

NAME \_\_\_\_\_

CLASS \_\_\_\_\_

### Grading Rubric and Student Self-Assessment for DBQ's

| Document Questions- 2 points each<br>Questions are answered in complete sentence form. The question is restated in the answer. Answers are accurate.  | Student Check | Comments                    | Numeric Grade |
|---|---------------|-----------------------------|---------------|
| <p><b>Introduction and Conclusion — 5 points each</b></p> <p>Introduction and conclusion have at least 3 sentences and a thesis that incorporates the task. Conclusion starts by restating the thesis and then has two more sentences. <u>Underline the thesis statement in your essay.</u></p> |               | Introduction and Conclusion |               |
| <p><b>Topic Sentences — 5 points each</b></p> <p>An appropriate topic sentence is provided for each body paragraph. All new paragraphs are indented. Transitions are used. Topic sentences do not refer to a document.</p>  |               | Topic Sentences             |               |
| <p><b>Task — 10 points per task</b></p> <p>Each part of the task is addressed in detail in all body paragraphs.</p>   |               | Task                        |               |
| <p><b>Documents — 5 points per document</b></p> <p>The appropriate number of documents are included with a full description for each document. <b>Box in your description and title of each document used.</b></p>  |               | Documents                   |               |
| <p><b>Analysis — 5 points per document</b></p> <p>Analysis has been attempted for each document used in the essay. Box the words PURPOSE and INFORM or PERSUADE. Also, put a letter A in the margin where you attempt to analyze a document.</p>  |               | Analysis                    |               |
| <p><b>Outside Information — 5 points each</b></p> <p>At least 3 outside facts are used in the essay. Put a <u>star</u> near each outside fact you include in your essay.</p>  |               | Outside information         |               |

NAME \_\_\_\_\_

CLASS \_\_\_\_\_  
**Iroquois DBQ**

**Theme: Native American Interactions with their environment.**

**Directions:** The following task is based on the accompanying documents (1-4). The documents may have been edited for the purpose of this exercise. The task is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author's point of view.

**Historical Context:** The Iroquois people or People of the Longhouse lived in New York's Mohawk Valley and Finger Lakes region. These North Eastern woodlands people flourished prior to European arrival and continue to live in this region today.

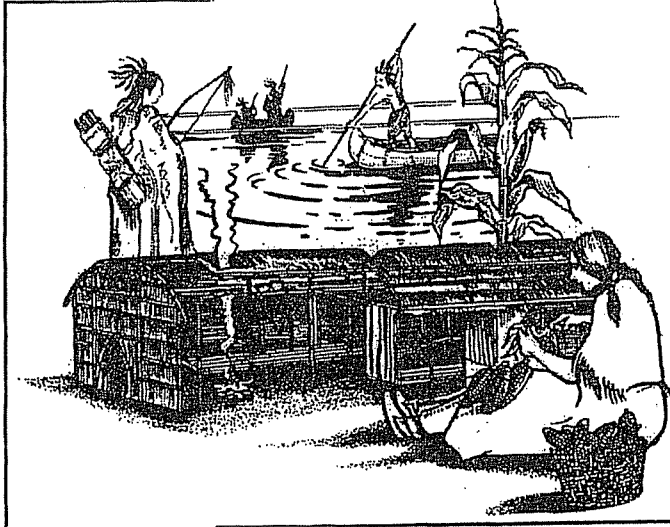
**Part A – Short Answer**

The following documents show how the Iroquois people used the environment to meet their basic needs. Examine each document carefully, then answer the question(s) which follow.

**Part II: Essay**

**Task:** Discuss TWO ways in which the Iroquois interacted with the environment to survive.

**Document 1**



1a. What are TWO (2) ways the Iroquois obtained food?

---

---

---

---

---

---

Document 3

**A Short Sketch of the  
Mohawk Indians in New Netherland**

Written in the Year 1644  
Johannes Megapolensis, Junior

“In winter, they hang loosely about them an undressed deer’s, or bear’s, or panther’s skin; or they take some Beaver and otter skins, of wild cat’s, raccoon’s...several kinds of skins, which are plenty in this country, and sew some of them to the others, until it is a square piece, and that is a garment for them....make themselves stockings and shoes of deer skin, or they take leaves of their corn, and plat [braid] them together and use them for shoes...

“When they travel they take with them some of their maize, a kettle, a wooden bowl, and a spoon; these they pack up and hang on their backs...

“They also make of the peeling and bark of trees, canoes or small boats, which will carry four, five and six persons. In like manner they hollow out trees, and use them for boats, some of which are very large...The arms used in war were...a bow and arrow, with a stone axe and ...mallet...They have their set times for going to catch fish, bears, panthers, and beavers. When their corn is ripe, they take off the ears and put them in deep pits, and preserve them therein the whole winter.”

3a. What did the Iroquois people use to make their clothing?

---

---

---

---

3b. How did the Iroquois people utilize their environment to help them travel?

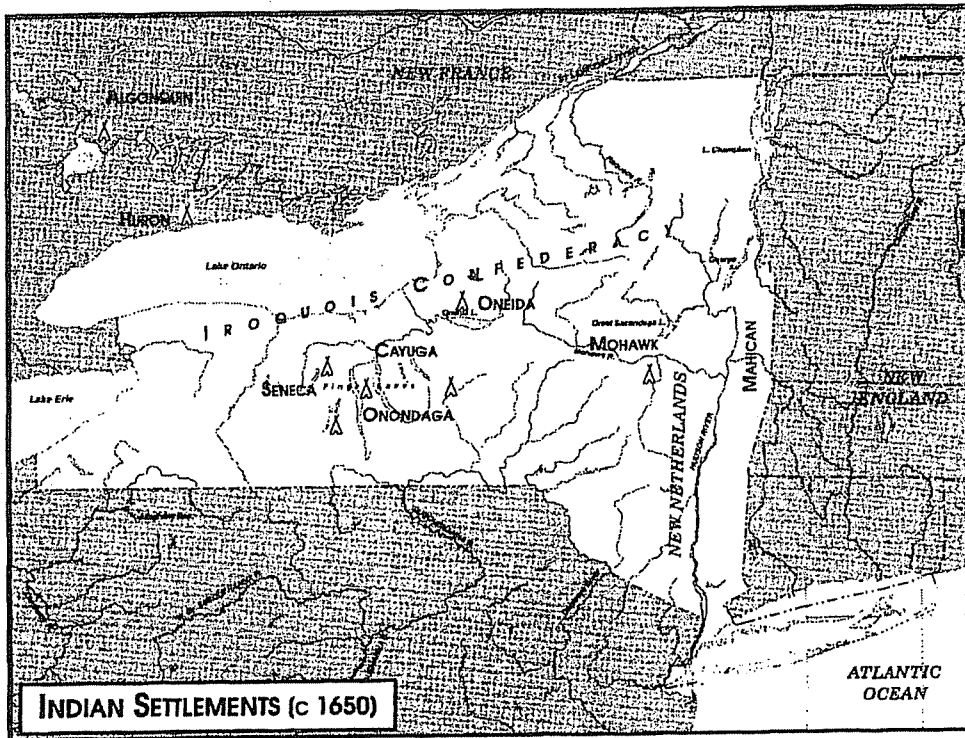
---

---

---

---

Document 2



2a. Near what geographical feature did the Iroquois locate their villages?

---

---

---

---

2b. Why did the Iroquois choose the location identified above?

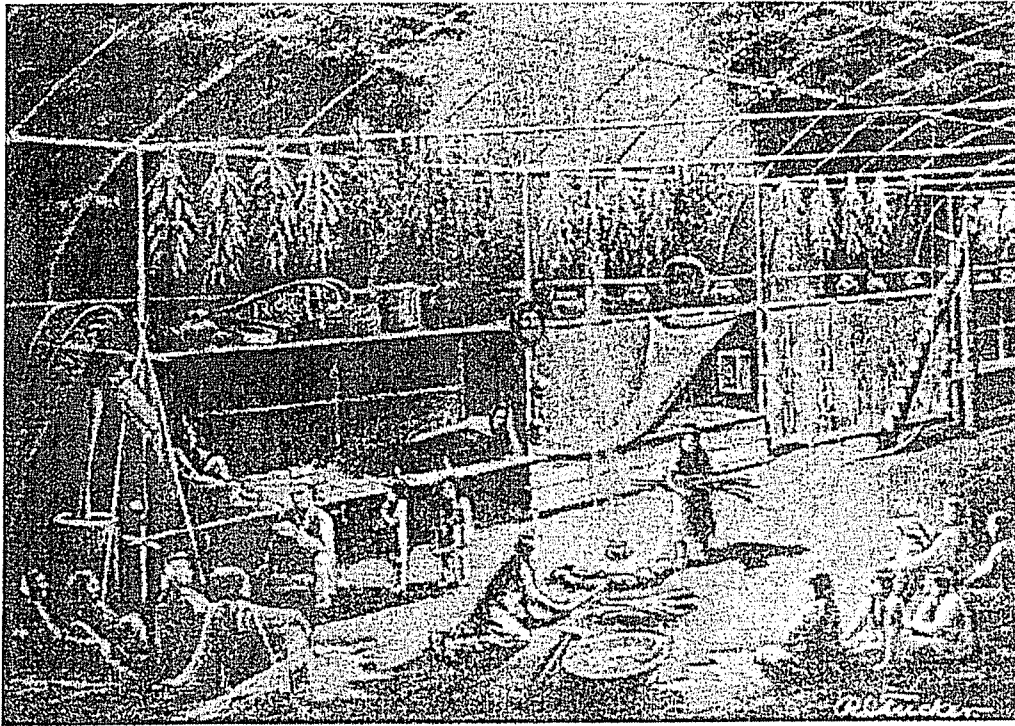
---

---

---

---

**Document 4**



4a. What Iroquois structure is pictured?

---

---

---

---

4b. What resources were needed to build these structures?

---

---

---

---

**Part B**  
**Native American Cultures**

**Directions:**

- Write a well-organized essay that includes an introduction, body paragraphs and a conclusion.
- Use evidence from the documents to support your response
- Include specific related outside information
- Include three documents in your essay

**Historical Context:** The Iroquois people or People of the Longhouse lived in New York's Mohawk Valley and Finger Lakes region. These North Eastern woodlands people flourished prior to European arrival and continue to live in this region today.

**Part II: Essay**

**Task:** Discuss TWO ways in which the Iroquois interacted with the environment to survive.