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Dr. Cacace & Ms. Liao

Introduction to Junior Thesis

Welcome to the Junior Thesis. This is the culminating project of your social studies experience at WHS. You will be conducting research in a topic of your choice that explores questions about your topic. This research project is an important step in learning to master the skills and content of social studies that will help you succeed in college and in a work atmosphere.

What exactly am I doing?

You're probably asking yourselves—What am I supposed to write about? I know I pick a topic, but what am I actually writing about? You are going to develop your own research question and once you have done research on your topic and develop a good research question, you will construct an answer to this question—which is YOUR THESIS. You will narrow your topic down, develop a claim, and use a variety of sources to prove your thesis.

What is this product going to look like?

The final product will be a research paper. This research paper will be evaluated through a dialogue with your teacher. In this dialogue, you will show and explain the evidence and reasons that support your central claim. In addition you will reflect on the process of writing and research in social studies.

How will this process work?

The process of the Junior Thesis has been broken down into manageable steps. You will be guided through research and writing over the next few months. By following these steps, you will learn how to write an analytical research paper. It is important to incorporate feedback from social studies teachers and to approach the process with tenacity.

How will I be graded?

There are two assessment grades for this project:

The formative process will be worth 20% of your term 2 grade and 10% of your term 3 grade

- This formative process consists of required checkpoints that will help you navigate this project and provide an opportunity to receive feedback.

The summative assessment will be worth 30% of your term 3 grade.

- There will be a dialogue between your teacher and you based on your paper.
- You will be evaluated on sections of your paper, not the dialogue.

As many of you are already aware, one of the requirements for passing U.S. History is to complete the junior thesis research project. Passing this course is required for graduation.

What do I need to get started on this process?

- You are required to get a new binder/folder that is dedicated to the Junior Thesis. This binder/ folder must include the **Junior Thesis packet**.
- Blank notecards—all notecards need to be the same size
- Notebook paper
- Library card to your local library
- You need to bookmark the following websites:
 - <http://wellesleyhs.libguides.com/content.php?pid=234253&sid=1938063>
 - <http://whsocialstudiesdept.wikispaces.com/>

These materials must be in class every day until completion of the project.

Due Dates:

- **Rough Draft:** *Friday January 31, 2014 (Day 3)*
- **Final Draft:** *Friday February 14, 2014 (Day 5). Late Papers Will Not Be Accepted*
- **Dialogues:** *Conducted between March and April.*

Junior Thesis Formative Process Assignments Table of Contents

Below is a list of all of the graded components that will make up your formative process grades. The assignments are indexed in the chart below, with detailed directions for each on subsequent pages.

Formative Process Assignment	Point Value	Points Earned	Info Score	Due Dates
1. Two to Three Zones to Investigate	20			G: Fri 12/6 (L4) Y: Mon 12/9 (L4)
2. Topic Within One Zone	30			G: Th 12/12 (L6) Y: Fri 12/13 (L6)
3. Informative Text	75			G: Th 12/19 (L10) Y: Fri 12/20 (L10)
4. Choosing a Focus and Early Research	50			G: Fri 1/3 (L12) Y: Fri 1/3 (L11)
5. Research Question, Bibliography, and Note Cards	50			G: Mon 1/6 (L13) Y: Mon 1/6 (L12)
6. Preliminary Thesis Statement and Note Cards	40			G: Fri 1/10 (L15) Y: Fri 1/10 (L14)
7. Literature Review with Research Question and Thesis Statement and Note Cards	30			G: Wed 1/15 (L17) Y: Th 1/16 (L17)
8. Detailed Outline or Beginning of Rough Draft	60			G: Wed 1/22 Y: Wed 1/22
9. Rough Draft	150			G: Fri 1/31 Y: Fri 1/31 Deliver by 2:30

Important Information on Assignment Completion and Grading

- All assignments must be typed excepted note cards
- If you are absent on the due date it is expected that you submit the assignment via email and bring in a hard copy the following day. Otherwise it will be considered as late
- Assignments will earn full, partial, or no credit based on completion
- Late assignments will earn partial credit at most
- During the process be open and willing to change your topic and paper.

Important Information on Assignment Feedback

In addition to a point value grade based on the completion of the checkpoint, you will also receive an informational score of 1, 2 or 3 based on the quality of the checkpoint.

1 = You need to do more work to be at the level that this checkpoint requires. While you earned full credit, you are behind. You can do it--pick it up!

What can I do if I get a 1?

- Redo the checkpoint and visit the social studies lab to get feedback.
- Do more reading and research.
- Reflect on the feedback and apply it to your paper.
- Reevaluate your topic and direction of your paper.

2=Parts of your work are strong, but others need improvements--almost there!

What can I do if I get a 2?

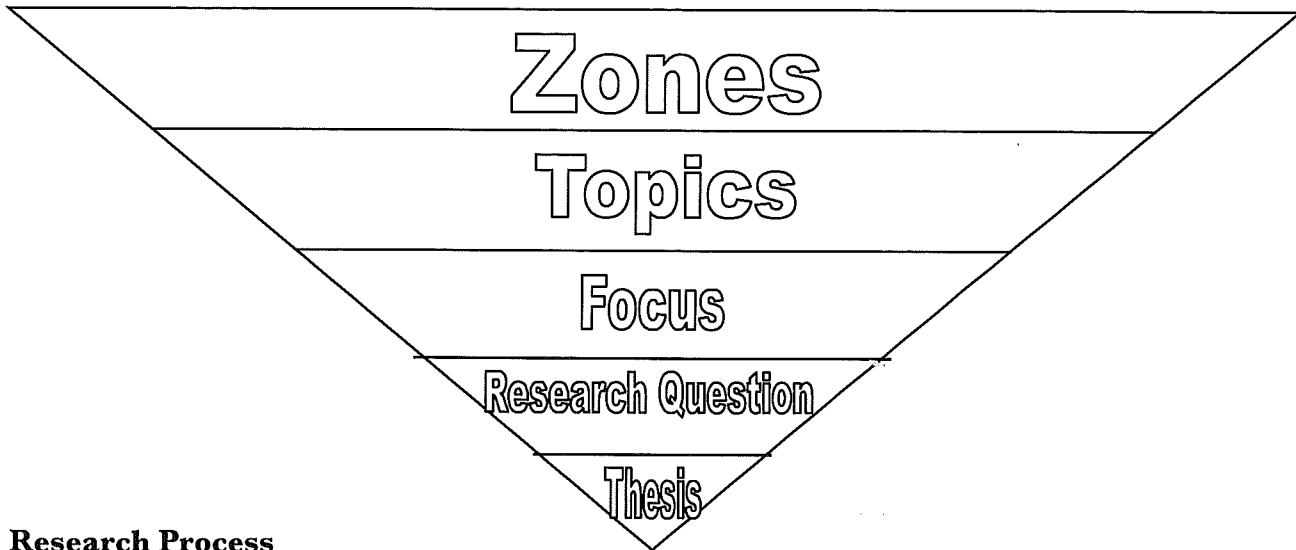
- Spend more time reading and researching.
- Identify which areas need improvement, revise accordingly and get feedback from the social studies lab.
- Reflect on the feedback and apply it to your paper.
- Reevaluate your topic and direction of your paper.

3=Keep up the good work! 😊

1. Two to Three Zones to Investigate

What is a zone?

A zone is a broad area of interest in American History. You may choose any zone up to the year 1990. Think: What are you interested in? You may use your textbook, reputable news magazine, the Internet, newspapers, to gain information about your zones. There will be a lot of information, so its ok if you're feeling overwhelmed. After reading about the three zones you will pick one that you will select a topic from.



Research Process

	Student 1	Student 2
Zone	WWI	Women
Topic	Domestic Policies during WWI	Suffrage
Focus	Prohibition as a domestic policy during and after World War I.	The effectiveness of suffrage groups on the executive branch.
Question	How did WWI affect the success of Prohibition?	How did suffrage groups work together to influence President Wilson to support suffrage?
Answer/ Thesis	The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.	Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.

Assignment:

- Read information about two to three broad areas of interest.
- Take notes on your reading.

Graded Products:

- Reading Notes—at least one page of handwritten notes per zone.

2. Topic Within One Zone

What is a topic?

A topic is a specific area to further research within the zone. In order to pick a topic, you need to have a greater understanding of your zone. This understanding comes from the reading you have previously done and will continue to do. Initially, you may select more than one topic within the zone. At this time, the expectation is to continue reading and taking notes. Remember to stick with what you are interested in.

Areas to avoid when researching:

- Biographies or narratives
- Counterculture, Hippies, Woodstock
- Title IX
- Illegal Drugs
- Pearl Harbor
- McCarthyism
- Space Race
- Watergate
- Organized Crime
- Conspiracy Theories
- Technology: inventions, cars and weapons.
- Hypothetical situations
 - (What if Pearl Harbor was not attacked? No one will ever know...you can't prove it)



Assignment:

- Read more about your topic in **three** additional secondary sources (preferably other textbooks or encyclopedias).
- Take 5-6 pages of handwritten notes from all three sources.
- Label your notes with the corresponding source.

Graded Products:

- Reading Notes labeled with corresponding sources.

3. Informative Text

What is an informative text?

An informative text is an essay that explains historical significance of your junior thesis topic. This assignment should be a comprehensive and well-researched explanation of your topic using relevant information on your topic. The finished product must be a narrow explanation of your topic, not your zone.

In this essay you should:

- Introduce the topic in the first paragraph referring to the historical context of your topic.
- Provide an explanation which develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples that tell the story of your topic.
- Organize ideas, concepts, and information so that each new element introduced builds on the one that came before it to create a unified essay.
- Convey a knowledge stance a.k.a. You know what you are writing about!
- Include a conclusion that articulates the implications or significance of your topic.
 - Use this opportunity/section of your paper to discuss why your paper matters. The connection(s) and/or realizations that you make will help narrow your topic into a focus.
- Attach a bibliography (Chicago format) that includes the 3-5 sources you have gathered your information from. If you include quotations or statistics in your writing you must use correctly formatted footnotes.

Assignment:

- Write a 700 to 900 word informative essay that *explains* your junior thesis topic.
- The essay should be a comprehensive and well-researched explanation of your topic using relevant information on your topic.
- You must integrate information from both the textbook and outside sources gathered to date.
- You must include Chicago Style footnotes and bibliography referencing 3 to 5 sources.

Graded Product:

- Essay with footnotes
- Bibliography

Why Chicago?

The Chicago Style is a citation format that is preferred by many teachers and professors in history. This style is used for notes and bibliographies throughout history papers. In the examples provided below, please observe how the notes and bibliography style is used. The 1 and 2 examples are used for footnotes and the second part is used for the bibliography.

Here are some sample citations:

Book

One author

1. Michael Pollan, *The Omnivore's Dilemma: A Natural History of Four Meals* (New York: Penguin, 2006), 99–100.
2. Pollan, *Omnivore's Dilemma*, 3.

Pollan, Michael. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin, 2006.

Two or more authors

1. Geoffrey C. Ward and Ken Burns, *The War: An Intimate History, 1941–1945* (New York: Knopf, 2007), 52.
2. Ward and Burns, *War*, 59–61.

Ward, Geoffrey C., and Ken Burns. *The War: An Intimate History, 1941–1945*. New York: Knopf, 2007.

For four or more authors, list all of the authors in the bibliography; in the note, list only the first author, followed by *et al.* (“and others”):

1. Dana Barnes et al., *Plastics: Essays on American Corporate Ascendancy in the 1960s* . . .
2. Barnes et al., *Plastics* . . .

Website

A citation to website content can often be limited to a mention in the text or in a note (“As of July 19, 2008, the McDonald's Corporation listed on its website . . .”). If a more formal citation is desired, it may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. “Google Privacy Policy,” last modified March 11, 2009, <http://www.google.com/intl/en/privacypolicy.html>.
2. “McDonald's Happy Meal Toy Safety Facts,” McDonald's Corporation, accessed July 19, 2008, <http://www.mcdonalds.com/corp/about/factsheets.html>.

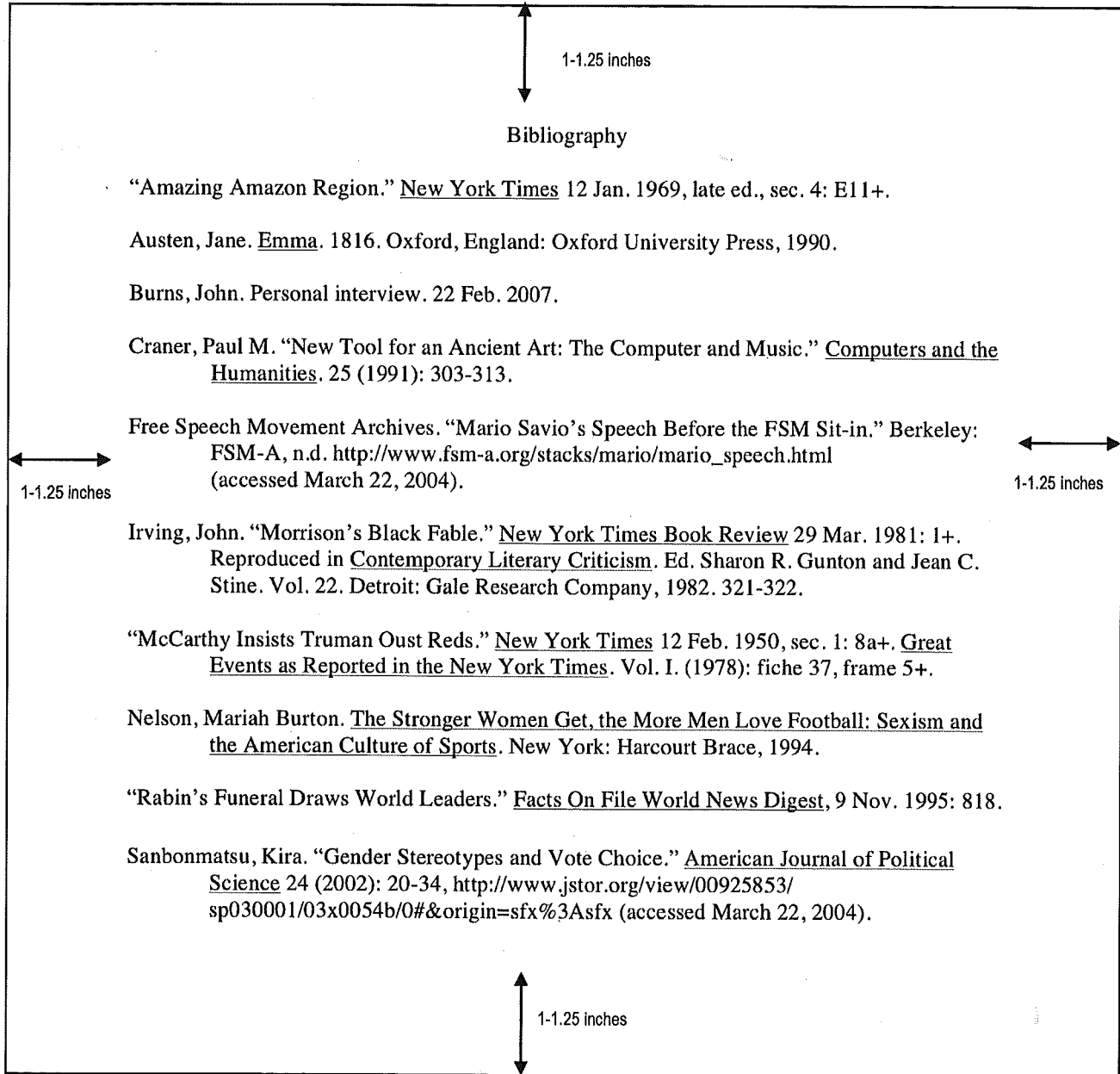
McDonald's Corporation. “McDonald's Happy Meal Toy Safety Facts.” Accessed July 19, 2008. <http://www.mcdonalds.com/corp/about/factsheets.html>.

For more information, please check out <http://www.chicagomanualofstyle.org/home.html>

Bibliography Format

- Start a **new page** for your bibliography.
- Alphabetize according to the author's last name or, if not available, the first word of the title, excluding *a*, *and*, or *the*.
- Indent second and subsequent lines 5 spaces (or ½ inch). (This is called a "hanging indent.")
- Entries are single-spaced, but skip a line between each entry.
- Proofread for proper citation format and punctuation. (Watch out for end punctuation!)
- DO NOT number or letter your bibliography.

This is what a bibliography page should look like.



4. Choosing A Focus and Early Research

What is a focus?

A focus is a narrow area of interest within your topic. This is the time where you will begin compiling the note cards that will be most useful for your paper. These notes will be used to formulate your research question.

Unfocused: The Failure of the ERA

Focused: The impact of the Civil Rights Movement on the failure of the ERA

Unfocused: American Expatriate Artists

Focused: Three 19th century American Expatriate Artists and their Critical Reception Abroad: Sargent, Whistler, Cassatt

Unfocused: Early Intervention Programs

Focused: The Effect of the Healthy Start Program on Infant Mortality in Massachusetts

Unfocused: Photography of Niagara Falls

Focused: Stereographic Photography of Niagara Falls: The Forgotten Works of George Barker, Charles Bierstadt, and George E. Curtis.

Unfocused: The Impact of Woman's Suffrage Groups

Focused: The impact of suffrage groups on Woodrow Wilson's views on suffrage

Unfocused: Supporters of the Civil Rights Movement

Focused: The role of Jewish Americans in the Civil Rights Movement

Unfocused: Parchman Farms in the South

Focused: Inequality between whites and blacks in Parchman Farms in the South from 1890-1900.

Tips in creating a focus:

- Pick something you are interested in!
- Select a focus that is manageable in size.
 - This is one that you could effectively research and create a thesis that would fulfill the page length requirement.
 - This is no longer a broad topic or zone—it must be narrow!
- Read, read, and do more reading in order to choose a focus.
- Make sure that there are enough sources to research

A focus is not a focus if:

- It deals with a complex issue studied over an entire century or more
 - (i.e., Labor unions 1880-1920 instead of Labor unions 1890-1900)
- It focuses on general rather than on specific problems
 - (i.e. urban housing instead of "The Pierce Housing Estate.")
- It deals with the entire life of an individual
 - (i.e., the life of Franklin D. Roosevelt instead of Roosevelt's relationship with African Americans during the New Deal)

Assignment:

- Choose a focus and write it down
- Select three monographs that address your focus
- Write ten notecards that have historical claims that address your focus
- Write 3 source cards for each of your monographs

Graded Product:

- Specific, detailed focus typed on a piece of paper
- Ten notecards that have historical claims
- Three source cards for each of your monographs
- A bibliography listing the monographs you will use in your junior thesis

Note-taking Using Research Note Cards

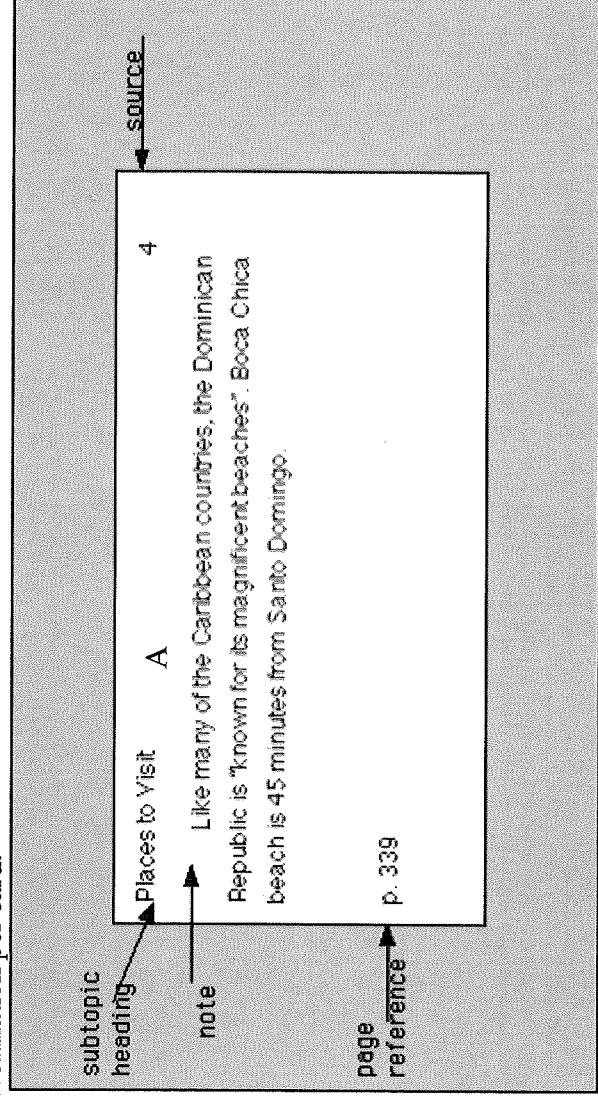
What are Research Note Cards?

Research note cards are index cards on which you record important facts, phrases, quotes, and summaries of key pieces of information you will use in your paper. By putting all of your notes on cards, you are more easily able to organize, group, and visualize the information you will use in your paper.

Required Elements on Every Research Note Card

Every research note card should contain four pieces of information:

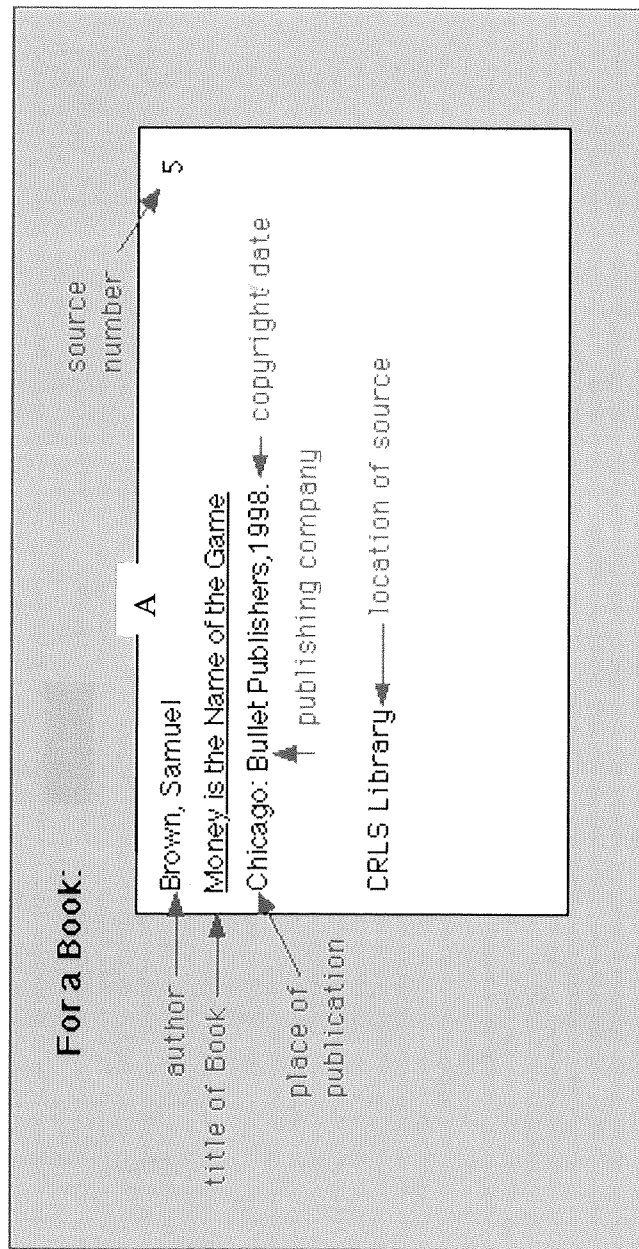
- Subtopic Heading
 - Subtopics are phrases that identify the sections/themes of your project. They frequently correspond to the pieces of evidence you will use in your project.
 - Write the subtopic heading in the upper left corner of your research note card.
- Source Letter
 - Each source you use will be lettered.
 - Write the letter of the source to which your note corresponds in the upper right hand corner of your research note card.
- Page Reference
 - Write the page number where you got the information for your note in the lower left hand corner.
- Note
 - Fact, paraphrase, or quote from your source.
 - Only one piece of information per card!



Note-taking Using Research Note Cards Continued

Source Card

- The source from which you get information for your note cards, will be documented on a source card.
- Each time you use a new source (book, website, primary source, etc.) you must create a source card for that source.
- Each source card should contain the following information:
 - Author
 - Title of source
 - Place of publication
 - Name of publishing company
 - Date of publication
 - If a web resource, date source was accessed
- Assign a letter to the source and write the letter on the upper right hand corner of the card.



5. Research Question, Bibliography, and Note Cards

What is a research question?

This question will drive your research and will evolve over time. Finding your research question does not mean you stop research. You must be open and flexible with where the research guides you.

Using your research, create a question that meets the following guidelines:

- Is it interesting to me?
- Is it arguable-think why not how?
- Is it of historical significance?
 - (What has the American public liked about Broadway? instead of, How did the Great Depression change people's views on Broadway?)
- Is there evidence to support this question?
- Is it specific enough to be answered in the scope of the assignment?
- Does the question present a puzzle that needs to be explained?
 - (Why would Broadway experience a surge during the Great Depression, a time of economic hardship?)

Assignment:

- Identify and refine the **one** question that will drive your research. Make certain that there are enough resources available for your research—a lack or over-abundance of resources may mean you should pick a different question.
- Continue to do background research on your focus (monographs and/or journal articles are acceptable)
- Gather **two** primary sources on your focus.
- Create an additional 15 note cards that contain historical claims, primary source quotations, or statistics.

Graded Product:

- Typed research question
- 15 note cards that contain historical claims, primary source quotations, or statistics
- 5 source cards for your two primary sources and your three scholarly secondary sources
- Updated bibliography containing all sources used to date
 - Note: You should have:
 - 3 monographs
 - 2 primary sources
 - any additional research

6. Preliminary Thesis Statement and Note Cards

What is your central claim: Thesis Statement?

A claim is an argumentative answer to an historical question. It is only truly a claim if someone can disagree with you. It is *one sentence* that sums up the central argument of your essay, and always is the last sentence of the introduction paragraph. All elements of your essay (topic sentences, evidence, reasons) must work to prove your claim. This thesis will evolve over time. Again, be flexible with this process.

How To Develop a Claim:

1) Know the Puzzle: Make sure you understand *all parts* of the question being asked, and understand *why this is puzzling*. You can only write a valid claim if you know what question you are answering and why it is an important question to ask.

2) Review the Evidence: Often, you will be asked to respond to a puzzle using a variety of historical examples or cases. Before you begin to develop your claim, review the factual information you have studied. Do you see any trends in the information? Any similarities and/or differences? Anything unusual? Then, consider what these observations suggest about the question/puzzle.

3) Write your Argument: Decide on your stance and get it down in writing. Please remember that developing a thesis is a process. This argument will be refined as you revisit the evidence and argument throughout the writing process.

4) Add the "How" and/or "Why": An argument cannot exist in isolation. You need to explain the "how" and/or "why" to truly prove your argument. In your essay, your reasons/analysis will connect to and prove the "how" and/or "why." This is what makes your central claim analytical.

5) Add the Tension: Incorporate a contradictory observation that makes your argument interesting, unusual, or exciting. Although it may seem as though tension weakens your point, it actually makes your claim stronger because it acknowledges and overcomes a limitation to your argument.

How do I create tension?

- The following words can help but are not necessary in creating tension: Whereas, Originally, Although, Though, However, Because, But. **Note:** Using these words does not guarantee tension in your thesis.
- Opposing a commonly accepted viewpoint. One way to do this would be to use the first clause of the thesis statement to set up a commonly accepted viewpoint and use the second clause to set up your opposing viewpoint. (like the Wellesley High School example)
- Look through your evidence and find information that is unique or different from what you had will use to prove your claim. Evaluate this information to set up a contradiction in your thesis between what you initially learned and your recent discovery.
- Explain why something you have researched or studied is surprising.

Self-Check Questions (modified from The Writing Center at the University of North Carolina at Chapel Hill website):

When reviewing your thesis at any point during the writing process, ask yourself the following:

- *Do I answer the question/puzzle?* Re-reading the question prompt after constructing a working thesis can help you fix a claim that misses the focus of the question.
- *Can my argument be challenged or opposed?* If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary or narrative, rather than making an argument.
- *Is my central claim specific enough?* Thesis statements that are too vague often do not have a strong argument. If your central claim contains words like "good" or "successful," see if you could be more specific: why is something "good"; what specifically makes something "successful"?
- *Does my central claim pass the "how and why?" test?* If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.
- *Does my essay support my central claim specifically and without wandering?* If your thesis and the body of your essay do not seem to go together, one of them has to change. It's o.k. to change your working thesis to reflect things you have figured out in the course of writing your paper.

- *Where can I get help with this process?* Take the time to visit your teacher or go to the Social Studies Lab to get some feedback.
- *Have I changed my thesis to reflect the evidence I have uncovered or to reflect a more sophisticated idea?* It is important to reflect and revise a thesis during the writing process.

Sample Thesis Statements

Exemplary:

- The rise of Prohibition was overwhelmingly hinged on the immediate and residual effect of World War I and thus could not endure as a domestic policy independent from the war.
- Even though the Berkeley Free Speech Movement was successful at achieving free speech campus rights on a local level, the movement ultimately failed because it unintentionally promoted the success of leaders who opposed its ideals at the national and state level.
- Even though the Women's Christian Temperance Union's (WCTU) had established itself as group capable of social reform, their strong association with prohibition coupled with the unpopularity of the 18th amendment, prevented them from receiving credit for advancing the women's suffrage movement.

Proficient:

- Although the National American Woman's Suffrage Association had the most effect on gaining Woodrow Wilson's support for the suffrage amendment, if it was not for the National Women's Party's negative publicity and their constant challenging of the government, the NAWSA would not have succeeded persuading Wilson.
- Federal and local authorities manipulated the public into believing that the Black Panther Party was dangerously militaristic as a way to gain support in destroying the party.

Needs Improvement:

- Advances in the production, distribution, and reporting of muckrakers' articles allowed reporters at the turn of the 20th century to effect more change in public opinion about the harsh realities of child labor in America, than previous efforts by labor unions and idealistic reformers.
- Though the Western Frontier contained all the essential elements of a thriving civilization, it was the spirit of the cowboy that truly turned this potential into a reality.

Unsatisfactory:

- The Battle of Midway was a turning point in WWII.
- The passage of the Marijuana Tax Act was a story of propaganda, mass hysteria, and deceit.

Assignment:

- Refine your research question and type 2-3 possible thesis statements
- Gather **two** scholarly journal articles on your focus.
- Create an additional 10 note cards that contain historical claims, primary source quotations, or statistics.

Graded Product:

- Typed 2 to 3 thesis statements
- Create 10 additional note cards that contain historical claims, primary sources, or statistics from your journal article
- 2 source cards for your two journal articles that are relevant to your research question and thesis

7. Literature Review with Research Question and Thesis Statement and Note Cards

What is a literature review?

One of the most important steps in a research project is conducting the literature review. A literature review is designed to **identify related research**, to **set the current research project within a conceptual and theoretical context**. Almost no topic is so new or unique that you can't locate relevant and informative related research.

A literature review is a summary of research that has been published about a particular subject. It provides the reader with an idea about the current situation in terms of what has been done, and what we know. The articles used must be from professional journals, which means we can trust that the authors are trained professionals, and others have examined their work. Some studies are more easily read and summarized than others. Be sure you feel comfortable with your choices, since it is difficult to summarize ideas you don't understand.

Once you have found the articles, read them and take notes. Write the literature review from your notes.

How do I write a literature review?

A literature review usually has three sections although they will not be identified as such in the paper.

1) Introduction: Introduce your topic and briefly explain why this is a significant or important area for study. Define terms if necessary.

2) Summary of articles: In a paragraph or two for each study, briefly explain the purpose, how it was conducted (how information was gathered), and the major findings. You should also look for conclusions, theories, arguments etc. that underlie the work, and look for similarities and differences with closely related work. This is difficult when you first start reading, but should become easier the more you read in your area.

Write with a purpose: your aim should be to evaluate and show relationships between the work already done (Is Researcher Y's theory more convincing than Researcher X's? Did Researcher X build on the work of Researcher Y?) and between this work and your own. In order to do this effectively you should carefully plan how you are going to organize your work. When referring to an article, use the last name of author or authors and date of publication in the text.

Example: Calvin and Brommel (1996) believe family communication . . . **or** . . . Communication serves two primary functions in families--cohesion and adaptability (Galvin and Brommel, 1996).

3) Conclusion: Briefly summarize the major findings of the studies chosen. Comments about what questions need to still be answered may be included.

4) References: List the studies used on a separate page according to Chicago style format

Assignment:

- Write a 500 to 750 word literature review that situates your research question and thesis statement within the historical literature.
 - Your literature review should have all of the sections outlined above.
 - Your literature review should convey a detailed understanding of the current body of scholarship addressing your research question and should highlight the originality of your thesis statement relative to existing research.
 - Include footnotes and a bibliography
- Create an additional 5 note cards that contain historical claims, primary sources, or statistics.

Graded Product:

- 500 to 750 word literature review with footnotes and bibliography
- 5 note cards that contain historical claims, primary sources, or statistics

8. Detailed Outline or Beginning of Rough Draft

You will complete one of the following options as an initial step in drafting your final paper.

Option One: Detailed Outline

- Research Question
- Thesis statement
- Introduction
- Conclusion
- Topic sentences
- Evidence
- Analysis
- Footnotes
- At least 1400 words; no more than 2700
- Must have significant and substantive use of at least
 - 3 monographs
 - 2 scholarly journals
 - 2 primary sources

Option Two: Full Draft

- Research Question
- Introduction
- Underlined thesis statement
- All components of a paragraph included
- At least 1500 words; no more than 2700
- Conclusion
- Do not need COMPLETE footnotes yet (just abbreviations e.g. Foner 46 or Source 12)
- Must have significant and substantive use of at least
 - 3 monographs
 - 2 scholarly journals
 - 2 primary sources

Assignment:

- Detailed outline or beginning of rough draft with footnotes and bibliography

Graded Product:

- Detailed outline or beginning of rough draft with footnotes and bibliography

Detailed Outline Model

Below is a model of the Detailed Outline. This is only an example of the first three paragraphs so be sure to outline your entire paper.

Name:

Research Question:

Thesis:

Introduction:

The introduction should communicate the place, time, and issue being considered. From this general context, it leads your reader toward your central claim (or thesis). The goal of this is to give the audience a context for your central claim and to set-up the logic and organization of your essay.

Body Paragraph I:

Topic Sentence: Write out the actual topic sentence. Your topic sentence must introduce all evidence in paragraph and prove thesis statement.

Evidence: You must have **at least two pieces of evidence** in each paragraph.

- a. Provide specific piece of evidence (Source letter with page number or footnote)
- b. Provide specific piece of evidence (Source letter with page number or footnote)
- c. Provide specific piece of evidence (Source letter with page number or footnote)

Reasons: Your analysis can appear in sentence format or can be bulleted. Your analysis must explain how the pieces of evidence that are listed in the paragraph prove your thesis statement.

Body Paragraph II:

Topic Sentence: Write out the actual topic sentence. Your topic sentence must introduce all evidence in paragraph and prove thesis statement.

Evidence: You must have **at least two pieces of evidence** in each paragraph.

- a. Provide specific piece of evidence (Source letter with page number or footnote)
- b. Provide specific piece of evidence (Source letter with page number or footnote)
- c. Provide specific piece of evidence (Source letter with page number or footnote)

Reasons: Your analysis can appear in sentence format or can be bulleted. Your analysis must explain how the pieces of evidence that are listed in the paragraph prove your thesis statement.

Follow the above format for the remainder of your body paragraphs. You should have **at least four** body paragraphs.

Conclusion:

The conclusion wraps up your paper by synthesizing the evidence, reasons and claims. The conclusion is last part of your paper so you need end with argumentative and convincing language. The goal is to summarize and synthesize the reasons of your essay.

Reminders:

- If you choose the option of footnotes, they do not need to be in proper Chicago format. They can just include author's last name and page number.
- Remember "evidence" appears in a variety of forms. Quotes, paraphrasing and facts are all acceptable forms of evidence.
- You can put analysis listed separately under each piece of evidence or you can list all of your evidence first and combine your analysis at the end of the paragraph (as shown above).
- Be cognizant of how you vary your sources. The expectation for this paper is that you are making significant use of **at least** four different sources- two monographs, one primary source and a scholarly journal. Remember this is the minimum! Be sure to vary how these sources appear in each paragraph.

Paragraph Development

Paragraphs are the building blocks of the writing we do in Social Studies. A paragraph should contain at least five-seven sentences. The paragraph begins with a topic sentence. The remaining sentences contain your evidence and analysis, and the transitions that connect these different parts.

Topic Sentences—developing sub-claims

Goal: Introducing the ideas of the paragraph while simultaneously making a smaller claim that supports the thesis.

Requirements:

- A topic sentence is the first sentence of your paragraph.
- It contains an **idea** – not a statement of fact.
- It should be **ONE** main idea.
- It contains analysis. (How? Why?)
- It should connect back to the thesis.
- It may contain transitional words or phrases that connect to the previous paragraph
- Topic sentences **DO NOT** generally include too much specific detail. (They make claims that require details in the paragraph.)

*Your topic sentences should be able to be read independently from your paper and the reader would understand the flow of your argument and how it is going to be proven.

Selective and Incorporating Evidence

Goal: To prove the claims made in both your topic sentences and your thesis.

Requirements:

- Specific
- Not your opinion
- Numerous—at least 2 pieces per paragraph
- Explained—not just listed
- Accurate (based on reliable information)
- Introduced and contextualized properly
 - As historian Frederick Jackson Turner stated in his Frontier Thesis...

Analysis

Goal: To explicitly explain how your evidence connects to and furthers your central argument.

Requirements:

- Supported by abundant evidence.
- Sophisticated (not something obvious).
- Explicitly tied to your argument.
- Don't rely on common sense, logic, speculation or your sense of human nature to prove your point(s) (Not IF WHEN).
- Analysis is **NOT** a statement of fact

Transitions

Goal: Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and evidence.

Requirements:

- connect your ideas within and between paragraphs
- be varied
- You must select a transition that **fits the context** of your point.

9. Rough Draft

You will write a complete rough draft as your next step in drafting your final paper.

Rough Draft

- Research Question
- Introduction
- Underlined thesis statement
- All components of a paragraph included
- 1800 to 2700 words
- Conclusion
- Chicago style and properly formatted footnotes
- Must have significant and substantive use of at least:
 - 3 monographs
 - 2 scholarly journals
 - 2 primary sources

Assignment:

- Rough draft with footnotes and bibliography

Graded Product:

- Rough draft with footnotes and bibliography
 - At this point your bibliography should contain:
 - 3 monographs
 - 2 primary sources
 - 2 journal articles
 - any additional research

Final Draft and Packaging Requirements

You must submit your final paper, along with the following requirements, in a portfolio such as a binder or bound folder. You must have ten tabs identifying each of the nine formative process steps completed along with the final copy of your paper. Your portfolio must be neat and tidy and must have visual appeal. If your final portfolio is messy, not presented in a binder (or similar item), lacks tabs, or if components are missing, your final paper will not be accepted.

Elements to Included in Portfolio:

- Note cards: bundled (NO paper clips) and labeled accordingly
- Rough Drafts:
 - All rough drafts
 - A copy of your rough draft with teacher comments to keep and prepare for your dialogue.
- Final Copy of Paper
 - Title Page
 - Dedication Page
 - 12-point Times New Roman Font
 - Numbered pages starting with the first page of the body of the paper
 - Double-Spaced and default margins
 - Must have balanced and substantial use of at least:
 - 3 monographs
 - 2 scholarly journal
 - 2 primary source
 - Chicago-style Footnotes
 - Bibliography
 - Honor code-hand written and signed at the end of the paper
 - *"I certify that this paper is my own work, and I have cited any and all sources necessary."*
 - Word Count (1800-2700) written on the last page of paper- not including footnotes
- Confirmation from Turnitin.com that your paper has been successfully submitted
- Copy of website evaluation form for all websites used

Web Evaluation Checklist

Author of **Page** (this can also be a group or institution): _____

Page Title: _____

Name of **Web Site:** _____

Date Published: _____

Institution the website is associated with: _____

Date Accessed (date you printed the article): _____

URL (address) of Web Page: _____

Sites scoring less than 16 points are unacceptable – find a better web site!

Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the information helpful & important?	<ul style="list-style-type: none"> How much information is there? Is most of the information important & relevant to your topic? 	1 page or less (1pt)	2 pages (3pts)	3 page or more (5pts)
		➡		
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Who is the author of the page?	<ul style="list-style-type: none"> Is his or her name listed? Can you figure out what makes the author an expert? (Look for an <u>about me</u> link) 	Not Qualified (0pt)	Somewhat Qualified (3pts)	Highly Qualified (5pts)
		➡		
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
Is the sponsoring organization reliable? *	<ul style="list-style-type: none"> Is the organization's name prominent? Is there an <u>about us</u> link? What is the organization's reputation? Is the site excessively biased? 	Not Reliable (0pt)	Somewhat Reliable (3pts)	Highly Reliable (5 pts)
		➡		
Criteria	Evaluation Techniques	Low Quality	Medium Quality	High Quality
When was the information written & last updated?	<ul style="list-style-type: none"> Is there an update date listed at the top or bottom of the page? Is there a copyright date at the bottom? 	6 yrs or more (1pt)	3-5 years old (3pts)	2 yrs old or less (5 pts)
		➡		

*** Hint:** If you can't find the home page, erase the end of the url back to the part that ends with .com, or .gov etc.

Total Score:

Notes
