



IDX G9 History S+

Study Guide Issue S1 Midterms

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Chapter 4: Ancient Greece

Section 2: The Rise of Greek City-States

Focus Question: How did government and culture develop as Greek city-states grew?

- Geography's Impact**

- Mountainous terrain led to the development of independent city-states called a polis.
- The sea provided a vital link for trade and cultural exchange.

- The Polis Structure**

- A polis was made up of a city and its surrounding countryside.
- The acropolis was the high city with grand temples.
- Citizens were free residents with political rights, but only native-born, landowning men qualified.

- Evolution of Greek Government**

- Monarchy: Rule by a hereditary king.
- Aristocracy: Rule by a hereditary landholding elite.
- Oligarchy: Rule by a small, wealthy elite.
- Tyrant: A ruler who seized power by force, often with support from the common people.
- Democracy: Government by the people.

- Sparta: A Warrior Society**

- Governed as an oligarchy with a rigid, militaristic focus.
- Boys began harsh military training at age 7.
- Women were expected to be physically strong to bear healthy sons and could inherit property.

- **Athens: The Path to Democracy**

- Solon reformed laws by outlawing debt slavery and opening high offices to more citizens.
- Pisistratus, a tyrant, helped farmers and created jobs for the poor.
- Cleisthenes created the Council of 500 and established the assembly as a true legislature.
- Athenian democracy was limited, as only male citizens could participate.

- **Forces for Greek Unity**

- Greeks shared a common language, mythology, and religious beliefs, worshipping gods like Zeus.
- They viewed non-Greeks as barbarians.

Section 3: Conflict in the Greek World

Focus Question: How did war with invaders and conflict among Greeks affect the city-states?

- **The Persian Wars**

- Ionian Greeks rebelled against Persian rule, and Athens sent aid.
- At the Battle of Marathon, the outnumbered Athenians defeated King Darius I's Persian army.
- At the Battle of Thermopylae, King Leonidas and his Spartans held off the massive Persian army of Xerxes.
- At the Battle of Salamis, the Athenian navy, led by Themistocles, destroyed the Persian fleet.
- Victory ushered in a golden age for Athens and reinforced Greek cultural confidence.

- **The Age of Pericles and Direct Democracy**
 - Pericles was the influential leader during Athens' golden age.
 - He strengthened the direct democracy, where citizens participated directly in governance.
 - A stipend was introduced to pay citizens for public service, enabling the poor to participate.
 - Large juries decided court cases.
 - Ostracism was the process of banishing a public figure deemed a threat for ten years.

- **The Peloponnesian War**

- Cause: Resentment toward Athenian domination, led by Sparta.
- Athens had naval strength; Sparta had a superior army.
- A plague in Athens killed many, including Pericles.
- Result: Sparta, with Persian help, defeated Athens.
- Effect: Ended Athenian dominance, weakened all Greek city-states, and made them vulnerable to Macedonia.

Section 4: The Glory That Was Greece

- **Greek Philosophers**

- Philosophers used observation and reason to understand the world.
- **Socrates** used the Socratic method of questioning to seek truth and was executed for corrupting the youth.
- **Plato**, his student, wrote The Republic, envisioning an ideal state ruled by philosopher-kings and distrusted democracy.
- **Aristotle**, Plato's student, analyzed governments, favored rule by a virtuous leader, and taught the golden mean, or moderation.

- **Greek Arts and Architecture**
 - Art and architecture emphasized balance, order, and ideal beauty.
 - The Parthenon is the most famous example of Greek architecture.
 - Sculpture evolved from stiff forms to idealized, lifelike figures in motion.
- **Greek Literature and History**
 - Tragedy was a serious drama about human suffering, like Sophocles' Antigone.
 - Comedy were humorous plays that mocked people and customs, like those by Aristophanes.
 - Herodotus, the Father of History, wrote about the Persian Wars but included bias.
 - Thucydides wrote a more factual, unbiased account of the Peloponnesian War.

Section 5: Alexander the Great and the Hellenistic Age

Focus Question: How did Alexander the Great expand his empire and spread Greek culture throughout the realm?

- **Philip II and the Rise of Macedonia**
 - Philip II of Macedonia conquered Greece.
 - He was assassinated before he could invade Persia.
- **Alexander the Great's Conquests**
 - Alexander inherited the throne at age 20 and invaded the Persian Empire.
 - He never lost a battle and conquered Persia, Egypt, and parts of India.
 - He died of a fever at age 32 in Babylon.
- **Alexander's Legacy and the Hellenistic Age**

- His greatest achievement was the spread of Greek culture.
- He encouraged assimilation, blending Greek and Persian cultures.
- He founded many cities, most named Alexandria.
- The Hellenistic Age was the period after his death where Greek culture blended with Egyptian, Persian, and Indian influences.
- Alexandria, Egypt, became the cultural capital, home to the Great Library and Museum.
- Women gained new roles; some were educated and became philosophers or poets, like Cleopatra VII.

- **Hellenistic Arts and Sciences**

- Stoicism, founded by Zeno, preached high moral standards and accepting life's events calmly.
- Pythagoras derived a formula for right triangles.
- Aristarchus argued for a heliocentric, or sun-centered, solar system.
- Eratosthenes calculated the Earth's circumference.
- Archimedes mastered the lever and pulley and invented the Archimedean screw.
- Hippocrates studied illnesses' natural causes, and the Hippocratic Oath set ethical standards for doctors.

Chapter 5: Ancient Rome

Section 1: The Roman World Takes Shape

- **Geography and Early Influences**

- Rome was centrally located on the Italian peninsula, which was easier to unify than Greece.
- The Latins were the original settlers.
- The Etruscans were influential neighbors; Romans adopted their alphabet,

arch, and engineering.

- **The Roman Republic**

- A republic is a government where citizens elect their leaders.
- The Senate was the most powerful governing body, composed of 300 patricians who served for life.
- Two Consuls were elected annually to supervise the government and army.
- A Dictator could be appointed for six months during a crisis.

- **Plebeians vs. Patricians**

- Plebeians were the common farmers and merchants who fought for political rights.
- Tribunes were officials who could veto laws harmful to plebeians.
- The Laws of the Twelve Tables were written laws that established the right to legal protection.

- **Roman Society**

- The family was the basic unit, with the father holding absolute power.
- Women had more freedom than in Greece; they could own property and run businesses but had no political rights.
- Religion was polytheistic, adopting Greek gods like Jupiter and Juno.

- **The Roman Army**

- The army was organized into legions.
- Its success was due to discipline and the fair treatment of conquered peoples.

Section 2: From Republic to Empire

- **Expansion and the Punic Wars**

- The Punic Wars were three (technically 2) wars against Carthage.

- Hannibal was the Carthaginian general who invaded Italy by crossing the Alps.
 - Rome won, destroyed Carthage, and pursued a policy of imperialism.
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- **Impact of Conquest**
 - Conquest brought wealth but also problems.
 - Latifundia were large estates that used slave labor, forcing small farmers out of business.
 - This led to unemployment, corruption, and a wider gap between rich and poor.
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- **Attempts at Reform and Decline**
 - Tiberius and Gaius Gracchus were tribunes who called for land reform and were killed for it.
 - Civil wars broke out as generals with loyal armies fought for power.
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- **Julius Caesar and the End of the Republic**
 - Julius Caesar was a military commander who conquered Gaul.
 - He defeated Pompey, became dictator for life, and enacted reforms like public works and a new calendar.
 - He was assassinated by senators fearing his power.
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- **The Age of the Roman Empire**
 - Augustus became the first emperor, ending the republic.
 - He created a stable government, a fair tax system using a census, and secure trade routes.
 - The Pax Romana was a 200-year period of peace and prosperity.
 - Good Emperors like Hadrian codified Roman law and built defensive walls.
 - Bread and Circuses was the policy of using free grain and entertainment to control the population.

5.3 The Roman Achievement

- **Absorbed ideas from Greek colonists, continued to borrow heavily from Greek Culture**
- **Adapted Greek and Hellenistic achievements → Greco-Roman civilization**
- **Art and Literature**
 - Many Romans spoke Greek and imitated Greek styles
 - In epic poem *Aeneid*, Virgil tried to show that Rome's past was as heroic as that of Greece
 - Linked work to Homer's Iliad by showing how Aeneas escaped from Troy and found Rome
 - Hoped it would arouse patriotism and unite Rome
 - Other poets used verse to satirize Roman society
 - Historians pursued own theme—rise and fall of Rome
 - Some tried to arouse feeling of patriotism
 - Some wrote bitterly about loss of liberty
 - Borrowed much philosophy from Greeks
 - Were impressed by Hellenistic philosophy of stoicism (importance of duty and acceptance of one's fate)
 - **Sculptors stressed realism and focused on revealing individual's character**
 - **Some were idealistic (e.g. transforming Augustus' face into symbol of powerful and leadership)**
 - Used art to beautify homes (e.g. mosaic from chips of colored stone or glass)
 - Emphasized grandeur in architecture and improved columns and arches
- **Science and Mathematics**
 - Excelled in engineering
 - Built roads, bridges and harbors
 - Built immense aqueducts—carried water from hills to Roman cities
 - Generally left scientific research to the Greeks

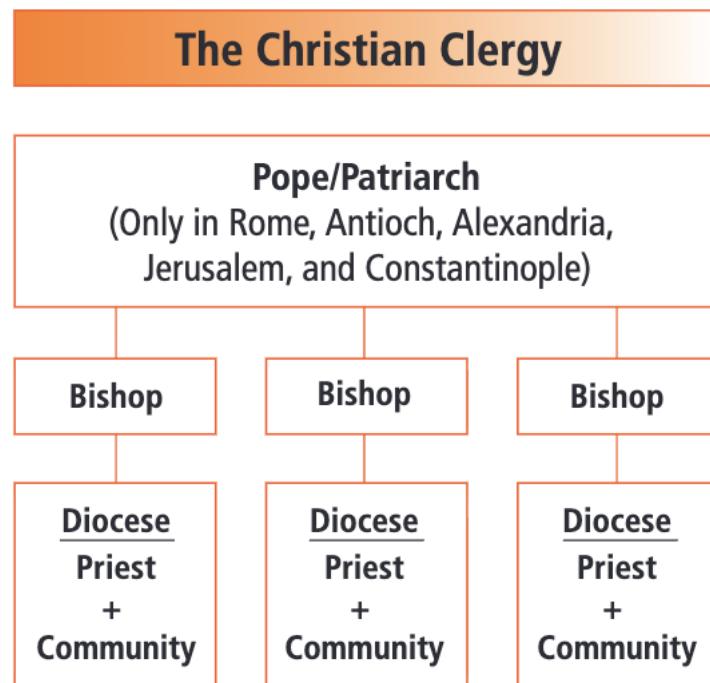
- Scientists exchanged ideas freely in Alexandria
- Ptolemy proposed theory that earth is the center of the universe
- Galen insisted on experiments to prove conclusion
- Put science to practical use
- **Law**
 - **Merged civil law and law of nations**
 - **Civil law applied to roman citizens**
 - **Law of nations applied to foreigners**
 - Innocent until proven guilty
 - Penalties varied according to class

5.4 The Rise of Christianity

- **Diverse Religions**
 - Tolerated varied religious traditions if citizens showed respect to gods and acknowledged divine spirit of emperor
 - excused Jews of worshipping roman gods but Jewish people started dividing
 - Zealots (people who didn't want to absorb Hellenistic culture) believed a Messiah was coming to save them and revolted
 - Rome destroyed Jewish empire and temples
- **Jesus**
 - Was a carpenter until 30, then started to preach teachings
 - Large crowds gathered because he allegedly performed miracles of healing → often used parables
 - Recruited 12 disciples called apostles
 - Teaching firmly rooted in Jewish tradition BUT also newer beliefs
 - **Called himself Son of God**
 - Mission was to bring spiritual salvation and eternal life
 - Emphasized God's love and need for justice, morality and selflessness

- Jewish felt he was challenging their power; Romans saw him as a revolutionary who might lead a rebellion
- Was betrayed by one of his disciples, condemned to death by crucifixion
- Apparently rose from death
- **Spread of Christianity**
 - Paul
 - Persecuted followers until seeing vision of Jesus speaking to him
 - Decided to spread Jesus' teachings to Gentiles(non-Jews)
 - **Journeyed around mediterranean and set up churches from Mesopotamia to Rome**
 - Explained doctrines, judged disputes and expanded teachings
 - **Christian Oppression**
 - Roman officials found them disloyal to room because of their refusal to acknowledge the emperor or pray to traditional gods
 - Emperors used them as scapegoats; **Christians killed in these time periods were called martyrs**
 - Appeal
 - Welcomed all people, especially the lowly, poor and oppressed
 - Found comfort in his message of love, teachings of equality and promise of better life beyond grave
 - Incorporated ideas form Greek philosophy
 - “Blood of the martyrs is the seed of the Christian Church”
 - **Acceptance**
 - Persecution stops after Constantine issues the Edict of Milan—freedom of worship
 - Theodosius makes Christianity official religion and repressed other faiths
- Church
 - Joining
 - Had to be baptized to join (believed their sins were forgiven by the grace of God)

- Addressed each other as brother or sister
- Sundays for thanksgiving to God
- Women had rights in the early church
- **Structure**
 - Only men were eligible to become members of the clergy (people who conducted services)



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5.5 The Long Decline

- **The Roman Empire Divides**
 - **Political Violence**
 - Emperors were constantly overthrown by political intriguers or generals
 - Over 50 years, changed 25 emperors
 - **Social and Economic Problems**
 - High taxes to support army and bureaucracy placed heavy burdens on middle/lower class

- Poor farmers sought protection from rich people → were not allowed to leave
- **Diocletian**
 - Divided empire into 2 parts to handle better
 - Fixed prices of many goods and services
 - Forced farmers to remain on land, sons to follow father's occupation
- **Constantine**
 - Granted toleration to Christians
 - Established capital at old city he renamed Constantinople
- **Invaders**
 - **Nomads**
 - Huns migrated towards central Asia, forced Germanic people to go to Rome to seek safety
 - Legions were pressed to halt invaders
 - Surrendered to Britain, France and Spain
 - **Sacked**
 - Visigoth general overran Italy and plundered city of Rome
 - Germanic people occupied more of western Roman empire
 - Hun leader named Attila forced even more Germanic people to flee to Roman Empire
 - German leader named Odoacer ousted emperor
- **Causes**
 - **Military Attacks**
 - Empire lacked discipline and training of earlier Roman armies
 - Hired mercenaries who felt little loyalty to Rome
 - **Political Turmoil**
 - Government became more oppressive and authoritarian → lost support of people
 - Growing numbers of corrupt officials undermined loyalty
 - Frequent civil wars
 - **Economic Weakness**

- Taxes became heavier to support bureaucracy and military establishment
 - Reliance on slave labor discouraged Romans from exploring new technology
 - Wealth dwindled
- **Social Decay**
 - Decline in traditional values
 - Upper class devoted themselves to luxury and prestige

3.2 Hinduism and Buddhism

- **Hinduism**
 - Does not have single founder or sacred text
 - **Brahman: unchanging, all-powerful spiritual force connected to the gods**
 - Teachings were recorded in the **Vedas**
 - Used to examine complex ideas about the human soul and connectedness of life
 - Every person's essential self (atman)'s goal was to achieve moksha (union with brahman)
 - Needs to free themselves from selfish desires
 - Most cannot achieve in one lifetime
 - Believed in reincarnation—rebirth of soul in another body
 - Could come closer to **moksha by obeying rules of karma**—actions that affect your next life
 - Stresses dharma (religious and moral duties) and ahimsa(non-violence)
 - Jainism
 - Emphasized meditation, self-denial and extreme ahimsa
- **Caste System**
 - Closely linked to Hindu beliefs

- **People in different castes were different species**
 - Lower castes were considered impure
 - Lowest caste called untouchables had a restricted and harsh life
 - Ensured stable social order
 - Gave people a sense of identity and interdependence
- **Buddhism**
 - **Siddhartha Gautama**
 - Four noble truths:
 1. All life is full of suffering, pain and sorrow
 2. The cause of suffering is nonvirtue or negative things
 3. To cure suffering is to overcome nonvirtue
 4. To overcome nonvirtue is to follow the Eightfold Path
 - Through meditation, a person could achieve nirvana (release from cycle of rebirth)
 - Eightfold path was middle way between life full of pleasure and harsh self-denial
 - Buddha's teaching were collected into the Tripitaka (three baskets of wisdom)
 - Split into Theravada and Mahayana Buddhism
 - Theravada: closely followed original teachings
 - Spread to Sri Lanka and Southeast Asia
 - Mahayana: pictured him as compassionate god
 - Spread to China, Tibet, Korea and Japan
 - Declined in India

3.3 Powerful Empires of India

- **Maurya Empire**
 - **Chandragupta**

- Maintained empire through well-organized bureaucracy
 - Effective and harsh ruler
 - Secret police reported on corruption, crime and dissent
 - Trained women to guard him
- **Asoka**
 - **Chandragupta's grandson**
 - Saw bloody battles and decided to follow Buddhism and become a moral ruler
 - Sent missionaries to spread Buddhism across India
 - Set up stone pillars offering moral advice and promising a just government
 - Empire fell apart after his death
- **Gupta Empire**
 - Started golden age, period of great cultural achievement
 - Looser than that of the Mauryas
 - Trade and farming flourished
 - Math
 - Started the decimal system
 - Science
 - Herbal medicines and early vaccines
 - Literature
 - Collected and recorded fables and folk tales
 - All in sanskrit
 - Decline
 - Weak leaders, civil war and foreign invaders
 - Split into many empires again
- Family and Village
 - Valued joint structure where you lived with everyone in your family
 - Patriarchal; women had little to no say, also had to give dowry when married
 - Villages included councils for important decisions and had a headman

Writing

1. Historical Context

- Try to answer the following questions
 1. **When did it happen?**
 2. **What led to it?**
 3. **Where did it happen?**
 4. **Why did it happen when and where it took place?**
- Understand the circumstances and why it happened when and where it took place

2. ACE

- Like CER, you answer a question, cite the evidence and explain why it matters
- **You should try to restate the question and define terms in the question**

3. Thesis Statements

- Contains a central idea/theme that unifies the argument
- Specific and insightful claim or argument
- Previews organization
- Follow this formula
 1. Although X, Y because ABC where X is the strongest counterargument you can think of, Y is your argument and ABC are your points.
 2. Please be specific and provide context for EVERYTHING

4. Source Analysis

- Will usually include 2 parts: the historical context + intended audience and a source evaluation where you answer if this source is valuable to historians studying a specific time
- Analysis only has H (historical context) and I (intended audience) right now but will include the following later
 1. **Historical context:** when and where it happens/ impact on time period
 2. **Intended audience:** who the source was made for/who was it addressing
 3. **Purpose:** why source was created/what does it want the audience to think or do
 4. **PoV:** who created it → remember that everyone sees things differently

- Remember to read the source description
- While writing the source evaluation, ask yourself: does the context and creator's perspective make this source trustworthy? Is it relevant and accurate for your question towards a certain period of time?
- Can be written in 3 formats
 1. This source is valuable for researching about ? because...
 2. This source has limitations for the subject of ? because...
 3. This source has both values and limitation for studying ? because...

5. Cause and Effect

- To explain and evaluate what happened in history, how it happened, why it happened, and why it matters.
- Words to connect cause to effect
 1. As a result
 2. For this reason
 3. So
 4. Therefore
 5. This led to...because
- Words and phrases to explain why
 1. Because
 2. If...then
 3. In order to
 4. So

6. Essay

- Good way to prep is to break down topics with PIECES
 1. E.g. Political
 2. Human Environment Interaction
 3. Cultural development
- Types of Essays
 1. Analyze

- Break down a subject into parts. Then explain how they relate to the whole.
“Analyze the major cultural and economic changes that took place during the Pax Romana”
- 2. Compare and Contrast
 - Give an account of the similarities and differences between 2 or more factors.
“In what ways were Hinduism and Buddhism and how were they different?”
- 3. Evaluate
 - Make an appraisal by weighing up the strengths and limitation. Weigh judgement on a claim/statement. Evaluate the claim that,” The actions of Julius Caeser led to the fall of the Roman Republic”.
- Essay Structure
 1. Introduction Paragraph
 - Historical Context: what information is needed to help contextualize and set up your response? (5Ws)
 - Define Key Terms: Is there a key term in the question you should define to help set up your response?
 - Thesis Statement: What is your argument? Should have 2 lines of reasoning. Organizes the whole essay.
 2. Body Paragraph (2 ACE basically)
 - Topic Sentence: Your claim related to one of the lines in your thesis,
 - Evidence: Provide at least one piece of evidence to support your argument. 2 can make a stronger argument.
 - Analysis: Explain why your evidence matters and why it helps support your claim.
 3. Conclusion
 - Restate Thesis: In different words, sum up what your essay was about.
 - Synthesize key points: Connect key points made in your two body paragraphs.
 - Might want to offer a concluding thought.

Maps



We probably will only be tested on ancient Greece and Rome. The good maps are all in your textbooks.

The Aryans

- **The Aryans were one of many groups of speakers of Indo-European languages who migrated across Europe and Asia**
- The early Aryans who settled in India built no cities and left behind very little archaeological evidence. Most of what we know about them comes from the Vedas:
 - The Vedas a collection of hymns, chants, ritual instructions, and other religious teachings. Aryan priests memorized and recited the Vedas for a thousand years before they ever wrote down these sacred teachings. As a result, the period from 1500 B.C. to 500 B.C. is often called the Vedic Age.