

STANDARD 3.2- Ancient China & Egypt

The student will explain how the contributions of Ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

ESSENTIAL UNDERSTANDINGS

Ancient people made contributions that **affect the present world.**

Terms to know

- **Ancient:** Long ago
- **Architecture:** The design of buildings
- **Contribution:** The act of giving or doing something

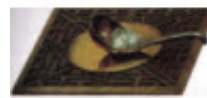
	<i>China</i>	<i>Egypt</i>
Written Language	Characters, symbols	Hieroglyphics
Inventions	Kite Silk cloth Compass Fireworks	Paper made from papyrus 365-day calendar Clock
Architecture	Great Wall	Pyramids



Egyptian Hieroglyphics



Ancient Chinese Symbols



Compass



Silk



Kite

C
H
I
N
A



Papyrus



Calendar



Shadow Clock

E
G
Y
P
T



Great Wall of China



Pyramids of Egypt

STANDARD 3.3 – Greece & Rome

The student will explain how the contributions of ancient **Greece and Rome** have influenced the present in terms of **architecture, government (direct and representative democracy), and sports.**

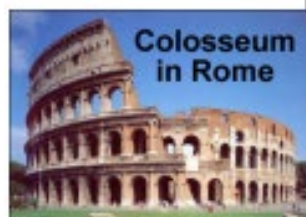
ESSENTIAL UNDERSTANDINGS

The ancient **Greeks and Romans** were two groups of people who made **significant contributions** to society in terms of **architecture, government, and sports.**

The ancient Greeks and Romans have influenced the lives of **people today.**

Terms to know

- **Direct democracy:** A government in which **people vote** to make their own rules and laws
- **Representative democracy:** A government in which people vote for (elect) a smaller group of citizens to make the rules and laws **for everyone.**



Architecture

The architects of ancient Greece and Rome used **columns and arches** in the construction of their buildings. Ancient examples still exist today:

- **Greece**—The **Parthenon (columns)**
- **Rome**—The **Colosseum and aqueducts (arches)**

The Arts

Mosaics, sculpture, and

paintings are displayed on buildings in ancient Greece and Rome.

- **Greece: Pottery**
- **Rome: Mosaics**



Olympic games began in ancient Greece

Government

The **Government of the United States** is based on the ideas developed in ancient Greece and Rome.

- **Greece: Birthplace of democracy** (government by the people); a **direct democracy**
- **Rome: Republican (representative) form of government;** a **representative democracy**



DEMOCRACY - born in Ancient Greece and Rome



Sports

Olympic games of today are modeled after the games of **ancient Greece**

STANDARD 3.4 - Mali



The student will describe the oral tradition (storytelling), government (kings), and economic development (trade) of the early West African empire of Mali.

ESSENTIAL UNDERSTANDINGS

Most of what we know about Mali's history comes from oral accounts that were handed down from Mali storytellers.

Mali was ruled by rich and powerful kings.

Early Mali was a wealthy trading empire before Columbus sailed to America.

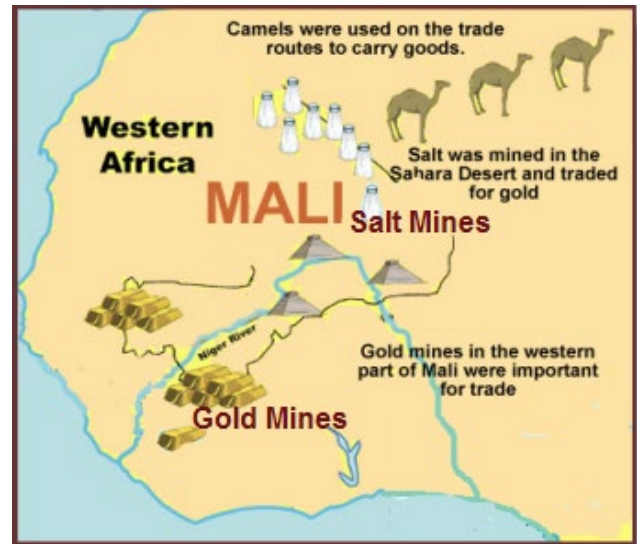
- Africa was the home to several **great empires**. One of the most prosperous was the **empire of Mali**.
- Many **storytellers** in Mali passed on **traditions** and stories from one generation to the next.
- The **kings** of Mali were rich and powerful men who **controlled trade in West Africa**.
 - Mali became one of the **largest and wealthiest empires** in the region and was an **important trade center**.



Mansa Moussa, King of the Empire of Mali



World's 1st university in Timbuktu



- Mali lay across the **trade routes** between the sources of **salt** in the **Sahara Desert** and the **gold** mines of **West Africa**.



Salt and gold traders pass through Mali

- For the people of the **desert**, **salt** was a valuable natural resource.
- People used salt for **health reasons** and for **preserving foods**.
- Miners found **gold** in Western Africa.
- Therefore, **salt was traded for gold**.

- **Timbuktu** was an important city in Mali.
 - It had a famous **university** with a **large library** containing Greek and Roman books

STANDARD 3.5 – Locations of Cultures Change Over Time

The student will develop map skills and an understanding of change over time by locating major ancient world cultures on world maps

- at the beginning of their culture;
- during their period of greatest influence; and
- today.

ESSENTIAL UNDERSTANDINGS

The sizes and locations of ancient world cultures have **changed over time.**

Viewing maps of ancient civilizations during different time periods helps students begin to understand changes in relationships among peoples, places, and environments.

Location of ancient world cultures **at the beginning of their culture**



- Ancient **China** was located in **eastern Asia** centered on the **Huang He River**.

Ancient **Egypt** was located along the **Nile River** in **northeast Africa**.

- Ancient **Greece** was located on a peninsula with many islands, surrounded by the Mediterranean Sea.
- Ancient **Rome** was located by a river on a **peninsula** in the Mediterranean Sea.
- The West African empire of **Mali** was located by a river in a grassland region in **west Africa**.



Location of ancient world cultures **during their period of greatest influence**

- Ancient **China spread** southward to the Yangtze River.

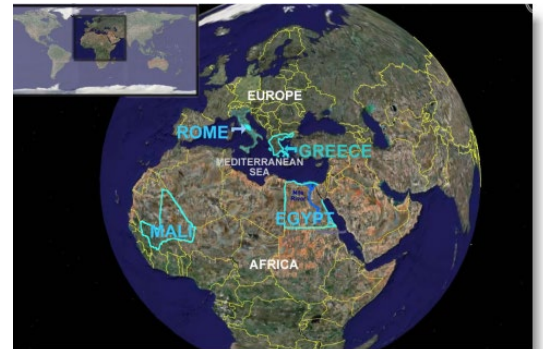
- Ancient **Egypt spread** southward along the Nile River and eastward and westward along the Mediterranean coast.
- Ancient **Greece spread** throughout the eastern Mediterranean region.



At its peak, the Roman Empire spread all around the Mediterranean Sea

- Ancient **Rome spread** throughout the Mediterranean region and most of western Europe.
- The West African empire of **Mali spread** westward to the Atlantic coast and northward into the Sahara desert.

Location of ancient world cultures **today**



- **China** includes **most of East Asia** westward into the deserts of Central Asia.
- **Egypt** is located in the **northeastern corner** of Africa along the Nile River.
- **Greece** is located on a **peninsula** with many **islands**, surrounded by the Mediterranean Sea.
- **Rome** is a **city** located in present-day Italy.
- **Mali** is a **country** located in West Africa.

STANDARD 3.6 - Major Geographic Features

The student will develop map skills by using globes and maps to locate and describe major rivers, mountain ranges, and other geographic features of

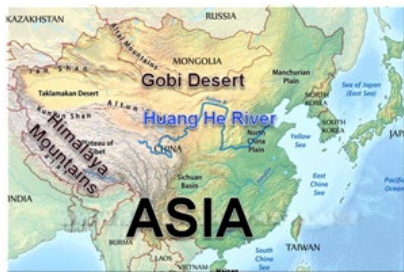
- a) Africa; Asia; Europe; North America; and South America.

ESSENTIAL UNDERSTANDINGS

The continents of Africa, Asia, Europe, North America, and South America have unique geographic features.

Africa

- **Nile River:** The **longest river** in the world
- **Atlas Mountains:** Separate the coastlines of the Mediterranean Sea and the Atlantic Ocean from the Sahara Desert
- **Sahara Desert:** The **largest hot desert** in the world



Asia

- **Huang He River:** Flows through much of China
- **Himalaya Mountains:** Home to some of **highest peaks** on Earth
- **Gobi Desert:** Asia's largest desert

Europe

- **Mediterranean Sea:** An **intercontinental sea** situated between Europe to the north, Africa to the south, and Asia to the east
- **Alps Mountains:** The **largest mountain system** in Europe
- **Italian Peninsula:** A **boot-shaped peninsula** in southern Europe extending into the Mediterranean Sea



North America

- **Mississippi River:** One of the **longest** rivers in North America
- **Rio Grande:** Marks part of the **boundary** between Mexico and the United States
- **Rocky Mountains:** Located in western North America and extend from **Canada to New Mexico**
- **Appalachian Mountains:** Located in **eastern** North America and extend from Canada to Alabama



- **Great Lakes:** A series of **interconnected freshwater lakes** located in northeastern North America

South America

- **Amazon River:** The **second longest river** in the world
- **Andes Mountains:** The **longest** continental mountain range in the world
- **Amazon rainforest:** The **largest tropical rainforest** in the world; includes many types of plants and animals

STANDARD 3.7– Ancient Cultures Adapt to Environment

The student will describe how people in ancient world cultures adapted to their environment

ESSENTIAL UNDERSTANDINGS

People in ancient world cultures **adapted to their environment** in different ways.

Human activities develop in **response to physical environments**. When the environment does not meet human needs, **people adapt** to meet those needs.

Ways people in ancient world cultures adapted to their environments

Ancient China:

- **Farmed** in fertile soil along the rivers
- **Fished** in the rivers and seas
- **Mined** natural resources



Ancient Egypt:

- **Farmed** in fertile soil along the Nile River
- Created **irrigation** systems
- **Traded** along the Mediterranean coast



Trade in Ancient Egypt



Greek Ship

Ancient Greece:

- Limited farming due to mountains
- **Traded** across the Mediterranean Sea
- **Built ships**

to fish in and **trade** across the Mediterranean Sea

Ancient Rome:

- Limited farming due to mountains
- **Traded** across the Mediterranean Sea
- **Built roads** to connect to land in western Europe and Africa

West African empire of Mali:

- **Mined** gold



Mali - trading salt for gold

- **Traded** gold for salt from the Sahara Desert
- **Farmed** and raised animals on the grasslands

STANDARD 3.8 –Cultures and Resources

ESSENTIAL UNDERSTANDINGS

Resources are used to produce goods and services.

Producers of goods and services are influenced by natural, human, and capital resources.



Natural Resources

Terms to

know

- **Natural resources:** Materials (e.g., water, soil, wood, coal) that come from nature (water, soil, wood, coal)
- **Human resources:** People working to produce goods and services
- **Capital resources:** Goods (e.g., machines, tools, buildings) made by people and used to produce other goods and services (machines, tools, buildings)
- **Producers:** People who use resources to make goods and/or provide services
- **Goods:** Things that people make or use to satisfy wants
- **Services:** Activities that satisfy people's wants



Capital Resources

The West African empire of Mali was

located in Africa.

- **Gold** was a natural resource.
- The people of Mali **traded gold for salt**.



Ancient China was located on a large land mass.

- The land consisted of **forests, hills, mountains, and deserts**.
- The people of ancient China **farmed, fished, mined, made pottery, and traded** goods.



China - A large land mass with deserts, forests and mountains

Ancient Egypt was located along the Nile River in northeast Africa.

- Most of the land was **desert**.
- There was **rich soil** along the Nile River.
- The people of ancient Egypt **farmed, fished, made crafts, and traded** goods.



Ancient Egypt - Farming rich land around the Nile River

Ancient Greece was located on a peninsula, with mountains and hills and was surrounded by many islands and the Mediterranean Sea.

- Greece had **limited rich soil**.
- The people of ancient Greece built **ships, fished, made pottery, and farmed**.



Ancient Greece
A peninsula and many islands

Ancient Rome was located next to a river.

- **Rich soil** for farming was **limited**.
- A variety of **trees** grew in ancient Rome.
- The people of ancient Rome built **ships, fished, made pottery, and farmed**.

STANDARD 3.9 - Specialization & Trade

The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

ESSENTIAL UNDERSTANDINGS

People and regions **specialize** because they cannot produce everything they want.

People **trade** for things they need and want but do not have.

- **Specialization** occurs when **people focus** on the production of selected kinds of goods and services.



- People and regions often **specialize** in the production of certain goods and services.
- **Specialization** encourages **trade** because people

want goods and services that they do not have.

- People trade when individuals or groups **benefit** from the trade.

STANDARD 3.10 – Choices & Opportunity Cost

The student will identify examples of making an **economic choice** and will explain the idea of **opportunity cost** (what is given up when making a choice).

ESSENTIAL UNDERSTANDINGS

People make **choices** because they cannot have everything they want.

All choices require giving up something else (**opportunity cost**).



Making Choices = Opportunity Cost

Terms to know

- **Economic choice:** The choice that is made among alternatives or possibilities

- **Opportunity cost:** The next best choice that is given up

when an economic choice is made



Economic decision-making requires **comparing** both the **opportunity cost** and the **monetary cost** of choices with benefits.

Economic Choices

Choices	Choices made	Choices given up (opportunity cost)
Ice cream or popcorn	Ice cream	Popcorn
Toy or favorite video	Favorite video	Toy
Spend now or save for the future	Spend now	Save for the future

STANDARD 3.11– Good Citizens

The student will explain the responsibilities of a good citizen, with emphasis on

- respecting and protecting the rights and property of others;
- taking part in the voting process when making classroom decisions;
- describing actions that can improve the school and community;
- demonstrating self-discipline and self-reliance;
- practicing honesty and trustworthiness.
- describing the purpose of rules.



Terms to know

- rules:** Guidelines for how people should act or behave
- laws:** Important rules written and carried out by government

Responsibilities of a good citizen

- Respecting and protecting the **rights and property** of others
- Taking part in the **voting process** when making classroom decisions
- Describing actions that can **improve** the school and community
 - Demonstrating **self-discipline** and **self-reliance**
 - Practicing **honesty** and **trustworthiness**

The purpose of **rules and laws** is to keep people **safe** and maintain **order**.

ESSENTIAL UNDERSTANDINGS

A **good citizen** has a variety of responsibilities that contribute to society as a whole.

STANDARD 3.12 – Government

The student will recognize the importance of government is-in the community, Virginia, and the United States of America by

- explaining the purpose of laws;
- explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
- explaining that government protects the rights and property of individuals

ESSENTIAL UNDERSTANDINGS

Governments protect the rights and property of individuals.

Governments exist at the local (community), state (Virginia), and national (United States) levels.

Terms to know

- Community:** A place where people live, work, and play

- Laws:** Important rules written and carried out by the government
- Government:** A group of people who makes laws, carries out laws, and decides laws have been broken



Government makes laws, carries out laws, and decides when laws have been broken

The purpose of **laws** is to keep people **safe** and maintain **order**.

The purposes of **government** are to **make** laws, **carry out** laws, and decide if laws have been **broken**.



Governments are necessary because they develop laws and **protect the rights** and **property** of individuals.

STANDARD 3.13 – Diverse but United

The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

ESSENTIAL UNDERSTANDINGS

The American people come from **diverse** ethnic and national origins and are united as Americans by basic American principles.

Being an American is defined by the shared basic principles of the republican form of government.

There are many ways that people can serve their community, state, and nation



DIVERSITY -Americans are different but united

The American people come from **different ethnic origins** and different countries, but are **united** as Americans by the **basic principles** of a **republican form of government**, including **individual rights** to life, liberty, and the pursuit of happiness; and equality under the law.

Benefits of diversity

- Food
- Clothing
- Music

Some of the ways that people can **serve their community**, state, and nation include:

- Being a **volunteer**
- Getting **involved** in community projects
- **Serving** as a government official
- Joining the **military**
- **Voting**

REPRESENTATIVE DEMOCRACY



Our representatives in Congress make the laws

Terms to know

- **Republican** form of government: A **representative democracy**

