



World History

First Semester Final Exam Study Guide

Due: _____



1. List major contributions **and** geographical facts about the following River Valley Civilizations
 - a. Mesopotamia
 - b. Egypt
 - c. Indus
 - d. China
2. How do we know that Ancient Egyptians placed a great deal of influence on the afterlife?
3. List at least three women who ruled Ancient Egypt.
4. What was the significance of Hammurabi's Code of Laws?
5. How did the following ancient civilizations contribute to modern governments today?
 - a. Ancient Greece
 - b. Ancient Rome
6. What role did people such as Socrates, Plato and Aristotle play in Ancient Greece?
7. Explain the significance of Rome's creation of the Twelve Tables.
8. What was the primary function of the Roman Aqueducts? What other inventions did they inspire?
9. How did Alexander the Great's expanding empire contribute to the spread of Hellenistic culture? Why was Alexandria the center of the Hellenistic world?
10. Why were the Phoenicians such a prosperous civilization?
11. List at least 3 characteristics of the following religions
 - a. Judaism (Ten Commandments)
 - b. Hinduism (Dharma)
 - c. Buddhism (Eightfold Path)
 - d. Islam (Five Pillars)
12. According to Confucius, what are the Five Basic Relationships in which most people are involved?
13. How do the Sunni Muslims and the Shia Muslims differ in their beliefs?
14. Describe the political and social structure of the Mongols **before** the rise of the Mongol Empire.
15. How did the Mongols build the largest unified land empire in history?
16. How was the Mongol Empire divided upon the death of Genghis Khan? List the Khanates and the land they dominated.
17. How did the Mandate of Heaven apply to the emperors of China?
18. Compare and contrast *serfs* and *helots*.
19. List the contributions the follower rulers made to their empires
 - a. Charlemagne (Holy Roman Empire)
 - b. Peter the Great (Russian Empire)
 - c. Justinian (Byzantine Empire)
 - d. Suleiman (Ottoman Empire)
20. How were *feudalism* and the *manor system* related?
21. What were the European motives for fighting the Crusades (Holy Wars)? What was the significance of the 1st Crusade? What was the significance of the 4th Crusade?
22. What was Joan of Arc's role in the Hundred Years War? Why was she accused of heresy?
23. What were some of the functions performed by Christian monasteries?
24. Who was Eleanor of Aquitaine? How was she a patron of the arts?
25. How did the Concordat of Worms solve the power struggle between the Church and the Holy Roman Emperor?

World History Semester Final Exam

Walter Scott Monroe



World History Semester Final Exam:

United States Air Force Academy United States Air Force Academy,1972 *Teaching World History: A Resource Book* Heidi Roupp,2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided *Annual Catalogue* United States Air Force Academy,1984

Curriculum Handbook with General Information Concerning ... for the United States Air Force Academy

United States Air Force Academy,2004 *Lessons for the Social Studies Classroom* M. Lazarus, S. Cohen, K. Lambert, R. E,2013-03-12 The idea for this book came while I was observing a student teacher and a master teacher I realized that most student teachers while in training do not have the opportunity to think creatively about their lessons I also noticed that teachers new to the field of teaching suffer the same fate they are too busy trying to survive the day and are not sure how to plan and organize their teaching Lesson plans are one of the most important tools for a teacher and more important for the novice teacher I believe that during student teaching or during their undergraduate years if students were equipped with this book their first year teaching will not look so first year Imagine an undergraduate class filled with soon to be Social Studies teachers discussing these selected lesson plans improving upon them and making them their own Most first year teachers over teach or under teach and both types still miss the marks on the standardized test These lesson plans will give the new teacher a place to begin *Connecting the Dots in World History, A Teacher's Literacy Based Curriculum* Chris Edwards,2015-12-04 In his previously written articles and books Chris Edwards has argued that Teaching should be considered a field that is separate from both the field of Education and from the content area fields Teaching is a field which synthesizes content and method for classroom application All of the other major intellectual fields have a canon of works which practitioners can learn from and add to but Teaching does not The Connecting the Dots in World History A Teacher's Literacy Based Curriculum series changes this by showing how effective a teacher generated curriculum can be These books can inspire other teachers to create their own curriculums and inspire a change in the way that the public views teachers and teaching **High School Memoirs: a Journey in Surrealism** Sean C. Cusack,2007-11-14 Synopsis High School Memoirs A Journey in Surrealism is a tear jerking hilarious ride for a less than ordinary High School student who battles bullies and librarians to become King of the Classroom Set in a small Catholic High School on the north side of Chicago author Sean Cusack takes us on a surrealistic journey through four fun filled years of triumph and tragedy in this unique epic The journey begins with Sean Cusack entering St Bernadin High School in August of 1995 as a very young and innocent Freshman student He focuses on several life changing experiences in his infant days of High School that change him forever Innocence Lost traces the steps Sean Cusack took that ultimately lead him on a path toward frequent battles with students and the school faculty and Administration As a Sophomore The Ride most certainly takes us on a ride through fights vandalism and

verbal debacles that continued to steer the vengeful ship that Sean Cusack had been building since a Freshman He now had become the ships Captain as it set sail The Ride takes us through many strange and mysterious encounters that add more of a surrealist element to this budding melodrama and comedic satire Sean Cusacks roses bud Junior Year in Forever Remembered when he becomes a charismatic hero and leader of a rebellious group of students that pillage and plunder the school and faculty in wild and zany antics Forever Remembered embodies the humorous and more imaginative side of Sean Cusack as the journey through High School becomes more surreal Senior Year wraps up the trials and tribulations that Sean Cusack had endured thus far in his High School experience culminating into one person after years of battling the Defunct Administration He is molded by evil as the rebellious youth becomes totally hellbent on crippling the school In the end he loses friends respect from teachers but most of all he loses faith in his cause yet ends his High School experience with a fantastical and triumphant bow Sean Cusack proves that not all High School stories are the same in this turbulent and chaotic autobiography High School Memoirs A Journey in Surrealism chronicles a strange and unique history that is truly a step above the rest

Educational Tests for Use in High Schools Walter Scott Monroe,1927 **Educational Tests for Use in High Schools** Charles Watters Odell,1927 **Annual Catalog - United States Air Force Academy** United States Air Force Academy,1971 **Educational Research Circular** University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1927 **Educational Research Circular** ,1926 Hearings United States. Congress Senate,1965

Elementary and Secondary Education Act of 1965 United States. Congress. Senate. Committee on Labor and Public Welfare. Subcommittee on Education,1965 *Hearings, Reports and Prints of the Senate Committee on Labor and Public Welfare* United States. Congress. Senate. Committee on Labor and Public Welfare,1965 **Hearings** United States. Congress. Senate. Committee on Labor and Public Welfare,1965 **Particular Stones** , *An Annotated Bibliography of Mental Tests and Scales ...* Charles Kilord Athen Wang,1940 Catalog of Copyright Entries. Third Series Library of Congress. Copyright Office,1962 Includes Part 1 Number 2 Books and Pamphlets Including Serials and Contributions to Periodicals July December Teaching History with Big Ideas S. G. Grant,Jill M. Gradwell,2010-07-16 In the case studies that make up the bulk of this book middle and high school history teachers describe the decisions and plans and the problems and possibilities they encountered as they ratcheted up their instruction through the use of big ideas Framing a teaching unit around a question such as Why don t we know anything about Africa offers both teacher and students opportunities to explore historical actors ideas and events in ways both rich and engaging Such an approach exemplifies the construct of ambitious teaching whereby teachers demonstrate their ability to marry their deep knowledge of subject matter students and the school context in ways that fundamentally challenge the claim that history is boring

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World History Semester Final Exam Introduction

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