

TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	2
MANDATORY GRADE LEVEL CRITERIA	3
PROGRESS CHART	4
SELECTING A TOPIC	5
DEVELOP COMPELLING QUESTIONS	6
BRAINSTORMING	7
DEVELOPING A THESIS STATEMENT	9
PLAGIARISM	11
INTERNET USE	14
COMPUTER BASED LIBRARY RESEARCH SKILLS	15
SOURCE CARD INFORMATION	16
SOURCE CARD TEMPLATES	17
FACT CARD INFORMATION	26
FACT CARD TEMPLATES	27
OUTLINE/GRAPHIC ORGANIZER	29
INTERNAL CITATION	31
CITING SOURCES	32
PEER REVIEW STUDENT WORKSHEET	35
SAMPLE GRADING RUBRIC	37
GRADING THE RESEARCH PAPER	38
SAMPLE RESEARCH PAPER	39
LIBRARY SKILLS PROGRESSION K-12	47

SHENENDEHOWA MIDDLE SCHOOL

INTRODUCTION

This Middle School Research booklet is designed to guide students through the steps of developing a research paper. Keep in mind this guide presents an introductory research format. The student may be asked to use all or just portions of the following procedures given in this booklet. The student will be evaluated on each step of the research process - planning, organizing, drafting, revising, and editing - as well as the final product. The student must take notes and keep all handouts on the assignment in a separate folder.

The following questions must be clearly answered before the student begins the research process.

1. What topics are acceptable?
2. How many sources are needed?
3. What types of sources are needed?
4. What will be evaluated and turned in?
5. Must the final paper be typed?
6. What will the final product look like?
7. What are the approximate due dates along the research project?
8. What criteria will be used to grade the project?
9. What is the penalty for a late paper?

Once these basic questions have been answered, the student is prepared to follow this writing process:

- Planning – selecting a topic/developing compelling questions/developing a thesis statement
- Prewriting – researching/source cards/fact cards/outlining
- Drafting - write a handwritten rough draft (sloppy copy) with citations
- Revising - clarifying ideas/concepts, organizing paragraphs
- Editing - correcting mechanical errors – spelling, grammar, punctuation
- Publishing - final copy

MANDATORY GRADE LEVEL CRITERIA FOR RESEARCH PAPER/PROJECT

Sixth Grade

- Scheduled visit to library/e-library for *Research/Critical Skills*
- 1-2 typed, double-spaced pages
- Pull information from up to three (3) different sources- one of which would be computer based
- Use of basic encyclopedias, books, web sites, database, etc.
- Source cards
- Fact cards (5-20)
- Use of a graphic organizer (outline)
- Final Works Cited
- Hand-written Rough Draft
- Paragraph early in year/big report 2-3 pages

Seventh Grade

- Scheduled visit to library/e-library for *Research/Critical Skills*
- Pull information from databases, books, periodicals, websites, specialty encyclopedias; total of 3-5 quality sources
- Source cards (one per reference)
- Fact cards (25-30)
- Outline/graphic organizer
- Hand-written rough draft
- Internal citations
- Final Works Cited page (in alphabetical order)
- 3-5 typed, double spaced pages
- Title page

Eighth Grade

- Scheduled visit to library/e-library for *Research/Critical Skills*
- Pull from databases, books, periodicals, web sites, specialty encyclopedias, 5-8 quality sources
- Source cards (one per reference)
- Fact cards (50)
- Outline/graphic organizer
- Hand-written rough draft
- Internal citations
- Final Works Cited page
- Five typed, double spaced pages, ***minimum***
- Title page

PROGRESS CHART

Name: _____ For Research Paper On : _____

TASKS COMPLETED	DUE DATE	TEACHER'S COMMENTS	TEACHER INITIALS	PARENT SIGNATURE
Choose Topic				
Develop Compelling Questions				
Thesis Statement				
Source/Works Cited Cards				
Note/Fact Cards				
Outline				
Rough Draft				
Peer Revision/Editing				
Works Cited Page				
Final Copy/with Title Page				
Other:				

SELECTING A TOPIC

The class/subject area assigning a research paper will determine the general topic or subject of your paper. Your teacher may provide a general topic or subject for you to research. It may be your mission to narrow down the subject to a workable topic for your paper. If you are involved in your topic selection, it is important to keep in mind the length of time you have to complete the assignment, and the number and type of resources available to you. Become familiar with the topic before you begin!

After you have selected your topic, you will need to focus or make it more specific. Ask yourself these questions:

- Can the topic be limited to an event or place?
- Can the topic be limited to a short period of time?
- Can the topic be limited to one person, one group, or one example?
- Can the topic be limited to one aspect of the general topic?

While you are trying to come up with a workable topic you will need to allow plenty of time for preliminary research. Read about your general topic in an effort to come up with a list of related terms and ideas. From these narrowed down key terms you will be able to create more meaningful compelling questions. You are on your way to an effective thesis statement.

DEVELOPING COMPELLING QUESTIONS

Good research questions are not ones that can be answered with a “yes” or “no” or a date. Sometimes they can begin with words like: *who, what, how, or why*. Compelling questions may involve words like: *describe, compare, contrast, or what were the causes of _____? Or what were the results of _____?*

The basis of your research will be the answers to these compelling questions. Remember, your questions may change as you read and learn more about your topic. Be prepared to revise or add or omit questions as you go along.

EXAMPLES OF COMPELLING QUESTIONS ...

If you were to write a paper about your future plans, these are compelling questions you might ask yourself before and as you begin your research.

- I. Reflect on the Past Year:
 1. What are some of my greatest achievements?
 2. What am I proudest of from the past year?
 3. What were my three most dramatic mistakes?
 4. How am I wiser, more skilled, more mature and more productive?
 5. What did I learn from those experiences to take with me into the New Year?
- II. Preview the Coming Year:
 1. What would I like to add, change or eliminate in my life this year?
 2. What do I want to do to stretch myself and become a better person?
 3. What are my top 3-5 goals for the coming year?
 4. What can I do to strengthen the most important relationships in my life?
 5. What skills do I want to master?
- III. Clarify your Life Dreams:
 1. Where do I want to be in the next 10 years?
 2. How do I want to live? Where?
 3. What are my most important values to live by in the next phase of my life?
 4. What brings me the most happiness?
 5. How can I add more and more of that to my daily life?
 6. What is the most important thing for me to achieve in the next 10 years?

RESEARCH PAPER – BRAINSTORMING

Name: _____ Date: _____

The topic I have selected for my research paper is:

What do you already know about this topic? Use the space below to record any information which may deal with your topic.

COMPELLING QUESTIONS ON MY TOPIC

Grade 6: 2 – 3 Questions

Grade 7: 5 Questions

Grade 8: 5 Questions

Question #1:

Question #2:

Question #3:

Question #4:

Question #5:

DEVELOPING A THESIS STATEMENT

A thesis statement can also be called a purpose statement. A thesis statement is a one sentence summary stating the **purpose** of the paper. Keep in mind that the focus of this thesis statement may change as you progress through your research paper. For example:

The purpose of this paper is to:

- show the development of a (an)
- summarize the information about
- to discuss
- to analyze
- to prove
- to make comparisons between
- to explain why _____ happened
- etc.

MY THESIS STATEMENT

Write the purpose of your research paper below. Be sure to make it one, strong sentence.

Attachment: Thesis Handout

Thesis Statements

Name _____

1. _____ had a huge/small effect on the outcome of _____.
2. _____ was/was not an important cause of _____.
3. _____ was/was not a good leader before/during/after _____.
4. Without _____, we would not have _____.
5. _____ was a difficult point during _____.
6. _____ was a hero of _____.
7. _____ changed between _____ and _____.
8. _____ is an important idea in _____.
9. _____ needed _____ in order to _____.
10. _____ has an interesting history.
11. There were several stages in the _____ of _____.
12. _____ caused many problems for _____.
13. A huge challenge for _____ was _____.

PLAGIARISM

Plagiarism is using someone else's ideas or words in your research and not giving credit to that person. PLAGIARISM IS CHEATING! To avoid plagiarism, you should give credit to your sources, paraphrase, and quote when the ideas or words are not yours.

SAMPLE A

The grand style of living in Alexandria came to an end more than 1,600 years ago. That's when a series of earthquakes struck - and sank parts of ancient Alexandria, including the royal quarters of Cleopatra which were on the island of Antirhodos. Alexandria was thought to have been lost forever – that is, until archaeologist Franck Goddio began his quest to uncover the lost ancient city.

This is the original source. If you were to copy it word for word, that would be PLAGIARISM.

SAMPLE B

1600 years ago, the grand style of living in Alexandria ended. Earthquakes sank parts of ancient Alexandria. Alexandria was thought to have been lost. Frank Goddio, an archeologist, had a quest to uncover the lost city.

This is plagiarized. In order to make it acceptable, you would need to give credit to the source it is taken from, and put it into YOUR OWN WORDS.

SAMPLE C

Many earthquakes caused much of Alexandria to sink into the sea. This happened around the 15th Century. Everyone thought that Alexandria would never be found again. Frank Goddio, an archaeologist, wanted to find the ancient city (Prokos 8).

This is acceptable because you are giving credit to the source and it is in your own words (paraphrasing).

WORKS CITED

Prokos, Anna. Cleopatra's Lost City - New York: Harcourt, 2002.

PLAGIARISM IS ILLEGAL...

- Buying a paper from a research service or term paper mill.
- Turning in another student's work.
- Turning in a paper a peer or parent has written for the student.
- Copying a paper from a source text without proper acknowledgment.
- Copying materials from a source text, supplying proper documentation, but leaving out quotation marks.
- Paraphrasing materials from a source text without appropriate documentation.
- Turning in a paper from a "free term paper" website.

Main Entry: **pla·gia·rize**

Pronunciation: 'plA-j&-'rIz also -jE-&-

Function: *verb*

Inflected Form(s): **-rized; -riz.ing**

Etymology: *plagiary*

Date: 1716

transitive senses: to steal and pass off (the ideas or words of another) as one's own : use (another's production) without crediting the source

intransitive senses : to commit literary theft : present as new and original an idea or product derived from an existing source

- **pla·gia·riz·er** *noun*

- Merriam-Webster's Collegiate Dictionary
www.m-w.com/cgi-bin/dictionary

To avoid plagiarism in your writing, use your source and fact cards to keep track of your information.

- Use internal citations when quoting, paraphrasing, and/or summarizing
- Enclose direct quotes in quotation marks
- Include a Works Cited page
- Write a hand-written rough draft (requirement)

You can avoid plagiarism if you develop good compelling questions, and work from the information you find to answer these questions.

CONSEQUENCES OF PLAGIARISM

Harvard to Hornstine: No Way

By now, Blair Hornstine expected to be packing her bags for Harvard, where she was in the class of 2007. But the 18-year-old from Moorestown, N.J. is making other plans. The Harvard Crimson reported last week that the school had rescinded Hornstine's acceptance after learning that she had used unattributed text from other authors in columns for a local paper. Hornstine drew national headlines this spring when she sued her high school because officials wanted her to share the valedictorian title. She won, but the popular backlash against her was so severe that she didn't attend graduation. Students at Moorestown and Harvard scorned her as a whiny brat who got special treatment because of a medical disability that causes chronic fatigue.

Hornstine's lawyer, Edwin Jacobs Jr., says the rejection was mutual. "Blair had decided to tender a withdrawal of her application simply because of the rabid, negative publicity on that campus," he says. Harvard won't comment, but accepted students are always told that admission can be revoked for behavior that questions "honesty, maturity or moral character." Rutgers professor Donald McCabe, an expert on student cheating says that Harvard did the right thing. "She violated a standard the university is trying to enforce." Current students caught plagiarizing are "ordinarily required to withdraw," according to the student handbook. At the moment, Hornstine is taking college classes (at an undisclosed campus) and figuring out her next move. "Blair has been exploring other alternatives, namely campuses less hostile than Harvard," says Jacobs. No matter where she goes, she's already earned a degree from the school for scandal.

Kantrowitz, Barbara and Julie Scelfo. "Harvard to Hornstine: No Way." Newsweek. 21 July 2003. Reproduced in EBSCO Masterfile Select. < <http://web13.epmet.com/>> (17 August 2004) .

INTERNET USE

AUTHORITY

Can you identify who wrote the information?

*Hint: See the chart below for some help in evaluating where the information came from. You might assume that an educational institution or a government site will have quality information as opposed to that posted by an elementary student. Do not use internet addresses which include a tilde (~); this will indicate a personal source.

ACCURACY

Is the information written clearly with accurate spelling?

Do you find quality links to related information?

OBJECTIVITY

Is the information slanted toward a particular point-of-view?

Does the author try to convince you to hold a particular opinion?

CURRENCY

If there is a date on the site, does it reflect the date the information was written? Updated? Last visited?

Are the links live?

Could this still be outdated information even though it is online?

*

.com	commercial organization
.edu	educational institution
.gov	government
.mil	military
.net	network
.org	organization, association, club or other non-profit institution

COMPUTER BASED LIBRARY RESEARCH SKILLS

	INTERNET	DATABASES
6 th Grade	Choosing appropriate keyword Understanding an Internet Address Looking for an Author and Date on a Website	Horizon Searching – Online Catalog Electronic Encyclopedia Shenet.org Shenpublib.org

	INTERNET	DATABASES
7 th Grade	Website vs. Database Website Evaluation - Intro	Intro to Databases Gale Bio. Magazines Infotrac/EBSCO Opposing Viewpoints

	INTERNET	DATABASES
8 th Grade	Website Evaluation and objectivity	Integrate Use of Resources (Research Paper) Advanced Search Options

SOURCE CARDS

Every time you use a source you must first complete a source card. On each source, list all needed information. This will be used later for citations and the works cited page. You will also give each source a number, beginning with #1 for the first source you use, #2 for the second source, and so on. Every source must have a different number; different articles from the same encyclopedia or periodical will count as different sources.

Because different types of sources are located in different ways, we have provided sample source cards for various print and electronic sources. See your teacher or a librarian if you do not see a sample representing one of your sources.

- Complete a source card for each source you use.
- Number source cards.
- Copy information completely and accurately.
- Some articles have not author listed. Indicate “no author” on these cards.
- Source cards will be used for citations and the works cited page.
- Every source will mean one source card and numerous fact cards.
- Complete all source cards before you begin fact cards or rough draft.

BOOKS

ONE AUTHOR

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <p>1. Author(s)/Editor(s)* <small>*If there are two or three authors, list them after the first author (first name first) with commas in between.</small></p> <p>2. Title of Book (underlined)</p> <p>3. City of Publication</p> <p>4. Publisher</p> <p>5. Year of Publication</p> <p style="text-align: right;">STUDENT NAME</p>	<p>Marrin, Albert. <u>George Washington and the Founding of a Nation</u>. New York: Dutton Children's Press, 2001.</p> <p style="text-align: right;"><small>(If Albert Marrin were the editor, the entry would look like this: Marrin, Albert, ed. instead)</small></p>

TEMPLATE	
<p>_____ , _____ . _____ .</p> <p style="text-align: center;">author's last name first name title of book (underlined)</p> <p><i>(indent)</i> _____ : _____ , _____ .</p> <p style="text-align: center;">city of publication publisher year of publication(copyright date)</p>	

BOOKS

MORE THAN THREE AUTHORS (et al.)

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. First author's last name, first name, followed by et al. (this means <i>and others</i>) 2. Title 3. City of Publication 4. Publisher 5. Year of Publication <p style="text-align: right;">STUDENT NAME</p>	<p>Flynn, John, et al. <u>Invertebrate Fossils</u>. New York: McGraw, 1992.</p>

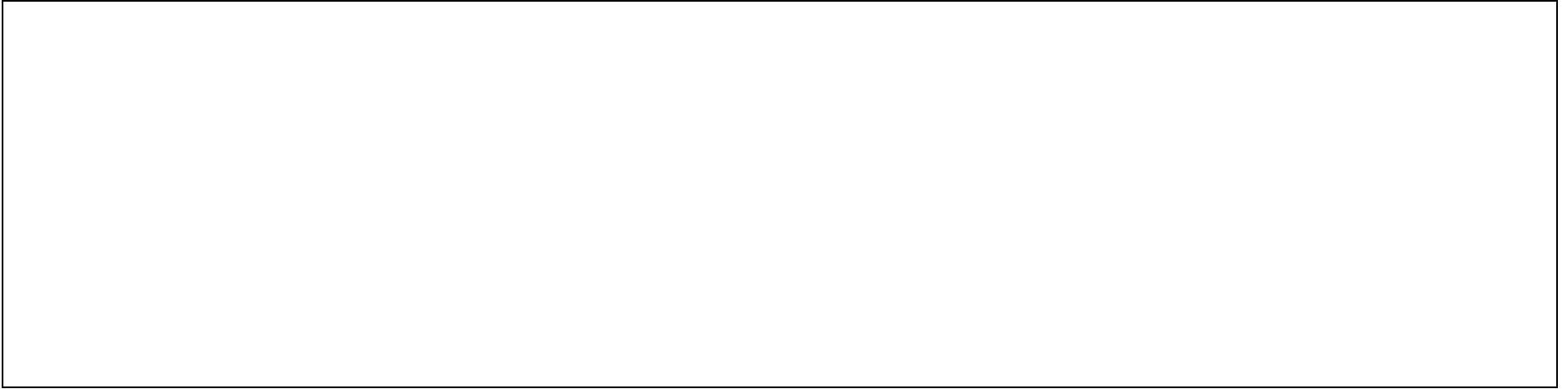
TEMPLATE	
<p>_____</p> <p style="text-align: center;">author's last name</p> <p>(indent) _____</p> <p style="text-align: center;">city of publication</p>	<p>_____, _____, et al. _____.</p> <p style="text-align: center;">first name</p> <p style="text-align: center;">title of book (underlined)</p> <p>_____:</p> <p style="text-align: center;">publisher</p> <p>_____.</p> <p style="text-align: center;">year of publication</p>

Encyclopedia/Dictionary/Almanac

General Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <p>1. Title of Article (in quotes)</p> <p>2. Title of Encyclopedia/Dictionary/Almanac (underlined)</p> <p>3. Volume Number</p> <p>4. Year of Publication (if the edition includes the year, you may omit this item)</p> <p style="text-align: right;">STUDENT NAME</p>	<p>“Wolf.” <u>World Book Encyclopedia</u>. Vol 1. 2008.</p>

TEMPLATE	
<p>_____.</p> <p>Author(If there is one)</p> <p><i>(indent)</i> _____.</p> <p>title of encyclopedia/dictionary/almanac (underlined)</p> <p><i>(indent)</i> _____.</p> <p>Volume #</p>	<p>_____.</p> <p>title of article(in quotes)</p> <p>_____.</p> <p>year of publication(copyright date)</p>



Magazine Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. Author of article (last name, first name) 2. Title of article (in quotes) 3. Title of magazine (underlined) 4. Issue date of magazine (day/month/year) 5. Page(s) of article <p style="text-align: right;">STUDENT NAME</p>	<p>Lane, Bernard. "Endangered Birds." <u>Audubon</u> 6 July 1996: 64-67.</p>

TEMPLATE		
_____ Author of article – last name	_____ first name	_____ title of article (in quotes)
<i>(indent)</i> _____ title of magazine (underlined)	_____: issue date (day/month/year)	_____ page(s) of article

Newspaper Article

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. Author of article (last name, first name) 2. Title of article (in quotes) 3. Title of newspaper (underlined) 4. Issue date (day/month/year) 5. Page(s) of article (If paging is not continuous, cite the first page number and a + sign). <p style="text-align: right;">STUDENT NAME</p>	<p>Farrell, Allison. "Search Dog Honored for 9-11 Work." <u>The Sunday Gazette</u> [Schenectady] 22 Sept. 2002: B1+.</p>

TEMPLATE		
<p>_____</p> <p>Author of article – last name</p>	<p>_____</p> <p>first name</p>	<p>_____</p> <p>title of article (in quotes)</p>
<p><i>(indent)</i> _____</p> <p>title of newspaper (underlined) [If city is not in title, add it in brackets]</p>	<p>_____</p> <p>issue date (day/month/year)</p>	<p>_____</p> <p>page(s) of article</p>

Online Encyclopedia

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. Title of article (in quotes) 2. Title of reference work (underlined) 3. Web address of article <in angled brackets> 4. Date of online visit (in parentheses) <p style="text-align: right;">STUDENT NAME</p>	<p>“King, Martin Luther.” <u>Grolier Multimedia Encyclopedia, Online.</u> <http://auth.grolier.com>. (5 May 2004).</p>

TEMPLATE	
<p>_____.</p>	<p>_____.</p>
<p>title of article (in quotes)</p>	<p>title of reference work (underlined)</p>
<p>< _____ >.</p>	<p>(_____).</p>
<p>web address</p>	<p>date of online visit</p>

Website

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p>1. Author Source #</p> <p>2. Title of Article (if available - in quotes)</p> <p>3. Title of Website (underlined)</p> <p>4. Date of publication/revision</p> <p>5. Website address<in angled brackets></p> <p>6. Date of access</p> <p style="padding-left: 20px;">*Use the original web address, not the one that is found through a search engine.</p> <p style="text-align: right;">STUDENT NAME</p>	<p><u>Mr. Dowling's Electronic Passport</u>. 2002 <http://www.mrdowling.com>. (4 May 2004).</p>

TEMPLATE			

Author(If there is one)			
_____●		_____●	
title of article (in quotes)		Name of website (underlined)	
<i>(indent)</i> _____●	_____●	_____●	
Copyright/last update	web address <in angled brackets>	Date of access(today's date) (in parenthesis)	

Online Article

JOURNAL/MAGAZINE/NEWSPAPER

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. Author of article (last name, first name) 2. Title of article (in quotes) 3. Title of journal/magazine/newspaper (underlined) 4. Date of journal/magazine/newspaper 5. Web address of article <in angled brackets> 6. Date of Online Visit (in parentheses) <p style="text-align: right;">STUDENT NAME</p>	<p>Sternberg, Steve. "Study: Extra Pounds Increase Heart Failure Risk." <u>USA Today</u> 13 Nov. 2002 <http://www.usatoday.com/news/health/2002-07-31-obesity_x.htm> (5 May 2004).</p>

TEMPLATE			
<p>author of article – last name</p>	<p>first name</p>	<p>title of article (in quotes)</p>	
<p><i>(indent)</i> title of journal/newspaper/magazine (underlined)</p>	<p>date of journal/newspaper/ magazine</p>	<p>web address <in angled brackets></p>	
<p><i>(indent)</i> date of Access (d/m/y)</p>			

Online Article

SUBSCRIPTION DATABASE

BIBLIOGRAPHY CARD FORMAT	SAMPLE FORMAT FOR WORKS CITED PAGE
<p style="text-align: right;">Source #</p> <ol style="list-style-type: none"> 1. Author of article (last name, first name) 2. Title of article (in quotes) 3. Title of journal/magazine/newspaper (underlined) 4. Date of journal/magazine/newspaper 5. Name of Database 6. Web address of article <in angled brackets> 7. Date of Online Visit (in parentheses) <p style="text-align: right;">STUDENT NAME</p>	<p>Peters, Jennifer L. "Should Schools be Year-round?"</p> <p><u>Know Your World Extra</u>. 26 April 2002. Reproduced in Gale Biography Resource Center. <http://web6. Infotrac.galegroup.com/> (21 Nov. 2003)</p>

TEMPLATE			
<p>_____</p> <p>Author of article – last name (If there is one)</p>	<p>_____</p> <p>First Name</p>	<p>_____</p> <p>Title of Article (in quotes)</p>	
<p><i>(indent)</i> _____</p> <p>title of journal/newspaper/ magazine/book (underlined)</p>	<p>_____</p> <p>date of publication (copyright date)</p>	<p>_____</p> <p>web address <in angled brackets>up to .com</p>	
<p><i>(indent)</i> _____</p> <p>Name of database</p>	<p>_____</p> <p>Date of Access (d/m/y) Today's date</p>		

FACT CARDS

Fact cards are the cornerstone to writing a strong, research based text because they collect the ideas that support the thesis. To make the most of this:

- Put your name or initials on each fact card
- Keep all your fact cards in one place
- Write one fact per card (use the front side only to see all the info as you go)
- Be sure to label each fact card with the source number and page(s)
- Write fact card facts using key words and phrases (avoid complete sentences)
- Copy all facts carefully! Get it right or don't bother getting it!
- Use quotation marks to copy exact words from the source, otherwise paraphrase, summarize or outline the data
- Create a code word to remind yourself where this card will be useful in your paper (before/during/after, cause/effect, characters/locations, category/sub-topic)
- Organize fact cards according to the teacher's instructions

Correct Sample Fact Card

Source # 4	Bo Radley
Page # 462	Category: Dreams
- Psychologist David Ryback - some dreams predicting exact future events come true	
- Subject dreamed witness to bank robbery	
- night after did witness in exact bank he had dreamed about	

Incorrect Sample Fact Card

Source # 4	Bo Radley
Page # 462	Category: Dreams
Psychologist David Ryback says that some dreams predicting exact future events do come true.	
One subject dreamed he was a witness to a bank robbery, and the night after the dream, he did witness a bank robbery in the exact bank he had dreamed about.	

Fact Card Template

Source # _____	Your Name: _____
Page # _____	Code Word: _____

Fact Card Template

Source # _____	Your Name: _____
Page # _____	Code Word: _____

Fact Card Template

Source # _____	Your Name: _____
Page # _____	Code Word: _____

ORGANIZING FACT CARDS

(one full period)

1. Each bibliography card must have a different source number.
2. Each fact card needs the correct source number and a page number.
3. Write the code/category on each fact card.
4. Separate cards into piles based on the code words.
5. Spread out the cards from one pile so you can read every fact. Then, put all the like facts together.
6. Pick up cards in the appropriate order of usefulness (chronological, sequential, cause/effect – the ones you will use first on top).
7. Proceed to the next code word and repeat the process until you have gone through each code word/category.
8. When you have gone through all the cards, go through and read each again. Rearrange as needed.

HINTS:

- Notice where you have gaps in information. Plan to do specific research to fill in these gaps.
- Miscellaneous facts may fit into your categories during steps 6 and 8.

OUTLINE/GRAPHIC ORGANIZER FOR RESEARCH PAPER

An outline is a way to map out your writing. It uses key words and phrases to quickly assemble important ideas and represent them in an organized manner prior to writing a draft.

An outline is shown on the next page for a research paper on the Struggle in the Holy Land. It is a partial outline for the introduction, early body paragraphs and conclusion of the paper. It should serve to make you familiar with the correct format.

Rules for Outlining

- Fact cards must be organized before outlining
- Give outline a title fitting the topic closely
- Use key words and phrases
- Sub-ideas hang below and in from their parent ideas
- You must have at least two entries for each level (don't put in an "A" unless you will have a "B")
- Use the code words/categories on your note cards as the main ideas in your outline
- Include relevant ideas only. It is okay to drop ideas that are weak or awkward

Rules for Graphic Organizers

- Fact cards must be organized before completing
- Follow your teacher's instructions

The Struggle in the Holy Land

- I. Jerusalem, hotbed of religious conflict
 - A. Currently under Jewish control
 - 1. Muslims' 3rd most holy city
 - 2. Muslims can't accept Jewish control
 - B. Question raised about how to end the impasse (Secular)
 - 1. Examine history
 - 2. Examine deeds
 - 3. Examine goals of all involved
- II. Examination of historical difficulties
 - A. Root of problem stems from after WWI with English Involvement
 - 1. British get lands of Israel and Syria
 - 2. Britain openly supports Zionist movement
 - 3. Britain promises to free Ottoman Empire States
 - 4. Britain gains Palestine
 - a. opens Holy Land to returning Jews
 - b. dissention begins
 - B. Palestinian revolt
 - 1. British create immigration cap affecting Holocaust
 - 2. Conflict on where to host Holocaust refugees
 - 3. Problem brought to U.N.
 - a. Israel split in two
 - b. Proposal: Jerusalem under international control
 - c. Creates Arab disappointment
 - C. Arab commitment to destroy newly formed Israel
 - 1. Palestinians flee Israel under promise of land restoration
 - 2. Israel attacked on founding day by Arab nations
 - a. Israel gains greater territory
 - b. Creates a divided Jerusalem
- II. Secular Plan for Peace
 - A. Follow original plan to split Israel
 - B. PLO ends attacks
 - C. Stop mistreatment of Palestinian refugees
 - D. Attacks on Israel must stop
 - E. Apologies from all parties

Introduction

Body

Conclusion

(This outline matches the model research paper on pages 39-46)

INTERNAL CITATION

The key to internal citation is to use the least amount of information necessary to clearly identify the source of the fact you are sharing.

1. Whenever possible, give the author's name and page number of the reference (with no punctuation marks in between) at the end of the sentence being documented, **but before the period at the end of the sentence.**

EXAMPLE – Twenty-five percent of the nuclear power plants had structural defects (Smith 48).

2. If your source has no author, such as in a newspaper or magazine article, use the "title" of the article and the page number. If the title is long, use the first few words and...followed by the page number.

EXAMPLE – Twenty-five percent of the nuclear power plants had structural defects ("Chernobyl – Can it..." 28).

3. When you are using an internal citation for a direct quotation, put the reference **after** the final quotation marks but before the period at the end of the sentence. In this situation, the final period at the end of the sentence will come **after** the quotation marks.

EXAMPLE – "Twenty-five percent of the nuclear power plants had structural defects" (Smith 48).

4. When you are using a website that does not have an author or title, use the portion of the address up to the .com, .org, .gov etc. as your citation.

EXAMPLE – Twenty-five percent of the nuclear power plants had structural defects (www.nuclearpower.com).

5. When you are using a graphic such as a picture, a chart, a table or a drawing, put the reference on the page underneath the graphic. Use the author's last name and the page number. Be sure the reference appears on your works cited page.

EXAMPLE -



Two Young Girls from Rexford, 1910
(Scherer 6)

CITING SOURCES

This page provides examples of source citations for different types of sources. Please make sure that when you create your “works cited” page, you alphabetize your sources and indent every line after the first one for each source (see examples). The first line only should be flush with the margin. Single space **within** each citation but double space **between** citations. Be careful to punctuate each citation correctly and make sure you write the authors’ last names first. Please note that if a source does not have an author, you will begin your citation with the title. Do not write “no one.” See the next page for a sample “works cited” page.

BOOKS

Author (Last Name, First). Title. City of Publication: Publisher, Year of Publication.

Example:

Clark, Kenneth. This is a Masterpiece. New York: Lerner, 1993.

ENCYCLOPEDIAS

“Title of Article.” Name of Encyclopedia. Year of Edition.

Example:

“Graham, Martha.” World Book Encyclopedia. 2000 ed.

ONLINE ENCYCLOPEDIA

“Title of Article.” Title of reference work. Year of Edition. <Web Address>. (Date of Online Visit).

Example:

“King, Martin Luther.” Grolier Multimedia Encyclopedia Online. 2004 ed. <<http://auth.grolier.com>>. (5 May 2004).

A PERSONAL INTERVIEW

Person’s Name (Last, First). Personal Interview. Day Month Year.

Example:

Smith, John. Personal Interview. 3 Mar. 2002.

WORLD WIDE WEB SITES (WWW)

“Title of Article.” Name of Website. Date of Publication. <internet address>. (Date of Access).

Example:

“A Hypertext History of Multi-User Dimensions.” Computer History. 5 Dec. 2002 <<http://www.ccs.neu.edu>>. (4 May 2004).

MATERIAL FROM SUBSCRIPTION DATABASE – ONLINE ARTICLE

Author of article. "Title of Article." Title of Journal/Magazine/Newspaper. Date of Journal/Magazine/Newspaper. Name of Database. <internet address>. Date of Online Visit (Day Month Year).

Example:

Peters, Jennifer L. "Should Schools be Year-round?" Know Your World Extra. 26 April 2002. Reproduced in Gale Biography Resource Center. <<http://web6.infotrac.galegroup.com/>> (21 Nov. 2003)

See sample Works Cited (next page).

Works Cited

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<<http://www.addameer.org/september2000/index.html>>. 27 Dec. 2000.
- Wakesburg, Joel. Personal interview. 3 January 2001.

PEER REVIEW STUDENT WORKSHEET

Name of reviewer: _____

Author of paper: _____

In addition to checking spelling and grammar, you are also responsible for helping a partner with organization, development, content and citations. Please be honest with your partner and give him or her constructive criticism. Read the following instructions before reading the paper. After reviewing the paper and evaluating each part in the chart below, please complete "Part II" by editing the paper and providing the number of corrections needed for each category next to the statements provided. Please do not forget to complete "Part III" as well!

Once you have completed all of the requirements of this evaluation, the author of this paper will review the evaluation, ask any questions they may have about your scoring, make corrections and initial each section as it is revised.

PLEASE READ ALL DIRECTIONS ON THIS PAGE BEFORE BEGINNING WORK!

PART I

Please evaluate each piece using the following key for your rubric:

- 0 = Missing
- 1 = Needs Work
- 2 = Proficient/Average
- 3 = Outstanding

	AREA OF EVALUATION	RUBRIC				Author's Initials
		3	2	1	0	
INTRODUCTION	Thesis Statement is clear and lively					
	Establishes a clear focus					
BODY	Detailed information, fully elaborated					
	Shows clear understanding of topic					
	Makes connections between ideas					
	Accurate, interesting and relevant details					
CONCLUSION	Brings subtopics together neatly					
	Comes to conclusion regarding thesis					
	Fully summarizes main points					
*INTERNAL CITATIONS	Appropriate number of sources used					
	Quotations/Information/Pictures cited correctly					
	Appropriate format on works cited page					
*GRAMMAR/ MECHANICS	Paper is easily readable and clear with minimal errors					

- *ATTENTION* – Extra work needed in these two sections!

PART II

In this section, you will follow these six directions and then place the number of corrections needed for each part.

INTERNAL CITATIONS

Check page 31 for the citation rules.

1. Put an asterisk where you think a citation is missing from the paper.

2. Put an "X" through any citation you think is unnecessary. # _____

3. Circle any citation you think is written incorrectly. # _____

MECHANICS

1. Circle any words you think are misspelled. # _____

2. Highlight any sentence that does not sound grammatically correct.

3. Circle and correct any capitalization and punctuation errors. # _____

PART III

Answer these questions using specific information to explain your answer.

1. Describe two things that the author of this paper did well.

2. Describe two things that the author needs to improve or change.

SAMPLE RESEARCH PAPER
GRADING RUBRIC

NAME _____ CLASS _____

Title Page (___pts) _____

Handwritten Rough Draft (___pts) _____

Outline (___pts) _____

Typed Final Copy (___pts content (logical
organization and development
___pts mechanics/grammar) _____

Internal Citation (___pts) _____

Works Cited (___pts) _____

Fact Cards (___pts) _____

Source Cards (___pts) _____

Total (___ pts) _____

Comments:

A = _____ pts
B = _____ pts
C = _____ pts
D = _____ pts

GRADING THE RESEARCH PAPER

The grade for your research paper will be determined by considering the following information. Is your research complete? Have you been clear and concise with the facts? Are your transitions smooth? Basically, your grade is based on how complete your research is and how well you have presented it.

COMPONENT	"A" GRADE RANGE	"B" GRADE RANGE	"C" GRADE RANGE	"D" OR "F" GRADE RANGE
Introduction: Opens up the paper for explanations and detailed information, includes thesis statement.	Hook, general statement and overview (thesis), all are clear and lively. Established a clear point of view.	Hook, general statement and overview (thesis) Focus may be less specific.	Missing one or more components. Does not clearly convey the topic.	Is not focused on main idea or topic. Difficult to read or understand.
Body: Gives the important information. Addresses the thesis statement throughout.	Gives detailed and accurate information. Shows a clear understanding of the topic. Makes connections. Is engaging. Interesting, relevant and accurate details, fully elaborated.	Gives accurate info without lots of specific detail. Makes some connection. Shows less support and elaboration.	Some information may be unclear or misunderstood by the writer, less detail, some organization problems. Student had gaps in understanding the topic.	Lacks details and information is presented inaccurately. Presentation is unclear and/or confuses audience. Lacks organization.
Conclusion: Wraps up the paper and pulls all the ideas together for a nice finish so the reader isn't left hanging	Brings the subtopics together and gathers loose ends neatly. Comes to a conclusion regarding the thesis. Fully summarizes main points.	The closure of the paper is weaker and there may be loose ends. Conclusion not closely related to thesis. Mentions main points.	Leaves reader hanging and expecting more. The conclusion is not related to thesis. Partial summary of main ideas.	Summary inadequate or missing. Nor original concluding thoughts.
Transitions: Moves focus of writing from one sub-topic to another	Strong and clear. Allow for a natural flow between ideas. Appropriate transitional devices.	Some help in linking ideas. Some transitions used but may not be consistent.	Unclear and confusing transitions. Organization problems due to lack of transitions	Lacking any transition statements.
Internal Citations: Proving in the body of the paper where your information comes from	Appropriate number of sources used. Quotations and paragraphs cited correctly. Appropriate format on work cited page.	Paragraphs and quotations not cited correctly. Works Cited page incorrect. May be some errors in placement and/or format.	Many errors in placement and format. Citations may not clearly refer to a specific source.	Paragraphs and quotations not cited at all. No work cited page.
Draft Work: The card system and the rough draft	Turned in and correct.	Turned in with some errors.	Turned in with many errors.	Not turned in at all.
Grammar and Mechanics: Following the rules so that the paper is easily readable and clear	All of the time, 1-5 errors throughout.	Most of the time, 6-10 errors throughout.	Once in a while, 10-15 errors throughout.	Difficult to read or understand.

General Comments:

FINAL GRADE _____

The Struggle in the Holy Land

Name

Date

English 7

Period 3

Mrs. Smith

The city of Jerusalem has long been a hotbed for religious conflicts. As the most holy city for Christians, and Jews, and the third most holy to Islam, Jerusalem and its surrounding lands have been fought over since biblical times. Currently the Jews hold the holy land, with many Christian countries supporting their right there, but the Muslims have never been able to fully accept their third most holy city ruled by the Jews. The question raised by this dilemma is, what is the best secular solution to this conflict? In this situation, the correct solution may only be determined by examining the history, deeds, and goals of the parties involved.

The root of the current problem stated shortly after WWI, in order to solve another problem (I won't go into the several thousand years since Judaism began). The British got the lands of Israel and Syria as mandates after the First World War. During WWI, Britain had openly declared their support of the Jewish Zionist movement (a Jewish group determined to create a Jewish state); the British also vaguely promised to free several Arab nations forced under Ottoman rule (Reich 487). After gaining Palestine (Israel) as a mandate, the British declared it open to all Jews who would like to move to the Holy Land.

From 1936 to 1939, the Palestinians revolted against the British because of feelings against Jewish immigrants; this convinced the British to put an immigration cap upon the Jews. This allowed the Holocaust to be much more devastating. After the Holocaust and WWII, many more Jews wanted to enter Israel. The British were having trouble in solving the situation due to conflicting Arabs and Jews (whether to side with the Holocaust refugees or Arab natives); Britain submitted the problem to the U.N. in 1947. The U.N. agreed that

Israel should be split into two nations, with Jerusalem under international control (Reich 487). Israel officially came into existence on May 14, 1948, under the leadership of Ben Gurion (Reich 488). The Arabs were very disappointed.

The Higher Arab Committee, a Mid-East alliance of Arab nations, opposed Israel and was determined to destroy the forming state. Palestinians, urged by their leaders and with promises of their return after Israel's destruction, began to evacuate Palestine in order to avoid the coming conflict (Friedman). On the day Israel was born, Jordan, Egypt, Syria, Lebanon, Iraq as well as other Arab nations attacked Israel. By the end of the first war of Israel in 1949, the Arab nations were defeated; Israel had gained half the land reserved for the Palestinians, as well as Western Jerusalem. Egypt and Jordan gained the other half of what were to be Palestinian lands, as well as Eastern Jerusalem (Reich 488). Jerusalem was now divided rather than under international control.

The Muslim peoples have been the primary opposition to the Israeli state, forming various organizations to oppose Israel. The first major move by the Muslims against the Jews was in 1931 when they formed an anti-Semitic terrorist group. As WWII started, many Arabs supported the Nazi cause; some even went so far as to join the armies of the Axis. In 1945, the Arabs formed the Higher Arab Committee, which opposed any action that wouldn't leave Palestine as a purely Arab state (Friedman). After the defeat of the Arab nations who attacked Israel, the Palestinians were without organized leadership. Eventually the **Palestinian Liberation Organization** was formed (**PLO**). Among the PLO's moderate demands is a separate Palestinian state (Britannica). More radical demands are to replace Israel with a Secular state where the Muslims, Jews, and Christians are equal. This radical

proposal won't work, which you can easily see by looking at the violence these groups express towards each other and their long lists of grievances. Yasser Arafat became the leader of the PLO in 1969. Arafat immediately began using terrorist tactics on Israel, in fear of Israeli retaliation, Jordan kicked Arafat out; he was forced to relocate his headquarters to Lebanon. In 1974, Arafat became the legitimate representative of the Palestinian people and claimed to renounce terrorism. Israel attacked Lebanon in retaliation against PLO's terrorism on June 6, 1982, within several weeks Beirut (Lebanon's capital) was besieged and Arafat fled. His new headquarters was set up in Tunisia (Britannica). In 1988, realizing that the destruction of Israel, the PLO's original goal, was impossible in the present situation, they then changed their goal to a separate Palestinian state. Among their highest goals are the right of return, and the preservation of the Temple on the Mount (the Muslims have a different name for it) under Muslim control; the temple is the symbol of Palestinian Nationalism (Kifner 1). Both of these goals create massive barriers in the Peace process.

The Jews, represented primarily by the Israeli government are determined to hold their position. The Israeli government has had to fight off many Arab assaults in order to protect their state (Reich 488). Having to defend against thousands of Arab terrorist strikes greatly angered the people and they fear the return of the Palestinian refugees (Kifner 4). One Jew states that "I think Arafat and the Palestinians should give now, because they know they can't win by violence." (Wakesburg interview). The Palestinians do believe though, that they can gain a partial victory in several of their points. The Palestinians claim that under U.N. resolution 194, they have a right to return to Israel (Kifner 4). Israel has trouble with this for several good reasons, among them is that with this many more Muslims, the Jewish-

Muslim conflicts in Israel would become much more violent and common, secondly, it would be much easier for the Muslims to continue their terrorism and work to destroy Israel from within the state.

The right to return is the one of the most difficult issues of the peace process. There are approximately 4 million Palestinian refugees now in various locations (Kifner 1). “...Polls by Palestinian organizations say that only 9 percent of refugees would be willing to concede their right to return in exchange for compensation” (Kifner 4). This shows that a vast majority of Palestinians are not willing to give up this goal. This is probably because of the mistreatment of these refugees, in Lebanon there are 300,000 refugees in camps, they are forbidden concrete so that they may never form a permanent settlement, and forbidden to practice 67 professions. According to the New York Times, Arab nations fear that “...angry Palestinians would be a destabilizing element.” (Kifner 4). The president of Palestine stated that he wouldn’t allow the situation to be solved at the expense of Lebanon (who was one of those who caused it). In Jordan there are approximately 280,000 refugees within 10 camps (Kifner 4).

In 1993, the Oslo accords occurred, they started as secret negotiations between the PLO and Israeli government; the public got wind of it and the secret negotiations became official agreements. It was agreed that the PLO would gain recognition as the official representative of the Palestinians. Arafat agreed to renounce terrorist tactics (again) and it was agreed to begin to set up Palestinian self-rule. Since then the agreements were made to begin to give the PLO the West Bank of the Jordan and the Gaza strip so that an independent Palestinian state may be formed (Friedman). Peace talks collapsed and the situation

exploded in the year 2000 over disagreement over the right to return, return of the PLO to terrorist tactics and delays in giving the Palestinians the land promised to them.

The current conflict has been referred to as the intifada by Muslim leaders is about the right of return, and an independent Muslim state. This conflict has already gotten vicious; the Muslims are saying “Revolution Until Victory” (“Barak’s moving Sand”). The Palestinians believe that results require pressure on the ground. The Israeli army is having trouble with this uprising because they are not equipped with non-violent crowd control equipment. Muslims crowds are attacking Israelis with slings, rocks, explosives, and guns. The Israelis will not shoot anyone twelve years old or under which the Muslims scorn (September 2000 Clashes). But even someone whose twelve years old could chuck a grenade, and thirteen and fourteen year olds are much more likely to make a violent protest. When Israelites shoot people armed with slings and rocks, they complain loudly (September 2000 Clashes), but at a distance a rock can be mistaken for a grenade, a sling can throw grenades as well as rocks, and a well-aimed rock in a sling can kill at 50 yards. The revolt has gotten even dirtier, and both sides are being stained. Three hundred and thirteen Arabs are dead after only eighty days of revolt.

By examining the situation, it is clear that the best solution is most likely to split the state, as was the original plan. Furthermore, the PLO must stop all terrorist tactics so that peace may be maintained. Secondly, the Arab nations surrounding Israel must stop the mistreatment of Palestinian refugees. Thirdly, the Arab nations must stop attacking Israel militarily and economically. Finally, all parties must try and apologize with one another to

help ease the conflict. This in my opinion and based upon my research is the best secular solution.

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<<http://www.addameer.org/september2000/index.html>>. 27 Dec. 2000.
- Wakesburg, Joel. Personal interview. 3 January 2001

LIBRARY SKILLS PROGRESSION K-12

	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Defines the task or research question.	I	I	D	A	A	A	I	D	D	A	A	A	A
2. Defines and communicates an information problem or information need	I	D	D	A	A	A	D	A	A	A	A	A	A
3. Identifies the information requirements of the problem.		I	I	D	D	A	D	D	A	A	A	A	A
4. Identifies a thesis.								I	D	A	A	A	A
5. Uses information seeking strategies.	I	I	D	D	A	A	I	D	D	A	A	A	A
6. Determines the range of possible sources, print and electronic at the school library (and other libraries)			I	D	A	A	I	D	D	A	A	A	A
7. Intellectually and physically locates and accesses print or electronic information and sources.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
8. Understands the uses of various parts of a book (index, table of content, glossary, appendix, chapter and section headings).			I	D	A	A	A	A	A	A	A	A	A
9. Analyzes and evaluates the reliability and validity of informational texts. (Print and electronic)					I	D	I	D	D	I	D	A	A
10. Evaluates and selects those sources appropriate to the problem.	I	I	D	D	A	A	I/D	D	D	D	A	A	A
11. Finds and retrieves information within sources.		I	I	D	D	A	I	D	D	A	A	A	A
12. Reads, hears or views information in the sources.		I	I	D	D	A	D	D	A	A	A	A	A
13. Interprets and extracts dates, facts and ideas in the information sources.		I	I	D	A	A	D	D	D	D	A	A	A
14. Extracts information from the sources.		I	I	D	A	A	D	A	A	A	A	A	A
15. Analyzes and synthesizes information from multiple sources, organizing it and drawing conclusions about connections and relationships		I	I	D	A	A	I	I	D	A	D	A	A
16. Presents the information.	I	D	D	A	A	A	D	A	A	A	A	A	A
17. Documents sources using MLA format.				I	D	A	I	D	D	A	A	A	A
18. Evaluates the sources' effectiveness; evaluates the draft and final product's effectiveness.		I	I	D	A	A	A	A	A	I	D	A	A
19. Judges the efficiency of the information problem-solving process.				I	I	D	I	I	D	I	D	A	A
20. Devises strategies for revising, improving and updating the draft and final product.		I	I	D	A	A	I	D	D	I	D	A	A
21. Analyzes literary selections using author background.	I	I	D	D	A	A			I	I	D	D	A
22. Analyzes literary selections using critical reviews.									I	D	D	D	A

I = Introduce
D = Develop
A = Apply

Currently under revision.