



The Ancient Near East

Teacher Guide

The Tanakh



Pyramids of Giza



Mask of Tutankhamun



Standard of Ur



The Ancient Near East

Teacher Guide



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The Ancient Near East

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The Ancient Near East
Teacher Guide
Bayou Bridges Louisiana Social Studies, Grade 4

UNIT 2

Introduction

ABOUT THIS UNIT

The Big Idea

Thousands of years ago, complex civilizations and a major religion developed in a part of the world known as the ancient Near East.

The Fertile Crescent is an agriculturally rich area near where some of the first complex societies developed thousands of years ago. The Fertile Crescent includes the area between the Tigris and Euphrates Rivers. The land near these rivers is rich in fertile soil and benefits from a favorable climate. These advantages made the region ideal for agricultural development. The Fertile Crescent was home to some of the most prominent civilizations in history, including the Sumerians, Babylonians, Assyrians, and Israelites. These civilizations left behind remarkable legacies in art, architecture, literature, and law that continue to inspire us today.

What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- the first modern humans in Africa
- nomadic hunter-gatherers
- early humans' use of fire, weapons, and tools
- causes of migration from Africa, north to Europe and east to Asia
- causes of the Agricultural Revolution
- how a stable food supply was linked to permanent settlements and specialization
- development of a barter economy
- characteristics of civilization, including culture, infrastructure, government, technology, belief systems, writing, and social structure

What Students Need to Learn

- geographic characteristics of Mesopotamia
- early civilizations of Mesopotamia, such as Sumer, Akkad, and Babylon
- the development of writing in Mesopotamia
- the significance of the Code of Hammurabi and the *Epic of Gilgamesh*
- the development of religion in ancient Israel
- important events and people in the Hebrew Bible
- the importance of the Nile River in ancient Egypt
- characteristics of ancient Egyptian society, including its social classes and governmental structure
- the building and purpose of the Egyptian pyramids
- the rise and influence of the kingdoms of Nubia and Kush
- the function and influence of trade in the Near East

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from about 3000 BCE to 350 CE.

c. 3150 BCE	King Narmer unites Upper and Lower Egypt and becomes the first pharaoh.
c. 3000 BCE	Cities start to grow in southern Mesopotamia.
c. 3000 BCE	The Phoenicians settle in and around Canaan.
c. 2570 BCE	The Great Pyramid at Giza in Egypt is built.
c. 2334–2279 BCE	King Sargon of Akkad builds the first-ever empire.
c. 1755–1750 BCE	King Hammurabi of Babylon compiles his code of laws.
1560 BCE	Ahmosé becomes pharaoh, beginning Egypt's New Kingdom.
1479 BCE	Hatshepsut has herself crowned pharaoh in Egypt.
1350s BCE	Amenhotep IV changes his name to Akhenaten and moves the capital of Egypt.
1279–1213 BCE	Ramses II rules as one of Egypt's longest-reigning pharaohs.
c. 1200 BCE	The Israelite kingdom emerges.
c. 900–650 BCE	The Assyrian Empire is powerful.
c. 745 BCE	Kush conquers Egypt.
c. 626–539 BCE	The Neo-Babylonian Empire replaces the Assyrian Empire.
350 CE	Kush is conquered by the kingdom of Aksum.

A SPECIAL NOTE TO TEACHERS—TALKING ABOUT SLAVERY

While the topic of slavery is not a primary focus in this unit, students will read and learn about slavery in ancient societies. When you encounter references to slavery, you may want to note that today, we recognize that slavery is a cruel and inhumane practice. In earlier eras of history and in different societies, however, slavery was a generally accepted practice.

Discussing slavery can be a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In Bayou Bridges materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In Bayou Bridges, we acknowledge the logic of both perspectives and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 2 are the following:

- An early civilization known as Sumer developed in southern Mesopotamia due to its location between two major rivers in the agriculturally rich area known as the Fertile Crescent.
- Sumerian society gave way to the kingdom of Akkad, which became the first empire.
- The Babylonian king Hammurabi codified the laws of his empire in what is now known as the Code of Hammurabi.
- The Israelites developed the first monotheistic religion.
- Egyptians created an enduring and influential civilization under the rule of pharaohs for thousands of years.
- Ancient Egyptian mummies, pyramids, and hieroglyphics are rich artifacts from the era that people continue to study today.

WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanations. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

UNIT RESOURCES

Student Component

The Ancient Near East Student Reader—three chapters

Teacher Components

The Ancient Near East Teacher Guide—three chapters. The guide includes lessons aligned to each chapter of *The Ancient Near East* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 48.

- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

The Ancient Near East Timeline Card Slide Deck—fifteen individual images depicting significant events, locations, and artifacts related to the ancient Near East. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

c. 3150 BCE



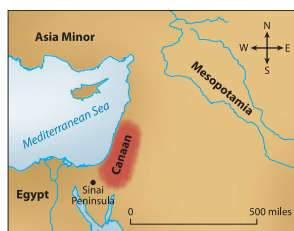
Chapter 3

c. 3000 BCE



Chapter 1

c. 3000 BCE



Chapter 2

c. 2570 BCE



Chapter 3

c. 2334–2279 BCE



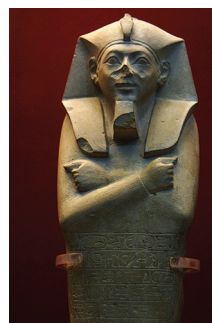
Chapter 1

c. 1755–1750 BCE



Chapter 1

1560 BCE



Chapter 3

1479 BCE



Chapter 3

1350s BCE



Chapter 3

1279–1213 BCE



Chapter 3

c. 1200 BCE



Chapter 2

c. 900–650 BCE



Chapter 1

c. 745 BCE



Chapter 3

c. 626–539 BCE



Chapter 1

350 CE



Chapter 3

The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 2 Timeline Cards are in chronological order, but the chapters that are referenced are not. The reason for this is that the Student Reader is organized geographically, not chronologically. Each chapter discusses a different ancient civilization. Many of these civilizations developed simultaneously, which is reflected in the timeline.

Understanding References to Time in *The Ancient Near East* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, while the expansion of Kush is described as occurring over a general period of time predating the New Kingdom in Egypt, the specific date of 350 CE is given for the conquest of Kush by the kingdom of Aksum.

Time to Talk About Time

Before you use the Timeline Cards, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do *BCE* and *CE* mean?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The *Ancient Near East* unit is one of six history and geography units in the Grade 4 Bayou Bridges Louisiana Social Studies Curriculum. A total of thirty days has been allocated to the *Ancient Near East* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 4 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Picture This

During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource "About Class Discussions and Debates":

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Primary Sources

Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, an artifact study activity page and a primary source analysis activity page have been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

Framing Questions

At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	Framing Question
1	Why is Mesopotamia called a “cradle of civilization”?
2	What ideas influenced the culture of the Israelites?
3	What do objects from ancient Egypt reveal about its civilization?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
1	fertile, silt, levee, city-state, polytheism, society, ziggurat, chariot, reed, cuneiform, scribe, empire, dynasty, tribute, epic
2	monotheism, Tanakh, famine, prophet, Exodus, exile
3	cataract, delta, pharaoh, pyramid, papyrus, hieroglyphics, artifact


Activity Pages

The following Activity Pages can be found in Teacher Resources, pages 64–72. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–3—Artifact Study (AP 1.2)
- Chapters 1, 3—Primary Source Analysis (AP 1.3)
- Chapter 3—Claims and Evidence (AP 1.4)
- Chapters 1, 3—Characteristics of Civilization (AP 1.5)
- Chapter 1—Domain Vocabulary: Chapter 1 (AP 1.6)
- Chapter 3—Venn Diagram (AP 3.1)
- Chapter 3—Domain Vocabulary: Chapters 2–3 (AP 3.2)

Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.

Books

Broida, Marian. *Ancient Israelites and Their Neighbors*. Chicago: Chicago Review Press, 2003.

Doedon, Matt. *Tools and Treasures of Ancient Mesopotamia*. Minneapolis, MN: Lerner Classroom, 2014.

Farndon, John. *Mesopotamia*. DK Eyewitness. London, UK: DK Publishing, 2007.

Fleming, Candace. *The Curse of the Mummy: Uncovering Tutankhamun's Tomb*. New York: Scholastic/Scholastic Focus, 2021.

Galford, Ellen. *Hatshepsut: The Girl Who Became a Great Pharaoh*. World History Biographies. Washington, D.C.: National Geographic Kids, 2007.

Gieseke, Tyler. *Great Pyramid of Giza*. Minneapolis, MN: Pop!, 2021.

Hart, George. *Ancient Egypt*. DK Eyewitness. London, UK: DK Children, 2021.

Jennings, Ken. *Ancient Egypt*. Ken Jennings' Junior Genius Guides. New York: Little Simon/Simon & Schuster, 2015.

Mehta-Jones, Shilpa. *Life in Ancient Mesopotamia*. New York: Crabtree Publishing, 2004.

Moroney, Morgan E. *Gods and Goddesses of Ancient Egypt: Egyptian Mythology for Kids*. Emeryville, CA: Rockridge Press, 2020.

Rodger, Ellen. *Ancient Mesopotamia Inside Out*. New York: Crabtree Publishing, 2017.

Ruzicka, Oldrich. *Ancient Egypt for Kids*. Praha, Czech Republic: Albatros Media, 2022.

Sherman, Josepha. *Your Travel Guide to Ancient Israel*. Minneapolis, MN: Lerner Publishing Group, 2004.

Shuter, Jane. *Excavating the Past: Mesopotamia*. Portsmouth, NH: Heinemann, 2016.

Williams, Marcia. *Tales of Gods and Pharaohs*. Somerville, MA: Candlewick Press, 2013.

Winters, Kay. *Voices of Ancient Egypt*. Washington, D.C.: National Geographic Kids, 2009.

THE ANCIENT NEAR EAST SAMPLE PACING GUIDE

For schools using the Bayou Bridges Curriculum Series

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt; NFE—Nonfiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Ancient Near East

<p>“Ancient Mesopotamia” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Ancient Mesopotamia” Core Lesson (TG & SR, Chapter 1)</p> <p>Domain Vocabulary: Chapter 1 (TG, Chapter 1 Additional Activities, AP 1.6)</p>	<p>“Primary Source: Excerpts from the Code of Hammurabi” (TG & SR, Chapter 1, AP 1.3)</p>	<p>“Characteristics of Civilization” (TG & SR, Chapter 1, AP 1.5)</p>	<p>“Geography and Trade” (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6


Day 7

Day 8

Day 9

Day 10

The Ancient Near East

<p>“Geography and Trade” (TG, Chapter 1 Additional Activities)</p>	<p> “The Epic of Gilgamesh” (TG, Chapter 1 Additional Activities, FE 1)</p>	<p>“ARTIFACT STUDY: Cuneiform Tablets” (TG, Chapter 1 Additional Activities, AP 1.2)</p>	<p>“ARTIFACT STUDY: Standard of Ur” (TG, Chapter 1 Additional Activities, AP 1.3)</p>	<p>Chapter 1 Assessment</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Ancient Near East

<p>“Ancient Israel” Core Lesson (TG & SR, Chapter 2)</p>	<p>“Canaan: Online Museum Exhibit” (TG, Chapter 2 Additional Activities)</p>	<p>“Canaan: Online Museum Exhibit” (TG, Chapter 2 Additional Activities)</p>	<p>“Daily Life in Ancient Israel” (TG, Chapter 2 Additional Activities)</p>	<p>“Map-Based Exploration: The Phoenicians” (TG, Chapter 2 Additional Activities)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Ancient Near East

Chapter 2 Assessment	"Ancient Egypt" Core Lesson (TG & SR, Chapter 3)	"Ancient Egypt" Core Lesson (TG & SR, Chapter 3) Domain Vocabulary: Chapters 2–3 (TG, Chapter 3 Additional Activities, AP 3.2)	"Primary Source: The Weighing of the Heart" (TG & SR, Chapter 3, AP 1.3)	"Characteristics of Civilization" (TG & SR, Chapter 3, AP 1.5)
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Ancient Near East

"PRIMARY SOURCE ACTIVITY: Hymn to the Nile" (TG, Chapter 3 Additional Activities, NFE 1, AP 1.3)	"Egyptian Mythology: Isis and the Seven Scorpions" (TG, Chapter 3 Additional Activities)	"Virtual Field Trip: The Pyramids of Egypt" (TG, Chapter 3 Additional Activities)	"How to Make a Mummy" or "Why Mummification?" (TG, Chapter 3 Additional Activities)	"Hatshepsut" (TG, Chapter 3 Additional Activities)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Ancient Near East

"Ancient Egypt and Nubia" (TG, Chapter 3 Additional Activities)	"ARTIFACT STUDY: The Sphinx of Taharqo" (TG, Chapter 3 Additional Activities, AP 1.2 or AP 1.3)	"Comparing Egypt and Mesopotamia" (TG, Chapter 3 Additional Activities, AP 3.1, AP 1.4)	Unit 2 Performance Task Assessment	Unit 2 Performance Task Assessment
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THE ANCIENT NEAR EAST PACING GUIDE

_____ 's Class

(A total of thirty days has been allocated to the *Ancient Near East* unit in order to complete all Grade 4 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Ancient Near East

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Ancient Near East

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Ancient Near East

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

The Ancient Near East

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

The Ancient Near East

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

The Ancient Near East

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CHAPTER 1

TOPIC: Ancient Mesopotamia

The Framing Question: Why is Mesopotamia called a “cradle of civilization”?

Primary Focus Objectives

- ✓ Locate the Fertile Crescent and Mesopotamia on a map. (4.13.a)
- ✓ Describe the achievements of Mesopotamian civilizations. (4.13.d, 4.13.e)
- ✓ Assess the significance of the Code of Hammurabi. (4.13.f)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fertile, silt, levee, city-state, polytheism, society, ziggurat, chariot, reed, cuneiform, scribe, empire, dynasty, tribute, and epic.*

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Ancient Mesopotamia”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.1
AP 1.3
AP 1.5

- individual student copies of Letter to Family (AP 1.1)
- individual student copies of Characteristics of Civilization (AP 1.5) and Primary Source Analysis (1.3).
- image of a ziggurat
- the World History Encyclopedia map of the Fertile Crescent
- internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the image and map may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

fertile, adj. able to support the growth of many plants; capable of producing new life (2)

Example: Fertile soil is excellent for growing many crops.

Variations: fertility (n.), fertilize (v.)

silt, n. small particles of rock, minerals, and soil carried in water (5)

Example: The floods left behind very fine, rich silt.

levee, n. a wall or barrier built to prevent flooding (6)

Example: Mesopotamians built a levee to hold the floodwaters back.

Variations: levees

city-state, n. a self-governing city that controls the land around it (6)

Example: Each city-state had land that it controlled and protected.

Variations: city-states

polytheism, n. the religious belief in many gods (8)

Example: In Sumerian polytheism, people believed that gods controlled aspects of daily life.

Variations: polytheist, polytheistic (adj.)

society, n. the system of how people interact and live together in a community (8)

Example: Priests were important members of Mesopotamian society.

Variations: societies, societal (adj.)

ziggurat, n. a Mesopotamian temple with a pyramid shape and staircases on the outside walls (8)

Example: The Sumerians built a large ziggurat to honor their gods.

Variations: ziggurats

chariot, n. a carriage with two or four wheels, pulled by horses or other animals (9)

Example: Like a car, a chariot often had four wheels.

Variations: chariots

reed, n. a tall, thin grass used to draw on clay tablets (9)

Example: The scribe used a reed to make marks in the soft clay.

Variations: reeds

cuneiform, n. an ancient form of writing that used symbols carved into wet clay tablets (9)

Example: The Sumerian system of writing was called cuneiform.

scribe, n. a person whose job is copying written information (11)

Example: The Mesopotamian scribe recorded information on a cuneiform tablet.

Variations: scribes, scribe (v.)

empire, n. a group of countries or territories controlled by a single leader (11)

Example: The king expanded his empire by conquering territories to the west.

Variations: empires

dynasty, n. a series of rulers who are all from the same family (11)

Example: After the king's death, his son continued the dynasty.

Variations: dynasties, dynastic (adj.)

tribute, n. payment of money or goods to a ruler from conquered people (13)

Example: The people were forced to give money as tribute.

Variations: tributes

epic, n. a long, complex tale that tells the stories of a hero's adventures (13)

Example: The epic told the story of a brave knight who fought a dragon and saved the princess.

Variations: epics, epic (adj.)

THE CORE LESSON 35 MIN

Introduce *The Ancient Near East Student Reader*

5 MIN

Distribute copies of *The Ancient Near East Student Reader*. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and the images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention one or more of the artifact images, such as a cuneiform tablet, the Code of Hammurabi stele, and the Standard of Ur.

Introduce "Ancient Mesopotamia"

5 MIN

Review with students the characteristics of civilization, including culture, specialization, infrastructure, a stable food supply, government, technology, belief systems, writing, and a social structure.

Explain that one of the first societies to display the characteristics of civilization developed in a region called Mesopotamia, a place that today we call Iraq.

Then call students' attention to the Framing Question. Tell students to look for information that explains why Mesopotamia was such a great place for civilizations to begin and grow.

Guided Reading Supports for "Ancient Mesopotamia"

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"A Land Between Two Rivers," pages 2–4

Scaffold understanding as follows:


Read aloud the first two paragraphs of the section on page 2.

SUPPORT—Teach students the etymology of the word *Mesopotamia*. It comes from the Greek roots *meso*, meaning middle or in between, and *potamus*, meaning river. Challenge students to name another word that uses the root *potamus*. Guide them to the word *hippopotamus*, which comes from the Greek for "river horse" (*hippo* = horse; *potamus* = river).

CORE VOCABULARY—Point out the vocabulary term *fertile*, and explain its meaning. Explain that plants grow larger and produce more in fertile soil than in poor soil.

SUPPORT—Point out the word *crescent* in the second paragraph. Ask students to turn to a partner and search the paragraph for a context clue that helps explain what a crescent looks like. They should identify the phrase "a big curve of land." Invite a volunteer to draw a crescent shape on the board, and then discuss with students other objects that are crescent-shaped. Students may suggest a banana, the moon during certain phases, or a boomerang. Acknowledge how, despite its name, the Fertile Crescent is not a perfect crescent shape.


Have students read the rest of the section on pages 3–4 with a partner.

 **SUPPORT**—Direct students to the map of the Fertile Crescent on page 4. Point out that the pink area on the map is a crescent shape. Have students trace the crescent shape. Explain that this is why the area is called the Fertile Crescent and not the Fertile Oval or the Fertile Triangle. (4.6, 4.13a)


After students read the text, ask the following questions:

 **LITERAL**—Where is the Fertile Crescent? (4.6, 4.13.a)

- » The Fertile Crescent is in Southwest Asia and northeast Africa, between the Nile River valley and the Persian Gulf, in what is today Iraq, Syria, Lebanon, Israel, Jordan, and Egypt.

 **LITERAL**—What bodies of water are within or next to the Fertile Crescent? (4.6, 4.13.a)

- » The Mediterranean Sea and the Persian Gulf are next to the Fertile Crescent. The Euphrates River, the Tigris River, and the Nile River flow within the Fertile Crescent.

 **EVALUATIVE**—Why is the region called the Fertile Crescent? (4.6, 4.13.b)

- » The soil and climate in the area were excellent for growing crops.

“A Cradle of Civilization,” page 5

Scaffold understanding as follows:

Have students read the section on page 5 independently.

SUPPORT—Point out the word *cradle* in the section title. Remind students that a cradle is a bed where a baby can sleep (and grow) safely. Compare that to the way in which Mesopotamia was a safe place for civilization to grow.

After students read the text, ask the following questions:

LITERAL—What geographic factors were common to the places where many early civilizations began? (4.7)

- » The first civilizations developed in places with major rivers, fertile soil, and mild climates.

EVALUATIVE—How did places with rivers, good soil, and mild climates lead to a change in the way people lived? (4.3, 4.7)

- » These places allowed people to grow enough crops to survive and still have extra to store for later. This let people live in one place without having to move to find more food.

“The Power of Floods,” pages 5–6

Scaffold understanding as follows:

Read aloud the first paragraph of the section on page 5.

CORE VOCABULARY—Point out the vocabulary term *silt*, and explain its meaning.

Have students read the rest of the section on page 6 with a partner.

CORE VOCABULARY—Point out the vocabulary term *levee*, and explain its meaning.

SUPPORT—Tell students that the levees found throughout Louisiana serve the same purpose as the levees of ancient Mesopotamia. Constructed from earth—and sometimes additional materials, like rocks—levees raise the height of the land along the edge of waterways. They are designed to prevent water from flooding the surrounding area. Because more than half of Louisiana’s land is in a floodplain—a low-lying region prone to flooding—levees are key to flood control.

SUPPORT—Explain that making pottery is an example of specialization. Making tools is another specialization mentioned in the same paragraph. Have students work in pairs to find at least three other examples in the Student Reader. (4.11, 4.12)

After students read the text, ask the following questions:

LITERAL—What did the Mesopotamians do or build that made it easier to grow food? (4.13.c)

- » The Mesopotamians used bricks to build walls that would hold some floodwaters back. They also built canals to bring water to their farms.

EVALUATIVE—How did rivers present challenges for people in Mesopotamia during different times of the year? (4.7, 4.13)

- » When it was hot and dry, the rivers might not have had enough water for farms. When it was a wet season, the rivers might have overflowed and caused floods.

EVALUATIVE—How did changes in agriculture in Mesopotamia lead to the expansion of trade? (4.11, 4.13.d)

- » As agriculture techniques improved, the Mesopotamians could grow more food than they needed. They used this extra food to trade with people in other areas for supplies they needed.

“The Sumerians,” pages 6–8

Scaffold understanding as follows:

Invite volunteers to read the section on pages 6–8 aloud.

CORE VOCABULARY—Point out the vocabulary term *city-state*, and explain its meaning.

Note: *Lapis lazuli* is pronounced /lap*iss/laz*uh*lee/. Say the term aloud, and then have students repeat it after you.

SUPPORT—Direct students to the image of the Standard of Ur on page 7. Remind students that one side of the box shows soldiers fighting, while the other side shows the king and his court. Ask students which side they can see in the image. Encourage them to give reasons to support their answers. After discussion, tell students that the image represents the “peace” side of the Standard of Ur, pointing out that the figures are all standing neatly in rows. (4.2, 4.2.a, 4.2.b, 4.5, 4.5.a)

After the volunteers read the text, ask the following questions:

EVALUATIVE—What can we learn about the government and social structures of Sumer from studying the Standard of Ur? (4.2, 4.2.a, 4.12, 4.13)

- » The Standard of Ur shows a king and his court at a feast, as well as people paying taxes to the king. From this, we know that the government was led by the king and the people were his subjects.

LITERAL—What evidence suggests that people in Sumer traded with people in other places? (4.2, 4.2.a, 4.5, 4.5.a, 4.11, 4.13)

- » The blue color in the Standard of Ur comes from lapis lazuli, which does not come from Sumer. The people of Sumer must have traded for it.

“Sumerian Religion and Achievements,” pages 8–10

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on pages 8–9.

Note: The word *ziggurat* is pronounced /zig*er*aht/. Say the word aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary terms *polytheism*, *society*, and *ziggurat*, and explain their meanings.

SUPPORT—Tell students that the prefix *poly-* means many, and *theism* refers to belief in a god. Thus, polytheism is belief in many gods.

SUPPORT—Display the image of a ziggurat from the Online Resources. Have students make observations about the ziggurat’s size and shape, and then encourage them to use what they have read to make educated guesses about what material the builders of the ziggurat might have used. (*bricks of mud and clay*) (4.13.e)

Have students read the rest of the section on pages 9–10 with a partner.

Note: *Cuneiform* is pronounced /kyoo*nee*uh*form/. Say the word aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary terms *chariot*, *reed*, and *cuneiform*, and explain their meanings.

SUPPORT—Direct students to the image of the chariot on page 9. Ask students to note similarities and differences between a chariot and a car. For example, both a chariot and a car can have four wheels, but the wheels on a chariot were made of wood, and today’s car tires have metal and rubber components. (4.4)

SUPPORT—Have students study the image of the cuneiform tablet on page 10. Point out that some of the marks look like drawings, while others look like circles.

After students read the text, ask the following questions:

LITERAL—What were some features of Sumerian religion? (4.8, 4.13)

- » Sumerian religion was polytheistic, meaning that Sumerians worshipped many different gods. They believed their deities had power over nature and over people’s daily lives. Each city-state had its own god.

LITERAL—Why did the Sumerians build ziggurats? (4.13.e)

- » The Sumerians built ziggurats to honor the main god of their city.

LITERAL—What kinds of information did the Sumerians record using cuneiform? (4.13.e)

- » The invention of cuneiform allowed Sumerians to record things such as important events, agreements, observations of the sun and stars, and how they took care of their city.

“Social Classes,” pages 10–11

Scaffold understanding as follows:

Have students read the section on pages 10–11 independently.

CORE VOCABULARY—Point out the vocabulary term *scribe*, and explain its meaning.

TURN AND TALK—Draw a large triangle on the board or chart paper. Divide it into five rows. Write “Kings, queens, and priests” in the top row, explaining that they were the most powerful people in society. Then have students work in pairs to discuss where they think the other people mentioned in the paragraph might be placed in the hierarchy. As students share their ideas as a class, complete the diagram. Label the second row “Government officials, priests, and military.” Label the third row “Merchants and artisans” and the fourth row “Farmers.” Label the bottom row “Enslaved people.” (4.12, 4.13)

After students read the text, ask the following questions:

EVALUATIVE—How did the lives of the most powerful and least powerful people in Sumerian society differ? (4.12, 4.13)

- » Kings and queens were the most powerful people in Sumerian society, and they made decisions for their people and led the city-states. Enslaved persons were the least powerful people in Sumerian society. They were forced to work for others.

LITERAL—What was the job of a scribe? (4.12, 4.13)


- » Scribes could read and write in cuneiform, so their job was to keep records for the government and businesses. They also wrote down stories that people told.

“The Akkadians and Amorites,” pages 11–12

Scaffold understanding as follows:

Read aloud the first paragraph of the section on page 11.

CORE VOCABULARY—Point out the vocabulary terms *empire* and *dynasty*, and explain their meanings. To help students differentiate between the terms, explain that an empire is a place. A dynasty is a group of people. A dynasty might rule an empire.

 **SUPPORT**—Display the World History Encyclopedia map of the Fertile Crescent from the Online Resources. Have students note similarities and differences between this map and the one on page 4 of the Student Reader, guiding them to notice that this map does not include the Nile River valley in Egypt as part of the Fertile Crescent. On the display map, have students locate bodies of water, such as the Black Sea, Persian Gulf, Euphrates River, Tigris River, and Mediterranean Sea. Then work with students to identify the locations of Akkad and Sumer. Point out the compass rose on the map. Ask students to use it to determine which direction King Sargon had to travel from the kingdom of Akkad if he went to Assyria (*northwest*) and to Sumer (*southeast*). (4.6, 4.13.a)

Have students read the rest of the section on pages 11–12 independently.

SUPPORT—Direct students’ attention to the image of the Code of Hammurabi stele on page 12. Point out the relief sculpture at the top of the stele. The engraving shows Hammurabi receiving the “right to rule” from one of the Babylonian gods. Hammurabi is the standing figure. He is offering a greeting to a god.

After students read the text, ask the following questions:

LITERAL—Why did Hammurabi order the creation of stone pillars? (4.13.f)

- » Hammurabi had the laws of the empire carved into stone pillars so everyone could see and know the laws.

LITERAL—What did the phrase “an eye for an eye and a tooth for a tooth” mean in the Code of Hammurabi? (4.13.f)


- » It meant that if a person blinded another person’s eye, their own eye would be blinded in return.

“The Assyrian Empire,” pages 13–14

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 13 aloud.

CORE VOCABULARY—Point out the vocabulary terms *tribute* and *epic*, and explain their meanings.

 **SUPPORT**—Display the World History Encyclopedia map of the Fertile Crescent, and work with students to locate the Assyrian Empire. Have students examine the dates of each civilization listed in the legend so they can name the civilizations in chronological order. (4.1, 4.13.a)

Invite volunteers to read the rest of the section on pages 13–14 aloud.

SUPPORT—Ask students to look at the Gilgamesh tablet on page 14. Read the caption aloud, and point out that the tablet shows Gilgamesh kneeling and holding an outstretched lion above his head. Invite volunteers to share what they think we can learn about Gilgamesh from the picture. (4.2, 4.2.a, 4.13.e)

After the volunteers read the text, ask the following questions:

LITERAL—Why is the story of Gilgamesh important for historians to study? (4.13.e)

- » It reveals what Mesopotamia was like, what its people cared about, and what they imagined.

LITERAL—How did the Assyrians make their large territory easier to rule? (4.13)

- » They broke it into smaller regions called provinces, each of which had its own leaders.

“The Neo-Babylonian Empire,” pages 14–16

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section on pages 14–15.

SUPPORT—Point out the prefix *neo-* in the section title. Explain that *neo-* means new. The Neo-Babylonian Empire is the new Babylonian Empire. The “old” Babylonian Empire was that of Hammurabi.

Note: The name *Nineveh* is pronounced (/nin*uh*vuh/). Nabopolassar is pronounced (/nah*bo*po*lass*er/). Nebuchadnezzar is pronounced (/neh*boo*kahd*nezz*ahr/). Say each name aloud, and have students repeat it after you.

Have students read the rest of the section on pages 15–16 independently.

After students read the text, ask the following questions:

EVALUATIVE—What event led to the end of the Assyrian Empire? (4.3)

- » The Assyrian Empire ended when Nabopolassar captured and burned the city of Nineveh.

LITERAL—Why was Nabopolassar’s empire called the Neo-Babylonian Empire? (4.3)

- » It was the second empire based in Babylon.


LITERAL—How did Nebuchadnezzar change Babylon? (4.13)

- » He made it into a beautiful city with a gold ziggurat, grand palaces and temples, and a fancy gate.

 **Distribute Characteristics of Civilization (AP 1.5). Have students work with a partner to fill in the chart, consulting the Student Reader as needed. (4.12, 4.13)**

Primary Source Feature: “Excerpts from the Code of Hammurabi,” page 17

Scaffold understanding as follows:

 **Background for Teachers:** The Code of Hammurabi is inscribed on a massive stone that is over seven feet (2.1 meters) tall. In all, the stone contains 282 laws—and their accompanying punishments—covering diverse areas such as family, criminal, and contract law. The image at the top of the stone conveys the notion that the laws were handed down from the god Shamash to King Hammurabi. The stele is on display in the Louvre Museum in Paris, France.

Direct students to the Primary Source Feature on page 17.

Introduce the source to students by asking them to share what they remember reading about Hammurabi and his legal code.

SUPPORT—Point out the phrases in brackets throughout the excerpts. Explain that these words, such as *farming*, can substitute for the word just before the brackets, such as *cultivation*.

Invite volunteers to read each excerpt aloud. Pause after each excerpt to have students restate the text in their own words.

SUPPORT—Explain that a tenant is a person who rents property. Also point out that *crop-rent* is exactly what it sounds like—rent paid in crops.

SUPPORT—Tell students that a debt is money owed, and a creditor is a person to whom someone owes that debt. You may also need to explain the concept of interest as an extra fee that people must pay back when they owe a debt.

Ask the following questions:

LITERAL—Who was responsible for the loss of crops due to floods? (4.2, 4.2.a)

- » The tenant or farmer was responsible for the loss of crops due to floods.

LITERAL—Under what circumstances could a contract between a farmer and landowner be changed, according to these excerpts? (4.2, 4.2.a)

- » The contract could be changed in the event of floods or drought.

EVALUATIVE—What do the last two excerpts say about justice? (4.2, 4.2.a)

- » Answers will vary, but students may say that the excerpts suggest that the punishment should be equal to the crime.

INFERENTIAL—What values are reflected in these excerpts? How do you know? (4.2, 4.2.a, 4.5, 4.5.a)

- » Answers will vary, but students may say that the excerpts reflect values such as justice, fairness, and responsibility.

Activity Page



AP 1.3

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently or with a partner.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (4.1)
- Review and discuss the Framing Question: “Why is Mesopotamia called a ‘cradle of civilization’?”




“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “Why is Mesopotamia called a ‘cradle of civilization’?”
 - » Key points students should cite include: Mesopotamia had the geographical characteristics necessary to birth a civilization, such as rivers and rich soil from regular flooding; Mesopotamia also had inventive peoples who learned how to harness the flooding by using levees and irrigation canals; the development of agriculture supported the development of civilizations.

- Choose one of the Core Vocabulary words (*fertile, silt, levee, city-state, polytheism, society, ziggurat, chariot, reed, cuneiform, scribe, empire, dynasty, tribute, or epic*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

 **Note:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 2

TOPIC: Ancient Israel

The Framing Question: What ideas influenced the culture of the Israelites?

Primary Focus Objectives

- ✓ Locate Canaan on a map. (4.6, 4.7, 4.13, 4.13.a)
- ✓ Summarize the history and achievements of the Israelites. (4.13.g)
- ✓ Understand the meaning of the following domain-specific vocabulary: *monotheism*, *Tanakh*, *famine*, *prophet*, *Exodus*, and *exile*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Ancient Israel”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

- world map or globe

Core Vocabulary (Student Reader page numbers listed below)

monotheism, n. the religious belief in only one God (20)

Example: The religion of the Israelites a form of monotheism.

Variations: monotheist, monotheistic (adj.)

Tanakh, n. the collection of Jewish holy writings; sometimes called the Hebrew Bible (20)

Example: Much religious information was collected in the Tanakh.

famine, n. an extreme shortage of food that results in widespread hunger (21)

Example: During the famine, the Israelites left Canaan in search of a reliable food supply.

Variations: famines

prophet, n. someone chosen by God to bring a message to people (21)

Example: Moses became a prophet for the Israelites.

Variations: prophets, prophecy, prophetic (adj.), prophesy (v.)

Exodus, n. the story of the Israelites' escape from ancient Egypt; a departure of a large group of people, especially migrants (22)

Example: After the Exodus, the Israelites arrived in the promised land of Canaan.

exile, n. the state of being made to live outside a place as a form of punishment (25)

Example: The Babylonian exile was a difficult time for the Israelites.

Variations: exiles, exiled (adj.), exile (v.)

THE CORE LESSON 35 MIN

Introduce “Ancient Israel”

5 MIN

Review what students read about the geography of and early civilizations that developed in Mesopotamia. Explain that west of Mesopotamia was a land called Canaan. In this chapter, students will read about some of the people who lived in this ancient land.

Emphasize that in this chapter, students are reading not about documented history but rather stories that have been passed down over hundreds or thousands of years. Some stories are supported by archaeological evidence, but many are not. We study these stories because they tell us what ancient Israelites believed and how they wanted to be remembered.

Call students' attention to the Framing Question. Tell students to look for the ideas that influenced the culture of the Israelites.

Guided Reading Supports for “Ancient Israel”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Origins of the Israelites,” pages 18–20

Scaffold understanding as follows:


Read aloud the section on pages 18–20.

Note: *Levant* is pronounced /luh*vant/. Say the word aloud, and have students repeat it after you.

 **SUPPORT**—Have students locate Israel, Jordan, Lebanon, and Syria on a world map or globe. Emphasize that the area of the Levant was—and still is—home to many different peoples. While this chapter focuses on the ancient Israelites, they were not the only ancient people who called this region home. (4.6)

SUPPORT—Review with students the meaning of the word *nomadic*: moving around often in search of food, or not settled in one place.

After reading the text, ask the following questions:

 **LITERAL**—Along what major body of water did Canaan develop? (4.13, 4.13.a)

» Canaan developed along the Mediterranean Sea.

EVALUATIVE—What claim does the text make about learning history and geography in the second paragraph? What evidence does the text offer to support the claim? (4.5, 4.5.a, 4.5.b)

» The text makes the claim that it is important to remember that history is told from someone’s point of view. It supports the claim by stating that the area called the Levant was named that because it was to the east of Europe, where the sun rises. But for a lot of people, the Levant is not to their east.

“Religion of the Israelites,” pages 20–21

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on page 20 aloud.

SUPPORT—The word *Hebrew* in the name Hebrew Bible refers to the language in which the Tanakh is written. Today, many Jewish religious services and ceremonies are conducted in Hebrew, and Hebrew is the official language of the country of Israel. Some historical works refer to the ancient Israelites as Hebrews, but today, it is inappropriate and disrespectful to call someone a Hebrew.

CORE VOCABULARY—Point out the vocabulary terms *monotheism* and *Tanakh*, and explain their meanings.

SUPPORT—Point out the prefix *mono-* in the word *monotheistic*. Explain that *mono-* means one.

Note: *Tanakh* is pronounced (/tah*nakh/). The *kh* sound is pronounced gutturally, as if you are clearing your throat. Say the word aloud, and then have students repeat it after you.

SUPPORT—Direct students to the image of the scroll on page 21. Point out that unlike the books we know today, this scroll is one continuous piece of paper. Draw students’ attention to the wooden handle on the left, around which the paper would be rolled up for storage. (Ensure that students understand that the Tanakh exists in many forms other than the pictured scroll.)

Have students read the rest of the section on pages 20–21 with a partner.

After students read the text, ask the following questions:

LITERAL—How did the Israelites collect and store their stories, traditions, and beliefs? (4.8)

- » The Israelites collected and stored their stories, traditions, and beliefs by writing them down and collecting them into a book called the Tanakh.

LITERAL—What kinds of stories does the Tanakh contain? (4.8)

- » The Tanakh has stories about the beginning of the world, the first people, and their relationship with God.

EVALUATIVE—How were the Israelites different from some of the other groups in Mesopotamia and the Fertile Crescent? (4.4, 4.8, 4.13)

- » The Israelites believed in only one god, while other groups in the area believed in many gods.

“The Journey to the Promised Land,” pages 21–23

Scaffold understanding as follows:

Read aloud the section on pages 21–23.

CORE VOCABULARY—Point out the vocabulary terms *famine*, *prophet*, and *Exodus*, and explain their meanings.

SUPPORT—Point out the two definitions of the word *Exodus* in the vocabulary box on page 22. Explain that when using the first definition, the word should be spelled with a capital *E*. When the second definition is used, the word should be spelled with a lowercase *e*: *exodus*.


SUPPORT—Tell students that there is virtually no historical or archaeological evidence that the Exodus occurred. Ancient Egypt, which students will explore in the next chapter, is one of the best-documented ancient civilizations, and there is no record of any rebellion or escape on the scale described in the story of the Exodus. Some religious leaders believe the story of the Exodus was a myth created to give hope to the Israelites being held captive in Babylon (an event that students will read about later in the chapter) rather than a historical recounting of events.

Note: *Phoenicians* is pronounced (/fuh*nee*shins/). Say the name aloud, and have students repeat it after you.

After reading the text, ask the following questions:

LITERAL—What three groups of people were living in Canaan around the same time? (4.7, 4.13)

- » The Phoenicians, the Israelites, and the Philistines were all living in Canaan around the same time.

 **EVALUATIVE**—Why was Canaan a good place geographically for the Phoenicians to live? (4.7, 4.13)

- » Canaan was situated near the Mediterranean Sea, and the Phoenicians were skilled at building and sailing ships, which they used to trade with faraway places.


“The Israelites in Canaan,” pages 23–24

Scaffold understanding as follows:

Have students read the section on pages 23–24 with a partner.

SUPPORT—Point out to students that three kings are mentioned in the section, each described as having achieved different things. Ask students to use details from the text to describe each king in one word, such as *fighter* for Saul, *leader* for David, and *wise* for Solomon. (4.13.g)

After students read the text, ask the following questions:

 **LITERAL**—What geographic features drew the Israelites to the area of Canaan? (4.7, 4.13)

- » The Mediterranean Sea and the Jordan River drew the Israelites to Canaan.

LITERAL—According to the Tanakh, what happened to Saul after he disobeyed God? (4.2, 4.2.a)

- » According to the Tanakh, Saul was killed in battle after he disobeyed God.

LITERAL—Who were the first three Israelite kings? (4.13)

- » Saul was the first king, followed by David. David’s son Solomon was the third king.

LITERAL—What did David achieve as king of the Israelites? (4.13.g)

- » As king of the Israelites, David brought all the tribes of Israel together under his rule and made the city of Jerusalem the center of the kingdom.

“Challenges for the Israelites,” pages 24–25

Scaffold understanding as follows:

Read aloud the section on pages 24–25.

CORE VOCABULARY—Point out the vocabulary term *exile*, and explain its meaning. Note that *exile* and *Exodus* both begin with the prefix *ex-*, which means out.

SUPPORT—Explain that a synagogue (/sin*uh*gahg/) is a Jewish house of worship, similar to a church, and that the Jewish Sabbath lasts from sundown Friday until sundown Saturday.

SUPPORT—Remind students that they read about Babylon in Chapter 1. Ask volunteers to share what they recall about the city.

After reading the text, ask the following questions:

LITERAL—Why did the Israelite tribes split into two kingdoms? (4.13)

- » The Israelite tribes split into two kingdoms because they began to argue with one another after the death of King Solomon.

EVALUATIVE—How are the Tanakh and the Talmud similar? (4.4, 4.13.g)

- » Both the Tanakh and the Talmud are important religious texts to the Jewish people.

“Israelite Achievements,” page 25

Scaffold understanding as follows:

Invite a volunteer to read the section on page 25 aloud.

SUPPORT—Draw students’ attention to the word *perhaps* in this section. Explain that this word suggests that what follows is open for debate. Therefore, there may be counterclaims that could be made. Reread the sentence, and ask students to determine the claim. (*Creating the first monotheistic religion was the Israelites’ most important achievement.*) Ask students to identify possible counterclaims using the information in the rest of the paragraph. (*The Israelites had great achievements in law, arts, music, farming, trading, and building.*) (4.5, 4.5.a, 4.5.b, 4.5.d, 4.13, 4.13.g)

After the volunteer reads the text, ask the following questions:

LITERAL—What other world religions did the ideas of the Israelites influence? (4.8, 4.13.g)

- » The ancient Israelites influenced both Christianity and Islam.

EVALUATIVE—What does the text suggest is other evidence of the Israelites' international influence even today? (4.2.b, 4.13.g)

- » The text states that modern laws in countries around the world are influenced by the laws of the ancient Israelites.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: "What ideas influenced the culture of the Israelites?"



"CHECK FOR UNDERSTANDING" 10 MIN

Ask students to:

- Write a short answer to the Framing Question: "What ideas influenced the culture of the Israelites?"
 - » Key points students should cite include: monotheism; Abraham's covenant with God that promised God's protection in exchange for faithfulness; the stories and lessons in the Tanakh, such as the Exodus and the stories of Abraham, Saul, David, and Solomon; the Ten Commandments; the destruction of Jerusalem; rule by Babylonian and Persian conquerors.
- Choose one of the Core Vocabulary words (*monotheism*, *Tanakh*, *famine*, *prophet*, *Exodus*, or *exile*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

CHAPTER 3

TOPIC: Ancient Egypt

The Framing Question: What do objects from ancient Egypt reveal about its civilization?

Primary Focus Objectives

- ✓ Locate the Nile River, Egypt, and Kush on a map. (4.6)
- ✓ Explain the importance of the Nile River in ancient Egyptian civilization. (4.7)
- ✓ Describe key elements of ancient Egyptian culture, including religion, pyramids, mummification, and hieroglyphics. (4.8, 4.14.c, 4.14.e)
- ✓ Understand the meaning of the following domain-specific vocabulary: *cataract*, *delta*, *pharaoh*, *pyramid*, *papyrus*, *hieroglyphics*, and *artifact*.

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Ancient Egypt”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Materials Needed

Activity Pages



AP 1.3
AP 1.5

- individual student copies of Characteristics of Civilization (AP 1.5) and Primary Source Analysis (AP 1.3)
- image from the Internet of the Rosetta Stone
- TED-Ed video “The Egyptian Book of the Dead”
- British Museum slideshow (PPTX) and teacher notes (PDF) for “Reading a Papyrus”
- Internet access
- capability to display Internet in the classroom

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the image, video, slideshow, and teacher notes may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

Core Vocabulary (Student Reader page numbers listed below)

cataract, n. a shallow area of a river where the water moves fast over rocks or other obstacles (28)

Example: South of the cataract, sailing is easy.

Variations: cataracts

delta, n. land created by silt deposits at the mouth of a river (28)

Example: The Nile spreads out into a large delta.

Variations: deltas

pharaoh, n. a political and religious leader of ancient Egypt (30)

Example: The pharaoh oversaw nearly every aspect of life in ancient Egypt.

Variations: pharaohs

pyramid, n. a tomb with triangle-shaped sides (34)

Example: The pharaoh was buried in a pyramid.

Variations: pyramids

papyrus, n. a tall plant that ancient Egyptians used to make paper; the paper made from the plant of the same name (35)

Example: Scribes recorded their information on scrolls made of papyrus.

Variations: papyruses, papyri

hieroglyphics, n. a system of writing based on pictures rather than letters (35)

Example: Over time, the ability to read hieroglyphics was lost.

Variations: hieroglyphic, hieroglyph, hieroglyphic (adj.)

artifact, n. an object used during a past period in history (39)

Example: The artifact came from the tomb of Tutankhamun.

Variations: artifacts

THE CORE LESSON 35 MIN

Introduce “Ancient Egypt”

5 MIN

Review the term “cradles of civilization,” and remind students that Mesopotamia was one cradle of civilization. The civilizations of Mesopotamia developed along the Tigris and Euphrates Rivers. In this chapter, students will learn about another river-based civilization that developed near Mesopotamia around roughly the same time: the ancient Egyptians.


Call students’ attention to the Framing Question. Tell students to look for details that explain what objects from ancient Egypt reveal about the civilization.


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Land in the Desert,” pages 26–29


Scaffold understanding as follows:

Read aloud the first three paragraphs of the section on page 26.


 **SUPPORT**—Draw students’ attention to the map on page 28. Tell students that because the Nile flows south to north, the terms we use today to describe the regions of Egypt and the Nile can be confusing. Lower Egypt is the region to the north, which includes the Nile delta. Upper Egypt is to the south. It includes the greater Nile valley.

 **SUPPORT**—Point out the compass rose on the map, and tell students to refer to it to answer these questions: What is the northernmost city on the map? (*Cairo*) Where is Thebes in relation to Cairo? (*southeast*) Where is the Red Sea in relation to Thebes? (*east*) (4.6, 4.14.a)


Have students read the rest of the section on pages 27–29 with a partner.

 **CORE VOCABULARY**—Point out the vocabulary terms *cataract* and *delta*, and explain their meanings. Call students’ attention to the delta on the map on page 28. Have students put their fingers on the green area near the Mediterranean Sea as you note its fan shape. (4.6)


After students read the text, ask the following questions:

 **LITERAL**—What is the path of the Nile River? (4.6, 4.14, 4.14.a)

- » The Nile begins as two rivers: the White Nile and the Blue Nile. The two rivers join in present-day Sudan, and the merged river flows over a series of cataracts. The Nile then continues to flow north, where it branches out into a delta and then meets the Mediterranean Sea.

 **EVALUATIVE**—How was the Nile important to the development of Egypt as a powerful civilization? (4.7, 4.14)

- » The Nile provided the water and rich soil that the Egyptians depended on.

 **EVALUATIVE**—How was the flooding of the Nile different from the flooding of the Tigris and Euphrates in Mesopotamia? (4.4, 4.7)

- » The flooding of the Nile was somewhat more predictable than the flooding of the Tigris and the Euphrates, so Egyptians could try to plan and prepare.

“Gifts of the Nile,” pages 29–30

Scaffold understanding as follows:

Invite volunteers to read the section on pages 29–30 aloud.

SUPPORT—Explain that *prosperous* contains the word *prosper*, which means to succeed or do well.

SUPPORT—Direct students to the image of a shadoof on page 30, and point out its different parts. Explain that shadoofs are still used today.

SUPPORT—Direct students to the image of the tomb painting of the Egyptian farmer using a plow on page 29. Point out the plow, the yoke, and the oxen, and clarify that the oxen pull the plow, which digs up the soil as it is pulled.

After the volunteers read the text, ask the following question:

LITERAL—What advancements in agriculture did the Egyptians make? (4.7)


- » They made wooden tools and plows pulled by animals, and they dug canals to direct water to their fields. They also used the shadoof to water crops.

“Egypt Under the Pharaohs,” pages 30–31

Scaffold understanding as follows:

Read aloud the section on pages 30–31.

CORE VOCABULARY—Point out the vocabulary term *pharaoh*, and explain its meaning.

 **SUPPORT**—Have students look back at the map of Egypt on page 28 to locate Upper Egypt, Lower Egypt, and Memphis as you reread the information about each area in the paragraph. (4.6)

SUPPORT—Explain that even though pharaohs no longer govern Egypt, they are still celebrated. In 2021, when a new national museum opened in Egypt, remains of pharaohs were transported from the old museum to the new one in an elaborate parade and ceremony that included the chanting of an ancient Egyptian hymn.

After reading the text, ask the following questions:

LITERAL—Who united Upper and Lower Egypt? (4.14, 4.14.d)

- » A king known as Narmer united the two regions.

LITERAL—What were the responsibilities of the pharaohs? (4.14.b)

- » Pharaohs oversaw nearly everything, including the making of laws, trade, the army, and religious life.

LITERAL—How did a person become pharaoh? (4.14.b)

- » The role of pharaoh was passed down in a family. The people they ruled believed that the gods chose the pharaoh.

“Egyptian Society,” pages 31–32

Scaffold understanding as follows:

Have students read the section on pages 31–32 with a partner.

SUPPORT—Slavery in ancient Egypt was closer to that in ancient Mesopotamia than slavery in the early United States. Egyptian slavery was not race-based, nor was it hereditary. Most enslaved people in ancient Egypt were either prisoners of war or paying off debts. Enslaved people in ancient Egypt also had some rights, such as the right to own personal property and the right to negotiate business transactions. There were also ways in which they could be freed after a certain time.

After students read the text, ask the following questions:

LITERAL—What job did most people in ancient Egypt have? (4.14, 4.14.b)

- » Most people in ancient Egypt were farmers.

LITERAL—What was the social structure of ancient Egypt? (4.14, 4.14.b)

- » Pharaohs were at the top of the social structure in ancient Egypt. Scribes, soldiers, advisers to the pharaohs, and priests came next. Next were merchants, craftspeople, builders, and artists. After that were farmers and servants. At the bottom of the social structure were enslaved people.

EVALUATIVE—What claim does the text make in the last paragraph? (4.2.b, 4.14)

- » The text claims that women in Egypt were not treated the same as men.

EVALUATIVE—How were the lives of ancient Egyptian women different from the lives of women in other ancient civilizations? (4.4, 4.14, 4.14.b)

- » Ancient Egyptian women had more rights than women in some other ancient civilizations, such as the right to own property.

“Egyptian Religion,” pages 32–33

Scaffold understanding as follows:

Read aloud the section on pages 32–33.

TURN AND TALK—Ask students whether the religion of ancient Egypt was more like the religion of Mesopotamia or the religion of the Israelites. In what way were the religions similar? (*The religion of ancient Egypt was more like that of Mesopotamia. They were both polytheistic.*) (4.4, 4.14)

SUPPORT—While the poor could not expect to be mummified, many animals received this treatment. Because of the association between the gods and certain animals, priests mummified animals as offerings to their respective god or goddess. All sorts of animals were mummified or otherwise preserved, from scarab beetles to lion cubs and crocodiles. Thousands of cats, which were sacred to the ancient Egyptians and closely associated with the cat-headed goddess Bastet, were mummified and laid to rest in their major temples.

After reading the text, ask the following questions:

LITERAL—According to ancient Egyptians, what happened when someone died? (4.14.c)

- » The ancient Egyptians believed that when someone died, they would be judged according to their deeds in life. If they were good, they would go on to a good afterlife. If they were bad, they would be punished.

EVALUATIVE—Why did the ancient Egyptians practice mummification? (4.14.c)

- » Ancient Egyptians believed a soul needed a well-preserved, cared-for body to reach the afterlife. Mummification was a way to keep the body in good condition.

“Pyramids and Monuments,” pages 33–35

Scaffold understanding as follows:

Invite volunteers to read the first two paragraphs of the section on pages 33–34 aloud.

Note: *Djoser* is pronounced (/joe*sir/). *Imhotep* is pronounced (/im*hoe*tehp/). Say each name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *pyramid*, and explain its meaning.

SUPPORT—The term *mastaba* is taken from the Arabic word for bench. This is because these structures resemble benches.

SUPPORT—Egyptian pyramids continue to reveal their mysteries even today. In recent years, modern scanning technology has led to the discovery of previously undiscovered corridors inside Khufu’s Great Pyramid. These discoveries have inspired new discussion of how the pyramids were actually constructed, as experts remain divided in their opinions.

Invite volunteers to read the rest of the section on pages 34–35 aloud.

After the volunteers read the text, ask the following questions:

LITERAL—What were mastabas? (4.14.c)

» Mastabas were tombs where Egypt’s earliest rulers were buried.

INFERENTIAL—Why do you think Khufu’s pyramid is considered the “Great Pyramid”? (4.14.e)

» Khufu’s pyramid is the Great Pyramid because it was the tallest structure built by humans in the entire world for thousands of years.

“Hieroglyphics,” pages 35–36

Scaffold understanding as follows:

Have students read the section on pages 35–36 independently.

CORE VOCABULARY—Point out the vocabulary terms *papyrus* and *hieroglyphics*, and explain their meanings.

SUPPORT—Show students the image of the Rosetta Stone from the Online Resources. Point out the three sections of writing: hieroglyphics (top); Demotic, another type of Egyptian writing (middle); and Greek (bottom). Each section says the same thing in a different language. Because of this, scholars were able to use their knowledge of Greek to decipher the hieroglyphics.

After students read the text, ask the following questions:

LITERAL—What was papyrus used for? (4.14.e)

» Papyrus was a plant used to make paper for writing.


EVALUATIVE—For what purposes did Egyptians use hieroglyphics? (4.14.e)

- » They used hieroglyphics to tell stories about the gods and about their everyday lives.

“The New Kingdom,” page 36

Scaffold understanding as follows:

Read aloud the section on page 36.

 **SUPPORT**—Have students go back to the map on page 28 and locate Kerma and Nubia. (4.6)

Note: *Hatshepsut* is pronounced (/hot*shehp*soot/). Say the name aloud, and have students repeat it after you.

After reading the text, ask the following questions:

LITERAL—Why was Egyptian society growing weaker in the 1600s BCE? (4.3, 4.14)

- » Rich Egyptians were fighting with one another for power.

LITERAL—What changed for Egyptians around 1560 BCE? (4.3, 4.14)

- » Ahmose took back control of Upper Egypt from the Hyksos.

EVALUATIVE—How did Egyptian culture and religion reach Nubia? (4.14.f)

- » During the New Kingdom period, Ahmose’s dynasty conquered Kerma and spread Egyptian culture and religion into Nubia.

“Hatshepsut,” page 37

Scaffold understanding as follows:

Have students read the section on page 37 with a partner.

Note: *Thutmose* is pronounced (/thoot*moh*sah/). Say the name aloud, and have students repeat it after you.

SUPPORT—Even though Egyptian tradition said that only men could be king or pharaoh, Egyptian queens sometimes played powerful roles. Over the centuries, a few women ruled for short periods as regents for young children.

TURN AND TALK—Have pairs of students discuss why Thutmose III may have ordered the destruction of Hatshepsut’s statues and monuments. Encourage volunteers to share their ideas with the class. (4.3, 4.14.d)

After students read the text, ask the following questions:

LITERAL—What did Hatshepsut accomplish as pharaoh? (4.14.d)

- » Hatshepsut reestablished trade, restored temples, and ordered large building projects, and perhaps even led military campaigns.

INFERENTIAL—Why might Thutmose III have tried to erase Hatshepsut’s existence as pharaoh? (4.5, 4.5.a, 4.14.d)

- » Possible answers: Thutmose may have thought that a woman should not be pharaoh; he may have thought that he was better than she was or more deserving of the role; perhaps he just did not like her.

“Akhenaten and Nefertiti,” pages 37–38

Scaffold understanding as follows:

Have students read the section on pages 37–38 independently.

Note: *Amenhotep* is pronounced (/ah*min*hoē*tehp/). *Akhenaten* is pronounced (/ahk*kin*ah*tin/). *Nefertiti* is pronounced (/neh*fur*tee*tee/). Say each name aloud, and have students repeat it after you.

After students read the text, ask the following questions:

LITERAL—How did Akhenaten reduce the priests’ power? (4.14)

- » He changed the focus of religion to reduce the priests’ power.

EVALUATIVE—Why might Akhenaten have been an unpopular pharaoh? (4.14.d)

- » Akhenaten was probably unpopular because he tried to change Egypt’s religion.

“Tutankhamun,” pages 38–39

Scaffold understanding as follows:

Read aloud the section on pages 38–39.

Note: *Tutankhamun* is pronounced (/too*ten*kah*min/). Say the name aloud, and have students repeat it after you.

CORE VOCABULARY—Point out the vocabulary term *artifact*, and explain its meaning. Remind students that they have already seen and analyzed artifacts, such the bird-shaped pottery they examined in Unit 1.

After reading the text, ask the following questions:

LITERAL—What did Tutankhamun do during his reign as pharaoh? (4.14.d)

- » As pharaoh, Tutankhamun reversed his father’s religious changes and restored the old religion and the temples that had been ignored during his father’s reign. He brought stability back to the kingdom.

LITERAL—What kinds of artifacts were found in Tutankhamun’s tomb? (4.14.d)

- » Food, clothing, weapons, and furniture were found in Tutankhamun’s tomb.

“Ramses II and the Golden Age,” pages 39–40

Scaffold understanding as follows:

Invite volunteers to read the section on pages 39–40 aloud.

SUPPORT—Remind students that the temple at Karnak is in Thebes. Pharaohs added to it for more than two thousand years.

After the volunteers read the text, ask the following questions:

EVALUATIVE—Why is Ramses II called “the Great”? (4.14.d)

- » Ramses II is called “the Great” because he ruled for a long time, expanded Egypt’s territory and rule through battles, and worked hard to build his reputation as a great leader.


LITERAL—With which group did Ramses II agree to the oldest known international peace treaty? (4.14.d)

- » Ramses II and the Hittites agreed to the oldest known international peace treaty.

“The Rise of Nubia,” pages 40–41

Scaffold understanding as follows:

Have students read the section on pages 40–41 with a partner.

 **SUPPORT**—Guide students to find Nubia on the map on page 28. Ask them to describe Nubia’s relative location, which is south of Egypt. Then have them find Kerma on the map. (4.6)

After students read the text, ask the following questions:

LITERAL—How was the geography of Nubia different from that of Egypt? (4.7)

- » Nubia’s soil was richer, and there was plenty of rain, so Nubia depended less on the Nile’s flooding than Egypt did.


LITERAL—What kinds of goods did Kerma trade to Egypt? (4.14.f)

- » The people of Kerma traded gold, timber, ivory, and pottery with Egypt.


“Kush,” page 41

Scaffold understanding as follows:

Read aloud the section on page 41.

 **SUPPORT**—Have students locate Kush on the map on page 28. (4.6)

Note: *Meroë* is pronounced (/mehr*uh*wee/). Say the name aloud, and have students repeat it after you.

 **SUPPORT**—Have students find Meroë on the map on page 28.

SUPPORT—Explain that Aksum was an African kingdom in what is now Ethiopia and Eritrea. (4.6)

After reading the text, ask the following questions:

LITERAL—What happened to Kush and Meroë? (4.4, 4.14)

- » Kush and Meroë were conquered by Aksum, and Meroë was destroyed.

EVALUATIVE—How did the civilization of Kush blend the cultures of Egypt and southern Africa? (4.14.f)

- » The civilization of Kush had pharaohs for kings like Egypt did, and they built pyramids and temples. The people of Kush buried their kings as the Egyptians did, too. From southern Africa, the Kushites adopted styles of dress, such as long earrings and patterned fabrics.

Distribute copies of Characteristics of Civilization (AP 1.5), and have students complete it with what they have read about Egypt. (4.12)


Activity Page



AP 1.5

Primary Source Feature: “The Weighing of the Heart,” page 42

Scaffold understanding as follows:

 **Background for Teachers:** Ancient Egyptians believed that when they died, they would be judged according to their deeds in life. They

believed that a dead person's heart would be weighed on a golden scale against the goddess Ma'at's white feather of truth. If the person's heart weighed less than the feather, then that person was judged to have lived harmoniously. This would help the person go on to a good afterlife. If, on the other hand, the dead person's heart was weighed down by evil and unharmonious deeds, then the heart would be thrown from the scale and eaten by a monster-god with the head of a crocodile, the arms of a lion, and the legs of a hippopotamus: Ammit the Devourer. The person's soul would then cease to exist.

Direct students to the Primary Source Feature on page 42.

Explain that this image is from the Book of the Dead for a chantress, or ritual singer. Review with students what the Book of the Dead is by showing the TED-Ed video "The Egyptian Book of the Dead" (4:32).

Use the British Museum slideshow "Reading a Papyrus" to teach students how to decode a papyrus like the Book of the Dead. Refer to the accompanying PDF for the presentation's teacher notes.

Have students study the image in the Student Reader.

SUPPORT—This is one small part of the Book of the Dead scroll that was buried with the chantress. The full scroll is more than seventeen feet long.

Describe for students what is on this piece of scroll. The images at the top show the chantress meeting the god Horus (the falcon) and standing by her own tomb. The bottom image shows the weighing of the chantress's heart, an important step in the path to the ancient Egyptian afterlife.

The bottom image shows, from left to right: the goddess Isis, the chantress, the god Anubis (kneeling, with the jackal head; he is the figure weighing the heart), and the god Osiris, king of the dead (sitting on the throne). The baboon sitting on the scale is Thoth, the god of wisdom.

Explain the ritual of the weighing of the heart. Note the level of the scales in the image. The chantress's heart is on the left scale. It is lighter than the other scale, which means she has passed the test and can proceed into the afterlife.

After students have examined the image, ask the following questions:

LITERAL—Which gods and goddesses are shown in the image?
(4.14.c, 4.14.e)

- » The image shows the god Horus, the goddess Isis, the god Anubis, and the god Osiris.

EVALUATIVE—Who appears to be the most powerful god in the image? Why? (4.14.c, 4.14.e)

- » The god Osiris appears to be the most powerful god because he is seated on a throne, while all the other gods are standing or kneeling.

EVALUATIVE—What does the position of the scales suggest about the fate of the chantress? (4.14.c, 4.14.e)

Activity Page



AP 1.3

- » The position of the scales suggests that her heart weighed less than the white feather. The chantress could go on to the afterlife.

Distribute Primary Source Analysis (AP 1.3), and have students complete the Activity Page independently or with a partner.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions, making particular note of any dates.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (4.1)
- Review and discuss the Framing Question: “What do objects from ancient Egypt reveal about its civilization?”



“CHECK FOR UNDERSTANDING” 10 MIN

Ask students to:

- Write a short answer to the Framing Question: “What do objects from ancient Egypt reveal about its civilization?”
 - » Key points students should cite include: pyramids as reflections of architectural knowledge and religious belief; understanding of Egyptian religion and medical practices from tomb paintings, temples, and mummies; knowledge of the pharaohs from tomb paintings and statues; knowledge of Egyptian and Kushite hieroglyphics from tomb paintings and temple carvings; understanding of Egyptian wealth from entombed goods; evidence of Kush as a trading kingdom and center for iron production.
- Choose one of the Core Vocabulary words (*cataract, delta, pharaoh, pyramid, papyrus, hieroglyphics, or artifact*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

UNIT 2

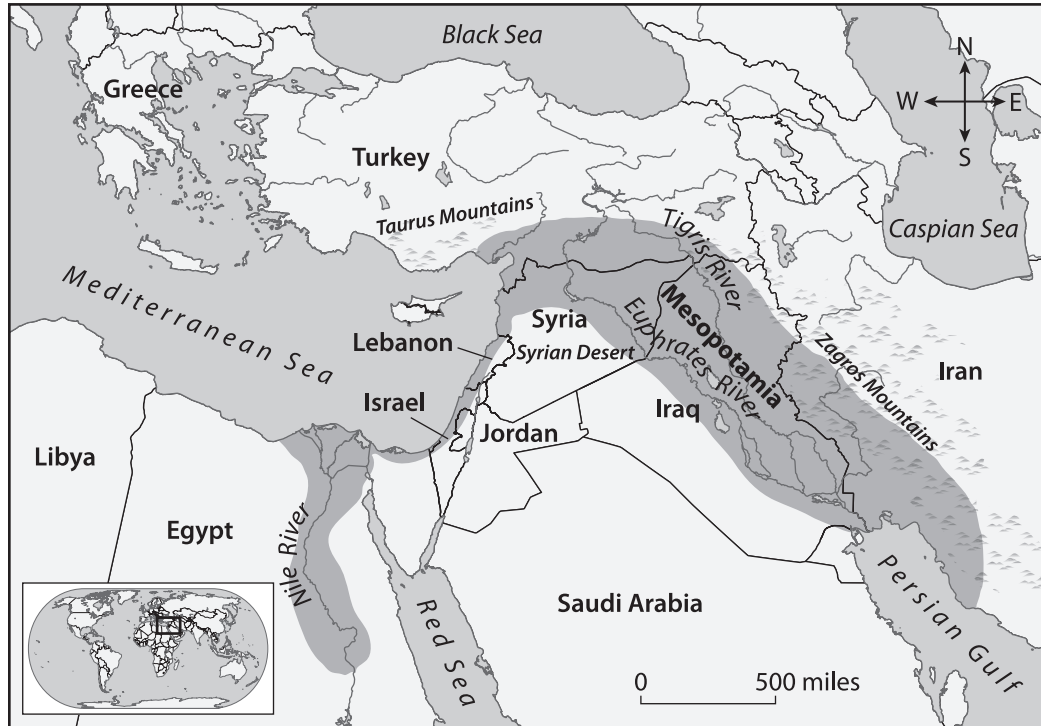
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Assessment: Chapter 1—“Ancient Mesopotamia”

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

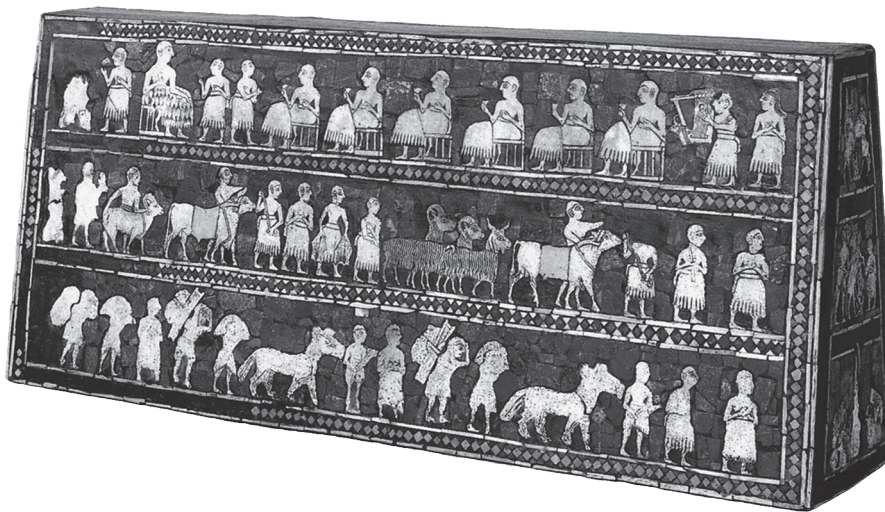
1. Use the map to answer the question.



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”

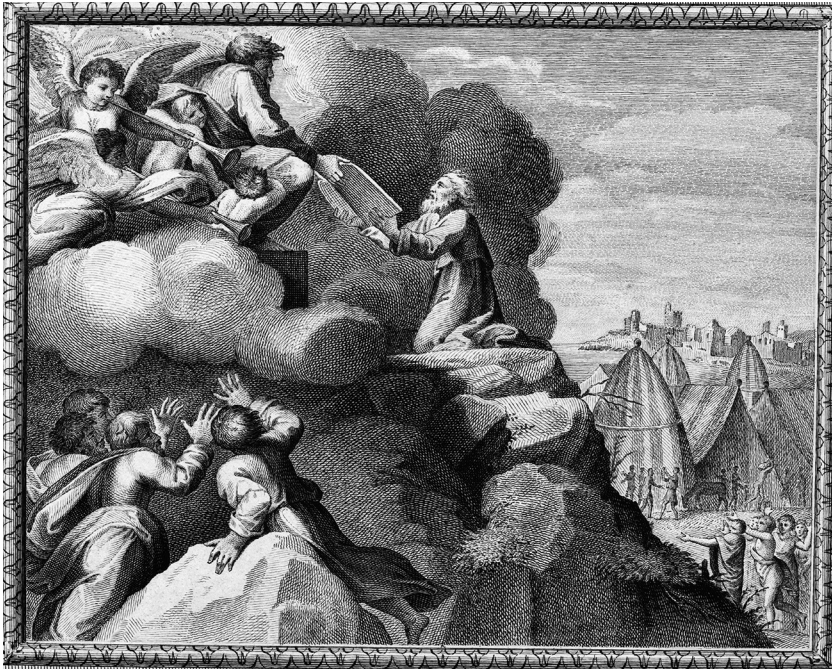
A. On your own paper, write the letter that provides the best answer.

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

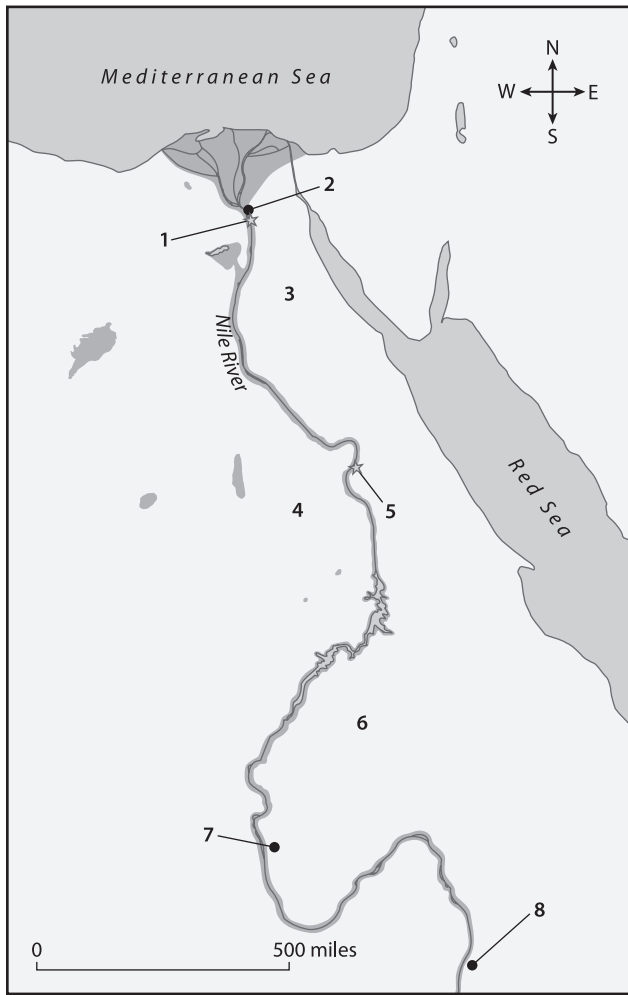
B. On your own paper, write a well-organized paragraph in response to the following prompt:

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

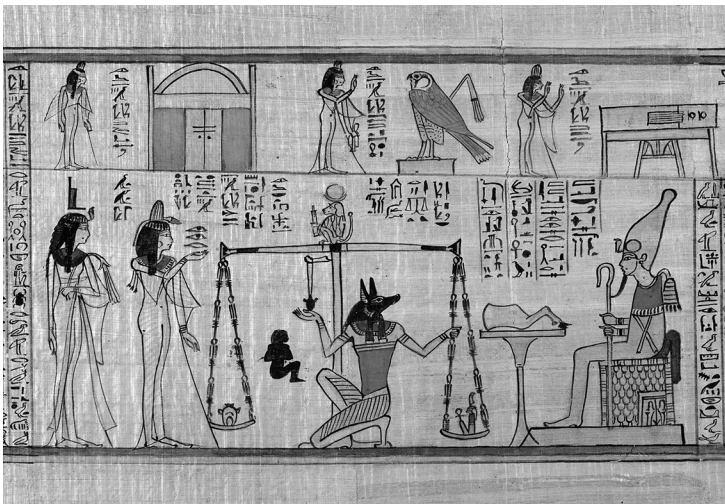
5. Who had the most power and privilege in Egyptian society? (4.14.b)
 - a) farmers
 - b) soldiers
 - c) pharaohs
 - d) merchants

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)

Performance Task: *The Ancient Near East*

Teacher Directions: The civilizations that developed in Mesopotamia and Egypt were heavily influenced by the geography of the ancient Near East.

Activity Page



AP 1.4

Ask students to create a presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.4) to organize their thoughts and plan their presentations.

Prompt:

How did geography influence the development of civilizations in Mesopotamia and Egypt? (4.5, 4.5.a, 4.5.b, 4.5.d, 4.7, 4.14)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

Sample Claim:	Geographical features influenced where and how people lived in the civilizations of Mesopotamia and Egypt.
Reason:	People chose where they lived so they could take advantage of the unique resources the land offered, especially the resources provided by rivers.
Evidence:	“Most Egyptians lived near the Nile River in towns or cities.” The flooding of the Tigris and Euphrates provided silt that was needed for farming. The Egyptians also depended on flooding from the Nile River for farming. To control the flooding, the Mesopotamians built levees.
Counterclaim and Answer:	These civilizations were more influenced by their location than by their nearness to rivers. Mesopotamia was perfectly located to become a crossroads of trade. Egypt had movement along the Nile but also included isolated desert areas.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Worksheet (AP 1.4), which is intended to be a support for students as they think about their presentations.

3	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated, is focused, and demonstrates strong understanding of the ancient Near East.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none">• Mesopotamia was an area where people from different regions interacted and traded.• Mesopotamia, located between the Tigris and the Euphrates Rivers, had rich, fertile soil that helped the people achieve a stable food supply.• On either side of the Nile, there is harsh, barren desert.• Ancient Egyptians used the river for travel.• At the end of the Nile, the large delta is a wet, fertile area ideal for growing crops.• The Nile was an important water source for people living in ancient Egypt's hot and dry climate.• Flooding brought rich soil to the Nile River valley.• People used local materials like clay to make bricks and construct buildings.• Geographic challenges led to innovations like levees.
2	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the ancient Near East, with analysis and reasoning that are somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized.</p>

1	Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the ancient Near East, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and/or focus.
0	Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the ancient Near East. The presentation may exhibit major issues with organization and/or focus.

Name _____

Date _____

Performance Task Activity: *The Ancient Near East*

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.

Name _____

Date _____

Activity Page 1.1

Use with Chapter 1

Letter to Family

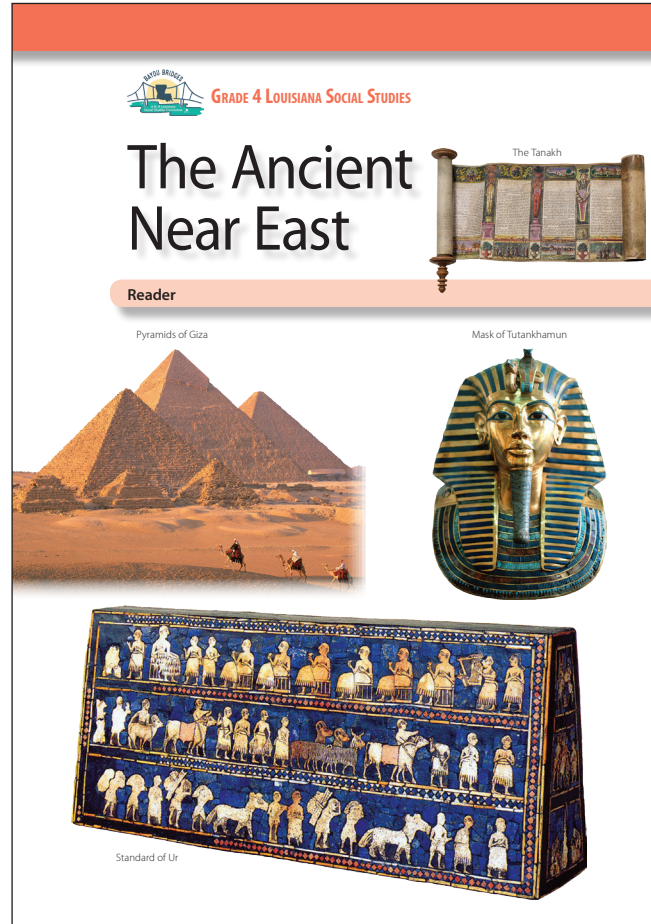
During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies Curriculum, your child will be learning about the ancient Near East. They will learn about why ancient Mesopotamia is called a “cradle of civilization.” They will also learn what ideas influenced the culture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

Draw a conclusion about the artifact.

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:

Name _____

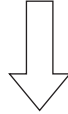
Date _____

Activity Page 1.4

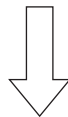
Use with Chapter 3 and Performance Task Assessment

Claims and Evidence

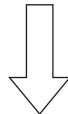
STATE THE CLAIM *What opinion or position are you defending?*



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: _____

Characteristic	Details About the Civilization
culture	
specialization	
infrastructure	
stable food supply	
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.

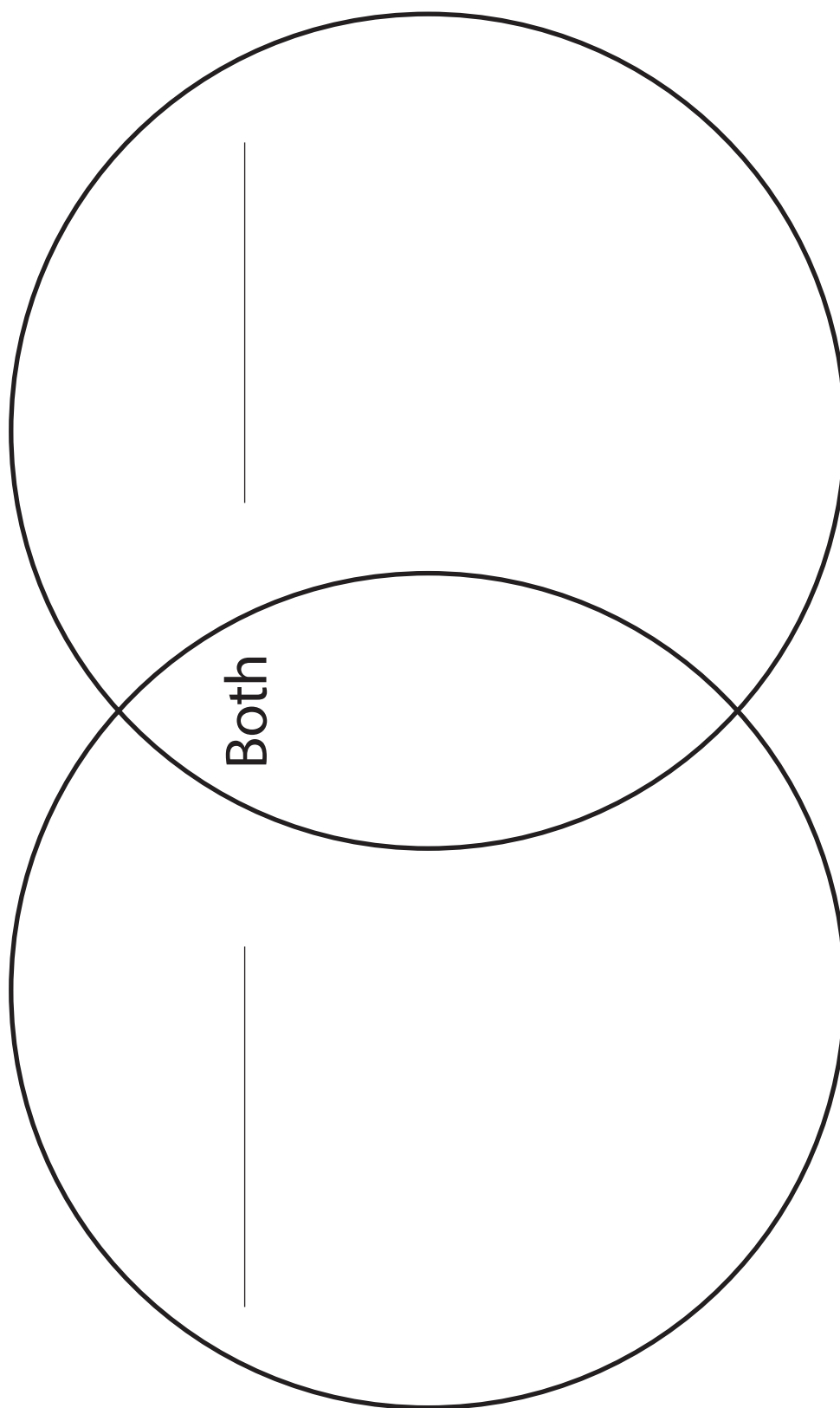
Name _____

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.

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

2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

GRADE 4

- 4.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 4.2** Use a variety of primary and secondary sources to:
 - a)** Analyze social studies content.
 - b)** Explain claims and evidence.
 - c)** Compare and contrast multiple sources.
- 4.3** Explain connections between ideas, events, and developments in world history.
- 4.4** Compare and contrast events and developments in world history.
- 4.5** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
 - a)** Demonstrate an understanding of social studies content.
 - b)** Compare and contrast content and viewpoints.
 - c)** Explain causes and effects.
 - d)** Describe counterclaims.
- 4.6** Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment.
- 4.7** Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires.
- 4.8** Describe the origin and spread of major world religions as they developed throughout history.
- 4.9** Describe the characteristics of nomadic hunter-gatherer societies, including their use of hunting weapons, fire, shelter and tools.
- 4.10** Describe early human migration out of Africa, first to Europe and Asia, then to the Americas and Australia.
- 4.11** Explain the effects of the Agricultural Revolution, including the barter economy, food surpluses, domestication of plants and animals, specialization, and the growth of permanent settlements.
- 4.12** Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure.

4.13 Describe the geographic, political, economic, and cultural structures of the ancient Near East.

- a) Identify and locate geographic features of the ancient Near East, including the Black Sea, Persian Gulf, Euphrates River, Tigris River, Mediterranean Sea, and Zagros Mountains.
- b) Explain how geographic and climatic features led to the region being known as the Fertile Crescent.
- c) Explain how irrigation, silt, metallurgy, production of tools, use of animals and inventions, such as the wheel and plow, led to advancements in agriculture.
- d) Describe how changes in agriculture in Sumer led to economic growth, expansion of trade and transportation, and the growth of independent city-states.
- e) Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, ziggurats, and the Epic of Gilgamesh as the oldest written epic.
- f) Describe the significance of the written law in the Code of Hammurabi, and explain the meaning of the phrase “an eye for an eye and a tooth for a tooth.”
- g) Describe the achievements of the ancient Israelites.

4.14 Describe the geographic, political, economic, and cultural structures of ancient Egypt.

- a) Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.
- b) Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.
- c) Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.
- d) Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun’s tomb on the modern understanding of ancient Egypt.
- e) Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.
- f) Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

4.15 Describe the geographic, political, economic, and cultural structures of ancient India.

- a) Identify and locate geographic features of ancient India, including the Ganges River, Indus River, Himalayan Mountains, Indian Ocean, and the subcontinent of India.
- b) Explain the emergence of civilization in the Indus River Valley as an early agricultural civilization and describe its achievements, including architecture built with bricks, roads arranged into a series of grid systems, and sewer systems.
- c) Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including advances in medicine and Hindu-Arabic numerals.

4.16 Describe the geographic, political, economic, and cultural structures of ancient Greece.

- a) Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula, and Sparta.
- b) Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade.
- c) Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law.

- d) Explain the basic concepts of direct democracy and oligarchy.
- e) Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery.
- f) Describe the causes and consequences of the Persian Wars, including the role of Athens and its cooperation with Sparta.
- g) Describe the polytheistic religion of ancient Greece.
- h) Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece and explain how ideas can spread through writing and teaching.
- i) Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis.
- j) Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture.

4.17 Describe the geographic, political, economic, and cultural structures of ancient Rome.

- a) Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River.
- b) Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond.
- c) Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society.
- d) Describe the polytheistic religion of ancient Rome and its connection to ancient Greek beliefs.
- e) Describe the characteristics of Julius Caesar's rule, including his role as dictator for life.
- f) Explain the influence of Augustus Caesar, including the establishment of the Roman Empire and its expansion during the Pax Romana.
- g) Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation.
- h) Describe the fall of the Western Roman Empire, including difficulty governing its large territory and political, military, and economic problems.

4.18 Describe the geographic, political, economic, and cultural structures of ancient China.

- a) Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River.
- b) Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity.
- c) Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven.
- d) Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi.
- e) Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall.
- f) Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing.
- g) Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia.

4.19 Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.

- a)** Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula.
- b)** Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked.
- c)** Explain how nomadic groups of people first hunted and traveled throughout what would become Louisiana.
- d)** Explain how people living in what would become Louisiana gradually moved towards seasonal hunting and gathering, using new tools and practices for hunting, and building large mounds for ceremonial and practical purposes.
- e)** Describe key characteristics of Poverty Point culture, including art, hunting methods, dress, food, use of mounds, and resources traded there.
- f)** Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing.
- g)** Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities.

Answer Key: The Ancient Near East

Chapter Assessments

Chapter 1

- A. 1. c 2. d 3. c 4. a 5. a, b 6. b 7. b 8. a 9. d 10. d
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as the ability to record events, the ability to record astronomical observations, or the ability to record business transactions. Answers should include explanations of how the evidence supports the claim.

Chapter 2

- A. 1. d 2. b, e 3. a 4. b 5. d 6. b 7. c 8. a 9. b 10. c
- B. Students should clearly state how geography influenced how the Israelites developed as a people, culture, and faith. They should support this claim with evidence from the chapter, such as the need to move from Canaan to Egypt to escape famine, the challenges of unforgiving climate and landforms during the Exodus, and the role of physical distance during the Babylonian exile.

Chapter 3

- A. 1. d 2. a 3. c 4. d 5. c 6. c 7. b 8. b 9. b 10. c, e
- B. Students should clearly state whether they agree or disagree with the provided claim. They should support their opinion with relevant evidence. For example, students could argue that the Egyptians' skill at removing organs and drying out the body increased their knowledge of medicine and surgery.

Activity Pages

Primary Source Analysis (AP 1.3): Chapter 1 Primary Source Feature

Describe the source: It is writing from the Code of Hammurabi.

Connect the source to what you know: I know the Code of Hammurabi was a stone that had a lot of laws written on it.

Understand the source. Identify its message, purpose, and/or audience: These paragraphs include rules and laws. They talk about what will happen if a farmer does not have a good crop.

They also include the law of “an eye for an eye and a tooth for a tooth.” This meant that if a person did something bad, something bad would happen to them in return.

Draw a conclusion from or about the source:

The people who wrote these laws did not like people who were irresponsible or lazy. They expected people to do their jobs. They also believed that the gods had something to do with whether the crops were good or bad.

Characteristics of Civilization (AP 1.5): Chapter 1

Civilization: Mesopotamia

Culture: Mesopotamian civilization consisted of a well-connected collection of cities in the southern part of Mesopotamia called Sumer.

Specialization: People made pots.

Infrastructure: Mesopotamia was organized in city-states; the built walls of brick around cities and levees to hold floods back.

Stable food supply: Flooding allowed for successful farming; they needed containers for the extra food.

Government: City-states were ruled by kings.

Technology: Ancient Mesopotamians invented the wheel.

Belief systems: They were polytheistic.

Writing: Sumerians developed cuneiform.

Social structure: Soldiers, kings, and priests were at the top; enslaved people were at the bottom.

Domain Vocabulary: Chapter 1 (AP 1.6)

- | | |
|---------------|----------------|
| 1. cuneiform | 6. chariot |
| 2. city-state | 7. levee |
| 3. empire | 8. society |
| 4. tribute | 9. silt |
| 5. fertile | 10. polytheism |

- 11. reed
- 12. dynasty
- 13. epic
- 14. ziggurat
- 15. scribe

**Primary Source Analysis (AP 1.3): Chapter 3
Primary Source Feature**

Describe the source: It is a series of images that are part of a Book of the Dead from Egypt.

Connect the source to what you know: Egyptians believed your heart would be weighed after you died to determine whether you got to move on to the afterlife or be punished instead.

Understand the source: This god in the middle is weighing a heart on a scale. The scale is lower on the right side than the left side where the heart is.

Draw a conclusion from or about the source: I think the heart is light on the scale, which means that the one being judged is a good person and will get rewarded instead of punished.

**Characteristics of Civilization (AP 1.5):
Chapter 3**

Civilization: ancient Egypt

Culture: Egypt is surrounded by desert, and so ancient Egyptians' lives revolved around the Nile River.

Specialization: Most people were farmers, but there were scribes, priests, and craftspeople, too.

Infrastructure: They dug canals to direct water to their crops.

Stable food supply: They grew extra food in their gardens.

Government: They were ruled by pharaohs.

Technology: They created advanced mummification techniques and gigantic monuments and pyramids. They used shadoofs to draw water from the Nile.

Belief systems: They believed people needed their bodies in good shape to reunite with if they were judged worthy of continuing on to the afterlife.

Writing: They used hieroglyphics, a picture form of writing.

Social structure: Pharaohs, scribes, priests, and warriors were at the top of the hierarchy; enslaved people and servants were at the bottom.

Domain Vocabulary: Chapter 3 (AP 3.2)

- 1. h
- 2. l
- 3. n
- 4. e
- 5. j
- 6. b
- 7. a
- 8. f
- 9. c
- 10. i
- 11. k
- 12. m
- 13. d
- 14. g



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