

PERIOD 2: Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

<p>Key Concept 2.1: The Development and Codification of Religious and Cultural Traditions</p>	<p>Key Concept Description: As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and beliefs systems could also generate conflict partly because of beliefs and practices varied greatly within and among societies.</p>																										
<p>Pacing: 3 Days</p>	<p>Key Concept 2.1.1: Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.</p> <p>A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and the Middle East.</p> <p>B. The core beliefs outline in the Sanskrit scriptures formed the basis of the Vedic religions-later known as Hinduism-which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.</p>																										
<p>Essential Question: How did the emergence of new codified religions shape the world politically and culturally and what were the belief systems of these new religions?</p>	<p>Key Concept 2.1.2: New belief systems and cultural traditions emerged and spread, often asserting universal truths.</p> <p>A. The core beliefs about desire, suffering and the search for enlightenment preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia—first through the support of the Mauryan Emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.</p> <p>B. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals social relationships for all people in China, including the rulers.</p> <p>C. In the major Daoist writings, the core belief of balance between humans and nature assumed the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.</p> <p>D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.</p> <p>E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.</p>																										
<p>Key Skills:</p> <ul style="list-style-type: none"> Continuity and Change over time Comparison Map Interpretation, Use of Evidence Article Analyses <p>Book Chapters</p> <p>Chapter 3 76, 78-84, 89 Chapter 4 104, 115 Chapter 5 146, 153, Chapter 6 169, 170, 172, 176 Chapter 7 198, 203, 205, 206</p> <p>AP Prep Books</p> <p>Fast Track to an (A Throughout Book) Barons AP World History (79)</p> <p>Formative Assessments</p> <p>Chapters 4,5,6, & 7 Homework Quizzes Religion Poster Project Religion Presentation Self Assessment using online system Discussion Questions</p> <p>Summative Assessments</p> <p>Key Concept 2.1 Quiz</p> <p>Primary Terms</p> <table border="0"> <tr> <td>Zoroastrianism</td> <td>Legalism</td> </tr> <tr> <td>Confucianism</td> <td>Buddhism</td> </tr> <tr> <td>Hinduism</td> <td>Christianity</td> </tr> <tr> <td>Shamanism</td> <td>Animism</td> </tr> <tr> <td>Daoism</td> <td>Greek Philosophies</td> </tr> <tr> <td></td> <td>Judaism</td> </tr> </table> <p>Secondary Terms</p> <table border="0"> <tr> <td>Jesus</td> <td>Paul</td> </tr> <tr> <td>Siddhartha Gautama</td> <td>Caste System</td> </tr> <tr> <td>Aryans</td> <td>Constantine</td> </tr> <tr> <td>Theodosius</td> <td>The three submissions</td> </tr> <tr> <td>Scholarly Gentry</td> <td>Ancestor Worship</td> </tr> <tr> <td>Varnu</td> <td>Ashoka</td> </tr> <tr> <td>Reincarnation</td> <td>Nirvana</td> </tr> </table>	Zoroastrianism	Legalism	Confucianism	Buddhism	Hinduism	Christianity	Shamanism	Animism	Daoism	Greek Philosophies		Judaism	Jesus	Paul	Siddhartha Gautama	Caste System	Aryans	Constantine	Theodosius	The three submissions	Scholarly Gentry	Ancestor Worship	Varnu	Ashoka	Reincarnation	Nirvana	<p>Key Concept 2.1.3: Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.</p> <p>Key Concept 2.1.4: Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.</p> <p>A. Shamanism and animism continued to shape the lives of people within and outside of core civilizations because of their daily reliance on the natural world.</p> <p>B. Ancestor veneration persisted in many regions.</p> <p>Key Concept 2.1.5: Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.</p> <p>A. Literature and drama acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.</p> <p>B. Distinctive architectural styles developed in many regions in this period.</p> <p>C. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.</p>
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<p>Primary Documents/activities</p> <p>Mandate of Heaven [Excerpts] Spartan Women (Aristotle) Greek Sources on Slavery Spartan War Machine (Xenophon)</p> <p>Multimedia</p> <p>Crash Course: Buddha and Ashoka Crash Course: The Mandate of Heaven and Confucianism Crash Course: The Persians and the Greeks Crash Course: Alexander the Great Crash Course: The Silk Road Crash Course: The Roman Empire Crash Course: Christianity Crash Course: Fall of Rome</p>	<p>Secondary Documents/activities</p> <p>Alexander the not so Great: History through Persian Eyes Who were the Celts? Children in Ancient China (GMU) How Ancient Trade Changed the World (Live Science) How Third-Century China Saw Rome: A Land Ruled by Minor Kings (Smithsonian) "Silk Road or Steppe Road" (David Christian) "Southernization" (Lynda Shaffer)</p>																										

Lesson Plan

Lesson Activator :

- **(10 minutes)** Discussion Question: What is the difference between Ethnic Religions and Universal Religions? Why did Universal religions emerge starting in 600 B.C.E?
 - Ethnic Religion- http://en.wikipedia.org/wiki/Ethnic_religion

Lesson Body:

- **(75 minutes)** Ancient Religions Group Project
 - Give each group one of the religions/philosophies on the Belief system chart. Each group creates a poster with all important information on it dealing with their religion/philosophy. Don't forget a cultural icon (picture).
 - Prepare a short presentation. No less than 2 minutes no more than 5 minutes
 - Time: -1 for every second over under
 - Content: -10 for each topic not covered fully
 - Questions: -10 for quality of questions (must be approved by me and typed in my software)
 - Organization: -10 seriousness of presentation, does your partner know what to do. Don't put your back to the class.
 - Poster: -10 all points covered, pictures, neat.
 - Turned in on time: -10

Mini Summarizer:

- **(5 minutes)** Reminder that each group is also supposed to fill in their own spaces in the chart about their own religion/philosophy.

END DAY 1 OF LESSON

Mini Activator:

- **(10 minutes)** Get with your group and discuss your presentation and what needs to be done by each group member.

Lesson Body:

- **(70 minutes)** Each group will present their Religion/philosophy to the class.
 - As each group presents the class will fill in their Belief Charts completely.

Lesson Summarizer:

- **(10 minutes)** Any questions?

END DAY 2 OF LESSON

Mini Activator:

- **(10 minutes)** Locate the world's major religions. Have a student come up and circle where the worlds major religions have their cultural hearths.

Lesson Body:

- **(50 minutes)** Lecture on the world's ancient religions before 600 C.E.
 - Google Doc: https://docs.google.com/a/ncmcs.net/presentation/d/1pSB0ISQO3mhAOX64zFCIhAsuHPbXR_fsir-hHwqCHhg/edit?usp=sharing

Lesson Summarizer:

- **(30 minutes)** Discussion questions
 - Break the class up into groups.
 - Give them one discussion question
 - They are to summarize it and put it on the google doc for the class. They will summarize their findings to the class.
 - Google Doc: https://docs.google.com/presentation/d/1oTnb19iMsDWDqVX_OmlsM83H98tvu7EJMPa9g8WNF04/edit?usp=sharing

END DAY 3 OF LESSON