

Research Simulation Task Essay Format

(Compiled from a variety of sources)

In a Research Simulation Task, you may be asked to write any number of types of essays. It may be a persuasive essay, an expository essay, a personal essay, etc. No matter what, your basic essay structure should be similar to the one below. Change the figurative language, the examples, and the level of formality as needed.

Persuasive Essay :: A Persuasive Essay, also known as the argument essay, utilizes logic and reason to show that one idea is more legitimate than another idea. It attempts to persuade a reader to adopt a certain point of view or to take a particular action. The argument must always use sound reasoning and solid evidence by stating facts, giving logical reasons, using examples, and quoting experts. Use Persuasive language here.

Informative/Expository Essay:: To explain information on a topic in a logical and straightforward manner. Without bells and whistles, expository essays present a fair and balanced analysis of a subject based on facts—with no references to the writer's opinions or emotions. A typical expository writing prompt will use the words "explain" or "define."

Analytical Essay:: In this type of essay you analyze, examine and interpret such things as an event, book, poem, play or other work of art. This goes beyond explaining, looks deeper into an issue or question. This is what we do in Literary Analysis prompts

General Structure::

Paragraph 1 - Introduction

- a. Grabber/Hook - Grab the reader's attention with the first line. You can do this with action, a deep thought or question, vivid description, or dialogue.
- b. Background Info – Explain the issue or question being dealt with.
- c. Thesis - The thesis is your angle. It is what you will organize all your evidence around. What are you trying to prove? A thesis can't be purely true; it has to be able to be argued one way or the other.
- d. Preview sentence(s) – Preview your main points (topic sentences) that help to prove your thesis.
- e. Transition/Closing sentence

Paragraphs 2-4 - Body Paragraphs: In EVERY paragraph, include, in any order:

- a. Topic sentence – This is the main point of your paragraph. It should link back and tie into your thesis statement.
- b. Multiple pieces of Evidence
 - (1) What happened (context)
 - (2) quotes
- c. Explanations
 - (1) Explain how evidence proves or supports your point
- d. Closing sentence – Link back to T.S. and Thesis statement.

Paragraph 5 - Conclusion: Review major ideas, then End with a gift. Connect to something new and different. Raise to a higher level.

RST Steps

Step 1	Read through the question carefully. Make sure to decipher if the question is asking you to convey an opinion, or to convey information/research objectively.
Step 2	In the upper right-hand corner of your paper, simplify what the question is asking you to do. Put the question/task into your own words.
Step 3	Circle the minimum amount of sources that need to be addressed.
Step 4	Take notes with each of the sources. Address the source's main points. Underline actively.
Step 5	After you've addressed and highlighted the main point of the source, make separate notes on the reliability of these sources. Is the source reliable in general? Is it slanted in any way? Do logical fallacies or "holes in argument" exist?
Step 6	You've read through your sources. Choose the sources that you are most comfortable with, and put a star (*) in the upper right-hand corner of each source that you will be using in your research simulation task.
Step 7	In source chart, copy your notes from your sources into each.
Step 8	Now, look at the relationships of your sources. Do they agree with each other? Do they disagree? Use your source-relationship chart to begin thinking about how you will have your sources begin conversing with one another.
Step 9	Complete the outline for your essay.
Step 10	Complete your essay, using the outline/framework as a guide.
Step 11	After you have completed your essay, go back to check that your sources have a conversation, and replace the verbs you've used to integrate these sources with the action verbs from the sheet provided.

Why We Remember Research Simulation Task

Directions: You will read and/or view several source texts (articles, poems, videos, etc). You will take notes and analyze these documents. Use information gained from them to answer the essay question below.

Question: The Holocaust was a horrific historical event in which 11 million people were murdered. Afterwards, many high Nazi officials faced repercussions for their actions as a result of The Nuremberg Trials.

Unfortunately, this was not the only genocide in our world's history. Some of these terrible events happened many years ago and there were very few, if any, consequences for the resulting pain and hardships.

What factors lead to the crime of genocide taking place? Write an informative essay that addresses and analyzes the question and supports your position with evidence from at least three of the five sources. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources by their titles (Source A, Source B, etc).

Planning Space::

Thesis Statement -

Topic Sentences –

Paragraph 1 –

Paragraph 2 –

(Paragraph 3) -

(Paragraph 4) –

Sources to Use for Evidence-

Concluding Ideas -

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Unfortunately, this was not the only genocide in our world's history. Some of these terrible events happened many years ago and there were very few, if any, consequences for the resulting pain and hardships.

Should the current governments of these countries be held responsible to offer any kind of reparations (payment for injuries done) to descendants of the abused people? Write a persuasive essay that addresses the question and supports your position with evidence from at least three of the five sources. Be sure to acknowledge competing views. You may give examples from past and current events or issues to illustrate and clarify your position. You may refer to the sources by their titles (Source A, Source B, etc).

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Thesis Statement -

Topic Sentences –

Paragraph 1 –

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**Research Simulation Task
Analysis Note Taking Sheet**

Directions: Use a highlighter or underline below to mark important ideas. Also, in Step 4 take notes on, summarize and question key ideas in the margin notes. In Step 5, analyze the slant, focus, and reliability of the source.

Source A : How and When Genocide Happens	Source Notes (Step 4)
<p>HOW GENOCIDE HAPPENS</p> <p>Genocide can be defined by three parts that make up a whole: ideology, technology, and bureaucracy.</p> <p><i>Ideology.</i> Ideology (i-de-OL-e-je) is a set of ideas and beliefs that guide a person, group, or nation. Some ideologies are good and help people, such as belief in charity and kindness. But some ideologies are bad and hurtful. Nazism and racism are thought of as bad ideologies.</p> <p>A key element of genocide is an ideology that allows the murderers to excuse murder. The ideology of genocide is usually based on racist or religious beliefs. Information or ideas are repeated over and over to change the public's thinking about a group of people. This is called propaganda. Such propaganda defines the victims as not worthy of human kindness or sympathy. Words such as "savages," "vermin;" "sub-hmnan," and "nonbelievers" are used to define the victims. Racist terms are also used. Once a group of people are reduced to a non-human level in the minds of the majority, the victims are easier to kill. Racist ideologies may survive for thousands of years, so that the victims are naturally thought of as inferior and useless by large numbers of people.</p> <p><i>Technology.</i> Once propaganda separates and labels the victim "non-human," the killing can begin. As the has become a more modern place, people have developed more modern means of murder. In ancient times, clubs, spears, and guns were the means of mass murder. The Nazis used high-tech methods such as gas chambers and crematoria. Today, we have "smart" bombs and nuclear bombs that can do the work of mass human annihilation in minutes.</p> <p><i>Bureaucracy.</i> Most governments are made up of hundreds of departments, cabinets, administrators, and bureaus. Taken together they are called a bureaucracy (byur-OK-re-see). When a group decides to commit genocide it needs more than an</p>	

army to do the killing. Laws must be passed to declare the victims enemies of the state. Prisons and concentration camps must be built. Courts must give trials to people who resist. Generals, lieutenants, sergeants, and soldiers must receive marching orders. Businesses must be contracted to build weapons, clothing, and machinery. All of these things require a bureaucracy to write papers, file documents, and give orders. The German genocide of the Jews and Gypsies required an enormous bureaucracy to coordinate the efforts.

WHEN GENOCIDE HAPPENS

Genocide has usually taken place under three conditions-war, colonization, and religious or tribal conflict.

War. Wartime conditions are especially favorable for genocide. When armies are fighting each other, genocide and violent acts against citizens are thought of as a continuation of the warfare. Wartime also allows the censorship of ideas and the use of propaganda on a massive scale. The enemy is labeled as inhuman. People who oppose the killing are called traitors.

Colonization. When one nation forms a colony in another, it is called colonization (kol-e-niz-A-shun). This happened when Spain, England, and France sent thousands of people to America. Those Europeans colonized America, taking away the power of the Native Americans who already lived there. Colonization has led to the genocide among native peoples from North and South America to New Zealand and Australia. It is still happening in the rain forests of Brazil and elsewhere.

Religious or Tribal Conflict. The third arena for genocide is conflict of one religion or tribe against another. Modern-day examples of this type of genocide may be found in the Eastern European countries of Boznia and the African country of Rwanda.

Analysis and Evaluation - Step 5 ::

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Source C : Native American Genocide	Source Notes (Step 4)
<p>NATIVE AMERICAN GENOCIDE</p> <p>Many people believe that the native peoples of the Americas have suffered the worst genocide of any people in history. They were stripped of their culture, land, natural resources, and their very lives. As wave after wave of Europeans came to America, Native Americans were forced off their land.</p> <p>Fifty years after Christopher Columbus landed in the Bahamas, the natives who lived there, the Arawaks, were extinct. The Spanish colonists used the Arawaks as slaves and worked them until they dropped.</p> <p>The Spanish invaded the Americas with a vengeance. In 1519 Hernando Cortez invaded the Aztec city of Tenochtitlan. The city was far more dazzling than any in Europe. The city had five times the population of London, England. In two years, over 350,000 Aztecs were murdered. The entire Aztec empire contained over 25 million people. That was five times the population of England. After 75 years of Spanish rule only 1 million Aztecs were left alive.</p> <p>The Spaniards were unbelievably cruel. They worked the natives to death in mines, chained together at the neck.</p> <p>In Central America, 95 percent of the native people were either killed or died from European diseases that they had no resistance to. In Nicaragua, 99 percent of the natives were killed-more than one million people-in only 60 years. In Peru and Chile, 14 million native people died. In all, it is estimated that 80 to 90 million people from the Indies to the Amazon died before the dawning of the seventeenth century. Some of the population collapse was due to disease introduced by the Europeans.</p>	

Although the Spanish killed millions, they still valued the natives as slave labor. The same cannot be said of the English who landed in North America.

Scientists do not agree on exactly how many Native Americans lived in North America before the English arrived. Estimates range from a low of 7 million to a high of 30 million. There is no doubt, however, that at the beginning of the twentieth century, only 250,000 remained. That means that 97 to 99 percent of Native Americans were killed or died between 1620 and 1900.

The English who settled America in the early 1600s did not find gold or silver. But with a population explosion occurring in the British Isles, they needed more land. Since the Native Americans stood in the way of unlimited access to North America, they had to be eliminated. So they were.

In Virginia the English burned entire native villages and the surrounding cornfields. They poisoned whole communities with blankets infected with small pox disease. They captured women and children and sold them as slaves in West India. Within 50 years, Virginia's natives were gone, reduced to 1,500 people from 100,000.

This pattern was repeated throughout New England. By the early 1800s, 95 percent of the Native Americans were killed. This genocide took place in the span of 100 years. In 1703, Massachusetts law gave people the right to shoot "Indians." After the American Revolution, the new nation supported Native American genocide. Andrew Jackson, whose picture graces the ten dollar bill, called Native Americans "savage dogs." At one time, Jackson supervised the slaughter of 800 members of the Creek tribe. The soldiers cut off the noses of the dead and made bridle reins out of strips of Native American's skin.

After Jackson became president, the U. S. Congress passed the Indian Removal Act in 1830. The act ordered Native Americans to be resettled in the west. Thousands upon thousands of Native Americans were rounded up in the southeast and southwest United States. The government seized their land and forced them to march to Kansas, Nebraska, and Oklahoma.

The U. S. army oversaw the march, which became known as the "Trail of Tears." Unaccustomed to the cold, hundreds froze to death. Others died of starvation. Many died from disease. Natives from the Cherokee, Creek, Seminole, Shawnee, Wyandot, Chickasaw, and Choctaw tribes died by the thousands. By the time the Native Americans were forced onto arid, barren reservations, thousands were dead or dying.

The genocide of the Native Americans lasted for four hundred years. People from the countries of England, France, Spain, Portugal, the Netherlands, and Germany participated in the massacre. The U. S. government gave specific orders to take the wealth of the Native Americans, steal their land, and send them to reservations.

By the 1890s the native population of the United States had dropped to 1 percent of its former number. The languages, medicines, artwork, music, and knowledge of hundreds of rich and exciting cultures was gone forever.

The annihilation of the native peoples of America continues. During the 1980s over 10,000 natives were murdered in Guatemala. Native people are being wiped out in the rain forests of Brazil. And many of the Native Americans in the United States are poor and suffering from four hundred years of genocide.

Analysis and Evaluation - Step 5 ::

Research Simulation Task
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Source B : The African Holocaust	Source Notes (Step 4)
<p>THE AFRICAN HOLOCAUST</p> <p>After the Europeans discovered America, they quickly set about to plunder its natural resources. There were seas to fish, forests to cut, crops to plant, and precious metals to mine. Unfortunately, Europeans were not used to this hard labor. At first they tried to enslave Native Americans. But most of the natives chose to lay down and die rather than be slaves for the European conquerors.</p> <p>As the Europeans sailed their ships to America, they passed the continent of Africa. Africa was a vast, rich land full of hundreds of cultures and millions of people. In Ghana people worked with iron and gold. In Mali thousands of traders crisscrossed the country in caravans led by camels. In Timbuktu mosques were laid out with velvet, fountains, and artwork carved into stone. In present-day Nigeria craft workers made incredible artwork out of brass. Africa was alive with music, dance, art, and knowledge from thousands of tribal cultures.</p> <p>All that was to change. First the Portuguese, then other nations, began to plunder Africa for human slaves. The first Africans came to the New World not as slaves but as sailors. There were Africans traveling with Balboa when he became the first European to see the Pacific Ocean. There were Africans with Hernando Cortez in Peru in the 1500s. Some historians believe that there was an African traveling with Columbus in 1492.</p> <p>In 1620 the first Africans were brought to America to slave in the tobacco fields in Virginia. Soon the trickle of slaves turned into a flood. The Spanish, Portuguese, French, English, Dutch, and Danish all fought with each other to see who would dominate the slave trade. The English finally became the masters of the sea and the masters of the slave trade in 1713.</p> <p>By the early eighteenth century, Europeans were kidnapping 80,000 Africans a year and bringing them to America for slavery. Slavers called their human cargo "Black Gold". Huge companies were set up whose only purpose was to make slaves out of free Africans-more</p>	

in action. Propaganda was printed to paint a picture of the as savage, backward, and less than human. The accomplishments of African civilization were hidden the public.

Conditions aboard the slave ships were horrible. Small sailing vessels were packed with as many as 400 human beings. Families were broken apart. Slaves were chained together at the wrists and ankles. Each male was given a space 6 feet long and 16 inches high aboard the ship. Women and children were given less space. The journey took endless weeks. The Africans were forced to live in filth. Sea sickness, suicide, and disease killed about two-thirds of unfortunate people.

No one knows exactly how many Africans were kidnapped and brought to America. Some historians believe that at least 50 million people were taken from Africa-about half of all people living there. Of that number, possibly 35 million died or were killed along the way.

The continent of Africa was left in ruins. Great libraries and universities were destroyed. Over 500 separate languages were lost. Cities were abandoned and returned to dust.

American human slavery lasted for almost three hundred years. Even after slavery was outlawed after the Civil War, African Americans were still treated like aliens in their own land. Propaganda and bureaucracy continued to work against their wellbeing. The legacy of the African Holocaust is still with us today.

Analysis and Evaluation - Step 5 ::

Name _____

Per _____

Date _____

**Research Simulation Task
Analysis Note Taking Sheet**

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Source D : Cambodian Genocide	Source Notes (Step 4)
<p>CAMBODIA</p> <p>Cambodia is a small country near Vietnam in Southeast Asia. Khmer Rouge communists took over the country in 1975. At the time, the Khmer Rouge had been fighting a civil war in Cambodia for five years. They were fighting the U.S. backed government.</p> <p>The Khmer Rouge soldiers swarmed into the Cambodian capital of Phnom Penh. They ordered the 3 million people there to abandon the city. Young and old, sick and healthy, businesspeople and beggars, all were ordered at gunpoint onto the streets and highways.</p> <p>The hospitals were emptied of the sick and dying. They too were forced to stumble out of the city. Those who were too sick to walk were pushed in their beds by members of their families. Doctors were forced to abandon their patients in mid-operation. It took two full days to empty the city.</p> <p>Thousands died in the forced march. The weak were quickly executed. Phnom Penh was not alone. The entire urban population of Cambodia, some 4 million people, were forced from the cities. It was one of the largest transfers of human beings in history.</p> <p>The survivors were settled in villages and agricultural communes in the Cambodian countryside. They were put to work for 17 hours a day. They planted rice and built irrigation systems.</p> <p>Many thousands died from dysentery, malaria, and starvation. They were given one can of condensed milk and one bowl of rice every two days. Others were taken away in the night by the Khmer Rouge and shot.</p>	

All educated people were killed. Anyone who wore eyeglasses was killed. Musicians and artists skilled in ancient tradition were killed. Buddhism, the major religion, was outlawed. Ancient temples, thousands of years old, were destroyed. There were no telephones, no public transportation, no postal service, and no schools or universities. Phnom Penh became a ghost town of shuttered shops, abandoned offices, and painted-over street signs.

The leader of the Khmer Rouge was Pol Pot. His Communist ideology stated that money was the root of all evil. Pol Pot decided to abolish money. And where was the money? In the cities. Pol Pot didn't care that millions would die for his ideology. When asked about the millions who died, one minister of the government said, "It's amazing how concerned you Westerners are about war criminals." Pol Pot even boasted about his destruction, saying, "More than 2,000 years of Cambodian history have virtually ended."

This mass murder was largely ignored in the West. The United States had just pulled out of Vietnam. They certainly weren't about to return to Cambodia to stop Pol Pot. The United Nations even refused to name what the Khmer Rouge was doing as genocide.

In 1993, Cambodia's 70-year-old King Sihanouk returned to rule the country after living in exile since 1955. It is hoped that the king, and his son who is prime minister, can return Cambodia to its former glory.

Analysis and Evaluation - Step 5 ::