

Unit One: River Valleys to the Classical World

GPS: SSWH1 The student will analyze the origins, structures, and interactions of complex societies in the ancient Eastern Mediterranean from 3500 BCE to 500 BCE.

- Describe the development of Mesopotamian societies; include the religious, cultural, economic, and political facets of society, with attention to Hammurabi's law code.
- Describe the relationship of religion and political authority in Ancient Egypt.
- Explain the development of monotheism; include the concepts developed by the ancient Hebrews, and Zoroastrianism.
- Describe early trading networks in the Eastern Mediterranean; include the impact Phoenicians had on the Mediterranean World.
- Explain the development and importance of writing; include cuneiform, hieroglyphics, and the Phoenician alphabet.

SSWH2 The student will identify the major achievements of Chinese and Indian societies from 1100 BCE to 500 CE.

- Describe the development of Indian civilization; include the rise and fall of the Maurya Empire, the "Golden Age" under Gupta, and the emperor Ashoka.
- Explain the development and impact of Hinduism and Buddhism on India and subsequent diffusion of Buddhism.

c. Describe the development of Chinese civilization under the Zhou and Qin.

d. Explain the impact of Confucianism on Chinese culture; include the examination system, the Mandate of Heaven, the status of peasants, the status of merchants, and the patriarchal family, and explain diffusion to Southeast Asia, Japan, and Korea.

e. Explain how the geography of the Indian Subcontinent contributed to the movement of people and ideas.

SSWH3 The student will examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE to 400 CE.

a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.

b. Identify the ideas and impact of important individuals; include Socrates, Plato, and Aristotle and describe the diffusion of Greek culture by Aristotle's pupil Alexander the Great and the impact of Julius and Augustus Caesar.

c. Analyze the contributions of Hellenistic and Roman culture; include law, gender, and science.

d. Describe polytheism in the Greek and Roman world and the origins and diffusion of Christianity in the Roman world.

e. Analyze the factors that led to the collapse of the Western Roman Empire.

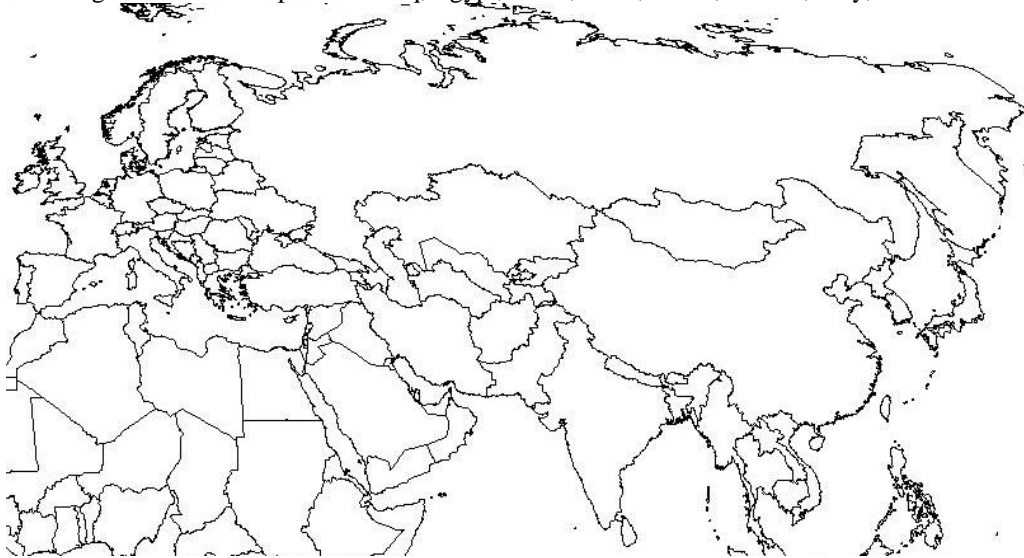
Word Wall:

1. river valley civilization		
2. cuneiform		
3. hieroglyphics		
4. alphabet		
5. peasant		
6. patriarchy		
7. subcontinent		
8. polis		
9. democracy		
10. republic		
11. diffusion		
12. Hellenistic		
13. monotheism		
14. polytheism		
15. primary source		
16. secondary source		

People to Know:

1. Abraham
2. Hammurabi
3. Ashoka
4. Socrates
5. Plato
6. Aristotle
7. Alexander the Great
8. Julius Caesar
9. Jesus of Nazareth

Locate and label the following areas on the map below: Iraq, Egypt, Israel, India, China, Greece, Italy, & the Middle East

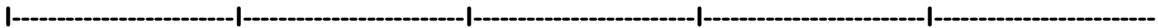


Telling Time :

1. Time Periods: When did it occur? Was it B.C. or A.D.? What about B.C.E. and C.E.?

In the space provided below, create a horizontal timeline and place the following six events in the correct chronological order.

- 2500 B.C. earliest writing in the Indus Valley (India)
- 1000 B.C. invention of Phoenician alphabet
- A.D. 1821 Cherokee alphabet invented by Sequoya
- A.D. 1867 invention of the typewriter
- 1200 B.C. first writing in China
- 3100 B.C. earliest Egyptian writing



The abbreviations B.C. which stands for _____ and B.C.E. which stands for _____ both refer to the time period before the _____ of Christ. Regardless of which is used, the abbreviation is always written _____ the year.

The abbreviation A.D. stands for _____ and means _____ in Latin refers to the time period after the _____ of Christ. The abbreviation C.E. which means _____ is also used to refer to this time period. While A.D. and C.E. refer to the same time period, they are written differently.

For example

The Summer Olympic Games were held in Atlanta in A.D. 1996. OR The Summer Olympic Games were held in Atlanta in 1996 C.E.

Notice that A.D. is written before the year while C.E. is written after the year.

*If you are reading your World History textbook and you don't see any abbreviation before or after the date, it is safe to assume that it is the _____ time period.

Lesson 1:

Essential Question: Where did the first human civilizations rise to power and what were their defining characteristics?

Civilizations of Mesopotamia

Lesson Homework: Read pgs. 26-34

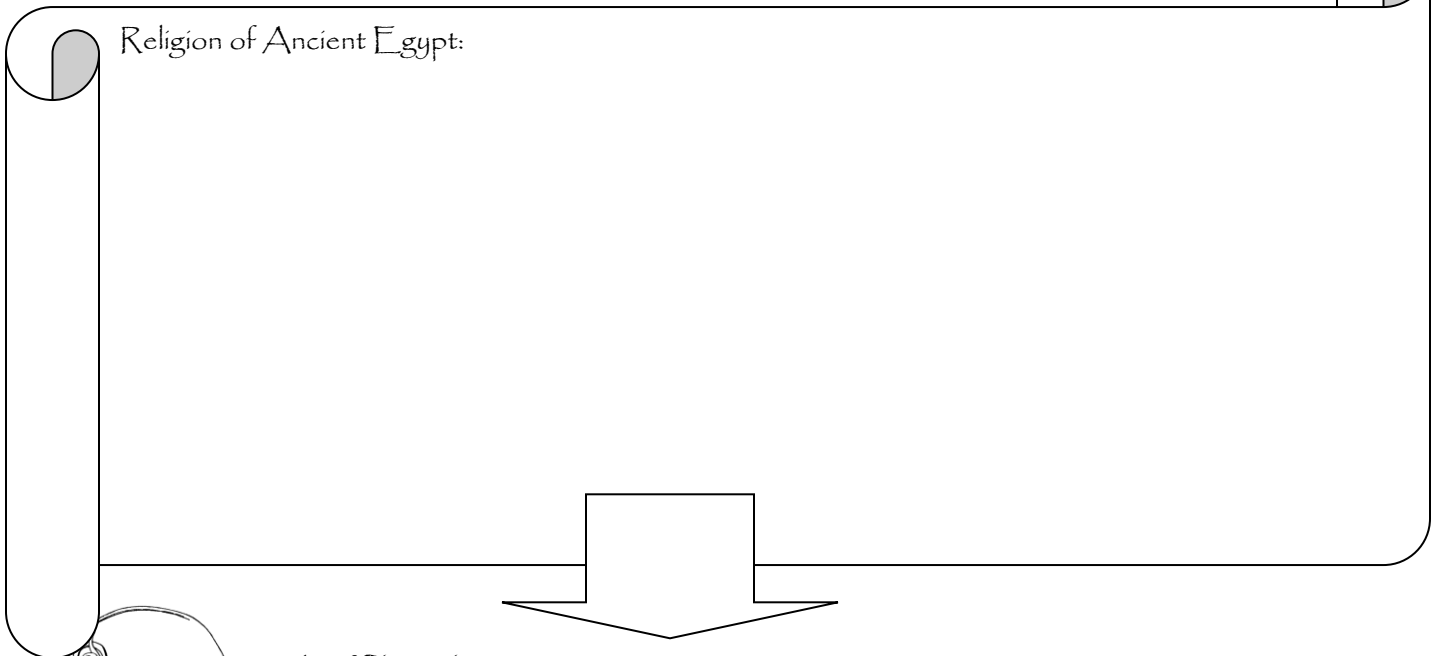
Geography:	Government:	Laws:	Religion:	Society/Culture:
What we can learn from documents...				

Politics and Religion in Egypt

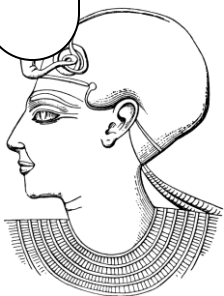
Origins of Egypt:

Lesson Homework: Read pgs. 35-43

Religion of Ancient Egypt:



Role of Pharaoh:



Essential Questions Answered: _____

Lesson 3 :

Essential Question: What role did the Phoenicians play in the development of trade in the ancient world?

Lesson Homework: Read pgs. 72-76

The Phoenicians

Economy, complete 8d below:

Technology:

Goods	Places
Silver	
	Chalcis
Ivory	
	Sicily
Salt	

Add cities and your trade route below



Essential Questions Answered: _____

Lesson 4 Essay Due on Day 10:

Essential Question: What aspects of Indian Civilization made it unique?

Directions: Complete the reading guide on the following page as you read the passage below.

Maurya Empire in India

The semi-nomadic ARYAN (AIR ee uhn) people from eastern Europe began invading the areas which are now Pakistan and India around 1500 BC. The Aryan people lived in separate tribes, which were often at war with one another. Around 540 BC the Magadha tribe became the most powerful and began to rule over its neighbors and extract taxes from them, forming the beginnings of an empire.

In 321 BC, Chandragupta Maurya became the king, establishing the MAURYA (MOW ree uh) dynasty. Chandragupta's son and grandson continued to expand the Maurya Empire, which eventually included most of the subcontinent of India. His grandson, Asoka, is the most fondly remembered Mauryan king.

Asoka went to war with neighboring Kalinga and won a successful but bloody battle. Afterwards, he was remorseful over the destruction he had caused and converted to the nonviolent doctrine of Buddhism, a religion which had emerged in India about 200 years earlier. The whole empire benefited from the effects of his conversion, as it resulted in gentler laws and a more peaceful way of life. His style of ruling did not continue after his death, however, and the empire began to disintegrate. In 184 BC the last Maurya king was murdered by his commander-in-chief.

The early Maurya government was highly structured and authoritarian, with the state controlling trade and collecting high taxes. Slaves (people captured in battle) worked for the government, supervised by royal inspectors who made sure everyone did as they were told.

Asoka introduced a legal system based on simple and practical moral principles. He ran his administration efficiently, and allowed more freedom to merchants and tradespeople. He forbade harsh treatment to both people and animals, and built hospitals for both. He did not try to expand his territory by invasion and war, but by offering a society which would encourage others to want to join.

The rivers provided a natural highway for trade and transportation. The horse and chariot were also used for transportation, and in war. Goods crafted in the Maurya Empire were traded with people in Mesopotamia, Persia, and Greece.

The Vedas, lengthy and intricate hymns telling the story of the Aryan people, were composed around 1500 BC. They were not written down until centuries later, but were memorized word for word and passed down through generations.

The Aryan people did use writing for other matters as well, and many people were highly educated. The language of the upper classes was Sanskrit, an Indo-European language. The dialect that the common people used was called Prakrit. One famous document, the Arthashastra, is a manual on how to run an empire, and is said to have been written by Chandragupta's assistant, Kautilya.

Asoka decreed that a series of edicts be carved on huge sandstone pillars, 40-50 feet tall. These described his newly found religious ideas and how the people were to be treated. A Buddhist theme is also present in sculptures and bas-reliefs (flat sculptures) of the time, although Buddha himself is not represented directly but only by symbols or scenes from his life.

Artisans made jewelry of all sorts including earrings, necklaces, gold girdles, bangles, armlets, and anklets. The Aryan people enjoyed music and crafted many instruments: flutes, lutes, harps, cymbals, and drums.

Early Aryan cities were built using wood, with a surrounding wall, drawbridges, towers, and well-planned streets. The wall around the capital city, Pataliputra, had 570 watchtowers and 64 gates in it.

Houses were usually two or three stories tall. The palace was especially grand, surrounded by a park with gardens and fountains. During Asoka's time, stone began to replace wood as a construction material.

One of the gods that the early Aryans worshipped was Indra, a god of war and sky. Religious leaders were called Brahmins. They ranked highest in the society, and helped to enforce the laws of the state. Under the Brahmins in social standing were the rajas (ruling princes) and warriors, and beneath them the merchants and peasants, with the servants being the lowest class.

When Asoka converted to Buddhism and installed it as the state religion, he did not force his people to join his practice but allowed varying beliefs to peacefully coexist. He did build Buddhist monasteries and shrines, and sent out missionaries to places as far away as Greece, Egypt and Ceylon.

The state built extensive irrigation projects which helped Maurya farmers to be very productive. Wheat, rice, barley, meat, wines, and milk were common foods.

The early Aryans raised cattle and sometimes used them as a form of currency. Beef was eaten only on special occasions. During Asoka's reign, vegetarianism was encouraged and less meat was eaten. The horse and later the elephant were tamed by these people.

Both men and women usually wore a length of cloth, draped around the body and over the shoulder and fastened with a belt and pins. In cold seasons, a cloak was added. Men and women wore fancy jewelry and facial cosmetics. Women often had jeweled ornaments on their foreheads and sometimes wore headdresses, veils or tiaras. Men often wore turbans.

B-P-R-R

Title of Text:		
Brainstorm: Fill this box with as many words or phrases that you associate with the words in the title		
Sub-headings in text:	Pictures or graphics in text:	Bold, underlined, or Italic words:
Predict: use the information above to predict four questions this text will answer.	Read: As you read answer your questions below. If you find that you are unable to answer a question, cross it out.	
Revisit: Replace the questions you crossed out above with new questions that can be answer by the text below. These questions should focus on the principal purpose of the text or main ideas.	Reread: Skim the text again and answer your new questions below.	

Gupta India

Directions: Complete the reading guide on the following page as you read the passage below.

The GUPTA (GUP tah) empire in India emerged after a period of about 500 years without unified rule. Chandra Gupta I, a member of a wealthy family, founded a new dynasty in the Ganges Valley in 320 AD. His grandson, Chandra Gupta II, expanded the empire to include all of the northern portion of the Indian subcontinent.

The Gupta Dynasty reigned in peace for about 160 years, a time now known as the Golden Age of India. Learning was valued, with mathematics, philosophy, religion, medicine, astronomy, and other sciences being taught by the religious leaders. Gupta scientists advanced the theory that the world was round many centuries before this idea was voiced in Europe. They also made accurate calculations of the length of the year. Mathematicians devised the number system used today, with nine digits and zero, and developed algebra and trigonometry concepts.

Near the end of the fifth century AD, a people called the Huns came down from central Asia, invading India and destroying most of the Gupta cities.

The Gupta rulers are called emperors, but they exercised only loose control over the people, exacting taxes from them but letting them manage their cities, villages and farms themselves. The government regulated trade and provided water and police service. Private business was encouraged and taxes were relatively low. Punishments for criminals were considered to be light. There was no death penalty; the harshest punishment was to have a hand, nose, or ear cut off.

Elephants, ox-drawn carts, and ships all provided transport for items of trade going to Rome, the Mediterranean, Africa, China, Southeast Asia and Indonesia. Many luxury items were exported, such as gems, pearls, perfumes, pepper, ginger, cinnamon, fine cotton, and teak and ebony timber. Trade guilds developed as craftspeople and merchants grouped together. The cities were places of busy commerce. Gold from Rome, silk from China, and horses from Saudi Arabia were valued imports.

Elephants were also used for military purposes. Military squads made up of one elephant, one chariot, three armored cavalrymen, and five foot soldiers patrolled the countryside, ready for battle if needed.

The language of the kings and upper classes was called Sanskrit, an Indo-European language. The lower classes spoke a dialect of Sanskrit called Prakrit.

Many great works of poetry and drama were produced during the Gupta Dynasty. Poetry competitions were held. The university at Nalanda had a large library. Kalidasa, a writer later known as the "Indian Shakespeare," wrote many plays and poems. The great epic poems of India, the Ramayana and the Mahabharata, were revised and preserved. These works can be read today in English.

The figure of Buddha was portrayed in painting and sculpture, often on a grand scale. Wall paintings, which graced every building in Gupta cities, showed scenes in the life of Buddha. Hindu gods were also a popular theme in sculptures and bas-reliefs (flat sculptures).

The skill of the Gupta ironworkers was beyond that of any other civilization until the 19th century. They made useful tools and weapons. A sample of their work still stands in the 23-foot Iron Pillar of Delhi, erected to honor Chandra Gupta II. The pillar is a single piece of solid iron, of such purity that it has not rusted despite more than 1500 years of weather. The casting of such a large, heavy pillar required great engineering skill.

Other metals were used to make jewelry. Beautiful textiles, especially those made from silk, were exported. The music and dance associated today with the classical Indian arts developed during the time of the Gupta empire.

Gupta towns were constructed with wide, high walls and inner gates. Streets were winding, sometimes paved with cobblestones. Public buildings were usually made of stone or brick, and were richly decorated with gold leaf and silk draperies. The temples, which were small with flat roofs, had ornate pillars decorated with animals and mythological scenes. Some temples were cut into cliff walls; others were freestanding. Houses were commonly made of wood, coated with limestone or plaster and covered with tiles. A typical house had two or three stories, gardens, verandas and balconies.

At the beginning of the Gupta Dynasty, Buddhism was the state religion, although many people still practiced the traditional religion of Hinduism. During the Gupta reign, Hinduism absorbed some of the characteristics of Buddhism and was revived as the religion of state. Both Buddhism and Hinduism thrived under the Guptas. Particularly emphasized was the Hindu trinity of gods: Brahma (creator), Vishnu (preserver) and Shiva (destroyer).

Wheat, barley and rice were the staple crops of the people of the Gupta Empire. They also grew sugar cane, gourds, sesame, peas, beans, lentils, spices and fruits. Cotton was grown and used for making textiles.

Cattle were used for plowing, transportation, and food, although many devout Hindus and Buddhists did not eat meat. Other domesticated animals included buffalo, goats, sheep, pigs, horses, fowl, and oxen.

A long piece of cloth served as a garment for both men and women. It was placed around the body and over the shoulder, then held in place by a waist belt and pins. For warmth, a cloak was thrown over the shoulders. Men often wore turbans on their heads; women wore veils or fancy headdresses. Jewelry was worn by both men and women. A jeweled ornament on the forehead was common for women.

REAP

R	E
<p>Text Pattern:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare / Contrast <input type="checkbox"/> Chronology <input type="checkbox"/> Listing <input type="checkbox"/> Cause / Effect <input type="checkbox"/> Problem / Solution <input type="checkbox"/> Other: _____ 	
A	P

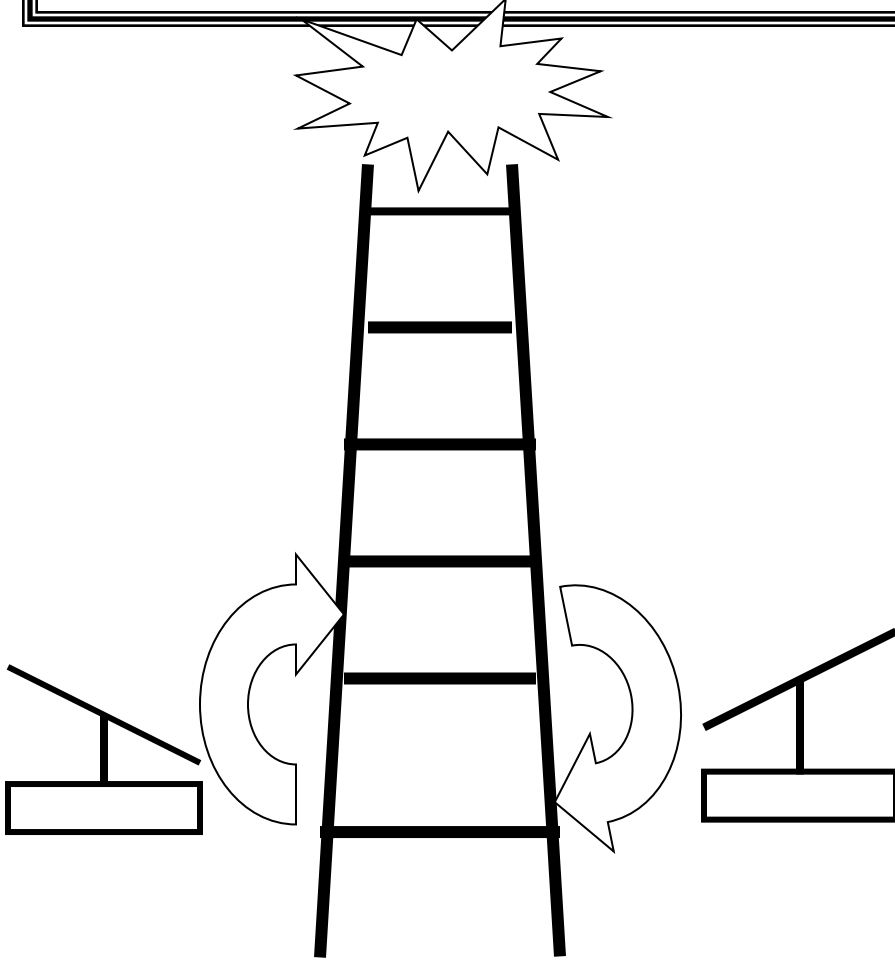
- 1.) R — **Read** the text on your own. Jot down the title in the R space. Identify the pattern of writing by checking the correct box.
- 2.) E — **Encode** the text by summarizing the main ideas & text pattern using your own words. Do this in a single sentence.
- 3.) A— **Annotate** the text by writing down several statements that explain the article’s main ideas; include significant facts and/ or quotes.
- 4.) P — **Ponder** what you read. Why did your teacher assign this text? Which part of the text was most interesting to you and why? What else would you like to learn about this topic? What was the author hoping to accomplish with this text?

Lesson Homework/Classwork: What aspects of Indian Civilization made it unique? After reading the passages above, write an essay that addresses the question and supports your position with evidence from the texts. Give examples from both India and the western civilizations discussed earlier in the unit to support your position. **DUE 8/24/2012**

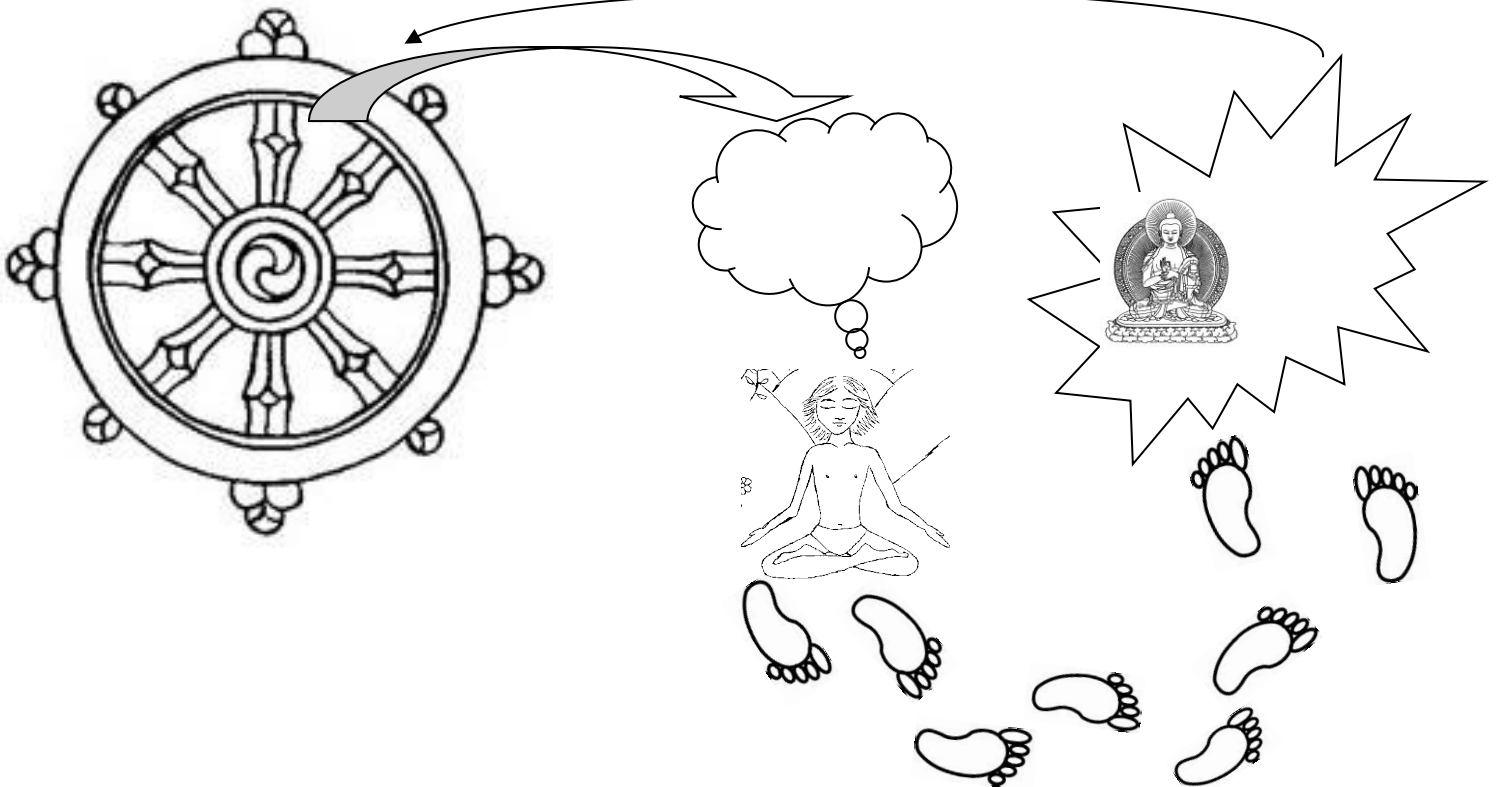
Lesson 5

Essential Question: What are the basic beliefs of Hinduism and Buddhism and how do they relate to each other?

Lesson Homework: Read pgs. 66-71, 193-199



4. Use this diagram to take notes on Buddhism.



Essential Questions Answered: _____

Lesson 6

Essential Question: How did the Zhou and Qin Dynasties shape Chinese history?

Lesson Homework: Read pgs. 104-109, 50-55, 104-105

Essential Questions Answered: _____

Lesson 7 (Essay Due Day 15)

Essential Question: How do you write a DBQ? AND How did Confucianism shape the Chinese family and government?

Directions: The following question is based on the accompanying documents

Questions like this are designed to test your ability to work with and understand historical documents. Write an essay that:

- Has a relevant thesis and supports that thesis with evidence from the documents
- Explicitly uses and demonstrates an understanding of all of the documents
- Analyzes the documents by grouping them in as many appropriate ways as possible

Questions: What impact did the philosophy of Confucius have on family life and government in ancient China?

Document 1

Source: *Lun Yu* or *Analects of Confucius*, assembled by Chu His in 1130–1200 CE.
<http://www.human.toyogakuen-u.ac.jp/~acmuller/contao/analects.htm>

1:6 Confucius said: “A young man should serve his parents at home and be respectful to elders outside his home. He should be earnest and truthful, loving all, but become intimate with humaneness. After doing this, if he has energy to spare, he can study literature and the arts.”

Document 2

Source: Meng Tzu (Mencius), circa 500 BCE
<http://www.sacred-texts.com/cfu/menc/menc01.htm>

1. Mencius went to see king Hûi of Liang.
2. The king said, “Venerable sir, since you have not counted it far to come here, a distance of a thousand li, may I presume that you are provided with counsels to profit my kingdom?”
3. Mencius replied, “Why must your Majesty use that word “profit?” What I am provided with, are counsels to benevolence and righteousness, and these are my only topics.
4. “If your Majesty say, “What is to be done to profit my kingdom?” the great officers will say, “What is to be done to profit our families?” and the inferior officers and the common people will say, “What is to be done to profit our persons?” Superiors and inferiors will try to snatch this profit the one from the other, and the kingdom will be endangered. In the kingdom of ten thousand chariots, the murderer of his sovereign shall be the chief of a family of a thousand chariots. In the kingdom of a thousand chariots, the murderer of his prince shall be the chief of a family of a hundred chariots. To have a thousand in ten thousand, and a hundred in a thousand, cannot be said not to be a large allotment, but if righteousness be put last, and profit be put first, they will not be satisfied without snatching all.
5. “There never has been a benevolent man who neglected his parents. There never has been a righteous man who made his sovereign an after consideration.
6. “Let your Majesty also say, “Benevolence and righteousness, and let these be your only themes.” Why must you use that word—“profit?”

Document 3
Source: The Analects c. 500 BCE

Tzu-kung asked about government. The Master said, "The requisites of government are that there be sufficiency of food, sufficiency of military equipment, and the confidence of the people in their ruler." Tzu Kung said, "If it cannot be helped, and one of these must be dispensed with, which of the three should be foregone first?" "The military equipment," said the Master. Tzu Kung again asked, "If it cannot be helped and one of the remaining two must be dispensed with, which of them should be foregone?" The Master answered, "Part with the food. From of old, death has been the lot of humanity; but if the people have no faith in their rulers, there is no standing for the state."

Document 4
Source: The Analects: Section 1 (Part 2) c. 500 BCE

CHAP. V. 1. Mang I asked what filial piety was. The Master said, 'It is not being disobedient.' 2. Soon after, as Fan Ch'ih was driving him, the Master told him, saying, 'Mang-sun asked me what filial piety was, and I answered him,-- "not being disobedient."' 3. Fan Ch'ih said, 'What did you mean?' The Master replied, 'That parents, when alive, be served according to propriety; that, when dead, they should be buried according to propriety; and that they should be sacrificed to according to propriety.'

CHAP. VII. Tsze-yu asked what filial piety was. The Master said, 'The filial piety of now-a-days means the support of one's parents. But dogs and horses likewise are able to do something in the way of support;-- without reverence, what is there to distinguish the one support given from the other?'

Document 5
Source: Andrew Hong, Chinese Blogger, March 2012

Confucianism and The Mandate of Heaven

Confucianism has a strong focus on the leader as the chief means for bringing about peace and harmony. And one important dynamic that shapes the Confucian leaders' understanding of their place in all things is the concept of the Mandate of Heaven (*tianming*, 天命). And this concept continues to influence how Chinese leaders understand their role *today* ...

In Confucianism, the ruler does not come to legitimately hold his position because he has triumphed in battle, or because he inherited the throne from his father. No, it is on account of his *virtue and competence*: heaven has recognized his virtue, and so has bestowed onto him the Mandate of Heaven. And it is this Mandate of Heaven by which they rule.

Confucius expected the same virtue and competence from government officials. As a result, Confucius argued that education was key to good government. Overtime, this inspired several Chinese dynasties to institute an examination system for the hiring of government officials. Applicants for government jobs were required to take and pass extensive exams on Confucian philosophy before being allowed to serve in government.

Rubric:

1. Has acceptable thesis	1 Point
2. Addresses all documents. Understands the basic meaning of documents. (May misinterpret one document.)	1 Point
3. Supports thesis with appropriate evidence from all documents.	2 Points
(Supports thesis with appropriate evidence from all but one document)	(1 Point)
4. Analyzes documents by grouping them in two or more ways	1 Point
5. Organizes essay in a coherent way to support argument	1 Point
6. Uses correct grammar	1 Point

Lesson 8; (Greek Cartoon Project Due Day 19):

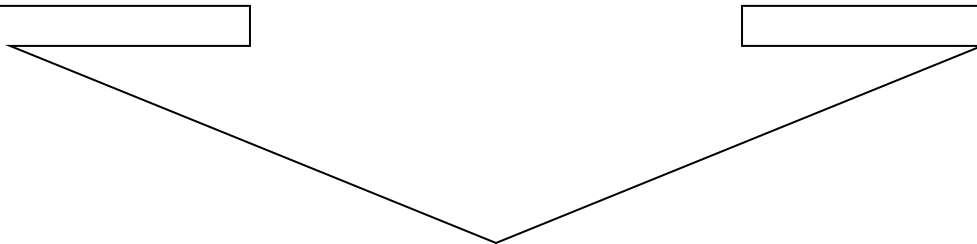
Essential Question: Why are we still talking about the Greeks and the Romans?

Lesson Homework: Read pgs. 120 – 134, 146-152, 142-146, 155-178

Classical Greece:

Alexander the Great:

Rome:



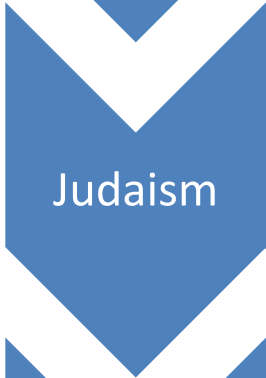
Religion of the Roman World:



At 1st

- :
- :

Empty rounded rectangular box for notes corresponding to 'At 1st'.



Judaism

- :
- :

Empty rounded rectangular box for notes corresponding to 'Judaism'.



Arrive Jesus

- :
- :

Empty rounded rectangular box for notes corresponding to 'Arrive Jesus'.



Add Paul

- :
- :

Empty rounded rectangular box for notes corresponding to 'Add Paul'.

Essential Questions Answered: (3 reasons)
