**THE NATIONAL MUSEUM OF NATURAL HISTORY**

**EXHIBIT ASSIGNMENT**



The National Museum of Natural History in Paris is requesting your help! They are trying to collect pieces for two new exhibits that reflect the national interests of various countries in their journeys toward war. One exhibit is based on World War One, and they are looking specifically for war posters, national anthems or political cartoons that accurately reflect the foreign policies and national interests of the countries involved. Your challenge is to find suitable candidates. The second exhibit is specifically geared toward the United States, and their journey towards armed conflict over the past four decades. For this exhibit you will be asked to submit national anthems or political cartoons that best reflect the foreign policy and national interests of the United States during this time period. As you go through the project booklet, look for candidates that will enable you to create a reasonable argument in order to answer **ONE** of these two questions:

1. **How has the pursuit of national interests led these two countries into World War One?**
2. **How has pursuing their national interests led the United States into war in the Middle East?**

**Compare and contrast two of the political cartoons, war posters, or national anthems in the booklet. Use them as your two main sources, to help you formulate your argument. How are these primary sources suitably representative material for the Museum of History? Draw on information we have discussed in class, and sources we have used, as well as any other sources you deem appropriate and authentic.**

**Your comparison or contrast two different items should make a point or serve a purpose. Often such essays do one of the following:**

**Clarify something unknown or not well understood.
Lead to a fresh insight or new way of viewing something. Bring one or both of the subjects into sharper focus.
Show that one subject is better than the other.**

**The thesis can present the subjects and indicate whether they will be compared, contrasted, or both.**

**The same points should be discussed for both subjects; it is not necessary, however to give both subjects the same degree of development.**

**Format: The length of the assignment is approximately three pages, double spaced, but no less than two. Your final product can include a chart/table that briefly addresses the questions below. Further analysis should be made in paragraph form.**

**An alternative format is in the form of a web broadcast, or power point with voice over.**

**Consider the following when analyzing propaganda such as war posters:**

Audience: Who is the target of the message?

Purpose: What actions is the piece promoting?

Persuasion techniques: What words and images are used to persuade? What emotions does the piece appeal to?

Is using propaganda justified during wartime? At other times? Justify your response. How does this propaganda depict the nations’ interests at that time?

After closely reading and analyzing the language and drawings in both posters, how the language and art depicts the differences in attitude and perspective regarding World War One.

**Consider the following when analyzing national anthems:**

Audience: Who is the target of the message?

Purpose: What actions is the anthem promoting?

Author: Why did the author choose these words?

What image is he trying to portray?

Is this an appropriate way to promote positive national interest? Justify your response.

**Consider the following when analyzing political cartoons:**

Audience: Who is the target of the message?

Purpose: What action/s is the cartoon promoting?

If symbols are used in the cartoon, what are the symbols and what do they mean?

What meaning do you think the cartoonist is trying to convey?

Is this conclusion an accurate representation of the issue? Justify your response. You will find some more information with the political cartoons.

**Guidelines for Writing in 20-1**

1. Carefully read the question and make sure you know what overall issue is being addressed
2. Think of how you would describe the issue to someone who knows nothing about it (even though I know, you need to explain it clearly to prove that you know!).  You want to think of the way in which you can impress the reader with your understanding of the issue – this is shown by your evidence and arguments (**what do you think, why** do you think this and **prove it** by using examples)

 a. What are the opposing views on the issue (yes/no – why)

 b. Think of how the issue has occurred in the past and present (case studies/examples to PROVE your point)

**Suggestions for Paragraph Construction**

* **Introduction**

**Start with a broad, general statement** on the subject (what is the main issue?)

 Try to show both sides of the issue you are about to discuss

**State your thesis** (what is your answer to the key question)

**What are your reasons for this answer** (pick an odd number of reasons, this allows you to look at both sides while still taking a position; don’t give examples here, save them for your body paragraphs)

* **Body Paragraphs -** explaining **in detail** the reasons for your position, and the examples that support those reasons.
	+ don’t assume the reader knows what you are talking about when you are referring to something, explain it, describe it, ensure that the reader knows that you have a good understanding of what you are talking about
	+ Know the difference between a reason and an example.
		- The reason why nationalism can be dangerous is that it encourages conflict between national groups.  The example is the genocide in Rwanda.
	+ Counter arguments – these can be either in each body paragraph, or in a paragraph on their own.  The point of having counter arguments is to show that you understand the position of someone who disagrees with you, but that your reasons are stronger.
		- Be sure to clarify this is your counter arguments with statements like “Some believe; There are those that feel, One may argue…” (otherwise you will end up contradicting yourself = look crazy!)
* **Conclusion**
	+ This is your chance to now **synthesize all of your information**.  Restate the arguments you have just given in the previous paragraphs, and use them to prove why the counter-arguments are wrong. Be sure to restate your thesis one last time
	+ Have a concluding sentence that sums up the essay
		- **Do not** introduce new ideas here – the reader will want to know why you didn’t discuss them in detail in the body paragraphs.

**Other hints:**

* Start each paragraph in a unique way (e.g. don’t start each paragraph in the first assignment by saying “In Source One…  In Source Two… In Source
* First sentence is the topic sentence (what is the focus of this paragraph: what will you be explaining)
* There is a difference between reasons (arguments) and examples (evidence)
	+ Explain the reason for your thesis (or the source) in 1-3 sentences, including any theory that will back up that reason.
	+ Explain an example (or more) that will support that reason.  \*the trick here is to have enough detail to demonstrate understanding without going too long.  An explanation of an example that takes more than a few sentences is too long, and will distract from the reason it is intended to support.
* If you have more than one reason or example in this paragraph, use transition words (in addition to, secondly, another…) to let the reader know you are moving to another idea.
	+ Other transitions - First, Next, Before, Also, Another example, However, For example, In summary, To conclude, Therefore, In conclusion)
* “In this essay I will…” sounds like a junior high writer
* “I think…”  is redundant.
	+ You are the author and therefore all of the paper is your thoughts on the evidence you have collected.
	+ Also, “I think” means you are not sure, and an argumentative essay must convince the reader you are right.
* Brainstorm!!  10 minutes of brainstorming and organizing ideas can save you loads of time in the long run.
* Don’t Do not use contractions.  They make your expression less formal.
* Review current events before you go into the essay examination so that you will have some good examples to defend your position.  The use of current events demonstrates a deeper understanding of the theoretical ideas.  And don’t forget the philosophers and class case studies/historical events.
* Begin with your weakest argument and build up to your strongest
* All of your ideas should lead back to defending your thesis (proving your position is right and all others are wrong)
* Beware of extremes – never, cannot, always, everybody

Brainstorm

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