***Second Semester Finals Study Guide***

**Non West Unit**

China

For each box below, generate five generalizations that best display the key ideas and characteristics of each dynasty.

|  |  |
| --- | --- |
| Tang and Song Dynasties**Tang:** Conquering territories of Vietnam & Korea (Tributary States). Allowed to remain indep. As long as they acknowledge Chinese supremacy and send tribute to Tang emperor.Gunpowder, block printing, mechanical clock influenced the world. Decline - Lost territories to Arabs, corruption, high taxes, drought, famine, rebellion in the dynastic cycle**Song:** Chinese economy expanded with rice fields, improved irrigation, and foreign trade in exchange for spices… Paper money used | Ming Dynasties |
| Qing Dynasty | China’s relationship with Europe |

What role did the Tributary System play on China? What other group used this system when dealing with their territories?

What basic principles did the Ottoman, Safavid and Mughal Empires all have in common? Make sure you list and explain each concept?

West African Empires:

What role did the gold and salt trade play in the development of West African Empires?

In the box on the right, list the ways cultural diffusion influenced the African continent from 1200-1500.

Americas:

|  |  |  |
| --- | --- | --- |
| Maya | Aztec | Inca |
| Religion:Pyramid templesPriests performed sacrificesAccomplishments:Decline: | Believed Religion caused the continuation of the universe. Worshiped nature gods (sun & rain).Human sacrifices to the sun (hearts) | PolytheisticFestivals to the gods“Chosen Women” selected to study religion, food and serve the sun god |

**Absolutism:**

Compare and contrast Absolute Monarchs and Constitutional Monarchs

|  |  |
| --- | --- |
| Absolutism | Constitutional Monarchs |
|  |  |

Fill in the following chart to show trends and steps towards Nationalism with the following countries:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Country | Key Monarchs | Successes | Failures | 3 words to describe state |
| Spain |  |  |  |  |
| England |  |  |  |  |
| France |  |  |  |  |
| Eastern Europe |  |  |  |  |

Economic Systems:

**Enlightenment:**

Write 5 generalizations discussing the overall concepts and effects of the Enlightenment.

1.

2.

3.

4.

5.

Revolutions:

|  |  |  |
| --- | --- | --- |
| English (Glorious) Revolution | American Revolution | French Revolution |
| Reason to revolt:Key events of revolution:Legacy of Revolution: |  |  |

Political Spectrum:

Label the political spectrum and insert key ideas that may exist within the spectrum from the Industrial Revolution.

Industrial Revolution:

|  |
| --- |
| **Key Causes of Industrial Revolution** |
| Agriculture Rev, Population Explosion, and New Technology.  |

|  |
| --- |
| **Effects of the Industrial Revolution** |
| Britain leads the wayTransportation Rev. linked cities, grew citiesRise of the Middle ClassSearch for raw materialsColonization |

|  |
| --- |
| **Responses to issues of the Industrial Revolution** |
| **Positive:** Major inventionsLabor UnionsStandard of living rises, large working classCheaper manufactured goods**Negative:**Urbanization, crowded cities, factory system, child labor |

Point of view during Industrial Revolution:

|  |  |
| --- | --- |
| Workers | Middle Class |
|  |  |

Nationalism:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Country | Reform/ Revolution | Positives of Unity | Difficulties of Unity | Effects of Unity |
| Great Britain |  |  |  |  |
| France |  |  |  |  |
| Germany |  |  |  |  |
| Italy |  |  |  |  |
| Austrian Empire |  |  |  |  |

**Imperialism:**

Write 3 generalizations about imperialism in the 19th century that show its effect on the world during this time period.

Fill in the chart using concepts about Imperialism and colonialism.

|  |  |
| --- | --- |
| Advantages for Colonizers | Advantages for Colonies |
| Disadvantages for Colonizers | Disadvantages for Colonies |

**WWI** and Russian Revolution:

Russian Revolution:

Causes

Effects

WWI:

Generate 3 statements about World War I and how it changed life militarily, socially and politically following the war.