

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

## We the People

### Influential People During the American Revolution



**Directions:** It is your job to discover how one person can impact history. You will complete research on an influential person during the American Revolution. After completing research on your person you will create a 4 paragraph research paper in Google Docs. You will create a works cited page at the end of the paper.

**Theme:** How did an individual's decisions and/or actions impact the events or the outcome of the American Revolution? What effect can one person have on history? Many people impacted the outcome of the American Revolution. Whether British, Patriot, Loyalist, American Colonist, Hessian, Slave, or Indentured Servant each person played a role in the American Revolution.

**Guiding Question:** How did an individual's decisions and/or actions impact the events or the outcome of the American Revolution?

#### Task:

For your assigned Influential Person:

- Conduct research on your influential person
- Complete 4 paragraph research paper
- Present your information to your classmates

**Influential Person Assigned:** \_\_\_\_\_

**Website:** [lib5.weebly.com](http://lib5.weebly.com)

## **Research Objectives:**

**Below is a list of research objectives or items that students must locate while conducting their research.**

- 1. When was your person born?
- 2. Important events during early life (before age 18)
- 3. What kind of character did he/she have? (Personality)  
Give details of how this person has a particular trait like courageous?  
Ex. Ben Franklin is courageous because....
- 4. Education/Training
- 5. Career or Job
- 6. Death (How and When)
- 7. Was this person a patriot, loyalist, or neutral?
- 8. Important experiences or events during the American Revolutionary War
- 9. Significant achievements during life
- 10. How did this person impact the outcome of the American Revolutionary War?
- 11. Interesting Fact # 1
- 12. Interesting Fact # 2

## **Sources**

You must utilize at least 2 sources when conducting your research.

- One of these sources MUST be an encyclopedia or book
- One of these sources MUST be a website

## Research Project Products

Upon completion all students must have:

1. Completed research using their Sticky Note Planning Sheets. This will include:

- Sources entered on your resources worksheets  
(Title, Author, Date, Publisher, and Web Address (if an online source))
- All Research objectives have a sticky note with required information  
**DO NOT USE:** complete sentences, punctuation, or capital letters  
**DO USE:** Information written down in your own words
- At least 2 sources

2. Presentation

NOTE: You will be doing your presentation BEFORE your paper.

How did an individual's decisions and/or actions impact the events or the outcome of the American Revolution?

- 1 minute
- Answer Guiding Question: The effect of one person on history
- Notecards for presenting

3. Paper

- Use of Google Docs to Create Paper
- Paragraph 1: Introduction
- Paragraph 2: Background Information about person (1-6)
- Paragraph 3: Role and Impact to the Revolutionary War (7-12)
- Paragraph 4: Conclusion
- Works Cited Page

## **Expectations While Conducting Research**

Students are to adhere to the expectations listed below.

Students will:

- Arrive and find your seat in the computer lab immediately upon entering the computer lab.
- Log on to your assigned computers and begin working.
- Be on task and utilize the allotted time in the Computer Lab.
- Raise their hands and wait patiently for an adult to come to you.
- Complete all parts of the task by the assigned due date.
- Follow the Library Expectations/Classroom Expectations as posted in the Library and in your classroom.

***Be Respectful, Be Responsible, Be Safe***

**Failure to follow the expectations listed above will result in  
either lunch or after school detentions.**

***I have read the expectations listed above and am aware of the potential consequences for not following them. By signing this document, I confirm that I will follow these expectations.***

**Student signature: \_\_\_\_\_ Date: \_\_\_\_\_**

# Research Paper Rubric

	4	3	2	1
<b>Notecards/ Notecatcher</b>	Complete Notecatcher/Notecards	Notecatcher/Notecards 3/4 completed	Notecatcher/Notecards 1/2 completed	Notecatcher/Notecards 1/4 completed
<b>Writing Process</b>	Final draft is typed with a title page. Evidence of the writing process is included (prewriting, drafting, revising, and editing)	The writer left out 1 part of the writing process.	The writer left out 2 parts of the writing process.	The writer left out 3 parts of the writing process.
<b>Introduction</b>	The introductory paragraph has a strong attention grabber, main ideas, and a thesis statement that states the topic of the paper without restating the main ideas.	1 part of the introduction is weak or missing.	2 parts of the introduction are weak or missing.	3 or more parts of the introduction are weak or missing.
<b>Organization of Body Paragraphs</b>	The body paragraphs have followed the correct organization: topic sentence, 3 main idea sentences, elaboration sentences, and a closing sentence.	The writer has made 1 – 2 errors with organization	The writer has made 3 – 4 errors with organization.	The writer has made 5 or more errors with organization.
<b>Details</b>	Strong and relevant details give the reader important information and go beyond the obvious.	Relevant details give the reader important information.	Weak details give the reader minimal information	Details are irrelevant and/or lack quality.
<b>Organization of Information</b>	A variety of thoughtful transitions are used between sentences and paragraphs.	Transitions are used between sentences (but not a variety) and between paragraphs.	Transitions are used only between sentences or paragraphs and not both.	There are not enough transitions used.
<b>Conclusion</b>	Conclusion has the thesis statement rephrased without restating the three main ideas, main idea sentences, and a “so what” statement that keeps your reader thinking.	1 part of the conclusion is weak or missing.	2 parts of the conclusion are weak or missing.	3 or more parts of the conclusion are weak or missing.
<b>Focus</b>	Writer has stayed on topic throughout the entire paper.	Writer has strayed from the topic 1 time.	Writer has strayed from the topic 2 times.	Writer has strayed from the topic 3 or more times.
<b>Voice</b>	Engaging word choice shows personality without addressing the reader. (Doesn't use “In this paper, I will tell you...”, “I hope you...”, “Now you know...”)	Shows personality without addressing the reader.	Writer has strayed from the topic 2 times.	Frequently addresses the reader.
<b>Conventions</b>	Writer makes 1 – 2 errors in grammar, spelling, capitalization, or punctuation.	Writer makes 3 - 4 errors in grammar, spelling, capitalization, or punctuation.	Writer makes 5 - 6 errors in grammar, spelling, capitalization, or punctuation.	Writer makes more than 7 errors in grammar, spelling, capitalization, or punctuation.
<b>Bibliography</b>	All sources are accurately documented in the desired format.	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

# Rubric **for** Presentation

Name

Project Topic:

ELA Period:

## **Total Presentation Points (30)**

### **Eye Contact**

0 1 2 3 4 5

### **Voice Level**

0 1 2 3 4 5

### **Knowledge of the Topic**

0 1 2 3 4 5

### **Preparation of Presentation**

0 1 2 3 4 5

### **Completion of Presentation Requirements**

0 1 2 3 4 5

### **Creativity of Project**

0 1 2 3 4 5