

NAME:

DATE:

# ASSIGNMENT #5: OUTLINE

## DUE DATE: DECEMBER 16<sup>TH</sup>

### ASSIGNMENT DESCRIPTION:

Outlines are essential to helping your get organized. A good outline should:

- Help you organize your ideas
- Present your material in a logical form
- Show the relationships among your ideas

Your outline—and therefore your project—will have four main components. (One of those components—“Argumentation”—will have multiple parts.) The four components are:

#### 1.) INTRODUCTION

- Introduce the topic and research focus
- Brief description of historical context
- Introduce problem / research question
- State the claim/thesis

#### 2.) BACKGROUND INFORMATION

- Explanation of historical context
- Sequencing of major events
- Question Formulation

#### 3.) ARGUMENTATION

- Topic sentence (relates back to thesis!)
- Evidence
- Analysis

**YOU NEED AT LEAST 5 OF THESE!**

#### 4.) CONCLUSION

- Re-state the thesis
- Significance of thesis (why should we care about the problem?)

***\*\*Detailed description of each bullet point on page 3.\*\****

**Your outline should follow this model:**

### I. INTRODUCTION

- A. Introduce the topic and research focus
- B. Historical Context
- C. Introduce problem / research question
- D. State claim/thesis

### II. BACKGROUND INFORMATION

- A. Explanation of Historical Context
  - a. *When did topic take place?*
  - b. *Where did topic take place?*
  - c. *Who are the significant people/groups of people involved in topic?*
  - d. *What is the broad topic of history surrounding your research?*
  - e. *What were the conditions of life during / within your topic?*
- B. Sequence of events surrounding / leading to topic of research
  - a. Event #1
  - b. Event #2
  - c. Event #3 (if applicable, and so on...)
- C. Question Formulation

- a. *What is the issue/problem/question at hand in the face of this history?*
- b. *Transition into argument*

### III. ARGUMENTATION

#### A. COUNTER-CLAIM/ARGUMENT (requires a **written** topic sentence)

##### 1. Evidence

- a. Analysis

#### B. PRIMARY CLAIM / ARGUMENT (requires a re-introduced, **written** claim)

##### 1. Supporting Evidence #1 (requires a **written** topic sentence)

- a. Explanation of evidence (*i.e. what is this selected piece of evidence?*)
- b. Analysis (*see page 3 for description*)
- c. Significance of evidence (*i.e. how does this evidence support the argument?*)

##### 2. Supporting Evidence #2 (requires a **written** topic sentence)

- a. Explanation of evidence
- b. Analysis
- c. Significance of evidence

##### 3. Supporting Evidence #3 (requires a **written** topic sentence)

- a. Explanation of evidence
- b. Analysis
- c. Significance of evidence

##### 4. Supporting Evidence #4 (requires a **written** topic sentence)

- a. Explanation of evidence
- b. Analysis
- c. Significance of evidence

##### 5. Supporting Evidence #5 (requires a **written** topic sentence)

- a. Explanation of evidence
- b. Analysis
- c. Significance of evidence

**\*\*FIVE PIECES OF SUPPORTING EVIDENCE IS THE MINIMUM REQUIREMENT OF EVIDENCE FOR THE ARGUMENTATION SECTION\*\***

### IV. CONCLUSION

#### A. Modern day implications

- a. Explanation
- b. Example

#### B. Rights & Responsibilities Connection

- a. Explanation

#### C. Reinforced significance of claim

- a. Explanation

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#### Requirements for your outline:

- Must follow the format listed above
- Must include your thesis
- Must include at least 5 pieces of supporting evidence
- Each example must also include analysis
- Must be typed, 12-point font, 1-inch margins

## EXPLANATION OF PRIMARY SECTIONS OF YOUR FINAL PRODUCT

Whether you are creating a paper, website or documentary, the overall outline of your research must contain the following primary sections. The amount of paragraphs that each section must contain depends on how you are outlining your research. Regardless, the final product of your research must be broken into the following four primary sections:

*\*The following outline-example is based on the historical topic: Cambodian Genocide: Pol Pot's Rise to Power in Cambodia during the Cold War\**

### I.) INTRODUCTION

Your **Introduction** section must contain a(n)...

- 1) Introduction to topic (i.e. *Cambodian Genocide*) & the focus of research (i.e. *Pol Pot's Rise to Power*)
- 2) Brief description of historical context surrounding focus of research (i.e. *Spread of Communism in Southeast Asia*)
- 3) Introduce problem / research question (i.e. "The question at hand is in regards to what extent, or whether....")
- 4) Claim / Thesis Statement (i.e. "Although Pol Pot's rise to power was largely based on a military strategy, evidence points to the fact that....")

### II.) BACKGROUND INFORMATION

Your **Background Information** section must contain a(n)...

- 1) Explanation of historical context surrounding topic (i.e. *Who are the significant people / groups of people involved in your topic? – Pol Pot, Khmer Rouge, etc.) / When did your topic take place? (1975-1979) / Where did your topic occur? (Southeast Asia, Cambodia) / What were the conditions of life within your topic? (if applicable) What is the broad topic of history surrounding your research? (The Cold War & the spread of Communism throughout Southeast Asia)*)
- 2) Sequence of events surrounding and/or leading to topic of research (i.e. *What are the major events that have led up to the formation of your focus of research?*) (*Cold War → Chinese Cultural Revolution → Spread of Communism in Vietnam → Vietnam War → Rise of Khmer Rouge*)
- 3) Question Formulation (i.e. *What are the problems facing the history of this topic? "Based on the complicated history, how Pol Pot came to power remains disputed."*)

### III.) ARGUMENTATION

Your **Argumentation** section must contain a(n)...

- 1) Counter Claim(s)/Argument(s) w/ supporting evidence (i.e. *documentation of events / primary source(s)*)
- 2) Primary Claim/Argument w/ **minimum** of **five** pieces of supporting evidence (i.e. *documentation of hist. events + primary sources*)
- 3) Analysis of supporting evidence (i.e. *sourcing, contextualization, corroboration – see Assignment 3 for details*)
- 4) Significance of evidence – Reasoning of how evidence connects, supports and strengthens to Primary claim / argument

### IV.) CONCLUSION

Your **Conclusion** section must contain a(n)...

1. Modern day implications (i.e. *How does this issue connect to modern times?*)
2. Rights & Responsibilities Connection (i.e. *How does this topic connect to the theme of rights & responsibilities*)
3. Reinforced significance of claim (i.e. *Significance of thesis (what is the importance and significance of what you have written?)*)

The following is an outline based on a NHD award-winning website from last year. Please note that I do not think it is a perfect website! Why? Because it lacks analysis!

### ***THE VOTING RIGHTS ACT OF 1965: ONE VOTE, ONE VOICE***

#### **I. Introduction**

- A. Introduce the problem
- B. Define key terms
- C. State the thesis

#### **II. Background:**

- A. Post Civil War:
- B. Post World War II
- C. Civil Rights Movement
- D. Voting Impediments

#### **III. Catalysts**

##### **A. Freedom Summer**

**Topic Sentence:** Mississippi was specifically chosen as the site for Freedom Summer to bring attention to its longstanding discriminatory practices. However, the project failed to enfranchise many African-Americans due to voter intimidation.

##### **1. Goals**

- a. Freeing of the minds of blacks
  - 1) Quote from Aaron Henry, Mississippi NAACP President
- b. Action within the state and heightened awareness
  - 1) Quote from Freedom Summer Brouchure

##### **2. Actions Taken**

- a. Voter Registration (Freedom Summer Brochure)
- b. Freedom Schools (Freedom Summer Brochure)
- c. Community Center (Freedom Summer Brochure)

##### **B. Selma March**

**Topic Sentence:** The watching nation was appalled by the unexpected brutality of the Alabama state troopers attacking the peaceful Selma marchers.

##### **1. March to the Dallas County Courthouse**

- a. Lack of black registered voters
  - 1) Quote from "Eyes on the Prize"
- b. Frustration of people of Selma
  - 1) Quote from Congressman John Lewis

##### **2. First March – Bloody Sunday**

- a. Governor Wallace's stance
- b. Images from the March
- c. Response from Texas Senator Ralph W. Yarborough

##### **3. Second March**

- a. Whites and blacks marching together
- b. Images of face-off
- c. Images of peaceful return

##### **4. Third March from Selma to Montgomery**

- a. Quote from Judge Frank Johnson re: peaceful effort for basic constitutional rights
- b. Quote from Sheyann Webb re: pride and dignity of marchers

##### **5. Impact and Value**

- a. John Lewis on why it was a turning point
  - 1) People saw film footage
  - 2) People did not like it
  - 3) Led to demonstrations elsewhere
- b. Quote from Rev. C.T. Vivian

1) *Make it a national issue*

C. *Time Was Right*

Topic Sentence: *At last in 1965, all the necessary elements for passing a voting rights bill were present: the desire of the nation, support of the courts, a fully mobilized Civil Rights movement, and a southerner as President.*

1. *Desire of Nation*

a. *American television coverage*

1) *Quote from The Museum of Broadcast Communications*

b. *Letters from citizens to elected officials*

1) *Excerpt from letter from Mrs. E. Jackson to House Judiciary Committee*

2) *Excerpt from letter from Mrs. Bertram Jeffert to Rep. Celler*

2. *MLK – Face of Civil Rights Movement*

a. *Audio clip from MLK’s address at end of Selma to Montgomery march*

3. *Visionary President*

a. *Knew how to use power*

b. *Working with Congress*

c. *Extraordinary courage*

d. *Impatient, restless*

e. *Genuine revolutionary*

4. *Support of the Supreme Court*

a. *Less conservative than previous courts*

1) *Quote from “The Fort Scott Tribune”, June 16, 1967)*

b. *Reshaped country’s social and political institutions*

1) *Quote from “New York Times”, July 10, 1974)*

c. *Ruling of Court*

1) *Headline from “New York Times”, March 9, 1965)*

IV. *Turning Point*

A. *Unique Provisions of the VRA*

B. *Immediate Reactions*

C. *Extensions of the VRA*

V. *Impact*

A. *The Numbers*

B. *Power of the Coalition*

C. *Social Impact*

D. *Economic Impact*

E. *Political Impact*

VI. *VRA Today*

A. *Current Barriers*

B. *Controversy Over Section 5*

C. *So What?*

VII. *Conclusion*

## PART II. ANNOTATED BIBLIOGRAPHY

By Monday, December 16<sup>th</sup>, 2013, you are required to have at least 8 sources added to your noodlebib account.

Each source must be annotated according in the same manner that your sources were annotated for Assignment #4.

The annotations of your sources will be a large component of your final grade.

Ultimately, you will be required to have at least ten sources used and cited throughout your research project.

This will be checked and commented on the night of Monday, December 16<sup>th</sup>.