**The Struggle for Equality:**

**How Marginalized Groups Have Tried to Move to the Center of American Social Life**

**Unit Paper**

**Question:**

Choose ONE of the following questions:

1. Has the American government facilitated or constrained the movement of marginalized people to the center of American social life? Why/How?
2. How effective have people, groups, and social movements been in gaining rights for the marginalized communities they advocated for?
3. Throughout our study of inequality in America we have encountered various individuals who argued that America was founded on inequality and marginalization. Conversely, we have also encountered figures who argued that America was founded on and remains committed to the principals of equality. Consider this debate. Is inequality or equality foundational to America?

**how to write this paper:**

|  |  |
| --- | --- |
| **Develop Your Central Claim** | * Develop your own answer to the above question as your central claim |
| **Introduction** | * Introductions should use the following outline:   + Include multiple sentences of context (time and place and key concepts in the central claim)   + Identify our question   + Transition to your central claim   + Conclude with your central claim |
| **Sub-Claims** | * While the central claim may be stated concisely, it should be sophisticated enough in its ideas to be clearly proven through multiple subclaims (body paragraphs) |
| **Evidence** | * Quality   + Meets SPARC criteria   + Varied in type (varied within and across qualitative and quantitative) * Quantity   + Sentences should be “densely packed” with evidence; knowing when evidence requires elaboration and when it does not * Sources Used to Find Evidence   + Primary sources/readings/documentaries from class   + Facts contained in historical scholarship read for class   + Scholarly outside sources (Use Google Books, JStor, ABC-Clio, etc.) |
| **Reasoning** | * Explains how evidence supports the sub-claim and in turn the central claim * Your reasoning is bolstered by the historical claims of other scholars (“back up dancers”)   + Will use scholars from historical scholarship read in class |
| **Conclusion** | * Try my five sentence structure!   + Restate Central Claim   + Restate Sub-claim 1   + Restate Sub-claim 2   + Restate Sub-claim 3   + Sentence of significance: If what you said was true, what should this lead us to conclude about American history |
| **Citation** | * Chicago style footnotes and bibliography   + Google: Chicago Manual of Style, Quick Guide * Helpful printing suggestion:   + To ensure that your citations maintain proper italics, if printing from the school computers please print using “Command P” or the print icon |

**Length:** 5-8 pages

**Due Date:** Rolling Deadline, last date is Wed 5/22 **NO EXTENSIONS**

**Point Value:** 200 points