

Block, September 17,18

DJ: What degree of contact existed between the Eurasian Second Wave civilizations? Provide two pieces of evidence to prove your statement.

HW: 1) Ch. 7 Study Guide & Cornell M 9/22

2) Unit Review Chart T 9/23

Ann.: 1) Unit 2 Test & NB Block 9/24,25

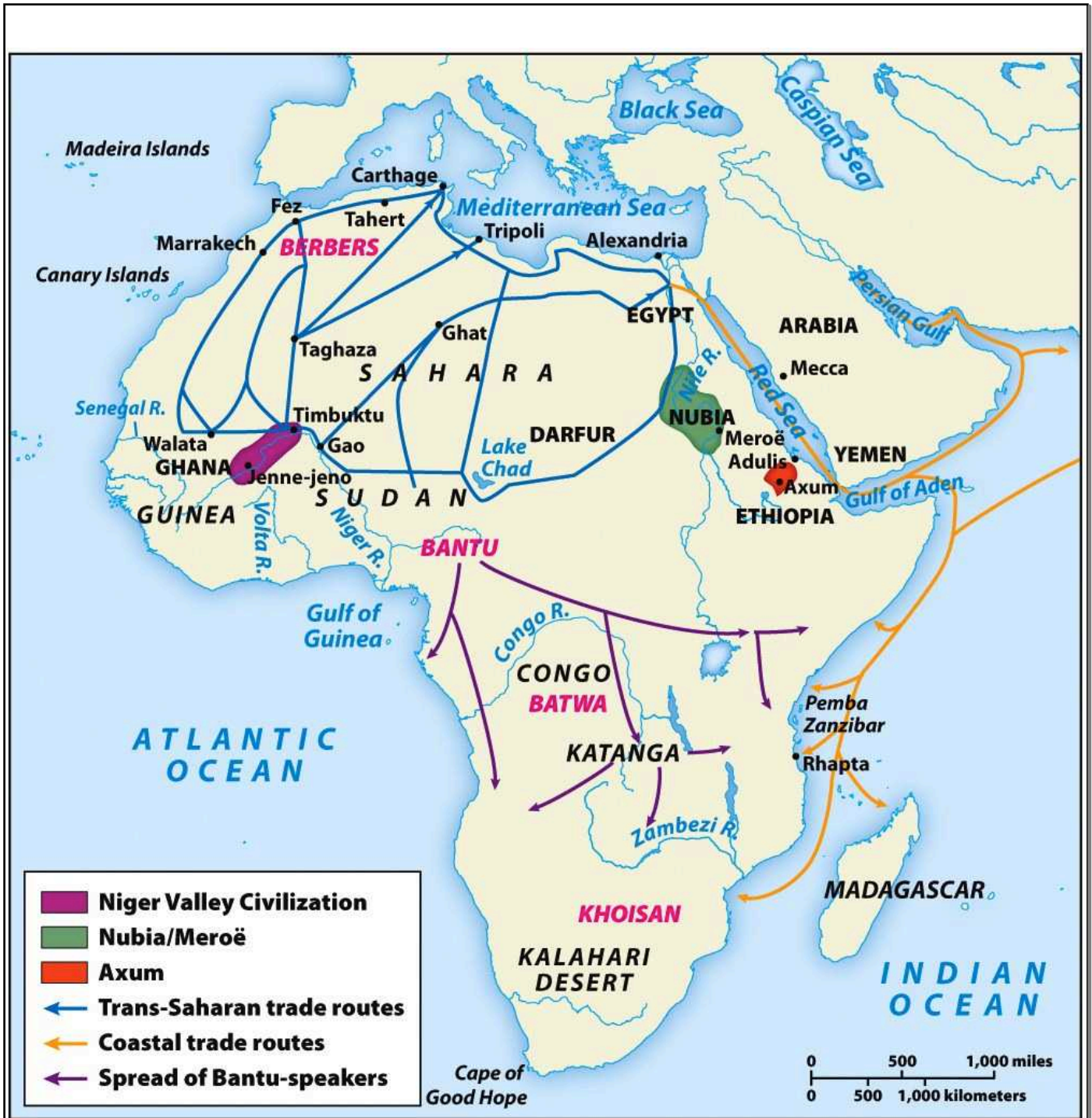
Today:

- 1) Decline of Empires: Rome & Han China
- 2) DBQ: Doc Key & POV Practice
- 3) Thesis Statement Review--Samples
- 4) Comparison Rubric

Name: _____

Comparison Final Rubric

	Exceeds Standard (100-88 pts)	Meets Standard (87-70 pts)	Below Standard (69-50 pts)
Thesis	<ul style="list-style-type: none"> ▪ Includes similarity & difference ▪ Reflects the complexities of questions and/or issues generated from the prompt with date or era of the prompt included ▪ Strong, Sophisticated language ▪ Clear & arguable 	<ul style="list-style-type: none"> ▪ Includes similarity & difference ▪ Easily identified thesis that is on-topic with date or era of prompt included ▪ Strong language ▪ Clear & arguable 	<ul style="list-style-type: none"> ▪ Unclear or developing thesis ▪ Simple, weak language—including "I think..." "I believe..." ▪ Not clear and/or arguable
Topic Sentences	<ul style="list-style-type: none"> ▪ Per claim, specific topic sentences that guides reader to next key concept & reinforces thesis ▪ Strong, Sophisticated language 	<ul style="list-style-type: none"> ▪ Per claim, most topic sentences specifically reference a key concept that matches the thesis ▪ Strong language 	<ul style="list-style-type: none"> ▪ Missing or too general topic sentences that may not relate to the thesis ▪ Simple, weak language
Evidence	<ul style="list-style-type: none"> ▪ Abundant, credible, relevant and compelling evidence from textbook, docs, notebook etc. (4 or more) 	<ul style="list-style-type: none"> ▪ Reliable and mostly relevant evidence (3 or more) 	<ul style="list-style-type: none"> ▪ Little to no evidence that is questionable or irrelevant (less than 3)
Analysis	<ul style="list-style-type: none"> • Complex, thoughtful analysis of the evidence is used to prove thesis • Three or more substantial Direct Comparisons 	<ul style="list-style-type: none"> ▪ Evidence frequently connects to the questions and/or issues raised by the thesis ▪ Two to Three direct comparisons, may be less developed 	<ul style="list-style-type: none"> • Limited analysis of evidence and/or connection to the thesis • One to two direct comparisons, or multiple weak direct comparisons
POV	<ul style="list-style-type: none"> ▪ Each doc identified with POV noting author, date, audience, reliability, etc. 	<ul style="list-style-type: none"> ▪ Each doc introduced with more general POV statements 	<ul style="list-style-type: none"> ▪ Infrequent and/or too general POV statements



Map 7-1
Ways of the World, First Edition
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Thesis Statement:

1st body paragraph:

2nd body paragraph:

Sample Thesis Statements:

a) Rome and China both soared to great heights, and despite many similarities between the two, they both had many differences.

b) Despite their similarities they had very different beginnings.

c) Although these two empires came to power at around the same time, the methods by which they expanded and governed their great empires had some distinct differences.

d) Both started out as small separate groups or states, and eventually came together unified as one. Their main differences and similarities were their political structures and beliefs.

e) Rome and China were alike in many ways, including some parts of the political system, and also in their physical features, but in these two ways, they also differed.

For a 5 or 6 on evidence, must include at least one reference to a document:

Writing around 360 CE, a Roman historian describe Germanic tribes as possessed by evil spirits, unwilling to live according to written law. . . .
Hist. (POV)