<table>
<thead>
<tr>
<th>Category</th>
<th>Central Idea</th>
<th>Draw an Example</th>
<th>Example from Ancient Egypt</th>
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<td>Geography</td>
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<td>Religon</td>
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<td>Central Idea (General Description or Definition)</td>
<td>Example from Ancient Civilization</td>
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G.R.A.P.E.S. Name:

What does GRAPES stand for?

G-Geography; R-Religion; A-Achievements; P-Politics; E-Economics; and S-Social Structure

Geography

Geography is the very first component we investigate in GRAPES. We start by asking, "Where the civilization is located?" and "Which will then dictate the answers to the next questions of climate, landforms, natural resources, crops grown, and stable food supply?" Without a stable food supply or civilization is not able to exist, so it is important to point this out right away!

Key Terms:

• Stable Food Supply
• Climate
• Natural Resources
• Location
• Resources
• Crops
• Types of Land

Guiding Questions:

1. Where is the civilization located?
2. What natural resources do they have?
3. What crops can they grow?
4. What is their stable food supply?

1. How did the location of the civilization affect its development?
2. What are some of the key geographical features or landforms in this area?

Religion

Every civilization has beliefs that dictate their culture and livelihood. Religion plays a very important role, especially in ancient civilizations. The very first terms we learn for this component are monotheism and polytheism. Monotheism is a religion that believes in only one god, and polytheism is a religion that believes in more than one god. A lot of ancient civilizations were polytheistic and it led them to lead their lives a certain way. When studying religion, we are really looking at how religion impacted their lives.

Key Terms:

• Polytheism/Monotheism
• Belief
• God/Goddess
• Worship
• Church
• Deity/Deities
• Sacrifice
• Types of Land

Guiding Questions:

1. What do the people of this civilization believe?
2. How do their beliefs affect their lives?
3. Do they have special ceremonies?
4. How do they explain natural events?
5. Is their leader considered to be a part of their religion?
Achievements

Inventions, innovations, and creations! Every civilization has developed as a society, and part of that includes creating something, whether it is a system (math, writing, language, calendar, etc.), or the invention of technology. Technology is not just electronics we have today. Technology is anything man-made that helps us do something easier.

Key Terms:

- Invention
- Technology
- Contribution
- Created
- System (Writing, Math, Calendar, etc.)

Guiding Questions:

1. What did they contribute to the world?
2. What did they build?
3. What did they invent?
4. How did these achievements effect the world we live in today?
1. How have they affected civilizations before/after their existence?
2. Are their unique systems in place, technologies invented, or new innovations?
3. Have they built their ideas off others?

Politics

Politics really focuses on who was in charge, and how decisions were made. A lot of ancient civilizations didn't have formal government systems set up, but they did have leaders or persons in charge. Some of the time when studying these leaders of the past we are correlating this topic with religion, because leaders would consider themselves to be "semi-divine" or part god. It really started explaining why, as societies, we let one person boss us around.

Key Terms:

- Leader
- Decisions/Choices
- Types of Governments
- Emperor
- Citizens
- Rule/Law
- King
- Government

Guiding Questions:

1. What type of government do they have?
2. Who runs their military?
3. Who is in charge?
1. How do people come into power?
2. Who makes decisions in their society?
3. Is their power split between people?
**Economics**

Economics truly moves from the goods/services the civilization produces to how they distribute them. When discussing ancient civilizations, it's important to note the correlation between geography (natural resources) and economics. Geography has five themes and can be thought of as "what is naturally around them", and economics is "what they do with the resources around them".

**Key Terms:**

<table>
<thead>
<tr>
<th>Trade</th>
<th>Export</th>
<th>Goods/Services</th>
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<tbody>
<tr>
<td>Distribute</td>
<td>Import</td>
<td>Resources</td>
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<tr>
<td>Surplus</td>
<td>Economy</td>
<td>Labor</td>
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<tr>
<td></td>
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<td>Money</td>
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</table>

**Guiding Questions:**

1. How did their society distribute their resources?
2. What did their civilization consider to be valuable?
3. Did they trade/barter or use coins/money?
4. What did they sell or trade?

1. What did their civilization create, grow, or trade?
2. What did they get from outside their civilization?
3. Did they have merchants? If so, what did they sell?

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**Social Structure**

This is the toughest part for to grasp, and it takes the most practice. The basis for this component is how people are grouped in the civilization and what those groups are allowed/not allowed to do. It is important to begin by using a social structure chart. Start with something relatable, like the social structure of our school. The significant part of the chart is that the higher the group is in the social structure chart, the more power, freedom, and wealth they have; and the size of the box in which that group is in is (in most cases) relatable to the population on the group within the population.

**Key Terms:**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Wealth</th>
<th>Class Systems</th>
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<tbody>
<tr>
<td>Tradition</td>
<td>Power</td>
<td>Arts &amp; Recreation</td>
</tr>
<tr>
<td>Society</td>
<td>Population</td>
<td>Hierarchy</td>
</tr>
</tbody>
</table>

**Guiding Questions:**

1. What were their social class systems?
2. What was benefited by these systems? Who benefited? Who did not?
3. Who was considered important?

1. What did they do for art, music, and recreation?
2. Who was allowed to participate?
3. What jobs did people have?