

Name _____

*Sixth Grade Research Paper:
Overcoming the Odds*

For this paper, you will research a person, like Bethany Hamilton, who has suffered from a medical related challenge, and has overcome the odds to be extremely successful. Some possible options include:

Helen Keller Michael J. Fox Franklin Roosevelt Stephen Hawking Dan Ackroyd David Beckham Wolfgang Amadeus Mozart Tim Howard King George IV Vincent Van Gogh Sir Isaac Newton Napoleon Bonaparte Lewis Carroll Albert Einstein Cher Henry Winkler (The Fonz) Penelope Cruz	Irvin "Magic" Johnson Walt Disney Whoopi Goldberg Heather Mills Ben Franklin George Washington Bill Gates Ludwig Van Beethoven Marc Summers Jessica Alba Donald Trump Cameron Diaz Leonardo DiCaprio Michael Jackson Harrison Ford Howie Mandel Justin Timberlake
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If you would like to research a person other than someone on this list, you may submit your idea to Mrs. Springer in writing, and have it approved.

How will you do your research?

You will be provided two days of research time in class. Any other information will need to be obtained on your own outside of school. You may use the internet, magazines, newspapers, or books. The majority of your research will most likely be completed online.

You may not use the following websites, as they are not credible sources:
Wikipedia, Ask.com

Please see the list of requirements on the back of this sheet to see what you will need to include in your research paper/project.

Research Paper Requirements

- A. _____ At least **FOUR** credible sources.
- B. _____ Detailed note cards for each source.
- C. _____ Formal, detailed outline of research paper.
- D. _____ Typed rough draft.
- E. _____ In-class editing/revision sheet.

Final Paper

A. _____ Introduction

1. At least **THREE** complete sentences
2. A strong thesis statement

B. _____ Body Paragraph 1: Who is this person, and what is their disability, deficiency, or challenge?

1. Topic Sentence
2. Supporting examples
3. Explanation
4. Concluding Remark

C. _____ Body Paragraph 2: Describe the disability, deficiency, or challenge. How does it affect people?

1. Topic Sentence
2. Supporting examples
3. Explanation
4. Concluding Remark

D. _____ Body Paragraph 3: What has this person done to overcome the odds? How have they positively affected others, and lived a positive life?

1. Topic Sentence
2. Supporting examples
3. Explanation
4. Concluding Remark

E. _____ Conclusion

1. At least **THREE** complete sentences
2. A strong concluding remark

F. _____ Works Cited Page *In MLA Format

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INTRODUCTION

Attention getter (*an interesting opening: a quote, a startling fact, a brief, anecdote - relevant to the topic, purpose, and audience of the paper - DO NOT use hypothetical questions*).

*Write 3-4 sentences in your introduction **before** your thesis. Move from general to progressively more specific.

THESIS (*specific statement that indicates the topic and position of the essay; indicate essay main points*)

CONCLUSION (3-4 sentences) (*Leave a lasting impression with the reader - summarize, evaluate, synthesize, emphasize, finalize, extend, connect*)

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Research Paper Grading Rubric

	5	3	1
Ideas -Discusses all required topics -Thoroughly explained/expressed	This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central idea.	The writer is beginning to define the topic, even though development is still basic or general.	As yet, the paper has no clear sense of purpose or central idea. To extract meaning from the text, the reader must make inferences based on sketchy or missing details.
Organization -Paragraph organization -Ratio of specific examples to explanation	The paper is organized according to the requirements, flows well, and incorporates both adequate examples and explanation.	The paper is somewhat organized according to the requirements, but either does not flow well, or is unbalanced in examples and explanation.	The writing lacks a clear sense of direction or understanding of paragraph structure.
Voice -Reveals the writer's voice -Fits the audience and purpose	The writer speaks directly to the reader in a way that is individual, compelling, and engaging. The writer crafts the writing with an awareness and respect for the audience and the purpose for writing.	The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling.	The writer seems indifferent to the topic and content. The writing lacks purpose and audience engagement.
Word Choice -Elevated word choice -Stays in the same tense	Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.	The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.	The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.
Sentence Fluency -Sentence types (simple, compound, complex) -Sentence starters -Complete sentences	The writing has an easy flow, rhythm, and cadence. Sentences are well built, with strong and varied structure.	The text has a steady beat, but only somewhat has a strong sense of varied structure.	The text lacks fluidity, and does not demonstrate an understanding of varied structure.
Conventions -Capitalization -Punctuation -Spelling	Mastery of conventions - very few to no errors.	Developing mastery of conventions - some errors present.	No mastery of conventions - some errors in common constructions.