

World History Final Exam Review Guide

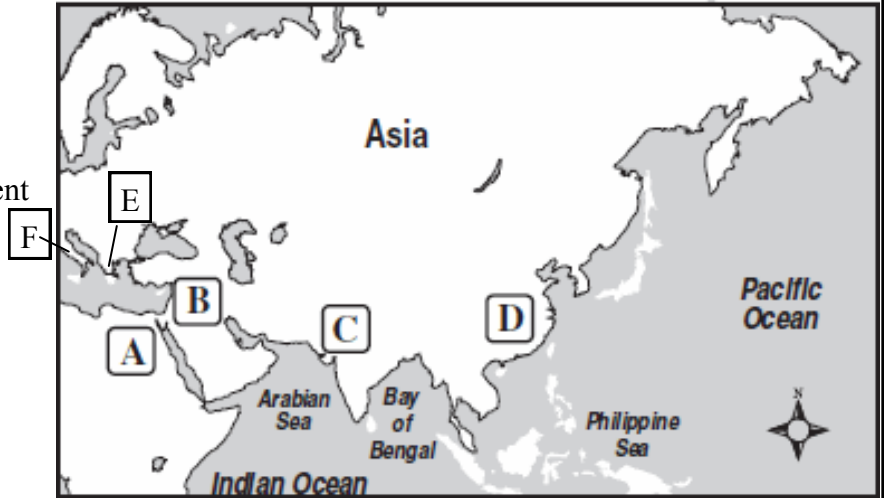
Name: _____
Date: _____ Period: _____

Your final exam will take place on _____ at 7:15am. Set your alarm-- you must arrive on time!! This review guide is based off of NC Standards for World History and the released 2013-2014 World History Final Exam. If you miss the exam, contact me immediately to schedule a make-up. Please do everything possible to ensure that you attend the exam during the scheduled time.

Units 1-2: Early Civilizations, Greece, and Rome

Matching

1. Religion with a single god
 2. First-hand recording of history
 3. Organizing structure for civilizations
 4. Mesopotamia
 5. Egypt
 6. Ancient Rome
 7. Ancient Greece
 8. Indus River Valley
 9. Ancient China
- G) Primary Source Document
H) Monotheistic
I) Government



True/False-- Correct any false statements

10. Ancient Romans practiced direct democracy.
11. The Patricians were the poor class in Rome.
12. The 12 Tables were a famous Roman meeting place.
13. Hammurabi's Code is a modern written set of laws.

Multiple Choice

14. How did geographic features influence the diffusion and settlement of both the Phoenician and Greek traders?
 - A) Both had access to the Mediterranean Sea.
 - B) The monsoon winds made ocean travel easier.
 - C) The arid climate encouraged migration.
 - D) Russia's rivers provided ease of travel.
15. Which geographic features determined the location of the early civilizations of Egypt, Mesopotamia, China, and India?
 - A) oceans and coastlines
 - B) rivers and valleys
 - C) fertile soils and plains
 - D) rainy seasons and forests
16. How did Pericles influence the functioning of Athenian government?
 - A) He introduced representative democracy
 - B) He expanded direct democracy of new classes of free men.
 - C) He increased the salaries of government officials.
 - D) He greatly strengthened the authority of military leaders in society.
17. When ideas and traditions are exchanged from one culture to another, it is called
 - A) trade
 - B) humanism
 - C) cultural diffusion
 - D) excommunication
18. Rome fell for all of the following reasons except
 - A) weak leadership
 - B) economic crisis
 - C) invasions
 - D) development of the feudal system

Document-Based Questions

The epilogue laws of justice which Hammurabi, the wise king, established; a righteous law, and pious statute did he teach the land... the decisions which I have made will this inscription show him; let him rule his subjects accordingly, speak justice to them, give right decisions, root out the miscreants and criminals from this land, and grant prosperity to his subjects. Hammurabi, the king of righteousness, on whom Shamash has conferred right (or law) am I. My words are well considered; my deeds are not equaled; to bring low those that were high; to humble the proud, to expel insolence.

- Code of Hammurabi, Epilogue

19. How did implementation of codified laws such as the Code of Hammurabi affect the people of ancient societies?

- A) It unified the various peoples and laws within the empire.
- B) It reduced the authority of the king over the citizens.
- C) It limited the role of government in the lives of citizens.
- D) It established the separation of government and religion.

Free Response

20. How did agricultural improvements transform daily life during the Neolithic Revolution and early history? Give two examples.

21. Ancient and classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future generations. Provide two legacies of the Classical Greek Civilization and explain their importance to future civilizations.

Topics I still need to study

Unit 3: Medieval Europe, Renaissance, and Reformation

Matching

- | | |
|---|---------------------|
| 1. Political system of early Europe based on granting of land | A) Pope |
| 2. Series of wars fought between Europe and the Middle East | B) Byzantine Empire |
| 3. Institution with all the power during the Middle Ages | C) Feudalism |
| 4. Leader of the most powerful institution during the Middle Ages | D) Vernacular |
| 5. Giving a portion of your wealth to the Church | E) Crusades |
| 6. Eastern Roman Empire | F) Tithe |
| 7. Common language | G) Church |

Multiple Choice

8. How was European society affected by the Crusades?
- A) Access to Asian luxury goods were severely limited by war.
 - B) Invading Islamic armies destroyed farms and cities.
 - C) Importation of Asian luxury goods created a greater interest in trade.
 - D) Peasant rebellions diminished as the power of the Church grew.
9. Who controlled Jerusalem at the end of the Crusades?
- | | |
|---------------|------------|
| A) Buddhists | B) Jews |
| C) Christians | D) Muslims |
10. Why did the Byzantine Empire flourish?
- A) The Byzantine Empire was Orthodox.
 - B) The Byzantine Empire funded the invaders of Rome.
 - C) The Byzantine Empire was located on a profitable trade route.
 - D) The Byzantine Empire was not a democracy.
11. Why is the Magna Carta significant?
- A) it established Parliament
 - B) it restricted the king's power
 - C) it united the German states under the Holy Roman Empire
 - D) it shows that the king is the supreme authority in western Europe
12. What do Muslims call the most important acts of worship?
- | | |
|---------------|--------------|
| A) Jihad | B) Islam |
| C) Sharia Law | D) 5 Pillars |

Document-Based Question

All merchants, unless they have been previously and publicly forbidden, are to have safe and secure conduct in leaving and coming to England and in staying and going through England both by land and by water to buy and to sell, without any evil exactions, according to the ancient and right customs, save in time of war, and if they should be from a land at war against us and be found in our land at the beginning of the war, they are to be attached without damage to their bodies or goods until it is established by us or our chief justiciar in what way the merchants of our land are treated who at such a time are found in the land that is at war with us, and if our merchants are safe there, the other merchants are to be safe in our land.

Magna Carta, 1297

13. Based on this passage from the Magna Carta, which basic rights were improved by the English barons?
- | | |
|-------------------|--------------------------|
| A) trading rights | B) rights of the accused |
| C) civil rights | D) religious rights |

Unit 4: Renaissance, Reformation, Exploration, and Absolutism

Matching

- | | |
|--|------------------|
| 1. Inventor of the Printing Press | A) Humanism |
| 2. Unintentionally started the Protestant Revolution | B) Patrons |
| 3. Complete and unchallenged power | C) Gutenberg |
| 4. Governing body in England | D) Martin Luther |
| 5. People that financially supported the arts | E) Indulgences |
| 6. Religion that goes against the teachings of the Catholic Church | F) Parliament |
| 7. Rebirth of learning and development in Europe | G) Protestant |
| 8. Intellectual movement that focused on individual | H) Secular |
| 9. Non-religious | I) Renaissance |
| 10. Paying the church to have your sins removed. | J) Absolutism |

Multiple Choice

11. How did the printing revolution contribute to increased global interaction?
- A) by making texts available to broader audiences, leading to the spread of new ideas
 - B) by creating interchangeable parts that made repairing the printing press easier
 - C) by mass producing the press to make it available to small towns
 - D) by using color to gain the interest of more people

12. Effects of the Black Death

- Europe lost a third of its population.
- Labor shortages brought higher wages for many workers.
- Peasants left their manors, weakening the feudal system.

Which conclusion about effects of the plague can be drawn from the listed information?

- A) Tragic events strengthen religion as people seek answers in their faith.
- B) People seek the comfort of traditional, familiar ways following traumatic events.
- C) Societies flourish during many types of disasters and epidemics.
- D) Catastrophic events can trigger changes in human institutions.

13. Which is an effect of European exploration of the Americas?

- A) Germany extended its New World empire
- B) Spain dominated North and South America
- C) Africans were enslaved to work in mines and on plantations.
- D) American Indians maintained resistance to African and Eurasian diseases.

14. What was a significant result of European exploration through the Columbian Exchange?

- A) Europeans became independent on crops from America.
- B) The bubonic plague spread throughout Europe.
- C) European diseases caused millions of deaths among American Indians.
- D) Raw materials from America became very expensive due to scarcity.

15. How did the new ideas and scientific advances of the Renaissance challenge the Catholic Church?

- A) New Renaissance universities, which emphasized scientific research, gave most citizens educational opportunities that challenged the religious institutions.
- B) Individualism and humanist ideas from the Renaissance challenged citizens to seek answer for themselves rather than from religious institutions.
- C) New merchant guilds formed by the middle class owed allegiance to the leaders of the Renaissance rather than the Catholic Church.
- D) Feudal landowners accepted the scientific advances of the Renaissance that were supported by the Catholic Church.

Document-Based Question

16. The following excerpt is an Englishman's firsthand account of the weeks leading up to England's Glorious Revolution (1688); in the Revolution, the Protestant ruler William of Orange overthrew King James II, a Catholic. ... [King James II] called over 5,000 Irish, and 4,000 Scots, and continued to remove Protestants and put in [Catholics] at Portsmouth and other places of trust, and retained the Jesuits about him, increasing the universal discontent. It brought people to so desperate a pass, that they seemed passionately to long for and desire the landing of [William of Orange], whom they looked on to be their deliverer from [Catholic] tyranny ...

John Evelyn, diary entry, October 7, 1688

Using the above excerpt, what conclusion can be made about the Glorious Revolution?

- A) The revolution was furthered by English Protestants due to their distrust of Catholic leaders.
- B) The revolution was furthered by the English people due to the widespread stories of William of Orange's heroism.
- C) The revolution was slowed by the English people due to their distrust of foreigners.
- D) The revolution was slowed by the English Protestants due to their widespread admiration for King James' religious tolerance.

17. In the following excerpt, the Muslim scholar and traveler Ibn Battuta describes his journey to Taghadda, a city of West Africa's Songhai Empire:

I then set out in the direction of Taghadda by land with a large caravan of merchants... I had a riding camel and a she-camel to carry my provisions. We pushed on rapidly with our journey until we reached Taghadda. ... The inhabitants of Taghadda have no occupation except trade. They travel [by caravan] to Egypt every year, and import quantities of all the fine fabrics to be had there and of other Egyptian [products]. ... The copper mine is in the outskirts of Taghadda ... [the copper bars are] their medium of exchange; with the thin bars they buy meat and firewood, and with the thick, slaves male and female, millet, butter, and wheat.

Excerpted from H. A. R. Gibb, translator, Ibn Battuta:
Travels in Asia and Africa, 1325-1354 London

What conclusion about trade in the Songhai Empire is supported by this excerpt?

- A) Trade caravans allowed the Songhai Empire to exchange their valuable metals for commodities and luxury items.
- B) Trade caravans prevented the Songhai traders from selling their goods to overseas customers.
- C) Songhai traders welcomed travelers to their cities in hopes of selling them fabrics and food items.
- D) Songhai traders traveled to Egypt to seek ores and other valuable minerals for building materials.

18. The following excerpt is from the Edict of Fontainebleau (1685 CE), which was decreed by King Louis XIV of France:

We forbid our subjects of the R.P.R. [Protestantism] to meet any more for the exercise of the said religion in any place or private house ... We likewise forbid all noblemen ... to hold such religious exercises in their houses or fiefs, under penalty ... of imprisonment and confiscation. We enjoin all ministers of the said R.P.R., who do not choose to become converts and to embrace the Catholic, apostolic, and Roman religion, to leave our kingdom and the territories ... within a fortnight.

What political conditions in France led to the Edict of Fontainebleau?

- A) The parliament's desire to exclude religious minorities from lawmaking activities
- B) The king's absolute authority to make laws and dictate state religion
- C) The increase in quarreling among political factions of the landowning aristocracy
- D) The Catholic Church's reputation for challenging political power in the Holy Roman Empire

Unit 5: Age of Revolutions

Matching

- | | |
|---|----------------------------|
| 1. Age of Reason | A) Agricultural Revolution |
| 2. New farming inventions made it easier for one farmer to grow lots of food | B) Industrial Revolution |
| 3. Third estate attempted to overthrow monarchy because of inequalities in society | C) Scientific Revolution |
| 4. Patriots overthrew British rule and became an independent nation | D) Enlightenment |
| 5. A period of rapid growth in the use of machines and in manufacturing and production | E) American Revolution |
| 6. A transformation that called for experimentation and questioning of traditional opinions | F) French Revolution |

Multiple Choice

7. Which of the following sequences correctly identifies the spread of reason in modern history?
- A) American & French Revolution -> Scientific Revolution -> Enlightenment
 - B) Enlightenment -> American & French Revolution -> Scientific Revolution
 - C) Scientific Revolution -> Enlightenment -> American & French Revolution
 - D) Enlightenment -> Scientific Revolution -> American & French Revolution
8. The Industrial Revolution began in Great Britain because the country contained
- A) A large population
 - B) Interest, creativity, and investment
 - C) Necessary raw materials and power sources
 - D) All of the above
9. From 1803 to 1815, Britain and France were at war with each other. Wars can bring economic opportunities, and American merchants hoped to sell goods to both sides. Neither Britain nor France wanted American goods to reach its enemy, so both sides imposed blockades and restrictions on neutral trade. Because Britain had the larger navy, British restrictions were the most crippling to US shipping. British ships stopped American vessels, boarded them, seized contraband, and impressed sailors. American objections were ignored, leading to a US declaration of war in 1812.
- A) France ended their alliance with the United States because of the delay in their assistance.
 - B) British authorities felt threatened by the new US Navy.
 - C) American citizens were indifferent toward the war.
 - D) To defeat France, Britain was willing to risk war with the United States.
10. Which was an environmental effect of the process of early industrialization?
- A) The introduction of smallpox to American Indians
 - B) The diffusion of new animal and plant species to Afro-Eurasia
 - C) The process of desertification in Africa and Asia
 - D) The widespread deforestation in Europe and North American

Document-Based Question

11. [The rich] are led by an invisible hand to make nearly the same distribution of the necessaries of life, which would have been made, had the earth been divided into equal portions among its inhabitants, and thus without intending it, without knowing it, advance the interest of the society, and afford means to the multiplication of the species.

Adam Smith, *The Theory of Moral Sentiments*, 1759

How does Smith's idea of the "invisible hand" of capitalism compare to modern-day government interventions such as the US-led Marshall Plan or the social-democratic governments of Western Europe?

- A) Modern governments have modified capitalism to support other goals.
- B) Modern governments have abandoned capitalism in favor of command economies.
- C) Modern governments have adopted capitalism without modification.
- D) Modern governments have abandoned capitalism in favor of traditional economies.

Unit 6: The Rise of Empires

Matching

1. The process of one people ruling or controlling another A) Nationalism
2. Extreme love and pride for one's country; driving force behind creation of Italy & Germany B) Imperialism
3. When European powers divided up Africa without their consent C) Berlin Conference

Multiple Choice

4. According to Karl Marx, establishing a society based on cooperation and equal distribution of wealth would require
 - A) an energy crisis
 - B) universal public education
 - C) development of a wealthy industrial class
 - D) a revolution

5.

Capitalism	Socialism
A social political-economic system characterized by individual or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market	A political-economic system of social organization in which the means of producing and distributing goods is owned collectively by the community and is administered and distributed by a centralized government

Which statement differentiates capitalism from socialism?

- A) Capitalism requires redistributing resources from the rich to the poor; socialism requires government distribution of resources.
 - B) Capitalist employment is directed by the government; socialist employment is directed by individual initiative.
 - C) Capitalist pricing is based on competition; socialist prices are determined by market forces.
 - D) Capitalism requires individualism and competition; socialism requires governmental planning to distribute resources.
6. How is laissez-faire economics more productive than an economy controlled by a government?
 - A) Laissez-faire economics creates competition which results in improved working conditions, higher wages, and healthcare benefits.
 - B) Laissez-faire economics creates a more nationalistic economy in which local production is always preferred.
 - C) Laissez-faire creates an economy which is regulated by government in order to create ideal working conditions.
 - D) Laissez-faire economics creates competition which leads to innovation, greater profits for investors, and lower product prices.

7. 1821: Mexico declares independence from Spain; 1861: Italian states vote for unification; 1867: Austria and Hungary became two separate, equal states under the "Dual Monarchy"

The above events are all examples of growing

- A) Nationalism
- B) Independence movements
- C) Isolationist feelings
- D) Imperialism

Document-Based Question

We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title. In consequence, we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire, and we hope to God that the German nation will be granted the ability to fashion a propitious future for the fatherland under the symbol of its ancient glory.

Kaiser Wilhelm I, the Imperial Proclamation, January 1871

8. What ideology is present in the proclamation of Wilhelm I?

- A) Socialism
- B) Militarism
- C) Nationalism
- D) Globalism

Unit 7: The World at War

Matching

- | | |
|--|---|
| 1. The causes of World War I | A) Bolsheviks |
| 2. Reasons why the United States got involved in WWI | B) Treaty of Versailles |
| 3. Russian communists who followed the theories of Karl Marx | C) Japanese bombing of Pearl Harbor |
| 4. Reasons why the US got involved in WWII | D) Militarism, Alliances, Imperialism, Nationalism |
| 5. Ended WWI, often blamed for contributing to the rise of Nazism in Germany | E) Zimmerman Telegram, Unrestricted submarine warfare |

Multiple Choice

6. International Violence Before WWII

- 1931– Japan invades Manchuria
- 1935– Italy invades Ethiopia
- 1937– Japan invades China
- 1939– Germany annexes Czechoslovakia
- 1939– Germany invades Poland

Using the information provided in the timeline above, which historical conclusion can be drawn about the cause of World War II?

- A) Military alliances created many obligations to engage in wars.
 - B) The Nazi Party dominated politics in many European nations.
 - C) The United Nations was too weak to prevent the spread of totalitarianism.
 - D) Some nations were aggressive and imperialistic in their efforts to expand.
7. The Indian nationalist, Mahatma Gandhi, advocated the *swadeshi* movement as a protest against British rule in India in the first half of the 20th century. The movement stressed the manufacture of Indian goods at home, especially homespun cloth, as opposed to buying British manufactured goods.
- Why did Indians decide to use this strategy?
- A) To make it less profitable for the British to exploit India through colonial trade
 - B) To prevent the British from establishing a monopoly in the cotton industry
 - C) To prepare for the British to abandon India as a colony
 - D) To limit British control of India's domestic politics

Free Response

8. The Treaty of Versailles ended World War I and established the League of Nations. The League of Nations had a mission to promote world peace and fight human suffering around the world. In addition to creating the league, provisions stripped away the power Germany had gained during the war. It required that the German people pay an indemnity to the Allied powers of over \$37 billion dollars to compensate for damages from the war, and relinquish the territorial gains made in World War I. Furthermore, it also severely restricted the size of the German army and navy, and gave control of the Saarland— an important industrial region in southwestern Germany— to France. When the Nazi party achieved power in Germany, it worked to reverse the effects of the Treaty of Versailles and promised revenge the Allies for imposing it.

Evaluate the lasting impact of the Treaty of Versailles as a positive or negative turning point in world history. Use one detail from the text above to support your position.

Unit 8: The Modern World

Matching

- | | |
|--|-------------------------|
| 1. Alliance of western, capitalist countries | A) Cold War |
| 2. Invisible division between capitalist and communist countries | B) Korean War |
| 3. Era of hostility and tension between the US and Soviet Union | C) Vietnam War |
| 4. 1950-1953; N. supported by China, invaded S.; truce divided country at 38th parallel | D) Terrorism |
| 5. Alliance of eastern, communist countries | E) Iron Curtain |
| 6. An increase in the average temperature of the earth's atmosphere | F) Globalization |
| 7. 2-wk. standoff in 1965 between US & USSR; USSR agreed to remove missiles if US removed missiles from Turkey | G) Climate change |
| 8. The process in which trade and culture link together countries around the world | H) Cuban Missile Crisis |
| 9. 1955-1975; communist N. invaded S., US helped, entire country is communist today | I) NATO |
| 10. Use or threat of violence to achieve goals and spread fear | J) Warsaw Pact |

Multiple Choice

11. Which of the following was *not* a post-WWII Superpower?
- | | |
|------------------|------------------|
| A) Great Britain | C) United States |
| B) Germany | D) Soviet Union |
12. How did Mikhail Gorbachev's policies of Glasnost and Perestroika affect the Soviet Union?
- A) The power of the Soviet Union's Communist Party was strengthened.
B) Many Soviet citizens demanded more economic and political freedom.
C) Soviet powers were centralized under a totalitarian dictator.
D) The Soviet Union increased its influence in the nations of Eastern Europe.

13. Twentieth-Century International Developments

- Berlin Blockade (1948)
- Cuban Missile Crisis (1962)
- Brezhnev Doctrine (1968)

How did the developments above affect international politics?

- A) They inspired the creation of the United Nations.
B) They intensified Cold War conflicts and tensions.
C) They started cooperation between the US and the former Soviet Union.
D) They represented a global preference for democratic values, institutions, and governments.

14. Opponents of free trade

- A) believe that it does not provide new markets for goods.
B) support the work of the World Trade Organization.
C) believe that it encourages practices that exploit workers and damage the environment in developing countries.
D) do not support social responsibility in corporations.

15. Why did OPEC (Organization of Petroleum Exporting Countries) limit the supply of oil to the US?

- A) OPEC wasn't producing enough oil to meet demand.
B) OPEC was protesting the US cutting off the sale of supplies to Japan.
C) OPEC was taken over by Germany, who was still seeking revenge after World War II.
D) OPEC was protesting the US's support of Israel.

16. US has nuclear weapons, which makes USSR feel threatened, so the USSR builds nuclear weapons, so the US feels threatened, so they build more nuclear weapons, and so on. This process is called: 293

- | | |
|---------------|----------------|
| A) Space Race | C) Arms Race |
| B) MAD | D) Containment |

Document-Based Questions

Over the past five years, a highly sophisticated team of operatives have stealthily infiltrated more than 70 US corporations and organizations to steal priceless company secrets. They did it without ever setting foot in any victim's office.... This is the new face of corporate espionage. Thieves whose identities are safely obscured by digital trade-craft rather than a ski mask, are robbing companies of the ideas that are the source of American ingenuity....

Though this new corporate espionage is rampant and rising, calculating the damage to US interests remains difficult.... In the aggregate, the theft of this property, including everything from sensitive defense technology to innovative industrial designs, insidiously erodes government and corporate competitive advantages among global peers.... US companies invest considerable time and money in researching and developing new products, only to be undercut by competition, using their stolen property to make cheaper versions. Unfortunately, companies experience such losses every day... Yet many cyber-intrusions could be prevented by implementing sound cyber-security practices.

US Commerce Secretary John Bryson, *The New Face of Corporate Espionage*, March 9, 2012

17. Using this information, what role does cyberespionage play in global training?

- A) Government monitoring agencies should commit military resources to protecting commercial interests so that the world's superpowers can continue to thrive.
- B) Individuals must assist companies in protecting their ideas so employment will not decrease.
- C) Cyber crimes are difficult to prove in any court of law, so government officials have not committed sufficient resources to the matter.
- D) Ideas fuel economic growth and competition, so there is an increased need to protect electronically stored information on a worldwide scale.

18. Which shared purpose explains the operations of the groups in the regions below?

- Palestine Liberation Organization (PLO) in Israel
 - Chechen rebels in Russia
 - Irish Republican Army (IRA) in the United Kingdom
- A) To create vast land empires across Eurasia
 - B) To destroy capitalist and democratic systems
 - C) To create independent nations under their authority
 - D) To control petroleum exports to Western nations

19. "Terrorism [takes] us back to ages we thought were long gone if we allow it a free hand to corrupt democratic societies and destroy the basic rules of international life." - Jacques Chirac

"But for all these problems [a terrorist's] only solution is the demolition of the whole structure of society. No partial solution, not even the total redressing of the grievance he complains of, will satisfy him— until our system is destroyed or delivered into his hands." - Benjamin Netanyahu

According to the quotes, how have terrorist groups and their movements impacted society in various countries?

- A) Terrorists create panic by breaking basic rules of society and attempting to destroy the social systems of target countries.
- B) Terrorists create tensions by bringing adversaries together to resolve differences in democratic processes.
- C) Terrorist groups have influenced many governments to join their efforts and create their own terrorist networks.
- D) Terrorist groups have caused governments to eliminate corruption and to apply laws equally within societies.

Mind Maps

DIRECTIONS: Create a visual concept map for each unit using all the terms below. You can be as creative as you want and can add more details than are listed below, but you need to KNOW the term in order to complete the concept map.

Prehistory and Early River Civilizations

- 1) Prehistory
- 2) Artifacts
- 3) Fossils
- 4) Polytheism
- 5) Mother Goddess
- 6) Mummification
- 7) Hinduism
- 8) Buddhism
- 9) Jainism
- 10) Monotheism
- 11) Zoroastrianism
- 12) Judaism
- 13) Neolithic Revolution
- 14) Mesopotamia/ Fertile Crescent
- 15) Tigris & Euphrates Rivers
- 16) Hammurabi's Code
- 17) empire
- 18) Abraham
- 19) Cyrus the Great
- 20) Old, Middle, New Kingdoms of Egypt
- 21) Nile River
- 22) Monsoon
- 23) Caste System
- 24) Cycle of Dynastic Change
- 25) Mandate of Heaven

The Medieval World

- 1) Eastern Roman Empire/ Byzantine Empire
- 2) *The Great Schism (within Christian church)*
- 3) Islam (*and two major sects*)
- 4) Battle of Tours, Charles Martel
- 5) Charlemagne
- 6) Feudalism
- 7) Hierarchy
- 8) 3 field system
- 9) William the Conqueror and Battle of Hastings
- 10) Importance of Magna Carta
- 11) Money economy
- 12) Crusades (causes, famous people involved, locations, results)

- 13) Saladin
- 14) Relics and pilgrimage
- 15) Anti-Semitism and the Black Death
- 16) Heresy and Inquisition
- 17) Power struggle: church v. kings (give EXAMPLES)
- 18) Romanesque v. Gothic Architecture
- 19) Hundred Years' War, Joan of Arc, English long-bow

Renaissance, Reformation, Exploration and Absolutism

- 1) Italian Renaissance
- 2) De Medici Family
- 3) Niccolo Machiavelli and *The Prince*
- 4) Artists of the Italian Renaissance (ninja turtles)
- 5) Martin Luther (and his teachings)
- 6) Protestant Reformation
- 7) Johannes Gutenberg and Printing Press
- 8) Henry VIII and the Reformation in England
- 9) Holy Roman Empire
- 10) Excommunication
- 11) Council of Trent
- 12) Absolutism
- 13) Protestant/ Catholic strife in Europe (kings/queens involved)
- 14) Edict of Nantes
- 15) Louis XIV
- 16) Peter the Great
- 17) Exploration and the causes (3Gs)
- 18) Aztec, Inca
- 19) Christopher Columbus
- 20) Columbian Exchange
- 21) Mercantilism
- 22) Treaty of Tordesillas
- 23) Slaves/sugar plantations
- 24) Triangle Trade and Middle Passage

- 25) Causes of transition among English royal family (Tudor- Stuart- Hanover)
- 26) English Civil War
- 27) Restoration
- 28) Glorious Revolution and English Bill of Rights

The Era of Revolutions (Enlightenment, Scientific Rev, American Rev, French Rev)

- 1) Enlightenment
- 2) Philosophes/ Salons
- 3) Social Contract
- 4) Adam Smith
- 5) Laissez-faire
- 6) Capitalism
- 7) Natural rights
- 8) Separation of powers
- 9) Scientific Revolution
- 10) Stamp Act, colonists' response
- 11) US Declaration of Independence
- 12) US Constitution v. Articles of Confederation (confederation v. federal system)
- 13) US Bill of Rights
- 14) Federalism
- 15) Long term/ Short term cause of French Revolution
- 16) Committee of Public Safety
- 17) Coup d'état and Napoleon Bonaparte
- 18) Russian Campaign, 1812
- 19) Waterloo, Wellington
- 20) Congress of Vienna
- 21) Toussaint L'Ouverture and Haiti
- 22) Father Miguel Hidalgo and Mexico

Mind Maps

The Rise of Empires (Industrial Revolution, Nationalism and Imperialism)

- 1) Britain's industrialization
- 2) Cottage Industry and Luddites
- 3) Factors of production
- 4) Mass production
- 5) Urbanization and factories
- 6) Proletariat
- 7) Bourgeoisie
- 8) *Karl Marx' The Communist Manifesto*
- 9) Nationalism
- 10) German Unification
- 11) Congress of Vienna
- 12) Otto von Bismarck
- 13) Austrian Empire transitioning to Austro-Hungarian Empire
- 14) Dual Monarchy
- 15) Old v. New Imperialism
- 16) Social Darwinism
- 17) Sepoy Mutiny
- 18) Opium Wars
- 19) Boxer Rebellion
- 20) Meiji Restoration
- 21) Meiji Reforms
- 22) Open Door Policy
- 23) Scramble for Africa
- 24) Berlin Conference

The World at War (WWI, Totalitarianism & WWII)

- 1) Central Powers
- 2) Allied Powers
- 3) MAIN Long term causes of WWI
- 4) Spark causing WWI (Austria-Hungary, Serbia, Germany, etc.)
- 5) Gavrilo Princip (Terrorism v. Nationalism)
- 6) Trench warfare
- 7) Technology of WWI
- 8) Genocide
- 9) Armenian Massacre
- 10) Unrestricted submarine warfare
- 11) Zimmermann Telegram/Note
- 12) Balfour Declaration
- 13) Ottoman Empire
- 14) Treaty of Versailles
- 15) League of Nations
- 16) Lost Generation
- 17) Great Depression and President FDR
- 18) Fascism
- 19) Adolf Hitler- causes of rise to power
- 20) Josef Stalin- treatment of people
- 21) 5 Year Plans
- 22) Spanish Civil War and Picasso's *Guernica*
- 23) Neville Chamberlain v. Winston Churchill
- 24) Appeasement
- 25) Nazi-Soviet Non-Aggression Pact
- 26) Munich Conference
- 27) Axis Powers
- 28) Battles of WWII (Britain, Stalingrad, Normandy)
- 29) Holocaust
- 30) Isolationism
- 31) Pearl Harbor
- 32) Island Hopping
- 33) Unconditional Surrender
- 34) President Truman and Atomic bombs

Ideological Warfare in the Modern World (the Cold War and Modern Middle East)

- 1) Cold War
- 2) USSR
- 3) Containment
- 4) Deterrence
- 5) Warsaw Pact
- 6) NATO
- 7) Berlin Blockade and Airlift
- 8) Berlin Wall
- 9) Proxy Wars
- 10) Domino Theory
- 11) Korean War
- 12) 38th Parallel
- 13) Vietnam War
- 14) Ho Chi Minh
- 15) Vietcong
- 16) Cuban Missile Crisis
- 17) Bay of Pigs
- 18) Arms Race
- 19) Egypt, Nasser, Suez Canal
- 20) Iran- 1953 coup
- 21) Iran- 1979 Revolution
- 22) Al Qaeda and 9/11
- 23) Osama bin Laden
- 24) Iraq under Saddam Hussein
- 25) WMD
- 26) Afghanistan
- 27) Taliban
- 28) Israel/Palestine- creation, expansion, tension
- 29) *ISIS (Islamic State in Iraq and Syria)- rise to power, sect within Islam, treatment of people groups (including other Muslims), motivation, use of technology/ media, etc.*