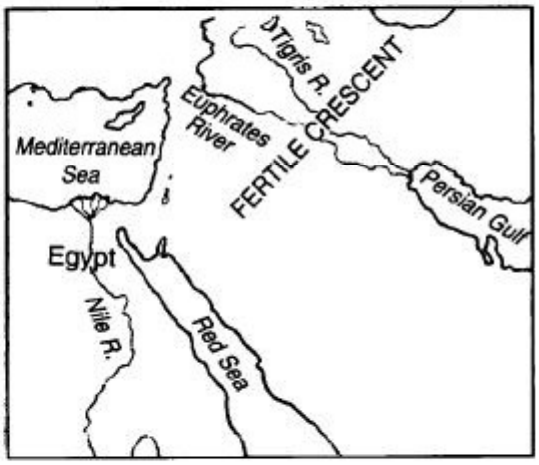
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Karalyne Sperling, Principal

Mr. Ott – Global History & Geography

Name: _____ Date: _____

Mesopotamia



Between the Tigris and Euphrates rivers in the Middle East lies a fertile land once called Mesopotamia. Mesopotamia, in fact, means "land between the rivers." Today, most of this region makes up the nation of Iraq.

Mesopotamia was part of a larger area referred to as the Fertile Crescent. The Fertile Crescent extends from the eastern end of the Mediterranean Sea in a huge arc to the Persian Gulf. In this narrow strip of land, eight great civilizations rose and fell between the years 3000 B.C. and 331 B.C.

Unlike Egypt, which was protected by natural barriers, Mesopotamia lay open to invaders. Wave after wave of ancient peoples moved into the area over a period of roughly three thousand years, each conquering the other in turn. The first inhabitants were the Sumerians; the last were the Persians. Each of the civilizations of Mesopotamia made lasting contributions to western civilization.

Circle the letter of each correct answer.

1. The land once called Mesopotamia is located in
   a. the Far East b. Eastern Europe c. the Middle East

2. The term *Mesopotamia* means
   a. fertile land b. land between the rivers c. gift of the gods

3. The western end of the Fertile Crescent touches the
   a. Mediterranean Sea b. Persian Gulf c. Red Sea

4. The first civilization to arise in Mesopotamia was that of the
   a. Persians b. Egyptians c. Sumerians

5. The Tigris and Euphrates rivers run through present-day
   a. Iran b. Iraq c. Egypt

6. The peoples of Mesopotamia
   a. made no lasting contributions to later civilizations
   b. were open to invasion
   c. had armies so strong that invaders dared not attack them

7. Suppose Mesopotamia had been protected by natural barriers as Egypt was. Do you think so many different civilizations would still have arisen there? Why or why not?

_____

_____

WHY DID EARLY CIVILIZATIONS DEVELOP IN THE FERTILE CRESCENT?

1. Locate the region named Mesopotamia. The two rivers that flow through it are named and the _____.

2. What body of water do both of these rivers empty into? _____

3. How might this help the people living in this area? _____
_____
_____

4. Two cities in Mesopotamia are _____ and _____

5. Why would Mesopotamia be named the "Fertile Crescent"? _____
_____
_____

6. Travelling from Babylonia to Egypt, a person would be going in which direction?

7. What geographic feature is located between the cities of Jerusalem and Ur? _____

8. What geographic feature is located northeast of the region of Sumer? _____

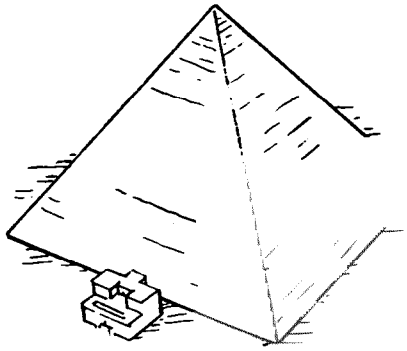
9. Why would early civilizations develop in the Fertile Crescent?
   Reason #1 _____
   Reason #2 _____
   Reason #3 _____

10. How many miles apart are Babylon and Ur? _____
    How many miles apart are Jerusalem and Babylon? _____
    How many miles apart are the Nile Delta and Babylon? _____



Name _____

Egyptian Contributions



The ancient Egyptians contributed a great deal to other civilizations which came after them. Their achievements include the building of the pyramids, the development of a calendar, and much more.

The ancient Egyptians' greatest achievements were in the fields of engineering and architecture. They were the first builders to use columns effectively for framing large openings and supporting massive roofs. Their knowledge of arithmetic and geometry enabled them to construct imposing temples and pyramids. The largest pyramid ever built was that of the Pharaoh Khufu. It stands more than 450 feet high and is the length of two city blocks at the base of each of its sides. More than eighty thousand workers labored for twenty-five years to build this huge structure at Giza. The fact that the Great Pyramid contains over two million limestone blocks weighing $2\frac{1}{2}$ tons each attests to the engineering skill of the ancient Egyptians.

The ancient Egyptians developed hieroglyphics, a system of writing using pictures. Each picture at first stood for an idea, but eventually evolved into a word. The Egyptians wrote on papyrus, a kind of paper made from a river reed.

The ancient Egyptians also made outstanding contributions in science and medicine. Their calendar, though not precise, was much more accurate than a calendar based on the moon. In the field of medicine, Egyptian doctors classified and prescribed treatments for almost fifty diseases. They knew how to set broken bones and even performed simple surgery.

The ancient Egyptians were traders who sailed their ships on the Mediterranean, Aegean, and Red seas. They passed aspects of their civilization on to the peoples with whom they came in contact during their travels.

1. Which ancient Egyptian contribution do you think had the greatest impact on later civilizations? Give reasons for your answer.

_____

_____

_____

_____

2. Some people believe the pyramids represent the greatest architectural achievement of the ancient world. Do you agree or disagree? Why?

_____

_____

_____

_____

_____

1. List the seas shown here that are part of the Pacific Ocean.

_____

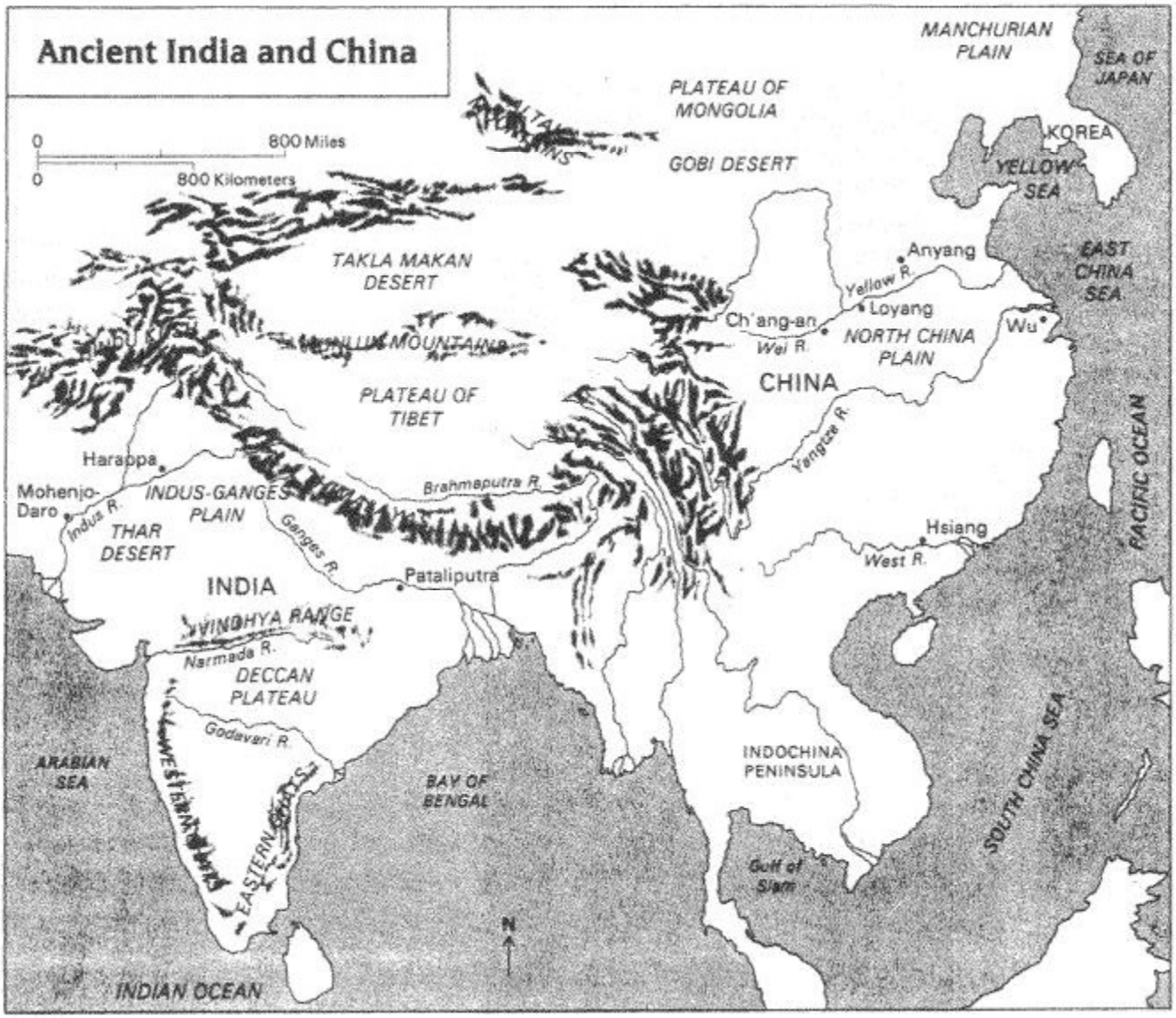
2. What sea is part of the Indian Ocean? _____

3. What mountain range lies between India and China? _____

4. Name the city or cities on each of these rivers.

   a. Indus _____ c. Ganges _____

   b. Yellow _____ d. West _____



Life in Sparta

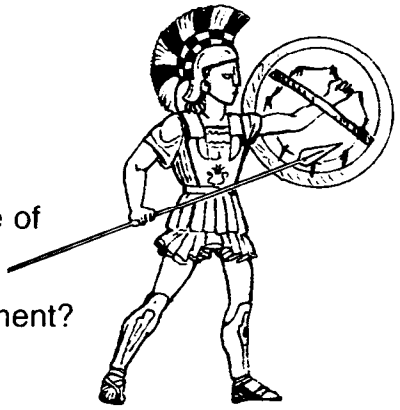
While Athens and other Greek city-states made great strides in such areas as art, literature, and philosophy, Sparta, another Greek city-state, developed into a military camp. Because of their emphasis on the military and their rejection of luxuries, the Spartans made no major cultural contributions.

The Spartans ruled over a huge slave population known as helots. Partly because there were twenty times as many helots as citizens, the Spartans maintained a powerful army to reduce any chance of rebellion. In time, their army became the most powerful one in Greece.

All aspects of Spartan life centered around physical conditioning. Weak or deformed babies were taken from their parents and left on a mountainside to die of exposure. Boys were removed from the home at age seven and underwent "basic training" in the army until they were twenty. From age twenty to sixty, men were on active duty in the military. They were allowed to marry when they were thirty, but they were required to spend the better part of their time in army barracks.

Girls likewise received vigorous physical training. They did not serve in the military, but Spartan authorities believed that rigorous exercise aided girls in producing healthy children for the state.

Spartan government was controlled by two kings and five elders with total power. A government such as this one, whose leaders are all powerful and are backed by the military, is described as totalitarian.



Circle the letter of each correct answer.

1. Helots were Spartan
   a. citizens b. soldiers c. slaves
2. Spartan men served on active duty in the army until the age of
   a. thirty b. sixty c. twenty
3. Which of the following is an example of a totalitarian government?
   a. dictatorship b. limited monarchy c. republic
4. With regard to civilization, the Spartans contributed
   a. much b. almost nothing c. mostly in the field of literature
5. How did the helots influence the Spartan development of a strong military?

   _____

   _____
6. The adjective *spartan* can mean "marked by great self-discipline or self-denial." Why is this an appropriate meaning for this word derived from *Sparta*?

   _____

   _____

   _____

Life in Athens

Athens was one of the most important Greek city-states. It developed a democratic society and became the cultural leader of Greece.

The kind of democracy practiced in Athens was a pure, or direct, democracy. This meant that all citizens assembled and made the laws themselves. However, Athens was not a complete democracy. Citizenship was limited to males who owned land. This excluded those men who were not landowners, as well as women, slaves, and outsiders. In spite of the shortcomings of Athenian democracy, many of our modern democratic ideas originated there.

Women in Athens were treated well but had few rights. They were expected to stay home and concern themselves with domestic chores and raising children. Even the task of going to the market was reserved for the husband of the family. When the man of the house entertained male friends at home, his wife stayed out of sight.

Only boys in Athens received an education. Girls stayed home and were taught household duties and domestic skills by their mothers. Boys were trained to become good citizens, and their schooling stressed development of both the mind and the body. When boys turned eighteen, they were required to participate in two years of military training. Emphasis on education and good citizenship helped make Athens a leader among the Greek city-states for many years.

1. In today's world, a direct democracy is only workable at the smallest local level. Why is such a government not possible at the state and national levels?

   _____

   _____

   _____

2. Our form of democracy is an indirect, or representative, democracy. How does it differ from the kind of democracy practiced in Athens?

   _____

   _____

   _____

3. In what ways was Athens not a true democracy?

   _____

   _____

   _____

4. Is the United States a true democracy? Why or why not?

   _____

   _____

   _____

5 The Growth of Greece

Reading Graphic Aids

Athens and Sparta were two of the most important city-states in ancient Greece. However, they had very different views of how people should organize their lives in communities. The chart below shows some of these differences. Study the chart and then answer the questions that follow.

Athens and Sparta: A Comparison

WAY OF LIFE	ATHENS	SPARTA
Political Unit	City-State	City-State
Type of Government	Direct Democracy	Militaristic Totalitarian State
Military Power	Strong Navy	Strong Army
Trade	Extensive	Limited
Colonization	Encouraged	Limited
Sports	Gymnastics and Wrestling; Participated in Olympic Games	Gymnastics and Military Exercises; Participated in Olympic Games
Role of Individual	Individual Freedom Encouraged	Individual Subordinate to State
Cultural Life	Drama, Art, Political Thought, and Philosophy Encouraged	Individual and Creative Thinking Suppressed

1. In which two areas were Athens and Sparta the most similar? _____

2. In which city-state would you expect literature to develop and grow? Why? _____

_____

3. Which city-state had a government most like that of the United States, and what is that system of government called? _____

4. The people of which city-state probably traveled farthest from home? Why? _____

_____

5. Which of the two city-states was probably better prepared for a land war? Why?

_____

6. In which city-state would a person be more likely to conform to set rules and standards? Why? _____

_____

7 In which city-state would a visitor probably see a greater variety of utensils and tools? Why? _____

_____

Our Heritage from Ancient Greece

Almost one hundred years of civil war brought an end to Greek independence in 338 B.C. Weak and no longer unified, the Greeks were conquered by King Philip of Macedonia. (Macedonia lay north of Greece, and many years later, it would be incorporated into parts of Greece, Bulgaria, and today's Macedonia.)

Philip admired Greek culture and wanted to spread it throughout the civilized world. He died in 336 B.C. before realizing his dream, and it was left to his son, Alexander the Great, to carry out Philip's plan. By 326 B.C., Alexander had conquered the Persian Empire. This brought Greek ideas to the far-reaching borders of India.

Before the empire established by Alexander fell to the Romans some two hundred years later, the Greeks had made lasting contributions to civilization. In the field of government, they gave us the idea of democracy. In philosophy, Socrates, Plato, and Aristotle sought ways for humans to obtain truth and a real understanding of the universe. In drama, talented writers such as Aeschylus, Sophocles, Euripides, and Aristophanes contributed tragedies and comedies that are still performed on stage today.

Other Greek scholars developed ideas that were passed on for thousands of years. Hippocrates is called the "Father of Medicine" because he believed that diseases had natural causes. Eratosthenes was one of the first to believe that the earth was round, and even estimated its circumference with only a slight error. Archimedes explained the principles of levers and pulleys, as well as the law of specific gravity. Euclid wrote a book on geometry that was used in some classrooms until 1903.

The Greeks were outstanding in the area of architecture. The Parthenon, a temple in Athens dedicated to the goddess Athena, stands as one of the Greeks' greatest architectural achievements. Many of our public buildings today are modeled after those of ancient Greece.

Write the letter that matches the name on the right with the description on the left.

1.	____	the "Father of Medicine"	A. Eratosthenes
2.	____	wrote a book about geometry	B. Socrates
3.	____	estimated the earth's circumference	C. Hippocrates
4.	____	wrote tragedies	D. Euclid
5.	____	a philosopher	E. Aeschylus
6.	____	explained levers and pulleys	F. Archimedes

7. In which area do you think the Greeks made their greatest contributions? Explain.

_____

_____

_____

_____

_____

Directions : Answer the following questions based on the map below.

1. What does this map tell us about the Roman Empire? _____

_____

2. Make a list of ten items traded with Rome. _____

_____

_____

3. How did trade with other countries strengthen Rome? _____

_____

_____

4. Was the extent of the empire an advantage or disadvantage? _____

_____

_____

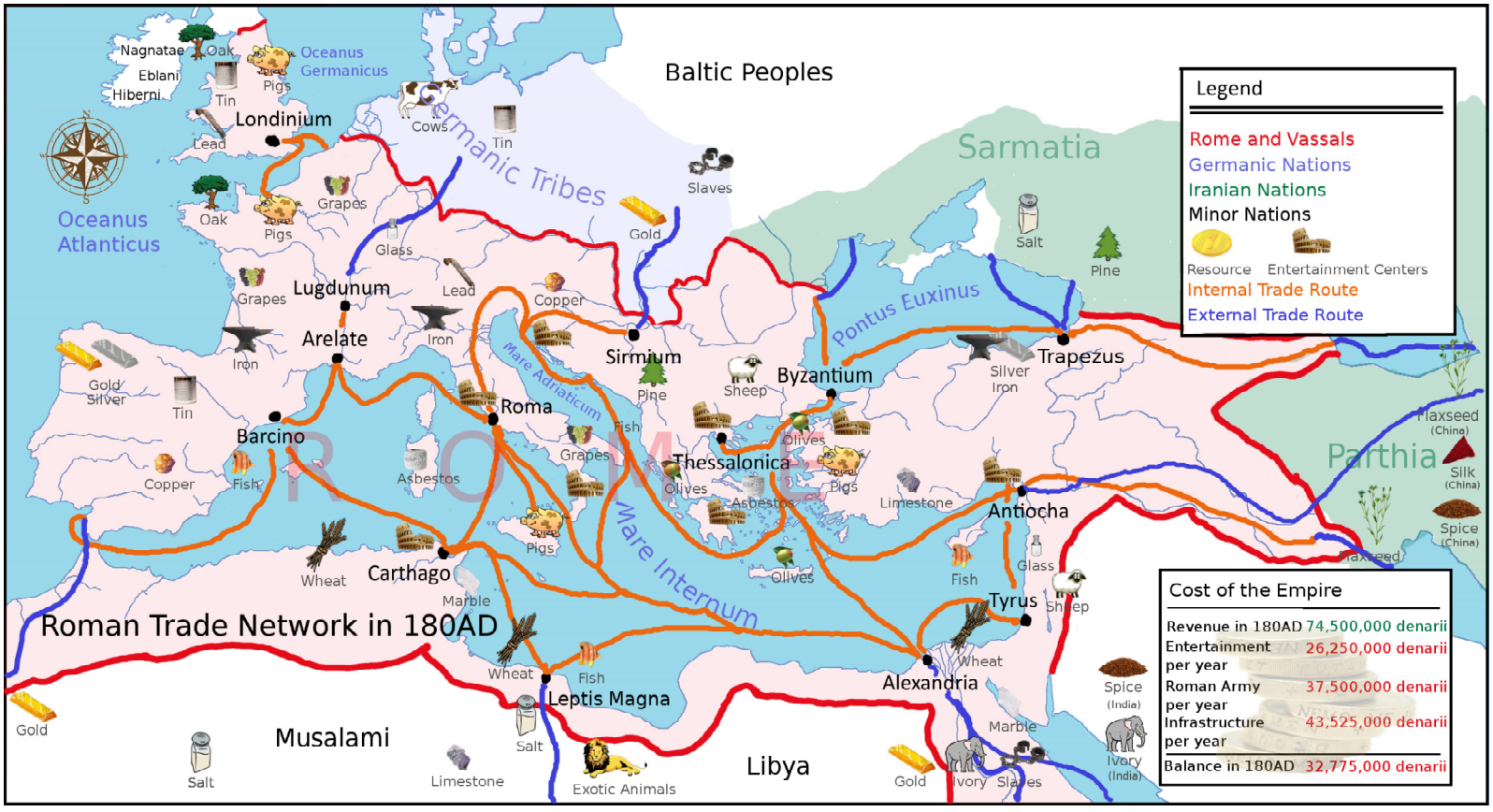
5. Was the empire too large to control? Explain. _____

_____

_____

_____

Trade Routes in the Roman Empire



CHINA'S CLASSICAL AGE
THE HAN DYNASTY
AD 220

The Han Dynasty. This dynasty lasted from 202 B.C. until A.D. 220. Throughout these years, Han emperors increased the size of China by conquering new lands. Eventually, the Han controlled one of the largest and wealthiest empires in the ancient world.

The Han ruled their empire with the help of appointed officials who were paid salaries to perform certain duties. To fill these government jobs, public examinations were held. The men who scored the highest on the tests received the appointments. The examinations tested a candidate's knowledge of law, mathematics, and in particular, the writings of Confucius. The best students from colleges throughout the empire took the examinations after training in an imperial school in the Han capital.

Thousands of able officials entered the Han civil service as a result of this examination system. Even young men from very poor families could take the test. The system provided a degree of equality of opportunity that was rare in the ancient world. It remained in use under each dynasty that followed the Han.

A weakness of the civil service examination system was the emphasis placed on the learning of old classics rather than new ideas. As a result, most government officials resisted change. This led to problems for China in later years.

The Han extended their empire into southeast Asia and to the borders of Persia and India. This brought the Chinese into contact with other civilizations and led to the exchange of knowledge with different peoples. Along the Silk Road, which ran from China through central Asia to the Middle East, Chinese traders met Western merchants.

In A.D. 105 the Chinese invented paper. The world's first dictionary was written during the Han Dynasty.

Contact with India led to the introduction of Buddhism into China. Large numbers of *peasants,* the common people, were attracted to this religion. As Buddhism spread, religious centers called *monasteries* were built throughout China. Monks taught and meditated within the monastery walls. Wealthier believers gave gifts of tax-free land to the monasteries. In later times, the

religion of many Chinese became a blend of Buddhist and Taoist teachings.

As the years passed, Han rulers became weaker. They found it difficult to prevent revolts by the peasants and the rise of local rulers called warlords. In time, the warlords caused the dynasty to fall. The next several hundred years were a time of great unrest.

- **Describe the civil service examinations system established by the Han emperors.**

_____

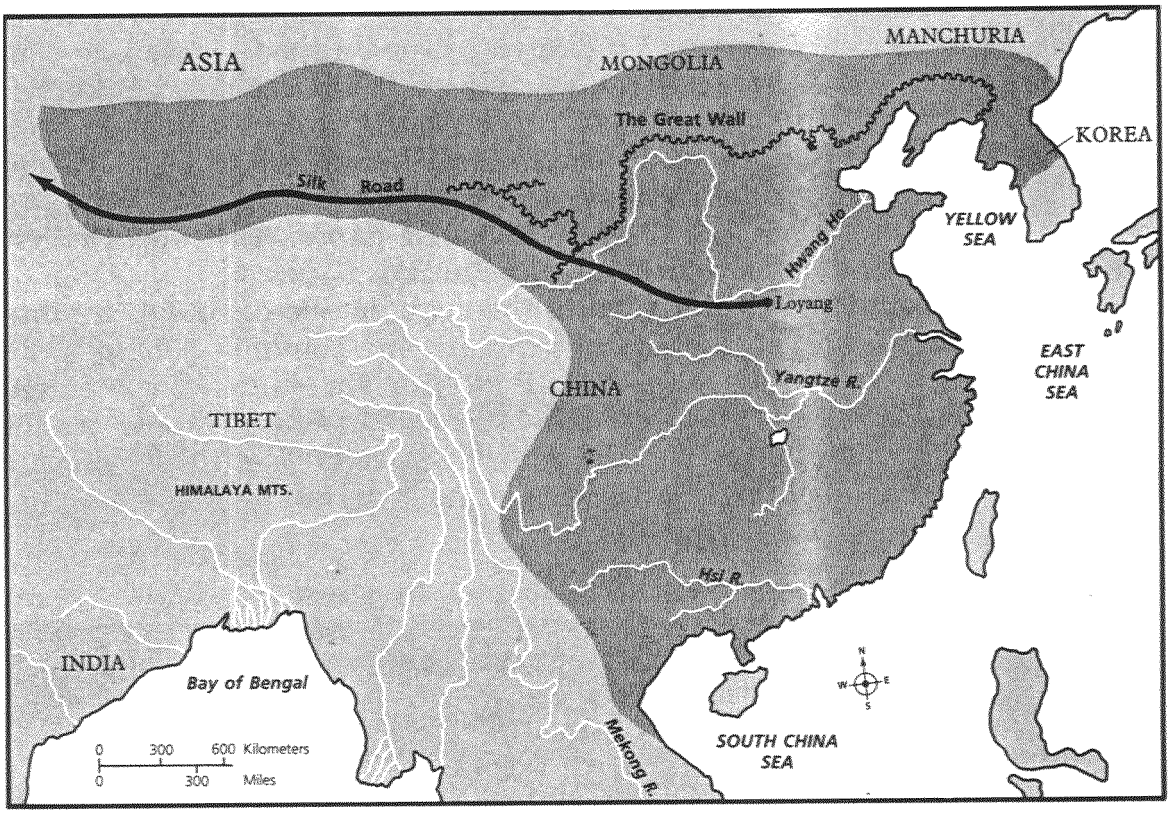
_____

_____

- **Explain how contact with India affected Chinese religion.**

_____

The Han Dynasty, A.D. 220



◆ Choose the item that best completes each sentence or answers each question. Then write the number in the blank at the left.

____ *a.* In which general direction is India from Manchuria?
(*1*) northeast (*2*) southwest (*3*) south (*4*) north

____ *b.* In which general direction is China from India?
(*1*) northeast (*2*) southeast (*3*) northwest (*4*) southwest

____ *c.* The Silk Road linked China to countries to the (*1*) east
(*2*) north (*3*) south (*4*) west.

____ *d.* The Great Wall protected China from invaders from the
(*1*) east (*2*) west (*3*) north (*4*) south.

WHY DO GREAT EMPIRES DECLINE?

The following scene takes place in the nursing home for Empires.

Oldus: I can't believe that I am here in a retirement home. I used to stretch from England all the way to Asia and Africa. Now I'm sitting here cleaning my dentures and waiting for the nurse to bring me my new Clapper.

Tiredus: I hear you. I also held incredible territory, from the Huang He south to the Yangtze and then to the west. Now look at me, all I can eat is mashed potatoes with gravy and soft ice cream.

Oldus: We used to be great Empires, feared and hated by many. Now we are nothing, what happened?

Tiredus: Well, my warriors were so successful and conquered so much territory that other tribes wanted to take land from us.

Oldus: Same here. We used to say that the sun never sets on the Roman Empire. Barbarians from the north tried to take pieces of our empire from us.

Tiredus: I'm with you on that. We tried to stop the barbarians to our north from attacking by building the Great Wall. Well, we should have built it another 30 feet higher and 20 feet thicker.

Oldus: Well, we didn't build a Great Wall but we used our soldiers to defend the outer areas of the Empire. We had many soldiers but we needed more.

Tiredus: I know. Those barbarians were not very nice when they finally attacked our capital, Peking. Almost nothing was left standing.

Oldus: Tell me about it. I'm surprised that the Coliseum is still standing after the destruction those creeps caused in Rome.

Tiredus: Well, my people got what they deserved. We needed more and more taxes to defend the Empire but all the people did was complain and refuse to pay their taxes. Eventually, they began to attack their Emperor. Ungrateful bums!

Oldus: We have a lot in common. The Roman people must have thought that soldiers and army equipment are free because they revolted against the higher taxes also. How dare they curse and attack our Emperors? Those people are almost as terrible as those students who don't do Global History homework.

Tiredus: Hhhhhhhhh, hold up, no one is that bad!

Oldus: Except maybe for those Senators who snuffed Julius Caesar. We could never keep our Emperor around for very long. We tried to have them worshipped as gods and as rulers but there was also some general who couldn't give him props. Before you know it, the Emperor's head was chopped off and the general made himself Emperor.

Tiredus: We must be twins because our Emperors had the "Mandate from Heaven" and still some wack general would bump him off and say that HE had the "Mandate from Heaven" and would make himself Emperor. How can you run an Empire like that?

Oldus: You can't. That's why we aren't empires anymore. We're just sitting here with a bunch of toothless old people waiting to kick.

Tiredus: But at least we passed the Global History Regents!

Roman Empire was named: _____

Han Empire was named: _____

1. What happened to the Roman and Han Empires?

2. What outside problems did both empires face?

3. How did the Han Empire try to solve that problem? Roman Empire?

4. Why didn't that solution work for the Han Empire? Roman Empire?

5. What internal problems did both empires face?

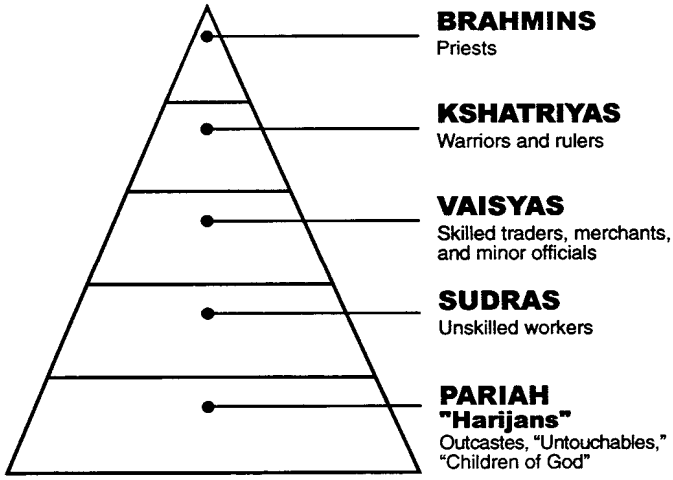
6. What solutions would you suggest that could keep Empires from being destroyed? Be specific!

THE CASTE SYSTEM IN INDIA

In traditional India, society was organized into hereditary social classes, known as castes. Hindus believed that each person was born into a particular social class based on behavior in a previous life. Membership in a caste was based on birth and lasted for one's entire life. One could not marry someone from another caste or move into another caste based upon one's achievements. One's children also remain in the same caste.

Organization of the Castes. People were organized into four main groups. Within these four major groupings there are thousands of minor sub-castes, each with its own special occupations and rituals. At the bottom of the castes are the *untouchables),* considered to be so lowly as to be outside the caste system, **Untouchables** were given work no one wanted to do, such as sweeping the streets or handling dead animals. Since the caste system was based on heredity, it severely restricted **social mobility** in traditional India. Social mobility is the ability to move from one social class to another.

The Caste System Today - Today, the caste system continues to operate in India. The government is trying to overcome prejudices based on caste distinctions. It prohibits discrimination by caste and provides special programs to aid the *Untouchables.* These attempts to end caste discrimination have only been partially successful.



1. What is meant by the term "caste system?" _____
2. How does one get into a particular caste? _____
3. How long does one remain in a particular caste? _____
4. Can one marry someone from another caste? _____
5. While you were alive, can you rise into a higher caste? _____
6. When an Indian person has a child, what caste does that child go into? _____
7. Within the four main castes, how many sub-casts were there? _____
8. Who are the untouchables? _____. What jobs do they do? _____
9. today, how does the Indian government try to protect the untouchables? _____
10. Explain YOUR view of the caste system. _____

_____

WHY WAS THE MAURYAN EMPIRE ABLE TO SUCCESSFULLY RULE INDIA?

DOCUMENT #1 (map)

Based on this document, how many miles is it from the Hindu Kush Mountains to the Bay of Bengal?

_____

How many miles is it from the Himalayan Mountains to the coast of the Arabian Sea?

_____

Approximately how many square miles was the Maurya Empire? (Length x Width)

_____

DOCUMENT #2

"From 321 BC – 185 BC, the Maurya's built an incredible empire. Under the rule of King Chandragupta, a vast number of government officials helped the King rule. Royal officers helped build roads and harbors to improve trade, royal tax collectors helped bring in money to the King and the King's brutal secret service reported on those who were corrupt or who disagreed with the King. By using these thousands of officials, the King maintained control and order in his kingdom."

According to this document, how did government officials help the King maintain control over his empire? _____

DOCUMENT #3

The following was written by the son of King Chandragupta, who ruled from 273 BC-232 BC. **"All people are my children, and just as I desire for my children that they should obtain welfare and happiness, both in this world and the next, so do I desire the same for all people."**

- King Asoka, Maurya Empire

According to this document, why would King Asoka be popular with people he ruled in his empire?

_____

_____

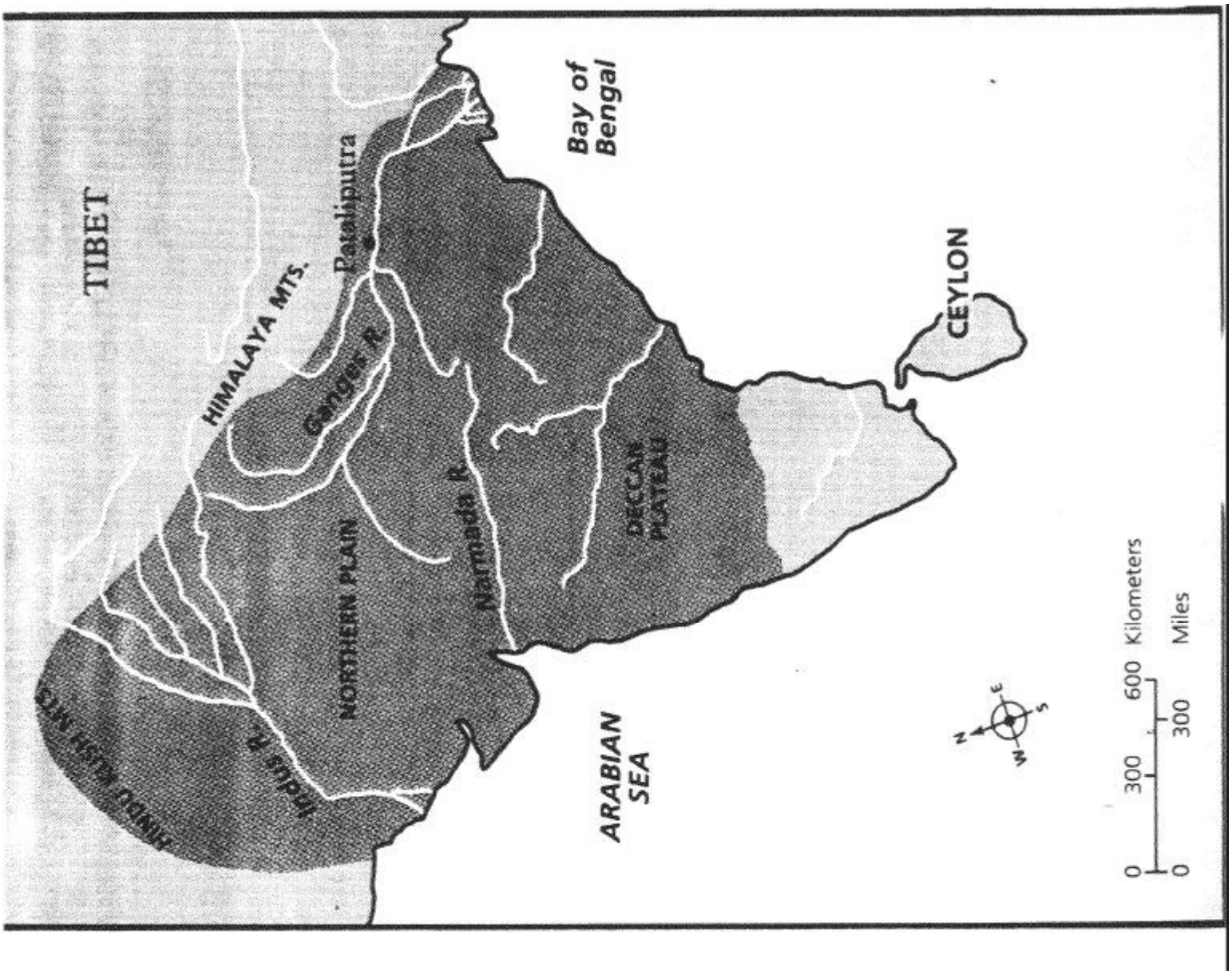
DOCUMENT #4

"I have planted Banyan trees near the road to provide shade to people and animals. I have planted mango groves and have wells and shelters dug near the roads"

This speaker is probably King _____

Because _____

Directions : Use the map below to answer questions #1-3 for Document #1



The Empire of the Mauryas. Starting about 321 B.C., an Indian conqueror named Chandragupta Maurya gained control over northern India. He began the Mauryan dynasty.

Chandragupta's grandson, Asoka, expanded the Mauryan Empire to include almost all of India. After a particularly bloody battle, Asoka gave up the idea and practice of war and became a Buddhist. At his direction, monks spread the teachings of Buddha to other parts of Asia, the Middle East, and North Africa.

Asoka had rules of conduct for his people carved on stone pillars. Pillars with these rules on them were set up throughout the empire so that everyone could see them. After Asoka's death in 236 B.C., the Mauryan Empire declined.

- PROVE or DISPROVE: Religion was important to Asoka.

_____
_____
_____
_____
_____

The Maurya Empire, 250 B.C.

♦ Identify two large geographic areas of India controlled by the Maurya Empire.

_____

_____

♦ Explain how these areas are geographically different from one another.

_____

_____

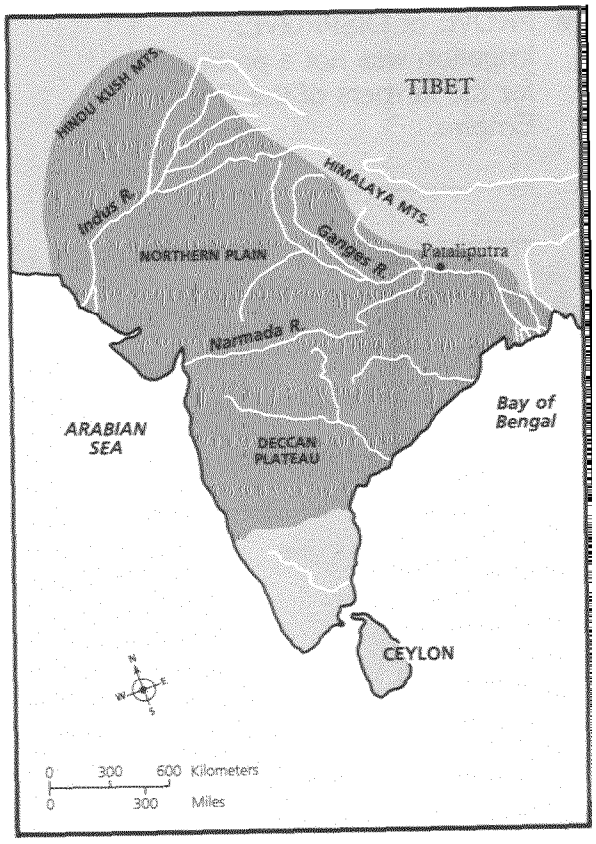
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_____

_____

_____



The Gupta Empire. About 500 years after the Mauryas, another powerful dynasty, the Gupta, ruled over much of India. The Guptas ruled from about A.D. 320 to 535. _____

The Gupta Empire, A.D. 400

- PROVE or DISPROVE: Irrigation was not a problem for the farmers of the Gupta Empire.

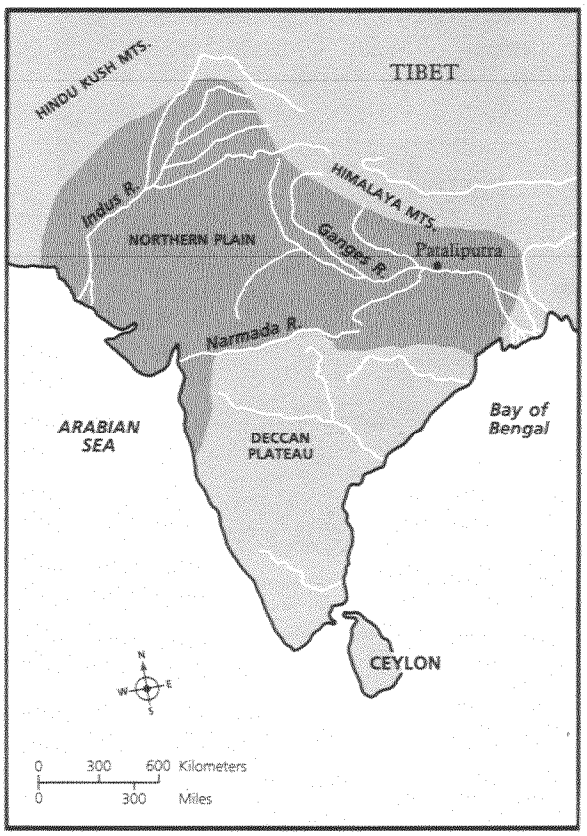
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_____



Under the Gupta emperors, India entered a golden age of peace, prosperity, and cultural achievement. Indian mathematicians invented the decimal-based number system we use today. The work of Gupta writers and artists became well known outside of India. Their work later influenced the literature and art of the Middle East and Europe. Southeast Asia wholeheartedly accepted the culture of the Gupta Empire.

In the 400's, Huns from central Asia invaded India. They caused the downfall of the Guptas. After the mid-500's, India experienced many centuries of weak government and foreign invasions.

- **Why was the period of the Gupta rule called a "golden age"?**

_____

_____

_____

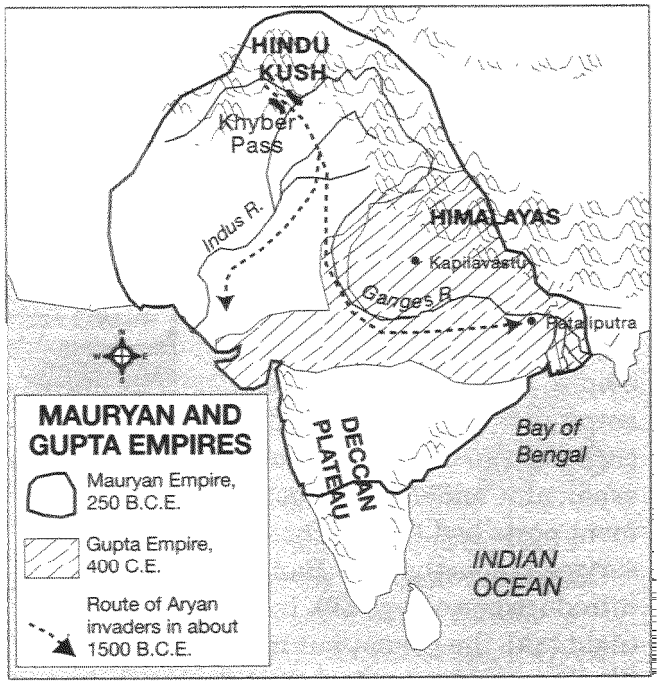
_____

_____

_____

The Gupta Empire in India

Until 321 B.C.E., large sections of India were ruled by foreign invaders. The Aryans poured into the Indus-Ganges Plain from Central Asia in about 1500 B.C.E. They were followed 1,000 years later by Darius of Persia and then by Alexander the Great. Chandragupta Maurya was the first Indian to unite and rule large areas of India. His grandson, **Asoka**, extended the Mauryan empire until it covered most of the Indian subcontinent. The bloodthirstiness of battle persuaded Asoka to become a Buddhist. From military conquest, he turned to projects that would benefit his people: free hospitals, fine roads, and compassionate laws. After 184 B.C.E., the Mauryan Empire disintegrated into smaller, warring kingdoms.



In about 310 C.E., another Indian ruler named Chandragupta I built an empire that was smaller than the Mauryan Empire but covered some of the same area. As the map shows, the Gupta Empire stretched from east to west across central India. This empire lasted for 200 years. It was based on a strong central government, a powerful army, and the use of terror to intimidate opponents if necessary.

Unlike Asoka, the Guptas were Hindus and encouraged the spread of Hinduism across their empire. They believed in the importance of learning; their court included poets, dramatists, philosophers, and scientists. Much of their work was devoted to religious themes, but their astronomers understood that the world is round and their mathematicians invented the zero and devised the numbers 1 through 9. Because Gupta traders traveled the land and sea routes to Arabia, Central Asia, China, and the Mediterranean, Gupta learning was able to spread to these areas. Their number system was adopted by Arab traders (hence they are called Arabic numerals) and provided an important tool for scientists around the world.

Gupta doctors were the first to use inoculation to stop the spread of disease. They injected their patients with small amounts of cowpox to stop the spread of the deadly smallpox germ. Their surgeons could set broken bones and use plastic surgery to repair injured ears and noses. They also understood how important it was to sterilize their surgical instruments.

List three major contributions to learning that the Gupta made.

_____

_____

_____

_____

_____

_____

How do classical Chinese civilization help us to understand human society?

Document #1

Chinese legend held that Wen Wang was the descendant of an ancient mother goddess who stepped into the footprint of a god and then gave birth to the original Zhou ancestors. It was in this way that Wen Wang was qualified to assume the Mandate of heaven.

Wen Wang is placed above
How radiant in heaven!
Although Zhou is an old domain,
Its Mandate is a new one.
The holders of Zhoir
Were they not brilliant?
The Mandate of god
Is it not timely?
Wen Wang ascends, descends,
To the left and right of god.

Source: World History: Holt, Rhineheart, and Winston, 1997.

According to document #1, how does the poem support the Zhou's right to rule? _____
_____
_____
_____

Document #2

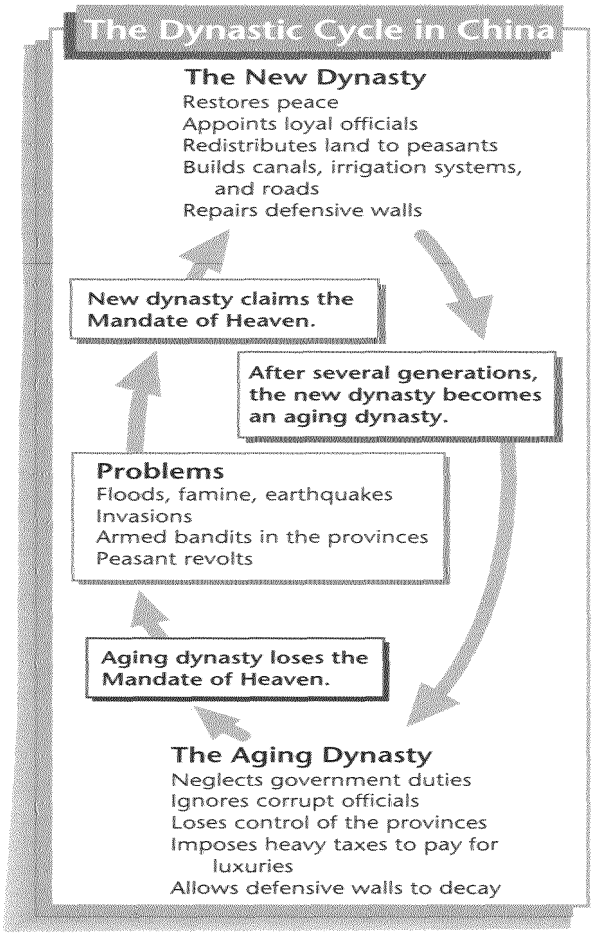
Cracking his long whip, he drove the universe before him, swallowing up the Eastern and western Zhou and overthrowing the feudal lords. He ascended to the highest position... And his might shook the four seas...

According to document #2, what is the reason for the overthrow of the Zhou by ShfIuangdi?

_____
_____
_____
_____

Document #3
DYNASTIC RULE CYCLE AND MANDATE OF HEAVEN

The Chinese believed that their emperor had received the Mandate of heaven to rule his people. However, they also believe that the emperor must govern wisely and preserve order in China.
Study the flow chart below and answer the questions that follow.



1. According to this flow chart, what events or development showed that a dynasty had lost the Mandate of heaven? _____

_____

_____

2. What does this chart illustrate about the dynastic cycle in traditional China? (circle the correct answer)
   A. causes of political change in China
   B. influence of European imperialism on China
   C. results of the Communist Revolution in China
   D. reasons for China's policy of isolation

TWO GREAT EMPIRES: HAN CHINA AND ROME

Han Dynasty–202 B.C. -220 A.D.	Roman Empire–27 B.C. to 476 A.D.
•Empire replaced rival kingdoms	•Empire replaced republic
•Centralized, bureaucratic government	•Centralized, bureaucratic government
•Built roads and defensive walls	•Built roads and defensive walls
•Conquered many diverse peoples in regions bordering China	•Conquered many diverse peoples in regions of three continents
•At its height–area of 1,500,000 square miles and a population of 60,000,000	•At its height–area of 3,400,000 square miles and a population of 55,000,000
•Chinese became common written language throughout empire	•Latin did not replace other written languages in empire
•Ongoing conflict with nomads	•Ongoing conflict with nomads
•Empire fell apart; restored by Tang dynasty in 618	•Empire fell apart; never restored

1. How long did the Han dynasty last? _____

2. How long did the Roman Empire last? _____

3. During what years were the Han dynasty and Roman Empire both in existence?

4. How were Han China and the Roman Empire similar?

5. How were Han China and the Roman Empire different?