

Chapter 1 : CH 9 Strayer Notes Part

Advanced Placement World History with Mr. Duez Unit 3 - Age of Accelerating Connections, - Chapter 8 & 9 - Commerce, Ch Notes - Chapter 8 - Commerce & Culture Click to load the notes for: Part I: Introduction to Unit 3 and Chapter 8: Commerce & Culture Part II: Chapter 8 - Silk & Sea Road.

However, in defense of the idea, one could point to the perception of the educated Chinese elite that China was self-sufficient, requiring little from the outside world. Visual Sources - Considering the Evidence: Students will read in groups and discuss these sources from chapter 9. Each group will do one document and also the visual sources. We will have 6 groups. After reading and discussing in the group, they will present and discuss with the class: Japanese Political Ideals Q. What elements of Buddhist, Confucian, or Legalist thinking are reflected in this document? This admonishment refers indirectly to the two handles promoted by the Legalist writer Han Fei in Document 4. What can you infer about the internal problems that Japanese rulers faced? How might Shotoku define an ideal Japanese state? Why do you think Shotoku omitted any mention of traditional Japanese gods or the Japanese claim that their emperor was descended from the sun goddess Amaterasu? The Zen Tradition Q. What was distinctive about Zen practice? What understandings lie behind the strict discipline of Zen? How might Buddhist critics of this approach take issue with Dogen? It also shows the Samurai Japanese castles. Currently Million Japanese that practice this religion. The Way of the Warrior Q. Based on these accounts, how would you define the ideal samurai? What elements of Confucian, Buddhist, or Shinto thinking can you find in these selections? How do these writers reconcile the peaceful emphasis of Confucian and Buddhist teachings with the military dimension of bushido? What does the Imagawa letter suggest about the problems facing the military rulers of Japan in the fourteenth century? A Banquet with the Emperor Leading court officials and scholar-bureaucrats must have been greatly honored to be invited to an elegant banquet, hosted by the emperor himself, such as that shown in Visual Source 9. Usually attributed to the emperor Huizong "who was himself a noted painter, poet, calligrapher, and collector" the painting shows a refined dinner gathering of high officials drinking tea and wine with the emperor presiding at the left. His reign ended in disgrace as China suffered a humiliating defeat at the hands of northern nomadic Jin people, who took the emperor captive. A Banquet with the Emperor Q. What features of this painting contribute to the impression of imperial elegance? What social distinction among the figures in the painting can you discern? How is the emperor depicted in this painting in comparison to that on p. How would you explain the difference? He is not attended by court bureaucrats in their official functions, nor are any of the figures in this painting ritually prostrating themselves or showing other signs of reverence. How might you imagine the conversation around this table? At Table with the Empress Elite women of the court likewise gathered to eat, drink, and talk, as illustrated in Visual Source 9. Hosting the event is the empress, shown seated upright in the middle of the left side of the table, holding a fan and wearing a distinctive headdress. Her guests and paid professional musicians sit around the table. At Table with the Empress Q. How does this gathering of elite women differ from that of the men in Visual Source 9. How might their conversation differ from that of the men? The empress is not as set apart from her guests as is the emperor. To what extent are the emperor and empress in Visual Sources 9. How do you think the emperor and empress viewed their roles at these functions? Were they acting as private persons among friends or in an official capacity? What differences in status among these women can you identify? What view of these women does the artist seek to convey? A Literary Gathering Q. What marks these figures as cultivated men of literary or scholarly inclination? What meaning might you attribute to the outdoor garden setting of this image and that of Visual Source 9. Notice the various gazes of the four figures. What do they suggest about the character of this gathering and the interpersonal relationships among its participants? Do you think the artist seeks to convey an idealized image of what a gathering of officials ought to be or a realistic portrayal of an actual event? What elements of the painting support your answer? Solitary Reflection Chinese scholars and bureaucrats are often shown, in their leisure hours, as solitary contemplatives, immersing themselves in nature. In Visual Source 9. A short poem in the upper right reads: Brushed by his sleeves, wild flowers dance in the wind; Fleeing from

him, the hidden birds cut short their songs. How would you define the mood of this painting? What techniques did Ma Yuan use to evoke this mood? How might this painting reflect the perspectives of Daoism see pp. How does it differ from the more Confucian tone of Visual Source 9. What relationship with nature does this painting convey? Nor were men and women always so strictly segregated as the preceding visual sources may suggest. An Elite Night Party Q. What kinds of entertainment were featured at this gathering? What aspects of these parties shown in the scroll paintings might have caused the emperor some concern? In what respects might these kinds of gatherings run counter to Confucian values? How are women portrayed in these images? In what ways are they relating to the men in the paintings? Apparently, the Tang dynasty emperor Li Yu became suspicious that one of his ministers, Han Xizai, was overindulging in suspicious night-long parties in his own home. He therefore commissioned the artist Gu Hongzhong to attend these parties secretly and to record the events in a painting, which he hoped would shame his wayward but talented official into more appropriate and dignified behavior. The entire scroll shows men and women together, sometimes in flirtatious situations, while open sleeping areas suggest sexual activity. How can you explain the changing fortunes of Buddhism in China? Buddhism also benefited from the support of foreign nomadic rulers who during this period governed portions of northern China. Once established, Buddhism grew for a number of reasons: Buddhist monasteries provided an array of social services to ordinary people; Buddhism was associated with access to magical powers; there was a serious effort by Buddhist monks and scholars to present this Indian religion in terms that the Chinese could relate to; and under the Sui and Tang dynasties, Buddhism received growing state support. However, it declined during the ninth century because some perceived the Buddhist establishment as a challenge to imperial authority. There was also a deepening resentment of the enormous wealth of Buddhist monasteries. Buddhism was offensive to some Confucian and Daoist thinkers because Buddhism was clearly of foreign origin and because the practices of Buddhist monks undermined the ideal of the family. Imperial decrees in the s shut down Buddhist monasteries, and the state confiscated Buddhist resources. How did China influence the world beyond East Asia? How was China itself transformed by its encounters with a wider world?

Chapter 2 : Chapter 9 - AP World History Notes

CH 9 Strayer Notes Part Report Unit 3 AN AGE OF ACCELERATING CONNECTIONS Chapter 9 East Asian Connections, Notes, Part II DO NOW Questions: Based on this chapter, how would you respond to the idea that China was a self-contained or isolated civilization?

Chapter Outline The following annotated chapter outline will help you review the major topics covered in this chapter. Review the outline to recall events and their relationships as presented in the chapter. Return to skim any sections that seem unfamiliar. Modern highways are being built across Africa and Asia. The roots of economic globalization lie deep in the past. Why was trade significant? The network of long-distance commerce is a notable feature of the third-wave civilizations. Exchange across Eurasia A. The Growth of the Silk Roads 1. Eurasia is often divided into inner and outer zones with different ecologies a. Goods in Transit 1. Cultures in Transit 1. Buddhism spread much more slowly among Central Asian pastoralists g. Buddhism was transformed during its spread D. Disease in Transit 1. Central Asian steppes were badly affected undermined Mongol power 4. Exchange across the Indian Ocean A. The Mediterranean Sea was an avenue for commerce from the time of the Phoenicians. Venice was a center of commerce by C. Weaving the Web of an Indian Ocean World 1. Indian Ocean trade started in the age of the First Civilizations a. Indus Valley writing may have been stimulated by cuneiform b. Malay sailors reached Madagascar in the first millennium B. Sea Roads as a Catalyst for Change: Southeast Asia and Srivijaya 1. Malay sailors opened an all-sea route between India and China through the Straits of Malacca ca. Malay kingdom of Srivijaya emerged from competition, dominated trade from to C. Sailendras kingdom central Java was also influenced by India a. Islam penetrated later E. East Africa and Swahili Civilization 1. Swahili civilization of East Africa developed from blend of Bantu with commercial life of the Indian Ocean especially Islamic a. African merchant class developed, with towns and kingships 2. Swahili civilization flourished along East African coast between and C. Swahili was written in Arabic script, with Arabic loan words d. Exchange across the Sahara A. Commercial Beginnings in West Africa 1. North Africa manufactured goods b. Sahara had copper and salt deposits, dates c. Gold, Salt, and Slaves: Trade and Empire in West Africa 1. Islam was established in towns V. Commerce and Connection in the Western Hemisphere A. There was no sustained interaction between the Western and Eastern hemispheres before the voyages of Columbus. American trade networks were not as dense as Afro-Eurasian ones. Cahokia was at center of a widespread trading network 4. Chaco canyon culture also interacted with Mesoamerica 5. Amazon and Orinoco river exchange networks 6. Caribbean peoples conducted interisland trade 7. Chincha people traded along Pacific coast of South America D. There was a major trade network in Mesoamerica. Maya traded by sea on both coasts with dugout canoes 3. Aztecs of fifteenth century had professional merchants pochteca E. There was a major state-run trade network in the Andes. Economic Globalization Ancient and Modern A. The interconnections of the modern era have their roots in much earlier patterns. But premodern networks had important differences: The world of third-wave civilizations was more balanced and multicentered than that of the modern era. By continuing to use Pastebin, you agree to our use of cookies as described in the Cookies Policy. Sign Up , it unlocks many cool features!

Chapter 3 : Chapter 8 - calendrierdelascience.com

Strayer notes ch 9 1. StrayerNotes Ch. 9 - China and the World-East Asian Connections China and the World-East Asian Connections 1.

Maintained high level of political, economic, cultural life
b. Leaders saw selves as Roman Emperors
c. Empire lasted for years until Turkish invaders
d. Constantinople " most opulent, important city in Europe
e. Spread civilization to previously uncivilized areas
i. Russia inherits empire from Byzantine
2. West " Catholicism
1. Both influenced by Islam
2. Both civilizations spread northward
3. Polytheism gave way to monotheism
a. Some syncretism " old religious beliefs maintained
4. Northern areas struggled for political definition
5. New trading activities " N. Looked back to Greco-Roman past " borrowed
C. Different, sometimes hostile versions of Christianity
2. Little mutual contact
a. East more advanced politically, culturally, economically
A. Origins of the Empire
1. Greek becomes used language " Latin looked at as inferior
d. High levels of commerce
e. Recruited armies from barbarians
f. Emperor kept separate
1. Rebuilding Constantinople " architecture " Hagia Sophia
b. Codification of Roman Law
i. Westward expansion weakened his empire
1. Persian forces attacked from East
2. New tax pressure
C. New focus after Justinian " defending boundaries
a. Withstood invasions of Arab Muslims in 7th century
1. Greek fire devastated Arab ships
2. Even though victory, but
1. Slavic kingdoms " Bulgaria " pushed on empire
a. Marriages and military success helped unite regions
b. Became most powerful monarch on earth
2. Capital city had awesome buildings, entertainment
D. Byzantine Society and Politics
1. Similar to early China
a. Elaborate court rituals
2. Immobilized rulers, prevented innovativeness
2. Theodora " daughter of emperor, but refused to marry heir, sister did
1. Forced to live in monastery
2. Claimed control in 70
a. Checked power of unruly nobles
b. Limited bureaucratic corruption
c. Severely retaliated against political enemies
3. Trained in Greek classics, philosophy and sciences
2. Recruited from all social classes
b. Officials close to emperor " eunuchs
c. Provincial leaders appointed from center
d. Recruit and offer land
2. Military leaders could gain regional powr
f. Economically " hands on
1. Prices kept artificially low for urban rich
3. Relatively conservative " little innovation
b. Art and architecture
1. The Split Between East and West
1. East economic orientation, link to Asia more than Europe
2. Charlemagne claims to be Roman emperor
c. Rituals in Latin, not Greek
d. Invasion " 11th century " Seljuk Turks
a. Cut off source of tax revenue
b. Cut off food supplying territory
2. Creation of independent Slavic kingdoms
3. During Crusades " Italian merchant cities " Venice " gained trading advantages
4. Anchored vital corner of Mediterranean
b.

Chapter 4 : SparkNotes: Complete Text of Notes from Underground: Part II, Chapter 9

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Ways of the World. Assigned WOW chapter readings due Monday of the assigned week. Sept 19 Unit II: Dec 5 December 15 – January 7: Winter Holiday Unit IV: Feb 6 Unit V: March 13 Unit VI: Selected case studies can open a door into a new world! To help cope with the vast stretch of human history, AP World History is divided into six time periods. The six periodizations for AP World History are: By examining specific themes we may then compare and contrast regions or countries over time and gain a greater understanding of the sweep of world history. The AP World History Themes connect the key concepts throughout the course and serve as a basis and a guide for our study and historical exploration. There are five themes for AP World History. Interaction between humans and the Environment: Demography and disease, Migration, Patterns of settlement, Technology 2. Development and Interaction of Cultures: Religions, Belief systems, philosophies and ideologies, Science and technology, Arts and architecture 3. State-building, Expansion, and Conflict: Political structures and forms of governance, Empires, Nations and nationalism, Revolts and revolutions, Regional, transregional, and global structures and organizations 4. Creation, Expansion, and Interaction of Economic Systems: Agricultural and pastoral production, Trade and commerce, Labor systems, Industrialization, Capitalism and Socialism 5. Development and Transformation of Social Structures: Gender roles and relations, Family and kinship, Racial and ethnic constructions, Social and economic classes Resources: The primary text for the course is: Ways of the World: Supplemental texts for the course include: Sources of Global History. Doeringer, and Melvin E. Discovering the Global Past: A Look at the Evidence. Houghton Mifflin; 3rd ed. You will be quizzed – usually on Mondays - on key terms, concepts and selected focus questions from the weekly reading assignment. We will also critique anonymous student writing samples and study the scoring comments by the AP College Board. We will also hold a mock exam. Students are expected to do all the assigned work and readings and participate actively in all class activities and discussions. Students are expected to read, Strayer, Robert W. A Global History, Boston: Students are expected to attend every class and be ready to begin class at the start of the period. AP World History classes meet:

Chapter 5 : Chapter 14 AP World History Strayer Notes - AP World History - Stuvia

AP World History Strayer Chapter 9 study guide by Ayana_Weissenfluh includes 12 questions covering vocabulary, terms and more. Quizlet flashcards, activities and games help you improve your grades.

After standing over us for a couple of minutes Apollon went away, but that did not make me more at ease. What made it worse was that she, too, was overwhelmed with confusion, more so, in fact, than I should have expected. At the sight of me, of course. She obediently sat down at once and gazed at me open-eyed, evidently expecting something from me at once. This naivete of expectation drove me to fury, but I restrained myself. She ought to have tried not to notice, as though everything had been as usual, while instead of that, she On the contrary, I look with pride on my poverty. I am poor but honourable One can be poor and honourable," I muttered. I had to get out of the room somehow. You may be imagining something I waited before him for three minutes with my arms crossed a la Napoleon. My temples were moist with sweat. I was pale, I felt it. But, thank God, he must have been moved to pity, looking at me. Having threaded his needle he deliberately got up from his seat, deliberately moved back his chair, deliberately took off his spectacles, deliberately counted the money, and finally asking me over his shoulder: As I was going back to Liza, the thought occurred to me on the way: I sat down again. She looked at me uneasily. For some minutes we were silent. He is my torturer He has gone now to fetch some rusks; he It was an hysterical attack. How ashamed I felt in the midst of my sobs; but still I could not restrain them. She gave me water, looking at me in bewilderment. At that moment Apollon brought in the tea. It suddenly seemed to me that this commonplace, prosaic tea was horribly undignified and paltry after all that had happened, and I blushed crimson. Liza looked at Apollon with positive alarm. He went out without a glance at either of us. She was confused, and did not know what to answer. I was angry with myself, but, of course, it was she who would have to pay for it. A horrible spite against her suddenly surged up in my heart; I believe I could have killed her. To revenge myself on her I swore inwardly not to say a word to her all the time. Our silence lasted for five minutes. The tea stood on the table; we did not touch it. I had got to the point of purposely refraining from beginning in order to embarrass her further; it was awkward for her to begin alone. Several times she glanced at me with mournful perplexity. I was obstinately silent. I was, of course, myself the chief sufferer, because I was fully conscious of the disgusting meanness of my spiteful stupidity, and yet at the same time I could not restrain myself. My heart positively ached with pity for her tactless and unnecessary straightforwardness. But something hideous at once stifled all compassion in me; it even provoked me to greater venom. I did not care what happened. Another five minutes passed. But as soon as I saw this first impulse of wounded dignity I positively trembled with spite, and at once burst out. I longed to have it all out at once, at one burst; I did not even trouble how to begin. Answer, answer," I cried, hardly knowing what I was doing. So now you are soft as butter and longing for fine sentiments again. So you may as well know that I was laughing at you then. And I am laughing at you now. Why are you shuddering? Yes, I was laughing at you! I had been insulted just before, at dinner, by the fellows who came that evening before me. I had been humiliated, so I wanted to humiliate; I had been treated like a rag, so I wanted to show my power And so, indeed, she did. She turned white as a handkerchief, tried to say something, and her lips worked painfully; but she sank on a chair as though she had been felled by an axe. And all the time afterwards she listened to me with her lips parted and her eyes wide open, shuddering with awful terror. The cynicism, the cynicism of my words overwhelmed her But perhaps I am worse than you myself. Afterwards, before I got home, I was cursing and swearing at you because of that address, I hated you already because of the lies I had told you. Because I only like playing with words, only dreaming, but, do you know, what I really want is that you should all go to hell. That is what I want. Is the world to go to pot, or am I to go without my tea? I say that the world may go to pot for me so long as I always get my tea. Did you know that, or not? Well, anyway, I know that I am a blackguard, a scoundrel, an egoist, a sluggard. Here I have been shuddering for the last three days at the thought of your coming. And do you know what has worried me particularly for these three days? That I posed as such a hero to you, and now you would see me in a wretched torn dressing-gown, beggarly, loathsome. I told you just now that I was not ashamed of my poverty; so you

may as well know that I am ashamed of it; I am more ashamed of it than of anything, more afraid of it than of being found out if I were a thief, because I am as vain as though I had been skinned and the very air blowing on me hurt. Surely by now you must realise that I shall never forgive you for having found me in this wretched dressing-gown, just as I was flying at Apollon like a spiteful cur. The saviour, the former hero, was flying like a mangy, unkempt sheep-dog at his lackey, and the lackey was jeering at him! And I shall never forgive you for the tears I could not help shedding before you just now, like some silly woman put to shame! And for what I am confessing to you now, I shall never forgive you either! Yes—you must answer for it all because you turned up like this, because I am a blackguard, because I am the nastiest, stupidest, absurdest and most envious of all the worms on earth, who are not a bit better than I am, but, the devil knows why, are never put to confusion; while I shall always be insulted by every louse, that is my doom! And what do I care, what do I care about you, and whether you go to ruin there or not? How I shall hate you now after saying this, for having been here and listening. What more do you want? Why do you still stand confronting me, after all this? Why are you worrying me? I was so accustomed to think and imagine everything from books, and to picture everything in the world to myself just as I had made it up in my dreams beforehand, that I could not all at once take in this strange circumstance. What happened was this: Liza, insulted and crushed by me, understood a great deal more than I imagined. She understood from all this what a woman understands first of all, if she feels genuine love, that is, that I was myself unhappy. The frightened and wounded expression on her face was followed first by a look of sorrowful perplexity. When I began calling myself a scoundrel and a blackguard and my tears flowed the tirade was accompanied throughout by tears her whole face worked convulsively. She was on the point of getting up and stopping me; when I finished she took no notice of my shouting: Besides, she was so crushed, poor girl; she considered herself infinitely beneath me; how could she feel anger or resentment? She suddenly leapt up from her chair with an irresistible impulse and held out her hands, yearning towards me, though still timid and not daring to stir. At this point there was a revulsion in my heart too. Then she suddenly rushed to me, threw her arms round me and burst into tears. I, too, could not restrain myself, and sobbed as I never had before. She came close to me, put her arms round me and stayed motionless in that position. But the trouble was that the hysterics could not go on for ever, and I am writing the loathsome truth lying face downwards on the sofa with my face thrust into my nasty leather pillow, I began by degrees to be aware of a far-away, involuntary but irresistible feeling that it would be awkward now for me to raise my head and look Liza straight in the face. Why was I ashamed? The thought, too, came into my overwrought brain that our parts now were completely changed, that she was now the heroine, while I was just a crushed and humiliated creature as she had been before me that night—four days before. And all this came into my mind during the minutes I was lying on my face on the sofa. I cannot get on without domineering and tyrannising over someone, but I conquered myself, however, and raised my head; I had to do so sooner or later. My eyes gleamed with passion, and I gripped her hands tightly.

Chapter 6 : AP World History - Mr Felstehausen

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Chapter 8 : World History Advanced Placement with Mr. Duez: NOTES

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