



Dawn of the Iron Age

Civilizations of the Ancient World | Meeting #9

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Upcoming Dates

- Monday, October 5
Gilgamesh essay due
- Tuesday, October 13
No class meeting (Monday classes meet)
- Thursday, October 15
Midterm Exam
- Sunday, October 4
Responses for Week 5 Due

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Four things today

- The Epic of Gilgamesh
- Dawn of the Iron Age
- Iron Age Canaan
- The Hebrews

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Quiz #3 | Dawn of the Iron Age

1. The use of iron was revolutionary as a basis for metalworking (both tools and weapons) because

- a. iron was easy to smelt and fashion
- b. iron gods were prestigious thanks to their association with the Underworld
- ☒ c. iron ore is very common, and is easy to procure and control in large quantities
- d. when combined with clay, iron could be produced in a pleasing array of color tones

2. The Phoenicians were known for all of the following [EXCEPT](#):

- ☒ a. having no cities
- b. successful, wide-ranging sea trade
- c. Tyrian purple
- d. the alphabet

3. According to the text, a language that became commonly used in many lands because of how widespread its speakers were, becoming a kind of lingua franca or common tongue, was

- a. Old Irish
- ☒ b. Aramaean
- c. Sanskrit
- d. Sardinian

4. All of the following are true of the Philistines [EXCEPT](#):

- a. They were an Indo-European culture, surrounded by Semitic peoples
- b. They possessed ironworking technology and used iron swords
- ☒ c. They left behind lots of records and literature to richly inform us of their culture and history
- d. They were likely descended from the "Sea Peoples," whose migrations helped end the Bronze Age

5. According to tradition, the Hebrew tribes were at first divided and in conflict with each other. After a setback, they then begged for "a king to judge us like all the nations" to unify them. What event prompted this need for a king?

- a. the Exodus from Egypt
- b. the arrival in the Promised Land
- c. the Battle of Jericho
- ☒ d. the Philistines' theft of the Ark of the Covenant

Extra Credit:

EC: Now that you've finished reading The Epic of Gilgamesh, what do you think the story is truly about? What moments from the story most exemplify this?

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Questions from the Responses

- I would like to explore more about ancient Mesopotamian perceptions of the gods. Specifically,
 - how did everyday citizens view their own existence compared to the gods?
 - did the depiction of the afterlife in Enkidu's visions drive Mesopotamians to place greater emphasis on monuments in the physical world?
- I'd like to know why the author uses sleep as Gilgamesh's test. What is the connection between sleep and death that the author found significant enough to use to demonstrate Gilgamesh's inability to escape his mortality?
- I would like to find out whether Gilgamesh's fear of death reflects beliefs that were common among ordinary Sumerians or if it was mainly meant to represent the concerns of kings and heroes.

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Questions about whatever



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Primary Source Reading

Gilgamesh
Tablet 11:
"Immortality
Denied"

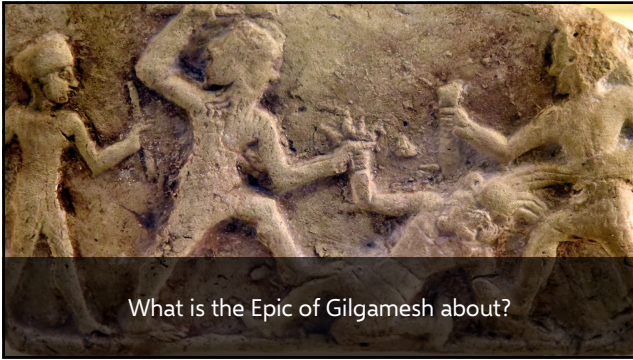


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Why does Gilgamesh fail Utnapishtim's tests?

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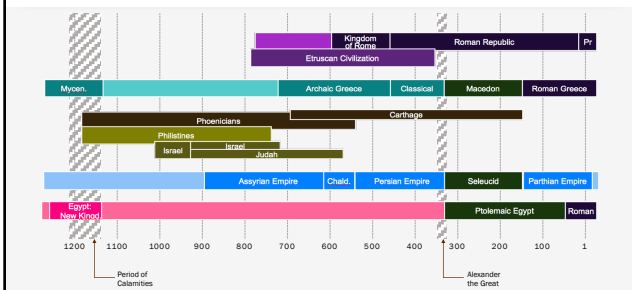


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Iron

- Iron ore is common
 - Found in many places
 - Often in substantial amounts
- Iron tools and weapons can be produced in quantity
- Greater food production
- Larger armies

Iron Age Civilizations

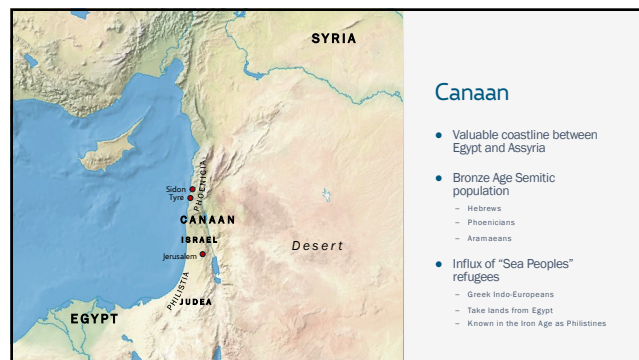


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Iron Age Canaan



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Philistines

- Indo-European culture, surrounded by Semitic peoples
- Likely descended from the "Sea Peoples," whose migrations helped end the Bronze Age
- Possessed iron-working technology and used iron swords
- Left few records and literature

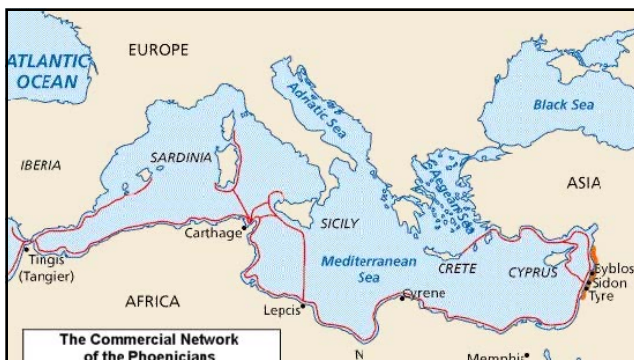
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Phoenicians

- Control of unique resources
 - Cedar forests
 - Fine marble
 - Murex dye
- Entrepreneurial economy
- Far-flung trade network
- Trade in value-added finished goods

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Murex → Tyrian purple

- Rare dye laboriously produced from murex shells native to Canaan
- Sourced only from Phoenician traders
- Unique luxury item

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Tyrian purple

- Predominant symbol of nobility and monarchy
- Spreads through Mediterranean world

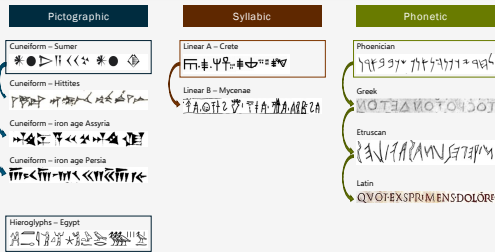
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Phoenician alphabet

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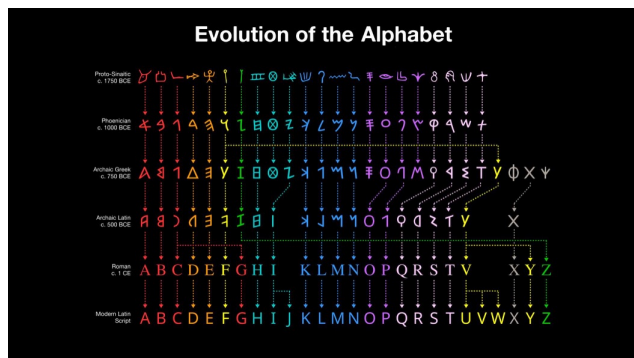
Ancient languages and writing systems



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Phonetic alphabet							
Z Zayin Weapon	Y Waw Hook	H He Window	D Daleth Door	G Gimel Camel	B Beth House	Aleph Ox	- Based on earlier ideographic systems - Each symbol now stands for the starting sound, not an idea
N Nun Fish	M Mem Water	L Lamedh Ox-Goad	K Kaph Palm of Hand	Y Yodh Hand	T Teth Unknown	H Heth Fence	
T Taw Mark	SH Shin Tooth	R Resh Head	Q Qoph Monkey	S Sadhe Fishhook	P Peh Mouth	Ayin Eye	

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Descended from the Phoenician alphabet

LATIN ALPHABET - ENGLISH Those who do not remember the past are condemned to repeat it.	ARABIC ALPHABET - ARABIC أولئك الذين لا يتذكرون الماضي محكوم عليهم بتكراره.
LATIN ALPHABET - GERMAN Wer sich nicht an die Vergangenheit erinnert, ist dazu verdammt, sie zu wiederholen.	ARABIC ALPHABET - PERSIAN کسانی که گذشته را به یاد نمی آورند محکوم به تکرار آن هستند.
LATIN ALPHABET - FRENCH Ceux qui ne se souviennent pas du passé sont condamnés à le répéter.	HEBREW ALPHABET - HEBREW מי שזכר את העבר וירון לחזור עליו.
GREEK ALPHABET - GREEK Οσοι δεν θυμούνται το παρελθόν είναι καταδικασμένοι να το επαναλάβουν.	HEBREW ALPHABET - YIDDISH די וואס נישטקן דאס די פארשטאנדנדיגקייט וואס איז געווען דאס וואס זיי האבן געזעהן.
CYRILLIC ALPHABET - RUSSIAN Те, кто не помнит прошлого, обречены на его повторение.	INDIC ALPHABETS - HINDI जो लोग अतीत को याद नहीं रखते वे हमें दोहराने के लिए अभिभूत हैं।
CYRILLIC ALPHABET - UKRAINIAN Ті, хто не пам'ятає минулого, приречені повторювати його.	INDIC ALPHABETS - TAMIL கடந்த காலத்தை நினைவில் கொண்டவர்கள் அதை மீண்டும் செய்யுமாறு கண்டிக்கப்படுகிறார்கள்.

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Aramaeans

- Semitic people originating at the north end of Mesopotamia
- Spread throughout Fertile Crescent
- Aramaean becomes a common language found in many diverse lands

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The Exodus

- Semitic labor force in Bronze Age Egypt includes many Hebrew tribes
- New Kingdom disrupted at the end of the Bronze Age
- Evidence of Hebrew departure from Egypt comes only from Hebrew legends

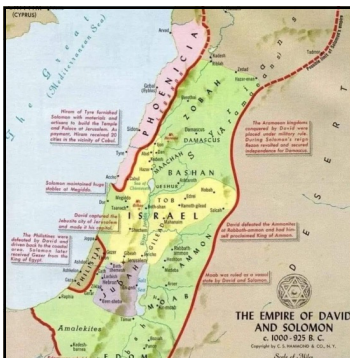
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Hebrew tribes in Canaan

- Fertile and strategic areas already occupied
- Risk of attrition as young drawn to Canaanite cities
- Hebrews divided into mutually hostile tribes
 - Each tribe trying to take its own lands
 - Tribal leaders called "Judges"

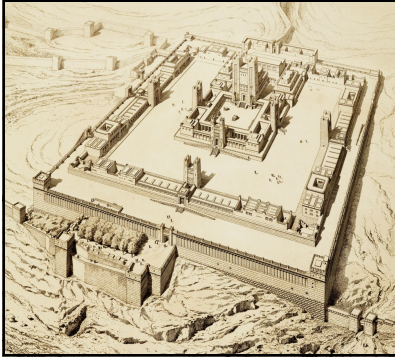
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Expansion of the Kingdom of Israel

- Flourishes under kings Saul, David, and Solomon
- Israel aggressively expands in territory and influence
- Phoenicians retain coastal cities and trade network
 - Extensive trade with Israel
 - Material and expertise made Great Temple possible

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Great Temple

- Built under David and Solomon
- Challenge to other great cities (e.g., Babylon)
 - Economic and political power of Israel
 - Unmatched power of the one god Yahweh

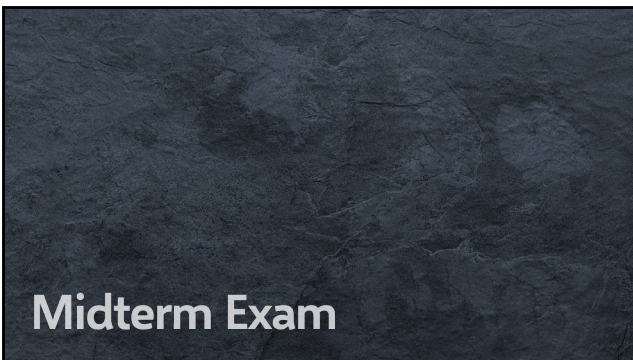
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Divided Kingdom

- After Solomon, cohesion ends
- Two hostile kingdoms result
 - Kingdom of Israel (Northern)
 - Kingdom of Judah (Southern)
- Northern kingdom has more cities and resources

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Midterm Exam

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The Midterm

- Usual room and period
- Be here on time
- Review sheet is posted on the exams page
- Makeup only in the case of documented emergency

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Kinds of Questions

Identification and Impact	Short Answer	Multiple Choice	Map	Essay
You'll be provided with a term and you'll need to give both (a) a description of what it refers to, and (b) its significance or importance All terms will come from the review sheet	A couple of paragraphs on a topic we've discussed with examples	Like the quizzes - Choose the best of four answers	Locate important cities, peoples, and key geographic features on a blank map	Your interpretation and analysis of a major theme we've covered You'll be asked to give an opinion and support it with evidence in the form of examples from three societies we've studied

- For each section except Multiple Choice, you will have at least twice as many choices as you need

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Approach to preparing

- All readings are fair game
- Use resources on the website—quiz notes, slides, and videos
- Look for milestone events in the periods we've discussed and bullet-point their causes and legacies
- "Why" and "how" questions don't have just one answer
- Try to anticipate possible essay questions
- Know centuries and eras for awareness of "before" and "after"

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