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ABSTRACT

A detailed outline summarizes a ninth-grade course in world history adaptable to average and honors classes. Material is divided into five parts. A list of 33 course goals precedes a list of 150 objectives, grouped under appropriate goal headings. The bulk of the document consists of a content outline which cites major and minor topics covered in the course. These include prehistoric man; early civilizations; developments in Asia, the Middle East, and Europe; European history; the Industrial Revolution; modern Europe; "isms;" post-World War II independence movements; Latin America; and future trends. The remainder of the booklet consists of a list of audiovisual materials and a planning calendar. (LP)

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WORLD HISTORY

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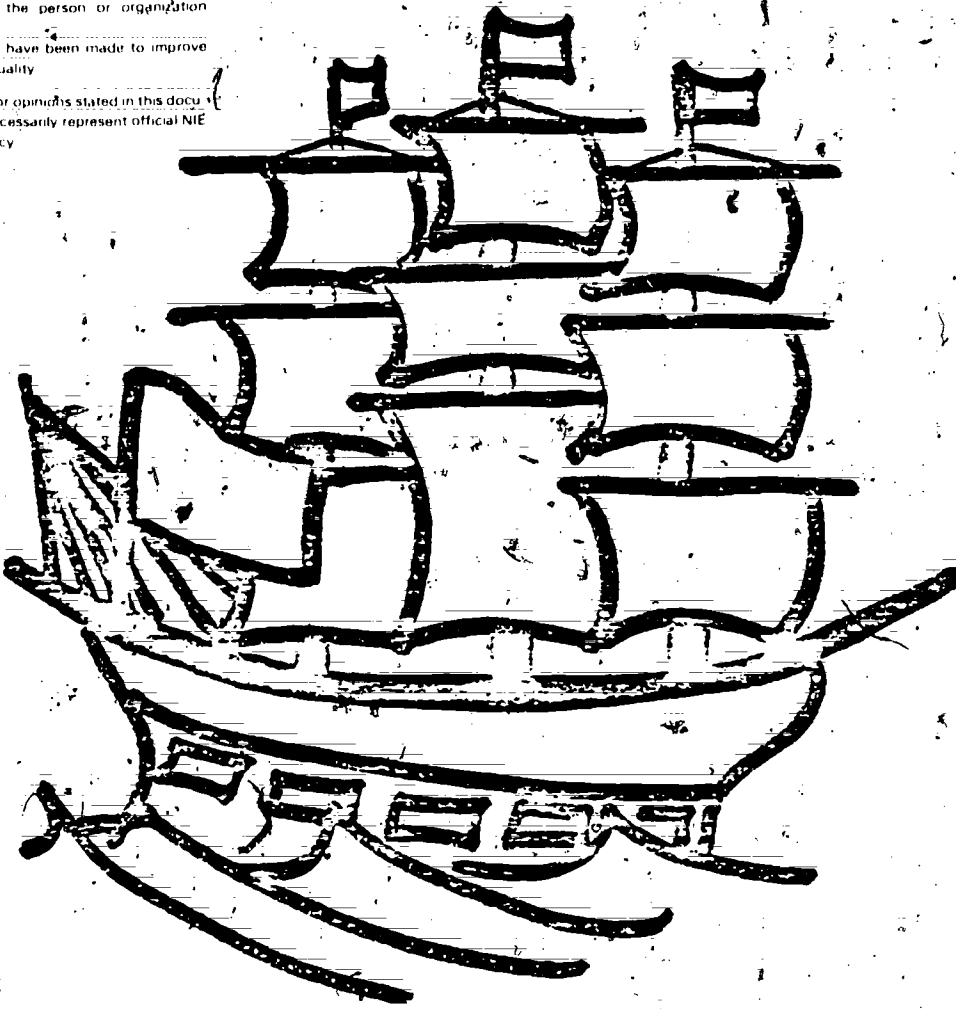
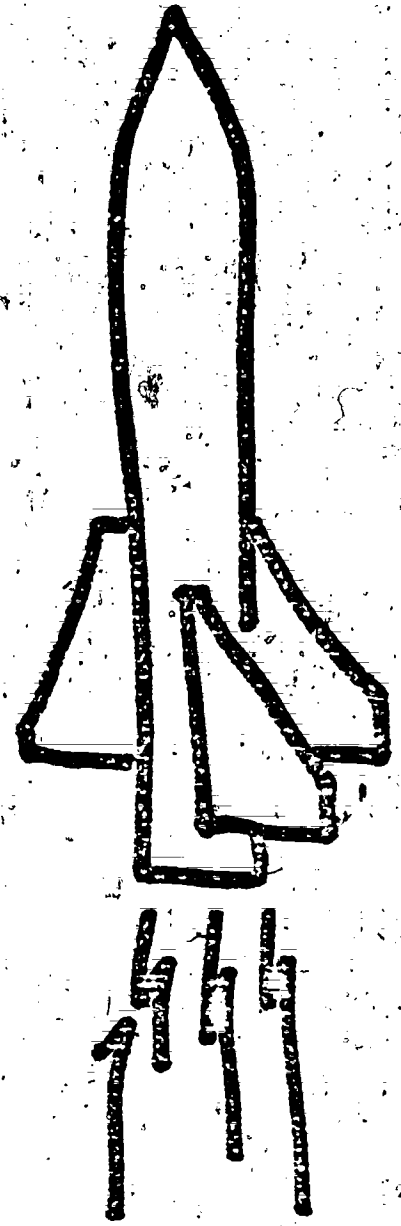
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WORLD HISTORY

COURSE UNDERSTANDINGS:

The student will understand that:

1. Change has been a universal characteristic of all human societies.
2. No historical events have resulted from a single cause.
3. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.
4. Changes in human society have been gradual through evolution or have been violent through revolution.
5. Technological advances have been a major influence in changing the mainstream of world history.
6. Basic values and beliefs of every society have been reflected in their creative accomplishments.
7. The motivating factors in human achievement have been either ideological or materialistic.
8. Various aspects of physical geography have had an impact upon nations.
9. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.
10. International power is a factor of technological advancement, wealth, and size of a nation or agglomeration of nations.
11. The rise of nationalist movements, in which a people are bound together by ideology, tradition, and political boundaries, has altered the course of history.
12. Conflict resolution may be achieved through adjudication, arbitration, mediation, and compromise.

COURSE TITLE and NUMBER: WORLD HISTORY/STUDIES (041407)

GRADE LEVEL: 9

STATUS: Required

COURSE DESCRIPTION:

World History - Regular: This course is a survey of eastern and western civilizations from the earliest history of mankind to the present. Within this framework are included a comparative study of the history, doctrines, and objectives of all major political systems, significant developments in the arts and sciences, and economic and social changes within major civilizations. Emphasis is placed on how different civilizations have interacted with each other during various historical periods.

World History - Honors: This course is an in-depth study of ancient, medieval, and modern Eastern and Western civilizations through understanding cause and effect. From this perspective, the student should understand the interdependence among people, ideas, and events.

COURSE GOALS:

1. The student will know the work of social scientists, i.e., anthropologists, archaeologists, and geologists, and the role they play in the study of world history.
2. The student will develop an understanding of the creativity, diversity, and interdependence of human cultures.
3. The student will know the origins of Western and Eastern civilizations that began in the four great river valleys.
4. The student will know the four major classical civilizations and the contributions each made to the development of modern world civilizations.
5. The student will understand the rise of Christendom and the influences it had on Western civilization.
6. The student will be aware of the foundations of Medieval Europe and its settlement patterns, social structures, religion, and arts.
7. The student will know the Byzantine Empire, its contributions to other cultures, and the role it played in preserving Western civilization.
8. The student will be aware of the rise of Islam, and the social, economic, and political impact it had on the Muslim Empire and other civilizations.
9. The student will know the early African empires (3000 B.C. - 1500 A.D.), the types of civilizations that developed, and the advances made within these civilizations.

10. The student will understand the diverse cultures which developed in the Americas between 3000 B.C. and 1500 A.D.
11. The student will be aware of the development of the civilizations of India, China, and Japan from 500 - 1650 A.D. and the contributions each made to other civilizations.
12. The student will know reasons for the decline of feudalism in Europe and the rise of nation states.
13. The student will understand the impact of the Renaissance on science, the arts, religion, philosophy, politics, and economics in Europe.
14. The student will comprehend the impact of the Protestant Reformation and the Catholic Counter Reformation on the nations of Europe.
15. The student will understand the economic, political, technological, and cultural factors leading to the Age of Exploration.
16. The student will recognize the impact of the Age of Exploration on Europe, Africa, and the Americas.
17. The student will recognize the influences of the Scientific Revolution and the Age of Enlightenment (1500 - 1800) on the sciences and social, political, and economic thought.
18. The student will be able to enumerate political, social, and economic problems which led to revolutions in Europe and the New World during the 17th, 18th, and 19th centuries.
19. The student will comprehend the development of modern nationalism and democracy which took place in Europe after the defeat of Napoleon.
20. The student will understand the nature, causes, and significance of the Industrial Revolution on the Western world.
21. The student will realize the importance of the imperialistic rivalries of the European nations in Asia, Africa, the Middle East, and Latin America.
22. The student will understand the causes and results of World War I.
23. The student will understand the events which led to the Communist revolution in Russia and its effects on other nations.
24. The student will be able to enumerate the social, political, and economic problems facing the world between World War I and World War II.
25. The student will know the factors which led to the rise of totalitarian governments.
26. The student will know the various totalitarian ideologies, i.e. fascism, nazism, and communism.
27. The student will be aware of genocide as it occurs in various totalitarian regimes in the world.

28. The student will know the causes and results of World War II.
29. The student will understand the events of the Cold War and their significance on the Communist and non-Communist world.
30. The student will understand the origins of the movement toward independence in Asia, Africa, and the Middle East, from 1945 to the present. (including political, economic, and social problems)
31. The student will be aware of the political, social, psychological, and economic effects of the "New Scientific Revolution".
32. The student will understand the global issues facing the world today and the proposals being offered by different nations to deal with these issues.
33. The student will be aware of diverse human values, conditions, and cultures on a global basis, and develop a humane interest and acceptance of these cultures.

OBJECTIVES:

A. Goal 1

1. The student will define and describe the work of archaeologists, anthropologists, geologists, and paleontologists.
2. The student will identify and give the dates of the major periods of World History, pre-historic and historic (ancient, medieval, modern).
3. The student will describe the process of development and contributions made by man as he progressed through the Paleolithic and Neolithic Ages to the Bronze Age.

B. Goal 2

4. The student will define the term "civilization" and list characteristics of a civilization.

C. Goal 3

5. The student will identify and locate on a map the four earliest civilizations.
6. The student will analyze the types of governments, societies, economies, and religions that developed within each of the river valley civilizations.
7. The student will list the major contributions made by the earliest civilizations to other cultures, specifically the beginnings of monotheism (Judaism), the Code of Hammurabi, and the beginnings of written language(s).

D. Goal 4

8. The student will identify the four major classical civilizations and locate each on a map.
9. The student will trace the origin and development of Classical Indian civilization (c. 500 B.C. - c. 589 A.D.).
10. The student will discuss the role that geographical factors and climate played in the development of the Indian civilization.
11. The student will identify the two major religions which developed in classical India, and explain their effects on the Indian culture.
12. The student will identify the contributions made by the classical Indian civilization to other cultures.
13. The student will list reasons for the decline of the classical Indian civilization.
14. The student will trace the development of the classical Chinese civilization which developed around the Hwang Ho River.
15. The student will discuss the role that geography played in the development of the Chinese civilization.
16. The student will identify three great Chinese teachers and the effect each had upon Chinese philosophy, religion, and family.
17. The student will discuss the contributions made by the classical Chinese civilization to other cultures.
18. The student will trace the origin and development of the classical Greek civilization, placing emphasis on the role geography played in its development.
19. The student will define the term "city-state" and identify the two most important city-states.
20. The student will identify factors which helped to unify Greece, as well as those which prevented unification among the city-states.
21. The student will compare and contrast the different types of government and culture which developed in the various Greek city-states, using Sparta and Athens as the main illustrations.
22. The student will define the term "Hellenistic Period".

23. The student will analyze the roles that Philip of Macedon and Alexander the Great played during the Hellenistic Period.
24. The student will identify major contributions from the Greek, Classical, and Hellenistic Periods to other cultures in the areas of philosophy, science, government, art and literature.
25. The student will trace the origin and development of the Roman Republic.
26. The student will chart on a map the expansion of Rome from 509 B.C. to 476 A.D.
27. The student will analyze the government and culture of the Roman Republic.
28. The student will identify factors which led to the decline of the Roman Republic and the subsequent establishment of the Roman Empire.
29. The student will identify major emperors of the Roman Empire and the role each played in its expansion and decline.
30. The student will identify major contributions that the Romans made to other cultures in the areas of art, science, language, literature, government, and religion.

- E. Goal 5
31. The student will discuss the origin of the basic tenets of Christianity.
 32. The student will analyze the roles that persecution and tolerance played in the development of Christianity.

- F. Goal 6
33. The student will define the term "Middle Ages" and distinguish between the early and late Middle Ages.
 34. The student will trace the origin and development of the early Middle Ages, placing emphasis on the reign of Charlemagne.
 35. The student will define the term "feudalism" and explain, in detail, the role it played in the economic, political, and social life of the Middle Ages.
 36. The student will discuss the role of the Catholic Church in the Middle Ages.
 37. The student will state the purposes and the results of the Crusades.
 38. The student will identify major cultural achievements of the Middle Ages in the areas of literature, science, philosophy, art, and education.
 39. The student will identify reasons for the decline of medieval society.

- G. Goal 7
40. The student will discuss the reasons behind the formation of the Byzantine Empire.
 41. The student will analyze the reasons why the Byzantine Empire (also known as the Eastern Empire) remained strong after the decline of the Roman Empire.
 42. The student will analyze the role of the Byzantine Empire in the preservation of Western Heritage and how it later affected the culture of other societies; specifically the Russian society.
 43. The student will discuss the events which led to the fall of the Byzantine Empire and the rise of the Ottoman Empire.

- H. Goal 8
44. The student will discuss the origin of and basic tenets of Islam.
 45. The student will chart on a map the expansion of Islam from 632 - 750 A.D.
 46. The student will describe the culture that developed within the Muslim Empire.
 47. The student will compare and contrast Islam and Christianity, including in the comparison their common heritage, Judaism.

- I. Goal 9
48. The student will identify and describe major early African kingdoms and their importance and contributions.

49. The student will discuss the role that Islam played in the development of West Africa.

50. The student will identify reasons for European interest in Africa in the 1400's and discuss its effects on the African communities.

J. Goal 10

51. The student will trace the origin and development of major Indian civilizations in the Americas between 3000 B.C. and 1600 A.D.

52. The student will compare and contrast the patterns of life, culture, and accomplishments of various Indian civilizations and list at least four contributions the Indians made to other cultures.

K. Goal 11

53. The student will examine the effects of Muslim rule of India on its religion, art, and everyday life.

54. The student will explain the rise and fall of the Mogul (Mughul; Mongol) Empire in India between 1526 and 1750.

55. The student will describe the political, economic, and social developments in China under the Tang and Sung Dynasties (600 - 1100 A.D.).

56. The student will examine the positive and negative effects that Mongol rule had upon China.

57. The student will compare and contrast the Ming and the Manchu Dynasties and the effects each had on the political, economic, and social life of China.

58. The student will locate the islands of Japan on a map and explain the role that geography has played in shaping Japanese culture and history.

59. The student will trace the origins and development of the Japanese people and the effect China had on the development of early Japanese culture.

60. The student will explain the structure of feudal society as it existed in Japan.

L. Goal 12

61. The student will identify the major reasons for the end of feudalism in Europe.

62. The student will list the various steps involved in England becoming a nation-state and compare it to the development of France as a nation-state.

63. The student will analyze the development of Portugal, Spain, and Russia as nation-states.

64. The student will explain the reasons for the failure of Germany and Italy to become nation-states until the 1800's.

M. Goal 13

65. The student will define the term "Renaissance" and explain why it began in Italy.

66. The student will define the term "humanism" and explain the role it played in the Renaissance.

67. The student will identify major Renaissance artists, writers, and political theorists and discuss their influence, both individual and combined, on various cultures.

N. Goal 14

68. The student will describe the events that led to the Protestant Reformation.

69. The student will identify the leading figures in the Protestant Reformation and the role each played in the establishment of various Protestant sects.

70. The student will identify the measures which the Catholic Church took to reform itself, (known as the Counter Reformation).

71. The student will explain the role that the conflict between Catholicism and Protestantism played in the history of Europe between 1550 and 1650.
72. The student will analyze the changes taking place in Russia during the late 1600's through 1792.
73. The student will analyze the events going on in Prussia in the 1700's and the role Prussia had in the War of Austrian Succession.
- O. Goal 15
74. The student will identify the major reasons for European exploration of the New World.
75. The student will discuss the major political and economic changes brought about in Europe as a result of the Age of Exploration.
- P. Goal 16
76. The student will describe how colonialism, which resulted from voyages of exploration, affected the peoples of the Non-European world, specifically the Indians of the Americas and Africans.
- Q. Goal 17
77. The student will define the term "Enlightenment" and identify not only the time period during which it occurred but the major thinkers and their ideas.
78. The student will analyze the influence that major Enlightenment thinkers had on the political, economic, and social development of various cultures.
- R. Goal 18
79. The student will describe the issues which led to civil war in England in 1642 and the events which occurred from the end of the war to the Glorious Revolution.
80. The student will define the term "revolution".
81. The student will identify the causes and results of the American Revolution.
82. The student will define the terms "radical", "moderate", and "conservative".
83. The student will analyze the social, political, and economic conditions in the Old Regime of France during the 18th century.
84. The student will describe the events which led to the rise of Napoleon Bonaparte.
85. The student will analyze the social, political, and economic impact of Napoleon on France and the rest of Europe.
86. The student will describe the events which led to the independence of Portugal and Spain's Latin American colonies.
87. The student will analyze the reasons for the political instability in Latin American countries.
- S. Goal 19
88. The student will discuss the political changes which occurred in Italy and Germany as a result of nationalism.
89. The student will discuss major democratic reforms sought by the liberals and nationalists in Europe after 1815, and how they led to various uprisings.
90. The student will cite reasons for political instability in Spain, Portugal, Italy, and Austria-Hungary during the late 1800's.
- T. Goal 20
91. The student will trace the origins and development of the Industrial Revolution in Great Britain.
92. The student will analyze the significance the Industrial Revolution had on the Western world.
93. The student will discuss alternatives offered to deal with the problems created by industrialization.

94. The student will identify achievements made in the areas of science, art, music, and literature during the 1800's.

U. Goal 21

95. The student will define the term "imperialism".
96. The student will locate on maps of Asia, Africa, and Latin America the areas which were colonized by major European powers in the 1800's.
97. The student will describe the events which led to British rule in India and discuss the positive and negative effects of it.
98. The student will discuss the reasons for European imperialism in China in the 1800's, and the Chinese reaction to this imperialism.
99. The student will discuss the causes and effects of European imperialism in Southeast Asia and the Pacific Islands.
100. The student will analyze the role that foreign powers played in Japan in the 1800's and its effect on Japan.
101. The student will explain why the continent of Africa came under foreign control and locate on a map of Africa the areas controlled by the seven European countries.
102. The student will discuss the results of imperialism on the African nations.
103. The student will discuss the major reasons for imperialism in Latin America and the role the United States played in Latin America.

V. Goal 22

104. The student will define the term "alliance".
105. The student will identify the problems which led European nations to form alliances before World War I.
106. The student will list the major causes of World War I.
107. The student will analyze the role of the United States in World War I.
108. The student will explain Wilson's Fourteen Points and the rationale upon which they were based.
109. The student will analyze the Treaty of Versailles, emphasizing the way in which it laid the groundwork for yet another world war.
110. The student will compare the map of Europe before World War I to that of Europe after World War I.

W. Goal 23

111. The student will define the term "communism".
112. The student will discuss factors leading to the development of Marxist thought.
113. The student will discuss the basic tenets of Marxism.
114. The student will analyze the events in Russia leading to the March 1917 revolution.
115. The student will analyze the changes Lenin made in Marxism when he established communist rule in Russia.
116. The student will analyze three actions taken by Stalin in Russia during his dictatorship.
117. The student will identify each of the post-Stalin leaders of the Soviet Union and list one key effect each had on communism.
118. The student will compare the governmental structure and processes of the Soviet Union to that of the United States as they presently exist.

X. Goal 24

119. The student will analyze the political, social, and economic conditions in Western Europe following World War I.
120. The student will discuss the problems facing the nations of Eastern Europe and Asia after World War I.
121. The student will analyze the impact of the United States depression on the nations of Europe.

- Y. Goal 25
122. The student will define the terms "totalitarianism", "fascism", and "nazism".
 123. The student will analyze the events that led to the rise of Mussolini, Hitler, and Franco.
- Z. Goal 26
124. The student will compare and contrast communism, fascism, and nazism.
- AB. Goal 27
125. The student will define the term "genocide".
 126. The student will discuss the steps taken by Hitler to annihilate the Jewish people and other groups.
- AC. Goal 28
127. The student will analyze the events leading to the outbreak of World War II.
 128. The student will analyze the role the United States played in World War II.
 129. The student will discuss the results of World War II, placing emphasis on the creation of the United Nations.
 130. Given a map of Europe at the end of World War II, the student will locate those nations which became part of the communist bloc and those nations which remained non-communist.
- AD. Goal 29
131. The student will define the term "Cold War".
 132. The student will analyze major events of the Cold War from 1947 to the early 1960's.
 133. The student will analyze the events which led to the fragmentation of the communist world and to the Era of Coexistence.
 134. The student will define the term "détente".
 135. The student will analyze the major events in the world during the era of détente.
- AE. Goal 30
136. The student will analyze the movement toward independence in India, China, and Japan after World War II.
 137. The student will analyze the struggle for independence in Southeast Asia after World War II.
 138. The student will define the term "Zionism".
 139. The student will describe the events which led to the Arab-Israeli conflict following World War II.
 140. The student will identify the major Middle East countries which gained independence after World War II and the role each plays in world affairs today.
 141. The student will identify and locate on a map the African nations which have gained independence since World War II.
 142. The student will identify the main political, economic, and social problems facing the new African nations.
 143. The student will identify the main political, economic, and social problems facing Latin America today and how they affect the United States.
- AF. Goal 31
144. The student will discuss the term "New Scientific Revolution" and identify the major advances made in science and technology.
 145. The student will discuss problems created by the scientific and technological achievements.

AG: Goal 32

- 146. The student will identify at least eight global issues with which the world is attempting to deal today.
- 147. The student will analyze the way in which communist, democratic, and third world nations are attempting to deal with these global issues.

AH: Goal 33

- 148. The student will identify ways in which nations have become dependent upon each other in today's "shrinking world".
- 149. The student will identify conditions in which the activities of two or more peoples affect one another and discuss the cultural pluralism which has existed worldwide since the earliest beginnings of civilization.
- 150. The student will hypothesize about the future trends and issues which will face the world as it moves toward the twenty-first century.

CONTENT OUTLINE:

1. Social Sciences
 - A. Anthropology
 - i. Archaeology
 - ii. Paleontology
 - B. Geology
2. Periods of History
 - A. Prehistoric
 - i. Definition
 - ii. Dates
 - B. Historic
 - i. Definition
 - ii. Three phases
 - a. Ancient History (4000 B.C. - 500 A.D.)
 - b. Medieval History (500 - 1500 A.D.)
 - c. Modern History (1500 - Present)
3. Development and Contributions of Man
 - A. Paleolithic Age (Old Stone Age)
 - i. Nomadic lifestyles in caves
 - ii. Discovery and use of fire
 - iii. Formation of small hunting bands
 - iv. Development of tools
 - v. Cave drawings, painting, and carvings
 - B. Neolithic Age (New Stone Age)
 - i. Organized community life developed
 - ii. Domestication of animals
 - iii. Discovery of farming
 - iv. Weaving and spinning
 - v. Invention of potter's wheel
 - vi. Settlements near lakes, rivers, and seas
 - C. The Bronze Age (Age of Metal)
 - i. Cooperation among men to control environment
 - ii. Early transportation
 - a. Sled
 - b. Sailboat
 - iii. Specialization within communities
 - a. Metalsmiths
 - b. Potters
 - c. Tradespeople
 - iv. Use of metals for tools and weapons
4. Civilization
 - A. Definition
 - B. Characteristics of a civilization
 - i. Cities
 - ii. Complex religions
 - iii. Government
 - iv. Social classes
 - v. Methods of recordkeeping
 - vi. Specialized occupations

5. Earliest Civilizations
 - A. Nile River Valley (Egypt)
 - B. Tigris and Euphrates River Valley (Iraq)
 - C. Indus River Valley (Pakistan and Western India)
 - D. Hwang Ho River Valley (China)
6. River Valley Civilizations
 - A. The Nile River Valley
 - i. Government
 - a. Absolute monarchy (Pharaoh)
 - b. Theocracy
 - ii. Society - three classes
 - a. Upper class - priests, court, landed nobility
 - b. Middle class - tradesmen, artisans, teachers
 - c. Lower class - slaves, free laborers.
 - iii. Economy
 - a. Farming - wheat and barley
 - b. Trading - timber, dye, perfume, ivory
 - iv. Religion
 - a. Belief in many gods (polytheism)
 - b. Belief in an afterlife
 - (1) Tombs (pyramids)
 - (2) Mummification
 - B. Tigris-Euphrates River Valley (Mesopotamia)
 - i. Government
 - a. City-states
 - b. Theocracy
 - ii. Societies
 - a. Sumerians (3000 - 2300 B.C.)
 - b. Babylonians (2300 - 1600 B.C.)
 - c. Hittites (2000 - 1200 B.C.)
 - d. Hebrews (1275 - 586 B.C.)
 - e. Phoenicians (1000 - 700 B.C.)
 - f. Assyrians (900 - 612 B.C.)
 - g. Chaldeans (612 - 539 B.C.)
 - h. Persians (500 - 331 B.C.)
 - iii. Economy
 - a. Farming
 - b. Trading
 - iv. Religion
 - a. Polytheistic
 - (1) Sumerians
 - (2) Babylonians
 - (3) Hittites
 - (4) Assyrians
 - (5) Phoenicians
 - (6) Chaldeans
 - (7) Persians
 - b. Zoroastrian - Persians
 - c. Monotheism - Hebrews
 - C. Indus River Valley (Harappa and Mohenjo-Daro)
 - i. Government
 - a. City-state
 - b. Rule by priest/king
 - ii. Society
 - a. Upper class - priests and nobility
 - b. Merchant class
 - c. Commoners

- iii. Economy
 - a. Farming - wheat, barley, melons, dates
 - b. Trading
- iv. Religion - Animism
 - a. Sacred animals
 - b. Sacred trees
- Hwang Ho River Valley
 - i. Government
 - a. Hsia dynasty
 - b. Shang dynasty
 - ii. Society
 - a. Upper class - king, nobles, priests
 - b. Peasants
 - c. Characteristics
 - (1) Extended family
 - (2) Ancestor worship
 - iii. Economy
 - a. Farming
 - b. Manufacturing - fine pottery, silk textiles
 - iv. Religion
 - a. Animism
 - b. Ancestor worship
- Distributions of Earliest Civilizations
 - Nile River Valley
 - i. Architecture - pyramids
 - ii. Sculpture - statues of men and animals
 - iii. Jewelry
 - iv. Hieroglyphics
 - v. Science
 - a. Embalming
 - b. Anesthetics
 - c. Papyrus
 - d. Geometry
 - e. Decimal system
 - f. Twelve-month solar calendar
 - Tigris-Euphrates River Valley
 - i. Sumerians
 - a. System of writing (Cuneiform)
 - b. Architectural achievement (Ziggurat)
 - c. Use of wheel (wheeled chariot)
 - ii. Babylonians
 - a. Code of Hammurabi
 - b. Lunar calendar based on twelve-month year, seven-day week, and twenty-four hour day
 - iii. Hittites
 - a. Use of iron for tools and weapons
 - b. Refined Hammurabi Code
 - iv. Hebrews
 - a. Monotheism - Judaism
 - b. Ten Commandments and Mosaic Law
 - v. Phoenicians
 - a. Red/purple dye
 - b. Alphabet
 - c. Skilled ship builders
 - vi. Assyrians
 - a. World's first library
 - b. Well organized political administration and empire
 - vii. Chaldeans
 - a. Hanging Gardens of Babylon
 - b. Development of astrology (Zodiac)

- viii. Persians
 - a. Religion (Zoroastrianism)
 - b. Persepolis
- C. Indus River Valley
 - i. Oven-baked bricks
 - ii. Painted pottery
- D. Hwang Ho River Valley
 - i. Silk
 - ii. Bronze casting
 - iii. Tea
- B. Four Major Classical Civilizations
 - A. Ancient India
 - B. Ancient China
 - C. Ancient Greece
 - D. Ancient Rome
- 9. Development of Indian Civilization
 - A. Aryans conquered the Indus people (c.1500 - 900 B.C.)
 - i. Vedic Age
 - ii. Development of caste system
 - a. Brahmins - priests
 - b. Kshatrujas - nobles and warriors
 - c. Vaisyas - merchants and workers
 - d. Shudras - serfs or servants
 - e. Pariahs - untouchables
 - iii. Sanskrit (written language)
 - a. Rig-Veda
 - b. Upanishads
 - iv. Establishment of Hinduism
 - B. Epic Age (900 - 500 B.C.)
 - i. Development of city-states (Rajah)
 - ii. Literature ("Bhagavad-Gita")
 - iii. Birth of Siddhartha Gautama (563 B.C.)
 - C. Invasion of India by Darius of Persia
 - D. Dynasty of Nine Nandas (413 - 322 B.C.)
 - i. Invasion of Alexander the Great
 - ii. Overthrow of Nanda rulers by Chandragupta
 - iii. Establishment of Mauryan dynasty (321 - 184 B.C.)
 - E. Greco-Bactrian Empire (c.183 - c.150 B.C.)
 - F. Kushan Empire (c.78 - c.227 A.D.)
 - G. Time of upheaval (c.227 A.D. - c.327 A.D.)
 - H. The Gupta Empire (c.320 A.D. - c. 535 A.D.)
 - i. Golden Age of India
 - ii. Peace and prosperity
 - I. Invasion by the Huns
 - i. Decline of Gupta Empire
 - ii. Centuries of war and disunity
 - iii. Decline of Indian culture
- 10. Geography of India
 - A. Subcontinent - isolated
 - i. Himalaya mountains
 - ii. Arabian Sea and Bay of Bengal
 - B. Two great river systems
 - i. Indus
 - ii. Ganges
 - C. Climate
 - i. Monsoons
 - ii. Heat,

11. Major Religions of India

- A. Hinduism
 - i. Caste system
 - ii. Reincarnation
 - iii. Karma
- B. Buddhism (Middle Way)
 - i. Four Noble Truths
 - ii. Reincarnation
 - iii. Nirvana
 - iv. Opposition to caste system

12. Contributions of Classical India

- A. Religions
 - i. Hinduism
 - ii. Buddhism
- B. Sanskrit
- C. Concept of Zero
- D. Decimal System 1-9
- E. Medicine
 - i. Surgery
 - ii. Sterilization

13. Decline of Classical India

- A. Invasion by the Huns
- B. Lack of unity among Indian states
- C. Lack of strong leaders and government
- D. Isolation

14. Development of Chinese Civilization

- A. Chou dynasty (1028 - 256 B.C.)
 - i. Feudal states
 - ii. Settlement of the Yangtze River Valley
 - iii. Era of warring states
- B. Ch'in dynasty (221 - 207 B.C.)
 - i. Harsh and absolute rule
 - ii. Centralization of government
 - iii. Uniform tax system
 - iv. Great Wall of China
- C. Han dynasty (200 B.C. - 220 A.D.)
 - i. Expansion
 - ii. Civil service system
 - iii. Decline of power of the landowners
 - iv. Pax Sinica
 - v. Introduction of Buddhism
- D. Period of Six Dynasties (220 - 589 A.D.)
 - i. Invasion of the Huns
 - ii. Stagnation of science, art, trade
- E. Sui dynasty
 - i. Drove out Huns
 - ii. Reunited China
 - iii. Grand Canal
 - a. Connected Yangtze River and Hwang Ho
 - b. Extended to link Northern and Southern China
- F. Tang dynasty (618 - 906 A.D.)
 - i. Golden Age
 - ii. Time of peace
 - iii. Emphasis on education and the arts
- G. Disunity and civil war (906 - 960 A.D.)

15. Geography of China

- A. Natural borders isolated China
- B. Natural barriers isolated different parts of China
 - i. Northern China
 - a. Dry
 - b. Main crop: wheat
 - ii. Southern China
 - a. Monsoons
 - b. Main crop: rice

16. Teachers

- A. Confucius
 - i. Correct behavior towards others
 - ii. Respect for elders and ancestors (filial piety)
 - iii. Teachings based on Confucianism
 - iv. Strong dislike for change
 - v. Good government
- B. Lao-Tse
 - i. Stress on nature and inner peace
 - ii. Emphasis on nature shaped science and technology
 - iii. Teachings - basis of Taoism
- C. Buddhism
 - i. Originated in India
 - ii. Provided consolation in times of crisis
 - iii. Offered an escape from hardships of life

17. Contributions of Classical China

- A. Printing
- B. Gunpowder
- C. Philosophy
- D. Silk
- E. Porcelain
- F. Paper
- G. Civil Service examinations

18. Origin and Development of Greek Civilization

- A. Island of Crete - Minoan Civilization (2000 B.C. - 1400 B.C.)
- B. Achean Civilization
 - i. Mycena
 - ii. Troy
- C. Dark Age - Invasion by the Dorians (1100 B.C. - 750 B.C.)
 - i. Destroyed Aegean and Cretan settlements
 - ii. Absorbed Aegean and Cretan culture
- D. Rise of city-states (Hellenic period)
- E. Persian Wars
- F. Peloponnesian Wars
- G. Hellenistic Period
- H. Conquest of Greece by Romans
 - i. Geography
 - a. Mediterranean
 - b. Islands close together
 - c. No river valleys
 - d. Scarcity of food
 - (1) Fishermen
 - (2) Traders
 - (3) Sailors
 - (4) Colonizers

19. City-State

- A. Definition

B. Leading city-states

- i. Sparta
- ii. Athens

20. Factors For and Against Unification

A. For

- i. Same language
- ii. Common religion
- iii. Common trading interest

B. Against

- i. Mountains divided country into isolated communities
- ii. Various city-states developed different types of governments
- iii. Greeks loved independence and individual freedom

21. Governments of City-States

A. Limited monarchy

B. Oligarchies

C. Totalitarianism - Sparta - Military dictatorship

- i. Political rights to landholding aristocrats only
- ii. Military training for males from age seven
- iii. Women trained in patriotic devotion
- iv. State discouraged new ideas and discussion
- v. Sparta was a "closed state"
- vi. Women considered equal to men.

D. Democracy - Athens

- i. Power laid in the assembly
- ii. Justice in the hands of large juries made up of citizens
- iii. Citizens were paid for public service
- iv. Liberal education was stressed
- v. Emphasis on the arts and literature
- vi. Women, foreigners, and slaves could not be citizens

22. Hellenistic Period

A. Definition

B. Time span

23. Major Figures During the Hellenistic Period

A. Philip of Macedon

- i. Conquest of Greek city states except Sparta
- ii. Combined city states into Hellenic League

B. Alexander the Great

- i. Goal - to create a united world empire
- ii. Policy of cultural fusion
- iii. Conquered much of Asia Minor, Syria, Egypt, Persia; up to Indus Valley

24. Contributions of Classical Greece

A. Literature

- i. Poetry
 - a. Homer
 - b. Sappho
- ii. Drama
 - a. Sophocles
 - b. Euripides
 - c. Aeschylus
 - d. Aristophanes
- iii. History
 - a. Herodotus
 - b. Thucydides
- iv. Mythology

B. Science

- i. Pythagoras
- ii. Hippocrates
- iii. Ptolemy
- iv. Euclid
- v. Archimedes

C. Philosophy

- i. Sophists
 - a. Socrates
 - b. Aristotle
 - c. Plato
- ii. Epicureanism
- iii. Stoicism

D. Government - basis of Western democracy

E. Art

- i. Architecture
 - a. Parthenon
 - b. Doric, Ionic, Corinthian
- ii. Sculpture
 - a. Myron - Discus Thrower
 - b. Phidias - Athena and Zeus

25. Origin and Development of the Roman Republic

A. Beginnings of Roman History

i. Latins

ii. Etruscans

B. Establishment of the Roman Republic

C. Expansion of the Roman Republic

i. Unification of Italy

ii. Punic Wars

iii. Conquest of the Mediterranean world

a. Macedonia

b. Syria

c. Egypt

d. Greece

26. Map of the Expansion of Rome

27. Roman Republic

A. Government

i. Senate

ii. Assembly

iii. Council

B. Culture

i. Two-class society

a. Patricians

b. Plebians

ii. Extended family - basic social unit

iii. Education - emphasized history

iv. Women were citizens

v. Religion - polytheistic

28. Decline of the Roman Republic

A. Problems caused by rapid expansion

B. Power struggle among various social groups

C. Period of civil war

D. First Triumvirate

i. Defeat of Pompey and Crassus

ii. Caesar becomes military dictator

E. Second Triumvirate.

29. Major Emperors of the Roman Empire

- A. Augustus
 - i. Pax Romana began
 - ii. Stimulation of trade; encouragement of culture
- B. The Julian emperors
- C. Control of emperors by the army
- D. The last emperors
 - i. Nerva
 - ii. Trajan
 - iii. Hadrian
 - iv. Antoninus Pius
 - v. Marcus Aurelius - end of Pax Romana
- E. Diocletian and Constantine
- F. Decline of the Empire
 - i. Weak and corrupt rulers
 - ii. Heavy taxation
 - iii. Weak army
 - iv. Decline of morals
 - v. Impossible conditions for the peasant class
 - vi. Barbarian invasions

30. Contributions of the Romans

- A. Preservation of Greek culture
- B. Science
 - i. Engineering (bridges, roads, aqueducts)
 - ii. Military science
- C. Literature
 - i. Cicero
 - ii. Virgil
 - iii. Horace
 - iv. Ovid
- D. Roman Law - Government
 - i. Justinian Code
 - ii. International law
- E. The Latin language
- F. Christianity

31. Christianity

- A. Origins
 - i. Weakening of the Roman Empire
 - ii. Jesus as successful teacher
 - iii. Religion made popular by teaching of Paul
- B. Basic tenets
 - i. All people equal in the sight of God
 - ii. Belief in the idea that a better life would come after death
 - iii. Jesus as Messiah who would lead Jews to freedom from Roman rule

32. Elements in Development of Christianity

- A. Persecution
 - i. Refusal to worship Roman emperor
 - ii. Refusal to join Roman army
 - iii. Used as scapegoat when political and economic conditions were bad
- B. Tolerance
 - i. Martyrdom bred respect
 - ii. Constantine - Edict of Milan

33. Middle Ages

- A. Early Middle Ages (500 - 1000 A.D.)
- B. Middle Ages, including the Feudal period (1000 - 1500 A.D.)

34. Early Middle Ages

- A. Invasion of Rome by German tribes
- B. Invasion of France and Spain by German tribe, the Franks
- C. Muslim defeat of Franks
- D. Frankish defeat of Muslims
- E. Charlemagne crowned and Western Roman Empire reunited
- F. Roman Empire divided after Charlemagne's death into England, Germany, Italy

35. Feudalism

- A. Social and political structure
 - i. King
 - ii. Lords
 - iii. Knights
 - iv. Serfs
 - v. Freemen
- B. Economic structure
 - i. Agricultural base
 - ii. Manor - center of social and economic life
 - iii. Guild system

36. Medieval Church

- A. Unifying force throughout Europe politically, economically, socially
- B. Importance of salvation

37. Crusades

- A. Purpose of the four major crusades
- B. Results

38. Cultural Achievements

- A. Literature
 - i. Epics of the period
 - a. King Arthur
 - b. Song of Roland
 - c. Nibelungenlied
 - ii. Ballads, including Robin Hood
 - iii. Fables
 - iv. Drama
 - a. Mystery plays
 - b. Miracle plays
 - c. Morality plays
 - v. Chaucer
- B. Science
 - i. Alchemy
 - ii. Earth-centered universe
 - iii. Advances in technology
 - a. Windmill
 - b. Clocks
 - c. Lenses for glasses
 - d. Glass for windows and mirrors
 - e. Printing press (Gutenberg)
- C. Philosophy
 - i. Scholasticism
 - ii. Thomas Aquinas
- D. Church architecture
- E. Education
 - i. Popular languages replaced Latin
 - ii. Education in the hands of the Church
 - iii. Origin of the university system

39. Decline of Medieval Society
- A. Black death, following weakening of foundations of Medieval society
 - B. Babylonian Captivity and Great Schism undermine Church
 - C. Strengthening of English and French governments

40. Formation of the Byzantine Empire
- A. Roman Empire too unwieldy to rule
 - B. Divided into Eastern and Western empires

41. Strengths of the Byzantine Empire (Eastern)
- A. Centralized government
 - B. Skillful diplomacy
 - C. Military strength and sophistication
 - D. Economic strength came from diversity: agriculture, manufacturing, trade

42. Byzantine Heritage
- A. Blended Roman, Christian, Greek and Middle Eastern influences
 - B. Preserved Roman law which formed the basis of many modern European legal systems
 - C. Preserved classical learning
 - D. Split from Roman Catholic Church; created Eastern Orthodox Church that was transmitted to the Slavs
 - E. Greek Monks Cyril and Methodius created the Cyrillic alphabet

43. Fall of Byzantine Empire
- A. Its wealth brought many jealousies and battles
 - B. Muslim overthrow of Constantinople

44. Islam
- A. Mohammed - founder
 - B. Koran - holy book
 - C. Four obligations:
 - i. Prayer five specific times of the day (recitation of Muslim Creed)
 - ii. Alms to the poor
 - iii. Pilgrimage to Mecca
 - iv. Fasting during Ramadan

45. Map of Expansion of Islam

46. Muslim Empire
- A. Government and economy
 - i. Caliphs
 - ii. Caliphates united by trade and commerce
 - B. Culture
 - i. Learning
 - a. Koran focus of scholarship
 - b. Translation of ancient Greek philosophy and science
 - ii. Sciences
 - a. Perfected techniques of diagnosing and treating diseases
 - b. Advanced algebra and trigonometry
 - c. Advanced chemistry and astronomy
 - iii. Art
 - a. Architecture
 - b. Carpets, tiles, fabrics
 - iv. Literature
 - a. Rubaiyat
 - b. A Thousand and One Nights

47. Comparison of the Three Major Religions
- A. Similarities
 - i. All monotheistic
 - ii. All believe in a judgement day
 - iii. All believe Abraham, Moses, and Jesus were great prophets
 - B. Differences
 - i. Jews and Moslems do not believe Jesus is son of God
 - ii. Christians and Moslems actively seek converts; Jews do not
 - iii. Jews and Moslems do not allow human images to be made; Christians have both statuary and icons

48. African Kingdoms
- A. Western
 - i. Ghana
 - ii. Mali
 - iii. Songhai
 - B. Eastern
 - i. Kush
 - ii. Aksum
 - C. Southern - Zimbabwe
 - D. Trade - caravans versus the sea
 - E. Language - beginning of Swahili
 - F. Art and music

49. Role of Islam in Africa
- A. More appealing than Christianity
 - B. Differed in each country as assimilated

50. European Interest in Africa - Trade
- A. Gold - Salt
 - B. Ivory
 - C. Iron

51. Major Indian Civilizations in the Americas
- A. North American
 - i. Eskimo - Alaska (Inuits)
 - ii. Pueblo - Southwest
 - iii. Iroquois or Five Nations - East Coast
 - B. South American
 - i. Mayans - Guatemala to Mexico
 - ii. Aztecs - overthrew Mayans in Mexico
 - iii. Incas - Peru

52. Life, Culture, Accomplishments of Indians
- A. Eskimos
 - i. Hunted and fished
 - ii. Tools of bone and ivory
 - iii. Homes of ice, wood, sod, or stone
 - iv. No central government
 - v. Religion emphasized working with nature
 - B. Pueblos (including Hopi and Zuni)
 - i. Farmers
 - ii. Developed complex system of irrigation
 - iii. Highrise homes of adobe
 - iv. Government included elected officials and council of elders
 - v. Religion taught people to live in harmony with nature
 - vi. Fought only if survival at stake
 - C. Mayans
 - i. Farmers and traders

- ii. Lived in city-states
- iii. Homes of wooden thatch
- iv. Theocratic government
- v. Polytheistic religion - built huge stone pyramids
- vi. Culture
 - a. Jewelry and statuary
 - b. Astronomy and mathematics
 - c. Ritual ball games

- Aztecs**
- i. Farmers, traders, conquerors
 - ii. Adobe houses
 - iii. Government
 - a. Emperor - supreme power
 - b. Officials appointed to administer justice and regulate trade
 - c. Conquered peoples paid tributes
 - iv. Religion
 - a. Polytheistic
 - b. Large number of priests and ceremonies
 - c. Human sacrifice
 - d. Calendar like religious text
 - e. War as important as religion

- Incas**
- i. Farmers, weavers
 - ii. Absorbed conquered peoples
 - a. Highly organized government
 - (1) Absolute Emperor
 - (2) Government control of all aspects of life
 - b. Complex communications
 - c. Sophisticated mode of transportation
 - d. No system of writing
 - (1) Culture memorized
 - (2) Statistical information kept on knotted cords
 - iii. Polytheistic Religion
 - a. Priests interpreted will of gods
 - b. Human sacrifices on special occasions only

- Effects of Muslim Rule in India**
- Great tensions between the two religions
- i. Antithetical beliefs
 - ii. Conversion of Hindus
 - iii. Non-believer tax
- Use of the dome and the arch
- Irrigation systems introduced

- Mughal Empire (1526 - 1750)**
- Reign of Akbar
- i. Tried to unify country
 - ii. Allowed policy of religious toleration
- Successors reverted back to intolerance
- Civil war among Moslem princes

- Tang and Sung Dynasties**
- Political and economic aspects
- i. Efficient civil service system
 - ii. Confucian, but generally tolerated Buddhism
 - iii. China unified under Sung
- Social aspects
- i. Eighth century - Printing invented
 - ii. c. 1050 - Used movable type

- iii. Invented and used gunpowder and explosive rockets
- iv. Developed magnetic compass
- v. Perfected manufacturing of porcelain and unusual glazes
- vi. Literature, especially poetry, important
- vii. Landscape painting reached its highpoint
- viii. Footbinding introduced at court

- 56. The Mongols in China**
- A. Positive aspects - contact with foreigners
- i. Built great highways
 - ii. Increased trade
 - iii. Spread knowledge of Chinese inventions westward
- B. Negative aspects
- i. Mongol attacks killed more than five million people
 - ii. After Kublai's death China was weak
 - a. Famine
 - b. Inflation

- 57. Ming and Manchu Dynasties**
- A. Ming
- i. Revival of civil service system
 - ii. Confucian scholars' influence regained
 - iii. Isolation from the West
 - iv. Tightly regulated travel and trade
 - a. Canton
 - b. Macao
- B. Manchu (from Manchuria)
- i. Conflict between Manchu and Chinese customs and languages
 - ii. Opium War - pressure from the West
 - iii. Taiping Rebellion - peasant uprising
 - iv. Imperialism: Russia, Japan, Germany, France, Britain - spheres of influence
 - v. Boxer Rebellion

- 58. Japan**
- A. Geography
- i. Four large islands; 3000+ small ones
 - ii. Isolation discouraged invasion
 - iii. Close enough to mainland to borrow ideas from other civilizations
- B. Map

- 59. Development of Japanese Culture**
- A. Strong reverence for emperor
- B. Strong reverence for nature
- C. Religions
- i. Shintoism
 - ii. Buddhism
- D. Influences from Chinese (transmitted by Koreans)
- i. Adapted written language
 - ii. Adapted efficient government and codes of law
 - iii. Road engineering
 - iv. Weights and measures
 - v. Clothing and furniture design
 - vi. Calendar
 - vii. Temple architecture

- 60. Japanese Feudal System**
- A. Emperor
- B. Samurai class

- i. Shogun (actual ruler)
 - ii. Daimyo (great landowners)
 - iii. Vassals and samurai soldiers (held land granted by daimyo or shogun)
 - iv. Ronin (samurai without lords)
- C. Peasants and artisans
 - D. Merchants

61. Decline of Feudalism

- A. Rapid growth of towns
- B. Increase in trade and commerce
- C. Extension of power of kings

62. Development of England and France

- A. England - a nation-state
 - i. Early steps toward unity
 - a. William the Conqueror
 - (1) Forced allegiance of nobles
 - (2) Set up strong central government
 - b. Henry II
 - (1) Started jury system
 - (2) Improved court system/English common law
 - (3) Royal courts increased king's power
 - c. King John - the Magna Carta
 - d. King Edward I
 - (1) Development of Parliament
 - (2) Redress of grievances
 - ii. Wars promote unity
 - a. The Hundred Years' War
 - b. The War of the Roses
 - iii. Tudor reign
- B. France - a nation-state
 - i. Capetian kings developed a strong monarchy
 - ii. The Hundred Years' War
 - a. Joan of Arc
 - b. Rise of nationalism
 - iii. Bourbon reign

63. Nation-States

- A. Spain
 - i. Expulsion of the Moors
 - ii. Rule of Ferdinand and Isabella
 - iii. Acquisition of New World empire
- B. Portugal
 - i. Expulsion of the Moors
 - ii. Reign of Alfonso I
- C. Russia
 - i. Ivan III - overthrew Mongols
 - ii. Ivan IV - expanded Russia's borders

64. Failure of Germany and Italy to become nation-states

- A. Setting up of Holy Roman Empire
- B. Ambition of German emperors
- C. Constant wars between Germany and Italy

65. Renaissance

- A. Definition
- B. Origins in Northern Italy (14th Century)
 - i. Wealth supported arts and learning
 - ii. Greek and Byzantine scholars came to Italy
 - iii. Political conditions promoted individualism

66. Humanism

- A. Definition
- B. Characteristics
 - i. Critical spirit toward the Church
 - ii. Enthusiasm for life
 - iii. Interest in Latin and Greek classics
- C. Francesco Petrarch
- D. Giovanni Boccaccio

67. Renaissance Figures

- A. Writers and their influence
 - i. Dante Alighieri
 - ii. Desiderius Erasmus
 - iii. William Shakespeare
 - iv. Miguel Cervantes
 - v. François Rabelais
 - vi. Michel Montaigne
- B. Artists and their influence
 - i. Michelangelo Buonarroti
 - ii. Raphael (Raffaello Santi)
 - iii. Leonardo da Vinci
 - iv. Rembrandt van Rijn
 - v. El Greco (Domenico Montecopulo)
- C. Political theorists and their influence
 - i. Niccolò Machiavelli
 - ii. Sir Thomas More

68. Protestant Reformation

- A. Religious causes
 - i. Corruption and immorality
 - ii. Inquisition
 - iii. Popes involved in politics
- B. Political causes
 - i. Monarchs jealous of wealth and power of the Church
 - ii. Monarchs resented Church interference
- C. Economic causes
 - i. Middle class opposed heavy Church taxes
 - ii. Merchant class against Church policy of interest
 - iii. Kings envious of Church's large land holdings
- D. Intellectual causes
 - i. Renaissance
 - ii. Commercial revolution

69. Figures of the Protestant Reformation

- A. Martin Luther
 - i. Sale of indulgences
 - ii. Ninety-five theses
 - iii. Rise of Lutheranism
- B. John Calvin
 - i. Predestination
 - ii. Righteous life
 - iii. Spread of Calvinism
 - a. Presbyterian Church in Scotland
 - b. Puritans in England
 - c. Huguenots in France
- C. Henry VIII - the Anglican Church

70. Counter Reformation

- A. Definition
- B. Council of Trent
- C. Jesuits

71. Conflict Between Catholicism and Protestantism
- Religious wars
 - Kings became absolute
 - Middle class became influential
 - Christianity split into Catholic and Protestant branches

72. Russia Under the Romanovs
- End of the Time of Troubles
 - Peter the Great
 - Westernization
 - Expansionism
 - Strengthening of absolutism
 - Catherine the Great
 - Expansionism
 - Territory on the Black Sea
 - Partition of Poland
 - Increased serfdom

73. Prussia Under Hohenzollern
- Frederick William I
 - Built army
 - Encouraged migration to Prussia
 - Frederick the Great
 - Invasion of Silesia
 - War of the Austrian Succession
 - Seven Years' War

74. European Exploration of the New World
- Reasons
 - Nations involved

75. Changes As a Result of Exploration
- Economic changes
 - Rise of capitalism
 - Joint-stock company
 - Mercantilism
 - Growth of banking
 - Changes in trade
 - Political changes
 - Establishment of overseas empires
 - Rivalry led to wars
 - Decline of the power of feudal lords and guilds

76. Effects of Colonialization
- Indians
 - Destruction of Indian civilization
 - Christianization of Indians
 - Enslavement of Indians
 - Intermarriage
 - Africans
 - Slave trade
 - Plantation system
 - Intermarriage

77. Age of Enlightenment - Age of Reason
- Definition
 - Time period
 - Major thinkers
 - Scientists
 - Nicholas Copernicus

- Johannes Kepler
 - Galileo Galilei
 - Sir Isaac Newton
 - Andreas Vesalius
 - William Harvey
 - Joseph Priestley
- ii. Philosophers
- Thomas Hobbes
 - Sir Francis Bacon
 - John Locke
 - Baron de Montesquieu
 - Jean Jacques Rousseau
 - Voltaire (François Marie Arouet)
 - René Descartes
- iii. Writers
- Alexander Pope
 - Jonathan Swift
 - Jean Racine
 - Molière (Jean Baptiste Poquelin)
- iv. Composers
- Johann Sebastian Bach
 - George Frederick Handel
 - Wolfgang Amadeus Mozart

78. Influence of Enlightenment Thinkers
- English Revolution
 - American Revolution
 - United States Constitution
 - French Revolution

79. England from 1603 to 1688
- Issues leading to Civil War
 - James I
 - Economic difficulties
 - Religious difficulties
 - Political difficulties
 - Charles I
 - Divine right
 - Parliament
 - Scottish rebellion
 - Civil War (1642-49)
 - Cavaliers vs. Roundheads
 - Execution of Charles I
 - Commonwealth under Cromwell
 - Ended parliament
 - Established military dictatorship
 - Restoration
 - Charles II
 - Limited monarchy
 - Glorious Revolution
 - James II
 - William III and Mary
 - Reforms
 - English Bill of Rights
 - Toleration Act
 - Succession Act - Act of Settlement

80. Definition of "Revolution"

81. American Revolution

A. Causes

- i. Distance
- ii. Mercantilism
- iii. New colonial policy
- iv. Interpretation of English laws

B. Results

- i. United States of America
- ii. Creation of a republican form of government
- iii. Model for other revolutions

82. Definition of Terms

A. "Radical"

B. "Moderate"

C. "Conservative"

83. Eighteenth Century France

A. Causes of the French Revolution

- i. Absolutism in government
- ii. Inequality among classes
- iii. Unequal and heavy taxation
- iv. Conflict between the Estates-General and the king
- v. Bankruptcy

B. French Revolution

C. End of the Old Regime

- i. Constitutional monarchy
- ii. War with Austria and Prussia
- iii. "Second" revolution

D. France becomes a republic

- i. Beheading of Louis XVI
- ii. Reign of Terror

84. Rise of Napoleon

A. Execution of Robespierre

B. Setting up of a new constitution

C. Government under the Directory

- i. Corruption
- ii. Weaknesses and inefficiency
- iii. Bankruptcy

D. Overthrow of the Directory by Napoleon

85. Napoleon in Triumph and Defeat

A. Domestic policy

- i. Absolute dictator
- ii. Napoleonic Code
- iii. National Bank of France
- iv. Government run schools
- v. Concordat of 1801

B. Foreign policy

- i. Napoleonic Wars
 - a. Extended empire to Russia
 - b. Continental system
- ii. Napoleon becomes 'master of Europe'

C. Downfall of Napoleon

D. Legacy of the revolution and Napoleon

- i. France
 - a. End of feudalism
 - b. Written constitution limiting king's authority
 - c. Ideals of liberty, equality, and fraternity
- ii. Europe
 - a. Army spread revolutionary principles

b. Altered European political boundaries

c. Napoleonic Code

d. Contributed to growing spirit of nationalism

e. Great Britain became the strongest and richest nation in Europe

86. Independence in Latin America

A. Spain's defeat by Napoleon

B. Emergence of revolutionary leaders

i. Jose De San Martin

ii. Simon Bolívar

C. The Monroe Doctrine

87. Political Instability in Latin America

A. Poverty

B. Illiteracy

C. Class distinctions

D. Unstable governments

i. Lack of political training of leaders

ii. Corrupt dictatorships

88. Unification of Germany and Italy

A. Germany

i. German Confederation formed in 1815

ii. Prussia becomes leading state

iii. Setting up of Zollverein

iv. Uprisings in 1848

v. Bismark becomes Prime Minister of Prussia

vi. The Danish War

vii. The Seven Weeks War

viii. North German Confederation was established

ix. Southern German states joined Prussia in Franco-Prussian War

x. All German state united to form the German Empire

B. Italy

i. The Carbonari and other secret societies led unsuccessful revolts

ii. Resurrection - Mazzini

iii. 1848 Mazzini set up republics in Venice and Rome

iv. Sardinia granted a constitution

v. Cavour becomes premier of Sardinia

vi. Sardinia defeated Austria

vii. Garibaldi takes Sicily and Naples

viii. Kingdom of Italy proclaimed

ix. Italy gains Venetia from Austria

x. Rome becomes capital of united Italy

89. Effects of Nationalism After 1815 (Metternich Era)

A. Congress of Vienna

i. Restoration of monarchies

ii. Territorial redistribution

iii. Disregard for nationalism

B. Concert of Europe

C. Subsequent revolutions

i. Greece

ii. France

iii. Belgium

iv. Spain

v. Portugal

vi. Italy

vii. Austria

viii. Germany

90. Instability in Southern and Eastern Europe

- A. Agriculturally based economies
- B. Poverty, illiteracy, and disease
- C. Wealth in the hands of few
- D. Unstable, corrupt governments
- E. Desire for self determination

91. Industrial Revolution in Great Britain

A. Definition

B. Causes

- i. Discovery of new lands
- ii. Belief in science and scientific method helped stimulate invention
- iii. Home production too slow to meet expanding demands
- iv. Because of the Commercial Revolution, merchants needed to invest their surplus capital
- v. Increase in production of raw materials such as cotton, wool, coal, iron

C. England - home of the Industrial Revolution

- i. Rich in raw materials
- ii. Wealthy men in England with capital to invest
- iii. Location cut off England from continental wars
- iv. Growing labor supply
- v. Government encouraged science and the application of new methods to industry

D. Development

- i. Began in textile industry
 - a. Spinning Jenny
 - b. Water frame
 - c. Power loom
 - d. Cotton Gin
- ii. Spread to other industries
 - a. Iron, steel, coal
 - b. Power sources
 - (1) Steam engine
 - (2) Water wheel
 - c. Transportation
 - (1) Steamboat
 - (2) Steam locomotive
 - d. Communication
 - (1) Telephone
 - (2) Telegraph
- iii. Rise of the factory system
- iv. Application of science to industry
- v. Rise of capitalism

92. Significance of the Industrial Revolution

A. Economic

- i. Machine the key factor in production
- ii. Factory center of production
- iii. Increase production by worker resulted in increase in wages leading to higher standard of living
- iv. Jobs became more simple and monotonous
- v. Workers became more dependent on employers, and less secure
- vi. Modern capitalism replaced the domestic system of production
- vii. Working conditions were bad
- viii. Labor unions were organized
- ix. Labor unions and capitalists engaged in economic warfare
- x. International trade was greatly increased

B. Social

- i. A higher standard of living eventually resulted
- ii. Rapid growth of cities
- iii. Urban centers had serious social problems
- iv. Women and children entered industry
- v. Increased leisure time

C. Political

- i. Wealthy industrialist class replaced the aristocracy
- ii. Mercantilism was replaced by laissez-faire capitalism
- iii. Women were given the right to vote
- iv. Industrialized nations became the leaders of the modern world
- v. Industrial problems in capitalist countries led people to support new types of political and economic systems
- vi. In order to obtain markets and raw materials, capitalist nations became imperialistic

93. Alternatives for the Problems of Industrialization

A. Growth of labor unions

B. Labor legislation

C. The socialist movement

i. Utopia socialism

a. Robert Owen

b. Charles Fourier

ii. Scientific socialism - Karl Marx

iii. Formation of socialistic political parties

D. Expansion of democracy

i. Universal male suffrage

ii. Women's right to vote

iii. Public education

iv. Mass-circulation newspapers

v. Movement toward welfare state

E. Major philosophers

94. Major Achievements During the 1800's

A. Science

i. Louis Pasteur

ii. Robert Koch

iii. Eli Metchnikoff

iv. Walter Reed

v. Joseph Lister

vi. Marie Curie

vii. Charles Darwin

viii. Gregor Mendel

ix. Sigmund Freud

B. Art

i. Romanticism in painting

a. Eugene Delacroix

b. Francisco Goya

c. John Constable

d. Jean Corot

ii. Impressionism in painting

a. Edouard Manet

b. Claude Monet

c. Pierre Renoir

d. Paul Cézanne

e. Paul Gauguin

iii. Architecture - Skyscraper

C. Music

i. Ludwig van Beethoven

ii. Franz Schubert

- iii. Felix Mendelssohn
- iv. Frederic Chopin
- v. Richard Wagner
- vi. Giuseppe Verdi
- vii. Peter Illich Tchaikovsky

Literature

- i. Romantic period (c. 1800 - 1840)
 - a. William Wordsworth
 - b. Lord Byron
 - c. Victor Hugo
 - d. Alexander Dumas
 - e. Heinrich Heine
 - f. Alexander Pushkin
 - g. James Fenimore Cooper
 - h. Edgar Allen Poe
- ii. Age of Realism (c. 1840 - 1900)
 - a. Charles Dickens
 - b. Thomas Hardy
 - c. Rudyard Kipling
 - d. Honoré De Balzac
 - e. Gustave Flaubert
 - f. Feodor Dostoyevsky
 - g. Leo Tolstoy
 - h. Mark Twain (Samuel Clemens)
 - i. Walt Whitman

Definition of "Imperialism"

of Asia, Africa, Latin America

British Rule in India

Establishment of British rule

- i. Defeat of the French at Plassy in 1757 by Robert Clive.
- ii. Rule of the British East India Company
- iii. Sepoy rebellion
- iv. India part of the British Empire

Positive effects

- i. Unified India
- ii. Improved agricultural methods
- iii. Schools, roads, hospitals

Negative effects

- i. Indian handicraft industry disappeared
- ii. Shortages of food
- iii. Discrimination
- iv. Exploitation

Imperialism in China in 1800's

Reasons

- i. Excellent potential market
- ii. Undeveloped resources
- iii. Profitable trade
- iv. Weak and corrupt government

Spheres of influence

- i. Great Britain
- ii. France
- iii. Russia
- iv. Japan
- v. Germany

C. Chinese reaction

- i. Boxer rebellion
- ii. Revolution of 1912

99. Imperialism in Southeast Asia

A. Nations Involved

- i. Great Britain
- ii. France
- iii. Russia
- iv. Netherlands
- v. United States

B. Reasons

- i. Spices - tea, coffee, sugar
- ii. Mineral resources
- iii. Stopover ports to the Far East

100. Japan in the 1800's

A. The opening of Japan to trade

- i. Commodore Perry
- ii. Trade agreements with the United States
- iii. Trading agreements with other Western nations

B. Effects of foreign influence

- i. Modernization of Japan
 - a. End of feudalism
 - b. Political changes
 - c. Economic changes
- ii. Rise of Japanese imperialism
 - a. Reasons
 - (1) Need for raw materials and markets
 - (2) Overpopulation
 - (3) Nationalism
 - b. Conquests
 - (1) Sino-Japanese War
 - (2) Russo-Japanese War

101. Imperialism in Africa

A. Reasons

- i. Need for raw materials and markets
- ii. Investing surplus capital
- iii. Outlets for population
- iv. Nationalism
- v. Rivalry among European nations for empires
- vi. Christianizing the population
- vii. The "White man's burden"
- viii. Need for labor

B. Map of Africa

- i. Belgian possessions
- ii. British possessions
- iii. French possessions
- iv. German possessions
- v. Italian possessions
- vi. Portuguese possessions
- vii. Spanish possessions

102. Impact of Imperialism in Africa

A. Positive effects

- i. Did away with slavery and tribal warfare
- ii. Increased literacy
- iii. Built cities and industry
- iv. New farming methods

- v. Improved medical care and sanitation
vi. Served as basis for nationalism
- B. Negative effects
i. Destruction of traditional culture
ii. Forced labor
iii. Exploitation of natural resources
iv. Political, social, and economic discrimination
103. Imperialism in Latin America
A. Reasons
i. Important natural resources
ii. Governments were unstable
B. United States' role
i. Monroe Doctrine
ii. Spanish American War
iii. Roosevelt Corollary
iv. Panama Canal
104. Definition of the Term "Alliance"
105. Reasons for European Alliances
A. To maintain balance of power
B. For protection in case of war
106. Major causes of World War I
A. Nationalism
B. Imperialism
C. Militarism
D. Alliances
E. International anarchy
107. Role of the United States in World War I
A. Supplied food, munitions and military power
B. Sent expeditionary force
C. Helped crack German resistance during Allied counter offensive in 1918
108. Wilson's Fourteen Points
A. Rationale - "peace without victory"
B. Major proposals
109. Treaty of Versailles
A. Major powers involved
B. Major provisions
C. Effects of treaty
i. Violations of nationalism
ii. Inflation
iii. War debts and reparations
iv. Rise of dictatorships
110. Maps of Europe
A. Before World War I
B. After World War I
111. Definition of "Communism"
112. Factors Leading to the Development of Marxist Thought
A. Problems created by industrialization
B. Laissez-Faire capitalism
113. Tenets of Marxism
A. Class struggle
B. Dialectical materialism
C. Surplus theory of value
D. Economic interpretation of history
E. Dictatorship of the proletariat
F. Withering away of the state
114. Events Leading to the March 17 Revolution
A. Autocratic rule of the Csars
B. Class distinction
C. Censorship and religious persecution
D. Coming of the Industrial Revolution
E. Russo-Japanese War
F. Revolution of 1905
G. World War I
H. Abdication of the Czar
115. Lenin's Communism
A. Nationalization of the means of production and distribution
B. Abolition of capitalism
C. Establishment of atheism
D. Communist party control of the government and the economy
E. Abolition of class distinctions
F. New economic policy
116. Stalin
A. Industrialization (Five Year Plans)
B. Establishment of totalitarian state
C. Support of the Comintern
D. Role in World War II
117. Post Stalin Leaders
A. Nikita Krushchev
i. Destalinization
ii. Peaceful coexistence
iii. Satellite rebellions
B. Leonid Brezhnev
i. Brezhnev Doctrine
ii. Detente
iii. Rise of dissidents
iv. SALT
C. Yuri Andropov
118. U.S.S.R. Compared to U.S.A.
A. Political systems
i. Political parties
ii. Governmental processes
B. Comparison of life styles
i. Family life
ii. Education
iii. Religion
iv. Social services
v. The arts
vi. Human rights
119. Western Europe After World War I
A. Great Britain
i. Economic problems
a. Decline in trade

- b. Loss of foreign markets
- c. Unemployment and labor unrest
- d. War debt
- ii. Political changes in the Empire
 - a. British colonies demanded self government
 - b. Establishment of the British Commonwealth of Nations

B. France

- i. Economic problems
 - a. Inflation
 - b. Unstable currency
 - c. War debt
 - d. Problems of reconstruction
- ii. Political unrest
 - a. Extremist groups
 - (1) Monarchists and Fascists
 - (2) Communists
 - b. Coalition government in mid 1930's

C. Germany

- i. Establishment of Weimar Republic
 - a. Constitution included democratic features
 - b. President was given emergency powers
 - c. Coalition government - due to many political parties
- ii. Economic problems
 - a. War debts
 - b. Inflation

120. Eastern Europe and Asia After World War I

A. Problems of newly established nations

- i. Many nationalities
- ii. People poorly educated
- iii. Low standard of living
- iv. Agrarian economy
- v. High tariffs
- vi. No experience in self government

B. Problems led to political instability

- i. Czechoslovakia maintained democracy
- ii. Other Eastern European countries accepted dictatorship

C. Asia

- i. Revolution in Turkey
 - a. Kemal Atatürk becomes dictator
 - b. Began move toward Westernization
- ii. Unrest in the Middle East
 - a. Nations become mandates
 - b. The Balfour Declaration
 - c. Reza Shah comes to power in Persia
- iii. Turmoil in China
 - a. The Nationalists (Kuomintang) against the Communists
 - b. Japan expands into China
- iv. India
 - a. Rise of nationalism
 - b. Gandhi - Civil disobedience

121. Impact of United States' Depression on Europe

- A. Raising of tariffs
- B. Cutting off of American loans
- C. Lack of financial cooperation
- D. Unrest and violence
 - i. Greater political instability
 - ii. Destruction of post war republican government in Germany

122. Definitions

- A. Totalitarianism
- B. Fascism
- C. Nazism

123. Rise of Dictators

A. Mussolini

- i. Conditions which made fascism possible
 - a. Economic chaos
 - b. Weakness of parliamentary government
 - c. Nationalism
 - d. Revolutionary agitation
 - (1) Workers seized factories
 - (2) Peasants rioted and seized land
- ii. Mussolini's rise to power
 - a. Followers organized into semi-military groups
 - b. Fascists seized control of towns and cities throughout Italy
 - c. March on Rome
 - d. Mussolini named prime minister

B. Hitler

- i. Conditions which made nazism possible
 - a. Weakness of Weimar Republic
 - b. Economic problems
 - c. Nationalism
- ii. Hitler's rise to power
 - a. Establishment of National Socialist Party
 - b. Nazi Party becomes largest single party in Germany
 - c. Hitler appointed Chancellor
 - d. Hitler takes control of Germany - The Third Reich

C. Franco

- i. Conditions which led to the rise of Franco
 - a. Instability under constitutional monarchy
 - (1) Violent strikes
 - (2) Political assassinations
 - (3) Radical parties
 - b. Revolution of 1923
 - (1) Military dictatorship of General Rivera
 - (2) King Alfonso XIII - the figurehead
 - c. Abdication of the king - Spain a republic
 - d. Spanish Civil War
 - (1) Nationalists led by Franco
 - (2) Loyalists
 - (3) Role of other nations
- ii. Franco sets up fascist government

124. Comparison of Ism's

A. Similarities

- i. Dictatorships maintained by force
- ii. State is supreme

B. Differences

- i. Communism - socialist economy
- Fascism - capitalist economy
- Nazism - capitalist economy
- ii. Fascism and Nazism - nationalistic
- Communism seeks international revolution
- iii. Communism - classless society
- Fascism and Nazism - preserve existing classes
- iv. Communism - extreme Left
- Fascism and Nazism - extreme Right
- v. Nazism - Racism

125. Definition of "Genocide"
126. Campaign Against the Jews and Other Groups
- A. Jews
 - i. Expulsions of Jews from government jobs
 - ii. Jews forbidden to practice law or medicine
 - iii. Nuremberg laws of 1935
 - iv. Concentration camps
 - v. Mass executions
 - B. Other groups
 - i. Gypsies
 - ii. Slavs
 - iii. Physically and mentally disabled
 - iv. Political prisoners
127. Events Leading to World War II
- A. Japanese invasion of Manchuria
 - B. Rearming of Italy
 - C. Italian invasion of Ethiopia
 - D. German occupation of the Rhineland
 - E. Rome-Berlin Axis
 - F. German occupation of Austria
 - G. German occupation of Sudetenland
 - H. German occupation of Czechoslovakia
 - I. German occupation of Poland
128. United States' Role in World War II
- A. Neutrality
 - B. Aid to allies
 - C. Japanese attack on Pearl Harbor
 - D. European theatre of operations
 - E. Pacific theatre of operations
 - F. China-Burma theatre of operations
129. Results of World War II
- A. Treatment of defeated nations
 - B. Nationalism
 - C. Establishment of the United Nations
 - D. Problems of reconstruction
 - E. Independence of former colonies in Asia and Africa
 - F. United States and U.S.S.R. emerge as super powers
 - G. The atomic age
 - H. The cold war
130. Map of Europe after World War II
131. Definition of the Term "Cold War"
132. Major Events of the Cold War
- A. Soviet expansion after World War II
 - B. Containment and the Truman Doctrine
 - C. Marshall Plan
 - D. Military Alliances (NATO, SEATO, and the Warsaw Pact)
 - E. Berlin Airlift
 - F. Communist victory in China
 - G. Korean War
 - H. Berlin Wall
 - I. Cuban Missile Crisis
133. Events Leading to the Era of Coexistence
- A. Yugoslavia pursues independent course
 - B. Uprisings in Eastern Europe
 - C. Adjustment of U.S.S.R. economic policy toward satellites
 - D. Threat and fear of nuclear war
 - E. Rivalry between Communist China and U.S.S.R.
134. Definition of "Detente"
135. Major Events During the Era of Detente
- A. SALT conferences
 - B. Proportional reduction of troops from Europe
 - C. Trade and cultural agreements
 - D. Human rights
136. Independence Movements in Asia After World War II
- A. India
 - i. Indian Independence Act of 1947
 - ii. Establishment of parliamentary government under Nehru
 - iii. Development of industry and modernizing agriculture
 - iv. Major problems
 - a. Hunger and poverty
 - b. Political instability
 - v. India's position in world affairs
 - B. China
 - i. Withdrawal of Japanese armies from China
 - ii. Civil war
 - iii. Creation of People's Republic of China under Mao-Tse-Tung in 1949
 - iv. "The Great Leap Forward"
 - v. The Cultural Revolution
 - vi. China receives United Nations membership
 - vii. Reestablishment and normalization of relations between United States and China
 - viii. China after Mao
 - C. Japan
 - i. Military occupation by United States
 - ii. Peace treaty of 1951
 - iii. Japan admitted to the United Nations
 - iv. Japan becomes leading industrial power
 - v. Japan's position in world affairs
137. Struggle for Independence in Southeast Asia
- A. Thailand regains independence
 - B. Philippines granted independence by United States
 - C. Burma and Malaysia granted independence by Great Britain
 - D. Indonesia
 - i. Fight for independence from the Netherlands
 - ii. Independence under Sukarno
 - iii. Indonesia after Sukarno
 - E. Indo-China
 - i. Japanese withdrawal
 - ii. French fight to regain control
 - iii. Geneva agreement of 1954
 - iv. War in Vietnam
 - a. American involvement
 - b. Aftermath of war
 - v. Establishment of Communist rule in Cambodia (Kampuchea)
 - vi. Communist rule in Laos

138. Definition of "Zionism"

139. Arab-Israeli Conflict Since World War II

- A. British withdrawal from Palestine
- B. United Nations Partition Plan
- C. State of Israel created in 1948
- D. War breaks out - 1948
 - i. United Nations cease-fire - 1949
 - ii. Israel annexation of Arab territory in Palestine
 - iii. Arabs deny Israel access to Suez Canal and the Gulf of Aqaba
 - iv. Palestinians expelled from Israeli territory
 - v. United Nations sets up refugee camps
- E. War breaks out - 1956
 - i. Nasser takes control of Suez Canal
 - ii. Britain, France, and Israel attack Egypt
 - iii. United Nations intervenes
- F. Six Day War - 1967
 - i. Military buildup by Arabs and Israelis
 - ii. Israel strikes first
 - iii. United Nations arranges cease fire
 - iv. Israel gains Golan Heights, the Sinai Peninsula, and the West Bank
- G. War breaks out - 1973
 - i. Egypt and Syria attack Israel
 - ii. United Nations arranges cease-fire
 - iii. Israel retains territory
- H. Arab oil embargo - 1973
- I. Sadat-Begin peace talks begin - 1978
 - i. Peace treaty signed with Egypt - 1979
 - ii. Unresolved issues
 - a. Palestinian refugees
 - b. Return of the West Bank

140. Other Major Middle East Countries

- A. Lebanon gains independence - 1945
 - i. Population - Christian and Muslim
 - ii. PLO supported by Muslims - use Lebanon as base of operations
 - iii. Civil war - 1975
 - iv. Israel occupies Lebanon
 - v. International peace keeping force in Lebanon
 - a. United States
 - b. France
 - c. Italy
- B. Syria gains independence - 1945
 - i. Its power rests with oil pipeline
 - ii. Supports the PLO
 - iii. Backed by U.S.S.R.
 - iv. Syrian troops occupy Lebanon
 - v. Syria conflicts with PLO leader Arafat
- C. Iraq gains independence - 1933
 - i. Large oil reserves
 - ii. Kurds versus Muslims
 - iii. War with Iran (Persia) over Shatt el-Arab waterway
- D. Iran (Persia)
 - i. Oil-based economy
 - ii. Dictatorship of the Shah backed by United States
 - a. Advocated Westernization and modernization
 - b. Used power ruthlessly
 - iii. Overthrow of Shah by Ayatollah Khomeini

- a. Declares Iran Islamic republic
- b. Bans Western reforms
- c. Is strongly anti-American
 - (1) American hostages seized in Teheran embassy
 - (2) Breaks ties with United States
- d. Attempts extermination of religious sect - Bahai

E. Saudi Arabia

- i. Largest oil reserve in the Middle East
- ii. Strong Islamic tradition
- iii. Oil money used to import Western technology
- iv. Saudi Arabia's role in OPEC

F. Jordan

- i. Pro-Western government
- ii. Accepted Palestinian refugees
- iii. Concern over the West Bank

G. Egypt gains independence - 1936

- i. Strongest Arab country after World War II
- ii. Leader of United Arab Republic
- iii. Sadat's peace negotiations with Israel
- iv. Egypt since Sadat

141. Map of Africa Since World War II

142. Africa After World War II - Growth of Nationalism

A. Political problems

- i. Poorly prepared for self-rule
- ii. Instability
- iii. Ethnic rivalries
- iv. Attempted unity - Organization of African Unity

B. Economic problems

- i. Agrarian economy
- ii. Cash crop
- iii. Need for financial and technical assistance

C. Social Problems

- i. Hunger and starvation
- ii. Poverty
- iii. High mortality rate
- iv. High illiteracy
- v. Rapid population growth
- vi. Urbanization
- vii. Communist-Marxist role in Africa

143. Latin America Since 1945

A. Political problems

- i. Deep division between the Right and the Left
- ii. Power of military since wars of independence
- iii. Instability
- iv. Attempts at unity - Organization of American States
- v. Political repression

B. Economic problems

- i. Deep division between the rich and the poor
- ii. Overpopulation
- iii. One-crop economy
- iv. Need of capital
- v. Uneven distribution of land
- vi. Uneven economic growth
- vii. Limited success of Latin American Free Trade Area (LAFTA)

C. Social problems

- i. Illiteracy
- ii. Poverty
- iii. Unsanitary conditions - disease

D. United States' Role in Latin America - Opposition to Spread of Communism

- i. Fidel Castro - Cuba - 1959
 - a. Initial support by United States - later withdrawn
 - b. Castro turns to U.S.S.R.
 - c. Castro's call for other revolutions creates tension
 - d. Bay of Pigs invasion - 1961
 - e. Cuban Missile Crisis - 1962
 - f. Mariel refugee influx to the United States - 1980
- ii. Alliance for Progress
 - a. Attempt to improve relations
 - b. Economic and social aid
- iii. Panama Canal Zone
 - a. Issue - Self determination
 - b. Treaty negotiated - 1978
- iv. Chile
 - a. Allende elected - 1970
 - b. Nationalization of foreign business
 - c. 1973 revolt aided by United States
 - d. Junta seizes control
- v. Current United States involvement
 - a. Nicaragua
 - b. El Salvador
 - c. Honduras

148. Interdependence Among Nations

- A. Economic
- B. Political
- C. Technological

149. Cultural Pluralism

- A. Commonality among peoples
- B. Stratification of societies
- C. Ethnocentrism
- D. Pluralism - cultural enrichment

150. Future Trends

- A. Role of multinational corporations
- B. Computerization
- C. Service economy
- D. Leisure time
- E. Stress

"New Scientific Revolution"

- A. Definition
- B. Major advances
 - i. Space exploration
 - ii. Computer Revolution
 - iii. Medical technology and research
 - iv. Hydroponic agriculture
 - v. Energy research
 - vi. Mass communication
 - vii. Performing and fine arts

Problems Created by New Technology

- A. Gap between rich and poor nations widens
- B. Rising expectations among Third World nations
- C. Growth of Cities
 - i. Pollution
 - ii. Mass transportation
 - iii. Crime rates
- D. Ramification of automation
- E. Problems of waste disposal

Today's Global Issues

- A. Armaments - nuclear proliferation
- B. Terrorism
- C. Population
- D. Food
- E. Energy
- F. Human Rights
- G. Interdependence
- H. Shrinking world resources

Meeting the Challenge

- A. Communist perceptions and priorities
- B. Democratic perceptions and priorities
- C. Third World perceptions and priorities

WORLD HISTORY ---- 9th GRADE

AUDIO VISUAL (Chronological order)

<u>TIME</u>	<u>TITLE</u>	<u>DADE COUNTY #</u>
21 min.	Paleolithic Society	1-15629
16 min.	The Ancient Egyptian	1-15309
11 min.	Ancient Mesopotamia	1-05148
14 min.	Ancient Palestine	1-13781
14 min.	The Ancient Orient	1-12599
26 min.	Greeks In Search Of Meaning	1-31320
30 min.	Athens: The Golden Age	1-31197
16 min.	Mythology of Greece And Rome	1-11063
29 min.	Man And The State - Trial of Socrates	1-30030
11 min.	The Ancient Rome	1-05152
22 min.	Julius Caesar- Rule Of Roman Empire	1-31014
15 min.	Rome: Violence Just For Fun	1-11189
19 min.	Rise And Decline of The Roman Empire	1-15281
27 min.	Romans: Life, Laughter, and Law	1-31163
29 min.	The Spirit of Rome	1-31209
16 min.	The Medieval World	1-15217
26 min.	Medieval Mind	1-31929
26 min.	Medieval Knights	1-12536
26 min.	Charlemagne	1-32004
28 min.	The Medieval Crusades	1-31019
16 min.	Crusades (1095-1291)	1-14806
14 min.	Crusaders - Saints and Sinners	1-31847
31 min.	Medieval England - The Peasant's Revolt	1-30987
27 min.	The Ancient Africans	1-32082
19 min.	Indian Cultures - 2000 B.C. to 1500 A.D.	1-15132
19 min.	Indian Experience - After 1500 A.D.	1-15133
18 min.	Indian Origins	1-15134
31 min.	The Indians	1-32135
19 min.	The American Indian; Before the White Man	1-10282
22 min.	The American Indian: After the White Man	1-30977
16 min.	Indians in the Americas	1-11551
27 min.	Metis, The (Indians in Canada)	1-32434
28 min.	Last of the Incas	1-32389
27 min.	Last of the Mayas	1-32370
16 min.	China: The Old and the New	1-13103
17 min.	Japan: An Introduction	1-12465
26 min.	Japan	1-30932
27 min.	Japan - Its Customs and Traditions	1-31711
16 min.	Magna Carta- Pt. 1, Rise of English Monarchy	1-14486
16 min.	Magna Carta- Pt. 2, Revolt of Nobles	1-13761
32 min.	Queen Isabel and Her Spain	1-32458
26 min.	Renaissance, The - Its Beginnings in Italy	1-31023
13 min.	Renaissance, The - (2nd Ed.)	1-14994
28 min.	Galileo - Challenge of Reason	1-31844
14 min.	Leonardo Da Vinci	1-31487
14 min.	Italian Renaissance - Its Mind and Soul	1-14804
16 min.	Michelangelo and His Art	1-12499
28 min.	Man and State - Machiavelli on Political Power	1-30262
24 min.	Reformation	1-32259
12 min.	Age of Discovery	1-04554
17 min.	Age of Exploratin	1-14812
19 min.	European Expansion	1-31960
30 min.	Matter of Conscience - Henry VIII and Thomas More	1-30188
33 min.	Puritan Revolution	1-32019
26 min.	Elizabeth - Queen Who Shaped An Age	1-31384
17 min.	French Revolution	1-12580
28 min.	The French Revolution (Bastille)	1-12401
28 min.	The French Revolution (Terror)	1-31183
28 min.	Napoleon - Dictator	1-31936
28 min.	Napoleon - End of a Dictator	1-31937

20 min.	Man and the Industrial Revolution	1-31952
25 min.	Marxism	1-31346
27 min.	Romanticism - The Revolt of the Spirit	1-31182
30 min.	Bismark: Germany, From Blood and Iron	1-32093
14 min.	Imperialism and European Expansion	1-12557
24 min.	End of the Old Order: 1900-1918	1-32401
14 min.	WW I: Background	1-12562
14 min.	WW I: War Years	1-12561
27 min.	Aftermath of WW I	1-31826
26 min.	Versailles: The Lost Peace	1-30409
26 min.	Ordeal of Woodrow Wilson	1-31177
27 min.	Lenin and Trotsky	1-31465
26 min.	Stalin	1-31303
24 min.	Stalin: Man and Image	1-32406
24 min.	Stalin: The Power of Fear	1-32398
26 min.	Spanish Civil	1-31020
26 min.	Italian - Ethiopian War: Africa in World Affairs	1-30999
26 min.	Benito Mussolini	1-31573
26 min.	FDR and Hitler: Their Rise to Power	1-30731
52 min.	Hitler	1-31571
55 min.	Twisted Cross	1-31051
25 min.	Road to World War II	1-13291
16 min.	World War II '39 - '41	1-13777
28 min.	Second World War - Allied Victory	1-31031
23 min.	Legacy: Children of the Holocaust Survivors	1-32537
18 min.	Cold War	1-10575
24 min.	Tito: Power of Resistance	1-32498
24 min.	De Gaulle: Republican Monarch	1-32495
24 min.	Mahatma Gandhi: Soul Force	1-32404
13 min.	Israel	1-15306
28 min.	Building a Dream (Israel)	1-32362
24 min.	Adenauer: Germany Reborn	1-32493
20 min.	Mr. Kennedy and Mr. Krushchev	1-15551
24 min.	Krushchev: The Bear's Embrace	1-32500
26 min.	First SALT Talks	1-30411
19 min.	Sentinels of Silence (Mexico)	1-15458
15 min.	South America: The Widening Gap	1-15272
16 min.	Central America: A Human Geography (2nd Ed.)	1-15117
18 min.	Brazil: South America's Giant	1-15378
49 min.	Cuba: The Castro Generation (pts. 1 & 2)	1-40161
26 min.	Spain: Land and Legend	1-32463
20 min.	Spain	1-15222
24 min.	Elizabeth II: Winds of Change	1-32407
27 min.	Southern Africa	1-32379
14 min.	Poland, A New Nightmare - Screen News Digest Vol. 24, Iss. 6	1-15475
30 min.	People of the Cities (Russians)	1-32313
30 min.	People of the Country (Russians)	1-32312
29 min.	Afghanistan: Threads of Life	1-32525
14 min.	Land of the Peacock Throne	1-15192
22 min.	Iran	1-32433
27 min.	The Middle East	1-32377
16 min.	Egypt	1-15309
22 min.	China Today: A New Look At the World's Oldest Culture	1-15422
52 min.	China: A Class By Itself, Pt. 1 & 2	1-50046
28 min.	It Is Always So In The World (China)	1-32309
28 min.	Mind, Body, and Spirit (China)	1-32308
28 min.	Something For Everyone	1-32307
28 min.	Son of The Ocean (China)	1-32306
24 min.	Japan: An Interdependent Nation	1-32396
14 min.	Genius of Japan - Screen News Digest, Vol 25, Iss. 4	1-15590

GENERAL

23 min.	Workshop For Peace	-----	1-32390
25 min.	Scandinavia: Unique Northern Societies	-----	1-32392
26 min.	Recognition of Russia: Climate of Mutual Mistrust	-----	1-30871
26 min.	The Phony War	-----	1-31021
21 min.	New Zealand	-----	1-15626
17 min.	Netherlands: People Against the Sea	-----	1-15295
16 min.	Stonehenge	-----	1-15611
27 min.	The Great Powers	-----	1-32568

VIDEOTAPE

28 min. In Their Words ----- Available at Southeast Florida
Holocaust Center

APPROVED TEXTUAL MATERIALS

BELOW AVERAGE READERS:

Globe. Exploring World History, 1983.
Laidlaw. Understanding the World, 1979.

AVERAGE READERS:

Merrill. The Human Heritage: A World History, 1981.
Scott, Foresman. History and Life: The World and Its People, 1980.

ABOVE AVERAGE READERS:

Allyn and Bacon. The Pageant of World History, 1977.
Houghton Mifflin. Unfinished Journey: A World History, 1980.

HONORS:

Allyn and Bacon. A Global History, 1979.
Holt, Rinehart and Winston. People and Our World, 1977.
Prentice Hall. World History: Patterns of Civilization, 1983.
Social Issues Resources. What Citizens Need to Know About World Affairs, 1983.

CURRENT EVENTS RESOURCE

World Eagle
64 Washburn Avenue
Wellesley, Massachusetts 02181

Aug. '83

		Goals 1 and 2		
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SEPTEMBER 1983

5 Labor Day	6 Goal 3	7	8 Teacher Planning Day	9 Goal 3
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12	13	14	15	16
Goal 3				

19	20	21	22	23
Goal 4				

26	27	28	29	30
Goal 4				

3	4	5	6	7
Goal 4				

OCTOBER 1983

10	11	12	13	14 Teacher Planning Day
Goal 4				

17	18	19	20	21
Goal 5		Goal 6		

24	25	26	27	28
Goal 6			Goal 7	

NOV. '83

31	1	2	3	Teacher Planning Day
Goal 7				

NOVEMBER 1983
 DECEMBER 1983
 JANUARY 1984

		Goal 8		Veterans Day
14	15	Goal 9	17	18 Goal 10
21	22	Goal 10	24	25 Thanksgiving Break
28	29		30	1 2 Goal 11
5	6	Goal 12	8	9
12	13	Goal 13	15	16
*** WINTER RECESS ***				
2 Last day of winter recess	3	Goal 14	5	6
9 Goal	10 15	Goal	12 16	13 Goal 17
16 Martin L. King's Birthday	17 Goal 17	18	19	20 Review for mid-year exams
23	24	25 Last day of semester	First day of semester	27 Teacher Work Day

JANUARY 1984

FEBRUARY 1984

MARCH 1984

Semester begins

Teacher Work Day

30

31

1

2

3

Goal 18

6

7

8

9

10

Goal 18

13

14

15

16

17

Goal 19

20

21

22

23

24

All Presidents Day

Goal 20

27

28

29

1

2

Goal 21

5

6

7

8

9

Goal 21

12

13

14

15

16

Goal 22

19

20

21

22

23

Goal 23

26

27

28

29

30

Goal 23

53

***** Spring Recess *****

APRIL 1984

MAY 1984

JUNE 1984

9	10	11	12	13
	Goal 24		Goal 25	
16	17	18	19	20
Goal 25	Goal 26	Goal 27		Teacher Planning Day
23	24	25	26	27
		Goal 28		
30	1	2	3	4
		Goal 29		
7	8	9	10	11
		Goal 30		
14	15	16	17	18
		Goal 30		
21	22	23	24	25
Goal 31			Goal 32	
28	29	30	31	1
Memorial Day	Goal 32	Goal 33		
4	5	6	7	8
	Review and finals			
11	12	13	14	15
			Teacher Work Day	Teacher Work Day