**Unit 2 – Classical Societies (Formation of Classical Societies)**

**Corresponding with Chapters 3-6 in *Ways of the World* by Strayer and chapters 3-6 in the AMSCO AP World History review book.**

**The purpose of this Unit 2 review packet is to provide you with a broad review of the unit based on the College Board’s AP World History Key Concepts. This worksheet will provide you with the bare-bones Vocabulary and Specific Factual Information (SFI) you will need to make sense of this unit. It is meant to be your first stop in your study of this unit, not your final destination.**

**Unless otherwise mentioned in class, the Vocabulary / SFI worksheet portion is due on the day of the Unit 2 exam.**

Period 2: Organization and Reorganization of Human Societies, c. 600 BCE to c. 600 CE

**Key Concept 2.1 The Development and Codification of Religious and Cultural Traditions**

As states and empires increased in size and contacts between regions multiplied, religious and cultural systems were transformed. Religions and belief systems provided a bond among the people and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic and occupational stratification. Religious and political authority often merged as rulers, some considered divine, used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems could also generate conflict, partly because beliefs and practices varied greatly within and among societies.

1. **Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.**
   1. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also showed reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.
   2. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions—often known as Hinduisms— which contributed to the development of the social and political roles of a caste system and in the importance of multiple manifestations of Brahma to promote teachings about reincarnation.
2. **New belief systems and cultural traditions emerged and spread, often asserting universal truths.**
   1. The core beliefs preached by the historic Buddha and recorded by his followers into sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia, first through the support of the Mauryan Emperor Asoka, and then through the efforts of missionaries and merchants and the establishment of educational institutions to promote its core teachings.
   2. Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius and were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China including the rulers.
   3. In the major Daoist writings (such as the *Daodejing)*, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture (such as medical theories and practices, poetry, metallurgy or architecture).
   4. The core beliefs preached by Jesus of Nazareth, and later recorded by his disciples, drew on the basic monotheism of Judaism, and initially rejected Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of the emperor Constantine.
   5. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation and the nature of political power and hierarchy.
3. **Belief systems affected gender roles**. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.
4. **Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.**
   1. Shamanism and animism continued to shape the lives of people within and outside of core civilizations, because of their daily reliance on the natural world.
   2. Ancestor veneration persisted in many regions (such as in Africa, the Mediterranean region, East Asia or the Andean areas).
5. **Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.**
   1. Literature and drama acquired distinctive forms (such as Greek tragedy or Indian epics) that influenced artistic developments in neighboring regions and in later time periods (such as in Athens, Persia or South Asia).
   2. Distinctive architectural styles can be seen in buildings (such as those in India, Greece, the Roman empire, and Mesoamerica).
   3. The convergence of Greco-Roman culture and Buddhist beliefs affected the development of unique sculptural developments.

**Key Concept 2.2 The Development of States and Empires**

As the early states and empires grew in number, size and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relations with ethnically and culturally diverse populations: sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding boundaries too far, they created political, cultural and administrative difficulties that they could not manage. They also experienced environmental, social and economic problems when they over-exploited their lands and subjects and permitted excessive wealth to concentrate in the hands of privileged classes.

1. **The number and size of imperial societies grew dramatically by imposing political unity on areas where there had previously been competing states.**

NOTE: Students should know the location and names of the key states and empires below.

* 1. Southwest Asia: Persian Empires (such as Achaemenid, Parthian or Sassanid)
  2. East Asia: Qin and Han dynasties
  3. South Asia: Maurya and Gupta Empires
  4. Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman Empires
  5. Mesoamerica: Teotihuacan, Maya city states
  6. Andean South America: Moche

1. **Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.**
   1. In order to organize their subjects the rulers created administrative institutions including centralized governments, elaborate legal systems, and bureaucracies (such as in China, Persia, Rome or South Asia ).
   2. Imperial governments projected military power over larger areas using a variety of techniques including: diplomacy; developing supply lines; building fortifications, defensive walls, and roads; and drawing new groups of military officers and soldiers from the local populations or conquered peoples.
   3. Much of the success of empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.
2. **Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.**
   1. Cities served as centers of trade, public performance of religious rituals, and political administration for states and empires (such as Persepolis, Chang’an, Pataliputra, Athens, Carthage, Rome, Alexandria, Constantinople or Teotihuacan.)
   2. The social structures of all empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites or caste groups.
   3. Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites including corvée, slavery, rents and tributes, peasant communities and family and household production.
   4. Patriarchy continued to shape gender and family relations in all imperial societies of this period.
3. **The Roman, Han, Persian, Mauryan, and Gupta empires created political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse and transformation into successor empires or states.**
   1. Through excessive mobilization of resources, imperial governments caused environmental damage (such as deforestation, desertification, soil erosion or silted rivers) and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.
   2. External problems resulted from security issues along their frontiers, including the threat of invasions (such as between Han China and Xiongnu; Gupta and the White Huns; or between Romans, and their northern and eastern neighbors).

**Key Concept 2.3 Emergence of Transregional Networks of Communication and Exchange**

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere, while somewhat later separate networks connected the peoples and societies of the Americas. Exchanges of people, technology, religious and cultural beliefs, food crops, domesticated animals and disease pathogens developed alongside the trade in goods across far-flung networks of communication and exchange.

1. **Land and water routes became the basis for transregional trade, communication and exchange networks in the Eastern Hemisphere, while somewhat later separate networks connected the peoples and societies of the Americas.**

NOTE: Students should know how factors including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved shaped the distinctive features of the following trade routes.

* 1. Eurasian Silk Roads
  2. Trans-Saharan caravan routes
  3. Indian Ocean sea lanes
  4. Mediterranean sea lanes

1. **New technologies facilitated long-distance communication and exchange.**
   1. New technologies (such as yokes, saddles or stirrups) permitted the use of domesticated pack animals (such as horses, oxen, llamas or camels) to transport goods across longer routes.
   2. Innovations in maritime technologies (such as the lateen sail or dhow ships) as well as advanced knowledge of the monsoon winds stimulated exchanges along maritime routes from East Africa to East Asia.
2. **Alongside the trade in goods, exchanges of people, technology, religious and cultural beliefs, food crops, domesticated animals and disease pathogens developed across far-flung networks of communication and exchange.**
   1. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques (such as the development of the qanat system).
   2. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires (such as Rome or China)
   3. Religious and cultural traditions were transformed as they spread including Chinese culture, Christianity, Hinduism and Buddhism.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Block: \_\_\_\_\_\_\_\_\_

**Unit 2 Terms** – Do this on your own paper.

Tell me **what it is, why it’s important, where it is from, and when**. Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Word Definition/ what, where & when?**

1. Aqueducts
2. Han dynasty
3. Bhagavad-Gita
4. Moksha
5. Daoism
6. Constantine
7. Karma
8. Hinduism
9. Jesus
10. Mandate of Heaven
11. Monasticism
12. Confucius
13. Silk Road
14. Indian Ocean Trade
15. Socrates / Plato / Aristotle
16. Mauryan Empire
17. Athenian Democracy
18. Legalism (Chinese)
19. Oligarchy
20. Hellenistic
21. Scholar-Gentry (Chinese)
22. Polis
23. Patrician
24. Plebeian
25. Civil Service Exam (Chinese)
26. Punic Wars
27. Peloponnesian War
28. Greco-Persian Wars
29. Pax Romana
30. Roman Senate
31. Augustus
32. “Bread and Circuses”
33. Satrap
34. Monsoon
35. Dhow
36. Ashoka
37. Carthage

38-40. Read over the Essential Questions. **Pick three** to write down and answer.

**Essential Questions:**

* What are the key features of a civilization?
* What makes an empire and empire?
* What ancient religions (pre 600 C.E.) strongly influenced later eras?
* What happens when an empire collapses (ie. Roman, Persian, Athenian, Carolingian, Alexander’s)?
* What role did the Royal Road and the satrapy system play in the administration of the Persian Empire?
* What is the connection between classical trade networks and the spread of religion?
* How does Legalism’s view of human nature contrast with that of Confucianism?
* For 2000 years, there has been a precedent, an expectation even, of centralized, imperial rule in China. Where did this come from?
* How does the Mandate of Heaven provide legitimacy to a ruling Chinese dynasty? How might it provide legitimacy to forces rebelling against the emperor?
* Besides physical goods for trade, what intangibles also traveled along trade networks such as the Silk Road and the Indian Ocean Trade Network?

41. Pick ONE of the 37 SFI words above and explain how it “**changed over time**”.

42. Pick FOUR of the 37 SFI words above and explain **how they are connected**.

*Related Online Content:*

1) Search Youtube, historyteachers channel, “Julius Caesar”.

2) Search Youtube GlobalRegents9 channel, “Roman Republic”, “Roman Empire” and   
 “Greek City States”

3) Search Youtube channel CrashCourse World History, videos 5 - 12

4) Search Youtube channel Keith Hughes World History, “Meso American Ancient Civilizations in 17 minutes”.

*Have a great day, or not. The choice is up to you.*