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Influential People
Many individuals in history have had a major influence on American and/or World events. You will be researching an individual who has had a major impact on American events and will be examining

- The **significance** of the person to the United States and/or the world
- A **work of literature** connected to the person’s area of influence

***Please note -- some of the individuals listed below are controversial figures.

You will need to use a variety of sources to complete this assignment. The Research Paper must be **3-5 pages** in total length (so at least 3 pages of actual writing), double-spaced (12 pt. Times New Roman font with 1-inch margins), including an MLA-style Works Cited page.

**Research Paper Subjects by Category**

**Anti-Slavery/Abolitionist**
John Brown  
Olaudah Equiano  
William Lloyd Garrison  
Harriet Beecher Stowe  
Sojourner Truth  
Harriet Tubman  
Nat Turner

**Civil Rights**
Frederick Douglass  
W.E.B. DuBois  
Martin Luther King Jr.  
Malcolm X  
Thurgood Marshall  
Rosa Parks  
Booker T. Washington

**Environment/Nature**
Rachel Carson

**Free Speech/Anti-Censorship**
Arthur Miller

**Holocaust Survivors/Resisters**
Raoul Wallenberg  
Elie Wiesel  
Simon Wiesenthal

**Journalists/Muckrakes**
Seymour Hersh  
Upton Sinclair  
Ida Tarbell

**Labor Leaders**
Cesar Chavez

**Peace/Humanitarianism**
Ron Kovic  
Eleanor Roosevelt

**Political/Legal Leaders**
Abraham Lincoln  
Franklin D. Roosevelt

**Political Revolutionaries**
Benedict Arnold  
Benjamin Franklin  
Tom Hayden  
Patrick Henry  
Thomas Jefferson  
Joseph McCarthy  
Thomas Paine  
George Washington

**Prison Reform/Anti-Poverty**
Dorothea Dix  
Sister Helen Prejean

**Sports/Athletics**
Muhammad Ali  
Jesse Owens  
Jackie Robinson

**Women's Rights**
Susan B. Anthony  
Betty Friedan  
Margaret Fuller  
Elizabeth Cady Stanton  
Gloria Steinem  
Margaret Sanger

**Writers/Philosophers**
Edgar Allen Poe  
Ralph Waldo Emerson  
Helen Keller  
Henry David Thoreau  
Walt Whitman  
John Steinbeck
Checklist/Timeline

This form is the only place where your points will be recorded. You must turn in this form with your final research paper in order to ensure receiving the full credit.

<table>
<thead>
<tr>
<th>Date Due</th>
<th>Assignment Due</th>
<th>Pts.</th>
<th>Points Credited and Teacher Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
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<tr>
<td>January 17</td>
<td>Topic Chosen (write it here):</td>
<td>50</td>
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<tr>
<td>Friday</td>
<td>Thesis Statement (NEATLY written in packet)</td>
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<tr>
<td>January 20</td>
<td>Bibliography Index Cards</td>
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<td></td>
<td>***A minimum of 8 sources must be utilized for the bibliography. A maximum of 6 websites may be utilized.</td>
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<tr>
<td></td>
<td>All other sources must be books/databases.</td>
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<td>Monday</td>
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<td>January 23</td>
<td>Note Check #1 (5 notecards per source)</td>
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<td>***First 4 sources</td>
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<td>January 27</td>
<td>Note Check #2 (5 notecards per source)</td>
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<td>***Last 4 sources</td>
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<td>January 30</td>
<td>Detailed Outline (NEATLY written in packet)</td>
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<td>February 1</td>
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<td>Friday</td>
<td>Works Cited Page</td>
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<td>- MLA Format</td>
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<td>***A minimum of 4 sources must be utilized.</td>
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<td>1 book/database source and 3 websites.</td>
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<td>February 6</td>
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<td>- Typed with Works Cited page</td>
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<td></td>
<td>Focus Correction Areas: Use of transitions, parenthetical citations, ideas follow order of thesis.</td>
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<td>February 13</td>
<td>Final Draft</td>
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<td>- MLA Format</td>
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<td>- First draft must be turned in as well.</td>
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<td><em><strong>This grade will count as your final exam</strong></em></td>
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</tbody>
</table>

TEACHER COMMENTS: FINAL GRADE:
PLAGIARISM: A Warning

Plagiarism is a form of academic dishonesty that robs the intellectual property of others. Plagiarism is NEVER acceptable. A research paper showing evidence of plagiarism will receive a grade of zero. As noted in the district grading policy, the student will be given one opportunity to submit an original paper. The grade earned on the original paper will be averaged with the zero, resulting in a maximum grade of 50%. Remember – if you can find papers or passages to copy on the internet, your teacher can find them, too.

What is Plagiarism

Many people think of plagiarism as copying another's work, or borrowing someone else's original ideas. But terms like "copying" and "borrowing" can disguise the seriousness of the offense:

According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

But can words and ideas really be stolen?

According to U.S. law, the answer is yes. The expression of original ideas is considered intellectual property, and is protected by copyright laws, just like original inventions. Almost all forms of expression fall under copyright protection as long as they are recorded in some way (such as a book or a computer file).

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
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism.

Source of the above information: www.plagiarism.org
Developing a Thesis Statement
(Controlling Idea)

The following examples show how to develop a thesis statement from a broad, general idea. Each step shows a further narrowing of the topic in order to arrive at a legitimate thesis statement.

**Broad**
Mark Twain

**Narrow**

*Huckleberry Finn*

Biographical significance of the ending

**THESIS:** Huck’s departure at the end of the novel reflects Twain’s own dissatisfaction with civilization.

**Broad**
Public Schools

**Narrow**

Length of School Year

Positive effect of long school year

**THESIS:** An extended school year would have a positive effect on learning, student attitudes toward school, and the retention of skills from year to year.

**WHAT A THESIS STATEMENT SHOULD NOT BE:**

1. A topic or subject by itself cannot serve as a thesis statement. That information tells what the paper is about, but not what you and your research have to say about it.

2. A question cannot serve as a thesis statement because it is not a statement. A question merely says that an answer will follow. However, a question-and-answer pair can be a thesis statement.

3. A general statement that lacks a detailed point of view cannot serve as a thesis statement. A general statement may give the reader background information, but does not reflect your point of view. **A thesis statement must present an argument.**

4. A “so what?” statement. This kind of thesis statement is too obvious (common knowledge) and demonstrates no originality of thought.

**WHAT A THESIS STATEMENT SHOULD BE:**

1. A complete sentence summarizing the point of view in your paper.

2. A specific declaration of your main idea.

3. A statement reflecting your position.

**EXAMPLES:**

**THESIS:** *The Midwife’s Apprentice* is a realistic interpretation of the Middle Ages, showing what life was really like for the common villager.

**THESIS:** Throughout *To Kill a Mockingbird*, the reader witnesses the growth of Scout Finch as she becomes aware of the true nature of the people in her town.

**HINT:** You write a thesis statement early to focus **YOUR** attention – not that of your reader. Therefore, as you do your research, you will need to modify your statement or radically change it.
Thesis Statement

1: First, write down your topic: __________________________________________________________

2: Did this person have a **positive or negative influence** (choose one): ______________________

3: Did the person influence the **United States only, or the world** (choose one): ______________

Now, think about **how this person influenced the U.S./world**. In what areas can their influence be felt? (Examples/Suggestions: political, economic, philanthropy, legal reforms, religion, social reforms)

4: Choose **two ways this person influenced the U.S./world** (from above OR from background notes):
   
   A. 

   B. 

5: In what **era** did the person live or influence literature of the time?
   You may also use time period numbers or decades.

Era:

Now, **use the information from above** to fill in the following:

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

The statement above should be a working thesis for your research paper. It is a statement that you can prove is true with your research. Rewrite your working thesis from above in its entirety below.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
MLA Citation Format

Books

Basic Format:

Author's Last Name, First Name. *Title of the Book*. Place of Publication: Publisher, Year. Medium (Print or Web).

***NOTE: If the book has two or three authors, list all of the authors. If the book has more than three authors, list the first one, followed by et al. The same rule applies when listing editors of a book.

A Work (An Essay, Short Story, Poem) In an Anthology or Collection

Basic Format:

Author's Last Name, First Name. "Title of the Work." Trans. Translator's Name. *Title of the Anthology or Collection*. Ed. Editor First Name Last Name. Place of Publication: Publisher, Year of Publication. Page Number Range. Medium of Publication.

An Article or Entry in a Reference Book

Basic Format:

Author's Last Name, First Name (if available). "Title of the Article or Entry." *Title of the Reference Book*. Vol. Volume Number. Place of Publication: Publisher, Year of Publication. Medium of Publication.

Journal, Magazine, Newspaper Articles - From a Library Database

Basic Format:

Author's Last Name, First Name. "Title of Article." *Periodical Title* Volume number. Issue number (Date of publication): Page number range. *Database Name*. Medium of Publication. Date of Access. <URL>.

Journal, Magazine, Newspaper Articles - Print Versions

Basic Format

Author's Last Name, First Name. "Title of Article." *Periodical Title* Volume number. Issue number (Date of publication): Page number range. Medium of Publication.

Web Pages

Basic Format:

Author's Last Name, First Name. "Title of Page/Document." *Title of the Web Site*. Sponsoring Organization, Publication/Updated Date. Medium of Publication. Date of Access. <URL>.

Resource: http://lib.westfield.ma.edu/mlastyle.htm
Using Quotes Correctly

Why we use parenthetical / in-text citations
Researchers place brief parenthetical descriptions to acknowledge which parts of their paper reference particular sources. Generally, you want to provide the last name of the author and the specific page numbers of the source. If such information is already given in the body of the sentence, then exclude it from the parenthetical citation. The in-text citation will differ depending on how much information you provide within the sentence.

Where to put the parenthetical citations:
Place parenthetical citations at the end of the sentence you are paraphrasing and quoting.

Example:
The destruction of the argentine is due to many socioeconomic factors (Taylor 33).

Even when quoting, place the parenthetical citations after the quotations.

Example:
Mamma always said stupid is as stupid does” (Gump 89).

Long quotes:
When quoting four lines or more, indent every line you are quoting by one inch (or 10 spaces) and do not use quotes.

Example:
The use of nuclear weapons in today’s society is strikingly alarming. Though the United States is the only country to employ it in the past, they are at the same time the country that condemns its use the most. While this may seem hypocritical, is it the most proper action for the United States to make as the global leader. (Taparia 9)

SAVE YOURSELF EXTRA WORK by…

…using www.citationmachine.net to format your in-text citations and Works Cited page. Click MLA in the upper left corner, select your source type (book, encyclopedia, web page, etc.), enter required information and click submit, and then cut and past the formatted information into your research paper.
1. **Thesis Statement**
   
   *(Copy your revised thesis statement in this space).*

2. **Introduction**
   
   *(Write down any points you want to include in your introduction in this space. You may write the actual introductory paragraph or simply make bullet-point comments. The final sentence of your introduction will be your thesis statement).*

3. **Supporting information**
   
   *(Write down any details or facts that support your thesis statement).*
4. Conclusion
(Use this space to write down any points you want to include in your conclusion. You may write the actual concluding paragraph or simply make bullet-point comments).

5. List of sources
(List the sources you will use in your paper. You do NOT have to use MLA style here – just list book titles, websites, etc.).
Research Paper Final Draft
Expectations


2. Your research paper must be 3-5 pages long. *A minimum of 3 full pages of actual writing.* Your “Works Cited” page does **NOT** constitute a page of writing! Papers should not exceed 6 total pages.

3. You must use quotations and proper MLA citation form. Ex. According to Smith, the Middle Ages were “a very exciting time” (46). **You must use at least 2 direct quotes from 2 separate sources.**

4. You must include a Works Cited page at the end of your paper. This is where you list the sources you have cited in your writing. They are listed alphabetically as in a bibliography page. **You must have at least 4 sources listed. At least 1 source must be a book/database. Only 3 sources may be websites.**

5. **You MUST submit your TIMELINE CHECKLIST in order to receive credit on all of the checks.** If you do not submit this form, you may only receive partial credit for the final draft.

6. First Drafts – Your first draft will only benefit from revisions if it is turned in on time. I highly advise you to submit a first draft, as you will benefit from peer revising and editing to help improve your paper. If you do not submit a rough draft, you will not earn the 100 points awarded for the rough draft. There should be nothing “rough” about your first draft. It will be the first time I see it, but not the first time you have written it.

7. Research Papers must be in **on time.** Late papers will only be accepted **one day** after the due date for a 10% deduction. **NO PAPERS WILL BE ACCEPTED AFTER THAT POINT.**

8. Check your printer well before it is expected to perform. Printers that are out of ink or don’t work correctly will not constitute a legitimate excuse. Also, computers that fail will not be excused. Save your work often – you can always email the document to yourself and print it out at school on the day it is due. **YOU MUST TURN IN A PRINTED COPY OF YOUR PAPER AT THE BEGINNING OF THE CLASS PERIOD ON THE DUE DATE.**

9. You **MUST** also submit your paper on Google classroom by Sunday, February 12, 2017, at 11:59 pm.
<table>
<thead>
<tr>
<th>EFFECTIVELY DONE</th>
<th>AVERAGE</th>
<th>WEAK</th>
<th>POORLY DONE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intro</strong> 10</td>
<td>Has interesting attention getter. Provides explanation for attention getter; background material on topic/thesis. Explains format of paper in foreshadowing paragraph. States the thesis of the paper; all aspects are addressed and stated clearly.</td>
<td>Has interesting attention getter. Provides background material on topic/thesis. States the thesis of the paper; all aspects are addressed and stated clearly.</td>
<td>States the thesis of the paper:</td>
</tr>
<tr>
<td><strong>Body/Organization</strong> 20</td>
<td>Uses logical organization; transition that proves thesis. Organization follows format in thesis. Details are arranged in order that can be followed.</td>
<td>Organization follows format set in thesis. Details are arranged in order that can be followed.</td>
<td>Details are arranged in some order; fail to prove thesis.</td>
</tr>
<tr>
<td><strong>Conclusion</strong> 10</td>
<td>Restates thesis (can use fitting quotation to restate thesis). Accurately summarizes main points to prove thesis; draws conclusion based on evidence given. Uses clincher sentence.</td>
<td>Restates thesis. Summarizes main points clincher evident.</td>
<td>Restates thesis. Most of the main points are restated.</td>
</tr>
<tr>
<td><strong>Style/fluency/coherence</strong> 10</td>
<td>Uses tone (diction, syntax) appropriate for audience; essays includes anticipated objections and answer them logically. Ideas relate to each other; stated to indicate relationship to the thesis. Clear, succinct language used. (no big, a lot, gonna)</td>
<td>Tone is appropriate. Some anticipated objections raised—not answered. Clear language used; sentences pertain to topic.</td>
<td>Tone is somewhat appropriate. Limited use of anticipated objections. Language is inappropriate. Some vernacular and slang.</td>
</tr>
<tr>
<td><strong>Style</strong> 10</td>
<td>Uses only third person. Transition is evident; subtle not overt. Uses a variety of sentence structures. Uses a variety of sentence beginnings. Uses parallel structure; maintains verb tense throughout.</td>
<td>Uses only third person. Transition is evident (first, consequently, however etc.). Uses some sentence variety. Uses parallel structure; maintains verb tense throughout.</td>
<td>Uses only third person transition used. Uses varied sentence beginnings.</td>
</tr>
<tr>
<td><strong>Citations</strong> 20</td>
<td>All ideas, quotes, generalizations of material is cited; Citations are constructed according to MLA format. Sources appear on works cited page.</td>
<td>Most of the ideas, quotes, generalizations are cited; Citations are constructed according to MLA format. Sources appear on works cited page.</td>
<td>Some of the ideas, quotes, generalizations are cited; most citations are constructed according to MLA format. Sources appear on works cited page.</td>
</tr>
<tr>
<td><strong>Works cited</strong> 10</td>
<td>Six sources are cited; works are arranged in alphabetical order; works are set up according to MLA format; works are spaced properly and page is headed correctly.</td>
<td></td>
<td>Few citations present; Citations are done according to MLA format. Sources appear on works cited page.</td>
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</table>

*POORLY DONE* section continues for each category.