



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?

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**State Teachers College at Bridgewater
(Mass.)**



World History First Semester Final Study Guide:

Study Guide for World History I United States Armed Forces Institute, 1956 **Study Guide for World History II** Stephanie E. Merritt, United States Armed Forces Institute, 1956 **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 *World History II* United States Armed Forces Institute, 1964

Resources in Education , 1996-04 **Research in Education** , 1974 **Faith Ed** Linda K. Wertheimer, 2016-08-23 An intimate cross country look at the new debate over religion in the public schools A suburban Boston school unwittingly started a firestorm of controversy over a sixth grade field trip The class was visiting a mosque to learn about world religions when a handful of boys unnoticed by their teachers joined the line of worshippers and acted out the motions of the Muslim call to prayer A video of the prayer went viral with the title Wellesley Massachusetts Public School Students Learn to Pray to Allah Charges flew that the school exposed the children to Muslims who intended to convert American schoolchildren Wellesley school officials defended the course but also acknowledged the delicate dance teachers must perform when dealing with religion in the classroom Courts long ago banned public school teachers from preaching of any kind But the question remains How much should schools teach about the world s religions Answering that question in recent decades has pitted schools against their communities Veteran education journalist Linda K Wertheimer spent months with that class and traveled to other communities around the nation listening to voices on all sides of the controversy including those of clergy teachers children and parents who are Muslim Jewish Christian Sikh or atheist In Lumberton Texas nearly a hundred people filled a school board meeting to protest a teacher s dress up exercise that allowed freshman girls to try on a burka as part of a lesson on Islam In Wichita Kansas a Messianic Jewish family s opposition to a bulletin board display about Islam in an elementary school led to such upheaval that the school had to hire extra security Across the country parents have requested that their children be excused from lessons on Hinduism and Judaism out of fear they will shy away from their own faiths But in Modesto a city in the heart of California s Bible Belt teachers have avoided problems since 2000 when the school system began requiring all high school freshmen to take a world religions course Students receive comprehensive lessons on the three major world religions as well as on Sikhism Hinduism Buddhism and often Shintoism Taoism and Confucianism One Pentecostal Christian girl terrified by idols including a six inch gold Buddha learned to be comfortable with other students beliefs Wertheimer s fascinating investigation which includes a return to her rural Ohio school which once ran weekly Christian Bible classes reveals a public education system struggling to find the right path forward and offers a promising roadmap for raising a new generation of religiously literate Americans *Abstracts of Dissertations for the Degree of Doctor of Philosophy, with an Appendix Upon the Graduate Activities of the University* University of Pittsburgh. Graduate

School,1926 Abstracts of doctoral dissertations from Pittsburgh University are included in Dissertation abstracts 016 378 M626 v 13 1953 *Abstracts of Doctoral Dissertations, Degrees Granted and Bibliography of Publications* University of Pittsburgh. Graduate School,1926 **Abstracts of Dissertations for the Degree of Doctor of Philosophy** ,1926

Catalog State Teachers College at Bridgewater (Mass.),1919 **Wiki Works** Robert Maloy,Allison Malinowski,2017-11-01 Wiki Works in the History and Humanities Classroom shows how teachers and students working together as learning partners can use interactive wiki technologies to transform the teaching of history and humanities topics through web based research and inquiry based learning In its e text and print editions the book presents teaching strategies and technology integration examples from resourcesforhistoryteachers and other open educational content wikis Written for K 12 history social studies and humanities teachers college and university level teacher educators and college students who are preparing to become classroom teachers in middle and high schools there are separate chapters focus on using teacher and student made wikis to address curriculum standards teach web research and digital literacy explore dramatic historical events develop historical biographies connect influential literature discuss special topics and build flipped learning instructional lessons **Catalog of Copyright Entries. Third Series** Library of Congress. Copyright Office,1976 **The Essential Place of Religion in Education** National Education Association of the United States,1916 *Directory of Distance Learning Opportunities* Modoc Press, Inc.,2003-02-28 This book provides an overview of current K 12 courses and programs offered in the United States as correspondence study or via such electronic delivery systems as satellite cable or the Internet The Directory includes over 6 000 courses offered by 154 institutions or distance learning consortium members Following an introduction that describes existing practices and delivery methods the Directory offers three indexes Subject Index of Courses Offered by Level Course Level Index Geographic Index All information was supplied by the institutions Entries include current contact information a description of the institution and the courses offered grade level and admission information tuition and fee information enrollment periods delivery information equipment requirements credit and grading information library services and accreditation Monthly Catalog of United States Government Publications ,1994

Education ,1966 Educational Research Document Summaries Educational Research Information Center (U.S.),1966

The Social Studies ,1928 *Announcements* University of Nebraska (Lincoln campus). College of Engineering,1924

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