***The Greatest Ancient Society Essay***

You are going to write a short essay that argues which of the 3 major ancient civilizations we discussed (Mesopotamians, Egyptians, or Assyrians) was the greatest society. Your essay should include the following information.

* **Prompt: Which of the 3 major ancient civilizations was the greatest society?**
* Thesis statement that argues the prompt
* Evidence and analysis that proves your thesis
* Needs to be a minimum of two paragraphs, but cannot exceed one page.
  + One thesis sentence (no introductory paragraph necessary)
  + Two body paragraphs
  + One concluding sentence
* You must use the MLA heading
* You must have a title (make it unique)
* You must have a minimum of two pieces of evidence
  + One piece of evidence can be from the texts that I have given you to read (you don’t have to use a piece of evidence from out texts if you don’t want to).
  + One piece of evidence needs to be found from either a book in the library or a database on the library website. (either one is sufficient)
* You must 1-2 sentences of analysis per piece of evidence you have.
  + In other words you need analysis for every piece of evidence you have.
* Have one sentence that concludes your argument.
* You must include a works cited page.

You will be graded on the freshman writing rubric (see attached). The assignment is due to turnitin.com on Tuesday 10/11/16 by 8:00 pm.

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|  | Exceeds Standards  2 | Meets Standard  1.5 | Approaching Standard  1 | | Below Standard  .5 |
| **Thesis** | Thesis is clear, supportable, and specific; statement is complex and thought-provoking. | Thesis is clear, supportable, and specific, though written in a simplistic style. | | * Thesis almost meets the requirements, but it may be too broad/vague or too specific. * Getting there, but hard to understand, a little confusing. * Thesis has a great idea but the wording is disjointed and hard to follow. | * Thesis does not meet requirements: * Unclear as to what the author is trying to say. * Wrote a question not a statement. * It is so broad that it is barely resembles a thesis statement at all. |
| **Evidence** | * Student has extensive and a wide range of evidence **that strongly relates to thesis**. * The evidence is **clear, relevant and highly developed,**  **specific** pieces of evidence are used * Quotes well-chosen and seamlessly integrated | * Student has extensive and a wide range of evidence **that relate to thesis**. * The evidence is clear, relevant and mostly developed/specific, rather simple. | | * Student has attempted to use evidence that relate to thesis; however the facts did not seem to apply directly. * Somewhat clear and relevant; somewhat developed/specific * The evidence so brief that it wasn’t clear if the student understood the topic at a standard level. Almost there! | Student has little evidence that relate to the thesis. |
| **Analysis** | * Explaining the meaning of the evidence is achieved, thereby the student shows a creative, complex and original understanding of the significance of the evidence as it relates the thesis. * The connections and conclusions were very insightful and show that the student has a deep understanding. * Analysis takes risks with the evidence to explain possible connections, cause and effect, outcomes, conclusions, etc. | * Explaining the meaning of the evidence is achieved, thereby the student shows **some** understanding of the importance and the significance of the evidence related to the thesis. * However, the significance is somewhat simple and does not show a complex understanding of the topic. | | The student attempts to show an understanding of the importance of the evidence related to the thesis, however only 1-2 pieces of evidence is analyzed, and the analysis was somewhat simple. | The student attempts to analyze the evidence; however, it is not clear whether the student knows how to analyze evidence. This might be shown through merely restating the evidence in his/her own words or listing additional plot points instead of explaining what was already cited. |
| **Organization** | * The organization enhances the central ideas; the sequence and structure are strong and move the reader through text. * Constructs an inviting introduction/ opening and a satisfying conclusion. * Consistently plans paragraph breaks that reinforce organization and meaning. | * The organization is generally clear and logical; a structure is present but may be predictable. * Develops a recognizable beginning that may not be particularly inviting and/or a conclusion that may lack insight or overview. * Employs paragraph breaks that, in general, reinforce organizational structure. | | * The writer has made an attempt to organize the text, but the overall structure may be inconsistent. * Writes a beginning and/or conclusion which is undeveloped or too obvious; provides weak, overused, or ineffective transitions. * Runs paragraphs together or inserts paragraph breaks ineffectively. | * The writing lacks organizational structure and may be haphazard and/or disjointed. * Provides no apparent beginning and/or conclusion. * Inserts paragraph breaks that may be highly irregular or frequent that they bear no relation to organization of text, or there are no paragraph breaks. |
| **Style & MLA Format** | * Advanced and vivid persuasive use of language * Advanced, creative use of mechanics * Strong, unique voice * Essay contains a creative title and appropriate headings with no extra spaces throughout the document. * Double spaced, has 12 pt., TNR font & 1” margins, and meets length requirement. * All evidence has properly-formatted citations | * Adequate and vivid persuasive use of language * Correct use of mechanics * Clear voice * Essay contains a creative title and appropriate headings but there is some extra space at the beginning of the essay. * Has problems with the font, spacing, margin, or length requirements. * All evidence has appropriately formatted page citations. | | * Mostly adequate use of language, some problems * Mostly correct use of mechanics * Some voice * Essay is missing the title or parts of the heading; extra spaces at the beginning of the essay. * Has problems with the font, spacing, & margin, but length requirement is fulfilled. * Evidence is cited incorrectly or some eidence is not cited at all. | * Major, distracting problems with word choice, grammar, construction * Major, distracting problems with mechanics * Bland voice * Essay is missing the title or parts of the heading. * Has problems with the font, spacing, margin, and length requirements. * Evidence is not cited. |