



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 Study Guide Answers

James P. Stobaugh



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When I Fell Michael Murphy, 2021-01-05 16 seconds That's how long it takes to fall two stories That's how long it takes for life to change When Michael Murphy was 21 he fell off a roof at college and landed flat on his back severing his spine They say that nobody understands their own traumatic injury just after it happens but Michael did Every person falls They fall short in school in life in work and in love Their lives sometimes feel punctuated by those downfalls the rejection letters the unrequited love the missed promotions the life altering traumas Everyone falls But then what When I Fell is a true tale of going from abled to disabled to empowered It combines the story surrounding Michael's recovery with the science of resiliency and thriving what psychologists are now calling Posttraumatic Growth PTG to teach readers how to hit home runs when life throws them curves Befitting new mainstream acceptance for disabilities When I Fell is as much a memoir as it is a message It features the five principles established by Drs Tedeschi and Calhoun the pioneers who coined the phrase in the 1990s for scientific validation to bring PTG further into the public eye **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 **Cracking the AP World History Exam** Monty Armstrong, Alexandra Freer, Abby Kanarek, David Daniel, 2009-01-06 Provides test taking strategies a subject review and two full length practice tests **Tests** Richard C. Sweetland, Daniel J. Keyser, 1983 Descriptions of over 3000 tests in English intended as a guide for psychologists educators and other personnel who need test information to meet their assessment needs Topical arrangement under 3 main sections of psychology education and business Each entry gives test name associated personal names intended age group purpose description time range scoring cost and publisher Indexes by test titles authors publishers visually impaired tests and scoring services *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 **A Primer for Teaching World History** Antoinette Burton, 2012 This book offers principles to consider when creating a world history syllabus it prompts a teacher rather than aiming for full world coverage to pick an interpretive focus and thread it through the course It will be used by university faculty graduate students and high school teachers who are teaching world history for the first time or want to rethink their approach to teaching the

subject Listening to Our Students and Transcending K-12 to Save Our Nation Alec Ostrom, Brian Hack, Don Prentice, 2020-01-06 This journey will engage you in dealing with some hard truths and it will take you down a new pathway and new ways of thinking about K 12 education We now live in a nation that is struggling with deep social economic and political conflicts We are all doing our best to resolve these conflicts and to solve the critical challenges that we all face in the Digital Age but our children and young adults are having a very difficult time in dealing with the realities of their young lives We wrote this book because we want to engage all of our readers in each local community in frank honest down to earth practical conversations about our K 12 schools as the foundation for our constitutional democracy Without well educated citizens our government our economy and our society will not survive And this is true regardless of the political beliefs of our readers across the political spectrum *Virginia Journal of Education* ,2003 **Studies in World History Volume 3 (Teacher Guide)** James P. Stobaugh, 2014-04-01 Teacher guides include insights helps and weekly exams as well as answer keys to easily grade course materials Help make your educational program better use a convenient teacher guide to have tests answer keys and concepts An essential addition for your coursework team your student book with his convenient teacher guide filled with testing materials chapter helps and essential ways to extend the learning program *Studies in World History Volume 1 (Teacher Guide)* James P. Stobaugh, 2014-02-01 Teacher guides include insights helps and weekly exams as well as answer keys to easily grade course materials Help make your educational program better use a convenient teacher guide to have tests answer keys and concepts An essential addition for your coursework team your student book with his convenient teacher guide filled with testing materials chapter helps and essential ways to extend the learning program The ETS Test Collection Catalog Educational Testing Service. Test Collection, 1993 The major source of information on the availability of standardized tests Wilson Library Bulletin Covers commercially available standardized tests and hard to locate research instruments *Study Guide* Pearson, Jeanne Ellis Ormrod, 2005-11-21 **Master the College Composition CLEP Test** Peterson's, 2012-04-30 Peterson's Master the College Composition CLEP Test offers a comprehensive review of the skills assessed in this general examination You will start by taking a 50 question pre test complete with detailed answer explanations to help find your strengths and weaknesses This is followed by a thorough discussion of the conventions of Standard Written English revision skills the ability to use source materials and rhetorical analysis Each of these subject areas includes review questions with answer explanations You will review how to write a successful essay and then go through an in depth usage review You can then practice with a 50 question post test which is also accompanied by answer explanations **5 Steps to a 5 AP World History** Peggy J. Martin, 2004-12-21 For the more than one million students taking the AP exams each year Features include Boxed quotes offering advice from students who have aced the exams and from AP teachers and college professors Sample tests that closely simulate real exams Review material based on the contents of the most recent tests Icons highlighting important facts vocabulary and frequently asked

questions Websites and links to valuable online test resources along with author e mail addresses for students with follow up questions Authors who are either AP course instructors or exam developers **A Practical Approach to Secondary Social Studies** Walter E. Sistrunk, Robert C. Maxson, 1972 Case Studies in Science Education University of Illinois at Urbana-Champaign. Center for Instructional Research and Curriculum Evaluation, 1978 **Case Studies in Science Education: The case reports** University of Illinois at Urbana-Champaign. Center for Instructional Research and Curriculum Evaluation, 1978 *Writing Useful, Accessible, and Legally Defensible Psychoeducational Reports* Michael Hass, Jeanne Anne Carriere, 2014-03-24 PRACTICAL GUIDANCE ON WRITING USEFUL ACCESSIBLE AND LEGALLY DEFENSIBLE PSYCHOEDUCATIONAL REPORTS From clearly identifying reasons for referral to making recommendations based on assessment results Writing Useful Accessible and Legally Defensible Psychoeducational Reports offers practical guidance for creating reports that enhance the understanding of children and their strengths and challenges in order to better meet their educational and functional needs The authors offer step by step guidelines for developing an assessment plan in a collaborative process with parents teachers and other professionals choosing appropriate assessment and data collection tools gathering relevant information and providing clear and feasible individualized recommendations that directly respond to referral concerns in a format easily understood by parents and teachers Ideal for graduate students in school psychology school psychologists and other professionals in related fields who work with children in a school setting Writing Useful Accessible and Legally Defensible Psychoeducational Reports Provides specific suggestions for increasing the usefulness and accessibility of reports including readability positive phrasing and vocabulary Illustrates how to develop well formed questions and how to choose assessment tools to answer referral questions Reviews the legal mandates of report writing and discusses what must be included Demonstrates how to accurately document and integrate data from record review interviews observations and tests Discusses how the use of the referral based consultative assessment and report writing model can promote more active involvement in collaboration prevention and intervention Features numerous real world cases helpful checklists examples of question driven referral reports and a model interview protocol **Real World 101** Autumn McAlpin, 2013-05-28 Congratulations graduate You did it You re finally out on your own But as you walk off the stage and into the Real World you re going to need more than a diploma to survive Suddenly for the first time you re facing questions like How do I get a job What do I do with all this laundry What s a major and how do I pick one How do I go grocery shopping And what s for dinner What s a budget anyway and do I need one How do I set up a bank account Where should I live Don t panic help is on the way Author Autumn McAlpin gives you the common sense advice and reassurance you ll need to tackle just about any challenge with style grace and enough humor to make the whole thing fun From cap and gown to total independence Real World 101 is the only graduate guide you ll ever need Autumn McAlpin is a humor and entertainment columnist for the Orange County Register A former high school teacher she knows how unprepared some high

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