**Unit 1: Ancient Civilizations Revised Jan 2015**

This unit begins with the pre-history and evaluates the development of the first civilizations.

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| **Term** | **Definition (think Who, What, Where, When)****-Can be found in your textbook, class notes, or online** **-Graded for completion (+1 pt each)** | **Analysis (think Why, How)****-Should be your own thoughts… not Google or your** **Neighbor’s thoughts** **-Graded for correctness (+2 points each)** |
| 1. **Nomads**
 | people having no permanent abode, and who travel from place to place to find fresh pasture for their livestock |  |
| 1. **Neolithic Revolution**
 | sometimes called the **Agricultural Revolution**, was the wide-scale transition of many human cultures from a lifestyle of hunting and gathering to one of agriculture and settlement, allowing the ability to handle an increasingly larger population. |  |
| 1. **Civilization**
 | **Definition**- a complex organized society that has advanced cities,**Characteristics**-1. Cities
2. Organized government
3. Formalized Religion
4. Specialization of Labor
5. Social Classes
6. Record keeping and writing
7. Art and Architecture
8. Public Works
 | Ancient River Valley Civilizations of Egypt (Nile), Mesopotamia (Tigris and Euphrates) , Indus River Valley, and Yellow River in China |
| 1. **Democracy**
 | **Definition**- Government by the people**Example**- Ancient Greece  | **List and explain a pro/con of this government.****Pro**: everyone will be allowed to vote and participate in weighing in   People feel like an active part in society.built on equalityPower not in hands of single person or group**Con:**:R**isks lack of knowledge among the people.****It might cause the minority to get the short end.****It would allow mob influence.** |
| 1. **Direct Democracy**
 | **Definition-** A **democracy** in which the power to govern lies directly in the hands of the people**Example**- Ancient Athens | List and explain a pro/con of this government.  |
| 1. **Republic**
 | **Definition**- a political system in which the citizens of a region elect representatives to run the government**Example**- Early Rome | **List and explain a pro/con of this government.****Pro**: efficient form of government for large groups of peopleOfficials democratically elected**Cons**: Not everyone gets a voice, minorities can lose out Citizens do not have to participateRepresentative can be deceptive |

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| 1. **Aristocracy**
 | **Definition**- Rule by a landholding elite**Example**- Early Greece | **List and explain a pro/con of this government.****Pro:** They would be well educated and knowledgeable **Con** only a few people are making decisions  |
| 1. **Theocracy**
 | **Definition**- a government ruled by religious leaders who claim God’s authority**Example**- Ancient Egypt | **List and explain a pro/con of this government.** **Pro:** **A More Obedient General Public.** **Changes Are Approved Rapidly.****Cons: Opinions of the People Are Not Heard.****Distinct Lack of Rights For Minority Citizens.** |
| 1. **Oligarchy**
 | **Definition**- a form of government in which all power is vested in a few persons or in a dominant class or clique; government by the few.**Example**- Sparta | List and explain a pro/con of this government.**Pro**: it's not efficient for everyone to make all the decisions all the timeNo one strong ruler**Con:** Difficult for others to join and ruleCan grow stale with no new ideas allowed in  |
| 1. **Cultural Diffusion**
 | The spreading of culture or ideas from one society to another | **Give 2 examples of Cultural Diffusion**. Trade with other countries, Conquering of other countries (Rome, Alexander the Great (Hellenistic Culture), Greece influence on Rome) Phoenicians “carriers of civilization, alphabet, purple dye, Sumer trade with Indus Valley |
| 1. **Mesopotamian Civilizations/**

**Fertile Crescent** | 1.Sumerians* Developed \_**cuneiform**\_: the 1st writing system

2. Babylonians* Developed **Hammurabi’s Code**: the 1st written law code

3. Phoenicians * Developed **the first alphabet**, which was crucial to making trade possible
* Developed **alphabet** based on phonetic sounds

4.Persians* Developed **communication system** (pony express) to facilitate easy trade & movement throughout the empire
 | **Evaluate how Hammurabi’s Law Code may have impacted the development of modern day**Used to unify a diverse group of peopleSets out fines and punishments for crimesProtection of propertyCriminal and civil laws  |
| 1. **India**
 | **Distinctive features and major accomplishments of this civilization:** * Highly organized and well planned cities
* Hinduism – caste system
* Buddhism- Four Noble Truths, Eightfold Path
 | Harappa and Mohenjo ­Daro · (Well planned, grid system, plumbing) Declined and disappeared from natural disasters or invadersArtifacts indicate trade with Sumer  |

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| 1. **China**
 | **Distinctive features and major accomplishments of this civilization**: * Great Wall of China
* Strong government with a series of dynasties
* Silk Road
* Complex and standardize writing system
* Standardized weights and measures
* Civil Service exam
* Confucius
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| 1. **Mandate of Heaven**
 | The Chinese belief that royal authority is a result of divine approval  |  |
| 1. **Dynastic Cycle**
 | The rise and fall of dynasties in ancient china |  |
| 1. **Egypt**
 | Distinctive features and major accomplishments of this civilization: * Stable Food Supply, Nile regularly flooded
* Social Structure
* Strong government led by Pharaohs who are considered gods
* Written language, hieroglyphics (Rosetta Stone)
* Strong Long lasting Culture
* Architectural features: pyramids, obelisk
* Polytheistic
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| 1. **Hieroglyphics**
 | pictographic script, particularly that of the ancient Egyptians, Deciphered by the Rosetta Stone |  |
| 1. **Greece**
 | **Distinctive features and major accomplishments of this civilization:** * Democracy in Greece
* Athens and Sparta
* Theater, plays comedies and dramas
* Polytheistic religion
* Philosophy: Socrates, Plato, Aristotle
* Scientific study of medicine
* Olympics
* Architectural features: columns, pediments
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| 1. **City-state**
 | **Definition**- a political unit that includes a town or city and the surrounding area**Example-** Athens, Sparta, Sumer, Babylon  |  |
| 1. **Alexander the Great**
 | King of Macedonia and conqueror and ruled over the Persian Empire as well as Egypt, parts of India Lasting Legacy is the spread of Greek culture | Example of cultural diffusion Hellenistic culture |

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| 1. **Hellenistic Culture**
 | **Hellenistic culture** thus represents a fusion of the Ancient Greek world with that of the Near East, Middle East, and Southwest Asia, | Example of Cultural Diffusion  |
| 1. **Rome**
 | **Distinctive features and major accomplishments of this civilization:** * Republic/Senate
* Architecture: aqueducts, Colosseum, pantheon, arch, domes, concrete Circus Maximus, forum
* roads allowing trade and protection of empire
* Large Empire
* Roman Legions
* Mass entertainment
 | Example of Cultural diffusion, Large empire, Roman roads help to spread, common law code, religion (Roman gods then Christianity) |
| 1. **Pax Romana**
 | A time of peace and prosperity in Ancient Rome lasting about 200 years starting with Augustus and ending with the death of Aurelius | **How do periods of peace affect the development of a civilization?**They allow for prosperity, and focus on arts, literature and architecture Rome's citizens were relatively secure, and the government generally maintained law, order, and stability. |
| 1. **Draco’s Law**
 | Greek ruler: Draco's Law Code were known for their cruelty and their bias towards the rich landowners as opposed to those who found themselves owing money. His series of drastic punishments (the origin of the term 'draconian') |  |
| 1. **Justinian’s Code**
 | the collections of laws and legal interpretations developed under the sponsorship of the Byzantine emperor **Justinian** I from ad 529 to 565. |  |

**HOW DO I ANSWER A QUESTION THAT DOESN’T END IN A QUESTION MARK????**

Here are some common key words and definitions to help you think about assignment terms:

**Information words** ask you to demonstrate what you know about the subject (who, what, when, where, how, and why)

* **define**—give the subject’s meaning (according to someone or something). Sometimes you have to give more than one view on the subject’s meaning
* **explain**—give reasons why or examples of how something happened
* **illustrate**—give descriptive examples of the subject and show how each is connected with the subject
* **summarize**—briefly list the important ideas you learned about the subject
* **trace**—outline how something has changed or developed from an earlier time to its current form
* **research**—gather material from outside sources about the subject, often with the implication or requirement that you will analyze what you have found

**Relation words** ask you to demonstrate how things are connected.

* **compare**—show how two or more things are similar (and, sometimes, different)
* **contrast**—show how two or more things are dissimilar
* **apply**—use details that you’ve been given to demonstrate how an idea, theory, or concept works in a particular situation
* **cause**—show how one event or series of events made something else happen
* **relate**—show or describe the connections between things

**Interpretation words** ask you to defend ideas of your own about the subject. This goes beyond just stating your opinion by requiring that you back up your opinion with concrete evidence. Remember examples, principles, definitions, or concepts from class or research and use them in your interpretation.

* **assess**—summarize your opinion of the subject and measure it against something
* **prove, justify**—give reasons or examples to demonstrate how or why something is the truth
* **evaluate, respond**—state your opinion of the subject as good, bad, or some combination of the two, with examples and reasons
* **support**—give reasons or evidence for something you believe (be sure to state clearly what it is that you believe)
* **synthesize**—put two or more things together that have not been put together in class or in your readings before; do not just summarize one and then the other and say that they are similar or different—you must provide a reason for putting them together that runs all the way through the paper
* **analyze—**determine how individual parts create or relate to the whole, figure out how something works, what it might mean, or why it is important
* **argue—**take a side and defend it with evidence against the other side