

Living History Research Paper Schedule

Parent Copy

<u>Assignment</u>	<u>Due Date</u>	<u>Points Possible</u>
Signed student and parent letter 15-20 blank index cards	Sept. 5	50 points
Outline	Sept. 10	50 points
Note cards 15-20	Sept. 12	50 points
Rough Draft	Sept. 16	50 points
Final Draft Presentations begin	Sept. 25	100 points

Sixth Grade Living History Research Project

LIVING HISTORY FORM & STUDENT LETTER

To the Student:

For the next few weeks you will be writing a research paper. Many of you have had little, or no, experience in writing a research paper. Remember that the **process** of doing the background work and writing the paper is just as important, if not more important, than the **final research paper** itself. In the future, you will be asked to write larger papers in the 7th and 8th grades. The little research paper that we are about to do will help you when you are asked to write bigger projects later on.

I will go through each page of this guide with you as well as all of the steps required for writing a research paper as a whole class. There will be many activities that we will do before composition, during composition, and after composition. Because we will spend many hours composing in the computer lab, it is important that you understand that you must use the time given in the lab wisely. It is very important that you keep your attendance positive during this time. Finally, if you feel you need additional time in the computer lab, there will be extended hours when I will supervise students who wish to come in early or stay after school to use the computer lab for this project.

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I confirm that I have read this information packet and am aware of my responsibilities. I am also aware of the schedule, grading rubric, and all other expectations for this project.

The person I will be researching is:

Student Signature

TOPIC COMMITMENT FORM & PARENT LETTER

To the Parents:

Please take some time to review the entire contents of this packet. In addition, please speak with your student about the person he or she has chosen, the resources they might use, and the information they might want to address in their paper.

Here are a few ways you can help your child during this process. Remove the “Parent Copy” of the schedule at the back of this packet and place it on the refrigerator at home. Support their work and efforts at school with the project by asking for updates, helping with note cards, resources, notes, the rough draft, and perhaps providing transportation to the library or assistance with research on the computer at home.

Please feel free to contact me at any time during this process if you have any questions. My contact information is listed below:

jkirkhart@hilldaleps.org

School phone number: 918-683-0763

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This confirms that I have read through the research packet and that I am aware of my child’s responsibilities and expectations regarding this research project. I also confirm that I am aware of the ways that I can be of assistance to my son or daughter. I have discussed his or her living history choice. I am also aware of the schedule and grading rubric for this project assignment.

Parent Signature

Writing a Living History Research Paper

Your goal is to write an interesting biographical essay about a person of living history that interests you.

Steps in the process:

Beginning

- Write an interesting introduction that captures the reader's attention.
- Consider:
 - An anecdote by or about the person.
 - A quotation by or about the person.
 - A setting of the scene describing the world at the time of an important event in the person's life.

Body

- The body of your paper should include specific details about this person's life. You might focus on the three or four research questions about which you found the most information and make each one a separate paragraph. **The information in the body must be documented with parenthetical citations.**
- You might organize your essay in chronological order, from birth and childhood, through adolescence, and on to adulthood.
- Or, you might focus on significant events and people in the subject's life.

End

- The conclusion of your paper is a good place to explain your personal connection to your person of living history. Why did you choose or value him or her? What sort of example may others learn from this person's life? This may also be a good place to include the person's thoughts and feelings with, perhaps, a quote.

Format

- The paper must be typed in "Times New Roman" 12 pt. font size, and double-spaced.
- A **Works Cited** page with your properly documents sources must follow the paper.

REQUIREMENTS AND EXPECTATIONS

- A title page with graphic
- Outline
- Rough draft
- 15-20 note cards
- A minimum of three sources but more are allowable
 - Books, internet, interviews, pamphlets, movies, television, encyclopedia, periodicals, and magazines.
 - **Must include ONE book and TWO internet source.**
 - *Wikipedia* will not be allowed as an acceptable source.
- A “*Works Cited*” page (Bibliography)

My Title



My Name
Mrs. Kirkhart
6th Grade Research Paper
September, 2014

TYPING INSTRUCTIONS

Page Set-Up

ONE – FORMAT THE TITLE PAGE

ON TOOL BAR: Select the CENTER button

RETURN eight times

Type the Title

RETURN eight times

TYPE **your name** and press “Enter” once (do not type **BY**)

Type **Mrs. Kirkhart** and press “Enter” once

Type **6th Grade Research Paper** and press “Enter” once

Type **September, 2014**

Add the Graphic

TWO – FORMAT THE TEXT

- Select “Font”: Choose “Times New Roman”
- Select “Font”: Choose 12 pt. font size
- Select “Paragraph”: Change spacing to double spacing
- **REMEMBER:** 1 space after a period and one space after comma.

DO NOT put anything at the top or bottom of any of the pages with body paragraphs. You will prepare the title page first then format the text for the body paragraphs. When you have finished typing the body of your paper it will be time to type the “Works Cited” page (bibliography).

THREE – FORMAT THE BIBLIORAPHY PAGE

- Label the page Works Cited (do not italicize the words Works Cited or put them in quotation marks) and center the words Works Cited at the top of the page.
- Double space all citations, but do not skip spaces between entries.
- Indent the second and subsequent lines of citations five spaces so that you create a hanging indent.

CONTENT AND ORGANIZATION

Title Page

Please put the following information on the title page of your research paper:

- Title
- A graphic
- Your name
- Mrs. Kirkhart/Mrs. Patterson
- 6th Grade Research Paper
- September, 2014

You may use an acceptable size font, word art, color, etc. Please follow the order given above. Remember that everything on the title page should be centered.

Outline

Prepare a “rough” outline and submit to Mrs. Kirkhart by the specified due date. This may be done on notebook paper. However, once you receive the approved “rough” outline, please rewrite it on the special outline form provided by Mrs. Kirkhart. This outline will be turned in with your research paper.

The most important thing about your outline is that it will guide you through the writing part of this project. But, how will you know what to write in your paper? What information will you try to address about your person? These questions provide the backbone of the entire research project. The most important job is to think of interesting information we would want to know about your person, then find it!

Create your outline based on the information you want to know about your living history person.

PRESENTATION

You will prepare and give a presentation about your living history character. The audience for this presentation will be your classmates and me. You will sign up for your presentation date and begin preparing in advance so you will be ready on your assigned day. Unless you are absent, no presentations can be made up.

1. Use an outline or note cards to do your speech.
2. Just as in your paper, you need to make sure you have a good beginning, plenty of information in the middle, and a great ending.
3. Prepare 3-5 minute presentation.
4. Discuss all of your Essential Information.
5. Prepare some type of visual. It can be a shadow box, a power point, character dress...Be Creative (If you use technology, it is up to you to come in prior to your presentation to make sure it works.)

GRADING

1. **Schedule** and **Student/Parent Signatures** Completed.
2. **Content:** Accuracy of information.
3. **Focus:** Introduction, conclusion, stay on topic.
4. **Organization:** Paragraphing, topic sentences, ending sentences.
5. **Support:** Explanations, examples, information.
6. **Conventions:** Grammar, style, mechanics, spelling, revisions
7. **Homework:** Note cards, outline, "rough" drafts.
8. **Word Processing:** Typing, indenting, spacing, margins.
9. **Formatting:** Proper title page with graphic, proper bibliography, proper outline, proper font, pages in order....
10. **Requirements:** On time, title page with graphic, outline page, body paragraphs, two pages in length, bibliography page, three sources, 15-20 note cards, draft.
11. **Presentation:** Speech, visual aid, content.

The following outline must be used for the biography writing:

- I. Introductory Paragraph
 - A. Literary Hook
 - B. Thesis Statement
 - 1. The specific subject (About whom will you be writing?)
 - 2. The specific condition (What is this person famous for?)
 - C. Concluding Sentence (How has this person affected the world?)
- II. Early Life/Family Life
 - A. When and where was this person born?
 - B. Write about his person's family.
 - C. Write about this person's childhood and education.
- III. Professional Life
 - A. How and why did this person become famous?
 - B. Who influenced this person become famous?
- IV. Your Opinion
 - A. What do you think about this person?
 - B. What suggestions do you have for this person? Explain.
- V. Conclusion
 - A. Summarize this person's accomplishments, achievements, and awards.
 - B. Explain how this person and his/her works have affected you as a person.
 - C. Explain how this person is unique.