Dear Student,

You are about to embark on a journey through history that will be as entertaining as it is informative. There are many periods throughout history that interest us, for those of us living in North America this is very impactful subject material.

As you may or may not know Europeans explored and colonized North and South America starting late in the fifteenth century and into the seventeenth century. Each of the imperial powers of the day had their own way of attempting to colonize the New World. As you will begin to understand over time England tried to exclude the natives from their plans, the Spaniards tried to enslave the natives, and the French attempted assimilation. These are but three examples of what was tried in the Americas to gain resources for the home country. It has been said that European conquest of the New World was for God, Gold, and Glory. But, what was the real motivation? If those are the only three choices then what is the correct order of their motivations?

After a long and destructive period in most of Europe, the dark ages, the general populace emerged and began to yearn for more. Trading with the East provided capital and technology to advance exploration far beyond the known world. With Europe running out of land and resources there was a need to broaden one's horizons. In the late 1400s when Columbus happened upon this uncharted territory, word came back to Europe of untold riches and cities.
made of gold, as well as a multitude of heathens to bring into God's kingdom. The rush was on in every country to get as large of piece of that pie as possible.

So, what motivated the Europeans to colonize the New World? Please take some time to unravel the mystery of history and you decide; God, Gold, or Glory!

We will be looking at the following content standard as well as the following historical reasoning skill.

Content Standard: Compare and contrast the motivations for exploration, conquest, and colonization in North America by different European Nations.

Historical reasoning skill: Using Sources. Using sources to investigate a historical question.

Checklist:

- Read over the questions we will be answering below.
- Watch the video about the King and Queens motivations for exploration.
  - Answer this question in a word document-What kinds of resources did the European nations take/use?
- Read the background context.
  - Add to your answer for this question -What kinds of resources did the European nations take/use?
- Read Spain and the New World and follow along with the completed the FTQF worksheet example that is on the last page.
  - Answer the following questions once you've looked read the source and looked through the completed FTQ example. Questions should be answered in your previously made word document.
    - What were the reasons for taking the resources?
    - Why did they want to spread Christianity?
    - How did the European Leaders use their power to colonize?
- Look at original primary source 1
- Read primary source 1 and complete FTQ
- Add to your previous answers to the above questions
  - What were the reasons for taking the resources?
  - Why did they want to spread Christianity?
  - How did the European Leaders use their power to colonize?
- Look at original primary source 2
- Read Primary source 2 and complete FTQ
- Add to your previous answers to the above questions
  - What were the reasons for taking the resources?
  - Why did they want to spread Christianity?
  - How did the European Leaders use their power to colonize?
- Read Primary source 3 and complete FTQ
- Add to your previous answers to the above questions
  - What were the reasons for taking the resources?
  - Why did they want to spread Christianity?
  - How did the European Leaders use their power to colonize?
- Using your FTQ graphic organizer and your new knowledge on the Motivation of Colonization write a 5 paragraph essay making an argument by picking one and answering the following question; European colonization, for God, Glory, or for Gold?
  - This should be a 2 page paper
  - It should have direct quotes from the primary sources to support your argument
  - It should be well thought out and organized -- Checklist and rubric below

We will be looking at answering the following questions;

- **Essential Question**: Were the motivations for European exploration, conquest, and colonization fueled by economics, glory, or by the will of God to spread Christianity?

- **Sub questions**:

- What kinds of resources did the European nations take?
  - What were the reasons for taking the resources?
  - Why did they want to spread Christianity?
  - How did the European Leaders use their power to colonize?
**Summary question**: European colonization, for God, Glory, or for Gold?

**Video Clip**

Please watch this video clip and answer this question in a word document;

What kinds of resources did the European nations take?

http://www.youtube.com/watch?v=JYzv8rNcLRE

**Background Context**: Please read and add to your word document you've created to answer the video questions. Continue to answer the question; what kinds of resources did the European nations take?

It is the mid-to-late 1400s. Europe is rising from the ashes of a black night: the Middle Ages, or Medieval Period. People have died, suffering from plague after plague born on ships from far countries and caused by poor hygiene and public sanitation. The muck and grime of city streets haunts the ill, creating tunnels of death and cries of fear at a God who seems to have forsaken them.

It has also been plagued by war: the Crusades, having taken most hardworking men far from their homes, uncertain of return; and fierce provincial battles between Lords for control over land and the peasants who work it. But out of the death and devastation will arise a new era, one which will change the world forever.

In the 1400s, Europe's lust for Arabian soil, its hardships under provincial loyalties and prolonged plagues, and its darkness from the learning of the Ancient world came to a close. While the Crusades had brought about prolonged warfare, especially in a time when disease rampaged those at home, it also brought the key to Europe's salvation: classical learning. Exposure to the Arabian world inadvertently exposed Crusaders - and the monks, scholars, and officials who accompanied them - to the preserved classical learning of the Ancient Worlds. The works of Plato, Aristotle, Socrates, and many others once again were returned to European soil and copied by the monks who slaved in monasteries over texts day after day.

But while the reacquisition of classical learning was a key, it was not the only key. Johann Gutenberg provided the next step in Europe's journey when he invented movable type - the
precursor of the printing press - in the 1440s. Over the next several years, written knowledge spread further and faster than ever before, as the age of handwritten copies came to an end. Access to knowledge increased as texts were no longer written in the traditional Latin and instead published in vernacular (common) languages. Literacy was no longer limited to the royalty and upper classes. The Crusades had generated the need for portable religion that could be understood by commoners - another reason for the publication of the Bible in English.

Spain In the New World

Please read the following text on Spain in the New World. While you are reading please follow along on the FTQ example graphic organizer. This source has already been documented for you to give you an example of what a good FTQ looks like and how it is to be used. It will also help you break down this source and gain skills on how to read different sources.

http://www.nps.gov/fora/forteachers/unit-1-spain-in-the-new-world-to-1600.htm

Spain in the New World to 1600

Bristol Mariners seem to have visited Canada in the 1480s, and Christopher Columbus may have learned of, and been inspired by, their voyages. In 1492, William Ayers, an Irishman undoubtedly familiar with English activities, sailed with Columbus on the Santa Maria. In 1497 and 1498 John Cabot, like Columbus a Genoese expatriate, explored eastern Canada under the English flag. By 1502 Englishmen were trading in Newfoundland and parts south, and organizing syndicates, some involving Azorean Portuguese, to exploit the fisheries there. England did not miss the entire European rediscovery of the Western Hemisphere, but did retire early. While England slept, Spain became dominant in the New World and on the high seas.

The Caribbean and the Mainland
In 1493, during his second voyage, Columbus founded Isabela, the first permanent Spanish settlement in the New World, on Hispaniola. After finding gold in recoverable quantities nearby, the Spanish quickly overran the island and spread to Puerto Rico in 1508, to Jamaica in 1509, and to Cuba in 1511. The natives fared badly. Many died in one-sided armed conflict with soldiers and settlers, or in forced servitude in mines and on plantations. Others died of diseases to which they had no immunity. By mid-century, the native Ciboney of Hispaniola and western Cuba were extinct, and other tribes, including the Arawak of Puerto Rico, were nearly so.

Beginning in 1508, Spanish settlements sprang up on the mainland of Central and South America. In 1519, just six years after Balboa had crossed the Isthmus of Panama and claimed the entire Pacific Ocean for Spain, Pedro Arias de Avila, Balboa's father-in-law and executioner, founded the city of Panama on the Pacific coast. The same year, Hernan Cortes led a small force from Cuba to the Gulf coast of Mexico, founded Veracruz, and set about destroying the Aztec empire. Most of Mexico fell within two years. Subsequent conquistadors followed the example set by Cortes. By 1532, Francisco Pizarro, had effected the early stages of his conquest of the Inca empire of Peru. By 1550 Spain had dominion over the West Indies and Central America and its large surviving native population.

New World mines yielded gold and silver for Spain in far greater amounts than France and Portugal had ever been able to extract from West Africa. One-fifth of the total production, the quinto real, went to the Spanish Crown. The average value of silver shipped to Spain rose to a million pesos a year before the conquest of Peru, and to more than 35 million a year by the end of the century. Cacao, cochineal, hides, spices, sugar, timber, and tobacco yielded additional income. Seville, through which all legal trade with the colonies passed, became a great financial center and nearly quadrupled in size between 1517 and 1594.

With such wealth at stake, Spain was concerned about possible interference by other nations. Initially, only Portugal posed a serious threat to Spanish monopoly. At the Pope's insistence Spain and Portugal had ratified the Treaty of Tordesillas in 1494. Intended to exclude Spain from Africa and India, and Portugal from the Far East, this treaty also effectively deprived Spain of any legitimate claim to much of present-day Brazil. Shortly after the ratification of the treaty, Portugal gained control of trade with the Spice Islands, and showed occasional interest in Newfoundland. In 1580, to eliminate the threat of Portuguese expansion, Spain annexed Portugal. Although Spain mortgaged Venezuela to a German banking house for a brief period (1528-1547), she was successful in keeping most interlopers out of her holdings from Mexico to Chile for the remainder of the sixteenth century.

**North America**

The nine-tenths of North America lying north and east of Mexico was another matter. In
the early 1500s, Spain made a few attempts to explore Florida and the Gulf coast. Around 1513, Juan Ponce de Leon, conqueror of Puerto Rico, conducted the first reconnaissance of the area. In 1519 Alonso Alvarez de Pineda explored and mapped the Gulf of Mexico. Two years later, Ponce de Leon died in a disastrous attempt to build a settlement in Florida, and Spain withdrew from further serious efforts to establish a permanent presence there for another half-century.

The first Spanish town in what is now the United States was not in Florida, but somewhere between 30 degrees and 34 degrees North. It was built in 1526, by Luis Vasquez de Ayllon, a Spanish official based on Hispaniola. In 1520, Ayllon had ordered a slaving expedition, and in 1526, set out himself with approximately 500 Spanish colonists—including women, children, and three Dominican friars—and a number of African slaves. After a false start, Ayllon built the town of San Miguel de Guadalupe. His venture was doomed from the outset. The principals of the colony quarreled, Indians attacked, slaves rebelled, and Ayllon died. Only 150 survivors returned to Hispaniola. Later, in 1528 a slightly smaller group under Narvaez plundered and skirmished along the Gulf coast from Yampa Bay to Texas, where it disintegrated. Cabeza de Vaca and three other members finally reached Mexico in 1536. From 1539 to 1543 de Soto and, after his death, Moscoso led an ever-shrinking party on a circuitous route through the southeastern and southcentral United States. From 1540 to 1542 Coronado explored the Southwest. In all cases, these Spanish explorers antagonized the Indians and failed to entice settlers to the higher latitudes.

France

The parts of North America neglected by Spain were attractive on that account to her ancient enemy—France. Although the Treaty of Tordesillas had given France no share of the New World, the French crown ignored the arrangement. Francis I underwrote Verrazzano's exploratory voyage (1524) and the more ambitious enterprises of Cartier and Roberval on the St. Lawrence (1534-1543). Even though war with Spain and the Holy Roman Empire impeded French expansion in the 1520s and 1530s, and the death of Henry II in 1559 led to civil and religious strife that nearly tore the country apart, France was the largest and most populous kingdom in western Europe and still a formidable adversary. Expecting a French challenge in North America, Spain sent a large contingent (1559-1561) to secure a settlement site on the Gulf and an overland route thence to the coast of Georgia or South Carolina. In 1561, Angel de Villafane followed the Atlantic coast north past Cape Fear, looking for suitable sites and any foreigners making unauthorized use of them. Villafane dismissed the area as worthless. The next year, however, Jean Ribault, under the banner of France, built Charlesfort, probably on Port Royal Sound, South Carolina. Charlesfort lasted only a few months, but this French incursion and well-founded rumors about a second, to the south, caused King Philip II of Spain to send Pedro Menendez de Aviles to establish a settlement in Florida, and to expel any Frenchmen in the area.

Menendez arrived in August 1565 and wasted no time laying out the first St. Augustine.
In September and October he massacred the French Garrison of Fort Caroline, at the mouth of the St. Johns River. In due course he founded ten outposts in Florida, Georgia, and South Carolina (1565-1567); ordered exploration of the North Carolina and Virginia coasts (1570); and personally avenged (1572) the Jesuits' murder by Indians. Menendez, a strong supporter of colonization, was nearly alone in his enthusiasm for the region. His death in 1574 resulted in a decline of Spanish colonies in the area. Through Philip II continued to be interested until his death in 1598, the lack of an on-site manager with the enthusiasm and ability of Menendez made it easier for another country ignored at Tordesillas to reenter the struggle for empire in the New World.

**England Redux**

The prodigious wealth flowing into Spain from its colonies and crown efforts to monopolize colonial trade prompted international smuggling and piracy. As a seafaring nation with few continental distractions and only one border to defend, England was a natural leader in both enterprises.

Shortly after her accession to the English throne in 1558, Queen Elizabeth disestablished Roman Catholicism once and for all. She further widened the breach with Catholic Spain by rejecting Philip's proposals of marriage, and by overlooking her subjects unofficial trade with Spanish colonies and attacks on Spanish shipping. John Hawkins' first voyage to the Caribbean with African slaves (1562-1563) had been so profitable that the queen herself invested in the second and third. When Hawkins anchored at the Mexican port of San Juan de Ullua on his third voyage in 1568, however, the Spanish retaliated with great force and skill. Only two English ships escaped. The incident poisoned Anglo-Spanish relations for the rest of the century. As a consequence, English depredations increased in frequency. From 1577 to 1580 Sir Francis Drake, who had been with Hawkins, humiliated Spain by circumnavigating the globe, much of which Spain considered its own, plundering as he went. Despite vehement Spanish protests, Elizabeth knighted him.

The passage of time did little to abate English outrage over San Juan de Ullua, nor did it reduce English covetousness of Spanish treasure and trade. In 1578 Elizabeth I revived Cabot's eighty-year-old territorial claim and permitted Humphrey Gilbert to explore and settle any part of North America not then occupied by Christians, that is, nearly all of it. Gilbert disappeared returning from Newfoundland in 1583, but his half-brother, Walter Ralegh, carried on under a slightly different patent of discovery. Ralegh and his associates developed a plan to build a base well north of St. Augustine, from which to attack Spanish shipping in the western Atlantic and exploit the mineral resources of the region. To this end, Amadas and Barlowe reconnoitered the coast in 1584, and the Grenville expedition of 1585 left 108 men on Roanoke Island under Ralph Lane. But Grenville was tardy in resupplying the colonists, and Drake, sailing homeward from victories over the Spanish at Cartagena and St. Augustine, removed them in 1586. Neither the Lane colony nor the 1587 "lost colony" had any noticeable effect on Spanish shipping. However,
Spanish colonial expansion and seemingly unending sources of wealth in the New World profoundly affected English colonial policies. Drake pillaged the Caribbean in 1585-1586, broke the Bank of Spain; nearly broke the Bank of Venice, to which Spain was heavily indebted; and ruined Spanish credit. English military intervention in the Netherlands (1584) persuaded Philip to build the Armada; Drake's subsequent affront moved him to launch it. Although Drake's brazen attack on Cadiz in 1587 set Spanish plans back a year, the Armada finally sailed, and when it did, it was largely responsible for preventing timely relief of the 1587 colony on Roanoke Island. Even after the Armada suffered mortifying defeat, and Spanish attempts to find and destroy the Roanoke colony had been indolent and inept, the threat of Spanish reprisal partly dictated the site of Jamestown. Hostility left over from Spanish activities on the Chesapeake in the 1570s may have affected the Virginia colonists' early dealings with the Powhatan Confederation.

Spain did not lose her last foothold in the Americas until the Spanish-American War (1898). Spanish language and culture are still integral to daily life in much of North and South America. But the Spanish star had begun to set over the New World by 1600.

**Original Source Document.**

**Walter Raleigh Primary Source**


Please click on the link and view the original source document. You must read the first paragraph of original source document and you should take note at how the words are spelled and some of the phrasing. Once you have done that please read the re-written source below and fill out the FTQ graphic organizer.

**Walter Raleigh Primary Source**

You know of the English royalty, of our acts, wisdom, and power. We have given and granted these rights to our trustee and well beloved servant Walter Raleigh. His heirs will forever institute free liberty, have the right to discover, search, find out, and view remote, heathen and barbarous lands not occupied by a Christian Prince or Christian People. Him and his heirs will occupy forever and over see all prerogatives, commodities, jurisdictions, royalties, privileges, franchises, and excellence of the land. Walter Raleigh and his heirs with permission from our heirs and us shall inhabit and remain there to built and fortified at the will of Walter Raleigh. The laws of our government (parliament) will continue out of our land of England no other lands law
will withstand over our governmental laws and decrees. We give and grant full authority, liberty and power to the said Walter Raleigh and his heirs. We give full liberty and authority on our behalf.

We grant permission to Walter Raleigh and his heirs for his and their defense, encounter and expulse, repel and resist as well by sea as by land, and by all other ways whatsoever they are made to feel threatened. They have permission to determine punishment for those whom annoy their cities by land or sea or any other way. Henceforth traders with their ships, vessels, and other goods and furniture must have permission from said Walter Raleigh or his heirs. This land henceforth will be an ally of England and Ireland therefore this land shall trade directly with both nations. This land will here by use the court systems of England due to the allegiance. Also anyone born on this land will retain the rights and liberties granted to the native people of England. They have the mere power and authority to correct, punish, pardon, govern, and rule by their discretions and policies. The laws may not be against the true Christian faith, now professed in the Church of England.

Walter Raleigh, before this time made in these presents be not expressed, or any other grant, ordinance, provision, proclamation, or restraint to the contrary thereof, before this time given, ordained, or provided, or any other thing, cause, or matter whatsoever, in any wise notwithstanding. Therefore our letters are to be made patents. Witness our selves, at Westminster, the 25. Day of March, in the six and twentieth year of our Reign.

**Columbus Primary Source**

Please click on the link and view the original source document. You do not have to read the whole original source document, but you should read the first paragraph and take a look at how the words are spelled and some of the phrasing. Once you have done that please read the re-written source below and fill out the graphic organizer.


**Re-Written Version**

I have determined to write you this letter to inform you of everything that has been done and discovered in this voyage of mine.
On the thirty-third day after leaving Cadiz I came into the Indian Sea, where I discovered many islands inhabited by numerous people. I took possession of all of them for our most fortunate King by making public proclamation and unfurling his standard, no one making any resistance. The island called Juana, as well as the others in its neighborhood, is exceedingly fertile. It has numerous harbors on all sides, very safe and wide, above comparison with any I have ever seen. Through it flow many very broad and health-giving rivers; and there are in it numerous very lofty mountains. All these island are very beautiful, and of quite different shapes; easy to be traversed, and full of the greatest variety of trees reaching to the stars. . . .

In the island, which I have said before was called Hispana, there are very lofty and beautiful mountains, great farms, groves and fields, most fertile both for cultivation and for pasturage, and well adapted for constructing buildings. The convenience of the harbors in this island, and the excellence of the rivers, in volume and salubrity, surpass human belief, unless one should see them. In it the trees, pasture-lands and fruits different much from those of Juana. Besides, this Hispana abounds in various kinds of species, gold and metals. The inhabitants . . . are all, as I said before, unprovided with any sort of iron, and they are destitute of arms, which are entirely unknown to them, and for which they are not adapted; not on account of any bodily deformity, for they are well made, but because they are timid and full of terror. . . . But when they see that they are safe, and all fear is banished, they are very guileless and honest, and very liberal of all they have. No one refuses the asker anything that he possesses; on the contrary they themselves invite us to ask for it. They manifest the greatest affection towards all of us, exchanging valuable things for trifles, content with the very least thing or nothing at all. . . . I gave them many beautiful and pleasing things, which I had brought with me, for no return whatever, in order to win their affection, and that they might become Christians and inclined to love our King and Queen and Princes and all the people of Spain; and that they might be eager to search for and gather and give to us what they abound in and we greatly need.

Primary Sources:

Aztecs Primary Source

Please click on the link and view the original source document. You must read the first paragraph of original source document, but you should take a look at how the words are spelled and some of the phrasing. Once you have done that please read the re-written source below and fill out the graphic organizer.

http://www.edurich.net/hansonj/aztecs/aztec_webpage/lesson/primary_source1.htm
The Crusades had also generated a curiosity about the world beyond Europe, leading to the expansion of trade routes and new links with previously mythical lands. Second sons of wealthy nobles, afforded an education but no rights to inherit their father's property due to existing laws which favored firstborn sons, now sought their fortunes in exploration. They devoured works of foreign lands, raised on stories of the final Crusades and the worlds beyond their manors. This fascination with the East, and increasing demand for the spices, gold, and silk which it offered, was the first major motivation for European exploration. A final factor that opened the Age of Discovery was religious zeal. Christianity had arisen to become a world power in itself during the Dark Ages. Through publication of religious texts in common languages and the missionary zeal of the Crusades, many Christians believed it was their duty to spread their faith. In light of this, monarchs and missionaries looked to spread religion as much as to convert others as to enhance their own esteem. Supported by European monarchs (except in England...), the Catholic Church encouraged exploration in order to bring all of humanity under God's rule. Yet all of these reasons still did not make the trip to the East - or to anywhere long-distance - feasible. What did was the technological revolution of the Renaissance. Monarchs provided the funding and support needed for inventors to work long hours on projects that may not prove fruitful. Yet their gamble paid off. During the 1500s, significant advances were made in charts and mapping, allowing for more efficient and detailed communication of navigational information. Additionally, technologies in shipbuilding - including triangular sails (which moved better against the wind) and the stern-post rudder (which made a ship more maneuverable) - made it possible to travel farther distances. The increasing exposure to classical learning and the sense of scientific exploration generated during the Renaissance also led to a deeper understanding of the trade winds, which ships utilized to make the journey to the East faster. Finally, the importation of the compass from the Chinese allowed sailors to better understand where they were going and where they were, taking out much of the uncertainty of sailing.

Reading Strategy (example)

Subject: Spain in the New World

Facts

This part should be where you put down facts for you to remember or that you find important. This should be no less than 5.

- The natives fared badly. Many died in one-sided armed conflict with soldiers and settlers, or in forced servitude in mines and on plantations

Thinking

This is where you will put down your ideas as you read. After you put down a few facts write an idea. There should be at least 3 thoughts.

- The Spanish are cruel people for their acts upon the Natives.

Questions

This is where you will put down questions you still have during and at the end of the reading. There should be at least 2 questions.

- How did the Spanish prevail over the impressive Royal Navy for so long?

- I wish I was the king and
New World mines yielded gold and silver for Spain in far greater amounts than France and Portugal had ever been able to extract from West Africa. One-fifth of the total production, the quinto real, went to the Spanish Crown. All legal trade with the colonies passed, became a great financial center and nearly quadrupled in size between 1517 and 1594. War with Spain and the Holy Roman Empire impeded French expansion in the 1520s and 1530s. Wealth flowing into Spain from its colonies and crown efforts to monopolize colonial trade prompted international smuggling and piracy.

-English Queen wanted Humphrey Gilbert to explore and settle any part of North America not then occupied by Christians, that is, nearly all of it. queen of Spain! They were making money hand over hand. Americans affected long term by the Spanish conquest?

-Glory seemed to be the way of the Spanish. Gold only made a few of the Spanish rich. The English are the only ones pushing for religious reasons.

-What did the Spanish do with all of their gold?
(FTQ) Reading Strategy

<table>
<thead>
<tr>
<th>Facts</th>
<th>Thinking</th>
<th>Questions</th>
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</thead>
<tbody>
<tr>
<td>This part should be where you put down facts for you to remember or that you find important. This should be no less than 5.</td>
<td>This is where you will put down your ideas as you read. After you put down a few facts write an idea. There should be at least 3 thoughts.</td>
<td>This is where you will put down questions you still have during and at the end of the reading. There should be at least 2 questions.</td>
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Reading Strategy FTQ Checklist

- Have you completed the assigned readings? Yes No
- Do you have at least 5 Facts for each reading? Yes No
- Do you have at least 3 Thinking for each reading? Yes No
- Do you have at least 2 Questions for each reading? Yes No
## Rubric for 5 paragraph essay.

<table>
<thead>
<tr>
<th>A. Introduction</th>
<th>3</th>
<th>Well developed introductory paragraph contains detailed background/history.</th>
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<tbody>
<tr>
<td></td>
<td>2</td>
<td>Introductory paragraph contains some background/history, a clear explanation, and states the problem.</td>
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<td>1</td>
<td>Introduction states the thesis, but does not adequately explain the problem.</td>
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<tr>
<td></td>
<td>0</td>
<td>Thesis and/or problem is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.</td>
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<tr>
<th>Define the problem</th>
<th>3</th>
<th>Problem is clearly defined.</th>
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<td>2</td>
<td>Problem is defined, but does not adequately explain the background of the problem.</td>
</tr>
<tr>
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<td>1</td>
<td>Problem is stated, but lacks detail.</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>Problem and/or thesis is vague or unclear. Background details are a seemingly random collection of information, unclear, or not related to the topic.</td>
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<table>
<thead>
<tr>
<th>Thesis Statement</th>
<th>3</th>
<th>Clearly states the thesis of the paper.</th>
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<td>2</td>
<td>Thesis is stated, but does not adequately explain the problem.</td>
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<tr>
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<td>1</td>
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<td>0</td>
<td>Thesis is vague or unclear.</td>
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<tr>
<th>Conclusion</th>
<th>3</th>
<th>Conclusion summarizes the main points.</th>
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<td>2</td>
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<td>Conclusion states the thesis, but does not adequately explain the problem.</td>
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<td></td>
<td>0</td>
<td>Conclusion does not adequately summarize the main points.</td>
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topics without repeating previous sentences; writer's opinions and suggestions for change are logical and well thought out. Some suggestions for change are evident. Conclusion summarizes main topics, but is repetitive. No suggestions for change and/or opinions are included.

B. MAIN POINTS

<table>
<thead>
<tr>
<th>Body Paragraphs</th>
<th>Three main points are well developed with supporting details.</th>
<th>Three main points are present but may lack detail and development in one or two</th>
<th>Three main points, but all lack development</th>
</tr>
</thead>
</table>

C. ORGANIZATION

<table>
<thead>
<tr>
<th>Overall, the paper is logically developed.</th>
<th>Progression of ideas in essay is awkward, yet moves the reader through the text without too much confusion. The writer sometimes lunges ahead too quickly or spends too much time on details that do not matter.</th>
<th>Arrangement of essay is unclear and illogical. The writing lacks a clear sense of direction. Ideas, details or events seem strung together in a loose or random fashion; there is no identifiable internal structure and readers have trouble following the writer's line of thought.</th>
</tr>
</thead>
</table>

Logical, compelling progression of ideas in essay which enhances and showcases the central idea or theme and moves the reader through the text. Organization flows so smoothly the reader easily moves the reader hardly think through the text about it.

D. MECHANICS

<table>
<thead>
<tr>
<th>Sentence structure is correct.</th>
<th>Sentence structure is generally correct.</th>
<th>Work contains structural weaknesses and incorrect sentence structures. There are four or more errors in punctuation and/or capitalization.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation &amp; capitalization are correct.</td>
<td>Some awkward sentences do appear.</td>
<td>There are three or four errors in capitalization.</td>
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</tbody>
</table>
There are one or two errors in punctuation and/or capitalization.

Total:

5 Paragraph Essay Checklist

I have made an outline indicating my paragraphs and facts following a similar format as below:

1. Introduction

2. Body paragraph

3. Body paragraph

4. Body paragraph

5. Conclusion
I have used direct quotes in my body paragraphs to make my argument stronger.  
I have made a clear statement on what my argument is in my introduction paragraph. 
I have made a strong conclusive statement in my conclusion paragraph. 
I have put into my own words a strong argument for Gold, Glory, or God. 
I have re-read my essay to catch any mistakes I may have made checking to make sure I have followed the rubric to ensure the best possible grade.