<u>BACKGROUND</u>: In the late 1800s and early 1900s, Great Britain's empire expanded to include parts of Asia and Africa. Great Britain's colonial rule had both positive and negative effects on the colonial empire. However, Great Britain and the colonized people viewed these effects differently.

❖ You are required to complete a *3-5 page* research paper that answers *one* of the questions:

# Was imperialism a necessary evil?

*\*necessary evil – something that is morally wrong, but must be done for the greater good*

❖ See pathfinder for list of appropriate resources. <u>OTHER RESOURCES MUST BE CLEARED WITH A TEACHER FIRST</u>.
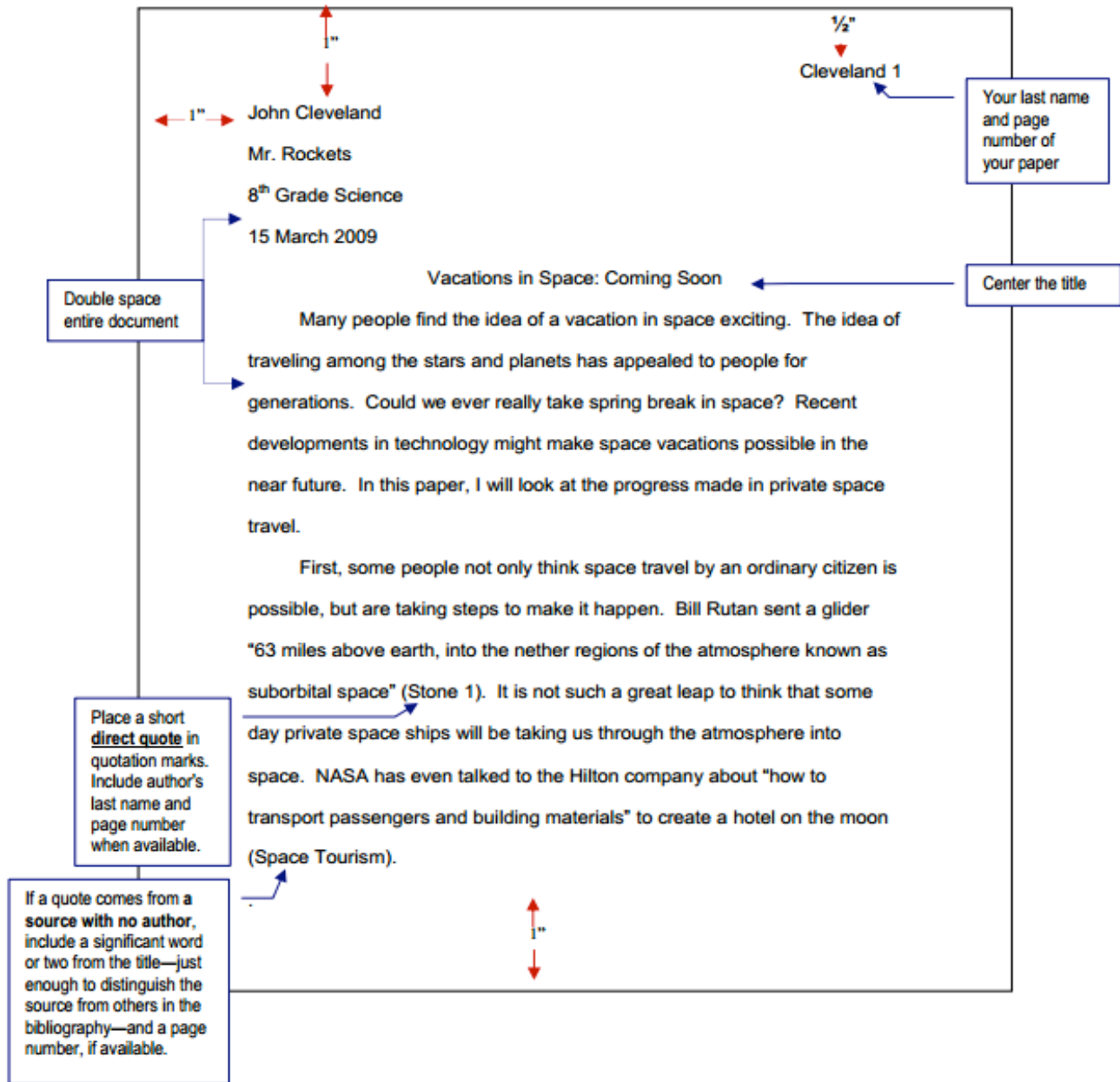
<u>DEADLINES</u>:

- _____ Outline <u>and</u> Works Cited page due        (20 points)
- _____ Completed rough draft due        (20 points)
- _____ Completed research paper due            (60 points)

| SUPERIOR (A/A-)<br>*10 POINTS* | GOOD (B+/B)<br>*8 POINTS* | BORDERLINE (B-/C+)<br>*6 POINTS* | NEEDS HELP (C/C-)<br>*4 POINTS* | FAILING (D/F)<br>*2 POINTS* |
|---|---|---|---|---|
| **Thesis:** *Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.* | **Thesis:** *Promising, but may be slightly unclear, or lacking in insight or originality.* | **Thesis:** *May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.* | **Thesis:** *Difficult to identify at all; may be bland restatement of obvious point.* | *Shows obviously minimal lack of effort, comprehension of the assignment.* |
| **Structure:** *Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.* | **Structure:** *Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.* | **Structure:** *Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.* | **Structure:** *Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.* | *Very difficult to understand owing to major problems with: mechanics, structure, and analysis.* |
| **Use of Evidence:** *Primary source information used to support every point with at least one example. Examples support mini-thesis (topic sentence) and fit within the paragraph. Excellent integration of quoted material into sentences.* | **Use of Evidence:** *Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.* | **Use of Evidence:** *Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate. Quotes may be poorly integrated into sentences.* | **Use of Evidence:** *Very few or weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.* | *Has no identifiable thesis, or utterly incompetent thesis.* |
| **Analysis:** *Author clearly relates evidence to mini-thesis; analysis is fresh and exciting, posing new ways to think of the material.* | **Analysis:** *Evidence often related to mini-thesis, though links perhaps not very clear.* | **Analysis:** *Quotes appear often without analysis related them to mini thesis, or analysis offers nothing beyond the quote.* | **Analysis:** *Very little or weak attempt to related evidence to argument, may be no identifiable argument, or no evidence to relate it to.* | **Analysis:** *Very weak attempt to related evidence to argument may be no identifiable argument, or no evidence to relate it to.* |
| **Logic and argumentation:** *All ideas in the paper flow logically the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside materials which illuminates thesis.* | **Logic and argumentation:** *Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.* | **Logic and argumentation:** *Logic may often fail, or argument is unclear. May not address counter-arguments or may any outside connections.* | **Logic and argumentation:** *Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.* | **Logic and argumentation:** *Ideas do not flow at all, usually because there is no argument to support.* |
| **Mechanics:** *Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors.* | **Mechanics:** *Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some minor spelling errors.* | **Mechanics:** *Problems in Sentence structure, grammar, and diction (usually not major). Errors in citation style, punctuation, and spelling.* | **Mechanics:** *Big problems in Sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling.* | **Mechanics:** *Big problems in Sentence structure, grammar, and diction. Frequent errors punctuation and spelling. No citations.* |

## MLA Format

<u>Heading</u> Use the following example to format your paper correctly.

½"

Cleveland 1

Your last name and page number of your paper

John Cleveland

Mr. Rockets

8th Grade Science

15 March 2009

Double space entire document

Vacations in Space: Coming Soon

Center the title

Many people find the idea of a vacation in space exciting. The idea of traveling among the stars and planets has appealed to people for generations. Could we ever really take spring break in space? Recent developments in technology might make space vacations possible in the near future. In this paper, I will look at the progress made in private space travel.

First, some people not only think space travel by an ordinary citizen is possible, but are taking steps to make it happen. Bill Rutan sent a glider "63 miles above earth, into the nether regions of the atmosphere known as suborbital space" (Stone 1). It is not such a great leap to think that some day private space ships will be taking us through the atmosphere into space. NASA has even talked to the Hilton company about "how to transport passengers and building materials" to create a hotel on the moon (Space Tourism).

Place a short **direct quote** in quotation marks. Include author's last name and page number when available.

If a quote comes from **a source with no author**, include a significant word or two from the title—just enough to distinguish the source from others in the bibliography—and a page number, if available.

## Formatting Works Cited Page

- **Number Pages**: Works Cited or Bibliography page(s) are the last numbered pages of your paper.
- **Capitalize and Center Heading**: on the top of the page.
- **Arrange Citations in Alphabetical Order**: by the first word in each entry: this will be an author last name or title (if there is no author cited). DO NOT NUMBER.
- **Indent the Second Line**: the second and each subsequent line in each citation are indented five spaces from the left margin.
- **Double-Space**: the entire list, both between and within entries.
- **Punctuation**: notice and use all punctuation as indicated.

**Center the title**

Works Cited

½"
Jones 1

**Double space entire document**

**Give your last name and page number of the bibliography**

Gonzalez, Guillermo and Jay Wesley Richards. The Privileged Planet: How Our Place in the Cosmos is Designed for Discovery. Washington DC: Regnery, 2004.

**Place entries in alphabetical order**

"Space Stations." The New Book of Knowledge @ Grolier Online. 21 May 2003. Scholastic Library Publishing. Eastgate Elementary Lib. 11 Jan. 2008 <http://gme.grolier.com/>.

:"Space Tourism." Aerospacescholars. 17 Jan. 2007. National Aeronauthics and Space Administration Johnson Space Center. 29 Jan. 2008 <http://aerospacescholars.jsc.nasa.gov/HAS/cirr/em/6/7.cfm>.

Stone, Brad. "A Small Step for Private Space Travel." Newsweek 29 Sept. 2004 <http://www.msnbc.msn.com/id/6134211/site/newsweek/>.

**Break a long URL at one of the backslashes /**

1"

Vergano, Dan. "Planets More Like Earth Found Circling Nearby Stars." USA Today 1 Sept. 2004. 15 Jan. ½" 2008 <http://www.usatoday.com/>.

1"

❖ SEE "WORKING BIBLIOGRAPHY & WORKS CITED" HANDOUT ATTACHED FOR MORE DIRECTIONS.

## In-Text Citations (Parenthetical Reference)

"In text" or "parenthetical" citation directs readers to view full citations for sources in a Works Cited or Bibliography page. You must indicate a source when using thoughts or words as a direct quote, paraphrase, or ideas that originated from someone else. Unless you are stating your own personal opinion, drawing conclusions, or writing creative material, all facts, background data and ideas come from some place and must be acknowledged in your text.

*To formulate complete citations, you must cite in-text references in one of the following ways*:

- **Refer to the author's name in the text, and put the page number in parentheses.**

  Smith states that the growth of cities was an integral part of the nation's economic development (47).

- **Include the author's name with the page number if you have not mentioned it in your text.**

  The growth of cities was an integral part of the nation's economic development (Hays 47).

- **If there is not author, use the first word of the title in quotation marks followed by the page(s).**

  ("Chronicle" 8-9).

- **If there are several works by one author, include the first word from the title (or more if needed to further identify the source.**

  (Nardo "Ancient" 94).

- **If there are no page numbers, as in web sites, leave this out.**

- **A web address or URL is never correct for in-text citation.**