



# Research Project

Name \_\_\_\_\_ Date \_\_\_\_\_

5	<ul style="list-style-type: none"> <li>• <b>Information Seeking/Selecting and Evaluating</b>—Student gathered information from at least <b>THREE</b> different quality sources. Source evaluation scorecard is included for <b>each</b> source.</li> <li>• <b>The Essay</b>—Student carefully analyzed the information collected and drew appropriate conclusions supported by evidence. Richly supports the theme with many relevant facts, examples, and details. <b>Approach is more analytical than descriptive</b> (analyzes, evaluates, and/or creates information).</li> <li>• <b>Documentation</b>—Student documented all sources in MLA format in footnote or bibliography.</li> <li>• <b>Product</b>— Demonstrates a logical and clear plan of organization. The paper is well-written, <b>typed</b> and well-presented.</li> </ul>	100
		94
		85
4	<p>The research paper meets all of the criteria for level five EXCEPT that:</p> <ul style="list-style-type: none"> <li>• 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. <b>Approach is more descriptive than analytical.</b></li> <li>• There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, etc.</li> </ul>	78
		71
3	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Though the essay may present many relevant facts, examples, and details, the writer really just re-packages the information in his/her own words.</li> <li>• Though documentation is present, there may be problems with format.</li> <li>• There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc.</li> </ul>	65
		58
2	<ul style="list-style-type: none"> <li>• The source evaluation scorecards are not included</li> <li>• Sources may be of questionable value or there may not be enough sources, or sources not cited.</li> <li>• The essay presents minimal relevant facts, examples, and details. The writer really just re-packages the information in his/her own words.</li> <li>• There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc.</li> </ul>	0
		0
1	<ul style="list-style-type: none"> <li>• The writer may have plagiarized the whole thing.</li> <li>• The writer looked up information somewhere and repackaged it, perhaps not even in his/her own words.</li> <li>• The amount of information present is grossly inadequate.</li> <li>• There may be problems with the quality of presentation. Examples: not typed, many errors in English conventions or many typos, disorganized style, etc.</li> </ul>	0
		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: \_\_\_\_\_

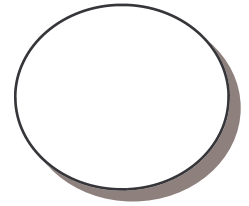


Name: \_\_\_\_\_

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

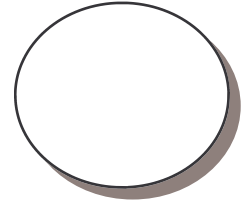


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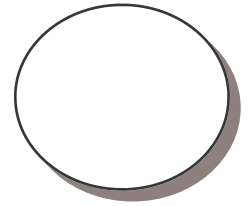


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\_\_\_\_\_ signature



# Social Studies

## Global Studies Research Questions

Research Field	Key Questions: Take a position
<b>Dissenters and Minorities</b>	<ul style="list-style-type: none"> <li>• Dissenters / Minorities fought to get their rights through violent means and were successful.</li> <li>• Minority populations are almost always enslaved, controlled, limited, or dominated by the majority populations in a state.</li> <li>• It is not possible for minorities or dissenters to gain political power most of the time.</li> <li>• Migrations are often motivated by dissenters who cannot get tolerance at home.</li> </ul> <p><i>“Dissenter” – a group who does not agree with the dominant religion, government, or policy</i></p> <p><i>“Minority” – group that is far less in number than the rest of the society or community.</i></p>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• Political stability is only possible when commerce is successful.</li> <li>• Access to natural resources and a strong infrastructure are keys to economic growth.</li> <li>• The more control the government exercises over the economy, the weaker the economy.</li> <li>• Cities make successful commerce possible.</li> </ul>
<b>Fashion and Clothing</b>	<ul style="list-style-type: none"> <li>• Clothing shows social status. The different social strata were...</li> <li>• New styles are pioneered by the rich classes.</li> <li>• Styles change more rapidly now than in the past.</li> <li>• The function of clothing in human societies is ...</li> </ul>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Diet was better among the wealthier classes.</li> <li>• Large empires require food imports because they cannot sustain themselves. They fall when these sources become jeopardized.</li> <li>• Food often plays a ritual function in many cultures. For example...</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Geographic features have an important influence on the culture of a region or nation.</li> <li>• Geography affects commerce...</li> </ul>
<b>Government</b>	<ul style="list-style-type: none"> <li>• Strong leaders have these characteristics in common...</li> <li>• Most governments favor the wealthy classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Democratic governments cannot withstand economic, social and/or military crises.</li> <li>• During times of war or other crisis, governments that are less democratic work best.</li> <li>• Democracy is only possible when the citizens are educated.</li> <li>• Most democracies in history failed.</li> <li>• Strong, central governments are better than loose, associated states.</li> <li>• Throughout history, people have tried to change their societies through reform or revolution.</li> <li>• Turning points in important events that change the course of history for a nation or region. Such turning points are...</li> <li>• Certain individuals in government had a major impact on history...</li> </ul>
<b>Health</b>	<ul style="list-style-type: none"> <li>• Health care gets better as time goes by.</li> <li>• Historically, the best health care mostly reserved for the wealthy classes.</li> <li>• Health and sanitary conditions better in cities than in the country.</li> <li>• Educated people enjoy better health than lesser-educated people.</li> </ul>
<b>Human Rights</b>	<ul style="list-style-type: none"> <li>• Slavery was a common form of labor throughout history.</li> <li>• The slavery of the Southern United States was fundamentally different from slavery in ancient Greece and Rome.</li> <li>• Ancient peoples did not question the morality of slave labor.</li> </ul>
<b>Language and Linguistics</b>	<ul style="list-style-type: none"> <li>• Languages change over time and evolve into other languages.</li> <li>• The language of conquerors influences the people conquered [in the following ways...]</li> <li>• Immigrants lend pieces of their language to the dominant language of their new country.</li> <li>• Although speaking the same language, there are regional variations or “dialects” within a single nation or state.</li> <li>• Different social classes have different ways of speaking and access to the other social class is reserved for those who can learn to speak that way.</li> </ul>
<b>Migrations</b>	<ul style="list-style-type: none"> <li>• Immigrants are always poor people seeking a better life.</li> <li>• People are not liable to migrate if they are economically successful.</li> <li>• The historic reasons people migrate are ...</li> <li>• Immigrants enrich the culture of their new land.</li> </ul>
<b>Military</b>	<ul style="list-style-type: none"> <li>• When armies are loyal to the State instead of an individual, there is a great chance of the government being overthrown.</li> <li>• Greater numbers most always determine the winner of battle.</li> <li>• Wars usually start with people thinking they won't last long.</li> <li>• Empires cannot maintain their size because the demands of the military become too great.</li> <li>• War is too expensive for states to wage.</li> <li>• The strongest armies in [such-and-such a period in] history were those that ...</li> </ul>
<b>Plastic,</b>	<ul style="list-style-type: none"> <li>• The arts were mostly for the rich.</li> </ul>

<b>Visual, Art and Music</b>	<ul style="list-style-type: none"> <li>• Art styles that become dominant in a period usually draw from one or two important artists.</li> <li>• The role of the arts in society is ...</li> <li>• Artistic creations reflect the values of a people.</li> <li>• All great artists have suffered in their personal life.</li> </ul>
<b>Recreation</b>	<ul style="list-style-type: none"> <li>• Recreation time increases for most people through the centuries.</li> <li>• Recreation time is based on wealth.</li> <li>• The wealthier classes enjoy different types of recreation than the working classes...</li> <li>• The influence of technology on recreation is ...</li> <li>• The importance of recreation in society is...</li> </ul>
<b>Religion</b>	<ul style="list-style-type: none"> <li>• Religion is connected with social class. Ruling elites usually belong to one religion and the lower classes to others).</li> <li>• Religions acquire ideas and practices from other religions.</li> <li>• Religions go through periods of “purification” every so often when some members break away to go return to their idea of the original form.</li> <li>• The influence of religion on government is ...</li> <li>• Religious wars aren’t REALLY about religion. They are about resources or power or economics.</li> <li>• Religions evolve over time.</li> <li>• Some religions lend themselves more readily to democracy than others.</li> <li>• Religion has significant effects on various features of a culture.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• Jumps in technological innovation occur especially during times of war.</li> <li>• States with better technology gain dominance over their neighbors and rivals.</li> <li>• Technological development is tied to economic success.</li> <li>• Technological development is a continual progress toward improvement.</li> <li>• Technology is copied from some other place more often than it is invented.</li> <li>• Technological advances happen most often when...</li> <li>• Scientific discoveries and inventions have led to many changes in the world...</li> <li>• Inventions and technological advances have often led to major changes in societies.</li> <li>• Since the earliest days, humans have been exploring and studying the universe. Some important people who contributed to our knowledge are...</li> </ul>