

HPISD CURRICULUM
(SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 20 DAYS __

UNIT NAME	UNIT 2: CLASSICAL ERA (500BC-600AD)
<p>Unit Overview</p>	<p>This unit examines the enduring and far-reaching significance of ancient empires in Asia, Europe, and the Americas. Strong leaders centralized power and created efficient government systems which enabled them to unify diverse peoples and strengthen their empires. Ideas about government, technology, and religion spread through trade and conquest, and major world religions and value systems, like Christianity and Hinduism, developed. These ancient empires left behind impressive monuments and forged cultural legacies that still influence the world today.</p>
<p>Generalizations/Enduring Understandings</p>	<p>Interactions with the Environment Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p>Gradually after the development of agriculture, people have increasingly resided in settled populations although nomadic lifestyles are still present in many parts of the world.</p> <p>Cultural Interactions World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p> <p>The diffusion of religions away from their “homeland” results in versions of the religion that often incorporate some new rituals or ceremonies.</p> <p>State Formation Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>Economic Structures The economies of most societies in history rely primarily upon agricultural production.</p> <p>As transportation systems improve, long distance trade becomes increasingly more important in history.</p> <p>Social Structures Most societies in history are characterized by coercive labor.</p>

	<p>Gender rules differ between social classes.</p> <p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>	
Concepts	<p>Foundations: c. 600 BCE-600 CE</p> <p>1. Classical civilizations</p> <ul style="list-style-type: none"> ▪ Major political developments in China, India, and the Mediterranean ▪ Social and gender structures ▪ Major trading patterns within and among Classical civilizations; contacts with adjacent regions ▪ Arts, sciences, and technology <p>2. Major belief systems</p> <p>Basic features of major world belief systems prior to 600 C.E. and where each belief system applied by 600 C.E.:</p> <ul style="list-style-type: none"> • Polytheism • Hinduism • Judaism • Confucianism • Daoism • Buddhism • Christianity <p>3. Late Classical period (200 C.E. to 600 C.E.)</p> <ul style="list-style-type: none"> ▪ Collapse of the empires (Han China, loss of western portion of the Roman Empire, Gupta) ▪ Movements of peoples (Bantus, Hums, Germans, Polynesians) <p>Interregional networks by 600 C.E.</p>	
Guiding/Essential Questions	<p>What are the reasons for the increasingly-wide trade networks in the Eastern Hemisphere in the period from 8000 B.C.E. to 600 C.E?</p> <p>What accounts for the changes and continuities in how humans organized their societies across the period from 8000 B.C.E. to 600 B.C.E?</p> <p>What is the most common source of change: connections or diffusion versus independent invention? Support answer with evidence.</p>	
	Performance Levels	Learning Progression
Learning Targets	<p>Students will be able to describe the origin, central ideas, and spread of Buddhism, Hinduism, Confucianism, Christianity, Judaism, Islam, and Sikhism.</p>	<ul style="list-style-type: none"> - By comparing Hindu and Buddhist primary source documents, students will compare core beliefs of the religions and analyze the belief systems effect on the social hierarchies of the empires. - Have students examine to what extent they agree with the following: Buddhism was a form of rebellion. - Through the use of selections from the Analects, students

		<p>will analyze the effect of social, political, and economic structures in China.</p> <ul style="list-style-type: none"> - Students will define the roles of women in each religion/belief system and create statements comparing those roles. <p>***Decision Point</p>
	Students will be able to compare factors that led to the collapse of Rome and Han China.	<ul style="list-style-type: none"> - Use textbook readings to analyze the major features of the Han and Roman empires and reasons for their collapse. - Students will compare/contrast political and economic conditions in classical China and Rome. - Students will role-play advisors to emperors of Rome and China to suggest ways to prevent collapse. - Students will write a compare and contrast essay examining the causes, effects, and events surrounding the collapse of both Classical empires. <p>***Decision Point</p>
	Students will be able to explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and Greece and Rome.	<ul style="list-style-type: none"> - Students will examine the origins of Athenian democracy. - Students will compare and contrast Greek direct democracy with Roman representative democracy - Class will discuss the influence of Greco-Roman democracy on the formation of democratic political traditions in mid-13th century Western Europe, and later North American <p>***Decision Point</p>
	Students will be able to identify the origin and distribution of major ideas in math, science, and technology in classical societies	<ul style="list-style-type: none"> - Students will examine the significant discoveries in math, science, and technology from Gupta India. - Students will examine the significant discoveries in math, science, and technology from Han China. - Students will examine the significant discoveries in math, science, and technology from Rome. <p>***Decision Point</p>
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	<p>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>(B) identify major causes and describe the major effects of the following events from 500 BC to AD 600: the development of the classical civilizations of Greece, Rome, Persia, India (Maurya and Gupta), China (Zhou, Qin, and Han), and the development of major world religions;</p>	<ul style="list-style-type: none"> • Large-scale empires such as the Roman or Han Empires began to develop around the 5th century B.C.E. and created a need for much more elaborate institutions, primarily owing to their size and scope.

	<p>(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC . The student is expected to:</p> <p>(C) explain how major river valley civilizations influenced the development of the classical civilizations.</p>	
	<p>(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. The student is expected to:</p> <p>(A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome, including the development of monotheism, Judaism, and Christianity;</p>	<p>The classical empires depended on territorial expansion to thrive, yet at the same time their decline occurred for similar reasons, mainly overexpansion, disease, corruption, droughts/crop failures, and outside invasions.</p>
	<p>(B) explain the impact of the fall of Rome on Western Europe; and</p>	
	<p>(C) compare the factors that led to the collapse of Rome and Han China.</p>	
	<p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</p> <p>(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment; and</p>	
	<p>(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>(B) describe the rights and responsibilities of</p>	

	citizens and noncitizens in civic participation throughout history. and	
	<p>(22) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. The student is expected to:</p> <p>(B) identify the influence of ideas regarding the right to a “trial by a jury of your peers,” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome;</p>	
	<p>(25) Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>(A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;</p>	
	<p>(B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome;</p>	
	<p>(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and</p>	
	<p>(C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.</p>	
	<p>(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological</p>	

	<p>innovations affected societies prior to 1750. The student is expected to:</p> <p>(A) identify the origin and diffusion of major ideas in mathematics, science, and technology that occurred in river valley civilizations, classical Greece and Rome, classical India, the Islamic caliphates between 700 and 1200, and in China from the Tang to Ming dynasties;</p>	
Topics	<p>The development of durable empires The growth/decline of classical empires</p>	
Language of Instruction	<p>Confucius Laozi Han Shi Huangdi Daoism Scholar-gentry Dharma Buddha Ashoka Upanishads Karma Nirvana Stupas Guptas Senate Republic Paul Punic Jesus of Nazareth Maya Maize Olmecs</p>	
State Assessment Connections		
National Assessment Connections		
Resources	<p>World Civilizations: The Global Experience, Third Edition by Stearns, et al (Ch.6-15) Documents in World History, Volume 1, Peter Stearns, et al</p>	