

PRSMS

Document Analysis Learning

Using a school-wide
document based question.

Name: _____

S.S. Teacher: _____

Grade: _____

Document Score: _____

Essay Score: _____

DOCUMENT-BASED QUESTION

How have the cultures and accomplishments of Ancient Greece and Rome influenced modern society?

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of the question. As you analyze the documents, take into account the source of each document and any point of view that may be presented in the document.

Historical Context:

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.

Directions:

The task below is based on documents 1 through 10. 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.

There are several steps to forming an educated opinion.

1. In Social Studies, read the Background Information. It gives an overview of Ancient Greek and Roman cultures.
2. Quickly skim through the documents to get a sense for what they are about.
3. Read the documents slowly. For each, use the margins to record:
 - a. What or who is the source? Is it primary or secondary?
 - b. What is the main idea (or main ideas) in the document?
4. Organize the documents into categories by noting the type of effect in the upper left corner of the document.
5. Prioritize your ideas. What is the most important contribution? What is second?
6. Explain your priorities. Why is one more important than another?

Documents:

Document 1 (LA): Greek quote

Document 2 (FA/CCTE): Athletic competition photos

Document 3 (Reading): Greek architecture photos

Document 4 (Science): Hippocrates quote

Document 5 (Social Studies): Democracy quote

Document 6 (Reading): Roman rights

Document 7 (Science): What We Owe to the Ancient Greeks in the Field of Science

Document 8 (FA/CCTE): Gladiators

Document 9 (Social Studies): Roman farming

Document 10 (Math): Roman hand-abacus

Part A: Background Information

Ancient Greece – What was Daily Life Like?

Life in ancient Greece was quite different for men and women. Whilst men were expected to take an active part in the public life of their city, women were expected to lead a private life as wives and mothers. Their lives were centered on the home. Slavery was a central feature of life in Greece. Families of reasonable wealth would have slaves to carry out the household chores, to go shopping at the market and even to help bring up children. However, daily life in Sparta was rather different from most other city-states. Here women led more active lives, as this would improve their physical strength and their ability to have healthy babies. Sparta also had slaves but these belonged to the city as a whole, rather than to individual families.

Ancient Rome – What was Daily Life Like? © 2002 - 2012 AllAboutHistory.org,

A day in Ancient Rome began with breakfast, and depending on whether you are upper class (patrician) or lower class (plebian), breakfast was dependent on what was affordable. After breakfast, adults might venture down to the Forum to do their shopping and banking. The Forum was the main marketplace and business center, as well as a place for public speaking, as ancient Romans were considered great orators. It was also used for festivals and religious ceremonies.

While the adults were busy at The Forum, the children attended school. In early Roman days, a young boy's education took place at home. The father's role was that of teacher instructing his son in Roman law, history, customs, and physical training to prepare for war. Girls were taught to spin, weave, and sew by their mother. As time passed, the rules for school training changed from home schooling to sending the boys, and some girls (with their father's permission) to school when the child reached 6 or 7 years of age. School day began at sunrise. There was a rest time at lunch as well as in the afternoon, then back to school until late afternoon. For the adults, the order of business was to go to the baths, either before or after the Forum. The baths were visited at least once every day. Children were not allowed to visit, and there was an admission charged. Slaves could not use the baths, but they could visit as attendants. In the afternoon, wealthy Romans rested at home or with friends while the poor worked constantly.

When the children came home from school, they played with their pets, toys, and friends. Dinner for the plebeians during The Imperial Age consisted of porridge. When they could afford it, fish, bread, olives, and wine with meat was eaten on special occasions. The patricians had dinners that were quite elaborate with a lot of wine. The men held dinner parties while the women and children ate separately. Then, in the evening, one might attend one of the many free theatres.

Part B

Short-Answer Questions

Directions: Analyze the documents and answer completely the short-answer questions that follow each document in the space provided.

Document 1 (Language Arts)

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.”

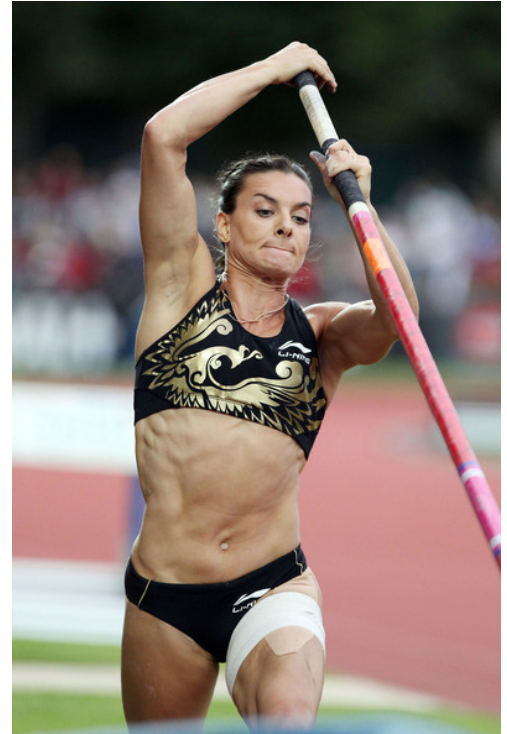
1. Who was considered a “citizen” of Ancient Athens?

2. What were some of the rights and responsibilities of citizens of Athens?

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

Document 2 (FA/CCTE)

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.

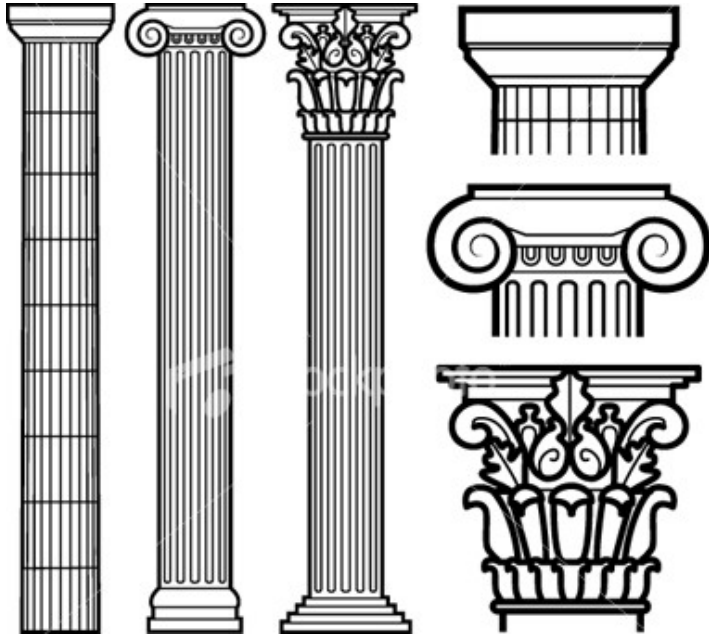


1. What things do you see in common between the two depictions of Olympic competition?

2. What differences do you see between the two contests?

Document 3 (Reading)

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.



Doric
is
sturdy
and
plain.

Ionic is
simple
and
more
elegant.

Corinthian
is very
elaborate.



The White House

1. What type of columns were used on the White House?

2. Why do you think the Greeks used different styles of columns?

3. What reasons do people still use columns today?

Document 4 (Science)

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. What are some principles Hippocrates thought were important in the practice of medicine?

2. Of these principles, which are exceptions for doctors today?

Document 5 (Social Studies)

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?

2. What similar rights do citizens of the United States have today?

Document 6 (Reading)

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. What principle prevents a government from becoming too powerful?

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

3. How do courts in the United States implement these ideas?

Document 7 (Science):

What We Owe to the Ancient Greeks in the Field of Science

By [N.S. Gill](#), About.com Guide

The Greeks developed philosophy as a way of understanding the world around them, without resorting to religion, myth, or magic. Early Greek philosophers, some influenced by (or even importing and exporting ideas from and to) nearby Babylonians and Egyptians, were also scientists who observed and studied the known world, the earth, seas, and mountains here below, and the solar system, planetary motion, and astral phenomena, above.

Astronomy, which began with the organization of the stars into constellations, was used, for practical purposes, to fix the calendar. The Greeks estimated the size of the earth, they figured out how a pulley and levers work, they studied refracted and reflected light, as well as sound. In medicine, they looked at how the organs worked, and studied how a disease progresses. They learned to make inferences from observations. Their contributions in the field of mathematics went beyond the practical purposes of their neighbors.

Many of the ancient Greeks' discoveries and inventions are still used today, although some of their ideas have been overturned. At least one, the discovery that the sun is the center of the solar system, was ignored and then rediscovered.

1. What are some scientific topics that early Greek philosophers studied?

2. What is one area that the Greeks discovered that we use today in the medical field?

3. How are these discoveries helping us today?

Document 8 (FA or CTE)

"Gladiators, 50 AD," EyeWitness to History, www.eyewitnesstohistory.com (2005).

The men had nothing with which to protect themselves, for their whole bodies were open to the thrust, and every thrust told. The common people prefer this to matches on level terms or request performances. Of course they do. The blade is not parried by helmet or shield, and what use is skill or defense? All these merely postpone death.

In the morning men are thrown to bears or lions, at midday to those who were previously watching them. The crowd cries for the killers to be paired with those who will kill them, and reserves the victor for yet another death. This is the only release the gladiators have. The whole business needs fire and steel to urge men on to fight. There was no escape for them. The slayer was kept fighting until he could be slain.

1. Why did the gladiators have no real protection?

2. What happened to the gladiators who were not killed?

3. How do you think fighting for sport today has changed or remained the same as in the time of the gladiators?

Document 9 (Social Studies)

Roman Farming

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Most land around this area gets enough rainfall during the year to grow good crops. Water must be conserved though because it rains mostly in the winter so the water must be saved for the summer growing season. Most of the region is rolling hills so erosion is a large concern. Once forests are cleared the soil conservation needs to be in place each year to be sure the soil is not depleted.

The Romans realized that the soil would become depleted if it did not receive fertilization. They were one of the early civilizations to employ a type of mixed farming. They would use manure from their farm animals to help revitalize their soils. Yet the Romans did suffer from a decline in food production toward the end of their empire due to land overuse as noted by one author, "The fall of past civilizations, especially those of the Mediterranean region, was due in large part to bad management of the landscape."

1. What plans did the Romans have to protect their crops?

2. Why is this knowledge from Ancient Rome valuable today?

Document 10 (Math)

The Roman Hand-Abacus

Number Words and Number Symbols: A Cultural History of Numbers by Karl Menninger (1977).

In the history of mathematics, the contributions of the Roman Empire are sometimes overlooked. [Roman Numerals](#) are considered cumbersome and the Roman's lack of contributions to mathematics, and the lack of the Zero, are held in low esteem.

And yet, the Roman Empire was likely the largest when viewed as a percent of world population. Their empire consistently built engineering marvels: roads that survive and are used to this day, homes and bath houses with indirect heating emulated today, plumbed sewer and water lines in and out of homes and public buildings, indoor toilets, aquaducts that included long tunnels and bridges, and huge, beautiful buildings. Their engineers and architects designed and built these using counting boards and hand abaci; using Roman Numerals only to record the results.

The longevity of their empire was due to their commercial trade-- they were businessmen. The intricate, complex, and extensive accounting of their trade was conducted with counting boards and hand-abaci; again using Roman Numerals only to record the results.

And as anyone knows who has used a counting board or abacus, your rows or columns often represent nothing, or zero. Since the Romans used Roman Numerals to record results, and since Roman Numerals were positively definitive, there was no need for a zero notation. But the Romans certainly knew the concept of zero occurring in any place value, row or column.

One could also infer that they were aware of the concept of a negative number. How else would Roman merchants understand and manipulate liabilities against assets and loans versus investments?

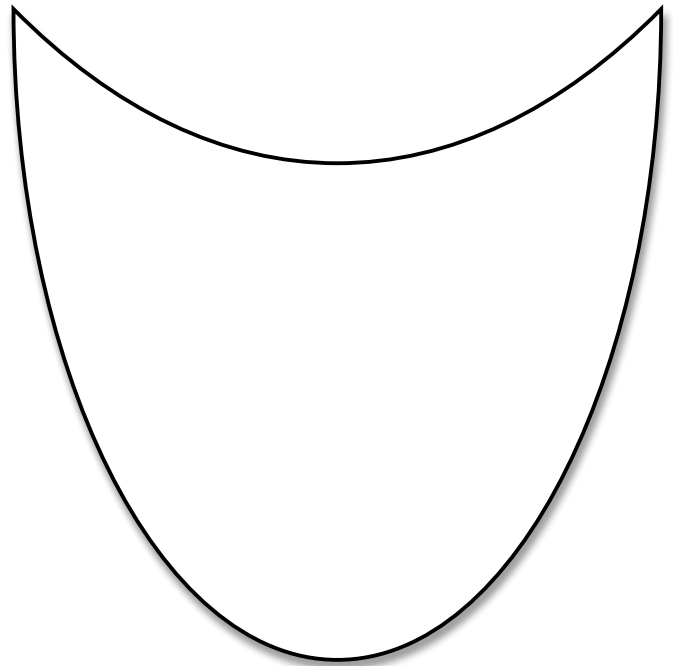
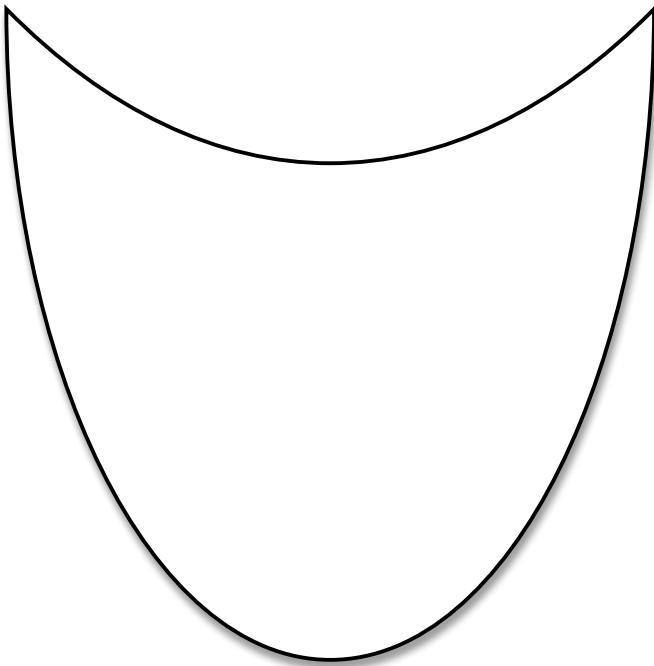
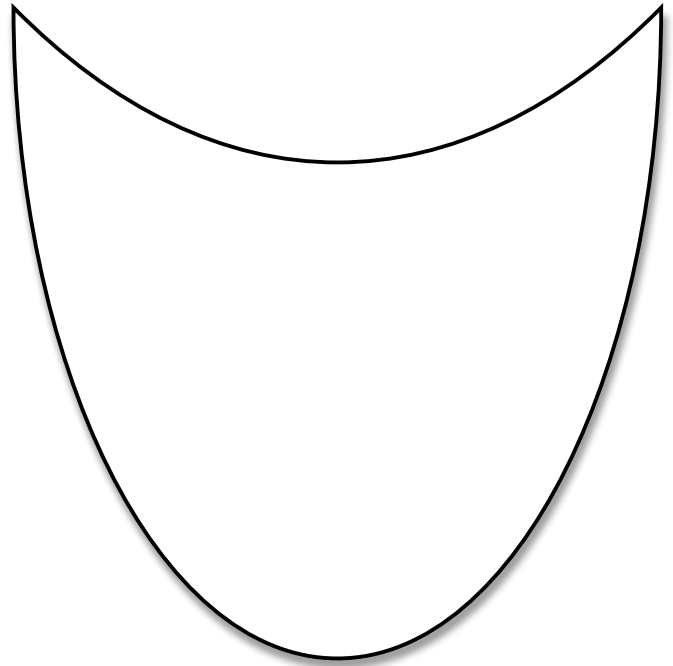
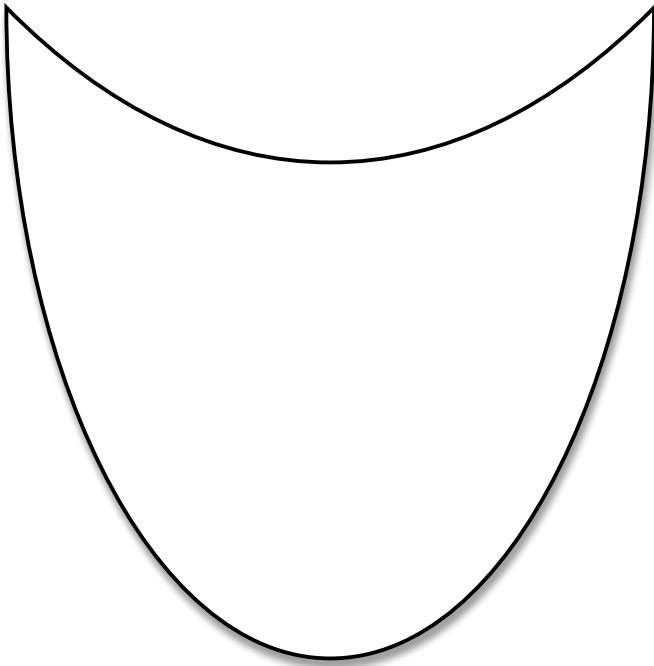
The Romans developed their hand-abacus as a portable counting board-- the first portable calculating device for both engineers and businessmen.

1. What were the primary purposes for working with an abacus?

2. How do you think the abacus impacted the tools we use in mathematics today? Give examples.

Categorizing through buckets (analytical categories or clusters)

Group the documents into buckets, by deciding the underlying commonality. This will provide the basis for organizing your essay.



DBQ Essay Outline—Working Title:

Paragraph #1

Grabber/Hook

Background/Context

Stating question clearly

Thesis and road map (your position/claim and main points)

Counterclaim (optional)

Paragraph #2

Baby Thesis (claim) for bucket #1

Evidence (proof): supporting detail with reference to specific document(s)

Argument (example): connecting evidence to the thesis

Paragraph #3

Baby Thesis (claim) for bucket #2

Evidence (proof): supporting detail with reference to specific document(s)

Argument (example): connecting evidence to the thesis

(Optional) Paragraph #4

Baby Thesis (claim) for bucket #3

Evidence (proof): supporting detail with reference to specific document(s)

Argument (example): connecting evidence to the thesis

Paragraph #5

Conclusion: Statement of main idea, along with a fresh insight or wrinkle... leave them thinking.

This is a sample rubric you may use/not use/modify.

Name	P.		
		Earned	Possible
Planning			20
Introduction	Grabber		3
	Claim/Thesis		6
	Reason 1		2
	Reason 2		2
Body 1	Mini claim		3
	Support 1		4
	Support 2		4
	Support 3		4
	Support 4		4
Body 2	Mini claim		3
	Support 1		4
	Support 2		4
	Support 3		4
	Support 4		4
Conclusion	Restate claim		3
	Twist		2
Document Citations	minimum 4		4
Organization	logical flow		10
Conventions	capitalization, punctuation, spelling		10
WOW points	extra		+5
Deductions	-5 per day		-?
Totals			100
Comments:			