# Table of Contents

**How to Use This Product** .......... 3

**Introduction to Primary Sources** .... 5

**Activities Using Primary Sources** ... 15

**Photographs**
- *Standard of Ur* ................. .15–16
- *Peace and War* .................... .15
- *Hatshepsut’s Temple* ........... .17–18
  - The Egyptian Bearded Lady .... .17
- *Key of Life* ....................... .19–20
  - Try My Key ....................... .19
- *Greek Theater* .................... .21–22
  - Get Your Ticket .................. .21
- *Athenian Acropolis* ............. .23–24
  - From a Distance .................. .23
- *Pont du Gard Aqueduct* ......... .25–26
  - Water Runs Uphill .............. .25
- *Inside the Colosseum* .......... .27–28
  - A Fight to the Finish .......... .27
- *India’s Religious Symbols* .... .29–30
  - Symbols of India’s Religions ... .29

**Primary Sources**
- *River Civilizations Map* ........ .31–34
  - Settling the River Valleys ... .31
  - Selling Real Estate on the River .33
  - River Civilizations Map ... .34
- *Gilgamesh Relief* ............... .35–38
  - The First Epic ................... .35
  - An Epic Tale! .................... .37
  - Gilgamesh Relief ............... .38
- *The Stele of the Code of Hammurabi* .39–42
  - The Law of the Land ............ .39
  - Understanding the Law ... .41
  - The Stele of the Code of Hammurabi .42
- *Clay Tablet with Cuneiform* .... .43–46
  - Writing with Stylus .......... .43
  - Cuneiform Mathematics ....... .45
  - Clay Tablet with Cuneiform ... .46
- *Rosetta Stone* ................... .47–50
  - The Write Stone ............... .47
  - Cartouche Designers .......... .49
  - Rosetta Stone ................... .50

**Greek and Roman Coins** .......... 51–54
- *Pay Up* ......................... .51
- *No Change* ...................... .53
  - *Greek and Roman Coins* ...... .54

**Bronze Han Watchtower Statue** .... 55–58
- *Ancient Technology* ........... .55
- *Analyzing the Ancient Chinese* ...  .57
  - *Bronze Han Watchtower Statue* .58

**Timbuktu** ................. 59–62
- *African Trade Routes* .......... .59
- *Trading in Timbuktu* .......... .61
  - An Account of Timbuktu
    by Leo Africanus, 1512 .......... .62

**Document Based Assessments** .... 63
- *Ishtar Gate* ...................... .63
- *Cuneiform* ...................... .64
- *Egyptian Symbols* ............ .65
- *The Sphinx* ..................... .66
- *Greek Columns* ............... .67
- *Greek Woman* ................... .68
- *The Arch* ....................... .69
- *Trajan* ......................... .70
- *Map of Lhasa, China* ......... .71
- *Zodiac* ......................... .72
- *African Masks* ............... .73
- *Trade Routes in North Africa* ... .74

**Appendix** ....................... 75
- About Your CD .................... .75
- Suggested Resources ............ .77
- Document Based Assessment
  Rubric Example ................... .78
- Answer Key ...................... .79
Peace and War

Standard/Objective

- Describe how people create places that reflect cultural values and ideals as they build neighborhoods, parks, shopping centers, and the like. (NCSS)
- Students will study an artifact from the city of Ur to understand how the Sumerians lived in ancient times.

Materials

Copies of both sides of the Standard of Ur photograph card; Copies of the historical background information (page 16); Magnifying lenses; Blank conversation bubbles or mailing labels

Discussion Questions

- What is at least one thing that is happening in the picture?
- If you had to give this picture a title, what would it be?
- Why would someone make something like this?
- How is this different from the way we live today?

Using the Primary Source

Make copies of the Standard of Ur photograph card and cut the three sections of the picture apart. Place students into three different groups. Give a different section to each group to study. Make sure each group has magnifying lenses so that the picture can be studied closely.

Tell students that archaeologists dug up this artifact or object from a cemetery. They use artifacts from the past (like this one) to explain how people lived long ago. This picture gives many clues about a society that existed long ago. Tell students that they will be acting like archaeologists to find out what this picture is saying. Write the discussion questions above on the board, and give students time to discuss and answer the questions in their groups.

Distribute blank conversation bubbles (or mailing labels) to students. Tell students that they will now show what the people and animals in their sections of the artifact are saying. Students should write the conversations that are taking place in their parts of the picture. When everyone is finished, let students share their conversations with the class. Then, show the entire Standard of Ur photograph card to the class.

Tell students that they will now find out what archaeologists say about this picture. Distribute copies of the historical background information (page 16) and read it aloud. After reading, compare students’ observations with what archaeologists say. Would students change the conversations they created? Finally, assign students various activities from the back of the photograph card.

Extension Idea

- Have students study the War panel and do the activity above. Then distribute Venn diagrams, and have students compare and contrast that panel to the Peace panel. Images of these panels can be found in the General Primary Sources folder on the CD (standrd01.jpg; standrd02.jpg).
Peace and War (cont.)

Historical Background Information

Ur was an ancient city. The city was also called Ur of the Chaldees (KAL-deez). It was in Sumer. It was one of the important centers of Sumerian (sue-MER-ee-uhn) culture. It is mentioned in the Bible as Abraham’s home. Like most Sumerian cities, Ur had high walls all around it. These walls were built to keep out invaders. Ur also had a huge ziggurat in its center. This temple honored Nana, the moon god.

The Sumerians built at least 12 cities. Among them were Ur, Uruk (OO-rook), Kish, and Lagash. Ur was one of the biggest and greatest. It had about 24,000 people living in it. It was one of the first cities in the Middle East.

Leonard Woolley was an archaeologist. In the 1920s, he dug at a site at Ur. It lies in what is now Iraq. His findings tell us more about this great city. Woolley found the Standard of Ur. He found it in a large grave in the Royal Cemetery. This mysterious item has panels. Pictures of the city are engraved on these panels. The standard has given us ideas about what life was like in Ur.

Historians think this standard was made between 2600–2400 B.C. No one is sure how the standard was used in Mesopotamia. Most people believe one of two theories. Some people think it was put on a pole and carried in a procession. A procession is like a parade. Other people say it was an instrument’s soundbox. (A guitar’s soundbox is the main body. It is hollow.)

The panels of the Standard of Ur are called “War” and “Peace.” The names come from the panels’ pictures. The War panel has one of the earliest images of the Sumerian army. Four donkeys pull each chariot. They are chasing an enemy. Foot soldiers carry spears. Naked enemies are brought before the king. He holds a spear, as well.

The Peace panel is shown on the photograph card. The Peace panel has images of animals, fish, and gold being carried to a feast. People sit at a table waiting to eat. A musician has his lyre. He will play music for the feast.

The Standard of Ur shows that there were three social levels in Ur. At the top were the most powerful people. They were government leaders, priests, and soldiers. The middle level had the common people. This included merchants, teachers, laborers, and farmers. It also included people who performed a trade, such as pottery-making, baking, and carpentry. At the bottom of the social ladder were the slaves. Often, slaves were people who had been captured during a battle. They worked on the farms. They also did tasks for the upper- and middle-class people.

Around the city, there were large fields of grain, orchards of date palms, and land for grazing animals. We know about this great city today because we have excavated, or dug up, some of its treasures.
Historical Background Information

The Standard of Ur was excavated, or dug up, from a cemetery. It was found in Iraq in one of the largest graves in the Royal Cemetery at Ur. Historians think that it was created about 2600 to 2400 B.C.

No one knows for sure how the Standard of Ur was used. But, there are at least two ideas that might explain how the Sumerians (su-MER-e-unz) used it. Some historians think that it may have been put on a pole to be carried in a parade. Others think that it may have been the soundbox of a musical instrument. This photograph card shows the Peace panel of the standard. Government officials are eating at a banquet. The lower class people are working. The other side of the standard is the War panel. It shows the ruler, chariots, soldiers, and captured men.

Analyzing History

Knowledge
How was the Standard of Ur found? Draw a cartoon that shows your answer.

Comprehension
Use at least four words to describe the Standard of Ur.

Application
Why do you think the Standard of Ur was buried in the Royal Cemetery at Ur?

Analysis
What do you think the War panel of the Standard of Ur looks like? Sketch your idea.

Synthesis
Create a panel that would represent your city’s daily life.

Evaluation
Why is the Standard of Ur important to people today?

Historical Writing

Fiction
Imagine you are the archaeologist who found the Standard of Ur. Write a letter to your family telling them about what you found. Be sure to tell in your letter what you believe this artifact means.

Nonfiction
Why is the work of archaeologists important to us today? Use at least five index cards to create a booklet that teaches other students about this important work.

History Challenge

Find out more about Leonard Woolley, the archaeologist who found the Standard of Ur. Where else did he excavate? What was his life like? Did he discover any other important artifacts?
Settling the River Valleys

Standard/Objectives
• Examine, interpret, and analyze physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes. (NCSS)
• Students will analyze maps of ancient civilizations and then prepare real estate advertisements that persuade others to settle in their civilizations near the rivers.

Materials
Copy of the facsimile, River Civilizations Map; Copies of the historical background information (page 32); Copies of the student activity sheet, Selling Real Estate on the River (page 33); For optional use, copies of River Civilizations Map (page 34); Globes and maps of large regions of the world

Discussion Questions
• What do people need to survive?
• If you had to live off the land, where would you choose to live? Why is that the best choice?
• Is your choice near a river?
• If given the chance, would you change your location? Why or why not?

Using the Primary Source
Place globes and large maps around the classroom. Have students gather around them, and then ask the discussion questions above. Have students share in small groups, and let a few students share aloud with the entire class.

Then, display the River Civilizations Map to the class. Using the map, let students choose a place to settle. Have students read the historical background information (page 32) aloud in their groups. From the reading, students will realize that people settled along the rivers.

Assign each student one river from the background information. Distribute copies of the student activity sheet, Selling Real Estate on the River (page 33). Tell students that they will be creating real estate advertisements for the rivers that you assigned them. Encourage students to be creative but also factual.

When students finish creating their advertisements, place them in homogeneous groups according to their rivers. Let them share their advertisements and add information, if necessary. Then, jigsaw the groups, and let them share again. In this way, all students are gaining important information about the different river civilizations.

Extension Idea
• Have students create their own maps that show customers the locations of their river civilizations. They should include legends on these maps.
Settling the River Valleys (cont.)

Historical Background Information

Besides air, what do humans need to survive? That’s right: food and water. That’s why it’s no surprise that all the earliest civilizations started along rivers. Rivers offer a constant supply of water. What’s more, rivers teem with life. Edible plants grow along the riverbanks. People can catch fish, ducks, and turtles for meat. Other animals come to rivers to drink. They can be captured and eaten, too. This was true in ancient times, also. When ancient people stopped following animal herds, they settled down and grew crops along rivers.

A civilization begins when a group of people build homes and grow crops. Historians think that the first civilization started around 4000 B.C. That’s when people settled in the Fertile Crescent. This area is shaped like a quarter moon. It lies between the Mediterranean Sea and the Persian Gulf. There are two big rivers, the Tigris and the Euphrates (you-FRAY-teez). The land between these waters was called Mesopotamia (mehs-uh-puh-TAY-mee-uh). People planted wheat, barley, dates, grapes, figs, apples, and melons there. Over time, they learned how to dig irrigation ditches. These ditches brought water from the rivers further inland. Irrigation let the people expand their farmlands.

The Nile River, located in Egypt, is the longest river in the world. It flows for 4,000 miles (6,440 km). The river goes from central Africa north into the Mediterranean Sea. The first Egyptian society began in the Nile Delta. This is the swampy flat area where the river enters the Mediterranean. Each year between June and October, the Nile River flooded. The flood brought new, rich soil from the south. When the water receded, this silt, or dirt, was left on the river’s banks. It was a great place to grow fruits and vegetables for harvesting in the spring. The annual flood was important. There was little rainfall in this desert. But, the flood brought the soil and water needed for the crops.

The Indus (IN-duhs) River flows through Pakistan today. Along its banks an advanced civilization thrived more than 4,000 years ago. We know this because archaeologists have uncovered bronze and copper tools, irrigation canals, and even houses with bathrooms. But the people did not leave records. We have no idea what happened to them. Perhaps a war killed most of them. Maybe a flood wiped them out. They were gone by 1500 B.C. It took several hundred more years before anyone built new cities in India.

The Huang He flows through China. It is also called the Yellow River. The water looks yellow because it is full of soil. The river carries dirt down from the mountains into the valleys. People built villages along the river’s banks. They grew soybeans, barley, wheat, and rice. But the river brought sorrow as well as soil. It would sometimes flood and wreck the towns. Soon, the people moved their homes to higher ground.
Selling Real Estate on the River

Background Information
Rivers are important to most civilizations. People need food and water to survive. Rivers supply both. The first civilization began about 4000 b.c. in the Fertile Crescent. This area lies between the Mediterranean Sea and the Persian Gulf. Here there are two big rivers, the Tigris and the Euphrates. The Nile River is the longest river in the world. It goes from central Africa north into the Mediterranean Sea. The first Egyptian society began in the Nile Delta. The Indus River flows through Pakistan. Along its banks, an advanced civilization thrived more than 4,000 years ago. The Yellow River flows through China. The water looks yellow because it is full of soil. The river carries dirt down from the mountains into the valleys.

Activity
Directions: You represent a real estate firm called Ancient Real Estate. It is your job to convince people to move to your civilization along the river. You are selling waterfront homes. Your teacher will assign a river to you. Use the space below to create an advertisement for your civilization.

Challenge
After the Nile River, which river is the longest in the world? Find out where that river is located and at least three other interesting facts about it.
Trade Routes in North Africa

Directions: Answer the questions about the map.

1. From Timbuktu, where could the travelers travel?

_______________________________________________________________________________
_______________________________________________________________________________

2. From Walata, what other towns would traders pass through on their way to Tangier?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

3. About how many miles are between Jenne and Tunis?

_______________________________________________________________________________