



The Complete

World Civilizations I Study Guide

VDOE 2008 SOL

NAME: _____

DATE OF TEST: _____

2008 VDOE Standards of Learning for World Civilizations I

What is this packet?

This guide contains every basic fact and idea you will need to know for the Virginia Department of Education Standards of Learning Test for World Civilizations I. However, this guide is IN NO WAY a substitute for studying instructional materials you have accrued throughout the year.

What should I do with this?

This is to help you know exactly what will be on the test. Some examples of activities you can do using this guide:

- Go through the guide and HIGHLIGHT everything that does NOT seem familiar and seek the information in your binder/textbook.
- Have someone else quiz you using the guide.
- Use the guide to make up practice test questions for yourself and take practice quizzes.
- Create flashcards using this guide.
- COVER the answers and see if you can remember everything, then CHECK to see if you were correct.
- Use this guide as a final check to make sure you know everything.

What is included?

- KEY IDEAS are the basic ideas that we learned about for every unit this year.
- KEY QUESTIONS are the Essential Questions from every unit.
- KEY FACTS are the ABSOLUTE BASIC FACTS YOU NEED TO KNOW FOR THE SOL TEST.

Some of the facts don't make sense to me. What should I do?

Turn in your binder to that unit to get more information regarding those facts. If the facts STILL don't make sense, please ask your teacher BEFORE IT IS TOO LATE!

Remember, studying the night before a test is the LEAST EFFECTIVE way to pass that test. Studying for 20-30 minutes EVERY DAY leading up to a test will help you MUCH more.

Unit 1: Foundations of Human History



2008 SOL Guide for World History 1 to 1500 A.D.

STANDARD WHI.2a

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

- a) explaining the impact of geographic environment on hunter-gatherer societies.

KEY IDEAS

The life of early hunter-gatherer societies was shaped by their physical environment.

KEY QUESTIONS

How did physical geography determine the lives of early humans?

KEY FACTS

- Homo sapiens emerged in Africa between 100,000 and 400,000 years ago.
- Homo sapiens migrated from Africa to Eurasia, Australia, and the Americas.
- Early humans were hunters and gatherers whose survival depended on the availability of wild plants and animals.

STANDARD WHI.2b

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

- b) listing characteristics of hunter-gatherer societies, including their use of tools and fire.

KEY IDEAS

Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment.

KEY QUESTIONS

What were the characteristics of hunter-gatherer societies?

KEY FACTS

Hunter-gatherer societies during the Paleolithic Era (Old Stone Age)

- Were nomadic (migrated in search of food, water, shelter)
- Invented the first tools, including simple weapons
- Learned how to make fire
- Lived in clans
- Developed oral language
- Created “cave art”

STANDARD WHI.2c

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

- c) describing technological and social advancements that gave rise to stable communities.

KEY IDEAS

The beginning of settled agriculture (including permanent settlements) was a major step in the advance of civilization.

KEY QUESTIONS

How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?

KEY FACTS

Societies during the Neolithic Era (New Stone Age)

- Developed agriculture
- Domesticated animals
- Used advanced tools
- Made pottery
- Developed weaving skills

STANDARD WHI.2d

The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by

- d) explaining how archaeological discoveries are changing present-day knowledge of early peoples.

KEY IDEAS

Archaeologists continue to find and interpret evidence of early humans and their lives.

KEY QUESTIONS

How does archaeology provide knowledge of early human life and its changes?

KEY FACTS

- Archaeologists study past cultures by locating and analyzing human remains, fossils, and artifacts.
- Archaeologists apply scientific tests such as carbon dating to analyze fossils and artifacts.
- Stonehenge is an example of an archaeological site in England that was begun during the Neolithic and completed during the Bronze Age.
- Aleppo and Jericho are examples of early cities in the Fertile Crescent studied by archaeologists.
- Catalhoyuk is an example of a Neolithic settlement currently under excavation in Anatolia.

Unit 2: River Valley Civilizations



STANDARD WHI.3a

The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China, and the civilizations of the Hebrews, Phoenicians, and Nubians, by

a) locating these civilizations in time and place.

KEY IDEAS

During the New Stone Age, permanent settlements appeared in river valleys and around the Fertile Crescent.

River valleys provided rich soil for crops, as well as protection from invasion.

KEY QUESTIONS

Why did ancient civilizations develop in river valleys?

Where were the earliest civilizations located?

When did these civilizations exist?

KEY FACTS

River valley civilizations (about 3500 to 500 B.C.)

- Egyptian civilization—Nile River Valley and Delta (Africa)
- Mesopotamian civilization—Tigris and Euphrates River Valleys (Southwest Asia)
- Indian civilization—Indus River Valley (South Asia)
- Chinese civilization—Huang He Valley (East Asia)

These river valleys offered rich soils for agriculture, and they tended to be in locations easily protected from invasion by nomadic peoples.

Other early civilizations (about 2000 to 500 B.C.)

- Hebrews settled between the Mediterranean Sea and the Jordan River Valley (part of Fertile Crescent in Southwest Asia).
- Phoenicians settled along the Mediterranean coast (part of Fertile Crescent in Southwest Asia).
- Nubia was located on the upper (southern) Nile River (Africa).

STANDARD WHI.3b

The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

b) describing the development of social, political, and economic patterns, including slavery.

KEY IDEAS

River valleys were the “Cradles of Civilization.” Early civilizations made major contributions to social, political, and economic progress.

KEY QUESTIONS

What were the social, political, and economic characteristics of early civilizations?

KEY FACTS

Development of social patterns

- Hereditary rulers (dynasties of kings, pharaohs)
- Rigid class system, where slavery was accepted

Development of political patterns

- World’s first states (city-states, kingdoms, empires)
- Centralized government (often based on religious authority)
- Written law codes (Ten Commandments, Code of Hammurabi)

Development of economic patterns

- Use of metal tools and weapons (bronze, iron)
- Increasing agricultural surplus (better tools, plows, irrigation)
- Increasing trade along rivers and by sea (Phoenicians)
- Development of the world’s first cities
- Development of the practice of slavery within most cultures in the ancient world, taking various forms

STANDARD WHI.3c

The student will demonstrate knowledge of ancient river valley civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

c) explaining the development of religious traditions.

KEY IDEAS

Religion was a major part of life in all early civilizations.

KEY QUESTIONS

What religious traditions developed in ancient civilizations?

KEY FACTS

Development of religious traditions

Polytheism was practiced by most early civilizations. Monotheism was practiced by the Hebrews.

STANDARD WHI.3d

The student will demonstrate knowledge of ancient river civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

- d) describing the origins, beliefs, traditions, customs, and spread of Judaism.

KEY IDEAS

The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.

KEY QUESTIONS

What were essential beliefs of Judaism?

How did Judaism influence Western civilization?

KEY FACTS

Origins of Judaism

- Abraham
- Moses
- Jerusalem

Beliefs, traditions, and customs of Judaism

- Belief in one God (monotheism)
- Torah, which contains written records and beliefs of Hebrews
- Ten Commandments, which state moral and religious conduct

Spread of Judaism

- Exile
- Diaspora

STANDARD WHI.3e

The student will demonstrate knowledge of ancient river civilizations, including Egypt, Mesopotamia, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

- e) explaining the development of language and writing.

KEY IDEAS

Language and writing were important cultural innovations.

KEY QUESTIONS

What forms of language and writing existed in early civilizations?

KEY FACTS

Language and writing

- Pictograms (earliest written symbols)
- Hieroglyphics (Egypt)
- Cuneiform (Sumer)
- Alphabet (Phoenicians)

Unit 3: Eastern Classical Civilizations



STANDARD WHI.4a

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

- a) describing Persia, with emphasis on the development of an imperial bureaucracy.

KEY IDEAS

Built on earlier Central Asian and Mesopotamian civilizations, Persia developed the largest empire in the world.

KEY QUESTIONS

How did Persia govern its empire?

KEY FACTS

Persians as rulers

- Tolerance of conquered peoples
- Development of imperial bureaucracy
- Zoroastrianism as a religion (religion of Persia; belief in two opposing forces in the universe).
- Road system

STANDARD WHI.4b

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

- b) describing India, with emphasis on the Aryan migrations and the caste system.

KEY IDEAS

Classical Indian civilization began in the Indus River Valley and spread to the Ganges River Valley, then through the Indian subcontinent. It continued with little interruption because of its geographic location.

The Indo-Aryan people invaded the area, creating a rigidly structured society (caste system) blended with native beliefs.

During the Golden Age of classical Indian culture, Indian people made significant contributions to world civilization.

KEY QUESTIONS

Why were physical geography and location important to the development of Indian civilization?

What impact did the Aryans have on India?

Why was the caste system central to Indian culture?

What were the accomplishments of the Gupta dynasty?

KEY FACTS

Physical barriers such as the Himalayas, the Hindu Kush, and the Indian Ocean made invasion more difficult.

Mountain passes in the Hindu Kush provided invasion routes into the Indian subcontinent.

The Indus and Ganges were the most important rivers in the Indian subcontinent.

Indus River Valley Civilization

- Harappa and Mohenjo-Daro

Aryans (Indo-Aryans)

- Migration, assertion of dominance
- Rigid caste system (hereditary), which influenced all social interactions and choices of occupations

Mauryan Empire – Asoka

- Continued political unification of much of India
- Contributions: Spread of Buddhism, free hospitals, veterinary clinics, good roads

Gupta Empire

- Golden age of classical Indian culture
- Contributions—mathematics (concept of zero), medical advances (setting bones), astronomy (concept of round earth), new textiles, literature

STANDARD WHI.4c

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

- c) describing the origins, beliefs, traditions, customs, and spread of Hinduism.

KEY IDEAS

Hinduism was an important contribution of classical India.

Hinduism influenced Indian society and culture and is still practiced in India today.

KEY QUESTIONS

What are the characteristics of the Hindu religion?

How did Hinduism influence Indian society and culture?

KEY FACTS

Hinduism

- Caste system in religious law based on occupations
- Belief in many forms of one major deity
- Reincarnation: Cycles of rebirth based on karma
- Karma: Future reincarnation based on present behavior
- *Vedas* and *Upanishads*: Sacred writings
- Spread along major trade routes

STANDARD WHI.4d

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

d) describing the origins, beliefs, traditions, customs, and spread of Buddhism.

KEY IDEAS

Buddhism was founded by Siddhartha Gautama in a part of India that is in present-day Nepal.

Buddhism became a major faith when Asoka sent missionaries throughout Asia.

KEY QUESTIONS

What are the characteristics of Buddhism?

How did Buddhism spread?

KEY FACTS

Buddhism

- Founder: Siddhartha Gautama (Buddha)
- Four Noble Truths
- Eightfold Path to Enlightenment

Asoka's missionaries and their writings spread Buddhism from India to China and other parts of Asia.

STANDARD WHI.4e, f

The student will demonstrate knowledge of the civilizations of Persia, India, and China in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations by

e) describing China, with emphasis on the development of an empire and the construction of the Great Wall;

f) describing the impact of Confucianism, Taoism, and Buddhism.

KEY IDEAS

Classical China was centered on the Huang He (Yellow River) and was geographically isolated. Invaders entered China from the North. The Great Wall was built for China's protection.

Chinese culture began around 1500

B.C. Of Chinese contributions to civilization, Confucianism and Taoism are among the most noted.

KEY QUESTIONS

Why was the Great Wall of China built?

What were contributions of classical China to world civilization?

Why were Confucianism, Taoism, and Buddhism important in the formation of Chinese culture?

KEY FACTS

- Migratory invaders raided Chinese settlements from the North. The Great Wall was built by Qin Shi Huangdi as a line of defense against invasions.
- China was governed by a succession of ruling families called dynasties.
- Chinese rulers were considered divine, but they served under a **Mandate of Heaven** only as long as their rule was just.

The Silk Roads facilitated trade and contact between China and other cultures as far away as Rome.

Contributions of classical China

- civil service system
- paper
- porcelain
- silk

Contributions of Confucianism in forming the social order in China

- Belief that humans are good, not bad
- Respect for elders
- Code of politeness, still used in Chinese society today
- Emphasis on education
- Ancestor worship

Impact of Taoism in forming Chinese culture and values

- Humility
- Simple life and inner peace
- Harmony with nature

Yin/Yang represented opposites for Confucianism and Taoism.

Chinese forms of Buddhism spread throughout Asia.

Unit 4: Western Classical Civilizations

Part I: Ancient Greece



STANDARD WHI.5a

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

a) assessing the influence of geography on Greek economic, social, and political development, including the impact of Greek commerce and colonies.

KEY IDEAS

The physical geography of the Aegean Basin shaped the economic, social, and political development of Greek civilization.

KEY QUESTIONS

How did the mountains, seas, islands, harbors, peninsulas, and straits of the Aegean Basin shape Greek economic, social, and political development and patterns of trade and colonization?

KEY FACTS

Location and place

- Aegean Sea
- Balkan Peninsula, Peloponnesus Peninsula, Europe, Asia Minor
- Mediterranean Sea
- Black Sea, Dardanelles
- Athens, Sparta, Troy
- Macedonia

Economic and social development

- Agriculture (limited arable land)
- Commerce and the spread of Hellenic culture
- Shift from barter to money economy (coins)

The expansion of Greek civilization, through trade and colonization, led to the spread of Hellenic culture across the Mediterranean and Black seas.

Political development

- Mountainous terrain helped and hindered the development of city-states.
- Greek cities were designed to promote civic and commercial life.
- Colonization related to overpopulation and the search for arable land.

STANDARD WHI.5b

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

b) describing Greek mythology and religion.

KEY IDEAS

Greek mythology was based on a polytheistic religion that was integral to the culture, politics, and art in ancient Greece.

KEY QUESTIONS

- How did mythology help the early Greek civilization explain the natural world and the human condition?
- What impact did Greek mythology have on later civilizations and the contemporary world?

KEY FACTS

Greek mythology

- Based on polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Greek gods and goddesses

Zeus, Hera, Apollo, Artemis, Athena, and Aphrodite

- Symbols and images in Western literature, art, monumental architecture, and politics
- Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Greek mythology.

STANDARD WHI.5c

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.

KEY IDEAS

Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision-making. It became a foundation of modern democracies.

KEY QUESTIONS

How did democracy develop in Athens?

KEY FACTS

Social structure and citizenship in the Greek polis

- Citizens (free adult males) had political rights and the responsibility of civic participation in government.
- Women and foreigners had no political rights.
- Slaves had no political rights.

Athens

- Stages in evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy
- Tyrants who worked for reform: Draco, Solon
- Origin of democratic principles: Direct democracy, public debate, duties of the citizen

Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).

How did Sparta differ from Athens?

Sparta

- Oligarchy (rule by a small group)
- Rigid social structure
- Militaristic and aggressive society

STANDARD WHI.5d

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

d) evaluating the significance of the Persian and Peloponnesian Wars.

KEY IDEAS

The Greeks defeated the Persian empire and preserved their political independence.

Competition between Sparta and Athens for control of Greece helped cause the Peloponnesian War.

KEY QUESTIONS

Why were wars with Persia important to the development of Greek culture?

KEY FACTS

Importance of Persian Wars (499-449

B.C.)

- Persian wars united Athens and Sparta against the Persian Empire.
- Athenian victories over the Persians at Marathon and Salamis left Greeks in control of the Aegean Sea.
- Athens preserved its independence and continued innovations in government and culture.

Why was the Peloponnesian War important to the spread of Greek culture?

Importance of Peloponnesian War (431-404 B.C.)

- Caused in part by competition for control of the Greek world—Athens and the Delian League v. Sparta and the Peloponnesian League
- Resulted in the slowing of cultural advance and the weakening of political power

STANDARD WHI.5e, f

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

e) characterizing life in Athens during the Golden Age of Pericles;

f) citing contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on

Socrates, Plato, and Aristotle.

KEY IDEAS

Athenian culture, during the Classic Era, became one of the foundation stones of Western civilization.

KEY QUESTIONS

Why was the leadership of Pericles important to the development of Athenian life and Greek culture?

What were some important contributions of Greek culture to Western civilization?

KEY FACTS

Golden Age of Pericles (mostly occurring between the Persian and the Peloponnesian Wars)

- Pericles extended democracy; most adult males had equal voice.
- Pericles had Athens rebuilt after destruction in Persian Wars; the Parthenon is an example of this reconstruction.

Contributions of Greek culture to Western civilization

- Drama: Aeschylus, Sophocles
- Poetry: Homer (*Iliad* and *Odyssey*)
- History: Herodotus, Thucydides
- Sculpture: Phidias
- Architecture: Types of columns included Doric (Parthenon), Ionian, and Corinthian
- Science: Archimedes, Hippocrates
- Mathematics: Euclid, Pythagoras
- Philosophy: Socrates, Plato, Aristotle

STANDARD WHI.5g

The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

g) explaining the conquest of Greece by Macedonia and the spread of Hellenistic culture by Alexander the Great.

KEY IDEAS

The Macedonian conquest of Greece followed the weakening of Greek defenses during the Peloponnesian Wars.

KEY QUESTIONS

How did the empire of Alexander the Great establish a basis for the spread of Hellenistic culture?

KEY FACTS

Alexander the Great adopted Greek culture and spread Hellenistic influences throughout his vast empire.

Phillip II, King of Macedon

- Conquered most of Greece

Alexander the Great

- Established an empire from Greece to Egypt and the margins of India
- Extended Greek cultural influences

Hellenistic Age

- Blend of Greek and oriental elements
- Spread of Hellenistic culture through trade

Unit 4: Western Classical Civilizations

Part II: Ancient Rome



STANDARD WHI.6a

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- a) assessing the influence of geography on Roman economic, social, and political development.

KEY IDEAS

The city of Rome, with its central location on the Italian peninsula, was able to extend its influence over the entire Mediterranean Basin.

KEY QUESTIONS

How was geographic location important to economic, social, and political development of ancient Rome?

KEY FACTS

The Italian peninsula was protected by the sea and an arc of mountains, the Alps.

Location and place

- Rome—Centrally located in the Mediterranean Basin and distant from eastern Mediterranean powers
- Italian Peninsula
- Alps—Protection
- Mediterranean Sea—Protection, sea-borne commerce

STANDARD WHI.6b

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- b) describing Roman mythology and religion.

KEY IDEAS

Roman mythology, like Greek mythology, was based upon a polytheistic religion that was integral to culture, politics, and art.

KEY QUESTIONS

What impact did Roman mythology have on later civilizations?

KEY FACTS

Many of Western civilization's symbols, metaphors, words, and idealized images come from ancient Roman mythology.

What was the source of Roman mythology?

Roman mythology

- Based on the Greek polytheistic religion
- Explanations of natural phenomena, human qualities, and life events

Roman gods and goddesses

- Jupiter, Juno, Apollo, Diana, Minerva, and Venus
- Symbols and images in literature, art, monumental architecture, and politics

STANDARD WHI.6c

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.

KEY IDEAS

Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.

KEY QUESTIONS

How did the government of the Roman Republic become more democratic in its decision making?

KEY FACTS

Social structure in the Roman Republic

- Patricians—Powerful nobility (few in number)
- Plebeians—Majority of population
- Slaves—Not based on race

Citizenship

- Patrician and plebeian men
- Selected foreigners
- Rights and responsibilities of citizenship (taxes, military service)

Features of Democracy

- Representative democracy
- Assemblies
- The Senate
- Consuls
- Laws of Rome codified as Twelve Tables

STANDARD WHI.6d

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- d) sequencing events leading to Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.

KEY IDEAS

After the victory over Carthage in the Punic Wars, Rome was able, over the next 100 years, to dominate the Mediterranean basin, leading to the diffusion of Roman culture.

KEY QUESTIONS

Why was Rome able to conquer Carthage and then go on to

extend its influence across the entire Mediterranean basin and much of Western Europe?

KEY FACTS

Punic Wars: Rome v. Carthage (264-146 B.C.)

- Rome and Carthage were in competition for trade.
- Hannibal invaded the Italian Peninsula.
- Three wars resulted in Roman victory, the destruction of Carthage, and expanded trade and wealth for Rome.

Evolution of the Roman Empire and spread of Roman culture

- Mediterranean basin (Africa, Asia, Europe, including the Hellenistic world of the Eastern Mediterranean)
- Western Europe (Gaul, British Isles)

STANDARD WHI.6e, f

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- e) **assessing the impact of military conquests on the army, economy, and social structure of Rome.**
- f) **assessing the roles of Julius and Augustus Caesar in the collapse of the Republic and the rise of imperial monarchs.**

KEY IDEAS

The Roman Republic, in the face of changing social and economic conditions, succumbed to civil war and was replaced by an imperial regime, the Roman Empire.

KEY QUESTIONS

Why did the Roman Republic fail to survive challenges by Julius Caesar?

How did military conquests alter economic and social life in Rome?

How did an imperial monarchy come to rule Rome?

KEY FACTS

Causes for the decline of the Roman Republic

- Spread of slavery in the agricultural system
- Migration of small farmers into cities and unemployment
- Civil war over the power of Julius Caesar
- Devaluation of Roman currency; inflation

The origin and evolution of Imperial Rome

- First triumvirate
- Julius Caesar—Seizure of power, assassination
- Augustus Caesar—Civil war, defeat of Marc Anthony, Rome's first emperor
- Empire—Unified and enlarged, using imperial authority and the military
- Failure to provide for peaceful succession of Emperors

STANDARD WHI.6g

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- g) **explaining the economic, social, and political impact of the Pax Romana.**

KEY IDEAS

Augustus Caesar established the Roman Empire by instituting civil service, rule by law, a common coinage, and secure travel and trade throughout the Empire.

KEY QUESTIONS

What was the Pax Romana?

What was the impact of the Pax Romana on the Roman Empire?

KEY FACTS

Following Augustus Caesar, the Roman Empire enjoyed 200 years of peace and prosperity known as the Pax Romana.

The Pax Romana

- Two centuries of peace and prosperity under imperial rule
- Expansion and solidification of Roman Empire, particularly in the Near East

Economic impact of the Pax Romana

- Established uniform system of money, which helped to expand trade
- Guaranteed safe travel and trade on Roman roads
- Promoted prosperity and stability

Social impact of the Pax Romana

- Returned stability to social classes
- Increased emphasis on the family

Political impact of the Pax Romana

- Created a civil service
- Developed a uniform rule of law

STANDARD WHI.6h

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- h) **describing the origin, beliefs, traditions, customs, and spread of Christianity.**

KEY IDEAS

The followers of Jesus spread Christianity throughout the Roman Empire, bringing it into conflict with Roman polytheism and eventually changing Western civilization.

KEY QUESTIONS

How did Christianity become established within the Roman Empire?

What were the essential beliefs of the early Christian faith?

How did Christianity spread?

KEY FACTS

Origins of Christianity

- Had its roots in Judaism
- Was led by Jesus of Nazareth, who was proclaimed the Messiah
- Conflicted with polytheistic beliefs of Roman Empire

Beliefs, traditions, and customs of Christianity

- Monotheism
- Jesus as both Son and incarnation of God
- Life after death
- New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians
- Christian doctrine established by early church councils

Spread of Christianity

- Carried by the Apostles, including Paul, throughout the Roman Empire
- Slowed as a result of persecution by Roman authorities
- Adopted and legalized by Emperor Constantine

STANDARD WHI.6i

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- i) **explaining the development and significance of the Church in the late Roman Empire.**

KEY IDEAS

As the Roman Empire declined in the West, the Church in Rome grew in importance, membership, and influence.

KEY QUESTIONS

What was the impact of the early Church in the late Roman Empire?

KEY FACTS

Impact of the Church of Rome in the late Roman Empire

- The Emperor Constantine converted to Christianity and made it legal.
- Christianity later became the official state religion.
- Church became an example of moral authority.
- Loyalty to the church became more important than loyalty to the Emperor.
- Church became main unifying force of Western Europe.

STANDARD WHI.6j

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- j) listing contributions in art and architecture, technology and science, literature and history, language, religious institutions, and law.

KEY IDEAS

Conquests and trade spread Roman cultural and technological achievements throughout the Empire.

KEY QUESTIONS

How did Roman achievements influence Western civilization?

KEY FACTS

Western civilization was influenced by the cultural achievements of Rome.

Contributions of ancient Rome

- Art/architecture: Pantheon, Colosseum, Forum
- Technology: Roads, aqueducts, Roman arches
- Science: Ptolemy
- Medicine: Emphasis on public health (public baths; public water system; medical schools)
- Language: Latin, Romance languages
- Literature: Virgil's *Aeneid*
- Religion: Roman mythology; adoption of Christianity as the imperial religion
- Law: The principle of "innocent until proven guilty" (from the Twelve Tables)

STANDARD WHI.6k

The student will demonstrate knowledge of ancient Rome from about 700 B.C. to 500 A.D. in terms of its impact on Western civilization by

- k) citing the reasons for the decline and fall of the Western Roman Empire.

KEY IDEAS

Over a 300-year period, the western part of the Roman Empire steadily declined because of internal and external problems.

KEY QUESTIONS

Why did the Western Roman Empire decline?

KEY FACTS

Causes for the decline of the Western Roman Empire

- Geographic Size—Difficulty of defense and administration. Rome was too big.
- Economy—The cost of defense and devaluation of Roman currency
- Military—Army membership starting to include invaders, resulting in decline of discipline
- Moral decay—People's loss of faith in Rome and the family
- Political problems—Civil conflict and weak administration
- Invasion—Attacks on borders

Division of Roman Empire

- Move of capital by Constantine from Rome to Byzantium, renaming it Constantinople
- Survival of Western Roman Empire until 476 A.D. (C.E.), when it ceased to have a Roman Emperor
- Eastern Roman Empire (Byzantine Empire)

Unit 4: Western Classical Civilizations

Part III: The Byzantine Empire



The Hagia Sophia



Emperor Justinian



Saint Cyril and Methodius

STANDARD WHI.7a

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

- a) explaining the establishment of Constantinople as the capital of the Eastern Roman Empire.

KEY IDEAS

The capital of the Eastern Roman Empire was changed to Constantinople to provide political, economic, and military advantages.

KEY QUESTIONS

Why was Constantinople established as the capital of the Eastern Roman Empire?

KEY FACTS

Location of Constantinople

- Protection of the eastern frontier was easier.
- Distance from Germanic invasions in the western empire kept it safe
- Crossroads of trade
- Easily fortified site on a peninsula bordering natural harbor

Role of Constantinople

- Seat of the Byzantine Empire until Ottoman conquest
- Preserved classical Greco-Roman culture

STANDARD WHI.7b

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

- c) identifying Justinian and his contributions, including the codification of Roman law, and describing the expansion of the Byzantine Empire and economy.

KEY IDEAS

As the first to codify Roman law, Justinian provided the basis for the law codes of Western Europe.

Under Justinian, the Byzantine Empire reached its height in culture and prosperity.

KEY QUESTIONS

What was the influence of Justinian's codification of Roman law on the Byzantine Empire and later legal codes?

What was Justinian's influence on the expansion of the Byzantine Empire and its economy?

KEY FACTS

Byzantine Emperor Justinian

- Codification of Roman law (impact on European legal codes)
- Reconquest of former Roman territories
- Expansion of trade

STANDARD WHI.7c

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

- d) characterizing Byzantine art and architecture, and the preservation of Greek and Roman traditions.

KEY IDEAS

Greek Orthodox Christianity and imperial patronage enabled the Byzantine Empire to develop a unique style of art and architecture.

Greek and Roman traditions were preserved in the Byzantine Empire.

KEY QUESTIONS

What were the contributions of Byzantine art and architecture?

How did Greek and Roman culture survive within the Byzantine Empire?

KEY FACTS

Byzantine achievements in art and architecture

- Inspiration provided by Christian religion and imperial power
- Icons (religious images)
- Mosaics in public and religious structures
- Hagia Sophia (a Byzantine domed church)

Byzantine culture

- Continued flourishing of Greco-Roman traditions
- Greek language (as contrasted with Latin in the West)
- Greek Orthodox Christianity
- Greek and Roman knowledge preserved in Byzantine libraries

STANDARD WHI.7d

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

- e) explaining disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

KEY IDEAS

The cultural and political differences between the eastern and western Roman Empire weakened the unity of the Christian Church and led to its division.

KEY QUESTIONS

What factors produced the division within the Christian Church?

Eastern Church

- Centered in Constantinople
- Close to seat of power after Constantinople became capital
- Use of Greek language in the liturgy

Western Church

- Centered in Rome
- Farther from seat of power after Constantinople became capital
- Use of Latin language in the liturgy

Division between Western and Eastern Churches

- Authority of the Pope eventually accepted in the West
- Authority of the Patriarch accepted in the East
- Practices such as celibacy eventually accepted in the West, but not in the East.

STANDARD WHI.7e

The student will demonstrate knowledge of the Byzantine Empire and Russia from about 300 to 1000 A.D. by

- f) assessing the impact of Byzantine influence and trade on Russia and Eastern Europe.

KEY IDEAS

Byzantine civilization influenced Russian and Eastern European civilizations through its religion, culture, and trade.

KEY QUESTIONS

Why did the Byzantine Empire have so much influence on religion, culture, and trade in Russia and Eastern Europe?

KEY FACTS

Influence of Byzantine culture on Eastern Europe and Russia

- Trade routes between Black Sea and Baltic Sea
- Adoption of Orthodox Christianity by Russia and much of Eastern Europe
- Adoption of Greek alphabet to the Slavic languages by St. Cyril (Cyrillic alphabet)
- Church architecture and religious art

Unit 5: The Rise of Islam



STANDARD WHI.8a

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

- describing the origin, beliefs, traditions, customs, and spread of Islam.

KEY IDEAS

The revelations of Muhammad form the basis of the Islamic religion, a monotheistic faith.

Muhammad and his followers spread Islam.

Islamic traditions and customs developed over centuries and created a distinct Muslim culture.

Where did the Islamic religion originate? Where did it spread?

KEY QUESTIONS

What are the beliefs, traditions, and customs of Islam?

KEY FACTS

Origins of Islam

- Muhammad, the Prophet
- Mecca and Medina on the Arabian Peninsula: Early Muslim cities

Spread of Islam

- Across Asia and Africa, and into Spain
- Geographic extent of first Muslim empire

Beliefs, traditions, and customs of Islam

- Monotheism (Allah, Arabic word for “God”)
- Qur’an (Koran): The word of God
- Five pillars of Islam
- Acceptance of Judeo-Christian prophets, including Moses and Jesus

STANDARD WHI.8b

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by:

- assessing the influence of geography on Islamic economic, social, and political development, including the impact of conquest and trade.

KEY IDEAS

In the first three centuries after Muhammad’s death, Muslim rule expanded rapidly, overcoming geographic barriers, and weakened political empires.

Political unity and the Arabic language facilitated trade and stimulated intellectual activity.

KEY QUESTIONS

How did geography influence the rapid expansion of territory under Muslim rule?

How did political and cultural geography facilitate trade and cultural activity in the early Islamic lands?

KEY FACTS

Geographic influences on the origin and spread of Islam

- Diffusion along trade routes from Mecca and Medina
- Expansion despite great distances, desert environments, and mountain barriers
- Spread into the Fertile Crescent, Iran, and Central Asia, facilitated by weak Byzantine and Persian empires

Geographic influences on economic, social, and political development

- Political unity of the first Muslim empire was short-lived.
- Arabic language spread with Islam and facilitated trade across Islamic lands.
- Slavery was not based on race.

STANDARD WHI.8c

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

- identifying historical turning points that affected the spread and influence of Islamic civilization, with emphasis on the Sunni-Shi’a division, and the Battle of Tours.

KEY IDEAS

Major historical turning points marked the spread and influence of Islamic civilization.

KEY QUESTIONS

What were some major historical turning points that marked the spread and influence of Islamic civilization?

KEY FACTS

Historical turning points

- Death of Ali: Sunni-Shi’a division
- Muslim conquest of Jerusalem and Damascus
- Islamic capital moved to Baghdad
- Muslim defeat at the Battle of Tours
- Fall of Baghdad to the Mongols

STANDARD WHI.8d

The student will demonstrate knowledge of Islamic civilization from about 600 to 1000 A.D. by

- citing cultural and scientific contributions and achievements of Islamic civilization.

KEY IDEAS

Early Islamic civilization was characterized by achievements in science and the arts that transformed the Islamic world and contributed to world civilization.

KEY QUESTIONS

How did Islamic civilization preserve and extend ancient Greek, Persian, and Indian learning?

What were some contributions of Islamic civilization?

KEY FACTS

Cultural contributions and achievements

- Architecture (Dome of the Rock)
- Mosaics
- Arabic alphabet
- Universities
- Translation of ancient texts into Arabic

Scientific contributions and achievements

- Arabic numerals (adapted from India), including zero
- Algebra
- Medicine
- Expansion of geographic knowledge

Unit 8: Dark Ages through the Renaissance

Part I: Medieval Western Europe (The Dark Ages)



Charlemagne

STANDARD WHI.9a

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by

- sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

KEY IDEAS

The Roman Catholic Church grew in importance after Roman authority declined. It became the unifying force in western Europe.

During the Middle Ages, the Pope anointed the Holy Roman Emperors, missionaries carried Christianity to the Germanic tribes, and the Church served the social, political, and religious needs of the people.

KEY QUESTIONS

How and why did the Church grow in importance during the Middle Ages?

KEY FACTS

Foundations of early medieval society

- Classical heritage of Rome
- Christian beliefs
- Customs of Germanic tribes

Influence of the Roman Catholic Church

- Secular authority declined, while church authority grew.
- Monasteries preserved Greco-Roman cultural achievements.
- Missionaries carried Christianity and Latin alphabet to Germanic tribes.
- Pope anointed Charlemagne Holy Roman Emperor in 800 A.D.
- Parish priests served religious and social needs of the people.

STANDARD WHI.9b

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D. in terms of its impact on Western civilization by

- explaining the structure of feudal society and its economic, social, and political effects.

KEY IDEAS

The decline of Roman influence in Western Europe left people with little protection against invasion, so they entered into feudal agreements with land-holding lords who promised them protection.

KEY QUESTIONS

How did a feudal society develop in Europe during the Middle Ages?

How did the medieval manor function as a social and economic system?

KEY FACTS

Invasions shattered Roman protection over the Empire.

Feudal society during the Middle Ages

- Fief
- Lords
- Vassals
- Serfs
- Feudal obligations

Manorial system during the Middle Ages

- Rigid class structure
- Self-sufficient manors

STANDARD WHI.9c

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization by

- explaining the rise of Frankish kings, the Age of Charlemagne, and the revival of the idea of the Roman Empire.

KEY IDEAS

The alliance between Frankish kings and the church reestablished Roman culture in Western Europe.

Frankish kings used military power to expand their territory.

KEY QUESTIONS

How did Charlemagne revive the idea of the Roman Empire?

Age of Charlemagne

- Franks emerged as a force in Western Europe.
- The Pope crowned the Emperor of the Holy Roman

Empire.

- Power of the church was established in political life.
- Roman culture was reinterpreted.
- Most of Western Europe was included in the new empire.
- Churches, roads, and schools were built to unite the empire.

STANDARD WHI.9d

The student will demonstrate knowledge of Western Europe during the Middle Ages from about 500 to 1000 A.D., in terms of its impact on Western civilization by

- c) sequencing events related to the invasions, settlements, and influence of migratory groups, including Angles, Saxons, Magyars, and Vikings.

KEY IDEAS

Invasions by Angles, Saxons, Magyars, and Vikings disrupted the social, economic, and political order of Europe.

KEY QUESTIONS

How did invasions by the Angles, Saxons, Magyars, and Vikings influence the development of Europe?

KEY FACTS

Areas of settlement

- Angles and Saxons from continental Europe to England
- Magyars migrated from Central Asia to Hungary
- Vikings from Scandinavia to Russia

Influence of the Angles, Saxons, Magyars, and Vikings

- Manors with castles provided protection from invaders, reinforcing the feudal system.
- Invasions disrupted trade, towns declined, and the feudal system was strengthened.

Unit 6: Africa and Regional Trade Networks



STANDARD WHI.10a

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

- locating major trade routes.

KEY IDEAS

During the Medieval Period, several major trading routes developed in the Eastern Hemisphere. These trading routes developed among Europe, Africa, and Asia.

KEY QUESTIONS

Where were the major trade routes in the Eastern Hemisphere from 1000 to 1500 A.D.?

KEY FACTS

Major trade patterns of the Eastern Hemisphere from 1000 to 1500 A.D.

- Silk roads across Asia to the Mediterranean basin
- Maritime routes across the Indian Ocean
- Trans-Saharan routes across North Africa
- Northern European links with the Black Sea
- Western European sea and river trade
- South China Sea and lands of Southeast Asia

STANDARD WHI.10b

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

- Identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.

KEY IDEAS

Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture among Europe, Africa, and Asia.

KEY QUESTIONS

How did trade facilitate the diffusion of goods and ideas among different cultures?

KEY FACTS

Goods traded

- Gold from West Africa
- Spices from lands around the Indian Ocean
- Textiles from India, China, the Middle East, and later Europe
- Porcelain from China and Persia
- Amber from the Baltic region

Technology exchanged

- Paper from China through the Muslim world to Byzantium and Western Europe
- New crops from India (e.g., for making sugar)
- Waterwheels and windmills from the Middle East
- Navigation: Compass from China, lateen sail from Indian Ocean region

Ideas exchanged

- Spread of religions across the hemisphere (Buddhism from China to Korea and Japan; Hinduism and Buddhism from India to Southeast Asia; Islam into west Africa, Central and Southeast Asia)
- Printing and paper money from China

STANDARD WHI.10c

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

- describing Japan, with emphasis on the impact of Shinto and Buddhist traditions and the influence of Chinese culture.

KEY IDEAS

Japanese cultural development was influenced by proximity to China.

Shinto and Buddhism coexisted as religious traditions in the Japanese culture.

KEY QUESTIONS

How has Japan's geography influenced its development?

How did Chinese culture influence Japan?

Why were Shinto and Buddhism important to the development of Japanese culture?

KEY FACTS

Location and place

- Mountainous Japanese archipelago (four main islands)
- Sea of Japan or East Sea between Japan and Asian mainland
- Proximity to China and Korea
- How did Chinese culture influence Japan?
- Japanese cultural development was influenced by proximity to China.

Influence of Chinese culture

- Writing
- Architecture
- Buddhism

Shinto

- Ethnic religion unique to Japan
- Importance of natural features, forces of nature, and ancestors
- State religion; worshipping the emperor
- Coexistence with Buddhism

STANDARD WHI.10d

The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

- d) Describing east African kingdoms of Axum and Zimbabwe and west African civilizations of Ghana, Mali, and Songhai in terms of geography, society, economy, and religion.

KEY IDEAS

African civilizations developed in sub-Saharan west and east Africa.

Trade brought important economic, cultural, and religious influences to African civilizations from other parts of the Eastern Hemisphere.

States and empires flourished in Africa during the medieval period, including Ghana, Mali, and Songhai in west Africa, Axum in east Africa, and Zimbabwe in southeastern Africa.

KEY QUESTIONS

What were the characteristics of civilizations in sub-Saharan Africa during the medieval period?

KEY FACTS

Axum

- Location relative to the Ethiopian Highlands and the Nile River
- Christian kingdom

Zimbabwe

- Location relative to the Zambezi and Limpopo rivers and the Indian Ocean coast
- City of “Great Zimbabwe” as capital of a prosperous empire

West African kingdoms

- Location of Ghana, Mali, and Songhai empires relative to Niger River and the Sahara
- Importance of gold and salt to trans-Saharan trade
- City of Timbuktu as center of trade and learning
- Roles of animism and Islam

Unit 7: The Americas Maya, Inca and Aztec Civilizations



Machu Picchu



Chichen Itza



Tenochtitlan

STANDARD WHI.11a, b

The student will demonstrate knowledge of major civilizations of the Western Hemisphere, including the Maya, Aztec, and Inca by

- Describing geographic relationships, with emphasis on patterns of development in terms of climate and physical features;
- Describing cultural patterns and political and economic structures.

KEY IDEAS

The Maya, Aztec, and Inca civilizations emerged in South America, Central America, and Mexico.

KEY QUESTIONS

What were the characteristics of the Maya, Aztec, and Inca civilizations?

KEY FACTS

Mayan Civilization

- Located in the Mexican and Central American rain forests.
- Represented by Chichen Itza
- Groups of city-states ruled by kings
- Economy based on agriculture and trade
- Polytheistic religion: Pyramids

Aztec Civilization

- Located in arid valley in central Mexico
- Represented by Tenochtitlan
- Ruled by an emperor
- Economy based on agriculture and tribute from conquered peoples
- Polytheistic religion: Pyramids, rituals

Inca Civilization

- Located in the Andes Mountains of South America
- Represented by Machu Picchu
- Ruled by an emperor
- Economy based on high-altitude agriculture
- Polytheistic religion
- Road system

Achievements of Maya, Aztec, and Inca Civilizations

- Calendars
- Mathematics
- Writing and other record-keeping systems

Unit 8: Dark Ages through the Renaissance

Part II: The High Middle Ages



STANDARD WHI.12a

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- describing the emergence of nation-states (England, France, Spain, and Russia) and distinctive political developments in each.

KEY IDEAS

European monarchies consolidated power and began forming nation-states in the late medieval period.

KEY QUESTIONS

How did European nation-states expand their territories and consolidate their power?

KEY FACTS

England

- William the Conqueror, leader of the Norman Conquest, united most of England.
- Common law had its beginnings during the reign of Henry II.
- King John signed the Magna Carta, limiting the King's power.
- The Hundred Years' War between England and France helped define England as a nation.
- Evolution of Parliament

France

- Hugh Capet established the French throne in Paris, and his dynasty gradually expanded their control over most of France.
- The Hundred Years' War between England and France helped define France as a nation.
- Joan of Arc was a unifying factor.

Spain

- Ferdinand and Isabella unified the country and expelled Muslim Moors.
- Spanish Empire in the Western Hemisphere expanded under Charles V.

Russia

- Ivan the Great threw off the rule of the Mongols, centralized power in Moscow, and expanded the Russian nation.
- Power was centralized in the hands of the tsar.
- The Orthodox Church influenced unification.

STANDARD WHI.12b

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- explaining conflicts among Eurasian powers, including the Crusades, the Mongol conquests, and the fall of Constantinople.

KEY IDEAS

Crusades were carried out by Christian political and religious leaders to take control of the Holy Land from the Muslims.

Mongol armies invaded Russia, Southwest Asia, and China, creating an empire.

Ottoman Turks conquered the Byzantine Empire.

KEY QUESTIONS

What were key events and effects of the Crusades?

What were the effects of the Mongol invasions?

What were the effects of the Ottoman invasions of Europe?

KEY FACTS

Key events of Crusades

- Pope Urban's speech
- The capture of Jerusalem
- Founding of Crusader states
- Loss of Jerusalem to Saladin
- Sack of Constantinople by western Crusaders

Effects of Crusades

- Weakened the Pope and nobles; strengthened monarchs
- Stimulated trade throughout the Mediterranean area and the Middle East
- Left a legacy of bitterness among Christians, Jews, and Muslims
- Weakened the Byzantine Empire

Mongol armies

- Invaded Russia, China and Muslim states in Southwest Asia, destroying cities and countryside
- Created an empire

Constantinople

- Fell to the Ottoman Turks in 1453, ending the Byzantine Empire
- Became capital of the Ottoman Empire

STANDARD WHI.12c

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- c) identifying patterns of crisis and recovery related to the Black Death.

KEY IDEAS

In the fourteenth century, the Black Death (bubonic plague) decimated the population of much of Asia and then the population of much of Europe.

KEY QUESTIONS

How did the Black Death alter economic and social institutions in much of Asia and then in Europe?

KEY FACTS

Impact of the Black Death

- Decline in population
- Scarcity of labor
- Towns freed from feudal obligations
- Decline of church influence
- Disruption of trade

STANDARD WHI.12d

The student will demonstrate knowledge of social, economic, and political changes and cultural achievements in the late medieval period by

- d) explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science.

KEY IDEAS

Education was largely confined to the clergy during the Middle Ages. The masses were uneducated, while the nobility was concerned with feudal obligations. Church scholars preserved ancient literature in monasteries in the East and West.

KEY QUESTIONS

How did European scholars begin to interpret and value ancient learning?

KEY FACTS

Church scholars

- Were among the very few who could read and write
- Worked in monasteries
- Translated Greek and Arabic works into Latin
- Made new knowledge in philosophy, medicine, and science available in Europe
- Laid the foundation for the rise of universities in Europe

Unit 8: Dark Ages through the Renaissance

Part III: The
Renaissance



Leonardo Da Vinci's *Mona Lisa*



Michelangelo's *David*



Leonardo Da Vinci's *The Last Supper*

STANDARD WHI.13a

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- a) identifying the economic foundations of the Renaissance.

KEY IDEAS

The Crusades stimulated trade by introducing Europeans to many desirable products.

Trade promoted frequent contacts with the Byzantine and Muslim Empires.

New economic institutions developed.

KEY QUESTIONS

How did the Crusades stimulate trade between Europe and the Muslim Empire?

What were the economic foundations of the Renaissance?

KEY FACTS

Economic effects of the Crusades

- Increased demand for Middle Eastern products
- Stimulated production of goods to trade in Middle Eastern markets
- Encouraged the use of credit and banking

Important economic concepts

- Church rule against usury and the banks' practice of charging interest helped to secularize northern Italy.
- Letters of credit served to expand the supply of money and expedite trade.
- New accounting and bookkeeping practices (use of Arabic numerals) were introduced.

STANDARD WHI.13b

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- b) sequencing events related to the rise of Italian city-states and their political development, including Machiavelli's theory of governing as described in *The Prince*.

KEY IDEAS

Wealth accumulated from European trade with the Middle East led to the rise of Italian city-states. Wealthy merchants were active civic leaders.

Machiavelli observed city-state rulers of his day and produced guidelines for the acquisition and maintenance of power by absolute rule.

KEY QUESTIONS

How did northern Italian cities benefit from their geographic location?

How did Italian city-states achieve importance and develop politically?

What were Machiavelli's ideas about power?

KEY FACTS

Florence, Venice, and Genoa

- Had access to trade routes connecting Europe with Middle Eastern markets
- Served as trading centers for the distribution of goods to northern Europe
- Were initially independent city-states governed as republics

Machiavelli's *The Prince*

- An early modern treatise on government
- Supported absolute power of the ruler
- Maintains that the end justifies the means
- Advises that one should do good if possible, but do evil when necessary

STANDARD WHI.13c

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- c) citing artistic, literary, and philosophical creativity, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch.

KEY IDEAS

The Renaissance produced new ideas that were reflected in the arts, philosophy, and literature. Patrons, wealthy from newly expanded trade, sponsored works which glorified city-states in northern Italy. Education became increasingly secular.

KEY QUESTIONS

How did the arts and literature of the Renaissance differ from those of the Middle Ages?

Who were prominent Italian Renaissance artists and writers?

How did classical knowledge of the ancient Greeks and Romans foster humanism in the Italian Renaissance?

KEY FACTS

Medieval art and literature focused on the Church and salvation; Renaissance art and literature focused on individuals and worldly matters, along with Christianity.

Artistic and literary creativity

- Leonardo da Vinci—*Mona Lisa* and *The Last Supper*
- Michelangelo—Ceiling of the Sistine Chapel and *David*
- Petrarch—Sonnets, humanist scholarship

Humanism

- Celebrated the individual
- Stimulated the study of Greek and Roman literature and culture
- Was supported by wealthy patrons

STANDARD WHI.13d

The student will demonstrate knowledge of developments leading to the Renaissance in Europe in terms of its impact on Western civilization by

- d) comparing the Italian and the Northern Renaissance, and citing the contributions of writers.

KEY IDEAS

With the rise of trade, travel and literacy, the Italian Renaissance spread to northern Europe. The art and literature changed as people of different cultures adopted Renaissance ideas.

KEY QUESTIONS

How did ideas of the Italian Renaissance change as they became adopted in northern Europe?

Who were important artists and writers of the Northern

Renaissance?

KEY FACTS

Northern Renaissance

- Growing wealth in Northern Europe supported Renaissance ideas.
- Northern Renaissance thinkers merged humanist ideas with Christianity.
- The movable type printing press and the production and sale of books (Gutenberg Bible) helped disseminate ideas.

Northern Renaissance writers

- Erasmus—*The Praise of Folly* (1511)
- Sir Thomas More—*Utopia* (1516)

Northern Renaissance artists portrayed religious and secular subjects.