Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A /B #: \_\_\_\_

**Civics Semester 1 Research Project**

**Learning Targets:**

1. I can research a prompt and gather specific evidence from reliable sources.
2. I can write a thesis statement to answer a prompt based on prior research of a topic.
3. I can analyze my sources to aid my writing process.
4. I can organize my evidence into an MLA 4-level outline to prove my thesis statement.

**Requirements:**

* Using evidence from class and personal research
* Sources: must use four reliable sources (at least one primary source)
* Research notecards: 15 – *not counting the source cards!*
* 3-level outline that proves a thesis statement.

**Prompts:**

1. Evaluate the Constitutionality of Executive Orders or the evolution of Executive power in the United States
   * *Should we limit/eliminate presidential EO?*
   * *Has the evolution/expansion of executive power post a threat to American democracy?*
   * *Does EOs undermine our system of checks and balances?*
2. Evaluate a current or long-standing US foreign policy and its impact on the United States
   * *How has cold war policies impact US-Russian relations?*
   * *How has 9/11 impact/changed US-\_\_\_\_ (specific Middle Eastern country, region) relations?*
3. Evaluate the legality of gerrymandering
   * *Is gerrymandering a threat to American democracy? If so, propose a solution.*
   * *How could the United States institute a non-partisan, fair and equable reapportionment system?*
4. Propose a constitutional amendment (to add/change or abolish an amendment) - you may only use one from the list below
   * *Requiring the federal government to balance the national budget*
   * *Restricting the amount of money that can be spent during national electoral campaigns*
   * *Abolishing the Electoral College and having the presidential and vice presidential elected by popular vote*
   * *Lowering the age restriction for public offices such as senator and representatives*
   * *Repealing the 22nd Amendment, which sets presidential term limits*
   * *Guaranteeing all citizens access to quality health care*
   * *Equal rights amendment*
   * *Abolishing the death penalty*

**Due Dates and In-Class Work Time:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|  |  |  | 9  Intro Project  Preliminary Research Day | Prompt & topic selection Due @ beginning of period  Mini-Lesson: How to summarize  Research Day / Working on Notecards |
| 13  Mini-Lesson: How to write a SS thesis  Notecards Due | 14  Drafting a thesis   * *Thesis due by the end of 3rd period*   Review how to Outline | 15  Outline workday | 16  Outline Draft Due @ start of class  Outline workday | 17  Final Outline  rolling deadline:  Jan 17-20 |

**Grading:**

* Notecards, Thesis (draft), and 3-level outline draft will go in the process category of the gradebook.
* Peer editing will be going in the Participation category of the gradebook.
* Final outline, scored using a modified Humanities rubric, will go in the Culminating category in both your LA and SS gradebook.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **(modified) Humanities Department Rubric** | | | | |
|  | **Exceeds Standard** | **Meets Standard** | **Approaches Standard** | **Below Standard** |
| **Thesis**  20 | * Focused and clear thesis that addresses all required parts * Thesis insightfully addresses task * Argument has depth and complexity * Thesis is placed appropriately | * Clear thesis that address all required parts * Thesis addresses task * Argument is present * Thesis is placed appropriately | * Thesis present, but some parts missing/inadequate * Thesis attempts to address task * Attempts to make argument, but lacks so-what * Thesis is placed appropriately | * Thesis undeveloped or unclear * Thesis does not address task * Lacks argument * Thesis is not placed appropriately |
| **Evidence**  30 | * Choice of specific evidence is exceptional * Includes appropriate context for evidence * Evidence for all BTs is well developed * Evidence clearly supports thesis * Accurate MLA citations present at all times * Sources used are relevant, academic, specific, and exceptional | * Choice of evidence is specific and connected to thesis * Context is present but at times inconsistent * Evidence for BTs is developed * Evidence supports thesis * Accurate MLA citations and citations mostly present at all required times * Sources used are relevant, academic, specific and adequate | * Choice of evidence lacks specificity and/or is taken out of context * Attempts to use context, but often too much or too little used * Evidence not evenly developed for all BTs * Evidence at times disconnected from thesis * Some errors in formatting of MLA citations; some needed citations missing * Sources used are vague and possibly questionable | * Lacks evidence; mostly inaccurate evidence * Evidence is vague * Evidence is off topic * Many errors in formatting of MLA citations; many needed citations missing * Sources used are unacceptable |
| **Analysis**  20 | * Analysis has depth and accuracy * Analysis consistently and clearly connects to all parts of thesis * Analysis clearly connects to *so what* * Analysis clearly connects evidence to BTs | * Analysis is accurate, but lacks depth at times * Analysis connects to all parts of thesis      * Analysis connects to *so what* * Analysis connects evidence to BTs | * Analysis at times undeveloped or unclear * Analysis attempts to connects to thesis; or only partially connects to thesis * Analysis does not address *so what* * Analysis lacks a connection to evidence or summarizes or restates evidence | * Analysis undeveloped, inaccurate, and/or unclear * Analysis does not support thesis * Analysis does not address *so what* * Analysis is irrelevant |
| **Organization**  15 | * BTs are complex and build argument * Accurate MLA Works Cited & format | * BTs build argument * Accurate MLA Works Cited & format | * BTs are present but do not build argument or are repetitive * Some errors in MLA Works Cited & format | * BTs weak or missing * Many errors in MLA Works Cited & format |
| **Language**  15 | * Words convey meaning clearly   and precisely; strong word choice   * Sentences are well built with strong /varied structure * Evidence is paraphrased strongly in own words except where quotes are appropriate * Accurate spelling, grammar, and punctuation | * Words convey meaning clearly; adequate word choice * Sentences are adequate with some varied structure * Evidence is paraphrased in own words except where quotes are appropriate * Inconsequential errors in spelling, grammar, and/or punctuation | * Meaning at times unclear because of word choice; simplistic/informal word choice * Sentences are at times awkward; some run-ons or fragments * Some evidence paraphrased but too much is quoted * Noticeable errors in spelling, grammar, and/or punctuation | * Word choice impedes readability; word choice is weak      * Sentences are awkward; many run-ons or fragments * Evidence is rarely or never paraphrased * Errors in spelling, grammar, and/or punctuation are distracting |

**PAPER MEETS LENGTH REQUIREMENT PAPER IS WITHIN 50 WORDS (-5%) PAPER IS OVER 100 WORDS OFF (-10%)**

**TOTAL : / 50**