**Social Studies 11 Explorations**

**Final ‘Take Home’ Essay Due: Friday, November 12th**

**By 11am, no later!**

**Essay Topics:**

* **Politics, Government & Media**
* **Rise of Fascism/ Communism**
* **Second World War**
* **Middle East**
* **China Rising**
* **Historical Fiction**

**Essay Questions:**

Select **ONE** of the following prodding questions and respond in a 1-2 page essay – thesis statement, body paragraphs and conclusion included.

Responses to any one of the questions must cite examples and evidence from the course (see themes above). Students must also cite any sources referenced from available sources in a bibliography and in accordance with the Chicago-Style Citation Guide.

* Discuss the United States involvement in international affairs throughout the eras and regions we have studied in the 20th Century. Remember it has been ‘isolationist,’ a committed ally and supporter of international reconstruction, as well as a party to ‘regime change.’ Has the United States been a force for good in the world, or something else?
* The 20th Century witnessed historic individuals who effected change in different ways, though to what extent? Cite at least three individuals who effected change in a society and how their causes paralleled that of the masses (the people) or dominated them.
* To what extent did ideology replace religion as a source of conflict in the 20th Century (or did it?)?
* Discuss similarities and differences in the nature and character of revolutions is Russia and China. Both resulted in authoritarian regimes. What, then, dos this tell us, if anything about the benefits and drawbacks of revolution as a means to overturn society and bring change?
* Explain how race and ethnicity has been a root cause of conflict in the 20th Century and what can be learned from this experience.
* “Historical fiction can offer the chance, if taught conscientiously, to engage students with multiple perspectives, which are **essential to understanding history**; to help students comprehend historical patterns and political analogies; and to introduce students to historiography — how history is written and studied.” Discuss this statement by citing both ‘Dunkirk’ and ‘Argo,’ films we have viewed this quarter, and which centre on historic events.

Writing pieces declared as “one pagers” are given at the end of a learning phase and are designed as an opportunity for the student to demonstrate technical command of the relevant concepts/ideas/terminology and to continue to work with historical concepts – including, but not limited to - ideologies, governments, states, political cultures, political & social movements that underpin the course objectives.

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| **Exceptional 9-10** | **Excellent 8-8.9** | **Very Good 7-7.9** | **Good 6-6.9** | **Fair 5-5.9** | **Below 5** |
| The one pager is exceptional; an insightful, vivid, critical, creative, logical, and detailed synthesis on the readings and topics of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. | The one pager is excellent; a vivid, critical, logical, and detailed synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts.  All elements are included. | The one pager is very good; a logical and detailed synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. Writing emphasizes either more personal or more technical writing, rather than a synchronized harmony of both.  Most elements are included. | The one pager is good; an adequate synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. Writing is missing a clear sense of understanding of the terms from a personal perspective or may demonstrate some gaps in learning.  Many elements are included. | The one pager is fair; some attempt to write a synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts. The writing appears rushed and demonstrates significant gaps in learning.  Many elements are included. | The one pager is basic; any attempt that is made to write a synthesis on the reading and topic of the day in relation to the student’s evolving appreciation of 20th century history and historical concepts is limited.  Some elements are included. |
| Required elements:   * Written from a thoughtful, personalized perspective * Writing is starting from the given prompt and expands in a purposeful way * Specific reference to topics, readings, class discussions and previous assignments * Strong connections between topics, readings, class discussions and previous assignments * Furthering the development of the student’s understanding of 20th century history and historical concepts * Inclusion of relevant, related literature * Clear, professional, well written, included reference list when appropriate * Sources are cited in bibliography (Chicago style) | | | | | |