***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 Standards2 | Meets Standard1.5 | Approaching Standard1 | 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.
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| **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.
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| **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.
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