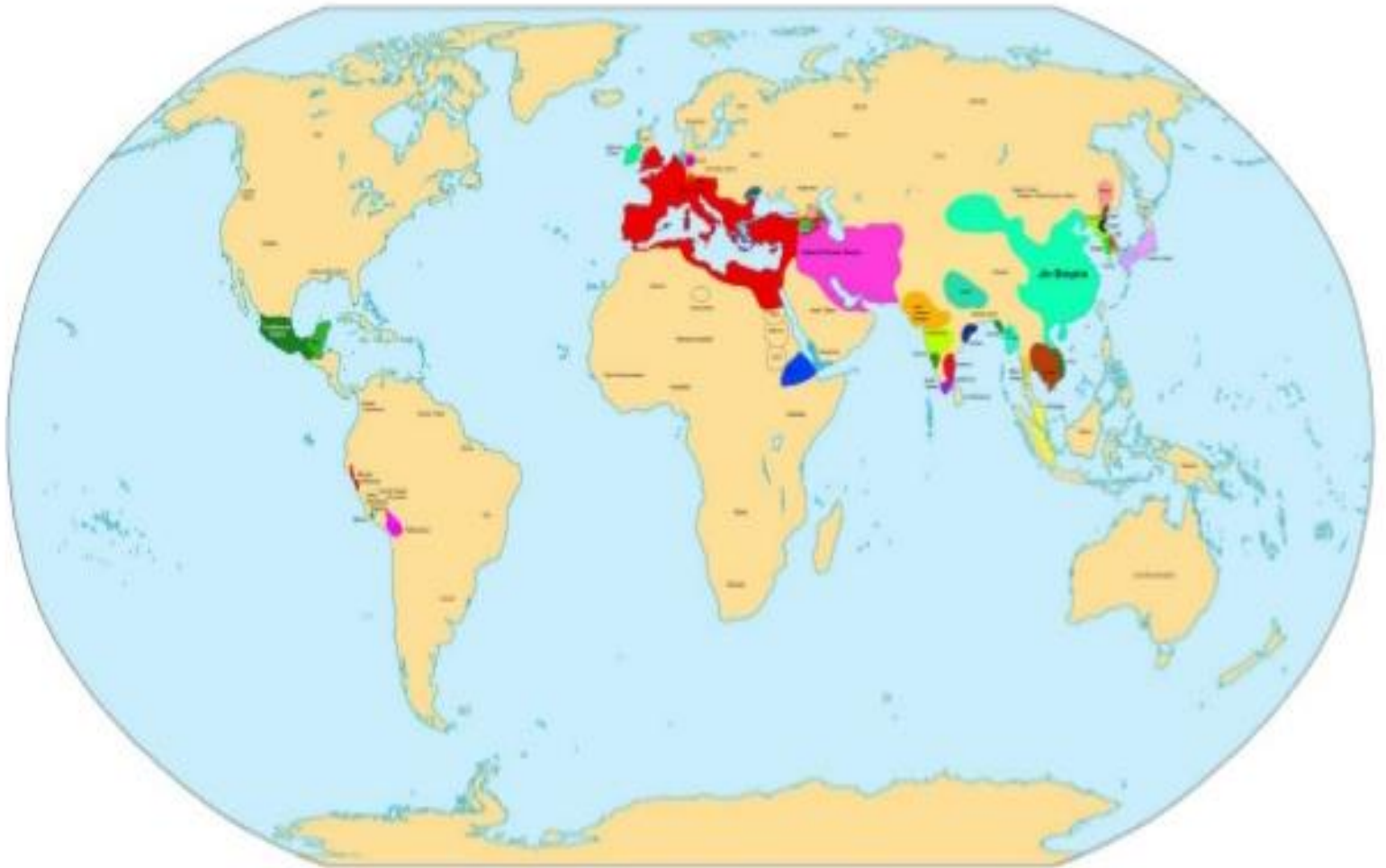


Unit 9.5 The Classical Civilizations

PART 1



Name: _____

Period: _____

VOCABULARY OPENER:

Classical Civilizations

Practice 1: *Getting Familiar*

Directions: From the list below **CIRCLE** any words that look familiar

empire	geographic feature	unify
government	dynasty	achievement
wealth	collapse	invade
belief system	trade	power

Practice: *Visualize*

Directions: After reading the definition of each vocabulary word, create an image to represent this definition.

Word	Definition	Symbol/Image
empire (n.)		
geographic feature (n.)		
unify (v.)		
government (n.)		

dynasty (n.)		
achievement (n.)		
wealth (n.)		
collapse (v.)		
invade (v.)		

belief system (n.)		
trade (v./n.)		
power (n.)		

Practice: *True, False, Explain*

Directions: Read each statement and determine whether it is true or false. If it is false, rewrite the sentence correctly.

True or False, Explain.		
	T or F	If “false,” <i>rewrite the sentence correctly</i>
1. Maurice stepped out of his house and declared his yard to be the Maurician Empire .		
2. My dad bought us a basketball hoop, put it in the driveway, and said, “take a look at that wonderful geographic feature! ”		
3. To unify the class, our gym teacher divided us into two teams.		
4. The mayor is the leader of the city government .		
5. For four hundred years relatives of the Daniel Dynasty have ruled our land.		
6. When our school’s football team lost to Union High, it was a great achievement for our players.		

7. Mary demonstrated her new wealth by borrowing money from all of her friends to buy lunch.		
8. It was clear that the empire was about to collapse . The army just won the war and the citizens were happy with the emperor.		
9. In an attempt to take over the capital city, the general ordered his troops to invade .		
10. Thomas wanted guidance on how to live his life so he went in search of a belief system that appealed to him.		
11. Janice was always willing to trade at lunch. She kept everything she brought to herself.		
12. Robert ran for president so he would have more power to change the country.		

Objective: **Do the benefits of innovation outweigh the costs? How is power gained, consolidated, maintained, and lost? How do ideas and beliefs shape our lives and the world around us?**
Establish a claim to answer the unit’s anchor questions based on past experience and prior knowledge.

Introduction

➔ **Directions:** Read the explanations below, then complete the prompts that follow.

In Unit 9.3: Classical Civilizations, you will encounter historical evidence related to three of the course anchor questions.

In this unit introduction activity, you will explore these questions using your experience and knowledge of the world.

Do the benefits of innovation outweigh the costs?

An **innovation** is a change, a new method, or idea. People innovate everyday in their own lives and some innovations affect large numbers of people. Innovations often have an impact. Sometimes the effects are positive and sometimes they are negative.

Example of innovation:
A smartphone application that makes it easier to find restaurants nearby.

Identify two innovations that you learned about in previous units.

How is power gained, consolidated, maintained, and lost?

Power is the ability to influence or control the behavior of people and it is a part of every human interaction. You can see the effects of power in your relationships with your family and friends, and in schools, sports, business, and government.

Example of power: *When my uncle watches my brother and me, he has the power to tell us when to go to bed. My brother and I have the power to persuade our uncle to order us pizza because our uncle wants us to behave.*

Identify a person/character that you know of with power (fictional or real). Describe the power that they have.

How do ideas and beliefs shape our lives and the world around us?

Our **ideas and beliefs** shape the way we look at the world. Ideas and beliefs can come from one’s conclusions from observation, religion, parents, books, or friends.

Example of ideas and beliefs: *When I was younger, my parents told me that roller coasters are dangerous and yesterday I saw a report about someone who fell out of one and died, so I don’t ride them.*

Identify a strong belief that you or someone you know has.

Anchor Question Analysis

➔ **Directions:** Using your examples from the introduction or examples that your classmates shared, respond to the prompts below.



Do the benefits of innovation outweigh the costs?

Identify one innovation from the introduction activity:

Connect
Cause and
Effect



Categorize

+

In the space below identify three benefits of the innovation.

-

In the space below identify three costs (or drawbacks) of the innovation.

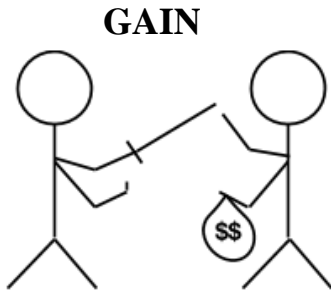
<p style="text-align: center;">+</p> <p>In the space below identify three benefits of the innovation.</p>	<p style="text-align: center;">-</p> <p>In the space below identify three costs (or drawbacks) of the innovation.</p>
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How is power gained, consolidated, maintained, and lost?



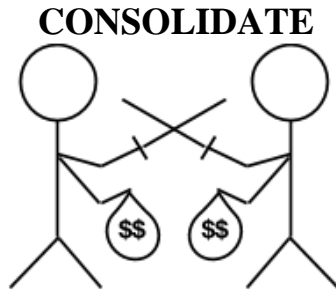
Identify a person that you know of who has power.:

Categorize



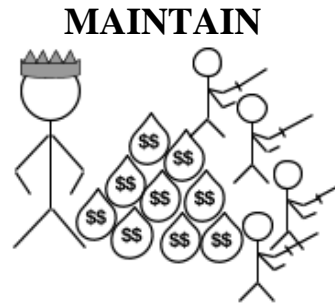
Gaining power is the process of getting it and expanding it.

How did/does the person gain his/her power?



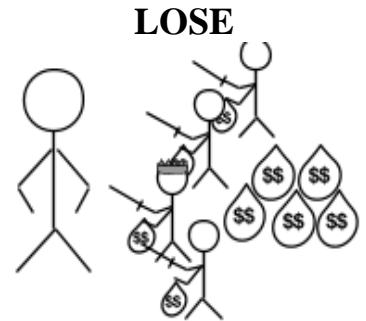
Consolidating power is the process of taking control from other people who also have power.

How did/does the person consolidate his/her power?



Maintaining power is the process of keeping one's power.

How did/does the person maintain his/her power?



Losing power could be the result of one's own actions or a power grab from another group or individual.

How did/will the person lose his/her power?

How do ideas and beliefs shape our lives and the world around us?



**Connect
Cause and
Effect**

**Identify three beliefs that you or
someone you know has**

1. _____

2. _____

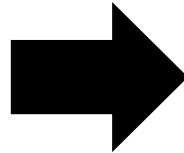
3. _____

**Identify one way each of the three
beliefs you named affects/affected
the actions of the person with that
belief**

1. _____

2. _____

3. _____



What and when was the Classical Era? What makes a civilization "classical?"

Objective:

- **Identify** characteristics that Classical Civilizations had in common.

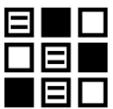
Introduction



➡ **Directions:** Complete the steps below, then answer the questions referring to your timeline.

Step 1: On the timeline below, place five major events that have happened in your life in chronological order.

Categorize

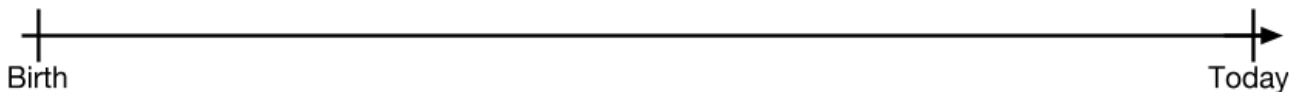


Step 2: After your teacher has demonstrated it, break your timeline up into three *periods* of time. Label each *time period* (also known as *era* or *age*) with a name that describes what the events during that time have in common. For example you might label something as "Childhood" or "Living in Atlanta."

Identify
Patterns

The Timeline of My Life

The Timeline of My Life



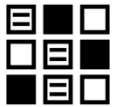
1. How did you determine which events to group together into a time period? Why did you choose the names you chose for each time period?

2. If you gave your timeline to someone else without the time periods marked, what other ways might they break up the events in your life into eras? How might their labels be different?

What is periodization?



Categorize



Identify Patterns

Periodization-the process or study of dividing the past into periods of time and naming them

Sometimes when historians engage in periodization, the ways they divide up the time and the labels they give them has an effect on the way people think about that era and what happened during it.

→Directions: Read the following names of time periods and then draw an image that represents them and explain what you think these eras were like.

“Best Years of My Life”	“The Dark Ages”	“The Golden Age of Greece”
Image:	Image:	Image
What do you think it was like during the “best years of my life”?	What do you think it was like during “The Dark Ages”?	What do you think it was like during “The Golden Age of Greece”?



Predict

What and when was the Classical Era? What makes a civilization “classical”?

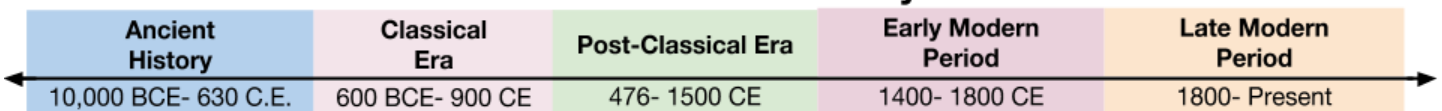
→ Directions: Examine the text, timeline, and images below having to do with the Classical Era, then respond to the accompanying prompts.

The time period you will study in Unit 3 is known the

“Classical Age”
“The Classical Era”
“The Classical Period”
“The Age of Classical Civilizations”

1. What do the words “Classic” and “Classical” make you think of?

Timeline of Human History



2. Circle the words or phrases in the definition to the right that you do not know or are confused by.

3. Based on the definition to the right, why do you think we study the Classical Era?

4. Based on the timeline above, what time period did the Neolithic Revolution and establishment of the first civilizations take place?

5. Based on the timeline above, during which years did all of the Classical Civilizations exist?

Classical Era/Period/Age (600 BCE-900 CE)

Period of time in which complex civilizations expanded to establish large *land empires* and were more *interconnected through trade* than earlier civilizations. These civilizations made great contributions to our collective learning as a result of *golden ages* marked by prosperity. Most of the *major belief systems* that still impact our world were established during this time.

Each of the images below come from Classical Civilizations you will study in this unit.



Source: https://commons.wikimedia.org/wiki/File:The_Parthenon_in_Athens.jpg

See

List three things you *see* in the image above.

Think

Based on your observations, what do you *think* this is an image of? Where did it come from? What was its purpose?

Wonder

Write two questions you have about the picture above.

See

List three things you *see* in the image.



Think

Based on your observations, what do you *think* this is an image of? Where did it come from? What was its purpose?

Wonder

Write two questions you have about the picture.



Source: https://en.wikipedia.org/wiki/Great_Wall_of_China#/media/File:The_Great_Wall_of_China_at_Jinshanling_edit.jpg

See

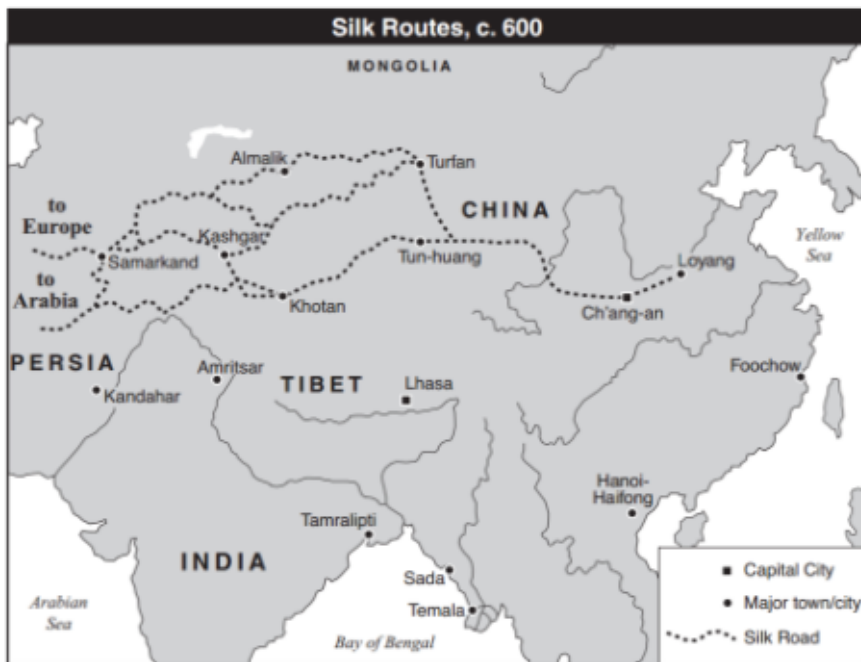
List three things you *see* in the image above.

Think

Based on your observations, what do you *think* this is an image of? Where did it come from? What was its purpose?

Wonder

Write two questions you have about the picture above.



See

List three things you *see* in the image.

Think

Based on your observations, what do you *think* this is a map of? What does this map tell you about classical civilizations?

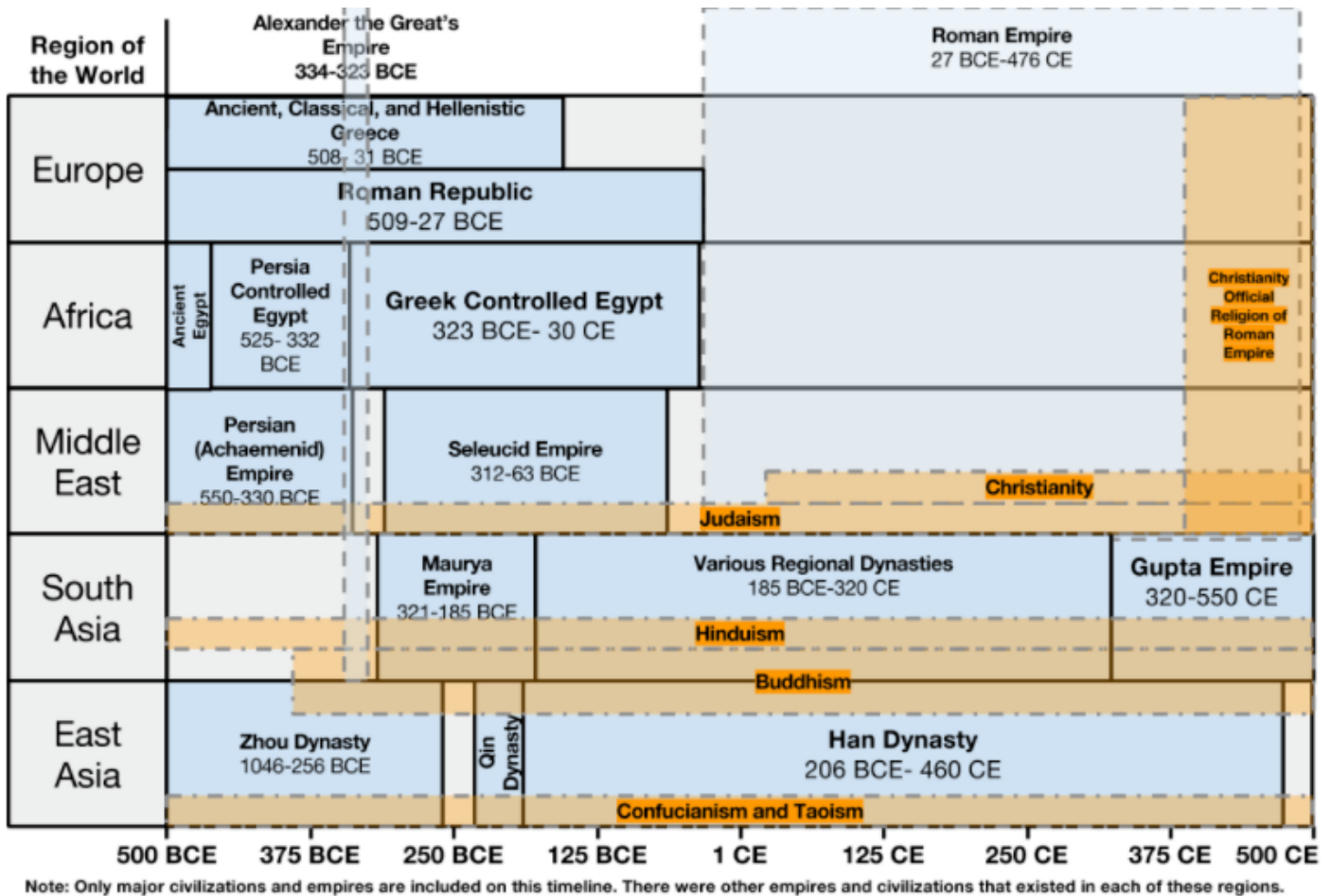
Wonder

Write two questions you have about the picture.

Source: Asian History on File, Facts on File, The Diagram Group (adapted) from the NYS Global History and Geography Regents Examination, June 2007.

Analyzing the Timeline of the Classical Period

→ Directions: Examine the timeline below and use it to answer the questions on the following page.



1. When does this timeline start? When does it end?

2. What increments of time are used to break up the timeline (hint: look at the x-axis)?

3. What do the labels on the y-axis represent?

4. Why do you think Alexander the Great's Empire and the Roman Empire appear in multiple rows of the timeline?

5. All of the sections of the timeline that are in orange, identify belief systems (most of them are religions) that were influential during that time in the regions they cover. List all of the belief systems on the timeline that you have heard of.

6. The Han Dynasty ruled China for more than 600 years. List the other dynasties and empires that existed at the same time and what region of the world they were in.

Dynasty or Empire that Existed During the Han Dynasty	Region of the World it Existed In

7. What is the purpose of this timeline?

FA

Supporting Question 1: What and when was the Classical Era? What makes a civilization "classical?"

→ **Directions:** Using evidence from the information above, respond to the task below in the space provided.

Task:

- Predict three characteristics of Classical Civilizations that you think you will learn about in this unit.



Where were classical civilizations located?

Objective:

- Identify where classical civilization were located.

Introduction

➡Directions: Label the continents, regions, and bodies of water listed on the map below.

Continents			Regions		Bodies of Water	
North America	Asia	South America	Middle East	South Asia	Atlantic Ocean	Indian Ocean
Africa	Europe	Antarctica	East Asia	North Africa	Pacific Ocean	Southern Ocean
					Mediterranean Sea	



Classical Era/Period/Age (600 BCE- 900 CE)

Period of time in which complex civilizations expanded to establish large *land empires* and were more *interconnected through trade* than earlier civilizations. These civilizations made great contributions to our collective learning as a result of *golden ages* marked by prosperity. Most of the *major belief systems* that still impact our world were established during this time.

In this lesson, you will examine the geographic location of the classical civilizations, their expansion and contraction over time, and how interconnected they were through trade.



Mapping the Classical Civilizations

➡Directions: As you read the maps below, complete the annotation steps for each map, and then answer the questions accompanying each map.

Think
Like a
Geographer



Predict



Annotate

1. Find and read the legend, and labels on the map.
2. Put a question mark next to information on the map that confuses you.
3. Write notes on the map or in the margins with information that you think relates to the map or questions you have.

Remember, when analyzing a map:

1. Examine the **DOGSTAIL** Date, Orientation, Grid, Scale, Title, Author, Index, Legend/Key, Sources
2. Determine what each **symbol** on the map represents.
3. **Contextualize:** Identify where the region on the map is in the world and what is around it.

Map #1: Classical Civilizations in 500 BCE



1. Which continent was the Zhou Dynasty located on?

2. What body of water did the Roman Republic border in 500 BCE? (Reference your introduction activity)

3. Which civilization controlled the greatest amount of land in 500 BCE? Which region was it located in?

4. Which two civilizations labeled on the map were closest to the Greek City States in 500 BCE?

Map #2: Classical Civilizations in 200 BCE



5. Which continent was the Han Dynasty on? Which dynasty was in a similar location 300 years before?

6. Which group was in control of most of South Asia around 200 BCE?

7. Looking at Map #1 and #2, how did the Roman civilization change between 500 BCE and 200 BCE?

Map #3: Classical Civilizations in 200 CE



8. Which two civilizations controlled the greatest amount of land in 200 CE?

9. Identify the *three* continents that the Roman Empire controlled land on.

10. What changed in South Asia between 200 BCE and 200 CE? Why do you think this change took place?

Map #4: Classical Civilizations in 500 CE



11. Which civilization had control of most of South Asia in 500 CE?

12. To travel from the Eastern Roman Empire to the Persian Empire in which direction would a merchant have to go?

13. Looking at Map #3 and Map #4, what changed in Europe and East Asia between 200 CE and 500 CE?

FA

Supporting Question 2: Where were classical civilizations located?

➔ **Directions:** Using evidence from the documents above, respond to the task below in the space provided.

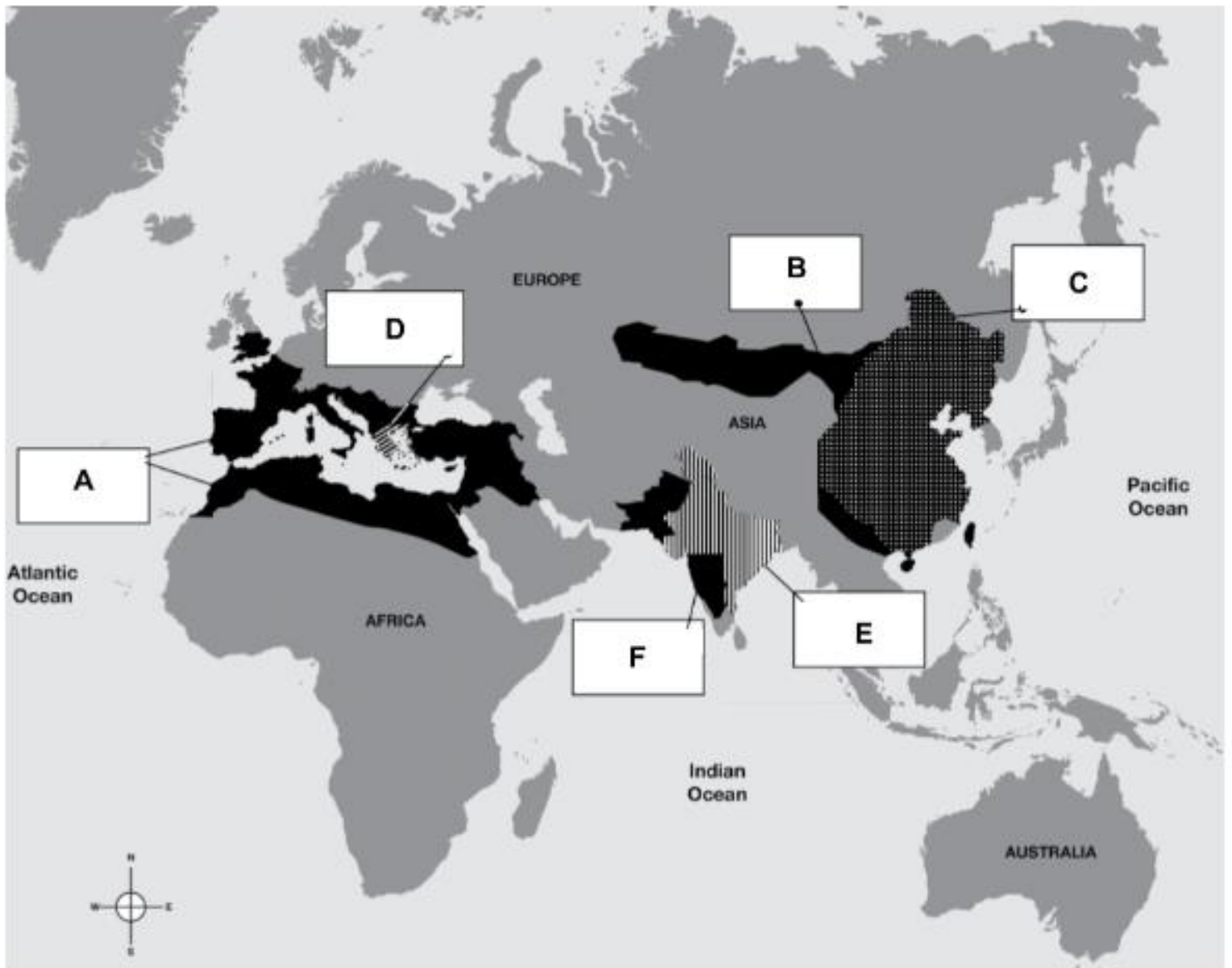


Think Like
a
Geographer

Based on the maps in this lesson and the descriptions below. Each empire on the map is labeled with a letter. Which description best fits each letter?

Letter	Description of Civilization
	The Gupta Empire ruled from 320 CE to 550 CE in South Asia, but never controlled as much of the area as the Maurya Empire did.
	Ancient Greece was a civilization that existed from approximately 600 BCE to 600 CE in the Balkans, an area in Eastern Europe on the Mediterranean Sea.
	The Maurya Empire ruled from 321 BCE to 180 BCE in South Asia, including parts of northwest and southwest that the Gupta Empire never controlled.
	The Han Empire existed from 200 BCE to 460 CE. It was located in an area in East Asia that is now mostly modern-day China.
	The Roman Empire existed from 509 BCE to 476 CE. At its height, it ruled all the land around the Mediterranean Sea.
	The Qin Dynasty only lasted from 221 BCE to 209 in East Asia. After the Qin Dynasty collapsed, the Han Dynasty took over the same area and expanded it further west.

Map on next page



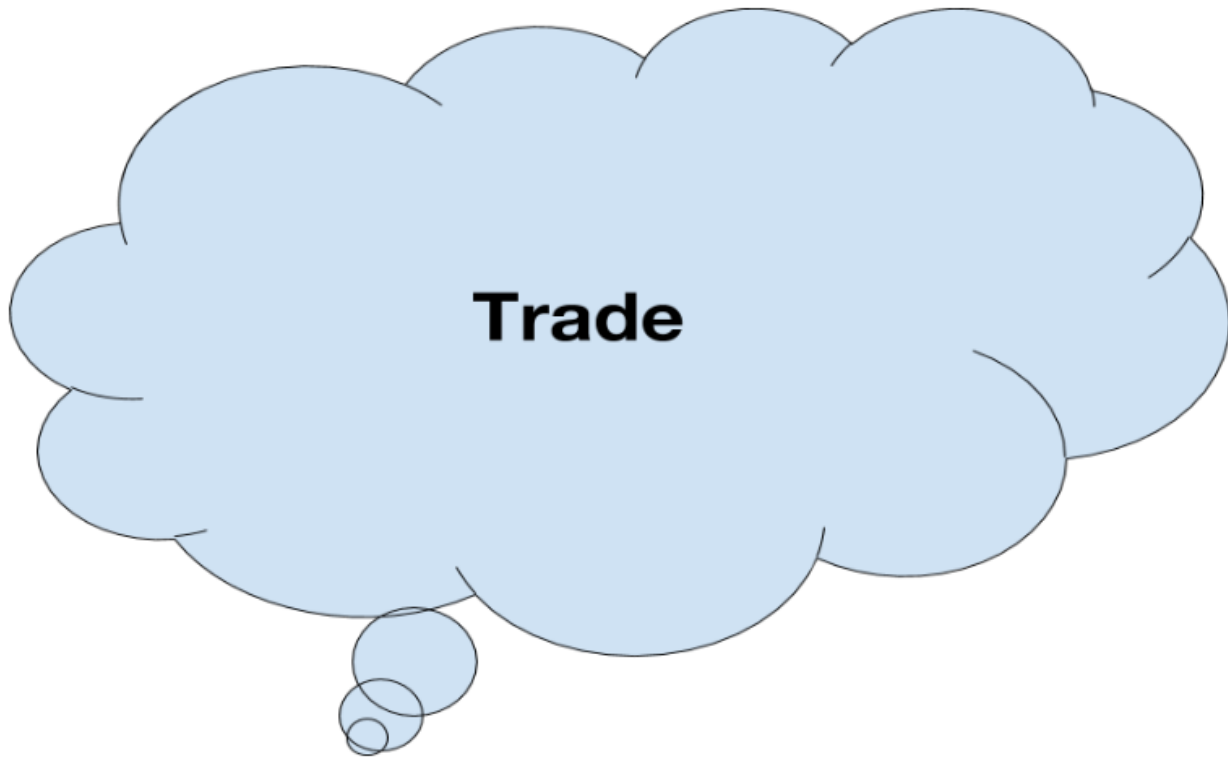
Where were classical civilizations located?

Objective:

- Describe how interconnected Classical Civilizations were.





Introduction

→ **Directions:** In the thought bubble below, write down at least *three* things you think of when you hear the word trade. These things could include a definition, an example, a place where trade happens, something you have traded, etc.



Vocabulary Preview

→ **Directions:** Examine the images and read the definitions associated with each of the vocabulary words that will appear in this unit, then provide an example from your own life of each vocabulary word.

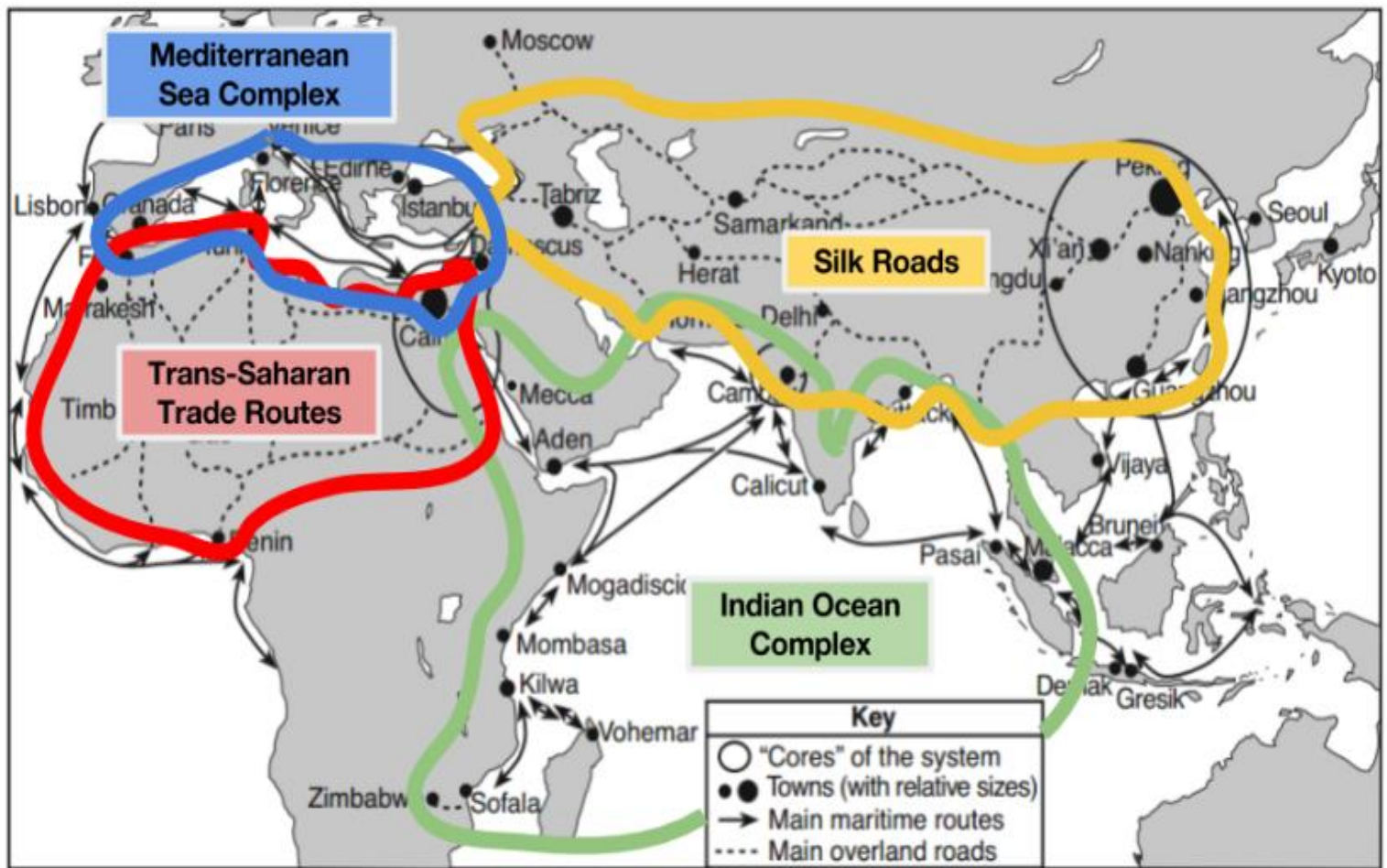
Vocabulary Word	Definition	Example From Your Life
<p>Trade</p> 	<p>(n.) the act of exchanging something for something else</p>	
<p>Trade Route</p> 	<p>(n.) a path followed by people who trade with one another</p>	
<p>Trade Network</p> 	<p>(n.) a series of trade routes in one region connected together</p>	
<p>Cultural Diffusion</p> 	<p>(n.) the exchange and spread of goods and ideas through contact between people from different cultures</p>	

Trade in the Classical World

The map below shows trade routes and trade networks that existed at the end of the Classical Era and continued to exist through the 15th century. The maps that follow this one focus in on some of the trade networks that are highlighted below.

➔ **Directions:** Examine each of the following maps that show trade routes and networks that developed during the Classical Era and complete the See, Think, Wonder activity for each.

Major World Trade Routes in the 15th Century





Think Like a Geographer

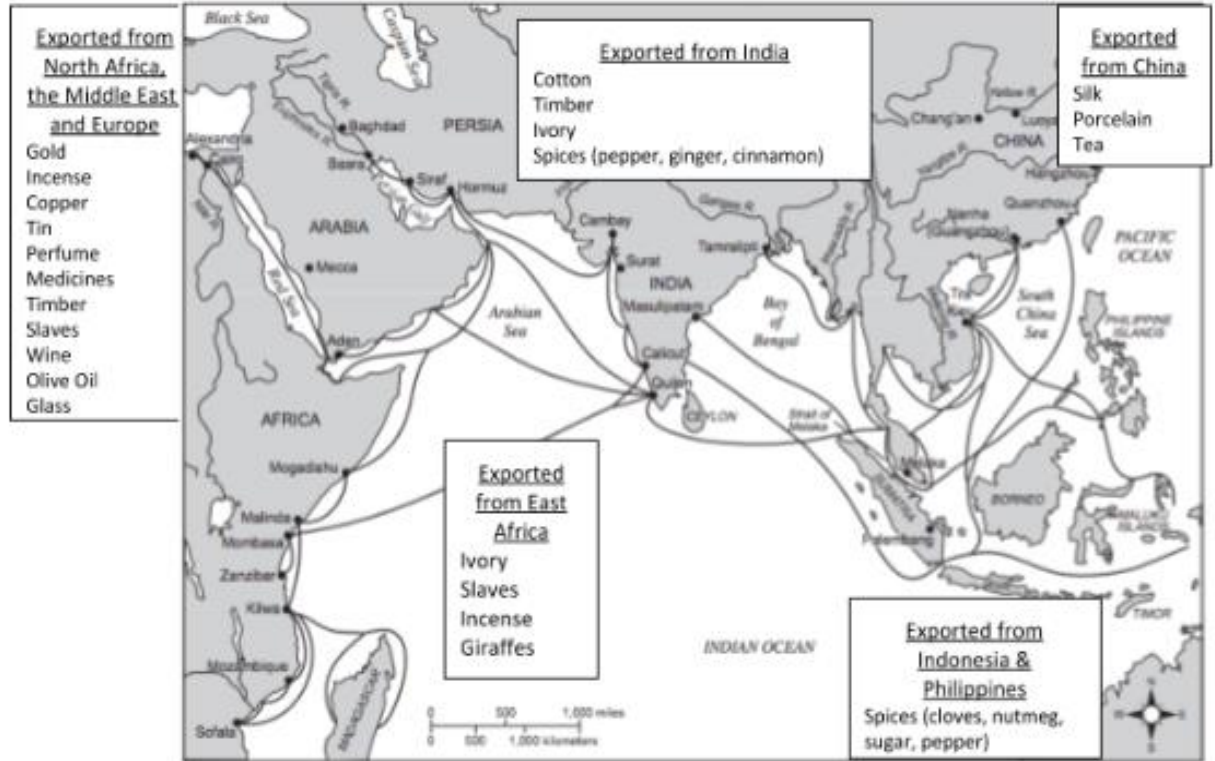
Remember, when analyzing a map:

1. Examine the **DOGSTAIL**
Date, Orientation, Grid, Scale, Title, Author, Index, Legend/Key, Sources

2. Determine what each **symbol** on the map represents.

3. **Contextualize:**
Identify where the region on the map is in the world and what is around it.

Trade Routes in the Indian Ocean, ca. AD 500–1000



See

Think

Wonder

I see (identify 3 details)...

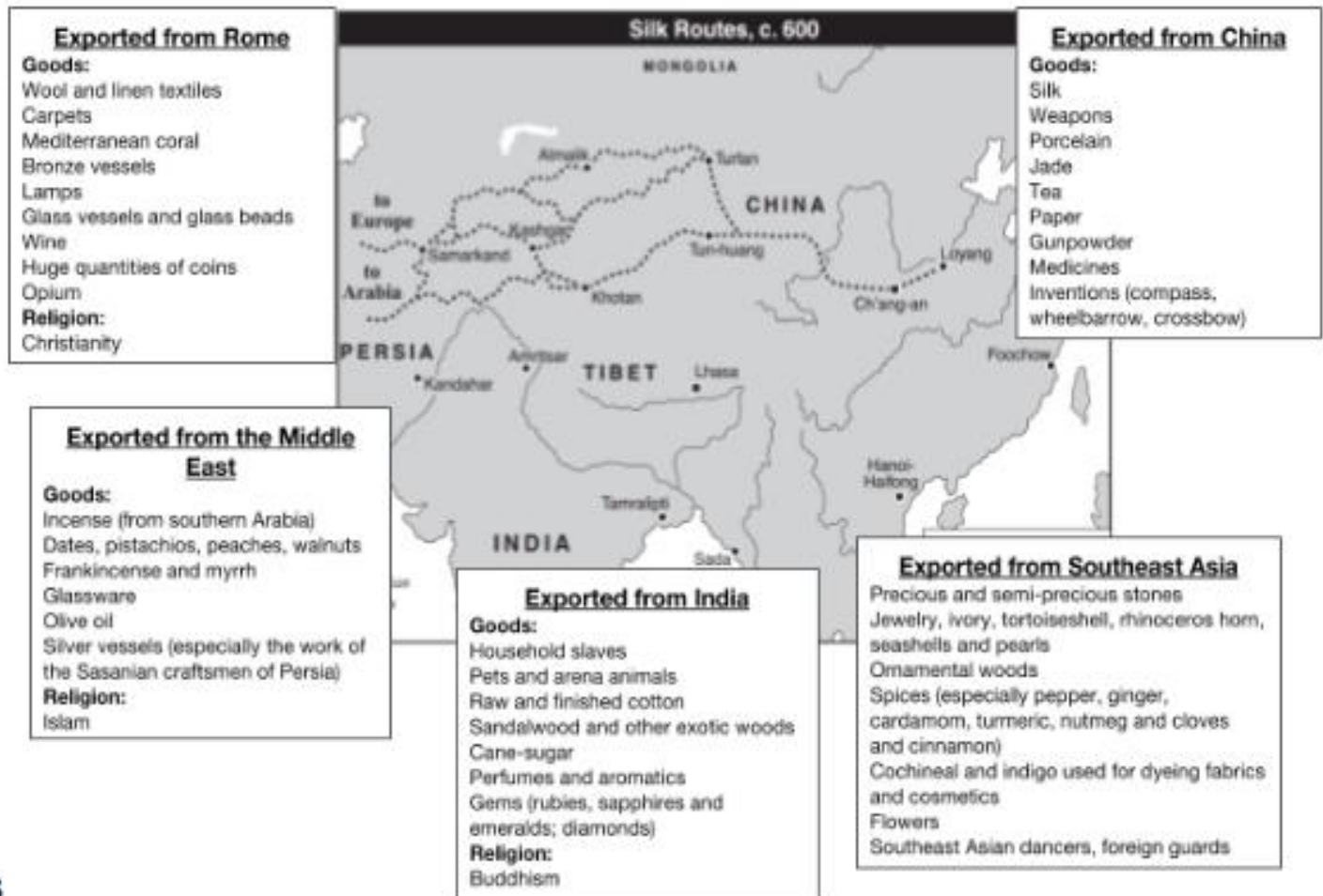
I wonder...

Trade Routes the Region is Connected To

- Mediterranean Sea Complex
- Trans-Saharan Trade Routes
- Silk Roads
- Indian Ocean Complex

Other Regions the Region is Connected To Through Trade

- South America
- Western Europe
- Central America
- West Africa
- South Asia
- East Asia
- Middle East



utes

See	Think	Wonder
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I see (identify 3 details)...

I wonder...

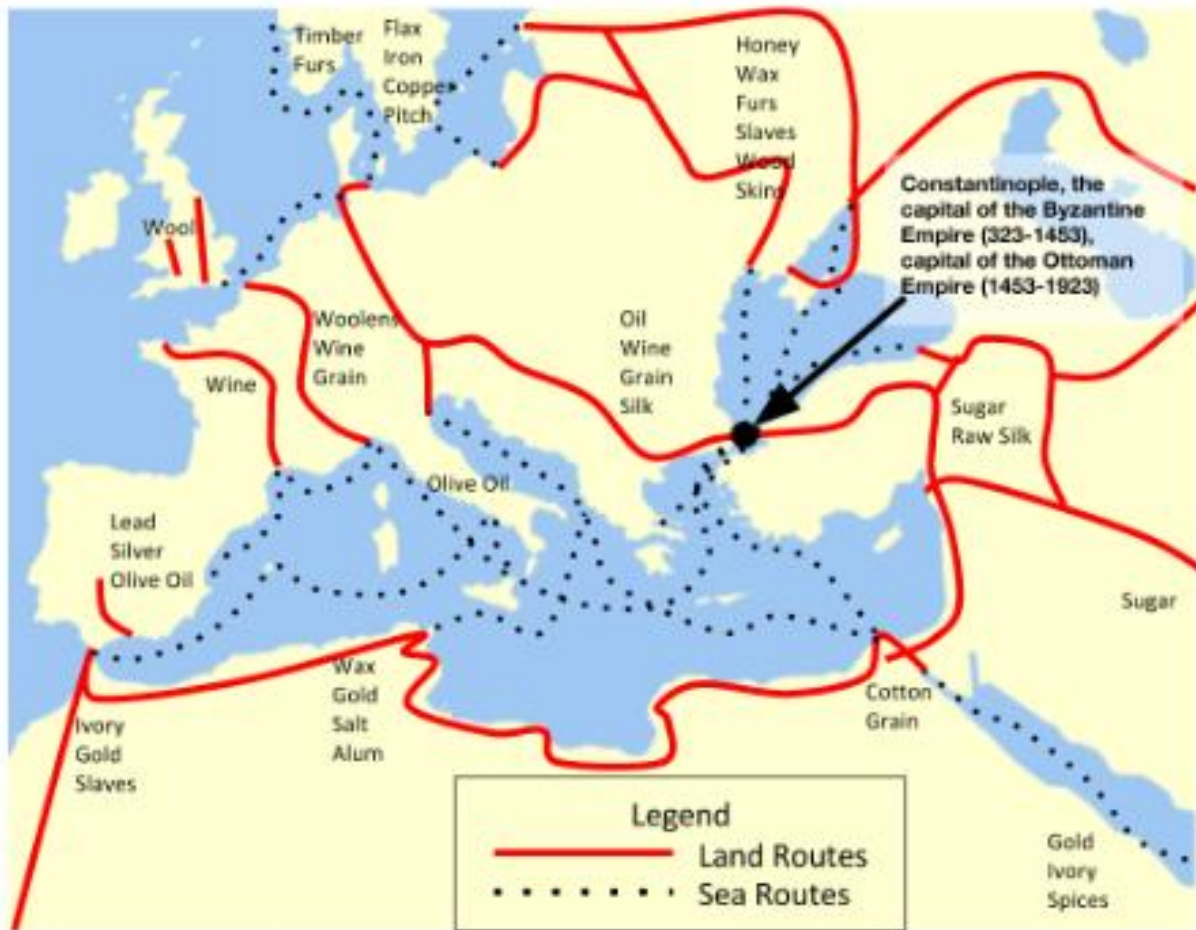
Trade Routes the Region is Connected To

- Mediterranean Sea Complex
- Silk Roads
- Trans-Saharan Trade Routes
- Indian Ocean Complex

Other Regions the Region is Connected To Through Trade

- South America
- West Africa
- East Asia
- Western Europe
- South Asia
- Middle East
- Central America

Mediterranean Sea Complex



See

Think

Wonder

I see (identify 3 details)...

I wonder...

Trade Routes the Region is Connected To

- Mediterranean Sea Complex Silk Roads
 Trans-Saharan Trade Routes Indian Ocean Complex

Other Regions the Region is Connected To Through Trade

- South America West Africa East Asia
 Western Europe South Asia Middle East
 Central America

Synthesis and Bridge to Writing

Directions: For each of the examples below, use the maps you've examined to:

1. Determine if the good described could have been traded between the regions specified *by the end of the Classical Era*. Circle Yes or No.
2. Explain whether or not the good could have been traded between the regions specified *by the end of the Classical Era*.
 - a. If it could have been traded between those regions, then explain how by identifying *which regions* the good could have travelled through, *which bodies of water* it could have crossed, and *which trade networks* it would have been traded through.
 - b. If the item could NOT have been traded between the regions identified, then explain why.

Description of good	Could the good have been traded between the regions specified?	Explain how or why not
Silk from East Asia was traded in the Middle East	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Gold from West Africa was traded in East Asia.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
Pepper from South Asia was traded in Western Europe.	<input type="checkbox"/> YES <input type="checkbox"/> NO	

