



Research Project

Name _____ Date _____

5	<ul style="list-style-type: none"> • Information Seeking/Selecting and Evaluating—Student gathered information from at least THREE different quality sources. Source evaluation scorecard is included for each source. • The Essay—Student carefully analyzed the information collected and drew appropriate conclusions supported by evidence. Richly supports the theme with many relevant facts, examples, and details. Approach is more analytical than descriptive (analyzes, evaluates, and/or creates information). • Documentation—Student documented all sources in MLA format in footnote or bibliography. • Product— Demonstrates a logical and clear plan of organization. The paper is well-written, typed and well-presented. 	100
		94
4	<p>The research paper meets all of the criteria for level five EXCEPT that:</p> <ul style="list-style-type: none"> • Student presents the information collected without really analyzing it. Though the essay may present many relevant facts, examples, and details, the writer really just re-packages the information in his/her own words. Approach is more descriptive than analytical. • There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, etc. 	85
		78
3	<ul style="list-style-type: none"> • The source evaluation scorecards are included for some, but not all sources. Sources may be of questionable value or there may not be enough sources. • Though the essay may present many relevant facts, examples, and details, the writer really just re-packages the information in his/her own words. • Though documentation is present, there may be problems with format. • There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc. 	71
		65
2	<ul style="list-style-type: none"> • The source evaluation scorecards are not included • Sources may be of questionable value or there may not be enough sources, or sources not cited. • The essay presents minimal relevant facts, examples, and details. The writer really just re-packages the information in his/her own words. • There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc. 	58
1	<ul style="list-style-type: none"> • The writer may have plagiarized the whole thing. • The writer looked up information somewhere and repackaged it, perhaps not even in his/her own words. • The amount of information present is grossly inadequate. • There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc. 	0

Citing your source using MLA (“Modern language Association”) format:

BOOKS

Format:

Author. *Title of Book*. City of Publication: Publisher, Year.

ENCYCLOPEDIAS and REFERENCE BOOKS

Format:

Author of Article.(if given) "Article Title." *Title of Book*. City of Publication: Publisher, Year.

MULTIVOLUME SETS

Format:

Author or Editor. *Title of Set*. Total number of vols. City of Publication: Publisher, Year.

MAGAZINE ARTICLES

Format:

Author. "Title of Article." *Title of Magazine* Date: Page(s).

NEWSPAPER ARTICLES

Format:

Author. "Title of Article." *Name of Newspaper* Date, edition: Page(s).

WEB SITE -- Professional or Personal

Format:

Creator's name (if given). *Web Page Title*. Institution or organization. Date of access <URL network address>.

How good is your source?

Not all sources for research are equally good. Use this quick score sheet to judge your source and enter the score you derive on the front in the space provided.

Credible—Credible means “believable”. Can you trust this source?

+0 up to 3 points: What is your “gut feeling” about the believability of this source.

+3—Is the creator’s name listed?

+5—Is the creator’s background, education, training, and/or experience listed?

+3—The organization that published the source is listed.

+2—I can tell it’s a non-profit organization

+2—I can tell it’s a government organization

+1—It’s a private company or individual publisher

Total Credibility Score: _____

Accurate—Is the source providing true information to the best of your knowledge?

+2 if you do not find anything in the source that goes against something you know for sure

How old is the source?

+5 if it’s no more than 3 years old

+2 if it’s between 3 and 8 years old

+1 if it’s older than 8 years old

+0 if you cannot tell when it was created.

+3 if the purpose of the source is just to tell you information

+2 if the purpose of the source is also to convince you of something

+0 if the source is very one-sided

Total Accuracy Score: _____

Quality

+5—The source tells where the creator got his/her information

+3—There are no evident grammar, spelling, or other mechanical errors

+3—The source is well-designed; there is little or no advertising or commercial interests;

Total Quality Score: _____

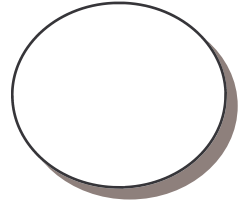


Name: _____

Today: _____

Historical Time Period: _____

Your Question:



Information: *Relevant, accurate, significant factual information that is explained enough to be useful in an essay on this historical period.*

Correct the following and resubmit:

- Not** Neat and legible
- Information **not** fully developed
- Does **not** go with current historical time period or theme
- Does **not** go with student's major
- NOT** stated in student's own words
- Information is trivial or irrelevant
- NOT** a Legitimate and appropriate source
- MLA citation is **wrong**
- Attestation **not** signed

Source Citation in MLA Format:

How good is this source?

Use the worksheet on the back to calculate a score for this resource as a way to help you judge how good the source is. Enter your score here:

Attestation: I affirm that, although I may have had some help from others, I completed this research myself and it represents my own original work.

_____ signature

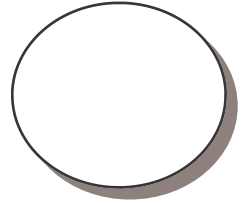


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_____ signature



Social Studies

US History Research Questions

Research Field	Key Questions
Dissenters and Minorities	<ul style="list-style-type: none">• How did minorities and dissenters try to get the freedom to life as they saw fit?• In what ways were minority populations are almost enslaved, controlled, limited, or dominated by the majority populations in a state?
Economics	<ul style="list-style-type: none">• Who are the wealthy people? Why are they wealthy? What power do they have?• In what ways does the government control trade and commerce?• Where does most of the trade and commerce take place?
Fashion and Clothing	<ul style="list-style-type: none">• What are the different ways in which people dress and what does it mean?• Who makes up what clothing styles are popular?
Food and Nutrition	<ul style="list-style-type: none">• How well did wealthy people eat compared to less well off? What kinds of things did they eat?• What kinds of food did people eat? How good was their diet?
Geography	<ul style="list-style-type: none">• What does geography have to do with trade?• What does geography have to do with people's customs?
Government	<ul style="list-style-type: none">• What are the characteristics of the strongest government leaders of this period?• Is it true that the government is made up of people from the wealthy class?• How well do democratic governments stand up to stress?• What were the stresses on governments of this period and how well did they handle them?• How well educated was the population? How did they get educated? What level of education did most people have?• What were the major turning points of this time period?• Who were the most important people in government at this time? What made them so important?
Health	<ul style="list-style-type: none">• What was health care like at this time?

	<ul style="list-style-type: none"> • Who had the best access to health care? • What were the most serious health problems of this time? How did health care providers deal with it? • Where were health conditions best? Worst?
Migrations	<ul style="list-style-type: none"> • Why were most people immigrating to the Americas at this time? • How were the new immigrants at this time received by the people already here?
Military	<ul style="list-style-type: none"> • The most important military battles of this time were... • Why did the winners win their battles? What made the strongest forces strong? • What was the best military technology at this time?
Plastic, Visual, Art and Music	<ul style="list-style-type: none"> • Who is making art at this time? What is it like? Who is it for? • Art styles that become dominant in a period usually draw from one or two important artists. Who are the important artists at this time? • All great artists have suffered in their personal life. How did the artists of this period suffer?
Recreation	<ul style="list-style-type: none"> • What did people do for fun at this time? • Who has the most time for fun?
Religion	<ul style="list-style-type: none"> • To what religion do the wealthy and powerful belong at this time? • What are the minority religions at this time? How do they differ from the majority? • Religions go through periods of “purification” every so often when some members break away to go return to their idea of the original form. In what ways was this happening at this time? • How does religion influence government?
Technology	<ul style="list-style-type: none"> • What kinds of inventions came about as a result of war at this time? • What nations had the best technology at this time? How did that help them? • How did technology help the flow of wealth? • Technology is copied from some other place more often than it is invented. From where did technology get copied at this time? How? Why? • What changes in the world were caused by scientific discoveries and inventions at this time? • How did inventions, discoveries, and/or technological advances lead to major changes in society at this time?