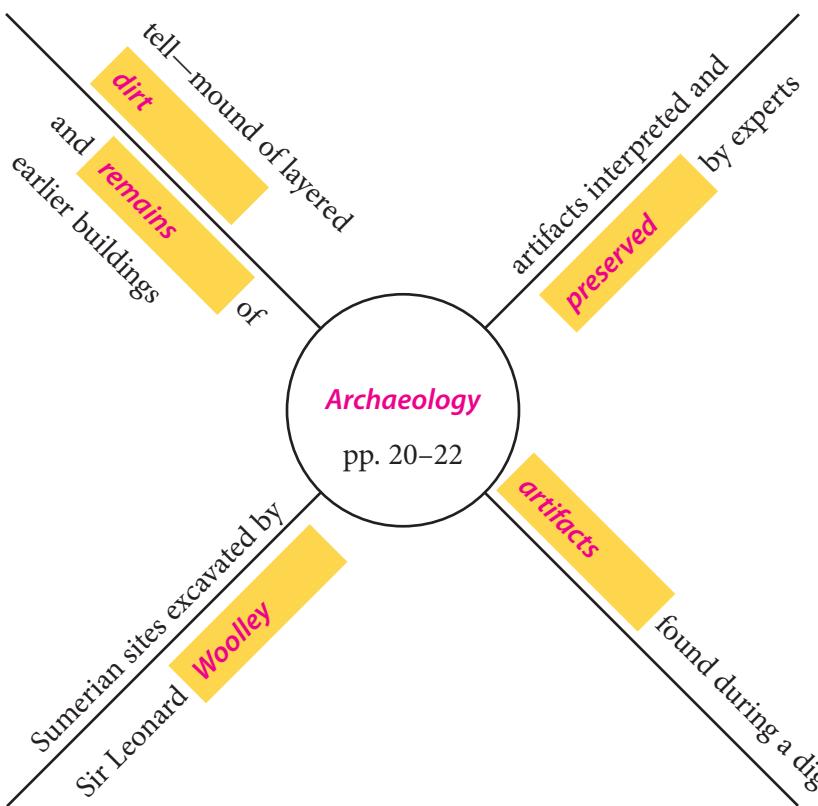
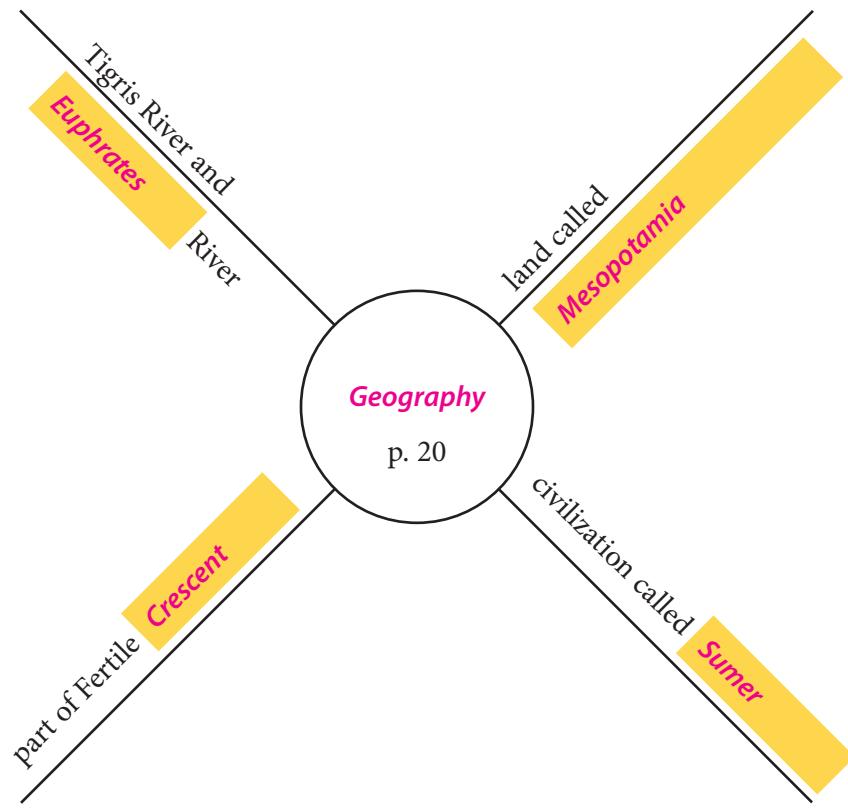


Sumerian Organizer

Name _____

Use with Student Text pages 20–22.

Write the main topic in the hub of the wheel. Complete the facts about the topic on the spokes of the wheel.



Sumerian Civilization

Name _____

Use with Student Text pages 20–22.

A. Answer the questions.

1. Whose descendants settled in the plain called Mesopotamia? Shem's
2. What does the Greek word for Mesopotamia mean? between the rivers
3. What two rivers were found in Mesopotamia? Tigris and Euphrates
4. What mountains did these rivers flow from? Taurus Mountains
5. Why was the region containing Mesopotamia called the Fertile Crescent? It had fertile soil and was shaped like a curve or a crescent.
6. A cradle is often a baby's first bed. Why is Mesopotamia considered the cradle of civilization?
The earliest evidence of agriculture, written language, and cities was discovered there.

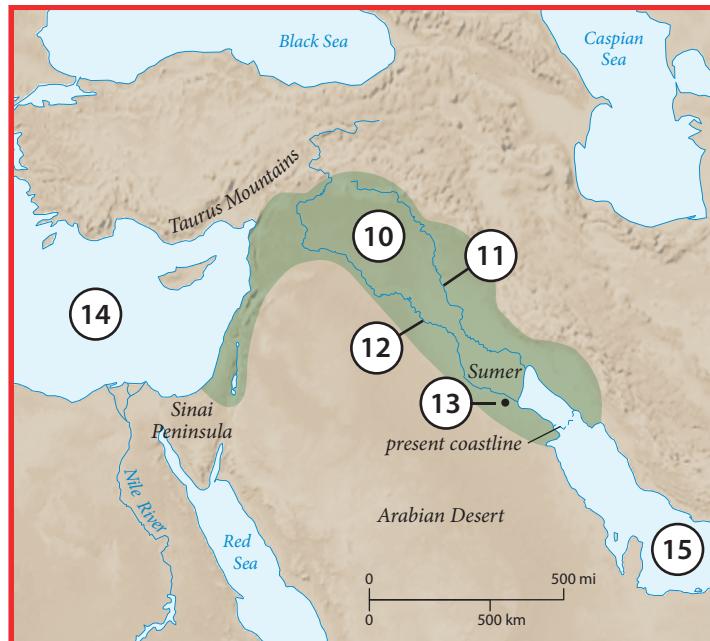
7. What was the name of the civilization that formed in Mesopotamia? Sumer
8. What is a tell? a mound made up of layered dirt and the remains of earlier buildings and structures

9. What is the significance of Sir Leonard Woolley to Mesopotamia? He was one of the British archaeologists who excavated Ur and the land of Sumer.

B. Identify the places on the map.

10. Mesopotamia
11. Tigris River
12. Euphrates River
13. Ur
14. Mediterranean Sea
15. Persian Gulf

C. Shade the Fertile Crescent on the map.



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Civilization Organizer

Name _____

Use with Student Text pages 23–44.

Complete the web.

Job Specialization

pp. 25–29

- Irrigation and the plow helped to create a food surplus.
- Fewer farmers were needed, so people worked at specialized jobs and trades.
- Three specialized jobs were possible answers: fishermen, merchants, traders, soldiers, priests, artisans (craftsmen).

Social Classes

p. 27

- The upper class consisted of the ruler, governmental officials, and priests.
- The middle class consisted of farmers, fishermen, merchants, traders, and skilled workers.
- The lowest class was the slaves.

The Sumerian Civilization

Organized Cities and Government

pp. 25, 35–36

- Sumer was made up of several city-states.
- The people believed that a god chose the king.
- The king served as chief lawmaker and judge.

Arts, Sciences, and Written Language

pp. 39–41

- The Mesopotamians developed a twelve-month calendar.
- They recorded stories, proverbs, and poems using cuneiform.
- Their most famous works of art are cylinder seals.

Religion

pp. 33–35

- Sumerians practiced polytheism and rejected the one true God.
- They believed man was created to serve the gods.
- The priests helped the people gain the favor of the gods.

Study Guide

Use with Student Text pages 20–25.

Name _____

A. Match each term with its definition.

- D** 1. city-state
- E** 2. irrigation
- H** 3. surplus
- G** 4. tell
- A** 5. Tigris and Euphrates
- F** 6. Mesopotamia
- C** 7. Sir Leonard Woolley
- B** 8. Ur

- A. flow into the Persian Gulf
- B. a city-state in Sumer
- C. excavated the city of Ur
- D. a city and the surrounding land and villages that it controlled
- E. a way of supplying water to land or crops
- F. comes from a Greek word that means "between the rivers"
- G. a mound made up of layered dirt and the remains of buildings
- H. more than what was needed

B. Answer the questions.

9. What was the Fertile Crescent? *It was a curved area from the Persian Gulf to the Mediterranean*

Sea.

10. How do we know that Sumer was not the first civilization? *The Bible tells that civilizations*

existed before the Flood. Sumer was settled after the Flood by Shem's descendants.

11. What were two benefits of the Tigris and Euphrates?

- ◆ *The rivers provided fertile soil for farming.*
- ◆ *The rivers provided water for crops, animals, and people.*

12. What were two problems for farmers, and how were they solved?

- ◆ *To help control the destruction of floods, the Sumerians built levees.*

- ◆ *To help when there was no rain, the Sumerians developed irrigation, built storage basins, and dug canals.*

13. What three tools were developed to make farming easier?

- ◆ *plow*
- ◆ *yoke*
- ◆ *wheel*

14. Why was farming important to establish Sumer as a civilization? *The farmers were able to*

produce a food surplus, which made new occupations and job specialization possible.

Planning a Book Jacket

Use with Student Text page 26.

Name _____

arch and column
cylinder seals
iron weapons
irrigation

medicine
number system based on 60
place value
plow

potter's wheel
sail
shell inlay
system of laws

twelve-month calendar
wheel
writing system
yoke

Use these steps to help you and your partner plan your book jacket. *Answers will vary.*

1. Our invention or achievement is _____.
2. The title of our book is _____.
3. The illustration or picture we want on the front cover is _____.
4. The main ideas for the front flap are
 - ◆ _____,
 - ◆ _____,
 - ◆ _____.
5. The main ideas for the back flap are
 - ◆ _____,
 - ◆ _____,
 - ◆ _____.
6. The main ideas for the back cover are
 - ◆ _____,
 - ◆ _____,
 - ◆ _____.
7. Write your name next to the parts of the project you are doing.
8. Write a rough draft for the back cover and flaps.
9. Make a neat copy of the summary and information.
10. Read the steps on Student Text page 26. Did you forget any part of the assignment?
11. Put the book jacket together.



Arches in the ancient city of Hatra, Iraq

Trade and Artisans

Name _____

Use with Student Text pages 27–32.

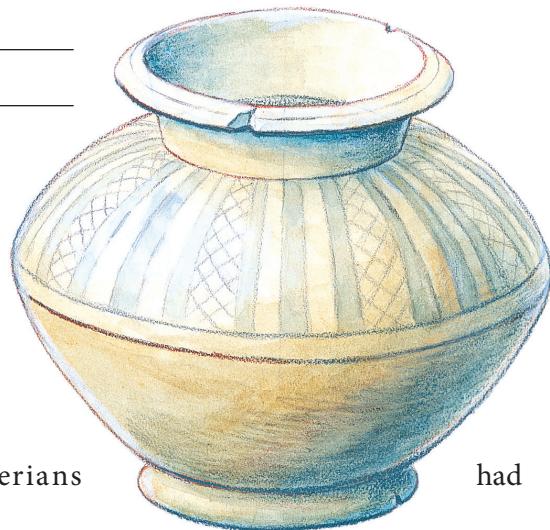
A. Write a second sentence that illustrates the first sentence and clearly shows your understanding of the bolded word. Part A presents a new skill. Work the first one with the student.

1. One feature of ancient civilizations was the development of **social classes**. possible answer: The Sumerian civilization had three levels into which the people were divided.
2. Trade among the early cities was conducted by **barter**. possible answer: The Sumerian people would exchange their goods without the use of money.
3. The workshop of the **artisan** was located in Ur. possible answer: The skilled craftsman turned raw materials into finished goods.
4. The **scribe** allowed the soft clay tablet to dry. possible answer: The man had finished recording the information for the business deal.
5. The merchant rolled his **cylinder seal** across the wet clay. possible answer: The cylinder-shaped clay had carvings that identified the owner.

B. Answer the questions.

6. Why was trade important to Sumer's city-states? possible answers: The people traded for natural resources they did not have. Trading was essential to the growth of a civilization. Trade helped the city-states grow in wealth and power.
7. What tools did a scribe use? stylus and clay tablets
8. Which Sumerian social class was the largest? middle class
9. What invention helped the potter? the wheel
10. What invention made trading to faraway places easier? sails on boats
11. What craft was used in making the Standard of Ur? shell inlay
12. Who were in the lowest class? Explain who these people were.
slaves; They were criminals, prisoners of war, or people who needed to pay off debts.
13. How did the economies of the Mesopotamians and the American colonists differ?
The Mesopotamians turned raw materials into finished goods themselves. The colonists shipped raw materials abroad where the goods were made then shipped back to the colonists.
14. What primary source shows that the Sumerians chariots pulled by donkeys? the Standard of Ur

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Study Guide

Use with Student Text pages 27–36.

Name _____

A. Complete each sentence.

polytheism

1. Mesopotamians worshiped many gods, a practice called _____.

scribe

2. A person who recorded information in writing was called a _____.

cylinder seal

3. A merchant signed his signature with a _____.

ziggurat

4. A pyramid-like temple called a ___ was built to honor the god of the city-state.

social classes

5. The Sumerian people were divided into three different levels called _____.

artisans

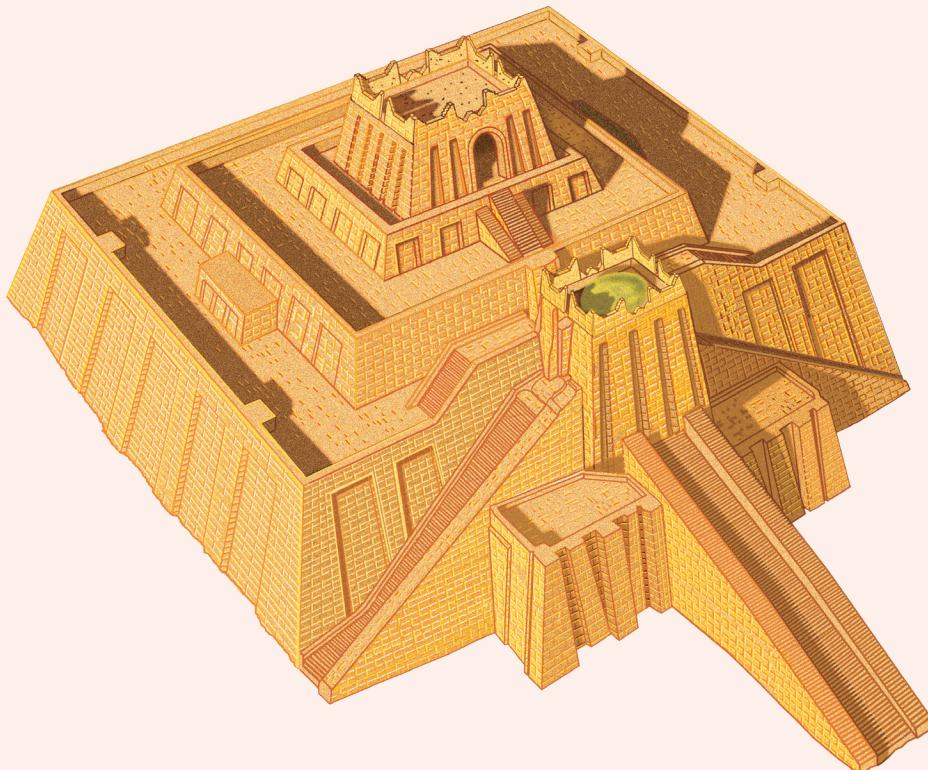
6. Skilled craftsmen called ___ turned raw materials into finished goods.

B. Answer the questions.

7. Why were scribes important? *They kept records of business dealings.*

8. Name three reasons that the priests were powerful people in Mesopotamia.
◆ *possible answers: People relied on priests to gain the favor of the gods. Priests interpreted the wishes of the gods. Only priests could communicate with the gods. Priests owned much of the land.*
◆
◆

9. How did the kings of the city-states begin? *Priests chose leaders for city-states during times of battle. Some of these leaders held on to their positions and became kings.*



C. Write T if the statement is true. If the statement is false, write the correction for the underlined words.

middle

10. In Sumer the lowest class was the largest social class.

T

11. The Sumerians traded for natural resources they did not have.

ziggurat/temple

12. The Royal Cemetery was important not only as the center of religion but also as the seat of the government.

T

13. Trade helped the city-states grow in wealth and power.

D. First, plan your essay on your own paper. Then, write it below.

14. Contrast the Mesopotamian religious beliefs with the truth taught in the Bible. Include at least three differences.

The student's essay should include at least three of these differences:

Mesopotamians practiced polytheism. The Bible teaches that there is only one God. Mesopotamians believed that the earth was born of the sea that surrounded it on all sides. The Bible teaches that God created the heavens and earth in six days. Mesopotamians believed that man was created to serve the gods and provide them with food, clothing, and shelter. The Bible teaches that man was created in God's image to have dominion over the earth and to glorify and serve God alone. Mesopotamians generally believed that a person's fate was decay and dust. The Bible teaches that those who trust Christ to save them from their sins will spend eternity with Him. All others will be judged eternally for their sins. See the Bible Connection on page 23 for additional differences.

Compare and Contrast

Name _____

Use your Bible and Student Text pages 33–35 to complete each statement.



Mesopotamian religious beliefs	Biblical truth
The Mesopotamians practiced <u>polytheism</u> . They worshiped many gods.	The Bible teaches that there is <u>one God</u> (1 Cor. 8:6).
The Mesopotamians had <u>statues</u> of their gods. Most temple images were made from precious wood. Some were made of clay.	In the Bible, God says not to make <u>idols</u> or any graven image (Lev. 26:1).
The Mesopotamians relied on the <u>priests</u> to help gain the favor of the gods.	The Bible teaches that there is only “one God, and one <u>mediator</u> between God and men,” Who is Jesus Christ (1 Tim. 2:5).
The Mesopotamians were taught that only <u>priests</u> could communicate with the gods.	The Bible teaches that God’s “ears are open” to all righteous men’s <u>prayer(s)</u> (1 Pet. 3:12).
Religious <u>rituals</u> and <u>prayers</u> accompanied all the Mesopotamians’ activities, no matter how <u>ordinary</u> .	The Bible teaches that all should be done to the <u>glory</u> of <u>God</u> (1 Cor. 10:31).
The Mesopotamians believed that the earth was <u>born</u> of the sea that <u>surrounded</u> it on all sides.	The Bible teaches that God <u>created</u> the heavens and the earth in <u>six</u> days (Gen. 1:1, 31).
The Mesopotamians believed that man was <u>created</u> to <u>serve</u> the gods and <u>provide</u> them with food, clothing, and shelter.	The Bible teaches that man was <u>created</u> in God’s image to have <u>dominion/rule</u> over the earth and to glorify and serve God alone (Gen. 1:27–28).

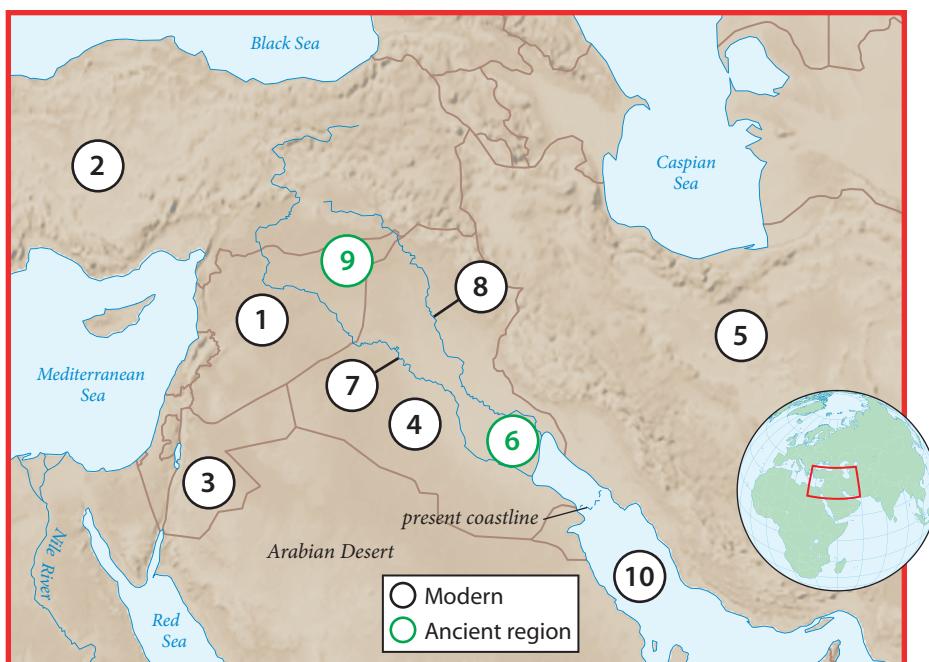
Map and Architecture

Name _____

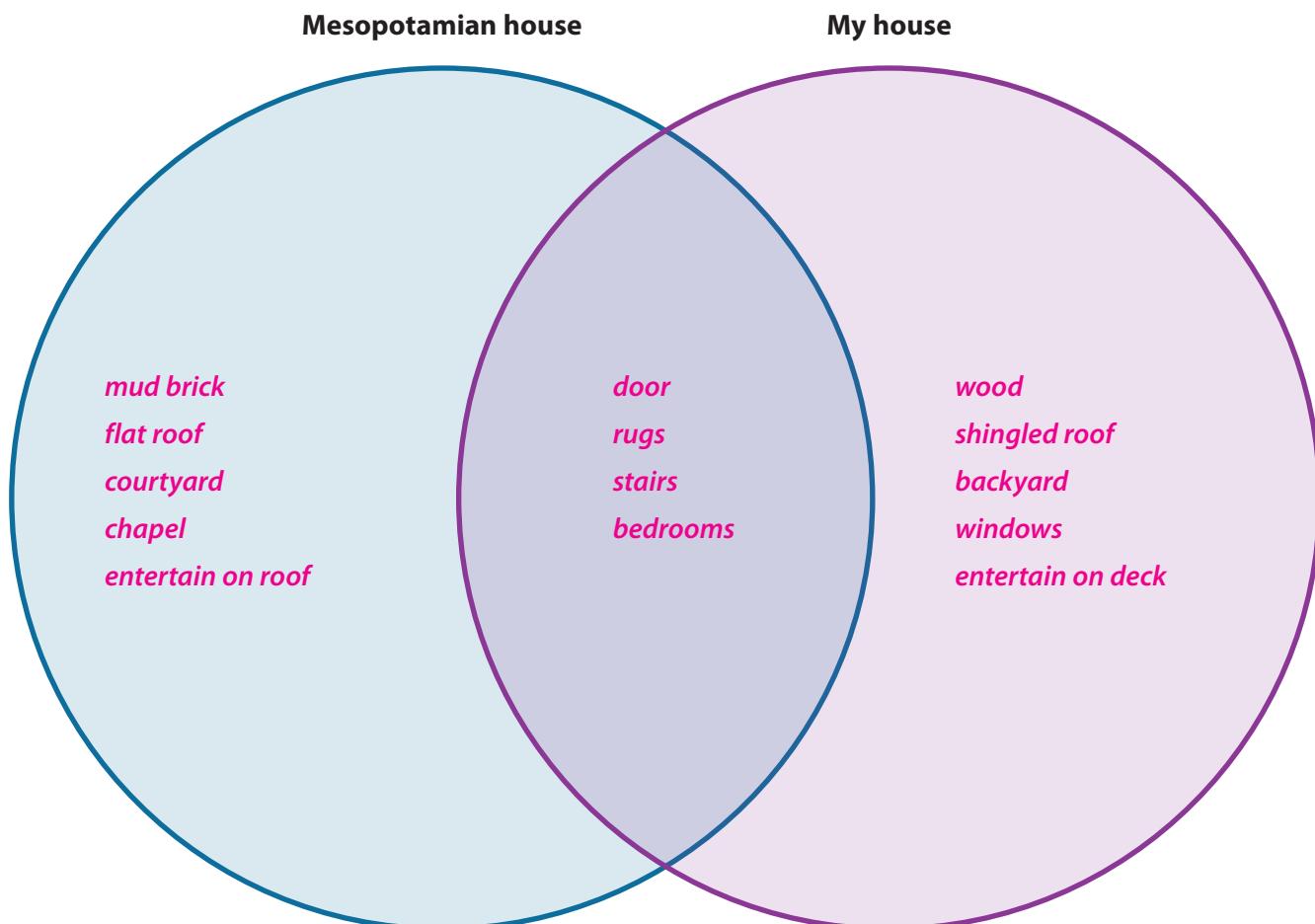
Use with Student Text pages 39–44.

A. Label the places on the map.

1. Syria
2. Turkey
3. Jordan
4. Iraq
5. Iran
6. Sumer
7. Euphrates River
8. Tigris River
9. Mesopotamia
10. Persian Gulf



B. Compare and contrast your house with a Mesopotamian house using the Venn diagram. Possible answers given.



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Study Guide

Use with Student Text pages 37–44.

Name _____

A. Match the term with its description.

- C** 1. cuneiform
- E** 2. scribe
- A** 3. twelve-month calendar
- B** 4. epic
- D** 5. cylinder seals
- F** 6. clothing
- I** 7. mathematical advance
- J** 8. obedience and respect
- G** 9. architectural features
- H** 10. wheel

- A. based on the cycles of the moon
- B. long poem that tells the story of a hero
- C. wedge-shaped writing
- D. Mesopotamians' most famous works of art
- E. kept records for merchants, the temple, and the government
- F. natural resources of wool and flax
- G. arches, columns, and domes
- H. improved transportation and the making of pottery
- I. the 60-minute hour and the 60-second minute
- J. taught by parents to their children

B. Answer the questions.

11. Why should a Christian not be involved in astrology? *The position of the stars and the planets do not determine what will happen. God determines what will happen.*

12. How did cuneiform benefit the Sumerians and archaeologists? *Cuneiform was used to record Sumerian literature. It helps archaeologists learn about the ancient civilization.*

13. Why were the buildings constructed of mud bricks? *Mud was the natural resource that was available.*

14. Who attended school? What did they study to become? *boys from wealthy families; The boys studied to become scribes.*



Measurement

Name _____

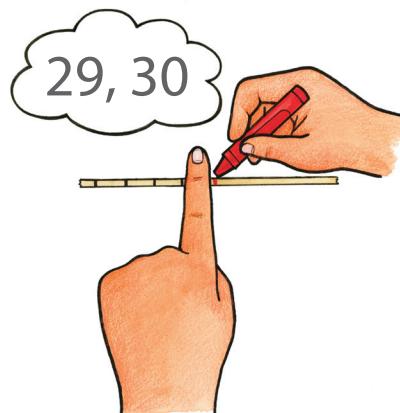
Weights and measurements were probably different from city-state to city-state. As the Sumerian civilization and government grew, some consistency became necessary. The measurements of ancient Mesopotamia can be re-created from artifacts of weights and containers and especially from economic records. One can see evidence of the number system based on the number 60 in the

measurements. The human body was used for scale. The joint of a finger and the length of a forearm served as basic units. One of the most common measures of length was the cubit, the distance from the elbow to the tip of the middle finger. It would be to a customer's advantage to find a merchant with long arms when he was buying cloth or rope!

A. Follow the directions with the piece of string your teacher gives you.

1. Use the joint of one of your fingers to divide the string into 30 fingers.
2. Mark each "finger" with a black crayon.
3. Mark 1 cubit on the string with a red crayon.

Mesopotamian measures
1 finger
30 fingers = 1 cubit or elbow
6 cubits = 1 reed or cane
30 cubits = 1 cord



B. Measure the items using the string. Record and label the measurements.

Item	Measurement
length of your elbow to the tip of your middle finger	
width of your HERITAGE STUDIES 6 textbook	
width of your desk	
height of the teacher's desk	
width of the window	

1. Do your measurements agree with your classmates? Answers to questions 1 and 2 will vary.
2. Is the length from your elbow to the tip of your middle finger (forearm) the same as 1 cubit? _____
3. What would be a problem with a measurement based on a finger-joint length? All finger joints are not the same length.
4. What needs to happen for measurements to be the same? an agreement on how long a "finger" is
5. What would happen to a trader if the measurements were different between city-states or countries? possible answer: A trader might make more or less than expected.

Later Civilizations

Name _____

Use with Student Text pages 46–54.

For each civilization write its capital, its main leaders, and its main accomplishments. The accomplishments are listed below.

built city walls
built new canals
built roads
built up Babylon

cuneiform writing
destroyed Nineveh
farming techniques
first known empire

Hammurabi's Code
Hanging Gardens
horse-drawn chariots
iron weapons

military accomplishments
one of the best libraries
religion

Civilization	Capital	Main leader(s)	Accomplishments
Akkadian Empire	Akkad	Sargon I	<ul style="list-style-type: none"><i>cuneiform writing</i><i>farming techniques</i><i>first known empire</i><i>religion</i>
Amorite civilization (Babylonian Empire)	Babylon	Hammurabi	<ul style="list-style-type: none"><i>built city walls</i><i>built new canals</i><i>Hammurabi's Code</i>
Hittite Empire	Hattushash	a king	<ul style="list-style-type: none"><i>horse-drawn chariots</i><i>iron weapons</i>
Assyrian Empire	Nineveh	Sargon II Sennacherib	<ul style="list-style-type: none"><i>built roads</i><i>one of the best libraries</i>
Chaldean Empire (New Babylonian Empire)	Babylon	Nebuchadnezzar Belshazzar	<ul style="list-style-type: none"><i>built up Babylon</i><i>destroyed Nineveh</i><i>Hanging Gardens</i><i>military accomplishments</i>

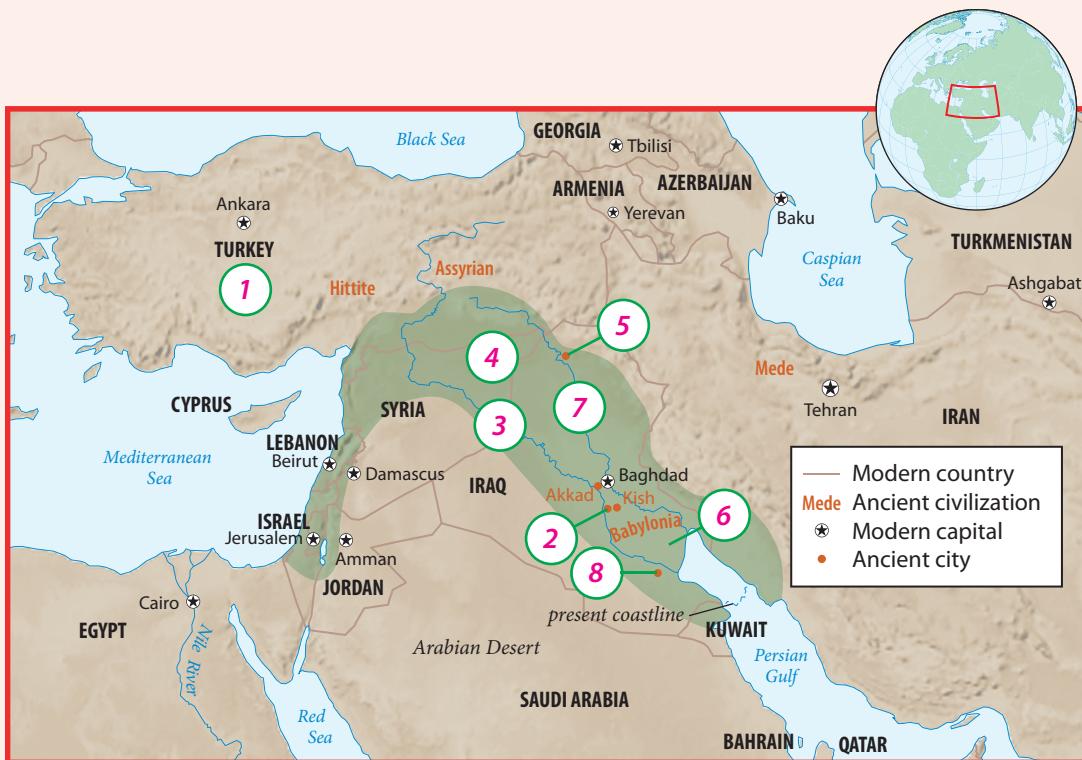
Study Guide

Use with Student Text pages 46–54.

Name _____

A. Write the number of each place on the map. Shade the Fertile Crescent.

1. Asia Minor
2. Babylon
3. Euphrates River
4. Mesopotamia
5. Nineveh
6. Sumer
7. Tigris River
8. Ur



B. Write the letter of the correct answer.

- C** 9. The abbreviation *ca.* means
A. “before Christ.”
B. “in the year of the Lord.”
C. “around.”
- A** 10. When God called Abraham to leave Ur, He was telling Abraham
A. to leave idolatry and the practice of polytheism.
B. to bring his way of life with him.
C. to leave his accomplishments and his heart of pride.
- C** 11. Asia Minor is a peninsula between
A. the Mediterranean Sea and the Persian Gulf.
B. the Black Sea and the Persian Gulf.
C. the Black Sea and the Mediterranean Sea.

Study Guide

Use with Student Text pages 46–54.

Name _____

C. Match the term to its description.

- D 12. Hammurabi
B 13. Nebuchadnezzar
A 14. Sargon I
E 15. Babylonian Empire
C 16. Akkadian Empire

- A. emperor of the Akkadian Empire
B. king of the Chaldean Empire
C. first empire
D. king of the Amorites who collected 282 laws
E. Amorite civilization

D. Answer the questions.

17. What was the result of Jonah's trip to Nineveh? *The Assyrians "turned from their evil way"*

(Jon. 3:10). God showed mercy on them and turned away His wrath.

18. What happened to Nebuchadnezzar because of his pride? *God's judgment fell upon him. He lost his throne and became like a beast of the field.*

E. Complete the chart.

19–24. Contrast the Mosaic law with Hammurabi's Code.

	Mosaic law	Hammurabi's Code
Religion	<i>large sections on how to worship God</i>	<i>no religious section</i>
Treatment of wealthy people	<i>forbids giving special treatment</i>	<i>gives special treatment</i>
Crime	<i>sin against God</i>	<i>doing wrong to another person</i>



Ancient Assyrian art

Chapter 2 Summary

Name _____

Define these terms

- | | |
|------------------|----------------|
| artisans | irrigation |
| Asia Minor | polytheism |
| ca. | scribe |
| city-state | social classes |
| cuneiform | surplus |
| cylinder seal | tell |
| epic | ziggurat |
| Fertile Crescent | |



Locate these places

- Asia Minor
- Babylon
- Euphrates River
- Fertile Crescent
- Mesopotamia
- Nineveh
- Sumer
- Tigris River
- Ur

Tell about these people

- Hammurabi
- Jonah
- Nebuchadnezzar
- Sargon I
- Sir Leonard Woolley

Explain what happened

- God's call to Abraham

Be able to . . .

- Write an essay contrasting the Mesopotamian religious beliefs with biblical truth
- Tell why Sumer was not the first civilization
- Explain the benefits of the Tigris and Euphrates to Mesopotamian civilization
- Describe farming in Sumer (tools, importance, and problems and solutions)
- Identify the Sumerian social classes
- Tell about the trading of goods in Sumer
- Explain how the Mesopotamian kings began to rule
- Explain how cuneiform benefited the Mesopotamians and archaeologists
- Identify Mesopotamian math and science achievements
- Describe Mesopotamian architecture
- Describe the education, family life, and clothing of the Mesopotamians
- Identify the first empire
- Identify the Amorite civilization as the Babylonian Empire
- Contrast Hammurabi's Code with the Mosaic law
- Describe the result of Jonah's trip to Nineveh
- Describe what happened to Nebuchadnezzar because of his pride