

# **American Revolution Persuasive Research Paper**

## **Objectives**

Students will be able to:

- Use prior knowledge of their subject to develop further inquiry questions for research
- Conference with the teacher to develop further research points
- Conduct research on their topic and evaluate websites
- Analyze informational texts to identify supporting evidence for their inquiry question
- Develop a well-supported persuasive research paper
- Utilize correct MLA citation for in-text citations and the works cited page
- Present their findings and reflect on their personal research process

## **Standards**

### Writing

- W.7.1 – Write arguments to support claims with clear reasons and relevant evidence
- W.7.4 – Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.
- W.7.5 – Strengthen writing as needed with guidance from peers and adults.
- W.7.6 – Use technology to produce and publish writing while citing sources and collaborating with others.
- W.7.7 - Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.7.8 – Gather relevant information, assess credibility and accuracy of each source, and draw conclusions while avoiding plagiarism and following citation format.

### Speaking & Listening

- SL.7.1 - Engage effectively in a range of collaborative discussions.
- SL.7.4 – Present claims and findings in a coherent manner with relevant details, facts and examples.

### Language

- L.7.1 – Utilize Standard English grammar and usage when writing.
- L.7.2 – Use Standard English capitalization, punctuation, and spelling while writing.

# AMERICAN REVOLUTION

## PERSUASIVE RESEARCH PROJECT

### Task:

- Create a presentation for Social Studies on factual information of your topic
- Take your research FURTHER! You will be creating your own research question(s) to dive deeper into your Revolutionary topic. Once you have developed your question, you will research your topic and compile the information into a persuasive research paper.

### Paper Requirements

1. Introduction with a thesis statement (based off of your research question).
2. Body paragraphs that include the following:
  - Basic factual information on your topic.
  - Arguments to support your thesis statement
  - Conclusion
3. MLA in text citations
4. MLA works cited page.

### Timeline

Day 1) Basic Research on your topic in the library.

Day 2) Brainstorm/develop good research questions

Day 3) Meeting with teacher for approval on research question.

Day 4) Discuss/develop possible research ideas for you question.

Day 5/6) Research persuasive argument. (Brief review of website evaluation)

Day 7) Read and highlight resources to gather support for your argument. (Brief review of annotation/notetaking)

Day 8) Develop your thesis statement and complete the outline.

Day 9/10) Write/type paper.

Day 11) Conference day with teacher

Day 12) Student edit day.

# AMERICAN REVOLUTION

## ENGLISH/SOCIAL STUDIES TOPICS

1. Stamp Act & Other British Laws (How did they help to create a divide between the Colonists & Britain?)
2. Boston Tea Party
3. Boston Massacre (Include the role of Paul Revere & John Adams)
4. Sons & Daughters of Liberty
5. Battle of Saratoga
6. Battle of Yorktown
7. Battle of Concord & Lexington
8. Marquis de Lafayette & Others (Von Steuben, Pulaski etc.) – Foreign help
9. Patriots vs Loyalists (What was the difference between the two?)
10. John Paul Jones & the American Navy
11. Treaty of Paris (1783)
12. Thomas Paine (Common Sense & The Crisis)
13. Redcoats (or Lobster backs)
14. British Generals (Burgoyne, Howe & Cornwallis)
15. The Continental Army (What was life like?)
16. The Declaration of Independence
17. The Intolerable Acts
18. The 2<sup>nd</sup> Continental Congress
19. Hessians & the Battle of Trenton
20. Minutemen & Militia
21. George Washington vs. King George (Explain each of their roles)

If you want to choose a different topic, you **MUST**:

- make a solid argument to Mr. Fox as to why it is an important component to the American Revolution
- have the topic approved by Mr. Fox

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

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

## Developing Research Questions

**Task:** You have chosen a specific topic to research that relates to the American Revolution. Based on your current knowledge and your first day of research, it is time to develop deeper level research questions!

What is your topic?	
What information do you already know?	

**I WONDER...** Ask yourself, "What am I interested in learning about this topic?"

"I wonder what if....."

- You will be using your interest and knowledge to create a hypothesis to help you research. Use the following formula to help you create your questions.

I am researching: \_\_\_\_\_

I want to find out: \_\_\_\_\_

This would help my audience to understand: \_\_\_\_\_

### **Example:**

I am researching Benedict Arnold because I want to find out what would have happened if he had conquered West Point. This would help my audience understand how close America was to being denied Independence.

After you have brainstormed what you may like to research, develop potential research questions and write them below. Answer the questions to determine whether it is a good question for you to pursue.

Research Questions	Is it interesting to you?	Is it too broad or too narrow?	Can it be researched?

My research question is:

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What will topics will I need to research to help develop an answer to my research question?

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# Note-taking / Annotation

## IN YOUR OWN WORDS...

- 1) Read your article or paragraph all the way through, underlining words you don't understand as you go along.
- 2) Look up the words you don't understand (or ask for help) or try to find meaning through the context in which the word is used – i.e. look at the words around it and how it fits into the sentence. Can you guess at a *possible* meaning?
- 3) What is the *main idea* of the article? Write it down.
- 4) Re-read the article with your new knowledge of vocabulary.  
  
Highlight important facts.
- 5) Finally, paraphrase (re-state the facts) or summarize (give the general idea) the paragraph IN YOUR OWN WORDS.
- 6) When you re-write something in your own words, you:

read,

think,

re-read,

write.

# Evaluating a Website: Is it CRAP?

URL is **http://**\_\_\_\_\_

<p style="font-size: 2em; font-weight: bold;">C</p> <p style="font-weight: bold;">(CURRENCY)</p>	<p>When was the page last updated? _____</p> <p>Is there a copyright date listed on the page? _____</p> <p>Do the links to other websites work? (or are there dead links?) _____</p>
<p style="font-size: 2em; font-weight: bold;">R</p> <p style="font-weight: bold;">(RELIABILITY)</p>	<p>Is the information correct based on your knowledge of the subject? _____</p> <p>Is the information consistent with similar information in other sources? _____</p> <p>Are there statements known to be false? _____</p> <p>Are there errors in spelling, punctuation, or grammar? _____</p> <p>Is there a lot of advertising on the site? _____</p>
<p style="font-size: 2em; font-weight: bold;">A</p> <p style="font-weight: bold;">(AUTHORITY)</p>	<p>What is the domain name? (.com .org .gov .edu .mil .net country) _____</p> <p>Is the author/sponsor of the site clearly identified? _____</p> <p>Does the author have the appropriate credentials to write about the topic? _____</p> <p>Is there contact information for the author? _____</p> <p>Can you find information about the author elsewhere? ("About" page) _____</p> <p>Is the author affiliated with an educational institution or prominent organization? _____</p>
<p style="font-size: 2em; font-weight: bold;">P</p> <p style="font-weight: bold;">(PURPOSE)</p>	<p>Is the purpose to:</p> <p style="padding-left: 40px;">give information? persuade? sell? entertain? promote an idea?</p> <p>Is there an obvious bias or prejudice? _____</p> <p>Are opinions presented as facts? _____</p> <p>Are alternate points of view presented? _____</p> <p>Does the author omit important facts? _____</p>

*Based on the answers to the above questions,  
explain why you feel this is a reliable, accurate web site to use for information:*

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# Persuasive Research Paper Outline

**Task:** You will be writing a persuasive essay on your assigned research topic. You will use specific evidence from your research to support your claim.

**Step 1:** Write an **Introduction**. This tells your audience what you are going to tell them and establishes the foundation for your essay.

<p><b>Attention-Grabber/Hook:</b></p> <p><i>A statement that startles, gains attention and makes your reader want to continue reading your essay.</i></p>	
<p><b>Background Information on the topic:</b></p> <p><i>What quick statement can be made about the American Revolution and your topic?</i></p>	
<p><b>Thesis:</b></p> <p><i>Answer the essay question you developed. This is the statement you will be supporting throughout your entire essay, make it a strong statement!</i></p>	

- Think about how you want to organize your information!
- It needs to be in a logical order and each body paragraph has to have a specific focus.

**Step 2:** Body Paragraph 1 – Basic information on your subject.

(Topic Sentence) \_\_\_\_\_

<b>Facts</b>	<b>Citation</b>	<b>How does it answer the essay question?</b>

**Step 3:** Body Paragraph 2 – Argument #1

(Topic Sentence) \_\_\_\_\_

<b>Facts</b>	<b>Citation</b>	<b>How does it answer the essay question?</b>

**Step 4:** Body Paragraph 3 – Argument #2

(Topic Sentence) \_\_\_\_\_

Facts	Citation	How does it answer the essay question?

**Step 5:** CONCLUSION: Recap

<b>Restate your thesis</b>	
<b>Restate your main points</b>	
<b>Leave them thinking about your topic</b>	

# Writing Review

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

Name on paper - \_\_\_\_\_

Qualities	Good effort	OK	Needs help	Comments
Spelling and punctuation is correct				
Intro includes general statement, topic statement, text references and the three body paragraph topics.				
Body paragraphs begin with a topic sentence and have several accurate details to support the topic.				
Word choices include high-level vocabulary.				
Grammar is correct, including correct tense agreement.				
Sentences are grade level in length and are "fluffy".				
Paragraphing and correct indentations.				
Details in the essay flow from one point to another. Information is easy to understand and parts are not missing.				
In-text citations are included and done correctly.				
Did you use ALL the resources you found? Why or why not?				

# RESOURCES FOR AMERICAN REVOLUTION RESEARCH PROJECT

## JSHS Library:

- Books on the cart. Remember to use the index.

## Library Website:

- Click on **Research Databases** – passwords are not needed while in school
  - Grolier Online Encyclopedia
  - WorldBook - WorldBook Student

Database passwords for home access:

<b>Database</b>	<b>World Book</b>	<b>Grolier</b>
<b>Username</b>	lfcsd	lafaye
<b>Password</b>	ocmsls	ocmsls

## Online Social Studies textbook

- You can find the Login and Password on Mr. Fox's webpage.

*Remember: ask if you need help.*

# What are Citations?

Citations are used when you are quoting or referring to a passage, book, author, or other authority, when writing a paper or making an argument. In other words, when you look information up in a book or on a database or a website and want to use that information in your own writing, you have to say where it came from.

- A **citation** is the “act of citing or quoting a reference” (Dictionary.com).
- A list of citations is called a **Works Cited** list.
- A **Works Cited** list appears as the **final** page (or slide) in a paper or presentation.
- It is a list of books, websites, databases, etc. that you used in the writing of your paper. This list should be arranged **alphabetically**.

## Why should you care?

It is important to cite where your information came from for a variety of reasons, including:

- Readers of your work need to be able to verify that your sources are reliable.
- Readers of your work might want to know where your information came from in case they are interested in learning more themselves.
- If you don't say where your information came from, it's like STEALING someone else's work and it's called PLAGIARISM.
- There are real consequences to not citing your sources, including:
  - Damaged reputation – schools, colleges and universities take plagiarism seriously and students that plagiarize may fail courses and face suspension or even expulsion from school. The reputations of professionals and politicians can be severely damaged by accusations of plagiarism as well.
  - Legal consequences (including monetary penalties) – Creators and owners of information, images, videos, music, etc. are legally allowed to sue those who use their information, images, videos, music, etc without permission and citing where it came from.

# Writing a Works Cited

At LaFayette JSHS we use the Modern Language Association (MLA) format for citing sources for class assignments.

- Double space between all lines in your Works Cited list.
- Indent every line **AFTER** the first line in each citation.

## Book Format

Author's Lastname, Firstname.	<u>Title.</u>	City of Publication:	Publisher,	Publication Year.
Greenburg, E. Judith and Helen Cary McKeever.	<u>Journal of a Revolutionary War Woman.</u>	New York:	Franklin Watts,	1996.

## Database (like Grolier's or WorldBook)

- You can copy/paste the citation from the article. Look at the end of the article for the MLA citation information OR click on "How to cite this article".

Author's Lastname, Firstname.	"Article Title"	<i>Publisher.</i>	Database Name,	Date Published.	Medium.	Date of Access.
If no author – leave blank.	"Revere, Paul."	<i>Encyclopedia Americana.</i>	Grolier Online,	2006.	Web.	24 Mar. 2014.

## Webpage

Author's Lastname, Firstname.	"Title of the Page."	<i>Title of overall website.</i>	Name of Publisher or Sponsor of Site,	Date of Publication.	Medium.	Date of Access.
If no author – leave blank.	"Animal Health."	<i>Animal and Plant Health Inspection Service.</i>	United States Dept. of Agriculture,	13 Jan. 2003.	Web.	24 Mar. 2014.

# American Revolution Persuasive Research Paper Checklist

DATE	TASK	COMPLETE? <i>(Check ONLY if task is complete.)</i>	TEACHER INITIALS
	Choose American Revolution topic to research further.		
	Research basic information about your topic. <i>(Enough to help you figure out what MORE you want to know.)</i>		
	Develop INQUIRY question about your topic to further research.		
	Meet with Ms. Nastasi or Mrs. Bang to have INQUIRY question approved.		
	Determine what information you need to locate before you can answer your INQUIRY question. Share your ideas with Ms. Nastasi or Mrs. Bang before beginning your research.		
	Research information related to your topic that will help you answer your INQUIRY question.		
	Print, read, and highlight resources.		
	Develop thesis statement and have it approved by Ms. Nastasi or Mrs. Bang.		
	Complete a Persuasive Research Paper outline and have it approved by Ms. Nastasi.		
	Type rough draft of paper. (Make sure you check spelling, capitalization, and punctuation.)		
	Conference with Ms. Nastasi.		
	Edit your paper based on the suggestions made during the conference.		
	Turn in ROUGH DRAFT, WRITING REVIEW SHEET, and FINAL DRAFT of paper to Ms. Nastasi.		

## Middle School Research Paper

CATEGORY	4	3	2	1
<b>Notes/ Outline</b>	Notes are recorded and organized in an extremely neat and orderly fashion. Outline is completed thoroughly.	Notes are recorded legibly and are somewhat organized. Outline is completed	Notes are recorded. Missing sources. Missing facts. Outline is partially completed.	Notes are recorded only with peer/teacher assistance and reminders. Outline is not filled out.
<b>Rough Draft</b>	Detailed draft is neatly presented and includes all required information in time for a teacher student conference.	Draft includes all required information and is legible in time for a teacher student conference.	Draft includes most required information and is legible.	Draft is missing required information and is difficult to read.
<b>Final Copy: Quality of Information</b>	Information clearly relates to the main topic. It includes several supporting details and/or examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
<b>Final Copy: Mechanics</b>	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling, or punctuation errors	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
<b>Final Copy: Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details, and concluding sentence.	Most paragraphs include introductory sentence, explanations or details, and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Work Cited</b>	Student has included the required resources and cited them in MLA format correctly.	Student is missing resource citation and works cited is done correctly	Student is missing in some in text citations and works cited is only partially correct.	Student has neglected to cite all sources in MLA format

- You must turn in the following:
  - Rough Draft
  - Final Essay
  - Peer /Teacher Editing Sheet

Total points \_\_\_\_\_/25

Grade = \_\_\_\_\_%

