

## Periods 1-3 Empires - "Who is the Dead Guy?" Review & Gallery Walk

GROUP NAMES:

PERIOD:

EMPIRE:

**SCENARIO:** Breaking news, a body has been discovered in the confines of your study of empires from Periods 1-3 (*Use your lecture notes, Strayer text, Crash Course Videos, Jay Harmon APWH Crash Course Review Guide, & Internet to gather evidence*). Investigators are absolutely puzzled in their consideration of body's identity. It's up to you to identify and categorize probably identity information for the unidentified person. You must prep a concise and orderly presentation representing the "body" of evidence (pun intended).

**Groups will be assigned to complete "body" notes for the following Empires:**

**PER 1 (to 600 BCE):** Ancient Egypt      **PER 2 (600 BCE-600 CE):** Ancient Rome, Han, OR Gupta Empires

**PER 3 (600-1450 CE):** Byzantine Empire, Abbasid Caliphate, Tang Dynasty, Song Dynasty, Yuan Dynasty, Aztec Empire, Incan Empire, OR Medieval Europe

**PREPARATION:** Over the holidays, complete a TLO/SPICE CHART on your assigned Empire. Print out (OR draw) images & map of your empire.

### **SCORING:**

- **DUE WEDNESDAY, 1/3/18 [A]; THURSDAY, 1/4/18 [B]:** 1 **INDIVIDUAL** CLASSWORK GRADE for bringing completed TLO/SPICE CHART & images/map of your empire.

- **FRIDAY, 1/5 [A]; MONDAY, 1/8 [B]:** Work on & complete Autopsy (1 **GROUP PROJECT GRADE**).

1) **With regard to the body outline, organize and label your evidence in the following manner:**

A. **Right hand** – Probable **POLITICAL** [*State-Building*] evidence, leaders/elite, state structure, war, diplomacy, laws/courts – \_\_\_\_\_/10 POINTS

B. **Pocket** – Probable **ECONOMIC** evidence, type of economic system, technology/industry, trade/commerce, capital/money, etc. – \_\_\_\_\_/10 POINTS

C. **Heart** – Probable **RELIGIOUS** [*Cultural*] evidence, holy books, beliefs/teachings, conversion, sin/salvation, deities, rituals, etc. – \_\_\_\_\_/10 POINTS

D. **Legs** – Probable **SOCIAL** evidence, family structures, gender relations, social classes, inequality, lifestyle attributes – \_\_\_\_\_/10 POINTS

E. **Head** – Probable **INTELLECTUAL** [*Cultural*] evidence, education, philosophy, math/science – \_\_\_\_\_/10 POINTS

F. **Left hand** – Probable **ARTISTIC** [*Cultural*] evidence, art, music, literature/writing – \_\_\_\_\_/10 POINTS

G. **Outside of Body** - Map of the location of your 'body' – near geographic [*Interaction Between Humans & the Environment*] evidence, label and annotate the map indicating the probable location of the body, the region where it was located, surrounding physical features, and notations regarding any human-environment connections. – \_\_\_\_\_/10 POINTS

H. **Outside of Body** – Probable "Cause of Death" (DECLINE OF EMPIRE) Hypothesis – \_\_\_\_\_/15 POINTS

a. What is the most likely cause of death? (i.e. invasion, natural disaster, rebellion, revolution, economic collapse, etc.?) EXPLAIN.

b. What empire replaced the dead empire?

\*\*\* **When labeling the body outline consider the following** – \_\_\_\_\_/15 POINTS:

a. Be neat and concise in your labeling, you will need this for presentation.

b. Be sure to be thorough and complete in your evidence gathering; provide as much as you can.

c. **CREATIVITY COUNTS! Not just the bare minimum!**

**QUESTIONS OVER THE HOLIDAY?** Email Mrs. Osborn at [trosborn@garlandisd.net](mailto:trosborn@garlandisd.net).

## TLOs/S.P.I.C.E. Charts: Definitions and Guiding Questions

The five AP World History **Thematic Learning Objectives (TLOs)** serve as unifying threads throughout the APWH course (TLOs). We use the acronym S.P.I.C.E. to help categorize and remember the 5 areas of analysis. Civilizations rarely exist in a vacuum. Think of the 'Big Picture.'

- Social** [*Theme 1: Development and Transformation of SOCIAL Structures*] (**SOC**): How does the group relate to one another? How is the group organized (hierarchies)? What are the family and gender relations (patriarchy/matrilineal)? Are there divisions based on race or ethnicity? Are there social & economic classes? Are there inequalities?
  - Gender Roles and Relations
  - Racial and Ethnic Constructions
  - Family and Kinship
  - Social and Economic Classes
- Political** [*Theme 2: State-Building, Expansion, and Conflict*] (**SB**): Who is in charge? What is power based on? Who gives that person or group power? Is there a contract? What's the government structure? Are there significant wars, treaties, courts, or laws? Are there revolts and revolutions? If so, what was the cause and the effect? Did the political boundaries change? Did the political power shift?
  - Political Structures and Forms of Governance
  - Nations and Nationalism
  - Regional, Transregional, Global Structures & Organizations
  - Empires
  - Revolts and Revolutions
- Interaction of Humans & Environment** [*Theme 3: INTERACTION between Humans and the ENVIRONMENT*] (**ENV**): In what geographic region is this located? What geographic landscape makes up the region? How are the people/events affected by the geography? How do the people interact with their environment? How does the environment define the culture/civilization? What are the patterns of settlement (urban/rural)? How do demography, migration, & movement affect the spread of disease?
  - Physical (location, region, climate, natural barriers)
  - Migration
  - Technology impact
  - Demography and Disease
  - Patterns of Settlement
- Cultural** [*Theme 4: Development and Interaction of CULTURES*] (**CUL**): What is the religion (belief system) & what are the basic beliefs? Are there leaders or documents that define religion? What are the philosophies & ideologies? How do people learn & where does the knowledge come from? What are the developments in math & science? What innovations, technologies, & inventions develop? How do they express themselves through art, music, writing, literature?
  - Religions
  - Science and Technology
  - Belief Systems, Philosophies, and Ideologies
  - The Arts and Architecture
- Economic** [*Theme 5: Creation, Expansion, and Interaction of ECONOMIC Systems*] (**ECON**): Is the economy based on agriculture, pastoralism, commerce, small trades or professions, or industry? Where's the money? What is the system (e.g. capitalism, socialism, communism)? What are the valued & traded commodities (e.g. silk, sugar, spices, cotton, consumer goods)? What are the patterns of trade & commerce between various societies (e.g. Silk Road, Triangle Trade)? What is the labor system (e.g. slavery, coerced, semi-coerced, wage labor)?
  - Agricultural and Pastoral Production
  - Labor Systems
  - Trade and Commerce
  - Industrialization
  - Capitalism and Socialism

**TLOs – S.P.I.C.E. Chart**

**NAME:** \_\_\_\_\_ **EMPIRE:** \_\_\_\_\_ **Time Period w/Dates:** \_\_\_\_\_

<p><b>SOCIAL (SOC)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family &amp; kinship</li> <li><input type="checkbox"/> Gender Roles and Relations</li> <li><input type="checkbox"/> Hierarchies</li> <li><input type="checkbox"/> Social and Economic Classes</li> <li><input type="checkbox"/> Racial &amp; Ethnic Constructions</li> <li><input type="checkbox"/> Life Styles</li> </ul>	
<p><b>POLITICAL (SB)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Political Structures &amp; Forms of Governance</li> <li><input type="checkbox"/> Empires</li> <li><input type="checkbox"/> Nations &amp; Nationalism</li> <li><input type="checkbox"/> War, revolts and revolutions</li> <li><input type="checkbox"/> Courts, Laws, Treaties</li> <li><input type="checkbox"/> Regional, Transregional, Global Structures &amp; Organizations</li> </ul>	
<p><b>INTERACTION/ENVIRONMENT (ENV)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical (location, region, climate, natural barriers)</li> <li><input type="checkbox"/> Demography and Disease</li> <li><input type="checkbox"/> Movement/Migration</li> <li><input type="checkbox"/> Patterns of Settlement</li> <li><input type="checkbox"/> Technology impact</li> </ul>	
<p><b>CULTURAL (CUL)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Religions</li> <li><input type="checkbox"/> Belief Systems, Philosophies, and Ideologies</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Math, Science &amp; Technology</li> <li><input type="checkbox"/> Art, Music, Writing, Literature, Architecture</li> </ul>	
<p><b>ECONOMIC (ECON)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Agricultural &amp; Pastoral Production</li> <li><input type="checkbox"/> Labor Systems</li> <li><input type="checkbox"/> Industrialization</li> <li><input type="checkbox"/> Trade, Commerce</li> <li><input type="checkbox"/> Capital/Money</li> <li><input type="checkbox"/> Capitalism, Socialism, Communism</li> </ul>	

**REASON(S) FOR DECLINE:**

**Periods 1-3 Empires - "Who is the Dead Guy?" BODY WILL BE LIFE-SIZE**  
**(consider when printing out images/map – don't make them too small!!)**  
*EXAMPLE IMAGE AVAILABLE AT [teacherz.com](http://teacherz.com) >> Google Drive Folder >> Period 4 Folder >> Dead Guy Notes Folder.*



# DEAD GUY NOTES EXAMPLE:

Lie on your back to draw body outline

Period 6 (1900-Present)  
United States  
1776-Present CE



**Head: Intellectual**  
(math, science, technology, philosophies)

**Left Hand: Artistic**  
(art/architecture, music, literature)

**Heart: Religion**  
(holy books, beliefs, conversion, salvation, deities, rituals)

**HOLLYWOOD**

**MAP**  
(showing bordering empires/states, Printed OR Drawn)

**Pocket: Economic**  
(economic system, industry, trade/commerce, capital/money)



**Legs: Social**  
(family structures, gender relations, social classes, inequality, lifestyle)

**Right Hand: Political**  
(leaders/elite, state structure, war, diplomacy, laws/courts)



**Cause of Death**  
(reason for decline)