**10th Grade Research Paper**

You will write a research paper that examines some aspect of the issues/topics/elements introduced in your novel, *When the Emperor Was Divine*, by Julie Otsuka. Choose something that interests you in particular.

Your paper will be written over the course of several steps, at each of which you will receive teacher feedback before continuing. Each step of the process is important, as the steps build on each other. By completing each step on time, you will make writing the paper significantly less stressful for yourself. **Because of this building process, no late credit will be given to any item that is received after the next item is due/turned in.** So, for example, you may not turn in an outline for credit if you have already turned in a draft, and your draft cannot be turned in for credit once your final paper is due/turned in. **You MUST use the feedback you receive at each step to get credit for the next step. If you ignore feedback (in other words, refuse to grow), your next step will receive a failing grade.**

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| **Research Step** | **Due Date** | **Point Value** | **Notes** |
| Topic Selection | Sept. 8 | 10  **INFORMAL** |  |
| Working thesis and notes | Sept. 15 | 25  **INFORMAL** |  |
| Outline and Works Cited Page | Sept. 29 | 30  **INFORMAL** |  |
| Draft | Oct. 20 | 40  **INFORMAL** |  |
| Final Draft | Nov. 20 | 100  **FORMAL** |  |

**Important Information:**

1. Each pre-writing activity must be turned in with the Requirements and Deadlines Sheet.
2. All pre-writing activities will be collected on the final due date to add to student portfolio.
3. The rubric should be attached to the final draft of the essay.

Common Core Standards: RI1, RI2, RI3, W2, W4, W5, W6, W7, W8, L1, L2, L3

**Research Topics**

Below you will find a selection of topics for research. Under each topic are guiding questions. This does not mean you must answer each question like it’s a checklist. The questions are there simply to help guide you in your research and in setting a focus. You may find that your paper does ultimately answer most of the questions, or you may find that only one question really becomes your focus. The key is to choose your focus, stick with it, and examine it thoroughly.

NOTE: If you think of a topic that interests you that is *not* listed here, please discuss it with your teacher prior to going ahead with it, and your teacher will work with you on setting focus. It is perfectly acceptable to forge your own idea.

**Emperor Hirohito:**

* What was the extent of his power in Japan? How did the population of Japan view him? How did Japanese-Americans view him? What is meant by “when the emperor was divine”? What was his role in the events of WWII?

**WWII: The Pacific Conflict**

* How and why did war break out between Japan and the U.S.? What were the events that led to the bombing of Pearl Harbor? What was the aftermath? Which allies became involved? What were the major or defining events of the war?

**Relocation Camps: (Lordsburg, New Mexico, Topaz, Tanforan, Tule Lake)**

* You can address these as a group or choose to focus on one specific camp.
* What was the camp’s location? What was the camp’s average population (size)? How was the camp secured? What were the inmates’ parameters and what were the consequences of efforts to escape? What was the daily routine and what were the conditions? In what ways were efforts made to establish “normalcy” within the camps? How were children educated?

**The Great Salt Lake:**

* Where is it? How was it formed? In what ways is it a significant American landmark?

**Kitty Mckenzie and the Iron Lung**

* Who was Kitty? What is an iron lung? How did her story develop into a national sensation?

**Dust Storms:**

* What conditions create these? In what areas of the U.S. are these a significant phenomenon? How do they impact the land, people, and livestock?

**Censorship:**

* You can choose to focus on censorship in general or to focus on censorship for a specific reason--”decency,” “national security,” etc.
* Who is the body that determines what should be censored and how? What is the purpose of censorship? What is the impact of censorship? Is there ever a justification for censorship?

**Burma**

* Why was Burma important in the Pacific theater in WWII? What happened there, and between whom? What was the result?

**The War Relocation Authority:**

* When was it created? Who oversaw this organization? What was its purpose? How did it go about achieving this purpose? What was the effect? Legislative orders?

**Organizations: American Legion, Homefront Commandos, Native Sons of the Golden West**

* What was the purpose of the organization? How and when was it created? What major goals the organization achieve or fail to achieve? What was the organization’s impact on Japanese-Americans?

**After the War: Going Home**

* How and when were Japanese-Americans released from the internment camps? Where did they go from there? How many were able to return to their homes and how many were not? Why were some unable to return home? What happened to their jobs, their homes, and their belongings? What restitution was offered, if any? How were they treated by other Americans on their return? How did this treatment impact their daily lives and/or their view of themselves?

**Radio programming in the 1940s**

* How was radio used during WWII? What programs were popular and why were they so appealing? How did radio impact the American family? How was radio used by government (both American and foreign)? (Who was Tokyo Rose, for example?)

**Propaganda**

* In what ways was propaganda used in WWII? How was it used to support patriotism and the war effort? How was it used against some Americans? How was it used to fuel fear and anger? What were the positive and the negative effects of wartime propaganda?

**Japanese Prison Camps (Manchuria, Ofuna)**

* What were the conditions for Allied P.O.W.s in Japanese prison camps? How were camps guarded? What were the daily conditions? What atrocities were committed? When and how were Allied P.O.W.s released? What long-term effects did imprisonment have on the P.O.W.s and on Japanese-American relations?

**The Atomic Bomb**

* How was the atomic bomb developed and by whom? When, where, and why was it used? Why were the specific targets chosen? What was the short-term effect? What has been the long-term effect? What efforts, if any, were made to minimize civilian impact?

**10th Grade Research Paper Expectations**

Length: Minimum of 3 pages, maximum of 4

Introduction Paragraph

* Includes necessary background information
* Establishes focus and tone
* Must have as its last sentence a precise, thesis statement that establishes the purpose and focus of the paper
  + **Sample thesis**: *Auschwitz, the largest and perhaps most brutal of the Nazi concentration camps, lives in infamy as a reminder of man’s capacity for cruelty*

Body Paragraphs

* Must begin with a precise topic sentence that sets the focus on a specific facet of the thesis or contributes to the development of the thesis
  + **Sample topic sentence:** *Mengele’s early life did not teach him any particular respect or compassion for others.*
* Must include factual details that support the topic sentence of that specific paragraph.
* Sources must be cited for information that is not common knowledge: if the ideas aren’t yours, credit your source!
  + If you put information into your own words, don’t quote, but do cite.
  + If you use your source’s words, do quote and do cite.
* Analyze and explain the information you present. Your body paragraph should not consist entirely or even primarily of quotes! Quotes are used to support YOUR writing, not to replace it.
* Synthesize information from a variety of sources. A paragraph should not depend entirely on one source. You are organizing your essay by ideas/concepts, and not by sources, so those ideas/concepts should be supported by research from multiple sources. (Basically, don’t make each paragraph a summary of a particular source.)
* Must end with a concluding sentence that ties the information in the paragraph together and allows for a smooth transition to the next idea.

Conclusion Paragraph

* Let’s make this clear immediately: do NOT copy and paste your thesis statement into this paragraph. You are to reinforce the concept of the thesis, not regurgitate its words.
* Must sum up major points of significance.
* Must arrive at some kind of conclusion. It should answer the question, “So What?”
* Give your reader “One to Grow On.” This means leaving your reader with a meaningful thought, or suggesting a call to action. Avoid generalities and clichés: so, basically, if your paper is on genocide, you need a little more than just telling us genocide is bad.
* Do not introduce new evidence in the conclusion. The show is over, and this is your final bow, not a new scene.
* Do not bring yourself into the paper here (or anywhere).

**10th Grade Research Paper Rubric**

Introduction \_\_\_\_\_\_\_/10 points

Includes effective hook

Includes helpful or necessary background information

Leads logically to the thesis

Thesis \_\_\_\_\_\_\_/10 points

Precise and focused

Relevant to the content of the paper (it’s what the paper is actually about)

Located at the end of the introduction

Body \_\_\_\_\_\_\_/30 points

Topic Sentence: sets focus of paragraph

Evidence and Support

Relevant to the topic sentence and the essay

Includes thorough analysis of the evidence

Synthesizes sources

Concluding Sentence: ties information together

Conclusion \_\_\_\_\_\_\_/10 points

Sums up main points

Arrives at meaningful conclusion

Gives reader something to think about

MLA \_\_\_\_\_\_\_/20 points

Paper is formatted correctly

In-text citations are correctly executed

Works Cited page is complete and correctly formatted

Works Cited page matches the internal citations

Mechanics \_\_\_\_\_\_\_/10 points

Free of spelling errors

Free of grammar/usage errors

Sentence structure is correct (no run-ons or fragments)

Style \_\_\_\_\_\_\_/10 points

Varied sentence structure

No personal pronouns (I, you, me, we, us, etc.)

Consistent and appropriate verb tense

No contractions

Uses formal diction (no slang!!!!!)