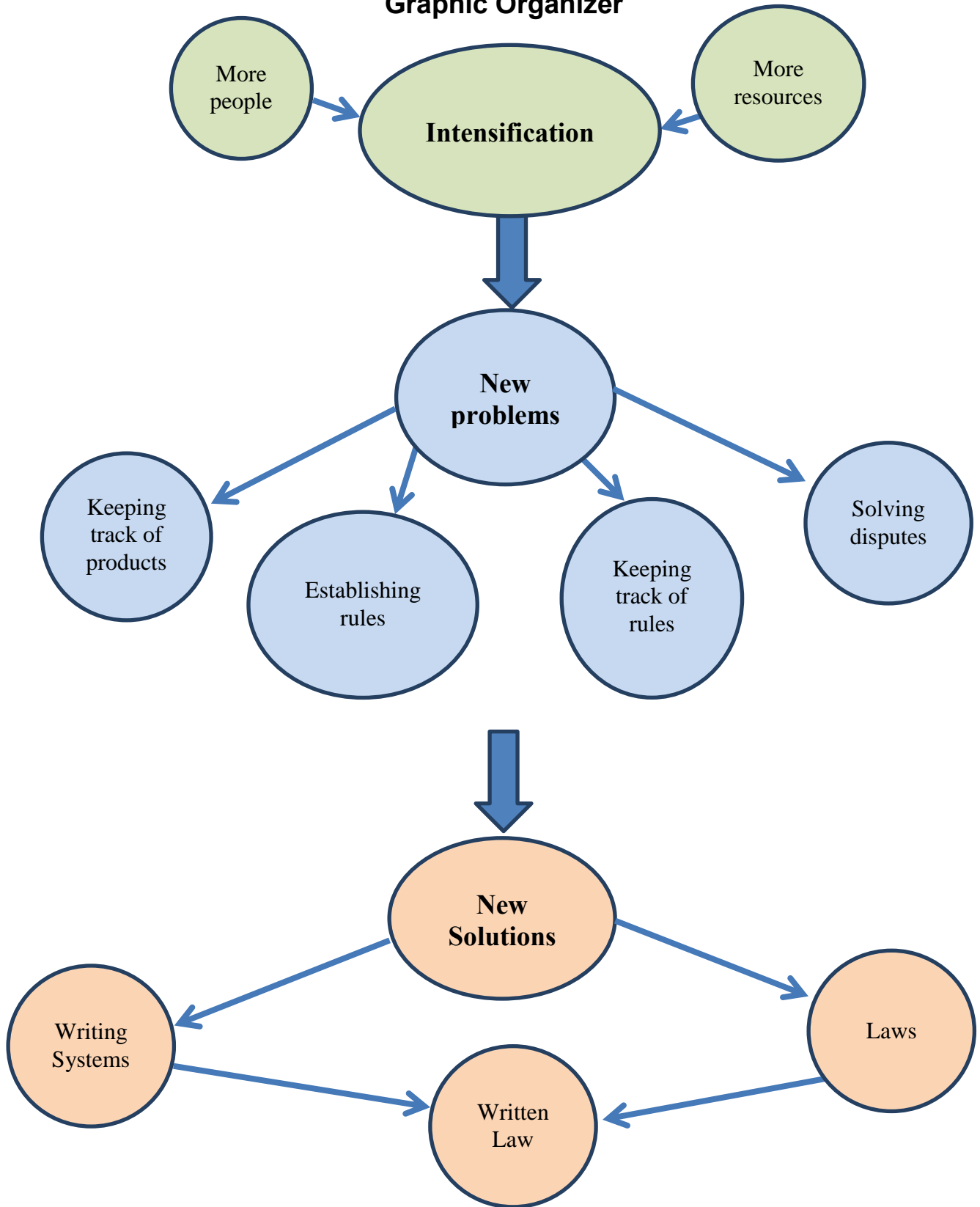


Graphic Organizer




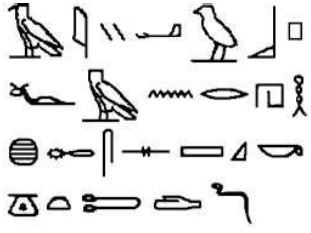
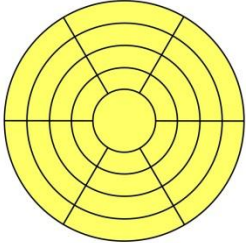

Big Ideas of Lesson 4, Unit 3

- Intensification -- improvements in technology and farming practices that allowed people to produce and store more food -- enabled more people to live in one area.
- As more people began to live in one area with more resources to distribute, new problems developed which required new solutions.
- Important solutions that developed to help people manage these new problems included the written language, systems of law, and centralized political power (government).
- Writing systems and laws developed over time in different ways in different societies. This is because different civilizations had different people, different environments and geography, and thus different needs and cultures.
- Both writing and legal systems helped to firmly establish social hierarchies and divide power up in different ways.

Word Cards

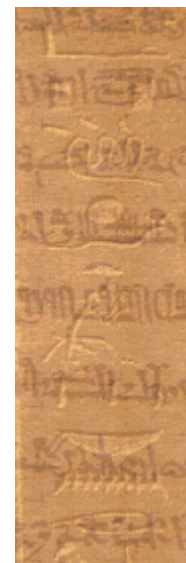
Word Cards from previous lessons needed for this lesson:

- **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
- **evidence** - Word Card #14 from Lesson 3
- **scribe** - Word Card #15 from Lesson 3
- **laborer** - Word Card #16 from Lesson 3
- **elite** - Word Card #18 from Lesson 3

<p>19 cuneiform</p> <p>characters formed by the arrangement of small wedge-shaped elements and used in ancient Sumerian, Akkadian, Assyrian, Babylonian, and Persian writing.</p>  <p>Example: The Sumerians used cuneiform writing to keep track of agricultural products and trade. (SS070304)</p>	<p>20 hieroglyphics</p> <p>writing system that uses symbols or pictures to denote objects, concepts, or sounds, originally and especially in the writing system of ancient Egypt</p>  <p>Example: The Egyptians use hieroglyphics to record the histories of their rulers. (SS070304)</p>
<p>21 centralized authority</p> <p>an organizing structure where the main unit has the power, right, and ability to control smaller units</p>  <p>Example: King Sargon developed centralized authority in Sumer. (SS070304)</p>	<p>22 laws</p> <p>a rule of conduct or action that is binding and enforced by a controlling authority</p>  <p>Example: Early civilizations had laws to protect farmers' access to water. (SS070304)</p>

Student Handout 1- The Origins of Writing in Mesopotamia

Directions for summarization exercise: Important information in this passage is underlined. Read the passage once as a whole section. Then, with a partner, take turns reading the underlined sentences out loud. Next, talk about how you could summarize these ideas in your own words. Working with your partner, create a summary with no more than three sentences that capture the most important ideas.



Ancient Mesopotamia: The Invention of Writing

Writing emerged in many different cultures and in numerous locations throughout the ancient world. It was not the creation of any one people. However, the Sumerians of ancient Mesopotamia are credited with inventing the earliest form of writing, which appeared ca. 3500 B.C.E. The clay tablets shown above date from around 3200 B.C.E.

The writings on these tablets are simple pictures, or pictograms, which represent an object or an idea. Because clay is a difficult material on which to draw lines and curves, the Mesopotamians eventually reduced pictograms into a series of wedge-shaped signs that they pressed into clay with a reed stylus. This wedge-shaped writing is called cuneiform. The invention of writing was the dawn of the information revolution. This great technological advance allowed news and ideas to be carried to distant places without having to rely on a messenger's memory. Like all inventions, writing emerged because there was a need for it. In Mesopotamia, it was developed as a record-keeping vehicle for commercial transactions or administrative procedures. There are also texts that served as "copy books" for the education of future scribes. Eventually, cuneiform script was used to produce some of the greatest literary works in recorded history.

Adapted from *Ancient Mesopotamia: The Invention of Writing*. Teacher Resource Center. The Oriental Institute of the University of Chicago. 18 April 2012 <<http://oi.uchicago.edu/OI/MUS/ED/TRC/MESO/writing.html>>.

Student Handout 2 – Writing in Egypt

Writing

The ancient Egyptians believed that it was important to record and communicate information about religion and government. Thus, they invented written scripts that could be used to record this information.

The most famous of all ancient Egyptian scripts is [hieroglyphic](#). However, throughout three thousand years of ancient Egyptian civilization, at least three other [scripts](#) were used for different purposes. Using these scripts, [scribes](#) were able to preserve the beliefs, history and ideas of ancient Egypt in temple and tomb walls and on [papyrus](#) scrolls.

Hieroglyphs and Scribes

An important group of people in Egypt were the [scribes](#). However, it was not easy to become a scribe. Education was not free in ancient Egypt and a scribe's training took up to twelve years to complete. People envied the scribes because they did not have to labor in the fields or fight the pharaoh's enemies. They were held in high regard by society.

Scribes worked in temple writing rooms, markets, army barracks, the homes of nobles, government offices or anywhere their skills were needed. These highly trained men could read and write the Egyptian script called hieroglyphics, or holy writing. To us this writing looks like tiny pictures or symbols. Each picture represented a different idea or letter or sound, as it was a very complicated system.

Scribes wrote on papyrus, a type of paper made from the papyrus plant growing by the Nile. Fine brushes made of plant fiber were used as we would use a pen. The black ink was made from soot and water. For headings and borders, a red ink was made from a stone called ochre, which was found in the desert. Everyday messages were written on broken pieces of pottery; very important information was carved into stone so that it lasted forever. Scribes kept records of supplies and taxes, wrote letters and messages, designed the inscriptions carved into tombs and worked as teachers and librarians.

(adapted from <http://www.discovery.com> and <http://www.ancientegypt.co.uk/writing/homemain.html>)

Stop and Jot:

- *Compare and contrast the development of writing in Mesopotamia and Egypt. How was it similar and different? Think about the technology of writing... tools and writing surfaces, for example.*

- *Why would someone want to become a scribe? Where did scribes seem to fit in the social hierarchy?*

Student Handout 3 - Looking Closer at Hieroglyphics:

Egyptian Hieroglyphs

The Egyptian hieroglyphic writing system consists of several hundred picture signs. The signs can be divided into two classes, phonograms and ideograms.



Phonograms are signs used to write the sounds of the Egyptian language. The particular sound value of a sign was usually obtained from the Egyptian name for the object represented. Since the Egyptians did not normally write the vowels, only the consonantal "skeleton" of the word is given.



Ideograms, or idea-signs, in which each picture stands for the object represented or for some idea closely connected with the object. A particular word could be written using only sound-signs, or only an idea-sign, but most words were written using a combination of both. It was a particularly common practice to use one or more idea-signs at the end of a word to give the general meaning of the word. (source: <http://www2.torstar.com/rom/egypt>)

Stop and Jot

Think about how you communicate with others, including teachers and friends.

1. Is the English alphabet phonographic or ideographic? Why do you think this?
2. What about emojis or emoticons? Why do you think this?
3. If you had to choose a writing system, would you rather use cuneiform or hieroglyphics? Why?

Hieroglyphic Student Activity

Alphabet Symbols	A Vulture	B Foot	C Basket with handle	D Hand	E Reed	F Horned Viper	G Stand	H Twisted Flax	I Reed	J Snake	K Basket with handle	L Lion	M Owl	N Ripple of water	O Lasso	P Stool	Q Hill Side	R Mouth	S Folded cloth	T Loaf	U Quail chick	V Quail chick	W Quail chick	X Quail chick	Y Two reeds	Z Door Bolt
Determinative Symbols	Male	Female	Father	Mother	Plural																					
Word Examples	Greetings	I/ Me	You	Love	Happy	Kiss	year	Month	Day	Night																
Numbers	1	2	3	4	5	6	7	8	9	10	100	1,000	10,000	100,000	One Million											

<http://discoveringegypt.com/egyptian-hieroglyphic-writing/hieroglyphic-typewriter/>

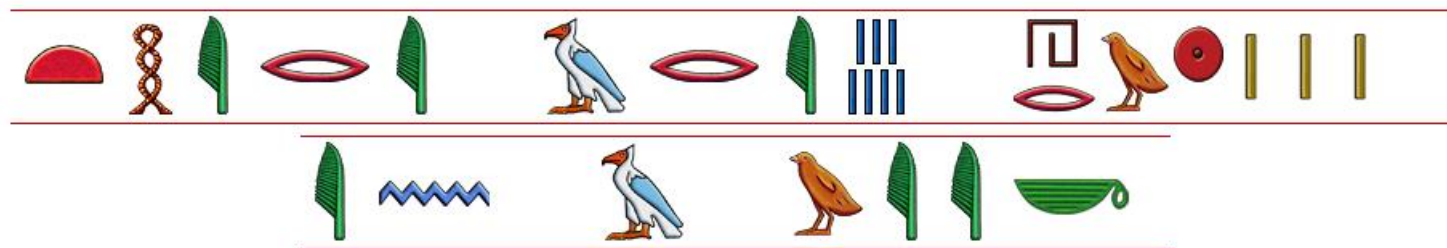
Decode the following messages:



1. _____



2. _____



3. _____

Student Handout 4: Excerpts from King Hammurabi's Code¹

Hammurabi ruled Babylon, an important kingdom in Mesopotamia from 1792-1750 BC/BCE, towards the end of Era 2. The region had been in conflict for a long time before he came to power. He used his army to get control of areas in southern and north-central Mesopotamia. He established almost complete control over these areas, and one way he did this was through his development of a written code of laws. As far as we know, this was not the first written code of law in human history, but it is the earliest legal code which archaeologists have found and deciphered in its entirety.

Excerpts from Hammurabi's Code from Babylon (About 1700 BCE)

1. If a man accuses another of murder but cannot prove it, the accuser shall be put to death.
8. If a man steals, he shall repay thirty fold. If he hasn't the money, he shall be put to death.
15. If a man helps a slave to escape from the city, he shall be put to death.
22. If a man practices robbery and is captured, that man shall be put to death.
55. If a man opens a canal for irrigation and neglects it and the water floods a nearby field, he shall pay grain to the owner of the adjacent field.
117. If a man sells his wife or child to settle a debt, they shall work in the house of the buyer for three years, and regain their freedom in the fourth.
195. If a man strikes his father, they shall cut off his hand.
202. If a man strikes the cheek of his superior, he shall receive sixty strokes with an oxtail whip.
204. If a common man strikes a common man on the cheek, he shall pay ten shekels of silver.
205. If a man's slave strikes the son of a gentleman on the cheek, they shall cut off his ear.
206. If a man strikes another in a quarrel and wounds him, but swears: "I did not strike him intentionally," he shall only be responsible for paying the physician.
209. If a man strikes the daughter of another and causes a miscarriage, he shall pay ten shekels. If the woman dies, they shall put his daughter to death.

For each item from the Code identified by number in the left-hand column, describe the offense and the consequence. Then summarize your personal reaction to this law.

¹ Source: Cohn-Haft, Louis. Source Readings in Ancient History, Vol. 1 (New York: T.Y. Crowell, 1965), 66-68; 79-81; 89-91; 96-97. Some of the language has been simplified by Anne Chapman. In <http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape3.pdf> Accessed 6/5/10.

Graphic Organizer for Student Handout 4

	Action or offense	Consequence or punishment	My reaction (what I think about this)
1			
15			
55			
202 / 204			
209			

Teacher Resource Sheet—Graphic Organizer for Handout 4: Excerpts from King Hammurabi’s Code²

For each item from the Code identified by number in the left-hand column, describe the offense and the consequence. Then summarize your personal reaction to this law.

	<i>Action or offense</i>	<i>Consequence or punishment</i>	<i>My reaction (what I think about this)</i>
1	Accusing someone of murder without proof	Death to the accuser	varied, but students should note that in this case the person is receiving the punishment that the person he accused would have received if he murdered someone.
15	Helping a slave escape	Death	varied; this law gives us insight into the social hierarchy. This community had slaves and were considered property. Helping a slave escape was like stealing someone’s property and came with a steep penalty.
55	Flooding a neighbor’s field by opening a canal	Pay the neighbor in grain	varied, the fact that the punishment entails paying in grain would have been a way to make up for the grain lost in the flooding. This type of flooding would have been an accident and perhaps that is why the punishment is not steeper. It also would have been likely that these people were equals in status since they are neighbors and both farmers.
202 / 204	202: Hitting one’s superior in the social hierarchy 204: Hitting one’s equal in the social hierarchy	202: 60 lashes with a whip 204: Pay the victim 10 shekels	varied, students should notice that this law reinforces the social hierarchy as the punishment is harsher for hitting a superior over an equal
209	Hitting someone’s daughter and causing either a miscarriage or her death	Miscarriage=payment of 10 shekels to the girl’s father Death=perpetrator’s daughter is put to death	varied, students should note that even though it was the daughter who was wronged, it is the father who is seen as being wronged by these crimes. This offers insight into a patriarchal system. There is also an ‘eye for an eye’ mentality here, evidenced by the punishment for killing someone’s daughter isn’t that the perpetrator is put to death, but rather the perpetrator’s daughter. The perpetrator should suffer the same way the father of the woman he killed suffered.

² From Source: Louis Cohn-Haft, *Source Readings in Ancient History*, Vol. 1 (New York: T.Y. Crowell, 1965), 66-68; 79-81; 89-91; 96-97. Some of the language has been simplified by Anne Chapman. In http://worldhistoryforusall.sdsu.edu/units/three/landscape/03_landscape3.pdf Accessed 6/510

Student Handout 5: Confession by the Deceased

From *The Book of the Dead* (about 1500 BCE).

In ancient Egypt, many laws were common knowledge. The following document could be seen as evidence of law. As you read, jot down an example of the law that is hinted at with each line. This is an example of what a deceased person would confess to the God of the Dead who would judge the quality of his/her afterlife.

Hail to you, O great god, judge of the dead! I know your name, and that of the forty-two gods with you who punish evildoers on the day of reckoning. Lord of Justice is your name. I have come to you; I have brought you justice; I have expelled deceit for you.

I have not committed evil against men.

I have not mistreated cattle.

I have not blasphemed a god.

I have not defamed a slave to his superior.

I have not made anyone weep.

I have not killed.

I have given no order to a killer.

I have not added to the weight of the balance.

I have not built a dam against running water.

I am pure! I am pure! I am pure!

I have not stolen.

I have not been greedy or envious.

I have not told lies.

I have not practiced usury.

I have not gossiped.

I have not committed adultery.

I have not been quarrelsome.

I have not been abusive.

Student Handout 6: Cross-Text Analysis of Laws

	Hammurabi	Egypt, confession of the deceased
Livestock/farming		
Trade / business		
Marriage / relationships		
Treatment of slaves		
Private Property / personal wealth		

Cross-Text Analysis Group Discussion Questions:

1. What values were common in both societies? What important differences can you identify?
2. In what ways do these laws deal with some of the problems we listed on the board at the beginning of this lesson?
3. How do portions of the documents contribute to upholding social order?
4. What can you infer about the main concerns or problems of each society?
5. How did the surrounding environment, combined with their way of life, influence the types of laws they developed?
6. How do the ideas of justice, values, and morality from the ancient civilizations compare with American ideas about these same topics?

You will be assigned one question. Record your answer below:

We think that.....

Our evidence from the text includes:

Student Handout 6: Cross-Text Analysis of Laws – Teacher Reference

Answers will vary, but may touch on ideas below...

	Hammurabi	Egypt, confession of the deceased
Livestock/farming	Can't flood another man's field... almost the opposite of Egyptian rule, but same idea of protecting crops	Access to water protected... rules about not blocking water with dams Cattle protected... livestock probably very important for food
Trade / business	Not much here... but penalties for cheating probably severe!	Don't cheat by loading up scales, fair dealing protected
Marriage / relationships	Man's life worth more than a woman's... hurt someone else's daughter and they get your daughter, not you! Can't sell your kids or wife	Can't be abusive... but what does this mean?
Treatment of slaves	Slavery okay, but you can't sell your wife or kid... also, you can't mistreat the slaves of others Can't help slaves escape either... slaves worth money!	Can't mistreat slaves by making stuff up about them, slaves probably important resource
Private Property / personal wealth	Steal someone else's stuff and get caught, you die Private property important!	Can't steal

Group Discussion Questions – Teacher Reference

Answers will vary, but should touch on some of the ideas listed below:

1. What values were common in both societies? What important differences can you identify?

- *Private property, including slaves... respect other peoples' stuff*
- *Social hierarchy... know your place*
- *Men had more power than women*
- *Farming and food production protected and important*
- *Justice is revenge... an eye for eye*

2. In what ways do these laws deal with some of the problems we listed on the board at the beginning of this lesson?

Answers will vary depending upon initial lists, but should touch on the use of severe penalties to control things like theft.

3. How do portions of the documents contribute to upholding social order?

Again, answers will vary, but students should touch upon the idea that people had to respect the property of others, and they also had to defer to those with higher social status. There were also laws to protect people's livelihoods, like farming.

4. What can you infer about the main concerns or problems of each society?

Answers will vary, but may revolve around themes of property rights, slavery, protection of wealth and work, and the importance of respecting hierarchy... even importance of respecting gods. Problems likely involved conflicts over slaves, money, and property... including land and water.

5. How did the surrounding environment, combined with their way of life, influence the types of laws they developed?

Again, answers will vary. The role of irrigation is one clear example students can think about. Why did the Mesopotamians worry about flooding someone else's land whereas the Egyptians worried about preventing water from getting to someone else? What did the different rivers have to do with this? Help students think about this with similar questions.

6. How do the ideas of justice, values, and morality from the ancient civilizations compare with American ideas about these same topics?

Answers will vary but should use evidence from text... ideas of revenge, justice, and importance of property rights may be discussed.