

World History: The West and the World Culminating Activity – Formal Research Essay

General Description:

For the purpose of this culminating activity, you will undertake an in-depth historical study of a research question of interest to you. Your research will be presented in a well-organized, historically accurate and compelling formal research essay of 1500 – 2000 words (approximately six to eight word processed pages).

To ensure your greatest success and to safeguard against plagiarism, all students are required to submit their essay to Turnitin.com. The process components undertaken in preparation of your final essay will count towards the 70% of your final grade devoted to course work. The final formal research essay will count towards the final summative 30% of your grade, and is valued at 15% of your final grade.

Reasons for Research Essays in World History:

Research papers are among the most challenging tasks students will encounter in senior history courses, and yet, they are among the most frequently required forms of assessment in university. Writing sound historical research essays requires an ability to carry out in-depth research, make effective notes, formulate and defend a clear thesis, apply critical, analytic and creative thinking skills, and organize information in a logical and coherent fashion. On top of all this, a formal research essay must be effectively written and accurately documented. This culminating activity will offer you the opportunity to strengthen these skill sets in preparation for your post-secondary work – to this end, multiple and varied assessment tasks have been built into the process of constructing your final formal research essay.

Due Date for the Final Formal Research Essay:

Your final formal research essay is due on: _____

Evaluation of your Formal Research Essay:

Your final formal research essay will be evaluated based on the rubric provided.

Process Folio Organizer – Work for Submission:

Component	Requirement	Achievement Chart Category	Worksheet in Pkg.	Due Date
Introductory Work	✍ Research Proposal: Topic and Research Questions	K, T	✓	
	✍ Annotated Bibliography	K, T, C, A		
Conference	✍ Detailed Essay Outline	T		

CHY4UI Culminating Activity – Research Essay Rubric

Criteria		Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	<p>Depth and Accuracy of Historical Information</p> <p>/20 marks</p>	<p>✓ Essay demonstrates limited knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating limited knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating limited understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing little historical evidence to support arguments which are usually accurate ☞ providing limited historical material to represent the different points of view which are usually accurate 	<p>✓ Essay demonstrates some knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating some knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating some understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing some historical evidence to support arguments which are usually accurate ☞ providing some historical material to represent the different points of view which are usually accurate 	<p>✓ Essay demonstrates considerable knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating considerable knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating considerable understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing sufficient and accurate historical evidence to support arguments ☞ providing sufficient and accurate historical material to represent the different points of view 	<p>✓ Essay demonstrates a high degree of knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating a high degree of knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating a high degree of understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing ample and accurate historical evidence to support arguments ☞ providing ample and accurate historical material to represent the different points of view
	<p>Analysis of Historical Information</p>	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with limited effectiveness by:</p> <ul style="list-style-type: none"> ☞ demonstrating difficulty formulating and defending the thesis 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with some effectiveness by:</p> <ul style="list-style-type: none"> ☞ formulating, but not effectively defending the thesis 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with considerable effectiveness by:</p> <ul style="list-style-type: none"> ☞ formulating and effectively defending the thesis 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> ☞ clearly formulating and very effectively defending the thesis

Criteria		Level 1	Level 2	Level 3	Level 4
Thinking and Inquiry	<p>Analysis of Historical Information Continued</p> <p>/20 marks</p>	<ul style="list-style-type: none"> ☞ providing limited evidence for the arguments presented and/or poorly linking them to the thesis ☞ conducting limited analysis of the historical evidence presented ☞ consistently using quotes <i>etc.</i> to make the argument instead of aid it 	<ul style="list-style-type: none"> ☞ providing some evidence for the arguments presented and linking them to the thesis ☞ conducting some analysis of the historical evidence presented ☞ sometimes using quotes <i>etc.</i> to make the argument instead of aid it 	<ul style="list-style-type: none"> ☞ providing quality evidence for the arguments presented and effectively linking them to the thesis ☞ conducting strong analysis of the historical evidence presented ☞ using quotes <i>etc.</i> to make the argument instead of aid it 	<ul style="list-style-type: none"> ☞ providing ample quality evidence for the arguments presented and effectively linking them to the thesis ☞ conducting very strong analysis of the historical evidence presented ☞ using quotes <i>etc.</i> as effective aids to arguments
Communication	<p>Clarity of Thesis and Arguments</p> <p>AND</p> <p>Writing Conventions</p> <p>/10 marks</p>	<ul style="list-style-type: none"> ✓ Essay communicates information and ideas with limited clarity by: <ul style="list-style-type: none"> ☞ including an introduction that fails to establish the focus and historical background for the paper and/or fails to provide a thesis ☞ developing arguments that do not meet proper paragraph format; topic sentences and connections to the thesis are not clear ☞ maintaining limited clarity of expression in the paper 	<ul style="list-style-type: none"> ✓ Essay communicates information and ideas with some clarity by: <ul style="list-style-type: none"> ☞ including an introduction that establishes some focus and historical background for the paper and provides a weak thesis ☞ usually developing arguments in proper paragraphs with topic sentences and connections to the thesis ☞ usually maintaining clarity of expression throughout the paper 	<ul style="list-style-type: none"> ✓ Essay communicates information and ideas with considerable clarity by: <ul style="list-style-type: none"> ☞ including an effective introduction that establishes the focus and historical background for the paper and states a clear thesis ☞ developing arguments in proper paragraphs with topic sentences and connections to the thesis ☞ maintaining clarity of expression throughout the paper 	<ul style="list-style-type: none"> ✓ Essay communicates information and ideas with a high degree of clarity by: <ul style="list-style-type: none"> ☞ including an effective introduction that clearly establishes the focus and historical background for the paper and states a very clear thesis ☞ developing arguments in proper paragraphs with clear topic sentences and connections to the thesis ☞ maintaining excellent clarity of expression throughout the paper

Criteria		Level 1	Level 2	Level 3	Level 4
Communication Continued...	Clarity of Thesis and Arguments AND Writing Conventions Continued	<ul style="list-style-type: none"> ☞ structuring arguments that do not flow smoothly ☞ having multiple spelling and grammatical errors ☞ including a conclusion that does not sum up the essay or incorporate the student's own thoughts; new material has been added 	<ul style="list-style-type: none"> ☞ structuring arguments that do not always flow smoothly ☞ having some spelling and grammatical errors ☞ including a conclusion that, to a degree, sums up the essay, incorporates the student's own thoughts; no new material is added 	<ul style="list-style-type: none"> ☞ structuring arguments that generally flow well in the paper ☞ having few spelling and grammatical errors ☞ including a conclusion that sums up the essay, incorporates the student's own thoughts; no new material is added 	<ul style="list-style-type: none"> ☞ structuring arguments that flow well in the paper ☞ being almost free of spelling and grammatical errors ☞ including an effective conclusion that sums up the essay, incorporates the student's own thoughts; no new material is added
	Documenting and Bibliography /10 marks	<ul style="list-style-type: none"> ✓ Applies the proper procedures for documenting a research essay with limited effectiveness by: <ul style="list-style-type: none"> ☞ including at least five sources in the Bibliography ☞ failing to use a primary source ☞ failing to include a scholarly journal ☞ incorrectly using Chicago format ☞ rarely providing proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<ul style="list-style-type: none"> ✓ Applies the proper procedures for documenting a research essay with some effectiveness by: <ul style="list-style-type: none"> ☞ including at least six sources in the Bibliography ☞ using, but not so effectively, one primary source ☞ including at least one scholarly journal ☞ using proper Chicago format some of the time ☞ sometimes providing proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<ul style="list-style-type: none"> ✓ Applies the proper procedures for documenting a research essay with considerable effectiveness by: <ul style="list-style-type: none"> ☞ including at least eight sources in the Bibliography ☞ effectively using at least one primary source ☞ effectively including at least one scholarly journal ☞ usually using proper Chicago format ☞ usually providing proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<ul style="list-style-type: none"> ✓ Applies the proper procedures for documenting a research essay with a high degree of effectiveness by: <ul style="list-style-type: none"> ☞ including at least ten sources in the Bibliography ☞ effectively using more than one primary source ☞ effectively including more than one scholarly journal ☞ always using proper Chicago format ☞ always providing proper documentation for evidence cited including quotes, facts, ideas, and visuals

CHY4U1 Culminating Activity – Selecting an Essay Topic

This six – eight page essay is neither a biography nor an arts report. It must pose and answer a significant historical question. It is an analysis rather than a repetition of facts. The basis of the essay is an arguable thesis supported by specific examples.

A. How to Narrow Down a Topic:

Industrial Revolution = HUGE TOPIC!!

If you approach this as your topic and focus question, you will find literally millions of sources. Where will you begin? You will probably end up writing a description of the process of industrialization in Britain in the early 19th century. This is not the goal of this paper! Instead, narrow down the topic by doing some quick background research (reading relevant text selections – use the index of your text for help) and posing some inquiry questions. For example:

Topic: Did the average person benefit or suffer from industrialization?

- ☞ What were people’s lives like before industrialization?
- ☞ How did industrialization change people’s lives in relation to type of work, pay, conditions of work, hours of work, place they lived, family situation?
- ☞ What happened to people who were “left behind”?
- ☞ Did the British government do anything to help people whose lives were negatively affected by industrialization?

Do not ask simple factual questions such as: “What kinds of machines were invented during the Industrial Revolution?”, or “How long did the Industrial Revolution Last?”.

NOTE: Your inquiry questions should reflect some preliminary knowledge of your topic!

B. Inquiry Questions Meant for Analysis versus a Quest for Facts:

The basis of any good research essay is a set of significant inquiry questions that provide a focus for your research. Although this may seem like the easiest step, it is actually, if done effectively, one of the more challenging steps. Effective inquiry questions are primarily analytical, not factual. Review the following inquiry questions. Based on whether each is mainly analytical (a good inquiry question) or factual (a poor inquiry question), decide which ones would be a good basis for a research paper and which would not.

1. When did the slave trade begin and end, and how many slaves were shipped from Africa during that period?
2. What impact did the slave trade have on African societies and are these effects still being felt today?
3. How did Napoléon manage to gain power, and what did he do with the power once he had it?
4. Did the Code Napoléon and the Concordat with the Catholic Church further the ideals of the French Revolution or betray them?
5. How wide is the gap in GDP between wealthy industrial countries and underdeveloped poor nations? What factors contributed to this gap?

6. How have historical forces such as imperialism contributed to the gulf between rich and poor nations? How is the current trend toward globalization increasing or decreasing that gap?

Notice that the odd-numbered questions are essentially factual. To answer these requires a quick look in a textbook or an encyclopedia – they do not require any critical analysis of the research and would not allow you to develop a good thesis.

The material in this section (B) comes directly from Newman's text "Legacy: The West and the World" page 591.

Requirements for your Research Proposal:

You are required to complete and submit the following:

- ① Select a topic and become familiar with it by reading and taking preliminary notes from your textbook.
- ② Submit the research proposal sheet (see next page) along with your preliminary reading notes.

Possible Essay Topics:

What follows is a suggested list of suitable essay topics for this culminating activity. You are not required to select your topic from this list; however, whatever your topic, it must be approved by your teacher. In **all** cases, you must devise a suitable thesis!

1. Was there a Renaissance for women?
2. Did the Reformation improve the lives of Europeans?
3. Is Columbus best understood as a hero or as a villain?
4. Examine the arguments for and against slavery in the United States between 1840 and 1860.
5. Was Romanticism a revolutionary movement?
6. Examine the causes of the Mexican-American War of 1846-1848.
7. Did the Industrial Revolution lead to a widespread improvement in the standard of living?
8. What led to the success of the Bolsheviks in 1917?
9. How did the expansion of international trade and colonization affect African countries and communities?
10. Were the gains of the French Revolution worth the human cost?
11. What is Napoleon Bonaparte's place in western civilization?
12. Examine the consequences of the Crimean War for the Ottoman Empire.
13. To what extent were Darwinian ideas used to support the "civilizing mission" of the imperialists?
14. Why did Europe industrialize in the 19th century while China and Japan did not?
15. Was Otto von Bismarck a true Machiavellian leader?
16. "The most significant consequences of the discovery of diamonds and gold in South Africa were economic." Discuss.

17. Examine the significance of economic and social developments in Kenya.
18. Choose one region of Africa, examine the impact that Islam and Christianity had on society in the region.
19. Were colonized peoples better off during the British Empire or after?
20. To what extent can the Germans be blamed for the beginnings of World War I?
21. WWI has been described as an "unnecessary war". How accurate is this description?
22. To what extent did the Treaty of Versailles contribute to WWII?
23. To what extent did the West contribute to the rise and expansion of fascism in the 1920's and 30's?
24. To what extent was World War II the result of Hitler's master plan?
25. Was the use of the atomic bomb in 1945 justified?
26. "The Long March (1934-1935) was a complete failure but the Chinese Communist Party (CCP) managed to transform it into a propaganda victory." To what extent do you agree with this statement?
27. To what extent did the US Occupation reforms transform the political and social structure of Japan up to 1952?
28. Compare the roles of Germany and Japan during WWII. Were their aggressions fundamentally similar or fundamentally different?
29. To what extent was Stalin to blame for the Cold War?
30. Compare the Cultural Revolution in Chairman Mao's communist China (1966) and youth counter-cultures in the west during that time period. Are they fundamentally similar or fundamentally different?
31. Evaluate the impact of Eisenhower's New Look foreign policy on two Latin American countries.
32. Examine the nature of the Egyptian state under Nasser.
33. To what extent did Mohammad Reza Shah Pahlavi modernize and westernize Iran?
34. Examine the causes and effects of ethnic conflicts in any two countries in Africa up to 2000.
35. Compare and contrast the interventions of the United Nations in Congo and Mozambique.
36. To what extent has the west played a role in the Arab-Israeli dispute?

No Material On This Page

CHY4UI Culminating Activity – Research Proposal

Chosen topic:

Explain why you have chosen this topic:

Identify five key research (inquiry) questions for your topic:

✓ Are all of the questions analytical in nature?

****Please attach preliminary textbook notes to the back of this page.**

Teacher's Thoughts:

- Approved
- Please see me to discuss your progress

CHY4U1 Culminating Activity – Research Proposal Evaluation

Proposed Topic: _____

Knowledge and Understanding
Thinking

/10 marks

- ✓ Questions demonstrate considerable knowledge of topic content *e.g.*, facts, terms, definitions
- ✓ Questions demonstrate considerable understanding of topic *e.g.*, concepts, ideas, theories, *etc.*
- ✓ Questions demonstrate evidence of textbook reading on the topic
- ✓ Questions are specifically analytical in nature – not factual
- ✓ Questions demonstrate considerable effectiveness in the use of critical and creative thinking skills – specifically those related to inquiry and research processes

CHY4UI Culminating Activity – Annotated Bibliography

For this stage of the research process, you will prepare an annotated bibliography. This step involves doing in-depth research to determine the value of the possible resources available to you. While some time will be given to use our school’s library, you will likely need to visit larger collections in the community.

Writing Annotated Bibliographies:

Annotated bibliographies are helpful commentaries written about the resources used by the author of a research essay, book *etc.* The commentary quickly helps the reader to decide if the resource will be valuable for them to investigate further.

An annotated bibliography is a “juicy” paragraph that...

- ☞ begins with a proper bibliographic entry in Chicago format
- ☞ summarizes the work’s major ideas/points
- ☞ identifies any apparent bias, shortcomings or limitations with the work
- ☞ indicates what you have learned from the reading source
- ☞ evaluates whether or not the source will be useful for the construction of the paper

Sample Annotated Bibliography:

Ball, Philip. *The Biography of Water: Life’s Matrix*. New York: Farrar, Straus, and Giroux, 2000.

The book A Biography of Water: Life’s Matrix, by Philip Ball, was not as helpful as I had hoped. This book mentions water but not water pollution. Since my project is on water pollution, it was not very helpful. Although this book’s main focus is how and why water exists on earth, I was able to find a map of the world on page 339 which shows water availability and where it is distributed throughout the world. The author’s purpose with this book (which reads like a story) is to tell readers what the different substances are in water. This book became very confusing for me as I began to read through it because of the author’s choice of words. For instance, Ball’s headings and subheadings were vague / unclear, and this made finding specific issues in the table of contents difficult. This book was more of a novel than a book for gaining research.

By: A. Mandlsohn (former student)

Requirements for your Annotated Bibliography:

Your annotated bibliography must be constructed in the following manner:

- ① Title your page “Annotated Bibliography”.
- ② Follow the **Chicago Manual Style** to present each resource. For help, consult the information package. In total, you **must include 10 sources** on your resource list, made up of:
 - ☞ Three general sources (*i.e.*, encyclopedias or textbooks)
 - ☞ Two books
 - ☞ One scholarly journals (*i.e.*, academic journals)
 - ☞ Two scholarly internet Web Site (*i.e.*, edu site)
 - ☞ Two PRIMARY SOURCE DOCUMENTS!

- ③ You **must provide annotated bibliographies for four entries** made-up of:
- ✍ One general sources (*i.e.*, encyclopedias or textbooks)
 - ✍ One book
 - ✍ One Primary source
 - ✍ One scholarly internet Web Site (*i.e.*, edu site)
- ④ Note that the annotations are integrated into the Chicago format. Each annotated paragraph is to be placed below its associated bibliographic citation (see sample).

CHY4UI Culminating Activity **Annotated Bibliography Evaluation**

Resource List:

Communication	/16 marks
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- ✓ Resource List contains the required 10 sources /5 marks
 - ☞ Three general sources (*i.e.*, encyclopedias or textbooks)
 - ☞ Two books
 - ☞ One scholarly journals (*i.e.*, academic journals)
 - ☞ Two scholarly internet Web Site (*i.e.*, edu site)
 - ☞ Two PRIMARY SOURCE DOCUMENTS!
- ✓ Two sources are primary source documents /1 mark
- ✓ Accurately follows Chicago format in all respects /10 marks
 - "...in all respects" includes issues of punctuation and spacing
 - One mark per entry

Annotations:

Knowledge and Understanding	/25 marks
Thinking	
Application	

- ✓ Demonstrates considerable knowledge and understanding of the resource
- ✓ Indicates with considerable clarity what has been learnt from the resource
- ✓ Demonstrates the use of considerable processing skills in the:
 - evaluation of the resource's usefulness
 - summation of major ideas/points
 - detection of apparent biases, shortcomings, and/or limitations
- ✓ All annotations follow the required format
- ✓ All annotations are well written

CHY4U1 Culminating Activity-Report Outline

Constructing a Research Essay Outline:

A strong essay outline is actually the essay itself, without the “ifs, ands & buts” – *i.e.*, the more detailed your outline, the better prepared you will be to write a strong essay. Essay outlines should be divided into sections (*i.e.*, introduction, body and conclusion), and subdivided by major points. Your outline must refer to the appropriate note card numbers.

A. SAMPLE ESSAY OUTLINE:

DID THE PROTESTANT REFORMATION HAVE A POWERFUL IMPACT ON EUROPEAN SOCIETY? ESSAY OUTLINE

BY: DIRIANA RODRIGUEZ (FORMER CHY4U1 STUDENT)

a. Introduction:

1. Background

- Prior attempts to reform the Church
 - D-1 Wyclif and dissident movement
 - D-1 John Huss movement
- What triggered the Reformation?
 - E-1 Anticlericalism (due to clerical corruption)
 - C-1 “Superstition, idolatry, and hypocrisy have ample wages, but truth goes a-begging.” – Martin Luther
 - D-1/G-1 Humanism
 - F-1 Need for a more sensational and less ritualistic religion
- Initiating events of the Protestant Reformation
 - G-1 Martin Luther’s pilgrimage to Rome
 - G-1 Selling of indulgences – “As soon as the coin the coffer rings, the soul from purgatory springs”
 - G-1 Posting of the 95 thesis

2. Thesis

- [HOW?] By examining the political, social and economic aspects of the Reformation, [WHAT?] it will be proven that although the Reformation had a great impact on these aspects of European society, its most lasting effects were social.

b. Body:

1. Political:

i) Frustrated unity

- I-1 Peace of Augsburg – Germany remained divided for the next 300 years between Lutherans and Catholics
- B-1 Europe was divided between the Catholic countries of the south and the Protestant countries of the north

ii) Led to political secularization and the ascendancy of State over Religion

- B-1 Many Scandinavian countries broke away from the R.C.C. because strong Lutheran influence led to protest against the R.C.C. and to Catholic governors
- N-1 Henry VIII of England took advantage of the Reformation to break hold from the power and authority the R.C.C. had over them
- B-1 The establishment of state churches, as occurred in England, reflected the growth of nationalism

iii) Led to wars and violence

- L-1 Over a century after posting of 95 Thesis religious wars persisted
- M-1 Thirty Years War
- D-2 Huguenots fought against the Catholic majority in the Wars of Religion
- H-2 Over 100 000 peasants were killed during and because of the Peasants War
- G-1 Luther stated that the Bible was the only real authority. This resulted in peasant revolts, as they did not want to recognize the knights, the lords and higher authority

- iv) Religious tolerance granted by political authorities
 - D-2 King Henry IV issues (1598) the Edict of Nantes in response to St. Bartholomew's massacre
 - I-1 Peace of Augsburg recognized existence of two religious perspectives
 - 2. Economic
 - i) Industry
 - B-1 The *Protestant Ethic* (thrifty living, and careful management of material things) may have contributed to the growth of industry and commerce during the 1700s and 1800s
 - ii) Capitalism
 - D-1 The connection between Protestantism and capitalism was a major force in the Reformation
 - H-3 Calvinist attitude towards business was the businesses should benefit the community
 - 3. Social
 - i) Secularization
 - I-1 Peace of Augsburg was a move towards secular determination of religious affairs
 - ii) Tolerance and persecution
 - B-1 In many parts of Europe, this diversity of religious life created the necessity of religious toleration and a respect for the importance of the individual conscience
 - iii) Heightened moral standard
 - B-1 Protestants opposed the celibate life of monks and nuns and idealized family life and participation in community activities
 - A-1 The Protestant Reformation stimulated the Catholic Church to react. This reaction is call the Counter-Reformation. The outcomes were:
 - A-1/L-1 The council of Trent attempted to reform the Catholic Church and to rid itself of the wickedness it had been accused of. It reaffirmed specific beliefs and formulated specific solutions to the problems that were being faced.
 - A-1 The Roman Index of Prohibited Books
 - A-1 The Roman Inquisition tried and accused many people of being heretics
 - A-1/H-4 The Society of Jesus were purer and more devout clergy
 - iv) Advanced literacy and education
 - B-1 Protestant leaders also emphasized education, promoted literacy, and curriculum based on ancient Greek and Roman literature, and a respect for teachers and learning
 - D-1 Printing and Reformation were closely attached
 - D-1 It allowed the spreading of criticism
 - H-1 Bible entered numerous vernacular printings 133 editions in the 15th century
 - v) Arousal of denominations
 - Calvin and Calvinism
 - C-1 "God preordained, for his own glory and the display of His attributes of mercy and justice, a part of the human race, without any merit of their own, to eternal salvation, and another part, in just punishment of their sin, to eternal damnation." – John Calvin
 - Radicals
 - E-3 Anabaptist cults
- c. Conclusion:
1. Summary of Main Points
 2. Restatement of Thesis
 3. Main reasons for religious reforms may not have been due to true piety but a need for power
 - I-2 Henry VIII
 4. The Church today
 - L-1 Ecumenical movements

Requirements for your Essay Outline:

For your essay outline, you must:

- ① your outline must be clearly organized (using appropriate headings and subheadings), be highly detailed

CHY4U1 Culminating Activity – Conference Evaluation

Report Outline:

Thinking

/10 marks

****You must bring one copy of the outline to the conference****

- ✓ The introduction sets out the background of the paper with relevant information; conclusion acts as an appropriate summation
- ✓ All sections from the body of the paper contain relevant points of consideration
- ✓ Contrasting views clearly indicated
- ✓ Correct methodology used; paper is cohesive in its design
- ✓ There appear to be no glaring omissions from the outline

CHY4U1 Culminating Activity – Research Essay Rubric

Criteria		Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	<p>Depth and Accuracy of Historical Information</p> <p>/20 marks</p>	<p>✓ Essay demonstrates limited knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating limited knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating limited understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing little historical evidence to support arguments which are usually accurate ☞ <p>providing limited historical material to represent the different points of view which are usually accurate</p>	<p>✓ Essay demonstrates some knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating some knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating some understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing some historical evidence to support arguments which are usually accurate ☞ <p>providing some historical material to represent the different points of view which are usually accurate</p>	<p>✓ Essay demonstrates considerable knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating considerable knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating considerable understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ citing sufficient and accurate historical evidence to support arguments ☞ providing sufficient and accurate historical material to represent the different points of view 	<p>✓ Essay demonstrates a high degree of knowledge and understanding of the topic content and relationships between concepts by:</p> <ul style="list-style-type: none"> ☞ demonstrating a high degree of knowledge of content <i>e.g.</i>, facts, terms ☞ demonstrating a high degree of understanding of the content <i>e.g.</i>, concepts, theories, ideas <i>etc.</i> ☞ providing ample and accurate historical evidence to support arguments ☞ providing ample and accurate historical material to represent the different points of view

Comments:

Criteria		Level 1	Level 2	Level 3	Level 4
Thinking	Analysis of Historical Information /20 marks	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with limited effectiveness by:</p> <ul style="list-style-type: none"> ☞ demonstrating difficulty formulating and defending the thesis ☞ providing limited evidence for the arguments presented and/or poorly linking them to the thesis ☞ conducting limited analysis of the historical evidence presented ☞ consistently using quotes <i>etc.</i> to make the argument instead of aid it 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with some effectiveness by:</p> <ul style="list-style-type: none"> ☞ formulating, but not effectively defending the thesis ☞ providing some evidence for the arguments presented and linking them to the thesis ☞ conducting some analysis of the historical evidence presented ☞ sometimes using quotes <i>etc.</i> to make the argument instead of aid it 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with considerable effectiveness by:</p> <ul style="list-style-type: none"> ☞ formulating and effectively defending the thesis ☞ providing quality evidence for the arguments presented and effectively linking them to the thesis ☞ conducting strong analysis of the historical evidence presented ☞ using quotes <i>etc.</i> to make the argument instead of aid it 	<p>✓ Analysis reflects the use of processing skills and critical/creative thinking skills with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> ☞ clearly formulating and very effectively defending the thesis ☞ providing ample quality evidence for the arguments presented and effectively linking them to the thesis ☞ conducting very strong analysis of the historical evidence presented ☞ using quotes <i>etc.</i> as effective aids to arguments

Comments:

Comments:

Criteria	Level 1	Level 2	Level 3	Level 4
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Communication</p> <p style="text-align: center;">Clarity of Thesis and Arguments AND Writing Conventions</p> <p style="text-align: center;">/10 marks</p>	<p>✓ Essay communicates information and ideas with limited clarity by:</p> <ul style="list-style-type: none"> ☞ including an introduction that fails to establish the focus and historical background for the paper and/or fails to provide a thesis ☞ developing arguments that do not meet proper paragraph format; topic sentences and connections to the thesis are not clear ☞ maintaining limited clarity of expression in the paper ☞ structuring arguments that do not flow smoothly ☞ having multiple spelling and grammatical errors ☞ including a conclusion that does not sum up the essay or incorporate the student's own thoughts; new material has been added 	<p>✓ Essay communicates information and ideas with some clarity by:</p> <ul style="list-style-type: none"> ☞ including an introduction that establishes some focus and historical background for the paper and provides a weak thesis ☞ usually developing arguments in proper paragraphs with topic sentences and connections to the thesis ☞ usually maintaining clarity of expression throughout the paper ☞ structuring arguments that do not always flow smoothly ☞ having some spelling and grammatical errors ☞ including a conclusion that, to a degree, sums up the essay, incorporates the student's own thoughts; no new material is added 	<p>✓ Essay communicates information and ideas with considerable clarity by:</p> <ul style="list-style-type: none"> ☞ including an effective introduction that establishes the focus and historical background for the paper and states a clear thesis ☞ developing arguments in proper paragraphs with topic sentences and connections to the thesis ☞ maintaining clarity of expression throughout the paper ☞ structuring arguments that generally flow well in the paper ☞ having few spelling and grammatical errors ☞ including a conclusion that sums up the essay, incorporates the student's own thoughts; no new material is added 	<p>✓ Essay communicates information and ideas with a high degree of clarity by:</p> <ul style="list-style-type: none"> ☞ including an effective introduction that clearly establishes the focus and historical background for the paper and states a very clear thesis ☞ developing arguments in proper paragraphs with clear topic sentences and connections to the thesis ☞ maintaining excellent clarity of expression throughout the paper ☞ structuring arguments that flow well in the paper ☞ being almost free of spelling and grammatical errors ☞ including an effective conclusion that sums up the essay, incorporates the student's own thoughts; no new material is added

Name: _____

Comments:

Criteria		Level 1	Level 2	Level 3	Level 4
Application	<p style="text-align: center;">Documenting and Works Cited List</p> <p style="text-align: center;">/10 marks</p>	<p>✓ Applies the proper procedures for documenting a research essay with limited effectiveness by:</p> <ul style="list-style-type: none"> ☞ including at least five sources in the Bibliography ☞ failing to use a primary source ☞ failing to include a scholarly journal ☞ incorrectly using proper Chicago format ☞ rarely provides proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<p>✓ Applies the proper procedures for documenting a research essay with some effectiveness by:</p> <ul style="list-style-type: none"> ☞ including at least six sources in the Bibliography ☞ using, but not so effectively, one primary source ☞ including at least one scholarly journal ☞ using proper Chicago format some of the time ☞ sometimes provides proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<p>✓ Applies the proper procedures for documenting a research essay with considerable effectiveness by:</p> <ul style="list-style-type: none"> ☞ including at least eight sources in the Bibliography ☞ effectively uses at least one primary source ☞ effectively including at least one scholarly journal ☞ usually using proper Chicago format ☞ usually provides proper documentation for evidence cited including quotes, facts, ideas, and visuals 	<p>✓ Applies the proper procedures for documenting a research essay with a high degree of effectiveness by:</p> <ul style="list-style-type: none"> ☞ including at least ten sources in the Bibliography ☞ effectively uses more than one primary source ☞ effectively including more than one scholarly journal ☞ always using proper Chicago format ☞ always providing proper documentation for evidence cited including quotes, facts, ideas, and visuals