**PreIB History 10 Essay**

**Outcome:** Ability to critically investigate and inquire about historical issues.

**To do:** Over the last semester we have analyzed the great civilizations of Egypt, Greece, and Rome. For your final essay you are to conduct an investigation to explore a topic of interest involving one or more of these ancient civilizations. It is your responsibility to create a thesis statement and then prove it through analyzing the information available.

**Requirements:**

* 2000 words in length, include word count at the end of the paper
* Typed, double spaced, 12 Times New Roman font
* MLA format including 1st page (instead of a title page)
* Thesis (Your point of view/argument and a brief overview of the evidence you will discuss to prove it)
* Formal essay (cannot use “I”, contractions, slang, or abbreviations)
* Rubric must be attached

**Due Date:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Excellent**  **5-4.5** | **Very Good**  **4-3.5** | **Progressing**  **3-2.5** | **Needs Improvement**  **2-1** | **Marks** |
| **Introduction and**  **Thesis Statement** | Effectively introduces the topic  Thesis statement clearly and effectively identifies your position (answer to the question)  Very clearly highlights supporting arguments to be discussed (without providing details)  Very smooth flow between sentences  Thesis is clear, well focused, and highly significant with respect to the question | Topic is introduced  Thesis statement identifies your position (answer to the question)  Highlights supporting arguments to be discussed  Fairly smooth flow between sentences  Thesis is clear, concise, and relevant to the question | Somewhat of an introduction  Your position is stated, but supporting arguments to be discussed are not clear  Supporting arguments are outlined but position (answer to the question) is not clear  Flow between sentences needs improvement  Thesis requires reworking to improve clarity and/or relevance to the question | No clear  position taken  Supporting arguments not clear nor outlined  Choppy flow – a bit confusing  Much more work needed with respect to answering the question |  |
| **Content**  Evidence  (facts & examples)  Depth & Analysis | Insightful, clearly focused, and well balanced arguments in support of your thesis are included  Compelling and detailed evidence is used consistently and convincingly to support the thesis  Excellent variety of perceptive evidence used  Highly effective explanations clearly show how the evidence supports the thesis – consistent throughout  Synthesis is well developed with evidence and explanations fully and effectively integrated  Demonstrates critical thinking and an in depth understanding | Relevant and focused arguments in support of your thesis are included  Relevant and mostly detailed evidence is present in support of the thesis  Good variety of evidence used  Explanations show how the evidence supports the thesis, however they need to be clearer and/or more convincing  Synthesis is present, but not always effectively or consistently integrated  Solid understanding demonstrated | An attempt was made to include arguments in support of your thesis, however they need to be more relevant and/or focused  There is some relevant, accurate evidence, but detail is insufficient  Greater variety of evidence needed  Explanations attempt to show how examples support the thesis, but limited and/or in need of much further elaboration  Evidence appears to be “listed”  Synthesis is underdeveloped | Essay is too narrative or descriptive, you need to present clear arguments in support of your thesis  More accurate and/or specific evidence to avoid unsupported generalizations.  Explanations and connections to thesis are not included | **X2=** |
| **Organization and Mechanics** | Correct spelling and grammar used effectively all/almost all of the time  Well constructed sentences, consistent use of effective and relevant historical vocabulary  Highly effective topic sentences (each clearly presents a supporting argument), concluding sentences (clearly links argument and evidence to thesis), and paragraph structure used consistently throughout essay  Very well organized and smooth transitions from one idea to the next | Spelling and grammar used with considerable accuracy  Most sentences  are well structured, good use of varied and relevant historical vocabulary  Good paragraph structure, relevant topic and concluding sentences (clear links to thesis)  Organized and good flow from one idea to the next | Spelling and grammar require more work  Sentences are  somewhat well constructed  Try to avoid repetitive and/or ineffective vocabulary  Include more historically relevant vocabulary  Most topic and concluding sentences included, but need to be more consistently and directly linked to the thesis  Paragraphs structure and organization needs improvement | Multiple spelling and grammar errors  Sentence structure needs improvement  Unclear, or inaccurate vocabulary  Most/all topic and concluding sentences missing  Paragraph structure unclear  Much more consideration of organization required |  |
| **Conclusion** | Strong conclusion leaves the reader solidly understanding your position  Effectively restates the thesis  Clear and effective summary of supporting arguments  Leaves the reader with something to think about    Very smooth flow between sentences | Conclusion restates your thesis and supporting arguments  May leave the reader with something to think about  Fairly smooth flow between sentences | Conclusion attempts to restate the thesis, but somewhat unclear  Summary of supporting arguments unclear or incomplete  Choppy flow – needs improvement | Thesis is not restated  Summary of supporting arguments not included    Unclear how it relates to essay  New information is introduced unrelated to thesis  No conclusion – the paper just ends |  |
| **Formatting and Essay Rules** | Meets all formatting requirements:  Blank white paper  Typed  Double spaced  Times New Roman font  Correct page numbering  Correct MLA title page  Correct MLA referencing  Word Count included | One –two formatting requirements are not met. | Three –four formatting requirements are not met. | More than four formatting requirements are not met. |  |
| **Total** |  |  |  |  | **/30** |

**History Essay Guidelines**

1. Type your essay and double space each line of writing. Please use Times, 12-point font.

2. Indent at the beginning of each paragraph. Please do not leave an extra line between paragraphs.

3. Spelling and grammar count. Edit carefully.

4. Write numbers under one hundred in full (four not 4).

5. Essays must be **formal** pieces of writing in third person. Formal writing has a serious, factual, and impersonal tone. Please do not use first person “I”, contractions (shouldn’t must be should not, can’t must be cannot), slang or abbreviations.

6. Try to avoid using, *The following essay will*… and *In conclusion*…

7. Avoid using *etc*… If you have something to say, say it.

8. Vary your vocabulary and avoid redundant wording (saying the same thing over and over again) Use correct historical terms.

9. Avoid short, choppy sentences and long awkward sentences.

10. Number all pages in the top right hand corner; begin on and with page 1. Type your last name next to the page number on every page (Ryan1). See sample below.

11. Instead of a title page – write and double-space your name, teacher’s name, course and date at the top of the page on the left hand side. See sample below.

12. Provide an effective title for your essay. The title is centered on the first page. Do not bold, italicize, nor underline the title. Double space and begin your essay. See sample below.

13. Avoid making sweeping statements and generalizations. Your opinions and arguments must be supported by evidence (detailed facts and examples).

14. Use quotation marks when including exact words from your research and set up quotes rather than just inserting them in your essay. Ex/ According to Descartes, “I think therefore I am” (Smith 44).

15. You must include in-text citations for all quotes and when you paraphrase and a Works Cited page – MLA Style.

**Sample MLA First Page**

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| Doe1  *Last name and page#*  Jane Doe *Your name*  Mr. Powers *Teacher’s name*  Global History 12 *Course* *\*\*All lines are double-spaced*  March 11, 2015  *Date*  History Does Not repeat, It Rhymes  *Title*  Begin essay… |