

Name: _____

Points: _____/300 Pts _____%

9-4 WORLD HISTORY I

Due Date: Thursday, 12/13/2018

Mr. George

Term 2 DBQ: CLASSICAL WESTERN CIVILIZATIONS COMPARISON (300 POINTS)

Question: Which civilization, Greece or Rome, more effectively reflects the political, social and economic makeup of the United States?

Thesis Template:

You can create your own thesis or you can use the template below in which you'll need to fill in the blanks based on your evidence.

Ancient _____ more accurately reflects the _____ and _____ makeup of the United States compared to ancient _____.

DIRECTIONS

You will write a well-organized essay in MLA format proving your thesis. The essay should be logically presented and should include information both from the enclosed documents and from your knowledge outside the documents. **You will write an Introduction and two body paragraphs. You will outline the 3rd body paragraph. You will NOT write a conclusion.**

ESSAY STRUCTURE AND FORMAT

- This essay must be FOUR paragraphs and No Longer than 3 Pages (any additional pages will be ignored)
- Essay must be typed in MLA format: double-spaced, 12 pt. Times New Roman font and 1" margins
- Thesis statement must be underlined
- When citing the documents in the essay, place the document number in parentheses after referring to it. For example: "The Colosseum was a central gathering place for entertainment" (5). Do not use, "In Document 5..."
- Feel free to use the Methodology of LQEA for each DD, but **you will not** include the letters in your paper.
- AVOID PLAGIARISM. This should be *your* work.
- Provide a physical copy and submit paper to **Turnitin.com**. Late policy: Both steps need to be completed on the due date of the paper. Physical paper is due at the beginning of class. Paper must be submitted to turnitin.com by the beginning of class. (-5 points/day for no physical copy / turnitin.com)
- **There is No Works Cited Page**

Three body paragraphs: (1) Social – (2) Economic – (3) Political

- One must reflect either Greece or Rome (1st body paragraph) - weaker
- Two must reflect the one not chosen in 1st body paragraph (2nd and 3rd body paragraph) - stronger

This packet and checklist below is intended to simplify the DBQ process and keep you on track while meeting deadlines.


ADDITIONAL INFORMATION BEYOND THE DOCUMENTS (OUTSIDE KNOWLEDGE)

The documents provide you with only fragments of evidence. Answers should include relevant information from beyond the documents—information that you have learned from our study of Greece and Rome.

QUESTION: Which classical civilization, Greece or Rome, was more influential to the modern United States?

Rubric	Unacceptable	Needs Improvement	Proficient	Exemplary
Read purposefully 20%	<p>Did not read the assignment sheet. Not acceptable.</p> <p>Content is unacceptable or weak due to inaccuracies and/or incompleteness.</p>	<p>Format has several errors. Does not follow directions.</p> <p>Weak content within the assignment demonstrates inaccuracies, irrelevance.</p> <p>Content is weak through majority of assignment.</p> <p>28</p>	<p>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.</p> <p>Content lacks some details.</p> <p>34</p>	<p>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.</p> <p>Content is comprehensive.</p> <p>40</p>
Write effectively 40%	<p>Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.</p> <p>Paragraph structure is unacceptable</p>	<p>Many spelling, grammar, punctuation and capitalization errors; Word selection, word choice and sentence structure needs improvement. Need to proofread final product. Needs extensive editing. Paragraph structure has many incomplete sections.</p> <p>56</p>	<p>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. DBQ has few incomplete sections.</p> <p>68</p>	<p>Excellent spelling, grammar, punctuation and capitalization; carefully edited. Excellent word selection. Varied word choice. Varied sentence structure. DBQ includes well written thesis, introduction, body and paragraph structure, and conclusion. Clear RFS.</p> <p>80</p>
Communicate effectively 40%	<p>Student did not communicate effectively in writing. Final products demonstrate an unacceptable ability to communicate effectively.</p>	<p>Acceptable content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 1/3 paragraphs. 56</p>	<p>Meaningful content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 2/3 paragraphs. 68</p>	<p>Very meaningful content based on examples from documents, textbook, other resources. Able to analyze documents and support thesis using evidence (docs and outside knowledge) for 3/3 paragraphs. 80</p>

	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 question
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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DBQ Timeline – Use these due dates to stay on task and not fall behind.**Packet distributed and essay assigned on Thursday, 11/29.**

Task	Completed by beginning of class on:
Read page 1 of DBQ packet. Come to class on Friday 11/30 with questions on DBQ	Friday, 11/30
Read documents 1-7; Analyze them and answer the questions after each document (evidence presented, Greece or Rome, connections to U.S.)	Friday, 11/30
Read documents 8-13; Analyze them and answer the questions after each document (evidence presented, Greece or Rome, connections to U.S.)	Monday, 12/3 (class is dropped but should still have it done today)
Complete Document Graphic Organizer	Tuesday, 12/4
Decide which civilization (Greece or Rome) for each paragraph: political, social, economic	Tuesday, 12/4
Based on document analysis and document graphic organizer – Create thesis statement	Tuesday, 12/4
Based on document analysis and document graphic organizer - determine which documents you'll use for each paragraph.	Tuesday, 12/4
Create outline	Thursday, 12/6
From outline, create rough draft: Complete body paragraphs first and then complete introduction	Monday, 12/10
From rough draft, revise rough draft into final draft.	Wednesday, 12/12 (no class, but should still be done)
Final draft due in class; Submit to turnitin.com	Thursday, 12/13

Essay DUE on Thursday, 12/13.

Name: _____

Document Graphic Organizer

	Social	Economic	Political
Greece			
Rome			

Document #1 Source: *Histories: The Roman Constitution* by Polybius, ca. 150 B.C.E.

As for the Roman constitution, it had three elements, each of them possessing sovereign powers: and their respective share of power in the whole state had been regulated with such a scrupulous regard to equality and equilibrium, that no one could say for certain, not even a native, whether the constitution as a whole were an aristocracy or democracy or despotism.

<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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Document #2 Source: *Funeral Oration* by Pericles, 430 B.C.E.

Our plan of government favors the many instead of the few: that is why it is called a democracy...As for social standing, advancement is open to everyone, according to ability. While every citizen has an equal opportunity to serve the public, we reward our most distinguished citizens by asking them to make our political decisions. Nor do we discriminate against the poor. A man may serve his country no matter how low his position on the social scale.

<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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Document #3 Source: Population estimates from mixed sources, including Thucydides' Athenian army recruitment figures in 432 B.C.

<u>Athens: Population Distribution circa 432 B.C.E</u>	
Free male citizens (mostly landowning farmers)	50,000
Free male non-citizens (all males under 18 and residents without Athenian parentage)	50,000
Free females (all ages)	100,000
<u>Slaves</u>	<u>115,000</u>
Total population of Attica (Athens plus environs)	315,000
What evidence is presented in this document?	Connections to the United States?
Circle: Greece or Rome	Circle: P - S - E

Document #4 Source: *The Delian League To The Athenian Empire* by Thomas Ash, 2000 C.E.

<p>Initially the Delian League was a fairly loose coalition of states, each one independent and sharing a common interest with the others. Members of the league were numerous: Thucydides tells us that they included "Chios, Lesbos, Plataea ...most of Acarnania... Ionia, the Hellespont, Thrace and the islands between the Peloponnese and Crete towards the East, and all the Cyclades except for Melos and There" as well as Aegina and most of the Euboean cities. Together, these states constituted a formidable force capable of achieving its objectives.</p>	
What evidence is presented in this document?	Connections to the United States?
Circle: Greece or Rome	Circle: P - S - E


Document #5 Source: Roman Colosseum built ca. 70-80 A.D.



<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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Document #6 Source: Parthenon built from 447-438 B.C.



	<p>What evidence is presented in this document?</p>
<p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>

Document #7 Source: Roman coin from about 137 B.C.



<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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Document #8 Source: Excerpt from Table I regarding civil procedure from the Twelve Tables ca. 451 B.C.

When parties have made an agreement, announce it. If they don't agree, they shall state their case in the Forum before noon. They shall plead together in person. After noon, let the judge pronounce. If both are present, the case shall end at sunset.

<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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Document #9 Source: Excerpt from *The Conspiracy of Catiline: Decline of the Republic* by Sallust (86-36 B.C.). Sallust was a tribune of the people in 52 B.C and a close supporter of Julius Caesar.

As soon as wealth came to be a mark of distinction, military commands, political power, and virtue began to decline. Poverty was now looked upon as a disgrace and a blameless life as a sign of ill nature. Riches made the younger generation a prey to luxury, avarice, and pride. Squandering with one hand what they grabbed with the other, they set small value on property while they coveted that of others. Honour and modesty, all laws divine and human, were alike disregarded in a spirit of recklessness and intemperance. To one familiar with mansions and villas reared aloft on a scale that they look like so many towns, it is instructive to visit the temples built by our godfearing ancestors.

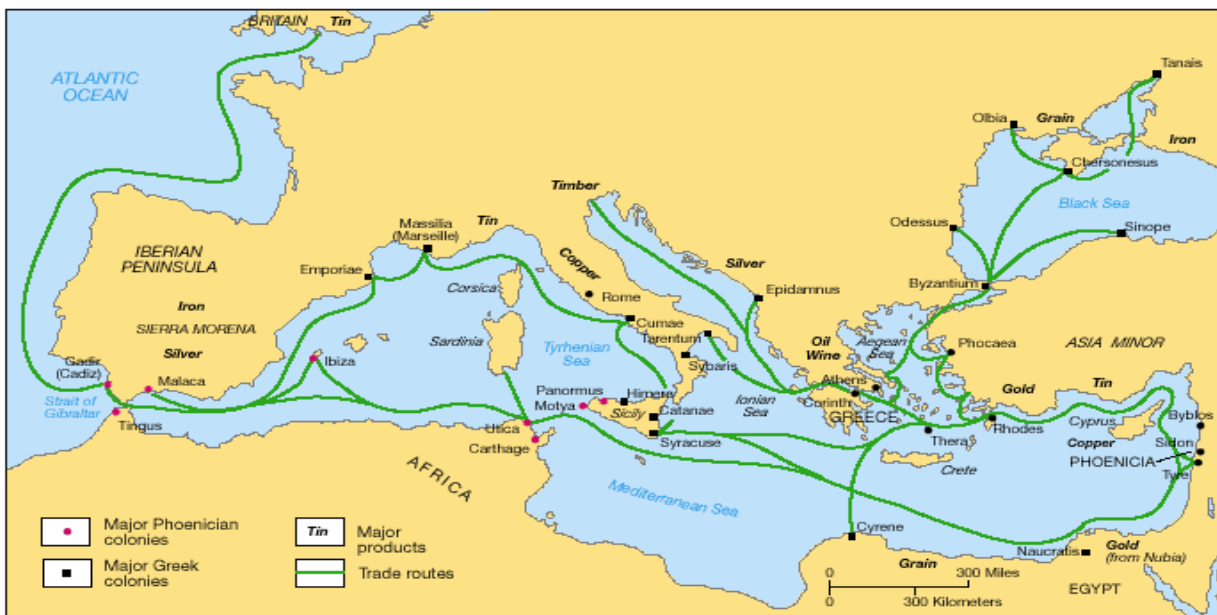
What evidence is presented in this document?

Connections to the United States?

Circle: Greece or Rome

Circle: P - S - E

Document #10 Source: Map of Greek and Phoenician Trade Routes



Greek and Phoenician Colonies and Trade. The Western Mediterranean was first colonized by Phoenicians and Greeks who together controlled trade throughout the region.

What evidence is presented in this document?

Connections to the United States?

Circle: Greece or Rome

Circle: P - S - E

Document #11 Source: The *Discobolus* ("discus-thrower") sculpted by Myron, c. 460-450 B.C.

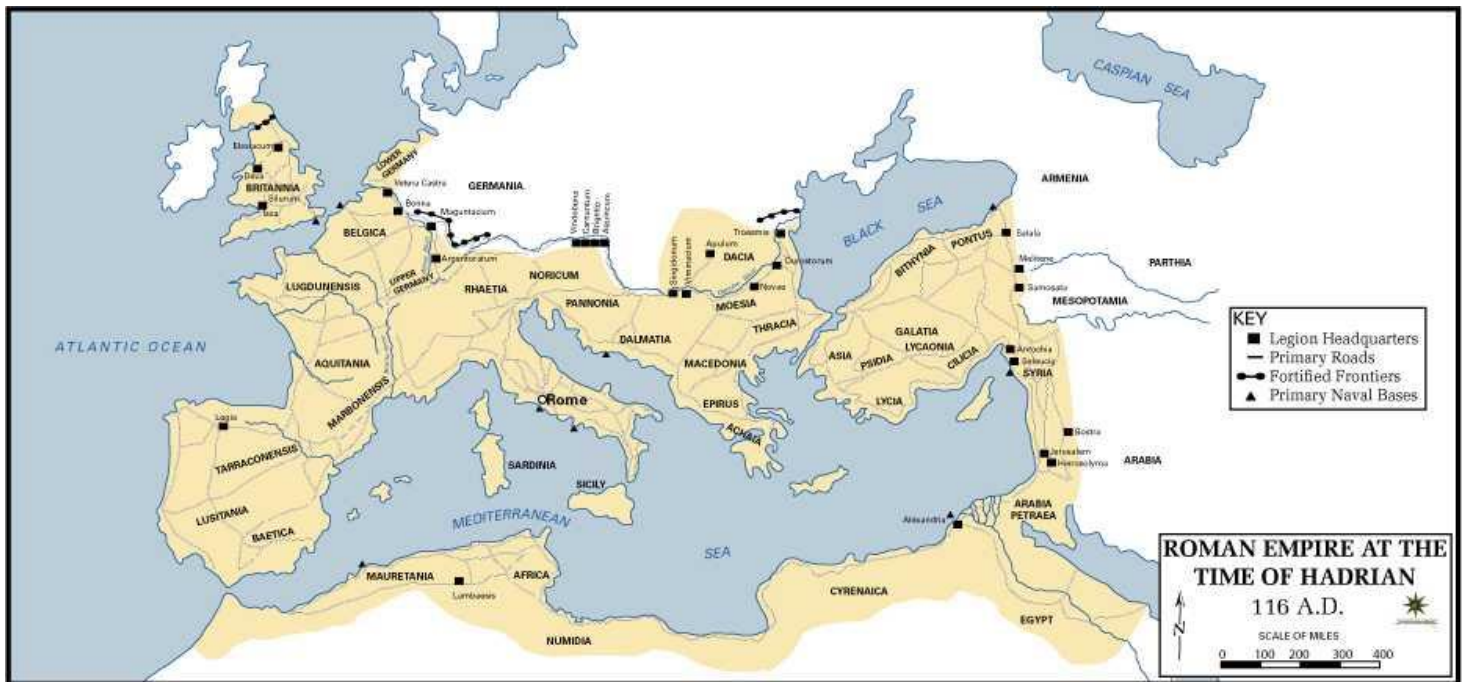
What evidence is presented in this document?

Circle: Greece or Rome Circle: P - S - E

Connections to the United States?



Document #12 Source: Map of the Roman Empire, 116 A.D.



What evidence is presented in this document?

Circle: Greece or Rome Circle: P - S - E

Connections to the United States?

Document #13 Source: Paul of Tarsus, died c. 65 A.D., from the Bible’s New Testament: Romans 1:13-17

13 I do not want you to be unaware, brothers and sisters,[a] that I planned many times to come to you (but have been prevented from doing so until now) in order that I might have a harvest among you, just as I have had among the other Gentiles.
14 I am obligated both to Greeks and non-Greeks, both to the wise and the foolish. 15 That is why I am so eager to preach the gospel also to you who are in Rome.
16 For I am not ashamed of the gospel, because it is the power of God that brings salvation to everyone who believes: first to the Jew, then to the Gentile. 17 For in the gospel the righteousness of God is revealed—a righteousness that is by faith from first to last, just as it is written: “The righteous will live by faith.”

Footnotes:

[a] Romans 1:13 The Greek word for brothers and sisters (adelphoi) refers here to believers, both men and women, as part of God’s family.

<p>What evidence is presented in this document?</p> <p>Circle: Greece or Rome Circle: P - S - E</p>	<p>Connections to the United States?</p>
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