WH.H.2.2: Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).

1. What is a Theocracy? Please provide 2 detailed examples.
2. The Romans had a Republican form of government. Please detail the principles of government upon which the republic was based.
3. Provide detailed examples of the ways in which Greece influence future cultures. One example each for government, art, architecture, and philosophy.
4. Define and explain the Mandate of Heaven. How does it compare to the Chinese concept of Legalism?

WH.H.2.3: Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).

1. What are the ways in which codified laws benefit society?
2. What was the Law of Twelve Tables? How did this legal code protect the citizens of Rome?
3. What does Hammurabi’s code tell us about the Babylonian people? Equal society? Fair? Violent? Etc.
4. The Jewish Ten Commandments were an important step in the development of law. How did they contribute?

WH.H.2.4: Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

1. Compare and contrast the Aztec with the Inca. 3 bullet points each.
2. What were the effects of European colonization on the Native Americans they encountered?
3. What factors contributed to the Ottoman Empire’s stability and power?
4. Explain the cause of the fall of Rome during the 5th century A.D.?

WH.H.2.6: Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.

1. During the **Middle Ages** how might Western Europeans have acquired trade goods such as silk, spices, and coffee from Asia?
2. How did the prosperity resulting from the gold-salt trade affect West African empires during the 1300s?
3. What factors were most responsible for aiding the early spread of Islam?
4. Other than access to trade goods, what impact did contact with merchants from the Islamic world have on European society in the Middle Ages?

WH.H.2.7: Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).

1. How did the collapse of the western Roman Empire affect Europe?
2. In what ways did its location near the sea contribute to the growth of Ancient Greece?
3. How did the gold-salt trade in Africa make Ghana a powerful empire?
4. What factor contributed most to the growth of both the Inca Empire and the Roman Empire?

WH.H.3.1: Explain how religion influenced political power and cultural unity in various regions of the Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

1. During the Roman Empire, Emperor Constantine legalized Christianity. What was the effect of this decision?
2. What effect did the expansion of Christianity have on western Europe during the Middle Ages?
3. How was global trade affected by the expansion of the Ottoman Empire?
4. During the Middle Ages, what characteristics did western Europe and the Byzantine Empire have in common?

WH.H.4.1: Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, Printing revolution, etc.).

1. What effect did Johannes Gutenberg’s invention have on Europe in general? The Protestant Reformation in particular?
2. Explain how corruption in the Catholic Church affected Europeans during the 1400s?
3. What were the causes and effects of the Protestant Reformation
4. Who was John Calvin? Explain his theory of predestination.

WH.H.5.1: Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

1. How did the Ottoman Empire help to influence Portugal and other European countries to find a sea route to India?
2. How did European exploration of the Americas affect the Inca and Aztec empires?
3. Use the chart below to answer the question.

|  |  |  |
| --- | --- | --- |
| Continent | 1650 | 1800 |
| Africa | 100,000,000 | 90,000,000 |
| Asia | 327,000,000 | 597,000,000 |
| Central / South America | 12,000,000 | 19,000,000 |
| Europe | 103,000,000 | 192,000,000 |
| North America | 1,000,000 | 6,000,000 |

Based on the chart what happened to Africa’s population? What is the explanation for this?

WH.H.5.2: Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).

1. Apart from the spread of disease, what were the effects of Europe’s search to find a sea route to Asia?
2. The printing press, the astrolabe, and the Mercator projection were technological advances that contributed to exploration and overseas expansion of the colonial empires. Explain how each advance is responsible for exploration.
3. Which factor was most responsible for the dramatic decline in the Native American population between 1492 and 1650?

WH.H.5.3: Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures, population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

1. Use the excerpt below to answer the question.

"The stench of the hold while we were on the coast was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship’s cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us. This produced copious perspirations, so that the air soon became unfit for respiration, from a variety of loathsome smells, and brought on a sickness among the slaves, of which many died, thus falling victims to the improvident avarice, as I may call it, of their purchasers."

The description above was experienced during what phase of European Exploration?

1. How did the encomienda system impact Central and South America (also called Latin America)?

WH.H.5.4: Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchial funding, corporations, creation of capital markets, etc.).

1. How did the commercial revolution change economic practices in Europe?
2. Use the excerpt below to answer the question.

The ordinary means therefore to increase our wealth and treasure is by Forraign [Foreign] Trade, wherein wee must ever observe this rule; to sell more to strangers yearly than wee consume of theirs in value.  
—Thomas Munn, *England’s Treasure by Forraign Trade*, 1664

Which 16th century economic doctrine is described in this excerpt?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  | | --- | | Problem | | Overseas trade was expensive and risky. Large sums of money needed to be generated, and there was no guarantee that investors would make a profit or even get their money back. | | → | |  | | --- | | Solution | | ? | |

What was the solution Europeans found for the problem listed above?