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| The Spread of Agricultural, Domesticated Animals, and Disease  Source: Jared Diamond, Guns, Germs, and Steel. New York: Norton. | |
| Location | Crops |
| Fertile Crescent | wheat, barley, pea, lentil, olive, chickpea, flax, muskmelon |
| China | millet, rice, soybean, hemp |
| Mesoamerica | corn, beans, cotton, yucca, squash, jicama |
| Andes/Amazon | corn, lima, peanut, cotton, manioc, sweet potato, potato, squash |
| West Africa/Sahel | sorghum, millet, rice, cowpea, groundnut, cotton, yam, watermelon, gourd, oil palm |
| India | beans, cotton, flax, cucumber |
| Ethiopia | teff, millet, coffee |
| Eastern U.S. | grasses, artichoke, squash, sunflower |
| New Guinea | sugar cane, yams, taro, banana |
| Questions  1. Which region makes the greatest contribution to agriculture?  2. In your opinion, why does agriculture develop independently in so many areas of the globe? | | |

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| Timeline of the Ancient Mediterranean World, 5000 BC - 500 BC  Source: Grun, B. ed. (11975). *The Timetables of History*. NY: Simon & Schuster, 2-10.  Instructions: Examine the chart below. Identify three developments that you feel had the greatest impact on the ancient Mediterranean world and explain your selections. Greece and Rome are often called “the cradles of Western Civilization.” Evaluate that statement based on the information in this chart. | |
| Years | Events |
| 5000-4000 BC | Egyptians develop 360-day calendar; earliest Mesopotamian cities. |
| 4000-3500 BC | Sumerians settle on the site of the future city of Babylon and develop writing on clay tablets; Copper, silver and gold work by Egyptians and Sumerians; Ships sail Mediterranean. |
| 3500-3000 BC | 1st and 2nd dynasties unify Egypt; Egypt develops numerals, plowing, and fertilizing of fields; Sumerian cuneiform evolves; Sumer develops wheeled vehicle. |
| 3000-2500 BC | Pyramids and the Great Sphinx built in Egypt; Sumerians develop metal coins; Systematic astronomical observations recorded in Egypt and Babylonia; initial settlement of Crete. |
| 2500-2000 BC | Pharaohs rule Egyptian empire; Egypt develops philosophy and the first libraries, discovers use of papyrus; earliest Egyptian mummies. |
| 2000-1500 BC | Egypt controls Crete and the Aegean Islands, develops symbolic alphabet; Hammurabi reunites Babylon and develops legal code; Palace of Minos is built on Crete; Greeks migrate from Caspian Sea region to eastern Mediterranean. |
| 1500-1000 BC | Beginning of the Iron Age; Egyptian empire extends to the Euphrates; Destruction of Troy; First Greek alphabet. |
| 1000-500 BC | Persian empire defeats Egypt, dominates the Middle East; Greek city-states periodically unified by Athens or Sparta; spread of Greek settlement and culture across the Mediterranean; initial settlement at Rome. |

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| Athens during the Age of Pericles (c. 450 BC)  Source: Singer, A. (2002). “Are We Teaching ‘Greek Myths’ In The Global History Curriculum?” *Social Science Docket, 2* (1), 4-9. | | | |
| Adult male citizens who could participate in decision-making | 40,000 | 9% |
| Disenfranchised citizens (women, children and some men) | 80,000 | 18% |
| Free Foreign-born residents of Athens | 80,000 | 18% |
| Enslaved people | 250,000 | 55% |
| Estimated total population | 450,000 | 100% |
| Questions  1. What percentage of the population of Athens could participate in decision-making?  2. What was the status of women?  3. Who else was barred from participation in decision-making?  4. In your opinion, should Athenian society in the age of Pericles be considered democratic? Explain | | | |

Cicero Defends the Roman Republic (44 BC)

Source: M. Cicero, M. Griffin, E. M. Atkins (1991). *On Duties*. Cambridge, UK: Cambridge University Press.

Background: Marcus Tullius Cicero wrote *De Officiis* (On Duties) at a time when the Roman Republic was being challenged by supporters of the recently assassinated Julius Caesar and dictatorial government. During his long career, Cicero held most of the major offices of the Roman Republic. In this work he explains his views on leadership in a republic. While Cicero opposed dictatorship, he did not support democracy. His notion of a republic was much closer to oligarchy or rule by elites. He was murder by anti-Republican soldiers loyal to Marc Antony and OctaviusCaesar soon after it was written. Examine excerpts A – D and answer questions 1 – 3.

A. Those who are about to take charge of public affairs should hold fast to Plato’s advice: first fix their gaze so firmly on what is beneficial to the citizens that whatever they do, they do with that in mind, forgetful of their own advantage. Secondly, let them care for the whole body of the republic rather than protect one part and neglect the rest (33).

B. We may exercise severity for the sake of the republic; for without that the city cannot be governed. Punishment and correction should never be insulting. It should be undertaken in accordance with what is useful to the republic, not to the one who administers the punishment or reprimand . . . Our prayer should be that those in charge of the republic be like the laws, which are led to punish not through anger, but through fairness (35).

C. Our judgment should be that the achievements which are greatest and show the greatest spirit are those of the men who rule the republic. For their government reaches extremely widely and affects the greatest number (36).

D. For my part, when the republic was being run by the men to whom it had entrusted itself, I devoted all my concern and all my thought to it. But then a single man came to dominate everything, there was no longer any room for consultation or for personal authority, and finally I lost my allies in preserving the republic . . . I only wish that the republic had remained in its original condition (63).

Questions

1. What should be the priority for an effective leader in a republic?

2. How should the law and punishment be implemented?

3. Who should be chosen for leadership?

4. Why is Cicero concerned about the future of the republic?