



World History

First Semester Final Exam Study Guide

Due: _____



1. List major contributions **and** geographical facts about the following River Valley Civilizations
 - a. Mesopotamia
 - b. Egypt
 - c. Indus
 - d. China
2. How do we know that Ancient Egyptians placed a great deal of influence on the afterlife?
3. List at least three women who ruled Ancient Egypt.
4. What was the significance of Hammurabi's Code of Laws?
5. How did the following ancient civilizations contribute to modern governments today?
 - a. Ancient Greece
 - b. Ancient Rome
6. What role did people such as Socrates, Plato and Aristotle play in Ancient Greece?
7. Explain the significance of Rome's creation of the Twelve Tables.
8. What was the primary function of the Roman Aqueducts? What other inventions did they inspire?
9. How did Alexander the Great's expanding empire contribute to the spread of Hellenistic culture? Why was Alexandria the center of the Hellenistic world?
10. Why were the Phoenicians such a prosperous civilization?
11. List at least 3 characteristics of the following religions
 - a. Judaism (Ten Commandments)
 - b. Hinduism (Dharma)
 - c. Buddhism (Eightfold Path)
 - d. Islam (Five Pillars)
12. According to Confucius, what are the Five Basic Relationships in which most people are involved?
13. How do the Sunni Muslims and the Shia Muslims differ in their beliefs?
14. Describe the political and social structure of the Mongols **before** the rise of the Mongol Empire.
15. How did the Mongols build the largest unified land empire in history?
16. How was the Mongol Empire divided upon the death of Genghis Khan? List the Khanates and the land they dominated.
17. How did the Mandate of Heaven apply to the emperors of China?
18. Compare and contrast *serfs* and *helots*.
19. List the contributions the follower rulers made to their empires
 - a. Charlemagne (Holy Roman Empire)
 - b. Peter the Great (Russian Empire)
 - c. Justinian (Byzantine Empire)
 - d. Suleiman (Ottoman Empire)
20. How were *feudalism* and the *manor system* related?
21. What were the European motives for fighting the Crusades (Holy Wars)? What was the significance of the 1st Crusade? What was the significance of the 4th Crusade?
22. What was Joan of Arc's role in the Hundred Years War? Why was she accused of heresy?
23. What were some of the functions performed by Christian monasteries?
24. Who was Eleanor of Aquitaine? How was she a patron of the arts?
25. How did the Concordat of Worms solve the power struggle between the Church and the Holy Roman Emperor?

World History First Semester Final Study Guide

Heidi Roupp



World History First Semester Final Study Guide:

Study Guide for World History I United States Armed Forces Institute, 1956 **Study Guide for World History II**
Stephanie E. Merritt, United States Armed Forces Institute, 1956 **Teaching World History: A Resource Book** Heidi
Roupp, 2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art
gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and
suggestions for classroom activities are also provided World History II United States Armed Forces Institute, 1964

Resources in Education, 1996-04 **Outline of the Course of Study for the Public Schools of the City of
Superior, Wisconsin** Superior (Wis.). Board of Education, 1905 *History of Western Civilization I* Pauline Relyea
Anderson, Eugene Newton Anderson, 1961 **Research in Education**, 1974 Faith Ed Linda K. Wertheimer, 2016-08-23
An intimate cross country look at the new debate over religion in the public schools A suburban Boston school unwittingly
started a firestorm of controversy over a sixth grade field trip The class was visiting a mosque to learn about world religions
when a handful of boys unnoticed by their teachers joined the line of worshippers and acted out the motions of the Muslim
call to prayer A video of the prayer went viral with the title Wellesley Massachusetts Public School Students Learn to Pray to
Allah Charges flew that the school exposed the children to Muslims who intended to convert American schoolchildren
Wellesley school officials defended the course but also acknowledged the delicate dance teachers must perform when dealing
with religion in the classroom Courts long ago banned public school teachers from preaching of any kind But the question
remains How much should schools teach about the world s religions Answering that question in recent decades has pitted
schools against their communities Veteran education journalist Linda K Wertheimer spent months with that class and
traveled to other communities around the nation listening to voices on all sides of the controversy including those of clergy
teachers children and parents who are Muslim Jewish Christian Sikh or atheist In Lumberton Texas nearly a hundred people
filled a school board meeting to protest a teacher s dress up exercise that allowed freshman girls to try on a burka as part of
a lesson on Islam In Wichita Kansas a Messianic Jewish family s opposition to a bulletin board display about Islam in an
elementary school led to such upheaval that the school had to hire extra security Across the country parents have requested
that their children be excused from lessons on Hinduism and Judaism out of fear they will shy away from their own faiths But
in Modesto a city in the heart of California s Bible Belt teachers have avoided problems since 2000 when the school system
began requiring all high school freshmen to take a world religions course Students receive comprehensive lessons on the
three major world religions as well as on Sikhism Hinduism Buddhism and often Shintoism Taoism and Confucianism One
Pentecostal Christian girl terrified by idols including a six inch gold Buddha learned to be comfortable with other students
beliefs Wertheimer s fascinating investigation which includes a return to her rural Ohio school which once ran weekly
Christian Bible classes reveals a public education system struggling to find the right path forward and offers a promising

roadmap for raising a new generation of religiously literate Americans *Abstracts of Dissertations for the Degree of Doctor of Philosophy, with an Appendix Upon the Graduate Activities of the University* University of Pittsburgh. Graduate School, 1926 Abstracts of doctoral dissertations from Pittsburgh University are included in Dissertation abstracts 016 378 M626 v 13 1953

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