

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Universal Religions by Donald Johnson**

*Mr. Rhinehart AP World History*

1. According to the author what was the first "universalizing religion"? How did this religion impact later

Christian and Islamic beliefs? \_\_\_\_\_

A: \_\_\_\_\_

B: \_\_\_\_\_

2. How is the South and East Asian religious belief structure fundamentally different from West Asia's?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. How can one see the concept of dualism in Western Asian/European culture? \_\_\_\_\_

\_\_\_\_\_

4. How can one see the concept of monism in East Asian culture? \_\_\_\_\_

\_\_\_\_\_

5. According to Johnson what are some elements that are necessary for a "universal" religion to develop?

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

D: \_\_\_\_\_

Name: \_\_\_\_\_

Block: \_\_\_\_\_

## The Sermon at Benares: Siddhartha Gautama

*Mr. Rhinehart AP World History*

1. What is the subject of the Sermon at Benares? \_\_\_\_\_

2. How do the Four Noble Truths (numbered in the reading) & the Eightfold Path compare to the Ten Commandments given to the Jewish people by GOD (see chapter 1 page 29)? What similarities exist? Differences?

Similar: \_\_\_\_\_

Different: \_\_\_\_\_

3. How does the goal of Buddhism, enlightenment, compare to the goal of Christians? How are they different? \_\_\_\_\_

4. How does the Buddhist worldview (i.e. the goal of life, the afterlife, the source of evil in the world, etc....) compare to the Christian worldview?

➤ Goal of life? \_\_\_\_\_

➤ Afterlife? \_\_\_\_\_

➤ Source of evil? \_\_\_\_\_

5. How would codifications (i.e. formal list and explanations of beliefs) aid the efforts of missionaries and monks in spreading the Buddhist faith to other nations and peoples? Why are codifications essential in a belief system becoming more universally accepted and spreading?

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Name: \_\_\_\_\_

Block: \_\_\_\_\_

## The Ramayana

*Mr. Rhinehart AP World History*

1. Who was Rama? Who was Sita? \_\_\_\_\_

2. What does Rama force Sita to do due to his people's suspicions about her? Why must he do this according to Indian tradition? \_\_\_\_\_

3. How does Sita react to her punishment and Rama's treatment of her? Why would this be expected of her in Indian society? \_\_\_\_\_

4. The Ramayana is an Indian epic that focuses on teaching Indian values through story – what relational values do you believe are taught in this passage from the Ramayana? \_\_\_\_\_

5. What type of gender relationships are enforced through the stories like the Ramayana? Are these gender relationships similar or different from other religious belief systems of the time period? Why? \_\_\_\_\_

6. How do folk tales like Chicken Little, Little Red Riding Hood, Hansel and Gretel and the 3 Little Pigs serve similar purposes in Western society? \_\_\_\_\_

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Isidasi and Melanie the Younger, The Appeal of Christianity and Buddhism to women during the Classical Era**

*Mr. Rhinehart AP World History*

1. Why is Isidasi rejected by her three husbands according to her analysis? \_\_\_\_\_

\_\_\_\_\_

2. What kind of a life did Isidasi lead in Hindu Indian society prior to becoming a Buddhist nun? Describe the elements of a women's life in Hindu society (i.e. how she is married, jobs, status, behavior)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Who were the Christian "desert mothers"? How were they regarded in the Christian community?

\_\_\_\_\_

\_\_\_\_\_

4. What types of things do Melanie the Elder and Melanie the Younger do during their lifetimes? How are they regarded among the Christian community? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Given these passage, why might have Buddhism and Christianity (specifically the life of a nun) been attractive to women during the Classical Era? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Major Classical Era Religions/Belief Structures**

*Mr. Rhinehart World History*

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Judaism**

(pgs 26-29, box on 29 )

**Christianity**

(pgs 142-146)

**Greco/Roman Philosophy**

(pgs 106-109)

**Founder (s)**

**Date of founding  
and location**

**House of worship**

**Spread? (i.e. how,  
where etc....)**

**Holy writings &  
Codifications  
(name & function)**

|   |                                   |                               |   |
|---|-----------------------------------|-------------------------------|---|
|   | Judaism<br>(pgs 26-29, box on 29) | Christianity<br>(pgs 142-146) | Greco/Roman Philosophy<br>(pgs 106-109) |
| <u>Sects or divisions</u><br>(spinoffs, divisions,<br>etc...)   |                                   |                               |   |
| <u>Major Beliefs</u><br>(main ideas,<br>emphasis, way of<br>seeing world, code<br>of conduct,<br>afterlife, etc...) |                                   |                               |   |

# Major Classical Era Religions/Belief Structures

Mr. Rhinehart World History

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Buddhism**  
(pgs 52-56, 58-61; 243-47; website  
<http://www.commisceo-global.com/blog/a-brief-introduction-to-buddhism>)

**Hinduism**  
(pgs 44-48, 50-52; 245-46; website  
<https://www.thoughtco.com/hinduism-for-beginners-1770069>)

**Founder (s)**

**Date of founding and location**

**House of worship**

**Spread? (i.e. how, where etc....)**

**Holy writings & Codifications (name and function)**



|   | <p style="text-align: center;"><b>Buddhism</b><br/>(pgs 52-56, 58-61; 243-47; website)</p> | <p style="text-align: center;"><b>Hinduism</b><br/>(pgs 44-48, 50-52; 245-46; website)</p> |
|---|--|--|
| <p style="text-align: center;"><b>Sects or divisions</b><br/>(spinoffs, divisions, etc...)</p>  |  |  |
| <p style="text-align: center;"><b>Major Beliefs</b><br/>(main ideas, emphasis, way of seeing world, code of conduct, afterlife, etc...)</p> |  |  |

# Major Classical Era Religions/Belief Structures

Mr. Rhinehart AP World History

Name: \_\_\_\_\_

Block: \_\_\_\_\_

Daoism  
(pgs 77-78; website  
[http://afe.easia.columbia.edu/special/china\\_1000\\_bce\\_daoism.htm](http://afe.easia.columbia.edu/special/china_1000_bce_daoism.htm) )

Confucianism  
(pgs 72-77)

Founder (s)

Date of founding  
and location

House of worship

Spread? (i.e. how,  
where etc....)

Holy writings &  
Codifications  
(name and  
function)

|   | <b>Daoism</b><br>(pgs 77-78; webiste) | <b>Confucianism</b><br>(pgs 72-77) |
|---|---------------------------------------|------------------------------------|
| Sects or divisions<br>(spinoffs, divisions,<br>etc...)  |                                       |                                    |
| <b>Major Beliefs</b><br>(main ideas,<br>emphasis, way of<br>seeing<br>universe, code of<br>conduct, afterlife,<br>etc...) |                                       |                                    |

Name: \_\_\_\_\_

Block: \_\_\_\_\_

## Aristophanes, *Lysistrata*

*Mr. Rhinehart AP World History*

1. In the passage what are the women of Athens protesting against? How are they doing this? \_\_\_\_\_

2. What political use did comedic plays have in Ancient Greece? \_\_\_\_\_

-- Does comedy in general serve similar purposes today? What are some examples? \_\_\_\_\_

## Athenian Comedy: Sex as an Antiwar Instrument



Greek comedy became a regular feature of the dramatic presentations at the festival of Dionysus in Athens beginning in 488–487 B.C.E. Aristophanes used his comedies to present political messages, especially to express his antiwar sentiments. The plot of *Lysistrata* centers on a sex strike by wives in order to get their husbands to end the Peloponnesian War. In this scene from the play, Lysistrata (whose name means “she who dissolves the armies”) has the women swear a special oath. The oath involves a bowl of wine offered as a libation to the gods.

### *Aristophanes, Lysistrata*

LYSISTRATA: All of you women: come, touch the bowl, and repeat after me: I WILL HAVE NOTHING TO DO WITH MY HUSBAND OR MY LOVER

KALONIKE: I will have nothing to do with my husband or my lover

LYSISTRATA: THOUGH HE COME TO ME IN PITIABLE CONDITION

KALONIKE: Though he come to me in pitiable condition(Oh, Lysistrata! This is killing me!)

LYSISTRATA: I WILL STAY IN MY HOUSE UNTOUCHABLE

KALONIKE: I will stay in my house untouchable

LYSISTRATA: IN MY THINNEST SAFFRON SILK

KALONIKE: In my thinnest saffron silk

LYSISTRATA: AND MAKE HIM LONG FOR ME.

KALONIKE: And make him long for me.

LYSISTRATA: I WILL NOT GIVE MYSELF

KALONIKE: I will not give myself

LYSISTRATA: AND IF HE CONSTRAINS ME

KALONIKE: And if he constrains me

LYSISTRATA: I WILL BE AS COLD AS ICE AND NEVER MOVE

KALONIKE: I will be as cold as ice and never move

LYSISTRATA: I WILL NOT LIFT MY SLIPPERS TOWARD THE CEILING

KALONIKE: I will not lift my slippers toward the ceiling

LYSISTRATA: OR CROUCH ON ALL FOURS LIKE THE LIONESS IN THE CARVING

KALONIKE: Or crouch on all fours like the lioness in the carving

LYSISTRATA: AND IF I KEEP THIS OATH LET ME DRINK FROM THIS BOWL

KALONIKE: And if I keep this oath let me drink from this bowl

LYSISTRATA: IF NOT, LET MY OWN BOWL BE FILLED WITH WATER.

KALONIKE: If not, let my own bowl be filled with water.

LYSISTRATA: You have all sworn?

MYRRHINE: We have



How does this selection from Aristophanes illustrate the political use of comedy in Classical Greece?

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Thucydides, *The Funeral Oration of Pericles***

*Mr. Rhinehart AP World History*

**Identify** (i.e. What is the source? Where and when was it created? By Whom?) \_\_\_\_\_

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**Analyze** (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone)

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**Evaluate** (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

I.E. How does Thucydides exaggerate the attributes of Athenian democracy? How might this ideology help to contribute to the growth of a Greek empire? What other empires in world history have used such ideologies?

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Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Sun Tzu: The Art of War**

*Mr. Rhinehart AP World History*

**Identify** (i.e. What is the source? Where and when was it created? By Whom?) \_\_\_\_\_

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**Analyze** (i.e. consider TWO of the following => Historical context, Purpose and intended audience, author's point of view, Type of Source, Argument & Tone . . . i.e. what is the greatest type of military victory according to Sun Tzu?)

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**Evaluate** (i.e. How did the source impact historical events or processes? Make a judgement about the position and ideas of the source relative to the time period or relate it to another source from the time period)

I.E. What does the passage show about the Chinese military ideology? How does this compare to Roman ideology? What might weaknesses to these beliefs be?

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Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Livy, The Story of Cincinnatus**

*Mr. Rhinehart AP World History*

1. Who was Cincinnatus and what did he do? \_\_\_\_\_

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2. What values did Livy emphasize in his account of Cincinnatus and his actions? Why? \_\_\_\_\_

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3. What does this story reveal about the Roman ideals and ideology? Why would the emperors during the Imperial age have liked and promoted stories such as these? \_\_\_\_\_

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4. Who would be the "American Cincinnatus"? Is this story a part of the American cultural strain? Why or why not? \_\_\_\_\_

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**Major Classical Era Empires/States**

Mr. Rhinehart World History

Name: \_\_\_\_\_

Teotihuacan  
(pgs 160-61; handout )

Maya City States  
(pgs 161-167 )

Dates

Location

Political

Institutions (i.e. administration, rulers, legal systems, bureaucracies)

Military

(organization, techniques, strategies, innovations)

Food Production

(i.e. How? Techniques, technologies?)



|  | Teotihuacan<br>(pgs 160-61; handout ) | Maya City States<br>(pgs 161-167 ) |
|--|---------------------------------------|------------------------------------|
| <u>Major city(ies)</u><br>(uses, main features)                |                                       |                                    |
| <u>Social Structures</u><br>(hierarchies, castes, patriarchy?) |                                       |                                    |
| <u>Major Religion or Ideology</u><br>(beliefs, ideas, etc.)    |                                       |                                    |

**Major Classical Era Empires/States**

*Mr. Rhinehart World History*

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Moche (pgs 173-175)**

**Cahokia (pgs 178-179)**

**Dates**

**Location(s)**

**Major features of Civilization** (i.e. technology, art, culture, etc...)

**Decline** (i.e. potential reasons, successor civilizations)

Name: \_\_\_\_\_

Block: \_\_\_\_\_

**Conrad-Demarest Chart for Rise and Fall of Empires**

*Mr. Rhinehart AP World History*

*Empire:* \_\_\_\_\_

**Necessary Preconditions for Empire to Exist (the region has . . .)**

A: State level of Government: \_\_\_\_\_

\_\_\_\_\_

B: Agricultural Potential: (i.e. Crop & environment) \_\_\_\_\_

\_\_\_\_\_

C: Environment conducive to growth and linkage: \_\_\_\_\_

\_\_\_\_\_

D: Military Advantage or strategy: \_\_\_\_\_

\_\_\_\_\_

**State Level Ideology (unifies, provides buy-in, promotes expansion)**

Ideology: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Characteristics of Well Run Empires**

A: Roads and Transportation systems: \_\_\_\_\_

\_\_\_\_\_

B: Trade Networks and promotion of trade: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

C: Cities that promote unity, trade and culture: \_\_\_\_\_

\_\_\_\_\_

D: Effective bureaucracy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Major Results of Empire**

A: Stability, Economic rewards and Prosperity: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

B: Population Increase: \_\_\_\_\_

\_\_\_\_\_

**Empires Fall because . . .**

A: Overexpansion: \_\_\_\_\_

\_\_\_\_\_

B: Social Inequality: \_\_\_\_\_

\_\_\_\_\_

C: Revolutions/Invasions: \_\_\_\_\_

\_\_\_\_\_

# What was Behind Collapse of Maya?

## Questions:

1. According to climate scientists, what played a vital role in the demise of the Mayan civilization? How did the Mayans themselves contribute to this? \_\_\_\_\_

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2. How did environmental stress lead to other issues in Mayan civilization? Give at least 2-3 specific examples.

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3. What do the Mayan and Roman examples of civilization decline portend for the United States and our societal issues? (i.e. environmental destruction, wealth concentration, etc.....) \_\_\_\_\_

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Name: \_\_\_\_\_

Block: \_\_\_\_\_

## Socratic Seminar: What Caused the Fall of Rome?

*Mr. Rhinehart AP World History*

**Directions:** In a Socratic seminar students will participate in a discussion based on a text, historical question or idea. The discussion will be guided by the teacher but will explore aspects of the text/question and how it relates to historical trends, patterns and or facts we have discussed in class. Students will be asked to refer back to the text and also to support ideas with information from the text and/or historical items we have discussed in the course up to the point of the seminar.

**Author's Thesis Paper:** In the seminar we will discuss two opposing points of view on a question of historical importance in World History. You will read two primary or secondary sources and be asked to answer a few questions on each source. We will then discuss the question in class during the Socratic Seminar, using the perspective of each author as a starting point for our discussion. For each source you need to determine the following:

The Thesis?

- What is the main argument of each author?

The Evidence?

- Looking at the supporting evidence, analyze whether they are logically interpreted by the authors. Do they clearly support the thesis?

Critical Analysis?

- What do the sources add to your understanding of the topic? How does the author's ideas fit into other points of view or historical information as you understand it?
- What points are strongly made and well documented?

Final Analysis?

- Which of the sources makes the most convincing case and why?

**\*\* For each source complete the Thesis, Evidence and Critical Analysis sections (you only need to complete the Final analysis section once) \*\***

Author's Thesis Paper: What Caused the Fall of Rome?

Source #1: External Threat => *The Huns and the End of the Roman Empire in the West* by Peter Heather

**Thesis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evidence:**

#1: \_\_\_\_\_

\_\_\_\_\_

#2: \_\_\_\_\_

\_\_\_\_\_

#3: \_\_\_\_\_

\_\_\_\_\_

**Critical Analysis:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Source #2: Internal Decline => *How Rome Fell, Death of a Superpower* by Adrian Goldsworthy**

**Thesis:** \_\_\_\_\_

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**Evidence:**

**#1:** \_\_\_\_\_

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**#2:** \_\_\_\_\_

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**#3:** \_\_\_\_\_

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**Critical Analysis:** \_\_\_\_\_

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## Classical Age Map List

### *Mr. Rhinehart AP World History*

**Directions:** Use the textbook pages 48-49, 146-150 and 225 (Saharan trade routes) in addition to the handouts to label the map of trade routes and fill in the trade route chart.

**Trade Routes** (Draw lines & arrows to represent the routes & label 3+ items exchanged by different areas)

1. Silk Road
2. Trans-Saharan Caravan Routes
3. Indian Ocean sea Lanes
4. Mediterranean sea Lanes

### Classical Era Trade Network Chart

| <u>Routes</u>        | <u>Major Cities</u> | <u>Geographic Barriers</u> | <u>Empires/Groups Involved</u> | <u>Items Traded</u> | <u>Type of Transportation</u> |
|----------------------|---------------------|----------------------------|--------------------------------|---------------------|-------------------------------|
| <i>Silk Road</i>     |                     |                            |                                |                     |                               |
| <i>Trans Saharan</i> |                     |                            |                                |                     |                               |

| <u>Routes</u>        | <u>Major Cities</u> | <u>Geographic Barriers</u> | <u>Empires/Groups Involved</u> | <u>Items Traded</u> | <u>Type of Transportation</u> |
|----------------------|---------------------|----------------------------|--------------------------------|---------------------|-------------------------------|
| <i>Mediterranean</i> |                     |                            |                                |                     |                               |
| <i>Indian Ocean</i>  |                     |                            |                                |                     |                               |

# Trade Networks of Classical Era (600 BCE to 600 CE)



Name: \_\_\_\_\_

Block: \_\_\_\_\_

## Nomads and Cross-Cultural Contact

*Mr. Rhinehart AP World History*

1. Who does Stearns give credit to for the pioneering of all overland trade routes in World History? Why?

\_\_\_\_\_

2. What role did payments from agricultural peoples play in the functioning of trade routes?

\_\_\_\_\_

\_\_\_\_\_

3. List and explain 3 specific roles pastoral peoples played as far as contact & diffusion between cultures (i.e. what role did pastoral peoples play in spreading different things between sedentary cultures)

A: \_\_\_\_\_

\_\_\_\_\_

B: \_\_\_\_\_

\_\_\_\_\_

C: \_\_\_\_\_

\_\_\_\_\_

4. What new agents of exchange have taken the place of pastoral peoples in recent centuries/decades?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_