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## ***PROJECT LIVING HISTORY***

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## ***IMPACT II is a program of the Broward Education Foundation***

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### **CONTENTS**

Page 3	Goals and Objectives
Page 4-6	Common Core Standards ELA Literacy in History/Social Studies
Page 7-9	CCS ELA Writing Grades 6 & 7
Page 9-10	CCS Reading Grades 6 & 7
Page 11-17	Course Outline/Activities
Page 18-19	Project Living History Implementation Schedule
Page 20-21	Living History Curriculum
Page 21-23	Rubrics/Assessment
Page 24-26	INQUIRY RESEARCH Lesson plans
Page 27-29	Group Project lesson plan
Page 30	Studenttreasures.com publishing information

## GOALS AND OBJECTIVES

Our school in Broward County Florida has been experiencing severe budget cuts. This has curtailed any future field trips to visit cultural institutions. Students in grades 6,7 and 8 struggle to maintain above average FCAT scores in Reading.

One third of our students from are from seven different cities due to NCLB, many of them are living in impoverished situations. Additionally, Title I families lack the time and funds to send their children to visit cultural institutions that would enhance their child's learning. Funding *Project Living History* guarantees all children at our middle school, one cultural museum experience per year.

Cultural learning greatly contributes to the understanding of children's place in the world. Essentially students will experience a broad range of culture and art forms, encouraging enjoyment, participation and creativity, ( Response to DCMS Review of Cultural Education 20 May, 2011) breaking barriers to learning and human relationships, ultimately improving overall attendance, student achievement, and discipline.

**All students will complete a research report complete with a Writing Rubric.**

(attached p.) The holistic score will determine their level of proficiency from below basic-basic, and proficient –advanced. The writing application and strategies measure all areas of FCAT writing ideas/content, organization, voice, word and language choice, sentence fluency, and conventions.

*Project Living History* transforms classrooms into museum exhibits bringing life to classroom teaching. The springboard is the Social Studies curriculum having the potential to transform the whole school as it exhibits individual Inquiry research and collaborative interdisciplinary projects in all subject areas such as: Art, Drama, Music, Science, Math, Media &Technology, Reading & Language Arts, and Foreign Languages.

This approach does not simply educate in a didactic, linear way, but lends its approach to include cultural education in the context of learning for all ages. *Project Living History* incorporates a multiplicity of formats and techniques within its context.

**Outcome** 400-500 students will increase their research skills, thereby improving overall reading achievement and content knowledge as measured by grades in Social Studies and annual FCAT scores.

**Measurement** All 6<sup>th</sup> graders will be pretested in Social Studies in September and post tested in May. The results will enhance quarterly 6<sup>th</sup> grade Benchmark testing and contribute to what every 6<sup>th</sup> grader should know. Overall student achievement will improve with active participation in the project. When students choose their own inquiry and thesis, they become more engaged in their own learning. Student attendance, attitude, and confidence will increase. Teachers should record this data throughout the project and compare with other teacher's involved in the project.

## ***CCR Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (K–12)***

<http://www.corestandards.org/the-standards>

### **CCR and grade-specific standards**

The CCR standards anchor the document and define general, **cross-disciplinary literacy** expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.

The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### **Grade levels for K–8; grade bands for 9–10 and 11–12**

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### **A Focus On Results Rather Than Means**

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as

most helpful for meeting the goals set out in the Standards.

### **An Integrated Model of Literacy**

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### **Research and Media Skills Blended into the Standards as a Whole**

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### **Shared Responsibility for Students' Literacy Development**

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have

a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

## CCR English Language Arts Standards>>Writing Grade 6 and Grade 7

### Introduction

The following standards for grades 6-12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

### Standards in this Strand:

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claims and organize the reasons and evidence clearly.

W.7.1 Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) acknowledge alternate or opposing claims, and organize the reasons and evidence logically.

W.6.1 & 7.1 Support claim (s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

W.6.1 & 7.1 Use words phrases, and clauses to create cohesion and clarify the relationships among claim (s), reasons, and evidence.

W.6.1 & 7.1 Establish and maintain a formal style.

W.6.1 & 7.1 Provide a concluding statement or section that follows from the argument presented.

W.6.2 & 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect. Include formatting (e.g.headings), graphics (e.g. charts, tables) and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationship among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 & 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and /or characters, organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words, and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

### **Production and Distribution of Writing**

W.6.4 & 7.4

Produce clear and coherent writing in which the development, organization, and are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1 – 3 above.)

W.6.5 & 7.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6.&7.6

Use technology, including the Internet, to produce and publish writing as well as boarding skills to type a minimum of three pages in a single sitting.

### **Research to Build and Present Knowledge**

W.6.7 & 7.7

Conduct short research projects to answer a question, drawing on several source sand refocusing the inquiry when appropriate.

W.6.8 & 7.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.



## W.6.9 & 7.8

Draw evidence from literary or informational texts to support analysis, reflection and research.

- Apply *grade 6 Reading standards* to literature (e.g. Compare and contrast texts in different forms or genres (e.g. stories and poems; historical novels and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics”).
- Apply *grade 6 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”)

### Range of Writing

W.6.10-W.7.10 **Write routinely over extended time frames (time for research, reflection, and shorter time frames (a single sitting or a day or two) for a range.**

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing-6-12/introduction/>

## CCR English Language Arts Standards>>Reading: Informational Text>>

### Grade 6 & 7

## CCR English Language Arts Standards>>Anchor Standards College and Career Readiness Anchor Standards for Reading

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

## **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.<sup>1</sup>
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American Literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

<sup>1</sup> Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

<http://www.corestandards.org/the-standards/english-language-arts-standards-6-12/college-and-career-readiness-anchor-standard-for-reading>

## Course Outline

Note this project may be adapted to the Elementary level.

### ACTIVITY: 1 READING, HISTORY, WRITING, AND RESEARCHING

During the first six weeks students will focus their study on a chapter in their History or Social Studies curriculum. Students will choose their own topic, declare a thesis and learn the research process as they complete an Inquiry project. The focus combines literacy, history and the Common Core Standards in Literacy, History, Writing, Researching and Technology.



### 1. ACTIVITY: 2 PUBLISHING

Each student will create their own nonfiction/information text and each text will be submitted and published into a hardcover book using the resource at [studenttreasures.com](http://studenttreasures.com).

**ACTIVITY: 3 MUSEUM BOX** <http://museumbox.e2bn.org/index.php>

Students create their own collection of artifacts for their box exhibit.

## The Abolition Project

Museum Box has been used within the abolition project to help students:

- Understand the campaign
- Understand the collection and importance of evidence
- Understand that many people contributed to the campaign

You can see some of the boxes produced at the bottom of the page.

- [Was Wilberforce the man who ended the slave trade?](#)
- Thomas Clarkson's African



Clarkson's Box

**First teachers will register their school at this homepage and view the samples of student created projects.**

**In activity 3, students create collaboratively or individually their own unique box of artifacts central to their museum exhibit. In the above box the student imagines, collects and designs what a slave may be carrying.**

**ACTIVITY 4: MUSEUM BOX is a website for exhibition. Student writing is represented on this website in a 3D box and layered with student chosen photographic images or drawings illuminated on the box as one layer. A second or third layer displays student's research writing on the box and extends the research to other disciplinary knowledge, categories such as science, agriculture, and the global or local community in which they live.**

**AZTECS** <http://museumbox.e2bn.org/creator/viewer/show/295687>

**ANCIENT CHINA** <http://museumbox.e2bn.org/creator/viewer/show/295688>

**DIVERSITY IN AMERICA**

<http://museumbox.e2bn.org/creator/viewer/show/295691>



2. 6<sup>th</sup> grade girls preparing the India Room.



3. Kayla, in authentic Indian women's marriage garb in red with a Bengali tiger sitting on the floor next to her in the India Room.

### ACTIVITY 5: VIRTUAL

WEBSITES LINKED AND CREATED FOR YOUR SCHOOL AND FOR THE DISTRICT TO BE ON DISPLAY

**ACTIVITY 6: THE MUSEUM EXHIBITION-** This exhibit includes performance artists, costume, customs, artifacts, digital representations in MuseumBox, and authentic photos and student work created and displayed on a virtual website.

**This is the day your school and your team of teachers will exhibit all student work created by new historians and authors. Begin with the presentation of authors reading their hardbound textbooks. Visit a room where students and families can see work published digitally on MUSEUMBOX and local websites. In addition, have an exhibit room or many classrooms decorated to explore the culture of the area researched.**



## Photo Attachments :

### **Photos from the Museum Experience 2009 at Young Scholars Charter School presented by Grades 6 and 7**

1. 6<sup>th</sup> grade authors reading their published books.
2. 6<sup>th</sup> grade girls preparing the India Room
3. Kayla, in authentic Indian women's marriage garb in red with a Bengali tiger sitting on the floor next to her in the India Room.
4. Caesar Augustus, Jordan, Performance Art in the main lobby
5. 5<sup>th</sup> and 6<sup>th</sup> grade boys in the Turkish Room
6. Students fascinated with the Spanish Room's welcome tiled door entry.
7. Sarah in Chinese red finishing the China Room.
8. 7<sup>th</sup> grade boys creating games for the Cultural Interactive Game Room



4. Caesar Augustus, Jordan, Greeting visitors.

Performance Art in the main lobby.



5. 6<sup>th</sup> grade boys in the Turkish Room.



6. The tiled entry was created by 6<sup>th</sup> and 7<sup>th</sup> graders. Here younger students are fascinated with the Spanish Room's welcome tiled door entry.





7. Sarah in Chinese red finishing the China Room,



8. 7<sup>th</sup> grade boys creating games for the Cultural Interactive Game Room.

## ***PROJECT LIVING HISTORY***

### **IMPLEMENTATION SCHEDULE**

- ✓ **September**      **Teacher Training discuss program design  
Nominate teacher coaches based on strengths Review text  
and content in grade level Social Studies for  
individual topic selection**
  
- ✓ **September**      **Learn Research process and databases with Media specialist**
- ✓ **September**      **Select topic for personal Inquiry**
  
- ✓ **September**      **order art materials**
  
- ✓ **October**          **Develop Essential Questions for Inquiry**
  
- ✓ **October**          **Begin Inquiry/Research**
  
  
- ✓ **October**          **Include pictures, diagrams, charts and references**
  
- ✓ **October**          **Edit**
  
  
- ✓ **November**        **Revision**
  
  
  
- ✓ **December**        **Publish into non-fiction book ([www.studenttreasures](http://www.studenttreasures))**
  
- ✓ **December**        **Declare individual and group art projects and**
  
- ✓ **December**        **draft illustrations or pictures (copy & save for binder)  
begin project constructions, each project is coached and has  
a student project manager**
  
- ✓ **January**          **under construction**
  
- ✓ **February**         **under construction**
  
  
- ✓ **March**            **construction ends by Mid-March**
  
  
  
- ✓ **March**            **Director, and Media specialist, coaches, project managers**
- ✓
- ✓ **March**            **meet to develop brochure and museum tags/piece/artists,**

**Have brochures printed**

- ✓ **April**                    **meet to finalize installations and exhibits**
- ✓ **April**                    **Distribute printed brochures**
- ✓ **April**                    **coordinate teacher and school Gallery Walks**
- ✓ **April**                    **Send invitations one month in advance, publicize**
- ✓ **May**                      **School Museum Opening Reception, and Gallery Walks**
- ✓ **May**                      **Closing designate last day May                    and store items**

## LIVING HISTORY CURRICULUM

### ANCIENT CIVILIZATIONS

- Early Humans NEOLITHIC, PALEOLITHIC
- CAVE PAINTINGS
- FARMING
- INCAS
- MAYANS
- AZTECS
- ROMAN EMPIRE
- RENAISSANCE
- MEDIEVAL EUROPE
- CRUSADES – MIDDLE AGES
- CHRISTIANITY
- JUDAISM
- ISLAM
- KRISHNA
- BUDDHISM
- HINDU
- GREECE
- EGYPT
- ISRAEL
- CHINA
- JAPAN
- ITALY
- SPAIN
- TURKEY
- INDIA
- COLOMBIA
- GUATAMALA
- MEXICO
- ENGLAND/MONARCHY
- IRELAND
- SCOTLAND
- NEW ZEALAND
- AUSTRALIA
- KOREA

### CIVICS

- US HISTORY
- GOVERNMENT
- AMERICAN REVOLUTION
- BILL OF RIGHTS
- DECLARATION OF INDEPENDENCE
- INVENTIONS
- PRESIDENT

**Rubric #1**

**RESEARCH REPORT RUBRIC**

Dr. Mary Farone

<b>HOLISTIC</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Basic</b>	<b>Below Basic</b>
<b>SCORE</b>	<b>3   2   1  </b>	<b>3   2   1</b>	<b>3   2   1</b>	<b>3   2   1</b>
<b>IDEAS/ CONTENT</b>	States a compelling and original thesis	States a meaningful thesis	Weak thesis and/or Focus too broad	No clear thesis
<b>SUPPORTING THESIS</b>	Skillfully supports thesis, using well-articulated, well documented and compelling evidence synthesized from a variety of sources	Adequately supports the thesis, using logical, well-articulated and documented evidence, synthesized from a variety of sources	Evidence is not logical, sufficient, well-articulated or well documented	Little or no supporting evidence to support thesis
<b>ELABORATION</b>	Skillfully presents detailed information with clear conclusions throughout paper	Adequately explains and interprets information and draws conclusions	Some explanation and interpretation	Little or no interpretation
<b>CITATIONS/ BIBLIOGRAPHY / Personal list Destiny Quest</b>	Variety of sources Sources properly cited within text and referenced in bibliography and sources cited for images	Variety of sources Sources properly cited within text and referenced in bibliography and sources cited for images May have minor errors	Incomplete and Incomplete format	None
<b>ORGANIZATION</b>	Skillful Structure Strong, engaging introduction Logical and effective sequencing of ideas linked to thesis and gives closure	Appropriate Structure Engaging introduction, logical sequencing of ideas based on purpose and related to thesis Conclusion reinforces thesis and gives closure	Weak Structure Introduction, body and/or conclusion need some revision Evidence may be Isolated facts with weak sequencing	Little to no Structure Introduction, body and/or conclusion may not exist or may need revision
<b>VOICE</b>	Writer’s voice is authentic, confident, enlightening, and imbedded within the textual information. Clear sense of audience and purpose and Consistent point of view	Writer’s voice is confident and engaging Writer’s reaction and feelings about the thesis are evident Clear sense of purpose and audience	Sense of purpose or audience not clear Straight facts with writer’s voice detached from topic	Writing lacks voice Unclear or no sense of purpose and audience

<b>HOLISTIC</b>	<b>ADVANCED</b>	<b>PROFICIENT</b>	<b>BASIC</b>	<b>BELOW BASIC</b>
<b>SCORE</b>	<b>3   2   1</b>	<b>3   2   1</b>	<b>3   2   1</b>	<b>3   2   1</b>
<b>WORD AND LANGUAGE CHOICE</b>	Words and phrases powerfully convey intended meaning in an interesting and precise way Academic language imbedded throughout the text	Precise words and phrases convey intended meaning Uses academic language related to the text	More precise and accurate words and phrases are needed to create clear meaning	Limited vocabulary words may be used inappropriately
<b>SENTENCE FLUENCY</b>	Purposeful and innovative sentence structure to enhance intended effect Skillful use of transitions within and across paragraphs	Purposeful use of sentence structure to enhance the intended effect Transitions connect ideas within and across paragraphs	Some understanding of sentence structure Limited use of appropriate transitions	Simple or incorrect sentence structures
<b>CONVENTIONS</b>	Shows creativity and flexibility when using conventions to enhance meaning	Uses grade level appropriate conventions; errors are minor and do not obscure meaning	Uses grade level appropriate conventions; errors occasionally obscure meaning	Limited understanding of grade level appropriate conventions

**ASSESSMENT**

**Rubric #2**

*for Museum Exhibit Planner (Pdf)*

NCTE National Council Teachers of English Website [www.readwritethink.org](http://www.readwritethink.org)

# INQUIRY RESEARCH PROJECT

2012, DR. MARY FARONE

RAMBLEWOOD MIDDLE SCHOOL



**RESEARCH DRAFT DUE WEDNESDAY**

**MAY 2, 2010**

**FINAL PROJECT ASSEMBLY**

**DUE MAY 21, 2010**

To start select a topic of interest

Next, select an inquiry question (Why?)

READ TO FIND ANSWERS TO YOUR QUESTION

READ 3 PRIMARY SOURCES OTHER THAN THE INTERNET

READ AT LEAST ONE SECONDARY SOURCE TO ACQUIRE BACKGROUND OR FOUNDATIONAL INFORMATION TO UNDERSTAND

The past, or the history of your topic

The present, because it poses a problem

To develop future questions for research



1<sup>st</sup> : write your question

CONFERENCE WITH TEACHER

2<sup>nd</sup> : read to find the answers

3<sup>rd</sup> : write your annotated bibliographies

## **INQUIRY RESEARCH PROJECT**

RESEARCH READING

TEXTBOOK UNIT AND CHAPTER

WORLDBOOK OR OTHER ENCYCLOPEDIA

BOOKS FROM THE LIBRARY ON YOUR TOPIC

**\*YOU WILL NEED TO READ THREE BOOKS ON YOUR TOPIC**

INTERNET RESEARCH, USE SIRS TO CONDUCT YOUR SEARCH, IDENTIFY THREE WEBSITES THAT ADDRESS YOUR TOPIC AND HAVE ANSWERS TO YOUR QUESTIONS

READ THE ARTICLES AVAILABLE

MINIMUM 6 ANNOTATED BIBLIOGRAPHIES

You will have 6 index cards that follow the bibliography handout you received and that summarize the information you need

INQUIRY/RESEARCH/REPORT

TITLE PAGE	1 PAGE
INTRODUCTION	1 PAGE
RESEARCH QUESTION/CONCEPT EXPLAINED	
REPORT ANSWER TO QUESTION	
#1	2 PAGES
#2	2 PAGES
CONCLUSION	1 PAGE

DISCOVERY SECTION FOR PRESENTATION

1 PAGE

You may include relevant pictures, diagrams, graphs and surveys

YOUR PROJECT IS WORTH 200 points

DESIGN TITLE PAGE	25 points	
TABLE OF CONTENTS	15 points	
RESEARCH REPORT	75 points	
CONCLUSION	20 points	
BIBLIOGRAPHY	15 points	
DISCOVERY	50 points	=200 points

If you add visuals to your project that are relevant you will receive additional points

DISCOVERY SECTION this includes a written page and a presentation

In this section following your Table of Contents you should identify three new ideas/answers to your questions that you believe we all should understand from your research data.

These three discoveries need to be typed and presented to your classmates.

You decide how you would like to present these findings

Group Members

What are your topics/themes?

For each theme or topic, what is the epitome. One sentence for each theme or topic that describes the most important thing that your audience will learn.

Topic 1

Topic 2

### Museum Proposal

Topic \_\_\_\_\_ Name \_\_\_\_\_

How will you immerse your audience in the exhibit?

Layering your exhibit...

How will you introduce your exhibit?

How will you label your key themes?

How will you label or title specific objects?

### **Specific Design Requirements**

Describe a large title poster that will introduce people to your exhibit.

Describe how you will use technology in your exhibit.

Describe your hands-on / interactive component.

How will you appeal to at least 3 of our 5 senses (taste, touch, sound, sight, smell).

How will you incorporate elements of art into the design, and be professional, educational, and interesting?

From: Anita Dougherty <ADougherty@nationwide-learning.com>  
Wednesday, August 17, 2011 3:39:03 PM  
Subject: Studenttreasures  
To: Dr.Mary Farone  
Attachments: Attach0.html

Good Afternoon Dr. Farone,

I have registered you on our online publishing site. You will be receiving an email with your user name and password. Feel free to contact me if you have any questions.

Anita Dougherty, Customer Service Manager

Nationwide Learning, LLC

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