

Name: _____

Pharaoh Writing Activity, Part 3

Purpose: The specific purpose of part three is to complete a short essay on the pharaoh you chose in part 1 of this activity.

Task: Follow the instructions below to complete your short 1-2 page essay based on the outline you completed in part 2 of this activity.

Instructions:

- I. Based on the prompt given in part 2 of this activity (“Why is your chosen pharaoh considered significant in the history of ancient Egypt?”) complete your historical essay. Your essay must include:
 - A. An introduction with a thesis statement
 - B. At least three body paragraphs, each with topic sentences, supporting evidence, and transition sentences.
 - C. A conclusion with a closing statement that fully wraps-up your argument. A conclusion is not just a repetition of your introduction.
 - D. A Chicago Style bibliography page
 - E. At least two footnotes (Ctrl+Alt+F or Command+Opt+F) of evidence per body paragraph. Footnotes must be stylized properly (see <https://www.scribbr.com/chicago-style/footnotes/>). Evidence must also be varied (don’t just use the same source over and over) and relevant to the point at hand.
 - F. You must explain how your supporting evidence actually supports your points and claims.
 - G. An original title
- II. Your essay must also be:
 - A. 12 pt. Font for everything except the footnotes (which are 10 pt. font).
 - B. Font must be one of the following: Times New Roman, Calibri, or Cambria
 - C. Font must be consistent in every part of the paper.
 - D. Essay must be double spaced
 - E. No extra spacing before or after paragraphs.
 - F. Last Name and pg. # in the top right (e.g. Last Name 1). Use the insert page numbers function/tool.
 - G. Top left of the first page should have the following: your name, teacher’s name, class, date
 - H. Avoid the first person at all times.
- III. See the following pages for an essay example.
- IV. Upload your complete essay to Archie before the due date (see Archie) as a pdf.
- V. See the final page of this assignment for a grading criteria rubric.

Jane Doe
Mr. Hendrickson
World History 8Z
18 October 2020

An Original Title

You begin with an introductory statement typically that catches the reader's eye, otherwise known as a hook statement or attention-getter. Then you further introduce the topic to the reader, explaining what you are going to be talking about in a few short sentences. Most introductions are three-five sentences, especially in short papers like this. You end, usually, your introduction with your thesis statement. Such-and-such is the case because of x, y, and z.

With a topic sentence here, you explain the topic of your second body paragraph - which should be your first major point. For me this would connect to variable y in the template thesis statement above. Main point number one is correct because of my supporting evidence.¹ As indicated on the outline, there should be two pieces of supporting evidence for each of your body paragraphs.² Only two footnotes will be placed in this example because this is a template essay. Note that a footnote in the essay goes after the period of the sentence that requires the citation. Everything that does not originally come from your brain needs to be cited. Final sentence of each of your body paragraphs should transition the reader into the next paragraph.

A second topic sentence here, allowing you to explain the topic of your first body paragraph - which should be your second major point. For me this would connect to variable z in the template thesis statement above. Main point number two is correct because of my supporting evidence. As indicated on the outline, there should be two pieces of supporting evidence for each

¹ Firstname Lastname, *Title of Book* (Place of publication: Publisher, Year of publication), page number.

² Firstname Lastname, "Title of Web Page," Name of Website, Publishing Organization, publication or revision date if available, access date if no other date is available, URL.

of your body paragraphs. Final sentence of each of your body paragraphs should transition the reader into the next paragraph.

With another topic sentence here, you explain the topic of your third body paragraph - which should be your third major point. For me this would connect to variable z in the template thesis statement above. Main point number three is correct because of my supporting evidence. As indicated on the outline, there should be two pieces of supporting evidence for each of your body paragraphs. Final sentence of each of your body paragraphs should transition the reader into the next paragraph (conclusion in this case).

Here is the final, concluding paragraph. This is your conclusion. You should wrap-up your essay entirely here, saying strongly and confidently what you have proven in your essay and how you proved it. Note the avoidance of contractions and unprofessional language. Avoid the first person, and avoid letting emotions (i.e. negative ones) present themselves too strongly in your professional writing. If you know what it is, you should also try and avoid the passive voice whenever you can. Close it all out with your closing statement.

Bibliography

Last name, First name. *Title of Book*. Place of publication: Publisher, Year of publication.

Last name, First name. "Title of Web Page." Name of Website. Publishing organization, publication or revision date if available. Access date if no other date is available. URL .

Criteria	Excellent	Good	Fair	Poor
Focus & Details	(34-40 points) Essay addresses the topic and presents a reasonable thesis statement. Thesis is well supported by at least three main points, which are fleshed out in paragraphs with 2-3 pieces of supporting evidence each. The supporting evidence is accurate, relevant, and builds towards a successful conclusion.	(24-33 points) Essay generally stays on topic and presents a moderately relevant thesis statement. Thesis is supported by at least two primary points, which are fleshed out in paragraphs with at least 2 pieces of evidence each. The supporting evidence is generally accurate and builds to a conclusion.	(14-23 points) Essay struggles to address the topic but has some semblance of a thesis statement. Thesis is supported by at least one primary point with at least 2 pieces of evidence. Supporting evidence is somewhat accurate and relevant.	(1-13 points) Essay fails to address the topic and lacks a thesis statement. No real main points or conclusion. Evidence presented struggles to attain relevance and is not accurate. Alternatively, no evidence is presented.
Structure	(18-20 points) There is clear evidence of planning and thought development. Introduction is strong with a strong thesis statement, body paragraphs are present and engaging, and conclusion is focused and successfully closes the essay without copying the intro.	(13-17 points) Some evidence of forethought. There is an introduction with a thesis, as well as body paragraphs and a conclusion. Thesis is scattered, or slightly unorganized, or a little vague. Conclusion closes the essay, but does little to build anything more.	(8-12 points) Little evidence of forethought. Essay is complete but some elements are missing, like a thesis statement or a body or a conclusion. Alternatively, the essay is incomplete but intro and body-sections are there.	(1-7 points) Little to no evidence of forethought. Essay is all one paragraph or is incomplete. No thesis statement, or an extremely vague and unoriginal one.
Voice & Style	(18-20 points) The authorial voice is very clear, and there is strong evidence of attention to the audience. The author's extensive knowledge and/or experience with the topic is/are evident. Moreover, word choice is appropriate and citations, if required, are done entirely correctly.	(13-17 points) The authorial voice is somewhat clear, and there is some evidence of attention to the audience. The author's knowledge and/or experience with the topic is/are evident. Word choice is generally appropriate and citations are generally correct.	(8-12 points) The authorial voice is vague without reference to the audience. The author's knowledge and/or experience with the topic is/are limited. Word choice is unbecoming and citations are generally wrong.	(1-7 points) The authorial voice is not present and the audience is totally obscure or unacknowledged. No expertise evident, poor word choice, and very poor citations.
Syntax	(18-20 points) All sentences are well constructed and have varied structure and length. No errors in grammar, mechanics, and/or spelling.	(13-17 points) Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling.	(8-12 points) Most sentences are well constructed, but they have a similar structure and/or length. The author makes several syntactical errors that interfere with understanding.	(1-7 points) Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes several syntactical errors that interfere with understanding.