

# Classical: Organization and Reorganization of Human Societies 600 BCE to 600 CE

2.1	<b>The Development and Codification of Religious and Cultural Traditions</b>	
I	Students will be able explain the impact of further developments of existing religious traditions on providing a bond among people and an ethical code to live by.	<i>Ethical codes</i> <i>Diasporic communities</i> <i>Caste system</i>
	How did religions provide a bond among people and an ethical code to live by?	A. What influence did the codification of the Hebrew Scriptures have on the development of Judaism? B. What are the characteristics of Hinduism, including the social and political roles of the caste system and reincarnation?
II	Students will be able to discuss new belief systems and cultural traditions that emerged and spread in the Classical Period.	<i>Merchants</i> <i>Missionaries</i> <i>Educational institutions</i> <i>Diffusion</i>
	Why did new belief systems and cultural traditions emerge and spread?	A. What caused Buddhism to spread throughout Asia and change over time? B. Why did Confucianism focus on relationships? C. How did Daoism influence the development of Chinese culture? D. What caused Christianity to spread and and change over time? E. What were the core ideas in Greco-Roman philosophy and science?
III	Students will be able to identify the effects of Buddhism, Christianity, Confucianism on gender roles.	<i>Gender roles</i> <i>Monasticism</i> <i>Filial piety</i>
	How did monastic life in Christianity and Buddhism and filial piety in Confucianism affect gender roles in Classical societies?	

IV	Students will understand that other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.	<i>Ancestor veneration</i>
	What other religious and cultural traditions continued alongside the codified traditions?	A. Why did shamanism and animism continue alongside new codified traditions? B. Why did ancestor veneration persist in East Asia?
V	Students will be able discuss the presence of distinctive cultural developments in artistic expressions.	<i>Literature</i> <i>Architecture</i>
	How do literature, drama, architecture, and sculpture show distinctive cultural developments?	A. What was the influence of distinct forms of literature and drama in neighboring regions and in later time periods? B. What distinctive architectural styles developed in the Classical Period? C. How did the convergence of Greco-Roman culture and Buddhist beliefs affect unique sculptural developments?
<b>2.2</b>	<b>The Development of States and Empires</b>	
I	Students will be able identify the name and location of key states and empires.	<ul style="list-style-type: none"> <li>● <i>Southwest Asia: Persian Empires</i></li> <li>● <i>East Asia: Qin and Han Empire</i></li> <li>● <i>South Asia: Maurya and Gupta Empires</i></li> <li>● <i>Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires</i></li> <li>● <i>Mesoamerica: Teotihuacan, Maya city-states</i></li> <li>● <i>Andean South America: Moche</i></li> </ul>
	Where were the key states and empires in the Classical Period?	What were the characteristics of the Persian Empire?

II	Students will be able explain the development of new techniques of imperial administration.	<i>Centralized governments</i> <i>Legal systems</i> <i>Bureaucracies</i> <i>Diplomacy</i> <i>Supply lines</i> <i>Roads, walls, fortifications</i> <i>Local military</i> <i>Currency</i>
	How did states develop new ways of governing the people and the land?	A. How did Persian and Greek civilizations differ in their political organization? B. What techniques did imperial governments use to project military power over larger areas? C. How did building and maintaining roads and issuing currency contribute to economic success?
III	Students will be able explain the development of unique social and economic dimensions in imperial societies in Afro-Eurasia and the Americas.	<i>Role of Cities</i> <i>Social hierarchies</i> <i>Labor management (production of food)</i> <i>Rewards to elites</i> <i>Patriarchy</i>
	How did social and economic dimensions develop in the Classical Period?	A. What was the role of cities? B. What social hierarchies displayed social structure? C. How did imperial societies maintain production of food and provide rewards for the loyalty of the elites? D. How did patriarchy continue to shape gender and family relations in all imperial societies of this period?
IV	Students will be able explain the political, cultural, and administrative difficulties that led to decline, collapse, and transformation of the Roman, Han, Persian, Mauryan, and Gupta empires.	<i>Environmental damage</i> <i>Concentration of wealth</i> <i>Frontier conflicts</i>
	What are the similarities and differences among the decline, collapse, and transformations of Classical empires?	A. How did the imperial government cause environmental damage through excessive mobilization of resources?

		B. What were the external problems along frontiers?
<b>2.3</b>	<b>Emergence of Transregional Networks of Communication and Exchange</b>	
I	Students will be able explain the basis of transregional trade, communication, and exchange networks in the Eastern Hemisphere.	<i>Eurasian Silk Roads</i> <i>Trans-Saharan caravan routes</i> <i>Indian Ocean sea lanes</i> <i>Mediterranean sea lanes</i>
	How did land and water routes become the basis of transregional trade, communication, and exchange networks?	A. What are the distinctive features of the trade routes?
II	Students will be able to explain the relationship between new technologies and the increasing efficiency in pack animal distance.	<i>new technologies</i> <i>domesticated pack animals</i> <i>maritime technologies</i> <i>knowledge of weather patterns</i>
	What technologies facilitated longer distances for pack animals?	A. What new technologies made it easier for pack animals to go longer distances? B. How did knowledge of monsoon winds and innovations in maritime technologies stimulate exchange along sea routes from East Africa to East Asia?
III	Students will be able	<i>farming and irrigation techniques, spread of crops</i> <i>spread of disease</i> <i>Spread and transformation of belief systems</i>
	What else besides trade goods developed along far-flung networks of communication and exchange?	A. What new farming techniques were developed when rice and cotton crops spread from South Asia to the Middle East? B. What were the effects of the spread of disease pathogens on populations and empires?

		C. How did Christianity, Hinduism, and Buddhism transform as it spread?
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