Primary and Secondary Sources Show & Tell
Research Project

First, we will be discussing the differences between primary and secondary sources. You will be choosing an object that is special to your family— a primary source. It can be something related to your family’s heritage. For example, a recipe that has been passed down, a picture of grandpa in WWII, grandma’s handmade quilt, a piece of jewelry, etc. You can bring it with you to class on the first day of research or just have it in your mind. I will not be storing them throughout the project.

The grading is in four parts. The first grade is for the content of the report itself. The second grade will be a grammar grade for the report. The third grade is for the presentation. The fourth part is a grade for the MLA.

Report Outline:
I. Opening
   a. Background about you and your family
   b. Where you’ve lived/heritage, etc.
II. Introduce the object.
   a. description
   b. Who it belongs to
   c. Why it’s special to your family
III. Historical importance
   a. Historical significance/purpose of the object #1
   b. Historical significance/purpose of the object #2
IV. Closing
   a. Why/how the research makes the object even more special or important to you

Ideas for your primary source:
Primary and Secondary Sources Show & Tell  
Research Project Rubrics

The grading is in four parts. The first grade is for the content of the report itself. The second grade will be a grammar grade for the report. The third grade is for the presentation. The fourth part is a grade for the MLA. The unit will also close with a test.

*You are required to submit your rubrics on the day of your presentation or there will be an automatic 5 point deduction on your report grade. You must also print the word count at the bottom of the page.

Report Rubric

<table>
<thead>
<tr>
<th>Report Requirements</th>
<th>Points Available out of 50</th>
<th>Points Earned/Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows the outline with opening, body, closing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Introduces/describes the item</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Clearly explicates the family significance</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>First fact clearly represented and introduced/cited</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Second fact clearly represented and introduced/cited</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td><strong>Word count (200-400)</strong></td>
<td>2.5</td>
<td></td>
</tr>
</tbody>
</table>

Extra points or deductions:

Total:

Grammar Rubric

4-point errors: fragments, fused sentences, run-on sentences subject-verb agreement

2-point errors: comma splices, verb form, pronoun errors

1-point errors: spelling, modifiers, awkward phrasing, capitalization, diction, simple punctuation errors

Your errors:

    _______ *4= _________
    _______ *2= _________
    _______ *1= _________

Total: ________________
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Common Core Standards:
RI 9-12.1 – cite strong textual evidence from informational text
W. 9-12.2 – write informative/explanatory texts
W. 9-12.3 – write narratives to develop real experiences
W. 9-12.4 – produce clear and coherent writing
W. 9-12.5 – develop and strength writing through the writing process
W. 9-12.6 – use technology to produce and publish
W. 9-12.7 – conduct short research projects to answer a question
W. 9-12.8 – gather relevant information from multiple authoritative print and digital sources
SL 9-12.4 – present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow
L 9-12.1 – demonstrate the command of the conventions of standard English grammar and usage
L 9-12.2 - demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing

Students need to choose their object – the primary source. This is done outside of class and should be introduced maybe even before the first lesson begins. This should be something special to their family. For example, an antique blue mason jar, a picture of grandpa in WWII, grandma’s handmade quilt, an old hammer, etc. They can bring it with them to class on the first day of research or just have it in their mind. The teacher will not be storing them throughout the project.

The second phase would be the research. Before the actual research the class will discuss the importance of evaluating websites and give some practice on that topic. The class will also discuss the importance of citing information and have some practice with using online databases to find research information.

Students will be searching for secondary information about their object. They are required to gain two facts for their report. More than two facts are extra points.

The third phase is writing the report. In this phase students will learn the correct format for incorporating the sources and completing the works cited page. The report and works cited page will be typed.

The fourth phase is the presentation. For the presentation students should a visual aid and be prepared to discuss the object without reading from the report. The specifics are listed in the rubric. The presentation should not be more than 2 minutes long.

The grading is in four parts. The first grade is for the content of the report itself. The second grade will be a grammar grade for the report. The third grade is for the presentation. The fourth part is a grade for the MLA.