

Global History Review

Part 1



9TH

Name: _____

Period: _____

Test Date: _____

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

Short Answer test prep:

1. What are historical circumstances?

2. What are geographic circumstances?

3. What is an author's point of view?

4. What is the audience for a document?

5. What is a primary source?

6. What is a secondary source?

7. What makes a source reliable?

8. What makes a source unreliable?

TOPIC: HISTORICAL THINKING

I. _____

A) The people who study the world in which humans live are known as social scientists.

Below is a description of various social scientists and what it is that they study:

1) _____ - Study written records of past events.

2) _____ - Study the Earth's surface and its impact on humans.

Geographers often examine _____ (physical land features),
_____ (weather), _____ (movement), and the
way in which humans adapt to (learn to live in) different environments.

Geographers will often examine two types of maps:

a) _____ - Show countries, their borders, and capital cities.

b) _____ - Show topography (land features such as
mountains, rivers, deserts, lakes, etc.).

3) _____ - Study how societies use available resources. They
often ask and try to answer the following 3 questions about civilizations: What
goods and services are produced? How are goods and services produced? How are
goods and services distributed?

4) _____ - Study past and present human cultures.

Archaeologists are a type of _____. They examine the
_____ of past human societies through analysis of physical
remains (artifacts).

II. Historical Sources

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

1) _____ - A _____ record of a historical event
created by an eyewitness who actually experienced the event

(Examples- _____, _____,
_____).

2) _____ - A _____ hand record of a historical event created by a person who did NOT actually experience the event (Examples- _____, _____, _____).

TOPIC: BEGINNING OF CIVILIZATION

I. _____ (8000-3000 BC)

A) Also called the “_____.”

B) Key developments of this period:

1) Humans first discovered how to perform _____ (farm) and domesticate (raise) animals for food and drink.

2) Humans switched from being _____ (people who wander from place to place _____ for food) to being _____ who lived in _____.

3) Farming created a steady food supply (called a food surplus).

4) The permanent villages created during the Neolithic Age eventually turned into _____ (SEE NEXT TOPIC BELOW).

5) The development of farming during this period was so important for humans that it is often called the “_____.”

MULTIPLE CHOICE: BEGINNING OF CIVILIZATION

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

“...The daily tasks of the women are to milk the cattle in the morning and evening, and to fetch water as required. By using their donkeys it is possible for them to bring back enough water to last two or three days. When the settlement moves, on average about once every five weeks, each woman is responsible for moving her hut and rebuilding it. All the necessary movables, including hides, wooden containers and important struts in the framework of the hut, can normally be carried by two donkeys. Older women rely on their daughters, their younger co-wives, and their sons’ wives for help in all these tasks....”

Source: Paul Spencer, *The Samburu*, University of California Press, 1965 from the NYS Global History and Geography Regents Exam

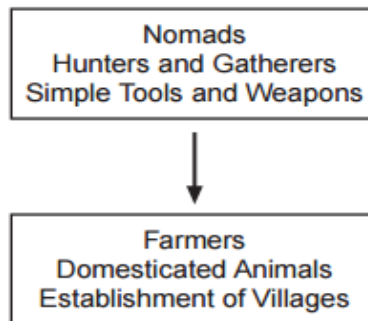
1 Based on this passage, the Samburu people would be classified as

- (1) commercial farmers
- (2) urban dwellers
- (3) nomads
- (4) serfs

2 Identify the audience for *The Samburu* by Paul Spencer

- (1) The Samburu, a modern-day tribe in Kenya
- (2) Researchers interested in comparing the lives of the Samburu with how Paleolithic people lived
- (3) Researchers who want to learn about city life in modern-day Africa
- (4) Neolithic farmers

Base your answer to question 3 and 4 on the diagram below and on your knowledge of social studies.



3 What is the best title for this diagram?

- (1) Elements of Belief Systems
- (2) Characteristics of Classical Civilizations
- (3) Benefits of the Counter Reformation
- (4) Changes during the Neolithic Revolution

4 Which of the following was an effect of the turning point identified in this diagram?

- (1) Paleolithic gatherers gained more power
- (2) Establishment of the first civilizations
- (3) Food supplies became insecure
- (4) Livestock became wild

DOCUMENT: BEGINNING OF CIVILIZATION

From Food Gathering To Food Producing

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

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

5 Explain the historical significance of Document 1

6 Explain two effects related to Document 1

TOPIC: ANCIENT CIVILIZATIONS

I. Civilization

A) A _____ is a complex and highly organized society that includes a _____, _____, _____, _____, _____, _____.

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

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

1) The _____ of rivers deposited silt on nearby lands that created _____ for _____.

2) People _____ (watered) their crops with water from the nearby rivers.

3) Rivers provided a source of _____.

D) Early river valley civilizations developed around the following rivers: The _____ in Egypt, the _____ and _____ in the Middle East, the _____ in India, and the _____ and _____ in China.

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

A) Egypt

1) Location: _____

2) Major River: _____

3) Characteristics and achievements:

a) Developed _____ - Writing using picture symbols.

b) Constructed _____ - Massive structures used to bury Egyptian Pharaohs (kings).

B) Mesopotamia (Sumer)

1) Location: _____

2) Major Rivers: _____ and _____

3) Characteristics and achievements:

a) Developed _____ - Writing system using wedge-shaped symbols.

b) _____ - Oldest written set of laws in the world that is known for its strict (harsh) punishments of crimes (i.e.- “an eye for an eye”).

C) Harappan Civilization

1) Location: _____

2) Major River: _____

3) Achievements: The urban (city) areas of _____ civilization were organized and well-planned.

4) NOTE: Early societies in India (and areas of Southeast Asia) were very affected by _____ - Winds that brought rain needed to farm (but too much rain caused dangerous flooding).

D) China

1) Major Rivers- _____ (Huang He) River and _____

2) Early Chinese societies were very isolated from other civilizations because China is surrounded by _____ (i.e.- mountains and deserts).

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

1) They existed in _____ regions.

2) They were all _____ - People believed in many gods associated with nature (i.e.- Sun God, Rain God, Wind God, etc).

3) They often had traditional economic systems with the following characteristics:

a) _____ - Trade without using money.

b) _____ - Farming in which the crops are used only to feed the farmer and his family. Food is not usually sold for a profit.

c) People have the same _____ (job) as their parents (usually related to _____ / _____).

MULTIPLE CHOICE: ANCIENT CIVILIZATIONS

Base your answer to questions 7 and 8 the on the illustration below and on your knowledge of social studies.



Source: Barry K. Beyer et al., *The World Around Us: Eastern Hemisphere*, MacMillan Publishing (adapted) from the NYS Global History and Geography Regents Exam.

7 Based on the information in this illustration, which statement about the society of ancient Egypt is accurate?

- (1) The women had equal status to the men.
- (2) The social structure was hierarchical.
- (3) Social mobility was unrestricted.
- (4) Soldiers outnumbered farmers.

8 The most appropriate use for this illustration would be to

- (1) Understand the daily lives of slaves in Ancient Egypt
- (2) Accurately count the number of people in each profession in Ancient Egypt
- (3) Recreate Ancient Egyptian architectural styles
- (4) Understand the social class system in Ancient Egypt

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

The first successful efforts to control the flow of water were made in Mesopotamia and Egypt, where the remains of the prehistoric irrigation works still exist. In ancient Egypt, the construction of canals was a major endeavor of the pharaohs and their servants, beginning in Scorpio's time. One of the first duties of provincial governors was the digging and repair of canals, which were used to flood large tracts of land while the Nile was flowing high. The land was checkerboarded with small basins, defined by a system of dikes. Problems regarding the uncertainty of the flow of the Nile were recognized. During very high flows, the dikes were washed away and villages flooded, drowning thousands. During low flows, the land did not receive water, and no crops could grow. In many places where fields were too high to receive water from the canals, water was drawn from the canals or the Nile directly by a swape or a shaduf. These consisted of a bucket on the end of a cord that hung from the long end of a pivoted boom, counterweighted at the short end. The building of canals continued in Egypt throughout the centuries....

Source: Larry W. Mays, "Irrigation Systems, Ancient," Water Encyclopedia online (adapted) from NYS Global History and Geography Regents, January, 2014.

9 Why did Ancient Egyptians build canals, systems of dikes, and tools like swapes and shadufs?

- (1) Egyptians believed that the god of the Nile needed to be contained within the river's banks.
- (2) Egyptian farmers needed to flood their fields because they believed their crops grew best under water.
- (3) The Pharaohs wanted water diverted to their royal baths.
- (4) The Nile River's water levels were difficult to predict and the water was needed to grow food.

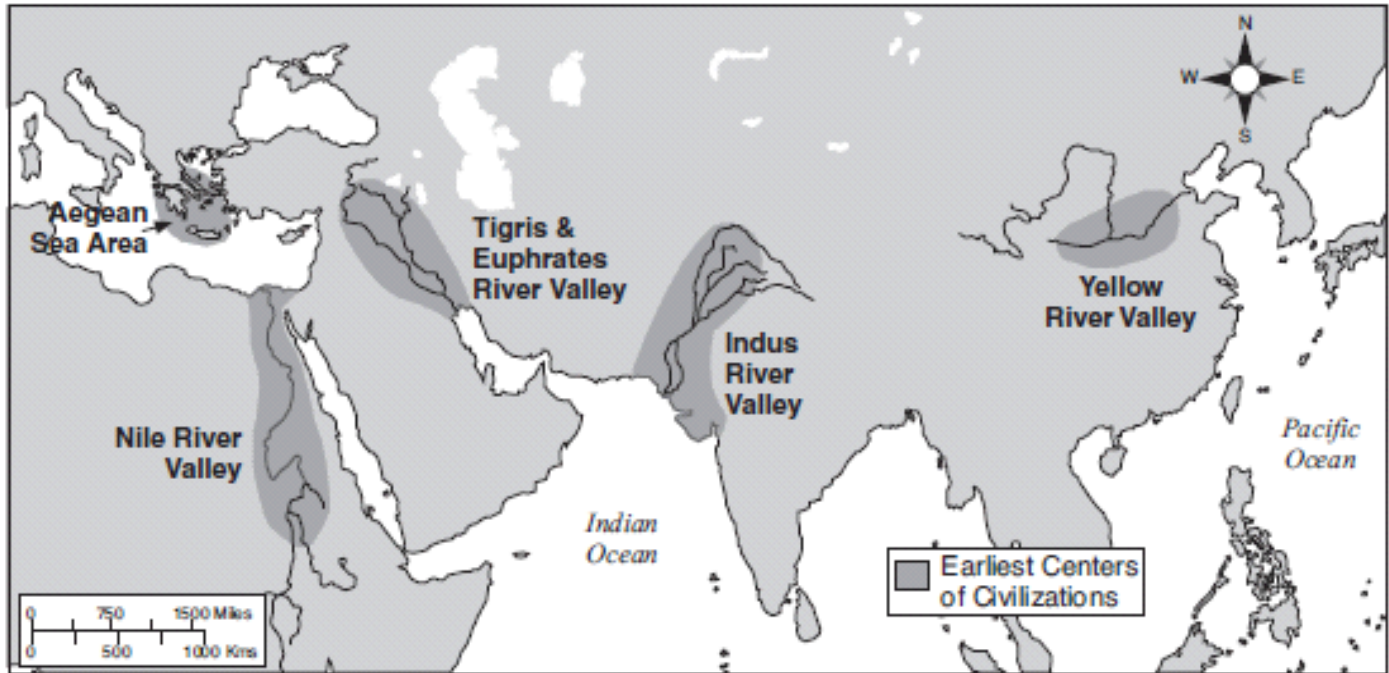
10 What effect did the water control methods described in the passage have in Ancient Egypt if they worked properly?

- (1) Priests performed mummification ceremonies with more frequency.
- (2) Crop yields increased and floods were controlled.
- (3) There were fewer slave riots.
- (4) Trade in fish from the Nile increased between Egypt and civilizations in Mesopotamia.

DOCUMENT: ANCIENT CIVILIZATIONS

Location of Early Civilizations

Earliest Civilizations, 3500 – 1500 BC



Source: *Historical Maps on File*, Revised Edition, Facts On File (adapted)

11 Based on this document what geographic feature is present in each early civilizations and why is it important?

12 What body of water is located to the **east** of the Indus River Valley?

13 What body of water **north** of the Nile River Valley?

TOPIC: CLASSICAL CIVILIZATIONS

I. Introduction to Classical Civilizations

- A) _____ are the societies that were more advanced and more recent than the ancient civilizations discussed in the previous section.
- B) Most classical civilizations had a _____ - A period of great achievements in art, literature, math, and science.

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

A) Greece

- 1) Located on a _____ with an _____ in southeastern Europe.
- 2) Because Greece has a very _____ geography, it was not one united civilization. Instead, Greece was divided into many independent (separate) _____. Each city-state (or _____) had its own government and land. The two most famous city-states were Athens and Sparta. They were very different societies.
- 3) _____
 - a) A _____ where men spent almost all of their lives training for warfare.
 - b) People in Sparta had very little _____.
- 4) _____
 - a) _____ is known for having the first _____ in the world. A democracy is a form of government in which people can vote. Athens had a _____, which means that all _____ (adult males born in Athens) were able to vote on laws.
 - b) Unlike Sparta, which focused mainly on war, Athens focused heavily on _____ and is known for its _____ (Socrates, Aristotle, Plato) and writers (such as Homer).

5) Religion

- a) The people of ancient Greece were _____ (believed in many nature gods).
- b) The _____ were held every 4 years in Greece to honor their god, Zeus.

6) _____

- a) Famous leader who conquered Greece, Egypt, Persia (Iran), and part of India.
- b) _____ - Alexander spread Greek (Hellenic) culture to all of the areas that he conquered. The word Hellenistic is used to describe the mixture of _____, _____, _____ and _____ culture that took place in the areas that Alexander conquered.

B) Rome

- 1) Located on the peninsula of _____.
- 2) Rome began as a small city-state but eventually created a large empire by _____ the regions that surrounded the _____ (i.e.- Western Europe, coast of Northern Africa, Greece, Anatolia, and Western Asia).
- 3) Key Features and Achievements of the _____:
 - a) _____ - The Romans were able to unite the areas of their empire and grow wealthy from _____ because of the roads they built on land and because the Mediterranean Sea connected areas within their empire.
 - b) _____ - Written set of laws that stated the rules of behavior for members of Roman society. Although the laws favored the wealthy, these laws _____ (order) since they were displayed in public for all to see.

c) Ideas about Law- Romans developed important legal ideas that we still use today (such as “_____”).

d) _____ - Means “_____.” This was the 200-year Golden Age of Rome in which there was extensive trade and great achievements in _____, _____, _____ and _____.

C) India

1) During the classical period, India was ruled by two successful dynasties (families of rulers): The _____ and the _____.

2) _____

a) _____ - Famous ruler of India who wrote the laws of India on tall _____ (columns) that were displayed throughout India. Asoka converted to _____ during his reign and is known for his kind treatment of people and animals.

3) _____

a) The Gupta Dynasty is considered the _____ of India since there were many achievements in art, literature, math, and science. Some of the achievements include the _____ in mathematics, the development of _____, and beautiful Buddhist paintings.

4) _____

a) The _____ was the social hierarchy of India in which people were born into a _____ (called a caste) and remained in that class for the remainder of their lives. The four main castes were _____ (priests), _____ (warriors), _____ (merchants and artisans), and _____ (laborers). The lowest group included people who were known as _____ (they had the worst jobs).

- b) Since people could not move up or down in the caste system, it provided _____ and _____ to society.
- c) The caste system is closely associated with the _____ religion

D) China

1) During the classical period, China was also ruled by two main dynasties (families of rulers): The _____ and the _____.

2) _____

a) Lasted only _____.

b) Qin rulers based their government on the philosophy of _____ - Believes that humans are _____ and that harsh punishments are needed to keep order in society.

c) NOTE: Legalism was similar to the Code of Hammurabi in ancient Mesopotamia since both noted that harsh punishments were necessary in society.

3) _____

a) Lasted _____.

b) Key Features and Achievements:

c) Trade and Transportation Networks- As with the _____, the _____ grew wealthy through trade because of the system of roads that was developed throughout the region.

d) _____ - System in which government positions were given only to _____ who passed difficult _____. The Chinese were the first to use this kind of system.

E) _____

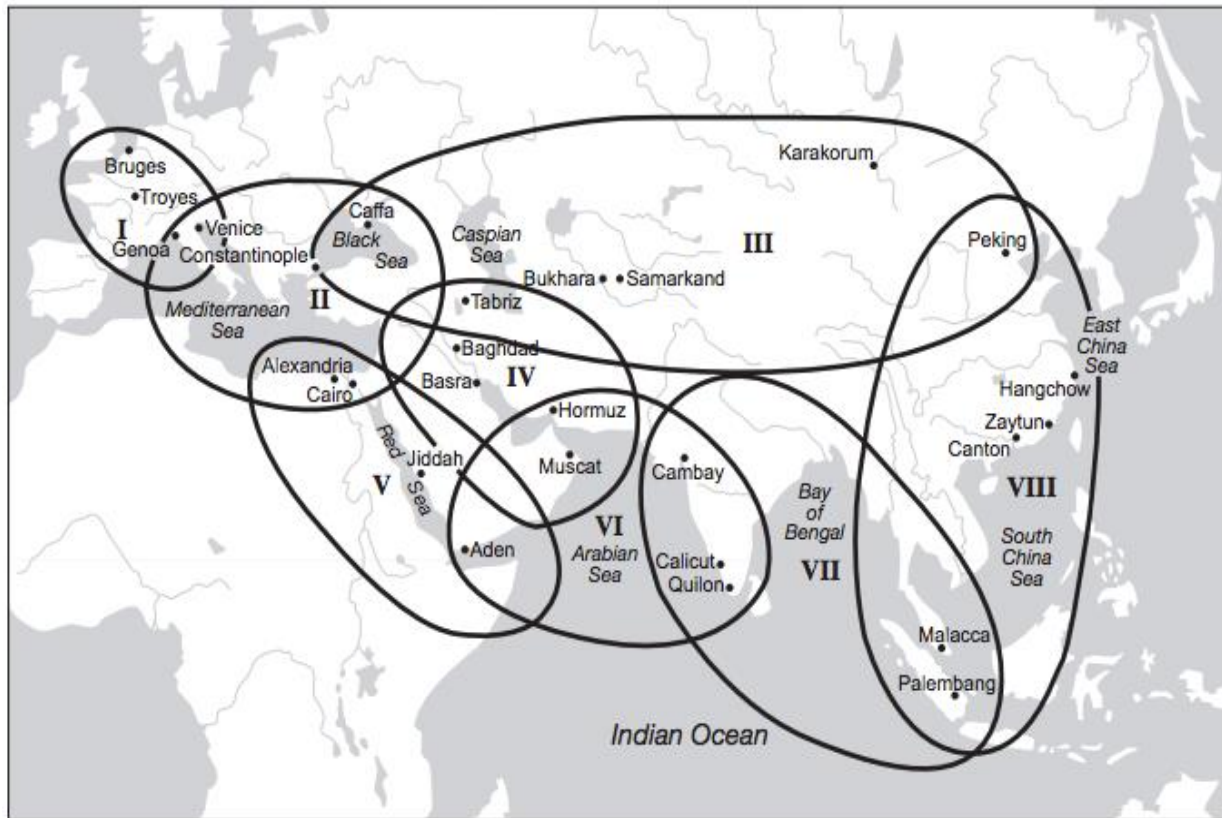
1) The _____ was a long trade route that extended about 4,000 miles from China in the East to the Mediterranean Sea in the West. The _____ connected the different classical civilizations (and later civilizations as well).

2) _____ - _____ is the exchange of goods and ideas between _____. The Silk Road led the exchange of many products (like _____) and religious ideas (like _____) between civilizations.

MULTIPLE CHOICE: CLASSICAL CIVILIZATIONS

Base your answer to questions 14 and 15 on the map below and on your knowledge of social studies.

Eight Circuits of the 13th-Century World System



Source: Janet L. Abu-Lughod, *Before European Hegemony: The World System A.D. 1250-1350*, Oxford University Press, 1989 (adapted) from the NYS Global History and Geography Regents Examination, June 2013.

14 Based on this map of 13th-century world systems, which of these circuits was limited to one continent?

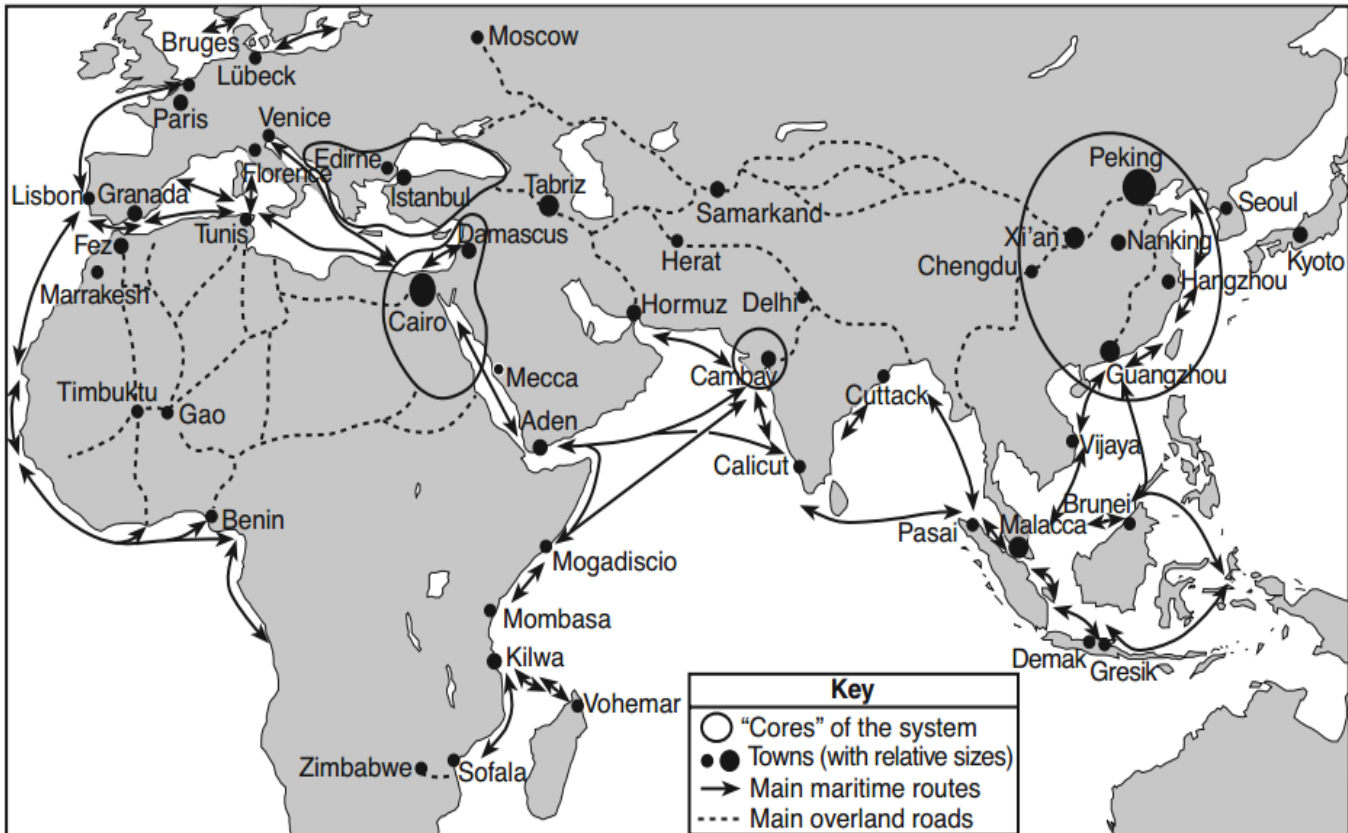
- (1) I
- (2) II
- (3) V
- (4) VI

15 The information on this map implies that trade made these regions

- (1) militaristic
- (2) interconnected
- (3) isolationist
- (4) ethnocentric

Base your answer questions 16, 17 and 18 on the map below and on your knowledge of social studies.

The Eurasian and African World-System in the Fifteenth Century



Source: Philippe Beaujard in "The Indian Ocean in Eurasian and African World-Systems before the Sixteenth Century," *Journal of World History* (adapted) from the NYS Global History and Geography Regents Examination, August 2012.

16 Identify the best use of this map for a historian.

- (1) To examine the geographic context of Early River Valley Civilizations
- (2) To trace the path that Christian missionaries took to spread their religion
- (3) To explore what routes traders took to travel from Timbuktu to Cairo
- (4) To examine how Alexander the Great conquered his empire

17 Which of the following claims is best supported by the map?

- (1) Trade routes did not exist in the Sahara Desert.
- (2) Gao (in West Africa) was a busy sea port.
- (3) Cairo benefited from trade because of its location.
- (4) Most trade in southeast Asia took place over land

18 Identify an effect of the historical circumstances depicted in the map above.

- (1) War broke out between the people of West Africa and India
- (2) Goods and ideas from East Asia influenced people in the Middle East
- (3) Istanbul was isolated from the rest of the world
- (4) Moscow became the most important trade center in the post-classical world

Base your answer to questions 19 and 20 on the chart below and on your knowledge of social studies.

Objects Discovered off the Java Coast, an island in Southeast Asia, in the 10th-Century Cirebon Shipwreck

| |
|---|
| Emerald green Islamic glass Chinese porcelain decorated with dragons and birds Jeweled gold-plated Arabian ceremonial daggers Bronze religious objects with Hindu and Buddhist symbols |
|---|

19 Which of the following may have contributed to the description of the “bronze religious objects” above?

- (1) Most Chinese merchants were Hindu
- (2) Buddhism and Hinduism were founded in the same region
- (3) Arab traders converted many people to Buddhism
- (4) Both Hinduism and Buddhism supported the caste system

20 What does this archaeological find indicate about Southeast Asia during the 10th century?

- (1) Religious objects from China were a major import.
- (2) Precious gems and metals were exported to Africa.
- (3) Europeans dominated East Asian and Middle Eastern trade networks.
- (4) The region served as a crossroads between Arab and Chinese traders.

Base your answer to questions 21 and 22 on the chart below and on your knowledge of social studies.

FOREIGN COINS OF ANCIENT AND MEDIEVAL TIMES FOUND IN EAST AFRICAN CITY-STATES

| Foreign coins | East African City-States | | | | | | Total |
|---|--------------------------|-------|----------|-------|-------|---------|-------|
| | Kilwa | Mafia | Zanzibar | Pemba | Kenya | Somalia | |
| Hellenistic (3rd to 1st centuries B.C.) | — | 1 | — | 2 | — | 22 | 25 |
| Roman | — | — | — | 2 | 1 | 6 | 9 |
| Byzantine | — | — | — | 2 | — | 46 | 48 |
| Umayyad | — | — | — | 2 | — | — | 2 |
| 'Abbasid | — | — | — | 7 | — | 1 | 8 |
| Mongol | 2 | 4 | — | 1 | — | — | 7 |
| Other foreign Muslim (unidentified) | — | 20 | 3 | 15 | — | — | 38 |
| Chinese: | | | | | | | |
| T'ang Dynasty | — | — | 4 | — | — | 1 | 5 |
| Sung Dynasty | — | 9 | 185 | — | 2 | 16 | 212 |
| Ming Dynasty | — | — | — | — | — | 6 | 6 |
| Ching Dynasty | — | — | — | — | — | 10 | 10 |

Source: G.S.P. Freeman-Grenville, "East African Coin Finds and Their Historical Significance," *Journal of African History* (adapted) from the NYS Global History and Geography Regents Examination, January 2010.

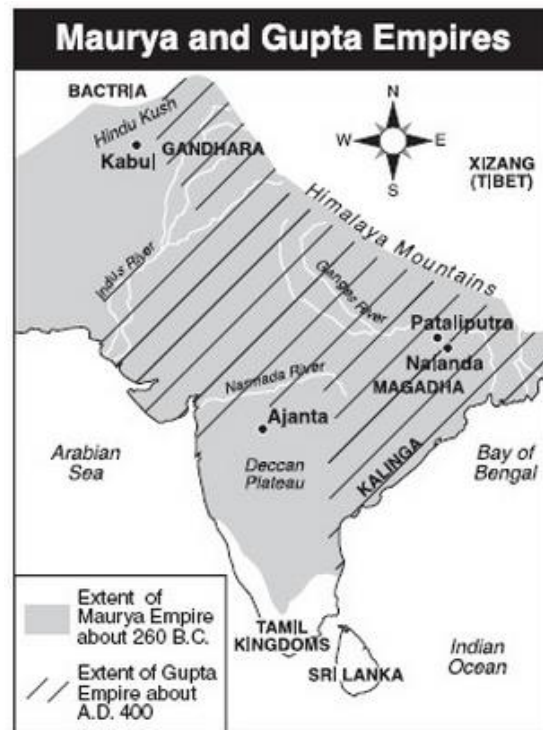
21 Which statement is best supported by the data from this chart?

- (1) Bantu migrations influenced the distribution of East African coins.
- (2) Chinese coins were found in East African city-states.
- (3) East African city-states traded directly with Northern Europe.
- (4) Romans controlled trade with East Africa.

22 Which generalization is best supported by the data from this chart?

- (1) East African City-States were connected to vast trading networks.
- (2) East African city-states isolated themselves from other civilizations.
- (3) The rulers of East African city-states funded explorations of the world.
- (4) East African city-states controlled Trans-Saharan trade

Base your answer to questions 23, 24 and 25 on the map below and on your knowledge of social studies.



Source: Ellis and Esler, *World History: Connections to Today*. Prentice Hall, 2003 (adapted) from the NYS Global History and Geography Regents Exam.

23 Which generalization about the Maurya and Gupta Empires is supported by the map?

- (1) Expansion was limited by geographic factors.
- (2) Trade contributed to stable societies.
- (3) Extensive road systems unified India.
- (4) Southern India was isolated from northern India.

24 Which reason for the location of the city of Pataliputra is supported by the map?

- (1) Pataliputra was located near a river
- (2) Pataliputra was the location of an important Hindu shrine
- (3) Pataliputra was located near the Arabian Sea
- (4) Pataliputra was first established by the Gupta Empire

25 What is one effect of the extension of the Maurya Empire about 260 BC?

- (1) Rule by a Christian king
- (2) Influence of Confucianism on government policy
- (3) Spread of Buddhism to those regions
- (4) Spread of Daoist beliefs in schools

Base your answer to questions 26 and 27 on the map below and on your knowledge of social studies.



Source: Peter N. Stearns et al., *World Civilizations: The Global Experience*, Pearson (adapted) from the NYS Global History and Geography Regents Examination, June 2008.

- 26 Which generalization is best supported by the information on this map?
- (1) No trade occurred between East Africa and the Persian Gulf region.
 - (2) The monsoon winds influenced trade between East Africa and India.
 - (3) Trading states developed primarily in the interior of East Africa.
 - (4) Trade encouraged the spread of Islam from East Africa to Arabia.

- 27 Based on the map, which of the civilizations did people in Mogadishu most likely trade with?
- (1) Byzantine Empire
 - (2) Ghana
 - (3) Greece
 - (4) Abbasid Caliphate

Base your answer to question 28 on the document below and on your knowledge of social studies.

Li Si was a strong supporter of legalism and served as the Grand Counselor to Emperor Shi Huangdi (259-210 BCE) in China. In this passage, Li Si is responding to a scholar who has challenged the Emperor's movement away from traditional values.

... *"I humbly propose that all historical records but those of Chin [Qin] be burned. If anyone who is not a court scholar dares to keep the ancient songs, historical records or writings of the hundred schools, these should be confiscated and burned by the provincial governor and army commander. Those who in conversation dare to quote the old songs and records should be publicly executed; those who use old precedents [examples] to oppose the new order should have their families wiped out; and officers who know of such cases but fail to report them should be punished in the same way.*

"If thirty days after the issuing of this order the owners of these books have still not had them destroyed, they should have their faces tattooed and be condemned to hard labour at the Great Wall. The only books which need not be destroyed are those dealing with medicine, divination and agriculture. Those who want to study the law can learn it from the officers." The emperor sanctioned [approved] this proposal....

Source: SzumaChien, Records of the Historian, The Commercial Press from the NYS Global History and Geography Regents Exam, June 2012

28 A historian could best use this source to

- (1) Find out about Shi Huangdi's values as a leader
- (2) Determine working conditions at the Great Wall
- (3) Learn how scholars protested Shi Huangdi's policies
- (4) Explore common tattoos in Classical China

Base your answer to questions 29 and 30 on the document below and on your knowledge of social studies.

The Grand Canal of China

...The Grand Canal got more attention than other waterways because it was the main route to the capital city. Officials used it to travel to the court. Above all, its purpose was to carry grain from the south to the north. Taxes were paid in rice that was used to feed the court and pay the wages of workers and the army. At times when the canal was neglected, the grain had to be taken north by sea. But sailing ships were exposed to storms and pirates. Even when steamships plied the coast, the grain continued to be carried on the Grand Canal until 1901, for this provided jobs for many people....

Source: Lyn Harrington, *The Grand Canal of China*, Rand McNally & Company from the NYS Global History and Geography Exam, January 2012.

29 Identify a claim supported by the excerpt above.

- (1) The Grand Canal made little impact on China's history
- (2) The Grand Canal made trade between northern and southern China easier
- (3) The 19th century Chinese dynasties did not use the Grand Canal
- (4) Private activity increased off the coast of China as a result of the Grand Canal

30 Identify a generalization supported by evidence from the excerpt above.

- (1) Increased economic activity can be used to collect more taxes and improve other aspects of a society
- (2) Canals do not provide any benefit to the military
- (3) People can do little to change their environment to better meet their needs
- (4) Technology rarely changes

Base your answer to questions 31, 32 and 33 on the passage below and on your knowledge of social studies.

. . . With the rise of Buddhism, Korea's contacts with the outside world grew, and scholarship, arts, science and technology which were imported to Korea from China, India and regions beyond brought about the enrichment of Korean culture. As a result, one of the oldest astronomical charts in the world was produced, the oldest astronomical observatory called Ch'ömsöngdae was built, tumuli [burial mounds] architecture represented by the Ssangyöng tomb developed, and the system of doctor of medicine was established in Korea. During the Three Kingdoms period, Korea's cultural progress in the fields of astronomy, mathematics, medicine, architecture and metallurgy reached the level of other advanced civilization of the world. . . .

Source: Andrew C. Nahm, *A Panorama of 5000 Years: Korean History*, Hollym from NYS Global History and Geography Regents Exam, August, 2010.

31 The excerpt above refers to historical events that took place in which of the following regions?

- (1) South, Central, and East Asia
- (2) The Middle East
- (3) Western Europe
- (4) North Africa

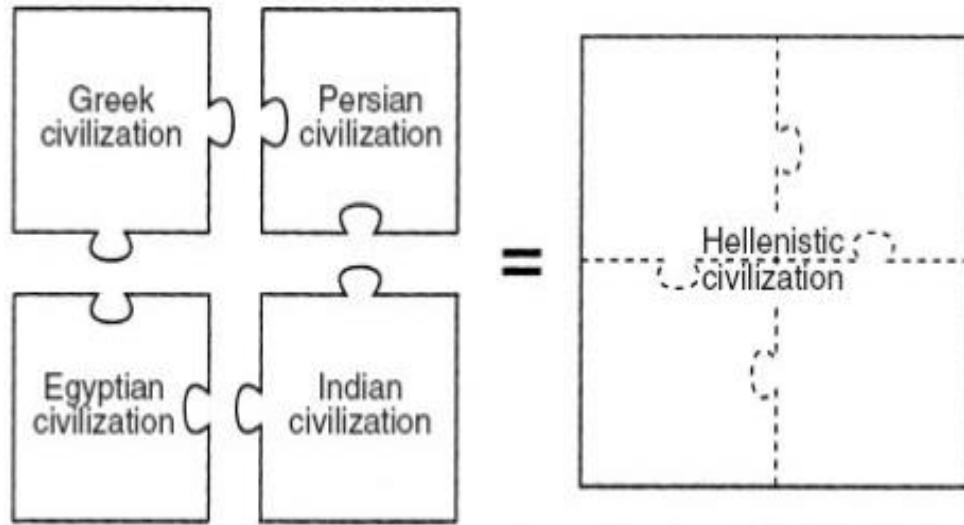
32 Which event contributed to Buddhism's importance in Korean culture?

- (1) Pope Urban II declared the First Crusade
- (2) The Ottomans conquered Constantinople
- (3) Ashoka, the Mauryan Emperor, sent missionaries to spread his religion
- (4) Trade increased between the Middle East and China

33 Which generalization best explains why Koreans made scientific advancements during the time period discussed in the excerpt above?

- (1) Scientific achievement is a central tenet of Buddhism
- (2) Korean Buddhists conquered civilizations that made technological breakthroughs
- (3) Other Buddhist civilizations shared technological innovations in addition to cultural ideas
- (4) The Chinese conquered Korea and brought their innovations with them

Base your answer to questions 34 and 35 below on the illustration below and on your knowledge of social studies.



Source: *Guide to the Essentials of World History*, Prentice Hall, 1999 (adapted) from the NYS Global History and Geography Regents Exam.

34 What caused the historical development depicted in this illustration?

- (1) Fall of the Roman Empire
- (2) The collapse of Greek civilization
- (3) Spread of Buddhism
- (4) The expansion of Alexander the Great's empire

35 Which claim is supported by the illustration above?

- (1) Persian and Greek civilization were isolated from one another
- (2) Alexander the Great's empire led to cultural diffusion between the civilizations he conquered
- (3) Armed conflict between Indian and Egyptian civilizations led to the creation of Hellenistic civilization
- (4) Greek, Persian, Egyptian, and Indian civilizations used Hellenistic irrigation to grow crops

Base your answer to questions 34 and 35 on the passage below and on your knowledge of social studies.

Purposes and Kinds of Roman Roads

Why did the Romans build roads? The Romans considered a well-organized and efficient transportation system a basic element of proper administration; i.e. an indispensable element in creating and maintaining the Roman state. The earliest highways or main roads were constructed for the use of the military, and their economic benefit for civilians was a later byproduct and not the main reason for their creation. The military nature of the roads continued to be essential as Romans expanded into territory outside Italy. In the province of Arabia Petraea (which included what is now Jordan), the movement of troops and ease of communication for the army and Roman administration were the primary reasons for construction of the Via Nova, one of the many *viae militares* or military roads built in conquered provinces. However, smaller, shorter, and less well-constructed local roads (*actus*) or tracks (*callis*) also increased in territory after it was brought under Roman control. Nevertheless, the main public highways (*viae publicae*) normally began as military roads and only gradually evolved into civilian conduits [passageways].

Source: Virtual Karak Resources Project, *An Appalachian College Association* (adapted) from the NYS Global History and Geography Regents Exam, January 2012

34 In which region would an archaeologist be most likely to find evidence of Roman Roads?

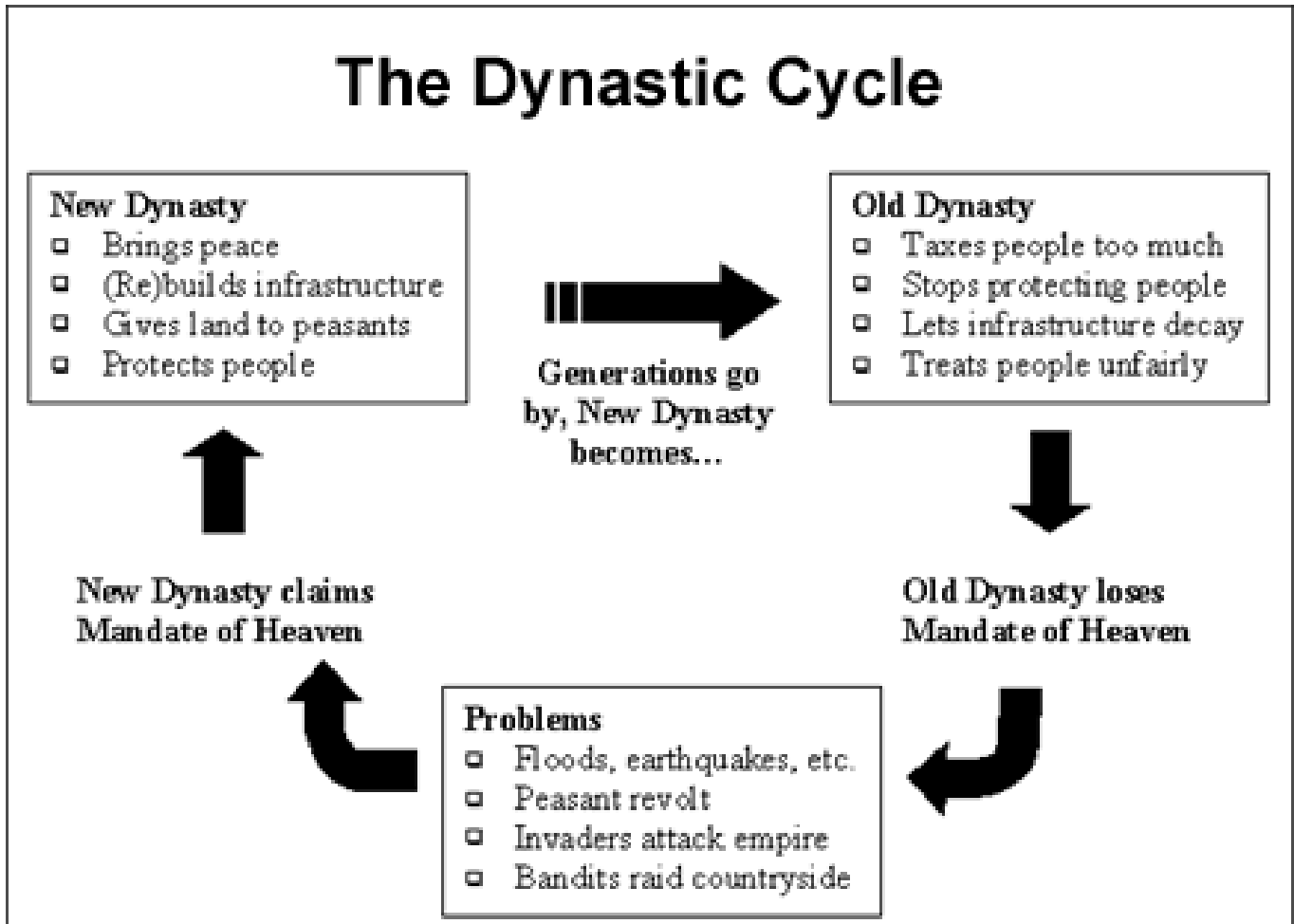
- (1) South Asia
- (2) Western Europe
- (3) Sub-Saharan Africa
- (4) Mongolia

35 What is the point of view of the author of this excerpt?

- (1) The Romans were the best road builders during the Classical period.
- (2) Neglect of the Roman road system led to the collapse of the empire.
- (3) The Roman economy would not have prospered if it were not for the roads in the empire.
- (4) Roman roads were built primarily to keep order in the empire.

DOCUMENTS: CLASSICAL CIVILIZATIONS

The Dynastic Cycle



36 According to this chart, how did Chinese rulers lose power?

37 How did Chinese rulers show that they had the Mandate of Heaven?

Gupta Physicians

By Gupta times, Indian physicians had pioneered the use of herbs and other remedies to treat illness. Surgeons were skilled in setting bones and in simple plastic surgery to repair facial injuries. Doctors also began vaccinating people against smallpox about 1,000 years before this practice was used in Europe....

Source: This excerpt, about Gupta India's medical achievements, is from the textbook *World History: Connections to Today* (Ellis, Elisabeth Gaynor, Esler, Anthony. Upper Saddle River, New Jersey: Prentice Hall, 1999).

38 What type of source is the passage above?

39 Explain the extent to which this document is a reliable source?

Pericles' Funeral Oration, given to Athenians in about 430 BCE

Our plan of government favors the many instead of the few: That is why it is called a democracy... As for social standing, advancement is open to everyone, according to ability. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale...

Source: Pericles' Funeral Oration, given to the Athenians in about 430 BCE

40 What type of government was Pericles describing?

41 Identify *two* characteristics of Athenian government.

Roman Law

Common Principles of Roman Law:

- People of the same status are equal before the law.
- An accused person is innocent until proven guilty.
- The accused should be allowed to face his or her accuser and defend against the charge.
- Guilt must be established "clearer than daylight" through evidence.

42 Identify *two* rights guaranteed to citizens by these laws.

Government of Roman Republic

| | Roman Republic | United States |
|--------------------|---|---|
| Executive | Two consuls elected for a term of one year | A President elected for a term of four years |
| Legislative | Senate of 300 members, Centuriate Assembly, and Tribal Assembly | Senate of 100 members, House of Representatives |
| Judicial | Eight judges chosen for a term of one year | Nine Supreme Court justices appointed for life |
| Supreme Law | Twelve Tables | Constitution |
| Citizenship | Adult males | All native-born or naturalized people |

43 Name *two* similarities between the government of the Roman Republic and the United States.

TOPIC: WORLD RELIGIONS AND PHILOSOPHIES

I. The _____ Religions

A) _____

1) Monotheistic religions believe in only _____.

2) The 3 main monotheistic religions are _____,
_____, and _____.

B) Codes of Conduct (Behavior)- All 3 monotheistic religions have codes of behavior issued by God that state the religious and moral/ethical obligations (duties) of followers:

1) _____ - Code of behavior for Jews and Christians (i.e.- Do not kill, do not steal, do not worship false gods, etc.).

2) _____ - Code of behavior for Muslims (i.e.- Make a pilgrimage to Mecca, pray five times daily, etc.).

II. Religions and Philosophies of India

A) _____

1) _____ - The idea that after humans die, their souls are reborn into _____. Hindus believe that humans go through many rounds of _____ (death and rebirth).

2) _____ - _____ refers to all of the good and bad deeds that one does during their lifetime. Those who do _____ develop good karma and are reborn at a _____ in the next life. Those who do _____ develop bad karma and are reborn at a _____ in the next life. Hindus follow the Caste System and believe that the social class that they are born into in this life is based on the karma they developed in a previous life.

3) The goal of Hindus is to achieve _____ - Ending reincarnation and stopping the cycle of _____.

B) _____

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

III. Philosophies of China

A) _____

- 1) Philosophy based on the idea that humans are _____ and that _____ are needed in order to prevent crime and keep order in society.

B) _____

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

IV. Nature Religions

A) Nature religions believe that both living and non-living things in nature (i.e.- trees, mountains, rivers, rain, rocks, animals, etc.) have a spirit.

B) NOTE: The two most common nature religions are _____

(practiced in Japan) and _____(practiced in Africa). The Regents

wants you to know that both religions believe in _____.

MULTIPLE CHOICE: WORLD RELIGIONS AND PHILOSOPHIES

Base your answer to questions 44 and 45 on the speakers' statements below and on your knowledge of social studies.

| | |
|-------------------|---|
| <i>Speaker A:</i> | "The Eightfold Noble Path and Four Noble Truths as expressed by Siddhartha Gautama are the foundations of our faith." |
| <i>Speaker B:</i> | "There is one God and His name is Allah and his truth has been revealed to us through his prophet Mohammed." |
| <i>Speaker C:</i> | "The Ten Commandments and the teachings of the Gospels guide us in our quest for a fulfilling spiritual life." |
| <i>Speaker D:</i> | "To achieve union with <i>atman</i> , we must pass through many births and acquire good <i>karma</i> by being obedient to moral laws and societal regulations." |

44 Which of the following claims is supported by the quotes above?

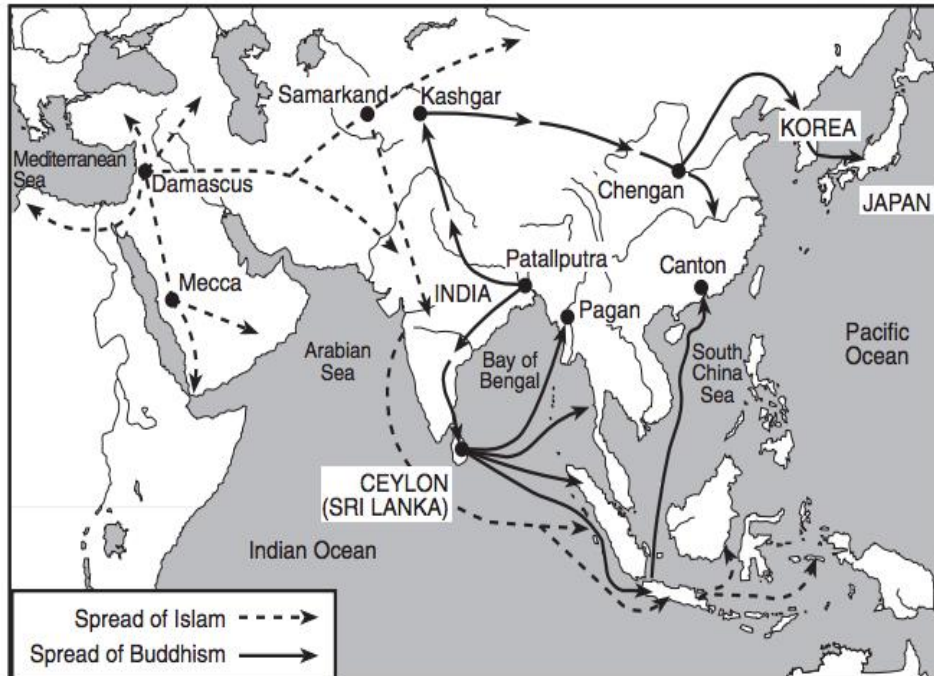
- (1) Speaker A believes in reincarnation.
- (2) Speaker B believes in reincarnation.
- (3) Speaker C believes in reincarnation.
- (4) Speaker D believes in reincarnation.

45 Identify one similarity between the belief systems practiced by Speaker A and D.

- (1) The belief systems have the same founder.
- (2) The belief systems originated in India.
- (3) The belief systems are monotheistic.
- (4) The belief systems once endorsed the caste system.

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

The Spread of Islam and Buddhism, 200 B.C. — A.D. 1450



Source: NYS Global History and Geography Regents Exam, January 2001.

46 Which area was most affected by the spread of both Islam and Buddhism in the period from 200 B.C. to A.D. 1450?

- (1) Indian subcontinent
- (2) Japanese islands
- (3) Arabian peninsula
- (4) coastal China

47 Identify the best use of this map for a historian.

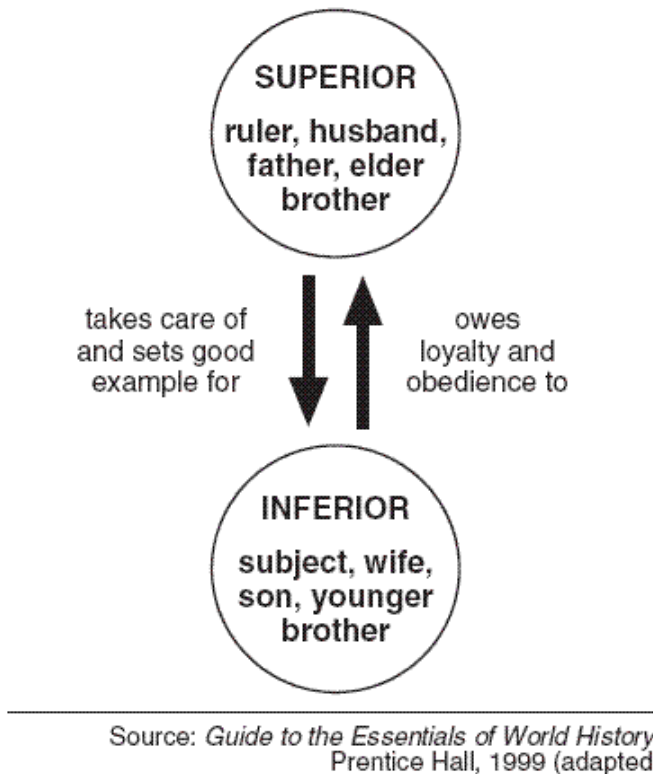
- (1) To explore the origins of religious practices in East Africa
- (2) To find what paths Islamic traders and military campaigns might have taken to get to India
- (3) To identify which goods were traded from China to Europe during the Classical Era
- (4) To determine why Canton was a popular trading city in China

48 Which claim is best supported by evidence in the map above?

- (1) Islam and Buddhism spread through trade routes over land and over sea
- (2) Islam and Buddhism originated in India
- (3) Buddhism was a popular religion in North Africa in 1450 CE
- (4) Many people in Japan were Muslim in 1450 CE

Base your answers to questions 49, 50, 51 and 52 to the question on the illustration below and on your knowledge of social studies.

Everyone had duties and responsibilities,
depending on his or her position in a relationship.



49The illustration shows the relationship between individuals in a society according to the ideas of

- (1) Confucius (K'ung-fu-tzu)
- (2) Moses
- (3) Mohammad
- (4) Siddhartha Gautama

50During the Han Dynasty (206 BCE- 220 CE), Confucianism was named the official philosophy of the Chinese government because

- (1) The caste system benefited the rulers
- (2) Confucius founded the dynasty
- (3) The Han Dynasty was democratically elected
- (4) It provided a way to bring order to society

51One effect of the decision to make Confucianism the ruling philosophy of the Han Dynasty (206 BCE- 220 CE) was that

- (1) Confucian scholars became the wealthiest people in society.
- (2) Confucian writings and philosophy were taught in schools.
- (3) Confucianism spread to the Middle East.
- (4) Confucian scholars rebelled against the government.

52One social effect of following Confucian ideas during the Han Dynasty was that

- (1) Women were treated as inferior to men.
- (2) All citizens were treated equally.
- (3) Citizens elected their emperor.

- (4) Older brothers had to do what younger brothers told them to do.

Base your answers to questions 53, 54 and 55 on the text below and on your knowledge of social studies.

Document 1

Hebrew text: “Honor your father and mother . . . You shall not murder . . . You shall not steal.”

Document 2

The Analects: “In his (the leader) personal conduct, he was respectful. In his serving his superiors, he was reverent. In his nourishing the people, he was kind. In governing the people, he was righteous.” — Confucius

53 Document 1 was most likely produced in

- (1) India
- (2) China
- (3) Rome
- (4) The Middle East

54 Document 2 is a text that was important to which society?

- (1) Gupta Empire
- (2) Classical Greece
- (3) Han Dynasty
- (4) Ancient Egypt

55 Identify a similarity between Documents 1 and 2.

- (1) Both texts provided guidance for how followers of belief systems should live their lives.
- (2) Both texts refer to polytheistic religions.
- (3) Both texts provided Chinese civilizations with structure to their society.
- (4) Trade spread the beliefs in these texts to Europe and Asia.

TOPIC: LEGAL SYSTEMS OF THE ANCIENT AND CLASSICAL WORLDS

I. Legal Systems

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

- 1) _____ - Written set of laws used in ancient _____ . It is known for its harsh punishment of crimes (i.e.- “_____”).
- 2) _____ - Written set of laws used in Roman Empire. Laws favored the wealthy.
- 3) _____ - Written set of laws used in the _____. It was based on old Roman laws and was later adopted by many countries in Europe.

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

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