SIXTH GRADE
ANCIENT HISTORY
CHAPTERS 4-6
RISE OF CIVILIZATIONS
# 6th Grade Social Studies -
## Unit 2: Rise of Civilization
### Content Standards
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.

### Learning Targets

**How do I know these targets?**

| 4 | No problem; I could teach it to others |
| 3 | I know it, but I don't think I could teach it |
| 2 | Almost there |
| 1 | Just starting; still no idea |

#### Knowledge Targets
**“What I need to know!”**

- **K-1:** I know the key problems faced by early Mesopotamians.
- **K-2:** I can explain how Neolithic farming villages evolved into Sumerian city-states.
- **K-3:** I can list the characteristics of a civilization.
- **K-4:** I understand the achievements and downsides of the ancient empires of Mesopotamia.
- **K-5:** I know what happened to the Sumerians and who ruled Mesopotamia after them.

#### Reasoning Targets
**“What I can do with what I know.”**

- **R-1:** I can outline the changes that occurred in Mesopotamia.
- **R-2:** I can analyze whether or not ancient Sumer was a civilization.
- **R-3:** I can argue whether Hammurabi’s Code was just or unjust.
- **R-4:** I can apply the characteristics of a civilization to where I live.

#### Skill Targets
**“What I can demonstrate.”**

- **S-1:** I can map out where Mesopotamia is located.
- **S-2:** I can recognize if people are archaeologists, historians, or geographers based on a description of their jobs.
- **S-3:** I can answer document-based questions from Hammurabi’s Code.

#### Product Targets
**“What I can make to show my learning.”**

- **P-1:** I can create "steles" to showcase the achievements of each empire.
- **P-2:** I can write a report on which Mesopotamian empire accomplished the most.
- **P-3:** I can write my name in cuneiform.
VOCABULARY

Mesopotamia

City-states

Sumerians

Social structure

Technology

Scribe

Ziggurat

Cuneiform

Empire

Aqueducts
After reading each section in your book, fill in the “Problem” and “Solution” boxes in the flowchart. In each box, create a simple drawing to illustrate the problem or solution (two drawings are done for you). Also write a one- or two-sentence summary of the problem or solution in the box.

4.3 Food Shortages in the Hills

Problem

Solution

4.4 Uncontrolled Water Supply in the River Valley

Problem

Solution
4.5 Difficulties in Building and Maintaining a Complex Irrigation System

4.6 Attacks by Neighboring Communities
Sumerian Artifacts- Ch. 5

*For each placard that you study, check off which elements of civilization that artifact shows. Next, choose one of the checked elements of civilization, and write a sentence about how that artifact relates to that element.*

5A Clay Tablet
- Food Supply
- Social Structure
- Government
- Religion
- Arts
- Technology
- Writing

5B Statue of married couple
- Food Supply
- Social Structure
- Government
- Religion
- Arts
- Technology
- Writing

5C Stone Seal
- Food Supply
- Social Structure
- Government
- Religion
- Arts
- Technology
- Writing

5D Clay Seal
- Food Supply
- Social Structure
- Government
- Religion
- Arts
- Technology
- Writing
5E Statue of Chariot
☐ Food Supply  ☐ Social Structure  ☐ Government  ☐ Religion  ☐ Arts  ☐ Technology  ☐ Writing

5F Gold Cup
☐ Food Supply  ☐ Social Structure  ☐ Government  ☐ Religion  ☐ Arts  ☐ Technology  ☐ Writing

5G Statue of King with basket
☐ Food Supply  ☐ Social Structure  ☐ Government  ☐ Religion  ☐ Arts  ☐ Technology  ☐ Writing

5H Lyre
☐ Food Supply  ☐ Social Structure  ☐ Government  ☐ Religion  ☐ Arts  ☐ Technology  ☐ Writing
Reading: P. 42-49 Sumer

1. Name three characteristics of a civilization.

2. What is social structure?

3. Why was the plow important?

4. Who was included in the Sumerian upper class?

5. Who was included in the Sumerian common class?

6. Sumerians believed that what beings chose the kings?

7. Why were scribes especially important to the Sumerians?

8. What are ziggurats? Who is believed to live in them?

10. Who were some of the craftspeople in Sumer?


12. What was the Sumerians’ most important invention?

13. Why was the arch useful?


15. What is a pictograph? Give an example.
Ancient History Review - The Sumerians

1. How did Mesopotamia get its name?

2. What was the biggest problem Sumerian farmers faced?

3. What were some of the challenges ancient Sumerians had to overcome?

4. How did “city-states” get their name?

5. Describe at least two ways the Sumerians improved agriculture.

6. How would the discovery of copper blades show that Sumerian society developed after the Stone Age?

7. What is a ziggurat? Who was believed to live in one?

8. What were some of the Sumerians' most important inventions?

9. What is cuneiform? How was it used?

10. Was ancient Sumer a civilization? Why or why not?
In ancient Mesopotamia, rulers recorded their most important achievements on steles. A *stele* is a stone slab on which an illustration or inscription has been carved.

Complete the two steles below to celebrate two of your most important personal achievements. Draw pictures or find photographs of images or symbols to represent each achievement.
In the steles for each empire, draw and label pictures to illustrate two achievements of that empire. Then complete the corresponding sentences.

**The Akkadian Empire**

6.2 The Akkadian Empire

This stele represents the Akkadian achievement of

________________________________________________________.

This achievement was important because __________________
________________________________________________________
________________________________________________________.

6.3 Life Under Akkadian Rule

This stele represents the Akkadian achievement of

________________________________________________________.

This achievement was important because __________________
________________________________________________________
________________________________________________________.
The Babylonian Empire

6.4 Hammurabi and the Babylonian Empire

This stele represents the Babylonian achievement of ________________________.

This achievement was important because ________________________

______________________________

______________________________

6.5 Life in the Babylonian Empire

This stele represents the Babylonian achievement of ________________________.

This achievement was important because ________________________

______________________________

______________________________
The Assyrian Empire

6.6 The Assyrian Empire

This stele represents the Assyrian achievement of
________________________________________.

This achievement was important because ______________________
________________________________________
________________________________________

6.7 Life Under the Assyrians

This stele represents the Assyrian achievement of
________________________________________.

This achievement was important because ______________________
________________________________________
________________________________________
The Neo-Babylonian Empire

6.8 The Neo-Babylonian Empire

This stele represents the Neo-Babylonian achievement of _____________________________.

This achievement was important because _____________________________.

______________________________

______________________________

______________________________

6.9 Life in the Neo-Babylonian Empire

This stele represents the Neo-Babylonian achievement of _____________________________.

This achievement was important because _____________________________.

______________________________

______________________________

______________________________
Ancient History Chapter 6 Review - Empires of Mesopotamia

1. Describe the achievements of Sargon.

2. Why was it difficult for independent city-states to defend themselves against larger groups?

3. The Akkadians held power until about 2100 BCE. What years did the other empires hold power?

4. Name some reasons why Mesopotamia is such a difficult area to control.

5. What is a stele? What type of information is put on a stele?

6. What is significant about Hammurabi’s code of laws?

7. Describe how the Assyrians showed that they looked up to their leaders.

8. How did Nebuchadrezzar keep the city of Babylon safe?

9. What were some important scientific achievements of the Neo-Babylonians?

10. List two contributions from each of the empires.
**Hook Exercise: What Is Justice?**

Leaders throughout history have had to grapple with the task of creating just, or fair, laws. One such leader was Hammurabi, whose laws are the subject of this Mini-Q. Hammurabi’s concern was creating just laws for the people of Babylonia 4,000 years ago.

**Task 1:** With a partner, talk through the two cases below and discuss the questions that follow. In each case, you will consider justice in three ways: Is the outcome fair to the accused? Is the outcome fair to the victim? Is the outcome in the best interest of the general society?

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**Case A:** Eddie is caught shoplifting a cell phone at Radio Shack. Eddie is 15 years old. It is a first offense. The police call his parents, and Eddie returns the phone. There will be no criminal record.

In judging whether this is a fair handling of the case, ask:

- Is it fair to Eddie?
- Is it fair to Radio Shack?
- Is it fair to society? Is it in the best interest of society?

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**Case B:** J.D. is caught shoplifting a cell phone at Radio Shack. J.D. is 19 years old. This will be his third felony conviction, all for shoplifting. Because of the Three Strikes law, his state requires that he serve a minimum of ten years in prison with no chance of parole.

In judging whether this is a fair handling of the case, ask:

- Is it fair to J.D.?
- Is it fair to Radio Shack?
- Is it fair to society? Is it in the best interest of society?

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**Task 2:** Pick one rule in your school. Then decide if it is just. Explain.

- Is it fair to the rule breaker?
- Is it fair to those who are harmed?
- Is it fair to the greater school community?
Hammurabi’s Code: Was It Just?

Nearly 4,000 years ago, a man named Hammurabi (“ha-moo-ROB-bee”) became king of a small city-state called Babylon. Today Babylon exists only as an archaeological site in central Iraq. But in Hammurabi’s time, it was the capital of the kingdom of Babylonia.

We know little about Hammurabi’s personal life. We don’t know his birth date, how many wives and children he had, or how and when he died. We aren’t even sure what he looked like. However, thanks to thousands of clay writing tablets that have been found by archaeologists, we know something about Hammurabi’s military campaigns and his dealings with surrounding city-states. We also know quite a bit about everyday life in Babylonia.

The tablets tell us that Hammurabi ruled for 42 years. For the first 30 of these years, Hammurabi’s control was limited mostly to the city of Babylon. He was involved in what one historian calls, “lots of squabbles with other small kings in other small city-states,” some of them no more than 50 miles away. This changed, however. With victories over Larsa in the south and Mari in the north, Hammurabi became the ruler of much of Mesopotamia.

Hammurabi was not starting with a blank slate. Beginning around 3500 BCE, the Sumerian people had developed Mesopotamia into the world’s first civilization. By the time Hammurabi took power in 1792 BCE, cuneiform writing had already been around for 1,700 years.

Hammurabi would eventually rule over an estimated population of 1,000,000. Most of his subjects were farmers. The people lived in city-states surrounded by fields, watered by irrigation canals that were fed by the Tigris and Euphrates rivers.

After his victories at Larsa and Mari, Hammurabi’s thoughts of war gave way to thoughts of peace. These, in turn, gave way to thoughts of justice. In the 38th year of his rule, Hammurabi had 282 laws carved on a large, pillar-like stone called a stele (“stee-lee”). Together, these laws have been called Hammurabi’s Code. Historians believe that several of these inscribed steles were placed around the kingdom, though only one has been found intact.

Hammurabi was not the first Mesopotamian ruler to put his laws into writing, but his code is the most complete. By studying his laws, historians have been able to get a good picture of many aspects of Babylonian society—work and family life, social structures, trade and government. For example, we know that there were three distinct social classes: land owners, free people who did not own land, and slaves. The many farm and irrigation laws tell us that Babylonians depended upon their crops for survival.

The code also tells us of everyday problems, like buildings collapsing, oxen getting loose and trampling fields, and neighbors squabbling, much as they do today. Hammurabi tried to bring order and fairness to it all.

What follows are five documents that provide a sampling of Hammurabi’s laws. Some students of Babylonia have found the laws overly harsh. Others have found them to be quite balanced, given the hard realities of ancient life.

In this Mini-Q, you are asked to consider justice on three levels: fairness to the accused, fairness to the victim, and fairness and security for society. With these measuring sticks in mind, read the documents and answer the question: Hammurabi’s Code: Was it just?
Background Essay Questions

1. How many centuries ago did Hammurabi live? How long did he rule?

2. What was the approximate length of Babylonia from Mari in the north to Larsa in the south?

3. What was the estimated population of Babylonia?

4. Into what three social classes was the population divided?

5. In general terms, what is Hammurabi’s Code?

6. Define these terms:
   - city-state
   - Babylonia
   - Mesopotamia
   - cuneiform
   - stele

Timeline

3500 BCE – Sumerians settle in southern Mesopotamia.
1900 BCE – Amorites from Syria conquer Sumer.
1792 BCE – Hammurabi becomes sixth Amorite king of Babylon.
1750 BCE – Hammurabi’s nearly 43 year rule ends.
1600 BCE – Hittite invasion ends Amorite rule in Babylonia.
323 BCE – Alexander the Great dies in Babylon after planning to make Babylon the capital of his empire.
Document A

Source: Stone stele of Hammurabi's Code from the ancient artifacts collection of the Louvre Museum in Paris, France, circa 1754 BCE.

Note: The stele, carved from black diorite, stands more than eight feet tall and weighs four tons. This photograph shows the top third of the stele.

The carving at the top of the stele shows Hammurabi standing before Shamash, the god of justice, who is seated on his throne. Shamash is instructing Hammurabi in the law.

Below the two figures is the Prologue, in which Hammurabi lists the names of the gods, saying that they have given him the right to rule. The Prologue, like the rest of the code, is written in wedge-shaped cuneiform letters that have been carved into the stone.

Below the Prologue, closer to the base, are the 282 laws, organized by theme, including family life, agriculture, theft and professional standards. There are a total of 3,500 lines of writing, covering both sides of the stele.

Detail of the stele carvings.

Following the laws is an Epilogue, in which Hammurabi states how the laws should be carried out.

Document Analysis

1. What kind of writing was used to inscribe the code on the stele?

2. The code is divided into what three parts?

3. From where or whom does Hammurabi get the laws?

4. Is there any evidence in this document that can be used to argue that Hammurabi’s Code was just?

5. Is there any evidence in this document that can be used to argue that Hammurabi’s Code was not just?
Document B

Source: Excerpts from the Epilogue of Hammurabi's Code, circa 1754 BCE.

... Hammurabi, the protecting king am I. ... That the strong might not injure the weak, in order to protect the widows and orphans, ... I set up these my precious words, written upon my memorial stone, before the image of me, as king of righteousness.

... By the command of Shamash, the great god and judge of heaven and earth, let righteousness go forth in the land.... Let no destruction befall my monument;... let my name be ever repeated; let the oppressed, who has a case at law, come and stand before this my image as king of righteousness; let him read the inscription, and understand my precious words....

... In future time, through all coming generations, let the king, who may be in the land, observe the words of righteousness which I have written on my monument; let him not alter the law of the land which I have given....

... If this ruler does not esteem my words, ... if he destroys the law which I have given, ... may the great gods of heaven and earth ... inflict a curse ... upon his family, his land, his warriors, his subjects, and his troops.

Document Analysis

1. According to Hammurabi, what was his purpose for having written these laws?

2. Who commanded Hammurabi to create this monument?

3. What does Hammurabi threaten will happen to any future Babylonian king who does not follow these laws?

4. How can you use this document to argue that Hammurabi's Code was just?

5. How can you use this document to argue that Hammurabi's Code was not just?
Document C

Family Law

Source: Excerpts from Hammurabi's Code, circa 1754 BCE.

Note: There are 282 laws in Hammurabi's Code. The numbers below refer to their order on the stele.

Law 129: If a married lady is caught [in adultery] with another man, they shall bind them and cast them into the water.

Law 148: If a man has married a wife and a disease has seized her, if he is determined to marry a second wife, he shall marry her. He shall not divorce the wife whom the disease has seized. She shall dwell in the house they have built together, and he shall maintain her as long as she lives.

Law 168: If a man has determined to disinherit his son and has declared before the judge, “I cut off my son,” the judge shall inquire into the son’s past, and, if the son has not committed a grave misdemeanor ..., the father shall not disinherit his son.

Law 195: If a son has struck his father, his hands shall be cut off.

Document Analysis

1. In Law 129, what does it mean to “bind them and cast them into the water?”

2. In Law 168, what does it mean to “disinherit” a son?

3. Two crimes in the document result in physical punishment. What are those crimes? How might Hammurabi argue that the punishments were just?

4. Hammurabi said that his code was meant to protect the weak. Is there evidence in this document that the code did so?

5. Overall, are these laws regarding family just? That is, are they fair to the accused? to the victim? to society as a whole?
Property Law

Source: Excerpts from Hammurabi's Code, circa 1754 BCE.

**Law 21:** If a man has broken through the wall [to rob] a house, they shall put him to death and pierce him, or hang him in the hole in the wall which he has made.

**Law 23:** If the robber is not caught, the man who has been robbed shall formally declare whatever he has lost before a god, and the city and the mayor in whose territory or district the robbery has been committed shall replace for him whatever he has lost.

**Law 48:** If a man has borrowed money to plant his fields and a storm has flooded his field or carried away the crop, ... in that year he does not have to pay his creditor.

**Laws 53, 54:** If a man has opened his trench for irrigation and the waters have flooded his neighbor's field, the man must restore the crop he has caused to be lost.

Document Analysis

1. In Law 21, what is the penalty for breaking into a home?

2. How might Hammurabi justify the harsh punishment?

3. In Law 23, if the robber is not caught, who reimburses the victim for his or her loss?

4. How might Hammurabi have justified reimbursing the victim?

5. In Law 48, what is a creditor? Is Law 48 fair to creditors?

6. Overall, are these laws regarding property just?
Document E

Personal Injury Law
Source: Excerpts from Hammurabi’s Code, circa 1754 BCE.

Law 196: If a man has knocked out the eye of a free man, his eye shall be knocked out.

Law 199: If he has knocked out the eye of a slave ... he shall pay half his value.

Law 209: If a man strikes the daughter of a free man and causes her to lose the fruit of her womb, he shall pay 10 shekels of silver....

Law 213: If he has struck the slave-girl of a free man and causes her to lose the fruit of her womb, he shall pay 2 shekels of silver.

Law 215: If a surgeon has operated with a bronze lancet on the body of a free man ... and saves the man’s life, he shall receive 10 shekels of silver.

Law 218: If a surgeon has operated with a bronze lancet on a free man for a serious injury, and has caused his death, ... his hands shall be cut off.

Document Analysis
1. Examine laws 196 and 199. How do you think Hammurabi would justify the different punishments for the same crime?

2. What is the meaning of “fruit of her womb”?

3. How might Hammurabi argue that laws 215 and 218 were just?

4. How could you use these laws about personal injury to argue that Hammurabi’s Code was not just?

5. Is justice absolute? That is, is a just punishment in 1800 BCE also a just punishment today? Explain your thinking.