

Unit: Ancient World: Hammurabi's Code

Identify Desired Results

Established Goals:

New York State Standards:

- Neolithic Revolution and early river civilizations
 - o Compare and contrast (Mesopotamia, Egypt, the Indus Valley, and Yellow River Civilizations)
 - o Traditional economies
 - o Political systems
 - o Social structures and urbanizations

What essential questions will be considered?

- How are ancient civilizations similar or different?

Is the division of human societies into "We" and "They" Inevitable?

What understandings are desired?

Students will understand that

- All ancient civilizations of similarities and differences
- Ancient civilizations have a strong legacy
- Belief systems and religions have a strong impact on ancient civilizations (social life, political system, arts and architecture,...)

What key knowledge and skills will students acquire as a result of this unit?

Students will know...

- the characteristics (social, political, economic...) of ancient civilizations:

Students will be able to...

- Watch a movie taking notes
- Analyze pictures, maps and artifacts

Historical Perspective

Close Reading

T.I.E.D.

Primary Source

Secondary Sources

Hierarchy

Hammurabi's Code

Justice

Assessment Evidence

Performance Tasks:

- Hammurabi Code Essay – Answer Essential Question
- Test – Multiple Choice, Analysis of Primary Documents and TIED paragraphs

Other Evidence:

- Multiple Choice Questions
- Movie Response
- Vocabulary list

Hammurabi Codes

Hammurabi created a "We and They" because they made laws that divided the society.

Law is a rule that the society has to follow. Laws are important because without laws everything would be out of control. Laws keep a society organized and in control. The "We" in society is the government because they have more power than the citizens. The citizens are the "They" because they don't make the laws we follow them. The Hammurabi's code laws in Mesopotamia society were similar to today's laws. Back then they had a victim and a perpetrator. If you were to do something wrong like hit a woman back then you would have to pay money, if you hit a woman today you would get arrested. They both had a punishment. Hammurabi created a "We and They" in society because they created laws that divided the people. ✓

One way that the Hammurabi code did create a "We" and "They" is when they divided people into ranks and classes. The higher classes and the higher ranks is the "We" because they had more power and rights than the lower ranked class. Code #202 "If anyone strikes the body of a man higher in rank than he, he shall receive 60 blows with an ox while in public. This Hammurabi code # 202 created a "We" and "They" in society because the person with the higher ranks is the "We" because they have more power and control of the lower classes. If the lower class hits one of the higher class they would get sixty blows in public with a ox. *DISCUSS?*

in-text property

One way that Hammurabi code did create a "We and "They" in Mesopotamia society is when it came to making the people divided and go against each other. The laws did not have equal punishment depending who you were but everyone got punished regardless. Hammurabi writes that "If a man strike

a noblewoman then she lose her unborn child, he shall so pay ten shekels, if a man strikes a woman's daughter shall be put to death." Code # 209. This divided people against each other because the man is not supposed to strike a woman who is powerful and pregnant. This separated man and women from society.

Cite properly

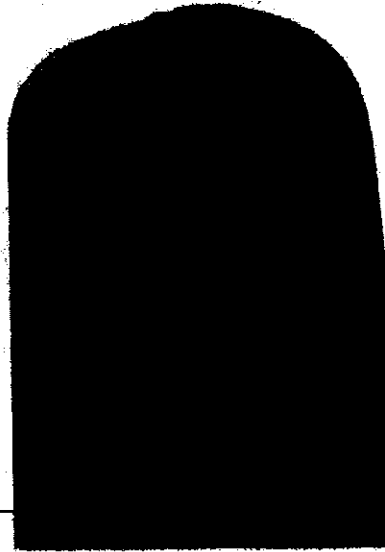
Hammurabi Created a "We" and "They" in society because they made laws that divided people. ✓
Hammurabi made these laws so that we can divide people in our society and keep everything organized.
Ancient laws can help our society today because it can help us come up with new laws and for us to see how people lived in society in ancient times. Today in America our country is made up with many laws.
Laws are important it's what makes our society.

Name: _____

Date: _____

Thematic Essay: Hammurabi

Due: _____



Did Hammurabi's Code create a "We" and a "They" in Ancient Mesopotamian Society?

Sentence Starters as Quote Set-up	Sentence Starters to Discuss your Quote
According to __ Author's Lastname/Source ____, In __ Lastname's __ view __ Lastname __ writes that __ Lastname __ explains that __ Lastname __ argues that In __ Title of article/book __ it states	This proves that Thus, it is clear that This demonstrates that Therefore, it is evident that Consequently, it is evident that...seeing as... This proves that...since... This shows that...because... Lastname's words highlight the idea that... Hence, it is apparent that...since... Thus, the argument holds that...because

THEMATIC ESSAY: Hammurabi and Confucius

Directions: Write a well-organized essay answer the following question:

- ***Did Hammurabi's Code create a "We" and a "They" in Ancient Mesopotamian Society?***

Task/Requirements: Your essay should...

- 1) be 1-2 pages typed, double spaced
- 2) show evidence of drafts and at least two edits (student and teacher)
- 3) include a title page
- 4) include an introduction, at least 2 body paragraphs and a conclusion
- 5) include at least 2 pieces of evidence from our resources, with proper in-text citations
- 6) demonstrate your best writing skills, spelling and grammar

Brainstorm

Thesis: What makes a strong thesis?

What makes a strong thesis is starting off with a question or a valid point

My initial thesis: Hammurabi created a We and They because they made laws that divided the society.

Paragraph 1: Introduction

Your introduction should follow the "HITT" format.

- H - Hook
- I - Introduce topic
- T - Topic
- T - Thesis



Paragraph 1: Introduction

H - Hook / I - Introduce topic / T - Topic / T - Thesis

Paragraph #

T - Topic / I - Introduce Evidence / E - Evidence / D - Discussion

<p>H - Hook Why are rules and laws important in a society?</p>	<p>Laws are very important to our society. A LAW is a rule that the whole society has to follow. Laws are important in a society because without them everything would be out of control. Laws keep a society organized and in control.</p>
<p>Importance of the What is a "we" and "they" in any society?</p>	<p>The "we" in society is the people that work government because they have more power than the regular people in society. The government has more control and power over the laws. The "they" are the citizens are citizens the "they" in our society because they don't make the laws and we have to follow them.</p>
<p>Topic - Brief description of Hammurabi's Code and Mesopotamian Society</p>	<p>The Hammurabi's code laws in Mesopotamia, an society was similar to today's law. Back then they had a victim and a perpetrator. If you were to do something wrong like smack a woman, you would have to pay money. If you smack a woman in our society you will get arrested.</p>
<p>Thesis - Answer the main question</p>	<p>Hammurabi created a "we and they" society. These laws can be very important to our society because they made laws that divided the society and keeps us organized people.</p>

Paragraph 2: Why Hammurabi or Confucius has the right idea?

T - Topic / I - Introduce Evidence / E - Evidence / D - Discussion

<p>Topic - Topic answers main question - 5 min</p>	<p>One way that Hammurabi's Code (did or did not) create a "We" and "They" in Mesopotamian society when it came to</p>
<p>Introduce Evidence - Background on evidence - 5 min</p>	<p>One way that the Hammurabi created a "We" and "They" is when they divided people into ranks and classes. The higher classes and higher rank had is the "We" because they had more power and rights than the lower ranked class.</p>
<p>Evidence (1 Quote) - Use quote set-up sentence starters from cover page - 5 min</p>	<p>Code # 202 writes that "If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public." " (, pg. 202)</p>
<p>Discuss Evidence - Use sentence starter - show how your quote proves the topic - 5 min</p>	<p>Thus, it is clear that this ideas This Hammurabi code # 202 created a "We" and "They" in society because the people with the higher rank is the We because they have more power and worth more than the lower ranks. If the lower rank hits the lower ranks they get whipped in public.</p>

Paragraph 2: Why Hammurabi or Confucius DOES NOT have the right idea?

T - Topic / I - Introduce Evidence / E - Evidence / D - Discussion

<p>Topic - Topic answers main question - 5 min</p>	<p>One way that Hammurabi code (did or did not) create a "We And they" in Mesopotamian society when it came to making the people divided ^{and go against} from each other.</p>
<p>Introduce Evidence - Background on evidence - 5 min</p>	<p>The laws' ideas are about The laws did not have equal punishment depending who you were, each but everyone got punished regardless.</p>
<p>Evidence (1 Quote) - Use quote set-up sentence starters from cover page - 5 min</p>	<p>Hammurabi writes that "If a man strike a noblewoman (rich) so that she lose her unborn child, he shall pay ten shekels (a lot of money for the time) if the woman die, the man's "daughter" shall be put to death." (.pg. 209)</p>
<p>Discuss Evidence - Use sentence starter - show how your quote proves the topic - 5 min</p>	<p>This divided people against each other because the man is not suppose to strike a pregnant lady or else he would get receive a punishment. This separates man and women from society.</p>

Paragraph 4: Conclusion

Paragraph Structure

T - Thesis Restated

R: Restate main ideas

U: New Understanding

E: End on a thoughtful note

Thesis Restated - Take the thesis from your Introduction and rewrite it in your own words.

Hammurabi created a "We and They" in society because they made laws that divided the people.

Restate Main Ideas - What are the key ideas of Hammurabi?

Hammurabi made these laws so that we can divide people in our society and keep everything organized.

Understanding - Can ancient law systems help our society today?

Ancient laws can help our society today because it can help us come up with new law and for us to see how people lived in society in ancient time.

End on a Thoughtful Note

Today in America our country is made up with laws. Laws are very important in a society.

Peer Edit

Editor: [REDACTED]

- The writer has *at least* four paragraphs
- The writer has a *creative* title and a cover page
- Each body paragraph has one direct quote, **cited** correctly:
 - Body P 1:
 - Body P 2:
- The writer effectively argues why Hammurabi or Confucius would have an excellent way to solve a problem at the Facing History School

Summarize their argument: Hammurabi created a we and they by dividing people and go against each other.

- The writer has an introduction that HOOKS the reader
- The writer has a conclusion that summarizes main arguments
- The writer has a conclusion that adds a new understanding

Summarize the writer's new understanding: Hammurabi codes help society today because some laws now were influence by Hammurabi's codes.

One thing the writer does really well is... EXPLANATION

Two things the writer could improve on are... spelling and neatness

Student: _____ Advisor: _____ Block: _____

Hammurabi Essay Rubric

<p>10/10 Effort and Work Process 5/5</p>	<p><input checked="" type="checkbox"/> Final Draft is handed in early. <input checked="" type="checkbox"/> Includes a peer edit and teacher edit including content revisions for final draft. (11) <input checked="" type="checkbox"/> The essay is 3 pages typed <input type="checkbox"/> title page with heading <input type="checkbox"/> double spaced and an excellent visual presentation (5)</p>	<p><input checked="" type="checkbox"/> Final Draft is handed in on time <input checked="" type="checkbox"/> Includes a peer edit and teacher edit <input checked="" type="checkbox"/> Includes rough draft <input checked="" type="checkbox"/> some revisions, mostly grammar (10) <input checked="" type="checkbox"/> The essay is 1-2 pages typed <input checked="" type="checkbox"/> double spaced <input checked="" type="checkbox"/> Proper Heading and title (5)</p>	<p><input type="checkbox"/> Final Draft is handed 1 day late <input type="checkbox"/> Includes either a peer edit OR a teacher edit <input type="checkbox"/> Includes incomplete rough draft <input type="checkbox"/> Few revisions for final draft (8) <input type="checkbox"/> The essay is 1-2 pages typed <input type="checkbox"/> single spaced <input type="checkbox"/> improper heading and title (3)</p>	<p><input type="checkbox"/> Final Draft is handed in days late <input type="checkbox"/> No evidence of peer edit or teacher edit <input type="checkbox"/> Does not include rough draft <input type="checkbox"/> no revisions for final draft (0-7) <input type="checkbox"/> The essay is 1 page or handwritten <input type="checkbox"/> single spaced <input type="checkbox"/> No heading/no title (0-2)</p>
<p>Introduction 10/10</p>	<p><input checked="" type="checkbox"/> Includes a creative hook <input checked="" type="checkbox"/> well-thought out and creative introduction that introduces the major themes of the essay <input type="checkbox"/> Includes the required thesis statement (12)</p>	<p><input type="checkbox"/> Includes a hook <input type="checkbox"/> Introduces the major themes of the essay <input type="checkbox"/> Includes the required thesis statement (9)</p>	<p><input type="checkbox"/> Includes an attempted hook <input type="checkbox"/> Introduces some major themes of the essay/somewhat unclear <input type="checkbox"/> The required thesis is included, but was not copied correctly (8)</p>	<p><input type="checkbox"/> No hook <input type="checkbox"/> Lacks introduction of major themes <input type="checkbox"/> No thesis (0-7)</p>
<p>Body Paragraph 1 13/15</p>	<p><input checked="" type="checkbox"/> Clearly identifies relevant topic <input checked="" type="checkbox"/> Provides detailed background on quotation <input checked="" type="checkbox"/> Uses a relevant & persuasive quote as evidence <input checked="" type="checkbox"/> Evidence clearly supports argument <input type="checkbox"/> Uses considerable detail to support ideas; shows depth of understanding <input type="checkbox"/> Clearly describes how evidence supports thesis/topic (14/15)</p>	<p><input type="checkbox"/> Identifies topic of paragraph <input type="checkbox"/> Provides some background on quotation <input type="checkbox"/> Uses a relevant quotes but lacks persuasion <input type="checkbox"/> Evidence mostly supports argument <input checked="" type="checkbox"/> Uses detail to support ideas <input checked="" type="checkbox"/> Mostly describes how evidence supports thesis/topic; shows some depth (12/13)</p>	<p><input type="checkbox"/> Vaguely identifies topic of paragraph <input type="checkbox"/> Introduces 1 quote without detail <input type="checkbox"/> Evidence is somewhat relevant <input type="checkbox"/> Evidence vaguely supports argument <input type="checkbox"/> Uses little detail to support ideas <input type="checkbox"/> Vaguely describes how evidence supports thesis/topic; shows little depth (10/11)</p>	<p><input type="checkbox"/> Does not identify topic of paragraph <input type="checkbox"/> Introduces 0 quotes <input type="checkbox"/> Uses 0 relevant quotes as evidence <input type="checkbox"/> Evidence does not support argument <input type="checkbox"/> Uses no detail to support ideas <input type="checkbox"/> Does not describe how evidence supports thesis/topic; shows little depth (0-9)</p>
<p>Body Paragraph 2</p>	<p><input type="checkbox"/> Clearly identifies relevant topic <input type="checkbox"/> Provides detailed background on quotation</p>	<p><input type="checkbox"/> Identifies topic of paragraph <input checked="" type="checkbox"/> Provides some background on quotation</p>	<p><input type="checkbox"/> Vaguely identifies topic of paragraph <input type="checkbox"/> Introduces 1 quote without detail</p>	<p><input type="checkbox"/> Does not identify topic of paragraph <input type="checkbox"/> Introduces 0 quotes</p>

<p>13/15</p>	<p><input checked="" type="checkbox"/> Uses a relevant & persuasive quote as evidence</p> <p><input type="checkbox"/> Evidence clearly supports argument?</p> <p><input type="checkbox"/> Uses considerable detail to support ideas; shows depth of understanding</p> <p><input type="checkbox"/> Clearly describes how evidence supports thesis/topic (1, 4/16)</p>	<p><input checked="" type="checkbox"/> Uses a relevant quotes but lacks persuasion</p> <p><input type="checkbox"/> Evidence mostly supports argument</p> <p><input type="checkbox"/> Uses detail to support ideas</p> <p><input type="checkbox"/> Vaguely describes how evidence supports thesis/topic; shows some depth (12/13)</p>	<p><input type="checkbox"/> Evidence is somewhat relevant</p> <p><input type="checkbox"/> Evidence vaguely supports argument</p> <p><input type="checkbox"/> Uses little detail to support ideas</p> <p><input type="checkbox"/> Vaguely describes how evidence supports thesis/topic; shows little depth (10/11)</p>	<p><input type="checkbox"/> Uses 0 relevant quotes as evidence</p> <p><input type="checkbox"/> Evidence does not support argument</p> <p><input type="checkbox"/> Uses no detail to support ideas</p> <p><input type="checkbox"/> Does not describe how evidence supports thesis/topic; shows little depth (0-3)</p>
<p>Conclusion and overall argument 10/10</p>	<p><input checked="" type="checkbox"/> Conclusion is creative, thought-provoking shows new understanding</p> <p><input type="checkbox"/> Complex and sophisticated arguments that clearly support thesis (10)</p>	<p><input type="checkbox"/> Conclusion wraps-up the essay by mostly restating main ideas</p> <p><input type="checkbox"/> Coherent, sometimes complex arguments that support thesis(8)</p>	<p><input type="checkbox"/> Conclusion restates ideas/shows and lacks new understanding</p> <p><input type="checkbox"/> Coherent, rarely complex arguments that mostly support thesis(8)</p>	<p><input type="checkbox"/> Does not include conclusion</p> <p><input type="checkbox"/> Lack of coherence; does not support thesis(0-7)</p>
<p>Writing Style and Word Choice 4/5</p>	<p><input type="checkbox"/> The writing is clear, lively and fluid</p> <p><input type="checkbox"/> Chooses a variety of strong, descriptive words to convey ideas</p> <p><input type="checkbox"/> Student voice is dynamic (6)</p>	<p><input type="checkbox"/> The writing conveys main ideas</p> <p><input type="checkbox"/> Uses some variety of words to convey ideas</p> <p><input type="checkbox"/> Student voice is evident (4)</p>	<p><input type="checkbox"/> The writing at times is awkward</p> <p><input type="checkbox"/> Uses little variety of words to convey ideas</p> <p><input type="checkbox"/> Student voice is rarely evident (4)</p>	<p><input type="checkbox"/> The writing is unclear</p> <p><input type="checkbox"/> Does not use a variety of words and the words used are weak</p> <p><input type="checkbox"/> Student voice is not evident (0-2)</p>
<p>Organization 9/10</p>	<p><input checked="" type="checkbox"/> Organizes ideas into coherent paragraphs with smooth transitions.</p> <p><input type="checkbox"/> Writing within the paragraphs is clearly organized according to HIT, TIED, TRUE format (10)</p>	<p><input checked="" type="checkbox"/> Organizes ideas into paragraphs</p> <p><input type="checkbox"/> Writing within the paragraphs mostly shows organization according to TIED format, although some parts of paragraphs don't connect. (9)</p>	<p><input type="checkbox"/> Essay lacks organization in 1-2 pieces</p> <p><input type="checkbox"/> Paragraphs do not always flow to show connection between evidence and discussion. (8)</p>	<p><input type="checkbox"/> Ideas are not organized into paragraphs</p> <p><input type="checkbox"/> Ideas in paragraphs are not connected to each other. (0-7)</p>
<p>Conventions 8/10</p>	<p><input type="checkbox"/> Flawless spelling, punctuation, capitalization, grammar, or usage (9.5/16)</p>	<p><input checked="" type="checkbox"/> There are few errors in spelling, punctuation, capitalization, grammar, or usage. (8-9)</p>	<p><input type="checkbox"/> There are some errors in spelling, punctuation, capitalization, grammar, or usage. (7-8)</p>	<p><input type="checkbox"/> There are many errors in spelling, punctuation, capitalization, grammar, or usage. (0-6)</p>
<p>Citations 8/10</p>	<p><input type="checkbox"/> Cites every quote properly using in-text parenthetical citation. (9.5/10)</p>	<p><input checked="" type="checkbox"/> Cites every quote w/some formatting problems (8-9)</p>	<p><input type="checkbox"/> Cites some/most quote w/some formatting problems (7-8)</p>	<p><input type="checkbox"/> Does not cite (0)</p> <p>64% maximum grade for essay</p>

Overall Grade: 91 / 100 = 91 %

Portfolio Requirements:

- 1) Any checks in "Needs Revision" category means student is not eligible to present
- 2) More than ___ checks in "Below Standards" category means student is not eligible to present
- 3) Student must have a grade of ___ % or above to present

Comments:

Overall good work some grammar & citation errors. Good understanding

4-7-11

Name: [redacted]
End Cycle #3 Reflection
Crystal

This reflection is your first Cycle #4 grade

Be honest, reflective and please use at least 2 sentences per question.

1. What was the purpose of this Crusades unit?

The purpose of the crusades unit was for us to learn about how religion showed we and they back then.

2. What did you learn from this Crusades unit?

I learned that the christians and the muslims

3. How did you show independence (taking initiative and responsibility for your own work) through this unit? Give a specific example:

I showed independence because I read about the crusades and wrote and took notes on my own.

4. How did you show interdependence (getting help/feedback from others) through this unit? Give a specific example:

I showed interdependence because we worked in groups at times we created posters together.

5. How did you show interpretation (demonstrating your own understanding of the Crusades Unit) through lessons, activities and test? Give a specific example:

I showed interpretation because I showed how the crusade

6. How did you show your voice (your own creative, unique perspective) through this unit? Give a specific example

I showed how religion created a we and they in society.

7. What are you most proud of from this Cycle?

I am most proud of completing and learning about the crusades I learned how religion creates a we and they in society

8. What would you do differently to help you in your final cycle as a Freshman at FHS?

I would of completed all my homework. I feel lazy this cycle

9. What is one piece of advice you would give a student who is just starting Humanities at the Facing History school and about to complete this unit/cycle?

I would tell them to complete their homework and participate and listen in class.