American History – Grade 7

2014-2015

**Historical Figure Biography**

The first assignment in the Constitutional Convention Simulation is to write a 1.5-2 page biography of your historical figure. This biography must be 5 paragraphs in length, which includes an opening paragraph, 3 body paragraphs and a conclusion. Below are the following steps for completing this assignment.

1. **Research** - **HW Grade**
	1. 30 notes using the **notetaking template**.
	2. You will need 3 total resources
2. **Outline** - **HW Grade**
	1. Outline your biography utilizing the **color coded outline template**.
3. **Draft** - **HW Grade**
	1. Turn your outline into a rough draft.
		1. Partner with a peer for peer editing
	2. Be sure not to erase the color coding at this time
4. **Final** - **Paper Grade**
	1. Once you have peer edited, you may erase the color coding and hand in the final draft

**FCA’s:**

These FCA’s are not just for the final Biography Essay, but also for the research leading up to the writing portion. Please read them carefully!

1. The essay has an interesting and relevant title - **5 pts**

2. The essay is separated into 5 paragraphs - An Opening, 3 Body Paragraphs and a brief Conclusion - **5 pts**

3. The essay has relevant supporting details. The evidence and analysis makes sense and coherently supports the overall theme of the essay - **20 pts**

4. The essay contains strong topic and transition sentences - **20 pts**

5. The essay has clearly been revised and contains minimal (less than 2) mechanical mistakes (ie. punctuation, grammar, etc)- **20 pts**

6. The essay is organized in a logical way, allowing the reader to easily follow the important events of your historical figures life - **20 pts**

7. The author has used at least 3 sources and has them all and a correctly formatted bibliography - **10 pts**

**History 7**

***Research Paper***

**Outlining Your Research Paper**

**Important Note to Students: *What you see below is part of an outline from a past student’s research paper. As mentioned in the very beginning of this process, my goal is to make this entire research paper process as painless as possible! That being said, it is important that you follow this “formula” for creating your outline. Start by understanding/referring to the following color-coding key:***

* **Black = Introduction/Conclusion**
* **Blue Highlight = Thesis Statement**
* **Orange = Topic Sentence**
* **Blue = Supporting Evidence (ie., researched facts) → you are required to have at least 3 pieces of supporting evidence/facts per paragraph AND should be directly connected to your thesis!**
* **Red = Supporting Analysis → should always answer the question, *“how does this piece of evidence help support/prove my thesis?”***
* **Green = Transitional Sentence → this should segue/lead-into your next paragraph’s topic sentence/topic**

***This method of outlining might seem daunting and/or tedious at first, but I can assure you that this will make the actual writing portion go so much smoother!***

**Research Paper Outline (SAMPLE)**

Ricky Bobby

History 7-2

Mr. X

**Topic: The Necessity of The Atomic Bomb in WWII**

**Introduction:**

1. **Hook**: Imagine an entire football stadium full with people one minute, and then in a blink of an eye they are all gone. This is exactly what it was like when the US decided to put a quick end to WWII with Japan by using two Atomic Bombs - within minutes, an estimated 135,000 people literally disintegrated into the air in Hiroshima on August 6, 1945. Days later, an estimated 50,000 more Japanese citizens suffered the same fate in the town of Nagasaki. Why was such brutal force used? What drove the US to use such a devastating weapon which killed innocent men, women, and children?
	1. During World War II, the United States were at war in two fronts: the West against Nazi Germany, and in the east against the Empire of Japan.
	2. The Attack
	3. To put a quick end to the war, the US decided to drop the two strongest bombs known to man on Hiroshima and Nagasaki
	4. Thesis: Despite the immorality surrounding the event, America’s decision to drop the Atomic Bombs on Hiroshima and Nagasaki during the latter years of World War II was justified, because it put a quick end to the war and saved thousands of American lives in the process.

**Body Paragraph I:**

* **Main Idea = *Creation of the Atomic Bomb***
* **Topic Sentence: *Although it had never been used before, The Atomic bomb was already the most powerful weapon of its time.***
1. The Manhattan Project was the research and development project that first introduced the world to the atomic bomb (Opposing, 4).
	* The United States was not alone in the push to develop such capabilities, as Germany was also trying to make an atom bomb, too, all of which caused an arms race.
2. The US government invested $2 Billion into the development of nuclear weapons, which roughly equalled $23 Billion in 2007 (CTBTO).
	* Investing such a vast sum of money into atomic production demonstrated how serious America was to put an end to the war quickly.
	* This was all despite the known possible collateral damage, including the killing of innocent Japanese citizens.
3. After six years of production, the atomic bomb was eventually completed and ready for testing in July, 1945 (Young).
	* Scientists from around the world had participated in this project and were eager to see its capabilities, albeit nervous at the same time because it had yet to be officially tested.
4. In fact, the Atomic Bomb could generate more power than 20000 tons of tnt and 2000 more times powerful than the GRAND SLAM (Opposing, 4).
	* Because of this firepower, this notion alone was why some people think developing such a weapon wasn’t smart.

**Transition sentence: *Despite the vast cost and ethical implications in creating such a weapon, the US was convinced that the Atomic Bomb was the only way to end the war in a quick and decisive manner.***

**Body Paragraph II:**

* **Main Idea = *Targeted Locations in Japan***
* **Topic Sentence: *America sought to put a quick end to the war in the Pacific, and decided to target two major Japanese cities for specific reasons.***
1. The US chose Nagasaki and Hiroshima because they wanted to destroy their weapons, steel, and bombs factories, and Nagasaki was a city in Japan which was home to a very important military base (Kauffman).
	1. By destroying a military base, they would have a harder time both defending and attacking.
2. Hiroshima was a city made up of roughly 350 thousand citizens, and was known as a manufacturing center in the Empire of Japan during this time (“The Bombing of Hiroshima and Nagasaki”).
	1. Similar to the total war effort on the American homefront, the Japanese citizens were also behind their men fighting.
	2. Thus, the US knew that if they could cripple and essentially destroy the major manufacturing hub of their enemy, it would help bring a quicker end to the war.
3. Tokyo was not chosen because 70% of the city was already destroyed at this point in the war (Kauffman).
	1. Although it was arguably the Empire of Japan’s major hub at the time, dropping the Atomic Bomb in Tokyo would have been a waste of resources including a billion dollar bomb.

**Transition sentence: The main objective was to take out the major infrastructures of the Japanese so that they would be forced to surrender. Even though this meant the decimation of innocent civilians, the Atomic Bombs proved to be the solution to finally ending the war and saving more American lives.**