Unit 2

Section 1 (P.36-39)

The Gupta Empire in India

1. Identify the follow terms or people

|  |  |
| --- | --- |
| Gupta Dynasty | United India under their rule |
| Untouchables | Lowest social class of the Caste System |
| Stupas | Large dome-shaped shrines that contained the remains of holy people |

2.Look at the map on Page 37, What geographical feature of India were beneficial to both the Maurya and Gupta Empires? Explain

Indus and Ganges River, allowed for travel, trade and economic advancements

3. How did the HIndu caste system affect village and family life in Gupta India?

Jobs that no one wanted were given to the Untouchables, who lived in different areas from the higher castes.

4. Describe the achievements of the Gupta dynasty in each of the categories

|  |  |
| --- | --- |
| Mathematics | Concept of Zero/Decimal System |
| Medicine | Herb Treatment/Surgeries/ vaccination for smallpox |
| Architecture | Stupas and Shrines for Hindu gods |
| Literature | Fables and folktales in Sanskrit language |

Section 2 ( P.40-43)

Tang and Song Dynasties in China

1. Identify and define the following terms or people

|  |  |
| --- | --- |
| Gentry | Wealthy landowners |
| Calligraphy | Fine handwriting |
| Pagoda | A temple with a roof curved up at the corners |
| Porcelain | Hard, shiney pottery |

2. List the achievements of the Tang and Song Dynasty

|  |  |  |
| --- | --- | --- |
|  | Tang | Song |
| Government | Civil Service System | Civil Service System |
| Economy | Redistributed land to the peasants, government could contribute to paying taxes with the land | Issued paper money to help trade |
| Art | Short Stories/Calligraphy |  |

Section 3 (p.44-47)

The Byzantine Empire and Russia

1. Identify and define the following terms or people

|  |  |
| --- | --- |
| Justinian | Autocrat who reigned Byzantine from 527 to 565 |
| Justinian’s Code | Including Roman Laws and legal writings |
| Autocrat | A single ruler with complete authority |
| Patriarch | HIghest church official |
| Icons | Holy images of Jesus, Virgin mary and Saints |
| Schism | Permanent split between Orthodox Christian and Roman Catholic Church |
| Czars | Russian Autocratic ruler |

2. How did Justinian go about reforming the law of the empire? what impact did Justinian’s Code have on later legal systems?

Collected law codes from other civilizations and created his own laws based upon previous code laws. Roman law codes, legal writing were among some of his sources.

International law is influenced by Justinian’s code.

3. Describe how the Byzantine empire preserved and transmitted Greek and Roman Knowledge and culture in the following categories:

|  |  |  |
| --- | --- | --- |
|  | Greek | Roman |
| Law |  | Adopted Roman code |
| Architecture | Adopted Architecture styles |  |

4. What were the causes of the decline of Byzantine Empire?

Outside invaders, Ottoman Empire took control of Constantinople

5. Describe how the Byzantine Empire affected Russia in the areas listed:

|  |  |
| --- | --- |
| Language | Uses Greek alphabet, Cyrillic alphabet |
| Religion | Orthodox Christian |
| Government | Autocratic, one ruler Czar  |
| Art and Architecture | Domes/Art and music |

Section 4 (P.48-53)

Islamic Civilization

1. Identify and define the following terms or people

|  |  |
| --- | --- |
| Caliph | Successor to Muhammad |
| Sharia | Islamic Law System |
| Sunni | Caliph should be chosen by Muslim leaders/Caliph not Religious authority |
| Shitte | Direct descendant of Muhammad should be successors |

2. Summarize the social patterns of Islam

|  |  |
| --- | --- |
| Social Mobility | Social Mobility through religious, scholarly or military achievements |
| Treatment of conquered People | Taxed Non-Muslims but allowed them to practice their own religion |
| Slavery | Slaves could buy freedomIf slave converted to Islam, their kids would be free |
| Status of Women | Inherit money and land, educated, could consent for marriageStatus of women changed as Muslims adopted non-Arab ways |

3, What was the status of Women under ancient Islamic Law?

Equality, they had rights

4. List Two Islamic Achievements in each of the following areas:

|  |  |
| --- | --- |
| Mathematics | Algebra, Astronomy |
| Art | Mosque and Palaces/Calligraphy |
| Literature | Poetry, Tales , Philosophy |
| Medicine | Pass difficult test, Hospitals set up, Wrote books on diseases |
| Economics | Trade network |

Section 5 (P.54-59)

Medieval Europe

1. Identify and Define the terms or people

|  |  |
| --- | --- |
| Medieval | Period after the collapse of the Roman Empire |
| Chivalry | Knights code, brave, loyal and true to their word |
| Manorialism | Economic system structured around a lord’s manor or estate |
| Serfs | Bound to the land, could not leave the estate without lord’s permission |
| Excommunicated | Excluded from the Catholic Church |
| Anti-Semitism | Prejudice against jews |

2. Record the effects of Charlemagne’s Rule

|  |
| --- |
| Charlemagne’s Rule |
| EffectStrong governmentSpread ChristianitySet up schools |

3. Answer the following questions:

A. What was the most important economic resource in Medieval Europe?

* Land

B. Who controlled this resource?

* Lords

C. How did control of economic resource affect the power structure in Medieval society?

4. Identify four ways in which the Roman Catholic church affected economic or political affairs during the Middle Ages.

|  |
| --- |
| Church claimed authority over Monarchs which caused power struggles |
| Provided Comfort for the people during tough times |
| Largest Landowners in Europe, Taxed landowners to gain wealth |
| Provided order |

5. Compare and contrast the roles of men and women in feudal society?

In eyes of God women and men are equal

On Earth Women would obey men

6. Describe the relationship between religion and are in both medieval Europe and Islamic Civilization?

7. What cultural contributions did medieval Europe make in literature and architecture?

Dante

Chaucer

Stories about common people, Knights and Lords

Section 6 (P. 60-63)

The Crusades

1. Identify and define the terms or people

|  |  |
| --- | --- |
| Crusades | Religious Wars |
| Urban II | Asked followers to recover the Holy Land |
| Holy Land | Palestine/Jerusalem  |

2. During the Crusades how do you think Muslims viewed Christians? Christians viewed Muslims?

Muslims and Christians viewed one another as competition and enemies for the Holy Land

3. Liste Two ways the Crusades were a turning point for each of the following aspects of Europe:

|  |  |
| --- | --- |
| The Economy | Trade increased connecting Europe to Middle East and Asia |
| Learning | Europeans saw how Byzantine preserved Greek and Roman cultures, mathematics, science and literature |
| Political Power | Increased power of the Monarchs |