

## U.S. HISTORY and ELA 11 RESEARCH PAPER

One requirement for both U.S. History and ELA 11 is to complete research on a particular topic in U.S. History. Within the topics, students will have an opportunity to explore areas of their choosing in detail using both primary and secondary resources.

The final product will be a research paper that supports a claim about a chosen topic. Class time will be dedicated to facilitate the research process. Students are expected to independently conduct all further research and writing.

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Please sign below to indicate that you have read and reviewed the assignment:

Student Name (printed): \_\_\_\_\_

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

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

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## Requirements

- 3-4 pages typed
  - Double spaced
  - 12 font in Times New Roman
  - 1 inch margins
- Minimum 4 sources
- All work will be completed on the student's Deer Park Google Drive account and be viewed by both the ELA and Social Studies teachers.
- A first draft consisting of an introduction paragraph, two full body paragraphs with information cited properly in MLA format, and a completed Works Cited page.
- First draft and final paper will be submitted to [Turnitin.com](https://www.turnitin.com).  
They will include:
  - a header with the student name, course names, teachers, and periods
  - 3-4 pages of text including introduction, multiple body paragraphs and a conclusion
  - Works Cited Page (not included in page requirements)
- For step-by-step directions on how to submit to Turnitin.com, please refer to [Turnitin.com](https://www.turnitin.com)

## Due Dates

- Link to Google Calendar: <http://goo.gl/NqP25O>

<b>11/10/15</b>	Research Topic/Parent Signature <b>No late work will be accepted.</b>	1 Homework Grade in Social Studies
<b>11/23/15</b>	Source Evaluations Each completed source is 25 points for a total of a quiz grade of 100 points. 10 Points will be deducted per day if it is late. <b>No documents will be accepted after Wednesday, November 25, 2015.</b>	100 Points Quiz Grade in Social Studies
<b>11/24/15</b>	Research Question <b>No late work will be accepted.</b>	1 Homework Grade in Social Studies
<b>12/9/15</b>	Claim 10 Points will be deducted per day if it is late. <b>No documents will be accepted after Wednesday, December 11, 2015.</b>	100 Points Grade Quiz in ELA
<b>12/21/15</b>	Outline <b>No documents will be accepted after Friday, December 23, 2015.</b>	100 Points Quiz Grade in Social Studies
<b>1/13/16</b>	First Draft with in progress Works Cited Page - Must be submitted to <a href="http://www.turnitin.com">www.turnitin.com</a> -Introduction and two cited body paragraphs <b>No documents will be accepted after Friday, January 15, 2016.</b>	100 Points Quiz Grade in ELA
<b>2/10/16</b>	Final Paper The final paper must be submitted to <a href="http://www.turnitin.com">www.turnitin.com</a> . Ten points will be deducted for each day your paper is late. <b>No documents will be accepted after February 12, 2016.</b>	100 pts = 2 project grades in Q3 for SS and 2 writing grades in Q3 for ELA

## **Troubleshooting**

There may be a number of reasons why a final paper might be late. Students are responsible for submitting the assignments on time. For every day of class an assignment is late, 10 points will be deducted. The following guidelines are to help with all possible causes of late projects:

**The computer crashed and everything was lost** -Students will be typing the paper in Google Drive. Google automatically save the work as it is written.

**Extenuating circumstances occur** - If a student is absent from class on a due date, the absence must be excused by a parent or guardian and the Attendance Office must be notified. The assignment will be due the day the student returns to class.

## **Develop a Topic to Research**

Students should choose a topic that interest them. As research begins the topic can be broad--for example, “human trafficking.” As research is conducted, researchers consider the sources available and narrow the topic. They also consider what they would like to know about the topic and generate questions. Are they interested in the history behind human trafficking? Where it occurs most frequently? What gender and age group is impacted the greatest?

**Insert research topic below.**

## **Evaluation of Sources and Analysis**

In the evaluation of sources section, students will determine the origin and purpose of the source and evaluate its values and limitations.

When evaluating primary or secondary sources, students should ask the following questions:

- How does the author know these details (names, dates, times)?
- Where does this information come from – personal experience, eyewitness accounts, or reports written by others? (primary or secondary source)
- Are the author's conclusions based on a single piece of evidence, or have many sources been taken into account (e.g., diary entries, along with third-party eyewitness accounts, impressions of contemporaries, newspaper accounts...)?
- Is the author a credible source (what are his/her credentials)?

For each source, students are to complete a source evaluation sheet. Students should be thorough in completing each sheet since it will be used to organize their information for the paper as well as to create the Works Cited Page. Sources may be added or deleted as the students work on this project.

If additional source sheets are needed, please highlight one of the previous source sheets, press CTRL + C, hit enter to move to the next page, and then press CTRL + V to paste.

## Source Evaluation Rubric

Source evaluation will be due on November 23. Each source evaluation will be scored based on the rubric below.

Categories and points	5	4	3	2	0-1
<b>Resources</b>	Source is considered either highly credible or highly respected; content is of high quality	Source is considered well regarded and content meets instructional goals	Source provides some original content perhaps combining it with repurposed information	Source is slightly regarded, information may not necessarily be researched or cited; Information source promotes as opposed to informs	Source content is inappropriate; source information is not researched or properly cited
<b>Resources</b>	Source is considered either highly credible or highly respected; content is of high quality	Source is considered well regarded and content meets instructional goals	Source provides some original content perhaps combining it with repurposed information	Source is slightly regarded, information may not necessarily be researched or cited; Information source promotes as opposed to informs	Source content is inappropriate; source information is not researched or properly cited
<b>Analysis of source</b>	Offers in-depth analysis and interpretation of the document; distinguishes between fact and opinion; explores reliability of author	Offers accurate analysis of the document.	Demonstrates only a minimal understanding of the document	Reiterates one or two facts from the document but does not offer any analysis or interpretation of the document	Minimal to no source information
<b>Knowledge of Historical Context</b>	Shows evidence of thorough knowledge of period in which source was written. Relates primary source	Uses previous general historical knowledge to examine issues	limited use of previous historical knowledges without complete accuracy	Barely indicates any previous historical knowledge	No evidence of historical context

	to specific historical context in which it was written	included in document			
<b>Identification of key issues/main points</b>	Identifies the key issues and main points included in the information source; shows understanding of author's goal (s)	Identifies most but not all of the key issues and main points in the information source	Describes in general terms one issue or concept included in the information source	Deals only briefly and vaguely with the key issues and main points in the information source	Does not identify the key issues and points

*Adapted Turnitin.com*

## Research Paper Source Sheets

### Source #1

Type of Source:

Author(s):

Publisher:

Publication/Updated Date:

Pages/URL Address:

In 3-4 sentences, summarize the information from the source and explain how it is helpful in supporting the topic. Based on the source, what is a question you have about the topic.

### Rubric-Source 1

Categories and points	5	4	3	2	0-1
Resources - 5 pnts					
Resources - 5 pnts					



Analysis of source - 5 pnts					
Knowledge of Historical Context - 5 pnts					
Identification of key issues/main points-5 pnts					

### Source #2

Type of Source:

Author(s):

Publisher:

Publication/Updated Date:

Pages/URL Address:

In 3-4 sentences, summarize the information from the source and explain how it is helpful in supporting the topic. Based on the source, what is a question you have about the topic.

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### Rubric-Source 2

Categories and points	5	4	3	2	0-1
Resources - 5 pnts					
Resources - 5 pnts					
Analysis of source - 5 pnts					
Knowledge of Historical Context - 5 pnts					
Identification of key issues/main points-5 pnts					

### Source #3

Type of Source:

Author(s):

Publisher:

Publication/Updated Date:

Pages/URL Address:

In 3-4 sentences, summarize the information from the source and explain how it is helpful in supporting the topic. Based on the source, what is a question you have about the topic.

Rubric-Source 3

Categories and points	5	4	3	2	0-1
Resources - 5 pnts					
Resources - 5 pnts					
Analysis of source - 5 pnts					
Knowledge of Historical Context - 5 pnts					
Identification of key issues/main points-5 pnts					

Source #4

Type of Source:

Author(s):

Publisher:

Publication/Updated Date:

Pages/URL Address:

In 3-4 sentences, summarize the information from the source and explain how it is helpful in supporting the topic. Based on the source, what is a question you have about the topic.

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Rubric-Source 4

Categories and points	5	4	3	2	0-1
Resources - 5 pnts					
Resources - 5 pnts					
Analysis of source - 5 pnts					
Knowledge of Historical Context - 5 pnts					
Identification of key issues/main points-5 pnts					

## **Developing a Research Question**

Based on the source evaluation, students are to develop an argumentative research question that will be answered with a claim in their ELA class.

**Insert argumentative questions below.**

# Developing a Claim for a Research Paper

## How to Write a Research Based Claim

### What is a claim?

- A claim introduces and provides the argument to be made in the research paper.
- The evidence gathered should persuade, argue, convince, and prove the claim to a reader who may or may not initially agree with the author.
- It is the main argument of an essay.
- It defines the paper's goals, direction, and scope.
- It is supported by researched evidence, expert opinion and quotations, statistics, percentages, and telling details. It is NOT the student's opinion.
- It is specific in answering the research question and helps to debunk counterclaims.
- The best claims are focused, specific, complex, and relevant.
- A claim is written after reading through information from reliable sources.

### What is a counterclaim?

- The argument against the claim.
- Since there can be many *sides* to every argument, it is important to acknowledge and understand the argument against the claim.
- The counterclaim shows the reader that the writer has thought about and researched every side of the argument.
- The research and evidence in the paper should disprove the counterclaim.

### Examples of Claims – Opinion Vs. Argument

*Opinion:* Michael Jordan was a better basketball player than LeBron James.

*Argument:* Michael Jordan was a better basketball player than LeBron James because Jordan averaged more points per game, was named MVP more times than James, and won more NBA championships.

*Opinion:* Canada is the best country in the world.

*Argument:* Canada has proven itself to be one of the best countries to reside because of its vast resources such as its free healthcare, high quality of education, and diverse city structures.

*Adapted from Odegaard Writing & Research Center*

### **How to make a claim...**

Step 1: Go to the library with a possible research question in mind.

Example: Was the French Revolution a success?

Step 2: Find information/sources that will help you answer your research question.

Step 3: Read and annotate your research looking for an answer to your research question

Step 4: After reading your sources, create a claim that can answer your research question:

Claim: The French Revolution was a success by obtaining greater power for the Third Estate, breaking the absolutism of the French monarchy, introducing a constitution to limit the power of the upper class, and limiting the lower class to have more power and freedom within the government and in their daily lives.

(Courtesy of ukessays.com)

**Insert claim below.**

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**Claim Rubric**

100 Pts	80 Pts	50 Pts	0 Pts
*Three point claim is presented. *Claim is specific in answering the research question.	* Claim partially addresses the research question but is incomplete.	* Sentence is stated as an opinion, not as a statement that can be argued with evidence. *Claim is confusing and/or inaccurate.	*Claim does not answer the research question. *Claim is not tied to Social Studies topic or research paper. OR *No Claim Presented

**Teacher Comments:**

**Grade:**

## Outline

An outline is a “blueprint” or “plan” for your paper. It helps you to organize your thoughts and arguments. A good outline can make conducting research and then writing the paper very efficient. Your outline page must include your:

- Paper Title
- Claim
- Major points/arguments indicated by Roman numerals (i.e., I, II, III, IV, V, etc.)
- Support for your major points, indicated by capital Arabic numerals (i.e., A, B, C, D, E, etc.)

This can be easily accomplished using the numbered bullets tool. Roman numeral I should be your “Introduction”. In the introduction portion of your paper, you’ll want to tell your reader what your paper is about and then tell what your paper hopes to prove (your claim). The Introduction gives an overview of the topic and your claim (thesis statement). In the conclusion, you summarize what you have told your reader. The final Roman numeral should be your “Works Cited”. Students should indicate the source of information in their outline (four sources must be included).

### Sample Outline

Title: *Frederick Douglass Overcomes Slavery*

- I. Introduction
  - A. Claim
  - B. Historical information that supports claim
  - C. Importance of the issue
- II. Douglass as Lecturer- (***Douglas 72***)-1st information source
  - A. History as slave and acquisition of education
    1. He “experienced slavery”
    2. Literacy allowed expression
  - B. Early lectures, including initial speech before Garrison
    1. Success of initial speech
    2. Goals for future speeches
  - C. Effect of lectures on society
    1. Open eyes
    2. Encourage activism (***Kennedy 152***)- 2nd information source
- III. Douglass as Author/Publisher
  - A. *Narrative*’s success and effect
    1. Springboard for paper
  - B. Goals/hopes for paper
  - C. Garrison set-back and significance (***The Liberator, vol 5 issue 17***) 3rd information source
  - D. Significance of Paper
- IV. Douglass as Politician
  - A. Key trait for success
  - B. Goal of political activism



- C. Efforts for Republican party
  - 1. Significance of efforts
- D. Black soldier enlistment crusade
- E. Joining of Republican party (*Journal entry; David Walker*)- 4th information source
  - 1. Significance of efforts
- V. Conclusion
  - A. Summarize arguments and efforts
- VI. Works Cited
  - A. separate page and submission

Adapted from: <http://www.austincc.edu/tmthomas/sample%20outline%201.htm>

### Research Paper Outline Rubric

Points Earned	Points Possible	Item Required
	5	Outline Format (Roman Numerals, Capital Letters, Numbers, etc.) Clear and Appropriate Title
	5	Introduction (Historical information to support claim, Claim, Importance of Issue)
	5	Main Point 1; Fact-Supporting Evidence (Source)
	5	Main Point 2; Fact-Supporting Evidence (Source)
	5	Main Point 3; Fact-Supporting Evidence (Source)
	5	Conclusion/Indicate Placement of Works Cited
		Deduction: (-10 per day late)

**Begin your outline here:**

**Begin your first draft here:**

### First Draft Rubric for ELA

	10	8	6.5	4	0
<b>Language Use and Style</b>	* Establishes and maintains a formal style, using sophisticated language and structure	*Establishes and maintains a formal style, using precise and appropriate language and structure	*Establishes but fails to maintain a formal style, using primarily basic language and structure	*Lacks a formal style, using some language that is appropriate or imprecise	*Uses language that is predominantly incoherent and/or inappropriate
<b>Conventions and Mechanics</b>	*Demonstrate control of the conventions, exhibiting essentially no errors	*Demonstrate control of the conventions, exhibiting occasional errors that do not distract the reader from the content	*Demonstrate partial control, exhibiting occasional errors that distract the reader from the content	*Demonstrate a lack of control, exhibiting frequent errors that make it difficult to comprehend *Errors heavily distracts the reader from the content	*Demonstrate no control * Errors are too frequent, making the essay impossible to comprehend *May not be recognized as English
<b>Internal Citations and Plagiarism</b>	*Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. *Original thought used to expand on ideas found in direct quotations and paraphrased material.  AND *Internal citations formatted according to MLA requirements	*Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material *Some original thought used but lacks the connection -OR- expansion of ideas found in direct quotations and paraphrased material.  AND/OR *Internal citations contain a few formatting errors according to MLA requirements	*Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes paraphrased material. *Little original thought used AND relies heavily on paraphrased and quoted material.  AND/OR *Internal citations contain several formatting errors according to MLA requirements	*Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material. *The majority of the paper is quoted and/or paraphrased with little original thought.  AND/OR  *Internal citations are not formatted according to MLA requirements	*Paper does not include a Works Cited page and, therefore, proper formatting of internal citations cannot be assessed.  OR *Paper contains NO citations and, therefore, results in a ZERO for the entire paper.

	10	8	6.5	4	0
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<b>Draft Requirements</b>	<p>*Draft includes an introduction paragraph and two completed body paragraphs, typed and double-spaced in 12 point Times New Roman font with one inch margins and a proper header.</p>	<p>*Draft includes an introduction paragraph and two completed body paragraphs</p> <p>AND</p> <p>*Uses incorrect spacing, font size, header and/or margins</p>	<p>*Draft lacks an introduction paragraph and/or includes an incomplete body paragraph</p> <p>AND</p> <p>*Uses correct spacing, font size, header and/or margins</p>	<p>* Draft is missing an introduction paragraph and/or is missing one of the body paragraphs.</p> <p>AND</p> <p>*Uses incorrect spacing, font size, header and/or margins</p>	<p>*Draft has not been submitted and, therefore, results in a ZERO.</p>
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**Begin final draft here:**

**English 11 CC Regents Final Draft Rubric**

	<b>10</b>	<b>8</b>	<b>6.5</b>	<b>4</b>	<b>0</b>
<b>Language Use and Style</b>	* Establishes and maintains a formal style, using sophisticated language and structure	*Establishes and maintains a formal style, using precise and appropriate language and structure	*Establishes but fails to maintain a formal style, using primarily basic language and structure	*Lacks a formal style, using some language that is appropriate or imprecise	*Uses language that is predominantly incoherent and/or inappropriate
<b>Conventions and Mechanics</b>	*Demonstrate control of the conventions, exhibiting essentially no errors	*Demonstrate control of the conventions, exhibiting occasional errors that do not distract the reader from the content	*Demonstrate partial control, exhibiting occasional errors that distract the reader from the content	*Demonstrate a lack of control, exhibiting frequent errors that make it difficult to comprehend *Errors heavily distract the reader from the content	*Demonstrate no control * Errors are too frequent, making the essay impossible to comprehend *May not be recognized as English
<b>Paper requirements</b>	*Paper is 3-4 pages long, typed and double-spaced in 12 point Times New Roman font with one inch margins and a proper header  AND  *Utilizes at least four reliable sources.	*Paper is 3-4 pages long  AND  *Uses incorrect spacing, font size, header and/or margins  AND/OR  *Utilizes at least three reliable sources.	*Paper is 2-3 pages  AND  *Uses correct spacing, font size, header and/or margins  AND/OR  *Utilizes at least two reliable sources	*Paper is 2 pages or less  AND  *Uses incorrect spacing, font size, header and/or margins  AND/OR  *Utilizes at least one reliable sources	*Paper has not been submitted and, therefore, results in a zero.
<b>Works Cited</b>	*Works Cited page is properly formatted according to MLA requirements  AND  *Sources	*Works Cited page contains errors in one of the following categories: -Alphabetical Order -Spacing -Punctuation	*Works Cited page contains errors in two of the following categories: -Alphabetical Order -Spacing -Punctuation -Hanging Indents	*Works Cited page contains errors in three of the following categories: -Alphabetical Order -Spacing -Punctuation	*No Works Cited page is included

	internally cited align with those found on the Works Cited page.	-Hanging Indents  AND/OR *1 source internally cited does not align with those found on the Works Cited Page or vice versa	AND/OR *2 sources internally cited do not align with those found on the Works Cited Page or vice versa	-Hanging Indents  AND/OR *3 or more sources internally cited do not align with those found on the Works Cited Page or vice versa	
	<b>10</b>	<b>7</b>	<b>5</b>	<b>3</b>	<b>0</b>
<b>Internal Citations and Plagiarism</b>	<p>*Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material. *Original thought used to expand on ideas found in direct quotations and paraphrased material.</p> <p>AND</p> <p>*Internal citations formatted according to MLA requirements</p>	<p>*Demonstrate proper citation of sources to avoid plagiarism when dealing with direct quotes and paraphrased material *Some original thought used but lacks the connection -OR- expansion of ideas found in direct quotations and paraphrased material.</p> <p>AND/OR</p> <p>*Internal citations contain a few formatting errors according to MLA requirements</p>	<p>*Demonstrate inconsistent citation of sources to avoid plagiarism when dealing with direct quotes paraphrased material. *Lacks original thought used AND relies heavily on paraphrased and quoted material.</p> <p>AND/OR</p> <p>*Internal citations contain several formatting errors according to MLA requirements</p>	<p>*Demonstrate little use of citations to avoid plagiarism when dealing with direct quotes and paraphrased material. *The majority of the paper is quoted and/or paraphrased and lacks original thought.</p> <p>AND/OR</p> <p>*Internal citations are not formatted according to MLA requirements</p>	<p>*Paper does include a Works Cited page and therefore proper formatting of internal citations cannot be assessed.</p> <p>OR</p> <p>paper contains NO citations and, therefore, results in a ZERO for the entire paper.</p>

**Social Studies Final Draft Rubric**

	<b>10-9</b>	<b>8-7</b>	<b>6-5</b>	<b>4-3</b>	<b>2-1</b>
<b>SS-Topic and Claim</b>	<ul style="list-style-type: none"> <li>*Strong, well developed claim</li> <li>*Clearly addresses topic</li> <li>*Deals with significant issues &amp; trends relevant to topic</li> <li>*Position is clearly defined</li> </ul>	<ul style="list-style-type: none"> <li>*Well developed claim</li> <li>*Addresses topic</li> <li>*Deals with issues relevant to topic</li> <li>*Position is clear</li> </ul>	<ul style="list-style-type: none"> <li>*Valid claim</li> <li>*Deals with relatively significant issues and trends</li> <li>*May be lacking insight or originality</li> <li>*Position is clear</li> </ul>	<ul style="list-style-type: none"> <li>*Limited, confused or poorly developed claim</li> <li>*Takes a superficial approach to topic; failing to focus on question</li> <li>*Position is vague or unclear</li> </ul>	<ul style="list-style-type: none"> <li>*Topic lacks academic seriousness</li> <li>*Claim not identifiable or does not address the topic</li> </ul>
<b>SS-Historical Accuracy</b>	<ul style="list-style-type: none"> <li>*All details and ideas are consistent with the time period.</li> <li>*Uses numerous specific references to historical people, places and events.</li> </ul>	<ul style="list-style-type: none"> <li>*Many details and ideas are consistent with time period.</li> <li>*Uses many references to historical people, places and events.</li> </ul>	<ul style="list-style-type: none"> <li>*Details and ideas are somewhat consistent with the time period.</li> <li>*References to historical people, places and events are limited and/or vague</li> </ul>	<ul style="list-style-type: none"> <li>*Has some details and ideas that are inconsistent to time period.</li> <li>*Lacking references to historical people, places and events</li> </ul>	<ul style="list-style-type: none"> <li>*Uses details and ideas that are completely inconsistent with time period.</li> <li>*No references to historical people, places and events</li> </ul>
<b>SS-Development of Ideas</b>	<ul style="list-style-type: none"> <li>*Provides significant and relevant facts, extended definitions, concrete details, quotations and/or examples that thoroughly develop and explain the topic.</li> <li>*Shows understanding of major ideas</li> <li>*Explains the relationship between the claim and the examples and/or facts</li> </ul>	<ul style="list-style-type: none"> <li>*Provides relevant facts, extended definitions, concrete details, quotations, and/or examples that sufficiently develop and explain the topic.</li> <li>*Demonstrates detailed understanding of ideas</li> <li>*Explains the relationship between the claim and the examples and/or facts</li> </ul>	<ul style="list-style-type: none"> <li>*Provides facts, extended definitions, concrete details, quotations, and/or examples that develop the topic.</li> <li>*Demonstrates limited understanding of ideas</li> <li>*Somewhat explains the relationship between the claim and the examples and/or facts</li> </ul>	<ul style="list-style-type: none"> <li>*Provides facts, definitions, details, quotations, and/or examples that attempt to develop and explain the topic.</li> <li>*Very poor understanding of ideas</li> <li>*Does not explain the relationship between the claim and the examples and/or facts</li> </ul>	<ul style="list-style-type: none"> <li>*Contains limited facts and examples related to the topic.</li> <li>*Lack of understanding of ideas</li> <li>*Does not explain the relationship between the claim and the examples and/or facts</li> </ul>
<b>SS-Use of Evidence</b>	<ul style="list-style-type: none"> <li>*Abundant, accurate primary/secondary source information</li> </ul>	<ul style="list-style-type: none"> <li>*Large amount of accurate, relevant information used to</li> </ul>	<ul style="list-style-type: none"> <li>*Accurate, relevant information used</li> </ul>	<ul style="list-style-type: none"> <li>*Claim lacks supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>*Weak, superficial erroneous or insufficient</li> </ul>

	used to support claim *Information supports claim *Excellent integration of quoted material	support claim *Information supports claim *Good integration of quoted material	to support position *Quotes well integrated	*Evidence used inappropriately or superficially *Evidence is limited in depth and/or quality *Excessive or long quotes	information *General failure to support claim or evidence supports no argument *Quotes used improperly
<b>SS-Analysis and Interpretation</b>	*Shows exceptional skill in analyzing and interpreting historical evidence to effectively and persuasively defend their arguments/position. *Deep analysis of patterns, relationships of events and people, cause and effect, continuity and change.	*Shows consistent skill in analyzing and interpreting historical evidence to effectively and persuasively defend their arguments/position. *Consistent analysis of patterns, relationships of events and people, cause and effect, continuity and change.	*Shows analysis and use of historical evidence is satisfactory. *Interpretation of historical evidence adequately supports their argument/position. *Shows some analysis of patterns, relationships of events and people, cause and effect, continuity and change.	*Shows little analysis or use of historical evidence. *Some conclusions may not be valid, and the claim is not well supported. *Largely descriptive or narrative. *Demonstrates limited understanding or exploration of historical issues relevant to the topic.	*Shows multiple misinterpretations of historical evidence. *The arguments in defense of the claim are weak or not present. *Paper may be deficient in identifiable argument or evidence.

- If a student's final draft is more than 15% plagiarized, the student will automatically receive a score of 0 in both the student's English and Social Studies classes.
- Student's final draft will not be accepted until it is submitted to [www.turnitin.com](http://www.turnitin.com) and ten points will be deducted per day it is late. No paper and/or submission accepted after February 12, 2016.