

World History – Unit 3
Era 3: Foundation Empires, Major Religions, and Giant Empires
(1000 BCE – 300 CE)

In this unit we will address the following academic standards¹:

NCHSWH	3.1.B	The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms.	1
	3.2.A	The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.	2
	3.2.B	The student understands the major cultural achievements of Greek civilization.	3
	3.2.C	The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.	4
	3.2.D	The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.	5
	3.3.A	The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.	6
	3.3.B	The student understands the emergence of Christianity in the context of the Roman Empire.	7
	3.3.C	The student understands how China became unified under the early imperial dynasties.	8
	3.3.D	The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.	9
	3.5.A	The student understands major global trends from 1000 BCE to 300 CE.	10
	4.1.A	The student understands the decline of the Roman and Han Empires.	11
	4.1.B	The student understands the expansion of Christianity and Buddhism beyond the lands of their origin.	12
	4.1.C	The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire	13
	4.1.D	The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE.	14
PA	5.3.C.H	Evaluate the role of mass media in setting public agenda and influencing political life.	15
	7.1.W.A	Use geographic tools to analyze information about the interaction between people, places, and the environment.	16
	7.3.W.A	Analyze the human characteristics of places and regions using the following criteria: population; culture; settlement; economic activities; political activities,	17
	8.1.W.A	Evaluate patterns of continuity and change over time, applying context of events.	18
	8.1.W.B	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships	19
	8.1.W.C	Construct research on a historical topic using a thesis statement and demonstrate use of appropriate primary and secondary sources.	20
	8.4.W.A	Evaluate the role groups and individuals played in the social, political, cultural and economic development throughout world history.	21
	8.4.W.B	Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.	22
	8.4.W.C	Evaluate how continue and change have impacted the world today.	23
	8.4.W.D	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.	24
	CC.8.5.10.B	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	25
	CC.8.5.10.D	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	26
	CC.8.5.10.G	Integrate quantitative or technical analysis with qualitative analysis in print or digital text.	27

¹ PA: Pennsylvania Academic Standards; NCHSWH: National Center for History in the Schools World History Standards28

CC.8.6.10.B	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	28
CC.8.6.10.E	Use technology, including the internet, to produce, publish, and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	29
CC.8.6.10.G	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	30
CC.8.6.10.H	Draw evidence from informational texts to support analysis, reflection, and research.	31

During this unit you can expect the following assignments:

- Current Events
- Viewing Guide for “Seven Wonders of the Ancient World”
- Reading: “The Code of Hammurabi”
- 51.1,3
- Map: Ancient Greece
- 68.1-3
- Geography Activity 3: First Empires
- 75.1,2,3
- 80.1,2,3,5
- Understanding the Main Idea page 87.2, 4 and page 113.1, 6
- “Search-a-Greek” Review Puzzle
- Test: “The Great Empires – Persia, Greece, India, China”
- Roman Timeline
- 112.1-3
- Map ROME
- 122.1-3
- Geography Activity 4: Rome’s Perfect Location
- Vocabulary Unscramble
- 129.1-3
- 135.1-3
- Geography Activity 5: Rome During the Time of Augustus
- Test: “The Great Empires – Rome”

By the end of this unit you should be able to:

For Part 1 - “Foundation Empires”

- Define the following terms: EMPIRE; RELIGION; NETWORKS; RETRIBUTION; MUREX; ASTRONOMY; ASTROLOGY
- Explain the contributions/significance of the following people: Sargon; Hammurabi; Nebuchadnezzar; Darius; Cyrus; Zoroaster
- Describe the two key developments of 1000 BC – 100 AD: population growth and networks
- Identify the contributions of the “Foundation Empires”: Akkadians; Amorites; Phoenicians; Assyrians; Chaldeans

For Part 2 – “Great Religions:

- Research and present by means of a power point presentation a major religion of the era (Buddhism, Christianity, Daoism, Hinduism, Judaism) or mythology (Egyptian, Greek, Norse, Roman).

For Part 3 – “Great Empires (Persia, Greece, India, China)”

- Define the following terms: QANAT; SATRAPIES; SATRAP; POLIS; CITY-STATE; ACROPOLIS; MONARCHY; OLIGARCHY; TYRANNY; DEMOCRACY; RITUAL; PHILOSOPHY; ETHICS; LOGIC; STUPA; LEVELING; CENSORATE; ACUPUNCTURE
- Explain the contributions/significance of the following people: Solon; Leonidas; Pericles; Thales of Miletus; Socrates; Aristotle; Plato; Epicurus; Diogenes; Pyrrho; Pythagoras; Hippocrates; Euclid, Archimedes; Herodotus; Thucydides; Aeschylus; Sophocles; Aristophanes; Philip II; Alexander of Macedon; Chandragupta Maurya; Asoka
- Explain the background/reasons for the Greek Wars—with Persia and with themselves.
- Explain the differences between Sparta and Athens.
- List the three basic questions all philosophies answer.
- Identify the basic idea of Greek philosophies: Sophism; Realism; Idealism; Epicureanism; Stoicism; Cynicism; Skepticism.
- Describe the characteristics of the Hellenistic Age.
- Explain the concept of a culture’s “Golden Age”.
- Identify characteristics of the Indian empires (Mauryan and Gupta)
- Identify characteristics of the Chinese empires (Qin and Han)

For Rome

- Define the following terms: MARE NOSTRUM; PATER; PATRICIAN; PLEBEIAN; IMPERIUM; FASCES; REPUBLIC; CONSULS; TRIUMVIRATE; PRINCEPS; AUGUSTUS; PAX ROMANA; PONTIFEX MAXIMUS; DISCIPLES; MARTYRS; BISHOPS; BARBARIANS
- Explain the contribution/significance of the following people: Romulus; Remus; Hannibal; Scipio; Tiberius and Gaius Gracchi; Marius; Sulla; Julius Caesar; Pompey; Marc Antony; Octavian; Cleopatra; Virgil; Horace; Livy; Paul, The Apostle; Constantine; Theodosius;
- Describe the political duties of the Roman Senate and Assemblies.
- Explain the steps by which Rome became "Master of the Mediterranean" by labeling key locations and events on a map.
- List reasons for the decline and eventual fall of Rome.
- Identify the events for the following dates: 31 BC; AD 70; 313; 476; 1453
- Describe problems of the Roman Republic that led to a dictatorship
- Explain how Rome has endured to the present
- Contrast Greece and Rome
- Describe the cause and consequences of the Roman civil wars
- Describe the Roman Games/Gladiatorial Contests
- Analyze the role of religion in the Roman empire/civilization

World History
ERA 3: FOUNDATION EMPIRES, MAJOR RELIGIONS, AND GIANT EMPIRES
Daily Lesson Plans

Date	Day	Classroom Content and Procedures	Standards
	1	<ul style="list-style-type: none"> Return/discuss tests from Era 2 Current events 	15
	2	<ul style="list-style-type: none"> Introduce “Era 3: Classical Traditions, Major Religions, and Giant Empires” with powerpoint, slides 1 & 2. Show video “Wonders of the Ancient World” as representative of the technological achievement of the ancients; complete viewing guide during the video; collect viewing guide – probably just chapter 1, Introduction and Chapter 3, Hanging Gardens 	10, 16, 17, 18, 19, 20, 21,22
	3	<ul style="list-style-type: none"> Finish Chapter 3, if necessary, of video Use powerpoint for INTRODUCTION: Two Developments, “Population Growth” and “Networks” 	lbid
	4	<ul style="list-style-type: none"> Finish “Networks” if necessary Continue with powerpoint to discuss FOUNDATION EMPIRES – review definition of empire with pop quiz Introduce “Atlas of Empires” with blank maps – use colored pencils to map the establishment of the FOUNDATION EMPIRES – Akkadians, Amorites; Hittites; Egyptians; write the contributions/significance of each in the margin 	lbid
	5	<ul style="list-style-type: none"> Continue with “Atlas of Empires” – Phoenicians, Assyrians, and Chaldeans – ppt HW: Reading “The Code of Hammurabi” Announce Quest covering section I “INTRODUCTION & FOUNDATIONS” for day 9 	lbid
	6	<ul style="list-style-type: none"> Finish “Atlas of Empires” if necessary Introduce MAJOR RELIGIONS with PPT slides 25-27 Discuss group project with assignment description on Major Religion 	1, 7, 9, 12, 13, 14, 16, 17,18, 23, 24, 25, 26, 27, 28, 29
	7	<ul style="list-style-type: none"> Computer Lab for Research on MAJOR RELIGION 	lbid
	8	<ul style="list-style-type: none"> Computer Lab for Research on MAJOR RELIGION 	lbid
	9	<ul style="list-style-type: none"> Quest “Introduction and Foundation Empires” Computer Lab for Research on MAJOR RELIGION 	lbid
	10	<ul style="list-style-type: none"> Computer Lab for Research on MAJOR RELIGION 	lbid
	11	<ul style="list-style-type: none"> Computer Lab for Research on MAJOR RELIGION 	lbid
	12	<ul style="list-style-type: none"> Computer Lab for Research on MAJOR RELIGION 	lbid
	13	<ul style="list-style-type: none"> Student presentations of MAJOR RELIGION project 	lbid
	14	<ul style="list-style-type: none"> Student presentations of MAJOR RELIGION project 	lbid
	15	<ul style="list-style-type: none"> Map test AFRICA Return/discuss MAJOR RELIGION project Begin Part 3 of Era 3 “GREAT EMPIRES” with ppt and Southwest Asia Maps used earlier for “Foundation Empires” – The Persians 	lbid
	16	<ul style="list-style-type: none"> Begin “THE GREEK CIVILIZATION” with separate ppt – “The Early Greek World” handout page 1 Distribute map of Ancient Greece for students to complete with geographic references as discussed in the class notes Textbook map page 71 HW: Geography 2 – End of an Island Civilization 	3, 17, 18, 19, 21, 24
	17	<ul style="list-style-type: none"> “The Greek City-States” handout page 2 and map of Ancient Greece Begin “THE GREEK WARS”, “The Persian Wars” handout page 3 	2, 17, 18, 19, 21, 24

	<ul style="list-style-type: none"> • Textbook map page 77 • Watch video clips “The Battle of Marathon” (linked at http://www.youtube.com/watch?v=ot4PusEalnA and http://www.youtube.com/watch?v=Ng5diPIVISY) • Object lesson on the dangers of History v. Hollywood and Education v. Entertain in regards to the Battle of Thermopylae and “300” 	4, 17, 18, 19, 21, 24
18	<ul style="list-style-type: none"> • Watch video clips of “The Battle of Salamis Bay” (linked at http://www.youtube.com/watch?v=5e1cmprH6BY [13 min.] and http://www.youtube.com/watch?v=7da52cJLwW8 [3 min.]) • Finish the “Greek Wars” with discussions about “An Athenian Empire” and the “Peloponnesian Wars” • HW: Geography 3 – Greek Alliances 	
19	<ul style="list-style-type: none"> • “THE GREEK CULTURE” – “The Essence of Greek Culture” and the “The Expressions of Greek Culture – Religion, Philosophy”; handout page 4 and 5” • THE GREEK CULTURE” -- “The Expressions of Greek Culture – Science, Literature, and Art”; handout page 6 and 7 • HW: 75.1,2,3 	3, 18, 19, 21, 24
20	<ul style="list-style-type: none"> • In class 80.1,2,3,5 • “A GREEK EMPIRE”; handout page 7 • Collect maps “Ancient Greece” students have been working on throughout the unit • “EMPIRES OF INDIA” • HW: Understanding the Main Idea, page 87.2 & 4 and page 113.1 & 6 	3, 5, 18, 19, 21, 24
21	<ul style="list-style-type: none"> • “EMPIRES OF CHINA” • In-class review with “Search-a-Greek” puzzle (20 min) 	lbid
22	<ul style="list-style-type: none"> • Test: “The Empires of Greece, India and China” 	
23	<ul style="list-style-type: none"> • Return/discuss tests • Current Events 	15
24	<ul style="list-style-type: none"> • Begin section on ROME with instructions for “Roman Timeline” • Assign map activity on ROME; allow class time to work; completed map due on day 27 	6,16, 18, 19, 21, 22, 23
25	<ul style="list-style-type: none"> • Distribute ROME, page 1. Use PPT to discuss “The Beginning of Roman Civilization. Begin with the general question “What do you know about Rome?” as opener • Assign page 112.1-3 as in-class work 	lbid
26	<ul style="list-style-type: none"> • Distribute ROME, page 2 and 3. Use PPT to discuss “The Roman Republic: The Beginning” and “The Roman Republic: Empire Building, A & B” • Assign page 122.1-3 as in-class work • HW: Geography 4 “Rome’s Perfect Location” 	lbid
27	<ul style="list-style-type: none"> • Finish page 3, “The Roman Republic: Empire Building, C” and “Rome Declines into a Dictatorship – A and B” with PPT • Distribute ROME, page 4. • Allow remainder of class time to work on TIMELINE project OR Vocabulary (Un)scramble review sheet • HW: Quiz pages 1 & 2 – “The Beginnings” 	lbid
28	<ul style="list-style-type: none"> • Quiz • Finish page 4, “Rome Declines into a Dictatorship – C” • Distribute page 5. Discuss, with PPT the “PAX ROMANA” • Assign page 129.1-3 as in-class work 	lbid
29	<ul style="list-style-type: none"> • Page 5, “ROMAN CULTURE AND ACHIEVEMENT” with PPT • Distribute page 6. “RELIGION IN THE ROMAN EMPIRE” • Assign page 135.1-3 as in-class work 	

	<ul style="list-style-type: none"> • HW: QZ on pages 3,4,5 • QZ 	
30	<ul style="list-style-type: none"> • Page 7 “THE COLLAPSE OF THE ROMAN EMPIRE” • Assign Vocabulary 5 as in-class work • HW: Geography 5 “Rome During the Reign of Augustus” 	lbid
31	<ul style="list-style-type: none"> • Did Rome really fall? Discussion to finish out notes 	lbid
32	<ul style="list-style-type: none"> • Roman Timeline due • Review for test with ROMAN JEOPARDY 	lbid
33	<ul style="list-style-type: none"> • Test “Rome” 	lbid

References

Ellis, Elisabeth Gaynor and Esler, Anthony. (1999). *World history: connections to today*. Upper Saddle River, New Jersey: Prentice Hall.

Hanes, William Travis III, ed. (1999). *World history: continuity & change*. Austin, Texas: Holt, Rinehart and Winston.

Spielvogel, Jackson J. (2010). *World history*. Columbus, Ohio: Glencoe.