

L2

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(Fall 2018) Term 1 DBQ: RIVER VALLEY CIVILIZATIONS (300 Points)

Block: _____ **Due Date:** _____

OBJECTIVE

Students will determine the similarities between four early river valley civilizations.

This project will continue to build your skills in

- ✓ Reading purposefully
- ✓ Writing effectively

INTRODUCTION

When writing an essay, imagine that you are a lawyer trying to prove a case. Your main idea, or argument, is expressed in your thesis statement. And just as a lawyer refers to evidence to prove his case, as a writer you must use examples to prove your thesis.

In Social Studies, a particular type of essay is the Document-Based Question (DBQ). A DBQ is just what it sounds like: a question based on documents. To fully answer the question, you will need to use information in the provided documents as examples, or evidence, to prove your thesis statement.

DIRECTIONS

The following question is based on the accompanying documents. As you analyze the documents, take into account both the source of the document and the author's point of view. Be sure to:

- a. Carefully read the document-based question. Consider what you already know about this topic. How would you answer the question if you had no documents to examine?
- b. Now, read each document carefully, underlining key phrases and words that address the document-based question. You may also wish to use the margin to make brief notes.
- c. Based on your own knowledge and on the information found in the documents, formulate a thesis that directly answers the question.
- d. Organize supportive and relevant information into a brief outline.
- e. Write a well-organized essay proving your thesis. The essay should be logically presented and should include information both from the documents and from your knowledge outside the documents. **Your thesis statement and corresponding DIs should not explicitly state the characteristics of a civilization.**

ESSAY STRUCTURE AND FORMAT

- **You will prepare your essay to be five (5) paragraphs, but you will only fully write the intro, one body paragraph, and the conclusion (the other two body paragraphs will be in outline format)**
- Essay must be typed in MLA format: double-spaced, 12 pt. Times New Roman font, proper heading and 1" margins
- Thesis statement should be underlined.
- In the body paragraph that is fully written out, make sure to cite at least three different documents - 1 should be cited as a direct quote and the other 2 citations paraphrased.
- When referencing the documents in the essay, refer to the author or a description of the document. Do not use, "In Document A..." You should use the document number for creating a parenthetical citation ex. (Doc A).
- Staple DBQ rubric to front of essay before class begins!
- AVOID PLAGIARISM. This should be *your* work.
- Submit paper to **Turnitin.com**. Unless prior arrangement has been made between Mr. George and the student, 5% deducted each day assignment is late/not completed.

Question: *What was the common experience between the first river valley civilizations?*

ADDITIONAL INFORMATION BEYOND THE DOCUMENTS

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 the first civilizations and your textbook. **Please do not use outside sources, but include outside knowledge.**

RIVER VALLEY CIVILIZATIONS DOCUMENTS

Ancient Mesopotamia

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.

202 If any one strike the body of a man higher in rank than he, he shall receive sixty blows with an ox-whip in public.

203 If a free-born man strike the body of another free-born man or equal rank, he shall pay one gold mina.

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 – from *The Epic of Gilgamesh*, ancient Mesopotamian legend, c. 2100 B.C.E.

O man of Shurruk, son of Ubara- Tutu; tear down your house and build a boat, abandon possessions and look for life...I loaded into [the boat] all that I had of gold and of living things, my family, my kin, the beast of the field both wild and tame. . . .For six days and six nights the winds blew, torrent and tempest and flood overwhelmed the world. . . . When the seventh day dawned the storm from the south subsided, the sea grew calm, the flood was stilled; I looked at the face of the world and there was silence, all mankind was turned to clay. . . . I opened a hatch and the light fell on my face. Then I bowed low, I sat down and I wept, the tears streamed down my face, for on every side was the waste of water.

Ancient Egypt

DOCUMENT C – from *Hymn to the Nile*, c. 2100 B.C.E.

Hail to thee, O Nile! Who manifests thyself over this land, and comes to give life to Egypt! ... Watering the orchards created by Re, to cause all the cattle to live, you give the earth to drink, inexhaustible one! Path that descends from the sky, loving the bread of Seb and the first-fruits of Nepera, You cause the workshops of Ptah to prosper!

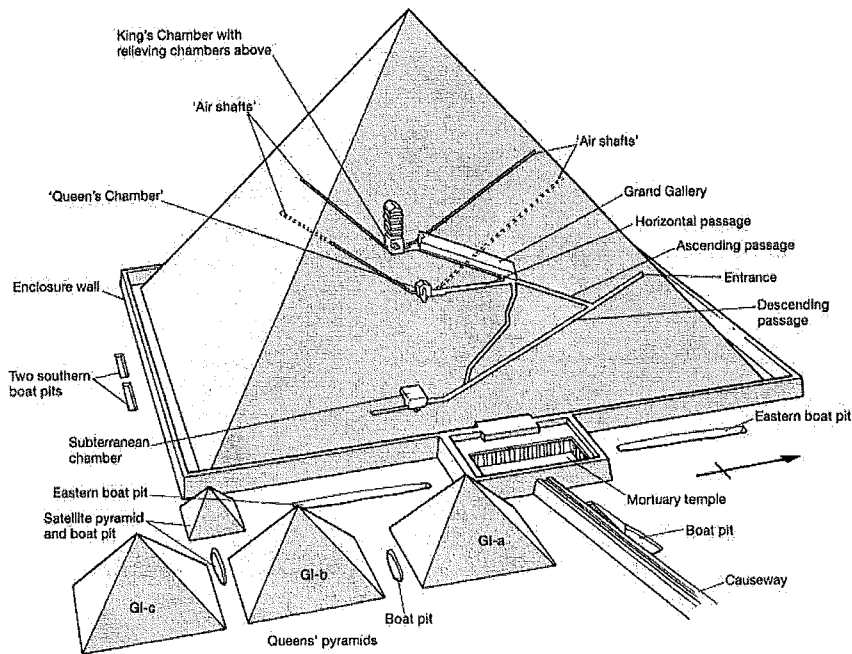
Lord of the fish, during the inundation, no bird alights on the crops. You create the grain, you bring forth the barley, assuring perpetuity to the temples. If you cease your toil and your work, then all that exists is in anguish. If the gods suffer in heaven, then the faces of men waste away.

... If He shines, the earth is joyous, every stomach is full of rejoicing, every spine is happy, every jaw-bone crushes [its food].... He spreads himself over Egypt, filling the granaries, renewing the marts, watching over the goods of the unhappy....

When you shine in the royal city, the rich man is sated with good things, the poor man even disdains the lotus; all that is produced is of the choicest; all the plants exist for your children. If you have refused (to grant) nourishment, the dwelling is silent, devoid of all that is good, the country falls exhausted....

Men exalt him like the cycle of the gods, they dread him who creates the heat, even him who has made his son the universal master in order to give prosperity to Egypt. Come (and) prosper! Come (and) prosper! O Nile, come (and) prosper!

DOCUMENT D – Diagram of the Great Pyramid of Khufu, c. 2484 B.C.E.

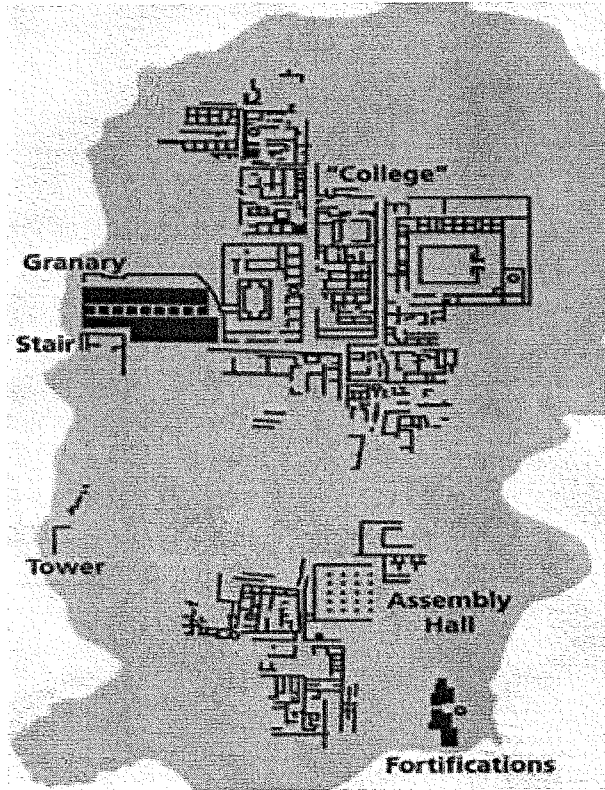


Ancient India

DOCUMENT E –from *History of Ancient India* by Arun Bhattacharjee, 1979

The most wonderful aspect of the Indus civilization was the excellent town-planning. The Indus civilization was an urban civilization and Mohenjo-daro was the oldest planned city of the world. Both the cities were populous and materially prosperous. The excellent town-planning is in itself a puzzling novelty. The buildings were of baked bricks, some two-storied and some even three-storied. The houses were in one line and the roads and lanes covered the space between the houses. Each house had a yard and was encircled with walls . . . The roads were wide and straight and there was a proper drainage system. The streets were from the north to the south so that the air could work as a sort of suction pump, thereby clearing the atmosphere automatically. . . . The excellent drainage system is most attractive. The drains led from individual houses to the back streets and from the back streets by cross drains to the main roads along which many deep drains ran out of the city.

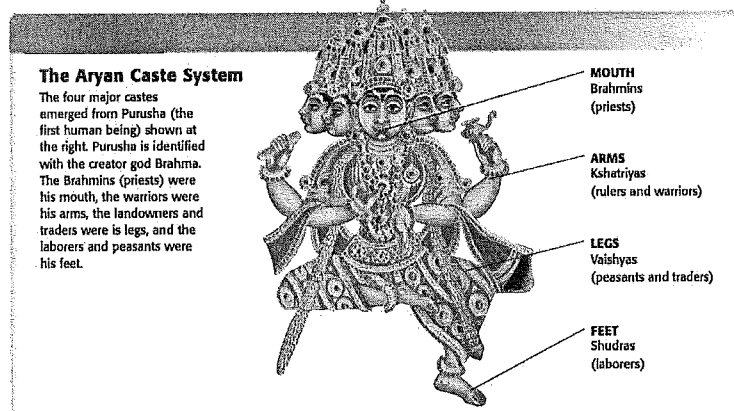
Map of Mohenjo-Daro



DOCUMENT F – from *The Rig Veda*, ancient Indian collection of hymns, c. 1500 B.C.E.

When [the gods] divided the Man,
Into how many parts did they divide him?
What was his mouth, what were his arms,
What were his thighs and his feet called?
The brahmin [priest] was his mouth,
Of his arms was made the warrior,
His thighs became the vaishya [farmer or merchant]
Of his feet the shudra [servant] was born.

Diagram of the Indian Caste System



Ancient China

DOCUMENT G – from *Ancient China: From Beginnings to the Empire* by Jacques Gernet, 1964

There can no longer be any doubt that it was in China that the art of bronze was born. It only took the ancient Chinese a few centuries to attain the highest degree of mastery in the art, as proved by the pieces found at Anyang; this suggests that the beginnings of the Bronze Age may perhaps have coincided with those of the Shang dynasty . . . Bronze-casting brought with it on the one hand a number of highly important technical innovations such as horse-drawn chariots, writing, calendars, and new architectural forms, and, on the other, a social dichotomy that was to be of vital importance for Chinese history, by which society was divided into townsmen (warrior noblemen and hunters) and the peasantry.

DOCUMENT H – from *The Shi Jing (Classic of History)*, c. 200 B.C.E.

According to the story behind this document, when the first king of the Shang Dynasty died around 1753 B.C.E., his chief minister Yi Yin took it upon himself to instruct the new young king in the ways and duties of kingship and the workings of the Mandate of Heaven.

In the twelfth month of the first year... [chief minister] Yi Yin...presented the heir-king reverently before the shrine of his grandfather. All the princes from the domain of the nobles and the royal domain were present; all the officers also, each continuing to discharge his particular duties, were there to receive the orders of the chief minister. Yi Yin then clearly described the complete virtue of the Meritorious Ancestor for the instruction of the young king.

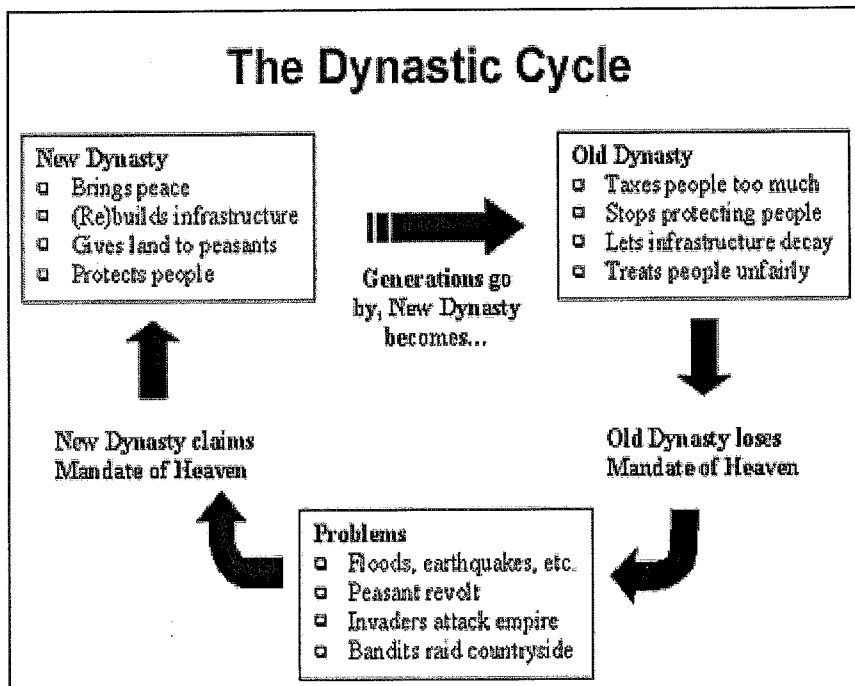
He said, "Oh! of old the former kings of Xia cultivated earnestly their virtue, and then there were no calamities from Heaven. The spirits of the hills and rivers alike were all in tranquility; and the birds and beasts, the fishes and tortoises, all enjoyed their existence according to their nature. But their descendants did not follow their example, and great Heaven sent down calamities... Our king of Shang brilliantly displayed his sagely prowess; for oppression he substituted his generous gentleness; and the millions of the people gave him their hearts.

Now your Majesty is entering on the inheritance of his virtue; -- all depends on how you commence your reign. To set up love, it is for you to love your relations; to set up respect, it is for you to respect your elders. The commencement is in the family and the state....

"Oh! the former king began with careful attention to the bonds that hold men together. He...conformed to the wisdom of the ancients; occupying the highest position, he displayed intelligence; occupying an inferior position, he displayed his loyalty; he allowed the good qualities of the men whom he employed and did not seek that they should have every talent....

"Oh! do you, who now succeed to the throne, revere these warnings in your person. Think of them! -- sacred counsels of vast importance, admirable words forcibly set forth! The ways of Heaven are not invariable: -- on the good-doer it sends down all blessings, and on the evil-doer it sends down all miseries. Do you but be virtuous, be it in small things or in large, and the myriad regions will have cause for rejoicing. If you not be virtuous, be it in large things or in small, it will bring the ruin of your ancestral temple."

Diagram of the Dynastic Cycle



RUBRIC	Unacceptable	Needs Improvement	Proficient	Exemplary
<p>Read purposefully 20%</p>	<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.</p> <p>Does not follow directions.</p> <p>Weak content within the assignment demonstrates inaccuracies, irrelevance. Content is weak through majority of assignment.</p> <p>42</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format with few errors.</p> <p>All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content lacks some details. 51</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format.</p> <p>All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content is comprehensive. Body paragraph has complete DI labeled (DI) in paper; Each DD is labeled (DD) in paper.</p> <p>Outline is complete for two other body paragraphs. 60</p>
<p>Write effectively 40%</p>	<p>Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread.</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. 84</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. 102</p>	<p>Excellent spelling, grammar, punctuation and capitalization; carefully edited. Excellent word selection. Varied word choice. Varied sentence structure. Intro and Conclusion (including RFS) are well written and comprehensive. 120</p>
<p>Communicate effectively 40%</p>	<p>Student did not communicate effectively in writing. Final products demonstrate an unacceptable ability to communicate effectively.</p>	<p>Acceptable content based on few examples from documents, textbook, other resources. Able to analyze few and did not answer the question clearly.</p> <p>Weak support for thesis. 84</p>	<p>Meaningful content based on some examples from documents, textbook, other resources. Able to analyze some and answered the question with a 1-2 incomplete areas. Communicates a clear message.</p> <p>Support for thesis could be stronger. 102</p>	<p>Very meaningful content based on examples from documents, textbook, other resources. Able to analyze and answer the question. Communicates a clear message.</p> <p>Thesis is proven based on evidence. 120</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
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

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

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