



The GED Social Studies Test

World History



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GED

Video Partner



Passing the GED Social Studies Test

A new world is not made simply by trying to forget the old.
Henry Miller

Video 18 Focus: themes in world history

You Will Learn From Video 18:

- That waterways determined where civilizations developed.
- That walls defined but trade routes connected many cultures.
- That first gunpowder and then bombs revolutionized conflicts.
- That the printing press made democratic government feasible.
- That advances in energy, knowledge, and communication mark the 20th century.
- That as world citizens, we have a responsibility to understand each others' cultures and religions.



Words You Need to Know:

While viewing the video, put the letter of the meaning by the correct vocabulary word. Answers are on page 18.

- | | |
|---------------------------|---------------------------------------------------------------------------------------|
| _____ 1. Mesopotamia | a. periods of growth in arts & sciences |
| _____ 2. Silk Road | b. mixture of charcoal and saltpeter developed by the Chinese |
| _____ 3. classic cultures | c. time of awakening and building on classical scholarship |
| _____ 4. renaissance | d. seat of a series of civilizations, located between the Tigris and Euphrates Rivers |
| _____ 5. gunpowder | e. general term for pathways from China to Asia and Europe |

Points to Remember:

- We study history because it continues to shape today's events.
- Knowledge of the nature and contributions of the great empires will help you comprehend GED history questions.
- Questions may be based on maps, photographs, or political cartoons.
- Read carefully, think critically, and consider all answer choices to assure your success.



Did You Catch That?

Test your memory (or previous knowledge) of the following points made in *Program #18 – Themes in World History*. After your first viewing of the video, mark each statement below True or False. If False, write the correct information on the line below the statement. Watch the video again to check your answers, or look on page 18.

- T F** 1. Both the Egyptians along the Nile River and the Indians in the Indus Valley were known for their development of medical practices.

- T F** 2. Early cultures developed along rivers because people did not want to be bothered with irrigation or farming.

- T F** 3. The Great Wall, built in the 15th century in China's Ming Dynasty, was China's only protection against outside nomads.

- T F** 4. Julius Caesar, a military strategist and political and social reformer who extended the Roman Empire, instituted political reforms that led to his own death.

- T F** 5. When the British learned how to purify saltpeter for gunpowder and developed weapons that used it, the common people benefited most from the new technology.

- T F** 6. During the Renaissance, Gutenberg invented a printing press with metal type that could print up to 300 pages per day, opening up writing in the vernacular.

- T F** 7. The Industrial Revolution was considered the world's second major revolution, the first being the agricultural revolution.

- T F** 8. Moving the manufacturing process out of the home made the woman's role in the family more powerful and brought her to the economic forefront.

- T F** 9. The 20th century saw few changes and technological advances in comparison to the accomplishments of the 19th century.

- T F** 10. Tutankhamen and the pyramids are part of what Egypt is today and its long history as an independent nation helps explain Egypt's 1952 revolt against colonialism.



What Should You Study?

It would take a lifetime of intense study to become well-versed in the historic details of all the cultures that have risen and fallen in the last 5,000 years. Two challenges in studying world history are deciding how much information you should store in your memory banks and developing a framework that helps to make your study meaningful.

GED world history questions fall into the following categories:

- Early civilizations and the great empires
- World religions
- Feudalism
- Era of expansion
- Revolutions and armed conflicts
- 20th Century and the global age

We will review each of these areas, look at a few maps and timelines, hone critical thinking skills, and pinpoint resources for further study.

Early Civilizations and the Great Empires

Familiarity with a few of the most important ancient civilizations will help prepare you for several GED questions. We can view these civilizations by continent, noting the general dates of their appearance. Each civilization developed different strengths, some of which form the basis for techniques and institutions in operation today. Civilizations are often also remembered for the circumstances of their decline and for the problems that kept them from continuing to flourish. This brief summary of key civilizations, which is not an all-inclusive list, will concentrate on their location, dates, accomplishments, and decline. To learn more about a civilization, look in an encyclopedia or search the Internet for an educational resource. As you learn of other civilizations, locate them on a map, note their timeline, and summarize their highlights for yourself.

Australian Civilizations – Existing in isolation from the rest of the world, Australia cannot boast of dominance or influence over other areas, and the Europeans who “discovered” this continent ignored and misunderstood its indigenous cultures. Before 1788, about 750,000 people with various cultural beliefs, practices, and traditions, and speaking 700 different languages, inhabited Australia. The Aboriginal people lived a hunter and gatherer life and respected the environment. It is sometimes said that these indigenous people did not own land and just wandered around because they did not mark out their lands with fences or barriers as in the traditional European way. They divided the land using geographic boundaries such as rivers, lakes and mountains, passing the knowledge about boundaries from the elders to the younger people through songs, dance, art, and storytelling.



Source: <http://www.dreamtime.net.au/indigenous/index.cfm>

South America – Until the arrival of the Spaniards, the American cultures had no contact with other parts of the world. Three great cultures have left their mark on the areas they controlled:

Mayan - Guatemala and Mexico, 1500 B.C. - A.D. 1500. During the Classic Period, A.D. 100-800, the Mayas built many cities and flat-topped pyramids, studied the planets and stars, created a base-20 number system, and followed an accurate calendar. They wrote using symbols, created pottery, worked in jade, sculpted, and painted murals. Chichén Itzá in the Yucatán Peninsula typifies their city-states. After they were defeated by the Aztecs around A.D. 1200, their culture declined, and they were conquered by Spanish explorers in the early 1500s.



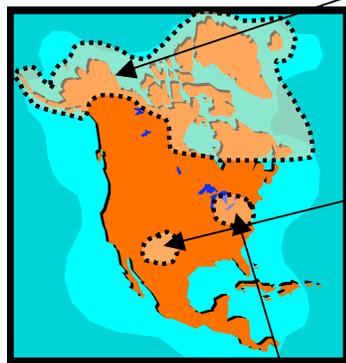
Aztec - Central Mexico, A.D. 1200-1521. A warlike people, the Aztecs built Tenochtitlán on an island (now the site of Mexico City), made beautiful cloth and jewelry, but also taxed people they conquered and practiced human sacrifice. They sacrificed conquered people and were so hated that their enemies helped Cortez conquer the Aztecs.

Incan Empire - Ecuador, Peru, and Chile, A.D. 1250-1532. By 1500 the Incas ruled 12 million people in the Andes along South

America’s Pacific coast. These people had to learn the Incan language and way of life. The Incas educated conquered rulers and sent Incan teachers to the conquered groups. Military or government service and then marriage or temple service were also required. Their farmers used terraces and irrigation systems; they built roads and bridges; their doctors performed surgery; and craftsmen worked in gold and silver. They, too, were conquered by the Spanish: Pizarro seized their emperor in 1532, and their empire fell by 1572.

Source: Henry Brun, *Global Studies* (New York: Amsco, 2001), pp. 214-22.

North American – Before “discovery” by Europeans, North America hosted numerous cultural groups of hunters and farmers that lived in small villages. These are just a few examples:



The **Inuit** people have ranged from the Bering Straits to Greenland since about 3000 B.C. These nomadic hunters and fishers, well adapted to the extreme cold, traveled by snow sled and kayak. The intrusion of European culture and its diseases reduced their numbers, but they regained self-rule in A.D. 1999.
Source: http://www.itk.ca/english/inuit_canada/history/

The **Pueblo**, people of the Southwest dating from about A.D. 1, built cliff dwellings that protected them from the hot, dry environment and from warlike enemies. They abandoned the cliffs around A.D. 900 after years of drought, but their descendants, including today’s Hopi Indians, live on.
Source: <http://www.co.blm.gov/ahc/anasaki.htm>

One group of tribes, the **Iroquois** League, was living in the Northeast when the first explorers arrived. Although governed by a council of 50 men, *sachems*, its culture was matrilineal—women headed the clans, owned all the goods, and arranged all marriages. The Iroquois sided with the British in the Revolutionary War and were weakened forever by the U.S.’s retaliation.
Source: Henry Brun, *Global Studies* (New York: Amsco, 2001), pp. 223-26.

Exercise

Having reviewed the ancient cultures of three continents, refer back to that information as you answer the following questions. Additional questions will be interspersed with the remaining discussions of cultures found in Africa, Asia, and Europe. The answers are on page 18.

1. Recently, the Inuit have begun to reclaim the right to tell their own history: “Our history is about people and their relationship to the environment and to each other; about dealing with change as well as the causes and consequences of change forced on us through colonialism; and about how we have reestablished control over our cultural, economic and political destiny through land claims and self-government. Above all, the story of Inuit is about how we as a culture are able to live in balance with the natural world.” Source: www.itk.ca/English/inuit_canada/history/heritage.htm



What European attitude threatened the existence of both the Inuit and the Aboriginal people of Australia?

- 1) Peaceful interaction with other cultures was preferable to domination.
 - 2) Europeans were eager to discover how other peoples cared for the environment.
 - 3) Among the greatest treasures to be discovered were new religious philosophies.
 - 4) If a people's system of land ownership was not documented on paper, their land had no owner.
 - 5) Establishing trade with foreign countries enriched both traders.
2. Learning about the Aztec Empire, Cortez marched his troops inland and forced an alliance with the Indians of Tlaxcala. Cortez began to impersonate Quetzalcoatl, an ancient god whom the Aztecs believed would eventually return. In November 1519, Montezuma II, the Aztec king, unable to organize resistance and curious of their intentions, failed to stop Cortez and his force from entering Tenochtitlan, the Aztec capital. Cortez established a headquarters inside Tenochtitlan, seized Montezuma as hostage, and forced him to swear allegiance to Charles V, King of Spain. Then, hearing word that Velasquez had sent 1,400 soldiers to arrest him, Cortez decided to march with his force

to the coast to do battle with the invaders. Upon his return to the Aztec capital, Cortez was attacked by thousands of Aztec warriors. To calm the Aztecs, Montezuma was brought out, but his own people threw stones at him, and he later died of his wounds. Cortez was forced to withdraw but returned in 1521 to lay waste to Tenochtitlan. On August 13, 1521 it fell, but only because a plague killed many Aztecs. Source: <http://ntap.k12.ca.us/whs/projects/history/cortez.html>

What three forces helped Cortez take Tenochtitlan and conquer the Aztecs?

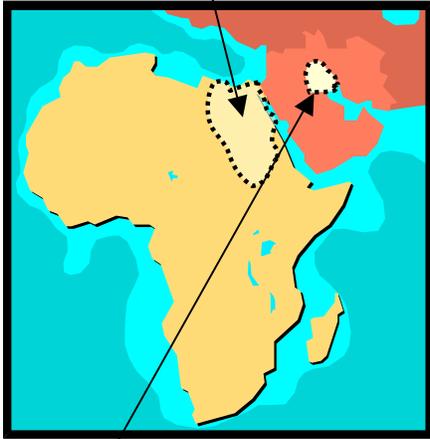
- 1) military power, Aztec religious beliefs, disease
 - 2) witchcraft, military power, persuasion
 - 3) favorable weather, military power, diplomacy
 - 4) Montezuma's curiosity, mutual respect, disease
 - 5) superstition, disease, superior intelligence
3. “[I]t might help if we non-Aboriginal Australians imagined ourselves dispossessed of the land we lived on for 50,000 years, and then imagined ourselves told that it had never been ours. Imagine if ours was the oldest culture in the world and we were told that it was worthless. Imagine if we had resisted this settlement, suffered and died in the defense of our land, and then were told in history books that we had given it up without a fight. ... Imagine if our spiritual life was denied and ridiculed. Imagine if we had suffered the injustice and then were blamed for it.”—
Extract from the speech by Mr. Paul Keating, Prime Minister of Australia, Redfern Park, December 10, 1993.

Where else in the world were the English claiming land at about the same time (1700-1800s) as if it had no occupants?

- 1) South America
- 2) Italy
- 3) North America
- 4) Japan
- 5) China

Africa boasts one of the oldest recorded civilizations, Ancient Egypt. Although Sumeria was actually in Asia, its proximity to Egypt makes it easier to view it on the same map.

Ancient Egypt – Northern Africa, 5000-340 B.C. Egypt slowly evolved from an agrarian society that developed irrigation, to city-states, to a united empire. It was ruled by pharaohs from a series of dynasties—families of rulers. The pharaohs, some of whom were women, ruled absolutely and were considered gods. They kept large armies that controlled neighboring lands, built temples and pyramids, and encouraged trade with other countries.



Egyptians wrote with hieroglyphs on papyrus—a form of paper made from reeds, practiced medicine and performed surgeries, developed geometry and a number system based on the number 10, and followed a 365-day calendar. Priests wielded great power in their society, and their belief in an afterlife dictated their burial practices, including mummification. Their gods, Re, Set, Isis, Osiris, and others, hold places among the deities of classical mythologies. After being conquered by the Assyrians in 667 B.C. and by Alexander the Great around 340 B.C., Egypt did not regain its independence until less than 100 years ago.

Source: Henry Brun, *Global Studies* (New York: Amsco, 2001), pp. 214-22.

Sumeria – Lower Mesopotamia, 4000-1800 B.C. The Sumerians created large city-states in Mesopotamia from 2900-1800 B.C. and were famous for writing, bureaucracy, urbanization, and legitimization of kingship by claim of divinity. They also used wheeled vehicles and built with arches. When they were overthrown, the invaders adopted many Sumerian practices including their cuneiform system of writing, which continued in use until the first century A.D.

Source: <http://www.wsu.edu/~dee/MESO/SUMER.HTM>.

True or False:

- _____ 4. Both the Aztecs and the Egyptians developed accurate calendars.
- _____ 5. Egyptian priests only had influence regarding the burial of the pharaohs.
- _____ 6. The Sumerians practiced their architecture and bureaucracy skills in the urban centers for which they were famous.



Europe was home to two ancient civilizations whose influences are evident in today's languages, philosophy, architecture, art, and government—the Greeks and the Romans. Also part of Europe's, and therefore our country's, heritage is the Celtic culture of the North.

Greece – Southern Europe – 2000-200 B.C. Greece developed first in city-states divided by mountainous terrain and on islands. Early kingdoms (2000-1100 B.C.) included the Minoans on Crete, the Hellenes on the mainland and islands of Greece, and the Trojans on the coast of Asia Minor. Built on trade, these kingdoms boasted beautiful cities and lavish palaces. The Trojan

Wars, in which the Hellenes took the city of Troy, are immortalized in Homer's *The Iliad* and *The Odyssey*.

During the Classical Age (500-200 B.C.), Athens and Sparta developed two contrasting societies: Athens created the first democracy (rule by voting citizens), produced great philosophers such as Socrates, Plato, and Aristotle, and advanced the sciences, music, drama, and the arts. Sparta maintained a military state in which every male was a soldier, trained from the age of seven in a harsh and demanding army. They were patriotic, courageous, and tough, enduring hardships without complaint. Citizens did not participate in trade or manufacturing but had slaves do the work. The first Olympic Games, contests between city-states held every four years, had political as well as commercial significance.

After Alexander the Great spread Greek control throughout the Aegean Sea area and the Middle East (334-323 B.C.), his empire again divided into city-states that enjoyed another period of intellectual and artistic achievement, the Hellenistic period. Hellenistic thinking and styles influenced the Romans who had conquered Greece by about 200 B.C.

Source: Henry Brun, *Global Studies* (New York: Amsco, 2001), pp. 73-103

The Roman Empire – Southern Europe, extending throughout Europe, Northern Africa, and the Middle East – 1000 B.C. – A.D. 476. Rome started as a small city-state built along the Tiber



Source: <http://www.ucalgary.ca/~vandersp/Courses/maps/basicmap.html>

River. After a century of rule by Etruscan kings, the Romans developed a republic whose elected officials held the power and made laws. At first only patricians could hold office, but the working class, plebeians, gradually won equal rights. The governing bodies included a senate and an assembly of tribes and provided for appointment of a dictator for a six-month term in times of crisis. Rome was also famous for its written code of law that assured all citizens were treated fairly. Judgments were recorded and used to decide later cases, and the laws and customs of conquered people were also incorporated. Roman law gave us the concepts of presumption of innocence and a person's right to know his or her accuser.

From 343-290 B.C., Rome conquered its neighbors, built a navy, placed Roman officials over its defeated territories, and built a system of roads linking the territories to Rome. Then from 264-146 B.C., Rome fought the Punic Wars against Carthage and its leader, Hannibal. Between 78 and 48 B.C., Pompey, a powerful general, brought eastern Mediterranean lands under control, and Julius Caesar extended Rome into Britain and northern Europe.

Civil unrest among workers displaced by slaves from conquered lands led to more frequent use of dictators. People gradually chose security over self-government, often selling their votes. Julius Caesar, dictator from 46-44 B.C., improved the army and the tax system, extended the Senate to represent more provinces, introduced a more accurate calendar, and created jobs. Jealous of his power, Brutus killed Caesar (as portrayed in Shakespeare's famous play), and his successor Marc Antony avenged his death, leading to civil war and Rome's gradual decline.

After winning the 31 B.C. sea battle against Antony and Cleopatra, Octavian became the first of a series of emperors. During the next 200 years, Rome prospered, developed its arts and literature under the influence of the Greeks, whom it had conquered, and built aqueducts, public baths, and impressive structures like the Colosseum.



Rome fell by A.D. 500 due to poor leaders and an empire so extensive it cost too much to defend.

Source: Henry Brun, *Global Studies* (New York: Amsco, 2001), pp. 104-129.

7. Can you find four parallels between Rome's and the U.S.'s governments and legal systems?

- a. _____ b. _____
 c. _____ d. _____



The Celts – Northern Europe – 700 B.C. – A.D. 100. The Celts lived in clans ruled by kings and spread through northern Europe from Ireland to Asia Minor. Their leaders loved to fight—both men and women were warriors and kings; their priests, called Druids, learned Latin and Greek from their southern enemies; and the common people raised cattle and farmed. The Celts, working with metals, made weapons, carts and chariots, and farm implements. Like the Romans, they also built good roads. With no written language, the Celts used bards, poets specially trained to recite long oral histories. In its domination of all Europe, by A.D.100, the Roman Empire had

absorbed the Celtic tribes. Celtic warriors joined the Roman army, Celtic representatives sat in the Roman Senate, and the people lived under Roman law, but European culture reflects their heroism, love of adventure, and appreciation of humor.

Source: <http://www.wsu.edu:8080/~dee/MA/CELTS.HTM>

Asian cultures developed simultaneously but in isolation from the Western civilizations. The longest-lasting and most prominent of these is China.



China – Asia – 2500 B.C.-Present. One culture flourished from 2500-2000 B.C. in central and northern China. During centuries of migration and amalgamation, Chinese civilization developed an ideographic written language, philosophy, art, and a dynastic political organization. The Chinese kept voluminous records of their and their neighbors' ancient past. Until the 1900s, Chinese history, describing a Chinese political pattern of dynasties: a cycle of ascent, achievement, decay, and rebirth under a new family, was written mostly by members of the scholar-official class to provide the ruler with precedents to guide or justify his policies.

Source: <http://www.cia.gov/cia/publications/factbook/>

Due to their superior technology, their political institutions, the refinement of their artistic and intellectual creativity, and the sheer weight of their numbers, the Chinese absorbed surrounding peoples into their own civilization. They also influenced their neighbors, especially the Koreans, Japanese, and Vietnamese. Their safety and way of life were threatened by non-Chinese peoples to the north, northeast, and northwest. In the A.D.1200s, the

Mongols from the northern steppes conquered and left some imprint on the Chinese; in the mid 1600s, China was again conquered, by the Manchu from the north and northeast.

For centuries, the Chinese saw themselves as the self-sufficient center of the universe surrounded by culturally inferior barbarians. This China-centered ("sinocentric") view lasted through the 1800s, the time of its first serious confrontation with the West. China fell back on the tributary system (making "gifts" to show respect and reduce the chances of being invaded) that evolved for dealing with the lesser states on its borders and some earlier European visitors. When faced with superior Western weaponry and possible loss of territories, China reasserted itself, but by 1911 the dynastic system of imperial government fell. In 1949 the communists took over under Mao Zedong. Still under communist rule today, China boasts the largest population in the world and is modernizing within while currently maintaining an uneasy peace with its neighbors.

Source: <http://www-chaos.umd.edu/history/setting.html>



8. The Celtic approach to invasion by the Romans was to survive by adapting and allowing themselves to be absorbed into the Roman culture. What did the Roman Empire need that the Celts were able to provide?

- 1) fast horses
- 2) road-building skills
- 3) metal-working skills for weapons and chariots
- 4) design and architecture skills
- 5) religious leaders

9. The Celtic economy was probably based on the economic principle of most tribal economies: **reciprocity**. In a reciprocal economy, goods and other services are not exchanged for other goods, but they are given by individuals to individuals based on mutual kinship relationships and obligations. (A family economy is typical of a reciprocal economy—parents and children give each other material goods and services, not in trade, but because they are part of a family).

Source: <http://www.wsu.edu:8080/~dee/MA/CELTS.htm>.

What other cultures were also likely to have practiced a reciprocal economy before Europeans made contact with them?

- 1) The Inuit and Australian Aboriginals
- 2) Egyptians and Chinese
- 3) Chinese and the Inuit
- 4) Sumerian and Iroquois
- 5) Australian Aboriginals and Egyptians

10. When China was defeated by Japan in 1895, European powers claimed "spheres of interest"— leases for all railway and commercial privileges in various regions. The imperial court responded to this foreign threat by encouraging secret societies that could help in a military expulsion of Europeans. This policy reached its climax in 1900 with the Boxer Rebellion. The Boxers, who believed that the expulsion of foreign devils would magically renew Chinese society and begin a new golden age, attempted a violent uprising, but their efforts were limited mainly to Beijing. The Western response was swift and severe. Soon an international force captured and occupied Beijing and forced the imperial government to agree to the Boxer Protocol of 1901 under which European powers maintained military forces in the capital, placing the imperial government more or less under arrest.

Source: <http://www.wsu.edu:8080/~dee/CHING/BOXER.HTM>

Why were the Chinese unprepared to defend themselves against Western domination?

- 1) They didn't realize Europe had gunpowder.
- 2) They were a peace-loving people with no desire to fight.
- 3) They didn't understand European languages.
- 4) They were used to treating all foreigners as inferior barbarians.
- 5) Their Boxer Society fought by different rules than those followed by the Europeans.

World Religions

The table below sketches several of the world's major religions, indicating how long they have been practiced, the areas of the world in which they are now most prevalent, how many people currently follow them, and the barest idea of their beliefs. Confucianism, actually a philosophy of life, serves its followers as a religion. Should any other religions be included? Explore the listed websites or a world history text to decide for yourself.

Note: The designations B.C.E. (Before the Common Era) and C.E. (Common Era) are used. Although many history books still use B.C. and A.D., you will see this system of chronological labeling at times. Year 1 is the same year in either system.

JUDAISM		Basic Tenets:
Established:	2000-1500 B.C.E.	Monotheism. Jews follow Torah and scriptural guidance from God since God chose Abraham to father a new nation. Essence: "What is hateful to you, do not do to your neighbor: this is the whole of Jewish Law; the rest is mere commentary." — Hillel, Jewish scholar, 70 B.C.E.- 10 C.E.
Geographical Concentration:	Israel, USA 	
Adherents:	12 million	
HINDUISM		Basic Tenets:
Established: (two theories)	prior to 3000 B.C.E. or @ 1500 B.C.E.	Hindus believe that God is in everything, but Hinduism is not, at heart, a set of beliefs. It's very difficult to separate the religious elements of Hinduism from the political, racial, and social. Hinduism includes a very wide range of beliefs and practices, so there aren't many things that are common to all Hindu groups. 
Geographical Concentration:	India	
Adherents:	750 million	
ISLAM		Basic Tenets:
Established:	C.E. 600	"Islam" means surrendering oneself to the will of God, by living and thinking in the way Allah has instructed, and achieving peace and security by doing so. The Islam faith provides a social and legal system, and governs things like family life, law and order, ethics, dress, and cleanliness, as well as religious ritual and observance.
Geographical Concentration:	Indonesia, Pakistan, India, Bangladesh 	
Adherents:	1,200 million	
BUDDHISM		Basic Tenets:
Established:	@ 500 B.C.E.	Buddhists believe in no omnipotent, creator God. Begun by Siddhartha Gautama, a charismatic person, it has no unique creed, no single authority, no single sacred book. They believe nothing permanently exists. Nirvana, a state of enlightenment, is the only escape from life's process of continuous rebirth. 
Geographical Concentration:	Southeast Asia, China, India, Nepal, Tibet	
Adherents:	500-1,000 million	
CONFUCIANISM		Basic Tenets:
Established:	@500 B.C.E.	Confucius, a sociologist, created a philosophy using the teachings, values, and ideals of the Chinese culture. Five basic concepts are goodness of the human spirit, confidence in maturity, correct behavior should be learned, the power of the virtuous ruler, and the arts of peace (creativity). 
Geographical Concentration:	China, Asia	
Adherents:	6 million	
CHRISTIANITY		Basic Tenets:
Established:	@ C.E. 30 	Christians believe in one God revealed in 3 persons: Father, Son (Jesus Christ), and Holy Spirit. Jesus came to earth to restore the relationship between humans and God which had gone wrong. He was crucified and was seen alive after he was dead and buried. Christians have only one life; how they live it decides their eternal fate—heaven or hell.
Geographical Concentration:	Americas, parts of Africa, Australia, Europe, Russia	
Adherents:	2,200 million	
SIKHISM		Basic Tenets:
Established:	after C.E. 1400 	Monotheism. Essence: Sikhs live according to the teachings of the Sikh Gurus, devote time to meditating on God and the scriptures, and doing things to benefit other people. Sikhism emphasizes social and gender equality, and stresses the importance of behaving altruistically.
Geographical Concentration:	Punjab state in NW India	
Adherents:	18-20,000,000	
Sources:	www.nationmaster.com/country/ch/Religion www.religioustolerance.org www.bbc.co.uk/worldservice/people/features/world_religions	

Refer to the table on page 10 to complete the following exercise on world religions. Enter the name of the religion next to the statement that describes it. The answers are on page 19.

1.	This ideology serves as a substitute religion for its followers.
2.	This religion has no god, creed, or single sacred book.
3.	This religion emphasizes gender equality and stresses the importance of altruism (concern for the welfare of others).
4.	Historians disagree about whether this religion was in existence from 3000 B.C.E. or from 1500 B.C.E.
5.	This religion calls for living and thinking in the way Allah has instructed, and achieving peace and security by doing so.
6.	Adherents to this religion believe they have only one life, and how they live it will determine whether they spend eternity in heaven or hell.
7.	Members of this religion believe in only one God who guides them through a set of scriptures called the Torah.



Feudalism

The word itself brings to mind the times of knights slaying dragons and rescuing damsels in distress. This romantic view doesn't convey the complete system which the Normans operated in Europe, particularly France, during the 9th to 12th centuries A.D. The king ruled and owned the entire country. He divided it up into manors, large tracts of land that he bestowed on lords in exchange for their pledge of support and protection. The lords gave portions of their land (*fiefs*) to knights (*vassals*), who helped their lord (*liege*) defend his manor and could be sent to fight in the king's wars. The knights could also give portions of their land to lesser knights. With the land came people (*villains* or *serfs*) who generally lived their whole lives within their manor. They had few rights and little time to work on their allotted portions of land. Power and protection flowed down from king to lord to knight to serf, while labor (creating wealth), service, and fealty (loyalty) flowed back up the levels from serf to king.

The feudal system provided protection for the manors in a period of constant battles. Not only did the king fight outside invaders, but also within the country the lords would attack one another to gain land. In peaceful interludes, knights would practice their skills at tournaments which provided entertainment and markets for produce and fabricated goods as well as news sources.

Source: http://www.historyonthenet.com/Medieval_Life/feudalism.htm

FYI — If you have Internet access, you can learn more about feudal times by visiting the website from which this information was drawn—http://www.historyonthenet.com/Medieval_Life/feudalism.htm; or use a search engine such as *Google* or *Altavista* to find your own sources.



Discuss these questions with your class, or come up with your own answers. Possible answers are on page 19.

1. How does the life of a migrant worker in the U.S. today differ from that of a medieval serf?
2. Would feudalism have worked if they had the means of communication we have today?

The Era of Expansion

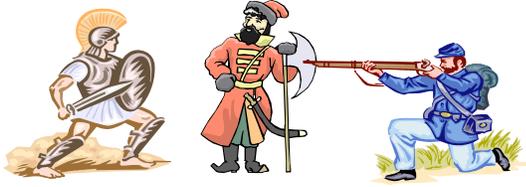
Global exploration actually began long before A.D. 982, but the following explorations connected all areas of the world. Adventurers were willing to risk death (see Magellan and Cook) in their quest for knowledge of the world. That knowledge usually translated to political and economic power for their sponsoring country. This is only a partial list; for a more complete list and short biographical sketches of the explorers, visit the Mariner website (see source).

Explorers:	Key Inventions:
982 – <u>Eric the Red</u> discovers Greenland.	919 - China first uses explosives, which she discovered ca.850, in war.
1002 - <u>Leif Ericson</u> discovers North America.	1050 - Astrolabes (for navigation by stars) reach Europe from the East.
1271-95 - <u>Marco Polo</u> establishes the overland trade route (known as the Silk Road) to China.	1328 - Invention of sawmill spurs shipbuilding.
1325-55 - <u>Ibn Buttuta</u> 's pilgrimage through Africa, Asia, and Europe is reported to the Muslim world.	1406 - Ptolemy's geography is introduced in Europe.
1405-33 - <u>Admiral Cheng Ho</u> - South Pacific and Indian Ocean. His fleet rules the area for China.	ca. 1450 - <u>Prince Henry</u> 's Naval Observatory teaches navigation, astronomy, and cartography.
1432-41 - Portuguese navigators discover the Azores and cruise West Africa to reestablish slave trade.	1450 - Invention of the printing press helps spread navigation tables and ship plans. Ptolemy's geography is published and widely accepted.
1453 - Turks overrun Constantinople, shutting off the overland trade route.	
1487 - <u>Bartholomew Dias</u> barely touches the Cape of Good Hope.	
1492 - <u>Columbus</u> sets sail for Indies; finds America.	
1497-98 - <u>Vasco da Gama</u> reaches India by sailing around the Cape of Good Hope.	
1519-22 - <u>Magellan</u> tries to circumnavigate the world with five ships and 270 men; he is killed by natives in the Philippines; 18 men and one ship return.	
1577 - <u>Sir Francis Drake</u> circumnavigates the globe from England.	
1768-78 - <u>James Cook</u> explores Pacific, discovers Australia, explores Hawaiian Islands, but fails to locate Northwest Passage from Alaskan side.	

Sources: <http://www.mariner.org/age/histexp.html>; <http://www.silk-road.com/artl/gun.shtml>

Refer to the table above to complete these statements. The answers are on page 19.

1. Gunpowder was probably brought to Europe by _____ around _____ (dates), although the Europeans at that time did not know how to use it in weapons.
2. The overrunning of Constantinople in ____ by the _____ gave impetus to _____'s trip to India.
3. The introduction of _____'s _____ in Europe made it logical for _____ to sail west in search of a route to the Indies.
4. In his Pacific explorations, _____ tried to find a way to Europe going around _____.



Revolutions & Armed Conflicts

Armed Conflicts. In the known history of the world, most societies that survived for any length of time either enjoyed physical barriers, aggressively pursued a policy of domination over their neighbors, or had developed successful defense systems against invaders. Societies are like organisms—they are either growing or dying; they never maintain a status quo. We saw Australia’s isolation protect the Aboriginals from interference for possibly thousands of years, during which societies within the continent probably advanced and receded continuously. The Roman Empire flourished as long as it worked at extending its boundaries but slipped into decadence when it could no longer manage to grow. In Greece, protection came partly from geographical isolation on mountainous islands and partly from well-trained armies.

Revolutions. Often, though a society has managed to fend off outside invaders, internal factions will attack the current government, overthrowing it in a revolution. Sometimes the change in government is accomplished with little impact on the everyday lives of the common people, especially when these people had no say in the government that was replaced. The feudal serfs probably little knew or cared who the king was or if their knight had been forced to swear loyalty to a different lord. More often than not, though, revolutions and wars take a heavy toll in lives and property.

The list of conflicts and revolutions in recent world history could fill a page by itself. In the 20th century alone, World War I, World War II, the Korean War, the Cold War, the Cuban Missile Crisis, the Vietnam War, and Desert Storm count as major wars. Revolutions in Russia—the Bolshevik Revolution of 1917, in China—the communist Revolution of 1949, the Mexican Revolution of 1910, and countless other overthrows of governments in Africa and South America may be noted. Rather than trying to catalog all these significant events, you can prepare by reading short passages, maps, or political cartoons and thinking through questions that ask you to analyze information or infer outcomes, as you will do on the GED Social Studies test.

Exercise

Use your critical thinking skills on the following questions. The answers are on page 19.

1. For centuries, a small minority of Mexico's people controlled most of its power and wealth. With the political voice of the lower classes declining under General Díaz's leadership, Francisco Madero led a series of strikes throughout the country. He pressured Díaz into holding an election in 1910 in which Madero gained a significant number of the votes. Díaz had Madero imprisoned, feeling that Mexico just wasn't ready for democracy.

Once Madero was released from prison, he continued his battle against Díaz, and other Mexican folk heroes emerged: Pancho Villa in

the north, and Emiliano Zapata in the south, who took control of their regions. Díaz, unable to stop the spread of the insurgence, resigned in May 1911 and fled to France. Madero was elected president, but Zapata, not wanting to wait for Madero's desired land reforms, took the position for himself. He controlled the state of Morelos where he divided estate owners' lands among the peasants. Elsewhere, guerilla units from different factions roamed the country, destroying many large haciendas and ranchos.

After years of disorder, Venustiano Carranza became president and organized a convention

to write the Constitution of 1917 instituting land reform, which is still in effect today.
Source: <http://www.mexonline.com/revolution.htm>

What issue made the Mexican people willing to continue to revolt for over seven years?

- 1) the exile of General Díaz, their leader
- 2) the need for land reform
- 3) women's desire for the right to vote
- 4) the unfair treatment of their folk heroes in the press
- 5) the need to find a leader who would build up their army and navy

2. A Serbian's assassination of Archduke Ferdinand, next in line to rule the Austro-Hungarian Empire, was the immediate cause of World War I. The Austro-Hungarians attacked Serbia to avenge the assassination. Russia, who had ties with Serbia, mobilized for war, activating the alliance system that had been developing since the mid-19th century. Under these alliances, if two powers in Europe went to war, all the powers would go to war. Russian mobilization alerted the Germans, Austria-Hungary's ally, that they would likely have to fight Russia. An attack on Russia would drag France and Britain into the war, meaning Germany would have to face both France and Russia. To Germany and Austria-Hungary it made sense to attack France first and thus defeat that nation before having to turn to deal with Russia. Thus, Austria-Hungary's attempt to discipline her southern empire in Serbia could and did ignite a war that involved nearly all of Europe.

Source: <http://www.swil.ocdsb.edu.on.ca/SWLCanMu/RoadWWI.html>

Why did the assassination cause conflict between more than two countries?

- 1) The Archduke was beloved throughout Europe.
- 2) The Russians saw it as a chance to sell arms.
- 3) The alliance system forced several countries to join in to assist their allies.
- 4) Other rulers were afraid they too would be assassinated.
- 5) The Serbians were so powerful it took at least four countries to challenge them.

3. The guillotine, a symbol of tyranny by the ruling class, was designed by Dr. Joseph Guillotine in 1792 to make execution more humane. Beheading was very quick, often too quick for the crowd's enjoyment. Unhappy with



Source: American Police Hall of Fame, www.aphf.org/guillotine.html, used with permission.

the tax exemptions and special privileges given to the nobility, the French people had formed the National Assembly in June 1789 and stormed the Bastille, a prison in Paris, to release prisoners there. They held King Louis XVI for several years and demanded a constitution. After "The Terror," bitter fighting between revolutionaries and monarchists, the

Republic of France was announced. Both the king and Marie-Antoinette, his queen, were beheaded on the guillotine in 1793. Robespierre, the leader who emerged next, used it on the anti-revolutionary traitors until he was overthrown in 1794. Then, during the "White Terror" of retaliation, Robespierre himself was guillotined along with his men who had conducted the executions. In all, the guillotine was used about 40,000 times during the French Revolution.

Source: <http://www.napoleonguide.com/guillotine.htm>

Why was the guillotine used on monarchs, revolutionaries, and anti-revolutionaries alike during the French Revolution?

- 1) All factions preferred to conduct their executions in a humane manner.
- 2) If it was good enough for their king and queen, it was good enough for any French citizen.
- 3) Using the guillotine signaled an end to tyranny both under the king and under later rulers who had used it against their enemies.
- 4) It was necessary to have a method of execution that was quick but would show that the victim was definitely dead.
- 5) The French people of the 1700s were more bloodthirsty than people are now.

20th Century & The Global Age

As military weapons have become more destructive, several countries have become capable of dropping bombs that would not only annihilate their enemy, but would destroy the earth. During the Cold War, a forty-five-year standoff between the United States and the USSR from 1946-

91, protection from each other was based on maintaining *mutually assured destruction (MAD!)*. The need to improve surveillance of each other's military activity spurred the space race, while the strategy of *first strike capability* and *fast response* for retaliation encouraged development of nuclear submarines and a vast array of weapons and communication technology. Source: <http://www.pjhealy.com/coldwar/arms.html>

The threat of mutual self-destruction has eased since the USSR collapsed, but world-wide organizations such as the UN continue to work on alternatives, including the SALT agreements to limit stockpiling of nuclear weapons. Attempts have also been made to prevent any more countries from producing nuclear weapons. Now the greater threat is terrorism. Terrorism is a potent weapon in the hands of disaffected factions who feel the U.S. is interfering in the internal politics of other countries for its economic advantage.

World Citizenship. The trend throughout the world's history has been toward greater human contact and mutual interdependence. As city states, then principalities and empires were forged, greater numbers of people became connected by one government. However, the ancient civilizations developed in isolation from one another for the most part. Gradually, explorers made all continents of the world aware of each other, and various countries claimed colonies throughout the world. Even the battles waged between opposing countries evolved to wars between sets of allies. One positive consequence of World Wars I and II was the establishment of broader affiliations: the League of Nations, NATO, and the United Nations.



The killing of each other directly through war or terrorism is only one hazard. People throughout the world are becoming aware that what happens anywhere in the world affects the whole world. Pollution of water systems, destruction of the rain forest, extinction of various species of animals, and thinning of the ozone layer are all seen as human-caused ills of the planet.

Worldwide organizations campaign to educate all people about the risks to our environment and how we can protect the only planet we have. For instance, Earth Day has been observed every year since 1970. Now over 10,000 organizations worldwide join together to spread the Earth Day message:

All individuals and institutions have a mutual responsibility to act as Trustees of Earth, seeking the choices in ecology, economics, and ethics that will eliminate pollution, poverty, and violence, foster peaceful progress, awaken the wonder of life, and realize the best potential for the future of the human adventure.

Source: <http://www.earthsite.org/>

Although the urge to power creates friction at every level of government, consciousness of world citizenship permeates not only international relations, but also economics, communication, science, and medicine. Only today would a British cosmetics company search the world for natural products that can be produced without harming the environment while providing equitable business opportunities for people of lesser developed nations. Citizens of more technologically developed nations have begun to realize that their convenient lifestyle, particularly that of the U.S., drains other countries' natural resources.

Reading current magazines and newspapers will help build your knowledge base and equip you to deal with the whole array of history questions. If you have access to the Internet, explore the topics available on History Central (www.multied.com) or Hyperhistory (www.hyperhistory.com). You can also search on a single topic such as “U.N.,” “Earth Day,” or “globalization” to open a world of information.



Test tip: After reading a GED question, including the passage and its source, or the graphic, try to come up with what you think the answer should be. Then read all five answer choices to see if one exactly matches your initial response. You will feel greater confidence than if you passively hope to see an answer that makes sense.

Exercise

This final group of practice questions allows you to practice your critical thinking skills on a variety of topics including 20th century events. The answers are on page 19.

1. “From Stettin in the Baltic to Trieste in the Adriatic an iron curtain has descended across the Continent. Behind that line lie all the capitals of the ancient states of Central and Eastern Europe. ... In a great number of countries, far from the Russian frontiers and throughout the world, Communist fifth columns are established and work in complete unity and absolute obedience to the directions they receive from the Communist center. Except in the British Commonwealth and in the United States where Communism is in its infancy, the Communist parties or fifth columns constitute a growing challenge and peril to Christian civilization.”

—Winston Churchill, Westminster College,
Fulton, Missouri, March 3, 1946

In this famous “Iron Curtain” speech, Churchill was referring to the beginning of the Cold War. What did the United States and Western Europe fear would happen?

- 1) The Chinese would take over Russia.
- 2) The Russians would flood the international markets with superior goods.
- 3) Communists would infiltrate Western institutions and conquer from within.
- 4) The Iron Curtain would rust, allowing Eastern Europeans to escape through holes in it.
- 5) The Russians would nationalize the Eastern Orthodox religion and outnumber Roman Catholics.

2. The GDR [East Germany] hastily erected the Berlin Wall on 13 August 1961 to close the sector borders between East and West Berlin to prevent people from leaving the ‘East Zone.’ It was quite make-shift, far from being an insurmountable bulwark, and was frequently improved, but even in 1989, long stretches of ‘border kilometres’ still consisted of expanded metal fencing.

Source: Matthias Hoffmann, Berlin, 2001.



“Although the people of Central and Eastern Europe launched their own revolutions, it was Moscow's decision not to suppress those revolts that allowed them to snowball. ... But what happened in 1989 [removal of the Berlin Wall] was unique. This time, the revolutions were actually successful. Moscow's empire and the division of Europe were swept aside inside a year. The speed of events caught all observers—both East and West—by surprise.”
Source: Jeremy Bransten, “Ten Years After 1989--The Revolutions That Brought Down Communism,” Radio Free Europe/Radio Liberty, 1999.

What did the Berlin Wall represent to the West Germans and to Americans?

- 1) Their unity with NATO allies
- 2) Protection from East German undesirables
- 3) Loss of a wealthy market for their products
- 4) Visible proof of the Cold War
- 5) A reminder to keep themselves out of other nations' business

3. **Global Exchange:** International trade has been an historical link between peoples of the world. It can be used merely to increase corporate profits, or to promote intercultural understanding, grassroots development and economic justice. ... In past years we witnessed a huge increase in the number of consumers demanding products which are made without sweatshop labor. But Fair Trade isn't just about being Sweat-Free; it sets a high standard for what is possible in international trade.

Fair Trade Criteria include:

- Paying a fair wage in the local context
- Engaging in environmentally sustainable practices
- Building long-term trade relationships
- Providing healthy and safe working conditions within the local context

Fair Trade Benefits include:

- Valuing and preserving traditional cultures
- Promoting people-to-people ties among artisans, traders, and consumers
- Providing resources for education, health care, and community development
- Promoting environmental stewardship

Source: <http://www.globalexchange.org/campaigns/fairtrade/stores/fairtrade.html>

World Bank and International Monetary Fund:

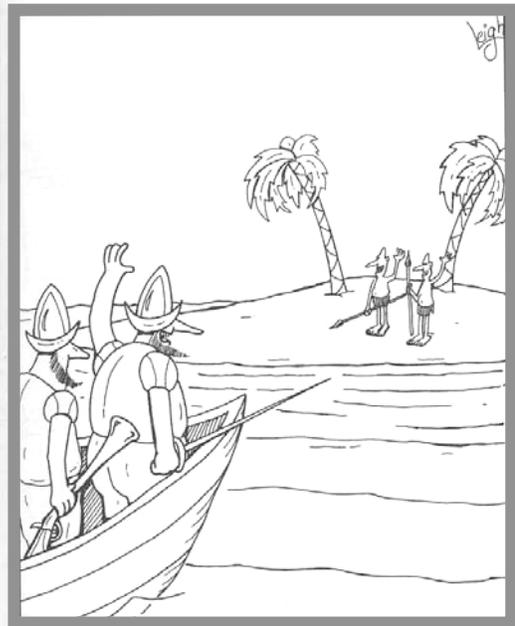
Created after World War II to help avoid Great Depression-like economic disasters, the World Bank and the IMF are the world's largest public lenders ... But the Bank and the Fund are also the world's biggest loan sharks. When the Bank and the Fund lend money to debtor countries, the money comes with ... policy prescriptions called "structural adjustment policies." These policies require debtor governments to open their economies to penetration by foreign corporations, allowing access to the country's workers and environment at bargain basement prices. ... They [the policies] mean the slashing of government budgets, leading to cutbacks in spending on health care and education. They mean focusing resources on growing export crops for industrial countries rather than supporting family farms and growing food for local communities. And, as their imposition in country after country in Latin America, Africa, and Asia has shown, they lead to deeper inequality and environmental destruction. Source:

<http://www.globalexchange.org/campaigns/wbimf/>

According to these descriptions of the two organizations, which of the following economic activities would be approved by the IMF and World Bank but not by Global Exchange?

- 1) Allowing foreign corporations to purchase large tracts of rainforest
- 2) Creating a cooperative of Indian rug makers
- 3) Establishing sales outlets for coffee picked by workers paid fair wages
- 4) Campaigning to require labeling that reveals whether clothing products were made in sweatshops or by fairly paid workers
- 5) Banning the importing of items produced by companies that pollute the water, air, or soil

4.



"Act friendly, Carlos. But remember, if they try anything funny, blast 'em. We've got to teach these savages what it means to be civilized."

Source: Leigh Rubin, *Rubes Then & Now* (Malibu, CA: Image Maker, 1999), p. 31. By permission of Leigh Rubin and Creators Syndicate, Inc

"The Indians were an exotic product; they seemed docile--their ways were as yet unknown--and there was every reason to think they would fetch a good price. It had never crossed the mind of Columbus or of Ferdinand, Isabella, Berardi, or Fonseca that they did not have the right to do as they liked with their savages."

Source: German Arciniegas, *Amerigo and the New World: The Life and Times of Amerigo Vespucci* (NY: Knopf, 1955), pp. 147

The explorers' willingness to risk death by setting out across uncharted seas in search of new lands was usually accompanied by a belief that their home culture was the best way to live. What attitude are the Spanish explorers in the cartoon and in the quotation exhibiting?

- 1) The sinocentric belief that all the barbarian foreigners are inferior to the Chinese
- 2) The Inuit belief that the land doesn't belong to the people—the people belong to the land
- 3) The Sikh concept that performing acts of altruism, putting the welfare of others first, is a way to holiness
- 4) The eurocentric belief that extending the area under Western control, by whatever means, is their right and duty
- 5) The American philosophy that all peoples should enjoy a democratic government because that is the only way to guarantee their rights

Answers and Explanations

Page 1, Words You Need to Know 1. d 2. e 3. a 4. c 5. b

Page 2, Did You Catch That? 1. T 4. T 6. T 7. T 10. T

2. F—River sites were chosen so that people could more easily irrigate and grow their food crops.
3. F—The Great Wall was built as a symbol of the boundary between civilization and the uncivilized world.
5. F—Gunpowder benefited those with the greatest war chests—kings, princes, and nobles—those with power.
8. F—Whereas on the farm, husband and wife worked together, when the husband went out to work, the wife became a “fixture in the household” with the role of maintaining the home for her husband.
9. F—The 20th century saw unprecedented change in transportation, communication, and medicine.

Pages 5-9, Exercise

1. 4) is correct. Answers 1), 2), and 3) are the exact opposite of British attitudes at the time they were “discovering” North America and Australia. Answer 5) may have been true, but the British did not see the peoples of Australia and North America as potential trading partners.
2. 1) Cortez purposely used his military strength; he purposely encouraged the Aztecs to continue in their belief that he was the returned god, Quetzalcoatl; and though he had no control over its effect, Cortez was aided by the outbreak of the plague introduced to the Americas by the Spaniards.
3. 3) The English colonists ignored any possible prior claim the Native Americans might have on North America, as did the fur traders and whalers who came in contact with the Inuit people in Canada.
4. F (Incas, not Aztecs)
5. F
6. T
7. a. Both Roman and U.S. governments have a bicameral legislature: Roman Senate and Assembly; U.S. Senate and House of Representatives.
b. Both legal systems rely on a written code of law.
c. In both systems, judgments are recorded and used to decide later cases.
d. Both systems follow the principle of presumption of innocence.
Note: You may also have found other similarities.
8. 3) is correct. The Romans would have other sources of fast horses; they already exhibited architectural and road-building skills; and they believed in a wide range of their own gods.
9. 1) Both the Australians and the Inuit cultures were organized around clans. The Chinese, Sumerians, Egyptians had built cities and conducted foreign trade. This review did not indicate whether the Iroquois had developed a cash economy. You could research them on the Internet to learn more.

10. 4) is correct. The Chinese knew Europe had gunpowder because they had exported it centuries ago. China was not peace-loving—it had fierce warriors to protect its borders. The language barrier was not total: envoys from Europe and China could speak common languages.

Page 11, World Religions

1. Confucianism
2. Buddhism
3. Sikhism
4. Hinduism
5. Islam
6. Christianity
7. Judaism

Page 11, Feudalism—These are sample answers; your answers may vary:

1. Migrant workers are not attached to a plot of land; they may or may not be citizens, but if they are they have full rights of citizenship; they do the same kind of field work as serfs, but they move freely from one employer to another. Migrant workers often travel over a large geographical area to find seasonal work.
2. If the serfs were able to see the rest of the world on television and could see that they had choices in how or where to live, they would very likely not have accepted being treated as property with no personal freedoms.

Page 12, The Era of Expansion

1. Marco Polo; 1271-1295
2. 1453; Turks; Vasco Da Gama
3. Ptolemy; geometry; Columbus
4. James Cook; Alaska

Page 13, Revolutions & Armed Conflicts

1. 3) Alliances caused the action to mushroom into a world war. Archduke Ferdinand was of concern only to Austro-Hungary; selling arms and possible assassinations are not mentioned; and the only power the Serbians appear to have is their alliance with Russia.
2. 2) When Diaz was in office, most wealth was in the hands of a few rich people. Land reform would be a means of redistributing wealth that would provide a livelihood to the poorer classes. The need for income superseded other issues such as freedom of the press, women's rights, or even military might.
3. 3) is correct. Executions by guillotine may have been somewhat more humane, sure, and quick, but the real reason for their popularity was the symbolism of using the same instrument on the oppressors that they had used against others.

Page 16, Exercise

1. 3) is correct. The fear was that the “fifth column,” communists working underground in free countries, would convert the populations of free countries to communism. No mention was made of China versus Russia, questions of religion, or fears of Russian economic superiority.
2. 4) is correct. That the Berlin Wall was a symbol of the Cold War is evident in the fact that its removal signaled the end of that ongoing struggle.
3. 1) is an example of allowing penetration by foreign corporations. Choices 2) through 5) are activities that seek to improve the conditions of workers and their environment, goals of Global Exchange.
4. 4) is correct. The key to this question is connecting the Spanish explorers with the “Europe” of Eurocentric. A Spanish explorer would not hold sinocentric (China-centered, as discussed on page 9), Inuit, Sikh, or American beliefs.