

# History Alive!<sup>®</sup>

## The Ancient World



## Sample Lesson

Welcome to *History Alive! The Ancient World*. This document contains everything you need to teach the sample lesson “**The Rise of Sumerian City-States.**” We invite you to use this sample lesson today to discover how the TCI Approach can make history come alive for your students.

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1. Watch a lesson demonstration
2. Learn about strategies behind the program
3. Discover the new and improved Teacher Subscription and Student Subscription

# Welcome!



**W**elcome to the second edition of *History Alive! The Ancient World*, which is a part of TCI's engaging middle school social studies series. Since the program was first released, I've been slipping into classrooms with my camera to catch the TCI Approach in action. Despite the great diversity of classes in which the images were taken—in urban and suburban settings, in mainstream and English Language Development classes, with honors and special education students—one similarity always strikes me: students are actively involved in history and having a great time.

Our goal in creating *History Alive! The Ancient World* was to engage students' multiple intelligences, connect history to their own lives, and foster critical thinking. The result has been a movement away from traditional, teacher-centered classrooms to more engaging, active social studies instruction. Improved test scores, student enthusiasm for history, and teacher renewal have followed.

I encourage you to try this sample lesson from *History Alive! The Ancient World* with your students today. And I'd love one day to receive a photo of your students in action, totally absorbed in the study of history.

Welcome to the growing TCI community of inspired, active social studies teachers!

Best,

*Bert Bower*

*TCI Founder and CEO*

# Benefits of *History Alive! The Ancient World*

*History Alive! The Ancient World* introduces students to the beginnings of the human story. As they explore the early civilizations of Egypt and the Middle East, India, China, Greece, and Rome, students discover the greatness of these ancient cultures and how they continue to influence the modern world.



**T**he TCI program promotes historical curiosity and empathy, as students step back in time to visit ancient civilizations and make connections with their current lives. For example, students

- travel with early hominids as they move from hunting and gathering to farming.
- excavate a Shang dynasty tomb to learn about this early civilization's government, social structure, art, and technology.
- tour Athens during its Golden Age.

*History Alive! The Ancient World* was created by teachers, for teachers. The program is flexible and easy to use, providing a variety of ways to meet diverse student needs and curriculum configurations. Teachers can

- modify instruction for English language learners, learners reading and writing below grade level, learners with special education needs, and advanced learners.

- support language arts instruction in the social studies curriculum with reading, writing, speaking, and listening activities, as well as Reading and Writing Toolkits.
- use Enrichment Resources to help students extend learning beyond the lessons, including biographies, literature, primary sources, Internet projects and links, and essays related to ancient world history.
- incorporate Quicker Coverage and Deeper Coverage suggestions to adjust the pace and depth of instruction.

This newest edition includes many features to make ancient world history come alive for students.

- Setting the Stage sections at the beginning of each unit orient students to the physical and human geography of what's to come.
- Geography Challenge activities complement Setting the Stage by asking students to apply both geography and critical thinking skills.
- Reading Further sections provide high-interest case studies that drill down into interesting events, concepts, and people discussed in the chapter.
- Timeline Challenge activities at the end of each unit highlight key events, people, and places and ask students to apply both chronology and critical thinking skills.

*History Alive! The Ancient World* will help you ignite your students' passion for history—and re-ignite your passion for teaching it!



# Program Contents



In *History Alive! The Ancient World*, an Essential Question organizes each chapter and its corresponding activity. By reading the Student Edition and participating in the classroom activity, students gain a deeper understanding of the content.

## Unit 1: Early Humans and the Rise of Civilization

- 1 Investigating the Past
- 2 Early Hominids
- 3 From Hunters and Gatherers to Farmers

### 4 The Rise of Sumerian City-States

- 5 Ancient Sumer
- 6 Exploring Four Empires of Mesopotamia

## Sample Lesson:

### 4 The Rise of Sumerian City-States

## Unit 2: Ancient Egypt and the Middle East

- 7 Geography and the Early Settlement of Egypt, Kush, and Canaan
- 8 The Ancient Egyptian Pharaohs
- 9 Daily Life in Ancient Egypt
- 10 The Kingdom of Kush
- 11 The Origins of Judaism
- 12 Learning About World Religions: Judaism

## Unit 3: Ancient India

- 13 Geography and the Early Settlement of India
- 14 Unlocking the Secrets of Mohenjodaro
- 15 Learning About World Religions: Hinduism
- 16 Learning About World Religions: Buddhism
- 17 The First Unification of India
- 18 The Achievements of the Gupta Empire

## Unit 4: Ancient China

- 19 Geography and the Early Settlement of China
- 20 The Shang Dynasty
- 21 Three Chinese Philosophies
- 22 The First Emperor of China
- 23 The Han Dynasty
- 24 The Silk Road

## Unit 5: Ancient Greece

- 25 Geography and the Settlement of Greece
- 26 The Rise of Democracy
- 27 Life in Two City-States: Athens and Sparta
- 28 Fighting the Persian Wars
- 29 The Golden Age of Athens
- 30 Alexander the Great and His Empire
- 31 The Legacy of Ancient Greece

## Unit 6: Ancient Rome

- 32 Geography and the Early Development of Rome
- 33 The Rise of the Roman Republic
- 34 From Republic to Empire
- 35 Daily Life in the Roman Empire
- 36 The Origins and Spread of Christianity
- 37 Learning About World Religions: Christianity
- 38 The Legacy of Rome in the Modern World



## Test-drive with a 30 Day Trial

With the Teacher Subscription, teachers can get an entire class interacting with one computer, an internet connection and a projector. Students thrive on the immediate feedback they get using the Student Subscription's Reading Challenges.

[www.teachtci.com/trial](http://www.teachtci.com/trial)



A low-angle, close-up photograph of an ancient Egyptian temple wall. The wall is covered in intricate hieroglyphs and large carved statues of pharaohs. The scene is bathed in the warm, golden light of the setting or rising sun, creating a dramatic silhouette effect. The sky is a clear, pale blue. The overall composition emphasizes the scale and historical significance of the architecture.

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## **The Ancient World**

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## Chapter 4

# The Rise of Sumerian City-States

*How did geographic challenges lead to the rise of city-states in Mesopotamia?*

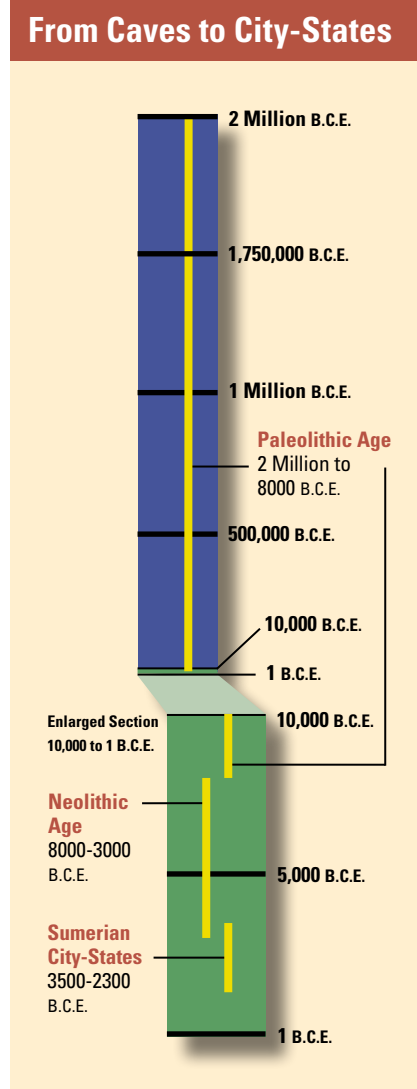
### 4.1 Introduction

In Chapter 3, you learned how people in the Fertile Crescent began farming and living in small villages. In this chapter, you'll see how small Neolithic villages grew into large, **complex** cities.

These villages were located in a land of rolling hills and low plains called Mesopotamia (meh-suh-puh-TAY-mee-uh). This land is in modern-day Iraq. *Mesopotamia* is a Greek word that means the "land between the rivers." These two main rivers of the Fertile Crescent are the Tigris (TIE-gruhs) River and the Euphrates (yuh-FRAY-teez) River. Cities first appeared in the southern part of this land.

The earliest cities in this area date back to about 3500 B.C.E. These first cities were like small, independent countries. They each had their own ruler, as well as their own farmland which provided food. Suppose that you were visiting one of these early cities. You would see a walled settlement surrounded by farmland used to supply food for the city. You would see strong city walls built of sunbaked bricks. Moats, or ditches filled with water, would surround these walls and help keep out enemies. During an attack, people living outside the city walls would flee inside for protection.

As you gazed at the city, you might wonder how it came to be built. Why didn't people in Mesopotamia go on living in small villages, as their ancestors had done for thousands of years? Why did large city-states grow in the "land between the rivers"? In this chapter, you'll find out.





**Mesopotamia** in ancient times, the geographic area located between the Tigris and Euphrates rivers

**Tigris River** one of the two largest rivers in Southwest Asia that flow from the mountains in Turkey to the Persian Gulf

**Euphrates River** one of the two largest rivers in Southwest Asia that flow from mountains in Turkey to the Persian Gulf

Geographic features such as the climate, the Zagros Mountains, and the Tigris and Euphrates rivers affected where people settled in Mesopotamia.

## 4.2 Mesopotamia: A Difficult Environment

It was not easy to live in the part of the Fertile Crescent called **Mesopotamia**. The northern part was hilly and received rain. The southern part had low plains, or flat land. The sun beat down fiercely on the plains between the **Tigris River** and the **Euphrates River**. There was little rain. The Mesopotamians were farmers, and their farms needed water. The rivers brought water to the plains in flood season, but for most of the year the soil was hard and dry.

On the plains, building **materials** were difficult to find. There were plenty of reeds (weeds that grow near rivers). But there were few trees to provide wood. Even stones were scarce. And there were few natural barriers to keep out enemies.

Mesopotamians faced four major problems as they tried to survive in this environment:

- food shortages in the hills
- an uncontrolled water supply on the plains
- difficulties in building and **maintaining** systems that provided water across village boundaries
- attacks by neighboring communities

Over time, Mesopotamians found solutions to these four problems. Let's explore how their solutions led to the building of some of the first cities in the world.





### 4.3 Food Shortages in the Hills

You learned in the last chapter that, in Neolithic times, people in some areas of the world began farming. The rolling foothills of the Zagros (ZAH-grihs) Mountains in northern Mesopotamia was one of these areas.

Mild weather and plentiful rains made the foothills a good place to farm. The wooded hills provided timber for building shelters. There were plenty of stones in the hills for toolmaking. Over several thousand years, these good conditions allowed the number of people in Mesopotamia to grow dramatically.

Then problems arose. Some historians believe that by 5000 B.C.E., farmers in the Zagros foothills did not have enough land to grow food for the increasing population. As a result, villages began to suffer from food shortages.

Below the foothills and to the south, the Euphrates and Tigris rivers ran through flat plains. The plains covered a large area of land, and few people lived there. During most of the year, the land was very hard and dry. And the plains lacked trees and stones for making shelters and tools.

Yet, the plains held promise, too. In the spring, both of the rivers flooded, bringing precious water to the land. Perhaps farms could be successful there.

Driven by the need to grow food, people moved out of the foothills and onto the plains. This region became known as **Sumer** (SOO-mer), and its people, the Sumerians.

The Zagros foothills were an ideal place to farm.

**Sumer** an area in southern Mesopotamia, where cities first appeared



The Euphrates is the longest river in Southwest Asia.



#### 4.4 Uncontrolled Water Supply in the River Valley

The farmers who moved to Sumer faced many challenges. One of the biggest problems was the uncontrolled water supply.

During the spring, rain and melted snow from the mountains flowed into the Tigris and Euphrates rivers, causing them to flood across the plains. But no one could be sure exactly when the floods would come. If it happened after farmers planted their crops, the young plants would be washed away.

For much of the rest of the year, the sunbaked soil was dry and hard as stone. Hot, strong winds blew thick **layers** of dust across the ground.

Faced with such dramatic seasonal changes, farmers had to constantly struggle to raise crops. They had either too little or too much water. To grow food, they needed a way to control the water so they would have a reliable water supply all year round.

Therefore, Sumerian farmers began to create **irrigation** systems for their fields. They built **levees** along the sides of the river to prevent flooding. When the land was dry, the farmers poked holes in the levees. The water flowed through the holes and into the thirsty fields.

Over time, the Sumerians learned other ways to control the supply of water. They dug canals to shape the paths the water took. They also constructed dams along the river to block the water and force it to collect in pools they had built. These pools, or reservoirs, stored the water for later use.

**irrigation** a means of supplying land with water

**levee** a wall of earth built to prevent a river from flooding its banks

## 4.5 Building and Maintaining a Complex Irrigation System

Irrigation systems provided enough water for Sumerian farmers to grow plenty of food. But a new problem arose: how to maintain the irrigation system across village boundaries.

The irrigation system passed through a number of villages as it carried water from the river to the fields. The system needed constant care and repair. Canals became clogged with **silt**, so farmers had to clean them regularly. One clogged canal could disrupt the entire system.

Since villages were connected for miles around by these canals, farmers could no longer live apart, or in small groups. They had to work together for the common good.

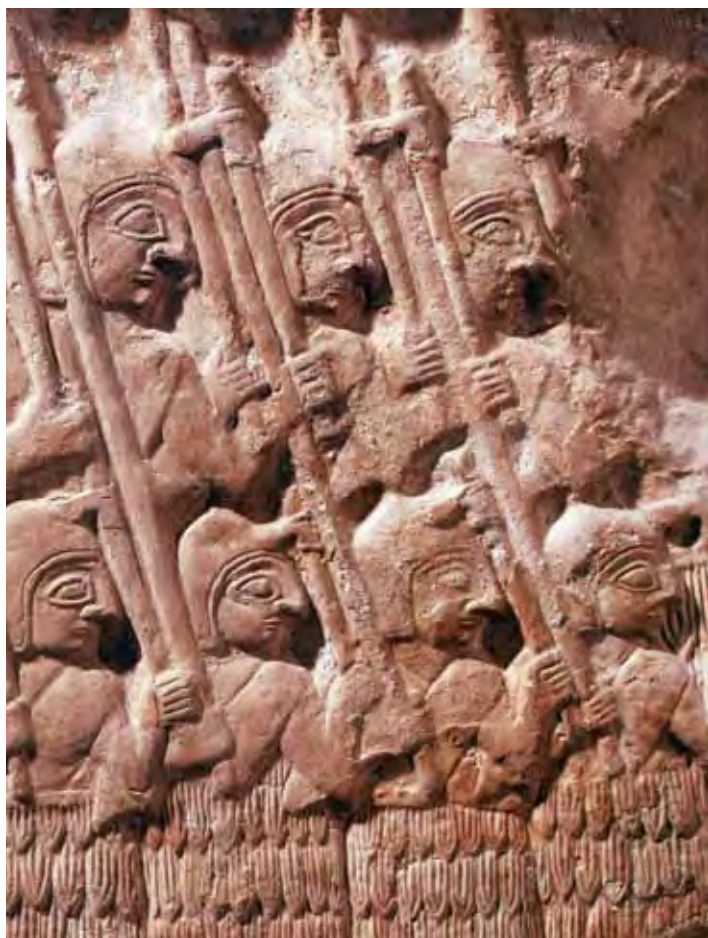
Gradually, villages came to depend on one another to build and maintain this complex irrigation system. People who lived in different villages may have worked together to clear the silt from the canals to keep them open. Workers may have scooped water from one reservoir into another to ensure that water levels were balanced. As the Sumerians worked together, they began to create larger communities. Between 3500 and 3000 B.C.E., villages grew into towns. Some towns in Sumer became cities with populations as large as several thousand people.

**silt** fine particles of rock

The Euphrates River still irrigates fields in Iraq today.







## 4.6 Attacks by Neighboring Communities

As Sumerian cities grew, they fought over the right to use more water. Sometimes, people in cities located upriver (closer to where the river begins) built new canals or blocked other cities' canals. In this way, they kept water from reaching the cities that were downriver (farther from where the river begins). **Disputes** over water became so intense that they often led to bloodshed.

The Sumerians looked for ways to protect their cities from neighboring communities. The plains provided no natural barriers. There were no mountain ranges or rushing rivers to keep out enemies. The Sumerians began to build strong walls around their cities. They constructed the walls out of mud bricks that were baked in the sun until hard. The Sumerians also dug moats outside city walls to help prevent enemies from

A stele (STEE-lee) is an upright slab of stone inscribed with letters and pictures to depict important events. This part of the Stele of the Vultures, which was found in Iraq, shows an attacking army.

entering their cities. Most people lived in houses within the walled cities, but the farms lay outside. In case of attack, farmers fled the fields for safety inside the city walls.

The walled cities of Sumer were like independent countries. Historians call them **city-states**. By about 3000 B.C.E., most Sumerians lived in city-states.

## 4.7 From Small Farming Villages to Large City-States

As you've seen, beginning around 3500 B.C.E., the Sumerians progressed from living in small farming villages to building large, walled cities. How and why did this happen? The answer lies not only in the problems the Sumerians faced, but also in their solutions. A basic challenge for any group of people is how to provide food for itself. Food shortages had forced settlers in Mesopotamia to move from the foothills down to the river valley. There, farmers faced the problem of having either too much water or too little.

**city-state** an early city that was like a small, independent country with its own laws and government



To control the water supply, Sumerians built a complex irrigation system. The system crossed village boundaries, so the Sumerians had to cooperate with one another. This led them to live in larger communities—the first cities.

These city-states were like independent countries. Often, they fought with one another. To defend themselves, the Sumerians built walls and dug moats around their cities. By 3000 B.C.E., the solutions to the challenges faced by the Sumerians had transformed Sumerian farming villages into walled city-states.

A Sumerian city-state was like a tiny country. Its surrounding walls helped protect the city against enemies.

## Chapter Summary

**In this chapter, you have learned how geographic challenges led to the rise of city-states in Mesopotamia.**

**Food Shortages in the Hills** A shortage of food forced people to move from the foothills of the Zagros Mountains to the plains between the Tigris and Euphrates rivers. This plains area became Sumer.

**Controlling Water Supply on the Plains** Farmers in Sumer faced times of flooding and drought. They built irrigation systems to create a steady water supply. Maintaining these complex systems required cooperation among villages.

**From Farming Villages to City-States** As villages grew into towns and cities, some became large city-states with protective walls around them.



## Reading Further



British archaeologist Leonard Woolley worked like a real-life detective to reveal the secrets of the ancient city of Ur.

### Detecting the Past: Clues from Archaeology

**Suppose that you are standing in the desert, southwest of the present-day city of Baghdad in Iraq. In the distance to the east, you see the Euphrates River. To the west are miles of desert. You then notice that scattered on the ground are small mounds of dirt. What could have made these mounds?**

Leonard Woolley asked that same question in 1922 when he began excavating the ancient city of Ur in Mesopotamia. Woolley was a British archaeologist who had been trained to work much like a detective. His excavations and discoveries in Mesopotamia, between 1922 and 1934, tell a real-life detective story.

For an archaeologist working in the early 1900s, Woolley's approach was unusually careful and scientific. Many archaeologists of that time viewed research as an adventure, not as a science. They often dug up sites to search for treasure, more than to gain knowledge. They made little effort to preserve the sites or to prevent them from being damaged. These archaeologists often handed over artifacts to museums and private collectors in exchange for fame and money.

Woolley, on the other hand, wrote that his goal was "to get history, not to fill museum cases, . . . and [that] history could not be got unless both we and our men were duly trained." Therefore, he excavated using a basic plan. In this way, he preserved each clue that might help him understand life at Ur.

By the time he arrived at Ur, Woolley had already studied what others before him had found there. He knew where an ancient temple had once stood, who had built it, and when the construction had begun and ended. But, most important, Woolley knew that the city in which the temple had stood was called Ur, and its people, the Sumerians.

#### Woolley and His Team Begin

In general, archaeologists work in three stages. Woolley had just completed the first stage—Learn and Plan. He was now ready to begin the second stage—Dig and Discover. "The first thing that I did," he wrote in 1922, "was to dig trial trenches . . . [to] give us some idea of the layout of the city."



The ziggurat, or temple area, of Ur rises from the ruins of the ancient city. Woolley carried out excavations of Ur from 1922 to 1934.

Woolley dug deep trenches to discover how many generations of people had lived at Ur. He and his team examined each stratum, or layer of earth, from the top to the bottom of the trench.

When Woolley went down into the first trench, he found mud-brick buildings at the shallowest, or most recent, layer. Slowly, he uncovered layer after layer, moving back in time. At one point, the remains of the brick buildings disappeared. Next, he found reed huts.

Excited by these early discoveries, the team continued to dig in and around Ur. Each object, no matter how small, was considered important. As the team uncovered each layer of a trench, workers sifted the dirt. Others kept records of where objects were found. These artifacts were labeled and packed carefully in boxes.

### More Discoveries

During the first four seasons, team members reached the bottom of the ziggurat, or temple area. They also explored other places. Slowly, one discovery at a time, a picture of Sumerian farming life came together. The evidence showed that the Sumerians used stone hoes to raise grain. They used grinding stones to grind the grain into flour, which they used to make bread.

In addition to these discoveries, the team found plaster made with cow dung, which the Sumerians used to build their houses. Also found was a statue of a pig, indicating to the team that the Sumerians had other farm animals.





This is one of the deep pits Woolley and his team dug at Ur. Woolley is one of the figures at the very bottom. His staff is standing along the steps and around the edge at the top. Shown below is a game-board discovered by Woolley and his team.



The workers uncovered fish bones and the sinkers used to drop fishing nets to the river bottom. They discovered a clay model of a boat, similar to one that Iraqis were still using in Woolley's time. This indicated that the Sumerians ate fish and made nets to catch them. Finally, the team found parts of a weaving loom, showing that the people of Ur knew how to make cloth.

### Woolley's Most Famous Discovery

In their fifth season, Woolley and his team started to excavate their most famous discovery—a graveyard. They uncovered more than 1,850 burial sites. Most of the burials dated from about 2600 to 2500 B.C.E. The burial techniques were simple. Bodies were wrapped in reed mats or put in clay coffins in small pits. This discovery made headlines all over the world. It was the first time that so many artifacts, including jewelry and weapons, had been found in Mesopotamia.

But the biggest discovery was yet to come. Woolley and his team uncovered graves that contained great riches—the Royal Tombs of Ur. These tombs sometimes had more than one room and contained many bodies surrounded by valuable objects. What Woolley found here would lead him to ask intriguing questions and to find startling answers.

What did the tombs reveal? Woolley was able to identify the bodies buried in two of the graves. Near the bodies, writing was found on clay cylinder seals: “Mesdalandug lugal,” or king, and “Puabi nin,” or queen. These burials had been grander. The bodies were discovered in rooms in deep holes. The chambers were built of stone and had domed ceilings. The remains of jewelry, musical instruments, chariots, games, tools and weapons, and cups and jugs led the archaeologists to reach an interesting conclusion: the Sumerians must have believed in an afterlife. These were objects the deceased would need in the afterlife.

The team also uncovered ramps that led down into the tombs. All along the ramp and around the tomb were many other bodies. Woolley wondered why all these bodies were there. They were lined up as if the people had all gone to sleep. There were broken cups by their sides. He reached a surprising conclusion. It was likely that these people had deliberately taken poison. They likely expected to go with their king or queen into the next life.

## What Happened After the Expedition?

Back home, Woolley and the team would complete the final stage of their work—Preserve, Reconstruct, and Interpret. They had already packed and shipped artifacts back to museums. There, scientists would study, preserve, or reconstruct them, if necessary.

What exactly would expensive jewelry from 4,500 years ago look like? One such puzzle was Queen Puabi's headdress and jewelry. When the items were uncovered, they were lying on the ground in pieces. They were made of gold, with lapis lazuli and carnelian beads as decoration.

First, the team photographed the jewelry and recorded exactly where each piece had been found in relation to the others. Then, the workers put them in boxes. Back in the lab, archaeologists pieced together the headdress. Team members also reassembled the queen's necklaces and large hoop earrings.

## Woolley's Legacy

The final step in an expedition is figuring out how to fit all the clues together. Woolley finished his work at Ur in 1934. For the rest of his life, he wrote about what he had discovered at the site and what he had learned.

Here are Woolley's major contributions toward our understanding of Sumerian life: The Sumerians were farmers and fishermen. They dug canals and irrigated their fields. They raised animals. They ground grain to make bread. They made cloth. They even took time to make statues of animals. They lived in plastered reed huts and, later, in mud-brick buildings.

In addition, Woolley discovered clues that told him that the Sumerians believed in an afterlife and were willing to die for their king or queen. They used a writing system, called cuneiform, to identify kings, conduct business, and describe Sumerian life. They also created works of art and music.

Leonard Woolley set the stage for careful and scientific theories about Mesopotamia that later archaeologists would further investigate and build on. In the 1960s and 1970s, the Iraqi government used Woolley's research to reconstruct the Ur ziggurat. Woolley would likely have appreciated that. He truly believed that present and future generations would better understand who they were by knowing who had come before.



Woolley's most important find was the grave of Queen Puabi. His team found the remains of her body. The top picture shows the gold headdress she was wearing, just as it was when discovered in her grave. The bottom picture shows the reconstructed headdress.



## 4

# The Rise of Sumerian City-States

## ***How did geographic challenges lead to the rise of city-states in Mesopotamia?***

### **Overview**

In a Response Group activity, students learn how responses to geographic challenges resulted in the formation of complex Sumerian city-states.

### **Objectives**

In the course of reading this chapter and participating in the classroom activity, students will

#### *Social Studies*

- describe the location and physical setting of Mesopotamia, including the Tigris and Euphrates river system.
- analyze geographic problems affecting ancient Mesopotamians and evaluate potential solutions.
- describe how Mesopotamians modified their physical environment to solve geographic problems.
- explain how the development of agricultural techniques, such as irrigation systems, led to the emergence of Sumerian city-states.

#### *Language Arts*

- support opinions with detailed evidence and with visual or media displays that use appropriate technology.
- deliver presentations on problems and solutions that establish connections between the defined problem and at least one solution and that offer persuasive evidence to validate the proposed solution(s).

### **Social Studies Vocabulary**

**Key Content Terms** Mesopotamia, Tigris River, Euphrates River, Sumer, irrigation, levee, silt, city-state

**Academic Vocabulary** complex, material, maintain, layer, dispute

### **Materials**

*History Alive!*

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Interactive Student Notebooks

Visuals 4A–4D

CD Tracks 2–5

Lesson Masters

- Vocabulary Development handout (1 per student, on colored paper)

poster paper (2 sheets per group of 3)

colored pencils or markers

Activity	Suggested Time	Materials
<b>Preview</b>	10 minutes	<ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> </ul>
<b>Vocabulary Development</b>	30–40 minutes	<ul style="list-style-type: none"> <li><i>History Alive! The Ancient World</i></li> <li>Interactive Student Notebooks</li> <li>Vocabulary Development handout</li> </ul>
<b>Response Group</b>	140 minutes (2–3 regular periods) (1.5 block periods)	<ul style="list-style-type: none"> <li><i>History Alive! The Ancient World</i></li> <li>Interactive Student Notebooks</li> <li>Visuals 4A–4D</li> <li>CD Tracks 2–5</li> <li>poster paper (2 sheets per group of 3)</li> <li>colored pencils or markers</li> </ul>
<b>Processing</b>	20 minutes	<ul style="list-style-type: none"> <li>Interactive Student Notebooks</li> </ul>
<b>Assessment</b>	40 minutes	<ul style="list-style-type: none"> <li>Chapter 4 Assessment</li> </ul>

## Preview

- 1 **Have students complete the Preview activity for Chapter 4 in their Interactive Student Notebooks.** Students think of a problem or challenge they faced, and describe what they did to solve it.
- 2 **Have students share their answers in pairs or as a class.**
- 3 **Explain the connection between the Preview activity and Chapter 4.** Tell students that the people of ancient Mesopotamia also faced challenges. Just as students had to come up with ways to solve their problems in the Preview, the people of Mesopotamia had to come up with solutions for their problems. In this chapter, students will learn about four geographic challenges that Mesopotamians faced and discover how the solutions to these problems transformed Neolithic farming villages into complex Sumerian city-states.

## Vocabulary Development

- 1 **Introduce the Key Content Terms.** Have students locate the Key Content Terms for the chapter in their Interactive Student Notebooks. These are important terms that will help them understand the main ideas of the chapter. Ask volunteers to identify any familiar terms and how they might be used in a sentence.
- 2 **Have students complete a Vocabulary Development handout.** Give each student a copy of the Vocabulary Development handout of your choice from the Reading Toolkit at the back of the Lesson Masters. These handouts provide extra Key Content Term practice and support, depending on your students' needs. Review the completed handout by asking volunteers to share one answer for each term.

### Vocabulary Development: Foreign Words in English

Remind students that English contains many words from foreign languages, and note that *levee* is one of them. Have students use a dictionary to find the language that gave us *levee* (Old French) and its meaning in that language ("to raise"). Help them relate the original meaning of the word to the meaning used in this chapter.

## Reading

- 1 **Introduce the Essential Question and have students read Section 4.1.** Afterward, have students use information from the section and from the chapter opener image to propose some possible answers to the Essential Question: *How did geographic challenges lead to the rise of city-states in Mesopotamia?*
- 2 **Have students complete the Reading Notes for Chapter 4.** Assign Sections 4.2 to 4.7 during the activity, as indicated in the procedures that follow. Remind students to use the Key Content Terms where appropriate as they complete their Reading Notes.

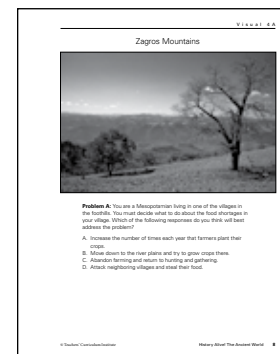


## Response Group

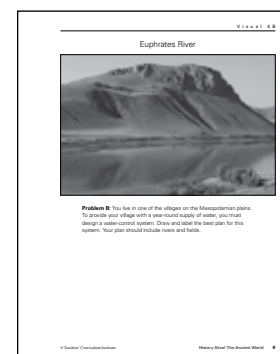
- Place students in groups of three and introduce the activity.** Tell students that they will take on the roles of ancient Mesopotamians facing a series of problems. For each problem, students will learn about the issue, propose a solution, and then read to find out how Mesopotamians responded to the problem.
- Have students read Section 4.2 and complete the corresponding Reading Notes in their Interactive Student Notebooks.** Tell students that they will learn important information about the environment of Mesopotamia that will help them in their roles as ancient Mesopotamians. Use Guide to Reading Notes 4 to review the answers as a class. (**Note:** Students may struggle with the various proper names for this region. Consider using the map in Section 4.2 to explain the relative locations of the Fertile Crescent, Mesopotamia, Sumer, and Ur.)
- Have students take on roles as Neolithic farmers.** Project *Visual 4A: Zagros Mountains* and play CD Track 2, “Problem A: Food Shortages in the Hills.” Tell students to take the roles of members of Neolithic farm families sitting around the dinner table. Their stomachs are growling, and it has just been announced that dinner has been canceled. Have students listen to the recording. Then review the details of the problem as described on the visual.
- Have groups discuss possible solutions to Problem A.** Encourage students to examine the image closely and use the information from the recording to discuss the four options listed. Group members should choose the option they think will best solve the food shortage and prepare to justify their choice with two reasons. Allow groups adequate time to discuss and jot down their ideas.
- Appoint a Presenter for each group, and have groups share their answers.** Ask Presenters to share with the class their group’s solution to Problem A. Encourage them to point out details from Visual 4A that support their group’s answers. (**Note:** If groups choose a variety of different solutions, consider holding a class debate and then a vote to decide what to do. If all groups choose the same solution, encourage each group to come up with a unique reason for either why group members chose that option or why they rejected another option.)
- Have students read Section 4.3 and complete the corresponding Reading Notes.** Clarify any questions students may have about the reading.
- Repeat Steps 3–6 for Problems B–D. Make these modifications:**

### Problem B: Uncontrolled Water Supply in the River Valley

- Project *Visual 4B: Euphrates River* and play CD Track 3, “Problem B: Uncontrolled Water Supply in the River Valley.” While students listen to the recording, have them picture themselves standing ankle deep in water and staring out at flooded fields.



Visual 4A



Visual 4B

- Have groups discuss possible solutions to Problem B. Distribute poster paper on which student groups will draw their water-control systems. Give groups a limited amount of time, about 5 to 15 minutes, to complete their designs.
- Rotate the role of Presenter to a new student.
- Ask the first group's Presenter to share the group's plan for a water-control system. Ask all subsequent groups to share one aspect of their design that is similar to or different from that of any previous group.
- After the discussion, have students read Section 4.4 and complete the corresponding Reading Notes.

### Problem C: Building and Maintaining a Complex Irrigation System

- Project *Visual 4C: Irrigation Canal near the Euphrates River* and play CD Track 4, "Problem C: Building and Maintaining a Complex Irrigation System." While students listen to the recording, have them picture themselves standing in an irrigation canal, holding shovels, under the hot sun.
- Follow the procedure for Problem A, having students conclude by reading Section 4.5 and completing the corresponding Reading Notes.

### Problem D: Attacks by Neighboring Communities

- Project *Visual 4D: An Attacking Army* and play CD Track 5, "Problem D: Attacks by Neighboring Communities." While students listen to the recording, have them picture themselves holding weapons (spears or swords) and peering out the windows of their homes.
- Follow the procedure for Problem B, having students conclude by reading Section 4.6 and completing the corresponding Reading Notes.

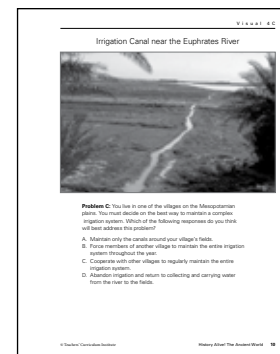
**8 Have students read Section 4.7 and complete the corresponding Reading Notes.** Tell students to first complete the flowchart on their own, and then check with their group to verify that their answers are correct.

**9 Wrap up the activity with a class discussion.** Ask students,

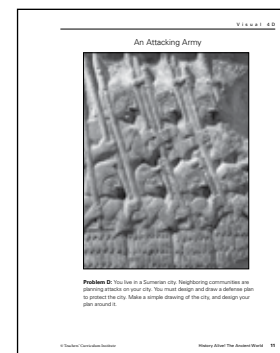
- What major problems did Mesopotamians face?
- How did Mesopotamians modify their environment to solve these problems?
- How did geographic challenges eventually lead to the rise of city-states?

## Processing

Have students complete the Processing activity on a separate sheet of paper. Students create a real estate advertisement encouraging people to move to one of the Sumerian city-states.



Visual 4C



Visual 4D

## Quicker Coverage

**Simplify the Preview Activity** Require that students write about their problems and solutions, but forgo the illustration part of the activity.

**Omit the Response Group for Problem C** After students have completed their Reading Notes for Section 4.4, talk students through Problem C, rather than have groups discuss and present. Ask, *What problems might occur when irrigation systems pass through many different villages?* Have students read the first two paragraphs of Section 4.5 and then complete the “Problem” box of their Reading Notes. Tell students that Sumerian villages now had to work together. Use Guide to Reading Notes 4 to complete the “Solution” box as a class.

**Change the Processing** Rather than have students create real estate advertisements, have students answer the following question in a well-written paragraph: *How did geographic challenges lead to the rise of city-states in Mesopotamia?* Before students begin writing their responses, encourage them to review their Reading Notes, especially the flowchart for Section 4.7.

## Deeper Coverage

**Create an “Irrigation Treaty”** After students have read Section 4.5, have the class work together to create a treaty that clearly explains the following:

- why different villages must cooperate to maintain the irrigation system
- two specific actions that all villages will take to maintain the system

Have a representative from each of the groups of three students that are working on the activity together sign the treaty and then lead the class in a round of applause for successfully drafting a treaty to solve this problem.

**Enhance the Processing** Challenge students to tailor their advertisements to entice people to move to one specific Sumerian city-state. Have students research one of the city-states on the map in Chapter 4. Then tell them to include in their advertisements at least two pieces of information unique to their city-state.



## Detecting the Past: Clues from Archaeology

- 1 Discuss why archaeologists study artifacts.** Remind students that artifacts are objects made and used by people in the past. Archaeologists can learn about a society by examining artifacts.
- 2 Draw a three-column chart on the board to show the three stages of an archaeologist's work.** Write these headings at the top of the columns: "Learn and Plan"; "Dig and Discover"; and "Preserve, Reconstruct, and Interpret." Say, *These are three general stages archaeologists use to do their work. First, they learn about the history of a site and then plan their own excavation. Next, they carefully dig, following their plan. Finally, they preserve, reconstruct, and interpret the artifacts.* Title the chart, "Woolley's Work at Ur."
- 3 Have students read the Chapter 4 Reading Further in the Student Edition.** Ask, *What had Woolley already learned by the time he arrived at the site?* (Woolley had learned about the construction of a temple at the site, in what was once a part of the ancient city of Ur.) Have a volunteer enter this information in the first column of the chart.
- 4 Have student groups copy and complete the chart about Woolley's work at Ur.** Form student groups of three to four members. Have each group choose a Recorder and a Spokesperson. The Recorder should copy the chart from the board. Then group members should work together to complete the chart, using information they learned from Reading Further 4. The Recorder should enter the information in the appropriate column.
- 5 When groups have completed their charts, have each Spokesperson share his or her group's chart entries.** Begin with the first stage, "Learn and Plan." Have each Spokesperson share what his or her group placed in this column of their chart. A volunteer from each group should add this information under "Learn and Plan" on the board chart. Compare and contrast all groups' answers as a class. Repeat this process for the columns titled "Dig and Discover" and "Preserve, Reconstruct, and Interpret."
- 6 Have students complete the Chapter 4 Reading Further in their Interactive Student Notebooks.** Have volunteers share their ideas about what an archaeologist in the future might conclude about our society and about the lives of students from artifacts the scientists might uncover. Ask the class to discuss how accurate each volunteer's conclusions are. Discuss how artifacts can answer questions, and also how these answers can change when new information is discovered.

## English Language Learners

**Scaffold the Activity** After students listen to the CD track for each Mesopotamian problem, allow groups time to choose a solution, write down reasons for their choice, and rehearse their explanations. Then have each group stand and share their reasons. After the presentations, explain the solutions Mesopotamians came up with, showing visuals if possible. Allow students to ask clarifying questions, and then have them read and complete their Reading Notes.

**Provide Sample Real Estate Advertisements** Before students complete the Processing activity, show them an example of a real estate advertisement. Have students compare the example with the Processing instructions. Ask students whether the sample contains all the assignment requirements. Encourage students to brainstorm ways the sample could be improved.

## Learners Reading and Writing Below Grade Level

**Break Up the Reading** For Section 4.2, have students read the first two paragraphs and complete the corresponding Reading Notes. Debrief as a class. Summarize aloud the bullet points in the third paragraph of Section 4.2. Then tell students that, during the activity, they will learn more about the problems Mesopotamians faced. For Sections 4.3 to 4.6, have students read the first few paragraphs in each section and then turn to the Reading Notes to complete the prompts in the “Problem” boxes. Debrief as a class. Have students finish reading each section in their books and then turn to the Reading Notes to complete the prompts in the “Solution” boxes. For Section 4.7, create an overhead transparency of the flowchart and model the Reading Notes. Read aloud the first paragraph of Section 4.7 in the student book. Tell students that the flowchart will help answer the Essential Question: *How did geographic challenges lead to the rise of city-states in Mesopotamia?* Read aloud the first two sentences of the second paragraph and fill in the first two boxes of the flowchart as a class. Then tell students to finish reading Section 4.7 and complete the rest of the flowchart.

## Learners with Special Education Needs

**Support the Response Group** Consider creating a transcript of CD Tracks 2–5, which present the Mesopotamian problems. Give students the transcript to study before brainstorming their solutions. For Problems B and D, display starting images that can be embellished as students create their irrigation system and defense system. For Problem B, provide a sketch of a simple village, with fields and a river running along one side of the village. Students will then determine how to transport water from the river to all the fields. For Problem D, provide a sketch of a group of houses, with a number of farms circling the houses. Students will then determine how best to defend their city-state. Consider allowing two students to share the role of Presenter.

**Provide Reading Notes Assistance** Use Guide to Reading Notes 4 to give students the answers to the written questions for Sections 4.2 to 4.6. For Section 4.2, students will circle and explain the geographic characteristic that might pose the biggest challenge to people living in Mesopotamia. For Sections 4.3 to 4.6, students will create pictures for each problem and solution, using the provided summaries for guidance. For Section 4.7, create an overhead transparency of the Reading Notes and fill in the flowchart as a class.

## Advanced Learners

**Offer an Alternative Processing** Offer a written essay assignment as an alternative to the Processing activity. Ask students to suppose that a group of Sumerian citizens is very upset by the decision to build walls and moats around their cities. The group feels that this system will be too costly to build and maintain. Also, these citizens do not like the idea of being isolated from the nearby farms and animals. Have students write an essay in which they argue for the necessity of these walls. In their essay, they should define the problem clearly (give the reasons the walls are needed) and propose a solution.

## Enrichment Resources

Find out more about the rise of Sumerian city-states by exploring the following Enrichment Resources for *History Alive! The Ancient World* at [www.teachinci.com](http://www.teachinci.com).

**Enrichment Readings** These in-depth readings encourage students to explore selected topics related to the chapter. You may also find readings that relate the chapter's content directly to your state's curriculum.

**Internet Connections** The recommended Web sites provide useful and engaging content that reinforces skills development and mastery of subjects within the chapter.

## Literature Recommendations

The following books offer opportunities to extend the content in this chapter.

*Sumer: Cities of Eden* by the editors of Time-Life Books (Alexandria, VA: Time-Life, 1993)

*The Sumerians (History Opens Windows)* by Jane Shuter (Chicago, IL: Heinemann Library, 2008)

*Ancient Agriculture: From Foraging to Farming* by Michael Woods and Mary B. Woods (Minneapolis: Runestone Press, 2000)



## Section 4.2

Possible answers: hilly and received rain (northern part), low plains with little rain (southern part), rivers sometimes flood, soil was hard and dry most of the year, few trees, few stones, few natural barriers.

Answers will vary, but students should justify the characteristic they circle by explaining why it would pose a challenge to people living in Mesopotamia.

## Section 4.3

### Problem

1. The advantages of living in the foothills included mild weather, plentiful rains, wood for shelters, and stones for toolmaking.
2. Pictures will vary but should show that there were food shortages in the foothills caused by increasing populations.

### Solution

1. Farmers moved from the foothills to the plains of Sumer, near the Tigris and Euphrates rivers.
2. Pictures will vary but should show Mesopotamians moving south from the mountains to the plains.
3. The Sumerians were an ancient people who lived in Sumer, the plains region of southern Mesopotamia.

## Section 4.4

### Problem

1. During the spring, the Tigris and Euphrates rivers flooded the plains. For the rest of the year, Sumer was hot, dry, and windy.
2. Farmers had either too much water or not enough. They had no way to control the water supply.
3. Pictures will vary but should show frustrated farmers with their fields either flooded or too dry.

### Solution

1. The Sumerians controlled the water supply by building an irrigation system.
2. Pictures will vary but should show levees preventing flooding and holes in the levees allowing water to flow to the fields.

3. The Sumerians also controlled the water supply by digging canals and constructing dams and reservoirs.

## Section 4.5

### Problem

1. Sumerian farmers had to maintain the irrigation system across village boundaries.
2. Pictures will vary but should show canals becoming clogged with silt.

### Solution

1. Sumerian farmers had to work together for the common good to maintain the irrigation system.
2. Pictures will vary but should show workers clearing silt from canals and balancing reservoir water levels.
3. The Sumerians began to live in larger towns and cities.

## Section 4.6

### Problem

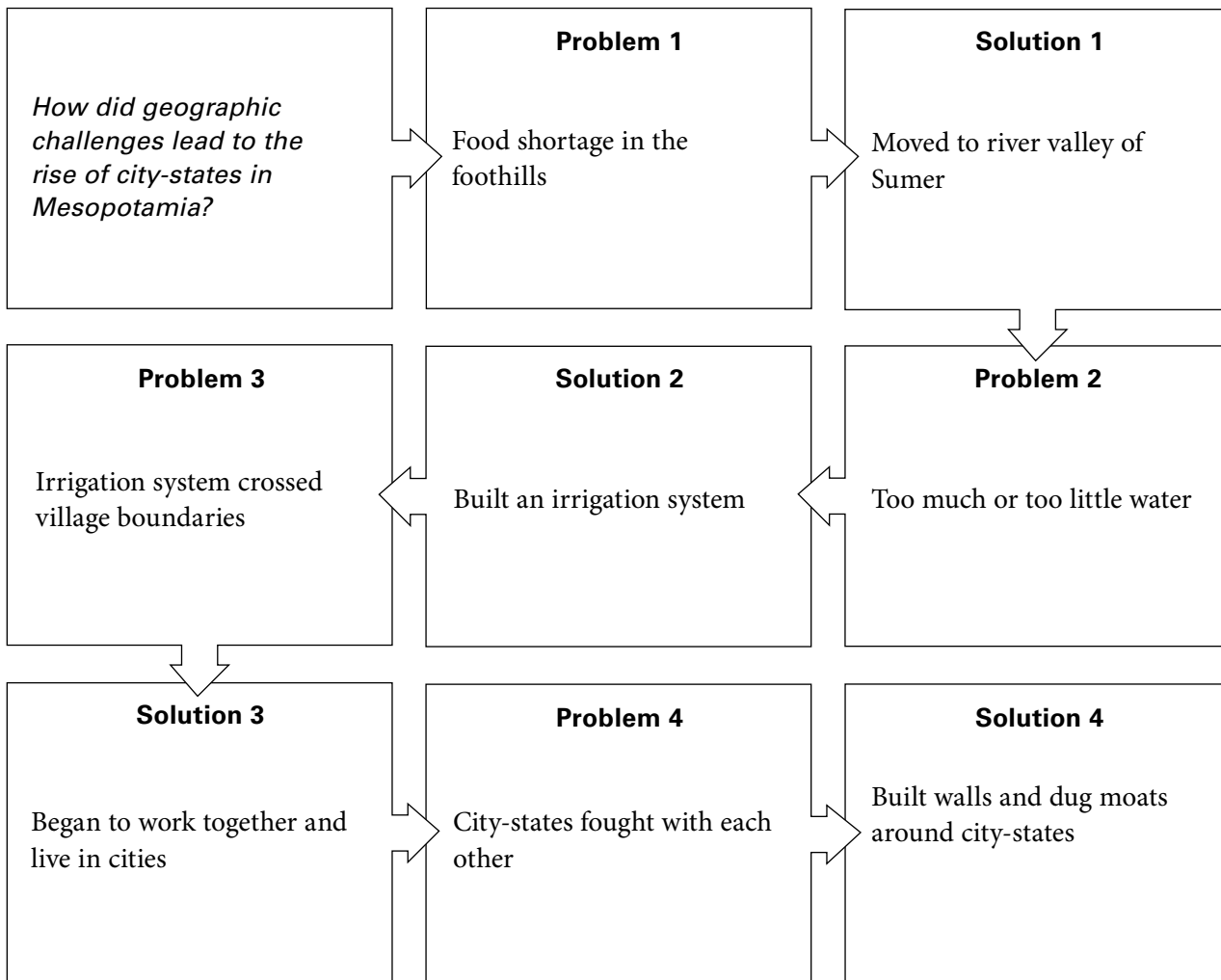
1. Pictures will vary but should show Sumerian cities fighting over the right to use water.
2. There were no natural geographic barriers (such as mountains and rivers) in the plains of Sumer.

### Solution

1. The Sumerians built walls and moats around their cities.
2. Pictures will vary but should show a walled city of houses, surrounded by a moat, with farms outside the city.
3. The cities of Sumer are called city-states because they were like independent countries.

## Section 4.7

Possible answer:



# Assessment

**To protect the integrity of assessment questions, this feature has been removed from the sample lesson.**

These videos will help you learn more about our print and online assessment tools.

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[Creating Printable Assessments \(2:33 min\)](#)

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[Creating Online Assessments \(2:25 min\)](#)

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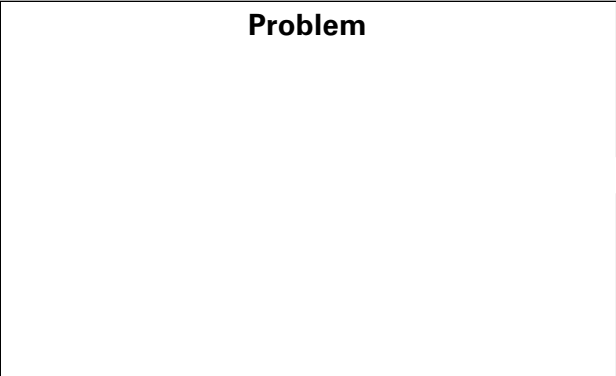
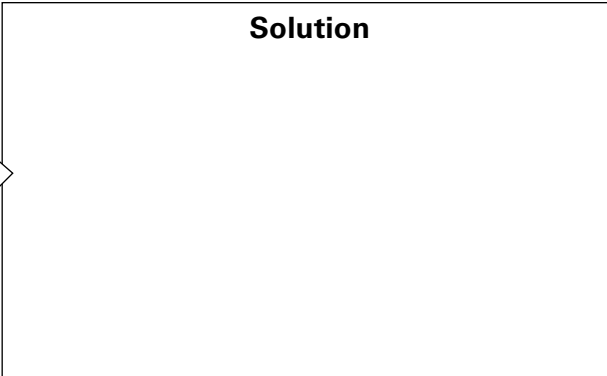
# The Rise of Sumerian City-States

## 4

***How did geographic challenges lead to the rise of city-states in Mesopotamia?***

### PREVIEW

Think of a recent problem or challenge that you faced, and what you did to solve it. In the “Problem” box in the flowchart below, draw a simple illustration of the problem or challenge. Also in that box, write a one-sentence summary of the problem. In the “Solution” box, draw a simple illustration to show how you solved the problem. Also write one sentence describing the solution.

Problem	Solution
	

### READING NOTES

#### Key Content Terms

As you complete the Reading Notes, use these terms in your answers.

Mesopotamia	Euphrates River	irrigation	silt
Tigris River	Sumer	levee	city-state

#### Section 4.2

List five words or phrases that characterize the geography of Mesopotamia. Circle the one characteristic that might pose the biggest challenge to people living there. In a complete sentence, explain why you chose this characteristic.

## Section 4.3

Use complete sentences to answer the questions in the flowchart.

Problem	Solution
1. What were some advantages of living in the foothills of the Zagros Mountains?	1. How did farmers living in the foothills solve the food shortage?
2. Draw and label a simple picture showing the problem that occurred around 5000 B.C.E.	2. Draw and label a simple picture showing Mesopotamians' solution to the food shortage.
	3. Who were the Sumerians?

**Section 4.4**

Use complete sentences to answer the questions in the flowchart.

**Problem**

1. Describe the seasonal weather changes in Sumer.
2. Why was it difficult to raise crops in Sumer?
3. Draw and label a simple picture showing the problem caused by an uncontrolled water supply.

**Solution**

1. How did the Sumerians solve the problem of an uncontrolled water supply?
2. Draw and label a simple picture showing a Sumerian irrigation system.
3. In what other ways did the Sumerians control the water supply?



**Section 4.5**

Use complete sentences to answer the questions in the flowchart.

<b>Problem</b>	<b>Solution</b>
1. What new problem occurred after Sumerian farmers created irrigation systems?	1. Why could Sumerian farmers no longer live apart, or in small groups?
2. Draw and label a simple picture showing what could happen to an irrigation system that was not maintained.	2. Draw and label a simple picture showing how the Sumerians kept their complex irrigation system working.
	3. What was the long-term result of the Sumerians working together?

## Section 4.6

Use complete sentences to answer the questions in the flowchart.

**Problem**

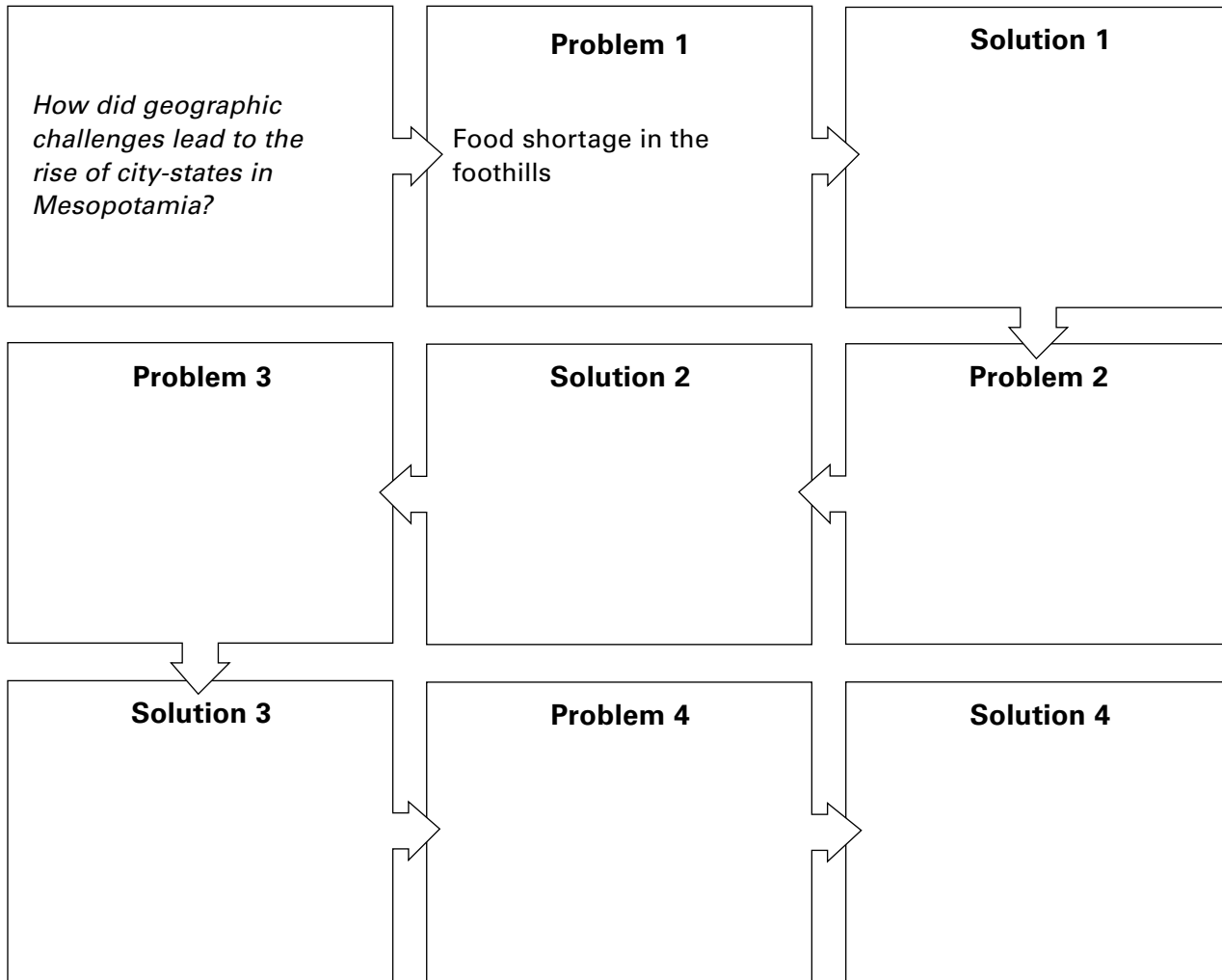
1. Draw and label a simple picture showing why Sumerian cities fought with each other.
2. How did the physical geography of Sumer leave its cities unprotected?

**Solution**

1. What did the Sumerians do to protect their cities?
2. Draw and label a simple picture showing how the Sumerians protected their cities.
3. Why do historians call the cities of Sumer “city-states”?

## Section 4.7

To complete the flowchart, summarize how geography led to the rise of Sumerian city-states. In the appropriate boxes below, list each problem and its solution, as described in the reading.



## PROCESSING

On a separate sheet of paper, create a real estate advertisement to encourage people to move to one of the Sumerian city-states. Include the following:

- A clever title for the advertisement, to catch the reader's eye. Be sure it includes the words *Sumerian City-State*.
- At least three illustrations representing the ideas the Sumerians came up with to solve key problems.
- A caption for each visual that describes the solution and why it helped make this Sumerian city-state a desirable place to live.

## READING FURTHER

**Preparing to Write: Analyzing Artifacts**

Suppose that you are an archaeologist living five hundred years from now. You are excavating at a site in a flat, deserted area. From reading history books, you know that there was once a big city here. One day, you and your team find the artifact shown below. It is a two-sided coin of some sort. What can you learn from it?

**Side 1****Side 2**

What five things do you notice about Side 1?

What five things do you notice about Side 2?

Using your observations in the lists above, what are three conclusions you might reach about the unknown society that used this artifact?



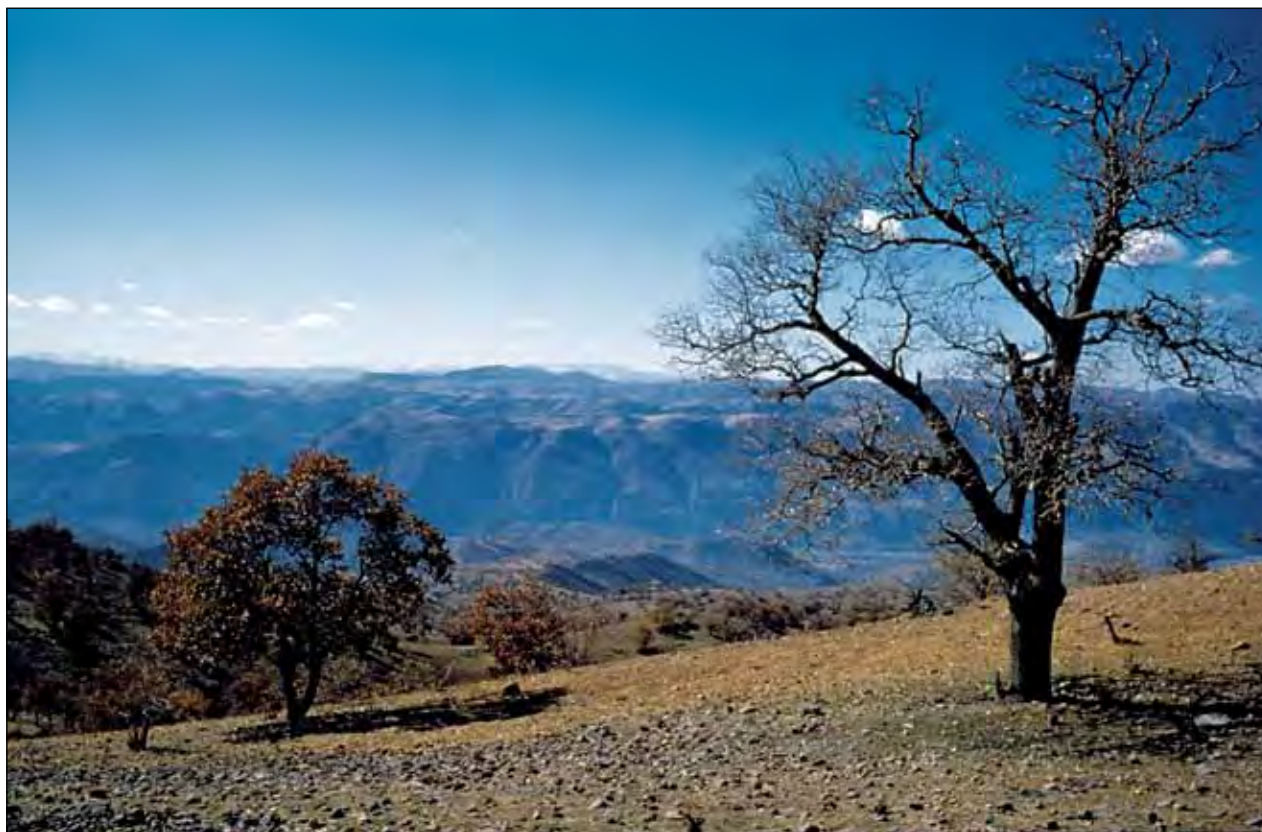
Writing to Support a Conclusion

List five personal artifacts found in your bedroom. Then write a paragraph describing one conclusion a future archaeologist might make about you. Use the examples from your list of personal artifacts to support that conclusion. Details about the personal artifacts should strongly support the conclusion.

Use this rubric to evaluate your paragraph. Make changes to your work if you need to.

Score	Description
3	Personal artifacts (details) strongly support the conclusion. The paragraph uses both simple and more complex sentences well. There are no spelling or grammar errors.
2	The paragraph presents a fairly well-constructed conclusion (topic sentence). Personal artifacts (details) mostly support the conclusion. The paragraph uses both simple and more complex sentences fairly well. There are some spelling or grammar errors.
1	The paragraph presents a weakly-constructed conclusion (topic sentence). Personal artifacts (details) do not support the conclusion well. There is little use of more complex sentences. There are many spelling or grammar errors.

## Zagros Mountains



**Problem A:** You are a Mesopotamian living in one of the villages in the foothills. You must decide what to do about the food shortages in your village. Which of the following responses do you think will best address the problem?

- A. Increase the number of times each year that farmers plant their crops.
- B. Move down to the river plains and try to grow crops there.
- C. Abandon farming and return to hunting and gathering.
- D. Attack neighboring villages and steal their food.

## Euphrates River



**Problem B:** You live in one of the villages on the Mesopotamian plains. To provide your village with a year-round supply of water, you must design a water-control system. Draw and label the best plan for this system. Your plan should include rivers and fields.

## Irrigation Canal near the Euphrates River



**Problem C:** You live in one of the villages on the Mesopotamian plains. You must decide on the best way to maintain a complex irrigation system. Which of the following responses do you think will best address this problem?

- A. Maintain only the canals around your village's fields.
- B. Force members of another village to maintain the entire irrigation system throughout the year.
- C. Cooperate with other villages to regularly maintain the entire irrigation system.
- D. Abandon irrigation and return to collecting and carrying water from the river to the fields.



## An Attacking Army



**Problem D:** You live in a Sumerian city. Neighboring communities are planning attacks on your city. You must design and draw a defense plan to protect the city. Make a simple drawing of the city, and design your plan around it.

# Draft