

# City for Sale: Writing Research and Technology

Grade Level or Special Area: 7<sup>th</sup> Grade

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Length of Unit: Nine lessons (4- 5 weeks)

## I. ABSTRACT

A. Using the 7<sup>th</sup> grade Core Knowledge content Writing and Research, students will become experts on a city listed in the Core Knowledge 7<sup>th</sup> grade Geography of the United States. Moneyworks, a new computer software company worth trillions, is looking for a city in the U.S. to make its headquarters. It promises great economic growth and prosperity, so each city will compete for it. Its owner, Gill Bates, will select a city based on information given to him by a student ambassador. The ambassadors will follow steps involved in writing a research paper for a report to give to Mr. Bates. Then, using multiple forms of technology, ambassadors will 'sell' their city to Mr. Bates in a culminating simulation sales convention.

## II. OVERVIEW

### A. Concept Objectives

1. The student understands writing as a tool for learning and research.
2. The student recognizes first impressions in writing are important.
3. The student appreciates the use of technology to communicate information.

### B. Content from the *Core Knowledge Sequence*

1. Writing, Grammar, and Usage (page 157)
  - a. Writing and Research
    - a. Expository Writing
      - i. Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
    - b. Write research essays
      - i. Asking open-ended questions
      - ii. Gathering relevant data through library and field research.
      - iii. Summarizing, paraphrasing, and quoting accurately when taking notes.
      - iv. Defining a thesis.
      - v. Organizing with an outline.
      - vi. Integrating quotations from sources.
      - viii. Acknowledging sources and avoiding plagiarism.
      - ix. Preparing a bibliography.
  2. Geography of the United States (page 166)
    - a. Physical features
    - b. Political, economic and social features
    - c. Cities
    - d. Population

### C. Skill Objectives

1. Frame questions to direct research (TEKS ELA- 7. 21 A).
2. Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (TEKS ELA-7.19 A)
3. Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (TEKS ELA-7. 19 B).

4. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (TEKS ELA- 7. 19 C).
5. Revise drafts for coherence, progression, and logical support of ideas (TEKS ELA- 7. 19 D).
6. Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (TEKS ELA-7. 19 E).
7. Use available technology to support aspects of creating, revising, editing, and publishing texts (TEKS ELA- 7. 19 F).
8. Select and use reference materials and resources as needed for writing, revising, and editing final drafts (TEKS ELA-7.19 I).
9. Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (TEKS-ELA 7. 25 B).
10. Explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies. (TEKS SS-6. 5A).

### **III. BACKGROUND KNOWLEDGE**

#### **A. For Teachers**

1. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners.* By Nathan Kemper, R., & Sebranek
2. *The Research Paper: A Step-by-Step Student Guide Folder* .Grand Rapids, MI: Instructional Fair
3. *Use the Internet with the Big6 Skills* by Janet Murray

#### **B. For Students**

1. Know how to gather information from different sources and writing a short report own words organized into paragraphs. (Grade 4, page 87).
2. Know how to gather information from different sources and write reports from three sources, organizing paragraphs, illustrating points and documenting sources. (Grade 5, page 109).
3. Review of research essay defining a thesis, organizing an outline, integrating quotations, acknowledging sources and preparing a bibliography. (Grade 6, page 133).

### **IV. RESOURCES**

1. Student Research Packet (Appendix A: 1-15)
2. Research Packet with transparencies of each page
3. Microsoft Word processor or a word processor
4. Microsoft Power Point
5. Microsoft Inspiration
6. Microsoft Publisher
7. Library resources: encyclopedias, atlas, internet availability, magazines
8. Blank map state copies of Georgia, Maryland, Alabama, Massachusetts, North Carolina, Illinois, Ohio, Texas, Michigan, Missouri, California, Tennessee, Florida, Wisconsin, Minnesota, Louisiana, Virginia, Pennsylvania, Arizona, Oregon, and Washington.

### **V. LESSONS**

#### **Lesson One: Introduction, Contracts, and Defining a Thesis (3 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
2. Lesson Content
  1. Writing and Research, (page 157).
    - a. Defining a thesis
  2. Geography of the United States, (page 166).
    - a. Physical features, cities
3. Skill Objective(s)
  - a. Frame questions to direct research (TEKS ELA- 7. 21 A).
  - b. Explain factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence the economic development and foreign policies of societies. (TEKS SS-6. 5A).
  - c. Use available technology to support aspects of creating, revising, editing, and publishing texts (TEKS ELA- 7. 19 F).

B. Materials

1. Research Packet – make a transparency of every page.
2. Expectation Page (Appendix A-2).
3. Parent Signature Page (Appendix A- 14).
4. Student Contract page for report and technology project. (Appendix A-15}.
5. Moneyworks proposition page. (Appendix )
6. Atlases, textbook maps, or encyclopedias.
7. Blank map state copies of Georgia, Maryland, Alabama, Massachusetts, North Carolina, Illinois, Ohio, Texas, Michigan, Missouri, California, Tennessee, Florida, Wisconsin, Minnesota, Louisiana, Virginia, Pennsylvania, Arizona, Oregon, and Washington.
8. 6 sets of vocabulary cards. Each set will consist of 16 cards. (8 cards having vocabulary words written on them, and 8 cards with definitions).
9. Small bags of payday candy bars.
10. Jar filled with name of each city on a slip of paper.
11. 1 pocket folder with three brads for each student.
12. Copies of 4 thesis statements and transparencies: one poor, one mediocre, and two excellent.
13. “Rate the Thesis” copies. (Appendix B-12 )
14. Floppy Disks for each student.

C. *Key Vocabulary*

1. Expectation –to consider reasonable, due, or necessary.
2. Contract – a binding agreement.
3. Topic – the subject of an assignment.
4. Thesis – a proposition that a person promotes and offers to maintain by argument.
5. Proposition – something offered for consideration.
6. Competition - rivalry, contest, match
7. Entrepreneur – one who organizes and assumes the risk of a business organization.
8. Satisfactory – to meet the requirements of.

D. *Procedures/Activities*

Day One

1. Divide class into groups of three. Give each group a set of vocabulary cards and have them correctly match the word with its definition in two minutes. As each group

correctly matches, give them a small payday candy bar. While waiting for each group to correctly match, other groups can guess why these words are going to be important to this writing activity. Then have a matching vocabulary quiz. (Appendix B-3).

2. Display the Moneyworks proposition from Mr. Bates (Appendix B-1) and discuss with students why any city would want this company. Write on the board the cities in competition. (Core Knowledge, page 166).
3. Have students pull a city out of a jar for their city.
4. Pass out blank maps and have students correctly label and name their city with a star on the map. Correctly draw a physical map labeling important rivers, lakes, landmarks, mountains, water, etc. with a key. Hand in.

Day Two:

1. Pass out folders with research packets. Have students glue completed physical state on front of folder. Explain that this folder represents the portfolio they will turn into Mr. Bates secretary, (classroom teacher) for approval before the sales convention. Brainstorm with the students how this portfolio should look and list their responses on the overhead. Make copies of this list for students to have in their portfolio for future reference.
2. Have students turn to the Expectations page in their research packet and fill in the blanks as you discuss the page. Have students turn to the last page in packet called the Research Assignment Rubric Page and discuss expectations. Students will then fill out a contract for their proposal, get teacher signature, and file in portfolio for future reference.
3. Write definition of a thesis and discuss. On overhead, go over ‘Rate the Thesis’ front page notes and discuss differences among a ‘weak’, ‘okay’, and ‘strong’ thesis statement. Have students work in partners to do the back of the “Rate the Thesis” page. Discuss as whole class the answers. Students will then write their thesis statement for their paper.

Day Three:

1. Review the difference between a ‘weak’, ‘okay’ and ‘strong’ thesis statement. Have students write a thesis statement for their paper using a rubric guideline to help. (Appendix B-2). After teacher approval, type the statement on Word, and save to a floppy disk. Have students file in their portfolio after grading.

E. *Assessment/Evaluation*

1. Monitor student interaction and understanding during vocabulary activity and Moneyworks proposition.
2. Vocabulary quiz.
3. Correctly labeled physical map and key.
4. Correctly labeled “Rate that Thesis” sheet
5. Typed thesis statement.

## **Lesson Two: Generating and classifying Questions for Research (Two Days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
2. Lesson Content
  - a. Write research essays (page 157)
    - i. Asking open-ended questions
3. Skill Objective(s)
  - a. Frame questions to direct research (TEKS ELA- 7. 21 A).

- b. Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (TEKS ELA – 7.19A).

B. *Materials*

1. Research Packet
2. KWL chart (Appendix A-5).
3. What I Want to Know Questions Graphic Organizer (Appendix A-6).
4. Microsoft Word or Microsoft Inspiration
5. Floppy Disk for each student
6. Display chart (poster board)

C. *Key Vocabulary*

1. Summary – a brief statement, giving only the main points of a subject.
2. Category – group or division in a system of classification.
3. Section – a part separated from the whole.

D. *Procedures/Activities*

Day One

1. Discuss vocabulary words and meanings. Write on display chart for students to refer to throughout entire unit.
2. Turn to page titled, KWL (Appendix A-5) and have students write down everything that they think they know about their city. (Teacher will model each lesson with a city to help the students through the process). Student will then fill out the ‘What I Want to Know Section’ asking 5 questions. Teacher needs to make sure that the 5 questions are different from each other. Do not let one question restate the same idea in another question. Summarize the questions into one word under each number. NOTE: Students begin on a number 2. Reassure them that number 1 will come later.
3. Have students fill out ‘Where Will I Look’ section for answers to those questions.
4. Turn to graphic organizer, ‘What I Want to Know Questions’.(Appendix A-6 ) The graphic organizer is divided into five categories with a number labeled at top. Match the number on top of each category with the number of the question from the ‘What I Want to Know’ chart. Write the summary from each corresponding number in the big box under each category. Do this for all five questions. Write the name of the city in the middle.
5. Under each category, write three questions about the one word summary on lines a, b, and c. This will result in a total of 15 questions altogether. Teacher must approve questions under each category before next step.
6. Students need to write a one-two word summary of each question asked under a, b, and c. Circle the summaries by each letter. Teacher must approve before next step.

Day Two:

1. Using the ‘What I Want to Know Questions’ chart, have students use Microsoft Inspiration or Microsoft Word to create a graphic organizer of their notes.

E. *Assessment/Evaluation*

1. Monitor student understanding on KWL chart. Check summaries.
2. Monitor student understanding on ‘What I Want to Know Questions’ chart. Check summaries.
3. Final typed graphic organizer from Word or Inspiration

**Lesson Three: Organizing with an Outline (One day)**

A. *Daily Objectives*

1. Concept Objective(s)

- a. The student understands writing as a tool for learning and research.
- 2. Lesson Content
  - a. Writing and Research
    - i. Organizing with an outline.
- 3. Skill Objective(s)
  - a. Generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (TEKS ELA-7.19 A).
  - b. Revise drafts for coherence, progression, and logical support of ideas (TEKS ELA- 7. 19 D).
- B. *Materials*
  - 1. Research Packet
  - 2. Completed ‘What I Want to Know’ graphic organizer.
  - 3. Outline (Appendix A-7 )
  - 4. Display Chart
- C. *Key Vocabulary*
  - 1. Outline – a general plan of a report.
- D. *Procedures/Activities*

Day One:

  - 1. Discuss vocabulary. Add to visible chart for display.
  - 2. Using the What I Want to Know Questions graphic organizer, under each category change the numbers of the headings. Number 2 will become Roman Numeral II, number 3 will become Roman Numeral III, number 4 will become Roman numeral IV, number 5 will become Roman numeral V, number 6 will become Roman numeral VII.
  - 3. Using the Outline page from the Research packet, write “Introduction” under Roman Numeral I and “Conclusion” under Roman numeral VII. Assure the students that they will work on the introduction and conclusion later.
  - 4. Transfer corresponding summaries from each Roman numeral categories from the What I Want to Know Questions to the Outline. Transfer letter summaries under each category to appropriate Roman numeral and letter on the outline.
  - 5. Explain to the students that all information from the outline will be represented in the research paper in the same order. This is the information they will research.
- E. *Assessment/Evaluation*
  - 1. Successful transfer from What I Want to Know Questions to Outline.
  - 2. Completed Outline.

**Lesson Four: Finding and Acknowledging the Source (Two- three days)**

- A. *Daily Objectives*
  - 1. Concept Objective(s)
    - a. The student understands writing as a tool for learning and research.
  - 2. Lesson Content
    - a. Writing and Research
      - i. Gathering relevant data through library and field research.
      - ii. Summarizing, paraphrasing, and quoting accurately when taking notes.
      - iii. Acknowledging sources and avoiding plagiarism.
  - 3. Skill Objective(s)
    - a. Select and use reference materials and resources as needed for writing, revising, and editing final drafts (TEKS ELA -7.19F).
- B. *Materials*
  - 1. Display Chart

2. Research Packet
  3. Resource Work Page (Appendix)
  4. Internet accessibility
  5. Internet Resource (Appendix A-8)
  6. Atlases, encyclopedias, trade books, state travel brochures
  7. Social Studies textbooks
  8. Parent Volunteers
  9. Note cards
- C. *Key Vocabulary*
1. Search engine - site on Internet that offers websites on specific topics.
  2. Resource - Items that give aid or assistance when finding information for a report.
  3. Encyclopedia - a book treating one subject very thoroughly, usually with its articles arranged alphabetically.
  4. Magazine – publications issued weekly, monthly, semi –monthly that contain stories and articles by various contributors.
  5. Atlas – a book of maps
  6. Textbook – book read or referred to as the authority and standard of a subject.
  7. Trade book – fiction or nonfiction book on a subject that is not considered an authority or standard.
  8. Topic sentence – Sentence used in a paragraph that tells the main idea of the paragraph. Is usually at the beginning of the paragraph.
- D. *Procedures/Activities*
- Day One
1. Discuss vocabulary words resource, search engine, and subject directory and display on chart. Go to computers and ‘guide’ students to the Internet. Have students turn to Internet Resource Sheet in research of each one. Assist students in finding their city under each site and have them decide their favorite. Have them write down on the Internet Resources Page, their favorite site for future reference.
  2. Discuss the advantages and disadvantages of search engines. Because there is so much information available, students need to use a subject directory of evaluated sites listed on their resource sheet for safety reasons. Explain to students that they will only print material approved by the teacher for their report from a search engine not listed on the Resource Sheet.
  3. Have students search and print out two copies of information from the Internet. File in portfolio.
  4. Depending upon computer skills of students, this might take two days.
- Day Two
1. Discuss vocabulary terms encyclopedia, atlas, textbook, magazines and trade book. Display on visual chart. Pass out encyclopedias, atlases, textbooks, and trade books to groups of students and have them decide the purpose of each source. Students should be familiar with these resources to do this quickly.
  2. Have each student get out their sources (this was a homework assignment) Internet sites from their portfolio, and the ‘Resource Work Page’ from research packet. Instruct the class on the overhead where to find information from each source doing trade books and textbooks first, encyclopedias second, and Internet sources third. Have students fill in resource paper with information from their sources.
- E. *Assessment/Evaluation*
1. Monitoring and observing understanding in accessing the Internet and sites.
  2. Monitoring and observing understanding of resources discussion.

3. Completed Resource Work Page.

**Lesson Five: Assembling Notes from Sources. (Three – four days)**

F. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
2. Lesson Content
  - a. Writing and Research (page 157)
    - i. Gathering relevant data through library and field research.
    - ii. Summarizing, paraphrasing, and quoting accurately when taking notes.
    - iii. Acknowledging sources and avoiding plagiarism.
3. Skill Objective(s)
  - a. Select and use reference materials and resources as needed for writing, revising, and editing final drafts (TEKS ELA-7.19F)

G. *Materials*

1. Display Chart
2. Reference Card Transparency (Appendix A-10)
3. Outline Transparency
4. Information Card Transparency (Appendix A-10)
5. White Note cards
6. Orange note cards
7. 5 example correctly written reference cards: encyclopedia, book, magazine, journal, and Internet source.
8. Student sources
9. Research packet

H. *Key Vocabulary*

1. Reference – something used for information or help.

I. *Procedures/Activities*

Day One: Reference Cards

1. Discuss the difference between a reference and resource. Write on chart.
2. Have students turn to the resource work page in the research package.
3. Review on the resource work page, the order of the numbers.
4. Using the Reference Card Transparency, model to the students how to transfer
5. the information on the numbers from the Resource Work page under the Book section to a note card. Explain that these are reference cards which tell where they have gotten their source. Put a number in the right hand corner of each source.
6. Display all the correctly written examples of reference cards. Have students complete their reference cards.  
NOTE: Later, when writing the bibliography, the students will transfer the order of their information from their card into a sentence. Check punctuation. Turn in for approval, then into portfolio.

Day Two: Information Cards

1. Have students assemble all sources they have collected and their outline. Pass out 7 orange and white note cards per student. Using two orange note cards, write “introduction” on one card and “conclusion” on the other. Label other orange cards – I, II, III, IV, V, VI, VI. Have students assemble three white cards behind each orange card. The cards are a visual example of the outline.
2. Using the outline transparency, explain to the students that each Roman numeral represents a topic sentence. Write a topic sentence for each Roman numeral on an orange note card explaining the summary written. File in order.



3. The letters (a,b,c) under a topic sentence represent detail/ supporting sentences. There must be a note card per letter making a total of 3 note cards under each topic sentence. (orange cards).
4. Using information card transparency, (Appendix A-10) a model for students where to fill out the topic, Roman numeral, letter, and number of the source on each white note card. Explain to the students that each letter note card must have a minimum of two ideas composed into complete sentences. The 'ideas' are the information the students will be researching to find. There may be more ideas per letter if desired. File in portfolio.

Day Three (might take 2 days)

1. Using sources, have students work on filling in the white note cards. Monitor for complete sentences, thought, and plagiarism. Teacher must approve note cards before next step.

E. *Assessment/Evaluation*

1. Monitor understanding of writing reference cards.
2. Reference cards
3. Monitor orange topic sentences for understanding and clarity
4. Monitor organization and correct labeling of orange and white note cards.
5. Complete ideas and sentences under all note cards.

**Lesson Six: Assembling and typing the Rough Draft. (4-5 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
  - b. The student recognizes first impressions in writing are important
2. Lesson Content
  - a. Expository Writing (page 157)
    - i. Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
  - b. Writing and Research
    - i. Integrating quotations from sources.
3. Skill Objective(s)
  - a. Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (TEKS ELA-7. 19 C).
  - b. Revise drafts for coherence, progression, and logical support of ideas (TEKS ELA – 7 19 D).

B. *Materials*

1. Research packet
2. Rough draft transparencies
3. Introduction transparency
4. Conclusion transparency
5. Yellow highlighters
6. Orange highlighters
7. Blue highlighters
8. Red marker
9. Thesis statement
10. Example of correctly highlighted Rough Draft
11. Microsoft Word or a Word Processor

12. Floppy disk for each student

C. *Key Vocabulary*

1. Rough Draft – a paper not completed or perfected; not polished or refined.
2. Introduction – first part of a book or paper that presents the reader with the topic.
3. Conclusion – The final part of a paper.

D. *Procedures/Activities.*

Day One:

1. Discuss vocabulary word, **rough draft**, and write on visual chart. Model on the overhead.
2. Using a blue highlighter, have students turn to the Rough Draft (Appendix A-11) section in their research packet and highlight the words, “introduction, body of report, and conclusion.”
3. Use orange highlighters to highlight the smiley face lines. Students will then write the completed topic sentences from their orange cards onto the correct Roman numeral by each smiley face.
4. Square each written Roman numeral and letter in red marker. This helps the student to visually mark where a new idea should start.
5. Highlight in yellow the \* lines. On these lines, write the information from the corresponding white note card. Have students self-check with writing to make sure information flows logically in order.  
NOTE: Do not highlight any line unless told to do so. The white lines are lines to use for proofreading and editing.
6. Peer proofread and edit. Add any information to a letter on the corresponding blank page. Teacher approval needed before the next step. Allow an additional day if needed.

Day Two:

1. Using the Introduction transparency, (Appendix A-12), have students turn to the introduction page in their research packet. Have students fill out sentence 1 as a topic sentence that tells what the report is about. Students need to write their thesis statement for sentence 2. Stress ‘voice’. Sentence 3 is an enumeration sentence that tells the main points in the report.
2. Using the conclusion transparency, (Appendix A-13), model for student’s directions for sentences 1-7.

Day Three:

1. Using Microsoft Word or a word processor, type the introduction page, rough draft, and conclusion page in order. Use double space, font 12. Print rough draft copy. Save to floppy disk and store in portfolio.

E. *Assessment/Evaluation*

1. Monitor correct highlighting and transfer of notes onto the rough draft.
2. Check editing and logical flow of information.
3. Introduction page.
4. Conclusion page.
5. Typed Rough Draft

**Lesson Seven: Preparing and publishing the Final Copy (3-4 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
  - b. The student recognizes first impressions in writing are important.
2. Lesson Content
  - a. Expository Writing (page 157)
    1. Write nonfiction essays that describe, narrate, persuade, and

- compare and contrast.
- 2. Write research essays
  - i. Acknowledging sources and avoiding plagiarism.
  - ii. Preparing a bibliography.
- 3. Skill Objective(s)
  - a. Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (TEKS ELA-7. 19 E).
  - b. Use available technology to support aspects of creating, revising, editing, and publishing texts (TEKS ELA- 7. 19 F).
  - c. Select and use reference materials and resources as needed for writing, revising, and editing final drafts (TEKS ELA-7.19 I).

**B. Materials**

1. Microsoft Word with Word Art
2. Typed Rough Draft
3. Reference Note cards
4. Bibliography and Works Cited Example (Appendix C-1)
5. Bibliography and Works Cited Resource Page (Appendix C-2)
6. Works Cited Page Example (Appendix C-3)
7. Resource Rules (Appendix C-4)
8. Bibliography Rubric (Appendix C-5)
9. Student Title Page Rules (Appendix C-6)
10. Student Title Page Example (Appendix C-7)

**C. Key Vocabulary**

1. Bibliography page – a page at the end of a report with the list of books, articles, etc., consulted or referred by an author in the preparation of an article, report, or book.
3. Works Cited page – a page at the end of a report that lists all references used. Small notes are made throughout the report to show when a reference is used.

**D. Procedures/Activities**

**Day One:**

1. Peer edit the typed rough draft checking for correct grammar and logical progression. Make corrections. Teacher approval before next step. File completed final copy in portfolio. Double space, font 12, and number pages..
2. Create a title page using Word Art. Center name of report, student’s name, date, and class. Guide students through process. Use correct spacing and margins. (Appendix C- 6) Students may be as creative as they want to be. Show examples (Appendix C-7). File in front of final copy in portfolio.

**Day Two:**

1. Discuss the difference between a **bibliography** and a **works-cited page** in a research paper. Do cloze activity of ‘Works Cited, References, and Bibliography- What’s the Difference?’ (Appendix C-1). Show examples of how to list a book, encyclopedia, and internet source for a bibliography. (Appendix C-2). Explain to the students that they will be doing a works cited page for this assignment and a bibliography. Show example. (Appendix C-3).
2. Model on overhead this process. Using reference cards, transfer information onto the works cited page in exact number order. Have students do their reference cards next. Monitor for understanding. Go over Resource Rules (Appendix C-4) and bibliography Rubric (Appendix C-5).
3. Students will now type the Works Cited/Bibliography page using Word. Monitor for understanding. Have students print and file behind final copy in portfolio.

4. Have students assemble final report in report cover in this order: title page, blank page, final copy, and works/bibliography cited page.

E. *Assessment/Evaluation*

1. *Monitor understanding on reference cards and work cited page.*
2. Final Report.

**Lesson Nine: Technology Presentations (2-3 days)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The student understands writing as a tool for learning and research.
  - b. The student recognizes first impressions in writing are important.
  - c. The student appreciates the use of technology to communicate information.
2. Lesson Content
  - a. Writing and Research
    1. Expository Writing
      - i. Write nonfiction essays that describe, narrate, persuade, and compare and contrast.
3. Skill Objective(s)
  - a. Use available technology to support aspects of creating, revising, editing, and publishing texts (TEKS ELA- 7. 19 F).
  - b. Produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (TEKS-ELA 7.25B7).

B. *Materials*

1. Internet accessibility.
2. Microsoft Word
3. Microsoft Power point
4. Microsoft Publisher
5. Digital camera
6. Digital video camera
7. Floppy disk or video tape for each student.

C. *Key Vocabulary*

None

D. *Procedures/Activities*

1. Separate students by contract project choice. Pass out rubrics for each and explain.
2. Power point students must have a minimum of 8 frames.
3. Microsoft publisher students must make a newsletter, brochure, or banner.
4. Digital video camera must consist of a short skit or news broadcast about city.
5. Have students work on individual projects as you monitor class.

E. *Assessment/Evaluation*

1. Technology project

**VI. CULMINATING ACTIVITY**

Mr. Gill Bates will be hosted at national sales convention where student ambassadors will present their technology projects to catch his 'eye.' Students may be very creative in trying to win him over with food 'specialties', pens, etc... as they sell their city. He will then award the best city, Moneyworks. Mr. Bates could be the building principal, favorite classroom teacher or parent volunteer.

## VII. HANDOUTS/WORKSHEETS IMPORTANT:

Appendix A-1:	City for Sale Title page
Appendix A-2:	Expectations Page – Student
Appendix A-3:	Rubrics for grading
Appendix A-4:	Student Contract
Appendix A-5:	KWL Chart
Appendix A-6:	What I Want to Know Questions
Appendix A-7:	Outline
Appendix A-8:	Internet Resources
Appendix A-9:	Resource Work Page
Appendix A-10:	Reference and Information Card
Appendix A-11:	Rough Draft
Appendix A-12:	Introduction Page
Appendix A-13:	Conclusion Page
Appendix A-14:	Research Assignment – Parents Information
Appendix A-15:	Technology Project Guidelines
Appendix B-1:	Money Works Proposition
Appendix B-2:	Rate the Thesis (Front and Back Page)
Appendix B-3:	Matching Vocabulary Quiz
Appendix C-1:	Bibliography and Works Cited Example Work Sheet
Appendix C-2:	Bibliography and Works Cited Resource Page
Appendix C-3:	Works Cited Page Example
Appendix C-4:	Resource Rules
Appendix C-5:	Bibliography Rubric
Appendix C-6:	Student Title Page Rules
Appendix C-7:	Student Title Page Example

## VIII. BIBLIOGRAPHY

1. *Core Knowledge Sequence*. Charlottesville, VA: Core Knowledge Foundation, 1999. 1-890517 - 20-8.
2. Flynn, Kris. *Graphic Organizers...Helping Children Think Visually*. Cypress, CA: 30554 03330
2. Hirsch, E.D. *What Your 6<sup>th</sup> Grader Needs to Know*. New York: Core Publications, Inc., 1993. 0-385-31464-7
3. Kemper, D. Nathan, R., & Sebranek, P. *Writers Express: A Handbook for Young Writers, Thinkers, and Learners*. Burlington, Wilmington, MA: Houghton Mifflin Co., 1995. ISBN 0-66938633-2
4. *The Research Paper: A Step-by-Step Student Guide Folder*. Grand Rapids, MI: Instructional Fair TS Denison. ISBN IF8162
5. *The Research Progress: Elementary Folder*. Grand Rapids, MI: Instructional Fair TS Denison. ISBN IF8161
6. *Use the Internet with the Big6 Skills* by Janet Murray  
<http://www...surflin.e.ne.jp/janetm/big6info.htm>

Appendix A – 1

Name \_\_\_\_\_

Period \_\_\_\_\_

City \_\_\_\_\_



**Appendix A -2**  
**Expectations Page ~ Student Information**

**Expectations:** You will follow given steps to create a \_\_\_\_\_ **(research paper)**. As each step is explained and demonstrated, you will \_\_\_\_\_ **(follow the process)** to complete your own \_\_\_\_\_ **(step of the project)**. You will be expected to complete each step as assigned. There *are* \_\_\_\_\_ **(different ways)** to put a research project together. However, I want you to follow these steps, to help you \_\_\_\_\_ **(understand the process)**.

**Schedule:** Below is the schedule of due dates for each part of this project. You will receive a grade for turning work in on \_\_\_\_\_ **(time)**

- |                                 |  |
|---------------------------------|--|
| <b>January 5th</b>              | Assignment made; discuss schedule; discuss choosing a topic.   |
| <b>January 7th</b>              | You will have _____ <i>selected a topic</i><br>You will return _____ <i>the parent signature slip</i><br>You will bring _____ <b>(50)</b> 3" X 5" lined, white index cards and one _____ <b>(pocket folder)</b> to class. Discuss plagiarism.  |
| <b>January 12<sup>h</sup></b>   | Σ Reference cards are due. You should find at least _____<br>_____<br>_____<br><b>(one book reference, one encyclopedia reference, one Internet reference and one person to interview)</b> .<br>A list of information that is required about the reference will be given. In class, we will learn the required method of citing the references. I will be using the _____ <b>(MLA)</b> research style. This is the style you will use in junior high and high school at FCS. |
| <b>Jan 16th</b>                 | _____ <b>(Bring resources)</b> to class! We will collect _____ <b>(information)</b> . We will write a formal _____ <b>(outline)</b> , record information on _____ <b>(note cards)</b> .  |
| <b>Feb 2nd</b>                  | _____ <b>(Information cards are due)</b> I will give you a _____ <b>(grade)</b> . This week, we will write the _____ <b>rough draft</b>  |
| <b>Feb 6th<sup>h</sup></b>      | Make a _____ <b>(citation)</b> page for the report.<br>_____ <b>(Rough Drafts are due)</b>   |
| <b>Feb 7-10th</b>               | We will use the Alpha Smarts to start typing the final copy.<br>_____ <b>(Technology Project Work Days)</b> .  |
| <b>February 14<sup>th</sup></b> | <b>Sales Seminar – Technology Presentations</b>  |

## Appendix – A3

### Rubrics for Grading:

- **Due Date Grade:** I will check mark each part of the project that is produced on time. At the end I will give a grade for this:
 

6 √s = 100%	3 √s = 69%	0 √s = 0%
5 √s = 89%	2 √s = 59%	
4 √s = 79%	1 √ = 50%	
- **Reference Cards:** I will take away points for missing information concerning the references. I will also take away points if each type of required reference is not represented.
  - 0 – 3 pieces of missing information = 100% to 90%
  - 4 – 6 pieces of missing information = 89% to 80%
  - 7 – 10 pieces of missing information = 79% to 70%
  - 11 – 14 pieces of missing information = 69% to 60%
  - 15 – 18 or more pieces of missing information = 59% to 50%
  - 0 pieces of missing information = 0%
- **Information Cards:** I will be looking for the following items when looking at the information cards.
  - 1 idea or piece of information per index card ..... 35 points
  - the reference for each card’s information is noted on the card ..... 35 points
  - there are at least the required number of cards ..... 30 points

*6<sup>th</sup> grade = 30 information cards*
- **Outline:** I will use the following rubric to grade the outline.
  - Proper outline notation..... 20 points
  - Thesis statement ..... 20 points
  - Logical flow of information..... 20 points
  - All information is represented..... 20 points
  - Sufficient information for each point.... 20 points
- **Final Paper:** I will give two grades for the final paper, a content grade and a mechanics grade.
  - Content:
    - ♦ At least the required length ..... 20 points  
(typed with #12 font, double spaced)
    - 6<sup>th</sup> grade = 3 pages plus work cited page*
    - ♦ Topic is well stated ..... 10 points
    - ♦ Stayed on topic ..... 20 points
    - ♦ Subject well covered ..... 20 points
    - ♦ Use of transitions between paragraphs ..... 10 points
    - ♦ Required number of sources used ..... 10 points
    - ♦ Conclusion states the value of the topic ..... 10 points
  - Mechanics:
    - ♦ Followed the given format ..... 20 points
    - ♦ Sentence structure ..... 15 points
    - ♦ Paragraph structure ..... 15 points
    - ♦ Spelling and Punctuation ..... 30 points
    - ♦ Sources cited correctly at end of paper ..... 20 points



**Appendix A - 4**  
**Student Contract**  
**City for Sale Project**

I \_\_\_\_\_ have read and discussed with my teacher and parents (s) guardian (s) the overall objectives and criteria for the City for Sale project. I agree to the following guidelines:

- To complete all assignments on time to the best of my ability.
- To keep all my papers neatly in my portfolio—if not, I will redo them.
- To ask questions if I do not understand assignments.
- To have materials with me at all times.
- To use the assessment rubric as my own personal checklist.
- To take full responsibility for my work at home and school.

---

Student's signature

Date

---

Parent's/guardian's signature

**Date**

**Appendix A-5**

**KWL Chart**

**What I Know**

**What I Want to Know**

**2.**

**3.**

**4.**

**5.**

**6.**

**Where Will I Look?**

<p><b>1.</b></p>	<p><b>3.</b></p>
<p><b>2.</b></p>	<p><b>4.</b></p>

# What I Want to Know Questions

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

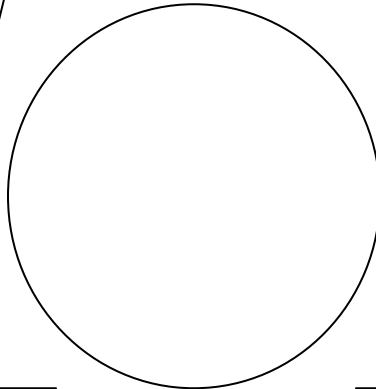
**2.**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**3.**



**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**4.**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**5.**

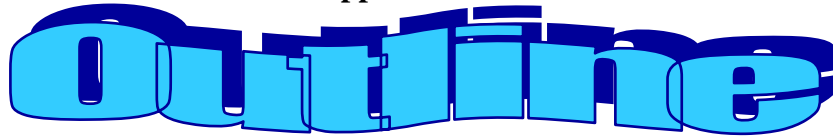
**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**6.**

Appendix A – 7



I. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

II. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

III. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

IV. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

V. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

VI. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

VII. \_\_\_\_\_  
A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_

Appendix A -8

## Internet Resources

<http://dkc.esc20.net>

Ebsco-Searchasaurus

Magazines and encyclopedias

Britannica

Encyclopedia, atlas, dictionary, thesaurus

Newsbank- Kidpage

Newspaper and newspaper magazines

<http://go.grolier.com>

Groliers

Encyclopedia Americana

New Book of Knowledge Online

Popular Science

Lands and Peoples

Kathy Schrock's Guide for Educators focuses on web sites useful in K-12 schools.

Librarians' Index to the Internet sponsored by Library of California.

Use Google's directory rather than its search engine.

KidsClick! and Yahooligans are good search engines.

**My Favorite site is** \_\_\_\_\_

## Resource Work Page

<b>Book</b>	1.	1.	1.
1. Author (s)	2.	2.	2.
2. Title	3.	3.	3.
3. City where published.	4.	4.	4.
4. Name of publisher.	5.	5.	5.
5. Year published.	6.	6.	6.
6. ISBN number.			
<b>Encyclopedia</b>	1.	1.	1.
1. Author (if given).	2.	2.	2.
2. Title of Article.	3.	3.	3.
3. Title of Encyclopedia.	4.	4.	4.
4. Number of Edition.	5.	5.	5.
5. Year published.			
<b>Internet</b>	1.	1.	1.
1. Author (if given)	2.	2.	2.
2. Title of article.	3.	3.	3.
3. Retrieval date.	4.	4.	4.
4. Title of site.	5.	5.	5.
5. Title of Organization.	6.	6.	6.
6. Retrieval date.	7.	7.	7.
7. URL http address.			

# Reference Card

<b>Type of resource</b>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

# Information Card

<b>Roman Numeral</b>	<b>Letter</b>	<b>Reference Card Number</b>
↓	↓	↓
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

# Rough Draft

*Introduction* \_\_\_\_\_

*Conclusion* \_\_\_\_\_

*Body of Report*

**II.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

 **IIA.** \_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_

\_\_\_\_\_

 \_\_\_\_\_







**III.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**IIIA.**

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



**IIIB.**

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

# Introduction

**Sentence 1: Write a topic sentence that says what your report is about.**

---

---

---

---

**Sentence 2: Write your thesis statement here.**

---

---

---

---

**Sentence 3: This sentence is an enumeration sentence that tells how many main points will be in your point.**

---

---

---

---

# Conclusion

**Sentence 1:** This sentence needs to be a sentence that restates the topic. Start this sentence with the words, “In conclusion.....”

---

---

**Sentence 2:** This sentence needs to summarize Roman II on your outline.

---

**Sentence 3:** Summarize Roman III on your outline.

---

---

**Sentence 4:** Summarize Roman IV on outline.

---

---

**Sentence 5:** Summarize Roman V on outline.

---

---

**Sentence 6:** Summarize Roman VI on outline.

---

---

**Sentence 7:** Summarize Roman VII on outline.

---

## Appendix – A- 14

# Research Assignment ~ Parents Information

**Expectations:** Each student will follow given steps to create a research paper. Each part of the assignment will be explained and demonstrated if possible. As each step is explained and demonstrated, the student will follow the process to complete his or her own step of the project. The student will be expected to complete each step as assigned. There are different ways to put a research project together. However, I want to be sure that each student has followed these steps, to help them understand the process.

**Schedule:** Below is the schedule of due dates for each part of this project. Σ shows what is due on a certain date.

January 5 <sup>th</sup>	Assignment made; discuss schedule; discuss choosing a topic.
January 7 <sup>th</sup>	Discuss looking for resources; recording resource information
January 9 <sup>th</sup>	Σ Student will have <i>selected a topic</i> from one of the two stated areas of study Σ Student will return <i>the parent signature slip</i> found at the end of this information page Σ Student will bring <i>50 3" X 5" lined, white index cards</i> to class Discuss plagiarism.
January 12 <sup>th</sup>	Σ Reference cards are due. Each student should find <i>at least one book reference, one encyclopedia reference, and one Internet reference.</i> <i>7<sup>th</sup> grade = 6 references</i> A list of information that is required about the reference will be given. In class, we will learn the required method of citing the references. I will be using the MLA research style.
January 14 <sup>th</sup>	Discuss recording information on cards. Work session, if time.
January 16 <sup>th</sup>	Work session. Students bring resources to class and work on collecting information.
January 19 <sup>th</sup>	Σ Students will show information cards and I will give a grade. I will grade these in class and send home for use in writing a formal outline. Discuss sorting the information cards to produce a logical progression of information. Discuss putting information into a formal outline
January 21 <sup>st</sup>	Work session for outlines. Discuss putting citations inside the paper.
January 23 <sup>rd</sup>	Σ Students will show a formal outline produced from their information cards. I will grade in class and send home for writing of rough draft. Work session on outlines and or rough drafts.
January 26 <sup>th</sup>	Discuss transitioning from paragraph to paragraph. Work session on rough drafts. We will type in school.
January 28 <sup>th</sup>	Σ Students will show their rough drafts. I will give a check grade and send home for work on final draft. We will type in school.
February 2 <sup>nd</sup>	– Students will have this week to polish and finish their rough drafts and start Technology Work Week.
February 6 <sup>th</sup>	Σ Final copy of the research paper is due.
<b>February 14<sup>th</sup> Sales Seminar – Technology Presentations</b>	

## ***Technology Project***

Using technology, your child will be required to present a sales demonstration to compete for Moneyworks, a trillion dollar business. The owner, Gill Bates is looking for a city to base his operations and wants to see some creative sales techniques to make his decision. The research paper your child has submitted is the formal proposal that will be given to him by his secretary. He will then join the class for a day and hear the demonstrations.

Your child needs to checkmark what type of presentation they would like to do below. I will have programs and tutoring for students who need help. They may work outside of class on this. Your help would be appreciated and needed – especially those who are computer ‘savvy.’

### Project Ideas

- \_\_\_\_\_ Transparency demonstration using Word Art and Inspiration.
- \_\_\_\_\_ Power point presentation.
- \_\_\_\_\_ Newsletter, brochure, banner, etc., using Microsoft Publisher.
- \_\_\_\_\_ Video commercial using digital camera and camcorder.
- \_\_\_\_\_ **Other idea** \_\_\_\_\_

**Remember: Be as creative as you want and have FUN!**

**Each student who returns the bottom form receives \$500.00 funny money!**

**! Please cut here and return the bottom of this form**

---

Σ I have review the information on these pages with my child and would like a sheet for use at home.

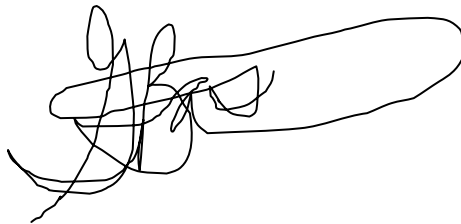
Signed: \_\_\_\_\_

# **MONEY! MONEY! MONEY!** ***CALLING ALL ENTREPRENEURS!***

**MONEYWORKS**, a trillion dollar business, is looking for a new home base for its corporation! You have been selected by my personal board of trustees to convince me to move my company to your city.

**WHY MONEYWORKS?** That's like asking why be rich for the rest of your life? Why drive all the sports cars and vacation all year? Besides becoming the most influential person in your city, you will become my personal apprentice and learn the secrets of being a business tycoon. Donald Trump learned all he knows from me.

So come 'sell' me on February 14<sup>th</sup>! I'm ready to be convinced!

A stylized, handwritten signature in black ink, appearing to be 'J. B. R.', written over a horizontal line.

# RATE THIS THESIS

A thesis statement is a paper's main idea summarized into one or two sentences. It's a contract a writer makes with a reader. The writer makes a statement on a subject and the reader decides if he agrees with the writer's statement.

A weak thesis statement doesn't make a claim and doesn't need to be proved. It just restates what the reader already knows.

**Example: Computers are fun in school.**

An okay thesis statement gives more detail but still restates what the reader already knows.

**Example: Computers are needed for learning in school.**

A strong thesis statement argues a point (makes a claim) that readers can disagree with. It creates tension in the reader to where he has to read the article to decide what he thinks.

**Example: Computers are essential for students to learn skills they will need to survive in the 21<sup>st</sup> century.**



Appendix B-2  
Back Page

**Directions:** Rate each thesis statement as 'weak' (W), 'okay' (O), or 'strong' (S).

1. \_\_\_\_\_ School is fun.
2. \_\_\_\_\_ Video games teach skills.
3. \_\_\_\_\_ Movies are too violent for kids.
4. \_\_\_\_\_ Learning to get along with friends is an important skill in knowing how to be selfless.
5. \_\_\_\_\_ Bad things happen for a reason.
6. \_\_\_\_\_ Video games are entertaining and teach computer skills.
7. \_\_\_\_\_ World hunger has many causes and effects.
8. \_\_\_\_\_ Hunger persists in Appalachia because jobs are scarce and farming in the poor soil produces poor crops.
9. \_\_\_\_\_ Lunch should be an hour everyday.
10. \_\_\_\_\_ Sports help build strong bodies.
11. \_\_\_\_\_ Exercise is important.
12. \_\_\_\_\_ Children who watch TV four to five hours a day are more physically unfit than children who do not.

**B- 3**  
**Vocabulary Quiz - Matching**

- |                         |   |
|-------------------------|---|
| ___ <b>Expectation</b>  | A. A binding agreement  |
| ___ <b>Satisfactory</b> | B. The subject of an assignment.  |
| ___ <b>Contract</b>     | C. To consider reasonable, due, or necessary.                               |
| ___ <b>Topic</b>        | D. Something offered for consideration.                                     |
| ___ <b>Thesis</b>       | E. Rivalry, contest, match  |
| ___ <b>Proposition</b>  | F. To meet the requirements of.   |
| ___ <b>Competition</b>  | G. One who organizes and assumes the risk of a business organization.       |
| ___ <b>Entrepreneur</b> | H. A proposition that a person promotes and offers to maintain by argument. |

## Works Cited, References, and Bibliography— What's the Difference?

A **(reference)** is any type of **(source)** of **(information)** you use to write your paper. A reference could be **(book)**, **(encyclopedia)**, **(website)**, **(interview)**, **(newspaper)** or **(magazine)**.

A **(works)** **(cited)** page is sometimes referred to as a list **(references)**. It is a page at the **(back)** of your report where you **(list)** items you have **(actually)** cited **(within)** the paper, usually with **(numbers)**.

A **(Bibliography)** is not the same. In a **(Bibliography)**, you list **(all)** the sources you have used, **(whether)** **(or)** **(not)** you have actually **(cited)** the work.

**It's very (important) that you cite all sources (correctly!)**  
You will cite these sources for this paper using the MLA **(Modern)** **(Language)** **(Association)** style. Follow the **(rules)** listed below to help you do this.

1. All entries in Works Cited, References, and Bibliography are put in **(alphabetical)** order by **(last)** names of **(authors)** or by **(first)** names of **(titles)**.
2. If **(a)**, **(an)**, and **(the)** are being used as **(article)** **(adjectives)** at the **(beginning)** of the entry, then you start the entry with the **(second)** word. If they are used as part of a **(name)** of a **(company)**, **(magazine)**, or **(journal)**, the entry must be alphabetized with them as the first word.



C-3  
Works Cited Page Example

While writing your paper, you may want to (**quote**) a certain resource or tell the reader (**where**) you got your information.

**You must do this (*inside*) of the paper itself.**

Instead of writing the whole resource from your bibliography page, you will need to (**follow the rule**) for ‘citing’ within your ‘writing.’

### Example:

***In the text of the paper:***

There are 500,000 words in the English language, but the average educated person only knows 20,000. (Crystal 97)

***or,***

Of the 500,000 words in the English language an average person only speaks 2,000. (97).

***In your Works Cited list:***

Crystal David. English as a Global Language Cambridge  
University Press. 1997

You may have (**both**) a bibliography and works cited page.

**C-4**  
**Resource Rules**

**The Works-Cited page must:**

- Come after the last page of the paper.
- Have 1 inch margins on top, bottom, and sides.
- Page number is the next after the last page number of the paper.

**The Bibliography page must:**

- Come after the last page, after the Works-Cited page.
- Entries should be placed in alphabetical order by the last name of the author.
- Each entry should begin on new line and end with a full stop.
- Have 1 inch margins on top, bottom, and sides.
- Single space each entry.
- Double space between entries.
- DO NOT number the entries.
- Use “hanging indent” which means to indent 5 spaces on the second line of each entry.

C-5  
Bibliography Rubric

## Bibliography Rubric

Criteria	Poor F	Satisfactory C	Plus Satisfactory B	Exemplary A
<b>Completeness</b>	-- Incomplete or not handed in <b>0 pts.</b>	-- 4-7 errors <b>17 pts.</b>	-- 1-3 errors <b>20 pts.</b>	--No errors <b>25 pts.</b>
<b>Order of Information</b>	-- Information is not in order. <b>17 pts.</b>	-- Some details are not in order. <b>16pts.</b>	-- 1-3 errors <b>20 pts.</b>	-- No errors <b>25 pts.</b>
<b>Rules: Punctuating Alphabetizing Indenting</b>	-- Over 7 errors. Needs to review format rules. <b>16 pts.</b>	-- 4- 7 errors Bib entries mostly correct, but needs to review rules. <b>18 pts.</b>	-- 1-3 errors. <b>20 pts.</b>	-- No errors <b>25 pts.</b>
<b>Variety of Resources</b>	-- 0 or 1 resource <b>17 pts.</b>	-- Uses 2 types of resources. <b>18 pts.</b>	-- Uses 3-4 types of resources <b>20 pts.</b>	-- Uses 5 or more resources. <b>25 pts.</b>
<b>Totals</b>				

**Total Score = \_\_\_\_\_**

## Title Page Directions

1. Tab down to the 2 inch side margin and create a title for your city with a catchy descriptive phrase using Word Art. Center your title and phrase between the 2 and 4 inch side margin.
2. Using a 12 font, tab down three spaces and type your name. Center it on page.
3. Tab down once and center the words, “City Portfolio.”
4. Tab down once and center period and class you are doing this report in.
5. Tab down once and center the date the report will be due.



# San Antonio City of the Alamo

**Mrs. Anderson  
City Portfolio  
English 3  
August 31, 2004**

