To Kill a Mockingbird by Harper Lee
Research Project
Mrs. Bowles

Deadline for research paper – February 6, 2015

Deadline for oral presentation – February 9-12, 2015. You will sign up for a day to give your oral presentation.

Objective:
Students will work independently to produce a 3-5 page written report, a 2-4 minute oral presentation, and a visual aid, that introduces one aspect of the 1930’s.

Steps to Follow:

1. Choose a topic from the list below or choose your own.

2. Have your topic approved by Mrs. Bowles

   Note: Only 2 students per class can research the same topic.

3. Begin researching your topic and create an outline. You may use electronic notes for this paper.

4. Write a 3-5 page paper on the topic of your choice. All papers must be typed, double-spaced, Times New Roman font, 12 point. Handwritten reports WILL NOT BE ACCEPTED!

5. Basic format for the paper in outline format: (formal outlines are double spaced)

Outline

I. Paragraph One (Thesis Paragraph)

   A. Attention getting statement
   B. Method of development - presents the main ideas which will be discussed in detailing the topic (anecdote works well here)
   C. Thesis statement - identify topic and the opinion or perspective on the topic the evidence in the paper will support

II. Paragraph Two (First body paragraph)

   A. Topic sentence - identify first main idea
   B. First example (fact, piece of evidence)
   C. Explanation/elaboration of first example
   D. Second example (fact, piece of evidence)
   E. Explanation/elaboration of second example
   F. Concluding sentence- summary of importance/relevance of first main idea
III. Paragraph Three (Second body Paragraph)

A. Topic sentence - identify second main idea
B. First example (fact, piece of evidence)
C. Explanation/elaboration of first example
D. Second example (fact, piece of evidence)
E. Explanation/elaboration of second example
F. Concluding sentence- summary of importance /relevance of second main idea

IV. Paragraph Four (Third body Paragraph)

A. Topic sentence - identify third main idea
B. First example (fact, piece of evidence)
C. Explanation/elaboration of first example
D. Second example (fact, piece of evidence)
E. Explanation/elaboration of second example
F. Concluding sentence- summary of importance /relevance of third main idea

V. Paragraph Five (Concluding paragraph)

A. Review of thesis incorporating three main ideas
B. Statement of relation of topic to overall time period- what effect did the topic have on the U.S., the world, and individuals of the time?

6. Presentations must be at least 2 minutes but no more than 4 minutes.

7. Create a visual aid to accompany/support your presentation.

8. You MUST work on this paper at home, as it will be your homework nightly! Progress checks will take place with a one day notice, so please make sure that you reach each set goal – I don’t want you to get behind on the paper!

9. Your grade will be lowered one letter grade for each day your project is late.

10. More details about writing thesis statements, plagiarism, parenthetical documentation, and other important items will be discussed in class. Please be sure to ask questions if you do not understand anything involved with this project.
# General Areas of Interest (pertaining to the 1930's)
- Communications
- Transportation
- Entertainment
- Consumer Products
- Media
- Sports
- Fashion
- Careers
- Wages/Salaries
- Population

# Events in the 1930s
- The Great Depression
- Stock Market Crash
- Harlem Renaissance
- The New Deal
- Lindbergh Kidnapping
- Scottsboro Trial

# People of the 1930's
- Gertrude Stein
- Pearl S. Buck
- Amelia Earhart
- President Hoover
- Joe Louis
- John Dewey
- Langston Hughes
- Jesse Owens

# Relationships with International Leaders
- Hitler
- Winston Churchill
- Joseph Stalin

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## Women of the 1930s
- Description/details about traditional "Southern Belles"
- Fashion, careers, family roles, taboos for women, work place, wages
- Gertrude Stein, Mrs. Wallis Simpson, Margaret Mitchell, Jane Addams, Pearl S. Buck, Amelia Earhart

## Economic Concerns of the 1930s
- President Hoover
- President Roosevelt’s "New Deal," social security
- Wall Street
- Statistics: population, wages and salaries, costs of home, food, cars, rent

## Science/Technology/Innovation during 1930s
- Television, radio, World’s Fair (1933)
- U.S. Nobel Prize winners
- Glenn Curtiss, Sigmund Freud, T.A. Edison, Thomas Hunt Morgan
- Golden Gate Bridge, Boulder Dam

## Education in the 1930s
- Educational Reforms: John Dewey - "Experience and Education"
- Level of education - State Laws
- Colleges and Agricultural colleges, trade schools
- Literacy

## Status of African-Americans in the 1930s
- Jim Crow laws, voting rights, civil rights, education, occupations in North and South
- Discrimination, treatment by white people.
- Housing, neighborhoods

## Popular Entertainment of the 1930s
- Movies, Hollywood Stars
- Dance
- Radio Programs
- Popular music: "The Cotton Club"
- Shirley Temple, Charlie Chaplin, Benny Goodman, Glenn Miller, Judy Garland

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# The Headlines of the 1930s:
What and Who Made the News
- Sports, disasters, "big" events, 21st amendment, crime
- Howard Hughes, Charles Lindbergh, Knute Rockne, Joe Louis, John Dillinger, George Eastman

## Political Concerns of the 1930s - International Relations
- Relationships with other world leaders
- League of Nations
- Hitler, Churchill, Stalin, MacArthur
Name: _________________________ Notes Sheet: Source #1 (book)

Source Information
• Author’s Name: _____________________________________________________________
• Title of Book: __________________________________________________________________
• Title of Article (for reference books): __________________________________________________________________
• Edition (for reference books): __________________________________________________________________
• Date Published: __________________________________________________________________
• City Published: __________________________________________________________________
• Publisher: __________________________________________________________________

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<thead>
<tr>
<th>NOTES</th>
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Name: __________________________ Notes Sheet: Source #3

Source Information:
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NOTES
Research Paper Rubric  
Mrs. Bowles

Name:____________________

Paper:

________ Heading
________ Title
________ Pagination  = 5 points

________ Sources  = 25 points
(must use 3)

________ Note cards  = 20 points

________ Content  = 50 points

Test grade: ___________ (100)

Works Cited:

________ Title
________ 3 sources
________ Format/typed
________ Alpha order  = 50 points

Outline:

________ Organization
________ Format matches paper
________ Five para/typed  = 50 points

Test grade: __________ (100)
Oral Presentation

Mrs. Bowles

Name: _________________________       Date: ______________
Topic:_________________________       Class: ______________

This presentation will allow you to “teach” the class what you learned from researching your topic. It is at this point that you can include your personal opinions about the subject. Don’t forget to use a visual aid in the presentation, which should be 2 to 4 minutes in length. You can use a note card to help you better organize your ideas. Basically, summarize your paper and tell the class about your topic.

Give this sheet to Mrs. Bowles when you begin your presentation.

Visual:

________ 15 pts – neat appearance of visual
________ 15 pts – represents topic well
________ 15 pts – related to what is stated

Oral Presentation:

________ 15 pts – Organization of spoken ideas on subject
________ 15 pts – Topic covered in enough detail
________ 15 pts – Ability to vocalize learned material – composure
________ 10 pts – Length requirement 2-4 minutes

TOTAL: ______________ (100)
MLA Citation Format

Mrs. Bowles

MLA citation style refers to the rules and conventions established by the Modern Language Association for acknowledging sources used in a research paper. MLA citation style uses a simple two-part parenthetical documentation system for citing sources: citations in the text of a paper are used to point to an alphabetical Works Cited list that appears at the end of the paper. Together these references identify and credit the sources used in the paper and allow others to access and retrieve this material.

Note: A parenthetical reference to a familiar historical document -- i.e., the United States Constitution -- no longer requires a corresponding entry in the Works Cited list.

Citing sources in the text

In MLA style, references to sources are placed in the text of the paper in order to briefly identify sources for readers and enable them to locate the source of the cited information in the Works Cited list. These parenthetical references should be kept as brief and as clear as possible.

- Give only the information needed to identify a source. Usually the author's last name and a page reference are all that is needed.
- Place the parenthetical reference as near as possible to the material being documented, and where a pause would naturally occur, preferably at the end of a sentence.
- Parenthetical material should complement, not repeat, information that is given in your text. If you include an author's name in a sentence, you do not need to repeat it in your parenthetical statement.
- The parenthetical reference should precede the punctuation mark that concludes the sentence, clause, or phrase that contains the cited material.
- Electronic and online sources are cited just like print resources in references cited in the text. If an online source lacks numbering, omit numbers from the parenthetical references. If a source includes fixed page numbers or section numbering, such as numbering of paragraphs (pars.), cite the relevant numbers.

Should you have questions regarding how to cite a source, refer to the below referenced website.

http://www.library.cornell.edu/newhelp/res_strategy/citing/mla.html#mla OR

http://owl.english.purdue.edu/handouts/research/r_mla.html
**Examples:**

<table>
<thead>
<tr>
<th>Author's name in text</th>
<th>Dover has expressed this concern (118-21).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author's name in reference</td>
<td>This concern has been expressed (Dover 118-21).</td>
</tr>
<tr>
<td>Multiple authors of a work</td>
<td>This hypothesis (Bradley and Rogers 7) suggested this theory (Sumner, Reichl, and Waugh 23).</td>
</tr>
<tr>
<td>Two locations</td>
<td>Williams alludes to this premise (136-39, 145).</td>
</tr>
<tr>
<td>Two works cited</td>
<td>(Burns 54, Thomas 327)</td>
</tr>
</tbody>
</table>

| References to volumes and pages       | (Wilson 2:1-18)                              |
| References to an entire volume        | (Henderson, vol. 3)                          |
| In text reference to an entire volume | In volume 3, Henderson suggests              |
| Corporate authors                    | (United Nations, Economic Commission for Africa 51-63) |

**Works with no author**

When a work has no author, use the work's title or a shortened version of the title when citing it in text. (If abbreviating a title, omit initial articles and begin with the word by which it is alphabetized in the Works Cited list.):

as stated by the presidential commission (Report 4).

| Online source with numbered paragraphs | (Fox, pars. 4-5) |
During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played consistently to sold-out crowds. Looking ahead...

Building a Dream: Reasons to Expand Ross-Aide Stadium

Works Cited

The alphabetical list of works cited that appears at the end of your paper contains more information about all of the sources you've cited allowing readers to refer to them, as needed. The main characteristics are listed below for your convenience.

- The list of Works Cited must be on a new page at the end of your text
- Entries are arranged alphabetically by the author's last name or by the title if there is no author
- Titles are underlined (not italicized) and all important words should be capitalized


