

Writing Frames for the Annotated Bibliography

To summarize a source

This primary/secondary source discusses _____. First, the author points out _____. In addition, s/he emphasizes _____. Finally, (author's last name) _____ concludes that _____. This helped me understand my topic because _____.

To show connection to the theme

This primary/secondary source relates to the theme (insert theme) _____ in several ways. First, it relates to the theme because _____. Also, _____. Lastly, it relates to the theme because _____. Overall, _____.

To discuss the value of a source

In this source, I learned _____. One of the most valuable pieces of information I read/saw was _____ because _____. It helped me with my research because _____. The most thought provoking thing the author mentioned was _____ because _____. In conclusion, _____.

To explain how you will use this source in your Project

This source was about _____. I plan to use this in my project by _____. Also, it will help with my project because _____. Therefore, _____.

To explain why it is categorized as a primary source (Only use this if you think it will be questioned!)

This source is listed as a primary source because _____.
One of the most interesting primary sources I used was _____,
which was about _____. Interestingly, the source
also _____. To summarize,
_____.

To show the different arguments surrounding your topic.

This primary/secondary source helped me see different points of view. My
topic, _____ is very controversial. On one hand, the author
discussed _____. However, another perspective that
was pointed out was _____. In conclusion,
_____.

Name _____ Period _____

Title of source: _____
Type of source (book, video, website, etc) _____

____ Primary source

____ Secondary source

Use www.citationmachine.net or <http://www.easybib.com> to create a citation for your source. Make sure to indent all lines after the first line.

First read: write a 25-word GIST about what you read/saw

Second read: write five new facts that you learned from this source

Third read: Find 3 pieces of textual evidence that show how what you read helps you understand how your topic relates to the theme, is significant in history, or changed history

Textual evidence (put in quotes)

Analysis (so what??)

Textual evidence (put in quotes)

Analysis (so what??)

Textual evidence (put in quotes)

Analysis (so what??)

Rubric for Sources

Name _____

All sources must be fully documented using the note-taking documentation forms. In addition all sources must be documented onto a Works Cited page. Hand in this rubric along with attached notes on _____

A Grade	B Grade	C Grade	Notes
6 sources Must have at least 1 book 3 websites 1 movie TWO of the sources need to be primary sources 1 source needs to be from the “Other Category”	6 sources Must have at least 1 books 3 websites 1 movie ONE of the sources needs to be primary sources 1 source needs to be from the “Other Category”	5 sources Must have at least 1 book 2 websites 1 movie One of the sources needs to be a primary source	

Other possible sources could include museum visits, interviews, pictures, magazine articles, pamphlets, brochures, fliers, newspaper articles, reference books/encyclopedias.

Rubric for Sources

COUNTY COMPETITIVE

All sources must be fully documented using the note-taking documentation forms. In addition all sources must be documented onto a Works Cited page.

A+ Grade	A Grade	B Grade	C Grade	Notes
17 or more sources Must have at least 1 book 1 website 1 movie Four of the sources need to be primary sources	16 sources Must have at least 1 book 1 website 1 movie Three of the sources need to be primary sources	9 sources Must have at least 1 book 1 website 1 movie Two of the sources needs to be primary sources	5 sources Must have at least 1 book 1 website 1 movie One of the sources needs to be a primary source	

Other possible sources could include museum visits, interviews, pictures, magazine articles, pamphlets, brochures, fliers, newspaper articles, reference books/encyclopedias.

**Vista del Mar
Middle School**
Social Science/History

READING

Students will read, interact with, and respond to a variety of historical genres, including primary and secondary sources.

READING SKILLS

- Cite textual evidence
- Determine the central ideas or information
- Provide an accurate summary
- Identify key steps in a text's description of a process
- Determine the meaning of words and phrases as they are used in a text (context clues)
- Describe how a text presents information
- Explain and identify author's point of view
- Integrate visual information with other information
- Distinguish among fact, opinion, and reasoned judgment
- Analyze the relationship between a primary and secondary source on the same topic
- Read multiple texts on same topic
- Read text for information and successfully pull out key details from the written passages
- Connect and clarify main ideas
- Determine author's conclusions
- Analyze text using compare/contrast patterns
- Compare and contrast text in different forms

VOCABULARY

- Content Area Vocabulary
- Context Clues
- Application & Multiple Use
- Categorizing & Discussing
- Roots and Affixes (prefixes & suffixes)
- Vocabulary will be integrated with existing knowledge
- Repeated exposure will provide ample opportunity for meaningful use

WRITING

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- **Argue** to support claims with clear reasons and relevant evidence
- Write **informative/explanatory** texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Write **narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences

THE PROCESS

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LISTENING/SPEAKING

SPEAKING

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics
- Present claims and findings
- Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information
- Adapt speech to a variety of contexts and tasks.

SKILLS

- Successfully read text for information and pull out key details from the written passages
- Note Taking: Cornell, Outlines, Study Guides, Highlighting, Graphic Organizers, Summarizing, Visualization, Illustrated Notes, Bullet Notes
- Working cooperatively with peers

- Reading multiple texts in regards to each unit
- Determine credibility of sources
- Determine key concepts
- Interpret and evaluate evidence
- Draw conclusions
- Determine facts / opinions / reasoned judgments

RESEARCH

- Students will participate in a long- term research project
- Conduct research project based on focused questions, demonstrating understanding of the subject under investigation
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Gather relevant information from multiple print and digital sources
- Use libraries, museums, interviews, credible websites, and documentaries
- Use the theme **Rights and Responsibilities** for their research

Three Research Goals

- 1- To choose a topic of interest to the student
- 2- To learn how to conduct research and think critically
- 3- To manage time for a long-term project

Research Timeline

September/October

- Introduction to primary and secondary sources
- Historical interpretation and document analysis
- Select topic and begin to narrow focus
- Write a working thesis statement
- Bibliographies and annotations
- Credibility of sources
- Note taking and paraphrasing

November/December

- Project essentials
- Individual conferences
- Construction of presentation
- Formal presentation practice
- Projects due 12/19/13

January

- Oral presentations of projects

Research Log

Students should be working on their research 15 minutes a school night OR 60-70 minutes a week. On your log, keep track of when you search, what you accomplished, what you learned.

Name _____

Topic _____

Working Thesis Statement

Date	Task Completed	Time Spent	Parent Signature
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Total time spent this week _____

Weekly Reflection (4-6 sentences that discuss your progress, achievements, struggles or questions for teacher)
