

**Term 1 DBQ: FIRST CIVILIZATIONS – 300 Points – Due \_\_\_\_\_**

**OBJECTIVE:** Students will determine the similarities between three early river valley civilizations.

**Question:** How did the first civilizations in Mesopotamia, India, and China organize themselves in similar ways? Please answer the question in three individual paragraphs focusing on:

- (1) government/laws
- (2) religion
- (3) social structure

**Be sure to use examples from all three locations in each of the three paragraphs. Use the provided documents to aid your analysis and explanation.**

**Thesis/Main Idea**

The first civilizations of Mesopotamia, India and China had similarities in the areas of government, religion and social structure.

**ESSAY STRUCTURE AND MLA FORMAT**

- This essay must be THREE body paragraphs and no more than 1,000 words. No Intro. No Conclusion.
- Essay must be typed, double-spaced, with 12 pt. Times New Roman font and 1" margins
- AVOID PLAGIARISM. This should be *your* original work and submitted to turnitin.com by due date.

	Unacceptable	Needs Improvement	Proficient	Exemplary
Read purposefully 20%	Did not read the assignment sheet. Not acceptable.  Content is unacceptable or weak due to inaccuracies and/or incompleteness.	Format has several errors.  Does not follow directions.  Weak content within the assignment demonstrates inaccuracies, irrelevance. Content is weak through majority of assignment. 42	Reads assignment sheet, follows directions and completes assignment according to directions in correct format with few errors.  All content within the assignment demonstrates research is accurate and relevant.  Content for three paragraphs lacks some details. 51	Reads assignment sheet, follows directions and completes assignment according to directions in correct format.  All content within the assignment demonstrates research is accurate and relevant.  Content for three paragraphs is comprehensive. Each DI is labeled (DI) in paper; Each DD is labeled (DD) in paper. 60
Write effectively 40%	Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.	Many spelling, grammar, punctuation and capitalization errors; Word selection, word choice and sentence structure needs improvement. Need to proofread final product. Needs extensive editing. 84	Few spelling, grammar, punctuation and capitalization errors; Could have been more carefully edited. Word selection, word choice and sentence structure could have been more varied. 102	Excellent spelling, grammar, punctuation and capitalization; carefully edited. Excellent word selection. Varied word choice. Varied sentence structure. 120
Communicate effectively 40%	Student did not communicate effectively in writing. Final products demonstrate an unacceptable ability to communicate effectively.	Acceptable content based on few examples from documents, textbook, other resources. Able to analyze and explain similarities within 1/3 early river valley civilizations. Communicates a clear message. 84	Meaningful content based on some examples from documents, textbook, other resources. Able to analyze and explain similarities within 2/3 early river valley civilizations. Communicates a clear message. 102	Very meaningful content based on examples from documents, textbook, other resources. Able to analyze and explain similarities within 3/3 early river valley civilizations. Communicates a clear message. 120

	Advanced (A)	Proficient (B)	Needs Improvement (C)	Unsatisfactory (D)	Failing (F)
Introduction	Concisely sets stage with appropriate background	Places topic in proper historical context	Does not successfully frame subject of the essay	Background is inadequate	No stage set
Thesis Statement	Thesis is complex, creative and engaging DI1 DI2 DI3	Thesis shows understanding of complexity, has multiple parts and/or acknowledges both sides	Thesis is a clear answer to a question, however may be one sided, or parts may be off topic DI1/DI2/DI3	Thesis does not directly or completely answer the question	Thesis is incorrect or off topic/missing
Content Focus	Displays mastery of relevant events and issues. Good use of outside knowledge to make argument.	Shows a solid understanding of major events and issues. Some use of outside knowledge to make argument.	Shows basic understanding of events and issues, but has some gaps. Limited use of outside knowledge to make argument.	Displays little understanding of events and issues. No use of outside knowledge to make argument.	Includes either events or issues or neither.
Organization and written expression	Well organized. Topic sentences clearly support thesis. Flawless mechanics with consistent connection among DDs/DIs	Organized. Topic sentences generally linked to thesis. Mechanically correct with only minor errors	Some organization of information. Topic sentences may be facts. Significant errors in mechanics of writing	Ideas may be groups but not tied to thesis. Problems with mechanics interfere with comprehension	Disorganized. Little attention to structure. Mechanics make comprehension difficult
Evidence/ Citations	Incorporates detailed and sophisticated textual evidence with (context) smooth lead-ins	Includes adequate, relevant and accurate textual evidence. May contain minor errors in citation format	Includes textual evidence that is minimal or irrelevant. May contain significant errors in citation format	Insufficient textual evidence present. Major errors in citation format	Little or no textual evidence. Errors demonstrate lack of comprehension in proper citation
Analysis	Insightful analysis demonstrates depth of understanding. Consistent, focused, persuasive analysis. You add to the evidence used and support main idea instead of repeating what was said	Solid analysis focused on answering the question. Analysis clearly and directly linked to topic sentences	Little analysis. Does not explicitly link evidence to topic sentences	Writer assumes the evidence will answer the question. Insufficient focus on supporting topic sentences	Analysis is lacking or confused. Insufficient focus on answering the question
Conclusion	Summarizes main point and evidence. Effectively raises and answers the question "so what?"	Summarizes main point and evidence and addresses broader significance	Restates thesis/not fully developed. Does not answer "so what?" question	Simply repeats thesis/or is missing summary of argument. Conclusion is vague	Lacking a conclusion

<p>AWK=Awkward sentence structure  ^T=Transition needed  CF=Citation format...Lead in, "quote" (2).  DQ=Dropped Quote (no lead in)  PT=Stick with the past tense  RFS=Reach for significance (connect to today)  INF=Informal writing, be academic!  DEV=Develop idea  ^F=Lead ins need to flow with quote  EX? = Provide example  STR = Strengthen idea/point  COH=Lacks cohesiveness, jumps from 1 topic to next  II Str=use same grammatical form throughout sent  =Avoid</p>	<p>TS=Thesis Statement  3rd=Write in the third person (no "I", "you", "our")  REP=Repetitive  WC=Word Choice  DS=Delete Space  INC=Incomplete sentence  ^C=Combine sentences and be concise  A!=Analysis of quote/outside info to support idea  ? = Unclear...need to clarify  EXP=Explain  SUPTS=Support thesis statement, connect to argument  RO=Run on sentence  DD=Introduce the developmental detail prior to doc  SP=Inappropriate spacing</p>
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**STEP 1: CATEGORIZE DOCUMENTS.** FOR EACH DOCUMENT, PLACE IT IN AT LEAST ONE BOX IN THE GRAPHIC ORGANIZER BELOW. DOCUMENTS MAY BE USED MORE THAN ONCE.

	<b>MESOPOTAMIA</b>	<b>INDIA</b>	<b>CHINA</b>
<b><u>GOVT/LAWS</u></b>			
<b><u>RELIGION</u></b>			
<b><u>SOCIAL STRUCTURE</u></b>			

**STEP 2: REVIEW THE DOCUMENTS BY CATEGORY.** FOR EXAMPLE, DETERMINE HOW ALL THREE ARE **SIMILAR** REGARDING GOVT/LAWS. THEN PERFORM THE SAME ANALYSIS FOR THE OTHER TWO CATEGORIES.

**STEP 3: CREATE AN OUTLINE IN WORD/GOOGLE DOCS FOR EACH PARAGRAPH**

DI  
 DD1  
 DD2  
 DD3

CS

**STEP 4:** ROUGH DRAFT

**STEP 5:** REFINE PAPER

**STEP 6:** FINALIZE PAPER

**STEP 7:** PRINT FINAL PAPER

**STEP 8:** PROOFREAD FOR MLA, PARAGRAPH STRUCTURE AND LANGUAGE (SPELLING, GRAMMAR). EACH DI IS LABELED (DI) IN PAPER; EACH DD IS LABELED (DD1, DD2, DD3) IN PAPER.

**STEP 9:** UPLOAD TO TURNITIN.COM & SUBMIT FINAL PRINTED ASSIGNMENT IN CLASS ON DUE DATE.

**THE DOCUMENTS & ADDITIONAL INFORMATION**

The documents provide you with some evidence. You can also include relevant information beyond the documents—information that you have learned from our study of the first civilizations and your textbook.

- You are required to have three details (DDs) for each body paragraph.
- Within each paragraph, you are required to use at least 2 but no more than 3 documents
- The same source can be used in more than one paragraph
- **You do not need to use outside sources – but can incorporate outside information.**

## IDEAS TO CONSIDER:

### MESOPOTAMIA

god-kings  
Code of Hammurabi  
polytheism  
Hebrew monotheism (Judaism)  
Ten Commandments

### INDIA

kings  
caste system  
Hinduism  
Buddhism

### CHINA

dynastic cycle/Mandate of Heaven  
Confucianism  
Daoism  
Legalism

## DOCUMENT A –from the Code of Hammurabi, c. 1792 B.C.E.

53

If any one be too lazy to keep his dam in proper condition, and does not so keep it; if then the dam break and all the fields be flooded, then shall he in whose dam the break occurred be sold for money, and the money shall replace the corn which he has caused to be ruined.

54

If he be not able to replace the corn, then he and his possessions shall be divided among the farmers whose corn he has flooded.

195

If a son strike his father, his hands shall be [cut] off.

196

If a man put out the eye of another man, his eye shall be put out.

197

If he break another man's bone, his bone shall be broken.

218

If a physician make a large incision with the operating knife, and kill him, or open a tumor with the operating knife, and cut out the eye, his hands shall be cut off.

## DOCUMENT B – The Hebrew Torah: Exodus 20.1-17, c. 10<sup>th</sup>-6<sup>th</sup> centuries B.C.E.

1 And God spoke all these words, saying,

2 I am Yahweh, your God, who brought you from the land of Egypt, from the house of slavery,

3 There will be no other god for you before me...

7 You will not take the name of Yahweh, your God, and misuse it, for Yahweh will not hold guiltless whoever takes his name and misuses it.

8 Remember the day of the Sabbath and keep it holy...

12 Honor your father and your mother so that your days may be long in the land that Yahweh is giving to you.

13 You will not murder.

14 You will not commit adultery.

15 You will not steal.

16 You will not give false testimony against your neighbor.

17 You will not covet your neighbor's house, and you will not covet your neighbor's wife, or his servant or his maid, or his ox or his donkey, or anything of your neighbor's.

DOCUMENT C – from *The Analects*, c. 300 B.C.E.

XII.19: Chi K'ang-tzu asked Confucius about government, saying, "What do you say to killing unprincipled people for the sake of principled people?" Confucius replied, "Sir, in carrying on your government, why should you use killing at all? Let your evinced desires be for what is good, and the people will be good. The relation between superiors and inferiors is like that between the wind and the grass. The grass must bend, when the wind blows across it."

XIII.6: The Master said, "When a prince's personal conduct is correct, his government is effective without the issuing of orders. If his personal conduct is not correct, he may issue orders, but they will not be followed."

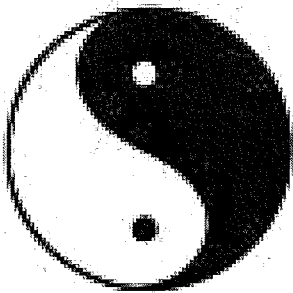
DOCUMENT D – Selections from *The Writings of Hanfeizi*, c. 230 B.C.E.

No country is permanently strong. Nor is any country permanently weak. If conformers to law are strong, the country is strong; if conformers to law are weak, the country is weak....Any ruler able to expel private crookedness and uphold public law, finds the people safe and the state in order; and any ruler able to expunge private action and act on public law, finds his army strong and his enemy weak. So, find out men following the discipline of laws and regulations, and place them above the body of officials. Then the sovereign cannot be deceived by anybody with fraud and falsehood....

DOCUMENT E – from *Samyutta Nikaya* – c. 300 B.C.E.

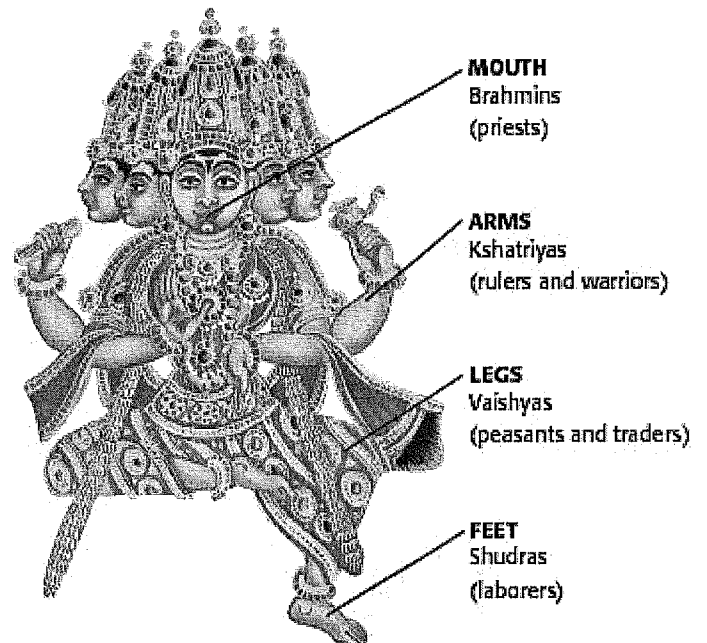
What is the Middle Way?...It is the Eightfold Path—Right Views, Right Resolve, Right Speech, Right Conduct, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration. This is the Middle Way.

DOCUMENT F – Yin-Yang Symbol

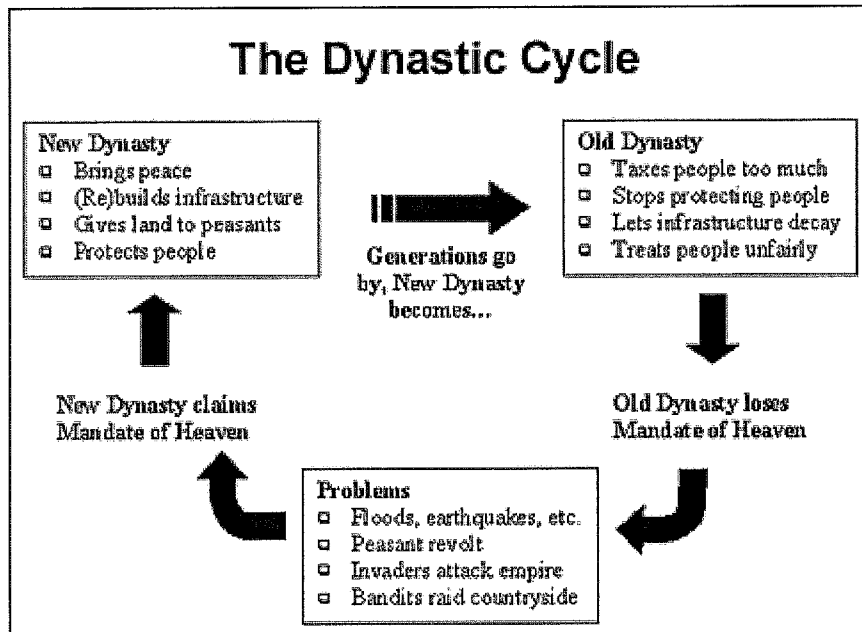


DOCUMENT G – Diagram of the Indian Caste System

See textbook – page 64 (image to right)



DOCUMENT H – Diagram of the Dynastic Cycle



DOCUMENT I – Illustration of the Process of Reincarnation

