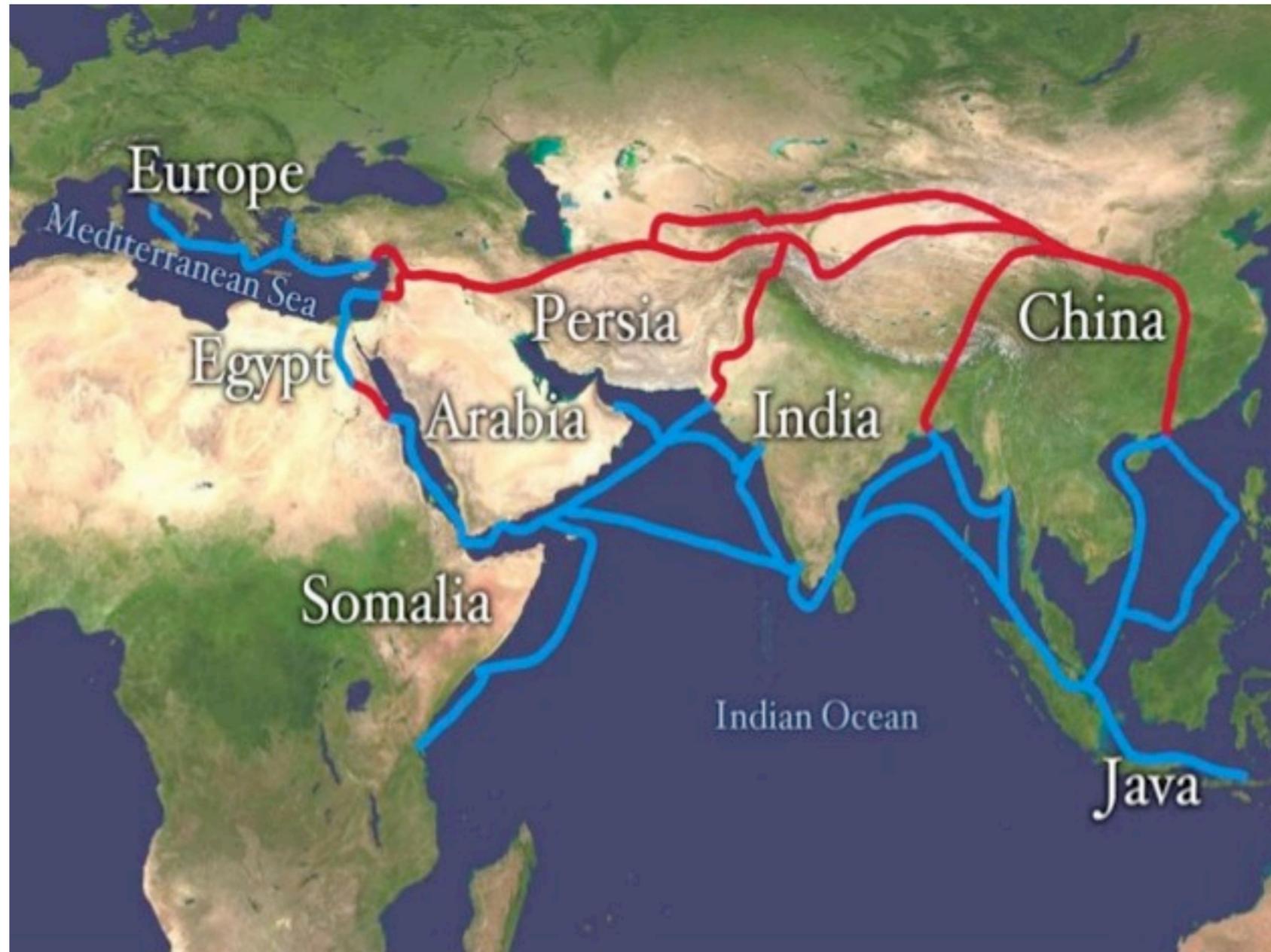


# World History: Grade 9



## Unit 4.1: Lesson 1

### From the Mediterranean to India: Patterns of Power & Trade 1200 - 600 BCE Mapping the Period

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
4. Locate the Assyrian empire, and describe the ways in which Assyrians expanded and controlled their empire.
5. Explain the relationship between the Phoenician trade network and the Assyrian empire.
6. Define monotheism and its relationship to the Hebrews and the emergence of Judaism.
7. Define and explain the significance of the caste system in India as it emerged in the first millennium BCE.
8. List some similarities and differences in religious beliefs between Judaism and Hinduism.

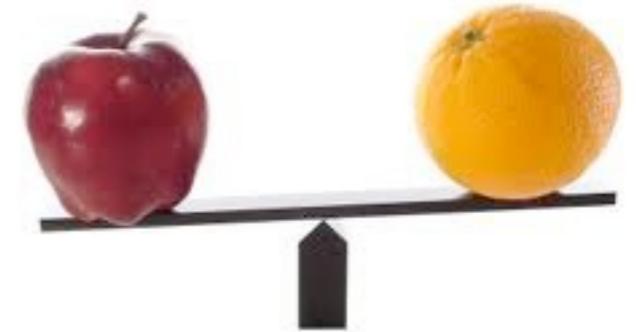
- MTP:
1. Comparing Maps
  2. Historical Context
  3. What's due?

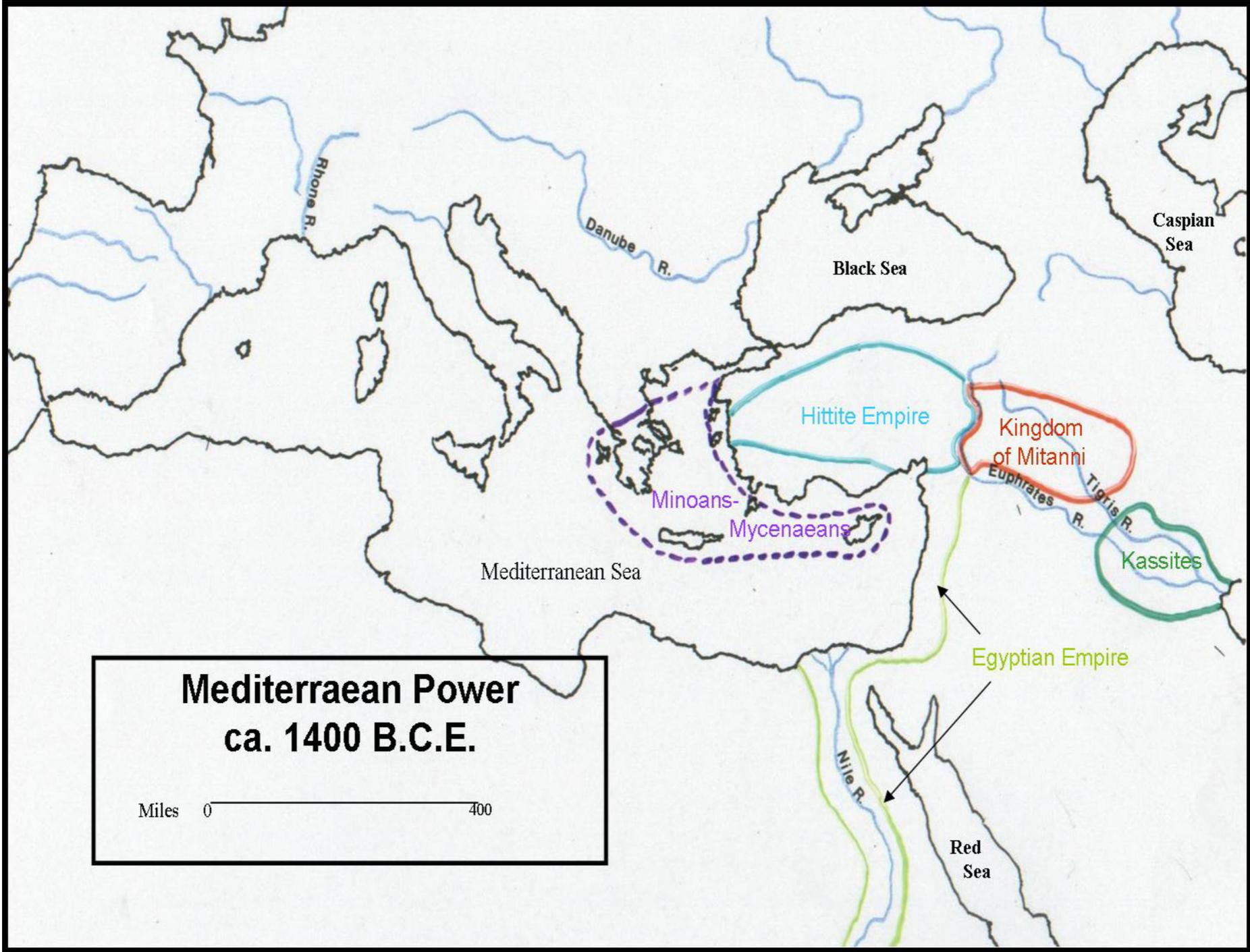
Jan/Feb, 2014

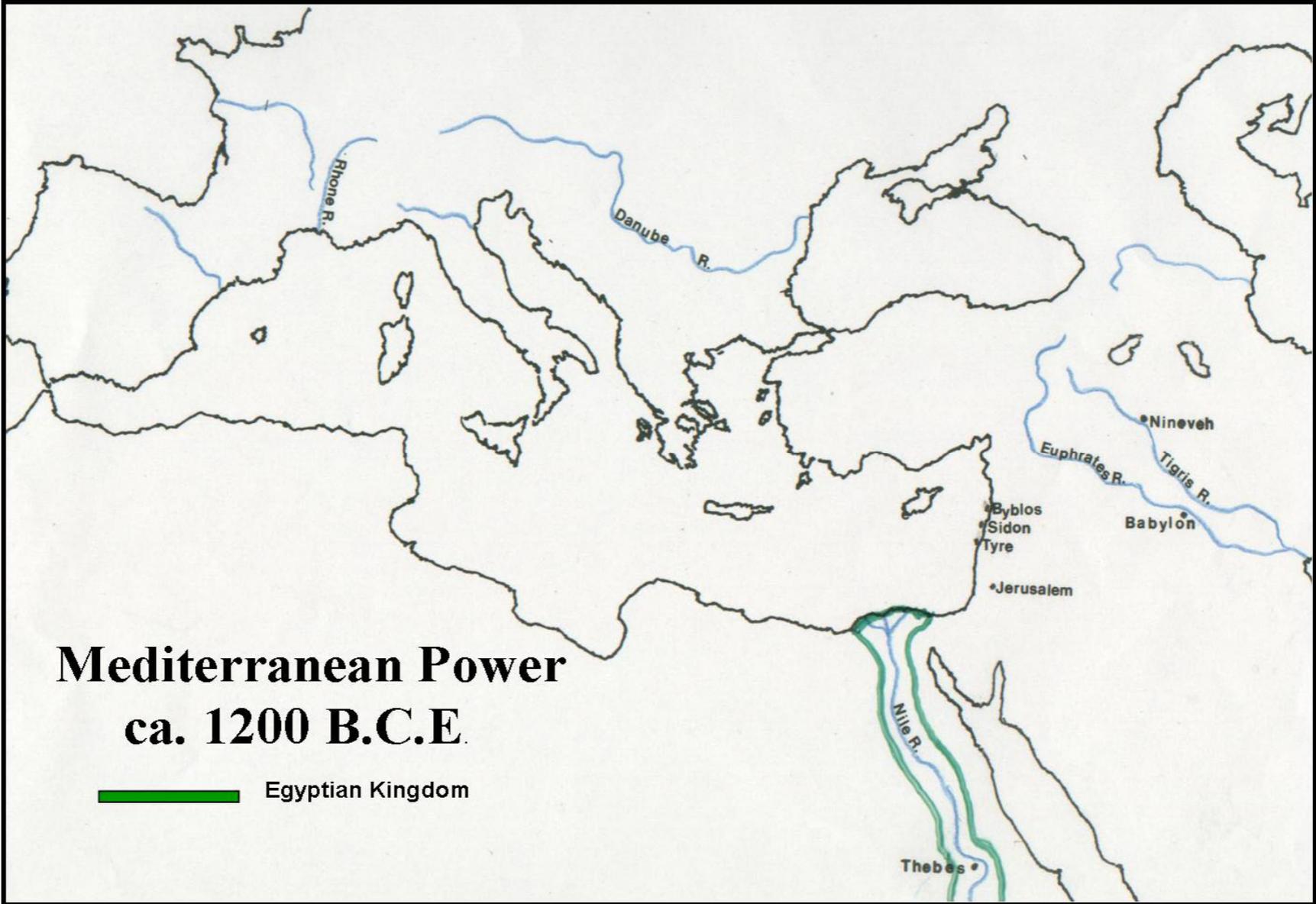
75 min.

# 1. Comparing Maps

- In groups: Look at SH\_1.1:
  - Compare both maps and list the major powers on SH\_1.1.
  - Look at SH\_1.2 and make a list of the powers on SH\_1.2.
  - Brainstorm theories that might explain the differences between the two lists - Write down your theories.
  - Write theories on the board :)
  - 9C Ideas
    - All the kingdoms expect Egypt collapsed because of the rise of the Phoenicians.
    - Big war happened and only Egypt survived and their kingdom decreased in size.
    - Possible natural disaster
    - Possible unification of certain empires?
    - Possible civil war
  - 9A Ideas
    - War/Nomadic invasion
    - Natural disasters
    - Disease
    - Population migration
    - Civil War
    - Decline of their empire
    - ...







# 2. Historical Context

- As we read the historical context, which of your theories match the historical facts?
- ...



## 4. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
- GRAPES Research - Due every Friday
- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4



# World History: Grade 9



## Unit 4.1: Lesson 2 Metallurgy: Iron

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
4. Locate the Assyrian empire, and describe the ways in which Assyrians expanded and controlled their empire.
5. Explain the relationship between the Phoenician trade network and the Assyrian empire.
6. Define monotheism and its relationship to the Hebrews and the emergence of Judaism.
7. Define and explain the significance of the caste system in India as it emerged in the first millennium BCE.
8. List some similarities and differences in religious beliefs between Judaism and Hinduism.

- MTP:
1. Brainstorming
  2. Modern Technology
  3. Final Considerations
  4. What's due?

Jan/Feb, 2014

75 min.

# 1. Brainstorming

- In groups, brainstorm answers to the following questions:
  - 1. What were the first metals that humans used and why?
  - 2. What is bronze?
  - 3. What technology was needed before bronze could be made?
  - 4. What made iron more difficult to work than other metals?
  - 5. What technology was needed to be able to work iron?
- 9B Answers:
  - 1. a. gold - fashion/jewelry, b. copper - tools and weapons, c. silver - jewelry, wealth, d. lead - paint, writing, e. tin - tools, f. mercury - paint, g. iron - tools, weapons, ornaments
  - 2. bronze is copper + tin
  - 3. smelting = melting ore into metal.
  - 4. has higher melting point;
  - 5. repeatedly heat and hammer the iron
  - ...

- 9C Answers
- 1. a. gold - jewelry, wealth, religious purposes, b. copper - used in art, tools, and weapons, c. silver - wealth, jewelry, d. lead - art, writing, make-up, e. tin - tools, weapons?, f. iron - tools, weapons, art, g. mercury - painting, mummification.
- 2. bronze is copper + tin
- 3. smelting the ore.
- 4. because it has a higher melting point - 1535C
- 5. repeatedly heating and hammering the iron.

- 9A Answers:
- 1. a. gold - used for jewelry, b. copper - weapons, tools, c. silver - money, jewelry, d. lead - writing, painting, makeup, statues, e. tin - used to make bronze, tools, f. iron - tool and weapons, g. mercury - used to measure temperature, used in mummification.
- 2. bronze is tin + copper
- 3. alloying the metal; mixing two or more metals together.
- 4. high temperature, can easily rust, hard to make pure,
- 5. heating and hammering repeatedly.
-

## 2. Modern Technology

- As a class, read SH\_2.1, Metallurgy: Iron
- In groups, answer the following questions:
  1. Make a list of modern technologies with which you are familiar—the Internet, cell phones, and others. What are the costs of developing these new technologies?
  2. What advantages do these technologies give the society that develops them? How long might the advantages last?
  3. Do some kinds of technology give a society more of an advantage than others?
  4. What kind of pressure does an innovation by one society put on neighboring societies?
  5. How does the price of new technology compare to the price of older technologies?
  6. What causes the price of new technology to come down?
  7. How do inventors of new technologies today protect their innovations? What are the issues involved?
  8. How do you think the Hittites protected their secret method of iron working?
- 9A
  - 1. laptop, washing machine, smart phones, ipad, car, TV, internet, printer, ear phones.
  - 2. communicate all over the world, makes us more efficient, makes life easier, entertainment, faster transportation, improved labour-speed at which things get done.
  - 3. Yes, economic, political - win wars, conquering territory; social - class status,
  - 4. yes, economic pressure - must buy, political pressure-could be taken over, social?
  - 5. more expensive - social status? design?
  - 6. because of newer technology
  - 7. patent - legal means to protect your idea from others.
  - 8. hide it, :)

## 2. Modern Technology

- As a class, read SH\_2.1, Metallurgy: Iron
- In groups, answer the following questions:
  1. Make a list of modern technologies with which you are familiar—the Internet, cell phones, and others. What are the costs of developing these new technologies?
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  7. How do inventors of new technologies today protect their innovations? What are the issues involved?
  8. How do you think the Hittites protected their secret method of iron working?
- 9c
  - 1. computers, ipad, car, fridge, glasses, stainless bottle, air conditioner, heater, printer, projector, lights. Costs: natural resources, people, money, materials, time, other technology.
  - 2. easier life, higher quality of life, stronger-powerful, increase knowledge, economic-standard of life; will only last until other societies produce the same or some newer technology is developed- more advanced technology.
  - 3. Yes, political- winning wars, conquering territory; economic-gain more money, other buy from it; social-increase in social class.
  - 4. survival, to balance the power; to deter the other from gaining superiority.
  - 5. more expensive - more advanced?
  - 6. new technology comes out/ is invented.
  - 7. Patent - legal means to protect your ideas/inventions.
  - 8. kept the knowledge to a few people, work in a hidden place, guard it; strict enforcement.

## 2. Modern Technology

- As a class, read SH\_2.1, Metallurgy: Iron
- In groups, answer the following questions:
  1. Make a list of modern technologies with which you are familiar—the Internet, cell phones, and others. What are the costs of developing these new technologies?
  2. What advantages do these technologies give the society that develops them? How long might the advantages last?
  3. Do some kinds of technology give a society more of an advantage than others?
  4. What kind of pressure does an innovation by one society put on neighboring societies?
  5. How does the price of new technology compare to the price of older technologies?
  6. What causes the price of new technology to come down?
  7. How do inventors of new technologies today protect their innovations? What are the issues involved?
  8. How do you think the Hittites protected their secret method of iron working?
- 9B:
  - 1. fridge, car, dishwasher, computer, watch, printer, phone, TV, playstation
  - 2. makes life easier- frees up our time, helps us work faster, enables global communication; last until another technology takes them over.
  - 3. Yes, until the other side develops something better.
  - 4. one pressure for survival, for control/power economy
  - 5. new technology cost more
  - 6. because newer technology will replace the older ones
  - 7. patent - legal means to protect your ideas; copyright.
  - 8. hidden away

# 3. Final Considerations

- Something to think about...
  - Iron technology spread unevenly. Even in the twentieth century, a few peoples still used stone tools. Modern technologies also spread unevenly and some technologies spread more quickly than others.
  - Some modern technologies, especially expensive ones like the Internet, which requires a computer and an Internet service provider, take a relatively long time to become affordable to the average person in a developed country. It takes even longer to be obtainable by a person in a developing country.
  - Other technologies, like the cell phone, diffused very quickly. For example, the cell phone has proven to be an inexpensive solution to communication need for countries that do not have expensive land-line networks.
  - In India, the cell phone has enabled farmers in remote regions to eliminate the middle-person when selling their crops. Now many farmers call the buyers directly, get the price, and make the deal themselves.
- ...

## 4. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
- GRAPES Research - Due every Friday
- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4



# World History: Grade 9



## Unit 4.1: Lesson 3 Urbanization

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
4. Locate the Assyrian empire, and describe the ways in which Assyrians expanded and controlled their empire.
5. Explain the relationship between the Phoenician trade network and the Assyrian empire.
6. Define monotheism and its relationship to the Hebrews and the emergence of Judaism.
7. Define and explain the significance of the caste system in India as it emerged in the first millennium BCE.
8. List some similarities and differences in religious beliefs between Judaism and Hinduism.

- MTP:
1. Urban vs Urbanization
  2. Urbanization in Indo-Mediterranean Region
  3. What's due?

Jan/Feb, 2014

75 min.

# 1. Urban vs Urbanization

- In groups:
  - read Student Handout 3.1. Make sure that they understand the definitions of “urban” and “urbanization.”
    - What does “urban” mean?
    - What does “urbanization” mean?
- ...

## 2. Urbanization in Indo-Mediterranean Region

- Look at Student Handout 3.2. and answer the following:
  1. Make a list of the kinds of information that this chart gives you.
  2. Make a list of the kinds of information that this chart does not give you.
  3. Make a graph charting the number of **cities** by year. How would you account for the ups and downs? What would make cities smaller or larger or disappear altogether?
  4. Make a second graph, charting the total population. How do the ups and downs compare? Do the graphs look the same? How would you account for the differences?
  5. In 650 BCE, Nineveh, the capital of the vast Assyrian Empire had a population of about 120,000. In 430 BCE, Nineveh did not even make the list of cities with more than 30,000 people. On the other hand, Babylon, which had about 60,000 people in 650 BCE, is estimated to have had about 200,000 in 430 BCE. What might have caused this radical change?
  6. In 1200 BCE, there were approximately 16 cities with populations of 20,000 or more (14 of them in the Indo-Mediterranean region, 2 in China). Today, China has 11 cities which have populations of 2 million, and 159 cities with 200,000-500,000 inhabitants. What are the largest cities in the Indo-Mediterranean region today? What are the largest cities in the world?
- ...
- ANSWERS:
  - 1.
  2. genders rate, age of population, names of cities, birth rate, total population of all civilization
  3. City down: war, disease, UP: better place to build a city, improved technology, increase in trade and migration.
  4. Population down: war, disease, natural disaster, famine; UPS: increase birth rate, improved trade, better health/nutrition.
  6. World: Tokyo-37 million, Jakarta-26 mill, Seoul & Greater area-23 mill, Delhi-22 mill, Shanghai-20 mill
- Indo-Med: 1. Delhi, 2. Karachi-20 mill, 3. Cairo- 17mill, 4. Mumbai-16.9 mill, 5. Calcutta- 14.3 mill

## 4. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
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- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4



# World History: Grade 9



## Unit 4.1: Lesson 4 Trade: the Phoenicians

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
4. Locate the Assyrian empire, and describe the ways in which Assyrians expanded and controlled their empire.
5. Explain the relationship between the Phoenician trade network and the Assyrian empire.
6. Define monotheism and its relationship to the Hebrews and the emergence of Judaism.
7. Define and explain the significance of the caste system in India as it emerged in the first millennium BCE.
8. List some similarities and differences in religious beliefs between Judaism and Hinduism.

- MTP:
1. Map Labeling
  2. Difficulties of Trade
  3. Trade: the Phoenicians
  4. Measuring Distances
  5. What's due?

Jan/Feb, 2014

75 min.

# 1. Map Labeling

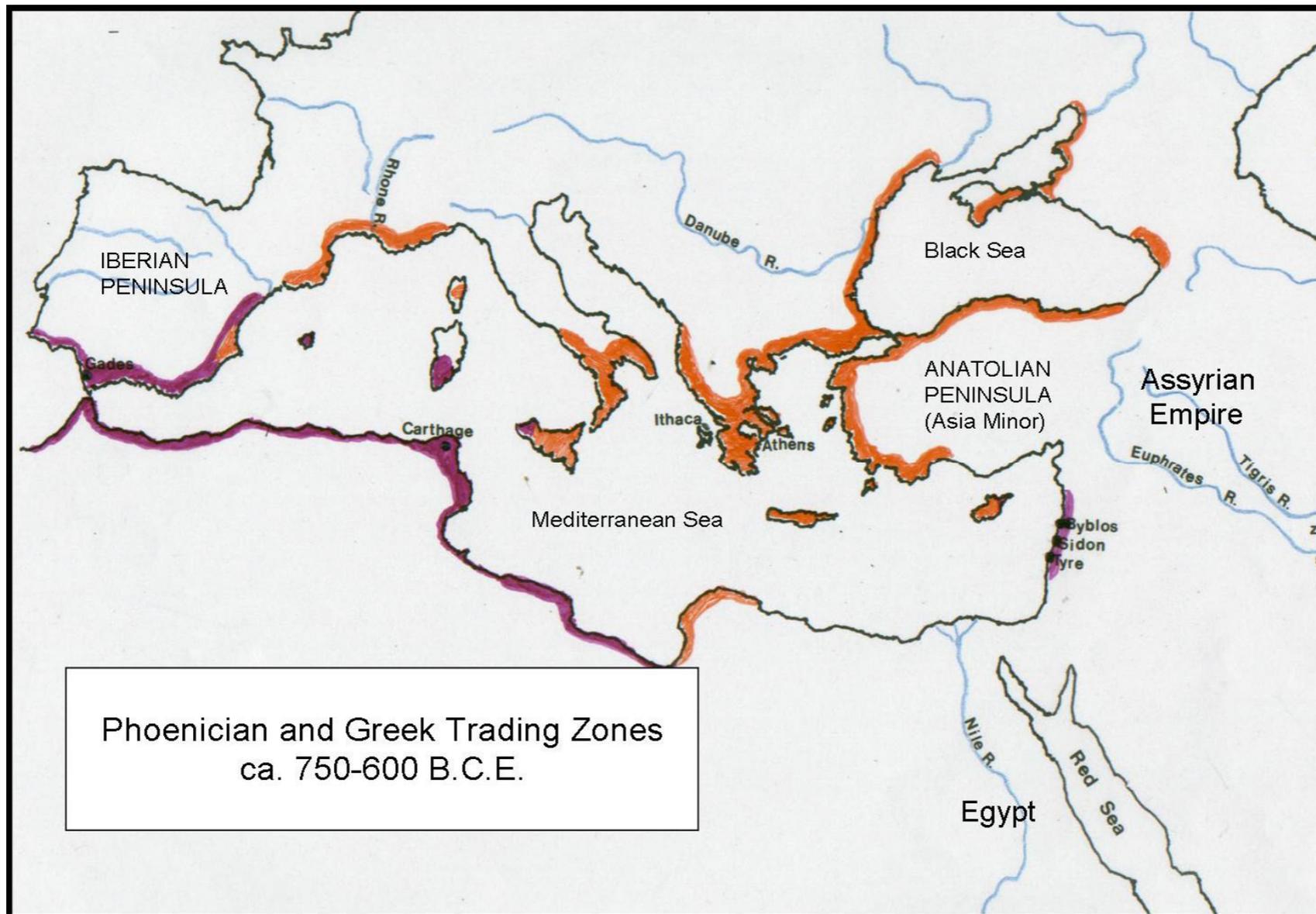
- Using the internet, textbook, or historical atlas; label the following on your blank map, SH-4.2
  - Mediterranean Sea
  - Black Sea
  - Aegean Sea
  - Byblos (Jubayl)
  - Tyre (Sur)
  - Sidon (Sayda)
  - Cadiz (Gades)
  - Iberian Peninsula
  - Anatolian Peninsula
  - Levant (eastern coast of the Mediterranean Sea)
  - Carthage (15 miles north of modern Tunis)
  - Pillars of Hercules (Strait of Gibraltar)
- ...



# 2. Difficulties of Trade

- Now, let's discuss the difficulties of trade in this region:
- ...

## Phoenician and Greek Trading Zones ca. 750-600 BCE



# 3. Trade: the Phoenicians

- As you read SH\_4.1 Trade: the Phoenicians, answer the following:
  1. In what ways were the Phoenicians like today's multinational business people?
  2. In what ways do modern business people spread their culture as they do business abroad?
  3. In what ways do they transfer technology?
- ...
- 9A
- 1. share goods and ideas, communication, travel and establishing outpost similar to modern day franchises, competing with others, supported by gov't, back then was supported by the temples (religion), send merchant abroad just like today for international business; transportation used boats, and now still using ships to transport cargo, airplanes to transport people.
- 2. by interacting with others, trading their traditional food, fashion (clothing), exchange of ideas....
- 9b
- 1. imported and export various product. used alphabet, support by the govt and religions of different city states, competed with others (Greeks). Similar: setting up outposts, standards of measuring and weights, invested in other areas, teach their tech to others whom they were trading with.
- 2. advertising, social media (internet, facebook, twitter,



# 4. Measuring Distances

- Using the map scale, measure the distance between Tyre and the Pillars of Hercules. Measure a comparable distance in South Korea. If you begin at Seoul, how far would you have to go to cover the same distance?
- Remember:
  - In the middle of the fifth century BCE, the Phoenicians, according to the Greek historian Herodotus, made trips to Britain for tin and, under orders from an Egyptian Pharaoh, circumnavigated Africa.
  - Herodotus says that the Phoenicians claimed that, in order for them to make the trip around Africa, they had to stop, plant grain, wait for it to ripen, harvest it, and sail on.
  - On a map, trace the route the Phoenicians would have taken to circumnavigate Africa and the route they would have followed to reach Britain.
- ...

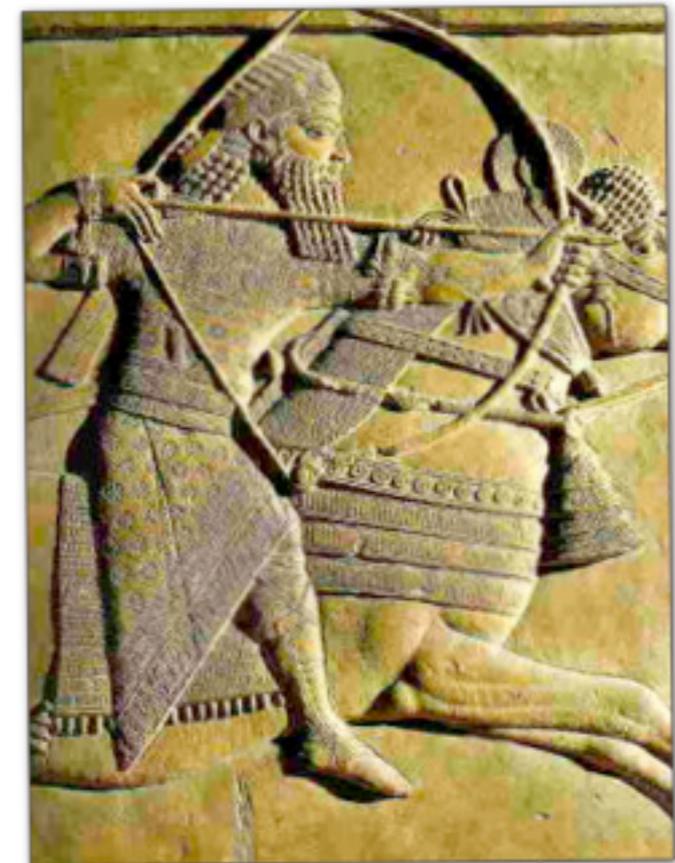
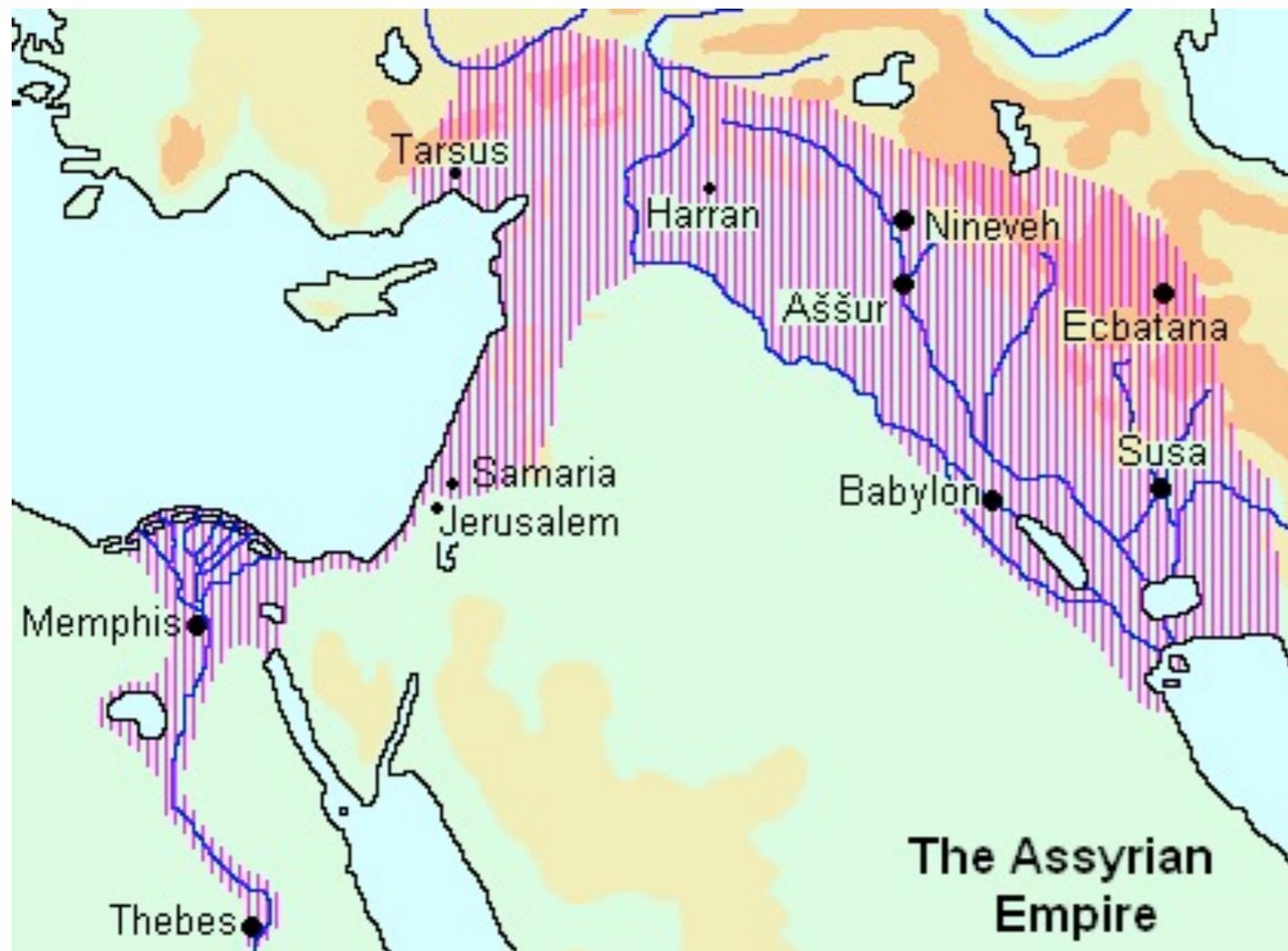


# 5. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
- GRAPES Research - Due every Friday
- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4



# World History: Grade 9



## Unit 4.1: Lesson 5 Empire-building: the Assyrians

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
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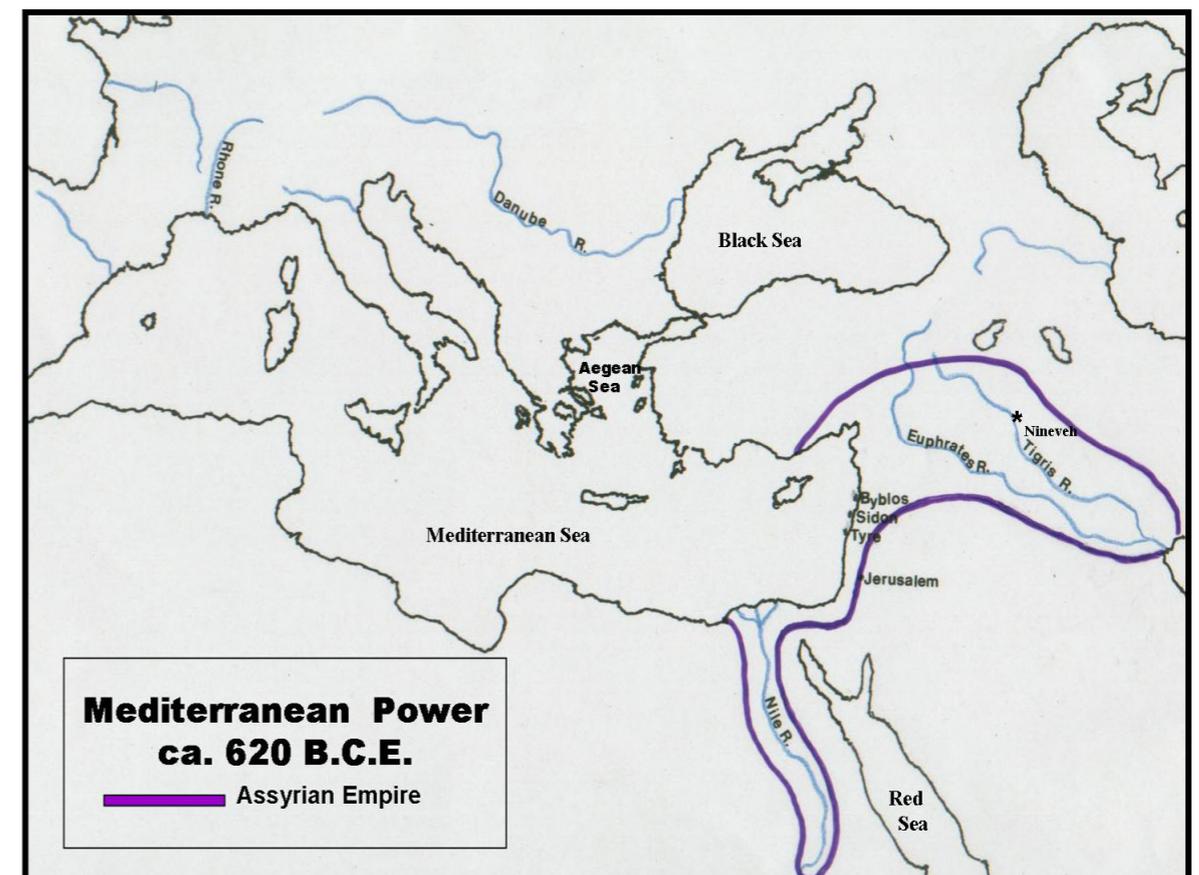
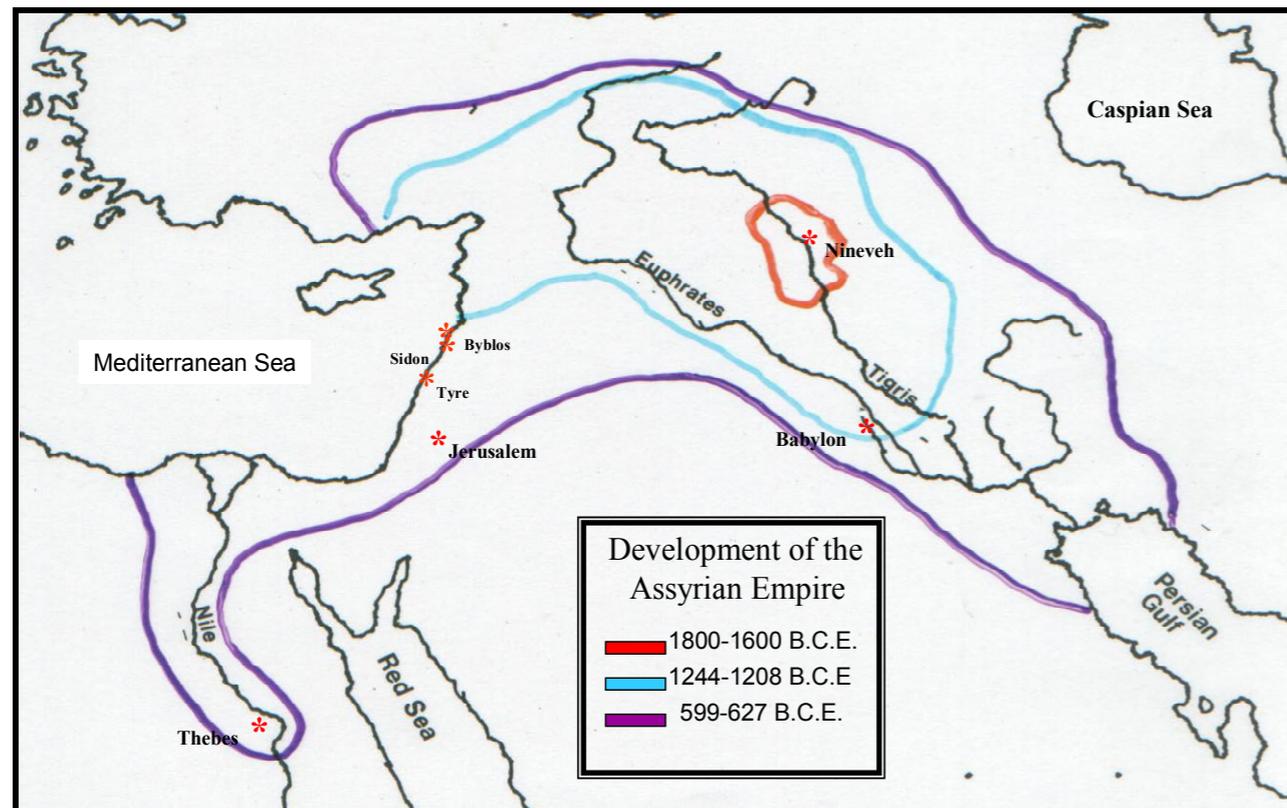
- MTP:
1. Empire-building
  2. Assyrian Financial Resources
  3. What's due?

Jan/Feb, 2014

75 min.

# 1. Empire Building

- Read SH\_5.1 Empire-building; as you read look at the maps.
- ...



# 2. Assyrian Financial Resources

- Examine the lists of tribute and taxes paid by Assyrian subjects as well as the examples of plunder (looting) (SH\_5.2).
- Examine the following lists: Tribute, Taxes, or Spoils of War; and make notes on the following queries:
  - What does each item tell you about its source?
  - What does it tell you about the nature of Assyria—its society, power, and geography?
  - How might an Assyrian king have used this item?
- Report and compare your findings to the class.
- ...



# 3. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
- GRAPES Research - Due every Friday
- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4



# World History: Grade 9



## Unit 4.1: Lesson 6 Religion: Judaism and Hinduism

Unit Objectives:

1. Locate on a map the Iberian Peninsula, Anatolian Peninsula, Levant, Ganges, Tigris, Euphrates, Nile, Red Sea, Aegean Sea, Persian Gulf, Khyber Pass, Nineveh, Babylon, and Jerusalem.
2. Describe the impact that iron technology had on the Indo-Mediterranean region.
3. Identify the Phoenicians and describe the impact of their trade on the Indo-Mediterranean world.
4. Locate the Assyrian empire, and describe the ways in which Assyrians expanded and controlled their empire.
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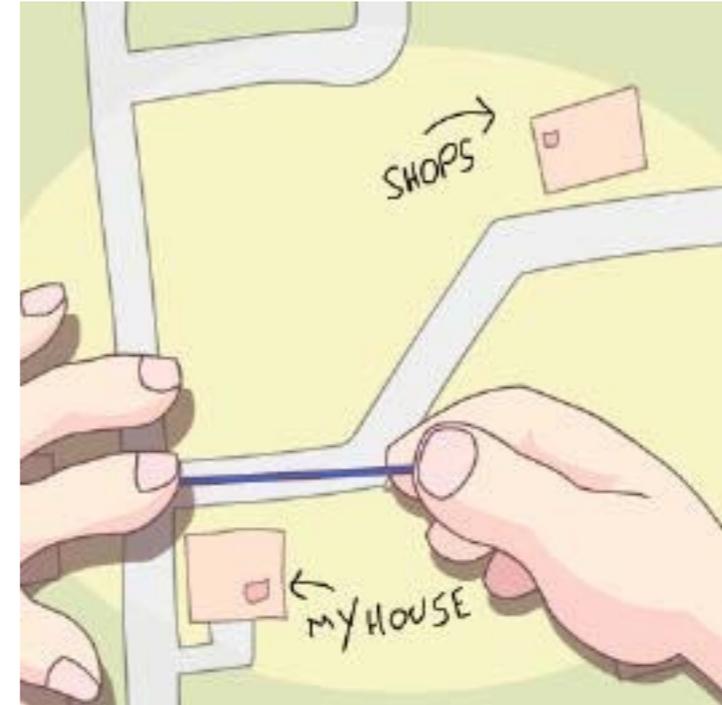
- MTP:
1. Finding locations
  2. Judaism and Hinduism
  3. Three Flood Stories
  4. What's due?

Jan/Feb, 2014

75 min.

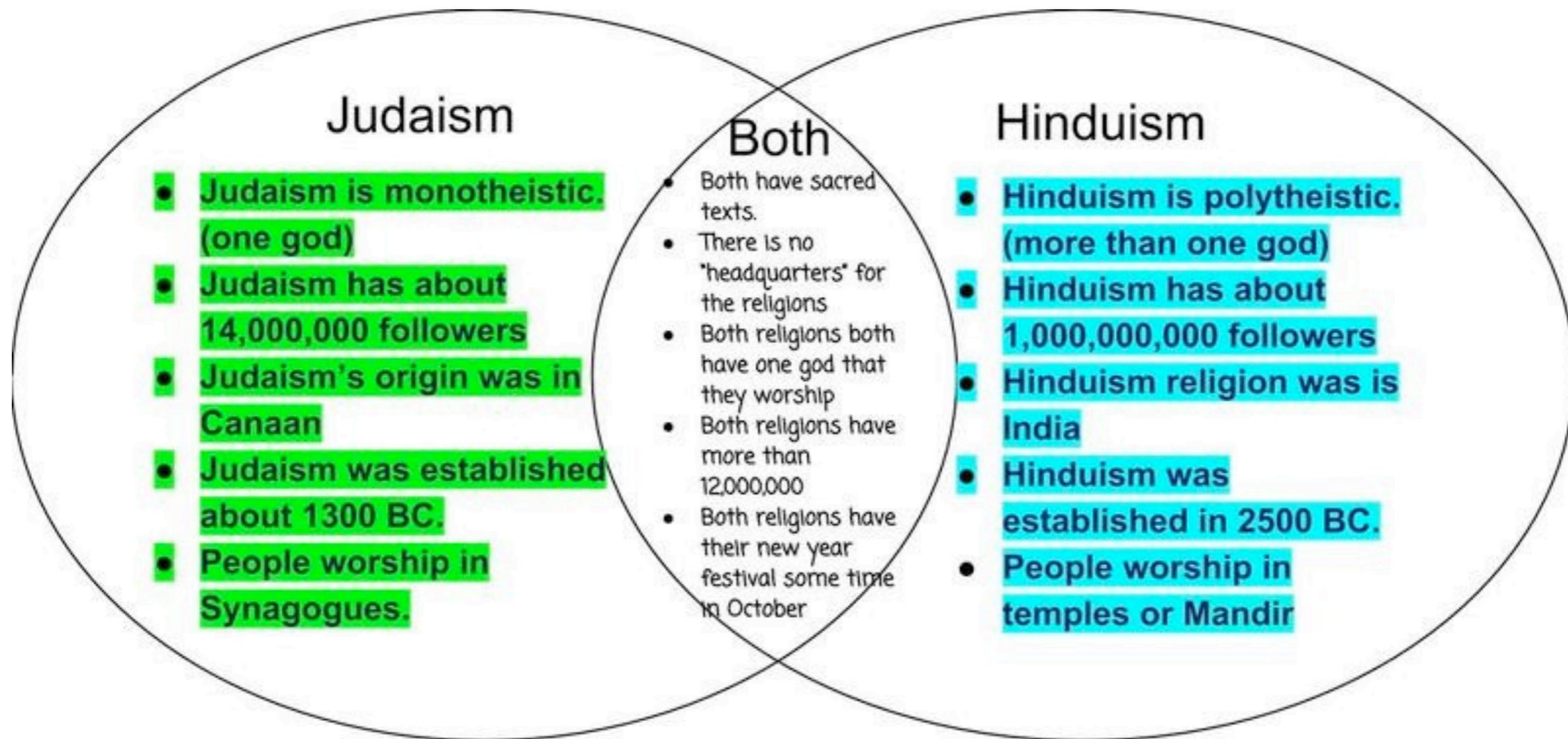
# 1. Finding Locations

- Using the internet; locate on a map:
  - ancient Israel,
  - ancient Babylon,
  - Armenia,
  - the Khyber Pass,
  - the Indus River, and
  - the Ganges River.
- ...



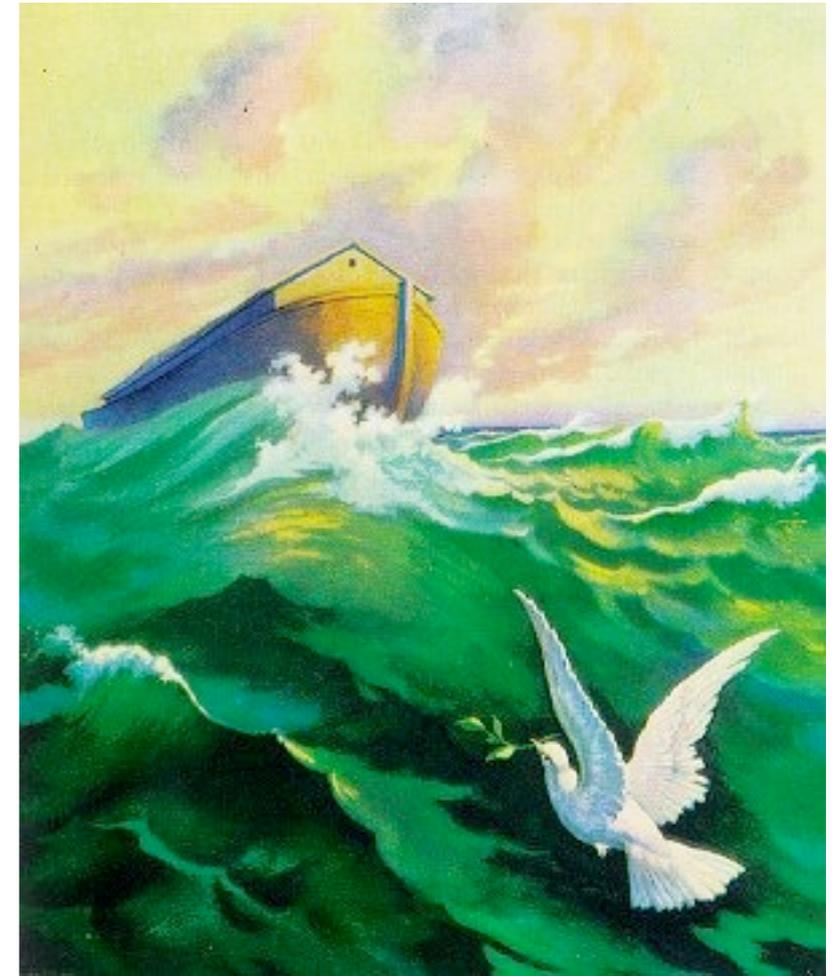
# 2. Judaism and Hinduism

- Read SH\_6.1 on Judaism and Hinduism
- ...



# 3. Three Floods

- Read SH\_6.2 three flood stories: Babylonian, Hindu, and Hebrew.
- Make a chart:
  - categorizing the similarities in the three stories. Categories might include “reason for flood,” “description of boat,” “God/gods involved,” and so on.
  - Now, let’s discuss the similarities and differences and what they might indicate about the ideas represented and about the relationships among them.
- ...



# 3. What's Due?

- Knowledge Assessment 1 - Feb. 6
- Knowledge Assessment 2 - Feb. 27
- GRAPES Research - Due every Friday
- Primary Source Analysis - Due every Friday
- Historical Figure Presentation - Due every Friday
- Historical Portfolio - March 2-4

