

8th Grade Research Project

Welcome to the wonderful world of research! In addition to being a Casey tradition for more than 16 years, this project will be a challenging, stimulating and rewarding experience for you as it prepares you for the level and quality of work expected at the high school level. Therefore, please follow all directions very carefully, stay on target, and do your absolute best work.

You will have time to write a **paper**, develop your **oral presentation**, and create a **museum exhibit** in your US Society class, English Language Arts/ELD class and Spanish Language Arts. You will also need to **work nightly** on this project in order to meet all due dates, so **plan and budget your time well**. You will be assigned a research mentor who will provide you with additional support throughout the research process.

Paper

- You will choose from a variety of topics from US history.
- You must analyze the topic, place it in its historical context, and explain its impact on US history.
- You will need a minimum of six (6) primary and secondary sources for your paper: at least two books (or e-books), two Internet sources, and two periodicals or other sources.
- Your paper will be a minimum of 1600 words (app. 5 -7 typed pages) and will include a works cited page. (The works cited page does not count towards your word/page count.)
- Parenthetical (internal) citations are required for this paper. You will receive explicit guidelines on how to use parenthetical references (internal citations) and how to write a proper works cited page that includes each type of source used.
- Your paper should be created on Google drive and shared with your mentor.
Name it - your first & last name, research paper topic
For example: Jennifer Lawrence, *Hunger in America*
- When you print your paper, use all standard conventions for a high school/college quality research paper (MLA format). Specific requirements for MLA format can be found on the back of this page.

Oral Presentation

- The **oral presentation** will be a 5-7 minute summary of your research using your slideshow and museum exhibit for support. You will choose a specific class in which to present your research. Presentations will be given in the same language as the paper.
- Your presentation will include a **slide show** of 6-10 slides with no more than 140 total words. The first slide should contain your title and thesis statement, and the rest must include main ideas that support your thesis statement.

Museum Exhibit

- You will also create a **museum exhibit** to accompany this paper. This portion of your project is fairly open-ended and allows you to showcase your creative side. Your visual teaching tool should be completely related to your research. Science boards, dioramas, models, pop-up books, time capsules are examples of museum exhibits you may create to enhance your presentation. You will receive more details – and see some examples from last year – as we go along.

Points

- You will receive the same grade for US Society and Language Arts Classes

Process and Participation	120 points
First Draft	50 points
Second Draft	40 points
Final Draft	100 points
Oral Presentation and Museum Exhibit	100 points
Total Points Possible For 8th Grade Project	410 points

How To Write An 8th Grade Research Paper

Tobias Bleicker



How To Write An 8th Grade Research Paper:

How to Write a Research Report, Grades 6-8 Mari Lu Robbins,1999-10 Students will learn what a research report is and receive writing prompts to warm up their writing muscles They will investigate reference books and other resources and then choose a topic They will ask important questions Who What When Where Why and How **Resources in Education**,2001 **Success in School** Susan Andres,Felicity Pine,2012-03-13 In nine cohesive chapters *Success in School* covers the essential skills and strategies that are prerequisites to student success how to promote a positive attitude how to organize a work space how to manage time how to heighten reading comprehension how to take notes how to study for exams how to approach and complete writing assignments and how to refine language skills The content unfolds in a consistent format of numbered steps and bullet points enhanced by real student samples examples and illustrations Printed in large format full color and with spiral binding this book is not only informative but also eye catching and easy to use The writing is aimed primarily toward parents and other adults who are helping children of various ages and abilities with their schoolwork but older students can also use this book independently *Success in School* is a teaching tool how to guide and reference manual that will support students throughout their school careers Check us out on Facebook <https://www.facebook.com/successinschool> Instagram <https://www.instagram.com/succeedinschool> Twitter <https://twitter.com/schoolsuccess20> *Success at School*,2002 **Helping English Learners to Write** Carol Booth Olson,Robin C. Scarcella,Tina Matuchniak,2015-03-27 Using a rich array of research based practices this book will help teachers improve the academic writing of English learners It provides specific teaching strategies activities and extended lessons to develop E Learner students narrative informational and argumentative writing emphasized in the Common Core State Standards It also explores the challenges each of these genres pose for English Learners and suggests ways to scaffold instruction to help students become confident and competent academic writers Showcasing the work of exemplary school teachers who have devoted time and expertise to creating rich learning environments for the secondary classroom *Helping English Learners Write* includes artifacts and written work produced by students with varying levels of language proficiency as models of what students can accomplish Each chapter begins with a brief overview and ends with a short summary of the key points **The Oxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy,2019-01-02 In the music classroom instructors who hope to receive aid are required to provide data on their classroom programs Due to the lack of reliable valid large scale assessments of student achievement in music however music educators in schools that accept funds face a considerable challenge in finding a way to measure student learning in their classrooms From Australia to Taiwan to the Netherlands music teachers experience similar struggles in the quest for a definitive assessment resource that can be used by both music educators and researchers In this two volume *Handbook* contributors from across the globe come together to provide an authority on the assessment measurement and evaluation of student learning in music The *Handbook*'s first volume

emphasizes international and theoretical perspectives on music education assessment in the major world regions This volume also looks at technical aspects of measurement in music and outlines situations where theoretical foundations can be applied to the development of tests in music The Handbook s second volume offers a series of practical and US focused approaches to music education assessment Chapters address assessment in different types of US classrooms how to assess specific skills or requirements and how assessment can be used in tertiary and music teacher education classrooms Together both volumes of The Oxford Handbook of Assessment in Music Education pave the way forward for music educators and researchers in the field

How Do You Know They Know what They Know? Teresa M. Moon,1997 **The Journal of Educational Research** ,1929 **Studies in Administrative Research** Fred Carleton Ayer,1925 Research in Education ,1971-12

Educational Research Document Summaries Educational Research Information Center (U.S.),1966 *Christian Home Educators' Curriculum Manual* Cathy Duffy,1995-07 Cathy Duffy draws upon her many years of home education experience both in teaching and researching curriculum to bring us the most thorough and useful book available on teaching teenagers at home **Bulletin** Seattle (Wash.) Board of school directors, school district no. 1. Dept. of research,1925 *Getting It in Writing* Deborah M. Stankevich,2011-07-01 Sixteen teachers Sixteen journeys All on a quest to become outstanding teachers of writing All taking different paths to acquire and hone those skills that make a teacher effective From kindergarten to college teachers are faced with the daunting task of instilling the art of writing in their students From creative writing to research the art of writing incorporates the writing process to create the inking of our thinking These 16 teachers from across the nation have traveled a long and arduous path to seek and to reach for the methods and strategies that will make them successful writing teachers These are their stories Literary Digest: a Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,1899 *English Journal* ,1996 **Resources in Education** ,1995 **Student Agency in the Classroom**

Margaret Vaughn,2021 While student agency is considered an important aspect of classroom learning opportunities to support and promote agency can be easily missed This book addresses the inner dimensions of student agency to show what it is why it is needed and how it can be translated into instructional practices In Part I Locating Student Agency Vaughn offers a model of agency that can become a core remedy for educators looking for new and better ways to support the learning of historically marginalized students Part II Growing Student Agency illuminates opportunities during instruction where teachers can build upon student contributions The book includes the voices of teachers who have transformed their classrooms as well as compelling case stories rich with ideas that teachers can adopt in their own instruction Student Agency in the Classroom will provide educators at every level and across all disciplines with the underlying research and theoretical rationale for this key educational force along with the practical means to incorporate it into instruction and curriculum Book Features A comprehensive framework that outlines three core dimensions needed to cultivate student agency dispositional

motivational and positional Detailed strategies and ideas for creating a culture of agency in the classroom and schoolwide A collaborative way of thinking about how teachers teacher educators and school leaders can promote and cultivate agency The author s experience as a classroom teacher professional developer and researcher Classroom vignettes teacher interviews and conversations with students Extension sections and discussion questions at the end of chapters Bureau of Educational Research. College of Education, 1st Annual Report, Announcement, 1919-20 University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1919 **Proceedings of SITE.** Society for Information Technology and Teacher Education. International Conference,2002

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