



GRADE 4 LOUISIANA SOCIAL STUDIES

The Ancient Near East

Student Workbook

The Tanakh



Pyramids of Giza



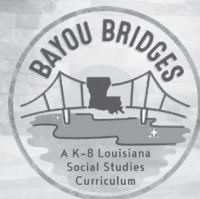
Mask of Tutankhamun



Standard of Ur

The Ancient Near East

Student Workbook



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The Ancient Near East

Chapter 1: Ancient Mesopotamia

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Chapter 1: Ancient Mesopotamia

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

Student Reading Notes

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

Section	Notes
A Land Between Two Rivers	
A Cradle of Civilization	
The Power of Floods	

The Sumerians	
Sumerian Religion and Achievements	
Social Classes	

The Akkadians and Amorites	
The Assyrian Empire	
The Neo-Babylonian Empire	

Primary Sources

PRIMARY SOURCE A: EXCERPTS FROM THE CODE OF HAMMURABI

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.

*

If a man rents his field to a tenant for crop-rent and receives the crop-rent of his field and later Adad [the Storm God] inundates [floods] the field and carries away the produce, the loss falls on the tenant.

*

If a man owes a debt and Adad inundates his field and carries away the produce, or, through lack of water, grain has not grown in the field, in that year the man shall not make any return of grain to the creditor. He shall alter his contract-tablet and he shall not pay the interest for that year.

*

If a man destroys the eye of another man, they shall destroy his eye.

*

If a man knocks out the tooth of a man of his own rank, they shall knock out his tooth.

Name _____ Date _____

Primary Source Analysis

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

SOURCE:

PRIMARY SOURCE B: ADAPTED FROM EPIC OF GILGAMESH

Gilgamesh was a king who ruled the city of Uruk. He was part god and part man, so he was very strong and brave. However, he was also very selfish and mean to his people. So the people of Uruk prayed to the gods for help. The gods sent a wild man named Enkidu to fight Gilgamesh. But neither could defeat the other. Eventually, they became best friends and went on many adventures together.

They fought monsters and explored new lands. On one adventure, they went to the Cedar Forest. There, they fought the demon Humbaba and cut down the great trees to bring back to Uruk.

Another time, the goddess Ishtar sent the Bull of Heaven to attack Gilgamesh and Enkidu. She was angry at Gilgamesh because he would not give her what she wanted. But Gilgamesh and Enkidu were able to defeat the bull, which made the gods angrier. They declared that Enkidu must die as punishment.

Gilgamesh and Enkidu remained loyal to each other until Enkidu's death. Gilgamesh was deeply saddened by the loss of his friend and went on a journey to find the secret of eternal life.

In the end, Gilgamesh realized that he could not live forever. But he decided that being remembered by his people was kind of like living forever. So he returned to Uruk, became a better king, and helped his people.

Chapter 1 Check for Understanding: Why is Mesopotamia called a “cradle of civilization”?

[illegible]

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.

Chapter 2: Ancient Israel

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

Student Reading Notes

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

Section	Notes
Origins of the Israelites	
Religion of the Israelites	
The Journey to the Promised Land	

The Israelites in Canaan	
Challenges for the Israelites	
Israelite Achievements	

Chapter 2 Check for Understanding: What ideas influenced the culture of the Israelites?

[illegible]

Chapter 3: Ancient Egypt

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

Student Reading Notes

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

Section	Notes
Land in the Desert	
Gifts of the Nile	

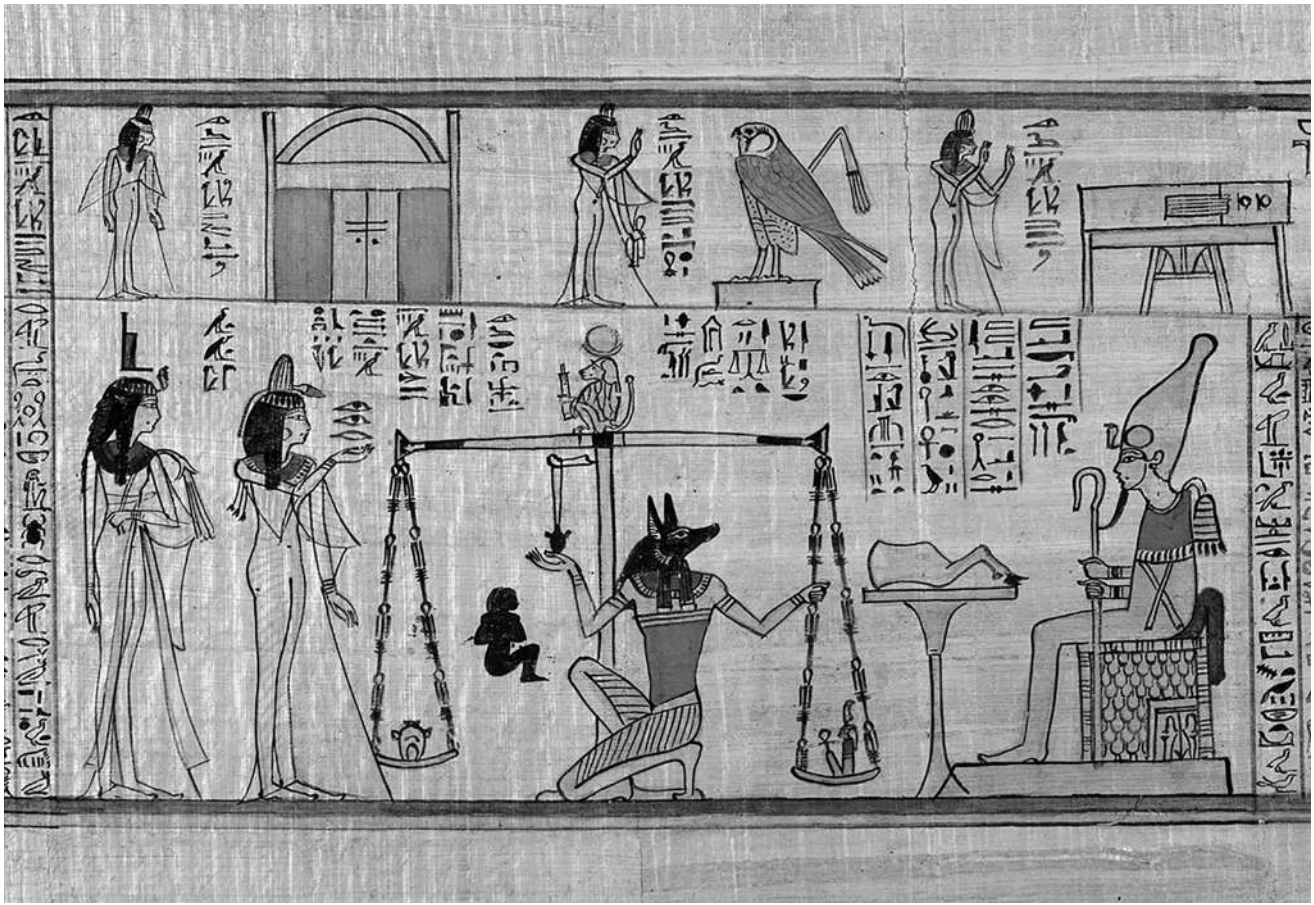
Egypt Under the Pharaohs	
Egyptian Society	
Egyptian Religion	

Pyramids and Monuments	
Hieroglyphics	
The New Kingdom	

Hatshepsut	
Akhenaten and Nefertiti	
Tutankhamun	

Ramses II and the Golden Age	
The Rise of Nubia	
Kush	

PRIMARY SOURCE C: THE WEIGHING OF THE HEART



NOTE: Go to page 42 of the Student Reader to see this source in full color.

Name _____ Date _____

Primary Source Analysis

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

SOURCE:

Chapter 3 Check for Understanding: What do objects from ancient Egypt reveal about its civilization?

[illegible]

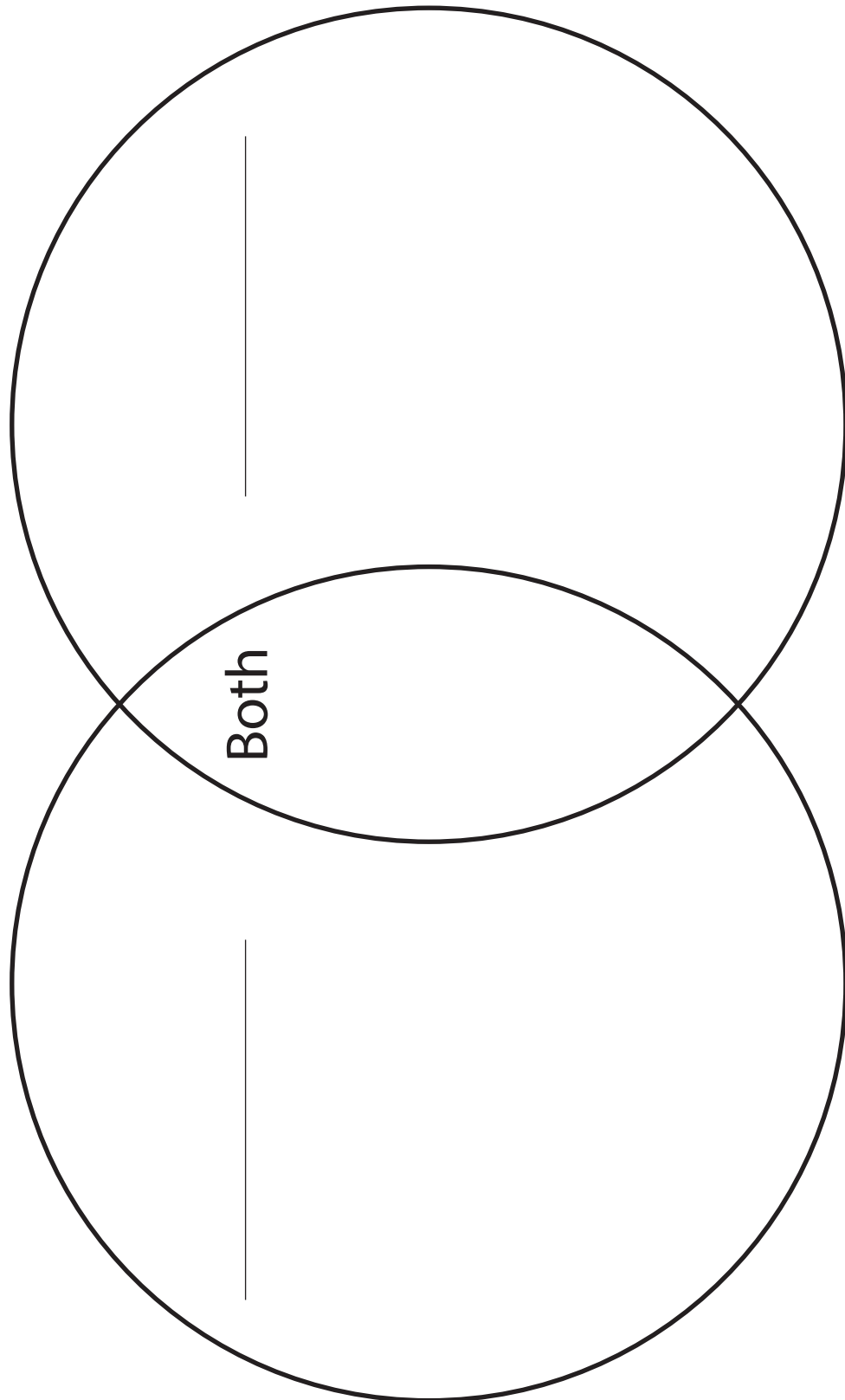
Name _____

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 |

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.

[illegible]

Name _____

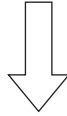
Date _____

Activity Page 1.4

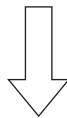
Use with Chapter 3 and Performance Task Assessment

Claims and Evidence

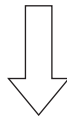
STATE THE CLAIM *What opinion or position are you defending?*



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?*

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