

Heritage Peak Charter School

Historical Analysis Research Paper

Student Handbook for Juniors

This Student Handbook belongs to: _____

My Teacher is: _____

With permission, this handbook includes materials developed by Westmont High School.

What is the assignment?

- You will write a **3-5 page** persuasive essay (based on analysis) in which you take a position on a topic of historical significance related to United States. Your thesis must include two or three divisions of proof, which will be developed in the paper. This is an analytical paper, not a report.
- Your final paper must include a thesis, an outline, a cover sheet, a 4-5 paragraph essay (3-5 pages in length), a works cited page, and an appendix with a map illustrating the country or region covered in your paper. Use separate sheets of paper and MLA format for each of these components.
- The paper must be typed using 12 point New Times Roman or similar type face, and be double spaced as directed in MLA style.
- Cite at least three sources in the body of your paper and list those sources on the works cited page. One source must be a print source and one or more source must be a reliable website. You may NOT use Wikipedia.com as a source.
- Your paper must include *at least* one quotation, one summary, and one paraphrase.
- The drafts of the paper and the final paper must be submitted electronically to your teacher for plagiarism check. The plagiarism check must not exceed 6%.
- If you should miss a deadline (see Timeline page), the overall grade on the paper will be reduced by 10%.
- The paper **must be completed** in order to pass History this semester.
- The paper is worth ¼ of your semester grade in US History and ¼ of your semester grade in English.

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Timeline

Due Date	Assignment	Value REDUCED BY 10% IF LATE
	Receive Assignment	
	Topic Consent Form signed by parent/student/teacher	/5
	Outline and thesis for the paper	/10
	Physical evidence of at least 6 sources related to the topic <i>(copy the portion you are interested in using and bring to weekly meeting with your teacher)</i>	/10
	Topic sentences for each paragraph	/5
	Works Cited Page (typed, <i>draft</i>) (SUBMIT ELECTRONICALLY BY E-MAIL THE DAY BEFORE WE MEET—NOT PERSON)	/5
	Typed first draft of at least 3 pages (SUBMIT ELECTRONICALLY BY E-MAIL THE DAY BEFORE WE MEET—NOT PERSON)	/5
	Typed first draft of the remainder of the paper (SUBMIT ELECTRONICALLY BY E-MAIL THE DAY BEFORE WE MEET—NOT PERSON)	/5
	Typed second draft of the entire paper (SUBMIT ELECTRONICALLY BY E-MAIL THE DAY BEFORE WE MEET—NOT PERSON)	/5
	Revised Final draft and all components of the paper due (SUBMIT ELECTRONICALLY BY E-MAIL THE DAY BEFORE WE MEET—NOT PERSON)	/50
		/100

Ideas for Research Topics

“Analyze” means to systematically and critically examine all parts of an issue or event.

*Your topic must be approved by next week _____
Your Topic Consent Form is due the following week on _____*

“Triumph and Tragedy”	“Conflict and Compromise”	“An Individual’s Effect on History”
Migration of African Americans to the North in the 1920’s	Emergence of women’s rights in the 1920’s	Marcus Garvey
The value of the Scopes trial to the Fundamentalist Movement in terms of the trial’s causes and results	Influence of the NAACP in securing political rights for African American’s	Langston Hughes
Influence of the Harlem Renaissance on music today	The factors that led to the new consumer society in the United States in the 1920’s	Charles Lindbergh
The efforts of the U.S. to promote permanent peace and worldwide economic recovery after World War I	The impact of the automobile on American society	Walt Disney
The influence of the Great Depression and the Stock Market crash of 1929 on businesses from 1930-1950.	President Hoover’s philosophy of government and his response to the Great Depression	Dorothea Lange
Federal Deposit Insurance Corporation, Security Exchange Commission and other changes in banking	The New Deal: success or failure? How it changed attitudes toward government	Franklin D. Roosevelt
The effect of the Glass-Steagall Act and the FDIC on banking	Comparison of Thomas Jefferson’s and Alexander Hamilton’s view of the role of the Federal Government	John Maynard Keynes
How the attack on Pearl Harbor influenced the U.S. position in the world	The rise of anti-democratic governments in Europe post WWII	Albert Einstein
Reasons African American’s were willing to fight in WWII even though they suffered discrimination in American society	The resolution of the boundaries in Europe after WWII	Douglas MacArthur
The importance and influence of the invasion of Normandy to the U.S. war efforts and victory in Europe	The influence of McCarthyism and the Red Scare on American society and government	The “Code Breakers”
The effect of the Earl Warren Court on civil rights and American constitutional freedoms	The Cold War	Harry Truman
How the US Space program has influence U.S. defense and military strategy	The value of the interstate highway system in the Sacramento/Roseville area beginning in the 1950’s to today	Jonas Salk
“The Great Society” of Lyndon Johnson	Influence of the Bracero program on California and U.S immigration laws	John F. Kennedy
	Vietnam War	Ernesto Miranda
	The Gulf Wars of the Bushes	Malcolm X
	War on Terrorism	George W. Bush

Historical Analysis Research Paper Consent Form

NOTICE! This assignment is worth 20% of your student's grade in English and 20% of your student's grade in US History. The paper is due on _____. Your student's grade will be reduced by 10% for any time a component of the paper is late (see Timeline). The paper must be completed to pass English this semester.

Student's Name _____

Teacher's Approval _____

Parent/Guardian _____

Parent/Guardian: Please complete this form after conferencing with your student about his/her Historical Analysis Research Paper.

My student's research topic will be:

My student has permission to complete this assignment. I have read the Student Handbook for this assignment and understand the timeline, and understand the nature, due dates, and consequences of tardiness of any part of the assignment.

Parent /Guardian Signature: _____

Parent/Guardian Name: _____

Student Signature: _____

Date: _____

Rubric for Historical Analysis Research Paper

	Exceptional (4)	Capable (3)	Limited (2)	Minimal (1)
Content	Demonstrates <i>exceptional</i> understanding of historical concepts and terminology throughout the paper.	Demonstrates <i>considerable</i> understanding of historical concepts and terminology throughout the paper.	Demonstrates <i>limited but sufficient</i> understanding of historical concepts and terminology throughout the paper.	<i>Inefficient</i> use of historical concepts and terminology throughout the paper.
Coherence and Organization	<i>Meaningful</i> thesis is clearly stated and developed; <i>authoritatively and thoroughly</i> defends thesis with <i>precise and relevant</i> evidence; <i>thoroughly and clearly</i> develops thesis and main ideas when appropriate, <i>specific</i> details and examples; <i>convincingly</i> addresses the reader's concerns, biases, and expectations; shows <i>control</i> of tone and focus; conclusion is <i>clear</i> , flows together well; good transitions; <i>succinct</i> but not choppy; <i>very</i> well organized.	Thesis is <i>responsive</i> to writing task; <i>generally</i> supports thesis with <i>precise and relevant</i> evidence; supports thesis and main ideas with <i>specific</i> details and examples; addresses the reader's concerns, biases, and expectations; most information is presented in logical sequence; demonstrates a <i>consistent</i> tone and focus; illustrates a control of organization; generally very well organized but better transitions from idea to idea and medium to medium are needed.	Provides a thesis or main idea that is <i>related</i> to the writing task; defends a position with <i>little</i> evidence; supports the thesis or main idea (s) with <i>limited</i> details and/or examples; <i>may</i> address the reader's concerns, biases, and expectations; demonstrates an <i>inconsistent</i> tone and focus; and illustrates <i>little, if any</i> , control of organization; concept and ideas are loosely connected; lacks clear transitions; flow and organization is choppy.	<i>May</i> provide a <i>vague or weak</i> thesis or main idea that is related to the writing task; <i>fails</i> to support the thesis or main idea (S) with details, examples, or evidence; fails to address the reader's concerns; biases, and expectations; demonstrates a <i>lack of</i> tone and focus; and illustrates <i>no</i> control of organization; presentation is choppy and disjointed; does not flow; no apparent logical order of presentation.
Critical Thinking	Very original presentation of material; uses original thought and interpretation; uses the unexpected to full advantage; captures the reader's interest and attention. Clear analysis.	Some originality apparent; good variety and blending of materials and media. Some analysis of the topic.	Little or no variation; material presented with little originality or interpretation. Mostly factual. Little analysis.	Repetitive with little or no variety. No original thought or analysis. Predominately fact-filled.
Tone/Consideration of the Audience	Demonstrates a <i>clear</i> sense of audience.	Demonstrates a <i>general</i> sense of audience.	Demonstrates little or <i>no sense</i> of audience.	May demonstrate <i>no</i> sense of audience.
Diction and Description	Provides a <i>variety</i> of sentence types and uses <i>precise and descriptive</i> language.	Provides a <i>variety</i> of sentence types and uses <i>some descriptive</i> language.	Provides few, if any, sentence types and uses <i>basic and predictable</i> language.	May provide no sentence variety and uses limited vocabulary
Conventions* of English (* = Grammar, punctuation, spelling, capitalization, and usage. Errors in MLA format)	Contains <i>few, if any</i> , errors in the conventions* of the English language. Errors are generally first draft in nature.	May contain <i>some errors</i> in the conventions* of the English language. Errors do not interfere with the reader's understanding of the paper.	May contain <i>several errors</i> in the conventions* of the English language. Errors <i>may</i> interfere with the reader's understanding of the paper.	May contain <i>serious errors</i> in the conventions* of the English language. Errors interfere with the reader's understanding of the paper.

Critique of a Web Site for Research Purposes

Web address: http://_____

I. Currency (up-to-dateness)

- A. When was the web site originally written/constructed? _____
- B. When was the site last updated? _____
- C. Is currency important for this topic? YES NO (circle one)

II. Authority

- A. Who is the person/agency/organization responsible for this site? _____

- B. If the site was authored by a person, name one significant fact you learned about the author _____

If the site was created by an organization, provide one significant fact about the organization _____

If you find no information about the authoring person or organization on the web site itself, what does this omission suggest to you? _____

- C. Is a bibliography or works cited page of sources provided on the site?
YES NO (circle one)
- D. Does the information contradict any information you found somewhere else?
YES NO (circle one)
- E. Are you positive the information is true? YES NO (circle one) Why? _____
- F. What can you do to prove it is true? _____

III. Motive/Bias

- A. Look at the last part of the URL (Uniform Resource Locator/address). This is the domain of the website. Is it educational (.edu)?, commercial (.com or .net)?, government (.gov)?, military (.mil)?, nonprofit (.org)? (Circle One)
- B. What does this domain tell you about the probable content of the site and its probable bias/motive? _____

IV. Ease-of-use

- A. Is the site well-organized or is it confusing when you first see it? _____
- B. If there are advertisements on the web site, are they difficult to distinguish from the factual content? _____
- C. Can you type in key words and search the site for a specific topic?
YES NO (circle one)
- D. Are there links to other related sites?
YES NO (circle one)

V. Content — How much actual usable information is found at the web site?

LOTS SOME LITTLE (Circle one)

VI. Other — Identify any other aspects of the web site that either positively or negatively affect its value as a research tool.

- A. Other positive aspects _____
- B. Other negative aspects _____
- C. Explain why this site is (or is not) valid for your purpose. _____

Thesis Statements

A formal thesis statement has the following characteristics:

1. Is a complete sentence (not a fragment, not a phrase, not several sentences).
2. Forms a complete statement (not a question)
3. Contains an argument (an opinion that can be debated).
4. Contains divisions of proof (that also use parallel structure).

Throughout your thesis will be evaluated as **Insightful** (Shows thorough analysis and/or complex thought) or **Thoughtful** (Shows some analysis but could be more complex or insightful) or **Obvious** (Draws obvious conclusions) or **Confusing** (Thesis is unclear, incorrect, or missing portions).

Insightful

Hitler would not have succeeded in gaining absolute power in Germany without using propaganda and fear tactics, appealing to general feelings of nationalism, and instituting government mandated work programs to bring Germany to zero percent unemployment.

Thoughtful

Hitler would not have been able to unify Germany without the proactive use of political, social, and economic programs.

Obvious

In the 1930's, Hitler's appeals to anti-Semitism through general propaganda, educational policies, and social restrictions paved the way for German acceptance of the Final Solution.

Confusing

Hitler successfully brought Germany together after WWI.

Insightful = A 95-100%

Thoughtful = B 85%

Obvious = C 75%

Confusing = D 60-65%