

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

## Use with Chapter 1

### Letter to Family

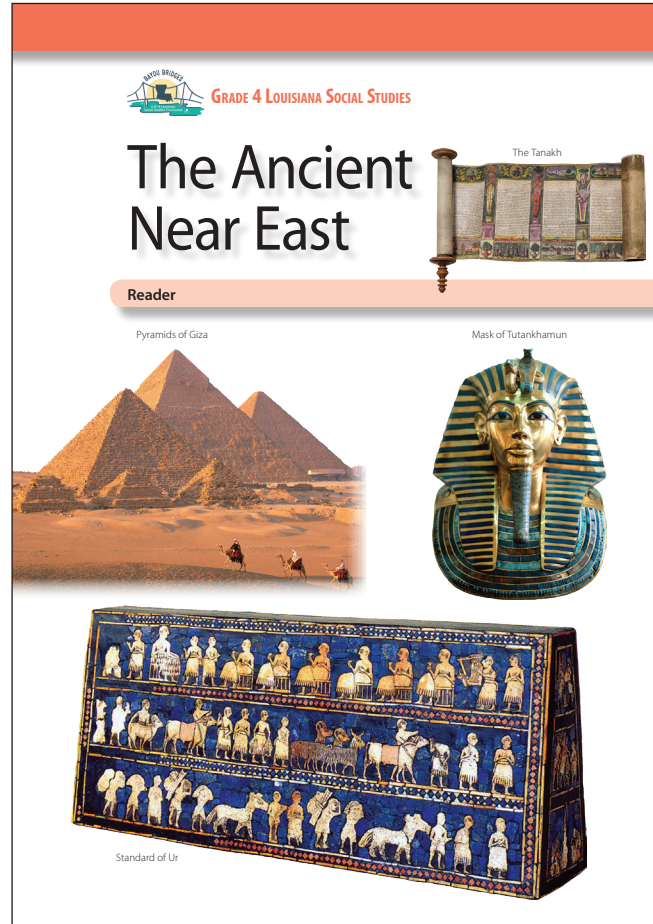
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the ancient Near East. They will learn about why ancient Mesopotamia is called a “cradle of civilization.” They will also learn what ideas influenced the culture of the Israelites. Finally, students will learn what objects from ancient Egypt reveal about its civilization.

In this unit, students will examine artifacts and primary sources from ancient times and read about the lives of pharaohs, kings, and ordinary people in the ancient world.

As part of their exploration, students will also learn a little bit about ancient beliefs and practices, including slavery, the worship of multiple gods, and the practice of mummification. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular practice, culture, or belief. The goal is to foster understanding and respect for people and communities that may be different from those with which students are familiar.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**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 Chapters 1–3**

**Think about context.**

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

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**Draw a conclusion about the artifact.**

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.2**

**Use with Chapters 1–3**

**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 Chapters 1–3**

**Think about context.**

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

---

---

**Draw a conclusion about the artifact.**

---

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

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

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

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

**SOURCE:**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

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

**SOURCE:**



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

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

**SOURCE:**

Name \_\_\_\_\_

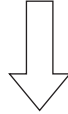
Date \_\_\_\_\_

**Activity Page 1.4**

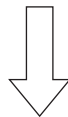
**Use with Chapter 3 and Performance Task Assessment**

**Claims and Evidence**

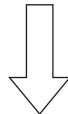
**STATE THE CLAIM** *What opinion or position are you defending?*



**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?*

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5**

**Use with Chapters 1 and 3**

**Characteristics of Civilization**

**Fill in the chart with details about the civilization. Remember, not every society has every characteristic.**

**Name of Civilization:** \_\_\_\_\_

<b>Characteristic</b>	<b>Details About the Civilization</b>
culture	
specialization	
infrastructure	
stable food supply	
government	
technology	
belief systems	
writing	
social structure	

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5**

**Use with Chapters 1 and 3**

**Characteristics of Civilization**

**Fill in the chart with details about the civilization. Remember, not every society has every characteristic.**

**Name of Civilization:** \_\_\_\_\_

<b>Characteristic</b>	<b>Details About the Civilization</b>
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government	
technology	
belief systems	
writing	
social structure	

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6**

**Use with Chapter 1**

**Domain Vocabulary: Chapter 1**

**Use a word from the word bank to complete each sentence.**

fertile	silt	levee	city-state	polytheism
ziggurats	chariot	reed	cuneiform	society
scribe	empire	dynasty	tribute	epic

1. Being a scribe required special training to create \_\_\_\_\_ tablets.
2. Every Sumerian \_\_\_\_\_ particularly honored a specific god or goddess.
3. King Sargon conquered the Sumerians and expanded his \_\_\_\_\_ to the south.
4. The citizens paid their annual \_\_\_\_\_ to the king once each year.
5. Plants grow best in \_\_\_\_\_ soil that is rich in nutrients.
6. The king's wheeled \_\_\_\_\_ was pulled by two horses.
7. The Mesopotamians built a strong \_\_\_\_\_ to hold back the flooding river.
8. Priests were powerful members of \_\_\_\_\_ in ancient Mesopotamia.
9. The floods left behind very fine, rich \_\_\_\_\_.
10. In Sumerian \_\_\_\_\_, people believed that gods controlled many parts of daily life.
11. Scribes used a tall, thin \_\_\_\_\_ to make marks in soft clay.
12. After the king's death, his son continued the family \_\_\_\_\_ and became the new king.
13. Because of its length, the story about Gilgamesh is considered a(n) \_\_\_\_\_.
14. The Sumerians built \_\_\_\_\_ to honor their gods.
15. The \_\_\_\_\_ wrote to keep records for the government and businesses.

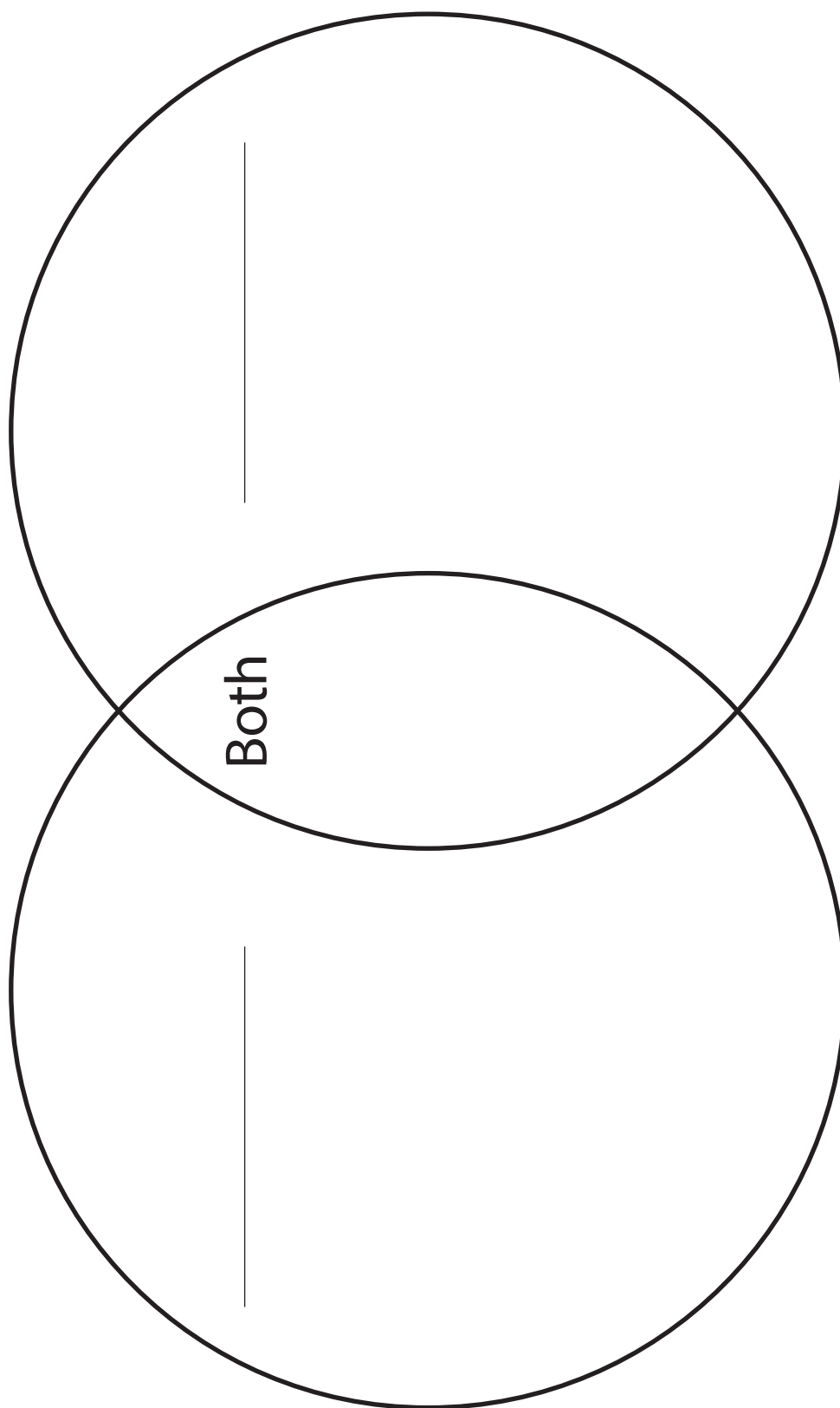
Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.1**

**Use with Chapter 3**

**Venn Diagram**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 3.2**

**Use with Chapter 3**

**Domain Vocabulary: Chapters 2–3**

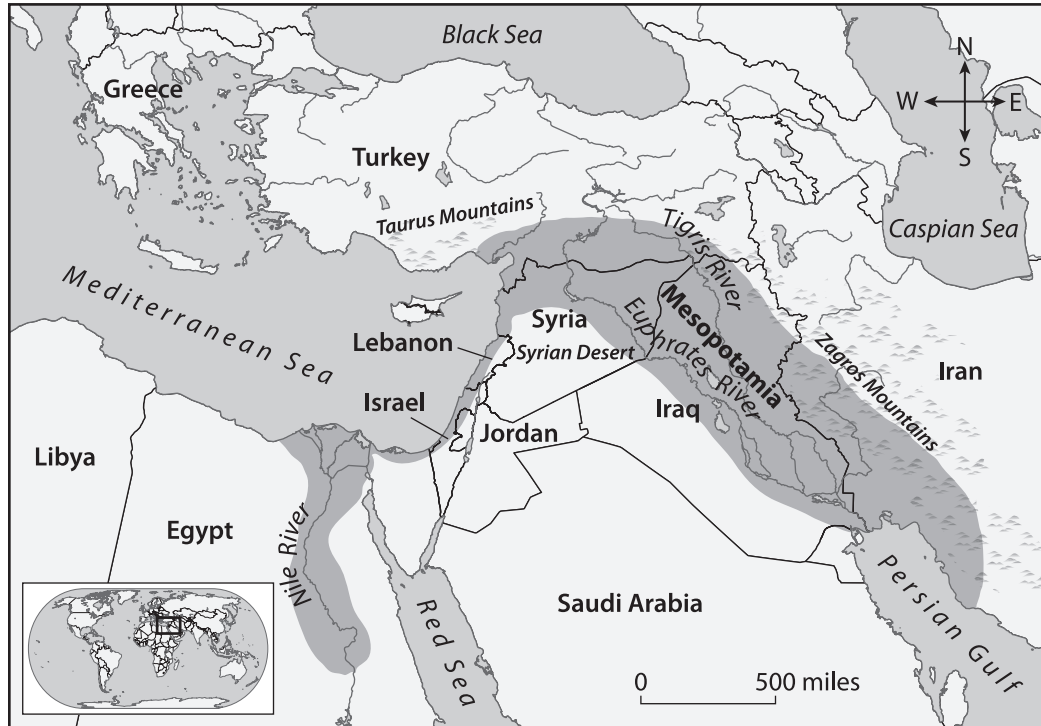
**For each word, write the letter of the definition.**

- |       |            |               |           |   |
|-------|------------|---------------|-----------|---|
| _____ | <b>1.</b>  | monotheism    | <b>a)</b> | a shallow area of a river where the water moves fast over rocks or other obstacles                                  |
| _____ | <b>2.</b>  | Tanakh        | <b>b)</b> | the state of being made to live outside a place as a form of punishment   |
| _____ | <b>3.</b>  | famine        | <b>c)</b> | a political and religious leader of ancient Egypt   |
| _____ | <b>4.</b>  | prophet       | <b>d)</b> | a tall plant that ancient Egyptians used to make paper; the paper made from the plant of the same name              |
| _____ | <b>5.</b>  | Exodus        | <b>e)</b> | someone chosen by God to bring a message to people  |
| _____ | <b>6.</b>  | exile         | <b>f)</b> | land created by silt deposits at the mouth of a river   |
| _____ | <b>7.</b>  | cataract      | <b>g)</b> | an object used during a past period in history  |
| _____ | <b>8.</b>  | delta         | <b>h)</b> | the religious belief in only one God  |
| _____ | <b>9.</b>  | pharaoh       | <b>i)</b> | a person whose job is copying written information   |
| _____ | <b>10.</b> | scribe        | <b>j)</b> | the story of the Israelites' escape from ancient Egypt; a departure of a large group of people, especially migrants |
| _____ | <b>11.</b> | pyramid       | <b>k)</b> | a tomb with triangle-shaped sides   |
| _____ | <b>12.</b> | hieroglyphics | <b>l)</b> | the collection of Jewish holy writings; sometimes called the Hebrew Bible   |
| _____ | <b>13.</b> | papyrus       | <b>m)</b> | a system of writing based on pictures rather than letters   |
| _____ | <b>14.</b> | artifact      | <b>n)</b> | an extreme shortage of food that results in widespread hunger   |

## Assessment: Chapter 1—“Ancient Mesopotamia”

A. On your own paper, write the letter that provides the best answer.

1. Use the map to answer the question.

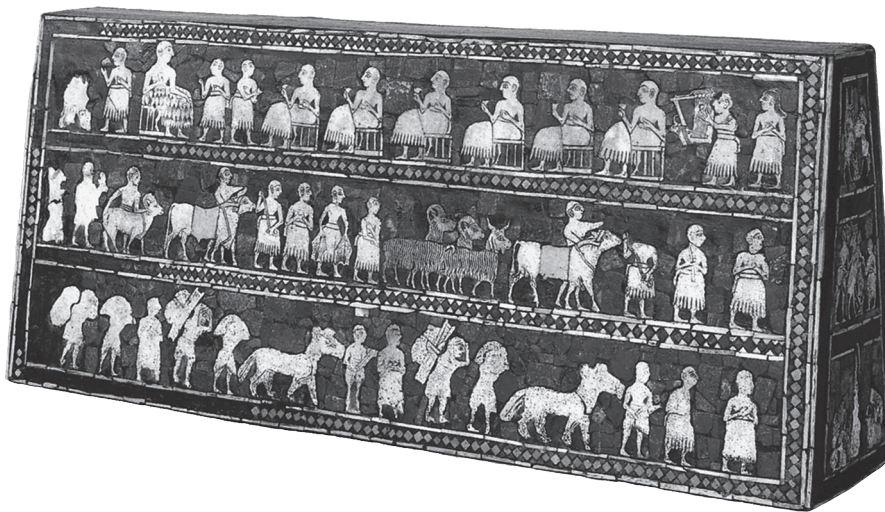


What is the shaded area on the map called? (4.6)

- a) Kish
  - b) Sumer
  - c) Fertile Crescent
  - d) Akkadian Empire
2. Which statement describes a main reason why Mesopotamia is called a “cradle of civilization”? (4.12, 4.13.b)
- a) The region was tucked between mountains on all sides.
  - b) Neighboring city-states made peace agreements to work together instead of fighting.
  - c) The area had better natural resources than other areas, so people were able to build taller, larger buildings.
  - d) The rich soil led to a stable food supply, which allowed people to live in one place.



3. How did river flooding in Mesopotamia benefit farmers? (4.13.d)
  - a) Flooding drove away harmful pests.
  - b) Flooding allowed farmers to plant on their own schedule.
  - c) Flooding left a layer of fine, rich silt on fields.
  - d) Flooding meant farmers did not have to water their crops.
4. What did Mesopotamians invent to help prevent flooding? (4.5.c)
  - a) levees
  - b) cuneiform
  - c) chariots
  - d) ziggurats
5. Use the image to answer the question.



- What information can people gain by looking at this artifact? Select the **two** correct answers. (4.2.a)
- a) what life was like in Sumer
  - b) the kind of work some people did
  - c) the population of Mesopotamia
  - d) who Sumer traded with for lapis lazuli
  - e) the timeline of empires in Mesopotamia
6. What changed after people in Mesopotamia achieved a stable food supply and food surpluses? (4.11, 4.12)
    - a) Enslaved people gained their freedom.
    - b) People began to specialize in certain jobs.
    - c) Store owners started charging more for food.
    - d) People no longer had to pay tribute.

Use the image to answer questions 7 and 8.



7. What did scribes in Mesopotamia use to make the symbols on this tablet? (4.13.e)
  - a) a knife
  - b) a reed
  - c) a pencil
  - d) a chisel
8. Which material was used to make the tablet? (4.13.e)
  - a) clay
  - b) wood
  - c) stone
  - d) grass
9. Use the image to answer the question.



What is important about this specific tablet? (4.13.e)

- a) It contains Hammurabi's code.
- b) It tells the history of the Ishtar Gate.
- c) It contains the scribe's family history.
- d) It depicts a hero in the oldest written story ever found.

10. Use the passage to answer the question.

“If a man rents a field for cultivation [farming] and does not produce any grain in the field, they shall call him to account [hold him responsible], because he has not performed the work required on the field, and he shall give the owner of the field grain on the basis of the adjacent [neighboring] fields.”

What was the purpose of the document this came from? (4.2.a, 4.13.f)

- a) to create a list of kings
- b) to write down names of the gods
- c) to keep track of harvests
- d) to establish laws and punishments

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

What is the most important achievement of Mesopotamian civilization? Make a claim and support it with evidence from the chapter. (4.5, 4.5.a, 4.13.e)

## Assessment: Chapter 2—“Ancient Israel”

**A. On your own paper, write the letter that provides the best answer.**

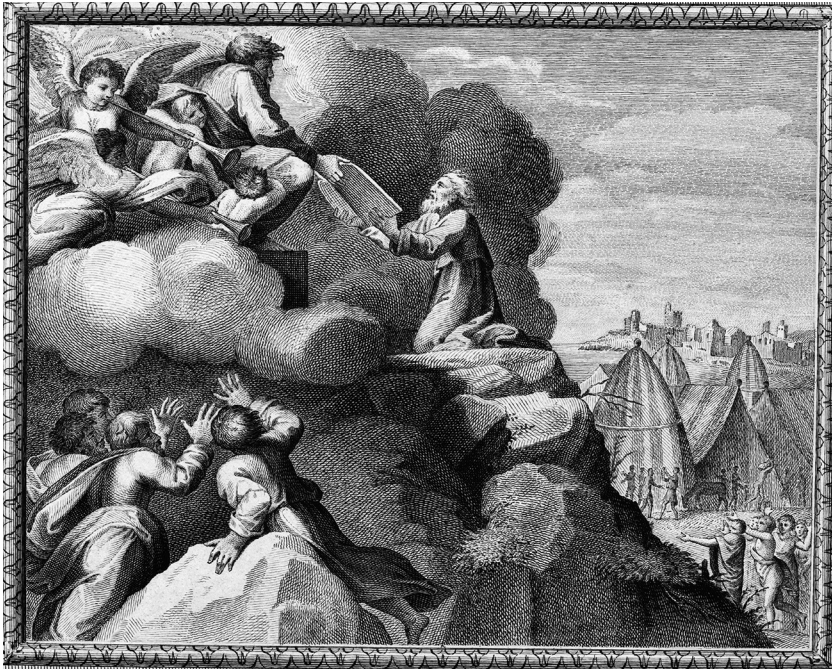
1. Why did the Israelites want to live in Canaan? (4.7)
  - a) They wanted to be as far away from Mesopotamia as possible.
  - b) They wanted to be near Egypt so they could trade goods easily.
  - c) They wanted to keep other people from crossing the Sinai Peninsula.
  - d) They wanted to live near the Mediterranean Sea and the Jordan River.
2. How did the Phoenicians utilize the geography of Canaan? Select the **two** correct answers. (4.7, 4.13)
  - a) They mastered the art of desert farming.
  - b) They established themselves as sailors and then traders.
  - c) They used camels to go on long expeditions.
  - d) They built large pyramids out of nearby stone.
  - e) They became skilled shipbuilders.
3. Use the image to answer the question.



- Which important Israelite artifact does this photograph show? (4.2.a, 4.13.g)
- a) the Tanakh
  - b) the Tabernacle
  - c) the Ten Commandments
  - d) the Ark of the Covenant
4. In what way were the Israelites different from the Sumerians? (4.4, 4.13)
    - a) The Israelites were farmers.
    - b) The Israelites were monotheistic.
    - c) The Israelites invented a way to write.
    - d) The Israelites had laws to guide them.



5. Use the image to answer the question.



What key moment in the development of the Israelites' culture, laws, and religion does this image show? (4.2, 4.13.g)

- a) Saul's battle after disobeying God
- b) the Israelites escaping from Egypt
- c) the Israelites being exiled to Babylon
- d) Moses receiving the Ten Commandments

6. Use the passage to answer the question.

"This region is where countries such as Israel, Jordan, Lebanon, and Syria are today. The name . . . comes from a French word that means to rise."

What region is being described in the passage? (4.13)

- a) Canaan
- b) Levant
- c) Near East
- d) Fertile Crescent

7. Why did the Israelites build the Ark of the Covenant? (4.13, 4.13.g)

- a) to celebrate a victory
- b) to prepare for river flooding
- c) to store the Ten Commandments
- d) to hold their belongings during the Exodus

8. What did the Israelites believe they received in exchange for worshipping only one god? (4.8, 4.13)
- a) the promised land of Canaan
  - b) a day of rest called the Sabbath
  - c) the Tanakh and the Talmud books
  - d) a large temple in the city of Jerusalem
9. Which of the following events took place because of disagreements among Israelite tribes? (4.13)
- a) King Solomon died.
  - b) The Israelites split into two kingdoms.
  - c) The Israelites were exiled from Babylon.
  - d) The Ten Commandments were lost.
10. Who was a prophet that helped the Israelites escape from slavery? (4.13)
- a) Saul
  - b) David
  - c) Moses
  - d) Solomon

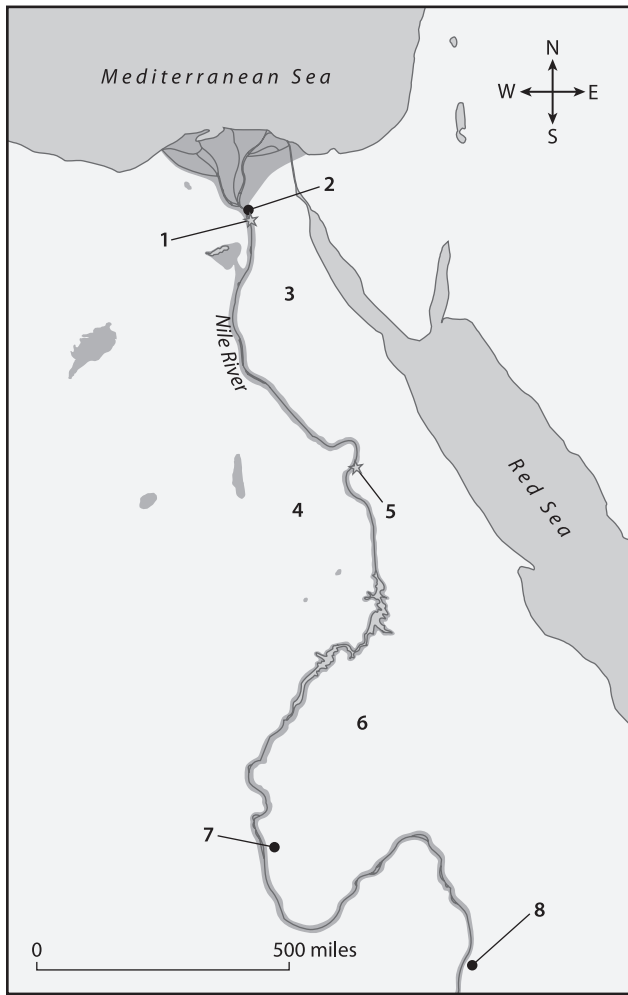
**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

How did geography affect the development and growth of the ancient Israelites? Use evidence from the chapter to support your claim. (4.5, 4.5.a, 4.5.c, 4.7)

## Assessment: Chapter 3—“Ancient Egypt”

A. On your own paper, write the letter that provides the best answer.

Use the map to answer questions 1 and 2.



1. Which place is labeled “4” on the map? (4.6, 4.14.a)
  - a) Kush
  - b) Memphis
  - c) Thebes
  - d) Upper Egypt
2. Which place is labeled “6” on the map? (4.6, 4.14.a)
  - a) Kush
  - b) Memphis
  - c) Thebes
  - d) Upper Egypt

3. Use the image to answer the question.



What were the pyramids in this image used for? (4.2.a, 4.14.c)

- a) to exercise
- b) to store water
- c) to bury pharaohs
- d) to worship various gods

4. Use the image to answer the question.

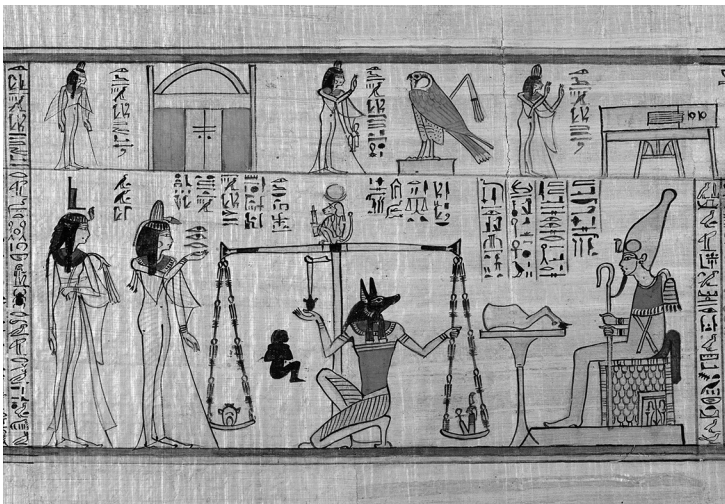


What are the marks on this wall called? (4.2.a, 4.14.e)

- a) papyrus
- b) cuneiform
- c) mastabas
- d) hieroglyphics



5. Who had the most power and privilege in Egyptian society? (4.14.b)
  - a) farmers
  - b) soldiers
  - c) pharaohs
  - d) merchants
  
6. Where did most people in ancient Egypt live? (4.7, 4.14, 4.14.a)
  - a) in Nubia
  - b) by the Red Sea
  - c) along the Nile River
  - d) in the Valley of Kings
  
7. What problem did the cataracts on the Nile cause? (4.7, 4.14)
  - a) They created a delta.
  - b) They led to difficult travel.
  - c) They caused the river to flood frequently.
  - d) They caused the river to split into the White Nile and the Blue Nile.
  
8. Why was Hatshepsut an unusual pharaoh? (4.14.d)
  - a) Hatshepsut was a child.
  - b) Hatshepsut was a woman.
  - c) Hatshepsut was originally from Nubia.
  - d) Hatshepsut held power for sixty-six years.
  
9. Use the image to answer the question.



- What ancient Egyptian belief does this photograph show? (4.14.c)
- a) Pharaohs were chosen by the gods to rule.
  - b) Good people would be rewarded in the afterlife.
  - c) Women were important but not equal to men.
  - d) Mummification helped people reunite with their bodies after death.

10. What did Akhenaten try to change about Egyptian culture? Select the **two** correct answers. (4.14.d)

- a) He tried to outlaw hieroglyphics.
- b) He tried to stop the rule of pharaohs.
- c) He tried to change religion in Egypt.
- d) He tried to change the design of the pyramids.
- e) He tried to reduce the power of priests.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

Mummification helped ancient Egyptians understand the human body.

Use evidence from the chapter to either support or refute this claim. (4.5, 4.5.a, 4.5.c, 4.14.e)

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Performance Task Activity: *The Ancient Near East***

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Ancient Mesopotamia and ancient Egypt are considered to have been “cradles of civilization.” How did geography influence the development of civilizations in Mesopotamia and Egypt? Create a presentation to present your claim. Be sure to support your claim with evidence from the Student Reader and unit activities.

Use the Claims and Evidence Activity Page (AP 1.4) and the lines below to take notes and organize your thoughts. Remember to include details from the chapters and primary sources in *The Ancient Near East* as well as from the sources and resources in the unit activities.

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