CSET I: History

For the most part, I think the Test Prep videos are a pretty good source of information. There were several questions about slavery and Black Americans that aren’t covered by TestPrep. Also, one on Mexicans in California that isn’t covered. Questions in red are ones TestPrep didn’t cover at all. Green are ones they definitely covered. Pink are areas they talked about, but didn’t hit the actual question asked, but gave info you could reason an answer from. Questions were pretty evenly divided between World, US and CA history categories. Answers I say I picked may or may not be correct. Questions from CA practice test on web are in purple. Lists of things that could lead to essay questions are in orange font.

Domain 1 World History

1.1 Ancient Civilizations.
Candidates for Multiple Subject Teaching Credentials trace the impact of physical geography on the development of ancient civilizations (i.e., Mesopotamian, Egyptian, Kush, Hebrew, Greek, Indian, Chinese, and Roman civilizations).

They identify the intellectual contributions, artistic forms, and traditions (including the religious beliefs) of these civilizations.

They recognize patterns of trade and commerce that influenced these civilizations.

Video: Early Ancient Civilizations (53:07)
Compare and contrast different early civilizations that arose along fertile river valleys. In Mesopotamia this was in the Fertile Crescent area along the Tigris and Euphrates Rivers. In Egypt this was along the Nile River. In China this was along the Yellow River. In India this was along the Indus River.

Why did Civilizations arise along rivers? FARMING: Rivers provided water for farming. 1) people stayed in 1 place rather than being Hunters and Gatherers that moved around to find food. They had time to build large structures such as Great Wall of China and pyramids of Egypt. 2) It allowed for specialization. When they were Hunter Gatherers, everyone was involved in obtaining food. One farm family (agrarian based) could feed 20 other families, so the others could be blacksmiths, artists, government leaders. Transition from being Hunter Gatherers to Farming is called the Neolithic Revolution. It happened separately in Mesopotamia, Egypt, China, India.
Mesopotamia – Some of earliest civilizations occurred in the region called Mesopotamia. This area is now called Iraq (Near East or Middle East). Mesopotamia is a region, not a civilization. Flat, open geography, so numerous invasions were possible. Led to civilizations conquering each other over time in the same area. Other areas (like Egypt) had natural boundaries so they were not easy to conquer. Important: Sumer, Babylon, Hittites, New Babylon (Chaldeans), Phoenicians, Persians, Assyrians, were some important civilizations in Mesopotamia.

28. Which of the following best describes the geographical setting in which the first civilizations of Asia and Africa emerged?

A. mountainous areas where settlements could be easily defended against invasion
B. river valleys where there was an abundance of fertile soil and fresh water
C. inland prairies where families could subsist on food obtained from hunting and gathering activities
D. elevated plateaus where there was ample grazing land for cattle and sheep

Correct Response: B. (SMR Code: 1.1) The first civilizations of Asia and Africa emerged about 5,000 to 6,000 years ago in river valleys, which provided easy access to the water needed for cultivating crops and raising livestock. River valleys were particularly suitable for agricultural activities because floods deposited fertile soil on adjoining fields.
3500 – 2000 BC Sumer – Contributions: invented Wheel (made from wood), mathematics, earliest writing = cuneiform wedge form, complex irrigation systems to make use of water from river so more farm land. Polytheistic (worshiped multiple gods) each city-state worshiped its own god. Governing structure - City-state = a city that is self-governing. More powerful ones would conquer surrounding ones to form small kingdoms. (Compare to Ancient Greeks that also had city-states) Ur specialized in metal works, Umer known for textiles. Formed a loose civilization of city-states.

4. Similarity between Greece and Sumerian civilizations. Picked: City-state form of government. (Correct answer, this was discussed in video)

2000 BC conquered by Semites (does not mean Jewish). Semite for exam are people who spoke a Semitic language (Hebrew or Arabic). Some Jewish are Semites, but not all Semites are Jewish. Judaism, Christianity, Islam (world’s 3 major religions) originated among Semitic people. Conquered Sumer.
2000 (1800?) - 1500 BC Babylon – entire region called Babylonia. City-state that ruled area was Babylonia, it was the capital. Ruler = Hammurabi unified city-states into a unified civilization, centralized government (Parallel would be Rome, single city ruled Roman Empire). Babylon – wrote culture on clay tablets so lots of recorded info about culture. Scribes wrote in Semitic language of Acadian. Contributions = first written legal code (Hammurabi's Code); Math and science (360 degree circle, 60 minute hour, base 60 number system). Center of cultural and religious life was Ziggurat – built from stone with flat top was characteristic architectural structure (temple, storehouse, meeting places, multipurpose rooms).

Note names and locations of seas: Mediterranean, Red, Persian Gulf, Caspian Black.
2000-700 BC Hittites – conquered northern Mesopotamia and Asia Minor. Both conflicts and alliances with Egypt. Hittite was going to marry Egyptian woman, but he was murdered, conflict. Bronze age – pioneers of iron smelting. Metals important for defining different ages because were technology of the time, for building and war. Bronze from smelting copper and tin was stronger and lighter than previous available. Made possible to conquer others. Blacksmith hit anvil (Hit Tites). Capital Hattusas burned 1200 BC. They were based in what is now Turkey. Also had chariots which were a great military weapon of the day. Migrated west to flee the Greeks and this led to fall of Hittite capital city. Weakened city states fell to Assyrians.
2900 – 1000 BC and after. Phoenicians were a maritime trading culture that dominated the Mediterranean (import and export) all the way to Gibraltar (off coast of Spain) – developed from word Canaan. Canaan means the land of purple. Exported purple dye from sea slugs, was very rare and expensive. Only wealthy could buy it, so became color of nobility. Also exported glass. Phoenician coin has seafaring on it. Sea serpent was mythological symbol of culture and religion. Developed one of first alphabets that was later adopted by Greeks. It had 22 consonants. Greeks added vowels. Later adopted by Romans and most of rest of western world. Society collapsed when came under control of Assyrians and Hittites. Conquered by Persians and became part of Persian navy that fought against the Greeks in Persian war. Later Romans conquered this region and made it part of province of Syria.
2000-700 BC (1300-800 BC) Assyrians – war like, conquered much of Mesopotamia, ruled by terror and intimidation. Called Romans of Asia (Organized armies and fighting formations like Rome, and good weapons and government similar to Romans). Fell to Babylonian control for a while. 1300 BC became independent again. 800 BC most powerful empire built. Assyrian King destroyed city of Babylon. Middle Assyrian laws were very harsh and strict. Contributions – built vast highway systems to move troops, extensive library to record lot of their history, built postal system so could communicate throughout empire. 11 years after King destroyed Babylon, his son built New Babylon.
700-500 BC New Babylon founded by Chaldeans. Conquered Mesopotamia, Syria and Palestine. Famous for study of stars and astrology to forecast the future. Came from south of Babylon. Greatest power under King Nebuchanezzar. Government used advanced system of bureaucracy. This means you have departments in a government. Architecture = hanging gardens of Babylons, one of 7 wonders of ancient world, which was a list made by Greeks that includes pyramids of Giza, and Colossus of Rhodes (see pictures to left).
500-300 BC Persian Empire – largest empire of Ancient times in terms of geographical area. Tried to unify entire Near East (Mesopotamia, Western Asia, northern Africa, parts of Egypt). Note that it did not include Greece. Xerxes, and Darius I of Persia tried to conquer Greece but failed at battle of Thermopylae (movie the 300’s). Spartans held back until other Greeks reinforced them. Called land of Aryans (Iran term comes from this). Alexander the Great later conquered Persian Empire, but his empire also had Greece as part of it. 500 BC Achaminid Empire - Emperors Cyrus the Great, Darius the Great, Xerxes most powerful. Believed in gods of nature – Sun, Sky, Fire. Prophet Zoroaster spoke of a supreme god. Wise spirit. Live with good thought and deeds. Earliest ethics based religion. Before this religions looked at how to explain origin of universe. Now looked at how to be a good person, like modern religions. Religion Zoroastrianism (ethics based). Fell to Alexander the Great in 300s. Had shrunk by time he conquered it, so Alexander did not have the largest empire of ancient times.
Life centered around serving Pharaoh, a living god, holding onc (symbol of eternal life). Staff symbolizes a ruler. Manifestation is a falcon or a human with a falcons head. Falcon represents Horace. Worshipped other gods also. Rah = sun god. Anubis = god of the dead. Seth, Osirus. Very specific gods. Sun disk Atan. Akanahrtn Pharaoh said only worship 1 god the sun. After he died when back to many gods. Egyptians mummified dead and built pyramids to house them. Drain body of blood, embalm with preserving fluids. Dead Pharaoh would need body in after life. Put servants, food, and other things in the pyramid. A place to live in after life. Chambers used for counter weights to pull stones up. Maybe built from inside out. Don’t really know yet how they were built. Still stand 4 to 5 thousand years old. Giza one of 7 wonders. Also advances in math and medicine. One of earliest writing systems hieroglyphics. Picture writing logographic system. No letters. Symbols represent entire ideas.

3200 – 500 BC – Dynastic period. Before this were pre and proto dynastic. Geographic features that shaped Egyptian civilization: 1) Egypt – like Mesopotamia and early China, rose up along a river valley. Gift of the Nile because it existed in arid desert. Regular, predictable annual floods in northern Africa. Could plan when to plant. Rest of year could do other things like build pyramids. Nile also allowed for transportation. Flows north into Mediterranean. Wind blew south. So could sail south and ride currents north.

2) Geography was isolated and had defensible borders, so it wasn’t conquered. Had long periods of stability. To north was Mediterranean Sea, to east was Red Sea, to South and west, largest desert in world the Sahara. Best route to attack was across Sinai Peninsula or Isthmus of Sinai, a narrow region that could be defended against land invaders.

Essay on 2nd Exam: Name two geographic features of Egypt that shaped its civilization and how each one did that. (See 1 and 2 above for answer)

6. Something about the Pharaoh needing a pyramid for the afterlife. (This is correct answer, it was discussed in video)

2nd exam: Why did the Egyptians have pyramids? Answer: They thought the soul could have eternal life.
These are all pictures of ancient Egypt that might appear on the test.
2000 BC – 350 AD Kush – part of Egypt for much of history, so very similar culture, along Nile, and in Africa. Place of cultural, economic exchange for Mediterranean, Near East, and Africa. Conquered Egypt at one point. Later own style of art, writing, gods. Lion headed god from lower African culture.

Pictures of Kush civilization.

30. Use the list below to answer the question that follows.

- Annual floods enriched lands used for farming and cattle raising.
- Timber and iron ore deposits provided the basis for a thriving iron industry.
- Its capital city was strategically located on major trade routes.
- Riches from gold and emerald mines added to the kingdom’s prosperity.

The geographic characteristics listed above best describe which of the following ancient civilizations?

A. Israel
B. Phoenicia
C. Kush
D. Persia
Map of China today. Beijing is capital city. Great Wall of China is just above it.
First civilizations in China developed along the Yellow River (Red Arrow)
The Terracotta Army or the "Terracotta Warriors and Horses" is a collection of life size terracotta sculptures depicting the armies of Qin Shi Huang, the first Emperor of China. It is a form of funerary art buried with the emperor in 210–209 BCE and whose purpose was to protect the emperor in his afterlife. Located in Sian (Xian). Pictures like these may appear on the test.
China – had periods of unity = Dynasties (ruled by a single family), and periods of disunity. Invaders were assimilated into the population.

Important dynasties. Shang – first dynasty. Small tribes before.

Chou came from west, east remained fragmented.

Ch’in – root of name China. First to establish strong central government that unified all of China. Introduced philosophy of legalism. Strict laws and responsibilities each person had. Fulfill your role or suffer penalties. Built Great Wall of China, 4000 miles along. Isolated themselves from rest of world. Begun during Chu dynasty and finished in Ch’in dynasty by connecting segments of smaller walls.

Han dynasty – great prosperity. Active overland trade routes to Europe. Politics influenced by Confucious. Buddhism came from India into China. After Han became fragmented into 3 warring states.

Unified briefly under Sui dynasty. Grand canal was built connecting Yangtze River Valley with North where politics and military was stationed. Built to supply north with farming products from the south.

Tang Dynasty 300 year period of prosperity, art and culture flourished, famous poetry. Distinct Chinese schools of Buddhism developed.

Sung Dynasty – food supply. Developed early ripening rice, could plant it 3 times a year, so could grow more food. Over 100 million people in China at this time. Shipped rice from S to N. Invented gunpowder, magnetic compass, moveable typesetting, for printing.
Not sure of everything this map is showing, but the black arrows are pointing to the Great Wall of China that was built to protect the city of Beijing from Mongol invaders coming down from the north. The red line is the Silk Road that traders took to move silk from East to West.
Silk Road (red line on both graphs) – a series of overland trade routes that connected Chinese silk industry with rest of world to west. Was not a continuous journey, but a series of trading outposts. Later sea based routes (blue lines became used more. Silk from cocoons produced by worms. It was a secret process for a long time.
8. Which country is correctly matched to an activity.

(On the exam, the question is set up like below with boxes with borders around them. For the answer, you pick the correct line number 1 to 4. On the 2 tests, the order of the boxes was scrambled, so one time the answer was line 1, and another time it was line 3.

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<thead>
<tr>
<th>Country</th>
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<tr>
<td>China</td>
<td>Established trade routes from East to West</td>
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<td>Country 2</td>
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<td>Country 4</td>
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Correct Answer: China - Established trade routes from East to West

This was the Silk Road – see map on previous page.
Confucianism social doctrine taught by Confucious. Foundation of Chinese culture and politics. Importance of people's roles in society. Relationship of father to son. Older friend to younger friend. Ruler to ruled. Each a person of learning who was to show respect to teacher or mentor. Other person to care for learner. Roles of people in society. If ruler didn't care for subjects, they had a right to overthrow him. Reciprocity Golden Rule. Do unto others as would have them do unto you.

Buddhism – emphasized middle path and release of all cares as a route to Nirvana. Path thru life of self denial, live simple basic life, avoid excess. Created by prince lived in palace until 17th birthday. Went to see world and saw poverty and suffering. To overcome suffering. Sat under bodi tree and received enlightenment. Means enlightened one. Release all worldly cares to transcend suffering. Achieve perfect bliss, nirvana. Rotund associated with wealthy and prosperity. Early was not rotund.

Classical Civilization Video covers the “high era of Ancient Greece”, the Roman Empire and Roman Republic

Mesopotamia and Egypt from previous video were flat and good for agriculture.

Greece is hilly which is not good for agriculture. This led to Greeks becoming a seafaring culture that dominated the Aegean Sea and the Mediterranean Sea (look for these on map). Peloponnese area where Sparta was located had some farming. Video focuses on what is called the “high era of or classical era of ancient Greece” when the area was divided into “City States.” The two most powerful city states were Athens and Sparta (look for these on map).

5. Something about effect of geography on development of Greece. Picked mountain ranges crossing the country resulted in development of City-state governments (this is correct answer, discussed in video). Another answer was extensive farming.

4. Similarity between Greece and Sumerian civilizations. Picked: City-state form of government. (This is correct answer, discussed in video)

Literature and mythology focused on the sea. Homer wrote two “Homerian epics” (very, very long historical poems) called the Iliad and the Odyssey focused on seafaring battles and the Trojan war and the hero returning home from the Trojan war. Trojan war was fought in Troy (look for it on map on next page, across the Aegean sea from Athens, red arrow). The hero of the epics was Odysseys (also called Ulysses). During the Trojan War the Greeks fooled the Trojans by building a huge hollow horse. They put their soldiers in the horse and then sailed away. The Trojans thought they had won and took the horse into their walled city. The soldiers came out at night and opened the city gates. The Greeks sailed back and took over the city and won the war.
Earliest Greek civilizations were Minoan on the island of Crete; and Mycenae on the Mainland. Minoan was trade and commerce based society. Mycenaens were a war and conquest based society.

Photos are from the Palace of Knossos on Crete.
Photos of Lion’s Gate from Palace at Mycenae.

Note location of Troy (red arrow), Athens, Mycenae, and Knosos on Island of Crete.

**Mycenaean Greece (1400-1100 BC)**
- Palaces & main citadels
- Other Mycenaean settlements
- Approximate extent of Mycenaean cultural area ca. 1400-1300 BC
- Non-Mycenaean cities with numerous Mycenaean findings
The Greeks religion was polytheistic (they believed in many gods). This was the basis of Greek Mythology. Olympian gods lived on Mount Olympus. Before the Olympian gods, the earth was ruled by gods called Titans. Titans were defeated by the Olympian gods and that was followed by the high era of ancient Greece. Zeus (seated on throne) was king of the gods. He was god of thunder and lightning. His son and daughter were Apollo and Athena (goddess of wisdom). Aphrodite was goddess of love. Hades (god of the underworld), Ares was the god of war. Could be essay question on mythology. If so, mention several different gods to show depth. Gods symbolized different aspects of life and natural phenomena. Gods were petty and human. Fought with each other and made deals behind each other’s backs.

In a city state, the city is the main seat of power. The city (Polis) rules itself and controls part of surrounding country. In Athens, the Acropolis is a large hill with a famous structure on it called the Parthenon (picture could be on test). The Parthenon was a temple to the god Athena, the patron goddess of Athens. Government buildings were also on this hill. Acropolis is a general term for hill. Other city states also had their own Acropolis.
Athens was one of world’s first democracies (most important fact about it). In a democracy the people have direct power in the government. Citizens have a vote in the government. The Greek democracy formed the foundation of democracy that spread throughout the world to US and Europe. Later Western World hugely influenced by politics, art, architecture of Athens.

Greek’s valued learning. They had famous philosophers: Socrates, Plato, Aristotle.

Socrates was the teacher of Plato. Plato taught Aristotle. Aristotle taught Alexander the Great.

Socrates idea was the “dialectics” that you can arrive at truth by debating different viewpoints.

Plato gave us the idea of “forms.” There is a perfect form for each thing. To understand a thing you have to understand how it compares to the perfect form.

Aristotle gave us the “poetics’. This was how to write a play that still influences writing today. Also the idea of the final cause. To understand something you have to understand what it was intended for, what its final purpose was.

Theatre of Epidaurus where Greek plays were performed.
Athens was located on the coast of the Aegean Sea. Cosmopolitan, large population, trade and cultural exchanges with other civilizations throughout Mediterranean region.

In contrast, Sparta had a smaller population, and was landlocked in southern Greece in an area called Peloponnese.

Different culture: Sparta was a totalitarian city state ruled by a king. Totalitarian means government controls citizens lives. Militaristic culture that emphasized physical and mental strength and having great warriors. This was because they needed to control the surrounding regions of farmland and people who lived there. They didn’t have access to sea or trade so with their small population they had to control surrounding regions. That meant that every person had to be a warrior. They began training very young in warfare.

They practiced “eugenics” which means good genes or killing off the weak. Practiced killing off babies who were not perfect. Selective breeding for strong men.

Women could own and inherit property which could not be done in other city states. Women gave birth to warriors so they had more rights and respect than in other cultures. Women could divorce husbands. Held place of high honor in Spartan society.

Persian War: Athens, Sparta and other city states united to defend Greece against invading Persian armies. Persian rulers, Darius the First, Xerxes, and others mad several attempts to invade Greece but were never able to totally conquer Greece. At the Battle of Thermopolyae, the 300 Spartans held off the Persians. Movie The 300 was about this battle.

After defeating the Persians, Athens and Sparta turned against each other. Other city states sided with one or the other to fight the Peloponnesian wars that were fought for 13 years and devastated Greek society. Sparta eventually won, but Athens society was never the same again.
Hellenic Period: Alexander the Great from Macedonia (northern Greece) united and conquered the Greek and Persian worlds. He took Greek armies into Persia and Egypt. Maps of Persian and Greek empires differ because the Persians never conquered Greece. So if you get a map on the exam that includes Greece, it is the empire of Alexander the Great. Greece is circled in red on this map. This is the map from the video. Better map on the next page.
This is a better copy of the map from the previous slide. I circled Greece in blue on this map. The red line shows the path that Alexander the Great took on his conquest of Persia and Egypt. Alexander was from Macedonia (red area on map) which is an area of northern Greece.
Roman Republic (500 – 27 BC) emerged as dominant world power after Punic wars with Carthage. Carthage (red arrow on map on next page) was a place in Northern Africa. Hannibal was a powerful general from Carthage who was eventually defeated by Rome. After that Rome was the dominant power in the Mediterranean region.

Rome borrowed a lot from Greek society. Most Roman gods are borrowed from the Greeks but given different names.

Greek Poseiden = Roman Neptune.
Greek Zeus = Roman Jupiter.

Also borrowed architecture from Greeks as in columns: Doric (simplest), Ionic (more complex), Corinthian (most complex with leaves). Artistic style also copied.

Society was divided into Patricians, Plebeians and Slaves. Patricians upper class, nobility. Plebeians commoners. Slaves were slaves. Rome was a “republic” and the seat of power was the Senate. In a republic, representatives represent the people by district. In US we have a republic, but we also have a direct vote, so we are both a republic and a democracy. Senators had to be from the Patrician class. Plebeians also had representation in the Senate.
Julius Caesar was a famous Roman general who inserted himself militarily into power as a consular emperor. After Caesar was assassinated, Octavian (also called Augustus) became first emperor of the Roman Empire. Before this it was a republic. Should know map of Roman Empire. It forms a horseshoe around the entire Mediterranean. Includes what became Spain, France, Italy, Turkey, Near East, Middle East, Egypt, northern edge of Africa. Goal was to control the trade routes of the Mediterranean. Because they controlled the trade hub of western world, they essentially controlled the entire western world. Very powerful civilization. Vast amount of land.
27. Use the map below to answer the question that follows.

The light land area on the map above illustrates the geographic extent of which of the following empires?

A. the Egyptian Empire in the eleventh century B.C.E. (B.C.)

B. the empire of Alexander the Great in the fourth century B.C.E. (B.C.)

C. the Roman Empire in the first century B.C.E. (B.C.)

D. the empire of Charlemagne in the ninth century C.E. (A.D.)

27 | C
Architectural achievements: Coliseum (held gladiatorial contests there), aqueducts for carrying water throughout the cities from rivers and wells.
In 286, Roman Empire was divided into East and West by Emperor Diocletian (See map). Did this because it was so large it was difficult for 1 person to rule it. Pax Romana was a period of peace and prosperity during which no one could challenge Rome because it was so powerful. It over expanded so much it was difficult to control both politically and militarily. Diocletian ruled the Eastern Roman Empire. A key general ruled the Western Roman Empire.

In Roman society they began to have disagreements about religion. Both Christians and Jews were persecuted by Romans. Jews were persecuted in Jerusalem. Christians blamed by Emperor Nero for setting fire to Rome. Later, Christianity started to become more popular. In 313, Emperor Constantine made Christianity legal. Capitol of Constantinople (green arrow on map) was set up in the Eastern Roman Empire.
REASONS FOR FALL OF WESTERN ROMAN EMPIRE: 1) It over expanded and because of this they didn’t have enough soldiers to maintain control and stop rebellions. Brought on mercenary armies which are people who fought for money. They had no loyalty to Rome. If someone offered them more money they would work for them instead. Created political instability where you had rulers beholden to generals. If rulers didn’t pay generals enough the generals would kill the rulers. Overtime dozens of rulers were murdered. Generals were fighting each other. Instability created by over expansion and use of mercenaries.

2) Other problems were inflation and excessive taxation. Had to raise taxes to pay for armies, and that led to inflation.

3) Also, had decreased agricultural production.

4) Division over Christianity, would it be the official religion or not.

Weakened, fragmented society. Could probably have survived any one of these other problems, if it hadn’t have been for the political instability and over expansion and couldn’t control the regions with its own armies. Ultimately, barbarians picked off the Roman Empire piece by piece. Came from different areas: Africa, Middle East, Northern European Germanic regions. Over about a century the empire was picked apart and eventually fell around 400s AD. When empire fell it was the end of ancient times. After that begins Middle Ages or Medieval times. Eastern Roman Empire continued to exist after this and became known as the Byzantine Empire. Existed for many centuries with Christianity as it’s religion. Had a style of art known as Byzantine portraying religion in characteristic ways.

32. Which of the following best describes one major cause of the decline of the Roman Empire?

A. Political instability and use of mercenary armies undermined the security of the empire.

B. A sharp increase in the birthrate led to overpopulation in major urban centers of the empire.

C. The growth of Christianity caused widespread religious conflict throughout the empire.

D. The subdivision of large country estates led to a major decline in agricultural output.

Correct Response: A. (SMR Code: 1.2) During the third and fourth centuries C.E. (A.D.), weak leadership and excessive taxation undermined the loyalty of Roman citizens and shook the stability of Rome’s political institutions. The growing indifference of citizens led to the deterioration of the Roman army, which had traditionally relied on the service of soldier-citizens. As mercenary officers and soldiers with no essential loyalty to Rome came to dominate the army, invasions by Germanic tribes became more frequent and more successful, ultimately leading to the toppling of the empire.
The most lasting and important influence of Roman Empire was their law. In the Eastern Roman (Byzantine) Empire, Emperor Justinian took all Roman laws and collected and codified them into the Justinian Code. It forms foundation for most of the legal systems of the western world. Many US laws based on Justinian Code. Legal buildings use Roman architecture and have Latin writing on them as a direct illusion that our law is influenced by Roman law.

31. Which of the following best illustrates the influence of ancient Rome on the later development of European civilization?

A. the art and architecture of Spain  
B. the legal code of France  
C. the educational system of Great Britain  
D. the literature of Germany

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1.2 Medieval and Early Modern Times.
Candidates for Multiple Subject Teaching Credentials describe the influence of physical geography on the development of medieval and early modern civilizations (i.e., Chinese, Japanese, African, Arabian, Mesoamerican, Andean Highland, and European civilizations).

They trace the decline of the Western Roman Empire and the development of feudalism as a social and economic system in Europe and Japan.

Video: Other Ancient Civilizations of Europe, Asia, and Africa (10:38)
Video: Medieval and Early Modern Asia (6:48)
Video: Medieval and Early Modern African and Arabian Civilizations (5:05)
Video: Medieval and Early Modern European Civilizations (10:30)
Video: Other Ancient Civilizations of Europe, Asia, and Africa (10:38)

Other Ancient Civilizations of Europe, Asia and Africa

Hebrew Civilization: Lasted from 1900 BC to 100 AD established first lasting monotheistic (one god) religion that became basis for modern Judaism.

The three major monotheistic religions of the world are: Judaism, Christianity, and Islam. Jews initially lived in Canaan, in an area similar to where Israel is today, in the Middle East along the Mediterranean Sea. Under Joseph a famous Jewish leader, they left and went to Egypt. They lived there peacefully for a time, but eventually one of the Pharaoh’s enslaved them. They went to Egypt because there was a famine in Canaan. Moses, a famous leader, led the Exodus when the Jews left Egypt to escape slavery. Painting depicts the Exodus.

1000 BC the 12 tribes of Israel (the Hebrew nation) united under Saul. After Saul came other famous leaders David, and Solomon. Under Saul was a period of strength and prosperity. Also they took the teachings of Moses, the 10 commandments, which had been passed down orally, and wrote down to form the Torah which is the key religious text of Judaism. This is the first 5 books of what Christianity considers to be the Old Testament. After death of King Solomon, they split into 2 kingdoms. The northern kingdom of Israel, and the southern kingdom of Judah. Both were ultimately destroyed.

Later, the conflict with Rome led to the destruction of Jerusalem itself. As a result, many Jews were expelled from Palestine. The name Judah or Judea is why Hebrew people are called Jews. Named for that city. Most famous of the Jews who lived in Judah was Jesus who was executed by the Romans for claiming to be the King of the Jews. The Romans basically were holding region as a province of the Roman Empire. No one else could claim to be a ruler of that region. This execution was very influential in the ideas of the Christian religion. Many Jews who lived in this region after being conquered by Rome fled because they were being persecuted. They fled all over the world and this is called the Diaspora. Israel, Palestine and Canaan all refer to the same area.
India: Indus Valley civilization (yellow area on map) existed from 3300 to 1700 BC. It evolved into a highly advanced culture. Its architectural achievements include a planned urban grid and the world’s first urban sanitation system. In the picture of ruins, you can see subterranean planning and grid. Because of their sanitation system, the rates of disease were fairly low. During its mature phase, the Indus Valley civilization was called the Harappan civilization.

This civilization was highly advanced. It had a precise scientific measurement system, and made graceful bronze and terracotta sculptures. Terracotta is a type of clay. May see image on the exam to identify the civilization. It’s very graceful, almost modern looking which is characteristic of the art of the Harappan civilization.
Following the Indus Valley Civilization, came the Vedic Period. It lasted until 500 BC. It laid the foundation of early Hinduism. Hinduism is a diverse belief system which spans the gamut of monotheism, polytheism, and pantheism. Hard to classify because there is an underlying god force that can manifest in different god heads which a person can worship. Vishnu, Shiva, Pantheism is the idea that god is in all things.

One of important influences of Hinduism on Indian society is that it led to the caste system. The caste system is a very rigid social structure that divided the population into 4 distinct castes believed to have emerged from the varnas or arms of the underlying god force Purusha. These 4 castes are: 1) Brahman caste at the top was made up of teachers and priests (also called clerics), 2) Next caste down was the rulers and the warriors. 3) below that were merchants (transacted business) and artisans (crafts). 4) Peasants. People born outside of the 4 castes were ostracized (not welcome in society). These people were considered outcasts. Also called pariahs’ or untouchables. These people were either born to people who were not part of a caste, or were people who were thrown out of a caste because they committed a crime or did something objectionable to society. Only 2 jobs untouchables could have: 1) work in sanitation system, 2) handle the dead. Both were dirty, demeaning jobs.

Caste system began in ancient times, lasted throughout the Middle Ages, and modern times until it was abolished in the 1900s. Even today there are still influences of the caste system in Indian society. Typically people within castes would not socialize with each other. Would not marry between castes. Could not work up into a higher caste. If lived a good life, you might be reincarnated into a higher caste. India has open geography so they were subjected to wave after wave of invasions from central Asia and other surrounding regions. Difficult to invade from north because of the Himalaya Mountains, but from east and west it was fairly easy to invade. There are over a dozen official languages spoken in India because of different groups that conquered different parts. Also influence of many different religions like Hinduism, Christianity, Islam because of conquerors.
29. Hinduism most strongly influenced which of the following features of ancient Indian civilization?

A. principles of economic exchange
B. structure and organization of government
C. relations among social groups
D. methods of scientific investigation

29 | C

The Taj Mahal is a white marble mausoleum located in Agra, Uttar Pradesh, India. It was built by Mughal emperor Shah Jahan in the memory of his third wife, Mumtaz Mahal.
Medieval and Early Modern Asia: China and Japan

China: During 1200s, Medieval China fell under the control of the Mongol Empire, the largest contiguous empire in the history of the world, in terms of geographic area that it covered. The empire of Genghis Khan and his sons. Kufu Khan was a famous one. It conquered almost all of Asia and part of Eastern Europe. It did not conquer India because it was hard to move into that region because of the Himalaya Mountains.

TWO REASONS they were able to conquer this large area: 1) Advanced military technology that made them very effective warriors, they fired a bow and arrow from horseback. Mounted cavalry with bow and arrow. 2) The way they governed the regions they conquered. Instead of installing their own governments, which would be expensive and difficult, they let the existing rulers continue to rule if they acknowledged authority of the Mongols, and paid tribute (a significant tax). The tax funded the continued military campaigns of the Mongols.

During the Ming Dynasty which lasted from 1300 AD, to 1600 AD, the Mongols were ousted from China towards the end of Medieval times. After this China practiced a policy of isolation where there wasn’t a lot of trade or exchange with the outside world.
Japan: Early Japan borrowed heavily from Chinese politics and culture, but Japan began to develop its own distinct identity during the Heian Era (800 – 1200 AD). At the beginning of this around 800 AD, a capitol was established to rule over all of Japan in the city of Heian which later came to be called Kyoto. This created a more unified governmental system vs the family clans fighting against each other.

In feudal Japan the emperor held little real power. Before this the emperor had lots of power. Then under the new government they were like the royals in England that don’t have a lot of power but are kept on for tradition.

The power was vested in the Shogun that was a military ruler chosen from amongst the Daimyo. The Daimyo were the nobility who owned land. The Daimyo would give pieces of their land to warriors who would in turn fight for them militarily. The warriors were called Samurai. Feudal system was an agreement between the Samurai and the Daimyo where the Daimyo would give land to Samurai and Samurai would pledge military service to the Daimyo.
Later during Tokugawa period in Japan, extreme isolationism was practiced. They felt threatened by Christianity coming from Europe. So, they shut themselves off from the rest of the world. People living in Japan were not allowed to leave. People living abroad were not allowed to return to Japan. Some European sailors who landed there were killed. Only Europeans allowed be in Japan were the Dutch because they weren’t trying to spread Christianity. The Dutch had a small trading post. Japanese were almost conquered by Mongol Empire in 1300s but saved because Mongol navy was wiped out by a huge storm, which the Japanese called the divine wind or kamikaze. Origin of term for Kamikaze pilots who would crash into ships during World War II.

33. The samurai tradition of feudal Japan most closely resembled which of the following features of medieval Europe?

A. the code of chivalry of European knights
B. the philosophical tradition of scholastic philosophers
C. the monastic vows of European monks
D. the guild system of European merchants

| 33 | A |
Candidates describe the role of Christianity in medieval and early modern Europe, its expansion beyond Europe, and the role of Islam and its impact on Arabia, Africa, Europe and Asia.

Video: Medieval and Early Modern African and Arabian Civilizations (5:05)

Medieval and Early Modern African and Arabian Civilizations

Africa: Seaports and international trade gave rise to city states along the east coast of Africa.

Swahili was one culture. Traded with countries in the east.

In the African interior, Zimbabwe became a strong kingdom based on gold trade and other precious metals that are mined there. Mining is still going on today.

Western Africa was heavily influenced by Islam. Important not only for religion, but also because of trade aspect. It created a set of moral rules that made people feel comfortable trading with each other because they felt everyone followed the same code of rules. Islam brought a boom in trade to western African societies. These are important regional identities that developed during Medieval times and continued to evolve during modern times.

Another important society in northern Africa was the Berbers. They are a nomadic people of northern Africa. They still exist today. Referred to by other names: Libyans, Mauri and Moors. The Romans called them the Mauri. Photograph above is of modern Berber settlement in the hills of northern Africa.
2. Essay: Following the death of Muhammad, the followers of Islam spread the religion to Africa and other regions. Name 3 consequences of this spread and describe one of them in detail. Consequences of spread of Islam into Africa. (Discussed in video)

7. What was the result of the spread of Islam to Africa. Picked: It established trade routes. (Think this is correct answer, discussed in video) Other answer: African religions somewhat intermingled with and changed the doctrines of Islam. (This happened but I don’t think it was the most important thing.)

Arabia: After the death of Mohammad, the Muslim Conquests (600 – 700 AD) united the Arabian Peninsula under Islam.

Mohammad is the prophet of Islam and his teachings for the basis of writing the Koran which is the holy book of Islam.

Muslim people spread Islam throughout the Arabian Peninsula in areas that is today Saudi Arabia and surrounding areas.

Arabia was ruled by a succession of Caliphs starting around 600 AD up to 1900s AD.

Turkish people called the Ottomons came into Arabia from the north and conquered it and started installing their own rulers who were Caliphs also, but also called them Sultans. Ottoman Sultans ruled from 1300 thru modern era of 1900s AD.

Islam spread throughout the Persian and Byzantine empires. Ottoman Turks conquered the Byzantine Empire.

The religion of Islam is based on teachings of the prophet Mohammad. It emphasizes the Koran as the source of moral and ethical conduct. It emphasizes good acts and good deeds and living a righteous life.

FOUR BASIC DUTIES of an Islamic person good to know for exam: 1) Pray 5 times daily, 2) give alms, 3) fast during month of Ramadan, 4) make a pilgrimage to the holy city of Mecca at least once during their life.
After collapse of Western Roman Empire, this was the end of ancient times and the beginning of Medieval Times or the Middle Ages. Unlike ancient times where there was a huge empire (Western Roman Empire) ruling a vast region, it was fragmented into small regions ruled by Lords and the Knights who served those Lords. You no longer had the trade that existed under the Roman Empire, the small regions became much more dependent on farming.

Farming became key thing in Europe. tI gave rise to economic system of Manorialism and the political and military system of Feudalism. EASY TO CONFUSE THE TWO. Manorialism was the idea of giving land to people who would work it for economic benefit and gave back a tax to the person who gave them the land. Feudalism was a system where someone pledged military service in exchange for land. So it was a political and military system.

The population in Europe was sparse during Middle Ages because of disease, famine, war, low birth rate. Hard place and time to live. Average age of persons during Medieval times was 30 years. Focus during this time was on growing food, so land was very important. Land or estate that would be given was called a Fief.

Feudalism was based on idea of the fief. A vassal (Knight) would pledge his allegiance and the allegiance of those who worked under him militarily to a Lord in exchange for that land. If someone attacked the Lord or the Lord wanted to expand into another region, the Knight would fight for the Lord. If the Lord was kidnapped the Knight would pay a ransom for him. This military and political system was dependent on the land called the Fief. Lord and Vassal would pledge loyalty to each other in a ceremony called Homage. Picture of it. In Europe these ceremonies were highly influenced by Christian ideas.
At the same time, there was a feudal system in Japan. In Japan, you had Daimyo (same as a Lord) and Samurai (same as a Knight). Good to know this similarity for the exam. The Knights have the code of chivalry that they followed. The Samurai have a code of Bushido that they lived by. So lots of parallels between the two societies.

When a Vassal died, his fief (estate) would pass to his eldest son. This system is called primogeniture. Primogeniture was important because they didn’t want to have to divide the estate among all the offspring. That would weaken the families power so they gave it to the first born son. The son had to continue to provide military service to the Lord. If he couldn’t do that, the land would go back to the Lord.

During the Middle Ages, the small subdivided regions didn’t think of themselves as Europeans. That changed when the Frank named Charlemagne conquered and united much of Medieval Europe in 800s AD. See map. Most of what became modern day Europe was conquered by the Franks. This was the first time people thought of themselves as Europeans.
Later after Charlemagne’s Empire collapsed, but much later, a similar region was ruled by Otto I of Germany. His region became known as the Holy Roman Empire. This came about because the Pope crowned Otto as Emperor. Not connected to the Roman Empire we talked about earlier, so don’t get confused on exam. Covers some of the same land but not directly connected in historical time. Otto was a Germanic ruler.

1300 to 1400s was a difficult time during a difficult time. This was because the French and English Kings were fighting for control of Europe. This was known as the 100 Years War. This war devastated the economies of both France and England and surrounding regions. Very difficult economically for people then. At the same time came the Bubonic Plague (also called the Black Death). The Plague killed over one-fourth of the people who lived Europe. Picture portrays Monks (priests) who have the plague. The plague is a bacterial disease spread by fleas that live on rats.
Influence of Christianity: Christianity very important to European society during Medieval times. It rose in power after becoming the official religion of the Roman Empire in 380 AD. It continued to be the religion of the Byzantine (Eastern Roman) Empire. During the Middle Ages, the Crusades were carried out by Christians. Their initial goal was to recapture the city of Jerusalem and Palestine from the Muslims. They failed to do this, so over time there were several different crusades with different purposes. Some were to force people to convert, others were to seek holy relics (the search for the holy grail) that were important to the Christian religion. Knights went on campaigns to bring holy relics back to the Lords they served. Also, they found on these campaigns they were able to do business with the people of the Middle East and Near East. So they were then done for commercial and trade based reasons. All crusades done from Europe and influenced by Christianity.
Catholicism, a branch of Christianity, had a great influence on European culture and education. This was because the Catholic seminaries were places where the people could come to study theology, and then eventually came to study other things. Catholicism gave birth to the modern university system that grew in Europe and then spread to the US. Our university system today is rooted in Catholicism and their early seminaries. Key influence to know for the exam.

34. The Catholic Church most influenced which of the following developments in medieval Europe?

   A. the settlement of new lands
   B. the revival of trade
   C. the emergence of universities
   D. the growth of towns

   34 C
They trace the development of the Renaissance and Scientific Revolution in Europe.

Video: The Renaissance and Scientific Revolution (8:55)

The Renaissance and Scientific Revolution

European Renaissance was a cultural movement that spanned from 14th to 17th centuries.

Happened at different times in different countries: Italy, France, Germany, England.

Marked the end of Medieval Times and the transition into Modern Times.

Characterized by a rebirth of the “classical era” (of Greece). Renaissance means rebirth.
An interest in art, philosophy, society and every aspect of Greek and Roman civilization. Particularly evident in the art of the period. Michaelangelo’s statue of David (from David and Goliath story in the Bible) which is about 6 feet tall, that he carved from a single block of marble stone in Italy is an example of Renaissance art style that is similar to Greek art. Great attention to the detail of the human form and beautification of the human form. The statue has a very Greco-Roman look to it.

Leonardo da Vinci is another famous Italian Renaissance artist. Painted the Mona Lisa, and drew the Vetruvian Man based on writings of Vetruius who was an ancient Roman. Arms spanned out from body in proportions they thought human figure should have with attention to detail of anatomy calling back ideas from ancient Rome. Influence of Greeks and Romans really felt during this period.
There were also advance in art during this period. Masaccio focused on making art more realistic. He came up with scientific laws of perspective that could make art look more realistic. He also developed Chiaroscuro, the idea of contrasting light and dark in an image to create the illusion of depth.

Philosophy of Humanism was also really influential in the Renaissance. Prior to the Renaissance, people saw themselves as part of a large group. In the Renaissance, people started to value the individual. Emphasis on learning and being an intellectual, on becoming the universal man that was learned in art, culture, history, music, and knew a lot about everything. We now call this a “Renaissance Man”. Idea of judging people on what they know and the quality of what they are, not just on their birth, had a huge rise to popularity during the Renaissance. Valuing an individual is called humanism (good term to know for exam).

2nd exam: What was a goal of Intellectuals during the Renaissance? Answer: They were concerned about individual human talents and were trying to make the perfect human intellectually.
Science, literature, exploration, religious ideas of the Renaissance: Scientific revolution happened during this time period (towards the end of it). Marked great advances in science, including the birth of the scientific method. The main technique scientists still use to discover truth. Observation, experimentation, what can be empirically proven. Prior to this, science was based on Aristotle’s (ancient Greek) final cause that everything has a final purpose and you have to figure out what that is.

Another ancient idea that was discarded, was Geocentrism. This was the idea that the earth was the center of the universe and everything else went around the earth. Copernicus came up with the idea of a Heliocentric solar system where the planets circled the sun. Religiously and culturally everyone had believed that the Earth was the center of the universe, so this was a very challenging idea. Copernicus disproved this through observations and mathematical calculations.

Building on the work of Copernicus, was Galileo the father of modern experimental science. He came up with the idea of gravity and supported the ideas of Copernicus of a heliocentric solar system. The Catholic church persecuted Galileo. They made him recant (take back) on this idea.

Renowned writers of the period included Shakespeare, an English writer, who was famous for plays Hamlet and Macbeth.

Cervantes was a Spaniard who wrote Don Quixote.

Machiavelli was an Italian who wrote The Prince. Detailed his ideas of how a ruler should rule and how to navigate the political world and manipulate people.
Renaissance was also an age of exploration. Famous explorers were Columbus who was the first to set up lasting settlements in the Americas. Vasco de Gama was a Portuguese explorer who was the first to sail around Africa to India establishing sea trade routes. Magellan, was Portuguese but sailed for Spain, and was the first person to circumnavigate (sail around) the entire world. Spain had one of the most powerful navies called the Spanish Armada that ruled the seas for a long time until it was defeated by the English.
Important religious changes happened during the Renaissance Era. The most important is the Protestant Reformation that was led by Martin Luther and John Calvin. Terms Lutheran and Calvinists came to be used for followers of these religions. They wanted to reform the Catholic Church which they felt was corrupt in a variety of ways. The Anglican Church in England and many different Protestant denominations came out of the reformation. Catholics had a counter reformation with groups such as Jesuits that was able to reclaim some parts of Europe from the Protestants.

Renaissance was a time of a lot of change and a lot of cultural revolutions and important events.

34. The Catholic Church most influenced which of the following developments in medieval Europe?
   
   A. the settlement of new lands
   B. the revival of trade
   C. the emergence of universities
   D. the growth of towns

   34 C

The Results of the Protestant Reformation. In addition to spreading the belief in salvation by faith alone, the Protestant Reformation: Increased European questioning of political authority. Strengthened the authority of monarchs as papal power decreased. Encouraged education as Protestants wanted their children to be able to read the Bible. Improved the status of women within marriage as religious writers encouraged love between husband and wife. Created new Protestant churches. From: 5 STEPS TO A 5 AP WORLD HISTORY.
They define the development of early modern capitalism and its global consequences.

They describe the evolution of the idea of representative democracy from the Magna Carta through the Enlightenment

Video: World Economic and Political Systems (6:26)

World Economic and Political Systems

Magna Carta:
Most important to know is the Magna Carta and the influence it had on politics and culture and society throughout the western world.

The Magna Carta was the first document forced upon a king by his subjects that limited his power under law. In 1215 AD, during a period of weakness in the rule of King John of England, the subjects told him how he should rule and made him sign the document.

Prior to this Kings adhered to a doctrine that was known as the Divine Right of Kings. This idea came from a writing called the True Law of Free Monarchies.

Divine Right of Kings said, “I am the king because god made me king and that’s why I get to rule you.” People were not happy with the king and so proposed “representative government”.

Magna Carta influenced modern concepts of government that we have today, in the US and other countries that have democracies and representative government systems.

Ideas in the Magna Carta were influential on the founding fathers of the United States, the framers of the Constitution, and the Bill of Rights. Ideas of Life, Liberty, Property, inherent rights that men have were concepts that originated with Magna Carta. Also idea of Due Process Under the Law, the idea that you can’t convict someone without having evidence against them. Habeas Corpus also came from the Magna Carta.

Magna Carta influenced “Enlightenment Thinkers” like John Locke. These people drew on and expanded ideas from 400 to 500 years ago in the Magna Carta: representative government, natural rights of men, life, liberty and property. Also influenced framers of the Constitutions of the United States and other democratic societies. Magna Carta had a big influence on the government and political systems of the western world both directly and indirectly.
Four Basic Economic Systems: Capitalism, Socialism, Communism, Fascism

Capitalism is a Laissez Faire System that means non-interference. The idea is that the government has minimal involvement in the economy. The economy will regulate itself based on competition and on the laws of supply and demand. If there is a demand for something, people will start to produce it and compete in its production. Who ever satisfies the demand the best, they will be more successful. Price will come about based on the intersection of supply and demand. If you have a high supply of something, that price will go down. If something is scarce, that price will go up. Likewise, if there is not much demand, the price goes down. If there is high demand, the price goes up. Price point is created where people are both will to sell and buy. According to Capitalism, we shouldn’t interfere in that. We should let the process happen naturally and freely and have a free market.

Socialism is a system in which government owns or controls certain major economic sectors. Some sectors may be privately run, and run under capitalist system, but if there are major sectors like railroads run by the government that would be a socialist economic system. People might have a vote in what is going to be done with those economic sectors, but if government runs certain sectors, it is a socialist system.

Communism is a system in which the government owns nearly all the productive resources in the nation. Basically the government sets the price of things, it sets what economic activities are going to happen, and what jobs people will be assigned too.

Fascism is a dictatorship combined with private ownership of property. This happened during Nazi Germany, a dictator or group of people run the government, and the people of the country don’t have a voice in the government. Still have a sort of free market, but usually the dictator is controlling business.

Socialism is a social and economic system characterized by social ownership of the means of production and co-operative management of the economy.

Communism (from Latin communis – common, universal) is a socioeconomic system structured upon the common ownership of the means of production and characterized by the absence of social classes, money, and the state.

Fascism - a governmental system led by a dictator having complete power, forcibly suppressing opposition and criticism, regimenting all industry, commerce, etc., and emphasizing an aggressive nationalism and often racism.
Before Christopher Columbus or other Europeans came to the Americas, there were many people living throughout North and South America.

### 3 Important Civilizations: Mayan, Aztec, Inca

Mayan Civilization located in Central or Mesoamerica or Middle America.

They were a farming culture that also hunted and gathered, but like most of large civilizations throughout ancient world, the big civilizations of the Americas also were farming based, because farming allowed for specialization, it allowed you to stay in one place and build more complicated structures and cities.

9. Characteristic of Mesoamerica civilizations. TestPrep discussed importance of corn. Picked: Farming corn, squash, and beans. Think this is the correct answer.
Mayan Culture was highly influenced by the Olmecs that lived to the West. (see map)

They borrowed important things from the Olmecs: inventors of writing and numbers. The Mayans borrowed and built on Olmec ideas. In mathematics, the Mayans had zero in their calculations.

Their city was based in Teotihuacanm which was their capital city. In their cities they built stelae which were statues with engravings on them that honored great rulers, important historical moments. Artwork on which they recorded historic events and kept records.

Mayans were polytheistic, they worshipped multiple gods. Gods represented important parts of daily life. Corn, rain gods. Corn an important crop. Developed a logographic or hieroglyphic writing system. Symbols represented concepts. Impressive engineering feats. Huge achievements in math, and astronomy.

Collapsed for unknown reasons. Around 2500 BC the first people began to settle in this region. Classic period or height of their civilization was 300 to 900 AD. Around 800s stopped erecting stelae and started to abandon their cities. Theories disease, crop failure, political revolt, but don’t really know why. Culture diminished and collapsed by 900 AD. Grew grains to make tortillas. A key food source for them.

They built pyramids based on Olmec pyramids. Gods were borrowed from Olmecs, jaguar god. Image of Mayan pyramid temple, step pyramid is a distinctive structure that should know for the exam. Associated with Mayans, Olmecs, Mexico, Central America.
2. What area is this structure from? The exact picture to the left was on my exam.

TestPrep warned that there would be pictures of structures on test, but did not show this picture.

It is a picture of Tikal temple from Mayan Civilization, South America.

Several photos of Mayan Ruins
Aztecs. Located in what is now central Mexico. They were a war like culture.

Capital was Tenochtitlan. This city was on an island in the middle of Lake Texacoco where Mexico City is today.

They emphasized warfare and conquest. It was considered a religious duty among young men. Capturing prisoners from other tribes, was considered a great honor. They built a very vast empire under ruler Montezuma I followed by Montezuma II as they conquered surrounding area.

The Aztec religion combined aspects of polytheism (multiple gods), shamanism (communicating with the dead, in particular ones dead ancestors), and animism (the idea that inanimate objects could have spirits).

Human sacrifice was an important part of their religion. This was based on a tradition or mythology of the 5 sons of Nanahuatzin. Means the pimple faced god with acne.

They believed that to create a universe in which people lived, a god would have to sacrifice his life. This would cause a new sun to rise and a new world to be created. Humans would mess it up and then they would have to start again with another sacrifice by a god and a new sun would rise. Aztecs felt they were living under the 5th sun.

Because a god sacrificed himself to create the world, human beings had to sacrifice to the gods for what they wanted. An animal or a human depending on how important a thing you wanted from the gods.

They farmed in different terrains. In forests used slash and burn techniques to clear large sections of jungle for crops.

Terraced hillsides to grow crops.

Created floating gardens in lakes, in lake of their capital city. Made islands from mud scooped from bottom of lakes. Very resourceful at using land in the area they ruled.

Image of eagle god could be on the test. Art is characteristic of Aztecs.

Aztecs were conquered by the Spanish.
Inca Civilization: Vast empire.

Came after Aztecs and Mayans.

Located in South America in Andean Highlands in what is now Chile, Peru, Argentina.

Because they lived in mountainous regions, they had to be resourceful in engineering. They accomplished amazing engineering feats. They cleared forests, they built roads, suspension bridges to move people and goods.

This empire grew to be largest of pre-Columbian empires.

Polytheistic. Believed in Inti the sun god as their primary god.

Accomplished impressive mathematical and engineering feats. Complex and intricate accounting system. They would record things using sets of knotted strings called quipu. Place of knots represented different numbers.

Incas were eventually conquered by the Spanish. In 1500s AD a civil war occurred because the ruler had died and his 2 sons were vying for power. One son defeated the other, and had him imprisoned, and later executed.

The son that had won, Name, his army was attached by Spanish explorer Francisco Pizarro who had less than 200 men. Because of technology and trickery they won. They captured Atahopa and ransomed him. They wanted a room full of gold and a room twice filled with silver. The Incas paid but they kill him anyway. After they killed him, there was now no ruler. So even with a small army, the Spanish were able to take over the empire.

Various pieces of Pre-Columbian Art
35. In which of the following ways did geographic factors have an important influence on the development of Inca civilization between the eleventh and fifteenth centuries C.E. (A.D.)?

A. The dispersal of population within the Inca Empire made it necessary to employ a highly decentralized form of government that gave considerable autonomy to local regions.

B. The mountains of western South America were an impediment to building an empire, prompting the development of sophisticated engineering technologies.

C. The danger of tropical storms to Inca fishing and agriculture prompted the systematic application of meteorological observations, data collection, and predictions.

D. The existence of numerous rivers enabled Inca rulers to collect natural resources from the interior and trade them throughout the hemisphere.

35  B
North America.

Native Americans living in what is now United States and Canada were primarily hunters, gatherers and fishers.

They farmed in some regions, but not as much as civilizations further south.

In North America, they were nomadic (moved from place to place) following bison or other food.

Because they moved they didn’t have huge structures or large civilizations.

They had small groups called bands that made up larger groups called tribes.

In some cases the tribes formed larger federations. Most famous was Iroquoi Nation made up of five different tribes.

Lots of fighting between tribes, so forming a federation was a way to minimize fighting.

No states or empires like in South America.

Groups adapted to regions in which they lived.

On plains, Indians lived in teepees and hunted bison. In other areas, they lived differently.

Iroquoi built long houses where several different families would live together.

Plains Indians also sometimes built earth lodges that were bigger and more permanent structures.

Focused on resources in areas they lived: fishing, gathering wild berries.

In California territory they relied on acorns that grew on wild oak trees.

Unique cultures, food sources and homes adapted to areas in which they lived. Lots of diversity among populations.
Domain 2 United States History

2.1 Early Exploration, Colonial Era, and the War for Independence.
Candidates for Multiple Subject Teaching Credentials identify and describe European exploration and settlement, and the struggle for control of North America during the Colonial Era, including cooperation and conflict among American Indians and new settlers. They identify the founders and discuss their religious, economic and political reasons for colonization of North America. They describe European colonial rule and its relationship with American Indian societies. Candidates describe the development and institutionalization of African slavery in the western hemisphere and its consequences in Sub-Saharan Africa.

Video: Early Exploration of North America (5:48)
Video: The Colonial Era (6:57)

Early Exploration of North America

Important explorers of what would become United States or surrounding areas.

Norse explorers preceded Columbus in reaching New World. So he didn’t really discover America. He was the first to establish and govern major settlements in the Americas.

Leif Erickson and Vikings from Norse regions and Scandinavian regions preceded Columbus. They didn’t establish settlements.

John Cabot made the first voyage to America for England.

Columbus was Italian whose voyages were financed by Spain. He was trying to reach far east where he wanted to set up trade and settlements. He thought he had reached the far east.

Coronado explored the American Southwest. He was on the Pacific Coast.
On exam they may ask what part of North America did an explorer explore. If you don’t remember, try to think of someplace with that explorer’s name. For example, Coronado Island in the San Diego area was named for Coronado who explored that region.

For Henry Hudson, think that the Hudson River is in New York.

Columbus made 4 major trips to Americas, and took Native Americans back to Spain as slaves. He established poorly managed agricultural and mining camps. Native Americans were used as slave labor in these camps.

Some people don’t like having Columbus Day because he was not totally a good guy. He was very influential in bringing European culture to the Americas.

Sometimes essay questions on the exam about Columbus, or in general, what are things he brought from new to old world or old world to new world. Or just by explorers in general.

Important things taken from Americas back to Europe were corn. It was being grown in both North and South America but wasn’t know in Europe until it was brought back by explorers. It became a staple crop of many European countries. The canoe was another thing. Slaves and diseases. Columbus and his crew took Syphilis to Europe.

For things taken from old to new world, a big disease was smallpox. It killed many native Americans. Christianity was taken to new world. Wanted to convert native Americans. Horses were taken from old world to new world.

Columbus’s Ships

Correct Response: B. (SMR Code: 2.1) A major objective of European navigators during the Age of Discovery was to establish water routes to the markets of Asia. John Cabot, Jacques Cartier, and Henry Hudson all hoped to achieve this aim by discovering a northwest passage through the North American continent to Asia.

36. Which of the following best describes a shared aim of the voyages of exploration commanded by John Cabot, Jacques Cartier, and Henry Hudson?

A. to control the North American fur trade
B. to discover a westward route to Asia
C. to establish bases for the destruction of Spanish shipping
D. to convert American Indians to Christianity
The Colonial Era

Regional identities in what would become the United States.

The thirteen British colonies became the United States.

Three Major Regions:

New England Colonies to the North which economically were founded in ship building and commerce.

The Middle Colonies which had farming and commerce and grew a lot of food crops.

Southern Colonies grew a lot of cash crops. Tobacco, cotton, indigo. Were sold for profit rather than to eat.
Regional identities become very important in terms of political differences between them. Slavery in the south was important because of their economy. How important early colonies were founded.

Jamestown settlement in Virginia was the first permanent British settlement in North America. Before this Sir Walter Raleigh failed to establish a colony at Roanoke, Virginia. Jamestown was founded by the London Company which was an organization of merchants who were given a charter by the King. Most colonies founded because the royal crown gave a charter to one person or to a group.

Massachusetts Bay Colony was established by Puritans. Separatists who wanted to break away from the Church of England and establish a more pure church in the Americas. A Bible commonwealth. This was the Pilgrims who established Plymouth Colony. It spread out to other colonies and created Rhode Island, New Hampshire, and Connecticut.

New York was set up initially by the Dutch but the British overtook the Dutch and gave colony to Duke of York who was son of King Charles II of England. The Duke of York established colony called New York. New York City was previously the Dutch city of New Amsterdam that was renamed when English took it over.

Pennsylvania was founded by Quakers another farming and religious group. Rhode Island was founded so people could have more religious freedom. Others were founded purely for economic reasons or political reasons.

37. Which line in the table below best matches an American colony with a major motive for the establishment of that colony?

<table>
<thead>
<tr>
<th>Line</th>
<th>Colony</th>
<th>Motive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Virginia</td>
<td>to establish a haven for religious and political dissenters</td>
</tr>
<tr>
<td>2</td>
<td>Massachusetts Bay</td>
<td>to create a Bible commonwealth</td>
</tr>
<tr>
<td>3</td>
<td>Georgia</td>
<td>to provide land for settlers from Virginia and Barbados</td>
</tr>
<tr>
<td>4</td>
<td>Pennsylvania</td>
<td>to supply Britain with timber and iron</td>
</tr>
</tbody>
</table>

A. Line 1  
B. Line 2  
C. Line 3  
D. Line 4  

37  B
13. Something about Rhode Island becoming a state. Picked: Separation of church and state. (This is correct based on info below from Nash page 66)

Winthrop’s troubles multiplied in 1633 when Salem’s minister, Roger Williams, began to voice disturbing opinions. He argued that the Massachusetts Puritans were not truly pure because they would not completely separate from the polluted Church of England (which most Puritans still hoped to reform). Williams denounced mandatory worship and contended that government officials should confine themselves to civil affairs and not interfere with religious matters. “Coerced religion,” he warned, “on good days produces hypocrites, on bad days rivers of blood.” Today honored as the earliest spokesman for the separation of church and state, in 1633 Williams seemed to strike at the heart of the Bible commonwealth, whose leaders regarded civil and religious affairs as inseparable. Williams also charged the Puritans with illegally intruding on Native American land.

For two years, Puritan leaders could not quiet the determined young Williams. Finally, warned by Winthrop that he was about to be deported to England, Williams fled southward through winter snow with a small band of followers to found Providence in what would become Rhode Island. Even as they were driving Williams out, the Puritan authorities confronted another threat: Anne Hutchinson, a devout and magnetic woman of extraordinary talent and intellect who arrived in 1634 with her husband and seven children. Quickly gaining respect among Boston’s women as a midwife, healer, and spiritual counselor, she soon began to discuss religion and suggested that the “holy spirit” was absent in the preaching of some ministers. Before long Hutchinson was leading a movement labeled antinomianism, which stressed the mystical nature of God’s free gift of grace while discounting the efforts the individual could make to gain salvation.

By 1636, Boston was dividing into two camps: those who followed the male clergy and those drawn to the theological views of a gifted though untrained woman without official standing. Her followers included most of the community’s malcontents—merchants and artisans who chafed under price controls, young people resisting the rigid rule of their elders, and women disgruntled by male authority. Hutchinson doubly offended the male leaders of the colony because she boldly stepped outside the subordinate position expected of women.
During colonial era, the French and Indian War was fought in the Americas. This war was an extension of the Seven Years War that was being fought by the British and the French over in Europe. Spanish and French were on the same side against the British. They extended war to Americas. The French and Spanish recruited the Native Americans to fight with them against the British colonists. The British won both French and Indian, and the Seven Years War. Because of this, Britain got new territory. All of what is now Canada, as well as all of French territory east of Mississippi River other than New Orleans. Also, got Florida which had been owned by the Spanish. French compensated the Spanish by giving them the Louisiana Territory. Spanish held this for a long time, then it was ceded back to the French, and then sold to United States as the Louisiana Territory.

As a result of the war, the British had a lot of new territory, but they also had serious problems, including debt. The British national debit had doubled. They needed money so they started to tax the colonists more. They also needed to put soldiers into America to control their new territories. They wanted the British colonists to quarter the soldiers (give them a place to live). Colonists didn’t like this. The British also had to work out how to get along with the Native Americans in the new territories. They made rules that colonists could not expand out into new territory to the west where they had treaties with Native Americans. This also angered the colonists. British resources were spread very thin.

These were important influences that would lead up to American Revolution that stemmed from the French and Indian War.
They describe the causes of the War for Independence, elements of political and military leadership, the impact of the war on Americans, the role of France, and the key ideas embodied within the Declaration of Independence.

Video: The War for Independence (6:09)

The War for Independence
Five Reasons for War of Independence might be in essay question.

1) Tariffs which are taxes on imports coming into the colonies. For example, the Stamp Act taxed printed matter like newspapers. Townsend Acts taxed different goods including tea. Later the Townsend Act was repealed except for the tax on tea. Colonists continued to protest this particular tariff. At Boston Tea Party, they took the taxed tea and dumped it into the Boston Harbor as a protest.

2) Lack of representation: “No taxation without representation” was their slogan. If had to pay tariffs they should have representation in Parliament (the British government).

3) Quartering of British soldiers. Initially quartered because of British expansion as a result of the French and Indian War. They needed to house troops to manage territories. They made the colonists let troops live in their houses.

4) Boston Massacre: Later they sent more troops because the colonists were starting to rebel against the British. In particular they sent troops to New York and to Boston. In Boston, the citizens taunted the troops that then fired on the citizens. Three were killed initially, and wounded 8 others, two died later. Engraving of Boston Massacre by Paul Revere. Because British soldiers had killed Americans, the Americans became very angry.

5) Intolerable Acts: To punish the colonists, the British passed what colonists called the Intolerable Acts. They closed the port of Boston, they increased power to the British Royal Governor of Massachusetts, they expanded requirement for colonists to house and feed soldiers. Fed fires of discontent. Led to Declaration of Independence.
In 1776, July 4, they declared independence from Britain. Revolutionary War was Britain’s attempt to keep colonists under control. Famous painting of Washington crossing the Delaware River. The patriots had lost some ground to British and surged back in this battle and was an emotional victory.

Two most important battles were Battle of Saratoga and the Battle of Yorktown.

1) Battle of Saratoga was important because the patriots won a victory against the British that convinced the French that the patriots could win. The French wanted to fight with the patriots in order to weaken the British but wanted first to know that the patriots could win. When the patriots won the Battle of Saratoga, the French put economic support behind the patriots and to give them weapons. Historians think that without French aid the patriots might not have won the war.

2) The Battle of Yorktown was where the patriots won a decisive victory that essentially ensured their victory in the war. After this the British surrendered. This victory led to colonies becoming United States of America.
In 1776, after more than ten years of growing resistance, Great Britain's North American colonies in America declared their independence.

Using your knowledge of U.S. history, prepare a response in which you:

- identify two important causes of the American Revolution;
- select one of the causes you have identified; and
- explain why that cause was a decisive factor in bringing about the decision for independence.

One major cause of the American Revolution was colonial opposition to British efforts to tax the colonies. Another was colonial discontent over British policies that restricted westward expansion. The first of these causes was particularly significant because it involved differing conceptions of colonial rights. Americans insisted that they could not be taxed by a government in which they were not represented, and thus could not be subject to acts of Parliament; the British disagreed. These differences were at the heart of disputes surrounding the Stamp Act, the Townshend duties, and the Tea Act—disputes that contributed considerably to the growing tensions that resulted in war.

38. Which of the following best describes the significance of a major military development of the American Revolution?

A. The British victory at the Battle of Bunker Hill (1775) forced patriot leaders to abandon plans to conquer Canada.

B. The victories of troops commanded by George Rogers Clark gave the Americans control of the southern colonies for much of the war.

C. The patriot victory at the Battle of Saratoga (1777) prompted France to sign a treaty with American leaders.

D. The victories of ships commanded by John Paul Jones forced Great Britain to abandon its blockade of American coastal areas.

38 C
2.2 The Development of the Constitution and the Early Republic.

Candidates for Multiple Subject Teaching Credentials describe the political system of the United States and the ways that citizens participate in it through executive, legislative and judicial processes. They define the Articles of Confederation and the factors leading to the development of the U.S. Constitution, including the Bill of Rights. They explain the major principles of government and political philosophy contained within the Constitution, especially separation of powers and federalism. Candidates trace the evolution of political parties, describe their differing visions for the country, and analyze their impact on economic development policies. They identify historical, cultural, economic and geographic factors that led to the formation of distinct regional identities. They describe the westward movement, expansion of U.S. borders, and government policies toward American Indians and foreign nations during the Early Republic. They identify the roles of Blacks (both slave and free), American Indians, the Irish and other immigrants, women and children in the political, cultural and economic life of the new country.

Video: The United States Political System (9:20)
Video: The Growing Country (13:17)

The United States Political System
Articles of Confederation and The US Constitution.

Articles of Confederation came before the US Constitution. Confederation means a grouping together of states that used to be the British colonies. Joined together in a loose grouping to fight off the British.

To do this needed to settle three main issues: 1) Raising an army. Needed to be able to raise and army from among all the states to fight together.

2) Needed to fund the war effort by printing and borrowing money. Needed a common currency and to collectively borrow money from other countries.

3) Needed to resolve territorial disputes. Who would get different regions to the west, where would the borders be between the states. Print and borrow money, raise an army, settle territorial disputes. It was a limited document.

Later looked at having a stronger governing document and this is when they wrote the US Constitution. Has been amended to make different changes. First 10 amendments to the constitution focus on protecting citizens freedoms and rights and are called the Bill of Rights. Want to be familiar with basic system of US government.
Three Branches to US Government: Legislative, Executive, Judicial

Legislative Branch is comprised of Congress. Congress is a bicameral (good term to know for exam) legislature. Bicameral means having two houses. Unicameral would be 1 house. We have bicameral because there was conflict between more populous and less populous states. Populous states wanted legislature based on population. Smaller states like Rhode Island wanted each state to have a set number of representatives. Each arguing for what would be best for them. Compromise was they did both. In House of Representatives, representation is based on population. Senate is based on two Senators from each state.

Executive branch is the President and his cabinet. Purpose is to enforce the laws.

The Judicial Branch is the Supreme Court and all the lower courts. Purpose is to interpret the laws.

Purpose of Legislative Branch is to make the laws. House and Senate pass a bill with a 50% majority, and it then goes to the President. If President signs it, it becomes law. If he doesn’t sign it, he can veto it. If it is vetoed, it goes back and needs a 2/3rd majority to override the President’s veto.

President’s check is the veto against the Legislature’s power
System of Check and Balances where each branch has a check on the power of the other so that neither can become too strong. The Founding Fathers had the idea they didn’t want anyone to become too powerful

Legislature check over Executive is they can impeach him.

Executive check over judicial is he appoints the judges

If the Legislature doesn’t like someone the President appoints to the Supreme Court, they can decline that nomination.

Legislature check over Judicial is they ratify the appointments.

Judicial check over Executive and Legislature is that if Legislature passes a bill that the President signs into law, they can declare it is not constitutional and throw it out.

Power to declare laws unconstitutional was set up in a Supreme Court decision called Marbury vs Madison. Set up Judicial Power. It is the ability for the Supreme Court to declare a law unconstitutional.
Political parties have existed in US since the beginning. Two most important ones to know for the test are the Federalists and the Antifederalists. Federalists were under Alexander Hamilton. They favor a strong central Federal government that would have a lot of power over the states. The Antifederalists were under Thomas Jefferson. They favored more states rights and states power and limited power. Antifederalists tended to be Southerners. One of the rights they wanted was ability to make their own laws about slavery and not have federal government impose anti-slavery legislation.

Overtime these parties evolved into other parties. It was not a direct line from one party to another as they all changed their policies over time. Later we get the Democratic party under Andrew Jackson which was opposed at the time by the Whig party. Eventually we get the Republican party as it is today.

40. The government established by the Articles of Confederation was designed primarily to:

A. create a uniform legal system for the new nation.
B. mobilize the nation’s resources for war.
C. promote economic development in the new nation.
D. protect the sovereignty of the states.

Sovereignty is the authority of a state to govern itself or another state. Therefore answer D includes the other 3 answers.

| 40 | D |
The Growing Country

Overtime the US began to grow. They wanted to expand to the West, and this came to be known as Manifest Destiny. Good term to know for exam. Expansion from Pacific to Atlantic oceans to control North America.

Important Land Acquisitions.
Initially the 13 colonies and the areas to the west they took control over after winning independence.

Louisiana Purchase by Thomas Jefferson from Napoleon a famous French ruler. The French had given this land to the Spanish to compensate them for losing Florida in the French and Indian War. It became too hard for Spanish to manage so they ceded (gave) it back to the French. French sold it to US. Almost doubled US territorial holdings.

Blue region Texas and north of it was acquired through the annexation of Texas. Texas had been part of Mexico, but the people were discontent with Mexican rule, felt it was disconnected from Texas, so they succeeded from Mexico and started their own country the Republic of Texas. Then they decided to join the US and become a state.
California Territory includes area that became California, Nevada, Utah, Arizona, parts of New Mexico, part of Colorado. That whole territory became part of US after they won the Mexican American War and signed the Treaty of Guadalupe Hidalgo. They had tried to buy this from Mexico for 35 million dollars prior to the Mexican American War and turned down. After winning the war, they forced Mexico to sell it for 17 million dollars.

That completed Manifest Destiny, the expansion from east to west coast.

A border dispute led up to the Mexican American War because the US had moved into disputed territory along the Rio Grande River and that started the war.

Later US got control of the Oregon Territory from Great Britain through a treaty.

Later they purchased a small region south of the California Territory in the Gadsden Purchase from Mexico.

Later US purchased Alaska and annexed Hawaii.
41. Use the map below to answer the question that follows.

Which of the following matches a region on the map with an accurate description of how the region became part of the United States?

A. Region A: The United States obtained possession of the region in an 1846 treaty with Great Britain.

B. Region B: The United States acquired the region during the Revolutionary War.

C. Region C: The United States obtained the region from Spain in the Adams-Onís Treaty of 1819.

D. Region D: The United States purchased the region from France in 1803.

A

12. During Andrew Jackson’s presidency what was the relationship with the Indians. Picked: They were forced to move beyond the Mississippi River. (Correct based on Nash page 361.)

In his inaugural speech, Jackson affirmed his support for Native American removal. During the War of 1812, Jackson led troops against the Creek tribe. As a result, the Creeks lost over 60 percent of their tribal lands. Congress had already passed and Jackson signed the Removal Act of 1830, which authorized the removal of all tribes east of the Mississippi. From: 5 Steps to a 5 AP US History.
As the country grew it was respected as a power in North America but was not respected as a seafaring or global power. French and British were picking on American sailing vessels. French promised not too, but British kept impressing American sailors. Impressing means they were taking them off their ships and forcing them to work on British ships. So US declared war on England and they fought the War of 1812. There was no clear winner of this war. Each country got control of some of the other’s land. They sign a treaty that gives each other their land back. The war did establish the US as a naval power and more of a world power. It also established a strong feeling of nationalism in the US. There had been a lot of infighting in the US between states, but when they pulled together against the British it established a unified identity.
Southern regions became very dependent on slaves from Africa. European powers would sail down to Africa on the first leg of a 3-leg trip. First passage was from Europe to Africa where they would purchase slaves. The middle passage was from Africa to North America where they would sell the slaves to southern states and colonies. Many people died on the journey. They would use money to purchase cash crops of cotton, tobacco and indigo and take them from North America back to Europe.

The founding fathers didn’t prohibit slavery because they were trying to reach compromises. The growing resistance to slavery was called the Abolitionist Movement. As this movement grew the south was getting more pressure because the north wanted to abolish slavery which would hurt the southern economy. Each time a new state joined the union there was a big fight over if it would be free or slave. To keep union together there were important compromises.

The Missouri Compromise basically as Missouri came in it would offset the balance of free and slave states. They agreed to split off a portion of Massachusetts and create the state of Maine. Maine would be a free state and Missouri would be a slave state and that would preserve the balance of an equal number of free and slave states.
Compromise of 1850 arose over California coming into the union as a free state. California had lots of people living in it. Over 380,000 people, so it would bring with it many members of the House of Representatives that would give power to the abolitionists. Compromise was that California would be a free state, but when New Mexico and Utah came in they would have a choice about which to be. Also there would be strict laws to capture runaway slaves.

More conflict as Kansas and Nebraska were going to join the union. The Kansas-Nebraska Act said that those two states could chose to be slave or free. Both North and South were upset about this. Abolitionist movement was becoming stronger.

Dred Scott Decision was about a slave who had escaped to a free state and felt he should have been free. The owner wanted the slave back. The decision said because a slave is not a human being, then he is property and doesn’t have the right to be free. He is the property of the person in the slave state and could be retrieved as property. This angered people in the North.

Election of Abraham Lincoln further inflamed the nation. Initially Lincoln was not strongly abolitionist but his party was and so he grew more abolitionist over time. By the time he was elected, the south felt he would try to end slavery and that pushed the south further towards wanting to secede from the union.

All of these things surrounded the conflict over slavery between north and south that led to a big divide in the US.

17. What were the CONSEQUENCES TO AFRICA of the slaves being brought to America. Picked: : Slaves were at their most productive age which left only older and younger people in Africa. Other answer: The loss of artisans and craftsmen hurt the economy.

Effects of the Slave Trade on Africa The African slave trade profoundly altered the demographics of Africa. Family life was disrupted as more males than females were transported across the Atlantic for the heavy work required on plantations. In some areas of Africa, populations were reduced by one half. The slave trade increased African dependency on the importation of European technology, lessening the technological development of African kingdoms. The slave trade significantly reduced the populations of some areas of Africa and created a dependence on European goods. 5 STEPS TO A 5 AP WORLD HISTORY

14. What from the Bible did slaves in the South use to keep themselves motivated. Picked: Moses leading the Exodus of the Jews out of slavery in Egypt. (I think I remember that from another class, and see info from Wikipedia on The Exodus). Other answers were: God punishing the sinners. The Bible talking about good and evil.

This is from Wikipedia article on The Exodus: In secular history the exodus has served as inspiration and model for many groups, from early Protestant settlers fleeing persecution in Europe to 19th and 20th century African-Americans striving for freedom and civil rights.
10. What did the doctrine of nullification have to do with starting the civil war?
It had to do with states rights. Southern states wanted to be able to nullify laws they didn’t agree with. (Correct based on Nash page 359 and AP History.)

Nullification: in reaction to tariff legislation passed in 1828, the South Carolina legislature explored the possibility of nullification, by which individual states could rule on the constitutionality of federal laws. Other Southern legislatures later discussed the idea of nullifying federal laws in their own states. 5 Steps to a 5 AP US History

Whereas Spanish mining operations rested primarily on the backs of the native labor force, Portuguese sugar planters scattered the indigenous people and replaced them with platoons of African slaves. By 1570, this regimented workforce produced nearly 6 million pounds of sugar annually; by the 1630s, output reached 32 million pounds per year. The sweet “drug food” revolutionized the tastes of millions of Europeans and stimulated the transport of millions of African slaves across the Atlantic.

Vice President Calhoun, a brilliant political thinker and opponent of the tariff, provided the appropriate theory to check federal power and protect minority rights. “We are not a nation,” he once remarked, “but a Union, a confederacy of equal and sovereign states.” In 1828, the same year as the hateful tariff, Calhoun anonymously published *Exposition and Protest*, presenting nullification as a means by which southern states could protect themselves from harmful national action by declaring legislation null and void.

The Trans-Atlantic Slave Trade. After Native Americans died in phenomenal numbers from European diseases, European colonists in the Americas turned to Africans as forced labor. West Africans, already skilled in agricultural techniques, especially were sought by Europeans for labor on the sugar plantations of Brazil and the Caribbean and in the rice fields of the southern colonies of British North America. The trans-Atlantic slave trade reached its peak during the eighteenth century. The slave trade was part of a triangular trade that involved three segments: European guns and other manufactured goods were traded to Africans for slaves. (Guns were then used by Africans to capture more slaves.) Slaves were transported from Africa to South America or the West Indies. This Middle Passage across the Atlantic placed the slaves in shackles in overcrowded and unsanitary slave ships. Sugar, molasses, and rum produced by slave labor were traded to Europe for manufactured goods, and the cycle resumed. Of the approximately 9 to 11 million slaves who crossed the Atlantic, only about 5 percent reached the colonies of British North America. Most of the slaves who eventually reached North America did not arrive directly from Africa, but first spent some time in the West Indies in the Caribbean Sea. The rigors of sugar production in the Caribbean islands and in Brazil required especially large numbers of slaves. 5 STEPS TO A 5 AP WORLD HISTORY
2.3 Civil War and Reconstruction.
Candidates for Multiple Subject Teaching Credentials recognize the origin and the evolution of the anti-slavery movement, including the roles of free Blacks and women, and the response of those who defended slavery. They describe evidence for the economic, social and political causes of the Civil War, including the constitutional debates over the doctrine of nullification and secession. They identify the major battles of the Civil War and the comparative strengths and weaknesses of the Union and the Confederacy.

Video: The Civil War (8:06)
The Civil War

Causes and effects of the Civil War

The Civil War stemmed from the South’s resistance to the North’s abolitionist movement. As this movement grew stronger, the South feared the North would abolish slavery in the South.

Several things accelerated this: 1) California being admitted to the union as a free state. That shifted a lot of power in Congress towards the abolitionist movement. 2) The election of President Lincoln who was viewed as an abolitionist president.

When the South thought slavery would be abolished they seceded from the union. They were called secessionists. They called their new nation the Confederate State of America. So the Confederates fought the Union which was the Northern states. The Confederates established their own government with a capitol in Richmond, Virginia. They later moved it. They had their own president Jefferson Davis.
On the exam often ask about important battles of the Civil War, and about strategic aspects and strengths and weaknesses of the North and South.

The North had most of the advantages. 1) Larger population, 2) More developed manufacturing base, so they could produce weapons and good more effectively, 3) More developed transportation network. When war began in 1861, the north had 3 times the amount of railroad tracks as the south.

South advantage was military leadership. They had much more experienced and tactical military leaders. Generals Robert E. Lee and Stonewall Jackson. Because of that experience, the Civil War lasted 4 years, from 1861 to 1865. Based on north advantages it should have only lasted 2 years. But the south made strong tactical maneuvers and the north made blunders.

Major strategies: Northern strategies: 1) Try to isolate the south, to close off their access to shipping on the eastern seaboard so they couldn’t get new supplies. 2) Try to capture the southern capital. They would send in invasions to capture it. South moved capital to avoid capture. 3) Split them and make them fight a 2 front war. 4) Isolate and starve them out. South had lots of cash crops (tobacco, cotton, indigo), but not a lot of food crops. Sometimes call it a war of attrition, who could outlast whom.

Southern strategies: 1) To surge into the North and take control of important supply lines and trade routes, and manufacturing base. North tried to prevent South from surging in.

42. Which line in the table below correctly identifies both a major advantage possessed by the Union and a major advantage possessed by the Confederacy at the beginning of the Civil War?

<table>
<thead>
<tr>
<th>Line</th>
<th>Union Advantage</th>
<th>Confederate Advantage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>greater political unity</td>
<td>superior transportation network</td>
</tr>
<tr>
<td>2</td>
<td>closer relations with foreign powers</td>
<td>greater food-production capabilities</td>
</tr>
<tr>
<td>3</td>
<td>more powerful navy</td>
<td>larger population</td>
</tr>
<tr>
<td>4</td>
<td>stronger manufacturing base</td>
<td>more experienced officer corps</td>
</tr>
</tbody>
</table>

Correct Response: D. (SMR Code: 2.3) In 1861, northern factories accounted for more than 90 percent of the annual value of manufactured products in the United States. The South, however, had a much more experienced officer corps at the outset of the Civil War. Southern officers had dominated the prewar U.S. Army; when their home states seceded from the Union, most of them resigned their commissions to fight for the Confederacy.
More than 1000 battle in the Civil War.

**Five critical battles:**

1) **Battle of Fort Sumter** – Not a huge battle, but the first battle. Southern General Beauregard fired on federal fort in Charleston Harbor to start the war. North were so confident they would win that people came out with picnics to watch the battle. The South overran a lot of this region and northerners had to run away.

2) **Battle of Antietum** was the single bloodiest battle of the war in terms of loss of life and injuries. First major attempt by south to surge into the north, under General Robert E. Lee. Northern General McClellan stopped the surge and defeated Robert E. Lee.

3) **Chancellorsville** was a major win for the south. The southern forces defeated General Hooker’s Army of the Potomac which was one of the major northern armies. Defeated by Robert E. Lee. But in this battle a famous southern general Stonewall Jackson was killed. He was charismatic and kind of crazy. He would ride into battle holding his finger up because he thought it was lucky. He was riding back from the battle and his own troops thought he was the enemy and shot him. An emotional loss for the south.

4) **Gettysburg** the most famous battle. It was the second major surge of the south into the north. Again the attempt was thwarted. Pickett’s charge failed and turned the tide and Lee’s forces lose to the northern forces commanded by General Meade. At this point the south is very depleted. The beginning of the end.

5) **Appomattox** was the last major battle. At Appomattox Courthouse Lee’s forces get surrounded by the northern forces and Robert E. Lee surrenders. Photo of the courthouse on the day of Lee’s surrender. Photography was invented just before the Civil War so it was the first war to be photographed.
They describe the character of Reconstruction, factors leading to its abandonment, and the rise of Jim Crow practices.


Radical Reconstruction – Both physical and ideological reconstruction of the south after the Civil War. After the south lost, the north wanted to implement their policies in the south. They wanted to make the south reconstruct according to their guidelines.

There were two major groups that had different ideas about how to do this: the radicals and the moderates.

The radicals favored putting an occupying army in the south and forcing them to adhere to the northern rules and regulations.

The moderates said give the south guidelines and let them implement them.

In Congress there was a strong radical presence. President Andrew Johnson (a moderate) was impeached for opposing this. Radical reconstruction was instituted.

Many northerners went to the south to start businesses. They were resented by southerners. Called them scalawags and carpetbaggers. Thought they were taking advantage. Name carpetbaggers comes because they brought things they were going to sell in suitcases made from carpets.

Many rights being given to freed African Americans: Suffrage (right to vote), property rights, integrated facilities.

In 1876 there was a disputed presidential election. It led to a compromise. A debate about who had won. North offered a compromise to the South that if they would accept the north’s candidate they would end radical reconstruction. South accepted the compromise.

Troops were withdrawn and moderate model was followed. Once troops were withdrawn, the south started to pass racist legislation known as Jim Crow laws. Separate facilities for whites and African Americans, took away voting rights.

75 years later the American Civil Rights movement under Martin Luther King overturned the practices. Monumental court cases like Brown vs the Board of Education of Topeka where they said separate facilities are inherently unequal and they integrated schools.

A lot of rights we associate as having been won during the 1960s civil rights movement already existed under radical reconstruction. They were lost because of the Compromise of 1876.
Use the excerpt below from the "Declaration of Sentiments and Resolutions" of the Seneca Falls Convention of 1848 to answer the question that follows.

But when a long train of abuses and usurpations, following unchangingly the same object, shows a plan to bring them under absolute control and tyranny, it is their duty to throw off such government, and to provide new safeguards for their future security. Such has been the patient suffering of women under this government, and such is now the necessity which forces them to demand the equal position to which they are entitled.

Which of the following was the main reason that the authors of the declaration employed the language used in the excerpt above?

A. to demand that public officials extend to women the freedoms contained in the Bill of Rights

B. to link the demands of women to the grievances of the Revolutionary generation

C. to remind Americans of the contributions that women made to the struggle for independence

D. to urge women to organize a movement to replace the U.S. Constitution

Correct Response: B. (SMR Code: 2.2) The language in the passage is taken almost directly from the Declaration of Independence. The authors' main purpose in adopting this language was to place the cause of women's rights in a context of profound significance to Americans—both male and female—and to show that women still suffered from many of the same political inequities that had prompted an earlier generation of Americans to overthrow British rule.
43. Which of the following was an important factor in the abandonment of Radical Republican plans for Reconstruction?

A. the establishment of the share-cropping system
B. the impeachment of President Andrew Johnson
C. the outcome of the 1876 presidential election
D. the westward migration of African Americans from the South

43 C
Essay from Mark's Exam: What was the role of women during reconstruction?

From the Web: Women's Suffrage and Reconstruction: Suffragettes had played a key role in the abolitionist movement that had worked for decades prior to the Civil War to bring about an end to slavery. Many northern women, working out of their Christian convictions about morality and humanity, began by opposing slavery and subsequently sought the franchise because they had become politically active, informed, and organized as a result of their efforts on behalf of abolitionism. They understandably viewed the rapid social changes brought about by the Civil War as a golden opportunity to expand Constitutional definitions of freedom and citizenship across boundaries of both race and sex. At the time, women's employment opportunities were strictly limited, they received unequal pay relative to men, and they could not usually obtain a divorce unless they could provide evidence of desertion, adultery, or extreme abuse. There were few laws protecting women against such abuse.

Controversy Over the Constitutional Amendments: In 1866, the founders of the American female suffrage movement—Elizabeth Cady Stanton and Susan B. Anthony—established the American Equal Rights Association, an organization for white and black women and men dedicated to the goal of universal suffrage. That year, Elizabeth Cady Stanton presented a petition to Congress demanding the vote for women. Stanton and Anthony also launched the feminist newspaper The Revolution. Yet when the Fourteenth Amendment was ratified, it was the first in the Constitution to define "citizens" and "voters" as "male." Subsequently the Fifteenth Amendment prohibited discrimination in voting in terms of race but not gender. This setback for women's suffrage led to a difficult period in which some white suffragettes became disenchanted, rather than encouraged, by universal male suffrage. They broke with their historical ties to the antislavery movement, and prominent leaders like Stanton and Anthony came out in opposition to the Fifteenth Amendment because it did not enfranchise women. A few, including Stanton, made racist comments intended to disparage the minority groups who had received the vote, to make light of what many white Americans viewed as a contradiction: that is, despite a long history of white supremacy in American society and culture, white women were denied suffrage while men from racial backgrounds that had been deemed inferior could now vote.
2.4 The Rise of Industrial America.

Candidates for Multiple Subject Teaching Credentials recognize the pattern of urban growth in the United States, the impact of successive waves of immigration in the nineteenth century, and the response of renewed nativism. They understand the impact of major inventions on the Industrial Revolution and the quality of life.

Video: The Industrial Revolution and U.S. Patterns of Urban Growth (4:56)
Video: American Society in the 19th Century (3:37)

The Industrial Revolution and U.S. Patterns of Urban Growth

The Industrial Revolution happened in both the US and in Europe. Basically it was a major change in the structure of society brought about because of the introduction of technology. New metal working techniques and machines like lathes. Cotton Gin and Spinning Jenny used in textile manufacturing. Steam engine that were coal burning and could do all sorts of work more efficiently than manual laborers could. It changed the face of the global economy.

Effects: Led to moving into the city. Before this cottage industries throughout the countryside and passed on trades thru generations. Merchants would pick up goods in countryside and take into the city to sell. Now didn’t need individual craftsmen making goods. There were mechanized procedures to do this. Jobs were where the machines were. So people moved to cities. Urban areas grew. Urban centers where the jobs were. Growth and improvement of roads, waterways and railways. So many goods being produced there was no longer a regionalized economy. Before this, people would trade within a region. Now shipping goods between regions and globally. Telegraph was invented. Could order goods from New York shipped California. Also new interstate trade and commerce laws were passed.

Emergence and rise of the middle class. Prior to urbanization, the main way you acquired wealth was to own land. If no land you were poor and would stay that way. So there was upper and lower class and not much social mobility. Now new ways to make money. You could get skilled labor positions in factories. You could invest in new technologies. Ways to make money besides owning land and this led to rise of a new class, the middle class. Now in US most people are in middle class that began because of industrial revolution. Increased dependence on foreign trade, extra goods needed to be shipped to other places. Wage labor system came into effect because of industrial revolution. The idea that people would be trained for a job and paid an hourly wage to do that job. Most of us in US probably work in wage labor system. Before this people made and sold goods directly, weren’t paid a wage for work.
American Society in the 19th Century

The effects of immigration on American Society. A lot of people immigrated here because of the influence of jobs that were created by the Industrial Revolution. Building railroads and automobiles and other things. People wanted jobs in industries. Irish and Chinese immigrated to get railroad jobs.

Lots of competition for these jobs led to nativism. This was the idea that a group of people who had moved to the US believed that they are now natives and the next group of immigrants are encroaching on their land and livelihood. So idea of nativism led to ethnic and racial animosity during this period. The Irish, Germans, Chinese disliked each other. The Gangs of New York movie focuses on nativism in New York City.

As we moved into early 20th century or 1900s, focus was on immigrants from Asian countries because they were very successful working on railroads and created jealousy by other groups. Let to nativist policies that targeted Asian immigrants.

The Chinese Exclusion Act excluded people from China from being able to immigrate to the US.

The Gentlemen’s Agreement was a handshake agreement between the US and Japan where the US said they would not pass a formal exclusion act, but you need to restrict your own people from moving to the US.

It was hard for people from Asian countries to immigrate to US because of nativist political policies.

Foreign policy: Important for test to know about the Monore Doctrine introduced in 1823, asserted US power by forbidding further European colonization or interference in the Americas. Basically America took control of western hemisphere. Said there will be no more colonization in north or south America and you will not interfere with governments or political systems or economies of any countries in N or S America.
16. In industrialized society of late 1800s and early 1900s, how did workers deal with political and economic problems. Picked: They formed labor and trade unions. I think this is the correct answer based on looking thru several books. Didn’t find it specifically stated though.

44. Which of the following was most responsible for the development of a national market in the United States during the late nineteenth century?

A. the expansion of the railroad and telegraph network
B. the growth of the iron and steel industry
C. the formation of the Interstate Commerce Commission
D. the increased mobility of the industrial labor force

Correct Response: A. (SMR Code: 2.4) During the late nineteenth century, the expansion of the railroad and telegraph networks integrated numerous communities into a national market. A particularly important development was the construction of a transcontinental railroad after the Civil War. Its completion in 1869 ended the physical isolation of the Pacific Coast and made it possible to transport goods coast-to-coast without having to sail around Cape Horn.