

# “An Investigative Dissertation on Global Confrontation in the Early Nineteenth Century”: A Research Paper on World War I

**Grade Level or Special Area:** 7<sup>th</sup> grade English

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**Length of Unit:** Eight lessons (Lessons One - Three, are approximately 50 minutes for three days; Lessons Five - Eight are approximately 50 minutes once a week for four weeks; Lesson Four is 2-2 ½ hours at the library)

## I. ABSTRACT

One of the goals of this unit is to encourage teachers to work in an interdisciplinary fashion, by combining the History content with the English research process. This unit develops and teaches the writing process of a research paper with a product that can be used and graded by both disciplines.

## II. OVERVIEW

### A. Concept Objectives

1. Students develop an appreciation for reading and understanding a variety of materials. (Colorado State Standard (CSS) 1 – Reading and Writing)
2. Students understand the necessity to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3 – Reading and Writing)
3. Students develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)

### B. Content from the *Core Knowledge Sequence*

#### 1. WRITING AND RESEARCH

- a. Students will write research essays, with attention to gathering relevant data through library and field research. (p. 157)
- b. Students will write research essays, with attention to summarizing, paraphrasing, and quoting accurately when taking notes. (p. 157)
- c. Students will write research essays, with attention to defining a thesis (that is, a central proposition, a main idea. (p. 157)
- d. Students will write research essays, with attention to organizing with an outline. (p. 157)
- e. Students will write research essays, with attention to integrating quotations from sources. (p. 157)
- f. Students will write research essays, with attention to acknowledging sources and avoiding plagiarism. (p. 157)
- g. Students will write research essays, with attention to preparing a bibliography. (p. 157)

#### 2. GRAMMAR

- a. Students will learn that essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. (p. 157)
- b. Students will use standard English usage in writing. (adapted from the Alignment of the *Core Knowledge Sequence* and Colorado Grade Level Expectations)

### C. Skill Objectives (identified skills are from the Alignment of the *Core Knowledge Sequence* and Colorado Grade Level Expectations)

1. Students will take notes from relevant sources in a concise manner, and with attention to avoiding plagiarism.
2. Students will develop ideas and content with significant details, examples, and/or reasons. (7.2.B)
3. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion. (7.2.C)
4. Students will use transitions to link ideas. (7.2.D)
5. Students will plan, draft, revise, and edit for a legible final copy. (7.2.E)
6. Students will use a variety of sentence structures with varied length. (7.2.F)
7. Students will write with a voice appropriate to purpose and audience. (7.2.G)
8. Students will choose a range of words that are precise and vivid. (7.2.H)
9. Students will use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes a major but focused idea. (7.3.F)
10. Students will use conventional spelling in published work. (7.3.G)
11. Students will use library and interlibrary catalog databases and organizational features of electronic information. (7.5.B)
12. Students will locate and select relevant information. (7.5.C)
13. Students will paraphrase, summarize, organize, and synthesize information. (7.5.D)
14. Students will use available media resources, including technology, to research and produce a document. (7.5.E)
15. Students will write in complete sentences. (7.3.C)
16. Students will use writing resources such as dictionaries to monitor spelling accuracy. (7.3.H)
17. Students will use conventional spelling in published work. (7.3.G)
18. Students will practice note taking and paraphrasing in paragraph form.
19. Students will learn how to write citations and use a Works Cited format.
20. Students will complete a final version of the research paper.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Six Traits Writing*, NorthWest Regional Educational Lab
  2. *The Essentials of MLA Style*, Joseph Trimmer
  3. *Step Up To Writing*, Maureen Auman
- B. For Students
  1. Students will know how to write in complete sentences, varying the types, such as compound and complex; employ standard English usage in writing; and know and use correct capitalization and punctuation. (6.3)
  2. Students will take notes from relevant and authoritative sources; summarize and organize ideas gained from multiple sources in useful ways; and find information to support ideas. (6.5)
  3. Students will know how to follow accepted formats for writing research. (6.5)

### IV. RESOURCES

- A. *Step Up To Writing*, Maureen Auman (Lesson Five)
- B. *Six Traits Writing*, NorthWest Regional Educational Lab (Lessons Five, Six, Seven, Eight)
- C. *The Essentials of MLA Style*, Joseph Trimmer (Lessons Two, Three, Five, Eight)
- D. Video: *Correct Citations & Works Cited Page*, Teacher's Video Company (Lesson Eight)

## V. LESSONS

### Lesson One: Introduction to Writing an MLA Research Paper on World War I

(approximately 50 minutes)

#### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation for reading and understanding a variety of materials. (CSS 1 – Reading and Writing)
  - b. Students will develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
2. Lesson Content
  - a. Students will write research essays, with attention to gathering relevant data through library and field research. (p. 157)
  - b. Students will use standard English usage in writing. (adapted from Alignment of the *Core Knowledge Sequence* and Colorado Grade Level Expectations)
3. Skill Objective(s)
  - a. Students will learn why it is important to locate and select relevant information.
  - b. Students will learn why it is important to use available media resources, including technology, to research and produce a document.

#### B. *Materials*

1. Appendix A: Parent Letter for English (copy for each student)
2. Overhead projector: transparency of Appendix B: Parent Letter for History
3. Appendix C: Quiz

#### C. *Key Vocabulary*

1. Research – study; explore; examine
2. Relevant – important, significant

#### D. *Procedures/Activities*

1. Begin the class with the questions: How did you feel when the World Trade Center was attacked and destroyed? How would learning about World War I help you understand the attacks on America and how war must affect those involved? Allow students to discuss their thoughts and emotions for a few minutes. Explain that through their research (covering the definition of research), they will learn that there is a definite connection.
2. Explain and discuss how important accurate and relevant resources are to an acceptable research paper, as opposed to personal opinion and hearsay. Encourage students that the research process can be helpful and informative.
3. Hand out the Parent letter (Appendix A – fill in the due dates) for the English Expectations of the Research paper. English expectations and grading are primarily concerning the research writing process.
4. Show the transparency of the Parent letter (Appendix B) for the History Expectations of the Research paper (the letter will be sent home by the History teacher, who will go into greater detail in class). While reading the Parent Letter, emphasis the importance of using three sources: a book, an encyclopedia, and a source from the Internet. History expectations and grading are primarily concerning content. Study and discussion of World War I will be done in History Class. Explain that the purpose of the joint effort is to help students develop their research skills while studying the history of the war.
5. Have the students return the bottom of the letter signed by both the student and parent by \_\_\_\_\_(one to three days maximum).

6. Have students do Appendix C: Quiz.
- E. *Assessment/Evaluation*
1. Signed, returned forms
  2. Appendix C: Quiz

**Lesson Two: Taking Notes; Avoiding Plagiarism** (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will develop an appreciation for reading and understanding a variety of materials. (CSS 1 – Reading and Writing)
  - b. Students will develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
2. Lesson Content
  - a. Students will write research essays, with attention to gathering relevant data through library and field research. (p. 157)
  - b. Students will write research essays, with attention to integrating quotations from sources. (p. 157)
  - c. Students will write research essays, with attention to summarizing, paraphrasing, and quoting accurately when taking notes. (p. 157)
  - d. Students will write research essays, with attention to acknowledging sources and avoiding plagiarism. (p. 157)
3. Skill Objective(s)
  - a. Students will learn to take notes from relevant sources in a concise manner, and with attention to avoiding plagiarism.
  - b. Students will practice note taking and paraphrasing in paragraph form.

B. *Materials*

1. Copy for each student of a short newspaper article of teacher’s choice from which to take notes (this is purely a note taking exercise) or Appendix D: World War I Article (An Example)
2. *The Essentials of MLA Style*, Joseph Trimmer (one for each student)

C. *Key Vocabulary*

1. Essential – indispensable, crucial, necessary
2. Paraphrasing – rephrasing, restating in your own words
3. Plagiarism – illegal use, copying without giving credit

D. *Procedures/Activities*

1. Have the sentence “The hurricane caused by the Great War eroded the political weight of the German Empire,” written on the board.
2. Define the vocabulary words *essential* and *paraphrasing*. Ask the students to identify the essential information (three or four words – proper nouns are equal to one word) of the sentence; underline the words and decide what is truly essential and what is not. [Essential information: Great War, eroded, German Empire; other words may be given, but these words gives the most important facts. Discuss that “hurricane” in this sentence is not literal, but the tremendous effect of the war.] Have students paraphrase the sentence (restating in their own words), using the essence of the essential words. (An example may be, “The terrible effects of WWI ruined the government of the German Empire.”)
3. Read pages 35 - 37 on plagiarism in *The Essentials of MLA Style*. Have students explain how proper note taking can help them avoid plagiarism. Discuss the ethics of plagiarism.
  - a. Plagiarism is a major problem in secondary schools and colleges.

- b. There are four forms of plagiarism: paraphrasing and not giving credit to the author; quoting and not giving credit to the author; copying paragraphs or sentences and not giving credit to the author or using it as one's own; and using entire papers and representing it as one's own.
  - 4. Hand out copies of a short newspaper article of the teacher's choice or Appendix D to each student. Begin with the first sentence, and have students identify the essential information (three or four words) within the sentence.
  - 5. Have students complete the entire paragraph by identifying essential information.
  - 6. After the essential information of each sentence (three or four words) has been identified, have the students rewrite the paragraph in their own words.
- E. *Assessment/Evaluation*
  - 1. Have a few volunteers read their revised paragraphs. Have a group discussion about identifying essential information and rewriting paragraphs.
  - 2. Have the students answer the question: "Did I identify the essential information and paraphrase the paragraph?" Have students turn in the paragraphs and answered questions so they can be evaluated.

**Lesson Three: Note Cards** (approximately 50 minutes)

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. Students will develop an appreciation for reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
  - 2. Lesson Content
    - a. Students will write research essays, with attention to preparing a bibliography. (p. 157)
    - b. Students will write research essays, with attention to summarizing, paraphrasing, and quoting accurately when taking notes. (p. 157)
    - c. Students will write research essays, with attention to acknowledging sources and avoiding plagiarism. (p. 157)
  - 3. Skill Objective(s)
    - a. Students will take notes from relevant sources in a concise manner, and with attention to avoiding plagiarism.
    - b. Students will learn how to write citations and use a Works Cited format.
- B. *Materials*
  - 1. 3" X 5" lined note cards
  - 2. *The Essentials of MLA Style*, Joseph Trimmer (one for each student)
  - 3. Overhead projector; transparency example of a note card written correctly
  - 4. Transparency of Appendix E: Note Card Rubric
  - 5. Appendix F: Student Evaluation of Note Cards (one for each student)
- C. *Key Vocabulary*
  - 1. Citation – quote, excerpt identified within a research paper
  - 2. Works Cited - the Bibliography in an MLA style research paper
- D. *Procedures/Activities*
  - 1. Review the methods of note taking (finding writing down only the essential information – three or four words – from each sentence) from the previous lesson.
  - 2. Using *The Essentials of MLA Style*, read the general information for citing sources on pages 22 -27, and then skim through the examples of citations from books, encyclopedias, and electronic sources on pages 7 - 18.

3. Have the students copy an example of each source (book, encyclopedia, internet source) onto a note card to use as a resource at the library.
  4. Demonstrate on the overhead projector (using the transparency of a note card written correctly) how the note cards should be written and organized. Included on the card should be the Works Cited information, the History heading (Politics/Economics, Science/Technology, etc.), and examples of essential information from the source. Use a direct quote from Appendix D, to give an example for the students. It is highly recommended to use one idea per card (which helps with outlining and organization).
  5. Show a transparency of Appendix E: Note Card Rubric. Discuss the expectations and mandatory information needed on the note cards. Note cards will be due one week from the Library visit (on Appendix A, fill in the due dates).
- E. *Assessment/Evaluation*
1. Use Appendix F: Student Evaluation of Note Cards.
  2. Have students get into groups of two and evaluate the note card with the three examples that will be taken to the library. Students need to compare the note cards to the book examples and example on the overhead, and help each other make sure the correct information is on the card.

**Lesson Four: Using the Library** (approximately 2 – 2 ½ hours)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will develop an appreciation for reading and understanding a variety of materials. (CSS 1 – Reading and Writing)
    - b. Students will develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
  2. Lesson Content
    - a. Students will write research essays, with attention to gathering relevant data through library and field research. (p. 157)
  3. Skill Objective(s)
    - a. Students will use library and interlibrary catalog databases and organizational features of electronic information.
    - b. Students will locate and select relevant information.
    - c. Students will take notes from relevant sources in a concise manner, and with attention to avoiding plagiarism.
- B. *Materials*
1. 3” X 5” lined note cards
- C. *Key Vocabulary*
1. Interlibrary – between libraries
- D. *Procedures/Activities*
1. This is an extended period of time at the city public library or the school library, if there are adequate resources.
  2. Have the resource librarian address the students about using the library and about the sources available. If possible, it would be beneficial for the students to have a tour of the library.
  3. Remind the students that they are to research three of the five History topics: Politics and Economics, Social and Cultural, Science and Technology, World Events, and/or Geography.

4. Students will work on their note cards, using a minimum of three sources: a book, an encyclopedia, and an internet source.
- E. *Assessment/Evaluation*
1. Check student note cards for correct information (Works Cited, Heading, Meaningful Information, Accuracy of Information, Neatness and Spelling, Information Properly Recorded) during the time they are in the library, to see if they understand the process. Note cards are due in one week.

**Lesson Five: Outline** (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the necessity to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3 – Reading and Writing)
  - b. Students will develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
2. Lesson Content
  - a. Students will write research essays, with attention to summarizing, paraphrasing, and quoting accurately when taking notes. (p. 157)
  - b. Students will write research essays, with attention to defining a thesis (that is, a central proposition, a main idea. (p. 157)
  - c. Students will write research essays, with attention to organizing with an outline. (p. 157)
3. Skill Objective(s)
  - a. Students will locate and select relevant information.
  - b. Students will use transitions to link ideas.
  - c. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.

B. *Materials*

1. Overheard projector: transparency of an MLA skeleton outline from *The Essentials of MLA Style*, pages 39 - 41
2. *The Essentials of MLA Style*, Joseph Trimmer (one for each student)
3. Appendix G: Outline Evaluation (copy for each student)
4. Appendix L: Student Progress Checklist (one for each student for teacher's use)

C. *Key Vocabulary*

1. Organization – arrange, classify, categorize

D. *Procedures/Activities*

1. Ask a student to describe the steps of playing a video game (turning on the game player and television, opening the program, etc). Ask students why they must proceed in the correct order instead of doing things haphazardly.
2. Show the transparency example of the MLA outline. Discuss “What is the purpose of outlining?” and “What is the benefit of organizing material?” ). Review how organization and an outline help reach the final goal of an excellent research paper.
3. Using the transparency, model the process by filling in information the students have obtained from their research time in the library on the five required topics.
4. Using *The Essentials of MLA Style*, read the information on Outlines, pages 39-41.
5. Students will work on their outlines using their note cards from the Library. They will have one week to complete the outline. Show the students the

Appendix F: Outlines Evaluation, to observe the expectation, and then collect them to use next week. Outline will be evaluated in one week.

6. Note: Teacher preference for another outline form (ex: *Step Up To Writing*) can be used with the same steps as above.

E. *Assessment/Evaluation*

1. Using Appendix E: Note Card Rubric, check students' note cards while they work on the outline.
2. Use Appendix L: Student Progress Checklist, to record note cards.

**Lesson Six: Rough Draft** (approximately 50 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students will understand the necessity to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3 –Reading and Writing)
2. Lesson Content
  - a. Students will write research essays, with attention to defining a thesis (that is, a central proposition, a main idea. (p. 157)
  - b. Students will write research essays, with attention to integrating quotations from sources. (p. 157)
  - c. Students will write research essays, with attention to acknowledging sources and avoiding plagiarism. (p. 157)
  - d. Students will use standard English usage in writing. (adapted from the Alignment of the *Core Knowledge Sequence* and Colorado Grade Level Expectations)
3. Skill Objective(s)
  - a. Students will develop ideas and content with significant details, examples, and/or reasons.
  - b. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - c. Students will use transitions to link ideas.
  - d. Students will use a variety of sentence structures with varied length.
  - e. Students will write with a voice appropriate to purpose and audience.
  - f. Students will choose a range of words that are precise and vivid.
  - g. Students will use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes a major but focused idea.
  - h. Students will plan, draft, revise, and edit for a legible final copy.
  - i. Students will paraphrase, summarize, organize, and synthesize information.
  - j. Students will write in complete sentences.

B. *Materials*

1. *Six Traits Writing* classroom posters from <http://www.nwrel.org/index.html>, or handout of the first six traits from the *Six Traits* book
2. Appendix G: Outline Evaluation (copy for each student)
3. *Step Up To Writing* transitional expressions from the Teacher's Book, pages 2-42 to 2-44
4. *Optional: Step Up To Writing* transparency on how to stretch paragraphs from Teacher's book, page 4-5
5. Appendix L: Student Progress Checklist (same form used for note cards)

C. *Key Vocabulary*

1. Thesis – main idea
  2. Transition – shift to new topic
  3. Summarizing – sum up, go over the main points
  4. Synthesize – to combine, to unite
- D. *Procedures/Activities*
1. Using the *Six Traits Writing* posters or handout, review with students the first six traits of good writing (ideas, organization, sentence fluency, voice, word choice, conventions). Ask the class how each of these traits will “fill out” the outline to make a rough draft.
  2. Ask the students how the introductory paragraph can influence the entire paper. Discuss the thesis statement: where it belongs in the paper, and how to write an excellent thesis.
  3. Ask students how paragraphs can flow smoothly from topic to topic. Explain that transitions are important to the continuity and quality of a paper, and how they can be used effectively. Give students a copy of the *Step Up To Writing* transitional expressions and look at a few examples.
  5. Have students give examples of information they found on each of the History topics while at the library. Write down their ideas on the board under the headings: Politics and Economics, Social and Cultural, Science and Technology, World Events, and Geography, and then have volunteers give ideas for tying it together. Explain the meaning of the vocabulary words paraphrasing, summarizing, and synthesizing.
  4. Paragraphs are to be 6-8 sentences long; ask what a student should do if they have too few or too many? Explain that five paragraphs is a minimum, and will most likely not fulfill the History requirement for approximately 1000 words.
  5. Ask students what the Conclusion must cover, and how to restate the thesis in an interesting but not repetitious way.
  6. Have students begin working on their Rough Drafts. Rough drafts will be due in one week.
  7. Note: Teachers using the *Step Up To Writing* program would show the transparency on how to stretch paragraphs (Teacher’s Book page 4-5), and discuss the philosophy of writing in a similar process.
- E. *Assessment/Evaluation*
1. As students work on their Rough Drafts, use Appendix G: Outline Evaluation, to check Outlines.
  2. Use Appendix L: Student Progress Checklist, to record outlines.

**Lesson Seven: Revisions and Editing** (approximately 50 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the necessity to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3 – Reading and Writing)
  2. Lesson Content
    - a. Students will learn that essays should have appropriate tone and diction, as well as correct spelling and grammar in their final form. (p. 157)
  3. Skill Objective(s)
    - a. Students will plan, draft, revise, and edit for a legible final copy.
    - b. Students will develop ideas and content with significant details, examples, and/or reasons.

- c. Students will organize ideas so that there is an inviting introduction, logical arrangement of ideas, and a satisfying conclusion.
  - d. Students will use transitions to link ideas.
  - e. Students will plan, draft, revise, and edit for a legible final copy.
  - f. Students will use a variety of sentence structures with varied length.
  - g. Students will write with a voice appropriate to purpose and audience.
  - h. Students will choose a range of words that are precise and vivid.
  - i. Students will use paragraphs correctly so that each paragraph is differentiated by indenting or blocking and includes a major but focused idea.
  - j. Students will use writing resources such as dictionaries to monitor spelling accuracy.
  - k. Students will use conventional spelling in published work.
- B. *Materials*
- 1. Overheard projector: transparency of Appendix G: Revisions and Editing Checklist
  - 2. Appendix H: Revisions and Editing Checklist (one for each student)
  - 3. Appendix L: Student Progress Checklist (same form used for note cards and outlines)
- C. *Key Vocabulary*
- 1. Revision - examination for modification and correction
  - 2. Editing – checking for conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling
- D. *Procedures/Activities*
- 1. Hand out Appendix H: Revisions and Editing Checklist, and discuss the difference between revising and editing.
  - 2. Discuss areas of improvement: not enough information, too much information, repetitive words, complete sentences, etc.
  - 3. Have students use the Checklist to evaluate their Rough Drafts and begin working on their papers. Revisions and Editing and the Checklist will be due in one week.
- E. *Assessment/Evaluation*
- 1. Students will be assigned a partner, and will read their rough drafts to one another and give positive and constructive criticism. Students will write comments on Appendix H: Revisions and Editing Checklist.
  - 2. Use Appendix L: Student Progress Checklist, to record rough drafts.

**Lesson Eight: Final Copy** (approximately 50 minutes)

- A. *Daily Objectives*
- 1. Concept Objective(s)
    - a. Students will understand the necessity to write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (CSS 3 – Reading and Writing)
    - b. Students will develop an appreciation of reading to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (CSS 5 – Reading and Writing)
  - 2. Lesson Content
    - a. Students will write research essays, with attention to integrating quotations from sources. (p. 157)
    - b. Students will write research essays, with attention to acknowledging sources and avoiding plagiarism. (p. 157)

- c. Students will write research essays, with attention to preparing a bibliography. (p. 157)
  - 3. Skill Objective(s)
    - a. Students will plan, draft, revise, and edit for a legible final copy.
    - b. Students will complete a final version of the research paper.
- B. *Materials*
  - 1. *The Essentials of MLA Style*, Joseph Trimmer (one copy for each student)
  - 2. Overhead projector: transparency of the example of an MLA paper in *The Essentials of MLA Style*, from pages 42 and 43
  - 3. Video: *Correct Citations & Works Cited Page*, Teacher's Video Company
  - 4. Appendix K: Student Progress Checklist (same form used for note cards, outlines, and rough drafts)
- C. *Key Vocabulary*
  - 1. Presentation – appearance, arrangement
- D. *Procedures/Activities*
  - 1. Give each child a copy of *The Essentials of MLA Style*, and discuss the MLA paper using the transparency.
  - 2. Point out that everything is double-spaced, that there is a special heading on both the outline and the paper, and that there is a running head with page numbers.
  - 3. Show the video *Correct Citations & Works Cited Page* and discuss citations and Works Cited.
  - 4. Remind students that they need two copies of the Final paper (one for History and one for English). If the paper is handwritten, a machine duplicate is acceptable. The paper must be typed or handwritten neatly with blue or black ink. They also need a Cover Page (using their creativity) for History, but will not have one for English.
  - 5. There will be extra credit awarded in English for an excellent presentation of the paper with maps, diagrams, pictures, or charts, and/or a nicely and creatively done folder.
  - 6. The Final Copy will be due in one week, with the understanding that a late paper will result in a 50% reduction of grade.
- E. *Assessment/Evaluation*
  - 1. Collect Appendix H: Revisions and Editing, from the students.
  - 2. Use Appendix L: Student Progress Checklist, to record Revisions and Editing,
  - 3. Use Appendix I: Final Copy Rubric, after papers have been turned-in.
  - 4. After the papers have been completed and turned in, use the Appendix L: Student Progress Checklist to obtain final grade.
  - 5. After the papers have been completed and turned-in, give the students Appendices J and KJ: Self-evaluation of the Final Paper and the Reflective Journal. Allow sufficient time to be completed.

## VI. CULMINATING ACTIVITY

- A. Complete MLA style Research Paper.
- B. Appendix J: Self-Evaluation of the Final Paper
- C. Appendix K: Reflective Journal

## VI. HANDOUTS/WORKSHEETS

- A. Appendix A: Parent Letter for English
- B. Appendix B: Parent Letter for History
- C. Appendix C: Note Card Rubric
- D. Appendix D: World War I Article (an example)

- E. Appendix E: Student Evaluation of Resource Note Card
- F. Appendix F: Quiz on Researching
- G. Appendix G: Outline Evaluation
- H. Appendix H: Revision and Editing Checklist
- I. Appendix I: Final Copy Rubric
- J. Appendix J: Self-Evaluation Form
- K. Appendix K: Reflective Journal
- L. Appendix L: Student Progress Checklist – For The Teacher

## VII. BIBLIOGRAPHY

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- F. Video: *How to do Research in the Library*. Scottsdale, AZ: Teacher’s Video Company. Item #HRLI. <http://teachersvideo.com>
- G. Video: *Using the Internet for Research*. Scottsdale, AZ: Teacher’s Video Company. Item #CCCP. <http://teachersvideo.com>

**APPENDIX A  
PARENT LETTER – ENGLISH**

Dear Parents,

Your child will be completing an MLA style research paper for History and English. The requirements for English are as follows:

There will be class deadlines for each step of the research process. The due dates are listed below:

<u>Assignment</u>	<u>Due Date</u>
Note cards (minimum of 3 sources)	_____
Outline	_____
Rough Draft	_____
Revisions and editing	_____
Final Copy	_____

Extra Credit available for extra effort on the Final Copy.

Each step of the research process will be covered in class. It is your responsibility to be in class, or to obtain class notes if you are absent. By following the process, and working to the best of your ability, you can be assured of an excellent grade. There will be opportunities to work in class, but you will need to work outside of school hours as well. How effectively you use class time will determine the amount of time you must use at home.



I have read and understand the expectations for the History Research Paper.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

**APPENDIX B**  
**PARENT LETTER – HISTORY**

Dear Parents,

Your child will be completing an MLA style research paper for History and English. The requirements for History are as follows:

- The paper is to be approximately 1000 words long.
- The paper is to be typed or written in very neat handwriting in blue or black ink.
- Typed papers must be double-spaced and use size 12 or 14 font.
- The papers must have a cover page and an outline.
- Diagrams, maps, charts, and pictures may be put at the end of the paper, but are not required.
- There must be a *Works Cited* at the end of the paper.
  - The *Works Cited* page must include at least three sources.
  - There must be at least one of each of the following sources:
    - Book
    - Encyclopedia
    - Web site
- The paper is worth 100 points.

Topic Requirements:

- The paper will be about World War I.
- The paper must include the following topics:
  - Politics and Economics
  - Social and Cultural
  - Science and Technology
  - World Events
  - Geography

Due Date:

- The paper is due \_\_\_\_\_ .
- Late papers will result in a 50% grade reduction.
- There must be 2 copies of the paper – one for History and one for English.



I have read and understand the expectations for the History Research Paper.

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_



## APPENDIX D: WORLD WAR I ARTICLE (An Example)

“The events of July and early August 1914 are a classic case of ‘one thing led to another’ - otherwise known as the treaty alliance system.

“The explosive that was World War One had been long in the stockpiling; the spark was the assassination of Archduke Franz Ferdinand, heir to the Austro-Hungarian throne, in Sarajevo on 28 June 1914.

“Ferdinand's death at the hands of the Black Hand, a Serbian nationalist secret society, set in train a mindlessly mechanical series of events that culminated in the world's first global war.”

From: <http://www.firstworldwar.com>

### **For Teacher Use:**

**Essential words:** events, 1914, treaty, alliance  
spark, assassination, Archduke Franz Ferdinand, 1914  
death,, Black Hand, events, war

**Paraphrasing:** (one possibility)

In the summer of 1914, there were a number of events that led to the treaty alliance system. The final action was the assassination of Archduke Franz Ferdinand on June 28, 1914 in Sarajevo. He was murdered by a group of Serbian nationalists called the “Black Hand,” which set off the events that started World War I.

## APPENDIX E NOTE CARD RUBRIC

	<b>Excellent (10 pts)</b>	<b>Very Good (9 pts)</b>	<b>Good (7 pts)</b>	<b>Fair (6 pts)</b>	<b>Poor (4 pts)</b>	<b>Not done or Incomplete (0 pts)</b>
1. <b>Works Cited</b> (Three sources minimum).	_____	_____	_____	_____	_____	_____
2. <b>Headings</b> (Note cards are identified by History headings assigned).	_____	_____	_____	_____	_____	_____
3. <b>Recording meaningful information</b> (Everything recorded on note cards should relate directly to your topic).	_____	_____	_____	_____	_____	_____
4. <b>Accuracy of information</b>	_____	_____	_____	_____	_____	_____
5. <b>Neatness and Spelling</b> (If reading or use of the cards is made difficult because of sloppy writing, "Poor" will be checked).	_____	_____	_____	_____	_____	_____
6. <b>Information properly recorded</b> (Essential information on note cards only, unless there is a direct quote, which must be identified).	_____	_____	_____	_____	_____	_____

**FINAL SCORE** \_\_\_\_\_ **(60 possible)**

**COMMENTS** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX F**  
**STUDENT EVALUATION OF RESOURCE NOTE CARD**

Does the student have the correct:  
(Initial)

\_\_\_\_\_ 1. **Works Cited information** ( for a book \_\_\_\_\_, for an encyclopedia \_\_\_\_\_, and from an electronic source \_\_\_\_\_ as shown in the MLA book)?

\_\_\_\_\_ 2. **Headings** (Politics and Economics \_\_\_\_\_, Social and Cultural \_\_\_\_\_, Science and Technology \_\_\_\_\_, World Events \_\_\_\_\_, Geography \_\_\_\_\_).

**APPENDIX G  
OUTLINE EVALUATION**

**One point for each paragraph (up to five)**

<b>Paragraph:</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total:</b>
1. <b>Five paragraphs minimum</b>	_____	_____	_____	_____	_____	_____
2. <b>Headings</b> (Introduction, minimum of three subject areas and paragraphs, conclusion)	_____	_____	_____	_____	_____	_____
3. <b>Recording meaningful information</b> (Each paragraph)	_____	_____	_____	_____	_____	_____
4. <b>Accuracy of information</b> (Each paragraph)	_____	_____	_____	_____	_____	_____
5. <b>Neatness and Spelling</b> (Each paragraph)	_____	_____	_____	_____	_____	_____

**FINAL SCORE** \_\_\_\_\_ **(25 possible)**

**COMMENTS** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**APPENDIX H**  
**REVISION AND EDITING CHECKLIST**

**When you have finished writing:**

1. Reread what you have written. \_\_\_\_\_
2. Read it aloud to yourself. \_\_\_\_\_
3. Have a partner read the piece aloud to you. \_\_\_\_\_
4. Ask a friend, parent, or teacher to read the piece and make suggestions. \_\_\_\_\_
5. Use the revision, proofreading, and editing checklists to make corrections and improvements. \_\_\_\_\_

**REVISION CHECKLIST (CONTENT AND MEANING):**

- Do I have enough ideas? \_\_\_\_\_
- Do I stick to my thesis? \_\_\_\_\_
- Are the topic sentences strong and interesting? \_\_\_\_\_
- Do I have three clear and specific supporting details for each paragraph? \_\_\_\_\_

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_ (6) \_\_\_\_\_ (7) \_\_\_\_\_ (8) \_\_\_\_\_

- Are the ideas arranged in a logical order? \_\_\_\_\_
- Do the ideas flow smoothly (good transitions)? \_\_\_\_\_
- Do I have a strong introduction and conclusion? \_\_\_\_\_

**EDITING CHECKLIST:**

- Are my sentences complete? Do I have any fragments or run-ons? \_\_\_\_\_
- Are my sentences varied in structure and length? \_\_\_\_\_
- Do all verbs agree with their subjects? \_\_\_\_\_
- Are verb tenses consistent? \_\_\_\_\_
- Have I chosen appropriate and interesting vocabulary? \_\_\_\_\_
- Did I capitalize the first word in each sentence and all proper nouns? \_\_\_\_\_
- Have I checked the spelling of words of which I am not sure? \_\_\_\_\_
- Did I use the dictionary or spell-check? \_\_\_\_\_
- Did I indent my paragraphs? \_\_\_\_\_
- Have I checked for punctuation, especially end punctuation? \_\_\_\_\_
- If citations are used, have I checked to make sure I have the correct form and punctuation? \_\_\_\_\_

Adapted from A Guide to Communication: The Grosse Pointe Public Schools Style Sheet.

## APPENDIX I Final Report Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Topic	Totally unrelated	Remotely related	Somewhat relevant	Directly relevant	
Organization	Not organized, events make no sense	Some organization, events jump around, start and end are unclear	Organized, events are somewhat jumpy	Good organization, events are logically ordered, sharp sense of beginning and end	
Quality of Information	Unable to find specific details	Details are somewhat sketchy	Some details are non-supporting to the subject	supporting details specific to subject	
Grammar & Spelling	Very frequent grammar and/or spelling errors	More than two errors	Only one or two errors	All grammar and spelling are correct	
Interest Level	Needs descriptive words	Vocabulary is constant, details lack "color"	Vocabulary is varied, supporting details need work	Vocabulary varied, supporting details vivid	
Neatness	Illegible writing, loose pages	Legible writing, some ill-formed letters, print too small or too large, papers stapled together	Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided	Word processed or typed, clean and neatly bound in a report cover, illustrations provided	
<b>Extra Credit</b> Maps, charts, etc. Presentation					
				Total	

Adapted from <http://www.sdcoe.k12.ca.us/score/actbank/reportrub.html>

**APPENDIX J**  
**SELF-EVALUATION RUBRIC**

School Name \_\_\_\_\_  
*Self-Evaluation: Research Paper Writing*



Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date Submitted: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	<b>Criteria</b>				<b>Points</b>
	1	2	3	4	
<b>Organization</b>	Sequence of information is difficult to follow.	Reader has difficulty following work because student jumps around.	Student presents information in logical sequence which reader can follow.	Information in logical, interesting sequence which reader can follow.	_____
<b>Content Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with content and is able to demonstrate basic concepts.	Student is at ease with content, but fails to elaborate.	Student demonstrates full knowledge (more than required).	_____
<b>Grammar and Spelling</b>	Work has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	_____
<b>Neatness</b>	Work is Illegible.	Work has three or four areas that are sloppy.	Work has one or two areas that are sloppy.	Work is neatly done.	_____
<b>References</b>	Work displays no references.	Work does not have the appropriate number of required references.	Reference section was completed incorrectly	Work displays the correct number of references, written correctly.	_____
				<b>Total----&gt;</b>	_____

Generated by [www.teach-nology.com](http://www.teach-nology.com)

**Continue on other side**

**APPENDIX K**

**Page 2 – Self-Evaluation Form**

**Reflective Journal**

Give the steps of the Research writing process:

Define the following words:

Works Cited –

Research –

Essential –

Organization –

What did I do well in this process?

What would I improve?

What sources provided the greatest information?

What other topic or area of history would be interesting to research?

**APPENDIX L**  
**Student Progress Checklist – For The Teacher**

**STUDENT NAME** \_\_\_\_\_

<b>Research Step</b>	<b>Points possible</b>	<b>Points earned</b>	<b>Comments</b>
<b>1. Note Cards</b>	_____	_____	_____
<b>2. Outline</b>	_____	_____	_____
<b>3. Rough Draft</b>	_____	_____	_____
<b>4. Revisions and Editing</b>	_____	_____	_____
<b>5. Final Copy</b>	_____	_____	_____
	<b>TOTAL</b>	_____	