



GRADE 4 LOUISIANA SOCIAL STUDIES

# Early Civilizations: India, China, and Greece

Spartan warrior



## Student Workbook

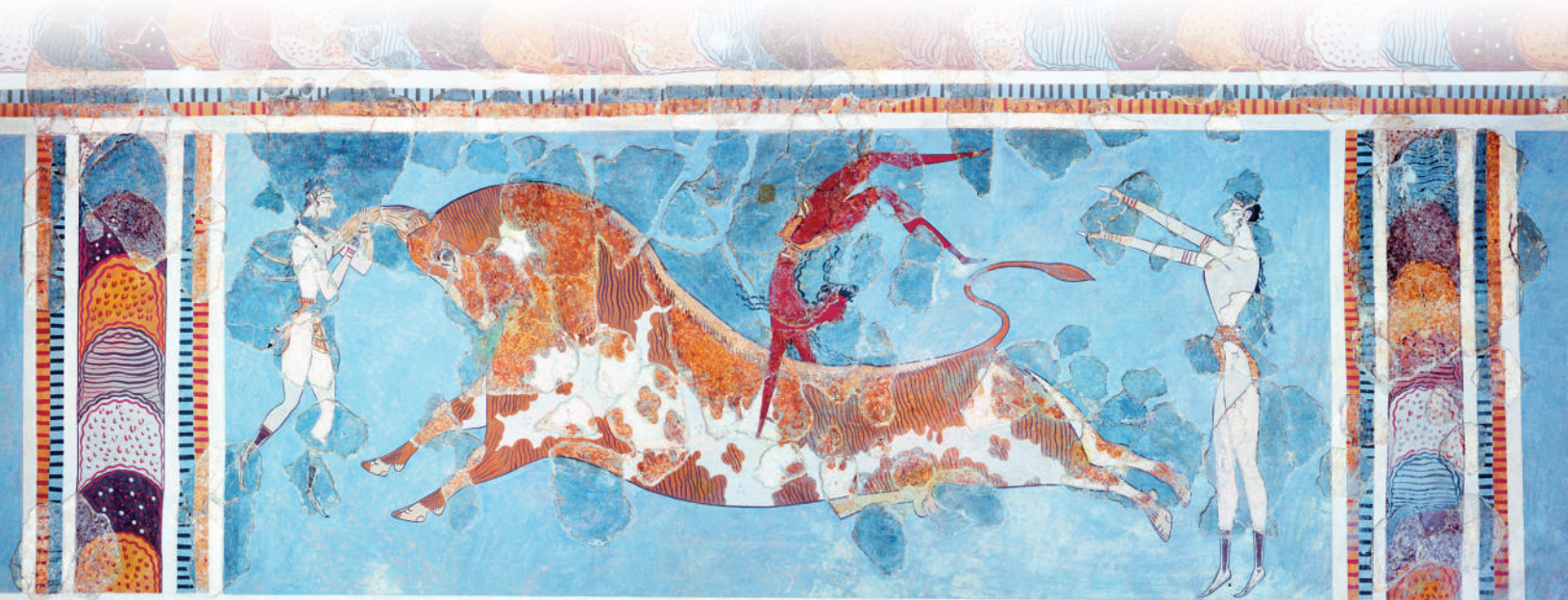


Ancient Chinese  
container



Shiva

Ancient Greek mural







# Early Civilizations: India, China, and Greece

## Student Workbook



## Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



### You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

### Under the following conditions:

**Attribution**—You must attribute the work in the following manner:

*This work is based on an original work of the Core Knowledge® Foundation ([www.coreknowledge.org](http://www.coreknowledge.org)) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.*

**Noncommercial**—You may not use this work for commercial purposes.

**Share Alike**—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

### With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

**[www.coreknowledge.org](http://www.coreknowledge.org)**

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

# Early Civilizations: India, China, and Greece

## Chapter 1: Ancient India

<b>Student Reading Notes</b>	<b>1</b>
------------------------------	----------

### Primary Sources

• Primary Source A: Indus Valley Seals	<b>3</b>
• Artifact Study (AP 1.2)	<b>4</b>
• Primary Source B: <i>From Ashoka's Rock Edicts</i>	<b>6</b>
• Primary Source Analysis (AP 1.3)	<b>7</b>

<b>Check for Understanding</b>	<b>8</b>
--------------------------------	----------

### Activity Pages

• Characteristics of Civilization (AP 1.5)	<b>9</b>
• The Geography of India (AP 1.6)	<b>10</b>

## Chapter 2: Ancient China: The First Dynasties

<b>Student Reading Notes</b>	<b>11</b>
------------------------------	-----------

### Primary Sources

• Primary Source C: Excerpts from <i>The Analects of Confucius</i> and <i>The Daodejing</i>	<b>14</b>
---	-----------

<b>Check for Understanding</b>	<b>15</b>
--------------------------------	-----------

### Activity Pages

• Characteristics of Civilization (AP 1.5)	<b>16</b>
• The Geography of China (AP 2.1)	<b>17</b>
• Domain Vocabulary: Chapters 1–2 (AP 2.2)	<b>18</b>

## **Chapter 3: The City-States of Ancient Greece**

### **Student Reading Notes** 20

#### **Primary Sources**

- Primary Source D: Excerpt from Pericles’s Funeral Oration 24
- Primary Source Analysis (AP 1.3) 25

### **Check for Understanding** 26

#### **Activity Pages**

- The Geography of the Mediterranean (AP 3.1) 27

## **Chapter 4: The Culture of Ancient Greece**

### **Student Reading Notes** 29

#### **Primary Sources**

- Primary Source E: Excerpt from Aristotle’s *Nicomachean Ethics* 31
- Primary Source Analysis (AP 1.3) 32

### **Check for Understanding** 33

#### **Activity Pages**

- Characteristics of Civilization (AP 1.5) 34
- Domain Vocabulary: Chapters 3–4 (AP 4.1) 35

#### **Performance Task**

- Performance Task Activity 36
- Claims and Evidence (AP 1.4) 37

# Chapter 1: Ancient India

---

**Framing Question:** What ideas, practices, and events developed across the vast Indian subcontinent several thousand years ago?

**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Diverse and Fertile Land	
Indus Valley Civilization	
Indus Valley Achievements	

<b>Hinduism and the Vedas</b>	
<b>Buddhism, Ashoka, and Jainism</b>	
<b>The Gupta Empire</b>	



PRIMARY SOURCE A: INDUS VALLEY SEALS



**NOTE:** Go to page 13 of the Student Reader to see this source in full color.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–4**

**Artifact Study**

**Describe the artifact.**

1. What type of object is it? \_\_\_\_\_
2. Where is it from? \_\_\_\_\_
3. When was it made? \_\_\_\_\_
4. What color is it? \_\_\_\_\_
5. What shape is it? \_\_\_\_\_
6. What size is it? \_\_\_\_\_
7. What is it made of? \_\_\_\_\_

**Think about the artifact.**

8. What knowledge or experience was needed to create it?  
\_\_\_\_\_  
\_\_\_\_\_
9. Why was it made? What is its purpose?  
\_\_\_\_\_  
\_\_\_\_\_
10. Could it have been made by one person, or did it require a group?  
\_\_\_\_\_  
\_\_\_\_\_
11. How has the artifact changed over time?  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 1.2 (continued)

**Use with Chapters 1–4**

## Think about context.

**12.** What do you know about the time and place the artifact was created?

---

### Draw a conclusion about the artifact.

[illegible]

## Primary Sources

### PRIMARY SOURCE B: FROM ASHOKA'S ROCK EDICTS

#### Summary of the Law of Piety

Thus saith His Sacred Majesty:—

Father and mother must be hearkened to [obeyed]; similarly, respect for living creatures must be firmly established; truth must be spoken. These are the virtues of the Law of Piety which must be practiced. Similarly, the teacher must be revered [respected] by the pupil, and towards relations [relatives] fitting [appropriate] courtesy must be shown.

This is the ancient nature (of piety)—this leads to length of days, and according to this men must act.

—Written by Pada the scribe

**Source:** Tappan, Eva March, ed. *The World's Story: A History of the World in Story, Song and Art*. Vol. 2. Boston: Houghton Mifflin, 1914, p. 92.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis****Describe the source.****Connect the source to what you know.****SOURCE:****Understand the source. Identify its message, purpose, and/or audience.****Draw a conclusion from or about the source.**



[illegible]

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5****Use with Chapters 1–2, 4****Characteristics of Civilization**

**Fill in the chart with details about the civilization. Remember, not every society has every characteristic.**

**Name of Civilization:** \_\_\_\_\_

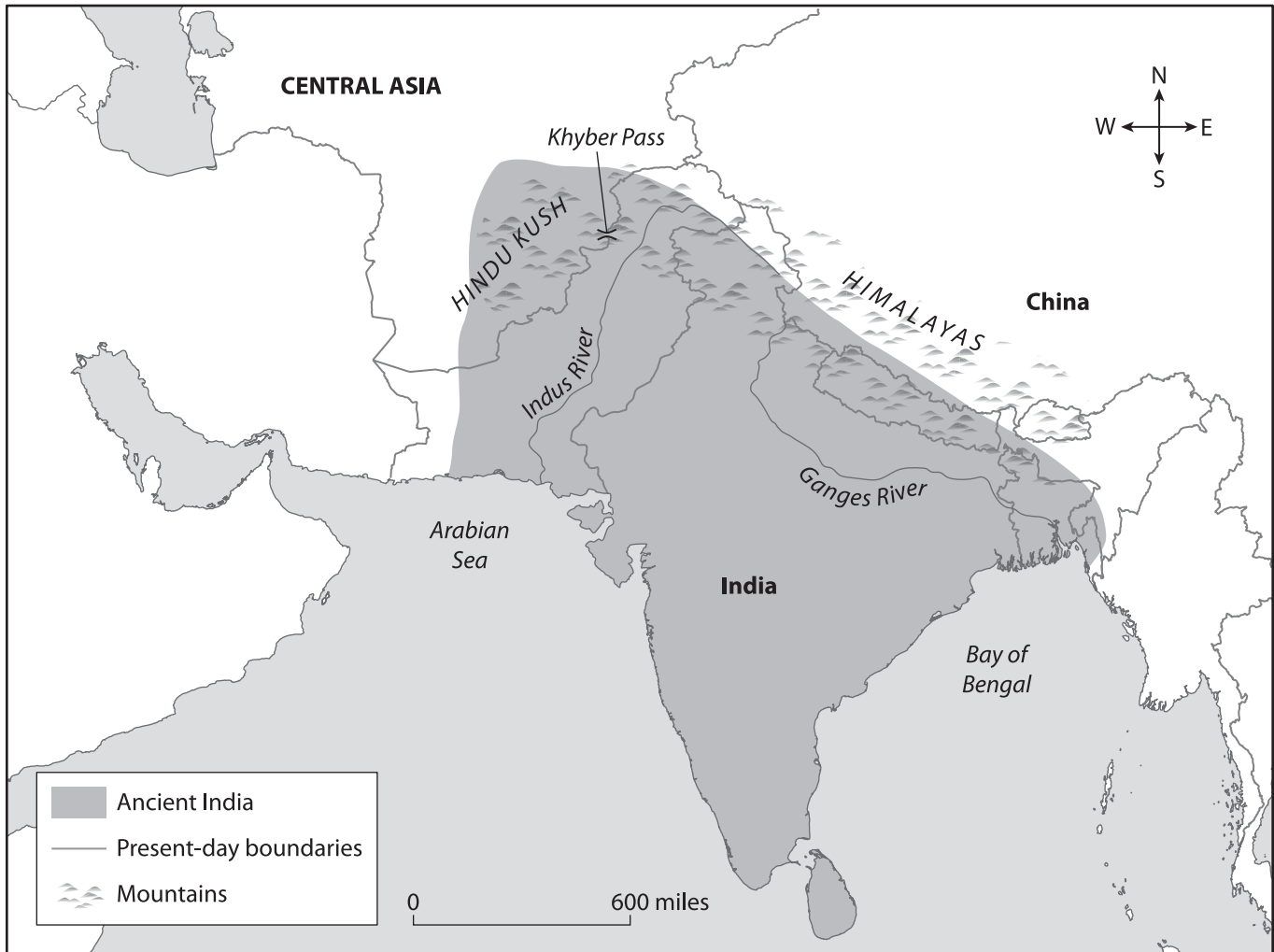
Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

## Activity Page 1.6

## Use with Chapter 1

## The Geography of India

Use the map to answer the questions.



1. Which mountain range is located northeast of India? \_\_\_\_\_
2. Where is the Hindu Kush in relation to India? \_\_\_\_\_
3. The Ganges River starts in the Himalayas. Where does it end? \_\_\_\_\_
4. About how far is the Khyber Pass from the mouth of the Indus River? \_\_\_\_\_
5. Based on the map, how has the Indian subcontinent changed since ancient times?  
\_\_\_\_\_  
\_\_\_\_\_

## Chapter 2: Ancient China: The First Dynasties

---

**Framing Question:** What were the political and cultural characteristics of early China?

**Student Reading Notes**

Use the information in your Student Reader to fill in the chart.

Section	Notes
An Enduring Culture	
Life in Early China	
The Shang Dynasty	

<b>The Zhou Dynasty</b>	
<b>The Spring and Autumn Period</b>	
<b>Confucianism</b>	



<b>Daoism</b>	
<b>Warring States</b>	

## Primary Sources

### PRIMARY SOURCE C: EXCERPTS FROM *THE ANALECTS OF CONFUCIUS* AND *THE DAODEJING*

#### ***The Analects of Confucius (Confucianism)***

"Learning without thought is labor lost; thought without learning is perilous."

"What you do not want done to yourself, do not do unto others."

—*The Analects of Confucius*, Book II, Chapter XV

#### ***The Daodejing (Daoism)***

"To know and yet think we do not know is the highest attainment; to not know and yet think we do know is a disease."

—*Daodejing*

**Chapter 2 Check for Understanding:** What were the political and cultural characteristics of early China?

[illegible]

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.5

Use with Chapters 1–2, 4

Characteristics of Civilization

Fill in the chart with details about the civilization. Remember, not every society has every characteristic.

Name of Civilization: \_\_\_\_\_

Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Geography of China

Follow your teacher's instructions to complete this map.





Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.2

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

**Use the words in the word bank to complete the crossword puzzle. When filling in the puzzle, omit any spaces or hyphens in two-word terms.**

annals	astronomy	canal	caste	city-state
domesticate	dynasty	feudal system	filial piety	mandate
monsoon	noble	nirvana	philosophy	plateau
reincarnation	seal	stupa	terra-cotta	virtue

#### Across:

1. a series of rulers who are all from the same family
5. baked or hardened brownish-red clay
6. a wind from the south or southwest that brings heavy rainfall to Asia during the summer months
8. a command; a responsibility given by an authority
9. a division of society based on differences in wealth, social status, and occupation; a term introduced by the British to describe this element of Indian society
11. an object that is pressed into a soft material to leave a design or other mark
14. rebirth in a new form of life
15. a state in which the human soul is at perfect peace
16. the study of ideas about knowledge, life, and truth; literally, the love of wisdom
17. a dome-shaped monument where special religious objects are kept and people can worship
18. to tame and use for agricultural or other purposes
20. a high moral standard

#### Down:

2. the study of the stars, planets, and other features of outer space
3. a large, flat area of land that is higher than the surrounding lands
4. a social organization in which kings, lords, and peasants are bound together by mutual obligations

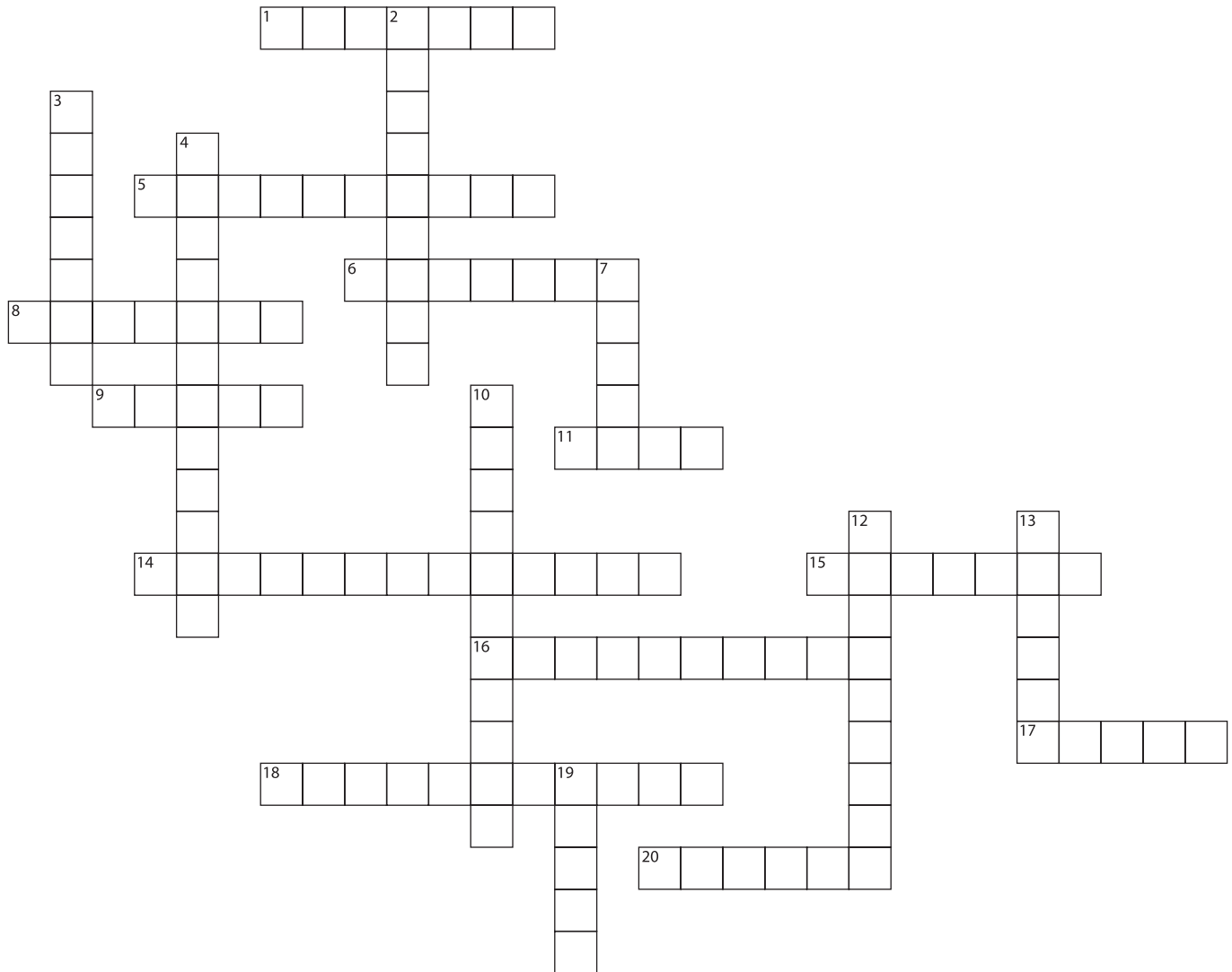
7. a member of a high social class

10. deep respect for one's parents

12. a city that is its own political unit and has its own ruling government

13. a record of events

19. a channel dug by people; used by boats or for irrigation



# Chapter 3: The City-States of Ancient Greece

**Framing Question:** In what ways were ancient Greek city-states alike and different?

## Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Land of Mountains and Sea	
The Minoans and Mycenaeans	

<b>City-States</b>	
<b>Different Governments</b>	
<b>Athenian Democracy</b>	

<b>Limits of Athenian Democracy</b>	
<b>Athenian Education</b>	
<b>Sparta</b>	

<b>Spartan Government</b>	
<b>The Persian Wars</b>	
<b>The Peloponnesian War</b>	

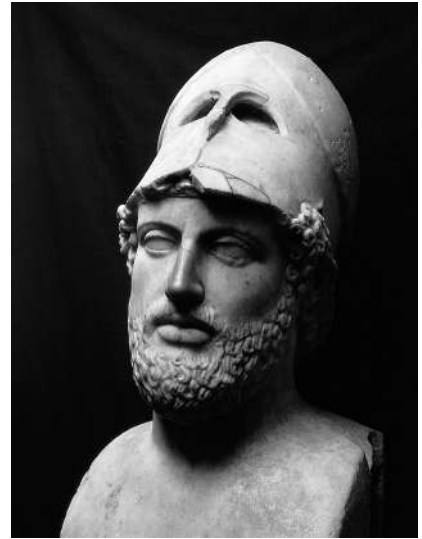
## Primary Sources

### PRIMARY SOURCE D: EXCERPT FROM PERICLES'S FUNERAL ORATION

*One important citizen of Athens was Pericles (495–429 BCE). He became a powerful and influential man in the citystate during the Golden Age, the period of time between the end of the Persian Wars and the end of the Peloponnesian War.*

We run our city-state differently than they do in nearby city-states. We prefer to be a model for other communities rather than copy them. Our government is a democracy because many people have a say in how it is run, not just a few. The law makes it so that everyone is treated equally in private disagreements, and we respect every person based on their good character and actions, not on their social class.

Even poor and unknown people can be helpful to others in our community. We are free and our neighbors are free to live as they see fit. We do not walk around with sad looks on our faces. Such looks may not do physical harm, but they still affect us negatively.



Athens accomplished many great things under the Golden Age leadership of Pericles.

**NOTE:** Go to page 39 of the Student Reader to see this source in full color.



Name \_\_\_\_\_ Date \_\_\_\_\_

Primary Source Analysis

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

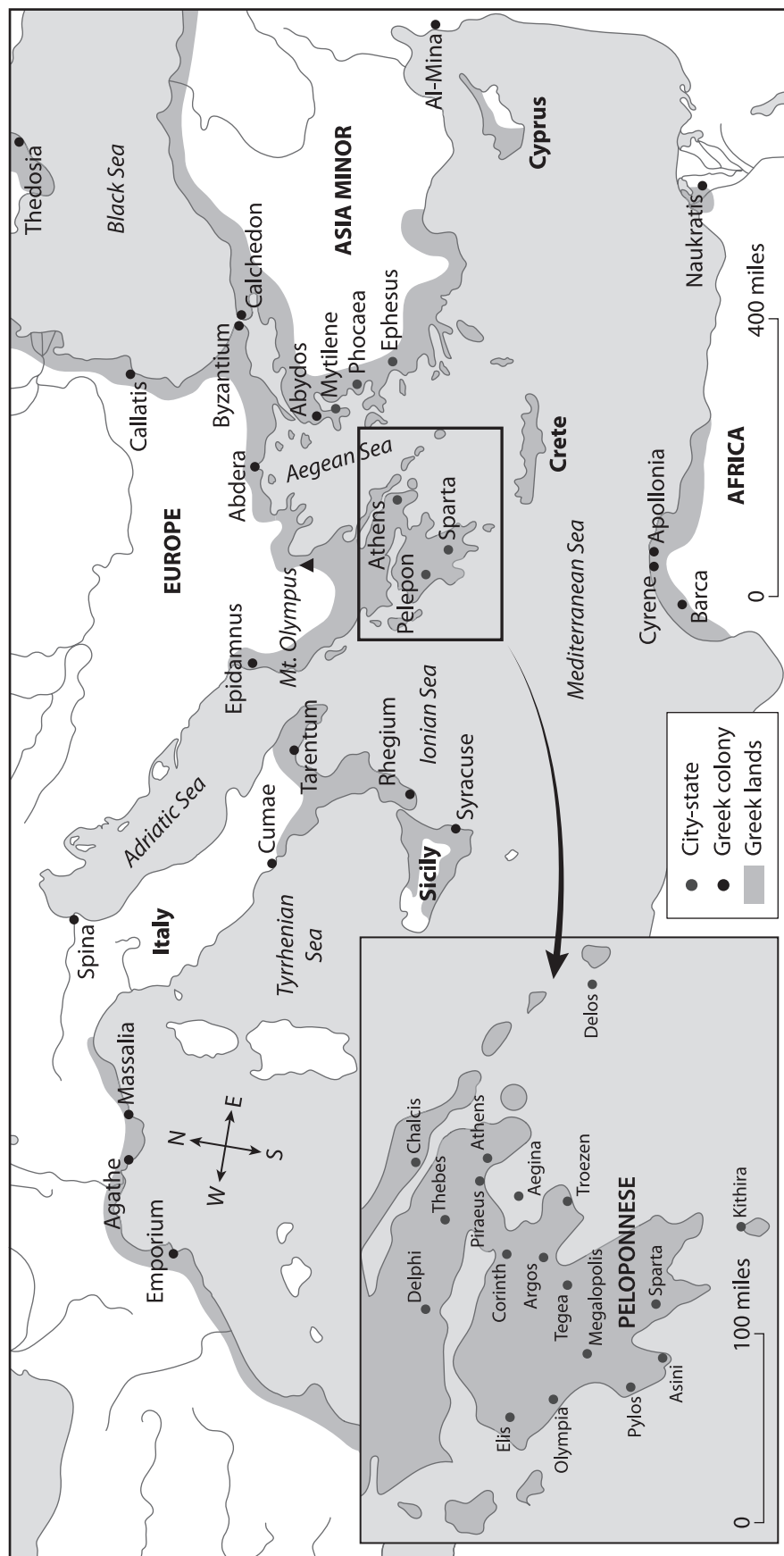
**Chapter 3 Check for Understanding:** In what ways were ancient Greek city-states alike and different?

[illegible]

Name \_\_\_\_\_ Date \_\_\_\_\_

## The Geography of the Mediterranean

Use the map to answer the questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1 (*continued*)**

**Use with Chapters 3**

1. On what continent is Greece located? \_\_\_\_\_
2. Where is Asia Minor in relation to Greece? \_\_\_\_\_
3. What three seas border the Peloponnesus? \_\_\_\_\_
4. If you were to travel from Sparta to Mt. Olympus, in what direction would you be traveling?  
\_\_\_\_\_
5. How far is Mt. Olympus from Sparta? \_\_\_\_\_
6. What bodies of water would you use to sail from Athens to Spina? \_\_\_\_\_
7. Which is farther from Mt. Olympus: Agathe or Al-Mina? \_\_\_\_\_
8. If you were traveling from Athens to Delphi, which city-state(s) might you stop at along the way?  
\_\_\_\_\_
9. If you were sailing directly south from Athens, which African colony would you arrive at?  
\_\_\_\_\_
10. What three Greek colonies are not on Greek lands? \_\_\_\_\_

# Chapter 4: The Culture of Ancient Greece

**Framing Question:** What were some of the cultural achievements of ancient Greece?

## Student Reading Notes

Use the information in your Student Reader to fill in the chart.

Section	Notes
A Great Civilization	
The Arts in Ancient Greece	

<b>The Olympic Games</b>	
<b>Philosophers of Athens</b>	
<b>Alexander the Great</b>	

## Primary Sources

### PRIMARY SOURCE E: EXCERPT FROM ARISTOTLE'S *NICOMACHEAN ETHICS*

*This work is usually thought to refer to Aristotle's son Nicomachus. One theory is that the work was dedicated to him, and another is that it was edited by him. However, it is possible that the work was dedicated to Aristotle's father, who was also named Nicomachus.*

[Friendship] is a sort of virtue, or at least implies virtue, and is, moreover, most necessary to our life. For no one would care to live without friends, though he had all other good things.

It is when a man is rich, and has got power and authority, that he seems most of all to stand in need of friends; for what is the use of all this prosperity [wealth] if he has no opportunity for benevolence [generosity], which is most frequently and most commendably [admirably] displayed towards friends? Or how could his position be maintained and preserved without friends? For the greater it is, the more it is exposed to danger.

In poverty and all other misfortunes, again, we regard our friends as our only refuge [safe place]. We need friends when we are young to keep us from error, when we get old to tend upon us and to carry out those plans which we have not strength to execute ourselves, and in the prime of life to help us in noble deeds—"two together," for thus we are more efficient both in thought and in action.

Name \_\_\_\_\_ Date \_\_\_\_\_

Primary Source Analysis

<b>Describe the source.</b>	<b>Connect the source to what you know.</b>	<b>SOURCE:</b>	<b>Understand the source. Identify its message, purpose, and/or audience.</b>
			<b>Draw a conclusion from or about the source.</b>



**Chapter 4 Check for Understanding:** What were some of the cultural achievements of ancient Greece?

[illegible]

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.5

Use with Chapters 1–2, 4

Characteristics of Civilization

Fill in the chart with details about the civilization. Remember, not every society has every characteristic.

Name of Civilization: \_\_\_\_\_

Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 4.1

## Use with Chapter 4

### Domain Vocabulary: Chapters 3–4

**For each word, write the letter of the definition.**

- |       |                        |  |
|-------|------------------------|--|
| _____ | <b>1.</b> helot        | <b>a)</b> an area settled by people who come from elsewhere  |
| _____ | <b>2.</b> truce        | <b>b)</b> the upper or noble class whose members' status is usually passed down through family; government by such a class         |
| _____ | <b>3.</b> archipelago  | <b>c)</b> an enslaved person in Sparta   |
| _____ | <b>4.</b> isthmus      | <b>d)</b> a story explaining reasons for a belief or an event  |
| _____ | <b>5.</b> oligarchy    | <b>e)</b> a city-state of ancient Greece   |
| _____ | <b>6.</b> tyranny      | <b>f)</b> in ancient Greece, a person with legal rights and responsibilities in a city-state                                       |
| _____ | <b>7.</b> metic        | <b>g)</b> a narrow piece of land that connects two larger landmasses   |
| _____ | <b>8.</b> polis        | <b>h)</b> relating to ideas of right and wrong   |
| _____ | <b>9.</b> democracy    | <b>i)</b> an agreement to stop fighting  |
| _____ | <b>10.</b> jury        | <b>j)</b> a group of people who listen to information presented in court and make decisions about whether or not someone is guilty |
| _____ | <b>11.</b> citizen     | <b>k)</b> a foreigner living in an ancient Greek city  |
| _____ | <b>12.</b> aristocracy | <b>l)</b> a type of government in which one person holds all power, usually ruling in a harsh and brutal way                       |
| _____ | <b>13.</b> colony      | <b>m)</b> a chain of islands   |
| _____ | <b>14.</b> moral       | <b>n)</b> a form of government in which people choose their leaders  |
| _____ | <b>15.</b> myth        | <b>o)</b> the study of ways of thinking and making reasonable arguments  |
| _____ | <b>16.</b> logic       | <b>p)</b> a government where all power is held by a small group of wealthy or powerful people                                      |

Date \_\_\_\_\_

Since ancient times, people have desired more power and land. One way to get those things was through war. How did war help shape the ancient civilizations of India, China, and Greece? Write an essay that answers this question. In your essay, support your answer with details and evidence from the unit reading and activities.

[illegible]

Name \_\_\_\_\_

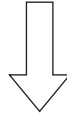
Date \_\_\_\_\_

Activity Page 1.4

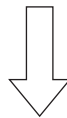
Use with Performance Task

**Claims and Evidence**

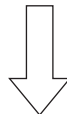
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have? What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*

## Illustration and Photo Credits

A Spartan hoplite, or heavy armed soldier (gouache on paper)/Howat, Andrew (20th Century) / British/Private Collection/Bridgeman Images: Cover A

Album / Alamy Stock Photo: 3b

Bust of greek general and politician Pericles, Roman copy in marble of Greek original from the Acropolis in Athens (Greece), Greek Civilization, 5th Century BC / De Agostini Picture Library / G. Nimatallah / Bridgeman Images: 24

Heritage Image Partnership Ltd / Alamy Stock Photo: 3c

Science History Images / Alamy Stock Photo: Cover C, 3a

The Toreador Fresco, Knossos Palace, Crete, c.1500 BC (fresco)/National Archaeological Museum, Athens, Greece/Bridgeman Images: Cover D

TTstudio / Alamy Stock Photo: i

World History Archive / Alamy Stock Photo: Cover B





## **Bayou Bridges: A K–8 Louisiana Social Studies Curriculum**

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

### **Bayou Bridges**

units at this level include:

**Prehistory and the Agricultural Revolution**

**The Ancient Near East**

**Early Civilizations: India, China, and Greece**

**The Growth of Empires**

**Early Civilizations in North America**

**Early Civilizations: The Maya**

[www.coreknowledge.org](http://www.coreknowledge.org)