

Wh review



World History Semester Exam/CBA Review (1) History. The student understands traditional historical points of reference in world history.

The student is expected to: (A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations; (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of Christianity, the decline of Rome and the formation of medieval Europe; the development of Islamic caliphates and their impact on Asia, Africa, and Europe; the Mongol invasions and their impact on Europe, China, India, and Southwest Asia; (D) identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation; (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions; and (2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to: (B) identify the characteristics of civilization; and (C) explain how major river valley civilizations influenced the development of the classical civilizations. (3) History.

The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity; (B) explain the impact of the fall of Rome on Western Europe; and (C) compare the factors that led to the collapse of Rome and Han China. (4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450.

The student is expected to: (A) explain the development of Christianity as a unifying social and political factor in medieval Europe and the Byzantine Empire; (B) explain the characteristics of Roman Catholicism and Eastern Orthodoxy; (C) describe the major characteristics of and the factors contributing to the development of the political/social system of feudalism and the economic system of manorialism; (D) explain the political, economic, and social impact of Islam on Europe, Asia, and Africa; (E) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa; (G) explain how the Crusades, the Black Death, the Hundred Years' War, and the Great Schism contributed to the end of medieval Europe; (H) summarize the major political, economic, and cultural developments in Tang and Song China and their impact on Eastern Asia; (I) explain the development of the slave trade; (J) analyze how the Silk Road and the African gold-salt trade facilitated the spread of ideas and trade; and (K) summarize the changes resulting from the Mongol invasions of Russia, China, and the Islamic world. (5) History. The student understands the

causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750.

The student is expected to: (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation. (6) History. The student understands the characteristics and impact of the Maya, Inca, and Aztec civilizations. The student is expected to: (A) compare the major political, economic, social, and cultural developments of the Maya, Inca, and Aztec civilizations and explain how prior civilizations influenced their development; and (7) History. The student understands the causes and impact of European expansion from 1450 to 1750.

The student is expected to: (A) analyze the causes of European expansion from 1450 to 1750; (C) explain the impact of the Atlantic slave trade on West Africa and the Americas; (D) explain the impact of the Ottoman Empire on Eastern Europe and global trade; (E) explain Ming China's impact on global trade; and (F) explain new economic factors and principles that contributed to the success of Europe's Commercial Revolution. (15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to: (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and (16) Geography.

The student understands the impact of geographic factors on major historic events and processes. The student is expected to: (A) locate places and regions of historical significance directly related to major eras and turning points in world history; (B) analyze the influence of human and physical

geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals; and (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past. (18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history.

The student is expected to: (A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in *The Wealth of Nations*; (19) Government. The student understands the characteristics of major political systems throughout history. The student is expected to: (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism. (20) Government.

The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to: (A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U. S. Constitution, and the Declaration of the Rights of

Man and of the Citizen; C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and (21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to: (A) describe how people have participated in supporting or changing their governments; (22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to: (A) summarize the development of the rule of law from ancient to modern times; (23) Culture.

The student understands the history and relevance of major religious and philosophical traditions. The student is expected to: (A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and (B) identify examples of religious influence on various events referenced in the major eras of world history. (24) Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to: (A) describe the changing roles of women, children, and families during major eras of world history; and (25) Culture.

The student understands how the development of ideas has influenced institutions and societies. The student is expected to: (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India; (26) Culture. The student understands the relationship

between the arts and the times during which they were created. The student is expected to: (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures; (27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750.

The student is expected to: (A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, and the Islamic caliphates between 700 and 1200 and in China from the Tang to Ming dynasties; (B) summarize the major ideas in astronomy, mathematics, and architectural engineering that developed in the Maya, Inca, and Aztec civilizations; (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe; (E) identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle. (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

The student is expected to: (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence; (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events; (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view; (D) evaluate the validity of a source based on language, corroboration with

other sources, and information about the author; (E) identify bias in written, oral, and visual material; (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time; (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs. (30) Social studies skills. The student communicates in written, oral, and visual forms.

The student is expected to: (A) use social studies terminology correctly; (B) use standard grammar, spelling, sentence structure, and punctuation; (C) interpret and create written, oral, and visual presentations of social studies information; and (D) transfer information from one medium to another. World History Semester Review 2012 Directions: Answer the following questions using definitions, examples and explanations of the importance of each term, person or idea. 1. How did the Neolithic Revolution change the development of human culture?

__ 2.

List the advancements in Early River Valley Civilizations and their importance on development of culture:

___ 3. List the political structure of Early River Valley civilizations and their importance on development of culture:

___ 4. What is a monarchy? Why did this type of government develop? Give examples from Early & Classical civilizations of monarchies.

___ 5. What role did religion play in politics of ancient civilizations (theocracy)? Why is it important to understand the religion of ancient civilizations? Give examples of theocracies in ancient world.

___ 6. Explain the significance of the Code of Hammurabi. Who was Hammurabi? Why is this document considered a corner stone for societal development?

___ 7. Who were the Ancient Hebrews? What is the contribution to the development of ancient (and subsequent) societies?

___ 8. Compare and contrast Spartan and Athenian Society. Why were these two