PERIOD 2: ORGANIZATION AND REORGANIZATION OF HUMAN SOCIETIES
c. 600 B.C.E. to c. 600 C.E.

Key Concept 2.1. The Development and Codification of Religious and Cultural Traditions

As states and empires increased in size, and contacts between regions multiplied, people transformed their religious and cultural systems. Religions and belief systems provided a social bond and an ethical code to live by. These shared beliefs also influenced and reinforced political, economic, and occupational stratification. Religious and political authority often merged as rulers (some of whom were considered divine) used religion, along with military and legal structures, to justify their rule and ensure its continuation. Religions and belief systems also generated conflict, partly because beliefs and practices varied greatly within and among societies.

LEARNING OBJECTIVES FOR 2.1.1

CUL-1 Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

CUL-2 Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

CUL-4 Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

CUL-5 Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

SB-7 Assess how and why internal conflicts, such as revolts and revolutions, have influenced the process of state building, expansion, and dissolution.

SOC-3 Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

SOC-5 Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

I. Codifications and further developments of existing religious traditions provided a bond among people and an ethical code to live by.

A. The association of monotheism with Judaism further developed with the codification of the Hebrew Scriptures, which also reflected the influence of Mesopotamian cultural and legal traditions. The Assyrian, Babylonian, and Roman empires conquered various Jewish states at different points in time. These conquests contributed to the growth of Jewish diasporic communities around the Mediterranean and Middle East.

B. The core beliefs outlined in the Sanskrit scriptures formed the basis of the Vedic religions — later known as Hinduism. These beliefs included the importance of multiple manifestations of Brahma and teachings about reincarnation, and they contributed to the development of the social and political roles of a caste system.
**LEARNING OBJECTIVES FOR 2.1.II**

**ENV-2** Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

**CUL-1** Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

**CUL-2** Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

**CUL-3** Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

**CUL-4** Analyze the ways in which religious and secular belief systems affected political, economic, and social institutions.

**CUL-8** Explain how economic, religious, and political elites defined and sponsored art and architecture.

**CUL-9** Explain the relationship between expanding exchange networks and the emergence of various forms of transregional culture, including music, literature, and visual art.

**ECON-8** Analyze the relationship between belief systems and economic systems.

**SOC-3** Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

**SOC-4** Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

**SOC-5** Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

**II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.**

- **A.** The core beliefs about desire, suffering, and the search for enlightenment preached by the historic Buddha and collected by his followers in sutras and other scriptures were, in part, a reaction to the Vedic beliefs and rituals dominant in South Asia. Buddhism changed over time as it spread throughout Asia — first through the support of the Mauryan emperor Ashoka, and then through the efforts of missionaries and merchants, and the establishment of educational institutions to promote Buddhism’s core teachings.

- **B.** Confucianism’s core beliefs and writings originated in the writings and lessons of Confucius. They were elaborated by key disciples who sought to promote social harmony by outlining proper rituals and social relationships for all people in China, including rulers.

- **C.** In major Daoist writings, the core belief of balance between humans and nature assumed that the Chinese political system would be altered indirectly. Daoism also influenced the development of Chinese culture.

**ILLUSTRATIVE EXAMPLES, INFLUENCE OF DAOISM ON CHINESE CULTURE:**

- Medical theories and practices
- Poetry
- Metallurgy
- Architecture
II. New belief systems and cultural traditions emerged and spread, often asserting universal truths.

D. Christianity, based on core beliefs about the teachings and divinity of Jesus of Nazareth as recorded by his disciples, drew on Judaism and Roman and Hellenistic influences. Despite initial Roman imperial hostility, Christianity spread through the efforts of missionaries and merchants through many parts of Afro-Eurasia, and eventually gained Roman imperial support by the time of Emperor Constantine.

E. The core ideas in Greco-Roman philosophy and science emphasized logic, empirical observation, and the nature of political power and hierarchy.

F. Art and architecture reflected the values of religions and belief systems.

ILLUSTRATIVE EXAMPLES, ART AND ARCHITECTURE:
- Hindu art and architecture
- Buddhist art and architecture
- Christian art and architecture
- Greco-Roman art and architecture
### LEARNING OBJECTIVES FOR 2.1.III

**CUL-1** Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

**CUL-3** Explain how major philosophies and ideologies developed and spread as a result of expanding communication and exchange networks.

**CUL-5** Explain and compare how teachings and social practices of different religious and secular belief systems affected gender roles and family structures.

**SOC-1** Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

**SOC-5** Analyze ways in which religious beliefs and practices have sustained or challenged class, gender, and racial ideologies.

### LEARNING OBJECTIVES FOR 2.1.IV

**ENV-2** Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

### III. Belief systems generally reinforced existing social structures while also offering new roles and status to some men and women. For example, Confucianism emphasized filial piety, and some Buddhists and Christians practiced a monastic life.

### IV. Other religious and cultural traditions, including shamanism, animism, and ancestor veneration, persisted.
Key Concept 2.2. The Development of States and Empires

As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another. In quest of land, wealth, and security, some empires expanded dramatically. In doing so, they built powerful military machines and administrative institutions that were capable of organizing human activities over long distances, and they created new groups of military and political elites to manage their affairs. As these empires expanded their boundaries, they also faced the need to develop policies and procedures to govern their relationships with ethnically and culturally diverse populations, sometimes to integrate them within an imperial society and sometimes to exclude them. In some cases, these empires became victims of their own successes. By expanding their boundaries too far, they created political, cultural, and administrative difficulties that they could not manage. They also experienced environmental, social, and economic problems when they overexploited their lands and subjects and permitted excessive wealth to be concentrated in the hands of privileged classes.

LEARNING OBJECTIVES FOR 2.2.1

ENV-4 Explain how environmental factors influenced human migrations and settlements.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-5 Assess the degree to which the functions of cities within states or empires have changed over time.

SB-10 Analyze the political and economic interactions between states and non-state actors.

<table>
<thead>
<tr>
<th>I. The number and size of key states and empires grew dramatically as rulers imposed political unity on areas where previously there had been competing states. Key states and empires include:</th>
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<tbody>
<tr>
<td>- Southwest Asia: Persian empires</td>
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<td>- East Asia: Qin and Han empires</td>
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<td>- South Asia: Mauryan and Gupta empires</td>
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<td>- Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman empires</td>
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<td>- Mesoamerica: Teotihuacan, Maya city-states</td>
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<td>- Andean South America: Moche</td>
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<td>- North America: from Chaco to Cahokia</td>
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<td>[NOTE: Students should know the location and names of the key empires and states.]</td>
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</table>

ILLUSTRATIVE EXAMPLES, PERSIAN EMPIRES:
- Achaemenid
- Parthian
- Sassanian
LEARNING OBJECTIVES FOR 2.2.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-8 Assess the demographic causes and effects of the spread of new foods and agricultural techniques.

SB-1 Explain and compare how rulers constructed and maintained different forms of governance.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SB-9 Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

SB-10 Analyze the political and economic interactions between states and non-state actors.

II. Empires and states developed new techniques of imperial administration based, in part, on the success of earlier political forms.

A. In order to organize their subjects, in many regions the rulers created administrative institutions, including centralized governments as well as elaborate legal systems and bureaucracies.

ILLUSTRATIVE EXAMPLES, REGIONS WHERE RULERS CREATED ADMINISTRATIVE INSTITUTIONS:
- China
- Persia
- Rome
- South Asia

B. Imperial governments promoted trade and projected military power over larger areas using a variety of techniques, including issuing currencies; diplomacy; developing supply lines; building fortifications, defensive walls, and roads; and drawing new groups of military officers and soldiers from the location populations or conquered populations.
### LEARNING OBJECTIVES FOR 2.2.III

**CUL-8** Explain how economic, religious, and political elites defined and sponsored art and architecture.

**SB-1** Explain and compare how rulers constructed and maintained different forms of governance.

**SB-2** Analyze how the functions and institutions of governments have changed over time.

**SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

**SB-5** Assess the degree to which the functions of cities within states or empires have changed over time.

**SB-9** Assess how and why commercial exchanges have influenced the processes of state building, expansion, and dissolution.

**SB-10** Analyze the political and economic interactions between states and non-state actors.

**ECON-2** Analyze the economic role of cities as centers of production and commerce.

**ECON-3** Assess the economic strategies of different types of states and empires.

**ECON-5** Explain and compare forms of labor organization, including families and labor specialization within and across different societies.

**ECON-6** Explain and compare the causes and effects of different forms of coerced labor systems.

**SOC-1** Analyze the development of continuities and changes in gender hierarchies, including patriarchy.

**SOC-2** Assess how the development of specialized labor systems interacted with the development of social hierarchies.

**SOC-3** Assess the impact that different ideologies, philosophies, and religions had on social hierarchies.

**SOC-4** Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

### III. Unique social and economic dimensions developed in imperial societies in Afro–Eurasia and the Americas.

**A.** Imperial cities served as centers of trade, public performance of religious rituals, and political administration for states and empires.

**ILLUSTRATIVE EXAMPLES, IMPERIAL CITIES:**
- Persepolis
- Chang’an
- Pataliputra
- Athens
- Carthage
- Rome
- Alexandria
- Constantinople
- Teotihuacan

**B.** The social structures of empires displayed hierarchies that included cultivators, laborers, slaves, artisans, merchants, elites, or caste groups.

**C.** Imperial societies relied on a range of methods to maintain the production of food and provide rewards for the loyalty of the elites.

**ILLUSTRATIVE EXAMPLES, METHODS OF ENSURING PRODUCTION AND SOCIAL HIERARCHY:**
- Corvée labor
- Slavery
- Rents and tributes
- Peasant communities
- Family and household production

**D.** Patriarchy continued to shape gender and family relations in all imperial societies of this period.
LEARNING OBJECTIVES FOR 2.2.IV

ENV-2 Explain and compare how hunter-gatherer, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-4 Explain how environmental factors influenced human migrations and settlements.

ENV-5 Explain how human migrations affected the environment.

SB-2 Analyze how the functions and institutions of governments have changed over time.

SB-3 Analyze how state formation and expansion were influenced by various forms of economic organization, such as agrarian, pastoral, mercantile, and industrial production.

SB-4 Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

SB-6 Assess the relationships between states with centralized governments and those without, including pastoral and agricultural societies.

SB-8 Assess how and why external conflicts and alliances have influenced the process of state building, expansion, and dissolution.

SOC-4 Analyze ways in which legal systems have sustained or challenged class, gender, and racial ideologies.

IV. The Roman, Han, Persian, Mauryan, and Gupta empires encountered political, cultural, and administrative difficulties that they could not manage, which eventually led to their decline, collapse, and transformation into successor empires or states.

A. Through excessive mobilization of resources, imperial governments generated social tensions and created economic difficulties by concentrating too much wealth in the hands of elites.

B. Security issues along their frontiers, including the threat of invasions, challenged imperial authority.

ILLUSTRATIVE EXAMPLES, PROBLEMS ALONG FRONTIERS:
- Between Han China and the Xiongnu
- Between the Gupta and the White Huns
- Between the Romans and their northern and eastern neighbors
**Key Concept 2.3. Emergence of Interregional Networks of Communication and Exchange**

With the organization of large-scale empires, the volume of long-distance trade increased dramatically. Much of this trade resulted from the demand for raw materials and luxury goods. Land and water routes linked many regions of the Eastern Hemisphere. The exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed alongside the trade in goods across extensive networks of communication and exchange. In the Americas and Oceania, localized networks developed.

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**LEARNING OBJECTIVES FOR 2.3.1**

**ENV-2** Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

**ENV-3** Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

**ENV-4** Explain how environmental factors influenced human migrations and settlements.

**SB-10** Analyze the political and economic interactions between states and non-state actors.

**ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

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**I. Land and water routes became the basis for interregional trade, communication, and exchange networks in the Eastern Hemisphere.**

A. Many factors, including the climate and location of the routes, the typical trade goods, and the ethnicity of people involved, shaped the distinctive features of a variety of trade routes, including Eurasian Silk Roads, Trans-Saharan caravan routes, Indian Ocean sea lanes, and Mediterranean sea lanes.
LEARNING OBJECTIVES FOR 2.3.II

ENV-2 Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

ENV-6 Explain how people used technology to overcome geographic barriers to migration over time.

CUL-6 Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

SB-10 Analyze the political and economic interactions between states and non-state actors.

ECON-12 Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

II. New technologies facilitated long-distance communication and exchange.

A. New technologies permitted the use of domesticated pack animals to transport goods across longer routes.

B. Innovations in maritime technologies, as well as advanced knowledge of the monsoon winds, stimulated exchanges along maritime routes from East Africa to East Asia.
**LEARNING OBJECTIVES FOR 2.3.III**

**ENV-2** Explain and compare how hunter-forager, pastoralist, and settled agricultural societies adapted to and affected their environments over time.

**ENV-3** Explain the environmental advantages and disadvantages of major migration, communication, and exchange networks.

**ENV-7** Assess the causes and effects of the spread of epidemic diseases over time.

**CUL-1** Compare the origins, principal beliefs, and practices of the major world religions and belief systems.

**CUL-2** Explain how religious belief systems developed and spread as a result of expanding communication and exchange networks.

**CUL-6** Explain how cross-cultural interactions resulted in the diffusion of technologies and scientific knowledge.

**SB-4** Explain and compare how social, cultural, and environmental factors influenced state formation, expansion, and dissolution.

**ECON-1** Evaluate the relative economic advantages and disadvantages of foraging, pastoralism, and agriculture.

**ECON-8** Analyze the relationship between belief systems and economic systems.

**ECON-10** Analyze the roles of pastoralists, traders, and travelers in the diffusion of crops, animals, commodities, and technologies.

**ECON-12** Evaluate how and to what extent networks of exchange have expanded, contracted, or changed over time.

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**III. Alongside the trade in goods, the exchange of people, technology, religious and cultural beliefs, food crops, domesticated animals, and disease pathogens developed across extensive networks of communication and exchange.**

<table>
<thead>
<tr>
<th>A. The spread of crops, including rice and cotton from South Asia to the Middle East, encouraged changes in farming and irrigation techniques.</th>
<th>ILLUSTRATIVE EXAMPLES, CHANGES IN FARMING AND IRRIGATION TECHNIQUES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The qanāt system</td>
<td>• The effects of disease on the Roman Empire</td>
</tr>
<tr>
<td>• A variety of water wheels (noria, sakia)</td>
<td>• The effects of disease on Chinese empires</td>
</tr>
<tr>
<td>• Improved wells and pumps (shaduf)</td>
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<tr>
<th>B. The spread of disease pathogens diminished urban populations and contributed to the decline of some empires.</th>
<th>ILLUSTRATIVE EXAMPLES, EFFECTS OF DISEASE ON EMPIRES:</th>
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</tr>
</tbody>
</table>

| C. Religious and cultural traditions—including Christianity, Hinduism, and Buddhism—were transformed as they spread. | |