

## 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.

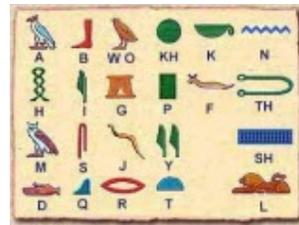
### ESSENTIAL UNDERSTANDINGS

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



Egyptian Hieroglyphics



Ancient Chinese Symbols



Compass



Silk



Kite

C  
H  
I  
N  
A



Papyrus



Calendar

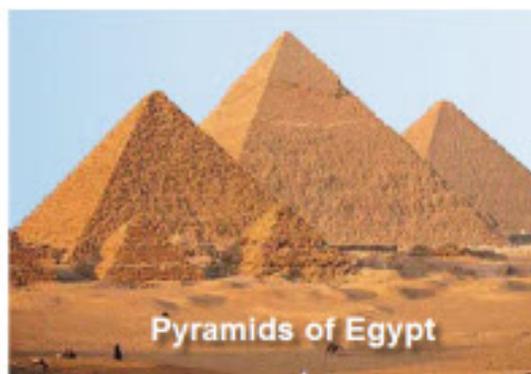


Shadow Clock

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.**

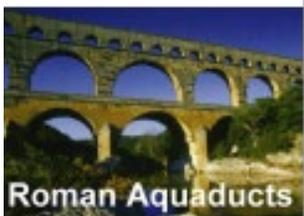
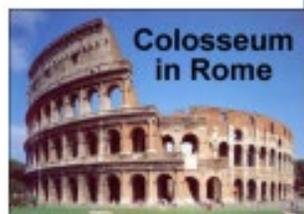
### ESSENTIAL UNDERSTANDINGS

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**

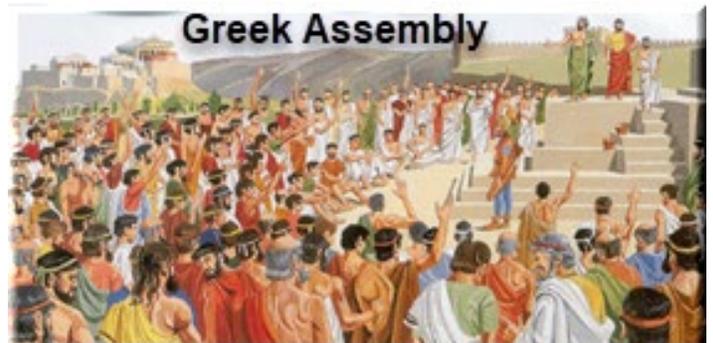


**Olympic games began in ancient Greece**

### 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.

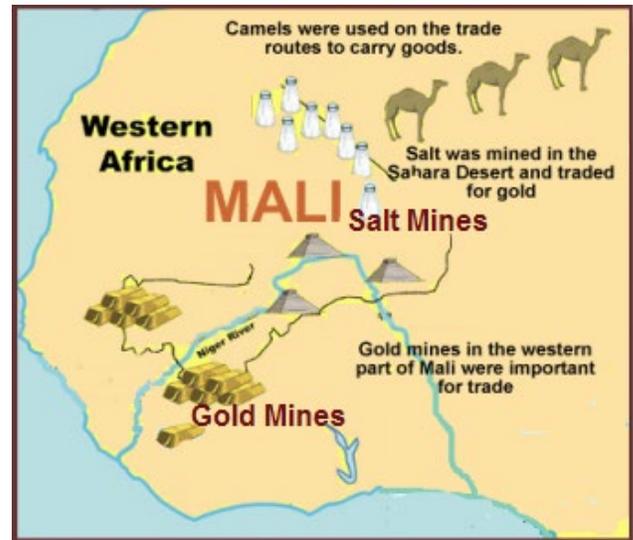


Mansa Moussa, King of the Empire of Mali

- Mali became one of the largest and wealthiest empires in the region and was an important trade center.



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

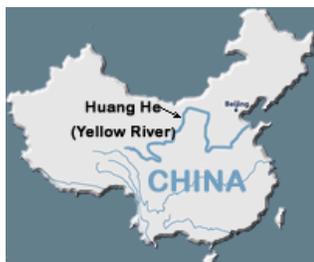
- at the beginning of their culture;
- during their period of greatest influence; and
- today.

### 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 3.7– 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
- **Traded** gold for salt from the Sahara Desert
- **Farmed** and raised animals on the grasslands



**Mali - trading salt for gold**

# 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.

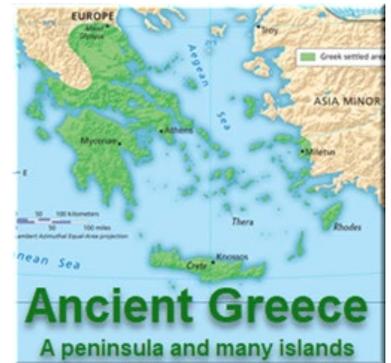
- Most of the land was **desert**.
- There was **rich soil** along the Nile River.
- The people of ancient Egypt **farmed, fished, made crafts, and traded** goods.



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**