**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Directions**: Complete each part of the Goal Sheet. Follow the directions that apply to your section (Honors or Academic). The Goal Sheet is due the day of the Unit 1 & 2 Test (\_\_\_\_\_\_\_\_\_\_\_\_).

**Objectives:**  WH.H.1, WH.H.2

1. Compare how geography influenced settlement, trade networks, and sustainability of ancient civilizations.
2. Analyze governments of ancient civilizations in terms of development, structure, and function.
3. Explain how codifying laws met the needs of ancient civilizations
4. Analyze the growth and development of major Eastern and Western religions.
5. Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.

**PART I**: Write a **complete definition** for each term/concept and in addition create an illustration for the starred (\*) terms. The illustration should explain the term.

|  |  |
| --- | --- |
| **Terms** | **River Valley Civilizations** |
| 1. Cultural Diffusion\* |  |
| 2. Ethnocentrism |  |
| 3. Primary v Secondary Source |  |
| 4. Civilization |  |
| 5. Neolithic Revolution |  |
| 6. Five Characteristics of Civilization |  |
| 7. Sumer (location, achievements, rivers) |  |
| 8. City-State |  |
| 9. Code of Hammurabi\* |  |
| 10. Cuneiform |  |
| 11. Ancient Egypt (location, achievements, river) |  |
| 12. Pharaoh  |  |
| 13. Hieroglyphics  |  |
| 14. Indus Valley (location, achievements, river)  |  |
| 15. Caste System\* |  |
| 16. Ancient China (location, achievements, rivers |  |
| 17. Mandate of Heaven |  |
| 18. Dynasty/Dynastic Cycle\*  |  |
| 19. Oracle Bones |  |
| 20. Confucius/Confucianism |  |
|  | **World Religions** |
| 21. Monotheism v Polytheism |  |
| 22. Hinduism (book, founder, hearth, diffusion) |  |
| 23. Buddhism (book, founder, hearth, diffusion) |  |
| 24. Kharma |  |
| 25. Reincarnation\* |  |
| 26. Nirvana |  |
| 27. Four Noble Truths/ Eightfold Path |  |
| 28. Judaism (book, founder, hearth, diffusion) |  |
| 29. Christianity (book, founder, hearth, diffusion) |  |
| 30. Ten Commandments |  |
| 31. Islam (book, founder, hearth, diffusion) |  |
| 32. Five Pillars of Islam |  |
| 33. Mecca |  |

**PART II:** Essential Question (potential constructed response questions for unit test)

**Directions:** **On a separate sheet of paper** write your answer to the following questions in complete sentences.

1. During ancient times why did most civilizations development in river valleys?
2. Give three examples of the way human societies changed from the Paleolithic Period to after the Neolithic Revolution?
3. How does religion affect the lives of its followers? (be specific, include two examples)
4. Pick two different religions. Draw a Venn diagram comparing and contrasting the two. These may be written in bullet point descriptions. Must include at least two points in each space and a total of eight points.

**PART III:**

**ACADEMIC:**  Read the following excerpt and answer the questions below in complete sentences.

**Hammurabi's Code: An Eye for an Eye**

"An eye for an eye, and a tooth for a tooth." This phrase, along with the idea of written laws, goes back to ancient Mesopotamian culture that prospered long before the Bible was written or the civilizations of the Greeks or Romans flowered. Hammurabi is the best known and most celebrated of all Mesopotamian kings. He ruled the Babylonian Empire from 1792-50 B.C.E. Although he was concerned with keeping order in his kingdom, this was not his only reason for compiling the list of laws. When he began ruling the city-state of Babylon, he had control of no more than 50 square miles of territory. As he conquered other city-states and his empire grew, he saw the need to unify the various groups he controlled.

The phrase "an eye for an eye" represents what many people view as a harsh sense of justice based on revenge. But, the entire code is much more complex than that one phrase. The code distinguishes among punishments for wealthy or noble persons, lower-class persons or commoners, and slaves.

Hammurabi's own words illustrate this point: "If a man has destroyed the eye of a man of the gentleman class, they shall destroy his eye .... If he has destroyed the eye of a commoner ... he shall pay one mina of silver. If he has destroyed the eye of a gentleman's slave ... he shall pay half the slave's price." The Babylonians clearly did not live under a social system that treated all people equally.

1. Why was Hammurabi’s Code originally created?
2. How do the Babylonians use the term “eye for an eye” for people in different social classes?