



GRADE 4 LOUISIANA SOCIAL STUDIES

The Growth of Empires

Liu Bang



Student Workbook

Terra-Cotta Soldiers



Augustus Caesar

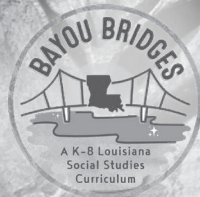


Emperor Justinian



The Growth of Empires

Student Workbook



Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) and the additions from the Louisiana Department of Education, made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike4.0 International License. This does not in any way imply that the Core Knowledge Foundation or the Louisiana Department of Education endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2025 the Louisiana Department of Education for the additions to CKHG and the Core Knowledge Foundation for its predecessor work CKHG.

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™, and CKSci™ are trademarks of the Core Knowledge Foundation. Bayou Bridges is a trademark of the Louisiana Department of Education.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

ISBN: 979-8-88970-401-0

The Growth of Empires

Chapter 1: The Roman Republic

| | |
|------------------------------|----------|
| Student Reading Notes | 1 |
|------------------------------|----------|

Primary Sources

| | |
|---|----------|
| • Primary Source A: Excerpt from Suetonius's Account of Julius Caesar Crossing the Rubicon | 5 |
| • Primary Source Analysis (AP 1.3) | 6 |

| | |
|--------------------------------|----------|
| Check for Understanding | 7 |
|--------------------------------|----------|

Activity Pages

| | |
|---|----------|
| • Domain Vocabulary: Chapter 1 (AP 1.5) | 8 |
|---|----------|

Chapter 2: The Roman Empire

| | |
|------------------------------|----------|
| Student Reading Notes | 9 |
|------------------------------|----------|

Primary Sources

| | |
|---|-----------|
| • Primary Source D: Statue of Augustus Caesar | 11 |
| • Artifact Study (AP 1.2) | 12 |

| | |
|--------------------------------|-----------|
| Check for Understanding | 14 |
|--------------------------------|-----------|

Activity Pages

| | |
|---|-----------|
| • Roman Geography (AP 2.1) | 15 |
| • The Spread of Christianity (AP 2.2) | 17 |
| • Domain Vocabulary: Chapter 2 (AP 2.3) | 19 |

Chapter 3: Imperial China

Student Reading Notes 20

Primary Sources

- Primary Source G: Excerpts from the Writings of Master Han Fei 24
- Primary Source Analysis (AP 1.3) 25
- Primary Source H: *From Sima Qian's Records of the Grand Historian* 26
- Primary Source Analysis (AP 1.3) 27

Check for Understanding 28

Activity Pages

- Domain Vocabulary: Chapter 3 (AP 3.1) 29

Performance Task

- Performance Task Activity 30
- Claims and Evidence (AP 1.4) 31

Chapter 1: The Roman Republic

Framing Question: What factors helped Rome become a major power?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

| Section | Notes |
|-----------------------|-------|
| A Western Power Rises | |
| Early Rome | |

| | |
|-------------------------------------|--|
| Rise of the Republic | |
| Plebeian Revolt | |
| Growth of the Roman Republic | |

| | |
|---|--|
| Life and Culture in the Republic | |
| Roman Religion | |
| The End of the Republic | |

The First Triumvirate

Caesar Starts a Civil War

Primary Sources

PRIMARY SOURCE A: EXCERPT FROM SUETONIUS'S ACCOUNT OF JULIUS CAESAR CROSSING THE RUBICON

When word came that the veto of the tribunes had been set aside and they themselves had left the city, [Caesar] at once sent on a few cohorts [groups of soldiers] with all secrecy, and then, to disarm suspicion, concealed his purpose by appearing at a public show inspecting the plans of a gladiatorial school which he intended building, and joining as usual in a banquet with a large company. It was not until after sunset that he set out very privily [secretly] with a small company. . . . Then, overtaking his cohorts at the river Rubicon, which was the boundary of his province, he paused for a while, and realizing what a step he was taking, he turned to those about him and said: "Even yet we may draw back; but once we cross that little bridge, the whole issue is with the sword."

Primary Source Analysis

| | |
|--|---|
| <p>Describe the source.</p> | <p>Connect the source to what you know.</p> |
| <p>Understand the source. Identify its message, purpose, and/or audience.</p> | <p>Draw a conclusion from or about the source.</p> |

SOURCE:

Chapter 1 Check for Understanding: What factors helped Rome become a major power?

Name _____

Date _____

Activity Page 1.5

Use with Chapter 1

Domain Vocabulary: Chapter 1

For each word, write the letter of the definition.

- | | | |
|-------|------------------------|---|
| _____ | 1. peninsula | a) surrounding enemy buildings or other locations so that those within cannot receive supplies |
| _____ | 2. republic | b) to reject or refuse to approve a law |
| _____ | 3. patrician | c) more than one-half |
| _____ | 4. plebeian | d) a ruler who has total control |
| _____ | 5. consul | e) a member of one of the wealthiest and most powerful families of Rome |
| _____ | 6. veto | f) characterized by improper behavior, such as taking bribes |
| _____ | 7. official | g) a piece of land sticking out into a body of water so that it is almost surrounded by water |
| _____ | 8. majority | h) a war between groups of people who live in the same place |
| _____ | 9. laying siege | i) traditional Roman clothing made of fabric draped around the body |
| _____ | 10. toga | j) a raised canal that carries water from one place to another |
| _____ | 11. aqueduct | k) a form of government in which people elect representatives to rule for them |
| _____ | 12. dictator | l) one of two people elected to rule the Roman Republic |
| _____ | 13. civil war | m) a person who was an ordinary free Roman in the lower social class |
| _____ | 14. corrupt | n) a person who carries out a government duty |

Chapter 2: The Roman Empire

Framing Question: What caused the fall of the Roman Empire?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

| Section | Notes |
|------------------------------|-------|
| Rome Enters a New Age | |
| Building the Empire | |
| The Challenges of the Empire | |

| | |
|--|--|
| Christianity and the Roman Empire | |
| Byzantium | |
| The End of the Western Empire | |

PRIMARY SOURCE D: STATUE OF AUGUSTUS CAESAR



This statue of Augustus Caesar stands in the Roman Forum.

NOTE: Go to page 33 of the Student Reader to see this source in full color.

Name _____

Date _____

Activity Page 1.2

Use with Chapters 2–3

Artifact Study

Describe the artifact.

1. What type of object is it? _____
2. Where is it from? _____
3. When was it made? _____
4. What color is it? _____
5. What shape is it? _____
6. What size is it? _____
7. What is it made of? _____

Think about the artifact.

8. What knowledge or experience was needed to create it?

9. Why was it made? What is its purpose?

10. Could it have been made by one person, or did it need to be made by a group?

11. How has the artifact changed over time?

Name _____

Date _____

Activity Page 1.2 (*continued*)

Use with Chapter 2–3

Think about context.

12. What do you know about the time and place the artifact was created?

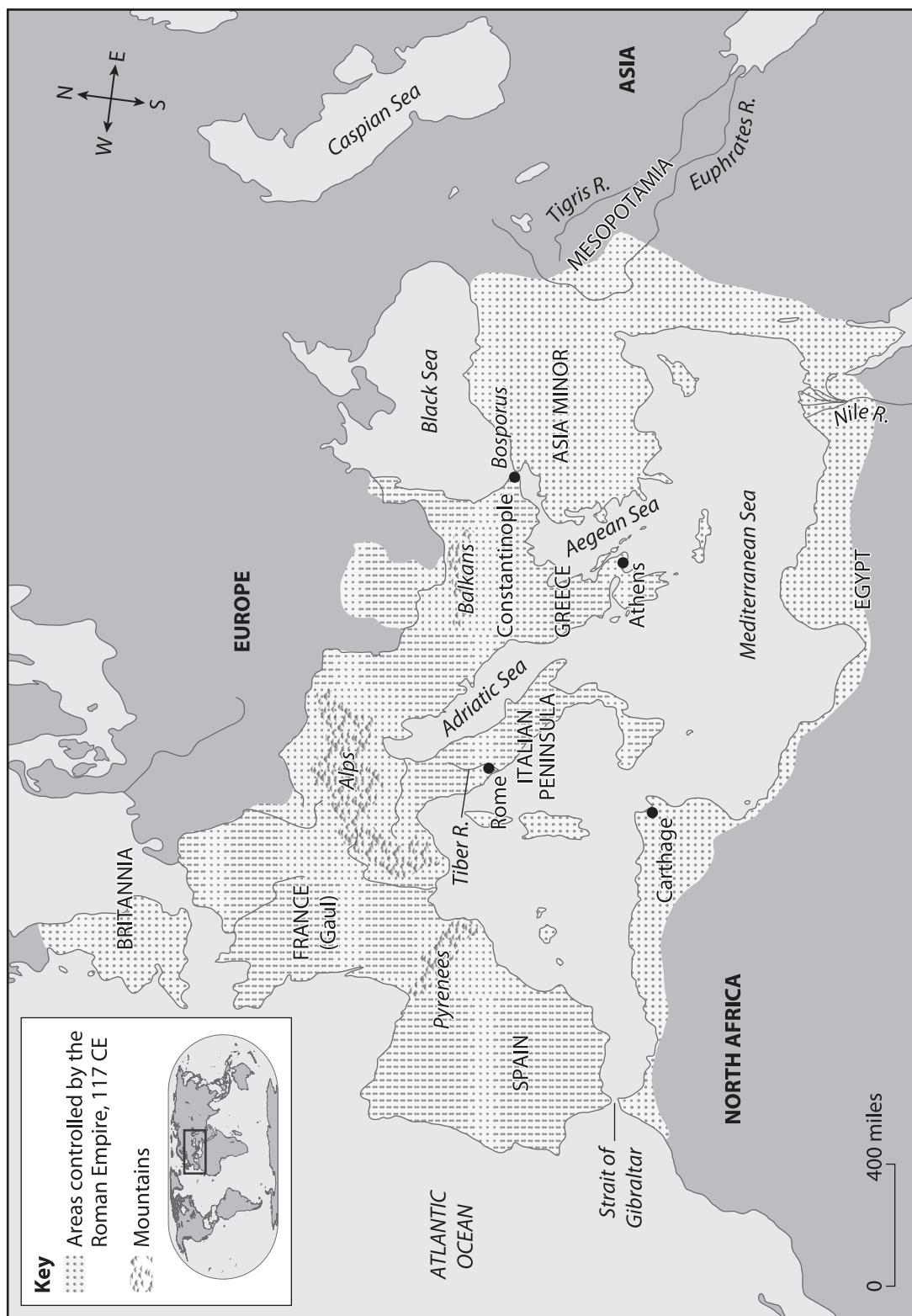
Draw a conclusion about the artifact.

Chapter 2 Check for Understanding: What caused the fall of the Roman Empire?

Activity Page 2.1

Use with Chapter 2

Roman Geography



Name _____

Date _____

Activity Page 2.1 (*continued*)

Use with Chapter 2

Use the map to answer the following questions.

1. Which Roman province was the farthest north?

2. Which Roman province was the farthest east?

3. Which Roman province was the farthest south?

4. Which body of water formed the western boundary of the Roman Empire?

5. Which three bodies of water surround Asia Minor?

6. A Roman travels by land from Greece to Spain. On what continent are they traveling?

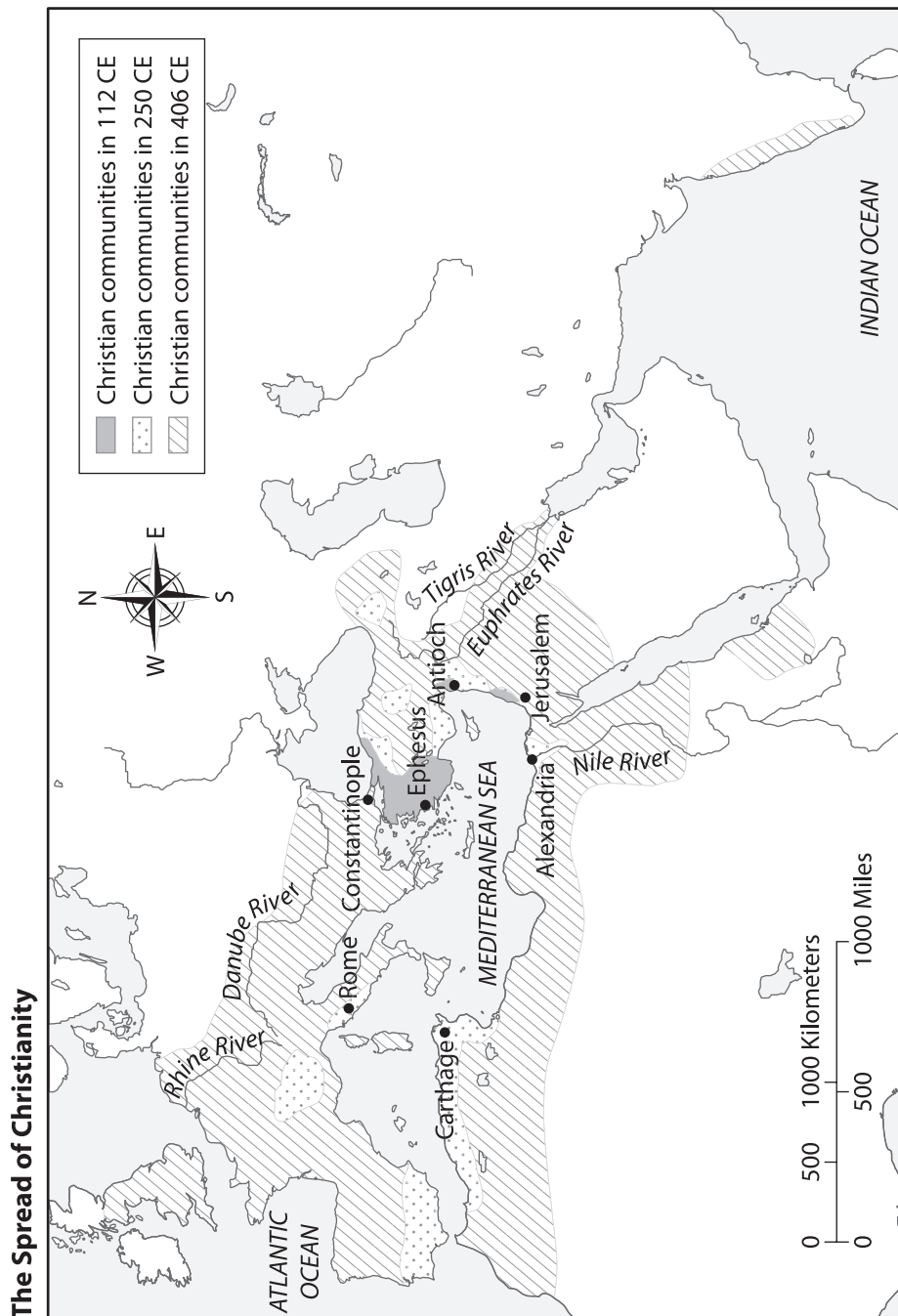
7. A Roman travels from Rome to Mesopotamia. What Roman provinces do they pass through?

8. To sail from Athens to Constantinople, what bodies of water would a Roman need to cross or pass through?

Activity Page 2.2**Use with Chapter 2****The Spread of Christianity**

The religion of Christianity began in the days of the Roman Empire. Today, it is the largest monotheistic religion in the world. Christianity understands one God through the Trinity: a belief in God as Father, Son, and Holy Spirit. Christians follow the teachings of Jesus Christ, who they believe to be the son of God. Central to Christian belief is Jesus's resurrection, his being raised to life after death. While early Christians were persecuted for their beliefs, the religion still managed to spread widely.

The map shows the location of Christian communities as the religion spread. Study the map. Use it to answer the questions that follow.



Name _____

Date _____

Activity Page 2.2 (*continued*)

Use with Chapter 2

- 1.** Which cities had Christian communities in 112 CE?

- 2.** Which body of water was near most Christian communities in 250 CE?

- 3.** Were most Christian communities in 406 CE east of Jerusalem or west of Jerusalem?

- 4.** What might explain the location of the Christian community across the Indian Ocean from the rest of the communities on this map?

- 5.** How would you summarize the information presented on this map about the spread of Christianity from 112 CE to 406 CE?

Name _____

Date _____

Activity Page 2.3

Use with Chapter 2

Domain Vocabulary: Chapter 2

Use the words in the word bank to complete each sentence.

| | | | | |
|-----------|----------|-----------|------|-------|
| emperor | legion | treasury | tax | fleet |
| persecute | doctrine | strategic | sack | |

1. Before Constantine's rule, it was legal to _____ Christians.
2. A Roman soldier served in a(n) _____.
3. The Roman _____ moved goods and people by sea.
4. Augustus was Rome's first _____.
5. Augustus reorganized Rome's _____ system.
6. The Nicene Creed is the _____ that was created under Constantine's reign.
7. Augustus gave money to his military generals through the _____.
8. The Gothic leader Alaric I was able to _____ the city of Rome in 410 CE.
9. Constantine moved his capital to Byzantium for its _____ location.

Chapter 3: Imperial China

Framing Question: What factors influenced Chinese culture during the imperial period?

Student Reading Notes

Use the information in your Student Reader to fill in the chart.

| Section | Notes |
|-------------------|-------|
| The First Emperor | |
| A Cruel Ruler | |
| The Wall-Builder | |

| | |
|----------------------------------|--|
| Searching for Immortality | |
| A New Dynasty | |
| Seeking Aid | |

The Silk Road

Making Paper

| | |
|-------------------------|--|
| Magnetic Compass | |
| Porcelain | |

Primary Sources

PRIMARY SOURCE G: EXCERPTS FROM THE WRITINGS OF MASTER HAN FEI

Han Fei was a philosopher who lived before China was united. He is known as the "Father of Legalism." His writing influenced government systems until the Han dynasty.

A state cannot be strong forever, nor can it remain weak. When its laws are strictly administered [enforced], the state is strong. When its laws are loosely administered, the state is weak.

*

A state under an enlightened sovereign [ruler] does not provide for trivial [unimportant] documents but promulgates [puts into effect] a code of laws for the guidance of the people; nor does it follow the ways of the early kings but makes the governing officials the people's masters; nor does it tolerate private feuds [conflicts] but gets the people to die fighting in wars. In such a state, everyone abides by the law, works hard for the state, and delights in fighting.

*

One gives and receives for his own selfish purpose. If there is common interest, men, even though they are strangers, will live in harmony. Conversely, if their interests conflict with one another, even they be father and son, they will strive [fight] against one another.

Name _____ Date _____

Primary Source Analysis

| | |
|--|---|
| <p>Describe the source.</p> | <p>Connect the source to what you know.</p> |
| <p>Understand the source. Identify its message, purpose, and/or audience.</p> | <p>Draw a conclusion from or about the source.</p> |

SOURCE:

Primary Sources

PRIMARY SOURCE H: FROM SIMA QIAN'S RECORDS OF THE GRAND HISTORIAN

In the twenty-eighth year of his reign, Qin Shihuangdi toured his empire. He climbed Mount Zouyi and planted a stone tablet that praised the virtue of Qin. He did the same at Mount Tai, where he also made a sacrifice. He made sacrifice again at Liangfu. . . .

At Langye, he built a terrace and moved thirty thousand families to its base. He told them they did not owe taxes or labor for twelve years. On the terrace, he had the following text inscribed:

The great emperor has begun.

Laws and standards have been revised and corrected. In this way, he simplifies human interactions and brings peace to father and son. . . .

Farming is given priority, and it makes the people wealthy.

The people are united in heart and mind.

Tools are made uniform in measure. Written characters are standardized. . . .

Everywhere, people follow their destiny. Everyone gets what they want.

The great emperor has traveled across land and water. He never relaxes.

He fixed the laws so everyone knows what is allowed and what is forbidden. . . .

No one, noble or common, steps out of their rank.

Evil is banished, and everyone strives to be upright and good. Nobody is lazy or careless. . . .

Source: Adapted from *Sima Qian: The First Emperor; Selections from the Historical Records*. Translated by Richard Dawson. Oxford: Oxford University Press, 1994, pp. 65–67.

Name _____ Date _____

Primary Source Analysis

| | |
|--|---|
| <p>Describe the source.</p> | <p>Connect the source to what you know.</p> |
| <p>Understand the source. Identify its message, purpose, and/or audience.</p> | <p>Draw a conclusion from or about the source.</p> |

SOURCE:

Chapter 3 Check for Understanding: What factors influenced Chinese culture during the imperial period?

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapter 3

Use the words in the word bank to complete each sentence.

nomad

yurt

trade route

yak

cultural diffusion

hemp

porcelain

celadon

1. The Chinese made paper by mashing together _____, tree bark, and other ingredients.
2. A Xiongnu was a(n) _____ who wandered the open grasslands, called steppes.
3. The Silk Road became an important _____.
4. A(n) _____ is a home that can be taken down quickly when it is time to move.
5. Buddhism spread into China through _____.
6. Pottery glazed with _____ is green or blue.
7. Beautiful Han dynasty _____ is so strong that it still survives today.
8. A merchant on the Silk Road might have used a(n) _____ to carry goods.

Name _____

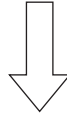
Date _____

Activity Page 1.4

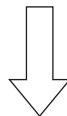
Use with Chapters 1–3

Claims and Evidence

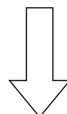
STATE THE CLAIM *What opinion or position are you defending?*



STATE THE REASON *Why should someone agree with this claim?*



IDENTIFY THE EVIDENCE *What details from the text and sources support the reason?*



RECOGNIZE A COUNTERCLAIM *What different opinion or position might someone have? What argument might be used against you?*

ANSWER THE COUNTERCLAIM *How will you disprove the counterclaim?*

Illustration and Photo Credits

Allstar Picture Library Ltd / Alamy Stock Photo: Cover C, 11

Iberfoto Archivo/Iberfoto/SuperStock: i

Penta Springs Limited / Alamy Stock Photo: Cover D

Svintage Archive / Alamy Stock Photo: Cover A

Vincent Leblic/Photononstop -La Phototheque/Photononstop/SuperStock: Cover B



Bayou Bridges: A K–8 Louisiana Social Studies Curriculum

A comprehensive program in world and U.S. history, integrating topics in geography, civics, economics, and the arts, exploring civilizations, cultures, concepts, and skills specified in the 2022 Louisiana Student Standards for Social Studies

Bayou Bridges

units at this level include:

Prehistory and the Agricultural Revolution

The Ancient Near East

Early Civilizations: India, China, and Greece

The Growth of Empires

Early Civilizations in North America

Early Civilizations: The Maya

www.coreknowledge.org