**MR. REYNOLDS’ CODE ACTIVITY**

**Learning Goal:** To demonstrate an understanding of how Mesopotamian laws reflect societal class structures & religion

**Step 1:** Make up a social class system for Mr. Reynolds’ classroom. At least 8 people/concepts/items/groups should be included.

To show an understanding of ancient culture & values, have the structure reflect OLD SCHOOL ways of thinking.

**Step 2:** Develop 15 laws representing 3 major categories. Your laws should have the *crime* **AND** *punishment*.

Punishments should reflect your class structure (ie, crimes against your top person/object should have HORRENDOUS punishments…especially if committed by someone at the lower end)

*Laws to Protect the Person (To protect people from harm)*

*Laws to Protect Personal & Class Property (To protect from theft or damage)*

*Laws to Protect Morality (To make sure we are good and proper people)*

**Step 3:** Develop a very specific trial by ordeal (much like Hammurabi’s spoon licking or river jumping)

|  |  |
| --- | --- |
| Sims | Diffs |
| Women protected  Transactions monitored  Child support  Divorce law  Compensation law | Religion not involved in determining guilt  Death penalty gone  No class structure  Corporal punishment  (physical harm) |

1. Oldest hominid biped – type, name? (correct spelling please) Lucy – Australopithecus
2. What were the 2 types of Homo Sapiens? Neanderthals, Cro-Magnon
3. What changes happened to validate shifts in the type of hominid biped?

Brains bigger, body smaller

1. 2 factors for the Great Leap Forward?

Innovative behaviour, Modern Anatomy

1. 2 factors for the Neolithic Revolution?

Farming, Domestication of Animals

1. What does Neolithic MEAN?

New stone

1. Who believed our advances came from “intelligent strangers”?

Von Daniken

1. Oldest cave painting location?

Lascaux