

Goal: Understand how American cultures change each other for better or for worse over time, appreciate the often unseen roots of our culture, and reinforce research skills necessary in all academic disciplines at the collegiate level.

How: Discover and select one distinct tribe of Native American peoples, research your chosen tribe, and write a research paper detailing three major stages of the tribe's history using college level research and documentation skills.

Choosing a tribe:

Do not choose a confederation/nation such as "The Sioux." As you should know from reading *Wounded Knee*, there are many distinct tribes with their own chiefs and ways of dealing with "The White Man." In order to use *Wounded Knee* as one of your secondary source documents you will be limited to North and Central American tribes for your topic.

Once you have selected your tribe, you will research and write a paper that covers the following three stages of the tribe's life:

- Pre-European contact – what was life in the tribe like before contact with Europeans?
- Colonialism and Westward Expansion – what was life like in the tribe from the time of the Puritan and other Eastern settlement period, through the Westward Expansion, until the modern era? (1980)
- Modern Era/Long Term Effects – what is life like in the tribe currently? Please note that *Twilight* is not a secondary source document proving the existence of modern werewolf Native Americans.

Research Expectations:

- No less than two primary source documents – these are records created by the subject of your essay. In the case of Native American research, you will probably not find many, if any, primary documents for pre-European contact. If you use artwork, artifacts, etc. to draw conclusions about the tribe's life, be certain that the information comes from where/when you think it does.
- No less than three secondary source documents – this may include *Wounded Knee*. These are records that report, compile, interpret, or other comments on the tribe's life by second or third hand accounts.
- No less than two of your sources must be print media, other sources may be electronic. In all cases, if there is not sufficient information to make a complete citation, it is not an acceptable source of information.

Essay Expectations:

- 7-10 pages in length, not counting the Works Cited page
- Use standard in-text citations for all quotations and direct references
- No essay may be passed in without a completed Works Cited page
- Use MS Word preset font (Times New Roman 12 or Calibri 11), double spaced, standard preset margins, and single sided pages for your grading draft. Please condense and recycle as much as possible on working drafts
- If you include pictures, charts, drafts, etc. they do not count toward your page total

Grading Expectations:

- Research and Planning – Number and quality of acceptable sources, quantity and quality of research notes, number of drafts with significant thoughtful revising and editing notation. Electronic submission is acceptable
- Research Citation – accuracy and relevancy of in-text citations and Works Cited page
- Writing Quality – use of thesis, main ideas, supporting details, structure, word choice, effectiveness of writing
- Content – quality and quantity of relevant information about your topic
- Technical Quality – grammar, spelling, vocabulary, punctuation, capitalization, etc.

Sources for Your Reference:

- <http://www.ccc.commnet.edu/mla/index.shtml>
- <http://owl.english.purdue.edu/owl/resource/658/01/>
- <http://owl.english.purdue.edu/owl/resource/747/01/>
- Tourtellotte Memorial High School English Manual is also available on the American Studies class webpage. Print media resource guides are available in the classroom as well as the media center

5 = Beyond grade level expectations, achievement is exceptional and personalized. Excellent.	100+
4 = Above grade level expectations, achievement shows personal investment. Very good.	87-99
3 = Average grade level expectation, achievement follows basic assignment guidelines. Good.	74-86
2 = Below level expectations, achievement does not meet basic assignment guidelines. Needs much revision.	60-73
1= Grade 8 or lower expectations, achievement show little effort or progress. Needs to be completed.	50-59
0 = Non-existent or virtually non-existent. Intervention possibly needed to earn credit for class.	X < 50