Mr. Ott

PARK EAST HIGH SCHOOL
Purpose, Preparation, Pride

Name: _____ Class Period: _____

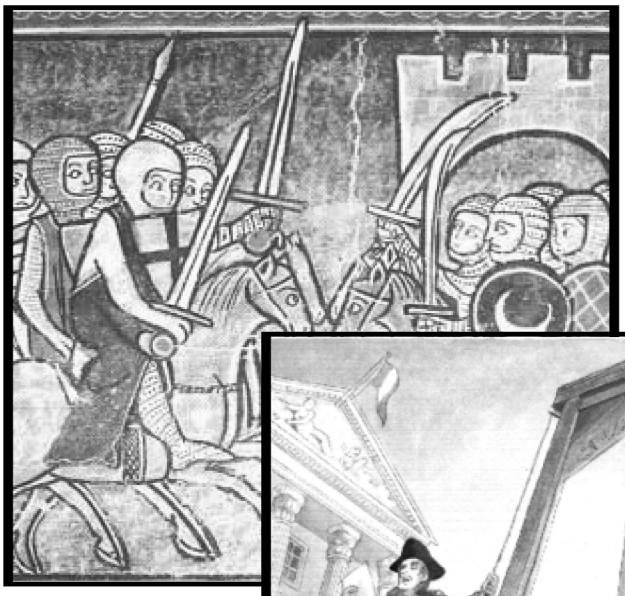
2014-2015

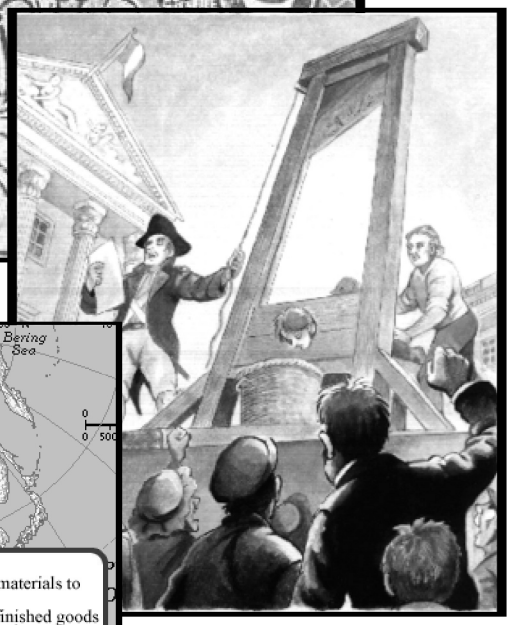
Global History & Geography Regents Review Packet

This study guide will assist you in preparing for the NYS Examination in Global History and Geography.



THE WHITE MAN'S BURDEN.—*The Journal, Detroit.*
From *The Detroit Journal*, February 18, 1899







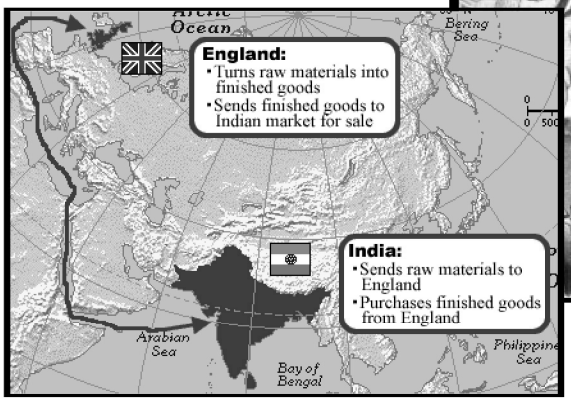


TABLE OF CONTENTS

PART I: Global History & Geography I

Introduction to Global History.....Page 5
- Social Scientists
- Historical sources (Primary vs. Secondary Sources)

Neolithic Age.....Page 5

Ancient Civilizations.....Page 6
- Civilizations Defined
- Ancient River Valley Civz. (Egypt; Mesopotamia; Indus; China)

Classical Civilizations.....Pages 7-8
- Introduction to Classical Civilizations
- Greece (Athens; Sparta; Alexander the Great); Rome; India (Maurya and Gupta Dynasties; Caste System); China (Qin and Han Dynasties); Silk Road

World Religions and Philosophies.....Page 9
- Monotheistic Religions (Judaism; Islam; Christianity)
- Religions and Philosophies of India (Hinduism; Buddhism)
- Philosophies of China (Legalism; Confucianism)
- Nature Religions (Shinto; Animism)

Byzantine Empire.....Page 10

Legal Systems of the Ancient and Classical Worlds.....Page 10
- Code of Hammurabi; Twelve Tables of Rome; Justinian Code

Golden Age of Islam.....Pages 10-11
- Beliefs of Islam
- Golden Age of Islam

Middle Ages.....Page 11
- Introduction to the Middle Ages (Feudalism; Manorialism)
- Crusades

Golden Age of China (Tang and Song Dynasties).....Page 12

Early Japanese History.....Pages 12-13
- Japanese Geography
- Japanese Religion (Shinto)
- Influence of China on Japan
- Japanese Feudalism (Shogun; Daimyo; Samurai)

African Civilizations.....Page 13
- Intro to Africa (Geography; Animism; Bantu Migrations)
- West African Civilizations (Ghana; Mali; Songhai; Mansa Musa; Trade)

The Mongols.....Pages 13-14
- Genghis Khan; Marco Polo

Transformation of Western Europe.....Pages 14-15
- Black Death (i.e.- Bubonic Plague)
- Renaissance (Humanism; Artists; Machiavelli)
- Protestant Reformation (Indulgences; Martin Luther; John Calvin; Henry VIII)
- Printing Press

Pre-Columbian Civilizations of the Americas.....Pages 15-16
- Maya; Aztec; Inca

Age of Exploration and Encounter.....Pages 16-17
- Exploration and Discovery (Causes; Explorers; Encomienda System; Mercantilism; Triangular Trade; Columbian Exchange)
- Commercial Revolution

The Travelers of Global I.....Page 17
- Marco Polo; Ibn Battuta; Zheng He

PART II: Global History & Geography II

Age of Absolutism.....Page 18
- Absolute Monarchy; Divine Right; Peter the Great; Louis XIV

Intellectual Revolutions of Europe.....Pages 18-19
- Scientific Revolution (Copernicus; Galileo)
- Enlightenment (Natural Law; Locke; Montesquieu; Voltaire; Rousseau)

Political Revolutions.....Pages 19-20
- English (or Glorious) Revolution
- French Revolution (and Napoleon Bonaparte)
- Latin American Revolutions (Simon Bolivar; Toussaint L'Ouverture)

Industrial Revolution.....Page 21
- Causes; Effects; Laissez-Faire Capitalism; Karl Marx

Nationalism.....Pages 21-22
- Unification of Italy and Germany
- Nationalism in Austria-Hungary and the Ottoman Empire
- Nationalism in Ireland (Potato Famine)

Imperialism.....Pages 22-23
- Introduction (Imperialism Defined; Causes of Imperialism)
- Imperialism in India, China, and Africa (Opium War; Spheres of Influence; Sepoy Mutiny; Boxer Rebellion)
- Imperialism in Japan (Commodore Perry; Meiji Restoration)

World War I.....Pages 23-24
- Causes; Treaty of Versailles; Effects

Russian (or Bolshevik) Revolution.....Page 24
- Causes; Bolsheviks; Vladimir Lenin; Effects

Nationalism Between World Wars.....Pages 24-25
- Turkey (Kemal Ataturk); Zionism; India (Mohandas Gandhi)

Totalitarianism Between World Wars.....Pages 25-26
- Introduction to Totalitarianism
- Joseph Stalin (Command Economy; Collectivization; Five Year Plans)

World War II.....Pages 26-27
- Events Leading to WWII (Japanese Aggression; Hitler; Appeasement)
- Key Events of WWII (Key Battles; Holocaust; Atomic Bomb)
- Effects of WWII (United Nations; Nuremberg Trials)

Cold War.....Pages 27-28
- "Iron Curtain," Containment; Berlin Wall; Berlin Airlift; Containment; NATO; Warsaw Pact; Cuban Missile Crisis; Korean War; Vietnam War

Economic Issues after World War II.....Page 28
- Economic Cooperation (European Union; NAFTA)
- Oil Politics (OPEC)

Communism in China.....Pages 28-29

- Mao Zedong; Great Leap Forward; Cultural Revolution; Deng Xiaoping; Tiananmen Square Protests

Decolonization.....Pages 29-30

- Decolonization in India (Indian Independence; Pakistan; Kashmir)
- Decolonization in Africa (Jomo Kenyatta; Kwame Nkrumah; Apartheid; Nelson Mandela; Rwandan Genocide)
- Decolonization in Southeast Asia (Vietnam; Cambodia; Pol Pot; Khmer Rouge)
- Nationalist Leaders (Summary of Key Leaders)

Middle East after World War II.....Page 31

- Creation of Israel (Israelis vs. Palestinians)
- Islamic Fundamentalism (Iranian Revolution; Taliban)

Collapse of Communism.....Page 31

- In Soviet Union (Mikhail Gorbachev; Perestroika; Glasnost)
- In Germany (Fall of the Berlin Wall)

Human Rights Violations.....Page 32

- Armenian Massacre; Ukrainian Famine; Holocaust; Rwanda; Cambodia, Yugoslavia

Economic Systems.....Page 32

- Traditional Economy; Market (or Capitalist/Laissez-Faire) Economy; Command (or Communist) Economy

Recent Issues and Concerns.....Pages 32-33

- Ethnic Conflicts (Palestinians, Tibet, Kurds, Chechnyans; etc.)
- Environmental Problems (Ozone Layer; Deforestation; Desertification; Greenhouse Effect; etc.)
- Science and Technology (Green Revolution; Nuclear Proliferation)

PART I:
GLOBAL HISTORY & GEOGRAPHY I

TOPIC: INTRODUCTION TO GLOBAL HISTORY AND GEOGRAPHY

I. Social Scientists

A) The people who study the world in which humans live are known as social scientists. Below is a description of various social scientists and what it is that they study:

1) Historians- Study written records of past events.
2) Geographers- Study the Earth's surface and its impact on humans. Geographers often examine topography (physical land features), climate (weather), human migrations (movement), and the way in which humans adapt to (learn to live in) different environments. Geographers will often examine two types of maps:
    a) Political Maps- Show countries, their borders, and capital cities.
    b) Physical Maps- Show topography (land features such as mountains, rivers, deserts, lakes, etc.).
3) Economists- Study how societies use available resources. They often ask and try to answer the following 3 questions about civilizations: What goods and services are produced? How are goods and services produced? How are goods and services distributed?
4) Anthropologists- Study past and present human cultures. Archaeologists are a type of anthropologist. They examine the culture of past human societies through analysis of physical remains (artifacts).

II. Historical Sources

A) Historians are concerned with the examination of written records from the past. There are two types of sources that historians study:

1) Primary Source- A firsthand record of a historical event created by an eyewitness who actually experienced the event (Examples- Diaries, photographs, artifacts, autobiographies).
2) Secondary Source- A secondhand record of a historical event created by a person who did NOT actually experience the event (Examples- Textbooks, encyclopedias, biographies).

TOPIC: THE NEOLITHIC AGE (NEOLITHIC REVOLUTION)

I. Neolithic Age (8000-3000 BC)

A) Also called the "New Stone Age."
B) Key developments of this period:

1) Humans first discovered how to perform agriculture (farm) and domesticate (raise) animals for food and drink.
2) Humans switched from being nomads (people who wander from place to place hunting and gathering for food) to being settled farmers who lived in permanent villages.
3) Farming created a steady food supply (called a food surplus).
4) The permanent villages created during the Neolithic Age eventually turned into civilizations (SEE NEXT TOPIC BELOW).
5) The development of farming during this period was so important for humans that it is often called the "Neolithic Revolution."

TOPIC: ANCIENT CIVILIZATIONS

I. Civilization

A) A civilization is a complex and highly organized society that includes a government, social classes, job specialization, a food surplus, writing, and religious beliefs.

B) Civilizations developed soon after humans discovered farming and settled down in permanent villages during the Neolithic Age.

C) The first civilizations developed around 3000 B.C. in areas of land known as river valleys (low areas of land next to rivers). The reason civilizations developed in river valleys is because these areas had favorable geography:

1) The flooding of rivers deposited silt on nearby lands that created fertile soil for farming.
2) People irrigated (watered) their crops with water from the nearby rivers.
3) Rivers provided a source of transportation.

D) Early river valley civilizations developed around the following rivers: The Nile River in Egypt, the Tigris River and Euphrates River in the Middle East, the Indus River in India, and the Yellow River and Yangtze River in China (SEE BELOW FOR MORE INFO ON THESE CIVILIZATIONS).

II. Ancient River Valley Civilizations (c. 3000 – 1000 B.C.)

A) Egypt

1) Location: Northeastern Africa
2) Major River: Nile River
3) Characteristics and achievements:
    a) Developed hieroglyphics- Writing using picture symbols.
    b) Constructed pyramids- Massive structures used to bury Egyptian Pharaohs (kings).

B) Mesopotamia (Sumer)

1) Location: Middle East
2) Major Rivers: Tigris River and Euphrates River
3) Characteristics and achievements:
    a) Developed cuneiform- Writing system using wedge-shaped symbols.
    b) Code of Hammurabi- Oldest written set of laws in the world that is known for its strict (harsh) punishments of crimes (i.e.- "an eye for an eye").

C) Harappan Civilization

1) Location: India
2) Major River: Indus River
3) Achievements: The urban (city) areas of Harappan civilization were organized and well-planned.
4) **NOTE:** Early societies in India (and areas of Southeast Asia) were very affected by seasonal monsoons- Winds that brought rain needed to farm (but too much rain caused dangerous flooding).

D) China

1) Major Rivers- Yellow (Huang He) River and Yangtze River
2) Early Chinese societies were very isolated from other civilizations because China is surrounded by natural boundaries (i.e.- mountains and deserts).

E) Common Features- Many ancient societies had important traits in common:

1) They existed in river valley regions.
2) They were all polytheistic- People believed in many gods associated with nature (i.e.- Sun God, Rain God, Wind God, etc).
3) They often had traditional economic systems with the following characteristics:
    a) Barter- Trade without using money.
    b) Subsistence agriculture- Farming in which the crops are used only to feed the farmer and his family. Food is not usually sold for a profit.
    c) People have the same occupation (job) as their parents (usually related to farming/agriculture).

TOPIC: CLASSICAL CIVILIZATIONS

I. Introduction to Classical Civilizations

A) Classical civilizations are the societies that were more advanced and more recent than the ancient civilizations discussed in the previous section.
B) Most classical civilizations had a Golden Age- A period of great achievements in art, literature, math, and science.
C) Below is a brief outline regarding the classical civilizations that the Regents would like you to know.

II. Classical Civilizations (c. 1000 BC-500 AD)

A) Greece
1) Located on a peninsula with an irregular coastline in southeastern Europe.
2) Because Greece has a very mountainous geography, it was not one united civilization. Instead, Greece was divided into many independent (separate) city-states. Each city-state (or polis) had its own government and land. The two most famous city-states were Athens and Sparta. They were very different societies.
3) Sparta
   a) A military society where men spent almost all of their lives training for warfare.
   b) People in Sparta had very little freedom.
4) Athens
   a) Athens is known for having the first democracy in the world. A democracy is a form of government in which people can vote. Athens had a direct democracy, which means that all citizens (adult males born in Athens) were able to vote on laws.
   b) Unlike Sparta, which focused mainly on war, Athens focused heavily on culture and is known for its philosophers (Socrates, Aristotle, Plato) and writers (such as Homer).
5) Religion
   a) The people of ancient Greece were polytheistic (believed in many nature gods).
   b) The Olympic Games were held every 4 years in Greece to honor their god, Zeus.
6) Alexander the Great
   a) Famous leader who conquered Greece, Egypt, Persia (Iran), and part of India.
   b) Hellenstic culture- Alexander spread Greek (Hellenic) culture to all of the areas that he conquered. The word Hellenistic is used to describe the mixture of Greek, Egyptian, Persian, and Indian culture that took place in the areas that Alexander conquered.

B) Rome
1) Located on the peninsula of Italy.
2) Rome began as a small city-state but eventually created a large empire by conquering the regions that surrounded the Mediterranean Sea (i.e.- Western Europe, coast of Northern Africa, Greece, Anatolia, and Western Asia).
3) Key Features and Achievements of the Roman Empire:
   a) Trade and Transportation Networks- The Romans were able to unite the areas of their empire and grow wealthy from trade because of the roads they built on land and because the Mediterranean Sea connected areas within their empire.
   b) Twelve Tables of Rome- Written set of laws that stated the rules of behavior for members of Roman society. Although the laws favored the wealthy, these laws created stability (order) since they were displayed in public for all to see.
   c) Ideas about Law- Romans developed important legal ideas that we still use today (such as "innocent until proven guilty").
   d) Pax Romana- Means "Roman Peace." This was the 200-year Golden Age of Rome in which there was extensive trade and great achievements in art, literature, math, and science.

C) India

1) During the classical period, India was ruled by two successful dynasties (families of rulers): The Maurya Dynasty and the Gupta Dynasty.
2) Maurya Dynasty
    a) Asoka- Famous ruler of India who wrote the laws of India on tall rock pillars (columns) that were displayed throughout India. Asoka converted to Buddhism during his reign and is known for his kind treatment of people and animals.
3) Gupta Dynasty
    a) The Gupta Dynasty is considered the Golden Age of India since there were many achievements in art, literature, math, and science. Some of the achievements include the invention of zero in mathematics, the development of Sanskrit writing, and beautiful Buddhist paintings.
4) Caste System
    a) The caste system was the 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. The four main castes were Brahmins (priests), Kshatriyas (warriors), Vaisyas (merchants and artisans), and Sudras (laborers). The lowest group included people who were known as Untouchables (they had the worst jobs).
    b) Since people could not move up or down in the caste system, it provided order and structure to society.
    c) The caste system is closely associated with the Hindu religion (DISCUSSED IN THE NEXT SECTION OF THIS PACKET).

D) China

1) During the classical period, China was also ruled by two main dynasties (families of rulers): The Qin Dynasty and the Han Dynasty.
2) Qin Dynasty
    a) Lasted only 15 years.
    b) Qin rulers based their government on the philosophy of Legalism- Believes that humans are evil and that harsh punishments are needed to keep order in society.
    c) **NOTE:** Legalism was similar to the Code of Hammurabi in ancient Mesopotamia since both noted that harsh punishments were necessary in society.
3) Han Dynasty
    a) Lasted 400 years.
    b) Key Features and Achievements:
        1) Trade and Transportation Networks- As with the Roman Empire, the Han Dynasty grew wealthy through trade because of the system of roads that was developed throughout the region.
        2) Civil Service System- System in which government positions were given only to skilled people who passed difficult exams. The Chinese were the first to use this kind of system.

E) Silk Road

1) The Silk Road was a long trade route that extended about 4,000 miles from China in the East to the Mediterranean Sea in the West. The Silk Road connected the different classical civilizations (and later civilizations as well).
2) Cultural Diffusion- Cultural diffusion is the exchange of goods and ideas between societies. The Silk Road led the exchange of many products (like Silk) and religious ideas (like Buddhism) between civilizations.

TOPIC: WORLD RELIGIONS AND PHILOSOPHIES

I. The Monotheistic Religions

A) Monotheism
   1) Monotheistic religions believe in only one God.
   2) The 3 main monotheistic religions are Judaism, Islam, and Christianity.

B) Codes of Conduct (Behavior)- All 3 monotheistic religions have codes of behavior issued by God that state the religious and moral/ethical obligations (duties) of followers:
   Ten Commandments- Code of behavior for Jews and Christians (i.e.- Do not kill, do not steal, do not worship false gods, etc.).
   1) Five Pillars- Code of behavior for Muslims (i.e.- Make a pilgrimage to Mecca, pray five times daily, etc.).

II. Religions and Philosophies of India

A) Hinduism
   1) Reincarnation- The idea that after humans die, their souls are reborn into another body. Hindus believe that humans go through many rounds of reincarnation (death and rebirth).
   2) Karma- Karma refers to all of the good and bad deeds that one does during their lifetime. Those who do good deeds develop good karma and are reborn at a higher level in the next life. Those who do bad deeds develop bad karma and are reborn at a lower level in the next life. Hindus follow the Caste System (SEE PREVIOUS SECTION ON INDIA) and believe that the social class that they are born into in this life is based on the karma they developed in a previous life.
   3) The goal of Hindus is to achieve Moksha- Ending reincarnation and stopping the cycle of death and rebirth.

B) Buddhism
   1) Buddhism was founded by Siddhartha Gautama (also called the Buddha).
   2) Buddhism is very similar to Hinduism. Both religions believe in Reincarnation and Karma.
   3) The goal of Buddhists is to achieve Nirvana- Ending reincarnation and stopping the cycle of death and rebirth (similar to Hindu concept of Moksha).
   4) Buddhists believe that Nirvana can be achieved when people accept the Four Noble Truths (the idea that all of life is suffering and that suffering is caused by our selfish desires). People must work to end suffering and desire by following the Eightfold Path (a code of behavior for Buddhists that requires them to resist evil, act in a kind manner, meditate, etc.).

III. Philosophies of China

A) Legalism
   1) Philosophy based on the idea that humans are evil and that harsh punishments are needed in order to prevent crime and keep order in society.

B) Confucianism
   1) Major philosophy of China. It's main teachings include:
      a) The Five Relationships- The idea that every single person has specific roles and obligations that must be followed in order to keep order and stability (calmness) in society. For example, subjects must obey their ruler, wives must obey their husbands, and children must obey their parents.
      b) Filial Piety- The idea that people must honor and respect the elders of their family (i.e.- children must be loyal and obedient to their parents).

IV. Nature Religions

A) Nature religions believe that both living and non-living things in nature (i.e.- trees, mountains, rivers, rain, rocks, animals, etc.) have a spirit.
B) **NOTE:** The two most common nature religions are Shinto (practiced in Japan) and Animism (practiced in Africa). The Regents wants you to know that both religions believe in nature spirits.

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 Orthdox Religion (which is still practiced in Russia today)
2) The Cyrillic Alphabet (writing system still used in Russia today)

TOPIC: LEGAL SYSTEMS OF THE ANCIENT AND CLASSICAL WORLDS

I. Legal Systems

A) So far, a number of different legal systems have been discussed in this review packet. The 3 main ones include:

1) Code of Hammurabi- Written set of laws used in ancient Mesopotamia. It is known for its harsh punishment of crimes (i.e.- "an eye for an eye").
2) Twelve Tables of Rome- Written set of laws used in Roman Empire. Laws favored the wealthy.
3) Justinian Code- Written set of laws used in the Byzantine Empire. It was based on old Roman laws and was later adopted by many countries in Europe.

B) **NOTE:** The Regents wants you to know the following about these 3 legal systems:

1) They are all standardized (written) sets of laws.
2) They each concern the relationship between the state (government) and the individual.
3) They all helped create stability (a calm and orderly society) since people were able to learn what the laws were.

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.

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. They held most of the political power.

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.

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.

TOPIC: EARLY JAPANESE HISTORY

I. Geography

A) Japan is located in East Asia and is considered to be an archipelago- A country that consists of a group of islands (Japan is made up of 4 main islands)

B) Japan has a long and irregular (unsmooth/rough) coastline

C) Japan is made up mostly of mountains, which has made farming difficult.

1) Terrace Farming- In order to farm in the mountains, the Japanese had to dig and carve flat areas (called terraces) into the sides of mountains. **NOTE:** The Inca of Peru (in South America) used the same technique.

II. Religion

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

B) Later in Japan's history, Buddhism became popular as well. Today, most Japanese practice both Shinto and Buddhism.

III. Influence of China on Japan

A) Cultural Diffusion- Early Japan was GREATLY influenced by contact with the neighboring Asian civilization of China. Through contact with China, Japan received many important things:

1) Writing- Japan's first form of writing was influenced by Chinese writing.
2) Buddhism- The Japanese learned about the Buddhist religion from the Chinese.
3) Tea- The Japanese first learned how to cultivate (grow) tea from the Chinese.

IV. Japanese Feudalism

A) Similar to Europe during the Middle Ages, Japan developed a system of feudalism early in its history. The feudal system worked like this:

1) Emperor and Shogun (military general)- They were the rulers of Japan.
2) Daimyo- They were the wealthy nobles who were given land by the emperor and Shogun in return for loyalty and military service.
3) Samurai- They were the warriors of Japanese society. They pledged loyalty to the Daimyo and had to fight when necessary. The samurai had a code of behavior called Bushido (which required the samurai to be loyal to the Daimyo and to fight bravely in battle).

B) **NOTE:** Japanese feudalism was very similar to European feudalism:
1) Japanese samurai and European knights both followed a code of behavior. Bushido was the code of the Samurai and Chivalry was the code of the knights. Both codes emphasized loyalty and bravery.
2) Japanese and European feudalism were both decentralized, which means that power was given to many different local leaders instead of being concentrated in the hands of a single ruler.
3) Because people in each society had a clear role to follow, feudalism brought structure, order, and stability (calmness) to society.

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).

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.

THE TRANSFORMATION OF WESTERN EUROPE

I. 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.

C) 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.

II. 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.

III. 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 Thesis, 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.

IV. 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.

TOPIC: PRE-COLUMBIAN CIVILIZATIONS OF THE AMERICAS

I. Pre-Columbian Civilizations (c. 300-1500s AD)

A) Introduction
1) The pre-Columbian civilizations are the societies that developed in the Americas before the arrival of the Europeans.
2) The 3 main pre-Columbian societies were the Maya, the Aztec, and the Inca. They were all very organized, developed, and advanced civilizations.

B) The Maya
1) They lived in the lowland region of Mesoamerica (Mexico and Central America).
2) Achievements:
a) They developed a calendar and a form of writing.
b) Math- They invented the use of zero in math (like the Gupta of India).

C) The Aztec
1) They lived in Mesoamerica (Mexico) and established a large empire.
2) Tenochtitlan- Capital city of the Aztec Empire.
3) Achievements:
a) They used a calendar and a form of writing.

b) Chinampas- These were "floating gardens" that the Aztecs built in lakes in order to farm since there was a shortage of fertile land.

D) The Inca
1) They lived in the Andes Mountains of Peru (in South America) and established a large empire.
2) Machu Picchu- Most famous site of the Inca.
3) Achievements:
a) **NOTE:** In order to improve trade and transportation, the Inca developed a vast (large network of roads (like the Romans) and footbridges in the Andes Mountains.
b) Terrace Farming- Since the Inca lived in the mountains, they learned to farm by cutting flat areas (called terraces) into the sides of mountains. **NOTE:** The Japanese used a similar technique in order to farm.

E) **NOTE:** The Regents wants you to know that both the Aztecs and the Inca used creative agricultural techniques (chinampas and terrace farming) in order to adapt to their geographic environments.

F) The Aztecs and the Inca were both conquered by the Spanish when they arrived in the 1500s:
1) The Aztecs- Conquered by Hernan Cortez in 1521.
2) The Inca- Conquered by Francisco Pizarro in 1532.

TOPIC: THE AGE OF EXPLORATION AND ENCOUNTER

I. Introduction

A) The Age of Exploration and Encounter was the period in history when the Europeans began sea voyages of exploration. During this period, Europeans reached the Americas and began to colonize (take over) areas in the Americas, Africa, and Asia.

B) The two European countries that first began voyages of exploration were Spain and Portugal.

II. The Age of Exploration and Discovery (1400s-1600s)

A) Causes of (reasons for) the Age of Exploration:
1) Europeans wanted greater access to the spices and other products of Asia.
2) Europeans wanted to find sea routes to Asia since land routes were controlled by Muslims.
3) Improvements in navigational (sailing) technology made long sea voyages possible. These improvements include the compass and astrolabe, cartography (the science of making maps), and the lateen sail for ships.

B) Key Explorers include:
1) Bartholomeu Dias- First explorer to round the Cape of Good Hope (southern tip of Africa).
2) Vasco da Gama- First explorer to reach India by going around Cape of Good Hope.
3) Christopher Columbus- First explorer to reach the Americas.
4) Ferdinand Magellan- First explorer to circumnavigate (sail around) the globe.

C) Effects (results) of the Age of Exploration:
1) The Americas
a) The Spanish and Portuguese colonized (took over) land in the Americas. Lands controlled by the Spanish and Portuguese were called colonies.
b) Encomienda System- A labor system in which the Native Americans were forced to work on Spanish farming plantations (growing sugar) and in Spanish mines (getting gold and silver). Spanish landowners had total control over the Native Americans.
c) Millions of Native Americans died due to the diseases (such as smallpox) brought over by the Europeans.

2) Africa
a) Europeans took slaves from Africa to the Americas to work on farming plantations.
b) The voyage of slaves from Africa to the Americas was called the Middle Passage.

3) Mercantilism

a) Mercantilism is the idea that colonies exist only to make the Mother Country (i.e.- Spain and Portugal) wealthy.

b) Spain and Portugal tightly controlled trade with their colonies in the Americas in order to make money. Europeans would take raw materials (like cotton) from their American colonies and sell finished products (like clothing) back to the colonies.

4) Triangular Trade- This was the trade route taken by Europeans in the Atlantic Ocean. Europeans traveled to Africa to get slaves, brought the slaves to their colonies in the Americas, and then returned to Europe with goods from the Americas.

5) Columbian Exchange- This is the term used to describe the exchange of people, plants, animals, ideas and technology between the "Old World" (Europe) and the "New World" (North and South America) that took place as a result of exploration and colonization.

a) Items sent from Europe to the Americas include: Wheat, sugar, bananas, horses, chickens and diseases (like smallpox and measles).

b) Items sent from the Americas to Europe include: Maize (corn), potatoes, beans, squash, chili peppers, cocoa, and tobacco.

c) The Columbian Exchange is the ultimate example of cultural diffusion (the exchange of goods and ideas between civilizations).

III. Commercial Revolution (1500s-1600s)

A) The term Commercial Revolution refers to the new forms of business that were introduced during the Age of Exploration. These new forms of business included:

1) Joint-stock companies- Investors would combine money to help pay for trading projects.
2) The expansion (growth) of banking.
3) Capitalism- Form of business in which profits from one project are reinvested in other projects in order to make more money.

TOPIC: THE TRAVELERS OF GLOBAL I

I. The Travelers of Global I

A) The Regents likes to ask questions about 3 men who each traveled thousands of miles. They are:

1) Marco Polo- Italian merchant who traveled to China (over the Silk Road) when it was ruled by the Mongols.

2) Ibn Battuta- Arab/Muslim explorer who traveled a total of 75,000 miles and visited lands in Africa, Asia, and Europe.

3) Zheng He- Chinese explorer of the Ming Dynasty who sailed the Indian and Pacific Oceans to lands that included Southeast Asia, India, the western coast of Africa.

B) **NOTE:** These three individuals are important for several reasons:

1) They wrote extensively about their travels. These writings are valuable primary sources that teach us about lands that they visited.

2) The contacts they made with other lands helped stimulate (increase) trade between different regions of the world.

PART II:
GLOBAL HISTORY & GEOGRAPHY II

TOPIC: THE AGE OF ABSOLUTISM

I. The Age of Absolutism (1600s-1700s)

A) The Age of Absolutism was the period in European history when nations were governed (ruled) by absolute monarchs.

B) The term "monarch" means "king." Absolute monarchs were kings who had total control over the nations that they ruled.

C) Key characteristics/features of absolute monarchs:
   1) Absolute monarchs centralized political control, which means that they did not share power with anyone else.
   2) Absolute monarchs believed in Divine Right, which was the idea that kings received their power to rule directly from God.
   3) Absolute monarchs believed that their power was unlimited. They made laws without the consent (approval) of the people.

D) Some important absolute monarchs include:
   1) Peter the Great- He was the absolute monarch of Russia. He also westernized Russia, which means that he imitated the customs and traditions of countries in Western Europe in order to strengthen his nation.
   2) Louis XIV- He was the absolute monarch of France.
   3) Philip II- He was the absolute monarch of Spain.
   4) Henry VIII- He was the absolute monarch of England.
   5) Suleiman the Magnificent- He was the absolute monarch of the Ottoman Empire.
   6) **NOTE**: In addition to knowing that these men were absolute monarchs, the Regents also wants you to know that Peter the Great, Louis XIV, and Suleiman the Magnificent helped expand (enlarge) the territory of their nations by taking over neighboring lands.

TOPIC: THE INTELLECTUAL REVOLUTIONS OF EUROPE

I. Scientific Revolution (1500s-1600s)

A) The Scientific Revolution was a sudden and dramatic change in how people viewed the world.

B) During the Scientific Revolution, science and reason (logic) were used to explain how the world worked. People no longer turned only to the Bible and the Catholic Church for answers.

C) Key people of the Scientific Revolution:
   1) Copernicus- Astronomer who developed the Heliocentric Theory- The idea that the planets revolve around the sun.
   2) Galileo Galilei- Astronomer who proved that Copernicus was correct. He was put on trial by the Catholic Church because his ideas contradicted (went against) its teachings.
   3) Sir Isaac Newton- Mathematician and astronomer who developed calculus and the theory of gravity.
   4) Johannes Kepler- Astronomer who helped discover how planets move.
   5) Descartes- Mathematician, scientist, and philosopher.

D) Key effects (results) of the Scientific Revolution:
   1) It resulted in the spread of new ideas throughout Europe.
   2) It challenged the traditional authority (power) of the Catholic Church since European scientists proved that many Church teachings were incorrect.
   3) The new ideas of this period directly led to the Enlightenment (SEE NEXT TOPIC).

II. The Enlightenment (1700s)

A) The Enlightenment was the period in European history when reason (logic) was used to understand and improve society. In fact, the Enlightenment is often called "The Age of Reason."
B) Key ideas of the Enlightenment:
    1) Enlightenment philosophers believed that society could be improved by using reason (logic) and natural law (universal rules that are always true).
    2) Enlightenment philosophers believed that governments receive their authority (power) from the people (NOT from God).
    3) Enlightenment philosophers believed in democracy (a gov't where the people have a say).
    4) **NOTE:** The Regents likes you to know that the Scientific Revolution and the Enlightenment both encouraged the spread of new ideas and the use of reason.
C) Key people of the Enlightenment:
    1) John Locke- He believed that all people have natural rights (the right to life, liberty, and property). He also said that people have the right to overthrow governments that fail to protect these rights.
    2) Baron de Montesquieu- In order to prevent kings from being too strong, he believed that power in government should be divided into three branches (executive, legislative, judicial) so that there is a separation of powers and a system of checks and balances.
    3) Voltaire- He believed that everyone is entitled to freedom of speech and freedom of religion.
    4) Rousseau- He believed that society is a social contract (an agreement in which all people agree to work for the common good of society).
D) Key effects (results) of the Enlightenment:
    1) Since Enlightenment philosophers believed that people can overthrow unfair governments, the Enlightenment helped cause political revolutions in France, Latin America, and the United States (SEE NEXT TOPIC BELOW).
    2) Enlightened Despots- These were European kings and queens who believed in Enlightenment ideas and ruled using Enlightenment principles (ideas).

TOPIC: POLITICAL REVOLUTIONS

I. Introduction to Political Revolutions

A) The term "political" means "government." A political revolution is an event in which the people of a country overthrow an existing government and create a new government.

II. The English Revolution/Glorious Revolution (1689)

A) The English Revolution (also called the Glorious Revolution) is the event in which the people of England successfully limited the power of their monarchs (kings).
B) The English Revolution took place because people in England believed that the absolute monarchs of England were unfair and had too much power.
C) Key effects (results) of the English Revolution/Glorious Revolution:
    1) England's government became a limited (or constitutional) monarchy- This is a form of government in which the power of monarchs (kings) is limited (decreased) by written laws.
    2) Below is a list of laws that each limited the power of the English king in some way:
        a) The Magna Carta
        b) The Petition of Right
        c) The English Bill of Rights
        d) Habeas Corpus
        e) **NOTE:** As a result of these laws, English kings had to share power with Parliament (the lawmaking body of the English government that represents the people).

III. The French Revolution and Napoleon (1789-1815)

A) The French Revolution was the event in which the people of France overthrew their king (Louis XVI) and fought for more rights.

B) Key causes of (reasons for) the French Revolution:
   1) French society was divided into three estates (social classes). The people of the Third Estate were mostly peasants. They were angry that they had very few rights and paid the highest taxes (even though they had the least money).
   2) France was ruled by absolute monarchs. The French people believed that these kings abused their power and denied (took away) the rights of the people.
   3) The ideas of the Enlightenment inspired the French people to overthrow their unfair kings and to create a new government that protected their rights.
   4) France was in an economic crisis- The kings spent too much money and put France in debt.

C) Key events of the French Revolution:
   1) Declaration of the Rights of Man- This was a document written during the French Revolution that gave equal rights to the men of France and created a fair system of taxation.
   2) Reign of Terror- This was an event where the leaders of the French Revolution executed thousands of people that they believed were loyal to the king. The Jacobins were the radical (extreme) group leading this event and Robespierre was the leader of the Jacobins.

D) Key effects (results) of the French Revolution:
   1) King Louis XVI of France was executed by Robespierre and the Jacobins.
   2) The middle class of France gained more power and rights.

E) Napoleon Bonaparte
   1) Napoleon Bonaparte was the ruler who came to power at the end of the French Revolution.
   2) He expanded (enlarged) French territory by conquering neighboring lands in Europe. By doing so, he made French people feel nationalism (pride in their country).
   3) **NOTE:** The Regents wants you to know that Napoleon was finally defeated in 1812 because he made a big error (mistake): He invaded Russia during the winter and the freezing climate (weather) of Russia killed thousands of his soldiers. The same mistake was later made by Hitler during WWII.

IV. The Latin American Revolutions (1800-1830)

A) The Latin American Revolutions were the events where the colonies of Latin America (Central America, South America, and the Caribbean) fought to gain independence (self-government) from Spain, Portugal, and France.

B) Key causes of (reasons for) the Latin American Revolutions:
   1) The governments of Latin America were controlled by Peninsulares (people born in Spain and Portugal) who treated the people of Latin America poorly. Creoles (Europeans born in Latin America), Mestizos (mixed Europeans/Native Americans), Native Americans, and African slaves demanded more rights.
   2) The ideas of the Enlightenment inspired the Latin Americans to fight for independence (self-government) and overthrow their unfair governments.
   3) The American Revolution and the French Revolution inspired Latin Americans to fight for independence (self-government) and overthrow their unfair governments.

C) Below is a list of leaders that helped gain independence (self-government) for the colonies of Latin America:
   1) Simon Bolivar
   2) Jose de San Martin
   3) Miguel Hidalgo
   4) Toussaint L'Ouverture
   5) **NOTE:** All of these men are considered nationalists since they loved their nations and wanted to free them from European control.

D) **NOTE:** After gaining independence, attempts were made to unify (combine) the different areas of Latin America in order to form one country. These attempts failed because Latin America has

many natural boundaries (i.e.- Andes Mountains, Amazon Rainforest, etc.) that prevent communication between regions.

TOPIC: THE INDUSTRIAL REVOLUTION

I. The Industrial Revolution (1700s-1800s)

A) The Industrial Revolution was the change from producing goods by hand to producing goods with machines in factories.
B) The Industrial Revolution started in Great Britain (England) because it had many natural resources (i.e.- coal, iron, tin, lead, waterways) that are necessary to produce and transport goods. In other words, Great Britain had favorable geography.
C) Key effects (results) of the Industrial Revolution:
    1) Industrialization- Machines were used to produce goods in factories.
    2) Urbanization- The growth of cities. People came to urban (city) areas to get jobs in factories. Many cities had severe pollution from the smoke that came out of factories.
    3) Bad working conditions- Workers in factories worked in dangerous conditions for long hours and low pay. Young children were frequently hired and abused in these factories.
    4) Formation of Labor Unions- Workers formed labor unions (organizations of workers) that fought to improve the pay and working conditions of workers.
    5) Legislation- Governments eventually passed laws to set minimum wage and end child labor.
D) Laissez Faire Capitalism (Market Economy)- This was the economic system that was used during the Industrial Revolution (and that is still used in most of the world today). It was based on the following ideas:
    1) Businesses and factories should be owned by individuals (NOT the government).
    2) Business decisions should be made by Individuals (the government should NOT interfere).
    3) Prices should be set by individuals (NOT the government) based on supply and demand.
E) Karl Marx and Friedrich Engels
    1) These two men believed that laissez faire capitalism was bad. They argued that it allowed greedy factory owners to exploit (take advantage) of poor factory workers. They wrote a book called the "Communist Manifesto" that said the following:
        a) All of history has been about class struggles ("Haves" vs. "Have-Nots").
        b) During the Industrial Revolution, wealthy and greedy factory owners (Bourgeoisie) were taking advantage of the poor factory workers (the Proletariat) to earn money.
        c) The Proletariat should rise up, overthrow the bourgeoisie in a violent revolution, and eliminate laissez faire capitalism.
        d) The Proletariat could then create a new kind of society where work and wealth was shared equally be everyone (and where social classes no longer existed).
    2) **NOTE:** The ideas of Marx and Engels eventually became the foundation (basis) of Communism. Countries that became Communist (like the Soviet Union and China) were inspired by the writings of Marx and Engels.

TOPIC: NATIONALISM

I. Introduction to Nationalism

A) Nationalism is a feeling of love, loyalty, and devotion to one's country. Someone who feels this love, loyalty, and devotion is known as a nationalist.
B) Nationalism usually develops in areas where people share a common language, culture, and history.

II. Unification of Italy and Germany (1870-1871)

A) Up until 1870, both Italy and Germany were NOT yet countries. Instead, they were areas that were divided up into many different states, each with its own government.

B) Due to feelings of nationalism, the Italian-speaking people of Italy wanted to combine their separate states to form one united nation with one government. Similarly, the German-speaking people of Germany wanted to combine their separate states to form one united nation with one government.

C) Unification of Italy- Italy successfully combined its separate states to form one united nation in 1870. This was achieved due to the efforts of 3 devoted nationalists:
   1) Giuseppe Garibaldi
   2) Giuseppe Mazzini
   3) Count Camillo di Cavour

D) Unification of Germany- Germany successfully combined its separate states to form one united nation in 1871 due to the efforts of one man:
   1) Otto von Bizmarck- He used a "blood and iron" policy (3 wars) to unify German lands.

III. Nationalism in Austria-Hungary and the Ottoman Empire

A) Austria-Hungary and the Ottoman Empire were both large empires that ruled over many diverse (different) ethnic groups.
B) Due to feelings of nationalism, the ethnic minorities of these lands wanted to gain independence (self-government) and form their own nations.
C) Austria-Hungary and the Ottoman Empire were eventually broken up due to nationalist movements by these different ethnic groups.

IV. Nationalism in Ireland

A) In 1801, Great Britain (England) took over Ireland.
B) Potato Famine
   1) 1845-1850- About 1 million Irish people died of famine (starvation) when the potato crop failed to grow.
   2) Over 1 million Irish people migrated (moved) to the United States to escape the famine and find more opportunities.

C) Nationalism
   1) Due to feelings of nationalism, many people in Ireland did not want to be ruled by Great Britain. They wanted independence (self-government).
   2) 1921- Southern Ireland (mostly Catholic) gained independence from Great Britain. Northern Ireland (mostly Protestant) remained part of Great Britain.

TOPIC: IMPERIALISM

I. Introduction to Imperialism

A) Imperialism (also called colonization) is when a strong country conquers and takes over a weaker country. The area that is taken over is known as a colony.
B) During the 19th century (1800s), many European nations (also called Western nations) such as Great Britain, France, Germany, and Italy took over lands throughout Africa and Asia.
C) Causes of (reasons for) imperialism- The European nations imperialized/colonized lands in Africa and Asia for several important reasons:
   1) Europeans wanted raw materials/natural resources (like coal, tin, iron) in order to make goods in their factories.
   2) "White Man's Burden"- This was a racist poem that encouraged Europeans to civilize (help improve) the people that they took over by teaching them European customs and religious beliefs (like Christianity). The poem referred to the people of Asia and Africa as "half devil" and "half child."
   3) Social Darwinism- This was the idea that it was natural for strong countries (like the European nations) to take over weaker countries (like nations in Africa and Asia).

II. Imperialism in India, China, and Africa (1800s-1914)

A) Effects (results) of imperialism- The Europeans generally had a very negative impact on the regions that they colonized (took over) in India, China, and Africa:
   1) "Scramble for Africa"- Over 90% of Africa was taken over by European countries that scrambled (raced) to take over the continent.
   2) China- After the British began smuggling opium (an addictive drug) into China, the Chinese fought back in the famous Opium Wars. After being defeated, China was carved up into spheres of influence (areas where trade was controlled by different European nations).
   3) India- India was taken over by Great Britain (England) and ruled for almost 200 years.

B) The people of Africa and Asia did not like being ruled by European nations. As a result, they fought many wars to kick out the Europeans (also called Westerners) and gain independence (self-government):
   1) Sepoy Mutiny- Rebellion in which India tried (but failed) to gain independence from Great Britain (England).
   2) Boxer Rebellion- Rebellion in which China tried (but failed) to gain independence from the various European (Western) nations that controlled them.

III. Imperialism in Japan

A) From 1600-1854, Japan was largely isolated and wanted little contact with the rest of the world.

B) 1854- Commodore Matthew Perry of the United States sailed into Japan in order to open up the country to trade. We wanted to do business with Japan.

C) Meiji Restoration (1868-1912)
   1) This is the period in Japanese history when Japan was ruled by Emperor Meiji.
   2) **NOTE:** During this period, Japan began a rapid (fast) program of modernization and westernization.
   3) Modernization- Japan industrialized (built factories, machines, roads, communications).
   4) Westernization- Japan adopted the customs and techniques of Western countries (i.e.- Europe and the United States). Japan changed its government, military, education system, and technology to make it more like those of Europe and the United States.

D) **NOTE:** As result of the changes made during the Meiji Period, Japan became a powerful and modern industrial country. Instead of being taken over by Europeans or the United States (the way India, China, and Africa were), Japan actually started to take over (imperialize) other countries.

E) Japanese Imperialism
   1) Now that Japan had factories, it needed natural resources/raw materials (like coal, tin, iron, and lead) to make products.
   2) Since Japan had very few natural resources of its own, Japan took over Korea and part of China to gain these resources.

TOPIC: WORLD WAR I

I. World War I (1914-1918)

A) World War I was a global military conflict that was fought mainly in Europe.

B) Causes of (reasons for) World War I- The war took place for several important reasons. **NOTE:** You can remember the causes by just thinking of the word (M.A.I.N.):
   1) Militarism- Countries in Europe (especially Germany and Britain) built up their armies and their supply of weapons in the late 1800s.
   2) Alliances- Countries in Europe divided themselves into two military alliances (the Triple Alliance and Triple Entente) in order to prepare for war. This alliance system increased tension in Europe.
   3) Imperialism- Countries in Europe competed with each other to take over lands in Africa, Asia, and the Balkans (Southeastern Europe). This competition increased tension.
   4) Nationalism- Ethnic groups in the Balkans (Southeastern Europe) wanted to gain independence (self-government) from Austria-Hungary and they were willing to fight for it.

5) **NOTE:** World War I started when Archduke Ferdinand (the heir to the throne of Austria-Hungary) was assassinated by Slavic nationalists in the Balkans.

C) Treaty of Versailles- This was the Treaty that ended World War I. **NOTE:** The key thing to remember is that the treaty severely punished Germany in a number of ways:
1) Germany was forced to accept blame (guilt) for causing World War I.
2) Germany was forced to pay 30 billion dollars in war reparations (money for damages caused during the war).
3) Germany had to reduce (decrease) the size of its military.
4) Germany was forced to give up some of its lands.
5) **NOTE:** The Treaty of Versailles was so harsh on Germany that it eventually helped bring Hitler (and the Nazis) to power and it helped cause World War II.

D) Key effects (results) of World War I:
1) In order to provide the people of Eastern Europe with self-determination (the right of ethnic groups to create their own governments), Austria-Hungary and the Ottoman Empire were broken apart and much of the land was used to create new nations in Eastern Europe (such as Czechoslovakia and Yugoslavia).
2) Armenian Massacre- During World War I, the Turks of the Ottoman Empire attempted to kill all of the Armenians that lived in their territory. **NOTE:** This event is an example of genocide- the attempted extermination of an entire ethnic group. Genocide is considered to be the ultimate violation of human rights.
3) Women in Europe eventually gained suffrage (the right to vote) since they had helped out during World War I by working in factories.

TOPIC: THE RUSSIAN REVOLUTION (BOLSHEVIK REVOLUTION)

I. The Russian Revolution (also called the Bolshevik Revolution) of 1917

A) The Russian Revolution was an event where the people of Russia overthrew their Czar (king) and created a new government.

B) Causes of (reasons for) the Russian Revolution- Like all political (government) revolutions, the Russian Revolution took place because the people of Russia were unhappy with their government. People were unhappy for several reasons:
1) World War I- Russia suffered many casualties (injuries and death) in the war. World War I also created food shortages at home (people were starving).
2) Czar Nicholas II- He was the ruler of Russia at the time. People thought that he abused his power by denying (taking away) the rights of the people.

C) Bolsheviks
1) This was the radical (extreme) group that was leading the Russian Revolution.
2) The leader of the Bolsheviks was a man named Vladimir Lenin.
3) Lenin and the Bolsheviks gained the support of the Russian people by promising to provide them with "Peace, Land, and Bread." This slogan meant that they would take Russia out of WWI, give land to peasants, and feed everyone.

D) Effects (results) of the Russian/Bolshevik Revolution:
1) Czar Nicholas II was executed.
2) Lenin and the Bolsheviks came to power in Russia.
3) Russia became a Communist nation.

TOPIC: NATIONALISM BETWEEN WORLD WARS

I. Nationalism Between World Wars (1919-1939)

A) Turkey
1) After World War I, the Ottoman Empire was broken apart. All that remained of Ottoman lands was the country of Turkey.
2) Kemal Ataturk- He was the first president of Turkey. He is considered a nationalist because he made many changes in order to strengthen Turkey:
a) Westernization- He imitated the customs and traditions of European countries (for example, people in Turkey were required to dress like Europeans).

b) Democracy- He helped establish democracy in Turkey by giving people a voice in government (even women were given the right to vote).
c) **NOTE:** Many Muslims resented Kemal Ataturk since he eliminated Islamic laws and created secular (non-religious) laws.

B) Zionism
1) Zionism is the name for the nationalist movement of Jews.
2) Since Jews did not yet have their own country, the goal of Zionists after World War I was to create an official nation for Jews in the Holy Land (a region of the Middle East that includes the sacred city of Jerusalem).
3) **NOTE:** Jews and Palestinians (Arab Muslims) were fighting for the same territory.

C) India
1) By the time World War I ended in 1919, India had been a colony of Great Britain (England) for almost 200 years. After World War I, India began to increase its demands for independence (self-government).
2) Mohandas Gandhi
a) He is the famous nationalist leader of India who fought for independence from Britain using only non-violent methods (also called civil disobedience or passive resistance).
b) Salt March- Famous event where Gandhi protested British taxes on salt by leading a peaceful march to the sea to make his own salt.
c) Boycott- Gandhi encouraged the people of India to boycott (stop buying) British products (like clothing) that were sold in India.

TOPIC: TOTALITARIANISM BETWEEN WORLD WARS

I. Introduction to Totalitarian Dictatorships

A) Totalitarian dictatorships are governments where one ruler has complete control over ALL aspects of life within a country. They control the political, social, and economic features of a nation.
B) After World War I, totalitarian dictatorships were established in 3 countries under 3 men:
1) The Soviet Union under Joseph Stalin.
2) Italy under Benito Mussolini.
3) Germany under Adolf Hitler.
C) All 3 totalitarian dictatorships had a number of characteristics (traits) in common:
1) Censorship- They ended freedom of speech in their countries. The governments strictly controlled the media (i.e.- newspapers, radio, and television) of their nation.
2) One political party- Only the political party of the dictators was allowed to exist. Stalin's political party was called the Communists. Mussolini's political party was called the Fascists. Hitler's political party was called the Nazis.
3) People were expected to put the needs of the state (their country) before their own needs.
4) They eliminated opposition (people against them) by using a secret police force.
5) They used propaganda- Messages that were meant to influence the way people thought.
D) **NOTE:** The Regents wants you to know that both Hitler and Mussolini were able to come to power because Germany and Italy were facing severe economic problems such as inflation (rising prices) and unemployment (many people had no job). The people of Germany and Italy believed that Hitler and Mussolini could solve these problems.

II. Totalitarianism under Joseph Stalin

A) Joseph Stalin was the totalitarian dictator of the Soviet Union (Russia). The Regents wants you to know the following about him:
1) He established a Command (or Communist) economy- This is an economic system where the government (instead of individuals) owns businesses, makes business decisions, and sets prices.

2) Five-Year Plans- Stalin tried to modernize (update) the industry (factories) and agriculture (farms) of the Soviet Union by setting economic goals every five years.
3) Collectivization- Stalin took over the individual farms that people owned and forced people to live on large government farms (called collective farms) that were owned by the government.
4) **NOTE:** Stalin took away food from the people of the Ukraine (an area of the Soviet Union) when they resisted (fought against) his program of collectivization. Millions of peasants in the Ukraine died of forced starvation.

TOPIC: WORLD WAR II

I. Introduction to World War II (1939-1945)

A) World War II was the second major global conflict of the twentieth century. It was fought mainly in Europe and on the islands of the Pacific Ocean.

II. Events leading up to World War II

A) Japanese Aggression
   1) Japan took over Korea, Manchuria (northeastern China), and much of Southeast Asia in order to gain natural resources/raw materials (like coal and iron).
   2) Rape of Nanking- Brutal event in which the Japanese raped and killed Chinese civilians (non-soldiers) in the city of Nanking. It was a major human rights violation.

B) Italian Aggression- Benito Mussolini of Italy invaded and took over Ethiopia (country in Africa).

C) German Aggression- Adolf Hitler violated the Treaty of Versailles in a number of ways:
   1) Hitler built up the German military and drafted soldiers into the army.
   2) Hitler placed soldiers in the Rhineland (an area between Germany and France).
   3) Hitler took over the neighboring country of Austria.
   4) Hitler took over the neighboring country of Czechoslovakia.

D) **NOTE:** World War II took place mainly because very little was done early on to stop Hitler, Mussolini, or Japan. For example:
   1) The League of Nations was an international organization created after World War I in order to prevent war. It failed to stop Hitler, Mussolini, or Japan from being aggressive.
   2) Appeasement- This is a policy where an aggressive nation is given what they want by other nations in order to avoid war. At the Munich Conference in Germany, Great Britain appeased Hitler by giving him control over Czechoslovakia. This led Hitler to demand even more land.

E) **NOTE:** World War II started when Hitler invaded Poland in 1939. Three days later, Britain and France declared war on Germany.

III. Key Events of World War II

A) Invasion of Poland- This event started WWII. Poland was quickly defeated by Germany because Poland lacks natural boundaries (i.e.- it has very flat plains that were easy to conquer).

B) Pearl Harbor- Japan launched a surprise attack against the United States. This event brought us into World War II.

C) **NOTE:** The Regents wants you to know that Hitler failed to conquer Russia (the Soviet Union) at the Battle of Stalingrad because of the harsh climate (severe winter) and large size of the nation. The same was true of Napoleon Bonaparte 130 years earlier. Geography has always been Russia's best defense.

D) D-Day Invasion- This was the beginning of the final Allied push against Germany. It resulted in the eventual defeat of Germany.

E) Atomic bombing of Hiroshima and Nagasaki- This was the final event of World War II. The U.S. dropped two atomic bombs on Japan. Japan surrendered soon after.

F) The Holocaust
   1) This was the event during World War II in which Hitler and the Nazis tried to kill all Jews in Europe. 6 million Jews and 6 million non-Jews were killed during this event.

2) The Holocaust is an example of genocide- the attempt to exterminate (kill off) an entire group of people. All genocides are considered human rights violations.

IV. Effects (Results) of World War II

A) Formation of the United Nations
   1) The United Nations is the organization that was created after World War II in order to solve international problems (like poverty and disease) and prevent future wars.
   2) 191 nations (almost the entire world) currently belong to the United Nations.
   3) The United Nations is made of 6 main bodies. 4 of them are:
      a) The Security Council- Keeps peace between nations.
      b) International Court of Justice- Settles disputes between countries.
      c) General Assembly- Votes on key policies of the United Nations.
      d) Secretariat- Responsible for day-to-day administration of the United Nations.
   4) *Declaration of Human Rights*- This was a document created by the United Nations that lists the rights that ALL people should have within their nations. This includes the right to freedom of speech, the right to life, and the right to participate in government.

B) Nuremberg Trials
   1) This is the court case where the surviving Nazis who helped Hitler carry out the Holocaust were put on trial.
   2) 19 Nazi leaders were executed or sentenced to imprisonment as a result of "crimes against humanity" (i.e.- genocide).
   3) **NOTE:** The Nuremberg Trials are important because they demonstrated that individuals in government could be held accountable (responsible) for their actions.

TOPIC: THE COLD WAR

I. The Cold War (1945-1991)

A) The Cold War was a 50 year struggle between the United States (a democratic nation) and the Soviet Union (a communist nation) after World War II. It is called a "cold" war because the United States and the Soviet Union never directly fought each other.

B) Key events and characteristics/features of the Cold War:
   1) After World War II, the Soviet Union took over the small nations of Eastern Europe and turned them into communist satellites (i.e.- nations dominated by the Soviet Union).
   2) "Iron Curtain"- This was a term used by Winston Churchill to describe the imaginary line dividing the democratic countries of Western Europe from the communist countries of Eastern Europe.
   3) Containment- This was the policy used by the United States in which it attempted to stop the spread of communism. Two examples of containment were:
      a) Truman Doctrine- The United States gave $400 million in economic and military aid to Greece and Turkey to help them defeat communist groups within their countries.
      b) Marshall Plan- The United States gave $13 billion to the countries of Western Europe to help them rebuild after World War II.
   4) Crisis in Germany
      a) After World War II, Germany was divided into 2 nations. West Germany became a democratic nation. East Germany became a communist nation controlled by the Soviet Union.
      b) Berlin Wall- Concrete wall built by the Communists around the city of West Berlin to prevent people in East Germany from fleeing to West Germany.
      c) Berlin Airlift- Event in which the United States, Britain, and France flew in supplies to the people of West Berlin after Stalin set up a blockade.

5) Military alliances- Both the United States and Soviet Union formed their own military alliances in order to be prepared for a possible war:
    a) NATO (North Atlantic Treaty Organization)- This was a military alliance between the United States, Canada, and the democratic nations of Western Europe. The nations of this alliance agreed than an attack on one nation in the alliance was considered to be an attack on all of the nations of the alliance.
    b) Warsaw Pact- This was a military alliance between the Soviet Union and the other Communist nations of Eastern Europe.
6) Hungarian Revolution of 1956- When Hungary (a communist satellite controlled by the Soviet Union) tried to break away from Soviet control, the Soviet Union sent in the army and repressed (ended) the rebellion.
7) Arms Race- The United States and Soviet Union competed to build up the largest supply of nuclear weapons.
8) Cuban Missile Crisis
    a) Began when the United States discovered that the Soviet Union was building missile bases in Cuba (a new Communist nation) and pointing nuclear missiles at the United States.
    b) The crisis ended when the Soviet Union agreed to remove the missiles.
    c) This event is the closest the world has ever come to nuclear war between countries.
9) **NOTE:** During the Cold War, Korea and Vietnam (two nations in East Asia) were each divided into 2 separate countries. One side of each country became communist and the other side became democratic. The Korean War and the Vietnam War were the result of this situation. Today, North Korea is still communist and South Korea is still democratic. After the Vietnam War, all of Vietnam became one united communist nation.

TOPIC: ECONOMIC ISSUES AFTER WORLD WAR II

I. Economic Cooperation

A) After World War II, various regions of the world started to create organizations that were designed to increase trade and promote economic prosperity (wealth). Two of these organizations include:
    1) European Union (E.U.)- This is an organization that now includes 27 countries in Europe. They have decreased tariffs (taxes) and now use a single form of currency (money) called "The Euro."
    2) North American Free Trade Agreement (N.A.F.T.A.)- This is an organization that includes the United States, Canada, and Mexico. By decreasing tariffs (taxes), this organization has increased trade between the 3 main countries of North America.
    3) **NOTE:** These 2 organizations are examples of economic cooperation and interdependence (countries working together and relying on each other).

II. Oil Politics

A) Oil (also called petroleum) is among the world's most important natural resources.
B) **NOTE:** Most of the world's oil is located in the Middle East. Oil is the main reason why the Middle East has developed wealth and influence.
C) Organization of Petroleum Exporting Countries (O.P.E.C.)
    1) This is an organization that was created by the main oil-producing countries of the world.
    2) **NOTE:** Together, the member countries of O.P.E.C. determine the price of oil as well as production levels (i.e.- the amount of oil available to other countries).

TOPIC: COMMUNISM IN CHINA

I. Communism in China (1949-Present)

A) In 1949, after 22 years of civil war (war within China), China became the second country in the world (after the Soviet Union) to adopt communism.
B) Mao Zedong

1) He was the first Communist dictator of China.
2) **NOTE:** He gained the support of peasants because he promised to provide them with their own land once the Communists were brought to power.
3) Great Leap Forward
    a) This was the attempt by Mao to modernize (update) the industrial (factory) and agricultural (farm) production of China.
    b) Peasants in China were forced to move onto large government farms.
    c) **NOTE:** This program was very similar to the Five Year Plans and Collectivization that took place in the Soviet Union under Joseph Stalin.
    d) **NOTE:** Both Mao and Stalin had a command (or communist) economy in which the government owned businesses and farms and made all economic decisions.
4) Cultural Revolution- This was a period in China where Mao used violent young Communist soldiers (known as Red Guards) to eliminate all of the opposition (enemies) that he had within China.

C) Deng Xiaoping
1) He was the ruler in China after Mao Zedong.
2) Deng changed the economy of China from a command/communist economy (in which the government owns businesses) to a market/capitalist/free enterprise economy (in which individuals own businesses). This is the system that is largely used in China today.
3) Tiananmen Square Protests/Massacre (1989)
    a) This was a series of protests where the Chinese peacefully demanded democratic reforms (changes)- They wanted more rights and a say in government.
    b) Deng Xiaoping called in the army to repress (end) the protests. Hundreds of Chinese protesters were killed or arrested.
    c) This proved that China's government was not willing to make democratic changes.

D) Current issues in China
1) China controls the Buddhist region of Tibet. The people of Tibet want independence (self-government).
2) China denies its people human rights (such as freedom of speech and the right to vote).
3) In order to prevent overpopulation (China has 1.3 billion people), the government of China only allows each family to have one child.

TOPIC: DECOLONIZATION

I. Intro to Decolonization

A) Decolonization is the period after World War II in which the nations of Africa and Asia finally gained independence (self-government) from the European (Western) nations that controlled them.

II. Decolonization in India (1948)

A) After World War II, India gained independence (self-government) from Great Britain (England). This was largely due to the efforts of Mohandas Gandhi (DISCUSSED EARLIER IN PACKET).

B) In order to prevent conflict (war) between Hindus and Muslims, the region that was controlled by Great Britain was divided into two separate countries:
1) India- Nation created for the Hindus of the region.
2) Pakistan- Nation created for the Muslims of the region.
3) **NOTE:** Despite the creation of two separate nations, there is still ethnic tension between Hindus and Muslims in the region. Kashmir is an area near India and Pakistan that both nations claim to control. The situation is dangerous since both India and Pakistan have nuclear weapons.

C) India after independence:
1) India established a democratic government.
2) India followed a policy of nonalignment (or neutrality) during the Cold War, which means that it did not take sides. It remained neutral.

3) Caste System- Although India's constitution prevents discrimination against the lowest social classes (or castes) in India, there continues to be discrimination in rural (farming) areas since tradition remains strong there. Discrimination against untouchables (the lowest class/caste) is especially severe.

III. Decolonization in Africa (1945-1980)

A) Between 1945 and 1980, the many nations of Africa finally gained independence (self-government) from the European (or Western) nations that controlled them.

B) Independence was achieved largely due to the efforts of nationalist leaders who led movements to gain self-government. Two leaders that fought to gain independence from Great Britain (England) include:
   1) Jomo Kenyatta- Gained independence for Kenya.
   2) Kwame Nkrumah- Gained independence for Ghana.

C) South Africa after independence:
   1) After independence, white Europeans still controlled the government of South Africa. They established the racist system known as apartheid.
   2) Apartheid was the system of racial segregation that was used in South Africa from 1948 until 1990. Black South Africans were required to use separate bathrooms, attend separate schools, carry identification passbooks, and even go to separate beaches.
   3) Nelson Mandela
      a) Black South African nationalist leader who fought against Apartheid.
      b) He was imprisoned for 27 years by the white South African government.
      c) Nelson Mandela became the first black president of South Africa after apartheid officially came to an end in 1990.

D) Rwanda after independence:
   1) During the 1990s, there was serious ethnic conflict between two groups in the African nation of Rwanda: the Hutus and the Tutsis.
   2) 1994- The Hutus slaughtered 800,000 Tutsis in only a few months. This was an example of genocide (the attempt to exterminate a group of people) and it was a major human rights violation.

IV. Decolonization in Southeast Asia (Cambodia and Vietnam)

A) Between 1953 and 1954, Cambodia and Vietnam both gained independence (self-government) from France.

B) Ho Chi Minh- Nationalist leader who led an 8-year war against France to gain independence for Vietnam.

C) Vietnam after independence:
   1) Vietnam was divided into 2 countries: communist North Vietnam and democratic South Vietnam
   2) After the Vietnam War, all of Vietnam was reunited to form one communist nation. Vietnam is still communist today.

D) Cambodia after independence
   1) After independence, Cambodia was ruled by a Communist group called the Khmer Rouge.
   2) Pol Pot
      a) He was the leader of the Khmer Rouge and ruler of Cambodia from 1976-1979.
      b) He was a brutal dictator who denied his people of human rights.
      c) Genocide- Pol Pot executed 2 million people within his nation (almost 20% of the population).

V. Nationalist leaders of Decolonization

A) **NOTE:** The Regents really wants you to know that many of the individuals discussed above are nationalist leaders since they were loyal and devoted to their people and their nation. These men include Mohandas Gandhi, Kwame Nkrumah, Jomo Kenyatta, Nelson Mandela, and Ho Chi Minh.

TOPIC: THE MIDDLE EAST AFTER WORLD WAR II

I. Creation of Israel

A) After World War II, part of the Holy Land (sacred area of the Middle East that includes Jerusalem) was used to create the Jewish nation of Israel.
B) Palestinians (Arab Muslims that live in the Holy Land) claim that they should have control over the region since they have lived there for hundreds of years.
C) Between 1948 and 1973, 4 major wars were fought between Israel and the Arab nations of the Middle East. Israel won each war.
D) Palestinians are still fighting to gain control of the Holy Land and frequently use terrorism (i.e.- suicide bombings) to achieve their goals.

II. Islamic Fundamentalism

A) Islamic Fundamentalism is the belief that governments should create societies that are based firmly on the rules of Islam. Two countries that have established such societies in recent decades are Iran and Afghanistan.
B) Iranian Revolution (1979)
    1) This event brought Ayatollah Khomeini (an Islamic religious leader) to power.
    2) Iran is still a theocracy- A country that is ruled by religious leaders.
C) Taliban
    1) The Taliban is an Islamic group that ruled Afghanistan from 1996-2001.
    2) It created laws that were strictly based on Sharia (Islamic law).
D) **NOTE:** In countries that are based on Islamic Fundamentalism, women have very few rights. They cannot vote and are required to dress very conservatively (modestly) in public.

TOPIC: THE COLLAPSE OF COMMUNISM

I. The Collapse of Communism in the Soviet Union (1991)

A) Between 1989 and 1991, the Cold War ended and Communism disappeared from Europe.
B) Mikhail Gorbachev
    1) He was the Soviet leader who helped bring an end to Communism in the Soviet Union.
    2) Perestroika
        a) This was a program in which Gorbachev changed the economy of the Soviet Union from a communist/command economy (where the government owns and operates businesses) to a market/capitalist/free enterprise economy (where individuals own and operate businesses.
    3) Glasnost
        a) This was a program in which Gorbachev allowed freedom of speech within the Soviet Union.
        b) It was a major step towards democracy in the Soviet Union.
C) Boris Yeltsin
    1) He was the first democratically elected president in the history of Russia

II. The Collapse of Communism in Germany (1989)

A) Throughout the Cold War, Germany had been divided into two nations: West Germany (a democratic country) and East Germany (a communist country controlled by the Soviet Union).
B) 1989- The Berlin Wall (the symbol of the Cold War) was finally torn down. This symbolized the end of the Cold War and the end of Communism.
C) 1990- West Germany and East Germany were reunited to form one democratic country.

TOPIC: HUMAN RIGHTS VIOLATIONS

I. Human Rights Violations

A) Human rights are the basic rights that all human beings are supposed to have. Basic human rights include freedom of speech, freedom of religion, the right to vote, and the right to live.
B) Genocide- Genocide is an attempt to exterminate (kill off) a group of people. It is the ultimate violation of human rights. Examples include:
    1) Armenian Massacre- The Turks of the Ottoman Empire murdered about one million Armenians during World War I.
    2) Ukrainian Famine- Joseph Stalin (dictator of the Soviet Union) took away food from the people of the Ukraine, which resulted in the death of millions of people.
    3) Holocaust- Hitler and the Nazis murdered 6 million Jews during World War II.
    4) Rwanda- The Hutus killed almost one million Tutsis in 1994.
    5) Cambodia- Pol Pot was the ruler of Cambodia who killed 2 million people within his nation.
    6) Yugoslavia- Slobodan Milosevic was the Serbian ruler of Yugoslavia who violently attacked non-Serbs (especially Albanians) living in his lands.

TOPIC: ECONOMIC SYSTEMS

I. Economic Systems

A) An economic system is the way that a society produces, distributes, and uses goods and services. There are three main types of economic systems that the Regents might ask you about.
B) Traditional Economy
    1) A traditional economy is based on barter (trade without using money) and subsistence agriculture (farming in which the crops are used only to feed the farmer and his family).
    2) People have the same occupation (job) as their parents (usually related to farming).
    3) Economic decisions are often influenced by tradition and religious beliefs.
C) Market Economy
    1) Individuals (NOT the government) own businesses and make economic decisions.
    2) Individuals (NOT the government) determine the price of goods based on supply and demand.
    3) **NOTE:** The terms capitalism, laissez-faire, and free enterprise have the same meaning as market economy.
    4) **NOTE:** Most of the world today (including the United States) uses a market economy.
D) Command Economy
    1) The government (NOT individuals) own businesses and make economic decisions.
    2) The government (NOT individuals) determines the price of goods.
    3) **NOTE:** Communist countries like the Soviet Union under Joseph Stalin and China under Mao Zedong used a command economy.

TOPIC: RECENT ISSUES AND CONCERNS

I. Ethnic Conflicts

A) Currently, there are many areas of the world where there is tension between ethnic groups. Some examples include the following:
    1) Palestinians are fighting the Jews for more control over the Holy Land in the Middle East.
    2) Tibet is a Buddhist region that wants independence (self-government) from China.
    3) Catholics and Protestants have fought for control of Northern Ireland.
    4) Muslims in Pakistan and Hindus in India both claim control over the region called Kashmir.
    5) Serbs, Croatians, and Muslims have battled for control over the Balkans (southeastern Europe).
    6) The Kurds are a group of people who are scattered throughout areas of Turkey, Iraq, and Iran. They want to create their own nation called Kurdistan.
    7) Chechnya is a Muslim region that has used terrorism to gain independence (self-government) from Russia.

II. Environmental Problems

A) Ozone Layer
   1) Small layer of gases in the atmosphere that absorbs the sun's ultraviolet rays and protects us from skin cancer.
   2) Currently being destroyed by chemicals due to pollution.
   3) Demonstrates a need for stricter pollution laws throughout the world.

B) Acid Rain
   1) Rain that contains chemicals due to pollution.
   2) Demonstrates a need for stricter pollution laws throughout the world.

C) Deforestation
   1) Elimination of rainforests in Brazil (Amazon Basin), Costa Rica, and the Congo (in Central Africa).
   2) Are we destroying possible cures for cancer and AIDS?

D) Desertification
   1) Change from arable (fertile) land to desert. Causes include deforestation and overgrazing.
   2) Especially a concern in the Sahel (region south of the Sahara Desert in Africa).

E) Chernobyl
   1) Nuclear disaster in Ukraine (a republic of the Soviet Union) in 1986.
   2) Thousands exposed to radiation/cancer.

F) Greenhouse Effect
   1) Trapping of warm air in the atmosphere (leads to global warming).
   2) Caused by chemicals (like carbon dioxide) in the atmosphere.
   3) Could lead to flooding of coastal areas.

G) Solutions
   1) Kyoto Protocol (1997)- International agreement calling for a decrease in carbon dioxide and other greenhouse gasses from the 1990 levels.
   2) **NOTE:** All of the problems listed above demonstrate that international cooperation is needed to improve the earth's environment.

III. Science and Technology

A) Green Revolution
   1) The term Green Revolution refers to the use of technology to increase the food supply (began in the 1960s).
   2) Methods included improved irrigation, machinery, fertilizer, pesticides, and better seeds and livestock.
   3) The Green Revolution has helped increase food production and decrease hunger in areas of Asia, Latin America, and Africa. **NOTE:** The Green Revolution has been especially successful in India.

B) Nuclear Proliferation
   1) Nuclear proliferation refers to the spread of nuclear technology to countries that do not currently posses them.
   2) Although nuclear technology can be used to develop energy (i.e.- electricity), the same technology can also be used to create nuclear weapons.
   3) North Korea (a communist nation) recently developed nuclear weapons and Iran may be in the process of developing nuclear weapons.

GLOBAL HISTORY TURNING POINTS TIMELINE

Before 10,000BCE — 10,000 to 6,000BCE — 3,500BCE — 800-146BCE — 509BCE-476CE — 476CE — 476 - 1000CE — 1000 - 1350CE

Paleolithic Age

Hunting & Gathering Nomadic

Neolithic Revolution

Herding & Farming

Characteristics of Civilization

River Valley Civilizations

* Ancient Egypt - Nile
* Ancient India - Indus
* Ancient China - Hung He
* Mesopotamia - Tigris & Euphrates

Ancient Greece

* Athens - Democracy
* City-States
* Mountainous Terrain

Ancient Rome

Republic/Empire

* Pax Romana
* Diocletian - Splits Empire
* Christianity Begins

Fall of Roman Empire

Byzantine Empire 330 - 1453CE

Roman Polytheism Ends

Emperor Constantine Legalizes Christianity

Dark Ages

640CE Mohammed brings Islam to Saudi Arabia

Middle Ages

Norman Conquest of England (1066)

1096-1272CE — 1300-1700CE — 1350-1650CE — 1450-1750CE — 1400-1800CE — 1517-1600CE — 1492-1700CE — 1400-1800CE

Crusades

Byzantine Empire 330 - 1453CE

Rediscover Roman & Greek Knowledge

Commercial Revolution

Ottoman Empire 1453 - 1922CE

Italian City-States

Business & Banking

Renaissance

Rebirth of Roman & Greek Culture

Humanism / Art / Architecture / Literature

Scientific Revolution

Age of Exploration

Age of Colonialism Begins

Columbus discovers New World (1492)

Reconquista - Spain

Columbian Exchange - Mercantilism - Triangle Trade (Middle Passage)

Protestant Reformation

Martin Luther 95 Theses

European Religious unity ends

Age of Imperialism (old)

Aztec/Inca/Maya Civilizations End

Spanish Conquest

The Age of Absolutism

Louis XIV - France

1400-1800CE — 1787-1799CE — 1740-1850CE — 1740-1850CE — 1700-1914CE — 1776-1890CE — 1914-1918CE — 1917CE

The Enlightenment

Ottoman Empire 1453 - 1922CE

John Locke - Natural Rights

Rousseau - Social Contract

Hobbes - Absolutism

Adam Smith - Capitalism

Aim to fix Social, Economic, Political Problems

French Revolution

Inspired by American Revolution

Industrial Revolution

Karl Marx writes Communist Manifesto 1848

Inspired by Negative Economic Problems

Agricultural Revolution

World Population Grows

Need more food

Age of Imperialism (new)

Scramble for Africa

2nd Industrial Revolution 1850-1945

1800s Victorian Age

British Empire

Age of Nationalism

Treaty of Versailles 1919

End of Ottoman & Austrian-Hungary Empires

World War I

Russian Revolution

Lenin & Stalin

1939-1945CE — 1945-1991CE — 1950-1960CE — 1950-1970CE — 2001-Present CE

World War II

Facism - Hilter Mussolini, Franco 1920-1945

Cold War

US vs USSR

Threat of Nuclear War

Cultural Revolution

Korea - Vietnam Conflicts

Mao Zedong - China Communisim

Green Revolution

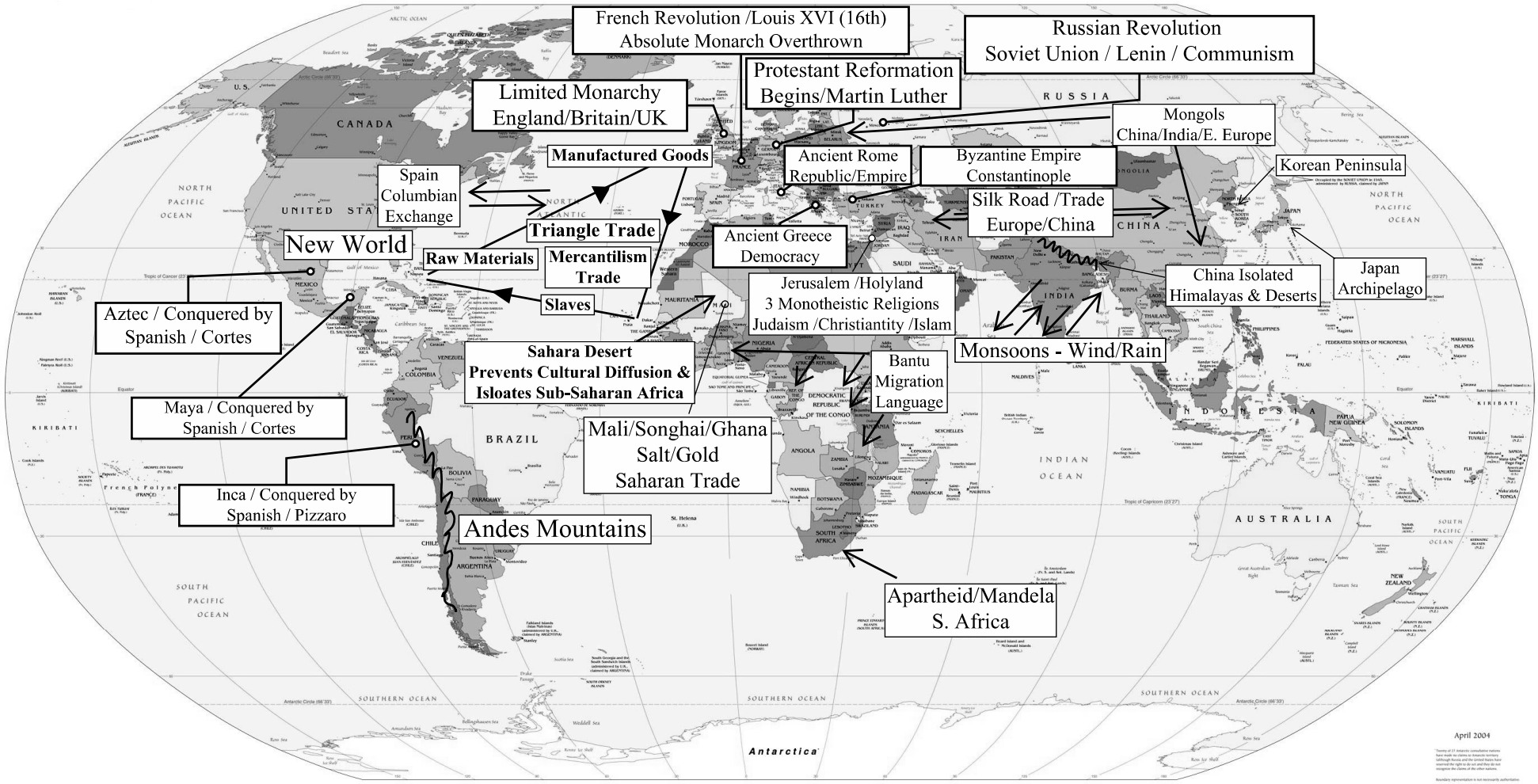
End of Soviet Union 1991

War on Terrorism

9/11

Important Dates to Remember

30BCE - End of Roman Republic - Augustus becomes Emperor
476CE - End of Roman Empire (Western)
1066CE - Norman Conquest of England / Norman = Vikings
1215CE - Magna Carta - Limited Monarchy - England
1453CE - Byzantine Empire Ends/Conquest of Constantinople
1492CE - Columbus Discovers New World
1517CE - Protestant Reformation Begins/Martin Luther
1789CE - French Revolution Begins / Louis XVI loses throne & head
1815CE - Reign of Napoleon Ends
1885CE - Berlin Conference / Scramble for Africa
1914-1918CE - World War I
1919CE - Treaty of Versailles / Ends WWI / Cause WWII
1939-1945CE - World War II


French Revolution /Louis XVI (16th)
Absolute Monarch Overthrown
Russian Revolution
Soviet Union / Lenin / Communism
Protestant Reformation
Begins/Martin Luther
Limited Monarchy
England/Britain/UK
Mongols
China/India/E. Europe
Manufactured Goods
Ancient Rome
Republic/Empire
Byzantine Empire
Constantinople
Korean Peninsula
Spain
Columbian
Exchange
Silk Road /Trade
Europe/China
New World
Triangle Trade
Ancient Greece
Democracy
Raw Materials
Mercantilism
Trade
Jerusalem /Holyland
3 Monotheistic Religions
Judaism /Christiantity /Islam
China Isolated
Himalayas & Deserts
Japan
Archipelago
Aztec / Conquered by
Spanish / Cortes
Slaves
Monsoons - Wind/Rain
Sahara Desert
Prevents Cultural Diffusion &
Isloates Sub-Saharan Africa
Bantu
Migration
Language
Maya / Conquered by
Spanish / Cortes
Mali/Songhai/Ghana
Salt/Gold
Saharan Trade
Inca / Conquered by
Spanish / Pizzaro
Andes Mountains
Apartheid/Mandela
S. Africa
CANADA
U.S.
RUSSIA
CHINA
INDIA
BRAZIL
AUSTRALIA
INDONESIA
NORTH PACIFIC OCEAN
SOUTH PACIFIC OCEAN
INDIAN OCEAN
SOUTHERN OCEAN
Antarctica
April 2004

Major Events in World History

This Quick Prep section provides a handy reference to key facts on a variety of topics in world history.

Time and Place	Event	Significance
40,000 B.C. **Europe**	Cro-Magnons appear.	Ancestors of modern humans
8000 B.C. **Africa, Asia**	Agriculture begins.	One of the great breakthroughs in human history, setting the stage for the development of civilizations
3100 B.C. **Egypt**	Upper and Lower Egypt unite.	The Kingdom of Egypt, ruled by pharaohs, began a 3,000-year period of unity and cultural continuity.
3000 B.C. **Mesopotamia**	Civilization emerges in Sumer.	One of the world's first civilizations
2500 B.C. **Indus Valley**	Planned cities arise.	Beginning of the Indus Valley civilization; many features of modern Indian culture can be traced to this early civilization.
2350 B.C. **Mesopotamia**	Sargon of Akkad builds an empire.	World's first empire, which extended from the Mediterranean coast in the west to present-day Iran in the east
2000 B.C. **China**	Xia Dynasty emerges.	This was the first Chinese dynasty. Along the Huang He, farming settlements grew into cities.
1700 B.C. **Asian steppes**	Indo-Europeans begin migrations.	The Indo-Europeans moved into Europe, the Middle East, and India, spreading their languages and changing cultures.
1532 B.C. **China**	Shang Dynasty begins.	The first Chinese civilization, which arose along the Huang He
1200 B.C. **Mexico**	Olmec culture arises.	Oldest known civilization in the Americas
850 B.C. **Assyria**	Assyria builds an empire.	Using military force to conquer and rule, the Assyrians established an empire that included most of the old centers of power in Southwest Asia and Egypt.
800 B.C. **Greece**	Greek city-states arise.	Led to the development of several political systems, including democracy
550 B.C. **Persia**	Cyrus builds the Persian Empire.	Characterized by tolerance and wise government
500 B.C. **Rome**	Romans establish a republic.	Source of some of the most fundamental values and institutions of Western civilization
461 B.C. **Greece**	Age of Pericles begins.	Democratic principles and classical Greek culture flourished, leaving a legacy that endures to the present day.
334 B.C. **Greece**	Alexander begins to build an empire.	Conquered Persia and Egypt; extended his empire to the Indus River in India; resulted in a blending of Greek, Egyptian, and Eastern customs
321 B.C. **India**	Mauryan Empire is established.	United north India politically for the first time
202 B.C. **China**	Han Dynasty replaces Qin dynasty.	Expanded China's borders; developed a system of government that lasted for centuries
27 B.C. **Rome**	Octavian rules Roman Empire.	Took the title of Augustus and ruled the mightiest empire of the ancient world; began the Pax Romana, a 200-year period of peace and prosperity; Roman way of life spread throughout the empire.
A.D. 29 **Jerusalem**	Jesus is crucified.	Christianity spread throughout the Roman Empire.
A.D. 100 **South America**	Moche civilization emerges.	Built an advanced society in Peru
A.D. 100s **Africa**	Bantu migrations begin.	Bantu speakers spread their language and culture throughout southern Africa.
A.D. 320 **India**	Gupta Empire begins.	A great flowering of Indian civilization, especially Hindu culture

Time and Place	Event	Significance
527 Constantinople	Justinian I becomes Byzantine emperor.	Recovered and ruled almost all the former territory of the Roman Empire; created a body of civil laws called Justinian's Code; built beautiful churches
600 Central America	Maya civilization thrives.	Built spectacular cities and developed the most advanced writing system in the ancient Americas
618 China	Tang dynasty begins.	Created a powerful empire, improved trade and agriculture, and restored the civil service bureaucracy
622 Arabia	Muhammad leaves Mecca.	The hegira (emigration) of Muhammad marked the founding of Islam, now the world's second-largest faith.
800 North America	Anasazi civilization develops.	Ancestors of the Pueblo peoples
800s–900s West Africa	Empire of Ghana thrives.	Built its wealth on the trans-Saharan gold-salt trade
814 Western Europe	Charlemagne unites much of Europe.	Established the Carolingian Empire
960 China	Sung Dynasty begins.	China became the most populous and advanced country in the world.
1095 France	Pope Urban II issues call for First Crusade.	Stimulated trade, weakened the power of the pope and feudal nobles, and left a legacy of distrust between Christians and Muslims
1192 Japan	Kamakura Shogunate begins.	First shogunate, which set the pattern for military dictators, called shoguns, to rule Japan until 1868
1200s Mexico	Aztec civilization begins.	Built the greatest empire in Mesoamerica
1200s Peru	Inca Empire begins.	The largest empire in the Americas
1209 Mongolia	Genghis Khan begins Mongol conquests.	Built the largest unified land empire in world history
1215 England	King John agrees to Magna Carta.	The Magna Carta contributed to modern concepts of jury trials and legal rights.
1235 Africa	Sundiata founds Mali Empire.	Became a powerful center of commerce and trade in West Africa
1279 China	Kublai Khan conquers Sung Dynasty.	Completed the conquest of China and encouraged trade; Chinese ideas then began to influence Western civilization.
1300 Italy	Renaissance begins.	Revival of classical studies, revolutionized art, literature, and society
1337 France	Hundred Years' War begins.	Ended the Middle Ages
1347 Italy	Bubonic plague spreads to Europe.	Killed nearly one-third of Europe's population and disrupted medieval society
1368 China	Ming Dynasty begins.	Ended Mongol rule of China and made China the dominant power in the region
1453 Turkey	Constantinople falls to Turks.	One of the most influential cities of the 15th century, Constantinople became part of the Ottoman Empire, and its name was changed to Istanbul.
1492 Americas	Columbus sails to Hispaniola.	Opened the way for European settlement of the Americas
1517 Germany	Martin Luther begins Reformation.	Led to the founding of Protestant churches
1526 India	Babur founds Mughal Empire.	Brought Turks, Persians, and Indians together in a vast empire
1529 Anatolia	Suleiman the Magnificent rules Ottoman Empire.	The Ottoman Empire reached its greatest size and grandeur.
1603 Japan	Tokugawa Shogunate begins.	Unified Japan and began a 200-year period of isolation and prosperity
1607 North America	English settle at Jamestown.	England's first permanent settlement in North America

Time and Place	Event	Significance
1644 **China**	Manchus found Qing dynasty.	The Manchus ruled China for 260 years and brought Taiwan, Chinese Central Asia, Mongolia, and Tibet into China.
1700s **Europe**	Enlightenment thought develops.	Philosophers promoted ideas about representative government and individual rights that helped to spur democratic revolutions.
1775 **North America**	American Revolution breaks out.	American revolutionaries threw off British rule and established a successful republic—the United States.
1789 **France**	French Revolution begins.	The French Revolution ended the Old Regime and brought on the Reign of Terror.
1805–1812 **France**	Napoleon conquers most of Europe.	Built the largest European empire since the Roman Empire
1821 **Mexico**	Mexico declares independence.	Mexico and many other Latin American countries fought colonial rule and gained their independence about this time.
1848 **Europe**	Revolutions sweep Europe.	A system of nation-states became established in Europe.
1854 **Japan**	Treaty of Kanagawa gives U.S. access to two ports.	Japan ended its isolation from the rest of the world.
1865 **United States**	Civil War ends.	The United States remained one nation and slavery ended.
1871 **Germany**	Franco-Prussian War ends.	The final stage in the unification of Germany
1884–1885 **Germany**	Berlin Conference takes place.	European powers divided among them almost the entire continent of Africa, which remained largely colonized until the 1960s.
1911 **China**	Qing dynasty is overthrown.	Ended thousands of years of imperial rule and made China a republic under Sun Yat-sen.
1914 **Europe**	World War I begins.	Became the largest war the world had ever seen
1917 **Russia**	Russian Revolution occurs.	Ended the rule of the czars and ushered in the first communist government
1939 **Europe**	Germany invades Poland.	The beginning of World War II, which caused more death and destruction than any other conflict in history
1945 **Japan**	United States drops atomic bombs.	Japan surrendered, and World War II ended.
1945 **United States**	United Nations charter is signed.	With 191 member nations, the UN is now the world's leading peacekeeping organization.
1949 **China**	Chinese Communists take over China.	China split into two nations, one on the island of Taiwan and one on the mainland. On the mainland, Communist China expanded its territory and reshaped its economy based on Marxist socialism.
1957 **Vietnam**	Vietnam War begins.	The war continued until 1975, deeply divided Americans, and ended with North Vietnamese Communists taking over South Vietnam.
1990 **Germany**	Berlin Wall falls.	Germany became unified again.
1991 **Soviet Union**	Soviet Union breaks up.	The Cold War ended.
2001 **United States**	September 11 Terrorist Attacks	Terrorists attacked the United States, crashing planes into strategic targets, killing thousands of civilians.

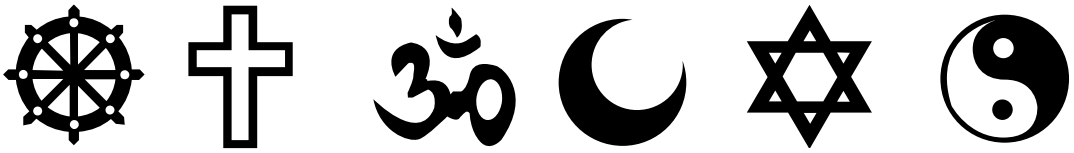
Major Eras in World History

The term *era*, or *age*, refers to a broad period of time characterized by a shared pattern of life. Eras and ages typically do not have exact starting and ending points. Because the historical development of different regions of the world is varied, no single listing of eras applies to all of world history. This chart applies primarily to Western civilization.

Era and Dates	Description
Stone Age (2.5 million–3000 B.C.)	This long prehistoric period is often divided into two parts: the Old Stone Age, or Paleolithic Age, and the New Stone Age, or Neolithic Age. The Paleolithic Age lasted from about 2.5 million to 8000 B.C. During this time, hominids made and used stone tools and learned to control fire. The Neolithic Age began about 8000 B.C.) and ended about 3000 B.C.) in some areas. In this period, people learned to polish stone tools, make pottery, grow crops, and raise animals. The introduction of agriculture, a major turning point in human history, is called the Neolithic Revolution.
Bronze Age (3000–1200 B.C.)	People began using bronze, rather than stone and copper, to make tools and weapons. The Bronze Age began in Sumer about 3000 B.C.) when Sumerian metalworkers found that they could melt together certain amounts of copper and tin to make bronze. The first civilizations emerged during the Bronze Age.
Iron Age (1500–1000 B.C. to the present day)	The use of iron to make tools and weapons became widespread. The Iron Age is the last technological stage in the Stone-Bronze-Iron ages sequence.
Classical Greece (2000 B.C.–300 B.C.)	Greek culture developed, rose to new heights, and spread to other lands. The Greek city-states established the first democratic governments. Greek scientists made advances in mathematics, medicine, and other fields. The Greeks produced great works of drama, poetry, sculpture, architecture, and philosophy that still influence people today.
Roman Empire (500 B.C.–A.D. 500)	At its height, the Roman Empire united much of Europe, the north coast of Africa, and a large part of the Middle East. The Romans admired Greek art, literature, architecture, and science, and so they adopted and preserved much of Greek culture. The Romans also created their own legacy with outstanding achievements in engineering, architecture, the arts, and law. The Romans spread Christianity throughout Europe, and their official language—Latin—gave rise to French, Italian, Spanish, and other Romance languages. Western civilization has its roots in Greco-Roman culture.
Middle Ages (500–1200)	The West Roman Empire fell to Germanic conquerors who formed kingdoms out of former Roman provinces. A new political and military system called feudalism became established. Nobles were granted the use of lands that belonged to their king in exchange for their loyalty, military service, and protection of the peasants who worked the land. Western Europe became divided into feudal states. The Middle Ages was the time of castles and knights.
Renaissance and Reformation (1300–1600)	The Renaissance was a period of rebirth of learning and the arts based on a revival of classical study. The study of Greek classics gave rise to an intellectual movement called humanism, which emphasized human potential and achievements rather than religious concerns. The works of the Italian artists Leonardo da Vinci and Michelangelo and the English dramatist William Shakespeare represent the cultural height of the Renaissance. The Reformation was a movement for religious reform that led to the founding of Protestant churches. These churches rejected the authority of the pope, and the power of the Roman Catholic Church declined.
Exploration and Colonization 1400–1800	The monarchs of Europe financed voyages around the world, motivated by the desire for riches and the hope of spreading Christianity. Seeking spices and converts, European explorers made long sea journeys to the East. Searching for a shorter sea route to Asia, Christopher Columbus landed in the Caribbean islands and opened up the New World to European colonization. The establishment of colonies and trading networks led to a great worldwide cultural exchange, the devastation of Native American cultures in the New World, and the enslavement of millions of Africans.
Revolution and Independence 1700–1900	Movements toward democracy and nationalism affected most countries in the Western world. These movements sparked the Revolutionary War in America, which resulted in the independence of the British colonies and the birth of the United States. They also sparked the ten-year French Revolution. Many Latin American nations fought colonial rule and gained their independence. In Europe, great empires fell and a system of nation-states became established.

Era and Dates	Description
Industrial Revolution 1700–1900	The spread of power-driven machines sparked the rapid growth of industry in Great Britain, the United States, and continental Europe. People began working in large factories, rather than homes and small workshops, to produce goods. Industrialization made possible a great increase in the production of manufactured goods. A worldwide system of markets developed as industrial nations imported raw materials and exported manufactured goods. Industrialization dramatically transformed people's lives. People moved from rural areas to cities, and the middle class increased in size. European nations divided up most of Africa, acquiring colonies to feed their factories with raw materials.
Warring World 1900–1945	The first half of the 1900s was marked by warfare on a larger scale than ever before. Rivalries among European powers led to a system of military alliances that drew Europe and other regions into World War I (1914–1918). The Allies, which included France, Britain, Russia, Italy, and the United States, defeated the Central Powers, which included Germany, Austria-Hungary, and the Ottoman Empire. The victorious Allies dictated harsh peace terms that left hard feelings and set the stage for World War II. World War I also helped ignite the Russian Revolutions of 1917, which replaced czarist rule with the world's first communist government. The expansionism of Germany and Japan led to World War II (1939–1945). Germany, Japan, Italy, and other Axis powers were defeated by Britain, the Soviet Union, the United States, and the other Allies. The war cost millions of lives and left Europe and Japan economically and socially devastated.
Cold War 1946–1991	After World War II, countries with two conflicting economic systems—capitalism and communism—competed for worldwide influence and power. The major players in this struggle, the United States and the Soviet Union, each tried to win other nations to its side. They used military, economic, and humanitarian aid to extend their control over other countries. Each sought to prevent the other superpower from gaining influence. The rivalry was mainly diplomatic and strategic and hence was called the Cold War. However, it led both the United States and the Soviet Union to become involved in military actions around the world. The rivalry dominated world politics for four decades, until the Soviet Union broke up in 1991.

Major Religions



	Buddhism	Christianity	Hinduism	Islam	Judaism	Confucianism
Followers Worldwide*	360 million	2 billion	900 million	1.3 billion	14 million	6.3 million
Name of Deity	The Buddha did not teach a personal deity.	God	Three main gods: Brahma, Vishnu, Shiva	God (Allah)	God (Yahweh)	Confucius (viewed by many as a god)
Founder	The Buddha	Jesus Christ	No one founder	Muhammad	Abraham	Confucius
Holy Book	No one book—sacred texts, including the *Perfection of Wisdom Sutra*	Bible	No one book—sacred texts, including the Vedas, the Puranas	Qur'an	Hebrew Bible, including the Torah	the *Analects*, the Five Classics
Leadership	Buddhist monks and nuns	Clergy (priests/ ministers)	Guru, Holy Man, Brahmin priest	No clergy	Rabbis	No clergy
Basic Beliefs	• Persons achieve complete peace and happiness, known as nirvana, by eliminating their attachment to worldly things. • Nirvana is reached by following the Noble Eightfold Path: Right views; Right aspirations; Right speech; Right conduct; Right livelihood; Right endeavor; Right mindfulness; Right meditation.	• There is only one God, who watches over and cares for his people. • Jesus Christ was the son of God. He died to save humanity from sin. His death and resurrection made eternal life possible for others.	• The soul never dies, but is continually reborn. • Persons achieve happiness and enlightenment after they free themselves from their earthly desires. • Freedom from earthly desires comes from a lifetime of worship, knowledge, and virtuous acts.	• Persons achieve salvation by following the Five Pillars of Islam and living a just life. These pillars are: faith; almsgiving, or charity to the poor; fasting, which Muslims perform during Ramadan; pilgrimage (to Mecca); and prayer.	• There is only one God, who watches over and cares for his people. • God loves and protects his people, but also holds people accountable for their sins and shortcomings. • Persons serve God by studying the Torah and living by its teachings.	• Social order, harmony, and good government should be based on strong family relationships. • Respect for parents and elders is important to a well-ordered society. • Education is important both to the welfare of the individual and to society.

* estimated 2002 figures

Major Inventions of the Modern Age

Some dates are historically debated.

Invention	Date	Significance
Magnifying Glass	**1250**	Used for study of small matter and used in crafts
Gun / Cannon	**1260**	Enabled weapons to be used at long range for better defense
Mechanical Clock	**1360**	Allowed better planning, especially in cities and in traveling
Printing Press	**1454**	Spread written information and scholarship and new ideas, especially in religion
Cast Iron Pipe	**1455**	A conduit for water and sewage; improved sanitation
Graphite Pencil	**1560**	Helped in art, science, mathematics and education for drafting ideas
Microscope	**1590**	Allowed study of cells and microorganisms; new knowledge of life processes
Telescope	**1608**	Study of the stars, planets, objects, and motion in space; better navigation
Submarine	**1620**	Used for ocean exploration and later for warfare
Analytic Geometry	**1637**	System for describing points, planes, and curves in abstract space
Steam Engine	**1639**	Helped pave the way for the industrial revolution
Barometer	**1643**	Measured atmospheric pressure; allowed more accurate weather prediction
Tourniquet	**1674**	Used in medicine to apply pressure and stop blood flow to a part of the body
Piano	**1709**	Produced a greater range of sounds than previous musical instruments
Mercury Thermometer	**1714**	Measured heat by degrees; improved chemistry, meteorology, and medicine
Ship Chronometer	**1728**	Allowed timekeeping at sea; led to longitude measurements; improved mapping
Threshing Machine	**1732**	Sped up crop production; improved farming
Classification of Species	**1735**	Allowed shared data about global discoveries within a scientific naming system
Wool Carding Machine	**1743**	Sped production of fibers for wool cloth
Leyden Jar	**1746**	First electrical condensor, led to understanding of current and circuits
Dynamometer	**1750**	Measured mechanical forces, used in developing new machines
Watt's Steam Engine	**1769**	More efficient engine powered the industrial revolution
Cotton Gin	**1793**	Cotton could be cleaned by machine rather than by hand; sped production
Smallpox Vaccine	**1796**	helped stop the spread of epidemic disease
Locomotive	**1825**	First locomotive and first passenger railroad, sped shipping and transport
Photograph	**1826**	Faithful production of images from life by machine
Telegraph	**1837**	First long-distance communication without human travel
Bessemer Steelmaking	**1850s**	Furnace hot enough to melt iron and carbon; facilitated steel and skyscrapers
Pasteurization	**1860s**	Sterilization of liquids; increased shelf-life of milk and other perishables
Telephone	**1876**	Person-to-person long-distance communication by speech
Edison's Light Bulb	**1879**	Made long-lasting indoor electric lighting possible
Automobile	**1885–96**	First gas engine, diesel engine, motorcycle, automobile, and tires
Radioactivity (X-Ray)	**1895–8**	Accidental X-ray led to discovery of radioactivity; used in medicine and energy
Airplane	**1903**	Sped transportation and shipping, also maximized military weapons
Television	**1923**	Long-distance transmission and receipt of sound and moving image
Rocket	**1926**	First liquid-propelled rocket, led to later space flight
Penicillin	**1928**	mold spores that killed bacteria, later used to cure bacterial infections, led to other antibiotics
Satellite	**1957**	Mechanical explorer able to orbit Earth through space; used for communications, surveillance, weapons, and space exploration
Computer	**1964**	Used for engineering; data storage, sharing, and processing; robotics and other artificial intelligence applications
Global Computer Network	**1969**	U.S. Defense Department creates ARPANET; precursor to 1991 Internet
Genetic Engineering	**1973**	First successful recombination of DNA; led to improved food production

Major World Documents

Time and Place	Event	Significance
Analects (about 400 B.C.)	Followers of Confucius	Teachings of Confucius
Bill of Rights (adopted 1791)	Members of Congress	First 10 amendments to the U.S. Constitution, outlining the rights and liberties of American citizens
Code of Hammurabi (1700s B.C.)	Hammurabi	Collection of laws for Babylonian Empire
Dead Sea Scrolls (about 200 B.C.–A.D. 70)	Probably the Essenes, a Jewish sect	Ancient manuscripts from Palestine that include the oldest manuscript of the Hebrew Bible
Declaration of Independence (1776)	Thomas Jefferson	Statement of the American colonists' reasons for declaring independence from Great Britain
Declaration of the Rights of Man (1789)	French National Assembly	Statement of the rights of French men
English Bill of Rights (1689)	English Parliament	List of the rights of Englishmen
Hebrew Bible (after 1000 B.C.)	Unknown	Sacred book of Judaism
Justinian Code (A.D. 528–533)	Panel of legal experts appointed by Byzantine emperor Justinian	Collection of early Roman laws and legal opinions
Magna Carta (1215)	English nobles	Guaranteed rights of English nobles
Mayflower Compact (1620)	Pilgrim leaders	First written agreement for self-government in America
New Testament (after about A.D. 70)	Unknown	Sacred book of Christianity
Ninty-Five Theses (1517)	Martin Luther	Statements addressing problems within the Catholic Church
Popol Vuh (1500s)	Unknown	Creation story of the Maya
Qur'an (A.D. 610–632)	Considered to be revelations from the angel Gabriel to Muhammad	Sacred book of Muslims
The Republic (375 B.C.?)	Plato	Description of ideal state of society
Two Treatises of Government (1690)	John Locke	Ideas on government and natural rights
U.S. Constitution (adopted 1788)	Members of Constitutional Convention	Statement of the form of the United States government
Vedas (about 1400 B.C.)	Unknown	Sacred books of Hinduism

Major Explorations

Area Explored	Dates	Explorer(s)	Nationality
Newfoundland	about 1000	Leif Ericson	Norse
China, Southeast Asia, India	1270s–1290s	Marco Polo	Venetian
West Indies, South and Central America	1492–1502	Christopher Columbus	Italian
Newfoundland	1497	John and Sebastian Cabot	Italian
Cape of Good Hope, Africa; India	1497–1498	Vasco da Gama	Portuguese
East and north coast of South America	1497–1499	Vespucci	Italian
Brazil	1500	Pedro Alvarez Cabral	Portuguese
Panama, Pacific Ocean	1513	Vasco Nunez de Balboa	Spanish
Florida, Yucatán Peninsula	1513	Juan Ponce de Leon	Spanish
Mexico	1519	Hernando Cortés	Spanish
Straits of Magellan, Tierra del Fuego	1519–1520	Ferdinand Magellan	Portuguese
New York harbor	1524	Giovanni da Verrazano	Italian
Texas	1528	Cabeza de Vaca	Spanish
Peru	1532	Francisco Pizarro	Spanish
Canada, Gulf of St. Lawrence	1534	Jacques Cartier	French
Buenos Aires	1536	Pedro de Mendoza	Spanish
Mississippi River, near Memphis	1539–1541	Hernando de Soto	Spanish
Southwestern United States	1540	Francisco de Coronado	Spanish
Colorado River	1540	Hernando Alarcon	Spanish
Colorado, Grand Canyon	1540	Garcia de Lopez Cardenas	Spanish
Amazon River	1541	Francisco de Orellana	Spanish
Western Mexico, San Diego harbor	1542	Juan Rodriguez Cabrillo	Portuguese
California coast	1577–1580	Sir Francis Drake	English
Orinoco river	1595	Sir Walter Raleigh	English
Canadian interior, Lake Champlain	1603–1609	Samuel de Champlain	French
Hudson River, Hudson Bay	1609–1610	Henry Hudson	English
Tasmania	1642	Abel Janszoon	Dutch
Mississippi River, south to Arkansas	1673	Jacques Marquette, Louis Joliet	French
Mississippi River, south to Gulf of Mexico	1682	Robert Cavelier, sieur de La Salle	French
Bering Strait and Alaska	1727–1729	Vitus Bering	Danish
South Pacific	1768–1775	James Cook	English
Northwestern Canada	1789	Sir Alexander Mackenzie	Canadian
Missouri River, Rocky Mountains, Columbia River	1804–1805	Meriwether Lewis, William Clark	American
Arabia, East Africa, Lake Tanganyika	1853–1858	Sir Richard Burton	English
Upper course of Zambezi River, Victoria Falls, Lake Ngami	1849–1873	David Livingstone	Scottish
Congo River	1874–1889	Sir Henry Stanley	Welsh
North Pole	1909	Robert E. Peary, Matthew Henson	American
South Pole	1911	Roald Amundsen	Norwegian
Moon	1969	Neil Armstrong, Edwin Aldrin	American
Mars	1975–2005	Space probes Viking 1 and 2; Mars Rover robots Spirit and Opportunity	American

Major Figures in World History

Name	Who the Person Was	What the Person Did
Abraham (2000 B.C.?)	Hebrew leader	Founded Judaism.
Alexander the Great (356–323 B.C.)	Macedonian king	Built an empire that included Greece, Persia, Egypt, and part of Central Asia.
Aristotle (384–322 B.C.)	Greek philosopher	Summarized most knowledge up to his time and invented rules of logic that contributed to the modern scientific method.
Bonaparte, Napoleon (1769–1821)	French general and emperor	Built a vast French empire and is considered one of the world's great military geniuses along with Alexander the Great, Hannibal, and Julius Caesar.
Caesar, Julius (100–44 B.C.)	Roman general and dictator	Expanded the Roman Empire.
Gandhi, Mohandas K. (1869–1948)	Indian political and religious leader	Helped India gain its independence from Great Britain by a method of nonviolent resistance.
Hitler, Adolf (1889–1945)	German dictator	Initiated World War II and the Holocaust.
Jesus (4 B.C.?–A.D. 28?)	Jewish religious leader	Founded Christianity.
Lenin, Vladimir (1870–1924)	Russian dictator	Founded the Communist Party in Russia and established the world's first Communist Party dictatorship.
Locke, John (1632–1704)	English philosopher	Was a leader of the Enlightenment and promoted democratic thinking.
Luther, Martin (1483–1546)	German theologian	Started the Reformation.
Mandela, Nelson (1918–)	South African anti-apartheid leader	Became the first black president of South Africa.
Mao Tse-tung (1893–1976)	Chinese dictator	Led the Communist revolution in China.
Marx, Karl (1818–1883)	German philosopher	Founded the mass movements of democratic socialism and revolutionary communism.
Moses (1300s B.C.?)	Israelite leader	Led the Jews out of Egypt and received the Ten Commandments.
Muhammad (A.D. 570?–632)	Muslim prophet	Founded Islam.
Pericles (494?–429 B.C.)	Greek statesman	Led Athens during its golden age, often called the Age of Pericles.
Plato (427–347 B.C.)	Greek philosopher	Wrote *The Republic,* in which he described his ideal society.
Socrates (469–399 B.C.)	Greek philosopher	Taught students to examine their beliefs and developed a question-and-answer method of teaching called the Socratic method.
Stalin, Joseph (1879–1953)	Soviet dictator	Used terror to transform the Soviet Union into a totalitarian state and to modernize its economy.
Sun Yat-sen (1866–1925)	Chinese leader	Became known as the "father of modern China" for leading a revolution that overthrew the last Chinese emperor.

Major Geographic Features

United States and Canada

Climate		Vegetation		Land Forms and Bodies of Water	
Arctic	Semi-arid	Tundra	Mediterranean scrub	Great Lakes	Rocky Mountains
Sub-arctic	Sub-tropical	Coniferous forest	Semi-desert	Gulf of Mexico	Mississippi River
Temperate	Tropical	Broadleaf forest	Desert	Appalachian Mountains	
Arid		Grassland			

Latin America

Climate		Vegetation		Land Forms and Bodies of Water	
Tropical	Temperate	Savannah	Tropical rainforest	Orinoco River	Sierra Madre
Sub-tropical	Arid	Semi-desert	Monsoon forest	Andes Mountains	Amazon River
Desert	Semi-arid	Desert	Broadleaf forest		
		Dry tropical scrub			

Europe, Russia, and the Independent Republics

Climate		Vegetation		Land Forms and Bodies of Water	
Sub-arctic	Temperate	Tundra	Grassland	Baltic Sea	Volga River
Steppe	Mediterranean	Coniferous forest	Mediterranean scrub	Mediterranean Sea	Alps Mountains
Tundra	Alpine	Broadleaf forest		North Sea	Pyrenees Mountains
Humid continental				Lake Baikal	Ural Mountains
				Danube River	
				Rhine River	

North Africa and Southwest Asia

Climate		Vegetation		Land Forms and Bodies of Water	
Desert	Temperate	Semi-desert	Monsoon forest	Red Sea	Sahara Desert
Sub-tropical	Arid	Desert	Dry tropical scrub	Persian Gulf	Nile River
Tropical	Semi-arid			Black Sea	Tigris River
Tropical monsoon				Dead Sea	Euphrates River

Africa South of the Sahara

Climate		Vegetation		Land Forms and Bodies of Water	
Tropical	Semi-arid	Savannah	Dry tropical scrub	Mount Kilimanjaro	Congo River
Sub-tropical	Desert	Semi-desert	Tropical rainforest	Kalahari Desert	Niger River
Arid		Desert	Monsoon forest	Victoria Falls	Zambezi River
				Nile River	

Southern Asia

Climate		Vegetation		Land Forms and Bodies of Water	
Tropical	Sub-tropical	Monsoon forest	Sub-tropical forest	Himalayan Mountains	Mekong River
Monsoon	Moderate	Tropical rainforest		Mount Everest	Arabian Sea
				Indus River	South China Sea
				Ganges River	Bay of Bengal
					Malay Archipelago

East Asia, Australia, and the Pacific Islands

Climate		Vegetation		Land Forms and Bodies of Water	
Temperate	Sub-tropical	Savannah	Dry tropical scrub	Mount Fuji	Huang He (Yellow River)
Arid	Tropical	Semi-desert	Tropical rainforest	Southern Alps	Chang Jiang (Yangtze River)
Semi-arid		Desert	Monsoon forest	Gobi Desert	
				Great Barrier Reef	

Government and Economic Systems

System	Definition	Example
Government Systems		
aristocracy	Power is in the hands of a hereditary ruling class or nobility. Aristocracy is a form of oligarchy.	Medieval Europe
autocracy	A single person rules with unlimited power. Autocracy is also called dictatorship and despotism.	Pharoahs of ancient Egypt
democracy	Citizens hold political power either directly or through representatives. In a direct democracy, citizens directly make political decisions. In a representative democracy, the citizens rule through elected representatives.	direct democracy: ancient Athens representative democracy: United States since the 1700s
federal	Powers are divided among the federal, or national, government and a number of state governments.	United States since the 1700s
feudalism	A king allows nobles to use his land in exchange for their loyalty, military service, and protection of the people who live on the land.	Medieval Europe
military state	Military leaders rule, supported by the power of the armed forces.	Assyrian Empire
monarchy	A ruling family headed by a king or queen holds political power and may or may not share the power with citizen bodies. In an absolute monarchy, the ruling family has all the power. In a limited or constitutional monarchy, the ruler's power is limited by the constitution or laws of the nation.	absolute monarchy: reign of King Louis XIV of France constitutional monarchy: United Kingdom
oligarchy	A few persons or a small group rule.	most ancient Greek city-states
parliamentary	Legislative and executive functions are combined in a legislature called a parliament.	United Kingdom since the 1200s
presidential	The chief officer is a president who is elected independently of the legislature.	United States since the 1700s
republic	Citizens elect representatives to rule on their behalf.	Roman Republic
theocracy	Religious leaders control the government, relying on religious law and consultation with religious scholars. In early theocracies, the ruler was considered divine.	Aztec Empire
totalitarianism	The government controls every aspect of public and private life and all opposition is suppressed.	Soviet Union under Joseph Stalin

System	Definition	Example
Economic Systems		
command	The production of goods and services is determined by a central government, which usually owns the means of production. Also called a planned economy.	former Soviet Union
communism	All means of production—land, mines, factories, railroads, and businesses—are owned by the people, private property does not exist, and all goods and services are shared equally.	former Soviet Union
free enterprise	Businesses are privately owned and operate competitively for profit, with minimal government interference. Also called capitalism.	United States
manorialism	A lord gives serfs land, shelter, and protection in exchange for work, and almost everything needed for daily life is produced on the manor, or lord's estate.	Medieval Europe
market	The production of goods and services is determined by the demand from consumers. Also called a demand economy.	United States
mixed	A combination of command and market economies is designed to provide goods and services so that all people will benefit.	present-day Israel
socialism	The means of production are owned by the public and operate for the welfare of all.	In many present-day countries, including Denmark and Sweden, the government owns some industries and operates them for the public good.
traditional	Goods and services are exchanged without the use of money. Also called barter.	many ancient civilizations and tribal societies