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** |
|  |  |  | 9Intro ProjectPreliminary Research Day | Prompt & topic selection Due @ beginning of periodMini-Lesson: How to summarize Research Day / Working on Notecards |
| 13Mini-Lesson: How to write a SS thesisNotecards Due | 14Drafting a thesis * *Thesis due by the end of 3rd period*

Review how to Outline  | 15Outline workday  | 16Outline Draft Due @ start of classOutline workday  | 17Final 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**