

AIM: How and why do we study history?

- How do historians "study" the past?
 - They have a goal, use tools, analyze everything, and come to a theory
- Historian – Detective Analogy
 - They both follow the same method. A historian uses radio carbon dating, anthropologists, satellites, fossils and artifacts. A detective uses DNA, evidence, witness, patterns, profilers, and psychiatrists.
- Explain how geography influences human development.
 - geography can help or hinder like with the rivers and desserts and stuff like that and it can also make a place like ethnocentric
- Identify and explain the five themes of geography
 - Location
 - Absolute – Longitude and Latitude
 - Relative – in relation to another place
 - Place
 - What characteristics make this place different from another
 - Human-Environment Interaction
 - How the environment affects people and vice versa
 - Movement
 - How goods and ideas move from one place to another
 - Region
 - What characteristics are similar for a certain area

AIM: How did civilization emerge?

- List and explain 8 features of civilization
 - Cities
 - Job specialization
 - Religion
 - Writing
 - Art and Architecture
 - Public Works
 - Social Class
 - Well organized government

- Explain why civilizations began in river valleys.
 - A surplus of food is needed for job specialization which leads to civilization
- Identify and explain 3 causes of cultural diffusion
 - Sweeping social change
 - Fads
 - Military conquest
 - Immigration
 - Trade

AIM: How did civilization emerge in Ancient Egypt?

- Explain the importance of the Nile River to the Egyptians
 - They depended on it to overflow so it was a source of food. It was also their religion. They had hymns written to the Nile.
- Explain the role of religion in ancient Egypt.
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- Explain how the pharaohs ruled
 - They had divine rule – the people treated them like a god.

AIM: How did civilization emerge in Ancient Egypt?

- Explain the impact of geography on the Fertile Crescent
 - It allowed civilizations to grow.
- Explain the importance of Hammurabi's Code
 - It was the first written code of laws. It provided both civil and criminal penalties and used concepts such as an "eye for an eye"
- List and explain the various contributions of the Fertile Crescent.
 - Language – Cuneiform by the Sumerians
 - Ironworking – Hittites – were able to extract iron
 - Wheeled Carts – Sumerians – first wheeled vehicle
 - Alphabet – Phoenicians
 - Advanced knowledge of Astronomy – Babylonians
 - Coins – Persians

AIM: How did Hinduism develop in India?

- Explain the impact of geography on India
 - For half the year, there are dry winds coming from the north and for the other half, there are wet winds from the south

which cause the monsoons, which India depends on. It can be a blessing or curse.

- Explain the main beliefs of Hinduism
 - 1 god with 3 parts – Brahma, Vishnu, and Shiva
 - Followed a caste system – Brahmins, Kshtrayias, Vaisyas, Sudra, and then Untouchables
 - Believed in reincarnation, Karma, and Dharma
 - Ahmisa – don't harm animals
- Explain how Hinduism influences society in India.
 - The caste system is de facto.

AIM: How did Buddhism Become a major world religion?

- Explain the Major beliefs of Buddhism
 - Four Noble Truths
 - All life is pain and suffering
 - Suffering comes from desire.
 - To end suffering, end desire
 - To end desire, follow the way of the Buddha
 - Eightfold Path
 - Control your thoughts
 - Resist evils
 - Free your mind of evils
 - Practice meditation
 - Say nothing to hurt others
 - Know the truth
 - Work for the good of others
 - Respect life
- Explain how Buddhism influenced society in Asia
 - One of the religions today
- Explain how Buddhism spread
 - Buddhism spread through missionaries
- Compare and Contrast Hinduism and Buddhism
 - Hinduism
 - No one leader
 - 3500 years old
 - mainly in India
 - accepts caste system

- many priests and rituals
- Buddhism
 - Rejects caste system
 - One founder
 - 500 years old
 - focuses on individuals
- Both
 - Believe in non-violence
 - Told people to live moral lives
 - Accept reincarnation
 - Buddhism – reach nirvana
 - Hinduism – reach Brahmin

AIM: How did the Maurya and Gupta civilization contribute to Indian society?

- Explain how the Mauryas and Guptas ruled their empires.
 - Mauryas
 - Bureaucracy
 - Guptas
 - Strong central government that ensured peace and prosperity, looser than Mauryas
- Explain how the Guptas reached a Golden Age
 - They had advances in math – Arabic numerals
 - Wrote literature
 - Surgeons were skilled in plastic surgery
 - Carvings, paintings

AIM: How was China influenced by the 3 Schools of Thought?

- Explain how each of the Chinese thinkers believed an orderly society could be achieved
 - Confucianism
 - Follow the way of the Dao – Duty, and Virtue. 5 relationships
 - Daoism
 - Go with the flow – accept what happens. Balance of the Yin Yang
 - Legalism
 - All people are evil by nature. The only way to have harmony is by a strict ruling. Believed in book burning.

- Explain Confucius's ethical code
 - 5 relationships
 - Ruler and Subjects – ruler has to be good and subjects have to follow
 - Husband Wife – Husband has to provide for wife and wife has to respect and obey husband
 - Parent Child – Parent has to raise child, and child has to respect parent
 - Elder Brother younger brother – Filial Piety – respect elders
 - Friend Friend – equal
 - If you have harmony in the home, then you will be able to be good subjects.

AIM: How did China experience a Golden Age during the Han Dynasty

- Describe and explain the role geography played in the development of China
 - Only 12% of the land is suitable for farming, so they have a high population density. They are separated from the rest of the world with the deserts and mountains. This led to a feeling of ethnocentrism.
- Describe and explain how the Dynastic Cycle operates.
 - A new dynasty comes and repairs the problems of the old one.
 - It starts to age and problems occur.
 - Loses the Mandate of Heaven.
 - Natural Disaster, revolt occurs
 - New dynasty gets the Mandate of Heaven and the cycle starts again.
- Explain how China was united.
 - Standard language
 - Standard coins
 - Standard writing
 - Standard roads
 - Standard cart axles
- Explain how China experienced a Golden Age during the Han Dynasty

- Wrote books about chemistry, zoology, biology
- Acupuncture
- Able to improve calendars
- Wood pulp paper
- Wheel barrow
- Rudder
- Bridges
- Chain pumps

AIM: Does Ancient Greece deserve to be called the “Cradle of Western Civilization”?

- Impact of geography on Greece
 - Because of the mountains, they were isolated and with the islands, they were able to develop into city-states
 - Because of the seas, they had excellent harbors and trade. With the islands, they were sailors and traders. They traded olive oil and other goods.
- Greek vs. Sparta Values
 - Greek
 - Valued the arts, learning
 - Sparta
 - Valued a good army
- Peloponessian War
 - Between Sparta and Athens
 - Sparta won and stripped Athens of its power
- Greek Government
 - Differed between the city states
 - Started as:
 - Monarchy – one ruler
 - Aristocracy – best men
 - Oligarchy – few rich people
 - Athens – Democracy
 - Assembly, Executive Branch, and Judicial Branch
 - Sparta – military state
- Greek Culture

- Architecture, Columns – simple, Vases – pictures from daily life, Sculptures – Nike and Disk Thrower – showed ideal human, Plays – comedies and tragedies, Stocism
- Greek Achievements
 - Came up with mathematical formula, geometry books, Hippocratic Oath
 - Parthenon
 - Similar to culture

AIM: How and why did Rome build and maintain an empire?

- Explain how Rome built and maintain their empire
 - Built
 - Only had to worry about invaders from north because they had a desert and to the south and ocean to the north
 - Maintain – 5 things
 - Law
 - Law was the bond. Without it, Rome wouldn't be able to Live
 - All people were equal
 - Innocent until proven guilty
 - Can face accuser
 - Decisions must be fair
 - Guilt must be clearly established
 - Trade
 - Treatment of Conquered People
 - Allowed them to do what they wanted as long as they paid taxes
 - They treated their prisoners kindly
 - Citizenship was extended throughout the empire
 - Made the people feel loyal to the Romans
 - Unifying effect
 - Technology
 - 1st sewer system
 - 1st national highway – paved roads
 - aqueducts
 - Roman Forum

- Invented cement and bridges
- Roman form of government
 - Started out as republic, but soon became an empire
- Roman achievements
 - Language
 - Law
 - Art and Architecture – Colosseum
 - Literature and Drama
 - Religion
 - Science
- Reasons for Rome's fall
 - Germans were coming, so the Visigoths – a tribe living right outside Rome decided to invade
 - Political
 - Participation in government is seen as a burden
 - Civil war
 - Moving of capital to Byzantium
 - Social
 - Lack of interest in public affairs
 - Low confidence in empire
 - Contrast between poor and rich
 - Economic
 - Poor harvests
 - Disruption of trade
 - Crushing tax burden
 - Military
 - Threat from Persians and barbarians
 - Low funds for defense
 - Problem recruiting soldiers
 - Decline of loyalty

Aim: Why did Christianity spread throughout the Roman Empire?

- Explain Christianity's roots in Judaism
 - 10 commandments, Jesus and Paul were Jewish, monotheism
- Reasons why Christianity appealed to people of the Roman Empire
 - It was easy to follow – the only thing needed was faith
 - No difficult rules

- Anyone can join

Aim: How did the Byzantine Empire prosper following the Fall of Rome in the West?

- Identify and describe the location of Byzantium
 - In the east
 - Near the Bosphorus and Dardanelle straights
 - Close to Russia – had an impact
 - Closer to Christianity
 - Closer to Asia Minor
 - Possible to get away from invaders and have trade
- Explain how Byzantine influenced Russia
 - Justinian was an autocrat – Russia became autocratic – czar
 - Language
 - Same architecture – onion domes
- Explain why Byzantine was important following the fall of Rome
 - It was thriving while the rest was doing poorly.
- Describe Byzantine’s legacy
 - Blended Christian beliefs with Greek science, philosophy, arts, and literature
 - Achievement in engineering and law
 - Artists made unique contributions

AIM: How did Charlemagne briefly unite Europe after the Fall of Rome?

- Explain the conditions in Western Europe after Rome’s fall
 - Disorganized, no government
- Explain how Charlemagne organized his empire.
 - Worked closely with the church
 - Powerful nobles were appointed to rule local regions
 - Gave them land so they could offer supports and supply soldiers for the army
 - Had Missi Domestici to check up on them
- Explain Charlemagne’s achievements
 - Advances in learning – built a school
 - Advance in grammar, logic, arithmetic
 - Hired scholars to copy the Bible

AIM: How was society organized in the Middle Ages?

- Explain the relationships in the Middle Ages

- King to Powerful Lords and Powerful Lords to Lesser Lords
 - Fief
 - Protection
- Powerful Lords to King and Lesser Lords to Powerful Lords
 - Loyalty
 - Payment
 - Military service
- Lower Lords to Serfs
 - Few acres of land
 - Protection
- Serfs to Lower Lords
 - Labor
 - Fees
- Describe the manor and its role in the Middle Ages
 - Important – self sufficient
 - Well
 - Church
 - Blacksmith
 - River
 - Oven
 - Castle
- Describe how serfs were treated
 - 3 days for themselves to farm. 3 days for the lord. 1 day rest.

AIM: How did the Roman Catholic Church dominate life in the Middle Ages?

- Describe the Church's role in the Middle Ages
 - Europe was the Church and the Church was Europe
- Describe the role monks and nuns played in the Middle Ages
 - Made churches, tended the sick, scribes, gave charity, weavers, needleworkers

How does geography influence Japanese society?

- Describe how geography impacts Japanese society and culture.
 - Japan is an archipelago – a group of island. It is located in the Ring of Fire, which is subject to frequent volcanoes. Therefore, the people have learned to respect and fear nature. This can be seen in their artwork. Japan has many mountains – 4/5 of the land is mountainous and not arable.

Therefore, there is a high population density in the remaining 20% of the land. The people of Japan have adapted to the land by using terrace farming – cutting into the sides of the mountains to grow food. There is a scarce amount of meat and cheese. Fruits are expensive. They have turned to fishing – causing fish (sushi) to become a staple of their diet. They are located near China and Korea. Customs and ideas went through all the places, including Shintoism, Confucianism, civil service examination and alphabet. They only took what they liked.

How did Japanese society develop under feudalism?

- Explain why feudalism developed in Japan.
 - Since their geography isolated them from everyone else, they formed their own governments. However, it soon broke down and people were fighting with each other. The Tokugawas came and unified everyone imposing a feudal government on them.
- Discuss the feudal period in Japan.
 - The shogun was the real ruler. He gave land to the Daimyos. The daimyos had to have their marriages approved by the shogun. The shogun also had to give permission to the daimyo to repair their castles. Every other year they would live in the shoguns capital, but his wife and kids had to remain there full time. Under the daimyo were the samurai. They were the fighters. Although they were excellent military people, they were also great artists. This is known as the “dual way of the sword and the writing brush”. They could compose poems. They designed and decorated their sword cases. They practiced Noh drama. They had to follow Bushido. If they didn’t, they should perform Seppuku, rather than live a life without honor. At first women were important, and trained in military and supervised estates. But then they also had to follow Bushido.
- Compare and contrast Medieval Europe and Feudal Japan
 - Geographically, Japan was an island nation, and isolated by the seas and mountains. France was bordered by neighboring

countries and bodies of water. History – the decline of central authority brought about power struggle in Japan. In Rome, the breakdown of power led to an order less society with invasions. In Japan – Shogun→daimyo→samurai. There was little outside pressure. In France King→lord→knights. Many conflicts with neighboring countries. In Japan, the knights followed Bushido. It was based on loyalty, bravery on the battlefield. Religion was unimportant, but literacy and culture were extremely important. In Europe, their code was chivalry. It was based on religious ideas. Loyalty was to the feudal lords, bravery on battlefield. Religion – Christianity – was important. Did not care about past cultures and reading and writing were up to the clergy.

How did the Mongols build and maintain their vast empire?

- Locate the areas of the Mongols on the map.
 - From the [Pacific Ocean](#) to [Austria](#) including the Middle East, Iraq and Russia.
- Identify the reasons for the success of the Mongols.
 - Genghiz Khan was a strict ruler. Under him, the people were great fighters. They were skilled horsemen (could go from one horse to another) They knew how to live on a small amount of food – could drink mare’s milk and herdsmen’s veins. They used psych-op – told the enemy that they were strong and made the enemy scared.
- Explain how the Mongols ruled their empires.
 - Genghiz Khan
 - As long as the people paid the taxes, they were allowed to do as they please. They were ruled with tolerance and justice. There was a respect for the scholars and artists. They had Wagers who enforced the law. They had an efficient system of mail – the Pony Express.
 - Kublai Khan
 - Did not like Chinese. They were not part of his beauracracy. Since there were too few Mongols, the Chinese were allowed to continue ruling over their own

territories. He called his empire "Yuan". He rebuilt the Grand Canal.

- Identify and discuss the lasting impacts of the Mongol empire.
 - China taught the Middle East the use of gunpowder, windmills, and papermaking. The Middle East gave China crops and trees.

How did the Ming emperors attempt to restore Chinese rule?

- Explain how the Ming emperors revived China
 - Politically - Civil service examination was restored, Confucius became important again. Economically, they grew huge rice crops, which had great profits. They had many industries – porcelain, papers and tools. The canal system was repaired. Culturally, there was a revival of the arts. Vases were the most popular product.
- Identify the voyages of Zheng He.
 - They went to [Southeast Asia](#), [India](#), [Red Sea](#), [Persian Gulf](#), and [East Africa](#). They showed the greatness of China. Traders settled in these places.
- Explain why Ming Emperors forbid overseas travel.
 - The fleets were costly and expensive. They did not bring in a profit. The Chinese wanted to preserve their ancient traditions. If they had continued, Columbus might not have found America.

How did Islam develop into a major religion?

- Explain how Muhammad became a prophet in Islam.
 - One night, the angel Gabriel appeared to Muhammad and told him that he is the last and greatest prophet. He told his followers – the Bedouins and started Islam. Muhammad was kicked out of Mecca since the merchants did not like his message because they made a lot of money from the Ka'aba where there were idols. But Muhammad said that there is only one god and no idols, so if people would follow him, the merchants wouldn't have a profit. So he fled to Medina/Yathrib. They conquered the Meccans and treated them kindly.
- Identify and explain the Five Pillars of Islam.

- Islam is founded on 5 basics. Prayer five times daily, charity to the poor, belief that there is only one god and that Muhammad is his final prophet, fasting during Ramadan from sunrise to sunset, and making the 'hajj' – a trip to Mecca once in their lives.
- Explain how Islam regulates the lives of the Muslims.
 - Their system of law is the 'Sharia', which regulates moral life, government, and business.
- Discuss how women were treated.
 - According the Quran, they have the same rights as men. But, while living in the Byzantine empire, they started covering their hair and going out less and less. Soon women had to stay in the home all day long.

How did Islam succeed to become a major world religion?

- Locate the expansion of Islam on a map.
 - Islam spread to Syria, Palestine, chunks of the Byzantine empire, Constantinople, Persian Empire, Egypt and North Africa.
- Explain why Islam spread so rapidly after Muhammad's death.
 - The Byzantine and Persian empires were weak, so it was easy to capture those people. They preferred Muslim rule to the harsh Byzantine rule. They liked being part of something. The camel and horse cavalry was better than anyone else's. People liked that its message was simple and direct. There was no religious hierarchy.
- Explain how conquered people were treated.
 - According to one sura (similar to pasuk) all people will be treated equally. However, another sura says "fight those until they pay the jizya with willing submission. There was a special tax on non-Muslims, known as the Jizya. They gathered in dirty places and were hit as they paid the tax. They were not allowed to walk on the same side of the street. Their houses had to be low. They had to wear white clothes. The Jews for a yellow belt. They were not allowed to display wine, pork, festivals, and the Torah.
- Explain why the empire eventually declined.

- The Caliph's power began to decline. Civil wars erupted. (often between the Shiites and Sunnis. The Sunnis believe that the leaders should choose the caliph and the Shiites believe that only descendents of Muhammad could be the caliph.)

How did the Muslim civilization experience a Golden Age?

- Identify and discuss the achievements of Muslim civilization in the following areas: literature, design, architecture, philosophy, mathematics, astronomy, and medicine.
 - Literature: wrote poems about chivalry and romance
 - Design – New design known as the arabesque was made. It was made up of complicated lines. Text from the Quran was put into pictures and paintings. The ceilings were decorated beautifully
 - Architecture – domes and arches
 - Philosophy- tried to join reason and religious beliefs. Ibn Rushd was a philosopher.
 - Mathematics – algebra. Studied ancient math of the Greeks and Indians.
 - Astronomy – eclipses, rotation and circumference.
 - Medicine – anatomy, studied the eye. Quarantined, then treat. Muhammad al-Razi wrote a book about diseases, and believed in treating the mind too. Avicenna wrote a book about diseases and their treatments.

How did the Muslim culture influence India?

- How did the Muslim conquest impact Indian society?
 - The Indians had to live under the sultan. They traded with each other and scholars brought learning to India.
- Compare and contrast Hinduism and Islam.
 - Hinduism is an ancient religion with many texts. They follow a caste system and celebrate with music. Islam is a newer religion with one god and one text. Music is not allowed at festivals. There is no religious hierarchy. A new language, Urdu evolved. Also a new religion – Sikhism that stressed futility of idol worship, unity of God, and brother hood of man.
- Explain why Akbar succeeded and his legacy.

- He ruled with tolerance. Took away the jizya. Unified the people. encouraged international trade. He modernized the government. His grandsons were weak rulers.

Why were the Crusades known as a successful failure?

- Identify and discuss the motives for the Crusades.
 - The knights wanted to go fight to show off their skills. The peasants wanted excitement and adventure. They wanted money and to get rich. If they did go, they were rewarded with salvation in heaven.
- Explain why the crusades have been labeled a successful failure.
 - Although in the end they did not gain back the land they had wanted, it was a success. When they had captured Jerusalem, they set up feudal states. This isolated Western Europe and increases trade there. They get paper, the astrolabe, sugar. Because of the Crusades, the king had to raise an army and raise taxes. Since the lords needed to pay higher taxes, they had to sell their estates and the slaves are free. The king's power becomes increased and the Church declines.

How were the late Middle Ages (High Middle Ages) a time of great revival?

- Explain why trade declined in the Middle Ages.
 - The manors were self-sufficient and trade was not needed with other people. They had a barter system and did not use money. The Church did not allow people to charge interest and wanted them to sell it at just prices (so they wouldn't make a profit) the roads were in poor conditions and there were tolls for traveling.
- Explain how trade was revived in the High Middle Ages
 - New agricultural inventions were made such as the windmill, plow, 3-field system, and harnesses. The swamp areas were cleared and more food was produced. So population doubled in Europe. People want other luxury items such as wool, fur, spices, and iron. They begin to trade in Constantinople, Flanders, England, and the Alps. Since there weren't so many consumers, trade fairs evolved. They were on the manors and there were many merchants. People came and bought/traded

objects. Entertainment was provided. There were moneychangers, letters of credit and new forms of business.

- Discuss how towns emerged
 - Since there was a revival of trade, and trade fairs, the merchants stayed with innkeepers. Houses were built and this led to towns
- Discuss the conditions of a late Medieval town
 - They were dirty, smelly, and filled with disease. You had to dodge the slops. The streets were narrow. But town air makes on free. They lived according to charters.
- Identify and discuss the role of guilds in the late Middle Ages.
 - Merchant guilds encouraged fair trade. Similar to unions. Taxed anyone who wasn't a member in order to eliminate competition. Craft guilds were based on your specialty. Worked 3-7 years as an apprentice – no pay. Then became a journeyman. If you made a masterpiece, you became a master. They protected the people in them – widows, orphans, sick, built hospitals. They decided what would be produced.
- Explain how towns and the revival of trade led to the decline of feudalism.
 - There is now a new class – the middle class. They participate in the government hoping to have their laws passed. Guilds were formed so the people semi governed them. The loyalty was redirected towards the king since he would provide the charter for them. The manor is no longer needed since trade is alive. Since there is parliament, there are stronger ties between the king and middle class than the king and the lords.

How were the late Middle Ages a time of both great troubles?

- Trace the spread of the Black Death on a map
 - Started in Asia and China and spread throughout Europe
- Explain the causes and impacts of the Black Death
 - Causes – the fleas on the rats carried the disease. The economy went down and the few workers that were left wanted higher pay. This caused feudalism to decline. Guilds

refused new members. People turned to magic and witchcraft. The Jews were killed and made a scapegoat. Many people die.

- Explain the causes and impacts of the 100 years war
 - War between French and England. They both want land. Europeans use the longbow, which requires foot soldiers. This brings feudalism down, since knights aren't needed. The French use cannons. This also brings feudalism down since the cannons can go over the castles.
- Explain how the Black Death and Hundred Years War contributed to the decline of feudalism.
 - Church has less and less power. New weapons (see above)

How did the Renaissance period mark a significant change from the Middle Ages?

- Explain why the Renaissance began in Italy.
 - It was located near the rivers, so trade started here. Since there was a surplus of money, the people could afford to be supporters of the arts.
- Explain the new idea known as humanism.
 - The individual has dignity and worth. They should challenge previous ideas and think for themselves. They should be knowledgeable in everything. People should seek fulfillment in every day life.
- Identify and discuss the differences between the Middle Ages and the Renaissance.
 - The songs were chants and vocally. The pictures were cartoon like. Stressed after life. During the Renaissance, the songs were with instruments and lively. The paintings were more real-like. Stresses present life.
- Identify the various artists and their respective works of art.
 - New forms of art – oil paint, linear perspective, religious and secular together, vanishing point. Leonardo da Vinci painted the Mona Lisa. Raphael painted the School of Athens. Michelangelo sculpted David and Moses.
- Identify and explain Machiavelli's advice on how a king should rule
 - Be strict. People will backstab you. It is better to be feared than loved. Don't kill someone without a reason and don't

take away his or her inheritance. Be a fox to recognize the traps and a lion to fight. "Ends justify the means" – doesn't matter how you get there as long as you stay in power.

- Identify the Printing Press and discuss its effects on Europe.
 - Johan Gutenberg invented this. Things could be produced more easily and quickly. Ideas spread.

How did the Protestant Reformation emerge in Europe?

- Discuss the causes that led to the Protestant Reformation
 - Political – the king was upset that the Church was gaining civil power. Economic – the church did not allow them to charge interest and profit, the tithe that went to the Pope in ROME. Intellectual – Humanism, challenging the church, printing press is spreading the corrupt church practices. Religious – sold the letters of indulgences, simony, nepotism, clergy were not appointed properly, they had luxurious lives and were not even always at the church, pope cant take away a person's punishment.
- Compare and Contrast the beliefs of Luther and Calvin.
 - They both believe that faith is the only way to achieve salvation. They believe boys and girls should study the bible and that the only religious truth is the bible. Luther believes that the clergy should not be treated like god. Denies 5/7 sacraments. He permits clergy to marry and says no saints. Calvinism is a theocracy. Believed that god long ago determined who would gain salvation – predestination. These people were known as the Elect. He had a strict society. No dancing, swearing, laughing in church. Believed in hard work, discipline.

How did the Protestant Reformation impact world History?

- Locate the areas of Catholics, and Protestant groups on a map of Europe.
 - Catholic – Italy Spain. Protestant – some of Germany, England
- Explain why Henry VIII broke away from the Catholic Church.
 - He was married and had only a daughter. He wanted a son, so he wanted to remarry. The Church wouldn't grant him a

divorce. He gets Parliaments to pass the Act of Supremacy – in England; the king is the ruler of the Church. He then gets his divorce.

- Discuss how the Catholic Church reacted to the spread of Protestantism
 - They become stricter in appointing clergy. They say the Pope is the head and he can only interpret the bible. Indulgences are prohibited. Holy Inquisition is brought back – secret trials to determine if people are heretics. Society of Jesuits – missionaries to convert people. Index – list of books that are allowed to be read.
- Discuss the various impacts/effects of the Protestant Reformation
 - Religiously, Europe is no longer unified. Many wars break out (England and Spain)

How did China experience a Golden Age under the Tang and Song dynasties?

- Describe the social structure of China under the Tang and Song
 - Gentry – scholar. Peasants – worked the land. (Could move up by having one of the kids study to become a scholar.) Merchants (could move up by marrying their daughter to a gentry)
- Identify and describe the various achievements of the Tang and Song dynasties
 - Porcelain, mechanical clock, printing, paper money, gunpowder, magnetic compass. Had sculpture and architecture with Buddhist themes. Had literature and poetry about harmony with nature. Had paintings portraying landscapes.

How did the scientific revolution challenge the accepted beliefs regarding scientific knowledge?

- Identify and explain the scientific method.
- Explain how the scientific method differed from the old knowledge of thinking
 - Now, they want to know WHY. They don't just accept things because of common sense. They want to know reasoning, observation, and experimentation.
- Identify and describe the ideas of new scientists.

- Copernicus – heliocentric theory. Vesalius – anatomy. Harvey – circulation. Boyle – gas laws. Newton – gravity. Bacon – observation and experimentation. Descartes – reasoning. Galileo – used his telescope
- Discuss how scholars and church officials respond to the new Scientific method.
 - Scholars – happy?. Church officials – they are very upset. Force Galileo to recant his ideas.

How and Why did some European nations begin exploration in the late 140s and early 1500s?

- Explain what enabled the Europeans to explore the world.
 - Technology – mercator projection, caravels, masts, rudders, sextant, astrolabe, compass. Money – subsidy -from government. Prince Henry of Portugal’s “school of Navigation”
- Discuss the various motives for European exploration
 - Money! colonial power, adventure, persecution, wanted to eliminate the middlemen – Muslims and Italians in the trade from Asia to Europe, Humanism, wanted new converts to Christianity

How did Latin America live prior to the arrival of the Europeans?

- Discuss how the Mayans, Aztecs and Incans organized their societies.
 - They were advanced and civilized. They had a system of government and social structure. They worshipped many gods and had an agricultural based economy. They had advanced communication systems, and elaborate calendar systems.
- Describe the achievements and elements of civilizations that each of the early Latin American empires created.
 - See above. Incans had buildings and roads, government, archeology. The Incans were good rulers – they had some of the other cultures in their government.

How did European nations treat Latin Americans in the Age of Exploration?

- Describe how the Spanish treated the Native Americans
 - Hit them cruelly, for no reason, worked them hard
- Explain why the Spanish succeeded in conquering and destroying the Aztec and Incan empires.

- They had greater and better weapons. The Native Americans were being killed by disease.
- Describe the economic and social system the Spanish established in Latin America
 - Peninsulares→Creoles→Mestizos (N.A. and Europe)→Mulattoes (Africans and Europe)→slaves. The leaders were the viceroys. They governed the people
 - The workers were the Native Americans. They were peons – workers that paid off an endless debt. This was justified by the encomienda system – the right to demand labor and tribute from the Native Americans

How did Africans live prior to the arrival of Europeans?

- Identify the geography of Africa
 - Rain Forests – hot and wet. 2 deserts
- Discuss the achievements of the early African empires.
 - In Timbuktu there was a learning center. Mali, Gana, and Songhai were trade cities. They made money from salt. They were dependant on oral history from the griot – the story teller.
- Discuss the trade networks in Africa
- Discuss how Africans organized their society.

How did European nations treat Africans in the Age of Exploration?

- Discuss the reasons why Europeans enslaved Africans
 - Christianize and civilize. They needed the labor. Racism, ethnocentrism
- Identify and describe the four stages of the African slave trade.
 - Slave Raid – done by other Africans
 - Slave Caravan – taken to the coasts of Africa
 - Slave Market – sold
 - Slave Ship AKA Middle Passage – the 8-week journey. Terrible conditions, smelly, disgusting, no bathroom.

How did the Age of Exploration and the Columbian Exchange impact the world?

- Identify and Describe the Columbian Exchange.
 - Exchange of ideas, food, and people between Europe and the Americas. Americas got horses and disease and some foods.

Europe got a lot of foods. The Triangular trade – from Europe to Africa – manufactured good. Africa to America – slaves. America to European – raw materials.

- Discuss the various impacts of the Age of Exploration on Europe, Latin America and Africa.
 - War, inflation, people are dead, loss of African culture
- Discuss how the Tokugawa shogun and the Chinese reacted to European exploration.
 - Chinese – very limited with trade. Strict. Japanese – at first let missionaries. Then saw Spain seizing Philippines, so the missionaries were kicked out. Feared that Japanese might be loyal to pope, so Japanese Christians were killed.

How did Louis XIV, Phillip II, and James I rule their respective countries?

- **Charles V**- He was the grandson of Ferdinand and Isabella of Spain. There was always war because he ruled 2 empires. There was a Habsburg struggle with France over rival claims in Italy and he wanted to support the Protestant movement in the German states. After years of religious warfare, he has to allow German princes choose their own religion. His greatest warfare was the Ottoman empire. They advanced to Vienna, Austria and occupied Hungary and challenged the Spanish in control over the Mediterranean. He got very exhausted, so he entered a monastery and gave up all the lands.
- **Habsburg**- Charles was an heir to them. They were the Austrian rulers of the Holy Roman Empire and in the Netherlands.
- **Phillip II**- He was the father of Charles V. He was very hardworking and ambitious. He wanted to expand Spanish influence, strengthen the Catholic Church, and make his power absolute. He devoted his time to government work. He never joked around or spent time hunting. He isolated himself in his palace. He helped centralize royal power making him responsible for all parts of the government. Because he thought he had divine right, he thought that he was the guardian himself over the Catholic Church. He defended Catholic Reformation and turns back the Protestants in Europe. Within his own lands, he enforced religious unity, turning the Inquisition against Protestants and other people that were like heroics. He

fought many wars as he advanced Spanish Catholic power throughout the world. Spain defeated an Ottoman fleet in the Mediterranean. He also battled Protestant rebels in the Netherlands. Both Protestant and Catholic opposed the taxes and autocratic Spanish rule. They said it threatened their local self-government. Riots against the Inquisition sparked revolts. There was savage fighting. Protestants broke away and declared independence as the Dutch Netherlands. He was also a patron of the arts.

Thanx Rachel for that part!

- Identify and describe the characteristics of absolute monarchy and divine right monarchy
 - Louis XIV believed that he was chosen by god to be the king. He had supreme power. No one checked on him
- Discuss the reign of Louis XIV and its impacts on France.
 - See above. He made laws, raised taxes, declared war, pardoned and jailed people.

How did Parliament triumph over the Monarch in England?

- Explain how the Stuarts clash with Parliament.
 - The believed in divine right and did not want to be checked up on by Parliament. They place heavy taxes on middle class. Parliament tries to get power back by writing the Petition of Rights – no raising taxes, no quartering soldiers, no unfair imprisonment. But it doesn't work. They kill the king.
- Explain the significance of an English Bill of Rights.
 - Provides some check on power. Makes Parliaments greater than the king. Parliament has to approve king's actions.
- Trace the development of a limited constitutional monarchy in England.
 - Mary and William sign the English bill of Rights. They don't have too much power. They are kept in check by Parliament.

AIM: How did Peter the Great rule Russia?

- Explain why Russia was isolated politically and culturally from Western Europe.
 - Physically, the Ottoman Turks held the Black Sea. Poland and Russia held the Baltic Sea. Russia had no access to a warm-

water. Russia was almost entirely land-locked. It had no navigable rivers that flowed into the seas of commerce. Poland and Eastern Europe hindered commercial contacts.

- Culturally, Russia was also isolated from the world. They had Asian influences from the Mongols. They used the Cyrillic alphabet instead of the Roman alphabet. Their religion was Eastern-Orthodox instead of Roman Catholic. They got their culture from the Byzantine Empire and not the Roman and Western empire.
- Explain how Peter the Great attempted to westernize Russia.
 - On a trip to the west to negotiate an alliance against the Turks, Peter saw the advantages of technology. He came back to Russia and westernized it. Men were not allowed to have beards. Women had to take an active part in community life. Nobles had to change their long fur robes for short Western one. He remodeled the army according to the British and French lines. He was able to defeat Sweden and gain access to a warm-water port. Everything was taxed. He began a new government with absolutist ideas. Czar had control of everything, even the Church.

AIM: How did the Enlightenment thinkers answer the basic questions of the 18th century: How does one make mankind happy, rational, and free?

- Explain the connection between the Scientific Revolution and the Enlightenment.
 - The Scientific Revolution wanted to use natural laws to discover how the physical world worked. The Enlightenment used reason to discover natural laws that governed society/people to make them happy.
- Identify and explain the ideas of philosophers.
 - Hobbes: people are evil. Government should have the power. In return, people should have the promise of peace. "social contract"
 - Locke: government exists to serve the people and when it fails this purpose, the people may replace it. Life, liberty, property – man's natural rights.

- Rousseau: believed that people were born good, but then corrupted by society. popular sovereignty
- Voltaire: freedom of speech
- Montesquieu: government exists to serve people.. Checks and balances
- Mary Wollstonecraft: women's rights activist
- Frederick the Great: "enlightened despot" believed he had to help his nation

AIM: How did the Enlightenment spread?

- Explain how the enlightenment spread.
 - An encyclopedia by Denis Diderot was put together. It arranged everything by alphabetical order. People were able to read about all different things. Salons – talk shows. Pamphlets were written. They were kept and read over numerous times.
- Explain how the American Revolution was influenced by the enlightenment.
 - Declaration of Independence – used the ideas of popular sovereignty, equality, life, liberty and the pursuit of happiness. Benjamin Franklin would go to salons and hear ideas. Thomas Paine wrote some pamphlets that were read by Americans.

AIM: Why did France erupt into a revolution in 1789?

- Identify and explain the abuses during the Old Regime in France.
 - France was divided into 2 estates. The First estate was made up of 1% of the population and owned about 10% of the land. They didn't have to pay taxes. These were the clergy. They collected the tithe. The Second Estate was made up of the nobles – 2% of the population and owned about 35% of the land. They were the lords and also had to pay few taxes. The Third Estate was made up of 97% of the people. This estate performed the tasks and didn't get paid a lot or have much land. Additionally, King Louis XVI was an aristocrat. Whatever he said, went. He used lettres de cachet and was able to imprison anyone. He also used corvees which made the 3rd estate perform required labor.

- Identify and explain the steps leading up to the revolution.
 - All the problems with 1st, 2nd, and 3rd estates.
 - Growing discontent.
 - Nobles and clergy were upset that king was gaining power.
 - 3rd estate wanted their sons to have good jobs
 - Nobles hired attorney to discover old debts of the peasants. They sold things they once gave away and raised the price of rent.
 - People were upset about the tax rules.
 - Country is in a deficit, but king is spending his money lavishly. His wife was known as “Madame Deficit”
 - Influenced by the ideas of the American and Glorious Revolutions. They were also influenced by the Enlightenment.
 - Winter of 1789 – harsh winter. Led to a famine. Riots for food. The king called together the Estates General after 175 years to discuss the problems.
 - The 3rd estate is represented unfairly. They broke away and make the National Assembly. He locks them out of a meeting and they write the Tennis Court Oath. There are rumors going around that the King wants to kill the members of the National Assembly.
 - They gather arms and storm the Bastille for gunpowder. They remove 7 prisoners. This shows that they are challenging the king’s power.

AIM: How did the National Assembly reform France?

- Identify the various political, social, and religious reforms.
 - Political – everyone was allowed to vote as long as a minimal tax was paid. All male citizens are equal. It is a limited monarchy with a legislative assembly.
 - Social – abolished the feudal system, abolished special privileges, taxes were based on income, abolished guilds.
 - Religious – freedom of religion, compensated the clergy for the land seized by the peasants. Bishops and priests were paid government salaries
- Political Views

- Radical. Liberal. Moderate. Conservative. Reactionaries.

AIM: Why did the French Revolution turn radical?

- Explain how internal events and external events caused the revolution to turn radical.
 - King Louis XVI flees France and escapes to Austria. However, he is recognized by a guard and sent back to France. He is then killed by the guillotine. Other countries are afraid of rebellion and the guillotine so they want to invade France. France is afraid so the National convention is made. George Danton controls international problems. He started an army and wrote a draft in case of a war. The Committee of Public Safety was set up to protect France from invaders. Maximillian Robespierre was in charge of domestic problems.
- Identify and discuss the time period known as the "Reign of Terror".
 - People in France were being killed left and right. Every person suspected of treason was killed. Robespierre eventually killed Danton and Robespierre was eventually killed by other people. The symbol of the revolution became the guillotine.

AIM: How did Napoleon rule France?

- Explain how Napoleon gained power in France.
 - Napoleon came to France when it was in a political vacuum. People were being killed left and right. There was no stability. People liked how Napoleon was a good general and they hoped he would be able to save them.
- Identify the various reforms by Napoleon.
 - He encouraged the émigrés to return, but made them take an oath of loyalty. He had a public vote – Plebiscite – but only agreed with it when it consented with his thoughts. He established a consulate – 3 man governing board. He also regulated the economy and controlled trade/prices. He wanted people to go to school. In 1801, he made an agreement with the Church called the Concordat. People were allowed to buy Church land. Advancement was made based on merit. ½ freedom of the press. Napoleonic codes spread all over. He enacted laws to help businessmen. He used military genius to create France's empire.

AIM: Why did Napoleon's empire fall?

- Explain how Napoleon attempted to dominate Europe.
 - Napoleon had most of Europe under his control. However, he wanted England! He began the continental system and forbade any country to trade with England. He believed that by doing this, Britain's income will be lost and he will control them
- Identify the various causes that led to Napoleon's downfall.
 - As he conquers countries, he spreads Enlightenment ideas. This will come back to haunt him, the people will want to fight for themselves.
 - Peninsular War. Napoleon puts his brother on the throne in Spain. They get mad and fight against him.
 - Czar Alexander of Russia resumes trade with England. Napoleon begins a war with him. However, France is not accustomed to Russia's harsh winters. People end up freezing. In addition, Russia retreats back and burns their country – scorched earth policy. He is sent to Elba. He escaped and comes back to Waterloo to fight for 100 days. He is defeated and sent to St. Helena, where he dies.

AIM: How did Napoleon influence Europe and the world?

- His Napoleonic codes spread all over the world. They were used in Louisiana. He sold Louisiana to the US and caused the US to double in size.

AIM: How did the Congress of Vienna attempt to stabilize Europe following Napoleon?

- Identify and discuss the goals of the Congress of Vienna.
 - The Quadruple Alliance – Great Britain, Austria, Russia, Prussia met to discuss France. They wanted to make sure France wouldn't come to this power again. They had to repay the debts. Land was divided among different countries. All former ruling families were restored back to the throne. Each nation had to keep the other from becoming too powerful.

AIM: How did the production of goods change during the late 1700s and 1800s?

- Explain how and why the production of goods changed in the late 1700s and 1800s.
 - Farmers would enclose the land of many farmers and cause those farmers to move to the city. There were new inventions for farming including Jethro Tull's seed drill, which made it easier to farm. More food was being farmed efficiently. Since there was a surplus of food, the population grew. Also because health care was better, population was able to grow. Since population grew, there was a greater demand for materials. People invented new machines that would make the production of goods faster for the new amount of people.
- Explain why the Industrial Revolution began in England.
 - England possessed the factors of production – land, capital, labor. They had natural resources, excellent harbors for trade and rivers. They had money, tools, and machinery. They also had labor from the many people who moved to the city. Many people had sons who wanted to be the owners of these companies. England also passed laws to protect business owners and made it beneficial to become a businessman. England had the best navy and was able to transport good since they had control of the seas. They had many colonies and therefore had many large markets.

AIM: How did the Industrial Revolution impact the lives of the working and middle class?

- Identify and discuss the working conditions in the Industrial Revolution.
 - Work life was very rigorous. The workers had to be there early and were not allowed to take many breaks. They worked long long hours. Women and children were the wanted workers. Children were able to learn quickly, be exploited. They had small hands and could fit in small places. It was very dark and cramped. Their homes were tenements. They had to share a bathroom. 12 people per room. There is little privacy and a lot of disease! Wages depended on how much you would've made at another job, who you needed to support, and the supply and demand of the job/product.

- Discuss how the middle class lives during the Industrial Revolution.
 - They were the owners of the factories. The middle class also consisted of professors, lawyers, and doctors. They kept the surpluses. They owned property, hired servants, wore elegant clothing. Some women went to college, some stayed at home.

AIM: How did modern capitalism emerge from the Industrial Revolution?

- Identify and explain the main ideas of capitalism
 - People can own the businesses. They can open wherever they want and charge however much they want. They open because of a profit motive. Another element of capitalism is competition and supply and demand. According to Adam Smith, there is an invisible hand controlling supply and demand.

AIM: How did Economists propose to improve the plight of the working class?

- Identify and explain the main ideas of each economist concerning the lives of the working class.
 - **Adam Smith**: "laissez faire" the government should stay out
 - **David Ricardo**: IRON law of wages
 - When families make more money, they have more kids. The kids grow up and there are more available workers. There will be no competition for jobs and people's income stuff will go down.
 - **Malthus**: When population goes unchecked, there will be food problems. Advises people to stop having children.
 - **Jeremy Bentham**: Utilitarianism – using stuff based on its benefit. Believed in individual freedom. He advocated education and called for reform of justice and prison system.
 - **John Stuart Mill**: government should work for the good of the citizens. Improve housing and factory. He promoted education and vote for all.
 - **Socialism**: Government owns the mean of production. He believes the government should plan the economy.

AIM: How did Karl Marx propose to improve the plight of the working class?

- Identify and explain Karl Marx's view of history.

- He believed that there have always been feuds between the different social classes. In the past, between the lords and the serfs, the slaves and the owners. Now, the feud is between the workers – Proletariat – and the bourgeoisie.
- Identify and explain Karl Marx's theory of Communism.
 - Workers will unite against the owners. They will share the profits. There will be no classes and the government will slowly wither away.

AIM: How did the lives of the working class gradually improve?

- Identify and explain the various Reform Bills that attempted to address problems relating to working and voting rights.
 - Factory Act – Women and children cannot work more than 12 hours a day.
 - 10 hours Act – Women and children cannot work more than 10 hours a day. Since they wouldn't work more than 10 hours, there was no point in keeping open the factories for more than 10 hours.
 - Reform Bill of 1832+1867 – lowered the meaning of property
 - Prime Minister Gladstone
 - Reform bill – agricultural people can vote
 - Education act
 - Redistribution bill
 - Secret Ballot
 - Chartists
 - Wanted complete democracy
 - Wanted secret ballot
 - Wanted parliament to get paid

AIM: How did Germany unite as a nation? How did Italy unite as a nation?

- Identify the problems and solutions with uniting Germany.
 - Germany was afraid of Prussia power. Solution: Prussia would go to war for Germany.
 - Southern was Catholic and Northern was Protestant. They made a common enemy – France.
 - France opposed a united Germany. Prussia went to war with France and defeats her.

- Prussia and Austria are in a fight. Prussia defeats Austria at battle.
- How was Italy united?
 - Giuseppe Mazzini had the idea to unite Italy. Believed it would help them in wars. Giuseppe Garibaldi joined the two Sicilies – northern and southern Italy together. Vatican City, the pope’s land, was made separate.

AIM: Why did Europeans embark on a policy of Imperialism in 1800s?

- Identify and explain the various motives for imperialism.
 - Social
 - Spread the white man’s burden
 - Social Darwinism
 - Christianize
 - Civilize
 - Outlets for human populations
- Technological
 - Maxim gun
 - Quinine
 - Railroads, steamships, telegraphs
- Political
 - Want power – colonies will make them stronger
 - Nationalist
 - Naval bases for war
- Economical
 - Want resources
 - Want markets
 - Want raw materials
 - Wanted to be self-sufficient

AIM: How did European Imperialism impact Africa?

- Identify and explain why Africa was difficult to explore.
 - Africa was known as the dark continent. It was mostly unexplored. It had uneven topography. It was made up of rainforests. Since it was near the equator, it was humid and hot. There were also many mountains there. It had poor natural harbors.

- Identify and explain the positive and negative impacts of European imperialism on Africa.
 - Negative
 - Africans forced to give up their own culture – have to adopt European culture.
 - Are taxed without voting
 - Their culture was degraded
 - Tribalism – when the countries came, they broke up invisible bordered. Two different groups of people were put together and would fight once the mother country leaves.
 - Africans have to grow cash crops. This is bad because now Africa is dependant on other countries for food. In addition, if one of the cash crops goes bad, Africa does not have much income.
 - Africans were forced to work for the Europeans.
 - King Leopold of Belgium: wanted the Africans to collect rubber for him so he would hold hteir wives hostage until they did so. When they started revolting, he had people go into the forests to kill the rebels. To prove the person was killed, the killer had to bring back a hand.
 - Positive
 - Gave them education
 - Provided medical care
 - Transportation

AIM: How did British rule impact India?

- Explain why and how the British dominated India.
 - Originally, India was controlled by the British East India Company. However, they got into a fight with the sepoys. Sepoys were the Hindus and Muslims who were forced to work for the European. Growing discontent included the British outlawing suttee and allowed the widows to remarry. The sepoys hated how they had to work overseas. The final straw came when the cartridge was covered with pig/cow fat. This caused the Sepoy Rebellion. British came and killed them. Now, the British control them. British wanted them for

their resources – jute, opium, coal. They also opened the Suez Canal here.

- Identify and explain the positive and negative impacts of British rule on India.
 - Positive
 - Improved the infrastructure
 - Telegraph
 - Health care
 - However, this backfired
 - Brought peace and order
 - Revised legal system to promote justice
 - Educated Indians
 - Negative
 - Missionaries imposed their ideas on Indians
 - Looked down on Indian culture
 - Restricted Indian-own businesses
 - Wanted the Indians to depend on British.
 - Destroyed Indian hand system
 - Cash crops

AIM: How did China fall “victim” to European Imperialism?

- Explain how China was dominated by European countries.
 - China was ethnocentric. Europe wanted tea, spices, silver, porcelain from India. Britain would trade these things for silver. Soon, Britain’s supply of silver was depleting. They began selling opium to China. China got addicted to it. When the empresses’s daughter died from it, China stopped the import of opium. This gave reason for the European countries to start a war against China. Europe won and they made the Treaty of Nanjing with China. China had to open more ports and resume the opium trade. A policy of extraterritoriality was adopted – if someone did a crime in China, they would be punished under their home country’s law. China also had to give over Hong-Kong and had to pay war damages. Spheres of influence were carved and then the US began the open door policy. The Boxers were very upset and started a revolution. Europe won and the Manchu dynasty began.

AIM: How was Japan able to resist imperialism and become imperialistic?

- Identify the geographic conditions in Japan.
 - Japan was an island and had good harbors. 4/5 of the land is mountains.
- Explain how Japan modernized.
 - Commodore Matthew Perry came and offered Japan a deal to start trading. Japan accepted and began opening more ports and trading with other countries. Steamships, telegraphs, and railroads were built.
- Identify the changes made by the Meiji.
 - Selective borrowing. They adopted European dress
 - People had jobs of their choice
 - Abolished social class
 - Samurai became in charge
 - Illiteracy was almost gone
 - New army – everyone had to join
 - New centralized government with a constitution and national assembly – the diet
 - Tokyo became the capital
- Explain why Japan became imperialist.
 - They need farmland. They want to show that they are strong. They are fighting for power and prestige..
 - Ex. Russo-Japanese War. Chino-Japanese war.

AIM: How were Latin American countries controlled by outside forces following independence?

- Explain why and how Latin American countries achieve independence.
 - Many military fighting people, including Miguel Hidalgo and Simon Bolivar. Also, they saw the French and American revolutions and wanted to revolt. They were unhappy with the social injustices and wanted to revolt.
- Explain some problems faced by Latin American countries following independence.
 - They were trading with the European countries, but had an unfavorable balance of trade. Since they were growing cash crops, they had to depend on Europe for food. Eventually,

they decided to take out loans and buy their own machines. However, they were unable to pay back some of the loans.

- Explain how the US influence Latin America.
 - The US signed the Monroe Doctrine, which told the European countries not to come to the other side. Roosevelt added a corollary that American would be the middle man between Latin America and Europe.
 - The US supported Venezuela against Britain because they wanted gold and natural resources.
 - They supported Cuba against Spain because they were afraid of their property. They also were sympathetic towards their feelings of wanting independence.
 - Also involved with Mexico.

AIM: Explain the short term and long term cause of WWI. How did war erupt in Europe in 1914?

- Short Term – Archduke Ferdinand of Austria is killed by a Serb. Austria declares war on Serbia, who is then helped by Germany. Russia went to save the Serbs. Germany declared war on Russia. France goes to save Russia and Germany declares war on France.
- Long Term
 - Nationalism
 - Some countries were united – Germany, but others weren't.
 - Austria Hungary was getting divided
 - Ottoman empire – they lost their territory and want it back
 - Balkan powder keg – point of contention
 - French want their land back from Germany
 - Slavs want their own state
 - Imperialism
 - Each country wanted power
 - Germany wanted to catch up to England
 - Germany and France almost fought over Morocco
 - Militarism
 - War was glorified – soldiers were heroes
 - Each country was gathering arms and making plans

- Each country is mobilizing
- Industrial Expansion
 - Each country wants to build their economy
 - Germany wants to build a railroad from Baghdad to Berlin. This was a threat to the Suez Canal
- Alliances
 - Triple Entente – Russia, France, Britain
 - Triple Alliance – Ottoman Empire, Germany, Austria-Hungary

AIM: How was World War I fought?

- Describe the new technology that was invented and utilized in WWI.
 - Canons
 - Tanks
 - Trenches – people would dig holes and hide in them
 - Guns were on wheels
 - Shells
 - Crude bombs
 - Airplanes were used for spying
 - Chemical weapons filled with mustard and nerve gas – many people were blinded and killed
 - U-boats
- Describe the importance of key battles in WWI
 - Verdun: war of attrition
 - Marne: stalemate

AIM: Why was WWI the “first” in many aspects?

- Explain how WWI was the first mechanized war, total war, and global war.
 - Mechanized war – everything was done by machinery. Industry and war came together.
 - Total War – civilians were soldiers, workers, nurses, factory owners, bomb makers. The government controlled the army, a draft was made, food was rationed. They sold bonds and used propaganda. Colonies were used as naval bases. Colonists were soldiers and workers. Colonies provided resources.

- Global War: Germany bought the war to Africa. India – points of contention with the Suez Canal. Japan is used as a British ally to fight Chinese. Germans go through Belgium and make them leave their neutrality. Since England promised to protect Belgium from invaders, England joins the war. Armenian genocide.
- Identify the various techniques used in propaganda
 - Half-truths
 - Name calling
 - Testimonials – famous person or noble idea
 - Human emotion – guilt, fear, revenge, duty
 - Symbols that show the other side in the worst possible light.

Aim: Why did a revolution erupt in Russia in 1917

- Explain the social class system that existed under the czar.
 - The czar was an autocrat.
- Why did a revolution erupt?
 - People were hungry. Peasants, who were the majority of the population, were not getting what they wanted. Workers were striking. Inefficient transportation system. Politically, there were huge losses from the war, spread of Marxist ideas, and charismatic leaders. There were also extremes in the classes and the peasants had a desire for land.
- Explain how WWI contributed to the revolution
 - People are tired of the war. They are starving. The German sympathize with the Russians. They want Russia out of the war. In March 1917, they make the czar abdicate his throne. A temporary government – Kerensky – takes over. Germany sends in V.I. Lenin to Russia to take over Kerensky and pull Russia out of the war.

AIM: How did V.I. Lenin rule the Soviet union?

- Explain how and why Lenin modified Marxism.
 - Marx believed that a communist country would only start in an industrial society. However, Russia was primarily agricultural. In addition, under Marxism, the workers would be the people “in charge”. In Lenin’s world, a group of people would train the future generations on how to be good

Marxists. Marx's slogan was "workingmen of the world, unite!". Lenin's was "Peace, bread, land". Lenin adopted the color red. The flag was red with a sickle and hammer on it. Russia became a dictatorship. He takes Russia out of the war, which is a blessing to Germany.

AIM: How did WWI finally come to an end in 1918?

- Explain why the US entered WWI
 - Now that Russia was out of the war, if the US joined the Allies, it would be a democratic vs non-democratic war. Germany was still attacking innocent boats. They traded with the allies. The Zimmerman telegraph. Germany sent a telegraph to Mexico asking them to join the war. If they won, Germany promised to give them land from SW US. Britain intercepted this telegraph and sent it to the US.
- Discuss the events that led to the signing of the armistice in 1918.
 - US enters the war. Ottoman and Austria Hungary are losing their power because England attacks them at Palestine and Iraq and Germany cannot depend on them. It was a war of resources and Great Britain and France were beating them. There were also domestic troubles in Germany. Things were so bad that they were melting church bells and digging up the pipes so the metal could be used as weapons. People are starving and Germany's morale is low. They force the Kaizer to abdicate the throne.

AIM: How were the "seeds" of WWII "planted" at the end of WWI?

- Identify the various position of each country in the peace conference.
 - Big 4 met – France, Italy, Britain, US. Britain and France want to be harsh towards Germany. "never negotiate, dictate" They want them to compensate for all the losses. Wilson – US believed in self-determination – the minorities should decide what kind of government they want. He doesn't want to deal too harshly with Germany. When Italy does not get the land he wants – Fiume – he leaves.
- Discuss the specific details of the Paris Peace

- Germany was demilitarized. They could not have a reserve army. No guns, no military aircraft, and a limited navy. Only have an army with 10,000 men. They also had to accept the blame for the war. Many countries are created. Mandates are formed. France gets Syria. British get Palestine, Jordan, Iraq.
- Identify the peace terms with regard to Germany.
 - Economically – had to pay back 33 billion dollars
 - Made Germany admit that it started the war and was guilty
 - Army and navy – abolish draft, no reserve army
 - Land – lost land among all the border. Many new countries were created by the League of Nations
- Explain why historians claim that the “seeds” of WWII were planted at the end of WWI.
 - Hitler/Germany never agrees they started the War. They never thought they lost and should get these punishments.
 - France did not agree with the armistice
 - Germany was not invited to Treaty of Versailles

