

World Civilizations

Grade 6



Ancient Civilizations

Table of Contents



The 7 Strands of Social Studies	Pg. 3
Geography	Pg. 5
The Earliest People	Pg. 11
The Fertile Crescent; Mesopotamia	Pg. 15
Ancient Egypt	Pg. 21
Ancient India	Pg. 30
Ancient China	Pg. 40
Ancient Greece	Pg.55
Ireland	Pg. 64
The Roman Empire	Pg. 75
Kingdoms of Africa	Pg. 86
Medieval Europe	Pg. 97
Glossary	Pg. 102
Resources	Pg. 109

The 7 Strands of Social Studies

Geography
Government
History
Science, Technology & Society
Culture
Economy
Citizenship

These 'strands' are the basis of study for the civilizations expored in this course. Students will learn how to identify and describe the geography, government, history, technological advaces, culture, economy and citizenship of each Ancient Civilization.

Activity:

Create an mnemonic device to help you remember them. Come up with a word or saying that utilizes the first letter of each strand.

Geography: Location, places, regions, physical features and more. People and environments surround us and are ever changing. They affect changes and developments on each other as well.

Government: The governing body of a civilization, nation, state or community. People work to make the laws that influence our lives. People with citizens to govern.

History: Time and chronology, years and dates. Past events and historic figures, as well as ordinary people help shape our lives.

Science, Technology & Society: New inventions and ideas helps changes how people lives together in the world.

Culture: Holidays, traditions, stories, arts, religion... We learn about customs and celebrations from different civilizations around the world.

Economy: The wealth and resources of a country or region, the production and consumption of goods and services. How a civilization provides for basic needs; jobs, make money...

Citizenship: Rights and responsibilities of a citizen of a certain civilization, country...

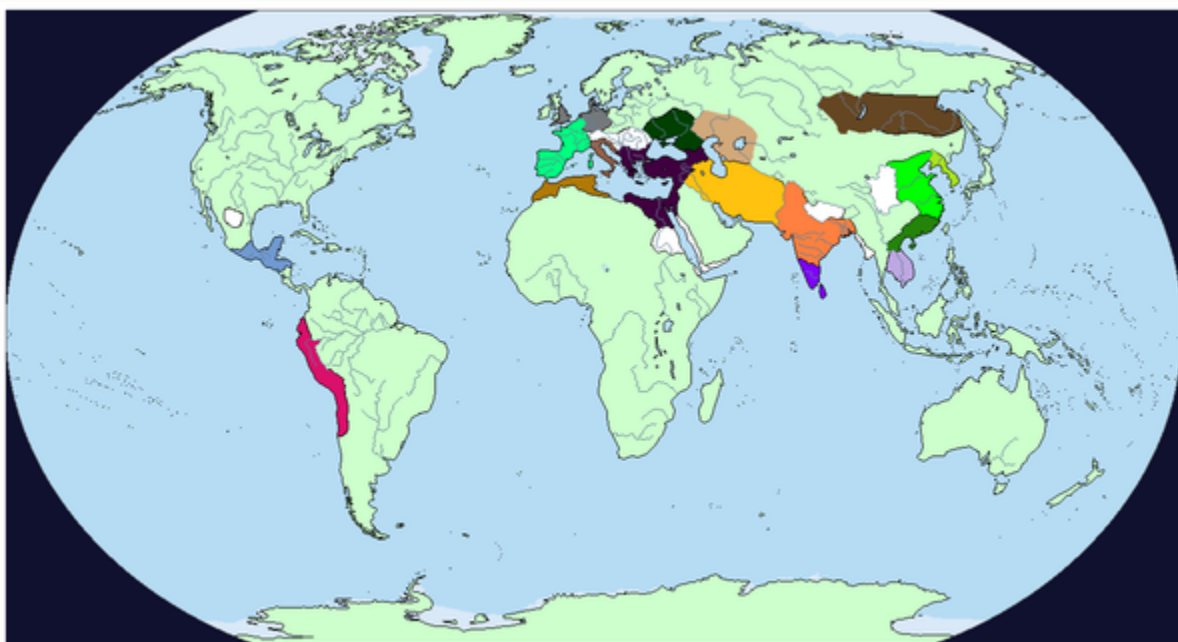
Geography

Throughout the year many civilizations, spreading across several continents and countries will be studied. It is imperative to understand where these civilizations developed. The following maps will create a mini atlas to be used for reference.

The 7 Continents and 5 Oceans



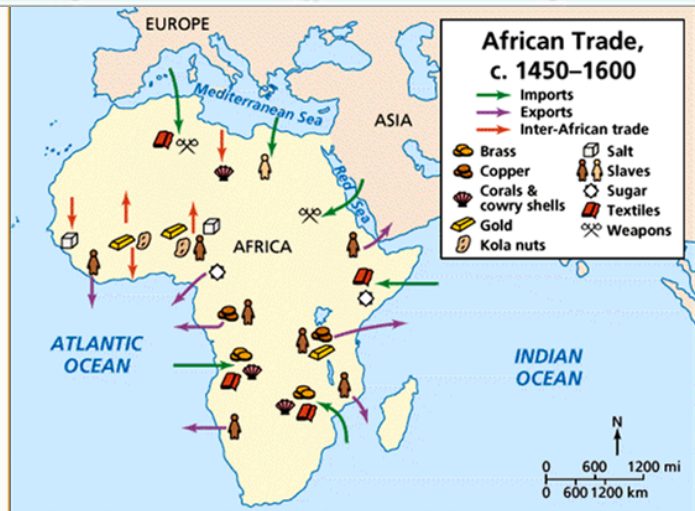
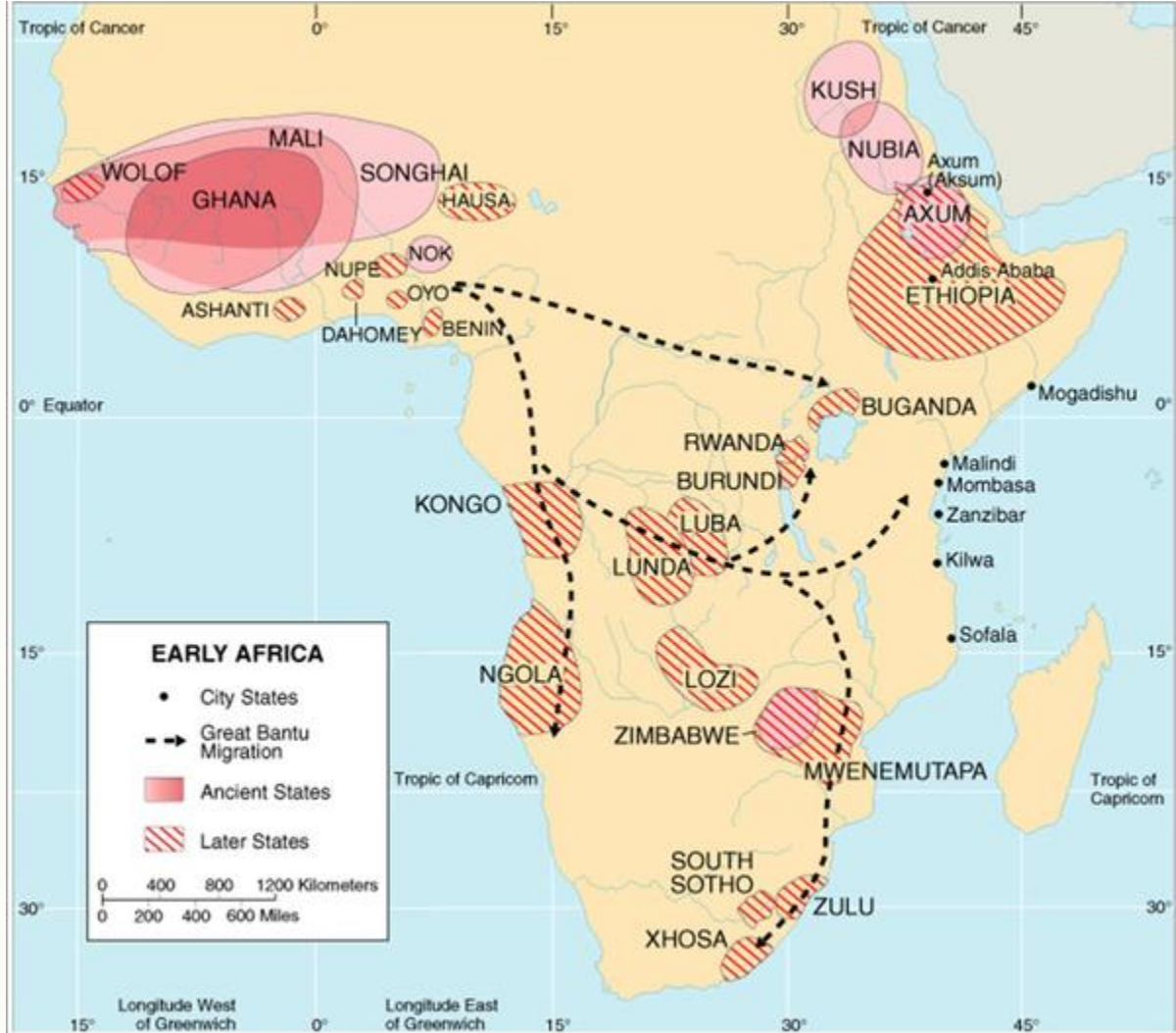






Europe





Chapter 1: The Earliest People

I. Early People

A. 70,000 B.C

1. Great Rift Valley (Tanzania), Border & Bombos Caves (South Africa)

2. 2 million year old remains found in lake beds

a. Remains of first human tools; stone, animal bones... from

the Paleolithic Era or Old Stone Age.

B. Skills:

1. Shaping sharp edged stones (cut hides/chop wood)

2. Build fires (keep warm/ cook food)

3. Blades carved from animal bone

4. Bows & Arrows

5. Hunting techniques

6. Knowledge of plants for medicine and food

C. Evidence of these skills tell us that they were: HUNTER-GATHERERS

D. Lifestyles:

1. Lived in small groups

2. Elders were responsible for socialization; teaching the rules of the group.

3. Skilled painters



II. Stone Age Technology

A. Stone & Bone Tools

1. Technology: the use of tools & skills to meet practical human needs.

a. knives, axes, spears, arrows

b. bones needles from antlers

c. dried muscle for thread

2. Flaking; method of shaping stones by chipping off pieces.

B. Fire & Shelter

1. Fire for warmth & cooking

2. Permanent shelters from materials in their environment

C. Hunting

1. Long distance weapons; spear thrower, bow

D. Using Metals (copper)

III. Beginning of Agriculture; 10,000-4,000 B.C.

A. Neolithic Era or the New Stone Age

1. Warmer climate; more plants & animals

2. Change in diet; wild grains & small animals

3. People began to settle permanently

B. Rise of Agriculture

1. Raising of crops & animals

2. Steadier food supply

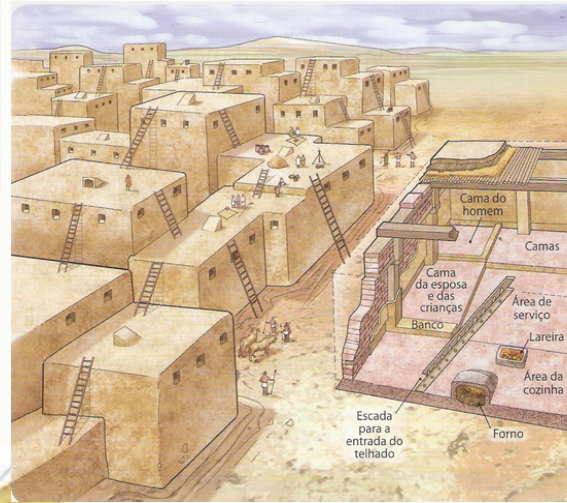
3. Domesticate: train something to be useful to people.

a. plant seeds; wheat, barley, peas, lentils

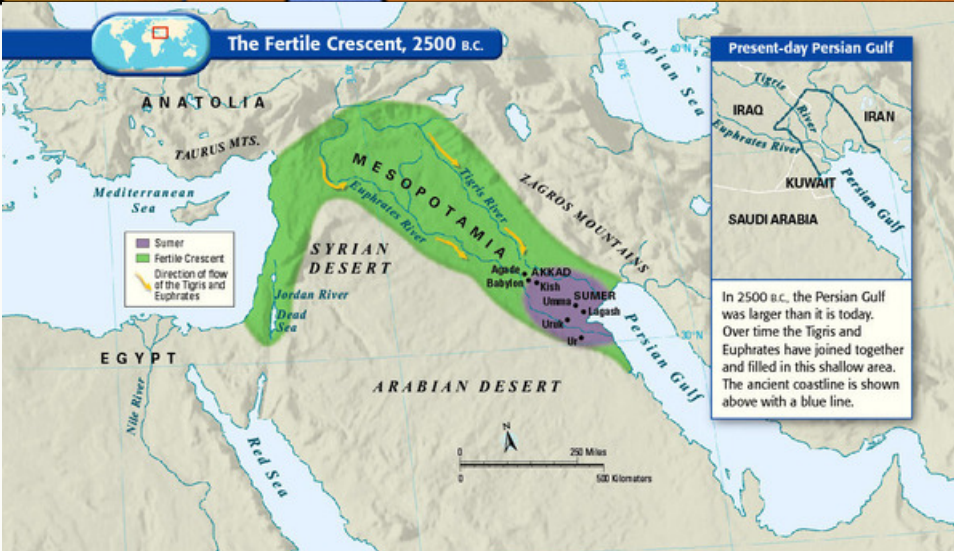
b. wild goats, pigs, cattle, sheep

C. Catal Huyuk

1. Largest (& one of the oldest) Ancient Cities uncovered
2. Located along Carsamab River in Turkey
3. Houses were built against each other, with no streets, possibly for defense/protection.
 - a. Made of thick brick walls coated with white plaster.
 - b. No doors on houses; people entered through a hole in the roof by climbing down a ladder.
 - c. Interiors were richly decorated; wall painting of cattle, leopards and plants.
 - i. Shows value of domestic crops and animals
 - d. Coming down ladder people entered a living room.
 - i. Near base of ladder was fire; cooking/heating.
 - e. Raised platforms covered by reed mats were built into walls.
 - i. Served as beds/sofas...
 - f. Doorway led to storage room where clay pots held wheat and barley.
4. People relied on Surplus of crops
 - a. Farmers grew enough food for all people.
 - b. Allowed others to specialize- do a particular kind of work; bake bread, make tools, bring, pots, craft-workers, jewelers ...



Chapter 2: The Fertile Crescent/Mesopotamia



I. Geography:

A. Tigris & Euphrates begin in Taurus Mts. & flow down to the Persian Gulf.

1. Deposit silt (loose soil carried by water) creating fertile land.
 - a. Leads to farming
2. Mesopotamia "land between the rivers"
3. Flooding in fall
4. Water for crops in hot dry climate during summer & fall

B. Farming

1. Wheat, barley, beans, onions, lettuce, cucumbers, herbs
2. Date palm, apple & pomegranate trees
 - a. no forests today, people cut down trees for wood, soil eroded away.
3. Herds of sheep, cattle
4. Built levees (walls) to protect against flooding.
5. Created irrigation systems by digging canals

C. Erosion

1. Trees were planted along canal banks; watered trees and prevented erosion.
2. Over time trees were cut down and used for building and fire wood.
3. With out tree roots to hold soil in place the soil dried up and blew away.
4. Leads to this area being a desert today.

II. Growth of Cities

A. Sumer

1. Invented irrigation, wheeled vehicles...
2. Kept laws, letters, records...
3. Cuneiform
 - a. Picture writing with 500 symbols.
 - b. Made by using reed pen on wet clay
 - c. **Scribes**- official writers
4. City States- self-governing city that also governs surrounding land.
5. Polytheistic- believed in many gods & goddesses.
8. **Ziggurat**- pyramid with a temple on its flattened top- located in the center of the city.
9. Mud brick houses
10. Slaves were POWs (prisoners of war), and wore special hair cut for identification
11. In poor families everyone worked, parents taught children their craft.
12. Board games, storytelling, & temple festivals w/ parades for fun.
13. Gilgamesh- legend of their greatest hero, who embarks on a series of adventures to find the secret of living forever.

B. Assyria

1. Large Kingdom north of Sumer
2. Between Tigris & Euphrates, on Tigris- bank of Tigris River
3. Conquered much of Mesopotamia
4. Lived in cities & farmed (cattle, barley...)
5. Had own language, arts and gods
6. Powerful army- fought many wars with Babylon
7. Feared by enemies; horse drawn chariots, battering rams, bows & arrows
8. Burns down Babylon
 - a. Babylon fights back and destroys Nineveh
 - b. Takes over Assyria

C. Babylon

1. Large, wealthy, powerful empire along Tigres & Euphrates.
2. 600 miles long Empire
3. Capital, Babylon, along Euphrates
4. Gained control of all Mesopotamia, including Ashur & Nineveh
5. King Hammurabi creates a written collection of laws
"Hammurabi's Code"
6. Gives justice to oppressed, "eye for an eye."
7. 200 laws written on pillars in center of city*
8. Hammurabi also acted as judge, and built dams & canals

If any one finds runaway male or female slaves in the open country and bring them to their masters, the master of the slaves shall pay him two shekels of silver.

If any one is committing a robbery and is caught, then he shall be put to death.

If a tavern-keeper (feminine) does not accept corn according to gross weight in payment of a drink, but takes money, and the price of the drink is less than that of the corn, she shall be convicted and thrown into the water.

If a son of a paramour or a prostitute say to his adoptive father or mother: "You are not my father, or my mother," his tongue shall be cut off.

If a son strike his father, his hands shall be hewn off.

If a man knock out the teeth of his equal, his teeth shall be knocked out.

If a man strike a free-born woman so that she lose her unborn child, he shall pay ten shekels for her loss.

If a barber, without the knowledge of his master, cut the sign of a slave on a slave not to be sold, the hands of this barber shall be cut off.

If a slave says to his master: "You are not my master,"

off his ear.



#196
*If citizen who blinds
the eye of a citizen,
has his own eye blinded*

#198
*If citizen who blinds
the eye of a serf
pays a fine of 1 mina*

#21
*If citizen who tunnels
into someone's house
and robs it is to be executed
and his body is
used to fill in the tunnel.*

D. Common Heritage

1. Shared same regions, both connected to Tigres & Euphrates
2. Respected each other's culture
3. Polytheistic

II. The Israelites Settle

A. Kingdom of Israel

1. Cross Jordan River into Canaan
 - a. Defeat kings
 - b. Led by King David
 - c. David builds capital at Jerusalem
2. Solomon's Reign (David's son)
 - a. Builds great temple at Jerusalem
 - b. Priests & Scribes write the Torah
 - c. Jerusalem becomes center for religious & political life



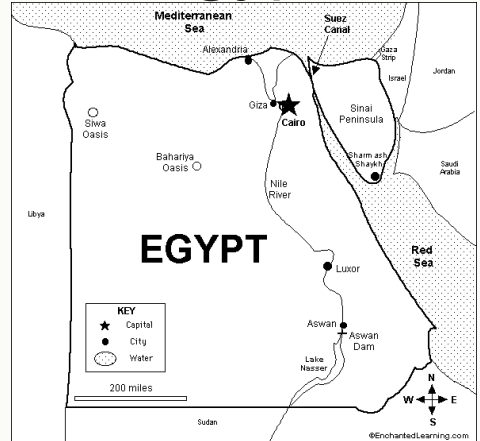
B. Babylonian Exile

1. Solomon dies; Israel splits in 2
 - a. North kingdom= Israel (conquered in 721 B.C.)
 - b. South Kingdom = Judah
2. Fall of Jerusalem; 586 B.C.
 - a. Babylonian armies, led by Nebuchadnezzar, destroy Jerusalem & Solomon's Temple
 - b. Diaspora; many Jews scattered away from their homeland & led to Babylon

Chapter Review Questions:

1. Why did farmers plant trees along the banks of the river?
2. How did cutting down trees cause erosion?
3. How did the loss of forests affect this area today?
4. Why were cattle and sheep important?
5. Why aren't there lions in this area anymore?
6. Use the Strand of Social studies to explain how Mesopotamian farmers altered their environment and how geography and history help us learn about a region and time period?
7. Do you think Solomon had a successful or unsuccessful reign? Why or why not?
8. What is David king of?
9. What 2 kingdoms did the 12 tribes split into?
10. Define covenant.
11. Define Torah.

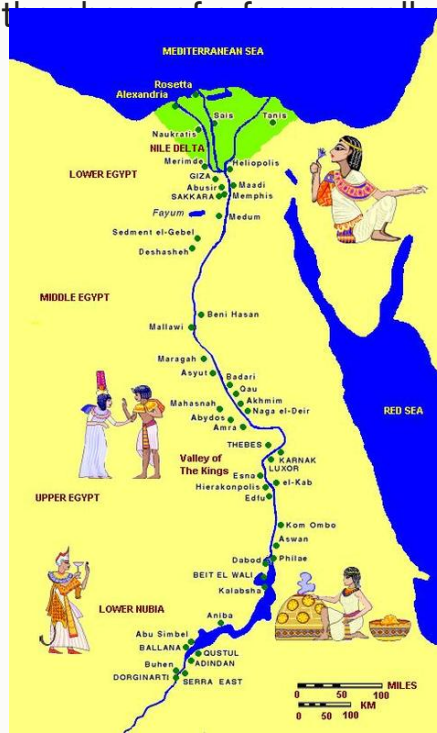
Chapter 3: Ancient Egypt



I. Geography

A. The Nile River

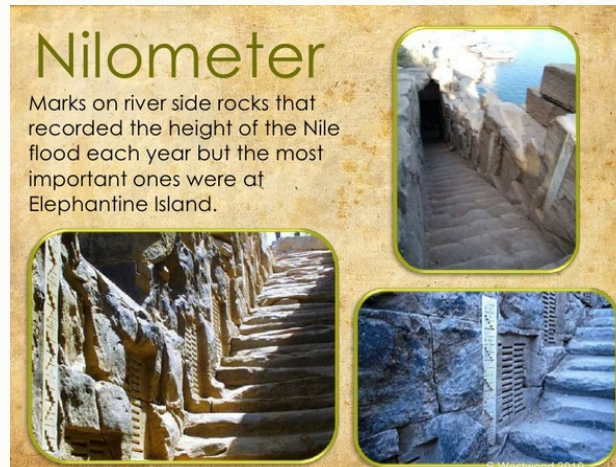
1. 600 miles
2. Upstream = Upper Egypt (beginning of river in south)
3. Downstream = Lower Egypt (end of river in north)
4. Flows north into Mediterranean Sea
5. Heavy rain causes flooding.
6. Flooding deposits silt, or fertile soil.
7. Branches in the north form a delta.



8. Built canals for irrigation.
(*Shadoof/ Shaduf)



9. Nilometer
- a. Measured height of flooding.
 - b. $>$ water = villages & crops destroyed
 - c. $<$ water = crops failed



10. Boats made of reeds floated up & do

B. Farmers Grew:

- 1. Wheat
- 2. Barley
- 3. Lettuce
- 4. Onions
- 5. Cucumber
- 6. Beans
- 7. Flax/Linen

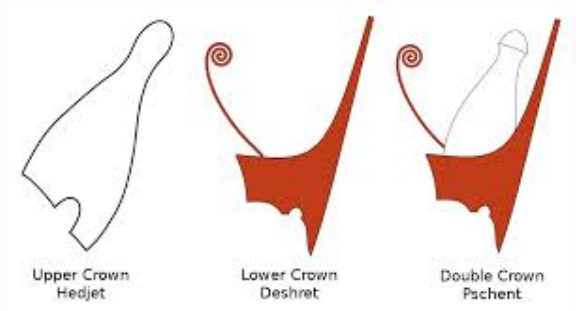


II. History & Government

A. Menes becomes 1st Pharaoh of United Egypt

1. Unites upper & lower Egypt

a. Creates new crown



2. Capital in Memphis

3. Leads all Political & Religious affairs.

B. New Government: local leaders

1. collect taxes

2. serve as judges

3. make sure flood water is shared

C. Three Kingdoms

1. Old Kingdom (2700-2200 B.C.)

2. Middle Kingdom (2000-1700 B.C.)

3. New Kingdom (1570- ~1000 B.C)

D. Pharaohs

1. Menes- (3100) unites upper & lower Egypt; first Pharaoh.

2. Khufu- (2600) builds largest Great Pyramid.

3. Ahmose I- (1570) defeats Hyksos, creates new period of Egyptian history.

4. Amenhotep I- (1546) empire reaches its greatest glory; creates allies, extends trade...

5. Hatshepsut- (1503-1482) one of few female pharaohs, known for beautiful burial chamber.

6. Amenhotep IV- (1379) angers priests by forbidding to worship Amon and practices monotheism. Destroys god's images & closes temples.

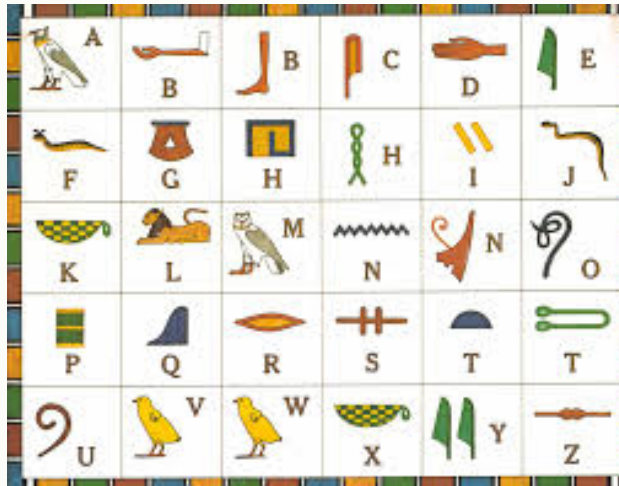
7. Tutankhamun- (1332-1322) boy king "King Tut"

8. Ramses II- (1304-1237) last strong pharaoh before collapse

II. Science & Technology

A. Hieroglyphics

1. Writing system of 800 picture signs



2. Scribes- learned how to write.

- a-Kept records, prepared letters & contracts
- b-Boys trained starting at age of 10
- c-Used broken pottery as scrap paper
- d-Wrote on Papyrus
- e- Good penmanship/ mathematics were a must!



B. Pyramids

1. Built as tombs or burial places for pharaohs.
 - a. Tombs included riches for the after life.
2. First pyramid built by, Imhotep, the 1st recorded architect in history.
 - a. For Pharaoh Zoser.
 - b. It was different because it was a step pyramid.
- 3- Took years & giant blocks of stone to build.
- 4- The Great Pyramid of Pharaoh Khufu took 22 years.
- 5- Used copper & stone tools.
6. Inside the pyramid, painted & carved walls showed the achievements of the ruler.



C. Mummification

1. Purpose

- a. Preserve the bodies b/c they believed they would need them in the afterlife.
- b. Wanted to look the same, so their soul would recognize it.

2. Process

- a. Embalmers would remove internal organs; including the brain which was pulled out through the nose using a hooked tool.
- b. Place the organs in canopic jars, except heart which was returned to the body for the after life.
- c. Cleanse body with spices and minerals to preserve
- d. Cover body with natron (salt) to dry out
- e. Stuff body to look life like.
- f. Wrap in linens.
- g. Put in Sarcophagus



D. Medicine

1. Most doctors were priests.
2. Learned at temple school.
3. Skills:
 - a. Able to measure pulse/ heartbeat.
 - b. Moldy read prevented infections; early forms of antibiotic.

E. Math & Astronomy

- 1- 30 day/ 12 month calendar

IV. Culture

A. Gods

1. Creation story of
2. Gods and goddesses
 - a. Ra- sun god
 - b. Osiris- god of the dead/underworld



B. Faience Bowls

1. Egyptian crafts (like pottery)
2. Mostly blue/ green



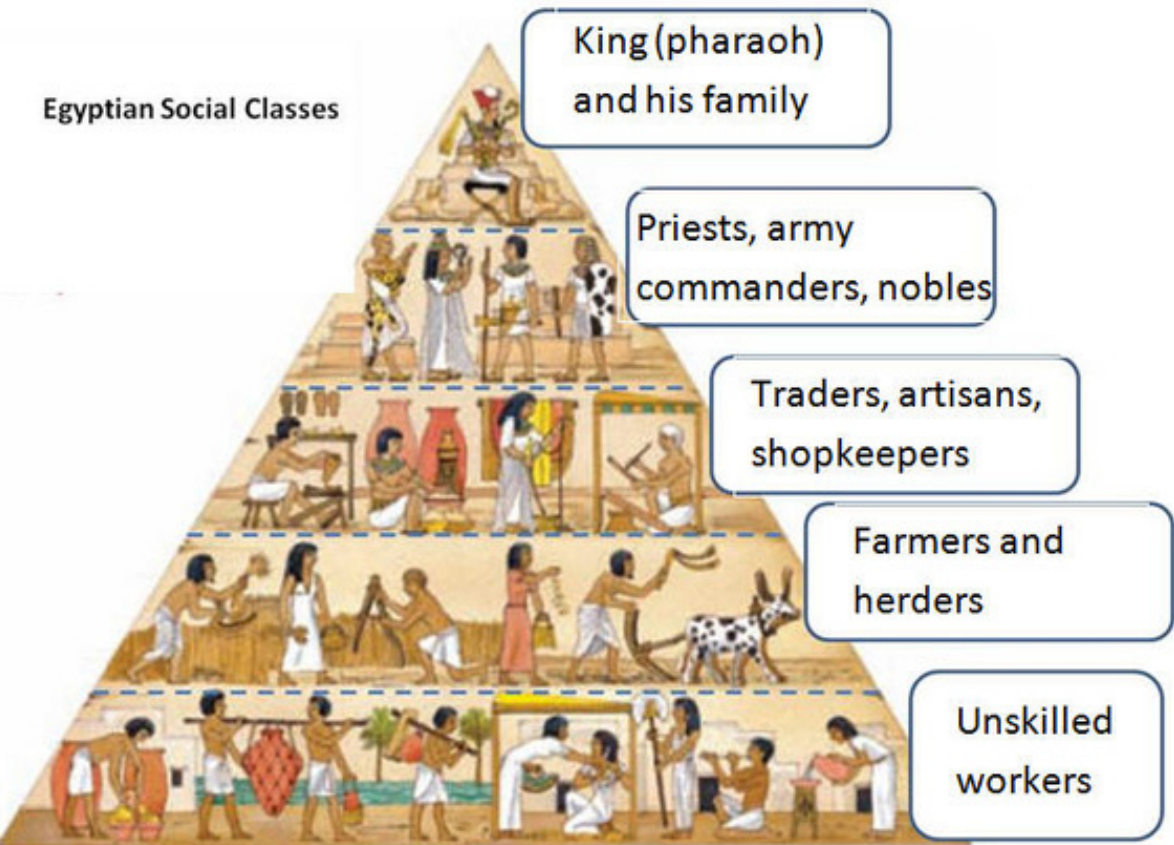
V. Economy & Citizenship

A. Economy

1. Economy based on surplus of crops.
2. Did not pay taxes with money. Paid with what you made; crops, leather, linen/cloth, baskets & other goods..
3. All citizens had to put in time working on canals and other government projects during flood season.
4. Citizens were also required to serve in army during wars.
5. POW's became slaves.

B. Social Pyramid

Egyptian Social Classes



VI. Middle Kingdom was a time of change & prosperity.

A. Contact with Nubia (Kish) (gold mines)

B. Expeditions to Greece & Fertile Crescent

C. Trade grows, foreigners (Asians & Hyksos) settle in Nile Delta.

D. Hyksos, skilled in warfare (chariots, bronze weapons), conquer lower Egypt (1650).

VII. New Kingdom was a time of growth

A. Pharaoh Ahmose I attacks & defeats Hyksos.

B. Egypt becomes most powerful military power in this region of the world.

C. Egyptian Empire expands from Kush (Upper Nubia)-> Euphrates.

D. Traded ebony, leopard skins & elephant ivory for precious stones, gold & copper of Nubia.

Chapter 4 : The Indus River Valley



I. Geography

A. Subcontinent

1. Landmass geographically separated from continent
2. Separated by Himalaya Mts
3. Indus river starts in Himalayas & flows down to Arabian Sea (through what is today China, Pakistan & India)

B. River's Gift

1. Melting snow fills the Indus in spring
2. Flows down to flat, dry Indus plain
 - a. Branches into a delta before reaching Arabian
 - b. Spread fertile silt for farming
3. Depended on river like other river valley cultures (Mesopotamia & Egypt)

C. Indus Valley Agriculture

1. Crops:

- a. sesame
- b. mustard
- c. black pepper
- d. bananas
- e. cotton
- f. rice
- g. barley, wheat & beans

2. Began farming 6,000 BC (1,000 yrs before Egypt)

3. Hot climate allow 2 harvests each year

4. Built walls to protect crops from Indus flooding

5. Problems w/ wildlife

- a. Tigers, jackals & wild pigs threatened farmer's lives
- b. Deer & birds ate crops

II. Civilization

A. Lost Cities

1. Harappa

2. Mohenjo-Daro

- a. Streets w/ right angles
- b. Brick paved streets
- c. Windowless apartments built around a central courtyard
- d. Apartment buildings w/ balconies

3. **Citadel** @ Mohenjo-Daro

- a. location of public & religious buildings
- b. surrounded by thick walls for protection
- c. large pools for ritual bathing/ religious ceremonies
- d. granaries for the storage of food
- e. covered drains & sewers

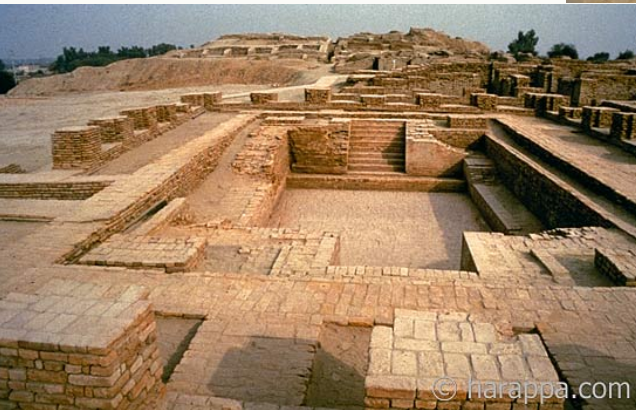


Mohenjo-Daro

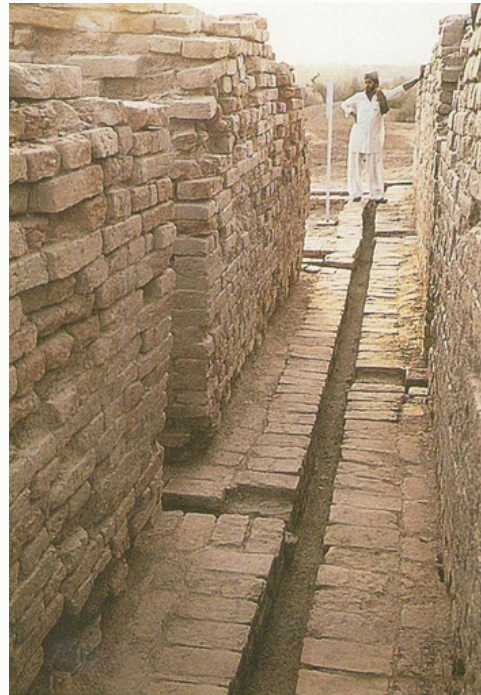
Citadel



Great Bath



Sewer/
Drainage
System



B. Harappan Culture

1. Little is known, cannot read symbols on artifacts
2. Planned cities; grids
 - a. Precise measurements; bricks
 - b. clean cities; houses w/ toilets, sewers w/manholes
3. Skills
 - a. Jewelry w/ gold, conch shells, gems
 - b. Potters decorated bowls, water jars...
 - c. Metal work; copper hooks & razors, bronze statues
 - d. Weave cotton into cloth

C. Aryans

1. Decline of Harappan Civ.
 - a. natural disaster (flood, drought, earthquake)?
2. New group crosses Hindu Kush
 - a. move east into Indus Valley
 - b. Aryans from central Asia
 - c. "Noble one" in Sanskrit
 - d. bring Sanskrit & new religion to Indus Valley



ॐ नमो भगवते वासुदेवाय ॐ

ॐ नमो भगवते वासुदेवाय ॐ

II. Hinduism

A. Ancient Writings

1. Vedas book of knowledge
 - a. Aryan songs written down between 1000 & 300 BC
 - b. Basic beliefs of Hinduism, explanation of life & how pl. should live.
 - c. world's controlled by gods & goddesses
2. Today Hindus practice in many different ways, but share basic beliefs & ancient history.
3. Aryans & Harappans had different languages & cultures
4. Began to learn from each other

The Sama Veda (8:2:5)

"Through all this world strode Vishnu:

thrice his foot he planted,

and the whole world was gathered in his footsteps.

Vishnu, the guardian,

he whom none deceiveth,

made three steps and established his laws."

Excerpt from "Song to Usas, the daughter of Heaven" from the Rig Veda, written about 1000 B.C.

She hath shoen brightly, like a youthful woman,

Stirring to mothion every living creature.

Agni hath come to feed on mortal's fuel.

She hath made light and chased away darkness.

Turned to this All, far spreading, she hath risen and shone in brightness with white robes about her.

She hath beamed forth lovely with golden colors...

Distinguished by her beams,

Dawn shines apparent,

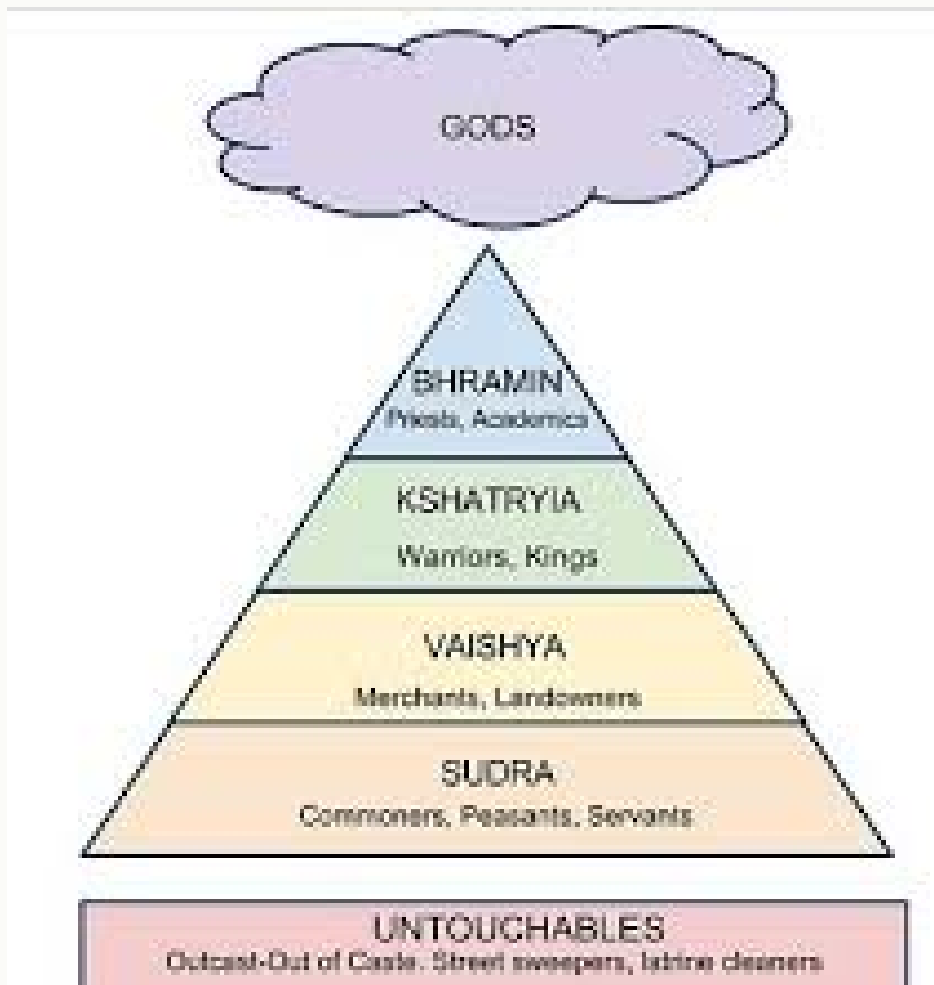
Comes forth to all the world with wonderous treasure.

**Agni- god of fire*

B. Hindu Way of Life

1. Caste System

- a. Organize population into groups & levels
- b. Hindus in India had 4 castes
- c. 1st pl. came from different parts of god's body
- d. born into castes, no movement



A late hymn from the Rig-Veda, a classical Hindu poem:

When the gods made a sacrifice with the Man as
their victim

When they divided the Man, into how many parts
did they divide him?

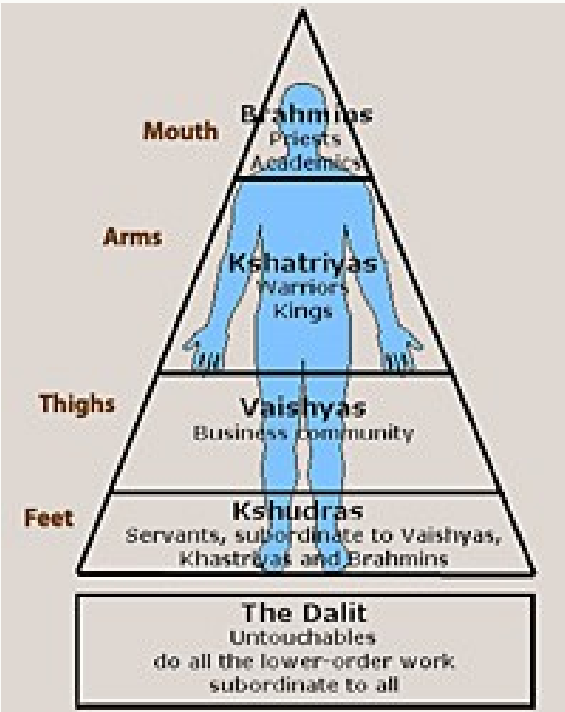
What was his mouth, what were his arms, what
were his thighs and his feet called?

The brahman was his mouth, of his arms were
made the warrior.

His thighs became the vaishya, of his feet the
sudra was born.

With Sacrifice the gods sacrificed the Sacrifice,
these were the first of the sacred laws.

These mighty beings reached the sky, where are
the eternal spirits, the gods.



2. Reincarnation

- a. continuous circle of birth, death & rebirth
- b. punishment or reward for last life
- c. rebirth is only way to alter caste

3. Dharma- laws & duties

- a. in Vedas, describe how each caste should live
- b. listed jobs that could be done by each caste
- c. outcastes/ untouchables (married/ performed jobs against caste): looked down upon/impure, lived in poverty

IV. Buddhism

A. Siddhartha Gautama

1. Born prince- given everything he wants.
2. Learns realities of life and becomes a monk.
3. Cannot accept Hindu answers
4. Becomes enlightened and received wisdom that makes him the "Awakened One" or the BUDDHA.

B. Beliefs of Buddha

1. Used some Hindu ideas (cycle of birth, reincarnation & karma)
 - a. karma- force caused by a person's good and bad acts, affects future lives.
2. Believed the most important task was to reach peace by ending suffering

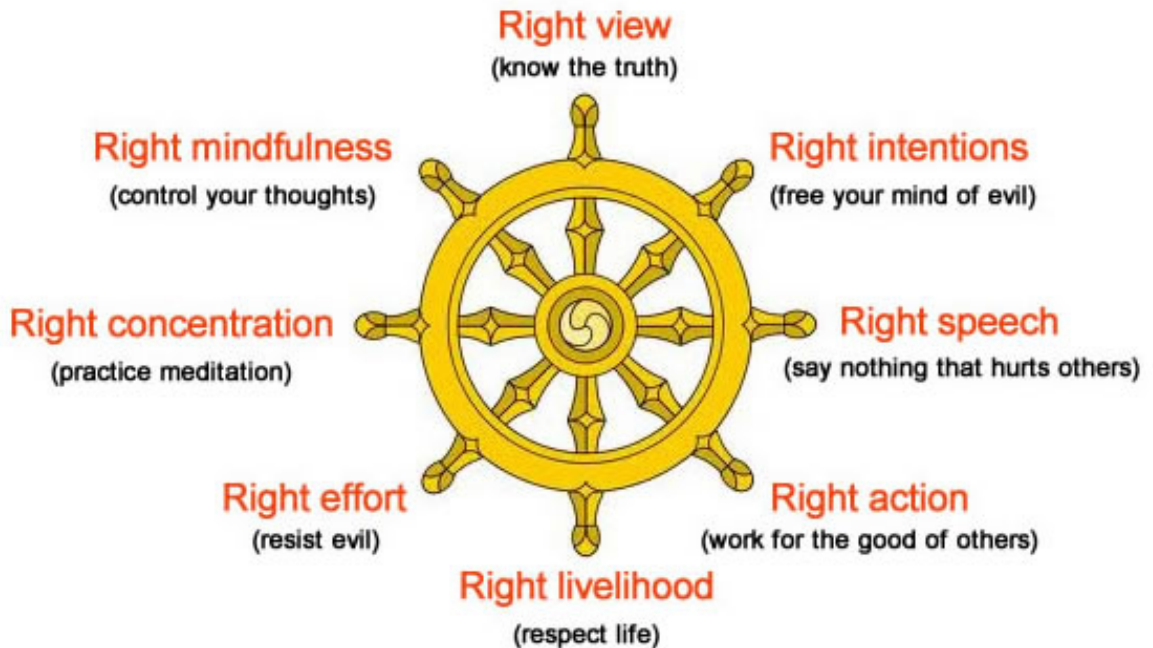
C. The Four Noble Truths

1. The **truth** of suffering, the **truth** of the cause of suffering, the **truth** of freedom from suffering, and the **truth** of the way to eliminate suffering, which is the Eightfold Path.
2. Believed life is filled with suffering, suffering is caused by wanting more pleasure, power or longer life and suffering can end if pl stop wanting thing
3. Follow 8 laws of living things



D. Eightfold Path

1. Set of instructions on the proper way to live
2. Could end suffering in their lives
3. Middle Way to live; not too strict nor easy



E. The Buddha Travels & the Spread of Buddhism

1. Crossed India bringing his message to ALL
2. When he died (483 BC) thous. of Buddhists lived in N. India
3. Buddhist monks gave up all they owned
 - a. continued the Buddha's teachings, traveling to E & S Asia

V. Indian Empires

A. Chandragupta Maurya

1. 330 BC- small kingdoms conquered by Alexander the Great
2. After Alexander's death, Maurya built his own empire in N. India.
 - a. 300 BC
 - b. Lasted 140 years
 - c. Capital @ Pataliputra
3. Mauryan Empire
 - a. Conquered N India
 - b. Tax collectors took 1/4 of crops/ payments
 - c. Built roads to connect Empire (Pataliputra to Taxila)
4. Asoka
 - a. Chandragupta's grandson
 - b. Extended empire south
 - c. Introduced Buddhism to empire
 - d. Built stupas (shrines w/ remains of Buddha)

B. Gupta Empire

1. Chandragupta I chose name to link Mauryan Empire
 - a. NE India
 - b. 320 AD
2. Expanded by Samudragupta; allowed local kings to remain in power, but pay tribute.
3. Chandragupta II expanded trade and increases learning
 - a. Kalidasa- poet & playwright
 - b. Cave paintings
 - c. Architecture-- temples
 - d. Math-- 0, 1-9
 - e. Astronomy-- 365 days/ year, round earth rotates around the sun.

Chapter 5: Ancient China

I. Geography

A. Maps



B. Early life on the Huang He

1. From Tibetan plateau across N. China to Yellow Sea
2. Loess washes into river during summer rains
 - a. Yellow dusty soil
 - b. Gives river a yellow color
3. Floods North China Plain
 - a. deposits silt creating fertile farmland (millet)
 - b. "China's sorrow" floods kills & cause famine
 - c. Built levees

C. Chang River Valley (or Yangtze)

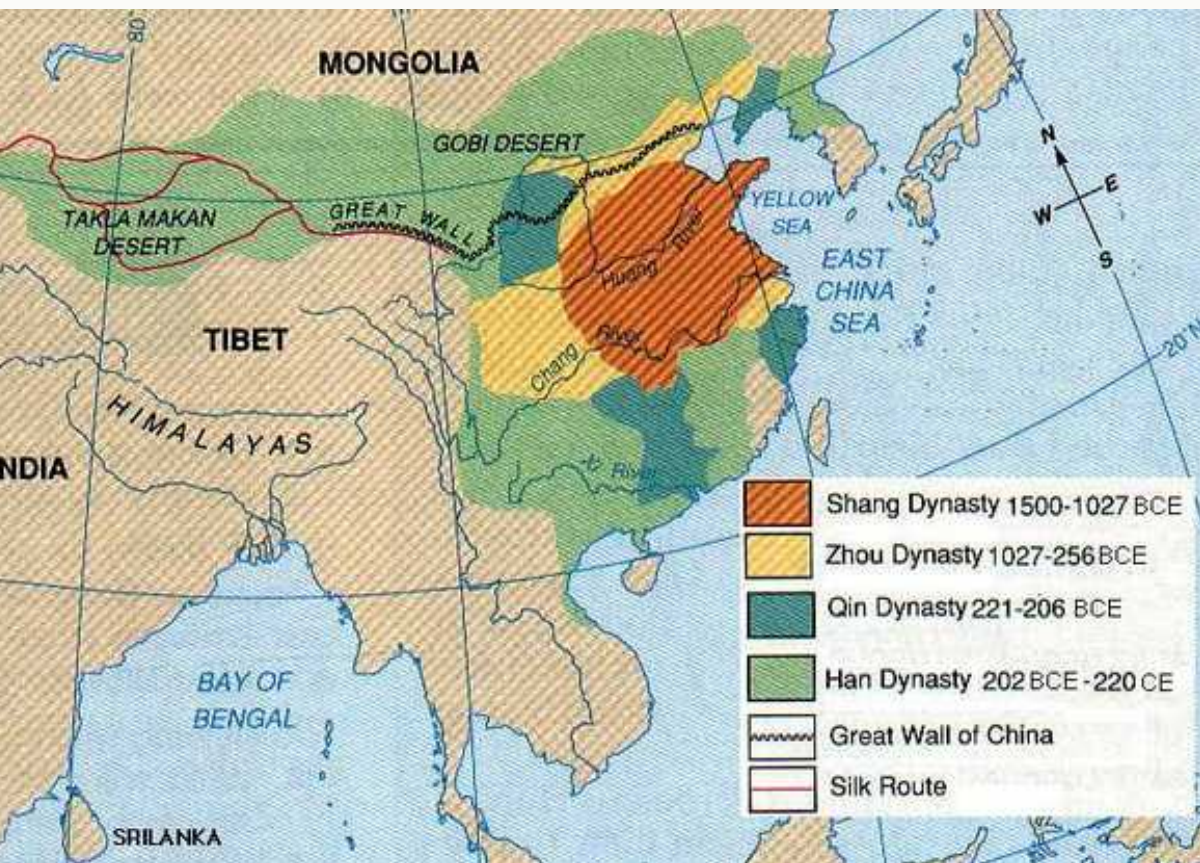
1. World's third longest river
2. Flows from Tibetan plateau to East China Sea
3. Silt rich farmland lead to rice cultivation
4. Produces half of China's food crops

D. Northern Steppes

1. Dry, treeless plain
2. Mongols
3. Not suitable farmland
 - a. Herd sheep & cattle for food

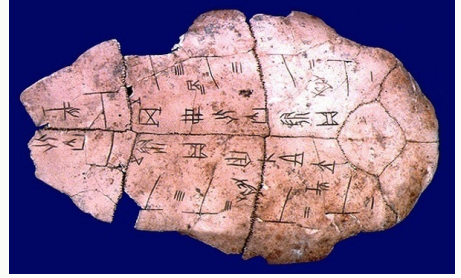
II. Dynasties & Empires of China

Shang	1700 bc	-	1100 bc
Zhou	~1100 bc	-	771 bc
Qin	221 bc	-	207 bc
Han	206 bc	-	220 ad
Tang	618 a.d.	-	907 a.d.
Song	960 a.d.	-	1279 a.d.
Yuan	1279 a.d.	-	1368 a.d. *Mongols*
Ming	1405 a.d.	-	1600 a.d



A. Shang

1. Controlled towns along Huang He River valley
2. Farmers & workers supplied food, clothing & products to rulers
3. Provided soldiers
4. Picture/ symbol writing on bones & bamboo
 - a. Oracle Bones-
heated by priests until cracked,
patterns answered questions about the future.



- b. consulted by rulers for important decisions
5. Ancestors, from another world, controlled human life.
 6. Gods controlled nature.
 7. Conquered by the Zhou



B. Zhou Dynasty



1. Grew in western China
 - a. Sometimes friendly/ sometimes @ war w/ Shang
 - b. 1100 bc Wuwang defeats Shang army
2. Classic Age- time of growth & creativity
 - a. 5 books; Poetry (songs), History...
3. Mandate of Heaven: gov'ts may rule as long as they are fair, benefit the people, perform proper religious duties, and honor parents & ancestors. (*Right that gives an Empire the power to control)
4. Prosperity
 - a. Trade expanded
 - b. New roads & canals
 - c. Use of metal coins
5. Government
 - a. small states given to king's friends & relatives to rule
 - b. cities surrounded by smaller towns
6. Warring States
 - a. Peace for 200 years
 - b. Zhou King is killed, 2 rival kings claim throne
 - c. Local rulers begin to fight among themselves

7. Iron
 - a. weapons (daggers/ swords)
 - b. sculptures
 - c. agricultural tools; spades, knives, sickles
 - i. farming is more productive to feed growing cities
8. Horses & Chariots
 - a. send messages quickly
 - b. soldiers move & shoot more effectively
9. Time of Changes
 - a. "Hundred Schools" of philosophy
 - b. Confucius- teaching on gov't & family (lasting impact)
 - c. Lao Zi
 - i. Daoism
 - ii. Nature should guide pl, riches/ power aren't important.
10. Confucius
 - a. "Analects" book of his thoughts, ideas & stories of his life
 - b. Studied & copied example of the past
 - c. Key to happiness was good education
 - d. Benevolence, helping others

C.Qin



Qin Dynasty Empire (221–207 B.C.)

1. Shihuangdi = Qin Shi Huang (Qin Shi); first emperor
2. Qin Achievements
 - a. standardized language and writing (administrators had to be able to read the commands which they were sent)
 - b. currency became standardized as a circular copper coin with a square hole in the middle
 - c. Weights and Measurements were also made uniform (transportation)
 - d. Public works projects;
 - i. Great Wall was built in the north, to protect against invasions.
 - ii. Built a 500 mile highway called Straight Road, & roadways covering over 4200 miles
 - iii. A 3 mile wide canal, that is still used, was dug (ship grain and other food stuffs from the mountains to the West River)
3. Great Wall of China
4. Qin Shi's tomb
 - a. Building began when Qin Shi became emperor at age 13.
 - b. From afar looks like a large hill, located outside city of Xi'an
 - c. Included; terra cotta army, horses & chariots, barren royal concubines, pottery...



Qin
Shi's
Tomb



Terra Cotta (Clay) Army that escorted Qin Shi into the after life.



D.Han

1. Government

- a. Retained (kept) a lot of the Qin administrative structure, but retreated from (left behind) centralized rule by establishing vassal principalities (smaller provinces controlled by land owners)
- b. Modified (changed) harsher and cruel laws & adopted many Confucian ideas.
- c. Civil servant exam- provide jobs to those qualified.
(*educated, not necessarily noble)

2. Education

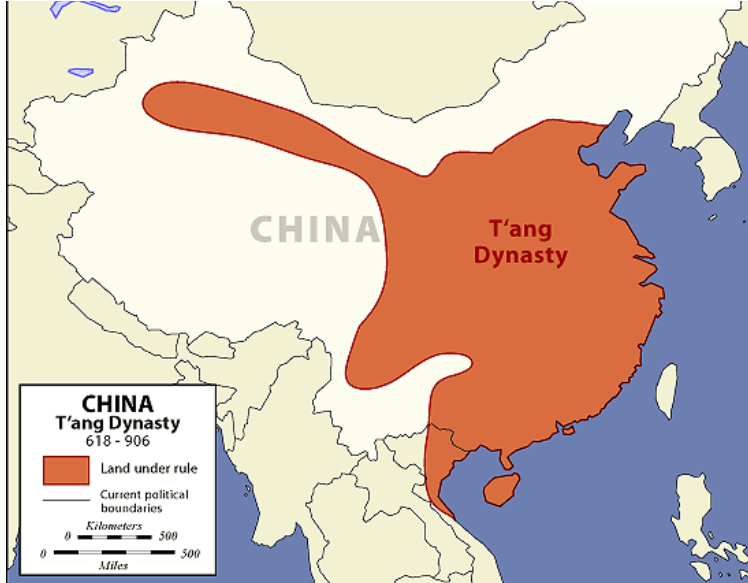
- a. Emperor Wadi opened schools to prepare students for gov't jobs (taught literature/Confucianism)
- b. Best students sent to the Grand School for one year, taught ; history, behavior, poetry, music...
- c. If passed a long test; earned a gov. job & great respect.

3. Advancement

- a. Inventions: paper, porcelain, seismograph, wheelbarrow
- b. Science: predict eclipse, new medicines
- c. Language expanded & wrote 1st Chinese dictionary
- d. Silk Road: network of trade routes, starting in Xi'an and traversing through China, India & Middle East
 - i. silk industry

4. Fall of Han

- a. Emperor was all powerful & high priest
- b. Wang Mang feared powerful nobles & landowners; passed laws to their power (abolish slavery, economic reforms...)
- i. Backfires, loses support & overthrown.
- c. Empire becomes weaker, finally collapses due to military



E. Tang

1. Expansion

- a. Under Tang, China becomes the most powerful and prosperous country in the world. In this period, the economy, politics, culture and military strength reached an unparalleled level.
- b. borders reached west to Afghanistan, south to Vietnam & into Tibet
- c. ended invasions from N. Steppe
- d. trade & cultural diversity flourished
- e. agriculture increased
- f. gov. projects to rebuild Great Wall & Grand Canal
- g. Chan-Buddhism: new sect emphasizing relationship between teacher & pupil. (Introduced to Japan: Zen)
- h. Women:
 - i. only female emperor: Wu Hou
 - ii. women's feet were not bound
 - iii. contributed to culture

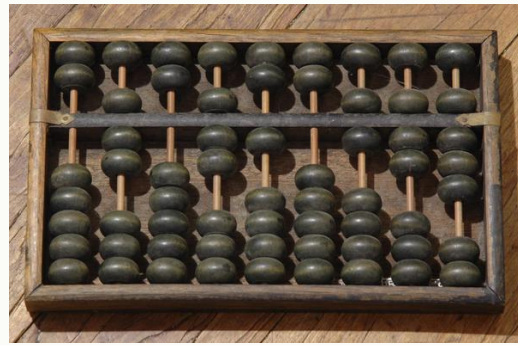
2. Fall

- a. less skilled rulers
- b. defeats from Arabs and invasions from N. Steppe
- c. In 907 the last emperor is murdered & China breaks into small kingdoms



F. Song

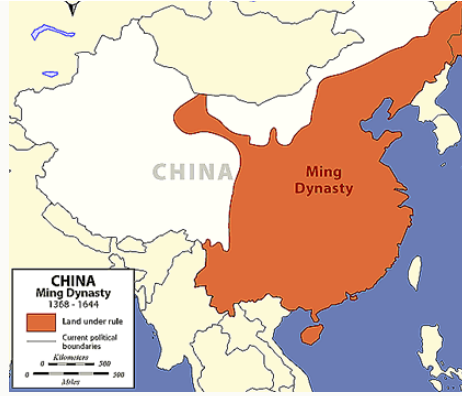
1. Cultural & Economic development
 - a. paintings; artists produced elegant landscapes, some using bright colors, some in black ink only
2. Developments
 - a. Gunpowder & explosive weapons
 - b. Abacus
 - c. Expansion of currency and use of cash in place of barter
3. Growth of cities
 - a. People moved from farms, prospered as merchants
 - b. Port cities were centers of trade; Guangzhou/Canton
 - c. Produces; paintings, compasses, books, porcelain, largest ships of the time
4. Fall
 - a. Northern invaders forced Song south in 1127
 - b. Southern Song survived until 1279





G. Yuan Dynasty & Mongol Rule

1. Genghis Khan (military & political genius) unites Mongols.
 - a. Used intimidation of powerful cavalry to force enemies to surrender.
 - b. At death, 1227, controls N China
2. Kublai Khan (grandson) invades S China & establishes Yuan dynasty.
 - a. Improved paper money
 - b. supported Confucianism
 - c. left local leaders in power
 - d. expanded Grand Canal
 - e. Marco Polo astonished Europeans with riches of China



H. Ming

1. Rise

- a. Mongols weakened by death of Kublai Kahn & floods in Huang He.
- b. Driven out by Chinese rebels

2. Zheng He- explorer

- a. Over 60 ships, 400+ feet long
- b. Ships carried 28,000 soldiers & sailors, cannons, war rockets & crossbows
- c. Made a pilgrimage to Mecca (Muslim)
- d. Brought back rarities; animals from Africa, spices from India.
- e. Made China a great sea power
- f. Europe eager to trade

3. Forbidden City; walled area of palaces & temples in Beijing

- a. No commoners/ foreigners
- b. 1,000 palaces, libraries, temples, gardens
- c. 1 million workers

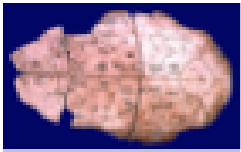





4. Confucian Scholars

- a. Take power
- b. Believe in looking inward, not out
- c. Took over trade, closed China to foreigners & decreased foreign influence

5. Fall

- a. Spend a lot of \$ to extend Great Wall
- b. 1600 becomes corrupt & weak
- c. Taxes were raised
- d. Bad harvests cause starvation
- e. Rebellions & riots undermine gov.

Ancient China vocabulary set 2

word and part of speech	definition	sentence	picture
1. oracle bones noun	animal bones that were carved with written characters, used to tell the future	On the museum tour, the guide showed us oracle bones and read it to us.	
2. ideographs noun	symbols used for words	In class, I was able to draw a poster with ideographs and I described them.	
3. Mandate of Heaven proper noun	The belief that heaven was the supreme force of nature that gave dynasties the right to rule.	The Ancient Chinese governments believed in the Mandate of Heaven, that is how they were able to control the people.	
4. warlord noun	military rulers of small states	The warlords of the Chinese civilizations broke out into war and fought each other for land and power.	
5. cavalry noun	soldiers on horseback	During the wars, the Chinese fought in cavalries.	
6. chaos verb	total disorder and confusion	When the teacher was not here, there was chaos in the classroom	

Chapter 6- Ancient Greece



I. Geography

A. A Mountainous Region

1. Located in south-eastern Europe
2. Over 400 neighboring islands
 - a. Largest islands are Crete & Rhodes
3. 90% of the land is rugged mountains & hills
 - a. little farmland
 - b. difficult travel
4. Attica Peninsula
 - a. farmland
 - b. excellent harbors for ships & fishing boats
5. Peloponnesus Peninsula
 - a. Southern tip of Greece
 - b. mountainous with thin band of fertile land
6. NO MAJOR RIVER

B. Economy

1. Poor soil & challenging climate
 - a. hot dry summers leave land dusty
 - b. windy, rainy winters leave land soggy
2. Grew suitable crops for land- specialized crops
 - a. Wheat & barley for bread
 - b. Grapes & olives grew well in rocky/ hilly areas
 - c. Sheep, goats & cattle ate weeds & shrubs on mountain sides
3. Sailing!
 - a. trade grain around Mediterranean
 - b. competed with Phoenician sailors
4. Olive Oil
 - a. most valuable product
 - b. used for cooking, lamp fuel, body lotion
 - c. profits used to purchase extra grain they couldn't grow.

II. Development of Greeks; influence of Minoans, Mycenaean, Phoenicians

A. Minoans

1. On island of Crete
2. Named after King Minos
3. Wealthy trading center
 - a. Exported pottery, metal work, wine & olive oil

B. Mycenaeans

1. Moved onto Peloponnesus from Northeast
2. Traded metals for Minoan exports
3. Conquered Crete
4. Disappeared by 1100 B.C.

C. Phoenicians

1. Eastern Mediterranean
2. Developed basis of today's alphabet

III. City States

A. Shared culture

1. Language
2. Letters
3. Polis: city-state at the heart of each region
4. Cities built around an acropolis
 - a. Walled hill where people could seek refuge
 - b. Agora- open area near acropolis where farmers gathered to trade with craft workers and where town meetings were held.
5. Most cities were busy ports to export wine and olive oil.

B. Developing Governments

1. Leaders of each city-state had to be citizens of their polis.
2. Only men could be citizens
3. Monarchies: single ruler
4. Oligarchies: small group of rich and powerful citizens who controlled decision making.

IV. Sparta & Athens

A. Sparta

1. City of soldiers
2. Southern Peloponnesus
3. Helots- Spartan farm workers
 - a. Could not leave the land they worked & had to pay half their yearly crops to Spartan conquerors as taxes.
4. At age 7, boys and girls began training to defend their city.
5. Boys learned to read and write, but spent more time learning how to be soldiers
6. Girls could not be soldiers, but practiced running, throwing spears and playing ball games and trained to be strong mothers of strong children.

B. Athens- City of the People

1. Attica Peninsula
2. Athenian girls stayed home and performed household tasks and learned to weave cloth from sheep's wool.
3. Most boys could not afford to attend school, instead they worked with their fathers as potters or farmers or stoneworkers.
 - a. Wealthy parents sent their sons to school to learn how to read and write; after classes they went to a gymnasium to learn to wrestle or box.
4. Parthenon built at the heart of the Acropolis
 - a. Temple to Athena

C. Athenian Government

1. Democracy: new government where every citizen is allowed to vote on government issues.
 - a. Oligarchy is overthrown and forced to share power when citizens demanded a voice in their government.
2. Assembly (law making body) of citizens voted on issues that concerned their city.
3. First government to have an assembly where citizens could vote.

4. Pericles

- a. Athenian leader
- b. Made sure any citizen (rich or poor) could serve in the assembly or sit on a jury.

D. Peloponessian War

- 1. Athens vs. Sparta (and their allies)
- 2. Pericles knew their army could not defeat the Spartans.
 - a. Athenians hid with-in city walls.
 - b. Spartans destroy surrounding farm land hoping to starve out Athens.
 - c. Athens still control Aegean and have shipsloads of grain coming in.
- 3. Stalemate: neither side could gain the other hand.
 - a. Athens wins all sea battles, Sparta wins land battles.
- 4. Plague broke out in Athens
 - a. 1/3 of the population died, including Pericles
 - b. Without a strong leader Athens military makes mistakes.
- 5. Sparta is victorious.
- 6. Leads to weaker Greece.
 - a. Over the next 50 years Greece is susceptible to invasions from Macedonia (to the north).
 - b. Alexander the Great rises to power after the conquest of Greece.
 - c. Conquers largest territory in history.
 - i. From Macedonia south to Egypt and east to India.

V. Greek Culture

A. Religion

1. Polytheistic
2. Gods and goddesses were believed to live on Mt, Olympus
3. Each city had a patron god/goddess
 - a. Athena=Athens
4. Zeus- King of the gods
5. Olympics- held every 4 years at Olympia to honor gods

B. A Greek Poet: Homer

1. Wrote epics- a long poem that tells the story of a legendary hero or historical figure.
2. "Iliad" describes famous Trojan war between the Greek city-states and Troy
3. "Odyssey" describes the journey of Odysseus on his way home from the Trojan war



C. Philosophy

1. Athens has special schools where students and teachers could discuss good government what it meant to be a good student.
2. Socrates- angered many by questioning Athenian laws, customs and religion.
 - a. Sentenced to death
 - b. Chose to die by drinking poison hemlock
 - c. His ideas were written down by his student Plato
3. Plato becomes teacher to Aristotle who created new ways to study the world.
 - a. Aristotle was very interested in biology.

D. Alphabet & Writing

Greek Letter		Name	Equivalent	Sound When Spoken
Α	α	Alpha	A	al-fah
Β	β	Beta	B	bay-tah
Γ	γ	Gamma	G	gam-ah
Δ	δ	Delta	D	del-tah
Ε	ε	Epsilon	E	ep-si-lon
Ζ	ζ	Zeta	Z	zay-tah
Η	η	Eta	E	ay-tay
Θ	θ	Theta	Th	thay-tah
Ι	ι	Iota	I	eye-o-tah
Κ	κ	Kappa	K	cap-ah
Λ	λ	Lambda	L	lamb-dah
Μ	μ	Mu	M	mew
Ν	ν	Nu	N	new
Ξ	ξ	Xi	X	zzEye
Ο	ο	Omicron	O	om-ah-cron
Π	π	Pi	P	pie
Ρ	ρ	Rho	R	row
Σ	σ	Sigma	S	sig-ma
Τ	τ	Tau	T	tawh
Υ	υ	Upsilon	U	oop-si-lon
Φ	φ	Phi	Ph	figh or fie
Χ	χ	Chi	Ch	kigh
Ψ	ψ	Psi	Ps	sigh
Ω	ω	Omega	O	o-may-gah

E. Greek Mythology

1. A myth is story, especially concerning the early history of a people or explaining some natural or social phenomenon.

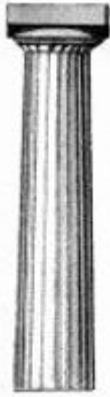
2. Based on gods, goddesses, heroes and mythical creatures.

3. The myth of Hades and Persephone describes the season changes.

4. The Star myth describes how the constellations of Ursa major and minor (big and little dipper) are were created.

F. Architecture

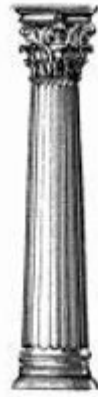
1. Columns; Doric, Ionic, Corinthian



Doric



Ionic



Corinthian



G. Theatre

1. Originated from a festival to honor Dionysus, the god of theatre & wine.
 - a. Open air theaters, semi circular
 - b. Center circle for orchestra & altar for Dionysus
 - c. All actors were men, wore masks
2. Types of Plays; comedy, tragedy, satire
 - a. Tragedies;
 - i. taught lessons & stories of people who were steered in the wrong direction.
 - ii. Presented in trilogies; 3 parts
 - b. Satires ridiculed (mocked) problems in society/ people's mistakes
3. Famous playwrights;
 - a. Aeschylus; "Oresteia" about Agamemnon
 - b. Sophocles; Oedipus Trilogy (irony)
 - c. Euripides; plays on real people



Ch. 7- Ireland

I. Geography

A. Places to know

1. Republic of Ireland
2. Northern Ireland
3. Atlantic Ocean
4. Irish Sea
5. Celtic Sea
6. Dublin
7. Cashel
8. Cork
9. Killarney
10. Galway
11. Arran Islands
12. Rathlin Island
13. Dingle Peninsula
14. River Shannon
15. Tara
16. Bunratty

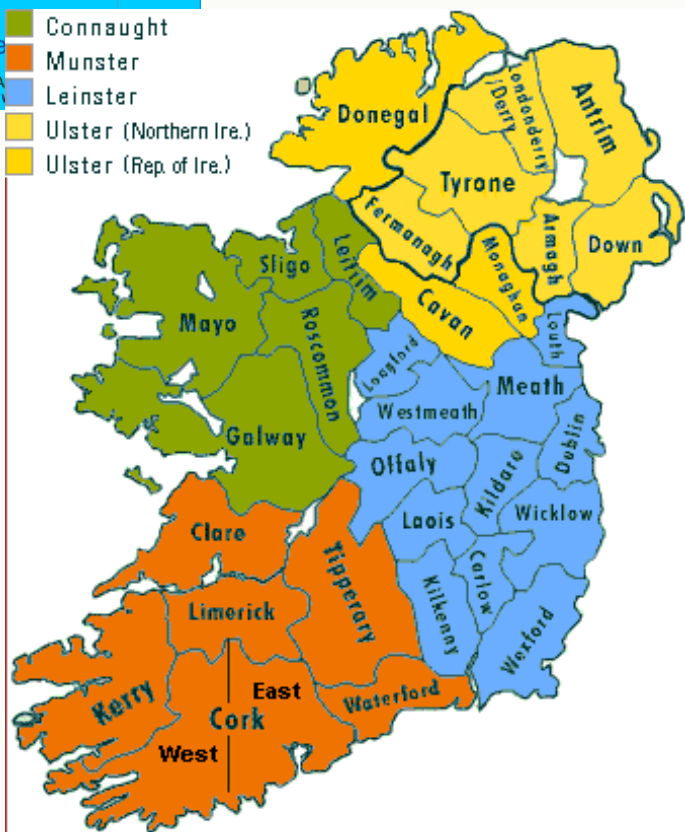


B. Geographic features

1. Island in NW Europe in the N. Atlantic
2. Low central plains surrounded by a ring of coastal mountains
 - a. Cliffs
 - b. Giant's Causeway- rock formation created from cooled lava. (Legends described them as stepping stones for 'giants')
3. Islands, peninsulas, and bays.
4. Glacial Drift
 - a. Left fertile soil
 - b. Lough= Lake
5. Peat Bogs- wetland that accumulates dead plant materials
 - a. Dried bricks are a source of fuel



- Connaught
- Munster
- Leinster
- Ulster (Northern Ire.)
- Ulster (Rep. of Ire.)



II. Overview

- A. Hibernia- latin name
- B. Early people came from European continent
 - 1. Nomadic
 - 2. Learned how to plant & grow
 - 3. Established communities
- C. Republic of Ireland
 - 1. Independent
 - 2. 26 counties
- D. Northern Ireland
 - 1. 6 counties
- E. Official language is Gaelic
- F. 95% of population is Roman Catholic

II. Culture

A. Culture encompasses a wide variety as aspects. We will look at some now, and then many of our history lessons will also incorporate aspects of culture, including literature, song, religion...

B. Limericks & Blessings

1. Limerick: 5 Line Poem; AABBA pattern

Lines 1, 2, 5 rhyme (A, A, A)

Lines 3 & 4 rhyme (B, B)

Example:

There once was a fellow named Tim (A)

Whose dad never taught him to swim. (A)

He fell off a dock (B)

And sunk like a rock. (B)

And that was the end of him. (A)

2. Irish Blessing: short sayings/ well wishes about welcoming, warmth and turning a negative situation into a positive one.

a. Often begins; May God.. bless you...

C. Language: Irish Gaelic

1. Pronunciation of letters changes based on if they are short or long. You can find this out by looking at the closes vowel.
 - a. A-O-U are BROAD vowels
 - b. E & I are SLENDER vowels
 - c. Siobhan (SH-- slender)
 - d. Slan (S-- broad)
2. Accents are called a fada and tell whether it is a short or long vowel. (a)á (e)é (i)í (o)ó (u)ú
3. Irish has different vowel and consonant blends than English; ch, dh, ae, ion,
4. A buailte is a dot above a letter (similar to an accent) this changes the sound of many letters.
 - a. An 'm' or 'b' with a buailte would make a "w" or "v" sound(depending on where in Ireland you are).
 - b. Different regions have diffrent dialects.
 - c. In Roman characters, since there is no buailte on a keyboard, you put an h next to the letter.
5. Irish Alphabet: the Irish language has its own alphabet. Note some of the characters are very similar to the Roman Alphabet the letters we use), but there are also some letters in our alphabet that they do not have.
6. What is your Name? Irish names are a little different. Just like some words in our language have different forms depending on how they are used, so do names in Irish. All of your names will be in the nominative form.
 - a. Nominative (subject)= Ceallach
 - b. Genitive (attribute)= Cheallaigh
 - c. Cheallaigh's dog is cute.
 - d. Vocative (addressing someone) = A Cheallaigh
 - e. Please get me a drink A Cheallaigh

7. Learn Irish

- a. Dia Dhuit = Hello
- b. Is _____ an t-ainm dom= My name is _____
- c. Conas tá tú= How are you?
- d. Tá mé go maith= I am good.
- e. Go raibh mait agat= Thank you (singular)
- f. Failte romhat= You're welcome
- g. Slán Agat= Goodbye
- h. Cá bhfuil an leighreas= Where is the bathroom
 - i. Tá grá agam duit= I love you
 - j. Breith lá sona dhuit= Happy Birthday

F. Religion

- 1. Early celts were pagan
- 2. Converted to Christianity by missionaries like St. Patrick, St. Ciaran, St. Brigid, St. Colmcille
- 3. Although Christian, kept much of their own culture and did not fully accept Roman Catholicism at first.
- 4. Flood story
 - a. Compare to Roman Catholic... Mesopotamia/Gilgamesh?

Lebor Gabala Erenn: The Book of Invasions

Ireland--whatever is asked of me
I know pleasantly,
Every taking that took her
from the beginning of the tuneful world.

Cessair came from the East,
the woman was daughter of Bith;
with her fifty maidens,
with her three men.

Flood overtook Bith in his Mountain,
it is no secret;

Ladra in Ard Ladrand,
Cessair in her Nook.

But as for me, He buried me,
the Son of God, above [the] company;
He snatched the Flood from me
above heavy Tul Tuinde.

I had a year under the Flood
in strong Tul Tuinde;
I found nothing for my sustenance,
an unbroken sleep were best.

I was in Ireland here,
my journey was everlasting,
till Partholon reached her,
from the East, from the land of Greeks.

I was here in Ireland
and Ireland was desert,
till the son of Agnomain reached Nemed,
brilliant his fashion

The Fir Bolg and Fir Gailian came,
it was long ago;
the Fir Domnann came,
they landed on a headland in the west.

Thereafter the Tuath De came,
in their masses of fog,
so that there was sustenance for me
though it was a long lifetime.

The sons of Mil came from Spain,
from the south, so that there
was sustenance for me at their hands,
though they were strong in battle.

A long life fell to my lot,
I shall not conceal it;
till Faith overtook me
from the King of Heaven of clouds.

I am Fintan the white son of Bochna,
I shall not conceal it;
after the Flood here I am
a noble great sage.

Incipit de The Takings of Ireland. Thereafter
Cessair daughter of Bith s. Noe took it, ut poeta
dixit, forty days before the Flood.

This is the reason for her coming, fleeing from the
Flood: for Noe said unto them: Rise, said he [and
go] to the western edge of the world; perchance
the Flood may not reach it.

The crew of three ships arrived at Dun na mRarc
in the territory of Corco Daibne. Two of the ships
were wrecked. Cessair with the crew of her ship
escaped, fifty women and three men: Bith s. Noe,
of whom is Sliab Betha (named) - there was he
buried, in the great stone-heap of Sliab Betha;
Ladra the pilot, of whom is Ard Ladrand - he is
the first dead man who went under the soil of
Ireland; Fintan s. Bochra, of whom is "Fintan's
Grave" over Tul Tuinde. Cessair died in Cul
Cessrach in Connachta, with her fifty maidens.

V. Early History

A. Timeline

- 6000 b.c. ---- Earliest people live as nomads (Hunters-Gatherers) during Stone Age
- 4000 b.c. ---- People of Ireland begin to form permanent settlements. Build stone burial chambers (some still standing)
- 2000 b.c. ----- Bronze Age: made stronger weapons, built 'hill forts' for protection.
- 400 b.c. ---- Iron Age: Celts from Western Europe invade island bringing stronger weapons.

B. Celts

1. Many Celtic tribes across Europe find their way to Ireland.
2. They are well organized.
 - a. Divided the country into small kingdoms, each ruled by a minor chief or king.
 - b. High king created laws, encouraged music & built roads.
3. No written language, depended on storytellers
4. Celtic Creation Myth
5. Ancient Poetry
 - a. Connection to nature
 - i. example; creation, organization of tribes/ kings closely linked to nature

C. St. Patrick

1. Born in Britain to a Roman Family
2. Kidnapped by pirates and brought to Ireland as a slave.
3. Receives a calling and brings Christianity to pagans of Ireland after escaping slavery.
4. Establishes a monastery & taught people to read
5. Ireland flourishes during Dark Ages
 - a. Monks create written language?
 - b. Literature, learning & art grow
 - c. Book of Kells
 - i. Gospels
 - ii. Vellum (animal skin)
 - d. Creation of Celtic cross

V. Fidelma

A. Who is she?

1. Main character in a series of historical fiction novels about Ireland.
2. Princess: fictional daughter of real Muman king Failbe Flan
3. Female Religious
4. Dalaigh, or advocate of the ancient law courts(lawyer)- investigates crimes & prosecuted
5. Degree (Level) of Anruth- 2nd highest qualification, means she can speak in the presence of kings.

B. The Books

1. Chronicle life and adventures of Fidelma between 665 & 700 a.d.
2. Religious Issues and changes in the Roman Church
3. Law and life in 7th century Ireland

C. Life in 7th century Ireland

1. Kingship was not inherited by eldest(primogeniture). One must be from ruling family, but was elected and proved worthiness.
2. Women had more rights than any other country at the time; aspired to offices & professions as co-equals to men.
3. Rich were educated, sent to schools.
4. Most professionals or intellectuals were members of the religious.
5. Religious were not celibate.
6. Brehon Law: Laws of Fenechus, or Brehon, named after breitheamh word for judge.

VI. More History

A. Vikings

1. Vikings invade ~800-1000 A.D.
2. Killed & destroyed farms
3. Stole valuable manuscripts from monasteries
4. Built strong forts, which became major cities (Dublin,Cork)
5. Ireland escapes Roman Control

B. Ireland escapes Roman Control

1. 1002 Brian Boru becomes Muman king and later High King.
 - a. Brings all kingdoms together into a united country
 - b. Defeats Vikings in 1014
 - i. Many had already assimilated.
 - c. 150 years of peace & prosperity
2. Normans invade 1169
 - a. Like Celts, over time many Normans assimilate and consider themselves Irish.

C. Medieval Ireland

1. Religion
 - a. Church reforms in 12th century
 - b. Reformation in 16th century
2. Turbulent history of invasions continues
 - a. England begins to colonize parts of Ireland
 - b. Continues into 1600's; England begins a full conquest and settlement by Protestants.

VII. Protestant Ascendancy (1691-1801)

A. English Control

1. Protestant gain power.
2. Roman Catholics (native Irish) were excluded from power and land ownership.
 - a. Penal Laws
 - b. Slavery

B. "United Irishman" Rebellion of 1798

1. Began forming in 1791
2. Against British Rule
3. Thousands of deaths in 3 months
4. 1801- Act of Union
 - a. Unites G.B. & Ir. as United Kingdom
 - b. abolishes Catholic discrimination
5. Small pockets continue to 1804

VIII. Potato Blight

A. Famine begins- 1845

1. Potatoes turn black
2. Airborne fungus transported on ships ??from (Mexico)
3. Population reduced by a 1/4
 - a. 750,000 die (disease, starvation)
 - b. 2 million immigrate to U.S., Canada & Great Britain
4. Social causes
 - a. Catholics could only rent small land plots, had very little
 - b. Relied on a diet of potatoes
 - c. Grew 3x's more potatoes than grain

IX. Easter Uprising

A. Population losing faith in British government since famine

1. Irish Republican Brotherhood want independence
 - a. Many want freedom, but don't agree with IRB
 - b. would not be placated by "Home Rule"
2. Plan a rebellion in the midst of WWI
3. Easter Monday, April 24, 1916
4. Fight a war of independence 1919-1921
 - a. Republic of Ireland
 - b. Northern Ireland

Chapter 8: The Roman Empire

I. Geography

A. Locations

1. Alps
2. Apennines
3. Po River
4. Tiber River
5. Etruria
6. Latium (plain)
7. Rome
8. Sicily
9. Corsica
10. Sardinia
11. Adriatic Sea
12. Mediterranean
13. Tyrrhenian

B. Italian Peninsula

1. "Boot" juts into Mediterranean
2. Island of Sicily of west 'toe'
3. Alps at N. border
4. Apennines run down peninsula
 - a. Lack fertile soil
 - b. More sheep herding than farming
5. Fertile Plains
 - a. Po River Valley
 - b. Latium Plain & Tiber River



C. Growth of Rome

1. Location

- On Tiber at N. edge of Latium
- Capital of modern day Italy
- Grew across hills, became source of protection
- Tiber was a highway between Mts and Mediterranean

2. Farming

- Inactive volcanoes provided rich soil
- Grew wheat, beans, cabbage, lettuce, fruit
- Grew grapes for wine

3. Wine

- Sold in markets, becomes valued trade good
- Watered down to drink at meals
- Used to heal cuts & wounds

D. Etruscans

- Settled on Etrurian plain
- Their region later named Tuscany
- Conquers peninsula



II. Roman Republic (Gov't)

A. Early Rome

1. Romulus & Remus Myth explains the founding of Rome.
2. 502 b.c. drove out Etruscans
3. Citizens had power in gov't

B. Plebeians & Patricians

1. Plebeians- farmers, tradesmen, craft workers
2. Patricians- noble families
 - a. Plebeians worked their land
 - b. Few slaves
3. Women could not participate in civic life

C. Founding of the Republic

1. King Tarquinius is over thrown
 - a. Patricians take power
2. Livy, Roman historian, chronicles establishment of Republic
 - a. Plebeians rebel
 - b. Patricians forced to accept demands
 - c. Republic- citizens choose leaders

D. Gov. of the Republic

1. Representatives elected by citizens to run gov't
2. Branches
 - a. Each had powers that allowed them to have control over other branches
 - b. Senate: Oldest & most powerful branch, controlled by patricians, determined how Rome would act toward other gov'ts, had control of all money collected & spent.
 - c. Citizen Assembly: elected by plebeians, elected tribunes (representatives of the plebeians), protected the rights of the plebeians.
 - d. Consuls: served as army commanders & judges, could propose new laws, elected by citizen assembly & could order anyone arrested, consuls could veto each other.
- 4 .12 Tables- bronze tablets that contained a collection of laws that governed Roman life (marriage, trade, warfare...)
 - a. Posted in forum

III. Wars w/ Carthage

A. Expansion

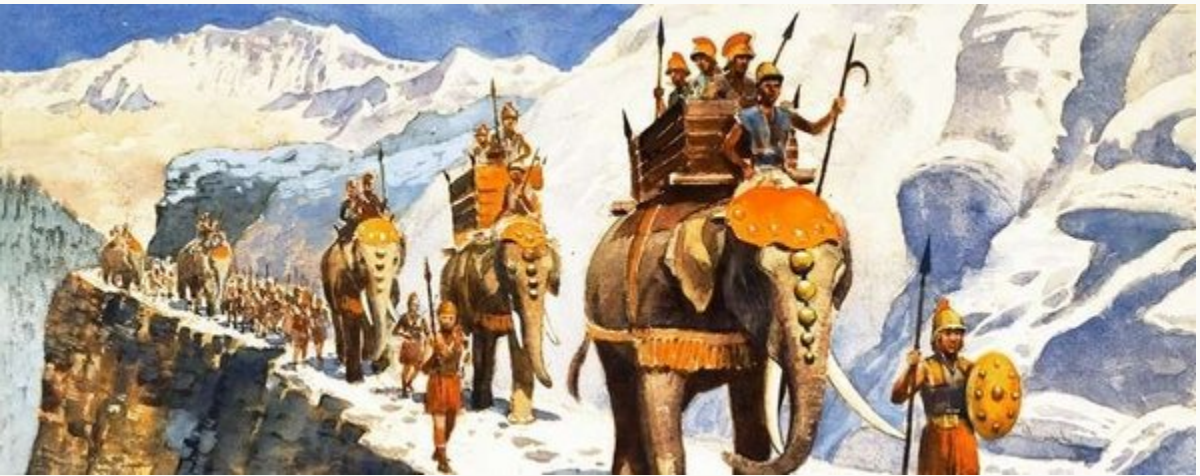
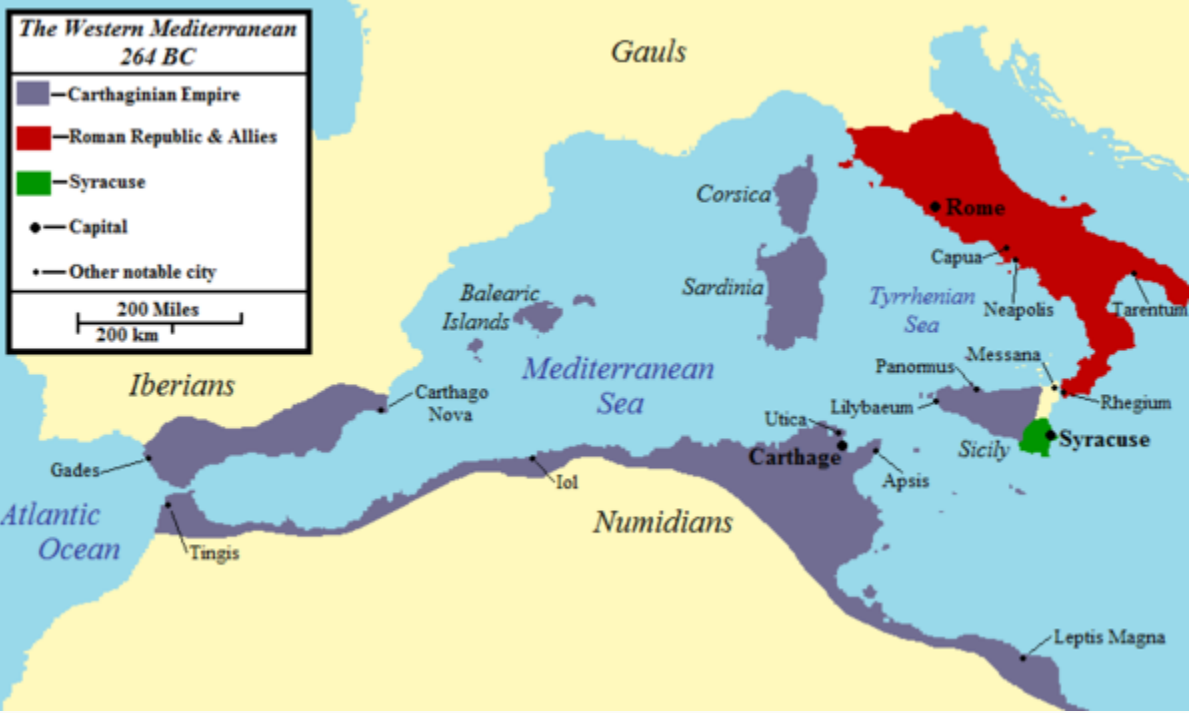
1. Rome expands to control entire Italian peninsula
2. Lands on Sicily, sparking conflict with Carthage

B. Carthage

1. Phoenician City on N coast of Africa
2. Controlled most land around Med. including Sicily
3. Punic is Latin for Phoenicia

C. Punic Wars

1. War with Carthage is 1st Punic War
 - a. 20 years
 - b. Carthage surrenders Sicily
 - c. Rome continues to seize more Carthage land
2. Second Punic War
 - a. Rome has a strong navy
 - b. Hannibal plans to attack by going over Alps
3. Hannibal's Plan
 - a. Attack from land
 - i. Rome's navy was powerful
 - ii. Across Spain, over Alps
 - iii. Used trained elephants
 - b. Major battles
 - i. victorious
 - ii. destructive
 - iii. forced to retreat, stranded w/out supplies
4. Roman Victory
 - a. Hannibal is forced to retreat to N. Africa
 - b. Scipio Africanus lead army to defeat Hannibal
 - c. Battle of Zama
 - i. Roman victory makes them most powerful in Mediterranean



V. The Roman Empire

A. Julius Caesar

1. ID's

- a. Julius Caesar- Roman Gen, becomes dictator of Republic
- b. Gaul- ancient region and Roman province, in modern day France
- c. Civil war- armed conflict between groups w/ in one country
- d. Pompey- Roman politician & general, Caesars enemy
- e. Cleopatra- Egyptian queen who supported Caesar
- f. dictator- ruler who has absolute power

2. Veni, Vedi, Vici... I came, I saw, I conquered

3. Legacy

- a. Pro: Brilliant military leader, gave land to soldiers, land for parks, free grain/ bread to poor, increased # of senators, more accurate calendar, expanded empire, granted citizenship to those not born in Rome, generous
- b. Con: dictator- goes against rep, formed enemies, caused civil wars (braggart, greedy, too powerful) *ambition

B. Colosseum

1. Gladiator Battles

2. POWs & Slaves

3. Fight to the death

4. Foreign animals (lions...) imported from Africa

5. Sea battle recreations.

C. Pax Romana- Roman Peace (under Augustus)

1. Efficient gov't
2. Building new roads, buildings & water systems
 - a. arches & concrete
 - b. aqueducts- bring fresh water to the city
3. Forum; theaters, baths, aqueducts (brought fresh water)
4. Police & fire protection, free bread
5. Census- create a count of people in empire.



D. Mount Vesuvius Eruption- 79 a.d.

1. Volcanic eruption in 79 a.d.
1. Buries city of Pompeii in ash
2. Excavations give an idea of life at the time

V. Christianity

A. Jesus

1. Judea is under Roman control
2. Jesus is born as the Messiah
 - a. Jesus' followers come to be known as Christians.
3. Taught lessons using parables.
4. Closest followers were called Apostles.
5. Crucified under Pontius Pilate
 - a. People were given the choice to free Jesus or Barabbas, who had been jailed for leading a revolt against Roman rule.

B. How did Christianity spread?

1. Early followers carried Jesus' message through the Roman Empire
2. Set up churches.
3. Letters written to Christian communities
 - a. St. Paul to the Corinthians, St. Paul to the Colossians

C. How were early Christians treated in Rome?

1. Persecuted
2. Punished, treated unfairly, martyred...

VI. Rome & Byzantium

A. Diocletian- Roman Emperor

1. Divided kingdom in half; too big to be ruled by one man.
2. Eastern half: Byzantium
3. Western half: Rome
4. Reforms: new coins, forced jobs (baker, soldier)
5. Persecution- policy of arresting, injuring or killing members of a religion/ethnic/minority group.

B. Constantine (Emperor)

1. New Capital in East
 - a. Constantinople: today Istanbul in Turkey
2. Treatment of Christians
 - a. Freedom of worship
 - b. Built churches
 - c. St. Helena- Constantine's Christian mother

C. The "New Rome"

1. Byzantine

- a. Fall of Roman empire to Germanic invaders
- b. Eastern half of empire survives
- c. Capital had been Greek city of Byzantium

2. Christianity

- a. Eastern Orthodox Church
- b. Greek influence

3. Justinian

- a. Rebuilds city to be grand
 - i. Hagia Sophia
 - ii. Connects it to Roman history; aqueducts, baths, statues...
- b. Justinian Code- code of laws based on church law.

Chapter 9-Empires of Africa

I. Geography

A. Regions

1. Political

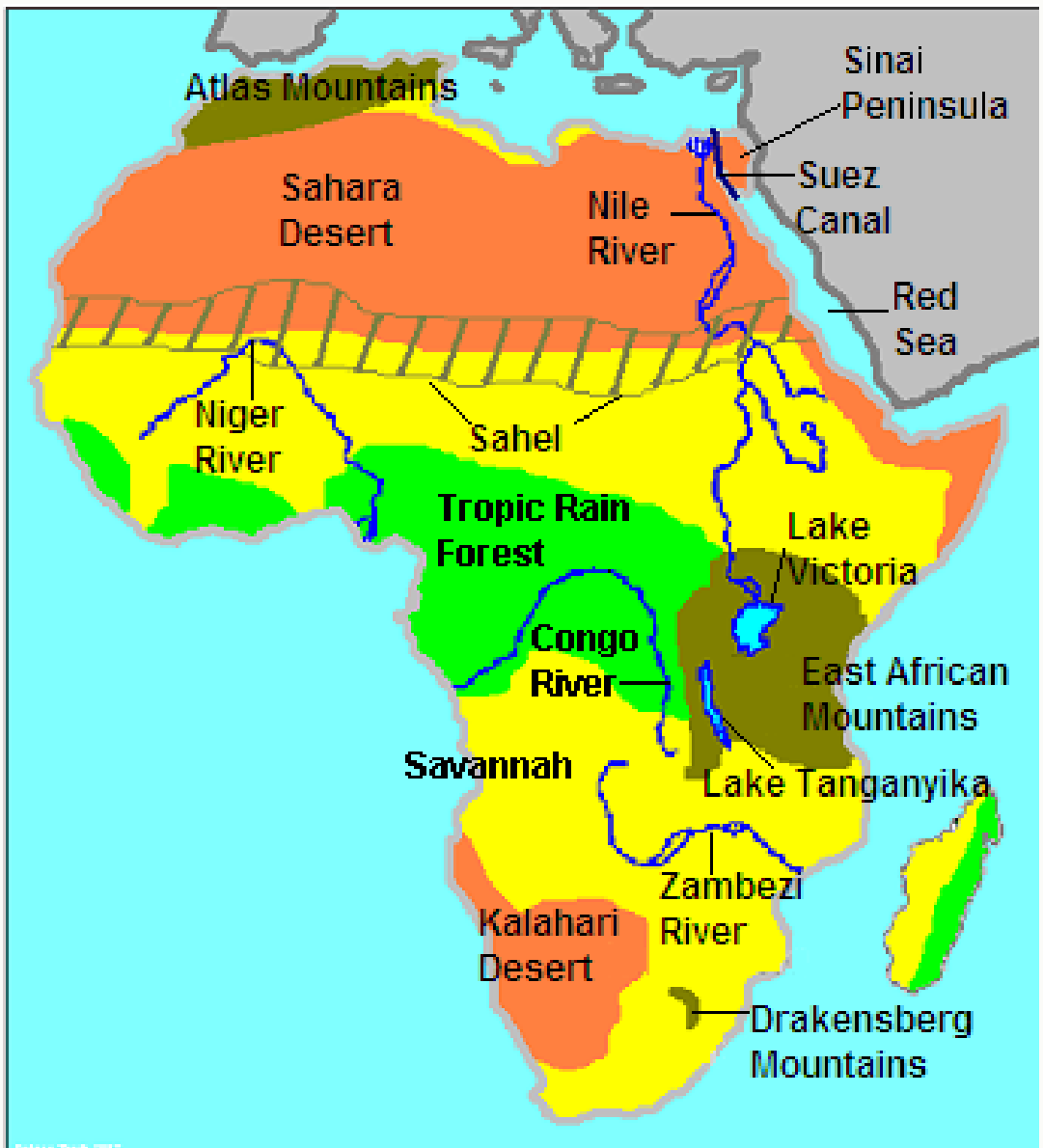
- a. North
- b. West
- c. East
- d. Central
- e. Southern

2. Climate/ Vegetation

- a. Desert- High temp. through the year with very little rainfall
- b. Steppe- high temperatures all year and only limited rainfall during the summer season
- c. Savannah- very high temperatures all year and rain during the summer season only
- d. Rainforest- very high temperatures and high rainfall throughout the year
- e. Mediterranean- Warm to high temperatures with rainfall in the autumn and winter months

3. Geographic

- a. Sahara
- b. Sahel
- c. Ethiopian highlands
- d. Savanna
- e. Swahili Coast
- f. Rainforest
- g. Great Lakes
- h. Southern Africa



B. Sahara

1. Largest desert in the world
2. North Africa
3. Includes basins, oases, plateaus, mountains, dunes, sand seas
4. Average (MEAN) temp. of 86 degrees F, but can range from 100 to 31 degrees.
5. Sparsely covered with plant life
 - a. grasses, shrubs, trees, halophytes (saline tolerant plants)
6. Animals include desert varieties of; gerbils, hares, hedgehogs, gazelles, deer, baboons, hyenas, jackals, fox, weasels, ostriches, eagles, guinea fowl, ravens, larks, owls, lizards, chameleons, cobras.

C. Sahel

1. Northern Africa, south of Sahara
2. Year round temperatures; 77 - 86 degrees
3. Flat, barren plains
4. Contains fertile Niger Delta
5. Animals; RODENTS, cattle, sheep, goats, occasionally elephants & giraffes

D. Ethiopian Highlands

1. Rugged mass of mountains
2. Located in Ethiopia, N. Somalia (Horn of Africa)
3. 40 - 80 degrees
4. Grasslands & Woodlands
5. Aardvarks, wolves, ibex, stork

E. Savanna

1. Rolling grassland of shrubs & isolated trees
2. 70 degrees
3. Rainy summers
4. Lions, cheetah, zebras, gazelles, elephants, wild dogs and crocodiles

F. Swahili Coast (SE)

1. Sandy soil is easily eroded, beaches/ cliffs
2. Rainfall dependent on Indian Ocean monsoons
3. Temp: 70's- mid 80's
4. Over 200 species of birds, bush babies, monkeys, small antelope, bush pig.

G. Rainforest

1. Central Africa's Congo Basin is 2nd largest
2. Deforestation threatens rainforests
3. Average temp: humid, 80 degrees
4. Elephant, monkey, parrot, gorilla, hippo, okapi

H. Great Lakes

1. Three great lakes in Eastern Africa; Victoria, Tanganyika, Malawi.
2. In Great Rift Valley
3. 2 rainy seasons; October & April/May
4. Hot & humid; up to mid 80's
5. Abundant plant life
6. Fish, wildebeest, hippos, crocodile, flamingo

I. Southern Africa

1. Most seasonal (farther from equator)
2. Winter low 60's- Summer 80's
 - a. Mts get snow in winter
3. Plateau with mts to east & west
4. Has some desert, but also diverse vegetation
5. Think SAFARI: elephants, lions, zebras, giraffe, rhinos, impala (mid size deer), springbok (gazelle < 3 ft), baboon.

II. African Empires

A. Geography; regions- Nile, Sahara, Congo, unique species...

B. Zimbabwe-

1. Walls of stone with houses & granaries
 - a. Built with rocks larger than homes
2. Year 1000-1400
3. Farmers, craft workers, herders
4. Sat on rich gold mine
5. Located on trade route between South Africa & East

African Coast

6. City= 20,000 pl

7. Mud huts

C. Aksum- Christian, gold, architecture, writing, coins

1. One of the first Christian countries
 - a. Had own branch lead by patriarch
 - b. Different traditions
2. Greatest power under king Elana- expanded kingdom
3. Influential trading center= GOLD
4. Architecture; stone- not mud bricks
 - a. Monuments build for military victories- STELAE
5. First region to develop writing system & mint coins

D. West African Empires- trade gold for salt

1. Ghana- 700 to 1230

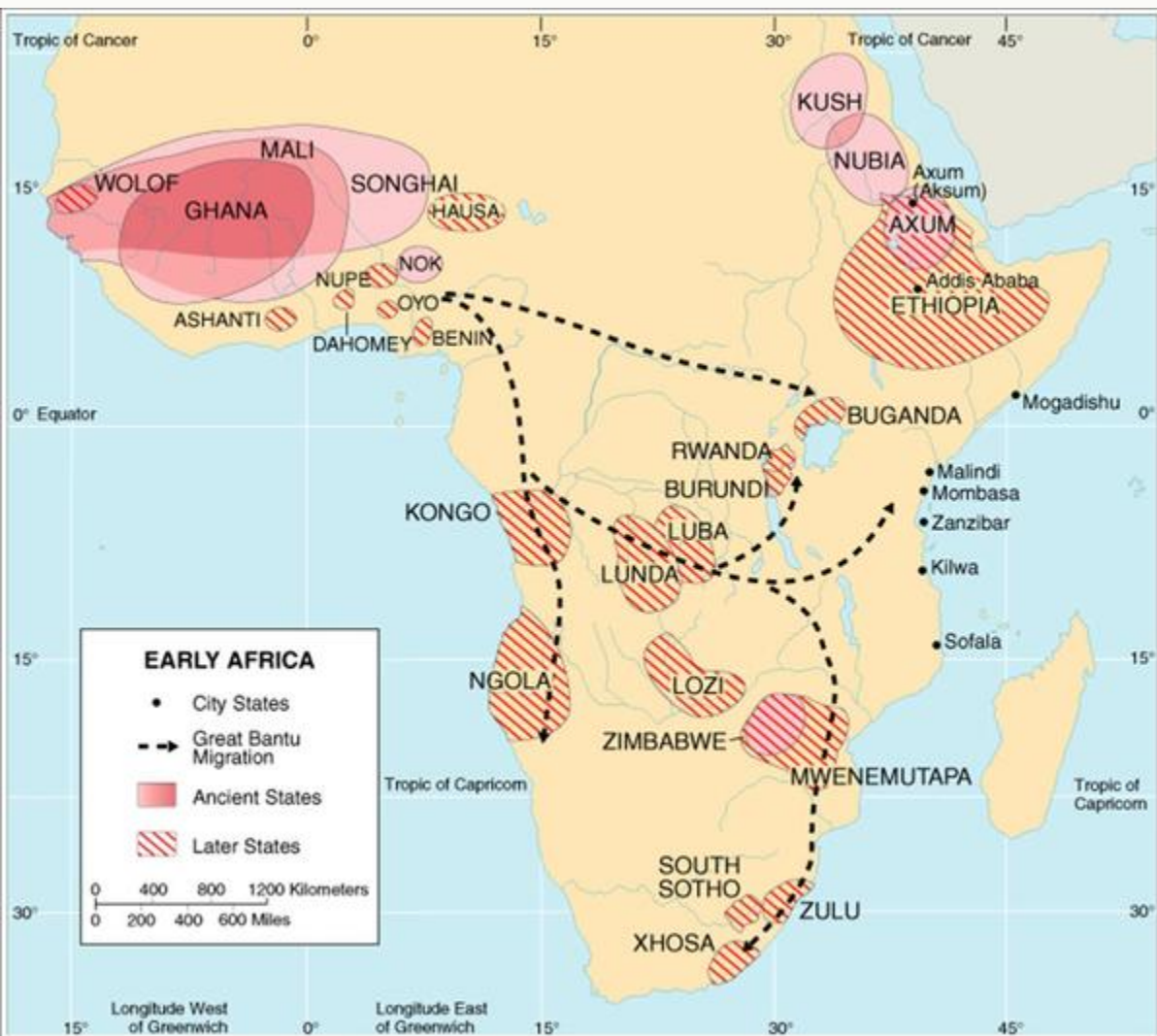
- a. Along major North African trade route
- b. Supply & Demand; keep 'AU' scarce to make it more valuable
- c. Master of gold
- d. Converted to Islam (faith of Muslim traders)

2. Mali- 1250

- a. Prince Sunjata- powerful
- b. Organized system of gov't
- c. Capital of Niani was center of commerce
- d. City of Timbuktu- center of culture
- e. Islamic- built mosques to convert people
- f. Mansa Musa

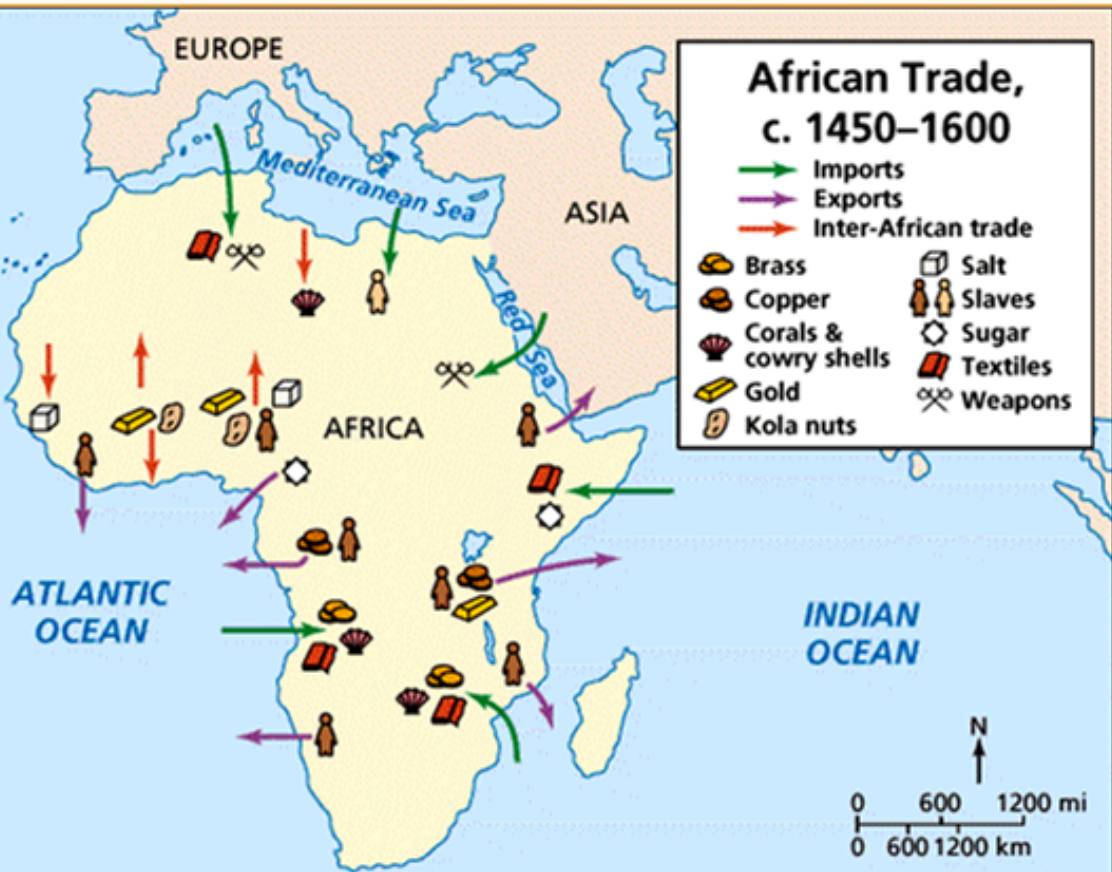
3. Songhai- 1400s to 1591

- a. Greatest power under Askia Muhammed
- b. Sunni Ali- expands empire & replaces Mali griots
- c. Scribes kept official documents & records
- d. Well trained foot soldiers & cavalry



African Trade, c. 1450–1600

- Imports
→ Exports
→ Inter-African trade
- | | |
|-----------------------|----------|
| Brass | Salt |
| Copper | Slaves |
| Corals & cowry shells | Sugar |
| Gold | Textiles |
| Kola nuts | Weapons |



III. African Colonization

A. South Africa

1. Natives: Khoikhoi, Xhosa, Zulu
 - a. herded livestock
 - b. called hottentots by Europeans
 - i. name imitates sound of language
 - ii. now seen as derogatory
 - c. steadily driven off land with arrival of Europeans
2. Known stop for trade between Middle East/India & Europe.
3. Dutch colony (The Netherlands)
 - a. 17th century- 1652
 - b. Jan van Riebeck lead outpost
4. Founded Cape Town on Table Bay
5. Dutch begin to settle & expand
 - a. Build large farms, ranches and vineyards
 - b. BOER: Dutch and Afrikaans word for farmer, which came to describe Dutch-speaking settlers
 - c. Afrikaners: South African ethnic group predominantly descended from Dutch settlers
 - i. language= Afrikaans
6. British Conquest
 - a. 1795
 - b. British sends fleet of warships
 - c. Dutch are defeated

B. European Colonization

1. WHY?
 - a. The 19th century (1800's) in Europe was a time of industrialization
 - b. Factories required raw materials to be manufactured into marketable products.
 - c. Europeans sought both a source of raw materials
2. WHO?
 - a. France, Great Britain
 - b. Belgium, Spain, Italy, Germany, Portugal
3. WHAT?
 - a. New borders
 - b. Leads to slave trade in Europe and Americas

IV. Independence

A. First Boer War

1. Boer's do not like new British rule.
 - a. British begin to ban slavery
 - b. Move farther out & increase tension w/ Xhosa & Zulus.
 - c. Boer's eventually declare independent Orange State & Transvaal
2. Freedom War, 1880-1881
3. Members of South African Republic (Free Orange State & Transvaal) vs. British
4. South African Republic was victorious

B. Second Boer War

1. 1899-1901
2. South African Republic vs. British
3. Gold, raids, politics...
 - a. Uitlanders (non-Boer whites) settle around mines; outnumbering Boers and increasing anti-British sentiment.
4. Early Boer victories
5. British sends for troops from India & Australian colonies
 - a. Gandhi
6. Guerilla Warfare
7. Concentration camps
 - a. originally set up as refugee camps
8. Spion Kop
 - a. Hill in middle of Boer line.
 - b. High number of wounded and fatalities
 - i. Gandhi was a stretcher carrier for British forces
 - c. British forced to retreat.
 - d. Winston Churchill was a journalist
9. British win
 - a. Bring Orange State & Transvaal under British colony, but promise self-government
 - b. Pay Afrikaners for reconstruction aid (scorched earth)

C. World War II

1. After WWII people of Africa want a change
2. Only Ethiopia, Egypt and Liberia experience independence before WWII.
3. Triggered by India's independence
4. Political & economic instability is still a problem.
5. Apartheid enforced in South Africa through this time.

Chapter 10- Medieval Europe



I. Birth of the Middle Ages

A. Charlemagne

1. Conquers land in Europe
 - a. Spreads Christianity
 - b. Pope Leo III crowns him Emperor
2. After his son Louis dies, his son's divide the Frankish Kingdom into thirds
3. Threats from invaders; Vikings from North & Muslims from Mediterranean
4. Vikings given land around Seine in Northern France called Normandy.

B. William the Conqueror

1. Duke of Normandy
2. 1066 "Battle of Hastings"
 - a. Crosses English channel & defeats Saxon King of England.
 - b. Establishes strong government in England
 - c. Blends Saxon & French culture
 - i. English language today is a blend of Old French & Saxon English

C. Feudalism

1. King divides land into fiefs
2. Fiefs are given to nobles, called Vassals, who swear loyalty
3. Lords (Vassals) lived in fortified houses surrounded by a village; these settlements were called manors.
4. A serf was a peasant who lived in the manor village and worked the land. They were not allowed to leave without permission.



D. Knighthood

1. Knight- noble who agreed to fight for a king or powerful land owner, in return for land (fief).
 - a. fought on horseback (destriers)
 - b. wore armor, chain mail, leather jerkin
2. Chivalry- Code of Conduct knights followed
 - a. Influenced by religion; be a good Christian
 - b. Know music & poetry
 - c. Have good manners

E. Magna Carta

1. Signed by King John of England, 1215
2. Stated the king could not violate the rights of free men/

II. The Church

A. Monasteries- communities where monks lived

1. Included churches, farms, homes, schools
2. Farmed, studied, made wine, medicine & crafted goods
3. Centers of learning
 - a. Scriptorium- room for making books
 - b. Monks copied all books by hand

B. Crusades

1. Series of wars to recapture the "Holy Land" from Muslims
2. First Crusade- 1095
 - a. Pope Urban II defeats Muslims
 - b. Holds Jerusalem for about 100 years
3. Muslims take back Holy Land in 7 more Crusades
4. Crusades open Europe to Eastern trade goods; silk, spices...

C. Cathedrals

1. Large Christian churches
2. Arches helped build higher & with more windows
3. Gothic Style; pointed arches, soaring spaces, buttresses



D. Reformation

1. Indulgences

- a. Pope Leo X needs \$ to build St. Peter's Cathedral
- b. Sells indulgences; pardon/forgiveness of sins
- c. Martin Luther protests by writing 95 Thesis
 - i. starts Reformation

2. Protestants

- a. Luther gains supports
- b. Luther is excommunicated & writings burned
- c. Luther's followers leave the church
 - i. "Protest" against the Church of Rome (Protestants)
- d. Some Protestants did not agree with Luther
 - i. John Calvin founds his own church
 - ii. All Protestants united against Pope.

3. Henry VIII

- a. Church refuses Henry a divorce
- b. Creates Anglican Church

II. Renaissance

A. Roots

1. Religious & Humanism (human interests & values)
2. Florence Italy
 - a. Medici family supported the arts (patron)
 - b. Writers; Petrarch, de Pisan, Machiavelli
 - c. Artists; da Vinci, Michelangelo,
3. Expands through Europe
 - a. England- Shakespeare; playwright, poet...
 - i. MacBeth, Romeo & Juliet, Hamlet, Sonnets
 - b. Spain- Miguel Cervantes; Don Quixote

Glossary

Acropolis- large hill in ancient Greece where city residents sought shelter and safety in times of war and met to discuss community affairs.

Agora- central area in Greek cities used both as a marketplace and as a meeting place.

Agriculture- the raising of crops and animals for human use.

Aqueduct- a raised, arched structure built to carry water over long distances.

Archaeologist- a person who studies the remains of past cultures.

Artifact- an object made by someone in the past.

Barter- to trade things for other things without using money.

Buddhism- a religion founded in India by Siddhartha Guatama which teaches that the most important thing in life is to reach peace by ending suffering.

Case System- the social system in Hindu society in which a person's place is determined by the rank of the family into which he or she is born.

Cathedral- a large Christian church that is the official church of the bishop.

Chivalry- the qualities of the ideal knight, including politeness, bravery, honor and protecting the weak.

Citadel- walled fort that protects a city.

Citizen- a person with certain rights and responsibilities in his or her country or community.

City-State- a self governing city, often with surrounding lands and villages.

Civilization- a culture that has developed systems of specialization, religion, learning and governments.

Colony- a territory that is under the control of another country.

Confucianism- in China, a system of beliefs and behavior based on the teachings of

Confucius, who said that people should lead good lives by studying ancient traditions and stressed the importance of respecting one's family and ancestors.

Consul- one of two elected officials of the Roman Republic who commanded the army and was a supreme judge.

Crusade- any of the journeys and battles undertaken by European Christians between 1095 and 1270, to win control of the Holy Land (Palestine) from Muslims.

Culture- the way of life of a group of people at a particular time, including their daily habits, beliefs and arts.

Cuneiform- a system of writing that used wedge-shaped symbols to represent sounds, ideas, and objects; developed in ancient Sumer.

Demand- in economics, people's desire for a particular item and their ability and willingness to pay for it. (See supply.)

Democracy- a system of government in which citizens vote to make governmental decisions.

Dharma- the laws and duties that guide the behavior of each Caste member in Hinduism.

Domesticate- the train plants or animals to be useful to people.

Drought- a long period of dry weather.

Eastern Orthodox Christianity- a branch of Christianity that developed in the Byzantine Empire and that does not recognize the pope as its supreme leader.

Economy- the way a country manages money and resources for the production of goods and services.

Eightfold Path- the basic rules of behavior and belief leading to an end of suffering in Buddhism.

Empire- a group of lands and peoples ruled by one government.

Epic- a long poem that tells the story of heroes in legend or history.

Erosion- the gradual wearing away of soil and rock by wind, glaciers or water.

Export- to send goods to other countries for sale or use.

Feudalism- starting in Europe around A.D. 800, a system for organizing and governing society, based on land and service.

Fief- in the Middle Ages, a property given to a vassal in exchange for loyalty.

Flaking- a process of shaping stone by chipping pieces off the edges.

Four Noble Truths- in Buddhism, the principles that rule life and promise an end to suffering.

Geography- the study of Earth's environment and how it shapes people's lives and how Earth is shaped in turn by people's activities.

Gladiator- a Roman athlete, usually a slave, criminal or prisoner of war, who was forced to fight for the entertainment of the public.

Glyph- a writing symbol, often carved into stone, that stands for an object or a sound.

Granary- a storehouse for grain.

Grand Canal- a waterway in China connecting Beijing with cities to the south.

Grand School- a school begun by Confucian scholars in China that trained students for government jobs.

Griot- oral historian and musician who became important in Western Africa in the 1500's and carried on tradition.

Harbor- a sheltered place along a coast used to protect boats and ships.

Hieroglyphics- the ancient Egyptian system of writing that used symbols to stand for objects, ideas or sounds.

Hinduism- the religion of India that grew out of the beliefs of the ancient Aryan peoples; it stresses that one main force connects all of life.

Hunter-Gatherer- a person who meets needs by hunting animals and gathering plants.

Indulgence- a pardon from punishment for a sin in exchange for an offering in the Roman Catholic Church.

Irrigation- the watering of dry land by means of canals or pipes.

Justinian Code- a code of law that standardized laws in the Byzantine Empire and dealt with marriage, property rights, slavery, crime and women's rights.

Karma- the end result of all of a person's good and bad acts, which determines his or her rebirth in Hinduism and Buddhism.

Legalism- a philosophy of strict government in China in which citizens were encouraged to serve the needs of the state.

Loess- a fine yellow soil that is easily carried by wind and rain; found in China.

Mandate of Heaven- the belief that the Chinese emperor's right to rule came from the gods.

Manor- a large estate granted to a lord and worked by serfs in the Middle Ages.

Middle Way- a way of life, neither too strict nor too easy, that results from following the Eight Fold Path.

Monarchy- a government ruled by a king or queen.

Monastery- a community in which monks lead lives devoted to religion.

Monk- a man who devotes his life to a religious group, often giving up all he owns.

Monotheism- belief in one god.

Mummification- the process of preserving a dead body through embalming and drying.

Neolithic Era- the last period of the Stone Age when human beings began to develop agriculture, and use tools and weapons made from shaped and polished stone.

New Stone Age- period of human prehistory during which people depended mainly on stone tools and began experimenting with agriculture.

Ninety-Five Theses- Martin Luther's arguments for reform of the Roman Catholic Church.

Oligarchy- type of government in which a small group of citizens control decision making.

Oracle Bones- cattle or sheep bones used to predict the future in ancient China.

Oral History- spoken records, including stories, that have been passed from one generation to the next.

Papyrus- a kind of paper made from papyrus, a reed plant growing along the Nile, that the ancient Egyptians used for writing.

Patriarch- the male head of a family or tribe.

Patrician- a member of the noble families who controlled all power in the early years of the Roman Republic.

Patron- a supporter of the arts.

Pax Romana- a period of peace for the Roman Empire that began with the rule of Augustus and lasted about 200 years.

Peasant- a small farm owner or farm worker. (Lower class.)

Persecution- policy of arresting, injuring or killing members of a religious or ethnic group.

Pharaoh- title used by the rulers of ancient Egypt.

Philosophy- the study of or a search for truth, wisdom and the right way to live.

Plague- a disease that spreads quickly and kills many people.

Plebeian- a common farmer, trader or craft worker in ancient Rome.

Polis- a city-state in ancient Greece.

Polytheism- the belief in many gods and goddesses.

Porcelain- a type of ceramic materials that is hard and white.

Primary Source- first hand account of an event or an artifact created during the period of history being studied.

Prophet- a person who is believed to speak for God.

Protestant- a Christian who belongs to one of the churches that split from the Roman Catholic during or after the Reformation.

Pyramid- a massive structure built of stone, usually having a square base and four triangular sides that slope upward.

Reformation- a movement beginning in Europe in the 1500s, to bring reform to the Roman Catholic Church, and leading to Protestantism.

Reincarnation- Hindu belief that people move in a constant cycle of life, death and rebirth.

Renaissance- period of great cultural and artistic change that began in Italy around 1350 and spread through Europe.

Representative- a person who is elected by citizens to speak or act for them.

Republic- form of government in which citizens elect representatives to speak or act for them.

Sahel- dry grassland south of the Sahara.

Savanna- broad, grassy plain with few trees, found in large parts of Africa.

Scribe- professional writer who kept records and copied letters and official documents.

Secondary Source- record of the past based on information from primary sources.

Seismograph- scientific instrument that could detect earthquakes hundreds of miles away, invented during the Han dynasty.

Senate- lawmaking body and most powerful branch of government in ancient Rome's Republic.

Serf- person bound to work on a noble's manor in the Middle Ages.

Silk Road- ancient network of overland trade routes that stretched from China to what is now Iran.

Silt- mixture of tiny bits of soil and rock carried and deposited by a river.

Social Pyramid- diagram illustrating the social order divisions within a culture, usually showing the most powerful person or group at the peak (top) and least powerful at the bottom.

Specialize- to spend most of one's time doing one particular kind of work.

Stela- tall, flat stone, often carved with writing, used to mark an important historical event.

Steppe- dry, grassy, treeless plain found in Asia and eastern Europe.

Strait- a narrow channel or body of water connecting two larger bodies of water.

Subcontinent- a large landmass that is connected to a continent, but often separated by a geographic feature, i.e. mountain range.

Supply- in economics, the quantity of a good, product or other resource that producers are able and willing to produce.

Surplus- an extra supply of something, such as crops.

Technology- the use of skills and tools to meet practical human needs.

Textile- cloth fabric that is either woven or knitted.

Torah- first five books of the Hebrew Bible containing the laws and teachings of Judaism.

Tribune- elected leader of ancient Rome who represented the interests of the plebeians.

Twelve Tables- the earliest written collection of Roman laws, drawn up by the patricians, which became the foundation of Roman law.

Unification- joining of separate parts, such as kingdoms, into one.

Vassal- noble of the Middle Ages, who was usually given a fief by his lord in exchange for loyalty.

Vedas- ancient books of sacred songs that Hindu beliefs are based.

Warring States Period- period after the Zhou Empire in China in which local rulers went to war with each other.

Ziggurat- large pyramid built by the ancient Sumerians, Assyrians and Babylonians with a temple at the top.

Resources

General:

www.edmodo.com

www.prezi.com

www.stchris-school.org

<http://missminot.weebly.com>

Geography:

<http://geographyworldonline.com/tutorial/practice.html>

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African Empires:

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