Age of Colonization

Explanatory Essay Outline

1. Introduction
	1. Hook: What is the relevance of colonization?
	2. Opening: What was the age of colonization? How and why did Europeans colonize the Americas?
	3. Preparation: What will you tell the reader about? (3 main ideas)
2. Paragraph 1: Why are Europeans so economically driven for wealth?
	1. Main idea:
	2. Supporting evidence:
		1. Background: Age of exploration
		2. Competition for wealth and power
		3. Mercantilism
	3. Closing Sentence
3. Paragraph 2: How where they able to politically control the Americas
	1. Main idea:
	2. Supporting evidence:
		1. Geographic advantages
		2. Military strength:-gunpowder
	3. Closing Sentence
4. Paragraph 3: How and why did Europeans culturally dominate the Americas?
	1. Main idea:
	2. Supporting evidence:
		1. Native Americans: encomienda
		2. Debate of Valladolid
		3. Africans: Trans-Atlantic slave trade
	3. Closing Sentence
5. Conclusion
	1. Return to you opening topic
	2. Connect you main ideas together

## Format

Type written

At least 3 pages

1 inch margins

Times New Roman

12 point

## Due Dates

Monday: A complete draft for peer editing

Tuesday: Final Draft

# Explanatory/Informative Essay Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Requirements | 1 | 2 | 3 | 4 |
| I can introduce a topic clearly, previewing what is to follow. (WHST.6-8.2.A) | Introduces a topic in a manner that does not logically follow from the task and purpose  | Introduces a topic in a manner that follows generally from the task and purpose | Clearly introduces a topic, in a manner that follows from the task and purpose | Clearly introduces a topic in a manner that is compelling and follows logically from the task and purpose  |
| I can develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (WHST.6-8.2.B) | Uses occasional evidence which is generally invalid or irrelevant  | Uses relevant evidence inconsistently  | Sustains the use of relevant evidence, with some lack of variety  | Sustains the use of varied, relevant evidence  |
| Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (WHST.6-8.2.C) | Exhibits little attempt at organization, or attempts to organize are irrelevant to the task  | Exhibits some attempt at organization, with inconsistent use of transitions  | Exhibits clear organization, with the use of appropriate transitions to create a unified whole  | Exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  |
| I can use precise language and domain-specific vocabulary to inform about or explain the topic. (WHST.6-8.2.D)I can establish and maintain a formal and objective tone. (WHST.6-8.2.E) | Lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task | Establishes but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  | Establishes and maintains a formal style using precise language and domain-specific vocabulary  | Establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice  |
| I can provide a concluding statement or section that follows from and supports the information or explanation presented. (WHST.6-8.2.F) | Provides a concluding statement or section that is illogical or unrelated to the topic and information presented  | Provides a concluding statement or section that follows generally from the topic and information presented  | Provides a concluding statement or section that follows from the topic and information presented  | Provides a concluding statement or section that is compelling and follows clearly from the topic and information presented  |