The Research Paper

Objective: Now that we have studied Early American History through Reconstruction including all issues related to the origin, expansion and end of slavery, students will dig deeper into a sub-topic of their choice to more fully understand the complexity and impact of slavery 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 slavery in American history through 1900. A list of suggested topics is attached, however students may select a different topic with Ms. Twomey’s prior approval. We will visit the AHS library at least three days for research and drafts, however students are expected to complete the majority of work outside the classroom. Be sure to use Ms. Gallant’s “lib guide” as your starting point for research (details to be provided).

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; see attached 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 following 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?

Due Date – Wednesday, April 16th (Verbally tell Ms. Twomey what topic you plan to research for your paper)
**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 FOCUS as a researcher 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.*

**Due Date – Thursday, April 17th** (On a piece of paper, turn in your topic and draft thesis statement to Ms. Twomey.)

**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 1 of the print sources must be through Infotrac. See attached for approved internet sources. Any other internet sources must be approved by Ms Twomey or Ms. Gallant. IMPORTANT: while you may consult your textbook for ideas, you may NOT formally use it as a source for this paper.

**Due Date – Monday, April 28th** (Give to Ms. Twomey 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.)

**Step #4: Note Cards** – You will turn in all your research note cards that you have taken during your research time. Make sure they are done correctly – Quiz Grade.

We will devote class time to research. Before you even begin reading the article, make sure you take down all the necessary citation information. We will spend class time going over how to properly document different types of sources. **YOU MUST DOCUMENT ALL**
SOURCES AND DOCUMENT THEM PROPERLY. For each source, create an index card with all the necessary information. Label each source in order: A, B, C...

Last name, First name. Title of Book. Publishing Company: City, Year.


Source Card

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

*Internet sources will not have page numbers. Be sure to reference URL.

Note Cards & Source Cards

You will be required to show me a minimum of 15 note cards from a minimum of 4 sources (i.e. A, B, C and D). 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.

Due Date – Friday, May 9th (Show me your sources and note cards...Quiz Grade: 10, 8, 6, or 0)
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 rely on researched information, note the source and card number in parentheses. (Quiz Grade)

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

Until the note cards and the outline have 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 and the existing note cards.

Due Date – Friday, May 16th (Give to Ms. Twomey your typed outline…Quiz Grade: 10, 8, 6 and 0/10)

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 number 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.

Due Date – Friday, May 30th (Give to Ms. Twomey your final, typed research paper
Each paper will be graded according to the following rubric:

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10 pts</th>
<th>8 pts</th>
<th>4 pts</th>
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<td>Thesis</td>
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<td>Introduction</td>
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<td>Grammar and Spelling</td>
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<td>Conclusion</td>
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<td>Sources</td>
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Approved Internet Sources (check with Ms. Twomey or Ms. Gallant on all others — and be sure to use Ms. Gallant’s “lib guide” as a starting point for your research)

Slavery and Slave Trade – US Library of Congress -
http://memory.loc.gov/ammem/aaohtml/exhibit/aopart1.html

Concise overview expandable primary sources
http://www.nationalarchives.gov.uk/pathways/blackhistory/africa_caribbean/west_africa.htm

American slavery topics: http://www.digitalhistory.uh.edu/

Atlantic Slave Trade overview (Lots of links, paintings, audio, interactive timelines)
http://abolition.e2bn.org/slavery_44.html

Interactive slave trade maps
http://www.bbc.co.uk/history/british/abolition/map/index.shtml

Underground Railroad
http://education.nationalgeographic.com/education/multimedia/interactive/the-underground-railroad/?ar_a=1

Life of Olaudah Equiano
http://books.google.com/books?id=FXVkAAAMAAJ&pg=PA153#v=onepage&q&f=false

Maps http://libweb5.princeton.edu/visual_materials/maps/websites/africa/maps-continent/1644%20blaeu.jpg
http://www.wdl.org/en/item/2586/#q=africa+maps&view_type=gallery&search_page=1&q1a=en http://maps.bpl.org/id/10637

Map analysis http://chnm.gmu.edu/worldhistorysources/unpacking/mapsanalysis.html


Overview with video, primary sources
http://www.inmotionaame.org/migrations/topic.cfm?migration=1&topic=1

PBS tons of primary sources including Falconbridge’s account (graphic organizer available)
http://www.pbs.org/wgbh/aia/home.html

Voyage databases Primary source http://www.slavevoyages.org/tast/index.faces

Video Instructions on how to use voyages website http://slavevoyages.org/tast/help/demo-overview.faces

Amistad clip middle passage 3:34 min
http://www.youtube.com/watch?v=8neP0pkYwjY&list=LPod-6fmU3V3g&index=2&feature=plcp
Slave trade overview 35 min
http://www.youtube.com/watch?v=sHD02s1porE&feature=relmfu%20

Middle passage clip 3 min http://dsc.discovery.com/tv-shows/other-shows/videos/assignment-discovery-middle-passage.htm

Haiti Dominican republic race identity Louis Gates use first 35 Min

Visual record of slave trade, many primary sources
http://hitchcock.itc.virginia.edu/Slavery/index.php

**Suggested Slavery-Related Topics:**

- Transatlantic Slave Trade
- Origins of slavery in the U.S.
- Founding Fathers' views on slavery
- Articles of Confederation and U.S. Constitution – including 3/5 Compromise, 13th Amendment, 14th Amendment
- 15th Amendment
- All legislative compromises
- Triangular Trade and Middle Passage
- Role of African Americans (free and slave) during the American Revolution
- Lives of Slaves in the South
- Slave narratives
- Fugitive Slave Acts
- International Slave Trade Act of 1807
- Northwest Ordinance of 1785
- Missouri Compromise of 1820
- Compromise of 1850
- Kansas-Nebraska Act of 1854
- Dred Scott Decision/Supreme Court
- Nat Turners' Rebellion
- Western expansion of slavery/Wilmot Proviso
- Underground Railroad
- Forms of Resistance
- Frederick Douglass
- Sojourner Truth
- William Lloyd Garrison
- Abolition Movement
- David Walker/other abolitionist leaders
- Slave-based economics/King Cotton
Grimke Sisters
South's defense of slavery 1800-1865
Emancipation Proclamation
Role of African Americans (free and slaver) during the Civil War
Denmark Vesey
States' Abolition Laws
Lincoln's positions on slavery
Slavery as a cause of Civil War
Black Codes/Jim Crow
Free Soil Party
Republican Party (1854-1865)
Reconstruction
End of Reconstruction
White Supremacy/Ku Klux Klan (19th century only; see Ms. Twomey)
John Brown, Potawatomie Creek and Harper's Ferry
Freedmen's Bureau
African American Culture/Music and Art
Southern Black Leadership during Reconstruction
Domestic Slave Trade and Forced Migration