

| Part Three |

# AP WORLD HISTORY REVIEW

## THINK LIKE A HISTORIAN

For each time period of the course, you need to **think like a world historian**. You should be able to identify the big picture ideas. Imagine yourself looking down upon the earth and physically seeing the global developments. You could see the increase in trade, the growth of empires, the spread of religions, or the movement of people.

What would these visible changes look like? Those are your **big picture ideas**. For each time period, try to focus in on 5 to 10 big picture ideas. Before you answer any multiple-choice or essay questions dealing with that time period, first go through the list of big picture ideas in your head. Then tackle the question. Each of the five content chapters in Part Three starts with two sections that should help you focus on the big picture. The first is “If you only learn five things in this chapter.” Read these over before you start, to get a sense of what is most important in the chapter that follows. Next is a section called “The Big Picture.” This section provides an overview of the time period through the five themes of AP World History.

Reviewing multiple-choice and essay questions at the end of each chapter will help you understand your strengths and weaknesses for each time period.

For the sample essay questions, feel free to use additional paper. For all three of those questions on the real test, you will be given 16 pages of paper.

# CHAPTER 3: UP TO 600 CE

## IF YOU ONLY LEARN FIVE THINGS IN THIS CHAPTER . . .

1. From the simplest barter system to long journeys along trade routes, the exchange of good and ideas shaped this period and led to further change throughout the world. Important trade routes like the Silk Road, Indian Ocean, and Mediterranean Sea shaped development.
2. Once people began to settle and gradually organize into early civilizations, the discovery of agriculture began to change their lives at a more rapid pace.
3. As humans organized themselves in families, gender roles emerged. With the development of agriculture, the division of labor further deepened these divisions. These gender roles were reinforced by religious systems and governmental systems.
4. During this period, major world religions developed and spread, shaping the civilizations they encountered. Religions and belief systems such as Hinduism, Buddhism, Confucianism, and Daoism (Asia), and Christianity and Judaism (Europe, Asia) influenced large numbers of people throughout the period.
5. Civilizations emerged that had organized governments, complex religions, social structures, job specialization, public works, systems of writing, and arts and architecture. These civilizations grew into larger and more complicated governmental organizations such as empires, *i.e.*, Rome, Han, and Gupta.

## THE BIG PICTURE

Most of the core developments that shape our world today began during this time period: government, religion, trade, and social structure, just to name a few.

1. Interactions between people and the environment

In other words: **How does the environment shape human societies, and how do humans shape the environment?**

**Farming:** The Neolithic Revolution was a world-altering event. With the discovery of agriculture, people's lives began to change at a more rapid pace. Alternatively, people living in the steppes developed pastoral nomadism.

**The use of metals:** From the development of copper to bronze and then to iron, the use of metallurgy allowed humans to develop stronger and more efficient weapons and tools.

2. Development and interaction of cultures

In other words: **How do people express themselves, and what is the impact of ideas?**

**Religions:** People always had questions about natural events, the afterlife, ethics, and the like, and religion played the role of the answer man. During this period, major world religions developed and spread, which shaped the civilizations they encountered.

**Writing:** As civilizations developed, so did the need to keep records and further communicate systems of writing.

**Artistic Expression:** Around the world, people expressed themselves through the arts: from the earliest cave paintings to great works of architecture.

3. State-building, expansion, and conflict

In other words: **How do people govern themselves?**

**Cooperation:** Along with agriculture, humans began to settle down in larger groups, and this facilitated the need to cooperate and get along with each other.

**Cities:** Once a surplus of food could be grown, not all people needed to farm their own food, and those surpluses needed to be protected. This enabled the rise of cities, in which job specialization could occur and larger populations could be maintained.

**Civilizations:** From these first cities, civilizations emerged which had organized governments, complex religions, social structures, job specialization, public works, systems of writing, and arts and architecture. Over time, these early civilizations grew larger and more complex.

**Governments:** Most early governments were nonrepresentative monarchies or oligarchies. Representative forms of government such as democracies and republics were uncommon.

**Empires:** Many civilizations expanded their original area of one state and conquered surrounding neighbors to build an empire.

4. Creation, expansion, and interaction of economic systems

In other words: **How do economic developments affect the world?**

Trade: From the simplest barter system to long journeys along the Silk Roads, the exchange of goods and ideas shaped this period and led to further change throughout the world. To respond to this growth in trade, systems of currency were developed. As a result of this interaction, religions, ideas, and technology spread from one area to another.

#### 5. Development and transformation of social structures

In other words: **How do people identify themselves socially, and what roles do men and women have?**

**Social Stratification:** The accumulation of a food surplus allowed some members of society to do things other than farm. This led to job specialization and the beginnings of social class structures based on economic roles, *i.e.*, aristocrats (nobles), artisans (craftsmen or tradesmen), peasants.

**Gender Roles:** As humans organized themselves in families, gender roles emerged. With the development of agriculture, the division of labor further deepened these divisions. In almost all cultures outside of Africa, women were excluded from positions of power, a condition also known as patriarchy. In most cultures, women had some protective rights, but in others, patriarchal societies emerged. This patriarchy was often reinforced by organized religion.

### STUDY STRATEGY

As we look at more specific information for this unit, be aware of the theme the information is addressing. Also note changes and continuities and why the change or continuity occurred.

## WHY THIS PERIODIZATION?

It is important to understand why historians view history through the use of periodization and to understand that there is no one right way to organize history. For the purposes of our course, world history has been divided into six chronological units. The first period counts for 5% of the exam and covers world history up to 600 BCE. The second period, from 600 BCE to 600 CE, counts for 15% of the exam. In this book, we combine these first two periods in this chapter, since each of the other four periods counts for 20% of the exam.

Around 600 BCE, the first classical empires emerge. By 600 CE, many of the classical empires of the world had collapsed. The recovery from this collapse will kick off our next unit (600 to 1450 CE).

### BCE AND CE

AP World History qualifies dates as BCE (**B**efore the **C**ommon Era) and CE (**C**ommon Era). BCE refers to the same time as BC (Before Christ), and CE refers to the same time as AD (Anno Domini, “in the year of our Lord”).

**GEOGRAPHIC REGIONS: WHERE IN THE WORLD AM I?**

You will not be asked on the AP exam to fill in a blank map of the world, so don't worry, but you should know your basic geographic regions and hemispheres. Also, it is important to develop a sense of geography, as shown in the AP World History course description.

**STUDY SUGGESTION**

When you are reading about a given situation, try to visualize where in the world those developments are taking place. Alternatively, reproduce a blank world map and take notes as you read in the proper geographic region.

**North America**

Historic example: British, French, and Spanish colonies

Modern example: Canada, United States, Mexico

**Latin America**

Historic example: Spanish and Portuguese colonies in North, Central, and South America

Modern example: Brazil, Haiti, Mexico

**Mesoamerica**

Historic example: Olmec, Maya, Aztec

Modern example: Mexico and Central America

**Western Europe**

Historic example: Charlemagne's Carolingian Empire

Modern example: England, France, Spain, Italy

**Eastern Europe**

Historic example: parts of the Byzantine Empire

Modern example: Poland, Western Russia

**Central Asia**

Historic example: Tamerlane's Empire

Modern example: Kazakhstan, Uzbekistan

**East Asia**

Historic example: Han dynasty

Modern example: China, Japan, North and South Korea

**West Asia or Middle East**

Historic example: Ottoman Empire

Modern example: Iran, Iraq

**South Asia**

Historic example: Gupta Empire

Modern example: India, Pakistan

**Southeast Asia**

Historic example: Malay sailors

Modern example: Vietnam, Indonesia

**Oceania**

Historic example: Polynesian Migration

Modern example: Australia, New Zealand

**Sub-Saharan Africa**

Historic example: Kingdom of Mali, Swahili city-states

Modern example: Democratic Republic of the Congo, Kenya, South Africa

**Western Hemisphere**

The Americas

**Eastern Hemisphere**

Europe, Asia, Africa, Oceania

## EARLY HUMANS

### HUMAN MIGRATIONS OUT OF AFRICA

By far the longest period of human history involved the Paleolithic or early Stone Age people, when all humans lived in small bands as hunter-gathers. Almost everything that we know of these first humans comes to us from archeological evidence. By examining their bones and the remains of their campsites, we get clues about how they lived.

Small groups of *Homo sapiens* spread out of East Africa through the Middle East to Asia and Europe about 100,000 years ago. Groups also crossed over to what is now New Guinea and Australia when sea levels were lower because of Ice Age glaciers. Similarly, groups entered the Americas through an Ice Age land connection with Siberia. About 15,000 years ago, humans lived in almost all of the habitable regions of the world.

### TOOLS OF PALEOLITHIC HUMANS

Early humans developed a variety of tools that have been found by archeologists. **Projectile points** for spears and arrows and bladed tools such as axes and knives helped these early humans take advantage of various resources. Other tools, such as harpoons and needles for sewing clothes, were adapted to the different environmental zones.

Paleolithic humans also used fire as a tool. Fire protected people against dangerous animals at night; it helped keep people warm, especially when used with clothing made of animal fur and hides; and it helped with cooking.

Although no documents exist as proof, historians believe that spoken **language** developed as another important innovation of Paleolithic humans. The coordination of a band of people for hunting big game, such as mastodons, would require that people be able to communicate through language.

## PALEOLITHIC SOCIETY

Early humans traveled in nomadic groups of a few dozen hunter-gatherers. These groups were likely formed around kinship and were fairly self-sufficient. Although the evidence is slight, historians believe that these small bands of people exchanged ideas, valuable possessions, and mates with each other.

A few planned burial sites of Paleolithic people have been excavated. The items buried with the dead and also the elaborate artwork of the cave paintings indicate that Paleolithic people put a great deal of importance on the natural world. Most likely they were **animist** in their religious beliefs. In other words, they believed that spirit forces that lived in the natural world influenced events in their lives.

## DEVELOPMENT OF AGRICULTURE

### THE NEOLITHIC REVOLUTION: AN EXPERIMENT WITH SEEDS LEADS TO FARMING

Early man lived for thousands of years hunting animals and gathering roots and plants. Around 8000 BCE, a dramatic breakthrough in human history called the **Neolithic Revolution** changed the way people lived their lives. It might have been called the Neolithic *transition*, though, since it took hundreds, if not thousands, of years of change before an agricultural economy took hold.

The discovery of agriculture, most likely made by women who were experimenting with seeds they had gathered, allowed people to change the way they lived. The first farmers used **slash-and-burn agriculture**, in which they would slash the bark and burn the trees to the ground. The problem was that although the land was initially very fertile, it lost much of that fertility after a few years. This caused people to migrate to new areas, helping to facilitate the spread of agriculture to new areas. A second great discovery was the **breeding of animals**. With these tools, people could now remain in one place.

Different crops were domesticated in different regions of the world depending on the plants that were available. Agriculture emerged at very different times as well. Grains such as wheat and barley were first grown in what is called the fertile crescent of Southwest Asia. Rice and soybeans were first grown in East Asia along the Yangzi and Huang He Rivers. Yams and sorghum grew in sub-Saharan Africa. People in Southeast Asia farmed taro and bananas. Maize, beans, and potatoes were grown in the Americas. From these places of independent agricultural transformation, the knowledge of how to farm crops and raise animals spread.

### MORE STABILITY = MORE PEOPLE

Now that humans had settled, many changes could occur. Even though farming was a lot more work (the average hunter and gatherer only worked four hours a day to find food), it was also a lot more



stable. With stability comes population increase. Hunters and gatherers had very small families, but now that the moving had stopped, families could be larger. Just look at the numbers below.

Time	World Population
10,000 BCE	4 million
5000 BCE	5 million
3000 BCE	14 million
2000 BCE	27 million
1000 BCE	50 million
500 BCE	100 million

### LIFE IN A NEOLITHIC VILLAGE

Early farmers began to organize themselves in a more permanent way through the formation of villages. This permanence allowed for the development of new technologies: farming tools such as the hoe, for instance. As farmers experimented, they began to develop a **surplus** of food, and once a surplus was developed, **job specialization** was required. Not everyone needed to be a farmer; other jobs such as metalsmith, miller, brewer, trader, and priest provided services for the farmers—and the farmers could provide them food.

With the beginning of privately owned land, a wealthier class emerged. The ownership of this land equaled economic power. This land was kept in the families' hands and passed down from generation to generation, and with this, social class emerges. It was the wealthiest in the community who desired luxury items, which could be traded with other communities.

For the Neolithic people, nature meant life or death. They had to learn the changes of the seasons based on the position of the sun, moon, and stars. Religiously, their main goal was to ensure fertility—both theirs and the land's. Religious beliefs centered on the life cycle of birth, growth, death, and regenerated life. Clay figurines of gods and goddesses have been unearthed that reflect this belief.

The Neolithic Revolution also had consequences for **gender roles**. Men were working in the fields and herding the animals, which required them to be outside the home. On the other hand, women performed such jobs as caring for the children, weaving cloth, and making cheese from milk, all of which required them to be in the home. Over time, the work outside the home was perceived as more important, and men began to take a more dominant role in the gender relationship.

### EARLY INVENTIONS IN METAL AND TRANSPORTATION

In Neolithic villages, three main craft industries developed and became essential elements of almost all human agricultural societies: pottery, metallurgy, and textiles. The earliest metal used

was **copper** for jewelry and simple tools. It was later heated to become more workable and was made into knives, axes, hoes, and weapons. Copper was the foundation for the later developments of tools and weapons made from bronze and iron.

Around 3000 BCE, Mesopotamian metalworkers discovered a mixture, or alloy, of copper and tin that was much harder than copper alone. This alloy, called **bronze**, was made into weapons such as swords, spears, axes, shields, armor, and tools such as bronze-tipped plows that significantly changed warfare and agriculture. Although copper is a fairly common ore, tin is relatively rare. Long-distance trade routes developed around the need for tin. Sometime around 1000 BCE, iron tools and weapons were first developed. Metalworkers discovered that when carbon was added to iron, it became much stronger. As iron is much more common than tin, it was more affordable to lower classes with resultant changes in warfare and, in some places like Greece, politics. Knowledge of metalworking spread throughout Mesopotamia, the Mediterranean region, into Africa, and across to Asia.

The exact origin of the **wheel** is unknown, but we do know that Sumerians used wheeled carts for several centuries before they were more formally organized around 3200 BCE. The wheel allowed for the transport of heavier loads and much longer-distance travel and trade. This important technology spread like wildfire and within a few centuries was the standard means of overland transport everywhere but the Americas, where the absence of suitable draft animals meant it had no economic value.

Often, pastoralist people helped spread new technologies since they came in contact with a number of settled agricultural communities. Weapons from these nomads, such as iron blades and chariots, transformed warfare.

### **AN ALTERNATIVE WAY OF LIFE—NOT EVERYONE BECOMES A FARMER**

**Pastoral nomadism** was another lifestyle that developed at this time. Pastoral nomads depended on their herd for survival and traveled to find grassland or **steppe** land required for their herds to graze. The steppe land of Central Asia had grass that grew where there was not much rainfall, so it was better suited for grazing animals than for farming crops. Pastoralists, however, may have adversely affected the environment when they overgrazed their animals on these fragile grasslands.

Pastoral nomadism was not a step toward a life of farming; it was quite unique. It was a complicated and advanced lifestyle in which nomads literally lived off their animals. Geography usually determined who would be a pastoralist and who would be a farmer.

Life could be quite difficult for these early pastoralists, and in response, they developed fighting skills, using both offensive and defensive military tactics to defend their herds. It was the interaction between the pastoralists and the settled people that caused much of the development in this and other time periods.

## THE FIRST CIVILIZATIONS

Farming communities often developed along river banks. As the river banks flooded and carried silt onto the land, the land became more fertile. The river also allowed for transportation and communication.

Living near these large rivers required a larger amount of cooperation, because the flooding had to be controlled. Flood control techniques and irrigation projects were soon developed. Such cooperation among these first civilizations led to the development of the first urban centers or cities. These large, densely populated, permanent settlements shared many common characteristics:

- Diverse people
- Specialization—people with different jobs
- Social stratification—some people had more status than others
- Trade

Like the development of farming, the development of cities was a gradual process. Early cities were larger than Neolithic towns and villages; had more intense specialization, professional craftsmen, professional managers (such as governors and tax collectors), and professional cultural specialists (priests, etc.). Cities had a large economic center called the **marketplace**, which was extremely influential to the surrounding regions. The marketplace became the center of political, military, and economic control.

These cities often led to the growth of more complex societies. These societies often had the following in common:

- Food Surplus—such as storable grain crops
- Cities—such as Ur and Babylon
- Specialization—such as artisans and scribes
- Trade—such as transregional trade between Mesopotamia and Indus Valley
- Social stratification—such as with elites and the lower classes
- Organized government—such as Assyria and Shang dynasty
- Complex religions—such as Egyptian religious belief
- Written language—such as cuneiform and hieroglyphs
- Arts/architecture—such as temples and sculptures

## MESOPOTAMIA

The “land between the waters” in southwest Asia is part of the **Fertile Crescent**, which helped to encourage the earliest farming communities. Small-scale irrigation started in Mesopotamia around

6000 BCE. That caused an increase in the amount of food production, which led to an increase in population. By 3000 BCE, **Sumer** (as it came to be known) had a population of 100,000. Temples, public buildings, defensive walls, and irrigation systems were built by laborers recruited by government authorities. By 3000 BCE, its cities had kings with absolute authority, each ruling his own city-state.

These hereditary monarchs were at the top of the social order, followed closely by the priests and priestesses who were often younger relatives of the rulers. A noble class of warriors and judges advised the monarch. A fourth group was called the **free commoners**, who worked as farmers, builders, craftsmen, or professionals such as scribes. The **dependent clients**, a subgroup of commoners, owned no property and worked only on the estates of others. All commoners paid taxes with surplus food or labor. At the bottom of the social pyramid were the **slaves**, either prisoners of war or people serving punishment for debt crimes, who were agricultural laborers or domestic servants.

In Sumer, cities grew as they expanded irrigation systems, eventually developing into city-states. A city-state is a sovereign city (meaning it makes its own laws and is not ruled by anyone else) that has a hinterland or adjoining lands that support it with agricultural goods. Although they had a similar culture with regard to language, writing, and religion, each city-state had its own monarch and had its own special god or goddess that watched over it. Often warring over lands and goods, they built walls for defense. They also had distinctive step-shaped pyramids called ziggurats that were temples to the gods. Over time, these city-states were conquered and united into a single empire by many societies in succession—the Akkadians, Babylonians, Assyrians, and Persians to name a few.

One of the most famous emperors of Mesopotamia was the Babylonian Hammurabi, who ruled from 1792 to 1750 BCE. Hammurabi used an organized central bureaucracy and regular taxation to aid in ruling his empire. He is most famous for his legal code of laws, which he promulgated on stone stele, or columns, throughout his empire; they were the first documented attempt in ancient history to connect crimes with specific punishments. Hammurabi's code of laws had three main principles. The first was the principle of retribution, whereby a crime was punished by a like sentence. If a person poked out another person's eye in a fight, that person's eye would be poked out as punishment. However, the second principle had to do with social standing. The lower in social standing you were, the more severe your punishment. A commoner poking out the eye of a noble in a fight would be put to death. A third principle was that government had a responsibility to its citizens. If your house was robbed and the thief was not caught, the local government would help reimburse you for your loss. Hammurabi's code was patriarchal—men were clearly the head of the household and had authority to sell their wives and children into slavery to pay off a debt. Women had rights of divorce and could own businesses, but it was clear that their first responsibility was to their husband and home.

The *Epic of Gilgamesh*, an epic poem from Mesopotamia, is one of the earliest surviving works of literature. The story has been translated into many languages and has had a wide-ranging influence. Various tales and characters in the *Epic of Gilgamesh* can also be found in the Bible, such as the story of Noah and the Flood. It is also believed to have had a significant influence on the epic poems of Homer, which were written during the classical period in Greece.

## EGYPT

The Nile River was truly a gift to Egypt. It gave Egypt the life blood of its civilizations. Around 5000 BCE, experimentation with agriculture began in this area. The people learned to plant crops such as barley and wheat after the floods had receded. They soon built dikes to protect the fields from the floods. By 4000 BCE, villages had developed irrigation systems.

Egypt also was protected by its geography. The Nile, of course, protected it from invasion, but so did the Red Sea, Mediterranean Sea, and Sahara Desert.

Ancient Egyptian society was ruled by pharaohs. It was under the leadership of these rulers that Egypt built some of the most beautiful and enduring architectural works of human history. The most famous are the pyramids of Giza, which were built as tombs for three successive pharaohs. The polytheistic Egyptians believed that the gods judged your life and that if found worthy, your spirit lived on in an afterlife. This led to the process of mummification and to elaborate tombs, like the pyramids, in whose walls the hieroglyphic accounts of the pharaoh's life were written.

The Egyptians excelled in making bronze weapons and were skilled in mathematics, medicine, and astronomy. The solar calendar of 365 days that we use today was first devised in ancient Egypt. Around 3100 BCE, the Egyptians developed their own written language made up of pictographs, or **hieroglyphics**.

For obvious reasons, the pharaoh was at the top of the social class structure, followed by priests, commoners, and slaves. Egypt had professional military forces and a bureaucracy of administrators and tax collectors. The way to get ahead in society was to be close to the pharaoh. Service to him meant higher status.

Unlike Mesopotamia, in Egypt women who were literate could often take on jobs as administrators, although with the exception of one woman pharaoh, they did not assume the higher political positions.

Ancient Egyptian art attained a high level in painting and sculpture. Much that has survived comes from tombs of the pharaohs and therefore has an emphasis on life after death. These paintings and sculptures provide detailed depiction of gods, human beings, heroic battles, and nature, and were meant to provide comfort to the dead in the afterlife.

## INDUS

The Indus is a civilization with much mystery even today. This urbanized civilization was discovered only in the early 20th century. It developed between 3000 BCE and 2500 BCE and had declined by 1500 BCE. Its language is still not understood, but we do know that its **polytheistic** religious belief system centered on a strong concern for fertility. Its entire area was approximately 500,000 square miles, larger than both Mesopotamia and Egypt.

Large Indus cities have been uncovered in recent years: The two largest ones have been named **Harappa** and **Mohenjo-Daro**. These walled cities, designed in a grid pattern, featured broad streets, marketplaces, temples, assembly halls, baths, and uniform housing. There were even rich and poor sections of town. The wealthiest people even had private bathrooms with showers and toilets that drained into city sewage systems.

Technologically and economically speaking, Indus had a lot going for it: it traded pottery, tools, and decorative items; it obtained gold, silver, and copper from Persia; and it obtained wool, leather, and olive oil from Mesopotamia. Metal tools of bronze and copper have been found, as well as jewelry made of precious stones. Cotton was cultivated in this area before 5000 BCE.

The writing system, however, has yet to be deciphered. It is still a mystery today. We do know that it used approximately 400 symbols to represent sounds and words. These symbols have been found on clay seals and copper tablets.

Sometime after 2000 BCE, the Indus civilization began to decline. A combination of environmental factors might have caused this, and by 1500 BCE, the civilization had collapsed.

## ARYANS

The Aryans, a nomadic people of Indo-European origin, entered the Indian subcontinent through the Khyber Pass around 1700 BCE. They quickly dominated the inhabitants of the Indus valley, and established a racial mix in what is now **India**.

Few artifacts were left behind by the Aryans, so much about them is unknown. What we do know is from a collection of sacred hymns, songs, prayers, and rituals known as the **Vedas**. They reveal a hierarchical, male-dominated society. The Aryans were polytheistic with many gods connected to nature. The social structure had probably the largest impact on India; it developed gradually and became the basis for the **caste system**. People were divided into four **varnas** based on occupation and purity: brahmins (scholars and priests), ksatriyas (ruling and warrior class), vaisyas (merchants, farmers, craftsmen), and shudras (servants). The lower class of untouchables (outcastes) was incorporated into the system later. Aryans tried to prohibit intermarriage between the varnas, but this was difficult to enforce, and over the years a blending of Aryan and indigenous people took place.

## SHANG AND ZHOU

The first river valley civilization in China developed along the **Huang He** or **Yellow River**. This river got its name from the light-colored **loess** soil that caused the river to appear yellow. Despite its fertile land, the river's devastating floods earned it the nickname "China's Sorrow." It was in this river valley where the earliest civilization in China developed, which was ruled by a dynasty. This dynasty is called the **Shang**, which ruled a northern territory from 1766 to 1122 BCE in what today is called China. Major archeological evidence used to prove the existence of the Shang dynasty is found in "**oracle bones**." Questions about—and predictions of—the future were written on

these bones, so we have a type of written record. The development of written Chinese (pictograph) characters is traced back to the Shang. These pictures evolved into symbols, or ideographs. Additionally, the Shang developed **bronze metallurgy**, which aided in its rise as a military state.

The next and longer dynasty, the **Zhou** (1122 to 256 BCE), further cemented important Chinese cultural foundations. The most notable tradition was the concept of the **Mandate of Heaven**, meaning power to rule was granted from heaven. Since this power was divinely given, there was a direct connection between ruler and god. This power could be taken away, however, if justice and order were not maintained. Signs from the gods such as floods, earthquakes, and peasant rebellions were indications that the end was near for the dynasty.

Culturally and religiously, the Zhou placed great emphasis on the **veneration of ancestors**, and the family unit was the most important social structure. The belief was that if everyone honored their responsibilities toward the family, society would function smoothly. The Zhou had a strong elite ruling class, reinforced by hereditary aristocrats. A small class of free artisans and craftsmen, a large class of peasants, and slaves completed the social class structure. Additionally, during the Zhou period, **iron metallurgy** spread to China.

Even with all this structure, the Zhou lost control of the western half of the empire to other families as early as 771 BCE. Complete control was lost in the fifth century and was followed by the Warring States period, a time in which various noble families fought amongst each other for control of China. This period ended in 221 BCE with the rise of the Qin dynasty.

## MESOAMERICA AND SOUTH AMERICA

In the Americas, agriculture developed around the same time as in our other civilizations, but the civilizations there did not develop in river valleys. Around 1500 BCE, the **Olmecs** settled in the coastal plain near the **Gulf of Mexico** along river banks. The periodic flooding left the land fertile for agriculture. The first important settlement was **San Lorenzo**, which was the religious, political, and economic center for the large population. Later, **La Venta** served as an important center, and with its abundant rainfall, there was no need to build an extensive irrigation system. Olmec artisans carved masks and human figurines out of jade, which they imported from a neighboring area. As in other societies, social status was often indicated by the type of clothing and ornaments a person wore. The more elaborate the dress and decoration, the higher the social class.

One of the great mysteries of the Olmecs is the **Colossal Heads** they built, which are six feet high and weigh between 16 to 18 tons each. It is believed that they are carvings of the leadership, but no one knows for sure. What we do know is that it took a lot of organization and labor to construct such things, especially since there were no draft animals to help with the work. The society was most likely authoritarian, in which the lower class performed the biddings of the upper class. The decline and fall of the Olmecs is also a bit of a mystery. Its ceremonial centers were destroyed and abandoned, but no one knows why.

In South America, urban centers developed in isolation from those in Mesoamerica, but at about the same time. Around 2500 BCE, cultivation of such crops as beans, peanuts, and potatoes was occurring in the **Andean heartland**. Around 1000 BCE, an important religious cult—the **Chavin**—gained influence and the society became more complex. Chavin de Huanter was the most important ceremonial center and had several large temple platforms. Artisans worked with ceramics, textiles, and gold. Societies in both Mesoamerica and South America constructed religious shrine centers. These early American civilizations would influence the civilizations and empires to develop later.

## DEVELOPMENT AND SPREAD OF RELIGION

Since the earliest times, man has struggled with the unanswerable questions, “Why am I here?” “Who made me?” and “What happens after I die?” Religions developed around the world to address these questions.

Early civilizations were mostly polytheistic. Often, gods or goddesses were associated with nature, and sacrifices were made to these gods to ensure things such as good harvests. Over time, religions became more complex. Even after the emergence of codified religious beliefs, shamanism and animism continued to be important in many peoples’ understanding of the forces of nature. In addition, ancestor veneration remained a part of religious belief in East Asia, Africa, and the Mediterranean world.

Around 600 BCE, major religions and philosophies emerged to address some new questions or concerns that the previous traditions may not have been sufficiently answering. Philosopher Karl Jaspers calls this time period the **Axial Age**. The axial represents the core ideas around which a society revolves. Great philosophers emerged during this period, with new answers to difficult questions. These “axial” ideas went on to make indelible marks on the civilizations in which they developed.

### HINDUISM

The religion of Hinduism originated in India, but we cannot link a specific time or person to its creation. There was no “Mr. Hindu.” It is a belief system that evolved over time. It actually refers to a wide variety of beliefs and practices that developed in South Asia. Hinduism is often described as not just a religion, but a way of life, because of the important impact it has on its followers.

At the most basic level, Hindus believe that they have a **dharma**, or duty, to perform in life. If all follow their dharma, the world works smoothly. Only when dharma is violated do things seem to be out of sync. This dharma is determined by birth and one’s stage in life. If one follows his dharma, he will get good **karma**. It is the accumulation of this good karma (the sum of all good and bad deeds performed) that allows someone to move up in the level of **samsara** in the next life.

### AP EXPERT TIP

The two epic poems the *Mahabharata*, with its important section called the *Baghavat Gita*, and the *Ramayana* are key elements of Hinduism. Other epic poems such as Homer’s *Iliad* and *Odyssey*, and the *Sundiata* in Mali, played important roles in defining the culture of each of their societies. Knowing the role of literature in a society and being able to compare historical examples is a type of knowledge required by the AP exam.



Hindus believe that they will be **reincarnated** (reborn) after death. The new position they assume in the next life will depend on how well they performed their dharma in the past life. The ultimate goal for Hindus is to end the cycle of reincarnation by finally reaching **moksha** or oneness with the universe. Hinduism is a polytheistic religion that believes in Brahma, the creator god, and his various incarnations including Vishnu, Shiva, and Devi. **Bhatki** is a popular practice in which followers have a personal devotion to a particular deity.

The social structure known as the **caste system** has had an enormous impact on the followers of Hinduism. The four varnas are the basis for the caste system. They are **Brahmins** (priests and scholars), **ksatriyas** (warriors and ruling class), **vaisyas** (farmers and businessmen), and **shudras** (servants). A fifth group at the bottom of society became known as the **untouchables**.

The caste system is based on the concepts of purity and pollution. This includes pure foods, sounds, and sights. Jobs are ranked because purity is associated with those who work with their minds, and pollution is associated with those who come in contact with polluted things such as sweat or human excrement. To ensure this purity, people should only marry members of their own caste.

Hinduism remains important in India and a few areas in Southeast Asia to which it spread. Some of the core ideas of Hinduism were reformed by Siddhartha Gautama into the religion of Buddhism, which later became a worldwide religion.

## **BUDDHISM**

**Siddhartha Gautama**, who lived from approximately 563 BCE to 483 BCE, became an important axial-age thinker in India. He was raised as a prince in a small state near present-day Nepal. After living a sheltered life, he decided to leave the palace in search of answers to such questions as: "Why is there so much suffering in the world?" "Is there a way out of suffering?" After meditating under a bodhi tree, the prince reached enlightenment and became known as the **Buddha** (**enlightened one**).

The Buddha made a crucial decision that helped to transform his ideas from the thoughts of one man into a world religion: He decided to teach what he had learned to others. The Buddha taught that there were **four noble truths**:

1. All life is suffering.
2. Suffering is caused by desire.
3. There is a way out of suffering.
4. The way out of suffering is to follow the Eightfold Path.

The **Eightfold Path** includes right understanding, purpose, speech, conduct, livelihood, effort, awareness, and concentration. The idea was that if you want to stop suffering, you must stop **desiring**, and if you want to stop desiring, you must live in a righteous manner by following the

Eightfold Path. The ultimate goal for Buddhists is to reach **nirvana**, which is the release from the cycles of reincarnation and the achievement of union with the universe.

Buddhism took the central ideas of Hinduism such as dharma, karma, and samara, but then altered them significantly. According to Buddhism, people did not need the rituals of the Brahmins. Gods and goddesses are not necessary—everyone can seek enlightenment on her own, and no one is an outcast by birth (challenging the caste system, very important in India). There is, it espouses, complete equality among all believers.

Buddhism was a religion that “hit the road.” The followers of the Buddha acted as **missionaries** spreading his message. These ideas particularly appealed to low-caste Hindus as well as women.

The Mauryan emperor **Asoka** actively encouraged the spread of Buddhism. Back in India, however, some Buddhist beliefs were absorbed into Hinduism, which remained the dominant religion. Buddhism spread throughout Asia, however, along the Silk Roads, where it met with great success. It greatly influenced Central Asia, China, Japan, Korea, and Southeast Asia. As it spread, it would blend with the native ideas of the lands it encountered (syncretism). It was its flexibility and its message of universal acceptance that helped make Buddhism a major world religion.

### AP EXPERT TIP

Like many great religious leaders, Confucius did not write his knowledge down. Confucius’s teachings were brought together by his disciples in a book called *The Analects*. Knowing the basic doctrines (books, poems, etc.) of the major religions is knowledge required by the AP exam.

### AXIAL AGE IN CHINA

From the seventh century BCE to 221 BCE, no strong central government existed in China. This was a time of constant fighting and disorder, and is referred to as the **Era of Warring States**. It is within this time that three important philosophies emerged in China: **Confucianism**, **Daoism**, and **Legalism**. All attempted to end the fighting and restore order, but in different ways.

### CONFUCIANISM

Confucius (551 to 479 BCE) was a philosopher who believed that his answers to the questions of why we are here and how we should live could bring an end to the existing warfare. The key to ending the chaos and to bringing back peace, he felt, was to find the right kind of leadership to rule China.

His two most important concepts were **ren** (appropriate feelings) and **li** (correct actions), which must be used together in order to have any effect. Additionally, **filial piety** or respect for one’s parents was a key concept.

Confucius taught that order would be achieved when people knew their proper role and relationship to others. Rulers would rule by **moral example** and people would learn to behave properly through the example of those superior to them. According to Confucius, there are **five key relationships**:

1. Ruler to subject
2. Father to son
3. Husband to wife
4. Older brother to younger brother
5. Friend to friend

Confucianism became the most influential philosophy in China. During the Han dynasty, Confucian ideas were used (in addition to some Daoism and Legalism) to bring peace and order. These ideas left a permanent mark on China and were continually used by subsequent dynasties throughout China's history. These ideas also spread to Korea and Japan, where they became very influential.

## DAOISM

Some claim that the Chinese sage **Laozi** founded the Daoist school of thought around the sixth century BCE, around the same time as Confucius, but its ideas go back further in Chinese history. The **Tao te Ching** or **Dao te Ching**, a collection of Daoist wisdom, is attributed to Laozi. Daoist ideas represent a protest movement during the troubled times of the Era of Warring States.

The literal translation of the Dao is the **way**, the **way of nature**, or the **way of the cosmos**. According to Daoism, all life is interdependent, and human beings should exist in harmony with nature. Its advice is to relax and get in harmony with the Dao. In order to solve the problems of the day, Daoists taught the concept of **wu wei**, which means *act by not acting*. Do nothing and problems will solve themselves, like in nature. Be like water—soft and yielding—but at the same time, very naturally powerful.

Daoists believed it was useless to try to build institutions to govern men, because institutions (or anything that rewarded knowledge) were dangerous. Institutions lead to competition and, eventually, to fighting. The less government the better; the ideal state is a small, self-sufficient town. The ultimate goal should be to cultivate the virtues of patience, selflessness, and concern for all.

You might wonder how a philosophy like this could bring an end to the Era of Warring States. In reality, it couldn't, but the idea of it was a rejection of some strict guidelines in society and a way to find an alternative way of life. In Chinese society, it provided a counterpoint to the proper behavior of Confucianism—it encouraged people to take time off, relax, just let things happen. It allowed the Chinese to be Confucian at work and Daoist while not at work.

Daoism's attitude toward war was that it should be used only for defensive purposes. The Han followed this idea by stationing its troops along the Great Wall to maintain the safety of trade

routes. Laozi gained many disciples in China, though some mixed his ideas with magic and attempted to search for immortality.

### COMPARATIVE CLOSE-UP: SOCIAL HIERARCHY AND RELIGION

Religion	Social Hierarchy
Hinduism	Brahmins (scholars/priests) Ksatriyas (warrior/ruling class) Vaisyas (professional class—merchants, land owners, etc.) Shudras (servant class—laborers, servants, etc.) Untouchables (outcastes)
Confucianism	Scholar gentry Peasants Merchants Warriors and others (such as theater performers)

### LEGALISM

The philosophy of Legalism was based on the principle that man was inherently evil and needed strict laws and punishment to behave properly. Additionally, a strong central government with an absolute leader would ensure a more stable society. Legalism was adopted by the first emperor of the Qin dynasty, Qin Shihuangdi, who created China's first centralized government and ended the Era of Warring States.

### JUDAISM

The Hebrews were a nomadic people who migrated out of Mesopotamia sometime around 2000 BCE and settled in the area known as Palestine. By 1700 BCE, many Hebrews had migrated into Egypt. Some of them may have been employed as administrators and advisors, yet most, over time, were enslaved by the Egyptians. Sometime after 1300 BCE, Moses led the Hebrews out of Egypt in a flight that became known as the **Exodus**.

The Hebrews believed that they were protected by their own god **YHWH** (what may have been pronounced *Yahweh*, but was considered too holy a word to say aloud). They believed that they had a special relationship with this god. According to the Bible, the **Ten Commandments** were given to Moses by God, and at that time, it was revealed that the Hebrews were God's chosen people.

As a result, the Hebrews entered into a Covenant with God; they were forbidden from worshipping any other god and were obligated to follow the

#### AP EXPERT TIP

You will see the Hebrews are also referred to as the Israelites and Jews. The terms are generally interchangeable up to the time of Jesus. In the Common Era, they are typically only referred to as the Jews.

Ten Commandments. Some of these commandments included honoring your mother and father, not killing, and not committing adultery. The Hebrews believed that if they honored the Ten Commandments, YHWH would lead them to the promised land. Most important, the Hebrews (who became known as Jews) established a **monotheistic tradition**, which claims there is one creator (God) who made the world and all life.

The Hebrews returned to the “Promised Land” on the eastern shores of the Mediterranean, and the kingdom of **Israel** was established, led by a monarchy. The height of Israelite power came during the reigns of King David and his son Solomon around 1000 BCE. Later, the Assyrians invaded, destroyed the temple in Jerusalem, and scattered part of the population. The kingdom of Israel managed to keep its independence for a while, but when the Chaldeans defeated the Assyrians, they also conquered Israel, completely destroyed Jerusalem, and exiled the Israelites to Babylonia. This period in Jewish history is referred to as the Babylonian Captivity. However, when the Persians conquered the Chaldeans they allowed the Israelites to return to Jerusalem. The temple was rebuilt, but the former kingdom of Israel was swallowed up by the Greek and Roman Empires after 330 BCE.

The Jews remained determined to preserve their culture. Uprisings against the Romans in 66 and 135 CE were suppressed with large military campaigns. Many Jews were killed and the temple was leveled. In 135 CE, the Romans drove the Jews out of their homeland, causing them to scatter. This scattering of the Jews is referred to as the **Diaspora**. Jews survived in scattered communities around the Mediterranean region, Persia, and Central Asia.

As a monotheistic religion, Judaism would go on to influence the development of Christianity and Islam.

## ZOROASTRIANISM

Around 600 BCE, a Persian prophet named Zoroaster attempted to explain the wars, conquests, and famines that had plagued the Fertile Crescent since the rise of the first Sumerian city-states. He saw the earth as a battleground between the forces of good and evil that each person must participate in. Zoroastrianism, like Judaism, was a monotheistic religion. According to Zoroaster, each person’s actions battling for the forces of good would be judged at the end of time by the one god, Ahura Mazda. The influence of Zoroastrianism can be found in Judaism, Christianity, and Islam; for example, in the concept of Satan.

## CHRISTIANITY

**Jesus** was born to Jewish parents about 4 BCE in the area known as **Judea** (today the country of Israel), which was part of the Roman Empire. At the time, there was tension between Rome and its Jewish subjects.

## AP EXPERT TIP

The terms *Old Testament*, *New Testament*, and *Gospels* are Christian. Although the Christian *Old Testament* contains much of the Jewish Bible, the *Tanakh*, the term *Old Testament* would refer to a Christian point of view.

Jesus taught devotion to God and love for fellow human beings. He earned a reputation for wisdom and the power to perform miracles, *i.e.*, heal the sick. His message of the **Kingdom of God** alarmed Roman authorities, however, and to quell a potential rebellion, they had him executed on a cross in the early 30s CE.

Jesus had been concerned with the growing cosmopolitan nature of Jewish society and preached a simple message of love and compassion. These ideas appealed to the lower class, the urban population, and women. Men and women were considered spiritually equal before God. For many, this message gave them a sense of purpose. The faithful would experience **eternal life** in heaven with God.

The death of Jesus was just the beginning of this story. His followers believed that he rose from the dead and that he was the son of God. As such, they compiled a body of writings about his life and his messages; this became the **New Testament**.

The earliest followers of Jesus (Christians) were all Jews, but in the mid first century CE, Paul began to spread Jesus' message to non-Jews, or gentiles. He and other missionaries used the Roman roads and sea lanes to spread this new religion. However, Christians, much like the Jews, refused to honor the state cults or to worship the emperor as a god, and as a result, were often subject to campaigns of persecution.

Even so, the religion continued to spread throughout the empire, until Emperor Constantine issued the **Edict of Milan** in 313 CE, making Christianity legal in the Roman Empire. Emperor Theodosius went on to make it the official religion of the empire.

Christianity also spread to Mesopotamia, Iran, and even parts of India. Over time, the Southwest Asian Christians and the Western (or Roman) Christians grew apart. Southwest Asian Christians followed a form of the religion called **Nestorian Christianity**. This form of Christianity continued to spread across the Silk Roads into Central Asia, India, and China.

Another form of Christianity developed in Northern Africa and is called Coptic Christianity based on the Coptic language its followers use. Coptic Christian kingdoms existed in Ethiopia since the sixth century, and the religion still thrives in Egypt and Ethiopia today.

## COMPARATIVE CLOSE-UP: ROLE OF WOMEN IN RELIGION

Religion	Role of Women
Buddhism	Women could achieve nirvana. An alternative lifestyle was available for women as nuns in a monastery.
Christianity	Men and women were equal in the eyes of god. Women could go to heaven. Many early converts were women. Women could live in convents.
Confucianism	Men were superior to women. One of five key relationships is that of husband to wife.
Hinduism	Men were superior to women. Women were not allowed to read the sacred prayers, the Vedas. In order to reach moksha, one must be a male Brahmin.

## CLASSICAL SOCIETIES

The political and cultural beginnings in the five classical societies of Persia, Greece, India, Rome, and China laid the foundations for future development. Classical Greek and Indian societies created the foundations for the development of future decentralized governments, while classical Roman and Chinese societies created the blueprint for later centralized states.

### PERSIA

#### POLITICAL DEVELOPMENT

Ancient Persia was centered in present-day Iran. People first migrated to this area around 1000 BCE and established a number of small kingdoms. Around 550 BCE, the Persian king Cyrus began to conquer neighboring kingdoms. By 539 BCE, he controlled an empire that extended 2,000 miles from the Indus River to Anatolia (present-day Turkey). Cyrus's legacy is the method of his rule. Unlike most conquerors of this period, Cyrus honored local customs and religions of conquered peoples. He ended the Babylonian captivity of the Jews, allowing them to return to Jerusalem in 538 BCE to rebuild their city and temple.

The Persian emperor Darius, whose rule began in 522 BCE, is noted for his administrative genius. He divided the empire into 20 provinces, each of which closely resembled the homelands of the different peoples who lived in the empire. Each province was ruled by a **satrap**, who allowed the people under their jurisdiction to practice their own religion, speak their own language, and follow their own laws.

**AP EXPERT TIP**

The city-state form of government is common throughout history. Sumeri, Greece, the Maya civilization, Medieval Germany, East African Swahili, and arguably modern-day Singapore are all examples of city-states throughout history. Knowing the characteristics of this form of government and comparing historical examples are examples of the types of knowledge the AP exam may ask you to express.

**ECONOMIC DEVELOPMENT**

Darius used other tools to maintain his empire, which also brought economic benefits. The Persians created an excellent road system that included the 1,677-mile **Royal Road**, which facilitated communication and trade within the empire. Darius also manufactured metal coins of standard value that were used throughout the empire. This network of roads and standardized coins facilitated trade.

**GREECE****POLITICAL DEVELOPMENT**

Greece's political identity revolved around the concept of the **polis** or city-state. Greece's geography of mountainous terrain helped in the development of this decentralized political structure. Different city-states took on different forms, and they emerged independently. A few functioned as monarchies, but most were based on some form of collaborative rule.

The two most famous city-states were **Sparta** and **Athens**. Sparta used military strength to impose order, while Athens used democratic principles to negotiate order. Athens's government was a direct democracy that relied on its small size and the intense participation of its citizens. Those citizens were free adult males. (This meant no women, foreigners, or slaves could be citizens.)

The Spartans, on the other hand, lived life with no luxuries, where distinction was earned through discipline and military talent. Boys began their rigorous military training at age seven, and girls received physical education to promote the birth of strong children.

Over time, population pressures led to the establishment of colonies along the Mediterranean Sea, yet a centralized state was not created. These colonies relied on their own resources and took their own course. They did, however, facilitate trade throughout the region.

Greek cities in Anatolia (modern-day Turkey) resented what they viewed as the oppressive rule of the Persian Empire and revolted. The revolt started the **Persian War** (500–470 BCE). Athenians, too, sent their own troops in support. In two separate wars a decade apart, the Persians attacked the Greek mainland. During the first war, the important victory at Marathon by the Athenians led to Athens's Golden Age. During the second war, the Athenian-led naval victory at Salamis and the Spartan-led army victory at Plataea stopped the Persian attempts to conquer the Greek city-states.

The alliance of the Greeks against the Persians led to the formation of the **Delian League**, of which Athens served as the leader. However, this leadership soon



caused resentment by other parts of the Greek world. The conflict came to a head during the **Peloponnesian War** (431–404 BCE). Sparta and Athens each led the two conflicting camps, and though Sparta was victorious, the internal conflict weakened Greece and left it vulnerable to domination by a stronger power. That stronger power came from Macedonia, a frontier state north of the Greek peninsula.

**King Philip II** (359–336 BCE) consolidated control of his kingdom and moved into Greece, and by 338 BCE, the region was under his control. His next goal was to conquer Persia, but that job would be left to his son, **Alexander**. Alexander, a skilled military commander and strategist, successfully conquered Persia by 330 BCE and went on to conquer most of the northwest regions of the Indian subcontinent. But his troops had had enough, and they refused to go any further. By 323 BCE, at the age of 33, Alexander the Great was dead. What he left behind was the creation of a **Hellenistic Empire and Era**. The empire was divided among three of his generals who were the namesakes for these areas: Antigonid (Greece and Macedonia), Ptolemaic (Egypt), and Seleucid (Persia).

### **ECONOMIC DEVELOPMENTS**

The Greek world relied heavily on trade as the cornerstone of its economy. The Mediterranean Sea linked its communities through this trade and created a larger Greek community. During the Hellenistic Era, caravan trade flourished from Persia to the West, and sea lanes were widely traveled throughout the Mediterranean Sea, Persian Gulf, and Arabian Sea. This trade created a cosmopolitan culture.

### **SOCIAL STRUCTURE AND GENDER ROLES**

Overall, Greece was a **patriarchal** society with fairly strict social divisions. Women were under the authority of their fathers, husbands, and then, sons. Most women owned no land and often wore veils in public. Their one public position could be that of a priestess of a religious cult. Literacy, however, was common among upper-class Greek women, and Spartan women took part in athletic competitions.

Slaves in Greek society were acquired because they had debt, were prisoners of war, or were traded. The treatment of slaves varied widely, depending of the needs and temperament of the owner.

### **CULTURE, ARTS, SCIENCE, AND TECHNOLOGY**

Culturally, the Greeks stressed a central importance on human life and a growing appreciation of human beauty. This is seen through Greek religion, philosophy, art, architecture, literature, athletics, and science. **Polytheistic**, the Greeks believed that their gods were personifications of nature. Each city-state had its own patron god or goddess for whom rituals were performed.

One of the greatest legacies of classical Greek civilization is philosophy. The great philosopher **Socrates**, who posed questions and encouraged reflection, said, “The unexamined life is not worth living.” His student **Plato** wrote *The Republic*, in which he described his ideal state ruled by a philosopher king. Plato’s student **Aristotle** wrote on biology, physics, astronomy, politics, and ethics. Aristotle is considered the father of logic, and his system of deductive reasoning was an important element in the development of political systems, scientific advancements, and religion up to the modern era. In literature, the great epic poems attributed to Homer, the *Iliad* and the *Odyssey*, convey the value of the hero in Greek culture. In architecture, the Greeks built temples using pillars or columns, and they developed a realistic approach to human sculpture. The Olympic games were held regularly to demonstrate athletic excellence.

The Greeks also made great strides in anatomy, astronomy, and math, including the medical writings of Galen and the mathematics of Archimedes.

## INDIA

### POLITICAL DEVELOPMENT

Following the invasions of the Aryans, India developed by the sixth century BCE into **small regional kingdoms** that often fought each other. Though there were periods of centralized rule, the subcontinent remained **decentralized** through most of its early history.

One significant example of that centralized rule was that of the **Mauryans**. In the 320s BCE, **Chandragupta Maurya** made his move to fill the power vacuum left after Alexander of Macedonia withdrew from the region. Maurya successfully dominated the area and set up a bureaucratic administrative system to rule his empire. His grandson, **Ashoka**, continued his grandfather’s conquering ways until the bloody campaign to conquer Kalinga. This bloodbath convinced Ashoka to stop using a conquering approach and instead rule by moral example. He used his *Rock Edicts* (announcements carved into cliffs and in caves) to get his message out to people. During his reign, Ashoka set up a tightly organized bureaucracy that collected taxes and was made up of officials, accountants, and soldiers. He built roads, hospitals, and rest houses, which facilitated trade. After Ashoka’s death, the Mauryan Empire declined and India returned to a land of large regional kingdoms, but order and stability was maintained with an increase in trade.

### AP EXPERT TIP

Ashoka converted to Buddhism and later used Buddhist monks to spread Buddhism across Central Asia and into Southeast Asia. Knowing causes and effects for the spread of religion is a type of knowledge commonly asked for on the AP World History exam.

It was not until 320 CE that India would again be united under centralized rule. Chandra Gupta (no relation to the other one) established the **Gupta Empire** and conquered many of the regional kingdoms. The south, however, remained out of his control. Instead of setting up an organized bureaucracy, the Guptas left the local government and administration in power. Under the Gupta, Hinduism emerged as the primary religion of Indian culture, while Buddhism mostly disappeared from the Indian subcontinent. Their rule continued until the invasion of the White Huns severely weakened the empire and India returned to regional rule.

### ECONOMIC DEVELOPMENT

India's economy benefited from the expansion of agriculture and the increase in trade throughout the classical period. Ashoka encouraged agricultural development through irrigation and encouraged trade by building roads, wells, and inns along those roads. Agricultural surplus led to an increase in the number of towns; these towns maintained marketplaces and encouraged trade. Long-distance trade increased with China, Southeast Asia, and the Mediterranean basin. Overland trade via the **Silk Roads** connected India with China through Central Asia. Ideas and technology, as well as goods, were spread along the Silk Roads.

Indian sailors mastered the technique of riding the monsoon (seasonal) winds, and they sailed to Indonesia and Southeast Asia. Their goods, such as cotton and black pepper, made it all the way to Rome.

### SOCIAL STRUCTURE AND GENDER ROLES

Like Greece, India developed into a **patriarchal** society with a strict social structure. Women were forbidden from reading the sacred prayers (the Vedas), and under Hindu law, they were legally minors and subject to the supervision of their fathers, husbands, and then sons.

In order to marry well, a woman's family needed a large dowry. Women were not allowed to inherit property, and a widow was not permitted to remarry. The social structure became dominated by the power of the Brahmins and the caste system. **Caste**—something that could not be changed—determined one's job, diet, and marriage. These restrictions were reinforced by the ruling class. As the Brahmins became more powerful, especially during the rule of the Guptas, caste distinctions grew more prominent.

### CULTURE, ARTS, SCIENCE, TECHNOLOGY

During this period, India's culture thrived, including its advancements in the arts, math, and science. The Mauryan emperor Ashoka became a devout Buddhist around 260 BCE, after the battle at Kalinga, and changed the way he ruled his

### AP EXPERT TIP

Centralized rule means that the emperor rules directly through governors or military leaders or scholars. Decentralized rule means that the emperor lets local rulers rule their own people although they must collect and pay taxes and/or tribute to the emperor. Centralized rule is often more stable and resistant to outside invaders.

empire. He rewarded Buddhists with land and encouraged the spread of the religion by building monasteries and stupas (mound-like structures that contained Buddhist relics and that served as places of worship). He even sent out missionaries, who facilitated the spread of **Buddhism** to Central Asia, East Asia, and Southeast Asia. But through political support, **Hinduism** gradually eclipsed the influence of Buddhism. The Guptas gave land grants to Brahmins, supported education that promoted Hindu values, and built great temples in urban centers.

Unlike Greek art, Indian art during this time stressed symbolism rather than accurate representation. Math and science flourished in areas such as geometry and algebra. The circumference of the earth and the value of *pi* were calculated. Additionally, the concept of zero, the decimal system, and the number system we use today called Arabic numbers were developed.

## CHINA

### POLITICAL DEVELOPMENT

China's political development during this time period laid the foundation for what was to endure over 2,000 years. What kind of system can have that kind of lasting power?

It all started during a period referred to as the **Era of Warring States** (403–221 BCE). During this time of turmoil and warfare, three important philosophies emerged (the **Three Schools of Thought**) to address the problems of the day and attempt to end the fighting: Confucianism, Daoism, and Legalism. Legalism offered the firmest solution to China's problems, preaching a practical and ruthless approach to state rule. The foundation of a state's strength, it proposed, was in its agricultural production and its military, and strict laws and punishments were required to maintain order.

The first Chinese emperor thought these Legalist ideas might be the solution to China's problems. In 221 BCE, the first emperor, **Qin Shihuangdi**, ended the Era of Warring States and started China's tradition of centralized rule under the **Qin dynasty**. He created a centralized bureaucracy and divided the land into administrative provinces. For protection, he sponsored the building of defensive walls throughout the empire, which were the predecessor to China's **Great Wall**. Laws, currencies, weights, measures, and the Chinese script were standardized. As the emperor was not a fan of Confucianism, he had most of its books burned and had 460 scholars buried alive. His rule lasted only 14 years, but he established the precedent for centralized rule in China, which would last for 2,000 years. When the emperor died in 207 BCE, revolts broke out and a new dynasty—the Han—was established.

### AP EXPERT TIP

Knowing the Chinese dynasties in correct order is essential for proper chronological understanding of much of world history. Memorizing the dynasties, their end and start dates, and key cultural and technological innovations will greatly assist you in both the multiple-choice and essay portions of the exam.

The **Han dynasty** (206 BCE–220 CE) was much longer than the Qin dynasty, and it also learned from the Qin's mistakes. The Han used what worked—such as centralized rule and a strong bureaucracy—but lessened the Legalist hard edge of the rule. The most prominent Han emperor, **Wu Di** (141–87 BCE), built roads and canals, and established an imperial university with Confucianism as the basis for the curriculum. The university prepared students for the **civil service exams**, which became the entry test for government jobs. The Han emperors still exerted absolute control, but they used the Confucian ideas about their authority over the empire in the same way that a father has authority over his family and home. During the Han dynasty, a foreign policy of expansion was pursued, and North Vietnam, Korea, and Central Asia came under its control.

### ECONOMIC DEVELOPMENT

China's economy was based on agriculture, and it flourished during this period with the increase in long-distance trade. Iron metallurgy was introduced, which led to an increase in agriculture. That, in turn, allowed for an increase in trade and an increase in the military strength of the empire. With the military expansion of the Han, overland trade could increase because peace and order were maintained.

It was during the Han dynasty that the trade route known as the **Silk Roads** began to flourish. The route was a series of roads that allowed trade to connect the Han Empire with Central Asia, India, and the Roman Empire.

The Han also followed a **tributary system of trade**. Officially, the policy was that the Han did not need to trade with their inferior neighbors, so instead, they demanded tribute from neighboring groups. These neighboring groups would visit the court, bringing tribute, and the Chinese would give trade goods in return. In addition, the Han often sent gifts to nomad groups so as to prevent any possible invasion.

### SOCIAL STRUCTURE AND GENDER ROLES

China, like the other classical civilizations, had a **patriarchal** society with a set social structure. A woman's most important role was to make a proper marriage that would strengthen the family's alliances. (Widowed women were, however, permitted to remarry.) Upper-class women were often tutored in writing, arts, and music, but overall, women were legally subordinate to their fathers and their husbands.

Socially, the highest class was that of the **scholar-gentry**. These landlord families were often the only ones able to take the civil service exam, because preparation was very expensive. Most Chinese were peasants who worked the land. Merchants, who gained great wealth during this period with the increase in trade, did not enjoy high social status because they did not produce anything, but rather lived off the labor of others.

## CULTURE, ARTS, SCIENCE, TECHNOLOGY

In China, the family became the most important cultural and organizational unit in society. The **family** consisted both of its living members and its **ancestors**. Confucius's **filial piety**, respect or reverence for one's parents, was also very important. The family always provided for its own members.

Daoism's emphasis on being close to nature also had a lasting impact on China. This reverence for nature became a central value of the Han people. This was also a time of great invention and innovation. For many centuries, horses were not efficiently used as draft animals. The solution, developed in China by the fifth century CE, was to provide a collar around the neck and shoulders of the animal to distribute the weight. Collars of this kind reached Europe by the ninth century CE. This development enabled the horse to become the main draft animal of Eurasia for both plowing and hauling. Agriculture was also aided by the wheelbarrow, while watermills were created to grind grain. The sternpost rudder and compass aided sea travel. Possibly most important was the invention of **paper**, which increased the availability of the written word.

## ROME

### POLITICAL DEVELOPMENT

Rome's political history is one of change and evolution. In 509 BCE, the Roman nobility overthrew the Etruscan king, and what had been a monarchy became a **republic**—a government in which the people elect their representatives. The republic consisted of two consuls who were elected by an assembly that was dominated by the wealthy class, known as the **patricians**. The Senate, made up of patricians, advised these consuls.

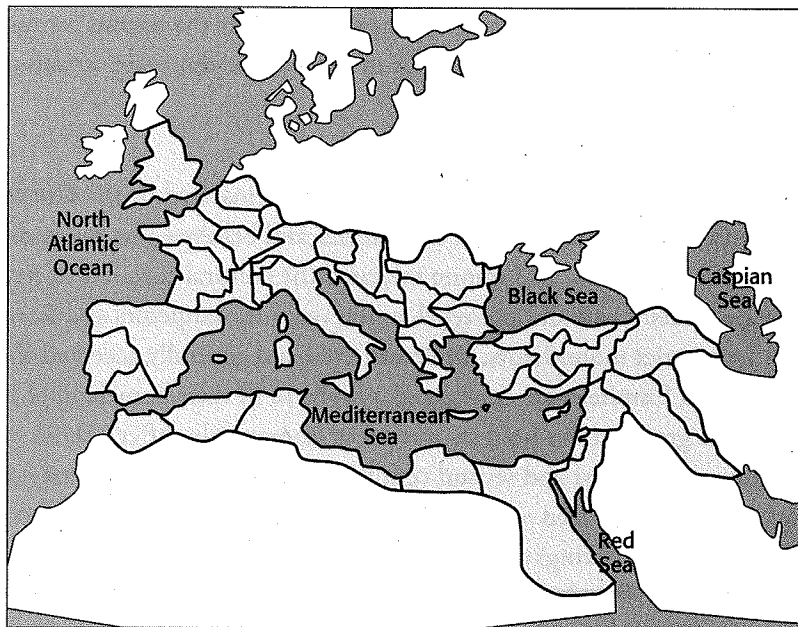
This system of leadership created tension between the patricians and the common people, known as the **plebeians**. Eventually, the patricians granted the plebeians the right to elect tribunes, who had the right to veto. When a civil or military crisis occurred, a dictator was appointed for six months.

Things began to change as Rome expanded throughout the Italian peninsula and then the Mediterranean. It encountered a fierce competitor in the city of Carthage in North Africa, which had gained wealth through the thriving trade in the Mediterranean region. This economic competition led to the Punic Wars, which took place between 264 and 146 BCE. By the end of the conflict, Rome had sacked the city of Carthage, solidifying its domination of the Mediterranean. Rome was also expanding east, into the former empire of Alexander.

As Rome expanded, it transitioned from a republic to an **empire**. The wealth and power resulting from conquest led to a growth in problems, most notably, the unequal distribution of land and class tension. The wealthy had amassed large plantations using slave labor and the small farmers could not compete. Also, the growth of cities led to an increase in the urban lower class and an increase in poverty.

The Roman general **Julius Caesar** led the Roman army in its conquest of Gaul (present-day France); and in 46 BCE, he made himself dictator for life. He centralized military and political functions and initiated large-scale building projects, which gave jobs to the poor. But a group of senators feared Caesar was becoming a tyrant and assassinated him. His nephew, Octavian, took over, and in 27 BCE, was given the title Augustus. During his 45-year rule, Rome was a monarchy disguised as a republic. He centralized political and military power, but preserved the traditions of the republic. The continued expansion of the empire stimulated the growing economy, and cities emerged throughout. Economic prosperity, centralized power, and the strength of the Roman army resulted in stability throughout the empire, and the next two and a half centuries were called the **Pax Romana**, or Roman Peace.

Rome's system of law had begun in 450 BCE with the **Twelve Tables** (a series of laws that were organized into 12 sections and written down so they could be understood by all). As the empire spread, the laws went with it. Such laws as "a defendant is innocent until proven guilty" and "a defendant has the right to challenge his accuser before a judge" originated in Rome.



Height of the Roman Empire, 116 CE

**AP EXPERT TIP**

You should be able to compare various forms of labor throughout history; for example, which societies made extensive use of slaves (Greece and Rome) and which did not (India and China) and why.

**ECONOMIC DEVELOPMENT**

The key to the Roman Empire's economic success was its extensive system of **roads**. The 60,000 miles of roads linked the empire's 100 million people, linking all regions of the empire for trade and communication. This trade made the merchants very rich and created markets for the goods that the farmers produced, and as a result, the increase in tax revenue made the empire stronger. A **uniform currency** was used, and while **Latin** was the language of politics and the Romans, **Greek** was the *lingua franca* (common language) for trade throughout the Mediterranean.

All of this trade made the empire very interdependent. Cities grew and so did their populations. The cities had access to fresh water through the use of aqueducts, sewage, plumbing, and public baths.

**SOCIAL STRUCTURE AND GENDER ROLES**

Like other classical societies, Rome was **patriarchal**, where the eldest male, **pater familias**, ruled as father of the family. Roman law gave the pater familias authority to arrange marriage for the children and the right to sell them into slavery—or even execute them. Women's roles were in supervising domestic affairs; laws put strict limits on their inheritances, though this was inconsistently enforced. As the wealth of the empire increased, new classes emerged, and these new wealthy merchants and landowners built very large homes. On the other side, the poor were often unemployed. **Slaves**, one-third of the population by the second century CE, worked on large estates in the countryside or in the cities as domestic servants.

**CULTURE, ARTS, SCIENCE, TECHNOLOGY**

Much of Roman culture and achievements were inspired by the **Greek examples**. Romans were **polytheistic**, like the Greeks, and believed that the gods intervened directly in their lives. The empire tolerated the cultural practices of its subjects—if they paid their taxes, did not rebel, and revered the emperors and Roman gods. The Jews, strict monotheists, while scattered and generally accepted throughout the Roman Empire, were considered a problem in their homeland of Judea where rebellious groups often tried to overthrow Roman rule. After a series of bloody rebellions in the first and second centuries, the Jews were completely defeated by the Romans and forced out of the city of Jerusalem. This was the start of the Jewish Diaspora (or scattering) and of the rabbinical form of Judaism.

The **Christians**, originally a Jewish sect, were also seen as a threat to Roman rule and were often persecuted. However, the number of Christians continued to grow throughout the empire. By 313 CE, Emperor Constantine issued the **Edict of Milan**, which legalized Christianity in the empire. By 380 CE, Emperor Theodosius proclaimed Christianity as the empire's official religion.



Rome was also heavily influenced by the Greeks in art and architecture. Roman architecture took its inspiration from Greece, making its columns and arches more ornate. Improvements in engineering, including the invention of concrete, allowed the Romans to build stadiums, public baths, temples, aqueducts, and a system of roads.

## ROLE OF TRADE IN CLASSICAL SOCIETIES

Long-distance trade expanded greatly during the classical period, allowing for the movement of goods and ideas. There were a few factors: the Han Empire secured the trade routes through Central Asia; the Mauryan Empire had declined in India, but regional states were able to provide the necessary stability and security; and the Romans kept the Mediterranean Sea safe for trade and travel. This stability and security allowed for long-distance trade to thrive.

### SILK ROADS

The Silk Road trade originated during a diplomatic mission to Central Asia by nomads during the Han Empire. Though the diplomatic mission failed, the silk given as gifts was very popular, as were the horses that the diplomats brought from Central Asia. The trade route began in the east in Changan, went through Mongolia and Turkestan, and veered either north or south around the Taklamakan Desert. It branched southeast to India or through Central Asia and finally to the eastern end of the Roman Empire. New innovations such as yokes, special saddles, and horse stirrups helped Silk Road merchants move heavier loads across longer distances.

Almost never did one merchant make the entire journey. Instead, the caravan routes were traveled in stages, from one oasis town to the next. Buddhism became quite popular in such oasis towns as Samarkand, Kashgar, and Dunhuang, where merchants rested, sold their wares at market, and often built monasteries. Buddhism as well as Christianity and Hinduism were transformed as they moved along the Silk Roads of the Classical age.

Goods That Traveled East to West	Goods That Traveled West to East
Silk	Glassware
Spices	Jewelry
Cotton	Bronze goods
Pearls	Wool and linen
Coral	Olive oil
Ivory	Gold and silver bullion

### INDIAN OCEAN

The Indian Ocean is sometimes referred to as the sea lanes of the Silk Roads. This ocean trade went from Guangzhou in southern China through the South China Sea, through the islands

**AP EXPERT TIP**

An important feature influencing trade in the Indian Ocean was the monsoon winds. These regular, seasonal patterns of winds facilitated maritime trade, allowing merchants to sail one way during the winter and return during the summer. Geographical and climatological features such as the monsoon winds played a tremendous role in the ability to travel throughout the ancient and premodern worlds.

of Southeast Asia, India, the Arabian Sea, and the Persian Gulf. The principal players in the trade were Malay and Indian sailors. Religion and culture also spread across the seas. Some merchants spread Buddhism to Southeast Asia, while others promoted the Hindu cults of Shiva and Vishnu.

**MEDITERRANEAN SEA**

The Mediterranean Sea is often referred to as the **Roman Lake**, because the Roman Empire surrounded the sea. Sea trade flowed from Syria to Spain to North Africa. The Romans kept their lake safe and free from pirates, which allowed the trade to thrive and grow and transport goods from one part of the expansive empire to the other.

**SPREAD OF DISEASE**

During the second and third centuries CE, both the Han and Roman Empires suffered large-scale outbreaks of epidemic disease. From the trade and interaction that had taken place, the incidence of disease increased. Diseases such as smallpox, measles, and bubonic plague had a devastating effect on the population because people did not have the immunity or the medicine to combat them. In the second century in the Roman Empire, the population dropped by 25 percent, and it was even worse in the cities. The effects of these diseases caused great economic and social disruptions. Trade within the empires declined, and economies became more regionally focused.

**MOVEMENT OF PEOPLES****BANTU MIGRATION**

The migration of the Bantu people began around 2000 BCE, and by 1000 CE, the Bantu occupied most of sub-Saharan Africa. Resources were stretched to their limits as the population increased. As a result, groups of people began to leave the areas (in modern-day Nigeria) to set up new agricultural settlements, and the process repeated itself slowly.

The Bantu people often intermarried with those they came in contact with, and these people often adopted the Bantu language and joined the Bantu society. Around 1000 BCE, the Bantus began to produce iron tools, which enabled them to clear more land and expand agriculture. This led to an increase in population and more migration. Around 500 CE, the cultivation of bananas—which had made their way to Africa via the Indian Ocean trade—enabled the Bantus to expand into heavily forested regions and to continue the migration process. All of this migrating led to an increase in the overall population of Africa—from 3.5 million in 400 BCE

to 22 million in 1000 CE—and the spread of agriculture throughout much of Africa. Today there are over 500 distinct (though related) languages that can be traced back to the Bantus.

## POLYNESIAN MIGRATION

Humans migrated to Australia around 60,000 years ago via watercraft that could travel what were then the low level seas. These people developed maritime technology and agricultural expertise and eventually established settlements in the islands of the Pacific Ocean. Beginning around 2000 BCE, the movements that settled the Polynesian islands commenced to islands such as Vanuatu, Fiji, Samoa, and later Hawaii. Long-distance voyages were taken on double canoes with large triangular sails, which carried a platform between the two hulls for shelter.

Some scholars believe that the **settlement** was accidental by sailors being blown off course, while others believe it was a planned colonization. As the migration spread, so did the cultivation of new food crops such as yams, taros, breadfruit, and bananas, and the introduction of domesticated animals such as dogs, pigs, and chickens. The Polynesian islands developed into hierarchical chiefdoms in which leadership was passed down to the eldest son, and relatives served as the local aristocracy. Conflict between groups, as well as population pressure, often led to further migration to new areas. The cultures and languages of these widely dispersed islands often adapted and evolved differently.

## FALL OF CLASSICAL EMPIRES

As the Foundations period drew to an end, the classical societies that helped to shape it were all suffering through periods of decline, for mostly similar reasons. The following chart outlines some of the reasons. The recovery from this decline shapes the beginning of our next chapter.

	Han	Western Rome	Gupta
Time of Fall	220 CE	476 CE	550 CE
Economic Reasons	Scholar officials were often exempt from taxes, and peasants often fled from tax collectors to these estates. As a result, a severe reduction in tax revenue financially crippled the empire. Long-distance trade did decrease, but the Chinese were quite self-sufficient and were not severely hurt by this.	The rich landowning class often resisted paying their taxes and when the tax collectors did approach, they were driven away by the landowners' private armies. Also the church land was not taxable. As the empire declined, so did the trade because of unsafe roads and because it relied on economic interdependence. The drop in tax revenue and inflation crippled Rome's economy.	The government had great difficulty raising enough taxes to pay the army to protect its borders.

	Han 220 CE	Western Rome 476 CE	Gupta 550 CE
<b>Time of Fall</b>			
<b>Political Reasons</b>	The government was unable to check the power of the large private estate owners. The emperor heavily relied on the advice of his court officials and was often misinformed for their personal gain.	The government had trouble finding bureaucrats who could enforce the laws. Power struggles for the throne plagued the empire. From 235 to 284 CE, 25 out of 26 emperors died a violent death. The division of the empire into two sections allowed the eastern portion to remain stronger, while the western portion weakened.	The regional powers of the Guptas allowed them to keep much of their administrative power. They eventually grew more powerful than the central government.
<b>Social Reasons</b>	The population increase led to smaller family plots and increased difficulty of the peasant class to pay taxes.	Diseases dramatically reduced the population, in particular the farming population.	
<b>Role of Nomadic Invasions</b>	The Xiongnu invaded, but only after the empire had already fallen. Nomadic invasions took place because the empire was no longer providing them with what they needed.	The Roman army could not defend against the movement of such nomadic groups as the Ostrogoths, Huns, and Visigoths. Rome was sacked by the Visigoths in 476 CE.	The government was too weak to defend against the nomadic invasions of the White Huns.

All the classical societies entered a period of recovery where they were all decentralized following their collapse, but the **western half of the Roman Empire (Western Europe) experienced the most severe collapse**. A few possible reasons:

- Rome was economically interdependent, and the decline in trade severely hurt the economy.
- Continual waves of nomadic invasions made recovery difficult.
- The spread of disease led to a decrease in population and a weakened empire.

## THE ENVIRONMENT

Environmental problems, such as siltation, saltation, and deforestation, while less dramatic than the impact of diseases, were subtle factors in the collapse of many societies and empires.

As settled agriculture spread throughout Africa and Eurasia, extensive irrigation systems and slash-and-burn agriculture took a toll on the land. By 600 CE, people had been farming the same lands for thousands of years. Crops such as wheat and barley depleted the soil of nutrients and, in some areas, led to desertification. Irrigation systems left deposits of salt, which over thousands of years left lands sterile, a particular problem in more arid regions like Mesopotamia. Flood control and irrigation systems, like those used in China, built up the river bottoms and made the rivers flow faster. This exacerbated flooding problems, often making them worse than they had been historically. In addition, flood control systems tended to build up silt around the river's mouth, often filling in land and changing the river's course (Mesopotamia and China).

Another environmental challenge was deforestation. In an age when the only fuel available for fires and the main building material for structures such as homes was wood, forests around urban and agricultural areas became denuded of large trees. The loss of ground cover resulted in loss of topsoil, mudslides in hilly areas, and challenges to local economies as the need for wood forced urban areas to ship timber in from farther away. Although these challenges were often noted in ancient accounts, there was little that ancient and classical societies could do to avoid these problems.

Agricultural societies, to include pastoralists, also introduced new diseases into human civilizations. Agriculture upsets the soil and allows for more standing water, spreading the breeding ground for the anopheles mosquito, which spreads malaria. Close contact with domesticated animals such as cattle and pigs allowed for the spread of viruses such as measles and smallpox that plagued mankind until the modern era. Other diseases like bubonic plague spread as rats, a vector in the transmission of the bacteria causing the disease, became more common around human settlements.