

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

<p><b>Key Concept 2.2:</b> The Development of States and Empires</p>	<p><b>Key Concept Description:</b> As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.</p>																												
<p><b>Pacing:</b> 4 Days</p>																													
<p><b>Essential Question:</b> What caused the development of large Empires during the classical era and what influences did these large empires have on the World?</p>																													
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Continuity and Change over time</li> <li>Comparison</li> <li>Map Interpretation,</li> <li>Use of Evidence</li> <li>Article Analyses</li> </ul> <p style="text-align: center;"><b>Book Chapters</b></p> <p style="text-align: center;"><b>AP Prep Books</b> Fast Track to an A Barons AP World History</p> <p style="text-align: center;"><b>Formative Assessments</b> Chapters 4,5,6, &amp; 7 Homework Quizzes SPRITE CHART Self Assessment using online system Discussion Questions</p> <p style="text-align: center;"><b>Summative Assessments</b> Key Concept 2.2 Quiz</p> <p style="text-align: center;"><b>Primary Terms</b> Persia Greeks Han Romans Gupta/Mauryans</p> <p style="text-align: center;"><b>Secondary Terms</b></p> <table border="0" style="width: 100%;"> <tr> <td>Royal Road</td> <td>Zoroastrianism</td> </tr> <tr> <td>Ayrams</td> <td>Cyrus</td> </tr> <tr> <td>Polis</td> <td>Satraps</td> </tr> <tr> <td>Democracy</td> <td>Pericles</td> </tr> <tr> <td>Oligarchy</td> <td>Greek Philosophers</td> </tr> <tr> <td>Alexander the Great</td> <td>Persian Wars</td> </tr> <tr> <td>Hellenistic Era</td> <td>Peloponnesian War</td> </tr> <tr> <td>Senate</td> <td>Athens/Sparta</td> </tr> <tr> <td>Plebeians/Patricians</td> <td>Punic Wars</td> </tr> <tr> <td>Julius Cesar</td> <td>Hannibal</td> </tr> <tr> <td>Augustus Cesar</td> <td>Diocletian</td> </tr> <tr> <td>Empress Wu Zi</td> <td>Constantine</td> </tr> <tr> <td>Civil Service Examination</td> <td>Theater state</td> </tr> <tr> <td>Etruscans</td> <td>Ashoka</td> </tr> </table>	Royal Road	Zoroastrianism	Ayrams	Cyrus	Polis	Satraps	Democracy	Pericles	Oligarchy	Greek Philosophers	Alexander the Great	Persian Wars	Hellenistic Era	Peloponnesian War	Senate	Athens/Sparta	Plebeians/Patricians	Punic Wars	Julius Cesar	Hannibal	Augustus Cesar	Diocletian	Empress Wu Zi	Constantine	Civil Service Examination	Theater state	Etruscans	Ashoka	<p><b>Key Concept 2.2.1:</b> The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.</p> <ul style="list-style-type: none"> <li>Southwest Asia: Persian Empires (Achaemenid, Parthian, Sassanid)</li> <li>East Asia: Qin and Han Empire</li> <li>South Asia: Maurya and Gupta Empires</li> <li>Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires</li> <li>Mesoamerica: Teotihuacan, Maya city-states</li> <li>Andean South America: Moche</li> </ul> <p><b>Key Concept 2.2.2:</b> Empires and states developed new techniques of imperial administration based, in part, on the success of early political forms.</p> <ol style="list-style-type: none"> <li>In order to organize their subjects, the rulers created administrative institutions in many regions. <ul style="list-style-type: none"> <li>Centralized governments</li> <li>Elaborate legal systems and Bureaucracies</li> </ul> </li> <li>Imperial government projected military power over larger areas using a variety of techniques. <ul style="list-style-type: none"> <li>Diplomacy</li> <li>Developing supply lines</li> <li>Building fortifications, defensive walls, and roads</li> <li>Drawing new groups of military officers and soldiers from the local populations or conquered peoples</li> </ul> </li> <li>Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.</li> </ol> <p><b>Key Concept 2.2.3:</b> Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.</p> <ol style="list-style-type: none"> <li>Cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.</li> <li>The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites,, or caste groups.</li> <li>Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.</li> <li>Patriarchy continued to shape gender and family relations in all imperial societies of this period.</li> </ol> <p><b>Key Concept 2.2.4:</b> The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.</p> <ol style="list-style-type: none"> <li>Through excessive mobilization of resources, imperial governments caused environmental damage and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.</li> <li>External problems resulted from security issues along their frontiers, including the threat of invasions.</li> </ol>
Royal Road	Zoroastrianism																												
Ayrams	Cyrus																												
Polis	Satraps																												
Democracy	Pericles																												
Oligarchy	Greek Philosophers																												
Alexander the Great	Persian Wars																												
Hellenistic Era	Peloponnesian War																												
Senate	Athens/Sparta																												
Plebeians/Patricians	Punic Wars																												
Julius Cesar	Hannibal																												
Augustus Cesar	Diocletian																												
Empress Wu Zi	Constantine																												
Civil Service Examination	Theater state																												
Etruscans	Ashoka																												
<p style="text-align: center;"><b>Primary Documents/activities</b> <a href="#">Mandate of Heaven [Excerpts]</a> <a href="#">Spartan Women (Aristotle)</a> <a href="#">Greek Sources on Slavery</a> <a href="#">Spartan War Machine (Xenophon)</a></p> <p style="text-align: center;"><b>Multimedia</b> Crash Course: <a href="#">Buddha and Ashoka</a> Crash Course: <a href="#">The Mandate of Heaven and Confucianism</a> Crash Course: <a href="#">The Persians and the Greeks</a> Crash Course: <a href="#">Alexander the Great</a> Crash Course: <a href="#">The Silk Road</a> Crash Course: <a href="#">The Roman Empire</a> Crash Course: <a href="#">Christianity</a> Crash Course: <a href="#">Fall of Rome</a></p>	<p style="text-align: center;"><b>Secondary Documents/activities</b> <a href="#">Alexander the not so Great: History through Persian Eyes Who were the Celts?</a> <a href="#">Children in Ancient China (GMU)</a> <a href="#">How Ancient Trade Changed the World (Live Science)</a> <a href="#">How Third-Century China Saw Rome: A Land Ruled by Minor Kings (Smithsonian)</a> <a href="#">"Silk Road or Steppe Road" (David Christian)</a> <a href="#">"Southernization" (Lynda Shaffer)</a></p>																												

## Lesson Plan

### Lesson Activator :

- **(20 minutes)** Watch Crash course's Persians and the Greeks to show the interactions between empires and how the world is transitioning from a Middle East focus to a European focus. Discuss Important facts.
  - URL

### Lesson Body:

- **(50 minutes)** Read the "Emergence of Cities" answer the guided questions that go along with the reading.
  - Reading
  - Guided Questions

### Mini Summarizer:

- **(20 minutes)** Watch Crash course's The Roman Empire. Discuss the effect of the Romans on the Western World.
  - URL

END DAY 1 OF LESSON

### Lesson Body:

- **(90 minutes)** Students will work on the Classical Empires SPRITE Chart.
  - SPRITE CHART

END DAY 2 OF LESSON

### Lesson Body:

- Notice: Friday is a half day so Monday's Work will reflect this
- **(All Class)** Students will finish up the Classical Empires SPRITE Chart
  - SPRITE CHART

END DAY 3 OF LESSON

### Mini Activator:

- **(10 minutes)** Show map of the world to students with the classical empires on it. Circle areas of the map and see if the students can remember from the homework which classical empire is located there. Ask them if they know anything about the empires? What might characterize that empire?
  -

### Lesson Body:

- **(60 minutes)** Lecture 2.2
  - **Google Doc:**  
<https://docs.google.com/a/ncmcs.net/presentation/d/1X8ILFVFmw5gl8Pf7TptXnum2g0Qc5EtKPkLgedByKYI/edit?usp=sharing>

### Mini Summarizer:

- **(10 minutes)** Padlet discussion question
  - <http://padlet.com/swofford11/eyn6uquhfm4u>

END DAY 4 OF LESSON