

# 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
<b>Total Points Possible For 8<sup>th</sup> Grade Project</b>	<b>410 points</b>

# How To Write A Research Paper 8th Grade

**RD Boyd**



## **How To Write A Research Paper 8th Grade:**

**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 **How to Write a Research Paper Grades 5-8** Lee Canter, 1989 *Roadmap to 8th Grade Reading, Virginia Edition* Michael Segretto, Princeton Review (Firm), 2002 If Students Need to Know It It s in This Book This book develops the English and reading comprehension skills of eighth graders It builds skills that will help them succeed in school and on the Virginia Standards of Learning Assessments Why The Princeton Review We have more than twenty years of experience helping students master the skills needed to excel on standardized tests Each year we help more than 2 million students score higher and earn better grades We Know the Virginia Standards of Learning SOL Assessments Our experts at The Princeton Review have analyzed the Virginia SOL English Reading Literature and Research Assessment and this book provides the most up to date thoroughly researched practice possible We break down the test into individual skills to familiarize students with the test s structure while increasing their overall skill level We Get Results We know what it takes to succeed in the classroom and on tests This book includes strategies that are proven to improve student performance We provide content review based on Virginia standards and objectives detailed lessons complete with skill specific activities two complete practice Virginia SOL English Reading Literature and Research Assessments For more information about our other test preparation products for school and home call 1 800 REVIEW 2 or visit k12 princetonreview com *Resources in Education* ,2001 *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 **National Assessment of Educational Progress 1969-1983** Theodore B. Pratt, 1984 During its first 14 years of existence the National Assessment of Educational Progress NAEP was located at the Education Commission of the States ECS This annotated bibliography of 575 references lists all major publications by or about NAEP published between 1969 and 1983 References are in a classified arrangement by specific or special assessment Documents not dealing with a specific assessment are grouped by Methodological Publications Special Analyses and General and

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The book delves into How To Write A Research Paper 8th Grade. How To Write A Research Paper 8th Grade is an essential topic that needs to be grasped by everyone, ranging from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into How To Write A Research Paper 8th Grade, encompassing both the fundamentals and more intricate discussions.

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    - Chapter 2: Essential Elements of How To Write A Research Paper 8th Grade
    - Chapter 3: How To Write A Research Paper 8th Grade in Everyday Life
    - Chapter 4: How To Write A Research Paper 8th Grade in Specific Contexts
    - Chapter 5: Conclusion
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### **How To Write A Research Paper 8th Grade Introduction**

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