Culminating Activity
ESSAY INSTRUCTIONS & TOPICS
ESSAY INSTRUCTIONS

You will be required to write an ARGUMENTATIVE ESSAY during this course.

No essay will be accepted without the Process Package:

Individual Essay Tracking Guidelines
The Following is the 8 Step Process to successful essay writing. There are supplementary resources available to assist in your essay writing.

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Essay topics distributed</td>
</tr>
<tr>
<td>2</td>
<td>Library/Resource Centre Research Periods</td>
</tr>
<tr>
<td>3</td>
<td>Topic Selection Sheet</td>
</tr>
<tr>
<td>4</td>
<td>Annotated Bibliography</td>
</tr>
<tr>
<td>5</td>
<td>Submission of Thesis Formation Sheet</td>
</tr>
<tr>
<td>6</td>
<td>Submission of Outline Sheet</td>
</tr>
<tr>
<td>7</td>
<td>Submission of Rough Draft &amp; Peer Editing</td>
</tr>
<tr>
<td>8</td>
<td>Submission of Formal Paper</td>
</tr>
</tbody>
</table>

The essay must be typed size 12 font, Times New Roman, 750-1000 words on a topic from the following list:

Please insure that you go through the checklist before submission of the final copy.

- The Final Copy includes a Title Page, Body, Bibliography, Proper Citation
- There are no spelling or grammatical errors
- Title Page: Catchy Title, Your Name, Course, Teacher’s Name (All Size 12 Font, no Pictures, no Folders) Just a Staple in the top Left Corner.
- A copy of the Final Essay is posted to your e-folio
- The Essay is double spaced and within the limit: 750-1000 Words
- The Process has been submitted in a separate folder with all Rubrics/Assessment & Evaluation
American History Essay Topics

1. The Port Chicago Mutiny – Disloyal action or a principled stand?
2. Hollywood goes to War – Do Hollywood movies ultimately pay history a service or a disservice?
3. The Rosenbergs – Traitors or heroes?
4. Hiroshima and Nagasaki – Was the decision to use the bomb on these two cities an action to save American lives or a decision that had other motives behind it?
5. Executive Order 9066 – An outrageous form of discrimination or a sensible military strategy?
6. “The problem with Nuremberg was that it repeated the age-old principle of the victors trying the vanquished.” Should the Allies have also been on trial at Nuremberg for considered neglect of Jewish lives?
7. Argue for or against the contention that Joseph McCarthy, alone, should assume full responsibility for House Un-American Activities Committee’s (HUAC’s) excesses.
8. Assess the American decision to become involved in Vietnam. Was this a genuine attempt to preserve freedom in South Vietnam or a war of self-interest using Vietnam as a backdrop?
9. Assess a Presidency from Franklin Delano Roosevelt (FDR) to Bill Clinton. Determine how this presidency will be judged by historians.
10. “The 1960s: A turning point where history that failed to turn.” Choose an organization e.g., the Black Panthers, the Students for a Democratic Society (SDS), the Weathermen, the YIPPIES (Youth International Party members), etc. and assess this group’s success in effecting change in the United States.
11. Examine the accuracy of a filmmaker in interpreting a modern historical issue.
12. “Americans require an external villain to move them beyond their isolationist tendencies.” Assess the accuracy of this statement by examining the role of the demon/bogeyman in American history. Use one of the following world figures, could be used as a basis of your investigation: Noriega, Gaddafi, Khomeini, Hussein, Castro, Allende, Ortega, Aidid, Milosevic.
13. Choose an American industry and examine and evaluate how this business has impacted American culture and American history.
14. “America’s addiction to obsolescence will be responsible for its environmental demise.” Determine whether this statement accurately reflects the United States of the post-war period.
15. Examine the two approaches to Civil Rights embodied by Malcolm X and Martin Luther King and evaluate which approach seems to have had a greater impact in the short and the long term.
16. Assess the impact that satirists and comedians have had on the American consciousness.
17. “Music and sports were the most important catalysts in breaking down the colour barrier in the United States.” Support or refute this statement.
18. Support or refute the contention of the Warren Commission that Lee Harvey Oswald acted alone in the assassination of John Fitzgerald Kennedy.
19. Construct an argument regarding an issue or event that has significantly altered or impacted the course of American women’s history since World War II.
20. “The CIA (Central Intelligence Agency) is in danger of destroying the very democracy it has been mandated to protect.” Support or refute this statement by examining CIA activities in the last fifty years.
21. “American cynicism regarding politics has its roots in the Watergate Scandal.” Support or refute this statement.
22. Historically analyse the American prison population with this question in mind: Does American justice serve the “American Dream”?
23. Choose an American author or artist and evaluate their contribution to American society.
24. Evaluate American policy in regards to communist China. Is this policy more of an example of pragmatism or a policy that is hypocritical and inconsistent with its goal of the destruction of communism abroad?
25. A topic of your choice. You require the permission of the teacher.
STEP 1: TOPIC SELECTION

The selection here is not exclusive, but is offered as a starting point towards completing the formal argumentative essay.

JUSTIFICATION FOR TOPIC SELECTION:

TOPIC:

1. Give two reasons why you selected this topic.

2. Based on your initial survey of reference material, what are three important themes or issues pertinent to this topic? Explain the relationship of your topic to American History.

3. Name two Books and two Journal Articles that you have consulted about your topic. (Please reference in complete bibliographic format).
# RUBRIC: RESEARCH NOTES

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>variety of research resources consulted</td>
<td>less than 3 different resources were consulted</td>
<td>4 different resources were consulted</td>
<td>5 different resources were consulted</td>
<td>more than 5 different resources were consulted.</td>
</tr>
<tr>
<td>types of research resources consulted</td>
<td>1 type of resource was consulted</td>
<td>2 different types of resources were consulted</td>
<td>3-5 different types of resources were consulted</td>
<td>more than 5 different types of resources were consulted: Primary documents, Secondary documents, Books, Academic Journals, Reference Sources, E-library, etc…</td>
</tr>
<tr>
<td>identification of sources</td>
<td>sources are not clear, concise, and properly formatted</td>
<td>some sources are clear, concise, and properly formatted</td>
<td>most sources are clear, concise, and properly formatted</td>
<td>all sources are clear, concise, and properly formatted</td>
</tr>
<tr>
<td>research notes</td>
<td>makes notes summarizing a few of the main points and supporting details and evidence</td>
<td>makes notes summarizing some of the main points and supporting details and evidence</td>
<td>makes notes summarizing and questioning the main points and supporting details and evidence</td>
<td>makes notes summarizing, questioning, and commenting on the main points and supporting details and evidence</td>
</tr>
<tr>
<td>sub-headings and titles</td>
<td>information and ideas are arranged with a limited degree of completeness and clarity</td>
<td>information and ideas are arranged with some degree of completeness and clarity</td>
<td>information and ideas are arranged with a considerable degree of completeness and clarity</td>
<td>information and ideas are arranged with a high degree of completeness and clarity</td>
</tr>
<tr>
<td>quotations</td>
<td>no referencing of quotations and statistical information</td>
<td>incomplete referencing of quotations and statistical information</td>
<td>some referencing of quotations and statistical information</td>
<td>complete referencing of quotations and statistical information</td>
</tr>
</tbody>
</table>

Comments:
Thesis Formation

Achievement: Thinking Evaluation

Your Chosen Topic: ______________________________________________

1. Write down the thesis statement (answer 1,2,3) and supporting evidence.

<table>
<thead>
<tr>
<th>Thesis Statement:</th>
<th>Evidence 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example: This is a good essay because it has a clear thesis, strong arguments, and excellent writing style.

<table>
<thead>
<tr>
<th>Evidence 2:</th>
<th>Evidence 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write down 3 counter-arguments that you will be refuting in your essay:

<table>
<thead>
<tr>
<th>Counter-Argument 1</th>
<th>Counter-Argument 2</th>
<th>Counter-Argument 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Please submit your updated list of sources (full bibliographic format)
ESSAY OUTLINE

PLANNING THE ESSAY

Student: ___________________________  Achievement: Application  Total: ___ Marks

Paragraph 1 (Introductory Paragraph)

Background Information:

Controversial Question:

Thesis Statement:

Sub-Topics:

1) 
2) 
3) 

Paragraph 2 (Opposing View Paragraph)

Major Idea: ________________________________

Evidence:

Concluding Sentence (refutes opposing arguments and leads to your argument):

Paragraph 3 (Sub-Topic 1)

Major Idea: ________________________________

Evidence:

Concluding Sentence:
Paragraph 4 (Sub-Topic 2)

Major Idea: _____________________________________________________________
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.

Concluding Sentence:  Adam claims that the average American consumes 300 calories per day in candy.

Paragraph 5 (Sub-Topic 3)

Major Idea: _____________________________________________________________
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.
Evidence:  Adam claims that the average American consumes 300 calories per day in candy.

Concluding Sentence:  Adam claims that the average American consumes 300 calories per day in candy.

(Conclusion)

Summary of Sub-Topics:  Adam claims that the average American consumes 300 calories per day in candy.

Restate the Thesis:  Adam claims that the average American consumes 300 calories per day in candy.

Positive, moral, lesson learned sentence:  The author argues that this daily consumption is detrimental to health.

Working Bibliography: (please attach)

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment</td>
<td>Student completely fulfills assignment requirements</td>
<td>Student completely fulfills assignment requirements</td>
<td>Student partially fulfills assignment requirements (almost all)</td>
<td>Student partially fulfills assignment requirements (almost all)</td>
<td>Student’s work in no way relates to assignment</td>
</tr>
<tr>
<td>Thesis</td>
<td>Student’s thesis is a clear, arguable, well developed, and definitive statement of position. It answers a why or how question</td>
<td>Student’s thesis is a clear and arguable statement of position that answers a why or how question</td>
<td>Student’s thesis is a clear, arguable statement of position</td>
<td>Student’s thesis is an outline of points; it is not an arguable statement of position</td>
<td>Student’s work does not have a thesis</td>
</tr>
<tr>
<td>Development</td>
<td>Student’s paper demonstrates a logical, mature, and thorough development of points that support the thesis</td>
<td>Student’s paper demonstrates adequate development of points that support the thesis</td>
<td>Student’s paper demonstrates an adequate development of points that support the thesis</td>
<td>Student’s paper presents a superficial development of points, many of which do not support the thesis</td>
<td>Student’s paper does not present any evidence of development of points that support the thesis</td>
</tr>
<tr>
<td>Evidence: Analysis Synthesis</td>
<td>Student presents relevant and fully analyzed textual evidence to support the thesis following the evidence formula-16-17pts. Student synthesizes textual evidence and points back to thesis statement</td>
<td>Student presents relevant and adequately analyzed textual evidence to support the thesis-14pts. Student makes an attempt at synthesis</td>
<td>Student presents relevant and partially analyzed textual evidence to support the thesis-13pts. Student makes an attempt at synthesis</td>
<td>Student’s textual evidence is irrelevant and is not analyzed-11pts. Student makes no attempt at synthesis</td>
<td>Student provides no textual evidence to support the thesis—under 11 pts. Student makes no attempt at synthesis</td>
</tr>
<tr>
<td>Opposition/ Refutation</td>
<td>Student clearly and fully explains opposition and persuasively refutes it</td>
<td>Student explains opposition and gives refutation</td>
<td>Student explains opposition and gives refutation</td>
<td>Student does not include op./ref. in paper</td>
<td>Student does not include op./ref. in paper</td>
</tr>
</tbody>
</table>

Comments:
The following outline attempts to show you how to construct a good essay; it represents, in as simple a form as possible, the basic pattern to follow in putting together any “argument paper” whether this paper is a class essay, a dissertation, or an article designed for publication. An “argument paper” is best defined as a paper which states a thesis, or says something, and attempts to back it up or support this thesis with evidence which tends to convince the reader of the truth and validity of this thesis; this kind of paper is distinct from the kind of paper which merely presents information. (Also, the argument paper is more interesting, both to write and to read). These instructions are presented in outline form merely to make it more apparent that a good essay is put together step by step. If you are writing outside of class you will be able to follow this outline at your leisure; if you are writing in class, or answering an essay question on an exam, you still should mentally follow this outline to construct your essay before you start to write.

I. Form a good, strong thesis sentence, stating what you propose to show.
This is the most important part of the whole process, the foundation upon which your whole essay is constructed, and it must be the first thing done; until you have written the thesis sentence it is useless to try writing anything else. Given a topic, assemble your material and review it (mentally if in class during an exam) until you are familiar enough with this material to form an opinion or judgment about your topic. This opinion or judgment is the stand you are taking on this particular topic and it will be the conclusion which your entire essay will try to establish and support. This is your thesis sentence; and this is why the thesis sentence has to come first when you construct an essay.

II. Build your argument to support this thesis sentence.
Return to your assembled material. Go through it again, and this time copy down every argument, every bit of evidence, or every reason you can find in it which will support your conclusion. After you have done this you should be able to tell whether your conclusion is valid or not. If you cannot find enough support to convince yourself of the validity of your own conclusion, you should discard your thesis sentence and form a new one. Never attempt to argue on behalf of something which you yourself do not believe, if you do, your paper will not be very good.

III. Arrange your argument to produce the maximum effect on the reader.
Go through the evidence or separate arguments you have copied down and arrange them in the order of their strength. Usually it is best to arrange them in the order of their strength. It is often best to start with the weakest and end with the strongest; this arrangement is not always possible, but when it can be done your argument will accumulate more force as it progresses. If this type of arrangement cannot be use, merely arrange the arguments in the order in which they will appear in your paper. Along with each argument, list any contrary arguments. You must state these fully and fairly, but show that on balance your viewpoint is to be favoured. If you ignore them, your essay will be weak, one sided and unconvincing.

IV. Write your outline.
a) Begin with a thesis sentence
b) Always write complete sentences
c) A brief introduction is needed if any questions or terms have to be defined before you start your argument; otherwise it is optional
d) Roman numeral I will be the first argument or reason in support of your conclusion. Roman numeral II will be the second argument – and so on – as you have already arranged these arguments in order
e) Just as the Roman numeral entries must support your conclusion, so must the sub-head entries under each roman numeral support that particular argument (usually by clarifying, explaining or the citing of examples).
f) Copy your thesis sentence word for word as the conclusion at the end of your outline. (This may seem a bit of an insult to your intelligence, but if your outline has gone astray you will fins that your thesis will
no longer fit in the position it was originally created to occupy. Thus, by doing this you can sometimes
save yourself time and wasted effort.

V. **Check your outline**
a) Are there any self-contradictory concepts in it?
b) Is any of your material irrelevant?
c) Does each argument follow logically from everything preceding it?
d) Are there any gaps in your reasoning?
e) Are there any terms which need to be defined?
f) Are there any statements which are merely platitudes?
g) Have you made any dogmatic statements?

VI. **Write the paper itself**
About three-fourths of your work should be done before you reach this step. If steps I-V are done well and
carefully, the paper should just about write itself.

VII. **Proofread your paper.**
And do it at least twice - more times if possible. (Never write anything which will be read by others unless you
proofread it to the best of your ability; this is one rule that is rigidly observed by all mature scholars and
authors who have been writing for years).
a) Proofread your thought and style, and again check the list in V. Also does your paper read smoothly and
easily? (Read it aloud, if possible, and you will find out).
b) Proofread for mechanical errors.
   1. Check all questionable spelling.
   2. Check all the minimum standard requirements

VIII. Turn in your finished paper and wait patiently for your “A”.
Paraphrasing a Source

Brown (2001) believes that the famine is not due to a lack of food but to a lack of appropriate distribution.

-or-

Famine is not due to a lack of food but to a lack of appropriate distribution (Brown, 2001).

Quoting Directly From a Source

Dennison (2002) states that “a global new deal is one that supports economic equality of lower income countries” (p.6).

-or-

“A global new deal is one that supports economic equality of lower income countries” (Dennison, 2002, p.6).

Paraphrasing a Source Used Within Another Source

Renaldi (cited in Galt, 2000) understands terrorism in terms of democratic freedom.

Quoting a Source Used Within Another Source

Dempster (cited in Chamberlain, 2000) shows us that “the combination of nationalism and liberalism ensures that education becomes a matter of public policy” (p. 22).

Paraphrasing/Quoting an Internet Resource

The Education Quality and Accountability Office in Ontario says “rankings tell us nothing about why scores are high or low; they invite basic, simplistic and misleading comparisons . . . which distract from the critical issue of improving learning” (http://www.eqao.com/eqao/home_page/information/1C3e.html).

Paraphrasing A Source With an Unknown Author

There is a contradiction in capitalism between the imperatives of capital accumulation and of legitimation (The political attitudes of children, 2001).

-or-

In the article The political attitudes of children (2001) there is a belief that there is a contradiction between the imperatives of capital accumulation and of legitimation.

Quoting a Source With An Unknown Author

In the article The political attitudes of children (2001) “values are central to the practice of democracy” (p. 104).

-or-

“Values are central to the practice of democracy” (The political attitudes of children, 2001, p.104).
Paraphrasing/Quoting Different Sources By The Same Author Written in the Same Year

First Source:
Johnstone (1990a) assumes political responsibility resides with the individual.

Second Source:
Johnstone (1990b) believes the personal is the political.

***on your reference page, you then insert the ‘a’ or ‘b’ with the year to indicate to the reader from which article the information was pulled.

Paraphrasing/Quoting From Source With Two Authors

Business interests and involvement have influenced public policy (Barlow & Robertson, 2001).

Paraphrasing/Quoting From Source With Three or More Authors

First time cited in paper:
Politicians in Canada are looking inward for economic support (Smith, Walan, Mazzuca & Zine, 2001).

Subsequent times cited in paper:
Politicians in Canada are looking inward for economic support (Smith et al, 2001).

Paraphrasing Similar Ideas from Two Different Sources Concurrently

Skilled knowledge workers is what business needs to be socially and economically productive in the next century (Marling, 2001; Weiss, 2000).

Section 1.01 Quoting a Large Passage (three lines or more) from a Source

Evans states that there is a dilemma inherent in the notions of cultural positioning and resisting oppressive positioning. He asserts that:

The dilemma is how to help students develop discursive practices that not only allow them to disrupt oppressive positioning and maintain self-respect of the people whose discourse and positioning are being challenged (Evans, 1996, p. 201).

***notice that the direct quote is separated from the rest of the text, single spaced, indented 2.54 cm (1”) on both sides and is not enclosed with quotation marks
References

Book:

***if you had two sources by Crocker written in the same year you would use the ‘a’ and ‘b’ rule. For example:

First Source:

Second Source:

Journal:

***in the above citation, ‘30’ indicates the volume and ‘4’ is the issue number of the journal. Not all journals will have issues numbers.

Newspaper:

Magazine:

Chapter in an Edited Book with One Editor:

Chapter in an Edited Book with More Than One Editor:

Internet Citation:

Lecture:

Section 1.02 Untitled Source