

Seventh Grade Social Studies

Unit 7: Era III: Classical Traditions and Major Empires: 1000 B.C.E – 300 C.E.

Big Picture Graphic

Overarching Question:

How did the important characteristics of classical civilizations and empires during this era have a lasting impact on other places and times?

Previous Unit:

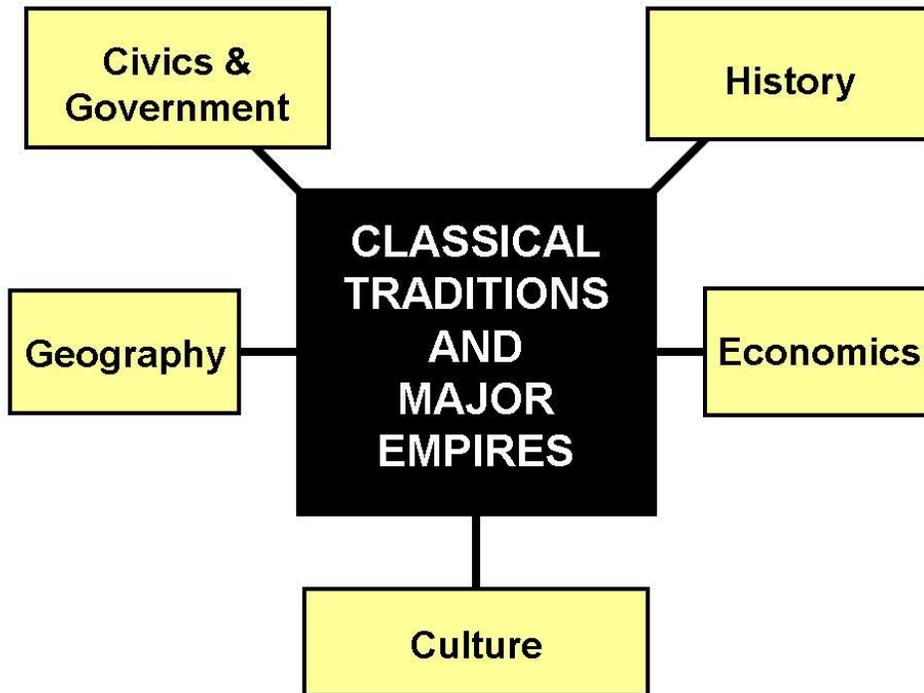
**Early Civilizations
and the Emergence
of Pastoral Peoples**

This Unit:

Era III: Classical Traditions and Major Empires

Next Unit:

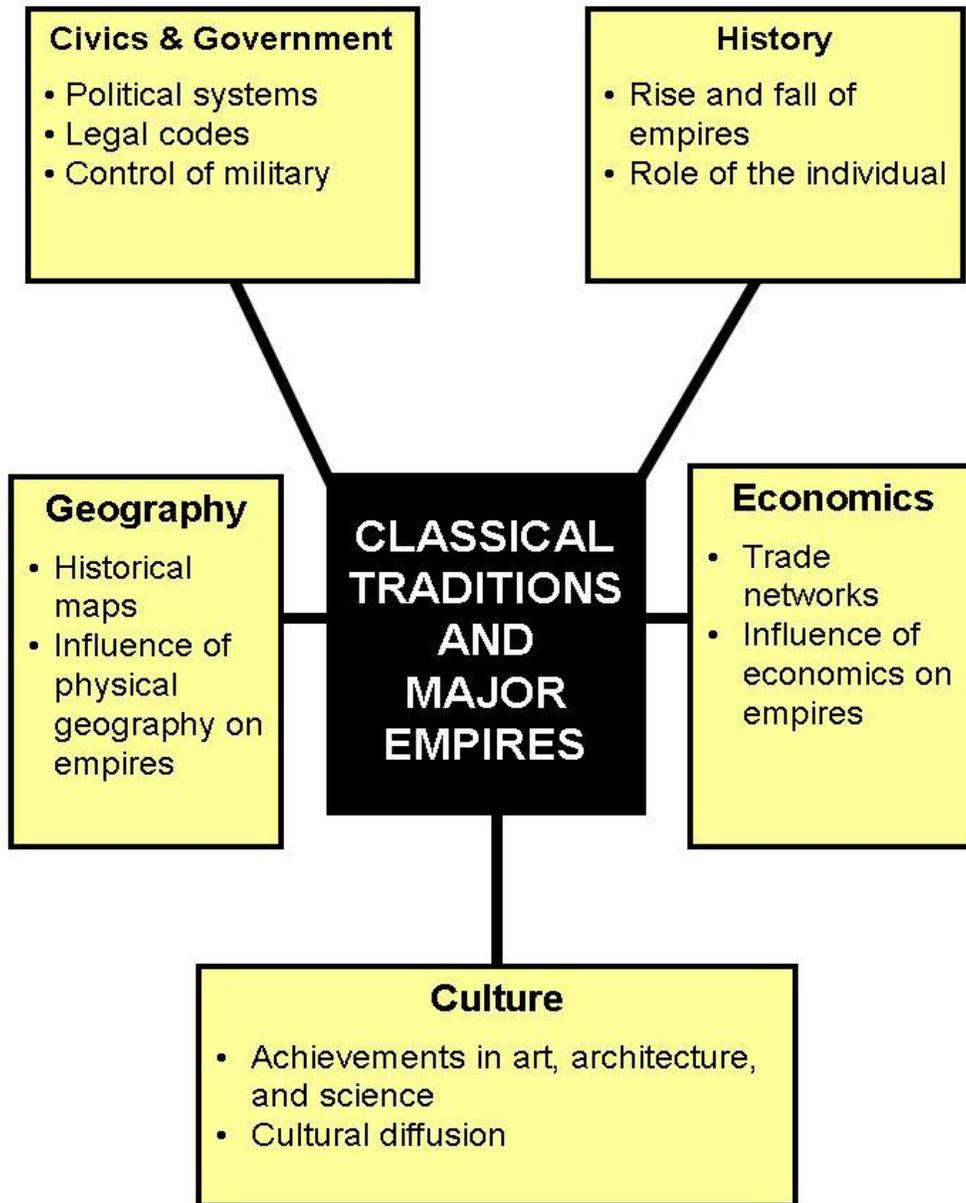
World Religions



Questions to Focus Assessment and Instruction:

1. How did several factors lead to the rise and fall of empires during this era?
2. How did classical civilizations and empires during this era interact with each other and the environment?
3. How did classical civilizations and empires during this era impact future eras up to the present time?

Graphic Organizer



High School Foundations (See WHG F2 and F4)

Understand basic features and differences between various systems of human organization with respect to:

- Classical civilizations and empires
- Expanding networks of trade and cultural exchange
- Differences in political, economic and social systems

Unit Abstract

This unit explores the development of classical civilizations and the emergence of empires during the era from 1000 B.C.E. to 300 C.E. A focus is placed on the concept of empire and factors influencing the rise and fall of empires. The unit begins with connections back to the previous era and a review of the growth of civilization in Mesopotamia. Using this region as an example, students grapple with the characteristics of an empire by exploring the land takeovers. Students expand their understanding in a series of lessons on major empires including Persia, India, China, Greece, Rome, Egypt, Kush, Axum, and Bantu. As students proceed through the lessons a timeline is constructed and relevant information is summarized on a series of graphic organizers. Students explore the differences between the empires in Afroeurasia. A global viewpoint is established once again as students explore trade networks and the diffusion of technology, ideas and goods. Students investigate the connections of how civics and geography influenced the growth of empires. In a culminating lesson, students use their timelines, graphic organizers, notes and other resources to compare and contrast the empires and classical civilizations they have studied.

Focus Questions

1. How did several factors lead to the rise and fall of empires during this era?
2. How did classical civilizations and empires during this era interact with each other and the environment?
3. How did classical civilizations and empires during this era impact future eras up to the present time?

Content Expectations

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas. See also 6 – H1.2.5.
- 7 – W3.1.1: Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.2: Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 7 – W3.1.3: Compare and contrast the defining characteristics of a city-state, civilization, and empire.
- 7 – W3.1.4: Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

- 7 – W3.1.6: Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7: Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – W3.1.10: Create a time line that illustrates the rise and fall of classical empires during the classical period. *See also 6 – W3.1.5.*
- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

Sixth Grade Content Expectations Also Addressed

- 6 – W3.1.1: Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.
- 6 – W3.1.2: Explain the role of economics in shaping the development of early civilizations.
- 6 – W3.1.3: Describe similarities and differences among classical civilizations and empires including economy, religion, and role and class structure.
- 6 – C1.1.1: Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

Key Concepts

bureaucracy
classical civilization
cultural diffusion
cultural interaction
democracy
dynasty
empire
human/environment interaction
innovation
legal codes
migration
militarism
religion
republic

trade network

Duration: 6 weeks

Lesson Sequence

- Lesson 1: What is an Empire?
- Lesson 2: The Persian Empire
- Lesson 3: The Mauryan Empire
- Lesson 4: China: From Dynasty to Dynasty
- Lesson 5: Greece: From City-States to Empire
- Lesson 6: Rome: From Republic to Empire
- Lesson 7: Africa: Empires and Migrations
- Lesson 8: Trade Networks
- Lesson 9: Legal Codes and Systems of Government: Connecting Civics and History
- Lesson 10: Empires and the Environment: Connecting Geography and History
- Lesson 11: Comparing Empires

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Performance Assessments

Resources

Equipment/Manipulative

Student Resource

Alexander the Great. Calliope: Exploring World History Peterborough, NH: Carus, December, 1998.

Ancient China. 30 January 2008. <<http://www.wsu.edu/~dee/ANCCHINA/ANCCHINA.HTM>>.

Ancient China. British Museum website. 30 January 2008.
<<http://www.ancientchina.co.uk/menu.html>>.

Ancient Civilizations Theme Pack I (Queens of Egypt; Africa's Carthage; Hunnic Invasions; Lost Cities; Vanished Civilizations; Children of Ancient Mesopotamia; Byzantium; Ancient Mexico; Ancient Maya). Calliope Magazine. Peterborough, NH: Carus Publishing, 2007.

Ancient Civilizations Theme Pack II (Fieldwork: The Anthropologist at Work; Mesopotamia; Pharaohs of Egypt; Julius Caesar; Writing; Rise of Persia). Calliope Magazine. Peterborough, NH: Carus Publishing, 2007.

Ancient Civilizations Theme Pack III (Alexander the Great; Children of Ancient Athens; Greece vs. Persia; Hannibal vs. Rome; Homer's Troy; Phoenicians; Roman Army; Theater in Ancient Greece). Calliope Magazine. Peterborough, NH: Carus Publishing, 2007.

Ancient Greek Civilization Resources. 30 January 2008.
<<http://members.tripod.com/edpa/history/greece.htm>>.

Ancient Greek Civilizations. 30 January 2008.
<<http://www.mnsu.edu/emuseum/prehistory/aegean/>>.

Ancient Leaders Series (Greece, Rome, Egypt). New York: Rosen Publishers, 2005.

Ancient Mesopotamia. 30 January 2008. <<http://mesopotamia.lib.uchicago.edu/>>.

Ancient Persia. 30 January 2008. <<http://www.ancientpersia.com/>>.

Ancient Rome Timeline. 30 January 2008.
<http://www.bbc.co.uk/history/ancient/romans/rome_timeline.shtml>.

Ancient World Mapping Center. 30 January 2008. <<http://www.unc.edu/awmc/>>.

Ashoka: India's Philosopher King: Calliope: Exploring World History. Peterborough, NH: Carus, January 2000.

The Athenian Origins of Direct Democracy. 30 January 2008.
<<http://www.historyguide.org/ancient/lecture6b.html>>.

Athens and Ancient Greece. 30 January 2008. <<http://www.dcmp.org/guides/9681.pdf>>.

The Babylonians. Calliope: Exploring World History. Peterborough, NH: Carus, November, 2000.

Bantu Migrations Map. 30 January 2008.
<http://encarta.msn.com/media_701611637/Bantu_Migration.html>.

BBC: Ancient History, 30 January, 2008. <<http://www.bbc.co.uk/history/ancient/>>.

Bridging World History: Human Migrations, 12 March 2008.
<http://www.learner.org/channel/courses/worldhistory/support/activities_3.pdf>

Bring Ancient History to Life. 30 January 2008.
<http://www.education-world.com/a_lesson/lesson276.shtml>.

Challen, Paul. *Life in Ancient China*. New York: Crabtree, 2005.

Challen, Paul. *Life in Ancient Egypt*. New York: Crabtree, 2005.

The Code of Hammurabi. 30 January 2008. <<http://www.wsu.edu/~dee/MESO/CODE.HTM>>.

Cotterel, Arthur. *Ancient China*. New York: DK Children's Books, 2005.

Cyrus the Great. 06 March 2008.

<<http://www.iranchamber.com/history/cyrus/cyrus.php>>.

Dig Into History: Mesopotamia. 30 January 2008.

<<http://mesopotamia.lib.uchicago.edu/interactives/DigIntoHistory.html>>.

Early African Societies and the Bantu Migrations PowerPoint. 30 January 2008.

<<http://www.accd.edu/sac/history/keller/BentleyUnit1-07-02.ppt>>.

The Edicts of King Asoka. 30 January 2008. <<http://www.cs.colostate.edu/~malaiya/ashoka.html>>.

Egypt Archive. 30 January 2008. <<http://egyptarchive.co.uk/index.htm>>.

Empires. 30 January 2008. <<http://www.pbs.org/empires/>>.

Forgotten Empire: The World of Ancient Persia. 30 January 2008.

<<http://www.thebritishmuseum.ac.uk/forgottenempire/>>.

The Golden Age of Chinese Archaeology: Early Imperial China. 30 January 2008.

<http://www.nga.gov/education/chinatp_pt4.shtm>.

Greece: The Democratic Experiment. 30 January 2008.

<http://www.bbc.co.uk/history/ancient/greeks/greekdemocracy_01.shtml>.

Jacobs, Heidi Hayes and Le Vasseur, Michal. *The Ancient World*. Boston: Prentice Hall, 2008.

Kingdom of Kush. 30 January 2008. <<http://www.stockton.edu/~gilmorew/consorti/1iafric.htm>>.

Map of the Mauryan Empire. 30 January 2008.

<<http://www.wsu.edu/~dee/ANCINDIA/MAURYMAP.HTM>>.

Mehta-Jones, Shilpa. *Life in Ancient Mesopotamia*. New York: Crabtree, 2005.

Movement: The Bantu Migrations. Module Six, Unit 2: The Geography of Africa. Exploring Africa Website. 30 January 2008.

<<http://exploringafrica.matrix.msu.edu/students/curriculum/m6/activity5.php>>.

People on the Move: The Bantu Migrations. The Story of Africa Website. 30 January 2008.

<<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter5.shtml>>.

Peppas, Lynn. *Life in Ancient Greece*. New York: Crabtree, 2005.

Peppas, Lynn. *Life in Ancient Mesoamerica*. New York: Crabtree, 2005.

Peppas, Lynn. *Life in Ancient Rome*. New York: Crabtree, 2005.

The Pillars of Asoka. 30 January 2008.

<http://www.columbia.edu/itc/mealac/pritchett/00routesdata/bce_299_200/ashoka/ashoka.html>.

Precolumbian Portfolio. 30 January 2008. <<http://research.famsi.org/kerrportfolio.html>>.

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Richardson, Hazel. *Life in Ancient Africa*. New York: Crabtree, 2005.

Richardson, Hazel. *Life in the Ancient Indus River Valley*. New York: Crabtree, 2005.

Rise and Fall of the Mauryan Empire. 30 January 2008. <<http://www.fsmitha.com/h1/ch13.htm>>.

The Roman Empire. 30 January 2008. <<http://www.pbs.org/empires/romans/>>.

The Roman Empire. 30 January 2008. <<http://www.roman-empire.net/>>.

Rome's Master Builders. Calliope: Exploring World History. Peterborough, NH: Carus, November 2005.

The Silk Road. Calliope: Exploring World History. Peterborough, NH: Carus, February 2002.

The Silk Route. Economics and Geography Lessons. 30 January 2008.

<http://www.montgomeryschoolsmd.org/curriculum/Socialstd/grade3/Silk_Route.html>.

The Story of Africa. 30 January 2008.

<<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/index.shtml>>.

Technology of the Ancient World Series (Greece, Japan, Rome, Egypt, Mesopotamia, China). New York: Rosen Publishers, 2006

Writing in the Ancient World. (Mesoamerica, Mesopotamia, Phoenicia, India, Egypt). New York: Rosen Publishers, 2003.

Teacher Resource

Gateway to World History. 30 January 2008. <<http://www.hartford-hwp.com/archives/index.html>>.

Internet Ancient History Sourcebook. 30 January 2008.

<<http://www.fordham.edu/Halsall/ancient/asbook.html>>.

Kathy Schrock's Guide For Educations: Ancient and World History. 30 January 2008.
<<http://school.discoveryeducation.com/schrockguide/history/histw.html>>.

Resources for Era III. 30 January 2008.
<<http://chnm.gmu.edu/worldhistorysources/whmfinding.php?function=find&area=top300>>.

Unpacking Evidence. Guides for Analyzing Primary Sources. 30 January 2008.
<<http://chnm.gmu.edu/worldhistorysources/whmunpacking.html>>.

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500.
Boston: McGraw-Hill, 2006.

World History Archives. 30 January 2008. <<http://www.hartford-hwp.com/archives/>>.

World History for Us All. 13 January 2008. <<http://worldhistoryforusall.sdsu.edu/dev/default.htm>>.

World History Sources. 30 January 2008.
<<http://chnm.gmu.edu/worldhistorysources/whmfinding.php>>.

Resources for Further Professional Knowledge

Articles on Ancient History. 30 January 2008. <<http://www.livius.org/>>.

Bain, Robert B. "Building and Essential World History Tool," in *Teaching World History: A Resource Book*. Armonk, NY: M.E. Sharpe 1997.

National History Standards, Era I. 13 January 2008.
<<http://nchs.ucla.edu/standards/worldera1.html>>.

Reilly, Kevin. *Worlds of History: A Comparative Reader Volume One: To 1550*. Boston: Bedford/St. Martin, 2002.

Traditions & Encounters: A Global Perspective on the Past. Volume I: From the Beginning to 1500.
Boston: McGraw-Hill 2006.

World History: Patterns of Interaction. Evanston: McDougall-Littell, 1999.

Instructional Organization

Lesson 1: What is an Empire?

Content Expectations:

- 7 – W3.1.1: Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).
- 7 – W3.1.10: Create a time line that illustrates the rise and fall of classical empires during the classical period. *See also 6 – W3.1.5.*
- 7– W3.1.3: Compare and contrast the defining characteristics of a city-state, civilization, and empire.

Key Concepts: classical civilization, empire, militarism

Abstract: The lesson begins with a review of the concepts of city-state and civilization. Students are then introduced to the concept of classical civilization. Using a series of maps that show different time periods from this era have students make inferences about what defines an empire. Divide students into three groups to research Mesopotamian empires. Using their text and other resources, each group gathers information about the rise and fall of Sumer, Babylon or Assyria (specifically the conquests and expansion of each). Using a jigsaw method, have students share their information with each other. Then, as a class, create a list of characteristics that define 'empire' and complete a timeline of significant events in each empire.

Lesson 2: The Persian Empire

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas. *See also 6 – H1.2.5.*
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Key Concepts: bureaucracy, cultural diffusion, empire, innovation

Abstract: To begin, have students recall the characteristics of an empire as discussed in the previous lesson. Show students a map of modern Iran/Southwest Asia and point out that this area was once the Persian Empire, using a map of the empire for comparison. Have students create a chart or outline titled The Persian Empire and including the following categories:

- Factors Leading to the Rise of this Empire;
- Ways the Empire was Maintained;
- Factors leading to the Decline;
- Art, Architecture and Culture;
- Science, Technology and Mathematics.

Through a teacher led presentation of information and note taking skills, students complete the chart. Emphasis is placed on methods the Persians invented to manage their empire such as the creation of a bureaucracy and the division of the empire into provinces. Next, students explore the impact of individuals in history by reading about Cyrus the Great

(<http://www.iran-chamber.com/history/cyrus/cyrus.php>) and adding his accomplishments and ideas to the chart as appropriate. As a culminating activity, students select a feature of the Persian Empire that had lasting impact on world history, writing a short defense of their selection and add it to the timeline from the previous lesson.

Lesson 3: The Mauryan Empire

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas. See also 6 – H1.2.5.
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Key Concepts: cultural diffusion, empire, religion

Abstract: Students perform a quick write summarizing characteristics of an empire. Introduce the concept of cultural diffusion to students and ask them for examples of this from the previous lesson. Explain that the Persian Empire's conquests influenced groups in Asia, specifically with the creation of Hinduism. Students will focus their study in this lesson on the Mauryan Empire, where Hinduism was prevalent. The teacher then guides students in locating information relating to the rise, maintenance, decline of the Mauryan Empire. Students explore how factors such as a huge army, extensive trade with areas as far away as Greece and a vast network of roads influenced the growth of the empire. This information can be collected in a chart similar to the one

in the previous lesson. Next, the teacher guides students in exploring the Pillars of the leader Ashoka. In a short essay students are asked to compare the strategies used by Ashoka and Cyrus the Great to maintain their empires.

Lesson 4: China: From Dynasty to Dynasty

Content Expectations:

- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Key Concepts: bureaucracy, dynasty, empire

Abstract: Students begin by reviewing the patterns of rise and decline of empires studied in the first two lessons. The teacher then asks students to compare this pattern to the common pattern of rise and decline in Chinese Dynasties (establish power, period of stability, government instability, invasion, new dynasty). Using a set of resources including short informational articles and primary sources students begin to explore the question: How does the Han Empire fit this pattern? Divide students into pairs/groups to collect evidence and share with the class. Lead a discussion with students regarding the strength of the evidence presented. Finally, instruct students to write a brief essay explaining the rise, maintenance and fall of the Han Empire.

Lesson 5: Greece: From City-States to Empire

Content Expectations:

- 7 – H1.2.6: Identify the role of the individual in history and the significance of one person's ideas. *See also 6 – H1.2.5.*
- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and

communications in the development of large regional empires.

Key Concepts: classical civilization, cultural diffusion, democracy, empire

Abstract: In this lesson students explore Greek civilization in three phases: Early Greek City-States, Classical Greece and the Hellenistic empire of Alexander the Great. It begins with a map-based activity in which students explore geographic factors that influenced Greece such as its mountainous terrain and location on the Mediterranean Sea. Students are then divided into two large groups, one representing Athens and one representing Sparta. Students independently read about their assigned city-state and then the teacher guides a debate focused on the question: Which city-state, Athens or Sparta, was most successful? Students are then assigned to one of nine research groups based on the following topics: Art, Architecture, Drama, Technology, Political Life, Daily Life, Philosophy, Religion, Trade. Using a wide variety of resources, groups work to research their topic and design a class presentation summarizing what they have learned. In the final phase of the lesson students are introduced to Alexander the Great and his Hellenistic empire through maps and textbook-based material.

Lesson 6: Rome: From Republic to Empire

Content Expectations:

- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Key Concepts: bureaucracy, empire, legal codes, republic

Abstract: Using a map of Roman Empire, have students hypothesize why a civilization would have thrived in this geographic location. Students will connect this to previous lessons about the importance of proximity to water and fertile land. Then, divide students into 9 groups representing the following topics: Art, Architecture, Drama, Technology, Political Life, Daily Life, Philosophy, Religion and Trade. Using their textbook and a variety of sources including some provided by the teacher, students carry out research. Students will describe important features of their assigned topic and make connections between Ancient Rome and modern America. Groups create a visual representation of their findings and present to the class. After the research reports are finished, the teacher leads a discussion in which students compare Greece and Rome.

Lesson 7: Africa: Empires and Migrations

Content Expectations:

- 7 – W3.1.5: Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.
- 7 – W3.1.8: Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Key Concepts: classical civilization, cultural diffusion, empire, innovation, migration

Abstract: Students will study the rise and fall of various African empires through the creation of three maps reflecting the time periods of 3000BCE, 1000BCE and 300CE. Provide students with three blank maps of the African continent and have the class determine a universal key for depicting the empires of Egypt, Kush and Axum, and Bantu in each of these time periods. After labeling the empires, students add key geographical features to map including the Nile River, the Congo River, the Sahara, and the Kalahari. Lead a discussion in which students look at three maps and hypothesize why these empires grew, fell and/or migrated. Focusing on the Bantu migration, students use the graphic organizer and information found at <http://exploringafrica.matrix.msu.edu/students/curriculum/m6/activity5.php> and <http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/2chapter5.shtml> to complete a study of the impact of migration on ideas, trade, art, and culture. Finally, discuss evidence in today's society of the impact of migration within the modern United States.

Lesson 8: Trade Networks

Content Expectations:

- 7 – W3.1.6: Use historic and modern maps to locate and describe trade networks among empires in the classical era.
- 7 – W3.1.7: Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).
- 6 – W3.1.2: Explain the role of economics in shaping the development of early civilizations.

Key Concepts: cultural diffusion, cultural interaction, innovation, religion, trade networks

Abstract: Begin the lesson by having students determine where their shirts or other garment was made. Discuss trade as class, including how and why this item came to be in their possession. Use

their examples to review relevant economic terms including scarcity, supply, demand, exchange, specialization, export and import. Students then analyze a teacher generated chart showing imports and exports during this era and maps showing major trade routes. Discuss as a class how and why the products were traded. Next, students participate in a simulation of the Silk Road found at this website: http://www.montgomeryschoolsmd.org/curriculum/Socialstd/grade3/Silk_Route.html Students are then asked to do a quick “Stop and Jot” in answer to the question: In addition to goods, what else moved? They share their ideas in a guided discussion of ways in which ideas (e.g., political theories), religions (e.g., Buddhism), clothing styles, military tactics, disease, and technology (e.g., iron-working) moved along the trade networks.

Lesson 9: Legal Codes and Systems of Government: Connecting Civics and History

Content Expectations:

- 7 – W3.1.4: Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
- 7 – W3.1.9: Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
- 7 – C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.
- 6 – C1.1.1: Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

Key Concepts: bureaucracy, cultural diffusion, legal codes

Abstract: Begin with a review of relevant civics concepts including citizenship, democracy, republic, laws and centralized government as they pertain to the United States. In small groups, students work together to create a list of the purposes of government and then create a master list in the large group. Divide students into four groups (or eight with groups sharing topics) and assign each one of the following: Hammurabi’s Code, Greek Democracy and laws, Roman Republic and laws, and Egyptian Pharaohs and laws. Using textbooks and additional resources, each group will summarize elements of government as they existed within their assigned topic and create a hypothesis about the purpose of each of those governments and how they created or maintained large empires. After information is presented to the class, the teacher leads a class discussion regarding the purpose of the United States government and how it compares to purposes of those studied by the students.

Lesson 10: Empires and the Environment: Connecting Geography and History

Content Expectations:

- 7 – *W3.1.2*: Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
- 6 – *W3.1.1*: Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.

Key Concepts: empire, human/environment interaction

Abstract: In this lesson students explore the connections between geography and history. It begins with an analysis of a map of the Mediterranean Basin and a discussion of geographic characteristics, including climate and physical features. Next, the teacher models the skill of making a generalization using what was learned in Lesson 8 on trade networks. The teacher guides students in making a generalization from this information such as the following: Trade helped to integrate cultures during this era. Explain to the students that they will be following this process to make generalization about the relationship between geography and empires. Each student chooses three empires and uses maps and other resources to complete a chart describing the geography of each including landforms, bodies of water, vegetation and climate. Finally, they analyze their chart and propose a generalization about the relationship between geographic characteristics and the development of early empires.

Lesson 11: Comparing Empires

Content Expectations:

- 7 – *W3.1.10*: Create a time line that illustrates the rise and fall of classical empires during the classical period. *See also 6 – W3.1.5.*
- 6 – *W3.1.3*: Describe similarities and differences among classical civilizations and empires including economy, religion, and role and class structure.

Key Concepts: classical civilization, empire

Abstract: Students are divided into seven groups; each assigned one of the following: the Persian Empire, the Mauryan Empire, the Han Dynasty, Greece, Rome, Egypt, and Bantu Civilization. Group members work together to create time line entries from a review significant information about their assigned empire/civilization using the graphic organizers, textbook, informational articles and other resources created and collected during the unit. The teacher then convenes a “Meeting of the Empires” in which students role play leadership of their empire and answers a series of questions beginning with simple ones such as “What methods did you use to manage your empire?” Questions then get increasingly complex such as “What was your greatest achievement?” and ending with “Which one of you was the greatest empire?” Throughout the question and answer period, students add their respective empire’s achievements to a master time

line. Finally, students write a response including supporting evidence answering the following question: Is the United State an empire?