U.S. History I: Research Paper Assignment

This research paper is on a subject in U.S. History from pre-colonial America to 1900 that you would like to research. However a research paper is not simply a summary or a report on a topic. Your paper must be based around a thesis. The goal of your paper is to convince the reader that the claim that you are making is true, based on the relevant and substantial evidence that you provide in the paper. All good historical writing begins with a question. It is your job to pose a controversial question about the topic; through your research, the answer to your question typically becomes your thesis.

**Requirements:**

1. Length: 4-6 pages (not including Cover Page or Works Cited page)
2. Format: MLA (Cover Page, NO heading, header with Last Name #) typed, double spaced Times New Roman size 12 font, 1” margins
3. Parenthetical Citations: REQUIRED. Citations validate and support the evidence that is used to prove your argument (thesis). A paper without citations is considered *plagiarized* even if you have done research and even if you have a Works Cited page.
4. Resources: You must use a MINIMUM of 6 sources. These may not include general encyclopedias (print or online). You are required to use at least 2 books, 2 databases, and at least 1 primary source. Any additional sources must have an author and/or be from a reputable source (ask.com, Wikipedia, etc. are NOT reputable sources). You will be required to submit a Web Evaluation Page for every website that is not on the WA Library’s acceptable use list. \*Web Evaluation forms are available in the library
5. Submission: Papers must be electronically submitted to turnitin.com. A hard copy must be submitted at the *beginning* of the period on the due date, stapled in the upper left hand corner in the following order
   1. Cover Page
   2. Paper
   3. Works Cited
   4. (Web Evaluations if necessary)

\* Any paper which fails to meet these requirements will not be accepted

and will be deducted 5 points for each day it is late\*

**Work Schedule:**

**Topic Proposal** (1/4 Quiz Grade)

One paragraph, typed description of which topic you plan to research. Include at least 2 questions which cannot be answered with a simple “yes” or “no” about your topic. The research that you will do will be based on answering one of these questions. Your answer will become the thesis of your paper. Example is attached.

Due Date: Monday, March 21

**Library Research** (in class)

**20 NoodleTools Note Cards or Research Notes** (1/4 Quiz Grade)

See attached sheet

Due Date: Thursday, March 31

**Thesis Statement & Outline** (1/4 Quiz Grade)

See attached sheet

Due Date: Thursday, 4/14

**First Draft** (1/4 Quiz Grade) \*submit to turnitin.com

This must be at least 3 pages long and include your introduction, body, and conclusion. You will have the opportunity to peer edit your paper with a classmate.

Due Date: Thursday, April 28

**Final Draft** (Test grade) \*submit to turnitin.com

See front page for specific requirements

Due Date: Thursday, May 12

1. I am available for conferencing at any step in the writing process, but I will not grade your paper in advance. Schedule a meeting with me and ask for specific areas in your paper you would like me to review or any questions you would like me to answer. The last day I am available for conferences is Monday, May 9th.

2. I will use Google Docs to conference, but you must ask me if I am able to look at your paper and you must leave comments on your Google Doc with specific questions you would like me to address.

3. The class website ,WA Library site, and Purdue OWL have many resources about how to cite specific sources – use them!

RESEARCH TOPICS

When choosing a paper topic remember that the person, event, or “thing” must be American. It can have influence beyond the United States but its roots must have been in the U.S. and the focus of the paper should be American. The only requirement is that no two people in the same class can write about the same topic.

Theme One: Choose an individual or organization who was the most influential person or organization of a particular era. What effect/impact did they have on the United States, politically, socially, economically (one, two or all three)?

Theme Two: Choose an event (something that happened) that had a lasting effect on American society during a particular period of time. What happened and what was the lasting effect on the U.S.?

Theme Three: Choose “something” i.e. an invention or a creation that had a lasting impact on the United States during a particular period of time. What did this “thing” do and why did it leave a lasting mark on American society?

Daniel W. Van

Ms. Winokur

US History I CP

March 21, 2016

Topic Proposal: Russian Revolution

The Russian Revolution is the phrase that is actually used to describe two revolutions that occurred in the Russian Empire in 1917. The first was called the “February Revolution” while the second was called the “October Revolution”. There were many causes of these two revolutions including the extreme poverty faced by the Russian peasants, a more politicized workforce due to the Industrial Revolution, the lack of representation in the autocratic government led by Czar Nicholas II, an ineffective government, and Russian involvement in World War I . These two revolutions eventually led to the Czar abdicating his throne, the rise of the Bolshevik (Communist) government, led by Vladimir Lenin, and the creation of the Union of Soviet Socialist Republics (USSR) which lasted until its collapse in 1991. Additionally, these two revolutions caused a civil war in Russia which lasted from 1917 to 1922 between the Bolshevik Red Army, the White movement, and the Green armies.

Source: *The Russian Revolution, 1917-1921.* ProQuest. *History Study Center*. Web. 15 Mar. 2016

Questions to Consider:

1. Did the Russian people have a greater say in their government after the Russian Revolution?
2. How did the Russian Revolution lead to the Russian civil war?
3. If the Bolsheviks had little popular support, how did they come into power in the October Revolution?
4. How did the Russian Revolution impact the outcome of World War I?

Now that you have begun your research you should have a clear idea of the position you will take in your paper. In other words, you need to draw some conclusions from the research you’ve already completed, and work those conclusions into an arguable thesis statement. Once you know what your position will be, you will then go back and start to take notes; the vast majority of these notes should include the evidence you find that supports your position. Don’t waste time taking a lot of notes on general background information, or recording evidence for other possible positions (unless you plan to refute that evidence in your paper). General background information will only be useful if it somehow relates to the evidence you will provide.

No matter what method of note-taking you choose, you are *strongly encouraged* to use NoodleTools to keep track of your sources. To start a new project

1. Login to your account
2. Click on “Create a New Project”
3. Make sure “MLA” is selected for Citation style and “Advanced” is selected for Citation level
4. In the Description box title your project “Name USI Research Paper”
5. Under “Sharing and Collaboration” click on “share project with a teacher's drop box”
   * Assignment Drop Box: **A Block Research 2016** or **F Block Research 2016**
6. Click on “Works Cited” and begin entering your sources
   * Hint: there is no primary source citation. Think about what type of primary source you have (newspaper, photograph, etc.) and selected that for your citation

**OPTION ONE: 20 NoodleTools Note Cards**

You can choose to take notes using NoodleTools note cards. If you follow the format correctly and link your notecards to your sources you should find the note cards to be extremely helpful, as they will save you time during the paper writing process.

How to create NoodleTools notecards:

1. From your Project Dashboard on NoodleTools click on “Notecards and Outline”
2. Click the “New Notecard” button
3. Give your Notecard a Title
4. Link your Notecard to your Source
5. The left box is for Direction Quotations, the right box is for a Paraphrase or Summary in your own words \*\* I will not give credit for notecards that have no paraphrasing

**OPTION TWO: NOTEBOOK (minimum 6 pages)**

**Notebook style:** In this method, you record all information on a single page or a series of pages in a notebook.

1. Your notes must be on Google Docs and shared with Ms. Winokur (lwinokur@westfordk12.us)
2. Title your notes “Name Research Paper 2016”
3. Put the author & page number OR article title at the top of each box
4. Click Table 🡪 Insert Table – you need at least three columns
5. Make notes (either a summary, paraphrase, or direction quotation if necessary) in the middle of the box
   * \*\* I will not give credit for notes that have no paraphrasing
6. In the right-hand box, record the author and page number(s) from the source or article title.
7. In the left-hand margin/column, note the specific topic to which each piece of information relates.
8. Begin a new page for each source you consult, or if you have abundant information for each chapter from a text, list your notes per chapter. Another possibility is listing your notes according to topic--but this is more difficult since your notes will no longer follow the same sequence as the ideas in the article or book. Remember that if you do list according to topic, it is ***very*** important to list page numbers from the source or article title since it can get very confusing otherwise.

**Example:**

Spielvogel 106

|  |  |  |
| --- | --- | --- |
| Censorship of the press | * Napoleon had a team that reviewed literature before it could be distributed to the public * they reviewed everything from newspapers to sermons   \*Shows that Napoleon limited freedom of speech/press | Spielvogel 106 |

**Tips:**

- You will want to include a few quotations to use in your paper, BUT only use a direct quotation if the author’s words serve to support your argument. For example, “Napoleon Bonaparte was born on August 15, 1789” is a poor use of a quote. This adds nothing to your argument, so it should be paraphrased. “The Code led to an increase in women’s rights but fell well short of the grand social ideals of liberty, equality, fraternity (Hicks)” is a better use of a quote.

- The most common and most serious error students make in taking notes is to copy the wording of the source directly, either word-for-word or with minor changes. This not only prevents students from processing the information fully in their own minds, but also encourages plagiarism since the notes find their way into the paper. **The best way to avoid this is not to look at your source as you write your notes. That way you will be sure to use your own words.**

**Getting Organized:**

Using this method to conduct research is particularly helpful when it comes time to write your paper because cards can be easily organized by main ideas (the title of each notecard) and you will easily be able to find main ideas in your written notes. You will almost be able to write your paper just by using the information from your notes! Furthermore, each note card or notesheet will contain the necessary information for your parenthetical citations (located in the upper right-hand corner of each card). Therefore, you will find it much easier to cite the source of your information within the text of your paper.

**Grading:**

* You must have at least 20 note cards OR 6 pages of research
* Your notecards and research must be shared with Ms. Winokur
* You have followed the appropriate format for the note cards or notes (See previous pages)
* Your notes contain useful information
  + the topic is thoroughly addressed
  + the notes do not contain overly repetitive information
  + the majority of the notes contain information that supports your position
  + the notes contain information from at least five sources
  + notes are written in your own words – except for quotations
  + you have included a few direct quotations to use in your paper

**Thesis Statement & Outline**

Now that you have conducted and organized your research, it is time to make the preparations necessary for writing your first draft. Your first task will be to create an outline. Your outline should take on the following format:

**Working Title:**

This can be a work in progress still, but I’d like you to start thinking about what you’d like to call your paper. Your title should reflect your thesis.

*Instead of “Napoleon: Hero or Tyrant?” try “Napoleon: A Traitorous Tyrant”*

**Introduction Paragraph**:

\*This is the one paragraph I would like to see fully written. It should contain the following:

1. Hook (something to grab the reader’s attention, but that is relevant to your argument)

*During Napoleon Bonaparte’s reign in France, the number of newspapers in print dropped from sixty to four in a matter of fifteen years (Russo 15).*

2. Brief Topic Context/Background (only include what is relevant to your argument)

*The Emperor was so paranoid about the publication of unflattering news that he ruined the careers of those editors who had offended him. Despite such behavior, Napoleon’s legacy in France is more of a source of controversy than it is a blemish on the nation’s history. Many remember him not as a power-hungry ruler, but instead as an enlightened revolutionary who introduced reforms to France and the rest of Europe.*

3. Position development (this is where the reader begins to see what you will argue in your paper)

*While Napoleon can be credited with codifying French law, developing a bureaucracy based upon merit, and spreading Enlightenment ideals throughout his empire, he was not truly committed to the ideals of the French Revolution. Instead, he half-heartedly implemented programs that he thought would help him gain and maintain power.*

4. Thesis (Topic, Position, 2-3 Reasons TP2-3R)

*Napoleon Bonaparte should therefore be remembered as a tyrant because he disregarded the rights of his people and failed to follow through on many of the initiatives he put in place.*

**Body Paragraph 1\***

This can be bulleted; it does not need to be fully written.

Topic Sentence (Main idea 1)

Ex: *Censorship of the Press*

Details that support the Main Idea (with source information). Details might include a quote.

Ex: *-Napoleon had a team to review literature before it went to press (Champney 56)*

*-Any questionable material was reported to Napoleon (Dunn)*

*-Punishments included loss of job and exile (Champney 5)*

*-Nothing was off limits; plays, novels, even sermons received same treatment (“Napoleon: Tyrant or Revolutionary?)*

*-“If Napoleon disapproved of a playwright’s works, his career was over” (Goddard A3).*

Analysis of Evidence (How your evidence supports your thesis)

Ex: *An enlightened revolutionary would have supported freedom of the press; Napoleon did not because he was concerned about the effect such freedoms would have on his reputation.*

**\*Body Paragraphs 2,3,4,5 etc. will follow the same format as Body Paragraph 1**

**Conclusion**

This can also be bulleted; it does not have to be fully written.

Do not simply rehash the introduction!

Conclude your argument by repeating main ideas using new language

Leave your reader with an answer to the question “Why does this matter?”

Ex: -*Napoleon left Europe in economic destruction; he would shape European history for the next*

*century.*

*-Napoleon spread nationalism across Europe. He did not intend to do this, but his reign was so domineering that*

*Europeans sought independence from their oppressors.*

**OUTLINES MUST BE TYPED & SUBMITTED TO GOOGLE CLASSROOM!**

**Helpful Tips!**

1. **A good introduction:**

* Starts with a sentence that captures the reader’s attention (which is relevant to your argument)
* Introduces and summarizes the topic (provide background information – setting, time frame)
* Indicates that there are multiple points of view on your topic. “Although there were many important effects, the most significant effect was…”
* Does not begin with any of the following:
  + Place holder - “Slavery was one of the greatest tragedies in history”
  + Dictionary Definitions – “According to Webster’s Dictionary, slavery is defined as…”
  + Dawn of man – “Since the history of mankind, slavery has been a problem”
  + Book report – “Frederick Douglass wrote his bibliography in the 1840s. He tells the story of his life.”
* Concludes with your thesis

2. **A good thesis:** (TP2-3R)

* Proposes an arguable point and takes a stand. It cannot be a statement of fact!
* Is specific and focused
* Explains what the paper is about
* Needs major topic, ideas, or points
* Should be the last line of introduction
* Structure: Topic, position, 2-3 reasons to support your position (\*remember: the reasons should not be your specific examples, reserve those for your body paragraphs)

3. **A good body paragraph:**

* Starts with a topic sentence that refers to your thesis and transitions from the topic of the previous body paragraph to the new topic.
* Provides specific information which supports your thesis
  + You must include parenthetical citations!
  + Aim for at least 2-3 examples of information!
* Ends by wrapping up your paragraph and helping transition to your next idea

4. **A good conclusion:**

* Summarizes your paper (each of the reasons of your thesis and how they support it)
* Does not restate the thesis word for word, but reminds readers of the intentions of your paper
* Explains the significance of your thesis: What can your reader take away from this? What are some lessons that can be learned? How did this affect world events or the world today?

5. **Good grammar means:**

* Writing is in a consistent tense (history = past tense)
* Varied sentence structure; sentences do not start with “and”, “but”, or “because”
* There are no contractions
* There are no “I”, “we”, “our” or “you” statements
* There are no vague words such as “thing”, “stuff”, “good”, “interesting”, “maybe”, et cetera
* There are no homophonic mistakes: there/their/they’re or its/it’s and effects/affects
* Spelling is correct
* Government = It; Country = It; People = They
* Sentences do not end in prepositional phrases (at, in, from, with, etc.)
* You use active voice; not passive voice (Ex: “Active voice was used by all students” is an example of passive voice!)
* Use commas to introduce quotes

6**. Good Research/Citations/Format means:**

* All sources are accurately cited within Works Cited page (use noodle tools! Do not leave “n.p.” or “n.d” in your works cited page! Find the information!!)
* All sources listed in your Works Cited page are CITED within your paper
* All sources cited within your paper are listed in your Works Cited page
* You incorporate a variety of sources: print, databases, primary/secondary sources

-This means: NO REFERENCE SOURCES (ABC-Clio, “Study Units” of History Study Center, encyclopedias, or text books) – use ABC-Clio for primary sources and History Study Center for its wealth of primary and secondary sources

-This means that the sources are RELEVANT to your topic and you use them appropriately (For example – I should not see a source by Thomas Jefferson praising a constitutional monarchy as the best form of government while writing about WWI (\*both are wrong)

* You follow MLA format in your in-text parenthetical citations

US History I Research Paper

Acknowledgement Form

*Please fill out and sign the following form. These MUST be turned in to Ms. Winokur by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

I have read the explanation of the research paper assignment and agree to follow the requirements of the paper. I understand that if I do not meet the requirements of the paper, Ms. Winokur will not accept it. I understand that all of the following are considered plagiarism:

* turning in someone else's work as your own
* copying words or ideas from someone else without giving credit
* failing to put a quotation in quotation marks
* giving incorrect information about the source of a quotation
* changing words but copying the sentence structure of a source without giving credit

I am aware that the ability to produce a research paper is one that I will need to master before I graduate from high school. I also realize that if I fail to produce a final paper, I will receive an incomplete for my final end-of-year average for US History I.

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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