

## CITY-STATE TASKS



### Centralized Government

**Who did leaders claim gave them the right to rule and how was ruled passed?**

1. Have a ruler write a speech to his subjects explaining why they should obey him completely and obey his son when it is the son's turn to rule.
2. Write a dialogue between an ancient ruler and his son. The dialogue must include the following words and terms: *absolute power, authority, gods and goddesses, city-states, food supply, defense, divine right, leadership, worshipped and hereditary*.
3. You are an artist hired by the ruler. Draw a poster that visually explains to his subjects why they should not question his authority.
4. Create a medallion that displays the authority of the ruler.
5. An idea of your choice (per instructor approval)

### Organized Religion

**How did priests and worshippers seek to gain the favor of the gods and ensure divine help?**

1. As a priest, write a sermon to worshippers that states the importance of pleasing the gods. Give examples of how the people can please the gods.
2. Write a dialogue between an ancient priest and worshipper. Include the following words or terms: *duty, ceremonies, rituals, gods favor, dance, sing, pray, sacrifices, worship, prayers, important and city-state*.
3. Create an illustrated guide instructing worshippers how to please the gods.  
(Fold a paper in half and illustrate all four sides.)
4. Create a song and dance intended to please the gods.
5. An idea of your choice (per instructor approval)

### Job Specialization and Social Classes

**Describe the social classes of ancient civilizations.**

1. As a peasant farmer, write a letter to your ruler describing your feelings about being so low on the social hierarchy. Be sure to describe why you think your job is important and compare it to the importance of the other jobs in the social hierarchy.
2. Write a dialogue between two people who had different ranks in the social hierarchy (you choose—identify them through their jobs). The dialogue must contain the following words or terms: *hierarchies, systems of rank, government officials, priests, ruling family, specialized jobs, cities, merchants, artisans, jobs, construction, defense, entertainment, peasant farmers, food surplus and slaves*.
3. Draw a mural that depicts the social hierarchy in ancient civilizations.
4. Create a model that shows the social hierarchy in the ancient world.
5. An idea of your choice (per instructor approval)



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### Arts, Architecture, and Public Works

What kinds of public works projects were used to ensure a steady food supply?

1. As a governmental official, write out your plan to ensure that the city-state maintains a steady food supply. Include why your plan is important and what the government must do to implement your plan.
2. Write a dialogue between the ruler and the government official in charge of public works. The dialogue must contain the following words or terms: *society, benefit, water, dikes, dams, government, maintenance, success, irrigation project, farmland, food supply, and taxes.*
3. Create an illustrated government pamphlet that describes how public works benefit the people of ancient cities.
4. Create a model that shows the kind of public works projects done by ancient civilizations.
5. An idea of your choice (per instructor approval)

### Writing

Who were scribes and how were they trained?

1. Write a want-ad advertisement for a scribe. Describe the kinds of jobs scribes may do and what type of training and experience is required for the job.
2. Write a dialogue between a teacher of scribes and a student. Include these words or terms: *grain harvests, cuneiform, religious ceremonies, contracts, treaties, laws, read, write, demanding, service and great demand.*
3. Create an illustrated poster advertising a school for scribes.
4. Build a monument that displays the important functions that scribes performed for ancient civilizations.
5. An idea of your choice (per instructor approval)