NAME \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ms. Ponza: ELA 9

9th Grade Research Project – The Miracle Worker

A research project, whether it is a traditional paper, a video, or a media presentation, is the end product of a thinking process that involves student-centered questioning or inquiry.

Research is a life skill. We are always seeking information. What elective should I take? Which college should I choose? Which book should I read next? How can I sell this idea to my parent(s)? How can I convince the school board to change school lunches? Should I purchase an IPhone or an Android? Our ability to use information helps us reach conclusions, make decisions, and communicate more effectively.

Just as the careful cell phone buyer may "research" *Consumer Reports* and ask friends for comments about which model is the best, the careful student researches a topic in the process of thinking through his or her project. It is important to triangulate information by checking a variety of sources.  The cell phone buyer may consult as many different, reliable sources as possible, makes notes, asks questions, consults additional sources, and develops a point of view based upon all of the information he or she has found. As students gather information to reach a conclusion or support a hypothesis, they develop lifelong skills of information fluency which will allow a person the ability to access, evaluate, use and synthesize information from multiple formats.

The research process and the writing process are connected. Research is of little value unless you can effectively communicate your new knowledge. The same skills that you use to write an expository paper are used to develop the research paper or a project in any medium. Asking solid questions, developing a clear and focused thesis, sketching an outline, planning, drafting, revising, peer reviewing, and editing all are steps with which you are already familiar. The research process is *recursive*. Although we describe *steps*, you will find yourself going back and forth among the steps, returning to several as you refine your work.

***STEPS***

* Read about a broad topic with "peripheral vision," looking for subtopics and important terms. You may choose to check reference sources and video for context as you get familiar with a subject.
* Identify focused questions you are interested in investigating.
* Gather a working source list.
* Take notes on note cards/graphic organizer
* Look for patterns of information in your sources, your notes, and your notecards.
* Develop clear and focused preliminary thesis.
* Gather information and evaluate the sources of information.  Have you gathered a variety of quality materials? Have you gathered both [primary](http://sdst.libguides.com/content.php?pid=175173&sid=1599080) and secondary sources?
* Identify strong supporting points and rank them, making certain that the research and logical reasoning support them.
* Make sure that the evidence you collected is strong and that it directly supports your thesis.
* Develop an outline or storyboard or construct a visual organizing tool to organize your ideas and evidence.
* Prepare a rough draft (using your notes, outline, graphic organizers, etc.), making sure that your own voice as a writer is clear.
* Add research documentation to the draft.
* Revise the draft.
* Have a classmate or friend peer review your work.
* Revise the draft.
* Edit the draft.
* Prepare, proofread, and submit the final copy.

**RESEARCH TOPICS: The Miracle Worker Unit**

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| THE CIVIL WAR | BRAILLE |
| SIGN LANGUAGE | JAMES SULLIVAN |
| THE PERKINS INSTITUTE | TRACHOMA |
| THE KELLER FAMILY HISTORY | TEWSKBURY ALMSHOUSE |
| HELEN AND ANNIE’S FRIENDSHIP | HELEN’S EDUCATION & CONTRIBUTIONS |
| DISABILITY RIGHTS | DEAF/BLINDNESS TODAY |
| WOMEN’S ROLE IN LATE 1800s | ANNIE SULLIVAN’S LIFE |
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