

Task 1 – Choosing Options for Research

W.7



1. Browse the topics in the following list.
2. Highlight **three (3)** choices you would like to consider for your research topic.
3. For each of your options, consider the following questions:
 - *Does this issue relate to my personal life?*
 - *Do I know someone affected by this issue?*
 - *Has it affected my community?*
 - *Has it affected communities in other states or countries where my family or friends live?*
4. Explain why you find each topic interesting. Why do you want to research this topic?
 - a. Topic Option #1:
 - b. Topic Option #2:
 - c. Topic Option #3:

ASK!

*Is this a topic I have always wanted to know more about?
Does this topic meet the requirements of my project?*

Abortion	Animal Rights	Character Education	Cursive Writing	Education Policy
Abortion, Moral and Ethical	Anonymous Egg and Sperm Donation	Charter Schools	Cyberbullying	Educational Tests and Measurements
Aspects	Anorexia	Cheating	Cybercrime	Elections
Abstinence	Antibiotic Resistance	Chechnya	Cybersocializing	Electoral College
Abstinence and AIDS Prevention	Anti-Immigrant Movement	Cheerleading	Cyberwarfare	Emergency Contraception
Abstinence Education	Arts Censorship	Child Abuse	Darfur	Endangered Species
Abused Women	Assisted Suicide	Child Care	Date Rape	Energy Conservation
Access to Contraception	Athletes' Pay	Child Labor	Dating Violence	Energy Dependency
Acculturation and Assimilation	Autism	Child Sexual Abuse	Death Penalty/Capital Punishment	Energy Policy
ADHD	Bailout	Children's Online Protection Laws	Democracy	Environmental Health
Adoption	Banned Books	Church and State	Diplomacy	Environmentalism
Advertising	Basque Country	Civil Rights	Distracted Driving	Ethics and Criminal Behavior
Advertising and Children	Beauty Pageants	Clean Coal	Discrimination in Criminal Justice Administration	Ethnic Relations
Advertising in Schools	Binge Drinking	Climate Change	Distracted Driving	European Union
Affirmative Action	Bioethics and Cloning	Cloning	Divorce	Euthanasia
Afghanistan	Biomedical Technology	Colombia	Domestic Terrorism	Experimental AIDS Treatment
AIDS	Bioterrorism	Commercial Whaling	Domestic Violence and Child Abuse	Extraterrestrial Life
AIDS in Africa	Birth Control	Common Core Standards	Doping in Sports	Factory Farms
Airport Security	Birth Control Availability	Conflict Diamonds	Downloading/Piracy	Fad Diets
Alcohol Use	Black Market	Conservation of Natural Resources	Drilling for Oil	Fair Trade
Alcoholism	Body Image	Consumer Privacy	Drug Control	Family
Alternative Education	Bulimia	Controversial Mascots	Drug Legalization	Famine
Alternative Energy Sources	Bullying	Convicted Felons' Rights	Drug Testing	Fantasy Sports Leagues
Alternative Medicine	Business Ethics	Copyright Infringement	Drunk Driving	Federal Government and Economic Policy
Animal Cloning	Campaign Funds	Cosmetic Surgery	Eating Disorders	Federal Regulation of Prescription Drugs
Animal Cruelty	Cancer	Criminal Justice	Economic Inequality	
Animal Experimentation	Capital Punishment	Cults	Economic Policy, U.S.	
	Cell Phones in School	Curfew		
	Censorship			

Filtering Software	Identity Theft	Minimum Wage	Religion in the Public Sphere	Tax Exemptions for Religious Organizations
First Amendment and Censorship	Illegal Immigration	Mixed Martial Arts/Ulimate Fighting	Religious Fundamentalism	Taxation
Food and Nutrition	Immigration	Mortgage and Lending	Renewable Energy	Teaching of Evolution
Food Safety	Interfaith Movement	Issues	Reporters and Shield Laws	Technology
Foreign Policy, U.S.	International Adoption	Music Lyrics	Right of Privacy	Technology and Privacy
For-Profit Schools	International Monetary Fund	National Security and Privacy	Rights of Non-Mainstream Religions	Teenage Pregnancy
Fracking	International Space Station	Natural Disasters	Same-Sex Marriage	Teenage Sexual Behavior
Freedom of Religion	International Trade	No Child Left Behind Act	School Discipline and Corporal Punishment	Teenagers, Civil Rights
Freedom of Speech	International War on Drugs	Northern Ireland	School Environment	Teenagers, Suicidal Behavior
Freedom of the Press	Internet and Mobile Advertising	Nuclear Energy	School Prayer	Teens and Cosmetic Surgery
Gambling	Internet Censorship	Nuclear Weapons	School Safety	Teens and Driving
Gangs	Internet Gambling	Obesity	School Schedule	Terrorism
Gay Adoption	Internment	Online Social Networks	School Shootings	Title IX
Gay Liberation Movement	Interracial Adoption	Organ Donation	School Uniforms	Tobacco Advertising
Gay Rights	Iran	Organic Food	School Vouchers	Tobacco Regulation
Gays in the Military	Iraq	Outsourcing	Second Amendment and Right to Bear Arms	Torture
Gender Identity	Islamic Fundamentalism	Overpopulation	Sex Education	Treatment of Prisoners
Genetic Engineering	Jammu and Kashmir	Ozone Depletion	Single Parents	U.S. Foreign Aid
Genetic Testing	Jobs for Immigrants	Palestinian Territories	Single-Sex	U.S. War on Drugs
Genetically Modified Foods	Junk Food Tax	Parentage, Right to Know	Schools/Classrooms	Underage Drinking
Genocide	Jury System	Parental Consent for Abortion	Smokeless Tobacco	Underground Economy
Global Economic Policy	Journalism and School Censorship	Partial Birth Abortion	Smoking	Unemployment
Global Financial Crisis	Junk Food Tax	Patients' Rights	Smoking Bans	United Nations
Global Warming	Jury System	Paying for Grades	Social Security Reform	Vaccines for Kids
Globalization	Just War	Peak Oil	Solar Energy	Vegetarianism
Globalization, Moral and Ethical Aspects	Juvenile Delinquency	Plastic Surgery	Sovereignty	Violence in Mass Media
Green Movement	Keystone Pipeline	Pollution	Space Exploration & Travel	Virtual Classrooms
Gun Control	Korean Peninsula	Polygamy	Space Missions	Virtual Currencies
Gun Safety	Labor Unions	Popular Culture	Space Vehicles	Voting Age
Hate Crimes	Late-Term Abortion	Pornography	Sports	Voting Fraud
Health Care	LGBT Rights	Poverty	Sports, Youth	War Crimes/War Criminals
Health Care Reform	Lobbying	Poverty, International	State Lotteries	War on Terror
Helicopter Parents	Local Food Movement	Prescription Drug Abuse	Stem Cells	Water Use
Herbal Supplements	Marijuana Legalization	Prescription Drug Advertising	Stock Markets	Web 2.0
Homelessness	Mass Media	Privacy and the Press	Student Expression and School Discipline	Welfare
Homelessness, International	Media Bias	Privacy in Schools	Student-Athlete Compensation	Women in the Military
Homeschooling	Medical Ethics	Privacy in the Workplace	Substance Abuse	Women's Rights
Homework	Medical Malpractice	Privacy Rights for Teenagers	Suicide	Work and Family
Human Cloning	Medical Marijuana	Privatization	Surrogacy	Workplace Discrimination
Human Reproductive Technology	Medical Practice Regulation	Property Rights	Sweatshops	World Conflicts
Human Rights	Mental Depression	Prostitution	Syria	World Cultures
Human Rights, Universal	Mental Health	Racial Discrimination	Tanning Salons	Zero-Tolerance Policies
Human Smuggling	Mental Health Insurance	Racial Profiling	Targeted Strikes	Zoos
Human Trafficking	Merit Pay for Teachers	Recycling		
Hunting	Military Ethics	Religion		
Identity Cards	Military Recruiting			

Task 3 – Developing Basic Knowledge

W.7



My Research Topic: _____

Directions: Read the Leading Issue’s Topic Overview in SIRS for information about the topic you have chosen. Respond to the following questions in order to develop basic knowledge for the research topic.

1. What terms/words do you need to know to better understand this topic?

TIP!
Access “Terms to Know” in the Topic Overview.

2. According to the Leading Issues Topic Overview, who is most affected?

3. What are the main controversies associated with the topic?

4. Who are the key figures and organizations surrounding this topic?

5. What significant events have occurred related to this topic?

Task 4 – Generating Research Questions

W.7



My Research Topic: _____

Directions: In SIRS, read the Essential Questions, answers, and related viewpoints articles to help select a focus and to understand the points of difference related to the issue.

1. Which Essential Question associated with the issue are you interested in answering?

2. Brainstorm a minimum of 5 insightful questions to guide your research.

- _____

- _____

- _____

- _____

- _____

Task 5 – Building a Works Cited Page

W.8

L.3a

My Research Topic: _____

Directions: Record MLA citations to create a works cited entry for each source in your research. You must have at least one database source, one print source, and one web source. The remaining sources are at your discretion.

Type of Source	Information	Is this source pro or con? Circle One
Database Citation		Pro Con
Print Citation		Pro Con
Web Citation		Pro Con
<i>Database or Web or Print</i>		Pro Con
<i>Database or Web or Print</i>		Pro Con
<i>Database or Web or Print</i>		Pro Con
<i>Database or Web or Print</i>		Pro Con

Task 6 – Supporting Evidence

RI.1

Directions: List the pro and con viewpoints you are making to support your thesis. Then, list 2 documented facts and 2 opinions to support each of those viewpoints. Circle what types of evidence it is (fact or opinion; and database, web or print).

PRO Viewpoint Supporting Evidence	Type of Evidence Circle One for Each
1.	Fact or Opinion Database or Web or Print
2.	Fact or Opinion Database or Web or Print
3.	Fact or Opinion Database or Web or Print
4.	Fact or Opinion Database or Web or Print

CON Viewpoint Supporting Evidence	Type of Evidence Circle One for Each
1.	Fact or Opinion Database or Web or Print
2.	Fact or Opinion Database or Web or Print
3.	Fact or Opinion Database or Web or Print
4.	Fact or Opinion Database or Web or Print

Task 7 – Writing a Thesis Statement

W.2a



My Research Topic: _____

Directions: Write the thesis for your paper. Your thesis will state both viewpoints of the topic.

1. List the topic, then the pro viewpoint, and con viewpoint that supports the topic. You may refer to the facts and opinions provided in Task 6.

Topic:	Pro Viewpoint:
	Con Viewpoint:

2. Compose your thesis statement. Follow this formula to help you write your thesis:

Topic + Pro Viewpoint + Con Viewpoint = Thesis

Example: *While proponents of school uniforms argue that such uniformity decreases bullying and disciplinary issues, the opponents of uniforms argue such policies eliminate student autonomy and creativity.*

	TIP! <i>Avoid writing in the first person (I).</i>

FACT: *based on real occurrences and can be proven to be true.*

OPINION: *what someone personally BELIEVES.*



Task 8 – Synthesizing and Outlining

W.2a-f



My Research Topic: _____

Directions: Synthesize the research you have collected and organized to complete this outline. Refer to the guidelines set by your teacher to ensure you meet all requirements for the paper.

1. Introductory Paragraph: Introduce Issue and Provide Background

What is your topic?

Why does this issue matter?

What words/terms do readers need to know? *Note: Use a dictionary particular to your topic, not Webster's.*

What's the history of this issue, or why is it controversial?

3-Part Thesis Statement (Topic, plus Pro and Con viewpoints)

2. Body Paragraph 1: Overview of one PRO VIEWPOINT for the Topic

What is one **PRO viewpoint** proponents of the topic make?

Who are the main experts on this topic or representatives of this point of view? (You don't have to answer this question directly; you could quote the most important people or organizations)

What evidence is used to support the viewpoint?

Explain the evidence and what it suggests.

What other piece of evidence is used to support the viewpoint?

Explain the evidence and what it suggests.

Concluding Sentence

3. Body Paragraph 2: Overview of one CON VIEWPOINT for the Topic

What is one **CON viewpoint** opponents of the controversy make?

Who are the main experts on this topic or representatives of this point of view? (You don't have to answer this question directly; you could quote the most important people or organizations)

What evidence is used to support the viewpoint?

Explain the evidence and what it suggests.

What other piece of evidence is used to support the viewpoint?

Explain the evidence and what it suggests.

Concluding Sentence

4. Concluding Paragraph: Summary

Restate the thesis statement in new words.

Restate the different points of view you covered.

Is one position (pro or con) stronger than another? Explain.

How can readers make sense of this controversy?

Task 9 – Drafting and Revising

W.2a-f



My Research Topic: _____

Directions: Since your project is a **typed report**, ask the following questions as you type and proofread your paper:

Questions	YES	Needs Improvement
Is my paper well organized with an introduction, thesis, body and conclusion?		
Have I used supporting evidence to defend each point related to my thesis?		
Do I have a conclusion?		
Does every paragraph contain clear opening and closing sentences?		
Are transitional words or clauses used to separate ideas?		
Have I used vocabulary that is appropriate for my intended audience?		
Is all punctuation correct?		
Have I cited my sources in MLA format as required by my teacher?		

WRITING TIPS!

1. *Introduction: A good introduction will entice your audience. Consider using an interesting anecdote or stunning statistics to grab your reader’s attention. In most cases, the introductory paragraph will include your thesis statement.*

2. *Conclusion: The concluding paragraph will end your discussion and present ideas for further research, awareness or action. A well-written concluding paragraph will summarize the main points of the thesis restating the introductory paragraph.*

Sample Transitional Words and Clauses

Accordingly As a result However Above all Furthermore In particular
For example Likewise To the contrary Nevertheless For instance



10th Grade Research Guide Rubric

	Exceptional/Skilled 4	Proficient 3	Developing 2	Inadequate 1
Research Process W.8	Student gathers all-relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assesses the usefulness of each source in answering the research question.	Student gathers mostly relevant information from multiple authoritative print and digital sources, using searches effectively; assesses the usefulness of sources in answering the research question.	Student gathers irrelevant information from print and digital sources, showing a developing use of searches; attempts to assess the usefulness of sources in answering the research question.	Student fails to gather information from both print and digital sources, showing a lack of understanding in the use of searches; fails to assess the usefulness of sources in answering the research question.
Working Thesis/Claim W.2a	Student constructs a compelling claim that has great potential for a structure and organization that can support the claim	Student constructs a claim that has potential for a structure and organization that can support the claim.	Student constructs a vague or emerging claim that has some potential for a structure and organization that can support the claim.	Student shows an inability to construct a claim and/or the claim constructed does not allow room for a structure or organization that can support the claim.
MLA Works Cited Page L.3a	Pagination shows a clear understanding of MLA Works Cited formatting with little to no errors.	Pagination shows a good understanding of MLA Works Cited formatting with only a few errors.	Pagination shows a developing understanding of MLA Works Cited formatting with several errors	Pagination shows no understanding of MLA Works Cited formatting.

10th Grade Research Outline Rubric

	Exceptional/Skilled 4	Proficient 3	Developing 2	Inadequate 1
Reading Informational Texts RI.1	The text cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The text cites evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The text cites some evidence to support analysis of what the text says explicitly as well as inferences drawn from the text on a developing level.	The text inadequately and/or fails to cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Thesis/Claim W.2a	The text introduces a compelling claim and has a structure and organization that is carefully crafted to support the claim.	The text introduces a claim and has a structure and organization that supports the claim.	The text introduces a claim that may be vague and attempts to provide a structure and organization that supports the claim.	The text fails to introduce a claim and/or lacks a structure and organization that supports the claim.
Support W.2b	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.

10th Grade Works Cited Page Rubric

MLA Works Cited Page L.3a	Pagination shows a clear understanding of MLA Works Cited formatting with little to no errors.	Pagination shows a good understanding of MLA Works Cited formatting with only a few errors.	Pagination shows a developing understanding of MLA Works Cited formatting with several errors.	Pagination shows no understanding of MLA Works Cited formatting.
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10th Grade Research Paper Rubric

	Exceptional/Skilled 4	Proficient 3	Developing 2	Inadequate 1
Reading Informational Texts RI.1	The text cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The text cites evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	The text cites some evidence to support analysis of what the text says explicitly as well as inferences drawn from the text on a developing level.	The text inadequately and/or fails to cite evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Thesis/Claim W.2a	The text introduces a compelling claim and has a structure and organization that is carefully crafted to support the claim.	The text introduces a claim and has a structure and organization that supports the claim.	The text introduces a claim that may be vague and attempts to provide a structure and organization that supports the claim.	The text fails to introduce a claim and/or lacks a structure and organization that supports the claim.
Support W.2b	The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. The conclusion provides insight to the implications, explains the significance of the topic, and projects to the future, etc.	The text provides relevant facts, definitions, concrete details, quotations, and examples that develop and explain the topic. The conclusion ties to and supports the information/explanation.	The text provides facts, definitions, details, quotations, and examples that attempt to develop and explain the topic. The conclusion merely restates the development.	The text contains limited facts and examples related to the topic. The text may fail to offer a conclusion.
Cohesion W.2c	The text strategically uses words, phrases, and clauses to link the major sections of text. The text explains the relationships between the topic and the examples and/or facts.	The text uses words, phrases, and clauses to link the major sections of the text. The text connects the topic and the examples and/or facts.	The text contains limited words, phrases, and clauses to link the major sections of the text. The text attempts to connect the topic and the examples and/or facts.	The text contains few, if any, words, phrases, and clauses to link the major sections of the text. The text does not connect the topic and the examples and/or facts.
Language Conventions L.1/L.2	There are no grammatical or mechanical errors.	Grammatical or mechanical errors, if present, are minor.	Grammatical or mechanical errors inhibit communication.	Grammatical and mechanical errors confuse and distract the reader.
MLA Pagination and Parenthetical Citations L.3a	Pagination shows a clear understanding of MLA formatting with little to no errors.	Pagination shows a good understanding of MLA formatting with only a few errors	Pagination shows a developing understanding of MLA formatting with several errors.	Pagination shows no understanding of MLA formatting.