**Review: Getting Down to Business**

***Criteria B: Introduction: (Up to 2 points)***

**The extent to which the introduction makes clear how the research question relates to existing knowledge on the topic and explains how the chosen topic is significant, worthy of study, and how the investigation itself will be conducted.**

Reminder: **The “Business Paragraph” should be paragraph number 1 in your abstract and either number 1 or 2 in your introduction. It should contain the following three things:**

 Statement of purpose

 Research question

 Thesis statement

Then your introduction should include the following:

A. Specific background information appropriate to your topic. (Including any concepts, theories, terms, etc. that are relative to your investigation.)

B. Why it is important and worthy of study.

C. Your plan of investigation: How you plan to conduct your investigation. (Including any experiments and personal studies such as interviews and/or surveys.) See fourth page in your subject area guide.

**Session 4 Southeast High**

**The Research Question**

***I. Criteria A: The Research Question* (Up to 2 points)**

**The extent to which the purpose of the essay is expressed and specified. The research question should be stated in the early part of the essay and be sharply focused, making it susceptible to effective treatment within the word limit.**

**Reminder: The research question is at the very core of your paper and will become the basis for more than 50% of your overall score. (Directly affecting the points you get for at least 6 of the 11 general criteria).**

1. **This should lay out in question form the issue you are planning to investigate in your paper.**

**It also should--**

 ***Be appropriate for the subject area***

 ***Be appropriate for the topic***

***Lead to a structured in-depth investigation-* (Narrow at the point of investigation, and broad in its scope-- like a flashlight beam.) to include all possible views on each point.**

***Lead to analysis-* Analysis is done by breaking up something into its component parts.**

**Therefore, a research question should have component parts so it can be analyzed.**

***Be measurable-* That is, it should allow the writer to evaluate how well the quality of evidence has produced effective research to answer the question.**

**B. To insure that a research question as been effectively formulated, it’s best to use the following formula:**

 **RQ = SAT + 2PV + TOM**

 **Translation: Research Question equals**

 **Specific Aspect of your Topic**

 **+ 2 Points of View**

 **+ Terms Of Measurement.**

**C. Sample research questions:**

 **For the sample questions below circle the Specific Aspect of the Topic. Underline twice the two points of view, and underline once the terms of measurement**.

**1. For Language Arts:**

**How do Emily Bronte and Kate Chopin question the place of women in Wuthering Heights and The Awakening and how do they reveal these ideas in their use of themes, motifs and symbols?**

**2. Sample research question for History**

**Does the UN Charter’s four criteria justify whether or not it should have intervened in the Burundian Genocides relative to its “Declaration of National Sovereignty” versus its “Threat to International Peace and Security” clause?**

**3.. Sample research question for Visual Arts**

**This paper investigates Boshe’s painting: “Garden of Earthly Delights” by interpreting its many symbols to determine a comparison between its religious connotations and its scientific implications.**

**D. Now let’s take a look at some other sample research questions on Language Arts and History:**

***EXAMPLES OF RESEARCH QUESTIONS:***

***FOR HISTORY:***

***Should blame for the Sierra Leone blood diamond controversy be placed on the diamond industry, the internal civil war conditions of the country itself, or the responses from the international community in terms of the production, consumption, and misuse of proceeds from sales of these gems?***

***Did the Allies commit a war crime by firebombing Dresden or was the bombing a justified military tactic in terms of planning, choice of targets, and military significance of Dresden?***

***According to varying sources what infuences did the court case of Oliver Brown v. the Board of Public Education have on American views concerning segregation of African Americans in terms of public school facilities?***

***How do varying accounts of Jamestown compare the actions of John Smith with those of the Powhatan Indians in terms of providing the colonists with their basic need and help them survive that first year?***

***What similarities and differences do varying sources reveal about the Rwandan Genocide in terms of once peaceful nations overcome by powerful dictators, economies experiencing difficulty, and a rising mind-set on forming a “super race”?***

***In what ways do the views of Washington Post writers Woodward and Bernstein differ from those of President Nixon concerning the Watergate scandal of the 1970s in terms of the Burglary itself, Nixon’s claim of innocence, and Nixon’s claim of Executive Privilege?***

***What are varying sources’ views on the effectiveness of the Amnesty Act of 1986 in terms of effects on illegal immigrants themselves, effects on American workers, effects on American employers, and effects on border security?***

***Was the decision of the Chinese Communist Party to fire upon protesters justified or not in terms of the***

 ***goals and actions of the protesters, declaration of “martial law”, and actions of the Chinese soldiers?***

***To what extent are there pros and cons regarding Nelson Mandela’s rise to prominence,***

 ***period of imprisonment and presidency?***

***What likenesses and differences can be found in three selected sources views of the Salem Witch trials regarding what caused them to begin and perpetuate?***

***How did the actions of the United Nations and Iraq lead to positive and negative collateral effects and***

 ***long-term efficacy? And how do these outcomes impact the sanction program’s value as a foreign policy tool?***

***How do first hand accounts of the Kent shootings compare with newspapers and government documents with respect to the justification of the National Guards killing of four students in terms of the Guardsmen’s safety.***

***To what extent are there similarities and differences between the Union and Confederates relative to their strategies, tactics, and positioning in the Battle of Gettysburg?***

***What comparisons can be found among various accounts of the Columbine High School shooting in terms of***

***eye-witness testimony, official government records and information as reported by the mainstream media in***

***terms of the event itself, the killers, the victims, and the motive for the shooting?***

***FOR LANGUAGE ARTS:***

***To what extent do the authors of The Color Purple and To Kill a Mockingbird show examples of racial bias through their use of dialogue, description and actions of the characters in the stories?***

***To what extent are there similarities between the way authors Dickens and Dumas show the themes of resurrection and redemption through selected characters in Tale of Two Cities and The Count of Monte Christo?***

 ***How do Edgar Allan Poe and Robert Browning develop mood, and characterization in their respective poems, “Annabel Lee” and “Porphyria’s Lover” through the themes of memories and the death of a lover?***

***What evidence of influences might T.S. Elliot’s poem, “Wasteland” have had on F. Scott Fitzgerald’s The Great Gatsby with respect to similarities in images, themes, motifs, and symbols?***

***How does the playwright William Shakespeare create the tragedy of forbidden love in his plays “Antony and Cleopatra” v.” Romeo and Juliet” through his similar treatment of the respective characters’ love for each other and the external forces that compel them to tragic endings?***

***How does O. Henry employ imagery and irony to heighten the climaxes in his short stories of “The Gift of the Magi” and “The Social Triangle”?***

***What common themes can be found portraying the belittlement of women in the novel The Awakening v. the play “A Doll’s House through the authors’ use of imagery, symbols, and characterization?***

***What comparisons can be made between the novels, Fahrenheit 451 and Lord of the Flies by observing the authors’ use of imagery and paradox in animalistic themes, and male dominance?***

***How do Charles Dickens and Baroness Orczy portray the French proletariat and the aristocracy in A Tale of Two Cities and The Scarlet Pimpernel using motifs, symbolism, and imagery?***

***What comparisons can be made concerning themes of forbidden love in the novel The Great Gatsby and the play “Romeo and Juliet” and regarding the authors’ use of symbolism, foreshadowing, and motifs?***

***In what ways to the authors of Animal Farm and Anthem use themes and motifs to exemplify the ideas of authority and oppression of citizens even though differentiating plots are present?***

***How do authors of The Magician’s Nephew and the epic poem, “Paradise Lost” use characterization, repetition and imagery to portray a biblical view of creation?***

***Are there similarities between Charles Dickens’ A Tale of Two Cities and Alexandre Dumas’ The Count of Monte Cristo in regards to the use of themes of resurrection and revenge?***

***What makes the greatest war novels Catch22 v. All’s Quiet on the Western Front so effective in conveying antiwar sentiment in terms of themes of death, greed, and ambition?***

***How do the two literary works Slaughterhouse V and A Clockwork Orange portray the human concept of free will through each novel’s language, style, and themes?***