

*Heritage Peak Charter School*

## **Historical Analysis Research Paper**

Student Handbook for SOPHOMORES

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  $\frac{1}{4}$  of your semester grade in World History and  $\frac{1}{4}$  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 <b>6 sources</b> 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 <b>paper due</b> (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 \_\_\_\_\_*

<b>“Triumph and Tragedy”</b>	<b>“Conflict and Compromise”</b>	<b>“An Individual’s Effect on History”</b>
Bolshevik Revolution in Russia	Chechnyan Independence from Russia	Pancho Villal
Mexican Revolution	Effects of British Imperialism	Karl Marx
Boer War in South Africa	Opium War in china	Florence Nightengale
Child Labor Laws/industrialization and abolition of child labor	War in Rawanda	Sun Yat Sen
Tiennanmen Square	Unrest in Africa	Yassir Arafat
Versaille Treaty	Fall of the Berlin Wall	Alfred Nobel
Armenian Genocide	League of Nations	Winston Churchill
Irish Republican Army	Apartheid in South Africa	Indira Ghandi
The Marshall Plan:Economic Reconstruction of Europe	War On Terrorism	Nelson Mandela
Cultural Revolution in china	War in Afganistan	Slobodon Milosovic
Colonization: the French in Vietnam		Vladimir Putin
Ghenghis Kahn:Cartography and Power		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 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: \_\_\_\_\_

## 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%**