

Tuckahoe Middle School

# GRADE 6

INTERMEDIATE-LEVEL ASSESSMENT

## **SOCIAL STUDIES**

### **“Unit 6: ANCIENT GREECE AND ROME DBQ”**

Student Name \_\_\_\_\_

Period \_\_\_\_\_

Date \_\_\_\_\_

Print your name and the Social Studies Period on the lines above.

**PLEASE TAKE YOUR TIME AND USE YOUR TEST TAKING STRATEGIES FOR DBQ ASSESSMENTS**

Name \_\_\_\_\_

Date \_\_\_\_\_

### **Directions**

The task below is based on documents 1 through 6. This task is designed to test your ability to work with the information provided by various types of documents. Look at each document and answer the question or questions after each document. Use your answers to the questions to help you write your essay.

### **Background**

Ancient Greece and Rome were rich in culture and ideas. Many of the ideas we use today came from these two civilizations. From architecture to government to entertainment, the influence of the ancient Greeks and Romans can be seen in our lives today.

### **Task**

For Part A, read each document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers from Part A, information from the documents, and your knowledge of social studies to write a well-organized essay. In the essay you should:

**Describe Greek and Roman contributions**

## Document 1

In the ancient Greek city-state of Athens, citizenship carried both rights and responsibilities. A male citizen was expected to help defend Athens in war, to serve on a jury, and to participate in debates about issues. Pericles, a great leader in Athens, said:

“We do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all.”

1. What did Pericles think about citizens who did not participate in politics? What words lead you to think this?

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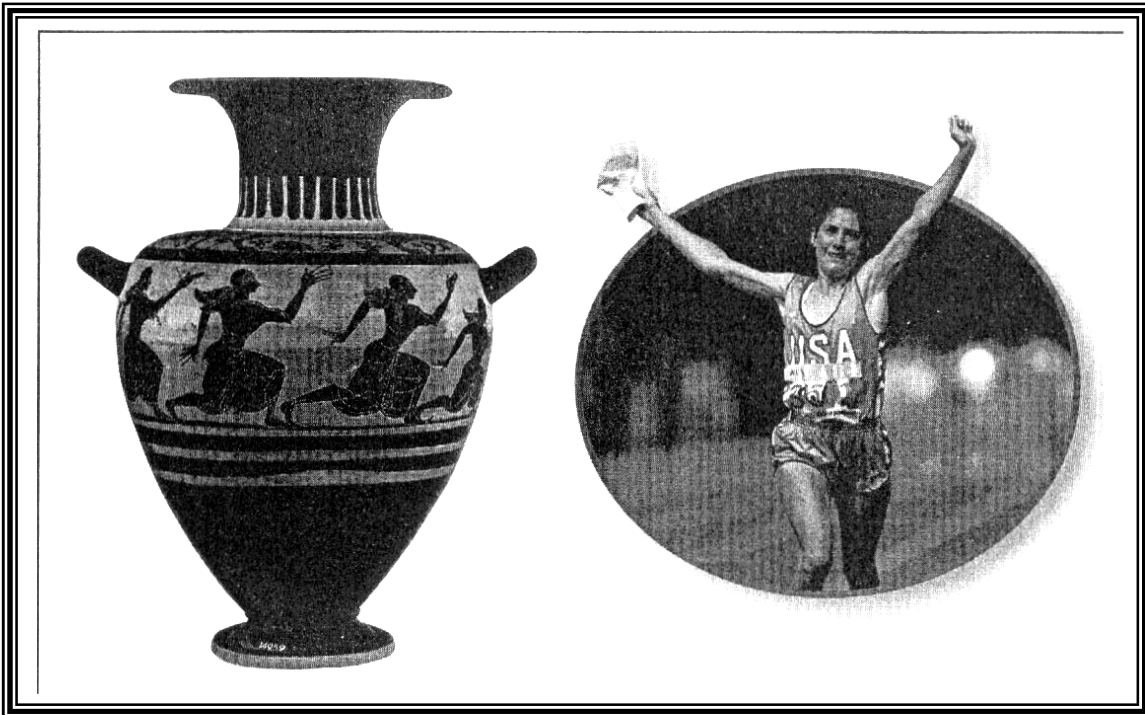
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## Document 2

Ancient Greeks held athletic competitions every four years to honor their gods. These contests were held in the city of Olympia and soon became known as the Olympic Games. They included running, boxing, wrestling, and other events. Look at the pictures below of an ancient Olympic contest and a modern Olympic contest.



1. Name two things you see in common between the two depictions of an Olympic competition.

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2. What is one difference between the two contests?

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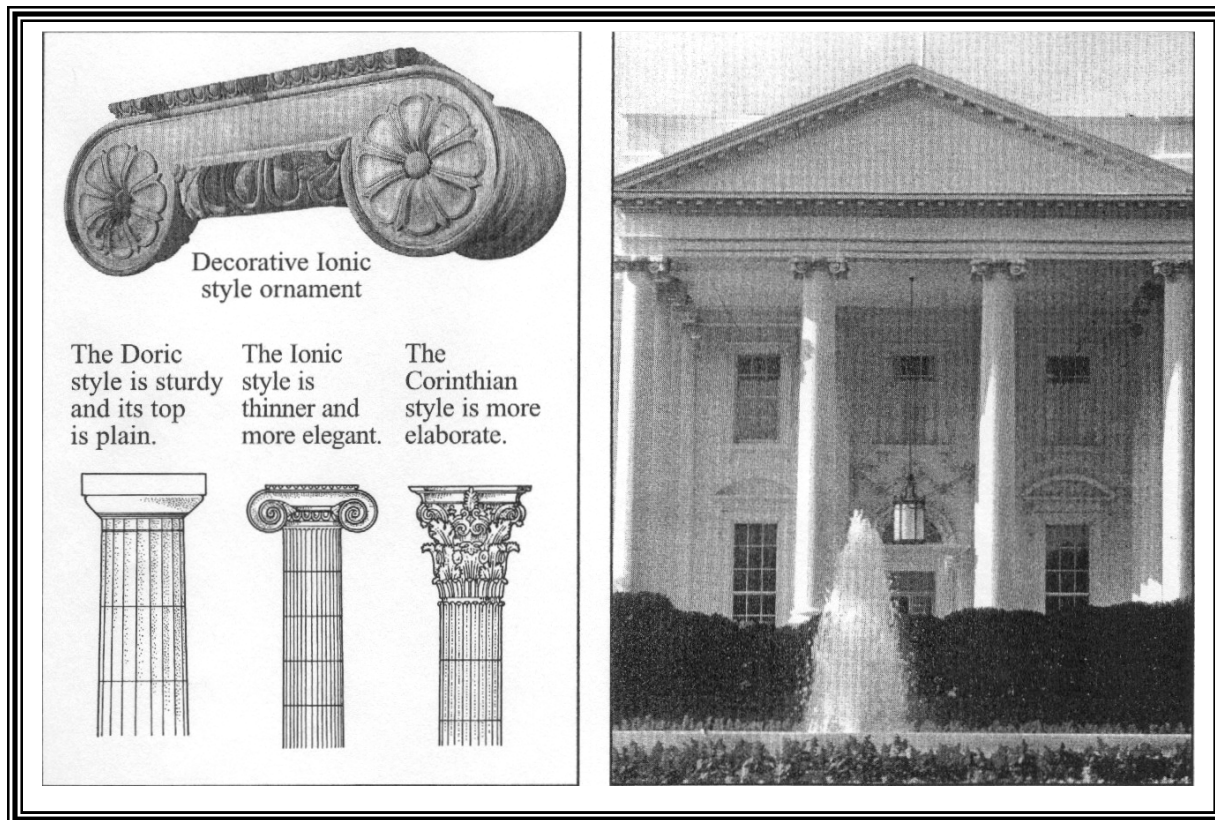
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### Document 3

Architecture was very important to the ancient Greeks. One distinctive feature was the use of columns. Modern architecture is often modeled after Greek architecture. Look at the three types of Greek columns, along with a photograph of the White House.



1. What type of column do the White House columns most closely resemble?

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## Document 4

Hippocrates, who practiced medicine in ancient Greece around 400 B.C., is considered the father of modern medicine. He believed that illness came from natural causes rather than from the gods. Today doctors take a modern version of the Hippocratic Oath upon graduation from medical school. What follows is a part of the original oath:

“I will follow that method of treatment which, according to my ability and judgment, I consider for the benefit of my patients, and abstain [stay away] from whatever is deleterious [harmful] and mischievous. Whatever, in connection with my professional practice, or not in connection with it, I may see or hear in the lives of men which ought not to be spoken abroad [in public] I will not divulge [speak of], as reckoning [understanding] that all such should be kept”

1. From the oath, name at least two principles Hippocrates thought were important in the practice of medicine.

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2. Which of these principles are expectations for doctors today?

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## Document 5

The concept of democracy, or rule by the people, was first developed by ancient Greeks. Leaders of ancient Rome continued that development. Roman men were citizens who could vote for people to represent them. A ruling body, called a Senate, was run by powerful people. Less powerful citizens were given the right to veto or stop an action of the Senate. In these ways, all citizens had a say in the government. One emperor, Claudius, said,

“Let them enjoy indeed the title of citizens.”

—Emperor Claudius, as recorded by Tacitus, A.D. 48

1. What rights did Roman men enjoy as citizens?

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## Document 6

The ancient Roman Empire covered a huge area and included many groups of people. To rule such a large area, the Romans created a code of laws that many nations still use today. What follows are some principles, or basic rules, that the Romans developed.

- All free people have equal rights before the law.
- A person must be considered innocent until he or she is proven guilty.
- Accused people should be allowed to face their accusers and defend themselves.
- Judges must interpret the law and make decisions fairly.
- People have rights that no government can take away.

1. Which principle prevents a government from becoming too powerful?

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2. Which principle prevents someone from going to jail based on a rumor that he or she committed a crime?

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Part B:

## Essay

*Putting It All Together*

### Directions

Using the documents, your answers from Part A, and your knowledge of social studies, write a well-organized essay about the following:

**Describe Greek and Roman contributions to today's world.**

In your essay, remember to:

- Discuss Greek and Roman contributions in the areas of government, architecture, medicine, and entertainment.
- Show how these contributions carry over to today.
- Include an introduction, a body, and a conclusion.
- Include details, examples, or reasons to develop your ideas.
- Use information from the documents in your answer.
- Check the Rubric for expectations
- Write your essay on lined paper.

### Helpful Hints

- Use your graphic organizer for the documents
- Use the graphic organizer for writing the essay
- Edit your work
- Use the documents to feed the essay; however do not forget outside information!!

**GRAPHIC ORGANIZER**

<b>DOCUMENTS</b>	<b>TOPIC</b>	<b>INSIDE INFORMATION</b>	<b>OUTSIDE INFORMATION</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			

## 6<sup>th</sup> Grade Social Studies Rubric for DBQ's

### 5

- Thorough discussions; a full & balanced response to the question
- Uses nearly all documents
- Incorporates accurate & relevant outside information
- Contains no significant factual errors or misinterpretation of documents
- Presents analysis which reflects understanding of complex issues
- Recognizes patterns & distinctions, draws conclusions, & evaluates relative importance
- Recognizes point of view where applicable
- Writes a well developed essay consistently demonstrating clear & logical organization, including a strong introduction & conclusion and a clearly stated thesis

### 4

- A good response, but may be unevenly developed
- Uses most of the documents
- Includes some supplementary information
- Contains mostly accurate information and interpretation of documents
- Shows some understanding/ analysis of complex issues
- Evaluates evidence & formulates generally accurate conclusions
- Well developed essay demonstrating clear plan of organization including a strong introduction & conclusion and a general thesis

### 3

- Competent response to the question
- Uses some of the documents
- Contains little or no supplementary information
- Attempts to formulate some conclusions: may contain some factual errors
- Essay may be unevenly developed with a general plan of organization
- Thesis missing, merely restates question or task

### 2

- An incomplete response
- Uses little information from the documents
- No supplemental information
- Draws vague conclusions; many serious errors
- Writes a poorly organized essay lacking focus, vague or missing introduction or conclusion

### 1

- Confused response
- No use of documents
- Misunderstands the question and/or responds in a dazed & vague manner
- Essay demonstrates major weakness in organization, vague or missing introduction or conclusion

### 0

- Fails to address the question
- No response

- Blank paper or illegible or indecipherable