

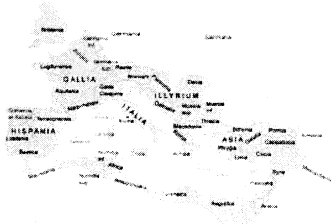



Big Idea Card

Big Ideas of Lesson 1, Unit 4

- In the time period from 1000 B.C.E. – 500 C.E., large civilizations developed in present-day China and India, as well as in the Mediterranean, Middle East, and Northeast Africa. Many of these civilizations became major empires that spanned large portions of Afroeurasia.
- These empires were organized around a core city center but reached well beyond urban areas through trade and imperial expansion over time.
- People in these empires developed governments and militaries as well as networks for transportation and trade that connected diverse peoples across Afroeurasia.
- A somewhat different version of empire was developing independently in the Americas during the same time period.

Word Cards





<p>1 city-state</p>  <p>a city that, with its surrounding territory, forms an independent state</p> <p>Example: Athens and Sparta were powerful city-states in Greece that influenced much of the surrounding area.</p> <p>(SS070401)</p>	<p>2 dynasty</p>  <p>a line of hereditary rulers of a country or empire</p> <p>Example: China was ruled by several different dynasties that passed power from person to person within the same family.</p> <p>(SS070401)</p>
<p>3 empire</p>  <p>an extensive group of states or countries under a single, supreme authority</p> <p>Example: The Roman empire was large and powerful.</p> <p>(SS070401)</p>	<p>4 trade route</p>  <p>a series of paths or roads used for the exchange of goods and services across and within regions</p> <p>Example: People from all over Afroeurasia exchanged ideas and good over the 4000 mile long Silk Road.</p> <p>(SS070401)</p>

Big Idea Card

Big Ideas of Lesson 2, Unit 4

- Era 3 was characterized by the rise of a series of important, large empires throughout Afroeurasia. These empires shared several significant characteristics.
- Empires did not start from scratch; they emerged where large civilizations were already developed and where there were sufficient human and natural resources. Empires often changed hands, were conquered, or were absorbed by new empires.
- Empires depended upon strong leadership and large armies. In addition, bureaucratic systems – systems of rules and government – were needed to control large territories and lots of people.
- The development of trade and trade networks – especially roads – was important and ongoing and led to the exchange of goods as well as ideas and cultures.

Word Cards

<p>5 bureaucracy</p>  <p>a group of non-elected officials of a government or organization that carry out the rules, laws and ideas in order to organize and manage people, resources, and territory</p> <p>Example: The state of Michigan has a special department that is in charge of issuing drivers' licenses. (SS070402)</p>	<p>6 polytheistic</p>  <p>believing in more than one god</p> <p>Example: Zeus, Hera, Apollo, and Ares were some of the gods that ancient Greeks believed in. (SS070402)</p>
<p>7 conquest</p>  <p>taking control of a place or people with military force</p> <p>Example: Hitler tried to take over Europe during World War II. (SS070402)</p>	<p>8 alliance</p>  <p>when people or groups of people, like city-states, work together for a common goal</p> <p>Example: Countries in the United Nations often work together to solve big problems like world hunger. (SS070402)</p>

Big Ideas Card

Big Ideas for Lesson 3, Unit 4

- Power is the ability, strength, and capacity to do something. Authority is the right to use power to enforce rules or give orders. Empires in Era 3 wielded power and authority in different ways.
- The global pattern of development for human societies during Era 3 included the emergence of large empires in most of which an individual ruler held most of the power.
- Not every major society existed as an empire. Both empires and other types of civilizations during Era 3 organized power and authority in different forms including democracy, republics, and oligarchy.
- Empires exercised power and authority over vast geographic areas and many, many people during Era 3, thereby having an enormous impact on the development of civilization in general.

Word Cards

<p>9 power</p> <p>the ability, strength, and capacity to do something</p>  <p>Example: By commanding the strongest army in the world, the emperor had the power to take over foreign lands and their inhabitants.</p> <p>(SS070403)</p>	<p>10 authority</p> <p>the right to use power to enforce rules or give orders</p>  <p>Example: Empires in Era 3 wielded power and authority in different ways.</p> <p>(SS070403)</p>
<p>11 democracy</p> <p>rule by the people or a government in which many people are able to participate</p>  <p>Example: The United States' government is a representative democracy.</p> <p>(SS070403)</p>	<p>12 dictator</p> <p>a ruler with absolute power</p>  <p>Example: Although Sulla was the dictator of Rome for only two years, he had total power for that time.</p> <p>(SS070403)</p>
<p>13 republic</p> <p>a government with elected leaders</p>  <p>Example: After the development of the United States Constitution, the U.S. became a republic.</p> <p>(SS070403)</p>	<p>14 citizen</p> <p>someone officially recognized as a full member of a nation or kingdom</p>  <p>Example: When the United States was first formed, Native Americans and African-Americans were not considered citizens.</p> <p>(SS070403)</p>

15
aristocracy

**a government in which
a few elite citizens rule
and have power**



Example: The members of the Roman Senate could be considered aristocracy.

(SS070403)

16
autocracy

**a system of
government in
which all power is
held by one person**



Example: Rome became an autocracy when it turned into the Roman Empire and had an emperor.







(SS070403)

Big Ideas Card

Big Ideas for Lesson 4, Unit 4

- With civilization and the development of empires, human societies also developed complex social hierarchies with small groups of people controlling most of the resources and power.
- Slavery was part of these early social hierarchies, and slaves were at the bottom of the hierarchy. Slavery developed along with civilization, specialization, the development of agriculture, and a growing desire for cheap labor.
- Slavery was organized differently in different places and at different times, but always revolved around forced labor and the unequal treatment of certain groups of people. In empires like Rome, slavery became an important part of the overall economy.
- Slavery affected people differently, depending upon their place in the social hierarchy.

Word Cards


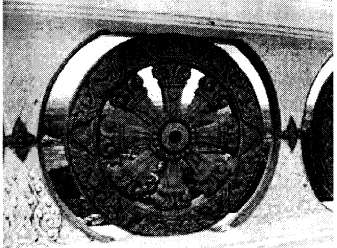
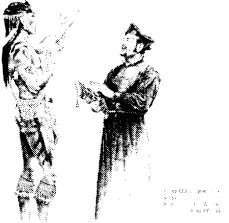

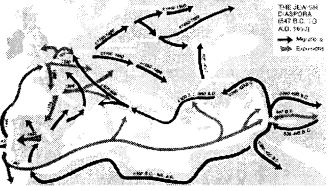
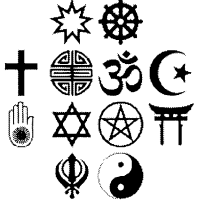
<p>17 slavery</p>  <p>systems in which some people are held as property by others and forced to do different types of work</p> <p>Example: Slavery existed in Ancient Egypt, and the great pyramids of Egypt were built in part by slaves.</p> <p>(SS070404)</p>	<p>18 elite</p>  <p>a group of people considered to be the best in a particular society or category, usually because of their power, talent, or wealth</p> <p>Example: Priests were often included in the elite classes of ancient civilizations because it was believed they could gain favor from the gods.</p> <p>(SS070404)</p>
<p>19 aristocrats</p>  <p>members of a ruling class or of the nobility and were usually wealthy landowners</p> <p>Example: In ancient empires, the family members of the emperor were aristocrats and enjoyed wealth with little work.</p> <p>(SS070404)</p>	<p>20 merchants</p>  <p>people who buy and sell goods for profit; business people</p> <p>Example: Merchants often had connections to people in other places because they bought and sold goods through large trade networks.</p> <p>(SS070404)</p>
<p>21 artisan</p>  <p>a worker in a skilled trade or craft; one who makes things by hand</p> <p>Example: There were many artisans in ancient Greece, some of which were skilled sculptors and stone workers. They were higher in the social hierarchy than unskilled laborers.</p> <p>(SS070404)</p>	<p>22 scholar</p>  <p>a person dedicated to the pursuit of learning and the building of knowledge; valued for their thinking rather than their labor</p> <p>Example: Scholars in ancient Greece were well-respected and studied topics related to mathematics, philosophy, and history.</p> <p>(SS070404)</p>

Big Idea Card

Big Ideas of Lesson 5, Unit 4

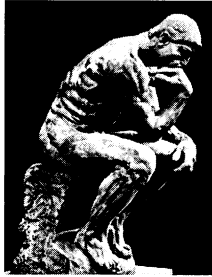
- As larger civilizations formed at the end of Era 2 and the beginning of Era 3, new opportunities arose for the development and spread of common belief systems, both philosophies and world religions, which could appeal to a wide range of people.
- The religions were “world religions” in that they united people with different cultures across different places. World religions are portable, as opposed to local religions that are more rooted to a specific place, and they spread through networks of contact and exchange.
- These world religions offered belief systems that appealed to many people. For example, they offered salvation or new life in different forms to all people, even the poor. They also provided common values and practices that shaped government and facilitated trade and communication across different cultural regions.

Word Cards

<p>23 sacred</p>  <p>regarded with great respect by a particular religious group and having a spiritual dimension</p> <p>Example: The Vedas are the ancient sacred texts of Hinduism, which recorded the religion's philosophy and customs.</p> <p>(SS070405)</p>	<p>24 reincarnation</p>  <p>the cycle of birth and rebirth of a soul into a new body</p> <p>Example: The ultimate goal of the religious path of Buddhism is to escape the cycle of birth and rebirth by getting rid of desires.</p> <p>(SS070405)</p>
<p>25 missionary</p>  <p>a person sent to promote a particular religion in a foreign place</p> <p>Example: Part of the reason the Christian religion spread so far and so fast is due to the use of missionaries who travel to other places and seek to convince people to become Christian.</p> <p>(SS070405)</p>	<p>26 convert</p>  <p>to adopt a new religion from the one previously practiced</p> <p>Example: Some religions try to actively convert people through the use of missionaries while others do not.</p> <p>(SS070405)</p>
<p>27 diaspora</p>  <p>the dispersion of people beyond their original homeland</p> <p>Example: By 70 CE there were more Jewish people living outside of their homeland, Jerusalem, than within it due to a diaspora.</p> <p>(SS070405)</p>	<p>28 religion</p>  <p>a system of beliefs involving the existence and often worship of a superhuman controlling power</p> <p>Example: Buddhism and Christianity are religions that were created during Era 3.</p> <p>(SS070405)</p>

29
philosophy

the study of the fundamental nature of knowledge, reality and existence based on observation and rational argument

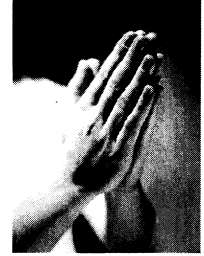


Example: Ancient Greek philosophy arose around 600 BCE and included thinkers like Socrates, Plato and Aristotle.

(SS070405)

30
religious ritual

a set of often repetitive acts that usually use symbolic objects, words, and actions.



Example: The religious ritual of going to church on Sunday is a common practice for Christians.





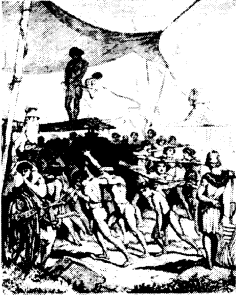
(SS070405)

Big Idea Card

Big Ideas of Lesson 6, Unit 4

- The authority of emperors during Era 3 was generally absolute, but how they used their power differed from one ruler to the next.
- Emperors justified their power in different ways, but assumed that they had the right or obligation to rule. Most emperors claimed a divine, or God-given, right to rule.
- Some emperors obtained power from being born into a specific family; they inherited power based on the idea of hereditary succession.
- Emperors sought to manage their people and societies through different means. Sometimes they used rewards, and other times they used force and punishment.

Word Cards

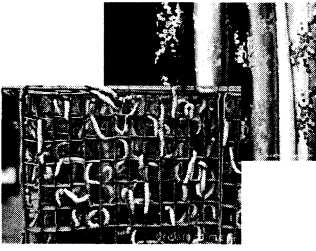



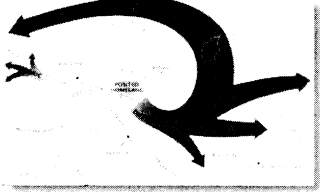
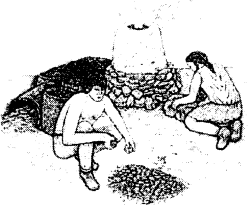
<p>31 yoke</p>  <p>a wooden bar that connects two animals like oxen pulling a plow; the word is also used to represent something that is controlling or oppressive</p> <p>Example: Throughout human history, millions of people have suffered the yoke of slavery. (SS070406)</p>	<p>32 monarchy</p>  <p>a form of government in which one person has the power to rule</p> <p>Example: Sumer and Egypt, starting around 3000 BCE, were headed by kings and queens, which are the earliest monarchies we know about. (SS070406)</p>
<p>33 bureaucracy</p>  <p>group of non-elected officials within a government or institution that implements the rules, laws, ideas and functions of their institution</p> <p>Example: In order to make it easier to manage his empire, Emperor Qin created a bureaucracy by dividing his empire up into different provinces with two government officials in charge of each province. (SS070406)</p>	<p>34 dharma</p>  <p>the virtue and right behavior (duty) necessary to maintain the natural order or balance of the universe, according to Hindu and Buddhist traditions; this word is difficult to translate into English</p> <p>Example: One dharma of a child is to obey his/her parents, while one dharma of parents is to look after their children. (SS070406)</p>
<p>35 oppression</p>  <p>prolonged cruel or unjust treatment or control</p> <p>Example: Emperor Qin's reign was marked by oppression. He forced thousands of people to build the Great Wall and put many Confucian scholars to death. (SS070406)</p>	

Big Idea Card

Big Ideas of Lesson 7, Unit 4

- Life during the Age of Empires in Afroeurasia (Era 3) was also characterized by increasing contact and connection that spread ideas, belief systems, commercial goods, and technologies between peoples across this vast region.
- These exchange networks also connected people across different ecological zones; for example, nomadic peoples of the Asian steppes were in contact with agricultural peoples in river valley areas.
- Stable empires needed ever-increasing access to new resources and ideas, so they created the conditions that allowed for trade to expand.
- As exchanges increased, so did collective learning across the region. Technologies developed and spread, including iron, which led to marked changes in human societies.

Word Cards

<p>36 silk</p>  <p>a fine, strong, soft, shiny fiber produced by silkworms in making cocoons and collected to make thread and fabric</p> <p>Example: Many Roman emperors wanted silk sheets. (SS070407)</p>	<p>37 iron</p>  <p>a strong, hard, magnetic, silvery-gray metal, often used to make tools and weapons</p> <p>Example: The Celts of northern Europe were known for their iron swords. (SS070407)</p>
<p>38 diplomacy</p>  <p>managing international relations, or how two countries or empires get along, typically by sending a country's representatives to live with and deal with another place.</p> <p>Example: The United States uses diplomacy to try to help solve problems with nations in other parts of the world. (SS070407)</p>	<p>39 merchant</p>  <p>a person involved in selling or trading products; sometimes one who travels bringing products from one place to another</p> <p>Example: Merchants have played an important role in history by bringing new products from one place to another. (SS070407)</p>
<p>40 cultural diffusion</p>  <p>the spreading of culture (ideas, language, beliefs, etc.) from one people to another</p> <p>Example: Cultural diffusion happens very quickly today as a result of the internet. (SS070407)</p>	<p>41 smelting</p>  <p>removing metal from ore (rock with embedded metal) by heating it up, melting it out, and processing it</p> <p>Example: To get iron from iron ore, humans had to learn how to build furnaces where they could carry out smelting. (SS070407)</p>

Big Idea Card

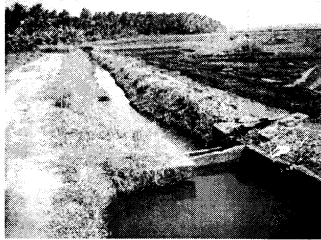
Big Ideas of Lesson 8, Unit 4

- The global pattern for the development of human societies in Era 3 was the growth of large empires that spanned vast regions of land.
- Although Era 3 was, in many ways, the Age of Empires, it is likely that more people did not live in empires as compared to those who did.
- Nevertheless, even where empires did not exist, human societies were rapidly growing and developing, although in different ways, all across the globe.
- By studying both examples and non-examples of empires, we gain a better understanding of what empires actually were and why they were important.

Word Cards

42 irrigation

supplying dry land with water by means of ditches, pipes, or streams

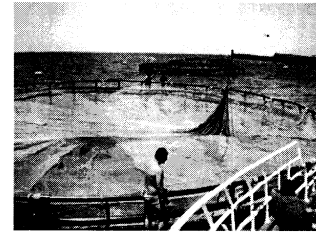


Example: The Moche used complex irrigation systems to assist in farming.

(SS070408)

43 aquaculture

the farming of ocean and freshwater plants and animals for human consumption



Example: The Lapita used aquacultural resources to live.

(SS070408)

44 grindstone

a stone wheel for sharpening; an abrasive wheel that sharpens or polishes something

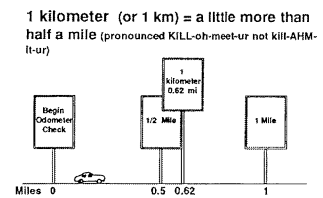


Example: The grindstone was used for sharpening tools and weapons.

(SS070408)

45 kilometer

a unit of length, the common measure of distances equal to 1000 meters, and equivalent to 0.621 mile

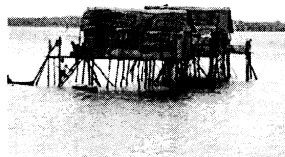


Example: The field was five kilometers wide.

(SS070408)

46 stilt-legged

either of a pair of long, slender poles upon which something is rested in order to elevate it above the ground



Example: They built a stilt-legged house in case of a flood.

(SS070408)