**Intro to the Classical Era Lecture Notes**

**Directions:** While the lecture is being given, you should be following along and filling in the blanks, as well making QUALITY annotations, including underlining AND marginal notes!

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| **Slide 1-2**  **APWH Time Periods** | * Historians break human history into 6 large time periods, each with unique characteristics and often turning points between them. * This year, we’ll be focusing on Period 2 in Quarter 2, which is 600 BCE to 600 CE, Period 3 in Quarter 3, which is 600 CE to 1450 CE, and Period 4, which is 1450 CE to 1750 CE. You’ll focus on Periods 4-6 in 10th grade. |
| **Slide 3**  **Timeline** | * Since we’re starting with Period 2, we should remind ourselves of the numbering system of our calendar. All calendars start with an arbitrary point. Our calendar begins with the birth of Jesus of Nazareth, which is considered the beginning of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. * Other calendars use different starting points, but since the Christian calendar is the most widely used in the world, historians use it the most. However, since there were over 1 million years of human history before the birth of Jesus, those years count down in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Therefore, 15 BCE is *after* 250 BCE. 1600 BCE is *before* 250 BCE. After Jesus’ birth, the years count up, through the present year 2019. |
| **Slide 4**  **Naming an Era** | * Once historians defined the time periods, they debate what to call each period. Just as geographers debate regionalization depending on what criteria and purpose they have, historians debate periodization. There are two common names used for the period we’ll study in Quarter 2: Second-Wave and Classical. |
| **Slide 5**  **Why ‘Second-Wave’?** | * First let’s examine why historians call this period ‘Second-Wave’ |
| **Slide 6**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Civilizations** | * The First-Wave \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, which you’ll read about tonight, were the first large-scale human permanent settlements, following over 1 million years of humans nomadically hunting and gathering. * The first civilizations were all established along permanent sources of fresh \_\_\_\_\_\_\_\_\_\_\_\_, generally river valleys, in 6-7 independent locations across the world. |
| **Slide 7**  **Second-Wave Civilizations**  **(\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)** | * The Second-Wave civilizations were much, much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than the First-Wave, but in generally the same locations. * These civilizations spread far beyond their origins in river valleys, becoming the largest countries in World History. And they were all empires. |
| **Slide 8**  **What is an Empire?** | An empire is more than a state or country – it has 4 key characteristics:   * A state/country/nation which has \_\_\_\_\_\_\_\_\_\_\_\_\_\_ to include other territories/states. * Has a capital \_\_\_\_\_\_\_\_\_\_ where the government is located. * Usually has a single \_\_\_\_\_\_\_\_\_\_\_ (emperor). * Its territory is divided into \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (administrative divisions) |
| **Slide 9**  **Provinces – Administrative**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * To understand this last point, here are maps of 2 of the 3 empires we’ll study in this Quarter – China and Rome. * China, to the left, was divided into the provinces you see here, each with a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ appointed by the emperor. * Rome, on the right, was also divided into provinces, each with a governor appointed by the emperor. This model exists to the present. * The United States also expanded across North America, built a capital city in the District of Columbia, and divided its territory, though we call them states rather than provinces. We also have governors for each state (ours is Phil Murphy) though they are elected rather than appointed. |
| **Slide 10**  **Second-Wave Civilizations (Empires)** | * So, to sum up, the reason why historians call these civilizations ‘Second-Wave’ is because: * **‘Second-wave’ compares these civilizations to what came before, considering how these new civilizations built on the first-wave civilizations** |
| **Slide 12**  **Why ‘Classical’?** | * Now let’s turn to the more common name for Period 2, the Classical Era. This name derives from the concept of something as a standard or model for others to follow. |
| **Slide 13**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * The world’s most commonly followed religions are shown here. The first 3 shown in the key, Buddhism, Christianity, and Hinduism, all began or were codified in the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Era, and the world’s second largest religion, Islam, began just after the Classical Era. |
| **Slides 14-16**  **Religious Buildings** | * Additionally, religious \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were established in the Classical Era which became models for the rest of history, to the present. These include Hindu temples, Christian churches, and institutes for the study of Confucianism. |
| **Slide 17**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * Furthermore, much of our modern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ comes from the Classical Era. * Much of English is rooted in Classica Latin and Greek, the languages of the Roman Empire. The words you see listed here are actual Latin and Greek words, which have not changed in 2000 years. Additionally, the Chinese writing script established in the Classical Era, on the left, has changed little to the modern day, on the right. Thus the languages we use today are also from the Classical Era. |
| **Slide 18**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * Because these empires were so large, they had to develop a new \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of ruling over millions of people over large territories. * They created an occupation known as a bureaucracy – the workers of the government, who help the government carry out its policies and provide services to the people. * These jobs were different than anything that had come before, in that nearly everyone either made something as a farmer or craftsperson, or they were soldiers or priests. Bureaucrats make nothing, but provide services to the government and the people, and are still a key part of all governments in the world. |
| **Slide 19**  **Bureaucracy –**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * There are 2 easy ways to understand what a bureaucrat is and does. The first is to provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the people. Whether it is accepting and processing Social Security applications, as on the left, or sending letters and packages to other citizens, as in the Post Office on the right, many bureaucrats provide government services to citizens. |
| **Slide 21**  **Bureaucracy –**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * The other main task of a bureaucrat is to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, to determine that government rules and policies are being followed. On the left a bureaucrat from the department of weights and measures is testing a scale to ensure it is providing an accurate reading, so that consumers can trust they are purchasing an accurate amount of a product. On the right is an inspector from the Food and Drug Administration, inspecting the quality of food products before they are shipped to customers. This concept of inspectors began in the Classical Era around 500 BCE, and has lasted ever since. |
| **Slide 23**  **\_\_\_\_\_\_\_\_\_\_\_\_ Life** | * During the Classical Era, for the first time, more people began to live in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, just as we all do now. Thus, the characteristics of urban life were established at this time. |
| **Slides 24-25**  **Architecture**  **Theater** | * Additionally, much of the architecture of the Classical Era has been followed ever since, down to the present. * The concept of a theater established by the Greeks and spread throughout the Mediterranean by the Romans, is why our theaters are built the way they are. |
| **Slide 26-29**  **Architecture – Roman Colosseum** | * Some individual buildings from the Classical Era, especially from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have inspired people ever since. * The Roman Colosseum is the model for all stadiums up to the present, including the Los Angeles Colosseum, home of multiple Olympic Games, and our local stadiums as well |
| **Slide 30-32**  **Architecture – Roman Triumphal Arch** | * The Romans relied heavily on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in their construction, to support the weight of stone. * Arches by themselves were sometimes built to commemorate a triumph over an enemy, such as this Triumphal Arch which is nearly 2000 years old. It was a model for architects in New York and Newark as well! |
| **Slide 33-39**  **Architecture – Roman Pantheon** | * Finally, the Roman Pantheon, a religious building, has the largest \_\_\_\_\_\_\_\_\_\_\_\_\_ ever built in the world during the Classical Era, and along with its entrance with columns and a triangular roof has inspired buildings ever since, including our U.S. Capitol building , and our local City Hall. |
| **Slides 40-44**  **Art – Sculpture** | * For the first time, in the Classical Era artists began to create life-sized accurate representations of actual \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in sculpture form, working in bronze or stone. These pieces of art have continued to inspire artists ever since, and are located all around us. For example this statue of Roman Emperor Marcus Aurelius was a model for the life-like statue of George Washington in Washington Park. |
| **Slide 45**  **Currency (\_\_\_\_\_\_\_\_\_\_\_\_\_\_)** | * Finally, because these empires ruled over a vast territory with people who spoke many languages, they all developed a way for their citizens to buy and sell things simply – \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Small, round, metal coins were established in all empires as a way to facilitate commerce, which we have used all the way to the present. * So, to sum up, the reason why historians call these civilizations ‘Classical; is because: * **‘Classical’ considers how these civilizations continue to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us, long after the classical civilizations ended.** |
| **Slide 47**  **Classical Period: Outside of Imperial \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | * It is worth noting that the majority of the human population during the Classical Era did not live in an empire, though they may have been influenced by one or more. * Let’s take a look at what life was like for the majority of people outside the control of an empire. |
| **Slide 48-50**  **Wheat Cultivation – Northern India** | * For \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, life was determined by their crop, whether it was a variety wheat or rice, the predominant cereal grains. This work was done by hand, usually with long hours, and dictated by the growing season of the plant. |
| **Slide 51** | * A large percentage of people were still pastoralists, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their animals, like the goats seen here, across pasture or grasslands and moving nomadically |
| **Slide 52**  **Villages in the majority of the world** | * And this meant that people lived in small villages with little defenses in most of the world, usually in communities of less than 200 people. * Therefore, though we will be focusing this quarter mostly on people who lived in cities in empires, let us not forget that the majority of people were either farmers or pastoralists in rural areas. |