**Assignment 1 – Historical Narrative Presentation 1500-1815 (18% of course)**

**Due Date:** Week 10 – please see DC Connect for specific due date

**Objectives:**

1. To gather online information and conduct meaningful research into a specific historical event, era, location or personality;
2. To locate primary sources and use them to inform an historical narrative;
3. To enhance written and presentation communication skills;

CLO 01: Describe some of the key historical events that have shaped the Western World in the past 500 years.

CLO 05: Critically analyze historical sources and events from various perspectives.

**Instructions:**

* Choose an historical event, era, location or figure between 1500-1815 (representing the first half of our course). The topic should be quite specific, and fall somewhat within those outlined on the course syllabus. Sample topics can be found below.
* Begin preliminary research from reputable sources, complete and submit the proposal template.
* Once the proposal has been submitted and accepted (with feedback), begin creating a PowerPoint slideshow (if choosing another platform, please ensure it is compatible in a PC).
* Research should focus not simply on the facts of the event, era, location or figure chosen, but should explain its importance or significance.
* The written portion, or narrative, should be more of a story, rather than an essay, that relies on primary and secondary sources to inform it.
* Upload the completed project in the Assignments section of DC Connect (or a link if using another format).

**Guidelines:**

* Slideshow can be presented either **chronologically** **or thematically**, depending on the topic.
* **Images/figures/historical data** are required, to add to the overall presentation; they should be **primary sources** from time of the topic chosen, or secondary sources from after the time period researched (up to around 1900). Their significance should be discussed in the narrative.
* Minimum **300 words** and **5 slides** (**excluding** title page / heading slides and reference pages).
* The narrative can either be included in the slideshow, or as a supplemented Word document.
* Minimum **2 appropriate sources for the narrative** (no blogs, encyclopaedias or commons websites, etc.); minimum **5 primary sources** (or older secondary sources) used for images/figures. Some of these sources may overlap. All sources should be properly **referenced** in APA bibliography style on the final slide or end of a Word document.
* Depending on timing, students may also be asked to briefly **present their slideshow** in class (approximately **3 minutes**). More information on this will be provided at a later date.
* **Plagiarism:** ***THIS PAPER MUST BE IN YOUR OWN WORDS!!!*** Though only a portion of the marks reserved are for referencing, plagiarism of any kind (including use of ChatGPT or other AI generators) may result in a **zero** for the entire assignment, as well as an **academic integrity alert**.

**Sample Topics and Sources:**

* Reformation: Describe reasons for Martin Luther’s break with the Catholic Church
  + Examples of primary/secondary sources / images: paintings of a typical Catholic churches at the time; the 95 theses or excerpts from important passages; indulgences; paintings of key reformation moments from later in history
* Scientific Revolution: Describe the significance of Copernicus’ heliocentric theory
  + Examples of primary/secondary sources / images: drawings of the solar system pre- and post-Copernicus theory; Galileo’s telescope; sketches of the time; excerpts from documents written about it from the Church or scientists at the time
* Enlightenment: Describe the importance of coffee houses / salons in the Enlightenment Era
  + Examples of primary/secondary sources / images: drawings of salons in the city; drawings of interior of salons; writings about the importance of salons; images of notable women who ran them
* Growth of the Americas: Describe the importance of Indigenous populations for European settlers
  + Examples of primary/secondary sources / images: sketches/writings of Indigenous/European relationship; drawings of beaver pelts in the Americas and Europe; paintings of important meetings
* American Revolution: Describe how the Continental Army trained for war against Britain
  + Examples of primary/secondary sources / images: Sketches of training camps both for the British and the Americans; images of weapons and uniforms at the time; sketches/images of a battlefield; excerpts from diary entries of military commanders
* French Revolution: Describe the significance of the guillotine in the French Revolution
  + Examples of primary/secondary sources / images: drawings of previous methods of execution; sketches of the guillotine; excerpts from journals or diaries of how/why people turned in their fellow citizens; data tables of those executed

Note: While this assignment requires historical research, parts of the narrative may be hypothetical (or even fictional). For example, the narrative may be a journal or story of how someone stumbled across these primary documents and tried to piece together what happened. The narrative does not need to be formal in any way, as long as it is your own writing and there is clear evidence of proof reading. In other words, you may be very creative in your narrative, as long as it is informed by the research.

**Evaluation:**

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| **Criterion** | **Below Expectations**  **(0-50%)** | **Meets Expectations**  **(50-75%)** | **Exceeds Expectations**  **(75-100%)** | **Score** |
| **Quality of Historical Content** | Accounts/narratives are irrelevant, limited or inaccurate; lacking support from sources | Contains some relevant, descriptive and accurate accounts of sources; historical narrative is mostly accurate and somewhat supported with sources, though lacking depth | Contains relevant, descriptive and accurate accounts of sources; historical narrative is thorough and very well supported with sources | /10 |
| **Length and Communication** | Presentation and/or narrative does not meet minimum required length; narrative lack basic clarity | Narrative and presentation is somewhat clear, though lacks flow and organization; basic spelling or grammatical errors with only some evidence of proof reading | Presentation and narrative meet minimum required length; narrative is succinct, organized and focused; few errors with clear evidence of proof-reading | /5 |
| **Presentation Style** | Presentation disorganized or unclear; no title page; primary / secondary source images / documents unlabelled | Presentation reasonably well organized; limited formatting for title page; primary / secondary source images / documents unlabelled or lacking clarity | Presentation and title page very well organized; relevant primary / secondary source images / documents that are informatively labelled | /3 |
| **Sources and References** | Minimum number of sources not present; minimum number of sources present but no attempt to format sources; no primary sources or sources inappropriate for level of study | Minimum number of sources present; some formatting errors; most primary and secondary sources appropriate for level of study | Minimum number of sources used in APA with minimal formatting errors; primary and secondary sources appropriate for level of study | /2 |
| **Feedback:** | | | | **/20** |