LCS 8ᵗʰ Grade Research Project:
Information Packet

Name: _____

Topic: _____

Due Dates:

Part I: Wednesday, November 18, 2020 (Context)

Part II: Friday, December 11, 2020 (Topic)

Part III: Wednesday, Jan. 13, 2021 (Digital Presentation)

The 8ᵗʰ grade research project will count for a grade in both grammar and history classes. This assignment involves three parts: two essays, one involving the time period surrounding a certain event and one about the event itself; and one presentation with a digital component and a short in-class presentation. Students will research their topics using digital and print resources and will write their essays according to the MLA guidelines, including title and end pages. This assignment is given for two reasons: first, to allow each student to study a history topic in depth and share some of their newly acquired knowledge with classmates; second, to prepare students for future academic research writing. Each section of the project will receive both a grammar and a history quiz grade, based on form and writing and on historical accuracy.

What sources do I need?

You must use a minimum number of sources of information for each section:

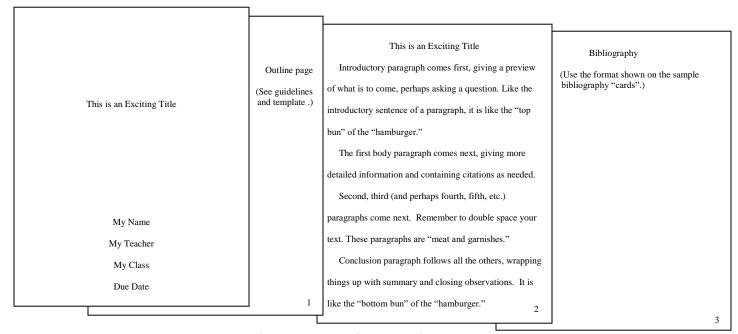| PART I (Historical Context): 3+ Sources:	PART II (Historical Event): 4+ Sources:
• Can be books, magazines, journals, newspapers, etc. • *At least one non-internet source* • *At most one encyclopedia*	• 1 encyclopedia (paper or digital) • 1+ other printed resources (books, magazines, newspapers, etc.) • 1+ reliable internet resources

Both parts of your final paper (background/historical context and main topic/event) should include the following parts (in the order listed):

- Title page (not numbered)
- Outline (should not actually be numbered, but Google Docs won't allow this, so page numbers can start here – see mini video tutorial for help, if needed)
- Body (numbered, usually only if you have more than one page of actual text)
- Bibliography (numbered) – Note: The word "Bibliography" must be centered at the top

These four (+) pages must be correctly formatted in Google Docs, using a 10-, 11- or 12-point standard font (Times New Roman, Arial, Calibri, *not something "artsy"*). Double space your entire paper and use default margins on all sides (leave them as they are in Docs). Each paragraph should be indented ½ inch (one tab). Insert page numbers at the bottom of the appropriate pages. You do not have to print your paper but are expected to turn it in through the 8th Grade Homerooms and Research Google Classroom. You will receive comments through the Classroom and a "hard copy" of the grade rubric.

This is an Exciting Title My Name My Teacher My Class Due Date	Outline page (See guidelines and template .) 1	This is an Exciting Title Introductory paragraph comes first, giving a preview of what is to come, perhaps asking a question. Like the introductory sentence of a paragraph, it is like the "top bun" of the "hamburger." The first body paragraph comes next, giving more detailed information and containing citations as needed. Second, third (and perhaps fourth, fifth, etc.) paragraphs come next. Remember to double space your text. These paragraphs are "meat and garnishes." Conclusion paragraph follows all the others, wrapping things up with summary and closing observations. It is like the "bottom bun" of the "hamburger." 2	Bibliography (Use the format shown on the sample bibliography "cards".) 3

Please edit your paper carefully. Have a friend or family member assist you in editing, since our own mistakes are often difficult to spot. Final drafts should be free of spelling errors, fragments, run-on sentences, and citation errors. Here are some more things to keep in mind as you write:

- Make sure to spell out any number less than 100, and never start a sentence with a numeral. (i.e. "30,000 troops marched into battle." >> "Thirty-thousand troops…")
- You should also avoid abbreviations (Dr., etc., Mr., U.S., and others) and contractions ("don't," "can't," etc.) except in a quote or parenthetical reference like "Wilson et al.".
- Please refrain from using first- or second-person pronouns (I, me, my, you, yours) in your writing. You are writing in a "formal", not conversational, style.
- Try not to give your own opinion—you are not a prestigious scholar yet. Just share what your research turns up. You may, however, give your answer to whatever questions you may have posed (backing it up with factual details, of course).

How do I organize my information?

One effective way is to use some kind of note cards. A template of one such card is included in your packet, and a digital copy is available on Mrs. Perkinson's and Mrs. Krygsheld's websites (you could save a digital copy and type information onto it, if you desire). The same is true for bibliography/source cards.

When using note cards, keep the following in mind:

- Remember only to include one fact (or reference) per card so that you can more easily sort them into the correct paragraphs of your paper.
- If you are copying words directly from your source, be sure to add big quotation marks or write a large note to yourself. Always avoid plagiarism!
- Only directly quote things for which you cannot think of another way to say. Rewording is preferred. You will still need a citation, even without a direct quote.
- Keep all of your note "cards" (and bibliography "cards") together for easy reference later, even if you end up not using all of them when you decide what to include in your final paper.

Sample Bibliography Note Cards:

(Print)   A

Newbury, Lewis. <u>What Did They Wear There?</u>. Los Angeles: Newbury Publishers, 1946.

(Internet)   B

Holden, Charles C. P. "Rescue and Relief". *GreatChicagoFire.org*, Chicago History Museum, 2011. Web. 7 Nov. 2015. ‹http://www.greatchicagofire.org/rescue-and-relief/›.

(Image)   C

Klee, Paul. *Twittering Machine*. 1922. Museum of Modern Art, New York. *The Artchive*. Web. 22 May 2015.

Bibliography = list of sources at the end of the paper

Sample Research Note Card:

A: Fashion   1

During this time, ladies wore long, poufy dresses that came down to their ankles.

                                            p. 94

Citation = notation at the end of sentence

Sample In-text Citations:

…words of sentence (Newbury 94).

…words of sentence (Holden, GreatChicagoFire.org).

When do I cite a source in my paper?

Cite any information that you learn from an author and decide to include in your paper. Give credit where credit is due! This includes direct quotes, summaries of things that authors have said/ideas they've promoted, and paraphrases.

Remember: While you do want to include a few quotes in your paper, summaries and paraphrases are preferred (still citing the source of the idea, of course). Only use a quote if you can't think of a different way to state the information.
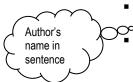(*Note: It is NOT o.k. to copy-paste a website into your paper, even with a citation.*)

- You <u>do</u> need to cite any piece of information that you learned from one or two particular writers, but you <u>do not</u> need to cite things that are your own ideas or that are considered to be common knowledge. It can be a bit tricky to determine what is common knowledge. In general, if you knew the information before doing any research or if you find the same piece of information in every source you read (for example, the date or location of your historical event), you are probably safe in assuming that it is commonly known and does not need a specific citation.

What are CITATIONS, and how do I include them in my paper?

A citation is a brief notation, within the paper itself, that tells where the information came from (giving credit where credit is due). The basic form of a citation is as follows: ***in parentheses at the end of the sentence but before the period, include both the author's last name and the page number*** where you found the information. Here are examples for various situations:

- Citing a written (print) work by one author
    - One page:
        - According to Galloway, shoelaces are the source of all problems in high schools today (324).

            Author's name in sentence

        - Galloway states, "Shoelaces are the cause of all ills experienced in the secondary educational setting in our day" (324).
            - Notice that the quotation marks in this example come before the page citation, but the sentence's end punctuation comes after the citation.
            - If you use multiple works written by one person, use a shortened version of the title to indicate which work you are citing. E.G. : If I had more than one book by Galloway and wanted to cite an idea of hers from the book *Progress is a Bad Word*, I might cite it as (Galloway, *Progress* 324).

            Author's name in citation

    - Multiple pages:
        - Shoelaces have caused such issues as late assignments, overeating, and hallway fights (Galloway 331-2).
- Citing one work written by multiple authors
    - Two or three authors:
        - Denim pants are a terrible drain on our society (Ooster and Skippy 24).
        - Ooster and Skippy declare denim pants to be a drain on our society (24).
            - List all authors in the order that they appear on the book's title page.
    - More than three authors:
        - Hair spray kills brain cells (Kirk et al. 91).
            - Name only the first author listed on the title page of the book. The other individuals are covered by saying "and others" or its Latin equivalent, "et al." (a slightly shorter version of "et alia," Latin for "and others").
- Citing more than one work (if they contain the same idea)
    - If teenagers were allowed to chew gum in class, they would certainly be able to perform better on tests (Mathis 49; Clark 123).
- Citing the same author several times in a row in one paragraph
    - Galloway believes that shoelaces are the source of all problems in high schools today (324). He maintains that, if students were not allowed to have shoelaces, there would be fewer late assignments, fewer in-class disruptions, and fewer fights in the hallways (331-2). He even asserts that "shoelaces are one key cause of overeating in teenagers" (297).
        - Note that only the page numbers are given after I establish which author's writing I am referring to.
    - Citing a work with no author listed → Use all or part of the title in place of an author's name.
        - Ingrown toenails are one of the greatest concerns of today's high school students ("Physicians' Report" 19).

        Unknown author? Use title.

How do I cite digital resources?

Cite digital resources similarly to how you cite print resources: **In parentheses, use the author's name and/or other identifying information**, like the short version of the website, as applicable (e.g. Holden, GreatChicagoFire.org).

NOTE: For some web sites, including online encyclopedias, you may include paragraph or section numbers instead of page numbers. (Purdue Online Writing Lab can be helpful with citations, too.)

How do I make a BIBLIOGRAPHY page?

Center the title (Bibliography) on the first line of the last page, above your listing of sources, and remember that your bibliography page should be double spaced, just like the rest of the paper. List all sources that you read for your research (in alphabetical order by author's last name), even if you ended up using only a little information from them in your final paper. If a citation takes more than one line, indent the additional lines by one tab stop (Note: You may need to press "Enter" to enable you to indent the second line.).

Internet Sources

Holden, Charles C. P. "Rescue and Relief". GreatChicagoFire.org, Chicago History
    Museum, 2011. Web. 7 Nov. 2020.
    ‹http://www.greatchicagofire.org/rescue-and-relief/›.

> [*Use the date that you viewed this article online. Since links are constantly changing, this gives people an idea if they'll be able to find your source for themselves.*]

Dictionary/Encyclopedia Article

"Hats." Encyclopedia Americana. 2018 ed.

Here are examples of bibliography entries for several kinds of sources.

Books

One Author:
Newbury, Louis. Hair Style Design. Los Angeles: Newbury Publishers, 1946.

Two or Three Authors:
Billicky, Jill M., and Millie Resnick. Some Days. Bloomington, IN: Little Pen Publishing,
    1994.

Four or More Authors:
Wilson, Donn, et al. Mysteries of the Deep. Boyd's Mill, NJ: Boyd's Mill Press, 1987.

No Author:
Harper's Bazaar Beauty Book. New York: Appleton Publishing Co., 1959.

[More details about book listings:
*~A **state** abbreviation is only included for publishing houses located in small towns, not for those in well-known cities (e.g. Topeka, KS as opposed to New York).*
~If you relied on just one chapter or short section of a book, either cite the chapter that you used or cite the book, but list the page numbers that you read at the end of your citation rather than citing the entire book as your source.
*~Cite a **pamphlet** in the same way as you would cite a book.***]**

Interview

Larceny, Larry. United States Senator. Personal Interview. 29 Apr. 2000.

[*Name of person you interviewed, their position—implies why their expertise is relevant.*]

NOTE: Bibliography makers like "EasyBib" are also available, though some involve a cost.

| *Websites for more information:* | **~Purdue Online Writing Lab (Purdue OWL)**
https://owl.english.purdue.edu/owl/resource/747/02/ |

~**Cornell University Library**
https://www.library.cornell.edu/research/citation/mla

How do I know if an internet source is any good?

Not every piece of data on the internet is accurate and unbiased. You must not include "bad" sources in your paper and so present weak information as solid fact. As a responsible researcher, choose sources that can be trusted. Here are a few guidelines:

- *Date:* When was this article written? For a history paper, this may not be vital: opinions of historians who wrote twenty years ago may be just as valid as those who wrote more recently. However, when writing about science or technology (or various other things), articles written more than a few years ago could be irrelevant or even absurd.
- *Author:* Most reliable articles will give the name of the author(s) and some information on their authority—their degree, job, or other publications. To the best of your ability decide whether individuals have the knowledge to speak authoritatively on your topic. (Note: You may have to "dig" to find the author, often in the "About" section of the site.)
- *Web Address*: The location of the article can help determine its reliability:
  - Personal or commercial websites (ending in ".com" or ".net") can be suspect. The author may or may not be clearly indicated as a professional or expert with education and experience in the area about which they are speaking. Read the text to see whether the author seems to promote one viewpoint/interpretation.
  - Non-profit websites (ending in ".org") can be good sources, or they can be terrible sources. Read through some of what is written on the site. Does it seem to be one-sided, or does it fairly represent alternate viewpoints?
    - The Librarians' Internet Index (http://lii.org/) is a search engine which includes more reputable sites in its hits.
    - Wikipedia.org is generally not an "acceptable" source site, but you can use it to find additional links that are (check the end of the article).
  - Government websites (ending in ".gov") are considered to be basically unbiased, factual resources, safe for research use. They contain reports and statistics.
    - The Library of Congress (http://www.loc.gov/index.html) has many links, like "American Memory", which leads to various historical resources.
  - College or university websites (ending in ".edu") can be fairly reliable, though not without bias. Their areas of research or their conclusions may be skewed by their beliefs. For example, a Christian college will probably focus on different aspects of a topic than will a public institution. Search for unbiased facts.
    - The University of Houston (http://www.digitalhistory.uh.edu/) has interesting Digital History archives.
  - Since many grade school or high school websites (e.g. ".k12.xx.us") have interesting information written by students or teachers who may or may not have expertise in the subject area, avoid using these sites. The same goes for Prezis, which may or may not be reliable (though the sources cited in them may be).
- *Content:* This involves both the appearance and the actual information on the site.
  - Is the information presented in a professional manner? Is it free from obvious mistakes that would make you doubt the capability of the author?
  - What else is included on this web site? Is it designed to sell a product or promote a particular viewpoint? Can it be trusted to present information fairly?
  - Does the information that you find here seem to match with the things you have read other places? If not, perhaps you need to look for another source.

HINT: Use key words to search.

HINT: Avoid Wikipedia, Prezi, and sites with "click bait."

HINT: Have "click restraint" & use "lateral reading."

What about the Digital Component and Oral Presentation?

For the digital component (due in January), you will have three choices:

- o Build a website (Weebly education)
- o Create a Google Slides Presentation
- o Create a Power Point presentation (or similar from other software, including Prezi)

Whichever you choose, the *digital presentation* portion of your project should include the basic information about both the historical context and from the event itself. Do NOT just copy and paste your paper into the new format. Rather, include highlights and give them visual appeal. You should include graphic elements including things like photographs, illustrations (correctly cited, of course, unless the illustrations are your own individual designs).   You may also wish to include links to short video clips from YouTube, Vimeo or some other website. This portion of the project will be due after Christmas break and goes along with the oral presentation.

The *oral presentation* will basically be an in-class presentation of your digital component. Again, the idea is NOT to read your report, but rather to present the highlights of it in an engaging manner, so that your audience (Mrs. Perkinson and the Civics class) will be interested and want to learn more. Your oral presentation should last between 4 and 9 minutes or so, perhaps slightly longer if it includes video clips, though they should be short snippets, not lengthy videos. You may use up to three 3x5 cards for notes, if needed.

Mrs. Krygsheld will review the options for the digital component right after Christmas break to help you get started. If you wish to finish this section prior to that (over the break), you are welcome to reference the digital component handout in the online copies of resources on the teachers' websites.

LCS 8th Grade Research Project Checklist for Written Portions:

General

_____ I used a standard font in a standard size and in black text only.

_____ My pages have uniform margins on all sides.

_____ My whole paper (including title page, outline, and bibliography) is double-spaced.

_____ I turned my paper in on time. (NOTE: 1 bonus pt. for 1 day early, 2 pts. for 2 days)

Title Page

_____ I have a title page.

_____ The text is centered.

_____ I list the title, my name, my teachers' names, my classes, and the due date.

_____ The title is 1/3 of the way down the page; the rest of the info is 2/3 of the way down.

_____ My title is interesting (not simply the name of my event).

Outline

_____ My outline page has the word "Outline" centered on top.

_____ I have the major parts labeled with Roman Numerals (**I**. for context, **II**. for event).

_____ Levels are labeled correctly (Roman Numeral→capital letter→number→lowercase letter)

_____ Each level of my outline is indented one tab (½ inch) more than the previous level.

_____ Each level lines up (all the ABC's, all the 123's).

_____ Each level has at least two items (no A without a B, no 1 without a 2).

_____ The first letter (*only* the first letter) of each heading is capitalized (except proper nouns).

_____ There is no end punctuation unless I've written a complete sentence.

_____ I used either the sentence structure or the topic structure, not a mixture of both.

_____ My headings are written in parallel structure.

Body

_____ The title appears on the top of my first page exactly as it appears on the title page.

_____ Each page of the body is numbered at the bottom, right-hand corner.

_____ The body of my paper is the correct number of paragraphs (Context: 7 paragraphs, Event: 5-9 ¶'s), including introductory and concluding paragraphs.

_____ The first line of each paragraph is indented ½ inch (one tab).

_____ The order of my paper is the same as the order listed in my outline.

_____ My paper has an opening paragraph which introduces the topic.

_____ My paper has a concluding paragraph which brings the paper smoothly to an end.

_____ My paper is free of spelling, grammar and typing errors.

_____ My paper has complete sentences, not fragments or run-ons.

_____ My paper is made up of well structured paragraphs.

_____ Each paragraph has one clear topic and correct paragraph structure.

_____ My writing has a logical, natural flow.

_____ I have cited sources for all pieces of research that I include in my paper (<u>at</u> <u>least</u> 4).

_____ My information matches the guidelines (I. Correct 10-year period; II. Event+import).

_____ My information is historically accurate.

Bibliography

_____ My bibliography page has the title centered on the first line.

_____ I listed my sources in alphabetical order by author (or by title, if there is no author).

_____ Each source listed begins up against the left margin (don't tab before typing).

_____ If a listing has two lines, the second line is indented by one tab.

_____ I have the correct number of sources (3+ for part I, 4+ for part II).

_____ No more than one source for each part is an encyclopedia.

_____ I have at least one non-internet source for part I and two for part II.

_____ All of my sources are cited correctly, with necessary information in correct order.