



The Growth of Empires

Liu Bang



Teacher Guide

Terra-Cotta Soldiers



Augustus Caesar



Emperor Justinian



The Growth of Empires

Teacher Guide



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The Growth of Empires

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The Growth of Empires

Teacher Guide

Bayou Bridges Louisiana Social Studies, Grade 4

Introduction

ABOUT THIS UNIT

The Big Idea

The civilizations of the Roman Republic, the Roman Empire, and early imperial China were rich and complex and influenced much of Europe and Asia for centuries.

Ancient Rome has had a major influence on Western culture. The judicious power sharing articulated in the Roman Republic has been incorporated with great success into many societies, including that of the United States. The legacies of rulers such as Julius Caesar, Caesar Augustus, and Constantine have also influenced modern cultures.

Similarly, imperial China has also helped shape modern society. It is responsible for the building of many famous landmarks, such as the Great Wall and the Grand Canal. The development of the Silk Road, along with inventions such as paper, woodblock printing, and the magnetic compass, paved the way for centuries of scientific and technological advancements.

What Students Should Already Know

- first modern humans in Africa
- nomadic hunter-gatherers
- early humans' use of fire, weapons, and tools
- causes of migration from Africa north to Europe and east to Asia
- causes of the Agricultural Revolution
- how a stable food supply was linked to permanent settlements and specialization
- development of a barter economy
- characteristics of civilization, including culture, infrastructure, government, technology, belief systems, writing, and social structure
- geographic characteristics of Mesopotamia
- early civilizations of Mesopotamia, such as Sumer, Akkad, and Babylon
- development of writing in Mesopotamia
- significance of the Code of Hammurabi and the *Epic of Gilgamesh*
- development of religion in ancient Israel
- important events and people in the Hebrew Bible
- importance of the Nile River in ancient Egypt
- characteristics of ancient Egyptian society, including its social classes and governmental structure
- building and purpose of the Egyptian pyramids
- rise and influence of the kingdoms of Nubia and Kush
- function and influence of trade in the Near East
- geography of India, China, and Greece
- characteristics of Indus River valley culture
- development and spread of Hinduism, Buddhism, and Jainism
- achievements of ancient Indian leaders, such as Ashoka and Samudragupta
- scientific and mathematical achievements of ancient India
- characteristics of Huang He and Yangzi cultures
- features of the Xia, Shang, and Zhou dynasties
- city-state and the feudal system
- Confucianism and Daoism

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from the 700s BCE to the 500s CE.

700s BCE	The city of Rome was founded.
509 BCE	The Romans overthrew their last king and established a republic.
About 450 BCE	Plebeians gained political rights.
300–200 BCE	The magnetic compass was invented.
264–146 BCE	The Punic Wars
221 BCE	Qin Shi Huangdi founded the Qin dynasty.
221–210 BCE	Qin Shi Huangdi ordered construction of what became the Great Wall.
202 BCE–220 CE	The Han dynasty ruled China.
138 BCE	The start of the travels of Zhang Qian laid the foundation for the Silk Road, a trade route that connected China with Western lands.
58–50 BCE	Julius Caesar conquered Gaul.
44 BCE	Julius Caesar was assassinated.
30 BCE	Octavian emerged victorious in the civil war that followed the assassination of Julius Caesar.
27 BCE	Octavian, now called Augustus, became emperor.
27 BCE–180 CE	The Pax Romana took place.
30 CE	Christianity began to spread across the Roman Empire.
105 CE	Papermaking was invented.
286 CE	Diocletian split the Roman Empire into eastern and western halves.

312 CE	Constantine became the first Christian Roman emperor.
476 CE	The Western Roman Empire fell.
500s CE	Justinian I created the Code of Justinian for the Byzantine Empire.

- characteristics of Minoan and Mycenaean civilizations
- characteristics of Athenian democracy
- characteristics of Spartan society
- important people and events of the Persian Wars
- important people and events of the Peloponnesian War
- Greek architecture, drama, and philosophy
- ancient Olympic Games
- accomplishments of Alexander the Great

What Students Need to Learn

- geography of ancient Rome
- development of the Roman Republic
- causes and effects of the Punic Wars
- characteristics of life in ancient Rome
- rise of Julius Caesar
- fall of the Roman Republic
- Octavian and the beginning of the Roman Empire
- significance of Diocletian and the division of the empire
- significance of Constantine and the adoption of Christianity
- fall of Rome and the Western Roman Empire
- Byzantium and the Eastern Roman Empire
- significance of the Code of Justinian
- geography of imperial China
- significance of Qin Shi Huangdi and the Qin dynasty
- early construction of the Great Wall and Grand Canal
- rise of the Han dynasty
- characteristics of Legalism
- development of the Silk Road and the importance of silk
- Han dynasty accomplishments such as woodblock printing and papermaking

AT A GLANCE

The most important ideas in Unit 4 are the following:

- The early Roman Republic was ruled by wealthy patricians until the lower, plebeian class revolted.
- Eventually, a single leader, Julius Caesar, manipulated the government to make him dictator for life, but he was assassinated as a result.
- After Julius Caesar's assassination and Augustus's ascension, the Roman Empire grew tremendously through its extensive military.
- The Roman Empire became too large to govern effectively and was split into two halves: the Western Roman Empire, which collapsed not long after, and the Eastern Roman Empire, which came to be known as the Byzantine Empire.
- Qin Shi Huangdi established the Qin dynasty and unified all of China for the first time in history, using a Legalist philosophy.
- The Han dynasty ruled over an age of trade and innovation in China while emphasizing the ideals of Confucianism in their rule.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

Student Component

The Growth of Empires Student Reader—three chapters

Teacher Components

The Growth of Empires Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Growth of Empires* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 47.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Growth of Empires Timeline Card Slide Deck—twenty individual images depicting significant events and individuals related to ancient empires. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

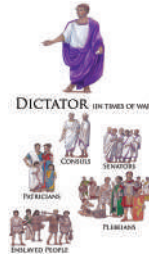
You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

700s BCE



Chapter 1

509 BCE



Chapter 1

About 450 BCE



PLEBEIANS

Chapter 1

300–200 BCE



Chapter 3

264–146 BCE



Chapter 1

221 BCE



Chapter 3

221–210 BCE



Chapter 3

202 BCE–220 CE



Chapter 3

138 BCE



Chapter 3

58–50 BCE



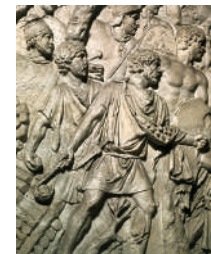
Chapter 1

44 BCE



Chapter 1

30 BCE



Chapter 2

27 BCE



Chapter 2

27 BCE–180 CE



Chapter 2

30 CE



Chapter 2

105 CE



Chapter 3

286 CE



Chapter 2

312 CE



Chapter 2

476 CE



Chapter 2

500s CE



Chapter 2

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 4 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Chapters 1 and 2 discuss the Roman Republic and the Roman Empire, respectively, while Chapter 3 discusses imperial China. Many of the events in these chapters happened simultaneously.

Understanding References to Time in *The Growth of Empires Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, the ancient city of Rome was founded sometime in the 700s BCE, while Julius Caesar was assassinated in 44 BCE.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Growth of Empires unit is one of six history and geography units in the Grade 4 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to *The Growth of Empires* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an Artifact Study Activity Page and a Primary Source Analysis Activity Page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	What factors helped Rome become a major power?
2	What caused the fall of the Roman Empire?
3	What factors influenced Chinese culture during the imperial period?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	peninsula, republic, patrician, plebeian, consul, veto, official, majority, laying siege, toga, aqueduct, dictator, civil war, corrupt
2	emperor, legion, treasury, tax, fleet, persecute, doctrine, strategic, sack
3	nomad, yurt, trade route, yak, cultural diffusion, hemp, porcelain, celadon

Activity Pages


The following Activity Pages can be found in Teacher Resources, pages 61–72. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 2–3—Artifact Study (AP 1.2)
- Chapters 1–3—Primary Source Analysis (AP 1.3)

- Chapters 1–3—Claims and Evidence (AP 1.4)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.5)
- Chapter 2—Roman Geography (AP 2.1)
- Chapter 2—The Spread of Christianity (AP 2.2)
- Chapter 2—Domain Vocabulary: Chapter 2 (AP 2.3)
- Chapter 3—Domain Vocabulary: Chapter 3 (AP 3.1)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

BOOKS

Albee, Sarah. *Why'd They Wear That? Fashion as the Mirror of History*. Washington, D.C.: National Geographic, 2015.

Deckker, Zilah. *Ancient Rome: Archaeology Unlocks the Secrets of Rome's Past*. Washington, D.C.: National Geographic, 2007.

Ebrey, Patricia Buckley. *The Cambridge Illustrated History of China*. New York: Cambridge University Press, 2010.

Fisher, Leonard Everett. *The Great Wall of China*. New York: Simon & Schuster, 1995.

Kleeman, Terry, and Tracy Barrett. *The Ancient Chinese World*. Oxford, U.K.: Oxford University Press, 2005.

Mellor, Ronald, and Amanda Podany. *The World in Ancient Times: Primary Sources & Reference Volume*. Oxford, U.K.: Oxford University Press, 2005.

Morley, Jacqueline. *You Wouldn't Want to Work on the Great Wall of China! Defenses You'd Rather Not Build*. Illustrated by David Antram. Danbury: Children's Press, 2006.

O'Connor, Jane. *Hidden Army: Clay Soldiers of Ancient China*. New York: Grosset & Dunlap, 2011.

Reynolds, Jean, ed. *30 People Who Changed the World: Fascinating Bite-Sized Essays from Award-Winning Writers*. Lake Forest, CA: Quarto Publishing Group, 2017.

Rinaldo, Denise. *Julius Caesar: Dictator for Life*. New York: Franklin Watts, 2015.

THE GROWTH OF EMPIRES SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page;

NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Growth of Empires

<p>“The Roman Republic” Core Lesson (TG & SR, Chapter 1)</p>	<p>“The Roman Republic” Core Lesson (TG & SR, Chapter 1)</p>	<p>“The Roman Republic” Core Lesson (TG & SR, Chapter 1) Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.5)</p>	<p>“Primary Source: Excerpt from Suetonius’s Account of Julius Caesar Crossing the Rubicon” (TG & SR, Chapter 1, AP 1.3)</p>	<p>“PRIMARY SOURCE ACTIVITY: The Twelve Tables” (TG, Chapter 1 Additional Activities, NFE 1, AP 1.3)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Growth of Empires

<p>“Roman Gladiators” (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>“PRIMARY SOURCE ACTIVITY: Hannibal Crossing the Alps” (TG, Chapter 1 Additional Activities, NFE 2, AP 1.3)</p>	<p>Chapter 1 Assessment</p>	<p>“The Roman Empire” Core Lesson (TG & SR, Chapter 2)</p>	<p>“The Roman Empire” Core Lesson (TG & SR, Chapter 2) Domain Vocabulary: Chapter 2 (TG, Chapter 2 Additional Activities, AP 2.3)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Growth of Empires

<p>“Primary Source: Statue of Augustus Caesar” (TG & SR, Chapter 2, AP 1.3)</p>	<p>“Geography of the Roman Empire” (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>“PRIMARY SOURCE ACTIVITY: The <i>Aeneid</i>” (TG, Chapter 2 Additional Activities, AP 1.3)</p>	<p>“Virtual Field Trip: A Tour of the Roman Empire” (TG, Chapter 2 Additional Activities)</p>	<p>“ARTIFACT STUDY: Roman Game Board” (TG, Chapter 2 Additional Activities, AP 1.2)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Growth of Empires

"The Spread of Christianity" (TG, Chapter 2 Additional Activities, AP 2.2)	"PRIMARY SOURCE ACTIVITY: Justinian's Code" (TG, Chapter 2 Additional Activities, NFE 1, AP 1.3)	Chapter 2 Assessment	"Imperial China" Core Lesson (TG & SR, Chapter 3)	"Imperial China" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapter 3 (TG, Chapter 3 Additional Activities, AP 3.1)
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Week 5

Day 21


Day 22

Day 23

Day 24

Day 25

The Growth of Empires

"Primary Source: Excerpts from the Writings of Master Han Fei" (TG & SR, Chapter 3, AP 1.3)	 "PRIMARY SOURCE ACTIVITY: Sima Qian on Qin Shi Huangdi" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.3)	"ARTIFACT STUDY: Qin Shi Huangdi's Terra-Cotta Army" (TG, Chapter 3 Additional Activities)	"ARTIFACT STUDY: Qin Shi Huangdi's Terra-Cotta Army" (TG, Chapter 3 Additional Activities)	"PRIMARY SOURCE ACTIVITY: A Han Agricultural Edict" (TG, Chapter 3 Additional Activities, AP 1.3)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Growth of Empires

"Mapping the Silk Road" (TG, Chapter 3 Additional Activities)	"ARTIFACT STUDY: Ancient Animals at Work (The Silk Road)" (TG, Chapter 3 Additional Activities, AP 1.2)	Chapter 3 Assessment	Unit 4 Performance Task Assessment	Unit 4 Performance Task Assessment
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THE GROWTH OF EMPIRES PACING GUIDE

_____ 's Class

(A total of thirty days has been allocated to *The Growth of Empires* unit in order to complete all Grade 4 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Growth of Empires

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Growth of Empires

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Growth of Empires

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Growth of Empires

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Growth of Empires

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Growth of Empires

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CHAPTER 1

TOPIC: The Roman Republic

The Framing Question: What factors helped Rome become a major power?

Primary Focus Objectives

- ✓ Describe Rome's location and its influence on political and economic growth in the Mediterranean region and beyond. (4.17.a, 4.17.b)
- ✓ Summarize the culture of ancient Rome, including religion, mythology, and the roles and rights of patricians, plebeians, and enslaved people in Roman society. (4.17.c–d)
- ✓ Identify the aspects of Julius Caesar's rule, including his role as dictator for life. (4.17.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *peninsula*, *republic*, *patrician*, *plebeian*, *consul*, *veto*, *official*, *majority*, *laying siege*, *toga*, *aqueduct*, *dictator*, *civil war*, and *corrupt*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource "About The Roman Republic":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.3

- globe or world map
- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Primary Source Analysis (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

peninsula, n. a piece of land sticking out into a body of water so that it is almost surrounded by water (2)

Example: The Italian Peninsula is surrounded by three different seas.

Variations: peninsulas, peninsular (adj.)

republic, n. a form of government in which people elect representatives to rule for them (5)

Example: Elections take place regularly in a republic.

Variations: republics, republican (adj.)

patrician, n. a member of one of the wealthiest and most powerful families of Rome (5)

Example: A patrician was part of the ruling class in Rome.

Variations: patricians, patrician (adj.)

plebeian, n. a person who was an ordinary free Roman in the lower social class (6)

Example: A Roman plebeian did not have much political power.

Variations: plebeians, plebeian (adj.)

consul, n. one of two people elected to rule the Roman Republic (6)

Example: A Roman consul held a great deal of political power.

Variations: consuls, consular (adj.), consulship (n.)

veto, v. to reject or refuse to approve a law (6)

Example: The president can veto a law to stop it.

Variations: vetoes, vetoing, vetoed, veto (n.)

official, n. a person who carries out a government duty (7)

Example: Sometimes a government official is elected, but sometimes they are chosen by the ruler.

Variations: officials, official (adj.)

majority, n. more than one-half (7)

Example: A majority of congresspeople need to vote for a law for it to pass.

Variations: majorities

laying siege, phrase surrounding enemy buildings or other locations so that those within cannot receive supplies (9)

Example: Laying siege to a town often took months.

Variations: besiege (v.)

toga, n. traditional Roman clothing made of fabric draped around the body (10)

Example: The toga was an important garment worn by Roman citizens.

Variations: togas

aqueduct, n. a raised canal that carries water from one place to another (10)

Example: A Roman aqueduct supplied fresh water to people living in the city.

Variations: aqueducts

dictator, n. a ruler who has total control (14)

Example: Life could be difficult under the rule of a dictator.

Variations: dictators, dictate (v.), dictatorial (adj.), dictatorship (n.)

civil war, n. a war between groups of people who live in the same place (16)

Example: In the 1800s, the North and South of the United States fought a civil war.

Variations: civil wars

corrupt, adj. characterized by improper behavior, such as taking bribes (17)

Example: Corrupt leaders serve themselves, not the people.

Variations: corrupt (v.), corruption (n.)

THE CORE LESSON 35 MIN


Introduce *The Growth of Empires Student Reader*

5 MIN

Distribute copies of *The Growth of Empires Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the Reader. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention maps, old buildings, and comic-book-like illustrations.

Introduce “The Roman Republic”

5 MIN

-  Remind students that in Unit 3, they learned about ancient Greece. Point out the location of Greece on a globe or world map. Explain that a short distance across the sea from Greece is the Italian Peninsula. Point out its location on a globe or world map. Explain that another ancient civilization developed on this peninsula, one that was influenced by ancient Greece and helped shape our modern world. Point out the location of Rome on the globe or world map, and explain that it was the center of this ancient civilization.

Call students’ attention to the Framing Question. Tell students to look for information about Rome’s geography and government that helped make it powerful.

Guided Reading Supports for “The Roman Republic”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


“A Western Power Rises,” pages 2–4

Scaffold understanding as follows:


Invite volunteers to read the section on pages 2–4 aloud.

CORE VOCABULARY—Point out the vocabulary term *peninsula*, and explain its meaning.


SUPPORT—Note the reference to Italy in the first paragraph. Explain that in ancient times, there was no Italy. The country of Italy did not exist until the late 1800s CE. The name Italy here refers to the Italian Peninsula, the boot-shaped peninsula that extends into the Mediterranean Sea. Throughout the chapter, places are referred to by their present-day country names. Students should understand that those countries did not exist in the era covered by this chapter.

 **SUPPORT**—Direct students to the map of the Roman Republic on page 4. Guide them to find the boot-shaped Italian Peninsula and the city of Rome. Have students find the Tiber River and trace a route from the Tiber around or between the islands to the Mediterranean Sea. Explain that this path was how Rome was able to trade with other Mediterranean civilizations. Guide students to find the Alps in northern Italy. Explain that the Alps are a high mountain range that served as a barrier to invasion. (4.6, 4.7, 4.17.a)


After the volunteers read the text, ask the following questions:

 **LITERAL**—What was the climate of ancient Latium like? (4.17.a)

» The climate included hot, dry summers and mild, wet winters.

 **INFERENTIAL**—What geographic features helped Rome develop a trade network? (4.17.b)

» The Tiber River and Mediterranean Sea helped Rome develop a trade network.

 **EVALUATIVE**—Which geographic features provided the most protection for Rome? Explain your answer. (4.17.b)

» Mountains provided the most protection. Rome was protected by the Alps in northern Italy and the Apennines in central Italy. It was also protected by the hills on which it was built.

“Early Rome,” pages 4–5

Scaffold understanding as follows:

Have students read the section on pages 4–5 independently.

SUPPORT—Students in the Bayou Bridges program read about Greek culture in Unit 3. Invite volunteers to share what they remember.

After students read the text, ask the following questions:

LITERAL—What elements of Greek civilization influenced the Romans? (4.3, 4.17.d)

- » Romans were influenced by the Greek gods, Greek art and architectural styles, and the idea of the polis.

EVALUATIVE—What factors and developments allowed Romans to begin growing crops to trade? (4.11)


- » One major factor was the climate and geography around Rome, which were suitable for growing crops. The Romans also developed a plow pulled by animals. As farms became more prosperous, they began to grow crops to trade.

“Rise of the Republic,” pages 5–7

Scaffold understanding as follows:

Read the first paragraph of the section on page 5 aloud.

CORE VOCABULARY—Point out the vocabulary term *republic*, and explain its meaning.

 **SUPPORT**—Emphasize that a republic is a type of democracy. Explain that democracy can take many different forms. In ancient Greece, the people of Athens had a type of democracy called a *direct democracy*, in which citizens shared government power. The Romans created a different kind of democracy, one in which citizens elected people to rule for them. (4.4, 4.5.b)

Read the remainder of the section on pages 5–7 aloud.

CORE VOCABULARY—Point out the vocabulary terms *patrician*, *plebeian*, *consul*, *veto*, and *official*, and explain their meanings.

SUPPORT—The patricians took their name from the Latin word for father. They considered themselves to be the fathers of the Roman people, in the sense that they were naturally positioned as authority figures.

SUPPORT—The plebeians are sometimes referred to by the abbreviated nickname *plebes*.

After reading the text, ask the following questions:

EVALUATIVE—How were patricians and plebeians different? (4.17.c)

- » Patricians had wealth, status, and power. Plebeians were farmers, bakers, and craftspeople. They did not have status or power at first.

EVALUATIVE—How were patricians and plebeians similar? (4.17.c)

- » Both patricians and plebeians were free.

LITERAL—How did the Roman government work at the beginning of the republic? (4.17.c)

- » At the beginning of the republic, the patricians held almost all the power. Also, the Roman government was led by two consuls who made laws, commanded the army, and had the power to veto each other. The consuls were both patricians and were advised by the patrician Senate.

“Plebeian Revolt,” page 7

Scaffold understanding as follows:

Invite volunteers to read the section on page 7 aloud.

CORE VOCABULARY—Point out the vocabulary term *majority*, and explain its meaning.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why did the plebeians grow angry? (4.17.c)

- » The plebeians grew angry about their unequal power. They were the majority but had no political rights.

EVALUATIVE—What reforms were put in place because of the plebeians’ revolt? (4.17.c)

- » Reforms included the formation of a new Plebeian Council and the right to elect consuls and other officials if plebeians were wealthy enough.

“Growth of the Roman Republic,” pages 7–10

Scaffold understanding as follows:


Have students read the section on pages 7–10 with a partner.

SUPPORT—Note the reference to Phoenicians in the third paragraph of the section. Students in the Bayou Bridges program read about the Phoenicians in Unit 2. Invite volunteers to share what they remember. (*Students may recall that the Phoenicians lived in and around Canaan, that they were skilled at building and sailing ships, and/or that they became great traders.*)

SUPPORT—Explain that the Punic Wars get their name because the Romans called Carthage “Punicus.”

NOTE: The name Scipio Africanus is pronounced (/skee*pee*oh/ ah*free*kay*noos/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *laying siege*, and explain its meaning.

 **SUPPORT**—Direct students to the map of the Roman Republic on page 9. Have them locate Rome, Carthage, and Sicily. Ask them to compare the distances from Sicily to Rome and from Sicily to Carthage. (*Sicily is closer to Carthage than it is to Rome.*) Ask students to describe the territories controlled by Rome and Carthage at the end of the First Punic War. (*Rome controlled the Italian Peninsula and the islands of Sicily, Corsica, and Sardinia. Carthage controlled North Africa, the Balearic Islands, and a small coastal area of southern Spain.*) Note that Spain was not yet a country at this time. (4.6, 4.7, 4.17.b)

After students read the text, ask the following questions:

LITERAL—Who was Hannibal Barca? What did he do? (4.3)

- » Hannibal Barca was the leader of the Carthaginian army in the second Punic War. He marched his army, with their war elephants, across Spain, France, and the Alps and almost wiped out the Roman army. He later surrendered to Scipio Africanus after the Romans attacked Carthage.

LITERAL—How did the Punic Wars end? (4.3)

- » The Punic Wars ended when Rome laid siege to Carthage.

“Life and Culture in the Republic,” pages 10–13

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 10 aloud.

CORE VOCABULARY—Point out the vocabulary term *toga*, and explain its meaning.

SUPPORT—Review what the text says about how girls were named—that girls were given a feminine version of their father’s family name. Give examples to illustrate: the daughter of someone named Julius would be called Julia; the daughter of someone named Claudius would be called Claudia.

Read the next three paragraphs of the section on pages 10–12 aloud.

CORE VOCABULARY—Point out the vocabulary term *aqueduct*, and explain its meaning.

SUPPORT—After you read the paragraph about enslaved people on page 11, explain that at this time in Rome, as in other ancient societies, slavery was not based on race. While some enslaved people in Rome were born into slavery, many others were enslaved after being captured in war, and some sold themselves into slavery to pay off a debt.

Invite volunteers to read the last three paragraphs of the section on pages 12–13 aloud.

TURN AND TALK—Reiterate the ideas in the last paragraph of the section—that the plebeians used their majority to influence politics and that powerful people used their power to gain the favor of the plebeians. Are these ideas still true today? Have students share their thoughts with a partner.

After the volunteers read the text, ask the following questions:

LITERAL—What happened to Roman boys at age fourteen? (4.17.c)

- » They became citizens and began to wear togas.

EVALUATIVE—How did the lives of Rome’s poor people and rich people differ? (4.12, 4.17.c)

- » The rich lived in large houses outside the city. The poor lived in the city, many in crowded, dirty buildings called *insulae*. Some did not have homes at all.

LITERAL—What was the Roman Forum? (4.17.c)

- » It was a large public space with temples and a place for political bodies to meet.

INFERENTIAL—How were plebeians able to influence politics? (4.17.c)

- » Roman officials cared about popular opinion.

“Roman Religion,” pages 13–14

Scaffold understanding as follows:

Have students read the section on pages 13–14 with a partner.

SUPPORT—Remind students that Zeus was king of the Olympian gods in Greek mythology.

After students read the text, ask the following questions:

EVALUATIVE—How was Roman religion similar to Greek religion? (4.17.d, 4.8)

- » Many of the stories told about Roman gods were the same stories told about Greek gods.

LITERAL—According to the legend of Rome’s creation, who founded the city? (4.17.d)

- » The city was founded by Romulus and Remus, the twin sons of the god Mars, who were raised by a mother wolf.

LITERAL—Who was the city of Rome named for? (4.17.d)

- » The city of Rome was named for Romulus.

“The End of the Republic,” pages 14–15

Scaffold understanding as follows:

Invite volunteers to read the section on pages 14–15 aloud.

SUPPORT—Point out the word *livestock* in the second paragraph of the section. Explain that livestock are animals, such as cattle, that are raised on farms for food or profit.

CORE VOCABULARY—Point out the vocabulary term *dictator*, and explain its meaning.

After the volunteers read the text, ask the following questions:

LITERAL—How was land a problem in the Roman Republic? (4.17.c)

- » Wealthy families bought up all the land, leaving many people with nothing.

LITERAL—Who was Sulla? What did he do?

- » Sulla was a general who declared himself dictator of Rome. As dictator, he limited the powers of military commanders, increased the size of the Senate, and limited the power of Rome’s generals outside of Italy.

“The First Triumvirate,” pages 15–16

Scaffold understanding as follows:

Read the section on pages 15–16 aloud.

SUPPORT—Define the term *triumvirate* as a group of three people holding power. Then, point out the prefix *tri-* in the word *triumvirate*. Explain that *tri-* means three. For example, a tricycle has three wheels, and a triumvirate has three members.

NOTE: Gaius is pronounced (/guy*uss/). Gnaeus is pronounced (/gnai*us/), with the hard *g* at the beginning blending into the *n* following it. Say the names aloud, and have students repeat them after you.

After reading the text, ask the following questions:

LITERAL—Besides Gaius Julius Caesar, who were the two other men who made up the First Triumvirate? (4.17)

- » The two other men were Gnaeus Pompeius Magnus, known as Pompey, and Marcus Licinius Crassus.

LITERAL—How did Julius Caesar become popular? (4.17.e)

- » He wrote about conquering Gaul, so people saw him as a hero.

“Caesar Starts a Civil War,” pages 16–18

Scaffold understanding as follows:

Have students read the first two paragraphs of the section on pages 16–17 independently.

CORE VOCABULARY—Point out the vocabulary term *civil war*, and explain its meaning.

Read the remainder of the section on pages 17–18 aloud.

NOTE: The name Ptolemy is pronounced (/toe*luh*mee/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *corrupt*, and explain its meaning.

After reading the text, ask the following questions:

EVALUATIVE—Why was it significant that Caesar crossed the river Rubicon? (4.17.e)

- » He was marching toward Rome with his army, which was against the law. This showed that he was going to fight for power.

EVALUATIVE—How were Caesar’s ideas about being a dictator different from the traditional Roman idea of a dictator? (4.5.d, 4.17.e)


- » Romans thought being a dictator should be temporary. Caesar wanted to be dictator for life.

EVALUATIVE—Why was Julius Caesar murdered? (4.17.e)

- » Some senators thought he was gaining too much power and was dangerous because he wanted to be dictator for life.

Primary Source Feature: “Excerpt from Suetonius’s Account of Julius Caesar Crossing the Rubicon,” page 19

Scaffold understanding as follows:

-  **Background for Teachers:** Suetonius, the author of this work, was a Roman biographer who was born decades after Julius Caesar died. He wrote about many Roman emperors, embellishing his biographies with gossip, which made them very popular. Although he was an upper-class citizen, Suetonius’s works do not laud the emperors the way many social elites of his time did.

Direct students to the Primary Source Feature on page 19.

Introduce the source to students by reviewing what students read about Julius Caesar crossing the Rubicon. Explain that this excerpt, written by a Roman historian named Suetonius, describes Julius Caesar’s actions on the day he led his troops across the river.

Read the excerpt aloud, pausing at the ellipses to have students paraphrase what was just read. At the end of the excerpt, ask students to restate the last sentence in their own words.

SUPPORT—Explain that *tribunes* were Roman military commanders. *Gladiators* were people who fought each other for entertainment, and their schools were *gladiatorial schools*. A *province* is a region of land, similar to a state.

After reading the excerpt, ask the following questions:

LITERAL—What prompted Caesar to take action at the beginning of this source? (4.2.a, 4.5.a, 4.5.c, 4.17.e)

» The tribunes had left the city.

EVALUATIVE—Did Caesar want the leaders of Rome to know what he planned to do? How do you know? (4.1, 4.2, 4.2.a, 4.2.b, 4.5, 4.5.a, 4.17.e)

» No, Caesar did not want the leaders of Rome to know what he planned to do. I know this because the source says he sent out cohorts with secrecy, threw off suspicion by attending a public event, and went to the Rubicon later, after dark.

EVALUATIVE—Did Caesar realize the importance of crossing the Rubicon with his troops? How do you know? (4.2, 4.2.a, 4.2.b, 4.5, 4.5.a, 4.5.c, 4.17.e)

» Caesar knew the importance of crossing the Rubicon with his troops. I know this because the source says he realized what he was doing and stopped before they crossed to say, “Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword.”

INFERENTIAL—What did Caesar mean when he said, “The whole issue is with the sword”? (4.2, 4.2.a, 4.2.b, 4.5, 4.5.a, 4.17.e)

» Caesar meant that once they crossed the river, they would have to fight.

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Activity Page



AP 1.3

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “What factors helped Rome become a major power?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors helped Rome become a major power?”
 - » Key points students should cite include: Rome’s location on the Italian Peninsula, including the protection of the Alps and Apennines and access to the Mediterranean; military conquests, including Italy and Carthage; and strong leaders, such as Sulla and Julius Caesar.
- Choose one of the Core Vocabulary words (*peninsula, republic, patrician, plebeian, consul, veto, official, majority, laying siege, toga, aqueduct, dictator, civil war, or corrupt*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: The Roman Empire

The Framing Question: What caused the fall of the Roman Empire?

Primary Focus Objectives

- ✓ Describe the aspects of Augustus Caesar’s rule, including his influence in the establishment of the Roman Empire and its expansion during the Pax Romana. (4.17.f)
- ✓ Explain the impact of Roman engineering and architectural innovation on the empire’s expansion, including the role of domes, arches, roads, bridges, and sanitation. (4.17.g)
- ✓ Summarize the fall of the Western Roman Empire, including the political, military, and economic problems it faced governing its large territory. (4.17.h)
- ✓ Understand the meaning of the following domain-specific vocabulary: *emperor*, *legion*, *treasury*, *tax*, *fleet*, *persecute*, *doctrine*, *strategic*, and *sack*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About The Roman Empire.”

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

emperor, n. the ruler of an empire (22)

Example: Augustus became Rome’s first emperor.

Variations: emperors, imperial (adj.)

legion, n. a group or unit of about three thousand to six thousand soldiers in the Roman army (22)

Example: The Roman legion was sent to conquer new territory in the east.

Variations: legions, legionnaire (n.)

treasury, n. a place where the money and other riches of a government are kept (23)

Example: A well-funded empire needs a good treasury.

Variations: treasuries

tax, n. money collected from citizens by the government (23)

Example: Roman citizens were required to pay a tax.

Variations: taxes, tax (v.), taxation (n.)

fleet, n. a group of ships (25)

Example: A strong fleet can win a battle at sea.

Variations: fleets

persecute, v. to treat a group of people unfairly and cruelly (29)

Example: In the early days of Christianity, it was common for Roman leaders to persecute Christians.

Variations: persecutes, persecuting, persecuted, persecution (n.)

doctrine, n. an official set of beliefs (30)

Example: Under Emperor Constantine, the Nicene Creed became Christian doctrine.

Variations: doctrines, indoctrinate (v.), indoctrination (n.)

strategic, adj. very important as part of gaining advantage (30)

Example: Byzantium's strategic location made it difficult to attack.

Variations: strategy (n.), strategize (v.)

sack, v. to destroy and steal things in a city or building, usually with an army (32)

Example: To sack a city, attackers need a strong military force.

Variations: sacks, sacking, sacked, sack (n.)

THE CORE LESSON 35 MIN

Introduce "The Roman Empire"

5 MIN

Review what students learned about the Roman Republic and the death of Julius Caesar. Tell students that Caesar's death started a series of events that changed Rome forever.

Call students' attention to the Framing Question. Tell students to look for information about how Rome changed and how the empire finally came to an end.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Rome Enters a New Age,” pages 20–24

Scaffold understanding as follows:

Read the first three paragraphs of the section on page 20 aloud.

SUPPORT—Marcus Antonius is sometimes referred to as Marc Antony.

Invite volunteers to read the next five paragraphs of the section on pages 22–23 aloud.

SUPPORT—Note that at this time in Roman history, the word *Caesar* (taken from Julius Caesar’s family name) came to be used as a title for the Roman emperors. It came to mean a powerful ruler. Augustus means “the Great.”

CORE VOCABULARY—Point out the vocabulary terms *emperor*, *legion*, *treasury*, and *tax*, and explain their meanings.

SUPPORT—Point out the building projects that took place under Augustus’s rule. Introduce the saying “Rome wasn’t built in a day.” Today, we use this to mean that big, important, complex plans take time and effort. The phrase originated in France in the Middle Ages and was used in English at least by the 1500s. A variant of this adage is “Rome wasn’t built in a day, but they were laying bricks every hour.” These sayings illustrate Rome’s reputation, particularly in terms of architecture, but also more broadly in terms of the overall civilization and the reach of the Roman Empire.

Read the remainder of the section on pages 23–24 aloud.

SUPPORT—Note the references to the *Iliad* and the *Odyssey*. Remind students that these Greek epic poems tell the story of the Trojan War (*Iliad*) and the journey home of a hero after the war (*Odyssey*). The *Aeneid* builds on the Greek story of the Trojan War, claiming that the Roman people were descended from Aeneas, one of the heroes of the war.

SUPPORT—In the paragraph about the Pax Romana, define the term *unrivaled* as without equal.

After reading the text, ask the following questions:

LITERAL—How did Octavian become the sole ruler of Rome? (4.17.f)

- » He defeated the armies of Brutus, Cassius, Antonius, and other senators.

EVALUATIVE—How did Augustus want people to see him as a ruler? What was he really like? (4.17.f)

- » Augustus wanted to be seen as a humble leader, but in reality, he was cruel.

LITERAL—What changes did Augustus make to Rome and its government? (4.17.f)

- » Augustus reorganized the military; changed how the military was funded; added new regions to the Roman Empire; reorganized the tax system; improved the city’s protections against flooding, fire, food shortages, and crime; and had new aqueducts and public buildings built.

LITERAL—What was the Pax Romana? (4.17.f)

- » The Pax Romana was a time of peace during the rule of Augustus and the emperors who came after him.

“Building the Empire,” pages 24–26


Scaffold understanding as follows:

Have students read the section on pages 24–26 independently.

CORE VOCABULARY—Point out the vocabulary term *fleet*, and explain its meaning.

SUPPORT—Introduce the saying “All roads lead to Rome.” Today, we use this to mean that there are many ways to reach the same goal. This saying demonstrates the importance and lasting impact of the Roman transportation network.

After students read the text, ask the following questions:

 **LITERAL**—Based on the map of the Roman Empire on page 25, in what directions did Rome grow the most after Julius Caesar’s death? (4.6, 4.17.b)

- » Rome grew mostly north and east.


EVALUATIVE—Why were the improvements in roads, bridges, and other forms of transportation important for the Roman Empire? (4.17.b, 4.17.g)

- » Improvements to transportation were important for moving military supplies and troops across the empire quickly.

“The Challenges of the Empire,” pages 27–28

Scaffold understanding as follows:

Read the section on pages 27–28 aloud.

 **SUPPORT**—Direct students to the map of the Western and Eastern Roman Empire on page 27. Have students find Asia Minor on the map. Explain that today, the country of Turkey is located there. Have students find Rome and Byzantium on the map. Explain that these cities were the capitals of the split empire. Have students use the map scale to determine the distance between these capital cities. (*about 800 miles, or 1,287 km*) (4.6, 4.17, 4.17.a)

After reading the text, ask the following questions:

LITERAL—How did Diocletian change the Roman Empire? (4.17.h)

- » Diocletian divided the Roman Empire into eastern and western halves.

LITERAL—What challenges did the Roman Empire face? (4.17.h)

- » The Roman Empire faced challenges such as the size of the empire, corruption, and fights for political power.

LITERAL—Where did Constantine move the capital of the Roman Empire, and why was it necessary? (4.17.h)

- » Constantine moved the capital of the empire to Byzantium because Rome was no longer a well-organized center of power.

“Christianity and the Roman Empire,” pages 28–30

Scaffold understanding as follows:

Have students read the section on pages 28–30 with a partner.

CORE VOCABULARY—Point out the vocabulary terms *persecute* and *doctrine*, and explain their meanings.

SUPPORT—Remind students that Diocletian was emperor when Rome became difficult to govern. Diocletian was not the first Roman emperor to persecute Christians, but he did so with great fervor because they were an easy scapegoat for the problems the empire faced. Traditional Romans thought that the success of their empire depended on the goodwill of the gods. They thought that goodwill was damaged when the Christians refused to worship them. (4.8)

After students read the text, ask the following questions:

LITERAL—Why were Christians persecuted under the Roman Empire? (4.8)

- » They refused to worship the Roman gods.

LITERAL—What led Constantine to become Christian? (4.8)


- » He saw a sign that adopting Christianity would help him win a battle.

“Byzantium,” pages 30–32

Scaffold understanding as follows:

Invite volunteers read the section on pages 30–32 aloud.

CORE VOCABULARY—Point out the vocabulary term *strategic*, and explain its meaning.

 **SUPPORT**—Direct students to the map of the Western and Eastern Roman Empire on page 27, and guide them to find the city of Byzantium. Explain that the Greek city of Byzantium was renamed Constantinople by the emperor Constantine. Today it is called Istanbul.

SUPPORT—Explain that Byzantium, or the Byzantine Empire, became a term used to designate the Eastern Roman Empire, even though the city was then called Constantinople and the people likely thought of themselves as Romans.

After the volunteers read the text, ask the following questions:

LITERAL—What did Constantine rename the capital city Byzantium? (4.17.h)

- » He renamed the city Constantinople.

LITERAL—What happened during Justinian’s reign? (4.17.h)

- » During Justinian’s reign, the emperor created a set of laws called the Code of Justinian, and the empire was hit with one of the worst outbreaks of plague.

INFERENTIAL—Why was the Roman army weakened during Justinian’s reign? (4.17.h)

- » The Roman army was weakened because the plague killed many people who could have otherwise been soldiers.

“The End of the Western Empire,” page 32

Scaffold understanding as follows:

Read the section on page 32 aloud.

CORE VOCABULARY—Point out the vocabulary term *sack*, and explain its meaning.

SUPPORT—At the mention of Alaric, explain that the Goths were one of the Germanic tribes that attacked Rome.

After reading the text, ask the following questions:

LITERAL—What are two theories about why the Western Roman Empire was weakened? (4.17.h)

- » (1) Romans were focused on wealth and power, and (2) Rome was the target of almost-constant outside attacks.

LITERAL—In what year did the Western Roman Empire fall?

- » The Western Roman Empire fell in 476 CE.

Primary Source Feature: “Statue of Augustus Caesar,” page 33

Scaffold understanding as follows:

Direct students to the Primary Source Feature on page 33.

Introduce the source to students by reviewing what students read about Augustus.

Invite a volunteer to read the caption aloud.

SUPPORT—Review with students the importance of the Roman Forum, which they read about in Chapter 1.

Have students study the image. Guide students through the details of the statue. Augustus is wearing armor. He is holding a scepter, or staff, which is a symbol of power. He is pointing forward.

Then ask the following questions:

LITERAL—How is Augustus dressed? (4.17.f)

- » He is wearing armor.

INFERENTIAL—What might have been the purpose of putting this statue in the Forum? (4.17.f)

- » Augustus wanted people to see the statue and be reminded of his accomplishments.

INFERENTIAL—What does it say about Augustus that he is shown wearing armor? (4.17.f)

- » It shows he wanted to be thought of as a military hero.

EVALUATIVE—Why is he holding the scepter? (4.17.f)

- » It shows he was the emperor.

INFERENTIAL—Why do you think he is pointing forward? (4.17.f)

- » He may be pointing toward the future of Rome. He may also be commanding his armies to charge into battle.

INFERENTIAL—What does this statue suggest about the type of ruler Augustus was? (4.17.f)

- » The statue suggests that Augustus was a ruler who wanted people to like him. The military armor shows that he often went to battle and conquered many lands.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: “What caused the fall of the Roman Empire?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What caused the fall of the Roman Empire?”
 - » Key points students should cite include: unequal wealth and land ownership, a vast empire that was difficult to govern, political corruption and competition for power, and constant attacks by enemies.

- Choose one of the Core Vocabulary words (*emperor, legion, treasury, tax, fleet, persecute, doctrine, strategic, or sack*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

TOPIC: Imperial China

The Framing Question: What factors influenced Chinese culture during the imperial period?

Primary Focus Objectives

- ✓ Use geographic representations to locate and describe geographic characteristics, such as oceans and deserts. (4.6)
- ✓ Use historical information to explain the ways in which geography influenced the development of ancient China. (4.7)
- ✓ Identify the importance of key characteristics of ancient China, such as culture, infrastructure, government, technology, and belief systems. (4.12)
- ✓ Explain the structures of ancient China based on geography, politics, the economy, and the culture of the period. (4.18)
- ✓ Understand the meaning of the following domain-specific vocabulary: *nomad*, *yurt*, *trade route*, *yak*, *cultural diffusion*, *hemp*, *porcelain*, and *celadon*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Imperial China”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Page



AP 1.3

- individual student copies of Primary Source Analysis (AP 1.3)
- globe or world map
- image from the Internet of the Chinese dynastic cycle

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

nomad, n. a person who is not settled in one place and who moves around often, usually in search of food and water (39)

Example: Every Xiongnu person was a nomad who moved with a large herd of horses.

Variations: nomads, nomadic (adj.)

yurt, n. a tentlike house used by the nomadic people of the Chinese steppes (39)

Example: A yurt is easy to move because it can be put up and taken down quickly.

Variations: yurts

trade route, n. a way across land or sea that is traveled by merchants (44)

Example: The Silk Road was a trade route that connected Europe and China.

Variations: trade routes

yak, n. an oxlike animal that lives in Asia (44)

Example: A yak can be used to carry goods or to give milk.

Variations: yaks

cultural diffusion, n. the spread of goods and ideas from one group of people to another (45)

Example: The Internet and other modern technologies have sped up the process of cultural diffusion.

hemp, n. a type of plant, the fibers of which are used to make such things as rope, fabric, and paper (46)

Example: Hemp can be very soft when woven into fabric.

porcelain, n. a type of strong ceramic pottery (47)

Example: Many dishes are made of porcelain.

celadon, n. a pottery glaze that varies from green to blue (47)

Example: Celadon is so strong that it has lasted for more than a thousand years.

THE CORE LESSON 35 MIN

Introduce “Imperial China”

5 MIN



Remind students that they have been learning about ancient Rome and the empire it built. In this chapter, they are going to learn about another empire that developed around the same time in a different part of the world: China. Point out China on a globe or world map. Students already learned about China’s early civilizations in Unit 3. Now they are going to learn about two dynasties that helped build a Chinese empire.

Call students' attention to the Framing Question. Tell students to look for details about Chinese culture as they read.

Guided Reading Supports for "Imperial China"

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"The First Emperor," pages 34–38

Scaffold understanding as follows:

Read the first four paragraphs of the section on pages 34–36 aloud.

SUPPORT—Explain that the name China comes from the name Qin.

 **SUPPORT**—Review the Mandate of Heaven and the Chinese dynastic cycle, which students learned about in Unit 3. Display the image of the dynastic cycle. The Mandate of Heaven stated that kings were given the right to rule by the supreme power of the universe. If the king neglected his duty to heaven or his subjects, the mandate could pass to another ruler.

Invite volunteers to read the remainder of the section on pages 36–38 aloud.

SUPPORT—Call attention to the image of the ancient coins on page 37, and read the caption aloud. Ask students to consider why Chinese coins had holes. Students may suggest that the holes made it possible to string the coins together, making them easier to carry.

After the volunteers read the text, ask the following questions:

LITERAL—How did Shi Huangdi rise to power? (4.18.d)

» Shi Huangdi rose to power by defeating all the other states.

LITERAL—What changes did Shi Huangdi make to unite his empire? (4.12, 4.18.d)

» Shi Huangdi made all money the same, decided on a single written language, set a single calendar, and established a single system of weighing and measuring goods.

“A Cruel Ruler,” page 38

Scaffold understanding as follows:

Have students read the section on page 38 independently.

SUPPORT—Explain that Shi Huangdi used the Mandate of Heaven to support his cruelty as a ruler. Because the mandate stated that he was chosen by heaven to rule, everything he did had to be right.

After students read the text, ask the following questions:

LITERAL—What does the philosophy of Legalism state? (4.18.d)

- » The philosophy of Legalism states that humans are wicked and must be controlled by the government through harsh punishments and strict laws.

LITERAL—Why did Shi Huangdi send his son far away? (4.18.d)

- » Shi Huangdi sent his son far away because he challenged the cruel ways his father ruled.

“The Wall-Builder,” pages 38–40

Scaffold understanding as follows:

Read the section on pages 38–40 aloud.

CORE VOCABULARY—Point out the vocabulary terms *nomad* and *yurt*, and explain their meanings.

SUPPORT—Note that the Great Wall that stands today was mostly built centuries later, under the Ming dynasty, which ruled from 1368 to 1644 CE. Shi Huangdi’s wall was to the north of where the current wall stands and was intended to mark the boundary between the Chinese empire and the people who lived in the Mongolian plains: the Xiongnu.

After reading the text, ask the following questions:

LITERAL—Why did Shi Huangdi build the Great Wall? (4.18.d, 4.18.e)

- » Shi Huangdi wanted to keep the Xiongnu, nomads and fierce warriors, out of China.

LITERAL—How many soldiers and workers did Shi Huangdi send to the northern border? (4.18.e)

- » Shi Huangdi sent three hundred thousand soldiers and workers to the northern border.

“Searching for Immortality,” pages 40–41

Scaffold understanding as follows:

Have students read the section on pages 40–41 with a partner.

SUPPORT—To reinforce the irony of Shi Huangdi’s boast that the Qin dynasty would rule for ten thousand generations, explain that a generation is about twenty-five years. Write $10,000 \times 25$ on the board or chart paper, and complete the multiplication process. In other words, Shi Huangdi boasted that his descendants would continue to rule for 250,000 years!

After students read the text, ask the following questions:

EVALUATIVE—Which of Shi Huangdi’s actions shows that he became very afraid of dying? (4.18.d)

- » Shi Huangdi ordered sea voyagers to search for a magic potion for immortality.

LITERAL—What purpose did the terra-cotta warriors and horses in Shi Huangdi’s tomb serve? (4.5.c)

- » They were meant to protect the emperor from grave robbers and unwelcome spirits.

“A New Dynasty,” pages 41–42

Scaffold understanding as follows:

Read the section on pages 41–42 aloud.

TURN AND TALK—Review the basic tenets of Legalism: people are wicked, and the government needs strict laws and punishments to control them. Compare this with the importance of sympathy, or human-heartedness, and the focus on interpersonal relationships in Confucianism. Have students discuss the question “What philosophy might be considered a better foundation for government, Legalism or Confucianism?” with a partner. (4.8, 4.18.c)

After reading the text, ask the following questions:

EVALUATIVE—How was the Han approach to ruling different from Shi Huangdi’s approach? (4.4, 4.18.c, 4.18.d, 4.18.f)

- » The Han approach was gentler than Shi Huangdi’s approach. They switched from Legalism to Confucianism.


LITERAL—What did Confucianism emphasize? (4.8)


- » Confucianism emphasized the family as the basic unit of society.

“Seeking Aid,” pages 42–43

Scaffold understanding as follows:


Have students read the section on pages 42–43 independently.

 **SUPPORT**—Point out the map Geography of China on page 40, and invite a volunteer to read the caption aloud. Have students refer to the map as you reread the third paragraph of the section and identify the geographical features that isolated China. (4.6, 4.18.a)

 **SUPPORT**—Use the globe or world map to show the location of Afghanistan. Ask students to explain Afghanistan’s location relative to China. (*It is west of China.*) (4.6, 4.18.a)

SUPPORT—Call attention to the image of the heavenly horses on page 43, and read the caption aloud. Explain that in China, the Akhal-Teke horse is also referred to as *han xue*, which means sweats blood. This name comes from an old myth that these horses sweat blood. Some scholars believe that this myth may have started because of parasites that drew blood from the horses or because of burst veins that may have caused the horses to bleed.

After students read the text, ask the following questions:

 **LITERAL**—What geographical features isolated China from the rest of the world? (4.18.a, 4.18.b)

- » China is surrounded by vast steppes, the Gobi Desert, towering mountain ranges, the Pacific Ocean, and dense jungle.

LITERAL—Why did the Chinese finally seek contact with other places? (4.18.f)


- » Han emperor Wudi sent an official to lands outside of China to convince the people to help the Chinese fight the Xiongnu.

“The Silk Road,” pages 44–46

Scaffold understanding as follows:

Invite volunteers to read the section on pages 44–46 aloud.

CORE VOCABULARY—Point out the vocabulary terms *trade route*, *yak*, and *cultural diffusion*, and explain their meanings.

 **SUPPORT**—Have students refer to the map of the Silk Road on page 45 and use their fingers to trace the course of the Silk Road. Explain that the Silk Road was often very treacherous due to the diverse and often challenging geography of China.

NOTE: You may also want to call students' attention to the fact that the line on this map depicting the Silk Road continues outside of China and appears to "run off" the left side of the map. The text explains that the Silk Road allowed traders to travel all the way to countries on the Mediterranean Sea. Egypt is specifically mentioned. Guide students in locating Egypt on a globe or world map so they can fully appreciate the length of the Silk Road.

SUPPORT—This section discusses the spread of Buddhism to China. Remind students that Buddhism began in India. Review what students read about Buddhism in Unit 3. (4.8)

After the volunteers read the text, ask the following questions:

LITERAL—What was the Silk Road, and why was it important to China? (4.18.g)

- » The Silk Road was a system of roads linking China to lands and peoples of the West. The Silk Road was important because it enabled the Chinese to establish trade with many other countries that wanted silk.

INFERENTIAL—How did the Silk Road affect religion in China? (4.8, 4.18.g)

- » The Silk Road brought Buddhism to China, where it mixed with existing Chinese religious traditions, especially Daoism.

"Making Paper" and "Woodblock Printing," page 46

Scaffold understanding as follows:

Have students read the section "Making Paper" and the sidebar "Woodblock Printing" on page 46 with a partner.

CORE VOCABULARY—Point out the vocabulary term *hemp*, and explain its meaning.

NOTE: The name Tang is pronounced (/tahng/). Say the name aloud, and have students repeat it after you.

After students read the text, ask the following questions:

LITERAL—What materials did the Chinese use to make paper during the Han dynasty? (4.18.f)

- » They used tree bark, hemp, rags, and fishnets.

LITERAL—How many pages could be produced each day using the woodblock printing technique? (4.18.f)

- » A worker could produce a thousand printed pages in a day using woodblock printing.

“Magnetic Compass” and “Porcelain,” pages 46–47

Scaffold understanding as follows:

Invite volunteers to read the sections on pages 46–47 aloud.

SUPPORT—Explain that during the Han dynasty, the magnetic compass was not used for navigation in travel. Instead, it was mostly used to figure out when and where to hold certain events, such as burials. In later dynasties, it came to be used for navigation. (4.18.f)

SUPPORT—Explain that porcelain is sometimes called *china* because of where it comes from.

CORE VOCABULARY—Point out the vocabulary terms *porcelain* and *celadon*, and explain their meanings.

After the volunteers read the text, ask the following questions:

LITERAL—How did the Chinese use the magnetic compass? (4.18.f)


- » They used the magnetic compass to tell direction and, later, to navigate.

EVALUATIVE—Why do you think the Han dynasty is viewed as a “golden age,” or time of great achievement, in Chinese history? (4.18.f)

- » The culture was very advanced. The Chinese invented many things during the Han dynasty. They also produced beautiful silk fabric. These important and valuable goods helped China grow powerful and wealthy.

Primary Source Feature: “Excerpts from the Writings of Master Han Fei,” page 48

Scaffold understanding as follows:

 **Background for Teachers:** Han Fei was a philosopher from the Han region during the Warring States period (fifth through third centuries BCE). He studied Confucianism under the philosopher Xunzi but found Confucian philosophy insufficient to deal with the constant strife of the period. Although Legalist ideas had been around prior to Han Fei’s time, he was the first to write a clear set of Legalist principles.

Direct students to the Primary Source Feature on page 48.

Review what students read about Legalism. Then read the introductory text in italics aloud.

Invite volunteers to read the excerpts. After each excerpt is read, have students paraphrase the text in a Turn and Talk.

After the volunteers read the excerpts, ask the following questions:

LITERAL—According to Han Fei, what makes a state strong? (4.2, 4.2.a, 4.18.c)

- » A state is strong when its laws are strictly administered, or enforced.

LITERAL—According to Han Fei, what three things does an enlightened ruler do? (4.2, 4.2.a, 4.18.c)

- » An enlightened ruler “promulgates a code of laws for the guidance of the people,” “makes the governing officials the people’s masters,” and “gets the people to die fighting in wars.”

INFERENTIAL—What does Han Fei claim about human nature? (4.2, 4.2.a, 4.5, 4.5.a, 4.18.c)

- » Han Fei claims that it is human nature to give and receive for your own selfish purpose.

EVALUATIVE—What details in the excerpts support his claim? (4.5, 4.5.a, 4.18.c)

- » Han Fei’s claim is supported by these details: “If there is common interest, men, even though they are strangers, will live in harmony. Conversely, if their interests conflict with one another, even they be father and son, they will strive against one another.”

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page with a partner.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “What factors influenced Chinese culture during the imperial period?”



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What factors influenced Chinese culture during the imperial period?”
 - » Key points students should cite include: Qin Shi Huangdi united the states into a single empire; Shi Huangdi created unity through actions such as standardizing money, weights and measures, and language, but he ruled cruelly; Shi Huangdi ordered construction of the Great Wall and built canals to connect waterways; the Han dynasty transitioned from harsh Legalism to gentler Confucianism; the Han dynasty saw the construction of the Silk Road and enrichment of culture through cultural diffusion; and many great advancements occurred during the Han dynasty, including the invention of paper, porcelain, and the magnetic compass.
- Choose one of the Core Vocabulary words (*nomad, yurt, trade route, yak, cultural diffusion, hemp, porcelain, or celadon*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

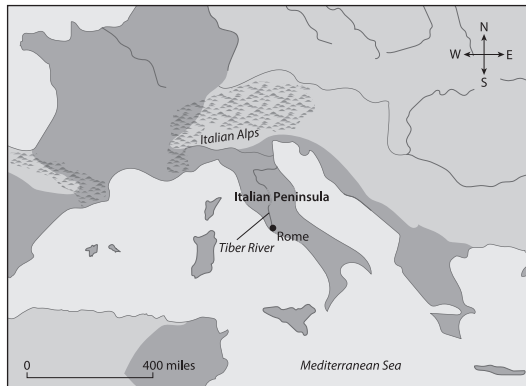
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Assessment: Chapter 1—“The Roman Republic”

A. On your own paper, write the letter that provides the best answer.

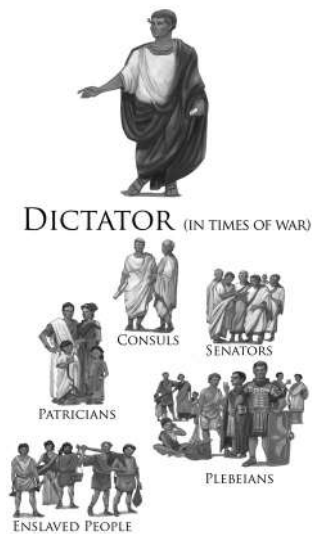
1. Use the map to answer the question.



Which geographical feature protected Rome from invasion by large armies? (4.7, 4.17.a)

- a) the Mediterranean Sea
- b) the Italian Peninsula
- c) the Tiber River
- d) the Italian Alps

2. Use the image to answer the question.



Which group shown in the image was made up of people elected to the position? (4.17.c)

- a) consuls
- b) senators
- c) patricians
- d) plebeians

3. Who made the laws in the Roman Republic? (4.17.c)
- a) Senate
 - b) consuls
 - c) patricians
 - d) plebeians
4. Why did the plebeians revolt? (4.17.c)
- a) They were against slavery.
 - b) They had no political rights.
 - c) They did not want to go to war.
 - d) They thought the consuls wanted to be kings.
5. Use the image of a Roman insula to answer the question.



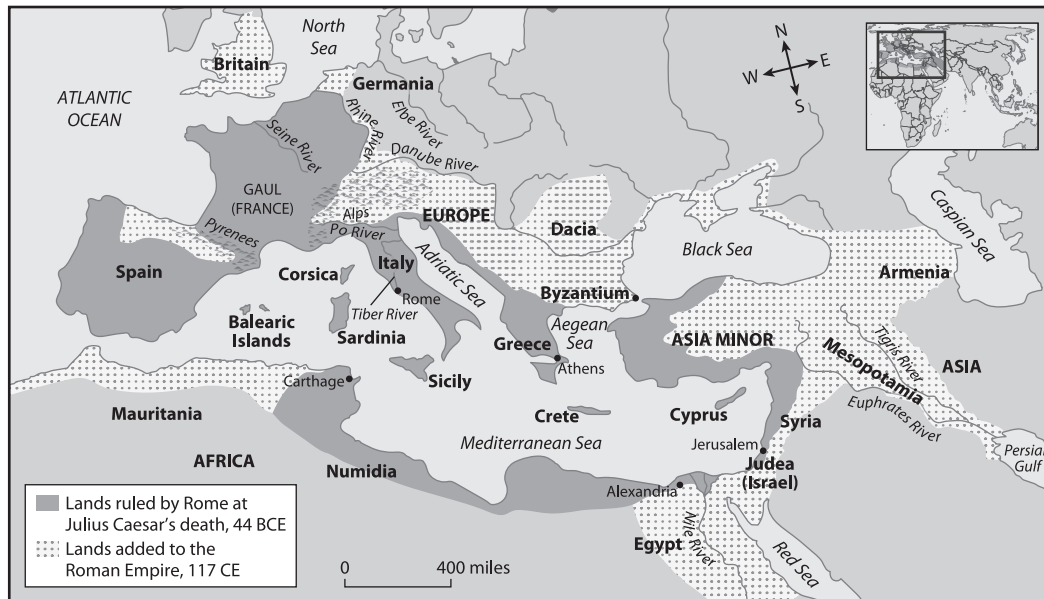
- Which conclusion about insulae is supported by the image? (4.17.c)
- a) They were for the upper class only.
 - b) They could fit many Romans.
 - c) They were found mostly in rural areas.
 - d) They were luxurious and expensive.
6. According to Roman beliefs, who founded the city of Rome? (4.8, 4.12, 4.17.d)
- a) Jupiter and Juno
 - b) Romulus and Remus
 - c) Mars and a mother wolf
 - d) Minerva and a priestess
7. What factors contributed to Rome's economic growth? Select the **two** correct answers. (4.17.c)
- a) colonies throughout Asia
 - b) fertile soil
 - c) no taxes
 - d) access to the Mediterranean Sea
 - e) small population

8. Which factors led to the end of the Roman Republic? Select the **two** correct answers. (4.17.h)
- a) Julius Caesar rose to power.
 - b) Plebeian soldiers refused to fight.
 - c) Rome's empire became too large.
 - d) Wars with Carthage weakened Roman leadership.
 - e) Land ownership became concentrated in the hands of a few wealthy families.
9. What happened on the Ides of March? (4.17.e)
- a) Caesar was killed.
 - b) Caesar started a civil war.
 - c) Caesar returned to Rome.
 - d) Caesar declared himself dictator.
10. Use the following passage from Suetonius's account of Julius Caesar crossing the Rubicon to answer the question.
- When word came that the veto of the tribunes had been set aside and they themselves had left the city, [Caesar] at once sent on a few cohorts [groups of soldiers] with all secrecy, and then, to disarm suspicion, concealed his purpose by appearing at a public show inspecting the plans of a gladiatorial school which he intended building, and joining as usual in a banquet with a large company. It was not until after sunset that he set out very privily [secretly] with a small company. . . . Then, overtaking his cohorts at the river Rubicon, which was the boundary of his province, he paused for a while, and realizing what a step he was taking, he turned to those about him and said: "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword."
- What did Caesar mean when he said, "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword"? (4.2, 4.2.a, 4.17.e)
- a) He meant that the bridge could not hold his army.
 - b) He meant that if they crossed the river, they would fight.
 - c) He meant that the army did not want him to cross the river.
 - d) He meant that crossing the river would settle any arguments.
11. **On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.**
- How did the government of Rome change from the time the Romans overthrew their last king to the death of Julius Caesar? (4.5, 4.5.a, 4.5.c, 4.12, 4.17, 4.17.c)

Assessment: Chapter 2—“The Roman Empire”

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. What geographical feature protected the northeastern borders of the Roman Empire in Europe? (4.6, 4.7, 4.17.a)
 - a) the Nile River
 - b) the Pyrenees
 - c) the Black Sea
 - d) the Rhine River
2. Which geographical feature did Romans call *mare nostrum*? (4.6, 4.7, 4.17.a)
 - a) the Black Sea
 - b) the Adriatic Sea
 - c) the Aegean Sea
 - d) the Mediterranean Sea
3. Why is Augustus Caesar considered one of Rome's greatest leaders? (4.17.f)
 - a) He made Christianity a legal religion.
 - b) He expanded the empire by conquering Gaul.
 - c) He improved safety measures and built new buildings and aqueducts in Rome.
 - d) He divided the empire into eastern and western parts.
4. What was the Pax Romana? (4.17.f)
 - a) a Roman name for aqueducts
 - b) the highest rank in the Roman army
 - c) a long period of peace in the empire
 - d) words placed on buildings in the empire

Use the image to answer questions 5 and 6.



5. What was the purpose of structures like this one? (4.17.g)
 - a) to serve as places of worship
 - b) to guard against outside attacks
 - c) to bring fresh water to Roman cities
 - d) to show where Roman cities' borders ended
6. What purpose did the arches in this structure serve? (4.17.g)
 - a) They provided support to the structure.
 - b) They were entirely used for decoration.
 - c) They allowed defenders to shoot at enemies.
 - d) They gave a window to the world of the gods.
7. Use the image to answer the following question.



What is this emperor famous for? (4.17.h)

- a) being the last emperor
- b) dividing the empire
- c) persecuting Christians
- d) converting to Christianity

8. What was Byzantium renamed? (4.17.h)

- a) Constantinople
- b) Nicaea
- c) Rome
- d) Judea

9. What did Emperor Justinian do? (4.17.h)

- a) He wrote a code of laws.
- b) He renamed the capital.
- c) He expanded the army.
- d) He split the empire.

10. Use the image to answer the following question.



What is this emperor famous for? Select the **two** correct answers. (4.17.f)

- a) writing the *Aeneid*
- b) setting up a treasury
- c) giving power to Antonius
- d) surrendering to his enemies
- e) expanding Rome's borders

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

How did Rome change under the rule of Augustus? (4.5, 4.5.a, 4.17.f)

Assessment: Chapter 3—“Imperial China”

A. On your own paper, write the letter that provides the best answer.

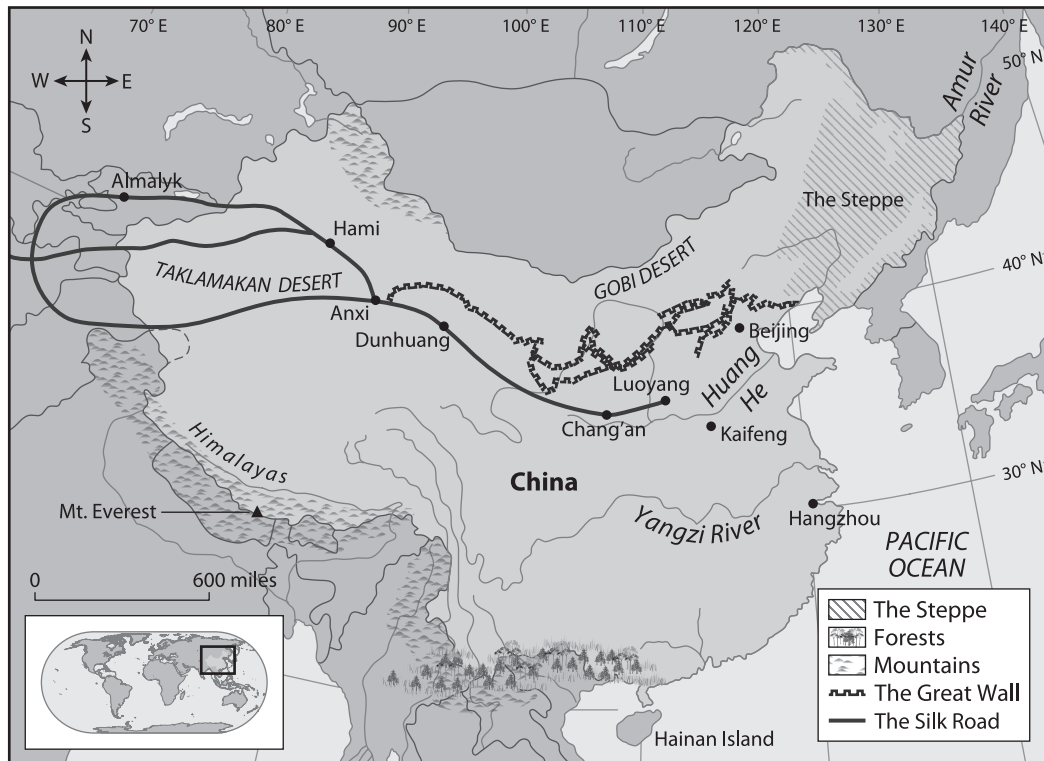
1. Use the image to answer the following question.



What is this emperor known for? (4.18.d)

- a) unifying China
 - b) dividing China
 - c) following Confucianism
 - d) creating Legalism
2. What surrounded Qin Shi Huangdi in his tomb? Select the **two** correct answers. (4.18.d)
- a) statues of angels
 - b) statues of horses
 - c) statues of soldiers
 - d) statues of dragons
 - e) statues of his children
3. Why was the Great Wall built? (4.18.e)
- a) to divide China into east and west
 - b) to keep out nomads called the Xiongnu
 - c) to stop trade between Japan and Rome
 - d) to commemorate historical events
4. What did Emperor Wudi of the Han dynasty order an official to travel into the wilderness to find? (4.18.f)
- a) people willing to help China defend itself
 - b) potions that would make him live forever
 - c) a country willing to buy China's silk
 - d) a trade route to foreign empires

5. Use the map to answer the following question.



Which conclusion is supported by this map? (4.18.g)

- a) The Silk Road weakened China's borders.
 - b) The Silk Road ended attacks by the Xiongnu.
 - c) The Silk Road took thousands of people to build.
 - d) The Silk Road connected China to other kingdoms.
6. What was invented in China a thousand years before it was widely used in Europe? (4.18.f)
- a) irrigation
 - b) brick
 - c) paper
 - d) porcelain
7. Use the image to answer the following question.



What was special about the spoon-shaped object in this image? (4.18.f)

- a) It protected a person from poison.

- b) It was used to measure liquids.
- c) It moved to point north.
- d) It was found in the sea.

8. Use this passage from *The Writings of Master Han Fei* to answer the following question.

A state cannot be strong forever, nor can it remain weak. When its laws are strictly administered [enforced], the state is strong. When its laws are loosely administered, the state is weak.

Which emperor followed this philosophy by enforcing laws very strictly? (4.18.d)

- a) Qin Shi Huangdi
- b) Liu Bang
- c) Wu Zhao
- d) Wudi

9. Use this passage from *The Writings of Master Han Fei* to answer the following question.

A state under an enlightened sovereign [ruler] does not provide for trivial [unimportant] documents but promulgates [puts into effect] a code of laws for the guidance of the people; nor does it follow the ways of the early kings but makes the governing officials the people's masters; nor does it tolerate private feuds [conflicts] but gets the people to die fighting in wars. In such a state, everyone abides by the law, works hard for the state, and delights in fighting.

According to this passage, what did Han Fei think about war? (4.2, 4.2.a, 4.18.c)

- a) War can be avoided by having a code of laws.
- b) War makes it difficult for officials to do their jobs.
- c) War weakens the state because many people die.
- d) War prevents people in the same country from feuding.

10. Use this passage from *The Writings of Master Han Fei* to answer the following question.

One gives and receives for his own selfish purpose. If there is common interest, men, even though they are strangers, will live in harmony. Conversely, if their interests conflict with one another, even they be father and son, they will strive [fight] against one another.

According to Han Fei, what makes strangers live in harmony? (4.2, 4.2.a, 4.18.c)

- a) equal wealth
- b) similar jobs
- c) common interest
- d) shared responsibilities

B. On your own paper, write a well-organized paragraph in response to the following prompt:

"Empires rise and fall; they split apart and reunite."

—*Romance of the Three Kingdoms* by Guangzhong Luo

How well does this statement describe imperial China? Make a claim and support it with evidence from your reading and chapter activities. (4.5, 4.5.a, 4.18)

Performance Task: *The Growth of Empires*

Teacher Directions: Rome and China both grew to be large, powerful empires around the same period in history. Their governments, economies, and cultures developed independently, yet shared a variety of similarities.

Activity Page



AP 1.4

Ask students to give a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentations.

Prompt:

In what ways were ancient Rome and imperial China similar? Give specific examples. (4.4, 4.5, 4.5.a, 4.5.c, 4.5.d, 4.17, 4.18)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Ancient Rome and imperial China were similar in the way they ran their governments.
Reason:	Ancient Rome and imperial China both had emperors.
Evidence:	Augustus Caesar was the first Roman emperor after he defeated Antonius. Qin Shi Huangdi became the first Chinese emperor when he declared he was chosen to rule by the Mandate of Heaven. Different emperors continued to rule both empires for hundreds of years.
Counterclaim and Answer:	The way the emperor was chosen and the power they had was different in each empire. However, in both empires, most of the power rested with a single ruler who could make laws, fight wars, and take on large construction projects without other people's approval.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.4), which is intended to be a support for students as they think about their responses.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of the Roman and Chinese empires; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Both Rome and China came to be ruled by emperors.• Rome’s empire grew from a republic and retained some principles of elected government, while China’s empire grew from a single ruler uniting many states that fought constantly.• In both Rome and China, the first single, powerful ruler (Augustus Caesar and Shi Huangdi, respectively) gained his position by taking the title for himself.• Both the Roman and Chinese empires lasted for hundreds of years after the first emperor took the title.• Under imperial rule, both Rome and China saw dramatic growth and technological innovations, such as Roman roads, bridges, and aqueducts and Chinese paper, compasses, and porcelain and the development of the Silk Road.• The Silk Road connected the Roman and Chinese empires, and cultural diffusion may have influenced each empire.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the Roman and Chinese empires, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized, but some minor errors may be present.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the Roman and Chinese empires, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the Roman and Chinese empires. The writing may exhibit major issues with organization and focus.

Activity Page 1.1**Use with Chapter 1****Letter to Family**

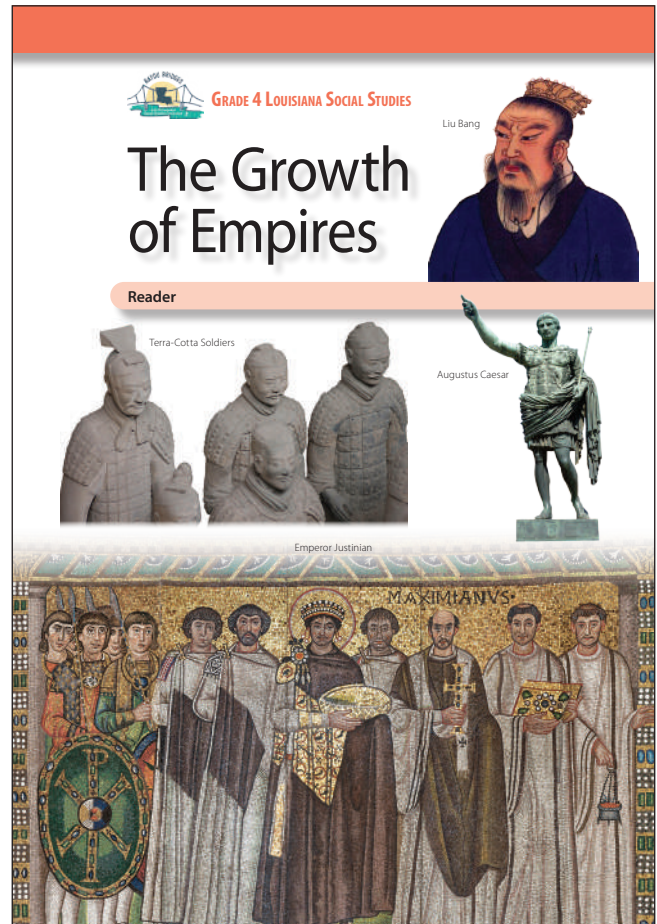
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the Roman and Chinese empires. They will learn about the rise of the Roman Republic. They will learn how Rome expanded to a powerful empire and how it then split and collapsed. They will also learn about the beginnings of imperial China and the first dynasties.

In this unit, students will study the geography of the Mediterranean region and China. They will explore historical events such as the development of democracy in Rome, the rise to power and subsequent assassination of Julius Caesar, the founding of the Roman Empire by Julius Caesar's nephew Octavian, Emperor Constantine's conversion to Christianity, the fall of the Roman Empire, the unification of China, and the advancements made by China's Qin and Han dynasties, including the construction of the Great Wall and Grand Canal. Students will also analyze primary sources related to these events and evaluate claims and evidence.

As part of their exploration, students will also learn a little bit about the lives of enslaved people in ancient Rome and the rise of Christianity. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 2–3

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 need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2–3

Think about context.

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

Draw a conclusion about the artifact.

Name _____ Date _____

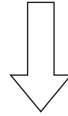
Primary Source Analysis

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

SOURCE:

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?*

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

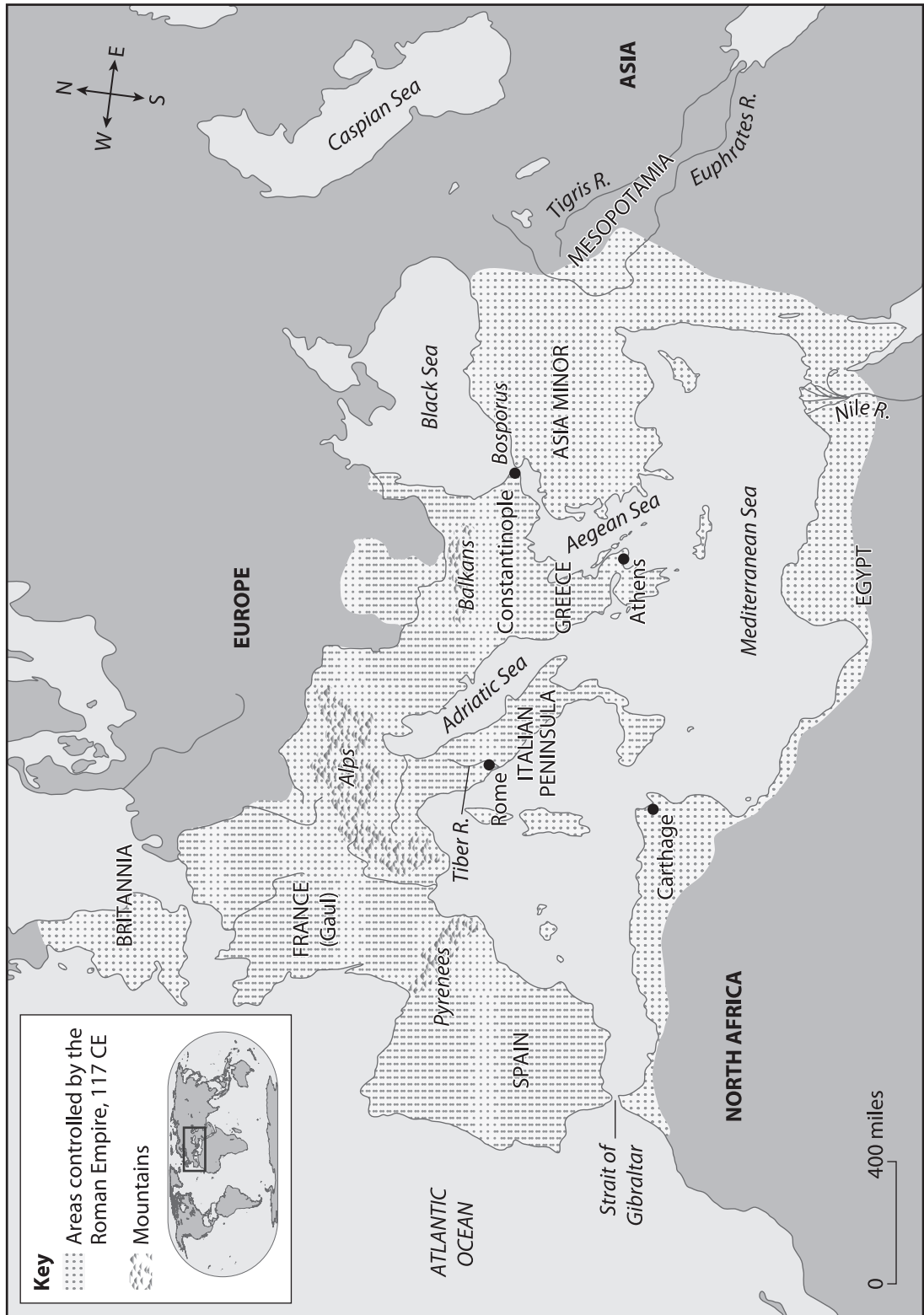
For each word, write the letter of the definition.

- | | | |
|-------|-----------------|--|
| _____ | 1. peninsula | a) surrounding enemy buildings or other locations so that those within cannot receive supplies |
| _____ | 2. republic | b) to reject or refuse to approve a law |
| _____ | 3. patrician | c) more than one-half |
| _____ | 4. plebeian | d) a ruler who has total control |
| _____ | 5. consul | e) a member of one of the wealthiest and most powerful families of Rome |
| _____ | 6. veto | f) characterized by improper behavior, such as taking bribes |
| _____ | 7. official | g) a piece of land sticking out into a body of water so that it is almost surrounded by water |
| _____ | 8. majority | h) a war between groups of people who live in the same place |
| _____ | 9. laying siege | i) traditional Roman clothing made of fabric draped around the body |
| _____ | 10. toga | j) a raised canal that carries water from one place to another |
| _____ | 11. aqueduct | k) a form of government in which people elect representatives to rule for them |
| _____ | 12. dictator | l) one of two people elected to rule the Roman Republic |
| _____ | 13. civil war | m) a person who was an ordinary free Roman in the lower social class |
| _____ | 14. corrupt | n) a person who carries out a government duty |

Activity Page 2.1

Use with Chapter 2

Roman Geography



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

Use the map to answer the following questions.

1. Which Roman province was the farthest north?

2. Which Roman province was the farthest east?

3. Which Roman province was the farthest south?

4. Which body of water formed the western boundary of the Roman Empire?

5. Which three bodies of water surround Asia Minor?

6. A Roman travels by land from Greece to Spain. On what continent are they traveling?

7. A Roman travels from Rome to Mesopotamia. What Roman provinces do they pass through?

8. To sail from Athens to Constantinople, what bodies of water would a Roman need to cross or pass through?

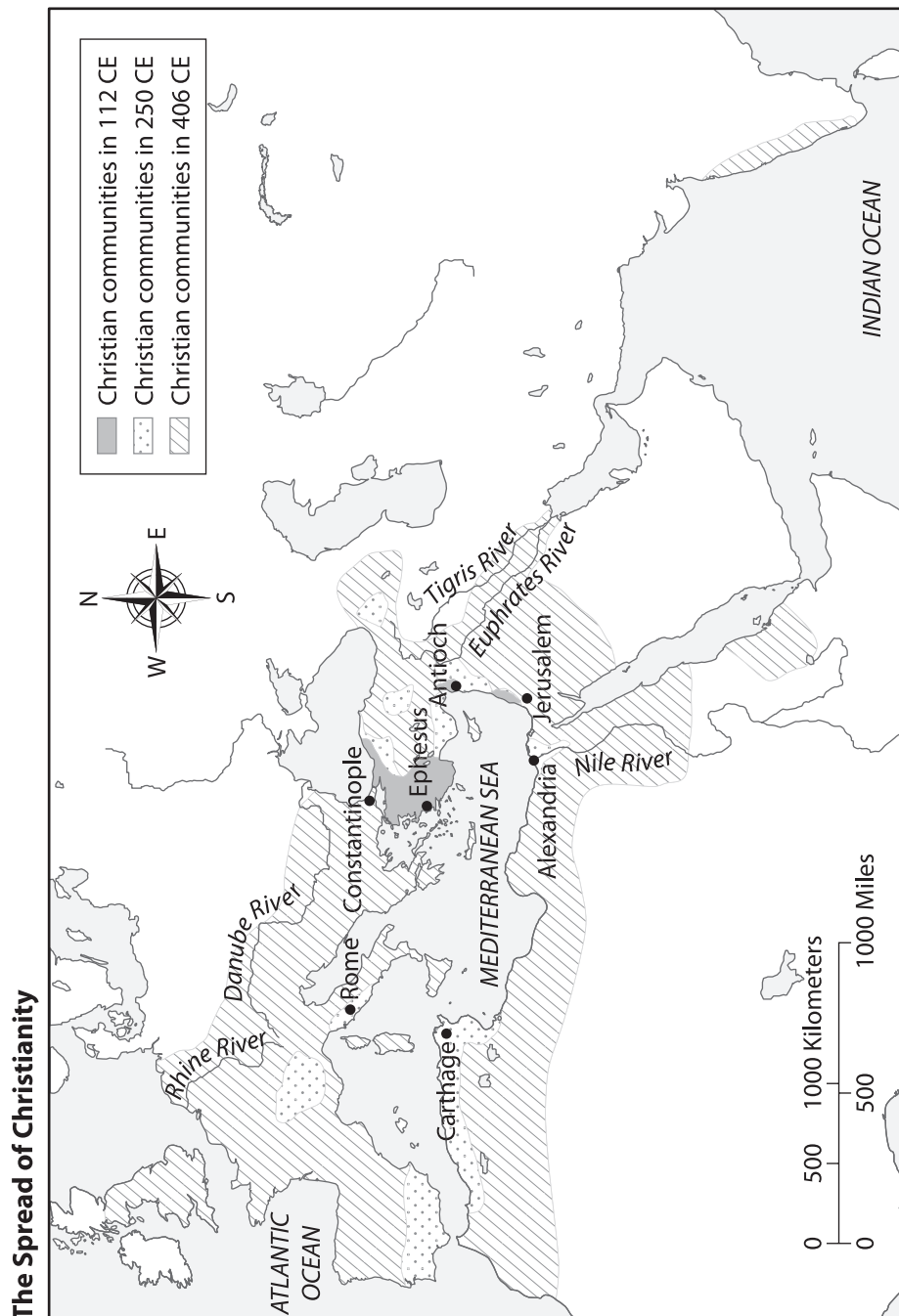
Activity Page 2.2

Use with Chapter 2

The Spread of Christianity

The religion of Christianity began in the days of the Roman Empire. Today, it is the largest monotheistic religion in the world. Christianity understands one God through the Trinity: a belief in God as Father, Son, and Holy Spirit. Christians follow the teachings of Jesus Christ, who they believe to be the son of God. Central to Christian belief is Jesus’s resurrection, his being raised to life after death. While early Christians were persecuted for their beliefs, the religion still managed to spread widely.

The map shows the location of Christian communities as the religion spread. Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

1. Which cities had Christian communities in 112 CE?

2. Which body of water was near most Christian communities in 250 CE?

3. Were most Christian communities in 406 CE east of Jerusalem or west of Jerusalem?

4. What might explain the location of the Christian community across the Indian Ocean from the rest of the communities on this map?

5. How would you summarize the information presented on this map about the spread of Christianity from 112 CE to 406 CE?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to complete each sentence.

emperor	legion	treasury	tax	fleet
persecute	doctrine	strategic	sack	

1. Before Constantine's rule, it was legal to _____ Christians.
2. A Roman soldier served in a(n) _____.
3. The Roman _____ moved goods and people by sea.
4. Augustus was Rome's first _____.
5. Augustus reorganized Rome's _____ system.
6. The Nicene Creed is the _____ that was created under Constantine's reign.
7. Augustus gave money to his military generals through the _____.
8. The Gothic leader Alaric I was able to _____ the city of Rome in 410 CE.
9. Constantine moved his capital to Byzantium for its _____ location.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

Use the words in the word bank to complete each sentence.

nomad	yurt	trade route	yak	cultural diffusion
	hemp	porcelain	celadon	

1. The Chinese made paper by mashing together _____, tree bark, and other ingredients.
2. A Xiongnu was a(n) _____ who wandered the open grasslands, called steppes.
3. The Silk Road became an important _____.
4. A(n) _____ is a home that can be taken down quickly when it is time to move.
5. Buddhism spread into China through _____.
6. Pottery glazed with _____ is green or blue.
7. Beautiful Han dynasty _____ is so strong that it still survives today.
8. A merchant on the Silk Road might have used a(n) _____ to carry goods.

- 4.1.** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 4.3** Explain connections between ideas, events, and developments in world history.
- 4.4** Compare and contrast events and developments in world history.
- 4.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 4.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.
- 4.7** Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.
- 4.8** Describe the origin and spread of major world religions as they developed throughout history.
- 4.9** Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.
- 4.10** Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
- 4.11** Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.12** Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.

4.13 Describe the geographic, political, economic, and cultural structures of the ancient Near East.

- a) Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.
- b) Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
- c) Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.
- d) Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.
- e) Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.
- f) Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”
- g) Describe the achievements of the ancient Israelites.

4.14 Describe the geographic, political, economic, and cultural structures of ancient Egypt.

- a) Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.
- b) Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.
- c) Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
- d) Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt.
- e) Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
- f) Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

4.15 Describe the geographic, political, economic, and cultural structures of ancient India.

- a) Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.
- b) Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.
- c) Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.

4.16 Describe the geographic, political, economic, and cultural structures of ancient Greece.

- a) Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula, and Sparta.
- b) Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.
- c) Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.

- d) Explain the basic concepts of direct democracy and oligarchy.
- e) Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.
- f) Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.
- g) Describe the polytheistic religion of ancient Greece.
- h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.
- i) Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.
- j) Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.

4.17 Describe the geographic, political, economic, and cultural structures of ancient Rome.

- a) Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.
- b) Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
- c) Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.
- d) Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.
- e) Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.
- f) Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.
- g) Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.
- h) Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.

4.18 Describe the geographic, political, economic, and cultural structures of ancient China.

- a) Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.
- b) Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.
- c) Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.
- d) Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.
- e) Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.
- f) Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.
- g) Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.

- 4.19** Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.
- a)** Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of America, Atlantic Ocean, South America, and the Yucatan Peninsula.
 - b)** Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
 - c)** Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.
 - d)** Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.
 - e)** Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
 - f)** Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
 - g)** Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.

Answer Key: The Growth of Empires

Chapter Assessments

Chapter 1

- A. 1. d 2. b 3. a 4. b 5. b 6. b 7. b, d 8. a, e 9. a 10. b
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the development of the republic system of government, the election of the consuls who held veto power, the extension of voting rights to the plebeians, the use of dictatorship in times of crisis, and the rise of Caesar as dictator for life. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. d 2. d 3. c 4. c 5. c 6. a 7. d 8. a 9. a 10. b, e
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the fact that Augustus divided the army into parts; set up a treasury to pay the army; reorganized the tax system; created systems to protect Rome from floods, fires, food shortages, and crime; and ordered construction of new aqueducts and public buildings. Answers should include explanations of how the evidence supports the claim.

Chapter 3

- A. 1. a 2. b, c 3. b 4. a 5. d 6. c 7. c 8. a 9. d 10. c
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the fact that China remained a single empire for centuries after Qin Shi Huangdi united it; the fact that dynasties built on the achievements of those before them, such as the continued building of the Great Wall and canals; and the fact that, although the Qin dynasty was short, the Han dynasty lasted for hundreds of years. Answers should include explanations of how the evidence supports the claim.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source. The source is a written description of Julius Caesar and his troops reaching the Rubicon just before they marched on Rome.

Connect the source to what you know. The act of crossing the Rubicon signaled that Caesar was prepared to fight for the rule of Rome. This source describes the last moments he had to back out.

Understand the source. Identify its message, purpose, and/or audience. The source is meant to give a historical but personal account of Caesar's actions. It shows Caesar in a positive light.

Draw a conclusion from or about the source. The source shows that Caesar knew that his actions would have major consequences for all of Rome.

Domain Vocabulary: Chapter 1 (AP 1.5)

- | | |
|------|-------|
| 1. g | 8. c |
| 2. k | 9. a |
| 3. e | 10. i |
| 4. m | 11. j |
| 5. l | 12. d |
| 6. b | 13. h |
| 7. n | 14. f |

Primary Source Analysis (AP 1.3): Chapter 2 Primary Source Feature

Describe the source. The source is a statue of Augustus Caesar.

Connect the source to what you know. Augustus Caesar was known as a great ruler, which was an image he cultivated for himself.

Understand the source. Identify its message, purpose, and/or audience. The source was meant to be seen by the Roman people. It was meant to make them believe that Augustus Caesar was a mighty ruler with great military power.

Draw a conclusion from or about the source. The source shows that Augustus Caesar wanted people to think of him as strong and powerful.

Roman Geography (AP 2.1)

1. Britannia
2. Mesopotamia
3. Egypt
4. Atlantic Ocean
5. Black Sea, Aegean Sea, Mediterranean Sea
6. Europe
7. Greece and Asia Minor
8. Aegean Sea, the Bosphorus

Spread of Christianity (AP 2.2)

1. Cities with Christian communities in 112 CE were Jerusalem, Antioch, and Ephesus.
2. The Mediterranean Sea was near most Christian communities in 250 CE.
3. Most Christian communities in 406 CE were west of Jerusalem
4. Possible answer: People may have used the Indian Ocean as a trade route, so the religion may have travelled over there with them.
5. Possible answer: This map shows that Christianity spread from three areas east of the Mediterranean Sea in 112 CE to completely surrounding the Mediterranean Sea by 406 CE.

Primary Source Analysis (AP 1.3): Chapter 3 Primary Source Feature

Describe the source. The source is a written description of the ideal state as described by its writer.

Connect the source to what you know. This source was the basis for Legalism, which guided Qin Shi Huangdi when he set up the government of the first Chinese dynasty.

Understand the source. Identify its message, purpose, and/or audience. The source is meant to be read by people interested in politics. Its purpose is to convince them of the way a state should be run and the way its people should behave.

Draw a conclusion from or about the source. The source was useful for setting up a strong government in the time after the Chinese states were weak from warring with each other, but its principles were not suited to the long term because its ideas were ultimately abandoned by the Han dynasty.

Domain Vocabulary: Chapter 2 (AP 2.3)

1. persecute
2. legion
3. fleet
4. emperor
5. tax
6. doctrine
7. treasury
8. sack
9. strategic

Domain Vocabulary: Chapter 3 (AP 3.1)

1. hemp
2. nomad
3. trade route
4. yurt
5. cultural diffusion
6. celadon
7. porcelain
8. yak

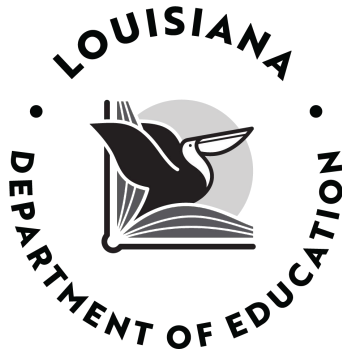


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Rome invaded by the Barbarians, Scarpelli, Tancredi (1866–1937) / Private Collection / © Look and Learn / Bridgeman Images: 7g

Scott Hammond: 6b–c, 48b

St. Paul Preaching at Athens (cartoon for the Sistine Chapel) (PRE RESTORATION), Raphael (Raffaello Sanzio of Urbino) (1483–1520) / Victoria & Albert Museum, London, UK / Bridgeman Images: 7c

Svintage Archive / Alamy Stock Photo: Cover A, 61a

The death of Julius Caesar, Doughty, C.L. (1913–85) / Private Collection / © Look and Learn / Bridgeman Images: 6k

Travel Pictures Ltd/SuperStock: 6g

Vercingetorix throws down his arms at the feet of Julius Caesar, 1899 (oil on canvas), Royer, Lionel Noel (1852–1926) / Musee Crozatier, Le Puy-en-Velay, France / Bridgeman Images: 6j

Vincent Leblic/Photononstop -La Phototheque: Cover B, 61b

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units at this level include:

Prehistory and the Agricultural Revolution

Ancient Near East

Early Civilizations: India, China, and Greece

The Growth of Empires

Early Civilizations in North America

Early Civilizations: The Maya

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