A detailed outline summarizes a ninth-grade course in world history adaptable to average and honors classes. Material is divided into five parts. A list of 33 course goals precedes a list of 150 objectives, grouped under appropriate goal headings. The bulk of the document consists of a content outline which cites major and minor topics covered in the course. These include prehistoric man; early civilizations; developments in Asia, the Middle East, and Europe; European history; the Industrial Revolution; modern Europe; "isms;" post-World War II independence movements; Latin America; and future trends. The remainder of the booklet consists of a list of audiovisual materials and a planning calendar. (LP)
WORLD HISTORY

By: Simine Heise
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WORLD HISTORY

COURSE UNDERSTANDINGS:

The student will understand that:

1. Change has been a universal characteristic of all human societies.

2. No historical events have resulted from a single cause.

3. Our interpretations of the past are constantly changing as new data and trends result in altered perspectives.

4. Changes in human society have been gradual through evolution or have been violent, through revolution.

5. Technological advances have been a major influence in changing the mainstream of world history.

6. Basic values and beliefs of every society have been reflected in their creative accomplishments.

7. The motivating factors in human achievement have been either ideological or materialistic.

8. Various aspects of physical geography have had an impact upon nations.

9. Leadership within government is dependent upon the functional structure of that government and the degree to which power is controlled by varied segments of the society.

10. International power is a factor of technological advancement, wealth, and size of a nation or agglomeration of nations.

11. The rise of nationalist movements, in which a people are bound together by ideology, tradition, and political boundaries, has altered the course of history.

12. Conflict resolution may be achieved through adjudication, arbitration, mediation, and compromise.
COURSE TITLE and NUMBER: WORLD HISTORY/STUDIES (041407)
GRADE LEVEL: 9
STATUS: Required

COURSE DESCRIPTION:

World History - Regular: This course is a survey of eastern and western civilizations from the earliest history of mankind to the present. Within this framework are included a comparative study of the history, doctrines, and objectives of all major political systems, significant developments in the arts and sciences, and economic and social changes within major civilizations. Emphasis is placed on how different civilizations have interacted with each other during various historical periods.

World History - Honors: This course is an in-depth study of ancient, medieval, and modern Eastern and Western civilizations through understanding cause and effect. From this perspective, the student should understand the interdependence among people, ideas, and events.

COURSE GOALS:

1. The student will know the work of social scientists, i.e., anthropologists, archaeologists, and geologists, and the role they play in the study of world history.

2. The student will develop an understanding of the creativity, diversity, and interdependence of human cultures.

3. The student will know the origins of Western and Eastern civilizations that began in the four great river valleys.

4. The student will know the four major classical civilizations and the contributions each made to the development of modern world civilizations.

5. The student will understand the rise of Christendom and the influences it had on Western civilization.

6. The student will be aware of the foundations of Medieval Europe and its settlement patterns, social structures, religion, and arts.

7. The student will know the Byzantine Empire, its contributions to other cultures, and the role it played in preserving Western civilization.

8. The student will be aware of the rise of Islam, and the social, economic, and political impact it had on the Muslim Empire and other civilizations.

9. The student will know the early African empires (3000 B.C. - 1500 A.D.), the types of civilizations that developed, and the advances made within these civilizations.
10. The student will understand the diverse cultures which developed in the Americas between 3000 B.C. and 1500 A.D.

11. The student will be aware of the development of the civilizations of India, China, and Japan from 500 - 1650 A.D. and the contributions each made to other civilizations.

12. The student will know reasons for the decline of feudalism in Europe and the rise of nation states.

13. The student will understand the impact of the Renaissance on science, the arts, religion, philosophy, politics, and economics in Europe.

14. The student will comprehend the impact of the Protestant Reformation and the Catholic Counter Reformation on the nations of Europe.

15. The student will understand the economic, political, technological, and cultural factors leading to the Age of Exploration.

16. The student will recognize the impact of the Age of Exploration on Europe, Africa, and the Americas.

17. The student will recognize the influences of the Scientific Revolution and the Age of Enlightenment (1500 - 1800) on the sciences and social, political, and economic thought.

18. The student will be able to enumerate political, social, and economic problems which led to revolutions in Europe and the New World during the 17th, 18th, and 19th centuries.

19. The student will comprehend the development of modern nationalism and democracy which took place in Europe after the defeat of Napoleon.

20. The student will understand the nature, causes, and significance of the Industrial Revolution on the Western world.

21. The student will realize the importance of the imperialistic rivalries of the European nations in Asia, Africa, the Middle East, and Latin America.

22. The student will understand the causes and results of World War I.

23. The student will understand the events which led to the Communist revolution in Russia and its effects on other nations.

24. The student will be able to enumerate the social, political, and economic problems facing the world between World War I and World War II.

25. The student will know the factors which led to the rise of totalitarian governments.

26. The student will know the various totalitarian ideologies, i.e., fascism, naziism, and communism.

27. The student will be aware of genocide as it occurs in various totalitarian regimes in the world.
28. The student will know the causes and results of World War II.

29. The student will understand the events of the Cold War and their significance on the Communist and non-Communist world.

30. The student will understand the origins of the movement toward independence in Asia, Africa, and the Middle East, from 1945 to the present. (including political, economic, and social problems)

31. The student will be aware of the political, social, psychological, and economic effects of the "New Scientific Revolution".

32. The student will understand the global issues facing the world today and the proposals being offered by different nations to deal with these issues.

33. The student will be aware of diverse human values, conditions, and cultures on a global basis and develop a humane interest and acceptance of these cultures.
OBJECTIVES:

A. Goal 1
1. The student will define and describe the work of archaeologists, anthropologists, geologists, and paleontologists.
2. The student will identify and give the dates of the major periods of World History, prehistoric and historic (ancient, medieval, modern).
3. The student will describe the process of development and contributions made by man as he progressed through the Paleolithic and Neolithic Ages to the Bronze Age.

B. Goal 2
4. The student will define the term civilization and list characteristics of a civilization.

C. Goal 3
5. The student will identify and locate on a map the four earliest civilizations.
6. The student will analyze the types of governments, societies, economies, and religions that developed within each of the river valley civilizations.
7. The student will list the major contributions made by the earliest civilizations to other cultures, specifically the beginnings of monotheism (Judaism), the Code of Hammurabi, and the beginnings of written language(s).

D. Goal 4
8. The student will identify the four major classical civilizations and locate each on a map.
9. The student will trace the origin and development of Classical Indian civilization (c. 500 B.C. - c. 589 A.D.).
10. The student will discuss the role that geographical factors and climate played in the development of the Indian civilization.
11. The student will identify the two major religions which developed in classical India, and explain their effects on the Indian culture.
12. The student will identify the contributions made by the classical Indian civilization to other cultures.
13. The student will list reasons for the decline of the classical Indian civilization.
14. The student will trace the development of the classical Chinese civilization which developed around the Hwang Ho River.
15. The student will discuss the role that geography played in the development of the Chinese civilization.
16. The student will identify three great Chinese teachers and the effect each had on Chinese philosophy, religion, and family.
17. The student will discuss the contributions made by the classical Chinese civilization to other cultures.
18. The student will trace the origin and development of the classical Greek civilization, placing emphasis on the role geography played in its development.
19. The student will define the term "city-state" and identify the two most important city-states.
20. The student will identify factors which helped to unify Greece, as well as those which prevented unification among the city-states.
21. The student will compare and contrast the different types of government and culture which developed in the various Greek city-states, using Sparta and Athens as the main illustrations.
22. The student will define the term "Hellenistic Period".
23. The student will analyze the roles that Philip of Macedon and Alexander the Great played during the Hellenistic Period.
24. The student will identify major contributions from the Greek Classical and Hellenistic Periods to other cultures in the areas of philosophy, science, government, art, and literature.
25. The student will trace the origin and development of the Roman Republic.
26. The student will chart on a map the expansion of Rome from 509 B.C. to 476 A.D.
27. The student will analyze the government and culture of the Roman Republic.
28. The student will identify factors which led to the decline of the Roman Republic and the subsequent establishment of the Roman Empire.
29. The student will identify major emperors of the Roman Empire and the role each played in its expansion and decline.
30. The student will identify major contributions that the Romans made to other cultures in the areas of art, science, language, literature, government, and religion.

E. Goal 5
31. The student will discuss the origin of the basic tenets of Christianity.
32. The student will analyze the roles that persecution and tolerance played in the development of Christianity.

F. Goal 6
33. The student will define the term "Middle Ages" and distinguish between the early and late Middle Ages.
34. The student will trace the origin and development of the early Middle Ages, placing emphasis on the reign of Charlemagne.
35. The student will define the term "feudalism" and explain, in detail, the role it played in the economic, political, and social life of the Middle Ages.
36. The student will discuss the role of the Catholic Church in the Middle Ages.
37. The student will state the purposes and the results of the Crusades.
38. The student will identify major cultural achievements of the Middle Ages in the areas of literature, science, philosophy, art, and education.
39. The student will identify reasons for the decline of medieval society.

G. Goal 7
40. The student will discuss the reasons behind the formation of the Byzantine Empire.
41. The student will analyze the reasons why the Byzantine Empire (also known as the Eastern Empire) remained strong after the decline of the Roman Empire.
42. The student will analyze the role of the Byzantine Empire in the preservation of Western Heritage and how it later affected the culture of other societies, specifically the Russian society.
43. The student will discuss the events which led to the fall of the Byzantine Empire and the rise of the Ottoman Empire.

H. Goal 8
44. The student will discuss the origin of and basic tenets of Islam.
45. The student will chart on a map the expansion of Islam from 632 - 750 A.D.
46. The student will describe the culture that developed within the Muslim Empire.
47. The student will compare and contrast Islam and Christianity, including in the comparison, their common heritage, Judaism.

I. Goal 9
48. The student will identify and describe major early African kingdoms and their importance and contributions.
49. The student will discuss the role that Islam played in the development of West Africa.
50. The student will identify reasons for European interest in Africa in the 1400's and discuss its effects on the African communities.

J. Goal 10
51. The student will trace the origin and development of major Indian civilizations in the Americas between 3000 B.C. and 1600 A.D.
52. The student will compare and contrast the patterns of life, culture, and accomplishments of various Indian civilizations and list at least four contributions the Indians made to other cultures.

K. Goal 11
53. The student will examine the effects of Muslim rule of India on its religion, art, and everyday life.
54. The student will explain the rise and fall of the Mogul (Mughul; Mongol) Empire in India between 1526 and 1750.
55. The student will describe the political, economic, and social developments in China under the Tang and Sung Dynasties (600 - 1100 A.D.).
56. The student will examine the positive and negative effects that Mongol rule had upon China.
57. The student will compare and contrast the Ming and the Manchu Dynasties and the effects each had on the political, economic, and social life of China.
58. The student will locate the islands of Japan on a map and explain the role that geography has played in shaping Japanese culture and history.
59. The student will trace the origins and development of the Japanese people and the effect China had on the development of early Japanese culture.
60. The student will explain the structure of feudal society as it existed in Japan.

L. Goal 12
61. The student will identify the major reasons for the end of feudalism in Europe.
62. The student will list the various steps involved in England becoming a nation-state and compare it to the development of France as a nation-state.
63. The student will analyze the development of Portugal, Spain, and Russia as nation-states.
64. The student will explain the reasons for the failure of Germany and Italy to become nation-states until the 1800's.

M. Goal 13
65. The student will define the term "Renaissance" and explain why it began in Italy.
66. The student will define the term "humanism" and explain the role it played in the Renaissance.
67. The student will identify major Renaissance artists, writers, and political theorists and discuss their influence, both individual and combined, on various cultures.

N. Goal 14
68. The student will describe the events that led to the Protestant Reformation.
69. The student will identify the leading figures in the Protestant Reformation and the role each played in the establishment of various Protestant sects.
70. The student will identify the measures which the Catholic Church took to reform itself, known as the Counter Reformation.
71. The student will explain the role that the conflict between Catholicism and Protestantism played in the history of Europe between 1550 and 1650.
72. The student will analyze the changes taking place in Russia during the late 1600's through 1792.
73. The student will analyze the events going on in Prussia in the 1700's and the role Prussia had in the War of Austrian Succession.

O. Goal 15
74. The student will identify the major reasons for European exploration of the New World.
75. The student will discuss the major political and economic changes brought about in Europe as a result of the Age of Exploration.

P. Goal 16
76. The student will describe how colonialism, which resulted from voyages of exploration, affected the peoples of the Non-European world, specifically the Indians of the Americas and Africans.

Q. Goal 17
77. The student will define the term "Enlightenment" and identify not only the time period during which it occurred but the major thinkers and their ideas.
78. The student will analyze the influence that major Enlightenment thinkers had on the political, economic, and social development of various cultures.

R. Goal 18
79. The student will describe the issues which led to civil war in England in 1642 and the events which occurred from the end of the war to the Glorious Revolution.
80. The student will define the term "revolution".
81. The student will identify the causes and results of the American Revolution.
82. The student will define the terms "radical", "moderate", and "conservative".
83. The student will analyze the social, political, and economic conditions in the Old Regime of France during the 18th century.
84. The student will describe the events which led to the rise of Napoleon Bonaparte.
85. The student will analyze the social, political, and economic impact of Napoleon on France and the rest of Europe.
86. The student will describe the events which led to the independence of Portugal and Spain's Latin American colonies.
87. The student will analyze the reasons for the political instability in Latin American countries.

S. Goal 19
88. The student will discuss the political changes which occurred in Italy and Germany as a result of nationalism.
89. The student will discuss major democratic reforms sought by the liberals and nationalists in Europe after 1815, and how they led to various uprisings.
90. The student will cite reasons for political instability in Spain, Portugal, Italy, and Austria-Hungary during the late 1800's.

T. Goal 20
91. The student will trace the origins and development of the Industrial Revolution in Great Britain.
92. The student will analyze the significance the Industrial Revolution had on the Western world.
93. The student will discuss alternatives offered to deal with the problems created by industrialization.
94. The student will identify achievements made in the areas of science, art, music, and literature during the 1800's.

95. The student will define the term "imperialism".

96. The student will locate on maps of Asia, Africa, and Latin America the areas which were colonized by major European powers in the 1800's.

97. The student will describe the events which led to British rule in India and discuss the positive and negative effects of it.

98. The student will discuss the reasons for European imperialism in China in the 1800's and the Chinese reaction to this imperialism.

99. The student will discuss the causes and effects of European imperialism in Southeast Asia and the Pacific Islands.

100. The student will analyze the role that foreign powers played in Japan in the 1800's and its effect on Japan.

101. The student will explain why the continent of Africa came under foreign control and locate on a map of Africa the areas controlled by the seven European countries.

102. The student will discuss the results of imperialism on the African nations.

103. The student will discuss the major reasons for imperialism in Latin America and the role the United States played in Latin America.

104. The student will define the term "alliance".

105. The student will identify the problems which led European nations to form alliances before World War I.

106. The student will list the major causes of World War I.

107. The student will analyze the role of the United States in World War I.

108. The student will explain Wilson's Fourteen Points and the rationale upon which they were based.

109. The student will analyze the Treaty of Versailles, emphasizing the way in which it laid the groundwork for yet another world war.

110. The student will compare the map of Europe before World War I to that of Europe after World War I.

111. The student will define the term "communism".

112. The student will discuss factors leading to the development of Marxist thought.

113. The student will discuss the basic tenets of Marxism.

114. The student will analyze the events in Russia leading to the March 1917 revolution.

115. The student will analyze the changes Lenin made in Marxism when he established communist rule in Russia.

116. The student will analyze three actions taken by Stalin in Russia during his dictatorship.

117. The student will identify each of the post-Stalin leaders of the Soviet Union and list one key effect each had on communism.

118. The student will compare the governmental structure and processes of the Soviet Union to that of the United States as they presently exist.

119. The student will analyze the political, social, and economic conditions in Western Europe following World War I.

120. The student will discuss the problems facing the nations of Eastern Europe and Asia after World War I.

121. The student will analyze the impact of the United States depression on the nations of Europe.
Y. Goal 25
122. The student will define the terms "totalitarianism", "fascism", and "nazism".
123. The student will analyze the events that led to the rise of Mussolini, Hitler, and Franco.

Z. Goal 26
124. The student will compare and contrast communism, fascism, and nazism.

AB. Goal 27
125. The student will define the term "genocide".
126. The student will discuss the steps taken by Hitler to annihilate the Jewish people and other groups.

AC. Goal 28
127. The student will analyze the events leading to the outbreak of World War II.
128. The student will analyze the role the United States played in World War II.
129. The student will discuss the results of World War II, placing emphasis on the creation of the United Nations.
130. Given a map of Europe at the end of World War II, the student will locate those nations which became part of the communist bloc and those nations which remained non-communist.

AD. Goal 29
131. The student will define the term "Cold War".
132. The student will analyze major events of the Cold War from 1947 to the early 1960's.
133. The student will analyze the events which led to the fragmentation of the communist world and to the Era of Coexistence.
134. The student will define the term "detente".
135. The student will analyze the major events in the world during the era of detente.

AE. Goal 30
136. The student will analyze the movement toward independence in India, China, and Japan after World War II.
137. The student will analyze the struggle for independence in Southeast Asia after World War II.
138. The student will define the term "Zionism".
139. The student will describe the events which led to the Arab-Israeli conflict following World War II.
140. The student will identify the major Middle East countries which gained independence after World War II and the role each plays in world affairs today.
141. The student will identify and locate on a map the African nations which have gained independence since World War II.
142. The student will identify the main political, economic, and social problems facing the new African nations.
143. The student will identify the main political, economic, and social problems facing Latin America today and how they affect the United States.

AF. Goal 31
144. The student will discuss the term "New Scientific Revolution" and identify the major advances made in science and technology.
145. The student will discuss problems created by the scientific and technological achievements.
AG. Goal 32
146. The student will identify at least eight global issues with which the world is attempting to deal today.
147. The student will analyze the way in which communist, democratic, and third world nations are attempting to deal with these global issues.

AH. Goal 33
148. The student will identify ways in which nations have become dependent upon each other in today's "shrinking world".
149. The student will identify conditions in which the activities of two or more peoples affect one another and discuss the cultural pluralism which has existed worldwide since the earliest beginnings of civilization.
150. The student will hypothesize about the future trends and issues which will face the world as it moves toward the twenty-first century.
CONTENT OUTLINE:

1. Social Sciences
   A. Anthropology
      i. Archaeology
      ii. Paleontology
   B. Geology
2. Periods of History
   A. Prehistoric
      i. Definition
      ii. Dates
   B. Historic
      i. Definition
      ii. Three phases
         a. Ancient History (4000 B.C. - 500 A.D.)
         b. Medieval History (500 - 1500 A.D.)
         c. Modern History (1500 - Present)
3. Development and Contributions of Man
   A. Paleolithic Age (Old Stone Age)
      i. Nomadic lifestyles in caves
      ii. Discovery and use of fire
      iii. Formation of small hunting bands
      iv. Development of tools
      v. Cave drawings, painting, and carvings
   B. Neolithic Age (New Stone Age)
      i. Organized communities developed
      ii. Domestication of animals
      iii. Discovery of farming
      iv. Weaving and spinning
      v. Invention of potter’s wheel
      vi. Settlements near lakes, rivers, and seas
   C. The Bronze Age (Age of Metal)
      i. Cooperation among men to control environment
      ii. Early transportation
         a. Sled
         b. Sailboat
      iii. Specialization within communities
         a. Metalsmiths
         b. Potters
         c. Tradespeople
      iv. Use of metals for tools and weapons
4. Civilization
   A. Definition
   B. Characteristics of a civilization
      i. Cities
      ii. Complex religions
      iii. Government
      iv. Social classes
      v. Methods of recordkeeping
      vi. Specialized occupations
5. Earliest Civilizations
   A. Nile River Valley (Egypt)
   B. Tigris and Euphrates River Valley (Iraq)
   C. Indus River Valley (Pakistan and Western India)
   D. Huang Ho River Valley (China)
6. River Valley Civilizations
   A. The Nile River Valley
      i. Government
         a. Absolute monarchy (Pharaoh)
         b. Theocracy
      ii. Society - three classes
         a. Upper class - priests, court, landed nobility
         b. Middle class - tradesmen, artisans, teachers
         c. Lower class - slaves, free laborers
      iii. Economy
         a. Farming - wheat and barley
         b. Trading - timber, dye, perfume, ivory
      iv. Religion
         a. Belief in many gods (polytheism)
         b. Belief in an afterlife
            (1) Tombs (pyramids)
            (2) Mummification
   B. Tigris-Euphrates River Valley (Mesopotamia)
      i. Government
         a. City-states
         b. Theocracy
      ii. Societies
         a. Sumerians (3000 - 2300 B.C.)
         b. Babylonians (2300 - 1600 B.C.)
         c. Hittites (2000 - 1200 B.C.)
         d. Hebrews (1275 - 586 B.C.)
         e. Phoenicians (1000 - 700 B.C.)
         f. Assyrians (900 - 612 B.C.)
         g. Chaldeans (612 - 500 B.C.)
         h. Persians (500 - 331 B.C.)
      iii. Economy
         a. Farming
         b. Trading
      iv. Religion
         a. Polytheistic
            (1) Sumerians
            (2) Babylonians
            (3) Hittites
            (4) Assyrians
            (5) Phoenicians
            (6) Chaldeans
            (7) Persians
         b. Zoroastrian - Persians
         c. Monotheism - Hebrews
   C. Indus River Valley (Harappa and Mohenjo-Daro)
      i. Government
         a. City-state
         b. Rule by priest/king
      ii. Society
         a. Upper class - priests and nobility
         b. Merchant class
         c. Laborers

5. Earliest Civilizations
   A. Nile River Valley (Egypt)
   B. Tigris and Euphrates River Valley (Iraq)
   C. Indus River Valley (Pakistan and Western India)
   D. Huang Ho River Valley (China)

6. River Valley Civilizations
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   B. Tigris-Euphrates River Valley (Mesopotamia)
      i. Government
         a. City-states
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         a. Sumerians (3000 - 2300 B.C.)
         b. Babylonians (2300 - 1600 B.C.)
         c. Hittites (2000 - 1200 B.C.)
         d. Hebrews (1275 - 586 B.C.)
         e. Phoenicians (1000 - 700 B.C.)
         f. Assyrians (900 - 612 B.C.)
         g. Chaldeans (612 - 500 B.C.)
         h. Persians (500 - 331 B.C.)
      iii. Economy
         a. Farming
         b. Trading
      iv. Religion
         a. Polytheistic
            (1) Sumerians
            (2) Babylonians
            (3) Hittites
            (4) Assyrians
            (5) Phoenicians
            (6) Chaldeans
            (7) Persians
         b. Zoroastrian - Persians
         c. Monotheism - Hebrews
   C. Indus River Valley (Harappa and Mohenjo-Daro)
      i. Government
         a. City-state
         b. Rule by priest/king
      ii. Society
         a. Upper class - priests and nobility
         b. Merchant class
         c. Laborers
iii. Economy
   a. Farming - wheat, barley, melons, dates
   b. Trading

iv. Religion - Animism
   a. Sacred animals
   b. Sacred trees

Hwang Ho River Valley

1. Government
   a. Hsi dynasty
   b. Shang dynasty

i. Society
   a. Upper class - king, nobles, priests
   b. Peasants
   c. Characteristics
      (1) Extended family
      (2) Ancestor worship

iii. Economy
   a. Farming
   b. Manufacturing - fine pottery, silk textiles

iv. Religion
   a. Animism
   b. Ancestor worship

iv. Religion - Animism
   b. Sacred trees

Hwang Ho River Valley

1. Government
   a. Hsi dynasty
   b. Shang dynasty

i. Society
   a. Upper class - king, nobles, priests
   b. Peasants
   c. Characteristics
      (1) Extended family
      (2) Ancestor worship

iii. Economy
   a. Farming
   b. Manufacturing - fine pottery, silk textiles

iv. Religion
   a. Animism
   b. Ancestor worship

B. Indus River Valley

1. Government
   a. Hsia dynasty
   b. Shang dynasty

i. Society
   a. Upper class - king, nobles, priests
   b. Peasants
   c. Characteristics
      (1) Extended family
      (2) Ancestor worship

iii. Economy
   a. Farming
   b. Manufacturing - fine pottery, silk textiles

iv. Religion
   a. Animism
   b. Ancestor worship

v. Science
   a. Enabalm
   b. Anesthetics
   c. Paprurus
   d. Geometry
   e. Decimal system
   f. Twelve-month solar calendar

Tigris-Euphrates River Valley

1. Sumerians
   a. System of writing (Cuneiform)
   b. Architectural achievement (Ziggurat)
   c. Use of wheel (kneaded chariot)

1v. Babylonians
   a. Code of Hammurabi
   b. Lunar calendar based on twelve-month year, seven-day week, and twenty-four hour day

iii. Hittites
   a. Use of iron for tools and weapons
   b. Refined Hammurabi Code

iv. Hebrews
   a. Monotheism - Judaism
   b. Ten Commandments and Mosaic Law

v. Phoenicians
   a. Red/purple dye
   b. Alphabet
   c. Skilled ship builders

vi. Assyrians
   a. World's first library
   b. Well organized political administration and empire

vii. Chaldeans
   a. Hanging Gardens of Babylon
   b. Development of astrology (Zodiac)

viii. Persians
   a. Religion (Zoroastrianism)
   b. Persepolis

C. Indus River Valley

1. Oven-baked bricks
   ii. Painted pottery

D. Hwang Ho River Valley

1. Silk
   ii. Bronze casting

iii. Tea

8. Four Major Classical Civilizations
   A. Ancient India
   B. Ancient China
   C. Ancient Greece
   D. Ancient Rome

9. Development of Indian Civilization
   A. Aryans conquered the Indus people (c.1500 - 900 B.C.)
   i. Vedic Age
      ii. Development of caste system
         a. Brahmans - priests
         b. Kshatriyas - nobles and warriors
         c. Vaisyas - merchants and workers
         d. Shudras - serfs or servants
         e. Pariahs - untouchables

   iii. Sanskrit (written language)
      a. Rig-Veda
      b. Upanishads

   iv. Establishment of Hinduism

   B. Epic Age (500 - 500 B.C.)
      i. Development of city-states (Rajah)
      ii. Literature ("Bhagavad-Gita")
      iii. Birth of Siddharta Gautama (563 B.C.)

   C. Invasion of India by Darius of Persia

   D. Dynasty of Nine Nandas (413 - 322 B.C.)
      i. Invasion of Alexander the Great
      ii. Overthrow of Nanda rulers by Chandragupta

   E. Greco-Bactrian Empire (c.163 - c.150 B.C.)
   F. Kushan Empire (c.78 - c.227 A.D.)
   G. Time of upheaval (c.227 A.D. - c.327 A.D.)
   H. The Gupta Empire (c.320 A.D. - c.535 A.D.)
      i. Golden Age of India
      ii. Peace and prosperity

   I. Invasion by the Huns
      i. Decline of Gupta Empire
      ii. Centuries of war and disunity
      iii. Decline of Indian culture

10. Geography of India
    A. Subcontinent - Isolated
        i. Himalaya mountains
        ii. Arabian Sea and Bay of Bengal
    B. Two great river systems
        i. Indus
        ii. Ganges
    C. Climate
        i. Monsoons
        ii. Heat
11. Major Religions of India
A. Hinduism
   i. Caste system
   ii. Reincarnation
   iii. Karma
B. Buddhism (Middle Way)
   i. Four Noble Truths
   ii. Reincarnation
   iii. Nirvana
   iv. Opposition to caste system

12. Contributions of Classical India
A. Religion
   i. Hinduism
   ii. Buddhism
B. Sanskrit
C. Concept of zero
D. Decimal System
E. Medicine
   i. Surgery
   ii. Sterilization

13. Decline of Classical India
A. Invasion by the Huns
B. Lack of unity among Indian states
C. Lack of strong leaders and government
D. Isolation

A. Chou dynasty (1028 - 256 B.C.)
   i. Feudal states
   ii. Settlement of the Yangtze River Valley
   iii. Era of warring states
B. Chin dynasty (221 - 207 B.C.)
   i. Harsh and absolute rule
   ii. Centralization of government
   iii. Uniform tax system
   iv. Great Wall of China
C. Han dynasty (200 B.C. - 220 A.D.)
   i. Expansion
   ii. Civil service system
   iii. Decline of power of the landowners
   iv. Pax Sinica
   v. Introduction of Buddhism
D. Period of Six Dynasties (220 - 589 A.D.)
   i. Invasion of the Huns
   ii. Stagnation of science, art, trade
E. Sui dynasty
   i. Drove out Huns
   ii. Reunited China
   iii. Grand Canal
      a. Connected Yangtze River and Hwang Ho
      b. Extended to link Northern and Southern China
F. Tang dynasty (618 - 906 A.D.)
   i. Golden Age
   ii. Time of peace
   iii. Emphasis on education and the arts
G. Disunity and civil war (906 - 960 A.D.)

15. Geography of China
A. Natural borders isolated China
B. Natural barriers isolated different parts of China
   i. Northern China
      a. Dry
      b. Main crop: wheat
   ii. Southern China
      a. Monsoons
      b. Main crop: rice

16. Teachers
A. Confucius
   i. Correct behavior towards others
   ii. Respect for elders and ancestors (filial piety)
   iii. Teachings based on Confucianism
   iv. Strong dislike for change
   v. Good government
B. Lao-Tse
   i. Stress on nature and inner peace
   ii. Emphasis on nature shaped science and technology
   iii. Teachings - basis of Taoism
C. Buddhism
   i. Originated in India
   ii. Provided consolation in times of crisis
   iii. Offered an escape from hardships of life

17. Contributions of Classical China
A. Printing
B. Gunpowder
C. Philosophy
D. Silk
E. Porcelain
F. Paper
G. Civil Service examinations

18. Origin and Development of Greek Civilization
A. Island of Crete - Minoan Civilization (2000 B.C. - 1400 B.C.)
B. Achean Civilization
   i. Mycena
   ii. Troy
C. Dark Age - Invasion by the Dorians (1100 B.C. - 750 B.C.)
   i. Destroyed Aegean and Cretan settlements
   ii. Absorbed Aegean and Cretan culture
D. Rise of city-states (Hellenic period)
E. Persian Wars
F. Peloponnesian Wars
G. Hellenistic Period
H. Conquest of Greece by Romans
   i. Geography
      a. Mediterranean
      b. Islands close together
      c. No river valleys
      d. Scarcity of food
         (1) Fishermen
         (2) Traders
         (3) Sailors
         (4) Colonizers

19. City-State
A. Definition
B. Leading city-states
   i. Sparta
   ii. Athens

20. Factors For and Against Unification
   A. For
      i. Same language
      ii. Common religion
      iii. Common trading interest
   B. Against
      i. Mountains divided country into isolated communities
      ii. Various city-states developed different types of governments
      iii. Greeks loved independence and individual freedom

21. Governments of City-States
   A. Limited monarchy
   B. Oligarchies
   C. Totalitarianism - Sparta - Military dictatorship
      i. Political rights to landholding aristocrats only
      ii. Military training for males from age seven
      iii. Women trained in patriotic devotion
      iv. State discouraged new ideas and discussion
      v. Sparta was a "closed state"
      vi. Women considered equal to men.
   D. Democracy - Athens
      i. Power laid in the assembly
      ii. Justice in the hands of large juries made up of citizens
      iii. Citizens were paid for public service
      iv. Liberal education was stressed
      v. Emphasis on the arts and literature
      vi. Women, foreigners, and slaves could not be citizens

22. Hellenistic Period
   A. Definition
   B. Time span

23. Major Figures During the Hellenistic Period
   A. Philip of Macedon
      i. Conquest of Greek city-states except Sparta
      ii. Combined city states into Hellenic League
   B. Alexander the Great
      i. Goal - to create a united world empire
      ii. Policy of cultural fusion
      iii. Conquered much of Asia Minor, Syria, Egypt, Persia; up to Indus Valley

24. Contributions of Classical Greece
   A. Literature
      i. Poetry
         a. Homer
         b. Sappho
      ii. Drama
         a. Sophocles
         b. Euripides
         c. Aeschylus
         d. Aristophanes
   B. History
      i. Herodotus
      ii. Thucydides
      iii. Mythology

25. Origin and Development of the Roman Republic
   A. Beginnings of Roman History
      i. Latins
      ii. Etruscans
   B. Establishment of the Roman Republic
   C. Expansion of the Roman Republic
      i. Unification of Italy
      ii. Punic Wars
      iii. Conquest of the Mediterranean world
         a. Macedonia
         b. Syria
         c. Egypt
         d. Greece

26. Map of the Expansion of Rome

27. Roman Republic
   A. Government
      i. Senate
      ii. Assembly
      iii. Council
   B. Culture
      i. Two-class society
         a. Patricians
         b. Plebians
      ii. Extended family - basic social unit
      iii. Education - emphasized history
      iv. Women were citizens
      v. Religion - polytheistic

28. Decline of the Roman Republic
   A. Problems caused by rapid expansion
   B. Power struggle among various social groups
   C. Period of civil war
   D. First Triumvirate
      i. Defeat of Pompey and Crassus
      ii. Caesar becomes military dictator
   E. Second Triumvirate
29. Major Emperors of the Roman Empire
   A. Augustus
      i. Pax Romana began
      ii. Stimulation of trade; encouragement of culture
   B. The Julian emperors
   C. Control of emperors by the army
   D. The last emperors
      i. Nerva
      ii. Trajan
      iii. Hadrian
      iv. Antoninus Pius
      v. Marcus Aurelius - end of Pax Romana
   E. Diocletian and Constantine
   F. Decline of the Empire
      i. Weak and corrupt rulers
      ii. Heavy taxation
      iii. Weak army
      iv. Decline of morals
      v. Impossible conditions for the peasant class
      vi. Barbarian Invasions

30. Contributions of the Romans
   A. Preservation of Greek culture
   B. Science
      i. Engineering (bridges, roads, aqueducts)
      ii. Military science
   C. Literature
      i. Cicero
      ii. Virgil
      iii. Horace
      iv. Ovid
   D. Roman Law - Government
      i. Justinian Code
      ii. International law
   E. The Latin language
   F. Christianity

31. Christianity
   A. Origins
      i. Weakening of the Roman Empire
      ii. Jesus as successful teacher
      iii. Religion made popular by teaching of Paul
   B. Basic tenets
      i. All people equal in the sight of God
      ii. Belief in the idea that a better life would come after death
      iii. Jesus as Messiah who would lead Jews to freedom from Roman rule

32. Elements in Development of Christianity
   A. Persecution
      i. Refusal to worship Roman emperor
      ii. Refusal to join Roman army
      iii. Used as scapegoat when political and economic conditions were bad
   B. Tolerance
      i. Martyrdom bred respect
      ii. Constantine - Edict of Milan

33. Middle Ages
   A. Early Middle Ages (500 - 1000 A.D.)
      i. Middle Ages, including the Feudal period (1000 - 1500 A.D.)
   B. Feudalism
      i. Social and political structure
         a. King
         b. Lords
         c. Knights
         d. Serfs
         e. Freemen
      ii. Economic structure
         a. Agricultural base
         b. Manor - center of social and economic life
         c. Build system

34. Early Middle Ages
   A. Invasion of Rome by German tribes
   B. Invasion of France and Spain by German tribes, the Franks
   C. Muslim defeat of Franks
   D. Frankish defeat of Muslims
   E. Charlemagne crowned and Western Roman Empire reunited
   F. Roman Empire divided after Charlemagne's death into England, Germany, Italy

35. Feudalism
   A. Social and political structure
      i. King
      ii. Lords
      iii. Knights
      iv. Serfs
      v. Freemen
   B. Economic structure
      i. Agricultural base
      ii. Manor - center of social and economic life
      iii. Build system

36. Medieval Church
   A. Unifying force throughout Europe politically, economically, socially
   B. Importance of salvation

37. Crusades
   A. Purpose of the four major crusades
   B. Results

38. Cultural Achievements
   A. Literature
      i. Epics of the period
         a. King Arthur
         b. Song of Roland
         c. Nibelungenlied
      ii. Ballads, including Robin Hood
      iii. Fables
      iv. Drama
         a. Mystery plays
         b. Miracle plays
         c. Morality plays
         d. Chaucer
   B. Science
      i. Alchemy
      ii. Earth-centered universe
      iii. Advances in technology
         a. Windmill
         b. Clocks
         c. Lenses for glasses
         d. Glass for windows and mirrors
         e. Printing press (Gutenberg)
   C. Philosophy
      i. Scholasticism
      ii. Thomas Aquinas
   D. Church Architecture
   E. Education
      i. Popular languages replaced Latin
      ii. Education in the hands of the Church
      iii. Origin of the university system
39. Decline of Medieval Society
A. Black death following weakening of foundations of Medieval society
B. Babylonian Captivity and Great Schism undermine Church
C. Strengthening of English and French governments

40. Formation of the Byzantine Empire
A. Roman Empire too unwieldy to rule
B. Divided into Eastern and Western empires

41. Strengths of the Byzantine Empire (Eastern)
A. Centralized government
B. Skillful diplomacy
C. Military strength and sophistication
D. Economic strength came from diversity: agriculture, manufacturing, trade

42. Byzantine Heritage
A. Blended Roman, Christian, Greek and Middle Eastern influences
B. Preserved Roman law which formed the basis of many modern European legal systems
C. Preserved Classical Learning
D. A split from Roman Catholic Church; created Eastern Orthodox Church that was transmitted to Greeks
E. Greek monks Cyril and Methodius created the Cyrillic alphabet

43. Fall of Byzantine Empire
A. Its wealth brought many jealousies and battles
B. Muslim overthrow of Constantinople

44. Islam
A. Muhammad - founder
B. Koran - holy book
C. Four obligations:
   i. Prayer five specific times of the day (recitation of Muslim Creed)
   ii. Alms to the poor
   iii. Pilgrimage to Mecca
   iv. Fasting during Ramadan

45. Map of Expansion of Islam

46. Muslim Empire
A. Government and economy
   i. Caliphs
   ii. Caliphates united by trade and commerce
B. Culture
   i. Learning
      a. Koran focus of scholarship
      b. Translation of ancient Greek philosophy and science
   ii. Sciences
      a. Perfected techniques of diagnosing and treating diseases
      b. Advanced algebra and trigonometry
      c. Advanced chemistry and astronomy
   iii. Art
      a. Architecture
      b. Carpets, tiles, fabrics
   iv. Literature
      a. Rubaiyat
      b. A Thousand and One Nights

47. Comparison of the Three Major Religions
A. Similarities
   i. All monotheistic
   ii. All believe in a judgment day
   iii. All believe Abraham, Moses, and Jesus were great prophets
B. Differences
   i. Jews and Muslims do not believe Jesus is son of God
   ii. Christians and Muslims actively seek converts; Jews do not
   iii. Jews and Muslims do not allow human images to be made; Christians have both statues and icons

48. African Kingdoms
A. Western
   i. Ghana
   ii. Mali
   iii. Songhai
B. Eastern
   i. Kush
   ii. Aksum
C. Southern - Zimbabwe
D. Trade - caravans versus the sea
E. Language - beginning of Swahili
F. Art and music

49. Role of Islam in Africa
A. More appealing than Christianity
B. Diffused in each country as assimilated

50. European Interest in Africa - Trade
A. Gold - Salt
B. Ivory
C. Iron

51. Major Indian Civilizations in the Americas
A. North American
   i. Eskimos - Alaska (Inuits)
   ii. Pueblos - Southwest
   iii. Iroquois or Five Nations - East Coast
B. South American
   i. Mayans - Guatemala to Mexico
   ii. Aztecs - overthrew Mayans in Mexico
   iii. Incas - Peru

52. Life, Culture, Accomplishments of Indians
A. Eskimos
   i. Hunted and fished
   ii. Tools of bone and ivory
   iii. Homes of ice, wood, sod, or stone
   iv. No central government
   v. Religion emphasized working with nature
B. Pueblos (Including Hopi and Zuni)
   i. Farmers
   ii. Developed complex system of irrigation
   iii. Stone homes of adobe
   iv. Government included elected officials and council of elders
   v. Religion taught people to live in harmony with nature
   vi. Fought only if survival at stake
C. Mayans
   i. Farmers and traders
11. Lived in city-states
12. Horses of wooden thatch
13. Theocratic government - built huge stone pyramids
14. Polytheistic religion - built huge stone pyramids
15. Culture
   a. Jewelry and statuary
   b. Astronomy and mathematics
   c. Ritual ball games

Aztexcs
1. Farmers, traders, conquerors
2. Adobe houses
3. Government
   a. Emperor - supreme power
   b. Officials appointed to administer justice, regulate trade
4. Religion
   a. Polytheistic
   b. Large number of priests and ceremonies
   c. Human sacrifice
   d. Calendar like religious text
   e. War as important as religion

Incans
1. Farmers, weavers
2. Absorbed conquered peoples
   a. Highly organized government
   i. Absolute Emperor
   ii. Government control of all aspects of life
      (1) Agriculture
      (2) Commerce
      (3) Religion
   b. Complex communications
   c. Sophisticated mode of transportation
   d. No system of writing
      (1) Culture memorized
      (2) Statistical information kept on knotted cords
3. Polytheistic Religion
   a. Priests interpreted will of gods
   b. Human sacrifices on special occasions only

Effects of Muslim Rule in India
1. Great tensions between the two religions
   i. Antithetical beliefs
   ii. Conversion of Hindus
   iii. Non-believer tax
   iv. Use of the dome and the arch
      Irrigation system introduced
   v. Decline in Hindu Art
   v1. Turkish Empire (1526 - 1750)
   v2. Reign of Akbar
      i. Tried to unify country
      ii. Allowed policy of religious toleration
   v3. Successors reverted back to intolerance
   Civil war among Hindu princes

Mughals and Sung Dynasties
1. Efficient civil service system
2. Confucian,巴士一般 tolerated Buddhism
3. China unified under Sung
4. Social aspects
   i. Eighth century - Printing invented
   ii. 1050 - used movable type
5. Invented and used gunpowder and explosive rockets
6. Developed magnetic compass
7. Perfection of manufacturing of porcelain and unusual glazes
8. Literature, especially poetry, important
9. Landscape painting reached its high point
10. Footbinding introduced at court

55. The Mongols in China
   A. Positive aspects - contact with foreigners
      i. Built great highways
   B. Negative aspects
      i. Mongol attacks killed more than five million people

56. The Mongols in China
   A. Positive aspects - contact with foreigners
      i. Built great highways
   B. Negative aspects
      i. Mongol attacks killed more than five million people
      ii. After Kublai's death China was weak
         a. Famine
         b. Inflation

57. Ming and Manchu Dynasties
   A. Ming
      i. Revival of civil service system
      ii. Confucian scholars' influence regained
      iii. Isolation from the West
      iv. Tightly regulated travel and trade
      a. Canton
      b. Macao
   B. Manchu (from Manchuria)
      i. Conflict between Manchu and Chinese customs and languages
      ii. Opium War - pressure from the West
      iii. Taiping Rebellion - peasant uprising
      iv. Imperialism: Russia, Japan, Germany, France, Britain - spheres of influence
      v. Boxer Rebellion

58. Japan
   A. Geography
      i. Four large islands; 3000+ small islands
      ii. Isolation discouraged invasion
      iii. Close enough to mainland to borrow ideas from other civilizations
   B. Map

59. Development of Japanese culture
   A. Strong reverence for emperor
   B. Strong reverence for nature
   C. Religions
      i. Shintoism
      ii. Buddhism
   D. Influences from Chinese (transmitted by Koreans)
      i. Adopted written language
      ii. Adopted efficient government and codes of law
      iii. Roads engineering
      iv. Weights and measures
      v. Clothing and furniture design
      vi. Calligraphy
      vi1. Temple architecture

60. Japanese Feudal System
   A. Emperor
   B. Samurai class.
1. Shogun (actual ruler)
2. Daimyo (great landowners)
3. Vassals and samurai soldiers (held land granted by daimyo or shogun)
4. Ronin (samurai without lords)
C. Peasants and artisans
D. Merchants

61. Decline of Feudalism
A. Rapid growth of towns
B. Increase in trade and commerce
C. Extension of power of kings

62. Development of England and France
A. England - a nation-state
   i. Early steps toward unity
      a. William the Conqueror
         (1) Forced allegiance of nobles
         (2) Set up strong central government
      b. Henry II
         (1) Started jury system
         (2) Improved court system/English common law
         (3) Royal courts increased king's power
      c. King John - the Magna Carta
      d. King Edward I
         (1) Development of Parliament
         (2) Redress of grievances
   ii. Wars promote unity
      a. The Hundred Years' War
      b. The War of the Roses
   iii. Tudor reign
B. France - a nation-state
   i. Capetians kings - developed a strong monarchy
   ii. The Hundred Years' War
      a. Joan of Arc
      b. Rise of nationalism
   iii. Bourbon reign

63. Nation-States
A. Spain
   i. Expulsion of the Moors
   ii. Rule of Ferdinand and Isabella
   iii. Acquisition of New World empire
B. Portugal
   i. Expulsion of the Moors
   ii. Reign of Alfonso I
C. Russia
   i. Ivan III - overthrew Mongols
   ii. Ivan IV - expanded Russia's borders

64. Failure of Germany and Italy to become nation-states
A. Setting up of Holy Roman Empire
B. Ambition of German emperors
C. Constant wars between Germany and Italy

65. Renaissance
A. Definition
B. Origins in Northern Italy (14th Century)
   i. Wealth supported arts and learning
   ii. Greek and Byzantine scholars came to Italy
   iii. Political conditions promoted individualism

66. Humanism
A. Definition
B. Characteristics
   i. Critical spirit toward the Church
   ii. Enthusiasm for life
   iii. Interest in Latin and Greek classics
C. Francesco Petrarch
D. Giovanni Boccaccio

67. Renaissance Figures
A. Writers and their influence
   i. Dante Alighieri
   ii. Desiderius Erasmus
   iii. William Shakespeare
   iv. Miguel Cervantes
   v. François Rabelais
   vi. Michel Montaigne
B. Artists and their influence
   i. Michelangelo Buonarroti
   ii. Raphael (Raffaello Santi)
   iii. Leonardo da Vinci
   iv. Rembrandt van Rijn
   v. El Greco (Domenico Theotocopoulos)
C. Political theorists and their influence
   i. Niccolo Machiavelli
   ii. Sir Thomas More

68. Protestant Reformation
A. Religious causes
   i. Corruption and immorality
   ii. Inquisition
   iii. Popes involved in politics
B. Political causes
   i. Monarchs jealous of wealth and power of the Church
   ii. Monarchs resented Church interference
C. Economic causes
   i. Middle class opposed heavy Church taxes
   ii. Merchant class against Church policy of interest
   iii. Kings envious of Church's large land holdings
D. Intellectual causes
   i. Renaissance
   ii. Commercial revolution

69. Figures of the Protestant Reformation
A. Martin Luther
   i. Sale of indulgences
   ii. Ninety-five theses
   iii. Rise of Lutheranism
B. John Calvin
   i. Predestination
   ii. Righteous life
   iii. Spread of Calvinism
      a. Presbyterian Church in Scotland
      b. Puritans in England
      c. Huguenots in France
C. Henry VIII - the Anglican Church

70. Counter-Reformation
A. Definition
B. Council of Trent
C. Jesuits
71. Conflict Between Catholicism and Protestantism
   A. Religious wars
   B. Kings became absolute
   C. Middle class became influential
   D. Christianity split into Catholic and Protestant branches

72. Russia Under the Romanovs
   A. End of the Time of Troubles
   B. Peter the Great
      i. Westernization
      ii. Expansionism
      iii. Strengthening of absolutism
   C. Catherine the Great
      i. Expansionism
         a. Territory on the Black Sea
         b. Partition of Poland
      ii. Increased serfdom

73. Prussia Under Hohenzollern
   A. Frederick William I
      i. Built army
      ii. Encouraged migration to Prussia
   B. Frederick the Great
      i. Invasion of Silesia
      ii. War of the Austrian Succession
      iii. Seven Years’ War

74. European Exploration of the New World
   A. Reasons
   B. Nations involved

75. Changes As a Result of Exploration
   A. Economic changes
      i. Rise of capitalism
      ii. Joint-Stock company
      iii. Mercantilism
      iv. Growth of banking
      v. Changes in trade
   B. Political changes
      i. Establishment of overseas empires
      ii. Rivalry led to wars
      iii. Decline in power of feudal lords and guilds

76. Effects of Colonialization
   A. Indians
      i. Destruction of Indian civilization
      ii. Christianization of Indians
      iii. Enslavement of Indians
      iv. Intermarriage
   B. Africans
      i. Slave trade
      ii. Plantation system
      iii. Intermarriage

77. Age of Enlightenment - Age of Reason
   A. Definition
   B. Time period
   C. Major thinkers
      i. Scientists
         a. Nicholas Copernicus

78. Influence of Enlightenment Thinkers
   A. English Revolution
   B. American Revolution
   C. United States Constitution
   D. French Revolution

79. England from 1603 to 1688
   A. Issues leading to Civil War
      i. James I
         a. Economic difficulties
         b. Religious difficulties
         c. Political difficulties
      ii. Charles I
         a. Divine right
         b. Parliament
         c. Scottish rebellion
   B. Civil War (1642-49)
      i. Cavaliers vs. Roundheads
      ii. Execution of Charles I
   C. Commonwealth under Cromwell
      i. Ended parliament
      ii. Established military dictatorship
   D. Restoration
      i. Charles II
      ii. Limited monarchy
   E. Glorious Revolution
      i. James II
      ii. William III and Mary
      iii. Reforms
         a. English Bill of Rights
         b. Toleration Act
         c. Succession Act - Act of Settlement

80. Definition of “Revolution”
81. American Revolution
A. Causes
   i. Distance
   ii. Mercantilism
   iii. New colonial policy
   iv. Interpretation of English laws
B. Results
   i. United States of America
   ii. Creation of a republican form of government
   iii. Model for other revolutions

82. Definition of Terms
A. "Radical"
B. "Moderate"
C. "Conservative"

83. Eighteenth Century France
A. Causes of the French Revolution
   i. Absolutism in government
   ii. Inequality among classes
   iii. Unequal and heavy taxation
   iv. Conflict between the Estates-General and the king
   v. Bankruptcy
B. French Revolution
C. End of the Old Regime
   i. Constitutional monarchy
   ii. War with Austria and Prussia
   iii. "Second" revolution
D. France becomes a republic
   i. Beheading of Louis XVI
   ii. Reign of Terror

84. Rise of Napoleon
A. Execution of Robespierre
B. Setting up of a new constitution
C. Government under the Directory
   i. Corruption
   ii. Weaknesses and inefficiency
   iii. Bankruptcy
D. Overthrow of the Directory by Napoleon

85. Napoleon in Triumph and Defeat
A. Domestic policy
   i. Absolute dictator
   ii. Napoleonic Code
   iii. National Bank of France
   iv. Government run schools
   v. Concordat of 1801
B. Foreign policy
   i. Napoleonic Wars
      a. Extended empire to Russia
      b. Continental system
   ii. Napoleon becomes "Master of Europe"
C. Downfall of Napoleon
D. Legacy of the revolution and Napoleon
   i. France
      a. End of feudalism
      b. Written constitution limiting king's authority
      c. Ideas of liberty, equality, and fraternity
      d. Army spread revolutionary principles

86. Independence in Latin America
A. Spain's defeat by Napoleon
B. Emergence of revolutionary leaders
   i. Jose de San Martin
   ii. Simon Bolivar
C. The Monroe Doctrine

87. Political Instability in Latin America
A. Poverty
B. Illiteracy
C. Class distinctions
D. Unstable governments
   i. Lack of political training of leaders
   ii. Corrupt dictatorships

88. Unification of Germany and Italy
A. Germany
   i. German Confederation formed in 1815
   ii. Prussia becomes leading state
   iii. Setting up of Zollverein
   iv. Uprisings in 1848
   v. Bismarck becomes Prime Minister of Prussia
   vi. The Danish War
   vii. The Seven Weeks War
   viii. Northern German Confederation was established
   ix. Southern German states joined Prussia in Franco-Prussian War
   x. All German states united to form the German Empire
B. Italy
   i. The Carbonari and other secret societies led unsuccessful revolts
   ii. Resurrection - Mazzini
   iii. 1848 Mazzini set up republics in Venice and Rome
   iv. Sardinia granted a constitution
   v. Cavour becomes premier of Sardinia
   vi. Sardinia defeated Austria
   vii. Garibaldi takes Sicily and Naples
   viii. Kingdom of Italy proclaimed
   ix. Italy gains Venetia from Austria
   x. Rome becomes capital of unified Italy

89. Effects of Nationalism After 1815 (Metternich Era)
A. Congress of Vienna
   i. Restoration of monarchies
   ii. Territorial redistribution
   iii. Disregard for nationalism
B. Concert of Europe
C. Subsequent revolutions
   i. Greece
   ii. France
   iii. Belgium
   iv. Spain
   v. Portugal
   vi. Italy
   vii. Austria
   viii. Germany
90. Instability in Southern and Eastern Europe
A. Agriculturally based economies
B. Poverty, illiteracy, and disease
C. Unstable, corrupt governments
D. Desire for self-determination

91. Industrial Revolution in Great Britain
A. Definition
B. Causes
   i. Discovery of new lands
   ii. Belief in science and scientific method helped stimulate invention
   iii. Because of the Commercial Revolution, merchants needed to invest their surplus capital
   iv. Increase in production of raw materials such as cotton, wool, coal, iron
   v. England - home of the Industrial Revolution
      i. Rich in raw materials
      ii. Wealthy men in England with capital to invest
      iii. Location cut off England from continental wars
      iv. Growing labor supply
      v. Government encouraged science and the application of new methods to industry
   vi. Spread to other industries
      a. Iron, steel, coal
      b. Power sources
         (1) Steam engine
         (2) Water wheel
      c. Transportation
         (1) Steamboat
         (2) Steam locomotive
      d. Communication
         (1) Telephone
         (2) Telegraph
   vii. Rise of the factory system
   viii. Application of science to industry
   ix. Rise of capitalism

92. Significance of the Industrial Revolution
A. Economic
   i. Machine the key factor in production
   ii. Factory center of production
   iii. Increase production by worker resulted in increase in wages leading to higher standard of living
   iv. Jobs became more simple and monotonous
   v. Workers became more dependent on employers, and less secure
   vi. Modern capitalism replaced the domestic system of production
   vii. Working conditions were bad
   viii. Labor unions were organized
   ix. Labor unions and capitalists engaged in economic warfare
   x. International trade was greatly increased

B. Social
   i. A higher standard of living eventually resulted in rapid growth of cities
   ii. Urban centers had serious social problems
   iii. Women and children entered industry
   iv. Increased leisure time
   v. Industrialized nations became the leaders of the modern world
   vi. In order to obtain markets and raw materials, capitalist nations became imperialistic

93. Alternatives for the Problems of Industrialization
A. Growth of labor unions
B. Labor legislation
C. The socialist movement
   i. Utopia socialism
      a. Robert Owen
      b. Charles Fourier
   ii. Scientific socialism - Karl Marx
   iii. Formation of socialist political parties
D. Expansion of democracy
   i. Universal male suffrage
   ii. Women's right to vote
   iii. Public education
   iv. Mass-circulation newspapers
   v. Movement toward welfare state
E. Major philosophers

94. Major Achievements During the 1800's
A. Science
   i. Louis Pasteur
   ii. Robert Koch
   iii. Eli Hethnichoff
   iv. Walter Reed
   v. Joseph Lister
   vi. Marie Curie
   vii. Charles Darwin
   viii. Gregor Mendel
   ix. Sigmund Freud
B. Art
   i. Romanticism in painting
      a. Eugene Delacroix
      b. Francisco Goya
      c. John Constable
      d. Jean Corot
   ii. Impressionism in painting
      a. Edouard Manet
      b. Claude Monet
      c. Pierre Renoir
      d. Paul Cezanne
      e. Paul Gauguin
   iii. Architecture - Skyscraper
C. Music
   i. Ludwig van Beethoven
   ii. Franz Schubert
iii. Felix Mendelssohn  
iv. Frederic Chopin  
v. Richard Wagner  
vi. Gluseppe Verdi  
vii. Peter Ilich Tschaikovsky

Literature

1. Romantic period (c. 1800 - 1840)
   a. William Wordsworth  
b. Lord Byron  
c. Victor Hugo  
d. Alexander Dumas  
e. Heberich Heine  
f. Alexander Pushkin  
g. James Fenimore Cooper  
h. Edgar Allen Poe

2. Age of Realism (c. 1840 - 1900)
   a. Charles Dickens  
b. Thomas Hardy  
c. Rudyard Kipling  
d. Honoré De Balzac  
e. Gustave Flaubert  
f. Fiodor Dostojevsky  
g. Leo Tolstoy  
h. Mark Twain (Samuel Clemens)
   i. Walt Whitman

Definition of "Imperialism"

In Asia, Africa, Latin America

British Rule in India
   i. Establishment of British rule
   ii. Defeat of the French at Aassy in 1757 by Robert Clive
   iii. Rule of the British East India Company
   iv. India part of the British Empire

Positive effects
   i. Unified India
   ii. Improved agricultural methods
   iii. Schools, roads, hospitals

Negative effects
   i. Indian handicraft industry disappeared
   ii. Shortages of food
   iii. Discrimination
   iv. Exploitation

Imperialism in China in 1800's

Reasons
   i. Excellent potential market
   ii. Undeveloped resources
   iii. Profitable trade
   iv. Weak and corrupt government

Spheres of Influence
   i. Great Britain
   ii. France
   iii. Russia
   iv. Japan
   v. Germany

C. Chinese reaction
   i. Boxer rebellion
   ii. Revolution of 1912

99. Imperialism in Southeast Asia

A. Nations Involved
   i. Great Britain
   ii. France
   iii. Russia
   iv. Netherlands
   v. United States

B. Reasons
   i. Spices - tea, coffee, sugar
   ii. Mineral resources
   iii. Stopover ports to the Far East

100. Japan in the 1800's

A. The opening of Japan to trade
   i. Commodore Perry
   ii. Trade agreements with the United States
   iii. Trading agreements with other Western nations

B. Effects of foreign influence
   i. Modernization of Japan
      a. End of feudalism
      b. Political changes
      c. Economic changes
   ii. Rise of Japanese imperialism
      a. Reasons
         (1) Need for raw materials and markets
         (2) Overpopulation
         (3) Nationalism
      b. Conquests
         (1) Sino-Japanese War
         (2) Russo-Japanese War

101. Imperialism in Africa

A. Reasons
   i. Need for raw materials and markets
   ii. Investing surplus capital
   iii. Outlets for population
   iv. Nationalism
   v. Rivalry among European nations for empires
   vi. Christianizing the population
   vii. Need for labor

B. Map of Africa
   i. Belgian possessions
   ii. British possessions
   iii. French possessions
   iv. German possessions
   v. Italian possessions
   vi. Portuguese possessions
   vii. Spanish possessions

102. Impact of Imperialism in Africa

A. Positive effects
   i. Did away with slavery and tribal warfare
   ii. Increased literacy
   iii. Built cities and industry
   iv. New farming methods

37
103. Imperialism in Latin America
   A. Reasons
      i. Important natural resources
      ii. Governments were unstable
   B. United States' role
      i. Monroe Doctrine
      ii. Spanish-American War
      iii. Roosevelt Corollary
      iv. Panama Canal

104. Definition of the Term "Alliance"

105. Reasons for European Alliances
   A. To maintain balance of power
   B. For protection in case of war

106. Major Causes of World War I
   A. Nationalism
   B. Imperialism
   C. Militarism
   D. Alliances
   E. International anarchy

107. Role of the United States in World War I
   A. Supplied food, munitions and military power
   B. Sent expeditionary force
   C. Helped crack German resistance during Allied counter offensive in 1918

108. Wilson's Fourteen Points
   A. Rationale - "peace without victory"
   B. Major proposals

109. Treaty of Versailles
   A. Major powers involved
   B. Major provisions
   C. Effects of treaty
      i. Violations of nationalism
      ii. Inflation
      iii. War debts and reparations
      iv. Rise of dictatorships

110. Maps of Europe
   A. Before World War I
   B. After World War I

111. Definition of "Communism"

112. Factors Leading to the Development of Marxist Thought
   A. Problems created by industrialization
   B. Laissez-Faire capitalism

113. Tenets of Marxism
   A. Class struggle
   B. Dialectical materialism
   C. Surplus theory of value
   D. Economic interpretation of history
   E. Dictatorship of the proletariat
   F. Withering away of the state

114. Events Leading to the March 17 Revolution
   A. Autocratic rule of the Czars
   B. Class distinction
   C. Censorship and religious persecution
   D. Coming of the Industrial Revolution
   E. Russo-Japanese War
   F. Revolution Of 1905
   G. World War I
   H. Abdication of the Czar

115. Lenin's Communism
   A. Nationalization of the means of production and distribution
   B. Abolition of capitalism
   C. Establishment of atheism
   D. Communist party control of the government and the economy
   E. Abolition of class distinctions
   F. New economic policy

116. Stalin
   A. Industrialization (Five Year Plans)
   B. Establishment of totalitarian state
   C. Support of the Comintern
   D. Role in World War II

117. Post Stalin Leaders
   A. Nikita Krushchev
      i. Destalinization
      ii. Peaceful coexistence
      iii. Satellite rebellions
   B. Leonid Brezhnev
      i. Brezhnev Doctrine
      ii. Detente
      iii. Rise of dissidents
      iv. SALT
   C. Yuri Andropov

118. U.S.S.R. Compared to U.S.A.
   A. Political systems
      i. Political parties
      ii. Governmental processes
   B. Comparison of life styles
      i. Family life
      ii. Education
      iii. Religion
      iv. Social services
      v. The arts
      vi. Human rights

119. Western Europe After World War I
   A. Great Britain
      i. Economic problems
         a. Decline in trade
1. Loss of foreign markets
2. Unemployment and labor unrest
3. War debt

ii. Political changes in the Empire
   a. British colonies demanded self-government
   b. Establishment of the British Commonwealth of Nations

B. France
   i. Economic problems
      a. Inflation
      b. Unstable currency
      c. War debt
      d. Problems of reconstruction
   ii. Political unrest
      a. Extremist groups
         1) Monarchists and Fascists
         2) Communists
      b. Coalition government in mid 1930's

C. Germany
   i. Establishment of Weimar Republic
      a. Constitution included democratic features
      b. President was given emergency powers
      c. Coalition government - due to many political parties
   ii. Economic problems
      a. War debts
      b. Inflation

120. Eastern Europe and Asia After World War I
A. Problems of newly established nations
   i. Many nationalities
   ii. People poorly educated
   iii. Low standard of living
   iv. Agrarian economy
   v. High tariffs
   vi. No experience in self government
B. Problems leading to political instability
   i. Czechoslovakia maintained democracy
   ii. Other Eastern European countries accepted dictatorship
C. Asia
   i. Revolution in Turkey
      a. Kemal Attaturk becomes dictator
      b. Began move toward Westernization
   ii. Unrest in the Middle East
      a. Nations become mandates
      b. The Balfour Declaration
      c. Reza Shah comes to power in Persia
   iii. Turmoil in China
      a. The Nationalists (Kuomintang) against the Communists
      b. Japan expands into China
   iv. India
      a. Rise of nationalism
      b. Gandhi - Civil disobedience

122. Definitions
A. Totalitarianism
B. Fascism
C. Nazism

123. Rise of Dictators
A. Mussolini
   i. Conditions which made fascism possible
      a. Economic chaos
      b. Weakness of parliamentary government
      c. Nationalism
      d. Revolutionary agitation
         1) Workers seized factories
         2) Peasants rioted and seized land
   ii. Mussolini's rise to power
      a. Followers organized into semi-military groups
      b. Fascists seized control of towns and cities throughout Italy
      c. March on Rome
      d. Mussolini named prime minister
B. Hitler
   i. Conditions which made nazism possible
      a. Weakness of Weimar Republic
      b. Economic problems
      c. Nationalism
   ii. Hitler's rise to power
      a. Establishment of National Socialist Party
      b. Nazi Party becomes largest single party in Germany
      c. Hitler appointed Chancellor
      d. Hitler takes control of Germany - The Third Reich
C. Franco
   i. Conditions which led to the rise of Franco
      a. Instability under constitutional monarchy
      1) Violent strikes
      2) Political assassinations
      3) Radical parties
      b. Revolution of 1923
         1) Military dictatorship of General Rivera
         2) King Alfonso XIII - the figurehead
      c. Abdication of the King - Spain a republic
      d. Spanish Civil War
         1) Nationalists led by Franco
         2) Loyalists
         3) Role of other nations
   ii. Franco sets up fascist government

124. Comparison of Isms
A. Similarities
   1. Dictatorships maintained by force
   2. State is supreme
B. Differences
   1. Communism - socialist economy
   2. Fascism - capitalist economy
   3. Nazism - capitalist economy
   4. Fascism and Nazism - nationalistic
   5. Communism seeks international revolution
   6. Communism - classless society
   7. Fascism and Nazism - preserve existing classes
   8. Communism - extreme Left
   9. Fascism and Nazism - extreme Right
   10. Nazism - Racism
125. Definition of "Genocide"

126. Campaign Against the Jews and Other Groups
A. Jews
   i. Expulsions of Jews from government jobs
   ii. Jews forbidden to practice law or medicine
   iii. Nuremburg laws of 1935
   iv. Concentration camps
   v. Mass executions
B. Other groups
   i. Gypsies
   ii. Slavs
   iii. Physically and mentally disabled
   iv. Political prisoners

127. Events Leading to World War II
A. Japanese Invasion of Manchuria
B. Rearmament of Italy
C. Italian Invasion of Ethiopia
D. German Occupation of the Rhineland
E. Rome-Berlin Axis
F. German occupation of Austria
G. German occupation of Sudetenland
H. German occupation of Czechoslovakia
I. German occupation of Poland

128. United States' Role in World War II
A. Neutrality
B. Aid to allies
C. Japanese attack on Pearl Harbor
D. European theatre of operations
E. Pacific theatre of operations
F. China-Burma theatre of operations

129. Results of World War II
A. Treatment of defeated nations
B. Nationalism
C. Establishment of the United Nations
D. Problems of reconstruction
E. Independence of former colonies in Asia and Africa
F. United States and U.S.S.R. emerge as super powers
G. The atomic age
H. The cold war

130. Map of Europe after World War II

131. Definition of the Term "Cold War"

132. Major Events of the Cold War
A. Soviet expansion after World War II
B. Containment and the Truman Doctrine
C. Marshall Plan
D. Military Alliances (NATO, SEATO, and the Warsaw Pact)
E. Berlin Airlift
F. Communist victory in China
G. Korean War
H. Berlin Wall
I. Cuban Missile Crisis

133. Events Leading to the Era of Coexistence
A. Yugoslavia pursues independent course
B. Uprisings in Eastern Europe
C. Adjustment of U.S.S.R. economic policy toward satellites
D. Threat and fear of nuclear war
E. Rivalry between Communist China and U.S.S.R.

134. Definition of "Detente"

135. Major Events During the Era of Detente
A. SALT conferences
B. Proportional reduction of troops from Europe
C. Trade and cultural agreements
D. Human rights

136. Independence Movements in Asia After World War II
A. India
   i. Indian Independence Act of 1947
   ii. Establishment of parliamentary government under Nehru
   iii. Development of industry and modernizing agriculture
   iv. Major problems
      a. Hunger and poverty
      b. Political instability
      v. India's position in world affairs
B. China
   i. Withdrawal of Japanese armies from China
   ii. Civil war
   iii. Creation of People's Republic of China under Mao Tse-Tung in 1949
   iv. "The Great Leap Forward"
   v. The Cultural Revolution
   vi. China's position in world affairs
C. Japan
   i. Military occupation by United States
   ii. Peace treaty of 1951
   iii. Japan restored to the United Nations
   iv. Japan becomes leading industrial power
   v. Japan's position in world affairs

137. Struggle for Independence in Southeast Asia
A. Thailand regains Independence
B. Philippines granted independence by United States
C. Burma and Malaysia granted independence by Great Britain
D. Indonesia
   i. Fight for independence from the Netherlands
   ii. Independence under Sukarno
   iii. Indonesia after Sukarno
E. Indochina
   i. Japanese withdrawal
   ii. French fight to regain control
   iii. Geneva agreement of 1954
   iv. War in Vietnam
      a. American involvement
      b. Aftermath of war
   v. Establishment of Communist rule in Cambodia (Kampuchea)
   vi. Communist rule in Laos
139. Arab-Israeli Conflict Since World War II

A. British withdrawal from Palestine
B. United Nations Partition Plan
C. State of Israel created in 1948
D. War breaks out - 1948
   i. United Nations cease-fire - 1949
   ii. Israel annexation of Arab territory in Palestine
   iii. Arabs deny Israel access to Suez Canal and the Gulf of Aqaba
   iv. Palestinians expelled from Israeli territory
   v. United Nations sets up refugee camps

E. War breaks out - 1956
   i. Nasser takes control of Suez Canal
   ii. Britain, France, and Israel attack Egypt
   iii. United Nations intervenes

F. Six Day War - 1967
   i. Military buildup by Arabs and Israelis
   ii. Israel strikes first
   iii. United Nations arranges cease fire
   iv. Israel gains Golan Heights, the Sinai Peninsula, and the West Bank

G. War breaks out - 1973
   i. Egypt and Syria attack Israel
   ii. United Nations arranges cease-fire
   iii. Israel retains territory

H. Arab oil embargo - 1973

I. Sadaat-Begin peace talks begin - 1978
   i. Peace treaty signed with Egypt - 1979
   ii. Unresolved issues
      a. Palestinian refugees
      b. Return of the West Bank

140. Other Middle East Countries

A. Lebanon gains independence - 1945
   i. Population - Christian and Muslim
   ii. PLO supported by Muslims - use Lebanon as base of operations
   iii. Civil war - 1975
   iv. Israel occupies Lebanon
   v. International peacekeeping force in Lebanon
      a. United States
      b. France
      c. Italy

B. Syria gains independence - 1945
   i. Its power rests with oil pipeline
   ii. Supports the PLO
   iii. Backed by U.S.S.R.
   iv. Syrian troops occupy Lebanon
   v. Syria conflicts with PLO leader Arafat

C. Iraq gains independence - 1932
   i. Large oil reserves
   ii. Kurds versus Muslims
   iii. War with Iran (Persia) over Shatt el-Arab waterway

D. Iran (Persia)
   i. Oil-based economy
   ii. Dictatorship of the Shah backed by United States
      a. Advocated Westernization and modernization
      b. Used power ruthlessly
   iii. Overthrow of Shah by Ayatollah Khomenei.

E. Saudi Arabia
   i. Largest oil reserve in the Middle East
   ii. Strong Islamic tradition
   iii. Oil money used to import Western technology
   iv. Saudi Arabia's role in OPEC

F. Jordan
   i. Pro-Western government
   ii. Accepted Palestinian refugees
   iii. Concern over the West Bank

G. Egypt gains independence - 1936
   i. Strongest Arab country after World War II
   ii. Leader of United Arab Republic
   iii. Sadat's peace negotiations with Israel
   iv. Egypt since Sadat

141. Map of Africa Since World War II

142. Africa After World War II - Growth of Nationalism

A. Political problems
   i. Poorly prepared for self-rule
   ii. Instability
   iii. Ethnic rivalries
   iv. Attempted unity - Organization of African Unity

B. Economic problems
   i. Agrarian economy
   ii. Cash crop
   iii. Need for financial and technical assistance

C. Social Problems
   i. Hunger and starvation
   ii. Poverty
   iii. High mortality rate
   iv. High illiteracy
   v. Rapid population growth
   vi. Urbanization
   vii. Communist-Marxist role in Africa

143. Latin America Since 1945

A. Political problems
   i. Deep division between the Right and the Left
   ii. Power of military since wars of independence
   iii. Instability
   iv. Attempts at unity - Organization of American States
   v. Political repression

B. Economic problems
   i. Deep division between the rich and the poor
   ii. Overpopulation
   iii. One-crop economy
   iv. Need of capital
   v. Uneven distribution of land
   vi. Uneven economic growth
   vii. Limited success of Latin American Free Trade Area (LAFTA)

C. Social problems
   i. Illiteracy
   ii. Poverty
   iii. Unsanitary conditions - disease
D. United States' Role in Latin America - Opposition to Spread of Communism

1. Fidel Castro - Cuba - 1959
   a. Initial support by United States - later withdrawn
   b. Castro turns to U.S.S.R.
   c. Castro's call for other revolutions creates tension
   d. Takamatsu invasion - 1961
   e. Cuban Missile Crisis - 1962

ii. Alliance for Progress
   a. Attempt to improve relations
   b. Economic and social aid

iii. Panama Canal Zone
   a. Issue - Self determination
   b. Treaty negotiated - 1978

iv. Chile
   a. Allende elected - 1970
   b. Nationalization of foreign business
   c. 1973 revolt aided by United States
   d. Junta seizes control

v. Current United States involvement
   a. Nicaragua
   b. El Salvador
   c. Honduras

'New Scientific Revolution'.

A. Definition
B. Major advances
   i. Space exploration
   ii. Computer Revolution
   iii. Medical technology and research
   iv. Hydroponic agriculture
   v. Energy research
   vi. Mass communication
   vii. Performing and fine arts

Problems Created by New Technology

A. Gap between rich and poor nations widens
B. Rising expectations among Third World nations
C. Growth of cities
   i. Pollution
   ii. Mass transportation
   iii. Crime rates
D. Ramification of automation
E. Problems of waste disposal

Today's Global Issues

A. Armaments - nuclear proliferation
B. Terrorism
C. Population
D. Food
E. Energy
F. Human Rights
G. Interdependence
H. Shrinking world resources

Meeting the Challenge

A. Communist perceptions and priorities
B. Democratic perceptions and priorities
C. Third World perceptions and priorities
WORLD HISTORY ---- 9th GRADE

AUDIO VISUAL (Chronological order)

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