Document-Based Assessment for Global History

SECOND EDITION

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CONTENTS

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Historical Context

    Early civilizations arose in the river valleys of Mesopotamia, Egypt, China, and India. These earliest civilizations made important and lasting contributions to humankind.

■ **Directions:** The following question is based on the accompanying documents in Part A. As you analyze each document, take into account both the source of the document and the author's point of view. Be sure to do each of the following steps:

1. 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?

2. 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. Answer the questions that follow each document before moving on to the next document.

3. Based on your own knowledge and on the information in the documents, formulate a thesis that directly answers the question.

4. Organize supportive and relevant information into a brief outline.

5. Write a well-organized essay proving your thesis. You should present your essay logically. Include information both from the documents and from your own knowledge beyond the documents.

Question: Choose three ancient civilizations. What were the achievements of each of these civilizations? How did each of these civilizations make lasting contributions to humankind?

PART A The following documents provide information about the achievements of several ancient civilizations. Examine each document carefully. In the space provided, answer the question or questions that follow each document.

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 1

This document describes the accomplishments of the Sumerians.

> The Sumerians lived in southern Mesopotamia. They built a number of cities. Because they lacked stone and timber, they used mud bricks to build walled cities, temples, and palaces. Their architectural innovations included arches, columns, ramps, and the pyramid-shaped ziggurat. These new features and styles influenced building throughout Mesopotamia. In addition, the Sumerians developed copper and bronze tools and weapons. They also developed the world's first known writing, cuneiform. They used it on clay tablets.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction,* McDougal Littell, 1999 (adapted)

What were three accomplishments of the Sumerians?

_____

_____

_____

_____

What impact did Sumerian accomplishments have on other civilizations?

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(continued)

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 2

This document provides information about the Code of Hammurabi.

> Hammurabi was the king of Babylon in Mesopotamia. He set up one of the earliest written sets of laws in history. It is called the Code of Hammurabi. It covered almost everything that affected the community, including family relations, business conduct, and crime. Hammurabi wanted to unify his empire and provide order and protection for the weak. This provided a model for other far-flung empires. Some of the laws were:
>
> - If a man destroys the eye of another man, they shall destroy his eye.
>
> - If a son strikes his father, they shall cut off his hand.
>
> - If two people have a disagreement, both will go before a judge for a decision. If one of these people does not like the judge's ruling, then he has the right to appeal to a higher court.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction,* McDougal Littell, 1999 (adapted)

What type of legal system did Hammurabi set up?

_____

_____

_____

_____

Why did Hammurabi want to set up a system of laws?

_____

_____

_____

_____

What impact did the Code of Hammurabi have on world cultures?

_____

_____

_____

_____

(continued)

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 3

The excerpt below describes farming in ancient Egypt.

> Farmers in ancient Egypt developed a system of watering their fields using the water from the Nile River. They built dams and dug ditches or canals to move the water into their fields. The farmers also built reservoirs in which they collected water. They raised water from the pools into the irrigation ditches with a shaduf, a weighted pole with a bucket on one end. The bucket was filled with water and then swung around and emptied into the irrigation ditch. This technology continues to be used in many parts of the Middle East to increase the amount of arable land.

According to the excerpt, what technology is being used?

_____

_____

_____

_____

How does this technology work?

_____

_____

_____

_____

How did this technology contribute to later societies?

_____

_____

_____

_____

(continued)

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

Document 4

This document provides information about Egyptian pyramids.

> Pyramids were built as a final resting place for the *ka,* or spirit, of the pharaoh. The embalmed body of the pharaoh was placed in a special room within the pyramid. Also in the room were gold, jewels, chariots, statues, and other objects the pharaoh might need in the afterlife. Pyramids were built of huge blocks of stone that were moved into place by groups of peasants and other workers. The government organized and directed these armies of workers.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction,* McDougal Littell, 1999 (adapted)

Why were the pyramids built?

_____

_____

_____

How were the pyramids built?

_____

_____

_____

Document 5

This document provides information about the Chinese writing system.

> Chinese, like other early writing systems developed from pictographs, simplified drawings of objects. Other characters were developed to stand for ideas and parts of words. The writing system used in China today is directly related to this earlier pictographic writing. China was a very large and diverse area. Having a common written language made it possible to unify these lands and peoples.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction,* McDougal Littell, 1999 (adapted)

(continued)

Name _____   Date _____

DBQ 1: ACHIEVEMENTS OF ANCIENT CIVILIZATIONS

How would you describe the Chinese system of writing?

_____

_____

What impact did a written language have on China?

_____

_____

Document 6

This document provides information about planned cities on the Indus River.

Archaeologists have found ruins of many cities along the Indus River. They date these cities back to about 2000 B.C.E. The largest cities were Mohenjo-Daro and Harappa. These cities were laid out along a precise grid with a fortified citadel and a separate section for residential housing. Engineers provided indoor plumbing and sewer systems so that most houses had private bathrooms and toilets.

Source: Bech, Black, Krieger, Naylor, Shabaka, *World History: Patterns of Interaction,* McDougal Littell, 1999 (adapted)

What made the cities along the Indus unusual for their time?

_____

_____

What impact did this urban planning have on later civilizations?

_____

_____

PART B Choose three ancient civilizations. What were the achievements of each of these civilizations? How did each of these civilizations make lasting contributions to humankind?

DBQ 1: TEACHER PAGE

Grading Key

Document 1

Accomplishments of the Sumerians (students name three): built cities, temples, palaces; developed architectural innovations such as arches, columns, ramps, and ziggurats; developed copper and bronze weapons; developed the world's first known writing—cuneiform. Other civilizations used the architectural innovations in their buildings, adapted cuneiform to create writing systems for their own languages, and spread Sumerian literature and learning across the Middle East. They may also have acquired knowledge of working with copper and bronze from the Sumerians.

Document 2

Hammurabi set up a uniform legal system that covered almost everything that affected the community. It covered business disputes, family relations, crime, and other issues. Although it was in some ways harsh, everyone knew the consequences of their actions. Hammurabi wanted to unify his empire with one legal system. He wanted to protect the people and provide order. Other cultures that wanted to unify their people adopted a single legal system.

Document 3

This excerpt describes farmers using a shadouf to irrigate their fields. They have built irrigation canals to bring water to all fields. The shadouf lifts the water out and dumps it into the irrigation canals. The technology was used by farmers in other societies to water their fields.

Document 4

The pyramids were built as a resting place after death for the *ka,* or spirit, of the pharaoh. The embalmed body of the pharaoh was buried in a special room within the pyramid along with jewels, gold, and other objects needed for the afterlife. The government organized peasants into groups who built the huge monuments by moving the stone blocks into place.

Document 5

The Chinese writing system is pictographic, which means it is based on simple drawings of the object. The writing system used today is similar to the ancient one. Having a common writing system made it easier to unify China.

DBQ 1: TEACHER PAGE

Document 6

The cities along the Indus were unusual because they were planned and laid out in a grid. Also, the cities included indoor plumbing and sewer systems. Later civilizations often built cities around a fortified citadel. Also in the modern era (nineteenth and twentieth centuries), cities were built with plumbing and sewer systems provided by the government.

Additional Information Beyond the Documents

These documents provide students with only fragments of evidence. Essays should include relevant information beyond the documents—information that students have learned from their classroom study, outside reading and viewing, and other learning experiences. The following table suggests some of that information.

Mesopotamia (Sumerian and Babylonian)	Egypt	China	Indus
• buildings • tools • belief systems • governmental systems • irrigation • systems science • technology	• governmental system • irrigation • religious beliefs • writing • science • technology • pyramids • architectural design	• writing system • bronze and iron tools • weapons and religious utensils • silk and rice production • governmental system	• governmental system • engineering • architecture