**History Detectives**

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| Evaluation | **% of Final Grade** | % of Communication | % of Application | % of Knowledge and Understanding | % of Thinking |
| History Detectives Preliminary Step: Essay Outline | 5% | 1.25% | 1.25% | 1.25% | 1.25% |
| History Detectives Essay | 10% | 2.5% | 2.5% | 2.5% | 2.5% |

**Preamble**

History has its roots in the Greek for inquiry, knowledge through investigation. It is the study of the past, with an interest in constructing a truthful representation of prior events. As we know though, an accurate historical record does not always TRUMP fantasy. History is shrouded in myth, legend and remembrance, while also being, literally, buried in the sand. The historian is tasked with a challenge: They must use the resources at their disposal, with a critical and investigative approach, to arrive at a fair and honest recollection of persons and events (however – do not forget to captivate the audience because being original and interesting is what sells).

The first unit of study is on the most ancient of societies, Sumer and Egypt. Their achievements, and scars, still resonate to this day. To explore, investigate and critique the great experiment of civilization they initiated, we will examine two of their most important primary sources: *The Epic of Gilgamesh* and the Narmer Palette (the later with help from a secondary source – *The Rise and Fall of Ancient Egypt*). Some of the questions we might ask along the way include: To what extent was early civilization just or prosperous? Is history the story of the rulers or ruled? Were the societies mostly a product or their geography and environment? How can we separate history from myth and religion? How do we evaluate the distant past through the lens of our own perspectives and biases?

For this assignment you will write a short essay. Consider the **essay topic:**

***Drawing from The Epic of Gilgamesh and the Narmer Palette, explore the nature of two of the earliest civilizations, Sumer and Egypt.***

For the essay you will read The Epic of Gilgamesh, study the Narmer Palette and read a chapter from The Rise and Fall of Ancient Egypt. You do not need to conduct additional research, but are free to do so. The essay must be two pages. It must have a thesis, footnotes and a bibliography.

As with all assignments in this class there will be a list of expectations (curricular relevance) and a list of instructions (how to approach the tasks). There is also a preliminary step (due earlier) separate from the final product. Good luck and have fun ☺

**History Detectives Expectations**:

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500.
2. Analyse key social, economic, and political structures and/or developments in early societies and emerging cradles of civilization, and explain their impact on people’s lives.
3. Analyse the evolution of early societies in various parts of the world, including factors that were necessary for their development.

**History Detectives: Essay Outline**

To write an effective essay, a student must research and plan effectively, ideally creating an essay outline with the thesis, supporting arguments and resources well ahead of the due date. This allows the student to adequately organize and carefully consider, revise and rethink their work.

**Essay Outline Instructions:**

1. Review the Essay Writing Guide on the class website for general information about effective essay writing and instructions on using the Chicago Manual of Style.
2. For additional help with the Chicago Manual of Style visit the website the Owl at Purdue –

[https://owl.english.purdue.edu/owl/resource/717/01/](https://owl.english.purdue.edu/owl/resource/717/01/%20%20)

1. Read *The Epic of Gilgamesh*, study the Narmer Palette and read the chapter from *The Rise and Fall of Ancient Egypt*. Make notes of important points and record the page number. Record any referencing information using the Chicago Manual of Style.
2. Conduct any additional research. Record any referencing information using the Chicago Manual of Style.
3. Begin to formulate a thesis and arguments that support the thesis. Make sure the thesis relates to the essay topic and the arguments support the thesis.
4. There should be two to three arguments – using the state, example, explain, link (point, proof, discuss) method – with academic references, that support your thesis.
5. Complete the essay outline on the following pages. Ideally type the outline using the following pages as a template.

**History Detectives Essay Outline**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Thesis:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Examples (Proof): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Sources and Page #’s:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Sources and Page #’s:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Footnotes and Bibliography:** List the prescribed resources, and any additional resources, using the Chicago Manual of Style first in the format for the bibliography then in the format for a footnote.

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**History Detectives Essay Outline Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| Communication | | | | | | |
| Thesis and arguments were inadequately communicated. | Thesis and arguments were barely adequately communicated. | | Thesis and arguments were adequately communicated. | Thesis and arguments were well communicated. | | Thesis and arguments were eloquently and clearly communicated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| The bibliographic resources were not recorded using the Chicago Manual of Style. | The bibliographic resources were recorded using the Chicago Manual of Style with many errors. | | The bibliographic resources were recorded using the Chicago Manual of Style with some errors. | The bibliographic resources were recorded using the Chicago Manual of Style with minor errors. | | The bibliographic resources were recorded using the Chicago Manual of Style without errors. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| The thesis did not address the topic and the examples showed evidence of no research. | The thesis minimally addressed the topic and the examples showed evidence of very limited research. | | The thesis mostly addressed the topic and the examples showed evidence of minimal research. | The thesis addressed the topic and the examples showed evidence of research. | | The thesis captured the topic and the examples showed evidence of thorough research. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | |
| The explanations and links were not convincing. | The explanations and links were minimally convincing. | | The explanations and links partially convincing. | The explanations and links were convincing. | | The explanations and links were very convincing. |
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**History Detectives**

Now that the thesis is penned and arguments considered, the essay should be easy. Include an introduction, two to three body paragraphs and a conclusion; type, two to three pages, use the Chicago Manual of Style for citation.

**History Detectives Instructions:**

1. Begin your essay prior to the night before, a good essay takes time to write and edit.
2. Write an introductory paragraph, with the thesis as the last sentence.
3. If you are having trouble with the introductory paragraph, think about context (time and place) or moving from the general to the specific.
4. Each body paragraph requires:
   1. (Statement) a clear topic sentence outlining the argument
   2. (Examples) that illustrate your argument or support for your argument with an academic reference (footnote corresponding to bibliography)
   3. (Explanation and Link) further explanation of the example coupled with a link to the thesis
5. Write the body paragraphs.
6. Finish with a conclusion that summarizes your argument; you could go from the specific to general.
7. Two to three pages.
8. Make sure any quotations, paraphrased ideas or statistics are referenced with a footnote that matches a source in the bibliography, using the Chicago Manual of Style.
9. Use spell and grammar check.
10. Have a peer or parent edit the paper.
11. Make sure there is a title, your name and bibliography.
12. Print and submit.

**History Detectives Essay Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Limited ideas were communicated with way too many grammatical and spelling errors. | Some ideas were communicated with many grammatical and spelling errors. | | Ideas were communicated with some grammatical and spelling errors. | Ideas were well communicated without many grammatical and spelling errors. | | Ideas were eloquently communicated without grammatical and spelling errors. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application** | | | | | | | |
| No academic footnotes and a bibliography were employed. | Some academic footnotes and a bibliography were employed, but did not support arguments. | | Some academic and applicable footnotes and a bibliography were employed to support arguments. | | Mostly academic and applicable footnotes and a bibliography were employed to support arguments. | | Academic and highly applicable footnotes and a bibliography were employed to strongly support arguments. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| Early civilizations were not explored with no relevant specific examples. | Early civilizations were partially explored without relevant specific examples. | | Early civilizations were marginally explored with mostly relevant specific examples. | Early civilizations were explored with relevant specific examples. | | Early civilizations were thoroughly explored with highly relevant specific examples. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking** | | | | | | | |
| A thesis was not supported and there was no insight. | A thesis was barely supported and there was minimal insight. | | A thesis was partially supported and there was limited insight. | | A thesis was supported and there were some insights. | | An interesting thesis was amply supported and there were a number of insightful thoughts. |
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