**Avatar Project (45% - See the end of this section for a breakdown of assessment)**

**General Introduction**

* For this portion of your grade you will be randomly assigned the profile of a fictional person from one of four periods we will cover in the course (Heretics and Kings, 1500-1700; Enlightenment and Revolution, 1700-1815; the Long Nineteenth Century, 1815-1918; the Violent Twentieth Century, 1918-Present). Your assignment will be to use this profile to construct a character, their life events, and fate. Rather than being a pure work of imagination, you must craft a life story for your character based on primary and secondary sources. You will be graded on your use of sources, the plausibility of your character’s life story, and creativity.
* Timeline to complete project:
  + You are free to begin the project whenever you wish. In order to complete the NW Online message board posting and response element, you’ll need to coordinate with someone else in your group.
  + If you choose to not begin early, everyone assigned to a group must have started and completed the project within the following dates:
    - Heretics and Kings – Weeks 3-8
    - Enlightenment and Revolution - Weeks 4-9
    - The Long Nineteenth Century – Week 5-10
    - The Violent Twentieth Century – Week 9-14
* \*\*\*Circumstances of history are often ugly, violent, and unequal, but we must treat our characters, (even though fictional) with dignity; understanding that they stand for real lives, many of which were cut short as a result of circumstance, war, accident, intolerance, racism, and brutality. As you create (and end) imaginative lives, you must be conscious to not make light of their circumstances or perpetuate stereotypes and caricatures which helped justify inequalities and violence in the first place. In the end, these stereotypes tell us less about the people who were the objects than the people who made and perpetuate them! Any transgression of this principle will be dealt with forcefully. If you have a question about what constitutes appropriate – ask!

**Phase I: Identifying Possible Life Events Worksheet**

Purpose and Description:

* The purpose of the “Identifying Possible Life Events” portion of the avatar project is to give you a general sense of the different historical events that shaped the period in which your character lived and which might have influenced their life and/or decisions. This information is critical as it will enable you to make an informed decision about when to begin and end your character’s life, as well give you a number of different events about which you can look up primary and secondary sources.

Tips:

* One way to begin this process is to read our textbook chapters that correspond to your character’s timeline. For instance, if your character is alive in the 16th century (1500s), you could begin by looking through chapters 12, 13, and 14. As you read, look for events that are mentioned as specifically happening in your country, as well as those that happened somewhere else, but might have also influenced your character’s life (keep in mind that you would need to be able to justify this effect with evidence from sources you find). Some of the chapters in the textbook have more of a thematic rather than a strictly chronological organization. Therefore you should also take a look at chapters that do not have a specific set of dates in their title. For instance, Chapter 16, “The New Science of the Seventeenth Century,” also has information pertinent to the 1500s.
* Another possibility is to go to the NWMSU’s library’s homepage and search “A history of \_\_\_\_\_\_\_\_\_\_\_”. This will bring up a large number of results that you can further refine. If you are only interested in books that our library owns is to click on the “Books & Movies” tab.

**Phase II: Character Background Entry**[[1]](#footnote-1)

Description:

* This portion of the avatar project asks you to begin constructing the background of your character. This information will be critical in determining the subsequent life events and fate of your avatar.

Content of Assignment:

* Basic questions you might wish to consider: What is your character’s name? What is their gender? Where do they live? How old are they? What do they look like? What is their familial situation – do they have children (how many), a spouse, a significant other? What is their occupation? Are they religious? If so, what is their denomination? Are they political? Which way do their politics lean? How do they view people in authority? What are their primary concerns? What are their goals in life? How can your character achieve them? What is standing in the way of your character realizing these goals?
* Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.

Information for Timeline Assignment:[[2]](#footnote-2)

* The final step in this part of the Avatar Project is to commit the information you have developed in this section to a unique Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Phases III: Living the Life: Decisions and Consequences Entry**[[3]](#footnote-3)

General Description of the Decision Narrative Assignment:

* Your character is required to interact with one significant historical event over the course of their lifetime. Regardless of the events you select, the interaction must involve decision making and should shape your character’s subsequent life story accordingly. Ultimately, you must justify the plausibility of the interaction/decision and demonstrate how the scenario you create would have been a potential real option. In other words, a 19th C worker cannot be working in an automobile factory, be abducted by aliens, or marry a queen (unless you have hard evidence that any of these scenarios happened).
* Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.

Information for Timeline Assignment: [[4]](#footnote-4)

* The final steps in these phases of the Avatar Project is to commit the information you have developed in these sections to your Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Phase IV: The Fate of the Avatar Entry[[5]](#footnote-5)**

General Description of the Fate Narrative Assignment:

* This final entry should revolve around the fate (i.e. death) of your character. Rather than being a lightning bolt out of the sky, you should once again consider your character’s background, the circumstances of their lives, and the historical events that were happening around them. You should also consider whether or not your character achieved their life goals.
* Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.
* You have the latitude to decide how long (or short) your character lives, but keep in mind the realities of the time period in which the character was living. For instance, not many people lived to be 80 in the 16th C!

Information for Timeline Assignment:[[6]](#footnote-6)

The final step in this part of the Avatar Project is to commit the information you have developed in this section to your Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Timeline Message Board Posting and Peer Review[[7]](#footnote-7)**

* You are required to post the current version of your Timeline following each phase on your Period’s discussion board that is located on NW Online.
  + These entries are due during your group’s designated period by 11:59 pm on Sunday.
* Peer Review – You are required to posting of one of your classmates. Using the provided rubric (and knowledge that you have gained from your own research), you should judge the plausibility of the scenario, identify one strength, one weakness, and offer one suggestion – maybe a source you came across or a possible route going forward. You should seek to strike a balance between criticalness and praise. “This is awful!” is as unhelpful as “I love it, it’s perfect!”
  + These responses are due during your group’s designated period by 11:59 pm on Wednesday.
  + \*\*Make sure to utilize and upload the “Message Board Peer Review Rubric and Questions”
* \*\*In selecting a Timeline to peer review, you should first look for any postings that do not yet have any comments before reviewing a post that has already been commented upon.

Tips:

* Refer to the Message Board Peer Review Rubric and Questions for further guidance about the form and content of the narrative assignments

**Phase V: Formal Essay**[[8]](#footnote-8)

General Description of the Formal Essay Assignment:

* The final element of the avatar project requires you to take all the information you have gathered and present it as a formal essay.
  + Whereas the earlier parts of the Avatar Project allowed for a great deal of creativity and informality, this assignment has more specific guidelines. Make sure you read this description carefully and come discuss the paper with me prior to its submission.

**Breakdown of Avatar Assessment:**

* Possible Life Events Worksheet, Primary and Secondary Sources Analyses, and Peer Reviews (15%)
* Timeline (15%)
* Formal Essay (15%)

Western Civ II Avatar Project Game Rules and Definitions

**Game Rules:**

1. **Creating Your Character:**
   1. The character you create must utilize the parameters of the avatar outlined on the slip of paper that you randomly drew during the first week of class.
      1. Interpreting the information on your avatar assignment slip:
         1. “Period”
            1. The course content has been divided into four general periods: Heretics and Kings, 1500-1700; Enlightenment and Revolution, 1700-1815; the Long Nineteenth Century, 1815-1918; the Violent Twentieth Century, 1918-Present. The “Period” column denotes the era in which your avatar was alive, as well as giving you a sense of when your avatar assignments will officially begin and end – i.e. the more recent the period, the later in the semester your project will be due.
         2. “Timeframe”
            1. This set of years is situated somewhere within a larger “Period”. The significant historical events that you select for your avatar to interact with **must** fall within this window of years.
            2. Only the background and/or fate part of the assignment are exempt from the requirements of the previous clause. You are allowed to situate the birth or death of your avatar either prior or after the “Timeframe” dates. Your reason for doing so should be made apparent in either the background and/or fate entry.
         3. “Location”
            1. This entry is refers to the geographic location in which your avatar was born. Your character is free to move about Europe (and even the world) or stay put, so long as the migration is consistent with evidence from your sources.
         4. “Gender”
            1. This entry indicates whether your avatar is male or female.
         5. “Class/Occupation”
            1. This entry identifies the social class and/or the occupation of your avatar. It has purposefully been kept vague in order to allow you greater latitude to create your character. Your avatar might be born into a particular class, but that does not mean they will end their lives in that same class!
         6. “Additional Information”
            1. This category only appears for certain avatars and consists of additional information with which you must construct your character.
   2. Another set of variables that will influence the life of your avatar are their ability scores that will be randomly determined by a roll of a 12 sided die. These scores must be recorded on your avatar’s coversheet and must always be brought to your meetings with Dr. Scofield.
      1. Interpreting the meaning of the ability scores:
         1. “Strength”
            1. This ability score refers to your avatar’s physical power. Higher rolled numbers reflect greater strength, lower rolled numbers reflect greater weakness.
         2. “Attitude towards Authority”
            1. This ability score refers to how your avatar feels about people and institutions with greater power and influence than him or her in society. Higher rolled numbers reflect greater respect towards authority, lower rolled numbers reflect greater indifference and/or hostility.
         3. “Piety”
            1. This ability score refers to the religious beliefs/commitments of your avatar. Higher rolled numbers reflect greater devotion to their respective religion, lower rolled numbers reflect greater indifference and/or hostility.
         4. “Patriotism”
            1. This ability score refers to your avatar’s devotion and/or love of their kingdom and/or country. Higher rolled numbers reflect greater devotion to the political unit in which they live, lower rolled numbers reflect greater indifference and/or hostility.
         5. “Intelligence”
            1. This ability score refers to your avatar’s ability to reason and acquire and apply knowledge and skills. Higher rolled numbers reflect greater intelligence, lesser rolled numbers reflect lower abilities.
         6. “Loyalty”
            1. This ability score refers to your avatar’s commitment to the people and/or institutions around them and/or promises they make. Higher rolled numbers reflect greater devotion to causes to which the avatar commits and makes it more unlikely that they will change sides, lower rolled numbers reflect lesser commitment and makes it more likely that the avatar will change sides if a more attractive opportunity presents itself.
2. **Creating Your Life:**
   1. Your character’s background and subsequent life actions must be consistent with the parameters of the avatar provided at the beginning of the assignment. This includes developing the character according to the basic features that were on the slip of paper that you randomly drew ***AND*** the different ability scores that you rolled in your first meeting with Dr. Scofield.
   2. Your character must interact with one historical event over the course of their lifetime. See the assignment description for more details.
   3. Your character’s end must be feasible considering the time period and their background.\* See the assignment description for more details.
      1. \*Circumstances of history are often ugly, violent, and unequal, but we must treat our characters, (even though fictional) with dignity; understanding that they stand for real lives, many of which were cut short as a result of circumstance, war, accident, intolerance, racism, and brutality. As you create (and end) imaginative lives, you must be conscious to not make light of their circumstances or perpetuate stereotypes and caricatures which helped justify inequalities and violence in the first place. In the end, these stereotypes tell us less about the people who were the objects than the people who made and perpetuate them! Any transgression of this principle will be dealt with forcefully. If you have a question about what constitutes appropriate – ask!
   4. There is no requirement regarding the lifespan of your character, but they must live long enough to produce children. Conversely, you should also take into account contemporary life expectancies.
3. **Your Character’s Movement:**
   1. Your character is free to move about Europe (and even the world), so long as the migration is consistent with evidence from your sources. However, at the end of their life, you avatar must either have returned to Europe or have a connection to descendants who continue to reside in Europe.
4. **Changing Your Character:**
   1. You have the opportunity for one character exchange should you be dissatisfied with the avatar you have selected. However, the selection of your second avatar will also be random and final. The exchange must happen within the first week after avatars being assigned.
5. **Selecting Appropriate Sources:**
   1. Imagination and creativity are essential elements of the avatar project, but each stage of your avatar’s life (background, decisions, and fate) **must** be based on primary and secondary sources (see below for corresponding definitions).
6. **The role of the Game Master (Dr. Scofield):**
   1. I may take up the role of a non-player character (such as Louis XIV or Kaiser Wilhelm II) and intervene in your story or force your avatar to experience a particular event. Should that happen, you will be expected to adapt your character’s narrative accordingly.
7. **Plagiarism:**
   1. **NEVER, EVER, EVER** use the work of another and claim it as your own. This is plagiarism and is an infraction against the University’s Code of Academic Integrity (<https://www.nwmissouri.edu/policies/academics/Academic-Integrity.pdf>). Any infractions (no matter how small) will be dealt with forcefully and potentially lead to a zero on the entire assignment and the course as a whole. I am more than happy to help you if you need assistance – just ask!
8. **Potential Extra Credit:**
   1. Adding additional links to primary sources not already identified by me that provide *meaningful* additional resources for your classmates. (+2-5 points depending on the quality and originality of the source)
   2. Creating a *feasible* and *significant* interaction between your avatar and one of your classmates (+2-5 points depending on the feasibility, quality, and creativity of the interaction).
   3. As an added incentive, you and the peers from your time period will vote on the Timeline that best exemplifies the goals of the project. The winner will receive extra credit and the group will have the chance for more if it bests the selection from other groups. You can keep revising the Timeline up until the time of the vote at the end of the semester. Help your group win!

**Definitions:**

**Primary Source:**

“*Primary sources* are materials produced by people or groups directly involved in the event or topic under consideration, either as participants or witnesses…Some primary sources are written documents, such as letters; diaries; newspaper and magazine articles; speeches; autobiographies; treatises; census data; and marriage, birth, and death registers.”[[9]](#footnote-9)

**Secondary Source:**

“…secondary sources are texts – such as books, articles, [and academic websites]…that are written or created by people who were not eyewitnesses to the events or period in question; instead, the authors of secondary sources synthesize, analyze, and interpret primary sources.”[[10]](#footnote-10)

Avatar Project Possible Sources

The following links are to various online collections of primary and secondary sources that will be of use to you in constructing your avatar and their life story:

**General:[[11]](#footnote-11)**

* B.D. Owens Library: <http://www.nwmissouri.edu/library/>
* JSTOR (Collection of academic journal articles, accessible through the library): <http://libguides.nwmissouri.edu/az.php?a=j>
* Modern World History (accessible through the library): <http://online.infobase.com/HRC/Browse/Product/3>
* Internet History Source Books Project: <https://sourcebooks.fordham.edu/>
* Hathi Trust Digital Library: <https://www.hathitrust.org/>
* European History Primary Sources: <http://primary-sources.eui.eu/>
  + Guide on searching the site: <http://primary-sources.eui.eu/help#1>
* EuroDocs Online Sources for European History: <https://eudocs.lib.byu.edu/index.php/Main_Page>
* The Avalon Project: <http://avalon.law.yale.edu/>
* World Digital Library: <https://www.wdl.org/en/>
* European Cultural History Online: <http://echo.mpiwg-berlin.mpg.de/home>
* The European Library: <http://www.theeuropeanlibrary.org/tel4/>
* Hanover Historical Texts Collection: <https://history.hanover.edu/project.php>
* National Security Archive at George Washington University: <https://nsarchive.gwu.edu/postings/briefing-books#Europe>
* Wilson Center Digital Archive International History Declassified: <https://digitalarchive.wilsoncenter.org/>
* Europeana Collection: <https://www.europeana.eu/portal/en>
* Women in World History: <http://chnm.gmu.edu/wwh/sources.php>
* Books Containing Primary Sources on the Renaissance and Reformation: <https://usn.follettdestiny.com/cataloging/servlet/presentbooklistform.do?listID=8158908&context=saas67_4167140&site=100>
* Books Containing Primary Sources on World History: <https://usn.follettdestiny.com/cataloging/servlet/presentbooklistform.do?listID=8158959&context=saas67_4167140&site=100>
* Books Containing Primary Sources on World War II: <https://usn.follettdestiny.com/cataloging/servlet/presentbooklistform.do?listID=8182798&context=saas67_4167140&site=100>
* Artstor: <https://library.artstor.org/#/>
* EUScreen: <http://www.euscreen.eu/>
* Parallel History Project: <http://www.php.isn.ethz.ch/lory1.ethz.ch/index.html>
* World History Sources: <http://chnm.gmu.edu/worldhistorysources/whmfinding.php>
* Social History Portal: <https://socialhistoryportal.org/>
* Cold War International History Project: <https://www.wilsoncenter.org/program/cold-war-international-history-project?topic_id=1409&fuseaction=va2.browse&sort=Collection>
* Internet Archive: <https://archive.org/>
* Project Gutenberg: <https://www.gutenberg.org/>
* Propaganda Posters of the Great War: <http://www.ww1-propaganda-cards.com/>

**France:**

* Gallica (French): <https://gallica.bnf.fr/accueil/?mode=desktop>
* Paris: Capital of the 19th C: <https://library.brown.edu/cds/paris/index.html>
* French Revolution Digital Archive: <https://frda.stanford.edu/>
* French Revolution Pamphlets: <http://libx.bsu.edu/cdm/landingpage/collection/FrnchRev>
* Ball State Digital Media Repository: <http://libx.bsu.edu/cdm/browseby?op=subject>
* Pamphlets and Periodicals of the French Revolution of 1848: <http://artfl-project.uchicago.edu/projects/CRL/>
* Napoleonica: Napoleonic Primary Sources: <http://www.napoleonica.org/us/>

**Germany:**

* German Propaganda Archive: <http://research.calvin.edu/german-propaganda-archive/>
* Germany Under Reconstruction: <https://uwdc.library.wisc.edu/collections/History/GerRecon/>
* Primary Sources associated with the Holocaust: <https://fcit.usf.edu/holocaust/resource/document/document.htm>
* German History in Documents and Images: <http://germanhistorydocs.ghi-dc.org/Index.cfm?language=english>

**Russia/Soviet Union:**

* Americans in the Land of Lenin: <https://repository.duke.edu/dc/esr>
* Analytic Reports Produced by the Directorate of Intelligence on the Former Soviet Union: <https://www.cia.gov/library/readingroom/collection/princeton-collection>
* Seventeen Moments in Soviet History: <http://soviethistory.msu.edu/>

**United Kingdom/Great Britain:**

* British History Online: <https://www.british-history.ac.uk/>
* British Library: <http://www.bl.uk/learning/histcitizen/timeline/accessvers/index.html>
* British Parliamentary Papers Online: <https://api.parliament.uk/historic-hansard/index.html>
* Cabinet Papers (Britain): <http://www.nationalarchives.gov.uk/cabinetpapers/>
* Images of Empire (Britain): <http://bufvc.ac.uk/archives/index.php/collection/90>
* Imperial War Museum (Britain): <https://www.iwm.org.uk/collections>
* University of Washington’s Page for Primary Sources in British History: <http://guides.lib.uw.edu/c.php?g=341387&p=2298566>
* Napoleonic Satires: <https://library.brown.edu/cds/napoleon/>
* 17th-19th century British religious, political, and legal tracts <http://laurel.lso.missouri.edu/search/?searchtype=a&SORT=D&searcharg=British+Pamphlet+Collection+%28University+of+Missouri+Digital+Library%29&searchscope=8>

**Minorities in Europe:**

* American Jewish Archives: <http://americanjewisharchives.org/education/resources.php>
* American Jewish Committee Archives: <http://www.ajcarchives.org/main.php>
* Central Archives for the History of the Jewish People: <http://cahjp.nli.org.il/>
* Jewish Women’s Archive: <https://jwa.org/>
* Judaica Europeana: <http://www.judaica-europeana.eu/>
* University of Chicago Jewish Studies page (has a number of links to different sites containing primary and secondary sources): <http://guides.lib.uchicago.edu/c.php?g=297468&p=1985546>
* USHMM website: <https://www.ushmm.org/collections/bibliography/primary-sources>
* Internet Jewish History Sourcebook: <https://sourcebooks.fordham.edu/jewish/jewishsbook.asp>
* Center for Jewish History: <http://access.cjh.org/>
* Internet African History Sourcebook: <https://sourcebooks.fordham.edu/africa/africasbook.asp#The%20Impact%20of%20Slavery>
* University of Washington Guide to Primary Sources on Africa: <http://guides.lib.uw.edu/research/history-africa/primary>
* Stanford University Guide to Primary Sources on Africa: <https://library.stanford.edu/africa-south-sahara/browse-topic/history/history-primary-sources>

Avatar Project Completion Checklist

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Timeline:\_\_\_\_\_\_\_\_\_\_\_\_

Phase I: Getting Started:

* \_\_\_\_\_\_\_\_\_\_\_ Possible Life Events Worksheet
* \_\_\_\_\_\_\_\_\_\_\_Begin Avatar Character Sheet
* \_\_\_\_\_\_\_\_\_\_\_Meet with Dr. Scofield to roll your character’s ability numbers

Phase II: Beginning the Story:

* \_\_\_\_\_\_\_\_\_\_\_Character Background Primary Source Worksheet #1
* \_\_\_\_\_\_\_\_\_\_\_Character Background Primary Source Worksheet #2
* \_\_\_\_\_\_\_\_\_\_\_Character Background Secondary Source Worksheet
* \_\_\_\_\_\_\_\_\_\_\_Character Background Narrative
* \_\_\_\_\_\_\_\_\_\_\_Create narrative on your Timeline (<http://timeline.knightlab.com/>) and post link on you NW Online message board.
* \_\_\_\_\_\_\_\_\_\_\_ Peer Review ***ONE*** Timeline post from a character in your time period. Upload your completed rubric and questions to the relevant entry.
* \_\_\_\_\_\_\_\_\_\_\_Submit all the materials from this section (Primary Source Worksheets, Secondary Source Worksheet, and the text you utilized for your Timeline) individually through Turnitin.com on NW Online.

Phase III: Living the Life: Interacting with a Historical Event

* \_\_\_\_\_\_\_\_\_\_\_Identify the historical event with which you will be interacting
* \_\_\_\_\_\_\_\_\_\_\_Meet with Dr. Scofield to roll the dice to determine the outcome of this event (See the detailed description on the Decision Narrative Assignment Description).
* \_\_\_\_\_\_\_\_\_\_\_Primary Source Worksheet #1
* \_\_\_\_\_\_\_\_\_\_\_Primary Source Worksheet #2
* \_\_\_\_\_\_\_\_\_\_\_Secondary Source Worksheet
* \_\_\_\_\_\_\_\_\_\_\_Decision #1 Narrative
* \_\_\_\_\_\_\_\_\_\_\_Create narrative on your Timeline (<http://timeline.knightlab.com/>) and post link on you NW Online message board.
* \_\_\_\_\_\_\_\_\_\_\_ Peer Review ***ONE*** Timeline post from a character in your time period. Upload your completed rubric and questions to the relevant entry.
* \_\_\_\_\_\_\_\_\_\_\_Submit all the materials from this section (Primary Source Worksheets, Secondary Source Worksheet, and the text you utilized for your Timeline) individually through Turnitin.com on NW Online.

Phase IV: Ending the Story

* \_\_\_\_\_\_\_\_\_\_\_Primary Source Worksheet #1
* \_\_\_\_\_\_\_\_\_\_\_Primary Source Worksheet #2
* \_\_\_\_\_\_\_\_\_\_\_Secondary Source Worksheet
* \_\_\_\_\_\_\_\_\_\_\_Create narrative on your Timeline (<http://timeline.knightlab.com/>) and post link on you NW Online message board.
* \_\_\_\_\_\_\_\_\_\_\_ Peer Review ***ONE*** Timeline post from a character in your time period. Upload your completed rubric and questions to the relevant entry.
* \_\_\_\_\_\_\_\_\_\_\_Submit all the materials from this section (Primary Source Worksheets, Secondary Source Worksheet, and the text you utilized for your Timeline) individually through Turnitin.com on NW Online.

Phase V: Formal Essay

* \_\_\_\_\_\_\_\_\_\_\_Submit the Formal Essay

Phase I: Possible Life Events Worksheet

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Period and Time Frame:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

These events may be any that fall within the timeline of your avatar’s particular period (Heretics and Kings, Enlightenment and Revolution, the Long 19th C, and the Violent 20th C). However, your own project will benefit more by focusing primarily on events within your avatar’s assigned Time Frame. See the more detailed “Phase I” description in the syllabus for ideas on getting your research started.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Name of Event** | **Date of Event** | **Location of Event** | **Citation\*\*** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |
| 9. |  |  |  |  |
| 10. |  |  |  |  |
| Ex. | Glorious Revolution | 1688 | England | Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 411-413. |

\*\*For this worksheet you must use the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.

* The general format for a footnote is:
  + Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
  + For example the citation for our textbook would look like this:
    - Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.

Phase II: Character Background Narrative Assignment Description

**Some basic background questions you might wish to consider:**

What is your character’s name? What is their gender? Where do they live? How old are they? What do they look like? What is their familial situation – do they have children (how many), a spouse, a significant other? What is their occupation? Are they religious? If so, what is their denomination? Are they political? Which way do their politics lean? How do they view people in authority? What are their primary concerns? What are their goals in life? How can your character achieve them? What is standing in the way of your character realizing these goals?

Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.

\*\*Make sure that you meet with Dr. Scofield and roll to set your avatar’s ability scores before proceeding too far in the development of your character’s background.

\*\*You can keep revising all this information and your character’s story develops.

\*\*You are not permitted to adopt the persona of any real historical figures (i.e. no Austrian corporals, who experience a meteoric rise to power in Germany).

**Information for Timeline Assignment:**

The final step in this part of the Avatar Project is to commit the information you have developed in this section to a unique Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Requirements for the assignment:**

* You are required to utilize multiple slides to relay the information that you developed in this section. You should aim for four slides and not exceed 5 per section.
  + The complete text for this entry must be equivalent to 1-2 double-spaced pages in Microsoft Word
  + Entries must be written in 12 point Times New Roman font.
* In addition to the text of your narrative, you must also utilize different visual materials in your Timeline to help in illustrating your avatar’s story.
  + These visual aids might be maps, period photographs, paintings, movie clips, etc.
* You must utilize at least *two* primary and *one* secondary sources to support the background of the character you have created.
  + \*\*Make sure to submit your two Primary Source and one Secondary Source worksheets and the Microsoft Word version of your Timeline narrative through Turnitin.com on NW Online.
  + \*\*Make sure to include the link(s) or attach the file(s) of the primary sources and include the citation information for the secondary source.
* Even though this assignment may take the form of a story, you should still cite the source of the information that you are using to craft your narrative.
  + Timeline does not allow you to insert footnotes in the same way as Microsoft Word. So when you need to cite information in your slide, you should add a number at the end of the sentence (1, 2, 3, etc.). The final slide of the presentation must include the relevant corresponding citation information.
    - For example, if your character was a 17th C French nobleman and was having a conversation with a fellow nobleman about Louis XIV’s domestication of the French nobility at his Palace of Versailles, you might write something like:
    - On slide #1:
      * “Do you not see how the knave’s court has turned once proud noble families into groveling weaklings, who fall over themselves to lick the boots of Louis in order to receive a royal treat?” (1).
    - The citation on the final slide would look like this:
      * 1) Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 403.
      * 2) ….
* \*\*You must use the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.
  + The general format for a footnote is:
    - Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
    - For example the citation for our textbook would look like this:
      * Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.
  + Refer to the Library of Congress’ website (<http://www.loc.gov/teachers/usingprimarysources/chicago.html>) regarding how to cite various types of primary sources.

Primary Source Worksheet[[12]](#footnote-12)

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Time Frame:\_\_\_\_\_\_\_\_\_\_\_\_

Name of Assignment:\_\_\_\_\_\_\_\_\_\_\_\_

Keep in mind that the more thorough you are in filling out these primary source worksheets, the less work you will have to do when you are pulling all of their collective information together for your formal essay.

**\*\*\*Make sure to also attach a copy of the primary source upon which you are relying to this worksheet. In addition, within the attached primary source, you must physically highlight the specific quote(s) that you will be utilizing in your avatar project.**

**Definition:** “*Primary sources* are materials produced by people or groups directly involved in the event or topic under consideration, either as participants or witnesses…Some primary sources are written documents, such as letters; diaries; newspaper and magazine articles; speeches; autobiographies; treatises; census data; and marriage, birth, and death registers.”[[13]](#footnote-13)

**What is it? (Mark all that apply):**

|  |  |  |  |
| --- | --- | --- | --- |
| Letter | Speech | Book | Telegram |
| Court document | Chart | Newspaper | Advertisement |
| Press Release | Memorandum | Report | Painting |
| Photo | Film | Map | Other |

**The Basics** (These questions can be answered in a few words unless otherwise noted)**:**

1. Who created the source?
2. Who was the intended audience?
3. When is it from?
4. Where is it from?
5. What is it talking about?
6. What was happening at the time in history this source was created (2-3 sentences)?
7. What does this tell you about the person(s) who produced it (2-3 sentences)?

**Putting the Primary Source to Work:**

1. Write one sentence summarizing this document.
2. Identify the main point(s) from the document that will be useful for your Avatar project.
3. Provide *one* sample (in complete sentences) of how one of those points will be reflected in the narrative component of the assignment (4-8 sentences).
   1. Quote evidence from the source that tells you this (Make sure you properly cite it using Chicago Style: <http://www.loc.gov/teachers/usingprimarysources/chicago.html>)

Secondary Source Worksheet

Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Character’s Timeline:\_\_\_\_\_\_\_\_\_\_\_\_

Name of Assignment:\_\_\_\_\_\_\_\_\_\_\_\_

Keep in mind that the more thorough you are in filling out these secondary source worksheets, the less work you will have to do when you are pulling all of their collective information together for your formal essay.

\*\*Wikipedia, encyclopedias, and dictionaries do not count as secondary sources for the purpose of the Secondary Source Worksheet.

**Definition:** “…secondary sources are texts – such as books, articles, [and academic websites]…that are written or created by people who were not eyewitnesses to the events or period in question; instead, the authors of secondary sources synthesize, analyze, and interpret primary sources.”[[14]](#footnote-14)

**What is it?:**

|  |  |  |  |
| --- | --- | --- | --- |
| Book | Article | Newspaper | Website |
| Other |  |  |  |

**The Basics:**

1. Author:
2. Title of source:
3. Publisher or journal title of source:
4. Year of publication:
5. Full citation:

**Putting the Secondary Source to Work:**

1. Topic of Source (2-6 sentences):
2. Write one sentence summarizing this source.
3. Identify the main point(s) from the source that will be useful for your Avatar project.
4. Provide one sample (in complete sentences) of how one of those points will be reflected in the narrative component of the assignment (4-8 sentences).
   1. Quote evidence from the source that tells you this (Make sure you properly cite it using Chicago Style: (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>).

All Phases: Timeline Assignment Description

<http://timeline.knightlab.com/>

**Description of Assignment:**

* The final step of each phase of the Avatar Project requires you to commit the information you have developed in that particular section to your Timeline (<http://timeline.knightlab.com/>).
* Your Timeline must progress and expand with every phase of your avatar’s life.
  + Each phase of your avatar’s life must be represented on your Timeline. The information that you develop in each individual phase should be encapsulated in approximately 4-6 slides, for a total of approximately 12-18 slides for the entirety of the Avatar Project. The final slide(s) must be reserved for citations (See description below for further details).
  + The complete text for **each** phase’s individual narrative must be equivalent to 1-2 double-spaced pages in Microsoft Word.
  + The content of each phase’s narrative must be based on a minimum of two primary and one secondary sources, for a total of 8 primary and four secondary sources for the entirety of the Avatar Project.
  + Entries must be written in 12 point Times New Roman font.
  + Although each of your Timeline entries will be developed individually, your overall goal should be to create a plausible and coherent life story for your avatar.
* In addition to the text of your narrative, you must also utilize different visual materials in your Timeline to help in illustrating your avatar’s story.
  + These visual aids might be maps, period photographs, paintings, movie clips, etc.
  + One element of your grade for this section will be derived from the content of the Timeline, its creativity, professionalism, and presentation.

**Citing Information in your Timeline:**

* Even though this assignment may take the form of a story, you should still cite the source of the information that you are using to craft your narrative.
  + Timeline does not allow you to insert footnotes in the same way as Microsoft Word. So when you need to cite information in your slide, you should add a number at the end of the sentence (1, 2, 3, etc.). The final slide of the presentation must include the relevant corresponding citation information.
    - For example, if your character was a 17th C French nobleman and was having a conversation with a fellow nobleman about Louis XIV’s domestication of the French nobility at his Palace of Versailles, you might write something like:
    - On slide #1:
      * “Do you not see how the knave’s court has turned once proud noble families into groveling weaklings, who fall over themselves to lick the boots of Louis in order to receive a royal treat?” (1).
    - The citation on the final slide would look like this:
      * 1) Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 403.
      * 2) ….
* \*\*You must use the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.
  + The general format for a footnote is:
    - Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
    - For example the citation for our textbook would look like this:
      * Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.
  + Refer to the Library of Congress’ website (<http://www.loc.gov/teachers/usingprimarysources/chicago.html>) regarding how to cite various types of primary sources.

All Phases: Timeline Message Board Posting and Peer Review Assignment Description

**Description of Timeline posting assignment:**

* You are required to post the current version of your Timeline following each phase of the Avatar Project on your Period’s discussion board that is located on NW Online.
  + These entries are due during your group’s designated period by 11:59 pm on Sunday.

**Description of Peer Review assignment:**

* Peer Review – You are required to examine and evaluate the Timeline of one of your classmates. Using the provided rubric (and knowledge that you have gained from your own research), you should judge the plausibility of the your classmate’s scenario, identify one strength, one weakness, and offer one suggestion – maybe a source you came across or a possible route going forward. You should seek to strike a balance between criticalness and praise. “This is awful!” is as unhelpful as “I love it, it’s perfect!”
  + **These responses are due during your group’s designated period by 11:59 pm on Wednesday**.
  + \*\*Make sure to utilize and upload the “Message Board Peer Review Rubric and Questions”. You must also submit a copy of your completed rubric through Turnitin.com on NW Online.
  + \*\*In order to upload your completed rubric you may need to create a Dropbox account.
* \*\*In selecting a Timeline to peer review, you should first look for any postings that do not yet have any comments before reviewing a post that has already been commented upon.

Tips:

* Refer to the “Message Board Peer Review Rubric and Questions” for further guidance about the form and content of the narrative assignments

Phases III: Decision Narrative Assignment Description

**Description of Assignment:**

Your character is required to interact with one significant historical event over the course of their lifetime. Regardless of the event you select, the interaction must involve decision making and should shape your character’s subsequent life story accordingly. Ultimately, you must justify the plausibility of the interaction/decision and demonstrate how the scenario you create would have been a potential real option for your avatar. In other words, a 19th C worker cannot be working in an automobile factory, be abducted by aliens, or marry a queen (unless you have hard evidence that any of these scenarios happened).

Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.

**Steps to complete this phase of the Avatar Project:**

1. Identify the historical event with which your avatar will be interacting.
2. Identify several feasible outcomes (positive, negative, or neutral) that could potentially arise out of this interaction for your avatar. Assign a numeric value to each possible outcome corresponding to numbers on a twelve-sided taking into account your character’s background and the ability scores.
   1. For example, let’s say your avatar was a Bohemian peasant, who had high ability scores in strength and intelligence, but low scores in the realm of piety and attitude to authority. You decide to have your avatar fight alongside Protestant forces at the Battle of White Mountain during the Thirty Years War. You might decide that the possible outcomes of the event were: 1) glory on the battlefield, 2) capture, 3) flight, 4) death. Since the Protestants lose the battle, you might assign a smaller number of outcomes to the “glory on the battlefield” option (perhaps die numbers 12-10). Your character is smart, so likely would know when to throw in the towel and surrender if things looked hopeless, so you assign a larger number of outcomes to the “capture” outcome (perhaps die numbers 9-6). Your character is also strong, so recognizing the battle was lost, he might have utilized that strength to evade capture and escape, so you again assign a larger number of outcomes to the “flight” option (perhaps die numbers 5-2). Finally, death is always a possibility in battle regardless of any abilities that your avatar might possess, so you might decide that if I roll a 1 my avatar is killed. Be wary in employing such a “final” outcome. Before making this an option you should make sure that you have met all the other requirements of the assignment. You can also incorporate a number of more nuanced outcomes for the die roll, for instance maybe some of the numbers indicate that your character has been wounded or fought so valiantly that the other side chose to try to recruit him after capture. The possibilities are infinite as long as you can justify your position with your sources!
3. Meet with Dr. Scofield to briefly discuss the event you have selected, possible outcomes, and finally to roll the die to determine what the outcome of your interaction will be. You are **required** to meet with Dr. Scofield to complete this step. You must also bring your Avatar Project sheet, which has a record of your character’s ability scores with you.
4. Construct your narrative of this event and/or decision using the result of your roll, character’s background, ability scores, and the primary and secondary sources.
5. Post your narrative on Timeline and evaluate a classmate’s using the provided rubric.
6. \*\*Finally, make sure to submit your two Primary Source and one Secondary Source worksheets and the Microsoft Word version of your Timeline narrative through Turnitin.com on NW Online.

**Information for Timeline Assignment:**

The final step in this part of the Avatar Project is to commit the information you have developed in this section to your Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Requirements for the assignment:**

* You are required to utilize multiple slides to relay the information that you developed in this section. You should aim for four slides and not exceed 5 per section. Remember that you should be adding these slides on to the ones that you already developed in your background section.
  + The complete text for this entry must be equivalent to 1-2 double-spaced pages in Microsoft Word
  + Entries must be written in 12 point Times New Roman font.
* In addition to the text of your narrative, you must also utilize different visual materials in your Timeline to help in illustrating your avatar’s story.
  + These visual aids might be maps, period photographs, paintings, movie clips, etc.
* You must utilize at least *two* primary and *one* secondary sources to support your avatar’s interactions/decision.
  + \*\*Make sure to include the link(s) or attach the file(s) of the primary sources and include the citation information for the secondary source.
* Even though this assignment may take the form of a story, you should still cite the source of the information that you are using to craft your narrative.
  + Timeline does not allow you to insert footnotes in the same way as Microsoft Word. So when you need to cite information in your slide, you should add a number at the end of the sentence (1, 2, 3, etc.). The final slide of the presentation must include the relevant corresponding citation information.
    - For example, if your character was a 17th C French nobleman and was having a conversation with a fellow nobleman about Louis XIV’s domestication of the French nobility at his Palace of Versailles, you might write something like:
    - On slide #1:
      * “Do you not see how the knave’s court has turned once proud noble families into groveling weaklings, who fall over themselves to lick the boots of Louis in order to receive a royal treat?” (1).
    - The citation on the final slide would look like this:
      * 1) Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 403.
      * 2) ….
* \*\*You must use the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.
  + The general format for a footnote is:
    - Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
    - For example the citation for our textbook would look like this:
      * Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.
  + Refer to the Library of Congress’ website (<http://www.loc.gov/teachers/usingprimarysources/chicago.html>) regarding how to cite various types of primary sources.

Phase IV: Fate Narrative Assignment Description

**Description of Assignment:**

* This final entry should revolve around the fate (i.e. death) of your character. Rather than being a lightning bolt out of the sky, you should once again consider your character’s background, the circumstances of their lives, and the historical events that were happening around them. You should also consider whether or not your character achieved their life goals.
* Make sure that you provide sufficient background information to understand the current events in which your character is involved, as well as necessary information (place, time, involved characters, etc.) to understand the story and historical event(s) being discussed.
* You have the latitude to decide how long (or short) your character lives, but keep in mind the realities of the time period in which the character was living. For instance, not many people lived to be 80 in the 16th C!

**Information for Timeline Assignment:**

The final step in this part of the Avatar Project is to commit the information you have developed in this section to your Timeline (<http://timeline.knightlab.com/>). You will continue adding to the Timeline throughout the remainder of the avatar project.

**Requirements for the assignment:**

* You are required to utilize multiple slides to relay the information that you developed in this section. You should aim for four slides and not exceed 5 per section. Remember that you should be adding these slides on to the ones that you already developed in your background and historical events sections.
  + The complete text for this entry must be equivalent to 1-2 double-spaced pages in Microsoft Word
  + Entries must be written in 12 point Times New Roman font.
* In addition to the text of your narrative, you must also utilize different visual materials in your Timeline to help in illustrating your avatar’s story.
  + These visual aids might be maps, period photographs, paintings, movie clips, etc.
* You must utilize at least *two* primary and *one* secondary sources to support the fate of the character you have created.
  + \*\*Make sure to submit your two Primary Source and one Secondary Source worksheets and the Microsoft Word version of your Timeline narrative through Turnitin.com on NW Online.
  + \*\*Make sure to include the link(s) or attach the file(s) of the primary sources and include the citation information for the secondary source.
* Even though this assignment may take the form of a story, you should still cite the source of the information that you are using to craft your narrative.
  + Timeline does not allow you to insert footnotes in the same way as Microsoft Word. So when you need to cite information in your slide, you should add a number at the end of the sentence (1, 2, 3, etc.). The final slide of the presentation must include the relevant corresponding citation information.
    - For example, if your character was a 17th C French nobleman and was having a conversation with a fellow nobleman about Louis XIV’s domestication of the French nobility at his Palace of Versailles, you might write something like:
    - On slide #1:
      * “Do you not see how the knave’s court has turned once proud noble families into groveling weaklings, who fall over themselves to lick the boots of Louis in order to receive a royal treat?” (1).
    - The citation on the final slide would look like this:
      * 1) Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 403.
      * 2) ….
* \*\*You must use the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.
  + The general format for a footnote is:
    - Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
    - For example the citation for our textbook would look like this:
      * Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.
  + Refer to the Library of Congress’ website (<http://www.loc.gov/teachers/usingprimarysources/chicago.html>) regarding how to cite various types of primary sources.

Phase V: Formal Essay Assignment Description

**Description of Assignment:**

* The final element of the avatar project requires you to take all the information you have gathered and present it as a formal essay.
  + Whereas the earlier parts of the Avatar Project allowed for a great deal of creativity and informality, this assignment has more specific guidelines. Make sure you read this description carefully and come discuss the paper with me prior to its submission.

**A Potential Model for your Essay:**

* \*\*Fundamentally, the thesis and argument of your paper should demonstrate that the life you created for your avatar was a feasible one.
* Introduction Paragraph
  + Spend a couple sentences giving me an idea of the world and time in which your avatar lived. It should provide the basic background of your character and a brief summation of their life and fate – i.e. much in your Phase II Background story did.
* Supporting Paragraphs
  + In each of these paragraphs you should identify the historical event with which your avatar interacted and demonstrate the plausibility of your character’s decision(s) and the consequences of that choice.
  + Here you should use direct quotations from your sources as evidence in your argument. For example, “My character, \_\_\_\_\_\_\_\_\_, supported the Jacobins in the French Revolution because he/she was a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This source said\_\_\_\_\_\_\_\_\_\_\_. Clearly…”
  + Make sure you also include your own analysis – i.e. show/tell me how this piece of evidence supports your overall point/argument.
  + You must use evidence from each of the sources for which you completed a worksheet. There should be a minimum of six primary sources and three secondary sources.
* Conclusion
  + Briefly recapitulate your character’s life and how it played a role in their fate.

**Assignment Requirements and/or relevant information**

* Entry must be 3-4 double-spaced pages in length
* Entry must be written in 12 point Times New Roman font with 1 inch margins
* You must utilize *all* the primary and secondary sources you utilized in your worksheets to support the background of the character you have created.
* Microsoft Office enables you to make proper footnotes. They are **required** for the formal essay.
  + To insert a footnote in Microsoft Word click on the “References” tab and then click “Insert Footnote”. You will automatically be moved to the bottom margin of the page.
* You must cite the sources in your paper utilizing the *Chicago Manual of Style* footnote citation style. See (<https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html>). If you are using an electronic copy of the book, you also need to cite the relevant electronic page number.
  + The general format for a footnote is:
    - Author’s name (First and Last), *Name of Book in Italics*, (Publication City: Publishing Company, Year Published), Page #.
    - For example the citation for our textbook would look like this:
      * Example: Joshua Cole and Carol Symes, *Western Civilizations: Their History and Their Culture*, Brief 4th ed. (New York: W.W. Norton & Company, 2017), 307.
  + Refer to the Library of Congress’ website (<http://www.loc.gov/teachers/usingprimarysources/chicago.html>) regarding how to cite various types of primary sources.
* Your paper must have an introduction, body, and conclusion
  + Make sure that every paragraph that you write and every point you make is directed at meeting the requirements of the assignment.
  + Use direct quotations and paraphrasing to provide evidence for the points you are making, but make sure that you include your own analysis. In other words, do not forget to tell me WHY this evidence supports your conclusions. Do not assume that that particular piece of evidence speaks for itself.
* Use past tense in your papers
* Do not use contractions (can’t, won’t, don’t, etc.)
* Do not use personal pronouns (I, we, you, one, us, etc.) If you’re stuck, try using the name of your avatar as an occasional stand-in.
* Avoid generalizations - “throughout history” or “from the beginning of time”
* Avoid rhetorical questions “How would you feel?”, etc.

Possible Life Events Rubric

|  |  |
| --- | --- |
| All of the identified events fall within the character’s period  3 | An insufficient number of the identified events fall within the character’s time period  0 |
| All of the identified events are correctly geographically located  3 | An insufficient number of the identified events are correctly geographically located  0 |
| All of the identified events are correctly dated  3 | An insufficient number of the identified events are correctly dated  0 |
| Entries have been properly cited  1 | Entries have not been properly cited  0 |

Primary Source Worksheet Rubric

|  |  |
| --- | --- |
| The source utilized for the worksheet is a primary source  3 | The source utilized for the worksheet is not a primary source  0 |
| A genuine effort has been made to thoroughly answer all questions on the worksheet  3 | An unacceptable effort was made to thoroughly answer all questions on the worksheet.  0 |
| The worksheet was completely filled out  2 | Not all questions were answered on the worksheet  0 |
| The primary source is properly cited  1 | The primary source is not properly cited  0 |
| A copy of the primary source has been included with the worksheet submission and the cited passages have been highlighted  1 | A copy of the primary source has not been included and/or the cited passages have not been highlighted.  0 |

Secondary Source Worksheet Rubric

|  |  |
| --- | --- |
| The source utilized for the worksheet is a secondary source  3 | The source utilized for the worksheet is not a secondary source  0 |
| A genuine effort has been made to thoroughly answer all questions on the worksheet  3 | An unacceptable effort was made to thoroughly answer all questions on the worksheet.  0 |
| The worksheet was completely filled out  2 | Not all questions were answered on the worksheet  0 |
| The secondary source is properly cited  2 | The secondary source is not properly cited  0 |

Timeline Entry Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Timeline entry does an excellent job of utilizing evidence from the primary and secondary sources and character attributes to shape avatar’s narrative.  10 | Timeline entry does a good job of utilizing evidence from the primary and secondary sources and character attributes to shape avatar’s narrative.  8.5 | Timeline entry does a satisfactory job of utilizing evidence from the primary and secondary sources and character attributes to shape avatar’s narrative.  7.5 | Timeline entry does an inadequate job of utilizing evidence from the primary and secondary sources and character attributes to shape avatar’s narrative.  6.5 | Timeline entry fails to utilize evidence from the primary and secondary sources and character attributes to shape avatar’s narrative.  3 |
| Timeline entry does an excellent job of visual presentation. Included materials help convey the content of the entry.  4 | Timeline entry does a satisfactory job of visual presentation. Included materials are mostly appropriate to the content of the entry  3 | Timeline entry does an inadequate job of visual presentation. Included materials are primarily not appropriate to the content of the entry  2 | Timeline entry fails to provide adequate visual presentation. Included materials do not help convey the content of the entry.  1 |  |
| Timeline entry is creative.  2 | Timeline entry is not sufficiently creative.  0 |  |  |  |
| Timeline entry is of proper length.  2 | Timeline entry is not of proper length.  0 |  |  |  |
| Timeline entry follows required citation style.  2 | Timeline entry does not follow required citation style.  0 |  |  |  |

Peer Review Rubric

|  |  |
| --- | --- |
| All parts of the peer review rubric were completed  4 | All parts of the peer review rubric were not completed  0 |
| A genuine effort has been made to thoroughly answer all questions on the rubric  6 | An unacceptable effort was made to thoroughly answer all questions on the worksheet.  0 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Introduction and thesis  10 pts | Excellent job of introducing the topic and the main points of the paper. Thesis is excellent and clearly relays the paper’s argument. | Good job of introducing the topic and the main points of the paper. Thesis is clear and does a good job of relaying the paper’s argument. | Satisfactory job of introducing the topic and the main points of the paper. Thesis is present, but not clear. | Inadequate job of introducing the topic and the main points of the paper. Thesis is inadequate and unclear. | Paper fails to provide an acceptable introduction to the topic and thesis is unclear or missing. | Paper makes no effort to introduce the topic and there is no thesis statement. |
|  | 10 pts | 8.5 pts | 7.5 pts. | 6.5 pts. | 3.5 | 0 pts. |
|  |  |  |  |  |  |  |
| Use of required sources  10 pts | Paper does an excellent job of referencing the primary and secondary sources. | Paper does a good job of referencing the primary and secondary sources. | Paper does a satisfactory job of referencing the primary and secondary sources. | Paper does an inadequate job of referencing the primary and secondary sources. | Paper fails to reference the primary and secondary sources. | Paper makes no effort to reference the primary and secondary sources. |
|  | 10 pts | 8.5 pts | 7.5 pts | 6.5 pts | 3.5 | 0 pts |
|  |  |  |  |  |  |  |
| Effectiveness of evidence used to support the argument. Paragraphs have a logical flow to support the thesis.  20 pts | Paper does an excellent job of selecting evidence to support the thesis. Paragraphs logically flow to support the thesis. | Paper does a good job of selecting evidence to support the thesis. Paragraphs flow logically most of the time to support the thesis | Paper does a satisfactory job of selecting evidence to support the thesis. Paragraphs sometimes flow logically to support the thesis. | Paper does an inadequate job of selecting evidence to support the thesis. Paragraphs rarely flow logically to support the thesis. | Paper fails to select evidence to support the thesis. Paragraphs do not flow logically to support the thesis. | Paper makes no effort to support the thesis. |
|  | 20 pts | 17 pts | 15 pts | 13 pts | 7 | 0 pts |
|  |  |  |  |  |  |  |
| Answers cover all four parts of the avatar’s life.  20 pts | Paper does an excellent job of covering all four parts of the avatar’s life. | Paper does a good job of covering all four parts of the avatar’s life. | Paper does a satisfactory job of covering all four parts of the avatar’s life. | Paper does an inadequate job of covering all four parts of the avatar’s life. | Paper fails to cover all four parts of the avatar’s life. | Paper makes no effort to cover all four parts of the avatar’s life. |
|  | 20 pts | 17 pts | 15 pts | 13 pts | 7 | 0 pts |
|  |  |  |  |  |  |  |
| Presentation of writer’s original thoughts and insights.  20 pts | Writer does an excellent job of interpreting information and using it to construct an argument rather than merely listing facts or retelling a story. | Writer does a good job of interpreting information and using it to construct an argument rather than merely listing facts or retelling a story. | Writer does a satisfactory job of interpreting information and using it to construct an argument rather than merely listing facts or retelling a story. | Writer does an inadequate job of interpreting information and using it to construct an argument rather than merely listing facts or retelling a story. | Writer fails to interpret information and use it to construct an argument rather than merely listing facts or retelling a story. | Writer makes no effort to interpret information and use it to construct an argument rather than merely listing facts or retelling a story. |
|  | 20 pts | 17 pts | 15 pts | 13 pts | 7 | 0 pts |
|  |  |  |  |  |  |  |
| Clarity of organization and general presentation of essay in an academic format; free of grammatical and typographical errors; appropriate length; sentences are free of awkward constructions. Avoids using contractions, generalizations, and personal pronouns “I”, “you”, “one”, etc.  10 pts. | Paper does an excellent job of meeting these requirements. | Paper does a good job of meeting these requirement. | Paper does a satisfactory job of meeting these requirement. | Paper does an inadequate job of meeting these requirements | Paper fails to meet these requirements | Paper makes no effort to meet these requirements. |
|  | 10 pts | 8.5 pts | 7.5 pts | 6.5 pts. | 3.5 | 0 pts |
|  |  |  |  |  |  |  |
| Paper follows formatting guidelines that include page length, font and margin size, citation style, etc.  10 pts. | Paper does an excellent job of meeting these requirements. | Paper does a good job of meeting these requirements. | Paper does a satisfactory job of meeting these requirements. | Paper does an inadequate job of meeting these requirements. | Paper fails to meet these requirements | Paper makes no effort to meet these requirements. |
|  | 10 pts | 8.5 pts | 7.5 pts | 6.5 pts | 3.5 | 0 pts |

1. See the “Phase II: Character Background Narrative Assignment Description” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-1)
2. See the “All Phases Timeline Assignment” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-2)
3. See the “Phases III: Decision Narrative Assignment Description” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-3)
4. See the “All Phases Timeline Assignment” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-4)
5. See the “Phase IV: Fate Narrative Assignment Description” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-5)
6. See the “All Phases Timeline Assignment” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-6)
7. See the “All Phases Timeline Message Board Posting and Peer Review Assignment Description” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-7)
8. See the “See Phase VI: Formal Essay Assignment Description” handout on NW Online for additional details on specific assignment requirements. [↑](#footnote-ref-8)
9. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th ed. (New York: Bedford/St. Martin’s, 2015), 8. [↑](#footnote-ref-9)
10. Rampolla, *A Pocket Guide to Writing in History*, 9. [↑](#footnote-ref-10)
11. You will find primary and secondary sources in these pages that are useful for most avatars. [↑](#footnote-ref-11)
12. Worksheet adapted from the Library of Congress, “Analyze a Written Document,” <https://www.archives.gov/education/lessons/worksheets/document.html> (accessed December 19, 2018). [↑](#footnote-ref-12)
13. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th ed. (New York: Bedford/St. Martin’s, 2015), 8. [↑](#footnote-ref-13)
14. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 8th ed. (New York: Bedford/St. Martin’s, 2015), 9. [↑](#footnote-ref-14)