

Mesopotamia: Geographic region: "Land Between the Rivers"

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

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

Writing

p. 101-102

Pictographs: picture - writing

From representing objects to representing ideas to representing sounds

The pictures later became symbols (still used today).

Cuneiform: wedge - shaped writing

Stylus: sharpened reed to press markings into clay tablets

Scribe: someone who specializes in writing

Examples of what writing was used for: business, historical records, lists, songs, wills, adoptions
(inventory, receipts) court decisions, letters

The difference between prehistory and history: WRITING!

Writing makes it easier to pass down knowledge from generation to generation

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"

Single set of laws (unified the empire)

written (so there would be no arguments)

displayed (so everyone would know)

Identified crimes & punishments

"Eye for an Eye"

- * 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) [women + kids had rights too]
- * Instituted government control and gave the message that society should be ruled by instituted laws, not vengeance (people taking law into their own hands) and not anyone's whim (decisions based on mood)

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

They are less likely to commit 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

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: self-governing state made up of a city & land immediately around city

What a ziggurat is (two functions): temple, city center

What polytheism is: belief in MANY gods & goddesses

Why priests were important: They worked to please the gods & claimed to have influence with these gods.

Who were the first leaders: Priests

Who became the next leaders: Kings - the ruler highest ranked in a group that would attack Sumer.

What those leaders were called: King

Who did they believe "let" the rulers serve: The people of Sumer believed the gods let the kings rule.

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

Use p. 99 - 101 as a resource.

Social classes:

High—Examples: King, Priests, landowners, government officials, rich merchants
Middle— Examples: All free people, Farmers & artisans
Lowest— Examples: Slaves (such as prisoners, orphans, debtors)

Technology:

Examples: the plow, the wheel, potter's wheel, use of bronze for creating tools

Writing: See back

Mathematics:

What the number system was based on: 60

An example of that number system we use today: time

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

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"
<u>Akkadian</u>	Sargon	First empire
<u>Babylonian</u>	Hammurabi	(See back)
Assyrian	<u>Ashurbanipal</u>	Used torture, brutality, cruel tactics; collected cuneiform & made a library
Chaldean ("New Babylonia")	<u>Nebuchadnezzar II</u>	"Hanging Gardens of Babylon"
Persian	<u>Cyrus</u>	Tolerance, peace, fewer revolts
<u>Persian</u>	Darius	Idea of coins, Royal Road (which was used to move _____ & _____)