United States History
Research Paper 2018

Due March 20th, 2018

Name: ____________________________

Teacher: __________________________

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GOALS: To exhibit a sophisticated understanding of an United States History topic from 1870 to 2000. To demonstrate the ability to write about this topic as an extension of critical thinking.

The purpose of this assignment is to research a topic of interest, critically think about issues related to that topic, and craft a well-organized, well-supported written argument as a synthesis of your research. **This is not just an informational report.**

Learning Targets:
1. Students will demonstrate an understanding of the historical context of the time period.
2. Students will use a variety of reliable historical resources**** to support thesis.
3. Students will integrate specific, relevant evidence into a structured argument that supports a conclusion.
4. Students will integrate sources effectively into sentences and paragraphs, using correctly formatted MLA citations and works cited page.
5. Students will write clearly and concisely, using a variety of sentence structures to express complex ideas.

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<tr>
<th>REQUIREMENTS:</th>
<th>US HISTORY</th>
<th>APUSH</th>
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<tbody>
<tr>
<td>Length:</td>
<td>6-8 pages</td>
<td>8-10 pages</td>
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<tr>
<td>Required sources:</td>
<td>6 solid sources</td>
<td>9 solid sources</td>
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*Successful completion of the research paper is required to earn credit in 2nd semester United States History.

**Papers submitted without proper citation are considered incomplete and will not be accepted. Once proper citations are added, the highest grade the final paper can earn is 55%.

***Plagiarism will result in a zero on the paper which will result in a failing grade for the course. You will not be allowed to resubmit a paper after one has been submitted and was found to be plagiarized. All papers must be submitted to turnitin.com prior to assessment. Nicolet's academic integrity policy will be followed.

****Reliable historical sources would include...
- academic journals/articles accessed through Library database such as EBSCO, ABC-CLIO, JSTOR and Historical Newspapers
- Print sources such as books, periodicals (magazines), academic journals, newspapers.
- Interviews of reputable experts in the field of study and other primary sources.
- Scholarly online sources such as PBS.org, teacher guides from American Experience, government websites such as the Library of Congress and National Archives, Wisconsin State Historical Society, articles from historynet.com or.edu websites that are affiliated with a college or university library.

Unacceptable sources would include...
- Wikipedia, Shmoop, About.com, History.com or any online encyclopedia websites.
- Blogs
- Any .com websites that lack sufficient academic rigor or credibility. Please check source with your teacher if in question.

IMPORTANT DEADLINES:
- Topic selected/Issue Question: Monday, January 29th
- Source Check (3 Acc/5 AP): Wednesday, January 31st
- Research check (all): Friday, February 9th
- Annotated Bib/Thesis: Friday, February 16th
- Outline: Friday, February 23rd
- Complete draft: Friday, March 9th (includes in-text citations and Works Cited page)

**FINAL PAPER**
-  Tuesday, March 20th (turnitin.com must be completed by midnight)

**ASSESSMENT:** This assignment will be assessed for both process of research and for final product in the form of the paper.
You will receive a research process grade in History as part of your 3rd quarter evaluation.
You will receive a final (summative) paper grade as part of your 4th quarter evaluation.
REGISTRATION & LOGIN

Access NoodleTools through your google apps access in your email.

- Go to your email or your google drive

- Once in your email or google drive, click on the 9 dots in the upper right corner (you may have to do this 2x's)

- Select "More" and go to what is likely the last app, click on NoodleTools

- From here you should be able to register using your google account
  - Click on create new account
  - Identify yourself as a student
  - Select your school graduation year

NoodleTools works best with Google Chrome, so make sure you use your school chrome account, even if you are working from at a computer other than your chromebook.

NOTE: Each time you use Noodle tools, you need to access the app through your email, just like you did when you set up the account.

SETTING UP YOUR PROJECT

1. Go to your email and find the link from your teacher. Click on the link and it will immediately take you to NoodleTools
2. From here click on "Copy Project" (upper left hand corner)

Sources

[Image of a table or interface from NoodleTools]

2
3. Once you copy the project, you need to go back to the "Projects Page"
   • click on the project
   • scroll down to sharing
   • enter the name of the project inbox provided by your teacher in the same email
   that had the link.

   This is how you will share the project with your teacher. This will help you share your
   project.

HELP & SUPPORT

Getting started with NoodleTools tutorial for students

To get help, go to the "My Account" link in the upper right hand corner of your
screen. Here you will find a help section
Explore tutorials and articles through the NoodleTools Support Center. The list of
topics for the support center is below the heading and you have a searchable
database as well.

NoodleTools Help Desk

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<th>How can we help you today?</th>
<th>+ New support ticket</th>
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<tbody>
<tr>
<td>Enter your search term here...</td>
<td>(c) Check ticket status</td>
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SOURCES / BIBLIOGRAPHY

Whenever you look at a source that you think is helpful, it is essential that you create a source
card for your bibliography BEFORE you take any notes from that source. Here is everything
you need to know about source cards.
Begin by clicking on the Sources tab at the top of the page.

To create a new citation, click on the green "Create New Citation" box in the upper left.

Once you click on the green box, this screen will appear.

Create new citation

Where is it?

<table>
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<tr>
<th>Database</th>
<th>Website</th>
<th>Print or In-hand</th>
<th>Viewed/heard live</th>
<th>File, app, e-book</th>
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Click the option above that describes how you accessed this source.

- Electronic/Online
- Periodicals
- Nonperiodicals
- Audio, Video, Images
- Unpublished
- Legal and Government Sources

Determine the type of source, and a list of options will appear. For instance, if you click on "Database" this screen will appear.
Click on the more specific source type, and prepare to create your source card.

Many sources will need to be entered manually but, there is also the option to use the quick cite feature.

**Quick Cite:** There are two options to assist you in creating citations

1. For articles you can choose to copy and paste sources from the citations found within databases. (see copy and paste link above at left)
2. When creating book citations you may search by ISBN, title or author to find bibliographic references. Click on the arrow next to ISBN to change your search to title or author. If this does not locate the source, you will need to type in the source, using the prompts provided.

**NOTECARDS**

You will create notecards as you use explore various resources. All of the information in your project will be first gathered using notecards in NoodleTools. Here is all you need to know about "how to make notecards."

Switch from Source to Notecards, using the tabs at the top of your screen
Click on the green button "New" to create a new card.

This blank card will appear (see next page), and you need to add the information using the prompt provided. Again, be sure to create a source card before you take notes. This allows you to tie each note card directly to a source.

All of your notecards must be connected to a source. Again, be sure you set up your source card before you take any notes from a source. **Be sure to save and close your notecard!**

Once you have several note cards, you can organize them by clicking on the "Manage Pile" tab.

Use "Manage Pile" to group your notes and keep them organized.
The "Tabletop" and "Detail" tabs can be used to get a different view of your notes. Decide which view works best for you.

EXPORTING YOUR NOTES / BIBLIOGRAPHY

You can export your notes and bibliography at any time into a google document by choosing the print option. Once you do this, be sure to

- title the document and
- place it in the appropriate folder for your class (ex. If the project is for your American History class, place it in American History)
Advocacy
Women's City Club 1924-1928
Source:
First Lady Biography: Eleanor Roosevelt, National First Ladies Library,
Tags:
politics
Quote:
The Women's City Club of New York, board of directors, vice president, City Planning Department chair, Finance
Committee chair, 1924-1928: An organization which kept women informed of political issues of the day and offered
members a network of fellow professional women. Within three years of joining this organization, Eleanor Roosevelt
would be elected to the board and then first vice president. She became the club's literal voice, initiating her own career
in radio with broadcasts intended to make women listeners informed on current political issues affecting them. Some of
the public questions that she encountered included government low-income housing, access to birth control information
for married women, child labor regulation, worker's compensation, and protective measures for working women. Her
work with the Club helped develop her own organizational, writing and speaking skills.
Paraphrase:
As an extension of Eleanor's political career, she became the vice president of the Women's City Club of New York.
She advocated with and for women to be politically active. She addressed issues on air like low-income housing, birth
control, child labor regulation, worker's compensation, and protection for working women. Her speaking, organization,
and writing skills began to improve.
History:
Created: 01/26/2017 08:29 AM

Source:
2017.
Quote:
ER's support of working women almost surpassed her commitment to women's participation as voters, party leaders,
and department heads.
Paraphrase:
Surprisingly, Eleanor worked almost harder to fight for women's working rights than for political participation.
My Ideas:
Seems like a bottom up approach- help the workers to create a better lifestyle, then they become educated and active in
politics
History:
Created: 02/03/2017 09:55 PM

From the beginning
Source:
2017.
Quote:
From the time that she returned from Allenswood in 1903 and began volunteering at the Rivington Street settlement,
ER worked to oppose child labor, to limit the number of hours an employer could force a woman to work, and to
remedy the unsafe and exploitative conditions of many women-dominated workplaces.
Paraphrase:
Starting in the early 20th century, Eleanor focussed on helping reform working conditions on several levels
she fought to "oppose child labor, to limit the number of hours an employer could force a woman to work, and to
remedy the unsafe and exploitative conditions of many women-dominated workplaces."
History:
Created: 02/03/2017 09:57 PM
Topic Selection/Historical Research Question
US History

Your historical research question should address one of the following historical thinking skills: (examples follow)

(1) HISTORICAL CAUSATION
Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

“What caused the agricultural strikes in California in the 1930s and what impact did those strikes have on the agriculture industry and unionism?”

“What caused Latina women in the American south to challenge traditional gender roles in the 1960s and what were the effects of those efforts?”

(2) PATTERNS OF CONTINUITY AND CHANGE OVER TIME
Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of varying lengths, as well as relating these patterns to larger historical processes or themes.

“To what extent did the anti-communist sentiment in the US of the 1950s continue or change through the 1980s?”

“How did the ideals of femininity and domesticity portrayed in American television programming change from 1950-1975?”

(3) PERIODIZATION
Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and models of past events.

“How did the death of Martin Luther King Jr. in 1968 change the direction and effectiveness of the modern civil rights movement?”

“To what extent did Nelly Bly Ten Days in a Madhouse serve as a turning point for the treatment of the mentally ill in the late 19th/early 20th century?”

(4) COMPARISON
Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, multiple historical developments within one society and one or more development across or between different societies. Historical thinking also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

“How did the World War II home front experience differ for white and African-American defense plant workers?”

“How did the Stonewall uprising and the Harvey Milk assassination compare in bringing the gay liberation movement to the forefront of the national consciousness?”

(5) HISTORICAL ARGUMENTATION
Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

“Who is responsible for the US failure to act in granting European refugees asylum during World War II?”

“Was President Truman justified in firing General Douglas MacArthur from command of US forces in Korea in 1951?”
Annotated Bibliography

What is an Annotated Bibliography?
An annotated bibliography is an organized list of sources (may be any variety of materials, books, documents, documentaries, journal articles, web sites, etc.) with an accompanying paragraph that describes, explains, and/or evaluates each entry in terms of quality, authority, and relevance. Annotations in an annotated bibliography usually perform two functions: describe the source and evaluate the source. The annotation is a concise description of a particular source, including important aspects of content not evident in the title. The annotations for each source must explain the origin of the source (who the author was), how you will use the source and how it helped you understand your topic. Annotations of web sites should include a description of who sponsors the site.

What is the Purpose of an Annotated Bibliography?
An annotated bibliography may serve a number of purposes, including but not limited to:

- a review of the literature on a particular subject
- illustrate the quality of research that you have done
- provide examples of the types of sources available
- describe other items on a topic that may be of interest to the reader
- explore the subject for further research

The annotated bibliography may be selective or comprehensive in its coverage. A selective annotated bibliography includes just those items that are best for the topic while an exhaustive annotated bibliography attempts to identify all that is available on a subject. For this research paper, we expect that you submit a selective annotated bibliography.

APUSH – 6 sources
Accelerated – sources

What are the elements of an Annotation?

1. **Origin** - in one or two sentences state the origins of the source. What type of source is it? Primary? Secondary? Journal article, newspaper article, advertisement, biography, etc.? When and where was it produced? Who produced it?

2. **Purpose** - In one or two sentences state the purpose of the source.
The purpose of the source... Include who was the intended audience and for what purposes was it written.

3. **Value** - Explain the value of the source for historians and for you in researching for and writing this paper. Provide and explain specific evidence from the document to support your answers. How has this source been helpful to you in coming to a clearer understanding of your topic? What insights does it provide that are unique and will be used to strengthen your argument?

4. **Limitations** - Explain what limitations this source may have. For example, is it a primary source written about an event that happened 50 years ago? Is it dated in terms of its publication and much more recent scholarship on the subject has become available since then? Has this author since been discredited as being a reputable source? Is the source limited in its scope in its treatment of the subject matter or written for an audience that makes it difficult to use for your research?
Example of an Annotated Bibliography for the historical research question: To what extent was Daisy Bates the catalyst in bringing about the successful integration of Central High School in Little Rock, AR in 1957? (Historical argumentation)

Works Cited

Primary Sources


Daisy Bates was the president of the Arkansas NAACP and the one who met and listened to the Students’ concerns during the early integration process. This is a primary source that provides meaningful insight to the day-to-day anxiety and resolve that this group of young people needed to have to get through each day. It has a more emotional appeal to the reader and is written by someone who was very sympathetic to the experience of the 9 students, so it contains some level of bias. It is also written in 1962 so it may not have the historical perspective on the account that more recent scholarship would provide, but I plan to use it as historical context to describe the emotional toll the integration process had on the students themselves and the adults that were assisting them in their efforts.


This collection of photographs, found on ABC-CLIO by Arkansas native Will Counts appeared in the Arkansas papers as the crisis unfolded. I learned how important the press was, especially the photographers, in relaying the events and sharing the story in Little Rock to the world. The famous photo of Elizabeth Eckford being heckled by the crowd made me want to understand more and pursue this topic about the hatred that so many of the white residents of Little Rock seemed to feel.

Secondary Sources


This young adult book provided a detailed overview of the events leading up to the integration of Central High School in a format that was easy to understand. It also contained many primary sources in the form of interviews with the participants. From reading this I decided to focus my research on Daisy Bates and to build my documentary around her experiences supporting the black students in their struggle for integration. While it is written for young adult readers, it lacks an academic edge to the argument and instead is designed to tell a compelling story, it does maintain accuracy and provides ample primary sources that I plan to use in the argument portion of my paper.


This is a lesson plan accessed through JSTOR directed for teachers that uses landmarks and primary sources to help educate students in K-12 programs about turning points in history. This source provided several primary sources from the perspective of Daisy Bates as well as others who noted her instrumental role in bringing about the integration challenge at Little Rock Central High School. It is geared around the question, “Why Little Rock in 1957?” and helps to explain the delay among most southern school districts to implement the desegregation order rendered by the Warren Court in Brown v. Board of Education in 1954 and its follow-up case to speed up the process in 1955. It is limited in that it does not contain analysis of the documents with the intent that students of the lesson will draw their own conclusions, but is valuable for its direct citations pointing to Daisy Bates as the catalyst for change.


This article from JSTOR provided an overview of what happened to the Little Rock Nine after the crisis at Central High and the role Daisy Bates played in bringing it to fruition. In addition to an overview of the crisis at Central High School, this article included a Civil Rights timeline stretching from 1896 through 1971. It helped me to place this event in context and helped me understand that this was the precursor to the busing crises of the 1970's. It is limited in that it does not develop the notion that Daisy Bates was the leader of the integration efforts in Little Rock, but will be useful for the historical context it provides in placing this integration crisis within the larger civil rights context.
I. WHAT IS A THESIS?
The thesis statement (or claim) is typically that one sentence in the paper with the potential to assert, control, and structure the entire argument. The thesis is the controlling idea around which you construct the rest of your paper. In this historical research paper, the thesis generally answers the historical research question and asserts a claim. Every word of your paper should support your thesis. Information you do not directly relate to your thesis will appear irrelevant. This means, of course, that in a paper with a weak or no thesis, much of the paper will appear to be irrelevant and unguided. Complicating the matter further is that different disciplines have different notions of what constitutes a good thesis sentence. Sometimes you’ll encounter differences not only from discipline to discipline, but also from course to course.

II. A GOOD THESIS WILL MAKE A CLAIM.
A good thesis rarely turns an intellectual problem into a black & white, "either/or" proposition that the writer will then defend. Rather, a good thesis offers a nuanced and interesting perspective that the writer can develop via careful analysis. It recognizes the "gray" area that most historical inquiries involve. For this reason, many good thesis statements start with words like "While", "Despite" or "Although". They imply the grayness of the issue but set the writer up for making a claim that they will defend with ample evidence.

Put another way, a good thesis sentence will inspire (rather than quiet) other points of view. For example, "The Civil War was bloody conflict" is indisputable and not very interesting. But to say, "While the two World Wars of the 20th century cost more in terms of human lives lost, the US Civil War was the bloodiest conflict of in American history because the advances in technology in the 19th century had surpassed the 18th century military tactics that were still being utilized in the 1860s." has more of a debate yet asserts a claim.

III. A GOOD THESIS WILL DEFINE THE SCOPE OF YOUR ARGUMENT.
Your thesis sentence determines what you will discuss in your paper. It also determines what you won’t discuss. Every paragraph in your paper exists in order to support your thesis and its claim. Accordingly, if one of your paragraphs seems irrelevant, you have two choices: get rid of the paragraph, or rewrite your thesis so that it is complex enough to embrace the whole of your argument.

IV. A GOOD THESIS WILL ANSWER A GOOD HISTORICAL RESEARCH QUESTION.
See other side for good historical research questions that are frames around a historical thinking skill.

V. HOW DO I PRESENT MY THESIS?
The thesis should be contained in a single sentence that is concise and grammatically correct. This is usually the last sentence of the first paragraph. The remainder of the introductory paragraph should draw the reader's attention to the problem the thesis confronts by having a compelling “hook” such as a quote or statistic that meaningfully engages the reader. The next 2-3 sentences establish a broad context of the time/era in which your thesis resides and is followed by the thesis that concisely answers the historical research question.

VI. THESIS CHECKLIST
• Does my thesis sentence attempt to answer (or at least to explore) a challenging intellectual question?
• Is the point I’m making one that would generate discussion and argument, or is it one that would leave people asking, "So what?"
• Is my thesis too vague? Too general? Should I focus on some more specific aspect of my topic?
• Does my thesis deal directly with the topic at hand, or is it a declaration of my personal feelings?
• Does my thesis indicate the direction of my argument? Does it suggest a structure for my paper?
• Does my introduction "place" my thesis within the larger context of the time period?
• Is the language in my thesis vivid and clear?
(1) HISTORICAL CAUSATION

Historical thinking involves the ability to identify, analyze, and evaluate multiple cause-and-effect relationships in a historical context, distinguishing between the long-term and proximate.

Question:
“What caused the agricultural strike in California in the 1930s and what impact did those strikes have on the agriculture industry and unionism?”

Thesis: While the agricultural strikes of the 1930s were caused by discontent over lowering wages typical of the Great Depression and resulted in higher pay, agricultural unions suffered multiple setbacks at the hands of farm owners and New Deal agencies that minimized there overall effectiveness at securing lasting workers’ rights.

Question:
“What caused Latina women in the American south to challenge traditional gender roles in the 1960s and what were the effects of those efforts?”

Thesis: Although the Chicana movement was inspired by the Anglo-feminist movement of the 1960s, it’s failure to address issues of race and income disparity among women led to a separate Mexicana feminist movement that instead focused on issues unique to Mexican-American women.

(2) PATTERNS OF CONTINUITY AND CHANGE OVER TIME

Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of varying lengths, as well as relating these patterns to larger historical processes or themes.

Question:
“To what extent did the anti-communist sentiment in the US of the 1950s continue or change through the 1980s?”

Thesis: While anti-communist sentiment continued to exist throughout the Cold War years, the nature of the distrust changed from being the fear of the loss of the space race and the spread of communist ideology worldwide in the 1950s to a fear of losing dominance in the nuclear arms race of the 1980s.

Question:
“How did the ideals of femininity and domesticity portrayed in American television programming change from 1950-1975?”

Thesis: Throughout television programming form the 1950s to 1975, women continued to be portrayed as a domestic matriarch and keeper of the home despite the portrayals of changing economic roles and the growing diversity that began to emerge.

(3) PERIODIZATION

Historical thinking involves the ability to describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and to identify turning points, recognizing that the choice of specific dates favors one narrative, region or group over another narrative, region or group; therefore, changing the periodization can change a historical narrative. Moreover, the particular circumstances and contexts in which individual historians work and write shape their interpretations and models of past events.

Question:
“How did the death of Martin Luther King Jr. in 1968 change the direction and effectiveness of the modern civil rights movement?”

Thesis: While the assassination of MLK Jr. was certainly a blow to the civil rights movement and the advocacy of non-violent protest, the seeds of a growing militancy in the movement had already begun to emerge before his death in 1968.

Question:
“To what extent did Nelly Bly’s Ten Days in a Madhouse serve as a turning point for the treatment of the mentally ill and for women in journalism in the late 19th/early 20th century?”

Thesis: While Nellie Bly’s expose, Ten days in a Madhouse was groundbreaking in its exposure of the deplorable state of mental health in the late 19th and early 20th century and can be credited with bringing about changes in mental health treatment in some areas of the US, it did not serve as a turning point for women in journalistic careers despite Bly’s success.
(4) COMPARISON
Historical thinking involves the ability to describe, compare, and evaluate, in various chronological and geographical contexts, multiple historical developments within one society and one or more development across or between different societies. Historical thinking also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.

Question:
"How did the World War II home front experience differ for white and African-American defense plant workers?"

Thesis: While the experience of African Americans in the defense industry differed from their white counterparts because of the widespread racism and discrimination that was prevalent in the workplaces and the cities the defense industries were located, there experiences bore some similarities to white women and people of lower socio-economic status that were employed in the defense industry.

Question:
"How did the Stonewall uprising and the Harvey Milk assassination compare in bringing the gay liberation movement to the forefront of the national consciousness?"

Thesis: Although Harvey Milk’s assassination in 1978 brought widespread national attention, it was the Stonewall riot in 1969 that proved to be a larger impetus in activating a national awareness of the gay liberation and rights movement.

(5) HISTORICAL ARGUMENTATION
Historical thinking involves the ability to define and frame a question about the past and to address that question by constructing an argument. A plausible and persuasive argument requires a clear, comprehensive and analytical thesis, supported by relevant historical evidence — not simply evidence that supports a preferred or preconceived position. Additionally, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.

Question:
"To what extent was President Roosevelt responsible for the US failure to act in granting European refugees asylum during World War II?"

Thesis: Despite Franklin Roosevelt’s several attempts to offer refuge status, it was the State Department, Congress and the leadership of the Jewish-American conference that bears responsibility for stalling on action to grant refugee status to the European Jews in the 1930s.

Question:
"Was President Truman justified in firing General Douglas MacArthur from command of US forces in Korea in 1951?"

Thesis: Despite the criticism that President Truman received at the time for overstepping the boundaries of the powers of the president as Commander in Chief, he was justified in relieving General Douglas MacArthur from command of the UN forces in Korea.
Sample Outline: Native American Policy: The Limitations of Assimilation

Thesis: Although the Indian Reorganization Act of 1934 was meant to undo the damages that were created by the assimilation policies that failed under the Dawes Act of 1887 and concurrent education reforms, the IRA fell short of its economic and social goals of improving or changing the difficult lives of Native Americans.

I. Historical Context

Here, write a rough draft of the contextual information you think a reader will need to make sense of your argument. Include your in text citations. For an 8-10 page paper, this should be about 2-3 pages. For a 6-8 page paper, this should be 1.5-2.5 pgs.

Sample:

The General Allotment Act of 1887, also called the Dawes Act, was the second attempt by the federal government to create a policy of assimilation. The first attempt was made by President Ulysses S. Grant with the creation of the U.S. Board of Indian Commissioners in 1869. Formed just as fighting with Native Americans was ending, the goal of the Board was to send instructors into reservations to teach Native Americans various trades and crafts, along with Anglo-American traditions. While this was the first attempt at a policy of assimilation, limited improvements were made. Concern over Indian policy and conditions of the reservations was sparked again largely during the 1880s, with the publication of one book. In 1881 Helen Hunt Jackson wrote A Century of Dishonor which exposed impoverished conditions and led to slightly more public awareness and response (Native). After a further study of the reservations by Jackson, it was evident that new reform was necessary, and the Dawes Act was passed through Congress in 1887. The policy of assimilation was maintained because it was still believed by some that in order for Native Americans to be equal with whites, they needed to assume the traditions and ways of life of white American society (Waldman). The flaw in this belief would lead to the ineffectiveness of assimilation.
The main component of the Dawes Act was the allotment of land. The idea was to split tribal land up and distribute it to individual members, who would use it for farming. The head of a family would receive 160 acres, single people over the age of 18 and orphaned children would receive 80 acres, and other single people under 18, born after allotment had started, would receive 40 acres (Waldman). After Native American land was divided among reservation members, it was agreed that for the first 25 years, Native American owners would farm the land and it would be held in trust by the government in order for it to be exempt from taxes (Prucha, Indian 86). After that trust period Native Americans could assume full ownership of that land and become an American citizen, depending on state laws (Johansen). While education reform was not a provision of the Dawes Act, the Bureau of Indian Affairs was in charge of creating Native American boarding schools during this time (Waldman).

The goal of both the Dawes Act and these boarding schools was Native American assimilation into white society.

II. One of the largest failures of the Dawes Act was the lack of economic assimilation that was created through the allotment of land.

A. 25 year trust period could be shortened.
B. White pressure on federal government for land (Johansen).
C. Full ownership difficult to maintain because of heavy taxes (Lawrence, Dawes).
D. Federal government allowed white settlers to purchase surplus land after reservation lands allotted to Native Americans.
E. Cheyenne and Arapaho – 80% of land promised to them had been given to white settlers. (Johansen)
F. Concluding sentence.

III. Farming, as a means to create economic assimilation, was not taken up easily by the majority of Native Americans.

A. Large assumption that Natives even wanted to farm – many saw as humiliating and even unholy (Johansen).
B. Land they were allotted was often unsuitable for farming.
C. Could not afford the tools necessary to farm. 60% of Winnebago in NE unable to farm their land. (Lawrence).
D. Concluding sentence.

IV. The adoption of white family structures to promote social assimilation through allotment had the effect of weakening string family ties and traditions among tribal families.

A. Natives not familiar with idea of nuclear family.
B. Large clans were split up
C. Gender roles changed as patrilineal patterns were imposed.
D. Resorted back to nomadism even after Dawes Act.
E. Concluding sentence.

V. The federal government fell short on its goal of assimilation through Native American education reform as well.

A. Purpose and intention of boarding schools.
B. Realities of boarding school harsh.
C. Separation of children from parents
D. Housing units lacked sanitation.
E. Access to higher education limited. (Hoerig)
F. Many attempts at running away.
G. Concluding sentence
VI. The recognition of the failures of the Dawes Act by the federal government led to revisions in policy away from assimilation.

A. Meriam Report – conditions for natives worse than previously thought (Trask).
B. Bursum Bill – validated white squatters’ rights.
C. John Collier attempts to aid natives in response to Bursum Bill.
D. John Collier new commissioner of Indian Affairs – 1932 and argued against assimilation (Lawrence).
E. Indian Reorganization Act passed in 1934 to achieve Indian independence - Explanation of Indian Reorganization Act.

VII. The two main areas of reform that were originally reversed by the Indian Reorganization Act were the allotment of land and Indian education.

A. Title III abolished land allotment of Dawes.
B. Tribal ownership would resume and surplus land given back.
C. Congress allotted $2 million annually to spend on Indian Reorganization (Lawrence 295)
D. Money still allocated for education but less focus on assimilation – more focus on Native American culture (294).
E. Concluding sentence

VIII. Despite the IRA’s attempts at providing a more progressive pattern of reform, its actual effects were limited, because of Native American opposition.

A. Collier found it difficult to work with tribes – they were distrustful of yet another federal Indian policy.
B. Some in the process of assimilation and caught between assimilation and independence.
C. Language barrier added to confusion of new policy. (Mekeel 210)

IX. In its final form the IRA was also much different than Collier had expected, further limiting its progressive goals.

A. Court of Indian Affairs was eliminated in final draft (298)
B. 2 million annually turned into only 6 million over 7 years because of expense and lingering hopes of assimilation.
C. Native American heirs to the land reluctant to sell or give land back to reservation (307). Congress withdrew support of this plan as well (308).
D. Subcommittee in charge of reviewing budget for IRA were all westerners who disliked the IRA.
E. Concluding sentence

X. The greatest limitation of the IRA was the pro-assimilation sentiment that still existed.

A. Difficult to convince Congress to preserve native culture that many thought inferior to white culture.
B. Money only continued to flow in the hopes that assimilation was still possible.
## Research Paper Rubric

<table>
<thead>
<tr>
<th></th>
<th>Advanced</th>
<th>Proficient</th>
<th>Basic</th>
<th>Minimal</th>
<th>Not Applicable</th>
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<tbody>
<tr>
<td><strong>Evidence/Argument:</strong></td>
<td>Student presents relevant evidence in a nuanced argumentative structure that clearly supports the thesis.</td>
<td>Student presents relevant evidence to effectively support thesis, although argument lacks the depth of analysis found in Advanced category.</td>
<td>Student presents some evidence and makes some attempt at analysis to support thesis although connection of ideas may be lacking.</td>
<td>Student does not support thesis with relevant evidence.</td>
<td>There is no evidence in the paper.</td>
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<tr>
<td><strong>Thesis Statement:</strong></td>
<td>Student formulates a precise, sophisticated and original thesis that clearly addresses an important historical question.</td>
<td>Student formulates an original thesis that clearly addresses an important historical question.</td>
<td>Student presents a thesis that addresses a historical question that may not be as clear, original, or as important as previous categories.</td>
<td>Student attempts to present an analytical thesis.</td>
<td>There is no attempt at an analytical thesis.</td>
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<tr>
<td><strong>Historical Context:</strong></td>
<td>Evidence of deep and accurate understanding of the topic and/or time period is provided.</td>
<td>Evidence of accurate understanding of the topic and/or time period is provided.</td>
<td>Details provide some context in order to understand the thesis.</td>
<td>Evidence provided is either inaccurate or inadequate in providing a context to fully understand the thesis.</td>
<td>Evidence does not exist or is not applicable to the topic at hand.</td>
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<tr>
<td><strong>Sources:</strong></td>
<td>Student uses a variety of reliable, scholarly sources (books, journals, etc.), with both primary and secondary sources.</td>
<td>Student uses a variety of reliable, scholarly sources.</td>
<td>Student has the minimum number of sources, though not all are scholarly in nature.</td>
<td>Student has the minimum number of sources, though not all are scholarly in nature.</td>
<td>Student has no scholarly sources.</td>
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<td>The number and use of sources is well balanced.</td>
<td>The number and use of sources is relatively balanced.</td>
<td>The number and use of sources is correct, but relies primarily on one or two sources.</td>
<td>Student includes evidence, but does not correctly cite or organize information.</td>
<td>Student does not have at least 5 sources.</td>
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<td>Student provides in-text citations for all evidence given, with no formatting errors.</td>
<td>In-text citations and works cited page are provided for all evidence, with few formatting errors.</td>
<td>In-text citations and works cited page are provided, but may be incomplete or include several errors.</td>
<td>Sources:</td>
<td>Student uses only one or two websites as their focus for the paper.</td>
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<td></td>
<td>Writing Mechanics: Student flawlessly executes the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show exceptional academic writing.</td>
<td>Writing Mechanics: Limited mechanical errors. Student generally executes the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show an understanding of academic writing. While there may be consistent errors, the writing does not take away from the argument being made.</td>
<td>Writing Mechanics: Significant mechanical errors. Student exhibits an inconsistent understanding of the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show numerous errors. These errors may make the paper difficult to read, and impact the reader's understanding of the argument that is being made.</td>
<td>Writing Mechanics: Significant mechanical errors. Student exhibits limited understanding of the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions are often incorrect. These errors make the paper difficult to read, and significantly impact the understanding of the argument that is being made.</td>
<td>Writing Mechanics: Significant mechanical errors. Limited understanding of mechanics, grammar, sentence structure. Numerous subject-verb agreement difficulties, capitalization, punctuation errors.</td>
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<td>Tone and Fluency: Student writes gracefully and fluently. Exceptional control of tone and conventions supports the expression of complex and nuanced ideas.</td>
<td>Tone and Fluency: Student writes clearly and concisely, using a variety of sentence structures to express ideas, and maintaining an appropriate academic tone throughout.</td>
<td>Tone and Fluency: Many lapses in control of sentence structure. Lack of academic tone interferes with the communication of ideas.</td>
<td>Tone and Fluency:</td>
<td>There is no fluency in writing. Lack of structure in writing makes it impossible to understand ideas.</td>
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<td>Writing Mechanics: No mechanical errors. Student flawlessly executes the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show exceptional academic writing. One or two minor errors do not preclude a student from achieving advanced in this area.</td>
<td>Writing Mechanics: Limited mechanical errors. Student generally executes the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show an understanding of academic writing. While there may be consistent errors, the writing does not take away from the argument being made.</td>
<td>Writing Mechanics: Significant mechanical errors. Student exhibits an inconsistent understanding of the mechanics of writing. Grammar, spelling, sentence structure, topic sentences, and transitions show numerous errors. These errors may make the paper difficult to read, and impact the reader's understanding of the argument that is being made.</td>
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