



WRITING CURRICULUM



MISSION STATEMENT: WRITING IS A FUNDAMENTAL SKILL NECESSARY IN EVERY FIELD OF STUDY. A STUDENT MUST HAVE THE ABILITY TO EXPRESS HIS/HER THOUGHTS IN A LOGICAL, CONCISE, AND CLEAR MANNER. WRITING IS CRITICAL TO A STUDENT'S FUTURE STUDIES AND CAREER, AS WELL AS TO THE SUCCESS OF OUR DEMOCRATIC SOCIETY.

THE FOLLOWING PAGES GIVE ALL SOCIAL STUDIES STUDENTS THE SAME CURRICULUM TO GUIDE THE WRITING PROCESS. WHILE TEACHERS WILL USE THEIR OWN MATERIALS AND PERSONAL STYLES TO TEACH THE CONTENT, ALL TEACHERS WILL TEACH THE SAME SKILLS AND USE THE SAME VOCABULARY. TEACHERS WILL CRAFT THEIR ASSIGNMENTS TO FIT THE NEEDS OF THEIR STUDENTS. SEE PAGE 38

Caution: There is a danger in over simplifying the writing process. There is a risk that we will strip the authenticity and voice out of the creative piece. While there are many ways to approach the process, we as a department are attempting to give all students the same tools required to write clearly and logically. They will use these tools to build their own writing skills and be able to apply their own creativity.

Before You Begin Writing

1. Read the prompt.
2. Re-read the prompt. Underline important phrases or directions.
3. Write down important ideas that pop into your mind right away.
4. What is the purpose of the assignment?
5. Write down any questions that you need clarified by your teacher.
6. Ask your teacher as soon as possible.

Practice: Was the Civil War caused by the moral outrage against the injustices of slavery or because of the economic and political implications that continuance and spread of slavery had? Explain your answer completely using two specific examples that we studied this unit to support your argument.

Practice: Given its dramatic economic, social, political and artistic effects, was the Black Death ultimately more beneficial or more damaging to Europe in the end? Give at least three specific pieces of evidence to support your argument.

Practice: Did the Constitution, written in 1787, represent the values of the American Revolution? Be sure to write a complete essay, including introduction, thesis and body paragraphs. Give at least three specific pieces of evidence to support your argument.

Evaluating Sources

YOU ARE ONLY AS GOOD AS YOUR SOURCES!

In order to prove your argument, you must have reliable sources to support your opinion.

There are many different sources available to support your argument. Books, periodicals, encyclopedias, etc are print resources. Today, there are literally millions of electronic sources available via the Internet. These sources are invaluable, but CAUTION! Anyone can put anything on the web!

Primary v. Secondary Sources

Primary: Sources from the time period, first hand accounts of events, such as interviews and personal experiences. If a newspaper is reporting on current events, it is usually considered primary. Primary sources *can* also be diaries, artifacts, film, video (if from the period).

Pros: Usually give a more personal view of an event or time period.

Limitations: Only one person's experience, can be biased, do not have benefit of retrospect or historical context.

Secondary: Sources created by someone who was not there, and they are using various other sources to write their work. Examples are books, periodicals, textbooks, and most websites.

Pros: Authors typically use a variety of sources giving significant historical context.

Cons: The author might leave out important or interesting information because it does not fit their purpose for writing.

Bias: Every source has bias. Your job is to be aware of this bias and evaluate it in historical context.

PROS AND CONS

Print Sources:

Books, periodicals, encyclopedias, diaries, letters, or any other traditional print source

PROS: TRADITIONAL PUBLICATIONS TYPICALLY REQUIRE THE AUTHOR TO HAVE SOME QUALIFICATIONS AND GO THROUGH SEVERAL EDITORS BEFORE REACHING PUBLICATION.

CONS: THEY CAN BE BULKY, DENSE, AND NOT EASILY OBTAINED IN YOUR LOCAL AREA.

Electronic Sources:

Any webpage, blogs, Wikipedia, Ask Jeeves, Yahoo Answers, etc.

Some electronic sources are more reliable than others. Electronic databases such as JSTOR, Proquest, Project Gutenberg, or sites affiliated with a respectable organization, such as the Library of Congress. This is not to say that these sources do not have bias.

PROS AND CONS

PROS: EASILY SEARCHABLE, ACCESS TO RESOURCES THAT YOU WOULD NOT BE ABLE TO GET LOCALLY, ACCESS TO MULTIMEDIA SOURCES

CONS: AUTHOR'S QUALIFICATIONS NOT EASY TO DETERMINE, NO ONE HAS TO FACT CHECK PRIOR TO PUBLICATION, TEXT CAN BE MISLEADING

How Do We Evaluate A Source?

Your teacher might require you to use specific types of sources, but regardless of the requirements - your sources must be credible, trustworthy and accurate. Some basic questions can help you quickly evaluate a source and its bias.

1. Who is the author?
2. Does the author have qualifications to write the source?
3. How recent is the source? What can the date of a source tell us about its bias?

4. Who published the work? What sources does the author use?
5. What is the author's purpose for writing?
6. Who is the author's intended audience? What does the author's tone tell you about his/her purpose for writing?

For [Analysis Worksheets](#) for a variety of sources see: www.archives.gov/education/lessons/

EVALUATING SOURCES

Using the source your teacher gives you, evaluate the source's bias and, thus its credibility.

1. Who is the author or creator of the resource? _____
2. What qualifications can you determine about the author? _____

3. What is the copyright date, date of publication or date of creation? _____
4. What does this date tell you about the resource? _____

5. Does the author list any sources that he/she used? _____ If yes - what are they? _____

NOW READ OR EVALUATE YOUR RESOURCE.

1. What is the author's purpose for writing? _____

2. What are three main arguments (or points the author made) that you think are important?

3. What evidence does the author provide to support his/her arguments?

4. Is this source valuable to the study of history? Why or why not? Consider the author's bias when answer the question.

INTERNET RESOURCE EVALUATION SHEET

Internet sources can be very helpful and very dangerous to work with. Print sources must be subjected to various level of proof editing and fact checking before they go to print. Anyone with a computer can post online. You should never use a website without an author, unless it is affiliated with a well known and respected association such as a news website or a government agency. Wikipedia should not be used. While Wikipedia can be helpful for generic information, anyone can contribute to a Wikipedia cite, and thus it is not considered to meet academic standards for reliability.

Remember: Google, Yahoo, Ask Jeeves, etc are SEARCH ENGINES, not websites. They cannot be sources on their own. They are used to FIND sources.

Use the questions below to evaluate the credibility of any website you want to use.

Title of Website (what is at the top of the page): _____

URL (when you type this in, you should see your page!): _____

1. Is the author's identity clear? If yes, does he/she list any credentials?
2. Does the author provide evidence for his/her assertions and does he/she include source citations or a bibliography at the end of the end of the website?
3. Is the website affiliated with an academic institution, press, or journal? (.edu = educational institution, .gov = government, .org = organization, .com = commercial)
4. Is the website sponsored by a particular group or organization? (.org, or .com) Do you know anything about the interests and concerns of the person or group that published the website?
5. Does the information coincide with what you have learned about the subject from other sources?
6. When was the website last updated?
7. Does the website contain useful links to other sites? Are the links affiliated with reputable institutions or persons? Do the links work?

NOW IT IS TIME TO BEGIN RESEARCHING

Plagiarism:

According to Diana Hacker's book, A Writer's Reference, **plagiarism** happens when "you half-copy the author's sentences - either by mixing the author's phrases with your own without using quotation marks or by plugging your synonyms into the author's sentence"

To avoid

Plagiarism you must take careful notes and properly cite all of your sources.

Always note:

1. Name and author of the source you are reading
2. The page number of your information

The WORST waste of time is thinking you can go back and find it later! It is MUCH faster and accurate to do it as you go!

Paraphrasing

Condenses information, but does it in roughly the same number of words as the original source. The language is significantly different, but retains the same meaning. The information does NOT need quotation marks, but MUST still be cited.

Summarizing

Condenses information, perhaps a chapter into a single sentence. This is written in your own words and any information taken directly from the source must be put in quotation marks.

Quoting

The exact words from a source are used. You must copy the quotation exactly as it appears and it MUST be in quotation marks and be followed by a citation

A note about quoting: You should only quote when the author has said something in such a powerful way that paraphrasing it would ruin the quote. Most of your research should be paraphrased and cited properly.

So How Do You Cite Properly?

Parenthetical or In-Text Citations

The Basic Rule: You cite your source by using the AUTHOR'S LAST NAME and PAGE NUMBER.

For example : From the Source Norton, Mary Beth et al. A People and A Nation. Boston: Houghton Mifflin Co., 1984

"Two themes pervade the early history of English settlement in America: the clash of divergent cultures ... and the English settlers adaptation to an alien environment" (Norton 52).

Please Note:

1. No "p" or "p." or "p#" or ";" - just the number.
2. The period is AFTER the citation.
3. The quotation marks are BEFORE the citation.

For further explanation see: <http://owl.english.purdue.edu/owl/resource/747/02/>

Now you know why it is SO important to take careful notes and keep track of your sources!!

Exceptions to the Rule

1. What if there is no author?
 - Then you cite with the title, in quotes if an article, italics if a book.
EX: (*A People and A Nation* 52).
2. What if there is no page number, like with a website?
 - Then you cite with just the author's last name (or title if no author).
Ex: (Norton).
3. What if there are two sources with the same author?
 - Then you name the author and an abbreviated form of the title.
Ex: (Norton, *People and Nation* 52).

WORKING BIBLIOGRAPHY FORM: BOOK

Author: Last Name, First Name: _____

Title of Book: _____

Publisher: _____

Place of Publication: _____

Year of Publication: _____ Your Reference Number: _____

Annotation: _____



WORKING BIBLIOGRAPHY FORM: MAGAZINE OR NEWSPAPER

Author: Last Name, First Name: _____

Title of Article: _____

Publisher: _____

Title of Publication: _____

Date of Publication: Day, Month, Year _____ Volume Number (s): _____

Your Reference Number: _____

Annotation: _____

WORKING BIBLIOGRAPHY FORM: DOCUMENT

Agency or Organization that created document: _____

Type of Document: _____

Title of Document: _____

Date of Publication (if available): _____

Your Reference Number: _____

Annotation: _____



WORKING BIBLIOGRAPHY FORM: INTERNET

Author: Last Name, First Name: _____

Title of Article: _____

Creator of the Article (i.e. Organization): _____

Web Address: _____

Date you referenced cite: _____ Your Reference Number: _____

Annotation: _____

YOUR WORKS CITED PAGE

The Works Cited Page is the list of all the sources that you've used.

A Bibliography is a list of ALL sources you consulted, even if you didn't use them in the final paper.

Most teachers will ask for a Works Cited Page.

While the Works Cite Page comes at the end of the paper, it is important to know what information you need before you research, so you do not have to go back and look for it later.

THE BASIC RULES:

1. The top of the page should be titled Works Cited Page.
2. All sources must be listed alphabetically.
3. The first line is formatted with your left margin, while all following lines are indented one tab to the right.
4. Use proper MLA formatting given below, paying careful attention to punctuation, underlining and italics. If you cannot find your source's example below, check an MLA handbook, the MLA website or Citation Machine.
5. If you do not find the information you need below, check out "Slate Citation Machine" through the PHS Media Center Website.

MLA LIST OF WORKS CITED

Books

One Author:

Author's Last Name, First Name. Title of book (in italics). Publishing City: Publisher, Copyright.

McCullough, David. *John Adams*. New York: Simon & Schuster, 2001.

Editors:

Same as book, but add "ed" after the editor's name.

Stiles, T.J., ed. *Founding Fathers*. New York: The Berkley Publishing Group, 1999.

Unknown Author:

Just skip the author and follow the same format as a book.

Oxford Essential World Atlas. New York: Oxford UP, 1996.

Two or More Works by the Same Author:

Use the author's name in the first, then for subsequent entries, use three hyphens followed by a period.

Zinn, Howard. *A People's History of the United States. 1942-Present*. New York: HarperCollins Publishers, Inc., 1995.

—. *You Can't Be Neutral on A Moving Train*. Boston: Beacon Press, 1994.

Encyclopedia or Dictionary:

Author of Article (if one). "Title of Article." Title of Reference, Edition number and date of edition.

Smith, Jack. "Blue Dolphins." *Encyclopedia Britannica*. 7th ed. 1996.

Articles in Periodicals

Article in a Monthly Magazine:

Author of article. "Title of Article." Title of magazine (in italics). Month year: page numbers.

McCormally, Kevin. "A Better Bottom Line." *Kiplinger's Personal Finance*. April 2001: 28-30.

Article in a Weekly Magazine:

Same as Monthly, but include exact date.

Zakaria, Fareed. "Freedom vs. Security." *Newsweek*. 8 July 2002: 26-31.

Article in a Daily Newspaper:

The same as weekly magazine, including page numbers.

Electronic Sources

Personal or Professional Website:

Creator of site (if available), title of site (Home Page if no title), date of publication or last update, name of any organization associated with the site, the date of access and the URL.

Johannsen, Robert W., *Lincoln-Douglas Debates*. 2002. History Channel on the Web. 8 Aug. 2002
< <http://historychannel.com/>>.

Article from an Online Periodical:

Follow directions for printed articles, but at the end of the citation, give date of access and the URL.

Nagourney, Adam. "Economy Stirs G.O.P. Worry in House Races." *New York Times on the Web* 6 Aug 2002 http://story.news.yahoo.com/news?tmpl=story&ncid=68&e=3&cid=68&u=/nyt/20020806/ts_nyt/economy_stirs_g_o_p_worry_in_house_races

CD-ROM:

Just like a book, but include "CD-ROM" before the publication information.

"Picasso, Pablo." *The 1997 Grolier Multimedia Encyclopedia*. CD-ROM. Danbury: Grolier, 1997.

Online Database:

Author or Editor's name (if available). Article name in quotation marks. Title of project, website, book. Any version numbers available. Publisher name and date (if available). Date you accessed the material. URL.

"Act of Uniformity, 1559." *The English Reformation Sources*. April 2004. <http://members.shaw.ca/reformation/1559uniformity.htm>

Government Sources

Treat the government agency as the author, giving the name of the government followed by the name of the agency.

United States. Bureau of the Census. *Statistical Abstract of the United States*. 117th ed. Washington: GPO, 1997.

Doing research is a time consuming process. But there are a few skills that you can use to help cut the time. And, learning to research effectively takes practice. For more/different questions go to <<http://www.teach-nology.com/worksheets/research/do_the/>>

Research Skills

1. Think of sources that would be the most reliable and contain information specific for your topic.
2. When using books, do NOT read the entire book. Use the Table of Contents and the Indexes to find the information you need.
3. Use the citations at the end of your sources to find other related sources quickly.
4. When searching for resources, use a variety of "key words." Then use the information you find to search for new "key words."
5. Use databases such as JSTOR, Proquest, or other databases that your school or local library subscribe to. Use encyclopedias sparingly, as they are quite basic for high school research.
6. Do research on the web AFTER you research in books. This will help you to know which websites are giving more

Directions: Using all of the resources your teacher has permitted, answer the following questions and include the source you used to find the answer. Cite the information correctly.

1. When was the chocolate chip cookie invented? _____

Source: _____

2. How long can a person live without food? _____

Source: _____

3. What is the world's best selling book of all-time? _____

Source: _____

4. A dollar is not made of paper, what is it made of? _____

Source: _____

5. How much does a human brain weigh? _____

Source: _____

6. When was the first photographic image developed? _____

Source: _____

7. Name the U.S. President who served in office the longest? _____

Source: _____

8. Who was the first person to win an Oscar for best actor? _____

Source: _____

9. Where was the system of democracy first introduced? _____

Source: _____

Questions from: The Web Portal For Educators (www.teach-nology.com)© Technology, Inc.

RESEARCH SKILLS

Directions: Research the topic indicated by your teacher and answer the questions below, based on that topic. Be sure to cite all your sources properly. Use the Reference Sheets to guide your citations.

Topic: _____

1. Who was involved? (I.e. organizations, people, countries, corporations) Cite your sources:

2. What was the final outcome? (I.e. who won or lost?, what did they win or lose?) Cite your sources:

3. When did this all occur? (I.e. time period, date) What else was going on during this time period? Cite your sources:

4. Where did all of this take place? What impact did the location have on the event? Cite your sources:

Base on Worksheets from: The Web Portal For Educators (www.teach-nology.com)

In Text Citations - A Practice

Source: *Hard Times: An Oral History of the Great Depression*. By Studs Terkel. The book is a collection of primary source oral histories. This specific source is from Blackie Gold and it is on page 57.

Finish the citations below, including the proper end quotes and punctuation.

Example One

The Great Depression generation of Americans were much more frugal than future Americans. Blackie Gold states, “Whatever I have, I’m very thankful for. I’ve never brought up the Depression to my children. Never in my life. Why should I _____

Example Two

(a paraphrase from Gold’s oral history.)

Working class men avoided discussing the hard times of the Depression. They wanted their children to look forward to the future and not linger on the hardships they faced _____

Example Three

For example, Blackie Gold, living through the Depression was thankful for what he did have and never spoke of the tough times to his daughter _____

Example Four

Working class Americans wanted to take pride in their accomplishments and not linger in the past. The CCC provided many Americans with work and gave them their pride back. Blackie Gold stated,

“We had to go out and beg for coal, buy bread that’s two, and three days old... I was at the CCC’s for six months, I came home for fifteen days, looked around for work, and I couldn’t make \$30 a month, so I enlisted back in the CCC’s and went to Michigan... planting trees and building forests _____

The government’s sponsor of the CCC, and other work relief programs enabled Gold and other Americans to work, while providing the country with important social improvements.

Please note: When using a quote, you must introduce it, and discuss it in your text. A BLOCK quote is indented, single spaced and in a smaller font than the rest of the text.

PRACTICE TAKING NOTES AND CITING PROPERLY!

Directions: Using the source your teacher gave you, answer the following questions.

1. Who is the author of the source? What qualifications can you determine? What does this tell you about the source?

2. What is the copyright date (or date of publication) of the source? What does this tell you about the source?

3. Using what you have learned about note taking, SUMMARIZE the resource.

4. Using what you have learned about note taking, PARAPHRASE one significant and important point the author makes. Then cite the paraphrasing properly.

5. Now find a quote that is a "GOOD" quote. Using what you have learned about note taking, DIRECTLY QUOTE one significant and important point the author makes and cite it properly. Be sure to introduce your quote properly!

6. Evaluate the source as a whole. Is there any bias? Who is the intended audience? Is the source primary or secondary? Who timely is it? What type of paper would this source be helpful for? Etc. _____

THE ARGUMENT: A THESIS

WHAT IS A THESIS?

The thesis informs the reader of the author's position or argument. The thesis achieves two main goals.

1. It informs the reader of the topic of the paper.
2. It states the author's argument (or position) on that topic.

Example: "The development of atomic weapons and their use on Japanese cities was necessary for an earlier, less-costly end to World War Two.

Topic: The development and use of atomic weapons on Japanese cities

Argument: Using the weapons was necessary to end WWII

A thesis is critical to the author as well as the reader. A properly structured thesis guides the focus of the paper, helping the author to decide what information to include and what information to leave out.

There are many rules for thesis writing that vary by discipline, professor, teacher, and writing style. For our purposes in Social Studies - we have decided that all students' thesis should be in the following format.

A thesis MUST:

- Be a single, complete sentence
- Clearly state the topic of your paper
- Clearly state your argument
- Use dynamic, descriptive words
- Be a stand alone sentence - if you read **ONLY** the thesis your reader will know your topic and your argument

A thesis should NEVER:

- Use pronouns (I, we, us, our, etc. are not definitive)
- Say "I will discuss," "This paper is about," "I will prove," or "I believe"
- Be a fact
- Be a question

Formulating your argument

1. **How do you begin?** Usually the easiest way to begin is by addressing the essay prompt. For example: *Was the use of atomic bombs on Japanese cities necessary to win World War II? Explain your answer completely explaining two specific examples that we studied this unit to support your argument.* So a logical beginning to your thesis would be, "The use of atomic bombs on Japanese cities was not necessary to end WWII ..."

2. **Using the word "because"** can be an easy way to ensure that you include an argument. So continuing the example, "The use of atomic bombs on Japanese cities was not necessary to end WWII because ..." Some teachers require the use of the word "because" and others do not. Check with your teacher's requirements.

3. **Then list your supporting reasons.** "The use of atomic bombs on Japanese cities was not necessary to end WWII because the US had implemented a complete blockade of the Japanese mainland and the Soviet invasion of Manchuria would have forced the Japanese to surrender."

4. This thesis structure will help you to structure your paper or essay as well. More on that later!

5. **VERY IMPORTANT POINT!** A thesis should always be based **ON** your knowledge and research. You should **NEVER** decide a thesis **BEFORE** you research, as this will lead you to ignore important information.

IDENTIFYING A GOOD THESIS - WORKSHEET ONE

Name: _____

Directions: Read the thesis sentences below. All sentences are come from your fellow students. Identify the topic and argument of each thesis, if possible. Then identify the mistakes (if any) made in each thesis, including grammar, etc.

1. The US bombing of Dresden is the cause of much controversy because some say the bombing was necessary in defeating the Nazis and others say that it was just a war crime.

Topic: _____

Argument: _____

Mistakes made: _____

2. The Navajo Code Talkers were the most successful undercover communications the U.S. ever had because their code was never broken by the Japanese, they could relay message quickly, & they had a language that was only known to the Navajo.

Topic: _____

Argument: _____

Mistakes made: _____

3. The flapper movement changed the lives of women because it gave them countless new freedoms that they had never been a part of female standards before.

Topic: _____

Argument: _____

Mistakes made: _____

4. The Golden era of Hollywood was a most prosperous time because people needed to escape the harsh reality of losing everything.

Topic: _____

Argument: _____

Mistakes made: _____

5. Huey Long was popular during the Great Depression because he provided for the common-man, proposed redistributing wealth amongst the nation as well as created a person for the society to look to in times of Depression.

Topic: _____

Argument: _____

Mistakes made: _____

6. The Industrial Revolution did not improve the lives of the working class because women and children worked long hard hours with little pay, children lost education in order to make money, and conditions of the factories were horrid.

Topic: _____

Argument: _____

Mistakes made: _____

IDENTIFYING A GOOD THESIS - THE ANSWERS TO WORKSHEET ONE

Directions: Read the thesis sentences below. Identify the topic and argument of each thesis, if possible. Then identify the mistakes (if any) made in each thesis.

1. The US bombing of Dresden is the cause of much controversy because some say the bombing was necessary in defeating the Nazis and others say that it was just a war crime.
Topic: **US bombing of Dresden**
Argument: **No clear argument**
Mistakes made: **No clear argument**
2. The Navajo Code Talkers were the most successful undercover communications the U.S. ever had because their code was never broken by the Japanese, they could relay message quickly, & they had a language that was only known to the Navajo.
Topic: **Navajo “Code Talkers”**
Argument: **Successful because code was never broken, they were quick and had a unique language**
Mistakes made: **not a provable thesis: “most successful ever” cannot be proven, no mention of WWII**
3. The flapper movement changed the lives of women because it gave them countless new freedoms that they had never been a part of female standards before.
Topic: **Flapper movement**
Argument: **New freedom**
Mistakes made: **Vague argument: “countless new freedoms”**
4. The Golden era of Hollywood was a most prosperous time because people needed to escape the harsh reality of losing everything.
Topic: **Golden Era of Hollywood**
Argument: **prosperous time because people were able to escape harsh reality**
Mistakes made: **Escape harsh reality of what? Need to mention the Great Depression**
5. Huey Long was popular during the Great Depression because he provided for the common-man, proposed redistributing wealth amongst the nation as well as created a person for the society to look to in times of Depression.
Topic: **Popularity of Huey Long**
Argument: **Popular because he provided for common-man, redistributed wealth**
Mistakes made: **none**
6. The Industrial Revolution did not improve the lives of the working class because women and children worked long hard hours with little pay, children lost education in order to make money, and conditions of the factories were horrid.
Topic: **Industrial Revolution**
Argument: **Working class lives didn’t improve because of long hours, little pay, child labor, and conditions.**
Mistakes made: **none**

IDENTIFYING A GOOD THESIS - WORKSHEET TWO

Name: _____

Directions: Read the thesis sentences below. Identify the topic and argument of each thesis, if possible. Then identify the mistakes (if any) made in each thesis.

1. The USO Camp Shows helped raise the morale of the soldiers during the Vietnam War because the shows reminded the soldiers of home and gave the soldiers comfort during a time of war.

Topic: _____

Argument: _____

Mistakes made: _____

2. During World War Two the internment of Japanese-Americans should not have occurred because the fears of Americans were exaggerated and Japanese-Americans were unfairly harmed.

Topic: _____

Argument: _____

Mistakes made: _____

3. The Tennessee Valley Authority was successful because this program provided much needed job opportunities, agricultural advancements, and technological enhancements for the citizens living along the Tennessee River.

Topic: _____

Argument: _____

Mistakes made: _____

4. Although the majority of Americans thought that the Native Americans were an inferior race during the 1800s, Manifest Destiny was the birth of the "American Dream," not just a racist justification for the taking of the Native Americans' land.

Topic: _____

Argument: _____

Mistakes made: _____

5. Abraham Lincoln should be remembered as the best president in US history.

Topic: _____

Argument: _____

Mistakes made: _____

6. The many developments that public education has made have been crucial in creating the thriving democracy American now live in.

Topic: _____

Argument: _____

Mistakes made: _____

FINDING THE AUTHOR'S THESIS.

Name: _____

Directions: Using the resource your teacher gave you, answer the following questions.

1. Who is the author of the source? What is the copyright date or date of publication? What does this information tell you about the source? _____

2. Read the resource. Identify the topic of the source. _____

3. Identify the argument proposed by the author. _____

4. Write your own thesis for this article. Be sure to include the topic and the argument. _____

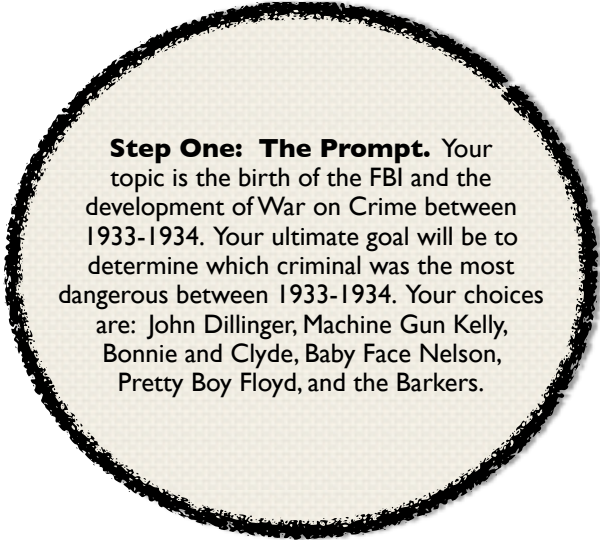
5. Now PARAPHRASE one significant point that supports the author's thesis. Cite is properly.

6. Now directly QUOTE one significant point that supports the author's thesis. Cite it properly.

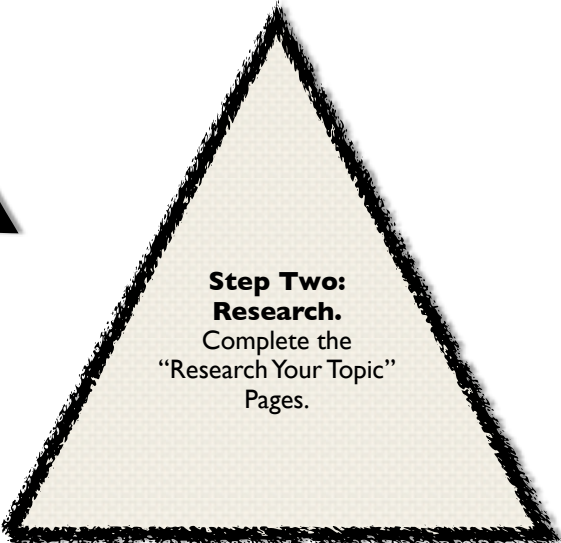
7. Evaluate the author's argument. Is it a strong argument? Why or why not? Does he/she present information that is convincing and reliable? If you were to have a cup of coffee with this author, what is one aspect of this piece of writing that you would bring up to discuss with the author? _____

PROJECT NUMBER ONE: TEACHER SPECIFIC RESEARCH AND THESIS WRITING

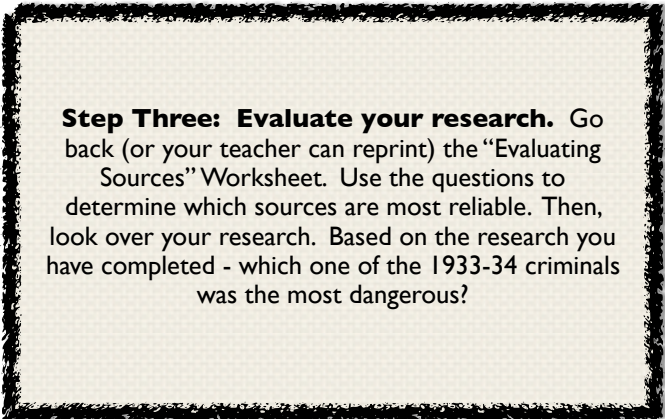
Directions to the Teacher: Below is a research and thesis development assignment based on researching the birth of the FBI and the "War on Crime" 1933-1934. The topic is selected as a place holder - you may insert any topic to fit your specific curriculum or timing during the semester. The idea is to give students a topic to complete basic research on and to have them develop a working thesis. While using the skills learned so far.



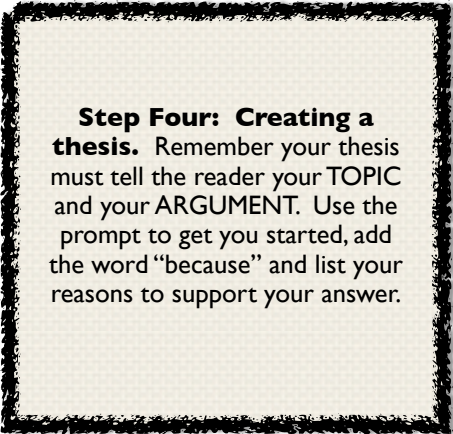
Step One: The Prompt. Your topic is the birth of the FBI and the development of War on Crime between 1933-1934. Your ultimate goal will be to determine which criminal was the most dangerous between 1933-1934. Your choices are: John Dillinger, Machine Gun Kelly, Bonnie and Clyde, Baby Face Nelson, Pretty Boy Floyd, and the Barkers.



Step Two: Research.
Complete the "Research Your Topic" Pages.



Step Three: Evaluate your research. Go back (or your teacher can reprint) the "Evaluating Sources" Worksheet. Use the questions to determine which sources are most reliable. Then, look over your research. Based on the research you have completed - which one of the 1933-34 criminals was the most dangerous?



Step Four: Creating a thesis. Remember your thesis must tell the reader your TOPIC and your ARGUMENT. Use the prompt to get you started, add the word "because" and list your reasons to support your answer.

	Who was involved?	What happened?	What was the final outcome?
John Dillinger			
Machine Gun Kelly			
Bonnie and Clyde			

	Who was involved?	What happened?	What was the final outcome?
Baby Face Nelson			
Pretty Boy Floyd			
The Barker Gang			

EVALUATING SOURCES

Using the source your teacher gives you, evaluate the source's bias and, thus its credibility.

1. Who is the author or creator of the resource? _____
2. What qualifications can you determine about the author? _____

3. What is the copyright date, date of publication or date of creation? _____
4. What does this date tell you about the resource? _____

5. Does the author list any sources that he/she used? _____ If yes - what are they? _____

NOW READ OR EVALUATE YOUR RESOURCE.

1. What is the author's purpose for writing? _____

2. What are three main arguments (or points the author made) that you think are important?

3. What evidence does the author provide to support his/her arguments?

4. Is this source valuable to the study of history? Why or why not? Consider the author's bias when answer the question.

YOUR THESIS

Directions: Using the research you just completed answer the following questions.

1. What was the question you were trying to answer? i.e. What was your prompt?

2. What is the topic of your research?

3. What is your argument?

4. What are three major points of proof that you have to support it? Be sure to cite them properly.

1. _____

2. _____

3. _____

5. Now, write your thesis. Remember the “rules.” If you need to refer back to “The Argument: A Thesis” handout.

OUTLINES

Outlines are a critical step in the writing process. Even for short writing assignments, such as an in-class essay, an outline can help you organize your thoughts and stay focused on the points you are trying to make. You should never begin writing without an outline.

A quality outline should contain **THREE** major sections:

1. Background Information: Information the reader must have to understand your topic.
2. Facts: The research that supports your thesis.
3. Analysis: The author's discussion or analysis of the research
4. Depending on your personal writing style, the facts and analysis may or may not be two separate sections.

REASONS FOR CREATING AN OUTLINE

- Helps you organize your ideas
- Presents your material in a logical form
- Shows the relationship among ideas in your writing
- Constructs an ordered overview of your writing

HOW DO I CREATE AN OUTLINE?

After developing the thesis of your paper:

Brainstorm: List all the ideas that you want to include in your paper.

Organize: Group related ideas together.

Order: Arrange material in subsections from general to specific

Label: Create main and sub

Two boxes from: Tardiff, Elyssa. Purdue OWL. <http://owl.english.purdue.edu/owl/resource/544/02/>. November 13, 2008.

Outlines should always show relationships between ideas.

1. Each heading should have the same significance as all other headings.
2. Subheadings should have a lower, secondary relationship with the heading.
3. Each heading and subheading can be divided into as many ideas as needed.
4. Outlines should follow a basic roman numeral structure. See the example below

An Example Outline:

Thesis: The development of atomic weapons and their use over Hiroshima and Nagasaki was necessary for a quicker, less-costly end to WWII.

-
- I. History of atomic research
- A. Einstein
 - B. Bohr
 - C. Curie
- II. The Manhattan Project
- A. Dr. Robert Oppenheimer
 - B. The Trinity Test
 - a. July 16, 1945
 - b. Yield between 20-22 kilotons
- III. President Truman authorized the use of the bomb
- A. Truman under pressure from US citizens to end war
 - B. Military officials estimated 1 million US and British troops would die during an invasion of Japanese mainland

PRACTICING OUTLINING

Name: _____

Note to Teacher: Be sure to give students your specific requirements for their outlines. See Question 6. This sheet could be used many times within the curriculum.

Using the resource given to you by your teacher, and the information you learned about outlining, complete the assignment below.

1. Read the resource your were given. Who is the author? When was the source written? What does this tell us about the source?

2. Is this source a primary or secondary source? What bias can be determined about this source?

3. What is the author's thesis? Either find a thesis in the text or create your own thesis for the work.

4. Paraphrase a specific point that supports the thesis. Be sure to cite it properly.

5. Quote directly one specific point from the reading to support the thesis. Be sure that you are remembering what makes a "good" quote and be sure to introduce the quote properly. Then, cite the quote.

6. Now, outline the resource. Use the information presented to you on outlining to complete a full and comprehensive outline. Your teacher will tell you if you must type it.

PROJECT NUMBER TWO: TEACHER SPECIFIC RESEARCH AND THESIS WRITING

Directions to the Teacher: **This is the same research project as above, but with an extra step for outlining. You could wait and complete the project to include the outline, or you could change the topic and complete a new research project for a new topic.** Below is a research and thesis development assignment based on researching the birth of the FBI and the “War on Crime” 1933-1934. The topic is selected as a place holder - you may insert any topic to fit your specific curriculum or timing during the semester.

Step One: The Prompt. Your topic is the birth of the FBI and the development of War on Crime between 1933-1934. Your ultimate goal will be to determine which criminal was the most dangerous between 1933-1934. Your choices are: John Dillinger, Machine Gun Kelly, Bonnie and Clyde, Baby Face Nelson, Pretty Boy Floyd, and the Barkers.

Step Two: Research.
Complete the “Research Your Topic” Pages.

Step Three: Evaluate your research. Go back (or your teacher can reprint) the “Evaluating Sources” Worksheet. Use the questions to determine which sources are most reliable. Then, look over your research. Based on the research you have completed - which one of the 1933-34 criminals was the most dangerous?

Step Four: Creating a thesis. Remember your thesis must tell the reader your TOPIC and your ARGUMENT. Use the prompt to get you started, add the word “because” and list your reasons to support your answer.

Step Five: Outlining. Now using your research, and your developing thesis, create an outline to support your and prove your thesis. Be sure that your headings are equally significant, your subheadings are related to the heading they are under, and you have divided your points so as to create organization, and logical flow from topic to topic. **Don't forget the three main parts of an outline: Background, Facts and Analysis.**

INTRODUCTIONS

A CRITICAL STEP

An introduction tells the reader what to expect from your paper. It introduces the topic and purpose of the paper, and gives the reader a brief outline of what to expect. An introduction does NOT explain - it tells the reader what he or she will learn upon reading the rest of the paper.

It also helps the writer get organized and focus on the topic.

THE MAIN COMPONENTS OF YOUR INTRODUCTION

1. **Hook** - attract your reader's attention. An interesting quote or statistic ... something related to the paper that will bring the reader into the paper.
2. **Context** - put the topic of the paper into the context of the larger historical time period.
3. **Focus** - Let readers know what our paper is about by addressing your specific historical question, identifying the date, place and focus group of your paper.
4. **Frame** - In a few sentences frame the rest of your paper by noting the main points that you will discuss.
5. **Thesis** - clearly state your thesis. Remember the rules of proper and correct thesis writing!

Note: These components CAN overlap. In other words, one sentence can establish the context AND identify the focus group of the paper.

THE RULES

Global Statements:

Never use statements in your introduction such as "Throughout history..." or "From the beginning of time..." or "The most significant ever..."

Why?

You can't prove them
They are meaningless
They do not give any information

Length:

Your introduction should be about 8-10 sentences. You should tell the reader what is about to come, but do not actually tell the reader yet! If you find your introduction is too long, move the more detailed information to your body paragraphs.

A common mistake:

Writers include too much background information in their intros. The detailed background information should be the first body paragraphs.

Rewriting:

You should plan to rewrite (or revise) your introduction after you have written your paper. Be sure that the paper and the introduction reflect each other specifically and clearly.

A Tip:

After you write your paper, check each paragraph of the paper against your introduction and thesis. Be sure the paragraph is relevant to the paper. If not - cut it.

IDENTIFYING THE MAIN COMPONENTS OF INTRODUCTIONS - # 1

Directions: Read the student introductions below and identify the five main components of a introduction. Note any mistakes, or if any parts are missing or incomplete!

1. Hook 2. Context 3. Focus 4. Frame 5. Thesis

Intro Number One:

For the last thirty years, Afghan women have faced endless turmoil and oppression. Deeply embedded in some Islamic cultures is the view that women are somehow inferior to men. Unfit to go to school, to hold a job, to go out in public without the company of a man, and even to be treated in a hospital. Many countries have tried, unsuccessfully, to impose their views on Afghanistan, and have attempted to raise the issue of women's rights to the surface, seeing it as an essential piece to improving the country's dysfunctional system. However, Khaled Hosseini, author of *A Thousand Splendid Suns*, believes that change must come from within Muslim society, that hoping for women's rights is "too simplistic and impractical" because it "dismissed the complexities and nuances of the target society as dictated by its culture, traditions, customs, political system, social structure, and overriding faith" (FAQ's). As shown by this wide spectrum of views, the situation that women face is not just terrifying, but complex. It is important to note, however, that there are some people, women and men alike, who are showing that they do want to improve the rights of women in their country. *A Thousand Splendid Suns* successfully represents the difficulties Afghan women have faced during the last thirty years, specifically through the hardships of the two main characters, Laila and Mariam.

Intro Number Two:

Arnold Toynbee once said, "Free competition may produce wealth without producing well-being..." in relation to the Industrial Revolution, meaning that the economy might benefit, without improving individual people's lives (Briggs 116). The conditions that resulted from the Industrial Revolution and the prosperity it helped some gain are facts that can't be ignored. However, while the businessmen prospered the workingman's life worsened. The quality of goods produced decreased dramatically. Through speedy mechanization of factories, the products produced in bulk were shoddy, at best. In addition the conditions of factories at this time were horrific and workers suffered greatly. America needed these workers and yet ignored the fact that the factory system was corrupt, and how miserable the living conditions for poor laborers were. The second Industrial Revolution decreased the quality of life for working class America, due to the unfair treatment of workers, the poor handling of immigration, the continuous mindless labor and the increase in immoral behavior.

Intro Number Three:

Shackles scraping into your bloody skin, the floor wet and stinking with human excrement, numerous lifeless bodies lying right next to you, knowing tomorrow will be another vicious routine onboard, and not knowing at all what the future holds - this was what millions of Africans had to endure in a part of American history many would like to forget. European slavery had started even before the American economy became dependent on it during the Colonial period. Since Columbus' arrival in 1492, the native people in the Caribbean colonies have been enslaved to do physically challenging work on sugarcane plantations. During the 1600s, as Europe and America grew economically connected, the international trade routes, known as the Triangular Trade emerged. This passage mainly served to supply African slaves for the West Indies and America, and it quickly became notorious for its cruel boarding process, inhumane living conditions and tragic consequences resulting from those conditions. Hostile actions toward the victims of the Middle Passage were symbolic of some white people's attitudes and racism, during the colonial period.

IDENTIFYING THE MAIN COMPONENTS OF INTRODUCTIONS - #2

Directions: Read the student introductions below and identify the five main components of a introduction. Note any mistakes, or if any parts are missing or incomplete!

1. Hook 2. Context 3. Focus 4. Frame 5. Thesis

Intro Number One:

“Rock and Roll will never die,” proclaimed the legendary rock band AC/DC, and they could not have been more right. It is true that many skeptics in the 1950s passed off Rock and Roll as another fad that would die out in a few years, but it has withstood the test of time. There were a number of artists at the forefront of the birth of rock and roll, but Buddy Holly sticks out as having the greatest influence on rock music. Buddy Holly lived a life full of ambition and, although it was plagued by the scandalous exploits of his producer Norman Petty, he accomplished much more in his short career than many musical artists do in a whole lifetime. Buddy Holly experimented in new musical styles and introduced a completely original style of music which incorporated the influences of black rhythm and blues and jazz. Because of Buddy Holly’s bold looks, he made a whole new geeky, bespectacled style socially acceptable. The influence Buddy Holly had on music and culture reached out across the world and was felt strongly in Britain and Australia. Buddy Holly inspired a future generation of Rock and Roll artists, stimulating a massive Rock and Roll movement from overseas, sealing and defining rock’s place in history and ensuring that Rock and Roll truly will never die.

Intro Number Two:

How far would you go to achieve a goal of world peace? Would you exclude a country that was disliked, use nuclear weapons to deter other countries or endanger the national security of your own country? The North Atlantic Treaty Organization (N.A.T.O.) was formed on April 4, 1949, in an attempt to secure world peace and protection of allies. It was set up to provide security against the former Soviet Union and to keep Europe politically stable. As the N.A.T.O. Office of Information explains, five countries, Belgium, France, Luxembourg, the Netherlands, and the United Kingdom, shared the fear of the USSR taking over, so they signed the Brussels Treaty of March 1948 (20). This Treaty “developed a common defense system and strengthened the ties between them in a manner which would enable them to resist ideological, political, and military threats to their security” (N.A.T.O. Office of Information 20). Soon, the United States and Canada joined forces with these five countries followed by Denmark, Iceland, Italy, Norway, and Portugal. As these countries negotiated, the North Atlantic Treaty Organization was founded. These twelve countries worked together to defeat the spread of communism. Finally, in 1989, the Soviet Union collapsed. With this nemesis gone, N.A.T.O.’s chief reason for existence had diminished. Although N.A.T.O. could still be useful to solve problems in the North Atlantic region, N.A.T.O. prominence globally has diminished and should not be considered a major strategy in ensuring future global peace.

Intro Number Three:

The world’s eyes were fixed on Chicago that summer of 1893, when the city had the honor of hosting the World’s Columbian Exposition. Erik Larson’s *The Devil in the White City* captures the details of the planning period leading up to the successful large-scale event that became known as the World’s Fair. Short construction time placed a tremendous amount of stress on Daniel H. Burnham, the main architect of the Fair. Against the ambitious Burnham, Larson tells the story of an equally determined man with a much more sinister agenda. Herman Webster Mudgett, alias H.H. Holmes, was the source of grief for many families who sent their daughters to experience the excitement of Chicago at the turn of the century. His seemingly innate tendency towards evil lead to the construction of a castle of horror, where innocent victims were lured to ghastly deaths. The author is successful in presenting colorful and extremely contrasting portrayals of people and events in Chicago at the time - strange yet confirmed by other sources, and their lasting impacts on American society.

Project Number Three:

Thesis Sentences, Outlines, Introductions and In Class Essay Writing

Directions: Your teacher will give you an essay prompt. Using your knowledge of the subject and any materials that your teacher permits you to use, prepare to write an essay. Answer the questions below.

1. What exactly is the prompt asking?

2. Brainstorm some possible answers.

3. Now, write a possible thesis sentence. Remember that a good thesis should begin by addressing the question asked in the prompt, use the word "because" and then list the supporting evidence.

4. Now, using the brainstorming list above, begin to organize your thoughts into an outline (on lined paper). Remember that an outline's structure demonstrates significance and relationship.

5. Now, after completing your outline, review your thesis. Does the thesis still accurately reflect the content of the outline?

6. Now it is time to write the introduction (on lined paper). Remember the five main components of a properly structured intro - hook, context, focus, frame, thesis.

7. Now, go back and look over your outline. Does the introduction reflect the content of the outline? Does your thesis fit with the intro?

Grammar, Writing, and Writing Style

The following tips will help you get the most from every word.

SENTENCES

1. Clear sentence structure is a must. Usually, clarity can be achieved by organizing your thoughts from old information to new information.
2. Make your sentences more interesting by making them more complex. Use of transitional words can help; such as however, therefore, in addition, also, moreover, etc.
3. Active voice is usually preferred over passive voice. The active voice is clearer and can make your sentences more concise.
4. Watch out for unclear pronoun use. Be sure that “he” or “she” can be easily identified. Be especially careful of using “our” or “us” instead of Americans, for example. Your pronouns must be clear, and word choice specific.

PARAGRAPHS

1. Every paragraph begins with a topic sentence. A topic sentence is like a mini-thesis for each paragraph. The topic sentence tells the reader what is in the paragraph, and keeps the writer’s information focused on the topic.
2. Each paragraph should have unity. It should be focused on one topic only.
3. Each paragraph should have coherence. Paragraphs should go from general to specific information, using the same words, phrases, and ideas as the writer moves through the paragraph.
4. Each paragraph should be adequately developed. A topic should be introduced, discussed and explained. To ensure your paragraph is fully developed you should cite examples and data, evaluate and analyze those examples, and discuss the relationship with the thesis.

WHEN SHOULD YOU START A NEW PARAGRAPH?

1. When you have a new idea or point.
2. To contrast information or ideas.
3. When the paragraph becomes too long or the material is too complex.
4. Ending or introduction or starting your conclusion.

parts from: Dana Lynn Driscoll.
<<<http://owl.english.purdue.edu/owl/resource/606/01/>>>

REVISING YOUR WRITING

1. Find your main point. Do you have a clear thesis?
2. Evaluate your evidence. Does the body support the thesis? Is there enough evidence? Are you citing properly?
3. Save only the good parts. Do all the ideas relate? Is there anything that doesn’t fit?
4. Tighten up. Do all ideas make sense? Do all sentences and paragraphs make sense? Cut extra words, vagueness or unclear phrases.
5. Fix grammar and spelling mistakes. Have someone else read it.
6. Remember - the reader doesn’t know what you *mean* to say. So read the words on the page and be sure they make sense, flow, are concise, and clear.

parts from: Jaclyn M. Wells, Morgan Sousa, and Mia Martini. <<<http://owl.english.purdue.edu/owl/resource/561/05>>>

Grammar, Writing, and Writing Style

A Practice

Directions to teacher: The best way to practice sentence and paragraph writing is to have students answer questions that go with a reading from your curriculum. I suggest that you choose a reading assignment, and create questions below - beginning with QUESTION THREE. I've created the space for students to answer the questions. **Delete this paragraph before printing!**

Directions to students: Read the assignment your teacher has given you. Then answer the following questions as instructed.

1. Who is the author of the source? What qualifications can you determine? What does this tell you about the source?

2. What is the author's thesis? You can use one in the source or create your own following the guidelines for a quality thesis.

3. Answer the question by formulating a properly constructed paragraph, including a topic sentence, development and analysis.

4. Answer the question by formulating a properly constructed paragraph, including a topic sentence, development and analysis.

5. Answer the question by formulating a properly constructed paragraph, including a topic sentence, development and analysis.

6. Answer the question by formulating a properly constructed paragraph, including a topic sentence, development and analysis.

PROJECT NUMBER FOUR: PUTTING IT ALL TOGETHER

DIRECTIONS TO TEACHER: THIS PROJECT CAN BE USED WHOLE OR IN PART TO FIT YOUR NEEDS AND YOUR CURRICULUM TIMELINE. SUBJECTS CAN BE CHANGED AS NEEDED.

YOU WILL ESTABLISH THE SPECIFIC QUESTION THAT STUDENTS WILL BE ADDRESSING.

YOU WILL NEED TO MAKE COPIES OF THE “EVALUATING RESOURCES” WORKSHEET FROM EARLIER AND THREE COPIES OF THE “NOW WE PUT THE PIECES TOGETHER PAGE TWO”.

Possible Topics:

Where the Wars Are: Iraq, Lebanon, Israel & Palestine, Sudan, Somalia, Afghanistan, Pakistan, Sri Lanka, Tibet ...

World Revolutions: The South-African Anti-Apartheid Movement, Cuban Revolution, Chinese Revolution, French Revolution, Gandhi and Indian Revolution, Russian Revolution ...

Black History Pioneers: Frederick Douglas, Sojourner Truth, Harriet Tubman, Booker T Washington, WEB DuBois, Buffalo Soldiers, Thurgood Marshall, Malcolm X, Rosa Parks, Tuskegee Airmen, Martin Luther King Jr. ...

Free Press in the World: Implications of free press on events like Iranian Election June 2009, etc.

The Least Free Places on Earth: North Korea, Burma ... see website: “The Least Free Places on Earth” Photo Essay: http://www.foreignpolicy.com/articles/2009/07/02/the_least_free_places_on_earth?page=0.0&%24Version=0&%24Path=/&%24Domain=.foreignpolicy.com,%20%24Version%3D0

World Religions: Christianity, Confucianism, Islam, Judaism, Hinduism, Buddhism ...

A Country (or specific time period and region for US History - i.e. the south 1950s-1970s) Travel Journal and Itinerary: Students can address topics such as government, food, religious worship, holidays & festivals, health & beauty, rites of passage, death rituals, etc.

Effective and Ineffective Presidents: Warren Harding, Calvin Coolidge, Herbert Hoover, Franklin Roosevelt, Harry Truman, Dwight Eisenhower, John Kennedy, Lyndon Johnson, Richard Nixon, Gerald Ford, Jimmy Carter, Ronald Reagan, George Bush, Bill Clinton, George W Bush, Barack Obama.

NOW WE PUT THE PIECES TOGETHER - PAGE ONE

Directions to Students: Now it is time to put the pieces together. You and your group will be researching current areas of conflict in our world. You will be assigned THREE of the following countries to examine: Iraq, Lebanon, Israel & Palestine, Sudan, Somalia, Afghanistan, Pakistan, Sri Lanka, Tibet. Then you will be asked to answer the following question:

Of your three assigned countries, which country is most likely to achieve a lasting peace the soonest? Support your answer with three specific and significant pieces of proof.

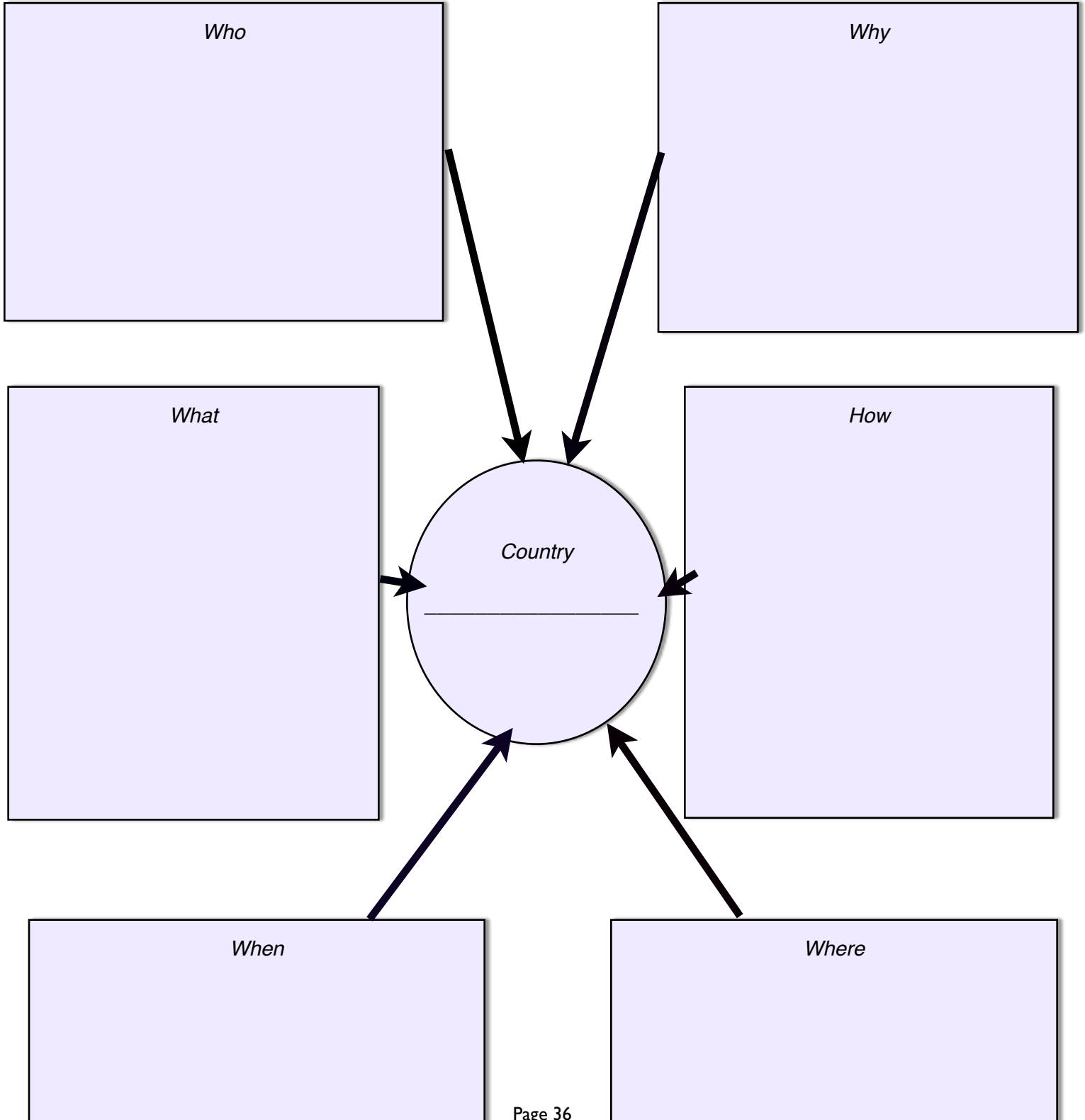
You will be asked to complete research, cite the research, compose a thesis sentence and an outline as a group. You will also create an individual introduction and write an in class essay using your materials.

Step One: Finding your sources. Find at least three sources that relate to your question. Properly list the correct and complete bibliographic information for each source, as if it were a Works Cited Page.

Complete the "Evaluating Resources" Worksheet: Page 3 for each source.

NOW WE PUT THE PIECES TOGETHER - PAGE TWO

Step Two: Now complete the graphic organizer for each country. Be sure to cite your source information by each note. Make a list of new sources on the back of this sheet - but cite properly!



NOW WE PUT THE PIECES TOGETHER - PAGE THREE

Step Three: Now that you have completed your research, review it.

1. What question did your teacher ask you to address? Put it in your own words, if possible.

2. What does your research tell you about possible answers to the question? What research is most convincing and why?

3. Now try to compose a thesis sentence. Remember, begin by answering the question asked, include the word “because” and list your significant proof.

Step Four: An Outline. Now using your research, construct an outline on lined paper or type it. Remember that an outline’s structure demonstrates significance and relationship.

Your teacher may ask you to cite your research within your outline. You simply include your in-text citations after each piece of research. Remember to cite all paraphrases and all quotations.

Step Five: An Introduction. Now - on your own - write an introduction on lined paper or type it. Remember the FIVE components of a quality introduction. Be sure to review your thesis, and outline, to ensure that all three pieces fit together.

Step Six: An Essay. Individually, in class, you will write an essay to answer the question your teacher asked. You may use all your notes, including your research, works cited page, outline and introduction. Your teacher will tell you which day to be prepared for your in-class essay.

Remember and review: Grammar, Writing and Writing Style. Be sure your sentences are clear and concise. Be sure your paragraphs have a topic sentence are are focused. Don’t forget to cite your research!!!

The 7 Skills Students Should Learn

1. Evaluating Sources
2. Researching and Citing
3. Note Taking
4. Identifying and developing Thesis
5. Writing Outlines
6. Writing Intros
7. Paragraph and Sentence Writing

Students should use and develop all skills in both semesters of 9th Grade World History and 10th (11th) Grade US History. Teachers should use their own professional opinion and individual curriculum to develop these activities as they see fit.

IN TEACHING THESE SKILLS, PLEASE REFERENCE THE FOLLOWING PAGE NUMBERS IN THE BOOKLET.

- Evaluating Sources: Pages 2-4
- Researching and Citing: Page 5-12
- Note Taking: Pages 5 - 13
- Thesis Identification and Development: Pages 14 - 18
 - PROJECT Number One on Pages 19 -24, covering all skills up to and including Thesis Development
- Writing Outlines: Pages 25 - 26
 - PROJECT Number Two on Pages 27, (will need pages 20 - 24) covering all skills up to and including Writing Outlines
 - Project Number Two is the same as Project Number One, but you can change the subject and redo the project or simply add the Outline Step to Project Number One
- Writing Intros: Pages 28 - 30
 - PROJECT Number Three on Page 31, covering thesis, outline and introduction skills
- Paragraph and Sentence Writing: Pages 32 - 33
 - PROJECT Number Four on Pages 34 - 37 (will need copies of Page 3), covering all skills learned
 - Please note: You can make each of these projects as big or simple as you'd like by customizing your prompts, steps, requirements, etc.