



MY RESEARCH NOTEBOOK



Name _____

STEP ONE: PICKING A TOPIC

Directions: Be sure you have carefully read the assignment. Select a topic that you are interested in AND that has enough information available. Then complete this page.

This topic selection page is due _____

TOPIC I AM RESEARCHING: _____

I CHOSE THIS BECAUSE: _____

DATES OF THIS PERSON'S LIFE OR OF THE EVENT _____

PLACE(S) THIS EVENT HAPPENED OR THIS PERSON LIVED _____

SOME THINGS I WOULD LIKE TO FIND OUT (Please list 4-6 things.):

STEP TWO: DEVELOPING YOUR BIBLIOGRAPHY

Directions: As you find sources for your topic, fill in the information below. You do NOT have to do this in order. Although you only need as many sources as your assignment requires, you may find that you may want more in order to be able to get more information about your topic. Add extra pieces of paper if you do more sources.

This bibliography is due _____

MY BIBLIOGRAPHY (SOURCES OF INFORMATION)

PRIMARY SOURCES:

- 1) Author _____
Title _____ Page(s) _____
- 2) Author _____
Title _____ Page(s) _____

SECONDARY SOURCES:

- 1) Author _____
Title _____ Page(s) _____
- 2) Author _____
Title _____ Page(s) _____

REFERENCE SOURCES:

- 1) Author _____
Name of book or web address _____
Title of Article: _____ Page _____
- 2) Author _____
Name of book or web address _____
Title of Article: _____ Page _____

WEB SITES

Note: You may use a source that you have already used above, as long as it is on the web!

- 1) exact web address _____
Title (if any): _____ Author (if any) _____
- 2) exact web address _____
Title (if any): _____ Author (if any) _____

STEP THREE: YOUR RESEARCH

Directions: As you read your sources, you need to take notes so you remember both the important things you read and where you can find the information. This is the place to spell names, places and ideas correctly. Fill out at least one sheet per source. This will help you decide what information is very important for your paper.

NOTES FROM SOURCES

NAME OF SOURCE _____

(circle all that apply) primary source secondary source reference on-line

I chose this source because: _____

Important information I found:

(You do not have to fill out every line...Use additional paper if you need more space.)

On Page _____:

On Page _____:

Important quotes I found:

On Page _____:

On Page _____:

How is this source useful to you?

NOTES FROM SOURCES

NAME OF SOURCE _____

(circle all that apply) primary source secondary source reference on-line

I chose this source because: _____

Important information I found:

(You do not have to fill out every line...Use additional paper if you need more space.)

On Page _____:

On Page _____:

Important quotes I found:

On Page _____:

On Page _____:

How is this source useful to you?

STEP FOUR: SUMMARIZING YOUR PAPER

INSTRUCTIONS: Go back and look over the things you wanted to find out about your topic. Then re-read the notes you have taken. Then you are ready to summarize your paper.

This Summary is Due: _____

TOPIC _____

Dates the person lived or the event occurred _____

Place(s) the person lived or the event occurred _____

I will now prove that _____

Some things that prove this are:

1 _____

source: _____

2 _____

source: _____

3 _____

source: _____

4 _____

source: _____

5 _____

source: _____

One of the really good quotes I will use is:

source: _____

STEP FIVE: WRITING A DRAFT OF YOUR PAPER

INSTRUCTIONS: Use your summary above, and the facts and quotes from your notes, to write a draft of your paper!!! The draft must be TYPED on the computer (double spaced).

Your draft should include:

1. an introduction that: a) gets the reader interested, b) states your topic, g) includes what your will prove.
2. the body of your paper that uses the facts and quotes from your notes to tell about your person or event AND PROVES your point
3. a good conclusion where you summarize what you have written and proven.

Try to have an older friend or family member read over your draft for correct grammar and spelling.

Remember that you may not copy directly from a source. Any time you use a quote, fact or an idea that is not your own and not common knowledge, you need to say what source you used.

THIS DRAFT IS DUE ON: _____

YOUR FINAL PAPER (TYPED) IS DUE:

RUBRIC FOR RESEARCH PAPER

Note: Every category is checked at one level of achievement...Non-applicable categories are crossed out.

A LEVEL WORK:

- ___ **Writing Style:** writing is clearly organized, is flows and holds the attention of the reader
- ___ **Content:** Consistently focuses on the subject using many accurate supporting facts and/or vivid details and descriptive words
- ___ **Expresses Opinion/Voice:** clearly expresses and supports an opinion
- ___ **Mechanics:** grammar, spelling, punctuation and usage are correct
- ___ **Vocabulary:** shows excellent control of vocabulary
- ___ **Creativity:** shows a high level of creativity and originality (both in thought and product)
- ___ **Neatness:** presentation is neat
- ___ **Meets Requirements:** meets all requirements of the assignment (such as topic choice, sources, number of pages or paragraphs)
- ___ **Use of Sources:** has multiple quotes from sources used

B LEVEL WORK:

- ___ **Writing Style:** writing is generally pleasing to read and is organized, though may be “rough” or unclear in spots
- ___ **Content:** has focus on the subject using some accurate supporting facts and/or some details and descriptive words. Some inaccuracies in facts may exist
- ___ **Expresses Opinion/Voice:** begins to express and support an opinion (though may lack some important proof)
- ___ **Mechanics:** most grammar, spelling, punctuation and usage are correct, though some errors may be present
- ___ **Vocabulary:** vocabulary used is appropriate
- ___ **Creativity:** shows both creativity and originality (both in thought and product)
- ___ **Neatness:** presentation is basically neat, but may be difficult to read in places
- ___ **Meets Requirements:** meets most requirements of the assignment (such as topic choice, sources, number of pages or paragraphs)
- ___ **Use of Sources** has some quotes from sources used

C LEVEL WORK:

- ___ **Writing Style :** Though writing contains many of the necessary ideas, the writing is not well organized and is not easy to follow.
- ___ **Content:** does not have complete focus or is missing important details and/or descriptive words, and may have inaccuracies in facts presented
- ___ **Expresses Opinion:** poorly supports an opinion
- ___ **Mechanics:** has frequent errors in grammar, spelling, punctuation and usage which may negatively impact the understanding of the writing
- ___ **Vocabulary:** Vocabulary selection is weak.
- ___ **Creativity:** reflects somewhat of a lack of creativity and originality (both in thought and product) as this looks like it could have been produced by “just anyone”
- ___ **Neatness:** presentation is hard to read in many places due to lack of neatness
- ___ **Meets Requirements:** meets only a few requirements of the assignment (such as topic choice, sources, number of pages or paragraphs)
- ___ **Use of Sources:** has few quotes from sources used

D LEVEL WORK:

- ___ **Writing Style:** writing is disorganized and unclear
- ___ **Content:** does not focus on the subject and has few supporting details and/or descriptive words, many factual inaccuracies
- ___ **Expresses Opinion:** doesn't support an opinion
- ___ **Mechanics:** has many errors in grammar, spelling, punctuation and usage that distract the reader
- ___ **Vocabulary:** extremely weak use of vocabulary
- ___ **Creativity:** shows no creativity and originality (both in thought and product)
- ___ **Neatness:** presentation is messy throughout
- ___ **Meets Requirements:** meets almost no requirements of the assignment (such as topic choice, sources, number of pages or paragraphs)
- ___ **Use of Sources:** for *Divrei Torah or Research Assignments:* has no quotes from sources used

OVERALL GRADE ON THIS ASSIGNMENT:

RUBRIC FOR ORAL PRESENTATION

Note: Every category is checked at one level of achievement...Non-applicable categories are crossed out.

A LEVEL WORK:

- Clarity and Organization:** speech is clear, smooth, organized and holds the attention of the listener, and clearly organized
- Feeling, Tone and Volume:** feeling, tone and volume of voice is outstanding throughout
- Focus:** Consistently focuses on the subject using many supporting facts and/or vivid details and descriptive words
- Content:** consistently demonstrates understanding of material presented
- Mechanics:** grammar is correct
- Vocabulary:** vocabulary used is advanced for a student at this grade level
- Pacing:** no unnatural breaks or pauses during the speech
- Meets Requirements:** meets all requirements of the assignment
- Eye Contact/Movement:** for "live presentations": has excellent eye contact and body movement

B LEVEL WORK:

- Clarity and Organization:** speech is generally clear and organized, though may be "rough" or unclear in spots
- Feeling, Tone and Volume:** feeling, tone and volume of voice is good, but may sometimes be hard to hear and/or without feeling
- Focus:** has focus on the subject using some supporting facts and/or some details and descriptive words
- Content:** often demonstrates understanding of material presented
- Mechanics:** most grammar is correct, though some errors may be present
- Vocabulary:** vocabulary used is appropriate for a student at this grade level
- Pacing:** few unnatural breaks or pauses during the speech
- Meets Requirements:** meets most requirements of the assignment
- Eye Contact/Movement:** for "live presentations": maintains eye contact but not consistently

C LEVEL WORK:

- Clarity and Organization:** speech clearly has a logical order, but is not well organized and may not be easy to follow
- Feeling, Tone and Volume:** often has lack of feeling and poor tone or volume such that it distracts from the content of the speech
- Focus:** does not have complete focus or is missing important details and/or descriptive words
- Content:** does not often demonstrate understanding of material presented
- Mechanics:** has frequent errors in grammar
- Vocabulary:** vocabulary used is somewhat simplistic for a student at this grade level
- Pacing:** many unnatural breaks or pauses during the speech, speaker seems nervous
- Meets Requirements:** meets few requirements of the assignment
- Eye Contact/Movement** for "live presentations": limited eye contact or movement

D LEVEL WORK:

- Clarity and Organization:** speech is disorganized and unclear
- Feeling, Tone and Volume:** almost has lack of feeling and poor tone or volume such that it distracts from the content of the speech
- Focus:** does not focus on the subject and has few supporting details and/or descriptive words
- Content:** does not indicate understanding of material presented
- Mechanics:** has many errors in grammar
- Vocabulary:** vocabulary used is well below what is expected for a student at this grade level
- Pacing:** frequent unnatural breaks or pauses during the speech, speaker clearly nervous
- Meets Requirements:** meets almost no requirements of the assignment
- Eye Contact/Movement:** for "live presentations": has almost no eye contact with the listeners

OVERALL GRADE ON THIS ASSIGNMENT: