

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 A Research Paper 8th Grade

James K. Semones



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

Miscellaneous Materials by NAEP are separated from materials about NAEP done by external organizations Subject Personal Author and Preparing Institution indexes are provided The compilation is based on materials documents and journal articles archived in the database of the Educational Resources Information Center ERIC and therefore most documents cited can be obtained through the ERIC Document Reproduction Service EDRS WTB 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

Research in Education ,1971-12 **Studies in Administrative Research** Fred Carleton Ayer,1925 Effective Study Skills James K. Semones,1991 Uses the latest information on cognition memory and educational sociology to outline a program of time management note taking test preparation and other skills for student success **How Do You Know They Know what They Know?** Teresa M. Moon,1997 **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

Bureau of Educational Research. College of Education, 1st Annual Report, Announcement, 1919-20 University of Illinois (Urbana-Champaign campus). Bureau of Educational Research,1919 **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

English Journal ,1996 *Proceedings ... Annual Conference on Educational Research and Guidance* California State Teachers College (San Jose, Calif.). Conference on Educational Research and Guidance,1922 *Making the Grade: Grades 7-8* Kaplan InterActive,1997 **Resources in Education** ,1996 **The United States Catalog** ,1924 *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

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How To Write A Research Paper 8th Grade Introduction

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