

Unit 1 Study Guide

Name: _____

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|---|---|--|
| <input type="checkbox"/> autobiography | <input type="checkbox"/> timeline (depth, scope, scale) | <input type="checkbox"/> Neolithic (agricultural) revolution |
| <input type="checkbox"/> biography | <input type="checkbox"/> chronology | <input type="checkbox"/> domestication |
| <input type="checkbox"/> primary source | <input type="checkbox"/> ad/bc = bce/ce | <input type="checkbox"/> agriculture |
| <input type="checkbox"/> secondary source | <input type="checkbox"/> eras of history | <input type="checkbox"/> climate |
| <input type="checkbox"/> bias | <input type="checkbox"/> periodization | <input type="checkbox"/> hunter-gatherers |
| <input type="checkbox"/> interpretation | <input type="checkbox"/> 4 eras of history (prehistory, ancient, middle ages, modern) | <input type="checkbox"/> nomadic |
| <input type="checkbox"/> opinion (subjective) | <input type="checkbox"/> secular | <input type="checkbox"/> forage |
| <input type="checkbox"/> fact (objective) | <input type="checkbox"/> civilization | <input type="checkbox"/> eurasia |
| <input type="checkbox"/> geography | <input type="checkbox"/> government (monarchy, dictatorship, aristocracy, democracy) | <input type="checkbox"/> irrigation |
| <input type="checkbox"/> artifact | <input type="checkbox"/> monarchy | <input type="checkbox"/> aqueducts |
| <input type="checkbox"/> continent | <input type="checkbox"/> democracy | <input type="checkbox"/> religion |
| <input type="checkbox"/> country | <input type="checkbox"/> dictatorship | <input type="checkbox"/> polytheism |
| <input type="checkbox"/> latitude | <input type="checkbox"/> aristocracy | <input type="checkbox"/> monotheism |
| <input type="checkbox"/> longitude | <input type="checkbox"/> economy | <input type="checkbox"/> atheism |
| <input type="checkbox"/> projection | | <input type="checkbox"/> theory |
| <input type="checkbox"/> distortion | | <input type="checkbox"/> evidence |

I. Historical Sources - How do we know what we know about history?

- A. Materials - Autobiography Analysis, Using Historical Sources Handout
- B. Need to know: What are the different types of sources? What are the benefits to using different sources? How can the same source be both a primary and secondary source?
- C. Summary: **What** we know about history comes from a variety of sources. One of the most important skills in studying history is to know how to get accurate information. In order to do this, we have to learn to predict, identify, and respond to bias or interpretation in virtually any source that we encounter. Most all sources, primary or secondary, have some sort of perspective that influences the information it delivers. Primary sources are valuable to examine for many reasons, but they are especially prone to bias. We must identify the point of view of the source to truly understand what is being said beyond just the words or images.

II. Geography - Why is it so important to study geography alongside Modern World History?

- A. Materials - Continents & Major Bodies of Water / Regions of the World Map, Map Presentation (in class)
- B. Need to know: How is the earth organized? (continents, major bodies of water, location of ancient civilizations, latitude/longitude) How does geography influence history? What is a map? How do some maps/projections contain bias or interpretation? How does every map produce distortion in some way?
- C. Summary: **Where** has history taken place? Geography is the study of interaction between humans and the environment. No study of World History would be adequate without studying geography - or the location - of where things happened. As Grintzer argued in his article "Why Geography", our "mental maps" of the world determine whether or not we are geographically literate. Those who do not have well developed mental maps do not understand the *where* history happened, and can't fully appreciate or understand how history has unfolded. Understanding geography means understanding where the continents are, what kind of people/civilizations have existed on each continent, and how their location has played a significant role in their development, and in some instances, decline. Understanding geography also means understanding different types of maps, how the globe is always distorted any time it is projected onto a 2-D map, and how the earth is organized into horizontal sections known as latitude, and vertical sections known as longitude.

- III. Timelines, Chronology, and Periodization - Why is it important to understand and apply chronology and periodization in our study of Modern World History?
- A. Materials - Timelines Class Presentation, World Eras Timeline, Personal Timeline, Student Notes
 - B. Need to know: How is time organized using the BC/AD (BCE/CE) calendar? How to measure scope on a timeline between BC/AD dates. What are the organizing features of a timeline? How is history organized according to periods?
 - C. Summary: **When** have events taken place in history? Throughout the ages mankind has developed different ways to keep track of it. Different civilizations developed their own calendars based on the earth's cyclical revolutions around the sun. The calendar we use today is a European-Christian calendar that is based on the life of Christ. All dates prior to Christ are thus labeled BC and countdown to the year 0, whereupon time moves forward with the label AD. In recent years, the secular terms BCE and CE are used more and more. History is often broken up into organized blocks of time known as periodization to help us study it. The names, dates, and reasons for the historical periods, or eras, are subject to interpretation and bias just as any other historical source. Generally, history is divided into four major eras: Prehistory - beginning with the emergence of farming around 10,000 BCE until the development of civilization at around 3500 BCE. Ancient Times - beginning with civilization around ancient Mesopotamia (Sumeria) and covering the 10 ancient civilizations we studied in class until the fall of Rome at around 500 CE. Middle Ages - beginning with the fall of the Roman Empire around 500 and lasting until the "Age of Discovery" in 1500 when global travel was made a reality. Modern Era - beginning with the emergence of global travel and lasting until the present day.
- IV. Civilization - What are the necessary elements of a civilization? Why did people begin to form civilizations, and how were these civilizations similar yet different? Why have some civilizations become rich and powerful while others have not?
- A. Materials - Civilization Worksheet, Guns Germs & Steel Handouts, Ancient Civilization Project Organizers
 - B. Need to know: What are the necessary ingredients of civilization? Why weren't prehistoric cities considered civilization? How were ancient civilizations similar and different? What is government and the different types of governments in ancient civilizations? What role did geography play in the characteristics, technology, economy, and development of ancient civilizations? Be able to describe at least 2 ancient civilizations in detail.
 - C. Summary: **Who** are the first people that we study in history? Farming began at around 10,000 BCE, when a change in *climate* made it more difficult for nomadic hunter-gatherers to find food. Throughout the *Middle East*, the first farmers began controlling plants and animals - the process of domestication. As farming developed, people started to depend on *agriculture* to survive, and they started living together in farming communities. They did so in order to trade goods, and protect their crops and animals. As they created a surplus of food, people had time to specialize in jobs and develop ways to make life easier through *technology*. Food surplus also meant that some people could sell or trade their surplus and acquire wealth, while others did not have as much wealth (haves and the have nots). This was the beginning of social class. These early farming villages continued to develop and become more and more advanced until writing emerged in 3500 BCE which is generally considered the beginning of modern "*civilization*." Throughout the world at this time civilizations emerged on different continents, typically around a steady source of water like a river. As *advanced cities* grew, so did the need to organize human activity through *government*, *economic* systems, and belief systems like *religion*. Most early religions were *polytheistic*, and associated many gods with the various natural forces around them. During the Ancient Era, most Eurasian civilizations had some contact with each other, so ideas, goods, and technology. Civilizations also began to go to war, and many times the losers of wars became slaves or servants.