**Vietnam War Essay Assignment**

In this assignment, you will work over the next five classes to research (3 classes) and write (2 classes) a 5-paragraph (minimum) essay on the Vietnam War.

The Task:

* Select a topic that interests you from the list previously provided or create your own and pass it by Ms Tolliday
* Start researching using the Inquiry-based Research Sheet provided
* Be selective of the sources that you choose to use to inform your essay. Remember: you MUST have at least ONE primary source incorporated in your essay.
* Formulate an outline for your essay – decide how you will prove one solid argument that answers the research question that you have chosen
* Using as much research and sources as you need, complete over the span of TWO classes your research essay. Hand in along with the research sheet.

Evaluation (see reverse for rubric):

INTRODUCTION Historical analysis:

* Use the concepts of historical thinking (i.e. historical significance, cause and consequence, continuity and change, and historical perspective) when analyzing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in the Vietnam War

ASK YOURSELF: Does the thesis statement express a clear, arguable point of view reflecting historical thinking skills that we have used in class? Does the directional statement indicate the arguments that will be used to prove the point of view being expressed in the thesis statement?

BODY OUTLINING ARGUMENTS: Research & quality of evidence

The essay should examine one of the following expectations:

* Evaluate and explain civil rights from multiple global perspectives. What are they? Who decides what they are? How do grass roots movements shape public policy? (FOCUS ON: Historical Significance; Historical Perspective)
* Show an understanding and effectively describe the attributes of conflict. What causes it? What are the consequences? How have conflicts of the past shaped our world today? (FOCUS ON: Historical Significance; Cause and Consequence)
* Assess human innovations of the twentieth century and explain how they affected global development. What innovations took place? How did they impact the world? How does communication shape our world view? (FOCUS ON: Continuity and Change; Historical Perspective)

ASK YOURSELF: How well do the arguments (the proof) support the thesis?

CONCLUSION Historical analysis:

* Evaluate and synthesize their findings to formulate conclusions and/or make informed judgements or predictions about the issues, events, and/or developments they are investigating

ASK YOURSELF: After reading the conclusion, will the reader be thoroughly convinced that the opinion argued in the thesis has been well justified and be able to agree with the opinion that is being expressed?

Essay Rubric:

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|  | Needs Work (1-2) | Good (3-4) | Well Done (5-6) |
| Introduction | Thesis statement is not clear or thesis does not present an argument. Arguments are not introduced in a directional statement. | Thesis is clear and takes an arguable stand.  The introduction refers to the argument but not in any particularly well-organized manner. | A sophisticated thesis presents a clear and arguable point of view.  The directional statement clearly indicates 3 solid arguments that will be used to support the thesis. |
| Body Paragraphs & Research | Minimal research & poor/limited evidence is provided  Evidence does not relate to the thesis or selected theme.  The arguments are listed  but there is limited proof  to support them. | Research is evident and the thesis is consistently supported by well-chosen  evidence. Primary source(s) and secondary sources are well-chosen and incorporated throughout. | A thorough understanding is demonstrated & supported by historical evidence.  There are 3 well-selected and relevant arguments to support thesis.  There are several well-chosen examples that support each argument |
| Conclusion | There is no reference to the arguments in the conclusion.  There is limited attempt  to include a conclusion. | The outline includes a  moderately successful  conclusion.  The thesis is restated.  The main arguments are  mentioned but there is no  attempt, or minimal attempt, to explain how they support the thesis statement. | The conclusion:  - restates thesis in different words using sophisticated, subject- specific vocabulary.  - summarizes arguments.  - links each argument to the thesis, leaving the reader thoroughly convinced that the  opinion expressed in the thesis is well-justified.  - leaves the reader with  something to consider. |
| Communication | Careless writing detracts  from the message. There are many spelling and typing errors. Sentences are not clear.  Work shows limited respect for the quality and care required for the essay format. | Message is clear but spelling and grammatical errors are still frequent.  Work shows some aspects of quality and care required for the essay format. | Message is very clear and detailed.  There are few to no spelling and grammar errors.  Essay follows an organized  plan and student has produced a piece of work that demonstrates the quality and care required for the essay outline format. |

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