Name: Period:

**Second Semester Research Paper**

**9th Grade Literature & Composition**

**Server**

The time has come to embark upon our journey of research. We will focus our research around the primary source *To Kill a Mockingbird*. The novel focuses on racism, segregation, morality, the loss of innocence. In this research paper, you will choose a thematic topic and prove its existence using the novel and outside scholarly secondary sources.

**In Class**

The students will be learning and taking notes on MLA format, various sources, instructions on writing source cards, documenting quotations, documenting paraphrases, and documenting summaries. Please encourage your student to take notes during these pivotal times of instruction.

**Key Requirements**

\*\*This paper is ***10%*** of the semester grade\*\*

3 Sources (1 primary source which is your anchor text, *To Kill A Mockingbird* and

2 critical articles (must be from Gale or Galileo online) or scholarly books

3 Source Cards

9 Note Cards

o 3 Direct Quotations, 1 from each source

o 3 Paraphrases, 1 from each source

o 3 Summaries, 1 from each source

\*\*Final product must be a 2-page minimum, 3-page maximum paper in MLA manuscript form. The required Works Cited page is *not* included in the length requirements.

**Important Due Dates**

**Thesis Due**: Tuesday, April 23rd (beginning of class)

**Outline/brainstorming**: Thursday, April 25th at the beginning of class

**Source “cards” (secondary source info)**: Friday, May 3rd

**Rough Draft**: May 7th

**Final**: May 17th

**Essay Topics**

1. The Radley place undergoes a change in the course of the novel. At the beginning, we are told, “Inside the house lived a malevolent phantom”. By the end, Scout fearlessly walks Boo up to his front porch. What change has taken place in Scout that allows her to walk with Boo? How does this connect to the theme of morality, and how has Scout learned these lessons (who has served as her moral compass)?

2. What does the visit to the “Negro church” teach Scout and Jem about black people in Maycomb? How is their culture different from the culture of white people the children know? How are the two connected?

3. Research the effects of racism during the time of the novel. How does the novel reflect the unjust treatment of black people during the time period? For starting points, think of Tom Robinson’s trial and how Scout’s aunt views Calpurnia.

4. Scout and Jem begin the novel as innocent children. In what ways do the children mature, and what circumstances bring them to this maturity? How is the title of the novel reflected in this loss of innocence?

**Steps for writing a literary analysis/ research pape** :

Step #1: Choose a *topic* is that is most interesting to you. \*If you come up with a different topic, it must be approved by me first.\*

Step #2. Write your *thesis*, and get it approved!

Step #3: Begin working on your *documented sentence outline*. It is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, so that you are not guilty of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. How will you structure your paper? How will you group your thoughts?

Step #4: Integrate information from your *three* scholarly secondary sources, and begin writing your rough draft and Works Cited. Share rough draft with me using Google Docs. My email address is: server.joye@mail.fcboe.org

Step #5:Review ***all*** feedback from me. Make corrections and address the comments I leave you.

Step #6: Type final draft and Works Cited. The final draft will need to be *printed* and *turned into me.*

Step # 7: Complete personal reflections. These reflections may be handwritten, but each reflection must be two-three complete sentences.

Note: USE GOOGLE DOCS ONLY! Hear me now; if you type in anything else, rest assured that you will lose your work. As a *precaution*, you may want to print out your work from time to time or email yourself an extra copy of your work to one or more email addresses just in case of an emergency! (For a reminder on how to set up an MLA paper, I’ve included a link on my website to show you how to do it.) Make sure that you always ***EXPLAIN in your own words*** ***how your sources relate to your thesis***. ***REMEMBER, THERE IS A TEN POINT DEDUCTION FOR EVERY DAY THE FINAL DRAFT IS TURNED IN LATE.***

**Developing a Thesis Statement**

Remember, the thesis statement is the MOST IMPORTANT SENTENCE in your paper. What's a thesis statement, you ask? A thesis statement is a **short, sharp declaration of purpose** for your entire paper, a **one-sentence distillation of your entire argument**. The point of a thesis statement is to set an agenda for the rest of your paper, clearly identifying its purpose and previewing its main ideas. The thesis statement serves as a **road map to your paper**, letting your readers know what to expect from the rest of your essay. Now that you’ve decided on your topic, you need to brainstorm to decide what you want to argue and write about. You can make a list, web, or anything else that will help you.

**Brainstorm below:**

**Thesis:**

**Revised Thesis (if needed):**

**Rubric & Reflections**

Name: Period:

Essay #: 2 Writing Type: Literary Analysis/Research Paper

**Skill Levels: 0=provides no evidence of skill**

 **1=demonstrates minimal understanding of skill**

 **2=uses skill correctly to some extent**

 **3=correctly, competently achieves skill**

 **4=uses skill consistently and/or can manipulate skill for rhetorical effect**

 **5=meets level 4 criteria and is able to justify and explain rhetorical choices**

**1. Essay meets basic assignment criteria**

- Follow the composition standards

- Follow basic grammatical and mechanical rules (this includes avoiding run-ons, comma splices, and sentence fragments)

- Use 3rd person only

- 2-3 pages typed

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection: *\*All personal reflections should consist of 2-3 complete sentences.\****

**2. Content Skill: Appears insightful and knowledgeable about topic.**

- You need to sound like you know what you’re talking about.

- Know as much as possible about your topic, and think about the topic at length so that you can write about it with insight.

- Use significant textual evidence to support your points.

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection:**

**3. Content Skill: Clearly connects sources to content and introduces and integrates quotations smoothly.**

- You must help your readers to see how textual information relates to your point.

- Don’t just throw in quotations or paraphrases; clearly show how they connect to the topic sentence and to the thesis of your paper. Introduce and integrate them!

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection:**

**4. Organization Skill: Uses introduction to draw reader into text and use conclusion to reinforce, summarize, or challenge.**

- Your introduction should be interesting and inviting.

- It should also prepare your audience for reading your paper; be sure to include your thesis in the introduction.

- Your conclusion paragraph should summarize your thesis and main supporting ideas.

- It should finish with a statement that reinforces your position in a meaningful and memorable way. Don’t introduce new material.

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection:**

**5.** **Conventions Skill: Use appropriate and elevated diction (word choice).**

- **Avoid passive voice and “to be” (linking) verbs**

- Limit forms of “get”

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection:**

**6. Other Requirements**

- Properly formatted Works Cited page with every used source listed

- Use at least three instances of parenthetical documentation per page and use parenthetical documentation correctly.

Self assessment: 0 1 2 3 4 5 Teacher’s assessment: 0 1 2 3 4 5

**Personal Reflection:**

Total Score for Self-Assessment: \_\_\_\_\_\_ Total Score for Teacher’s Assessment: \_\_\_\_\_\_

Comments:

Acknowledgment Form: Research Paper/9th Grade

Topic: *Themes in To Kill A Mockingbird*

***The research component for freshmen counts as 10% of the final grade.***

By signing below***,*** you are not agreeing to do this assignment; you are only acknowledging that it has been assigned and that you ***understand*** the assignment’s point value and requirements. You are also acknowledging that you ***understand*** the penalties for not turning it in on time.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_