RESEARCH PAPER

Objective: Now that we have studied Early American History through the end of the nineteenth century, you will dig deeper into a sub-topic of your choice to more fully understand the complexity and impact of immigration in our history.

Research Paper: Each student will research and write a paper (minimum of 4 pages) on a topic directly or indirectly related to the issue of immigration in American history no later than 1900. A list of suggested topics is attached, however students may select a different topic with Ms. Hansen’s prior approval. We will visit the AHS library six days* for research and drafts, however students are expected to complete the majority of work outside the classroom. Papers must be written using the Modern Language Association ("MLA") Style and all sources must be properly credited using endnotes and a works cited page; for general guidelines on writing and formatting research papers and visit http://owl.english.purdue.edu/owl/resource/747/01/ for more information.

You will be completing and assessed on the following 6 steps for your research paper.

1. Select a general topic and narrow it down appropriately
2. Thesis Statement
3. Library Research/Works Consulted
4. Note Cards
5. Outline
6. Final Research Paper

NOTE DUE DATES FOR EACH STEP!

Step #1: Determine a general topic and narrow down appropriately

Examples:
General Topic: Baseball
Narrowed Topic: The World Series
Furthered Narrowed Down: Can the Red Sox win the World Series?

General Topic: Pediatric Health Care
Narrowed Topic: Childhood vaccinations
Furthered Narrowed Down: Are any of these immunizations harmful?

Step #1 Due Date – Choose and submit a general topic and narrowed topic by Tuesday, 5/26

Step #2: Thesis Statement A thesis statement MUST be constructed as soon as possible but it can be changed/refined as you research your topic. This will give you, the researcher, FOCUS and you will be able to streamline the search for appropriate materials.

Bad thesis statement #1: Keeping the drinking age at twenty-one is dumb.
   It is too vague and opinionated and is not a stance that can be supported logically.

Bad thesis statement #2: The current drinking age saves lives.
   It is too specific and, while it is possibly true, there is not enough to build an entire paper on. Perhaps it could be part of your overall argument, but there is not enough to it.

Good thesis statement: Although keeping the drinking age above the driving age and draft age may be hypocritical, the lives that are saved as a result make it a good idea.
   This is focused and puts forth a defendable position that can be argued and well-supported.

Step # 2 Due Date – On a piece of paper, turn in your “narrowed down” topic and draft thesis statement by Friday 5/29

*5/27, 5/29, 6/2, 6/4, 6/5, 6/9
Step #3: Library Research  Research at the library will determine whether sources can be found for the narrowed topic OR whether the topic must be adjusted or changed.

We will be spending time in the library—take notes and jot down ideas as related to your topic. Make sure you have a topic broad enough (but not too broad) to get information.

Note: at least 3 sources must be print sources (book, magazine, and journal) and at least one of the print sources must be through Infotrac. See attached for approved internet sources. Any other internet sources must be approved by Ms. Hansen or Ms. Gallant. IMPORTANT: while you may consult your textbook for ideas, you may NOT formally use it as a source for this paper.

Step #3 Due Date  Submit a list of 3-5 sources you’ll be referencing, including title, author and one sentence summarizing each source and its potential contribution to your research paper. You will take more detailed notes, but you first need to evaluate and select reputable sources. Due end of class Thursday 6/2

Step #4: Note Cards  You will show all your research note cards that you have taken during your research time. Make sure they are done correctly!

We will devote several class blocks to research. Before you even begin reading the article, make sure you take down all the necessary citation information.

YOU MUST DOCUMENT ALL SOURCES AND DOCUMENT THEM PROPERLY. For each source, create an index card with all necessary information. Label each source in order: A, B, C . . .

For each individual fact you find, create a separate note card. Label each card individually (A1, A2, A3 . . . ) and keep them grouped by source.

Note Cards & Source Cards
You will be required to submit a minimum of 15 note cards from a minimum of 3 sources (i.e. A, B, and C). Source cards do not count as note cards.

- Use quotation marks when taking a direct quotation from the source
- Use summary to record the general idea of large amounts of material
- Use paraphrasing when you take a specific idea and put it into your own words
- Your note cards are the heart of your work as the process nears the end.
- EACH note card contains ONE unit of information.

Hint: take all your notes with direct quotations; then you can decide later if you want to paraphrase or summarize.

Step #4 Due Date  Submit your sources and note cards by Thursday, 6/4

*Quiz Grade: 10, 8, 6, or 0 out of 10 points
Step #5: Outline* – Write/Type a thoroughly detailed outline of your paper. Remember to use proper outline format. If you have an A, you must have a B; if you have a 1, you must have a 2. When you insert your researched information, note the source and card number in parentheses.

The outline is to organize your ideas. See me if you have any questions on proper outline technique.

Until the outline has been submitted, remember: The research process can be rather FLUID! You will constantly be adjusting your focus as the gathered information warrants. However, there comes a time in the research process where so much time and energy have been devoted to it, that the topic must be finalized; that moment is the submission of the outline.

Step #5 Due Date – Submit your typed outline by end of class/library time Friday, 6/9

Step #6: Write your paper Convert your outline into a properly written research paper based on MLA format - 4 page minimum, not including your works cited page or your works consulted page. (When you cite your sources in the paper, change the note card references to the proper MLA, author/page citation.)

The actual paper is also your opportunity to further tweak any weakness or vagueness within the paper. It also provides you with the opportunity to make stylistic, mechanical, and/or structural changes.

Step # 6 Due Date – Submit TWO COPIES of your final, typed research paper by 6/11.

Test/Project Grade – See Attached Rubric

*Quiz Grade: 10, 8, 6, or 0 out of 10 points

POSSIBLE TOPICS

Immigration is a huge and multi-faceted subject. The following is a list of general topics from which you could choose, but that would then need to be narrowed down. Please keep in mind each of these topics can be broken down into SEVERAL narrowed topics.

the colonial period: New England, Middle Colonies, Southern colonies, frontier . . .
forced immigration
indentured servitude
immigrants in the workforce
immigrants that served in war
immigrant food
immigrant religion
immigrants in politics
immigration laws
Ellis Island
Angel Island
push and/or pull factors for a particular group
immigration from any country (during a particular period)
immigration to the Northeast
immigration to the Southeast
immigration to the West
child immigrants
children of immigrants
male vs. female experience
demographics of a [particular] city* during a [particular] time period
nativism/exclusionary policies

*some obvious choices: New York, Chicago, San Francisco, Boston
Immigration Web Sites

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/
The Library of Congress feature provides an introduction to the study of immigration to the United States. There are student activities, educator guides, photos and links to useful resources. The presentation was shaped by the primary sources available in the Library’s online collections and probing questions such as “Why did each immigrant group come to the United States?” and “How did United States government policies and programs affect immigration patterns?”

http://ocp.hul.harvard.edu/immigration/
A Harvard University web-based collection, this site contains a huge collection of primary sources on immigration to the United States, including 1,800 books and pamphlets, 13,000 pages from manuscripts and 9,000 photographs. The collection has very broad coverage and though the amount of information could be overwhelming, the web site is easy to navigate. Visitors can search the collection or browse by source type, topic, and other categories. Click Timeline to access documents and information by event or individual.

This New York Times interactive timeline/map shows how immigrants settled in the U.S. over time.

This American Memory Project of the Library of Congress features documents and other historical sources from the Mystic Seaport Museum and Library. Drawn from primary sources such as ships’ logbooks, topics covered include migration and immigration, whaling, maritime business, and more. It also provides insights into settlement of California, Alaska, Hawaii, Texas, and the Pacific Northwest.

http://www.socialexplorer.com/6f4cdab7a0/explore
Social Explorer provides reports and interactive maps on census data from 1790 to 2000. Interactive maps allow you to choose a time period and demographic feature to look at. You can zoom in on any area or request a corresponding report on the specific information you request. Free maps are mainly of population, race, and religion, but a premium subscription allows access to many more maps. The ”News and Announcements” section also offers some interesting special demographic reports. A great resource.

http://memory.loc.gov/ammem/award99/cubhtml/theme1.html
This research collection from the Library of Congress includes 8,000 images and pages of varied primary source materials. It focuses on experiences of Chinese immigrants in California along with a section on westward expansion. This link takes you directly to the ”Chinese and Westward Expansion” section.

http://americaninclass.org/primary-sources/

http://www.constitution.org/primarysources/primarysources.html#17

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/immigration/

http://libguides.lib.msu.edu/c.php?g=96158&p=625933

http://www.shmoop.com/ellis-island-immigration/primary-sources.html

http://hsp.org/education/unit-plans/irish-immigration/irish-immigrant-letters-home

http://www.jaha.org/edu/discovery_center/push-pull/letterstohome.html

http://libguides.lib.msu.edu/c.php?q=95657&p=624479

http://historymatters.gmu.edu/
Each paper will be graded according to the following rubric:  

NAME: ________________________________________

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<tbody>
<tr>
<td>Thesis</td>
<td>Choose a topic and establish an argument (5 pts)</td>
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<tr>
<td>Introduction</td>
<td>Introduction clearly identifies and explains topic and its significance. (10 pts)</td>
<td>Introduction identifies topic and provides some explanation of its significance. (10 pts)</td>
<td>Introduction does not identify topic nor explain its significance. (10 pts)</td>
<td>Introduction does not identify and explain its significance. (10 pts)</td>
</tr>
<tr>
<td>Body - Paragraph Construction</td>
<td>All paragraphs support the thesis and include introductory sentence, explanations and details, and a concluding sentence. (15 pts)</td>
<td>Most paragraphs support the thesis and include introductory sentence, explanations and/or details, and concluding sentence. (15 pts)</td>
<td>Paragraphs include some related information but are not well constructed and are only somewhat supportive of the thesis. (15 pts)</td>
<td>Paragraphs include little to no related information, are poorly constructed and do not support the thesis. (15 pts)</td>
</tr>
<tr>
<td>Grammar and Spelling</td>
<td>No errors in grammar or spelling (10 pts)</td>
<td>1-2 errors in grammar and/or spelling. (10 pts)</td>
<td>3-4 errors in grammar and/or spelling. (10 pts)</td>
<td>More than 4 errors in grammar and/or spelling. (10 pts)</td>
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<tr>
<td>Amount and Quality of Information</td>
<td>All key questions are answered; all information relates to the thesis and several supporting details and/or examples are provided. (40 pts)</td>
<td>Most key questions answered; most information relates to the thesis, and some supporting details and/or examples are provided. (40 pts)</td>
<td>Some key questions answered; some information relates to the thesis but few details and/or examples are provided. (40 pts)</td>
<td>No key questions are answered; Information has little or nothing to do with the thesis. (40 pts)</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Conclusion clearly summarizes and analyzes key information in full support of the thesis. (10 pts)</td>
<td>Conclusion summarizes most key information in support of the thesis. (10 pts)</td>
<td>Conclusion summarizes some key information in support of the thesis. (10 pts)</td>
<td>Conclusion does not summarize key information or support the thesis. (10 pts)</td>
</tr>
<tr>
<td>Sources</td>
<td>All sources are accurately documented in the desired format. (10 pts)</td>
<td>Most sources are accurately documented, but a few are not in the desired format. (10 pts)</td>
<td>Many sources are accurately documented, but many are not in the desired format. (10 pts)</td>
<td>Some sources are not accurately documented (10 pts)</td>
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Sources Format = MLA (10 pts)