

PRE-WRITING THEMATIC ESSAY

Overview: There are two (2) essay, a DBQ and a Thematic Essay. For the Thematic Essay you have fifty-five (55) minutes to complete. It should include a five (5) minutes to create an Outline and fifty (50) minutes to write the Thematic Essay.

Thematic Essay - Organizational Steps

Step #1	Read the Theme & the task box below it.									
Step #2	Determine what categories of P.E.R.S.I.A. they are asking you to write about. <div style="text-align: center;"><input type="checkbox"/>P <input type="checkbox"/>E <input type="checkbox"/>R <input type="checkbox"/>S <input type="checkbox"/>I <input type="checkbox"/>A</div>									
Step #3	Read the Task – How many topics are you responsible to write about? <div style="text-align: center;"><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3</div> Each is a separate paragraph, when writing.									
Step #4	How many bullets are there? <div style="text-align: center;"><input type="checkbox"/>1 <input type="checkbox"/>2 <input type="checkbox"/>3</div> Each of these bullets must be in each one of your separate paragraph(s).									
Step #5	<p>Create a quick graphic organizer chart based. Use the number you checked in Step #3 for how many rows down, and the number you checked in Step #4 for the # columns across.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%; text-align: center;">Topic #1</th> <th style="width: 35%; text-align: center;">Topic #2</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Task Bullet #1</td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> <tr> <td style="text-align: center;">Task Bullet #2</td> <td style="height: 100px;"></td> <td style="height: 100px;"></td> </tr> </tbody> </table> <p><i>Example: a chart should be 2x2 if there are 2 topics and 2 bullets.</i></p>		Topic #1	Topic #2	Task Bullet #1			Task Bullet #2		
	Topic #1	Topic #2								
Task Bullet #1										
Task Bullet #2										
Step #6	Select your topics to write about that BEST fits the task bullets. The more you have to write about the better off your essay can be.									
Step #7	Fill in the chart with you information. As much as you need to start writing about the topic.									

THEMATIC ESSAY

Regents-Style Simple Essay Outline

Remember to receive a four (4) or better, you must include:

ALL parts of the **Task (Including bullets)**, an Introduction, Body Paragraph(s), an Analyzing Paragraph, and a Conclusion.

Introduction:

- Rephrase the Theme box of the task.
- Introduce the topic(s) you will write about.

You may use any strategy you would like for your introduction. If you are having difficulties starting out, utilize the Define, Rewrite, List (DRL) Formula to create an introduction.

Body Paragraphs:

- Follow the chart you created and make sure to include information for each bullet point in the task.

If you struggle to remember specific information use the PERSIA strategy to remember facts about each category of history that are connected to the topic. Do not explain that is just political, explain how and why it is political.

Use transitions between sentences.

Analysis Body Paragraph: Analyze the example/ examples in at least one of these ways:

- | | |
|-----------------------------------------|----------------------------------|
| • Cause & Effect | • Positive & Negative |
| • Compare & Contrast | • Geographic Determinism |
| • Cultural Diffusion | • Success or Failure |
| • Similarities & Differences | • Progress or Decline |

When analyzing make sure you discuss at least one (1) of the ways listed above. You can combine the ways of analyzing such as the negative effects, or the positive effects of a country's or civilization's progress.

Use transitions between sentences.

Conclusion:

- Summarize the main idea of the topic(s) discussed in the essay.
- Re- Summarize the theme.
- Relate the topics to the world today by comparing it to something similar. You may also relate it to a different time period.

Introduction DRL Formula

D = Define the theme (give a definition of the theme)

R = ReWrite theme in your own words (replace as many words as necessary)

L = List the topics you are writing about (introduce the topics)

TRANSITIONAL PHRASES

The use of transitional phrases help to clarify the meaning and guide the reader from point to point throughout the essay. Additionally they provide the appearance of organization. Some helpful phrases follow:

- **To Clarify a sequence of events:** first, second, third, next, finally, last
- **To show a similar relationship:** similarly, in like manner, likewise
- **To point out a dissimilarity:** in opposition to, in contrast to, on the other hand
- **To emphasize a point:** indeed, in fact, surely, certainly
- **To show or point out a result:** consequently, as a result, therefore, hence
- **To summarize a position:** in summation, finally, in conclusion, in short
- **To illustrate a point:** for example, by way of illustration, for instance
- **To contrast a position:** on the other hand, however, but, yet, despite, although
- **To record time:** now, gradually, later, eventually, then, immediately, at once, at this point, next, afterward, soon

Examples:

Without Transition Words: Lenin modified Marxism in several ways. He posited a tightly organized cadre of committed revolutionaries in place of the proletariat. He telescoped the agrarian and industrial revolutions so that they could both take place in a limited time frame. With NEP he retreated on communism when expediency required that he make a partial regression. He was able to adapt Marxism to the unique conditions facing him in Russia. The November 1917 revolution and its success could not have been achieved without his revision.

With Transition Words: Lenin modified Marxism in several ways. First, he posited a tightly organized cadre of committed revolutionaries in place of the proletariat. Second, he telescoped the agrarian and industrial revolutions so that they could both take place within a limited time frame. And last, with NEP he retreated on communism when expediency required that he make a partial regression. In short, he was able to adapt Marxism to the unique conditions facing him in Russia. Without such adaptations, the November 1917 revolution and its success could not have been achieved.

Regents-Style Sample Essay

Theme: Change

Identify two nonpolitical revolutions that brought about important intellectual, economic, and/or social changes to societies and for each:

- Describe one change brought about by this nonpolitical revolution
- Discuss an impact this nonpolitical revolution had on a specific society or societies

Introduction
Historical
Context

Many changes in history have occurred without violence. A revolution is simply a change within the norms of society. The Neolithic Revolution changed the course of history when people began to settle down in permanent locations. History also drastically changed with the Industrial Revolution as areas began mass-producing goods. Nonpolitical revolutions brought about many changes while impacting societies. Two non-political revolutions are the Neolithic Revolution and the Industrial Revolution.

Body #1
Topic #1
Details

The Neolithic Revolution started around the year 10,000 BCE when nomadic peoples began to settle down. During the Paleolithic Era, nomadic people moved from place to place in search of food. Men hunted and women gathered. Over time, women began to realize that fruits and vegetables could be domesticated. This changed the course of history since people started to farm in permanent settlements. Over time, agricultural surpluses allowed these settlements to grow into more advanced civilizations such as Ancient Greece and Rome. The surplus of food meant that not everyone had to farm, freeing up people to have other jobs. Cities developed, complex governments and religions were created, a system of writing was used, a department of public works was needed to service the people, art and architecture were emphasized, and job specialization led to divisions of people known as social classes. This is evident in the law code of Hammurabi in which there were different punishments for the same crimes based upon social class. These basic features of a civilization were the same throughout the world, although how they were implemented depended on where they lived.

Body #2
Topic #2
Details

While there have been agricultural revolutions throughout the world such as the Neolithic revolution, the Industrial Revolution changed most of the world into age of manufactured consumer goods. The change from hand-made goods in the home, known as the cottage industry, to mass produced goods made in a factory first occurred in England around 1740. This revolution would lead to the globalization we have today in which most countries are connected by commerce. Great Britain's geography such as deep water ports, many rivers, and easy access to natural resources such as coal deposits at the surface, determined that Great Britain and the British Empire would lead the way. Its extensive system of mercantilism allowed for trade among its colonies such as the Thirteen Colonies, West Indies, China, and India to flourish and become self-sufficient monopoly. Other European nations such as Spain and France resented Great Britain's domination of the world, but Great Britain would add more territory to their empire and claim that "The Sun Never Set on the British Empire" and be despised or envy of the world.

Body #3
Analyzing
Strategy

When analyzing the Neolithic Revolution and the Industrial Revolution have had positive and negative effects on people and society. The Neolithic Revolution caused the start of civilization by creating a surplus of food, which could be traded. This led to the creation of writing which will be used in complex government and laws. These are the building blocks of civilization which has had a positive effect on people and society today. Some people, such as Jared Diamond who wrote "Guns, Germs, and Steel" argue that life was much simpler and both men and women during the Neolithic Revolution had interchangeable roles and that this is a positive result on society. In contrast, the Industrial Revolution in which society began to become more modern led to a consumer economy whereas people began to acquire wealth. This created a disposable income to spend on inventions to make their lives easier. The Industrial Revolution along with the Neolithic Revolution created divisions in society. The division in social classes would lead to class struggles as well as the formation of ideology such as communism, in which Karl Marx envisioned a world with a classless society with everyone equal politically, socially, and economically. Communism would compete with democracy and capitalism and come out on the losing side of the Cold War.

Conclusion
Synthesis

To conclude, both the Neolithic Revolution and the Industrial Revolution had positive and negative outcomes for societies in which they occurred. The development of civilizations created the division of social classes and social hierarchy and the Industrial Revolution created a new class of people called the middle class. Social mobility became a goal of most of the classes in the Industrial Revolution and somewhat in the Neolithic Revolution. Today, most people in our globalized capitalistic world strive to become wealthy and move up in the rankings of the social hierarchy, whether they are successful or not is a topic for future debate.

PERSIA GRAPHIC ORGANIZER



PARK EAST HIGH SCHOOL

Purpose, Preparation, Pride

Name: _____ Date: _____

	Topic:	Topic:
P		
E		
R		
S		
I		
A		

Political:
Laws, Forms of Government, Military, Rulers

Economic:
Exchange of Goods & Services, Trade Systems, Factors/Means of Production, Trade Routes, Types of Economies, raw materials.

Religion:
Belief Systems, Polytheism, Monotheism, Organizational Heirarchy

Social:
People, Society, Social Class, Culure, Tradition, Ethnicity.

Intellectual:
Art, Architecture, Science, Math, Philosophy, Literature, Theatre, Technology, Ideology.

Area:
Geography, region, location, place, human-environment interraction.

Thematic Scoring Rubric

Score of 5:

- 5a Thoroughly develops all aspects of the task evenly and in depth
- 5b Is more analytical than descriptive (analyzes, evaluates, and/or creates information) (according to Bloom's Taxonomy)
- 5c Richly supports the theme with many relevant facts, examples, and details
- 5d Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 4:

- 4a Develops all aspects of the task but may do so somewhat unevenly
- 4b Is both descriptive and analytical (applies, analyzes, evaluates, and/or creates information)
- 4c Supports the theme with relevant facts, examples, and details
- 4d Demonstrates a logical and clear plan of organization; includes an introduction and a conclusion that are beyond a restatement of the theme

Score of 3:

- 3a Develops all aspects of the task with little depth or develops most aspects of the task in some depth
- 3b Is more descriptive than analytical (applies, may analyze, and/or evaluate information)
- 3c Includes some relevant facts, examples, and details; may include some minor inaccuracies
- 3d Demonstrates a satisfactory plan of organization; includes an introduction and a conclusion that may be a restatement of the theme

Score of 2:

- 2a Minimally develops all aspects of the task or develops some aspects of the task in some depth
- 2b Is primarily descriptive; may include faulty, weak, or isolated application or analysis
- 2c Includes few relevant facts, examples, and details; may include some inaccuracies
- 2d Demonstrates a general plan of organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 1:

- 1a Minimally develops some aspects of the task
- 1b Is descriptive; may lack understanding, application, or analysis
- 1c Includes few relevant facts, examples, or details; may include inaccuracies
- 1d May demonstrate a weakness in organization; may lack focus; may contain digressions; may not clearly identify which aspect of the task is being addressed; may lack an introduction and/or a conclusion

Score of 0:

- Fails to develop the task or may only refer to the theme in a general way; OR includes no relevant facts, examples, or details; OR includes only the theme, task, or suggestions as copied from the test booklet; OR is illegible; OR is a blank paper

Student: _____ Date: _____

Score: _____

Test

Grade: _____

Comments:

Notes:

Recommendations

- Rewrite Introduction using the **D.R.L.** Formula
- Define the Theme or Historical Context
- Rewrite your Theme or Historical Context / Change Wording
- List Topics writing about in your Introduction
- Rewrite Body Paragraphs
- Add More Detail Analyze
- Add Conclusion
- Rewrite Conclusion **Claim**
 Evidence
- Resubmit for Revised Grade **Counter - Claim**
 Evidence



Name: _____ Date: _____

Thematic Essay Self-Evaluation Checklist

Includes Introduction	
<input type="checkbox"/> Writes Historical Context/Theme in own words (not copied from doc)	
<input type="checkbox"/> Includes a thesis/main idea statement <ul style="list-style-type: none"> <input type="checkbox"/> Identifies topics discussed in essay <input type="checkbox"/> Identifies place(s), time(s), and/or people related to topics 	
Topic 1: _____	Topic 2: _____
<input type="checkbox"/> Identifies main idea of paragraph in topic sentence	<input type="checkbox"/> Identifies main idea of paragraph in topic sentence
Task Fulfillment:	Task Fulfillment:
<input type="checkbox"/> Discusses 1st bullet point <input type="checkbox"/> Discusses 2nd bullet point <input type="checkbox"/> Discusses 3rd bullet point <input type="checkbox"/> Discusses 4th bullet point	<input type="checkbox"/> Discusses 1st bullet point <input type="checkbox"/> Discusses 2nd bullet point <input type="checkbox"/> Discusses 3rd bullet point <input type="checkbox"/> Discusses 4th bullet point
Level of Detail:	Level of Detail:
<input type="checkbox"/> Very little <input type="checkbox"/> Little <input type="checkbox"/> Some <input type="checkbox"/> Enough <input type="checkbox"/> Plenty	<input type="checkbox"/> Very little <input type="checkbox"/> Little <input type="checkbox"/> Some <input type="checkbox"/> Enough <input type="checkbox"/> Plenty
Includes Analysis: <input type="checkbox"/> 3rd Body Paragraph for Analysis	
<input type="checkbox"/> Uses one or more of the following analysis <ul style="list-style-type: none"> <input type="checkbox"/> Progress or decline <input type="checkbox"/> Similarities or differences / Compare & contrast <input type="checkbox"/> Success or failure <input type="checkbox"/> Geographic determinism <input type="checkbox"/> Cultural diffusion <input type="checkbox"/> Cause & Effect and whether Positive or Negative 	
Amount of Analysis: <input type="checkbox"/> Very little <input type="checkbox"/> Little <input type="checkbox"/> Some <input type="checkbox"/> Enough <input type="checkbox"/> Plenty	
Includes Conclusion	
<input type="checkbox"/> Briefly summarizes the topics covered and makes a larger point (ex: compares/contrasts them, explains long term/ modern significance)	
<input type="checkbox"/> Includes synthesis. (Comparison to another event, time period, person in history, etc.)	

My Top 2 - 3 ways to improve my next score:
