

Group 1 You will need to teach the members of your mixed group ...

Use p. 91 - 94 as a resource.

What a city-state is: _____

What a ziggurat is (two functions): _____, _____

What polytheism is: _____

Why priests were important: _____

Who were the first leaders: _____

Who became the next leaders: _____

What those leaders were called: _____

Who did they believe "let" the rulers serve: _____

Group 2 You will need to teach the members of your mixed group...

Use p. 99 – 101 as a resource.

Social classes:

High—Examples: _____, _____, _____, _____, _____

Middle— Examples: _____, _____

Lowest— Examples: _____ (such as _____, _____, _____)

Technology:

Examples: _____, _____, _____, _____

Writing: See back

Mathematics:

What the number system was based on: _____

An example of that number system we use today: _____

The kind of math that deals with shapes like triangles, rectangles, and squares: _____

Group 3 You will need to teach the members of your mixed group...

Use p. 113-114, 119-122, 130-133 as a resource.

What is an empire: _____

What empires do: Spread _____ (e.g., writing, technology, culture, customs) and _____ of _____; they bring _____, encourage _____, and bring together diverse populations.

Empire	Emperor	"Claim to fame"
	Sargon	First empire
Babylonian	Hammurabi	(See back)
Assyrian		Used torture, brutality, cruel tactics; collected cuneiform & made a library
Chaldean ("New Babylonia")		"Hanging Gardens of Babylon"
Persian		Tolerance, peace, fewer revolts
	Darius	Idea of coins, Royal Road (which was used to move _____ & _____)

Name _____

Mesopotamia: Geographic region: “ _____ ”

Which two rivers? _____ and _____ Fertile Crescent (see p. 109)

Names of the civilization/empire that inhabited the region: Sumer, Babylonia, Assyria

Writing

p. 101-102

Pictographs: _____

From representing _____ to representing _____ to representing _____

The pictures later became _____ (still used today).

Cuneiform: _____

Stylus: _____

Scribe: _____

Examples of what writing was used for: _____, _____, _____, _____

The difference between prehistory and history: _____!

Writing makes it easier to pass down _____ from _____ to _____.

Describe the insights you got by “Writing Like a Babylonian” yourself, and evaluate your learning experience as you determined how your initials’ sounds were portrayed in cuneiform and you used representatives of the tools and materials that the original writers of cuneiform might have used: _____

Hammurabi

_____ **Empire**

p. 114-116, p. R38

“Code of Hammurabi”

_____ set of laws (unified the empire)
_____ (so there would be no arguments)
_____ (so everyone would know)

Identified _____ & _____

- * Brings justice (equal treatment) because the same behavior has the same consequence
- * Brings rights (when bad behavior has consequences, it means you are protected against that behavior from others and that you have the right not to experience that behavior from others)
- * Instituted government control and gave the message that society should be ruled by instituted _____, not _____ (people taking law into their own hands) and not anyone’s _____ (decisions based on mood)

What is the likely result when people know the consequence of committing a crime?

Develop a code of law for use in our classroom. Include penalties for failing to meet the rules. No more than 3 rules with punishments. Make them realistic.

CRIME	PUNISHMENT

