



Ancient History

Michigan State Social Studies Content Expectations

Course Description

Ancient History will introduce and familiarize the student with the contributions in art, music, literature, religion, and philosophy of various civilizations. Other accomplishments of world cultures to be addressed include the institutions of government and education. The developments in science and technology will also be studied. History to be studied include the ancient civilizations of Asia, Africa, Europe, and the Americas.

Carrington, Laurel, and Mattie Collins. *World History: The Human Journey*. Austin: Holt Rinehart and Winston, 2005.

Unit 1 Description

Beginning in prehistoric times from the emergence of prehistoric people, this unit will follow people as they ventured through the Stone Age to the Iron Age, which precipitated the development of agriculture and the first civilization in four great river valleys, and how scholars study such people and events. The development of complex societies along the Nile, Tigris-Euphrates, and Indus river valleys and the religious beliefs, legal systems, education, and arts of these regions will also be studied.

Essential Content and Skills

The learner will:

- Explain the beginnings of human development.
- Describe the lives of prehistoric peoples.
- Identify the building blocks of civilization.
- Examine the growth of the earliest civilization.
- Describe the life and culture of the ancient kingdoms of the Nile.
- Examine Sumerian civilization.
- Explore the empires of the Fertile Crescent.
- Comprehend the impact of the Phoenicians and the Lydians to world development.
- Explore the development of and influence of Judaism.
- Examine the civilizations that developed in the Indus River Valley.
- Identify the impact of the Indo-Aryan migrants to ancient Indian society.
- Describe the effects of the Neolithic agricultural revolution.
- Identify the characteristics of civilization.
- Examine the role of religion in ancient civilization.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: Prehistoric Peoples

F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)
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Unit 1 Lesson 2: The Foundations of Civilization

F1	Explain and use key conceptual devices world historians/geographers use to organize the past including periodization schemes (e.g., major turning points, different cultural and religious calendars), and different spatial frames (e.g., global, interregional, and regional)
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Unit 1 Lesson 3: Ancient Kingdoms of the Nile

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 4: Egyptian Life and Culture

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 5: Sumerian Civilization

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 6: Empires of the Fertile Crescent

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 7: The Phoenicians and the Lydians

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 8: The Origins of Judaism

F3	<p>Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including</p> <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
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Unit 1 Lesson 9: Indus River Valley Civilizations

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 1 Lesson 10: Indo-Aryan Migrants

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This unit will begin by examining the development of religion, dynasties, and culture of India. The unit will then describe the development of civilization in ancient China while focusing on the geography, culture and major dynasties. This unit will also explain the early stages of the development of Greece as a major world civilization.

Essential Content and Skills

The learner will:

- Describe the development of Hinduism and Buddhism and their effects on the culture of India.
- Examine the successes of the dynasties of and empires of ancient India.
- Identify the role of women in ancient India and the elements of India's "golden age."
- Describe the role of geography in the development on ancient Chinese culture.
- Examine the contributions of the Shang dynasty.
- Identify the factors for the rise and fall of the Zhou, Qin, and Han dynasties.
- Describe the philosophies that developed in ancient China.
- Identify the technological and scientific developments of ancient China.
- Examine the relationship of geography to the development of the polis in early Greece.
- Describe the types of government and societies that developed in early Greece.

Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: Hinduism and Buddhism

F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
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Unit 2 Lesson 2: Ancient Indian Dynasties and Empires

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 3: Ancient Indian Life and Culture

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 4: Ancient Chinese Civilization: Geographic and Cultural Influences

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 5: The Shang Dynasty

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 6: The Zhou, Qin, and Han Dynasties

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 7: Philosophies of Ancient China

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 8: Chinese Life and Culture

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 9: Early Greeks and the Rise of City-States

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 2 Lesson 10: Greek Government and Society

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This unit will examine the rise of the Greek city-state and the achievements of the Greeks in various aspects during the Golden and Hellenistic Ages. The unit will then identify the steps in the progress in the establishment of Rome from Republic to Empire.

Essential Content and Skill

The learner will:

- Identify the similarities and differences between Spartan and Athenian culture.
- Describe daily life for people in ancient Athens.
- Examine the role war played in the expansion of the Greek empire.
- Explain the importance of Greek art to civilization.
- Examine the contributions of Greek philosophers and writers to the world.
- Identify the significance of Alexander the Great accomplishments.
- Explain how Hellenistic culture spread and its major developments.
- Describe the establishment and political structure of the Roman Republic.
- Examine the role of the Punic Wars to Rome's expansion.
- Explain Caesar's rise to power and his role in creating the Roman Empire.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: Sparta and Athens

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 2: Daily Life in Athens

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 3: The Expansion of Greece

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 4: Greek Art of the Golden Age

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 5: Philosophers and Writers of the Golden Age

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 6: Alexander the Great

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 7: The Spread of Hellenistic Culture

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 8: Founding of the Roman Republic

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 9: Rome Expands Its Borders

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 3 Lesson 10: The Birth of the Roman Empire

Course Name - Part

Michigan State Curriculum Content Standards (continued)

F2	<p>Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment.</p> <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This unit will examine the rise and decline of the Roman Empire. The development of kingdoms and empires in Africa and the Americas will be described. This unit will also explain the longevity and the impact of the Byzantine Empire.

Essential Content and Skills

The learner will:

- Identify the contributions of Rome to the world.
- Explain the rise of Christianity from persecution to acceptance.
- Identify the causes of the fall of the Roman Empire.
- Identify the impact of geography on early African cultural development.
- Examine the significance of the kingdoms Kush and Aksum.
- Identify the impact of trade to states in East and West Africa.
- Identify how and why the earliest Americans arrived and survived.
- Examine the differences in culture of North America and the impact of geography on these distinctive cultures.
- Examine the differences amongst the cultures of South America.
- Examine the significant developments in law and religion during the rise and fall of the Byzantine.

Unit 4 Michigan State Content Expectations

Unit 4 Lesson 1: Roman Society and Culture

F2	Use the examples listed below to explain the basic features and differences between hunter-gatherer societies, pastoral nomads, civilizations, and empires, focusing upon the differences in their political, economic and social systems, and their changing interactions with the environment. <ul style="list-style-type: none">• Changes brought on by the Agricultural Revolution, including the environmental impact of settlements• TWO ancient river civilizations, such as those that formed around the Nile, Indus, Tigris-Euphrates, or Yangtze• Classical China or India (Han China or Gupta empires)• Classical Mediterranean (Greece and Rome)
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Unit 4 Lesson 2: The Rise of Christianity

F3	Explain the way that the world religions or belief systems of Hinduism, Judaism, Confucianism, Buddhism, Christianity, and Islam grew, including <ul style="list-style-type: none">• spatial representations of that growth• interactions with culturally diverse peoples• responses to the challenges offered by contact with different faiths• ways they influenced people's perceptions of the world.
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Course Name - Part

Michigan State Curriculum Content Standards (continued)

4.3.1	Describe the diverse characteristics of early African societies and the significant changes in African society by <ul style="list-style-type: none">• comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures• using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language• analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade• analyzing the development of an organized slave trade within and beyond Africa• analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity
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Unit 4 Lesson 7: The Earliest Americans

4.3.2	Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples
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Unit 4 Lesson 8: Cultures of North America

4.3.2	Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples
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Unit 4 Lesson 9: Mesoamerica and Andean South America

4.3.2	Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples
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Unit 4 Lesson 10: The Byzantine Empire

4.3.4	Analyze restructuring of the Eastern European system including <ul style="list-style-type: none">• the rise and decline of the Byzantine Empire• the region's unique spatial location• the region's political, economic, and religious transformations• emerging tensions between East and West
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