

Graphic Organizer

	Egypt	Mesopotamia
POLITICS	Ruled by Pharaohs	Ruled by Kings
ECONOMICS	Agriculturalists Collected Tribute/Taxes Specialization	Agriculturalists Collected Tribute/Taxes Specialization
LANGUAGE	Used Hieroglyphics	Used Cuneiform
TECHNOLOGY	Irrigation Metal plows/tools	Irrigation Metal plows/tools
FAMILY	Men were responsible for working and trading. Women became responsible for “home life”	Men were responsible for working and trading. Women became responsible for “home life”
RELIGION	Organized religion. Pharaoh was seen as a living god.	Each city was devoted to a different god. Some Kings declared themselves gods.

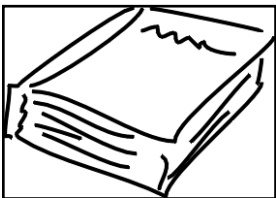



Big Ideas of Lesson 3, Unit 3

- Agrarian civilizations during Era 2 shared many common characteristics like social hierarchies, central rulers, and advanced culture and technology.
- Ancient Egypt and Mesopotamia, for example, both had polytheistic religions (many gods), complex social hierarchies, and long periods of rule by a central authority (King or Pharaoh in these cases). They also traded with each other.
- To learn about life and society in these places so long ago, historians build their “stories” or accounts of the past by corroborating multiple sources of evidence. Using different sources, they look for patterns, or commonalities and differences, between the accounts in order to make conclusions about these different societies.

Word Cards

Word Cards from previous lessons needed for this lesson:

- **civilization** – Word Card #1 from Lesson 1
- **specialization** - Word Card #2 from Lesson 1
- **social hierarchy** - Word Card #3 from Lesson 1
- **river valley civilization** - Word Card #4 from Lesson 1
- **Mesopotamia/Sumer** - Word Card #8 from Lesson 2
- **Nile** - Word Card #9 from Lesson 2
- **Fertile Crescent** - Word Card #12 from Lesson 2

<p>13 historical account</p>  <p>a representation of an event from the past that is put together using evidence from multiple sources</p> <p>Example: The textbook's account of Mesopotamia did not mention Hammurabi's code.</p> <p>(SS070303)</p>	<p>14 evidence</p>  <p>facts or information that can be used to test whether a belief or proposition is true or valid</p> <p>Example: Sumerian seals in ancient Egypt are evidence of trade between the two civilizations.</p> <p>(SS070303)</p>
<p>15 scribe</p>  <p>a person who was able to read and write, allowing for the creation of written records and messages</p> <p>Example: Egyptian scribes were seen to live a better life than workers.</p> <p>(SS070303)</p>	<p>16 laborer</p>  <p>a person who worked as a farmers, builder, or general worker during Era II</p> <p>Example: Workers were at the bottom of the social hierarchy.</p> <p>(SS070303)</p>

17
polytheistic

worshipping or
believing in more
than one god



Example: The Egyptians recognized and worshipped more than 40 gods.

(SS070303)

18
elite

a group of people
considered to be the best in
a particular society or
category because of their power, talent,
wealth, or other characteristic



Example: The elite in Sumer controlled food production and trade.

(SS070303)

Student Handout I: Mesopotamia and Egypt

Mesopotamia

Mesopotamia, or the area in the floodplain between the Tigris and Euphrates rivers, was home to many small Neolithic farming villages that grew steadily between 4000 and 3500 BC/BCE. By 3000 BC/BCE the villages became cities and grew in population and began building walls and monuments. Sumer was a particular civilization that developed in the region of Mesopotamia.

Cities were home to a privileged class of elites who headed households supported by nearby irrigated land. The households were made up of staff, slaves, and workers. Outside the walls of the city, merchants traded products like wool and food for timber and metals from as far away as Egypt or the Indus River. Evidence of Sumerian seals has been found in both places.

Sumerian Seal (http://z.about.com/d/arthistory/1/0/1/8/MorganExpansion_12.jpg 6/3/10)

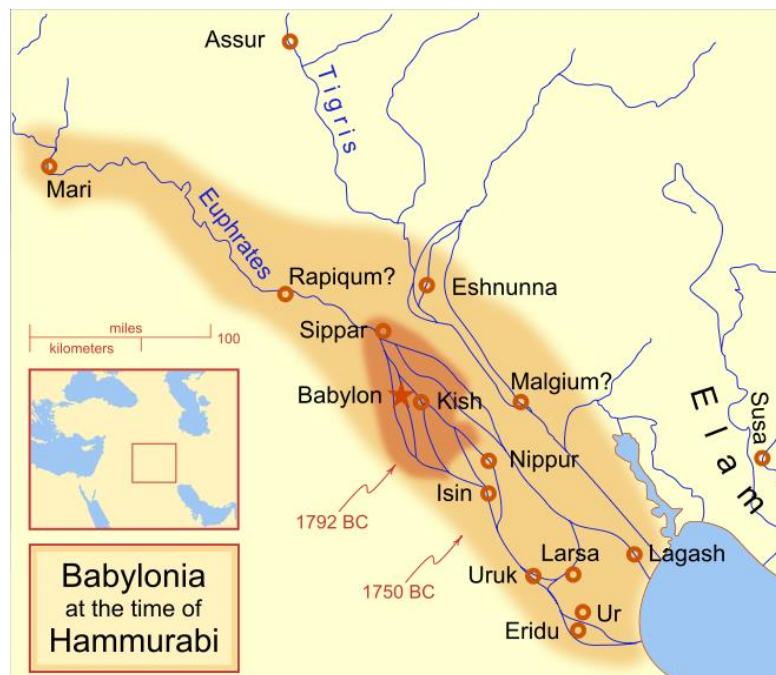


Each city had a large monument that was believed to be home to a god. The monument was surrounded by a temple managed by priests. The temples were the wealthiest of households, each supported by agriculture, artisans who crafted metals and stones into goods, and large storehouses of surplus grain.

Sumerian religion was polytheistic – meaning there was more than one god. The religion revolved around monuments and the houses the gods. People believed that if the gods were not pleased by the splendor of the temple, floods or attacks might occur. It is believed there were two types of deities (gods) in Sumer; each city-state had local gods they worshipped, and there were also several gods that were worshipped across the larger region.

The cities of Sumer grew larger and larger as the wealth of the temples expanded. They controlled large areas of the fertile land near the Tigris and Euphrates rivers. When cities grow to be this large and wealthy and traded with each other, historians called them *city-states*. Each city-state had its own specialization of workers that promoted trade within Sumer and across Afroeurasia.

Eventually, in about 2200 BC/BCE, the ruler of the Sumerian city Akkad, Sargon, conquered all of the other Sumerian city-states. His descendants who ruled after him declared themselves to be living gods. The resident gods at the cities temples became less powerful, and the entire society became subject to one ruler. Sometimes new rulers, or kings, would come from different cities and the center of power would change. About 1000 years after Sargon, Hammurabi became king of Babylon and ruled all of Mesopotamia.



http://en.wikipedia.org/wiki/File:Hammurabi%27s_Babylonia_1.svg

Men and women lived on equal terms during Paleolithic and even Neolithic times, but in the era of agrarian civilizations these roles changed. Women became more responsible for maintaining a household, while men were responsible for work outside of the household (farming, trading, becoming a soldier). Though some early leaders in Sumer may have been women, after the city-states were conquered they rarely joined in politics.

Sumerians developed the first known form of writing called *cuneiform*. The Sumerian writing system had 3,000 characters. With so many letters to learn, being a scribe, or a person who could write Sumerian script, was a full time job. Archeologists have uncovered about 6,000 tablets with cuneiform from ancient Sumer.

Sumerians also developed the first know form of mathematics. Our math system is base-ten while Sumerians was base-twelve. This is the basis of our 60 second minute, 60 minute hour, and 24 hour day (each number is divisible by 12).

Sumer lasted until around 1200 BC/BCE when nomadic raiders attacked and destroyed many of the city-states. Before this, problems like natural disasters, disease, shortages of food, and ineffective rulers weakened the large civilization.

STOP

TURN AND TALK – What were some of the different groups of people living in Sumer at this time and how would their lives have differed?

Egypt

Neolithic villages began growing as populations increased along the Nile River in much the same way as it did along the Tigris and Euphrates rivers. In fact, Egyptians along the Nile were trading with the people of Sumer. Much of the early architecture along the Nile looks similar to early Sumerian architecture. Egyptians probably adapted cuneiform into their own form of writing called hieroglyphics.

Egypt was unified by the first pharaoh around 3100 BC/BCE. Since all the cities were along one river that allowed easy transportation, the pharaoh was able to easily collect tribute, or taxes, and labor to support building his monument. This made unification of the cities into one empire possible.



Pharaohs built large monuments called pyramids, where they would be buried when they died. Egypt's rulers claimed to be living gods who turned all of Egypt into one extremely large temple community. Religion in Egypt was also polytheistic, with several gods. Many of these gods were tied to the local environment, such as Hapi, the god of the Nile River. The Nile River itself represented a passageway from life to death to the afterlife.

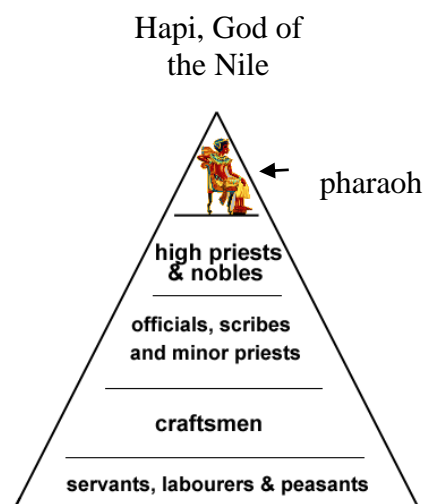
This community was supported by a hierarchy of workers and craftsmen. Egyptians had an abundance of stone that they used to build many of their monuments. Small homes were made out of mud-bricks just like in Mesopotamia.

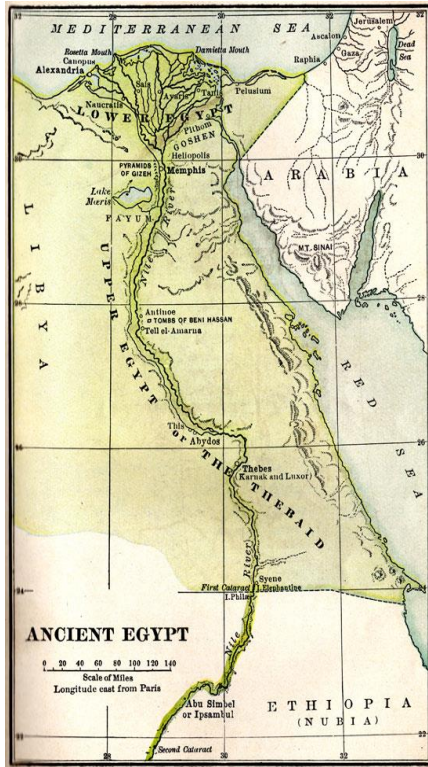
In the ancient Egyptian world, life was controlled by the pharaoh. Farmers and laborers were at the bottom of the social ladder. Above them were the craftsmen and artisans who build the pharaoh's monuments. The upper class was made up of scribes, priests, and officials who helped the pharaoh collect taxes and resources from the surrounding area.

Family life in ancient Egypt found men as the heads of the household. Most men took only one wife except for the pharaoh who may have taken multiple wives. Wealthier families had servants and slaves to take care of children while poorer families did not.

The elite families in Egypt were usually headed by priests or officials, however people learned to write by becoming scribes or became soldiers moved up in the social hierarchy in ancient Egypt.

The civilization of Ancient Egypt eventually fell into decline at around 1000 BC/BCE, but the land around the Nile remained fertile thousands of years unlike in Mesopotamia. Because of this, agrarian civilization has endured around the Nile, though power eventually shifted away toward Persia in era of Empires beginning in about 500 BC/BCE.





TURN AND TALK –
What were some of the different groups of people living in Egypt at this time and how would their lives have differed? How was this similar to or different from Sumer?

*Note: The above information was compiled and adapted from Cynthia Stokes Brown's **Big History** (2007), David Christian's **Maps of Time** (2004), and J. R. and William H. McNeill's **The Human Web** (2003).*

<http://karenswhimsy.com/public-domain-images/map-of-ancient-egypt/images/map-ancient-egypt-1.jpg>

Student Handout 2: Mesopotamia and Egypt Graphic Organizer

Directions: Fill in evidence from the reading for different social institutions in Mesopotamia and Egypt.

Social Institution <i>and its purpose</i>	Mesopotamia	Egypt
Politics <i>To establish order in large communities</i>	<i>Ruled by a King after unified</i>	<i>Ruled by a Pharaoh after unified. Supported by scribes and priests.</i>
Economics		
Family		
Religion		
Education		
Written Language		

Think-Pair-Share: Once you have completed the chart, work with a partner to predict the purpose for each social institution. Write your best guess in the first column.

Teacher Reference Sheet

Student Handout 2: Mesopotamia and Egypt Graphic Organizer

Social Institution and its purpose	Mesopotamia	Egypt
Politics <i>To establish order in large communities</i>	<i>Ruled by a King after unified</i>	<i>Ruled by a Pharaoh after unified. Supported by scribes and priests.</i>
Economics <i>To decide what to produce, how much, and for whom</i>	<i>Traded wool and food for other goods like timber and metals</i>	<i>Surrounding area paid tribute to the Pharaoh</i>
Family <i>To have and raise children, stabilize society and teach culture</i>	<i>Women were in charge of the household, Men worked outside the household</i>	<i>Men were the head of households, took one wife.</i>
Religion <i>To justify power structure, create norms and rules, and unify people</i>	<i>Worshipped many gods, each city had its own monument to a god; polytheistic</i>	<i>Pharaoh declared himself a god; polytheistic</i>
Education <i>To pass on and develop knowledge; to teach roles and responsibilities in society</i>	<i>Training to be a scribe</i>	<i>People could train to be scribes or soldiers to move up in the world.</i>
Written language <i>To express culture and ideas; to record information and data; particularly used in government and trade</i>	<i>Cuneiform</i>	<i>Hieroglyphics</i>

Student Handout 3: Primary Documents from Mesopotamia¹ and Egypt

Document A (Mesopotamia): The Sumerian Goddess Inanna Looks After the City Agade (About 2000 BCE)

So that the warehouses would be provisioned
that dwellings would be founded in the city,
that its people would eat splendid food...
that acquaintances would dine together,
that foreigners would cruise about like unusual birds in the sky...
At that time, she filled Agade...with gold,
Delivered copper, tin, and blocks of lapis lazuli to its storehouses...
Its harbor, where ships docked, was full of excitement...
Its king, the shepherd Naram-Sin, rose like the sun on the holy throne of Agade..
Its city wall touched heaven, like a mountain....
Ships brought the goods of Sumer itself upstream [to Agade],
The highland Amorites, people ignorant of agriculture,
Came before her there with spirited bulls and spirited bucks,
Meluhhans [from the Indus valley, and] people of the black mountains,
Brought exotic wares down to her...
All the governors, temple administrators, and land registrars of the Gude'ena
Regularly supplied monthly and New Year offerings there.

Document A (Egypt): Praise for Pharaoh's New City (About 1300 BCE)

His majesty—life, prosperity, health !—has built himself a city, named “Great of Victories.” All men have left their towns and are settled in its territory. Temples of the gods Amon and Set, and the goddesses Astarte and Uto, mark its four quarters. Pharaoh is in it as a god. The Residence is full of supplies, its ponds with fish, its lakes with birds. Its granaries are so full of grain they come near to the sky. Onions and leeks are available for food, and lettuce, pomegranates, apples, olives. Its ships go out and come back to mooring, so it has supplies and food every day. One rejoices to live there. The small in it are like the great. The young men are dressed up every day, with sweet oil on their heads and newly dressed hair. The singers of “Great of Victories” are sweet, being taught at Memphis[the old capital of Egypt]. So live there content, Pharaoh—thou god!

¹ From Source: Gwendolyn Leick, *Mesopotamia: Invention of the City* (London: Penguin Books, 2001), 70-71, 103-104,163. Some of the language has been simplified by Anne Chapman. In <http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape3.pdf> (p. 16-17) Accessed 6/4/10.

Document B (Mesopotamia): A Sumerian Father Gives Advice To His Son (About 2300 BCE)

My son, let me give you instructions.

Pay attention to them!

Do not beat a farmer's son, or he will break your irrigation canal....

Do not break into a house...

Do not speak with a girl when you are married, the [likelihood of] slander is strong...

Do not allow your sheep to graze in untested grazing grounds...

Submit to strength. Bow down to the mighty man.

Document B (Egypt): Instructions Of The Vizier Ptah-hotep To His Son (About 2450 BCE)

If you sit at the table of one greater than you, speak only when spoken to. Laugh after him.

When carrying a message from one great man to another, be accurate. Beware of making words worse through vulgar speech [slang], and so making for hostility between them.

If you have a son who listens to you and takes care of your property as he should, do not cut your heart off from him. But if he does not carry out your instructions, if his manners in your household are wretched, if he rebels against all you say, cast him off. He is not your son at all.

If you want to make friendship last in a home to which you have access as a master, a brother or a friend, beware of approaching the women. Do not do it.

Do not be greedy, or envious of your own kindred.

Love your wife at home as is fitting. Fill her belly, clothe her back. Make her heart glad as long as you live. Do not contend with her at law, but keep her from gaining control.

Bow your back to your superior, then your reward will be as it should be. Opposition to a superior is a painful thing.

Document C (Mesopotamia): A Sumerian Father Wants His Teen-Ager To Be A Scribe (About 2000 BCE)

...Why do you idle about? Go to school, recite your assignment, open your schoolbag, write your tablet, let your "big brother" write your new tablet for you. Be humble and show fear before your apprentice teacher. When you show terror, he will like you.... Never in my life did I make you carry reeds to the canebrake. I never said to you "Follow my caravans." I never sent you to work as a laborer. "Go, work and support me," I never in my life said that to you. Others like you support their parents by working... Compared to them you are not a man at all. Night and day you waste in pleasures.... Among all craftsmen that live in the land, no work is more difficult than that of a scribe. [But] it is in accordance with the fate decreed by [the god] Enlil that a man should follow his father's work.

Document C (Egypt): An Egyptian Father Wants His Son To Be A Scribe, About 2000 BCE

On his way to put him into the Writing School among the children of officials, he said to his son:

I have seen how the laboring man is burdened. You should set your heart on pursuing writing instead. The scribe's place is in the Residence City, and he shall not be poor in it. Men greet him respectfully, and he is not clothed in the workman's apron.

If you leave the school after midday is announced, and go rollicking in the street, it is not for you. If three loaves should satisfy you, but there is still no limit to your belly, fight against it.

I have set you on the way of god. The scribe reaches the halls of the magistrates. No scribe lacks food, being fed from the property of the King's House—life, prosperity, health!

Student Handout 4: Mesopotamia and Egypt Primary Document Graphic Organizer

Documents from Sumer	A	B	C
Author: What type of person do you think wrote it? Why do you think that?			
Reason: Why was the source produced and how might this affect the reliability of it?			
Main Idea: What point is the author trying to convey?			
Social Institutions: What social institutions are described in this document? How do you know?			
Inferences: What can you reasonably determine about the civilization based on this document?			

Documents from Egypt	A	B	C
Author: What type of person do you think wrote it? Why do you think that??			
Reason: Why was the source produced and how might this affect the reliability of it?			
Main Idea: What point is the author trying to convey?			
Social Institutions: What social institutions are described in this document? How do you know?			
Inferences: What can you reasonably determine about the civilization based on this document?			

Group reflection question: What were some similarities and differences between Sumer and Egypt that you noticed? Be prepared to share with the class.

Teacher Reference Sheet
Student Handout 4: Mesopotamia and Egypt Primary Document Graphic Organizer

Documents from Sumer	A	B	C
Author: What type of person do you think wrote it? Why do you think that?	A person from the Mesopotamian city of Agade, likely a scribe (students might think the goddess wrote this because of the title... challenge this with probing questions)	A Sumerian father; the title says this. Maybe a farmer because there are references to irrigation and sheep. Maybe someone lower on the social hierarchy, because they have to "bow down" before those with power.	A Sumerian father; the title say this again. This man may have had a higher social status than the one in document B and was probably a scribe himself.
Reason: Why was the source produced and how might this affect the reliability of it?	To portray the city of Agade as blessed and describe its riches. The author may have exaggerated the description of the city, or only shown it from one point of view... as a blessed place.	To provide advice to a young man related to how to behave appropriately in society. To teach a young person how to act as part of a social hierarchy ("submit to strength"). This document presents only one point of view that might not represent the views of those in power, for example.	The father seems to be annoyed with his son. He appears to be complaining about his son's behavior, so he wants to encourage him to change his ways. This is basically a lecture a parent gives his child.
Main Idea: What point is the author trying to convey?	The Goddess Inanna blessed the city of Agade and is protecting it. The city has many resources riches it can trade with other places.	Young men need to know their place in society in order to get along with others.	The father wants his son to get his act together, go to school, and get a job as a scribe. He wants his son to follow in his footsteps because the god Enlil will approve.
Social Institutions: What social institutions are described in this document? How do you know?	This document describes religion, trade, economics, social customs, politics, and interactions with other peoples. Students can point to	This document refers to families, social hierarchies, and economic activity related to farming. Evidence in the text includes the title (father to son), and references to	This document references family, education, social hierarchy, and religion. It is a father talking to his son, and asking him to go to school. The son

	different evidence in the text... religion because it mentions gods; economics because it mentions resources and trades; etc.	farming (irrigation, sheep), and power ("mighty man").	needs education to become a scribe which will give him a better position in society, and this will also please a god.
Inferences: What can you reasonably determine about the civilization based on this document?	The people there believed that their gods helped them. They likely had many resources, and may have had social hierarchies related to control of this wealth. We can also infer that they interacted and traded with their neighbors. They had a high wall, and so may have had a strong defensive system, or at least felt the need for one. They had a port, and so may have traded by sea.	It was important to know how to act in this society. People who did not "know their place" may have had problems. There was a definite social hierarchy, but maybe laws were still in the process of being developed. It suggests that you would have to be careful how you acted because if you did something wrong, someone might do wrong to you for revenge.	Sons were expected to do the same jobs as their fathers, so trades may have been passed down in families. Also, it appears that religion served to reinforce social hierarchy. We can also infer that there was some sort of education system, and that at least boys who were supposed to (or able to) become scribes had access to it. In other situations, some young people had to support their parents by working. Children had responsibilities to their parents.

Documents from Egypt	A	B	C
Author: What type of person do you think wrote it? Why do you think that?	This was probably written by an Egyptian scribe writing to describe the city... maybe in some sort of official capacity. This document is very complementary to the pharaoh, and so may be like an advertisement or piece of propaganda.	This seems to be written by a Vizier... a political leader with less power than the Pharaoh. He was also a father. The title provides this information.	An Egyptian father... probably a man with some education. A father wants his son to be a scribe (in the title). People with no education probably wouldn't be able to become a scribe.
Reason: Why was the source produced and how might this affect the reliability of it?	This document was produced to complement and positively describe the Egyptian city "Great of Victories" (probably a name translated in to English). It was probably some sort of propaganda. It may have been intended to make things seem better for everyone than they really were.	This document seems to have been written by a father in a position of power who wanted to give advice to his son. He was giving his son advice on how to act properly in family and social situations. He may have been preparing him for a similar position in society. The father, as a man high in the social hierarchy, may have given his son different advice than someone in a different position.	This again seems to a document in which a father gives advice to his son. The father wants his son to succeed and have a better life. To do so, he needs a better job (scribe as opposed to laborer). He also gives advice on how to behave in school. The father again likely would only present one point of view, probably that of someone in the middle or top of the social hierarchy.
Main Idea: What point is the author trying to convey?	This city is great and the Pharaoh is a god. There are many resources available and everyone is happy and good looking!	The father wants his son to know his place and to not challenge his superiors. He wants to teach his son about his expected duties as a father and husband too. Maybe he is worried about his son's attitude!	The father wants his son to be a scribe so that he can have a better life. To make this happen, he needs to do well in school.

<p>Social Institutions: What social institutions are described in this document? How do you know?</p>	<p>The document refers to religion, politics, social hierarchies, trade, and economics. It also talks about culture.</p> <p>There are references to gods and temples which show religion. The pharaoh is the political leader and top of the social hierarchy. There are mentions of resources, ships, and also singers and personal style (oils and make up).</p>	<p>This document deals with family, as it is by a father to his son and directly talks about family roles.</p> <p>It is also about social hierarchies and politics as it talks about respecting one's superiors.</p>	<p>This document references family, social hierarchies, and education.</p> <p>The father is advising the son, showing the importance of family. He wants his son to do well in school so that he can have a better position and a better life.</p>
<p>Inferences: What can you reasonably determine about the civilization based on this document?</p>	<p>The Pharaoh was in control of this society and had lots of power. The Pharaoh could not be questioned. There was probably a lot of wealth in this city, but maybe it wasn't available to everyone. Farming was probably important, and trade was going on as well.</p> <p>Personal appearance seems to have been important too.</p>	<p>There is social hierarchy in this society, and people need to behave appropriately and according to their roles.</p> <p>Family was an important institution with clear power structures: sons needed to listen to their fathers, and husbands needed to control their wives. There was probably a difference in power between men and women with men having more power.</p>	<p>Scribes had a decent position in society, much better than that of laborers.</p> <p>A father was expected to mentor to his son, and family was important in teaching values and social norms.</p> <p>School seems to be seen as a way to move up, or at least maintain, a good social position.</p>

Group reflection question: What were some similarities and differences between Sumer and Egypt that you noticed? Be prepared to share with the class.

Answers will vary, but similarities should revolve around similar views on social hierarchies, relationships and roles between fathers and sons, the importance of education, etc. Differences might deal with specific language or terms used in one but not the other. The Sumerian documents did not reference the pharaoh, showing that there was a difference in their governments.

Student Handout 5: Comparing Primary Documents from Mesopotamia and Egypt

Document B: A Sumerian Father Gives Advice To His Son (About 2300 BCE)	Document B: Instructions Of The Vizier Ptah-hotep To His Son (About 2450 BCE)
<p>My son, let me give you instructions. Pay attention to them! Do not beat a farmer's son, or he will break your irrigation canal.... Do not break into a house... Do not speak with a girl when you are married, the [likelihood of] slander is strong... Do not allow your sheep to graze in untested grazing grounds... Submit to strength. Bow down to the mighty man.</p>	<p>If you sit at the table of one greater than you, speak only when spoken to. Laugh after him.</p> <p>When carrying a message from one great man to another, be accurate. Beware of making words worse through vulgar speech [slang], and so making for hostility between them.</p> <p>If you have a son who listens to you and takes care of your property as he should, do not cut your heart off from him. But if he does not carry out your instructions, if his manners in your household are wretched, if he rebels against all you say, cast him off. He is not your son at all.</p> <p>If you want to make friendship last in a home to which you have access as a master, a brother or a friend, beware of approaching the women. Do not do it. Do not be greedy, or envious of your own kindred.</p> <p>Love your wife at home as is fitting. Fill her belly, clothe her back. Make her heart glad as long as you live. Do not contend with her at law, but keep her from gaining control.</p> <p>Bow your back to your superior, then your reward will be as it should be. Opposition to a superior is a painful thing.</p>

Directions: Compare the advice to sons in the two B documents. Discuss as a group and share your ideas. Each group member is responsible for writing the answers to the questions that follow on their own sheet!

1. What can you infer (make your best guess based on the evidence) from the Mesopotamian document about the likely occupation and social position of the father?

2. What differences exist between the Mesopotamian and the Egyptian fathers' advice that could be explained by their different occupations and positions?

3. What can you infer about:
 - a. The relationships between fathers and sons?

 - b. Between women and men?

 - c. Between the upper and lower classes?

 - d. What evidence did you use to make these conclusions?

4. What would your reaction be to this kind of advice? Is it still applicable today? Why?

Teacher Reference Sheet

Student Handout 5: Comparing Primary Documents from Mesopotamia and Egypt

Answers will vary depending on discussions, but key points are listed below for each question.

Directions: Compare the advice to sons in the two B documents. Discuss as a group and share your ideas. Each group member is responsible for writing the answers on their own sheet!

1. What can you infer (make your best guess based on the evidence) from the Mesopotamian document about the likely occupation and social position of the father?

This father is likely a farmer of some kind. He appears to be on the lower end of the social hierarchy. We can guess this because the father talks to his son about irrigation and sheep, issues which would concern farmers. He also warns him to be respectful before men with more power, the "mighty man."

2. What differences exist between the Mesopotamian and the Egyptian fathers' advice that could be explained by their different occupations and positions?

One major difference seems to be the consequences both sons might face if they do something wrong. The Sumerian son needs to worry about his livelihood if he makes a social mistake, whereas the Egyptian son needs to worry about his access to more power and prestige, or his reputation. Another difference relates to the roles of family members. The Vizier seems to see sons as more expendable... he advises his own son to cut off his kids if they don't act right. The farmer probably needed his son more to help with farm labor, and couldn't afford to solve problems like that.

3. What can you infer about:

- a. The relationships between fathers and sons?

Fathers were expected to teach their sons how to act in society and also how to make a living. Professions may have been passed down father to son.

- b. Between women and men?

It appears that men had more power than women, and that women were seen as potentially causing problems for men. Men were expected to care for their wives, but also to control them.

- c. Between the upper and lower classes?

There appear to have been clear differences between social classes, and it was important for people to know their place. Power was to be respected, and maybe even feared. It may have been difficult to move up in power, but possible to move down and lose power if one didn't act right.

- d. What evidence did you use to make these conclusions?

Students should choose appropriate passages from the texts to support their different conclusions. Answers will vary, but should be rooted in the texts themselves.

4. What would your reaction be to this kind of advice? Is it still applicable today? Why?

Answers will vary, but students should note that parents are still giving similar advice to their children.

Student Handout 6

A History of Egypt (Example... sources underlined)

Life in Egypt was good for some people, but was a burden for others. The Pharaoh was quite wealthy and lived in a prosperous city with gardens, fountains, and plenty of food. His city was supported by resources collected from people who lived along the Nile River. According to documents from Egypt, life was great and the people viewed the pharaoh as a god.

Life was not great for everybody. Workers, or laborers, lived a life of burden. Fathers would try to help their sons by advising them to become scribes. Scribes had more respect than workers. However, to become a scribe you had to go to school and work hard or else nobody would respect you. If you succeeded, you would live a life like the people in the city of the pharaoh with lots of food and comfort.

People in Egypt who were not a scribe or a member of the higher social class had to respect people above them. Children were also taught to respect their parents. According to documents, the one Egyptian said, "opposition to a superior is a painful thing."

Family life was controlled by the husband. They loved their wives but did not let them take control of the household. People in families were not supposed to be envious of each other either. A document about a father giving advice to his son said, "do not be greedy or envious of your own kindred."

For wealthy people from the elite class, life was easy and they enjoyed respect and power. People who were workers did not get that respect and had to obey their superiors. Egyptians had a social hierarchy with pharaohs at the top and workers at the bottom.

Student Handout 7 – Ancient Civilization Story Rubric

	0	1	2	3
Answers question with specific examples from readings (<i>examples of what life was like</i>). _____ out of 6	Off topic completely and/or no examples.	Answers question somewhat, but not enough examples (1-3).	Answers questions but does not support with enough examples from documents. (3 or 4 examples)	Narrative effectively answers the question “What was life like?” in either Egypt or Sumer with several examples (at least 5).
Appropriate for audience _____ out of 3	Very difficult to understand and thus not appropriate for sixth grade audience.	Some problems with narrative, vocabulary, or structure that might make it hard for 6 th graders to follow.	Narrative is generally appropriate, but could be more clear.	Narrative is appropriate for target audience of 6 th graders. New words are explained in text.
Evidence and citation _____ out of 6	No evidence used and/or direct quotes not cited at all (plagiarized)	Only one source used.	Two sources used.	Clearly cites evidence from at least 3 sources, and identifies sources when using direct quotes.
Organization _____ out of 6	No clear organization	Attempt at organization, but not consistent.	Narrative is organized, but some improvements needed (weak conclusion, for example).	Narrative is clearly organized with an introduction, body, and conclusion. Examples tied to evidence and sources.
Mechanics _____ out of 3	Errors and problems make it hard to understand	Several major problems.	Only a few errors.	Narrative is clearly written with good mechanics.

Categories weighted.... Examples, Evidence, and Organization categories worth twice as much as other rubric categories.

This rubric is a draft.... please adapt and revise to meet the needs of your students!