

About the Book

Learning how to follow directions, a skill essential to learning and daily living, requires practice. And what better way to help students feel confident than to provide them with opportunities to read and complete tasks on their own!

Every activity in this book requires the student to be a careful and critical reader. Directional words and basic instructional words are stressed throughout the book. Each activity includes interesting, pertinent information and directions for the student to follow. These directions include skills relevant to an upper primary curriculum and also provide students with an opportunity to express a personal choice or opinion.

Since the book has an ancient civilisations theme, we hope that you and your students will have a wonderful time following the directions as they learn about the many fascinating aspects of the ancient civilisations.

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Table of Contents

How to Use This Book	2
Mesopotamia	3
The First Civilisation	4
The Sumerians	5
ZiggrurWHATS?	6
Ancient Egypt	7
Food, Drink and Farming	8
Egyptian Tombs	9
The Pyramids	10
Recreation and Relaxation	11
Great Gods and Goddesses	12
It's the Law!	13
Hieroglyphics	14
Time to Weight	15
Wrapping It Up!	16
Ancient Greece	17
Captivating Crete	18
Amazing Mycenae	19
Rule of the People	20
Everyday Life in Ancient Greece	21
Relaxing in Ancient Greece	22
Greek Gods!	23
Super Scientists	24
Awesome Athens	25
Super Sparta	26
The Olympic Games	27
Ancient Rome	28
The Roman Republic and Empire	29
A Centre of Culture	30
Everyday Life in Ancient Rome	31
Roman Numerals	32
The Height of Ancient Rome	33
Religion in Ancient Rome	34
Aqueducts and Other Roman Aspects	35
Life in the Roman Army	36
Bath Time	37
Let's Go Shopping!	38
Egypt Today	39
Greece Today	40
Rome Today	41
Comparing Two Civilisations	42
Comparing Three!	43
Perfect Timing	44

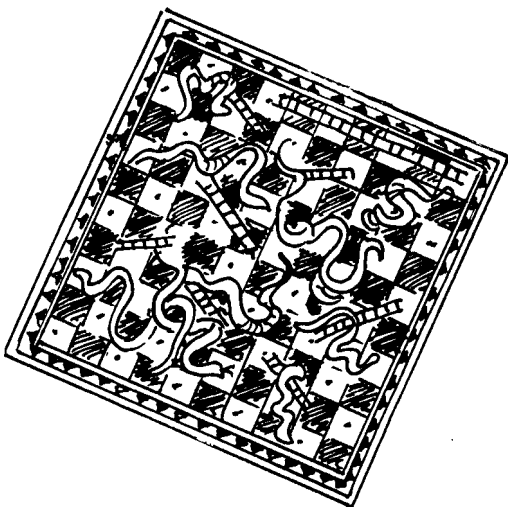
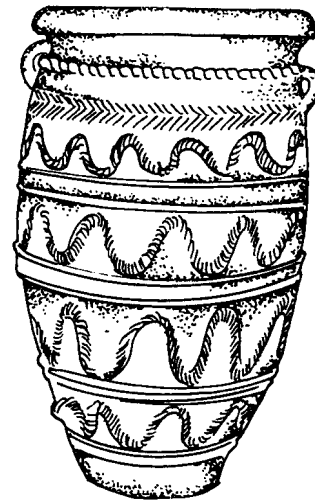
How to Use the Book

Being able to follow directions is an important and vital skill everyone should master. Every day, people are faced with situations in which they are required to follow directions. It is sometimes written directions that are the hardest to follow.

This *Following Directions* book was designed to help your students master the skill of following directions.

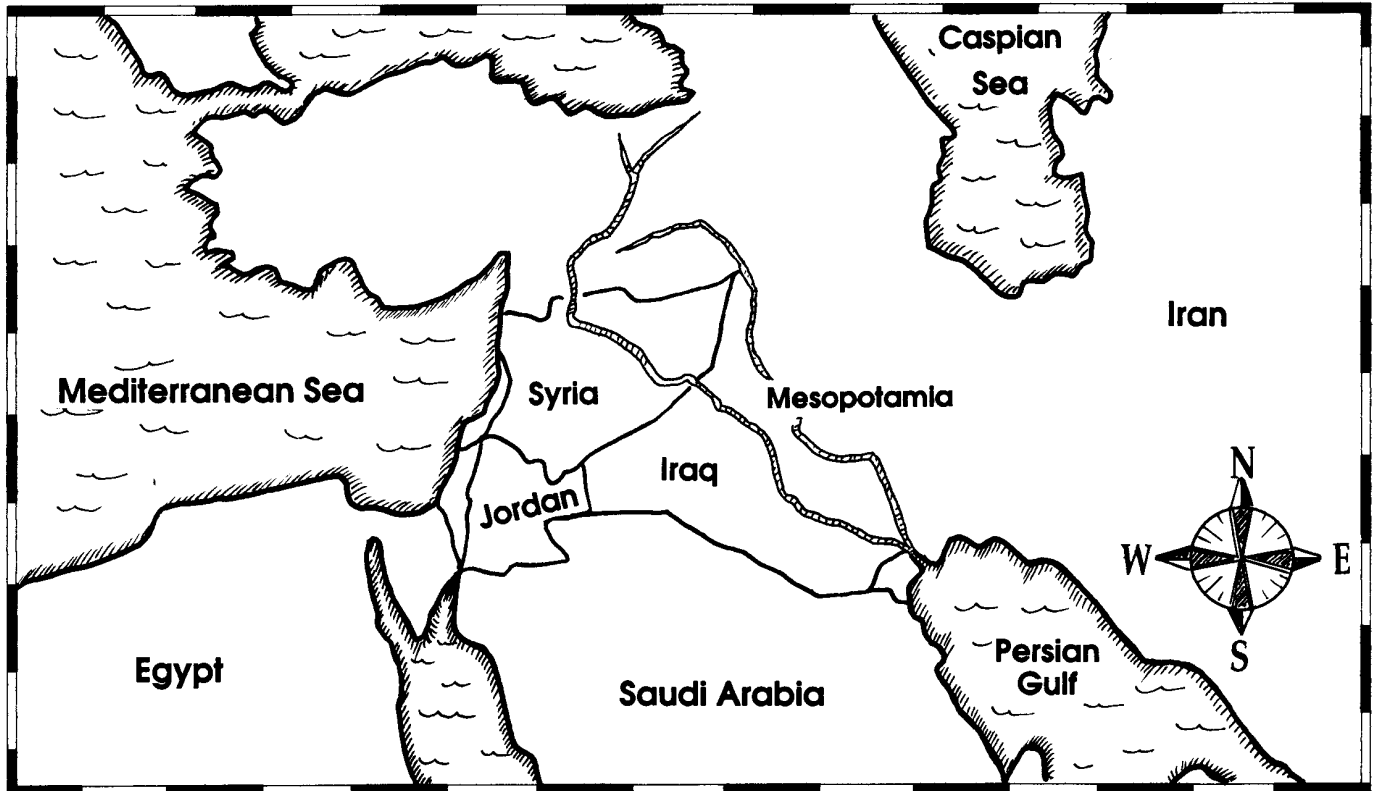
However, your students will be so intrigued and fascinated with the wealth of historical information provided on each page, that they will probably not even be aware of the valuable skill they will be practising and improving!

Each page contains information on one of the ancient civilisations of Mesopotamia, Egypt, Greece or Rome. This interesting and important information contains lots of activities the students can use to broaden their knowledge in many areas that directly relate to the concepts you study in history or SOSE classes. You could also turn any of the activities into research projects for your students. The information contained in this book will provide you with lots of ideas for extended activities if you chooses to use it in this manner.



So use these activities to supplement a history or SOSE class, to use in small groups or to use individually as classroom assignments or even as homework assignments. They can all be adapted to meet your special needs. Just remember, no matter what this book is used for, your students' following directions skills will certainly improve.

Mesopotamia

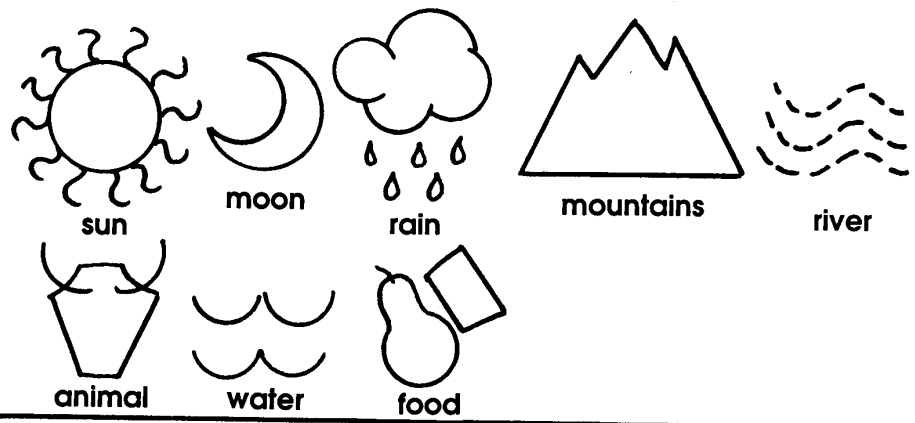
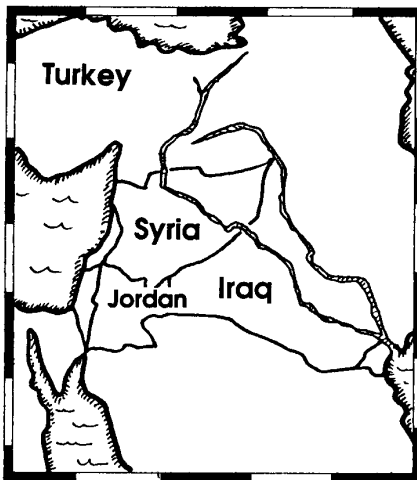


Mesopotamia means the 'land between two rivers'. It was here that the first civilisations developed. Today, parts of the countries of Turkey, Syria and Iraq are located here.

1. The 'two rivers' are the Tigris and the Euphrates. Label them. Hint: The Tigris is east of the Euphrates.
2. Farming was developed in the Fertile Crescent which is just south of Mesopotamia. Write the names of three foods grown in your area next to the title.
3. Irrigation began in Mesopotamia in about 3000 B.C. Write about how many years ago this was under the title.
4. The main area of farming villages was in northern Mesopotamia. Colour this area red.
5. Turkey is northwest of Syria and Iraq. Label it.
6. Houses made from mud bricks left to harden in the sun were built in southern Mesopotamia from about 5500 to 4000 B.C. Draw a mud brick house in this area on the map.
7. The Red Sea is west of the Persian Gulf. Label it.
8. The Black Sea is north of Turkey. Label it.
9. Find and list ten nouns in the above sentences. _____

10. On the back of this paper, write what you would tell the people of the first civilisations if you could travel back in time.

The First Civilisation



The first civilisation developed in southern Mesopotamia in an area that became known as Sumer. The world's first cities were established here around 3500 B.C. This civilisation flourished until about 2000 B.C.

1. Next to the title, write the word in the paragraph above that means 'fared well'.
2. Sumer was located in an area that is now southeastern Iraq. Colour this area blue on the map.
3. The Sumerians invented the world's first writing system, which was basically a set of word pictures. Write a story on the back of this page using all of the symbols above. Fill in with words where necessary so all sentences are complete.
4. Add three symbols of your own to the key above to represent three nouns in your story. Replace the words with the symbols.
5. Most Sumerians grew crops or raised livestock. On the map, draw one symbol to represent crops and one to represent livestock.
6. Several Sumerian cities grew into independent city-states. Write the definition for city-state under the map.
7. The more powerful Sumerian city-states conquered their neighbours and became small kingdoms. These kingdoms included Kish, Lagash, Umma, Ur and Uruk. Write these names in the empty space under the symbols above.
8. During the 2300s B.C., Uruk controlled all of Sumer. Circle Uruk above and write about how many years ago this was below it.
9. The Persians conquered Sumer in 539 B.C. Persia is another name for a country. Write the other name of this country under the kingdoms.
10. The Sumerians built magnificent palaces and temples. Draw one on the back of this paper. Write about a day you spent in your palace or temple.



The Sumerians



Though they lived long ago, from about 3500 B.C. to 2000 B.C., the Sumerians had quite a fascinating and advanced civilisation. However, life was very different from the way we live today.

1. The Sumerians gave gifts to their gods. Write what kinds of gifts the gods might have received next to the god.
2. As the Sumerians grew wealthy, they needed a system to use to record things. Draw some sketches of objects they may have wanted to record in the middle of the page.
3. The Sumerians drew their sketches of objects on clay to record them. Gradually, the sketches turned into signs which could be put together to make a sentence. List the components necessary to make a sentence today under the title.
4. Boys went to school if their parents could afford it, and they were beaten if they didn't do their lessons properly. On the back of this page, express your feelings about being beaten for not doing your school work correctly.
5. People who couldn't write hired scribes to write letters for them. On another piece of paper, write a letter someone from Sumeria might have dictated to you.
6. The Sumerians used two counting systems. One was based on 10, like ours. The other was based on units of 60. Write what we use the unit 60 for today to the right of the title.
7. Each Sumerian had his/her own cylinder seal to use instead of writing his/her name. Design your own seal in the box above.
8. The Sumerians paid their rent with some of the crops they grew. List two kinds of crops they grew under your cylinder seal.
9. The first evidence for the use of wheels also came from Sumer. List three ways the wheel made life easier. _____

10. On the back of this paper, list ten ways your life differs from the Sumerians.