Events in Time

CHY 4UR Major Essay

**Assignment: to write an argumentative, historical essay about one of the following topics**

Length: **1800-2300 words** (word count does **not** include quotations)

**Topics:**

**British History**

The War of the Roses

Henry VIII

Elizabeth I

Mary, Queen of Scots

English Civil Wars

The Clearances (Scotland)

Battle of Culloden

Battle of Waterloo

Crimean War

Jack the Ripper

Irish Potato Famine

The Easter Rising

Irish Independence

Industrial Revolution

The Victorian Culture

The British Empire

Women’s Suffrage

**American History**

American Revolution

American Civil War

Trail of Tears

Manifest Destiny

Salem Witch Trials

Abolition Movement

**Canada**

Royal Proclamation 1763

War of 1812

Self-government

Confederation

**Europe**

Catherine the Great

Russia modernizes

The Romanov Family

Russian Revolution

French Revolution

The Reign of Terror

The Congress of Vienna

The Habsburgs

The Spanish Armada

Imperialism

**Asia**

Japan’s Civil Wars

Japan’s Isolation

Opium Wars

The British in India

East Indies Trading Co.

Boxer Rebellion

Bushido

End of the Samurai

Russia-Japan relations

**Religion**

Protestantism

Spread of Christianity in the New World

Catholic/Protestant in Ireland

Witchcraft

**Others**

Colonization of Africa Colonization of New Zealand Colonization of Australia

Fashion

Architecture

Scientific discoveries

Hobbes and Locke

The Factory System

The Rise of the Social Sciences

Evolution v Creationism

Growth of Public Education

Human Rights

This assignment includes a variety of steps that must be completed prior to the submission of the final essay/report.

### Step 1: Proposal

A proposal lets the teacher know what the initial plan is with the essay. It is completed after a little bit of research has been done. Students must prepare a proposal that includes the following 4 components:

1. Topic and reason why it was chosen - 2 points
2. Powerful information already discovered - 5 points
3. Explanation of the validity of study (why is this a good research topic?) - 4 points
4. Two books (sources) already located that may prove useful (Chicago Style bibliographical format)

**References format:**

Able, George. *A History of Greece*. Toronto: Pittman Publishing, 1965.

Duncan, Angus. *Alexander the Great*. New York: Clarkson Publishing, 1982.

## Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Communication marks)

## Step 2: Use of Research Periods

## Students will be evaluated on their use of the class time provided for essay research and preparation. The teacher will use a checklist to identify and acknowledge the skills that students are using in their research. This is a key component of the Inquiry Process, as laid out in the Ontario CAWS curriculum.

* **[R]** Selects and organizes **R**elevant evidence (using appropriate material) (A1.2)
* **[C]** Identifies primary and secondary sources of information and their **C**redibility (can explain, in brief, OPVL of sources) (A1.3)
* **[D]** Uses accepted forms of **D**ocumentation (completes research notes appropriately) (A1.8)
* **[T]** Uses appropriate **T**erminology when searching for information (asking for help from teacher, librarian, communicating with peers) (A1.9)
* **[E]** Able to get to work **E**fficiently and **E**ffectively in the research setting (time management, appropriate level of noise) (A2.2)

Due Date: (continuous) (**Application marks**)

## Step 3 Research Notes

1. **Research Notes**: All research notes must be written by hand. Students may choose to use the template provided by the teacher. Students must submit **12 pages** of research notes, organized in accordance with the following format:
2. Source\*, expressed in Chicago Style bibliographic format, at the top of each page. (The second page of any source may simply read “continued”)
3. The left margin of each page must include the page number from where the information was obtained.
4. Recorded information is to be in point form, single-spaced and on one side of the page.

Mark Breakdown: Quantity (# of research notes)

Quality (of recorded material)

**Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 12 pages (Knowledge)**

#### Step 4: Annotated Bibliography

Choose 2 of your best sources. If appropriate for your topic, one should be a primary source and the other should be a secondary source.

Each annotation must include:

1. **Complete citation** in Chicago format. The sources should be arranged in alphabetical order by author, as in a complete reference page.
2. **A Summary** of the author’s main point and argument
3. The **Origin** of the Source
	1. What type of document is it?
	2. When and where was it produced?
	3. Who produced and why might they be qualified to add to the discussion on this topic?
* Provide information about the authority, background, and education of the author
1. The **Purpose** of the Source
	1. Who was the intended audience?
	2. For what purposes what it written?
	3. Possible words to include: Persuade, Inform, Debate, Convince, Detail, Outline, Communicate, Describe, Entice, Sell, Rally
2. The **Value** of the Document
	1. In one paragraph explain the value of the document for historians. Use specific evidence from the document to support your answer. A minimum of two values must be proven.
	2. With reference to the origin and purpose, what is the value of the document for historians studying this event?
	3. Avoid the use of the term ‘bias’. All sources are biased in some way.
3. The **Limitations** of the Document
	1. In one paragraph explain the limitations of the source. Remember to make specific references to the document in your response. A minimum of two limitations must be proven.
	2. With reference to the origin and purpose, what are the limitations in your response for historians studying this event?
4. **Formatting**
* double spaced
* correct spelling and grammar

 **(Thinking)**

#### Step 5: Essay Outline

Students may use the teacher provided “essay outline” document or they may type-up their own outline that follows the format given below.

This outline must state the following:

 Thesis

 Topic One (plus 3 supporting details)

 Topic Two (plus 3 supporting details)

 Topic Three (plus 3 supporting details)

 Topic Four (plus 3 supporting details)

 Because of the required length of this essay, it is recommended that there be 4 or 5 body paragraphs (sub-topics). If using only 3 sub-topics, students should be prepared to divide each up into smaller paragraphs (perhaps based on supporting details and evidence) to avoid paragraphs that are larger than 300 words.

Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (**Application**)

**Step 6: Rough Copy (optional)**

* Students who wish to submit a rough draft of their essay may do so. Provided it is complete, it will be marked as though it was the final copy. This will give the student the opportunity to re-work the essay before the final due date. STUDENTS ARE ENCOURAGED TO DO THIS!!!!!
* An essay template is available to help assist students, if necessary.

The ability to write an essay is a skill that is needed for all students planning on attending university and for most students planning to attend college. The skills that are developed through essay writing will be reused over and over again through life.

* Developing an argument and being able to defend a thesis can help students advance in their careers by providing a framework for requesting a raise or promotion, or for convincing potential clients that they should use specific products or suppliers.
* The structure of an essay can be used for writing legal letters and documents requesting access to information or permission to build or develop on properties
* Essay structure is great for giving speeches at weddings, anniversaries, or funerals!

#### By taking essay writing seriously in Grade 12, students will be ready for bigger and better things in the future!

#### Step 7: The Final Copy

The Final Copy must:

* Include a title page that follows expected format
* Include a full bibliography and footnotes/endnotes
* Be typed neatly
* Have been completely and competently proofread
* Include all rough notes and research notes to verify authorship

1. Title Page: Must contain a) title of essay, b) your name, c) teacher’s name (Ms Bew),

 d) course code (CHY 4UR), and e) due date

1. Introductory Paragraph: Must contain the thesis and a plan of development.
* Outline what sub-topics are to be used, in the body of the essay, to support/prove the thesis.

3. Body of Essay: This is the major portion of the essay. This is the part

 where the reader is to be convinced that the thesis is valid

 (worth considering). Make one point about the topic and back it

 up with evidence from research.

* Remember the difference between a research project and research essay. **Do not write just the facts.** Select evidence from the facts that prove the thesis. Why was this event significant? How has it impacted the modern world? How did it change the lives of the people in that civilization?

4. Concluding Paragraph: Must include a) a re-statement of the thesis, b) a

 quick outline of the proof, and c) a concluding thought.

1. Footnotes/Endnotes:
* There should be *at least* 15 citations in the essay. Most essays will have far more than 15! Every time an idea is borrowed from another person, it must be ‘cited’. This includes direct quotes and paraphrased work.
1. Bibliography:
* The bibliography should contain at least 7 sources. This is the minimum required. More is always better. Include a variety of sources (books, historical journals, magazines, encyclopedia, the Internet)

\*\* Supplementary information will be given about footnotes and bibliographies.

**DUE DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**