**This is the End**

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| Evaluation | **% of Final Grade** | % Communication | % Application | % Knowledge and Understanding | % Thinking  |
| This is the End | 15% | 3.75% | 3.75% | 3.75% | 3.75% |

**Preamble**

The overemployed to the point of cliché Santayana maxim “Those who cannot remember the past are condemned to repeat it”, provides maybe the most compelling reason for taking this course and ultimately studying history (other than ultra-violent gladiator fights – hyper competitive city states – excessive GOT references). Indeed, the past warns of cataclysmic danger, never more relevant than now. As our society hovers uneasily on the precipice of environmental ruin (quite possibly we are already in free fall), the lessons of collapsed civilizations, and the environmental causes attributed, demand study.

In a prescient, challenging and compelling essay you will examine the collapse of Easter Island and Sumer, and, the decline of the Romans and the Mayans, comparing and contrasting their failures to contemporary problems.

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 no preliminary task, but discussing with the teacher your thesis and approach is a smart idea. Good luck and have fun ☺

**This is the End Expectations**:

1. Use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history to 1500.
2. Explain the role of various social, economic, and political events and developments in the decline of societies/ civilizations, each and how these factors affected people living in these societies.
3. Analyse how interrelationships with other societies and with the environment contributed to the decline of societies/ civilizations, Analyse aspects of culture and identity in societies/civilizations in decline.
4. Analyse the socio-economic, cultural, and political legacies of societies/civilizations.
5. Analyse various types of interactions between societies prior to 1500 and how societies benefited from and were harmed by such interactions.

**This is the End**

Consider the essay topic:

***Examine the collapse of Easter Island and Sumer, and, the decline of the Romans and the Mayans and compare to contemporary issues. Discuss how lessons from the past relate to the present and future.***

For the essay you will read *An Illustrated Short History of Progress* and the film the 11th Hour will be watched in class. You do not need to conduct additional research, but are free to do so. Jared Diamond’s Collapse also fits perfectly with the assignment and will offer a choice of alternative civilizations and societies.

The essay must be three to four pages. It must have a thesis, footnotes and a bibliography.

As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**This is the End Instructions:**

1. Read the chapters on Easter Island, Sumer, the Romans and the Mayans from the Ronald Wright book *An Illustrated Short History of Progress*.
2. Take notes of important points and quotes (record the page numbers for use in footnotes when writing the essay).
3. Consider the environmental reasons for the collapses and declines, and, the political and economic decisions that contributed to the collapses and declines.
4. If necessary conduct additional research, Jared Diamond’s ‘Collapse’ reviews much of the same material in further detail and with some different civilizations and societies.
5. View the film The 11th Hour.
6. Take notes of important points and quotes.
7. Other similarly themed films such as Manufactured Landscapes, An Inconvenient Truth and The Corporation, among others, could be viewed too.
8. Consider the contemporary and impending environmental problems.
9. Consider how lessons from the collapsed and declined civilizations relate to contemporary and impending problems.
10. Formulate a thesis based on the essay topic and the research conducted.
11. Outline and write the essay using the state, example, explain, link (point, proof, discuss) format.
12. Use the Chicago Manual of Style to format footnotes and the bibliography.
13. Review the History Essay Writing Guide on the class website under the skills section – there you will find more instructions on how to write a proper essay.
14. Compose the essay; three to four pages.

**This is the End Rubric**

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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Communication** |
| Almost no ideas were successfully communicated and without course specific vocabulary; there were way too many grammatical and spelling errors.  | Ideas were partially successfully and not formally communicated using no course specific vocabulary; there were many grammatical and spelling errors.  | Ideas were for the most part successfully and formally communicated using minimal course specific vocabulary; there were more than a few grammatical and spelling errors.  | Ideas were successfully and formally communicated using course specific vocabulary; there were a few grammatical and spelling errors.  | Ideas were very successfully, eloquently and formally communicated using a variety of course specific vocabulary; there were no grammatical and spelling errors.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Application** |
| No in-text citations and a bibliography; no discernible essay structure.  | Limited relevant and not always properly employed in-text citations and a bibliography minimally supported an almost adequate argument and the essay structure - point, proof, discuss - was partially employed.  | Some relevant mostly properly employed in-text citations and a bibliography supported an adequate argument and the essay structure - point, proof, discuss - was employed.  | Relevant properly employed in-text citations and a bibliography supported an above average argument and the essay structure - point, proof, discuss - was well employed.  | Highly relevant properly employed in-text citations and a bibliography supported a very convincing argument and the essay structure - point, proof, discuss - was very well employed.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Knowledge and Understanding** |
| There was no knowledge of the ancient civilizations and contemporary issues; there was no understanding of the relationship between past and present.  | There was very limited knowledge of the ancient civilizations and contemporary issues; there was almost no understanding of the relationship between the past and present.  | There was some knowledge of the ancient civilizations and contemporary issues; there was beginning understanding of the relationship between the past and present.  | There was detailed knowledge of the ancient civilizations and contemporary issues; there was good understanding of the relationship between the past and present.  | There was thorough and detailed knowledge of the ancient civilizations and contemporary issues; there was significant understanding of the relationship between the past and present.  |
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| Below Level 10 – 49% | Level 150 – 59% | Level 260 – 69% | Level 370 – 79% | Level 480 – 100% |
| **Thinking** |
| There was no exploration of political, economic and environmental contribution to collapse and decline, and, no parallels in contemporary society.  | There was an argument that explored limited political, economic and environmental contribution to collapse and decline, but did not cover the parallels in contemporary society.  | There was an argument that explored some political, economic and environmental contribution to collapse and decline, and, partially the parallels in contemporary society.  | There was a sound argument that explored political, economic and environmental contribution to collapse and decline, and, the parallels in contemporary society.  | There was a compelling argument that explored political, economic and environmental contribution to collapse and decline, and, the parallels in contemporary society.  |
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