

Brandon Valley School District  
District Learning Plan  
March 23-27, 2020

Grade 6 Social Studies



## Brandon Valley School District Distance Learning Plan

LESSON/UNIT: Ancient Civilizations

SUBJECT/GRADE: 6th Social Studies

DATES: March 23 - 27, 2020



<p>What do students need to do?</p> <p><a href="#"><u>Link to BV instructional video for week of March 23-27, 2020</u></a></p>	<p><b>Monday (3/23):</b> Read the article “The Roman Empire’s road and trade network” &amp; write a short paragraph that explains the similarities between the United States and Roman Empires road networks..</p> <p><b>Tuesday (3/24):</b> Read the article “Understanding archaeology: Digging up the past from around the world” &amp; answer the questions that follow.</p> <p><b>Wednesday (3/25):</b> Read the article “The History of Ancient Sanskrit” &amp; answer the questions that follow.</p> <p><b>Thursday (3/26):</b> Read the article “Sailors, traders spread Phoenician culture throughout the ancient world” &amp; answer the questions that follow.</p> <p><b>Friday (3/27):</b> Read the article “The Indus Valley Civilization was an early example of city-dwelling life” &amp; answer the questions that follow.</p>
<p>What do students need to bring back to school?</p>	<p>Students should bring back to school their article question answers. This can be done either on printed articles or on notebook paper. If you don’t have access to a printer or want to save paper please write the article title, followed by the question number, and answer you selected.</p>
<p>What standards do the lessons cover?</p>	<p>K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.</p> <p>6.H.2.3 Analyze the development and cultural contributions including large-scale empires and major religions</p> <p>K-12.H.3 Students will analyze and evaluate historical events from multiple perspectives.</p> <p>K-12.H.4 Students will identify and evaluate the causes and effects of past, current and potential events, issues and problems.</p> <p>6.H.4.3 Explain how events and ideas in ancient civilizations influence humans today</p> <p>K-12.H.5 Students will develop historical research skills.</p>
<p>What materials do students need? What extra resources can students use?</p>	<p>Students will need access to the articles and questions that are located after this lesson plan.</p>
<p>What can students do if they finish early?</p>	<p>Monday-Tuesday: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. (or) Write a short paragraph that can identify cultural contributions from this civilization and where they appear in today’s society.</p> <p>Wednesday: Answer the following: Why is the event described in the article taught in schools today? What are the lasting lessons that we can learn from studying this event? Support your response with evidence from the text.</p> <p>Thursday-Friday: Write a short paragraph that explains the central idea of the article. Use at least two details from the article to support your response. (or) Write a short paragraph that can identify cultural contributions from this civilization and where they appear in today’s society.</p> <p>Extra reading, activities, and more are located on each student's McGraw Hill Connect ED online textbook.</p>

Who can we contact if we have questions?

**Brandon Valley Intermediate School**

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**Notes:** Please email your social studies teacher with any questions you have.

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***Instructional materials are posted below (if applicable)***

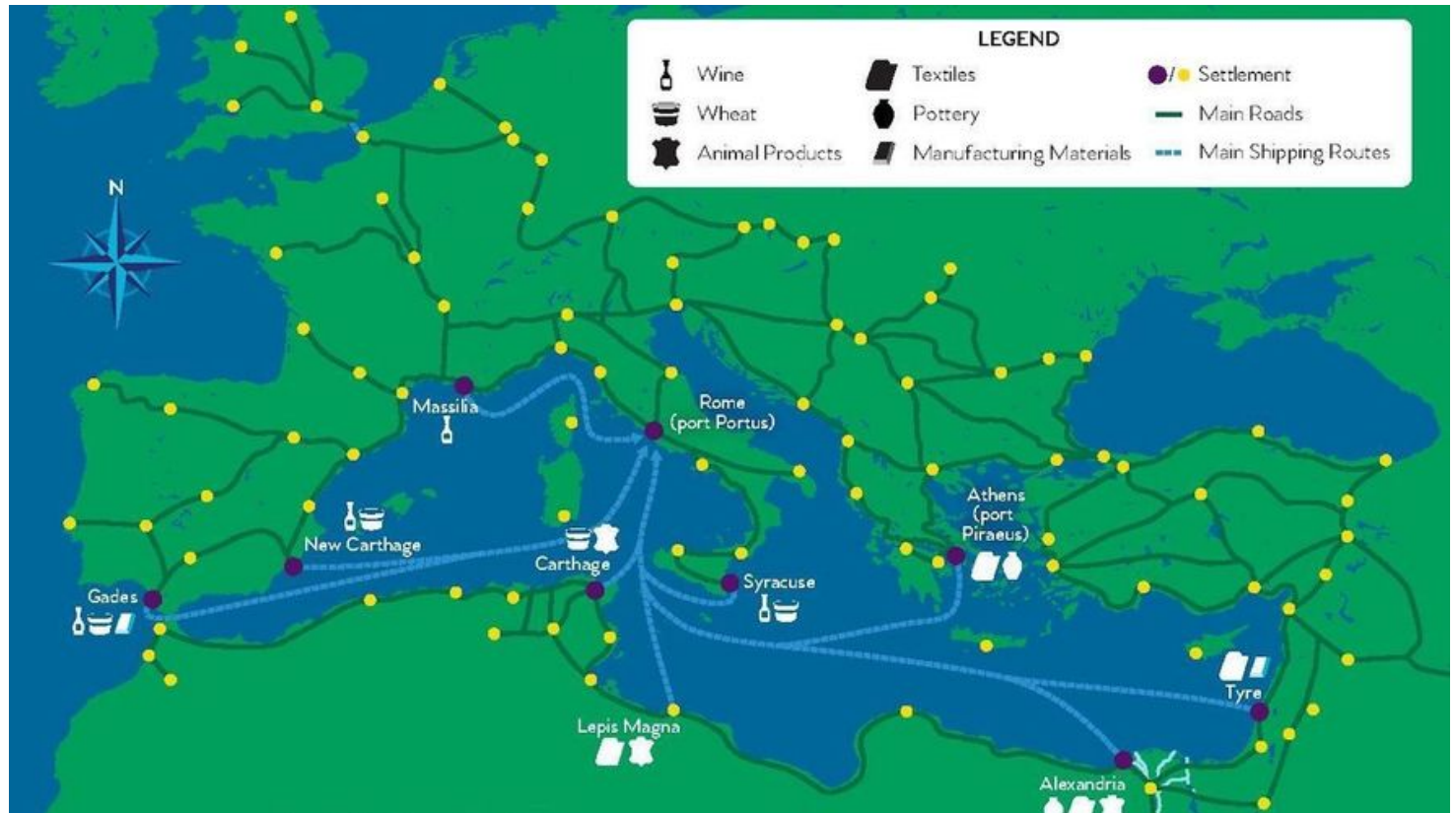
*Brandon Valley School District*

# The Roman Empire's road and trade network

By National Geographic Society on 09.30.19

Word Count **231**

Level **960L**



This map shows the Roman road system throughout the empire. It also shows the Roman Empire's primary sea trading routes. Trade between the busiest and largest port cities within the empire are pictured.

The Romans designed and built one of the most impressive road networks of the ancient world. This allowed for rapid movement during the time of the Roman Republic and then the Roman Empire. Reviewing the map can help you make observations about how this network facilitated transportation within the empire. You can see how it would affect Rome's ability to transport soldiers and military equipment to distant frontiers of the empire. Commerce was also supported through this transportation network.

The map also shows Rome's trading network on the seas. Rome reached its widest territory in A.D. 117. At that time, Rome controlled territory as far west as Spain and Northern Africa. It controlled land as far east as the upper regions of today's Middle East. A defining characteristic of the Roman



Empire is the numerous port cities under its control. These port cities allowed Rome to dominate the Mediterranean Sea. Imagine how the location of these cities allowed Rome to enrich itself. These ports also helped the empire maintain a stable sea trading network. Look at the icons of traded goods next to each city name. Imagine what impact these goods had on the Roman trade network.

## Quiz

# Understanding archaeology: Digging up the past from around the world

By National Geographic Society, adapted by Newsela staff on 06.18.19

Word Count **1,407**

Level **800L**



Archaeologists work on part of a newly discovered entry corridor that leads to a ceremonial courtyard in the pre-Columbian adobe city of Chan Chan, near Trujillo, Peru, October 22, 2018. Peru's Ministry of Culture presented a series of important archaeological discoveries in the Chan Chan citadel belonging to the ancient Chimú empire who were conquered by the Incas in the late 15th century. Photo by Martin Mejia for AP

Archaeologists study objects to learn about the past.

When did people develop tools, and how did they use them? What did they use to make clothing and what did they eat? Did they live in large groups or smaller family units? Did they trade with people from other regions? Were they warlike or peaceful? Archaeologists ask all of these questions and more.



## History Of Archaeology

The word "archaeology" comes from the Greek word "arkhaios," which means "ancient."



People have dug up monuments and collected artifacts for thousands of years. Artifacts are things like tools, pottery and jewelry. Often, these people were looters and grave robbers looking to make money or build up their personal collections.

In the mid-1800s, an Egyptian man found the tomb of Pharaoh Ramses I.

Ramses I ruled for a short time about 3,300 years ago. The tomb also held pottery, paintings, and sculpture. Looters sold everything they could sell, including the pharaoh's mummy.

Ramses I wound up in a museum in Georgia and was returned to Egypt in 2003.

Some archaeologists of this time were rich explorers. Many of them were genuinely interested in the culture they studied. However, now their work is seen differently. They took advantage of local people and stole their cultural heritage. The Elgin Marbles is an example.

In 1801, Lord Elgin was the British ambassador to the Ottoman Empire. Greece belonged to the Ottomans, who were from Turkey. Elgin took ancient marble sculptures from Athens, Greece, and brought them home.

The government of Greece has been trying to get them back ever since.

Today, in most countries, archaeologists must get permission to dig. Anything they find is owned by that country.



### **Disciplines Of Archaeology**

Archaeology is based on the scientific method. Archaeologists ask questions and develop hypotheses. They use evidence to choose a dig site and where on the site to dig. They observe, record and categorize what they find. They decide what it means. Then they share their results with other scientists and the public.

Archaeologists specialize in many different kinds of things. Underwater archaeologists study materials at the bottom of lakes, rivers and oceans.

Shipwrecks are one kind of artifact studied by underwater archaeologists.

In 1985, Robert Ballard helped locate the wreck of RMS Titanic, which sank in the Atlantic in 1912. About 1,500 people lost their lives. By using remote-controlled cameras, Ballard found artifacts like furniture, lights and children's toys.

### **Prehistoric And Historic Archaeology**

There are two major areas of archaeology. The first is prehistoric archaeology, and the second is historic archaeology. Prehistoric civilizations did not leave behind written records. Their artifacts and features are the only information we have about their lives. Features are things like buildings and roads.



The builders of Stonehenge in Great Britain, for instance, did not leave records. They did not tell us why it was built and how it was used. Archaeologists must rely on the enormous stones for clues.

Another area of archaeology is paleopathology. Paleopathologists study disease in ancient cultures. They might examine teeth to see what people ate thousands of years ago.

Historic archaeology uses written records.

One of the most famous examples is the Rosetta Stone. It is a large slab of marble discovered in Egypt in 1799.

The stone was written and carved in three different languages — hieroglyphic, demotic, and Greek. Hieroglyphics are the picture-symbols in ancient Egypt, and demotic was the everyday writing system in ancient Egypt. Before the discovery of the Rosetta Stone, Egyptologists did not understand either one.

They could, however, understand Greek. Using the Greek part, they were able to translate the hieroglyphs.

### **Other Disciplines**

Ethnoarchaeologists study how people use objects today. It helps them understand how tools were used in the past.

Some archaeologists are interested in the modern San culture of southern Africa, for instance. They study their tools to understand how the ancient San tracked and hunted animals.

Environmental archaeologists study environmental conditions in the past.

For instance, about 1400 years ago, the climate in the Brazilian highlands became wetter. The forest grew, providing more timber, plants and animals for the Taquara/Itararé people. These resources let them move to other areas.

Experimental archaeologists made copies of old artifacts.

One of the most famous examples is the Kon-Tiki. It was a large raft built by Norwegian explorer Thor Heyerdahl. In 1947, Heyerdahl sailed the Kon-Tiki from South America to Polynesia. He wanted to show that ancient mariners could have crossed the Pacific Ocean.

Cultural resource management (CRM) architects are usually hired by towns or construction companies. They look and preserve remains on construction sites.

### **Where To Dig?**

Most archaeology involves digging.

Winds and floods carry sand, dust and soil. They build up on top of features and artifacts and bury them.

Cities and communities also are built in layers. Rome, Italy, has been a city for thousands of years.

Archaeologists, for example, may be looking for an ancient Roman fortress. First, they may have to dig up a bakery from the 1500s. Often it's hard to figure out where to dig. Sometimes they choose sites based on old stories.

Before digging, an archaeological team looks for artifacts on the ground. Sometimes features can't be seen from the ground. Images from airplanes and satellites can show patterns.

Other technologies give clues about what lies under the surface.

Sometimes, sites are found by accident. In 1974, workers were digging a well in Xian, China. They discovered the remains of an enormous grave for Qin Shi Huangdi, China's first emperor. It included 7,000 life-sized clay soldiers, horses, chariots, and artillery. They are known as the Terra Cotta Warriors.

Before moving any dirt, archaeologists must map the area and take detailed photographs.

The last step is to divide the site into a grid. These squares help archaeologists keep track of where each artifact is found

Today, scientists use technology to determine the age of an artifact. They are able to analyze bones to see what kinds of animals people used and ate.

Archaeologists use technology to probe the earth below without disturbing the ground.

### **The Big Dig**

Digging is the field work of archaeology. Occasionally, archaeologists might need to move earth with bulldozers and backhoes. Usually, they use tools such as brushes, hand shovels, and even toothbrushes to scrape away the earth. Often, they will sift dirt through a screen to catch the tiniest artifacts.

Archaeologists take lots of notes and photographs along each step of the process. Global positioning system (GPS) units help them map the location.

When archaeologists find artifacts, they are often broken or damaged. Sunlight, rain, soil, animals and bacteria can cause them to wear away, rust, rot, break and warp.

### **Uncovered Artifacts**

The archaeological team makes a record of the artifacts. They use photos, drawings, and notes. After the artifacts are out of the ground, they are cleaned, labeled and classified.

The scientists write up their findings and publish them in scientific journals. The public also learns what scientists discover about our history.

### **Fast Facts:**

#### **The ABCs Of Dating**

Sometimes dates are listed as B.C. or A.D., while other times they are BCE or CE.

B.C. stands for Before Christ. Archaeologists use it for events that happened before the birth of Jesus. A.D. refers to Anno Domini. It is Latin for "year of our Lord," and refers to the years after

Jesus' birth.

Many archaeologists now use the terms BCE and CE. BCE stands for Before Common Era, and CE means Common Era.

### **Ancient Cannibals**

Some ancient humans may have been cannibals and ate other people. Archaeologists discovered the remains of early human species, Homo antecessor, in a Spanish cave. They lived 800,000 years ago. Archaeologists found bones with marks on them, which probably came from stone tools.

### **Trashy Science**

Some archaeologists study people who are still alive. For example, archaeologist William Rathje is interested in what Americans eat, throw away and waste. He digs through garbage cans and landfills to find out.

### **Sherds And Shards**

Many archaeologists study broken bits of pottery, called potsherds. Sherds can be bits of a broken water jug or a piece of a clay. Shards are broken pieces of glass, like ancient windows, bottles or jewelry.

## Quiz

- 1 According to the section "Prehistoric And Historic Archaeology," HOW did historic archaeologists learn to read hieroglyphics?
- (A) They found a stone that showed hieroglyphics and a language they already knew how to read.
  - (B) They studied the meanings of ancient Egypt's everyday writing system and compared them with hieroglyphics.
  - (C) They used the carvings that builders had created on a large stone slab called Stonehenge.
  - (D) They looked at how people use tools to write today to understand how they did so in the past.

- 2 What caused the discovery of the grave of Qin Shi Huangdi, China's first emperor?

- (A) Workers were looking for the Terra Cotta Warriors.
- (B) Workers found it by accident while digging a well.
- (C) Archaeologists dug up a bakery from the 1500s.
- (D) Archaeologists wanted to show how to cross the Pacific.

- 3 Read the selection from the section "History Of Archaeology."

*Some archaeologists of this time were rich explorers. Many of them were genuinely interested in the culture they studied. However, now their work is seen differently. They took advantage of local people and stole their cultural heritage.*

What is the meaning of the phrase "took advantage of" as it is used in the selection above?

- (A) learned from
- (B) worked with
- (C) helped or improved
- (D) cheated or tricked

- 4 Read the sentence from the section "Prehistoric And Historic Archaeology."

*Prehistoric civilizations did not leave behind written records.*

Which sentence uses the word "records" in the SAME way as it is used above?

- (A) We have a manager who records the team's score for each game.
- (B) The camera records videos for five minutes before stopping.
- (C) The store keeps careful records of what it buys and sells.
- (D) We played many old records from my grandfather's music collection.

# The History of Ancient Sanskrit

By Ancient History Encyclopedia, adapted by Newsela staff on 09.20.17

Word Count 611

Level 830L



A young student studies Sanskrit scripts in Kathmandu, Nepal. Photo by: Niranjana Shrestha/AP.

Sanskrit is the ancient holy language of Hinduism. Hinduism is one of the major religions in Southeast Asia. In the Hindu tradition, Sanskrit was the language of the Hindu gods, who passed it to the people who lived in India. Sanskrit is used in the religions of Jainism, Buddhism and Sikhism, as well. The first part of the word "Sanskrit" comes from "sam," which means "entirely." The second part, "krit," means "done." Together, the name means perfectly or entirely done. It refers to communication, reading, hearing and the use of words to show emotion. Sanskrit is an extremely complex language with a huge vocabulary. It is still used today in sacred texts and hymns.

## Origin and purity of Sanskrit

The Sanskrit language was called a Deva-Vani, or gods language. Hindus believe it was invented by the god Brahma. He passed it to the Rishis, or wise men, who passed it to their students. They spread it on earth. The origin of written Sanskrit can be traced back about 2,500 years. The Rig Veda is a collection of sacred hymns. Experts think it was the first text in Sanskrit that was written down.

## **Vedic Sanskrit**

Sanskrit is the language of Hinduism, and other religions like Jainism, Buddhism and Sikhism. It was used in ancient poetry, plays, science and religious books. Language experts think it was invented by observing the sounds humans make. It sounds especially soothing, and this is one of the main reasons why there are so many poems in Sanskrit.

The most original form of the language was used in the Vedas. They are prayers, myths and poems. They were written down about 2,500 to 3,000 years ago. This early Sanskrit consists of 52 letters in total, 16 vowels and 36 consonants. These 52 letters have never been changed. Some Hindu scholars call it the most perfect language because of how the words are formed and pronounced.

Vedic Sanskrit also contains nouns and ideas that are not found in other languages. Sanskrit is so large it has hundreds of words to express a single idea or object. It has more than 250 words for rainfall, for instance. There are 67 words to describe water, and 65 words to describe earth.

India has 5,000 spoken languages, but Sanskrit is considered the only sacred one. Very few people speak it every day, although it is used in some areas of India. In India's constitution, it is proudly mentioned as one of the 14 original languages of the country. For the most part, it is used in hymns to the gods, and in songs.

### **Effect on other languages**

Sanskrit has had a major effect on other Indian languages, like Hindi, which is the national language of India. Many Buddhist texts are in Sanskrit, and so it has had an effect on China and Tibet, as well. Both are Buddhist countries. Chinese, for example, has many words from Sanskrit. In addition, Thailand and Sri Lanka have many similar words.

Above all, English has been influenced by Sanskrit and has picked up many words from it. For example, "attack" comes from "akramana" and "path" from "patha." Also, "man" comes from "manu," meaning a male human, and "door" is from "dwar," meaning a doorway. English and Sanskrit are both Indo-European languages. They belong to the same family of languages and probably had a common ancestor.

Sanskrit has a long and sacred history. Many ancient scriptures and texts were written in it. It is widely admired and difficult to learn. William Cooke Taylor was an Irish historian and writer. He said it could take a lifetime to learn Sanskrit and its writings seem endless.



## Quiz

- 1 What is the relationship between Sanskrit and other languages?
- (A) Almost all other languages came from Sanskrit.
  - (B) Many languages have words from Sanskrit.
  - (C) Sanskrit is mostly made up of words from other languages.
  - (D) Sanskrit and all other languages were originally created for religious purposes.
- 2 What effect does the size of the Sanskrit language have on people?
- (A) It makes it hard for people to learn to read and speak because there is so much vocabulary to study.
  - (B) It makes it easy for people to understand because there are so many words to explain things.
  - (C) It makes it hard for people to remember the history of the language because there are so many details.
  - (D) It makes it easy for people to remember the letters in the language because so many Sanskrit sounds come from the human mouth.
- 3 The article is organized using chronological order.  
WHY do you think the author chose to organize the information this way?
- (A) to show how Sanskrit became known for being perfectly done
  - (B) to show why Sanskrit is very important to Indian history
  - (C) to explain how Sanskrit developed and changed over time
  - (D) to explain how Sanskrit was shaped by religious beliefs
- 4 What is the connection between the introduction [paragraph 1] and the section "Origin and purity of Sanskrit"?
- (A) They both explain how the use of Sanskrit was spread.
  - (B) They both explain some problems with the Sanskrit language.
  - (C) They both compare the Sanskrit language with other languages.
  - (D) They both compare Sanskrit poems with other forms of writing.

# Sailors, traders spread Phoenician culture throughout the ancient world

By Ancient History Encyclopedia, adapted by Newsela staff on 08.01.19

Word Count **1,097**

Level **950L**



Image 1. Troops from a United Nations peacekeeping force on the Israeli-Lebanese border mingle with tourists exploring the Phoenician ruins in Tyre, Lebanon, July 29, 2017. Photo by Jon Gambrell for AP

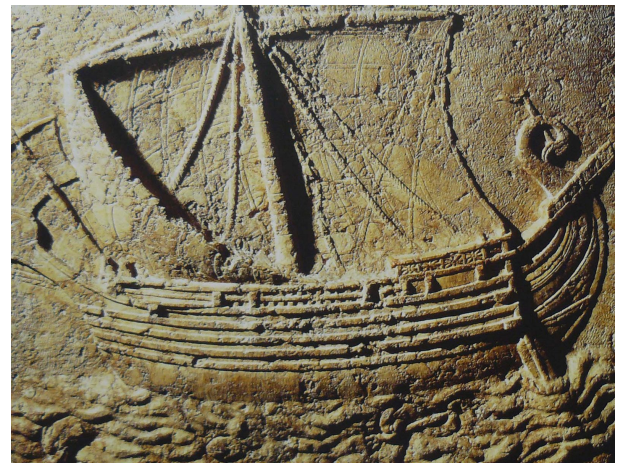
The wealth of Phoenician cities such as Tyre, Sidon and Byblos was based on trade. Indeed, it was the search for new goods and new markets that caused the Phoenicians to branch out from the Levant where their civilization first developed. The Levant is an area that today includes the states of Lebanon, Syria and Israel.

## **Sailing, Trading Around The Ancient Mediterranean**

From the 10th century B.C. onward, the Phoenicians colonized territories throughout the ancient Mediterranean. Some of these colonies became important cities in their own right. This was particularly true of Carthage. Located on the north coast of Africa, Carthage would eventually create an empire of its own.

The Phoenicians were not only excellent traders, but skilled navigators as well. They established colonies wherever they went. The major Phoenician trade routes were by sea to the Greek islands, across southern Europe, down the Atlantic coast of Africa, and up to ancient Britain.

Trade and the search for valuable goods led to the founding of permanent trading posts. These outposts were originally chosen for their safe and shallow harbors and closeness to fresh water. In time, they became more firmly established, in order to control the trade in specific goods available at that specific site. Over time, these sites grew. Their populations became more permanent and larger, and more and more buildings were erected. Finally, they became full colonies and large cities in their own right.



### **Small Settlements Grew Into Colonies**

The Phoenician colonization of the Mediterranean occurred in stages. Sometime between the 12th and eighth centuries B.C., various small trading centers were established. This "pre-colonial" period was followed by the founding of fully developed colonies between the eighth and sixth centuries B.C.

For more than 500 years, then, the Phoenicians controlled a network of stopping points along the Mediterranean coast. This network made them one of the greatest trading powers in the ancient world. A broad range of goods was traded with other great civilizations of the time. Textiles, glass, papyrus, precious metals, wood, wool, pottery, foodstuffs and spices were among the most important of these goods. There was also a significant trade in slaves.

The island of Cyprus is located near the Levant and was rich in timber and copper. It was probably one of the first places to be colonized by the Phoenicians, perhaps as early as the 11th century B.C. Cyprus's most important city was Kition. Others included Golgoi, Idalion, Tamassos, Marion, and Lapethos.

### **Greek Islands, Egypt, Sicily**

Other islands in the Aegean were colonized by the Phoenicians as well. Among them were Rhodes, Crete, Kythera, Melos, Thasos, and Thera. These were all in what is now Greece.

Phoenicia had always had strong trade links with Egypt and trading posts were probably established there as early as anywhere else. Farther along the northern coast of Africa, Utica was established around 1101 B.C. It provided access to valuable ivory from the interior of the continent. Carthage was founded in 814 B.C., according to ancient sources. Other colonies included Auza, Leptis Magna, Hippo, Hadrumetum, and Lixus. When Carthage prospered and grew into a large city in its own right, it started to found colonies too.

Sicily was colonized by the Phoenicians. Sicilian cities such as Motya, Panormo (modern Palermo), and Solunto were founded from the eighth century B.C. onward. At the same time, colonies were established on the islands of Lampedusa, Malta, and Pantelleria. Farther west, grain-rich Sardinia was colonized earlier, probably in the ninth century B.C. Its important cities included Nora, Caralis (Cagliari), Bythia, Sulcis, Carloforte, and Tharros.

### **Trading Glass And Pottery For Spanish Silver**



In antiquity, Spain was a rich source of silver. The Phoenicians were able to acquire Spanish silver in exchange for relatively low-value goods such as glass, oil, and pottery. Thus, they were eager to secure permanent access to this silver. Perhaps as early as 1110 B.C., they established the colony of Gades (Cadiz). Other important colonies in Spain include Malaka (modern Malaga), Sexi (Almunecar), Abdera (Adra), and Ebusus (Ibiza).

Some of the colonies established by the Phoenicians became culturally very Phoenician. Others kept much more of the original native culture of the surrounding area.

North Africa became more "Phoenician" than any other territory. Phoenician gods such as Melqart and Astarte were worshipped there. Temples to these gods were constructed and religious practices and festivals were observed just as they were in the home cities of Tyre or Sidon.

### **Phoenician Art, Architecture And Religion Spread**

One of the Phoenician features most commonly found at colonies was the tophet. The Tophet was a sacred location where sacrifices — sometimes even of children — were carried out.

Phoenician art was another export. Workshops were established in many colonies. These could produce the fine goods the homeland was so famous for, such as goldwork and purple-dyed cloth. Architecture too was copied from the homeland. One example of this is the temple of Melqart at Gades, which has a layout and columns that mirrored those of the temple at Tyre.

If religion and art came in one direction, then raw materials and tributes went in the other. For example, each year Carthage had to send tribute to the Temple of Melqart at Tyre. That tribute amounted to one-tenth of its yearly profits.

As the colonies prospered and their populations grew, they expanded their territory. They became more militarized, built fortifications, and fought with native peoples or competing regional powers. They were now cities in their own right and fighting for their place in the ancient world.

### **The Phoenician Legacy**

The Phoenician colonies did not remain Phoenician colonies forever. Some were absorbed by local cultures. For example, Cyprus was conquered by the Assyrian king Sargon II at the end of the 8th century B.C. The Phoenician colonies around Greece were eventually absorbed by the Greeks.

Other Phoenician colonies developed into separate civilizations. Some became so successful they founded colonies of their own. This was the case with Carthage from the mid-6th century B.C. onward.



Phoenicia's power and influence declined further following the attack of Alexander the Great in 332 B.C. By then, however, Phoenicia had already left its mark. Its vast network of colonies had already helped shape a much more connected Mediterranean world.

## Quiz

1 Read the list of sentences from the article.

*1. The island of Cyprus is located near the Levant and was rich in timber and copper.*

*1. It provided access to valuable ivory from the interior of the continent.*

*2. Farther west, grain-rich Sardinia was colonized earlier, probably in the ninth century B.C.*

*3. The Phoenicians were able to acquire Spanish silver in exchange for relatively low-value goods such as glass, oil and pottery.*

What central idea do these details support?

- (A) Phoenicians colonized a variety of territories that became important cities of power.
- (B) Phoenicia founded colonies that provided them with a variety of different goods.
- (C) Phoenicians established small trading posts that grew into full colonies and large cities.
- (D) Phoenicia founded colonies that were close to fresh water and had safe and shallow harbors.

2 Which sentence from the article would be MOST important to include in a summary of the article?

- (A) Indeed, it was the search for new goods and new markets that caused the Phoenicians to branch out from the Levant where their civilization first developed.
- (B) Phoenicia had always had strong trade links with Egypt and trading posts were probably established there as early as anywhere else.
- (C) When Carthage prospered and grew into a large city in its own right, it started to found colonies, too.
- (D) Temples to these gods were constructed and religious practices and festivals were observed just as they were in the home cities of Tyre or Sidon.

3 Read the section "Sailing, Trading Around the Ancient Mediterranean."

How does this section contribute to the article's main idea?

- (A) It shows that some Phoenician colonies became empires of their own.
- (B) It establishes the Phoenicians as skilled navigators who were looking for safe and shallow harbors.
- (C) It explains how Phoenician trading posts grew over time and became colonies and large cities.
- (D) It shows that people constructed buildings in Phoenician trading posts.

4 How effective is the section "The Phoenician Legacy" as the concluding section of the article?

- (A) Very effective, because it explains how and why Phoenicia's power and influence decreased over time.
- (B) Very effective, because it explains that an attack by Alexander the Great finally destroyed Phoenicia.
- (C) Somewhat effective, because it describes Phoenicia's vast network of colonies but not their location.
- (D) Not at all effective, because it fails to explain what happened to each of Phoenicia's colonies over time.



# The Indus Valley Civilization was an early example of city-dwelling life

By National Geographic Society, adapted by Newsela staff on 09.03.19

Word Count 719

Level 870L



Indus Script, pictured above, remains undeciphered. Photo by National Geographic

The earliest human cities were created more than 5,000 years ago. Archaeologists and historians have wondered what life was like for these early city-dwellers. Thanks to modern technology, scientific explorers have uncovered answers. By looking at the Indus Valley Civilization, we can understand many aspects of life in early cities.

## Between 3,000 And 5,000 Years Ago

The Indus Valley Civilization was one of the world's first civilizations. It is also known as the Harappan Civilization. The Harappan Civilization existed from around 3300 to 1700 B.C. This meant it began around 5,320 years ago and ended about 3,720 years ago. At the same time, civilizations were thriving in Mesopotamia, Egypt and China. The area where the Harappan Civilization was located is now in South Asia, in the countries of Pakistan and northwest India.

Although the Harappans had a written language, scholars cannot read it. Most of what is known about Harappans' culture and civilization comes from the ruins of their two largest cities: Harappa

and Mohenjo-daro. Both cities cover less than 2.6 square kilometers or 1 square mile. The city itself was only a little smaller than Central Park in New York City. The cities had an estimated population of around 40,000 people each.

The Harappan cities did not have palaces or temples, and there is no evidence that they were ruled by kings and queens. Harappans may have chosen rulers in elections.

### **Cities On A Grid With A Mound**

The cities were located about 644 kilometers, or 400 miles, apart. That's slightly greater than the distance between Los Angeles and San Francisco. The two cities were similar in design. Each city was built along a grid, comparable to modern cities like Chicago. One section of every city held public buildings in a citadel mound complex. Cities also had a lower town where housing was located.

The citadel mound complex at Mohenjo-daro included the Great Bath, plus a granary where grains and food were stored, houses and government buildings. Brick towers and a wall protected the complex. People probably used the Great Bath for ritual bathing. Bathing may have been part of Harappan religious events.

Harappan cities had advanced systems for supplying water and removing waste. In Mohenjo-daro, about 700 wells provided water. Most houses in the lower town had private bathrooms, and many had wells. Bathrooms were usually placed against the outside wall of a house. This allowed waste to travel from baths and toilets into underground sewers.

Harappan houses were built from sun-dried bricks. Some houses had only one room each while others were much larger. The lower town held workshops where craftspeople, who made things like clothing or clay pots, worked.

Grains like wheat, barley and rice were staples of the Harappan diet. The Harappans also grew and ate a variety of vegetables and fruits. Cattle, chickens and other animals, including some wild animals, provided meat.

### **Skilled, Artful People**

Harappans created pots, bowls and other containers from clay. These were used for cooking and storing food. Some pottery was handmade, but others were crafted using a potter's wheel. The Harappans also made plates from copper, bronze and other metals. These artifacts reveal that Harappans were skilled metal-workers.

One of the most important discoveries from Mohenjo-daro is a 4-inch-tall bronze sculpture of a dancing girl. The sculpture is significant because it shows that Harappans danced. Dance may have been a form of art, or simply a way for people to entertain themselves.

Merchant seals are among the most common Harappan artifacts. These were symbols or markers to represent a seller. The seals had images of animals or other decorations. They were likely used by merchants, or sellers, for sending and receiving packages. The seal's mark proved that the package was sent by a particular merchant. One famous seal depicts a god called Pashupati. This god has some similarities to the Hindu god Shiva, who is known as "The Destroyer."

Some Indus Valley seals have been found in Mesopotamia. This suggests that Harappans traded with other civilizations in South Asia and the Middle East. The Harappans Civilization was one of the first to develop a system for weighing and measuring objects.

Explorers continue to learn more about the Harappan Civilization. Artifacts are displayed in museums, such as the National Museum in New Delhi, India, and others.

## Quiz

1 Read the section "Between 3,000 And 5,000 Years Ago."

Which sentence from the section shows how we have learned information about the Harappan Civilization?

- (A) The Harappan Civilization existed from around 3300 to 1700 B.C.
- (B) The area where the Harappan Civilization was located is now in South Asia, in the countries of Pakistan and northwest India.
- (C) Although the Harappans had a written language, scholars cannot read it.
- (D) Most of what is known about Harappans' culture and civilization comes from the ruins of their two largest cities: Harappa and Mohenjo-daro.

2 Read the section "Skilled, Artful People."

Which sentence from the section shows why scientists believe Harappans traded goods with other civilizations?

- (A) Harappans created pots, bowls and other containers from clay.
- (B) These artifacts reveal that Harappans were skilled metal-workers.
- (C) Some Indus Valley seals have been found in Mesopotamia.
- (D) The Harappan Civilization was one of the first to develop a system for weighing and measuring objects.

3 Read the paragraph from the section "Cities On A Grid With A Mound."

*The cities were located about 644 kilometers, or 400 miles, apart. That's slightly greater than the distance between Los Angeles and San Francisco. The two cities were similar in design. Each city was built along a grid, comparable to modern cities like Chicago. One section of every city held public buildings in a citadel mound complex. Cities also had a lower town where housing was located.*

Which word from the paragraph helps the reader understand the meaning of "comparable"?

- (A) greater
- (B) similar
- (C) modern
- (D) public

4 Read the following paragraph from the section "Skilled, Artful People."

*Merchant seals are among the most common Harappan artifacts. These were symbols or markers to represent a seller. The seals had images of animals or other decorations. They were likely used by merchants, or sellers, for sending and receiving packages. The seal's mark proved that the package was sent by a particular merchant. One famous seal depicts a god called Pashupati. This god has some similarities to the Hindu god Shiva, who is known as "The Destroyer."*

What is the meaning of the word "depicts" as used in the paragraph above?

- (A) hides
- (B) covers
- (C) shows
- (D) serves