additions

Name: _____ Date: 09.01.23 Class: _____
AP World History
Mr. Kay

Topic 1.3 Developments in South and Southeast Asia from c. 1200 to c 1450

Sources:
I. Strayer: 295-299
II. AMSCO: 23-29

India = Hinduism

arabesque

Key Geography
(On your Unit Map, shade and label the following key geographical terms)

~~Malacca~~, ~~Calcutta~~, Indian Ocean, Indonesia, Philippines, South Asia, Southeast Asia, Sumatra, ~~Malaysian Peninsula~~, ~~Hindu Kush~~ mountains, Indus River

Key Terms
(Defining Key Terms means explaining What or Who, When, AND How or Why it is important)

syncretism: two cultures meet, blend, and create something new.

Key Terms

1. Srivijaya (S295) (S296) (A28)
- control - crazy strong government
- Malay Kingdom of Srivijaya - Indians were advisers and clerks - Hindu Kingdom
- the connection between commerce and state building funded military/navy
- gold supply, highly sought-after spices, cloves, nutmeg, mace, taxes on passing ships - mostly buddhists
2. Delhi Sultanate (A24)
- 300 years (13th-18th century) - Sultan = Islamic - no working bureaucracy - Hard time with policies for how
- Islam and Hindu were main religions - Muslims were considered foreigners large India is
3. Bhakti Movement (A27)
- more developing attachment to diety rather than studying texts and preforming rituals - syncretism - tax (jizya) on all non-muslims in empire
- southern India - Mira Bai - Hindus similar to Sufis muslims - Sufi spread Islam, bhakti spread Hindu
4. Proselytize (A25)
- actively seek converts: not many where muslims ruled - buddhists were largest Islamic converts
- equality of all believers - most converts came from indian ocean trade
5. Khmer Empire (S296)
- 800-1300 - strong central government - recived chinese/indian handicrafts - farming/rice - complex irrigation
- exported exotic forest products - large community of Chinese merchants
6. Angor Wat (S297) (S298) (S299)
- largest religion structure in premodern world - understanding of cosmos
- Hinduism's most stunning archtectual temple complex - mythical mount meru (Home of gods)
- HINDUISM!

Guiding Questions - 1800 women decorate the complex

(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

7. Explain to what extent religions from India impacted Southeast Asia? (S P I C E T)

A. Hinduism (S297)
- Java and Srivijaya had Hindu temples w buddhist monemunts
- missionary religion - Angkor Wat: most stunning archtectiual expression
- rooted in Champa Kingdom

B. Buddhism (S296)
- Javanese have largest buddhist monument, not India
- Higher level of magic for rulers and presteige members of Indian community
- Srivijaya attracted thousands of budda monks/students - culturally grounded outside
- Knocking down buddhist statues of past rulers will cruse the destroyer of India

8. How did Islam get a foothold into South Asia, and how did they continue their expansion? (S P I C E T)
- Indian Ocean - political authority
- local merchants at the beginning (A29)
- Spread to: Sumarta, Java, and Malay Peninsula

Practicing Historical Thinking Skills

(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

11. Identify and explain Al-Beruni's point of view in the excerpt below. (H A P P Y)

> "The Hindus believe that there is no country but theirs, no nation like theirs, no kings like theirs, no religion like theirs, no science like theirs. They are haughty, foolishly vain, self-conceited, and stolid. They are by nature [reluctant] in communicating that which they know, and they take the greatest possible care to withhold it from men of another caste among their own people, still much more, of course, from any foreigner. . . . Their haughtiness is such that, if you tell them of any science or scholar in Khorasan [a region in southwest Asia] and Persia, they will think you to be both an ignoramus and a liar. If they traveled and mixed with other nations, they would soon change their mind, for their ancestors were not as narrow-minded as the present generation is."
>
> Al-Beruni, Muslim scholar at the court of Mahmud of Ghazni, early 11th century

hindus are ignornat inferior to al-Beruni

Al-Beruni's point of view:

H- 11th century, rise in Hinduism in asia P- show that Hinduism isn't as great as it once was.
A- The muslim community y- although it could've been true many people still converted making it a popular religion in the present.
P- scholar trying to show the negative side to Hinduism (he's islamic) Al- Beruni

Practicing Historical Reasoning Processes

(Answer the following questions in complete sentences)

9. Which historical reasoning skill is being evaluated below? Comparison

(S295)
(S298) In Srivijaya, what is the connection between commerce and state building? tax and protect

6 The way the Srivijaya empire made themselves known was by taxing ships traveling between India and China, because of this it grew their kingdom State allowing for them to fund their own military. They made a connection through Commerce by trading popular and rare spices for different cultures Handicrafts.

10. Which historical reasoning skill is being evaluated below? Continuity and change

What does the influence of religion at Borobudur suggest about continuity and change in the region?

(S297) Borobudur showed how although the location of a religion (Buddhism) changed throughout time their teachings stayed the same, no matter the location.

- references to religions
  - no drawings of allah/muhammad allowed in Islam
- arabesque
  - geometric shapes / patterns

Expand

due friday

Name: _____ Date: 09.06.23 Class: _____
AP World History
Mr. Kay

Topic 1.4 State Building in the Americas

Sources:

Strayer: 241-244, 248-249, 256-257, 522-529
II. AMSCO: 33-39

autonomy - right to keep traditions

Key Geography

(On your Unit Map, shade and label the following key geographical terms)

Mississippi river, Caribbean Sea, Atlantic Ocean, Pacific Ocean, Amazon River, Andes mountains

Key Terms

(Defining Key Terms means explaining What or Who, When, AND How or Why it is important)

1. Maya City States
(A34) - each ruled by a king - consisted of a city and the territory surrounding it - when no men were eligable to rule, the women ruled
also like Greek city states - tribute (china too) - common city-state wars - about a million people at peak - astronomy - math/science: developed calendar - mayans rarely fought to control territory but they fought for tribute (payments from the conquered to conqueror) people for scrafices

2. Chinampas
(S524) - found in Tenochtitlán - surrounded the city - small floating gardens that create swamp lands - highly productive agricultural
- strong central government

3. Tenochtitlán
(S524) (S294) (S295) (S523) - marketplaces for the commercialized economy - built in the middle of a lake - Aztec empires captial city - 150 B.C.E - very modern huge marketplaces, apartments, reservoirs, waterways etc. - between 100,000 - 200,000 people - space reserved for foreigners - largest american urban complex of the time - 150,000 - 200,000 people - beautiful city - canals, causeways, bridges, etc. - 200 ft high pyramid - artifical islands for agricultural

4. *Mit'a*
(A37) - mandatory public service - men (15 to 50) provided agricultural and other forms of labor - construction of roads
(inca) - the conquered aztecs under the Inca were the ones doing the labor - replaces tribute because they must change to Incan culture

5. Carpa Nan
(A38) - The Inca - 25,00 miles of road - roadway system - used by the government and the military - used captives free labor - in mountainous areas bridges were also constructed
- unified the entire inca empire

6. Cahokia
(A33) (S357) - Southern Illinois - some could be 100 feet tall, area of 12 football fields - earthen mounds - largest mound - their version of a monumental building - elite people were buried in them - pre-columbian civilization (largest)
(mississippians)

Guiding Questions

(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

7. Answer parts S, P, and E.

S. What was the Social organization of the Aztec empire?
(A37) - women were very valuable - men had more then one wife to help pay the tribute in cloth - wove the cloth rulers needed for regular tribute - very few knew how to read and write
- matrial system: female side (matrilineal society) - sun god - took out someones heart and sacrificed to sun to give life demand for cloth = more wives to weave as tribute

P. What was the Political organization of the Aztec empire?
(A36) - rulers were the tribute collectors - all the mesoamerica kept their role when - great speaker - allowed for dominance without direct administration control - theocracy

E. What was the Economic organization of the Aztec empire?
(A36) - conquered people were forced to pay the tribute:
• food, cloth, firewood, beads, feathers, etc. mining
- in exchange - they were protected under the aztecs - conquered people were ensured protection - sent soliders to blend families to help prevent revolt

8. Answer parts S, P, and E. (West coast: almost entire)

A(37)

S. What was the Social organization of the Inca empire?
- men had to adhere to the mit'a system, not women

P. What was the Political organization of the Inca empire?
- 4 providences -very strong central government
- each had their own governor and bureaucracy

E. What was the Economic organization of the Inca empire?
- conquered people did not pay tribute
- mit'a system

9. What are the main similarities and differences between the Aztec and the Inca empires?

(S528) S. Gender roles and social norms
- gender parallelism
- men still where at the top for both political and religious roles
- little difference in gender roles between the two empires
- men and women operate in 2 seperate be equivalent spheres - gender complementarity
- household chores were not inferior to men while women were the local authority

(S527) P. Political Structure
- both represented a dense and extended network of economic relationships within the
- aztec: tribute Inca: bureaucracy
- Aztecs looked at american web
- Inca had some accomodating and not rulers
- the toltecs and incas followed the Andean

(S526) I. Treatment of the Environment -polythesisim
- scrafice was of great importance - since gods shed their blood for them, they must
- Incas mostly allowed for each person to have their own religion (Aztec scrafices, Inca whatever you please)

(S525) (S527) C. Religion
- both empires wanted to have as much territory as possible
- the mountains didn't allow for much trade or resources: wars often

(S526) E. Economy
- some form of payment from the conquered
Both groups required something to be given that bettered the economy
- Inca: free labor
- aztec: tribute
- trade network

(A37) (A36)

Practicing Historical Thinking Skills

(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

10. Which historical reasoning skill is being evaluated below? Comparsion

merchant

	Aztec Pochteca	Chinese Merchants
Goods	Traded many different items, including slaves	traded beliefs and ideas - religions
Position in society	- commoner ~~lowerclass~~ middleclass	- ~~upperclass due to wealth~~ lowest of low
Wealth and social status	- same status as commoners and farmers - some wealth	- much wealth - high on status
Social Position - lower class	~~- women were extremely valuable for making the high tribute~~	Part of the general community
Other duties	- tribute from everyone - spies on concquerered	~~- bring new religions/ converts back~~ trade

(S522) (S523) (S525)

Practicing Historical Reasoning Processes

(Answer the following questions in complete sentences)

11. Write a well-developed thesis sentence for the following essay prompt. (COMP CAUS CCOT)

Identify the states that developed in the Americas in the period 1200-1450 and explain the similarities in how they maintained their empires.

(S527) (S526) The Inca empire developed in south american in the andes mountains. They allowed for all their citizens to be apart of their own Religion and allowed for their subjects to live free, but did use slaves for free labor. The aztec empire was in mesoamerica and required a relguar tribute, which was of great importance.

Name: _____ Date: 09.11.23 Class: _____
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additions

Topic 1.5 State Building in Africa

Sources:
- Strayer: 299-305
- AMSCO: 43-49

West africa: mali and GHana
very important

Key Geography
(On your Unit Map, shade and label the following key geographical terms)

Timbuktu, Djenne, Sahara Desert, Straits of Gibraltar, Nile river, Niger river, Swahili Coast, Sub-Saharan Africa

N, W, E, S africa
anything under sahara desert

Key Terms:
(Defining Key Terms means explaining What or Who, When, AND How or Why it is important)

1. Matrilineal- -most slaves were women in West Africa - social status/lineage goes to womens side
(S304) - powerful women were viewed as dangerous, not to be trusted, distractions to men
- all matrilineal patterns before 1200 slowly started to be replaced by male line
- normal women were central to agricultural production and weaving - children is where got power women
- royal women played important roles in politics: traditions/myths showed relationships not heirarchy

2. Hausa Kingdoms-
- before 1000 - loosely connected through kinship ties
(A44) - modern day Nigeria - no central authority - the people established the flourshing city-state
- seven states: "Kingdoms" - each kingdom specialized in something

3. *Griots*-
(S304) - another word is a bard - storytellers of history (historians)
- they are males in their community
- they were the repositories for their communites history
- powerful women were dangerous in their eyes

4. Ibn Batutta-
(S300) - widely traveled arab - shocked by the amount of unmarried men/women with Islamic values
• scholar, merchant, and public official - going to places dominated by Islam
- found the muslim communities on the swahili coast: they spoke arabic
↳ • they all were dark-skinned and spoke in the african tounge ~~arabic~~
when he came across a swahilian community

Guiding Questions
(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

5. What are the main features (Political, Economic, Social, Religious) of: (S P I C E T)

syncretism, just like India ← - bantu + arabic = swahili
- Indian Ocean trade network: all done by muslims

(S299) A. Swahili - giraffes made its way to NE India and China - wrote in arabic script
(S300) - Indian ocean for trade: gold, ivory, quartz, leopard skins, slaves, iron, processed timber
- multiple city-states each politically independent
• villages became towns, clan chiefs became kings - Islam was rising in this area volunteering/widely accepted
- african tongue - elites claimed to come from arab or persian origins - brought by arab merchants

B. Great Zimbabwe - abonded in 1400s due to no more resources/overgrazing
(A46) - powerful state - capital city of Zimbabwe (surrounded with wall)
(S300) - connected to trading gold to the coast and their large amounts of cattle
- had the resources/labor to construct huge stone walls
- if powerful must've had strong central government - doesn't exist anymore

6. How did Christianity change Ethiopia? (S P I C E T) - northeast africa
- rulers power was expressed through their architecture
- ordered 11 massive churches made entirely of rock: carved structures had been a feature
(A47) - prospered by trading goods - developed independently of ethiopian religious architecture
- island of Christianity in africa - created distinct form of faith by combining traditions, ancestors, beliefs and spirts.

7. How was coerced (forced) labor used in West Africa? (S P I C E T) Slavery ←

(S303) - States and empires were created -huge walls of Stone
(S301) - farmed since most of the people were largely pastoral and nomadic
- produced crops and metals

Practicing Historical Thinking Skills:
(Answer the following in note form, both identifying AND explaining the answers. Complete sentences are NOT necessary)

8. Which historical reasoning skill is being evaluated below? Comparison

Silk Roads and Sea Roads: Similarities	Silk Roads and Sea Roads: Differences
(S301) both were major trade routes for luxuray goods (long distance)	Silk road: china, india Sea Road: North africa, medditerran, west africa
Ideas and technologies spread along the routes	Sea roads traded/transported slaves while the Silk road did not
~~Shelter along routes~~ cities along routes	different goods
Culture was widely spread (Religion)	East Africa and Southeast Asia participated directly in the Sea Roads but not the Silk Roads

9. Identify the historical reasoning process. Then, use the skill of contextualization to write the context for the following essay prompt.

(S301) Evaluate the extent to which political structures in West Africa were similar to those in East Africa in the period c. 1200–c. 1450.

(S299) - in east africa a dominate empires
(S300) • Swahili (northern east africa)
• Great Zimbabwe (south east africa)
} large centralized governments allowed for power
-family based before king based

- west africa was trade
• sahara desert / trans-sahara desert } people from everywhere/merchants

Practicing Historical Reasoning Processes
(Answer the following questions in complete sentences)

10. Which historical reasoning process is being evaluated below? Comparision

Identify and explain the benefits of using camels on desert trade routes.

(S302) ~~Camels~~ Camels were of much use while traveling across the desert. They had high endurance and could carry heavy loads. Since they ~~could~~ had these abilities they were adopted as pack animals along the caravan routes. The camel was domisticated only in southern Arabia and the pennisula in 3000 B.C.E. but by 500 B.C.E. they started to spread. Once a new saddle ~~was~~ was made allowing the camel to hold an even heavier load they became even more beneficial while traveling the desert trade routes.