

Block: \_\_Name: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Due Date: \_\_\_\_\_

# The Way I See It

History is not a burden on the memory,  
but an illumination on the soul.

-Lord Acton (Cambridge University)



# Philosophy of History

Little, D. (2017). "Philosophy of History", The Stanford Encyclopedia of Philosophy (Summer 2017 Edition), Edward N. Zalta (ed.), <https://plato.stanford.edu/archives/sum2017/entries/history/>

*First published Sun Feb 18, 2007; substantive revision Thu Oct 13, 2016*

The concept of history plays a fundamental role in human thought. It invokes notions of human agency, change, the role of material circumstances in human affairs, and the putative meaning of historical events. It raises the possibility of learning from history. And it suggests the possibility of better understanding ourselves in the present, by understanding the forces, choices, and circumstances that brought us to our current situation. It is therefore unsurprising that philosophers have sometimes turned their attention to efforts to examine history itself and the nature of historical knowledge.

## **Big questions to ponder as you begin to explore a historical topic:**

- (1) What does history consist of—individual actions, social structures, periods and regions, civilizations, large causal processes, divine intervention?
  
- (2) Does history as a whole have meaning, structure, or direction, beyond the individual events and actions that make it up?
  
- (3) What is involved in our knowing, representing, and explaining history?
  
- (4) To what extent is human history constitutive of the human present?



**Objective:** I will be able to clearly articulate, through written expression, a historically significant event presenting both data-driven facts in conjunction with my own perception of the event in relation to the era in which the event took place.



**Tasked Assigned on:** \_\_\_\_\_

**Tasked Due Date:** \_\_\_\_\_

## PART I: Choosing a Topic

The research essay is one of the most important skills a person must develop during their academic career. Essays are a major part of the written work assigned to students in any History course.

**First:** Effective academic writing is *not* an innate skill or ability, but rather one that takes time and practice to develop. Writing clearly, while crafting a logical, convincing argument that makes the best use of available sources is the basic goal – and simplicity of style can often enhance the effectiveness of that argument. Writing assignments in History may take any of several forms, including: the research essay, the book review, the comparative book review, the annotated bibliography, and the simple reading note, to name a few. While the structure of the paper may differ in each of these cases, the aim of the writer should nevertheless remain the **balanced presentation of suitable sources in order to develop and defend a central argument supported by strong conclusions.**

**Second:** Consider the process of researching, organizing, and preparing the essay as similar to the prosecution of a case before a jury of one's peers in a court of law. The familiarity of the courtroom drama makes a useful parallel for the process of writing a research essay.

A case must be:

- [1] Investigated,
- [2] Evidence must be collected, weighed, and organized, and a
- [3] Clearly articulated argument must be presented to an audience that will ultimately decide the merits of the author's case.

**Third:** The best essay states their aims at the outset, through the provision of a clear introduction in which the author's thesis, or argument, is presented to the reader. Following this opening argument, a good essay develops point-by-point, in a logical fashion, and introduces relevant, supportive evidence. Each of these points typically constitutes a subsection of the argument, and by organizing them in a straightforward manner, the intended effect should be to **carry the reader along with the argument.**

**Finally:** After linking these points together, the essay must propose a conclusion or conclusions supportive of the initial thesis. At this stage, the reader must decide whether the author's research, the presentation of his or her evidence, and the formulation of his or her argument have effectively supported the central thesis of the paper.

## Choosing a Topic continued...

Often, the most difficult part of any open-ended written assignment is choosing a topic because of the wide variety of possible subjects at hand. Some instructors will issue a list of suggested topics in order to facilitate this process, but in this case, you are encouraged to explore your own interests in any historical topic, timeframe, era, etc...

When choosing a topic, there are a few things you should consider:

- Is the topic manageable?
  - ✓ If it is too broad, you should narrow down the investigation to permit/allow the formulation of a useful, manageable argument.
  
- Is there adequate source material available?
  - ✓ Consider that an obvious or especially popular topic may put a strain on available library resources, and that a particularly obscure topic may yield very few sources at all.
  - ✓ Well documented subjects will often provide you, the author, with a wealth of sources.
  
- Is the topic credible?
  - ✓ You should be careful to avoid sensationalist topics and should focus on topics that can be dealt with historically.
    - For example, where a theologian might ask “Does God exist?” or a scientist might ask “Can the development of the universe be explained without invoking the concept of God?” the historian asks a very different question: “How did belief (or disbelief) in God shape the actions of this particular person or group?” or “How did new scientific ideas affect religious institutions in this particular time and place?”
  - ✓ Finding an angle of historical inquiry often involves asking how and why particular events or circumstances influenced individuals and their societies.
  
- Above all, what interests you?
  - ✓ Review Dr. Stark’s instructional lessons, the textbook, daily warm-ups, and any supporting course materials. World History courses are indeed broad, but there will undoubtedly be several subject areas that pique your curiosity. Speak to Dr. Stark and/or other teaching staff if you are experiencing difficulty choosing a topic. We are *ALL* here to help you.



# TASK 1:

**Research Topic You Have Chosen:** \_\_\_\_\_

*\*You may choose any topic of historical interest that ignites your passion for learning, curiosity, or research.*

	TIME PERIOD	GEOGRAPHY	HISTORICAL SIGNIFICANCE
Describe			

**Approval #1:** *Approval of Topic  
by Dr. Stark*

## PART II: Collecting Research

It is imperative that you only use *credible* sources for this research paper. The definition of a credible source can change depending on the discipline, but in general, for academic writing, a credible source is one that is unbiased and is backed up with evidence.

What sources can be considered as credible?

- Materials published within last 10 years;
- Research articles written by respected and well-known authors;
- Websites registered by government and educational institutions (.gov, .edu, .ac);
- Academic databases (i.e. Academic Search Premier or JSTOR);
- Materials from Google Scholar.

What sources should be avoided?

- Out-of-date materials (published over 10 years ago);
- Posts from social networks (i.e. Facebook; blogs; etc.)
- Research articles without citations;
- Websites ending in .com, .org, .net etc.

**Wikipedia can never be considered as a reliable source of information since it can be edited by anyone** (Therefore it is non-credible website example). However, it can be used when you are first trying to understand the topic. Moreover, there are lots of further links and references that can be useful when doing a research or writing academic papers.

**TASK 2:** Topic \_\_\_\_\_  
**Research Resources**

**3 Credible Websites You Plan to Use for Research:**

1.

2.

3.

**2 Printed Text You Plan to Use for Research:**

1.

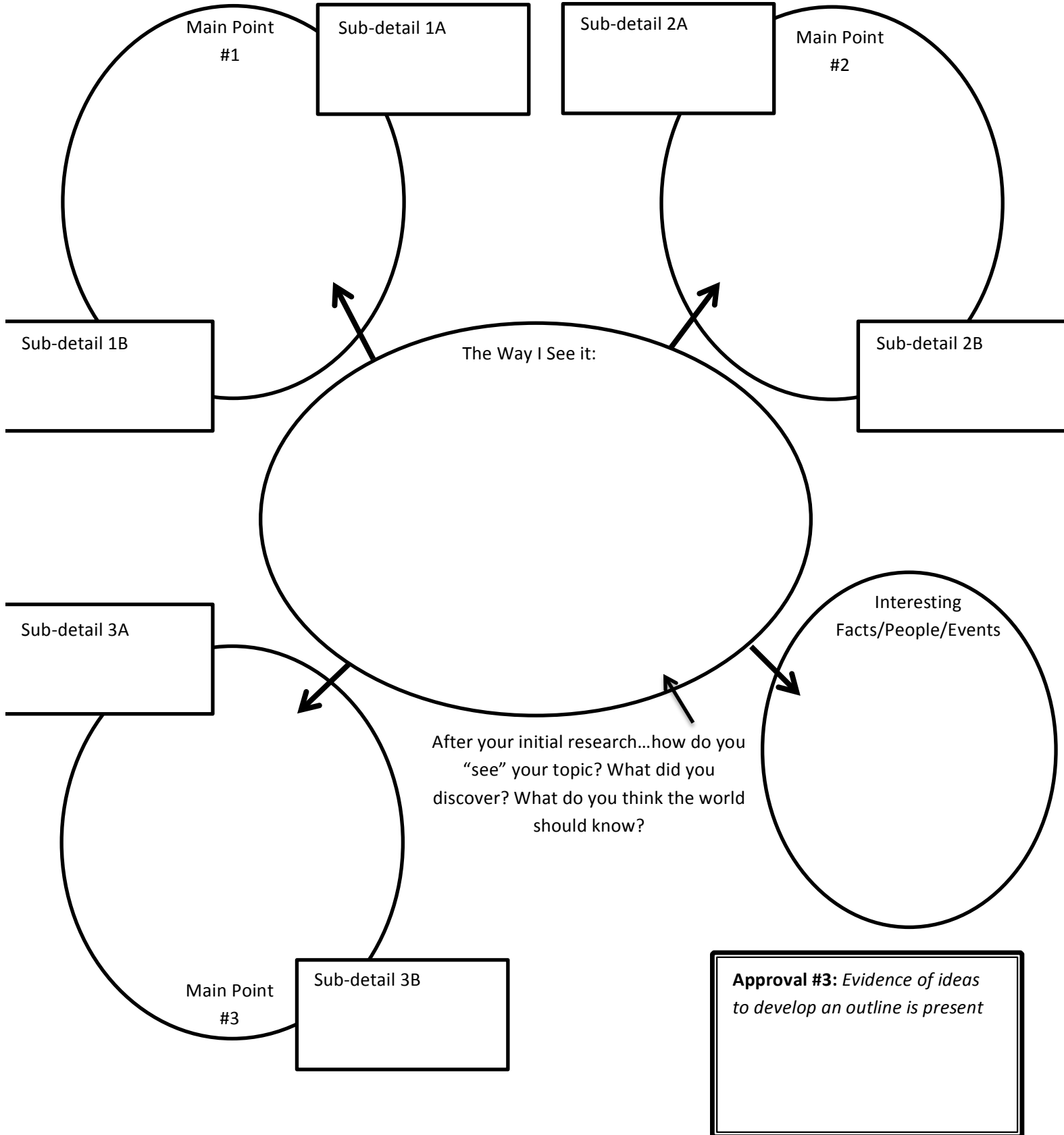
2.

**Approval #2: Evidence of  
Credible Sources Being Used**

# TASK 3: Topic \_\_\_\_\_

## Brainstorming Ideas

Topics you would like to cover in your research paper:



# TASK 4: Topic \_\_\_\_\_

## Rough Outline

### I. Thesis/Introduction:

---

---

---

A. Important Topic #1: \_\_\_\_\_

B. Important Topic #2: \_\_\_\_\_

C. Important Topic #3: \_\_\_\_\_

### II. Background of Historical Issue/Topic:

---

---

---

A. \_\_\_\_\_

1.

2.

B. \_\_\_\_\_

1.

2.

C. \_\_\_\_\_

1.

2.



**III. Important Topic #1:**

---

---

---

A. \_\_\_\_\_

1.

2.

B. \_\_\_\_\_

1.

2.

C. \_\_\_\_\_

1.

2.

**IV. Important Topic #2:**

---

---

---

A. \_\_\_\_\_

1.

2.

B. \_\_\_\_\_

1.

2.

C. \_\_\_\_\_

1.

2.

V. **Important Topic #3:**

---

---

---

A. \_\_\_\_\_

1.

2.

B. \_\_\_\_\_

1.

2.

C. \_\_\_\_\_

1.

2.

VI. **Conclusion:**

A. Overview Recap \_\_\_\_\_

---

B. Recap Issue #1 \_\_\_\_\_

C. Recap Issue #2 \_\_\_\_\_

D. Recap Issue #3 \_\_\_\_\_

---

E. Summarize Thesis Statement: \_\_\_\_\_

---

**Approval #4:** *Outline shows evidence of a plan for an essay*

# TASK 5: Topic \_\_\_\_\_

## Draft the Formal Research Paper

---

All submissions must be:

- Composed in our Class folder using Google Drive
  - Any submissions NOT IN YOUR CLASS FOLDER WILL NOT BE ASSESSED
- Be sure you are using your Oconto Unified School District Email Account
- You must cite your sources using quotations and proper citations.
- ANY FORM OF PLAGIARISM MAY RESULT IN A FAILING GRADE
- Instructor edits are merely suggestions. You have the right to accept or decline any such edits. Suggested edits are made to help [1] correct inaccuracies, [2] improve written skills, or [3] offer an alternative perspective to challenge the rigor of your metacognitive performance/submission.
- Cite the RUBRIC to guide your composition before submitting for a final assessment.
- Most importantly, DO NOT FORGET:
  - You must include the sentence prompt –
    - *“The way I see it, ....”* Somewhere in your submission.



**Approval #5:** *Submission file is evident in class folder*

**MIDDLE SCHOOL INSTRUCTIONAL WRITING RUBRIC**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Earned Score: \_\_\_\_\_

**DIRECTIONS:** Using a holistic approach, circle the appropriate number for each domain: Composing, Written Expression, Usage and Mechanics. Then add the total points.  
**SCORING:** 12=100, 11=94, 10=87, 9=80, 8=73, 7=66, 6=60, 5=57, 4=54, 3=50

**WRITING PROCESS:** ✓+    ✓    ✓-  
**PREWRITING** \_\_\_\_\_ **DRAFT** \_\_\_\_\_ **REVISIONS** \_\_\_\_\_ **FINAL COPY** \_\_\_\_\_

**SCORING DESCRIPTION:**  
**4—The writer demonstrates consistent, though not necessarily perfect, control of the domain.**  
**3—The writer demonstrates reasonable, but not consistent control of the domain.**  
**2—The writer demonstrates inconsistent control of the domain, indicating significant weakness.**  
**1—The writer demonstrates little or no control of most of the domain.**

COMPOSING	4	3	2	1
<b>CENTRAL IDEA</b>	<ul style="list-style-type: none"> <li>€ Clear, consistent focus on a central idea</li> <li>€ Clear awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li>€ Reasonably consistent focus on central idea</li> <li>€ Some awareness of intended audience</li> </ul>	<ul style="list-style-type: none"> <li>€ Inconsistent focus on central idea</li> <li>€ Limited awareness of audience</li> </ul>	<ul style="list-style-type: none"> <li>€ Little or no focus on a central idea</li> <li>€ No awareness of audience</li> </ul>
<b>RESEARCH</b>	<ul style="list-style-type: none"> <li>€ Facts are accurate, detailed and fully elaborated containing precise, relevant examples, illustrations, reasons, events, and/or details which support purpose and audience</li> <li>€ Details clarify the writer's purpose and clearly elaborate ideas</li> </ul>	<ul style="list-style-type: none"> <li>€ Facts are accurate</li> <li>€ May contain minor lapses in elaboration, relevant examples, illustrations, reasons, events, and/or details</li> <li>€ Some details clarify the writer's purpose</li> </ul>	<ul style="list-style-type: none"> <li>€ Few inaccurate facts may be present</li> <li>€ Inconsistent elaboration by listing general, underdeveloped statements</li> <li>€ Few details clarify the writer's purpose</li> <li>€</li> </ul>	<ul style="list-style-type: none"> <li>€ Multiple Inaccurate facts present</li> <li>€ Little or no purposeful elaboration</li> <li>€ Length is inadequate for development of writer's purpose</li> </ul>
<b>ORGANIZATION AND UNITY</b>	<ul style="list-style-type: none"> <li>€ Skillful introduction with an effective thesis statement</li> <li>€ Follows a logical organizational plan</li> <li>€ Ideas are unified with few digressions</li> <li>€ Maintains a consistent point of view</li> <li>€ Uses transitions to connect ideas within and across paragraphs</li> <li>€ Effective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>€ Strong introduction with evidence of a thesis statement</li> <li>€ Evidence of an organizational plan</li> <li>€ Few minor digressions</li> <li>€ Point of view may shift occasionally</li> <li>€ Uses transitions effectively within and across paragraphs</li> <li>€ Good conclusion</li> </ul>	<ul style="list-style-type: none"> <li>€ Weak introduction with a statement of intent or weak thesis statement</li> <li>€ Inconsistent organizational plan</li> <li>€ Lack of unity due to major digressions</li> <li>€ Shifts in point of view</li> <li>€ Limited or inconsistent use of transitions within and across paragraphs</li> <li>€ Weak or ineffective conclusion</li> </ul>	<ul style="list-style-type: none"> <li>€ Limited or no introduction with no purposeful thesis statement</li> <li>€ Little or no organization of ideas</li> <li>€ Lacks unity due to major digressions</li> <li>€ Major shifts in point of view</li> <li>€ Absence of transitions connecting ideas</li> <li>€ Very limited or no conclusion</li> </ul>
WRITTEN EXPRESSION	4	3	2	1
<b>FLOW</b>	<ul style="list-style-type: none"> <li>€ Rhythmic flow resulting from purposeful sentence variety</li> <li>€ Sentences incorporate subordination of ideas, and/or effective embedding of modifiers</li> </ul>	<ul style="list-style-type: none"> <li>€ Some rhythmic flow and sentence variety</li> <li>€ Some sentences use subordination of ideas, and/or embedding modifiers</li> </ul>	<ul style="list-style-type: none"> <li>€ Uneven rhythmic flow, limited sentence variety, repetitive sentence patterns</li> <li>€ Little subordination of ideas</li> </ul>	<ul style="list-style-type: none"> <li>€ No rhythmic flow or sentence variety, a tedious presentation</li> <li>€ No subordination or embedding modifiers</li> </ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>€ Contains highly specific word choice, descriptive language, and selected information</li> <li>€ Appropriate, purposeful tone</li> <li>€ Strong evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>€ Contains some specific word choice, descriptive language, and selected information</li> <li>€ Evidence of tone</li> <li>€ Some evidence of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>€ Contains mostly imprecise, bland language, though some specificity of word choice might occur</li> <li>€ Inconsistent tone</li> <li>€ Occasional use of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>€ Uses general, vague, and/or repetitious word choices or no selected information</li> <li>€ Failure to create tone</li> <li>€ Little or no evidence of writer's voice</li> </ul>
USAGE AND MECHANICS	4	3	2	1
<b>SENTENCE FORMATION</b>	<ul style="list-style-type: none"> <li>€ Consistent control of sentence formation, avoiding fragments, run-ons</li> </ul>	<ul style="list-style-type: none"> <li>€ Reasonable control of sentence formation, avoiding fragments, run-ons</li> </ul>	<ul style="list-style-type: none"> <li>€ Inconsistent control of sentence formation, avoiding fragments, run-ons</li> </ul>	<ul style="list-style-type: none"> <li>€ Little or no control of sentence formation, avoiding fragments, run-ons</li> </ul>
<b>GRAMMAR</b>	<ul style="list-style-type: none"> <li>€ Consistent control of usage, including</li> <li>€ subject/verb agreement,</li> <li>€ pronoun agreement,</li> <li>€ pronoun case,</li> <li>€ adjectives and adverbs</li> <li>€ verb tense</li> <li>€ plurals and possessives</li> <li>€ homophones</li> <li>€ avoidance of double negatives</li> </ul>	<ul style="list-style-type: none"> <li>€ Reasonable control of usage, including</li> <li>€ subject/verb agreement,</li> <li>€ pronoun agreement,</li> <li>€ pronoun case,</li> <li>€ adjectives and adverbs</li> <li>€ verb tense</li> <li>€ plurals and possessives</li> <li>€ homophones</li> <li>€ avoidance of double negatives</li> </ul>	<ul style="list-style-type: none"> <li>€ Inconsistent control of usage, including</li> <li>€ subject/verb agreement,</li> <li>€ pronoun agreement,</li> <li>€ pronoun case,</li> <li>€ adjectives and adverbs</li> <li>€ verb tense</li> <li>€ plurals and possessives</li> <li>€ homophones</li> <li>€ avoidance of double negatives</li> </ul>	<ul style="list-style-type: none"> <li>€ Little or no control of usage, including</li> <li>€ subject/verb agreement,</li> <li>€ pronoun agreement,</li> <li>€ pronoun case,</li> <li>€ adjectives and adverbs</li> <li>€ verb tense</li> <li>€ plurals and possessives</li> <li>€ homophones</li> <li>€ avoidance of double negatives</li> </ul>
<b>MECHANICS</b>	<ul style="list-style-type: none"> <li>€ Consistent control of mechanics, including</li> <li>€ punctuation,</li> <li>€ capitalization,</li> <li>€ formatting</li> <li>€ spelling</li> </ul>	<ul style="list-style-type: none"> <li>€ Reasonable control of mechanics, including</li> <li>€ punctuation,</li> <li>€ capitalization,</li> <li>€ formatting</li> <li>€ spelling</li> </ul>	<ul style="list-style-type: none"> <li>€ Inconsistent control of mechanics, including</li> <li>€ punctuation,</li> <li>€ capitalization,</li> <li>€ formatting</li> <li>€ spelling</li> </ul>	<ul style="list-style-type: none"> <li>€ Little or no control of mechanics, including</li> <li>€ punctuation,</li> <li>€ capitalization,</li> <li>€ formatting</li> <li>€ spelling</li> </ul>