

### Big Idea Card

#### Big Ideas of Lesson 1, Unit 3

- The term "civilization" is used to describe larger groups of people living together in one place in more complex societies with social hierarchies and specialization of labor. During this era, between 4000 and 1000 BCE, this new way of living began to develop in different parts of the world.
- Geography played a key role in shaping the location of the earliest civilizations. They tended to develop in river valleys where there was access to water and fertile soil for highly productive agriculture. These civilizations also developed at similar latitudes with similar, temperate climates.
- Civilizations were made possible by the development of more intensive agriculture, and at the same time, they required people to farm even more intensively. With more people and more resources in one place, culture developed along with laws and written language. The development of writing signaled the beginning of recorded history.

Name:

Hour:

Note: If you are absent, it is your responsibility to go to <https://mrsramseyworldhistory7thgrade.weebly.com> and complete the vocabulary for the day/days you were absent.

#### Unit 3: Lesson 1: What are Civilizations?

Term and Definition	Example	Picture/Symbol
a type of society characterized by most of the following: dense population, agricultural economy, cities, complex social hierarchy, complex occupational specialization, centralized state, monumental building, a writing system, and dominant belief system	modern day Iraq is considered the first civilization.  near _____	
in a civilization when people adopt different jobs, like artisan or priest, that don't involve growing or gathering food	are evidence of increased specialization during Era 2.	
an order of social classes with producers at the bottom and leaders of kings at the top.	In Era II, _____ and _____ were at the bottom of the social hierarchy.	
a type of civilization that developed near or around a major river and considered to be the earliest known large human civilizations.	The four river valley civilizations of Afro-Eurasia were _____, _____, _____, and _____ and developed between 4,000 BCE and 1,000 BCE.	
Jared Diamond's theory that some regions developed more rapidly and were able to expand and conquer much of the world because the natural resources available to them, along with the climate and geography, gave them an early advantage into agriculture before people in other places	The _____ had geographic luck because its mild climate and river valley fertile soil made it easier for people to begin farming.	
the process by which people change plants and animals over time at a genetic level to increase their productivity or other desired traits	Fruit _____ happened, for example, when people chose only the largest fruits to eat and then planted their seeds, resulting in bigger fruit in general over time.	

**Big Idea Card**

**Big Ideas of Lesson 2, Unit 3**

- Civilization in Afro-Eurasia developed around river valleys at the Tigris and Euphrates in Mesopotamia, the Nile in Egypt, the Indus River in modern India/Pakistan, and the Yellow River (Huang He) in modern China.
- These areas had climactic features and natural resources which facilitated the intensification of agriculture and allowed for larger groups of people to live there.
- As civilizations developed, new problems emerged which necessitated new solutions, and innovation occurred at a faster pace in a variety of areas including technology, government, culture and art, and writing. New systems of social hierarchy also developed.
- The largest settlements of humans developed into cities, and over time, more and more people began to live in cities... a trend that continues today.

**Unit 3: Lesson 2: The Early River Valley Civilizations**

Term and Definition	Example	Picture/Symbol
action or process that makes something stronger or more extreme; the process of change and growth in Era 2	Urbanization is a result of the rapid _____ and _____ in cities.	
the civilization that developed around the Tigris and Euphrates rivers around 3500 BC/BCE	Sumer was a complex ancient _____ that exists in modern _____.	
the longest river in the world located in Northeastern Africa	Cities developed along the _____ and were _____ into a complex society over five thousand years ago.	
a large river surrounded by fertile land in modern India/Pakistan	The _____ culture Developed along the _____ River during Era 2.	
a large river in northern China, where Chinese civilization developed	The _____ dynasty ruled the _____ River valley for 500 years.	
the crescent-shaped area of arable land, that is considered the cradle of civilization	The _____ was home to the earliest known western civilizations.	

Unit 3: Lesson 3: What Were Early Civilizations Like?

**Big Ideas of Lesson 3, Unit 3**

- Agrarian civilizations during Era 2 shared many common characteristics like social hierarchies, central rulers, and advanced culture and technology.
- Ancient Egypt and Mesopotamia, for example, both had polytheistic religions (many gods), complex social hierarchies, and long periods of rule by a central authority (King or Pharaoh in these cases). They also traded with each other.
- To learn about life and society in these places so long ago, historians build their "stories" or accounts of the past by corroborating multiple sources of evidence. Using different sources, they look for patterns, or commonalities and differences, between the accounts in order to make conclusions about these different societies.

Term and Definition	Example	Picture/Symbol
a representation of an event from the past that is put together using evidence from multiple sources	The textbook's account of Mesopotamia did not mention _____.	
facts or information that can be used to test whether a belief or proposition is true or valid	Sumerian _____ in ancient Egypt are _____ of trade between the two civilizations.	
a person who was able to read and write, allowing for the creation of written records and messages	Egyptian _____ were seen to live a better life than _____.	
a person who worked as a farmer, builder, or general worker during Era 2.	Workers were at the bottom of the _____.	
worshipping or believing in more than one god	The Egyptians recognized and worshipped more than _____ gods.	
a group of people considered to be the best in a particular society or category because of their power, talent, wealth, or other characteristic	The _____ in Sumer controlled _____ and _____.	

**Big Ideas of Lesson 4 Unit 3**

- Intensification -- improvements in technology and farming practices that allowed people to produce and store more food -- enabled more people to live in one area.
- As more people began to live in one area with more resources to distribute, new problems developed which required new solutions.
- Important solutions that developed to help people manage these new problems included the written language, systems of law, and centralized political power (government).
- Writing systems and laws developed over time in different ways in different societies. This is because different civilizations had different people, different environments and geography, and thus different needs and cultures.
- Both writing and legal systems helped to firmly establish social hierarchies and divide power up in different ways.

**Unit 3: Lesson 4: How did Intensification Lead to the Development of Writing, Laws, and Centralized Governments in Early Civilizations?**

Term and Definition	Example	Picture/Symbol
characters formed by the arrangement of small wedge-shaped elements and used in ancient Sumerian, Akkadian, Assyrian, Babylonian, and Persian writing	The Sumerians used _____ writing to keep track of _____ products and _____.	
writing system that uses symbols or pictures to denote objects, concepts, or sounds, originally and especially in the writing system of ancient Egypt	The Egyptians used _____ to record the histories of their rulers.	
agricultural getting more resources from a given land area by creating new technologies and lifeways	The development of agriculture lead to _____ in the amount of food available, so more people could live in one place.	
an organizing structure where the main unit has the power, right, and ability to control smaller units	King _____ developed _____ authority in Sumer.	
a rule of conduct or action that is binding and enforced by a controlling authority	Early _____ had _____ to protect farmers' access to water.	
a person who learned to read and write hieroglyphs and hieratic (a quicker and shorter form of hieroglyphs)	The _____ had an important job and kept track of _____ and other _____.	

### Big Ideas Card

#### Big Ideas of Lesson 5, Unit 3

- Not all people settled and lived in agricultural civilizations during Era 2. Some people, in particular pastoral nomads, lived in geographic areas that did not support farming and large concentrations of people.
- Pastoral people developed a distinct way of life that included herding animals and moving to find grazing land for their herds. Pastoral nomads depended upon their animals for their livelihoods, using them to meet a range of needs including food, clothing, and transportation.
- Nomadic peoples moved from place to place and interacted with settle farmers, spreading technology/ideas/goods between civilizations, and occasionally raiding/attacking settled areas.
- Nomadic people generally did not leave their own written records, but accounts of them exist in the records of settled, agrarian societies. These accounts generally only offer the agrarian perspective of nomads.

### Unit 3: Lesson 5: Who Were the Nomadic Pastoralists and How Did They Live?

Term and Definition	Example	Picture/Symbol
having no fixed home and move from place to place in search of food, water, and grazing land	_____ pastoralists living in ancient times sometimes interacted with peoples of early civilizations in _____.	
a way of life where a group of people survives from the secondary products of herds and followed patterns of grazing to keep their herds alive	People in Europe and inner Asia practiced _____ while people in the Fertile Crescent were _____.	
people who depend on domestic livestock, migrate in an established territory to find pasture for their animals	invaded _____ valley civilizations.	
large groups of domesticated animals like sheep and goats	Some people gathered _____ of animals and traveled with them across great _____.	
the belt of dry and semi-arid land that extends across Afroeurasia from the Sahara Desert in the west to Manchuria in northern China	Humans used _____ animals to live on the margins of the _____.	
a vast grassland	The Eurasian _____ was home to many pastoral people during Era 2.	

**Big Idea Card**

**Big Ideas of the Lesson:**

- During Era 2, people in Afro-Eurasia developed and improved important technologies. These technologies in turn transformed how people lived, worked, and interacted across societies. Some significant technological advances included pottery, plows, irrigation, woven textiles, metallurgy, and wheels and wheeled vehicles.
- In general, people developed these technologies to solve new problems, such as how to farm more efficiently, or how to better fight to defend a city. As these technologies developed, people required more resources and thus faced new problems (obtaining, using, and protecting resources) and these new problems led to further advances and innovations in technology.
- Technology and ideas were spread over large areas and expanses of time throughout Era 2 through the process of cultural diffusion.
- Historical accounts of the past can be developed by analyzing multiple sources of evidence using both historical and archaeological methods.

Term and Definition	Example	Picture/Symbol
the process of different cultures adopting ideas and technology from other cultures over time	_____ across the Mediterranean Sea brought the Phoenician alphabet to cultures in Europe and Africa.	
a wheeled carriage powered by horses that was essential for trade and warfare throughout Afroeurasia beginning in about 3000 BC/BCE	The Hyksos were able to swiftly attack and invade _____ thanks to chariots.	
the art and science of producing metal goods, all the way from mining and extracting metal from mineral ores to the shaping of metal objects	Early _____ in human history centered upon the mining and use of _____.	
the use and knowledge of tools, crafts, or technical systems to solve problems and/or complete different tasks	An early human _____ involved learning how to strategically use _____ to clear land for different purposes.	
a metal alloy (metal mixture) consisting of mostly copper, but also with tin or lead and is harder and stronger than plain copper	_____ made from bronze became important during Era 2.	
cloth or fabric that is woven, knitted, or otherwise manufactured	Clothing in some areas was made from _____ textiles.	
a period after the Stone Age characterized by the manufacture and use of bronze tools and weapons made by heating and combining copper and tin	During the _____ some humans created more durable tools than during the _____.	

**Big Idea Card**

**Big Ideas of Lesson 7: Unit 3**

- Era 2 was characterized by the rise and fall of kingdoms with strong monarchs, powerful militaries, rigid social hierarchies, and growing cities.
- Era 2 was also characterized by steady growth in population.
- Finally, Era 2 was also a time of increasing interaction at different levels. This interaction occurred as both cooperation and conflict within farming societies, across farming societies, and also between farming societies and pastoral nomads.
- Across farming societies, and between farming societies and nomads, conflict tended to involve war, conquest, and competition for land and resources, whereas cooperation focused on trade.

**Unit 3: Lesson 7: Interaction in Era 2 – Conflict and Cooperation**

a country, state, or territory ruled by a king or queen or other monarch	The _____ of Assyria was powerful for a time.
a series of rulers in a particular place considered members of the same family	The _____ ruled China for many years.
increase in the number of people in a particular place	During periods of _____ growth, there is a need for more _____ and _____.
taking control of a people or place through military force	The _____ gained control of different areas through _____.
a gift or payment to one who has power over another to show respect and obedience	The _____ of Egypt received _____ from many other societies.
a group of peoples with high rank and privilege, generally gained through birth or connection to a ruler	The _____ brothers and sisters were part of the _____ of Egypt.

**Big Idea Card**

**Big Ideas of Lesson 8, Unit 3**

- During Era 2, most of the world's population lived in Afro-Eurasia. The civilizations developed in Afro-Eurasia earlier in Era 2 than did civilizations in other world zones. Nevertheless, humans lived in every region of the world except Antarctica.
- During Era 2, there were four world zones that developed quite independently from each other: Afro-Eurasia, Sub-Saharan Africa, the Americas, and Oceania. People in each zone had contact with each other, but the zones were generally isolated from each other by geographic features (oceans, deserts, etc.).
- Humans in these world zones developed in some similar ways, although at different paces. However, each zone was also different, being shaped by the interactions of humans with the unique geographies and resources in each place.

areas of the world that had lots of movement and interaction among the people who lived there, but that were not connected to other world zones	People in the _____ of the Americas did not trade with people in _____ until after 1492.
when people began living permanently in one place instead of moving around to find food	The people of _____ did not move from place to place, but exhibited _____.
the part of Africa below the Sahara Desert	The _____ is in _____ Africa.
the connected regions of North and South America	_____ developed later in _____ than it did in _____.
the region of the world centered on the islands of the tropical Pacific Ocean	People had to travel by _____ to settle in _____.