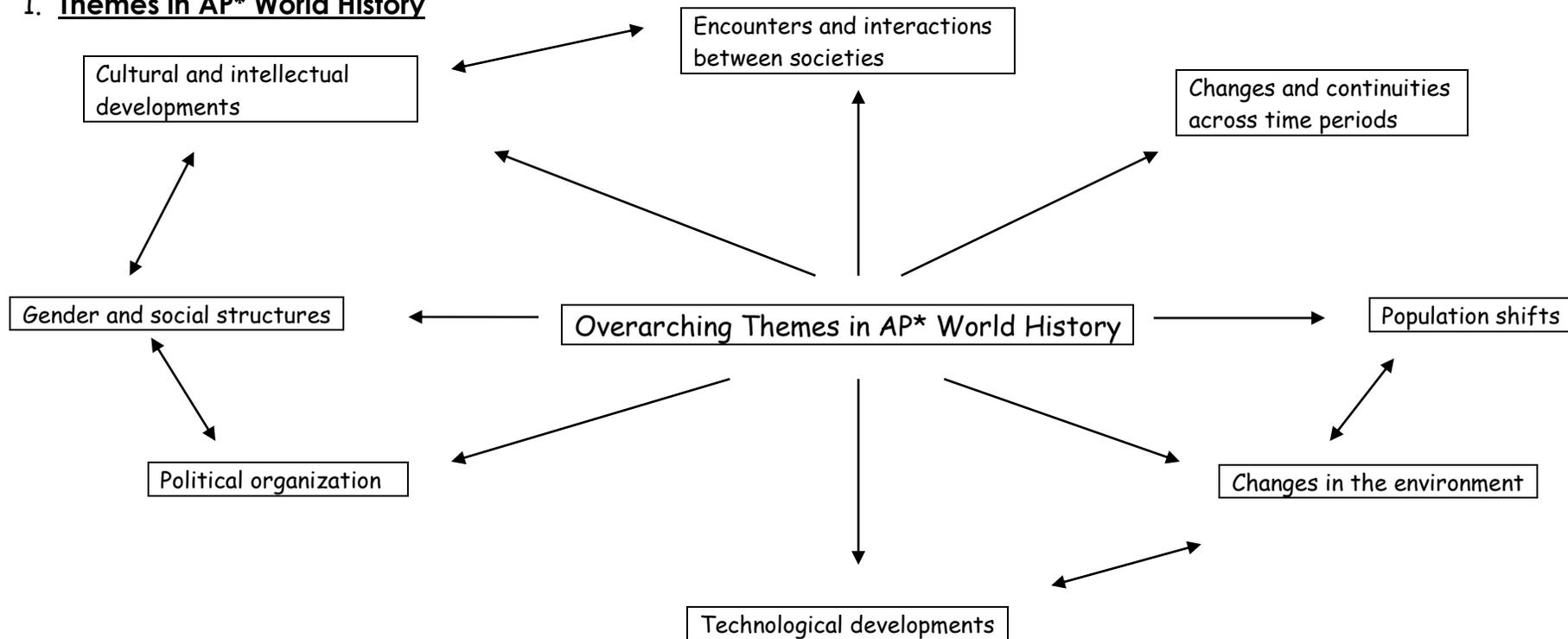


1. Themes in AP* World History



Why you should know this: Knowledge of these themes assists you especially when developing a thesis for an essay. Moreover, because these themes are overarching, they will most likely be the basis of the essay questions. You should always keep these themes in mind when analyzing civilizations and societies, both when you are comparing two different societies and when you are tracing change over time within a society or region. Note the interaction/relationship between many themes.

Example: Analyze the impact of the Enlightenment

The Enlightenment is an example of an intellectual development that contributed to interactions between societies (as philosophes contacted each other across countries and continents) and had a profound impact on gender and social structures as well as political organization.

2. Regions of the World

To make comparisons and analysis of world events easier, the world is divided into geographical regions.

Region	Modern countries in the region	Historical examples of countries in the region
East Asia	China, Japan, North Korea, South Korea	Chinese dynasties, Japanese shogunates
Southeast Asia	Vietnam, Thailand, Laos, Cambodia, Indonesia, Malaysia, Singapore, Myanmar, Brunei	French Indochina, British colonies, Siam, Angkor Kingdom, Dutch East Indies
South Asia	India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka	British India
Southwest Asia and North Africa	Egypt, Saudi Arabia, Morocco, Israel, Turkey, Iran, Iraq, Afghanistan, Syria, Lebanon, Libya, Tunisia, Algeria, Jordan, Kuwait, Qatar, UAE, Yemen, Cyprus	Muslim caliphates, Ancient civilizations (Nile Valley, Mesopotamia, Sumer, Kush, etc.), Hebrew Kingdoms, Ottoman Empire, Persia
Central Asia	Russia, Mongolia, the "-stans", Georgia	Nomad territories, Duchies of Kiev, Moscovy, Mongol Khanates
Sub-Saharan Africa	Countries below the Sahara: Nigeria, Somalia, Congo, Kenya, South Africa, Zimbabwe, etc.	Swahili city-states, European colonies, Axum, Transvaal
Eastern Europe	Poland, Slovakia, Czech Republic, Lithuania, Romania, Bulgaria, Greece, Serbia, Croatia, Kosovo, Hungary, Latvia, Estonia, etc.	Partitions of Poland, Austria-Hungary, Soviet satellite countries (Eastern Bloc), Czechoslovakia, Yugoslavia, Ottoman Empire, Greek city-states
Western Europe	United Kingdom, Ireland, France, Spain, Portugal, Italy, Germany, Austria, Switzerland, Sweden, Netherlands, Denmark, Belgium	Roman Empire, Holy Roman Empire, Gaul, Aragon, Castile, Papal States, Prussia, Anschluss, European Union
North America	Canada, United States, Mexico	European colonies
Latin America	Mexico, Panama, Cuba, Brazil, Argentina, Chile, Peru, Colombia, Guatemala, Costa Rica, Paraguay, Venezuela	Olmec, Maya, Aztec, Inca, Native tribal lands, European colonies
Oceania	Australia, New Zealand, Papua New Guinea	European colonies

Why you should know this: Often, essay and multiple choice questions refer to regions of the world in the prompt. It is important to be familiar with where these regions are located, examples of countries located in the region (modern as well as historically), and to have knowledge of cultural, geographical (physical features), and political characteristics of these regions.

Example: Compare external migrations in TWO of the following world regions (North America, Southwest Asia, Western Europe) from 1914 to the present.

To answer this questions, you would need working knowledge not only of migration patterns in the 20th/21st centuries, but also of the world regions addressed in the question. Once you have identified what countries exist in that region in the time period requested by the question, you can begin to identify examples of migration patterns to use in this comparative essay.

3. Geography of the world

You need a basic understanding of world geography to be successful in AP World History. Most importantly, you need knowledge of the historical significance of major physical features, especially the world's oceans.

- The Arctic Ocean:
 - where: extreme northern hemisphere
 - significance: topped with ice for most of the year, location of mythic "Northwest Passage" (passage does exist, but covered by ice most of the year)
- Indian Ocean:
 - where: south of South Asia, east of Africa, west of Oceania
 - significance: 3rd largest, extensive trade throughout history, earliest traders used monsoon winds to navigate, scene of intense rivalries (especially during European colonial times)
- Atlantic Ocean:

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- where: between North/South America and Europe/Africa
- significance: 2nd largest, center-stage of Columbian Exchange, traversed by billions of immigrants
 - Pacific Ocean:
- where: between North/South America and Asia/Oceania
- significance: largest, many islands, Bering Sea/Straight (land bridge bringing people into the Americas), scene of intense modern warfare

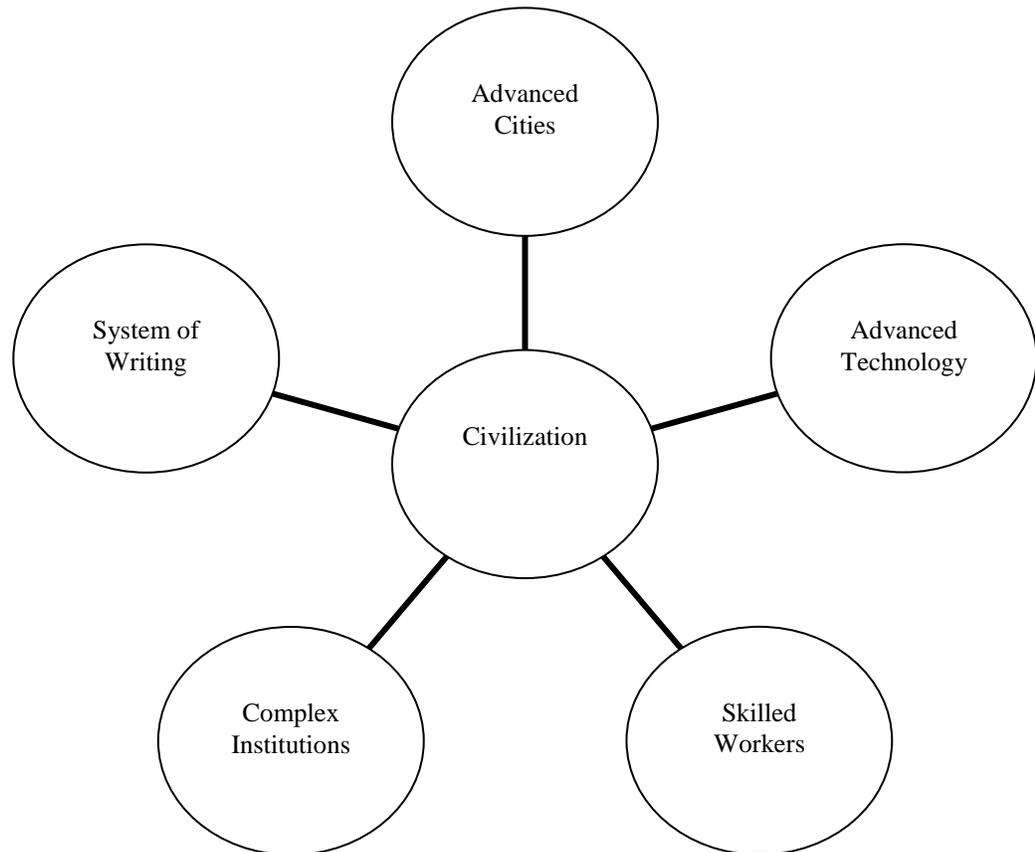
Why you should know this: Both multiple choice and essay questions may require you to have an understanding of the historical significance of the world's oceans.

Example:

1. Interactions between Muslims and Europeans during the seventeenth century were most commonly found in
 - a. the Atlantic Ocean
 - b. the Arctic Ocean
 - c. the South China Sea
 - d. the Indian Ocean
 - e. the Pacific Ocean

This question is specifically calling on your knowledge of the historical significance of the world's oceans and major seas. In the 17th century (1600's), the most frequented oceans were the Atlantic and Indian. Contact between Muslims and Europeans would only be possible in the Indian Ocean. Indeed, remembering that the Indian Ocean was the busiest ocean in terms of commerce (exotic spices and goods from Asia and India, luxury commodities from the Middle East) at that time would help you immediately identify the correct answer.

4. Definition of a civilization



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Why you should know this: You may encounter questions that ask you to classify a group of people as a civilization or a society based on characteristics. If you know the traditionally accepted definition of a civilization, then a question such as this would be easy question.

Example:

1. All of the following are common characteristics of a civilization EXCEPT:
 - a. an established, complex institution such as a government
 - b. elaborate irrigation techniques
 - c. multiple large cities
 - d. agricultural practices
 - e. specialized workers

The only characteristic listed above that is not included in the accepted definition of a civilization is (d) agricultural practices. Knowing the definition of a civilization helps you eliminate incorrect choices.

5. Independent invention vs. diffusion

A major debate in the study of world history is the significance of independent invention and diffusion of ideas. Specifically, a debate surrounds attaching importance to the opposing ideas: Which is more important? Which has led to more progress for any given civilization?

- Independent invention: an idea or technology was invented/created independent of outside influence
- Diffusion: an idea or technology was introduced to a region/society/civilization by members of another civilization

Why you should know this: You may be asked to identify the difference between these two ideas, or evaluate the significance in an essay. Always be aware that these ideas are associated with a great historical debate.

Example:

1. An example of diffusion rather than independent invention is
 - a. the Sumerian use of the wheel
 - b. the Mayan concept of zero as a place holder
 - c. the origin of the Greek alphabet
 - d. the cultivation of the banana in Southeast Asia
 - e. the origin of monotheism

The only example of something that originated outside the culture that used it is the Greek alphabet, which was adapted from the older Phoenician alphabet.

6. The Agricultural Revolution

The first major world event studied in AP World History is the Agricultural Revolution, lasting from about 8000 BCE to about 3000 BCE.

- Agricultural Revolution
- what: implementation of farming techniques, usually followed by the domestication of animals
- where: independent invention/development in this order: Mesopotamia, Egypt, Indus River Valley, Yangtze and Huang He River Valleys, Southeast Asia, Central America, South America (Andes)
 - ^ uncertainty about diffusion vs. independent invention for some areas, notably Egypt, Indus River, Southeast Asia, and South America
- significance: humans transitioned from foragers to farmers; marked the beginning of the Neolithic Age, impact on gender roles; slash-and-burn techniques led to large migrations of farmers, which led to the spread of the use of agriculture; allowed civilizations to develop (permanent settlements, specialized workers, advanced technology, record keeping, government/institutions)

Why you should know this: The knowledge of the impact of the development and diffusion of agricultural practices is important for multiple choice questions because this theme dominates the beginnings of civilization (River Valley Civilizations)

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Example:

1. Early agriculture in the Americas
 - a. developed as a result of cultural diffusion from the Eastern Hemisphere
 - b. featured the domestication of larger animals than in the Eastern Hemisphere
 - c. did not produce the wide variety of crops that the Eastern Hemisphere did
 - d. saw the rise of the urbanization earlier than did the Eastern Hemisphere
 - e. saw the rise of urbanization earlier than did the Eastern Hemisphere

Knowledge of a general, relational time-line of the development of agriculture, as well as the specific characteristics of the development of agriculture would allow you to eliminate all but (d) which implies development in the Americas before the Eastern Hemisphere

7. Characteristics of Early Agricultural Civilizations

It is imperative that you know and understand the common characteristics of early agricultural civilizations. Note that the characteristics mentioned below expand on the definition of a civilization.

Characteristic	Significance
Permanent settlements	As people began to farm, they began to settle in one place. Eventually, villages, towns, and cities developed. Important examples of early permanent settlements are Catal Huyuk and Jericho. Early cities became the focus of a civilization because of their political, cultural, and economic importance
Specialized workers	As farming produced food surpluses, many people did not have to farm and were able to specialize in other areas, such as ceramics and textile production. As civilizations advanced, people were able to specialize in other professions, such as commerce, civil engineers, religious leaders, and political leaders
Technological innovations	Early agricultural/Neolithic civilizations developed the use of various metals (copper, gold, and bronze in that order) for items such as weapons and other luxury goods; other examples of technological innovations, largely due to the specialization of workers, include advanced irrigation apparatus, the wheel, weapons, sundials, etc.
Governments	As cities developed in the early civilizations, the inhabitants required large public works projects beyond the scope of private citizens. As a result, governments formed to organize and oversee the fabrication of roads, irrigation projects, public buildings, etc. and to regulate commerce (through the establishment of laws, courts, and a system of punishment. Moreover, governments functioned to protect citizens from invasions and to organize attacks on rival civilizations. Governments also collected taxes from the city dwellers
Social Classes	As people settled on land to farm, there were those who laid claim to more land than others, thus forming the first elite social classes. Early civilizations had an elite social class comprised of large land-owners. Many civilizations, such as Sumer, had a slave class, although in most cases slaves could buy their freedom. Likewise, men could sell women and children into slavery to pay off debts.
Religion	As people began to observe more closely their environment in an effort to increase agricultural productivity, knowledge of seasons and nature increased. Attempting to explain natural processes and natural disasters, people developed elaborate stories about the origin of life and rituals to appease gods they perceived as controlling nature. Over time, a group of specialized workers emerged to lead these rituals and devote their lives to the worship of deities.

Why you should know this: You will be asked to identify and compare characteristics of early civilizations.

Example:

1. Early urban dwellers
 - a. were dominated by peoples in agricultural settlements
 - b. left the pursuit of religious practices to agricultural peoples
 - c. saw the need for a government
 - d. were exempt from taxation
 - e. were offered few opportunities to carry out specialized tasks

Knowing the characteristics would help you eliminate all of the answers except for (c).

8. River Valley Civilizations

You are required to know the characteristics of the River Valley Civilizations, which were the first major civilizations in world history

River Valley Civilization	Specific Characteristics	Shared Characteristics
Mesopotamia	<ul style="list-style-type: none">- earliest civilization- located between the Tigris and Euphrates Rivers- Achievements spread to Egypt and Indus Valley- Technology: bronze, copper, irrigation canals- ~3500 BCE: Sumerians settle in southern Mesopotamia<ul style="list-style-type: none">• cuneiform to write• ziggurats as religious monuments• Epic of Gilgamesh (flood story similar to Genesis)- flooding required construction of irrigation canals, which required the formation of government (city-states)- Social classes: ruling/elite landowning class, slavery- Patriarchal: men dominated government and the family<ul style="list-style-type: none">• women wore a veil by the 16th century BCE but did have the opportunity to work outside the home in commerce, religious roles, and in record keeping- Lack of natural barriers led to frequent invasions of the region: Akkadians, Babylonians, Assyrians, Persians- Babylonian King Hammurabi: Code of Hammurabi<ul style="list-style-type: none">• Distinction between class and gender in	<ul style="list-style-type: none">- community cooperation to build large public works projects, especially irrigation projects- need for cooperation led to the development of increasingly centralized governments- knowledge of metallurgy (whether independently invented or acquired through diffusion) led to advanced tools, weapons, and art- writing system- development of social classes- use of slave labor- patriarchy- polytheism- trade with neighboring and far-reaching civilizations- warfare: internal and external pressures <hr/> <p>Shared Characteristics</p> <ul style="list-style-type: none">- community cooperation to build large public works projects, especially irrigation projects- need for cooperation led to the development of increasingly centralized governments- knowledge of metallurgy (whether independently invented or acquired through

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	<p>punishments</p>	<p>diffusion) led to advanced tools, weapons, and art</p> <ul style="list-style-type: none"> - writing system - development of social classes - use of slave labor - patriarchy - polytheism - trade with neighboring and far-reaching civilizations - warfare: internal and external pressures
<p>Egypt</p>	<ul style="list-style-type: none"> - ~3000 BCE - Nile River Valley - Irrigation canals to channel annual floodwaters, construction of which led to the establishment of government - some major cities, but mostly agricultural settlements - trade along the Nile connected villages - Pharaoh held significant power and authority, constructed pyramids to serve as tombs - polytheistic religion - mummification exemplifies belief in afterlife - Defined social classes, opportunity for commoners to rise in status through government jobs - Patriarchal: women rarely served in government (regents of young pharaohs, priestesses, scribes) - Gained knowledge of bronze tools from Mesopotamia, iron working from the Kush 	

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	<ul style="list-style-type: none"> - hieroglyphics developed (possibly) from cuneiform as a result of trade - Protected from invasion by surrounding desert 	<p><u>Shared Characteristics</u></p> <ul style="list-style-type: none"> - community cooperation to build large public works projects, especially irrigation projects - need for cooperation led to the development of increasingly centralized governments - knowledge of metallurgy (whether independently invented or acquired through diffusion) led to advanced tools, weapons, and art - writing system - development of social classes - use of slave labor - patriarchy - polytheism - trade with neighboring and far-reaching civilizations - warfare: internal and external pressures
Indus Valley	<ul style="list-style-type: none"> - ~2500 BCE - Indus River Valley (modern Pakistan) - unpredictable flooding of the river - Harappa and Mohenjo-Daro: cities with streets in a grid - Technology: running water and sewage systems in houses - Harappan writing remains elusive (not yet deciphered) - Archeological evidence of trade between Mesopotamia and Harappa (Persian Gulf) - ~1500 BCE: Aryans invade and conquer Indus River Valley <ul style="list-style-type: none"> • Blending of Aryan and Harappan cultures had significant impact on the future Indian civilization 	
Shang Dynasty/ Huang He Valley	<ul style="list-style-type: none"> - ~1760's BCE – 1120's BCE - Most isolated: Deserts, mountains, seas - Trade: Southwest and South Asia - Shang dynasty was earliest to leave written records - Technology: bronze (from Mesopotamia by means of migrations), ironworking (~1000 BCE) - Flooding of Huang He led to irrigation projects which called for the development of central rule, strengthening Shang power - Walled cities along river served as cultural, military and economic centers - Rulers built elaborate palaces and tombs - Early writing used on oracle bones - Social classes: rulers, artisans, peasants, slaves - Patriarchal, although prior to Shang rule Chinese society was matrilineal - Ancestor veneration - Shang fell to Zhou: mandate of heaven called for an end to Shang rule, Zhou continued trend of centralization of government 	

<p>Mesoamerica and Andean S. America</p>	<ul style="list-style-type: none"> - developed later than Eastern Hemisphere civilizations - developed along smaller rivers and streams as compared to other River Valley civilizations - llama was largest animal - Technology: copper, irrigation systems - Olmecs, Maya constructed pyramids and temples - Polytheistic <ul style="list-style-type: none"> • Quetzalcoatl: god that would return to rule people - Social classes: ruling elite and priests at top, commoners and slaves at bottom - Mayan Innovations: calendar, system of writing using pictographs, idea of zero as placeholder, discoveries and knowledge of astronomy and time - Mayan political organization: city-states ruled by kings - Mayan kings frequently fought each other, with prisoners of war taken as slaves or for religious sacrifices - Andean civilizations isolated by mountains and lack of pack animals - Andean government: city-states separated by mountains 	
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Why you should know this: You are required to know general (shared) characteristics of all River Valley Civilizations as well as specific characteristics of two civilizations for both the AP test

Example: Compare and contrast the political and social structure of TWO of the following River Valley Civilizations:
Mesopotamia, Indus Valley, Huang He Valley, Egypt, Mesoamerica, Andean civilization

To write this essay, specific knowledge of two river valley civilizations is required. You need to point out specific examples of similar characteristics to make the direct comparisons, as well as working knowledge of the general characteristics to fill in any gaps and give you more examples.

9. Classical Civilizations

Classical civilizations are defined as those that had a large, enduring influence over a large number of people. Thus, classical civilizations are important topics in AP World History due to the impact of these civilizations. Classical civilizations include the Zhou, Qin, and Han dynasties of China, the Mauryan and Gupta dynasties of India, the Persian Empire, the Greek city-states, Alexander the Great's Empire, and the Roman Empire.

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Classical Chinese Dynasty	Specific Characteristics	Significance
Zhou	<ul style="list-style-type: none"> - 1029 – 258 BCE - used mandate of heaven to claim authority - worked to centralize the government - expanded territory to the south (Yangtze River Valley) - rulers (emperors) referred to themselves as Sons of Heaven - standardized spoken language 	<ul style="list-style-type: none"> - increasingly centralized government with growing bureaucracy - expanding influence to include most of east and southeast Asia - increase in production of luxury goods, such as silk - increase in trade along Silk Roads - most advanced classical civilization, especially in terms of technology - basis of tradition established: patriarchy and government rule based on Confucian values
Qin	<ul style="list-style-type: none"> - 221 – 202 BCE - dynasty name gave name to country - expanded territory to the south (northern Vietnam) - construction of the Great Wall - standardized: weights, measures, money, written language - silk production encouraged and increased - construction of new roads 	
Han	<ul style="list-style-type: none"> - 200 BCE – 220 CE - bureaucracy strengthened - expanded territory south and west (central Asia, Korea, Indochina) - civil service exams based on Confucian values - trade increased (Silk Roads) - relative time of peace - patriarchy strengthened - technology: iron production, canals, irrigation systems, ox-drawn plows, collar for beasts of burden, paper manufacture, water-power mills - social structure: elites, peasants, artisans, unskilled laborers 	

Classical India	Specific characteristics	Significance
Aryan India	<ul style="list-style-type: none"> - ~1500 BCE, Aryans invade - Vedas: oral stories brought by Aryans, later written in Sanskrit - Vedic Age: early classical India (1500-1000 BCE) - Epic Age: period when great epics, such as the Ramayana, were created (1000-600 BCE) - Upanishads: basis for Hindu religion, collection of religious poems based on the Vedas - patriarchy - social structure: distinctive/defined class system with Aryans on top, Dravidians (native Indians) below; largely based on ethnicity and complexion of skin (lighter-skinned Aryans vs. darker-skinned Dravidians); during Epic Age, Priests (Brahmins) became more important than the warrior/ruler class; untouchables = those outside of 	<ul style="list-style-type: none"> - Aryans had huge influence over region, and their traditions and customs continue to influence India today - Development of Hinduism and Buddhism - Pattern: Periods of flourishing, united civilization followed by disintegration of the kingdom and fall to outside invaders - Caste system: increasingly rigid and defined throughout the classical

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	<p>the social class system who performed "undesirable" jobs; gradually became a very rigid caste system</p> <ul style="list-style-type: none"> - Religion: Aryans imposed their polytheistic beliefs which gradually blended with indigenous beliefs to form Hinduism 	<p>time period</p> <ul style="list-style-type: none"> - increase in trade, especially along Silk Roads - Pattern: dramatic increases in technological and scientific discoveries, which had enormous impact as these ideas spread to the West
Mauryan Dynasty	<ul style="list-style-type: none"> - 322 BCE – 230 BCE - After Epic Age, India divided into 16 states, with Magadha the strongest - Chandragupta founds Mauryan dynasty - large army, united almost all of Indian subcontinent - large bureaucracy established - Ashoka (grandson of Chandragupta) known for ruthless conquering of India, later converted to Buddhism and helped spread Buddhism along the roads of India - construction of roads that connected to China's Silk Roads - After Ashoka's death, kingdom divided again and invaders from the North ruled India until the Gupta's rose to power 	
Gupta Dynasty	<ul style="list-style-type: none"> - 320 CE – 550 CE - Hindu rulers, reinforcement of Hindu values, but Buddhism was tolerated - local rulers retained control over local territories, provided they complied with Gupta law - Religion: solidification of Hindu values and traditions, construction of Hindu temples; Buddhism spread through urban monasteries - Patriarchy: women gradually lost status and privileges, married at younger age, sati (widow suicide by burning) - Sanskrit becomes language of educated - Technology/discoveries: zero as placeholder, Arabic numerals, decimal system, knowledge of astronomy, knowledge of surgical procedures and the prevention of illnesses - Trade: increase in volume of trade, especially with the East 	

Classical Middle East	Specific Characteristics	Significance
Persia	<ul style="list-style-type: none"> - 550 BCE - Cyrus the Great, first conqueror, expanded territory to include most of Southwest Asia - noted for tolerance of minorities - Religion: Zoroastrianism, emphasized rewards in the afterlife for living a good life, or punishment for leading a bad life - Technology: ironworking which spread throughout the empire - Public works: extensive road system (The Persian Royal Road) to link all parts of the empire - Trade: with West (Phoenicians, Greeks) and East (India, China, Southeast Asia) 	<ul style="list-style-type: none"> - Large empire "at the center of the world" - coming together of many cultures - roads facilitated trade and communication between east and west - rivalries between Persians and Greeks led to wars

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Classical Mediterranean	Specific Characteristics	Significance		
Greece	<ul style="list-style-type: none"> - 1700 BCE, Greek migrations into the peninsula - 800 BCE, Greeks adopt alphabet from Phoenician traders - Geography: mountains and islands prevent to complete unification of Greek peoples under one ruler (instead Greece was a collection of loosely allied city-states); coastline allowed for easy access to the sea for trade and food - City-states: polis in Greek, Athens and Sparta were two of the largest and were also rivals - Sparta: aristocratic government; focus on strong military; slave labor; emphasis on agriculture - Athens: development of democracy (Pericles); many achievements in math, science, the arts, and philosophy; emphasis on trade; slave labor - Persian Wars: alliance of Athens and Sparta to defeat invading Persians - After Greek victory, Athens dominates Greek city-states - distrust for Athenian rule led to Peloponnesian Wars in which the city-states of Greece allied with either Athens or Sparta; Spartan victory coupled with widespread plague led to a deterioration of the power of Greek city-states - Culture: Greek theatre (tragedy and comedy); Olympic games; polytheistic religion with gods and goddesses vying for power and displaying human characteristics; Aristotle and the foundation of Greek philosophy - Expansion: Greek settlements/colonies throughout the Mediterranean (Italy, Eastern Mediterranean, Black Sea) 	<ul style="list-style-type: none"> - Political patterns established during the classical time continue to have an influence on the modern world - Cultural traditions and customs shaped the arts for centuries - development of major world religion: Christianity - extensive trade brought new ideas and products to the region - use of slave labor ultimately led to decline in economic expansion 		
Alexander the Great	<ul style="list-style-type: none"> - 336 - 323 BCE - Conquered Greece, Persia, Egypt, Syria, Palestine, parts of India - Hellenistic culture: blending of Greek, Phoenician, Persian, Egyptian, and Indian cultures; later adopted by Romans - Trade: Alexander's empire solidified trade contacts between Asia and the Mediterranean world - Stoicism: use powers of reason to lead virtuous lives and assist others; popular philosophy during Hellenistic Age - Achievements: Euclidean geometry, Pythagorean Theorem, knowledge of anatomy, circumference of the world; geocentric theory (Ptolemy) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1522 966 2039 998">Significance</th> </tr> </thead> <tbody> <tr> <td data-bbox="1522 1003 2039 1502"> <ul style="list-style-type: none"> - Political patterns established during the classical time continue to have an influence on the modern world - Cultural traditions and customs shaped the arts for centuries - development of major world religion: Christianity - extensive trade brought new ideas and products to the region - use of slave labor ultimately led to decline in economic expansion </td> </tr> </tbody> </table>	Significance	<ul style="list-style-type: none"> - Political patterns established during the classical time continue to have an influence on the modern world - Cultural traditions and customs shaped the arts for centuries - development of major world religion: Christianity - extensive trade brought new ideas and products to the region - use of slave labor ultimately led to decline in economic expansion
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Rome	<ul style="list-style-type: none"> - 800 BCE: Kingdom of Rome - 509 BCE: king overthrown by aristocracy, beginning of Roman Republic ruled by the Senate (aristocrats) - Expansion: Punic Wars bring defeat of Carthaginians (prime rivals) and domination of the Mediterranean; continued expansion in North Africa, Western Europe, and the Eastern Mediterranean coastal lands - 45 BCE: advent of Julius Caesar, beginning of transition from Republic to Empire - 27 BCE: Augustus Octavian Caesar becomes Emperor, beginning of Pax 	<ul style="list-style-type: none"> - Political patterns established during the classical time continue to have an influence on the modern world - Cultural traditions and customs shaped the arts for centuries - development of major world religion: Christianity - extensive trade brought new ideas and products to the region - use of slave labor ultimately led to decline in economic expansion 		

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	<p>Romana</p> <ul style="list-style-type: none"> - Technology: large public works, such as aqueducts, roads, bridges; architecture such as the coliseum, roman arches (adopted from Greek architecture) - Achievements: common coinage, common language (Latin), continuation of Greek/Hellenistic traditions and beliefs (alphabet, philosophy) - Trade: extensive trade in Mediterranean and with the East along the Silk Roads in the Middle East - Religion: Roman polytheistic religion based on Greek gods and goddesses; development of Christianity after birth and life of Jesus Christ in Judea - Social structure: patriarchal; use of slave labor - Government: during Republic, codification of Roman laws called the Twelve Tables (innocent until proven guilty; defendants may confront accusers in court; judges can nullify unjust laws); during Republic, legislative Senate with executive Consuls (two) and power to elect dictator in times of trouble; during Empire, rule of Emperor with Senate as advisors
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Why you should know this: You are required to know specific characteristics about the Classical civilizations, as well as the significance of these civilizations in terms of their impact at the time, and the lasting influence these civilizations produced. You will be asked multiple choice questions about specific characteristics of each. You will also be asked to make comparisons between the classical civilizations. Comparative questions may be in the form of multiple choice or a comparative essay.

Example:

1. Under both the Han and Roman empires
 - a. imperial roads were connected to the Silk Roads
 - b. new territories were added to the empires
 - c. a time of peace settled over both empires
 - d. enduring cultural traditions were established
 - e. all of the above.

Knowing a combination of specific characteristics and the significance of classical civilizations would lead you to the correct answer choice (e).

10. Belief Systems and Religions of the Classical Period

Religious beliefs had an enormous impact on the political and social structures of classical civilizations. Moreover, religious beliefs helped define the cultural characteristics of these civilizations. An intimate knowledge of the fundamental beliefs, the impact of those beliefs on society, and the spread of these beliefs is required of AP World History students

1. Polytheism
 - characteristic of early agricultural (River Valley) civilizations and Classical Mediterranean religions
 - animism: form of polytheism in which gods/goddesses are found in naturally occurring objects (trees, stones, plants); characteristic of African and Polynesian religions
2. Hinduism
 - developed from the literature/oral traditions of the Aryans in present-day India
 - no single founder
 - polytheistic: many gods, principle gods were Vishnu (provider) and Shiva (destroyer)
 - Brahmins were priests, at the top of social structure
 - Brahama = divine essence; meaningful life is union with Brahma through reincarnation (this is called moksha and means the soul no longer experiences suffering)
 - karma = a person's good and bad deeds; determines form of reincarnation
 - dharma = moral code to guide life and actions
 - worship of cattle as sacred (housing reincarnated souls); consumption of beef forbidden
 - Significance: religious beliefs reinforced caste system, strengthened patriarchy by stressing obligations to community and family; beliefs continue to influence Indian society today
 - Spread: Hindu beliefs spread along the Silk Roads and to Southeast Asia via Indian Ocean trade
3. Buddhism
 - developed by Sidartha Gautama and his followers in Northeastern India in the mid 500's BCE; "Buddha" = the enlightened one, but NOT a deity
 - Similar to Hinduism: relief from worldly suffering through the union of soul with divine spirit (nirvana); belief in reincarnation
 - Departures from Hindu beliefs: stressed equal treatment of all people (therefore opposed to caste system)
 - Ideas of equality appealed especially to those of the lower classes
 - Spread: Buddhist monasteries established along trade routes; monks and nuns hosted travelers and spread beliefs; Mauryan emperor Ashoka promoted Buddhism after he converted
 - Significance: Buddhism achieved widespread popularity, especially in East and Southeast Asia, although it lost popularity in India itself; offered an alternative to Hinduism for those in the lower castes, providing these people with hope for a better life in the future
4. Confucianism
 - Emerged during the Era of Warring States (between Zhou and Qin dynasties)
 - Kung Fu-tse (Confucius): Chinese scholar and philosopher who studied the literature of the Zhou period and developed a theory of how to establish stability in China
 - Confucius taught that good, stable government depended on educated civil servants and adherence to virtue; specifically stressed a series of patriarchal relationships such as obedience and loyalty to the emperor, filial piety and veneration of ancestors

- Followers recorded Confucius' teachings in the Analects, which became the basis of the program of study for those wishing to enter China's bureaucracy (after the Han established the civil service examinations)
 - Significance: Confucius' teachings became the cornerstone of Chinese tradition and culture; civil service examinations provided a greater level of competency among government employees; Confucianism supported autocratic government in China and preserved patriarchal social structures/gender roles; continues to have an influence in much of East Asia today
 - Spread: although Confucianism remains primarily a Chinese belief system, elements of Confucianism have been adopted in areas that fell under Chinese control (such as Korea and Vietnam) or in areas that imported heavily from Chinese culture (such as Japan)
5. Daoism
- Emerged during the Era of Warring States (between Zhou and Qin dynasties)
 - Lao-zi (Lao-tsu) = founder of philosophy
 - Philosophy: balance in nature (yin and yang) is preferable; human understanding of nature and harmonious balance achieved by following "the Way" (the life force found in nature)
 - Political affiliations: Daoism, in stark contrast to Confucianism, teaches that political activism and education are not necessary to harmony in nature because the natural flow of events would resolve problems
 - Significance: the Chinese adapted some Daoist principles to fit with Confucianism to reinforce ideas about responsibility for the community and the importance of meditation; ideas have influence on modern pop-culture (the Force, in Star Wars)
 - Spread: Daoism, like Confucianism, remains primarily a Chinese belief system, however, elements of Daoism have been adopted in areas that fell under Chinese control (such as Korea and Vietnam) or in areas that imported heavily from Chinese culture (such as Japan)
6. Judaism
- ~2000 BCE: migration of Abraham from Mesopotamia to Canaan; followers called Hebrews
 - Monotheistic: the first people to have a monotheistic religion; have a covenant in which Yahweh is their god and Jews are his followers; history recorded in Torah (Hebrew scriptures, Old Testament of Christian Bible)
 - History: migration out of Canaan to Egypt (famine?); enslaved by Egyptians; exodus and freedom from slavery led by Moses; receipt of the Ten Commandments as law for the Jews; return to Canaan (Palestine) and establishment of theocracy (rule by religious leaders); establishment of Kingdom of Israel under Saul; Jerusalem becomes capital of Israel under David; kingdom weakens under Solomon (taxes); division of Israel into two kingdoms, Israel (North) and Judah (South); Northern kingdom fell to Assyrians, 722 BCE, leading to first Jewish diaspora; Southern kingdom fell to Babylonians (Chaldeans) in 586 BCE and Jews taken into captivity in Babylon; Persian invasion led by Cyrus the Great led to renewed freedom for Jews; Jews return to Palestine, which remains under Persian control until becoming a part of the Roman empire (province of Judea, 63 BCE); 132 CE: rebellion of Jews against Romans led to second diaspora
 - Spread: Followers of Judaism did not try to convert others to their religion
 - Significance: first monotheistic religion; foundation for future monotheistic religions of Christianity and Islam; pattern of persecution against Jewish people continues even today
7. Christianity
- 4-6 BCE: birth of Jesus Christ, believed Messiah prophesized by Jewish faith
 - History: Jesus, as an adult, traveled around Judea, accompanied by 12 disciples, preaching forgiveness of sins; called the Christ = "anointed"; Jesus' teachings perceived as a threat to Jewish and Roman authority in the region; trial and execution of Jesus; resurrection of Jesus and foundation of Christianity as followers of Jesus traveled the Roman empire spreading Jesus' message; accounts of Jesus' life and teachings found in New Testament of Christian Bible
 - Spread: missionaries used Roman roads to spread the message of Jesus; religion spread rapidly throughout the empire, although for the first few hundred years it was not openly tolerated; as Christianity gained popularity, Roman Emperors accepted its existence and later emperors even converted, establishing Christianity as the official religion of the Empire; after the collapse of the western half of the empire, Christianity spread further north in Europe and East into Eastern Europe, the Balkans, and Russia

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- **Significance:** Christianity continues to have an enormous influence on Western Culture and is considered one of the West's most important cultural heirlooms from Roman times; Christianity had wide appeal among the poor and among women because its stress on the concept of equality in faith; served as a unifying force among Europeans after the fall of the Roman Empire; earliest organized Christianity in the form of Catholicism, which had a significant influence on Medieval and Early Modern European rulers

Why you should know this: You are required to know the fundamental beliefs of the world's major religions as well as the impact of these religions on the societies they touched. You must be familiar with the interaction/relationship between these religions and the political and social structures they influenced. You must also be aware of specific cultural characteristics displayed by each

Example: Using the following documents, analyze the responses of the spread of Buddhism in China. What kinds of additional documents would you need to evaluate Buddhism's appeal in China?

To answer this question, you would need outside information about the basic, fundamental beliefs of Buddhism to help interpret the documents. Additionally, you would need to know the fundamental beliefs of Confucianism in order to help you interpret how a follower of Confucianism might perceive Buddhism. Moreover, you would need to understand the history behind the development of both religions and how Buddhism came to China. You would also need to be aware of the significance of Confucianism in China: Confucius beliefs were at the heart of Chinese government and a new religion might upset/destabilize the authority of the government.

11. The Decline of Classical Civilizations

You will need to know and be able to compare circumstances surrounding the fall of classical civilizations (Rome, Han China, and Gupta India)

Classical Civilization	Specific causes for fall	Shared characteristics
Han China	<ul style="list-style-type: none"> - start of decline: 100 CE - decline of interest in Confucianism and stress on education - social unrest - pressure from neighboring tribes 	<ul style="list-style-type: none"> - weak emperors, deflection of power to military leaders - decline in trade - taxes overburden peasants - population decline/epidemic diseases - bad harvests
Rome	<ul style="list-style-type: none"> - collapse of traditional values among the elite - dependence on slave labor - use of non-Romans in the army - inability to effectively rule large empire - cessation of inflow of resources due to cessation of wars of conquest 	<ul style="list-style-type: none"> - poverty gap, especially with regards to land ownership - decline in morality
Gupta India	<ul style="list-style-type: none"> - regional leaders gained more power at the expense of the power of the Gupta rulers - traditional values persisted 	<p style="text-align: center;">Shared Characteristics</p> <ul style="list-style-type: none"> - weak emperors, deflection of power to military leaders - decline in trade - taxes overburden peasants - population decline/epidemic diseases - bad harvests - poverty gap, especially with regards to land ownership - decline in morality

Why you should know this: You will be asked to identify specific reasons for the collapse of classical civilizations, and you may be asked to compare the collapse of classical civilizations in an essay. Additionally, you could be asked to analyze changes in classical civilizations, so you would need to know about the development of these civilizations as well as their decline.

Example:

1. The declining years of Han China and the Roman Empire shared all of the following EXCEPT
 - a. a decline in morality
 - b. epidemic disease
 - c. assimilation of invading peoples into imperial culture
 - d. unequal land distribution
 - e. decline in trade

If you know the shared characteristics of classical civilizations in decline, you would know that the only characteristic not shared by both is answer choice (c).

12. The Aftermath of the Fall of Classical Civilizations

It will be important for you to understand how these civilizations transitioned from classical times to Medieval times.

Han China	Rome	Gupta India
<ul style="list-style-type: none">- Daoism and Buddhism gain popularity- Invasions from nomads (Hsiung-nu)- political decentralization- 589 CE: Sui dynasty reestablishes order in China- Confucian culture/traditions kept by the elite classes- invading nomads settled and assimilated into Chinese culture	<ul style="list-style-type: none">- small landowners forced to sell to large landowners- large landowners became increasingly self-sufficient, leading to a decline in trade, which led to a decline in urban populations- Conflict with large Christian minority- Constantine established second capital at Byzantium (Constantinople) and converted to Christianity- Western portion of empire steadily declined, while eastern portion thrived and continued to trade with the East- Huns migrate out of Central Asia, pressuring Germanic tribes of Central Europe to migrate/invade the Roman Empire- Germanic tribes establish kingdoms within Roman empire, eventually overthrow western emperor by 476 CE- Eastern portion (becoming the Byzantine Empire) faced less pressure from outsiders and more economic prosperity, center for arts- Attempt to revive empire during the rule of Justinian (Byzantine emperor), but unsuccessful- cities in the west deteriorated and culture/intellectual life declined- centralized government replaced by allegiances to Germanic kings	<ul style="list-style-type: none">- Invaders from central steppes from ~500 CE to ~600- local rulers (Rajput) replace centralized rule of Guptas- interest in Buddhism declined, while adherence to Hindu traditions continued

Why you should know this: You will be asked, most likely in the form of a multiple choice question, to identify events and patterns happening as classical civilizations collapsed and entered the "Medieval" time period.

Example:

1. The decline of Han China
 - a. saw the end of Chinese established traditions
 - b. like Rome, saw invaders permanently dominate the empire
 - c. witnessed Daoism, rather than Confucianism, gaining popularity
 - d. was the end of Chinese dynastic rule
 - e. resulted in the decline of Buddhism in China

After considering the choices, (c) stands out as the only possible correct answer because it is the only one that is true. Knowing what happened after the collapse of classical China would lead you to this answer.

13. Interactions between Civilizations of the Classical Period

In addition to knowledge of the specific characteristics of Classical civilizations, you are required to know about types of interactions, such as invasions (many of which have already been discussed) and trade

1. Rivalries along the Nile
 - Kingdom of Kush south of Egypt: admired Egyptians and adopted aspects of their culture, such as hieroglyphics and religious beliefs
 - Kush conquer Egypt ~750 BCE during a time when Egypt was weak
 - Kush conquered by another rival kingdom, Axum ~300 CE
 - Another rival kingdom, Ethiopia, was a Christian kingdom (Christianity brought to region by Greek merchants ~4th century CE)
 - All of these kingdoms traded along the Nile and across the Red Sea
2. Silk Roads
 - roads linked China, India, and Mesopotamia
 - trade often facilitated by Central Asian herders
 - roads extended by Romans to include the Mediterranean region
 - important route that gave access to luxury goods and exotic spices from the East to the West
 - Nomads linked to more advanced civilizations through their participation in trade (often offering use of their animals)
 - allowed the diffusion of ideas (including religious beliefs and scientific discoveries), goods, technology, and diseases
3. Indian Ocean Trade
 - an extension of the Silk Roads that allowed trade primarily between China, India, and Africa
 - sea merchants/sailors from China, India, Persia, Africa, Southeast Asia
 - movement possible from monsoon winds to go from section to section across the Indian Ocean
4. Trans-Saharan Trade
 - trade across the Sahara desert
 - use of camel caravans to cross the desert
 - primarily exchange of salt and palm oil for gold and ivory
 - significant in that sub-Saharan Africa was linked to North Africa and therefore the Mediterranean trade routes, as well as the silk roads that the Romans extended into North Africa

Why you should know this: You will be asked about specific trade patterns during the classical age and may be asked to analyze and/or compare patterns of trade during this time period. You will also be asked about ways in which classical civilizations interacted.

Example: Compare patterns of trade along TWO of the following trade routes during the Classical period: Indian Ocean, Silk Roads, Trans-Saharan

To answer this question, you would need considerable knowledge about these trade routes (products exchanged, civilizations involved). You would need to be able to cite examples of similarities and differences of trade along these routes as well as discuss the significance of the interactions through trade in these areas.