



Early Civilizations: India, China, and Greece

Spartan warrior



Teacher Guide



Ancient Chinese
container



Shiva

Ancient Greek mural





Early Civilizations: India, China, and Greece

Teacher Guide



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Early Civilizations: India, China, and Greece

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Early Civilizations: India, China, and Greece
Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 4

UNIT 3

Introduction

ABOUT THIS UNIT

The Big Idea

The history of early civilization is a collection of the histories of many different peoples and places.

The world is made up of many different places and peoples, so the history of early civilization is not a single story. It is a collection of stories about how people in different parts of the world came together to form societies and how those societies were unique but also shared important features.

In ancient India, the Indus valley civilization developed along the Indus River. The beliefs and practices of people who lived in this ancient civilization led to the development of Hinduism, Buddhism, and Jainism, all three of which are still practiced today by people throughout the world.

Ancient China also developed along a river, the Huang He (Yellow River). Early Chinese civilization was shaped by several political dynasties: the Xia, the Shang, and the Zhou. The philosophies of Confucianism and Daoism were introduced during the Zhou dynasty. Daoism later became a religion and is still practiced today.

Ancient Greece's most important contribution to the modern world is political, not religious, in nature. The earliest forms of democracy originated in ancient Greece, as did the concept of the citizen. Greek theater, architecture, philosophy, and athletic events are all still practiced and referenced today, perhaps even more important to the modern Western world than they were during Alexander the Great's era.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- the first modern humans in Africa
- nomadic hunter-gatherers
- early humans' use of fire, weapons, and tools
- causes of migration from Africa north to Europe and east to Asia
- causes of the Agricultural Revolution
- how a stable food supply led to permanent settlements and specialization
- development of a barter economy
- characteristics of civilization, including culture, infrastructure, government, technology, belief systems, writing, and social structure
- geographic characteristics of Mesopotamia
- early civilizations of Mesopotamia, such as Sumer, Akkad, and Babylon
- the development of writing in Mesopotamia
- the significance of the Code of Hammurabi and the *Epic of Gilgamesh*
- the development of religion in ancient Israel
- important events and people in the Hebrew Bible
- the importance of the Nile River in ancient Egypt
- characteristics of ancient Egyptian society, including its social classes and governmental structure
- the building and purpose of the Egyptian pyramids
- the rise and influence of the kingdoms of Nubia and Kush
- the function and influence of trade in the Near East

What Students Need to Learn

- geography of India, China, and Greece
- characteristics of Indus River valley culture
- development and spread of Hinduism, Buddhism, and Jainism
- achievements of ancient Indian leaders, such as Ashoka and Samudragupta
- scientific and mathematical achievements of ancient India
- characteristics of Huang He and Yangzi cultures

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 5000 BCE to 320 CE.

5000 BCE	Civilization develops along the Huang He (Yellow River) in China.
2700–1500 BCE	The Minoan civilization thrives on the island of Crete.
2600 BCE	The Indus valley civilization begins.
2070–1600 BCE	China is ruled by the Xia dynasty.
1766 BCE	The Shang dynasty rises to power in China.
1700–1100 BCE	The Mycenaean civilization exists in Greece.
1500 BCE	Hinduism develops during India's Vedic period.
1046–256 BCE	The Zhou dynasty introduces feudalism to China.
800 BCE	Ancient Greek civilization begins to develop.
776 BCE–393 CE	The ancient Olympic Games are held every four years in Greece.
770 BCE	China enters the Spring and Autumn period.
500s BCE	Buddhism begins in India. Democracy develops in ancient Athens.
499–449 BCE	Greek city-states unite to fight the Persian Wars.
481–221 BCE	China enters the Warring States period.
470–322 BCE	Philosophy develops in Greece.
447–432 BCE	The Parthenon is constructed in Athens.
431–404 BCE	Sparta and Athens fight the Peloponnesian War.

356–323 BCE	Alexander the Great creates an empire during his short lifetime.
321 BCE	The Mauryan Empire is founded.
320 CE	Samudragupta establishes the Gupta empire on the Indian subcontinent.

- features of the Xia, Shang, and Zhou dynasties
- China’s city-states and feudal system
- Confucianism and Daoism
- characteristics of Minoan and Mycenaean civilizations
- characteristics of Athenian democracy
- characteristics of Spartan society
- important people and events of the Persian Wars
- important people and events of the Peloponnesian War
- Greek architecture, drama, and philosophy
- the ancient Olympic Games
- the accomplishments of Alexander the Great

AT A GLANCE

The most important ideas in Unit 3 are the following:

- Several early civilizations, including those in ancient India and China, developed in flooding river valleys that provided rich soil and abundant water for crops.
- Two world religions, Hinduism and Buddhism, originated in India before spreading to other regions along trade routes.
- Early societies were structurally well organized. Drains and sewer systems kept people healthy and safe. Irrigation systems and granaries kept food supplies on hand.
- Early societies had well-defined social structures. Ancient India introduced the caste system. The Zhou dynasty in ancient China used a feudal system.
- The philosophers and religious figures of ancient India and China addressed concepts such as morality, filial piety, and enlightenment. The philosophers of ancient Greece taught new ways of thinking about society and examining the self.
- Ancient Greece introduced the concept of democracy and the political power of the citizen.
- The influence of ancient Greek culture can still be seen today.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to

help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

Early Civilizations: India, China, and Greece Student Reader—four chapters

Teacher Components

Early Civilizations: India, China, and Greece Teacher Guide—four chapters. The guide includes lessons aligned to each chapter of the *Early Civilizations: India, China, and Greece* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 60.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

Early Civilizations: India, China, and Greece Timeline Card Slide Deck—twenty-one individual images depicting significant events and individuals related to early civilizations. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your

classroom setting. Be creative; some teachers hang a clothesline so that the cards can be attached with clothespins!

5000 BCE



Chapter 2

2700–1500 BCE



Chapter 3

2600 BCE



Chapter 1

2070–1600 BCE



Chapter 2

1766 BCE



Chapter 2

1700–1100 BCE



Chapter 3

1500 BCE



Chapter 1

1046–256 BCE



Chapter 2

800 BCE



Chapter 3

776 BCE–393 CE



Chapter 4

770 BCE



Chapter 2

500s BCE



Chapter 1

500s BCE



Chapter 3

499–449 BCE



Chapter 3

481–221 BCE



Chapter 2

470–322 BCE



Chapter 4

447–432 BCE



Chapter 4

431–404 BCE



Chapter 3

356–323 BCE



Chapter 4

321 BCE



Chapter 1

320 CE



Chapter 1

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 3 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Each chapter (or, in the case of ancient Greece, pair of chapters) is dedicated to a different geographic location of early civilizations. Many of these civilizations existed simultaneously, which is reflected in the timeline.

Understanding References to Time in the *Early Civilizations: India, China, and Greece* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the text indicates that India's Vedic period lasted from around 1500 BCE to sometime in the 500s BCE, or approximately one thousand years. The exact dates aren't as important as the length of time. Conversely, the text pinpoints the date of Ashoka's death as 232 BCE. That specific date is important because it signaled the moment when the Mauryan Empire began to grow weaker.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Early Civilizations: India, China, and Greece* unit is one of six history and geography units in the Grade 4 Bayou Bridges Louisiana Social Studies

Curriculum. A total of thirty days has been allocated to the *Early Civilizations: India, China, and Greece* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	What ideas, practices, and events developed across the vast Indian subcontinent several thousand years ago?
2	What were the political and cultural characteristics of early China?
3	In what ways were ancient Greek city-states alike and different?
4	What were some of the cultural achievements of ancient Greece?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	subcontinent, plateau, monsoon, domesticate, terra-cotta, seal, reincarnation, caste, nirvana, stupa
2	dynasty, canal, city-state, mandate, feudal system, noble, annals, philosophy, filial piety, virtue, astronomy
3	archipelago, isthmus, colony, polis, citizen, tyranny, aristocracy, oligarchy, democracy, jury, metic, logic, helot
4	myth, truce, moral


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 78–90. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–4—Artifact Study (AP 1.2)
- Chapters 1–4—Primary Source Analysis (AP 1.3)
- Performance Task—Claims and Evidence (AP 1.4)
- Chapters 1–2, 4—Characteristics of Civilization (AP 1.5)
- Chapter 1—The Geography of India (AP 1.6)
- Chapter 2—The Geography of China (AP 2.1)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.2)
- Chapter 3—The Geography of the Mediterranean (AP 3.1)
- Chapter 4—Domain Vocabulary: Chapters 3–4 (AP 4.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Cotterell, Arthur. *Ancient China*. DK Eyewitness. Edited by Laura Buller. New York: DK Children, 2005.

Daemicke, Songju Ma. *Cao Chong Weighs an Elephant*. Mount Pleasant, SC: Arbordale Publishing, 2017.

Dalal, Anita. *Ancient India: Archaeology Unlocks the Secrets of India's Past*. National Geographic Investigates. Washington, D.C.: National Geographic Children's Books, 2007.

Ford, Michael. *You Wouldn't Want to Be a Greek Athlete!* London: Franklin Watts, 2014.

Green, Sara. *Ancient India*. Minneapolis, MN: Bellwether, 2020.

Pearson, Anne. *Ancient Greece*. DK Eyewitness. London: Dorling Kindersley, 2014.

Schomp, Virginia. *Ancient India*. New York: Franklin Watts, 2005.

Smith, Icy. *Mystery of the Giant Masks of Sanxingdui*. Manhattan Beach, CA: East West Discovery Press, 2016.

Ting, Renee, ed. *Chinese History Stories*. Vol. 1, *Stories from the Zhou Dynasty*. Translated by Qian Jifang. Treasures of China. Walnut Creek, CA: Shen's Books, 2009.

Waterfield, Kathryn. *Who Was Alexander the Great?* New York: Grosset & Dunlap, 2016.

EARLY CIVILIZATIONS: INDIA, CHINA, AND GREECE SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Civilizations: India, China, and Greece

"Ancient India" Core Lesson (TG & SR, Chapter 1)	"Ancient India" Core Lesson (TG & SR, Chapter 1) "The Geography of India" (TG, Chapter 1 Additional Activities, AP 1.6)	"Primary Source: Indus Valley Seals" (TG & SR, Chapter 1 AP 1.2)	"ARTIFACT STUDY: Sculpture of Shiva" (TG, Chapter 1 Additional Activities, AP 1.2)	"Hindu Mythology: The Legend of Annapurna" (TG, Chapter 1 Additional Activities)
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Week 2

Day 6


Day 7

Day 8

Day 9

Day 10

Early Civilizations: India, China, and Greece

 "Ashoka's Rock Edicts" (TG, Chapter 1 Additional Activities, AP 1.3)	Chapter 1 Assessment	"Ancient China: The First Dynasties" Core Lesson (TG & SR, Chapter 2)	"Ancient China: The First Dynasties" Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.2)	"Primary Source: Excerpts from <i>The Analects of Confucius</i> and <i>The Daodejing</i> " (TG & SR, Chapter 2)
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Week 3

Day 11


Day 12

Day 13

Day 14

Day 15

Early Civilizations: India, China, and Greece

"ARTIFACT STUDY: Shang Oracle Bone" (TG, Chapter 2 Additional Activities, AP 1.2)	 "PRIMARY SOURCE: Confucius on Filial Piety" (TG, Chapter 2 Additional Activities)	"The Geography of China" (TG, Chapter 2 Additional Activities, AP 2.1)	Chapter 2 Assessment	"The City-States of Ancient Greece" Core Lesson (TG & SR, Chapter 3)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Early Civilizations: India, China, and Greece

"The City-States of Ancient Greece" Core Lesson (TG & SR, Chapter 3) "The Geography of the Mediterranean" (TG, Chapter 3 Additional Activities, AP 3.1)	"Primary Source: Excerpt from Pericles's Funeral Oration" (TG & SR, Chapter 3 AP 1.3)	"Ancient Greek Democracy" (TG, Chapter 3 Additional Activities)	"Ancient Greek Democracy" (TG, Chapter 3 Additional Activities)	"Ancient Greek Democracy" (TG, Chapter 3 Additional Activities)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Early Civilizations: India, China, and Greece

"Ancient Greek Democracy" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment	"The Culture of Ancient Greece" Core Lesson (TG & SR, Chapter 4) Domain Vocabulary: Chapters 3–4 (TG, Chapter 4 Additional Activities, AP 4.1)	"Primary Source: Excerpt from Aristotle's <i>Nicomachean Ethics</i> " (TG & SR, Chapter 4 AP 1.3)	"PRIMARY SOURCE ACTIVITY: The Death of Socrates" (TG, Chapter 4 Additional Activities, NFE 1)
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Week 6

Day 26


Day 27

Day 28

Day 29

Day 30

Early Civilizations: India, China, and Greece

 "The Death of Socrates by Jacques Louis David" (TG, Chapter 4 Additional Activities)	"The Myth of Prometheus" (TG, Chapter 4 Additional Activities)	Chapter 4 Assessment	Unit 3 Performance Task Assessment	Unit 3 Performance Task Assessment
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EARLY CIVILIZATIONS: INDIA, CHINA, AND GREECE PACING GUIDE

_____ 's Class

(A total of thirty days has been allocated to the *Early Civilizations: India, China, and Greece* unit in order to complete all Grade 4 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Early Civilizations: India, China, and Greece

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Early Civilizations: India, China, and Greece

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Early Civilizations: India, China, and Greece

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Early Civilizations: India, China, and Greece

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Early Civilizations: India, China, and Greece

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Early Civilizations: India, China, and Greece

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CHAPTER 1

TOPIC: Ancient India

The Framing Question: What ideas, practices, and events developed across the vast Indian subcontinent several thousand years ago?

Primary Focus Objectives

- ✓ Explain how the geographic characteristics of the Indus River valley affected human civilization. (4.7, 4.15.a)
- ✓ Describe the emergence and achievements of the Indus River valley culture. (4.11, 4.12, 4.15.b)
- ✓ Describe the roles of Hinduism, Buddhism, and Jainism in ancient India. (4.8, 4.12, 4.15)
- ✓ Compare the Mauryan and Gupta empires. (4.4, 4.15)
- ✓ Understand the meaning of the following domain-specific vocabulary: *subcontinent*, *plateau*, *monsoon*, *domesticate*, *terra-cotta*, *seal*, *reincarnation*, *caste*, *nirvana*, and *stupa*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Ancient India”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.2
AP 1.5

- individual student copies of Characteristics of Civilization (AP 1.5)
- individual student copies of Artifact Study (AP 1.2)
- individual student copies of Letter to Family (AP 1.1)
- images from the Internet of stamped concrete and a wax seal
- globe or world map
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

subcontinent, n. a major subdivision of a continent (2)

Example: India is located on a subcontinent in South Asia.

Variations: subcontinents, subcontinental (adj.)

plateau, n. a large, flat area of land that is higher than the surrounding lands (4)

Example: At the top of the trail, the hikers reached a treeless plateau where they could see across a great distance.

Variations: plateaus, plateau (v.)

monsoon, n. a wind from the south or southwest that brings heavy rainfall to Asia during the summer months (5)

Example: A screeching monsoon announced the beginning of the rainy season, bringing water necessary for human, animal, and agricultural survival.

Variations: monsoons

domesticate, v. to tame and use for agricultural or other purposes (5)

Example: People in ancient India were known to domesticate animals such as oxen and elephants to push, pull, and carry heavy loads.

Variations: domesticates, domesticating, domesticated, domestication (n.), domesticated (adj.)

terra-cotta, n. baked or hardened brownish-red clay (7)

Example: Even though terra-cotta was developed thousands of years ago, humans still make dishes and decorations out of it today.

seal, n. an object that is pressed into a soft material to leave a design or other mark (7)

Example: Each merchant had a unique seal, which they pressed into wax tags to identify their goods.

Variations: seals, seal (v.), sealed (adj.)

reincarnation, n. rebirth in a new form of life (8)

Example: Followers of Hinduism believe that a person's circumstances after reincarnation are affected by the person's previous life.

Variations: reincarnate (v.), reincarnated (adj.)

caste, n. a division of society based on differences in wealth, social status, and occupation; a term introduced by the British to describe this element of Indian society (9)

Example: In a society in which people are assigned to a caste at birth, there is little possibility of changing one's social position.

Variations: castes

nirvana, n. a state in which the human soul is at perfect peace (10)

Example: According to Buddhist teachings, practicing certain behaviors will end suffering and lead to nirvana.

stupa, n. a dome-shaped monument where special religious objects are kept and people can worship (10)

Example: A common practice of Buddhists is to walk in circles around a stupa.

Variations: stupas

THE CORE LESSON 35 MIN


Introduce *Early Civilizations: India, China, and Greece* Student Reader

5 MIN

Distribute copies of the *Early Civilizations: India, China, and Greece* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps, sculptures and carvings, photographs of historical locations and landscapes, and paintings.

Introduce “Ancient India”

5 MIN

 Remind students of the term *cradle of civilization* and what it means. Prompt them to recall that there were multiple cradles of civilization, including Mesopotamia and ancient Egypt, which students studied in Unit 2. Another cradle of civilization was in present-day Pakistan, on the Indian subcontinent. Point out the location of the Indian subcontinent on a globe or world map.

Call students’ attention to the Framing Question. Tell students that as they read, they should look for ideas, practices, and events that began on the Indian subcontinent several thousand years ago.

Guided Reading Supports for “Ancient India”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“A Diverse and Fertile Land,” pages 2–4

Scaffold understanding as follows:

Read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary terms *subcontinent* and *plateau*, and explain their meanings.

SUPPORT—Return to the first paragraph of the section, and point out words that may be unfamiliar to students, such as *Hinduism*, *Buddhism*, and *Jainism*. Explain that the Greek suffix *-ism* means belief or theory. When students see an unfamiliar word with this suffix, there's a good chance the word is related to a religion or a belief system. Return to the text, and continue pointing out potentially unfamiliar words, such as *Hemispheres*, *peninsula*, *Bangladesh*, and *Bhutan*.

 **SUPPORT**—Direct students to the map of ancient India on page 4. Prompt students to find the Himalayas and the Hindu Kush. Also explain that the subcontinent is divided into north and south by two plateaus. The Indo-Gangetic Plain is in the north and runs almost parallel to the Himalayas. The Deccan plateau is in the southern peninsula. Review how several countries make up the subcontinent today: India, Pakistan, Nepal, Bhutan, and Bangladesh. You may wish to use the globe or world map to point out the locations of these countries. Then have students return to the map of ancient India and locate the bodies of water associated with the subcontinent: the Bay of Bengal to the east and the Arabian Sea to the west. These seas are all part of the Indian Ocean. Next, have students locate the Ganges River in northeast India and the Indus River in Pakistan. Explain that the subcontinent's first civilizations developed along these rivers. (4.5.a, 4.6, 4.15.a)

After reading the text, ask the following questions:

 **LITERAL**—What physical geographic features separate the Indian subcontinent from the rest of Asia? (4.6, 4.15, 4.15.a)

- » The Himalayas and the Hindu Kush separate the Indian subcontinent from the rest of Asia.

EVALUATIVE—Why did ancient peoples most likely settle in northeastern and northwestern India? (4.5.c, 4.7, 4.15, 4.15.a)


- » Ancient peoples most likely settled in northeastern and northwestern India because they were near major rivers.

“Indus Valley Civilization,” page 5

Scaffold understanding as follows:

Invite volunteers to read the section on page 5 aloud.

CORE VOCABULARY—Point out the vocabulary terms *monsoon* and *domesticate*, and explain their meanings. Students may recall the word *domesticate* from their Unit 1 study of the Agricultural Revolution.

 **SUPPORT**—Direct students to the map of ancient India on page 4. Guide students to find the Indus River on the map. (4.6, 4.15.a)

SUPPORT—Remind students how the flooding of the Tigris and Euphrates Rivers in ancient Mesopotamia created fertile soil for agriculture, which allowed for the expansion of Mesopotamian society. Explain that monsoons had a similar effect on the Indian subcontinent. The months-long rains that accompany the monsoon winds enriched the fertile soil, which helped ancient societies thrive.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Indus valley civilization use animals? (4.15.b)

- » The Indus people domesticated animals such as oxen, goats, and sheep to do agricultural work, such as pulling plows.

EVALUATIVE—How was the Indus valley culture similar to other ancient cultures? (4.2.a, 4.3, 4.4)

- » Like the ancient Mesopotamians, the Indus valley culture’s agricultural system relied on river flooding.

“Indus Valley Achievements,” pages 6–8

Scaffold understanding as follows:

Read the first paragraph on page 6 aloud.

Note: *Mohenjo-Daro* is pronounced (/moe*hen*joe/dah*roe/). *Harappa* is pronounced (/hah*rah*pah/).

Invite volunteers to read the remainder of the section on pages 6–8 aloud.

CORE VOCABULARY—Point out the vocabulary terms *terra-cotta* and *seal*, and explain their meanings.

SUPPORT—Help students better understand the concept of a seal by comparing it to a stamp used with an ink pad. Instead of a stamp being dipped into ink and then pressed onto paper or another surface to leave a mark, seals are pressed directly into a soft substance that will harden later, like wet clay, hot wax, or even concrete. Show students the image of a concrete seal spotted on a California sidewalk. Then show them the image of a wax seal on a letter. Explain that wax seals were also used for signing treaties.

SUPPORT—Note that historians believe that changes to the environment may have caused the relocation of the Indus valley people. Explain that climate and geography play important roles in civilizations. Societies develop their clothing and housing based on the climate and geography

where they live. Their economies develop according to what resources are available. A change in climate means the people have to change their ways of life to adapt to the new conditions. When the struggle to adapt becomes too difficult, a group of people may choose to relocate.

After the volunteers read the text, ask the following questions:

LITERAL—What details from the text tell you that the Indus valley people created a well-organized society? (4.2.b, 4.15.b)

- » The way Indus valley cities were built indicates that the society was well organized. The cities were organized in a grid pattern. Streets, houses, and buildings were made of bricks. Sewers were built to carry wastewater away from where people lived.

LITERAL—How did having a stable food supply affect the Indus valley culture? (4.5.c., 4.12)

- » Being able to grow larger, steady amounts of food meant that some people could farm and some people could do other types of work, such as building ships or transporting goods. This allowed the people of the Indus valley to trade with people in other regions and access new goods.

EVALUATIVE—How would you argue against the claim that the people of the Indus valley were not an advanced society? (4.5.d, 4.11, 4.15.b)

- » Possible answer: The people of the Indus valley were advanced. Their cities were well organized to keep people safe and healthy. Craftspeople specialized in items needed for work, like stone tools and copper, and home decor. The Indus valley people even had wheeled vehicles.

“Hinduism and the Vedas,” pages 8–9

Scaffold understanding as follows:

Read the section on pages 8–9 aloud.

CORE VOCABULARY—Point out the vocabulary terms *reincarnation* and *caste*, and explain their meanings.

SUPPORT—Today, Hinduism is the third-largest religion in the world. The majority of Hindus today live in India. Much of the population of Nepal is also Hindu. Around the globe, Hinduism is an important religion in many countries, including Bangladesh and Indonesia.

SUPPORT—Explain that the role of the Vedas in Hinduism is similar to the roles of the Bible in Christianity, the Torah in Judaism, and the Quran in Islam. Even though these texts have different origins and contain different information, each presents the basic beliefs and values of the religion that is based on it.

SUPPORT—Explain to students that the Vedas contain the basic beliefs of Hinduism. Hindus worship many gods, each of which represents one aspect of Brahman, the universal spirit or soul. Hindus believe in the cycle of birth, life, and death, over and over again until the soul reaches *moksha*, or liberation from that cycle. Hindus also believe in *karma*, which is a force that determines the status or fate of a person based on what has occurred in their past lives, and in following *dharma*, or personal duty. Everyone has a different duty, which is based on their place in society.

After reading the text, ask the following questions:

LITERAL—What are the Vedas? (4.2.a, 4.8)

- » The Vedas are the oldest texts of Hinduism. They contain the religion’s central beliefs.

LITERAL—What was the Vedic period? (4.8)

- » The Vedic period was the years from 1500 to 500 BCE, during which the Vedas were written down.

INFERENTIAL—How might the creation of Sanskrit have affected the development of Hinduism? (4.5, 4.5.a, 4.8, 4.12)

- » Before Sanskrit was developed, the stories of the Vedas were passed on orally. People might have known different stories or might have told certain stories differently. When people began using Sanskrit and wrote the Vedas, everyone could share in the same versions of the same stories.

LITERAL—How did the caste system organize society? (4.15)

- » The caste system organized society by determining the work a person would perform and the kind of education and life they would have.

“Buddhism, Ashoka, and Jainism,” pages 10–11


Scaffold understanding as follows:

Have students read the section on pages 10–11 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *nirvana* and *stupa*, and explain their meanings.

SUPPORT—Briefly explain the origins of Buddhism. Tell students the story of Siddhartha, the son of a wealthy Hindu family who saw others suffering when he left his palace walls. He decided to give up his life of privilege and search for the meaning of life. After six years of wandering, he believed that the way to end human suffering was to overcome human desires.

SUPPORT—Emphasize that nirvana is a state of being, one that can be reached during one’s life here on Earth. It is not a place or plane of existence to be reached upon death, like the Christian idea of heaven is.

 **SUPPORT**—Using a globe or world map, have students locate present-day India. Explain that Ashoka was instrumental in spreading Buddhism throughout the Eastern Hemisphere. In addition to inscribing Buddhist scriptures on stones in his own kingdom, he sent Buddhist missionaries to other lands to teach others about the religion. They traveled as far as present-day China, Thailand, and Greece. Have students locate those countries. Challenge them to find routes that missionaries might have used to travel from India to those far-off locations. (4.1, 4.5.a, 4.7, 4.8)

After students read the text, ask the following questions:

LITERAL—How are Buddhism, Hinduism, and Jainism alike? (4.5.b)

- » Buddhism, Hinduism, and Jainism are alike in that all include a cycle of life, death, and rebirth.

LITERAL—How is Buddhism different from Hinduism? (4.5.b)

- » Unlike Hinduism, Buddhism teaches that a person can find peace by detaching themselves from material things like wealth, comfort, and power.

LITERAL—What happened when Ashoka decided to pursue peace instead of war? (4.5.c, 4.8, 4.12)

- » When Ashoka decided not to pursue war, he dedicated himself to building a better society. In addition to building hospitals and roads, he taught people who lived outside of cities about Buddhism and built places for them to worship. His work helped Buddhism spread throughout the Mauryan Empire.

“The Gupta Empire,” pages 11–12

Scaffold understanding as follows:

Invite volunteers to read the section on pages 11–12 aloud.

SUPPORT—Point out the reference to the Silk Road at the end of the second paragraph of the section. Explain that the Silk Road was a network of trading routes. It was originally used by Chinese merchants who sold China’s valuable silk fabric. The routes eventually expanded west into India, Persia, Arabia, Africa, and Europe, and they were used to transport much more than silk. Spices, foods, and goods were traded along the Silk Road. Cultural practices, including languages and religions, also spread along its routes. (4.1, 4.5.a, 4.8, 4.12, 4.19.g)

SUPPORT—Emphasize that Gupta mathematicians created the symbols for the numbers one to nine that we use today. Invite volunteers to write those symbols on the board or chart paper. Explain that these symbols are called Arabic numerals in the West because they were introduced to Europe by Arabs. Arabs call these numerals “Indian numbers.” (4.1, 4.15.c)

SUPPORT—Tell students that in addition to medical and dental tools, Gupta scientists also created a material called wootz steel, which was the first true steel ever made. Extremely hot iron was fused with carbon by sealing it in a clay container with wood chips until the iron melted and absorbed the carbon from the wood. The fused material, now steel, was used to make swords and other types of blades.

After the volunteers read the text, ask the following questions:

LITERAL—How was religion in the Gupta empire different from religion in the Mauryan Empire? (4.4, 4.8, 4.15)

- » The Gupta Empire supported the Hindu religion, as well as Buddhism and Jainism. Under Ashoka, the Mauryan Empire promoted Buddhism.

LITERAL—How did the Gupta empire shape our understanding of math and science? (4.15.c)

- » The number system we currently use was created during the Gupta empire. Our understanding of the solar system is based on the findings of Gupta astronomers, who determined that Earth is round and revolves around the sun.

Activity Page



AP 1.5

Distribute Characteristics of Civilization (AP 1.5), and have students complete the Activity Page with a partner, consulting the Student Reader as needed. (4.12)

Primary Source Feature: “Indus Valley Seals,” page 13

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 13.

Introduce the source to students by reviewing what students read about the Indus valley civilization’s seals. Remind them that the Indus valley civilization began around 2600 BCE. Explain that archaeologists believe seals such as these three were likely used to mark ownership or sign trade agreements.

Have students study the images.

SUPPORT—Tell students that the seal in the top image depicts a unicorn. Although the unicorn is a mythical beast, it is the most common animal found on ancient Indus valley seals. Point out that the other two seals depict real animals. The middle seal shows a zebu bull. Zebu cattle were domesticated by ancient people of Southwest Asia as a source of milk and as working animals. The bottom image shows a rhinoceros. Prompt students to think about each of these animals and what they might represent. Then ask them if the seals would have the same effect with an image of a different animal, such as a kitten or a butterfly. Have volunteers explain how the effect of the seals would change. (4.2.c, 4.11)



SUPPORT—Point out that each seal also includes writing. On these seals, the writing is the four to seven symbols across the top. Explain that scholars have not learned how to read Indus valley writing, so no one knows for certain what the seals actually say. Ask volunteers to share their ideas. (*Possible answers: The seals may bear the name of a person or a business. They may also have a slogan.*)

Distribute Artifact Study (AP 1.2), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—Where are the words placed on an Indus valley seal? (4.2.a)

- » Words are placed at the top of an Indus valley seal, above the image of an animal.

EVALUATIVE—What are the similarities and differences between the unicorn seal (top image) and the zebu bull seal (middle image)? (4.2.c)

- » The unicorn seal and the zebu bull seal both appear to be made from the same material, which could be clay or mud. They both have Indus valley writing at the top and show an animal facing to the left at the bottom. The seals are different in that the zebu bull is carved into the material so that when the seal is pressed into clay, the bull will stand out from the background, whereas the unicorn is carved out of the material so that it will leave a unicorn-shaped impression.

EXTENSION—If time allows, have students design seals for themselves. Tell students that their seals should mirror those made by the Indus valley artisans by including both writing and an animal that represents them in some way. The writing can be their name or a slogan that relates to them.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of important dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “What ideas, practices, and events developed across the vast Indian subcontinent several thousand years ago?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What ideas, practices, and events developed across the vast Indian subcontinent several thousand years ago?”
 - » Key points students should cite include: the development of agricultural and trade economies; well-planned cities; specialized workers and social classes; written language; the development and spread of Hinduism, Buddhism, and Jainism; empires; Arabic numerals; advances in astronomy, medicine, and dentistry.
- Choose one of the Core Vocabulary words (*subcontinent, plateau, monsoon, domesticate, terra-cotta, seal, reincarnation, caste, nirvana, or stupa*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Ancient China: The First Dynasties

The Framing Question: What were the political and cultural characteristics of early China?

Primary Focus Objectives

- ✓ Explain how the geographic characteristics of the Huang He and Yangzi affected human civilization. (4.7, 4.18.b)
- ✓ Describe life in early China. (4.11, 4.12, 4.18)
- ✓ Describe the role of dynasties in early China. (4.18, 4.18.e)
- ✓ Explain the influence of Confucianism and Daoism on early Chinese culture. (4.8, 4.12, 4.18.c)
- ✓ Understand the meaning of the following domain-specific vocabulary: *dynasty, canal, city-state, mandate, feudal system, noble, annals, philosophy, filial piety, virtue, and astronomy.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Ancient China: The First Dynasties”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.5

- individual student copies of Characteristics of Civilization (AP 1.5)
- “Traditional Silk-Making” video from the Internet
- diagram of the Mandate of Heaven from the Internet
- globe or world map
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the video and diagram may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

dynasty, n. a series of rulers who are all from the same family (17)

Example: The Xia dynasty ruled China for almost five hundred years.

Variations: dynasties, dynastic (adj.)

canal, n. a channel dug by people; used by boats or for irrigation (17)

Example: Visitors were surprised by how easy it was to navigate the city's canal system and get around by boat.

Variations: canals

city-state, n. a city that is its own political unit and has its own ruling government (18)

Example: Early Chinese societies were organized into city-states, which were like self-contained kingdoms.

Variations: city-states

mandate, n. a command; a responsibility given by an authority (19)

Example: In the United States, lawmakers have a mandate from voters to represent the people's best interest.

Variations: mandates, mandate (v.), mandatory (adj.)

feudal system, n. a social organization in which kings, lords, and peasants are bound together by mutual obligations (19)

Example: The feudal system divided society, land, power, and occupation by social class.

Variations: feudal systems

noble, n. a member of a high social class (19)

Example: The noble was so well respected that he was allowed to sit next to the Zhou ruler during the performance.

Variations: nobles, noble (adj.), nobility (n.)

annals, n. a record of events (20)

Example: Our town's annals of historical events are housed in the public library.

philosophy, n. the study of ideas about knowledge, life, and truth; literally, the love of wisdom (20)

Example: Daoism and Confucianism are both philosophies that originated in China.

Variations: philosophies, philosophize (v.), philosopher (n.), philosophic (adj.)

filial piety, n. deep respect for one's parents (21)

Example: Marina was shocked by the lack of filial piety Derek showed when he hung up the phone while his dad was still talking.

virtue, n. a high moral standard (21)

Example: Kindness is an important virtue.

Variations: virtues, virtuous (adj.), virtuousness (n.), virtuously (adv.)

astronomy, n. the study of the stars, planets, and other features of outer space (22)


Example: Humans have been interested in astronomy ever since the first people looked at the stars in the night sky.

Variations: astronomer (n.), astronomical (adj.)

THE CORE LESSON 35 MIN

Introduce “Ancient China: The First Dynasties”

5 MIN

 Briefly review what students read about ancient India, including the achievements of the Indus valley civilization and the introduction of Hinduism, Buddhism, and Jainism. Remind students that the Indus valley civilization emerged around 2600 BCE. In this chapter, they will be going farther back in history—all the way to 5000 BCE to study another cradle of civilization: China. Use a globe or world map to point out China’s location in relation to India and the United States.

Call students’ attention to the Framing Question. Tell students to look for details that describe the political and cultural characteristics of early China.

Guided Reading Supports for “Ancient China: The First Dynasties” 30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“An Enduring Culture,” pages 14–16

Scaffold understanding as follows:

Read the section on pages 14–16 aloud.

Note: *Huang He* is pronounced (/hwahng/huh/). *Yangzi* is pronounced (/yahng*zee/).

 **SUPPORT**—Have students examine the map of China on page 16. Point out the country of China. Explain that China stretches roughly 3,250 miles (5,230 km) from east to west and 3,400 miles (5,470 km) from north to south. The United States, by comparison, is 2,800 miles (4,500 km) across and 1,582 miles (2,550 km) from north to south. Guide students to find the geographical features mentioned in the section: the Pacific Ocean, the Gobi Desert, and the Himalayas. Then guide students to find the Huang He and the Yangzi River. Explain that the Yangzi is the longest river in China and the third-longest river in the world. Finally, remind the class that they read about the Himalayas in Chapter 1. Point out that the Plateau of Tibet

is on the China side of the Himalayas. This is a high plateau—thirteen thousand to fifteen thousand feet (4,000–5,000 m) in elevation. The Plateau of Tibet spans nearly a million square miles (965,000 square miles, or 2,500,000 km²). (4.6, 4.18, 4.18.a)

SUPPORT—Explain that the Huang He’s frequent flooding earned it the nickname “China’s Sorrow” because of the destruction it caused. Explain that *sorrow* means extreme sadness.

After reading the text, ask the following questions:

LITERAL—What are China’s physical borders? (4.6, 4.18, 4.18.a)

- » China is bordered by the Pacific Ocean in the east, the Himalayan Mountains in the southwest, and the Gobi Desert in the north.

LITERAL—How did China’s physical borders affect ancient China’s contact with other cultures?

- » China’s physical borders prevented ancient China’s contact with other cultures. The mountains, desert, and ocean made it difficult for ancient Chinese people to travel to other places. These physical features also made it difficult for foreigners to invade China. (4.5.c, 4.7, 4.18.a)

LITERAL—Why did early Chinese people settle in the Huang He valley?

- » The water of the Huang He and the silt produced by floods supported agriculture. (4.7, 4.18.b)

EVALUATIVE—What detail from the text supports the idea that the Huang He caused great sorrow for many early Chinese people? Explain your reasoning. (4.2.b, 4.5.c)

- » Floods from the Huang He destroyed communities near the river. That would have made people who lived in those places very sad.

“Life in Early China,” pages 16–18

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs on pages 16–17 aloud.

SUPPORT—Help students better understand the silk-making process. Show them the “Traditional Silk-Making” video from the American Museum of Natural History (03:05).

Read the last two paragraphs of the section on pages 17–18 aloud.

CORE VOCABULARY—Point out the vocabulary terms *dynasty* and *canal*, and explain their meanings.

Note: *Xia* is pronounced (/shah/).

SUPPORT—Explain that while some historians believe the stories about the Xia dynasty, others don't. Nonbelievers argue that later dynasties made up stories about the Xia dynasty as cautionary tales about how not to rule. They say that the lack of archaeological evidence from the Xia period supports their theory. They dismiss any artifacts attributed to the Xia period as actually coming from the Shang dynasty. (4.2.b, 4.5.a, 4.5.d)

After reading the text, ask the following questions:

LITERAL—What crops were most common in early China? (4.5.a)

- » The most common crops in early China were grains such as wheat in the north and rice in the south.

EVALUATIVE—Why were mulberry trees important in early China? (4.2.a, 4.5.a)

- » Mulberry trees were important because they supported silkworms. The Chinese used the silkworms' cocoons to make silk fabric, which became an important part of China's economy.

EVALUATIVE—What does the story of Yu the Great tell us about early China? (4.18.b)

- » The story of Yu the Great tells about the importance of unity to the early Chinese. Yu was called "the Great" because he united the people to prevent the destruction caused by Huang He flooding.

"The Shang Dynasty," page 18

Scaffold understanding as follows:

Invite volunteers to read the section on page 18 aloud.

CORE VOCABULARY—Point out the vocabulary term *city-state*, and explain its meaning.

Note: *Shang* is pronounced (/shahng/).

SUPPORT—Explain that because the animal bones with carvings were used to predict the future, they are sometimes referred to as *oracle bones*. An oracle is a person through whom a god or goddess is believed to speak. In ancient Greek culture, which students will read about in Chapter 4, oracles were women whom gods spoke through to give advice to mortals.

After the volunteers read the text, ask the following questions:

LITERAL—What was Shang society like? (4.2.a, 4.11, 4.12, 4.18)

- » Shang society was organized into city-states. Kings, an upper class, and a merchant and artist class lived in cities. Most people were farmers who lived in the countryside.

LITERAL—How were carved animal bones used in early China? (4.2.a, 4.12)

- » Carved animal bones were used to try to learn things about the future.

“The Zhou Dynasty,” pages 19–20

Scaffold understanding as follows:

Have students read the section on pages 19–20 with a partner.

Note: *Zhou* is pronounced (/joe/).

CORE VOCABULARY—Point out the vocabulary terms *mandate*, *feudal system*, and *noble*, and explain their meanings.

SUPPORT—Help students understand the mandate of heaven by displaying the Mandate of Heaven diagram. Explain that in early China, people believed that the will of the gods could be determined by what was happening on Earth. If the kingdom was wealthy and at peace, then the rulers had the Mandate of Heaven; they had the approval of the gods, who gave them the responsibility to rule. Natural disasters, poverty, and wars and invasions were thought to be signs that the ruler had lost the Mandate of Heaven.

SUPPORT—Help students understand the hierarchy of the Zhou feudal system. Draw a pyramid on the board or chart paper. Divide the pyramid into four horizontal rows. From top to bottom, label the rows *Zhou rulers*, *Zhou nobles*, *Local rulers and nobles*, and *Commoners*. Point out that the top row, *Zhou rulers*, is the smallest. This group had the fewest people but the most power. The bottom row of the pyramid, *Commoners*, is the largest group. Commoners outnumbered any other group of people in the Zhou feudal system, but they held little power.

After students read the text, ask the following questions:

LITERAL—What is the mandate of heaven? (4.12, 4.18, 4.18.c)

- » The mandate of heaven was the idea that China’s rulers had heaven’s blessing or approval to rule.

LITERAL—What were some cultural achievements of the Zhou dynasty? (4.1, 4.2.a)

- » The Zhou dynasty developed a feudal system, made advancements in the writing system, and created bronze objects and weapons.

“The Spring and Autumn Period,” page 20

Scaffold understanding as follows:

Have students read the section on page 20 independently.

CORE VOCABULARY—Point out the vocabulary term *annals*, and explain its meaning.

SUPPORT—Help students better understand the concept of the Spring and Autumn period by comparing its events to the seasons. On the one hand, this period in Chinese history was beneficial to the Chinese people. Zhou rulers were making improvements that helped their kingdoms grow stronger and wealthier. This growth is similar to the growth that happens during spring. But this period of time was also marked by a decline in the central government’s power. That led to war and a breakdown of order. Breakdowns and declines are like the season of autumn, when leaves fall off trees and growth comes to a halt.

After students read the text, ask the following question:

LITERAL—What was China like during the Spring and Autumn period? (4.1, 4.18, 4.18.c)

- » China was unstable during the Spring and Autumn period. Even though there was a growth of wealth in individual kingdoms, the country itself was unstable. The central government declined, and warfare was more frequent.

“Confucianism,” pages 20–21

Scaffold understanding as follows:

Read the first paragraph of the section on page 20 aloud.

CORE VOCABULARY—Point out the vocabulary term *philosophy*, and explain its meaning.

SUPPORT—Explain that the name Confucius is a westernization of the title Kong Fuzi, or Teacher Kong.

Invite a volunteer to read the last two paragraphs of the section on pages 20–21 aloud.

CORE VOCABULARY—Point out the vocabulary terms *filial piety*, and *virtue*, and explain their meanings.

After the volunteer reads the text, ask the following questions:

LITERAL—According to Confucianism, what is the basic unit of society? (4.12, 4.18)

- » According to Confucianism, the family is the basic unit of society.

INFERENTIAL—Would Confucius agree that the head of the family should be treated like a king? Why or why not? (4.5, 4.5.b, 4.18.c)

- » Possible answer: Confucius would not agree that the head of the family should be treated like a king. He believed that the government was an extension of the family. If that were true, then the ruler of the government, not a family member, would be the head of the family and should be treated like a king.

“Daoism,” pages 21–22

Scaffold understanding as follows:

Have students read the section on pages 21–22 with a partner.

Note: *Daoism* is pronounced (/dow*izm/), with *dow* pronounced like *cow*.

CORE VOCABULARY—Point out the vocabulary term *astronomy*, and explain its meaning.

SUPPORT—Explain that Daoism is often said to have been founded by a man named Laozi (/low*zee/), but its texts were written long before Laozi was born.

After students read the text, ask the following questions:

LITERAL—What is the core idea of Daoism? (4.8)

- » The core idea of Daoism is that the world works according to a natural order called Dao, or the Way. Dao connects everything in the universe and keeps it in balance.

EVALUATIVE—How did Daoism affect understanding of math and science in ancient China? (4.3, 4.5.c, 4.12)

- » People who followed Daoism believed it was important to carefully observe and understand the natural world. This led the Chinese to study the night sky. They developed the science of astronomy to help them understand what they observed, and they developed mathematics to help them with their astronomy.


“Warring States,” page 22

Scaffold understanding as follows:

Invite volunteers to read the section on page 22 aloud.

Note: *Qin* is pronounced (/chin/).

Note: Students will read more about the Qin dynasty in Unit 4, *The Growth of Empires*.

 **SUPPORT**—Note that the Great Wall that stands today was mostly built during the Ming dynasty, which ruled from 1368 to 1644 CE. The wall built during the Qin dynasty was to the north of where the current wall stands. It was built to mark the boundary between the Chinese empire and the people who lived in the Mongolian plains. Use a globe or world map to point out Mongolia, which is north of China. Students will read more about the Qin and the Great Wall in Unit 4. (4.1, 4.6, 4.7)

After the volunteers read the text, ask the following questions:

LITERAL—What happened during the Warring States period? (4.1, 4.18, 4.18.c)

- » During the Warring States period, kings mostly ignored the Zhou dynasty, and regional rulers competed for the mandate of heaven.

LITERAL—What were some of the achievements of the Qin dynasty? (4.1, 4.6, 4.18.d, 4.18.e)

- » The Qin dynasty oversaw the construction of the Lingqu Canal, which improved transportation and trade. It also built the first version of the Great Wall of China to protect the country from invaders to the north.

EVALUATIVE—What was the basic problem the Great Wall was intended to address? (4.18.e)

- » The basic problem the Great Wall was intended to address was the potential invasion of China by people to the north.

Activity Page



AP 1.5


Distribute Characteristics of Civilization (AP 1.5), and have students complete the Activity Page with a partner, consulting the Student Reader as needed. (4.12)

Primary Source Feature: “Excerpts from *The Analects of Confucius* and the *Daodejing*,” page 23

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 23.

Introduce the source to students by reviewing what students read about Confucianism and Daoism.

 **Background for Teachers:** *The Analects of Confucius* (also known as the *Lunyu*) is one of the fundamental Confucian texts compiled by Confucius’s followers. It is not so much a record of Confucius’s teachings or life as an “ongoing conversation” about his beliefs, including those about the importance of learning and familial piety.

The *Daodejing* is the authoritative text on Dao. Believed to have been written between the eighth and third centuries BCE, the *Daodejing* instructs readers on how to “restore harmony and tranquility” to a world plagued by chaos by following a path of nonaction.

Invite volunteers to read the sources aloud.

SUPPORT—Before a volunteer reads the first two quotations, explain that *labor* is work or effort, and the word *perilous* means dangerous or risky. Before the second volunteer reads the third quotation, explain that *attainment* means achievement or accomplishment.

SUPPORT—After volunteers read each quotation, prompt students to restate the meaning of the quotation in their own words. (4.2.a)

After the volunteers have read the sources, ask the following questions:

LITERAL—In what way is learning without thought labor lost? (4.5.a)

- » Learning without thought is reading or studying without gaining any understanding; it is learning nothing. It is labor lost because it is time and effort spent without any gain.

LITERAL—In your own words, what is the meaning of the quotes from Confucius? (4.2.b)

- » Possible answer: In the first quotation, the first part of Confucius’s saying means that if you do not think about what you are trying to learn, you cannot learn anything valuable, so you are wasting all the work you have done. The second part of the saying means that if you do not have knowledge of a subject, you should not trust your ideas about it. The second quotation says not to do something to other people that you would not want them to do to you, or “treat others the way you want to be treated.”

EVALUATIVE—Compare the first and third quotations. What do they both have in common?

- » Possible answer: Both quotes are about the importance of learning, truly understanding the knowledge learned, and always wanting to know more.

EVALUATIVE—Would a Daoist be more likely to admire someone who thought they had all the answers or someone who thought they didn’t know anything at all? Explain your reasoning. (4.2.b)

- » A Daoist would be more likely to admire someone who thought they didn’t know anything at all. The quote from the *Daodejing* says that knowing but thinking one does not know is a great achievement. It compares thinking one knows everything to a disease.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: “What were the political and cultural characteristics of early China?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were the political and cultural characteristics of early China?”
 - » Key points students should cite include: impact of geography; development of agriculture; the rule of the Xia, Shang, and Zhou dynasties; formation of city-states; creation of a feudal system; impact of the Spring and Autumn and Warring States periods; Confucianism and filial piety; mandate from heaven; Daoism.
- Choose one of the Core Vocabulary words (*dynasty, canal, city-state, mandate, feudal system, noble, annals, philosophy, filial piety, virtue, or astronomy*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: The City-States of Ancient Greece

The Framing Question: In what ways were ancient Greek city-states alike and different?

Primary Focus Objectives

- ✓ Explain how the geographic characteristics of ancient Greece affected agriculture, societal development, and military strategy. (4.6, 4.7, 4.16.a, 4.16.b)
- ✓ Describe political structures in ancient Greece. (4.12, 4.16, 4.16.c, 4.16.d)
- ✓ Compare everyday life in Athens and Sparta. (4.4, 4.12, 4.16, 4.16.e)
- ✓ Assess the events of the Persian Wars and the Peloponnesian War. (4.16.f)
- ✓ Understand the meaning of the following domain-specific vocabulary: *archipelago, isthmus, colony, polis, citizen, tyranny, aristocracy, oligarchy, democracy, jury, metic, logic, and helot.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The City-States of Ancient Greece”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- map of the Persian Empire from the Internet
- globe or world map
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

archipelago, n. a chain of islands (24)

Example: Some of Greece's islands form an archipelago in the Aegean Sea.

Variations: archipelagoes or archipelagos

isthmus, n. a narrow piece of land that connects two larger landmasses (24)

Example: The Peloponnese almost looks like an island, but it is actually a peninsula connected to mainland Greece by an isthmus.

Variations: isthmuses

colony, n. an area settled by people who come from elsewhere (27)

Example: The ancient Greeks were known for establishing colonies in foreign lands from which they could trade goods.

Variations: colonies, colonist (n.), colonial (adj.)

polis, n. a city-state of ancient Greece (28)

Example: The Greek polis, which was similar to the ancient Indian city-state, included the main city as well as the area surrounding it.

Variations: poleis (pl. n.)

citizen, n. in ancient Greece, a person with legal rights and responsibilities in a city-state (28)

Example: In ancient Greece, only a man who owned property could be a citizen.

Variations: citizens, citizenry, citizenship

tyranny, n. a type of government in which one person holds all power, usually ruling in a harsh and brutal way (29)

Example: While some Greek city-states were governed by citizens, others were tyrannies controlled by one all-powerful ruler.

Variations: tyrannies, tyrant (n.), tyrannical (adj.)

aristocracy, n. the upper or noble class whose members' status is usually passed down through family; government by such a class (29)

Example: In many societies, members of an aristocracy owned the land and enjoyed wealth and privilege, while most people had to work to survive.

Variations: aristocracies, aristocrat (n.), aristocratic (adj.)

oligarchy, n. a government where all power is held by a small group of wealthy or powerful people (30)

Example: After the army jailed the president, a few generals formed an oligarchy to rule the country.

Variations: oligarchies, oligarch (n.), oligarchic (adj.)

democracy, n. a form of government in which people choose their leaders (30)

Example: Some people say that Greek democracy was not very democratic because only male citizens were allowed to participate in the government.

Variations: democracies, democratic (adj.)

jury, n. a group of people who listen to information presented in court and make decisions about whether or not someone is guilty (31)

Example: The judge instructed the jury to listen to both sides' arguments before determining who was at fault.

Variations: juries, juror (n.)

metic, n. a foreigner living in an ancient Greek city (32)

Example: Because they weren't Greek citizens, metics were not allowed to participate in Athenian government.

Variations: metics

logic, n. the study of ways of thinking and making reasonable arguments (33)

Example: He made a good argument with solid evidence and sound logic.

Variations: logical (adj.), logically (adv.)

helot, n. an enslaved person in Sparta (35)

Example: A helot in Sparta was much more likely to be treated poorly than an enslaved person in Athens.


Variations: helots

THE CORE LESSON 35 MIN

Introduce "The City-States of Ancient Greece"

5 MIN

Briefly review what students learned about ancient China in Chapter 2. Remind them that the first Chinese civilizations were established in the Huang He valley. Ancient China was ruled by a series of dynasties. The second dynasty, the Shang, introduced city-states to China. Remind students that a city-state is a city that is its own political unit and has its own ruling government.

 Explain that in this chapter, students will read about the development of civilization in another part of the world: Europe. Point out Europe on a globe or world map. Tell students that the civilizations described in this chapter developed in an area of Europe called Greece. Point out Greece on the globe or map. Then point out how close it is to Egypt, which students studied in Unit 2.

Call students' attention to the Framing Question. Tell students to look for ways that ancient Greek city-states were alike and different as they read and listen to the text.

Guided Reading Supports for "The City-States of Ancient Greece" 30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Land of Mountains and Sea,” pages 24–27


Scaffold understanding as follows:

Read the first two paragraphs of the section on page 24 aloud.

CORE VOCABULARY—Point out the vocabulary terms *archipelago* and *isthmus*, and explain their meanings.

Invite volunteers to read the remainder of the section on pages 25–27 aloud.

CORE VOCABULARY—Point out the vocabulary term *colony*, and explain its meaning.


 **SUPPORT**—Direct students to the map of ancient Greece on page 26. Guide students to find the Mediterranean Sea, mainland Greece, the Aegean Sea, the Ionian Sea, the Peloponnese (Peloponnesus on the map), the Isthmus of Corinth, and the island of Crete. Point out the areas of Greek lands on the map. Ask students what those lands have in common. (*They are all near or along coasts.*) (4.6, 4.16.a)

SUPPORT—Ensure students understand that ancient Greece’s agricultural revolution did not look like those in ancient India and ancient China. Greece’s mountainous landscape did not provide space or soil for large-scale farming like a river valley would. And even though they were surrounded by ocean, the Greeks had little access to fresh water due to lack of regular rain. Ask students what food source the Greeks relied on to supplement their weak agriculture. (*fish*) (4.4, 4.7, 4.11)


After the volunteers read the text, ask the following questions:

 **LITERAL**—How did physical geography help the Greeks in warfare? (4.7)

- » Greece’s territory was very mountainous, making Greek cities hard to attack.

 **LITERAL**—How did physical geography lead the Greeks to become seafarers? (4.7)

- » Mountainous Greece had little land for farming, so Greeks looked to the sea for the resources they could not grow or get from their land.

 **LITERAL**—How did the sea affect the development of ancient Greek civilization? (4.7, 4.16.b)

- » Because Greeks relied on the sea, they became skilled seafarers and navigators. This led them to explore and colonize other places.

EVALUATIVE—How did agriculture in Greece differ from agriculture in early India and China? (4.4, 4.7)

- » Societies in ancient India and China were established in fertile river valleys, which had good soil and plenty of water for growing crops like rice and wheat. Those societies grew so much food that they had enough to store and sell. Greece has little good land for farming, and its major bodies of water are mostly saltwater. During ancient times, its small farms grew grapes, chickpeas, and lentils. It did not have a lot of extra agricultural products.

“The Minoans and Mycenaeans,” page 27

Scaffold understanding as follows:

Have students read the section on page 27 independently.

Note: *Mycenaean* is pronounced (/my**sin***ee***an*/).

After students read the text, ask the following questions:

LITERAL—Where and when did the Minoans live? (4.1, 4.5.a, 4.6)

- » The Minoans lived on the island of Crete from about 2700 to 1500 BCE.

LITERAL—Why do historians think Mycenaean culture influenced Greek culture? (4.2.b)

- » Artifacts have been found that link Mycenaean and Greek cultures.


“City-States,” pages 27–29

Scaffold understanding as follows:

Invite volunteers to read the section on pages 27–29 aloud.

CORE VOCABULARY—Point out the vocabulary term *polis*, and explain its meaning.

SUPPORT—Explain that the word *polis* is the root of many modern words that we use today, such as *politics* and *policy*. Challenge students to identify other words from the same root. (Possible answers: *political*, *police*, *metropolis*)

 **SUPPORT**—After the second paragraph is read aloud, direct students back to the map of ancient Greece on page 26. Ask them to locate Athens and Sparta. Point out that Sparta is located inland, in a mountain region. Prompt students to compare Sparta’s location to that of Athens, which is located near the coast. Explain that each city-state’s location influenced the way it developed. (4.5.c, 4.7)

CORE VOCABULARY—Point out the vocabulary term *citizen*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—What was a polis? (4.16.c)

- » A polis was a city-state of ancient Greece.

EVALUATIVE—How did citizenship in ancient Greece differ from American citizenship today? (4.3, 4.4, 4.5.a)

- » In ancient Greece, only adult male property owners could be citizens. Today, in the United States, people of any gender and any age can be citizens, regardless of wealth or poverty.

EVALUATIVE—How did the idea of citizenship shape Greek city-states? (4.16.c)

- » Citizenship gave many people responsibility for governing. This shaped the physical layout of city-states by creating the need for public spaces for people to meet, such as agoras.

“Different Governments,” pages 29–30

Scaffold understanding as follows:

Have students read the section on pages 29–30 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *tyranny*, *aristocracy*, *oligarchy*, and *democracy*, and explain their meanings.

SUPPORT—Point out the word *tyrant*. Explain that today, the words *tyranny* and *tyrant* (the person who controls a tyranny) have negative meanings. But in ancient Greece, the words did not have that connotation, or emotional meaning. Tyrants weren't thought of as good or bad. The term was simply recognition of a single ruler with absolute power, much like the term *king* was thought of as a person who inherited power from someone else in his family.

SUPPORT—Ensure that students understand what the text means by the reference to democracy “as you know it today.” Remind students that democracies are governed by the people. In the United States, that means that any citizen aged eighteen or older can participate in government by voting in elections. Voters choose lawmakers at the local, state, and national levels and sometimes decide questions, called *referendums*, or vote on proposed laws, called *initiatives*.

After students read the text, ask the following questions:

LITERAL—Describe aristocratic government in ancient Greece. (4.16)

- » Aristocracy is rule by an upper class. In Greece, an aristocratic government was one in which a few noble families held power. Sometimes those families shared power with the assembly.

LITERAL—What is the difference between a king and a tyrant? (4.2.a)

- » Kings are usually given power by a family member. Tyrants take power.


EVALUATIVE—What was the main difference among tyrannies, oligarchies, and democracies in ancient Greece? (4.16, 4.16.d)

- » The main difference was who held power. In tyrannies, the individual tyrant held all power. In oligarchies, a small group held power. In democracies, all male citizens held power.

“Athenian Democracy,” pages 30–31

Scaffold understanding as follows:

Have students read the section on pages 30–31 independently.

 **SUPPORT**—Direct students back to the map of ancient Greece on page 26. Ask them to once again locate Athens.

CORE VOCABULARY—Point out the vocabulary term *jury*, and explain its meaning.

SUPPORT—Explain that the political system in Athens was an example of direct democracy, or people directly participating in government instead of having representatives do it for them. Tell students that they participate in direct democracy when they vote on something in class, like what to do for a class project or a rainy day activity.

After students read the text, ask the following questions:

LITERAL—What was the assembly? What was its purpose? (4.12)

- » The assembly was the governing body of Athens. It passed laws, set taxes, and voted on issues of war and peace.

EVALUATIVE—How was Athenian democracy different from democracy today? (4.4, 4.16.d, 4.16.e)

- » In Athens, every male citizen was allowed to participate in the assembly and directly vote on laws and other issues. Today, citizens in the United States are represented by other citizens who have been elected to positions of power.

“Limits of Athenian Democracy,” page 32

Scaffold understanding as follows:

Read the section on page 32 aloud.

SUPPORT—Remind students that limiting the rights of women was not an unusual practice, especially for the time period. The period students are reading about in the text took place more than two thousand years ago,

but it was only about one hundred years ago—in 1920—that women in the United States were guaranteed the right to vote. Today, there are some places in the world where women are excluded from the political process or where women’s participation is made very difficult.

CORE VOCABULARY—Point out the vocabulary term *metic*, and explain its meaning.

SUPPORT—Explain that noncitizens in Athens greatly outnumbered citizens. So even though Athens was considered a democracy, a small group of people made laws for many people who had no voice in government proceedings. There were special situations in which a metic could become a citizen, but there was no path for an enslaved person or a woman to become a citizen.

After reading the text, ask the following questions:

EVALUATIVE—What were women’s most important roles in ancient Athens? What rights and privileges were women denied? (4.12, 4.16.e)

- » Athenian women played an important role in religious affairs, and they were expected to raise their own children and support the home. Women had almost no rights and could not own property or participate in debates in the assembly. Girls were not sent to school.

LITERAL—How did metics affect the Athenian economy? (4.12, 4.16.e)

- » Metics helped the Athenian economy. Many metics were tradespeople or merchants. They made and sold goods, which brought money into Athens.

LITERAL—What types of work did enslaved people do in ancient Athens? (4.16.e)

- » Enslaved people did most of the labor-intensive jobs in ancient Athens. They cleaned, washed clothing, carried water, and shopped. They also helped raise children and provided entertainment.

“Athenian Education,” page 33

Scaffold understanding as follows:

Invite volunteers to read the section on page 33 aloud.

CORE VOCABULARY—Point out the vocabulary term *logic*, and explain its meaning.

SUPPORT—Explain that the phrase *stringed instruments* refers to musical instruments that make sound by vibrations of strings. Today, this category includes guitars, violins, cellos, harps, dulcimers, and banjos as well as

instruments such as the sitar, balalaika, shamisen, and koto. In ancient Greece, people played lyres by plucking the strings.

After the volunteers read the text, ask the following questions:

LITERAL—What was the goal of Athenian education for boys? (4.12, 4.16.e)

- » The goal of Athenian education for boys was to produce loyal citizens who were also cultured, well-rounded men who loved art, music, and sports.


EVALUATIVE—How were the lives of Athenian boys different from the lives of Athenian girls? (4.16.e)

- » Athenian boys learned logic, reading, writing, arithmetic, music, and poetry reading and received military training and physical education. Athenian girls were educated at home and prepared to be wives and mothers who would support their families.

“Sparta,” pages 34–35

Scaffold understanding as follows:

Read the first paragraph of the section on page 34 aloud.

 **SUPPORT**—Direct students again to the map of ancient Greece on page 26. Ask them to find Athens and Sparta. Note that even though there is less than one hundred miles (161 km) between the two city-states, their cultures were extremely different, especially when it came to education. (4.6)

SUPPORT—Explain that one aspect of Spartan culture was avoiding comforts. Today, we use the word *spartan* to describe something that is bare or simple or without the things that make life comfortable.

Have students read the rest of the section on pages 34–35 independently.

CORE VOCABULARY—Point out the vocabulary term *helot*, and explain its meaning.

Note: *Helot* is pronounced (/hee*lot/).

CHALLENGE: Facilitate a classroom debate about whether life was better in Sparta or Athens. Organize the class into two groups. Assign one group to speak in favor of Athens, the other in favor of Sparta. Before beginning the debate, allow the groups a few moments to brainstorm talking points and rebuttals to potential claims from the opposing side. Flip a coin to determine which side goes first. After the first side makes a claim, give the other side an opportunity to refute that claim and make a claim of their own. Continue the process until each side has made all of their points.

You can determine yourself which side provided the most convincing evidence, have the students vote, or choose to end the debate in a tie. (4.5.b, 4.5.d, 4.16.e)

After students read the text, ask the following questions:

LITERAL—What was the center of Spartan life and culture? (4.12, 4.16.e)

- » The military was the center of Spartan life and culture.

EVALUATIVE—How did education in Sparta differ from education in Athens? (4.4, 4.12, 4.16.e)

- » Athenian education was meant to produce well-rounded individuals. In Sparta, nearly all instruction was focused on military training, and individuality was not a goal at all.

EVALUATIVE—How were the lives of Spartan girls and women different from those of girls and women in Athens? (4.4, 4.16.e)

- » Spartan girls and women were more educated and had more rights than girls and women in Athens.

“Spartan Government,” pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 with a partner.

SUPPORT—Tell students that much of what we know about Sparta today comes from writings by the people of Athens. Explain that Athenians were biased against, or unfair to, the Spartans because their cultures were so different. The two city-states were enemies for most of the fifth century BCE. Because of this, Athenian writers may have chosen to focus on stories that made fun of Spartans or exaggerated certain ideas. Therefore, our understanding of Sparta may be inaccurate or incomplete in some ways.

After students read the text, ask the following questions:

LITERAL—What type of government did ancient Sparta have? (4.16.e)

- » Ancient Sparta was run by an oligarchy of two kings, who oversaw a council of elders and an assembly.

INFERENTIAL—Today, Athens and Sparta are often viewed as opposites. Why do you think that is? (4.5.b, 4.16.e)


- » Athens and Sparta were often very different. Athenian education emphasized creating well-rounded individuals. Spartan education focused on creating the parts of an army. Athens was a democracy in which citizens debated virtue and the good life; Sparta was

an oligarchy of two kings, a council of elders, and a much less democratic assembly, all of whose focus was military defense. Even their assemblies were run differently. In Athens, assembly members voted by raising their hands. In Sparta, assembly members voted by shouting.

“The Persian Wars,” pages 36–37

Scaffold understanding as follows:

Have students read the section on pages 36–37 independently.

 **SUPPORT**—Using a world map or globe, show students the present-day locations of Iran and Turkey. Explain that Persia was located in present-day Iran. Asia Minor was in present-day Turkey. Then show students the online map of the Persian Empire. Explain that the Persian Empire was one of the biggest empires in the ancient world. Point out how it included the areas of Mesopotamia and Egypt, which students studied in Unit 2. Also point out how close Asia Minor (present-day Turkey) is to Greece.

SUPPORT—Remind students of what they already read about the Persians in Unit 2—namely, that the Persians conquered Mesopotamia and freed the Israelites who had been held in captivity in Babylon. **(4.3)**

SUPPORT—Direct students’ attention to the image of the Battle of Marathon on page 37. Tell them that the Battle of Marathon is one of the most famous battles of the Persian War, not because of its outcome, but because of the legend associated with it. As the story goes, the Athenians beat the Persians. An Athenian messenger ran as fast as he could from Marathon, a Greek city-state, to Athens. It was about twenty-five miles (40 km) between the cities. Once he got there, the messenger announced that the Athenians had won before collapsing and dying from exhaustion. This story is how our modern marathon, a twenty-six-mile race, came to be.

After students read the text, ask the following questions:

LITERAL—Who were the Persians? **(4.2.a, 4.5.a)**

- » The Persians were people from Southwest Asia in what is now Iran.

LITERAL—Why did the Greeks and the Persians fight the Persian Wars? **(4.5.c, 4.16.f)**

- » The Persian Empire tried to conquer and rule the Greeks and their colonies. The Greeks wanted to remain independent.

EVALUATIVE—How did Athens’s physical geography help its troops during the Persian Wars? **(4.6, 4.7, 4.16.f)**

- » Athens is a city not far from the coast. Its military was more familiar with the waterways of the surrounding area than the Persians were.

Even though the Persians had more and bigger ships, the Athenian navy knew the waters better. The Athenians were able to lure the Persian ships into shallow, narrow waters before sinking them.

“The Peloponnesian War,” pages 37–38

Scaffold understanding as follows:

Invite volunteers read the section on pages 37–38 aloud.

SUPPORT—Remind students where Athens and Sparta were located: Sparta was inland in the mountains, and Athens was on the coast. Guide students to make the connection between the physical geography of each city-state and their respective military strengths.

After the volunteers read the text, ask the following questions:

LITERAL—Why did Athens and Sparta go to war in 431 BCE? (4.16)

- » Sparta thought that Athens was becoming too powerful and disliked Athenian attempts to spread democracy to other city-states.

LITERAL—How did Sparta defeat Athens in the Peloponnesian War? (4.16)


- » Sparta’s navy cut off Athens from its grain supplies. Without access to grain, Athens was forced to surrender.

EVALUATIVE—How did the Peloponnesian War affect Athens? (4.16, 4.16.e)

- » Athens’s defeat in the Peloponnesian War ended the Golden Age of Athens. The Spartans made the Athenians tear down the walls around their city, forbade Athens from having a navy, and ended Athenian democracy.

Primary Source Feature: “Excerpt from Pericles’s Funeral Oration,” page 39

Scaffold understanding as follows:

 **Background for Teachers:** Pericles (c. 495–429 BCE) was an Athenian statesman known for his contributions to the development of Athenian democracy and the Athenian empire. His famous funeral speech was given after the first season of battles of the Peloponnesian War in honor of fallen Athenian soldiers.

Direct students to the Primary Source Feature on page 39.

Introduce the source to students by reminding students that Athens is considered to be the birthplace of democracy. Preview how in this excerpt, Pericles—a leader of Athens during its Golden Age—explains why Athenians should be proud of their democracy.

Activity Page



AP 1.3

Invite a volunteer to read the introduction to the source aloud.

SUPPORT—Tell students that Pericles gave this speech during a ceremony honoring fallen soldiers during the Peloponnesian War. Review what students read about the Peloponnesian War.

Invite volunteers to read the source aloud.

SUPPORT—Explain to students that the “we” in this speech refers to all Athenians.

After the volunteers read the source, have the class work together to create a list of the benefits of Athenian democracy as detailed by Pericles. Record the list on the board or chart paper. (4.16.c)

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently.

After students have completed the Activity Page, ask the following questions:

LITERAL—Why did Pericles say Athens was a democracy? (4.5.b, 4.16.c, 4.16.d, 4.16.e)

- » Pericles said Athens was a democracy because many people, not just a few, had a say in how it was run.

INFERENTIAL—To what and to whom do you think Pericles is comparing Athenian democracy and the Athenian people? Why? (4.2.b)

- » Pericles is probably comparing the Athenian government and people to the Spartan government and people. This speech was given during the Peloponnesian War, which the Athenians fought against the Spartans.

EVALUATIVE—Does Pericles think Athens is better than other city-states? Why or why not? (4.2.b, 4.5.b)

- » Pericles thinks Athens is better than other city-states. Evidence for this is that he talks about how Athens treats all people equally and with respect. He says that Athenians do not walk around with sad looks on their faces, implying that people who live in other city-states do walk around with sad looks on their faces.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: “In what ways were ancient Greek city-states alike and different?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “In what ways were ancient Greek city-states alike and different?”
 - » Key points students should cite include: ancient Greek city-states had similar geographies, which influenced agriculture and other economic activities, such as trade and reliance on the sea, but because geography kept them somewhat isolated, they developed differently; they had a wide range of governmental systems, including tyranny, oligarchy, aristocracy, and democracy; many had governing assemblies; education was important, but means and goals of education differed; raising of children, especially boys, was important; they united to fight off the Persians but soon thereafter warred with each other.
- Choose one of the Core Vocabulary words (*archipelago, isthmus, colony, polis, citizen, tyranny, aristocracy, oligarchy, democracy, jury, metic, logic, or helot*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 4

TOPIC: The Culture of Ancient Greece

The Framing Question: What were some of the cultural achievements of ancient Greece?

Primary Focus Objectives

- ✓ Explain the relationship between Greece’s polytheistic religion and the first Olympic Games. (4.8, 4.16, 4.16.g)
- ✓ Recognize the lasting importance of Greek architecture, drama, and pottery. (4.16, 4.16.i)
- ✓ Describe the contributions of Greek philosophers, including Socrates, Plato, and Aristotle. (4.16.h)
- ✓ Understand Alexander the Great’s role in spreading Greek culture throughout the Mediterranean. (4.16.j)
- ✓ Understand the meaning of the following domain-specific vocabulary: *myth*, *truce*, and *moral*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Culture of Ancient Greece”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- image of Doric, Ionic, and Corinthian columns from the Internet
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

myth, n. a story explaining reasons for a belief or an event (42)

Example: The ancient Greek myth about Helios, the sun god, describes how he drove his chariot across the sky from east to west

Variations: myths, mythical (adj.), mythological (adj.), mythology (n.)

truce, n. an agreement to stop fighting (44)

Example: The two parties came to a truce after they realized they didn't remember what they had been arguing about in the first place.

Variations: truces

moral, adj. relating to ideas of right and wrong (45)

Example: Deciding whether to share with my teacher what my friend did was a difficult moral question.

Variations: moral (n.), morality (n.), morally (adv.)

THE CORE LESSON 35 MIN

Introduce “The Culture of Ancient Greece”

5 MIN

Briefly review what students read about ancient Greece in Chapter 3, including what they learned about Athenian democracy, the Persian Wars, and the Peloponnesian War. Remind students that a lot of what we know about ancient Greece was recorded by Athenian scholars, which is why the information we have today focuses heavily on ancient Athens.

Tell students that in this chapter, they will read about ancient Greek culture. Emphasize that the people and events discussed in this part of the text did *not* come after the events discussed in Chapter 3; they happened concurrently, or at the same time. The two chapters are separated by topic, not time.

Call students' attention to the Framing Question. Tell students to look for information about the cultural achievements of ancient Greece as they listen to and read the text.

Guided Reading Supports for “The Culture of Ancient Greece”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Great Civilization,” pages 40–42

Scaffold understanding as follows:

Read the section on pages 40–42 aloud.

SUPPORT—Direct students to the second paragraph, which says that Zeus was the chief god but shared his power with other gods and goddesses. Remind them that worshipping more than one god is called *polytheism*. Much of what students will read about the Greeks’ religious beliefs and practices is typical of ancient polytheistic religions.

 **SUPPORT**—Direct students back to the map of Greece on page 26 in Chapter 3. Have them find Mt. Olympus. Explain that Mt. Olympus is 9,570 feet (2,917 m) tall, which makes it the tallest mountain in Greece. The ancient Greeks believed this massive mountain was the home of their gods.

CORE VOCABULARY—Point out the vocabulary term *myth*, and explain its meaning.

SUPPORT—Explain that Greek mythology spread far and wide through the Greeks’ conquest of other lands. Greek myths served as inspiration in later ages and continue to inspire artists today. Ask students if they have read any books based on Greek mythology, such as the *Beasts of Olympus* series by Lucy Coats, the *Heroes in Training* series by Suzanne Williams, or the *Percy Jackson and the Olympians* series by Rick Riordan. Invite volunteers who have read books based on Greek mythology to share what they learned from that reading and compare it to what they have learned from historical accounts of Greek mythology. (4.5.c, 4.8, 4.16.g)

SUPPORT—Remind students that they learned about the Phoenicians in Unit 2. Invite volunteers to share what they remember about the Phoenicians. (Possible answers: They developed the first alphabet. They established a sea-based trading empire.) (4.3)

After reading the text, ask the following questions:

LITERAL—What similarities did the ancient Greeks share? (4.3)

- » The ancient Greeks shared a culture, including a common language and religion, and common political and economic interests.

LITERAL—Where did the Greek alphabet come from? (4.1)

- » The Greek alphabet was adapted from the Phoenician alphabet.

LITERAL—What is one element of Greek civilization that has survived until today? (4.8)

- » Greek myths have survived until today.

"The Arts in Ancient Greece," pages 42–43

Scaffold understanding as follows:

Invite volunteers to read the section on pages 42–43 aloud.

SUPPORT—Direct students to the image of the Parthenon on page 43. Explain that the Parthenon was such an important building that the ancient Greeks built it on a hill so that it could be seen from miles away. It symbolizes the wealth, power, and prosperity of Athens. The people of Nashville, Tennessee, liked it so much that they built their own replica of the Parthenon in downtown Nashville.

SUPPORT—Tell students that ancient Greek architecture continues to influence architecture around the world today. Display the image of Doric, Ionic, and Corinthian columns. Explain that the main difference between the three styles is the way columns are decorated at the top. Doric, on the far left, is the simplest. Ionic, in the middle, has swirls on either side. Corinthian, on the far right, is the most ornate. Ask volunteers to name places where they might see these types of columns today. (*Possible answers: banks, theaters, government buildings, universities*) (4.16, 4.16.i)

After the volunteers read the text, ask the following questions:

LITERAL—What was the purpose of the Parthenon? (4.16.g, 4.16.i)

- » The Parthenon was a temple built to honor the Greek goddess of wisdom, Athena.

LITERAL—What can scholars learn by examining the pottery produced in ancient Athens? (4.2.a, 4.16)

- » Pottery made by ancient Athenian craftspeople can tell scholars about Greek religion, myths, sports, and everyday life.

EVALUATIVE—What makes Greek pottery an important source of information about ancient Greek civilization? (4.2.a, 4.16)

- » Craftspeople often decorated the pottery with pictures that showed Greek gods and myths, religious practices, sports, and scenes of everyday life.

EVALUATIVE—How were Greek tragedies and Greek comedies different from each other? (4.2.a, 4.16)


- » Greek tragedies were serious and had sad endings. Greek comedies were funny and had happy endings.

“The Olympic Games,” page 44

Scaffold understanding as follows:

Have students read the section on page 44 independently.

CORE VOCABULARY—Point out the vocabulary term *truce*, and explain its meaning.

 **SUPPORT**—Direct students again once again to the map of Greece on page 26 in Chapter 3. Have them find the city-state of Olympia, near Sparta. Tell them this is where the Olympic Games took place in ancient Greece. Explain that today’s Olympic Games take place in a different international host city every time they occur.

SUPPORT—Explain that the Olympic Games as started by the ancient Greeks were canceled around 400 CE by Roman emperor Theodosius I because of their association with Zeus and other Greek gods. They were brought back as an international athletic competition in 1896.

SUPPORT—Tell students that the Olympics Games are now divided into the Summer Olympics and the Winter Olympics. The Summer Olympics are held every four years in years divisible by 4. The 2024 Summer Olympics will be held in Paris, France; the 2028 Summer Olympics will be held in Los Angeles, California; and the 2032 Summer Olympics are set to be held in Brisbane, Australia. The Winter Olympics are held every four years in even-numbered years not divisible by 4. The 2026 Winter Olympics will be held in Milan, Italy, and Cortina d’Ampezzo, Italy.

After students read the text, ask the following questions:

LITERAL—What were the Olympic Games in ancient Greece? (4.16)

- » The Olympic Games were an athletic competition held every four years to honor Zeus.

INFERENTIAL—Why do you think the messenger who invited Greek city-states to the Olympic Games carried a special disk? (4.16)

- » Possible answer: The disk showed that the messenger had really been sent by the organizers of the Olympic Games and was not trying to trick a rival city-state.

EVALUATIVE—How can you tell that the Olympic Games were an important part of ancient Greek culture? (4.16)

- » Greek cities kept a truce and stopped fighting whenever the Olympic Games were happening. This is evidence that the games were an important part of Greek culture.

“Philosophers of Athens,” pages 45–46

Scaffold understanding as follows:

Have students read the section on pages 45–46 with a partner.

CORE VOCABULARY—Point out the vocabulary term *moral*, and explain its meaning.

Note: *Socrates* is pronounced (/sah*cruh*teez/).

SUPPORT—Explain that Socrates’s death was the result of drinking poison. Socrates and his followers’ habit of persistently asking questions led people to accuse them of disrespecting traditional religious customs and opposing democracy. Socrates was put on trial for impiety, or disrespecting a god, and for corrupting young people. The majority of the 501 jurors found him guilty and sentenced him to death by poison. Socrates agreed to take the poison; he knew no one was above the law. The trial and Socrates’s last days are described in a series of texts by Plato.

SUPPORT—Draw attention to the painting and caption on page 46. Explain that the painting was made about two thousand years after Socrates’s death. Therefore, it shows not the actual scene of Socrates’s death but how the artist imagined the scene. Have students identify Socrates in the painting. (*the man on the bed, wearing the white toga*) (4.2.a, 4.16.h)

After students read the text, ask the following questions:

LITERAL—How were Socrates’s ideas recorded? (4.16.h)

- » Socrates’s ideas were recorded by his student Plato.

LITERAL—What is the Socratic method? (4.16.h)

- » The Socratic method is a way of trying to work out answers to moral questions. It involves asking a series of questions to find out what a person really thinks or believes is true.

LITERAL—What is Plato’s ideal society like? (4.16.h)

- » Plato’s ideal society is strictly organized. It is ruled by a philosopher-king with superior wisdom, who makes decisions for the entire society.

EVALUATIVE—How were Socrates’s and Plato’s methods of teaching different? (4.4, 4.16.h)

- » Socrates taught by asking questions and having discussions with people. He wanted people to figure out the answers for themselves. Plato was more of a traditional teacher. He started his own school, the Academy, and taught his ideas and methods there.


EVALUATIVE—Think about your own schooling. Has it been more like Socrates’s teaching or more like Plato’s? Explain.

- » Answers will vary, but students should accurately identify elements of their educational experience as Socratic or Platonic.

“Alexander the Great,” pages 46–48

Scaffold understanding as follows:

Have students read the section on pages 46–48 independently.

 **SUPPORT**—Direct students to the map on page 48. Help them identify Macedonia and other parts of Alexander’s empire, including Asia Minor, Egypt, Persia, Greece, and Babylon, as well as the various cities named Alexandria. (4.6, 4.16.j)

After students read the text, ask the following questions:

LITERAL—Why did Alexander become known as Alexander the Great? (4.16.j)

- » He conquered more land and ruled over more people than anyone else ever had. He was also very wealthy.

EVALUATIVE—What are some reasons that Alexander is considered such an important and successful leader?

- » He conquered a huge part of the world at a young age. He was a skillful military leader. He spread Greek culture and influenced many societies.

Activity Page



AP 1.5

Distribute Characteristics of Civilization (AP 1.5), and have students independently complete the Activity Page about ancient Greece, consulting Chapters 3 and 4 of the Student Reader as needed. (4.12)

Primary Source Feature: “Excerpt from Aristotle’s *Nicomachean Ethics*,” page 49

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 49.

Introduce the source by reviewing what students read about Aristotle.

Remind them that Aristotle was a student and friend of Plato and probably the most influential of all the ancient Greek philosophers. Tell students that Aristotle wrote more than two hundred texts on a wide range of subjects, including biology, politics, physics, public speaking, psychology, and many others. One of those texts is *Nicomachean Ethics*. Explain that ethics are ideas about right and wrong. In this excerpt, Aristotle shares some of his ideas about friendship.

Invite volunteers to read the source aloud. After each paragraph, have the volunteers paraphrase what they read in their own words.



TURN AND TALK—Have students turn to a partner and discuss these questions: To what extent do they agree with Aristotle? On which points do they disagree?

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

After students have completed the Activity Page, ask the following questions:

LITERAL—According to Aristotle, why do wealthy people need friends? (4.2.a, 4.16.h)

- » Aristotle says wealthy, powerful people need friends because the only value of wealth and power comes from being generous to one's friends and because friends can help them retain their position.

LITERAL—To what does Aristotle compare friendship when one is facing misfortune? (4.2.a)

- » Aristotle compares friendship when one is facing misfortune to a refuge, or safe place.

INFERENTIAL—Do you think Aristotle would be good to have as a friend? Why? (4.2.a, 4.5.a)

- » Possible answer: Aristotle would be a good friend to someone who is young because he would try to help them avoid getting in trouble, he would be a good friend to someone in the prime of life because he would help them achieve noble deeds, and he would be a good friend to someone elderly because he would help them with whatever they wanted.

INFERENTIAL—How do you think Aristotle would react to the claim “The only person you can trust is yourself”? (4.2.a, 4.5.d)

- » Possible answer: I think Aristotle would disagree with this claim. He believed that friendship is necessary during every stage in life. A friend is someone you trust to keep your secrets and do what is best for you. Aristotle would have believed in trusting other people.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: “What were some of the cultural achievements of ancient Greece?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What were some of the cultural achievements of ancient Greece?”
 - » Key points students should cite include: democracy, religion and mythology, architecture, drama, pottery, the Olympic Games, philosophy, and the spread of Greek culture by Alexander the Great.
- Choose one of the Core Vocabulary words (*myth*, *truce*, or *moral*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 3

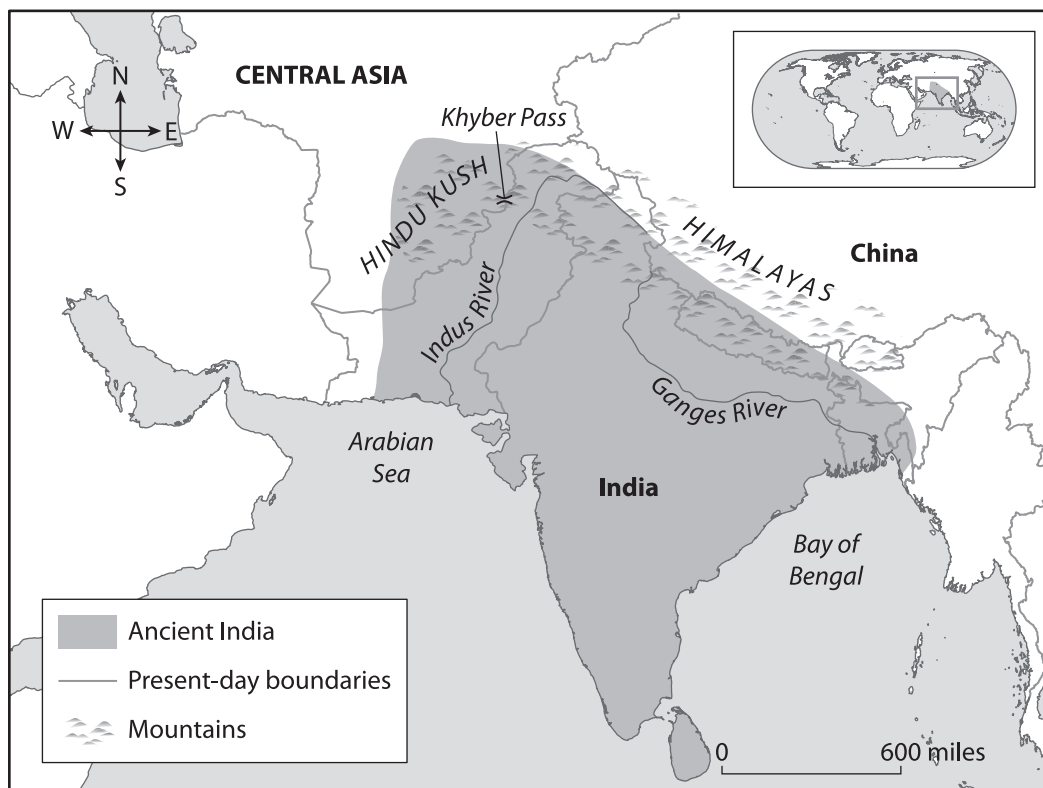
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Assessment: Chapter 1—Ancient India

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. Why is India considered to be part of a subcontinent? (4.6, 4.15.a)
 - a) It is located farthest south of all the Asian countries.
 - b) It is part of an island chain far from the Asian mainland.
 - c) It is isolated from the rest of Asia by mountains and water.
 - d) It does not share a language or culture with other Asian countries.
2. Where did ancient Indian peoples move after the decline of the Indus River valley civilization? (4.6, 4.7, 4.15.a)
 - a) into Central Asia
 - b) near the Ganges River
 - c) near the southern peninsula
 - d) into the central plateau region

Use the image to answer questions 3 and 4.



3. What type of artifact is depicted in this image? (4.2.a, 4.15.b)
 - a) a piece of pottery
 - b) a piece of leather
 - c) a sculpture
 - d) a seal
4. How was this artifact used? (4.2.a, 4.15.b)
 - a) as money
 - b) as a decoration
 - c) to mark ownership
 - d) to provide directions
5. Use the image to answer the question.



Which religion worshipped the god shown in this sculpture? (4.2.a, 4.8, 4.15)

- a) Jainism
- b) Vedism
- c) Hinduism
- d) Buddhism

6. Which of these beliefs is shared by Hinduism, Buddhism, and Jainism? (4.8, 4.15)

- a) reincarnation
- b) nirvana
- c) karma
- d) caste

Use the image to answer questions 7 and 8.



7. What is pictured in this image? (4.2.a, 4.8, 4.15)

- a) a Gupta home
- b) an Indus valley city
- c) a Mauryan hospital
- d) a Buddhist place of worship

8. Under whose leadership was the building in the image constructed? (4.2.a, 4.8, 4.15)

- a) Shiva
- b) Ashoka
- c) Harappan
- d) Samudragupta

9. Which were achievements of the Gupta empire? Select the **two** correct answers. (4.15.c)

- a) determining Earth is round
- b) creating the first writing system
- c) inventing addition and subtraction
- d) recording the first known sighting of a shooting star
- e) creating the symbol 0

10. What caused the decline of the Gupta empire? (4.15)

- a) the death of Ashoka
- b) the influence of Islamic powers
- c) famine caused by climate change
- d) illnesses introduced by foreigners

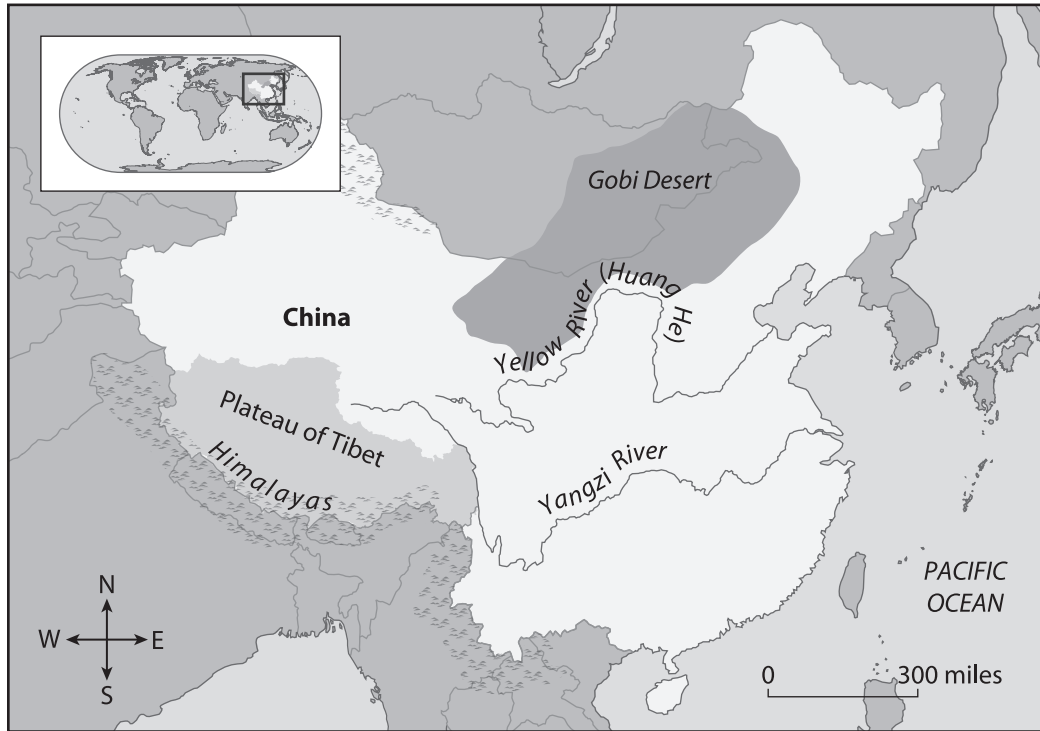
B. On your own paper, write a well-organized paragraph in response to the following prompt:

What evidence from Chapter 1 supports the claim that leaders in ancient India believed that what and how a person worshipped was a personal choice? (4.3, 4.5.a, 4.5.b, 4.15, 4.15.b)

Assessment: Chapter 2—Ancient China: The First Dynasties

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. What physical feature separates China and India? (4.6, 4.7, 4.15, 4.18)
 - a) Himalayas
 - b) Hindu Kush
 - c) Gobi Desert
 - d) Indian Ocean
2. Where did the first Chinese civilizations emerge? (4.7, 4.18.a, 4.18.b)
 - a) in western China
 - b) near the Huang He
 - c) on the Tibetan Plateau
 - d) along the Pacific Coast
3. Which textile was most important to the economy of ancient China? (4.11, 4.18)
 - a) silk
 - b) flax
 - c) wool
 - d) cotton

4. Which recurring natural disaster shaped the lives of ancient Chinese people up through the Xia dynasty? (4.7, 4.18.b)
- a) earthquakes
 - b) monsoons
 - c) typhoons
 - d) floods
5. Which concept was introduced by the rulers of the Zhou dynasty? (4.18, 4.18.c)
- a) Daoism
 - b) filial piety
 - c) Confucianism
 - d) mandate of heaven
6. How was Zhou society organized? (4.12, 4.18)
- a) by a feudal system
 - b) by castes
 - c) by wealth
 - d) by clans
7. What role did Confucius play in ancient China? (4.18, 4.18.c)
- a) warlord
 - b) emperor
 - c) philosopher
 - d) religious leader
8. Which ideas were supported by the value of filial piety? Select the **two** correct answers. (4.18.c)
- a) Dao keeps the world in balance.
 - b) A country's rulers should be respected.
 - c) Children owe a deep respect to their parents.
 - d) The supreme power of the universe can give and take away the right to rule.
 - e) Society should be organized based on social status, wealth, occupation, and family connections.
9. What is the core idea of Daoism? (4.8)
- a) The family is the basic unit of society.
 - b) The purpose of life is service to others.
 - c) Rulers have a duty to care for their people.
 - d) The world works according to a natural order.

10. Which phrase best describes how oracle bones were used in ancient China? (4.7, 4.18)

- a) to show respect for a parent
- b) to express feelings through art
- c) to support the authority of an leader
- d) to seek knowledge through a ceremony

11. Which advancements helped the government of the Zhou and Qin dynasties solve problems that they experienced?

Select the **two** correct answers. (4.18.e)

- a) development of paper
- b) invention of the wheel
- c) construction of canals
- d) use of forms of money
- e) discovery of gunpowder

12. Use the quotation to answer the question.

“Learning without thought is labor lost; thought without learning is perilous.”

—*The Analects of Confucius*, Book II, Chapter XV

Which statement best summarizes this quotation?

- a) You should think before you speak.
- b) Knowing facts is better than having an opinion.
- c) It is important to think deeply about what you have learned.
- d) Knowledge is a powerful tool as long as you know what do to with it.

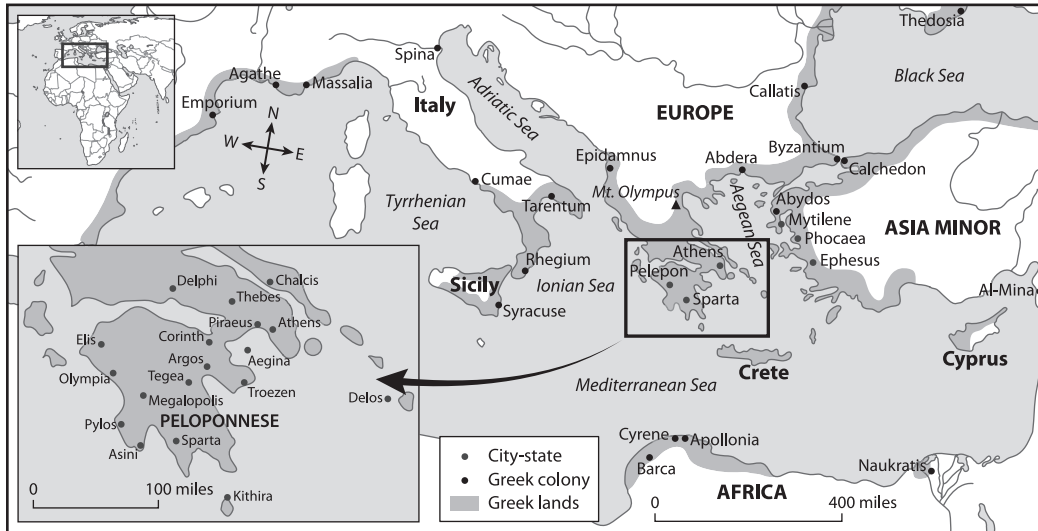
B. On your own paper, write a well-organized paragraph in response to the following prompt:

Explain how two different achievements during the Shang and Zhou dynasties helped the development of ancient China. Then support your claim with evidence from Chapter 2. (4.5.a, 4.5.b, 4.5.c, 4.5.d, 4.8, 4.18)

Assessment: Chapter 3—The City-States of Ancient Greece

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



- Most of ancient Greece's territory was located _____. (4.6, 4.16, 4.16.a)
 - on islands
 - south of Crete
 - along coastlines
 - in the Black Sea
- How did Greece's geography affect the development of Greek culture? Select the **two** correct answers. (4.6, 4.7, 4.16.a, 4.16.b)
 - Mountains and islands made travel difficult, so Greek cities developed apart from each other.
 - Plateaus and open plains made travel easy, which encouraged sharing among Greek cultures.
 - Earthquakes and flooding made travel difficult, so Greek cities developed apart from each other.
 - Abundant rivers and flat coastlines made travel easy, which encouraged sharing among Greek cultures.
 - Mountainous land made it difficult for outsiders to attack cities as they developed their individual cultures.
- In which type of government in ancient Greece was power shared by a large number of male citizens? (4.16, 4.16.d)
 - democracy
 - aristocracy
 - oligarchy
 - tyranny

4. Who qualified for citizenship in ancient Athens? (4.16.e)
- a) all men
 - b) all people
 - c) wealthy men
 - d) wealthy people
5. How did education in Sparta differ from education in Athens? (4.16.e)
- a) Sparta focused on arts and sciences; Athens focused on physical education.
 - b) Sparta focused on citizenship; Athens focused on managing the household.
 - c) Sparta focused on military training; Athens focused on producing well-rounded citizens.
 - d) Sparta focused on logic, math, and science; Athens focused on reading, writing, and the arts.
6. Which city-state operated as a military unit? (4.16.e)
- a) Athens
 - b) Sparta
 - c) Minoa
 - d) Crete
7. How did Athens become involved in the Persian Wars? (4.16.f)
- a) It defended another Greek city-state against Persian forces.
 - b) It allied with the Persians against Spartan forces.
 - c) It attacked and captured Persian colonies.
 - d) It was attacked by the Persians.
8. What was a cause of the Peloponnesian War? (4.16)
- a) Sparta wanted revenge for the destruction caused by the Persian Wars.
 - b) Athens thought Sparta's military power had become too strong.
 - c) Sparta wanted to unite all of Greece under a single emperor.
 - d) Athens tried to spread democracy to other city-states.
9. How did Sparta ultimately win the Peloponnesian War? (4.16)
- a) It cut off the enemy's food supplies.
 - b) It burned Athens to the ground.
 - c) It doubled the size of its army.
 - d) It trapped the enemy's ships.

10. Use the excerpt to answer the question. (4.2.a, 4.16, 4.16.c)

“We run our city-state differently than they do in nearby city-states. We prefer to be a model for other communities rather than copy them. Our government is a democracy because many people have a say in how it is run, not just a few. The law makes it so that everyone is treated equally in private disagreements, and we respect every person based on their good character and actions, not on their social class.”

—from Pericles’s Funeral Oration

Who was Pericles talking to?

- a) the gods
- b) Persians
- c) Spartans
- d) Athenians

- B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Evaluate the claim that ancient Greece’s geographical features protected it from outsiders but caused tensions between fellow Greeks by providing evidence that supports or refutes it. (4.5.a, 4.5.b, 4.5.c, 4.7, 4.16, 4.16.a, 4.16.b, 4.16.e, 4.16.f)

Assessment: Chapter 4—The Culture of Ancient Greece

A. On your own paper, write the letter that provides the best answer.

1. Use this image to answer the question.



What was the purpose of this building? (4.2.a, 4.16.i)

- a) Plays were performed there.
 - b) The government ruled from there.
 - c) The Olympic Games were held there.
 - d) Religious ceremonies were conducted there.
2. What is the difference between Greek comedy and Greek tragedy? (4.16)
- a) Only one of these has a happy ending.
 - b) Only one of these has music and singing.
 - c) Only one of these was performed in Athens.
 - d) Only one of these discusses gods and myths.

Use the image to answer questions 3 and 4.

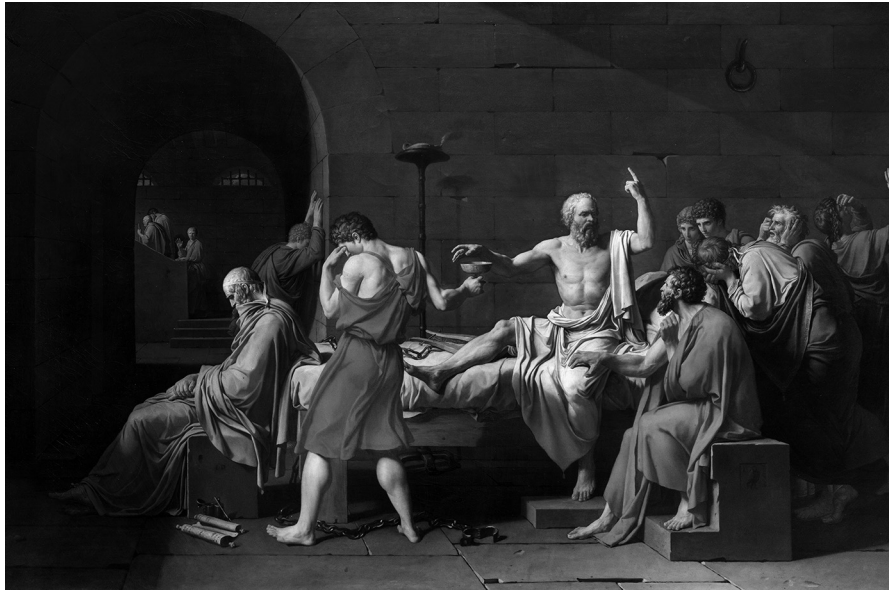


3. Poseidon was the god of _____. (4.16.g)
 - a) love
 - b) the sun
 - c) the sea
 - d) thunder

4. This statue of Poseidon is located in Spain's Canary Islands. This is evidence that _____. (4.8)
 - a) Greek myths are known across much of the world
 - b) Greek religion included many minor gods and goddesses
 - c) citizens of the various Greek city-states worshipped the same set of Greek gods
 - d) Greeks believed that it was necessary to honor, thank, and bargain with the gods

5. What did the ancient Greeks call themselves? (4.16)
 - a) Hellenes
 - b) Grecians
 - c) Acropolis
 - d) Corinthians

6. Use the image to answer the question.



Which Greek philosopher is the subject of this painting? (4.2.a, 4.16.h)

- a) Plato
 - b) Aristotle
 - c) Socrates
 - d) Euripides
7. What were key characteristics of the ancient Olympic Games? Select the **three** correct answers. (4.16.h)
- a) It was a gathering of kings.
 - b) It was an athletic competition.
 - c) It was a festival honoring Zeus.
 - d) It was an exhibition of Greek arts.
 - e) It was a time for peace and negotiation.
 - f) It was a remembrance of the Peloponnesian War.

8. Use the map to answer the question.



How far east did Alexander the Great's empire extend? (4.6, 4.7, 4.16.j)

- a) to India
 - b) to Syria
 - c) to Egypt
 - d) to Arabia
9. What is the main idea of Plato's *Republic*? (4.16.h)
- a) What makes a good life
 - b) Life should be about avoiding pain.
 - c) Questions are the key to self-knowledge.
 - d) How to organize a just society
10. Use the excerpt to answer the question. (4.2.a, 4.16.h)

"We need friends when we are young to keep us from error, when we get old to tend upon us and to carry out those plans which we have not strength to execute ourselves, and in the prime of life to help us in noble deeds."

—Aristotle, *Nicomachean Ethics*

When does Aristotle think it is important to have friends?

- a) at the beginning of one's life
 - b) at every stage of one's life
 - c) in the middle of one's life
 - d) at the end of one's life
- B. On your own paper, write a well-organized paragraph in response to the following prompt:

State a claim about how Alexander the Great influenced the world. Then support your claim with evidence from Chapter 4. (4.5.a, 4.5.b, 4.5.c, 4.5.d, 4.16.j)

Performance Task: *Early Civilizations: India, China, and Greece*

Teacher Directions: Fighting to protect one’s land and way of life or to expand into another’s territory shaped the ancient civilizations of India, China, and Greece into the modern countries we know today.

Activity Page



AP 1.4

Ask students to write an essay in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their essays.

Prompt:

Since ancient times, people have desired more power and land. One way to get those things was through war. How did war help shape the ancient civilizations of India, China, and Greece? Write an essay that answers this question. In your essay, support your answer with details and evidence from the unit reading and activities. (4.5, 4.5.a, 4.5.b, 4.5.c, 4.5.d, 4.15, 4.16, 4.18)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	War hurt the ancient civilizations of India, China, and Greece.
Reason:	War pitted neighboring communities and kingdoms against one another, put people under foreign rule, caused loss of life, and destabilized governments.
Evidence:	<p>Before he adopted Buddhism, Ashoka’s wars caused the deaths of many people.</p> <p>The Zhou dynasty collapsed during the Warring States period. For more than two hundred years, regional rulers competed for power amid a background of fighting.</p> <p>The Persians burned Athens to the ground during the Persian Wars.</p> <p>Even though they were almost neighbors, Athens and Sparta were enemies during the Peloponnesian War. Sparta even allied itself with Athens’s biggest enemy, Persia.</p> <p>Sparta got rid of Athens’s navy and got rid of the city-state’s democracy.</p> <p>Alexander the Great conquered all of the known world and forced his interpretation of Greek culture on foreign peoples.</p>
Counterclaim and Answer:	<p>War helped the ancient civilizations of India, China, and Greece.</p> <p>War allowed better-organized leaders to take control of empires, such as the Qin dynasty taking over from the Zhou dynasty during the Warring States period. It also brought neighbors together, such as when Athens aided Miletus during the Persian Wars, and later, when Sparta joined Athens to defend all of southern Greece. War also helped spread culture, such as when Alexander the Great spread Greek culture to the other lands he conquered.</p>

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their written responses.

<p>3</p>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The writing is clearly articulated and focused and demonstrates strong understanding of ancient India, China, and Greece; a few minor errors in spelling, grammar, or usage may be present.</p> <p>Response may cite some or all of the following events:</p> <ul style="list-style-type: none"> • Ashoka’s wars • the creation of the Mauryan and Gupta empires • the Warring States period and the collapse of the Zhou dynasty • the burning of Athens during the Persian War • Sparta fighting Athens in the Peloponnesian War and forcing Athens to disband democracy • Alexander the Great’s conquests spreading Greek culture
<p>2</p>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a good but not thorough understanding of ancient India, China, and Greece, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The writing is organized and demonstrates control of conventions, but some minor errors may be present.</p>
<p>1</p>	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of ancient India, China, and Greece, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The writing may also exhibit issues with organization, focus, and/or control of standard English grammar.</p>
<p>0</p>	<p>Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of ancient India, China, and Greece. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</p>

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

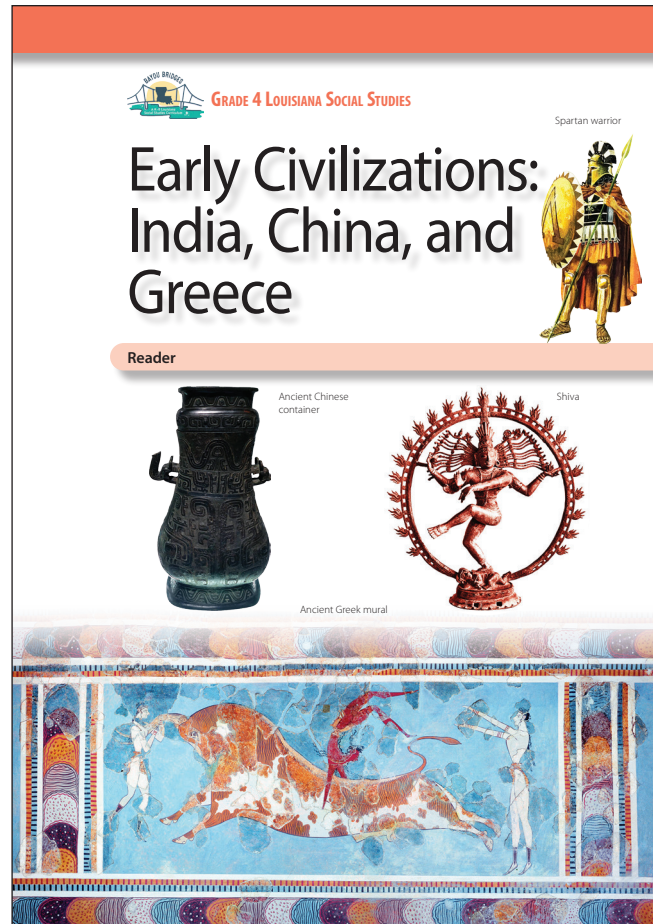
Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about early civilizations in ancient India, China, and Greece. They will learn about the geographies, cultures, economies, and politics of these early civilizations.

As part of their exploration, students will learn a little bit about several world religions, including Hinduism, Buddhism, Jainism, Confucianism, and Daoism, as well as early Greek polytheism. Students will also learn a little bit about ancient beliefs and practices and encounter discussion of slavery in the ancient world. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 1–4

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it require a group?

11. How has the artifact changed over time?

Name _____ Date _____

Primary Source Analysis

<p>Describe the source.</p>	<p>Connect the source to what you know.</p>
<p>Understand the source. Identify its message, purpose, and/or audience.</p>	<p>Draw a conclusion from or about the source.</p>

SOURCE:

Name _____

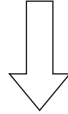
Date _____

Activity Page 1.4

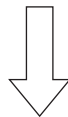
Use with Performance Task

Claims and Evidence

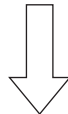
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.5

Use with Chapters 1–2, 4

Characteristics of Civilization

Fill in the chart with details about the civilization. Remember, not every society has every characteristic.

Name of Civilization: _____

Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

Name _____

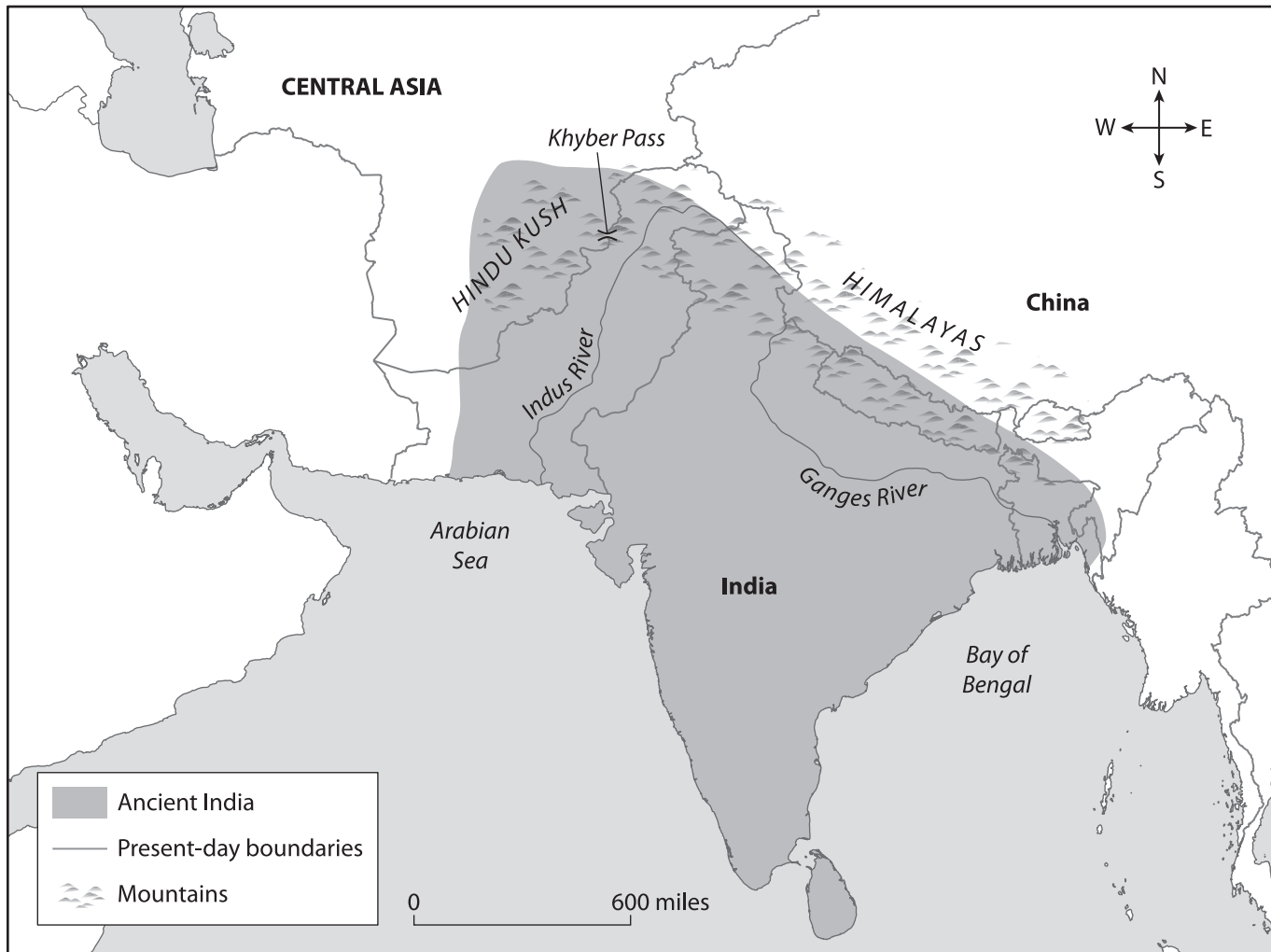
Date _____

Activity Page 1.6

Use with Chapter 1

The Geography of India

Use the map to answer the questions.



1. Which mountain range is located northeast of India? _____
2. Where is the Hindu Kush in relation to India? _____
3. The Ganges River starts in the Himalayas. Where does it end? _____
4. About how far is the Khyber Pass from the mouth of the Indus River? _____
5. Based on the map, how has the Indian subcontinent changed since ancient times?

Name _____ Date _____

The Geography of China



Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Domain Vocabulary: Chapters 1–2

Use the words in the word bank to complete the crossword puzzle. When filling in the puzzle, omit any spaces or hyphens in two-word terms.

annals	astronomy	canal	caste	city-state
domesticate	dynasty	feudal system	filial piety	mandate
monsoon	noble	nirvana	philosophy	plateau
reincarnation	seal	stupa	terra-cotta	virtue

Across:

1. a series of rulers who are all from the same family
5. baked or hardened brownish-red clay
6. a wind from the south or southwest that brings heavy rainfall to Asia during the summer months
8. a command; a responsibility given by an authority
9. a division of society based on differences in wealth, social status, and occupation; a term introduced by the British to describe this element of Indian society
11. an object that is pressed into a soft material to leave a design or other mark
14. rebirth in a new form of life
15. a state in which the human soul is at perfect peace
16. the study of ideas about knowledge, life, and truth; literally, the love of wisdom
17. a dome-shaped monument where special religious objects are kept and people can worship
18. to tame and use for agricultural or other purposes
20. a high moral standard

Down:

2. the study of the stars, planets, and other features of outer space
3. a large, flat area of land that is higher than the surrounding lands
4. a social organization in which kings, lords, and peasants are bound together by mutual obligations

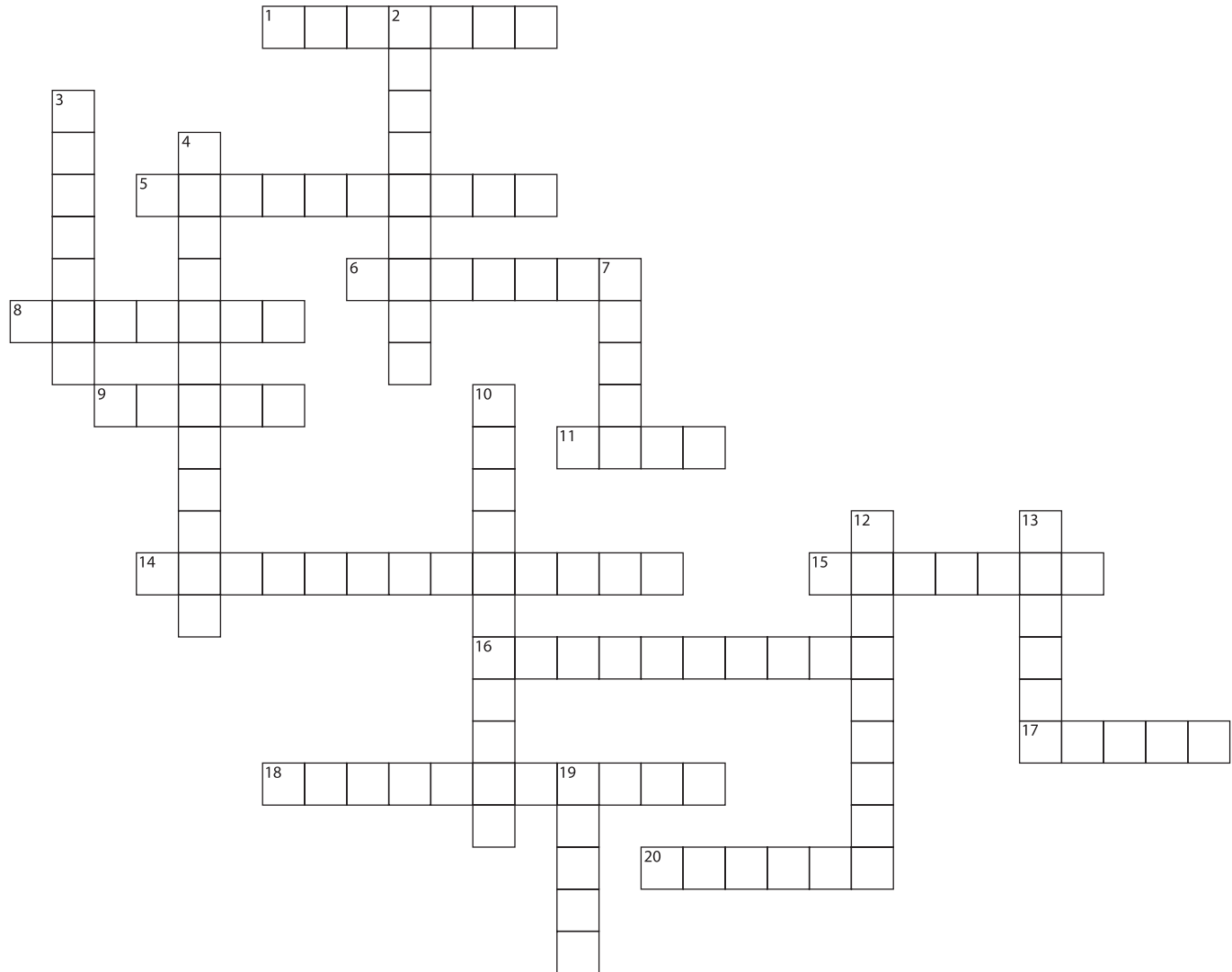
7. a member of a high social class

10. deep respect for one's parents

12. a city that is its own political unit and has its own ruling government

13. a record of events

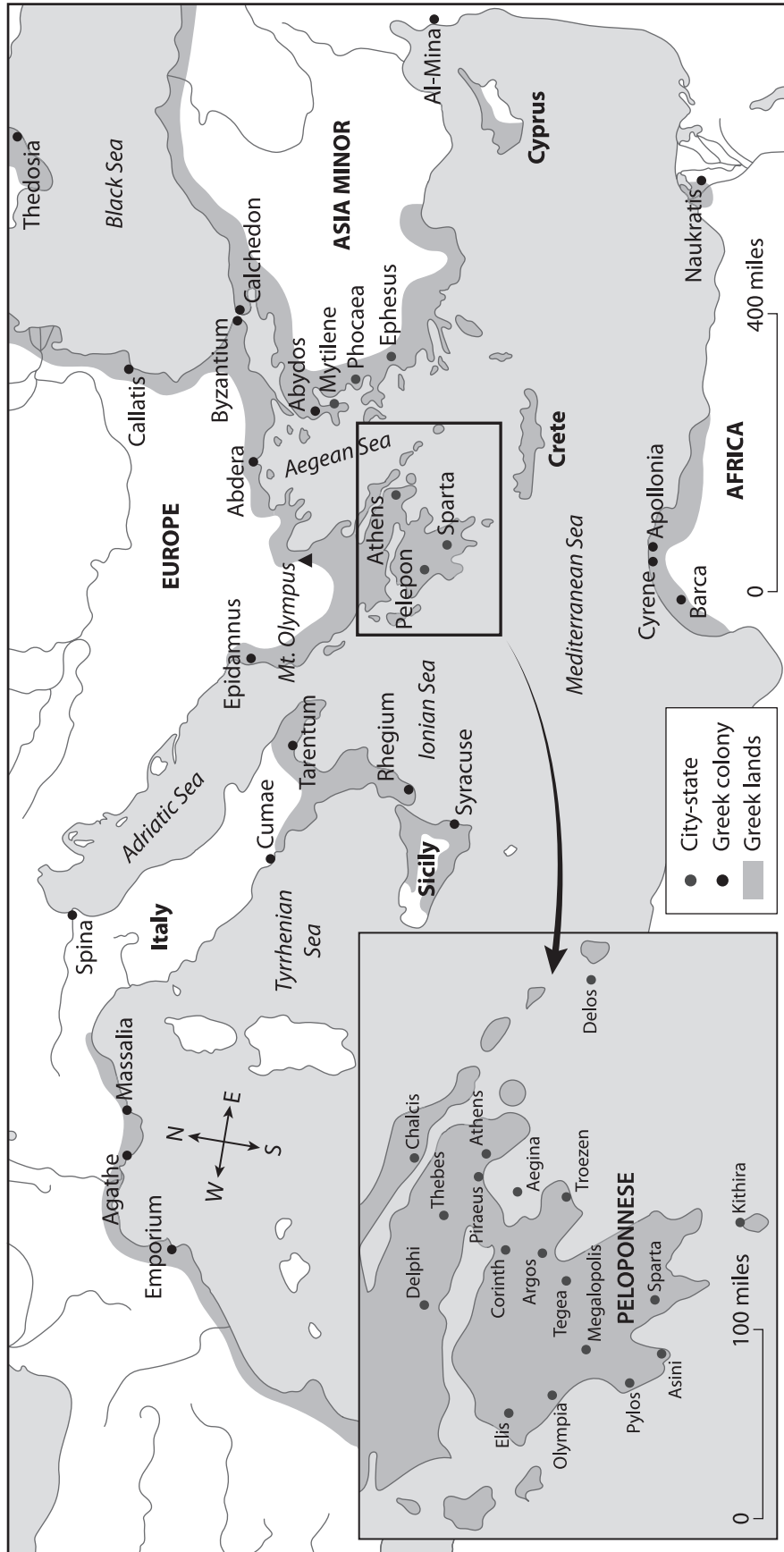
19. a channel dug by people; used by boats or for irrigation



Name _____ Date _____

The Geography of the Mediterranean

Use the map to answer the questions.



Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapters 3

1. On what continent is Greece located? _____
2. Where is Asia Minor in relation to Greece? _____
3. What three seas border the Peloponnesus? _____
4. If you were to travel from Sparta to Mt. Olympus, in what direction would you be traveling?

5. How far is Mt. Olympus from Sparta? _____
6. What bodies of water would you use to sail from Athens to Spina? _____
7. Which is farther from Mt. Olympus: Agathe or Al-Mina? _____
8. If you were traveling from Athens to Delphi, which city-state(s) might you stop at along the way?

9. If you were sailing directly south from Athens, which African colony would you arrive at?

10. What three Greek colonies are not on Greek lands? _____

Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Domain Vocabulary: Chapters 3–4

For each word, write the letter of the definition.

- | | | |
|-------|-----------------|---|
| _____ | 1. helot | a) an area settled by people who come from elsewhere |
| _____ | 2. truce | b) the upper or noble class whose members' status is usually passed down through family; government by such a class |
| _____ | 3. archipelago | c) an enslaved person in Sparta |
| _____ | 4. isthmus | d) a story explaining reasons for a belief or an event |
| _____ | 5. oligarchy | e) a city-state of ancient Greece |
| _____ | 6. tyranny | f) in ancient Greece, a person with legal rights and responsibilities in a city-state |
| _____ | 7. metic | g) a narrow piece of land that connects two larger landmasses |
| _____ | 8. polis | h) relating to ideas of right and wrong |
| _____ | 9. democracy | i) an agreement to stop fighting |
| _____ | 10. jury | j) a group of people who listen to information presented in court and make decisions about whether or not someone is guilty |
| _____ | 11. citizen | k) a foreigner living in an ancient Greek city |
| _____ | 12. aristocracy | l) a type of government in which one person holds all power, usually ruling in a harsh and brutal way |
| _____ | 13. colony | m) a chain of islands |
| _____ | 14. moral | n) a form of government in which people choose their leaders |
| _____ | 15. myth | o) the study of ways of thinking and making reasonable arguments |
| _____ | 16. logic | p) a government where all power is held by a small group of wealthy or powerful people |

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 4

- 4.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 4.3** Explain connections between ideas, events, and developments in world history.
- 4.4** Compare and contrast events and developments in world history.
- 4.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 4.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.
- 4.7** Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.
- 4.8** Describe the origin and spread of major world religions as they developed throughout history.
- 4.9** Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.
- 4.10** Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
- 4.11** Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.12** Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.

4.13 Describe the geographic, political, economic, and cultural structures of the ancient Near East.

- a) Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.
- b) Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
- c) Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.
- d) Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.
- e) Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.
- f) Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”
- g) Describe the achievements of the ancient Israelites.

4.14 Describe the geographic, political, economic, and cultural structures of ancient Egypt.

- a) Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.
- b) Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.
- c) Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
- d) Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt.
- e) Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
- f) Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

4.15 Describe the geographic, political, economic, and cultural structures of ancient India.

- a) Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.
- b) Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.
- c) Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.

4.16 Describe the geographic, political, economic, and cultural structures of ancient Greece.

- a) Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula, and Sparta.
- b) Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.

- c) Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.
- d) Explain the basic concepts of direct democracy and oligarchy.
- e) Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.
- f) Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.
- g) Describe the polytheistic religion of ancient Greece.
- h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.
- i) Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.
- j) Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.

4.17 Describe the geographic, political, economic, and cultural structures of ancient Rome.

- a) Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.
- b) Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
- c) Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.
- d) Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.
- e) Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.
- f) Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.
- g) Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.
- h) Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.

4.18 Describe the geographic, political, economic, and cultural structures of ancient China.

- a) Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.
- b) Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.
- c) Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.
- d) Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.
- e) Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.
- f) Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.
- g) Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.

4.19 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a)** Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula.
- b)** Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
- c)** Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.
- d)** Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.
- e)** Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
- f)** Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
- g)** Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.

Answer Key: Early Civilizations: India, China, and Greece

Chapter Assessments

Chapter 1

- A.** 1. c 2. b 3. d 4. c 5. c 6. a 7. d 8. b 9. a, e 10. b
- B.** Students may cite information such as that the earliest Indian cultures followed the religion of whoever was in charge at the time, but later, both Ashoka and Samudragupta refrained from forcing people to follow a prescribed religion. Ashoka became a devout Buddhist and dedicated his empire to the spread of Buddhism, but he didn't punish Hindus for their beliefs or practices. Likewise, Samudragupta was Hindu but allowed Buddhists and Jainists freedom of religion. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A.** 1. a 2. b 3. a 4. d 5. d 6. a 7. c 8. b, c 9. d 10. d 11. c, d 12. c
- B.** Students should clearly identify two achievements from the Shang and Zhou dynasties and explain how they helped the development of ancient China. They should identify relevant information from the chapter and explain how it supports the claim. They might mention ideas such as Daoism, the mandate of heaven, and filial piety.

Chapter 3

- A.** 1. c 2. a, e 3. a 4. c 5. c 6. b 7. a 8. d 9. a 10. d
- B.** Evidence supporting the claim includes that Greece's mountainous terrain kept city-states separated, which meant their cultures developed differently, and that cultural differences led Athens and Sparta into a war that lasted more than twenty-five years. Evidence against the claim includes that all the Greeks united to fight the Persians.

Chapter 4

- A.** 1. d 2. a 3. c 4. a 5. a 6. c 7. b, c, e 8. a 9. d 10. b
- B.** Students should clearly state an accurate claim and support it with relevant evidence. As Alexander

conquered more and more lands, he spread Greek culture everywhere he went. For hundreds of years, countries far from Greece used coins that looked like Greek coins and modeled their arts and their education after the Greeks'. Even today, we study the teachings of Greek philosophers and continue to use Greek architecture. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Artifact Study (AP 1.2): Chapter 1 Primary Source Feature

- three seals
- the Indus valley in ancient India
- during the Indus valley civilization, approximately 2600–1500 BCE
- Two of the seals are brown; one is gray.
- square
- I cannot tell what size it is.
- The seals appear to be made of mud or clay that has hardened. The gray one might be carved from stone.
- what the animals looked like and how to draw them, how to write the Indus valley language, skill at carving
- to mark ownership of items and record other information
- The seals were probably each made by a single person.
- The artifacts have not changed much over time. Their edges are slightly worn, but their images are still clear.
- Even though the Indus civilization existed long, long ago, it was very advanced. Some of its people were farmers, but others had specialized trades. Its cities were well organized and well protected. Trade within the civilization was important.

Conclusion: Seals were created by talented craftspeople and were important to the Indus valley economic system.

Characteristics of Civilization (AP 1.5): Chapter 1

Civilization: Indus valley

Culture: individual towns and cities in the Indus river valley that eventually expanded to become part of large empires

Specialization: farming, trade, skilled crafts (wagon building, brickmaking and bricklaying), sailing, boatbuilding, pottery, metalwork

Infrastructure: organized in cities protected by walls; water management; sewers; granaries

Stable food supply: Extra food was stored in granaries—enough food so that people could work in trades.

Government: governed by single leaders, such as Mauryan leader Ashoka and Gupta leader Samudragupta; power passed on within families

Technology: used seals to mark ownership of goods; developed dental drill

Belief systems: developed Hinduism and Buddhism

Writing: developed Sanskrit

Social structure: strict caste system, caste determined at birth

The Geography of India (AP 1.6)

1. Himalayas
2. northwest
3. the Bay of Bengal
4. a little more than six hundred miles
5. Possible answer: It has been divided into many countries.

Characteristics of Civilization (AP 1.5): Chapter 2

Civilization: ancient China

Culture: small villages near the Huang He and Yangzi, which eventually expanded into larger territory

Specialization: grain farming, silk production

Infrastructure: Cities and towns were built around canals that managed floodwaters; beginning with the Shang dynasty, society was organized into city-states.

Stable food supply: Floods from the Huang He and Yangzi created good growing conditions for wheat and rice.

Government: governed by family dynasties: Xia (2070–1600 BCE), Shang (1766–1046 BCE), Zhou (1046–221 BCE), Qin; beginning in the Zhou dynasty, rulers thought to have a mandate from heaven to rule

Technology: built canals, created bronze objects and weapons

Belief systems: Confucianism and Daoism

Writing: developed writing system used during the Shang dynasty

Social structure: feudal system developed during the Zhou dynasty

Domain Vocabulary: Chapters 1–2 (AP 2.2)

Across

1. dynasty
5. terra-cotta
6. monsoon
8. mandate
9. caste
11. seal
14. reincarnation
15. nirvana
16. philosophy
17. stupa
18. domesticate
20. virtue

Down

2. astronomy
3. plateau
4. feudal system
7. noble
10. filial piety
12. city-state
13. annals
19. canal

Primary Source Analysis (AP 1.3): Chapter 3

Source: excerpt from Pericles's Funeral Oration

Describe the source: two paragraphs about Athens and why it was worth fighting for

Connect the source to what you know: Athens had a democratic government. Pericles had a large role in creating Athens's democracy. The speech was made during the Peloponnesian War. It was a funeral oration, so one purpose was to honor the dead.

Understand the source. Identify its message, purpose, and/or audience: Pericles says that Athens’s democracy separates it from other city-states. In Athens, democracy ensures that people are treated equally and with respect. All people, even the poor, are free and happy.

Draw a conclusion from or about the source: Pericles is not telling the entire truth about democracy in Athens. He does not mention that only wealthy men can participate in government. Poor people, women, metics, and enslaved people cannot take part in government. They are not viewed as equals. Pericles is leaving out information to make Athens look better than other city-states.

The Geography of the Mediterranean (AP 3.1)

1. Europe
2. east
3. Aegean Sea, Mediterranean Sea, Ionian Sea
4. north
5. about two hundred miles
6. Mediterranean Sea, Ionian Sea, Adriatic Sea
7. Agathe
8. Piraeus, Thebes
9. Apollonia
10. Spina, Cumae, Al-Mina

Primary Source Analysis (AP 1.3): Chapter 4

Source: excerpt from Aristotle’s *Nicomachean Ethics*

Describe the source: three paragraphs about the importance of friendship

Connect the source to what you know: Aristotle was a famous ancient Greek philosopher. He wrote about a lot of different subjects. His work has been studied by people all over the world.

Understand the source. Identify its message, purpose, and/or audience: Aristotle says that friendship is “necessary to our life” and that without friendship, life is not worth living. People need friends when they’re young and when they’re old, when they’re rich and when they’re poor. Everything that can be done alone can be done more efficiently “both in thought and in action” with a friend.

Draw a conclusion from or about the source: Some of Aristotle’s views on friendship are still taught today. From childhood, we are taught to help others and work together. Aristotle’s teachings about friendship have influenced our ideas about community and how we can achieve our goals.

Characteristics of Civilization (AP 1.5): Chapter 4

Civilization: ancient Greece

Culture: Villages on the Greek mainland and islands grew to city-states; because of terrain, cultures remained separate.

Specialization: fishing, seafaring, navigating, military training

Infrastructure: ports, public buildings and spaces (temples, law courts, theaters), schools

Stable food supply: fish, wheat, olives, grapes, goats, sheep

Government: depended on the city-state; variety of forms: tyranny, oligarchy, aristocracy, democracy; democracies had citizen-led assemblies

Technology: weapons, ships, marble buildings

Belief systems: polytheistic

Writing: based on the Phoenician alphabet

Social structure: Kings and nobles were at the top. Next came citizens, who were wealthy men. Metics, women, and non-wealthy men did not qualify for citizenship. Enslaved people were the lowest social class.

Domain Vocabulary: Chapters 3–4 (AP 4.1)

- | | |
|------|-------|
| 1. c | 9. n |
| 2. i | 10. j |
| 3. m | 11. f |
| 4. g | 12. b |
| 5. p | 13. a |
| 6. l | 14. h |
| 7. k | 15. d |
| 8. e | 16. o |





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