



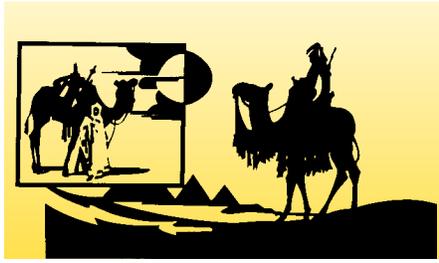
Social Studies

Resource Guide

PART II.3

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Note: This document is a work in progress. Parts II and III, in particular, are in need of further development, and we invite the submission of additional learning experiences and local performance tasks for these sections. Inquiries regarding submission of materials should be directed to: The Social Studies Resource Guide, Room 681 EBA, New York State Education Department, Albany, NY 12234 (tel. 518-474-5922).



Law and Life in Two Ancient Societies

SS

2

- ▲ define culture/civilization
- ▲ norms and values of Western/other cultures
- ▲ interpret/analyze documents/artifacts

SS

5

- ▲ values of nation/international organizations affect human rights

While this learning experience is done with grade 10 students, it would be part of the grade nine course under the new Global History scope and sequence.



Students are introduced to document-based questions in the first month or two of the school year. They are also introduced to charting information and analyzing its impact.

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Grade 10

This is a two-day classroom activity within a series of lessons in a unit. The students may have an introduction to ancient civilizations or the lesson may be used to introduce the unit. The teacher rotates from group to group guiding students, when necessary, with questioning. Each group is instructed to select a guide and a recorder. Students compare/contrast Mesopotamian Law to Hebrew Law as it relates to how each society values women, social responsibility, negligence, and equality under law. They chart their findings on the outlined chart so it will be a natural progression to answering questions about values in these two societies. The class moves from charted information to critical conclusions/evaluations. Finally, the class discusses the values of those societies and how American law/values is related.

1. Compare / Contrast the values of these two ancient societies.

Women in Hebrew society were almost equal as men. They could remarry after being divorced. Women in Mesopotamia were 2nd class citizens, they were like object or property of men. Men gave their wife or children if pay off their debts. Women were drowned for being disreputable but they did have alimony if the man was to divorce his wife.

Laws were different for different social classes in Mesopotamia society. Plebeian would get the eye for eye, tooth for tooth treatment. when patrician did wrong they got the eye for money and hand for money treatment. In Hebrew society if a man hurt his servant or maid, they shall only be set free for the sake of whatever was hurt.

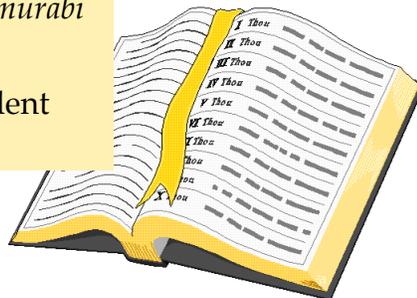
Negligence in Hebrew society was if an ox kills a man or a woman the ox shall die. owners of an ox was to keep an eye on them and if someone got hurt the ox was always killed and sometimes the owner. In Mesopotamia society it was like an ox for an ox.

Social responsibility in Mesopotamia society was if food didn't grow on land you rented you are still responsible. Hebrew society they are considerable with food, leaving some for strangers and the poor.

Critical Conclusions/Evaluations Questions

Materials:

- Copies of *Code of Hammurabi*
- Copies of parts of *Old Testament* for each student



2. What is the origin of Hebrew Law? Mesopotamian Law?

The origin of Hebrew Laws came from Moses who was a prophet, and lawgiver of Jews. It says in the Bible, Moses saw God face to face. From God he received the Ten Commandments for his people. These were the laws which became the foundation for the Jewish religion. The Commandments are recorded in full in Exodus, xx, 2-7, and in Deuteronomy, v, 6-21.

The origin of Mesopotamian Laws came from King Hammurabi, who wrote the Code of Hammurabi. The code was inscribed on a stele. At the top of the stele, Hammurabi was pictured receiving the laws from a god. Although most of the laws were already old and had long been in writing.

3. Compare / Contrast the ancient Egyptians to the Mesopotamians and Hebrews.

The ancient Egyptians and Mesopotamians were polytheistic while Hebrews were monotheistic.

The Hebrews and Egyptians were very considerable with their food when farming.

Egyptians were farmers and craftsmen while Hebrews and Mesopotamians were farmers.

Egyptians had pharaohs and nobles who were rich. The rest of the people lived simple lives. Mesopotamians had different social classes, plebeians who were the poor people and the patricians who were the rich people.

Women in ancient Egypt and Hebrew women were almost as equal as men. Women in Mesopotamia were 2nd class citizens, although they did have some rights such as alimony but were drowned when they cheated.

Critical Conclusions/Evaluations Questions

Comparing Law and Values in two ancient societies

Compare	Mesopotamians	Hebrews
<p>Equality Law: Exodus, Ch. 21 #26 and 27 vs. Hammurabi's #196, 197, 198 & 199</p>	<p>If a plebeian commit a crime they get the eye for an eye treatment, but when patrician commits a crime they pay a certain amount of money.</p>	<p>If man hurts any body part of his servants or maids, they shall go free for the sake of this part.</p>
<p>Negligence: Exodus, Ch. 21 #28, 29 & 32 vs. Hammurabi's #245 & 251</p>	<p>If a man loans his ox to another man, and has caused the death of the ox he will repay with an ox. If an ox is a killer and its owner doesn't silence the ox, and the ox kills a free man the owner will pay.</p>	<p>If an ox kills a man or a woman, the ox shall be killed. If the owner had been warned about his ox and did nothing, the owner and ox shall die. If a servant was killed the owner will pay the master and the ox will die.</p>
<p>Social Resp: Leviticus, Ch. 19 #9 & 10 Hammurabi's #42</p>	<p>If a man rents land for farming and no crops grow, he shall still be responsible for no food being grown and pay an average rent.</p>	<p>Don't think of yourself only when your taking up food from your field, but leave some for the poor and strangers.</p>
<p>Women: Deuteronomy, Ch. 24 #1 & 2 vs. Hammurabi's # 138, 143, 117 & 128</p>	<p>women and children were 2nd class citizens.</p>	<p>If a man had married his wife but then finds out he doesn't love her, he can divorce her and send her out of his house. she may then go be another man's wife. Women were almost as equal as man.</p>

REFLECTION

I enjoy the lesson because it requires higher order thinking skills and uses the content to impress values on students. The lesson should be expanded to include other ancient civilizations that will be part of the new world history course.

REFLECTION:
REFLECTION:



Student self-grading sheet. All other team members must sign it. Signatures equal approval of self-grade. Six categories are worth up to four points each for a total of 24 points of grade.

Member of a Team Scoring Guide (Rubric)

School Year: _____

Student: _____

Grade/Course: _____

STUDENT PERFORMANCE

SCORING CRITERIA	*4. Excellent	*3. Good *STANDARD	2. Needs some Improvement	1. Needs much Improvement	NA
Group Participation Participated in group discussion without prompting. Did fair share of the work.					
Staying on Topic Paid attention, listened to what was being said and done. Made comments aimed at getting the group back to the topic.					
Offering Useful Ideas Gave ideas and suggestions that helped the group. Offered helpful criticism and comments.					
Consideration Made positive, encouraging remarks about group members and their ideas. Gave recognition and credit to others for their ideas.					
Involving Others Got others involved by asking questions, requesting input or challenging others. Tried to get the group together to reach group agreements.					
Communicating Spoke clearly. Was easy to hear and understand. Expressed ideas clearly and effectively.					

NOTE: NA represents a response to the performance which is "not appropriate."

This scoring guide may be used by a student for the purpose of self-assessment, to score the work of an individual student, and to obtain a composite profile on the performance of the class.

COMMENTS:

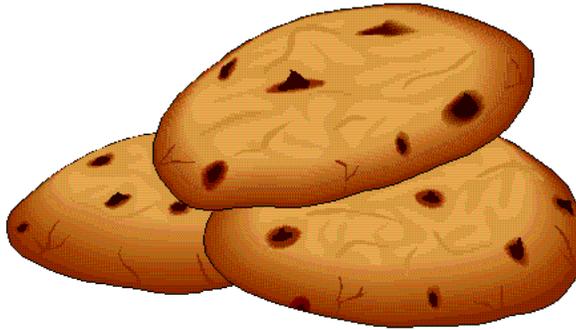
LAW AND LIFE IN TWO ANCIENT SOCIETIES

GRADING RUBRIC

<i>Chart</i>	students draw logical, specific conclusions in all 8 boxes of the chart 19 points	students draw logical specific conclusions in most of the boxes in the chart 16 points
	students draw logical specific conclusion in half of the boxes 13 points	students reword the statements as they are given in the readings 9 points
<i>Question Number 1</i>	students cite 4 values of Mesop. and 4 values of Hebrews as they relate to each of the four categories (equality, women, etc.) with reference to similarities and differences 19 points	students cite most of the values of Mesop. and Hebrews and make some reference to similarities and differences 16 points
	students cite some of the values of each society but do not make any reference to similarity or differences 13 points	students do not make any value judgements. Students repeat the laws as they are given in the readings and make no comparisons 9 points
<i>Question Number 2</i>	students cite the origin of Hebrew Law(god) and Mesop. Law(Hammurabi) and comment on the spiritual vs. Earthly difference 19 points	students cite the origin of Hebrew Law and Mesop. Law 16 points
	students cite the origin of only one of the laws (either Hebrew or Mesop.)	the origins are incorrect for both Mesop. and Hebrews
<i>Question Number 3</i>	students cite at least three specific societal similarities for their decision and effectively draw the connection between the two societies 19 points	students cite 3 specific reasons for their decision but fail to draw the connection between the two societies 16 points
	students use 1-2 specific similarities for their decision 13 points	students use incorrect facts (9 points)* or did not attempt to answer the question 0 points*

*Please note that there are two grading options in this one section! ! !

Cookie Factory



SS

4

- ▲ individuals/groups satisfy needs/wants
- ▲ scarcity requires individuals to make choices
- ▲ societies organize their economies
- ▲ investigate economic decisions
- ▲ locate economic information

SS

5

- ▲ willingness to consider other viewpoints
- ▲ participate in activities
- ▲ suggest alternative solutions
- ▲ evaluate consequence
- ▲ prioritize solutions
- ▲ propose action plan

This interdisciplinary project allows students to work together to make decisions, solve problems, and learn about the world of work and economics. They will produce, promote, "sell", and evaluate a product — cookies.

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Grade 2

Introduce concepts and terms (factory, product, produce, employee, supervisor, survey, customer, production).

Students sign up for the team of their choice:

Accounting

- figure out cost of cookie, collect and count money

Research

- research prices of cookie dough, frosting, and sprinkles
- find out how many cookies we would need (take orders with or without frosting)
- graph results later

Management

- decide sequence in making cookies
- define jobs needed and write job descriptions
- collect feedback from workers
- write a note to workers about how to change jobs (if they want to)
- create a time card to use

Design

- design cookie cutter size and shape
- decide on frosting, color, and sprinkles

Customer Service

- design a survey for customers
- compile results

Advertising

- talk to classes about sale of cookies
- decide on factory name
- make advertising signs and write notes to classes
- collect feedback in regards to advertising

A. Meet in small groups to accomplish team goals.
(Teacher facilitator)

B. Meet as a whole group to brainstorm ingredients and utensils needed to make sugar cookies. (Teacher facilitator) For homework, research a sugar cookie recipe to find out what the ingredients are and compare it to the prepared dough we will be using.

C. Sign up for jobs:
roller
cutter
mover
remover
froster
sprinkler
janitor
deliverer
(Teacher is baker)



1. Did you like our cookies?
yes no

2. Circle what you liked the best.

sprinkles

frosting

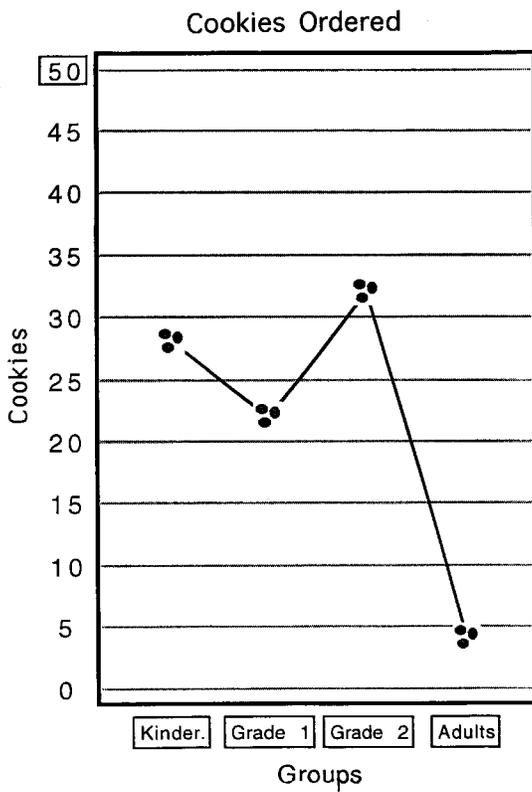
taste

shape

3. Do you have any suggestions?



D. Factory opens and students do jobs (use time cards). Our factory opened three times. The first time, the cookies were given as free samples to all students K-2. The second time, the cookies were "sold", after calculating the cost per cookie. Students in other classes "paid" in paper money that they had to "earn" in a manner decided within their own classroom. This money was counted later by the **Accounting Team**. The third time, the cookies were given to parents at our end of the year *Celebration of Learning*.



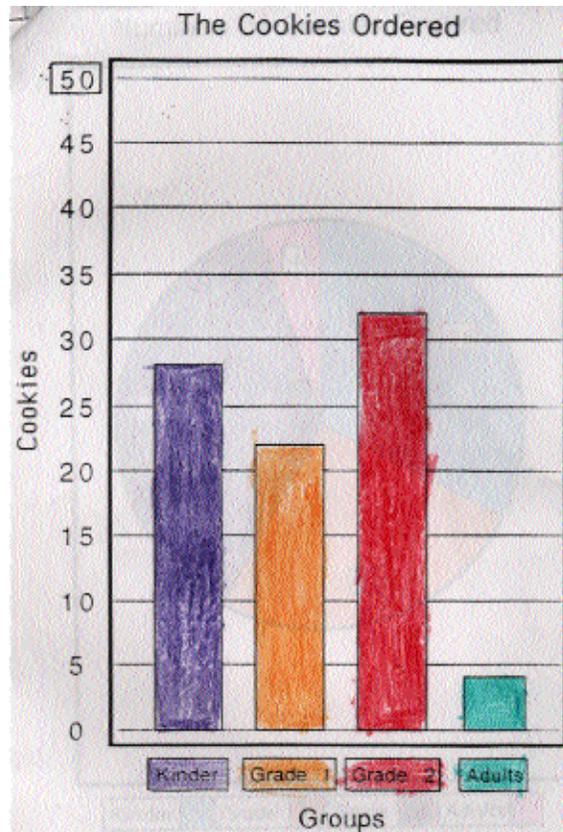
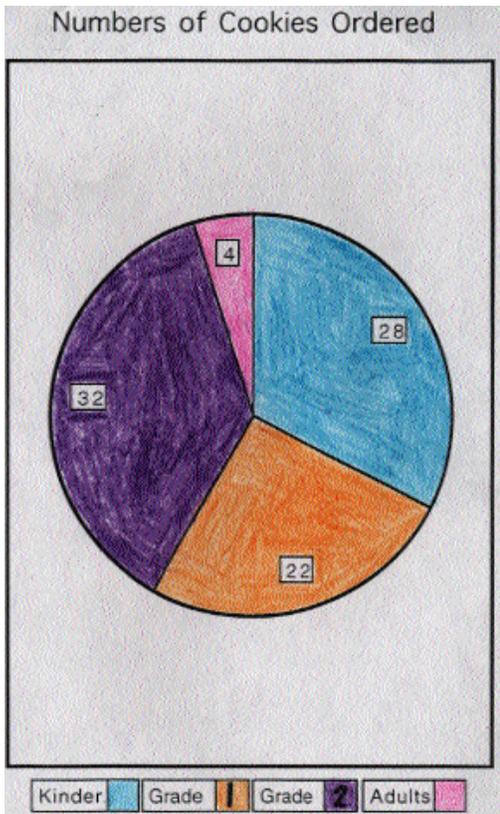
E. Have an employee meeting(s) to evaluate the factory. (Use **Robert's Rules of Order**). This may lead to smaller team meetings and eventual oral reports to group. (Teacher facilitator)

F. Students write a description of their jobs.

G. Possible extension activities: graphing (computer), design and have technology department make their own cookie cutter, visit a bakery in the community to compare, counting money, and letter writing, as needed.

The student needs:

- clean hands
- a time card



ASSESSMENT



- 1) observation of students during teamwork and cookie factory
- 2) photographs of teams and students performing cookie factory jobs
- 3) performance of tasks and completion of product (team planning and factory operation)
- 4) writing about the job they had and illustrating
- 5) drawing conclusions about their work and reporting at employee meetings
- 6) student-made surveys and graphs

The photographs indicate the level of involvement the students had with their jobs.

The survey informed us that the factory was a success.

The completed research showed that the students could gather and compile information.

The writing demonstrated how the team solved problems and that they understood their roles in the production process.

REFLECTION

We work in a small primary building (K-2). Our project involved the whole student body and staff. The project was expanded further into the school community when the technology department constructed the students' design for a new cookie shape. Finally, the project was carried outside the school into the local community when we visited a real bakery.

Possible problems might develop if your school has any policies about giving away food or does not celebrate holidays, which two of our factory openings centered around. However, the project could be easily adapted to any activity that has a sequence. Some examples might include other foods, such as pizza, crafts, or growing plants to sell.

Team Self-Evaluation Questions

Accounting

- How much did each cookie cost?
- Total cookie cost?
- How much should we charge next time?

Research

- Some teachers did not get any cookies. How can we solve that problem next time?
- Do we need the same amount of ingredients next?
- How do you know?

Management

- Do we need any more jobs?
- Did we have enough employees on each job?
- How did the employees feel about their jobs?

Design

- Was the design successful? How can you tell?
- What will next time's design be?

Customer Service

- What were the results of the survey?
- Can you figure out how to compile the results to share with all employees?
- What should we do differently?

Advertising

- Where are your signs?
- What should we do with them?
- Do you think people noticed them?
- How can we make sure that they do notice them?
- Did we have enough advertising?

INTERMEDIATE

Standards & Performance Indicators

Study of Gender Equity— Age of Homespun

SS
1

- ▲ meaning of American culture
- ▲ how ordinary people/historic figures advanced democratic values
- ▲ sources of historic documents
- ▲ understand how different experiences lead to different interpretations of events

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Grade 7

Prior Learning necessary for completion of this exercise

- an awareness of the time period, or era, of American history in which these wills were written,
- previous teaching of the letter writing unit in Language Arts, both friendly and business letter formats.

1. What is the purpose, objective or focus?

Students will analyze actual wills from the Homespun Era. From this analysis, students will be able to document:

1. how females were treated differently than males
2. how morality played a key role in an inheritance
3. the importance of religion in Homespun society
4. the extent of an upper middle class estate during this era

Students will, after this analysis, make evaluative comments to the authors of the wills.

You need readable copies of the wills. If one wishes to look for wills from a specific time and place, a couple of hours at the county clerk's office is all that is necessary.

THE LAST WILL OF JOHN MATHEWS

I, John Mathews, now of the village of Liverpool in the county of Onondaga and State of New York do hereby make and publish this to be my last will and Testament. To my daughters, Mary Case, wife of William Case 2nd of Gloversville in the County of Fulton and Lois Ann Johnson, wife of James Johnson of the City of Syracuse, I give and bequeath to each of them the sum of Two thousand Dollars to be paid unto them by any Executors within one year after my decease. The balance and residue of my estate real and personal of every kind and description I give and bequeath to my son Daniel Mathews of Gloversville in the County of Fulton aforesaid. And I hereby nominate and approve my said son Daniel Mathews my sole Executor without bail or other surety of any kind for the faithful performance of his duties as such. I having full faith that he will perform his duty and represent one in all respects according to his best ability. In witness Whereof, I do herewith set my hand and seal at Liverpool aforesaid the first day of January one thousand eight hundred and sixty two, John Mathews. The above instrument consisting of one fourth of a sheet was now here subscribed by John Mathews the testator in the presence of each of us, and it was at the same time declared by him to be his last will and testament and we at his request sign our names as hereto as attesting witnesses, D.A.Oreutt of the City of Syracuse, Onondaga Co., N.Y.

The Lawrence will was found in a typewritten format, but it is interesting for students to work with the handwritten Mathews will. It is a good idea to provide the typed transcription as well...it is fun for students try to read the original Mathews will with the aid of hand held plastic magnifiers which are readily available at most office supply stores very inexpensively.

Teacher

<i>The last Will</i>	<i>I John Mathews now of the Village of Liverpool in the County of</i>
<i>of</i>	<i>Onondaga and State of New York do hereby make and publish this</i>
<i>John Mathews</i>	<i>to be my last will and Testament. To my daughters, Mary Case</i>
	<i>wife of William Case 2^d of Gloversville in the County of Fulton</i>
	<i>and Lois Ann Johnson wife of James Johnson of the City of Syracuse. I give and be-</i>

Brandon
Period 10

Wills

Dear Bigelow Lawrence,
I think your will is very unfair. You only gave your daughters one half of everything. If you plan to do it over, try to include your daughters. In today's society women are treated just like men, equally. Women can own businesses, receive high wages, and are head of households.

Sincerely,
Brandon

Dear John Matthews,

I liked to see the value that you placed on your family when writing your will. You tried to give your daughters and son large amounts of money, thus allowing them to meet their personal needs, as well as family needs. When receiving large amounts of money today, it helps to purchase goods with prices rising everyday. However, it appears that you treated your daughters in a manner that was unfair in comparison to that which you left for your son. Women have just as many needs and responsibilities as men in this day and age.

Sincerely,
Kristin

2. The students demonstrate their level of understanding of gender inequities. At the middle school (intermediate) level, fairness, consistency, and equal treatment are of paramount importance. The students easily see the inequity shown by these two wills. It is very interesting to note how they interpret these inequities by reading their letters. The worksheet readily gives insight concerning the students' recognition of the values of the work ethic, marriage, religion, and gender equity.

Dear John Matthews,
I believe you did a great job on your will. You divided your belongings among your children equally. I wouldn't have changed a thing. In your will, your daughters are given about the same amount of your belongings as your son. Your will is very well constructed.

Yours truly,
Brandon

DOCUMENTS STUDY
-WILLS-

NAME _____
PER. _____

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

BIGELOW LAWRENCE'S WILL:

List what was left to the following:

- a. Asenath, his wife, - one third of all personal property, one horse, one side saddle and one bridle. she can use 1/2 of the farm & orchard.
- b. Ebenezer Pierce - \$25.00 six months after the death
- c. Eastern Society - \$15.00 every year as long as the Rev'd Levi Parsons continued as minister, \$100 to support the gospel, finish the meeting

Such a lesson would be appropriate when studying Homespun roles of men and women.

- In what ways are men and women treated differently?
- Is birth order a factor to consider?
- How have these ideas changed since our study of the colonial period?
- What would the Iroquois say about a will?
- How would they respond to treating men and women (or sons and daughters) differently?
- How do people today react to such situations?
- How are women's roles different today?

sons? The girls were treated poorly, one half as much as the boys.

ated differently than his brothers. at his share of the estate. Calvin must wait ten years of his dad's death at least three years to get the estate.

about Mr. Lawrence's family calvin favored his sons over his wife for his sons because his daughters would be divided for.

leave to his two daughters? He 2000 each.

son, Daniel? He left the balance

was removed of his estate real and personal.

c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact. The conclusion I can make from this is maybe his wife is dead.

Now that you have read both wills, write a "letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

3. The second day, students could read letters aloud. (I did this and it was fun). Such readings help to stimulate class discussion and can be a source of peer evaluation. It's just a simple assignment. Let's not make much more of it. It was a big hit with the kids!



ASSESSMENT

Evaluation and assessment of this lesson are accomplished in two ways:
a. class discussion during and after the assignment is completed, and
b. letters written by the students to the two men.

DOCUMENTS STUDY - WILLS-

NAME _____

PER. _____

USING THE ATTACHED TWO WILLS, ANSWER THE FOLLOWING:

BIGELOW LAWRENCE'S WILL

1. (30 points) List what was left to the following:

a. Asenath, his wife, _____

b. Ebenezer Pierce - _____

c. Eastern Society - _____

d. How are his two daughters treated in the will in comparison to his eight sons? _____

e. Calvin, son # 9, is treated differently than his brothers. Tell what he must do to get his share of the estate. _____

f. What does this tell you about Mr. Lawrence's "family values?" _____

2. (20 Points) JOHN MATHEW'S WILL:

a. What does John Mathews leave to his two daughters? _____

b. What does he leave to his son, Daniel? _____

c. Nothing is left to Mrs. Mathews, John's wife. What conclusion can you make from this fact? _____

3. (50 points) Now that you have read both wills, write a "letter" to these two men explaining what you like or dislike about their wills. Include why their ideas are either appropriate or inappropriate in relation to our more modern values.

REFLECTION

This lesson provides a concrete example to students for evaluating historical documents, analysis of values and customs and reinforces reading and writing skills.