**History Detectives**

History has its roots in the Greek for inquiry, knowledge through investigation. It is the study of the past, with an interest, hopefully, in constructing a truthful representation of prior events. To condemn though, history to the past, does the subject an injustice. The most significant contributions a historian can make are to the future – to use past lessons to warn of impending calamity. The learned historian is the most prescient of wise men.

The relationship of humans with the natural world was transformed with the advent of agriculture. In A Short History of Progress Ronald Wright states:

*In the magnitude of its consequences, no other invention rivals farming. The human career divides in two: everything before the Neolithic Revolution and everything after it. Although the three Stone Ages – Old, Middle, and New – may seem to belong in a set, they do not. The New Stone age has much more in common with later ages than with the millions of years of stone toolery that went before it. The Farming Revolution produced an entirely new mode of subsistence, which remains the basis of the world economy to this day. The food technology of the late Stone Age is the one technology we can’t live without. The crops of about a dozen ancient peoples feed the 6 billion on earth today.*

The Neolithic Revolution is an extraordinarily important demarcation. It allowed for the possibility of settled existence and the eventual development of civilization. Discovering the conditions that precipitated agriculture and the multiple reasons why it may have occurred are crucial to the beginning of an understanding of the history, and even future, of humanity.

For this assignment you will write a short essay about the Neolithic Revolution and the broader lessons that can be gathered for the modern world. Consider the **essay topic:**

***Drawing from A Short History of Progress, Guns, Germs, and Steel and Sapiens explore and explain the genesis of the Neolithic Revolution and comment on the human relationship with the natural world.***

For the essay you will be given specific readings from A Short History of Progress, Guns, Germs, and Steel and Sapiens. You do not need to conduct additional research, but are free to do so. The essay must be two pages. It must have a thesis, footnotes and a bibliography.

**History Detectives Outcomes**:

1. Research of the Neolithic Revolution, specifically from A Brief History of Progress, Guns, Germs and Steel, and Sapiens.
2. Understanding of the conditions that precipitated, and causes, of the Neolithic Revolution.
3. Drawing parallels between human attitudes, behavior and actions from pre-historical times to the contemporary era.
4. Application of basic essay writing skills and strategies including the use of a thesis, plan, footnotes and a bibliography, and, the state, example, explain, link (point, proof, discuss) format.
5. Clear, convincing and effective writing without grammatical and spelling errors.

**History Detectives: Essay Outline**

To write an effective essay, a student must research and plan effectively, ideally creating an essay outline with the thesis, supporting arguments and resources well ahead of the due date. This allows the student to adequately organize and carefully consider, revise and rethink their work.

**Essay Outline Instructions:**

1. Read the selections from A Brief History of Progress, Guns, Germs and Steel and Sapiens.
2. Make note of important points and record the page number.
3. Conduct any additional research.
4. Record any referencing information using the Chicago Manual of Style.
5. After developing an understanding of the Neolithic Revolution, begin to formulate a thesis and arguments that support the thesis.
6. A thesis should state the purpose of your paper; it may or may not include a directional statement.
7. There should be three arguments – using the state, example, explain (point, proof, discuss) method – with academic references, that support your thesis.
8. Use the class website to review information about essay writing and the Chicago Manual of Style – mrdahlke.weebly.com click on the skills section.
9. Complete the essay outline on the following page.
10. Submit punctually as the preliminary step.

**History Detectives Essay Outline**

**Thesis:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Examples (Proof): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Sources and Page #’s:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Examples (Proof): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Supporting Argument 3:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Examples (Proof): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Explanation/Link (Discuss):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bibliography:** List three of your resources using the Chicago Manual of Style.

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**History Detectives Essay Outline Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| Communication | | | | | | |
| Thesis and arguments were inadequately communicated. | Thesis and arguments were barely adequately communicated. | | Thesis and arguments were adequately communicated. | Thesis and arguments were well communicated. | | Thesis and arguments were eloquently and clearly communicated. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Application** | | | | | | |
| The bibliographic resources were not recorded using the Chicago Manual of Style. | The bibliographic resources were recorded using the Chicago Manual of Style with many errors. | | The bibliographic resources were recorded using the Chicago Manual of Style with some errors. | The bibliographic resources were recorded using the Chicago Manual of Style with minor errors. | | The bibliographic resources were recorded using the Chicago Manual of Style without errors. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| The thesis did not address the topic and the examples showed evidence of no research. | The thesis minimally addressed the topic and the examples showed evidence of very limited research. | | The thesis mostly addressed the topic and the examples showed evidence of minimal research. | The thesis addressed the topic and the examples showed evidence of research. | | The thesis captured the topic and the examples showed evidence of thorough research. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking and Inquiry** | | | | | | |
| The explanations and links were not convincing. | The explanations and links were minimally convincing. | | The explanations and links partially convincing. | The explanations and links were convincing. | | The explanations and links were very convincing. |
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**History Detectives**

Now that the thesis is penned and arguments considered, the essay should be easy. Include an introduction, three body paragraphs and a conclusion; type, two pages max, use the Chicago Manual of Style for citation. As with all assignments, follow the specific instructions and look at the rubric to view how marks are derived.

**History Detectives Instructions:**

1. Begin your essay prior to the night before, a good essay takes time to write and edit.
2. Write an introductory paragraph, with the thesis as the last sentence.
3. If you are having trouble with the introductory paragraph, think about context (time and place) or moving from the general to the specific.
4. Each body paragraph requires:
   1. (Statement) a clear topic sentence outlining the argument
   2. (Examples) that illustrate your argument or support for your argument with an academic reference (footnote corresponding to bibliography)
   3. (Explanation and Link) further explanation of the example coupled with a link to the thesis
5. Write the body paragraphs.
6. Finish with a conclusion that summarizes your argument; you could go from the specific to general.
7. Two to three pages.
8. Make sure any quotations, paraphrased ideas or statistics are referenced with a footnote that matches a source in the bibliography.
9. Use spell and grammar check.
10. Have a peer or parent edit the paper.
11. Make sure there is a title, your name and bibliography.
12. Print and submit.

**History Detectives Essay Rubric**

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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Communication** | | | | | | |
| Limited ideas were communicated with way too many grammatical and spelling errors. | Some ideas were communicated with many grammatical and spelling errors. | | Ideas were communicated with some grammatical and spelling errors. | Ideas were well communicated without many grammatical and spelling errors. | | Ideas were eloquently communicated without grammatical and spelling errors. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | | Level 4  80 – 100% | |
| **Application** | | | | | | | |
| No academic footnotes and a bibliography were employed. | Some academic footnotes and a bibliography were employed, but did not support arguments. | | Some academic and applicable footnotes and a bibliography were employed to support arguments. | | Mostly academic and applicable footnotes and a bibliography were employed to support arguments. | | Academic and highly applicable footnotes and a bibliography were employed to strongly support arguments. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Knowledge and Understanding** | | | | | | |
| The conditions that precipitated and the causes of the Neolithic Revolution were not explained. | The conditions that precipitated and the causes of the Neolithic Revolution were barely explained. | | The conditions that precipitated and the causes of the Neolithic Revolution were adequately explained. | The conditions that precipitated and the causes of the Neolithic Revolution were well explained. | | The conditions that precipitated and the causes of the Neolithic Revolution were thoroughly explained. |
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| Below Level 1  0 – 49% | | Level 1  50 – 59% | | Level 2  60 – 69% | Level 3  70 – 79% | Level 4  80 – 100% | |
| **Thinking and Inquiry** | | | | | | | |
| No thoughts on the human relationship to the natural world were incorporated. | Almost no thoughts on the human relationship to the natural world were incorporated. | | Minimal thoughts on the human relationship to the natural world were incorporated. | | Thoughts on the human relationship to the natural world were incorporated. | | Insightful thoughts on the human relationship to the natural world were well incorporated. |
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