Name:

Mr. Haflin

Humanities (2)

Date:

*To Kill a Mockingbird* Research Paper

Research Criteria:

1. Research in the school library or computer lab and on your own time. Some of your research must take place outside of class, so *plan ahead*.
2. You must have a total of *at least 4 varied and credible sources*. All sources must be used in the paper for a total of 6 citations. (You cannot use a general encyclopedia ex. Encarta, Wikipedia!)
3. The paper must be *four paragraphs - - see outline online.*
4. Use required MLA and research paper format: typed, 12 point Times New Roman font, double-spaced, one inch margins, original title, proper title page, named and numbered pages at top right, in-text citations, and a works cited page.
5. See attached instructions for specific details on content and organization.
6. ALL steps (except the working thesis) must be typed!

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| --- |
| RESEARCH QUESTION: Has your topic affected humanity in a positive way or in a negative way?*Your notes will help your opinion one way or the other. Consider the following DIs*Did your topic affect humanity: Culturally? Politically? Economically? In an immediate way? In a permanent way? |

Due Dates

|  |  |
| --- | --- |
| A Block | F Block |
| Steps 1-2: Binder Notes and Working Thesis* Source #1 and Notes: Due 9/25
* Source #2 and Notes: Due 9/26
* Source #3 and Notes: Due 9/29
* Source #4, Notes, and Thesis: Due 10/4
 | Steps 1-2: Binder Notes and Working Thesis* Source #1 and Notes: Due 9/22
* Source #2 and Notes: Due 9/25
* Source #3 and Notes: Due 9/29
* Source #4, Notes, and Thesis: Due 10/3
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| Step 3: The Outline* Due Monday, 10/16
 | Step 3: The Outline* Due Monday, 10/16
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| Step 4: Final Draft (Essay #3) w/Work Cited* Due Thursday, 10/26
 | Step 4: Final Draft (Essay #3) w/Work Cited* Due Friday, 10/27
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| Step 5: Final Draft #2 (Essay #4)* Due Monday, 11/20
 | Step 5: Final Draft #2 (Essay #4)* Due Monday, 11/20
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LMC/Chromebook Dates:

|  |  |
| --- | --- |
| A Block | F Block |
| 9/21: LMC | 9/21: LMC |
| 9/28: LMC | 9/22: English Chromebooks |
| 10/2: English Chromebooks | 9/28: LMC |
| 10/12: English Chromebooks | 10/2: English Chromebooks |
| More dates may become available | 10/13: LMC Chromebooks |

BASIC STRUCTURE

Introduction:

-Define your topic.

 -State your THESIS (for our purposes, we will consider that Main Idea + Developmental Ideas = Thesis Statement)

 -Closing sentence that hints @ the RFS

Developmental Paragraph #1:

-Topic Sentence = Main idea + Developmental Idea #1

 -Three Developmental Details (each with a lead-in before it and analysis after it)

 -Concluding Sentence

 Developmental Paragraph #2:

 -Topic Sentence = Main idea + Developmental Idea #2

 -Three Developmental Details (each with a lead-in before it and analysis after it)

 -Concluding Sentence

 Conclusion:

 -Restate Thesis

 -Reflect on Historical Significance

 -Reflect on Importance to *To Kill a Mockingbird*

-Reach For Significance

Step 1: Note Taking on Sources (varied due dates-see previous page)

(download my binder tabs from website)

As you take notes, keep all notes in digital format and double save at all times (saved on your computer AND saved on Google Docs. You can do a mixed approach to notes. Take notes using a computer if one is conveniently nearby (preferable). Otherwise, take notes on paper and transfer them to a digital format later. Using this approach will help you when it comes to time to create an outline.

 ~Organization

* At the top of the paper, list the source in proper MLA format
* Notes should be in DQ form with page number if using print source (you can paraphrase later if you need to).
* Keep a running total of the quoted notes taken from that particular source.
* 40 total numbered bullet points (so about 10 per source)
* do not repeat information

Consult <http://owl.english.purdue.edu/owl/resource/747/01/> for MLA format help

Right now, please view and download and save my binder tabs to help you organize your note-taking process.

Step 2: Thesis Statement: Due: October 4th (F Block), October 3rd (A Block)

Use the following fill-in-the-blank model to construct your thesis statement.

Thesis Statement: Try to form your thesis by restating the assignment prompt and breaking it down into two main points which will serve as your developmental ideas. You cannot form a thesis until you have learned a little bit about your topic.

 A B C

For Example: The Harlem Renaissance *positively affected humanity* in both an artistic and cultural way.

 (A=this student’s topic) (B=the prompt) (C=what will become DI #1 and DI#2)

After researching your topic for a least a few days, write what will be your working thesis for your essay. This working thesis will be due on

YOUR WORKING THESIS:

A Brief Expansion of the Developing Ideas: Once you have your working thesis, you should be able to articulate each developing idea into a sentence. This sentence should give a main idea of what your paragraph on ONLY that particular developing idea will be about.

 A B

For Example: The Harlem Renaissance gave a voice to black Americans that was heard through both writing and music.

 (A=the main idea/topic) (B=an elaborated statement of DI#1 from thesis above, which is about art)

 A B

For Example: The new voices expressed through Harlem Renaissance art affected American culture in a drastic way, for

 African Americans were finally regarded as intellectual, creative, and visionary people.

 (A=the main idea/topic) (B=an elaborated statement of DI#2 from thesis above, which is about culture)

Step 3: Outline: Due October 16th

Download a digital copy of the outline from the class Website so that you can type it out and easily cut and paste your digital notes quickly and efficiently. Don’t forget to save!

Step 4: Final Draft #1- October 26th and October 27th

*Directions:* Your first draft should be written and formatted as if it were your final draft. The more work you put into your first draft, the easier your final paper will be to write.

YOU WILL HAND IN:

* This check list as proof that you have given careful attention to all of the requirements
* YOUR ROUGH DRAFT (THAT CONTAINS THE FOLLOWING):
	+ Properly formatted first page (Refer to the Purdue Owl link above)
	+ Correctly formatted body of paper
		- * double-spaced
			* 12 pt. Times New Roman font
			* 1” margins all around
			* each page has header in top right corner with your last name & page #
			* stapled
* All parenthetical citations are properly formatted (Refer to the Purdue Owl)
	+ - * Total of 6
* No 1st and/or 2nd person (I, you, we, our…)
* Paper has been carefully proofread
* Properly formatted Works Cited page is last page (refer to Purdue Owl)
	+ - * In alphabetical order
			* Proper formatting
			* If more than one line long...indent 2nd & 3rd lines!

Name: Class:

Research Paper Final Draft #1 Essay Rubric

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Category | 5 (Excellent) | 4 (Very Good) | 3 (Good) | 2 (Needs Improvement) | 1 (Poor/Incomplete) |
| Introduction: Background, Thesis Statement (MI, CI, DIs), Hint at RFS | Introduction creatively introduces the topic and main idea. Intriguing hint at the RFS. | Introduction effectively introduces the topic and main idea. Hint at the RFS. | Introduction introduces the topic and main idea. Hint at RFS may be missing. | Introduction could use some more background, and the main idea might be a little confusing. No hint at the RFS. | I have no idea what topic this paper plans to discuss, its purpose, or its overall significance. |
| Organization: Topic and Concluding Sentences, DQ integration | TS and CS are originally expressed and clearly introduce or end each paragraph; transition devices. No dropped quotations. | TS and CS are expressed and effectively introduce or end each paragraph; transition devices could use revision. 1 dropped quotation possible. | TS and CS are expressed and introduce or end each paragraph; transition devices need work. 2 dropped quotations possible. | One TS or CS is missing, hindering the essay’s “flow”. No transition devices. Multiple dropped quotations. | Multiple TS or CS missing, resulting in an ineffectively organized essay. Transition devices are an afterthought. Sundry and multitudinous dropped quotes. |
| Lead-Ins: Who, When, Where | Lead-ins creatively introduce the following detail and include all necessary information. | Lead-ins adequately introduce the following detail and include all necessary information. | Lead-ins introduce the following detail and include all necessary information, with one exception. | 2-3 Lead-ins fail to include all necessary information for introducing the following detail. | Lead-ins? What are those? Quotes are not introduced and are simply presented to the audience. |
| Details: Relevancy and effectiveness | Details demonstrate a superb understanding of both the text and prompt via impeccable topical relevance. | Details demonstrate a solid understanding of both the text and prompt via their topical relevance. | Details demonstrate an understanding of both the text and prompt, with one exception. | 2-3 Details fail to demonstrate an understanding of both the text and prompt. | Multiple details missing or completely irrelevant to the topic at hand. |
| Analysis and Interpretation: Relate details to DI and MI | Analysis insightfully connects each piece of evidence to the DI and MI. Goes well beyond the obvious. | Analysis effectively connects each piece of evidence to the DI and MI. | Analysis connects each piece of evidence to the DI and MI, with one exception. | Analysis fails to connect 2-3 pieces of evidence to the DI and MI.  | Analysis restates the quote, misses the point, or is absent in multiple instances. |
| Conclusion: Restate MI, CI, and DIs in an organized manner | Conclusion is extremely well organized and restates the necessary information in a unique manner. | Conclusion is well organized and restates the necessary information in an interesting manner. | Conclusion is relatively organized and restates the necessary information in the same manner as the introduction. | Conclusion lacks organizational structure and would benefit from further revision. Fails to restate at least one of the required pieces of information. | The conclusion is either incomplete or missing. |
| Reach For Significance | The RFS reflects a mature thought process by creatively relating the topic to another literary work, real life, or calling the audience to action. | The RFS reflects a clear thought process which relates the topic to another literary work, real life, or calls to audience to action. | The RFS reflects some thought which relates the topic to another literary work, real life, or calls the audience to action. | The RFS is left vague and could express a more concise connection to another literary work, real life, or call the audience to action. | The RFS is either incomplete or missing. |
| MLA Format: Header, page numbers, parenthetical citations | No header, page number, or parenthetical citation issues. Works cited present ,if necessary | 1-2 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues | 3-4 header, page number, or parenthetical citation issues. Works cited present ,if necessary, possibly with minor issues | 5-6 header, page number, or parenthetical citation issues. Works cited present ,if necessary, potentially with some major issues | Sundry and multitudinous header, page number, or parenthetical citation issues. Works cited absent, if necessary. Paper may be plagiarized. |
| Grammar and Spelling | No spelling or grammatical issues. | 1-2 spelling or grammatical issues, generally minor in nature. | 3-4 spelling or grammatical issues. | 5-6 spelling or grammatical issues which obfuscate meaning. | Sundry and multitudinous spelling or grammatical issues which severely detract from meaning. |
| Word Choice | Scholarly diction! Efficacious phraseology. A veritable amalgam of the best words English has to offer. Consider me impressed. | Effective diction which exceeds expectations and avoids clichés and overly used words. | Fairly effective word choice which meets expectations and avoids clichés and overly used words. | Relatively repetitious and repetitious (see what I did there) word choice, resulting in a loss of clarity. Bolster your vocabulary and expression. | Word choice is incomprehensible or overly mundane and banal, predictable, hackneyed, etc. |

STEP 5: FINAL DRAFT #2 DUE November 20th (Term 2)

*Directions:* CAREFULLY READ THIS PAGE IN ITS ENTIRETY. The final draft of your paper is due…

. Use this checklist to make sure that everything is completed.

YOU WILL HAND IN:

-This Checklist as proof that you have given careful attention to all of the requirements.

-YOUR FINAL DRAFT

* + make sure that you have corrected all mistakes from rough draft
	+ properly formatted Works Cited page is last page (includes header w/ last name & page #)
	+ Resubmit the Final Draft #2
* Upload to TURN IT IN.COM . Write down the Receipt/Confirmation # as proof. You will receive a receipt if it has uploaded correctly. Write down your paper id number as this is the only “proof” I will accept that you have submitted just IN Case there is a problem later. A digital copy of your paper must be uploaded BEFORE class begins or else it will be considered late.

20th IS THE DUE DATE. If you are absent you must email your paper BEFORE your scheduled class begins to ghaflin@hinghamschools.org. I will send you an email in return confirming that I received your paper. My return email is your ONLY proof that I received your paper. For each day your paper is late, your final grade will be reduced by a grade level. An “A” becomes a “B”, then a “C” etc.

Name: Class:

Research Paper FINAL DRAFT #2 Essay Rubric

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| --- | --- | --- | --- | --- | --- |
| Category | 5 (Excellent) | 4 (Very Good) | 3 (Good) | 2 (Needs Improvement) | 1 (Poor/Incomplete) |
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TOPICS FOR RESEARCH PROJECT: Please circle your assigned topic. You may NOT trade or switch topics. Get to know your topic by finding information for each prompt under your topic.

Ku Klux Klan:

1. Brief History
2. Fear & Intimidation Tactics
3. Current Status

Jim Crow Laws:

1. Explain what they are
2. How did they originate
3. How this affected southern blacks

Plessy vs. Ferguson:

1. Details of the trial
2. Resolution/Outcome/Legacy

Plessy vs. Ferguson/Segregation:

1. Background of the case/Define
2. Details of the trial/Impact on the South
3. Resolution/Outcome/Legacy

Lynching:

1. Explain term
2. How widespread was it/Purpose of it
3. Specific Incidents/Legacy

Scottsboro Trial:

1. Background of Trial
2. Details of Trial
3. Resolution/Outcome/Legacy

FDR:

1. Identify who he is/ Information regarding his life
2. New Deal, WPA, etc.
3. Legacy

The Great Depression:

1. Define
2. Background
3. Recovery

Herbert Hoover

1. Identify who he is/ Information regarding his life

2. His role during The Great Depression

3. Legacy

Harlem Renaissance:

1. Identify the time period

2. Focus on particular writers

3. Legacy

Desegregation:

1. Brown vs. Board of Education 1954

2. Rosa Parks/ Civil Rights Act of 1964

3. Legacy

 Civil Rights Figures:

1. Martin Luther King Jr.

2. Malcolm X

3. Legacy

The Dust Bowl:

1. Identify what it was? When? Where?

2. What caused it? What were the attempts to resolve it?

3. Short term effects? Long Term? Effect on whites and blacks?