEFS** shape the way we look at the world. **IDEAS & BELIEFS** can come from one's conclusions from observation, religion, parent, books, or friends.

8. ENVIRONMENT

Our **ENVIRONMENT** is the area around us in which we live. We are affected by our **ENVIRONMENT** and we have an effect on it. This is true of your local **ENVIRONMENT** (your home, your classroom, and your neighborhood) and the larger **ENVIRONMENT** (your state, your country, and your world).

9. SCARCITY

SCARCITY is the state of not having enough of something. Everything we use in our daily life comes from the Earth and there is a limited supply of resources on this planet. Some places have access to more water than others, some have access to oil. Since resources are **SCARCITY**, we trade for them.

Something is SIGNIFICANT if it is IMPORTANT.

Something is **HISTORICALLY SIGNIFICANT** if it...

- affected **A LOT** of people.
- had **LONG-LASTING** effects.

Enduring Issues

Document 1

Shi Huangdi, first emperor of the Qin dynasty, used warfare to weaken six of the seven warring states. His efforts to unify China led to the consolidation of his power.

... The Qin [under Shi Huangdi] made many changes that were meant to unify China and aid in administrative tasks. First, the Qin implemented a Legalist form of government, which was how the former Qin territory had been governed. The area was divided up in 36 commanderies which were then subdivided into counties. These commanderies had a civil governor, a military commander, and an imperial inspector. The leaders of the commanderies had to report to the Emperor in writing. The Legalist form of government involved rewards and punishments to keep order. Also, the state had absolute control over the people, and the former nobility lost all of their power. The nobility were also transplanted from their homes to the capital. Groups were formed of units of five to ten families, which then had a group responsibility for the wrongdoings of any individual within the group...

Source: "Qin Dynasty," EMuseum, Minnesota State University at Mankato

Identify an enduring issue present in Document 1 and cite evidence to support that choice.

- POWER – “state had absolute control over the people”
- POWER – “The nobility were also transplanted from their homes to the capital”
- IDEAS & BELIEFS – “Legalist form of government”

Document 2

From Food Gathering To Food Producing

... Paleolithic men could not control their food supply. So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving. But while Paleolithic men continued their food-gathering pattern of existence in Europe, Africa, and Australia, groups of people in the Near East began to cultivate edible plants and to breed animals. Often described as the “first economic revolution” in the history of man, this momentous change from a food-gathering to a food-producing economy initiated the Neolithic Age. Paleolithic man was a hunter; Neolithic man became a farmer and herdsman. . . .

Source: T. Walter Wallbank, et al., Civilization: Past and Present, Scott, Foresman and Company

Identify an enduring issue present in Document 2 and cite evidence to support that choice.

- SCARCITY – “So long as they relied on foraging, hunting, fishing, and trapping, they were dependent on the natural food supply in a given area to keep from starving”
- INNOVATION – “began to cultivate edible plants and to breed animals”

TOPIC: BYZANTINE EMPIRE

I. Byzantine Empire (c. 500-1453 AD)

A) After the western area of the **Roman Empire** was conquered by invading **Germanic tribes** in the year 476 AD, the eastern portion of the Roman Empire survived and became known as the Byzantine Empire.

B) Key features and achievements of the Byzantine Empire:

1) The people of the Byzantine Empire were mainly **Greek** in language and culture.

2) **Constantinople** - The capital city of the Byzantine Empire. It was a great location for **trade** because it was located along major waterways and it was a crossroads of (link between) **Europe** and **Asia**.

3) **Eastern Orthodox Religion** - This was the branch of **Christianity** that was practiced by the people of the Byzantine Empire (the **Hagia Sophia** was a famous church in Constantinople).

4) **Justinian Code** - Written system of laws created by Emperor **Justinian** that was later adopted by various European civilizations. It was largely based on laws of the Roman Empire).

5) Preservation of **Greek** and **Roman** Culture- The Byzantines preserved (saved) and passed on important texts created by the Greeks and Romans.

C) **Cultural Diffusion** - The Byzantine Empire had a major influence on the neighboring civilization of Russia. Through contact with the Byzantine Empire, Russia received:

1) The Eastern Orthodox Religion (which is still practiced in Russia today)

2) The **Cyrillic Alphabet** (writing system still used in Russia today)

MULTIPLE CHOICE: BYZANTINE EMPIRE

Base your answer to questions 1 and 2 on the passage below and on your knowledge of social studies.

... Aside from female saints, the women described in the greatest detail by Byzantine authors are empresses and aristocrats. Although they had a certain amount of freedom, these women were held to very much the same standards as average women in Byzantine society: modesty, piety, and self-control were traits of an ideal woman. To preserve their modesty, young unmarried women rarely went out in public alone, and married women who did not have jobs outside the home left the house only for specific reasons, such as to go to the market, to church, or to the baths. By the middle Byzantine period, it was thought appropriate for women, when they did go out, to cover their heads...

— Molly Fulghum Heintz, “Work,” in Ioli Kalavrezou, *Byzantine Women and Their World*, Harvard University Art Museums, 2003 (adapted)

1 What is the primary theme of this passage?

- (1) social mobility
- (2) economic interests
- (3) cultural values**
- (4) natural rights

2 Which statement about Byzantine society is best supported by this passage?

- (1) Empresses and aristocrats were more important than female saints.
- (2) All women were expected to adhere to similar standards.**
- (3) Most women had jobs outside the home.
- (4) Young unmarried women were encouraged to be independent.

Base your answer to questions 3 and 4 on the quotation below and on your knowledge of social studies.

... *The circumference of the city of Constantinople is eighteen miles; one-half of the city being bounded by the continent, the other by the sea, two arms of which meet here; the one a branch or outlet of the Russian, the other of the Spanish [Mediterranean] sea. Great stir and bustle prevails [dominates] at Constantinople in consequence of the conflux [meeting] of many merchants, who resort thither [come there], both by land and by sea, from all parts of the world for purposes of trade, including merchants from Babylon and from Mesopotamia, from Media and Persia, from Egypt and Palestine, as well as from Russia, Hungary, Patzinakia, Budia, Lombardy and Spain. In this respect the city is equalled only by Bagdad, the metropolis of the Mahometans [Muslims]. . . .*

— Rabbi Benjamin of Tudela, Manuel Komroff, ed., *Contemporaries of Marco Polo*, Boni & Liveright

3 This author would most likely agree with the idea that the

- (1) size of Constantinople limited trade
- (2) cities of western Europe were more impressive than Constantinople
- (3) location of Constantinople contributed to its prosperity**
- (4) government of Constantinople failed to provide order

4 Identify one effect of the characteristics of Constantinople described in the excerpt above.

- (1) Rival empires fought for control of Constantinople**
- (2) Constantinople was not a part of a large empire
- (3) Constantinople was not affected by the diseases spread through trade like the bubonic plague
- (4) Scholars left Constantinople for other Mediterranean cities

SHORT ANSWER: BYZANTINE EMPIRE

Document 3

A description of Justinian from Procopius', *The Secret History*.

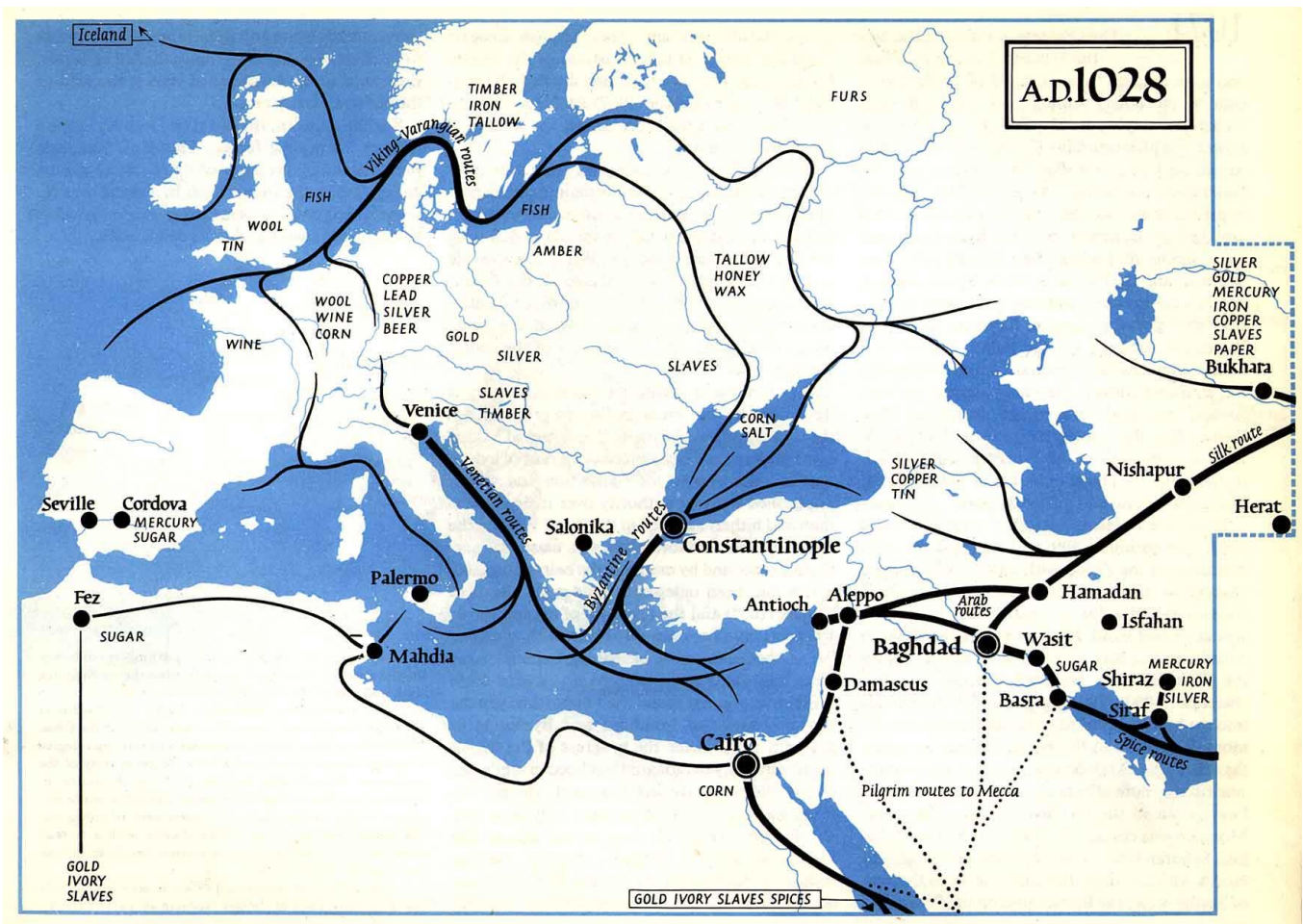
That Justinian was not a man, but a demon, as I have said, in human form, one might prove by considering the enormity of the evils he brought upon mankind. For in the monstrosity of his actions the power of the fiend is manifest. Certainly an accurate reckoning of all those whom he destroyed would be impossible, I think, for anyone but God to make. Sooner could one number, I fancy, the sands of the sea than the men this Emperor murdered.

Source: Procopius, *The Secret History*, translated by Richard Atwater, 1927 (adapted)

What is the point of view of Procopius toward the ruler Justinian in document 3?

- **Procopius' point of view is that Justinian is a demon in human form due to the people he destroyed or had killed.**

Document 4



According to document 4, what are the geographic circumstances that led to the development of Constantinople?

- **Due to the location of Constantinople on trade routes on Mediterranean Sea between Europe and Asia it became a center of trade allowing for it to becoming very prosperous.**

TOPIC: THE GOLDEN AGE OF ISLAM

I. Islam (ALSO DISCUSSED EARLIER IN PACKET)

- A) **Monotheistic** religion that believes in one God (called Allah).
- B) Followers of Islam are called Muslims.
- C) **Koran** (Qu'ran)- The Holy Book of Islam.
- D) **Five Pillars** - Religious and moral/ethical duties and obligations that are required of all Muslims (i.e.- Make a pilgrimage to Mecca, pray five times daily, etc.).
- E) Muhammad (lived 570-632 AD)
 - 1) The founder of Islam who was born in **Mecca** (the holiest city of Islam).
 - 2) He is believed by Muslims to be the last of God's prophets (messengers to the people).

II. Golden Age of Islam (c. 700-1200 AD)

- A) After Muhammad - Shortly after the death of Muhammad, Muslim armies swept out of the **Arabian peninsula** and conquered vast areas of land that included much of the Middle East, the northern coast of Africa, and even southern Spain.
- B) During this period, the Islamic (or Muslim) world experienced a **Golden Age** - There were amazing achievements in math, science, medicine, philosophy, and art. Some of the key achievements of this period include:
 - 1) The creation of **medical encyclopedias**.
 - 2) Improvements in **math** (especially algebra).
 - 3) Artwork that included **calligraphy** (beautiful writing), woolen carpets, and textiles.

MULTIPLE CHOICE: GOLDEN AGE OF ISLAM

Base your answer to the questions 5 and 6 on the statements below and your knowledge of social studies.

Statement A. Sunnis and Shiites have different views about who should lead the Muslim faith.

Statement B. Today some Hindus follow caste rules more closely than others do.

Statement C. Most Buddhists belong to one of two main sects.

Statement D. Christianity is practiced by both Roman Catholics and members of the Eastern Orthodox Church.

5 Which generalization is supported by the information in these four statements?

- (1) **In many religions, a range of beliefs often exists.**
- (2) A belief in a god is common to all religions.
- (3) A hierarchy of leadership exists in all religions.
- (4) Religion is becoming less important to people.

6 Which of the statements above states one reason for conflict within the Islamic community?

- (1) **Statement A**
- (2) Statement B
- (3) Statement C
- (4) Statement D

Base your answer to question 7 and 8 on the passage below and on your knowledge of social studies

. . . Wherever they went, the Muslims brought with them their love of art, beauty, and learning. From about the eighth to the eleventh century, their culture was superior in many ways to that of western Christendom. Some of the finest centers of Muslim life were established in Spain. In Cordova, the streets were solidly paved, while at the same time in Paris people waded ankle-deep in mud after a rain. Cordovan public lamps lighted roads for as far as ten miles; yet seven hundred years later there was still not a single public lamp in London! Some Spanish Muslims had homes with marble balconies and courts with lovely waterfalls. Bedrooms were vaulted with stained glass and speckled with gold. And metal pipes carried water into marble baths. Nearly every mosque had a public school in which the children of the poor were taught. Many Muslim libraries were excellent; the catalogue of one caliph's library filled forty volumes. In addition, the followers of Mohammed achieved much in science, particularly in chemistry, astronomy, mathematics, and medicine. . . .

Source: Daniel Roselle, *A World History: A Cultural Approach*, Ginn and Company (adapted) from NYS Global History and Geography Regents Exam, August, 2010.

7 Identify Daniel Roselle's point of view from the choices below.

- (1) Paris was the center of learning in Europe in the tenth century CE.
- (2) London was a predominantly Muslim city and trade center in the ninth century CE.
- (3) **Islamic rule in Spain led to a golden age from the 700s through the 1000s CE.**
- (4) Quality of life in Cordova decreased because of Muslim rule.

8 Identify a claim supported by the passage above and your knowledge of social studies.

- (1) Cultural diffusion occurred more often in Christian civilizations than Muslim ones.
- (2) **Golden ages are marked by economic prosperity and scientific and cultural achievements.**
- (3) The Silk Roads were integral to the rise of Muslim control in Cordova, Spain.
- (4) Predominantly Christian cities were more advanced than Muslim cities in Medieval Europe

Base your answer to question 9 and 10 on the passage below and on your knowledge of social studies

. . . Muslims, Christians, and Jews lived together in peace. Because several Christian and Jewish prophets, including Adam, Abraham, and Moses, are named in the *Qur'an* and because the Jewish Torah and Christian gospels are recognized as revelations from Allah, the Muslim rulers called Christians and Jews “people of the Book” and permitted them much religious and personal freedom. Jews, especially, enjoyed many liberties, and many Jews distinguished themselves in science, the arts, and government. *Convivencia*, a Spanish word meaning “living together,” helped make tenth-century al-Andalus the most civilized country in Europe. . . .

—Lawrence Houghteling, “Al-Andalus: Islamic Spain,” *Calliope*, Nov.–Dec. 1995

9 What is the main idea of this passage?

- (1) The Torah and the Bible were rejected in Muslim Spain.
- (2) Arabs, Jews, and Christians shared houses and places of worship in Muslim Spain.
- (3) Religious tolerance in Muslim Spain encouraged the growth of a rich and diverse culture.**
- (4) Spain was troubled by deep-rooted religious conflicts.

10 Identify one commonality between the belief systems mentioned in the excerpt above.

- (1) Monotheism**
- (2) Origins in North Africa
- (3) The belief in reincarnation
- (4) Their beliefs encourage hatred for other belief systems

Base your answer to question 11 and 12 on the passage below and on your knowledge of social studies.

. . . Merchants were carriers of Islam rather than agents of Islamization. They opened routes and exposed isolated societies to external influences, but they were not themselves engaged in the propagation [spread] of Islam, which was the work of religious leaders. The leaders became integrated into African societies by playing religious, social, and political roles similar to those of traditional priests. Like traditional priests, Muslim men of religion were peacemakers, who pleaded for those who broke the king’s laws. Mosques, like traditional shrines, were considered sanctuaries. Immunity of life and property was extended to men of religion only as long as they kept out of politics and posed no threat to the existing sociopolitical order. . . .

Source: John L. Esposito, ed., *The Oxford History of Islam*, Oxford University Press from NYS Global History and Geography Regents Exam, August, 2010.

11 According to *The Oxford History of Islam*, what is one way Islam was spread to African societies?

- (1) Africans traveled to Mecca to learn about Islam
- (2) Africa was conquered by Islamic Caliphates that forced Africans to convert
- (3) Traders opened opportunities for religious leaders to introduce Islam to Africans**
- (4) Africans adopted Islam in exchange for spices from the Middle East

12 The process described in the passage above is most similar to which of the following historical developments?

- (1) The expansion of the Roman Empire
- (2) The spread of Hellenistic culture through Alexander the Great’s conquests
- (3) Pope Urban II’s call for Crusade
- (4) The spread of Buddhism to China, Korea, and Japan**

SHORT ANSWER: GOLDEN AGE OF ISLAM

Document 5

“[Islam] spread across Central Asia and into China via the Silk Road, as well as to what is now Malaysia, Indonesia, and the southern Philippines via the Indian Ocean trade routes. Arab and Persian traders were very successful in expanding Islam, due in part to their trade practices. Muslim merchants and suppliers gave one another better prices than they did for non-believers. Perhaps most importantly, they had an early international banking and credit system so that a Muslim in Spain could issue a statement of credit, similar to a personal check that a Muslim in Indonesia would honor. The commercial advantages of conversion made it an easy choice for many Asian merchants.”

Source: Kallie Szczepanski, “The Spread of Islam in Asia, 632 CE to present.”

What is the author’s purpose for writing document 5?

- **The author’s purpose for writing this document is to describe the expansion of Islam from Asia to China. She identifies the importance of trade routes in allowing for cultural diffusion.**

Document 6



Based on Document 6, what are the historical circumstances surrounding the expansion of Islam?

- **From 622 until 750 Islam expanded to area around the Mediterranean Sea via trade routes and through conflict. Islam was founded by Muhammad in Mecca and spread to various parts of Asia, Africa and Europe.**

TOPIC: THE MIDDLE AGES

I. Introduction to the Middle Ages (400-1400 AD)

A) The Middle Ages is the period of time in Europe after the collapse of the **Roman Empire** and before the **Renaissance**.

B) **Feudalism**

1) **Political system** of the Middle Ages in which kings throughout Europe gave land away to nobles in return for their loyalty and military service.

2) **Nobles** that received land from the king had to serve as **knights** (warriors on horseback) and fight when necessary. Knights had to follow chivalry (a code of behavior that stressed loyalty and bravery).

3) Feudalism is considered to be a **decentralized political system** because kings gave away much of their power to nobles, who each controlled their own local areas.

4) In the feudal system, land was the basis of **wealth** and **power**. Those with more land were considered to be more wealthy and powerful.

5) Feudalism brought **social stability**, **order**, and **structure** to the Middle Ages.

C) **Manorialism**

1) During the Middle Ages, most people lived on **manors** (areas of land owned by a noble).

2) Each manor had homes, farmland, artisans, water, and **serfs** (**peasants** that could not leave the land and who performed farm labor for the noble).

3) Since each manor was mostly **self-sufficient** (provided for its own needs), trade decreased during the Middle Ages.

D) Religion - During the Middle Ages, the **Roman Catholic Church** (especially the Pope) was very wealthy and influential in Western Europe.

II. Crusades (1100-1300)

A) The Crusades were the **religious wars** of the Middle Ages in which Christians from Europe fought to regain control of the Holy Land from Muslims. The **Holy Land** is a sacred area of the Middle East that includes the city of **Jerusalem**.

B) Causes of (reasons for) the Crusades:

1) European Christians believed they would be **forgiven** for their sins if they fought for God.

2) European Christians believed the **Holy Land** should not be controlled by **Muslims**.

3) Many poor Europeans wanted to escape from **feudalism**.

4) Many Europeans hoped to gain **wealth** from the Middle East.

C) Effects (results) of the Crusades:

1) After years of fighting, trade between Europe and the Middle East **increased** (Italian cities such as Venice gained control over much of this trade since they had a central location in the **Mediterranean Sea**).

- 2) Europeans learned about the many **achievements** that Muslims had made during their Golden Age (i.e.- achievements in math, science, medicine, philosophy, and art).
- 3) Feudalism in Europe began to **decline** as many nobles had been killed and many serfs had escaped.

III. The **Black Death** (1347-1351)

A) The Black Death refers to the major disease (called **bubonic plague**) that killed **25 million** people in Europe (almost 1/3 of the population) during the late Middle Ages.

B) The disease started in **East Asia** (maybe China) and spread to Europe over **trade routes** such as the **Silk Road**. The interaction of different groups of people helped spread the disease.

C) Major effects (results) of the Black Death:

- 1) **Depopulation** - The population of Europe decreased from 85 million to 60 million.
- 2) **Feudalism** continued to decline as serfs fled from manors for better opportunities.
- 3) Trade temporarily **decreased**.
- 4) Loss of trust in the **Roman Catholic Church**.

MULTIPLE CHOICE: MIDDLE AGES

Base your answers to questions 13 and 14 on the artwork below and on your knowledge of social studies.



Source: *Bridging World History*, Annenberg Learner from NYS Global History and Geography Regents Exam, January 2013.

13 Which economic system is most closely associated with the activities shown in this artwork?

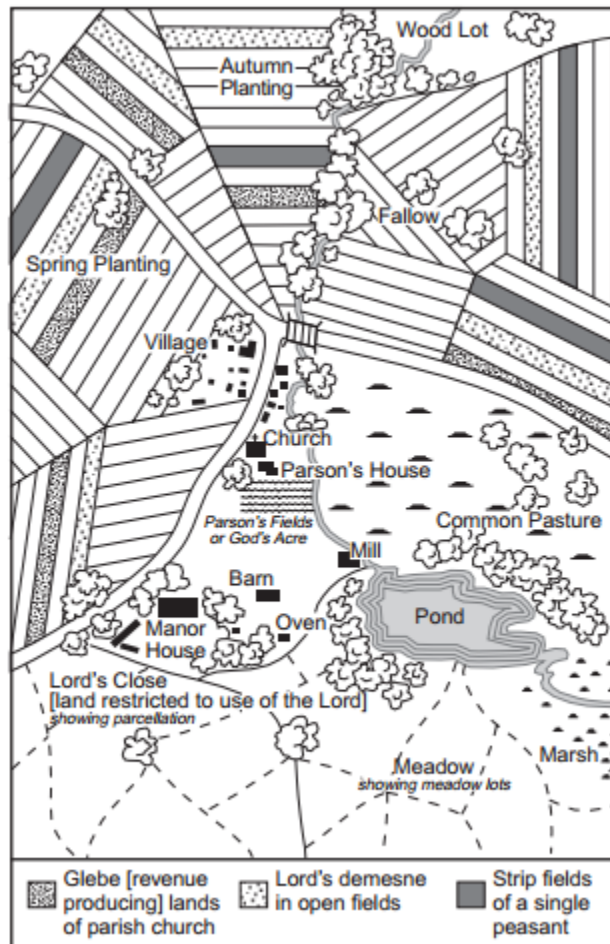
- (1) **manorialism**
- (2) capitalism
- (3) communism
- (4) socialism

14 With which historical setting is this art work most closely associated?

- (1) China—Qin dynasty
- (2) Middle East—Abbasid dynasty
- (3) **Western Europe—Middle Ages**
- (4) India—Mughal Empire

Base your answer to question 15 and 16 on the illustration below and on your knowledge of social studies.

A Typical Manor



Source: Philip Lee Ralph, *World Civilizations at Norton* online (adapted) from the NYS Global History and Geography Regents Exam, August 2010.

15 What does this illustration show about a typical manor?

- (1) All residents were treated equally.
- (2) Secular values in society were stressed.
- (3) There were a large number of factories.
- (4) People depended on agricultural production.**

16 Which era is associated with the diagram above?

- (1) European Middle Ages**
- (2) Han Dynasty
- (3) Age of Exploration
- (4) Abbasid Caliphate

Base your answer to questions 17 and 18 on the passage below and on your knowledge of social studies.

The basic idea of this book is simple: to tell the story of the Crusades as they were seen, lived, and recorded on ‘the other side’—in other words, in the Arab camp. Its content is based almost exclusively on the testimony of contemporary Arab historians and chroniclers...

— Amin Maalouf, *The Crusades Through Arab Eyes*, Al Saqi Books

17 This passage indicates that the author’s emphasis is on

- (1) cause and effect
- (2) chronological order
- (3) reenactment
- (4) point of view**

18 What was one direct result of the Crusades?

- (1) Trade increased between Europe and the Middle East.**
- (2) Islamic kingdoms expanded into Europe.
- (3) Arabs and Christians divided the city of Jerusalem between them.
- (4) Alexander the Great became a powerful leader in Eurasia.

Base your answer to question 19, 20 and 21 on the quotation below and on your knowledge of social studies.

“Come then, with all your people and give battle with all your strength, so that all this treasure shall not fall into the hands of the Turks.... Therefore act while there is still time lest the kingdom of the Christians shall vanish from your sight. . . . And in your coming you will find your reward in heaven. . . .”

— An excerpt of a letter sent by Emperor Alexius Comnenus of the Byzantine Empire to Pope Urban II in 1093

19 Which event is referred to in this quotation?

- (1) Enlightenment
- (2) French Revolution
- (3) Glorious Revolution
- (4) Crusades**

20 Identify one reason why Emperor Alexius Comnenus sent this letter to Pope Urban II in 1093.

- (1) The Mongols threatened the Byzantine Empire, so the emperor asked the pope for weapons.
- (2) The emperor feared that Muslim Turks were going to attack Constantinople, so he requested help from the pope**
- (3) The Byzantine Empire was rapidly expanding and the emperor wanted to warn the pope.
- (4) The emperor led the Turks into battle, defeated the Muslims, and asked the pope if he wanted some of the treasure.

21 Identify one effect of the events that resulted from the response to this letter.

- (1) Distrust grew between Muslim ruled regions of the Middle East and Christian governments in Europe.**
- (2) Mongol Empires conquered Western Europe.
- (3) Christians and Muslims formed an alliance and ruled the Mediterranean world in peace.
- (4) The Turkish Empire conquered Europe.

Base your answer to question 22 on the statements below and on your knowledge of social studies.

. . . For many in the contemporary Arab world, the Crusades are viewed as having begun nearly a millennium of conflict with what would become the West. The Crusades are seen as representing the constant threat of Western encroachment [trespassing]. But many scholars say that is a more recent and inaccurate view of the Crusades. . . .

— Mike Shuster, reporter, NPR

The Medieval Crusades were taken and then turned into something that they never really were in the first place. They were turned into a kind of proto-imperialism, an attempt to bring the fruits of European civilization to the Middle East, when, in fact, during the Middle Ages the great sophisticated and wealthy power was the Muslim world. Europe was the Third World. . . .

— Thomas Madden, St. Louis University

Source: History of relations between the West and Middle East, NPR, All Things Considered, August 17, 2004

22 These statements indicate that the history of the Crusades

- (1) has been neglected by experts
- (2) was of little importance
- (3) is the subject of debate and interpretation**
- (4) illustrates the importance of tolerance and understanding

Base your answer to question 23 on the statement below and on your knowledge of social studies.

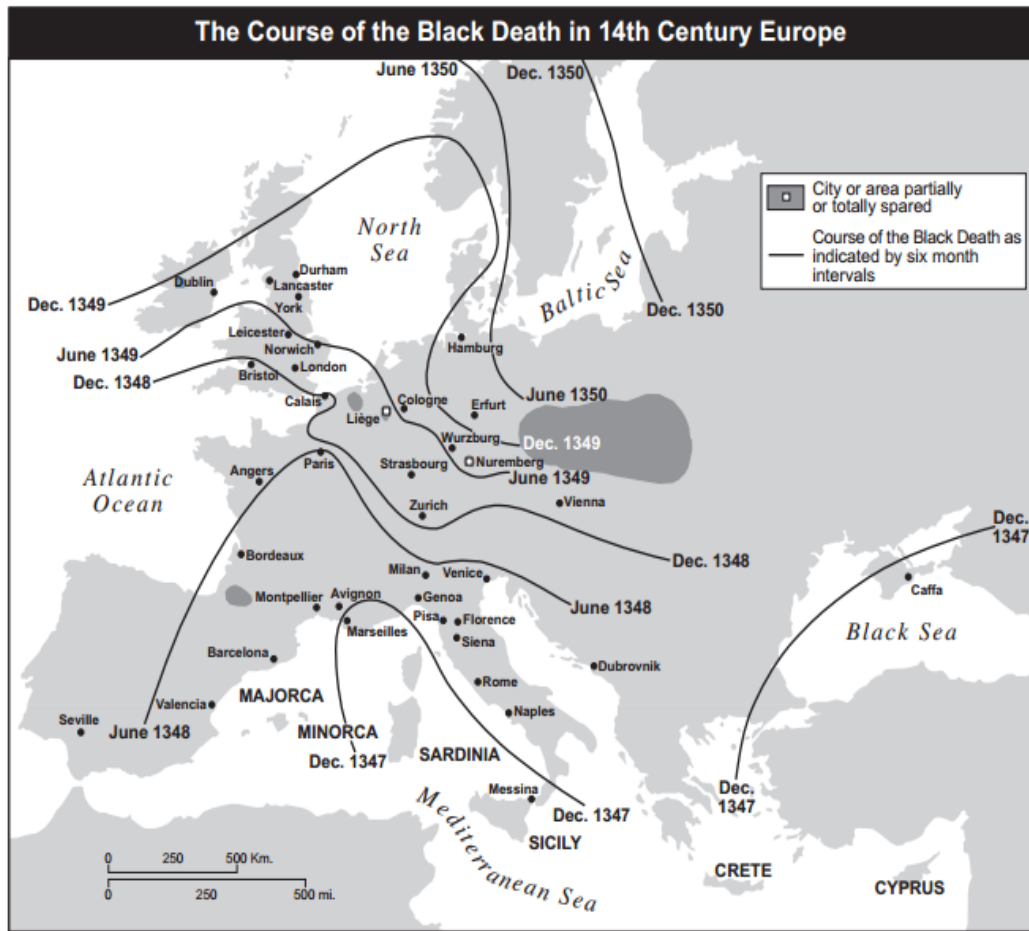
. . . Then, just as the Crusaders had been inspired at least in part by commercial motives, those 200 years of constant coming and going between East and West obviously gave trade a tremendous boost. Merchants, studying the itineraries [routes] of the cross-bearers [crusaders] who paved the way, discovered the most direct routes between eastern Mediterranean ports and the heart of Europe. Venice was a particularly active port of entry for goods imported from the Middle East and India. From there the goods traveled a well established route through the Brenner Pass, up the Rhine to Brussels and then north to the Baltic Sea. Many a town which lies along this course owes its existence to a brisk demand for exotic wares from the East by medieval Europeans. . . .

Source: "Legacy of the Crusades," Aramco World from NYS Global History and Geography Regents Exam, June, 2009.

23 What is the point of view of the author of the excerpt above?

- (1) The Crusades had mostly negative effects for Europe
- (2) Trade between the Middle East and North Africa increased as a result of the Crusades
- (3) The Crusades indirectly brought Europeans in contact with other societies in the world**
- (4) Western Europeans were the first to benefit from the Crusades

Base your answers to questions 24, 25 and 26 on the map below and on your knowledge of social studies.



Source: Robin W. Winks et al., *A History of Civilization: Prehistory to the Present*, Prentice Hall, 1992 (adapted) from the NYS Global History and Geography Regents Exam.

24 Which geographic theme is the focus of this map?

- (1) Regions: How They Form and Change
- (2) Interconnectedness: Humans Interacting on Earth
- (3) Location: Position on the Earth's Surface**
- (4) Place: Physical and Human Characteristics

25 The map shows that the Black Death

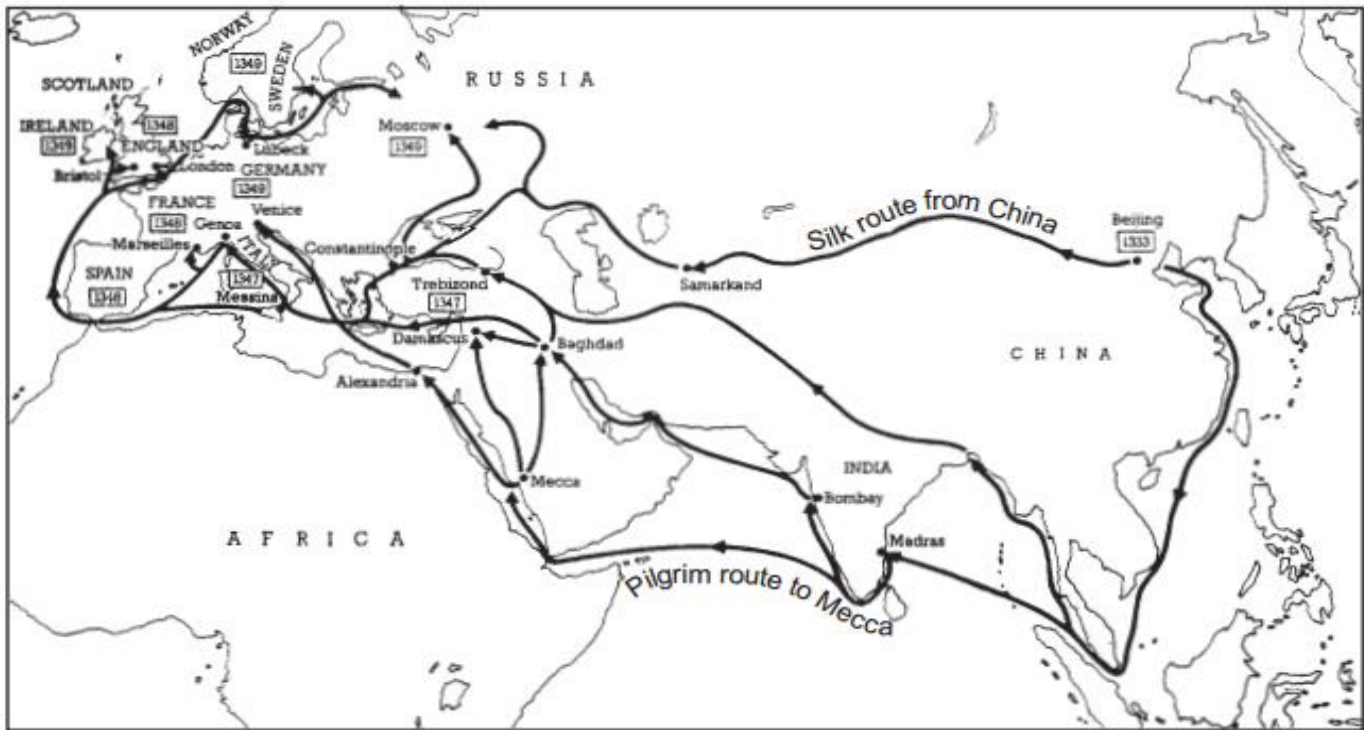
- (1) began in England and Ireland and then spread eastward
- (2) spread slowly over several decades
- (3) affected most areas of western Europe**
- (4) was most severe in Italy

26 Identify a cause of the spread of the Black Death.

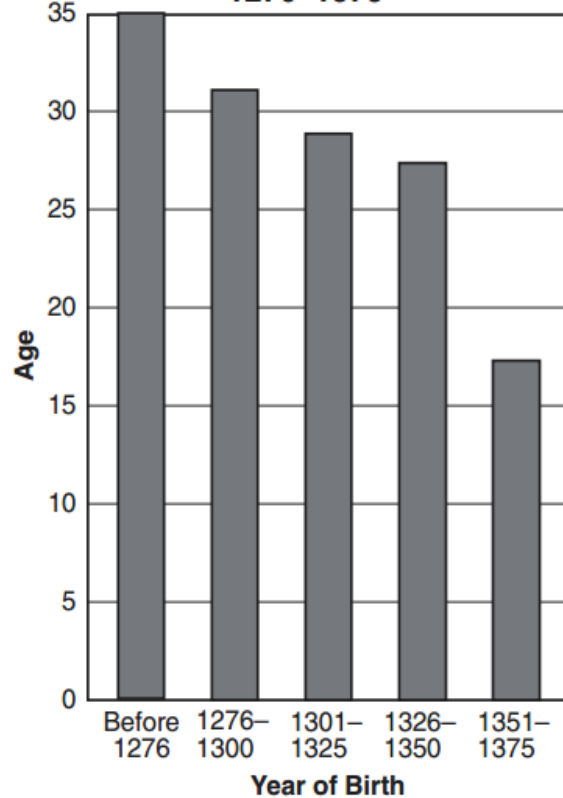
- (1) Contact with Trans-Saharan trade routes
- (2) higher elevations in northwestern Europe than in southeastern Europe
- (3) Italian isolation
- (4) increased trade between Europe and Asia**

Base your answer to question 27, 28 and 29 on the map and chart below and on your knowledge of social studies.

Origins and Spread of the Black Death



Life Expectancy in Medieval England (1276–1375)



Source: *World History Strategies*, Glencoe (adapted) from the NYS Global History and Geography Regents Exam, January 2003.

27 Where did the Black Death originate?

- (1) Eastern Europe
- (2) Middle East
- (3) East Asia**
- (4) Western Europe

28 Which groups of people were most closely associated with the spread of the Black Death?

- (1) merchants and pilgrims**
- (2) bankers and explorers
- (3) missionaries and slave traders
- (4) soldiers and diplomats

29 Identify a cause and effect relationship between the historical developments depicted in the documents.

- (1) England isolated itself during the late 1200s
- (2) The Crusades led to the spread of disease.
- (3) Wars over trade killed a generation of soldiers in England.
- (4) Greater interconnectedness led to the transmission of an epidemic through trade networks loss of life in Western Europe.**

SHORT ANSWER: MIDDLE AGES

Document 7

. . . Of necessity, the manor was a self-sufficient economic unit in view of the overwhelming difficulties of transportation in the period. International trade was carried on only to serve the demands of the wealthy, and it was largely in the hands of aliens [different peoples]—Greeks, Jews, Moslems. Local society made almost no use of money. To the extent that local exchange was carried on, it was conducted by barter. The small amount of international trade ruled out the need for gold coinage. The Carolingians minted only silver coins, which were all that was usually necessary when the smallest silver coin could buy a cow. When gold coins were needed, Byzantine and Moslem currency was used. . . .

Source: Norman F. Cantor, *The Civilization of the Middle Ages*, Harper Perennial

Using the narrative provided in document 7, explain the historical context that affected the development of Europe during the Middle Ages.

- **After the fall of the Roman Empire Europe was in chaos. The manor system was a way for lords to get labor while offering a safe place to live to peasants and serfs.**

Document 8

The manorial system, widespread in the West from Charlemagne's time onward, was not at first favorable to the development of agriculture and commerce. Manors tended to be self-sufficient; the economy was closed. People lived in their small world, in constant fear of the strange world beyond, from which came only evil. The best they could hope for was to endure; and they endured...

Source: Morris Bishop, *The Middle Ages*, Houghton Mifflin

According to Morris Bishop, Using document 8, identify Morris Bishop's point of view expressed in this excerpt.

- **People lived on manors out of necessity. They had no other choice as they were afraid of what was going on in the rest of the world around them.**

Document 9

Though the great princes were apt to remain aloof, western knights responded readily to the appeal of the holy war. Their motives were in part genuinely religious. They were ashamed to continue fighting amongst themselves; they wanted to fight for the Cross. But there was also a land-hunger to incite them, especially in northern France, where the practice of primogeniture [eldest son inherited all] was being established. As a lord grew unwilling to divide his property and its offices, now beginning to be concentrated round a stone-built castle, his younger sons had to seek their fortunes elsewhere. There was a general restlessness and taste for adventure in the knightly class in France, most marked among the Normans, who were only a few generations removed from nomadic freebooters. The opportunity for combining Christian duty with the acquisition of land in a southern climate was very attractive. The Church had reason to be pleased with the progress of the movement. Could it not be applied also to the eastern frontier of Christendom? . . .

Source: Steven Runciman, *A History of the Crusades*, Cambridge University Press, 1951

According to this document, explain the historical context that led to knights joining the Crusades.

- **Knights were tired of fighting each other in Europe so they wanted a new challenge. They wanted to fight for religion. These knights were also looking for opportunities to advance their position in life with wealth and power in new lands. Those opportunities were not available in Europe.**

Document 10

. . . The late-medieval depression began well before the coming of the Black Death (1348–1349). The fundamental trends of demographic and economic decline were not set off by the plague, but they were enormously aggravated by it. Carried by fleas that infested black rats, the bubonic plague entered Europe along trade routes from the East and spread with frightening speed. The death toll cannot be determined with any precision. The best estimate would probably be to of Europe's population. In many crowded towns the mortality rate may well have exceeded 50 percent, whereas isolated rural areas tended to be spared. Consequently, the most progressive, most enterprising, and best-trained Europeans were hit the hardest. Few urban families can have been spared altogether. Those who survived the terrible years 1348–1349 were subjected to periodic recurrences of the plague over the next three centuries. Fourteenth-century medical science was at a loss to explain the process of infection, and fourteenth-century urban sanitation was so primitive as to only encourage its spread. Some people fled their cities, some gave way to religious frenzy or stark hedonism [lack of moderation], and some remained faithfully at their posts, hoping for divine protection against the pestilence [disease]. But none can have emerged from the ordeal unaffected. . . .

Source: C. Warren Hollister, *Medieval Europe: A Short History*, Second Edition, John Wiley & Sons, 1968

Based on this excerpt, explain the historical context that led the spread of the plague.

- **The plague arrived in Europe as a result of the interconnectedness between Asia and the Middle East. Over time the disease made its way from China to Europe via the Silk Road where it spread rapidly through trade routes in Europe.**

TOPIC: GOLDEN AGE OF CHINA (THE TANG AND SONG DYNASTIES)

I. Golden Age of China: The Tang and Song Dynasties (600s-1200s)

A) The Golden Age of China took place during the Tang and Song Dynasties. Like all Golden Ages, this was a period of tremendous **achievements** in the arts, science, math, and literature.

B) Key achievements of the Tang and Song Dynasties:

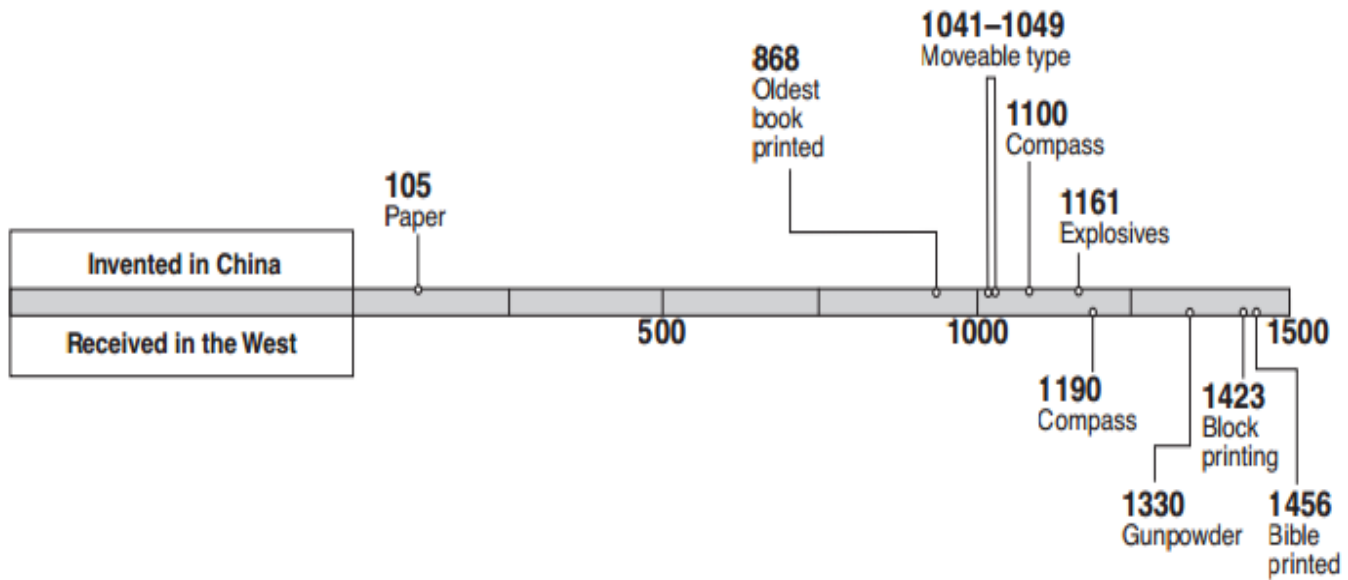
- 1) The Chinese invented **gunpowder** (which was later adopted by civilizations in Europe and the Middle East).
- 2) The Chinese invented the **compass** (which improved sailing/navigation by sea).
- 3) The Chinese invented **block printing** (a method of printing in which ink is placed on carved wooden blocks that are pressed onto paper).
- 4) The Chinese created works of art using **porcelain** (beautiful clay).

C) Other key facts about the Tang and Song Dynasties:

- 1) The Chinese conducted long distance **trade** with other civilizations on land (using the **Silk Road**) and by sea (from their coastal port city of Canton).
- 2) **Cultural Diffusion** - **Buddhism** became popular in China during this period as the ideas of this religion entered China due to trade using the **Silk Road**.
- 3) The Chinese continued to use **civil service exams** to select highly qualified people to work in their **government**.

MULTIPLE CHOICE: GOLDEN AGE OF CHINA (TANG/SONG DYNASTIES)

Base your answer to question 30 and 31 on the timeline below and on your knowledge of social studies.



Source: *China: A Teaching Workbook*, Columbia University (adapted) from the NYS Global History and Geography Exam, June 2012.

30 Based on this timeline, which claim can best be supported from the information presented?

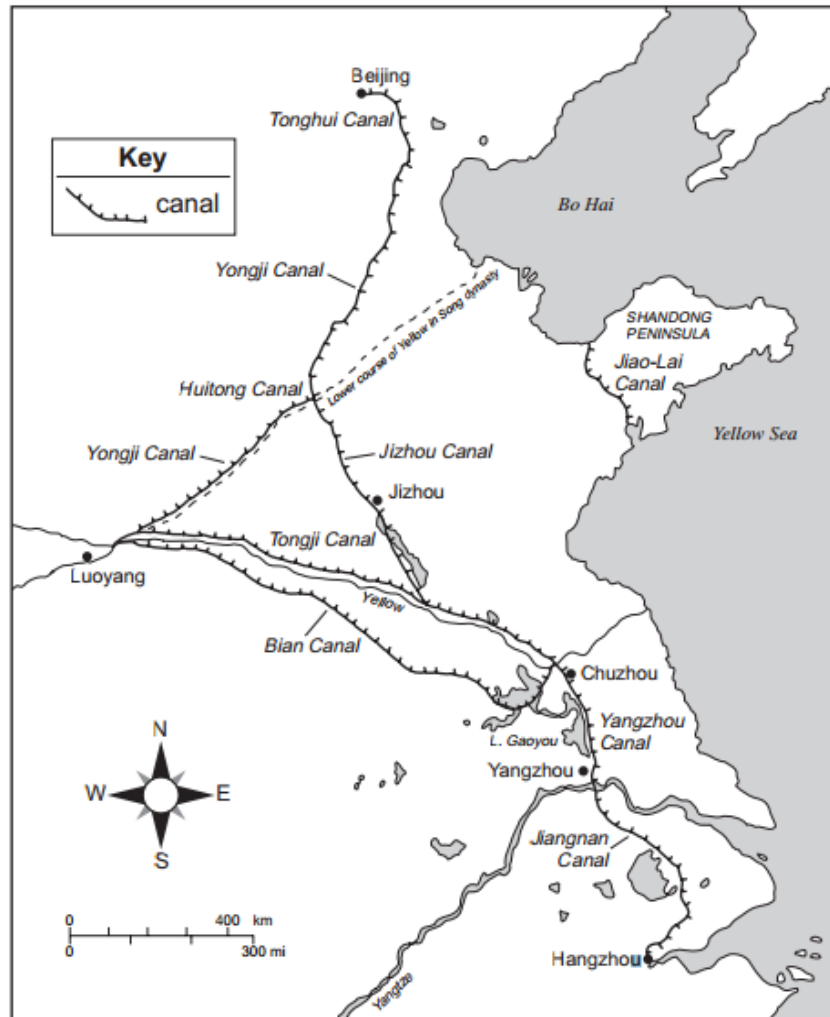
- (1) By 1500, the Chinese were importing Western technology.
- (2) Isolationism prevented the Chinese from developing new inventions.
- (3) The Chinese successfully protected their inventions from Western spies.
- (4) Prior to 1500, Chinese technology surpassed that of the West.**

31 Which of the following was an effect of the events presented in the timeline?

- (1) Islamic scholars created large libraries of books during the Abbasid Dynasty's golden age.**
- (2) The Grand Canal was constructed in China during the Sui Dynasty (581–618 CE).
- (3) West African Trading Empires grew rich from the Trans-Saharan gold and salt trade.
- (4) The Mongols conquered China and established the Yuan Dynasty.

Base your answer to question 32 on the map below and on your knowledge of social studies.

The Grand Canal System of the Sui, Song, and Yuan Dynasties



Source: John King Fairbank, *China: A New History*, Belknap Press, 1992 (adapted) from the NYS Global History and Geography Regents Exam, August 2010.

32 Which conclusion about the Grand Canal system in China can be drawn from the information shown on this map?

- (1) Coastal ports dominated the canal system.
- (2) Troops could easily be moved west of Luoyang on the canals.
- (3) Grain could be shipped between Hangzhou and Beijing by the canal.**
- (4) The canal system prevented invaders from conquering the dynasties.

TOPIC: OTTOMAN / MING

I. Ottomans

- A) They were **nomadic** people from Central Asia who migrated to the Balkan Peninsula and set up an empire
 - 1) Their founder was Osman
 - 2) In 1453, the Ottomans finally conquered **Constantinople** and ruled from it for the next 200 years while becoming the city of **Istanbul**
- B) **Suleiman the Magnificent** ruled from 1520-1566 and brought the Ottomans into their golden age
 - 1) He was also called Suleiman the Lawgiver
 - 2) Achievements
 - a) **Modernized** the army
 - b) **Conquered** many new lands - further into the Middle East and into Europe
- C) Ottomans ruled the **largest**, most powerful empire in both Europe and the Middle East for centuries
- D) Created a **law code**
- E) **Autocratic** – ruled with absolute power, but he was advised by a council and was the head of a vast bureaucracy
- F) Decline of the Ottomans:
 - 1) In the 1700s, Europeans advanced in economics and military technology, but the Ottomans were not
 - 2) Over time, **Russia** and **Europe** conquered back land that had been taken by the Ottomans

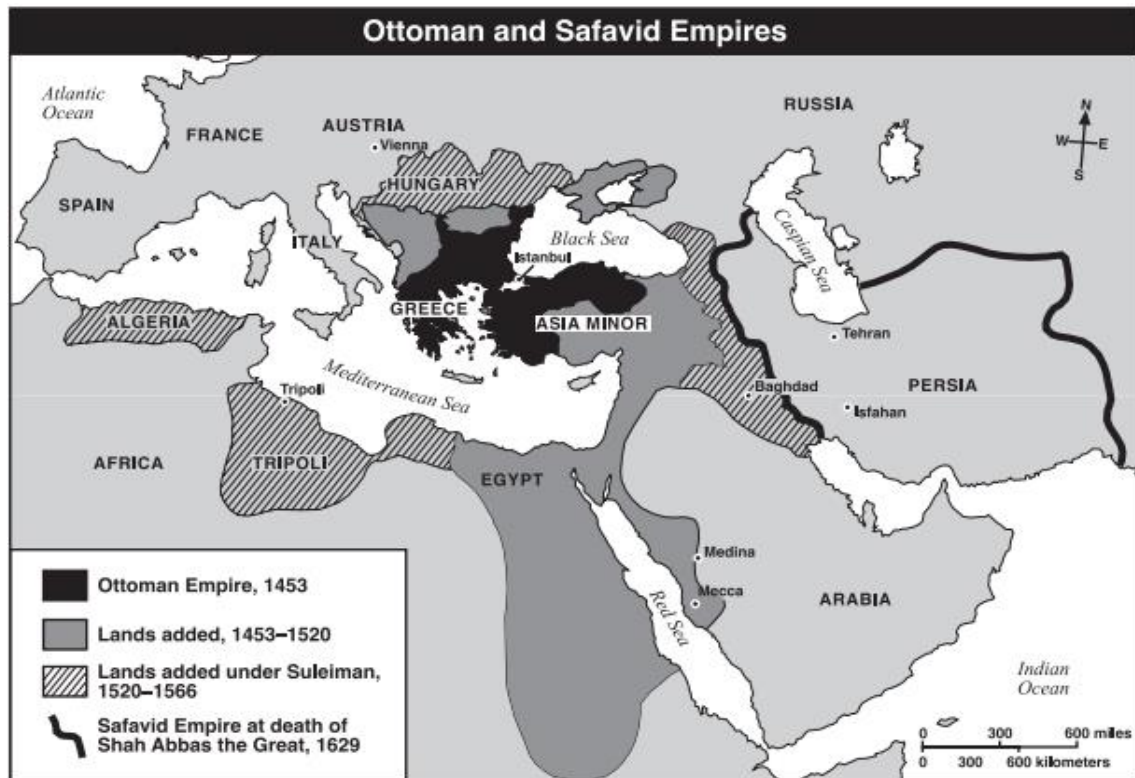
II. Ming Dynasty

- A) Restored **civil service system**
- B) Restored **Confucianism**
- C) Revived the economy
 - 1) Food production supported the 100 million people living in China
 - 2) Repaired the **canals**
- D) Revival of Culture
 - 1) The arts flourished under the Ming
- E) Expanding Trade
- F) The Voyages of **Zheng He**
 - 1) Zheng He took seven expeditions to promote trade and collect **tribute**
 - 2) Controlled 62 massive ships (called **junks**) with hundreds of smaller boats
 - 3) He had **25,000** sailors with him
 - 4) Traveled to **Southeast Asia, India, Red Sea** and the **Persian Gulf**
 - 5) these voyages showed the strength of the China
 - 6) They also increased **interdependence** - when countries rely on one another for trade
- G) Turning Inward

- 1) In 1433, Zheng He died and the Ming emperor suddenly **banned** the building of seagoing ships
- 2) Ming put in place a policy of **isolation**
- 3) Historians are not sure why:
 - a) Maybe not enough **profit**
 - b) Most likely, the Chinese saw themselves as superior to other cultures and wanted to preserve their traditions - **ethnocentrism**
 - c) This also left room for the **Europeans** to become the biggest explorers

MULTIPLE CHOICE: OTTOMAN / MING

Base your answer to questions 33 and 34 on the map below and on your knowledge of social studies.



Source: Elisabeth Ellis and Anthony Esler, *World History: Connections to Today*, Prentice Hall (adapted) from the NYS Global History and Geography Regents Exam, August, 2004.

33 Which generalization is best supported by the information in this map?

- (1) The Ottoman Empire controlled the largest amount of territory by 1453.
- (2) The Safavid Empire controlled parts of western Europe by 1629.
- (3) By the 1500s, the Ottoman Empire controlled parts of the Middle East, North Africa, and eastern Europe.**
- (4) The Mediterranean Sea served as a cultural barrier between Asia Minor and North Africa.

34 Which turning point, reflected in this map, took place in 1453?

- (1) An Egyptian became the sultan of the Ottoman Empire
- (2) The Ottoman Empire conquered Constantinople.**
- (3) An Islamic Caliphate expanded into North Africa for the first time
- (4) The Safavid Empire defeated the Ottomans in 1566

Base your answer to questions 35 and 36 on the reading below and on your knowledge of social studies.

...Their [Ottoman] aim was not merely political and military. For centuries Constantinople was the largest metropolis in the known world, the impregnable [unconquerable] core of a great [Byzantine] empire, served by a deep-water port that gave access to the sea. Known as New Rome and the Queen City, it had been built to impress, its magnificent public monuments, decorated with statuary set in an elegant classical urban landscape. Its apparent invincibility and famous reputation made it a great prize. The city was also reputed to be hugely wealthy. While the [Ottoman] Turks had no interest in its famous collection of Christian relics, the fact that many were made of solid gold and silver, decorated with huge gems and ancient cameos, was of importance...

Source: Judith Herrin, "The Fall of Constantinople," History Today, June 2003 from the NYS Global History and Geography Regents Exam, August 2011.

35 According to Judith Herrin, what was one reason the Ottoman were interested in conquering the Byzantine capital of Constantinople?

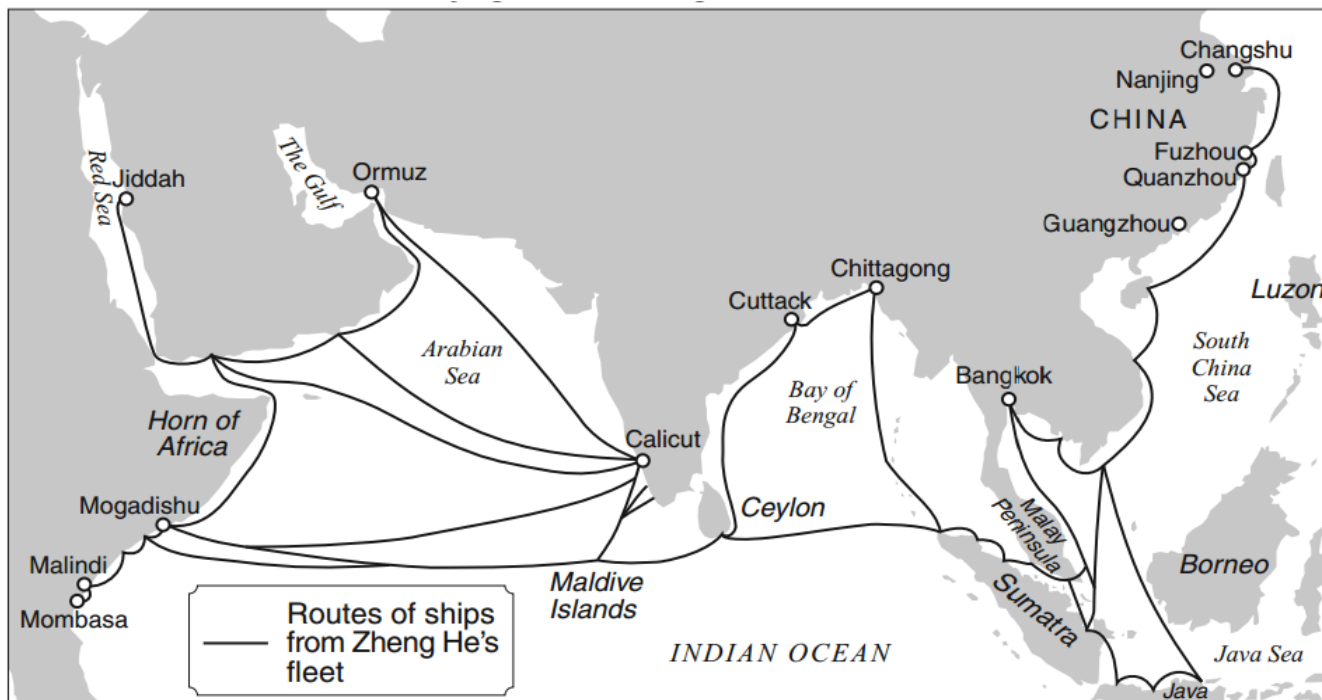
- (1) **To control the city's wealth**
- (2) To worship using the city's Christian holy objects
- (3) To prove that the city was conquerable
- (4) To defeat the Turks

36 Why did Constantinople's location benefit the city?

- (1) It was located on trade routes between Italy and France.
- (2) It was located on trade routes between China and Baghdad.
- (3) It was located on trade routes between the Middle East and North Africa.
- (4) **It was located on trade routes between Europe and Asia.**

Base your answer to question 37 on the map below and on your knowledge of social studies.

Voyages of Zheng He, 1405–33



Source: Patrick K. O'Brien, ed., *Oxford Atlas of World History*, Oxford University Press (adapted from the NYS Global History and Geography Regents Examination, June 2009).

37 Which conclusion about Zheng He's voyages is valid based on the information on this map?

- (1) His fleet traveled only as far as the Bay of Bengal.
- (2) His expeditions sailed to ports in Asia and Africa.**
- (3) His fleet conquered and controlled Luzon.
- (4) His expeditions traded directly with the interior of Africa.

Base your answer to question 38 on the passage below and on your knowledge of social studies.

“The countries beyond the horizon and from the ends of the Earth have all become subjects and to the most western of the western or the most northern of the northern countries however far away they may be.” — Ming dynasty official

Source: NYS Global History and Geography Regents Exam

38 The intent of this statement about the Ming dynasty was to

- (1) demonstrate supremacy and strength in China**
- (2) control the Mongols
- (3) stop European imperialism
- (4) impose Chinese culture and slavery on neighboring countries

TOPIC: AFRICAN CIVILIZATIONS

I. Introduction to Africa

A) Geography

- 1) Africa has a very diverse (varied) **geography** that includes **deserts** (i.e.- the Sahara Desert), **savanna** (grasslands), and **rainforests**.
- 2) Due to its many geographic features, Africa is a very diverse continent with many **different cultures**. No two societies are alike.
- 3) NOTE: Africa is currently having problems with **desertification** (the spreading of desert lands). The Sahara continues to grow, which reduces the amount of available **farmland**.

B) Religion

- 1) **Animism** is the traditional religion that is native to (began in) Africa. It is a religion (similar to Shinto in Japan) that believes all **living** and **non-living** things in nature (such as trees, mountains, rivers, animals, etc.) have a spirit.

C) **Bantu Migrations** (500 BC- 1500 AD)

- 1) This is one of the largest **migrations** (movements) of people in history.
- 2) Due to a shortage of land, the **Bantu People** scattered throughout southern Africa over the course of 2,000 years.
- 3) Major effects (results) of the migration - As the Bantu people moved, they spread 3 things:
 - a) **The Bantu language**
 - b) **Iron technology**
 - c) **Agricultural (farming) techniques**

II. West African Civilizations (300-1400s)

A) Three of Africa's greatest civilizations all developed in West Africa. They are:

- 1) **Ghana**
- 2) **Mali**
- 3) **Songhai**

B) **Mansa Musa** - He was the most famous ruler of Mali. He is important for several reasons:

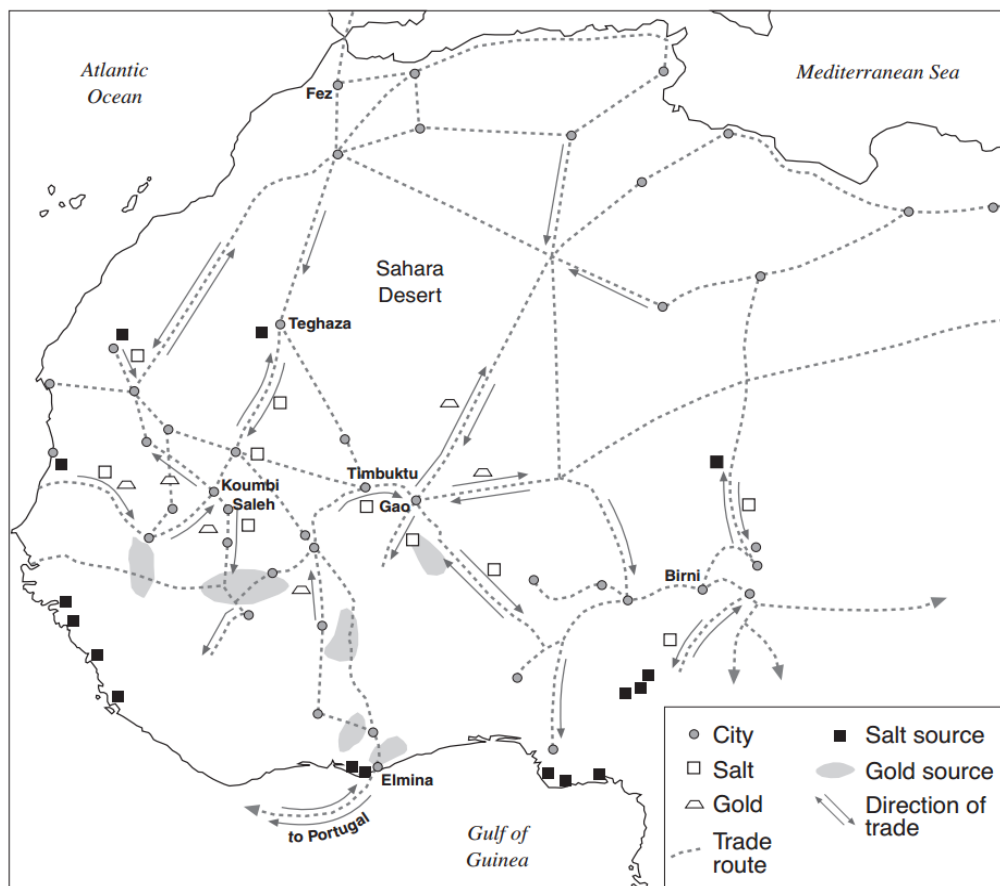
- 1) He was a devoted **Muslim** who helped spread Islam in West Africa.
- 2) He made a **pilgrimage to Mecca** in Saudi Arabia.
- 3) He turned the city of **Timbuktu** into a center of trade and Islamic learning.

C) NOTE: Ghana, Mali, and Songhai all grew very wealthy for the same reason: They were located along the **Trans-Saharan trade** routes and participated in the **Gold-Salt** trade (i.e.- they traded their gold for the salt that they needed to survive).

MULTIPLE CHOICE: AFRICAN CIVILIZATIONS

Base your answer to question 39 and 40 on the map below and on your knowledge of social studies.

West Africa, 800–1500



Source: Patrick K. O'Brien, ed., Oxford Atlas of World History, Oxford University Press (adapted) from the NYS Global History and Geography Regents Examination, June 2007.

39 Which claim about this region is best supported by the map?

- (1) The Sahara Desert acted as a barrier to trade.
- (2) Rivers served as the primary trade routes for the entire region.
- (3) The economy of the region was influenced by extensive trade connections.**
- (4) Goods from the Gulf of Guinea were exchanged directly with English cities.

40 What city was a center of trade and education in the kingdom of Mali during the reign of Mansa Musa?

- (1) Elmina
- (2) Fez
- (3) Timbuktu**
- (4) Teghaza

Base your answer to questions 41 and 42 on the passage below and on your knowledge of social studies.

. . . For several centuries, these contacts [between North Africa and the interior] were limited by the nature of the Sahara itself. More than 3 million square miles in area, the Sahara is the world's largest desert. Because temperatures during the day can reach as high as 120 degrees Fahrenheit and supplies of water are scant, the 40-day journey across the desert required courage, determination, and careful planning. Travelers who became separated from their companions were seldom seen again. The trans-Saharan trek became somewhat easier after the 4th century A.D., when camels were introduced in place of horses; camels are able to travel long distances without water, and their wider hooves make it easier for them to move through sand. However, intensive contact between North Africa and the interior did not begin until the 7th century, when a revolutionary change took place in the political and religious life of the region. By this time, the old empires of the Mediterranean and the Middle East were in decline or in ruins. In their place was a powerful new force—Islam. . . .

Source: Philip Koslow, *Ancient Ghana: The Land of Gold*, Chelsea House Publishers from the NYS Global History and Geography Regents Exam, June 2010.

41 What change was adopted after the 4th century to make travel easier across the Sahara Desert, according to Philip Koslow?

- (1) Traders found a maritime route across the Sahara Desert.
- (2) A domesticated animal that was better adapted to desert travel than those previously used was introduced to the region.**
- (3) Camels were replaced by horses.
- (4) The compass made it easier for travelers to navigate through the desert.

42 Which event is an effect of the historical developments described in the passage above?

- (1) Mansa Musa traveled from Mali to Mecca in 1324-1325.**
- (2) Islam became the predominant religion on the Arabian peninsula
- (3) Islam spread to Indonesia.
- (4) The Roman Empire lost control of North Africa.

TOPIC: THE MONGOLS

I. The **Mongols** (1100s-1400s)

A) Introduction

- 1) The Mongol people originated on the **steppes** (grassy plains) of **Central Asia**.
- 2) The Mongols lived in a harsh physical environment and survived as nomadic **pastoralists** - They raised animals and migrated frequently in search of grazing lands for their animals.

B) Empire

- 1) Under the skilled **military leadership** of **Genghis Khan**, the Mongols conquered so much land that they established the **LARGEST EMPIRE** in all of history.
- 2) At its height, the Mongol empire included **China, Central Asia, Russia**, and much of the **Middle East**

C) **Marco Polo**

- 1) **Marco Polo** was an **Italian merchant** who visited the Mongols in China and remained there for almost 20 years.
- 2) After returning to Italy, Marco wrote down extensive information about his experiences in China with the Mongols.
- 3) NOTE: The writings of Marco Polo are important for several reasons:
 - a) They are valuable **primary sources** that teach us about China during this period.
 - b) They increased the desire of Europeans to **trade** with China to obtain valuable goods.

D) The Mongols are important for several reasons:

- 1) **Trade and travel** between Europe and Asia increased TREMENDOUSLY during Mongol rule since the Mongols kept peace and prevented violence along trade routes (like the **Silk Road**).
- 2) Influence on Russia
 - a) After they conquered Russia, the Mongols kept Russia **isolated** (removed) from developments that were taking place in Western Europe.
 - b) The Mongols taught the Russians how to have a **centralized government** - A strong government with one ruler in firm control.
- 3) The Mongols were the first foreign group to completely conquer **China**.
- 4) The Mongols developed a **tribute system** - Areas taken over by the Mongols were required to give the Mongols money each year.

MULTIPLE CHOICE: MONGOLS

Base your answer to questions 43, 44 and 45 on the passage below and on your knowledge of social studies.

. . . As early as the struggle for the steppe he had spread the claim that Heaven had destined him as ruler; members of Mongol trading caravans spread stories intended to cause panic among the local populace; forged letters were fed to Sultan Muhammad which strengthened his mistrust of his Turkic units; freedom of religion was proclaimed; those who offered no resistance were promised that life and property would be spared; terrible destruction was threatened in the event of resistance; bloody examples were designed to spread fear and reduce the populace's will to resist. . . .

— Paul Ratchnevsky, Genghis Khan: His Life and Legacy, Blackwell Publishing from the NYS Global History and Geography Regents Exam

43 On which continent did the events described in this passage take place?

- (1) Europe
- (2) North America
- (3) Africa
- (4) Asia**

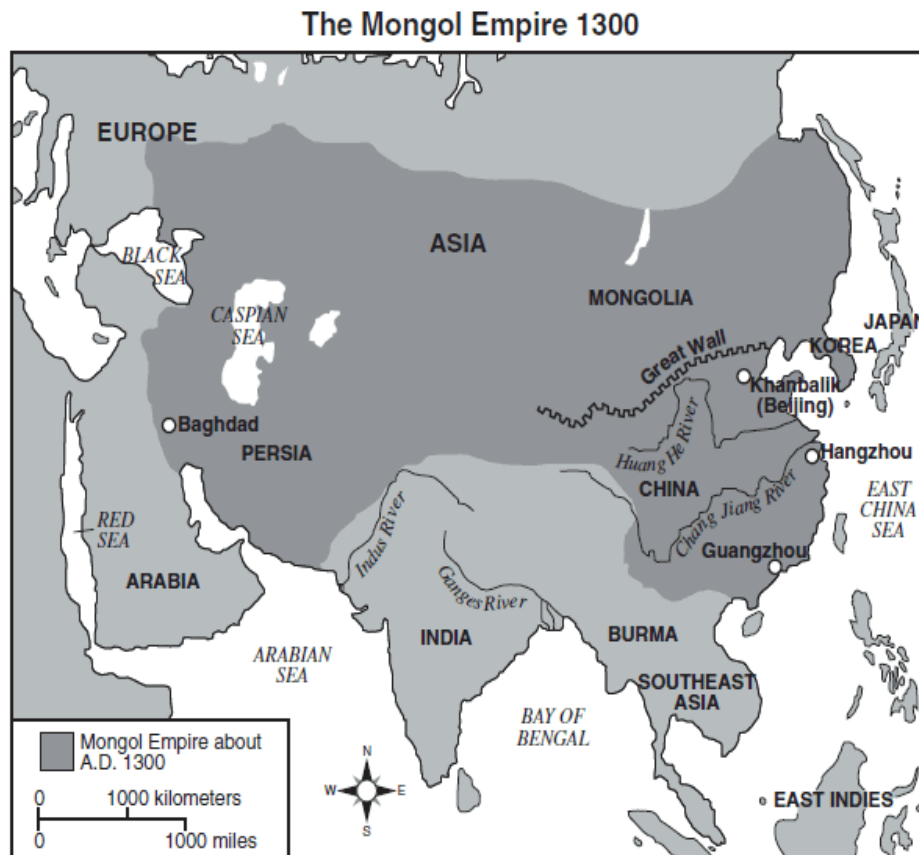
44 According to this passage, which Mongol practice contributed greatly to their success?

- (1) nomadic lifestyle
- (2) superior horsemanship
- (3) psychological warfare**
- (4) religious conversion

45 Identify an effect of the Mongol tactics described in the passage.

- (1) Mongol armies conquered most of Asia.**
- (2) Merchants spread the Mongol religion throughout Asia and Africa.
- (3) Mongol navies controlled trading routes in the Indian Ocean.
- (4) Mongol armies were defeated by other nomadic tribes.

Base your answer to questions 46, 47 and 48 on the map below and on your knowledge of social studies.



Source: H. Braun, Le. Forman, H. Brodsky, *Reviewing Global History and Geography*, AMSCO (adapted) from the NYS Global History and Geography Regents Exam.

46 Which statement is best supported by the information on this map?

- (1) By 1300, the Mongol Empire had reached the Red Sea.
- (2) The Mongol Empire controlled India and Japan by 1300.
- (3) By 1300, most of Europe had been conquered by the Mongols.
- (4) The Mongol Empire controlled a large portion of Asia by 1300.**

47 Identify one factor that led to the historical development depicted in the map above.

- (1) The Persians were the strongest empire in Asia in the 1300s
- (2) Mongol trade relationships led to peaceful treaties with neighboring empires
- (3) The Mongol capital in Baghdad was heavily fortified
- (4) Mongol military techniques were difficult to defend against**

48 Identify an effect of the historical development depicted in the map above.

- (1) Trade between the Middle East and China increased.**
- (2) Mongol culture heavily influenced the Middle East.
- (3) Mongol rule over most of Asia continued into the 1600s.
- (4) The Great Wall was torn down after failing to prevent Mongol invasions into China

Base your answer to questions 49 and 50 on the passage below and on your knowledge of social studies.

. . . The Mongols made no technological breakthroughs, founded no new religions, wrote few books or dramas, and gave the world no new crops or methods of agriculture. Their own craftsmen could not weave cloth, cast metal, make pottery, or even bake bread. They manufactured neither porcelain nor pottery, painted no pictures, and built no buildings. Yet, as their army conquered culture after culture, they collected and passed all of these skills from one civilization to the next. . . .

— Jack Weatherford from the NYS Global History and Geography Regents Exam, June 2010.

49 This passage leads to the conclusion that the Mongols

- (1) rejected technology
- (2) were a peaceful people
- (3) were urbanized
- (4) contributed to cultural diffusion**

50 Identify one effect of the historical development described in the passage above.

- (1) The Chinese learned how to make gunpowder.
- (2) Civilizations in the Middle East and Europe learned to make paper and how to print.**
- (3) Islam spread to North Africa.
- (4) Hinduism spread from India and became a prominent religion in Eastern Europe.

THE TRANSFORMATION OF WESTERN EUROPE

I. The **Renaissance** (1400-1600)

A) The Renaissance was the **Golden Age** of Western Europe. The Renaissance had the following characteristics:

- 1) Like all Golden Ages, there were amazing **achievements** in the arts, literature, and science.
- 2) Renaissance scholars studied art and books from ancient **Greece** and **Rome**.
- 3) **Humanism** - There was a focus on humans and life on earth instead of on God and Heaven.

B) The Renaissance began in Italy because:

- 1) The **Italian city-states** (like Venice and Florence) had great economies. These areas controlled Mediterranean trade and grew very wealthy. Much of this wealth was used to support artists.

C) Famous artists of the Renaissance include **Donatello, Leonardo da Vinci, Michelangelo**, and **Raphael**

D) **Niccolo Machiavelli** - Famous author of the Renaissance who wrote a book called "**The Prince**," which is a guide for government leaders. Key ideas of this book include:

- 1) Rulers must have **absolute power** and do whatever is necessary to **stay in power** (even if that means dishonest and cruel behavior).
- 2) "**The end justifies the means**" - Leaders must do whatever is necessary to help their nation.

II. The **Protestant Reformation** (1500s)

A) The Protestant Reformation was the religious **revolution** that challenged the **Catholic Church** and led to the further division of **Christianity**.

B) Causes of (reasons for) the Protestant Reformation:

- 1) Europeans were angry that the Catholic Church was too concerned with **worldly issues** (i.e.- money and power).
- 2) Europeans were angry about **indulgences** - Reductions in punishment that were sold by the Catholic Church.

C) Key leaders of the Protestant Reformation:

- 1) **Martin Luther** - German monk who created the 95 Theses, which were 95 arguments against the sale of indulgences.
- 2) **Henry VIII** - King of England who separated from the Catholic Church because he wanted a **divorce** from his wife and the Catholic Church would not allow it.
- 3) **John Calvin** - Swiss reformer who believed in predestination, which is the idea that God already knows who will be punished and who will be saved (i.e.- sent to Heaven).

D) Effects (results) of the Protestant Reformation:

- 1) The power of the **Catholic Church** (and the Pope) decreased.
- 2) The power of **monarchs** (kings) increased since they gained power over **religion**.
- 3) Religious **unity** in Europe came to an end - Before the Protestant Reformation, almost everyone in **Western Europe** was Catholic. Now there were large numbers of **Protestants** too.

III. The Printing Press

A) Invented by **Johannes Gutenberg**.

B) The printing press was important for several reasons:

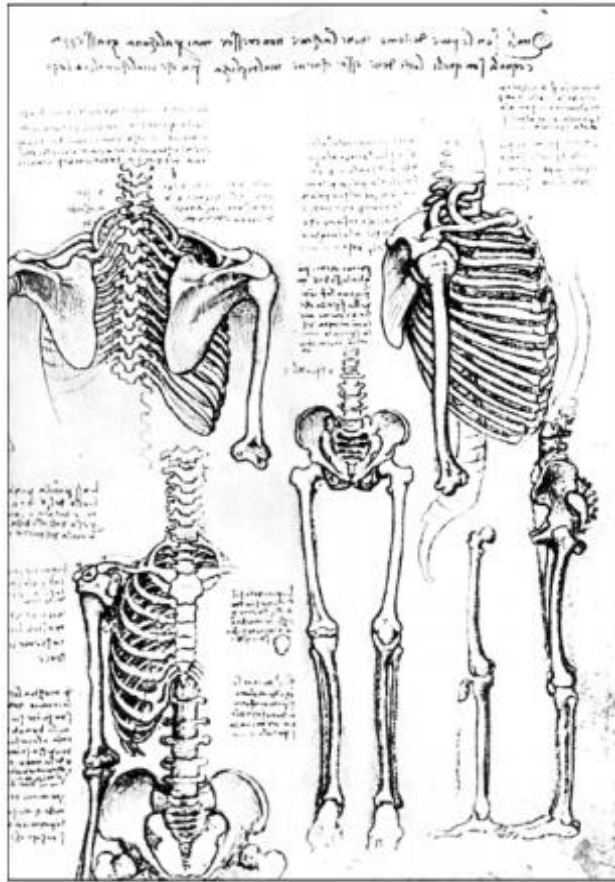
- 1) It helped spread new ideas quickly.
- 2) It helped spread the Protestant Reformation since people like Martin Luther were able to **print copies** of their writings for others to read.
- 3) It increased **literacy** (the ability of people to read and write) since books were now easier and cheaper to obtain.

MULTIPLE CHOICE: TRANSFORMATION OF WESTERN EUROPE

Base your answer to questions 51 and 52 on the passage and image below and on your knowledge of social studies.

Leonardo da Vinci studied the anatomy of the human body while he was apprenticed to Andrea del Verrocchio. To learn about the body, he dissected and studied human corpses. Da Vinci was interested in the structure and the function of the various parts of the human body. His drawings reflect what he learned as he studied.

Note: Leonardo da Vinci recorded information in his notebooks by writing backward.



Source: David Reuteler's website, "The Drawings of Leonardo Da Vinci"

51 The passage and image above are evidence of Leonardo da Vinci's involvement in which historical developments?

- (1) Protestant Reformation and Catholic Counter Reformation
- (2) Golden Age of Athens and Peloponnesian War
- (3) Renaissance and Scientific Revolution**
- (4) The First and Second Crusades

52 Leonardo da Vinci's learned about the human body through

- (1) Observation**
- (2) Examining the anatomy of other animals
- (3) The teachings of Martin Luther
- (4) Studying biblical sources

Base your answer to questions 53 and 54 on the passage below and on your knowledge of social studies.

. . . Gutenberg's methods spread with stunning rapidity. By 1500 an estimated half million printed books were in circulation: religious works, Greek and Roman classics, scientific texts, Columbus's report from the New World. An acceleration of the Renaissance was only the first by-product of the Gutenberg press. Without it, the Protestant movement might have been stillborn [failed], as well as the subsequent political and industrial revolutions. Gutenberg, however, got none of the glory. His brainchild [idea] bankrupted him; the year his Bible was published, a creditor took over his business. Little more is known of the inventor — in part because he never put his own name into print. . . .

Source: Robert Friedman, ed., *The Life Millennium: The 100 Most Important Events & People of The Past 1,000 Years*, Time, 1998 from NYS Global History and Geography Regents Exam, August, 2005.

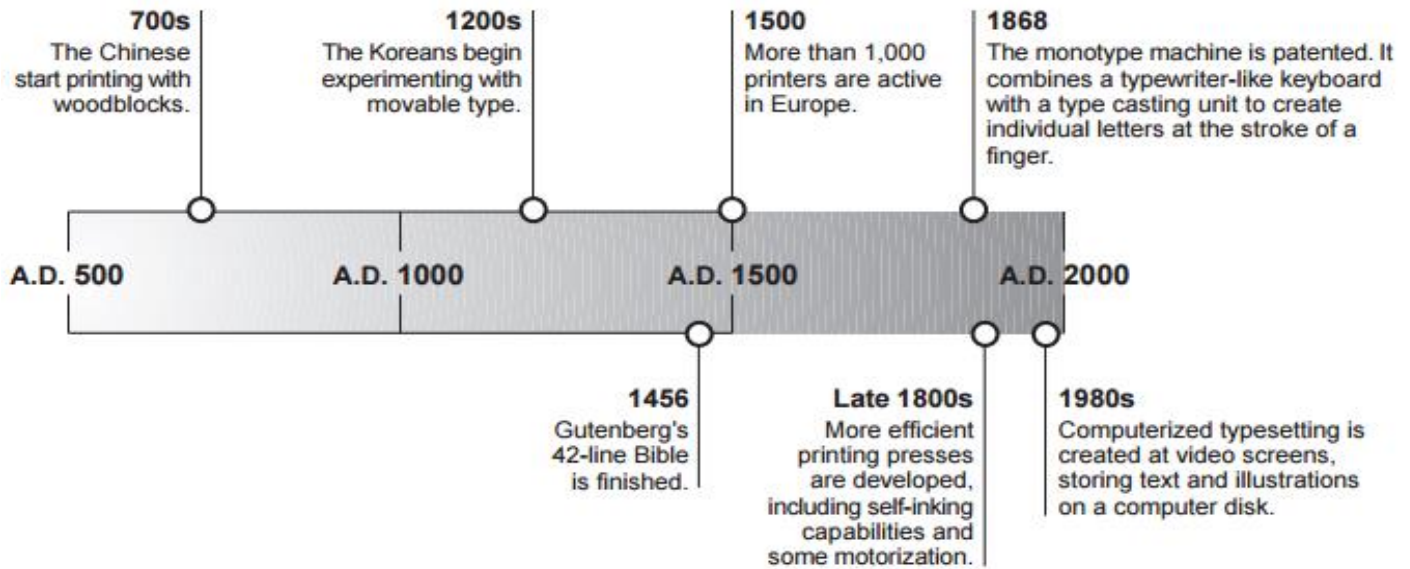
53 What most directly contributed to the creation of the Gutenberg press?

- (1) The Ottoman takeover of Constantinople
- (2) The Protestant Reformation
- (3) Classical Greek and Roman writing
- (4) Trade between Asia and Europe**

54 Identify one effect of the creation of Gutenberg's press.

- (1) Literacy rates increased**
- (2) Scientific discoveries were less likely to be widely known
- (3) Interest in the Americas declined
- (4) The Middle Ages

Base your answer to questions 55 and 56 on the passage below and on your knowledge of social studies.



Source: Stephen Krensky, *Breaking Into Print*, Before and After the Invention of the Printing Press, Little, Brown and Company, 1996 (adapted) from NYS Global History and Geography Regents Exam, August, 2005.

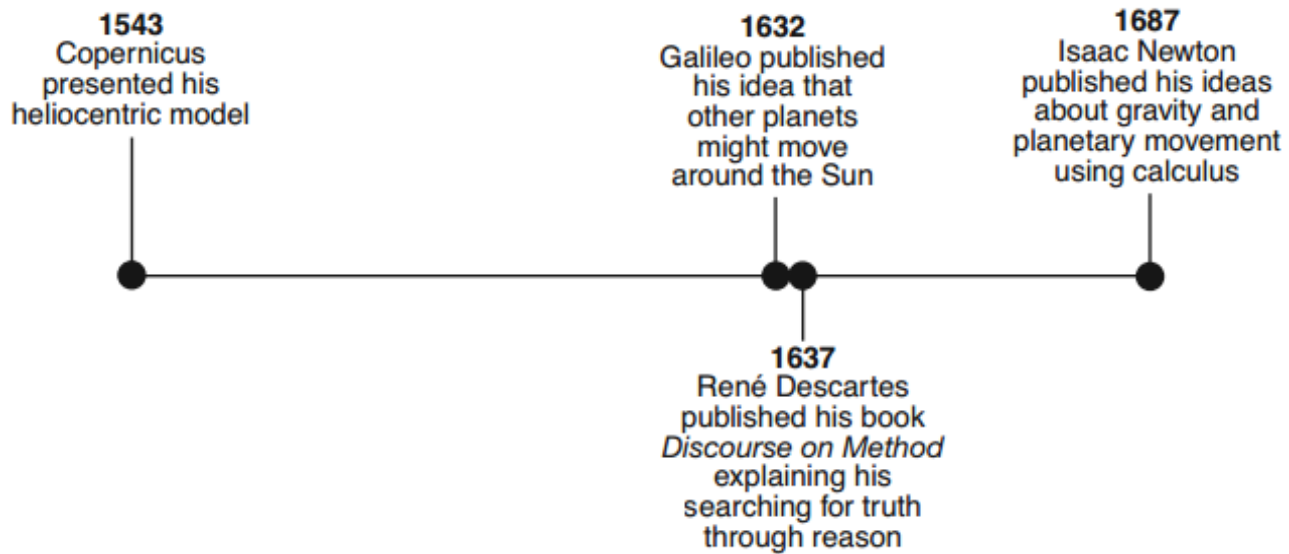
55 What invention in the 1400s most directly contributed to the increase in the number of active printers in Europe in 1500?

- (1) Paper
- (2) Printing Press**
- (3) Ink
- (4) Computer

56 Which generalization is supported by the diagram above?

- (1) Modern day technology is based on innovations from the past**
- (2) Western Europeans were the first to develop printing technology
- (3) Most innovation in the past took place in the Middle East
- (4) Innovation in communication technology ended in the 1980s

Base your answer to questions 57 and 58 on the timeline below and on your knowledge of social studies.



57 Which historical period is most closely associated with these achievements?

- (1) Pax Romana
- (2) Age of Alexander the Great
- (3) European Middle Ages
- (4) Scientific Revolution**

58 What historical event most directly contributed to the developments in this timeline?

- (1) Mansa Musa's Hajj
- (2) Fall of the Roman Empire
- (3) Renaissance**
- (4) Building of the Great Wall of China