

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: (pick any 4) business (contracts, inventory, receipts), historical records (e.g., wars, flood, kings), IOUs, lists, wills, adoptions, court decisions, land measurements, letters, dictionaries, epics/myths, songs/hymns, school lessons “Epic of Gilgamesh”: 1st example of “great” creative literature

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

Babylonian 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 the rules)

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 & children 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 the 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

