

Chapter 2: Mesopotamia

Lesson	TE pages	ST pages	AM pages	Content and skill objectives	Vocabulary
12	25–28	19–22	15–16, 241–51	<ul style="list-style-type: none"> Trace the development of Sumer from farming villages to cities Identify the role of an archaeologist Explain how an archaeological site is excavated Analyze the importance of the work done by Sir Leonard Woolley Use a wheel and spokes organizer 	tell
13	29–31	23–25	17–18	<ul style="list-style-type: none"> Explain how the Tigris and Euphrates rivers created fertile soil Trace the development of technology used for farming Describe the techniques used to effectively control and use rivers Trace the development of Sumerian city-states Complete a Sumerian civilization web organizer 	irrigation surplus city-state
14–15	32	26	19	<ul style="list-style-type: none"> Gather, organize, and write information about a historical invention Design and construct a book jacket Work together in a group 	
16	33–38	27–32	17, 20	<ul style="list-style-type: none"> Categorize social classes of the Sumerian civilization Analyze the importance of trade in Sumer Describe how records were kept in Sumer Explain the various roles of artisans and buyers in Sumer 	social class cylinder seal scribe artisan
17	39–42	33–36	17, 21–23	<ul style="list-style-type: none"> Evaluate the role religion played in the lives of Sumerians Analyze the role of priests in Sumerian society Trace the development of kings in Sumerian city-states Compare and contrast Mesopotamian beliefs with biblical truth 	polytheism ziggurat
18	43–44	37–38		<ul style="list-style-type: none"> Trace the development of written language in Mesopotamia Experience the process of writing cuneiform Make a cylinder seal 	cuneiform
19	45–50	39–44, 412	17, 24–25	<ul style="list-style-type: none"> Recognize Mesopotamian contributions to math and science Give examples of the arts attributed to the Mesopotamians Compare ancient Mesopotamia to modern-day Iraq Describe the daily life in Sumer 	epic
20–21	51	45	26	<ul style="list-style-type: none"> Create a mosaic 	
22	52–55	46–49	27, 241–51	<ul style="list-style-type: none"> Locate on a map the location of ancient Mesopotamia, modern Iraq, Syria, and surrounding countries Analyze the rise and fall of power of the Sumerian civilization Describe the Akkadian Empire Trace the development of date systems used to record years Trace the rise of the Amorite civilization and its development into the Babylonian Empire Analyze the importance of Hammurabi 	empire BC AD ca. Hammurabi's Code
23	56–60	50–54	27–29, 241–51	<ul style="list-style-type: none"> Analyze the Hittite Empire Compare and contrast Hammurabi's Code with the Mosaic law Analyze the Assyrian Empire Analyze the Chaldean Empire 	
24	61		30	<ul style="list-style-type: none"> Recall concepts and terms from Chapter 2 	
25	61			<ul style="list-style-type: none"> Demonstrate knowledge of concepts taught in Chapter 2 by taking the test 	

A complete materials list for the chapter is provided on the Teacher's Toolkit CD.

Chapter 2



Mesopotamia

Chapter Overview

In this chapter the student will watch early civilizations take shape. He will see how self-sustaining groups of people develop city-states. The student will follow the steps that lead to a powerful civilization and eventually an empire. He will learn about the influence archaeological discoveries have on understanding early civilizations. By studying about ancient Mesopotamia, the student will gain an appreciation for the people of the land between two rivers—the home of great men such as Abraham.



Web links—Check www.bjupress.com/resources for Web links that will enhance your lessons. Links have been carefully selected from reputable sites. However, be sure to carefully evaluate all material before you present it. Also be aware that links to some sites may become outdated, though efforts are made to keep them current.

♦ Lesson 12 ♦

Objectives

- Trace the development of Sumer from farming villages to cities
- Identify the role of an archaeologist
- Explain how an archaeological site is excavated
- Analyze the importance of the work done by Sir Leonard Woolley

Vocabulary

tell

Materials

- Sumerian Organizer, AM p. 15
- Fertile Crescent, M 2.1
- History TimeLine (optional)

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

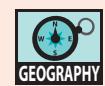
► Imagine that you are on an archaeological expedition that found one of the ancient cities mentioned in the Bible. What words would describe your feelings as buildings and artifacts are uncovered? *possible answers: amazement, excitement, puzzlement, fascination, elation, admiration*

Teach for Understanding

Discussion

page 19

- What does the picture tell you about Mesopotamia? *It is a land with water, plants, and trees.*
- What kind of a climate do you think it has? *Accept reasonable answers.*
- In what ways do you think the early people used the water? *drinking, farming, supplying power (e.g., using the water wheel to power a mill), or other uses*
- This photo is of an ancient wooden water wheel on the Euphrates River in the city of Haqlaniyah in the Al Anbar province of Iraq.
- How do you think the early people who lived in Mesopotamia traveled here? *possible answers: by boat, by camel, on foot*



Learning names of modern countries—

Challenge the student to learn and memorize the names and locations of the modern countries in the region covered in this chapter. Blank outline maps are provided on the CD.

Discussion

page 20

Guide the student in filling in the appropriate blanks of the *Sumerian Organizer*.

Examine the timeline. What time range will be studied in this chapter? **3000 BC to 612 BC**

How many years were between the time of Sumer and the time of the Akkadian Empire? **$3000 - 2350 = 650$ years**

When was Abraham called out of Ur? **about 2100 BC**

Display the *Fertile Crescent* map.

Find the Tigris and the Euphrates rivers.

What kind of terrain surrounds Mesopotamia? **mountains, desert, and seas**

Caption answer: *They began in the mountains and ended in the Persian Gulf.*

Why do you think Shem's descendants migrated to Mesopotamia? **possible answers: God led them. They wanted to live near the rivers, which served as sources of water.**

What is the shaded area on the map called? **the Fertile Crescent**

Describe the Fertile Crescent and its location. **a curved area from the Persian Gulf to the Mediterranean Sea**

What does *fertile* mean? **possible answers: good for farming, able to produce crops easily**

Why is Mesopotamia considered to be the cradle of civilization? **It is the place where the earliest evidence of agriculture, written language, and cities was found.**

Why do you think the term *cradle* is used? **A cradle often refers to a baby's first bed. The term cradle is used since the first known evidence of civilization was found in Mesopotamia.**

What was Sumer? **the civilization that formed from the early Mesopotamian cities**

This region is no longer referred to as the Fertile Crescent or Mesopotamia. Can you think of what this area is called today? **Middle East**

Look at the map on page 42. What modern countries share the area of Mesopotamia? **Syria and Iraq**

Refer to the History Timeline on Activity Manual pages 241–51. For your use, a copy of the History Timeline is on the CD.

Find the civilization of Sumer at 3000 BC. What other civilizations existed about that same time? **the Olmec civilization, Upper and Lower Egypt under Menes**

Which of Noah's sons settled in Egypt? Refer to the map on Student Text page 18. **Ham**

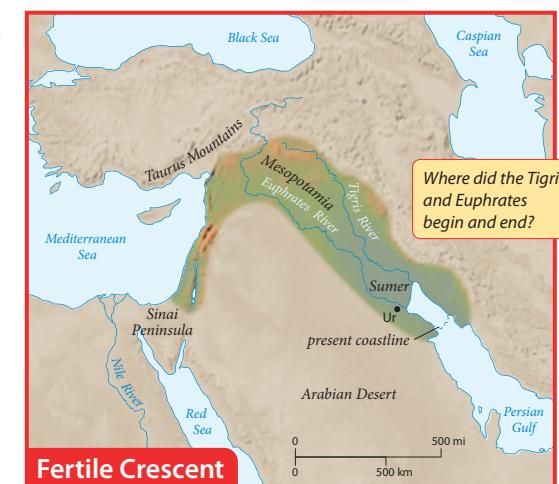
What do archaeologists look for as they excavate a historic site? **artifacts**

- FOCUS**
- What was one of the first civilizations after the Flood?
 - What city did Leonard Woolley excavate?

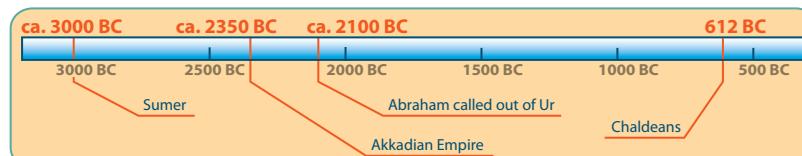
the civilization that archaeologists and historians call **Sumer** (SOO muhr).

Archaeology

Archaeologists study artifacts to find clues about the Sumerian people. For instance, a woman's jewelry could give clues to whether she was rich and powerful or poor but inventive. Many artifacts are found during a dig, when archaeologists excavate a historic site.



Every dig needs experts in history, archaeology, architecture, translation, photography, and drawing. These experts try to interpret and preserve what is found.



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- What kinds of experts are needed at a dig? **historian, archaeologist, architect, translator, photographer, and artist**
- Why do you think so many experts are necessary? **Together they help provide more reliable conclusions as artifacts are examined and interpreted.**
- Which job at a dig would you like to have? **Answers will vary.**

FOCUS Answers

- Sumer
- Ur

In the Bible

Archaeology and the Old Testament

Many secular archaeologists and historians assume that Sumer was one of the first civilizations. They do not believe the Bible's account of a worldwide flood destroying previous civilizations. Although no artifacts have been found from before the Flood, the Bible informs us that civilizations before the Flood did exist. These early civilizations were quite advanced. Genesis records that the people who lived before Noah built cities. They were skilled musicians and workers in brass and iron. They knew much about agriculture.

Archaeological evidence has proved many skeptical views of the Bible wrong. For example, people believed that the story of Abraham was a myth. The Bible states that Rebekah rode to meet Isaac on a camel. Researchers assumed that camels would not have been used as beasts of burden during Abraham's time, but records from Sumerian tablets show that camels were indeed ridden.

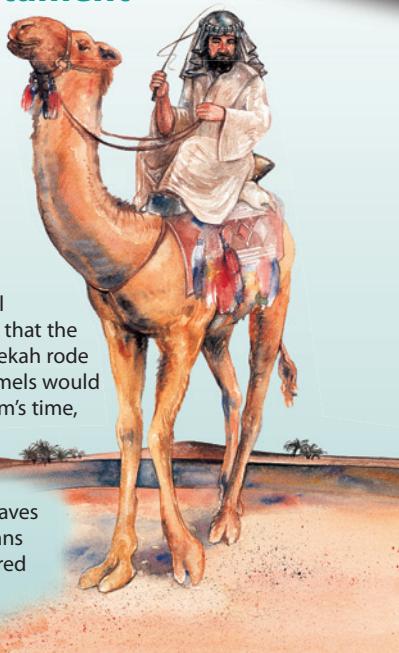
Archaeologists also discovered many skeletons in caves around Ur. The same burial caves were used by Sumerians for generations. This explains the biblical phrase "gathered to his people." Thus, Abraham's sons were following a common custom when they buried him.

Sometimes a dig is chosen by the presence of a tell. A **tell** is a mound made up of layered dirt and the remains of earlier buildings and structures. *Tell* comes from the Arabic word for "high."

Work at a dig begins with surveys of the site. These surveys are done on the ground or from the air. Archaeologists use the information from these surveys to draw a map and section off the area

into squares. Today archaeologists often use computers to map the area, make calculations, and keep records. The actual digging is done slowly by hand, a layer at a time. Everyone must work carefully to avoid damaging fragile objects. When an object is found, it is photographed, labeled, and recorded.

In the 1850s British archaeologists discovered Mesopotamian artifacts in



Reading and writing right to left—Some of the languages in Middle Eastern cultures, such as Arabic and Hebrew, are written and read from right to left rather than from left to right as in English and Spanish. Perhaps that is the reason the names of the Tigris and Euphrates rivers are usually listed with the Tigris first, even though it is to the east (right) of the Euphrates on the map.



Hippopotamus—Review that *Mesopotamia* comes from the words *meso* ("between") and *potamia* ("river[s]"). The word *hippopotamus* uses a form of *potamia*. It comes from two words: *hippo* ("horse") and *potamus* ("river"). So *hippopotamus* literally means "river horse." Since hippos are most often found in or near a river, the name suits the animal well.



Artifacts from before the Flood—Review that the Flood covered the entire earth and churned up the surface of the earth (e.g., the Grand Canyon). In addition, volcanic and seismic activity transformed the earth's surface. It is doubtful that anything made by man survived this enormous disruption. Any artifacts that might have survived would have been buried under hundreds of feet of mud and silt. If someone found an artifact and claimed that it predated the Flood, such a claim would be impossible to verify since there is nothing to compare it against.

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Discussion

page 21

- Of what importance is a tell to an archaeologist? *The mound of dirt indicates that it may be the site of hidden ancient buildings.*
- How have computers helped in the process of digging a site? *Their uses include mapping the area, making calculations, and keeping records.*
- Why does it take so much time to excavate a site? *Work must be done slowly by hand to avoid damaging fragile objects.* [BATs: 2d Goal setting; 2e Work]

Discuss the In the Bible article.

- Why do secular archaeologists believe that Sumer was one of the first civilizations? *They cannot find evidence of a*

previous civilization. They do not accept the Bible's account of earlier civilizations.

- What does the Bible tell us about civilizations before the Flood? *There were cities, skilled musicians, metalworkers, and agricultural knowledge.*
- What was the significance of the Sumerian tablets? *They contained historical evidence that proved the skeptics of the Bible wrong.*
- What information did the tablets tell about the culture? *The tablets record how camels were indeed ridden during Abraham's time.*

Discussion

page 22

- What archaeologist discovered the ancient city identified as Ur? *Sir Leonard Woolley*
- What does the archaeological evidence tell us about ancient Sumer? *It may have been one of the first civilizations after the Flood.*
- How do we know Ur was part of a civilization? *Evidence shows that it had huge palaces and plazas, that the people grew grain and vegetables and traded with other countries, and that some people practiced different trades and studied sciences.*

Look at the first photo on page 22. What are the people doing? *excavating a burial site*

What could burial sites tell about the people who lived in ancient times? *what objects people valued; customs and beliefs (possibly indicated in how people were buried); the ages of corpses, which can often be identified*

Discuss similarities between the top two photos on page 22.

Why does Woolley have the title "Sir" before his name? *He was knighted.*

Activity Manual

Study Skill—page 15

This page is a wheel and spokes organizer for the Sumerian civilization.

Reinforcement—page 16



Leonard Woolley's team excavated Pit X during the years 1933–34. Its final depth was about 60 feet (18 m). This site near the Royal Cemetery revealed hundreds of burials (left). A modern archaeological dig (above).

day used canals to irrigate their fields. They grew grain and vegetables and sold wool to other countries. Some people were weavers or metalworkers, and some studied medicine or the stars.



BIOGRAPHY

Who: Sir Leonard Woolley**What:** archaeologist**When:** Apr. 17, 1880–Feb. 20, 1960**Where:** Great Britain

During World War I, British intelligence officer Woolley was a prisoner in Turkey. Being an expert in Mesopotamian studies, he was knighted in 1935 for his contributions to modern archaeology.

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Ur—Some archaeologists believe that Ur was the largest city in the world during its time. The city had an estimated population of sixty-five thousand people.

FOCUS

1. How did agricultural techniques affect the growth of cities?
2. What was the occupation of most Sumerians?

The Rise of Sumer**Agriculture****Planting**

The Tigris and the Euphrates carried a fine, fertile soil called silt down from the mountains. When the rivers flooded, they spread silt across the plains. The fertile soil left behind made the land good for farming.

Early Sumerian farmers used sticks to poke holes in the ground. Then the farmers dropped seeds into each hole. This was hard, slow work. Later the Sumerians developed plows as a better way of pre-

paring the soil for planting. Early plows were pieces of wood that made long, shallow trenches in the soil. It was much easier for farmers to drop seeds into a trench than into individual holes. The plow also loosened the soil so the roots of the crops could grow more easily.

Eventually farmers found that hitching oxen to the plows helped prepare even more land for planting. A pair of oxen was hitched to a plow with a yoke. Use of this tool was first recorded in Sumer. The yoke helped the oxen pull a plow or a heavy wagonload.

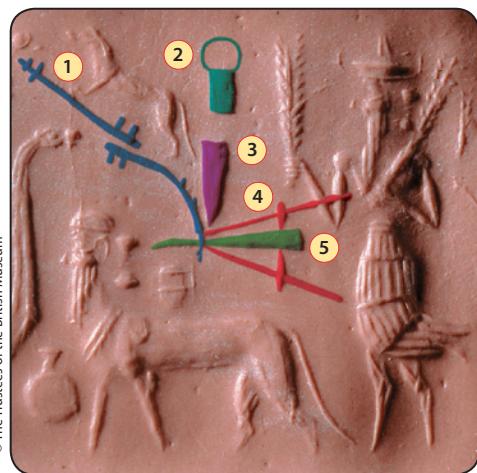
Sumerian farmers were also the first known people to use the wheel. Pulling a heavy load on a cart with wheels was much easier than dragging that same load on a cart without wheels.

The Sumerian farmers grew nearly all the barley, wheat, sesame seeds, flax, vegetables, and dates that the Sumerian people needed. The farmers who owned their own land sold their harvests in the city market. Many farmers did not own their own land but worked on land owned by the temple or by wealthy individuals. These farmers received part of the harvest to use or sell.

Flood Control

Outside the great city of Ur, farmers worked hard in the fields. Farming was not always easy. Mesopotamia had fertile soil, but the crops also needed water.

Agricultural tools on a detail of a cylinder seal from Mesopotamia: (1) yoke, (2) seed bag, (3) seed funnel, (4) handle, and (5) plow share



©The Trustees of the British Museum

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◆ Lesson 13 ◆**Objectives**

- Explain how the Tigris and Euphrates rivers created fertile soil
- Trace the development of technology used for farming
- Describe the techniques used to effectively control and use rivers
- Trace the development of Sumerian city-states

Vocabulary

irrigation
surplus
city-state

Materials

- Sumerian Agriculture Organizer, IA 2.1, for display and for each student
- Sumerian Agriculture Organizer (Key), IA 2.2
- Wooden Plow and Oxen, V 2.1
- Early River Civilizations, M 2.2
- Civilization Organizer, AM p. 17

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

Review the features of a civilization on Student Text page 11.

► What are the five main features of a civilization?

- 1) organized cities and government, 2) social classes,
- 3) job specialization, 4) arts, sciences, and written language, 5) religion

Teach for Understanding

Guide the student in completing the *Sumerian Agriculture Organizer*.

Discussion**page 23**

- **What is silt?** fine, fertile soil carried by rivers
 - **Where did the silt in Sumer come from?** The rivers carried it from the mountains.
 - Use the demonstration on TE page 30 to show the movement of silt during flooding.
 - **What was the importance of silt?** It was fertile and ideal for growing crops.
- Display the *Wooden Plow and Oxen* visual.
- **What tools are being used in this picture?** plow and oxen
 - **Why was the development of farming tools important?** The tools were needed to provide enough food for everyone. They made farming easier so that a surplus of food was available.
 - **What was a benefit of using a plow?** possible answers: loosened the soil for roots to grow more easily, prepared the land faster for planting, made it easier to plant seeds
 - **How was the use of the wheel important to farming?** Loads could be moved more easily.

Focus Answers

1. They made it possible for people to specialize in other jobs.
2. farmers

Discussion

page 24

- What was the function of levees? *to hold back the floodwaters and prevent water from destroying livestock, crops, and homes*
- Why was irrigation necessary? *Crops needed water during the summer, when there was a lack of rain. Also, some crops were located far from the river.*
- 💡 Why was it important for the people to build water storage basins? *to hold large amounts of water for use in irrigation*
- ⊕ Display the Early River Civilizations map.
- ⊕ Identify the main rivers where people first settled. *Tigris River, Euphrates River, Nile River, Ganges River, Indus River, Yangtze River, and Yellow River*
- ⊕ Which waterways would the people have used to travel from Mesopotamia to Egypt? *Euphrates River to the Mediterranean Sea to the Nile River*
- 💡 What ideas do you think Mesopotamia and Egypt might have learned from each other? *Answers will vary, but elicit inventions, religion, and politics.*
- 💡 How were rivers beneficial to a civilization's economy? *water for farming and means of transportation for travel and trade*

Discuss the picture at the bottom of page 24 and the meaning of *domesticated*. Elicit the idea of taming animals.

- 📷 How does the picture of the cylinder seal impression indicate that people had domesticated animals? *The person is leading the animals out of a gate.*

RIVER CIVILIZATIONS

Early people settled in river valleys for several reasons. The lands close to the rivers were flat, making it easier for farmers to plant crops. The rivers nourished the soil and made it fertile. The rivers also provided fish to eat and fresh water to drink. The rivers served as highways on which people could travel from one place to another, exchanging goods and ideas.



Some years the right amount of rain fell. But more often, the region received either so little rain that the crops withered from the heat or so much rain that the crops were destroyed from flooding. Sometimes floods killed livestock and washed away homes.

To help control the destruction of floods, the Sumerians built levees. These were raised areas of earth that held back the floodwaters. The levees protected the Sumerian homes as well as their crops.

Irrigation

Most of the area beyond the rivers was desert. During the summer, the ground became dry and hard under the hot sun. With no rain for months, plants

died and winds from the mountains blew the sand.

To help solve this problem, the Sumerians developed **irrigation** (ihrluh-GAY shuhn) as a way of supplying water to an area of land or crops. They built storage basins to hold water supplies. Then they dug canals, or man-made waterways, to carry water from the river. The canals allowed the farmers to plant crops in locations that were far from the river. With irrigation a farmer could keep his crops alive throughout the dry summer. The Sumerians had few natural



© Werner Forman/Art Resource

This ancient impression from a Sumerian cylinder seal shows a man leading animals from a gate.

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Demonstration **Flooding effects****Materials**

- paint roller tray
- 2 c sand
- 2 c water
- 1 c potting soil

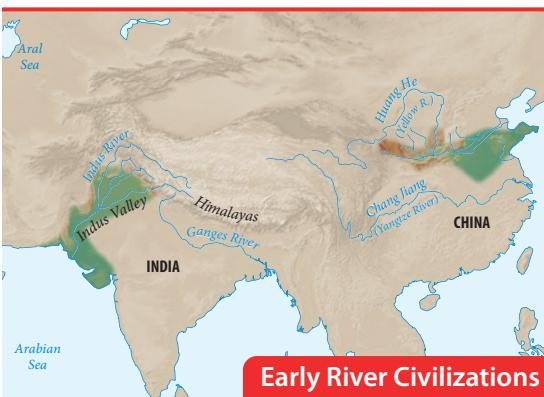
Firmly pat the sand in the flat area at the bottom of the paint roller tray. Heap the potting soil at the top of the tray. Identify the sand as poor soil and the potting soil as the nutrient-rich silt in the mountains.

Pour water over the soil until the soil moves to the sand.

Make inferences as to how silt moves with floodwaters.



Irrigation experiment—Show how evaporation of water left salts in the soil that eventually ruined much farming land in southern Mesopotamia. The student can fill a clear shallow container halfway with tap water. Mark the height of the water. Set the open container in the sun for the water to evaporate. After several days add water to bring the level back to the mark and allow the water to evaporate again. Repeat the process several times. Examine the residue left along the upper edges of the water. Encourage the student to write a description of the results and infer how the salts and minerals might affect a crop.



resources, so they made good use of the crucial resource of water.

Farmers were also able to use irrigation to water their animals. Cattle and sheep grazed in the fields. Donkeys and oxen worked in the fields and transported heavy loads. Goats, pigs, and sheep supplied meat as well as hides and wool.

Irrigation is still an essential part of farming. Modern farmers use different methods to water their crops. Some farmers use canals to direct water to their fields. Others, like some farmers in the United States, use sprinkler irrigation. This method is similar to watering your lawn with a sprinkler.

Sumerian City-States

The development of the plow and of irrigation helped to increase the amount of food the farmers could grow. They produced a food **surplus**, or more than what was needed. Because of the surplus, fewer people needed to farm. New occupations developed as people began working at specialized jobs and trades.

Priests performed religious activities. Rulers governed the people. Soldiers

kept order. Craftsmen made goods. Job specialization allowed people to develop new skills. These skills helped to create and maintain the civilization.

Some farm settlements grew into villages, and villages grew into cities. Although most people worked on farms, cities became important places. Each Sumerian city developed into a **city-state**. A city-state was made up of the city and the surrounding land and villages that it controlled. It had its own government and laws. Its people worshiped gods that were special to that city.

Some city-states wanted more power. They fought other city-states for more farmland and water. Because of these battles, the city-states formed strong armies. The people built thick walls around their cities for protection. During Abraham's lifetime, Ur was a powerful Sumerian city-state.



An oil painting by Maurice Bardin of Babylon
What characteristics of a civilization do you see pictured?

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Discussion

page 25

Guide the student in filling in the appropriate blanks of the *Civilization Organizer* covered during this lesson.

- 💡 **How were animals an important part of daily life?** *possible answers: They were used to work the fields. They supplied meat for food, hides for leather, and wool and fur for cloth.*
- **How did the farmers' ability to produce a surplus help create specialized jobs?** *Since fewer people were needed for farming, other people began working at specialized jobs and trades.*
- **How did specialized jobs help the civilization?** *New skills developed, which helped create and maintain the civilization.*

- After farm settlements grew into villages and villages into cities, what did the cities develop into? **city-states**
- 💡 What were the advantages of living in a city-state? *It had its own government and laws, a strong army, and thick city walls for protection.*
- How did city-states become powerful? *They fought other city-states for more farmland and water. They developed strong armies and built strong, protective walls.*
- What Sumerian city-state was powerful during Abraham's lifetime? **Ur**
- 💡 Caption answer: *transportation, trade, and organization*

Activity Manual

Study Skill—page 17

This web organizes information from this lesson as well as Lessons 16–17.

Review—page 18

This *Study Guide* reviews Lessons 12 and 13.

Assessment

Quiz 2A

The quiz may be given anytime after completing this lesson.

◆ Lessons 14–15 ◆**Objectives**

- Gather, organize, and write information about a historical invention
- Design and construct a book jacket
- Work together in a group

Vocabulary

There are no vocabulary words to introduce.

Materials

- variety of books with jackets
- large sheet of art or construction paper for each pair of students

Introduction

Note: Two lesson days are allotted for this activity. On the first day, introduce the project, set a due date, and allow the students to work in pairs to begin planning and working. The second lesson day may be used for the students to complete their book jackets and presentations.

Display several book jackets. Guide a discussion and ask the following questions about book jackets. *Answers will vary.*

- What are the titles of the books?
- Where are the various places on the book jackets that titles are placed?
- Where does the name of the author appear on the front cover of the jackets?
- What do the pictures on the jacket tell you about the book?
- Where are descriptions about the author and the story located?

Read some of the information on the front and back flaps.

Teach for Understanding**Discussion****page 26**

The student should read the page before beginning the activity.

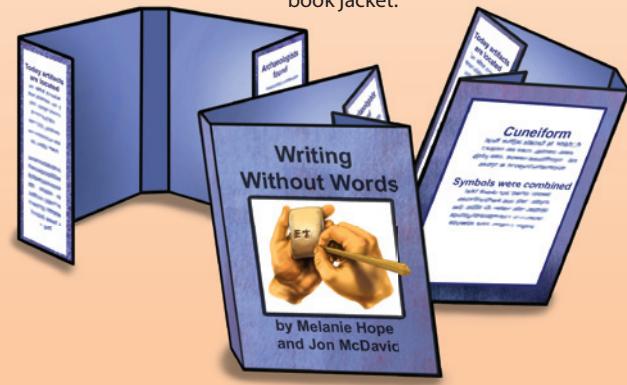
Guide the students in working together to plan, write, illustrate, and compile their book jackets. [BAT: 2e Cooperativeness]

Direct each pair of students to choose an invention on Activity Manual page 19 or to choose one of their own. Help the students brainstorm ideas for titles for a book about their chosen invention. Encourage each pair to research information

Exploring Together**Making a Book Jacket**

When you buy a new hardback book, it may come with a paper book jacket. The jacket helps spark interest in reading the book. The front cover includes the book's title, the names of the author and the illustrator, and often an illustration or a photograph. A brief summary of the book's contents is on the back cover or on the inside flaps. Sometimes the cover includes reviews of the book. These reviews are usually positive comments from writers or critics who have read the book. The flaps may also contain information about the author and the illustrator of the book.

1. Work with a partner to choose a Mesopotamian invention or achievement that had an impact on history. Your choice may come from the chapter or from research.
2. Imagine that the invention or achievement you chose is the subject of a book. Design a book jacket for that book.
3. Write a rough draft of the summary and other information for the back cover and the flaps.
4. Make a neat copy of the summary and information. Add the summary and information to the book jacket.
5. Add an illustration and title to the front of the book jacket. Include your names as the authors.
6. Share or display the completed book jacket.



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about their invention to include on the flaps and the back of the book.

Provide materials and resources as needed to complete the project.



Students may use computers or other technology to create their text, illustrations, and final book jackets. Adjust instructions to meet the students' needs.

Activity Manual**Activity—page 19****Assessment****Rubric—pages R 2–5**

Select one of the prepared rubrics to include your chosen criteria.



1. Which social class was the largest in Sumerian society?

FOCUS

2. What kinds of artisans were in Sumer?

Society

One feature of early civilizations was the development of social classes. **Social classes** are different levels of a culture into which people are divided. The Sumerian civilization had three classes. Each class had a different role. The upper class consisted of the ruler, governmental officials, and priests. These people had

Date palms commonly grew in large groves, similar to those seen here. Remains of dates were found in the excavation at Ur. This fruit was often featured in the art of Mesopotamia.

the most power. The middle class was the largest class. It consisted of farmers, fishermen, merchants, traders, and skilled workers.

Slaves were in the lowest class. They were common in Sumer. Slaves were forced to serve others and were thought of as property. Some slaves were prisoners of war; others were criminals. Some people became slaves to pay off their debts. Despite being under the rule of masters, slaves had certain privileges. Slaves could hold property or go into business. Sumerian slaves could eventually purchase their own freedom.

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◆ Lesson 16 ◆

Objectives

- Categorize social classes of the Sumerian civilization
- Analyze the importance of trade in Sumer
- Describe how records were kept in Sumer
- Explain the various roles of artisans and buyers in Sumer

Vocabulary

social class	cylinder seal
scribe	artisan

Materials

- Civilization Organizer from Lesson 13
- Mesopotamia Then & Now, M 2.3
- samples or pictures of handmade pottery
- samples or pictures of inlays

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- A society is a group of people with similar customs who live together. Every person in a society has a function. At the top of society are the leaders. Other people contribute to the society by performing a service or by doing work.
- Who are the leaders in your society? *possible answers: president, governor, mayor, pastor, teacher*

- Which person or group of people do you consider most important in your society?
- What part do you play in your society?

Teach for Understanding

Guide the student in filling in the appropriate blanks of the *Civilization Organizer* covered during this lesson.

Discussion

page 27

- Why do you think societies develop social classes? *possible answers: Some people desire to rule over others. Social classes provide organization, cooperation, and structure. A society needs leadership to survive.*

- Why did the upper class have the most power? *because they were the rulers, governmental officials, and priests*

- Why was the middle class the largest? *It was made up of most of the workers in the society.*

- How were slaves different from other citizens in the Sumerian society? *They were forced to serve others and were thought of as property.*

- How did slaves in Sumer differ from slaves in the early history of the United States? *possible answers: Sumerian slaves could own property and go into business. They could earn their freedom.*

FOCUS Answers

1. the middle class
2. craftsmen of jewelry, pottery, and clothing

Discussion

page 28

- What was unique about the boats used by the Sumerians? *They were among the first to use sails.*
- How were boats important to the economy of Sumer? *They were used for trading and commercial fishing.*
- What made the docks an important place? *Businessmen and sailors conducted business there.*
- 💡 Why was it important to sell fish the same day they were caught? *to keep them from spoiling since there was no refrigeration*
- 💡 Why do you think the people of Sumer made fish an important part of their diet? *Fish were easily available. They were high in protein and provided energy.*
- Why were gems, wood, stone, and metal imported? *There were very few natural resources in Sumer.*
- 📷 How does the boat in the picture at the bottom of the page compare to modern boats of today? *possible answers: They are similar. Many modern boats have motors instead of sails.*
- 📷 Look at the picture at the top of the page. What is the boat made of? *soil and bitumen*
- 📷 What is bitumen? *a kind of tar*

Bitumen is a kind of tar still used today in asphalt, cement, and mortar.

- 📷 Compare the model boat with the modern boats pictured on page 27.

The picture on page 27 is of women and children transporting goods on the Euphrates river. The low boats are much like the model.

© The Trustees of the British Museum



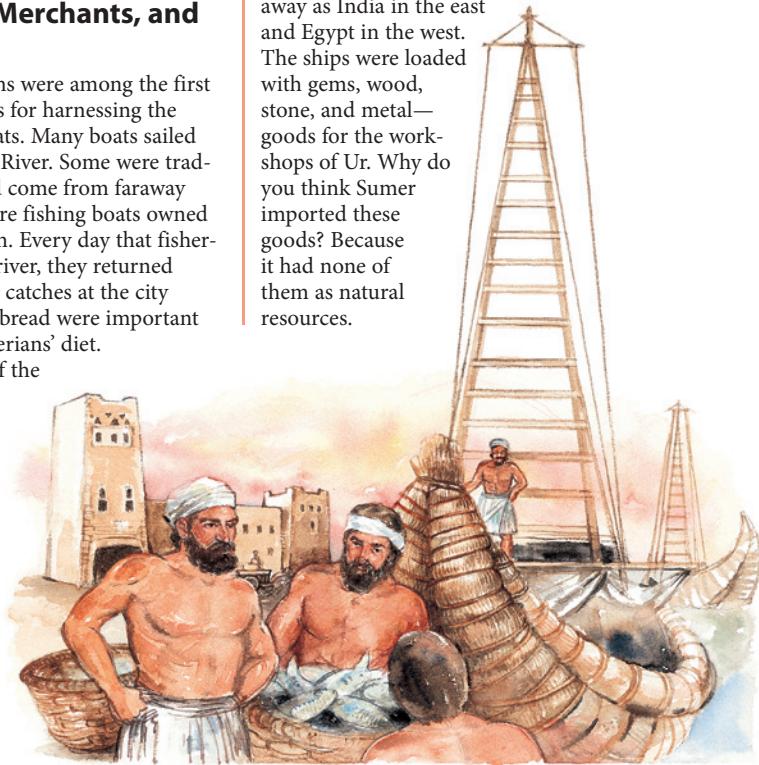
This boat model, made of a mixture of soil and bitumen (a kind of tar), came from a grave in an Ur cemetery. Model boats have been found in other graves. Compare this model with the modern boats being used in the photo on page 27.

Fishermen, Merchants, and Traders

The Sumerians were among the first people to use sails for harnessing the wind to move boats. Many boats sailed on the Euphrates River. Some were trading ships that had come from faraway places. Others were fishing boats owned by local fishermen. Every day that fishermen went to the river, they returned home to sell their catches at the city market. Fish and bread were important foods in the Sumerians' diet.

At the edge of the city of Ur, on the Euphrates River, stood the docks where trading ships and fishing boats were anchored. Dockworkers, merchants, traders, and sailors conducted their business there. Ships brought goods from as far

away as India in the east and Egypt in the west. The ships were loaded with gems, wood, stone, and metal—goods for the workshops of Ur. Why do you think Sumer imported these goods? Because it had none of them as natural resources.



Bowen Collection of Antiquities, Bob Jones University Museum & Gallery (both)



Cylinder seal (above) and impressions from seal (left)

Early trade in Sumer was conducted by barter. Barter is a trading system in which people exchange goods without money. A merchant might trade his grain for another item, such as lumber or copper. Often a food surplus in one city-state was traded for a different kind of good in another city-state. Trade helped city-states grow in wealth and power.

Trading with other countries was essential to the growth of a civilization. Besides the people of Sumer, other groups of people in the world were organizing into civilizations. These groups of people traded with Sumer.

The Sumerians kept careful records of all their business dealings. People who recorded information in writing were called **scribes**. Using a reed stylus, a pointed writing tool, scribes wrote down sales on soft clay tablets. After a scribe recorded a sale, he allowed the tablet to dry. Then he wrapped it in another piece of clay that served as an envelope. The tablet was stored in the temple with other legal records. From these careful records archaeologists have learned much about Sumerian economics.

When two merchants finished a business deal and the scribe put his last

marks on the tablet, each man had to sign it. They did not use the scribe's stylus to write their names. Rather they used clay seals shaped like cylinders. This kind of **cylinder seal** was small, only about one to two inches long and about a half-inch in diameter. It had carvings that identified the owner. The carvings could include plants, animals, gods, and wedge-shaped symbols. Each man rolled his seal across the wet clay tablet to approve the sale. The cylinder seal was a fast, simple way to sign one's name. The mark of a cylinder seal stood either for approval, as on a legal document, or for ownership, as on goods ready to be shipped.

Artisans and Buyers

Unloaded goods did not stay long at the docks. Workers gathered them up and took them into the city.

In the center of Ur, **artisans**, or skilled craftsmen, turned raw materials into finished goods. These products made up most of Sumer's exports. Archaeologists have found records and remains of jewelry, pottery, clothing, and other objects made in the artisans' shops.

Many of the workshops in Ur produced goods for everyday use. Some of

29

Discussion

page 29

- **What is barter?** *a trading system in which goods are exchanged without the use of money*
- **Why was barter important to city-states?** *It helped them grow in wealth and power. It was essential to the growth of a civilization.*
- 💡 **What could happen today that would make it necessary to barter for goods?** *If money became worthless*
- 💡 **Why were other people willing to trade with Sumer?** *to obtain necessary goods that were in short supply where they lived*
- **What made the scribes important people?** *They made it possible to keep careful records of business dealings.*

💡 **Why do you think it was important for the businessmen to keep these records?**

possible answers: to show that the transaction really happened, to refer to in the future

► **How have the preserved records helped archaeologists?** *They have learned much about Sumerian economics.*

► **Why was a cylinder seal, rather than a stylus, used by the merchants?** *It was a faster and simpler way to sign one's name.*

► **Why were imported goods important to the artisans?** *Artisans used raw materials to produce finished goods for trading.*

Display the *Mesopotamia Then & Now* map. Explain that, in addition to boats, goods were also transported by donkey, on foot, and by cart.

💡 **What would affect how far a merchant traveled to trade goods?** *the method of travel used and the condition of the land or seas*

✳ **What landforms might hinder a merchant's travel?** *possible answers: deserts, mountains*

✳ **How would a merchant travel quickly from north to south in Mesopotamia?** *possible answer: rivers*

💡 **Could he carry more by boat or by donkey?** *by boat*

💡 **What sorts of things could he carry by donkey that would be difficult for a person to carry?** *possible answers: several bags of grain, many different kinds of pottery*

💡 **If you were a merchant in Sumer, would you charge the same if you transported dried fish to your neighbor as you would to someone at the other end of Mesopotamia?** *Answers will vary.*

Activity

Bartering—Over the next few lessons, the student will learn about trade and products produced in Mesopotamia. Encourage the student to do the cylinder seal, pottery, inlay, and jewelry activities. Create a marketplace for the student to barter his Mesopotamian products for other craft projects, school supplies, or other “flea market” items. He can use the cylinder seal to “seal” the deal.



Trade and transportation—Guide the student in researching to identify the different types of goods that would have been imported and exported and the kinds of transportation that would have been used to take those goods from region to region.

Discussion

page 30

💡 In what way did artisans contribute to economic stability in Ur? *They produced goods for everyday use.*

► **What influence did the making of cloth have on Sumer's economy? *It provided employment. People purchased the cloth. Other businesses such as dye shops developed from it.***

💡 How did other businesses not connected to the cloth industry profit from the making of cloth? *possible answer: People who were on the way to buy cloth might pass by them and buy items.*

💡 When your family goes to the store, do you ever buy more than what is on the shopping list?

💡 In what other ways was the Sumerian economy like the American economy? *Accept reasonable answers.*

► **What made pottery a practical industry in Sumer? *the availability of clay***

► **What made the potter's wheel an important invention? *The potters could make pots of uniform sizes and shapes faster.***

Display and discuss the sample pottery items or pictures. Point out how each style reflects the culture in which it was made.

💡 The basic shapes and designs of ancient Sumerian pottery are still seen in pottery today. Modern-day potters from that region create pottery that people can use in daily life or simply enjoy as beautiful works of art. Can you think of examples of pottery that you use or enjoy in your home? *possible answers: pitchers, bowls, cups, plates, vases, urns*

► **What kinds of items were considered to be luxury goods? *jewelry and fine dishes made from copper, silver, gold, and precious jewels***

💡 What is meant by "luxury goods"? *possible answers: quality items, items made by skilled craftsmen, items with a high price*

💡 Who probably bought the luxury items? *wealthy and important people*



Over the centuries the ancient method of making pottery has not changed much. The designs of pitchers, bowls, cups, and plates are also much the same. In this region potters still work at their wheels. Today tourists can buy the beautiful pottery as souvenirs. Ships transport these lovely works of art to countries that did not even exist when Abraham left Ur.

The city of Ur also had shops that made luxury goods. The artisans trained for many years to learn the skills for making beautiful objects. They made jewelry and fine dishes from the copper, silver, gold, and precious jewels imported into Sumer. The finished pieces, intricately and beautifully designed, were either sold in Ur or shipped to other cities and lands.

A special craft in Ur was shell inlay. An artisan used white shells from the river and arranged them into a design. He made sure the pieces fit together,



A modern Iranian potter shapes a vase as it rotates on his potter's wheel. This trade has been in his family for generations.

30



Observe a potter—Invite a potter to come to the classroom or visit him in his studio to talk about and demonstrate the pottery process. Before the visit, guide the student in making a list of questions to ask during or after the demonstration.

ECONOMY

What was the economy like in Sumer? Farming was the main economic source. Farmers grew everything they needed and then sold their food surpluses. Many people worked for owners of farms. Trade was very important. Skilled

artisans turned raw materials from foreign countries into finished goods. These goods were exported to other countries.

When the United States was being settled, it had an economy similar to Sumer's. Colonists were sent to the Americas to provide raw materials for countries in Europe. The Sumerians had turned raw materials into finished goods themselves. But the colonists shipped raw materials



abroad, where they were made into goods. The goods were then shipped back to the Americas to be sold.

The American people eventually began to cultivate wheat, corn, tobacco, indigo, and rice. These crops became the people's exports. Because America had many natural resources and hard-working people, the country became the wealthiest nation in the world.

almost like pieces of a puzzle. Once satisfied with his design, he pressed the pieces into softened tar on another surface,

such as metal. After the main design was finished, he may have surrounded it with a bright blue stone called lapis lazuli (LAHP-is LAZ-uh-lee). A shell inlay artisan had to be patient and careful. Some works of sparkling white shells and lapis lazuli inlay still exist and show the high quality of Sumerian workmanship.

The Granger Collection, New York



Sumerian necklaces of carnelian, lapis lazuli, and gold

31

Discussion**page 31**

Display and discuss the pictures or samples of inlays. Examples of shell inlay are pictured on Student Text page 32.

► How was shell inlay made in ancient Ur?

Shells were arranged into a design and pressed into softened tar. Sometimes they were surrounded with decorative stone.

💡 If you were an artisan in Ur, what would you do to make goods attractive to sell?
possible answers: make goods for practical, everyday use; decorate goods with designs, shells, or lapis lazuli

► How was the economy in Sumer similar to the early economy in America?
Sumer was mainly a farming community. Farmers grew everything they needed.

► How were the economies different? *In Sumer, skilled artisans turned raw materials from foreign countries into finished goods, which were then exported to other countries. In colonial America the colonists provided raw materials for other countries, where the materials were made into goods and shipped back to America.*

💡 How did wealthy farmers contribute to the economic needs of less fortunate people? *They provided employment. Many people worked for owners of farms.*

► What economic factors made America become one of the wealthiest nations in the world? *many natural resources and hard-working people* [BAT: 2e Work]

**Inlay trivet**

Materials: used ceramic tiles or decorative shells, paper or plastic bag, hammer, small used picture frame (or one made of craft sticks), air-dry clay, felt, craft glue

If using tiles, place them in the bag and tap with the hammer to break them into smaller pieces. Fill the frame with clay and press to smooth. Create a design or scene by pressing the tiles or shells closely together in the clay. The clay and tiles should not rise above the level of the frame. Allow the clay to harden. Glue the felt to the back.



Compare economies—Make a Venn diagram comparing and contrasting the economies of Sumer and the early United States.

Echoes from the Past

Discussion

page 32

- What artifact did Sir Leonard Woolley discover?
a wooden box with pictures of life in Ur
- Look at the “War” panel. What does it show about the military in the city of Ur? *It shows an infantry carrying spears, and chariots being pulled by donkeys.*
- Caption answer (upper left picture): *chariots*
- Why is the box called the Standard of Ur? *because it was believed to be carried into battle as a standard, or a flag*

Explain that Woolley thought the box may have been used as a standard, but other sources suggest that the box was part of a musical instrument.

- Why did the panels of the box become known as “War” and “Peace”? *One panel shows a scene of an army with spears, representing war. The other panel shows a banquet scene, representing peace.*
- 💡 Is the Standard of Ur a primary or a secondary source? *primary source* Why? *It shows scenes from about the same time the box was made.*
- How do modern artisans use inlay craft? *They use it to decorate various products such as guitars, jewelry boxes, combs, and furniture.*

Activity Manual

Reinforcement—page 20

The Standard of Ur



Detail from “War” panel
What advancement in technology helped the army in war?

Leonard Woolley excavated at the Tell el-Muqayyar, also known as the ancient city of Ur. In one of the largest graves in the Royal Cemetery, Woolley uncovered a wooden box. The weight of the soil had crushed the sides of the box together. The box was later restored to what was possibly its original appearance. Today it is on display in the British Museum. Although the box's original purpose is unknown, Woolley thought the box may have been carried on a pole as a standard, or a flag. That is why today the box is called the Standard of Ur.

The artisan who made the box used shell inlay with red limestone and lapis lazuli to create the scenes on the sides, or panels, of the box. The two larger panels are known as “War” and “Peace.” The “War” panel shows a Sumerian army with cloaked infantry carrying spears and chariots being pulled by donkeys. This piece is one of the earliest representations of a Sumerian army. The “Peace” panel shows a banquet scene with a procession of people bringing animals and goods.

The shell inlay work of the Sumerian artisans is “echoed” in modern-day products such as guitars, jewelry boxes, hair combs, and furniture.



“Peace” panel

1. Where was the center of religion in a Sumerian city-state?
2. Who ruled the city-states?

FOCUS**Priests and Religion**

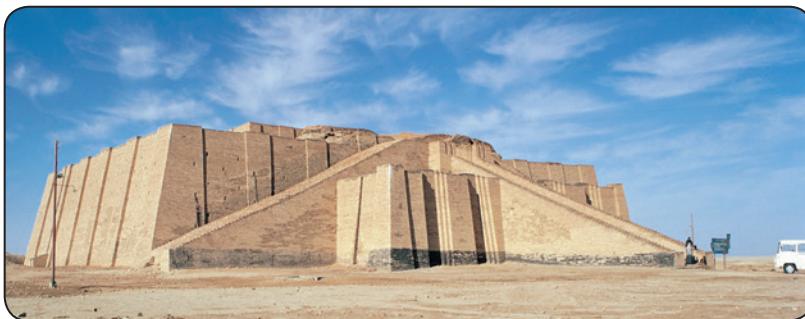
Religion played a role in almost every aspect of Mesopotamian life. The Mesopotamians worshiped their gods by praying to them, giving them gifts, and performing rituals. They believed that if the gods were pleased, the people would prosper. If the gods were not pleased, disaster would strike. Religious rituals and prayers accompanied all the Mesopotamians' activities, no matter how ordinary.

The Mesopotamian religion was a clear rejection of the one true God. The Mesopotamians practiced **polytheism**, the worship of many gods. The gods they worshiped were made up by men. The people believed that the gods ate, slept, and married just like people. Unlike people, the gods supposedly lived forever.

In the center of Ur stood an impressive pyramid-like structure called a **ziggurat** (ZIG uh rat). This temple could be seen by people approaching the city while they were still a long distance away.

A ziggurat usually had three to seven terraced levels with a shrine or a tiny temple on top. A couch or bed was placed in the shrine for the god to rest on. Gardens were planted on each terrace. The bricks were often covered with tiles or painted to make the levels different colors. In an area beside the ziggurat, there were homes for the high priest and the priestess, a storehouse, and additional chambers.

The ziggurat at Ur was originally built by a king named Ur-Nammu (uh NAHM oo). He built the ziggurat in honor of the moon god. A later king, Nabonidus, rebuilt the ziggurat and made some changes. How do you think archaeologists later knew about these architects? In 1864 the archaeologist J. E. Taylor began an excavation at the temple site. He found four cylinders, one at each corner of the ziggurat. The text on one of these



Today the reconstructed ziggurat in Ur can be seen from a great distance.
What does the size of the ziggurat say about the importance of religion to the people?

33

◆ Lesson 17 ◆**Objectives**

- Evaluate the role religion played in the lives of Sumerians
- Analyze the role of priests in Sumerian society
- Trace the development of kings in Sumerian city-states

Vocabulary

polytheism
ziggurat

Materials

- ➊ Civilization Organizer from Lesson 13
➋ Ziggurat, V 2.2

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Every aspect of the life of a Sumerian revolved around religion. How important is Christianity in your daily life?

Use the opportunity to discuss practical ways the student can live a Christian life every day.

- How is the government organized in your community? Accept reasonable answers.

Teach for Understanding

Guide the student in completing sections of the *Civilization Organizer*.

Discussion

page 33

- Why did the Sumerians take the worship of the gods seriously? *They believed that if they pleased the gods, they would prosper; if they did not please the gods, there would be disaster.*

- How does polytheism reflect a rejection of the one true God? *It is a belief in many gods made up by men.*

Display the Ziggurat visual.

- Why do you think the people built ziggurats with such splendor and detail? *Ziggurats were the center of religion. A ziggurat was where the people believed a god lived. It was from there that the priest or priestess operated.*

- Describe what a ziggurat looked like. *It had three to seven terraced levels with a shrine or a tiny temple on top, a couch or bed in the shrine on top for the god to rest on, gardens on each terrace, and bricks often covered with tiles or painted to make the levels different colors.*

- What does the size of the ziggurat say about the importance of religion to the people? *Religion must have been very important to the people of Ur, as seen by the size and difficulty in building the ziggurat. Its central location and visibility to visitors of the city also showed religion's importance.*

- What did the people put in the ziggurat that shows they believed the gods were real? *a bed or couch for the god to rest on*

Focus Answers

1. a ziggurat or temple
2. the king



Christianity and Religions—A comparative table listing features of all the religions in this course is located on the Teacher's Toolkit CD. This table is a resource for answering questions that may arise during discussion.

Discussion

page 34

- What important artifacts were discovered at the ziggurat in Ur? *cylinder seals*
- Where in the ziggurat were they found? *at its four corners*
- What information did the cylinder seals contain? *the names of the ziggurat's architects*
- 💡 Are the four cylinder seals examples of primary or secondary sources? *primary sources*
- What information does the quotation on one of the seals tell? *who built the ziggurat*
- 📷 Look at the photo of the cylinder seal. What do you think it would be like to write with a stylus on this round surface? *Answers will vary.*
- How did the priests and priestesses try to keep the god Nanna happy? *They offered food, sacrificed animals, and performed rituals.*
- 📘 Direct attention to *Some of Mesopotamia's Gods*.
- What do all the gods in the table have in common? *They all represent a part of nature.*
- Why are there both Sumerian names and Akkadian names for the gods? *The Akkadians worshiped many of the same gods but called them by different names.*
- 📘 Direct attention to the *Mesopotamian Beliefs* box. Contrast the Mesopotamian beliefs with biblical truth.
- 📘 Instruct the student to read Deuteronomy 4:15–20. Guide a discussion about what God is warning His people against.



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One of the four cylinders found at the corner of the ziggurat at Ur

cylinders was a record of the ziggurat's architects.

I am Nabonidus, king of Babylon, patron of Esagila and Ezida, devotee [follower] of the great gods. . . Now that ziggurat had become old, and I undertook the construction of that ziggurat on the foundations which Ur-Nammu and his son Shulgi built following the original plan with bitumen and baked brick.

The Mesopotamians worshiped hundreds of gods. Each god had a name and a responsibility. Every city-state had its own god or goddess. In Ur one god the

MESOPOTAMIAN BELIEFS

Mesopotamians practiced polytheism. Their many gods were invented by man and were false. The Bible teaches that there is only one true God.

Mesopotamians believed that the earth was born of a sea that surrounded it on all sides. The Bible teaches that God created the heavens and the 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.

people worshiped was the moon god Nanna. His statue was kept in the ziggurat's shrine, and food was offered to him

Some of Mesopotamia's Gods				
	Sumerian name	Akkadian name	City	Responsibility
Morning and evening star goddess	Inanna	Ishtar	Uruk	goddess of love and war
Sun god	Utu	Shamash	Larsa and Sippar	lord of truth and justice
Freshwater god	Enki	Ea	Eridu	lord of wisdom, magic, and arts and crafts
Storm god	Ishkur	Adad	several cities	lord of thunder and rain

A people called the Akkadians later conquered Sumer. They worshiped many of the same gods as the Sumerians but called the gods by different names.



Historians call this statue worshiper the "Little Priest." His shaved head and beardless face are typical of Mesopotamian priests. He stands in a worshiping position, with his arms folded in front of him and his eyes wide open in awe.

daily. The priests and priestesses who lived at the temple sacrificed animals and followed rituals, believing this would keep the god happy.

The people believed that several gods controlled parts of the universe, such as the sky, the sun, and the air. They were considered the main gods.

People relied on the priests to help gain the favor of the gods. The priests also interpreted the wishes of the gods. The people were taught that only priests could communicate with the gods. This

made the priests powerful people in Mesopotamian society. The priests and priestesses controlled much of the land.

The hundreds of Mesopotamian gods required constant worship. Archaeologists think that the people may have placed statues of worshipers in temples. These statues would have stood in continuous prayer while their owners went about their daily lives. Placing the statues in the temple was a convenient way for the people to provide constant worship.

Kings and Government

A civilization needs a well-organized government to manage its resources. When the Mesopotamians began to live in cities, a large portion of the population stopped growing its own food. The people who continued to farm needed to grow enough food to trade with those who did not farm. This required a manager to make sure everyone was able to get food.

Sumer was made up of several city-states that often fought each other for more land and power. At first the priest of a city-state tried to pick the best military leader to defend that city-state in battle. After the fighting was over, the leader was expected to return to normal life. Some of these leaders held on to their positions and became rulers. This was the beginning of kings.

Eventually every city-state had its own king. The king was considered a god's highest representative on earth. The Sumerians believed that a god selected the king, giving him rightful authority. To stay in power the king needed the approval of the priest. A king respected the priest, and the priest acknowledged

► **What made kings dependent on priests?** *To stay in power, the king needed the approval of the priests.*

► **Why did the people regard the king as important?** *The Sumerians believed a god selected the king. They believed the king was the god's highest representative on earth. The king ruled from the ziggurat, an important part of the Sumerian religion.*



Kings and government—The concept of government and human rulers is scriptural. To the extent that government and rulers develop cities and advance opportunities for human achievement, they are partially fulfilling the Creation Mandate of having dominion, found in Genesis 1:28.

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Discussion

page 35

► **What belief prevented the Sumerians from talking directly to their gods?** *The people were taught that only the priest could communicate with the gods.*

Invite a student to read 1 Timothy 2:5. Guide a discussion about what it means as a Christian to have Jesus Christ as our mediator. Share Hebrews 4:14–16, emphasizing that, with Jesus as our high priest, we may approach God boldly in prayer and find grace and mercy. [Bible Promise: F. Christ as Intercessor]

► **How did the priest control the economy of the land?** *Since he had power over the people, he owned and controlled much of the land.*

► **Why did the people place statues of worshipers in temples?** *It was a convenient way for the people to worship. The statues may have been left to pray while the people conducted their daily lives.*

► **What do you notice about the statue in the picture that makes you think it is a worshiper?** *It is standing in a worshiping position with the arms folded and eyes opened in awe.*

► **What situation created a need for a manager in Mesopotamia?** *Some of the people began living in cities and stopped being farmers. Someone was needed to manage the farming and make sure there was enough food for everyone.*

► **Why did priests select military leaders?** *Military leaders could protect their city-states from those who wanted their land and power.*

Discussion

page 36

- Besides being the center of religion, what other purpose did the temple have? *It was the seat of government.*
- What were the duties a king was expected to oversee? *He directed the building of new canals, temples, and roads. He served as the chief lawmaker and judge.*
- What evidence do we have from Sumer that people at that time had a sinful nature? *The government had penalties for those who broke the law.*
- How did the Sumerians organize their business dealings? *They required legal records to be kept.*
- The box that the statue of King Ur-Nammu was found in was a type of time capsule. What is a time capsule? *a sealed container to be opened in the future, holding items that reflect the culture and current events*
- How do stamped bricks such as the one in the picture help an archaeologist? *They provide information about the type of building, the name of the city, which god was worshiped, and who was king.*
- Caption answer (upper right picture): *It was part of a temple built for the Sumerian goddess Inanna. The building took place during the reign of Ur-Nammu, king of Sumer and Akkad.*

Activity Manual

Review—pages 21–22

This *Study Guide* reviews Lessons 16 and 17.

Bible Connection—page 23

This page compares Mesopotamian religious beliefs with biblical truth.

Note: A Bible Connection page is included in most chapters. Although this page is usually placed near a lesson that contains related material, the page may be used as part of any lesson.

Assessment Quiz 2B

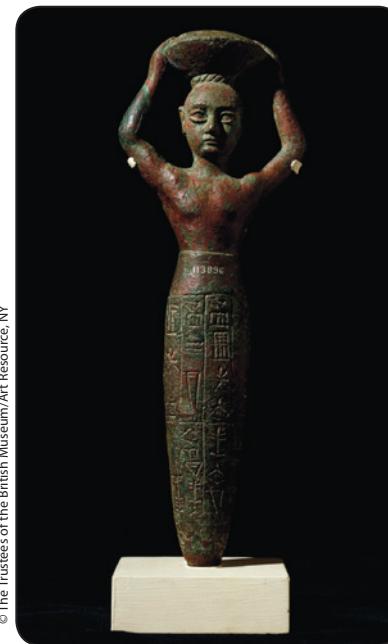
The quiz may be given anytime after completing this lesson.

that king as the god's choice to rule the city-state.

The temple was important not only as the center of religion but also as the seat of the Sumerian government. The king took over some of the jobs once done by the priests. He directed the building of new canals, temples, and roads. Each king served as the chief lawmaker and judge. Some kings wrote down laws and ruled by them. In Ur a lawbreaker often had to pay fines as a

punishment. For example, if a man cut off another man's foot or nose, he paid the injured man a certain amount of silver.

Legal records were required for all business transactions, contracts, marriages, adoptions, and wills. Archaeologists have found many of Sumer's records, still in their clay envelopes, filed in the temples.



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Archaeologists often identify a building by reading stamped bricks. The brick can provide information about the type of building, the name of the city, which god was worshiped, and who was king. This brick of Ur-Nammu reads, "For his lady Inanna, Ur-Nammu, the mighty man, the king of Ur, the king of Sumer and Akkad, built her temple."

What information do we learn from this brick?



Ruins of the temple complex in Ur

36



CULTURE

Make a time capsule—Guide the student in making a time capsule. Choose a sturdy container with a tight-fitting lid. Determine the items to place in the capsule. Add news articles of local and world events and photographs of things that reflect the current culture such as automobiles, dress styles, and architecture. Include advertisements reflecting the prices of gasoline, milk, and food items. Items such as sports cards and campaign buttons could also be included. Store the capsule in a place to be opened sometime in the future, perhaps when the student graduates from high school.

How did writing develop in Sumer?

FOCUS

Advances and Inventions

Sumerians had many advances in technology. The people of Sumer developed many things that still affect our lives today. You have already read about the plow, the wheel, irrigation, the potter's wheel, and the sail.

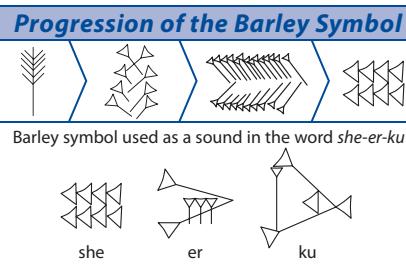
Writing

As you may recall, written language is one important feature of a civilization. Sumerians developed one of the earliest writing systems.

Early writing in Sumer used picture symbols or signs that were drawn on clay tablets. As time passed, the picture symbols were gradually replaced with wedge-shaped characters. This wedge-shaped

writing was later known as **cuneiform** (kyoo NEE uh form). Cuneiform comes from the Latin words for “wedge-shaped.”

Over the centuries the placement of written symbols also changed. They were written in boxes, rows, or columns. Evidence shows that a symbol could represent an entire word or only a syllable. Scribes combined symbols to express more complex ideas. For example, the Sumerian word for barley was *she*. The symbol for barley could then represent the sound “she” in any word. In the Sumerian word for fig cake, *she-er-ku*, the barley symbol represented the word’s first syllable.



Different peoples used the cuneiform script to record information. Cuneiform was used in the Sumerian, Akkadian, Hittite, and Urartian languages.

Cylinder seals were rolled across both the clay tablet and the envelope of this legal document. *Why do you think the tablet and the envelope were both impressed with seals?*

37

◆ Lesson 18 ◆

Objectives

- Trace the development of written language in Mesopotamia
- Experience the process of writing cuneiform
- Make a cylinder seal

Vocabulary

cuneiform

Materials

- air-dry clay for each student
- styling tool, such as a plastic knife or wooden skewer, for each student
- Cuneiform Chart, IA 2.3, for each student

Preview

Direct the student to read the Focus question before reading the Student Text pages for this lesson.

Introduction

- In this lesson, you will explore the skill that Sumerians used in writing their language. You will uncover a fascinating way that people put their spoken language into writing.
- Imagine that you do not have an alphabet. Using your choice of pictures and symbols, write a sentence about something you have done today.

Teach for Understanding

Discussion

page 37

Challenge the students to decipher one another’s sentences from the introduction.

💡 **Why do you think a written language is an important feature of a civilization?** *possible answers: It can be used for communication, to preserve history and tradition, and to aid education.*

💡 **For what did Sumerians use writing?** *keeping records and keeping track of items that people traded*

💡 **Why do you think writing in Mesopotamia changed over time?** *to make it easier to write and read*

💡 **How were the wedge-shaped characters better than pictures for writing?** *The shapes of the wedges were faster to create than pictures.*

► **What is this writing called?** *cuneiform*

► **Why was it an improvement to place the written symbols in boxes, rows, or columns?** *Symbols could be combined to represent ideas that were more complex.*

💡 **Caption answer:** *So they could be easily identified.*

💡 **Discuss how the appearance of the barley symbol changed over time and how the symbol became a sound in words such as fig cake.**

FOCUS Answer

Early writing used picture symbols. Over time these were replaced with wedge-shaped characters. Later the placement of the symbols changed to represent an entire word or just a syllable.

Discussion

page 38

Guide the student in completing Parts 1 and 2 on Student Text page 38.

Part 1: Writing Cuneiform

Provide the student with enough clay to make a 3" x 4" rectangle.

Instruct the student in using the knife or skewer to write his initials in cuneiform.

Provide a place for the clay to dry. Drying time can take from a few hours to several days. Turn the object over to allow the bottom to dry.

Part 2: Making a Cylinder Seal

Provide the student with enough clay to make the cylinder seal.

Guide the student in planning on paper the design for the seal. Remind him that the image will appear reversed when the seal is used. The clay should be rolled into a smooth cylinder before the design is added.

Provide a place for the clay to dry. Drying time can take from a few hours to several days. Turn the object over to allow the bottom to dry.

On another day provide a portion of class time for the student to roll and imprint his seal on soft clay. The cylinder seal may be used in the bartering activity on TE page 35.

Assessment**Rubric—pages R 2–5**

Select one of the prepared rubrics to include your chosen criteria.

Discovering How**Writing Cuneiform and Making a Cylinder Seal**

Scribes were important people. In addition to keeping track of items for merchants, they kept records for the temple and the government. From these careful records we have learned much about Sumerian life.

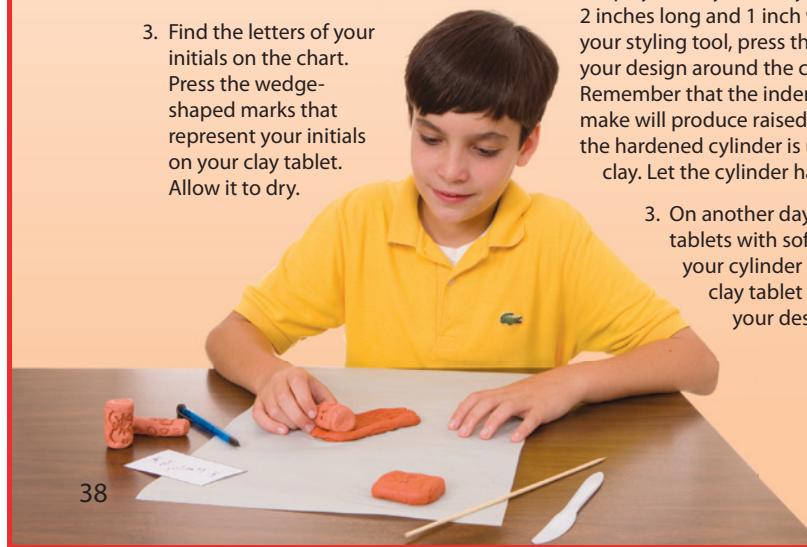
A scribe would record transactions on a clay tablet in cuneiform and place it in a clay envelope. The envelope was marked with a cylinder seal for security so that the information inside could not be changed. When the tablet dried, it was stored in the temple with other legal records.

Part 1: Writing Cuneiform

1. Get a styling tool, clay, and the page from your teacher.
2. Form the clay into a flat square about 1/2 inch thick.
3. Find the letters of your initials on the chart. Press the wedge-shaped marks that represent your initials on your clay tablet. Allow it to dry.

Part 2: Making a Cylinder Seal

1. Create a design for a cylinder seal on your page. Keep in mind that small details will not show up very well.
2. Shape your clay into a cylinder about 2 inches long and 1 inch wide. With your styling tool, press the reverse of your design around the clay cylinder. Remember that the indentations you make will produce raised areas when the hardened cylinder is used on soft clay. Let the cylinder harden.
3. On another day make small tablets with soft clay. Roll your cylinder seal over a clay tablet to imprint your design.



Air-dry clay—Air-dry clay may be found at most craft and hobby stores. You may choose to make salt dough by mixing and kneading together 2 cups of flour, 1 cup of salt, 1 cup of water, and a few drops of food coloring.

Cutting the clay—An inexpensive wire cake leveler can be used to easily cut smaller amounts from large blocks of clay.

Drying the clay—Place the clay on a wire cooling rack to allow air to circulate and reduce drying time. Some clays can be dried overnight in an oven set at a low temperature.

- FOCUS**
- What similar legends do most ancient civilizations have?
 - Why did Mesopotamian houses have thick walls?

Math and Sciences

The different civilizations of Mesopotamia developed mathematical ideas still used today. These people were the first to recognize the concept of zero and to give a number a place value. They developed a number system based on the number 60. They gave us our 60-minute hour, 60-second minute, and 360° circle. They also used geometry to measure fields and to build temples.

Mesopotamians studied the sciences as well. They made important contributions to the field of astronomy, the study of stars and heavenly bodies. However, they did not recognize the true God to Whom the heavens declare glory. Instead they tried to interpret human events by the position of the stars and the planets. Interpreting events in this way is called astrology. The position of the stars does not determine what will happen. God determines what will happen.

The Mesopotamians divided the year into two seasons—summer and winter. Using the cycles of the moon, they developed a twelve-month calendar. They also made advances in medicine, such as making a list of symptoms with a diagnosis for each of those symptoms.

WHEELS

The Sumerians used wheeled vehicles such as carts and wagons. They used the potter's wheel to spin clay into bowls, pots, and vases. Try to imagine life without the wheel. How would you get to church, school, or the library? The ancient achievement of the wheel affects our lives today. Wheelchairs, inline skates, tractors, bicycles, and airplanes all depend on the wheel.

Ancient pull toy



39

◆ Lesson 19 ◆

Objectives

- Recognize Mesopotamian contributions to math and science
- Give examples of the arts attributed to the Mesopotamians
- Compare ancient Mesopotamia to modern-day Iraq
- Describe the daily life in Sumer

Vocabulary

epic

Materials

- Epic of Gilgamesh (Resource Treasury)
- Mesopotamia Then & Now, M 2.3
- samples of Sumerian music (See Teacher Helps.)

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

► Did you ever wonder who came up with the idea of minutes and hours? What about the calendar? What did ancient people do when someone got sick? Did ancient people have time for the finer things in life? Did children go to school? This lesson will answer these questions and leave you with the wonder of how all this was accomplished.

Teach for Understanding

Discussion

page 39

- How do we know that ancient Mesopotamians were well advanced in their knowledge of math? *They developed the concepts of zero, place value, the sixty-second minute, the sixty-minute hour, and the 360° circle. They used geometry.*
- 💡 How does the symbol for zero help in writing and figuring numbers? *It shows the value of an empty set. It is a place holder for numeric periods that have no value.*
- Why did the Mesopotamians study the stars and heavenly bodies? *to interpret human events* God is the only source for predicting the future. [Bible Promise: I. God as Master]
- Some people today still try to make predictions based on stars and planets. Often these are written as horoscopes.
- 📘 Does God want Christians to plan their lives by horoscopes? *no* Do you know any verses that address this? *Answers may vary.*
- 📘 Share Deuteronomy 18:9–14 and discuss with the students what God says about these things.
- What kind of calendar did the Mesopotamians develop? *a twelve-month calendar based on the cycles of the moon*
- How do we know the Mesopotamians were concerned about health? *They advanced in medicine. They made a list of symptoms and diagnoses.*
- How has the invention of the wheel affected our lives? *possible answers: Transportation is easier. It is used in pulleys, gears, and other forms of machinery to make work easier.*

FOCUS Answers

- universal flood
- to keep people cool in the hot climate



Search the Internet for music samples. Possible keywords: *Sumerian music, ancient lyre music*

Discussion

page 40

- How important was music in the lives of Mesopotamians? *It was used in daily life, and it was important to their religion, work, and entertainment.*

Caption answer: *the harp*

Play the sample of Sumerian music.

- What types of literature did the Sumerians have that we have today? *stories, proverbs, and poems*

- What is an epic? *a long poem that tells the story of a hero*

Can you think of any modern epics? *Answers will vary.*

- What biblical account is the *Epic of Gilgamesh* similar to? *Noah and the Flood*

Display the *Epic of Gilgamesh*. Direct the student to read the excerpt from it on Student Text page 412. Compare the details of the epic with the account of the Flood in Genesis 6–8. Note that the spellings in the primary source may differ from those in the Student Text.

- According to the epic, who decided to inflict the flood? *the Great Gods*

- What was Utnapishtim instructed to build? *a boat*

If the length of the boat was the same as the width, what shape would the boat have been? *a square*

- How is this different from Noah's ark (Gen. 6:14–16)? *Noah's ark was rectangular.*

- How long did it take Utnapishtim to build his boat? *a day*

- Subtract Noah's age in Genesis 5:32 from his age in Genesis 7:11 to find out how long Noah spent building the ark. $600 - 500 = 100$ years

- Genesis 7:16 tells how God shut the door of the ark. How does the *Epic of Gilgamesh* differ from the Bible account? *Utnapishtim sealed the door.*

- What other differences do you see between the accounts? *the number of people aboard the boat, how the animals were brought to the boat, the items brought on the boat, the launching of the boat, how quickly the floodwaters came*

- Why do you think there are such big differences in the accounts? *Over time people added in legend and tradition. People failed to see the story as a reminder of the judgment and mercy of the one true God. They treated the story as legend.*

- Play a game of Telephone. Write a complex sentence and keep it hidden. Whisper the sentence to the first student. Instruct him to whisper the sentence to the next student and so on, until all the students have heard the sentence. Direct the last student to recite the sentence as he heard it. Identify changes that occurred in the wording. Discuss how this

Arts and Architecture**Music**

The Mesopotamians enjoyed music. Musicians played drums, tambourines, reed pipes, and stringed instruments called lyres. Kings hired musicians to play at special occasions. Music was important to religious rituals and daily work. People sang to the gods and to the kings. Music provided entertainment in the homes and the marketplaces.

Literature

Cuneiform helped the Sumerians record stories, proverbs, and poems about their gods and military victories. A well-known Mesopotamian poem is the *Epic of Gilgamesh* (GIL guh MESH). An epic is a long poem that tells the story of a hero. This epic describes the adventures of the legendary hero Gilgamesh and his search for eternal life.

In one part of the epic, Gilgamesh meets Utnapishtim (oot nah PEESH teem). Utnapishtim tells Gilgamesh about how the god Enlil had been angry and had decided to cover the earth with water. Another god, Ea, had helped Utnapishtim by delivering him and his family from the universal flood. Ea had given him these instructions:

Tear down (this) house, build a ship!
Give up possessions, seek thou life.
Desire property and keep the soul alive!
Aboard the ship take thou the seed of all living things.

Utnapishtim tells how he had built a ship and had gathered aboard his family, the craftsmen who had helped him, and the animals of the field. The rains and the



A bull-headed lyre
What instrument is the lyre similar to?

© The Trustees of the British Museum/Art Resource, NY

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relates to the accuracy of history that is passed on orally from generation to generation.



Heroic epics—Read modern heroic epics such as Henry Wadsworth Longfellow's "Midnight Ride" or "Song of Hiawatha."

flood had raged for six days and nights and had stopped on the seventh day.

Most ancient civilizations had similar stories. In all these stories a great flood nearly destroys the human race, but it is saved by a person similar to Noah. For the Christian, these similarities support the truth of the biblical account of Noah and the universal Flood. These similarities reveal that various civilizations remembered Noah and the Flood. God ensured that this event was recorded accurately in Genesis 6–8. As other civilizations abandoned God, their records of the Flood mixed with their own myths, creating the different accounts.

Arts

The Mesopotamians were wonderful artisans. They created statues of gods for their temples. You have already seen several examples of their statues in earlier



Some archaeologists attribute the invention of glass-making to the Mesopotamians.

photographs. Because the Mesopotamians did not have the natural resource of stone, they did not have large stone sculptures. They made beautiful things with the materials they did have. They made jewelry of gold and lapis lazuli. They created colorful mosaics in beautiful patterns using little pieces of painted clay. Archaeologists have found remains of mosaics, helmets, lyres, jewelry, and decorated tablets. Perhaps the Mesopotamians' most famous works of art are the cylinder seals.

Architecture

The climate and natural resources available determined what types of buildings were constructed in Mesopotamia. Wood was in short supply and stone was not available, so buildings were constructed with bricks made of mud. Over the centuries rains and shifting sands destroyed much of Mesopotamia's mud-brick architecture. Archaeologists have not found as many buildings in Mesopotamia as in other ancient civilizations.

The *arch* and the *column* were developed by the Mesopotamians. They were some of the first people to use domes. These elegant architectural features were found in temples and wealthy homes.

Mesopotamians built thick walls around their cities for defense. The walls had turrets and gates. Temples and palaces were located inside the walls. Houses were located both inside and outside the walls. If an enemy attacked, everyone moved inside the walls for protection.

41

Discussion

page 41

- How do we know that art was important to the Mesopotamians? *They made beautiful things such as statues, pottery, jewelry, mosaics, and other works of art.*
- Why did the Mesopotamians not use stone to make their statues? *Stone was not available.*
- What natural resources did the Mesopotamians use for making beautiful things? *gold, lapis lazuli, and clay*
- Why were houses and buildings constructed with mud brick? *It was the natural resource available for building.*
- What was the disadvantage of using mud brick over stone? *The rains and shifting sands caused the buildings to be unstable.*
- What architectural features did the Mesopotamians develop? *arches, columns, and domes*
- What structures did the Mesopotamians build around their cities? *thick walls with turrets and gates*
- Why did the Mesopotamians build these walls? *for protection*

Discussion

page 42

- Display the *Mesopotamia Then & Now* map.
- ❖ Locate Iraq on the map.
- What is the capital city of Iraq? *Baghdad*
- Where was Ur located in relationship to modern-day Iraq? *It was in the southern part of the country.*
- ❖ Point out the countries that border Iraq. Discuss the climate, topography, and natural resources of the area.
- ❖ Caption answer: *Silt has built up.*

Discuss highlights of any current events in this region of the world.

The Region Today**Mesopotamia**

Location—Modern-day Iraq contains much of what is recognized as ancient Mesopotamia. Iraq is located in the Middle East at the head of the Persian Gulf. The following countries border Iraq: Turkey in the north, Kuwait and Saudi Arabia in the south, Jordan and Syria in the west, and Iran in the east.

Climate—Summers are usually hot and dry in the central or southern regions. Temperatures can reach as high as 118°F (48°C) in July and August. Temperatures are cooler in northern Iraq, where the land is mountainous. The mountains

receive more precipitation and colder winters than the lowlands. Rainfall in Iraq usually occurs between December and April, averaging about 4–7 inches (10–18 cm) of rain annually.

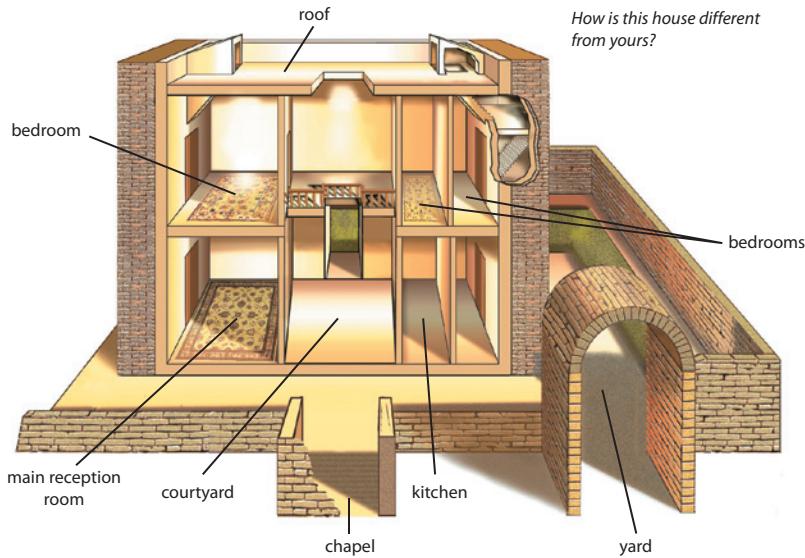
Topography—Southern Iraq is a low floodplain between the southern part of the Tigris and the Euphrates. Northern Iraq has rolling hills and fertile soil. Mountains rise in the northeast, and desert spans the west.

Natural Resources—The region's natural resources include oil, natural gas, phosphates, and sulfur. The Tigris and the Euphrates provide water for irrigation.



Mesopotamian kings lived in palaces. Wealthy upper-class families lived in two-story houses. Each house had a large central open courtyard. The family cooked, rested, and worked as much in the courtyard as in the rest of the house. There was a special area for the family's statue of their personal god. Most common middle-class families lived in smaller, one-story houses that crowded the narrow, winding streets and alleys. These houses usually had one outside door and no windows.

The thick mud-brick walls kept the houses cool in the hot Mesopotamian climate. Often a family slept or entertained guests outdoors on their home's flat roof, where the air was cooler in the evenings. The basic style of homes in the Near East today is similar to that of ancient Mesopotamian homes.



43

Discussion

page 43

💡 How do you think life would be different for you if you lived in ancient Mesopotamia? *Answers may include living in a mud house, going to school from sunrise to sunset, or writing on clay tablets.*

➤ How did the houses for the wealthy upper class differ from the lower-class houses? *Wealthy houses had two stories with open courtyards. Common houses had one story and no windows.*

➤ How did thick mud-brick walls of homes help the people during the hot summers? *The mud brick kept the homes cooler.*

📝 Compare the typical house in America with the house in the diagram and answer the question beside it. *Answers will vary. In the diagram the house has a flat*

Daily Life

School and Family

Education for the youth is an important part of a civilization. Sumerian schools, called tablet-houses, were attached to the temple. The "school father," or chief teacher, gave students lessons to practice. School fathers were very strict. The school also had a teacher called "the man in charge of the whip." He helped maintain school discipline. Usually only boys from wealthy families attended school. The instruction the boys received helped them learn to become scribes, who were highly respected in Sumer. From sunrise to sunset, the students wrote lists on clay tablets, did mathematical problems, and learned grammar.



School—Girls were probably trained in home-making skills by their mothers to prepare them for marriage. Boys from poor homes were probably trained to carry on the family trade, such as fishing, pottery making, or farming, and other tasks that would have been passed from father to son.



Make a floor plan—Challenge the student to draw a floor plan or diagram of his home. Compare and contrast features of his home with those of Sumerian homes.

Discussion

page 44

- 💡 Do you think you would like for your parents to arrange whom you will marry?**

Discuss the pros and cons of an arranged marriage. Explain that this was also the custom in Old Testament times. Mention that many countries today still practice that custom. Point out that some families in America are more involved in their children's choices for marriage than others.

- **What natural resources did the Sumerians have for making cloth? *wool and flax***

Explain that flax is a plant with fibers that can be used in making thread.

- **How did clothing for men and women differ? *They both wore robes; but the men pinned their robes at the right shoulder, and the women pinned their robes at the left shoulder.***

- 💡 **Look at the pictures of people throughout the chapter. Look at the kind of clothing they wore. How does their clothing compare with clothing today? *Answers will vary.***

- 📷 **Caption answer: *They spent time grooming; how they looked was important to them.***

Activity Manual

Reinforcement—page 24

Review—page 25

This Study Guide reviews Lesson 19.

Assessment

- ⌚ **Quiz 2C**

The quiz may be given anytime after completing this lesson.

Parents in Sumer believed in strong discipline. They taught their children obedience and respect. A child who disobeyed might even be disowned or sold into slavery. When children reached marrying age, the parents arranged marriages for them. Women were not considered equal to men, but they did have some rights. For example, women had the right to conduct business and own property.

Clothing

The Sumerians made their clothing from wool or flax, natural resources that were available to them. Men wore skirt-like garments or robes pinned at the right shoulder. Women wore similar robes or dresses but pinned their garments at the left shoulder. Fringe was a decorative adornment added to the clothing of both men and women. Both men and women wore jewelry, including bracelets, necklaces, and earrings. Hairstyles changed over time in Mesopotamia just as they do in the modern world.



The Granger Collection, New York

The headdress for the queen Puabi was found in the Royal Cemetery of Ur.



This polished bronze mirror is an example of the types of personal grooming tools that were found in ancient homes. *What does the use of mirrors tell you about the ancient Mesopotamians?*

44

Activity

Mosaic scavenger hunt—Challenge the student to take photos and make a presentation of mosaics he finds around your community. His presentation may include information about the artist and the history of the piece. Mosaics may be found on floors and walls of churches, governmental buildings, galleries, or other buildings. They may be found in swimming pools, fountains, and even bathrooms.

Discovering How

Making a Cone Mosaic



Since houses and temples in Mesopotamia were made out of dried mud bricks, the buildings were dull in appearance. Mesopotamians developed a decorative technique to enhance these plain mud walls. Cones were formed out of clay, and their flat surfaces were painted. The pointed ends of the cones were pushed into a mud wall. The painted flat surfaces of the cones formed a mosaic. Beautiful patterns have been found on walls and pillars of important buildings.



Thousands of painted cones cover these ancient pillars.

1. Get a container, a pattern, beads, and glue.
2. Plan the number of beads you will need to cover your container with a mosaic design.
3. Plan and color your design within the spaces you have marked on your pattern.
4. Following your pattern, glue the beads one row at a time starting at the bottom of the container.



45

♦ Lessons 20–21 ♦

Introduction

Objective

- Create a mosaic

Vocabulary

There are no vocabulary words to introduce.

Materials

- Mosaic Picture, V 2.3
- Mosaic Design Pattern, IA 2.4, for each student
- container for each student (See Teacher Helps.)
- pony beads
- quick-drying glue for plastic

- Display the *Mosaic Picture* and allow students to study the details.
- Look at how the pieces form the picture. The pieces in this mosaic are made of ceramic.

Teach for Understanding

Discussion

page 45

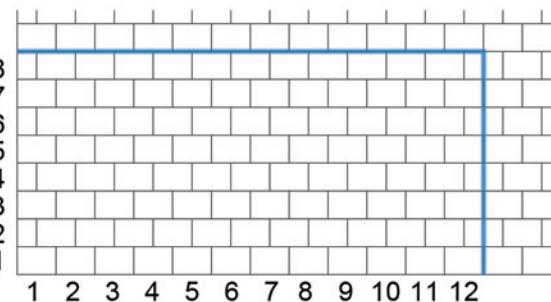
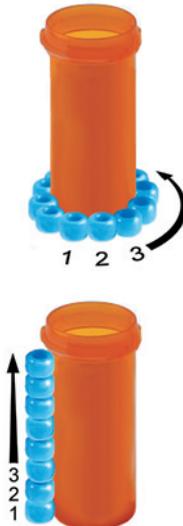
- 💡 Look at the top left picture. Why do you think historians call a peg like this a "cone"? *because of its shape*
- Why did the Mesopotamians use clay cones to decorate their buildings? *The mud-brick buildings were dull looking. Since*

clay was a natural resource, the people had an abundance to make the cones, which could be painted with different colors.

Give each student a copy of the *Mosaic Design Pattern*. Guide the students in planning and making a mosaic.

Planning the number of beads.

1. Stand the container on a surface and place beads around it. Count the beads and mark that number of spaces along the bottom edge of the pattern.
2. Stack beads up the side of the container. Count the beads and mark that number of rows up the side of the pattern.
3. Draw lines on the pattern at the marks to show the area on which to create the design. Plan and color the design within the area. Remember to limit the colors to the beads available.



Making the mosaic.

1. Count the beads needed of each color.
2. Lay out the beads needed for the bottom row. Glue the beads together to the container. Repeat with each row, following the pattern. Allow the mosaic to dry.



Containers—Containers used for this lesson could be empty medicine bottles, lids from peanut butter or mayonnaise jars, and other small household containers.

Mosaic template—The mosaic template does not clearly reflect the beads' size as they fit every container.

Activity Manual

Expansion—page 26

The student practices math skills while learning about measurements of ancient Mesopotamia.

Assessment

• **Rubric**—pages R 2–5

Select one of the prepared rubrics to include your chosen criteria.

◆ Lesson 22 ◆**Objectives**

- Analyze the rise and fall of power of the Sumerian civilization
- Describe the Akkadian Empire
- Trace the development of date systems used to record years
- Trace the rise of the Amorite civilization and its development into the Babylonian Empire
- Analyze the importance of Hammurabi

Vocabulary

empire
BC
AD

ca.
Hammurabi's Code

Materials

- dictionary
- Akkadian and Babylonian Empires*, M 2.4

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- The Mesopotamians were a well-developed civilization. What are some characteristics of their civilization? *Accept reasonable answers of characteristics covered in earlier lessons.*

Teach for Understanding**Discussion**

page 46

- Why were Sumerians able to keep their power? *because of their military knowledge and might*
- Why did the Sumerian civilization fall? *It remained alienated from God.*
- How could they be held responsible for their false beliefs if they did not have the Bible or God's prophets to tell them the truth? *God planted the truth in their hearts and in creation. Their forefathers may have heard about the one true God from descendants of Noah.*
- How did the Akkadian Empire begin? *The ruler Sargon I conquered city-states and placed them under one government.*
- How did the Akkadian Empire and Sumer compare in size? *The Akkadian Empire was larger than Sumer and stretched from the Persian Gulf to northern Mesopotamia.*

Caption answer: *horse*

- FOCUS**
- How did the Akkadian Empire begin?
 - How are the years for ancient civilizations numbered?

Later Mesopotamian Civilizations

The Sumerian civilization began about 3000 BC. One of the reasons Sumer maintained its power was its military knowledge and might. The Sumerians fought with a variety of weapons, including spears, axes, clubs, bows, and chariots. Soldiers wore copper helmets and leather cloaks dotted with metal disks. For additional protection, the soldiers carried rectangular shields. The soldiers marched as a phalanx (FAY langks), a group of warriors who stood close together in a square.



Model of a driver in a wooden chariot drawn by four donkeys
What animal do you usually think of as pulling a chariot in battle?

46

Despite Sumer's many accomplishments, the civilization remained alienated from God. Other countries began to win their battles against Sumer. These countries eventually came to power in Mesopotamia.

Akkadian Empire

Around 2270 BC the ruler **Sargon I** (SAHR gahn) came to power in the Sumerian city-state of Kish. Sargon conquered other city-states as well. He built the city of Akkad and made it his capital. He established the first **empire**, which is a group of lands under one government. The Akkadian (uh KAY dee un) Empire stretched from the Persian Gulf to northern Mesopotamia. The Akkadians borrowed many ideas from the Sumerians. They adopted their cuneiform writing, farming techniques, and religion.

**BIOGRAPHY**

Who: Sargon I

What: emperor of Akkadian Empire

When: ruled ca. 2270–2215 BC

Where: Mesopotamia

Sargon I was the first ruler to unite the city-states of Mesopotamia into one empire. He also helped the Sumerian and the Akkadian peoples learn from each other.

- How was Sargon I helpful to the people during his rule? *He helped the Sumerians and Akkadians learn from each other.*

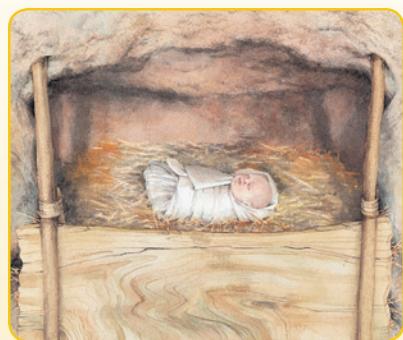
- Refer to the History TimeLine on Activity Manual pages 241–51. Locate the Akkadian civilization at 2500 BC and discuss other events in the world happening around that time.

FOCUS**Answers**

- Sargon I conquered and united all the city-states of Mesopotamia.
- They are numbered with BC or BCE.

Echoes from the Past

Numbering the Years



Nearly 1,500 years ago people stopped using the Roman system for numbering years. Instead European scholars decided to number years from the birth of Jesus Christ.

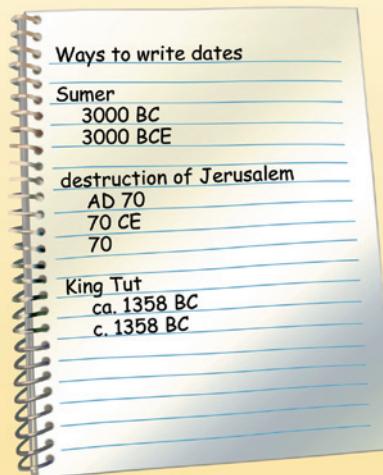
The years prior to Christ's birth are labeled **BC**. BC stands for "before Christ" and is written after the year. For example, if talking about a time three thousand years before Christ, you would write "3000 BC." Historical dates become smaller as they approach the year 1.

The years following Christ's birth are labeled **AD**. AD stands for "anno Domini," which is Latin for "in the year of the Lord." In this case the letters are written before the year. Usually **AD** is not written unless there would be confusion without it. For example, if someone lived from 43 BC until AD 25, **AD** is included with the year 25. Otherwise it may be misunderstood that he died in 25 BC.

Several centuries after the labels **BC** and **AD** became popular, a new movement developed. Some scientists, historians, and religious leaders called the time after Christ's birth the *Vulgar Era*. At that time *vulgar* meant common. These scholars decided to label dates as **CE** or **BCE**. **BCE** stands for "before the common era" and **CE** stands for "common era." Both abbreviations go after the year. **BCE** and **CE** are often preferred by those who seek to remove Christ from history.

If the date of an event is not known with certainty, the term *circa* is used. *Circa* is Latin for "around." It can be abbreviated **ca.** or **c.** Either *circa* or one of its abbreviations is written before the date.

Even in the various labels used to number years, the truth that Jesus Christ came to earth remains. Any reference to a date will always echo one of the most important events in history.



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Discussion

page 47

- How does Jesus' birth affect the calendar? *European scholars decided to number the years from the time of His birth.*
- What do the initials **BC** and **AD** tell us? **BC** represents calendar dates that occur before the birth of Christ. **AD** represents calendar dates that occur after the birth of Christ.
- What is the meaning of "anno Domini"? *It is Latin for "in the year of the Lord."*
- When is **AD** omitted from a year? *when the year is understood without it*
- Why do some historians prefer to use **CE** and **BCE**? *Often it is preferred by those who seek to remove Christ from history.*

Discuss that even though people seek to remove Christ from the labels, the piv-

otal point of change of the dates is still the birth of Christ.

- What does *circa* mean? *around*
- 🕒 Challenge the student to use the dictionary to identify other words that have the same Latin root as *circa*.
possible answers: circle, circuit, circular, circulate, circumference, circumnavigate, circus



Alienated from God—Guide the student through a word study of *alienated* as it is used in the Bible.

- What do you think of when you hear the word **alien**? *possible answers: extraterrestrials, immigrants*

Discuss how **alien** carries the idea of being foreign and not belonging.

- The Sumerian civilization remained alienated from God. Read Colossians 1:21–23 to see what the Bible says about people who are alienated from God.

- What changes a person's alien status with God? *faith in the substitutionary death of Jesus*

- 📘 Read Romans 2:14–16. If someone does not have a copy of the law, what bears witness to their accountability to God? *their hearts and consciences*

Discuss how God uses the conscience to help a person accuse and excuse the actions of himself and others.

- When God shall judge the secrets of men, who can reconcile us with God? *Jesus*

- 💡 What does *reconcile* mean? *to reestablish a close relationship*

Remind the student that the close relationship man was meant to have with God was severed at the Fall. In Genesis 3:15 God promised to send a Savior to reconcile man to God. Jesus is the fulfillment of that promise. [Bible Promise: E. Christ as Sacrifice]

Discussion

page 48

- What city-state does the Bible tell us Abraham was originally from? *Ur*

 Earlier you read about Leonard Woolley's discovery of an ancient city called Ur. How does this discovery relate to biblical history? *Abraham lived in a city-state called Ur when God called him to leave it. It may be the same place as Woolley's discovery.*

Some historians and biblical scholars do not believe that Leonard Woolley's discovery is the same city that Abraham lived in.

 How was God's calling Abraham to leave Ur a significant event in Abraham's life? *God was calling him to leave not only his home but also his way of life.*

- Why was Sumer able to rise again to power?
Sargon I died, and the Akkadian empire weakened.

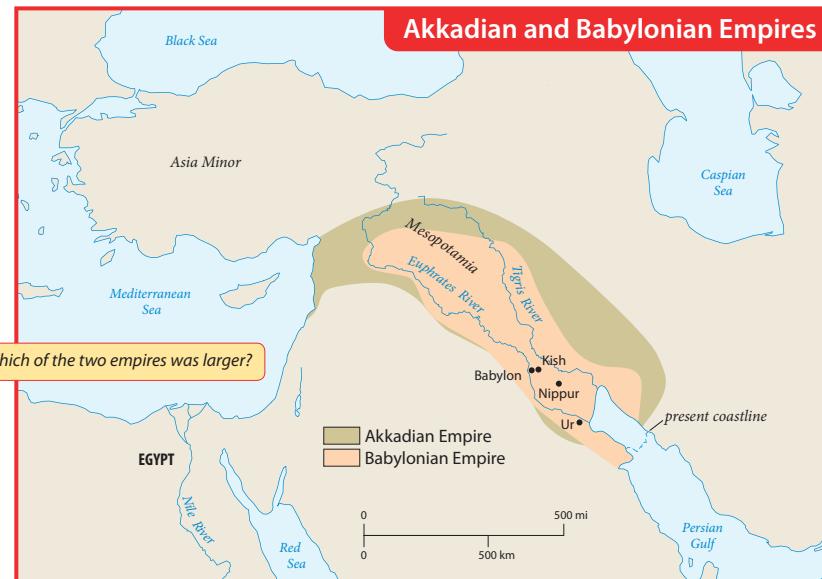
- How did God allow the Sumerian civilization to finally fall? *by allowing invaders to win control of Mesopotamia*

 Refer to the History TimeLine on Activity Manual pages 241–51. Locate the Hittite civilization and discuss other events in the world happening around that time.

- Why did the Amorites choose the city of Babylon as their capital? *It was located on the Euphrates River, which made the city a good trade location.*

Display the Akkadian and Babylonian Empires map.

 Caption answer: *Akkadian*



About one hundred years after the death of Sargon I, the city-state of Ur grew in importance. This may have been the same Ur that is mentioned in Genesis 11:31 as the birthplace of Abraham. We do know that Abraham was born into a world under the control of polytheism and idolatry. God revealed Himself to Abraham around 2100 BC. When God called Abraham to leave Ur, God was not simply telling Abraham to leave home but also telling him to leave a way of life.

The End of Sumer

After the death of Sargon I, the Akkadian Empire began to weaken. Sumer was again united. Around 2050 BC, Ur-Nammu ruled over the Sumerian civilization. But after his death, Sumer

weakened from a series of wars with its neighbors. In the same way God had ended previous civilizations, God decided to end the Sumerian civilization. Invaders began to battle to gain control of Mesopotamia, and by 2000 BC the Sumerian civilization fell.

Amorite Civilization (Babylonian Empire)

The Sumerian civilization fell to a people called the Amorites. The Amorites established the Babylonian Empire. The empire's capital was the city of **Babylon** (BAB uh lawn), one of the greatest cities of the ancient world. Babylon was located on the Euphrates River near what is modern-day Baghdad, Iraq. Babylon quickly became a center of trade.

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Abraham—Abraham was called out of a polytheistic background. God graciously drew Abraham to Himself. The Bible states that Abraham believed God and it was counted to him for righteousness. Anyone who trusts Christ today is saved the same way Abraham was saved. A sinner believes what God has revealed about Himself through His Son and accepts Christ as his Savior. When the sinner believes God, He gives the sinner the righteousness purchased by His Son on the cross.

The city of Babylon began shortly after the Flood. Nimrod, the great-grandson of Noah, established a kingdom that included Babylon (Gen. 10:10). It was probably in or near this city that the tower of Babel was built.

Hammurabi (HAH moo RAH bee), king of the Amorites, united the land of Mesopotamia. He was a successful military leader. Under his rule, city walls and new canals were built and maintained. He sent out governors, tax collectors, and judges to the city-states.

Hammurabi is best remembered for his code or collection of laws. He did not create these laws, but he gathered, organized, and simplified existing laws. There were laws on almost every aspect of daily life, including marriage, trade, theft, and



The Granger Collection, New York

BIOGRAPHY**Who:** Hammurabi**What:** king of the Amorites**When:** ca. 1795–1750 BC**Where:** Mesopotamia

Hammurabi succeeded his father to the throne. He fought against his enemies to control the Euphrates River. He used the river against them by damming it and withholding water. Then he would release the water, causing a flood.

murder. **Hammurabi's Code** contained some ideas that are still found in laws today. This inscription introduced the 282 laws in his code:

To cause justice to prevail in the land, to destroy the wicked and the evil, that the strong might not oppress the weak.

Hammurabi's Code was one of retaliation. Specific crimes brought specific penalties. However, the penalty for breaking Hammurabi's laws varied according to the social class of the offender. For example, if a wealthy man broke a bone of a member of his own social class, his own bone was to be broken. If a wealthy man broke the bone of a commoner, he had only to pay a fine. Hammurabi had the code engraved on stone pillars. They were placed throughout the kingdom so that everyone would know the law.

This stele, or pillar, is decorated with a bas-relief of Hammurabi being commissioned by the sun god Shamash to inscribe the laws. The laws are written in cuneiform. *How does this method of communication compare with how laws are recorded and displayed today?*



Hammurabi's Code—In addition to being based on retaliation, Hammurabi's Code was also based on the class of the offender and the victim. The code also placed a greater value on property than on human life. This is illustrated by a thief's receiving the death penalty.

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Discussion

page 49

◻ Who established the kingdom that included Babylon? **Nimrod**

➤ Why was Hammurabi's Code important to history? *It organized and simplified laws at that time. It contained some ideas that are still found in laws today.*

➤ Why was Hammurabi's Code considered one of retaliation? *Specific crimes brought specific penalties.*

💡 How is justice in the United States carried out differently from Hammurabi's Code? *Most penalties for crimes are determined by a judge's or jury's opinion about the defendant's circumstances surrounding the crime.*

▣ What technique did Hammurabi use to defeat his enemies? *He built a dam in the Euphrates River to withhold water from his enemies and then released the water to defeat them.*

▣ Caption answer: *Most laws today are recorded in law books kept in libraries and in law offices. Some symbolic laws, such as the Ten Commandments, are written and displayed in stone or concrete monuments.*

Activity Manual

Reinforcement—page 27

The student will begin this page in this lesson and complete it in the next lesson.

Lesson 23**Objectives**

- Analyze the Hittite Empire
- Compare and contrast Hammurabi's Code with the Mosaic law
- Analyze the Assyrian Empire
- Analyze the Chaldean Empire

Vocabulary

There are no vocabulary words to introduce.

Materials

- Hittite Empire, M 2.5
- Assyrian Empire, M 2.6
- Chaldean Empire, M 2.7

Preview

Direct the student to read the Focus questions before reading the Student Text pages for this lesson.

Introduction

- Many historians would like to separate historical accounts found in the Bible from archaeological evidence. This lesson clearly identifies how those attempts fall short. It is important for Christians to understand that when either clear evidence is presented or information seems to contradict the Bible, the Bible is still correct because it is God's Word.

Teach for Understanding**Discussion**

page 50

- Who were the Hittites in relation to Noah? *descendants of Heth, the grandson of Ham and the great-grandson of Noah*
- What changed the minds of historians who thought the Bible was wrong about the existence of the Hittites? *Archaeological discoveries confirmed the Hittites' existence.*
- Do you think such discoveries convince non-Christians to believe that everything in the Bible is true? *Probably not, because they do not like what the Bible says about their sin and need of a Savior.*
- Share 2 Peter 3:5–7. Discuss what it means to be willingly ignorant. Remind students of how foolish it is to be confronted with evidence of Creation and the universal flood and choose to not believe in the Creator. We will all be held accountable for trusting or not trusting God and His Word (see also Rom. 1:18–25).

- FOCUS**
- How does Hammurabi's Code compare to God's law?
 - How did God judge Nebuchadnezzar for his pride?

Hittite Empire

The Hittites were descendants of Heth, the grandson of Ham and great-grandson of Noah (Gen. 10:15). For a time, historians did not think they existed. The Old Testament was the only source of information about these people

until archaeological discoveries in the early 1900s confirmed their existence.

The Hittites began to settle in Asia Minor about 2000 BC. **Asia Minor** is the peninsula between the Black Sea and the Mediterranean Sea in what is now Turkey. The Hittites were not ruled by priests or gods like the Sumerians. The Hittites had a king who was the commander of the army. His power depended upon the chief warriors. The Hittites excelled in the production of iron. They made the strongest weapons of the time and skillfully used horse-drawn chariots.

GOD'S LAW

The law given from God through Moses is known as the Mosaic law. Some people claim that Moses copied Israel's law from Hammurabi. There are several places in which Hammurabi's Code is similar to the Mosaic law. But there are enough differences between Hammurabi's Code and the Mosaic law to make this claim unlikely. The Bible tells us that Moses received the law directly from God.

How do we explain the similarities? The Babylonians and Israelites had similar living conditions at that time. Also all people have a basic sense of what is just and unjust because of the law of God written on their hearts (Rom. 2:14–15).

The differences between the codes are more significant. The Mosaic law contains large sections about how to worship God. There are no religious sections in Hammurabi's Code. Unlike Hammurabi's Code, the Mosaic law forbids giving special treatment to wealthy people.

Most importantly, the Mosaic law is God-centered. Crime is not merely doing wrong to another person. It is a sin against God. God's concern is that people think, act, and feel rightly toward Him and others in their hearts. This concern with the heart sets God's law apart from every other code of law.

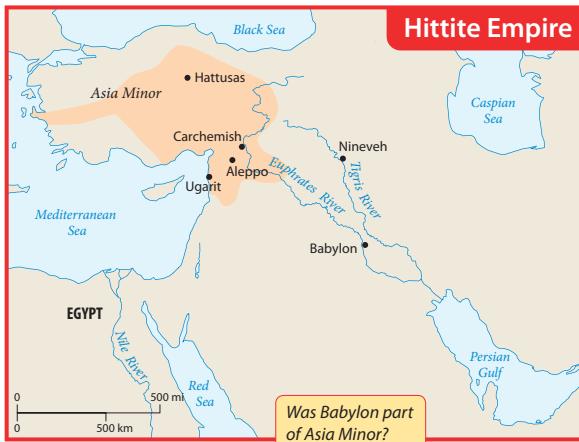


50

- How was the Hittite government different from the Sumerian government? *The Hittites were ruled by a king who commanded the army; his power depended on the chief warriors, not priests and gods.*
- Why were the Hittites successful in battle? *They excelled in the production of iron and used strong weapons and horse-drawn chariots.*

FOCUS Answers

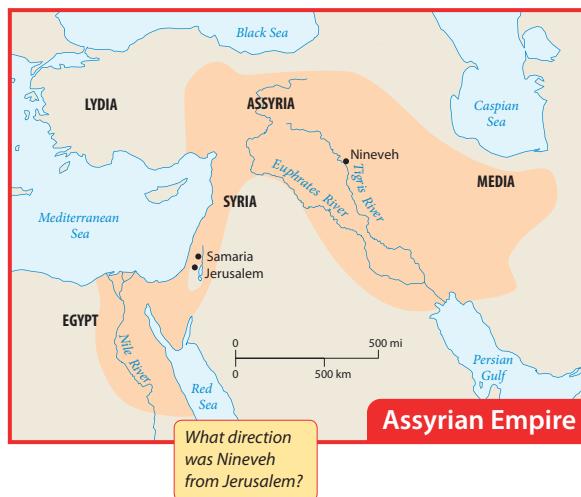
- Hammurabi's Code is based on human justice and retaliation. God's law (found in the Mosaic law) is based on His justice and goodness. The Mosaic law contains large sections about how to worship God. Unlike Hammurabi's Code, the Mosaic law forbids giving special treatment to wealthy people and considers crime more than doing wrong to another person; it is a sin against God.
- God caused him to become like a beast of the field.



The Hittites extended their empire throughout Asia Minor, the Fertile Crescent region, and into Mesopotamia. Soon after they took control of the Amorite capital of Babylon, other countries invaded Hittite territory and the rule of the Hittites ended.

Assyrian Empire

The Assyrians (uh SIHR ee uhns) created the largest empire the world had seen up to that point. For centuries they lived in northern Mesopotamia along the Tigris River. By around 750 BC they had built an empire that included the Fertile Crescent, Egypt, and part of Asia Minor. Nineveh (NIN uh vuh), the city built earlier by Nimrod, became the capital city of the empire.



The Assyrians adopted their gods, language, art, architecture, sciences, and literature mostly from the Sumerian and Amorite civilizations. The Assyrians spread these accomplishments throughout the ancient world by their military invasions. One of the first libraries was in Nineveh. Modern historians have learned much about ancient civilizations from this library.

The Assyrian military was well organized. It included foot soldiers, spearmen, archers, and a cavalry. The Assyrians learned how to make iron weapons from the Hittites. They were also skilled with war chariots.

The Assyrians earned a reputation for fierceness. They terrorized the nations



Hittite Empire—The twentieth-century discovery of the Hittite civilization merely confirms what the Bible said about this empire's existence. Prior to the discovery, skeptics pointed to this type of reference in the Bible as evidence that the Bible was not trustworthy in historical matters. However, many archaeological discoveries have vindicated God's Word. While Christians should not need secular evidence to strengthen their faith in the Bible, it is encouraging to see how many historical statements in the Bible have been confirmed by the findings of archaeologists and others.

Discussion

page 51

Display the *Hittite Empire* map.

► What areas did the Hittite Empire include? *parts of Asia Minor, the Fertile Crescent, and Mesopotamia*

⊕ Caption answer: *no*

► How do we know that the Assyrians were influenced by the people they conquered? *The Assyrians adopted the conquered people's gods, language, art, architecture, sciences, and literature.*

► Why do we owe much of our knowledge about history to the Assyrians? *Historians learned much information from an Assyrian library, one of the first libraries of ancient times.*

Display the *Assyrian Empire* map.

► What areas did the Assyrian Empire include? *the Fertile Crescent, Egypt, and part of Asia Minor*

⊕ Caption answer: *northeast*

You may need to remind the student that north is to the top of a map if the map does not have a compass rose.

► How did the Assyrians spread their knowledge around the world? *by military invasions*

► Why were the Assyrians so greatly feared? *They were fierce and terrorized the nations by looting and burning.*

💡 Why was iron important to the military success of the Assyrians? *Few other nations had the knowledge to make iron weapons, so the Assyrian weapons were stronger.*

Discussion

page 52

💡 Why was the government of Assyria successful? It was organized. Kings chose officials to govern certain areas. The officials made sure that laws were enforced and taxes were collected. Soldiers were posted to protect travelers.

💡 How would you feel about being captured by a foreign enemy and removed from your country? fearful, angry, desperate

💡 Why do you think the Assyrians removed the conquered people from their homes to other lands? It was a way of controlling the captives. It would destroy their morale; without their homes and lands to fight for, they would not rebel and fight back.

📖 How do you know from the Bible that some people adjusted to being taken away from their country? The story of Daniel records it. Some people did not ever leave the foreign country to return home.

📖 How do we know that God showed mercy to the Assyrians? God sent Jonah to Nineveh to preach repentance. [BAT: 1b Repentance and faith]

📖 How did God teach the lesson that a nation must not turn away from His mercy? He later allowed the Chaldeans and the Medes to completely destroy Nineveh. [BAT: 4a Sowing and reaping]

🕒 Refer to the History TimeLine on Activity Manual pages 241–51. Remind the student that the Assyrian Empire dates back to the lifetimes of King Saul and King David of Israel.



A local worker poses with a relief panel that was found during the 1933–34 excavation of Gate A in the citadel of King Sargon II. This excavation was directed by the Oriental Institute in Chicago.

by looting villages and burning crops. If the people resisted, the Assyrians sent in their forces. The soldiers tunneled under city walls or climbed over them on ladders. They used battering rams to knock down city gates. They removed the conquered peoples from their own lands and settled them in foreign countries.

The Assyrian Empire stretched from the Persian Gulf to the Nile River in Egypt. The kings chose officials to govern political areas called provinces. Each official collected taxes and enforced the laws. Roads were built to join parts of

the empire. Along the way soldiers were posted to protect travelers from thieves.

Although the Assyrians were among the most ruthless people of the ancient world, God showed mercy on them. He sent **Jonah** to Nineveh to preach repentance. “Arise, go to Nineveh, that great city, and cry against it; for their wickedness is come up before me” (Jon. 1:2). As the people of this heathen city “turned from their evil way” (Jon. 3:10), God turned away His wrath. This was a great example of God’s mercy.

The people of Nineveh, however, eventually returned to their wicked ways, and God’s mercy turned to wrath (Nah. 1–3). In 612 BC the Chaldeans (kal DEE unz) and the Medes destroyed Nineveh, bringing the Assyrian Empire to an end.

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CULTURE

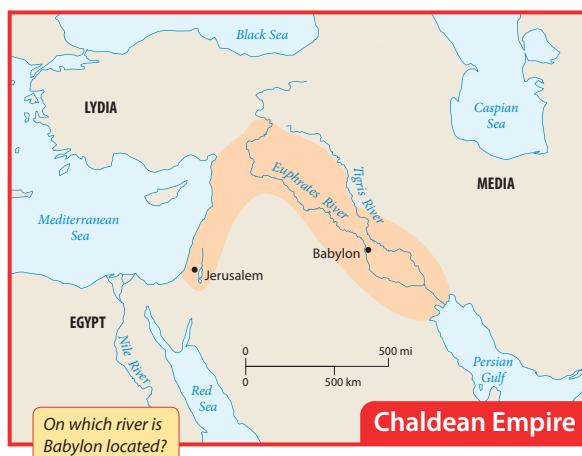
“The Destruction of Sennacherib”—Make available or read to your students “The Destruction of Sennacherib” by George Gordon, Lord Byron. Compare the poem to the biblical account of Sennacherib’s siege on Jerusalem in 2 Kings 18–19, 2 Chronicles 32, and Isaiah 36–37.

Chaldean Empire

Shortly before 1000 BC, the Chaldeans began to settle around Babylon. They were constantly overrun by the Assyrian kings. In 612 BC the Chaldeans joined with the Medes and helped destroy Nineveh. Babylon became the capital city of the Chaldean Empire, so sometimes this empire is called the New Babylonian Empire.

During the reign of **Nebuchadnezzar** (NEB uh kud NEZ er), the empire reached its height. The ancient world was amazed at the Chaldeans' sudden rise to power. The Lord explained Nebuchadnezzar's success:

I [the Lord God] have made the earth, the man and the beast that are upon the ground, by my great power and by my outstretched arm, and have given it unto whom it seemed meet unto me. And now have I given all these lands into the hand of Nebuchadnezzar the king of Babylon, my servant. . . . And all nations shall serve him. (Jer. 27:5–7)



Nebuchadnezzar is remembered not only for his military accomplishments but also for building up Babylon as “the glory of kingdoms, the beauty of the Chaldees’ excellency” (Isa. 13:19). The ancient Greek historian Herodotus said of Babylon, “In magnificence there is no other city that approaches it.” Babylon was surrounded by a brick wall. The wall was so wide that two chariots could pass on the road on top of it. A moat surrounding the wall also protected the city.

The Hanging Gardens of Babylon were one of the wonders of the ancient world. The gardens were probably built by Nebuchadnezzar for his wife, who missed the plants of her mountain homeland. The terraced gardens contained tropical palms, trees, and flowers. From the ground the gardens seemed to hang in the air. The Euphrates River ran under the wall and through the middle of the city. It watered the gardens and provided a water supply for the city.

From the book of Daniel, we learn that “wise men,” or astrologers, had an important position in the Chaldean Empire. They were called upon to advise the king. Although they claimed power to interpret dreams, these wise men were false prophets. Time and again they proved themselves unable to interpret the king’s dreams (Dan. 2:10–11; 4:7).

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Discussion

page 53

- How did the Chaldeans become successful in destroying the Assyrians? *They joined forces with the Medes.*
- Why is the Chaldean Empire sometimes called the New Babylonian Empire? *because, as in the former Babylonian Empire, Babylon was the capital*
- Who was the ruler of the Chaldeans when the empire was at its height? *Nebuchadnezzar*

Display the *Chaldean Empire* map.

- ❖ What two cities are identified in the Chaldean Empire? *Babylon and Jerusalem*

- ❖ Caption answer: *Euphrates River*

- ❑ Where do we find the reason for the sudden success of the Chaldean Empire? *It is recorded in the Bible (Jer. 27:5–7).*
- Why did Herodotus say there was no other city that could approach the magnificence of Babylon? *because of the magnificent buildings, a brick wall that was wide enough for two chariots, and the Hanging Gardens*
- What group of people in the Chaldean society were important advisors to the king? *astrologers*
- ❑ How did God demonstrate that the astrologers were false? *He sent a dream to Nebuchadnezzar that they were unable to interpret.*

Discussion

page 54

- Read the translation from the Babylonian cylinder.** What attitude did Nebuchadnezzar demonstrate about himself that caused God to judge him? *Nebuchadnezzar was proud and praised Merodach as the god who gave him power rather than the true God.*
- How do you think Nebuchadnezzar could have known better than to take credit for the great Chaldean Empire?** *He knew about the one true God from the Hebrews, especially from Daniel and Daniel's friends.*
- Why did God restore Nebuchadnezzar to health and reposition him as king?** *Nebuchadnezzar recognized his foolishness and God's greatness.*
- In what way is the cylinder seal in the picture important to biblical history?** *It supports the biblical account of Nebuchadnezzar found in Daniel 4:29–30.*
- Why do you think the author of this chapter said in the last paragraph, "Here we pause the story of Mesopotamia"?** *Possible answer: There will be more discussion about Mesopotamia later in the book.*

Activity Manual

Reinforcement—page 27

Review—pages 28–29

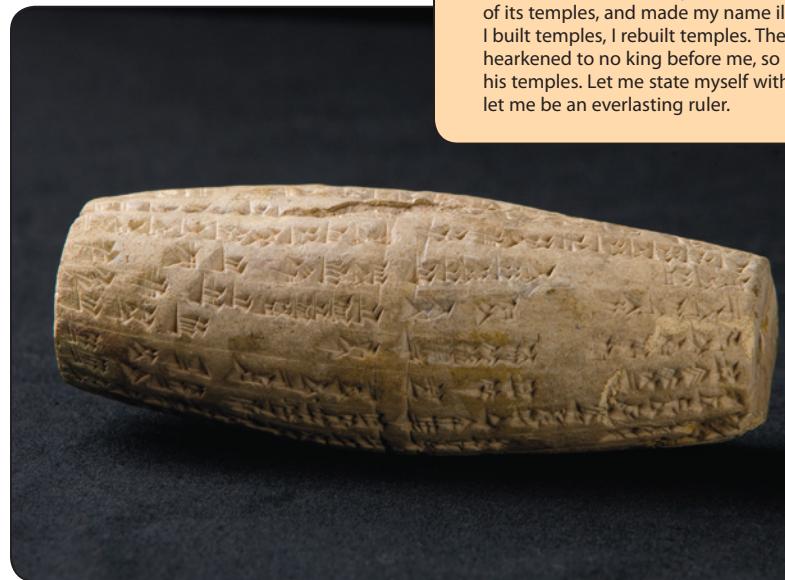
Despite the glories of the Chaldean Empire, it did not last even one hundred years. Daniel had shown Nebuchadnezzar God's power. But Nebuchadnezzar viewed his own accomplishments with a heart of pride. He said, “Is not this great Babylon, that I have built for the house of the kingdom by the might of my power, and for the honour of my majesty?” (Dan. 4:30). God’s judgment fell upon Nebuchadnezzar. The king lost his throne and he became like a beast of the field. When Nebuchadnezzar recognized the foolishness of his pride and God’s greatness, God restored him as king (Dan. 4:31–37). Several years later, under the rule of Belshazzar, the Medes and

Persians conquered the Chaldeans. The Chaldean Empire was no more.

Here we pause the story of Mesopotamia. It will begin again when you read about the ancient civilization of Persia.

The cylinder displayed here is an official document inscribed in cuneiform. It records the efforts of King Nebuchadnezzar as he built his empire. The translation reads

I am Nebuchadnezzar, King of Babylon, lawful son of Napolassar. I the king of righteousness, the interpreter, the spoiler, filled with the fear of the gods and loving justice, have placed in the hearts of my people the spirit of reverence and have rebuilt their temples. My great god, Lord Merodach singled me out as the restorer of the city and the rebuilding of its temples, and made my name illustrious. I built temples, I rebuilt temples. The god hearkened to no king before me, so I built his temples. Let me state myself with glory, let me be an everlasting ruler.



The cuneiform inscription on this Babylonian cylinder supports the biblical account of Nebuchadnezzar found in Daniel 4:29–30.

Babylonian Pottery Cuneiform Cylinder, Bowen Collection of Antiquities, Bob Jones University Museum & Gallery (photo and translation)

54



Choose and research a former president of the United States. Read statements he made or statements made about him. Determine whether he recognized God for his achievements. Write a paragraph defending your position about his attitude toward God.

Chapter 2 Summary

Name _____

Define these terms

artisans
Asia Minor
ca.
city-state
cuneiform
cylinder seal
epic
Fertile Crescent

irrigation
polytheism
scribe
social classes
surplus
tell
ziggurat

**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

30

Chapter 2; Lesson 24; pp. 20–54
Chapter Review

HERITAGE STUDIES 6 Activity Manual

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♦ Lesson 24 ♦**Objective**

- Recall concepts and terms from Chapter 2

Introduction

Materials for the Chapter 2 Test will be taken from Activity Manual pages 17–18, 21–22, 25, and 28–30. You may review any or all of the material during this lesson.

You may choose to review Chapter 2 by playing "Mesopotamian Market" or a game from the Game Bank.

Activity Manual**Chapter Review—page 30****Activity** **Mesopotamian Market**

Set up a marketplace with beads, imitation gems, pottery, and other miscellaneous items made during the period covered in the chapter. Divide the class into teams. For each correct answer to a review question, the team chooses an item from the marketplace. For each incorrect answer, the team returns an item. The team with the most items wins.

♦ Lesson 25 ♦**Objective**

- Demonstrate knowledge of concepts taught in Chapter 2 by taking the test

Assessment**Tests—Chapter 2**