**9th Grade Mythology Research Project**

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| **Purpose**:   * Students will **learn how to responsibly research** a topic. * Students will **learn how to use SIFT to determine ethos/reliability, trustworthiness, and credibility.** * Students will **learn how to correctly build a citation in MLA** (Modern Language Association) * Students will learn about **annotated bibliographies and their role in the research process** * Students will **develop sound summarization** skills. * Students will **learn the importance of mythology/folklore in relation to the cultures** and the values of a society. * Students will learn how the **mythological monsters and heroes are portrayed within a culture’s mythologies** |

**Project**: Build an Annotated Bibliography based on a research topic.

**BACKGROUND INFORMATION**

Writing an annotated bibliography is an excellent activity for a research project; it can help you gain a good perspective on what has and is being said about your topic. While gathering sources for research is certainly necessary, it does not always mean that students *engage* with those sources. **I want you to engage and learn,** it's an important step in research. By reading and responding to a variety of sources on a topic, you'll start to see what the issues are, what people are arguing about, and you'll then be able to learn and develop **your own point of view** (which is the sole point of research!). When you have to write annotatinons for each source, you're forced to read each source more carefully and more critically--it steps you away from just collecting sources. You will use both [school resources](https://education.fcps.org/gtjhs/mediacenter) (Mrs. McShea’s document: [Resource Document](https://docs.google.com/document/d/1qEbXujVv1CvyvmuUdcn5MYAaY4c5ZGSIFgzn2mpwXKA/edit?usp=sharing)) and responsible research methods ([bl3](https://lms.fcps.org/page/4619154972)) ([bl4](https://lms.fcps.org/page/4625533283)) to find sources.

**TERMS**

A **bibliography** is a list of sources (books, journals, Web sites, periodicals, etc.) used in researching a topic. Bibliographies are sometimes called "References" or "Works Cited" depending on the style format you are using. A bibliography includes the citations, styled by guidelines (i.e., the author, title, publisher, etc.).

An **annotation** is a summary(paraphrase), evaluation, and/or reflection. Therefore, an **annotated bibliography** includes a summary, evaluation, and reflection **of each of the sources**. Your annotations will do the following.

* **¶1** Paraphrase/**Summarize**: **What is the point** of this book or article (use an [academic verb](https://umanitoba.ca/faculties/nursing/students/academic_verbs.pdf): to inform, to persuade, to entertain, etc)? What **type of source** is this (an academic article, encyclopedia article, media source, news article, timeline, etc)? What are the **main arguments (without detail)**? If someone asked what this article/book is about, what would you say? The length of this annotation will be about one-third of a page. For more help see OWL’s handout on [paraphrasing and summarizing](https://owl.purdue.edu/owl/research_and_citation/using_research/quoting_paraphrasing_and_summarizing/index.html).
* **¶2 Assess**: It is necessary to **evaluate your source. Use SIFT to determine the credibility of the source and to ARGUE its reliability and credibility.** **How does this source compare** with other sources in your bibliography (look at the text features, organization, ease of use)? Is this **source biased or objective**? Explain. For more help, see OWL’s handouts on [**evaluating resources**](https://owl.purdue.edu/owl/research_and_citation/conducting_research/evaluating_sources_of_information/where_to_begin.html). This annotation is the shortest of all the annotations.
* **¶3 Reflect**: Once you've summarized and assessed a source, you need to ask **how it fits into your research journey.** **Was this source helpful** to you - **Did it support other sources or offer challenges to other ideas? What NEW information did it TEACH you**? How does it help shape your conclusions or argument about your research questions? How can you apply this information to write your own myth? **Has it changed how you think** about mythology and its role in a society’s development of culture and values? This will be the longest annotation and will tell me what you are learning.

#### **FORMAT**

#### The format of annotated bibliographies can vary. Here are the specific guidelines for our purpose.

**The bibliographic information**: The bibliographic information of the source (the title, author, publisher, date, etc.) is written in MLA format. For more help with formatting, see OWL’s [**MLA handout**](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html). It provides a step-by-step guide to building a citation. We also have [Noodletools](https://fcps.libguides.com/c.php?g=948960&p=6843362&preview=a170d92ec06cb950ddae90e9fc1e56de).

**The annotations:** The annotations for each source is **written in paragraph form.** Each source will have three paragraphs worth of annotations: one paragraph will **summarize/**paraphrase, one will **assess**, and one will **reflect** (see above for details).

→ **Each source will require a citation and one page of annotations.** The pages are organized ALPHABETICALLY by the first letter in the citation. See this [exemplar](https://docs.google.com/document/d/1I-FMQ7kzJBCEFWKybjUBT7meQffEvn1xIgy7hUv0uHQ/edit?usp=sharing) for a one page set up.

Research should be varied. You cannot reach a valid conclusion by only considering one container (for example, going to one website, one encyclopedia, or reading one book). Gather information from **many** sources.

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| **You must use at least FIVE sources. Try to round it out in this way:**   * **1 encyclopedia source (unbiased facts)** * **2 scholarly essay/article/criticism sources (a bias will emerge through wording/phrasing)** * **1 book or professional publication (informed, may be bias but will argue with evidence)** * **1 media source (film, documentary, radio interview, etc) (bias easily present)** |

**GUIDING IDEAS**

In his book *Truth in Myth and Science*, Art Stawinski remarks, “Through myths we gain an understanding of our place in the world and how we are to live in it” (75). The learning goal of this project is to **determine the role a mythology/folklore has in helping a society define its culture and values AND to inform you about monsters and heroes as writers of a myth**. Myths, cultural artifacts of humanity, play an important role in understanding a society. Unlike what many people assume, many myths do contain historical content or kernels, so they teach in an entertaining way a little about history (with great creative liberty).

**You pick the culture/society that interests you.**  Greek mythology commands much attention, but each culture has its own mythology; they are interesting and worth investigating. Norse, Chinese, Japanese, African, Native American, and Aztec myths are very interesting.

**Information links for you:**

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| [What is a myth?](https://www.pbs.org/mythsandheroes/myths_what.html)  [Ancient stories that could have inspired myths/stories](https://www.smithsonianmag.com/science-nature/ten-ancient-stories-and-geological-events-may-have-inspired-them-180950347/)  [How to determine bias](https://apus.libanswers.com/faq/144927) | [Joseph Campbell Foundation YouTube Collections](https://www.jcf.org/works/by-campbell/videos/youtube/)  [From The Power of Myth (Ch 1)](https://lms.fcps.org/course/2821723096/materials/gp/4558015508)  The Power of Myth (entire book) [Bl3](https://lms.fcps.org/course/2821723120/materials/gp/4619154975) [Bl4](https://lms.fcps.org/course/2821723108/materials/gp/4625533319) |