

8th Grade Student eLearning Activities Log Day 7

Student Name _____ Grade _____

Teacher _____

Complete your selected activity per subject and have your parent/guardian sign it. You can use a device for the online activities or complete the hard copy activities. Students must participate in the eLearning activities to be counted as in attendance for the eLearning days. Submit form to your homeroom teacher the day after the eLearning day. Together the activities should take about 5 hours to complete.

Day 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Pearson Realize Reading: Author's Purpose				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home <u>or</u> use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities OR				Drama: Act out your script and have someone record it. Use the costume and props you created.
Read for 20 minutes using a book at home and complete a Reading Log and 4 Square activities Then complete a Z-chart graphic organizer Using the Z-chart graphic organizer , write two paragraphs summarizing what you have read.	Complete the Math handout. Show your work on a separate sheet of paper and return them to school.	Complete the Social Studies handouts and return them to school.	Read "Dream Jobs: Particle Physicist" and answer the questions.	Art: Create a drawing of your neighborhood. Add details using either colored pencils or a range of values. https://youtu.be/fw5kamqbWnk
				Music: Complete a song reflection for a favorite song that is appropriate for school . Describe the reasons you like or dislike about the song and genre.
				Journalism /Global Awareness: This assignment should be completed during an eLearning day. Research a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned.
				STEM: Build a simple machine from small items you find in your home (sticks, straws, Marshmallows, Legos, etc.) . Click here for some examples.

Parent Signature _____ Date _____

Registro de actividades de aprendizaje electrónico para estudiantes Día 7: Grado 8

Number _____ Grado _____

Maestro/a _____

Complete su actividad seleccionada por materia y haga que sus padres / tutores la firmen. Puede usar un aparato electrónico para las actividades en línea o completar las actividades en papel. Los estudiantes deben participar en las actividades de eLearning para ser contados como presentes durante los días de eLearning. Envíe el formulario a su maestro de aula el día después del día de eLearning. Las actividades deben tomar alrededor de 5 horas para completarse.

Día 7

Language Arts	Math	Social Studies	Science	Encore
Engage in Reading activities with Compass Learning accessed via Clever. www.clever.com/in/maywood89	Engage in Math activities with MATHia accessed via Clever. www.clever.com/in/maywood89	Complete Social Studies Activities on HMH Ed via Clever assigned by your teacher. www.clever.com/in/maywood89	Go to StemScopes accessed via Clever to complete assignments assigned by your teacher. www.clever.com/in/maywood89	PE: Practice throwing with Throwing Target Practice.
Pearson Realize Reading: Author's Purpose				Health: Complete Improving Your Diet and consider ways to add more healthy foods to your diet.
Read for 20 minutes using a book at home or use World Book Online accessed via Clever and complete a Reading Log and 4 Square activities				Drama: Act out your script and have someone record it. Use the costume and props you created.
OR				
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Firma de Padres _____ Fecha _____

Reading: Author's Purpose**Practice**

An **author's purpose** is his or her main reason for writing. The most common purposes for writing are to inform, to persuade, and to entertain. To determine an author's purpose, notice the types of details included in the work. Writers may use facts and statistics to inform or persuade. They may use stories about personal experiences to inform or entertain. Often, authors will have more than one purpose—to inform while entertaining, for example.

Read each paragraph. Then, answer the questions.

When you buy a bicycle helmet, make sure it fits you well. The foam pads should touch your head all around, and the helmet should sit level. Tighten the straps so that they are snug but comfortable. You must not be able to pull off the helmet, no matter how hard you try.

1. Is the author's *main* purpose to entertain, to inform, or to persuade?

2. List two details from the paragraph to support your answer to #1.

It was a beautiful day. Ramona put on her helmet, hopped on her bike, and headed to bike path near her house. She was peddling merrily along, when suddenly she heard a loud, hissing sound. "Oh, no," she thought, "not a snake!" She peddled faster but noticed that her bike was bouncing badly. When she looked back, she saw that her rear tire was flat. "So that was the hissing!" No snake, after all—just a flat tire and a ruined bike ride.

3. Is the author's *main* purpose to entertain, to inform, or to persuade?

4. List two details from the paragraph to support your answer to #3.

Name: _____

Connect each point as
You graph them.

River Riding

NOTE: In each section, do NOT connect the last point back to first point.

(x, y)

☐ (0, 1)
☐ (2, 3)
☐ (4, 3)
☐ (3, 2)
☐ (4, 1)



☐ (24, 17)
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☐ (24, 17)



☐ (14, 11)
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☐ (12, 1)
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☐ (15, 2)
☐ (16, 1)



(x, y)

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☐ (8, 5)
☐ (9, 19)



☐ (20, 1)
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(x, y)

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8, 3

5, 3

4, 1

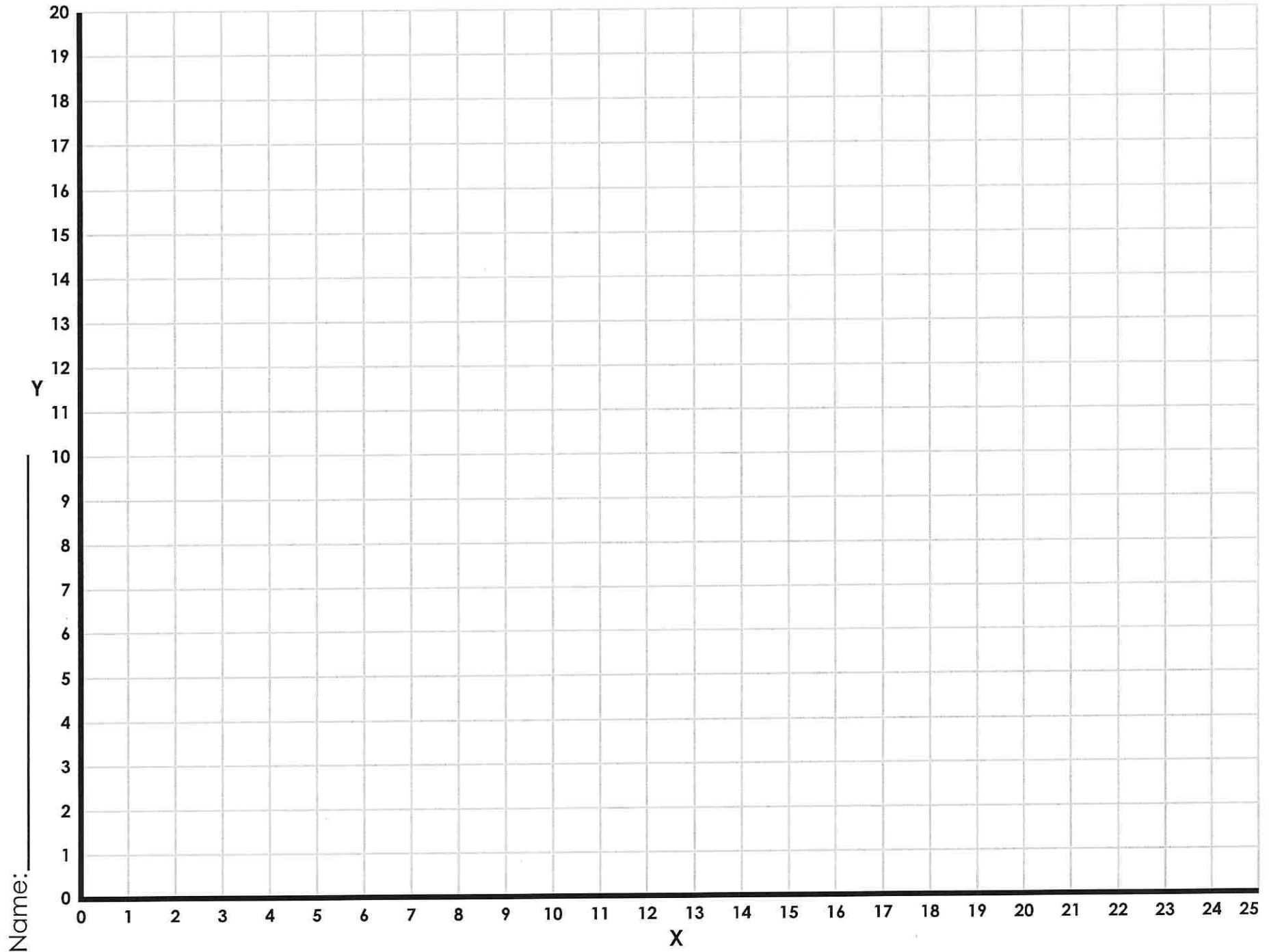


D

14

Now color your picture

River Riding



Searching for Order/La búsqueda del orden**Lesson/Lección 2****MAIN IDEAS/IDEAS PRINCIPALES**

1. American society debated key social issues during the 1970s./La sociedad estadounidense debatió temas sociales clave durante la década de 1970.
2. Jimmy Carter was elected president in 1976./Jimmy Carter fue elegido presidente en 1976.
3. Carter had successes as well as failures in foreign policy during his administration./La política exterior del gobierno de Carter tuvo éxitos y fracasos.

Key Terms and People/Personas y palabras clave

affirmative action/acción afirmativa practice of giving special consideration to nonwhites or women to make up for past discrimination/práctica de considerar de manera especial a las personas no blancas y a las mujeres para compensar la discriminación del pasado

Rachel Carson/Rachel Carson biologist and author of *Silent Spring*; helped start the environmental movement/bióloga y autora del libro *Primavera silenciosa* (*Silent Spring*); ayudó a iniciar el movimiento de defensa del medio ambiente

Jimmy Carter/Jimmy Carter former governor of Georgia; elected United States president in 1976/ex gobernador de Georgia; elegido como presidente de Estados Unidos en 1976

human rights/derechos humanos basic rights and freedoms of all people/derechos y libertades fundamentales de todas las personas

apartheid/apartheid South African system of racial segregation/sistema de segregación racial que se practicó en Sudáfrica

sanctions/sanciones economic penalties/castigos económicos

Camp David Accords/Acuerdos de Camp David a peace agreement that resulted from meetings between Jimmy Carter and the leaders of Israel and Egypt/acuerdo de paz que surgió de reuniones entre Jimmy Carter y los líderes de Israel y Egipto

Iran hostage crisis/crisis de los rehenes de Irán holding of approximately 52 U.S. embassy personnel for more than a year in Iran/secuestro de aproximadamente 52 miembros del personal de la embajada de Estados Unidos durante más de un año en Irán

Lesson Summary/Resumen de la lección**SOCIAL ISSUES OF THE 1970S/LOS TEMAS SOCIALES DE LA DÉCADA DE 1970**

In the 1970s immigration patterns into the United States began to change. Most of the new immigrants came from Latin America and Asia. The average age of the population increased as birth rates decreased. These changes raised the question of how to balance

Lesson/Lección 2, continued/continuación

the views of all Americans./En la década de 1970, los patrones de migración hacia Estados Unidos comenzaron a cambiar. La mayoría de los nuevos inmigrantes provenían de Latinoamérica y Asia. La edad promedio de la población aumentaba a medida que las tasas de natalidad disminuían. Estos cambios plantearon la cuestión de cómo equilibrar los puntos de vista de todos los estadounidenses.

Although the Equal Rights Amendment did not become law, the women's movement made gains. Laws such as Title IX improved opportunities for women in education and college sports. **Affirmative action** programs helped many women and nonwhites. Opponents of the programs felt that all gender- and race-based preferences were unfair./Si bien la Enmienda por la Igualdad de Derechos no se había convertido en ley, el movimiento de la mujer logró avances. Leyes, como el Título IX de las Enmiendas de Educación, mejoraron las oportunidades para la mujer en materia de educación y deportes universitarios. Los programas de **acción afirmativa** ayudaron a muchas mujeres y personas que no eran blancas. Los detractores de los programas pensaban que todas las preferencias basadas en el género y la raza eran injustas.

The environment also became a major issue in the 1970s. *Silent Spring* by **Rachel Carson** inspired a national movement to improve the environment. Congress passed laws to limit the release of pollutants. The Environmental Protection Agency was formed to put these laws into effect./El medio ambiente también se convirtió en un tema importante en la década de 1970. *Primavera silenciosa*, de **Rachel Carson**, inspiró un movimiento nacional para mejorar el medio ambiente. El Congreso aprobó leyes para limitar la liberación de sustancias contaminantes. Se creó la Agencia de Protección Ambiental para poner en vigor estas leyes.

Why did some people oppose affirmative action programs?/
¿Por qué algunas personas se oponían a los programas de acción afirmativa?

Lesson/Lección 2, *continued/continuación***CARTER ELECTED/LA ELECCIÓN DE CARTER**

In 1976 Democrats selected **Jimmy Carter** to run against Ford in the presidential election. Carter won because he was a Washington “outsider.” Events in the government had caused people to lose trust./ En 1976, los demócratas seleccionaron a **Jimmy Carter** para que compitiera con Ford en las elecciones presidenciales. Carter ganó porque era “ajeno” a Washington. Algunos sucesos que habían ocurrido en el gobierno habían hecho que las personas perdieran la confianza.

Carter had serious tests once elected. The nation faced high unemployment and inflation. Carter also wanted to lessen dependence on imported oil. Even though Democrats controlled Congress, he was not able to pass his national energy plan. His goal to expand nuclear power was stopped after an accident occurred at the Three Mile Island power plant./Una vez elegido, Carter tuvo que superar pruebas difíciles. La nación enfrentaba altas tasas de desempleo e inflación. Carter también quería depender menos del petróleo importado. A pesar de que los demócratas controlaban el Congreso, Carter no logró que se aprobara su plan nacional de energía. Su meta de ampliar la producción de energía nuclear quedó frenada después de un accidente en la central de energía Three Mile Island.

Why would being a Washington “outsider” help Jimmy Carter get elected?/¿Por qué ser “ajeno” a Washington puede haber ayudado a que Jimmy Carter resultara electo?

CARTER AND FOREIGN POLICY/CARTER Y LA POLÍTICA EXTERIOR

Carter rejected the policy of realpolitik. Instead he promoted **human rights**. To push reform and an end to **apartheid**, he called for **sanctions** against South Africa. Détente broke down when Carter criticized the Soviets for human rights abuses. Then the Soviet Union invaded Afghanistan, and Carter ended arms control talks. He also did not let U.S. athletes take part in the 1980 Olympics in Moscow./Carter rechazó la política de la realpolitik. En su lugar, promovió los **derechos humanos**. Para impulsar la reforma y el fin del **apartheid**, pidió **sanciones** contra Sudáfrica. El período de distensión se interrumpió cuando Carter criticó a los soviéticos por realizar abusos contra los derechos

Circle the name of the country in which apartheid was practiced./Encierra en un círculo el nombre del país en el que se practicaba el **apartheid**.

Lesson/Lección 2, *continued/continuación*

humanos. Luego, la Unión Soviética invadió Afganistán y Carter canceló las conversaciones sobre limitación de armas. Además, no permitió que los atletas estadounidenses participaran en los Juegos Olímpicos de 1980, en Moscú.

President Carter worked to ease tensions in the Middle East. The peace treaty known as the **Camp David Accords** is one of his greatest triumphs. However, many Americans lost their trust in Carter's leadership during the **Iran hostage crisis**./El presidente Carter se esforzó por aliviar las tensiones en Medio Oriente. El tratado de paz conocido como los **Acuerdos de Camp David** fue uno de sus mayores logros. Sin embargo, muchos estadounidenses perdieron la confianza en el liderazgo de Carter durante la **crisis de los rehenes de Irán**.

How did the Iran hostage crisis affect the presidency of Jimmy Carter?/¿Qué efecto tuvo la crisis de los rehenes de Irán en la presidencia de Jimmy Carter?

CHALLENGE ACTIVITY/ACTIVIDAD AVANZADA**Critical Thinking: Make Judgments/Pensamiento**

crítico: Emitir juicios Was a boycott of the 1980

Olympics in Moscow an appropriate response to the Soviet invasion of Afghanistan? Why or why not?/¿El boicot a los Juegos Olímpicos de 1980 en Moscú fue una respuesta adecuada a la invasión soviética de Afganistán? ¿Por qué?

DIRECTIONS/INSTRUCCIONES Read each sentence and fill in the blank with the word in the word pair that best completes the sentence./Lee las oraciones y completa los espacios en blanco con la palabra del par de palabras que mejor complete la oración.

1. Democrats hoped that _____, a Washington “outsider,” could defeat Gerald Ford in the presidential election. (Rachel Carson/Jimmy Carter)/ Los demócratas esperaban que _____, alguien “ajeno” a Washington, derrotara a Gerald Ford en las elecciones presidenciales. (Rachel Carson/Jimmy Carter)
2. The _____ hurt the public's faith in Carter's presidency. (Iran hostage crisis/Camp David Accords)/Debido a _____, disminuyó la confianza del público en la presidencia de Carter. (la crisis de los rehenes de Irán/los Acuerdos de Camp David)

Lesson/Lección 2, *continued/continuación*

3. The practice of _____ improved the number of opportunities for African Americans. (affirmative action/apartheid)/La práctica _____ produjo un aumento de la cantidad de oportunidades para los afroamericanos. (de la acción afirmativa/del *apartheid*)
4. The economic penalties imposed by one country on another are called _____. (human rights/sanctions)/Los castigos económicos que un país impone a otro se llaman _____. (derechos humanos/sanciones)
5. President Carter brought the leaders of Israel and Egypt together to sign _____. (sanctions/the Camp David Accords)/El presidente Carter reunió a los líderes de Israel y Egipto para que firmaran _____. (sanciones/los Acuerdos de Camp David)
6. While Nixon based his foreign policy on realpolitik, Carter based foreign policy on _____. (apartheid/human rights)/Mientras que Nixon había basado su política exterior en la realpolitik, Carter basó la suya en _____. (el *apartheid*/los derechos humanos)
7. _____ drew attention to environmental issues when the book *Silent Spring* was published. (Rachel Carson/Jimmy Carter)/_____ dirigió la atención a los temas relacionados con el medio ambiente cuando se publicó el libro *Primavera silenciosa*. (Rachel Carson/Jimmy Carter)
8. President Carter opposed South Africa's policy of segregation called _____. (sanctions/apartheid)/El presidente Carter se opuso a la política sudafricana de segregación llamada _____. (sanciones/*apartheid*)

DIRECTIONS/INSTRUCCIONES Look at each set of terms below. On the line provided, write the letter of the term that does not relate to the others./Observa los conjuntos de palabras de abajo. En la línea, escribe la letra de la palabra que no esté relacionada con las demás palabras.

- | | |
|---|--|
| _____ 9. a. Jimmy Carter/
Jimmy Carter | _____ 10. a. Camp David Accords/
Acuerdos de Camp David |
| b. human rights/
derechos humanos | b. apartheid/
<i>apartheid</i> |
| c. affirmative action/
acción afirmativa | c. Middle East/
Medio Oriente |
| d. sanctions/
sanciones | d. Jimmy Carter/
Jimmy Carter |

Dream Jobs: Particle physicist

By Alexa Kurzius, adapted by Newsela staff on 03.11.20

Word Count **757**

Level **1020L**



Scientist Jessica Esquivel stands in front of a giant electromagnet that she uses in her daily work studying very small particles that are in the universe. Photo by: Reidar Hahn/Fermilab

It is Jessica Esquivel's job to learn about new, undiscovered physics. She is studying a tiny particle called a muon. It's like an electron, but it's about 200 times more massive and much more mysterious. "I can't look at it under a microscope and see what it looks like," she says.

To learn about these muons, she uses a giant circular electromagnet 50 feet in diameter that shoots particles at nearly the speed of light. An electromagnet is a type of magnet in which the magnetic field is generated by an electric current. The magnet she works on is located at Fermilab in Batavia, Illinois.

The electromagnet is also known as a particle storage ring. The hope is it will teach physicists more about muons and how they behave in the universe.

Studying Physics

Physics is the study of the nature and properties of energy and matter. Esquivel is a particle physicist and she focuses on the tiny, subatomic particles that are smaller than an atom, such as

electrons and muons. These particles, along with others, make up our universe. But very little is known about most of them. That's because they pop into and out of existence for very brief moments. "There are no answers to the questions we are asking," Esquivel says. And often, a new discovery leads to many more questions than answers.

Today, Esquivel is comfortable with a profession full of uncertainty. But it wasn't always that way. Growing up in McAllen, Texas, Esquivel was fascinated by outer space. She loved watching science fiction movies with her aunt and attending math and science summer camps. Later, she went to specialized middle and high schools for science. And though she was often one of few Afrolatinx women in these environments (Esquivel is black and Mexican), it didn't affect her as much because she could identify with other groups in her Latino community.

That changed when she went off to college and graduate school. Esquivel began as an applied physics and electrical engineering major at St. Mary's University in San Antonio, Texas. She was often one of a few women in her college classes.

Then she went to graduate school at Syracuse University in Syracuse, New York, where she was the only Afrolatinx, the only lesbian and practically the only woman in the physics department. "I had persistent feelings of not belonging," she says.

She learned she was not alone in wanting more diverse representation in science. Her family, teachers and mentors provided support along the way. They encouraged her to stick with her studies when she wanted to quit. Ultimately, she stuck with physics and received her Ph.D. in 2018 and began working at Fermilab full-time soon after.

How National Labs Help Support Scientific Discovery

National labs like Fermilab help scientists conduct basic research, which aims to increase our knowledge and understanding of the world around us. Basic research is different from applied research, which uses scientific discovery to solve a particular problem.

During World War II, the U.S. government funded a lot of scientific research related to radar and telecommunications. This led to many advances in these fields as well as others. National labs were created following World War II to build on this success, enable scientists to continue their research, and provide the highly technical, expensive equipment for use in ongoing research.

Today, there are 17 Department of Energy national labs nationwide. Scientists from around the world can visit the labs and do basic and applied research projects there. Fermilab, located 40 miles outside of Chicago, Illinois, focuses entirely on particle physics and related fields. The large experiment that Esquivel works on for her research is just one of many at the lab.

For the muon experiment, Esquivel collaborates with a team of scientists. They shoot muons into the particle storage ring. Then they watch for the muons to hit virtual particles that pop in and out of existence in the storage ring. Normally, muons spin like a top, though this spinning action changes when they hit another subatomic particle. The team uses precise measurement tools to see what these collisions look like. It requires massive amounts of data to interpret their observations precisely.

There are still so many things that scientists don't know about subatomic particles. But for now, Esquivel is excited to continue her work on them. "Everything around us is made from these

fundamental building blocks," she says. Learning more about them "helps us understand how atoms interact with each other and how galaxies form," she says.

Quiz

- 1 Why was graduate school an alienating experience for Jessica Esquivel?
- (A) because she had decided to study muons and scientists knew very little about them
 - (B) because she had decided to major in both applied physics and electrical engineering
 - (C) because she was the only woman studying particle physics and the only person from McAllen, Texas
 - (D) because she was the only Afrolatinx and the only lesbian in the physics department

- 2 How do virtual particles affect muons?
- (A) They can cause muons to grow so that muons have 200 times the mass of electrons.
 - (B) They can cause muons to shoot out faster than the speed of light under a microscope.
 - (C) They can make the muons spin around like tops inside of a particle storage ring.
 - (D) They can change the way muons move if they collide with muons in an electromagnet.

- 3 Read the following paragraph from the section "Studying Physics."

Today, Esquivel is comfortable with a profession full of uncertainty. But it wasn't always that way. Growing up in McAllen, Texas, Esquivel was fascinated by outer space. She loved watching science fiction movies with her aunt and attending math and science summer camps. Later, she went to specialized middle and high schools for science. And though she was often one of few Afrolatinx women in these environments (Esquivel is black and Mexican), it didn't affect her as much because she could identify with other groups in her Latino community.

How would the article change if the paragraph above came BEFORE the Introduction [paragraphs 1-3]?

- (A) The readers would learn about the work Jessica Esquivel does today before learning about how she first became interested in science.
 - (B) The readers would learn about how Jessica Esquivel first became interested in science before learning about the work she does today.
 - (C) The readers would learn about the problems Jessica Esquivel faced in graduate school before learning that she is a particle physicist.
 - (D) The readers would learn that she is a particle physicist before learning about the problems she faced in graduate school.
- 4 What is one reason why the author includes information about research done during World War II?
- (A) to highlight when muons were discovered by physicists
 - (B) to highlight a time period when scientific discovery slowed down
 - (C) to explain what sparked the creation of national labs
 - (D) to explain why most scientific research is focused on particle physics

Overhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4

Underhand Throw

Directions: Hang the target on a wall. Throw a ball at the target 10 times, count how many times you hit the target, record your score. Try to beat your score each round.

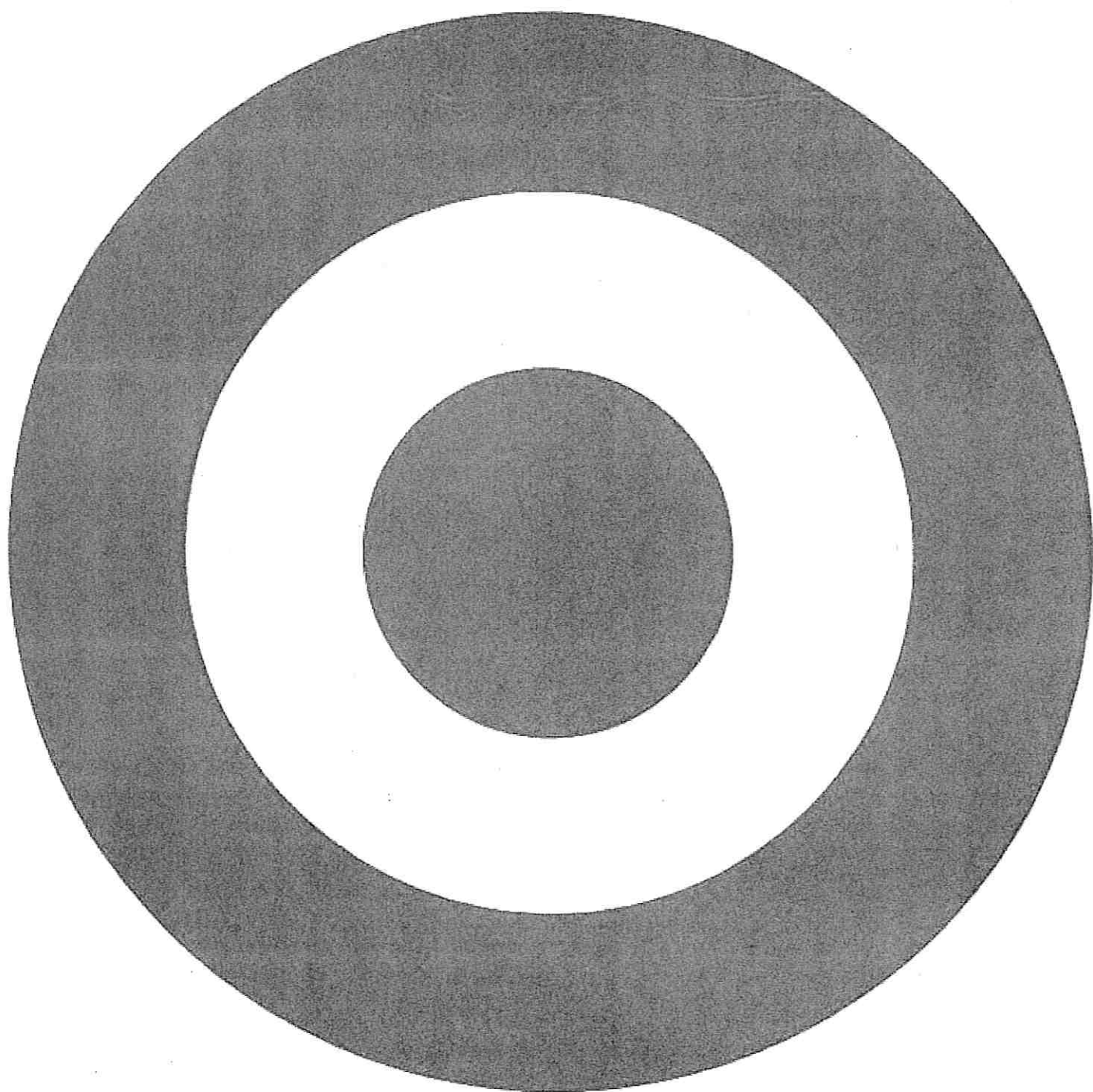
If you don't have a ball, roll up a pair of socks.

ROUND 1

ROUND 2

ROUND 3

ROUND 4



Name:

Health at Home
Improving Your Diet

Keep track of how many fats and sweets you eat over the next three days. Then, come up with a plan to substitute nutrient-dense foods for the fats and sweets you eat. Monitor your diet for a week and evaluate how well you stuck to your plan.

Fats/Sweets Examples: Candy, Chips, Soda, Ice Cream, Juice Boxes, Animal Crackers, Sugar Cereals, Pop-Tarts, Popcorn, Fruit Snacks, Pizza, Bacon, Fries, Fast-Food, Baked Goods, Whipped Coffee Drinks, Kool-Aid, Lemonade, Chocolate, Cookies, Cake, Pie, Jelly, Canned Fruit in Syrup and Frozen Yogurt.

Day 1 Fats/Sweets:	Day 2 Fats/Sweets:	Day 3 Fats/Sweets:
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Day 1- Substitutions	Day 2- Substitutions	Day 3- Substitutions
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:
Original Item: Healthier Item:	Original Item: Healthier Item:	Original Item: Healthier Item:

Monitor your diet for the next two days.

Monitor Change Day 1 Foods/ Beverages/ Snacks:	Monitor Change Day 2 Foods/ Beverages/ Snacks:
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- 1) How well did you stick to your dietary changes?

- 2) If you did well, what helped you stick to the changes? If you were not successful, what were the barriers that stopped you from sticking to the changes?

- 3) How can you help others in your family or community make healthier food options? What is one thing that you can do at home this week that will improve the food choices your family makes?

Song Reflection eLearning Day 1

Name _____ Date _____

Directions: Please choose an appropriate song that you can reflect on for this music assignment.

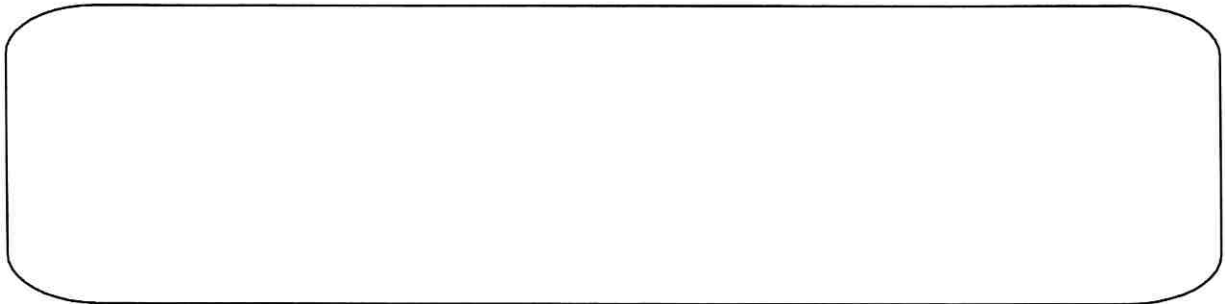
Song title: _____

Name of Artist(s)/group: _____

Total listening time: _____

Pre-listening reflection: Why did you choose **this** song?

Memory Map: As you listen, draw or write words to help you remember what you hear. You may want to pause the song. Use the back of the sheet for more room if needed.



Prediction: Describe the reasons you like or dislike about the song and genre.

Point of View: Describe who tells the story and how it is told

- Who is/are the **artist/s or group** of your song? Did they write the song?
How do you know?

➤ There are three types of point of view.

1.) **First person** point of view—a character from the story describes what happens through their eyes and you learn their feelings and emotions in a “I see and feel” way of description

2.) **Omniscient** point of view, where you know what all the characters are doing and feeling, in a “He did and felt this, while at the same time she was doing and feeling that” way of description

3.) **Third person limited point** of view, where the story follows just one person and you are told what is being said, done, thought, and felt by only one person, in a “She did this and thought that” way of description

Which point of view is the song told from? Cite an example that demonstrates this type of point of view.

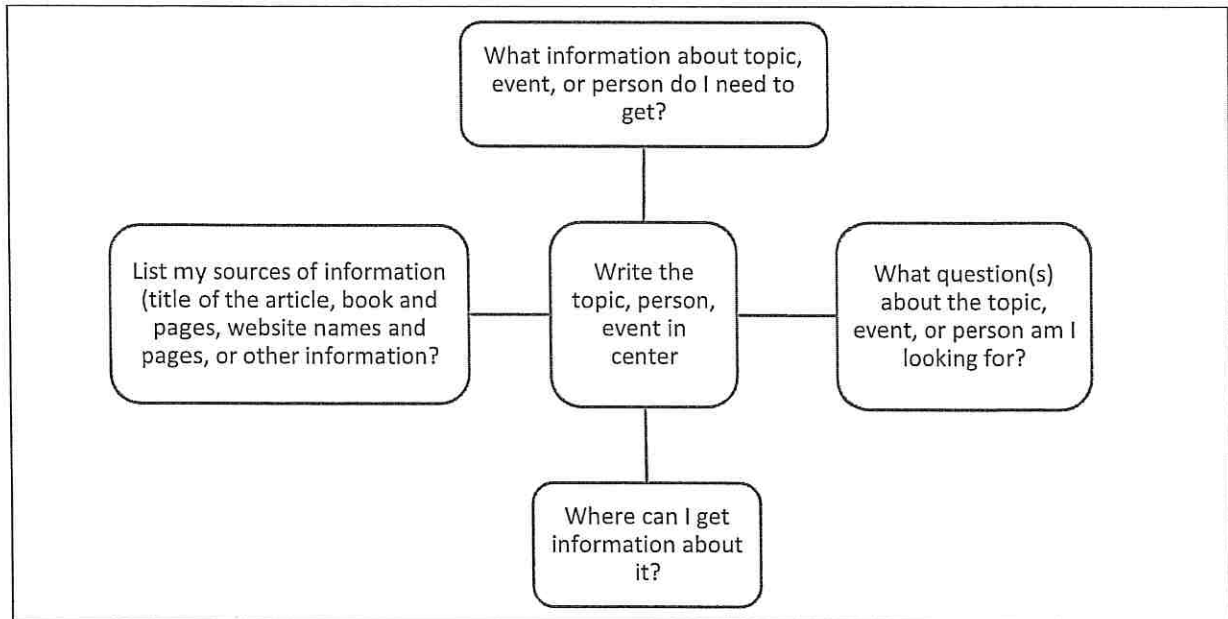
➤ Does your song's **point of view** make you feel connected to the song and artist? Why or why not? Cite examples from the text.

eLearning Research Activity

Name: _____ Date: _____

Research about a person, topic, or event you are interested in and write down 3-5 interesting findings. List research resources and create a summary of what you learned. Use the graphic organizer below to help you organize what you would like to write about.

THINK AHEAD



COLLECT YOUR IDEAS

Answer the following questions to choose a topic, narrow a topic, or get your ideas in order.

- What do you want to know more about?
- What do you really want to investigate?

What do I already know about this topic, person, or event?

What do I need to know more about?

What keywords relate to this topic, person, or event?

WRITE

Summary of the interesting findings about my topic, person, or event in 3-5 sentences:

LIST RESOURCES

Write down the research resources used to write your summary:

Name of Book, Website, Magazine Article, or Textbook: _____
Author(s) of the resource: _____
Title of the chapter, section, website if needed: _____
Date of Publication/Last Update/Posting Listed on Resource _____ Date of Access _____
Exact name of website (URL) _____

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