**SOCIAL STUDIES DEPARTMENT**

**WORLD HISTORY FINAL RESEARCH PAPER**

**April 30, 2015**

**Teacher: Mr. L. Miller**

**Purpose:** To demonstrate how history repeats itself across time

**Task:** Choose any area of interest from your (Syllabus, *see* RenWeb) or from your E-Book, that does not reflect your oral presentations or a topic preiviously presented. The grading rubric attached will guide you in your quest for full marks.

Your paper should be no less than 12 pages and no greater than 15, excluding your title page and work cited. This paper should reflect MLA standards for writing and formatting.

You are required to have a minimum of 5 book sources, printed or otherwise and any other credible source to supplement your paper. This is not an opinion based paper; therefore, it is imperative that you do adequate research and support your findings using data and fact based sources.

The **historical research outline** below should be copied into a word document; the information should be filled in according to the topic you choose and submitted to me no later than **Friday, May 8, 2015.** Failure to comply will attract a ***10%*** deduction from your paper. **LATE SUBMISSIONS WILL NOT BE CONSIDERED.**

**To ensure maximum success, I recommend that you periodically send me completed sections of your paper so that it can be reviewed and scored to ensure you get full marks on your paper.**

**P.s. DO NOT PROCRASTINATE**

**Due Date: TBA (Day of Scheduled Final Exam)**

On the day of the exam, each student will give an oral synopsis of their paper, roughly 5 mins each in a semi-formal relaxed setting and share a spiritual application that came from their topic and completion of their paper.

**HISTORICAL RESEARCH OUTLINE**

**TOPIC: Write topic here**

THESIS: Write your thesis here. It should be a well-developed thesis, at least two sentences that introduces your topic and addresses the theme, insight, etc. that you may have obtained through your research. The thesis should tell your reader what he/she can expect to learn by reading your research paper.

1. Main Topic 1
   1. Main point A supporting the topic of the paragraph (Citation)

*If you use your source and info cards you can build your outline using the information. Paraphrase the ideas from the information you recorded on the cards and then provide the source for that information).*

* 1. Main point B supporting the topic of the paragraph (Citation)
  2. Main point C supporting the topic of the paragraph (Citation)
  3. Main point D supporting the topic of the paragraph (Citation)

1. Main Topic 2
   1. Main point A supporting the topic of the paragraph (Citation)
   2. Main point B supporting the topic of the paragraph (Citation)
   3. Main point C supporting the topic of the paragraph (Citation)
   4. Main point D supporting the topic of the paragraph (Citation)
2. Main Topic 3
   1. Main point A supporting the topic of the paragraph (Citation)
   2. Main point B supporting the topic of the paragraph (Citation)
   3. Main point C supporting the topic of the paragraph (Citation)
   4. Main point D supporting the topic of the paragraph (Citation)
3. Main Topic 4
   1. Main point A supporting the topic of the paragraph (Citation)
   2. Main point B supporting the topic of the paragraph (Citation)
   3. Main point C supporting the topic of the paragraph (Citation)
   4. Main point D supporting the topic of the paragraph (Citation)

**RESEARCH PAPER GRADING RUBRIC—WORLD HISTORY**

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| --- | --- | --- | --- | --- |
| CATEGORY | 20 | 15 | 10 | 5 |
| Introduction/  Thesis  \_\_\_\_ | \*exceptional introduction that grabs interest of reader and states topic.  \*\*thesis is exceptionally clear, arguable, well-developed, and a definitive statement. | \*proficient introduction that is interesting and states topic.  \*\*thesis is clear and arguable statement of position. | \*basic introduction that states topic but lacks interest.  \*\*thesis is somewhat clear and arguable. | \*weak or no introduction of topic.  \*\*paper’s purpose is unclear/thesis is weak or missing. |
| Quality of Information/  Evidence  \_\_\_\_ | \*paper is exceptionally researched, extremely detailed, and historically accurate.  \*\*information clearly relates to the thesis. | \*information relates to the main topic.  \*\*paper is well-researched in detail and from a variety of sources. | \*information relates to the main topic, few details and/or examples are given.  \*\*shows a limited variety of sources. | \*information has little or nothing to do with the thesis.  \*\*information has weak or no connection to the thesis. |
| Support of Thesis/Analysis  \_\_\_\_ | \*exceptionally critical, relevant and consistent connections made between evidence and thesis.  \*\*excellent analysis. | \*consistent connections made between evidence and thesis  \*\*good analysis. | \*some connections made between evidence and thesis.  \*\*some analysis. | \*limited or no connections made between evidence and thesis.  \*\*lack of analysis. |
| Organization/  Development of Thesis  \_\_\_\_ | \*exceptionally clear, logical, mature, and thorough development of thesis with excellent transitions between and within paragraphs. | \*clear and logical order that supports thesis with good transitions between and within paragraphs. | \*somewhat clear and logical development with basic transitions between and within paragraphs. | \*lacks development of ideas with weak or no transitions between and within paragraphs. |
| Conclusion  \_\_\_\_ | \*excellent summary of topic with concluding ideas that impact reader.  \*\*introduces no new information. | \*good summary of topic with clear concluding ideas.  \*\*introduces no new information. | \*basic summary of topic with some final concluding ideas.  \*\*introduces no new information. | \*lack of summary of topic. |
| Style/Voice  \_\_\_\_ | \*style and voice are not only appropriate to the given audience and purpose, but also show originality and creativity.  \*\*word choice is specific, purposeful, dynamic and varied.  \*\*\*sentences are clear, active (subject-verb-object), and to the point. | \*style and voice appropriate to the given audience and purpose.  \*\*word choice is specific and purposeful, and somewhat varied throughout.  \*\*\*sentences are mostly clear, active (SVO), and to the point. | \*style and voice somewhat appropriate to given audience and purpose.  \*\*word choice is often unspecific, generic, redundant, and clichéd.  \*\*\*sentences are somewhat unclear; excessive use of passive voice. | \*style and voice inappropriate or do not address given audience, purpose, etc.  \*\*word choice is excessively redundant, clichéd, and unspecific.  \*\*\*sentences are very unclear. |
| Grammar/Usage/  Mechanics  \_\_\_\_ | \*control of grammar, usage, and mechanics.  \*\*almost entirely free of spelling, punctuation, and grammatical errors. | \*may contain few spelling, punctuation, and grammar errors. | \*contains several spelling, punctuation, and grammar errors which detract from the paper’s readability. | \*so many spelling, punctuation, and grammar errors that the paper cannot be understood. |

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| *Citation Format*  *\_\_\_\_* | ***\*conforms to MLA rules for formatting and citation of sources are perfect.*** | ***\*conforms to MLA rules for formatting and citation of sources with minor exceptions.*** | ***\*frequent errors in MLA format.*** | ***\*lack of MLA format/numerous errors.*** |
| Works Cited/Bibliography  \_\_\_\_ | \*entries entirely correct as to MLA format. | \*entries mostly correct as to MLA format. | \*frequent errors in MLA format. | \*lack of MLA format/numerous errors. |

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date Received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total possible points: \_\_\_\_\_\_\_/180**

**Additional Comments:**