

Unit 4: Lesson 1: From Civilizations to Empires

Name:

Hour:

Term and Definition	Example	Picture/Symbol
<p>_____</p> <p>a city that, with its surrounding territory, forms an independent state</p>	<p>Athens and Sparta were powerful _____ in Greece that influenced much of the surrounding area.</p>	
<p>_____</p> <p>a line of hereditary rulers of a country or empire</p>	<p>China was ruled by several different _____ that passed power from person to person within the same family.</p>	
<p>_____</p> <p>an extensive group of states or countries under a single, supreme authority</p>	<p>The Roman _____ was large and powerful.</p>	
<p>_____</p> <p>a series of paths or roads used for the exchange of goods and services across and within regions</p>	<p>People from all over Afroeurasia exchanged ideas and goods over the 4,000 mile long Silk Road.</p>	

Unit 4: Lesson 2: What is the recipe for empire?

Term and Definition	Example	Picture/Symbol
<p>_____</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>The state of Michigan has a special department that is in charge of issuing drivers' licenses.</p>	
<p>_____</p> <p>believing in more than one god</p>	<p>Zeus, Hera, Apollo, and Ares were some of the gods that ancient Greeks believed in.</p>	
<p>_____</p> <p>taking control of a place or people with military force</p>	<p>Hitler tried to take over Europe during World War II.</p>	

<p>_____</p> <p>When people or groups of people, like city-states, work together for a common goal</p>	<p>Countries in the United Nations often work together to solve big problems like world hunger.</p>	
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Unit 4: Lesson 3: How did empires wield power and authority?

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

_____ a government in which a few elite citizens rule and have power	The members of the Roman Senate could be considered _____.	
_____ a system of government in which all power is held by one person	Rome became an _____ when it turned into the Roman Empire and had an emperor.	

Unit 4: Lesson 4: Social Hierarchy and Slavery in the Age of Empires

Term and Definition	Example	Picture/Symbol
_____ systems in which some people are held as property by others and forced to do different types of work	_____ existed in Ancient Egypt, and the great pyramids of Egypt were built by _____.	
_____ a group of people considered to be the best in a particular society or category, usually because of their power, talent, or wealth	Priests were often included in the _____ classes of ancient civilizations because it was believed they could gain favor from the gods.	
_____ members of a ruling class or of the nobility and were usually wealthy landowners	In ancient empires, the family members of the emperor were _____ and enjoyed wealth with little work.	
_____ People who buy and sell goods for profit; business people	_____ often had connections to people in others because they bought and sold goods through large trade networks.	

_____ a worker in a skilled trade or craft; one who makes things by hand	There were many _____ in ancient Greece, some of which were skilled sculptors and stone workers. They were higher in the social hierarchy than unskilled laborers.	
_____ a person dedicated to the pursuit of learning and the building of knowledge; valued for their thinking rather than their labor	_____ in ancient Greece were well-respected and studied topics related to mathematics, philosophy, and history.	

Unit 4: Lesson 5: The Emergence and Spread of World Religions

Term and Definition	Example	Picture/Symbol
_____ regarded with great respect by a particular religious group and having a spiritual dimension	The Vedas are the ancient _____ texts of Hinduism, which recorded the religion's philosophy and customs.	
_____ the cycle of birth and rebirth of a soul into a new body	The ultimate goal of the religious path of Buddhism is to escape the cycle of birth and rebirth by getting rid of desire.	
_____ a person sent to promote a particular religion in a foreign place	Part of the reason the Christian religion spread so far and so fast is due to the use of _____ who travel to other places and seek to convince people to become Christian.	
_____ to adopt a new religion from the one previously practiced	Some religions try to actively _____ people through the use of missionaries while others do not.	
_____ The dispersion of people beyond their original homeland	By 70 C.E. there were more Jewish people living outside of their homeland, Jerusalem, than within it due to a _____.	

_____ a system of beliefs involving the existence and often worship of a superhuman controlling power	Buddhism and Christianity are religions that were created during Era 3.	
_____ the study of the fundamental nature of knowledge, reality and existence based on observation and rational argument	Ancient Greek _____ arose around 600 B.C.E. and included thinkers like Socrates, Plato and Aristotle.	
_____ a set of often repetitive acts that usually use symbolic objects, words, and actions	The _____ of going to church on Sunday is a common practice for Christians.	

Unit 4: Lesson 6: From Religious Tolerance to Book Burning

Term and Definition	Example	Picture/Symbol
_____ 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	Throughout human history, millions of people have suffered the _____ of slavery.	
_____ a form of government in which one person has the power to rule	Sumer and Egypt, starting around 3000 B.C.E., were headed by kings and queens, which are the earliest _____ we know about.	
_____ group of non-elected officials within a government or institution that implements the rules, laws, ideas, and functions of their institution	In order to make it easier to manage his empire, Emperor Qin created a _____ by dividing his empire up into different provinces with two government officials in charge of each province.	
_____ 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	One _____ of a child is to obey his/her parents, while one _____ of parents is to look after their children.	

<p>_____</p> <p>prolonged cruel or unjust treatment or control</p>	<p>Emperor Qin's reign was marked by _____. He forced thousands of people to build the Great Wall and put many Confucian scholars to death.</p>	
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Unit 4: Lesson 7: Connections and Contacts in Era 3

Term and Definition	Example	Picture/Symbol
<p>_____</p> <p>a fine, strong, soft, shiny fiber produced by silkworms in making cocoons and collected to make thread and fabric</p>	<p>Many Roman emperors wanted _____ sheets.</p>	
<p>_____</p> <p>a strong, hard, magnetic, silvery-gray metal, often used to make tools and weapons</p>	<p>The Celts of northern Europe were known for their _____ swords.</p>	
<p>_____</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>The United States uses _____ to try to help solve problems with nations in other parts of the world</p>	
<p>_____</p> <p>a person involved in selling or trading products; sometimes one who travels bringing products from one place to another</p>	<p>_____ have played an important role in history by bringing new products from one place to another.</p>	
<p>_____</p> <p>the spreading of culture (ideas, language, beliefs, ect.) from one people to another</p>	<p>_____ happens very quickly today as a result of the internet.</p>	

<p>_____</p> <p>removing metal from ore (rock with embedded metal) by heating it up, melting it out, and processing it</p>	<p>To get iron form iron ore, humans had to learn how to build furnaces where they could carry out _____.</p>	
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Unit 4: Lesson 8: Empire...What it is...What it is not...

Term and Definition	Example	Picture/Symbol
<p>_____</p> <p>Supplying dry land with water by means of ditches, pipes, or streams</p>	<p>The Moche used complex _____ systems to assist in farming.</p>	
<p>_____</p> <p>the farming of ocean and freshwater plants and animals for human consumption</p>	<p>The Lapita used _____ resources to live.</p>	
<p>_____</p> <p>a stone wheel for sharpening; an abrasive wheel that sharpens or polishes something</p>	<p>The _____ was used for sharpening tools and weapons.</p>	
<p>_____</p> <p>A unit of length, the common measure of distances equal to 1,000 meters, and equivalent to 0.621 mile</p>	<p>The field was five _____ wide.</p>	
<p>_____</p> <p>either of a pair of long, slender poles upon which something is rested in order to elevate it above the ground</p>	<p>They build a _____ house in case of a flood.</p>	