Between 1607 and the present, the U.S. government has adapted the original ideals of the republic to new political, international, and social contexts through legislation, judicial decisions, and amending the original founding documents. Within our history, many Americans have begun to internalize the ideals of democracy and have taken the actions of democracy into their own hands. Advancements in technology, transportation, and labor have also affected Americans' ability to be self-reliant and have affected their relationship with one another. The questions that will occupy us for the remainder of the term are:

**What political, social, or economic change has taken place between 1607 and the present?**

*How and why did it change over time?*

(This should eventually be stated similar to a thesis statement.)

We will engage in this question through detailed analysis of primary historical sources--transcripts of speeches, legislation, newspaper articles, diary entries, maps, etc and secondary sources. This will be similar to the DBQ work we have already done, except in two important ways: First, you will be asking the questions; and second, you will determine which primary sources to use.

**Assessment:** **See Criteria for Success and Rubric for Assessment for details.**

1. Classwork Grade for the Demonstrated Access to Noodle Tools & BPL e-card (10 points)
2. Assessment Grade for Noodle Tools Thesis & Notecards (28 points)
3. Assessment Grade for Research Paper with MLA Format & Self-Assessment (53 points)

**This Assessment Grade (3) will also be that for your FINAL EXAM Grade in AP US History.**

**Criteria for Success:**

1. Pick a topic that interests me. Do I want to know more about a change over time related to the government, society, or the economy?

2. Once I have a general direction, I need to narrow it to something manageable. For instance, if I am interested in a change that occurred in society, I might want to narrow my topic to women’s rights or religious freedom; if I am interested in government in general, I might narrow my topic to interpretations of the constitution/basic democratic principles, the strength of the federal government over state government, or the US as an international power; if I am interested in the economy, I might narrow my focus to the shift from an agricultural to a commercial economy. (It is likely that, as you begin your document analysis, your topic might get even narrower. For instance, you might decide that the best way to illustrate trends in economic policy would be through primary sources about a specific industry, like cotton or textiles.)
3. Once I have a narrower topic, I need to ask myself: What do I already know about my topic? What kinds of primary sources will demonstrate the evolution of my topic? Where will I find those documents? How have other scholars interpreted history through secondary sources?

4. Now I can start searching for and reading primary and secondary sources that pertain to my trend. I must find at least five, but no more than 7, PRIMARY sources that relate to my topic and show its evolution in some way. I may have any number of secondary sources that I consult, but these secondary sources do not count as my 5-7 primary sources. I will use Noodle Tools for this criteria.
   a. Cite each primary and secondary sources within the Sources tab of Noodle Tools. I will have at least 5, but no more than 7 primary sources. I may have any number of secondary sources.
   b. Begin Primary Source Analysis. Each primary source I have chosen helps support my topic. Where in the primary source do I see evidence of my topic? I will begin annotating each primary source and recording this information in Noodle Tools Notecards to determine how effectively these primary sources support my topic/trend.

5. I must share my Noodle Tools work for this project with Ms. Goelz.
Your Noodle Tools work must include:
   a. Topic/trend stated as a thesis statement (written within the Dashboard tab of Noodle Tools).
   b. A List of 5-7 primary sources for my Topic/Trend (written within the Sources tab of Noodle Tools).
   c. Notecards (at least one for each of your 5-7 primary sources) that complete each required field of the Notecard in Noodle Tools.
   d. Print out 3 Hard Copies of your Thesis and Notecards

6. Now I will engage in a meaningful Peer Review and Consultation to receive and give feedback that will strengthen the research process.
   **Wait for feedback before proceeding to next criteria.

7. Now, with my feedback from Ms. Goelz and my peers, I will finalize my analysis. This means that I will revise and finalize my thesis and/or how I will use the primary sources. I may need to find new primary sources at this point. If I do, I need to make sure that I am updating Noodle Tools.

8. Time for synthesis and writing the paper! How, specifically, does each primary source represent a change or evolution in the topic? My trend should be directly linked to the information I’ve pinpointed within
the primary sources. Have the secondary sources helped tell me more about the Why this trend has occurred? If so, I must remember to cite the authors’ ideas with in-text citations. I will need to provide an MLA works cited list for this paper and utilize in-text citations.

*On the day of the Final Exam (____________________), you will bring all of your materials from the Research Project.

**Likely Schedule:**

_____ Intro to Assignment: BPL ecard, & Noodle Tools in Library

_____ Intro to Assignment: Conducting Meaningful Research in Library

_____ Day 1: Individual Research in Library

_____ Day 2: Individual Research in Library

_____ Day 3: Individual Research in Library

_____ Day 4: Individual Research in Library

****Noodle Tools Thesis and Notecards Due by 8:00pm (Criteria # 5)

_____ Day 5: Peer Review and Consultation in Library

****3 Copies of Thesis and Notecards Printed in Hard Copy Due Today!

_____ Day 6: Individual Research in Library; Reflect Upon and Revise Research

_____ Day 7: Individual Research in Library: Reflect Upon and Revise Research; Writing Process

_____ Day 8: Individual Research in Library; Writing Process

_____ Day 9: Individual Research in Library; Writing Process; Complete Self-Assessment

**Research Paper and Self-Assessment DUE DATE**: ______________

***All components due in hard copy at the beginning of class. If any components of the Research Paper with MLA Citations and Self-Assessment are late, there will be 5 points or 10% deducted per day late. Please make sure to meet the deadline!
Rubrics for Assessment

(1) Classwork Grade for the Demonstrated Access to Noodle Tools & BPL e-card
   ___ Visually demonstrate access to both tools by day assigned
   Total ___ /10

(2) Assessment Grade for Noodle Tools Thesis & Notecards
   ___ Thesis stated that is: 1-2 sentence statement that:
     ___ Answers the question, directly
     ___ Takes a position of the question
     ___ Provides briefly specified reasons/categories for argument
     Total ___ /3

   ___ 5-7 Notecards with each item from the Notecard completed:
     ___ Primary Source Title & Properly Linked to Your Sources List in Noodle
     ___ Primary Source or portion pasted into Notecard
     ___ Explanation/Summary of Primary Source or portion in your own words
     ___ How you will likely use the Primary Source or portion of in your paper
     Total ___ /25

Total ___ /28
Rubrics for Assessment

(3) Assessment Grade for Research Paper in MLA Format & Self-Assessment

**This Assessment Grade (3) will also be that for your FINAL EXAM Grade in AP US History.

___Paper is submitted ON TIME (-5 points or 10%, per day late!)

** Organization of Paper
___Engaging introduction and conclusion ☐/4
___Essay is clearly organized around a thesis & meets thesis criteria ☐/4
___Organization is suited to the task (thoughtful sequencing, paragraphing, & transitions) ☐/4

** Subtotal ☐/12

** Development of and Support of Ideas
___Clear and Focused Ideas ☐/3
___Effectively interprets primary and secondary sources for use in argument ☐/3
___Utilization of 5-7 primary sources as evidence to support your argument ☐/20

** Subtotal ☐/26

** Conventions and Mechanics
___Use of words appropriate to the content and task ☐/3
___Use of proper English language mechanics ☐/3

** Subtotal ☐/6

** MLA Format
___In-text citations are included in the paper & correspond to the Works Cited ☐/2
___Works Cited is included at the end of the paper ☐/2
___Page Set-Up, In-text citations & Works Cited are properly formatted ☐/2

** Subtotal ☐/6

** Self-Assessment (see reverse)
___Rubric is marked with a circle for each row provided ☐/1
___Written Explanation provided that considers all components of the Paper ☐/2

** Subtotal ☐/3

** Assessment Total ☐/53
### Rubric for Paper

<table>
<thead>
<tr>
<th>Category</th>
<th>Advanced</th>
<th>Proficient</th>
<th>Needs Improvement</th>
<th>Insufficient</th>
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| **Organizes structure of writing assignment in a purposeful and logical manner** (12 points or ~25%) | _Thesis is strong and clearly identifiable._  
_Inviting introduction and conclusion._  
_Creative and engaging introduction and conclusion._  
_Organizational structure is exceptional and uniquely suited to the topic and assigned task._  
_Paragraphing is effective._  
_Thoughtful transitions connect ideas._  
_Sequencing shows logic._ | _An attempt at an introduction and conclusion is evident._  
_Thesis is somewhat or not clearly identifiable._  
_Organizational structure and paragraphing lack a clear sense of direction for the task._  
_Sequencing and transitions between ideas are confusing._ | _No identifiable introduction or conclusion._  
_Thesis is difficult to identify._  
_Lack of organizational structure for the task makes it hard for the reader to follow._  
_Little or no evidence of paragraphing present._  
_Transitions nonexistent or confusing._ |
| **Effectively develops ideas and supporting details** (26 points or ~50%) | _Exceptionally clear and focused ideas._  
_Creative and engaging introduction and conclusion._  
_Organizational structure is appropriate but conventional for the task._  
_Paragraphing and transitions are evident._  
_Sequencing shows logic._ | _Main idea is evident with some supporting evidence and/or sources, which may be general or limited._  
_DEFINED topic shows inconsistencies._  
_Some arguments are weak, illogical or unconvincing for the assigned task._ | _Unclear purpose or theme._  
_Evidence and/or sources are too general or absent for the assigned task._ |
| **Demonstrates varied sentence structure and word choice while demonstrating control and mastery over a wide range of standard English conventions** (6 points or ~15%) | _Sentences effectively vary in length and structure._  
_Word choices enhance and clarify meaning._  
_Control and mastery over a wide range of standard English conventions are evident._  
_No errors are evident._ | _Most sentences vary in length and structure._  
_Word choices are functional, adequate and correct._  
_Competence with most standard English conventions is evident._  
_Paper has occasional errors in language convention._  
_Errors do not interfere with understanding._  
_Some editing is required._ | _Sentence structure and word choice are simplistic and repetitive._  
_Limited control and mastery over basic standard English conventions._  
_Noticeable errors in language conventions detract from the reader’s ability to understand the meaning of the text._  
_Editing for errors is a priority._ | _Sentence structure and word choice are often incorrect._  
_The piece fails to engage the reader._  
_Limited control over many basic standard English conventions exists._  
_Significant errors make text hard to read._ |
| **MLA Formatting** (6 points or ~10%)                                      | _All parts of the paper conform to MLA format._  
_In-text citations and a works cited page are done in proper MLA format._ | _Most parts of the paper conform to MLA format._  
_In-text citations and/or a works cited page are mostly done in proper MLA format._ | _Little to none of the paper conforms to MLA format._  
_In-text citations and/or a works cited page are not done._ |

**Total** (50 points)

If I could give myself a final grade for this final project paper, which is a 4th quarter assessment and 10% of my AP US History course grade, it would be________(between 0-50 points) because….EXPLANATION REQUIRED below.
(3) Assessment Grade for Research Paper in MLA Format & Self-Assessment

**This Assessment Grade (3) will also be that for your FINAL EXAM Grade in AP US History.**

___Paper is submitted ON TIME (-5 points or 10%, per day late!)

Organization of Paper
___Engaging introduction and conclusion 
___Essay is clearly organized around a thesis & meets thesis criteria
___Organization is suited to the task (thoughtful sequencing, paragraphing, & transitions)

Subtotal

Development of and Support of Ideas
___Clear and Focused Ideas
___Effectively interprets primary and secondary sources for use in argument
___Utilization of 5-7 primary sources as evidence to support your argument

Subtotal

Conventions and Mechanics
___Use of words appropriate to the content and task
___Use of proper English language mechanics

Subtotal

MLA Format
___In-text citations are included in the paper & correspond to the Works Cited
___Works Cited is included at the end of the paper
___Page Set-Up, In-text citations & Works Cited are properly formatted

Subtotal

Self-Assessment (see reverse)
___Rubric is marked with a circle for each row provided
___Written Explanation provided that considers all components of the Paper

Subtotal

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<td>__Exceptionally clear and focused ideas.</td>
<td>__Clear and focused ideas with appropriate evidence and/or sources.</td>
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<td>__Strong supporting evidence and/or sources that enrich the central ideas and showcase the writer’s knowledge of the subject for the assigned task.</td>
<td>__Reader has a good understanding of the writer’s intent for the assigned task.</td>
<td>__Defined topic shows inconsistencies.</td>
<td>__Evidence and/or sources are too general or absent for the assigned task.</td>
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