

Name: _____ Block: _____

World History I (9-3) - Spirit of the Renaissance – Term 4 Research Project

Directions & Process:

- Write your name & block at top of this page; write your name & block on page 2
- Get a small 3-ring binder and tape this first page to the outside cover
- Read whole packet and put rest of packet into 3-ring binder
- Follow the steps for this project and stay on track by meeting/getting ahead of deadlines

Task:	Due Date:	% of Assign.	Total Points	Points Scored	Checked off & Comments
1. Guide Sheet		5	20		
2. Sources and Notes (3 sources), at least 30 notes total, min. of 5 notes per source.		5	20		
3. Sources and Notes (2 more sources), at least 20 notes total, min. of 5 notes per source.		5	20		
4. Bibliography		5	20		
5. Thesis Statement (must be approved before you write your outline.)		5	20		
6. Outline		10	40		
**By _____ For the first six steps, the assigned grade can be increased with teacher approval if you choose to revise your work for a higher grade.					
7. Rough Draft		14	60		
8. Final Draft		46	200		
9. Organized 3-ring Binder (all completed sections)		10	40		
Total			440		

Notes:

(1)

Name _____ Block _____

**9-3 WORLD HISTORY I RESEARCH PAPER:
"The Spirit of the Renaissance"**

Goals:

- 1) To develop an understanding of the Renaissance spirit through researching a historical figure and work of the period.
- 2) To develop research skills (finding, presenting and citing information).

Assignment: How did your historical figure and their work embody and contribute to the spirit of the Renaissance? Answer in a well-developed and well-researched five (5) paragraph research paper of 3-5 pages. **You are not writing a biography. You are creating a historical analysis of an important Renaissance figure and an equally important contribution to the Renaissance through a noted work of the era.**

Summary: The history of the Renaissance is filled with people and events that not only shaped the history of Europe but also impacted the world and the story of humanity. Perhaps no other time period had a spirit that has so influenced the way humankind looks at itself.

The Renaissance by its very definition was a "rebirth" of ancient times, but to embrace this rather simplistic notion in its entirety results in a denial of the many radical changes that occurred as Europe left the "starry night" of the Middle Ages and found itself in a very new place. Beginning in early 15th century Italy, the movement would soon reverberate throughout the rest of Europe and beyond.

The period gave birth to many important figures who began to embrace the ideas of the past while looking to challenge the present. With the restoration of secular humanist values whose roots are found in the golden ages of Greece and Rome, man had once again become the "measure of all things". Man's search for meaning was no longer limited to those that called themselves "philosophers", but to everyone who was a part of the newly enlightened population of the 15th and 16th centuries.

The great figures of the time period took hold of the rejuvenated spirit of individuality and creativity and created a world whose hallmarks continue to shape our understanding of our history and ourselves. These representatives of the Renaissance, inspired by the past, creatively, intellectually, and spiritually, ushered in the modern age—and did so with a flourish that the world may never encounter again.

It is now your task to add your definition to the Renaissance that goes beyond the simple notion of rebirth and delves into the complexities of the age. Through the historical figures of the time period and their works, consider how the spirit of the Renaissance was a complicated balance of ancient and modern; evolution and revolution; and rediscovery and discovery. Express how it was a "rebirth", but also something quite new. Good luck.

	A	B
1	Renaissance Research Project - Topics	DOB dates
2	Dante Alighieri, The Divine Comedy	1265-1321
3	Francesco Petrarca, The Ascent of Mount Ventoux	1304-1374
4	Christine de Pizan, The Book of the City Ladies	1363-1430
5	Johann Gutenberg, Gutenberg Bible	1398-1468
6	Julius II, the Renaissance papacy	1443-1513
7	Donato Bramante, St. Peter's Basilica	1444-1514
8	Lorenzo de Medici, Florence	1449-1492
9	Leonardo da Vinci, Vitruvian Man	1452-1519
10	Desiderius Erasmus, The Praise of Folly	1466-1536
11	Machiavelli, The Prince	1469-1527
12	Isabella d'Este, First Lady of the Renaissance	1474-1539
13	Michelangelo, Sistine Chapel	1475-1564
14	Sir Thomas More, Utopia	1478-1535
15	Magellan, "circumnavigation" of the globe	1480-1521
16	Raphael, School of Athens	1483-1520
17	Martin Luther, 95 Theses	1483-1546
18	Ulrich Zwingli, The Commentary on True and False Religion	1484-1531
19	Nostradamus, Centuries	1503-1566
20	John Calvin, The Institutes of the Christian Church	1509-1564
21	Andreas Vesalius, On the Fabric of the Human Body	1514-1564
22	Elizabeth I, England	1533-1603
23	Galileo, Dialogue Concerning the Two Chief World Systems	1564-1642
24	Artemisia Gentileschi, Judith Slaying Holofernes	1593-1653

Research Criteria:

- 1) Focus on the particular person and influential work to which you are assigned.
- 2) Research in the school library and on your own time. Most of your research must take place outside of class, so *plan ahead*.
- 3) You must have a total of **at least 5 varied and credible sources**. **At least two of the five** sources must be print sources (which includes E-books). The HHS LMC has set out a cart of such books for your use. At least three of your sources must be cited in the paper for a total of **12 citations**. (You cannot use a general encyclopedia ex. Encarta, Wikipedia or your textbook!)
- 4) The paper must be *three to five pages*.
- 5) Use required MLA format: 12 point font (Times New Roman), typed, double-spaced, one inch margins, proper heading, original title, numbered pages at top right
- 6) You will use Chicago-Manual of Style (Chicago-style) format for in-text citations and a bibliography.
- 5) See additional pages for specific details on content and organization.
- 6) Three body paragraphs: (1) Life (2) Work (3) Legacy
- 7) Each body paragraph will have 3 details (DDs)

Reminders:

- 1) **Plagiarism will not be tolerated.** Any form of plagiarism will result in a zero for the entire project. Plagiarism involves using another entity's ideas and/or words and not giving credit to the source. Give credit to your sources through in-text citations and works cited entries whenever you use:
 - a) another person's idea, opinion, or theory
 - b) facts, statistics, graphs, drawings, anecdotes, etc...
 - c) quotations of another person's spoken or written words
 - d) paraphrase of another person's spoken or written words.
 - e) **If you need help, please ask before the deadlines.** You must work ahead so that you meet each deadline.
 - f) **VERY IMPORTANT: you must keep track of your sources and page numbers for your quotes so you don't need to GO BACK again to find the page number!!! This would be a major pain.**

STEP #1: Guide Sheet

Directions: Do some internet research and write a brief biography of the figure you have been assigned AND the work you have been assigned. You should write 7-10 sentences in your own words. Your writing should be typed and double-spaced. At the bottom of the page, include a list of any websites you consulted to write your biography. The URL can just be pasted.

STEPS #2-3: Sources/Notes

Unless you're directly quoting from a source, use your own words. This will greatly decrease your risk of accidental plagiarism. You need at least 50 notes however each source must have a minimum of 5 notes! There will be a **coding system** for your notes. Each start to a section of notes should have the entire source written in Chicago-style format. This example comes from a book written by David Kennedy.

Example of Coding System for a U.S. History Paper:

Kennedy, David M. *Freedom from Fear: The American People in Depression and War*. New York: Oxford Press, 1999.

(1) (170) 62% of eastern Kentucky's mining regions looked to federal relief to survive.
(1) (172) "Unemployment in the mid-Atlantic states brought hope and despair to many American families."

(2) (162) "The more than five thousand bank failures between the Crash and the New Deal's rescue operation in March 1933 wiped out some \$7 billion in depositors money."

TOTAL=3

Example of Coding System Explained:

(1) would be associated with the first DI. This was not written down word for word because this information may be used to support a point. The note came from page 170.

(1) would be associated with the first DI. This note was written down word for word because it may be used as a direct quote. The note came from page 172.

(2) would be associated with the second DI. The sentence was written down word for word because it may be used as a direct quote. The note came from page 162.

TOTAL=the number of notes you have taken on that particular source.

By keeping your notes coded, you can more easily recognize how much material you have on a given DI.

5

STEP #4 Bibliography

Sources must be in Chicago-Style format. Examples are below:

The first one was created using Easybib.com and selecting Chicago-style format

Bibliography

Cahill, Mary Jane. *Northern Ireland*. Chelsea House Publishers, 2000.

Cook, William R., and Ronald B. Herzman. *Dante's Divine Comedy*. Teaching, 2001.

Gowing, Lawrence. *Facts on File Biographical Encyclopedia of Artists*. Facts on File, 2005.

"LibGuides: History of the Catholic Church in the United States: Primary Sources." Primary

Sources - History of the Catholic Church in the United States - LibGuides at Michigan State University Libraries. <http://libguides.lib.msu.edu/CatholicChurch>.

"Seton Hall University Libraries: Catholic Studies: Primary Sources and Special Collections:

Catholic Church History." Catholic Church History - Catholic Studies: Primary Sources and Special Collections - Seton Hall University Libraries at Seton Hall University.

<https://library.shu.edu/c.php?g=280443&p=1868990>.

Tellenbach, Gerd. *Church, State, and Christian Society at the Time of the Investiture Contest*.

Humanities, 1970.

This one corresponds to the footnotes on the next page.

Bibliography

Clements, Jessica, Elizabeth Angeli, Karen Schiller, S. C. Gooch, Laurie Pinkert, Allen Brizee,

and Vanessa Iacocca. "General Format." The Purdue OWL. Last edited date.

<https://owl.english.purdue.edu/owl/resource/717/02/>.

Pepper, Steven. *World Hypotheses*. Los Angeles: University of California Press, 1961.

This one was manually typed using guidelines from Purdue Owl Citation Chart

Bibliography

Bell, Michael and Adrian Cohn. *The Omnivore's Dilemma*. New York: Penguin Group, 2006.

"Media Giants." Frontline: The Merchants of Cool.

<http://www.pbs.org/wgbh/pages/frontline/shows/cool/giants>.

Milton, John. Paradise Lost. City and Date of Original Publication.

<http://www.poetryfoundation.org/archive/poem.html?id=174002>.

Pollan, Michael. *The Omnivore's Dilemma*. New York: Penguin Group, 2006.

Shiva, Vandana. "Bioethics: A Third World Issue." Nativeweb.

The Encyclopedia Britannica: Macropedia, 15th ed., s.v. "Romance Languages."

United States Environmental Protection Agency. Drinking Water Standards.

<http://water.epa.gov/drink>.

Footnotes are used when citing within the text of a CMS formatted document. These notes do not take the place of the final bibliographic page; instead strengthen a document's credibility by providing specific source information for the reader. Footnotes in CMS style generally include the author name, publication title, publication date, publisher information with the very first citation, and a page number.

Example:

Philosopher Steven Pepper refers to this phenomenon as a "cumulative collaboration of evidence."¹ The Purdue Owl is the authoritative source for history papers.²

¹ Stephen C. Pepper, *World Hypotheses* (Los Angeles: University of California Press, 1961), 49.

² Jessica Clements, Elizabeth Angeli, Karen Schiller, S. C. Gooch, Laurie Pinkert, -Allen Brizee, and Vanessa Iacocca, "General Format," *The Purdue OWL*, last edited date, <https://owl.english.purdue.edu/owl/resource/717/02/>.

STEP #5: THESIS STATEMENT

Use the chart below to brainstorm ideas and develop your initial hypothesis/thesis.

Develop an understanding of the assignment question by defining the following words:

- embody:
- contribute:
- spirit:
- Renaissance:

Reword the assignment question in your own words:

Explain your understanding of the "spirit of the Renaissance".

Who was my figure? How did (s)he seem to contribute to and embody the Renaissance?

What was his/her work? How did this work seem to contribute to and embody the Renaissance?

Thesis:

Revised Thesis:

STEP #6: Outline

STEP #7: FIRST DRAFT: should be typed and formatted as if it were your final draft (**It really should be an evolution of your OUTLINE**). The more work you put into your outline and first draft, the easier your final paper will be to write. It should include the following features:

STEP #8: FINAL DRAFT/Turnitin (only the Final Draft - not the other documents)



Rubric– Renaissance Research Paper

	Unacceptable	Needs Improvement	Proficient	Exemplary
Read purposefully 20%	<p>Did not read the assignment sheet. Not acceptable.</p> <p>Content is unacceptable or weak due to inaccuracies and/or incompleteness.</p> <p style="text-align: right;">0</p>	<p>Format has several errors.</p> <p>Does not follow directions.</p> <p>Weak content within the assignment demonstrates inaccuracies, irrelevance. Content is weak through majority of assignment.</p> <p>Paper was clearly not proofread.</p> <p style="text-align: right;">28</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format with few errors. All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content lacks some details. Some parts of paper were proofread.</p> <p style="text-align: right;">34</p>	<p>Reads assignment sheet, follows directions and completes assignment according to directions in correct format.</p> <p>All content within the assignment demonstrates research is accurate and relevant.</p> <p>Content is comprehensive.</p> <p>Paper was proofread. Format correct..</p> <p style="text-align: right;">40</p>
Write effectively 40%	<p>Writing is disorganized. Grammar, spelling, punctuation or capitalization errors are unacceptable. Did not proofread. Paragraph structure is unacceptable.</p> <p style="text-align: right;">0</p>	<p>Many spelling, grammar, punctuation and capitalization errors; Word selection, word choice and sentence structure needs improvement. Need to proofread final product. Needs extensive editing. Paragraph structure has many incomplete sections.</p> <p style="text-align: right;">56</p>	<p>Few spelling, grammar, punctuation and capitalization errors; Could have been more carefully edited. Word selection, word choice and sentence structure could have been more varied.</p> <p>Paragraph structure has few incomplete sections.</p> <p style="text-align: right;">68</p>	<p>Excellent spelling, grammar, punctuation and capitalization; carefully edited. Excellent word selection. Varied word choice. Varied sentence structure.</p> <p>DBQ includes well written introduction, body and concluding paragraph structure with a clearly defined thesis, topic sentences, DIs, DDs.</p> <p style="text-align: right;">80</p>
Communicate effectively 40%	<p>Student did not communicate effectively in writing. Final products demonstrate an unacceptable ability to communicate effectively.</p> <p style="text-align: right;">0</p>	<p>Acceptable content based on examples from credible sources. Able to analyze documents and support thesis based on evidence for 1/3 body paragraphs. Communicates a clear message through 2-4 paragraphs. Support for limited parts of paper.</p> <p style="text-align: right;">56</p>	<p>Meaningful content based on examples from credible sources. Able to analyze documents and support thesis based on evidence for 2/3 body paragraphs. Communicates a clear message through all 4-5 paragraphs. Support for majority of paper.</p> <p style="text-align: right;">68</p>	<p>Very meaningful content based on examples from credible sources. Able to analyze documents and support thesis based on evidence for all three body paragraphs. Communicates a clear message through all five paragraphs. Comprehensive support for thesis and three body paragraphs. Clearly proved point.</p> <p style="text-align: right;">80</p>
Research Binder	<p>Missing binder.</p> <p style="text-align: right;">0</p>	<p>Binder is very disorganized. Missing papers or papers stuffed inside front cover of binder.</p> <p style="text-align: right;">28</p>	<p>Binder is mostly organized. Some papers are missing. Some are 3-hole punched.</p> <p style="text-align: right;">34</p>	<p>Research Binder is very organized. All documents are included. All papers are 3-hole punched, in order by sections with graded cover sheet on top. Includes project sheet. 40</p>