



Name: \_\_\_\_\_

## 6<sup>th</sup> GRADE ANCIENT CIVILIZATION STUDY GUIDE

### 6.1. PALAEOLITHIC ERA TO AGRICULTURAL REVOLUTION:

1. What did the hunter-gatherers use for tools? \_\_\_\_\_ What did they use for light and cooking? \_\_\_\_\_ How did they explain lightning? \_\_\_\_\_
2. When hunter-gatherers realized seeds produced more plants, what did they make? \_\_\_\_\_ With new gardens and livestock, they had created the farm.

### 6.2. MESOPOTAMIA, EGYPT, AND ROME:

1. What is the name of the place where new farming began? \_\_\_\_\_ Sumerians moved into Mesopotamia to build \_\_\_\_\_ to water crops and transport crops to trade. With more food, the population grew and so did \_\_\_\_\_.
2. Who hired poor people to work their land? \_\_\_\_\_ They claimed the \_\_\_\_\_ owned the land. Who was elected to rule the land? \_\_\_\_\_
3. What did Sumerians create? \_\_\_\_\_ What were they called? \_\_\_\_\_
4. Egyptian art and architecture was like a "history book" which displayed their \_\_\_\_\_ and \_\_\_\_\_.
5. Who was the first king of all Egypt? \_\_\_\_\_ Power in Egypt helped expand trade. Queen Hatshepsut was one of the few \_\_\_\_\_ of Egypt, who adopted male attributes.
6. The gold, ebony, and ivory of Nubia contributed to the material \_\_\_\_\_ of Egypt.
7. \_\_\_\_\_ writing is the oldest full-fledged writing archaeologists have found. What was their script called? \_\_\_\_\_ What is the Egyptian writing called? \_\_\_\_\_ Who developed the first alphabet with letters representing sounds? \_\_\_\_\_

### 6.3. ANCIENT JUDAISM:

1. Judaism was a religion based on how many gods? \_\_\_\_\_ What do we call their moral laws for humanity? \_\_\_\_\_
2. \_\_\_\_\_ became known as the Father of the Jewish people through his son Isaac and the Father of the Arab people (through his son Ishmael). Who led the Israelites, enslaved by Egyptian pharaohs, back to Canaan in what is called the Exodus? \_\_\_\_\_
3. Who did Christians believe was the Hebrew Messiah who would bring peace/prosperity? \_\_\_\_\_

### 6.4. ANCIENT GREECE:

# **Study Guide Answers World History Ancient Civilizations**

**Luis A. Rosado, Ann M.L. Cavallo, Diane  
M. Lange, Larry P. Nelson, Kathleen C.  
Tice, Dean Ferguson, Jason Wardlaw**

## **Study Guide Answers World History Ancient Civilizations:**

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**Resources in Education ,2001-04      Ancient Civilizations of the World**

Denny Rose & Rowan Allen,2018-05-08 About 5 000 years ago the first urban societies developed laying the foundations for the first civilizations Nearly all civilizations share the same few features they have abundant food surpluses contained cities political bureaucracies armies defined religious and social hierarchies and long distance trading Ancient Egyptian culture flourished between c 5500 BCE with the rise of technology as evidenced in the glass work of faience and 30 BCE with the death of Cleopatra VII the last Ptolemaic ruler of Egypt It is famous today for the great monuments which celebrated the triumphs of the rulers and honored the gods of the land The culture is often misunderstood as having been obsessed with death but had this been so it is unlikely it would have made the significant impression it did on other ancient cultures such as Greece and Rome Neolithic means e new stonee even though agriculture was the crowning achievement of the period Civilizations started out small Agriculture at first tended to tie only small groups together These groups also all settled along rivers important as a reliable and predictable source of water As time passed families usually worked the same plot of land over successive generations leading to the concept of ownership Ancient mortars and grinding tools unearthed in a large mound in the Zagros Mountains of Iran reveal that people were grinding wheat and barley about 11 000 years ago Grass pea wild wheat wild barley and lentils were found throughout the site including some of the earliest known samples This was much further east than most sites known for early agriculture This book furnishes with utmost facility to all classes of readers the needed information on ancient civilization The unusual variety of the subject makes this a work of endless fascination

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York, Princeton Review, 2005 Wiki Works Robert Maloy, Allison Malinowski, 2017-11-01 Wiki Works in the History and Humanities Classroom shows how teachers and students working together as learning partners can use interactive wiki technologies to transform the teaching of history and humanities topics through web based research and inquiry based learning In its e text and print editions the book presents teaching strategies and technology integration examples from resources for history teachers and other open educational content wikis Written for K 12 history social studies and humanities teachers college and university level teacher educators and college students who are preparing to become classroom teachers in middle and high schools there are separate chapters focus on using teacher and student made wikis to address curriculum standards teach web research and digital literacy explore dramatic historical events develop historical biographies connect influential literature discuss special topics and build flipped learning instructional lessons

*Inquiry-Based Lessons in World History* Jana Kirchner, Andrew McMichael, 2021-09-03 Spanning the time period from 15 000 BCE to 1500 CE Inquiry Based Lessons in World History Vol 1 focuses on creating global connections between people and places using primary sources in standards based lessons With sections on early humans the ancient world classical antiquity and the world in transition this book provides teachers with inquiry based ready to use lessons that can be adapted to any classroom and that encourage students to take part in the learning process by reading and thinking like historians Each section contains chapters that correspond to the scope and sequence of most world history textbooks Each inquiry lesson begins with an essential question and connections to content and literacy standards followed by primary source excerpts or links to those sources Lessons include step by step directions incorporate a variety of literacy strategies and require students to make a hypothesis using evidence from the texts they have read Grades 7 10 *Teaching World History*

*Using the Internet* Carol Krup, 2000 Reproducible activities for the classroom With teachers guide **Teaching World History: A Resource Book** Heidi Roupp, 2015-03-04 A resource book for teachers of world history at all levels The text contains individual sections on art gender religion philosophy literature trade and technology Lesson plans reading and multi media recommendations and suggestions for classroom activities are also provided *Summary & Study Guide - Homo Deus* Lee Tang, 2018-07-01 What Does the Future Hold for Humans This book is a summary of Homo Deus A Brief History of Tomorrow by Yuval Noah Harari For most of history humans were preoccupied with three problems famine plagues and war As we enter the 21st century we realize these problems are no longer uncontrollable They have become manageable challenges We know what we must do to reduce mortality from starvation disease and violence The human agenda for the

next few decades is immortality happiness and divinity We will upgrade humans into gods and turn Homo sapiens into Homo deus Homo Deus explores the projects dreams and nightmares that will shape the 21st century It takes a deeper look at the relationship between Homo sapiens and other animals trying to comprehend what makes our species so special It explains how Homo sapiens come to believe in the humanist creed Based on the deeper understanding of humankind and of the humanist creed it describes our current predicament and our futures Homo Deus is the next stage of evolution This guide includes Book Summary helps you understand the key concepts Online Videos cover the concepts in more depth Value added from this guide Save time Understand key concepts Expand your knowledge      **Research in Education** ,1974      *Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant* ,

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