

Activity Page 1.1**Use with Chapter 1****Letter to Family**

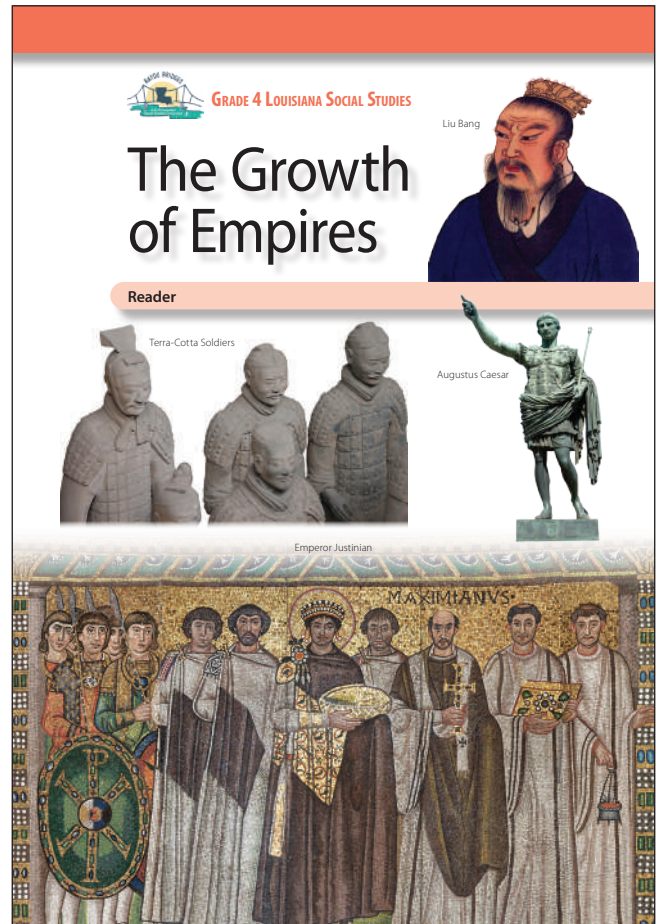
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the Roman and Chinese empires. They will learn about the rise of the Roman Republic. They will learn how Rome expanded to a powerful empire and how it then split and collapsed. They will also learn about the beginnings of imperial China and the first dynasties.

In this unit, students will study the geography of the Mediterranean region and China. They will explore historical events such as the development of democracy in Rome, the rise to power and subsequent assassination of Julius Caesar, the founding of the Roman Empire by Julius Caesar's nephew Octavian, Emperor Constantine's conversion to Christianity, the fall of the Roman Empire, the unification of China, and the advancements made by China's Qin and Han dynasties, including the construction of the Great Wall and Grand Canal. Students will also analyze primary sources related to these events and evaluate claims and evidence.

As part of their exploration, students will also learn a little bit about the lives of enslaved people in ancient Rome and the rise of Christianity. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture, group, or practice. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name _____

Date _____

Activity Page 1.2

Use with Chapters 2–3

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2–3

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 2–3

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2–3

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 2–3

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (continued)

Use with Chapter 2–3

Think about context.

12. What do you know about the time and place the artifact was created?

Draw a conclusion about the artifact.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Name _____

Date _____

Primary Source Analysis

Describe the source.

Connect the source to what you know.

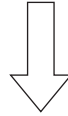
SOURCE:

Understand the source. Identify its message, purpose, and/or audience.

Draw a conclusion from or about the source.

Claims and Evidence

STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

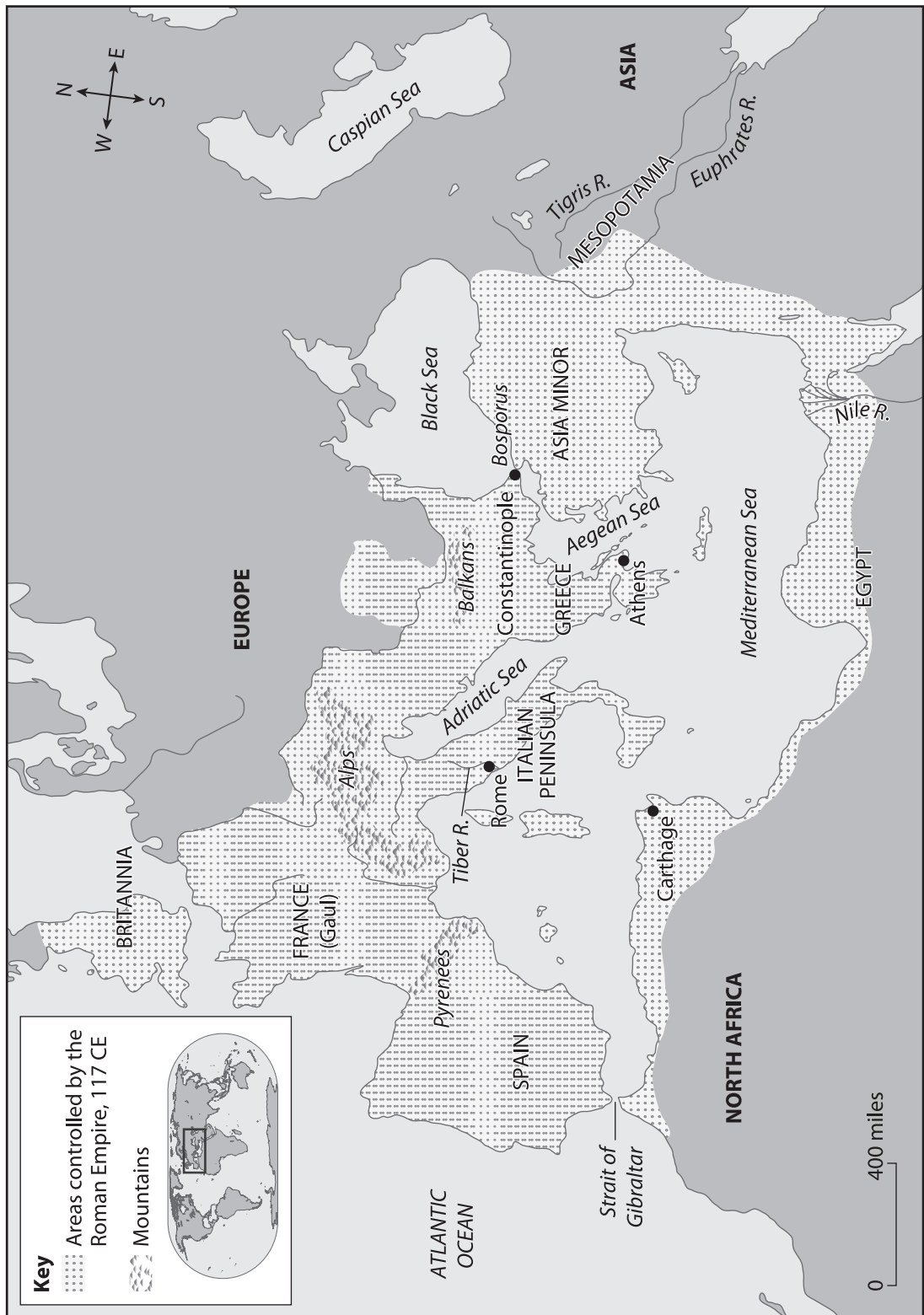
For each word, write the letter of the definition.

- | | | |
|-------|-----------------|--|
| _____ | 1. peninsula | a) surrounding enemy buildings or other locations so that those within cannot receive supplies |
| _____ | 2. republic | b) to reject or refuse to approve a law |
| _____ | 3. patrician | c) more than one-half |
| _____ | 4. plebeian | d) a ruler who has total control |
| _____ | 5. consul | e) a member of one of the wealthiest and most powerful families of Rome |
| _____ | 6. veto | f) characterized by improper behavior, such as taking bribes |
| _____ | 7. official | g) a piece of land sticking out into a body of water so that it is almost surrounded by water |
| _____ | 8. majority | h) a war between groups of people who live in the same place |
| _____ | 9. laying siege | i) traditional Roman clothing made of fabric draped around the body |
| _____ | 10. toga | j) a raised canal that carries water from one place to another |
| _____ | 11. aqueduct | k) a form of government in which people elect representatives to rule for them |
| _____ | 12. dictator | l) one of two people elected to rule the Roman Republic |
| _____ | 13. civil war | m) a person who was an ordinary free Roman in the lower social class |
| _____ | 14. corrupt | n) a person who carries out a government duty |

Activity Page 2.1

Use with Chapter 2

Roman Geography



Name _____

Date _____

Activity Page 2.1 (continued)

Use with Chapter 2

Use the map to answer the following questions.

1. Which Roman province was the farthest north?

2. Which Roman province was the farthest east?

3. Which Roman province was the farthest south?

4. Which body of water formed the western boundary of the Roman Empire?

5. Which three bodies of water surround Asia Minor?

6. A Roman travels by land from Greece to Spain. On what continent are they traveling?

7. A Roman travels from Rome to Mesopotamia. What Roman provinces do they pass through?

8. To sail from Athens to Constantinople, what bodies of water would a Roman need to cross or pass through?

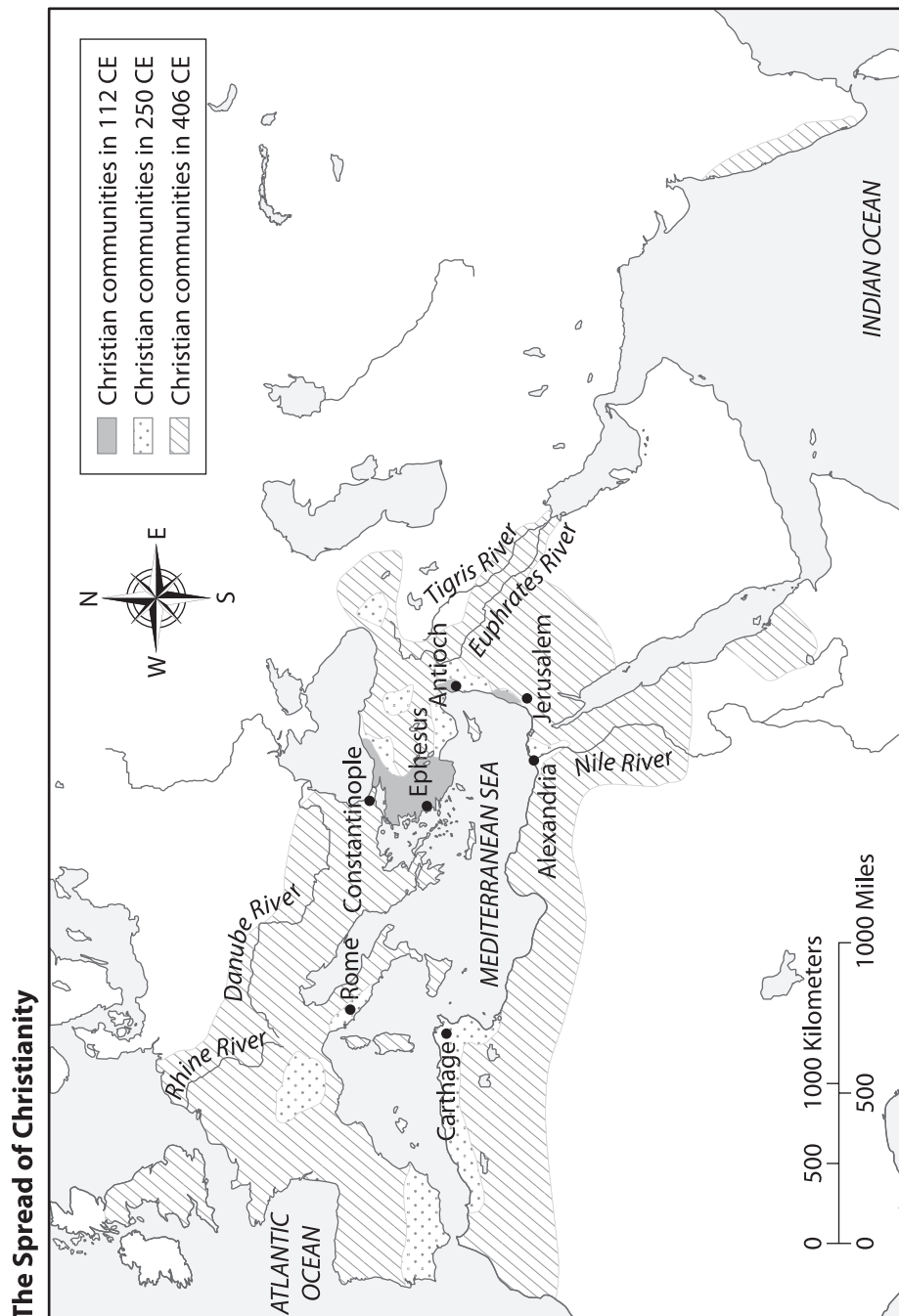
Activity Page 2.2

Use with Chapter 2

The Spread of Christianity

The religion of Christianity began in the days of the Roman Empire. Today, it is the largest monotheistic religion in the world. Christianity understands one God through the Trinity: a belief in God as Father, Son, and Holy Spirit. Christians follow the teachings of Jesus Christ, who they believe to be the son of God. Central to Christian belief is Jesus’s resurrection, his being raised to life after death. While early Christians were persecuted for their beliefs, the religion still managed to spread widely.

The map shows the location of Christian communities as the religion spread. Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (continued)

Use with Chapter 2

1. Which cities had Christian communities in 112 CE?

2. Which body of water was near most Christian communities in 250 CE?

3. Were most Christian communities in 406 CE east of Jerusalem or west of Jerusalem?

4. What might explain the location of the Christian community across the Indian Ocean from the rest of the communities on this map?

5. How would you summarize the information presented on this map about the spread of Christianity from 112 CE to 406 CE?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to complete each sentence.

emperor	legion	treasury	tax	fleet
persecute	doctrine	strategic	sack	

1. Before Constantine's rule, it was legal to _____ Christians.
2. A Roman soldier served in a(n) _____.
3. The Roman _____ moved goods and people by sea.
4. Augustus was Rome's first _____.
5. Augustus reorganized Rome's _____ system.
6. The Nicene Creed is the _____ that was created under Constantine's reign.
7. Augustus gave money to his military generals through the _____.
8. The Gothic leader Alaric I was able to _____ the city of Rome in 410 CE.
9. Constantine moved his capital to Byzantium for its _____ location.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

Use the words in the word bank to complete each sentence.

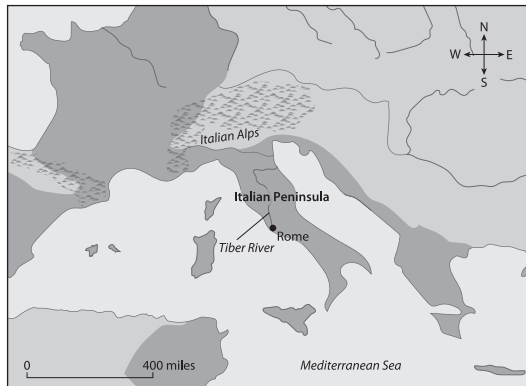
nomad	yurt	trade route	yak	cultural diffusion
	hemp	porcelain	celadon	

1. The Chinese made paper by mashing together _____, tree bark, and other ingredients.
2. A Xiongnu was a(n) _____ who wandered the open grasslands, called steppes.
3. The Silk Road became an important _____.
4. A(n) _____ is a home that can be taken down quickly when it is time to move.
5. Buddhism spread into China through _____.
6. Pottery glazed with _____ is green or blue.
7. Beautiful Han dynasty _____ is so strong that it still survives today.
8. A merchant on the Silk Road might have used a(n) _____ to carry goods.

Assessment: Chapter 1—“The Roman Republic”

A. On your own paper, write the letter that provides the best answer.

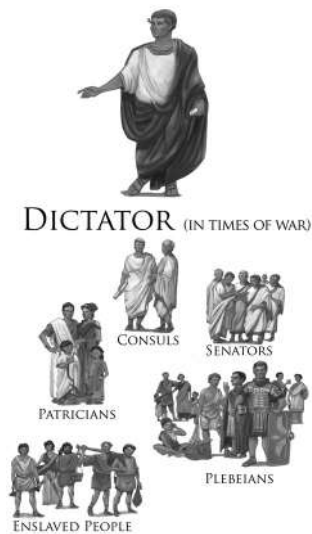
1. Use the map to answer the question.



Which geographical feature protected Rome from invasion by large armies? (4.7, 4.17.a)

- a) the Mediterranean Sea
- b) the Italian Peninsula
- c) the Tiber River
- d) the Italian Alps

2. Use the image to answer the question.



Which group shown in the image was made up of people elected to the position? (4.17.c)

- a) consuls
- b) senators
- c) patricians
- d) plebeians

3. Who made the laws in the Roman Republic? (4.17.c)

- a) Senate
- b) consuls
- c) patricians
- d) plebeians

4. Why did the plebeians revolt? (4.17.c)

- a) They were against slavery.
- b) They had no political rights.
- c) They did not want to go to war.
- d) They thought the consuls wanted to be kings.

5. Use the image of a Roman insula to answer the question.



Which conclusion about insulae is supported by the image? (4.17.c)

- a) They were for the upper class only.
- b) They could accommodate many Romans.
- c) They were always dirty.
- d) They were luxurious and expensive.

6. According to Roman beliefs, who founded the city of Rome? (4.8, 4.12, 4.17.d)

- a) Jupiter and Juno
- b) Romulus and Remus
- c) Mars and a mother wolf
- d) Minerva and a priestess

7. What factors contributed to Rome's economic growth? Select the **two** correct answers. (4.17.c)

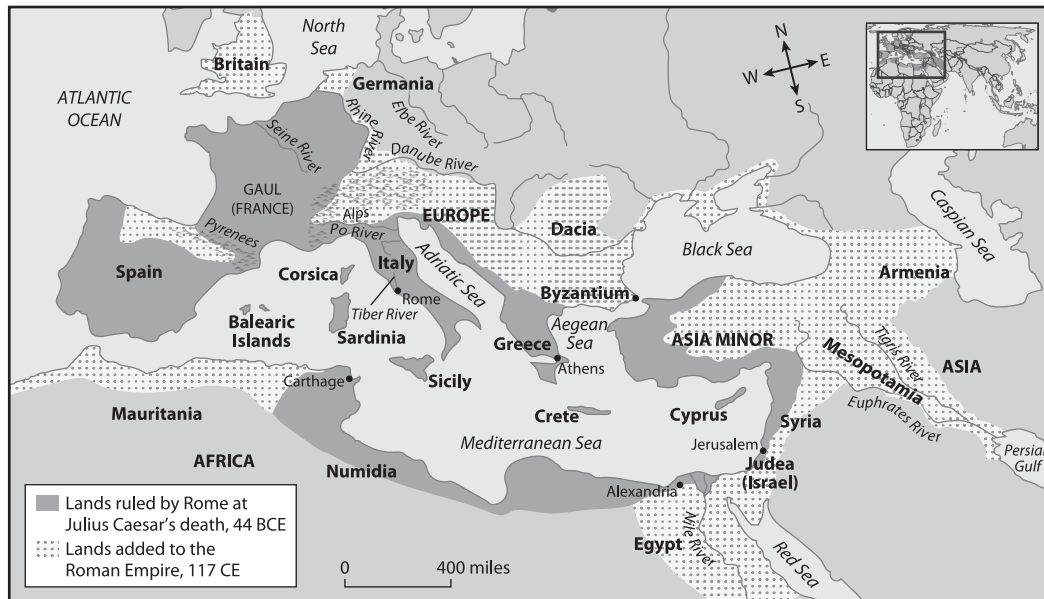
- a) colonies throughout Asia
- b) fertile soil
- c) no taxes
- d) access to the Mediterranean Sea
- e) small population

8. Which factors led to the end of the Roman Republic? Select the **two** correct answers. (4.17.h)
- a) Julius Caesar rose to power.
 - b) Plebeian soldiers refused to fight.
 - c) Rome's empire became too large.
 - d) Wars with Carthage weakened Roman leadership.
 - e) Land ownership became concentrated in the hands of a few wealthy families.
9. What happened on the Ides of March? (4.17.e)
- a) Caesar was killed.
 - b) Caesar started a civil war.
 - c) Caesar returned to Rome.
 - d) Caesar declared himself dictator.
10. Use the following passage from Suetonius's account of Julius Caesar crossing the Rubicon to answer the question.
- When word came that the veto of the tribunes had been set aside and they themselves had left the city, [Caesar] at once sent on a few cohorts [groups of soldiers] with all secrecy, and then, to disarm suspicion, concealed his purpose by appearing at a public show inspecting the plans of a gladiatorial school which he intended building, and joining as usual in a banquet with a large company. It was not until after sunset that he set out very privily [secretly] with a small company. . . . Then, overtaking his cohorts at the river Rubicon, which was the boundary of his province, he paused for a while, and realizing what a step he was taking, he turned to those about him and said: "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword."
- What did Caesar mean when he said, "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword"? (4.2, 4.2.a, 4.17.e)
- a) He meant that the bridge could not hold his army.
 - b) He meant that if they crossed the river, they would fight.
 - c) He meant that the army did not want him to cross the river.
 - d) He meant that crossing the river would settle any arguments.
11. **On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.**
- How did the government of Rome change from the time the Romans overthrew their last king to the death of Julius Caesar? (4.5, 4.5.a, 4.5.c, 4.12, 4.17, 4.17.c)

Assessment: Chapter 2—“The Roman Empire”

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. What geographical feature protected the northeastern borders of the Roman Empire in Europe? (4.6, 4.7, 4.17.a)
 - a) the Nile River
 - b) the Pyrenees
 - c) the Black Sea
 - d) the Rhine River
2. Which geographical feature did Romans call *mare nostrum*? (4.6, 4.7, 4.17.a)
 - a) the Black Sea
 - b) the Adriatic Sea
 - c) the Aegean Sea
 - d) the Mediterranean Sea
3. Why is Augustus Caesar considered one of Rome's greatest leaders? (4.17.f)
 - a) He made Christianity a legal religion.
 - b) He expanded the empire by conquering Gaul.
 - c) He improved safety measures and built new buildings and aqueducts in Rome.
 - d) He divided the empire into eastern and western parts.
4. What was the Pax Romana? (4.17.f)
 - a) a Roman name for aqueducts
 - b) the highest rank in the Roman army
 - c) a long period of peace in the empire
 - d) words placed on buildings in the empire

Use the image to answer questions 5 and 6.



5. What was the purpose of structures like this one? (4.17.g)
 - a) to serve as places of worship
 - b) to guard against outside attacks
 - c) to bring fresh water to Roman cities
 - d) to show where Roman cities' borders ended
6. What purpose did the arches in this structure serve? (4.17.g)
 - a) They provided support to the structure.
 - b) They were entirely used for decoration.
 - c) They allowed defenders to shoot at enemies.
 - d) They gave a window to the world of the gods.
7. Use the image to answer the following question.



What is this emperor famous for? (4.17.h)

- a) being the last emperor
- b) dividing the empire
- c) persecuting Christians
- d) converting to Christianity

8. What was Byzantium renamed? (4.17.h)

- a) Constantinople
- b) Nicaea
- c) Rome
- d) Judea

9. What did Emperor Justinian do? (4.17.h)

- a) He wrote a code of laws.
- b) He renamed the capital.
- c) He expanded the army.
- d) He split the empire.

10. Use the image to answer the following question.



What is this emperor famous for? Select the **two** correct answers. (4.17.f)

- a) writing the *Aeneid*
- b) setting up a treasury
- c) giving power to Antonius
- d) surrendering to his enemies
- e) expanding Rome's borders

B. On your own paper, write a well-organized paragraph in response to the following prompt. Be sure to include evidence from the reading and activities to support your claim.

How did Rome change under the rule of Augustus? (4.5, 4.5.a, 4.17.f)

Assessment: Chapter 3—“Imperial China”

A. On your own paper, write the letter that provides the best answer.

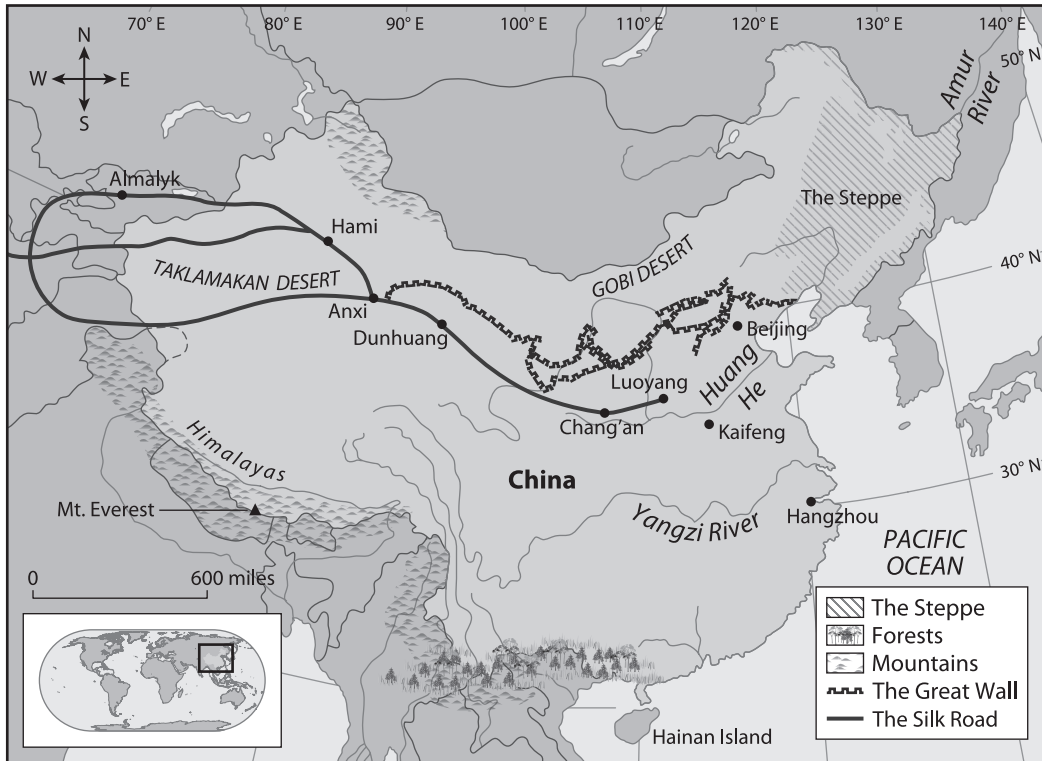
1. Use the image to answer the following question.



What is this emperor known for? (4.18.d)

- a) unifying China
 - b) dividing China
 - c) following Confucianism
 - d) creating Legalism
2. What surrounded Qin Shi Huangdi in his tomb? Select the **two** correct answers. (4.18.d)
- a) statues of angels
 - b) statues of horses
 - c) statues of soldiers
 - d) statues of dragons
 - e) statues of his children
3. Why was the Great Wall built? (4.18.e)
- a) to divide China into east and west
 - b) to keep out nomads called the Xiongnu
 - c) to stop trade between Japan and Rome
 - d) to commemorate historical events
4. What did Emperor Wudi of the Han dynasty order an official to travel into the wilderness to find? (4.18.f)
- a) people willing to help China defend itself
 - b) potions that would make him live forever
 - c) a country willing to buy China's silk
 - d) a trade route to foreign empires

5. Use the map to answer the following question.



Which conclusion is supported by this map? (4.18.g)

- a) The Silk Road weakened China's borders.
 - b) The Silk Road ended attacks by the Xiongnu.
 - c) The Silk Road took thousands of people to build.
 - d) The Silk Road connected China to other kingdoms.
6. What was invented in China a thousand years before it was widely used in Europe? (4.18.f)
- a) irrigation
 - b) brick
 - c) paper
 - d) porcelain
7. Use the image to answer the following question.



What was special about the spoon-shaped object in this image? (4.18.f)

- a) It protected a person from poison.

- b) It was used to measure liquids.
- c) It moved to point north.
- d) It was found in the sea.

8. Use this passage from *The Writings of Master Han Fei* to answer the following question.

A state cannot be strong forever, nor can it remain weak. When its laws are strictly administered [enforced], the state is strong. When its laws are loosely administered, the state is weak.

Which emperor followed this philosophy by enforcing laws very strictly? (4.18.d)

- a) Qin Shi Huangdi
- b) Liu Bang
- c) Wu Zhao
- d) Wudi

9. Use this passage from *The Writings of Master Han Fei* to answer the following question.

A state under an enlightened sovereign [ruler] does not provide for trivial [unimportant] documents but promulgates [puts into effect] a code of laws for the guidance of the people; nor does it follow the ways of the early kings but makes the governing officials the people's masters; nor does it tolerate private feuds [conflicts] but gets the people to die fighting in wars. In such a state, everyone abides by the law, works hard for the state, and delights in fighting.

According to this passage, what did Han Fei think about war? (4.2, 4.2.a, 4.18.c)

- a) War can be avoided by having a code of laws.
- b) War makes it difficult for officials to do their jobs.
- c) War weakens the state because many people die.
- d) War prevents people in the same country from feuding.

10. Use this passage from *The Writings of Master Han Fei* to answer the following question.

One gives and receives for his own selfish purpose. If there is common interest, men, even though they are strangers, will live in harmony. Conversely, if their interests conflict with one another, even they be father and son, they will strive [fight] against one another.

According to Han Fei, what makes strangers live in harmony? (4.2, 4.2.a, 4.18.c)

- a) equal wealth
- b) similar jobs
- c) common interest
- d) shared responsibilities

B. On your own paper, write a well-organized paragraph in response to the following prompt:

"Empires rise and fall; they split apart and reunite."

—*Romance of the Three Kingdoms* by Guangzhong Luo

How well does this statement describe imperial China? Make a claim and support it with evidence from your reading and chapter activities. (4.5, 4.5.a, 4.18)



Name _____

Date _____

Performance Task Activity: *The Growth of Empires*

Rome and China were different in some ways, but they were also similar in many ways. In what ways were ancient Rome and imperial China similar? Give a well-organized presentation answering the question. Give specific examples to support your ideas.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Growth of Empires*, as well as from the sources and resources in the unit activities.

