

Seventh Grade Social Studies: Early World History

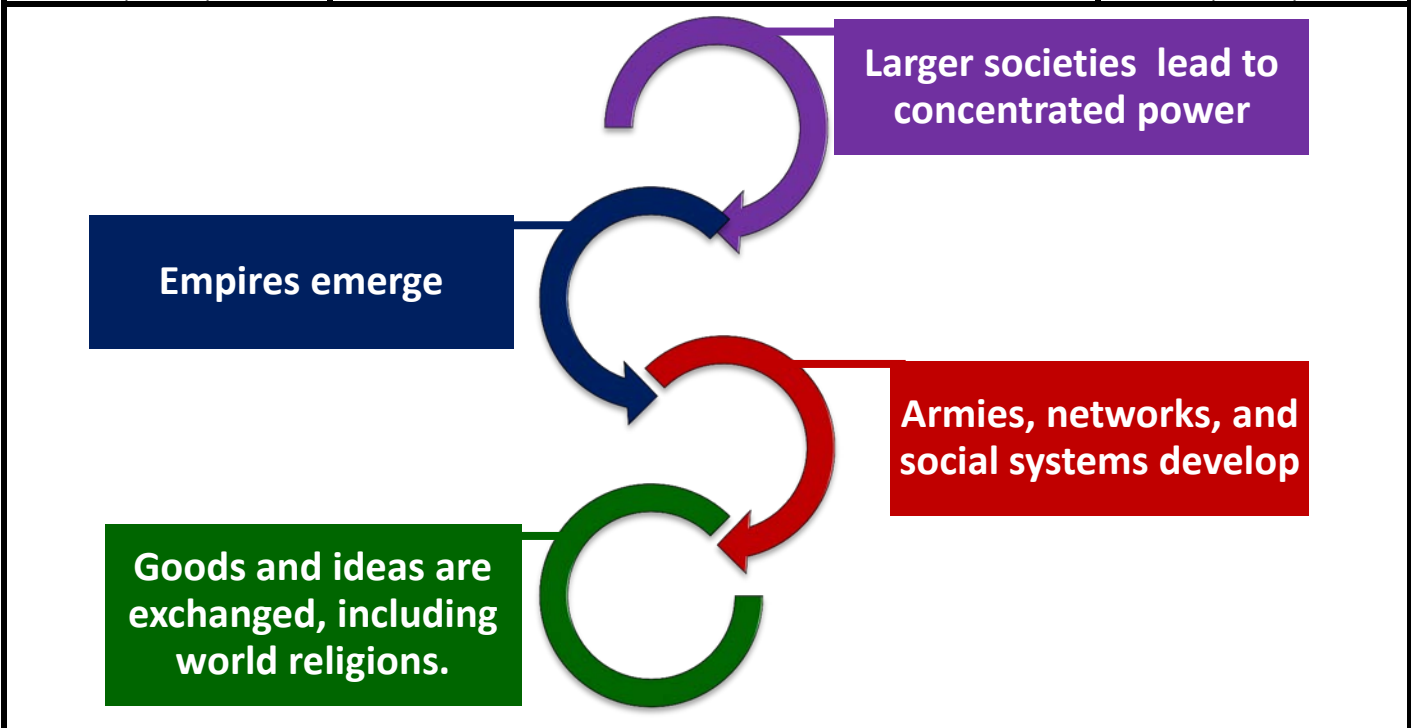
Unit 4: The Rise of Classical Empires and the Emergence of World Religions: 1000 B.C.E. to 300 C.E. (Era 3)

Big Picture Graphic

Overarching Question:

What factors lead to the development of empires, and how did government, technology, culture, and human interaction change in this age of empire?

Previous Unit: Early Civilizations and the Emergence of Pastoral Peoples: 4000 to 1000 B.C.E. (Era 2)	This Unit: The Rise of Classical Empires and the Emergence of World Religions: 1000 B.C.E. 300 C.E (Era 3)	Next Unit: Interactions, the Fall of Empires and Other Stories, 1000 B.C.E.– 500 C.E. (Era 3)
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<p>Questions to Focus Assessment and Instruction</p> <ol style="list-style-type: none"> 1. Why did some civilizations develop into large-scale empires while others did not? 2. How and why did changes in social institutions change how people lived in large-scale empires? 3. How did empires change exchanges between peoples across large expanses of territory? 4. How did the emergence of world religions both influence and reflect the rise of empires? 	<p><u>Types of Thinking</u></p> <ul style="list-style-type: none"> Classifying/Grouping Compare and Contrast Cause and Effect Description Generalizing Identifying perspectives Evidentiary Argument
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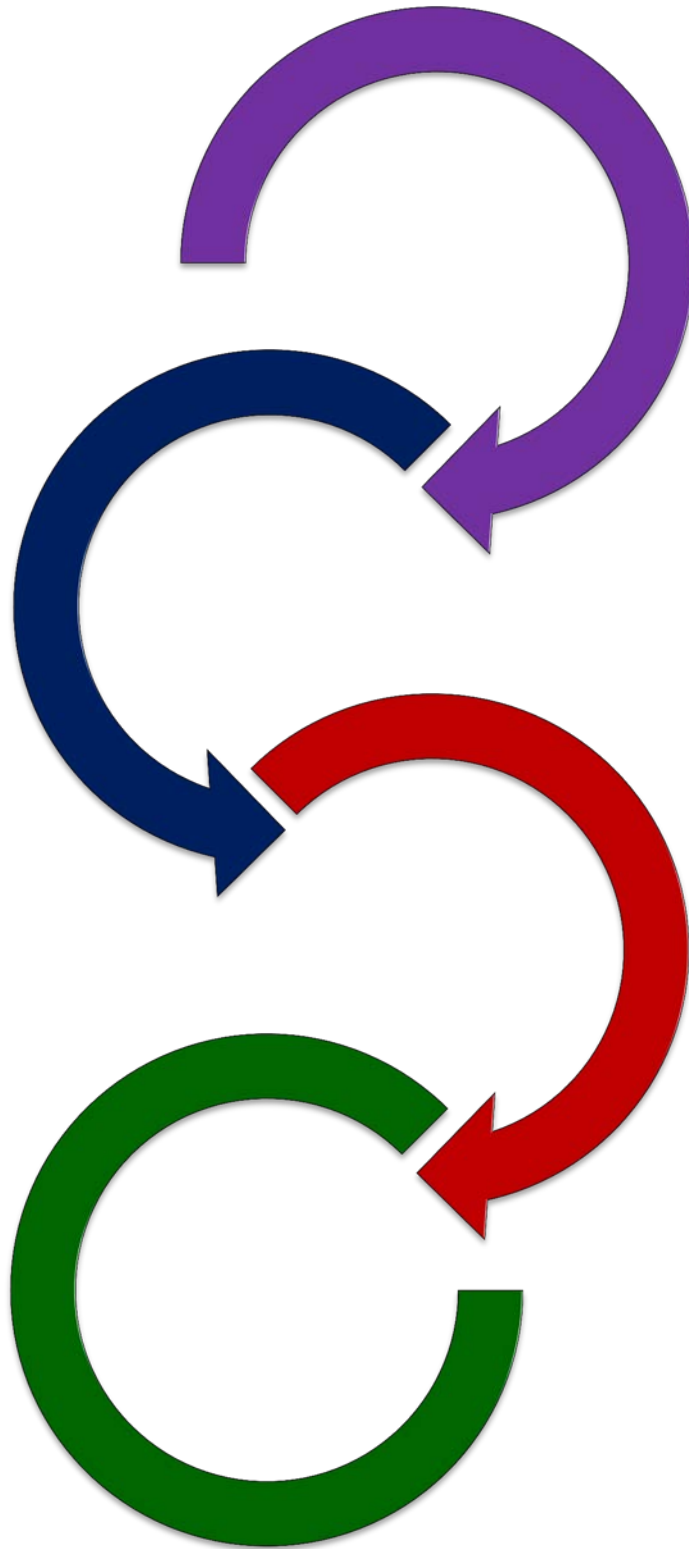
Graphic Organizer

Greater concentrations of people and products leads to greater concentrations of power.

More power and the need for more resources lead some societies to expand outward, and empires emerge.

Empires develop networks and roads and large armies, as well as new government and social systems.

Goods and technologies spread across new networks. World religions also emerge and spread.



High School Foundations

F1: World Historical and Geographic Habits of Mind and Central Concepts

Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional).

F2: Systems of Organizations

Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.

- Classical China or India (Han China or Gupta empires)
- Classical Mediterranean (Greece and Rome)

F3: Growth and Development of World Religions

Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including

- Spatial representations of that growth
- Interactions with culturally diverse peoples
- Responses to the challenges offered by contact with different faiths
- Ways they influenced people's perceptions of the world

F4: Regional Interactions

Identify the locations and causes of frontier interactions and conflicts, and internal disputes between cultural, social and/or religious groups in classical China, the Mediterranean world, and south Asia (India) prior to 300 C.E.

Historical Overview

Population and population growth have ramifications for societies, both past and present. During Era 3, the population growth accelerated with some demographers arguing that the world's population grew to about 250,000,000 near the end of this era. Clearly, the pace of population growth became faster, as it took the about 2,000 years for the population to double from 1,000 B.C.E., but "only" a thousand years to double between 1,000 B.C.E. and 1 C.E. Why did population grow? There are many explanations but the most reasonable are the continued domestication of animals, more efficient methods of farming, better tools (including iron), and increased immunities to common diseases.

Thus, more and more people were alive during this era and more and more people were living in concentrated communities, that is, in large complex societies. As both cause and consequence of this population growth, these communities developed complex systems of government and control, and more sophisticated methods of communication and transportation. While small by today's standards, the number of large cities (over 50,000 people) grew from about fifteen at the beginning of this era to over seventy by the end of Era 3 (e.g. Chang An, Alexandria, Rome, Teotihuacan). People developed new networks of exchange to connect their cities to surrounding areas and to other societies. These new and more complicated societies produced important ideas and patterns that would influence the future. Along with systems of control, communication, and exchange, these societies developed a set of shared belief and/or philosophical systems.

This era marks the emergence of one of the most interesting historical patterns, the disappearance of many localized belief systems and the spread of world religions. A world religion does not depend upon a local deity or local groups, but rather contains “portable” ideas, gods, and texts, and have adherents that are not bound or tied to one particular place. Unlike many earlier belief systems, adherents of the major world belief systems – such as Buddhism, Confucianism, Christianity, Daoism, Hinduism, Islam, and Judaism – were able to relocate and still retain their connections to and fully practice their religion. German philosopher Karl Jaspers called this time period the Axial Age, a pivotal period in human history because people across the globe seemed to change the type and quality of their thinking, demonstrating a deep understanding of their existence and how minds can produce ideas that transcended time. In addition to the great world religions and religious leaders (e.g. Abraham, Moses, Buddha, Christ, Paul), Jaspers noted that this era also gave the world the work of great philosophers such as Confucius, Socrates, Plato, and Aristotle. These new religious and belief systems had distinctive beliefs, texts, and rituals; yet each shaped cultures by developing ethical practices and establishing codes within which diverse people were able to communicate and interact, often well beyond their local neighborhood. Thus, as the world’s population was growing at an unprecedented pace, the number of belief systems was decreasing.

The growth of large empires, with great concentrations of power, also defined this period. Governments and civilizations extended their control and power over other peoples and lands. The size of these empires is impressive. For example, Han Empire (China) and the Roman Empire at their heights of power controlled land about two thirds the size of the United States – and they controlled these lands and peoples without modern technologies. How was this possible? The Roman, Han, Persian, Kush, and Indian empires developed complicated bureaucratic systems of management with elites who handled information, taxes, and the military. These large-scale empires also had means – sometimes militaristic – to meet the challenges of governing diverse peoples. Indeed, during this era most people living in Eurasia came under the sway of these new empires. These states demanded tribute, taxes, and loyalty, but at times provided stability, prosperity, and safe travel across their empires and into others.

Foreshadowing the next era, which is marked by a crisis that caused the collapse of these major empires (such as Rome’s fall in the West and changing dynasties in China), this era stresses the stability created by such consolidation of power over peoples and land.

Instructional Overview

This unit explores the development and 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. One of the big challenges of this – and most units in history – is for the students to see connections within and among the content. The great danger is that this becomes a cultural or civilizational/empire cavalcade: one week we’re in classical China and the next week we’re in Ancient Rome. So, the teachers’ challenge is to keep the focus on the world historical problem: (1) What new forms of human community developed during this time and what were their characteristics? (2) What was the impact of new social organizations – particularly empires and

world religions? (3) What factors led to the development of empires and how did they change human organization and interaction?

One of the tendencies for teachers is to emphasize the differences. They focus on some of the most interesting empires and delve deeply into topics highly interesting to students, such as the role of gladiators in Rome, styles of weapons and warfare, interesting cultural practices or differences between empires in different regions. To what end are these interesting tidbits taught? A focus on distinctive practices or famous leaders can, in many cases, lead to a lack of attention to the larger common patterns across empires. Again, we are looking at differences, but world history focuses on the larger human story – the story we all share.

In this unit we look at the common problems that people living at this time faced and the related factors that lead to the development of large-scale empires and the emergence of portable and more generalized belief systems. In this context, we focus on empires and the key characteristics that make a civilization into an empire. Further, we want students to understand how empires develop and how patterns of leadership, social hierarchy, technology development, and societal interactions changed in the process. Thus, the unit begins with connections back to the previous era and a brief review of the growth of civilization in Mesopotamia. Using this region as an example, students grapple with the characteristics of an empire.

As students proceed through the lessons, they use both timelines and maps to “see” changes in civilizations, and to investigate scale and the impact of geography on people and the formation of empires. They also engage with a range of primary documents to get a sense of social hierarchy, belief systems, and government during this era. Overall then, students develop an understanding of the historical concept of empire as it existed in this era and use specific case studies of empires, emperors, and other historical events/patterns to form a broad understanding of the global pattern in Afroeurasia during Era 3. At the end of the unit, students spend some time learning about societies in the Americas, sub-Saharan Africa, and Oceania and compare their development to the growth of the Afroeurasian empires.

Challenges for Students

Students have difficulties understanding that the events under study in this era are taking place at the same time. That is, while digging into the Confucian system, it is hard for students to understand that Greeks and Romans are also working in the Platonic and then eventually the Christian system of thought. Timelines and maps are necessary tools for teachers to help students work with simultaneity.

History students’ “natural” inclination is to treat history as a set of facts that someone is asking them to learn for a test. They do not see history as an interesting set of questions about how our ancestors resolved the problems and challenges that they were facing. Therefore, teachers will have to help students “frame” historical problems, and “hook” the students in the problems of the past.

Evidence is too often ignored in history classes all together, and thus students “natural” tendency is to treat history as simply a story, without evidence, told by an authority that they are to learn. Getting students to use evidence to explain their reasoning and conclusions is a challenge. Even

when students look to people in the past for evidence, they often use the evidence as an “off-on” switch. That is, either evidence is “true” and thus can be totally trustworthy, or it is not, and therefore students reject the evidence. It is important for students to begin to assess evidence qualitatively.

Finally, students will have problems considering structural, environmental, or large scale institutional causes for events. Most students – even through college – attribute change to strictly human agency, ignoring the factors that shape human agents. Using case studies to showcase similarities in the human story allows teachers to highlight these other causes of human events.

Focus Questions

1. Why did some civilizations develop into large-scale empires while others did not?
2. How and why did changes in social institutions change how people lived in large-scale empires?
3. How did empires change exchanges between peoples across large expanses of territory?
4. How did the emergence of world religions both influence and reflect the rise of empires?

Content Expectations

6 and 7
H1.1.1: Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

6 and 7
H1.2.1: Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

6 and 7
H1.2.2: Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

6 and 7
H1.2.3: Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

6 and 7
H1.2.4: Compare and evaluate competing historical perspectives about the past based on proof.

7 – H1.2.6: Identify the role of the individual in history and the significance of one person’s ideas.
6 – H1.2.5:

6 and 7
H1.4.1: Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

6 and 7
H1.4.2: Describe and use themes of history to study patterns of change and continuity.

- 6 and 7*
H1.4.3: Use historical perspective to analyze global issues faced by humans long ago and today.
- 6 – W3.1.2:* Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).
- 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 historical 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 – W3.1.8:* 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.*¹
- 7 – W3.2.1:* Identify and describe the beliefs of the five major world religions.
- 7 – W3.2.2:* Locate the geographical center of major religions and map the spread through 3rd century CE/AD.

¹ The sixth grade expectation reads: Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

- 7 – W3.2.3: Identify and describe the ways that religions unified people’s perceptions of the world and contributed to cultural integration of large regions of Afroeurasia.
- 6 and 7
G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.
- 6 and 7
G1.3.1: Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 6 and 7
G1.2.6: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions to analyze a problem or issue of importance to the world.²
- 6 and 7
G1.3.3: Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.
- 6 and 7
G2.2.1: Describe the human characteristics of the region under study (including languages, religion, economic systems, governmental system, cultural traditions).
- 6 and 7
G2.2.2: Explain that communities are affected positively or negatively by changes in technology.³
- 6 and 7
G2.2.3: Analyze how culture and experience influence people’s perception of places and regions.⁴
- 7- G4.1.1: Identify and explain examples of cultural diffusion within the Eastern Hemisphere.⁵

² While the sixth grade expectation refers to the Western Hemisphere and the seventh grade expectation refers to the Eastern Hemisphere, we have combined them here to help develop a global perspective in students.

³ The examples in the seventh grade expectation, “(increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles)” have been removed so that teachers do not “lose the forest for the trees.” A similar situation exists for the sixth grade examples, “(e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).”

⁴ The examples included in the sixth grade expectation, “(e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists),” are not addressed in this unit. The examples included in the seventh grade expectation, “(e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are warm) are also not addressed in this unit.

⁵ The examples provided in the expectation are contemporary “(e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe). Since this course is a history course, we have substituted the spread of religion as the example of cultural diffusion.

- 6 and 7*
G4.3.2: Describe patterns of settlement by using historical and modern maps.⁶
- 6 and 7*
G4.4.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and culture).⁷
- 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 and 7*
C3.6.1: Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.
- 6 and 7*
E3.1.2: Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital.⁸

Common Core State Standards for Literacy in History/Social Studies

- RH.6-8.1:* Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2:* Determine the main ideas or information of a primary or a secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4:* Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5:* Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6:* Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).⁹

⁶ The examples from the expectations have been removed for the purposes of developing clarity around the essential understanding of the expectations. For grade six, the example reads: "(e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million such as Mexico City, and patterns of agricultural settlements in South and North America)." The seventh grade reads: "(e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

⁷ The expectations in both grades are the same but the examples vary. They are combined here for clarity.

⁸ The examples in the expectation, "(e.g., global supply chain for computers, athletic shoes, and clothing)" have been removed from the expectation because they are not applicable in this instance.

⁹ This lesson actually begins to address the 11-12 band of the Common Core State Standards: "RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence."

- RH.6-8.7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.10:* By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
- WHST.6-8.1:* Write arguments focused on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
 - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.4:* Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6:* Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. (project only)
- WHST.6-8.9:* Draw evidence from informational texts to support analysis, reflection, and research.
- WHST.6-8.10:* Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Need to add key concepts and expectations to unit plan

Key Concepts

bureaucracy
collective learning
cultural diffusion
democracy
empire / emperor
leadership
militarism
monarchy
non-examples
philosophy
power and authority
religious tolerance
republic

right to rule (divine right, inherited power)
rise and fall of empires
Silk Roads
slavery
social hierarchy/class
social inequality
society
specialization of labor
trade networks
world religions

Duration: 4 weeks

Lesson Sequence

Lesson 1: Unit Overview: From Early Civilizations to Empires
Lesson 2: What is the recipe for empire? A comparative analysis of Era 3 empires
Lesson 3: How did empires wield power and authority?
Lesson 4: Social Hierarchy and Slavery in the age of Empires
Lesson 5: The Emergence and Spread of World Religions
Lesson 6: From Religious Tolerance to Book Burning - Leadership in the Empires
Lesson 7: Connections and Contacts in Era 3: Exchanging ideas, technologies, and goods in the age of empire
Lesson 8: Empire... what it is, and what it is not: Using non-examples to refine the concept

Assessment

Selected Response Items

Constructed Response Items

Extended Response Items

Instructional Resources

Equipment/Manipulative

Computer with projector
PowerPoint
Poster paper and markers to make signs
LCD/Overhead Projector
Sticky notes

Student Resource

History and Science for Kids. Kidipede. 24 February 2013 <<http://www.historyforkids.org/>>.

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<<http://www.britannica.com/EBchecked/topic/330302/Lapita-culture>>.

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Teacher Resource

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<http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml>.
- Benjamin, Craig. "The First Silk Roads, Trade Routes Connect the Vast Continent of Afro-Eurasia." Big History Project. 11 April 2013 <<http://www.bighistoryproject.com/Home>>.
- "Big Era 3: Farming and the Emergence of Complex Societies." *World History for Us All*. San Diego State University. 24 February 2013
<<http://worldhistoryforusall.sdsu.edu/eras/era3.php>>.
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