

History Research Paper 2014

The goals of this paper

- Improve the skills involved in effective analysis, no matter what class you're in: breaking down material into smaller parts, looking closely at those parts, and drawing a larger conclusion based on your thinking
- Develop a complex argument with a feasible thesis:
 - **The paper is an argument, not a report:** You are not just describing a topic or an event, you are analyzing it, **making an argument.**
 - Prove your argument while also considering evidence to refute other possible arguments.
- Write clear, effective sentences that incorporates transitional phrases, clauses, and sentences to structure a coherent argument.
- Demonstrate that you know what is involved in a multi-page paper, from citing quotations effectively from various, diverse sources to compiling an appropriate bibliography.

The basic guidelines of the paper

- Length: 5 to 7 pages
- Time period and scope: Specific aspect of **world history**—not US American—that happened between **500 BCE and 1775 CE**, although the question may also be about ancient Chinese, Indian, or Jewish history. A number of potential questions for you to explore is on page 4.
- You will submit your rough draft and final version in both hardcopy AND to Turnitin.com to make sure your paper is full of your own ideas.
- Your paper will be peer edited by students as well as one additional person.

Where & when you can get help with this project:

Resource	Time
Ms. Eng and TAs	J-Blocks: Monday & Wednesday
Writing Center (located in Goldrick Commons)	Open every day, every block, including J-Blocks, except for A1 & F1; please refer to schedule here: http://nshs.newton.k12.ma.us/content/writing-center-schedule

Although we will spend class time in the library and computer labs for research, you are expected to do most of your research independently. Use Directed Study, J-blocks, and homework time to work on this assignment.

I will be closely supervising this project, and will be keeping records of your progress as you go along. Thus, the final project grade will reflect much more than the final paper itself.

Plagiarism on any paper will automatically result in a ZERO (0) for the final paper grade and a referral to the department chair, your guidance counselor, housemaster, and parents. Please see me if you have any questions regarding plagiarism.

1. After you have thought about and researched a general topic, you must then submit **THREE specific topics**, in order of preference. I will do my best to assign you one of your preferred topics on Thursday, 2/27 (E4) & Friday, 2/28 (D4).

❖ You must focus your general topic on a specific area. For example, let's say your general topic is "Greek theatre."

⇒ You may want to research *the status of actresses* in the Greek theatre.

Topics Due by end of class **D3/E3 - WEDNESDAY, 2/26**

2. Next, develop a **Thesis Question** (see page 4 for examples of thesis questions) around the specific topic you are researching. Using the recommended resources in the Library, you will research your topic to form thesis question(s).

⇒ So, your question may initially sound something like this:

Did Greek actresses enjoy a higher status in Greek society than other women?

Thesis Question(s) Due by start of class **D1/E1 - MONDAY, 3/3**

3. **Initial research** must be undertaken to streamline and focus your thesis question even further.

⇒ *Greek actresses enjoyed a higher status in Greek society than other women due primarily to three major reasons.*

The **thesis statement** is basically the answer to your research question. It is the core argument around which your paper will be organized. Everything you write should somehow relate back to your thesis statement. Ultimately, you are proving your thesis statement to be valid and true by using and analyzing excerpts/quotations from historical evidence from your research. *Think carefully about the question you are addressing in order to have a properly focused paper.*

4. Continue to research your assigned topic to **complete your thesis** by providing the evidence for your question. Your **Thesis Statement** must be one sentence, clear, and feasible.

⇒ *Greek actresses enjoyed a higher status than other women of lower rank in Greek society because they had the freedom to speak out on controversial issues usually reserved for men, lived relatively unconventional life styles due to constant travel, and were able to marry men of higher class who viewed them as cultural icons.*

Thesis Statement Due by start of class **D3/E3 - WEDNESDAY, 3/5**

A thesis is **NOT**:

- a restatement of the topic ("This paper is about the impact of Islam on Ghana");
- a statement of intent ("I will critically examine the impact of Islam on Ghana"); or
- a statement of the obvious ("Islam was important to Ghana").

5. By the end of this writing process, you must have a minimum of **30 EasyBib note cards**.

The main goal here is to take only essential information from your various sources and to collect it in a way that helps you write your paper without becoming too dependent on specific words and ideas used by your sources. It is important when you begin to take notes that you take them down in your own words, as best and as often as you can. (Resist the temptation to just copy!)

- Include minimum of **12 in-text citations** from outside source materials (excluding textbook) in support of thesis statement when you submit final draft.

15 EasyBib notecards completed/6 printed (3/page) by start of class E4/D4 – THURSDAY, 3/6 & FRIDAY, 3/7

6. Write and type rough **Outline**.¹

The **outline** is a way of organizing your main points to make it easier for you to construct your paper, paragraph by paragraph. It can be incredibly daunting to stare at a blank computer screen with 5–7 pages to write. The outline will break your task down into manageable parts: the introduction, your supporting points, and the conclusion.

Outline printed and submitted D1/E1 on MONDAY, 3/10

7. Write and type **Rough Draft**

- Minimum one peer-edited draft; you have peer edited one draft

Rough Draft (2 copies) printed for class **D1/E1 on MONDAY, 3/17**

8. Revise and **submit Final Draft**

➤ **FINAL DRAFT submitted** to Turnitin.com by **THURSDAY, 3/20**

¹ See detailed description & process for “The Outline” on next pages 5-8.

It is essential to find a topic that interests you!

Consider arts, sports, politics, religion, medicine, philosophy, power, or anything that grabs your attention. You are not limited to this list of questions or the topics list; in fact, the only limitations are your imagination, the date roughly 2000 BCE (origins of Hinduism & Judaism) through 1700 CE, and the available resources out there!

SAMPLE RESEARCH QUESTIONS

1. How did the migration of Buddhism from India influence the artwork of China and Japan?
2. What role did Arab traders play in spreading cultures and technologies?
3. What were Genghis Khan's military strategies that made him so successful?
4. What role did Christian missionaries play in spreading cultures and technologies?
5. Were factors helped medicine in Medieval Europe to advance, and what factors hindered it?
6. Did the Vikings deserve their reputation as vicious barbarians?
7. Was the decline of the Incan empire due to internal or external conflict?
8. How did Machiavelli's *The Prince* influence later military strategists and political leaders?
9. Compare the reigns of Queen Elizabeth in England and Empress Wu Zhao in China.
10. Who was more "civilized": Saladin or Richard the Lion-Hearted?
11. Why did the merchant class have such different status in China and Japan than in medieval Europe?
12. What can we learn about medieval society from the *Song of Roland*?
13. How did the Incas maintain control over such a huge, diverse population?
14. In what ways can Japanese "bushido" and European "chivalry" be seen as the same thing and in what ways were they different?
15. Why did the Byzantine Empire survive for so long?

★ I encourage you to write on a **question of your own choosing** (though you do need to get it approved by me), *particularly if you are interested in taking honors 10th grade History next year*. I will look favorably on you choosing your own question and writing a well-supported, truly original paper!

Select Possible Topics → Assigned Topic → *Research & note cards on-going*
 → Thesis Question(s) → Thesis Statement → **The Outline**

The OUTLINE is a way of **organizing your main points** into the introduction, supporting points, and conclusion to make it easier for you to construct your paper, paragraph by paragraph.

How to Organize the Outline – Typed, Double Spaced, Proofread

Introduction states the main topic or idea of the outline and includes the thesis statement written as a complete sentence.

Each paragraph in your paper has a subtopic.

Each subtopic describes the main idea for a paragraph.

Supporting information and details for a subtopic are listed under the subtopic.

Each piece of supporting information is listed separately.

When supporting information is listed under a subtopic, there are at least two pieces of information in the list. If there is only one piece of information to support a subtopic, the information is included in the subtopic.

Conclusion summarizes the main idea of the outline.

Different Formats of an Outline – Choose one, but be consistent

- **Sentence Outline:** Each entry is a complete sentence with period at the end.
- or
- **Topic Outline:** Each entry, except thesis and topic sentences, is a phrase with no punctuation at the end. The phrases must be specific and relate to your point.

Examples: See next pages for more detailed examples, “Magic Kingdom.”

Sentence Outline	Topic Outline
Birds as Insect Controllers: I. Birds eat insects. a. The birds have a high metabolism rate. b. The birds eat almost twice their own weight. i. A 3-ounce baby bird will eat 5 ounces of insects. ii. A 10-pound human baby would have to eat 18 1/3 pounds of food.	Birds as Insect Controllers: I. How birds help a. Have high metabolism rate b. Eat nearly twice weight i. 3-oz. to 5-oz. ratio in birds ii. 10-lb. to 18 1/3 lb. ratio in humans

Source:

http://www.everettcc.edu/uploadedFiles/Student_Resources_and_Services/Rainier_Learning_Center/Writing_Center/The_Writing_Process_Checklists_Resources/Outlines_Topics_vs_Sentence.pdf

SAMPLE OUTLINES²

I. Introduction

- **Introduction of topic**
- **Thesis:**
The Magic Kingdom was able to thrive economically because of its *location* and the *organization of its government*.
- **Preview of evidence**

II. Background

- A. When and where M.K. originated
- B. Extent of M.K.'s power through the ages

III. Significance of Location

- A. Cost of land
- B. Control of 2 rivers
- C. Monopoly on “pixie-dust”
- D. Proximity to tourist attractions
- E. Significance of daily rainstorms
- F. Significance of climate

IV. Benefits of M.K. of Government

- A. Form of the M.K. government
- B. Economic System
- C. Significance of forced tribute from surrounding kingdoms
- D. Infrequent use of military
- E. Maintenance of infrastructure

V. Conclusion

Introduction

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Background

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Benefits of M.K. of Government

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Conclusion

² Prepared by Rachael McNally, History and Social Science Department, Newton South High School

I. Introduction

- 1. Introduction of topic**
- 2. Thesis:** The Magic Kingdom was able to thrive economically because of its *location* and the *organization of its government*.
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II. Background

- A. When and where M.K. originated
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III. Significance of Location

- A. Cost of land
- B. Control of 2 rivers
- C. Monopoly on "pixie-dust"**
 - 1. Discovery of "pixiedust" by military in 423**
 - a. considered worthless at first
 - b. accidental discovery of flying powers in 434 (Smith 45)
 - 2. "Pixiedust" was a hit with residents and visitors**
 - a. government tested with volunteers in 435
 - i. no cost to volunteers
 - ii. no accidents, virtually fool-proof (Krane W)
 - b. government set up flying centers in each province by 440
 - i. initially no fees to get people hooked
 - ii. fees instituted by 441 but kept affordable
 - iii. always a waiting list at flying centers - profits went to the government (Smith 50)
 - 3. Government monopoly of this resource provided a steady stream of revenue**
- D. Proximity to tourist attractions
- E. Significance of daily rainstorms
- F. Significance of climate

IV. Benefits of M.K. of Government

- A. Form of the M.K. government
- B. Economic System
- C. Significance of forced tribute from surrounding kingdoms
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V. Conclusion

Guidelines for Outline

- You need a minimum of **12 in-text citations** from outside source materials, excluding your textbook, that support your thesis

Length of Outline

Assuming that each page will contain about two to three fully-developed, well-written paragraphs, you are going to need about 1-1½ pages for the introduction, and about half page for the conclusion. That leaves 3-5 pages for the body of your paper, or approximately three major points each with 3-4 paragraphs.

I.	Introduction	1-1½ pp.	2-3 ¶s
II. A.	Major point #1	1-2 pp.	3-4 ¶s
B.	Major point #2	1-2 pp.	3-4 ¶s
C.	Major point #3	1½-2 pp.	3-4 ¶s
III.	Conclusion	½-1 pp.	1-2 ¶s
	TOTAL	5-7 pp.	12-17 ¶s

Introductory Paragraphs = 2-3 paragraphs

Intro ¶ #1: Introduction (*Don't write this word. What your introduction is about in a word*)

Thesis statement: COMPLETE statement with three main ideas, examples, points
 General information about topic: state the main topic or idea of outline

Intro ¶ #2 (~4-6 sentences)

Background information: "setting" of paper (time, place, important figures, events, etc.); provides context; "frames" the topic

Intro ¶ #3 (~4-6 sentences), *if necessary*

Continuation of background information

For each BODY paragraph (~4-6 sentences) of each main point:

Body ¶: Topic sentence

Subtopic

Supporting evidence: at least two pieces of information

Conclusion/Concluding Paragraphs = 1-2 paragraphs

Tie all your points together and make overall point

Summarize main idea of paper/outline; new material should *not* be introduced here

**** Do NOT use: "I," or "I feel," or "I think," or as "I said." Do NOT say "In conclusion," or "as I have shown" or "as I have proven."**

PROCESS CHECKLIST

Step	Due	Grade / Pts.	Done?
3 potential topics	Feb 26 (D3/E3)	✓ or ✓+	<input type="checkbox"/>
3 thesis questions ⇒ Must be approved by me	March 3 (D1/E1)	✓ or ✓+	<input type="checkbox"/>
Thesis statement(s) ⇒ Must be reviewed and approved by me	March 5 (D3/E3)	10	
EasyBib Notecards (15 minimum) ⇒ 6 cards printed out (3/page)	March 6 (E4) March 7 (D4)	15	<input type="checkbox"/>
Outline	March 10 (D1/E1)	25	<input type="checkbox"/>
Rough Draft	March 17 (D1/E1)	TBD	<input type="checkbox"/>
Final Draft ⇒ Submitted on Turnitin & in hardcopy	March 19-21	TBD	<input type="checkbox"/>

Effort Grade = 10% of the final grade

To earn the maximum number of effort points, you need to keep the following in mind:

Use Multiple Libraries

- The NSHS Library is just one part of the research puzzle. You need to visit the Newton Free Library and/or take advantage of resources throughout the Minuteman Library Catalog.

Use Your Time Well

- For the next 3½ weeks, all class time and homework will be working on this paper; it is essential you maintain **effective and efficient effort**. Read the room—watch appropriate peers—access the assistance of the TAs, who are here to help you.

Stay Organized and Prepared

- Have all materials accessible
- Come to class each day with your binder with **all relevant handouts, flash drive, change/coins** for photocopies, **any books** or **other resources** to refer to as we work during class time

Take the deadlines very seriously and budget your time accordingly. Remember that late work along the way will result in a lower grade on the final paper.