

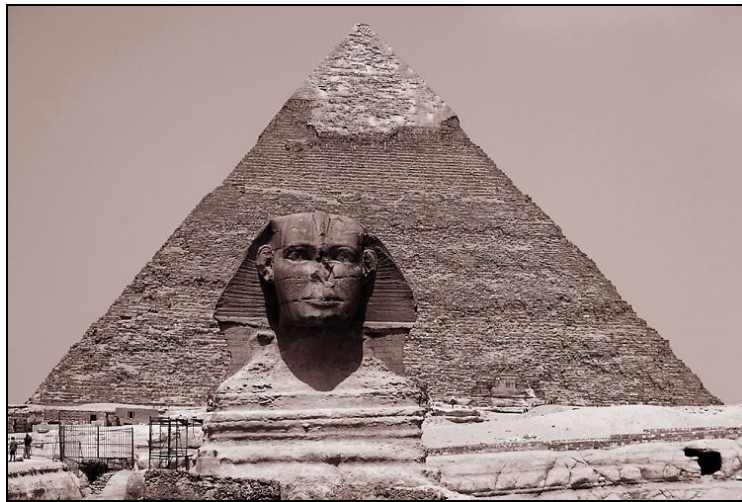
History/Social Science

Grades 6 - 8

CST

Review Materials

6th Grade History Review



Name:

Teacher:

Period:

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Review Strategies

Levels of Reading

1. First, read through the passage quickly to get the gist. Mark up your text with symbols:
√ = I know this already.
! = Wow! That's new information!
? = Huh? I don't understand this...
2. Compare your marks with your study partners. See if they can help you understand parts of the text you don't understand.
3. Now, take a little more time. Read the questions in the margins. Highlight the parts of the text that contain answers to the questions. Be sure you are getting all of the information that answers each question.
4. When you are done, write the answer to the question (using the sentence stem) in your History CST Prep booklet.

Vocabulary Selective Highlighting

1. As you read the text, use a highlighter to highlight the vocabulary words that appear in bold print, as follows:
Blue = I pretty much know what this word means.
Yellow = Okay, I don't have a clue what this word means.
2. From the vocabulary list at the end of the section, choose three terms that you would like to learn. Look them up in the glossary, write the word and definition in your History CST Prep booklet, and then create a picture, symbol, or sentence to help you remember the term.

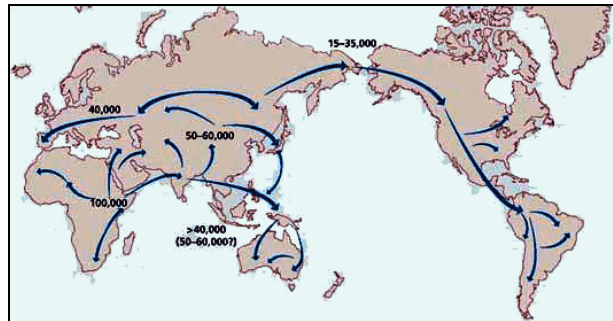
Remember: You already know a lot!! This is all about reviewing what you might have forgotten.

6.1 DEVELOPMENT OF HUMANKIND

Big Idea: Based on the work of anthropologists, paleontologists, and archeologists, we can reconstruct the development of humans from hunter-gatherer societies to settled communities. Early human communities populated Africa, Europe, and Asia, and later migrated to Australia and North and South America, adapting to the diverse environments found in each location.

Time Frame: 3 Million BCE - 3000 BCE

Where in the World?



| Questions | Text |
|---|---|
| <p>What were some of the developments leading to modern humans? <i>Some of the developments leading to modern humans were...</i></p> <p>How did early modern humans adapt to their environment? <i>Early humans were able to adapt to their environment by...</i></p> | <p>Early Humans</p> <p>Based on the work of anthropologists, archeologists, and paleontologists, historians have been able to reconstruct the mysteries of prehistoric humans. In 1974, Donald Johanson discovered evidence of early hominids such as <i>Australopithecus afarensis</i> (“Lucy”) living in Africa about 3 to 4 million years ago. They were bipeds, meaning they walked on two feet. Louis and Mary Leakey found evidence of hominids in Africa who used early tools and who lived about 1.5 to 2 million years ago. They called these hominids <i>Homo habilis</i>, or “Handy Man.” In 1891, Eugene Dubois discovered the bones of a group of hominids who lived in Asia 1.8 million to 200,000 BCE. He called this group <i>Homo erectus</i>, or “Upright Man.” This group of hominids is notable for more advanced tools and being able to use fire to cook meat.</p> <p>Prehistoric humans, known as <i>Homo sapiens sapiens</i>, or “Doubly Wise Man,” originated in Africa and spread to Europe, Asia, and Australia between 35,000 to 12,000 BCE. Eventually, they migrated to North and South America. The first humans looked more like us. They were able to survive in cold climates through adaptation, their ability to create better tools, shelter, and clothing. These early humans also created artwork, including cave paintings, carved images of clay, bone, and ivory, and even musical instruments.</p> |

| | |
|---|---|
| <p>What are some key differences between the Old Stone Age and New Stone Age?</p> <p><i>Some differences between the Old Stone Age and New Stone Age are...</i></p> | <p>From Old Stone Age to New Stone Age</p> <p>The Old Stone (Paleolithic) Age began about 2 million years ago and lasted until about 8000 B.C.E. It was during this time that early modern humans developed. Like the hominids who came before them, early humans were hunter-gatherers. They wandered from place to place, looking for animals to hunt and plants to gather for food. Often they took shelter in caves.</p> <p>The New Stone (Neolithic) Age began when people learned to farm and produce their own food. The discovery of farming did not happen all at once. Over thousands of years, people gradually learned to raise animals and plant crops. Eventually they began to rely on farms for their food. Many historians call this the agricultural revolution. Now they could settle down in one place instead of roaming in search of things to eat. The Neolithic Age began around 8000 B.C.E. and lasted until about 3000 B.C.E., when people learned to make tools out of metal instead of stone. Farming and the domestication of animals developed in many parts of the world during this time, including parts of Europe, Africa, Asia, and the Americas.</p> |
|---|---|

Key Vocabulary

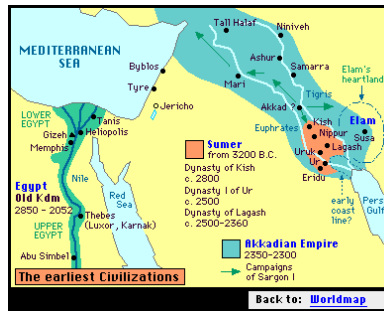
- adaptation
- anthropologist
- archaeologist
- domestication
- hunter-gatherer
- Neolithic
- Paleolithic
- paleontologist

6.2 MESOPOTAMIA, EGYPT, AND KUSH

Big Idea: Settled farming societies located next to major rivers developed into early civilizations (Mesopotamia around the Tigris and Euphrates Rivers; Egypt around the Nile River). These early civilizations had highly structured governments that maintained political and social order through religious beliefs. They developed writing, refined art and architecture, and law codes, such as Hammurabi’s Code.

Time Frame: 3000 BCE – 350 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>Where did early civilizations arise? Why? <i>Early civilizations arose around... because...</i></p> <p>Describe early city-states in Mesopotamia. <i>Early city-states in Mesopotamia were...</i></p> | <p>Early Civilizations and the Environment</p> <p>Early civilizations arose in areas whose environmental factors could support large populations. The most important factor was water for drinking, bathing, irrigation, and transportation. For this reason, early civilizations arose around rivers. Since early civilizations needed enough food to support large populations, two other factors were important: topography and climate. The topography (land surface) had to be relatively flat to allow for farming, and the climate needed to support vegetation, or plant life, especially the crops people grew.</p> <p>Mesopotamia (Sumer, Babylonia)</p> <p>The first civilization arose in Mesopotamia (modern-day Iraq) in the area between the Tigris River and the Euphrates River. Cities first appeared in the southern part of this land, an area called Sumer. These first cities were like small, independent countries, with their own ruler and their own farmland; for this reason, they are called city-states. The Sumerians built complex irrigation systems and developed tools such as the plow that enabled them to increase their food supply that resulted in a surplus of food to support its population. To defend themselves from attack, Sumerian city-states built walls and dug moats around their cities.</p> <p>Sumerian city-states were ruled by kings. Sumerian kings were priest-kings, and the Sumerians believed that their kings were chosen by the gods. This belief made their kings very powerful, since Sumerians believed they must obey the will of the gods. A Mesopotamian city-state called Babylon united all of Mesopotamia under</p> |

| | |
|---|---|
| <p>Who was Hammurabi? Why is he important?</p> <p><i>Hammurabi was...</i></p> <p><i>He is important because...</i></p> | <p>the rule of Hammurabi, the king of Babylon. Hammurabi is best known for his detailed legal code, which covered many situations, such as trade, payment for work, marriage and divorce. Hammurabi used the code of laws to unify his empire and to preserve order.</p> <p>The Sumerians created a written language called cuneiform around 2400 BCE. It was used to record information about the goods Sumerians exchanged with each other, and later for literature.</p> |
| <p>What were some of the achievements of the ancient Egyptians?</p> <p><i>Some of the achievements of the ancient Egyptians were...</i></p> | <p>Egypt</p> <p>The Nile River valley provided Egypt with an environment in which crops and cities could flourish. Ancient Egypt enjoyed three long periods of stability and unity under the rule of pharaohs. The Old Kingdom lasted from about 2700 to 2200 B.C.E. During this time, early pharaohs set up a strong central government. Some pharaohs, like Khufu, built great pyramids as tombs for themselves. During the Middle Kingdom (about 2000 to 1800 B.C.E.), Egyptians made many great achievements in literature, art, and architecture. The New Kingdom (about 1600 to 1100 B.C.E.) is often called Egypt's Golden Age. During this time of peace and stability, Egypt's power reached its height. Hatshepsut, Egypt's first female pharaoh, supported Egyptian trade. Ramses the Great was a superior military leader and built gigantic monuments.</p> |
| <p>What did the Egyptians believe about their pharaohs?</p> <p><i>The Egyptians believed that...</i></p> | <p>As in Mesopotamia, religion played a central role in Egypt's social and political order. The pharaohs were believed to be gods. They owned all the land and were responsible for the people's well-being. During their lifetimes, they built massive temples dedicated to the gods and other monuments to glorify their power and success. After they died, they were buried in great tombs that were built to last forever.</p> <p>Like the Sumerians, Egypt developed its own writing system, called hieroglyphic writing. Hieroglyphic writing uses pictures called hieroglyphs to represent sounds and ideas. The Egyptians used hieroglyphic writing to record their history, keep records, and write literature.</p> |
| <p>What was Kush?</p> <p><i>Kush was...</i></p> | <p>Kush</p> <p>The Kushite civilization settled to the south of Egypt, along the southern part of the Nile. Their civilization began around 2000 BCE and lasted until 350 CE. Egypt and Kush had close ties for centuries. Each country invaded and conquered the other. Kushite pharaohs ruled Egypt for nearly a century, and modeled the art and architecture of their own civilization after Egypt.</p> |

Key Vocabulary

- architecture
- city-state
- civilization
- culture
- environment
- GRAPES
- hieroglyph
- irrigation
- legal code
- pharaoh
- priest-king
- surplus

6.3 THE HEBREWS

Big Idea: The Hebrews originated the world’s first monotheistic religion based on the idea of one God who gives laws regarding proper behavior. The teachings and beliefs of Judaism influenced Western Civilization in the areas of religious belief, observance of law, and ideas about right and wrong. In spite of the dispersion of the Jewish population from Jerusalem after 70 CE, Judaism survives to the present day.

Time Frame: 1800 BCE – 70 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>How did the ancient Hebrews develop Judaism? <i>The ancient Hebrews developed Judaism...</i></p> | <p>The Ancient Hebrews and the Origins of Judaism</p> <p>The Hebrew civilization developed gradually after 1800 B.C.E. and flourished until 70 C.E. The people who became the Hebrews originally lived in Mesopotamia. Around 1950 B.C.E., they moved to the land of Canaan (modern-day Israel). The Hebrews were the founders of Judaism, one of the world's major religions. The Hebrews eventually became known as the Jews. Judaism is the Jewish religion. The origins of Judaism and its basic laws are recorded in its most sacred text, the Torah. The word Torah means "God's teaching." The Torah consists of the first five books of the Hebrew Bible. (Christians refer to the Hebrew Bible as the Old Testament.)</p> <p>Historians rely on many artifacts to learn about the ancient Hebrews and their time, including the Torah. According to the Torah, the ancestor of the Hebrews, a man named Abraham, lived near Ur in Mesopotamia. Around 1950 B.C.E., Abraham and his clan migrated to the land of Canaan. Settling in Canaan, the Hebrews herded flocks of sheep and goats. About 1800 B.C.E., many Hebrews moved to Egypt. According to the first book of the Torah, they fled Canaan because of a famine. For a time they prospered in Egypt, but eventually they were made slaves. In time, one of their leaders, Moses, led the Hebrews in their escape from Egypt. For 40 years, says the Torah, the Hebrews wandered in the wilderness, until they settled once again in Canaan. By 1000 B.C.E., the Hebrews had set up the kingdom of Israel in Canaan under King David and his son, King Solomon. David forged the Hebrews into one united nation. Solomon built a magnificent temple in the capital city of Jerusalem.</p> |

| | |
|--|--|
| <p>How did Judaism influence Western civilization? <i>Some of the influences of Judaism on Western Civilization are...</i></p> <p>How did Judaism manage to survive into the present day? <i>Judaism was able to survive into the present day because...</i></p> | <p>The Influence of Judaism</p> <p>The religious and moral ideas of Judaism have left a lasting mark on Western civilization. Three important beliefs and practices still influence us today: monotheism; following the law; and concepts of equality and justice.</p> <p><i>Monotheism:</i> Most people in ancient times believed in many gods. The Hebrews were different. They believed that there is only one God, a belief called monotheism. Judaism teaches that God is all-powerful and all-knowing. God is also the source of morality (standards of right and wrong).</p> <p><i>Following the Law:</i> Judaism's oldest laws are the Ten Commandments. The commandments tell how to honor God. The commandments also lay down moral laws of ethics (right and wrong), such as "You shall not steal" and "You shall not murder." Many Western countries adopted these laws of right and wrong.</p> <p><i>Equality and Social Justice:</i> Unlike some other ancient peoples, the Hebrews did not view their leaders as gods. They believed that there is only one God, and even kings had to obey God's laws. Judaism teaches that all people who keep the laws are equal in God's sight. Belief in equality goes hand in hand with a concern for social justice. Caring for the less fortunate people in society is a basic value in Judaism.</p> <p>The Survival of Judaism</p> <p>The Hebrew kingdom split in two after the death of King Solomon. Weakened by this division, the Hebrews were less able to fight off invaders. In 586 B.C.E., Nebuchadnezzar burned down Solomon's great Temple of Jerusalem and all the houses in the city. Most of the people of Judah were taken as captives to Babylon. The captivity in Babylon was the beginning of the Jewish Diaspora. The word diaspora means "a scattering." Never again would most of the followers of Judaism be together in a single homeland.</p> <p>Later, the Jews living in Judah were conquered by the Romans. In 66 CE, the Jews rose up in rebellion against the Romans. In 70 CE, the Romans led an army against the Jews. The Romans destroyed Jerusalem and its great temple.</p> <p>Despite having lost their homeland and holy city, Judaism survived through the formation of synagogues and the tradition of allowing any adult male to read from the Torah. Jews no longer needed a trained leader to learn about Jewish history and law. These new practices helped Jews preserve their religion in communities around the world.</p> |
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Key Vocabulary

- Diaspora
- ethics
- Judaism
- justice
- monotheism
- moral law
- synagogue
- Torah

| | |
|---|---|
| <p><i>Greek democracy is different from today's democracy because...</i></p> <p>How were Athens and Sparta alike? Different? <i>Some ways Athens and Sparta were alike are...</i></p> <p><i>Some ways Athens and Sparta were different are...</i></p> <p>What were the roles of Athens and Sparta in the Persian War? In the Peloponnesian War? <i>In the Persian War, Athens and Sparta...</i></p> <p><i>In the Peloponnesian War, Athens and Sparta were...</i></p> <p>What were some of the accomplishments of Alexander the Great? <i>Some of the accomplishments of Alexander the Great were...</i></p> <p>What are some of the important contributions of the Greeks? <i>Some of the contributions of the Greeks are...</i></p> | <p>issue. Unlike Athens, the United States is a representative democracy. In this type of government, people vote for representatives who decide issues in their name.</p> <p>Athens and Sparta</p> <p>Athens and Sparta were two very different city-states in ancient Greece. Athens was a democracy, though only free men could take part in its government. Its economy depended on trade. Boys were educated to be good citizens. Girls learned skills for managing the household. Women and slaves had far fewer rights than men had. Sparta was more isolated than Athens. It was primarily a military state. Its government was an oligarchy in which a few men held most of the power. The Spartan economy depended on farming and conquest. Boys and girls alike were educated to protect the city-state. Spartan women had more rights than other Greek women. The city depended on slaves and other non-citizens to provide for many of its needs.</p> <p>Athens and Sparta were bitter rivals. However, they came together with other Greek city-states to defeat the Persian Empire, which threatened to take over Greece. With the defeat of the Persians, Athens became the dominant city-state in Greece. Later, Athens and Sparta fought each other in the Peloponnesian War. Sparta defeated Athens in this war, and Athens lost its dominance.</p> <p>Alexander the Great</p> <p>Alexander the Great became king of Macedonia after his father's murder. By that time, Macedonia already controlled most of Greece. As skilled general, Alexander conquered a vast empire that spanned much of Asia as well as Egypt. To unify this huge territory, he spread Greek ideas, used religion, and showed respect for the cultures of the people he conquered. Alexander's empire soon died, but Greek ideas lived on.</p> <p>Contributions of the Greeks</p> <p>The Greeks made many important contributions to Western civilization. For example, Hypatia was the first woman to earn fame as a mathematician, teaching Greek philosophy and mathematics in the city of Alexandria. Euclid was another famous Greek mathematician. His geometry textbook became the basis for the teaching of geometry for more than 2,000 years.</p> <p>The Greeks also produced famous philosophers. Socrates was always encouraging people to question the things they thought they knew. He taught others by asking questions that forced them to think about their beliefs. His example inspired many other Greek thinkers, especially his student Plato. Plato taught these same ideas to Aristotle, who was the teacher of Alexander the Great.</p> <p>Greek literature influences us today. The mythology of the Greeks, Greek epic poetry such as Homer's Iliad and Odyssey, even Aesop's Fables are stories we still read today. Historians today follow in the footsteps of Thucydides, considered one of the greatest historians of the ancient world, who wrote about the wars between Athens and Sparta.</p> |
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Key Vocabulary

city-state
contribution
culture
democracy
direct democracy
epic
GRAPES

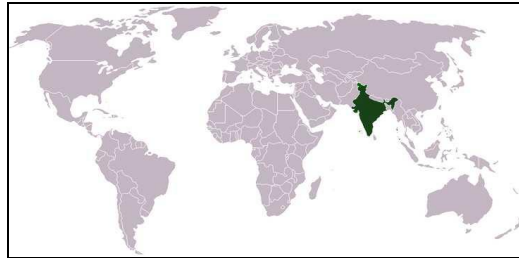
literature
mythology
oligarchy
representative democracy
tyranny

6.5 ANCIENT INDIA

Big Idea: Early civilizations arose in India along fertile rivers. They developed an elaborate social structure known as the caste system, which divided society into several levels. Early belief systems, such as Buddhism, developed in India and spread beyond its borders. The early civilizations of India developed impressive cultural achievements in literature, science, and mathematics.

Time Frame: 2700 BCE – 550 CE

Where in the World?



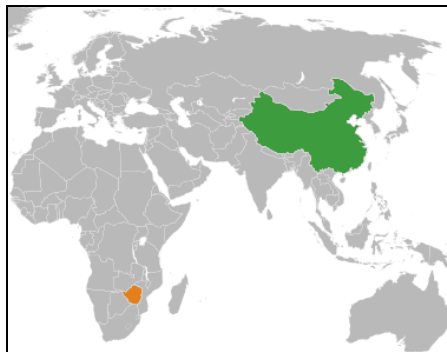
| Questions | Text |
|--|--|
| <p>Where did the early civilizations of India develop? <i>Early civilizations of India developed...</i></p> <p>What was the caste system? How did it develop in India? <i>The caste system was... It developed in India...</i></p> | <p>Early Civilizations in India</p> <p>Like many ancient peoples, the first people in India settled by rivers, such as the Indus River and the ancient Sarasvati River. The rivers provided plenty of water. The fertile soil was ideal for farming. The rivers could also be used for travel and trade. Soon, a vibrant civilization arose in such cities as Mohenjodaro, which was a large and well-planned city with a high quality of life.</p> <p>Hinduism and the Caste System</p> <p>Hinduism was India’s first major religion. It teaches concepts such as dharma (law, obligation, and duty), deities (multiple gods), samsara (reincarnation) and karma (what we do in this life affects future lives). It developed over a long time, perhaps being brought into India by Aryan invaders. Early Hindu religion is called Vedism, after sacred texts. A class of priests and religious scholars, called Brahmins, became important because only they knew how to interpret the Vedas and perform the rituals. Brahmins became the dominant class in India. Later Vedism is known as Brahmanism.</p> <p>Brahmanism taught that a well-organized society was divided into social classes. Europeans later called this the caste system. Each social class had its own duties. Brahmins were the highest caste; untouchables were the lowest. Indians were born into a certain caste, and they could not change it. People could marry only within their own caste.</p> |

6.6 ANCIENT CHINA

Big Idea: As in other parts of the world, early civilization developed in China around the Huang-He river valley. During a turbulent period, the philosopher Confucius taught peace and order could be achieved through proper behavior. Qin Shihuangdi unified China and became its first emperor. During the Han Dynasty, China developed a strong centralized government. China became wealthy through trade along the Silk Road.

Time Frame: 1700 BCE – 220 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>What were some key achievements of the Shang Dynasty? <i>Some key achievements of the Shang Dynasty were...</i></p> <p>Why did Confucianism and Daoism develop? What are their key teachings? <i>Confucianism and Daoism developed because...</i></p> <p><i>Some of the key teachings of Confucianism are...</i></p> <p><i>Some of the key teachings of Daoism are...</i></p> | <p>Origins of Chinese Civilization</p> <p>One of China's earliest dynasties was the Shang dynasty. Shang kings were powerful rulers who kept their power through military might. The Shang practiced ancestor worship and, sometimes, human sacrifice. Their writing used logographs as well as pictographs. Shang craftspeople excelled in working with bronze and jade. The Shang ruled in the valley of the Huang He for some 500 years. It was followed by the Zhou Dynasty.</p> <p>Confucianism and Daoism</p> <p>During the Zhou Dynasty, three Chinese philosophies developed: Confucianism, Daoism, and Legalism. During the Zhou Dynasty's later years, China collapsed into disorder. Political instability led many scholars to debate the proper way to rule. Confucius taught that peace and order depended upon proper behavior. Those in authority must lead by example. Those below them must obey. Daoists believed that people should live simply and in harmony with nature. They said the best rulers were those who ruled the least. Finally, Legalists like Hanfeizi believed that people were driven by their own self-interest. They taught that rulers could create order only through strict laws and harsh punishments.</p> |

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| <p>What were some of the accomplishments of Qin Shihuangdi? <i>Some of the accomplishments of Qin Shihuangdi were...</i></p> | <p>Qin and Han Dynasties</p> <p>Qin Shihuangdi was China's first emperor. The Emperor of Qin had a major influence on China. He unified China and greatly expanded its borders. He centralized the government. He standardized Chinese laws, money, weights, measures, and writing. Among his many construction projects was the Great Wall. Later Chinese rulers built on what the Emperor of Qin left behind, including government institutions and the Great Wall itself. The office of emperor that he created lasted for 2,000 years. Even China's name in the western world comes from the word Qin. But the harshness of the Emperor of Qin's rule led to an early end for his dynasty.</p> <p>The Han Dynasty ruled China for more than 400 years. Most of this period was a time of peace, wealth, and achievement for China. Under the Han, the Chinese made advances in many areas. New weapons helped Han emperors succeed in war and expand their empire. The government was organized into a bureaucracy staffed by civil servants who were chosen for their ability. A number of inventions improved agriculture and the important silk and salt industries. The invention of paper advanced the art of calligraphy. Healers used techniques and practices that are still used today. Finally, Chinese scientists made important observations and invented the seismograph and the compass.</p> |
| <p>What are some of the accomplishments of the Han Dynasty? <i>Some of the accomplishments of the Han Dynasty were...</i></p> | <p>The Silk Road</p> <p>The Silk Road was a network of trade routes between China and the West (Europe). The Silk Road was opened under the Han and remained a major route of trade for more than 1,000 years. Many goods were exchanged along the Silk Road, including silk from China and glassware from Rome. In addition to new products, trade brought cultural diffusion and change to both East and West. One of the most important changes was the introduction of Buddhism to China.</p> |
| <p>What was the Silk Road? What goods and ideas were traded along the Silk Road? <i>The Silk Road was...</i> <i>Some goods and ideas that were traded were...</i></p> | |

Key Vocabulary

- bureaucracy
- Confucianism
- Daosim
- diffusion
- dynasty
- emperor
- empire
- GRAPES
- Silk Road

6.7 ANCIENT ROME

Big Idea: The Roman civilization first developed on the Italian peninsula. The Romans developed a republican form of government that later transitioned to an empire under Augustus, which expanded to cover most of the Mediterranean world. After years of persecution, Christianity eventually became the state religion. Roman art, architecture, technology, literature, language, and law influence us today.

Time Frame: 753 BCE – 476 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>How did Rome begin? <i>Rome began...</i></p> <p>What were some key features of Roman government during the Republic? <i>Some key features of Roman government during the Republic were...</i></p> | <p>The Beginnings of Rome</p> <p>According to mythology, Romulus founded and named the city of Rome after the death of his twin brother Remus. Supposedly, they were descended from Aeneas, a hero of the Trojan War who settled on the Italian peninsula.</p> <p>The reality is somewhat different. The city of Rome was founded by Latins who settled near the Tiber River. Over time, the Romans borrowed many ideas and skills from their neighbors. Two groups who greatly influenced Roman culture were the Etruscans and the Greeks. Romans learned a great deal about engineering from the Etruscans. They also adopted some Etruscan sporting events. Greek civilization had a huge influence on Roman culture. You can see the influence of Greek ideas in Roman architecture, writing, art, and mythology.</p> <p>The Roman Republic</p> <p>The Romans overthrew the Etruscans and created a republic, a government that was based on the concept of elected officials, in this case the Roman Senate. Romans were proud of their republic and of being Roman citizens. Sometimes, during times of war, they handed power over to a dictator. Dictators were men who were given special powers for a limited period of time. But for the most part, elected leaders ruled Rome for 500 years.</p> |

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| <p>How do Rome's republican ideas influence us today? <i>Some ways Rome's republican ideas still influence us are...</i></p> | <p>Rome's republican form of government inspired future ages in Europe and America. Rome set an example of a government ruled by a written constitution (set of basic laws). Future republicans also pointed to Roman ideals of elected assemblies, citizenship, and civic duty. They adopted the model of governmental bodies that could check each other's power. Above all, they were inspired by the spirit of republicanism. Cicero, a famous Roman statesman, captured this spirit when he wrote, "The people's good is the highest law."</p> |
| <p>How did Rome become an empire? <i>Rome became an empire by...</i></p> | <p>From Republic to Empire Between 145 to 44 BCE, Rome came to rule the entire Mediterranean world. But the republic was in trouble. Civil wars divided the city. They set their armies against the power of the Senate. Julius Caesar, a Roman general, himself ruled as a dictator before he was murdered in 44 BCE by senators who thought he had become too powerful. The men who killed Caesar thought they were saving the power of the Senate. However, Caesar's grandnephew, Octavian, seized power. The Senate named him Augustus. Rome was now an empire governed by one supreme ruler. Augustus added a great deal of new territory by pushing the borders of the empire all the way to natural boundaries, like rivers, to make it easier to defend. Later emperors added even more territory. In the year 117 CE, Rome reached its greatest size.</p> |
| <p>What are some of the beliefs of Christianity? <i>Some of the beliefs of Christianity are...</i></p> | <p>Christianity Christianity, a monotheistic religion based on the teachings and worship of Jesus of Nazareth, started in Judea. Writers wrote accounts of Jesus' life in books called gospels, which contained his teachings. Jesus based his teaching on traditional Jewish beliefs, but the gospels say he put special emphasis on love and mercy. After Jesus' death, one of his followers, Paul, became a Christian missionary and tried to convert others to Christianity. He preached across the Roman Empire, stressing the need to believe in Jesus as the Son of God. At first, Christians were exposed to severe persecution by emperors who thought that Christians were a threat to the empire. Gradually, people of all classes adopted the new faith. In 313 CE, Emperor Constantine gave Christians the freedom to practice their religion openly. Future emperors also accepted the new faith. In 392, Emperor Theodosius I banned all pagan sacrifices. By the time he died in 395, Christianity was the official religion of the Roman Empire.</p> |
| <p>How does ancient Rome influence us today? <i>Some of ancient Rome's influences are...</i></p> | <p>The Legacy of Rome The end of the Roman Empire did not mean the end of Roman civilization. Many of the ideas of the ancient Romans still affect us today. For example, Roman ideas about art (mosaics, frescoes, sculpture), architecture (domes, arches, columns), language (Latin root words and prefixes), law (legal codes, concepts of justice and citizenship), and technology (roads, aqueducts) are some of the ways that Rome still influences us today.</p> |

Key Vocabulary

architecture
Christianity
civil war
constitution
dictator

empire
GRAPES
legacy
pagan
peninsula

republic
technology

6th Grade Glossary

A

achievement: an accomplishment
adaptation: changing in response to new surroundings
anthropologist: someone who studies the origins, behaviors, and development of humans
aqueduct: a pipe or channel that brings water from distant places
arch: an upside-down U- or V-shaped structure that supports weight above it, as in a doorway
archeologist: an expert who studies the past by examining objects that people have left behind
architecture: the art of designing buildings

B

Brahman: in Hinduism, the one supreme power, or divine force, that everything is a part of
Brahmanism: an ancient Indian religion in which the Brahmins (priests and religious scholars) are the dominant class
Buddhism: a religion of India begun by Prince Siddhartha, or the Buddha
bureaucracy: a form of government characterized by many levels of organization

C

caste: a class, or group, in Hindu society
Christianity: the religion based on the life and teachings of Jesus Christ
citizenship: belonging to a democracy with certain rights and responsibilities
city-state: an early city that was like a small, independent country with its own laws and government
civilization: a culture marked by developments in arts, sciences, government, and social structure
civil war: a war between regions of the same country
climate: the average weather conditions at a particular place
commerce: business
Confucianism: a Chinese philosophy that emphasizes proper behavior
constitution: a document that outlines the plan for a government

contribution: something valuable that is given without expectation of compensation
culture: a characteristic of civilization that includes the beliefs and behaviors of a society or group of people
currency: money

D

Daoism: a Chinese philosophy that emphasizes living in harmony with nature
democracy: a form of government in which the ruling power is shared by all citizens
Diaspora: the dispersal of the Jews from Judea in the 6th century BCE
dictator: an ancient Roman leader who was called to serve during a time of crisis
diffusion: spread
direct democracy: a democracy in which all citizens take part in making political decisions
domestication: training a wild animal to be useful to humans
dynasty: a family or group that rules for several generations

E

economy: a system of managing the wealth of a community or region
emperor: the leader of an empire
empire: a large territory in which several groups of people are ruled by a single leader or government
environment: natural surroundings
epic: a tale of a hero, often in the form of a long poem
era: period of time
ethics: beliefs about what is right and wrong
Exodus: the escape of the Hebrews from Egyptian slavery

F

fertile: good for farming

G

geography: the physical features of an area
golden age: a civilization's high point, during which it has its greatest power and cultural achievements in art and literature

H

hieroglyph: a symbol used in hieroglyphics, a system of writing developed in about 3000 B.C.E.
Hinduism: India's first major religion

| | | | |
|---|--|---|--|
| | hunter-gatherer: one who survives by hunting wild animals and gathering plants found in the wild | | philosophy: a theory or set of values by which one lives; the search for wisdom or knowledge |
| I | imperial: having to do with an empire invader: someone who enters a country by attacking it irrigation: system a means of supplying land with water | | politics: having to do with government priest-king: a ruler who is both a political and religious leader |
| J | Judaism: a major world religion that was founded by the Hebrews justice: fairness under the law | R | religion: a set of spiritual beliefs, values, and practices representative: an elected official who represents those who elected him representative democracy: a form of government in which elected officials make decisions in the name of the voters republic: a form of government with elected leaders |
| K | karma: in Hinduism, the belief that how a person lives will affect their next life | | |
| L | legacy: a contribution of one culture to another legal code: a collection of laws literature: works of writing such as novels, histories, poems, or plays | S | settlement: a small community or village Silk Road: a network of trade routes that stretched more than 4,000 miles across Asia social class: a group of people who share similar economic or social backgrounds within a society social structure: the way a society or civilization is organized surplus: extra synagogue: a place of Jewish worship |
| M | merchant: a person who makes money by selling goods migration: moving from one geographic region to another monotheism: the belief that there is only one God moral law: laws that teach what is right and wrong mythology: traditional stories that help to explain a culture's beliefs | T | technology: the use of tools and other inventions for practical purposes territory: an area of land Torah: the first five books of the Jewish Bible trade: the business of buying and selling or exchanging items trade route: a network of roads along which traders traveled tyranny: a form of government in which the ruling power is in the hands of one person who is not a lawful king |
| N | Neolithic Age: the later part of the Stone Age, called the New Stone Age, from 8000 to 3000 B.C.E. | | |
| O | oasis: a place where water can be found in a desert oligarchy: a form of government in which the ruling power is in the hands of a few people | V | Vedas: a collection of Hindu sacred writings vegetation: the plant life of a place or region |
| P | pagan: non-Christian Paleolithic Age: the first period of the Stone Age, called the Old Stone Age, from about 2 million years ago to around 8000 B.C.E. paleontologist: a scientist who studies prehistoric times peninsula: an area of land surrounded by water on three sides pharaoh: an ancient Egyptian leader | | |

Grade 6

Curricular Narrative

Grade Six—World History and Geography: Ancient Civilizations

Notes/Vocabulary

In the 6th grade, you learned about the important people and major events of early Western and non-Western civilizations, including the early societies of the Near East and Africa, the ancient Hebrew civilization, Greece, Rome, and the civilizations of India and of China.

Big Ideas

Civilizations may be analyzed using the GRAPES model. GRAPES stands for:

- Geography – landforms, water features, and the environment
- Religion – belief systems about **deity**, right and wrong, and death
- Achievements – great accomplishments and contributions
- Politics – government and law
- Economics – production and distribution of goods and services; money
- Social Structures – organization of people within a society

deity: god

As you think about what you learned in 6th grade, see if you can identify something you learned in each of the GRAPES categories for each civilization.

Remember, history is divided into two parts: BC (Before Christ) and AD (Anno Domini). These two periods are also labeled BCE (Before the Common Era) and CE (Common Era). You should be familiar with both sets of terminology.

Famous People

ethics: right and wrong

justice: fairness

Among the major figures you learned about in 6th grade were those who helped to establish these early societies and their codes of **ethics** and **justice** and their rule of law, such as Hammurabi, Abraham, Moses, David, Pericles, and Asoka; those who extended these early empires and carried their influence into much of the ancient world, including Alexander the Great, Julius Caesar, and Augustus Caesar; and those whose ideas and teachings became lasting influences in Western and non-Western thought, especially Socrates, Jesus, the Buddha, and Confucius. For all these societies, remember that these major contributions, achievements, and belief systems have lasted across the centuries to the present day.

Early Humankind and the Development of Human Societies (Standard 6.1)

paleontological:
prehistoric

environment: natural
surroundings

nomadic: having no
permanent home

agricultural: farming

social: human
interaction

irrigation: watering
crops

influence: power or
control

empire: a country that
rules itself and other
countries

dynasty: family of rulers

Paleontological discoveries in East Africa by Donald Johanson, Tim White, and the Leakey Family (Louis, Mary, and Richard) support the belief that ancestors of present-day humans lived in East Africa 4.5 million years ago. During the Old Stone Age (Paleolithic), Middle Stone Age (Mesolithic), and New Stone Age (Neolithic), the interaction between the **environment** and the developing lifestyles of prehistoric peoples changed as they moved from **nomadic** hunter-gatherers to settled food producers (farmers).

During this time, early peoples attempted to explain the universe through cave art and early forms of religion; they developed a wide range of tools, beginning with stone tools (at first, simple and later, more complex) and later developing metal tools (iron and bronze); and they developed language as a medium for transmitting and accumulating knowledge.

The Beginnings of Civilization in the Near East and Africa: Mesopotamia, Egypt, and Kush (Standard 6.2)

The peoples of Mesopotamia, especially the Sumerians, settled between the Tigris and Euphrates rivers. As they settled, there were major events that marked their history: the spread of their **agricultural** villages by 4000 B.C. to lower Mesopotamia; their technological and **social** accomplishments, including invention of the wheel, plow, and **irrigation** systems; their systems of cuneiform writing, of measurement, and of law; and the developing social, economic, and political systems that these accomplishments made possible.

In ancient Egypt, Khufu was an important early pharaoh who was responsible for building the Great Pyramid of Giza. Later, during the New Kingdom, two great rulers were Queen Hatshepsut and Ramses II, or "Ramses the Great." During Queen Hatshepsut's reign, Egyptian art and architecture flourished, and trade extended Egyptian **influence** throughout the Middle East. Ramses II, more typical of the New Kingdom pharaohs, was concerned with warfare and maintaining an Egyptian **empire** that extended north into the region known as Canaan. Much is known about the daily lives of other people in Egyptian society, such as farmers, tradespeople, architects, artists, scribes, women, children, and slaves, because of the detailed images and models from tombs. In terms of geography, the Nile River was extremely important to Egypt's development; some of the same irrigation practices are still in use.

Finally, you learned about Africa's oldest interior empire, the kingdom of Kush, which conquered Egypt in 728 B.C. and established the twenty-fifth **dynasty** of pharaohs. Conquered in turn by the Assyrians, the kings of Kush reestablished their capital farther south. The kingdom of Kush developed a

distinctive culture that included the development of iron agricultural tools and weapons; an alphabet; and a profitable trade that extended to Arabia, India, sub-Saharan Africa, and possibly China.

The Foundation of Western Ideas: The Ancient Hebrews and Greeks (Standards 6.3 and 6.4)

One of the **principal** roots of Western civilization can be found in the **enduring** contributions of the ancient Hebrews to Western **ethical** and religious thought and literature, most notably by the Old Testament. The Hebrew Scriptures (Old Testament) are an important part of the literary **heritage** and ethical teachings of Western civilization. For example, you probably know the stories about the Creation, Noah, the Tower of Babel, Abraham, the Exodus, the Ten Commandments, Ruth and Naomi, David, and Daniel and the Lion's Den. However, it is important to know that the Hebrew Scriptures also contain the Hebrew people's concepts of wisdom, righteousness, law, and justice.

Another principal root of Western civilization is the Greco-Roman civilization. The ancient Greeks developed early **democratic** forms of government; the beginning of **rational** thought expressed in Greek **philosophy**, mathematics, science, and history; and the enduring cultural contributions of Greek art, **architecture**, drama, and poetry.

The Greek polis (city-state) provided political organization for Greek civilization and was the center of life for the Greeks. Athens was one important city-state that started with a government that changed from **tyranny** and **oligarchy** to an early form of **democracy**. Even though they had a form of democracy, the Athenians still had slaves. Athens was located at the crossroads of the ancient world and had an important fleet of ships that provided trade and protection. The rivalry between Athens and Sparta led to the Peloponnesian War, which Athens lost. Later, the king of Macedonia, Alexander the Great, conquered many lands and spread of Greek culture throughout the Mediterranean and Middle Eastern worlds. Ultimately, Greece fell to the Romans and became part of the Roman Empire. You learned about the daily life of women and children in Athens and Sparta, the games and sports of the Olympiad, the education of youths, and the trial of Socrates. Remember that the Greeks had a rich mythology and great literature (such as Homer's Iliad and Odyssey) that have deeply influenced Western art, **drama**, and literature.

The Early Civilizations of India and China (Standards 6.5 and 6.6)

When Alexander the Great began bringing Greek civilization to the parts of

principal: main
enduring: lasting
ethical: having to do with right and wrong
heritage: something of value left by others

democratic: governed by the people
rational: based on reason
philosophy: pursuit of wisdom
architecture: buildings

tyranny: rule by one person
oligarchy: rule by few people
democracy: rule by all people

drama: plays

complex: intricate

plain: low, flat land

metallurgy: metal work

ethical teachings:
teachings about right
and wrong

enlightenment: escape
from suffering and
wanting; nirvana

compassion: concern for
others' suffering

tolerance: open-
mindedness

civil disobedience:
disobeying laws in order
to bring about change

unified: united; one

roots: beginnings

bronze: metal made by
combining copper and
tin

succeeding: following

frontier: farthest edge

chaos: disorder

moderation: balance

Asia he conquered between 327 to 325 B.C., his was not the first civilization of this region. Over a thousand years earlier, the Harappan civilization had developed and reached its highest point in the Indus River Valley, having developed **complex** cities, brick platforms, writing, granaries, and craft workshops. After its collapse, succeeding waves of Aryans from the north spread their influence across the Punjab and Ganges **plains**. This resulted in a composite civilization rich in its artistic culture (architecture, sculpture, painting, dance, and music) and in its intellectual traditions (Arabic numbers, the zero, medical tradition, and **metallurgy**).

One of the major religious traditions of India developed during this time. Buddhism, an influential philosophy that emerged in the sixth century B.C., was based on the life and **ethical teachings** of "The Buddha" or Siddhartha Gautama. Buddha's early life, his Hindu background, and his search for **enlightenment**, resulted in the central beliefs and moral teachings of Buddhism: unselfishness (returning good for evil); **compassion** for the suffering of others; **tolerance** and nonviolence; and not lying, stealing, killing, finding fault with others, and gossiping. While Buddhism did not survive on Indian soil, Jainism, which introduced the idea *ahimsa*, or nonviolence, has continued to play a role in modern India, especially through Gandhi's idea of nonviolent **civil disobedience**. Hinduism is another great religion of India and has as one of its most revered texts the *Bhagavad Gita*. Asoka, the great philosopher-king who **unified** almost all of India, gave up violence as a national policy, and established Buddhism as the state religion.

Buddhism spread northward to China during this time. You learned about China during the Qin and Han Dynasties (221 B.C. to A.D. 220). The **roots** of Chinese civilization go far back into ancient times when Shang society (the "molders" of China) first emerged around 1500 B.C. in the Huang-He Valley and established the Chinese language and a highly developed technique of working with **bronze**.

During **succeeding** centuries, especially the Zhou Dynasty, China grew by conquering the people on its borders and absorbing the lands of these people as **frontier** states within Chinese society. By the sixth century B.C., the balance of power between the princes of these newer states and the old imperial centers of central China had broken down, plunging China into political **chaos** and war. It was during this time, when traditional values were neglected and government was in disarray, that Confucius lived and wrote. He tried to make sense of a troubled world and suggested ways in which individuals and society could achieve goodness. The good person in Confucius's teaching practiced **moderation** in conduct and emotion, kept one's promises, learned the traditional ways, respected one's elders,

improved oneself through education, and avoided people who were not good. Confucius's teaching promoted the dignity of humanity. However, the role of women in Confucian society was to always take a position lower than men.

administration: management
civil service: government workers
filial piety: respect for parents
flourished: grew

Between 221 and 207 B.C. the Qin Dynasty was able to unite China. The longer-lasting Han Dynasty built on the unification, made Confucian teachings official, and placed governmental **administration** in the hands of the educated **civil service**, and began a time of peace and **prosperity**. Confucian **filial piety** and family ties strengthened the social structure of Han society. Art, literature, and learning **flourished**. Agriculture, trade, and manufacturing thrived. There was a growing trade and cultural exchange among China, India, and Rome at this time. The great caravan, or "Silk Road," that linked China and the Middle East was in operation by the first century B.C. By the second century A.D., the various sea routes that linked China, Malaya, South India, and Egypt were completed, connecting the Far East with the Mediterranean world and Rome in one great **commercial** network.

commercial: trade and business

Rome (Standard 6.7)

republic: a government in which citizens vote for their leaders

Rome was a great power in the ancient world. Starting as the Roman **Republic**, it eventually became an empire and spread throughout the Mediterranean world. Julius Caesar was one great leader who conquered much land for Rome; later, Senators assassinated him in 44 B.C. because they thought he was becoming too powerful. Rome's first emperor, August, ushered in the period of peace known as the "Pax Romana." Eventually, the Roman Empire was divided into two empires: Rome in the West and the Byzantine Empire in the East.

suppress: hold back

During this time, Christianity spread throughout the Mediterranean world. Christianity began with the life and teachings of Jesus; however, the Romans tried to **suppress** Christianity. Later, the emperor Constantine accepted Christianity (A.D. 313) and it was later established by Theodosius I as the official religion of the empire. Jesus' teachings in the Sermon on the Mount and the parables of the Good Samaritan, the lost sheep, and the Prodigal Son, promoted compassion, justice, and love for others.

engineering: designing structures other than buildings
adapted: changed

The Romans were greatly influenced by the Greeks in art, architecture, **engineering**, political thought, religion, and philosophy, but **adapted** those ideas to serve their own empire. Both Greek and Roman cultures influenced Western civilization and continue to influence our lives today.

site: location
natural resources: useful things found in nature

dominance: supreme power
relative location: location of one place in relation to other places

factor: something that brings about a result

evolution: development

chronological: in order, from earliest to latest

simultaneously: at the same time

Questions to Think About:

- Why did certain societies develop in certain areas? (Think about the geographic relationships between **site**, **natural resources**, and settlement such as in the river valley settlements of Mesopotamia, Egypt, India, and China.)
- What role did technological, agricultural, and economic development and international trade play in these societies?
- Why did certain societies rise to **dominance** at particular times in the ancient world? (Think about the importance of **relative location** in the case of ancient Greece, for example.)
- Why did great civilizations fall, including the collapse of the Indus civilization of India, the decline of Egypt in the years of the later empire, and the fall of Greece to Rome?
- What **factors** contributed to the **evolution** of ancient societies across the whole of the ancient world?
- How did language and writing evolve in Mesopotamia, Egypt, and China?
- What were the major religious belief systems? How did they teach people to live a good life?

Can You?

- Create a timeline that places events in **chronological** order and comparing events that occurred **simultaneously** in different parts of the world?
- Find on a map where societies first developed? Can you trace where they spread?
- Show how ideas such as religion spread through economic trade and military expansion?
- Explain how early societies and ancient civilizations influence us today?

7th Grade History Review



Name:

Teacher:

Period:

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Review Strategies

Levels of Reading

1. First, read through the passage quickly to get the gist. Mark up your text with symbols:
√ = I know this already.
! = Wow! That's new information!
? = Huh? I don't understand this...
2. Compare your marks with your study partners. See if they can help you understand parts of the text you don't understand.
3. Now, take a little more time. Read the questions in the margins. Highlight the parts of the text that contain answers to the questions. Be sure you are getting all of the information that answers each question.
4. When you are done, write the answer to the question (using the sentence stem) in your History CST Prep booklet.

Vocabulary Selective Highlighting

1. As you read the text, use a highlighter to highlight the vocabulary words that appear in bold print, as follows:
Blue = I pretty much know what this word means.
Yellow = Okay, I don't have a clue what this word means.
2. From the vocabulary list at the end of the section, choose three terms that you would like to learn. Look them up in the glossary, write the word and definition in your History CST Prep booklet, and then create a picture, symbol, or sentence to help you remember the term.

Remember: You already know a lot!! This is all about reviewing what you might have forgotten.

7.1 THE END OF THE ROMAN EMPIRE

Big Idea: The Roman Empire was one of the greatest empires of the ancient world and ruled most of the countries around the Mediterranean Sea. The empire did not last, however. By the year 500 CE, the western half of the empire had collapsed; power had shifted to the Eastern Roman Empire, also called the Byzantine Empire. Nevertheless, there are many aspects of Roman culture that still influence us today.

Time Frame: 117 – 500 CE

Where in the World?



| Questions | Text |
|--|--|
| <p>What were some weaknesses of the Roman Empire? <i>Some of the weaknesses of the Roman Empire were...</i></p> | <p>Weaknesses of the Roman Empire</p> <p><i>Political instability.</i> Rome never solved the problem of how to peacefully transfer political power to a new leader. When an emperor died, ambitious rivals with independent armies often fought each other for the emperor's crown.</p> <p><i>Economic and social problems.</i> Besides political instability, the empire suffered from economic and social problems. To finance Rome's huge armies, its citizens had to pay heavy taxes. These taxes hurt the economy and drove many people into poverty. Trade also suffered.</p> <p><i>Weakening frontiers.</i> A final problem was the weakening of the empire's frontiers. The huge size of the empire made it hard to defend. By the 300s C.E., Germanic tribes were pressing hard on the western borders of the empire. Many of these people settled inside the empire and were recruited into the army. But these soldiers had little loyalty to Rome.</p> <p>The emperors in Rome soon found themselves threatened by invading Germanic tribes (sometimes called barbarians). In 410 C.E., one of these tribes attacked and looted Rome itself. Finally, in 476, the last emperor in the west was driven from his throne. The western half of the empire had disintegrated into separate kingdoms ruled by different tribes.</p> |

| | |
|---|---|
| <p>What was the Byzantine Empire? What was its religion? <i>The Byzantine Empire was... Its religion was...</i></p> <p>What are some ways Rome still influences us today? <i>Some of the ways Rome still influences us today are...</i></p> | <p>The Eastern Roman Empire</p> <p>In the east, the Roman empire continued for another 1,000 years. Today we call this eastern empire the Byzantine Empire, after Byzantium, the original name of its capital city that was established by the emperor Constantine in 330 C.E. Destroyed by rioting in 532, Constantinople was rebuilt by the emperor Justinian I.</p> <p>The Byzantine Empire was a Christian state. The Eastern Orthodox Church was at the center of daily life and inspired great art and architecture. Byzantine emperors and patriarchs clashed with popes in Rome over a number of issues. These disagreements led to a schism between the Roman Catholic Church and the Eastern Orthodox Church.</p> <p>The Strengths and Lasting Contributions of Rome</p> <p>In western Europe, Rome's fall did not mean the end of Roman civilization. Many of the ideas of the ancient Romans still affect us today. For example, Roman ideas about art (mosaics, frescoes, sculpture), architecture (domes, arches, columns), engineering (roads, aqueducts), language (Latin root words and prefixes), and law (legal codes, concepts of justice and citizenship) are some of the ways that Rome still influences us today.</p> |
|---|---|

Key Vocabulary:

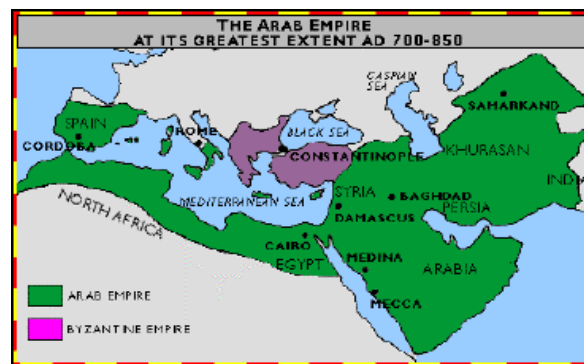
- architecture
- barbarian
- Byzantine Empire
- disintegration
- Eastern Orthodox
- economic
- empire
- engineering
- frescoes
- frontier
- justice
- legal code
- mosaics
- patriarch
- schism
- social

7.2 ISLAM

Big Idea: Islam, the world's second largest monotheistic religions, was started by Muhammad. It quickly spread through Arabia, across North Africa, and into Asia through conquest and treaties. Today, many Muslims continue to follow the beliefs found in the Qur'an and Sunnah, and over the centuries Muslim scholars and artists have made contributions to world culture that still influence us today.

Time Frame: 570 – 1200 CE

Where in the World?



| Questions | Text |
|---|---|
| <p>How did Muhammad start the religion of Islam? <i>Muhammad started the religion of Islam by...</i></p> | <p><i>Beginnings of Islam and the Life of Muhammad</i></p> <p>Born in Makkah, Muhammad was a successful merchant known for his honesty. He was also a spiritual man. After a dramatic experience during a night of prayer in 610 CE, he gradually came to accept his calling as a prophet. Muhammad described how he continued to receive revelations from the angel Gabriel. His teachings were gathered in the Qur'an, the holy book of Islam.</p> <p>Muhammad taught that there was only one God. Many people in Makkah opposed Islam. In 622, Muhammad and his followers moved to Madinah. There, Muhammad established a Muslim community. By the time of his death in 632, people throughout central and southern Arabia had accepted the teachings of Islam and the Qur'an as the words of God.</p> <p>The caliphs who followed Muhammad greatly expanded the lands under their rule despite struggles over leadership and even civil war. By the mid 700s, the Muslim empire included Spain, North Africa, the Middle East, and part of central Asia and India. Along with the Arabic language, the acceptance of Islam and tolerance for other religions helped unify this vast empire.</p> |
| <p>How are Judaism, Christianity, and Islam similar? <i>Some of the similarities of Judaism, Christianity, and Islam are...</i></p> | <p><i>The Beliefs and Practices of Islam</i></p> <p>One of the world's major monotheistic religions, Islam has more followers today than any faith except Christianity. Islam, Judaism, and Christianity share many similarities. People of these faiths believe in one God and possess holy books. Muslims accept the Jewish and Christian scriptures as earlier revelations by God. For Muslims, however, the Qur'an contains God's final messages to</p> |

| | |
|--|--|
| <p>What are the Qur'an and Sunnah? How do they influence Muslims' lives? <i>The Qur'an is...</i> <i>The Sunnah is...</i> <i>Some of the ways the Qur'an and Sunnah influence Muslims are...</i></p> <p>What are some ways that Muslim scholars have influenced the world? <i>Some of the ways Muslim scholars have influenced the world are...</i></p> | <p>humanity.</p> <p>The Qur'an guides Muslims on how to live their lives. Additional guidance comes from the Sunnah, the example of Muhammad. Besides being a source for Shari'ah, or Islamic law, the Qur'an and Sunnah also provide Muslims with guidelines for living a good and moral life as well teaching the duty to respect others.</p> <p>Islam is a way of life as well as a set of beliefs. Muslims follow the Five Pillars of Faith. The five pillars are <i>shahadah</i> (profession of faith – “There is only one God, and Muhammad is his prophet.”), <i>salat</i> (pray five times a day), <i>zakat</i> (almsgiving), <i>siyam</i> (fasting during the month of Ramadan), and <i>hajj</i> (the pilgrimage to Makkah). Muslims also have the duty of <i>jihad</i>, or striving to overcome challenges as they strive to please God</p> <p>The Contributions of Muslims</p> <p>In a wide variety of fields, Islamic culture has left a lasting mark on the world. Muslim scholars learned from other cultures and helped to spread knowledge to other parts of the world.</p> <p>Muslims made a number of advances in city building, architecture, technology, and the sciences. Muslim mathematicians built on the work of Indians and Greeks. Doctors, too, improved on ancient knowledge, and developed more advanced medicine and hospitals. Many of these advances had a major influence on Europe.</p> <p>Having learned paper making from the Chinese, Muslims created beautiful books. Writers composed works of both poetry and prose, such as the religious poetry of Sufis or the tales found in <i>1,001 Arabian Nights</i>. Muslim artists and craftspeople created distinctive forms of decorative art. Two of medieval Muslims' favorite pastimes, polo and chess, are still enjoyed around the world. Muslims greatly influenced the course of history as they traveled from place to place, trading cultural influences as well as goods.</p> |
|--|--|

Key Vocabulary:

almsgiving
Arabic
caliph
empire
GRAPES
intellectual
Islam
Judaism
merchant
monotheism
Muslim
pilgrimage
prophet
Qur'an
revelation
scholar

Sunnah
technology
tolerance

7.3 CHINA

Big Idea: After the fall of the Han Dynasty, China became a united country again through the creation of a strong central government during the Tang, Song, and Yuan Dynasties. During this time, Buddhism spread from India to China (and later to Korea and Japan). This was also a time when the Chinese made many great inventions and discoveries.

Time Frame: 589-1368 CE

Where in the World?



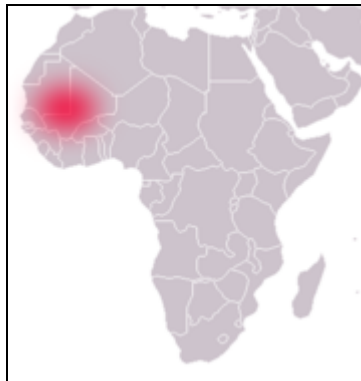
| Questions | Text |
|---|--|
| <p>Who got most government jobs during the Tang Dynasty? <i>During the Tang Dynasty, most government jobs went to ...</i></p> <p>How did the Song Dynasty use civil service exams to create a meritocracy? What was neo-Confucianism? <i>During the Song Dynasty, civil service exams created a meritocracy by... Neo-Confucianism was...</i></p> <p>Who did Mongol emperors choose to help them rule? <i>To help them rule, Mongol emperors chose...</i></p> | <p>The Political Development of Imperial China</p> <p>Chinese emperors relied on a bureaucracy to help them govern. At different times, they used various ways of choosing government officials. Early emperors chose officials from the aristocracy. Candidates for government jobs had to pass tests based mostly on Confucian learning. After the long period of division, the Sui and Tang Dynasties reunified China. Civil service exams continued, but aristocrats filled most government jobs under the Tang Dynasty (618-907 C.E.).</p> <p>The Song Dynasty (960-1279 C.E.) used civil service exams to create a meritocracy of scholar-officials. The Song relied on civil service exams and opened them up to far more candidates. In this way, they created a meritocracy: rule by officials chosen for their merit. The exams were influenced by a new school of thought known as neo-Confucianism. This new teaching blended the teachings of Confucius with elements of Buddhism and Daoism (two traditional Chinese religions). Confucius taught that people must act properly towards each other, and treat people with kindness, respect, and obedience. In particular, subjects must be loyal to rulers. Song emperors and scholars believed that officials who had studied Confucius would be rational, moral, and able to maintain order.</p> <p>During the Yuan Dynasty (1279-1368 C.E.), Mongol emperors, however, relied on family members, friends, and trusted foreigners. Under the Ming Dynasty (1368-1644 C.E.), the Chinese restored their civil service system.</p> |

7.4 WEST AFRICA: GHANA AND MALI

Big Idea: Ghana and Mali were two powerful empires that arose in West Africa due to their location near the Niger River and their control of the salt and gold trade. Muslim salt traders from the north brought Islam to West Africa, which changed West African culture.

Time Frame: 700 – 1400 CE

Where in the World?



| Questions | Text |
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| <p>How did kingdoms and empires develop in West Africa? <i>Kingdoms and empires developed in West Africa when...</i></p> | <p>Beginnings Kingdoms and empires grew out of early societies in West Africa. Geography was a major factor in the development of these societies. Settled communities grew up below the Sahara Desert, where the land permitted farming. Communities traded with one another for items they could not produce locally. Rivers such as the Niger served as trade routes.</p> |
| <p>How did Ghana and Mali become powerful? <i>Ghana and Mali became powerful by...</i></p> | <p>Ghana and Mali Trade played a key role in the growth of kingdoms and empires in West Africa. The first of these was Ghana. Ghana had a powerful government and a strong army. Located in the savannah region south of the Sahara Desert, it was ideally located to control the trans-Saharan trade between North Africa and the southern forests of West Africa.</p> <p>Ghana became wealthy by charging caravans taxes on the goods that passed through its lands, especially gold and salt. The kings of Ghana used the money to increase the size of their army and conquer neighboring kingdoms. Years of war and the loss of natural resources led to Ghana's downfall in the 13th century.</p> |

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| <p>What are some ways that Islam influenced West Africa? <i>Some of the ways Islam influenced West Africa are...</i></p> | <p>The next great West African empire, Mali, also built its wealth on trade. The kings of Mali were Muslim and were enormously wealthy. One king, Mansa Musa, made a famous hajj to Makkah that showed to the world the wealth and power of Mali's rulers.</p> <p>Influence of Islam</p> <p>Islam left a deep mark on West African culture. Traders and missionaries first brought Islam to Ghana in the eighth century. The influence of Islam grew under the rulers of Mali and Songhai.</p> <p>Islam affected many areas of life in West Africa. It changed how people practiced religion. It brought new ideas about government and law. The royal succession became patrilineal. Government became more centralized. Shari'ah replaced customary law.</p> <p>The Islamic love of learning brought a new emphasis on education to West Africa. People studied the Qur'an at schools and at Islamic universities. Timbuktu became a center of Islamic and academic study.</p> <p>With the spread of Islam, Arabic became the language of religion, learning, commerce, and government. New styles of architecture developed as West Africans built mosques and changed the designs of their homes. They also adopted new styles in their decorative arts.</p> |
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Key Vocabulary:

Arabic
caravan
commerce
empire
GRAPES
missionary
mosque
Muslim
patrilineal
Qur'an
savannah
scholarship
Shari'ah
succession
trans-Saharan
tribute

7.5 JAPAN

Big Idea: Japan developed a unique culture that was influenced by ideas from China and Korea. During the medieval period, Japan developed a military society that was based on ideas of loyalty and honor between lords (daimyos) and warriors (samurai).

Time Frame: 500 – 1600 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>What are some ways that China and Korea influenced Japan? <i>Some of the ways China and Korea influenced Japan are...</i></p> | <p>Foreign Influences on Japan</p> <p>From the sixth to the ninth centuries, the Japanese acquired and adapted elements of other Asian cultures. Objects, ideas, and customs came to Japan from India, China, and Korea. From China, the Japanese borrowed the idea of a strong central government supported by a bureaucracy. To house the imperial government, they built a new capital modeled after China's capital city.</p> <p>Buddhism, which began in India, came to Japan from China by way of Korea. Buddhism strongly influenced Japanese religion, art, and architecture. Koreans introduced the Japanese to Chinese writing. The Japanese invented <i>kanji</i> and <i>kana</i> to write Japanese words and sounds with Chinese characters. Poets used Chinese characters to write <i>tanka</i>, a type of poetry based on Chinese models.</p> <p>Like Buddhism, ideas about sculpture traveled from India to Korea and China, and then to Japan. Similarly, India's <i>stupas</i> inspired Chinese pagodas. Japan then adapted this architectural style. Finally, new kinds of music and instruments came to Japan from China. All of these cultural elements blended into Japan's unique civilization.</p> <p>Rise of a Military Society</p> <p>During the Heian period (794-1185 C.E.), aristocrats—especially the Fujiwara family—dominated the imperial court. They created a culture that was uniquely Japanese. The aristocrats of Heian-kyo lived in great luxury. They prized beauty, elegance, and correct manners. Heian artists created new Japanese forms of</p> |

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|--|---|
| <p>Why did a military society develop in Japan? <i>A military society developed in Japan because...</i></p> | <p>sculpture and painting, and court women wrote classic works of Japanese literature, such as <i>The Tale of Genji</i> by Murasaki Shikibu. However, the courtiers ignored the lands beyond the capital. Large landowners hired private armies to protect their lands from roaming bandits. Eventually, war broke out. The Heian period ended in civil war, after which strong military leaders took control of Japan.</p> |
| <p>What roles did shoguns, daimyos, and samurai serve in Japan? <i>In medieval Japan, the shoguns, daimyos and samurai had different roles. The shoguns... The daimyos... The samurai...</i></p> | <p>At the end of the 12th century, a class of warriors rose to prominence in Japan. Called samurai, these fierce warriors dominated Japan for nearly 700 years. Samurai served shoguns (military leaders of Japan) and daimyos (local warlords). Over time, an elaborate samurai culture developed. Samurai wore flexible armor, rode horses, and fought with bows, spears, and swords. They were well trained as fearless fighters. They also studied literature and the arts. Many were Buddhists. The discipline of Zen Buddhism especially appealed to samurai.</p> |
| <p>What was Bushido? <i>Bushido was...</i></p> | <p>Samurai were expected to live by a strict code that came to be called Bushido. This code prized honor, loyalty, and fearlessness in the face of death. Women enjoyed high status in early samurai society, and some women fought as warriors. Over time, however, the status of samurai women declined.</p> |
| <p>What samurai values and traditions still influence Japan today? <i>Some samurai values and traditions that still influence Japan today are...</i></p> | <p>Samurai values and traditions continue to influence Japan today in the practice of martial arts, the tea ceremony, and haiku poetry. Additionally, the samurai ideals of loyalty to family and respect for rank are still alive in modern Japan.</p> |

Key Vocabulary:

- adapt
- architecture
- aristocrat
- Buddhism
- bureaucracy
- Bushido
- civil war
- court
- courtier
- daimyo
- GRAPES
- imperial
- martial arts
- pagoda
- rank
- samurai
- sculpture
- shogun
- tradition
- values

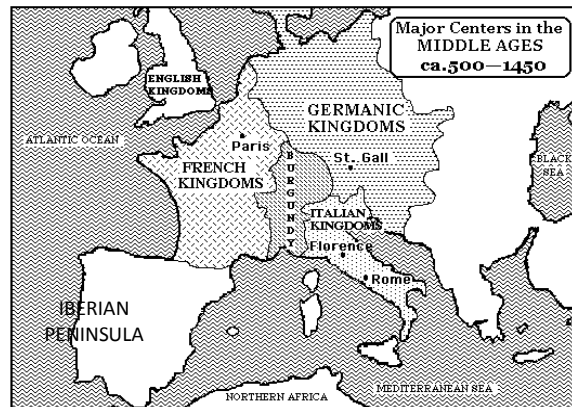
Zen Buddhism

7.6 MEDIEVAL EUROPE

Big Idea: After the fall of the Roman Empire, Europe developed the system of feudalism to restore order. The Catholic Church influenced daily life; its prominence led to conflicts between kings and popes over who was most powerful. During this time, Europeans led a series of wars called the Crusades against Muslims in the Middle East.

Time Frame: 500 – 1500 CE

Where in the World?



| Questions | Text |
|--|---|
| <p>How did feudalism restore stability to Europe after the fall of the Roman Empire? <i>After the fall of the Roman Empire, feudalism restored stability by...</i></p> | <p>The Rise of Feudalism</p> <p>The fall of the Roman Empire led to a time of uncertainty and danger. The feudal system arose as a way of protecting property. It was based on oaths of loyalty. Kings and queens gave fiefs, or grants of land, to lords, their most important vassals. In exchange, lords promised to supply monarchs with knights in times of war. At the bottom of the social structure were peasants (or serfs).</p> <p>Daily life was quite different for the various social classes. Monarchs, lords, and ladies oversaw their lands and the people who worked them. They lived in manor homes or castles. Knights were the soldiers of the medieval world. They were skilled warriors who went through years of training. Peasants labored to farm the land and to make most of the necessary articles of life.</p> |
| <p>How did the Catholic Church affect people's lives? <i>The Catholic Church affected people's lives by...</i></p> | <p>The Catholic Church</p> <p>One common link for people in western Europe during the Middle Ages was the Catholic Church. During the Middle Ages, the Roman Catholic Church played a central role in the lives of people in western Europe. More than just a religious institution, the church acquired great political and economic power.</p> <p>The church's sacraments marked all the most important occasions of life. Many people expressed their faith by going on pilgrimages or fighting in the Crusades. The church's influence can also be seen in art and architecture, education, holidays, and the founding of religious orders.</p> |

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| <p>What disagreements did popes and kings have? <i>Some of the disagreements that popes and kings had were...</i></p> | <p>The Increasing Power of the Church During the Middle Ages, the church acquired great economic and political power. At times, the church's power brought it into conflict with European monarchs. One key struggle involved Pope Gregory VII and Henry IV, the Holy Roman emperor. Gregory ended the practice whereby kings could appoint priests, bishops, and the heads of monasteries. Gregory's ruling angered Henry IV. Henry considered it his duty (and privilege) to appoint church officials. He called a council of bishops and declared that Gregory was no longer pope. Gregory responded by excommunicating Henry. This meant Henry was thrown out of the church and, therefore, could not gain salvation. Gregory also said that Henry's subjects were no longer obliged to obey him. The pope's influence was so great that Henry begged forgiveness and was readmitted to the church. For the moment, his action amounted to recognizing the pope's authority, even over an emperor. But future rulers and popes would resume the fight over the rights of the church versus those of the state.</p> |
| <p>What were the Crusades? What were the effects of the Crusades? <i>The Crusaders were... Some of the effects of the Crusades were...</i></p> | <p>The Crusades European Christians began the Crusades to repel the Seljuk Turks and take the Holy Land away from them. Between 1096 and 1291, a number of crusades were fought in the Middle East. Crusaders won control of Jerusalem and set up four Christian kingdoms in the Middle East. In 1187, Muslims won back Jerusalem. By 1291, Muslims had recaptured all the crusader cities. Crusaders also waged campaigns in North Africa and Europe. During the Reconquista, Christians drove Muslims from the Iberian Peninsula (Spain and Portugal). The crusades had long-lasting effects on Christians, Muslims, and Jews. In Europe, Jews suffered great hardship. Many were killed. Others lost their homes and property. Nevertheless, many Muslim and European merchants grew wealthy when the Crusades opened new trade routes between the Middle East and Europe. New ideas about medicine, food, and technology also came to Europe as a result of the Crusades.</p> |
| <p>What was Magna Carta? How did it limit the power of the king? <i>Magna Carta was... It limited the power of the king by...</i></p> | <p>The End of Feudalism Three key events contributed to the decline of feudalism. Political developments in England, like Magna Carta, helped shift power to the king and the common people. (Magna Carta was a document signed by King John of England in 1215, which forced the king to consult the nobility before raising taxes and making it illegal to imprison anyone except by order of a court. This idea is known as habeas corpus. This is a right we still have today.) Secondly, after the bubonic plague, the need for workers to rebuild Europe led to a shift in power from feudal lords to the common people. Finally, the Hundred Years' War brought a rise in nationalism in both England and France. It also reduced the importance of nobles and knights on the battlefield.</p> |

Key Vocabulary:

bubonic plague
campaign
crusade
excommunicate
feudalism
fief
GRAPES
habeas corpus
lord

loyalty
Magna Carta
manor
medieval
monarch
monastery
Muslim
nationalism
oath

peasant
pilgrimage
Reconquista
religious order
sacrament
serf
state
synthesis
vassal

7.7 CIVILIZATIONS OF THE AMERICAS

Big Idea: The Maya, Aztecs, and Incas formed three unique civilizations having highly organized social structures, distinctive religious beliefs, and great cultural achievements. The Aztecs and Incas were defeated by Spanish conquistadors.

Time Frame: 300 – 1532 CE

Where in the World?



| Questions | Text |
|---|--|
| <p>What were some distinctive features of Mayan civilization? <i>Some distinctive features of Mayan civilization were...</i></p> <p>What were some distinctive features of Aztec civilization? <i>Some distinctive features of Aztec civilization were...</i></p> | <p>The Maya</p> <p>The Mayan civilization reached its height between 300 and 900 C.E., spreading over much of Mesoamerica, including present-day Mexico, Belize, and most of Guatemala. They were not a unified empire; rather, the Mayan civilization was found in several independent city-states led by a ruler who was considered a god-king. Beneath the ruler were nobles and priests who oversaw the administration of government, merchants and artisans, peasants, and slaves. Mayan religion was polytheistic and included gods of rain, corn, and death. The Maya honored their gods through offerings and sacrifices, including human sacrifice.</p> <p>The Aztecs</p> <p>The Aztecs arrived in the Valley of Mexico in the mid 1200s C.E. In 1325, they began building their capital city of Tenochtitlan. But the Aztec Empire only began to emerge in 1428, when the Aztecs and their allies rebelled against the Tepanecs. Over the next 100 years, the Aztecs expanded their empire through warfare and alliances. Eventually the empire included hundreds of cities and millions of people.</p> <p>Aztec society was divided into several classes. At the top was the ruler, or emperor, who was considered semi-divine. Beneath him were government officials, priests, and military leaders. Commoners, peasants, and slaves made up the rest of the social classes. Like the Maya, the Aztecs were polytheistic. The Aztecs practiced human sacrifice on a larger scale than any other Mesoamerican group.</p> |

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| <p>What were some distinctive features of Incan civilization? <i>Some distinctive features of Incan civilization were...</i></p> | <p>The Incas</p> <p>In the 1400s, the Incas began rapidly expanding their power from their base in Cuzco. Eventually they created a huge empire that extended almost the length of the Andes Mountains. An impressive system of roads and messengers helped the emperor manage his vast holdings.</p> <p>The strict Inca class structure had three main levels: the emperor and his family, the nobility, and the commoners. Like the Maya and Aztecs, the Incas believed their emperor was part god. All Incas belong to ayllus, which provided the empire with crops, goods, and labor. Like other peoples in the Americas, the Incas engaged in many religious practices to maintain a proper relationship with their gods. As empire builders, they used a variety of means to bring other groups under their control.</p> |
| <p>What are some of the achievements of the Maya, Aztecs, and Incas? <i>Some achievements of the Maya, Aztecs, and Incas are...</i></p> | <p>Achievements of the Maya, Aztecs, and Incas</p> <p>The Maya, Aztecs, and Incas had great achievements. All three peoples had unique accomplishments in science and technology, arts and architecture, and language and writing. Some of these achievements are especially noteworthy. The Maya are admired today for their writing system, their calendar, their knowledge of astronomy, and their architecture. The Aztecs are noted for their calendar and their massive temples. The Incas showed great skill in managing their huge empire and in engineering.</p> |
| <p>How did the Aztec and Inca empires come to an end? <i>The Aztec Empire ended when...</i> <i>The Inca Empire ended when...</i></p> | <p>The Demise of the Aztecs and Incas</p> <p>Between 1519 and 1521, Spanish explorer Hernan Cortes fought against and defeated the Aztecs. Four factors contributed to the defeat of the Aztec Empire. First, Aztec legend had told of the coming of a white-skinned god. When Cortes appeared, the Aztecs welcomed him because they thought he might be their god Quetzalcoatl. Second, Cortes was able to make allies of the Aztecs' native enemies. Third, their horses, armor, and superior weapons gave the Spanish an advantage in battle. Fourth, the Spanish carried diseases that caused deadly epidemics among the Aztecs.</p> <p>Aztec riches inspired Spanish conquistadors to continue their search for gold. In the 1520s, Francisco Pizarro received permission from Spain to conquer the Inca Empire in South America. In April 1532, the Inca emperor, Atahualpa, greeted the Spanish as guests. Pizarro launched a surprise attack and kidnapped the emperor. Although the Incas paid a roomful of gold and silver for Atahualpa's ransom, the Spanish killed him the following year. Without their leader, the Incas' empire quickly fell apart.</p> |

Key Vocabulary:

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|--------------|--------------|--------------|
| alliance | conquistador | nobles |
| allies | empire | peasants |
| architecture | engineering | polytheistic |
| artisans | epidemic | semi-divine |
| astronomy | god-king | Tenochtitlan |
| ayllu | GRAPES | |
| city-state | Meso-America | |
| civilization | nobility | |
| commoner | nobility | |

7.8 THE RENAISSANCE

Big Idea: At the end of the Middle Ages, Europe experienced a period of great advancement in art, science, and literature, known as the Renaissance, which was founded in a renewed interest in Greek and Roman culture and the philosophy of humanism. During this period, new ideas spread rapidly after the invention of the printing press.

Time Frame: 1400-1550 CE

Where in the World?



| Questions | Text |
|---|--|
| <p>What was the Renaissance? How did it begin? <i>The Renaissance was...</i> <i>It began when...</i></p> <p>What is humanism? What ideas influenced it? <i>Humanism is...</i> <i>It was influenced by the ideas of...</i></p> | <p>The Beginning of the Renaissance</p> <p>The Renaissance was a flowering of art and learning that was inspired by a rediscovery of Greek and Roman culture. It began in Italy and spread throughout Europe.</p> <p>Several factors contributed to the Renaissance. The growth of trade and commerce created prosperous cities and classes of people with the wealth to support education and the arts. Italian city-states helped spread Renaissance ideas.</p> <p>The new philosophy of humanism spurred interest in learning and fresh ways of thinking. This way of thinking sought to balance religious faith with an emphasis on individual dignity and an interest in nature and human society. Humanism first arose in Italy as a result of the renewed interest in Greek and Roman culture.</p> <p>In their studies of classical culture, humanists discovered a new way of looking at life. They began to create a philosophy based on the importance and dignity of each individual. Humanists believed that all people had the ability to control their own lives and achieve greatness. Humanists tried to put ancient ideas into practice. Architects, for example, studied Greek and Roman ruins. Then they designed buildings with pillars, arches, and courtyards like those of classical buildings. Some architects, like Brunelleschi, used Roman engineering ideas to</p> |

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| <p>Who were some of the great figures of the Renaissance? Why are they famous? <i>Some of the great figures of the Renaissance are... They are famous because...</i></p> <p>How did the Renaissance spread throughout Europe? <i>The ideas of the Renaissance spread by...</i></p> | <p>create domes. The humanists' new ideas sometimes brought them into conflict with the Catholic Church. It encouraged people to follow its teachings without question in order to save their souls. In contrast, humanists believed that people should use their minds to question everything.</p> <p>Renaissance Advances in Art and Science Renaissance artists like Michelangelo, Titian, and Dürer created many kinds of art, using perspective to create a sense of depth in their paintings. Each displayed humanist ideals of realism and beauty. Through their observations and fresh thinking, scientists like Copernicus and Vesalius dramatically increased human knowledge of astronomy and human anatomy. Queen Isabella of Spain and Queen Elizabeth of England were strong monarchs who supported the arts and encouraged exploration. Writers wrote great works of literature in the vernacular; writers like Shakespeare in England and Cervantes in Spain wrote works that have become masterpieces of world literature. Leonardo da Vinci was a creative genius. His many interests made him a true Renaissance person.</p> <p>The Spread of Renaissance Ideas The Renaissance spread from Italy throughout Europe. Renaissance ideas were spread through trade, travel, and education. The spread of ideas was made even easier by the invention of the printing press. In about 1450, a German named Johannes Gutenberg dramatically improved on existing printing methods. He invented a printing press that used movable type—characters that could be rearranged and used over again on other printing jobs. The new press could produce 300 pages in a single day. As a result, books and short works called pamphlets could be made much more quickly and cheaply. People used printed matter to spread new ideas, discoveries, and inventions. Since printed material was more widely available, more people learned to read. As new ideas spread, people in more countries were swept up in the spirit of the Renaissance.</p> |
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Key Vocabulary:

anatomy
astronomy
city-state
classical
commerce
engineering
humanism
humanist
literature
monarch
movable type
perspective
philosophy
printing press
prosperous

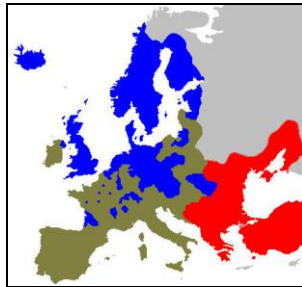
realism
Renaissance
vernacular

7.9 THE REFORMATION

Big Idea: Towards the end of the Middle Ages, the Catholic Church was weakened by corruption. Reformers, such as Martin Luther, tried to change the Church; this led to the Protestant Reformation, a time when European Christianity split into Catholic and Protestant denominations. Eventually, the Catholic Church made some changes during the Counter-Reformation.

Time Frame: 1500-1563 CE

Where in the World?



| Questions | Text |
|--|--|
| <p>Why were many people unhappy with the Catholic Church? <i>Many people were unhappy with the Catholic Church because...</i></p> <p>What were the ideas of Erasmus and how did they contribute to the Reformation? <i>Some of the ideas of Erasmus were... They contributed to the Reformation by...</i></p> <p>What were Luther's ideas? How did his actions start the Reformation? <i>Some of Martin Luther's ideas were... His actions started the Reformation when...</i></p> | <p>Beginnings of the Reformation By the Late Middle Ages, By the 1300s, many Catholics felt that the church had become far too worldly and corrupt. Too often, people who were supposedly dedicated to the church failed to live up to their role as spiritual leaders. For example, priests, monks, and nuns made vows, or solemn promises, not to marry or have children. Yet many broke these vows. People were also troubled by the way many church officials tried to get money to support the church. One practice was the selling of indulgences. An indulgence was a release from punishment for sins. This practice made it seem that people could buy forgiveness for their sins. The church also sold offices, or leadership positions. This practice is called simony. Instead of being chosen for their merit, buyers simply paid for their appointments.</p> <p>Reformers Desiderius Erasmus (1466-1536) Desiderius Erasmus was a humanist from Holland. A priest and devoted Catholic, he was one of the most outspoken figures in the call for reform. In 1509, Erasmus published a book called <i>The Praise of Folly</i>. (Folly means "foolishness.") Erasmus argued for a return to simple Christian goodness. His attacks on corruption in the church contributed to many people's desire to leave Catholicism.</p> <p>Martin Luther (1483-1546) In Germany, a priest named Martin Luther became involved in a serious dispute with church authorities. In 1517, Luther posted a list of arguments, called theses, against indulgences and church abuses on the church door in the town of Wittenberg. He also sent the list, called the <i>Ninety-Five Theses</i>, to church leaders. This is considered the beginning of the Protestant Reformation. Luther's theses caused considerable controversy. Many people</p> |

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| <p>What were John Calvin's ideas? <i>Some of John Calvin's ideas were...</i></p> | <p>were excited by his ideas, while the church condemned them. Luther argued that the Bible—not the pope or church leaders—was the ultimate source of religious authority. In January 1521, he was excommunicated. Several German princes supported Luther, and Luther eventually established his own church.</p> <p>John Calvin (1509-1564) In the late 1530s, John Calvin, a French humanist, started another Protestant branch in Geneva, Switzerland. His book, <i>Institutes of the Christian Religion</i>, became one of the most influential works of the Reformation. Calvin emphasized that salvation came only from God's grace. He said that the "saved" whom God elected (chose) lived according to strict standards. He believed firmly in hard work and thrift (the careful use of money). Success in business, he taught, was a sign of God's grace. Calvin tried to establish a Christian state in Geneva that would be ruled by God through the Calvinist Church.</p> |
| <p>Why was Tyndale important to the Reformation? <i>Tyndale was important to the Reformation because...</i></p> | <p>William Tyndale (About 1491-1536) William Tyndale was an English priest, scholar, and writer. He attacked corruption in the Catholic Church and defended the Reformation in England. After being arrested by Catholic authorities, he was burned at the stake. Tyndale was especially important for his translations of books from the Bible. To spread knowledge of the Bible, he translated the New Testament, and parts of the Old Testament, into English.</p> |
| <p>What was the Counter-Reformation? How did it change the Catholic Church? <i>The Counter-Reformation was...</i> <i>Some of the ways it changed the Catholic Church were...</i></p> | <p>The Counter-Reformation The movement within the Catholic Church to correct abuses is called the Counter-Reformation. Pope Paul III called the Council of Trent in order to correct the abuses of the medieval Church. It called for priests and bishops to spend more time preaching, and ended the sale of indulgences and selling of church offices. New religious orders, such as the Jesuits, were formed to preach, educate, and perform services such as feeding the poor. The Spanish Inquisition was used to fight the spread of Protestantism. In Rome, the Roman Inquisition sought out and condemned people whose views were considered dangerous.</p> |

Key Vocabulary:

- condemn
- corrupt
- Counter-Reformation
- dispute
- excommunicate
- humanist
- indulgence
- Inquisition
- office
- Protestant
- reform
- Reformation
- religious order
- salvation
- simony
- thesis
- vow

7.10 THE SCIENTIFIC REVOLUTION

Big Idea: After the Renaissance, European scientists built upon the ideas of Muslim, Jewish, and Greek scholars to make new scientific discoveries and inventions.

Time Frame: 1500-1700CE

Where in the World?



| Questions | Text |
|--|--|
| <p>What were the roots of the Scientific Revolution? How did it start? <i>The roots of the Scientific Revolution were...</i> <i>It started when...</i></p> | <p>The Scientific Revolution</p> <p>The Scientific Revolution marked a major shift in, the way people thought about the natural world.</p> <p>Several factors contributed to the Scientific Revolution. Renaissance thinkers questioned traditional learning and observed nature for themselves. Translations of Greek and Roman texts, as well as the discoveries made by Muslim scholars, exposed European scholars to new ideas. Discoveries by explorers showed that accepted ideas could be wrong.</p> |
| <p>What were some of the key discoveries of Copernicus, Kepler, Galileo, Newton? <i>Some of the key discoveries of Kepler, Galileo, and Newton were...</i></p> | <p>Important Discoveries</p> <p>The Scientific Revolution began when Copernicus proposed the daring idea of a heliocentric solar system, the idea that Earth and the other planets traveled around the sun. Kepler built on this work by correctly describing the planets' orbits. Galileo's discoveries supported the Copernican theory of a heliocentric solar system.</p> <p>Newton took all this work a giant step forward. His law of gravity explained why planets orbited the sun. Newton also showed that the same laws applied everywhere in the known universe.</p> |
| <p>What was the Scientific Method? What new inventions aided scientific progress? <i>The Scientific Method was...</i> <i>Some new inventions were...</i></p> | <p>The Scientific Method and New Inventions</p> <p>The ideas of Bacon and Descartes helped to shape the Scientific Method, which proved to be a powerful way of testing ideas about nature. The Scientific Method begins with a hypothesis that is tested through observation, measurement, and experimentation. New tools like the barometer and thermometer also aided scientific progress by allowing scientists to make accurate measurements. The microscope helped scientists view microscopic organisms and helped lead to a better understanding of the connection between bacteria and disease.</p> |

Key Vocabulary:

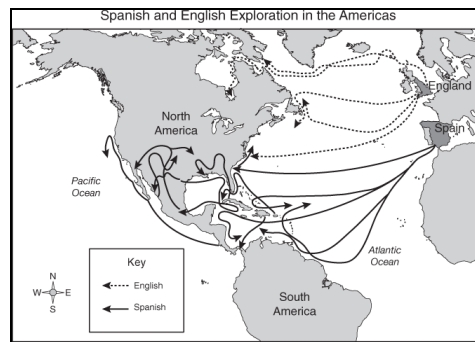
barometer
gravity
heliocentric
hypothesis
microscope
orbit
revolution
Scientific Method
telescope
theory
thermometer
translation

7.11 THE AGE OF EXPLORATION AND THE ENLIGHTENMENT

Big Idea: In the 1400s and 1500s, European explorers sailed to the Americas, eventually conquering native civilizations and colonizing North and South America. These voyages led to a new economy in Europe based on capitalism, mercantilism, and a market economy. During the Enlightenment, European philosophers applied reason to problems about government and society. Many of these ideas, such as freedom of speech and basic rights for all, influenced the founders of the United States.

Time Frame: 1418-1787 CE

Where in the World?



| Questions | Text |
|---|---|
| <p>What advances made the Age of Exploration possible? <i>Some of the advances that made the Age of Exploration possible were...</i></p> <p>Who were some famous Portuguese explorers? Where did they sail? <i>Some famous Portuguese explorers were... They sailed...</i></p> <p>Who were some famous Spanish explorers? Where did they sail? <i>Some famous Spanish explorers were... They sailed...</i></p> | <p>The Age of Exploration</p> <p>The Age of Exploration began in the midst of the Renaissance. Beginning in the 1400s, European explorers went on great voyages of discovery. European explorers sought wealth, land, knowledge, and adventure. They also wanted to spread Christianity. A number of advances in knowledge and technology made their journeys possible. One key advance was in cartography, the art and science of mapmaking. Better maps helped explorers by making navigation easier. An improved ship called the caravel also helped explorers because it was small, fast, and easy to maneuver.</p> <p>The Portuguese explored Africa's coasts, charted a sea route to Asia, and claimed Brazil. In 1488, Bartolomeu Dias became the first European to go around the southern tip of Africa. In 1497, Vasco da Gama rounded Africa's southern tip and then sailed up the east coast of Africa, across the Indian Ocean, and finally reached India in May 1498. In 1500, Pedro Cabral set sail for India with a fleet of 13 ships. He sailed so far west that he reached the east coast of present-day Brazil and claimed the land for Portugal.</p> <p>Spain's voyages of discovery led to Spanish colonization of the Americas. In 1492, Christopher Columbus sailed west across the Atlantic and arrived in what is today the West Indies on October 12, 1492. Columbus claimed the island for Spain, thinking he had reached India. In August 1519, Ferdinand Magellan attempted to sail west to India. He and his crew sailed across the Atlantic, around South America, and across the Pacific to Asia. Although Magellan was killed in the</p> |

What were some effects of the Age of Exploration?
Some effects of the Age of Exploration were...

What were four economic results of the Age of Exploration? Explain each one.

Four economic results of the Age of Exploration were...

Capitalism is...

A market economy is...

A cottage industry is...

Mercantilism is...

What were some important ideas of Enlightenment philosophers like John Locke, Voltaire, and the Baron de Montesquieu? How did they influence the United States?

Some important ideas of Enlightenment philosophers like Locke, Voltaire, and Montesquieu were...

Some of the ways they influenced the United States were...

Philippines in 1521, what remained of his crew continued sailing west and finally returned to Spain, being the first to **circumnavigate** the globe.

Millions of people living in the Americas died as a result of European **colonization** and conquest. The Inca and Aztec Empires were destroyed. West Africans suffered greatly as they were brought to the Americas to work as slaves.

Economic Results of European Exploration

The voyages of explorers had a dramatic impact on European **commerce** and economies. Exploration and trade contributed to the growth of **capitalism**. This economic system is based on investing money for profit. Merchants gained great wealth by trading and selling goods from around the world. Many of them used their profits to finance still more voyages and to start trading companies.

Another aspect of the capitalist economy concerned the way people exchanged goods and services. Money became more important, and prices for items depended on what was available and how many people wanted the items. If items were **scarce**, prices rose; if items were plentiful, prices dropped. This kind of system is called a **market economy**.

Labor, too, was given a money value. Merchants hired people to work in their own cottages, turning raw materials from overseas into finished **products**. This growing **cottage industry** was especially important in the making of **textiles**. Often entire families worked at home, spinning wool into thread or weaving thread into cloth.

A final result of exploration was a new economic policy called **mercantilism**. European rulers tried to reduce the things they bought from other countries and increase the items they sold. Rulers looked to their colonies to supply **raw materials** for their industries. They profited by turning the materials into finished goods that they could sell to other countries and to their own colonies.

The Age of Enlightenment

The Age of **Enlightenment** was an era in which people's views of society and government changed. This change in outlook grew out of the Scientific Revolution, as Enlightenment philosophers wanted to apply **reason** to problems of government and society. Thomas Hobbes upheld the absolute power of kings. John Locke championed the rights to life, liberty, and property. Baron de Montesquieu argued for a separation of powers in government. Voltaire championed religious tolerance and free speech. Cesare Beccaria called for reforms in criminal law to protect the rights of the accused. Enlightenment thinking influenced **monarchs** in Europe and revolutions in America and France. The Declaration of Independence and the U.S. Constitution contain many Enlightenment ideas, such as **natural rights**, **separation of powers**, and basic freedoms of speech and religion. A number of women extended ideas of liberty and equality to women's rights. Modern views of people and government owe a great deal to these and other Enlightenment thinkers.

Key Vocabulary:

capitalism

cartography

circumnavigate

colonization

commerce

cottage industry

Enlightenment

market economy

mercantilism

monarch

natural rights

navigation

products

raw materials

reason

scarce

separation of powers

textiles

7th Grade Glossary

A

achievement: an accomplishment
adapt: change something to make it more suitable
alliance: a group of countries, city-states, or other entities who agree to work together, often to fight common enemies
allies: people who agree to work together, often to fight common enemies
almsgiving: the giving of money, food, or other things of value to the needy
anatomy: study of the human body
Arabic: the language spoken on the Arabian Peninsula; the language in which the Qur'an is written
architecture: the art of designing buildings
aristocracy: a ruling class of noble families
aristocrat: a member of the upper or ruling class
artisan: a skilled craftsperson
astronomy: the science of the stars, planets, and other objects in the universe
ayllu: an Inca clan (group of related families), the basic unit of Inca society

B

barbarian: a person belonging to a tribe or group that is considered uncivilized
barometer: an instrument used for measuring changes in the pressure of the atmosphere
bubonic plague: a deadly contagious disease caused by bacteria and spread by fleas; also called the Black Death
Buddhism: a religion started by Siddhartha Guatama, which emphasizes release from suffering through meditation
bureaucracy: a highly organized body of workers with many levels of authority
Bushido: the code followed by samurai warriors, emphasizing loyalty and personal honor
Byzantine Empire: a great empire that straddled two continents, Europe and Asia, and lasted from about 500 to 1453 C.E.

C

caliph: a title taken by Muslim rulers who claimed religious authority to rule
campaign: a military undertaking
capitalism: an economic system based on investment of money (capital) for profit

caravan: a group of people traveling together for mutual protection, often with pack animals such as camels
cartography: the art and science of mapmaking
circumnavigate: to travel completely around something, such as Earth
city-state: a city that rules itself, making its own laws and government
civil service exam: a test given to qualify candidates for positions in the government
civil war: a war between regions of the same country
civilization: a culture marked by developments in arts, sciences, government, and social structure
classical: influenced by the civilizations of ancient Greece and Rome
colonization: the practice of creating colonies, countries or areas ruled by another country
commerce: the buying and selling of goods
commoner: a person who is not of noble rank
compass: a device used for finding direction
condemn: denounce or criticize
Confucianism: a Chinese philosophy that emphasizes proper behavior
conquistador: a Spanish explorer who conquered native civilizations of the Americas
corrupt: dishonest or illegal
corruption: dishonest or illegal practices, often involving money
cottage industry: a small-scale business in which people work mostly at home
Counter-Reformation: a movement of the Roman Catholic Church following the Reformation in which church leaders worked to correct abuses, to clarify and defend Catholic teachings, to condemn what they saw as Protestant errors, and to win back members to the Catholic Church
court: the place where a ruler lives
courtier: a member of a ruler's court
Crusades: a series of religious wars launched against Muslims by European Christians

D

daimyo: a local lord in Japan in the era of the samurai

disintegration: coming apart

dispute: argument

dynasty: a line of rulers descended from the same family

E

Eastern Orthodox Church: a Christian religion that arose in the Byzantine Empire

economy: a system of managing the wealth and resources of a community or region

empire: a large territory in which several groups of people are ruled by a single leader or government

engineering: the science of building structures and the like

Enlightenment: a period beginning in the 1600s in which educated Europeans changed their outlook on life by seeing reason as the key to human progress

epidemic: an outbreak of a disease that affects many people within a geographic area

excommunicate: to formally deprive a person of membership in a church

F

feudalism: the economic and political system that developed in Europe during the Middle Ages

fief: land granted by a lord to a vassal in exchange for loyalty and service

fresco: a picture painted on the moist plaster of a wall or ceiling

frontier: a country's border

G

god-king: a king who is thought to be a god

geographic: having to do with the earth's land and water

gravity: an invisible force that holds planets and objects in place

H

habeas corpus: the principle that accused persons cannot be held in jail without the consent of a court

heliocentric: having the sun at the center (Helios is Greek for "sun")

humanism: a philosophy that emphasizes the worth and potential of all individuals and tries to balance religious faith with belief in the power of the human mind

humanist: someone who follows the philosophy of humanism (see above)

hypothesis: an idea or assumption to be tested in an experiment

I

imperial: belonging or related to an emperor

indulgence: a grant by the Catholic Church that released a person from punishment for sins

Inquisition: a judicial body established by the Catholic Church to combat heresy and other forms of religious error

intellectual: related to the intellect, or intelligence

Islam: the religious faith of Muslims; also the civilization based on the Islamic religion and the group of modern countries where Islam is the main religion

J

Judaism: the Jewish religion

justice: fairness under the law

L

legal code: a collection of laws

literature: writing in prose or verse that is excellent in form and expresses ideas of interest to a wide range of people

lord: a ruler or a powerful landowner

loyalty: faithfulness; devotion; allegiance

M

Magna Carta: a written agreement from 1215 that limited the English king's power and strengthened the rights of nobles

manor: a large estate, including farmland and villages, held by a lord

market economy: an economy in which prices are determined by the buying and selling decisions of individuals in the marketplace

martial arts: styles of fighting or self-defense, such as modern-day judo and karate, that mostly began in Asia

medieval: the period of time between ancient and modern history

mercantilism: an economic policy by which nations try to gather as much gold and silver as possible by controlling trade and establishing colonies

merchant: a person who makes money by selling goods

meritocracy: rule by officials of proven merit

Meso-America: "Middle America"; the region extending from modern-day Mexico through Central America
microscope: an instrument that uses lenses to make small objects appear larger
missionary: a person who works to spread a religion and make converts
monarch: a king or queen
monastery: a community of monks
Mongol: a person from Mongolia, a country north of China
monotheism: belief in a single god
moral: good, honest, or ethical
mosaic: a picture made up of small pieces of tile, glass, or colored stone
mosque: an Islamic place of worship
movable type: individual characters made of wood or metal that can be arranged to create a job for printing and then used over again
Muslim: a follower of the Islamic faith

N

nationalism: identification with, and devotion to, the interests of one's nation
natural rights: rights that belong to people "by nature": that is, simply because they are human beings
navigation: the science of guiding ships and other vehicles of transportation from one place to another
Neo-Confucianism: a form of Confucianism that combines Confucian thought with elements of Buddhism and Daoism
nobility: people of high rank by birth or title
noble: a person of high rank by birth or title

O

oath: a promise
office: a job or position within a political or religious organization
official: one who works or represents a political or religious organization
orbit: the path that one heavenly body (such as a planet) follows around another (such as the sun)

P

pagoda: a tower-shaped structure with several stories and roofs
patriarch: in the Eastern Orthodox Church, the bishop of an important city
patrilineal: based on a man's family line

peasant: in feudalism, a person who worked the land
perspective: the appearance of distance or depth on a flat surface, as in a painting
philosophy: the study of wisdom, knowledge, and the nature of reality
pilgrimage: a journey to a holy site
politics: the science of government
polytheistic: believing in more than one god
porcelain: a hard, white pottery; also called china
printing press: a machine that reproduces multiple copies of a book or pamphlet
products: items that are made to be sold for a profit
prophet: a person who speaks or interprets for God to other people
prosperous: rich or wealthy
Protestant: originally, people who broke away from ("protested" against) the Catholic Church

Q

Qur'an: the holy book of the religion of Islam

R

rank: position within a society or organization
rational: reasonable or logical
raw materials: unprocessed natural materials that are used to create a good or product
realism: in art, the realistic or natural portrayal of someone or something
reason: the ability to think logically about something
Reconquista: the removal of Muslims from Spain and Portugal in the 1400s
reform: the change something in order to improve it
Reformation: a historic movement from the early 1500s to the 1600s that led to the start of many new Christian churches
religious order: a brotherhood or sisterhood of monks, nuns, or friars
Renaissance: a great flowering of culture, toward the end of the Middle Ages, that began in Italy and spread throughout Europe
reunify: to bring together again
revelation: a message from God
revolution: dramatic change; also, a war against an established government

S

sacrament: a solemn rite of Christian churches

salvation: in Christianity, the idea of being saved; going to heaven after one dies

samurai: a powerful warrior class in Japan

savannah: grassland

scarce: hard to come by

schism: a formal division in a church or religious body

scholar: someone who is an expert in a field of knowledge

scholar-official: in China, one who has studied and taken an exam to get a position in government

Scientific Method: a five-step process of gaining knowledge and exploring scientific questions

sculpture: the art of creating three-dimensional figures from such materials as wood, stone, and clay

semi-divine: more than human but not fully a god

separation of powers: the division of powers among separate branches of government

serf: in feudalism, a peasant who was bound to his lord by feudal debts

Shari'ah: the body of Islamic law based on the Qur'an and the Sunnah

shogun: the head of the military government of Japan in the era of the samurai

Silk Road: a series of overland trade routes that connected China and Europe

simony: the buying and selling of positions or jobs with the Catholic Church

social: having to do with a society or group of people

social structure: the way the people within a society or civilization are organized

state: a country

succession: in monarchies, the process by which a new king is chosen after the death of the former king

T

Sunnah: the example that Muhammad set for Muslims about how to live

synthesis: combining separate elements to create something whole

technology: the use of tools and other inventions for practical purposes

telescope: a device for seeing objects from a large distance

Tenochtitlan: a city built on an island in Lake Texcoco that became the center of the Aztec Empire

textiles: woven cloth

theory: an educated guess

thermometer: an instrument used for measuring temperature

thesis: statement

tolerance: the acceptance of different beliefs and customs

tradition: a custom that is passed down from generation to generation

translation: a book that was originally written in another language, but translated so that it can be read by speakers of other languages

trans-Saharan: trade trade that requires crossing the Sahara Desert

tribute: a payment made by one ruler or country to another for protection or as a sign of submission

V

values: ideas about right and wrong that are held by a society

vassal: in feudalism, someone who receives land and protection from a lord in return for service and loyalty

vernacular: a locally spoken language (such as French, Italian, Spanish, or English)

vow: promise

Z

Zen Buddhism: a form of Buddhism that stresses discipline and self-control

Grade 7

Curricular Narrative

Grade Seven—World History and Geography: Medieval and Early Modern Times

Notes/Vocabulary

medieval: the time between ancient and modern history

turbulent: unstable

In the 7th grade, you learned about the social, cultural, and technological change during the period A.D. 500-1789. After reviewing the fall of Rome, you learned about Islam, a rising force in the **medieval** world; the spread of Islam through Africa; the rise of the Mayan, Incan, and Aztec civilizations; the civilizations of China and Japan; Europe during the Middle Ages; and finally the **turbulent** age of the Renaissance, Reformation, and Scientific Revolution that ushered in the Enlightenment and the modern world.

Remember that AD (Anno Domini) and CE (Common Era) serve as labels to tell us that a date occurred on or after Year 1 (birth of Jesus of Nazareth). In 7th grade, you learned about events that occurred during medieval and modern times; therefore, all years are AD or CE.

Historians often refer to centuries rather than years (for example, the Bubonic Plague spread throughout Europe in the fourteenth century). The first century CE includes the years 1-100; the second century CE includes the years 101-200, and so on. So, the Bubonic Plague, which arrived in Europe in 1347, spread through Europe in the fourteenth century (i.e., 1300s).

The Fall of Rome (Standard 7.1)

prosperity: wealth
empire: a country that rules itself and other countries

Augustus became Rome's first emperor and ushered in a period of peace and **prosperity** for the Roman **Empire** known as the *Pax Romana*. Eventually, the Roman Empire reached its greatest size around A.D. 116. However, the empire fell to invading Germanic tribes, many of whom became Christian, such as Clovis, King of the Franks.

transmission: spread

natural rights: universal rights of all people

democracy: government by the people

philosophers: people who study life's basic questions

public works: buildings and structures that benefit a society

The Roman Empire made many lasting contributions, especially in the areas of law, language, technology, and the **transmission** of the Christian religion to the West. The law codes of most of Western European countries are still based on Roman law, evidence of the continuing importance of Roman law and justice. Ideas of citizenship and **natural rights** are ideas from Rome that are part of our American **democracy** today; the idea of living a good life and making valuable contributions to your community are ideas which come to us from Roman Stoic **philosophers**. Even modern-day **public works**, architecture, and technology in the United States are influenced by Roman ideas.

Growth of Islam (Standard 7.2)

profound: deep

reunited: brought back together

literary: having to do with literature

ethical: concerning right and wrong

justice: fairness

preserve: keep

rationalism: thought based on reason or logic
mysticism: based on non-logical experiences
orthodox: traditional

seat: government center

legal code: set of laws

After the fall of the Roman Empire, the religion of Islam developed in the Middle East and had a **profound** impact on that region and surrounding areas. Between A.D. 636-651, Arab armies **reunited** the ancient Middle East. Trade routes between Asia and Europe that were used by Arab merchants helped spread not only goods but also the religion of Islam and new technologies from different regions. The spread of Islam and its emphasis of a common **literary** language (Arabic) had a unifying on the many ethnic groups of this region. The religious ideas of Mohammed, the founder of Islam, included **ethical** teachings and a model for a way of life. Mohammed was a major historical figure who helped establish the **Islamic** way of life, its code of ethics and **justice**, and its rule of law. During this time, Muslims viewed Christians and Jews in the Islamic world as "People of the Book," and allowed them to practice their religious beliefs. Muslim scholars, including mathematicians, scientists, geographers, astronomers, and physicians from many ethnic groups, built upon the learning of the Greeks and made many discoveries and important contributions which still influence us today. Scholars at Baghdad and Cordoba, the two great centers of Muslim learning, helped to **preserve** much of the learning of the ancient world; by the end of the ninth century, they added important new discoveries of their own in mathematics, medicine, geography, history, and science. In Spain, Jewish poets, philosophers, and scholars established a vibrant culture in Cordoba.

In time the influence of Greek **rationalism** waned, and religious **mysticism** came to dominate **orthodox** Islamic thought. In this intellectual climate, poetry and literature flourished. Some of the world's great literary achievements were created at this time, such as *The Thousand and One Nights* (Arabic) and the poetry of Omar Khayyam, a Sufi mystic (Persian).

Islam spread to the area known today as Turkey, where, in the fourteenth century, the Ottoman Turks began gradually to absorb other Turkish tribes and to establish control over most of Asia Minor. In 1453 they captured Constantinople, the **seat** of the Byzantine Empire, and expanded into Christian Europe until nearly 1700. The Ottoman Empire had an established **legal code** and organized government. Eventually, Islam spread through the Middle East, through North and sub-Saharan Africa, to Spain, and east through Persia to India and Indonesia, with influences that persist in these regions to the present day.

African States in the Middle Ages and Early Modern Times (Standard 7.4)

savannas: grasslands
irrigation: watering crops

commercial: related to business

Sub-Saharan Africa is an area of diverse landforms and climates, including deserts, **savannas**, and forests. The Niger River provides water for **irrigation** and a route for transportation. Iron technology, geographic location and trade led to the development of the sub-Saharan empires of Ghana and Mali. Both became states of great wealth—Ghana, by controlling the trade in gold from the south; and Mali, by controlling both the southern trade in gold and the northern trade in salt. Slavery existed in these kingdoms and was part of the western African economy at the time. Both kingdoms exercised **commercial**, cultural, and political power over a large part of Africa.

The Muslim conquest of Ghana ended in destruction of the kingdom (1076). Mali's rulers, on the other hand, converted to Islam. Under Islamic rule, the nation achieved recognition as a major power. Its leading city, Timbuktu, with its university became known throughout the Muslim world as a center of learning, a tradition that lasted through Mali's conquest by Songhay in the fourteenth century and Songhay's fall two centuries later to Moroccan invaders.

Civilizations of the Americas (Standard 7.7)

maize: corn
cultural advances: advances in arts, literature, architecture
greco-roman: greek and roman
culminated: finally resulted in

pictographic: using pictures
engineering: designing structures other than buildings
administration: management

During the medieval period, three great civilizations arose in Middle and South America: the Mayans, Aztecs, and Incas. The Mayan Civilization developed in what is today Mexico and Central America between the years 300 and 900 CE; the Aztec Empire controlled a large area in what is today Mexico between 1428 and 1519 CE; and the Incan Empire developed along the western coast of South America in the 1200s and ended in 1532. With the development of **maize** agriculture around 2000 B.C., foundations were laid for **cultural advances** in these regions. Mayan civilization achieved its Classic Age about the time the **Greco-Roman** civilization collapsed. The great cultural advance that began in Peru around 1000 B.C. **culminated** in the Imperial Incan civilization of the fourteenth century A.D. The Aztec civilization, which incorporated the achievements of its conquered neighbors, reached its height by the sixteenth century A.D.

All three civilizations had great accomplishments: the Mayans had noble architecture, calendar, **pictographic** writing, and astronomy; the Incas demonstrated excellence in **engineering** and **administration**; and the Aztecs are noted for their massive temple architecture and Aztec calendar. Historical and archaeological records help us to understand the daily lives and beliefs of these people.

rice paddies: rice fields
canals: man-made waterways
money economy: economy based on money as opposed to barter or trade
merchant class: social class made up of business people
provincial: outside of the empire's capital

Mongol Ascendancy: Yuan Dynasty
high office: high government position
maritime: seagoing

bureaucracy: organization with many levels of administration
maritime commerce: overseas trade

Confucian: based on the teaching of Confucius

institutions: organizations
regency: period when someone rules in place of the monarch

China (Standard 7.3)

During the Middle Ages, China saw the remarkable development of great cities; construction of large seagoing vessels; and great technological progress, including the invention of the compass, gunpowder, and printing. Important economic changes during the T'ang Dynasty (A.D. 618-906) and Song Dynasty (A.D. 960-1279) established a "modern" form of Chinese society that lasted well into the twentieth century. The economic foundation for this remarkable period was the result of the conversion of the jungle regions of the Yangtze Valley into productive **rice paddies**. Elaborate irrigation systems and **canals** supported the production and distribution of vast quantities of rice to the imperial centers of the north. The wealth that resulted supported, in turn, a **money economy**, a **merchant class** engaged in extensive private trading, and the growth of China's **provincial** cities.

During the **Mongol Ascendancy** (1264-1368), a flourishing sea trade developed between China, India, and the coast of Southeast Asia. Foreign merchants such as Marco Polo were given special privileges and **high office**. The Ming Dynasty undertook between 1405 and 1423 a series of great **maritime** expeditions that were larger in scale than the European exploits of a century later. Abruptly, in 1433, the Emperor suspended these enterprises, however, and forbade even the construction of seagoing vessels. The Chinese ideal of a unified state under one leader, with a strong **bureaucracy** controlling the machinery of government, restrained progress. Unable to control the growth of its **maritime commerce**, the bureaucracy chose instead to withdraw from it.

Confucian thought supported these actions and returned China to its traditional values. The merchant class was tolerated as a necessary evil of society, and little priority was placed on Chinese trade and manufacturing, which, in A.D. 1000, had been the most advanced in the world. The Chinese invention of printing helped scholarly study grow and spread traditional ideas more widely throughout society. The outlook of the Chinese scholarly class came to dominate Chinese thought and government well into the twentieth century. Chinese inventions—gunpowder, the compass, and printing—affected not only China but also the West, who learned about these ideas from traders along the Silk Road.

Japan (Standard 7.5)

Japan's close geographic proximity to the more ancient civilization of China led to the borrowing of ideas, **institutions**, and technology. For example, during the **regency** of Prince Shotoku (592-632 CE), Chinese ideas about a

strong central government were adopted by Japan. At the same time, Japan's isolated location eased its political independence, allowing it to borrow selectively and to fashion a culture uniquely its own.

court: where a monarch or emperor lives

philosophy: the pursuit of wisdom

drama: plays

golden age: high point

oversight: supervision

feudal: political system based on promises

loyalty: steadfastness

Zen Buddhism: Buddhism that stresses mental and physical discipline

meditation: quiet concentration

cultural pursuits: activities such as art and literature

cultural heritage: culture that has been passed down over generations

With the establishment of direct relations between the Chinese and Japanese **courts** in A.D. 607, Japanese artists, craftsmen, scribes, and interpreters made frequent visits to China. Members of Japan's upper classes studied Chinese language, literature, **philosophy**, art, science, and government. Buddhism was introduced and blended with Japan's traditional Shinto religion, "the way of the gods." Chinese poetry and painting influenced Japanese painting and even theater; during this time, Noh **drama**, a unique Japanese art form, developed. Between the ninth and eleventh centuries, Japanese literature entered a **golden age** and included the works of several gifted women authors, among them Murasaki Shikibu, whose *Tale of Genji* ranks among the classics of world literature.

Due to a lack of **oversight** by Japan's imperial court, a warrior government developed in Japan beginning in the 12th century. A **feudal**, lord-vassal system, developed with military leaders (shogun), great lords (daimyo), and knights (samurai). This system emphasized personal **loyalty** to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. Samurai were influenced by **Zen Buddhism** and trained themselves mentally through **meditation** and **cultural pursuits** such as the Tea Ceremony and Haiku poetry. Some cultural traditions have survived since this time, including the importance that Japanese place on family loyalty and ceremonial rituals. Although Japan has been transformed by forces of modernization, it still retains aspects of its **cultural heritage**.

Medieval Societies: Europe and Japan (Standards 7.6 and 7.5)

feudalism: political and economic system of medieval Europe

state: country

During the Middle Ages, Europe developed an economic and political system called **feudalism**. Later, in the period known as the High Middle Ages, towns grew, trade increased, and large universities arose in cities. During this period, the Catholic Church, more powerful than any feudal **state**, influenced every aspect of medieval life in Europe. St. Francis of Assisi embodied the Christian ideal with his gentle beliefs. However, the Crusades, a series of wars undertaken by European Christians against Muslims in the Middle East to gain control of Jerusalem, resulted in the deaths of millions of people, including Christians, Jews, and Muslims. Although unsuccessful from a European perspective, the Crusades led to increased trade between Europe and the Middle East and the exchange of scientific and technological ideas.

lord: a powerful landowner
vassal: a person receiving land from a lord in return for service and loyalty

expulsion: throwing out

Inquisition: organization that sought out religious dissidents or those who disagreed with the Church
Judaic: Jewish

Classical: Greek and Roman
humanistic: based on humanism, a philosophy based on Greek and Roman ideas and that recognized worth and value in all humans

To understand what was distinctive about European culture during this period, compare Western Europe with Japan during the High Middle Ages. The two cultures had aspects in common: a feudal, lord-**vassal** system, with military leaders (shogun), great lords (daimyo), and knights (samurai). Both feudal societies emphasized personal loyalty to the lord, military skills, a strict code of honor, self-discipline, and fearlessness in battle. There are also striking differences in cultural values, religious beliefs, and social customs, including differences in women's roles. Japanese Haiku poetry and European epic poetry, such as *Beowulf*, provide an interesting contrast in the two cultures. Some cultural traditions have survived since the Middle Ages, including the importance that Japanese place on family loyalty and ceremonial rituals; this is the idea of historical continuity. Nevertheless, both cultures have been transformed by forces of modernization while retaining aspects of their cultural heritage.

The Middle Ages was a time of continuing persecution of the Jewish minority, which led to the massacre of Jews by the Crusaders and the **expulsion** of Jews from England in 1290, from France in 1306 and 1394, and from many German cities during the time of the Black Death. Conflicts arose between Christians and Muslims in Spain, beginning in 1085, and Jews were caught between the warring faiths. The Spanish and Portuguese **Inquisitions**, during which people were tortured and burned at the stake, demonstrate the lengths to which religious authorities went to force conversions and to destroy as heretics those who continued in their **Judaic** faith. Eventually, the Jews and Muslims were driven from Spain in 1492.

Europe during the Renaissance, the Reformation, and the Scientific Revolution (Standards 7.8, 7.9, 7.10)

After the Middle Ages, Europe experienced an unusually rich and important period whose effects continue to influence politics, religion, culture, and the arts of the present day.

A remarkable burst of creativity that began in the fourteenth century in northern Italy and spread through Europe produced the artistic and literary advances of the Renaissance. **Classical** literature was rediscovered, and **humanistic** studies flourished. Florence, Italy, was a major center of commerce, creativity, and artistic genius. During this period, great writers and artists flourished, including writers Shakespeare, Cervantes, and Machiavelli, and artists Michelangelo, da Vinci, Botticelli, Raphael, Titian, Van Eyck, and Dürer. This was a time of masterpieces such as Michelangelo's *Moses* and Dürer's *The Four Horsemen of the Apocalypse*, which demonstrate the powerful vision of these artists as well as the

perspective: the appearance of depth in a painting

reformers: those who seek to change and improve an organization or situation

theses: statements

supremacy: domination

excommunicated: excluded from the Church

dissenters: people who disagreed with the Church

Germanic Europe: Germany, England, Scandinavia

Latin Europe: Spain, Portugal, Italy, France

secular: non-religious

divine right: God-given right to rule

barometer: a scientific instrument that measures air pressure

plunder: stealing

power of art to communicate ideas. Renaissance painting (which used the technique of **perspective**) differed from that of the Middle Ages, even though both reflected many of the same religious themes and symbolisms. Renaissance art reflected the advances of that age in science, mathematics, engineering techniques, and understanding of human anatomy.

During the Renaissance, an event known as the Protestant Reformation changed the religious landscape of Europe. **Reformers** such as Martin Luther, John Calvin, and John Wycliffe challenged the authority of the Catholic Church. When Martin Luther nailed the 95 **theses** to the Wittenberg church door, it had historic results that reflected the growing religious, political, and economic resistance to the **supremacy** of the Renaissance popes. After posting the theses, Luther was **excommunicated**; however, this did not stop the spread of the Reformation throughout northern Europe and England. In response, the Catholic Church corrected many of the abuses of the medieval church in the Counter-Reformation; however, it sought out **dissenters** through the revival of the Inquisition. As a result of the Reformation, Catholics and Protestants clashed in many bloody religious conflicts. Most of **Germanic Europe** became Protestant, while most of **Latin Europe** remained loyal to Rome. Throughout Europe, the **secular** power of kings and local rulers grew at the expense of church authority and led to the age of kings. This is also a period when monarchs, especially the kings of France, promoted the idea of the **divine right** of kings.

The beginnings of modern science can be found in these same tumultuous years of the sixteenth and early seventeenth centuries. Methods of scientific observation, mathematical proof, and experimental science developed by such giants of this age as Galileo, Johannes Kepler, Francis Bacon, and Sir Isaac Newton, changed how people thought about the Earth, planets, and stars. Inventions of this age—the telescope, microscope, thermometer, **barometer**, and printing press—spurred European leadership in commerce and helped to usher in the age of exploration and the Enlightenment.

Early Modern Europe: The Age of Exploration to the Enlightenment (Standard 7.11)

The Age of Exploration began with the Spanish and Portuguese explorations in the New World. European explorers encountered the Aztec and Inca civilizations; **plunder** and destruction of native cultures followed the Spanish conquest of these lands. Disease also aided the Spanish conquest and had long-term effects on native populations, severely

maritime: seagoing

capitalism: economic system based on investment of money in businesses

market economy: economy in which prices are set by demand of goods

natural rights: see above

divine right: see above

dogmatic: authoritarian; rigid or unchanging

Magna Carta: a document limiting the rights of the monarch

rationalism: based on logic or reason

rationality: using thought, logic, or reason

reducing their population. The **maritime** rivalries between Spain and England culminated in the English defeat of the Spanish Armada in 1588; after that time, England became Europe's dominant naval power.

Northern European seaports thrived as merchants expanded international commerce. In the 1600s Holland and England welcomed the return of the Jews, who brought their highly developed culture and commercial experience. Modern **capitalism** developed during this time, and a **market economy** (responding to the forces of supply and demand) developed in seventeenth-century Europe.

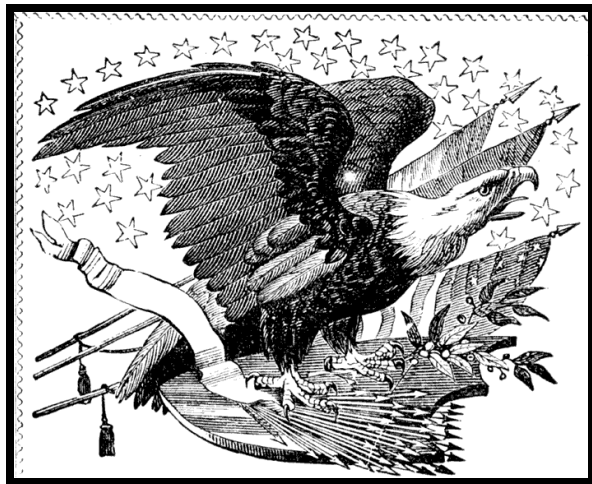
The Enlightenment had an impact on the future of Western political thought, including the political ideas and institutions of the United States. The Enlightenment provoked a clash of ideas between reason and authority, between the **natural rights** of human beings and the **divine right** of kings, and between experimentalism in science and **dogmatic** belief. Major figures of the Enlightenment, such as John Locke, Voltaire, and the Baron de Montesquieu, had an influence on the ways Europeans viewed government and society. The principles implicit in the **Magna Carta** were embodied in the English Bill of Rights, the French Declaration of the Rights of Man and of the Citizen, and the American Declaration of Independence.

The political and economic forces let loose in the Western world by the rise of capitalism and the Enlightenment and the impact of the ideas of this period on Western society helped give rise to the young American republic. Think about the ways in which ideas from this time continue to influence our nation and the world today; for example, the importance of **rationalism** in science and technology; the effort to solve problems **rationally** in local, state, national, and international arenas; and the ideal of human rights, a vital issue today throughout the world.

Can You?

- Locate on a world map each of the civilizations you studied in 7th grade?
- Create a timeline showing the major civilizations and events you studied?
- Create a map showing how goods and ideas spread across continents?

8th Grade History Review



Name:

Teacher:

Period:

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Review Strategies

Levels of Reading

1. First, read through the passage quickly to get the gist. Mark up your text with symbols:
 - √ = I know this already.
 - ! = Wow! That's new information!
 - ? = Huh? I don't understand this...
2. Compare your marks with your study partners. See if they can help you understand parts of the text you don't understand.
3. Now, take a little more time. Read the questions in the margins. Highlight the parts of the text that contain answers to the questions. Be sure you are getting all of the information that answers each question.
4. When you are done, write the answer to the question (using the sentence stem) in your History CST Prep booklet.

Vocabulary Selective Highlighting

1. As you read the text, use a highlighter to highlight the vocabulary words that appear in bold print, as follows:
 - Blue = I pretty much know what this word means.*
 - Yellow = Okay, I don't have a clue what this word means.*
2. From the vocabulary list at the end of the section, choose three terms that you would like to learn. Look them up in the glossary, write the word and definition in your History CST Prep booklet, and then create a picture, symbol, or sentence to help you remember the term.

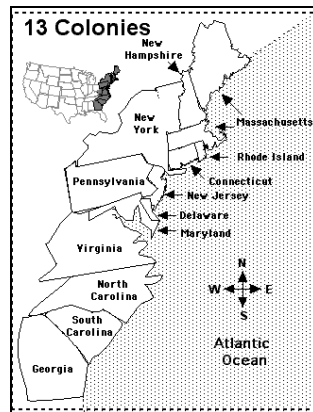
Remember: You already know a lot!! This is all about reviewing what you might have forgotten.

8.1 MAJOR EVENTS PRECEDING THE FOUNDING OF THE NATION

Big Idea: Traditions of English government combined with events such as the Great Awakening strongly influenced colonial America and led to the colonists' decision to break with England and write the Declaration of Independence.

Time Frame: 1700-1776

Where in the United States?



| Notes/Vocabulary | Text |
|--|---|
| <p>What were some of influences that led colonists to expect to have a voice in government? <i>Some of the influences that led colonists to expect to have a voice in government are...</i></p> <p>How did the Great Awakening help lead to the American Revolution? <i>The Great Awakening led to the American Revolution by...</i></p> | <p>English Parliamentary Traditions</p> <p>Colonists in America saw themselves as English citizens. They expected to have a voice in their government. The English people had won the right to participate in their government only after a long struggle and succeeded in forming a constitutional democracy. In 1215, King John agreed to sign the Magna Carta, which limited the power of the king. The next major victory was the founding of Parliament in 1265, a lawmaking body with the power to approve laws and taxes proposed by the king or queen. Colonists established similar assemblies to create laws and promote citizen rights, such as in the first colonial assembly of Virginia in 1619. In 1689, William I signed the English Bill of Rights. This act said that the power to make laws and impose taxes belonged to the people's elected representatives in Parliament and to no one else. It also included a bill, or list, of rights that belonged to the people. Among these were the right to petition the king and the right to trial by jury. English colonists wanted to choose the people who made their laws and set their taxes.</p> <p>The Great Awakening</p> <p>Religion was very important to the colonists. The First Great Awakening revived religious feeling and helped spread the idea that all people are equal. By encouraging ideas of liberty, equality, and resistance to authority, the Great Awakening helped pave the way for the American Revolution by creating a revolutionary fervor in the colonies.</p> |

| | |
|---|--|
| <p>What philosophy of government is expressed in the Declaration of Independence?</p> <p><i>The philosophy of government expressed in the Declaration of Independence is...</i></p> | <p>The Declaration of Independence</p> <p>Between 1763 and 1775, tensions rose between Britain and the colonists. American colonists had grown used to governing themselves, and they felt strongly about their right to do so. However, the French and Indian War left Britain with huge debts and a much larger empire to govern. Parliament tried to deal with these challenges by imposing new taxes and passing new laws. These actions divided many of the colonists into opposing camps. Loyalists urged obedience to Britain, but Patriots resisted "taxation without representation" through protests, boycotts, and riots.</p> <p>Rising tensions and Thomas Paine's eloquent pamphlet, <i>Common Sense</i>, moved the colonies closer to a declaration of independence. Thomas Jefferson, a delegate to the Second Continental Congress, was selected to write a draft of the declaration.</p> <p>On July 4, 1776, the delegates took their lives in their hands by signing the Declaration of Independence. For the first time in history, a government was being established on the basis of the natural rights of people and the duty of government to honor those rights.</p> <p>In the Declaration of Independence, Thomas Jefferson explained that, "all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are life, liberty, and the pursuit of happiness." Jefferson's philosophy of government states that governments are formed, Jefferson said, "to secure these rights." Their power to rule comes from "the consent of the governed" and if a government fails to protect people's rights, "it is the right of the people to alter or abolish it." The people can then create a new government that will protect "their safety and happiness."</p> |
|---|--|

Key Vocabulary:

civic republicanism
 constitutional democracy
 democracy

natural rights
 Parliament
 philosophy

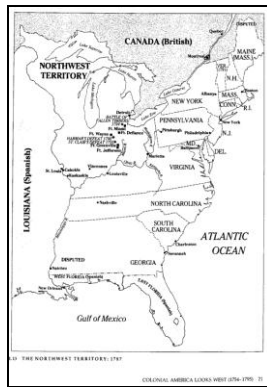
revolutionary
 unalienable

8.2 THE CONSTITUTION

Big Idea: After winning the Revolutionary War, Americans were faced with the challenge of creating a government. Their first attempt, the Articles of Confederation, proved too weak. A stronger, more flexible government was created by the Constitution and included provisions to protect individual rights in the Bill of Rights.

Time Frame: 1783-1791

Where in the United States?



| Notes/Vocabulary | Text |
|---|--|
| <p>Why were the Articles of Confederation and the Constitution written? <i>The Articles of Confederation and the Constitution were written to...</i></p> <p>What were some of the major debates during the Constitutional Convention and how were they resolved? <i>Some of the major debates during the Constitution Convention were...</i></p> <p><i>They were resolved by...</i></p> | <p>The Articles of Confederation and the Constitutional Convention</p> <p>Both the Articles of Confederation and the Constitution that replaced it were attempts to realize the ideals of the American Revolution and the Declaration of Independence. Americans wanted a government that would protect their rights to "life, liberty, and the pursuit of happiness." The challenge was to create a government that was strong enough to guarantee these rights, yet not so strong that it could take them away.</p> <p>The Articles of Confederation, which were America's first attempt at self-government, created a loose union of states under a weak central government. This government saw the new nation through the Revolutionary War. It also established a procedure for settling western territories. But, as Shays's Rebellion showed, it was too weak in peacetime to keep order or protect its own property.</p> <p>Delegates to the Constitutional Convention quickly agreed to create a new constitution. For four long months, they argued in secret over a number of issues, such as representation in Congress, that often threatened to destroy the meeting. In the end, the framework they created included a series of compromises. One of these agreements, the Great Compromise, established how the states were to be represented in the legislative branch of government. The three-fifths compromise settled how slaves were to be counted in determining a state's population.</p> <p>The labors of the framers were only the beginning. Their new Constitution had to be ratified by the people through special state conventions. Federalists, such as James Madison, Alexander Hamilton, and John Jay, wrote newspaper articles that showed how the Constitution would fix the weaknesses of the Articles of Confederation by creating a stronger government under the Constitution. Anti-</p> |

| | |
|--|--|
| <p>How is the federal government organized in the Constitution? What are checks of balances? <i>The federal government is organized...</i></p> <p><i>Checks and balances are...</i></p> <p>What are the powers of Congress, the President, and Federal Courts? <i>The powers of Congress are...</i></p> <p><i>The powers of the President are...</i></p> <p><i>The powers of the federal courts are...</i></p> <p>What is the Bill of Rights? What individual rights does it protect? How does it protect the rights of the states? <i>The Bill of Rights is...</i></p> <p><i>Some individual rights it protects are...</i></p> <p><i>It protects the rights of the states by...</i></p> | <p>Federalists feared the power of the proposed national government would be too great.</p> <p>Powers of Government</p> <p>The Constitution defines the organization and powers of the federal (national) government. Under the principle of separation of powers, it divides power between three branches of government: the Legislative (Congress), Executive (President), and Judicial (federal courts and the Supreme Court). A system of checks and balances keeps any branch from gaining too much power. The Constitution also ensures dual sovereignty and that power is shared between the states and the national government in a system known as federalism.</p> <p>Powers of Congress Congress can raise taxes decide how to spend the money raised through taxes. Other congressional powers include the power to raise an army and navy, to declare war, to pay government debts, and to grant citizenship.</p> <p>Powers of the President The president does more than carry out laws passed by Congress. The president is commander in chief of the nation’s military forces. He or she can, with the consent of the Senate, make treaties, or formal agreements, with other nations. The president nominates, or recommends, ambassadors (official representatives to other countries) and Supreme Court justices. Finally, the president can grant pardons to people convicted of violating federal (national) laws.</p> <p>Powers of Federal Courts Federal courts protect the Constitution and have the power to resolve disputes involving national laws, the federal government, or the states. The Supreme Court is the highest court in the judicial system. Its decisions are final, and they are binding on all lower courts. Judicial Review is the power to decide whether laws and actions by the legislative and executive branches conflict with the Constitution.</p> <p>The Bill of Rights</p> <p>The first ten amendments to the Constitution are known as the Bill of Rights. The promise of a bill of rights was key to getting the Constitution ratified by the states. As a member of the first Congress, James Madison proposed the amendments that guarantee the rights of citizens of the United States.</p> <p>The First Amendment spells out five basic freedoms enjoyed by all Americans, from freedom of speech, religion, assembly, petition, and freedom of the press. Thomas Jefferson’s Statute for Religious Freedom served as a forerunner for the First Amendment’s guarantee of religious freedom. The Second, Third, and Fourth Amendments specify protections for ordinary citizens against the abuse of government power. The Fifth through Eighth Amendments are intended to guarantee fair treatment for people who are involved in legal actions. The Ninth and Tenth Amendments guarantee that if a power of government is not enumerated in the Constitution, it remains the power of the states and the people.</p> |
|--|--|

Key Vocabulary:

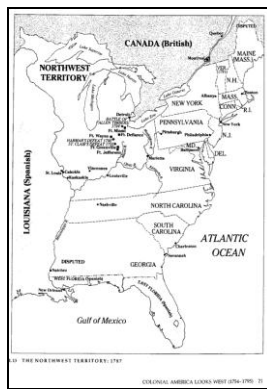
- | | |
|---------------------|----------------------|
| Bill of Rights | federalism |
| checks and balances | legislative |
| compromise | judicial |
| Constitution | ratified |
| convention | separation of powers |
| enumerated | |
| executive | |
| federal | |

8.3 THE AMERICAN POLITICAL SYSTEM

Big Idea: Early state constitutions created the background for framing the Constitution. The Constitution creates a clear way for Congress to create laws and provides opportunities for citizens to participate in the political process. Soon after the ratification of the Constitution, conflicts between Thomas Jefferson and Alexander Hamilton resulted in the beginning of political parties.

Time Frame: 1780-1810

Where in the United States?



| Questions | Text |
|--|--|
| <p>How did early state constitutions influence the United States? <i>Early state constitutions influenced the United States by...</i></p> <p>How did the Whiskey Rebellion test the strength of the new government? <i>The Whiskey Rebellion tested the strength of the new government by...</i></p> | <p>Early State Constitutions</p> <p>Americans declared their independence from Great Britain in 1776. By 1781, most states had adopted new state constitutions. Early state constitutions reflected republican principles. They based the government's right to rule on the will of the people. They established legislatures in which the people's will could be represented. Some constitutions took steps to separate church and state, and other state constitutions were the first to include a bill of rights. When delegates gathered for the Constitutional Convention in the summer of 1787, they brought with them their experience with state constitutions. Not surprisingly, some of the language and many of the ideas of the U.S. Constitution come directly from the state constitutions.</p> <p>Challenges to the New Government</p> <p>In order to raise money, Congress placed a tax on whiskey in 1791. Settlers living west of the Appalachian Mountains howled in protest. Many farmers complained that the tax made their whisky too expensive, and refused to pay it. Tax rebels of western Pennsylvania tarred and feathered tax collectors who tried to enforce the law. Hamilton and Washington saw the Whiskey Rebellion as a threat to the authority of the national government. At Hamilton's urging, Washington led 13,000 state militia troops across the mountains to crush the rebels. Faced with overwhelming force, the rebellion melted away. The Whiskey</p> |

| | |
|--|---|
| <p>How did political parties form in the U.S? <i>Political parties in the U.S. formed as a result of...</i></p> | <p>Rebellion was an early challenge to the new nation's ability to enforce its laws.</p> <p>Formation of Political Parties Differences between Alexander Hamilton and Thomas Jefferson led to the formation of two political parties in the 1790s, Federalists and Democratic-Republicans. Political parties are not mentioned in the Constitution, but they have become a central part of the American political system.</p> <p>Hamilton and the Federalists believed in a strong national government run by wealthy and well-educated men. Hamilton also favored using the national government's power to support business, manufacturing, and trade. Alarmed by the violence of the French Revolution, he and other Federalists favored Great Britain in its war with France.</p> <p>In contrast, Jefferson and the Democratic-Republicans looked to the mass of informed citizens to protect democracy. They championed the rights of states and the interests of farmers and planters. Republicans saw the French Revolution as a step toward democracy, and they attacked the Federalists' support for Great Britain.</p> |
| <p>What is the process for creating laws? <i>The process for creating laws is...</i></p> | <p>The Law Making Process and Popular Participation in Government <i>How Congress Passes Laws</i> The primary job of Congress is to make laws. Any member of the House of Representatives or Senate can submit a proposal for a new law, called a bill. However, only the House can propose new taxes. If a majority in one house votes in favor of the bill, it is sent to the other house for debate. If both houses approve the bill, it goes to the president. The bill becomes a law if the president signs it. The president can veto (reject) any proposed law. Congress can override the president's veto, which means passing the bill over the president's objections. But to do so requires a two-thirds majority in both houses.</p> |
| <p>What are two ways that people can participate in government (besides voting)? <i>Two ways people can participate in government are...</i></p> | <p><i>How People Participate in Government</i> The Constitution establishes the principle of majority rule. Laws are passed in Congress by majority vote, and elections are decided by a majority of voters. It is through elections that most people have a say in what the government does. Leaders must listen to the voters, or they will not be elected (or reelected). Elections serve the vital function of expressing the will of the people.</p> <p>Popular participation in government has evolved in other ways that are not part of the Constitution. For example, the Constitution makes no mention of political parties. Becoming active in party affairs is one way besides voting that voters can help choose their leaders and influence the positions they take on issues. People also take part in government indirectly through interest groups. There are interest groups for almost any issue people might care about. Interest groups influence government in several ways. They rally public opinion, work to elect candidates who promise to listen to them, and try to persuade lawmakers and government officials to take actions they favor.</p> |

Key Vocabulary:

- | | | |
|----------------|-----------------|----------------------------|
| bill | militia | separation of church/state |
| interest group | override | veto |
| legislature | political party | |
| majority rule | republican | |

8.4 ASPIRATIONS AND IDEALS OF THE NEW NATION

Big Idea: During its early years, the United States developed a growing sense of nationhood and pride, as reflected in speeches and art of the period. Also, the Supreme Court emerged as an important policy maker for political and economic issues during this time.

Time Frame: 1800-1830

| Notes/Vocabulary | Text |
|---|--|
| <p>What policies are expressed in the speeches of Washington, Jefferson, and Adams? <i>In Washington's Farewell Speech, he sets for the policy of...</i></p> <p><i>In Jefferson's Inaugural Address, he sets for the policy of...</i></p> <p><i>In Adams's July 4, 1821 Address, he sets forth the policy of...</i></p> | <p>Famous Speeches and Their Policy Significance</p> <p><i>George Washington's Farewell Address</i> Before leaving office, Washington summed up his foreign policy of neutrality in his famous farewell address. The United States, he said, could gain nothing by becoming involved in other nations' affairs. "It is our true policy," he declared, "to steer clear of permanent alliances with any portion of the foreign world." Washington's policy of avoiding alliances with other countries became known as isolationism. For the next century, isolationism would be the foundation of American foreign policy.</p> <p><i>Thomas Jefferson's 1801 Inaugural Address</i> The presidential election of 1800 was an important test for the young nation. The race between John Adams, a Federalist, and Thomas Jefferson, a Republican, was close and hard fought. Both sides did some nasty campaigning to make the other side look bad. In many countries, the tension might have led to open warfare. However, the election process worked and provided a peaceful transition in power. In his inaugural address, Jefferson wanted to unite the country. He famously said, "We are all Republicans, we are all Federalists." His ideas continue to influence American politics today.</p> <p><i>John Q. Adams's Fourth of July 1821 Address</i> In the 1820s, Latin American countries won their independence from Spain. Many people in the United States pressured the president to back the new, independent Latin American nations. John Quincy Adams delivered a speech to the House of Representatives on July 4, 1821, in which he stated that while the United States is the "well-wisher to the freedom and independence of all," it should not join in the battles of other countries.</p> |
| <p>How did Supreme Court decisions strengthen federal power? How did they encourage the growth of capitalism? <i>Supreme Court decisions strengthened federal power by...</i></p> | <p>Judicial Nationalism</p> <p>John Adams appointed John Marshall as Chief Justice of the Supreme Court in 1801. Marshall wrote some of the most important court decisions in American History. Marshall's decisions had two major impacts. First, they strengthened the role of the Court itself, as well as federal power over the states. Second, his rulings encouraged the growth of capitalism. Several specific cases show how. In <i>McCulloch v. Maryland</i> (1819), the Court confirmed Congress's power to create a national bank that was free from state interference. This strengthened the federal government's position. In another case, Marshall's Court ruled that business contracts were inviolable—they could not be broken, even by state legislatures. This ruling gave contracts a fundamental place in constitutional law.</p> |

| | |
|---|--|
| <p><i>Supreme Court decisions encouraged capitalism by...</i></p> <p>How did American literature of this period express America's experiences and values? <i>American literature expressed America's experiences and values by...</i></p> | <p>And in <i>Gibbons v. Ogden</i> (1824), the Court further reduced state powers. Only Congress, the Court said, had the authority to regulate interstate commerce.</p> <p>Art and Literature</p> <p>The growing sense of national identity was reflected also in culture. Distinctly American themes and styles developed in art, music, and literature. Writers began to use uniquely American subjects and settings.</p> <p>One of the first to achieve literary fame was Washington Irving. He drew on German folklore for his colorful tales of "Rip Van Winkle" and "The Legend of Sleepy Hollow," but set them in the wilds of upstate New York. Irving's enchanted stories were an immediate hit. The nation's first novelist was James Fenimore Cooper. In books such as <i>The Pioneers</i> and <i>The Last of the Mohicans</i>, Cooper wrote about the adventures of rugged frontiersmen venturing into the wilderness. His descriptions of frontier life and Native Americans attracted worldwide interest. New England's Henry Wadsworth Longfellow was one of the first serious American poets. He wrote America's first epic poem, <i>The Song of Hiawatha</i>, based on stories of Native Americans. Other poems, like his famous "Paul Revere's Ride," touched on patriotic themes. In "The Building of the Ship," Longfellow celebrated America's growing importance to the world.</p> <p>In both subject matter and style, writers like these helped nurture the growing sense of national identity. In particular, they encouraged the myth of rugged individualism that for many people—at home and abroad—best characterized America.</p> |
|---|--|

Key Vocabulary:

- alliances
- capitalism
- federal power
- foreign policy
- inaugural
- individualism
- interstate
- inviolable
- isolationism
- nationalism
- neutrality

8.5 EARLY U.S. FOREIGN POLICY

Big Idea: England and other foreign countries posed challenges to the new country. After successfully fighting the War of 1812 with England, the United States warned Europe to leave the Americas alone under a policy known as the Monroe Doctrine.

Time Frame: 1800-1830

Where in the United States?



| Questions | Text |
|--|---|
| <p>What were some dilemmas that presidents faced during this time? <i>Some dilemmas presidents faced were...</i></p> | <p>U.S. Foreign Policy</p> <p>Our first president, George Washington, knew that the young United States was not prepared for war. He established a policy of isolationism that stated America would avoid alliances with other countries. Each president following Washington faced new dilemmas that required decisions about what was best for America. During the presidency of John Adams, the dilemma involved French attacks on American ships. Adams followed Washington's policy of isolationism and kept America at peace. President Thomas Jefferson also faced threats at sea. When peace talks failed, he declared an embargo on American ports. It, too, was unsuccessful. President James Madison then tried offering a trade deal to both France and Britain. But the attacks at sea continued. Madison finally abandoned isolationism and declared war on Britain in 1812.</p> <p>The War of 1812</p> <p>When Congress declared war on Britain on July 17, 1812, it was a very bold step for a nation with an army of 7,000 poorly trained men and a navy of only 16 ships. War Hawks in Congress were overjoyed when war was declared. They</p> |

| | |
|---|---|
| <p>What were some of the key events of the War of 1812? <i>Some key events of the War of 1812 were...</i></p> | <p>thought that conquering Canada was "a mere matter of marching," but this was not the case. In 1812, 1813, and again in 1814 American forces crossed into Canada, but each time they were turned back. Meanwhile, in August 1814, a British army invaded Washington, D.C. The British burned several public buildings, including the Capitol and the White House. President Madison had to flee for his life. Next the British unsuccessfully attacked the port city of Baltimore. It was during this bombardment that Francis Scott Key wrote "The Star-Spangled Banner."</p> <p>Two days before the unsuccessful attack on Baltimore, a British fleet had surrendered to American forces after the Battle of Lake Champlain in New York. But the news took time to travel, and in the meantime British commanders in America launched another invasion. This time their target was New Orleans. The city was defended by General Andrew Jackson and a ragtag army of 7,000 militia, free African Americans, Indians, and pirates. Some 2,000 British soldiers were killed or wounded, compared with only about 20 Americans. The Battle of New Orleans was the greatest American victory of the war.</p> |
| <p>What were some of the effects of the War of 1812? <i>Some effects of the War of 1812 were...</i></p> | <p>The War of 1812 had important effects. First, Indian resistance in the Northwest weakened. Second, national pride in the United States rose rapidly. Third, the war had political effects. The Federalists were badly damaged by their opposition to the war, and their party never recovered. Two of the war's heroes—William Henry Harrison and Andrew Jackson—would later be elected president.</p> |
| <p>What did the Monroe Doctrine state? <i>The Monroe Doctrine stated that...</i></p> | <p>The Monroe Doctrine</p> <p>The War of 1812 resulted in a peace treaty with Britain. President Monroe's dilemma was whether or not to support the new Latin American states. Monroe issued a policy called the Monroe Doctrine. In it, he warned the nations of Europe to leave the Americas alone. The Monroe Doctrine established the United States as a strong and confident nation, willing to stand up for its own freedom and that of others.</p> |

Key Vocabulary:

- alliances
- embargo
- foreign policy isolationism
- militia
- Monroe Doctrine
- treaty
- War Hawks

8.6 THE NORTHEAST: 1800-1850

Big Idea: Between 1800 and 1850, the Northeast United States developed a distinctive regional identity characterized by rising industrialization, expanding roads and canals, and immigration from Northern Europe. This region also witnessed efforts to reform schools, prisons, and gain voting rights for women.

Time Frame: 1800-1850

Where in the United States?



| Questions | Text |
|--|--|
| <p>What did Henry Clay's American system encourage? <i>Henry Clay's American system encouraged...</i></p> <p>What are two means of transportation that were developed in the Northeast? What difficulties did they face? <i>Two means of transportation that were developed in the Northeast were...</i> <i>Some difficulties they faced were...</i></p> | <p>Factories, Roads, Canals, and Henry Clay's American System</p> <p>The swelling of nationalist spirit in the early United States led many to suggest that the federal government take a more active role in building the national economy. For example, Henry Clay of Kentucky believed that the national government had a role to play in encouraging economic growth. An important part of Clay's "American System" was federal spending on transportation projects like roads and canals.</p> <p>Thanks to the Industrial Revolution, the northern economy grew rapidly after 1800. Factory owners needed fast, inexpensive ways to deliver their goods to distant customers. In 1806, Congress funded the construction of a National Road across the Appalachian Mountains, tying the new western states with the East. With its smooth gravel surface, the National Road was a joy to travel. As popular as the National Road was, in 1816 President James Monroe vetoed a bill that would have given states money to build more roads, arguing that spending federal money for roads within states was unconstitutional.</p> <p>Even with better roads, river travel was still faster and cheaper than travel by land. But moving upstream, against a river's current, was hard work. To solve this problem, inventors experimented with boats powered by steam engines. In 1807, Robert Fulton showed that steamboats were practical by racing the steamboat Clermont upstream on New York's Hudson River. Of course, rivers weren't always located where people needed them. In 1817, the state of New York hired engineers and workers to build a 363-mile canal from the Hudson River to Lake Erie. The Erie Canal provided the first all-water link between farms on the Central Plains and East Coast cities. It was so successful that other states built canals as well.</p> |

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| <p>Where did most immigrants come from between 1845 and 1860? How were they treated? <i>Most immigrants between 1845 and 1860 came from...</i></p> <p><i>They were treated...</i></p> | <p>New Immigrants</p> <p>Between 1845 and 1860, four million--most of them from Ireland and Germany--swelled the North's growing population. In Ireland, a potato famine drove thousands of families to America. In Germany, a failed revolution sent people fleeing overseas. Some immigrants had enough money to buy land and farm. But most settled in cities, where they found jobs in mills and factories. Some northerners resented the newcomers. Anti-immigrant feeling occasionally exploded into riots. More often it was expressed in everyday discrimination, such as help-wanted signs with the words, "No Irish need apply." Still the immigrants came, attracted, said one German newcomer, by "a new society with almost limitless opportunities open to all."</p> |
| <p>What rights did women want during this time? What did they do to try to get more rights? <i>Some rights women wanted during this time were...</i></p> <p><i>To get more rights, they...</i></p> | <p>Rights for Women</p> <p>Many women in the Northeast worked towards the abolition of slavery. However, they found that they were denied many rights themselves, such as the right to vote (suffrage). Lucretia Mott and Elizabeth Cady Stanton met in 1840 at the World Anti-Slavery Convention in London. They both felt that something had to be done about the injustices suffered by women, such as being unable to vote, speak in public, gain access to education, or get employment. To overcome such barriers, Stanton and Mott decided "to hold a convention...and form a society to advocate the rights of women."</p> <p>On July 19, 1848, 300 people (including 40 men) arrived for a women's convention in Seneca Falls, New York. The convention organizers modeled their proposal for women's rights, the Declaration of Sentiments, on the Declaration of Independence. "We hold these truths to be self-evident," the document began, "that all men and women are created equal." The Seneca Falls Convention helped to create an organized campaign for women's rights, and reformers for women's rights started making slow progress towards equality.</p> |
| <p>What were transcendentalism and individualism? Who were some people who supported these ideas? <i>Transcendentalism was...</i></p> <p><i>Individualism was...</i></p> <p><i>Two people who supported these ideas were...</i></p> | <p>Transcendentalism and Individualism</p> <p>Other optimistic ideas also inspired Americans during this time. In New England, Ralph Waldo Emerson, a former minister, was the central figure in a movement called transcendentalism. Emerson believed that every human being had unlimited potential. But to realize their godlike nature, people had to "transcend," or go beyond, purely logical thinking. They could find the answers to life's mysteries only by learning to trust their emotions and intuition. Transcendentalists added to the spirit of reform by urging people to question society's rules and institutions. Emerson's friend Henry David Thoreau captured this new individualism in a famous essay. In 1845, he went into the woods near Concord, Massachusetts, to live alone and as close to nature as possible. In the book <i>Walden</i>, Thoreau wrote about his experience of building a cabin in the woods. There he meditated on the meaning of his life, society, nature, and the human spirit.</p> |

Key Vocabulary:

| | | | |
|------------|---------------------------|-----------------------|-------------------|
| abolition | Declaration of Sentiments | famine | transcendentalism |
| canal | discrimination | individualism | unconstitutional |
| convention | economic growth | Industrial Revolution | veto |
| | | suffrage | |

8.7 THE SOUTH: 1800-1850

Big Idea: Between 1800 and 1850, the South developed a primarily agrarian economy that was based on cotton production and slave labor. Slavery had a profound effect on the South's political, social, economic, and cultural development; throughout this period, there were attempts to overturn slavery (slave revolts, for example), and preserve it.

Time Frame: 1800-1850

Where in the United States?



| Questions | Text |
|--|--|
| <p>Describe the economy of the South during this time. <i>During this time, the economy of the South was...</i></p> <p>How did the cotton gin lead to an increase in slavery? <i>The cotton gin led to an increase in slavery because...</i></p> | <p>An Agrarian Society</p> <p>The South's economy was based on agriculture, and southerners were proud of it. Most white southerners were agrarians who favored a way of life based on farming. This was especially true of rich plantation owners, who did not have to do the hard work of growing crops themselves.</p> <p>Although most white southerners worked their own small farms, plantation owners used slaves to grow such cash crops as tobacco, rice, sugarcane, and indigo. By the early 1790s, however, the use of slaves had begun to decline. Cotton was a promising crop, but until some way was found to clean the seeds out of its fiber easily, cotton was of little value. Discouraged planters were buying fewer slaves, and even letting some go free.</p> <p>In 1793, a young Yale graduate named Eli Whitney created a working machine that would change the face of the South. Whitney's "cotton engine," called the cotton gin for short, was a simple machine that used rotating combs to separate cotton fiber from its seeds. Using a cotton gin, a single worker could clean as much cotton as 50 laborers working by hand.</p> <p>Whitney had hoped that his invention would lighten the work of slaves. Instead, it made slavery more important than ever to the South. Between 1790 and 1850, the number of slaves in the South rose from 500,000 to more than 3 million. Across the South, planters began growing cotton. Within ten years, cotton was the section's most important crop, being grown in states such as Louisiana, Mississippi, Alabama, Georgia, South Carolina, and Texas. By 1860, sales of cotton overseas earned more money than all other U.S. exports combined. It was little wonder that many southerners liked to boast, "Cotton is King."</p> |

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| <p>What was life like for slaves? <i>For slaves, life was...</i></p> <p>What were some ways slaves resisted slavery? How did slaveholders respond? <i>Some ways slaves resisted slavery were...</i></p> <p><i>Slaveholders responded by...</i></p> | <p>Slavery in the South</p> <p>African Americans had a great impact on the development of American life. The economy of the South was built on the labor of African American slaves. Some African Americans lived in freedom in both the North and South, but nowhere could they escape racism and discrimination.</p> <p>Those who lived in slavery worked endlessly, either in the fields or as servants in the master's house. Most lived in simple, dirt-floor cabins with only straw and rags for beds. Many slaves lived in daily fear of harsh punishments. Their biggest fear was the threat of family members being sold to other farms.</p> <p>Slaves were encouraged to attend church, and Sunday was a day of rest for everyone. Slaves spent Saturday nights at social events and worshiped in their own secret churches on Sundays. They prayed and sang spirituals to help themselves find joy and hope in their hard lives.</p> <p>Resistance to Slavery</p> <p>Many slaves learned to rebel in small ways. They might break a tool on purpose or pretend to be lame or blind. Some slaves fought back openly when the oppression became too much to bear, and refused to work, rejected orders, or struck back violently. Slaveholders would harshly punish slaves for such actions. At great risk, many tried to run away. Some slaveholders would rather kill runaways than allow them to escape. At times, resistance turned into violent rebellion. In 1822 authorities in Charleston, South Carolina, learned that Denmark Vesey, a free black, was preparing to lead a sizable revolt of slaves. Vesey, along with more than 30 slaves, was arrested and hanged. Nine years later, in 1831, a slave named Nat Turner led a bloody uprising in Virginia. Armed with axes and guns, Turner and his followers set out to kill every white person they could find. Before their reign of terror ended two days later, at least 57 people had been hacked to death.</p> |
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Key Vocabulary

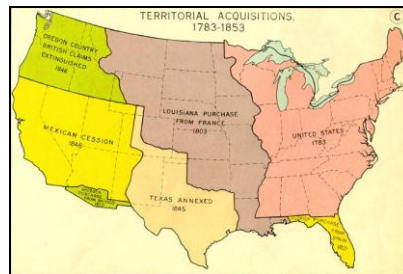
- agrarian
- cash crop
- cotton gin
- plantation
- rebellion
- resistance
- strategy

8.8 THE WEST: 1800-1850

Big Idea: The West had a deep influence on the politics, economy, and culture of the nation. The election of Andrew Jackson in 1828 symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. The acquisition, exploration, and settlement of the lands west of the Mississippi, from the Louisiana Purchase in 1803 to the land acquired by the Mexican-American War (including California), marked a period of rapid expansion for the United States that was marked by a strong spirit of nationalism and "manifest destiny." The disastrous effect on Native American groups is exemplified by the removal of Indians and the Cherokees' "Trail of Tears" during this time.

Time Frame: 1800-1850

Where in the United States?



| Questions | Text |
|---|--|
| <p>Why was the election of Jackson seen as a victory for the common man? What were some of his policies? <i>Jackson's election was seen as a victory for the common man because... Some of his policies were...</i></p> <p>What was Jackson's Indian policy? What was the Trail of Tears? <i>Jackson's Indian policy was... The Trail of Tears was...</i></p> | <p>Andrew Jackson</p> <p>First-time voters, many of them farmers and frontiersmen, flocked to the polls to help elect Andrew Jackson in 1828. Jackson's supporters celebrated his election as a victory for the "common man" over the rich, well-born, and powerful. Jackson, after all, was a self-made man who rose from poverty to become president of the United States. As president, Jackson fought a number of battles for "the people"— and rewarded his friends and supporters at the same time. For advice, he relied on his "kitchen cabinet," rather than the official cabinet. He replaced a number of Republican civil servants with Democrats (the Spoils System). And he waged war on the powerful Bank of the United States.</p> <p>A controversy over higher tariffs led to the Nullification Crisis, in which South Carolinians threatened to separate from the United States. Although Jackson forced them to back down, the crisis was an early sign of developing tensions between northern and southern states.</p> <p>Jackson's Indian policy was simple: move the eastern Indians across the Mississippi to make room for whites. The Indian Removal Act caused great suffering for thousands of Native Americans, resulting in the Trail of Tears, which began with the removal of the Choctaw Nation in 1831, and culminated with the Cherokee Nation, during which many suffered from exposure, disease, starvation, and death. Furthermore, Jackson had only moved the conflict between whites and Indians to the West, not solved it. The West was just where many white Americans were looking for new opportunities.</p> |

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| <p>What was Manifest Destiny? <i>Manifest Destiny was...</i></p> | <p>Expansion of the United States</p> |
| <p>What were the results of the Mexican-American War? <i>The results of the Mexican-American War were...</i></p> | <p>In the 1800s, many Americans believed that they had both the right and the duty (an idea called Manifest Destiny) to spread their way of life across the continent. America's first great expansion was the Louisiana Purchase. Next, Florida was added to the United States through a treaty with Spain. A treaty with Great Britain added Oregon Country. Americans in Texas rebelled against the Mexican government there and created the Lone Star Republic. Ten years later, the United States annexed Texas. In 1846, the United States went to war with Mexico (the Mexican-American War) and acquired California and New Mexico as part of the Mexican Cession under the Treaty of Guadalupe Hidalgo, in return for which the United States agreed to pay Mexico \$15 million and promised to protect the Mexicans living in Texas and the Mexican Cession (most of these promises were not kept). Later, the Gadsden Purchase completed the outline of the United States. America's expansion across the continent was now complete.</p> |
| <p>What were the goals and results of the Lewis and Clark expedition? <i>The goals of the Lewis and Clark expedition were... The results were...</i></p> | <p>America Moves West</p> |
| <p>What role did pioneer women play in settling the West? How did pioneer women help gain greater equality for women? <i>The role pioneer women played in settling the West was... Pioneer women helped gain greater equality for women by...</i></p> | <p>In the 1800s, the West became a magnet for people seeking adventure and opportunity. The Lewis and Clark expedition went west to find the Northwest Passage and to establish friendly relations with the native peoples. By mapping and collecting information about the West, the expedition helped prepare the way for future settlement. In California, Spanish-speaking settlers followed in the footsteps of missionaries. The Californios' way of life centered on the rancho and the raising of cattle.</p> <p>Valuable beaver furs—and a life of freedom and adventure—attracted fur trappers to the West. Many of these hardy "mountain men" stayed on as scouts, guides, and traders. Missionaries traveled to Oregon and other western territories in hopes of converting Indians to Christianity. Although they made few converts, the missionaries attracted other settlers to the West.</p> <p>Many women pioneers sought new opportunities in the West. Besides working to establish homes and farms, women brought education and culture to new settlements. For example, Annie Bidwell taught sewing to local Native American women and helped their children learn to read and write English. She also tried to get women the right to vote (which the Wyoming Territory had granted women in 1869). While most women were wives and mothers, others were single women seeking homesteads, new opportunities, or freedom. For example, when Biddy Mason's owner tried to take her from California (a free state) to Texas, Biddy sued for her freedom and won. She moved to Los Angeles, where she became a well-known pioneer and community leader. Women in the West paved the way for greater equality for women in the United States.</p> <p>As more settlers arrived, conflicts developed over the precious resource of water, which was vital to raising crops and livestock (farm animals). Peoples sometimes resorted to trickery and even violence to gain access to water. Upstream users sometimes cut off the supply of water to those downstream. Called the "water wars," these conflicts over water rights plagued the West throughout the 19th century.</p> |

Key Vocabulary:

frontiersmen
common man
spoils system
Nullification Crisis

Trail of Tears
Manifest Destiny
treaty
annex

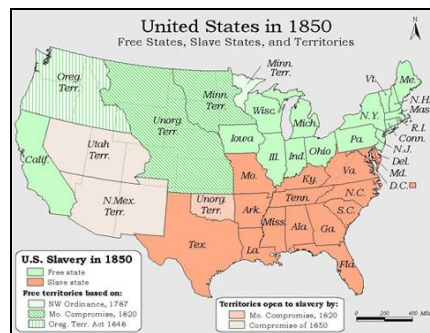
cession
Northwest Passage
homestead
water wars

8.9 THE ABOLITION MOVEMENT

Big Idea: The Abolition Movement, led by people such as Theodore Weld and William Lloyd Garrison, worked to gain freedom for slaves. Blacks themselves worked for their own freedom: leading black abolitionists such as Frederick Douglass, and Sojourner Truth brought attention to the cruelty of slavery, and free blacks such as Harriet Tubman helped slaves to escape. Several important events, such as the the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott case tried to keep a balance between slave states and free states, but pointed out the increasing difficulty of maintaining unity.

Time Frame: 1830-1860

Where in the United States?



| Questions | Text |
|---|--|
| <p>What was the goal of the abolition movement? <i>The goal of the abolition movement was...</i></p> <p>Who were the leaders of the abolition movement and how did they work to end slavery? <i>William Lloyd Garrison was... He worked to end slavery by...</i></p> <p><i>Frederick Douglass was... He worked to end slavery by...</i></p> <p><i>Theodore Weld was... He worked to end slavery by...</i></p> | <p>Fighting Slavery</p> <p>Some Americans had opposed slavery even in Revolutionary War times. By 1792, every state as far south as Virginia had anti-slavery societies. By the 1830s, however, the abolition movement, dedicated to ending slavery, was well underway.</p> <p><i>William Lloyd Garrison</i> In 1831, a deeply religious white man, William Lloyd Garrison, started a fiery abolitionist newspaper, the Liberator. Braving the disapproval of many northerners, Garrison demanded the immediate freeing of all slaves. Angry pro-slavery groups destroyed Garrison's printing press and burned his house.</p> <p><i>Frederick Douglass</i> Frederick Douglass, an escaped slave, quickly became a leader in the abolition movement. His autobiography (the story of his life) became an instant best-seller. A brilliant, independent thinker, Douglass eventually started his own newspaper, The North Star.</p> <p><i>Theodore Weld</i> Another abolitionist, Theodore Weld, who once studied for the ministry, preached the sinfulness of slavery. As an organizer for the American Anti-Slavery Society, he wrote influential booklets and trained speakers who helped spread the abolitionist "gospel." In 1838, Weld married another anti-slavery activist, Angelina Grimke.</p> |

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| <p><i>John Quincy Adams was... He worked to end slavery by...</i></p> | <p><i>John Quincy Adams</i> After his presidency, Adams served in the House of Representatives. As a representative, he introduced a constitutional amendment in 1839 proposing that no one born in the United States after 1845 could become a slave.</p> |
| <p><i>The Grimke Sisters were... They worked to end slavery by...</i></p> | <p><i>The Grimke Sisters</i> Many women were inspired to become involved in the fight against slavery. Like other abolitionists, they sometimes faced violence. When Angelina Grimke spoke against slavery, an anti-abolition mob threw stones. When she kept speaking, they burned the building. Angelina and her sister Sarah, both of whom had grown up in a slave-owning family in the South, began speaking out about the poverty and pain of slavery. At first they spoke only to other women, but soon they were speaking to large groups of men and women throughout the North.</p> |
| <p><i>Sojourner Truth was... She worked to end slavery by...</i></p> | <p><i>Sojourner Truth</i> Sojourner Truth, a former slave, had always been strongly spiritual and had preached throughout the North at religious meetings and on street corners. But when she met Douglass and Garrison, their enthusiasm inspired her to speak out about slavery. An outstanding speaker, she argued that God would end slavery peacefully.</p> |
| <p>What were the goals of the Missouri Compromise? <i>The goal of the Missouri Compromise was...</i></p> | <p>The Failure of Compromise</p> |
| <p>What did the Compromise of 1850 do? Why did it fail? <i>The Compromise of 1850... It failed because...</i></p> | <p>A series of compromises failed to keep the United States from splitting in two over the issue of slavery. In 1820, the Missouri Compromise resolved the first great crisis over slavery by admitting Missouri to the Union as a slave state and Maine as a free state, maintaining a balance between slave and free states. The compromise also drew a line across the Louisiana Territory. In the future, slavery would be permitted only south of that line.</p> <p>The argument over slavery in new territories erupted again after the war with Mexico. The Compromise of 1850 admitted California as a free state while leaving the territories of New Mexico and Utah open to slavery. In addition, the compromise ended the slave trade in Washington, D.C., and included a fugitive slave law. Once again, compromise failed. Northerners refused to honor the Fugitive Slave Law.</p> |
| <p>What were some other events that led to growing tensions between the North and South over the issue of slavery? <i>Some other events that led to growing tensions over slavery were...</i></p> | <p>The split between the North and the South became even greater by a series of events in the 1850s:</p> <ul style="list-style-type: none"> ▪ Harriet Beecher Stowe's powerful novel <i>Uncle Tom's Cabin</i> showed Northerners the cruelty of slavery; ▪ The Kansas-Nebraska Act repealed the Missouri Compromise of 1820 and allowed the settlers in Kansas and Nebraska to decide whether or not to have slavery within those territories, resulting in violence; ▪ The Supreme Court's decision on the Dred Scott case held that because slaves were not citizens, they could not sue in court and, because they are property, could not be taken away from their owners; and ▪ In Illinois, the issue of slavery was the focus of well-publicized debates between Abraham Lincoln and Stephen Douglas. Lincoln's anti-slavery position angered the South. |

Key Vocabulary:

abolition movement
amendment

compromise
fugitive

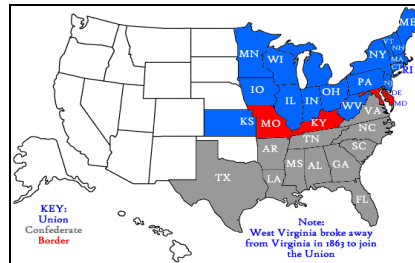
repeal
territory

8.10 THE CIVIL WAR

Big Idea: The Civil War was a major turning point in U.S. history. The rising tensions between the North and the South erupted into war after the election of Abraham Lincoln and the South forming the Confederate States of America. Although slavery was a central issue, the war also decided issues regarding state and federal authority. The North's industrialization ultimately gave it the advantage; the war ended with General Lee's surrender at Appomattox.

Time Frame: 1861-1865

Where in the United States?



| Questions | Text |
|--|---|
| <p>What were Webster and Calhoun's views on federal authority? <i>Webster's opinion of federal authority was...</i></p> <p><i>Calhoun's opinion of federal authority was...</i></p> | <p>Daniel Webster and John C. Calhoun Debate the Future of the U.S.</p> <p>Tensions between the North and the South reached a crisis in 1850. During the lengthy debates over the Compromise of 1850, Southerners wondered aloud about leaving the Union. Secession—separating from the Union—was on their lips. Right in the middle of the debates were two senators: Daniel Webster of Massachusetts and John C. Calhoun of South Carolina. Calhoun believed that federal authority over the states should be limited. In his Southern Address of 1849 Calhoun stated, "So far from maintaining the doctrine, which the issue implies, we hold that the Federal Government has no right to extend or restrict slavery, no more than to establish or abolish it." Webster, on the other hand, believed strongly in the supremacy of the federal government. In a famous 1830 speech, Webster argued against the idea of states' rights over federal authority. He said such opinions were "words of delusion and [foolishness]."</p> |
| <p>How did the Civil War begin? <i>The Civil War began...</i></p> | <p>The Civil War</p> <p>When Lincoln, a Republican candidate who supported abolishing slavery, was elected president in 1860, Southern Carolina and several southern states left the Union and formed the Confederate States of America, or the Confederacy. When fighting broke out at Fort Sumter, South Carolina, both Lincoln and Jefferson Davis, president of the Confederacy, called for volunteers.</p> |
| <p>What were the advantages of the North? What were the advantages of the South?</p> | <p>Both sides had advantages and disadvantages going into the war. The North had a larger population and more factories and railroads than the South, but it lacked strong military leadership. The South had serious economic problems, but it had capable generals and the advantage of fighting a defensive</p> |

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| <p><i>The advantages of the North were...</i> <i>The advantages of the South were...</i></p> | <p>war. New weapons and military tactics allowed soldiers to kill from greater distances. They also caused horrifying numbers of deaths and casualties. Unfortunately, medical knowledge was not as advanced as the weapons of war. Many more soldiers died of disease than from wounds.</p> |
| <p>What was the turning point of the war? <i>The turning point of the war was...</i></p> | <p>After the Battle of Antietam, President Lincoln issued his Emancipation Proclamation, freeing all slaves in the Confederacy. The proclamation helped to make the war a crusade for freedom for slaves. The battle of Gettysburg ended the South's last attempt to invade the North. It proved to be a turning point. Lincoln's speech dedicating the cemetery at Gettysburg gave the war a larger meaning by relating it to the ideals of the American Revolution.</p> |
| <p>How did the war end? <i>The Civil War ended when...</i></p> | <p>The Union finally won the war under the leadership of General Grant. Grant began waging total war on the Confederacy. Union soldiers marched through the South, burning fields and houses and terrifying all those in their path. When the Union army surrounded General Lee's Confederate troops, Lee was forced to surrender. Grant was generous to the southern troops. He fed them and sent them home to rebuild their lives.</p> |
| <p>What was the basic message of many of Lincoln's speeches and writings? <i>The basic message of Lincoln's speeches and writings was...</i></p> | <p>Lincoln and His Legacy Besides serving as president during the Civil War, Abraham Lincoln is also remembered for his writing and speaking abilities. His speeches supported the ideals of the Declaration of Independence and the importance of maintaining the Union. As early as 1858, he stated, "a house divided against itself cannot stand," pointing out that slavery would ultimately divide the nation. In his Gettysburg Address, he deliberately spoke of the war in words that echoed the Declaration of Independence. The "great civil war," he said, was testing whether a nation "conceived in liberty, and dedicated to the proposition that all men are created equal...can long endure." He called on Americans to remain dedicated to the task of reuniting the nation so that "government of the people, by the people, for the people, shall not perish from the earth." Finally, in his inaugural address of 1865, Lincoln sought to bring the nation back together. He said, "With malice [anger or cruelty] toward none, with charity [kindness and compassion] for all...let us finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle, and for his widow and for his orphans, to do all which may achieve and cherish a just and a lasting peace among ourselves."</p> |

Key Vocabulary:

- abolish
- casualties
- Confederacy
- Emancipation Proclamation
- Gettysburg Address
- proposition
- restrict
- secession
- states' rights
- supremacy
- total war

8.11 RECONSTRUCTION

Big Idea: Reconstruction was the period of time when the United States readmitted the Southern states to the Union. It brought with it challenges such as the struggle by blacks to attain political freedom and full equality, which the thirteenth, fourteenth, and fifteenth amendments attempted to do, but which were thwarted by legal restrictions placed on former slaves. Reconstruction ended with the withdrawal of federal troops from the South in 1877.

Time Frame: 1865-1877

Where in the United States?



| Questions | Text |
|--|--|
| <p>What was Reconstruction? <i>Reconstruction was...</i></p> <p>What did the 13th Amendment do? <i>The 13th Amendment...</i></p> <p>What did the Freedmen's Bureau do? <i>The Freedmen's Bureau...</i></p> | <p>Reconstruction in the South after the Civil War</p> <p>The period known as Reconstruction immediately followed the Civil War. It was a time after the Civil War when the federal government ruled the southern states in order to rebuild them and allow them back into the Union. It was also a time when freed African-Americans struggled to achieve political and social equality, but were thwarted in their efforts.</p> <p>Presidential Reconstruction</p> <p>In the first phase of Reconstruction, the Thirteenth Amendment became part of the Constitution, abolishing slavery. To assist former slaves, called freedmen, Congress established the Freedmen's Bureau in March 1865. Over the next four years, the bureau provided food and medical care to both blacks and whites in the South. It helped freedmen bargain for wages and good working conditions. It also built free public schools for former slaves.</p> <p>Soon, however, black codes were passed to control former slaves. Also, freedmen still could not vote and were allowed to work only at unskilled jobs. African Americans were kept separate from whites in public, and black children were not allowed to attend public schools.</p> |

8.12 THE RISE OF INDUSTRIAL AMERICA

Big Idea: The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the West, the expansion and concentration of basic industries, the establishment of national transportation networks, a massive wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of businessmen, the rise of organized labor, and increased American involvement in foreign affairs.

Time Frame: 1877-1914

Where in the United States?



| Questions | Text |
|--|---|
| <p>What happened to Native Americans as settlers moved west? <i>When settlers moved west, Native Americans...</i></p> <p>What were some positive and negative effects of industrialization? <i>Some positive effects of industrialization were...</i> <i>Some negative effects were...</i></p> | <p>Settling the West</p> <p>After the Civil War, settlers continued to move to the West. As settlers moved west, Native Americans were pushed off their lands and onto reservations. When Indians like the Nez Perce resisted, soldiers were sent to move them by force.</p> <p>The completion of the first transcontinental railroad in 1869 opened the West to a flood of new settlers. The railroads helped ranchers and cowboys introduce large-scale cattle ranching to the Great Plains. Homesteaders turned the Great Plains into the most productive wheat-producing region in the world.</p> <p>The wars between settlers, soldiers, and Plains Indians came to a head in the Battle of the Little Big Horn. The Indians won the battle, but soon afterward the Sioux and Cheyenne were forced onto reservations. The settling of the West helped to make the United States one of the world's largest and wealthiest countries.</p> <p>Industrial America</p> <p>The rapid industrialization of the United States influenced the way average people earned their livings. New inventions and ideas made it possible for businesses to grow in size and efficiency. While these innovations allowed more Americans to afford manufactured items, there was a hidden price to pay. With the rise of big business through corporations, trusts, and</p> |

| | |
|--|--|
| <p>Why did people join trade unions? <i>People joined trade unions because...</i></p> | <p>monopolies, the wealthy got wealthier and the poor got poorer.</p> <p>As cities grew, factories rose ten or more stories above the ground, and people from all over came looking for jobs. People lived in crowded, unclean, and dangerous tenement buildings. Men, women, and children worked long hours for low wages in crowded, unsafe factories. Doors were kept locked, and workers could not leave their stations without permission. Most worked in miserable conditions.</p> <p>Workers didn't dare speak up for fear of losing their jobs. By joining trade unions, they could fight as a group for better wages and working conditions. When organized workers went on strike, factory owners often responded with violence or by simply hiring other workers.</p> |
| <p>Where did most immigrants come from during this time? <i>During this time, most immigrants came from...</i></p> | <p>New Immigration</p> <p>Between 1880 and 1920, there was a great wave of immigration to the United States from southern and eastern Europe. The immigrants of this period were far more diverse than earlier arrivals. Many were escaping from poverty, wars, or persecution. Others were drawn by the promise of economic prosperity. They helped build the nation's booming cities and industries, but they faced many challenges, including prejudice, discrimination, overcrowded living conditions, and low-paying jobs.</p> |
| <p>Who were Rockefeller and Carnegie? How did they view industrialization? <i>Rockefeller and Carnegie were... They thought industrialization...</i></p> | <p>The Progressive Era</p> <p>As early as the 1870s, farmers had organized in protest against government's laissez-faire policies and the growing power of big business. The Granger and Populist movements championed the cause of the "common man." Their ideas helped sow the seeds of Progressive reform.</p> <p>Men like John D. Rockefeller and Andrew Carnegie had made massive fortunes in industry. To them, calls for reform were misguided. All of America, they argued, had benefited from industrialization. They saw a country that was growing in wealth. Ordinary Americans enjoyed luxuries that were unheard of just a short time before.</p> |
| <p>What causes did Progressives fight for? <i>Some causes Progressives fought for were...</i></p> | <p>Progressives agreed that many industrial advances were good for the country. But they also saw continuing problems in American society. They used newspapers, magazines, and books to draw attention to such issues as child labor, fair business practices, conservation, and equal rights. Government regulation, they said, was needed to soften the negative effects of the industrial age.</p> <p>Progressives fought for many different causes, such as the rights of workers, women, African Americans, and consumers. Their efforts convinced many people that government had a role to play in correcting social problems. The work of Progressives gave hope for a better future for millions of Americans.</p> |

Key Vocabulary:

corporation
industrialization
homesteader
laissez-faire

manufactured
monopoly
Progressive movement
reservation

social problems
trade union
trust

8th Grade Vocabulary

A

abolish: put an end to something, such as slavery

abolition: the ending of slavery

abolition movement: the organized movement in the 19th century to end slavery in the United States

agrarian: *a person who favors an agricultural way of life and government policies that support agricultural interests*

alliances: agreements between nations to support each other, usually in wartime

ally: a nation that joins another nation in some common effort, such as winning a war

amendment: a change to the constitution

annex: To add a territory to a country. Such an addition is called an annexation.

B

bill: a proposed law

Bill of Rights: a formal listing of the basic rights of citizen

C

capitalism: an economic system based on the private ownership of farms and businesses

carpetbaggers: northerners who went to the South after the Civil War to gain money and political power

cash crops: crops, such as tobacco, sugar, and cotton, raised in large quantities in order to be sold for profit

cession: land that one country gives another, usually by treaty

checks and balances: the system that allows each branch of government to limit the powers of the other branches

civil rights: the rights that are guaranteed by the Constitution to all people as citizens, especially equal treatment under the law

common man: people who are not from privileged or wealthy backgrounds and who earn their living from labor, such as farmers

compromise: an agreement in which both sides in a dispute agree to give up something they want in order to achieve a settlement

Confederacy: the independent country declared by 11 southern states, who called

themselves the Confederate States of America

constitution: a written plan that provides the basic framework of a government; for example, the U.S. Constitution creates the plan for the government of the United States

constitutional democracy: a democracy that is based on a written document, such as a constitution

convention: a large meeting

corporation: a business that is owned by many investors

cotton gin: a hand-operated machine that cleans seeds and other unwanted material from cotton

D

Declaration of Sentiments: a formal statement of injustices suffered by women, written by the organizers of the Seneca Falls Convention. *Sentiments* means "beliefs" or "convictions."

democracy: a form of government in which citizens have an opportunity to participate in government by electing representatives to make and carry out laws.

discrimination: unequal treatment based on a person's race, gender, religion, place of birth, or other arbitrary characteristic

E

economic growth: increase in the production and sale of goods and services

economy: the way a society organizes the manufacture and exchange of things of value, such as money, food, products, and services

emancipation: the act of freeing people from slavery; the **Emancipation**

Proclamation was the document which freed slaves in Confederate states during the Civil War

embargo: a government order that stops merchant ships from leaving or entering a country's ports

enumerated: listed

executive: branch the part of government that "executes" (carries out) the laws

F

famine: shortage of food

federal: the national government (as opposed to state governments)

federal power: the power of the national government

federalism: the constitutional system that shares power between the national and state governments

foreign policy: guidelines for how a country handles political and economic interactions with other countries

freedmen: African Americans who had been set free from slavery

frontiersmen: people who lived in the unsettled regions of the West (the "frontier")

fugitive: a person who flees or tries to escape (for example, from slavery)

G

Gettysburg Address: the speech given by Abraham Lincoln at the dedication of the national cemetery on the Civil War battlefield at Gettysburg in November

H

homestead: a plot of land where pioneers could build a home, farm, or ranch

homesteader: a farmer who is given a plot of public land (called a homestead) in return for cultivating it

I

impeach: to formally accuse an official of a crime related to official duties

inaugural: relating to the inauguration of a president, the ceremony that brings the president into office

individualism: an idea that stresses the independence and self-reliance of the individual, and that opposes any outside influence on that person, especially by society or government

Industrial Revolution: The dramatic change in economies brought about by the use of machines to do work formerly done by hand. The Industrial Revolution began in England in the late 1700s and spread to America and the rest of Europe.

industrialization: the birth and growth of businesses that make and distribute products through the use of machinery

interest group: an organization that actively promotes the views of some part of the public on specific issues

interstate: commerce, trade and other business dealings that cross state lines

J

inviolable: unable to be changed or modified

isolationism: the policy of avoiding involvement with the political and military affairs of other countries, first established by George Washington

Jim Crow laws: laws enforcing segregation of blacks and whites in the South after the Civil War. "Jim Crow" was a black character in an entertainer's act in the mid-1800s.

judicial: related to courts of law

judicial branch: the part of government, consisting of the Supreme Court and lower federal courts, that interprets the laws

L

laissez-faire: The theory that economies work best when governments do not interfere with them. (Laissez-faire is French for "leave alone.")

legislative branch: The lawmaking part of government, called the legislature. To legislate is to make a law.

legislature: the lawmaking body of a government; in the United States, the Congress (House of Representatives and Senate)

M

majority rule: in government, the idea that whoever receives the most votes may make decisions for everyone

Manifest Destiny: the belief that it was America's right and duty to spread across the North American continent

manufactured: made by a machine

militia: a small army made up of ordinary citizens who are available to fight in an emergency

monopoly: a company that controls all production and sales of a particular product or service

Monroe Doctrine: the policy expressed by James Monroe, that foreign powers would not become involved in the affairs of North or South America

N

nationalism: devotion to a national or ethnic identity, including the desire for independence from rule by foreign countries

natural rights: rights that belong to all people

neutrality: a policy of not choosing sides in a war or dispute between other countries

Northwest Passage: a theoretical sea passage from the Atlantic to the Pacific Oceans; the Lewis and Clark expedition showed that it didn't exist

Nullification Crisis: in 1832, South Carolina declared that two federal laws were unconstitutional and therefore did not apply to South Carolina; this was a direct threat to federal authority

nullify: To refuse to recognize a federal law. This action by a state is called nullification.

O

override: make ineffective; overrule

P

Parliament: the lawmaking body of England, consisting of representatives from throughout the kingdom

philosophy: an idea or viewpoint

plantation: a large area of privately owned land where crops were grown through the labor of workers, usually slaves, who lived on the land

political party: a group of people who share similar beliefs about government and who support political candidates who share their views

Progressive movement: a political reform effort of the early 1900s that focused on improving American life by fighting for such causes as equal rights, better working conditions, and protection of wilderness areas

proposition: suggestion

R

ratify: To formally approve a plan or an agreement. The process of approval is called ratification.

rebellion: an organized resistance to authority, on a smaller scale than a revolution

Reconstruction: the period after the Civil War when the federal government ruled the southern states in order to rebuild them and allow them back into the Union

repeal: to take back, or to cancel, a law

republican: related to a country governed by elected representatives

reservation: An area of land set aside ("reserved") by the government for Native Americans. Reservations generally were on poor land that settlers didn't want.

S

resistance: refusal, defiance, or challenge

restrict: limit

revolutionary: related to a revolution, or overturning an established government

secession: the act of withdrawing from an organization or alliance, such as the withdrawal of the southern states from the Union

segregation: the social separation of groups of people, especially by race

separation of church and state: the idea that religious beliefs or opinions should not influence governmental or political decisions or processes

separation of powers: the philosophy that power within a government should be divided among several groups within the government

social: related to a society, or group of people

social problems: problems that affect large groups of people within a society

spoils system: the practice of rewarding political supporters with government jobs

states' rights: All rights kept by the states under the Constitution. Supporters of states' rights sometimes argued that states were not obliged to honor federal laws that they believed violated the Constitution.

strategy: An overall plan (for example, for winning a war). Specific ways of carrying out a strategy are called tactics.

suffrage: the right to vote

supremacy: dominance

T

territory: A region designated by Congress and organized under a governor. A territory may apply to become a state when it has a large enough population.

total war: warfare that is not limited to the battlefield and that attempts to eliminate an opponent's resources by destruction of property

trade unions: early labor organizations that brought together workers in the same trade, or job, to fight for better wages and working conditions

Trail of Tears: the forced removal of Native Americans in the 1830s, resulting in the deaths of many

transcendentalism: a philosophy which taught that people should "transcend" (go

beyond) logical thinking to reach true understanding with the help of emotion and intuition

treaty: a formal agreement between nations

trust: a group of corporations that unite in order to reduce competition and control prices in a business or industry

U

unalienable: unable to be taken away

unconstitutional: going against the constitution; illegal

V

veto: To reject a proposed law or a bill. Only the president can veto bills.

W

War Hawks: members of Congress who wanted to go to war against England in the War of 1812

water wars: struggles over water rights in the West in the 19th century that sometimes turned violent

Grade 8

Curricular Narrative

Grade Eight—United States History and Geography: Growth and Conflict

Notes/Vocabulary

democratic institutions: political structures based on participation by citizens
Enlightenment: period of time in Europe when reason was applied to solve human problems
parliamentary: based on the democratic practices of England’s Parliament
regional: related to a geographic area

natural rights: rights that all humans have
natural law: laws that are not made by governments, but apply to all humans
unalienable rights: rights that cannot be taken away

moral: having to do with right and wrong
fervor: eagerness

Magna Carta: English document that limited the power of the monarch
compact: agreement

despotism: government headed by a strong ruler

This year, you began with an intensive review of the major ideas, issues, and events preceding the founding of the nation. You then concentrated on the critical events from the framing of the Constitution to World War I.

Our Colonial Heritage

During the colonial period, there were several significant events that led to the development of **democratic institutions** in the original thirteen colonies, such as **Enlightenment** philosophy, and English **parliamentary** traditions. During this period, the colonies developed an economy based on agriculture, commerce, and handcraft manufacturing; during this time, major **regional** differences arose in the colonies, leading to the future development of the geographic concept of the North and the South.

A New Nation

There were several major events and ideas that led to the American War for Independence. The Declaration of Independence contained ideas such as **natural rights, natural law, unalienable rights**, and that “all men are created equal.”

The **moral** and political ideas of the Great Awakening had a great effect on the development of revolutionary **fervor**. Such events as the Great Awakening and documents such as Thomas Paine’s *Common Sense* created a desire in colonists to be independent of British control. The American Revolution would not have been possible without the leadership of such people as George Washington, Thomas Jefferson, and Benjamin Franklin, who -- along with others -- became the leaders of the new nation. The American Revolution greatly influenced other nations, especially France, who took inspiration in America’s newfound independence.

The Constitution of the United States

Due to the influence of the Enlightenment as well as the origins of self-government in the **Magna Carta**, the English Bill of Rights of 1689, the Mayflower **Compact**, the Virginia House of Burgesses, and the New England town meeting, the leaders of the new country tried to create a government that was neither too strong (because it might turn into **despotism**) nor too weak (as the Articles of Confederation proved to be).

compromise: give and take

representation: number of people representing a regional population

clause: section

fugitive: escaped

contradiction: inconsistency

sectional: regional

consent: agreement

amendment: change

sovereignty: independence

dame school: school for young children run by a woman

The Constitutional Convention in Philadelphia was a time when issues divided the Founding Fathers, who adopted several **compromises** when writing the Constitution. For example, although the Constitution never explicitly mentions slavery, several compromises preserved the institution; namely, the three-fifths rule of **representation**, the slave importation **clause**, and the **fugitive** slave clause. Even though these compromises were a **contradiction** with the nation's ideal that all men were created equal, these compromises were important to the southern delegates. The American Revolution had transformed slavery from a national to a **sectional** institution; nine out of ten American slaves lived in the South. In spite of these compromises, the Constitution represented great achievements: (1) it created a democratic form of government based on the **consent** of the governed—a rarity in history; and (2) it established a government that has survived more than 200 years by a delicate balancing of power and interests and by providing a process of **amendment** to adapt the Constitution to the needs of a changing society.

Launching the Ship of State

The nation faced enormous tasks during its formative years, which tested the talents of its first leaders (Washington, Jefferson, Madison, Hamilton, and the Adamses). The new nation had to demonstrate that its government would work, and in 1812 it had to fight a war to prove its **sovereignty**. The nation's founders believed that the survival of a democratic society depended on an educated people. Therefore, education became an important part of the Northwest Ordinance of 1787. Even Jefferson said, "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be." During this time, there were several types of education that students received, such as church schools, **dame schools**, and at home.

This was a period of time when ordinary people went about the business of building the new nation, including farmers, merchants, and traders, women, and blacks, both slave and free. Native Americans, however, were not included in this process and continued to be driven from their native lands. Writers such as James Fenimore Cooper and Washington Irving wrote about the new nation; their writings contain a sense of what life was like in America at that time.

The Divergent Paths of the American People: 1800-1850

Between 1800 and 1850, the United States experienced distinctive regional development in the West, Northeast, and South.

mores: values

domestic: within the country

suffrage: right to vote

artisans: crafts-people

democratizing: equalizing

social change: change within a society

spoils system: a system in which government jobs are given to supporters
veto: official refusal

nationalism: strong identification with a country

Manifest Destiny: the belief that it was America's right to spread across North America

water rights: access to and control of rivers

aftermath: outcome or consequences

The West. The West had a deep influence on the politics, economy, **mores**, and culture of the nation. It opened **domestic** markets for seaboard merchants; it offered new frontiers for immigrants and discontented Easterners; and it provided a folklore of individualism and rugged frontier life that has become a significant aspect of our national self-image.

The election of Andrew Jackson in 1828 reflected the steady expansion of male **suffrage**, symbolized the shift of political power to the West, and opened a new era of political democracy in the United States. President Jackson was both a remarkable man and a symbol of his age. Jacksonian Democracy found its support among the common people of America—farmers with small holdings, **artisans**, laborers, and middle-class businessmen. Due to the nature of frontier life, women took on many new responsibilities, which had a **democratizing** effect on the relations between men and women. Frontier women, such as California's Annie Bidwell who promoted women's rights and worked for **social change**, made significant contributions to the United States.

Jackson's presidency was noted for his **spoils system**, **veto** of the National Bank, policy of Indian removal, and opposition to the Supreme Court. Alexis de Tocqueville's nine-month visit to the United States at this time, during which he sought to identify the general principles of democracy in America, provides an opportunity to compare the United States in the 1830s with American life today.

The acquisition, exploration, and settlement of the lands west of the Mississippi, from the Louisiana Purchase in 1803 to the admission of California as a state in 1850, marked a period of rapid expansion for the United States. This was a period marked by a strong spirit of **nationalism** and "**manifest destiny**." The changing geography and settlement of this immense land is represented by the Lewis and Clark Expedition to the Northwest or the explorations of trailblazers such as Zebulon Pike; the disastrous effects on Native American groups is exemplified by the removal of Indians and the Cherokees' "Trail of Tears" during this time. Great rivers and the struggles over **water rights** in the development of the West were all part of the development of the West. Settlers from Mexico moved northward into the great Southwest, bringing with them their cultural traditions, their attitudes toward slavery, their land-grant system, and the economy they established in these regions. As settlers from the East moved west, they encountered these established Mexican communities. The Mexican-American War, its territorial settlements, and its **aftermath** affected the lives of the Mexican families who first lived in the region.

The Northeast. The industrial revolution in the Northeast had important

mechanized: run by machines

boom and bust: period of rapid economic growth followed by an economic downturn

reform: improvement

elocution: speaking clearly using proper pronunciation

orations: speeches

zeal: enthusiasm or passion

abolitionist: attempting to end slavery

diverged: took a different direction

aristocratic: upper class

cash crops: crops grown to make money

egalitarian: without social classes

chattel property: personal property

illiterate: unable to read or write

effects throughout the nation. Inventions between 1790 and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and profoundly affected how people lived and worked. Skilled crafts-persons were replaced by **mechanized** production in shops, mills, and factories, so well depicted by Charles Dickens in his *American Notes* and in the letters written by young women who left home to work in the mills of Lowell, Massachusetts. Immigrants flocked to the cities. Periods of **boom and bust** created both progress and poverty.

An age of **reform** began that made life more bearable for the less fortunate and expanded opportunities for many. Imagine what life was like for young people working in factories in the 1830s; in order to improve opportunities for all, Horace Mann crusaded for free public education for all. Typical schoolbooks of the period contained **elocution** exercises, moral lessons, and **orations** (for example, *The Columbian Orator*). During this period, women generally had a lower legal and economic status, which gave a major impetus to the women's rights movement by leaders such as Susan B. Anthony and Elizabeth Cady Stanton, whose ideas are included in the Seneca Falls Declaration of Sentiment which was modeled on the Declaration of Independence. Educators such as Emma Willard and Mary Lyon established schools and colleges for women. Other women, such as Dorothea Dix, campaigned to reform mental institutions and prisons. Charles Finney, the leader of the second Great Awakening, inspired religious **zeal**, moral commitment, and support for the **abolitionist** movement. Many of these events are related to movements still going on in the United States.

The South. During these years, the South **diverged** dramatically from the Northeast and the West. Its **aristocratic** tradition and plantation economy depended on a system of slave labor to harvest such **cash crops** as cotton, rice, sugarcane, and tobacco. Black slavery, the "peculiar institution" of the South, had marked effects on the region's political, social, economic, and cultural development. Increasingly at odds with the rest of the nation, the South was unable to share in the **egalitarian** surge of the Jacksonian era or in the reform campaigns of the 1840s. Its system of public education lagged far behind the rest of the nation.

In the South, slaves were considered as **chattel property**, belonging to their owners. Daily life for slaves on the plantations was harsh; the practices of slave auctions dehumanized slaves; slaves were forced to be **illiterate** by law; and many laws suppressed the efforts of slaves to win their freedom. These laws became increasingly severe following the 1831 slave revolts in South Carolina and Virginia. During this time, there were more than 100,000 free blacks in the South; however, laws curbed their freedom and economic opportunity. Freed slaves who lived in the North were often not treated any

Abolitionist Movement:
the movement to bring
an end to slavery

better; freedom from slavery did not necessarily lead to acceptance and equality.

The **Abolitionist Movement**, led by people such as Theodore Weld and William Lloyd Garrison, strived to gain freedom for slaves. Blacks themselves worked for their own freedom; organizations wrote petitions to Congress for redress of the fugitive slave laws and for emancipation of the slaves; leading black abolitionists such as Frederick Douglass, Charles Remond, and Sojourner Truth brought attention to the plight of slaves; and free blacks such as Harriet Tubman and Robert Purvis in the underground movement assisted slaves to escape.

Abolitionist literature flourished during this period, including Frederick Douglass's *What the Black Man Wants*, David Walker's *Appeal*, Harriet Beecher Stowe's *Uncle Tom's Cabin*, and Fanny Kemble's *Description of Life on a Southern Plantation*, as well as slave narratives and abolitionist **tracts** of this period.

Toward a More Perfect Union: 1850-1879

proviso: qualification or
restriction

The issue of slavery eventually became too divisive to ignore or tolerate. Several important events, such as the Wilmot **Proviso**, the Compromise of 1850, the Kansas-Nebraska Act, the Ostend Manifesto, the Dred Scott case, and the Lincoln-Douglas debates, tried to keep a balance between slave states and free states, but pointed out the increasing difficulty of maintaining unity. The threat of **secession** of the southern states and the doctrine of **nullification** posed a direct challenge to the Constitution and the Union. Ultimately, the Civil War had a significant impact on the lives of soldiers, free blacks, slaves, women, and others. Abraham Lincoln, the president who saw the nation through the Civil War, is notable not only for his leadership during the war but also his speeches he gave and important documents he issued, including his Gettysburg Address, the Emancipation Proclamation, and his inaugural addresses.

secession: separation
nullification: refusal to
recognize federal
authority within a state

watershed: defining
moment
antebellum: before the
war
prototype: model

The Civil War was a **watershed** in American history. It resolved a challenge to the very existence of the nation, demolished (and mythologized) the **antebellum** way of life in the South, and created the **prototype** of modern warfare.

Reconstruction brought with it economic and social changes and challenges (such as the struggle by blacks to attain political freedom and exercise power within a few years after the war) as well as dramatic events, such as the impeachment of President Andrew Johnson. A federal civil rights bill granting full equality to black Americans was followed by adoption of the

carpetbaggers: people from the North who took advantage of Reconstruction to make money

peonage: a system where someone has to work for another until a debt is paid

segregation: official separation

Jim Crow Laws: laws that took away the rights of freed slaves

civil rights: rights that are guaranteed to all citizens

organized labor: workers who are protected by a union

foreign affairs: dealings with other countries

mass production: making large amounts of identical goods in a factory

bosses: leaders

thirteenth, fourteenth, and fifteenth amendments. Black citizens, newly organized as Republicans, influenced the direction of southern politics and elected 22 members of Congress. Life in the South changed as Reconstruction governments were set up, northern "**carpetbaggers**" moved in, and the Freedman's Bureau sent northern teachers to educate the ex-slaves. Reconstruction ended with the election of 1876 and the prompt withdrawal of federal troops from the South.

Events during and after Reconstruction raised and then dashed the hopes of black Americans for full equality. The thirteenth, fourteenth, and fifteenth amendments to the Constitution were undermined by the courts and political interests. Slavery was replaced by black **peonage**, **segregation**, **Jim Crow laws**, and other legal restrictions on the rights of blacks, capped by the Supreme Court's *Plessy v. Ferguson* decision in 1896 ("separate but equal"). Racism prevailed, enforced by lynch mobs, the Ku Klux Klan, and popular sentiment. Although undermined by the courts a century ago, these amendments became the basis for all **civil rights** progress in the twentieth century.

The Rise of Industrial America: 1877-1914

The period from the end of Reconstruction to World War I transformed the nation. This complex period was marked by the settling of the trans-Mississippi West, the expansion and concentration of basic industries, the establishment of national transportation networks, a human tidal wave of immigration from southern and eastern Europe, growth in the number and size of cities, accumulation of great fortunes by a small number of entrepreneurs, the rise of **organized labor**, and increased American involvement in **foreign affairs**. The building of the transcontinental railroad, the destruction of the buffalo, the Indian wars, and the removal of American Indians to reservations are all important events during this time. Chief Joseph's words of surrender to U.S. Army troops in 1877 demonstrate the heroism and human tragedy that accompanied the conquest of this last frontier. By 1914 the frontier was closed, and the forty-eighth state had entered the Union.

Progress was hastened by new technology in the farming, manufacturing, engineering, and production of consumer goods. **Mass production**, the department store, suspension bridges, the telegraph, the discovery of electricity, high-rise buildings, and the streetcar seemed to confirm the idea of unending progress, only occasionally slowed by temporary periods of financial distress. Yet, beneath the surface of the "Gilded Age," there was a dark side, seen in the activities of corrupt political **bosses**; in the ruthless practices of businesses; in the depths of poverty and unemployment

sweatshops: factories with harsh working conditions

Social Darwinism: the belief that some individuals are naturally superior to others
laissez-faire: hands off
muckraker: those who expose misconduct of public officials

experienced in the teeming cities; in the grinding labor of women and children in **sweatshops**, mills, and factories; in the prejudice displayed against blacks, Hispanics, Catholics, Jews, Asians, and other newcomers; and in the violence associated with labor unrest.

During these years, great mines and large-scale commercial farming in the West and Southwest provided essential resources for the industrial development of the nation. Families from Mexico increasingly provided the labor force that developed this region. These immigrants encountered social, economic, and political handicaps. Yet, Mexican-American communities survived and even thrived, strengthened by their rich cultural traditions and community life.

Social Darwinism provided a justification for child labor, unregulated working conditions, and **laissez-faire** policies toward big business. Political programs and activities of Populists, Progressives, settlement house workers, **muckrakers**, and other reformers were an important part of this period, which was also marked by the rise of the labor movement and a change in the role of government in improving social and economic conditions. The consolidation of public education in the United States and the dramatic growth of public high school enrollments also occurred during this time. McGuffey Readers, which were used by more than half the school-age population in the late nineteenth century, provided literature and poetry for this increasing student population.

Can You?

Trace the major trends in U.S. foreign policy, from George Washington's Farewell Address to the Monroe Doctrine, from our involvement in the Spanish-American War to interventionist policies of Theodore Roosevelt and Woodrow Wilson, culminating in our entry into World War I?

CST Assessment

- Why did Stone Age people practice slash-and burn agriculture?
 - to fulfill spiritual beliefs
 - to make irrigation easier
 - to drive away wild animals
 - to clear land for farming
- Which development most enabled early peoples to form permanent settlements?
 - advances in agricultural production
 - the creation of democratic government
 - the spread of monotheism
 - advances in written language
- Hammurabi's Code of ancient Mesopotamian society was important because it
 - listed the laws and the corresponding punishments.
 - explained how government officials were chosen.
 - established a single currency for use across the empire.
 - described how to perform formal religious ceremonies.
- The art and architecture of ancient Egypt were designed to emphasize the
 - value of the arts in daily life.
 - role of the individual as an artist.
 - idea of beauty as seen by the artist.
 - religious idea of eternal life.
- The Ten Commandments of the ancient Hebrews has had the greatest influence on the development of Western
 - parliamentary democracies.
 - moral and ethical teachings.
 - feudal social class systems.
 - styles in art and literature.
- The diaspora, the dispersing of the Jewish people, refers to their
 - exile from their homeland.
 - collection of their sacred writings.
 - effort to convert nonbelievers.
 - opposition to the Crusades.
- We regard an individual who takes no interest in public affairs not as harmless, but as useless.*

—Pericles' Funeral Oration

The quotation above illustrates the importance ancient Athenians placed on individual participation in the

 - education of young children.
 - religious rituals of the community.
 - political process of the city-state.
 - economic activities of the household.
- Ancient Greeks used myths about their gods primarily to
 - strike fear in their enemies.
 - explain events in the natural world.
 - justify their type of government.
 - undermine the Persian religion.
- Which statement about the Hindu caste system in India is accurate?
 - Different castes shared the same rules for governing their behavior.
 - Foreigners were treated as members of the lowest caste.
 - Castes were encouraged to interact with one another.
 - People were required to stay in the same caste to which they were born.
- What do Buddhism and Hinduism have in common?
 - Belief in many gods
 - Bathing rituals
 - Belief in many lifetimes
 - Complicated writings
- The Chinese people turned to the teachings of Confucius because his ideas were thought to help
 - unify the Chinese against foreign enemies.
 - restore order in China.
 - stop the Chinese people from converting to Islam.
 - create democratic institutions.

12. What was the main contribution of Emperor Shi Huangdi to China?
- He unified most of China under one government.
 - He established a public education system in China.
 - He required citizens to use the Mongol language.
 - He encouraged acceptance of the Hindu religion.
13. What effect did Julius Caesar's seizure of power have on the Roman political system?
- It secured the rights of the commoners against the nobles.
 - It allowed for control of the state by the Senate.
 - It marked the transition from a republic to an empire.
 - It standardized the system by which emperors were chosen.
14. What was the Pax Romana?
- A long peace enforced by Roman power
 - A treaty ending the civil wars in Rome
 - A large territory controlled by Rome
 - A title given to Octavian by the Senate

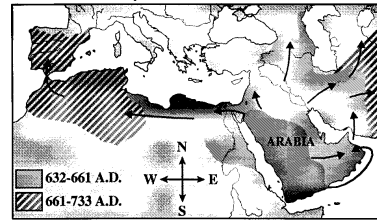
15. Read this list:

- People paid heavy taxes.
- Many people lived in poverty.
- Trade declined.

The items on the list are examples of what type of problems that led to the end of the Roman Empire?

- Political
 - Economic
 - Military
 - Cultural
16. What is one way that Latin, the Roman language, has influenced the English language?
- English words use Latin roots and prefixes.
 - English is written with all capital letters.
 - Latin words come from English roots.
 - Latin is spoken in many homes.

17. The Spread of Islam



According to this map, when did the Islamic Empire reach its greatest size?

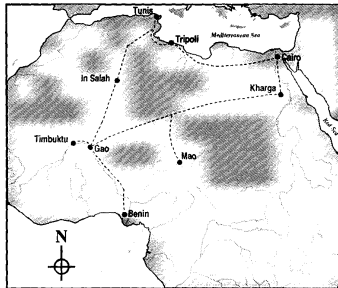
- 632 AD
 - 661 AD
 - 733 AD
 - Cannot tell from the map
18. In the 700s A.D., Arabian merchants played an important role in
- spreading new technology among Asia, Africa, and Europe.
 - converting large numbers of Western Europeans to Islam.
 - uniting most of Asia and Europe under a single religion.
 - stopping the invasions of nomadic people from Central Asia.
19. *Beginning with childhood, all of man's study is centered on one aim alone: to emerge successfully from the three days' examinations, and all he has in mind is what success can bring to him in terms of power, influence, and prestige.*
- Ye Shih, Chinese scholar

The examinations described in the quotation above were necessary for a position as a Chinese

- soldier.
 - priest.
 - silk merchant.
 - government official.
20. Which of these describes how paper was introduced into medieval Europe?
- The Chinese introduced it to the Arabs, who passed it on to Europeans.
 - The Swedes bought it from Chinese, who learned about it from Indians.
 - The Chinese learned to make it and sold the process to Europeans.
 - The Arabs learned about paper making from the Japanese and taught Europeans.

21. How did the location of cities in the West African empires of Ghana and Mali influence their growth?
- Their location in river valleys allowed for extensive farming.
 - Their coastal location made the cities major ports for maritime trade.
 - Their location on major trade routes allowed them to prosper economically.
 - Their mountainous location made the cities easily defensible.

22. Trans-Saharan Contacts



The contacts between civilizations shown in the map above were primarily made by

- explorers who were mapping Central Africa.
 - traders who crossed the Sahara desert into West Africa.
 - Christian missionaries from the Middle East.
 - barbarians migrating from North Africa.
23. China's influence on Medieval Japan is illustrated by Japan's development of
- a writing system.
 - the samurai tradition.
 - haiku poetry.
 - a civil service exam.
24. Endurance, cunning, physical strength, and courage were the ideal characteristics of
- Confucian officials.
 - Buddhist priests.
 - Japanese samurai.
 - Hindu governors.
25. In medieval Europe, law and order were maintained by the
- legions.
 - merchants.
 - nobility.
 - serfs.

26. How did the Crusades affect the economies of Central and Western Europe?
- Gold and silver brought back by crusaders caused monetary inflation.
 - The Crusades led to a decline in the production of crafts and food crops.
 - Cloth and spices brought back by crusaders led to greater interest in trade.
 - The Crusades limited access to luxury goods from China and India.

27. Which characteristic did Aztec and Incan societies share?
- laws that made slavery illegal
 - families dominated by women
 - government by direct democracy
 - complex religious ceremonies

28. Read the following list:
- Prepared calendar that regulated agricultural activities
 - Gathered folk tales and recorded historical events
 - Served as members of the ruling class

Which members of Aztec society were responsible for the tasks outlined above?

- merchants
 - soldiers
 - farmers
 - priests
29. Which of these is **not** a characteristic of Renaissance painting?
- subject matter limited to Christian themes
 - realistic portrait painting
 - settings reflecting the world of the artists
 - paintings showing depth and perspective
30. The poems and plays of which person are representative of the English Renaissance?
- Johann Gutenberg
 - William Shakespeare
 - Dante Alighieri
 - Miguel de Cervantes

31. Which of the following statements might an early reformer have said?
- "We must not have a pope anymore."
 - "I want to purify the church."
 - "I no longer believe in God."
 - "We must not translate the Bible."
32. England became a Protestant country during the Reformation when its
- king declared himself head of the Church of England.
 - people demanded the adoption of Lutheran beliefs.
 - priests opposed reforms implemented by the Pope.
 - armies were exposed to Calvinist beliefs while in France.
33. The findings of Galileo and Newton were significant because, from their time on, scientific thought was based upon
- traditional ways of thinking
 - the ideas of the classic philosophers.
 - the authority of the Church.
 - observation and experimentation.
34. Which Scientific Revolution-era invention led to an increased understanding of diseases?
- the telescope
 - the thermometer
 - the barometer
 - the microscope
35. The Scientific Revolution contributed to Enlightenment thought by influencing people to
- believe in the power of human reason.
 - reject belief in the organized church.
 - study the ideas of past civilizations.
 - oppose individuality in favor of social order.
36. *Ideas of John Locke*
- Rulers receive the right to govern from the people.
 - Unjust rulers can be forced from power.
- Based on the quotation above, which form of government would John Locke most oppose?
- republic
 - dictatorship
 - representative democracy
 - constitutional monarchy
-
37. What were both the Magna Carta and the English Bill of Rights designed to do?
- limit the power of the monarch
 - provide for religious freedom
 - accept the theory of divine right
 - give commoners the right to vote
38. The Great Awakening of the mid-1700s affected the British colonies by
- decreasing the power and prestige of radical religious figures.
 - encouraging greater religious enthusiasm and political independence.
 - encouraging strict obedience and respect for governmental authorities.
 - discouraging individual free will in spiritual and political matters.
39. In designing the legislative branch, the writers of the Constitution mainly based their ideas on the
- French Estates General.
 - Congress of Vienna.
 - Council of Trent.
 - English Parliament.
40. Which of these is a constitutional "check" that the executive has to "balance" the power of the legislature in the United States government?
- dismiss Congress when it acts illegally
 - veto acts passed by Congress
 - overturn decisions made by courts
 - appoint representatives and senators

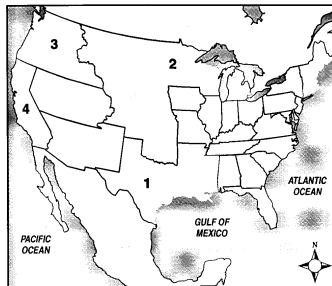
41. Which of these groups most likely supported the political ideas and policies of Alexander Hamilton?
- A) small farmers
 - B) tobacco planters
 - C) business owners
 - D) frontier settlers
42. Thomas Jefferson and his followers opposed Alexander Hamilton's tariff policy in part because they believed that high tariffs would cause problems for
- A) rich bankers.
 - B) small farmers.
 - C) big city merchants.
 - D) owners of small factories.
43. In his Farewell Address, George Washington urged the American people to
- A) limit a president to two terms in office.
 - B) value and maintain a sense of national unity.
 - C) create a defensive alliance with European countries.
 - D) establish more effective political parties.
44. James Fenimore Cooper, America's first great novelist, is best known for his novels about
- A) Political life.
 - B) City life.
 - C) Plantation life.
 - D) Frontier life.
45. What was the purpose of the Monroe Doctrine (1823)?
- A) to open Canada to American settlers
 - B) to prevent European expansion in the Americas
 - C) to acquire Florida for the United States
 - D) to end the United States' alliance with Great Britain
46. Why were western War Hawks so eager for war with Britain in the War of 1812?
- A) They hoped to drive the British out of Canada.
 - B) They were eager to gain control of the Mississippi River.
 - C) They saw a chance to turn Native Americans against Britain.
 - D) They wanted to end Britain's blockade of American ports.
47. Which statement best describes the location of factories in New England during the early 1800s?
- A) They needed to be close to coal deposits.
 - B) They were located next to rivers.
 - C) They were located in isolated areas.
 - D) They needed to be close to railroads.
48. During the 1800s, the movement of large numbers of immigrants from many different countries into large American cities resulted in the rapid growth of
- A) effective public health programs.
 - B) ethnic neighborhoods.
 - C) public parks and recreation areas.
 - D) plentiful and affordable public housing.
49. What agricultural invention, designed to increase production, had the effect of increasing the number of slaves needed for labor in the Deep South?
- A) the wheat reaper
 - B) the cotton gin
 - C) the steel plow
 - D) the rice mill
50. The growing importance of cotton to the South created an economy and a society dominated by
- A) managers and professional people.
 - B) small independent farmers.
 - C) large landowners.
 - D) industrial leaders.

51. *Texas has been absorbed into the Union in the inevitable fulfillment of the general law which is rolling our population westward.*
—*Democratic Review, 1845*

The quotation above describes the nineteenth-century American belief in

- A) the Social Contract.
 - B) Manifest Destiny.
 - C) isolationism.
 - D) the Monroe Doctrine.
52. The Indian Removal Act (1830) relocated thousands of Cherokees from Georgia to Indian Territory for the purpose of
- A) making the land available for white miners and farmers.
 - B) allowing the Cherokee their freedom from U.S. control.
 - C) obeying the Supreme Court's order to move the Cherokee.
 - D) creating a wilderness area for use by white fur trappers.
53. The main goal of abolitionists like William Lloyd Garrison was to
- A) allow all women the right to vote.
 - B) establish tax-supported schools.
 - C) stop individuals from drinking alcoholic beverages.
 - D) end slavery immediately.

54. United States in 1850



Which area on the map above was admitted as a state as a result of the Compromise of 1850?

- A) 1
 - B) 2
 - C) 3
 - D) 4
55. Abraham Lincoln's Gettysburg Address is similar to the Declaration of Independence in that both documents
- A) include descriptions of laws which should be passed.

- B) emphasize the need for effective government.
- C) support the ideals of self-government and human rights.
- D) justify the need for economic change.

56. What was the first major goal of President Abraham Lincoln's administration?

- A) to destroy the institution of slavery
- B) to maintain the unity of the country
- C) to expand the power of state governments
- D) to industrialize the economy

57. One goal of post-Civil War Congressional Reconstruction was to

- A) repay Confederate war debts.
- B) ensure civil rights for former slaves.
- C) preserve the plantation system.
- D) rebuild the Southern naval system.

58. The 13th, 14th, and 15th Amendments to the Constitution of the United States were intended to solve problems relating to

- A) government organization.
 - B) civil rights.
 - C) checks and balances.
 - D) rapid economic change.
59. What did the American Federation of Labor try to achieve in the late 1800s?
- A) control of decision making in the market
 - B) higher wages and better working conditions
 - C) employee ownership of factories and mines
 - D) elimination of racial discrimination in the workplace

60. A large percentage of the immigrants who came to the United States during the late 19th and early 20th centuries settled in large cities because

- A) most of them had lived in cities in their homelands.
- B) there were fewer and fewer farms in the United States.
- C) the growing industries were usually located in cities.
- D) the government encouraged immigrants to settle in big cities.