

Period 2 Organization and Reorganization of Human Societies, c. 600 B.C.E. to c. 600 C.E.

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 of whom were 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.

I. Codifications and further developments of existing religious traditions provided a bond among the people and an ethical code to live by.

- A. The association of monotheism with Judaism was further developed with the codification of the Hebrew Scriptures, which also 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.
- B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism — 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.

II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

- A. The core beliefs about desire, suffering, and the search for enlightenment 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 Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote its core teachings.
- B. 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.
- C. In the major Daoist writings, 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.* Example of the ***influence of Daoism on the development of Chinese culture***: Medical theories and practices, Poetry, Metallurgy, Architecture
- D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on 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 Emperor Constantine.
- E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

III. Belief systems affected gender roles. Buddhism and Christianity encouraged monastic life and Confucianism emphasized filial piety.

IV. Other religious and cultural traditions continued parallel to the codified, written belief systems in core civilizations.

- A. 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.
- B. *Ancestor veneration persisted in many regions.*

V. Artistic expressions, including literature and drama, architecture, and sculpture, show distinctive cultural developments.

- A. *Literature and drama* acquired distinctive forms that influenced artistic developments in neighboring regions and in later time periods.
- B. *Distinctive architectural styles developed* in many regions in this period. Example of ***regions where ancestor veneration persisted***: Africa, The Mediterranean region, East Asia, The Andean areas. Example of ***literature and drama***: Greek plays, Indian epics. Example of ***regions where distinctive architectural styles developed***: India, Greece, The Roman Empire, Mesoamerica.
- C. 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 relationships 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 their 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 overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

I. The number and size of key states and empires grew dramatically by imposing political unity on areas where previously there had been competing states.

Required examples of *key states and empires* (Student should know the location and names): Southwest Asia: *Persian Empires*, East Asia: Qin and Han Empire, South Asia: Maurya and Gupta Empires, Mediterranean region: Phoenicia and its colonies, Greek city-states, and colonies, and Hellenistic and Roman Empires, Mesoamerica: Teotihuacan, Maya city-states, Andean South America: Moche Example of *Persian Empires*: Achaemenid, Parthian, Sassanid

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, the rulers created *administrative institutions in many regions*. Required examples of *administrative institutions*: Centralized governments, Elaborate legal systems and bureaucracies

B. Imperial governments projected military power over larger areas *using a variety of techniques*. Required examples of *such techniques*: Diplomacy, Developing supply lines, Building fortifications, defensive walls, and roads, Drawing new groups of military officers and soldiers from the local populations or conquered peoples

C. Much of the success of the empires rested on their promotion of trade and economic integration by building and maintaining roads and issuing currencies.

Example of *regions where rulers created administrative institutions*: China, Persia, Rome, South Asia

III. Unique social and economic dimensions developed in imperial societies in Afro-Eurasia and the Americas.

A. *Cities* served as centers of trade, public performance of religious rituals, and political administration for states and empires.

B. The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

C. Imperial societies relied on a *range of methods* to maintain the production of food and provide rewards for the loyalty of the elites.

D. Patriarchy continued to shape gender and family relations in all imperial societies of this period. Example of *cities*: Persepolis, Chang'an, Pataliputra, Athens, Carthage, Rome, Alexandria, Constantinople, Teotihuacan

Example of *such methods*: Corvée, Slavery, Rents and tributes, Peasant communities, Family and household production

IV. 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.

A. Through excessive mobilization of resources, imperial governments caused *environmental damage* and generated social tensions and economic difficulties by concentrating too much wealth in the hands of elites.

B. *External problems* resulted from security issues *along their frontiers*, including the threat of invasions.

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. The exchange 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. In the Americas and Oceania localized networks developed. Example of *environmental Damage*: Deforestation, Desertification, Soil erosion, Silted rivers

Example of *external problems along frontiers*: Between Han China and the Xiongnu, Between the Gupta and the White Huns, Between the Romans and their northern and eastern neighbors.

I. Land and water routes became the basis for transregional trade, communication, and exchange networks in the Eastern Hemisphere.

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a *variety of trade routes*. Required examples of *trade routes*: Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, Mediterranean sea lanes

II. New technologies facilitated long-distance communication and exchange.

A. *New technologies* permitted the use of *domesticated pack animals* to transport goods across longer routes. Example of *new Technologies*: Yokes, Saddles, Stirrups. Example of *domesticated pack animals*: Horses, Oxen, Llamas, Camels

B. *Innovations in maritime technologies*, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.

III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across far-flung networks of communication and exchange.

A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged *changes in farming and irrigation techniques*. Example of *innovations in maritime technologies*: Lateen sail, Dhow ships

B. The *spread of disease pathogens* diminished urban populations and contributed to the decline of some *empires*. Example of *the effects of the spread of disease on empires*: The effects of disease on the Roman Empire, The effects of disease on Chinese empires.

C. *Religious and cultural traditions* were transformed as they spread. Required examples of *transformed religious and cultural traditions*: Christianity, Hinduism, Buddhism.

(c) Knowledge and skills.

- (1) History.** The student understands traditional historical points of reference in world history. The student is expected to:
- (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;
- (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:
- (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;
 - (B) explain the impact of the fall of Rome on Western Europe; and
 - (C) compare the factors that led to the collapse of Rome and Han China.
- (15) Geography.** The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
- (A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation; and
 - (B) analyze and compare geographic distributions and patterns in world history shown on maps, graphs, charts, and models.
- (16) Geography.** The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
- (A) locate places and regions of historical significance directly related to major eras and turning points in world history;
 - (B) analyze the influence of human and physical geographic factors on major events in world history, trade in the Indian Ocean
 - (C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- (18) Economics.** The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
- (A) identify the historical origins and characteristics of the free enterprise system
- (19) Government.** The student understands the characteristics of major political systems throughout history. The student is expected to:
- (A) identify the characteristics of monarchies and theocracies as forms of government in early civilizations; and
 - (B) identify the characteristics of the following political systems: theocracy, absolute monarchy, democracy, republic, oligarchy, limited monarchy, and totalitarianism.
- (20) Government.** The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
- (A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece
 - (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws
- (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:
- (A) describe how people have participated in supporting or changing their governments;
 - (B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history; and
 - (C) identify examples of key persons who were successful in shifting political thought
- (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:
- (A) summarize the development of the rule of law from ancient to modern times;
 - (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;
- (23) Culture.** The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:
- (A) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and the development of monotheism; and
 - (B) identify examples of religious influence on various events referenced in the major eras of world history.
- (24) Culture.** The student understands the roles of women, children, and families in different historical cultures. The student is expected to:
- (A) describe the changing roles of women, children, and families during major eras of world history
- (25) Culture.** The student understands how the development of ideas has influenced institutions and societies. The student is expected to:
- (A) summarize the fundamental ideas and institutions of Eastern civilizations that originated in China and India;
 - (B) summarize the fundamental ideas and institutions of Western civilizations that originated in Greece and Rome
- (26) Culture.** The student understands the relationship between the arts and the times during which they were created. The student is expected to:

- (A) identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;
- (B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced; and
- (C) identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

(27) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. The student is expected to:

- (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

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

- (A) identify methods used by archaeologists, anthropologists, historians, and geographers to analyze evidence;
- (B) explain how historians, when examining sources, analyze frame of reference, historical context, and point of view to interpret historical events;
- (C) explain the differences between primary and secondary sources and examine those sources to analyze frame of reference, historical context, and point of view;
- (D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author;
- (E) identify bias in written, oral, and visual material;
- (F) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time;
- (G) construct a thesis on a social studies issue or event supported by evidence; and
- (H) use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs.

(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) use social studies terminology correctly;
- (B) use standard grammar, spelling, sentence structure, and punctuation;
- (C) interpret and create written, oral, and visual presentations of social studies information; and
- (D) transfer information from one medium to another.

(31) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
- (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.