Unit 4: Lesson 1: From Civilizations to Empires

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a city that, with its surrounding territory, forms an independent state |  |  |
| a line of hereditary rulers of a country or empire |  |  |
| an extensive group of states or countries under a single, supreme authority |  |  |
| a series of paths or roads used for the exchange of goods and services across and within regions |  |  |

Unit 4: Lesson 2: What is the recipe for empire?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a group on non-elected officials of a government or organization that carry out the rules, laws and ideas in order to organize and manage people, resources, and territory |  |  |
| believing in more than one god |  |  |
| taking control of a place or people with military force |  |  |
| When people or groups of people, like city-states, work together for a common goal |  |  |

Unit 4: Lesson 3: How did empires wield power and authority?

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| the ability, strength, and capacity to do something |  |  |
| the right to use power to enforce rules or give orders |  |  |
| rule by the people or a government in which many people are able to participate |  |  |
| a ruler with absolute power |  |  |
| a government with elected leaders |  |  |
| someone officially recognized as a full member of a nation or kingdom |  |  |
| a government in which a few elite citizens rule and have power |  |  |
| a system of government in which all power is held by one person |  |  |

Unit 4: Lesson 4: Social Hierarchy and Slavery in the Age of Empires

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| systems in which some people are held as property by others and forced to do different types of work |  |  |
| a group of people considered to be the best in a particular society or category, usually because of their power, talent, or wealth |  |  |
| members of a ruling class or of the nobility and were usually wealthy landowners |  |  |
| People who buy and sell goods for profit; business people |  |  |
| a worker in a skilled trade or craft; one who makes things by hand |  |  |
| a person dedicated to the pursuit of learning and the building of knowledge; valued for their thinking rather than their labor |  |  |

Unit 4: Lesson 5: The Emergence and Spread of World Religions

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| regarded with great respect by a particular religious group and having a spiritual dimension |  |  |
| the cycle of birth and rebirth of a soul into a new body |  |  |
| a person sent to promote a particular religion in a foreign place |  |  |
| to adopt a new religion from the one previously practiced |  |  |
| The dispersion of people beyond their original homeland |  |  |
| a system of beliefs involving the existence and often worship of a superhuman controlling power |  |  |
| the study of the fundamental nature of knowledge, reality and existence based on observation and rational argument |  |  |
| a set of often repetitive acts that usually use symbolic objects, words, and actions |  |  |

Unit 4: Lesson 6: From Religious Tolerance to Book Burning

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a wooden bar that connects two animals like oxen pulling a plow; the word is also used to represent something that is controlling or oppressive |  |  |
| a form of government in which one person has the power to rule |  |  |
| group of non-elected officials within a government or institution that implements the rules, laws, ideas, and functions of their institution |  |  |
| The virtue and right behavior (duty) necessary to maintain the natural order or balance of the universe, according to Hindu and Buddhist traditions; this word is difficult to translate into English |  |  |
| prolonged cruel or unjust treatment or control |  |  |

Unit 4: Lesson 7: Connections and Contacts in Era 3

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| a fine, strong, soft, shiny fiber produced by silkworms in making cocoons and collected to make thread and fabric |  |  |
| a strong, hard, magnetic, silvery-gray metal, often used to make tools and weapons |  |  |
| managing international relations, or how two countries or empires get along, typically by sending a country’s representatives to live with and deal with another place |  |  |
| a person involved in selling or trading products; sometimes one who travels bringing products from one place to another |  |  |
| the spreading of culture (ideas, language, beliefs, ect.) from one people to another |  |  |
| removing metal from ore (rock with embedded metal) by heating it up, melting it out, and processing it |  |  |

Unit 4: Lesson 8: Empire…What it is…What it is not…

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| **Term and Definition** | **Example** | **Picture/Symbol** |
| Supplying dry land with water by means of ditches, pipes, or streams |  |  |
| the farming of ocean and freshwater plants and animals for human consumption |  |  |
| a stone wheel for sharpening; an abrasive wheel that sharpens or polishes something |  |  |
| A unit of length, the common measure of distances equal to 1,000 meters, and equivalent to 0.621 mile |  |  |
| either of a pair of long, slender poles upon which something is rested in order to elevate it above the ground |  |  |