# Goal

From overcoming the incredible barrier that divided the English colonies from their mother country to breaking the powerful corruption that gripped our country in the late 19th and early 20th centuries, the study of American History is the study of Breaking Barriers. This year, we will look at how the United States was shaped through the acts of Breaking Barriers. You will select a topic and describe how it represents our theme of “Breaking Barriers”.

# Product and Purpose

In 5 paragraphs, you will:

* Select a topic that occurred in US History from the Founding of the Colonies to the Progressive Movement (1600’s – 1910’s)
* You will use both primary and secondary sources to support your ideas.
* Answer the question, the question “how did your topic break a barrier for the United States?”
* Define the Barrier, and describe the events and people that influenced your topic.
* Describe who is trying to break the barrier. Are they acting alone? Do people rally to the cause of the topic?
* Describe who is trying to keep the barrier up. How do they fight back? Why are they fighting back?
* Conclude how your topic impacted the United States and continues to impact the United States today?

# Role

You are a researcher and a historian. You will research and discuss how your topic broke barriers in US History.

# Audience

Your audience will be both your history teacher and your fellow students. You should seek to inform them on the topic and not assume they have already studied it.

# Workload Expectations

In class, we will review the mechanics of writing and the research skills required in writing a historical paper. We will also have one week of in class research time. However, the students should continue to work on their papers independently. The due dates in this document are hard deadlines and missing these deadlines will result in a reduced grades per school policy.

***The use of computers and internet access is required to complete this project.***

# Due Dates

All steps of the Matriculation Paper will be turned into Google Classroom on the due date by 5:00 PM.

* **Thursday, September 12th: Topic and Parent Signature**
* **Tuesday, September 17th: Paper Outline**
* **Thursday, September 19th: Thesis and Research Notes**
* **Thursday, September 26th: Rough Draft Introduction Paragraph**
* **Thursday, October 3rd: Rough Draft Body Paragraph 1**
* **Thursday, October 10th: Rough Draft Body Paragraphs 2 and 3**
* **Thursday, October 17th: Rough Draft Conclusion Paragraph**
* **Tuesday, October 22nd: Works Cited**
* **Thursday, October 24th: Final Draft**

**Thesis-Prompt-(Introduction and Conclusion) – 40 Points**

|  |  |  |
| --- | --- | --- |
| Yes | No | Attention device which is revisited in the conclusion |
| Yes | No | Background info that transitions to thesis |
| Yes | No | Thesis at end of intro  |
| Yes | No | Thesis = topic + insight, no pronouns without antecedents in same sentence. |
| Yes | No | Conclusion follows from and supports argument presented |
| Yes | No | Conclusion includes summarization, significance, and reference to hook |

 **Development (Body Paragraphs) – 40 Points**

|  |  |  |
| --- | --- | --- |
| Yes | No | Thesis is supported by 4 two-chunk paragraphs. |
| Yes | No | Topic sentences are logically sequenced and support the thesis |
| Yes | No | Precise concrete details are placed in the 2nd sentence and in the 2nd chunk. |
| Yes | No | Quotes are integrated and citations are used. |
| Yes | No | Commentary clarifies the relationship between the reasons and evidence |
| Yes | No | Body paragraphs usually end with concluding or transition statements |
| Yes | No | Transition words at beginning of additional body paragraphs and to start 2nd chunks |

 **Language Control – 20 Points**

|  |  |  |
| --- | --- | --- |
| Yes | No | Variety of sentence types--Some complex constructions used more often with accuracy. Few, if any, fragments or run ons |
| Yes | No | Precise or descriptive language |
| Yes | No | Avoids repetitious use of sentence beginnings |
| Yes | No | Verb tense is usually consistent |
| Yes | No | Basic comma control and correctly used in many compound and complex sentences. |
| Yes | No | Few errors in conventions for integrated quotations and citations. |
| Yes | No | Uses at least one of the following: semicolon, colon, hyphenated adjective, or dash |
| Yes | No | Names of books are properly punctuated (italics if typed, underlined if handwritten. |

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# Signatures

I have looked over the due dates and requirements for the Matriculation Paper.

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Name (Please Print): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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