

1. Caesar Augustus (Memorize)
 - a. What or who: a Roman statesman and military leader who became the first emperor of the Roman Empire.
 - b. When: ruled 27 BC to 14 AD
 - c. Where: Rome
 - d. Historical Significance: Initiated the Pax Romana, a largely peaceful period of two centuries in which Rome imposed order on a world long convulsed by conflict. Also was the first emperor of the Roman empire. His title princeps, first citizen of Rome, was the title used by all future emperors.
2. Paul (4 letters, 4 bc to 64 ad)
 - a. What or who: formerly Saul of Tarsus, claimed to replace the traitor Judas as the 12th apostle. He preached amongst the Gentiles as well as the Jews, and told the Gentiles they were not required to follow certain parts of Mosaic law. Established over 100 congregations in Greece and Asia Minor
 - b. When: 4 bc to about 64 ad
 - c. Where: Born in Tarsus, traveled all over Greece and Asia Minor
 - d. Historical Significance: The second most important person in the history of Christianity. Caused the expansion of Christianity to non-Jews.
3. Praetorian Guard (1+4 is 5, guard 5 letters)
 - a. What or who: a special force created by Augustus that acted as a spy system in the army, a personal bodyguard, and an emergency police force in Rome. The Guard swore a special oath of loyalty to the princeps or emperor himself.
 - b. When: Established by Augustus around 1st century BC, disbanded 4th century AD
 - c. Where: Rome
 - d. Historical Significance: A sign that Rome was no longer truly a republic because the Guard was loyal to the princeps. Despite this, the Praetorian Guard was often a part of schemes to end different emperor's reigns, including the reign of Caligula. They were loyal more to the office than to the actual person.
4. Constantine (Stan- 4th century)
 - a. What or who: The first Roman emperor to convert to Christianity. He helped unite Christians by working on the Nicene Creed.
 - b. When: ruled 312-337 (4th century)
 - c. Where: Rome, Constantinople
 - d. Historical Significance: He moved the capital from Rome to Constantinople, after which his successors mainly tried and failed to maintain the unity of the Empire. He not only initiated the evolution of the empire into a Christian state but also provided the impulse for a distinctively Christian culture that prepared the way for the growth of Byzantine and Western medieval culture.
5. Nicene Creed (Nice- 4th century)
 - a. What or who: a document written at the Council of Nicaea under the emperor Constantine in order to come to an agreement about the origins of Jesus.
 - b. When: 325 ad

- c. Where: Nicaea in present day turkey
 - d. Historical Significance: This creed solved the problem of how Christians can worship one God and also say this God is three persons (the Father, the Son, and the Holy Spirit). This settled the debate in Christianity and thus united Christians.
6. Caligula (a, ad, 1st century ad)
- a. What or who: one of Rome's most notorious rulers. After a short but troubled reign which saw him alienate both the Roman army and the Roman Senate, ruthlessly dispatch rivals and critics, and infamously propose he make his own horse a consul, the emperor was butchered in January 41 CE by his own bodyguard, the Praetorian Guard.
 - b. When: ruled 37-41 ad
 - c. Where: Rome
 - d. Historical Significance: He was the third Roman emperor and is perhaps the most notorious. He was the first emperor to be killed by the Praetorian Guard, showing that they were loyal to the office more than the person. Helped better roman infrastructure, public transportation.
7. *Gospel of Matthew (7 letters, 70 ad)*
- a. What or who: a book of the New Testament and one of the three synoptic gospels. It tells how the Messiah, Jesus, having been rejected by Israel, is crucified, raised from the dead, and finally sends the disciples to preach the gospel to the whole world.
 - b. When: written sometime between 50 and 70 ad
 - c. Where: Unknown, possibly written in Syria.
 - d. Historical Significance: It used to be considered the first written gospel, but that is a subject of debate. It also contains all elements important to the early Church.
8. Five Good Emperors (Nervous but got a 96 on the test, 180 1 A D)
- a. What or who: the ancient Roman imperial succession of Nerva (reigned 96–98 CE), Trajan (98–117), Hadrian (117–138), Antoninus Pius (138–161), and Marcus Aurelius (161–180), who presided over the most majestic days of the Roman Empire.
 - b. When: 96-180 AD
 - c. Where: Rome
 - d. Historical Significance: This was due to Nerva establishing the tradition of choosing successors based off of merit, not dynastic connection. This caused a succession of capable rulers in the Roman Empire.
9. *Pax Romana*
- a. What or who: Roman peace established by the rule of Caesar Augustus
 - b. When: 27 BC to 180 AD
 - c. Where: Rome
 - d. Historical Significance: This caused 200 years of prosperity for Rome and it's conquests. Allowed for revival of things not including safety.

10. Perpetua (pet, 3 letters, 203, 3rd century)
 - a. What or who: a Christian martyr who died for her belief
 - b. When: 203 ad
 - c. Where: Carthage
 - d. Historical Significance: Her conviction made Christians as a whole seem more moral and brave and therefore made people more likely to side with the Christians/want to convert to Christianity.
11. Muhammad (8 letters, minus 1, 7 century; hammad 6 letters for 6th century)
 - a. What or who: an Arab religious, social and political leader and the founder of Islam. According to Islamic doctrine, he was a prophet, sent to present and confirm the monotheistic teachings preached previously by Adam, Abraham, Moses, Jesus, and other prophets.
 - b. When: 571-632 ad
 - c. Where: Mecca, Saudi Arabia/Asia Minor
 - d. Historical Significance: Caused new religion Islam to develop
12. Charlemagne (10-1 is 9 for 9th century, also 8th century)
 - a. What or who: most celebrated king of the Franks. Declared emperor of the Romans by Pope Leo. He had a close alliance with the church. His patronage allowed monks to create illuminated manuscripts and make them easier to read by adopting the Carolingian miniscule, a system of capital letters a periods we use today.
 - b. When: 768-814 ad
 - c. Where: present-day France and Belgium
 - d. Historical Significance: During the Early Middle Ages, he united the majority of western and central Europe. He helped the Christian Church stay dominant. The Carolingian miniscule is still used today.
13. Manorialism (memorize)
 - a. What or who: a system that organized peasants into communities called manors. The peasants were under the authority of a lord from the warrior aristocracy or the church. It was a communal based system designed to provide subsistence the peasant family while guaranteeing necessary revenue to the lord to maintain an aristocratic lifestyle. Typically half of the farmland belonged to the lord and the other half was farmed by peasants and serfs for their own subsistence. The lord was, in effect, the local government. It discouraged individualism but not innovation
 - b. When: In western europe began 8th century decline began 13th; eastern europe peak in 15th century
 - c. Where: Europe
 - d. Historical Significance: This caused farming methods to improve over the slave economy of the Roman empire. Peasants in northern Europe began using heavier plows than the Greeks and Romans did. The horse began being used to pull plows. Allowed land owners to become powerful both socially and politically.

14. "House of Wisdom" (House of W 8 letters, 8th century, take a bag when you go to library)
 - a. What or who: A library and academy established by Caliph Harun Al-Rashid.
 - b. When: late 8th century
 - c. Where: Baghdad
 - d. Historical Significance: It rivalled the Library of Alexandria. The House became the home of ancient and modern wisdom during the Islamic Golden Age, preserving important works of scholarship from across Europe and the Middle East
15. Visigoths
 - a. What or who: the western branches of the nomadic tribes of Germanic peoples referred to collectively as the Goths. These tribes flourished and spread throughout the late Roman Empire in Late Antiquity, or what is known as the Migration Period. They established kingdoms in Gaul and Spain.
 - b. When: 5th to 8th centuries
 - c. Where: southwestern France and the Iberian peninsula. Gaul and Spain.
 - d. Historical Significance: They raided Roman territories repeatedly. These raids helped bring about the downfall of the Roman Empire.
16. Mecca (memorize)
 - a. What or who: A place in Saudi Arabia that is the birthplace of the Islamic prophet Muhammad and the location of the holy shrine Ka'ba.
 - b. When: according to tradition mecca was established in 2000 bce when the ka'ba was built. It did not become a religious thing for islams until Muhammad some time between 571-632 ad
 - c. Where: Saudi Arabia
 - d. Historical Significance: It is a holy place for Muslims.
17. Charles Martel (Charles M 8 letters, 8th century rule)
 - a. What or who: an official called Mayor of the Palace who controlled the royal domain and the distribution of land. He began the practice of demanding military service from lords who received land and other gifts from the kings domain. He spread the Frankish kingdom and turned away an invading Muslim force at the Battle of Tours in 732.
 - b. When: 688-741 718 rule began
 - c. Where: modern day France and Belgium
 - d. Historical Significance: Due to his position and practice of demanding military service he became the de facto leader of the Franks if not the king in name. He expanded the kingdom of the Franks and prevented the spread of Islam.
18. Genghis Khan (memorize)
 - a. What or who: founder and first Great Khan of the Mongol Empire, which became the largest contiguous empire in history after his death. He came to power by uniting many of the nomadic tribes of Northeast Asia.
 - b. When: 13th century
 - c. Where: Northeast Asia

- d. Historical Significance: The Mongol empire was the largest land empire ever known. Upset political stability and broke up the Muslim kingdoms.
19. Five Pillars (Pillars 7 letters 7th century)
- a. What or who: the five essential acts of Muslim life. 1) faith and loyalty to the Islamic community. 2) wash and pray to Mecca five times a day 3) contribute to supporting the poor 4) fast during the holy festival of Ramadan 5) visit the holy shrine of Ka'ba in Mecca at least once in a lifetime. They make up Muslim life, prayer, concern for the needy, self-purification, and the pilgrimage
 - b. When: sometime between 571-632 ad
 - c. Where: made in Asia Minor
 - d. Historical Significance: Some basic acts in Islam, considered mandatory by believers, and are the foundation of Muslim life.
20. The Qu'ran (count apostrophe 6, without 5, so 650 to 651)
- a. What or who: the Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic.
 - b. When: 650-651
 - c. Where: Asia minor or Mecca
 - d. Historical Significance: It's the Islamic sacred book. It blends the monotheism of Judaism and Christianity with pagan Arab traditions.
21. *Lancelot* (courtly romance) (court romance is 12 letters, 12 century)
- a. What or who: poem by Chrétien de Troyes. The narrative tells about the abduction of Queen Guinevere, and is the first text to feature the love affair between Lancelot and Guinevere.
 - b. When: 12th century
 - c. Where: France
 - d. Historical Significance: This work is an example of courtly romance, which is a medieval European literary conception of love that emphasized nobility and chivalry. This was a tradition of vernacular literature. This is important because similar ideas are expressed in the modern romance genre.
22. Roman Inquisition
- a. What or who: Pope Gregory IX instituted the papal inquisition in 1231 for the apprehension and trial of heretics. Although the Inquisition was created to combat the heretical Cathari and Waldenses, the Inquisition later extended its activity to include witches, diviners, blasphemers, and other sacrilegious persons. Rome renewed its own Inquisition in 1542 when Pope Paul III created the Supreme Sacred Congregation of the Roman and Universal Inquisition to combat Protestant heresy.
 - b. When: 1231, 1542
 - c. Where: Rome
 - d. Historical Significance: This is significant because it led to the deaths of multiple people and forced people to convert to Catholicism. The second Roman Inquisition resulted in the first index of forbidden books.
23. Feudalism (9 letters, 9th century; ends 15th)

- a. What or who: the dominant social system in medieval Europe, in which the nobility held lands from the Crown in exchange for military service, and vassals were in turn tenants of the nobles, while the peasants were obliged to live on their lord's land and give him homage, labor, and a share of the produce, notionally in exchange for military protection. The most powerful lords started to call themselves liege lords and demanded their vassals serve them before all others.
 - b. When: 9th to 15th century ad
 - c. Where: Europe
 - d. Historical Significance: Cash payments began to replace the exchange of goods and services. Vassals serving lords before all others was how monarchs gathered power into their own hands. This system led to corruption in the church as lords and vassals came to believe they would choose priests, deacons, abbots, and even bishops. This was a system of patronage and lords used these positions to their advantage. The Holy Roman Emperor claimed authority in the selection of the pope.
24. Cluniacs (8 letters, add one, 910 ad)
- a. What or who: a new monastic order founded by reformers with a single supreme abbot who answered only to the pope, not lay lords
 - b. When: 910 ad
 - c. Where: Europe
 - d. Historical Significance: They founded monasteries all over Europe and were called upon to intervene in older monastic orders to reassert the original ideas of monastic life.
25. Investiture Controversy (Investiture 11 letters, 11th and 12th)
- a. What or who: a conflict between church and state in medieval Europe over the ability to install high church officials through investiture. 1060 new method of selecting popes boosted independence of papacy- college of officials called cardinals. Pope Gregory VII claimed sole authority to "invest" bishops, an authority long claimed by Holy Roman Emperors and other monarchs. This meant the pope could name the bishops and take that away from temporal rulers. Holy Roman Emperor Henry IV declared pope a false monk and no pope at all. Gregory excommunicated Henry, allowing Henry's German vassals to disavow allegiance to him. Henry begged forgiveness as a penitent, his nobles returned to the fold and he invaded Rome chasing Gregory into exile.
 - b. When: 1076-1122
 - c. Where: Europe
 - d. Historical Significance: In 1122 a later emperor and pope came to an agreement to jointly name bishops.
26. Heloise (Memorize)
- a. What or who: student of Peter Abelard who was an aspiring nun. She and Abelard had a child together. Abelard was castrated by her uncle, and as such he

arranged for Heloise to enter a convent. She refused to regret her feelings for him despite becoming an abbess of a convent.

- b. When: 12th century
 - c. Where: France
 - d. Historical Significance: She held the highest position that a woman could in a church. Her correspondences with Abelard show more “emotion” and desire than any woman of the time period would normally dare to convey.
27. Scholasticism (memorize)
- a. What or who: a movement where scholars strove to use the tools of reason and logic to refine and deepen the Christian faith
 - b. When: 12th century to 18th century
 - c. Where: Europe (universities)
 - d. Historical Significance: This movement was taught in medieval universities. This movement shows the increasing emphasis on using logic and reason to explain things rather than just using previous beliefs/superstitions.
28. *Beowulf* (Heroic epics) (memorize)
- a. What or who: a heroic epic that recounted the exploits and tragic death of an Anglo-Saxon hero.
 - b. When: written 1100 ad, 700-1000 ad is date of story. First print version 1850
 - c. Where: England
 - d. Historical Significance: It helped to “jump start” the English language. It’s an example of a heroic epic, which recounts the deeds of great warriors.
29. Beatriz de Dia (memorize)
- a. What or who: A troubadour lyric author who wrote courtly songs of love.
 - b. When: 12th and 13th century
 - c. Where: France
 - d. Historical Significance: She was the most famous of a small group of *trobairitz*, or female troubadours who wrote courtly songs of love during the twelfth and thirteenth centuries. She is significant because it was rare for women to write, especially about things such as love.
30. Magna Carta (have to read for a class at 12:15)
- a. What or who: a charter of rights agreed to by King John of England at Runnymede, near Windsor.
 - b. When: 1215
 - c. Where: England
 - d. Historical Significance: it established the principle that everyone is subject to the law, even the king, and guarantees the rights of individuals, the right to justice and the right to a fair trial
31. Leonardo da Vinci (15 letters, 15th to 16th century)
- a. What or who: Italian painter, draftsman, sculptor, architect, and engineer. His Last Supper (1495–98) and Mona Lisa (c. 1503–19) are among the most widely popular and influential paintings of the Renaissance. His notebooks reveal a spirit

of scientific inquiry and a mechanical inventiveness that were centuries ahead of their time.

- b. When: 1452-1519 (15th and 16th century)
 - c. Where: Born in Italy, died in France
 - d. Historical Significance: He emphasized the Renaissance Humanist ideal. He is one of the most famous artists ever.
32. Renaissance Humanism (Memorize)
- a. What or who: a revival in the study of classical antiquity. Humanists emphasized the study of history, the rediscovery of classics, the dignity of man, and education.
 - b. When: 14th to 16th centuries
 - c. Where: Italy and Western Europe
 - d. Historical Significance: It was humanists who developed the concept of a liberal arts education and of the humanities as a field of subjects. The emphasis on education has had an impact in modern times, as well.
33. Pico della Mirandola (Pico della Mirand 15 letters)
- a. What or who: sought to reconcile Plato with the Christian faith. Italian scholar and Platonist philosopher whose “Oration on the Dignity of Man”, a characteristic Renaissance work composed in 1486, reflected his syncretistic method of taking the best elements from other philosophies and combining them in his own work.
 - b. When: 1463-1494 (15th century)
 - c. Where: Italy
 - d. Historical Significance: His Oration on the Dignity of Man is better known than any other philosophical text of the fifteenth century. Writings became the most important philosophical testaments of Renaissance humanism.
34. Medici (The Medici family is 15 letters, to 18 century, The is 3 letters, 15+3=18)
- a. What or who: The House of Medici was an Italian banking family and political dynasty that first began to gather prominence under Cosimo de' Medici in the Republic of Florence during the first half of the 15th century
 - b. When: 1434 to 1737 (15th to 18th century)
 - c. Where: Italy
 - d. Historical Significance: The Medici family ruled the city of Florence throughout the Renaissance. They had a major influence on the growth of the Italian Renaissance through their patronage of the arts and humanism.
35. Michelangelo (The Michelangelo is 15 letters, to 16)
- a. What or who: an Italian sculptor, painter, architect and poet of the High Renaissance. One of his most famous works was his painting on the ceiling of the Sistine Chapel
 - b. When: 1475-1564 (15th to 16th century)
 - c. Where: Italy
 - d. Historical Significance: Exerted an unparalleled influence on the development of Western art. He impacted Europe by setting new standards for sculpting, painting, and poetry, He was one of the most effective people in art and

sculpting. He also influenced the Christian faith and its concept of what God looked like through his art.

36. Joan of Arc (JoanA is 5 letters, 15th century)
 - a. What or who: A national heroine of France, at age 18 she led the French army to victory over the English at Orléans. Captured a year later, Joan was burned at the stake as a heretic by the English and their French collaborators
 - b. When: 1412-1431 (15th century)
 - c. Where: France
 - d. Historical Significance: Is responsible for getting Charles VII on the French throne. Christian saint.
37. Christine de Pisan (subtract 1 and 2 for 14th and 15th century)
 - a. What or who: a poet and author at the court of King Charles VI of France. She is best remembered for defending women in *The Book of the City of Ladies* and *The Treasure of the City of Ladies*.
 - b. When: 1364-1430 (14th to 15th century)
 - c. Where: born Italy, died in France
 - d. Historical Significance: feminist writing.
38. Black Death (The Black Death 13 letters, add 1 for 14th century).
 - a. What or who: a plague carried to Europe in merchant ships by flea inhabited black rats
 - b. When: 1347. Last outbreak 1721 in Marseilles.
 - c. Where: Europe
 - d. Historical Significance: Overall Europe lost anywhere from a third to a half of its population. Brought an end to serfdom
39. Petrarch (arch 4 letters, 14th century)
 - a. What or who: writer and poet. one of the earliest humanists. Petrarch's rediscovery of Cicero's letters.
 - b. When: 1304-1374 (14th century)
 - c. Where: Italy
 - d. Historical Significance: often credited with initiating the 14th-century Italian Renaissance and the founding of Renaissance humanism
40. King Charles VII (King C is 5 letters, 15th century)
 - a. What or who: In the midst of the Hundred Years' War, Charles VII inherited the throne of France under desperate circumstances.
 - b. When: 1403-1461 (15th century)
 - c. Where: France
 - d. Historical Significance: His reign witnessed the expulsion of the English from France and the reestablishment of a strong French monarchy after the disasters of the Hundred Years War, 1337-1453.
41. Bronze Age (Memorize)
 - a. What or who: time when human race moved away from using stone tools, etc. and began making and using bronze
 - b. When: 4000-1500 BCE

- c. Where: Sumer
 - d. Historical Significance: caused major changes in all ancient civilizations. Bronze stronger than copper and tin.
42. Cuneiform (9 letter, $9/3=3$, 3200 BCE)
- a. What or who: one of the earliest systems of writing, was invented by the Sumerians. It is distinguished by its wedge-shaped marks on clay tablets, made by means of a blunt reed for a stylus.
 - b. When: 3200 BCE
 - c. Where: Sumer
 - d. Historical Significance: Writing allowed for communications that could be carried over distances, which aided in the development of civilizations. This eventually evolved into the writing we use today, as well as many other important things. If we didn't have writing, we wouldn't have books.
43. Code of Hammurabi (Code of H= 7 letters, 17th century)
- a. What or who: a well-preserved Babylonian code of law of ancient Mesopotamia
 - b. When: 1754 BCE
 - c. Where: Babylon, Mesopotamia
 - d. Historical Significance: first written law code. It is one of the oldest deciphered writings of significant length in the world.
44. Battle of Salamis (Sala 4 letters, 4 times 2 is 8, 480 bc)
- a. What or who: a naval battle fought between an alliance of Greek city-states under Themistocles and the Persian Empire under King Xerxes which resulted in a decisive victory for the outnumbered Greeks.
 - b. When: September 480 BC
 - c. Where: Salamis Island, Greece
 - d. Historical Significance: Persia fails to conquer the Peloponnese.
45. *Odyssey* (memorize)
- a. What or who: ancient Greek epic poem recorded by "Homer" (likely many people but attributed to him). This was the "sequel" of sorts to the *Illiad*, which was about the Trojan war. The *Odyssey* was about Odysseus's long journey back to Ithaca.
 - b. When: Written 8th century BCE, events occurred around 13th century BCE
 - c. Where: Written near coast of Ionia, events detailed journey from Troy to Ithaca
 - d. Historical Significance: Considered one of the foundational works of all western literature.
46. Epic of Gilgamesh (Gilgamesh= 9-1 move 1 in front 1800 BCE, $9 \times 2=18$)
- a. What or who: tells of the Sumerian Gilgamesh, the hero king of Uruk, and his adventures. Original version is not around; we have Akkadian version. Other than changing the names, the Akkadians did not seem to change the story. There was a flood myth in the epic, which showed the flood being caused by the gods for seemingly no reason.
 - b. When: original: 1800 BCE. Akkadian: 1300- 1000 BCE.
 - c. Where: Mesopotamia

- d. Historical Significance: First example of the epic poem genre. Loosely based on the historical record of actual king who ruled in Uruk in 2700 BCE. The flood myth in the epic of Gilgamesh shows that the people believed that everything that happened to them was the result of the gods' pleasure or displeasure, so they had to try to please them. This reveals what the culture was like.
47. Pandora (7 letters=750; opened jar so other letter or number escaped so why it goes to 650)
- a. What or who: mythical woman who opened a box or jar that released evils into the world. Myth was written by Hesiod
 - b. When: Around 750-650 BCE
 - c. Where: Greece
 - d. Historical Significance: shows how men believed women were the cause of evil
48. Socrates (5 letters, 5th century)
- a. Who – classical Greek philosopher who can be credited with founding many ideals of Western philosophy
 - b. When – 469-399 BCE
 - c. Where – Athens, Greece
 - d. Significance – He sought to go beyond myth and legend to find logic and reasoning for things that happened around him – formed the Socratic Method
49. Torah (5 letters, 5th century according to scholars)
- a. What or who: the law of God as revealed to Moses and recorded in the first five books of the Hebrew scriptures; greatest Hebrew achievement
 - b. When: Tradition claims Moses wrote it around 13th century BCE but most scholars say it was completed in the 5th century BCE
 - c. Where: Israel; Mount Sinai and the Tabernacle is where it is said that Moses received the teachings found in the Torah
 - d. Historical Significance: after the Babylonians took the Hebrews into slavery, their (Hebrews) rituals and traditions remained even after they were dispersed and remain to this day because they were recorded in the scripture. Hebrew scriptures were a template and an inspiration for both Christianity and Islam.
50. *Antigone* (Anti=4, gone=4, add 1) (a for absolute ruler)
- a. What or who: a tragedy by Sophocles written in or before 441 BC. Of the three Theban plays *Antigone* is the third in order of the events depicted in the plays, but it is the first that was written. In the play *Antigone* goes against the law of the King Creon to bury her brother, and ends up killing herself before she is killed for it.
 - b. When: 441 BCE
 - c. Where: premiered in Athens
 - d. Historical Significance: it is one of the most famous Greek tragic plays and is still being performed today. Additionally, *Antigone* was written in a time of national fervor. It exposes the danger of the absolute ruler or the tyrant.
51. Laocoon (sculpture) (Memorize)

- a. What or who: a sculpture of the son of Acotes and a figure in Greek and Roman mythology and the Epic Cycle. He was a Trojan priest who was attacked, with his two sons, by giant serpents sent by the gods. Offended Poseidon by marrying and sleeping with bride in his temple.
 - b. When: 25 BC
 - c. Where: Original in Greece, possibility it was a copy made in Rome, now on display in the Vatican; – carved on the Island of Rhodes and is housed in Rome
 - d. Historical Significance: It shows how the Greeks mastered the art of making free-standing sculptures. Additionally, it shows how the Greeks depicted the body with a greater naturalism than earlier cultures. Iconic example of Hellenistic sculpture's emphasis on movement and gesture. Shows emphasis of movement
52. Parthenon (Parth- 5th century)
- a. i. What – chief temple of ancient Athens which was dedicated to the city's patron goddess Athena. It was built at the height of Athens' power and it doubled as an Athenian treasury
 - b. ii. When – bult 447 - 432 BC
 - c. iii. Where – Acropolis in Athens, Greece
 - d. iv. Significance – was an expression and embodiment of Athenian wealth, and it was a symbol of Athenian political and cultural preeminence in Greece. It was larger than any other temple at the time
53. Osiris (around 3100 to 30 BCE lasted 31 minutes until she [cleopatra] died)
- a. What or who: Egyptian god of the dead, husband of Isis. Isis raised him from the Dead so they could have one last kid (Horus) but he died again after
 - b. When: His worship lasted from around the Early Dynastic Period to the Ptolemaic Dynasty (3150-30 BCE)
 - c. Where: Egypt
 - d. Historical Significance: After Isis, he was the most popular and enduring of all of the Egyptian gods. This shows that the Egyptians valued the afterlife and viewed what happened after one's death as important.
54. Akhnaten (nate 4 letters, 14th century)
- a. What or who: a pharaoh of 18th Dynasty of the New Kingdom of Egypt.
 - b. When: ruled 1353-1336 BCE. Born 1380. 14th century bc
 - c. Where: Egypt
 - d. Historical Significance: He is famous for changing the traditional religion of Egypt from the worship of many gods to the worship of a single god named Aten (the sun god). Instituted the first known monotheistic state religion in the world and, according to some, monotheism itself.
55. Battle of Gaugamela (Gaug 4th century, me I feel like I'm 30 sometimes other times I feel 1)
- a. What or who: Battle of Alexander the Great that was the final battle in Persia, Darius III fled and was assassinated by his advisors.
 - b. When: 331 BCE
 - c. Where: Gaugamela

- d. Historical Significance: Resulted in Alexander the Great conquering Persia, part of Alexander ruling the known world in the biggest empire of the ancient world.
56. Darius I (memorize) (6th century to 5th century bc; 6 letters)
- a. Who – Darius I, commonly known as Darius the Great, was the fourth Persian King of Kings of the Achaemenid Empire
 - b. When – 522 – 486 BCE
 - c. Where – Persia; tomb of Darius the Great is one of the four tombs of Achaemenid kings at the historical site of Naqsh-e Rostam
 - d. Significance – was noted for his administrative genius and for his great building projects
57. Punic Wars (Pun/ic= 3rd and 2nd centuries)
- a. What – three wars where the Romans defeated the Carthaginians, took over the empire and burned the city itself in the end.
 - b. When – 264 – 146 BCE
 - c. Where – between Carthage and Rome
 - d. Significance – in the end, the Roman Empire was greatly expanded which made it easier to trade because everything was surrounded by water and it was easy to travel to other cities.
58. Roman Revolution
- a. What – the republic did not last, a government that was designated for a city state could not adapt to the administration of the vast territories.
 - b. When – 133 – 27 BCE
 - c. Where – Roman Republic
 - d. Significance – The revolution was largely the product of Rome's many wars, particularly the Punic Wars. But there was another cause as well, the selfishness and short-sightedness of the ruling class of Rome that was not taking care of what needed to be done – starting the roman empire
59. Latifundia
- a. What or who: large scale profit making landed estates made possible by influx of slaves because of captives from conquered territories.
 - b. When: 133-27 BCE
 - c. Where: Roman Republic
 - d. Historical Significance: Latifundas made it impossible to compete because small farmers did not have slave labor. They also often had gone to war for as long as seven years at a time and returned to find their farms ruined. When they returned, they were poor, went into debt, and lost citizenship. Then then went to the city to look for work and get bread rations. This struggle was a cause of the Roman Revolution.
60. Gallic Wars (account) (6-1= 59 to 50)
- a. What or who: Julius Caesar wrote about his experiences during the Gallic Wars in third person POV. He would not only compliment himself but other soldiers.
 - b. When: 59-50 BCE
 - c. Where: Gaul

- d. Historical Significance: This served as propaganda in favor of himself. Complimenting the soldiers instead of just himself made him seem more likeable, especially to the soldiers' families.