

6

History-Social
Science Standard
6.2.1.



River Systems and Ancient Peoples

California Education and the Environment Initiative

Approved by the California State Board of Education, 2010

The Education and the Environment Curriculum is a cooperative endeavor of the following entities:

California Environmental Protection Agency
California Natural Resources Agency
Office of the Secretary of Education
California State Board of Education
California Department of Education
California Integrated Waste Management Board

Key Leadership for the Education and Environment Initiative:

Linda Adams, Secretary, California Environmental Protection Agency
Patty Zwarts, Deputy Secretary for Policy and Legislation, California Environmental Protection Agency
Andrea Lewis, Assistant Secretary for Education and Quality Programs, California Environmental Protection Agency
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Key Partners:

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Office of Education and the Environment

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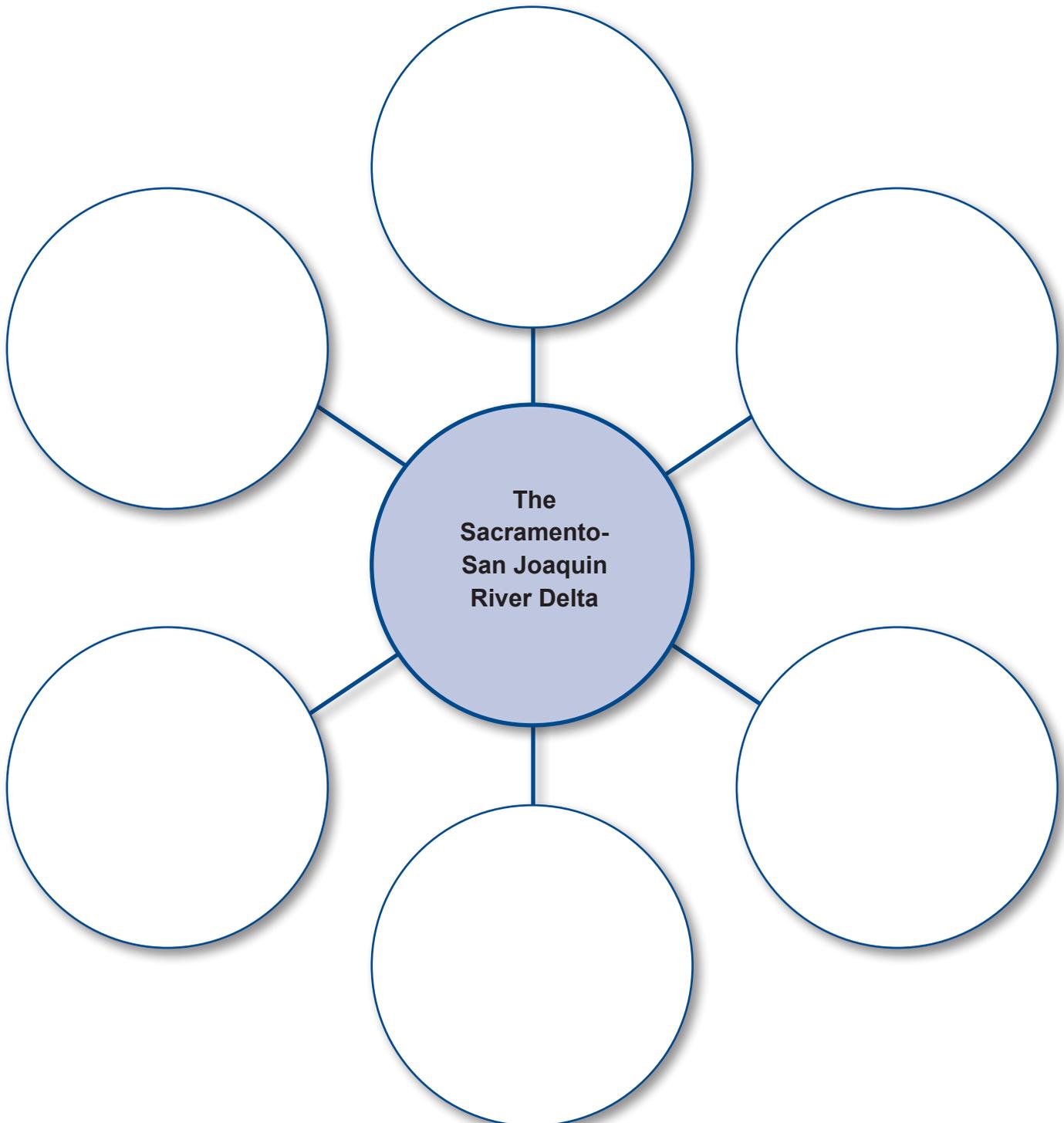
Role of the River 12

Science Background Introducing a River System

None required for this lesson.

Name: _____

Instructions: Fill in the diagram below, using examples from *California Connections: The Giving Power of the Bay Delta* (Student Edition, pages 2–5), of the different ways people have used the Sacramento-San Joaquin River Delta over time. Describe a different example in each circle. (3 points each)

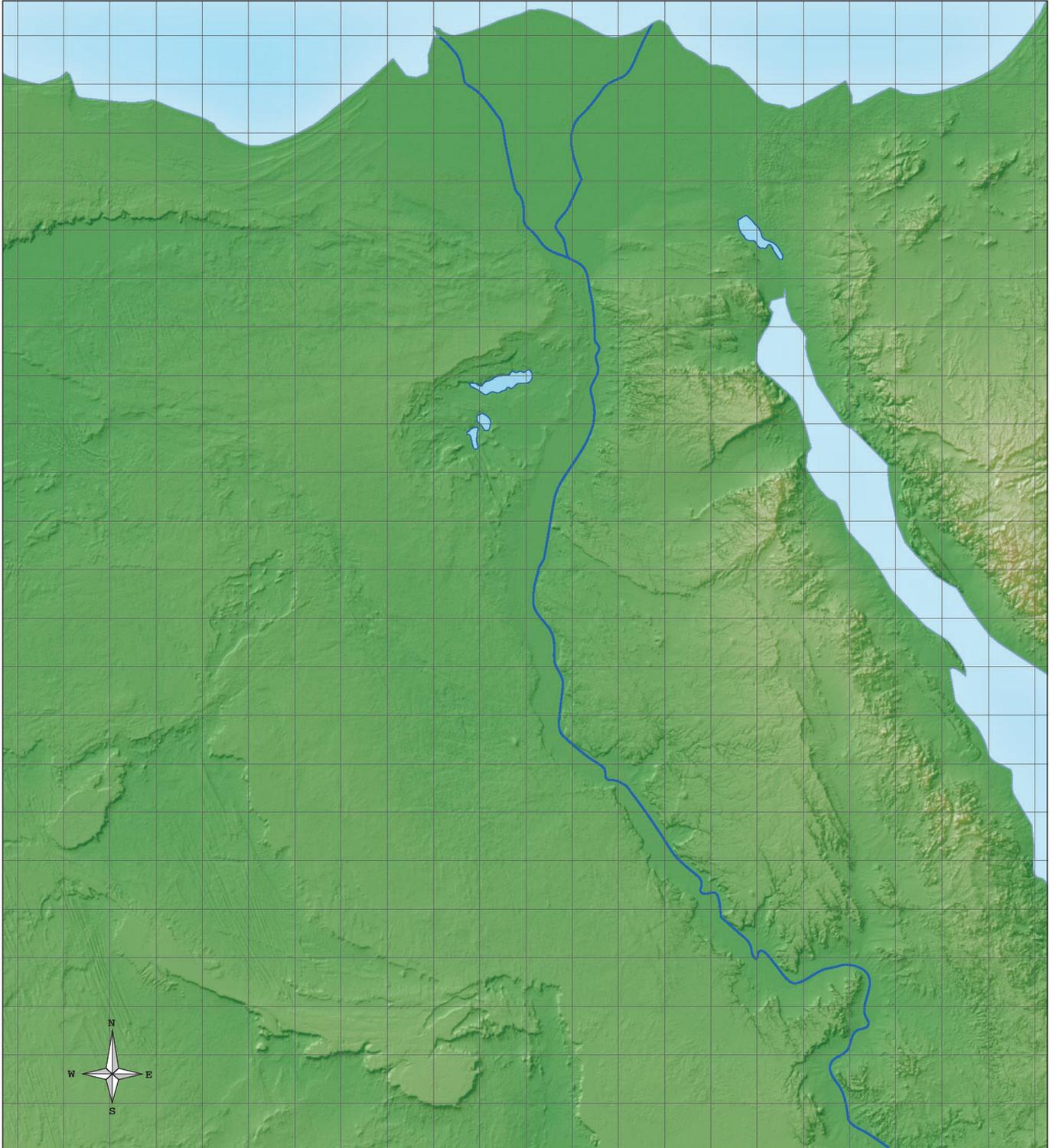


Ancient River Valleys

Lesson 2 | page 1 of 2

Name: _____

Instructions: Put the **Map Squares** for your assigned region in the correct locations and glue them to this page. Label the physical map as instructed by your teacher. (15 points each for correct placement and labeling)

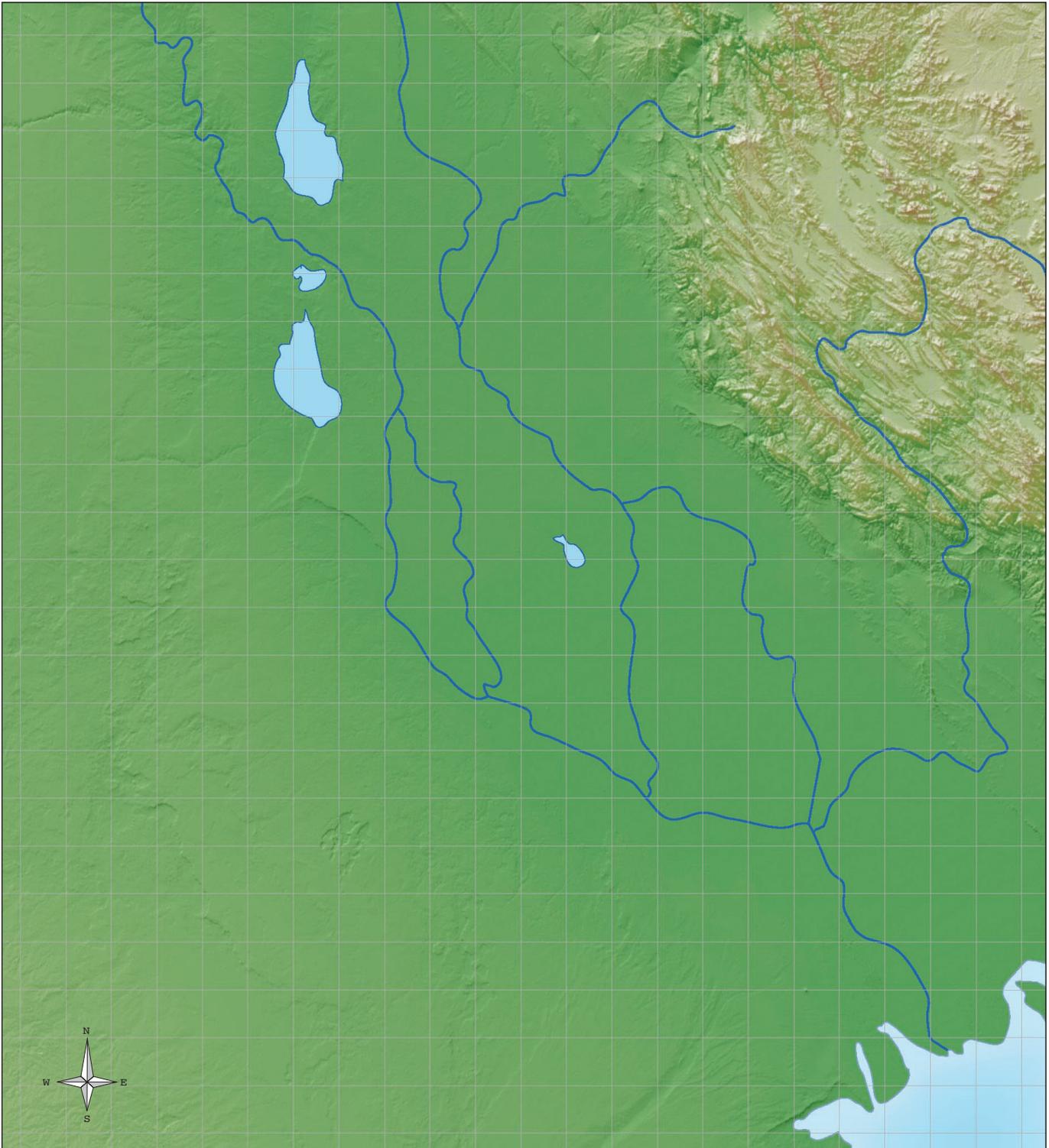


Ancient River Valleys

Lesson 2 | page 2 of 2

Name: _____

Instructions: Put the **Map Squares** for your assigned region in the correct locations and glue them to this page. Label the physical map as instructed by your teacher. (15 points each for correct placement and labeling)



Seasonal Cycles Student Notes

Lesson 3 | page 1 of 4

Name: _____

Fertile Crescent

Instructions: Answer the following questions in the space provided. (1 point each blank or question)

1. Define "Fertile Crescent:"

2. The Fertile Crescent was extremely dry. How did the rivers continue to flow?

3. What was the most important seasonal cycle for the people who lived in these river valleys? Why?

4. Define "Mesopotamia":

5. The flood times in Mesopotamia were _____ and _____.

The Tigris and Euphrates Rivers

Instructions: Answer the following questions in the spaces provided. (1 point each blank or question)

6. The biggest flood season for the Tigris and Euphrates was (and is) _____, which was also the time for the main _____.

7. Did the flood come at a good time or a bad time for ancient farmers? Why?

Seasonal Cycles Student Notes

Lesson 3 | page 2 of 4

Name: _____

8. Where do the floodwaters come from?
9. In the summer the temperature can get up to _____ degrees Fahrenheit (60 degrees Celsius) in Mesopotamia.
10. In ancient times, crops were planted in the _____.
11. In ancient times, birds like the _____ migrated to the Tigris and Euphrates in the _____ and fall. The _____, a wild donkey, traveled far to find feeding grounds during the _____. In the hot, dry _____ onagers looked for _____.

The Nile River

Instructions: Answer the following questions in the spaces provided. (1 point each blank or question)

12. The Nile is the longest river in the world. It is _____ miles (6,600 kilometers) long!
13. Unlike the Tigris and Euphrates, the Nile flooded regularly each _____.
14. Where did the floodwaters come from?

15. Crops along the Nile were planted in _____ and harvested in _____.
16. Female crocodiles laid their eggs in holes near the river in the _____; baby crocodiles hatched in the _____.

Seasonal Cycles Student Notes

Lesson 3 | page 3 of 4

Name: _____

17. River hippos spent most of their life in the _____. Females got pregnant in the summer and gave birth in late winter or _____. Like crocodiles, hippos were totally dependent on the flood cycle of the Nile River.

18. List three uses of the papyrus plant:

19. Papyrus was harvested in _____.

20. Although the Nile perch spawn all year, they lay the most eggs in the _____, during _____.

Instructions: As you watch the presentation on the Nile and Tigris-Euphrates rivers, fill in the chart below with information about what is happening in each river valley during each season. (Some seasons may be blank.) (1 point each box)

Component	Winter	Spring	Summer	Fall
Tigris and Euphrates rivers				
Onager				
Pelican				

Seasonal Cycles Student Notes

Lesson 3 | page 4 of 4

Name: _____

Component	Winter	Spring	Summer	Fall
Nile River				
Crocodile				
Hippo				
Papyrus				
Nile perch				

Name: _____

Instructions: Read **River People** (Student Edition, pages 6–9) with your partner and work together to answer the following questions. (3 points each)

1. According to the flood myth from *The Epic of Gilgamesh*, how did the Mesopotamian gods feel about humans? Use examples from the reading.

2. Why do you think people who lived near the Tigris and Euphrates rivers thought the gods did not like them?

3. How did the Egyptians view their gods?

River People: Myths and Laws

Name: _____

4. Under Hammurabi’s Code, if you drowned in the river were you guilty, or innocent? Why do you think the river was called “the sacred river?”

5. Many of Hammurabi’s laws were about land, farming, and boats. What does this tell us about the importance of the rivers to this society?

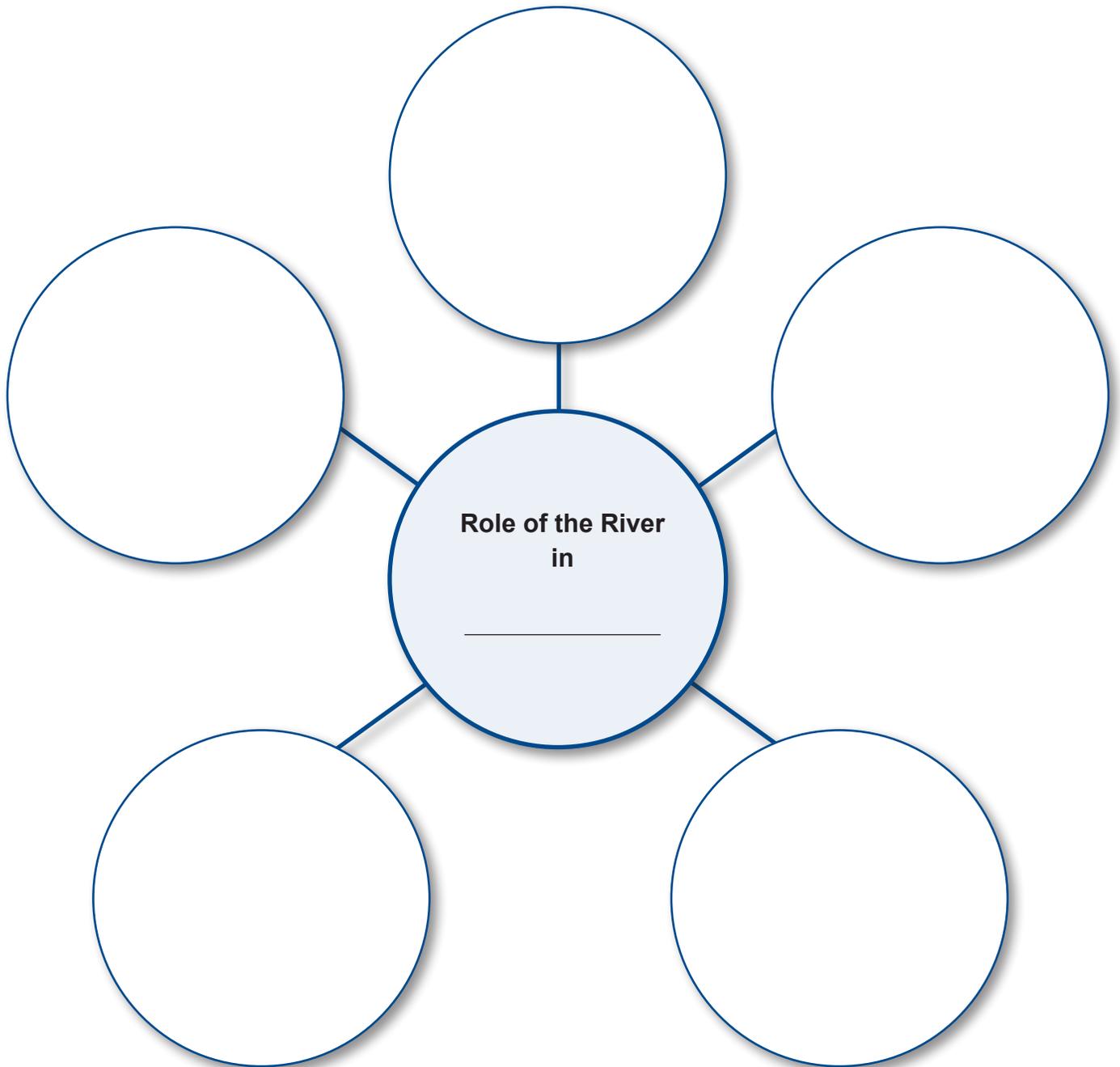
6. According to the story of the *Eloquent Peasant*, how is the Nile River like justice?

Role of the River

Lesson 5

Name: _____ Ancient City: _____

Instructions: Read about your ancient city. In each circle below, describe one way that the river helped make your city successful. These connections might have to do with religion, culture, or government and laws. They might be related to trade or transportation. They might be about building materials or growing crops. Use examples from the reading and add your own ideas. (3 points each)





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