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Lesson 11: Outlining the Research Paper

Developing a thesis statement helps focus both the research and the writing for the research report. Help students develop a thesis statement for their research papers by working with them to narrow their focus to one main idea.

Model outlining with students. Then have students support the main idea of their research paper with details by creating an outline. Help students create an outline that aligns with the paragraphs they will write in their research paper.

Student Book pages 147–148

Test Yourself

1. *Answers will vary. Here is a sample answer:*
 - I. Introduction
 - II. Body
 - A. What it is
 1. divided northern and southern states in Civil War
 2. settled border dispute between colonies of MD and PA
 - B. Who created it and when
 1. Charles Mason and Jeremiah Dixon
 2. created it in 1763
 - C. Present day
 1. celebrate anniversary in 2013
 2. preserving mile markers along the road [W.5.2, 4, 6–9]
2. D [W.5.2, 4, 5]
3. The Mason-Dixon line has played an important role in American history. [W.5.2, 4, 6–9]

Lesson 12: Writing the Research Paper

Writing the research paper follows the same process as the writing that students have done in Units 1 and 2.

Discuss with students how visual aids can enhance their research paper either by adding additional information in a different form or by clarifying information presented in the research paper. Ask students to think about the different types of visual aids that are appropriate for a research paper. Some ideas include: comics, graphs, charts, maps, photographs, illustrations, documents, editorial cartoons. Show students examples of these.

Student Book page 154

Test Yourself

1. D [W.5.2, 4, 6–9]
2. photograph or illustration from period [W.5.2, 4, 6–9]
3. portraits of Mason and Dixon; coat of arms for Calvert and Penn families; portraits of William Penn and Calvert family [W.5.2, 4, 6–9]
4. A [W.5.8]

Common Core State Standards for Writing, Grade 5

Text Types and Purposes

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- Provide logically ordered reasons that are supported by facts and details.
- Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- Provide a concluding statement or section related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

Sequence Chart

Write down what happens in the order the events occur.

A sequence chart consisting of six horizontal rectangular boxes stacked vertically. Each box is connected to the one below it by a small downward-pointing arrow. A large, light gray watermark with the word "SAMPLE" in a stylized font is oriented diagonally across the page, from the bottom left to the top right.