

# **APPENDIX**

## **WORLD STUDIES CURRICULUM**

**Approved by the Board of Education on April 22, 2008**

## Appendix - Sample Assessments

### I. World Studies Research Paper

Name \_\_\_\_\_

Research Process/ Time line

#### 1. Topic selection

- topic can be focused around a question, issue, idea or comparison that can be effectively dealt within a 5-6 page paper
- there are adequate available readable sources that can be used for research
- you have a genuine interest in this topic

Answer the following questions about your topic in a 1-2 page statement.

- What most interests you about your topic?
- What key questions do you have that you want to answer?
- What are possibilities that you want to focus on at this point?
- What difficulties have you encountered in previous research projects and/or what realizations about the research process will guide you on this project?

#### 2. Annotated Initial Works Consulted Page

- check the library for reference books- no general encyclopedias in Works Cited
- check OPAC for DHS library sources
- check local bookstores
- check for web sites –evaluate for accuracy, bias
- check ProQuest, iConn, ABC-CLIO, CIAO, Facts on File and other on-line databases for scholarly journals, newspaper and magazine articles
- check for possible people to interview or agencies to contact
- check for films (video/DVD) on your topic
- find a variety of sources ( at least three types)
- be sure that the sources are available and you are able to understand them
- use the Darien Style Sheet to list a minimum of six sources that you will use for your research. **Comment on the value of each source** and be sure that each source is in correct form on your annotated bibliography.

#### 3. Research dialectical notebook:

Read, study sources, and respond to articles, sections of books, documentaries, websites, interviews and primary source material collected. You may take notes on interviews or videos and highlight articles but you should read at least 50 pages on your topic. In a dialectical notebook, keep track of especially meaningful texts, quotes, evidence, and images that strike you. This will allow you to respond to ideas and record your thinking as well as share your ideas with others so that they can give you feedback. From this work and dialogue, decide on an initial controlling idea for your research, your key points and it will help you to map out how you will continue research to develop your topic.

4. Notes Checked - (take notes throughout the whole process)

Notes will be evaluated based on the following:

- all notes are labeled with source and page number
- notes are in your own words (highlighting a text or article is not note taking!)
- all quotes are in quotation marks
- accurate meaning is taken from the sources
- notes are adequate to deal with the issues of your research

5. Working Thesis and Outline page

Thesis is...

- stated clearly
- analytical, reflects depth of understanding, states the main argument of your paper

Outline...

- shows development of a logical argument in your paper
- has each point relating to the thesis (so the relation of ideas is evident)
- shows that each point is supported by specific information

6. Conferences:

- set up a time to conference with me about the outline and the argument of the paper—this is required

7. Complete Draft of paper

- draft is 5 pages
- sources are cited
- shows development of ideas following outline
- uses transition to show the connection of ideas
- contains evidence to support points
- includes a Works Cited page in correct form—check with a librarian
- conference about paper (optional)

8. Final revised thesis and outline and final paper

- organization, thesis and transitions are refined to clarify argument and show that you have pushed your thinking further
- additional evidence is used to make points stronger when needed
- grammar checked, format for paper is in correct form
- citations are from a variety of sources and are used correctly
- Works Cited/ Works Consulted Page in correct form and reflects depth of research

9. Meeting of deadlines and student/teacher conferences about the paper are important throughout the research process.

## **REFLECTIONS ON THE RESEARCH PROCESS AFTER WRITING THE DRAFT:**

Write for five minutes for each question. Put your responses on separate paper.

1. What do you see as the strength of your paper? What are you most happy with?
2. What problems did you encounter writing this paper? Do you feel that you were able to successfully deal with them?
3. If you were going to do this assignment again, what would you do differently? What revisions will you make? Will you need to restructure your paper?

## **World Studies Research Paper Checklist**

Final papers are due. You will hand in your notes and three drafts of your paper—include the draft that was checked by a librarian. Keep a copy of your paper. Papers are to be ready to be handed in at the beginning of class.

Organize your paper in the following order:

### Title page-

- put the title of your paper in the center of the page
- in the lower right hand corner list your name, course, date on separate lines

### Thesis and outline page-

- follow the format given in class which gives the thesis at the top then lists the key points of the argument with support

### Text of the paper

- number the pages at the bottom starting with page two
- use 11 or 12 point font
- use parenthetical citations
- refer to the list of requirements for the paper below to be sure that you have made necessary changes in revision

### Works Cited page

### Works Consulted page- optional

In making final revisions check to see that your paper meets the following requirements:

### Text of the paper

- 5-6 pages in length
- essay includes a well developed introduction, body and conclusion
- essay is focused around a thesis( a logical argument)

- thesis is analytical
  - it reflects depth of understanding
  - it reflects depth of research
  - it states what you believe to be true based on your research and gives some indication why you have that position
- each main point of your paper clearly relates back to your thesis
- each point is supported by documented evidence such as factual information, supporting expert opinion, examples
- evidence is accurate and relevant (all information can be found in notes)
- information taken from your sources is cited using parenthetical citations
- correct form is used for citations
- transition is used to show connection of ideas
- essay has correct grammar, spelling and paragraph structure

#### Works Cited/ Works Consulted

- all citations refer back to a source listed on the Works Cited page
- includes a variety of sources
- correct form is used for each entry including alphabetical listing and hanging indent

#### Writing an Annotated Bibliography

An annotated bibliography is an organized list of sources (books, newspapers, magazines, journal articles written by scholars, reputable websites, official reports, documentaries), that you have found and that seem to be helpful to you in discovering answers to your research questions.

Use the Darien MLA style sheet to write up the bibliographic information for each source. List the sources alphabetically and use a hanging indent. After each citation skip one space and write two to three sentences to explain the value of the source for your research. You can summarize the main argument of the source, tell what you think about the source, evaluate the reliability, describe what is included in the source or consider the limitations.

The purpose of this annotated bibliography is to show the quality and quantity of your research so far. You will continue to add to your sources in the next few weeks. This working bibliography will show that you have access to a number of sources so that you can effectively deal with your topic in an analytical way.

You can use both primary and secondary sources but remember do not include general encyclopedias in your bibliography. Only use general references to find out background on your topic to help you get started on your research.

**An Example**

The sample below is a purely fictional entry. The author and book do not actually exist. Still, this sample does illustrate how a writer can very briefly explain why a source was (or was not) especially useful or interesting. This is the point of annotating a bibliography; you want to let your readers know what kind of information they will find in the source.

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Williams, Jacob. "Ho Chi Minh." The Encyclopedia of Political Biography. New York: Morrison & Gevertz, Inc., 1982.

After checking several other sources, I was excited to find the concise but clear biography of Ho Chi Minh. The entry here goes beyond a simple listing of key events in Ho's life. Instead, the author, Jacob Williams, takes a critical stance, praising Ho's intellect and leadership skills while also questioning his political ethics. Because Williams had a clear point of view, I found that his statements gave me something to think about.

Name \_\_\_\_\_ "A Sample Structure for Thesis and Outline"

Topic: \_\_\_\_\_

Focusing question \_\_\_\_\_

Thesis: (What conclusions have you drawn from your research and why to you think that?)

I. State your first main point of your argument to support thesis in a complete sentence.

A. State Reason to support this point.

- 1. Evidence
- 2. Evidence and explanation

B. State other reason to support this point

- 1. Evidence
- 2. Evidence and explanation

II. State your second main point of your argument to support your thesis in a complete sentence.

A. State Reason to support this point.

1. Evidence
2. Evidence and explanation

B. State other reason to support this point

1. Evidence
2. Evidence and explanation

III. State your third main point of your argument to support your thesis in a complete sentence.

A. State your reason to support this point.

1. Evidence
2. Evidence and explanation

B. State other reason to support this point

1. Evidence
2. Evidence and explanation

### World Studies – Research Paper Peer Review of Draft

Read the thesis and outline page, then read the essay and complete this sheet:

#### Introduction:

1. General background – introduce the topic?
2. Underline the thesis
3. Comment on the quality of the thesis
4. Main arguments listed? Comment in margin if no arguments

#### Body:

Read for development of ideas

Each point of the argument clearly stated and developed

Transition from previous paragraph

General logical flow

Transition between sentences

Main point is clear

Appropriate number of citations

Write in margin “description” or “argument” based on the content of the paragraph

Circle spelling mistakes

[Bracket] sentences that make no sense

Write a “+” next to areas that need more information

Write a “!!!” next to areas that you think are interesting / important

Write a “ ” where you think a new paragraph should start. Each paragraph should have one major idea.

Make any comments in the margins that would help the writer.

- Consider verb tenses and check for consistency.

- Are quotes included correctly? If there are more than three typed lines in a quote, is the quote set off and indented, without quotation marks? Mark changes needed.
- Are citations done correctly, with the author's name and page #?
- How many sources does the author provide to support their thesis and reasons?

Conclusion:

Restatement of thesis

Main arguments summarized

No new information listed.

Overall:

Write "cite" next to a sentence that you think needs a citation.

Check for overall organization. Is there a clear and logical flow to the paper?

Was the thesis proven or is this an encyclopedia entry (all description). Compare the number of times that you wrote "description" and "argument."

Give comments at the end of the paper that will help the writer improve their essay. (Use the rubric.)

Write your name on the draft at the end of your comments

## II. Sample Essay Topic and Rubric

The responses to the prompts should be answered in depth in several well-developed paragraphs.

1. Foundations of the Communist Russia:
  - a. Explain why Russia’s history prior to the 1900s allowed for such an easy conversion to the communist/socialist system of government.

**OR**

  - b. Explain why Russia was not a place that Karl Marx foresaw as a future home for communism.
  
2. Systems Options:
  - a. What are the fundamental differences between Democratic/Capitalism and Communism/Socialism?

**OR**

  - b. Using the descriptions of Democratic/Capitalism, Communism/Socialism, and Democratic/Socialism.
  
3. Foundations of the Cold War:
  - a. How did the cultures and events prior to 1945 establish the United States and Soviet Union as rival superpowers?

**OR**

  - b. Why can it be said that the United States and Soviet Union were justified in the caution showed toward each another following 1945?

### Essay Rubric

Performance Standards	Below Standard	Meets Standard (84)	Exceeds Standard	Best in class
<b>Persuasiveness:</b>				
<b>Introduction:</b> Does it set up the main arguments and provide a logical context for the thesis statement at the end of the paragraph?	-1		+1	
<b>Thesis:</b> Does the thesis statement clearly and accurately address the question in a way that is specific and arguable?	-1/-2		+1/+2	
<b>Focus:</b> Is the thesis sustained and developed throughout the essay? Are supporting ideas fully developed?	-1/-2		+1/+2	
<b>Conclusion:</b> Does the conclusion synthesize the essay’s argument?	-1		+1	
<b>Evidence:</b>				
<b>Sources:</b> Does the essay effectively incorporate various	-1/-2		+1/+2	

sources to provide supporting evidence for the thesis?				
<b>Insight into Sources:</b> Does the essay reveal thoughtful understanding and analysis of the sources?	-1		+1	
<b>Quotations:</b> Does the essay include multiple quotations and are they properly introduced, analyzed, and cited?	-1/-2		+1/-2	
<b>Insight into Unit:</b> Does outside knowledge and examples reflect an understanding of what was discussed in class?	-1/-2		+1/+2	
<b>Connections:</b> Does the essay make connections to previous areas of study?	<i>Cannot lose</i>		+1	
<b>Relevance:</b> Is the essay free from information that does not directly support the thesis?	-1		<i>Cannot exceed</i>	
<b>Accuracy:</b> Is the information presented and explained accurately?	-1/-2		<i>Cannot exceed</i>	
<b>Organization:</b>				
<b>Topic Sentences &amp; Transitions:</b> Does each paragraph's topic sentence clearly state the main point of the paragraph, relate to the thesis and provide logical transitions between paragraphs?	-1		+1	
<b>Organization / Paragraphing:</b> Does the essay have logical paragraph breaks and follow a logical order?	-1		<i>Cannot exceed</i>	
<b>Overall Clarity:</b> Are the ideas expressed in clear, straight-forward, concise language?	-1		+1	
<b>Grammar:</b> Is the paper free from simple grammatical errors?	-1		<i>Cannot exceed</i>	

If the work meets the standard in each category, it will receive an 84 (B). If the standard is exceeded, points may be earned in each category (except where otherwise stated); if a standard is not met, points may be lost in each category. Up to 5 points may be lost in any category for failure to include the standard.

## II. Sample Simulation

### GOVERNMENT SIMULATION

Today, we will try out 3 or 4 different types of governments to see how effectively they function. You will be divided into:

**a democracy** (All decisions will be made by voting; each person has one vote; the majority rules!) [one product]

**a dictatorship** (All decisions will be made by the dictator.

The dictator's word is law!) [one product]

**an anarchy** (All conflicts & decisions will be resolved by arm wrestling!) [up to 5 products]

**a constitutional monarchy** (Monarch will make decisions, but these must be approved by a majority of the Parliament.)

plus several **observers** (Circulate around the classroom, taking notes on the behavior/effectiveness of each government. Judge final products.)

The **PURPOSE** of this simulation is to give you the opportunity to either participate in or observe three contrived situations patterned after systems of government. Experiencing or observing what happens in the relationships, attitudes, & emotions within various governments will give you a deeper insight into or understanding of these governments than definitions alone.

**TASK:** produce a product that will please the judges the most. It must deal with some aspect of the material we've covered in class. The governments will have 30 minutes to complete their task, while the observers observe!

After the allotted time, the judges will pick a winner.

#### **ANALYSIS:**

Students who participate in the governments should describe in writing their reactions toward the structure under which they worked. This will be shared with the class. Be sure to note how efficiently you think your government worked in completing the task.

Observers should write down, & then share with the class what they noticed as they carefully observed the 3/4 governments in question.

The class will consider the following questions. Numbers 5 & 6 should be answered in your notebook. (Others can be answered on this page.)

1. Which group organized itself most quickly? Explain.
2. Which group seemed to work together most smoothly? Why?
3. What kinds of leadership, if any, developed in the three groups?
4. Did any conflicts develop in the anarchy group? If not, how long do you think they could actually work in that kind of situation before some conflicts would develop?

5. These are very limited models. Nevertheless, describe the social structures/rules/expectations that are present in the three kinds of government systems? Explain.
6. What generalizations, if any, can you make from your observations?

Homework: Create a chart to compare the advantages and disadvantages of democracy, dictatorship, anarchy.

#### **IV. Sample Collaborative Writing Assignment**

##### **RUSSIA/EU ASSIGNMENT**

In groups, you will research two questions:

1. Should Russia apply to join the European Union?
2. Should the EU accept Russia?

Each group will produce a one-two page “position paper” on each question.

To answer these questions, each group will have to answer several others:

- Would it be to Russia’s advantage to join the European Union, or would it be better off “going it alone” with its enormous resource and manufacturing base. ( Use provided reading, as well as sources you used to research your Eastern European country)
- Does Russia meet the criteria for membership in the EU? (See attached reading, articles about Putin.) Would it be to Europe’s advantage to have Russia as a member?
- Is Russia potentially a democratic, capitalist Western country or is it predisposed by its history and culture to be a tightly-controlled dictatorship?

On the day papers are due, students will debate their positions with their classmates.

## V. Sample Document Analysis Worksheet & Guide

To be used with documents such as The Balfour Declaration, Letters between Khrushchev and Kennedy, etc.

### Document Analysis Worksheet

1. Type of document  
 Newspaper                       Letter                       Diary  
 Government Report             Interview                    Legal document  
 Debate Transcript                Photograph                Memoir  
 Other: \_\_\_\_\_
2. Date(s) of document:
3. Author(s) of document:
4. What do you know about the author(s)?
5. Who do you think this document was written for? Why? Use evidence.
6. What is the topic or issue of the document? How do you know? Use evidence.
7. What are the most important points from the document? Use evidence.
8. Why do you think this document was written? Use evidence.
9. Write a question to the author that is left unanswered by the document.
10. Other interesting notes/quotes from the document.

### How to Read & Analyze Primary Sources

Source: <http://www.wisconsinhistory.org/turningpoints/primarysources.asp#worksheets>

Primary sources--diaries, manuscripts, journals, images, drawings, memoirs, and maps—created by those who participated in or witnessed past events reveal something that even the best article or book cannot. The use of these documents in the classroom exposes students to historical concepts and perspectives that are vital to understanding not only the past, but also the present. By reading primary sources, students become aware that all history is the author's interpretation of past events based on his or her own opinions and biases. This allows students to recognize the subjective nature of history. Moreover, primary sources allow students direct access to the lives of people in the past. For many students, history is nothing more than names and dates. Reading the words of those who lived in the past provides the color and excitement so often missing from textbook accounts.

While textbooks provide a good overview of what happened throughout history, they are not the same as reading primary sources, or the words of people who actually lived through a particular

event. Textbooks offer an interpretation of a historical person or event by those who did not witness them or live during that time period. Reading primary sources allows us to judge whether we agree with that interpretation because we will have read or seen the same primary sources as the textbook author.

If you have not read primary sources before, you might be surprised to find that it is not like reading from a textbook. Primary sources do not speak for themselves—they have to be interpreted. You do not just simply read about the past, you must investigate the past by asking questions.

To help you interpret primary sources, you might think about these questions as you examine the source:

A. Place the document in its historical context

1. Who wrote it? What do you know about this person?
2. Where and when was it written?
3. Why was it written?
4. Who was it written for? This is called the “audience.” What do you know about this audience?

B. Understanding the document

1. What are the key words and what do they mean?
2. What point is the author trying to make? Summarize the thesis.
3. What evidence does the author give to support this thesis?
4. What assumptions does the author make?

C. Evaluate the document as a source of historical information

1. Is this document similar to others from the same time period?
2. How widely was it circulated?
3. What problems, assumptions, and ideas does it share with other documents from the time period?

## VI. Sample Project

### EAST ASIAN/SOUTHEAST ASIAN RESEARCH PROJECT

**Your nation:** \_\_\_\_\_

*You are your nation's ambassador & will represent your country at several regional meetings addressing critical regional events and issues. You will also write position papers expressing your nation's view on those & other issues, and your own views on these events & issues. You will need to conduct research about your nation in order to know or determine your nation's viewpoint.*

*Topics: Korean War, Vietnam Independence Movement and Vietnam War, Cambodia Killing Fields, Tianamen Square Protests, North Korean Nuclear Weapons Program*

#### **PROCESS:**

**1. Research: locate quality sources, record complete bibliography information, take notes in YOUR own words, in "telegraph" form from at least 3 sources (one print, one non-print, one periodical) on these topics:**

- A. History (1945 to present), focus on
  - Post World War II situation
  - major events of your nation's history from 1945 to the present
  
- B. Involvement in and/or reaction to:
  - Civil War in China: 1946 to 1949
  - Korean War: 1950 to 1953
  - independence movement in Vietnam: 1945 to 1954, and division & war: 1954 to 1973
  - Cambodia's Khmer Rouge & the "Killing Fields": 1975 to 1977
  - China's Tiananmen Square demonstration & massacre
  - North Korea's development of nuclear weapons
  
- C. culture/lifestyle (description of how the people live)
  - ethnic groups
  - religions
  - languages
  - literacy rate
  - life expectancy
  
- D. government (at the time of major events & currently):
  - type of government,
  - top office holders,
  - government's views of key issues

E. economy (at the time of major events & currently):

- type of economy
- GDP,
- per capita GDP,
- major exports,
- trading partners,
- labor force by occupation

## **2. Analysis**

A. Determine your nation's position on each of the events listed.

B. You either find this position stated in your research directly, or conclude it using your research as your guide and putting puzzle pieces together (for example: your nation's type of government and economy &/or trading partners may give you clues as to what your nation's position on an issue might have been/might be.)

C. Meet with your partner, or other similar nations (nearby neighbors, or similar types of nations: same economic or political systems, or similar religion, etc.) discuss your position on an event; then add, subtract, or modify your position as needed. Be careful not to contradict your research!

D. Write a position paper on the assigned event/topic.

E. Participate in the regional U.N. on a given event, expressing your nation's position/view on that event and working to resolve the crisis.

## VII. Sample Position Paper

### EAST ASIAN POSITION PAPERS

A position paper is an essay that clearly states and justifies a point of view.

For the Project on East Asia and Southeast Asia, you will be writing 2 position papers:

One paper must focus on some aspect of your nation's history (1945 to present),

One paper must focus on one of the events listed under section 1.B. of your Project direction sheet (# 1)

Clearly state your nation's view of or position on a particular event or development (ex: "{Malaysia} opposes the spread of communism in SE Asia.")

Explain the reasoning or state the justification for this position

(ex: "The Domino theory, that is the fear that if one nation falls to communism other neighboring countries will eventually fall to communism, causes {Malaysia} to fear that it could be targeted!")

FORMAT:

**1 to 2 pages in length**

**Typed**

**Double spaced**

**Your name, class, date submitted should be on the top**

**Title your position paper with the name of your nation & the event of focus:**

(ex: "China's Involvement in the Korean War")

**Well-written, using proper essay form**

**Intro paragraph with thesis statement**

**proper grammar**

**correct spelling**

**strong organization**

**concluding paragraph**

**Accurate content**

**Logical reasoning** (build your case: include research info that helps explain your position)

(ex: "After 75 year as a colony, Vietnam is ready for independence. We have seen the failure of capitalism during the years of colonization. While a small group of people prospered, the majority suffered in poverty. Consequently, the people of Vietnam believe that communism with its focus on equality, is the best economic system for our nation. And we will fight for our right to establish it!")

## VIII. Sample Film-based Writing Assignment and Rubric

### Film “TO LIVE” – Writing Assignment Part I

“To Live” is a Chinese theatrical film that follows the experiences of a single family through the whole of the beginning of the Communist era in China. The film begins in 1949, when the Communists won the Civil War, and ends in about 1976, when the country is about to change direction, if not government. Although the movie is very entertaining, it also illustrates almost all of the major developments in Chinese history during this period.

Based on your reading and what you see in the film, describe each of the following developments in paragraphs:

#### **Civil War between Nationalists and Communists**

#### **Communist takeover**

#### **Anti-landlord campaign**

#### **Five Anti movement**

#### **Great Leap Forward**

#### **Tensions with Taiwan**

#### **Cult of Personality (Chairman Mao)**

#### **Great Cultural Revolution**

### “To Live” Writing Assignment Part II

50 points toward test grade

Using the characters from the film “To Live,” your notes and any other reliable sources, write 2-3 pages (minimum) updating what might happen to the main (surviving) characters after 1976, which is when the film ends...or, write an interview of the same length with one or more of the main characters, using the guidelines below.

Characters: Fugui (husband)  
Jiazhen (wife)  
Wan Erxi (son-in-law)  
“Little Bun” (grandson)

You should bring the characters all the way up to today, but only the older two can die. Stories involving “Little Bun” and Wan Erxi should end at their present ages. If the parents were alive today, they would be in their 80s. Wan Erxi (Fengxia’s husband) would be in his 50s, and Little Bun would be in his mid-30s. Although the film doesn’t tell us for sure, you can assume that Fugui’s army buddy Chansheng is probably dead. Like Fugui, he would be in his 80s if he had survived to today.

The story must be based on the actual history of China. Bring the story of the family as close to the present as possible.

Everything that happened to the family in the movie was in some way the result of politics of their time. You should show how the events of the later time might have affected their lives.

You will be graded on how accurately you incorporate the events since 1976 into your story. If you can produce a great short story, that would be great, but I don't necessarily expect it. I *do* expect good effort on your part, and a level of writing one would expect from DHS sophomores.

## IX. Sample Biographical Essay & Rubric – Gandhi

Format: Typed, proofread, citations, works cited. (standard DHS format)

Length: 5 paragraphs

Grade: Class work & outline/intro	20%
Final	80%

Assignment: Complete both parts 1 & 2.

1. Describe, in detail, two actions or ideas that Gandhi used to promote Indian independence (example: homespun)
2. For each action or detail complete the following:

Why they would be effective in gaining Indian independence?

Process:

1. Begin brainstorming, pick ideas/actions you will use(Due in class, next session)
2. In class – Start Outline & Introduction
3. Outline & introduction due next class
4. Bring information & resources to class
5. In-class, revise outline and begin rough draft
6. Final due next class session

Performance Standard**	Does not meet standard	Meets Standard	Exceeds Standard
The introduction includes a general statement of how Gandhi’s methods were effective in gaining independence 2			
The introduction introduces the era of history discussed in the essay. 2			
The essay clearly defines and explains two actions/ideas of Gandhi to promote independence. 2			

The essay clearly answers the question of how Gandhi’s actions/ideas were effective in gaining independence. 3			
The essay includes specific information, but is not a chronological list of events. 3			
The essay includes a paragraph that analyzes Gandhi’s beliefs in relation to great evil, and has a position on this issue. 3			
The essay is well written and lacks serious grammatical errors*			
The essay has citations in the proper place and format*			

**X. Sample World Studies Simulation/Role-Play**

Using the Brown University’s Choices Program Unit “Conflict in Iraq: Searching for Solutions” students will debate and deliberate 3 distinct policy options for the US role in Iraq.

## XI. World Studies News Analysis & Rubric

### Middle Eastern News

#### Objective

You will provide an overview of certain key events from your assigned country in the Middle East by recreating a newspaper from that country.

<u>Country</u>	<u>Students</u>	<u>Event</u>	<u>Date</u>
Iraq		Gulf War	1991
Syria		Six Day War	1967
Lebanon		Lebanese Civil War	1975-1990
Egypt		Israeli-Egyptian Treaty	1979
Turkey		PKK formed	1984
Iran		Iranian Revolution	1979
Saudi Arabia		Oil crisis	1970s
Israel		Arab-Israeli conflict*	1900s
Palestine (PLO)		Arab-Israeli conflict*	1900s

\*There are many events that have added to this conflict. Choose 1 to focus on.

#### Description

You must cover the event listed above. You will then add 2 other articles of your choice. Adding pictures, maps, or political cartoons will make your newspaper more realistic. You can use the Middle Eastern newspapers on my website as examples.

#### Guidelines

- You must have at least three (3) articles total in your newspaper
  - The event above must be one (1) of those articles
  - You may choose the other two (2) events/articles
- You must have at least four (4) sources
  - Two (2) of the four (4) sources must be primary (sources from that time period)
  - Two (2) of the four (4) sources must be print sources (read: not internet)
- Your newspaper will have between 800-1000 words
- You should write the article as if you are experiencing the event (Example: “In Iran yesterday, the Ayatollah Khomeini finally took power.”)
- Add creative visuals to your newspaper (photos, maps, political cartoons, etc)
- Use evidence in your article (Example: “On July 7, 1991 we spoke with President Hussein in his palace outside of Baghdad. He claims...”)
- Your newspaper should convey the perspective of your country (not what the U.S. thought of the event)
- You must have a works cited page in MLA format

Deadline

The newspaper and works cited page is due on {Date}. On {Date}, you must submit the three (3) events that will make up your newspaper.

Middle Eastern News Rubric

	Excellent	Good	Fair	Poor
Coverage of primary event				
Coverage of 2 secondary events				
Relevance of historical evidence				
Accuracy & use of historical evidence				
Sources: 4 total, 2 primary				
Events are written from the perspective of the Mideast country you represent				
MLA works cited				
Creativity				

## XII. Sample World Studies DBQ

The in-class essay you will write today counts as a test grade. Please use the essay rubric (included in Sample I), the knowledge you've gained from the India unit, and the documents to write a thesis-based essay on the following question:

*Could the partition of India in 1947 have been avoided?*

Be sure to use at least 3 of the documents to support your answer. Also use specific examples from class to demonstrate what you have learned. Your essay should:

1. be persuasive (refer to the "persuasiveness" section of the rubric)
2. provide evidence (refer to the "evidence" section of the rubric)
3. be organized (refer to the "organization" section of the rubric)

Document 1: An observer during the Salt March

"One of the bravest things I have ever seen was the way those Hindus marched out on the field and grouped themselves in little knots. Hindus hate physical pain, but they knew what they were in for that day. In each group the Indian women, in their orange robes of sacrifice, made a thin ring around the men. They would have to be hit first. In a few seconds that field was a shambles of reeling, bleeding men; women shrieking. The Sikh leader was like that statue of the gladiator in Rome; a Herculean man. He was being struck on the head."

Text Citation: Johnson, Donald J., Jean E. Johnson, Leon E. Clark. *Through Indian Eyes*. New York: Cite Book, 1992. Pages 210-211.

Document 2: Master Tara Singh, a Sikh, in a letter to the British Prime Minister

"Non-Muslims, especially Sikhs, are quite determined to resist – if necessary, by force of arms – being included in Pakistan. I most earnestly request...that some sort of Coalition Government of all communities be created. To divide India would be a very troublesome course and a risky game. If there were a division, the Sikhs could not remain either in [India] or Pakistan...the Sikhs would be bound to be under either the Muslims or the Hindus if there were two states. In that case, therefore, I will call for a separate independent state for Sikhs."

Text Citation: Levitsky, Ron. *Indian Independence and the Question of Pakistan*. Choices Program. Brown University, 2005.

Document 3: Mohammed Ismail, President of the Muslim League

“The Hindu outlook on life was based on exclusiveness and was thus fundamentally different from that of the Muslims, which was based on the principle that all men are equal.”

Text Citation: Levitsky, Ron. *Indian Independence and the Question of Pakistan*. Choices Program. Brown University, 2005.

#### Document 4: Perspective on Jinnah

“The win by the Indian Congress Party in the 1937 elections worried the Muslims. Hindus and Muslims had been drifting steadily apart and there were quarrels and some fighting between the two communities. But the Muslims had not been sure what to do and had been divided among several parties. After 1937 most Muslims united behind the Muslim League, led by Muhammad Ali Jinnah. Jinnah had once supported the Indian Congress Party and had tried to bring Hindus and Muslims together, but he had come to mistrust the Congress Party.”

Text Citation: Yapp, Malcolm. *Gandhi*. Great Britain: Greenhaven Press, Inc., 1980. Pages 16-17.

#### Document 5: Lord Wavell from the Cabinet Mission

“At the root of the failure lay the fact that His Majesty’s government and the Cabinet Mission never had any definite basic plan. We showed ourselves much too eager to make a bargain, almost at the price of honor and peace. I still believe that a firmer, more masculine attitude would not only have been more befitting a great people, but would have paid a better dividend.”

Text Citation: Levitsky, Ron. *Indian Independence and the Question of Pakistan*. Choices Program. Brown University, 2005.

#### Document 6: Jinnah

“The Hindus and Muslims belong to two different religious philosophies, social customs, and literature. They neither intermarry nor interdine together and indeed, they belong to two different civilizations which are based mainly on conflicting ideas and conceptions...to yoke together two such nations under a single state, one as a numerical minority and the other as a majority, must lead to growing discontent and final destruction of any fabric that may be so built up for the government of such a state. The present artificial unity of India dates back only to the British conquest and is maintained by the British bayonet.”

Text Citation: Yapp, Malcolm. *Gandhi*. Great Britain: Greenhaven Press, Inc., 1980. Pages 16-17.

Document 7: Campbell Johnson, aide to Mountbatten

“At 12:30 Gandhi arrived. In one sense he has been present throughout the whole proceedings, and there was uncertainty as to his ultimate reaction to the formal presentation of a Partition Plan. Mountbatten faced this interview with considerable trepidation. Imagine his amazement and relief when Gandhi blandly indicated on the backs of various used envelopes and other scraps of paper that he was observing a day of silence.”

Text Citation: Yapp, Malcolm. Gandhi. Great Britain: Greenhaven Press, Inc., 1980. Page 29.

Document 8: Sepoy Rebellion

“Eighty-five of the ninety sepoy, both Hindu and Muslim, refused to touch the cartridges unless every other regiment agreed to handle them. The mutiny grew into a large-scale rebellion that spread across India. Sepoys were joined by others who had grievances against the British.”

Text Citation: Levitsky, Ron. Indian Independence and the Question of Pakistan. Choices Program. Brown University, 2005.

NAME \_\_\_\_\_

**RESEARCH PAPER RUBRIC / WORLD STUDIES**

	<b>Thinking/Analysis</b>	<b>Support</b>	<b>Documentation</b>	<b>Organization</b>	
	The full essay...	The full essay...	The full essay...	The full essay...	
<b>A</b>	<ul style="list-style-type: none"> <li>▪ thoroughly develops, in 5-6 pages, an analysis that reflects a deep understanding of the issues.</li> <li>▪ is based upon a definitive, analytic thesis statement that suggests why the author holds the defined point of view.</li> </ul>	<ul style="list-style-type: none"> <li>▪ remains focused upon the thesis while explaining points clearly related to its development.</li> <li>▪ contains precise, accurate, and relevant evidence—examples, statistics, expert opinion—to develop each argument..</li> <li>▪ cites a rich variety of substantial sources (a minimum of five).</li> </ul>	<ul style="list-style-type: none"> <li>▪ contains consistent documentation of evidence, using proper format &amp; placement of parenthetical references.</li> </ul>	<ul style="list-style-type: none"> <li>▪ is very well-organized—with an engaging intro., sharply focused body, &amp; clarifying or provocative conclusion.</li> <li>▪ contains fluent transitions so readers follow the argument effortlessly.</li> </ul>	<ul style="list-style-type: none"> <li>▪ d</li> <li>g</li> <li>p</li> <li>g</li> <li>a</li> <li>▪ c</li> <li>(</li> <li>c</li> <li>f</li> </ul>
<b>B</b>	<ul style="list-style-type: none"> <li>▪ develops, in 5 pages, an analysis that reflects a clear understanding.</li> <li>▪ is based upon a clear, analytic thesis that gives direction to the paper as a whole.</li> </ul>	<ul style="list-style-type: none"> <li>▪ is generally focused on the thesis while explaining relevant points.</li> <li>▪ contains meaningful evidence—examples, statistics, expert opinion—to develop virtually all arguments.</li> <li>▪ cites a variety of worthwhile sources (a minimum of 5).</li> </ul>	<ul style="list-style-type: none"> <li>▪ documents all evidence, with few &amp; minor lapses in documentation or format.</li> </ul>	<ul style="list-style-type: none"> <li>▪ is well organized—with a clear intro., focused body, and fresh, sensible conclusion.</li> <li>▪ contains transitions so readers follow the argument with ease.</li> </ul>	<ul style="list-style-type: none"> <li>▪ d</li> <li>u</li> <li>c</li> <li>e</li> <li>c</li> <li>▪ c</li> <li>f</li> <li>f</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>▪ develops a limited analysis reflecting only a general understanding.</li> <li>▪ contains a thesis statement that may be clear but is not truly analytic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ loses focus at times, failing to clarify the relevance of some specific points.</li> <li>▪ lacks meaningful evidence to develop some supporting arguments.</li> <li>▪ cites an appropriate number of sources but these lack variety or substance.</li> </ul>	<ul style="list-style-type: none"> <li>▪ documents most evidence, with some significant lapses in documentation or format.</li> </ul>	<ul style="list-style-type: none"> <li>▪ follows an overall organizational plan but with some notable inconsistencies in ordering.</li> <li>▪ often lacks clear transitions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ d</li> <li>n</li> <li>c</li> <li>e</li> <li>c</li> <li>s</li> <li>r</li> <li>▪ c</li> <li>v</li> <li>f</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>▪ fails to demonstrate consistent understanding of issues.</li> <li>▪ has a general purpose but lacks a focusing thesis statement.</li> </ul>	<ul style="list-style-type: none"> <li>▪ raises some relevant points, but haphazardly.</li> <li>▪ lacks meaningful evidence to develop many specific arguments.</li> <li>▪ fails to cite an appropriate number or variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ fails to document some important evidence, or typically fails to use proper format.</li> </ul>	<ul style="list-style-type: none"> <li>▪ lacks a consistent organizational plan.</li> <li>▪ regularly fails to make transitions among sections of the argument.</li> </ul>	<ul style="list-style-type: none"> <li>▪ d</li> <li>n</li> <li>c</li> <li>▪ c</li> <li>v</li> <li>f</li> </ul>
	<ul style="list-style-type: none"> <li>▪ demonstrates no real</li> </ul>	<ul style="list-style-type: none"> <li>▪ raises points with no coherent</li> </ul>	<ul style="list-style-type: none"> <li>▪ fails to</li> </ul>	<ul style="list-style-type: none"> <li>▪ lacks any</li> </ul>	<ul style="list-style-type: none"> <li>▪ d</li> </ul>

<b>F</b>	<p>understanding.</p> <ul style="list-style-type: none"> <li>▪ lacks any clear or consistent purpose.</li> </ul>	<p>relationship to one another.</p> <ul style="list-style-type: none"> <li>▪ lacks meaningful evidence to support the majority of points.</li> <li>▪ fails to cite sources with any rigor or consistency.</li> </ul>	<p>document most evidence, or ignores proper formatting.</p>	<p>organizational plan.</p>	<p>u c ▪ l</p>
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**XV. COMMENTS:**

**State your position:** Was the U.S. right to use the atomic bomb to end the war with Japan? Consider this question within the military context of the war and the changing diplomatic scene of 1945.

**Group work:** Preparation for debate (18 minutes)

Create a list of arguments for and against the use of the bomb. Next to each argument, list specific information (facts and quotes from the readings) to support your ideas.

**Arguments for the use of the bomb. Evidence**

**Arguments against the use of the bomb. Evidence**

**Debate Format:** 20 minutes (maximum three people each side)

Opening statements - State key argument and give two or three reasons for your position

Affirmative (1minute)

Negative (1 minute)

Constructive speeches. Explain an argument by using evidence to make each point.

Affirmative speech (3 minutes)

Negative speech (3 minutes)

Affirmative speech (3 minutes)

Negative speech (3 minutes)

Rebuttal (5 minutes) Refute arguments made by the other side. Use evidence to discredit their points, show inconsistencies in their thinking, raise questions.

Closing statement (1 minute) Summarize main points

Closing statement (1 minute)

**Essay:** Write a three page thesis-based paper on the following statement:

The United States decision to drop the bomb on Hiroshima was a diplomatic measure calculated to intimidate the Soviet Union in the post-Second World War era rather than a strictly military measure designed to force Japan's unconditional surrender.

Evaluate this statement using the documents and your knowledge of the military and diplomatic history of the years 1939 through 1947.