**Investigation: The Michael Brown shooting and social unrest in Ferguson, Missouri**

***Question: Is the shooting of Michael Brown by a police officer in Ferguson, Missouri, simply a terrible accident, or is it further evidence of institutionalized discrimination (based on race, class, etc.) in the United States?***

**Your paper should include the following sections:**

* An introduction that includes the major ideas you will discuss (discrimination, racial profiling, class warfare, etc.)
* A thesis statement that directly answers the research topic.
* A section that summarizes the events surrounding the Michael Brown shooting and the subsequent unrest in Ferguson, Missouri.
* A large section that utilizes research material, along with your own thoughts/ideas, to support your thesis statement.
* A conclusion that restates your thesis and summarizes your main arguments.

**Requirements**:

* Four pages minimum
* Eight sources minimum
* APA format, including a correctly-formatted title page, running header, in-text citations, and a works cited entry.

**Due Dates:**

9/5/2014: Four source cards due; 10 information cards due

9/10/2014: Eight total source cards due; 25 total information cards due

9/14/2014: Works Cited Due

TBD - Rough Draft/Final Paper Due Dates

**Note cards:** You may utilize index cards, or you may utilize online index cards that can be e-mailed or submitted through google documents.

All assignments can be submitted via Google documents.

Alternative thesis statements can be presented to the teacher for approval.

Rubric to follow: your paper will be evaluated based on the sections detailed above, the length requirements, and its adherence to APA format.

**Suggested Sources**

Michael Brown timeline: <http://www.usatoday.com/story/news/nation/2014/08/14/michael-brown-ferguson-missouri-timeline/14051827/>

What we don’t know: <http://time.com/3146887/ferguson-michael-brown-darren-wilson-questions/>

Nobody is winning: <http://time.com/3146684/ferguson-michael-brown/>

Racial divide on Ferguson, Mo.: <http://www.latimes.com/nation/la-na-ferguson-poll-20140818-story.html>

**Media clips/perspectives on Michael Brown case:**

<http://www.cnn.com/video/data/2.0/video/us/2014/08/19/orig-ferguson-tick-tock.cnn.html>

<http://www.cnn.com/video/data/2.0/video/us/2014/08/19/ac-bts-spike-lee-ferguson-michael-brown-shooting.cnn-ap.html>

<http://www.cnn.com/video/data/2.0/video/us/2014/08/20/nr-lamont-hill-elder-race-debate.cnn.html>

<http://www.cnn.com/2014/08/20/us/ferguson-power-players/index.html?hpt=hp_c2>

*Major news outlets will be sufficient sources of accurate information, including: CNN, ABC news, CBS news, etc.*

**Opinion articles:**

Must read: <http://time.com/3132635/ferguson-coming-race-war-class-warfare/>

<http://www.cnn.com/2014/08/20/opinion/whitaker-ferguson-shooting/index.html?hpt=hp_t3>

 **Core Standards Addressed**

**RI.11-12.7**: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**SL.11-12.3**: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**W.11-12.2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

1. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.