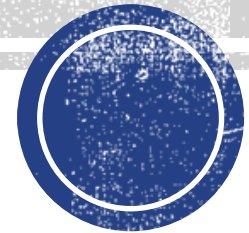


COMPARATIVE ESSAY

While A and B are similar because C and D, they differ due to E.





WAIT, WHAT AM I DOING?

You'll want the rubric in front of you along with a practice prompt.

WORLD HISTORY

SECTION II

Part C

(Suggested planning and writing time— 40 minutes)

Percent of Section II score— 33 1/3

Directions: You are to answer the following question. You should spend 5 minutes organizing or outlining your essay.

Write an essay that:

- Has a relevant thesis and supports that thesis with appropriate historical evidence.
- Addresses all parts of the question.
- Makes direct, relevant comparisons.
- Analyzes relevant reasons for similarities and differences.

WHAT AM I DOING?: FOLLOW THE DIRECTIONS.

The directions for EVERY comparative essay are the same. **Read the directions carefully;** if you forget what's included in the rubric, look to the bullet points. **Your essay should contain ALL of these elements.**



Basic Core

Historical skills and knowledge required to show competence.

- | | |
|--|-----------------------------------|
| 1. Has acceptable thesis.
<i>(addresses comparison of the issues or themes specified)</i> | 1 Point |
| 2. Addresses all parts of the of the question, though not necessarily evenly or thoroughly.

<i>(Addresses most parts of the question: for example, deals with differences but not similarities)</i> | 2 Points

(1) |
| 3. Substantiates thesis with appropriate evidence.

<i>(Partially substantiates thesis with appropriate evidence.)</i> | 2 Points

(1) |
| 4. Makes at least three relevant, direct comparisons between or among societies. | 1 Point |
| 5. Analyzes at least three reasons for a similarity or difference identified in a direct comparison. | 1 Point |

Subtotal **7 Points**

WHAT AM I DOING?: UNDERSTAND THE CORE RUBRIC.

There are FIVE main areas of scoring on the comparative essay. **These are the only things you will be graded on—nothing else matters.**



WHAT AM I DOING?: ANSWER THE QUESTION.

Analyze the similarities and differences between the political and cultural developments of TWO of the following civilizations between 3500 BCE and 1750 BCE.

Mesopotamia

Indus River Valley

Egypt

- What is the prompt asking you to DO?
 - Analyze (NOT LIST) the similarities and differences
 - 2 Similarities + 1 Difference
 - 1 Similarity + 2 Differences
- You need to compare and contrast types of DEVELOPMENTS:
 - Political
 - Cultural
- Verb the noun!
 - Political/cultural DEVELOPMENT → talk about the PROCESS. How do these things DEVELOP?



Political and Cultural Developments

Location 1

(_____)

Location 2

(_____)

WHAT AM I DOING?: BRAINSTORM!

Ask yourself:

1. Which TWO regions or topics do I know the most about?
2. What are the SIMILARITIES between the two regions, based on the topic?
3. What are the DIFFERENCES between the two regions, based on the topic?
4. What are the REASONS for the similarities and differences?



WHAT AM I DOING?: THESIS!

- Use your T-chart to help you formulate your thesis statement.
 - Use EITHER 2 similarities + 1 difference OR 1 similarity + 2 differences
- Your thesis should contain:
 - The regions
 - The time period
 - The topic(s)
- While you can get the thesis point by putting it in the final paragraph, **I DO NOT RECOMMEND THIS.**

Basic formula:

Although _____ and
_____ were similar
in _____
_____,
_____ was _____,
while _____
was _____.



WHAT AM I DOING?: THESIS!

Your Thesis Must...

- Be specific and clear
 - Get right to the point. You get no points for flowery language.
- Argue SOMETHING.
 - Ask yourself: could someone argue an opposing viewpoint?
- Be something you can support with EVIDENCE!

Your Thesis MUST NOT...

- Use vague time descriptors
 - Back in the day, a long time ago, SINCE THE DAWN OF TIME nope ick ick ick kill it with fire. ☹
- Use vague nouns
 - Things, stuff, aspects, ways, “the people,” unqualified “they,” random use of “it” without DEFINING WHAT “IT” IS.
- Use vague qualifiers
 - A lot, many, really, huge, very, and pretty much all adverbs. If it ends in -ly, think long and hard before using it.



WHAT AM I DOING?: MORE THESIS!

- When you've finished your essay, go back and re-read your thesis statement. Did your argument change while you were writing? If so, **CHANGE YOUR THESIS**.
 - If it's in your thesis, it better be in your essay. Conversely, if it's **NOT** in your thesis, it has no business in your essay.
- **DO NOT WASTE YOUR TIME** (or mine)! Don't bother with a hook or background information in the introduction— drop the thesis and **RUN**. Or write. Whatever.
- **NO RHETORICAL QUESTIONS**. I'm not sure who taught you that starting an essay with a question is acceptable, but it needs to stop. Now.
- No first person. (“I think...,” “We can see...,” “Our understanding...” Nope. **CTRL+ALT+DLT.**)
- No **SECOND** person. Don't use “you” at all. Ever. **EVER**. It's unacceptable.



LET'S WRITE A THESIS!

- Use the T-chart from four slides back to help you write a thesis to answer the prompt on slide 5.



Basic Core	
<i>Historical skills and knowledge required to show competence.</i>	
1. Has acceptable thesis. <i>(addresses comparison of the issues or themes specified)</i>	1 Point
2. Addresses all parts of the of the question, though not necessarily evenly or thoroughly. <i>(Addresses most parts of the question: for example, deals with differences but not similarities)</i>	2 Points (1)
3. Substantiates thesis with appropriate evidence. <i>(Partially substantiates thesis with appropriate evidence.)</i>	2 Points (1)
4. Makes at least three relevant, direct comparisons between or among societies.	1 Point
5. Analyzes at least three reasons for a similarity or difference identified in a direct comparison.	1 Point
Subtotal	7 Points

WHAT AM I DOING?: ADDRESS THE QUESTION!

The content of your essay must both COMPARE and CONTRAST. That is, you must address both similarities and differences.

If you only address similarities OR differences, you will only earn one point of the two possible.



Basic Core	
<i>Historical skills and knowledge required to show competence.</i>	
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2. Addresses all parts of the of the question, though not necessarily evenly or thoroughly. <i>(Addresses most parts of the question: for example, deals with differences but not similarities)</i>	2 Points (1)
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4. Makes at least three relevant, direct comparisons between or among societies.	1 Point
5. Analyzes at least three reasons for a similarity or difference identified in a direct comparison.	1 Point
Subtotal	7 Points

WHAT AM I DOING?: EVIDENCE!

Be concrete: laws, dates, people, events, monumental architecture, quotations—anything REAL and distinct you can think of to help prove each comparison you make.

Be RELEVANT and ACCURATE!

Rule of Three:

- For each comparison, give three pieces of evidence AT LEAST.
- 9 piece total will get you 2 pts
- 6 pieces will get you 1 pt
- Fewer will get you 0. ☹️



- Your direct comparison should be relevant and specific
- Comparisons and points of contrast should be parallel.
 - Good: *Christianity and Buddhism differed in that Buddhism emphasized a cycle of rebirth eventually culminating in the achievement of nirvana, a state of one-ness and dissolution of the individual, while Christianity emphasized a persistence of the individual soul and eternal reward or punishment after death.*
 - Not Good: *Christianity and Buddhism differed in that Buddhism emphasized the dissolution of the self, and Christianity was based on the teachings of Jesus of Nazareth.*
- It's best to have a connected phrase to show comparison
 - *Region A and Region B are similar in that C, BECAUSE of event D.*
- **DO NOT SETTLE FOR IMPLIED COMPARISONS.** You may not get credit for them!
 - Ex: *Region A did C. Region B did D.*
 - Instead, try: *While Region A did C because of event D, it differed from Region B which did E because of event F.*

WHAT AM I DOING?: DIRECT COMPARISON!

You only need ONE for the point.
WRITE THREE.



Basic Core

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- | | |
|--|-----------------------------------|
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Subtotal

7 Points

**WHAT AM I
DOING?:
ANALYZE DC!**

