

# 6<sup>th</sup> Grade American History

Mr. De Mola

## Chapters 11-15

- 1) How did the British actions against the American colonists backfire?
- 2) What did John Rutledge mean when he said that England should go to school with the Iroquois?
- 3) How did the firebrands help to move the American colonists toward revolution?
- 4) What special talents did Adams, Paine and Henry have?
- 5) Discuss the nature of conflict and the way it can build 1) differing views, 2) bad feelings, 3) angry words, 4) violence.

- 6) What was John Adams fighting for? And how does this relate to his defense of the British soldiers after the Boston Massacre?
- 7) Why did Paul Revere and William Dawes ride out from Boston on the night of April 18<sup>th</sup> 1775?
- 8) How do you think the battles of Lexington Concord affected the colonists?
- 9) Contrast Allen's physical appearance with his behavior towards his enemies?
- 10) Reread page 79. list the ideas from the Enlightenment that were important in making Americans seek self-government.

**CHAPTER SUMMARY**

Worship of gods in the reign of Sargon was centered in large temples in cities across the empire that were overseen by priests and priestesses.

**ACCESS****WHAT DO YOU KNOW?**

In the chapter, you will read about religious leaders in ancient Mesopotamia. What do the men and women who work for the churches, synagogues, and mosques in your town do to keep these places prepared for religious services?

**BUILDING BACKGROUND**

Priests and priestesses in ancient Mesopotamia had many different responsibilities, from making offerings to the gods to overseeing temple lands. To help organize the information in the chapter, make a K-W-L graphic organizer like the one on page 8 of this study guide. In the *What I Know* column, write what you know about religion and religious leaders in Mesopotamia. In the *What I What to Know* column, write five things you want to know about religion in Mesopotamian society. In the *What I Learned* column, write down what you learned as you read more about the ancient Near East.

**CAST OF CHARACTERS**

Write a sentence describing why the character below was significant.

Enheduanna (en-HEH-doo-AH-nah) \_\_\_\_\_

**WORD BANK**

Nanna Nippur Ashimbabbar Inanna Ur

Choose a proper name from this list to answer each question below. One name is not used.

1. Which god did Enheduanna serve? \_\_\_\_\_

2. What other names was this god known by? \_\_\_\_\_

3. What goddess did Enheduanna honor? \_\_\_\_\_

4. In what city did Enheduanna worship? \_\_\_\_\_

**WORD PLAY**

In the chapter, find the name that you did not use. Then write a sentence using that name that clearly explains its identity.

\_\_\_\_\_

## CRITICAL THINKING

### FACT OR OPINION?

A fact is a statement that can be proved. An opinion judges things or people, but it cannot be proved or disproved. Label each sentence from the chapter "F" if it is a fact, or "O" if it is an opinion.

- \_\_\_\_\_ 1. Nanna's temple was in the walled city of Ur, one of the many cities that Sargon had conquered.
- \_\_\_\_\_ 2. Each day Enheduanna sang praises to Nanna and chanted prayers, begging him to support her family, especially her father, Sargon.
- \_\_\_\_\_ 3. These statues, made in human form to represent the humanlike characters of the gods, had the same needs as any human.
- \_\_\_\_\_ 4. Not only could they fall in and out of love, they could become angry, tired, or hungry.
- \_\_\_\_\_ 5. Each major city was "home" to a particular god or goddess.
- \_\_\_\_\_ 6. Many people lived and worked on temple-owned lands.
- \_\_\_\_\_ 7. The priests and priestesses had the most important job of all.
- \_\_\_\_\_ 8. As high priestess, Enheduanna didn't preach to a congregation because most worshippers weren't allowed inside the temple.

## WORKING WITH PRIMARY SOURCES

Enheduanna's "Hymn to Inanna" (24th or 23rd century BCE)

Read the hymn below and complete the sentences that follow.

The radiant en-priestess of Nanna am I  
My queen . . . you are . . . full of wisdom, foresight  
Queen over all lands,  
who allows existence to many,  
I now strike up your . . . song!  
All-powerful divinity . . . oh, highly driven woman,  
of radiant heart, your powers I will [praise]!  
Enheduanna am I  
My tears . . . I now shed them freely for you,  
late-determining Inanna,  
. . . will not your heart calm down for me?

1. Enheduanna identifies herself in the first line as \_\_\_\_\_
2. Enheduanna calls Inanna "My queen" because  
\_\_\_\_\_ (a) Inanna is married to Sargon. \_\_\_\_\_ (c) Inanna rules Ur.  
\_\_\_\_\_ (b) she wants Inanna to be her friend. \_\_\_\_\_ (d) Inanna is the most powerful female goddess.
3. A person who has "foresight" is able to  
\_\_\_\_\_ (a) see long distances. \_\_\_\_\_ (c) see into the future.  
\_\_\_\_\_ (b) see into the past. \_\_\_\_\_ (d) read the minds of others.
4. When Enheduanna calls Inanna "all-powerful" and "highly driven," she is saying that the goddess is (choose more than one)  
\_\_\_\_\_ (a) meek. \_\_\_\_\_ (b) determined. \_\_\_\_\_ (c) aggressive. \_\_\_\_\_ (d) friendly.
5. Write a sentence explaining why you think Enheduanna is asking Inanna, "Will not your heart calm down for me?"  
\_\_\_\_\_

**CHAPTER SUMMARY**

Shulgi, ruler of the third Ur kingdom, created the first organized system of laws. Hammurabi, who came to power hundreds of years later and inscribed his laws on metal plates, is more widely credited with creating the first written legal code.

**ACCESS****WITH A PARENT OR PARTNER**

In this chapter, you will read about the first written laws in the ancient world. Discuss the following questions with a partner. Have one person take notes on the discussion. Where can you read the rules about behavior in your school? Is there a student handbook? Are rules posted in the school office or elsewhere? Why is it important to have rules written so that everyone can read and understand them?

**BUILDING BACKGROUND**

A good way to keep track of the development of laws is with a sequence of events graphic organizer such as the one on page 9 of this study guide. Copy the chart in your history journal. In the first box, write "King Shulgi comes to the throne" and the approximate date: 2094 BCE. Complete the rest of the boxes, adding the creation of Hammurabi's code, as you read through the chapter.

**CAST OF CHARACTERS**

Write a sentence describing the importance of each character below.

Shulgi (SHOOL-gee) \_\_\_\_\_

Hammurabi (HAHM-oo-RAH-bee) \_\_\_\_\_

Ur-Nammu (ur-NAH-moo) \_\_\_\_\_

**WHAT HAPPENED WHEN?**

Describe each event as it relates to the chapter.

2094 BCE \_\_\_\_\_

1792–1750 BCE \_\_\_\_\_

**DO THE MATH**

Shulgi ruled for 48 years. What year did he leave the throne? \_\_\_\_\_

**WORD BANK**

standardization

Find the sentence on page 71 in which the word above appears, and look the word up in a dictionary. Rewrite the sentence using the word's definition in place of the word.

## CRITICAL THINKING

### COMPARE AND CONTRAST

Both Shulgi and Hammurabi wrote down a code of laws to govern their kingdoms. Organize the following statements into a Venn diagram (see page 9 of this study guide) drawn in your history journal. Label one circle "S" for Shulgi. Label the other circle "H" for Hammurabi. Write the corresponding number for each statement in the "S" circle, if it refers to Shulgi, in the "H" circle if it refers to Hammurabi, or in the area where the circles overlap if the statement refers to both lawmakers.

1. laws covered areas such as divorce, property rights, and criminal acts
2. kept government records of tax, payments, and donations
3. inscribed 37 laws on clay tablets
4. called himself the "shepherd of the people"
5. was concerned about the poor in his kingdom
6. bragged that "my black-headed people . . . marveled at me"
7. listed such crimes as cutting off a person's nose
8. most of his records are lost
9. set standards for weights and measures
10. no law about murder, only about the accusation of murder
11. laws discouraged people from taking justice into their own hands
12. inscribed 282 laws on a stone monument more than seven feet high

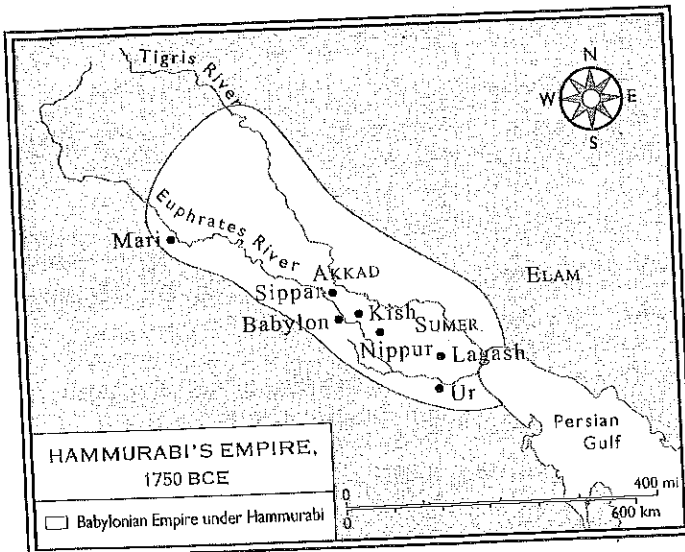
## ALL OVER THE MAP

### REGIONS

Study the map of Hammurabi's empire and then complete the following exercises.

1. Use shading or a pattern to show the extent of Hammurabi's empire. Key this pattern in the legend.
2. Use the mileage scale to calculate how long the empire was at its longest point.

3. How wide was the empire at its widest point? \_\_\_\_\_
4. Use the compass rose to fill in the blanks in the following statements.
  - a. Sumer is \_\_\_\_\_ of Babylon.
  - b. Lagash is \_\_\_\_\_ of Ur.
  - c. Mari is \_\_\_\_\_ of Kish.
  - d. The Tigris River is \_\_\_\_\_ of the Euphrates River.
  - e. The city located the farthest northwest in the empire was \_\_\_\_\_.



# ORDER IN THE COURT! THE JUSTICE SYSTEM IN MESOPOTAMIA

## CHAPTER SUMMARY

The legal system that arose from the rule of Hammurabi addressed complex issues of law. The system was based on written contracts and court testimony by witnesses.

## ACCESS

### WITH A PARENT OR PARTNER

In this chapter you will read about the court system in Mesopotamia. Discuss the following questions with a partner. If you have a disagreement with someone in school, who settles the dispute? A teacher? A principal? Does it matter if you have witnesses who can support your side of the disagreement? Have one person take notes, and have another person read the results of the discussion aloud.

### BUILDING BACKGROUND

To get more from this chapter, make a two-column chart in your history journal. Label the first column *What I Know*. List everything you know so far about the justice system in Mesopotamia. (You may need to review Chapter 10.) Label the second column *What I Learned*. After you finish the chapter, write at least five facts you have learned about the justice system in Mesopotamia.

## CAST OF CHARACTERS

Write a sentence to describe each character listed below

Ninshubur-tayar (nin-SHOO-bur-TIE-yar) \_\_\_\_\_

Patiya (pa-TEE-ya) \_\_\_\_\_

Samsu-iluna (SAM-soo-ih-LOO-nah) \_\_\_\_\_

Shamash-nasir (SHAH-mahsh-NAHT-seer) \_\_\_\_\_

## WORD BANK

mina

Find the sentence on page 77 that contains the word above. Rewrite the sentence using the definition instead of the word.

## VOCABULARY REVIEW

What other word for "money" did you learn in chapter 10? \_\_\_\_\_

## CRITICAL THINKING

### MAIN IDEA AND SUPPORTING DETAILS

Each sentence in *italics* below states a main idea from the chapter. Check off each sentence that does not support or tell more about the main idea.

1. *According to the contract, Patiya would take over Ninshubur-Tayar's property and provide his new father with flour for bread, barley for beer, wool for his clothes, and oil for lighting and cooking.*
  - \_\_\_\_\_ (a) The old man would have everything he needed.
  - \_\_\_\_\_ (b) Four witnesses, including the scribe, were listed on the contract.
  - \_\_\_\_\_ (c) We can imagine the old man talking to Patiya, explaining his hopes.
  - \_\_\_\_\_ (d) The scribe wrote the date—day, month, and year—and the contract was complete.

2. Just as in court cases today, the judges called for witnesses and "then listened carefully to their testimony."

- \_\_\_ (a) As far as we know, Ninshubur-tayar and Patiya never had any problems.
- \_\_\_ (b) They "sent them to the temple of Shamash to declare their testimony under oath" in the presence of the gods.
- \_\_\_ (c) The witnesses swore that Shamash-nasir had been adopted legally, and their evidence closed the case.
- \_\_\_ (d) Children often fought over their inheritance after parents died.

3. Contracts weren't just for adoptions.

- \_\_\_ (a) The Mesopotamians also used them for sales and rentals of houses and fields, marriages, purchases of slaves, even the hire of workmen.
- \_\_\_ (b) The jealous brother didn't have any witnesses, so he lost the case and his share of papa's money.
- \_\_\_ (c) Without witnesses, a Mesopotamian contract wasn't worth the clay it was written on.

4. Hammurabi's laws aren't general rules.

- \_\_\_ (a) They never say that people should "never" or "always" do something.
- \_\_\_ (b) Instead, they cover particular situations—if this, then that.
- \_\_\_ (c) After King Hammurabi's death, his son, King Samsu-iluna came to the throne.
- \_\_\_ (d) The Mesopotamians had no lawyers.

## WORKING WITH PRIMARY SOURCES

### The Code of Hammurabi (about 1755 BCE)

Read a group of laws from Hammurabi's code below. Answer the questions in complete sentences.

If anyone lose an article, and finds it in the possession of another: if the person in whose possession the thing is found says, "A merchant sold it to me, I paid for it before witnesses," and if the owner of the thing says, "I will bring witnesses who know my property," then shall the purchaser bring the merchant who sold it to him, and the witnesses before whom he bought it, and the owner shall bring witnesses who can identify his property. The judge shall examine their testimony—both of the witnesses before whom the price was paid, and of the witnesses who identify the lost article on oath. The merchant is then proved to be a thief and shall be put to death. The owner of the lost article receives his property, and he who bought it receives the money he paid from the estate of the merchant.

If the purchaser does not bring the merchant and the witnesses before whom he bought the article, but its owner brings witnesses who identify it, then the buyer is the thief and shall be put to death, and the owner receives the lost article.

If the owner does not bring witnesses to identify the lost article, he is an evil-doer . . . and shall be put to death.

1. What crime does this group of laws cover? \_\_\_\_\_
2. If there is a disagreement about who owns an article, what does the person who sold it have to do? \_\_\_\_\_
3. What does the person who claims he bought it from the merchant have to do? \_\_\_\_\_
4. What does the person who accuses a person of taking his article have to do? \_\_\_\_\_

### WRITE ABOUT IT

Take a federal or state law that you know and rewrite it in the same style as Hammurabi's code.



## CHAPTER SUMMARY

Surviving records on clay tablets provide a great deal of information about daily life in Mesopotamia. By the time of Hammurabi's reign, Mesopotamian society had developed into several classes, including slaves, tradesmen, merchants, and nobles.

## ACCESS

### WHAT DO YOU KNOW?

In this chapter, you will read about the many different occupations of people in the ancient Near Eastern world. By interpreting the information on clay tablets, historians have been able to create a picture of what daily life was like for working people in Mesopotamia. What would a picture of daily life look like where you live? Where do the adults in your family work? Do they do the same jobs that their parents did? Do you plan to follow your parents or other adults into the same occupation?

### BUILDING BACKGROUND

In your history journal, create a Venn diagram like the one found on page 9 of this study guide. Label the diagram *Mesopotamian Workers*. Label one circle *Slave*, and the other *Free*. As you read about the different tasks that were done in ancient Mesopotamia, write them inside either the *Slave* circle, if the work was done by a slave, or the *Free* circle, if the job was done by a free person. If the work was done by both free workers and slaves (for example, farming land), write it in the overlapping area between the two circles.

## CAST OF CHARACTERS

### FACT OR OPINION?

Write three facts that you know about the character below. Write three opinions that you have about that person, based on what you know.

Ningallam (nin-GAH-lahm)

Facts

Opinions


## WHAT HAPPENED WHEN?

### WRITE ABOUT IT

Write a daily schedule, beginning at dawn and ending at sundown, for a male or female slave in 2400 BCE. Choose a category: Is the slave a house servant? A field laborer? Make at least five entries.

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## WORD BANK

### WORDS IN CONTEXT

Read the sentence from the chapter below. Then answer the questions about the underlined word.  
*Farther along, a potter might have his kilns going, firing a batch of clay bowls and jars that he would sell later.*

1. What word tells you what a *kiln* does?  
\_\_\_\_\_ (a) jars \_\_\_\_\_ (b) sell \_\_\_\_\_ (c) clay \_\_\_\_\_ (d) firing
2. What word means the same as the underlined word?  
\_\_\_\_\_ (a) store \_\_\_\_\_ (b) oven \_\_\_\_\_ (c) wagon \_\_\_\_\_ (d) workers

### CRITICAL THINKING

#### DRAWING CONCLUSIONS

Each of the sentences in *italics* below is taken from the chapter. Check off all of the conclusions that can be drawn from reading each sentence.

1. *Together, Ningallam's family received 42 liters of grain a month—barely enough to survive on.*  
\_\_\_\_\_ (a) Grain was the main food of poor people.  
\_\_\_\_\_ (b) Poor people ate less than wealthy people.  
\_\_\_\_\_ (c) Poor people had nothing to eat but grain.  
\_\_\_\_\_ (d) Ningallam's family had little more than a liter of grain a day to eat.
2. *But the palace and temples paid them all with grain, oil, and wool, and the scribes wrote their names on clay tablets.*  
\_\_\_\_\_ (a) Keeping records was part of a scribe's job.  
\_\_\_\_\_ (b) People did not use money in Mesopotamia.  
\_\_\_\_\_ (c) Everyone in Mesopotamia used grain, oil, and wool in daily life.  
\_\_\_\_\_ (d) Tablets are big enough to write on, but small enough to lift and carry.
3. *Professionals—important people such as physicians, veterinarians, builders, and barbers—also lived and worked in the city.*  
\_\_\_\_\_ (a) Animal care was important in a kingdom that used domesticated animals.  
\_\_\_\_\_ (b) Builders in Mesopotamia constructed palaces and temples.  
\_\_\_\_\_ (c) Physicians in Mesopotamia knew as much as doctors today.  
\_\_\_\_\_ (d) Hair styles were important in Mesopotamian society.

### WORKING WITH PRIMARY SOURCES

A Mesopotamian law (about 2250 BCE)

Read the law below and then answer the questions using complete sentences.

If a son say to his father, "You are not my father," [the father] can cut off [the son's] locks, make him a slave and sell him for money. If a son say to his mother, "You are not my mother," she can cut off his locks, . . . drive him away from home, deprive him of citizenship and of inheritance, but his liberty he loses not. If a father say to his son, "You are not my son," the latter has to leave house and field and he loses everything. If a mother say to her son, "You are not my son," he shall leave house and furniture.

1. Why wouldn't a son want to say, "You are not my father" to his father?  
\_\_\_\_\_
2. What would happen to a son who said, "You are not my mother" to his mother?  
\_\_\_\_\_
3. What would a son keep if his mother disowned him?  
\_\_\_\_\_

#### WRITE ABOUT IT

The law has four parts. Describe them, one sentence each, in your history journal.  
Begin each sentence with "If . . ."